USING ELECTRONIC CAMBRIDGE DICTIONARY IN TEACHING ENGLISH PRONUNCIATION: PRE- EXPERIMENTAL STUDY ON THE SECOND YEAR OF SEKOLAH MENENGAH ATAS NEGERI 2 SINTANG

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Abstract: *This research objective was to identify whether the use of Audio CALD3 is effective in teaching students to pronounce minimal pairs of English word toward second year of SMA Negeri 2 Sintang. The sample chosen through cluster random sampling. They were 32 students selected as participant. The research finding showed the pre-test result was 55.63 and post-test result was 84.76 by applying 0.05 level of significance with 31 degree of freedom (df), the t-counted 25.778 was higher than t-table 2.042. It indicated that the use of Audio CALD3 is effective in teaching students to pronounce minimal pairs of English word.*

Key words: Pronunciation, the atsecond year of students, CALD3, Pre-experimental research design.

INTRODUCTION

Being able to communicate in English is effectively indispensable in today's world. Therefore, pronunciation is very important in spoken communication. Precisely pronunciation is highly considered in speaking. Pronunciation is a salient element of effective communication not only to communicate ideas easily but also to understand other speakers well. When speaking, someone must utter the words clearly to avoid misunderstanding. Thus, to communicate correctly we need to correct pronunciation, because pronunciation affects very much on the understanding of the meanings of the words. If the sound of words differs, it may lead the listener to some other meanings.

Having a good English pronunciation means that someone is able to produce sound patterns that are recognizable as English, able to understand the meaning of what is said and also able to understand the purpose of what is said. This also clarified by Burns and Claire (2003) categorized the aspect of pronunciation that one needs to be good at, namely: "Intelligibility, Comprehensibility,and Interpretability" (P.5).

English pronunciation skill is not easy to acquire especially for English Second Language learners. Frazer (2001) stated that "pronunciation is one of the most problematic aspect for both students and English teachers" (p.5). The inconsistence of English pronunciation may bring difficulties for learners to determine which sound refers to what letter in word. For example, minimal pairs of English word which means that minimal pair**s** are two (or more) words that are identical except for a single phoneme which occurs in the same position in each word.

From the result of preliminary observation conducted by the researcher showed that most students of the second year of SMA Negeri 2 Sintang experienced difficulties on pronunciation when they speak and read English word, including in pronouncing minimal pairs of English word.For example minimal pair of word : "fly" can be pronounced as; [fl :] and "ply" can be pronounced as; [pl :] the minimal pairs is in initial of word (f and p), "pepper" can be pronounced as; [pe:pe] and word "paper" can be pronounced as; [pe**I**:pe] the minimal pairs is in medial position of word (e and diphthong [eI]), and another example such as word "back" can be pronounced as; [bQeÐk] and word "bag" can be pronounced as; [bQeÐg] the minimal pairs is in the final of word (k and g).Minimal pair of these word oftenly may bring one of difficulty for learners to different how to pronounce it correctly.

While using the rapid progress of technology from day in day,teachers should be creative in choosing the best aid tool in teaching and learning process.Teaching by using technology example computer could bring an effective learning process. Thus, one of important thing about the impact of technology in teaching process that must be underlined "technology should be incorporated into teaching pedagogy. Sothat students will not only effectively acquire a second language, but also develop electronic literacy skills especiallyin everyday and professional life.

Teachinga language through traditional media is not enough such as reading and writing, people need the skills of electronic literacy, such as accessing,evaluating, and utilizing information" (TESOL,2008. p.15). One of simple example a

progress of technology such as dictionary.It had been developing as an important aid tool such as paper dictionary and electronic dictionary which has a good impact in helping every language learners especially EFL Learners(English Foreign Language Learners)learning English Language.The awarenes of teachers and learners in using the dictionary practically could make any choice in choosing which thebest dictionary that need to be used.Whatever the choice is in aim to createthe easiest way on learners mastery english language.

Nowadays, there were various the development of electronic dictionaries in which each of them always compete in exhibiting the best quality.For example,some of electronic dictionary as a tool for learning english were complete with how to pronounce clearly through by sound recording both of English American and English British.Electronic dictionaries (Eds) had been developing and most available for all of electronic device such as : computer, laptop, mobile phone and online dictionary.It could be one of good aid tool for helping EFL Learners in learning english. Recently, a study in Weschler's research (2008)showed that "the most popular dictionary is Eds (Electronic Dictionary) than paper dictionary because EDs were quick and easy to use" (p.1). In His experiment- research proved that an obvious advantage of electronic dictionaries are speed in searching word and also in looking up process in which it will help EFL learners for carrying an easiest way to create a greater understanding of the language and various ways it may be used.Usefulness of the electronic dictionary is based onits capability to get information quickly, providing information that will need when it's needed.

Most Electronic dictionaries offer excellent grammar resources that offer for useradetailed explanation especially on pronunciation features. Then,another advantage of EDs is the user may accept or even reject any kind of suggestions the next choise which available on it.
Further, the researcher found an interesting electronic dictionary called as CALD3 (Cambridge Advanced Learners' Dictionary Third Edition). CALD3 is one of interesting electronic dictionary with has great features such as: clear definitions, prominent guidewords and also help the user to find the meaning of word that they want quickly and easily and also it has some features such as how to pronounce English word. Therefore,in this study researcher seeks to carry out a pre-experiment to find out the effectiveness of Cambridge Advanced Learners Dictionary of third edition (CALD3) in teaching English pronunciation.

RESEARCH METHOD

The form in this research is pre-experimental design with single group pretest-posttest design. The form of the pre-experimental design can be drawn as follow :

Table 2

The form of Pre-Experimental Research design

Pre – test	Treatment	Post – test
X1	T	X2

The pre-test (X1) will be given at the beginning of the learning process in the classroom. The purpose is to know the students' pre condition to the pronunciation. T is treatments. After having treatment, the researcher conduct post-test (X2) to know the result of the treatment. In this research the population is the second year students ofSMA Negeri 2 Sintang. In this research the writer used cluster random sampling as a technique for choosing the sample. Cohen, Morrison, & Manion (2007) defined that "By cluster sampling, the researcher can select a specific number of schools and test all the students in those selected schools" (p.112). The sample was chosen randomly from a list of the populationThe sample in this research was XI IPA I of SMA Negeri 2 Sintang which consist of 32 students.

Oral test was given by researcher as a technique for data collection. The test consisted of sixty items minimal pairs of English word: twenty items for minimal pairs at initial position of sound /f/ and /p/, twenty items for minimal pairs at medial position of sound /e/ and vowel sound /ej/ and twenty items for minimal pairs at final position of sound /g/ and /k/. For knowing students' pre-conditions pre-test was given at first. In this test firstly students should mention English words provided by the teacher. In addition, to make it easy in measuring, sound recorder was used to help the researcher to analyze the mastery of students' pronunciation.Post-test was given after treatment. The test was then analyzed through t-test in order to find out the significance. Afterwards, to know the strength of significance, the effect size formula was used.

FINDINGS

Before giving the treatment the researcher gave the pre-test in order to know students' pre-condition. The pre-test was administered on September 4th 2014. The result of student's individual score of pre-test (SUM X_1) is 1,7830.33.

After giving the pre-test to the students' the researcher gave treatment three times. The post-test was given after the treatment was conducted. The purpose of post-test was to know the students' achievement after treatment has given. The post-test was administered on October 2nd 2014. The result of student's individual score of post-test (SUM X$_2$) is 2,712.33.

After calculating the data, the researcher found that the total mean score of students' pre-test (" $_{X1}$) is 55.63 and the total mean score of students' post-test (" $_{X2}$) is 84.76. The result of students' individual score and the students' mean score can be drawn in the following table:

Table 3
The result of students' score on Pre-test and

Total	N	Students' Score	
		X	Mean Score
Pre-test	32	1,780.33	55.63
Post-test	32	2,712.33	84.76

Normality Test

To know whether the data was normal distributed the writer use one-sample kolmogorov-smirnov test as follow result:

Table 4

One-Sample Kolmogorov-Smirnov Test			
		Pretest	posttest
N		32	32
Normal Parameters[a]	Mean	55.6354	84.7604
	Std. Deviation	4.95598	5.57596
Most Extreme Differences	Absolute	.092	.085
	Positive	.092	.085
	Negative	-.055	-.080
Kolmogorov-Smirnov Z		.522	.484
Asymp. Sig. (2-tailed)		.948	.973
a. Test distribution is Normal.			

Based on the result of normality test above by using kolmogorov-smirnov test the data showed test distribution is normal distributed. Therefore, it can be concluded with the agreement as presented below:

H0 = data is normal distribute
H1 = data is not normal distribute
If the probability of significant value > 0.05 H1 is rejected
If the probability of significant value < 0.05 H0 is accepted

Based on the result of normality test on the pre-test and post-test the significant value = 0.948 and 0.973 > 0.05. Hence, H0 is accepted by means the data pre-test and post-test is normal distributed.

After found the result of pre-test and post-test the researcher was found that the students' interval score of pre-test and post-test is 29.13. To find out the level of significance, t-test was used. After t-test was found, the researcher needs to compare the results of the t-test with the table of distribution t (t-test). Further, The researcher applied the significance level (á) 0 + 0.05 with the degree of freedom (df) = N-1 (32-1) =31. Based on the t$_{table}$, for á = 0.05 with df =31, the t-table = 2.042, and the result is t$_{value}$ is higher than t$_{table}$ (25.778 > 2.042) and it indicated a significant difference result between pre-test and post-test. Based on the result computation of the effect size in this research, the researcher obtained 1.21. Thus, based on the effect size categories, it can be concluded that the treatment gave strong effect to the students' achievement.

DISCUSSION

In this research which entitle is "Using Electronic Cambridge Dictionary in Teaching English Pronunciation" the researcher conducted pre-test and post-test was to verify whether the use of Audio Cambridge Advanced Learner's Dictionary Third Edition (CALD3) is effective in teaching students to pronounce minimal pairs of English word at second year studentsof SMA Negeri 2 Sintang.

From data analysis through statistical formula, it was found that before the treatment was given, the mean score of pre-test is 55.63. This finding indicated that the students have low skill in English pronunciation which leaded them to make many mispronunciations to the test because they did not get used to pronounce those word.

Afterward, the researcher tries to use new aid tool in teaching and learning process especially teaching English pronunciation to rouse the students pronounce minimal pairs of English word by using electronic dictionary of Cambridge Advanced Learners Dictionary third edition (CALD3). The researcher conducted several steps in his

treatment. First, he distributed the material such as: prepare the minimal pairs of English word. For the first meeting, the writer introduced the minimal pair of English word in initial position /f/ and /p/ sounds with consist of twenty items. He introduced minimal pair of English word in medial position /e/ and /eI/ on the second meeting, and twenty items of minimal pair of English word in final position /k/ and /g/ on the third meeting with consist of twenty items also. Thus, there were sixty item of English word. Second, he wrote some words on the whiteboard and asked the students to pronounce them, while he checked their mispronunciation.

Then, he explained the right mouth position (tongue and lip positions) to pronounce the minimal pair of English words. Third, he showed the transcription of the words practiced on the whiteboard while playing the audio to let them hear the difference between British English and American English pronunciation using loud speaker. Then, he pronounced the minimal pair of English words as nearby as native speaker pronunciation and as displayed in Audio Cambridge Advanced Learner's Dictionary Third Edition. Last, she assigned them one by one and in pairs to repeat until they were able to articulate the words correctly. The audio was played three times or more to make sure the students can produce the utterance close to the English native speaker.

After the treatment was given, the researcher gave post-test in order to know the improvement of students ability in English pronunciation using audio CALD3. The students' mean score of pre-test is increase to 84.76.

Moreover, the researcher also mentioned the result of previous research. The research was ever done by Marnalita, Anshari, & Erniwati (2013) prove that in theirs' research "Audio Cambridge advanced Learner's Dictionary (CALD) is effective in teaching English pronunciation or even can improve students' pronunciation" (p.12). In theirs' research finding showed that the result on the pre-test was 1.51 and post-test result was 5.61. It designated that either previous or in this research proved that the higher score of post test were better than the score of pre-test.

It can be concluded the students' ability in English pronunciation can be improved by using of audio Cambridge advanced learner's dictionary third edition. In other words, regarding with the results of the pre-test and post-test given showed formerly, it has been found that audio Cambridge Advanced Learner's Dictionary third edition (CALD3) was effective in teaching English pronunciation. Following a similar study by Amirian & Heshmatifar (2013) clarified that "the lexical information provided by the electronic dictionary such as pictures, games, audible pronunciation, and some special examples related to the word tends to make the use of EDs (Electronic Dictionary) in the classroom more effective and interesting" (p.42).

CONCLUSIONS

Based on the result of data analysis previously in chapter IV the researcher defined that Cambridge Advanced Learners Third Edition (CALD3) is effective in teaching English pronunciation to the students at second year ofSMA Negeri 2 Sintang in academic year of 2014/2015. It can be seen from the significant different between pre-test and post-test result specifically the result of pre-test score is lower than the result of post-test score. Moreover, based on the calculation it is proved that t-test which shown that t_{value} is higher than t_{table} (25.778 > 2.042). It means that in hypothesis testing the alternative hypothesis of this research was accepted and the null hypothesis of this research was rejected.

Mentioning the idea above,the researcher infers that role of CALD3 is effective for teaching students at second year of SMA Negeri 2 Sintang to pronounce minimal pairs of English word.In this chance the researcher delivered some suggestion for the teachers and readers whenever they want to use CALD3:

1. Prepare the computer or other personal computer such as laptop notebook and netbook which fulfill the requirement for CALD3 (Cambridge Advanced Learner's – 3rd Edition). This is very important because the compatible devices will support the operation of this software.

2. Install it on your personal computer with the CD-ROM of CALD3 is very recommended for the best quality or if you already have the application on your personal computer, make the shortcut on your PC desktop to make easy to launch.

3. CALD3 defined as a good dictionary in teaching English pronunciation effectively. It may appropriate also for teaching English reading comprehension and teaching English speaking because both of these skill related to the pronunciation.

4. CALD3 is one of interesting electronic dictionary with has clear definitions and prominent guidewords and also help the user to find the meaning of word that they want quickly and easily, but remember do not rely too much on it without put your heart into learning new words and expression.

5. Anything possible all the user can see whether an electronic dictionary of CALD3

is beneficial or harmful in itself, good or bad it depends on the user to make it useful to be used.

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