

A Need Analysis for The Development of English Vocabulary and Pronunciation E-books for SMA/MA Students

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Abstract—The aims of this study is to describe the need analysis of the development of English vocabulary and pronunciation e-books for SMA/MA students. This study used a qualitative descriptive method for the research conducted at SMA Negeri 1 Pengasih. Data were collected through observation and interviews involving a teacher majoring in English education and some students. The research indicates that: (1) most students used an online translation machine (Google Translate) during the learning process, (2) teachers should use English more than Indonesian during the learning process, which is supported by an appropriate and interesting learning processes and resources, (3) students had difficulty when pronouncing words that they rarely used, especially more than 3 syllables, (4) the learning processes and resources were less interesting and less variedous.

Keywords—need analysis, vocabulary, pronunciation

I. INTRODUCTION

In this 21st century, foreign languages proficiency is one of the pivotal needs for each individual as a means of communication. According to Adler (2006: 6) communication is a symbol that is used to represent processes, ideas, and events by enabling communication. The smooth communication process will take place if the language used can be understood, both by the speaker and the interlocutor.

Communicating is the process of producing and understanding the expressions and utterances of the language used in the communication process. Heshi & Nasrabadi (2016: 10) revealed that language is a reflection of an individual's morality and creativity and a tool to interact with the environment and fellow colleagues. According to Ahmadi & Jauhar (2015: 11) language is an arbitrary verbal symbol system that is used by a group of people to communicate and interact with each other based on a mutually agreed culture. This language is used as a communication tool between individuals and groups to convey messages or information verbally or in writing.

Seychan (2011: 54) states that talking about foreign languages means knowing and understanding foreign cultures besides the understanding of the language they want to learn such as the sentence structure and writing of sentences, because language inseparable from culture. On this account, English is a universal language that is used as a means of communication between individuals in a global scale and worldwide nations. English has been recognized as an international language used by more than 100 countries and it is a language that has an official or special status in more than 75 countries in the world. English has become an inseparable part of various fields of life globally, including in Indonesia,

one of which in the education field. The Indonesian education curriculum makes English as a compulsory lesson for students, especially for junior and senior high school students. Moreover, English is one of the lesson listed in the national examination. Therefore, both oral and written English is something to achieve by students, not only because it is compulsory lesson to study, but also because it enables students to communicate and interact with the global community.

II. LITERATURE REVIEW

Good English proficiency and understanding is inseparable from the understanding of the basic concepts English. English constitutes of three basic components namely vocabulary, pronunciation (sound system), and grammar. These three basic components are the foundation for mastering the four basic skills that are the ultimate goal in studying English: listening skills, speaking skills, reading skills, and writing skills.

Vocabulary and pronunciation (sound system) are the most basic components for mastering listening skills, speaking skills, and reading skills which will affect writing skills through grammar understanding. Students' ability to understand vocabulary is closely related to their abilities in terms of pronouncing the words. These two components, vocabulary and pronunciation (sound system) must be understood simultaneously to achieve proper listening skills, speaking skills, and reading skills.

The first basic component to master to communicate proper and fluent English is vocabulary. According to Neuman & Dwyer (2015: 385) vocabulary can be defined as "the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)". In addition, John Dewey (1910) in Bintz (2011) stated that vocabulary is very important because a word is a tool to produces meanings which is expressed by the process of thought. Learning vocabulary is very important as part of learning English or learning other foreign language because students must learn vocabulary before they master more complex structure. Vocabulary is a basic component of language proficiency for student that provides an important part to ensure that they listen, speak, read, and write well. (Richard and Renandya, 2002: 255).

Vocabulary is one component that students must understand in learning foreign languages, especially English as a second language for communication. Understanding and

mastery of vocabulary are needed to express opinions or ideas through a sentence and to understand speech when interacting with others. According to Nation (1990: 31) some knowledge to master to understand the word, such as: (1) the meaning of the word, (2) spelling, (3) the verbal form of words, (4) grammar, (5) collocation word, (6) word list, (7) word relationship, and (7) word frequency.

Vocabulary is more complicated than all those definitions mentioned above. Words can come in oral form such as those used in listening and speaking or they can come in print form such as those words that we recognize and use in reading and writing. Therefore, learning vocabulary is one of the most challenging obstacles that student will face in their learning process, especially when they learn English. Furthermore, word knowledge constitutes two forms, receptive and productive forms. Receptive vocabulary consists of words that we recognize when we hear or see them (Webb, 2008), while productive vocabulary consists of words that we use in speaking or writing (Webb, 2005).

The second basic component to learn in order to have a good and fluent English communication is pronunciation (sound system). Pronunciation is defined as the production of English sounds (Cook in Gilakjani, 2016). Pronunciation is learned by repeating sounds and correcting them when produced inaccurately. Learners learn new habit and resolve the difficulties from the first language when they start learning pronunciation. According to Yates (in Gilakjani, 2016), pronunciation is the process for making meaning by producing sounds (Mutiarin, 2019)

Kreidler (2004: 4) stated that in discussing the English pronunciation, we can focus on one or both aspects of speech and language. When people speak English, we may describe what they do as the aspect of speech, since it is an activity carried out by people, who use English for communication. On the other hand, learning about the word characteristics and English sentences structures to aspect of language. Those two aspects are the general aspect to describe the information and concepts drawn from two disciplines, phonetics and phonology. Phonetics explains the speech form or the way sounds are produced by the speaker who articulated the words according to its purely physical aspects. Phonology is concerned with the way speech sounds are organized into a system, the sound system of a specific language. Phonology connects the physical facts of speech to other linguistic knowledge which speakers possess, the knowledge of vocabulary and grammar.

According to James (2010), acceptable pronunciation can be understood based on the following basic levels. In level 1, what the speaker is saying is not understandable to people. The speaker uses the wrong sounds when producing English words or uses the wrong prosodic features when producing English sentences. A speaker has acceptable pronunciation when other people can understand him/her and that is why, listening to the English native speakers is great value. James (2010) stated for the learners, learning pronunciation means imitating the native-like accent. This can probably be a primary objective, but it should not become the ideal goal of teachers who intend to improve their learners' pronunciation

Perfect pronunciation is not the main goals in teaching students to understand pronunciation well. The main goals to teach and make students understand pronunciation in any

course is intelligible pronunciation. Morley (1991) also said that intelligible pronunciation is an important part of communicative competence and without having perfect pronunciation skills learners would not be able to communicate effectively. Therefore, it is important for students learning English for international communication learn to speak it as intelligibly and comprehensibly as possible, not necessarily like natives, but well enough to be understood (Morley, 1991).

As English increasingly becomes the language used for international communication, it is important that speakers of English, whether they are native or non-native speakers, be able to communicate effectively. In fact, in recent discussions of English language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing (Burns, 2003: 5). It is more important that speakers of English can achieve:

- Intelligibility (the speaker produces sound patterns that are recognizable as English).
- Comprehensibility (the listener is able to understand the meaning of what is said).
- Interpretability (the listener is able to understand the purpose of what is said).

Clear pronunciation is very important in oral communication. Even when students produce minor accuracy in vocabulary and grammar, they will be able to communicate effectively when they have good pronunciation and intonation.

Vocabulary and pronunciation components are the main factors in English communication for both oral and written form. Thus, it is important to have appropriate teaching materials as a medium in the learning process of vocabulary and pronunciation. One effective teaching material that can be used for vocabulary and pronunciation learning is an e-book. Nelson (2008) describes e-books as an electronic books that can be opened and read digitally with computers, special applications for e-book (e-book readers) or mobile phones (smartphone). E-book is one of the technologies for displaying multimedia information consisting of text, images, animation, sound and video and is published in digital form that can be opened and read through a computer or smartphone. E-books are every part of electronic text to the exclusion of size and composition (digital objects), but not including journal publications available in electronic form that can be accessed with various devices (Armstrong et al. in Cumaoglu, 2013). A compact and dynamic e-book form makes it easy for users because it can be accessed with a variety of devices anytime and anywhere.

Liesaputra and Witten (2012) describe various features of e-books that can match or even exceed those of printed books, since e-books have various navigation features such as automatic search, page reversal, virtual location marker, bookmarks and annotations. In addition, it is possible to combine various advantages of the digital environment such as hyperlinks, multimedia, identification of meanings (synonyms) automatically, cross-reference of key terms with the online encyclopedia, and a feature to automatically create an index at the end of the book. On this basis, this research aims to develop vocabulary and pronunciation e-book teaching material to facilitate students to improve their English language skills through the process of learning

vocabulary and pronunciation. This is in accordance with the definition of educational technology as a study and ethical practice of learning and improving performance by creating, using, and managing appropriate technological processes and resources (Januszewski and Molenda, 2008: 1).

The rapid development of information and communication technology has become the main supporting factor for the increasingly massive use of e-book teaching materials. E-book is a technological development that provides the readers with more convenience than printed books. E-books are more portable because they do not require large space like a printed book. We can simply store an e-book in an electronic device such as a laptop or smartphone that we use every day. In addition, in terms of economics, e-books are much cheaper than printed books.

This research particularly describes the need analysis for the development vocabulary and pronunciation e-book for SMA/MA students. It addresses two main subjects of English learning, namely vocabulary and pronunciation. The need analysis is conducted based on the SMA/MA students' needs for an effective and suitable learning resource to facilitate their learning process and improve their performance.

III. METHOD

This research was conducted using qualitative research approach with a descriptive qualitative method at SMA Negeri 1 Pengasih on January 23rd, 2019. The research was begun by developing interview instruments and observation. It was involved one teacher majoring in English education and 20 students on the 2nd grades majoring in Science (IPA). There were 90 students majoring in Science (IPA) from 3 classes. The researcher decided to select 20 students out of 90 students majoring in Science (IPA) as the research sample to collect the data. The students majoring in Science (IPA) was selected based on the teacher recommendation and the reason that the researcher wanted to focus only on one major. The focus of the research is to find out the student needs to develop vocabulary and pronunciation e-books for SMA/MA students.

Data were collected from primary and secondary data based on some observations and interviews. The primary data were obtained from observations on the way the teacher teaches during the classroom learning includes the method, the process and the resources that the teacher used. The secondary data were resulted from interviews to find out about the problem that students faced while learning English, especially about the vocabulary and the pronunciation, and the resources that student used.

IV. RESULTS AND DISCUSSIONS

RESULTS

This study was conducted to describe the need analysis for the development of vocabulary and pronunciation e-book at the SMA Negeri 1 Pengasih by observing and interviewing an English teacher and some students as the research respondents.

A. Most students used an online translation machine (Google Translate) during the learning process

The observation and interviews with students and teachers revealed that almost of students used online translation machine, especially Google Translate (Google translation)

during the learning process. They did this because Google Translate could help them translate several English sentences directly at once. In addition, when the teacher assigned the to write in English, students would also use Google Translate to translate their ideas in English.

During the learning process, students were very dependent on Google Translate to translate every word. The use of Google Translate makes students less likely to improve vocabulary mastery because direct translation of several sentences makes them only focus on the results. In addition, students tend to directly copy the translation without understanding the meaning of each word of the translated text.

On the other hand, the teacher seemed to allow students to use Google translate during the learning process. The teacher did not provide them with any direction to try to translate themselves by consulting a dictionary in case of having vocabulary problems. Translating by consulting a dictionary will help students learn how to compose words into a sentence with correct grammar. If students only use Google translate, they will have difficulty in learning how to arrange the words into sentences based on the proper grammatical structure. The use of Google translate will become an inevitable habit that may inhibit the learning process if done continuously.

B. Teacher should use English more than Indonesian during the learning process which is supported by an appropriate and interesting learning processes and resources

The teacher also has an important role in improving students' mastery of English language by increasing their vocabulary mastery. The observation and interviews with teachers found that teachers in English learning activities used both English and Indonesian in explaining the learning materials during the learning activities at about fifty=fifty percent.

The lack of English used in learning activities was attributed to the low level of students' English proficiency. Students often interrupted when the teacher explained the material using full English because of their lack of English proficiency. As a result, many interruptions from students will lead to unfavorable classroom atmosphere, which will reduce the effectiveness of the learning activities. That is what makes the teacher decided to combine English and Indonesian in explaining the materials.

On the other hand, students' awareness that when teachers use English in full to explaining learning material will be very important for improving their lack of English mastery, especially in terms of increasing vocabulary and pronunciation. Students must be given an understanding that what teachers do is not only to achieve learning goals in a short term, but also to prepare students to face national examinations and to communicate with the global community.

C. Students had difficulty when pronouncing words that they rarely used and have more than 3 syllables

Besides vocabulary, pronunciation is also an important component in speaking good and correct English. By analyzing the observation and interviews with students and teachers, it is revealed that students found it difficult to deal with pronunciation problem, especially how to pronounce the words they frequently use.

In addition, they also had a major problem with the pronunciation of the words with 3 or more syllables even though they frequently use the words. The best attempt they could do was reciting the words with more than three syllables during reading activity.

D. The learning process and resources were less interesting and less varied

Learning processes and sources are very important things to support students' learning achievement and goals. The analysis of classroom observations found that the process and learning resources used by teachers in learning activities were less interesting and less varied.

The teacher mostly relied on the lecture method, which is a commonly use method. However, rarely gives students the opportunity to actively participate in the learning by asking question or discussing certain problems and having a class presentation. Students only had discussion for completing the assignments from the teacher.

Learning resources are as also an important factor to support the learning process. The results of the observation showed that the teacher only used learning media in English printed books in the learning process. The teacher never used electronic-based media such as laptops and projector screen that is not available in classrooms. The teacher also never made the best use of video, audio, or other interactive learning media because of the unavailability of the technological equipment in the classroom.

DISCUSSIONS

English is the second language which serves as a compulsory subject in the education system in Indonesia after Indonesian language. As a compulsory subject, are required to speak English in daily life. The ability to speak good English will greatly support students' achievement in the national examination for English subject. Mastery of vocabulary and pronunciation are the main factors to support students' to improve their English language skills. Without mastery of vocabulary and good pronunciation students will not be able to speak English fluently, both oral and written form. In addition, students will have difficulty understanding English texts with a lack of mastery of vocabulary. Inaccurate pronunciation will result in misunderstandings when communicating with others.

Nowadays, there are many English-Indonesian dictionaries and vice versa available in both printed and electronic forms. Students can use dictionaries to learn and increase their vocabulary. Nevertheless, student rarely and almost never used dictionary in both printed and electronic forms in the learning process, because of the development of online translation machine such as Google Translate that could translate several sentences directly. Indeed, the existence of online translation machine (Google Translate) makes it easier for students to translate directly without the need to translate word by word. On the other hand, the impact is that students tend to directly copy the translation without trying to understand the vocabulary.

Vocabulary and pronunciation are the main components in communicating English in both oral and written form. Thus it is necessary to have the learning process and resources as a medium in the learning process vocabulary and pronunciation. Teacher is the one of the important resources of the learning

process who help students to enrich vocabulary and train their pronunciation. When the teacher delivers the materials using English instead of Indonesian, students will have more chance to learn and enrich their vocabulary and learn how to pronounce the vocabulary intelligibly and comprehensibly. In fact, teachers mostly deliver the materials in English and Indonesian during learning activities. However, the problem is that the teacher tend to used English and Indonesian at fifty-fifty percent. Thus, it is suggested that the teacher use more English than Indonesian when delivering the materials.

As the main components in English communication, students' understanding of vocabulary is closely related to their abilities in pronouncing the vocabulary. Students not only have to master the vocabulary but also have to pronounce the vocabulary intelligibly and comprehensibly. This is in line with what is mentioned by Morley (1991) that "it is really important that students learning English for international communication by learning how to speak it as intelligibly and comprehensibly as possible, not necessarily like natives, but well enough to be understood". Students do not have to pronounce the vocabulary perfectly. It is good as long as it can be understood when communicating with other people. The problem arises when the students rely too much on online translation machine (Google translate), since most students will not have the chance to enrich their vocabulary especially vocabulary that they rarely used. This has led to pronunciation difficulties, especially for the words they rarely used and words with more than three syllables.

A good mastery of vocabulary and pronunciation is inseparable from the learning process and the resources that teacher used in learning activities. Lack of the processes and resources result in the lack of students' mastery of the English vocabulary and pronunciation. The lack of English during the learning processes by the teacher may lead to students' lack of vocabulary and pronunciation ability. On the other hand, the resources also have an important role in improving students' mastery of English vocabulary and pronunciation. When teacher does not give an appropriate processes and resource, the students' ability to master English vocabulary and pronunciation will not improve. The fact is relevant with the researcher findings during the observation that the processes and the learning resources in learning activities are less interesting and less varied. Both processes and resources play an important role in helping students master English vocabulary and pronunciation.

V. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

Vocabulary and pronunciation (sound system) are the most basic components for mastering listening, speaking, and reading skills which will affect their writing skills through a good understanding of grammar. Students 'good understanding in vocabulary is closely related to their abilities in pronouncing the words. These two components of vocabulary and pronunciation (sound system) must be understood simultaneously to achieve proper listening skills, speaking skills, and reading skills. There is critical need for an appropriate learning resources which can be used in the learning process of vocabulary and pronunciation. Based on the analysis, it is possible to draw the following conclusions: (1) most students used an online translation machine tool (Google Translate) during the learning process, (2) teacher

should use more English than Indonesian during the learning process, which is supported by an appropriate and interesting learning processes and resources. (3) Students had difficulty when pronouncing the word that they rarely used and had more than 3 syllables. (4) The learning processes and resources were less interesting and less various.

On this basis, the researcher hopes that this analysis will be the background for the development of English vocabulary and pronunciation e-books for SMA students. In addition, it is expected that the e-books will be useful not only for SMA students but also for those who need to improve their English vocabulary and pronunciation.

B. Recommendations

Based on the need analysis for the vocabulary and pronunciation e-book for SMA/MA students it is recommended that:

The School/teacher

1. Teacher should use more various and interesting learning processes and resources.
2. Teacher should use more English than Indonesian during the learning processes.

The Students

1. Students could use this vocabulary and pronunciation e-book or other resource to improve their vocabulary and pronunciation ability.

ACKNOWLEDGMENT

Thank you to SMA Negeri 1 Pengasih for permission as a place of research, to Prof. Dr. Abdul Gafur Dami Amiseno, M.Sc for guidance and direction in this research.

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