

Android-based Audiovisual PROTADROID as a Pronunciation Practice Learning Media through Lesson Study in Undergraduate Program

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Abstract: Smartphone technology, especially Android, which is featured with many free applications, is to give many advantages to the users; one of them is as a teaching and learning aid for English Pronunciation Practice. The objective of the research is to explain the implementation of web-based PROTATIK 1 application product in the first year into PROTATIK 2 application (Phonetic Table Program 2), or it is also known as an Android-based PROTADROID in the second year through lesson study which can be considered as a new option in Pronunciation Practice learning by building cooperative connection and applying the best teaching method to integrate Android-based PROTADROID Application in Pronunciation Practice teaching technique. Research methodology is a classroom action research which is categorized as a descriptive qualitative conducted at three universities: Universitas Indraprasta PGRI, Universitas Gunadarma, and Universitas Nasional. Lecturers can evaluate Rencana Pembelajaran Semester (RPS) or Semester Learning Program applied in the Pronunciation Practice course through the lesson study. It is chosen as a lecturing guidance for a lecturer to improve the learning process through collaboration and cooperation with other Pronunciation Practice lecturers. In order to get the expected results, the cooperations are done by designing Pronunciation Practice learning, conducting and examining the learning process, and performing discussion or reflection on the course taught in class.

1 INTRODUCTION

Lesson Study is educators profession management model through collaborative and simultaneous learning observation based on collegiality principals to build learning community (Arthur and Martin: 2013). Senior lecturers can cooperate with junior lecturers in their effort to improve teaching and learning qualities. Moreover, the established collegiality can connect the senior lecturers with the junior lecturers in regenerating lecturers of particular field of mastery. The second year research in the second year is via Lesson Study. Lesson Study implementation can be simplified into three stages: plan, do, and see. The effects of Lesson Study implementation experienced by lecturers are the attitude to admit mistakes, the willingness to use other people's ideas, and willingness to give honest and respectful suggestions. In the implementation of the second year, lecturers' commitment between Pronunciation Practice lecturers that can give

constructive criticism and suggestion for the improvement of learning and teaching process is needed (Arends, 2014: 55).

Pronunciation Practice courses in English Education Department of Universitas Indraprasta PGRI, Universitas Gunadarma in English Literature Department and English Literature of Universitas Nasional is a courses designed for the first year students, second semester without any prerequisite courses with 3 credits. After taking the subject, it is expected that the students are able to communicate in English with native speakers and with received-pronunciation. They are also expected to be able to communicate accurately and naturally using received-pronunciation. Furthermore, the skill will also support their career in the future. Based on Semester Learning Plan (RPS) designed by the class lecturer, which also acts a model lecturer, the students are targetted to be able to master and apply the pronunciation of vowels, diphthong, and consonants on words; three aspects of connected

speech (linking, elision, and assimilation); stress on words, phrases, and sentences; and the correct intonation in reading and conversation (Kelly: 2013). Based on recent observations, good Pronunciation Practice learning outcome can only be achieved by students with sufficient prior ability, on the other hand, students with low prior ability do not seem to show a satisfying result. Lecturers also play the part in setting the high and low learning outcome of the students (Tomlinson, 2013:76).

Moreover, increasing smartphone use nowadays, shown by an increase in smartphone selling worldwide in the first quarter of 2010 reaching 67,6% compared to the last three first quarters of 2009 from 119,6 million units to 200,6 million units (International Data Corporation, 2013), can be used as a new learning media for the users. Referring to the condition, the solution we offer is to continue developing web-based PROTATIK of the first year into an mobile-based PROTADROID application on Android operation system which can be useful for students. Based on the research background elaborated above, it is expected that lesson study in the second year of the research can find a solution to problems on the existence appropriate learning method to be applied in Pronunciation Practice class in order to present a good outcome on students pronunciation skill.

2 RESEARCH METHOD

The first year research is a reseach development, while the second year is continuation by implementing Lesson Study in three campuses namely Universitas Indraprasta PGRI, Universitas Gunadarma and Universitas Nasional. The implementation method of the learning system used in the second year is action research wich is a type of qualitative research, in which most of the data obtained in the research is utterance data, conversation result of all members involved in the research, and not always to be converted into numbers (Burns, 2006:68)

The population of the research is students of English Education Program who take Prounciation Practice subject in the second semester at Universitas Indraprasta PGRI, Universitas Gunadarma and Universitas Nasional and a modelling lecturer. The samples of the research are two classes of Universitas Indraprasta PGRI, Universitas Gunadarma, and Universitas Nasional namely class R2A and class R2B, class 2SA01 and class 2SA02, and class 2R01 and class 2R02. Data

collection technique is taken during three phases of lesson study (plan, do, see). Research data are taken from observation and documentation on the lesson study activities.

Data analysis technique, according to Teron and Christie (2014: 28), Lesson study is conducted continuously in three phases; plan, do, and see. The research team can expand the scope of the research as a reference in designing prior observation in the campus which is set as a benchmark by the lecturers in implementing an open class action observation through comparative method, a method which uses the comparison on three universities: Universitas Indraprasta PGRI, Universitas Gunadarma and Universitas Nasional along with the classes to obtain variations in similarities, then the result of the application implementation on students from class observation is obtained.

The instruments of the research involve (a) observation sheet (plan, do, see), (b) Lesson study implementation activity documentation and (c) Pronunciation Practice Semester Learning Plan (RPS). In the next data analysis technique, observation sheet (plan, do, see) is analyzed using qualitative and descriptive method and directly implemented for the continuation and improvement of the PROTATIK media which will be made in an Android system for Pronunciation Practice courses.

3 RESEARCH FINDING

For The research result is an Android-based audiovisual PROTATIK 2 (Phonetic Table Program) learning media, an application with PROTATIK 1 table showing the pronunciation of consonants and vowels in English which can be listened to and equipped with exercise buttons for practice. In other words, PROTATIK 2 can be called as PROTRADROID (Android Table Program). Moreover, the application is also equipped with songs that can be used as a fun additional learning source in practicing pronunciation. Based on the explanation above, the implementation of Android-based PROTATIK 2 in www.protatik.com from Lesson Study in three campuses: Universitas Indraprasta PGRI, Universitas Gunadarma and Universitas Nasional Jakarta, Indonesia by combining Semester Learning Program in Pronunciation Program of each institution is in the following figure.



Figure 1: Implementation of PROTADROID learning media at Universitas Indraprasta PGRI (a), Universitas Gunadarma (b) and Universitas Nasional (c).

4 DISCUSSION

Pronunciation Practice Lesson Study at Universitas Indraprasta PGRI Jakarta is one of the efforts on professional development which is essential for us as educators. It may seem simple, yet it bears high complexity. The research is similar to action research. The steps taken at Universitas Indraprasta PGRI are: designing a Lesson Study team, focusing a single theme, arranging Semester Learning Plan, preparing observation, performing a conference on lesson implementation: conduct a reflection and arrange the next measures. To introduce and implement Lesson Study and to show how to implement Lesson Study, English Education Program of Language and Arts Faculty, Universitas Indraprasta PGRI also implements Lesson Study in Pronunciation Practice courses. In the implementation of Lesson Study, we also follow the general steps of Lesson Study activities of Lesson Study, starting to design a Lesson Study team. We design two Lesson Study teams based on areas of expertise group. The areas of expertise groups consist of Pronunciation areas expertise group and phonetic transcription areas expertise group. Then the areas of expertise group respectively choose a lecturer to be a model in the lesson study activities. The chosen model lecturer then designs a Semester Learning Program to be used in Lesson Study activities. After the model lecturer finishes making the Semester Learning Program design, a meeting is held to set the “PLAN”. After finishing “PLAN” activity, the following week is performing “DO”.



Figure 2: PROTADROID implementation through Lesson Study at Universitas Indraprasta PGRI

Meanwhile, Pronunciation Practice Lesson Study at Universitas Gunadarma is conducted by every practice participant. From the results of Lesson Study implementation, there are many experiences obtained either when performing as a model lecturer or an observer. As a model lecturer, one learns the lose and gain experiences when teaching and learns the success of one’s learning outcomes. After several observations, the drawback is found in the implementation or “do”. Lesson Study is an obervation process that we still found less specific on students behavior and enthusiasm which is alternating based on their self motivation. A student who is often not seen to concentrate and be active during a discussion will be turned out to learn (Dewi: 2015). As an observer, we focus on students activity in completing the assignments given by a model lecturer on concentration, motivation, attention, responsibility and activity.



Figure 3: PROTADROID implementation through Lesson Study at Universitas Gunadarma

Lesson Study at Universitas Nasional is one of the collaborative and continuous efforts in improving the learning process conducted by a Pronunciation Practice lecturers in planning, implementing, observing and reporting learning results such as lecturers conducting learning activities based on agreed Semester Learning Plan naturally and adjustly, with no under pressure condition because of the Lesson Study. Observers conduct a careful observation on students interaction, teaching materials, students and

lecturers, students and the environment by using observation instruments prepared earlier and designed in a team. Observers can make recordings via a video camera or digital photo as a documentation and further analysis materials and the recording could not disturb the ongoing learning process.



Figure 4: PROTADROID implementation through Lesson Study at Universitas Nasional



Figure 5: Display on Android-based PROTADROID

5 CONCLUSIONS

Lesson Study is a learning activity conducted in a class which involves a model lecturer and students. In a lesson study activity, there are a model lecturer and students. There are three phases in Lesson Study activity: Plan, Do, and See (Reflection). It can be concluded that Lesson Study runs well. Besides, model lecturer and observer can learn together and improve learning activity from the observation result made by the observers. Last but not least, learning pattern implemented by lecturer runs well so that students can actively participate in the learning process.

On the basis of the findings, the implementation of Android-based PROTADROID as a learning media in a Pronunciation Practice course can assist and support lecturers to gain some experiences they have not examined in the previous teaching and learning activities. For the institution, it affects lecturers to improve learning model so that difficulties and problems found in the teaching and learning activities can be coped. Therefore, Lesson

Study is chosen as a method taken by a lecturer to develop learning process in a collaborative and to cooperate with other Pronunciation Practice lecturers.

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