

# USING AUDIO CAMBRIDGE ADVANCED LEARNER'S DICTIONARY (CALD) TO IMPROVE ENGLISH PRONUNCIATION

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## Abstract

This research objective was to verify that the use of Audio Cambridge Advanced Learner's Dictionary (CALD) can improve student's pronunciation skill. This research applied pre-experimental research design. The population was the second year students of SMP Negeri 3 Tinombo Selatan. Class VIII A was chosen as the sample by using judgment sampling technique. The data were collected through examining records (test). The data obtained were analyzed statistically. The result of the data analysis showed that the pre-test result was 1.15 and post-test result was 5.61 by applying 0.05 level of significance with 29 degree of freedom (df), the t-counted 17.154 was higher than t-table 1.699. It means that the use of Audio Cambridge Advanced Learner's Dictionary can improve the pronunciation skill of the second year students of SMP Negeri 3 Tinombo Selatan.

**Key words:** Pronunciation, CALD, Pre-experimental research design, Audio-lingual method.

## INTRODUCTION

Pronunciation is one of the language components to help students achieve an effective communication. It allows students to recognize the differences among sounds that often make them confused such as producing minimal pairs, stress pattern and intonation.

Undeniably, good pronunciation makes good communication each others. Our speeches can be understood when using good pronunciation because it controls what we say, particularly when we say the words that contain English consonant sounds. In contrast, when we speak with bad pronunciation it might be hard to understand. Shortly, wrong pronunciation might produce wrong meaning and leads to misunderstanding.

Indeed, there are several sounds in English which are not found in Bahasa Indonesia. Sound /dʒ/, /ʒ/, /tʃ/, /θ/, /ʃ/, and /ð/ for instance. It causes Indonesian students difficulty in learning pronunciation. they might be pronounced with hard muscles while Indonesian sounds might be pronounced easily. This is because the Indonesian students' tongues are

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not familiar with such English sounds. If only the teacher pays more attention or makes little attempt to the teaching of pronunciation, the students can pronounce those sounds correctly. In other words, to help students take off their pronunciation errors, it is important to teach the pronunciation in the classroom so that the communication can run smoothly.

It is stated in the school-based curriculum or in Bahasa Indonesia called Kurikulum Tingkat Satuan Pendidikan (KTSP) (2007:12) “Siswa perlu dilatih menggerakkan bibirnya, lidahnya, dan organ-organ yang diperlukan dalam berbicara sehingga dapat menghasilkan bunyi seperti bunyi yang terdapat dalam Bahasa Inggris.” It is also stated that the second year students should be able to communicate accurately to “Mengungkapkan makna dalam percakapan transaksional dan interpersonal dan berlanjut dalam konteks kehidupan sehari-hari.” However, when the writer did her preliminary research, she figured out that most students could not pronounce English consonant sounds correctly, especially sounds /dʒ/, /ʒ/, /tʃ/, /θ/, /ʃ/, and /ð/. Therefore, she thinks pronunciation needs much more attention.

Pronunciation refers to the utterance of the words of a language. Pronunciation is the first thing people notice in speaking a language when we meet a person, and we say a sentence or more, he/she will not pay much attention to our vocabulary choice or grammar construction, but they will notice whether our pronunciation is good or not. If our pronunciation is poor, he will just think that we have bad pronunciation. Therefore, pronunciation may take the first impression. It is stated in American Heritage Dictionary that pronunciation is “A way of speaking a word, especially a way that is accepted or generally understood” (as cited in Otlowski, 1998, p. 1). In other words, pronunciation is the act of producing sounds, including the stress and the intonation with standard of correctness or acceptability.

In addition to the definition of pronunciation above, Hill and Lewis (1985:69) states “We need to remember that you cannot communicate anything at all unless you can say the words in a way which the hearer can understand.” This statement implies that pronunciation is something crucial in communication. It is the most important component of any human society. So, to communicate properly 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. For instance, if someone wants to say “I saw three /θri:/ chairs there” and she/he pronounces the word ‘three’ with an /t/ sound /tri:/, the listener may understand that he/she saw tree chairs there. And if this happens, it is very much obvious that it is not a proper communication. This is,

in fact, confusing. To avoid such kind of problems we need to let every speaker know the correct pronunciation.

Speech sounds are divided into vowel and consonant sounds. Basri (2005:3) explains the difference, 'If the airflow is obstructed or impeded somewhere in the vocal tract by using one or more articulators, the resulting sounds are consonants. If the airflow moves out freely, the resulting sounds are vowels.' And, English sound itself has 24 consonant sounds and 14 vowel sounds.

Here are some sounds among the 24 consonant sounds.

a) Consonant (tʃ and dʒ)

Characteristics:

Palatal-alveolar sounds. The tongue tip, blade and rims close against the alveolar ridge and side teeth. The front of the tongue is raised and when the air is released, there is audible friction. The soft palate is also raised. /tʃ/ is unvoiced and forties voiced and lenis. /dʒ/ is devoiced at the end of a word, as in: **church, judge, nature** and **larger**.

b) Consonant (θ and ð)

Characteristics:

Dental sounds. The tongue tip makes light contract with the back of the top, front teeth or tongue tip may protrude between upper and lower teeth. The soft palate is raised. /θ/ is unvoiced and forties. /ð/ is voiced and lenis. /ð/ is devoiced at the end of a word, as in: **think, the, bath, and bathe**.

c) Consonant (ʃ and ʒ)

Characteristics:

Palatal-alveolar sounds. The tongue blade makes light contract with the alveolar ridge, and the front of the tongue is raised. The soft palate is also raised. /ʃ/ is unvoiced and forties. /ʒ/ is voiced and lenis. /ʒ/ is devoiced at the end of a word, as in: **she, fish, beige, and nation**.

(Kelly, 2000, 34-37)




Based on the writer's preliminary finding to the second year students of SMP Negeri 3 Tinombo Selatan, they generally encountered some problems to pronounce the English consonant sounds, especially the sounds carried out at this research. Students had difficulty to pronounce /θ/ and /ð/ correctly. They tended to pronounce them as /t/ or /d/. For example, the word 'they' should be pronounced /ðei/, but they pronounced it /dei/. The word 'birth' was pronounced /bɜ:t/ instead of /bɜ:θ/.

The writer considered the Audio Cambridge advanced learner's dictionary (CALD) be able to help students improve their pronunciation skill. Not only it is easy for teacher to prepare, but students can also practice their receptive and productive skills. In receptive

skills, they listen how certain sounds are articulated and they are, in productive skill, actively involved to articulate the sounds as they repeat the teacher to pronounce them.

Cambridge Advanced Learner's Dictionary is a good media in improving the students' pronunciation. It can help them pronounce words correctly. They can communicate well especially to native speakers. It provides a good control and effective results. It is stated in Cambridge Advanced Learner's Dictionary (2008:1) as follows: "Cambridge Advanced Learner's Dictionary is the best dictionary for general British English on Cambridge Dictionaries." The word we see in the paper dictionary will find in here. We can hear the British and American English recordings of the word.

In Cambridge advanced learner dictionary, there are many gains that we can find in it. Two of them are the transcription of a word both British English and American English pronunciation; we will hear the words that we want to seek to the two different pronunciations. There are some steps to use audio media CALD:

1. If you search the transcription of a word, you write it on the left, then click  you can see the transcription.
2. If you want to know how the British English and American English pronunciation, after doing the first step, you can click on the sound for British English recording of the word () and American English recording of the word (). It is red for British English and blue for American English. Finally, you can hear how they pronounce it.

The students will listen to it and repeat loudly the words they heard. So they listen and produce good pronunciation. Cambridge advanced learner's dictionary is always possible to be applied as long as it leads the students to the terminal goal of the lesson that is to pronounce English words and sentences well. Therefore, it should be used during learning process.

The writer formulated the research problem in following question *Can the use of Audio Cambridge advanced learner's dictionary improve the ability of the second year students of SMP Negeri 3 Tinombo Selatan in English pronunciation?* It is to verify that the use of Audio Cambridge Advanced Learner's Dictionary can improve the pronunciation skill of the second year students of SMP Negeri 3 Tinombo Selatan.

## METHODOLOGY

In this research, the writer applied pre-experimental research design. It means there was only one group (one class) involved, that was experimental group. The reason of choosing this design was due to number of population of the second year students of SMP

Negeri 3 Tinombo Selatan, which consisted of two classes only. She gave pre-test and post-test as well as treatment to the group as seen in the formula proposed by Arikunto (2002:78) as follows:

$$O_1 \quad X \quad O_2$$

Where:  $O_1$  = Pre-test  
 $X$  = Treatment  
 $O_2$  = Post-test

The second year students of SMP Negeri 3 Tinombo Selatan were the population of the research. They consisted of fifty-five students that are divided into two classes as shown in the following table.

**Table 1**  
**Number of Population**

No	Class	Number of Students
1	VIII A	30
2	VIII B	25

Furthermore, to determine the sample of this research, the writer applied judgment sampling technique. The writer used this technique because the total population of the second year students of SMP Negeri 3 Tinombo Selatan was relatively small, 55 students. They were Class VIII A consisted of 30 students and class VIII B consisted of 25 students. To collect the significant information related to her research, the writer chose class VIII A as a sample of her research because the number of students in this class was bigger than those in class VIII B. In this research, the writer used two variables; they were dependent and independent variables. A dependent variable is an attribute or characteristic that is dependent or influenced by the independent variable, while independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable (Creswell, 2005). Therefore, the dependent variable of this research was the students' achievement in English pronunciation while the independent variable was audio Cambridge advanced learners' dictionary.

The test consisted of thirty-five items; thirty items for testing students' pronunciation of words and five items for sentence pronunciation. The pronunciation test of

words was scored one score for one correct item, while the pronunciation test of sentences was scored two for each correct item. Therefore, the maximum score was forty.

To make clear, the writer illustrated the scoring system of the test as seen in the table 2 below.

**Table 2**  
**The Scoring System of the Test**

No	Name of Test	Number of Tested Items	Score per Item	Maximum Score
1	<b>Pronunciation test of words</b>	/ dʒ/ = 5	1	5
		/ ʒ/ = 5	1	5
		/ t/ = 5	1	5
		/ θ/ = 5	1	5
		/ ʃ/ = 5	1	5
		/ ð/ = 5	1	5
2	<b>Pronunciation test of sentences</b>	5	2	10
<b>Total</b>		<b>35</b>		<b>40</b>

Treatment was given after the pre-test. The students of experimental group learned how to pronounce the six consonant sounds correctly using Audio Cambridge advanced learner's dictionary. The treatment was conducted in four weeks (eight meetings). Post-test was the test given after treatment. Basically, this test was not different from those of the pre-test in terms of forms, items, difficulties, and scoring system. To help the writer score the students' pronunciation, she used video recorder to record the students' articulation when they pronounced the English consonant sounds.

The steps in analyzing data obtained from the test were in the following. First, to measure the students' individual scores, the writer applied a formula proposed by Sutomo (1985:23) as follows:

$$\text{Individual Score} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 10$$

Then, the writer applied a formula as stated by Arikunto (2006:189) to calculate their mean scores.

$$M = \frac{\sum x}{N}$$

Where:  $M$  = Mean score  
 $\sum x$  = The number of score  
 $N$  = Number of students

In order to count the students mean deviation, the writer applied a formula by Arikunto (2002:276) below:

$$Md = \frac{\sum d}{N}$$

Where:  $Md$  = Medium score between pre-test and post-test  
 $\sum d$  = Score deviation between pre-test and post-test  
 $N$  = Number of students

Next, the writer used the following formula of Arikunto (2006:308) to determine the sum of deviation squared.

$$\sum x^2 d = \sum d^2 - \frac{(\sum d)^2}{N}$$

Where:  $\sum x^2 d$  = The sum of deviation squared in each subject  
 $\sum d^2$  = Sum of squared deviation  
 $N$  = Number of students

Finally, the writer computed the t-test score as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:  $t$  = Significant score  
 $Md$  = Medium score between pre-test and post-test  
 $\sum x^2 d$  = The sum of deviation squared  
 $N$  = Number of students  
 $1$  = Constant number

## RESULTS

Before giving treatment, the writer examined the students' ability in English pronunciation using a test called pre-test. The following table 3 presented the results of the pre-test.

**Table 3: The Students' Pre-test Scores**

No	Initial Names	Types of Test		Total Score	
		Words Pronunciation	Sentences Pronunciation	Raw Scores	Individual Scores
1	Agan	0	1	1	0.25
2	Awak	2	1	3	0.75
3	Apry	3	1	4	1
4	Apryt	4	2	6	1.5
5	Asda	4	3	7	1.75
6	Fend	2	1	3	0.75
7	Fitd	1	0	1	0.25
8	Fits	1	0	1	0.25
9	Hid	3	2	5	1.25
10	Hus	0	1	1	0.25
11	Icha	6	3	9	2.25
12	Leli	7	3	10	2.5
13	Lud	1	0	1	0.25
14	Mas	4	0	4	1
15	Mag	3	1	4	1
16	Mil	1	1	2	0.5
17	Muli	0	1	1	0.25
18	Mfa	2	2	4	1
19	Mza	4	1	5	1.25
20	Nir	0	1	1	0.25
21	Nur	1	1	2	0.5
22	Nuri	5	2	7	1.75
23	Rah	3	2	5	1.25
24	Ris	6	0	6	1.5
25	Sad	11	3	14	3.5
26	Snf	3	1	4	1
27	Sul	7	3	10	2.5
28	Tin	3	1	4	1
29	Yun	6	5	11	2.75
30	Zul	2	0	2	0.5
<b>Total Score</b>		<b>95</b>	<b>43</b>	<b>138</b>	<b>34.5</b>

The result of the pre-test showed that the highest score was 3.5 and the lowest score was 0.25. To know the mean score of the pre-test, the writer applied the formula as follows:

$$\begin{aligned}
 M &= \frac{\sum x}{N} \\
 &= \frac{34.5}{30} \\
 &= 1.15
 \end{aligned}$$



Thus, the students' mean score on pre-test was 1.15. It indicated that the students' ability in English pronunciation was very low or poor.

Having had treatment to students, the writer gave post-test in order to know their progress as well as to verify whether or not the students' ability in English pronunciation can be improved through the use of audio Cambridge advanced learner's dictionary. The result of the post-test was presented in the following table.

**Table 4: The Students' Post-test Scores**

No	Initial Names	Types of Test		Total Score	
		Words Pronunciation	Sentences Pronunciation	Raw Scores	Individual Scores
1	Agan	21	4	25	6.25
2	Awak	14	5	19	4.75
3	Apry	23	7	30	7.5
4	Apryt	19	5	24	6
5	Asda	10	5	15	3.75
6	Fend	19	4	23	5.75
7	Fitd	9	4	13	3.25
8	Fits	11	2	13	3.25
9	Hid	18	4	22	5.5
10	Hus	14	5	19	4.75
11	Icha	27	7	34	8.5
12	Leli	24	5	29	7.25
13	Lud	8	2	10	2.5
14	Mas	17	5	22	5.5
15	Mag	25	5	30	7.5
16	Mil	19	5	24	6
17	Muli	17	5	22	5.5
18	Mfa	15	4	19	4.75
19	Mza	12	5	17	4.25
20	Nir	6	2	8	2
21	Nur	27	6	33	8.25
22	Nuri	20	6	26	6.5
23	Rah	21	5	26	6.5
24	Ris	20	5	25	6.25
25	Sad	19	6	25	6.25
26	Snf	23	5	28	7
27	Sul	20	6	26	6.5
28	Tin	23	6	29	7.25
29	Yun	22	6	28	7
30	Zul	8	2	10	2.5
<b>Total</b>		<b>531</b>	<b>143</b>	<b>674</b>	<b>168.5</b>

The table showed that the highest score of post-test was 8.5 while the lowest was 2. Based on the table above, the writer counted the mean score of post-test as follows:

$$\begin{aligned} M &= \frac{\sum x}{N} \\ &= \frac{168.5}{30} \\ &= 5.61 \end{aligned}$$

The result of the above calculation showed that there was significant difference between the students' mean score on pre-test and post-test. The students' mean score on pre-test 1.15 was lower than that of on the post-test 5.61. In other words, the students' achievement got improved.

To know the mean deviation score of pre-test and post-test, the writer used the formula below:

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ &= \frac{134}{30} \\ &= 4.46 \end{aligned}$$

The mean deviation score of pre-test and post-test was 4.46. The writer then computed the sum of squared deviation as shown below:

$$\begin{aligned} \sum x^2 d &= \sum d^2 - \frac{(\sum d)^2}{N} \\ &= 666.38 - \frac{(134)^2}{30} \\ &= 666.38 - \frac{17956}{30} \\ &= 666.38 - 598.53 \\ &= 67.85 \end{aligned}$$

After getting the sum of squared deviation of experimental group, the writer continued to count the t-test score to figure out whether the research hypothesis was accepted or rejected. The computation was presented in the following:

$$\begin{aligned}
t &= \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}} \\
&= \frac{4.46}{\sqrt{\frac{67.85}{30(30-1)}}} \\
&= \frac{4.46}{\sqrt{\frac{67.85}{30(29)}}} \\
&= \frac{4.46}{\sqrt{\frac{67.85}{870}}} \\
&= \frac{4.46}{\sqrt{0.07}} \\
&= \frac{4.46}{0.26} \\
&= 17.154
\end{aligned}$$

The result of the data analysis showed that  $t_{\text{counted}}$  was 17.154 by applying 0.05 level of significant with 29 degree of freedom (df). It means that  $t_{\text{counted}}$  (17.154) was higher than  $t_{\text{table}}$  (1.699). Thus, it could be concluded that the research hypothesis was accepted. In other words, audio Cambridge advanced learner's dictionary was effective in improving English pronunciation of the second year students of SMP Negeri 3 Tinombo Selatan.

## DISCUSSION

Pre-test and post-test were conducted to state that the use audio Cambridge Advanced Learner's Dictionary (CALD) is effective to contribute significance improvement to the students to pronounce some consonant sounds. The results of the tests were analyzed using statistical formula.

From the pre-test result showed that the passed percentage of students was (0%) and the percentage of students got fail on pre-test was (100%). By seeing the percentage results both of them passed and failed percentage, the writer concluded that the students have low skill in English pronunciation which led them to make many mispronunciations to the test because they did not get used to pronounce those sounds. For instances, the sound /θ/ became /t/, /ð/ became /d/, /ʃ/ was simply pronounced as /s/, /dʒ/ became /g/, and /ʒ/ was pronounced /s/ or /z/ and became the most difficult sound, for no one was able to pronounce

this sound.

In related to the problem above, the writer tried to apply the audio CALD to improve their English pronunciation. The writer applied several steps in her treatment. First, she distributed the material. For the first meeting, the writer introduced the /θ/ and /ð/ sounds. She introduced /ʃ/ and /ʒ/ on the second meeting, and /tʃ/ and /dʒ/ on the third meeting. She applied familiarization steps to the next five meeting. Second, she wrote some words and sentences on the whiteboard and asked the students to pronounce them, while she checked their mispronunciation. Then, she explained the right mouth position (tongue and lip positions) to pronounce the words that contain English consonant sounds. In this matter, she used video cast to help her. Third, she 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. Next, she pronounced the English words as near as native speaker pronunciation and as modeled in Audio Cambridge Advanced Learner's Dictionary. 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 ensure the students can produce the utterance near the English native speaker.

After the treatment was given, the writer gave post-test in order to know the improvement of students' ability in English pronunciation using audio CALD. The students passed percentage was (67%) and the percentage of students failed percentage was (33%) on post-test. From the two results showed that passed percentage was higher than the failed percentage. It means that after giving treatment, the students' ability in English pronunciation can be improved by using of audio Cambridge advanced learner's dictionary. In other words, regarding with the results of the pre-test and post-test given showed previously, it has been found that audio Cambridge Advanced Learner's Dictionary (CALD) was effective to improve the Students' English pronunciation particularly on the English consonant sounds. Like mentioned before that it is stated in Dictionary (2008:1) "Cambridge Advanced Learner's Dictionary is the best dictionary for general British English on Cambridge Dictionaries."

## CONCLUSIONS AND SUGGESTIONS

After analyzing the data statistically, the writer draws some conclusions. Firstly, audio Cambridge advanced learner's dictionary can improve the students' English pronunciation. It is proved by the obtained mean score of pre-test 1.15 and post-test 5.61. Secondly, audio

Cambridge advanced learner's dictionary is a suitable and effective media of teaching pronunciation especially to the young learners.

In connection with conclusions above, the writer would like to give the teachers of English some suggestions. First, the teachers should be more creative in teaching so that the students will be interested in learning English subject. Second, they have to choose and use appropriate media and teaching method. Furthermore, the teachers should have good pronunciation to be able to become a model to his/her students. And the last is the teachers should use audio Cambridge advanced learner's dictionary as a teaching media to improve the English pronunciation of both teacher and students. Yet, they should adapt the media since students may have different learning style.

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