

DEVELOPING A CONTEXTUAL BOOK FOR PRONUNCIATION AND SPEAKING PRACTICE

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Abstract Pronunciation is considered very essential for language learners since it can influence their communication process. Nevertheless, learning pronunciation becomes a complex aspect to master a language, especially English. Therefore, there are many errors and mistakes committed by English learner in pronunciation. In a previous research, the error of pronunciation had been investigated. There were some factors affecting the error. Based on the pronunciation test, there are some errors produced by the students in performing their speaking skill and pronunciation practice. Some aspects affecting the errors are also discovered from the interview. There are also several effects caused by the pronunciation error faced by the students. In short, there are certain errors in pronunciation produced by the English department student as the result of various aspects in their learning process. Therefore, there is a need to develop a set of materials for their practice in pronunciation to solve the students' problem.

INTRODUCTION

Background

English has become a foreign language that must be mastered by Indonesian students in this century. The 21st century skills demand learners to conform to the needs of the century. The needs are around the digital era literacy, inventive thinking, effective communication, and high productivity. In performing the skills, comprehending English is very noteworthy. The language is spoken in

various circumstances and it has been used worldwide nowadays. Thus, learning English becomes an urgent duty for the students to live in this era.

In Indonesia, English has become a compulsory subject starts from junior high school level and a local-content subject from the fourth grade of elementary school. It is based on the decree of Minister of Education and Culture No.060/U/1993 (1994:15) which states that English could be introduced to the fourth grade of elementary school as a local content subject. In fact, there are lots of schools begin the teaching of English in the first grade of elementary school (Fachrurrazy, 2010:35). In addition, some kindergartens also provide English in their curriculum. It is supported by Suyanto's opinion (2010:1) that learning process usually starts in the young age. It means that the teaching of English can be applied for all students in various education levels with appropriate and suitable materials. Hence, it can be concluded that learning a language, especially English, is feasible to be started from a very beginning level to the advanced level like university level. The materials that need to be highlighted in the language learning process, especially English, are the language components.

In mastering a language, including English, there are three components of language which should be learnt by the language learners, which are, grammar vocabulary, and pronunciation. The three components should be used simultaneously to make a comprehensible and effective communication. However, pronunciation is considered as a very significant component for language learners since it can affect the meaning of communication. Unfortunately, it has often been overlooked and sometimes neglected in favour of grammar and vocabulary in SLA research (Neri, Cucchiarini, Strik, & Boves, 2002). Consequently, learning pronunciation becomes a very complicated aspect to master a language, especially English. In addition Gilakjani, Ismail, and Ahmadi (2011:81) mentioned that pronunciation can be one of the most difficult parts for a language learner to master and one of the least favourite topics for teachers to address in the classroom. Moreover, among students at the introductory level of language learning, errors that may cause issues in comprehensibility commonly stem from pronunciation (Agostinelli, 2011). In

consequence, phonological error or error in pronunciation usually occurs in language learning process.

Unluckily, there are many language learners who fail in performing the language components, especially in pronunciation. It is supported by the fact that most of the English curricula do not mention or include pronunciation in the learning materials as much as grammar or vocabulary. It may not only become a trouble in their learning process, but also in their daily communication. It is very embarrassing and frustrating for a non-native speaker with good command of grammar and lexis to fail to make himself/herself understood by a native speaker (Harmer, 2001). It can affect the students' confident in speaking as it may lead to misunderstanding or other related problem in their communication practice. For that reason, the students' pronunciation problem should be solved appropriately in order to gain their motivation and confidence in the process of learning English.

Objective of the Study

In sequence with the background of the study, the objective of the study is to: 1) find the difficult English sounds for the students; 2) consider how the error affect their performance in communication; and 3) develop contextual material of pronunciation practice for university students. The materials are aimed at helping the students in solving their speaking problem due to phonological error or error in pronunciation.

The Participants of the Study

The participants or the subjects of the study were the first semester students of English department in UNISLA (Universitas Islam Lamongan). There were 7 male students and 43 female students in the class. The students were elected because there were lots of mistakes and error in pronunciation occurred in the course of speaking skill and pronunciation practice. It was also considerably preferable as the students were freshmen who were easily adapt and adopt any materials well. It was also considered easy to discover their main problem in speaking, especially in pronunciation since they got only little experience of English practice when they were still senior high school students.

REVIEW OF RELATED LITERATURE

Pronunciation

As language learners, it is necessary for the students to be able to master the three components of language; they are grammar, vocabulary, and pronunciation. In this case, pronunciation is considered very vital for language learners at the beginning level since students tend to learn from what they hear and listen. Hashemian and Fadaei (2011) stated that good pronunciation is important because it enhances comprehensibility and helps those who have integrative motivation to not be marked as a foreigner. Furthermore, pronunciation is considered to be able to influence the meaning of communication. Consequently, learning pronunciation cannot be abandoned in the process of language learning.

Pronunciation has a significant function in communication even though it has a little portion in English teaching and learning process. According to Kelly (2000), even though pronunciation has an important role in getting one's meaning across, it becomes a neglected area of English language teaching (ELT). Pronunciation has often been overlooked and sometimes neglected in favour of grammar and vocabulary in SLA research (Neri et al, 2002). In addition, Gilakjani, et al. (2011:81) mentioned that pronunciation can be one of the trickiest parts for a language learner to master and one of the least favourite topics for teachers to address in the classroom. Therefore, learning pronunciation becomes a very complex aspect to master a language, especially English in this case.

Pronunciation Error

In learning the correct pronunciation, there must be numerous difficulties faced by the language learners. The learners usually make mistakes and error related in pronunciation while they are performing their speaking skill. Moreover, among students at the introductory level of language learning, errors that may cause issues in comprehensibility commonly stem from pronunciation (Agostinelli, 2011). Hence, error in pronunciation tends to occur in the process of language learning.

Error in pronunciation is also called as phonological error. It is related to the mistakes or error committed by language learners in pronunciation. According to Norrish (1987:7), error is a systematic deviation, when learners have not learnt a particular material and consistently gets it wrong. The phrase ‘systematic deviation’ means the deviation which happens repeatedly. Along with the idea, Cunningsworth (1987:87) defines errors as systematic deviations from the norms of the language being learnt. It can be defined that the students do not know that they do mistakes because they do not know the proper one either. Additionally, phonology is the study of sounds in a particular language. There is a huge possibility of language learners to have various kinds of error in phonology. Therefore, it can be concluded that phonological error is a systematic deviation that happens when a learner has not learnt function of sound and consistently gets it wrong. In other words, the characteristic of pronunciation error, like other errors, is that the students do not realize the mistake or error they have committed as they think that they pronounce it correctly.

The Error Analysis

In the field of language teaching and learning, error analysis is capable of serving as a means to look into the areas in which language learners are most likely to make errors in mastering the language components and practicing the language skills. It may help teachers to identify and/or predict why and how the learners produce the error. For that reason, any errors made by learners in the process of learning the language are not considered as a bad achievement of language learning but an accepted step in the development of language skills. Dulay, et al. (1982) believed that analysis of the errors made by language learners may assist them to understand the process of language learning deeply; furthermore, it will facilitate teachers and curriculum designers to settle on teaching materials which will fit the learning needs of language learners. In this study, an error analysis had been conducted previously as the preliminary study to find out the mispronounced sounds or the phonological error that the students tended to commit, the reason why they probably had the error, and the factors that might take part on the students’ error, and the effect that may take place when the students make the mistake or error.

METHOD

Research Design

This study is intended to develop interactive materials for pronunciation practice in English content subject. The aim of the research is to find the students' need and discover the most appropriate material and instruction to help them solving their phonological problem. Thus, the most appropriate design of this study is educational research and development design. According to Latief (2012), educational research and development is a research design aimed at developing educational products, such as curriculum, syllabus, text books, instructional media, modules, assessment instrument, and so on. The research design is also addressed to solve classroom problems and contribute to the quality of the classroom practices. In brief, the design is considered appropriate for the study as it is suitable with the attended objective because a product is needed to help the students in solving their problem in pronunciation.

There are many methods of research and development presented by some experts. The research design conducted in this research adapted the research and development model designed by Borg and Gall (1983). The adaptation is needed since the original design for the research and development procedure proposed by Borg and Gall is too complicated to be implemented due to the situation in the class. Therefore, an adjustment is done to make the research design feasible to be conducted in the first semester class.

Product Development Procedure

1. In order to develop the product of contextual materials, some procedures are needed to be applied. The design of the study is the adaptation of the research and development design proposed by Borg and Gall. It encompasses the preliminary study and product development process.

Preliminary study

1. This present study is based on an early preliminary study conducted to investigate the students' pronunciation error. The preliminary study was compulsory to fulfil the need analysis of the study. The needs analysis was in the form of interview and field note. After conducting the preliminary study, it was expected to discover the students' needs and problems to be solved.

Product Development

There are several steps that need to be conducted during the product development. They are material selection, designing layout, expert validation, revision, and try-out.

Developing Contextual Book

Based on the explanation explained afore, there is an urgency to develop a proper instruction for pronunciation practice. The contextual material is preferred since it is considered relevant to the subject being observed, which are pronunciation practice and speaking skill. Contextual materials are considered appropriate to help the students' practice in pronunciation and speaking as the contents will be meaningful and helpful for the students.

FINDINGS AND DISCUSSION

The Preliminary Study

The Errors in Pronunciation

After having an error analysis toward particular class, it was found out that the majority of the first semester students of English department in UNISLA made lots of error and mistake in their pronunciation or it is called as phonological error. Phonological error is assumed to have two different causes: perceptual misidentification of sounds, or accurate perception but inability to reproduce the sound, leading to substitution of an unpronounceable syllable for a friendlier one (Stemberger, 1989). The error and mistake can be a form of effect on their speaking habit since they rarely use English in their communication, not only in daily activity but also in their academic activity. The absence of pronunciation book or module to help them practicing pronunciation can be also the cause of their phonologic error. Consequently, they tend to over generalize or mispronounce various words which become their error. For that reason, a suitable instruction requires to be created to help the students of English department in UNISLA in pronouncing English words properly.

Based on the result of previous study, it was found that the students were likely made certain pronunciation errors in their speaking performance. The error

found was on 3 single or pure vowels, which were /ɔ/, /ə/, and /æ/ and 7 diphthongs which were /eɪ/, /ɔɪ/, /əʊ/, /aʊ/, /iə/, /eə/, and /uə/. In short, there were 10 out of 20 vowel sounds that they could not pronounce perfectly. Most of the difficult sounds come from diphthong or double vowel. The logical reason probably because there is no concept of diphthong in their mother tongue or first language, so that they rarely get the experience of pronouncing the double vowel sounds.

Furthermore, there were several consonant sounds that the students could barely pronounce, which were /t/, /tʃ/, /v/, /θ/, /ð/, /ʃ/, /j/, and /z/. It could be concluded that the students were not able to pronounce 8 out of 24 consonant sounds. In short, based on the data, there were 18 sounds of English that the students could not produce correctly and easily out of 44 sounds.

The error in sounds recognized in the preliminary study shows a huge number of errors committed by the students. It could be a serious problem since the students are from English departments who should practice their speaking every day, both in the class and outside the class. The phenomenon was surely influence their speaking performance and their communication as they cannot deliver their information or idea to their listener. It may also cause other problems in their study, such as in presenting assignment, discussion, and so on.

The Factors Affecting the Phonological Error

There are numerous factors which may cause the students' error in pronunciation. The factors can be different for each student as every student has different background. In order to investigate the students' errors, it is necessary to decide the sources of errors. There are two main sources mentioned by Brown (2000:224), they are interlingual and intralingual error.

Interlingual error is used to be called as transfer error. Transfer of errors may occur because the learners lack the necessary information in the second language or the intentional capacity to activate the appropriate second language routine (Kavaliauskiene, 2009:4). Hence, interlingual error is an error which comes from students' lack of knowledge.

On the other hand, intralingual errors occur as a result of learners' attempt to build up concepts and hypotheses about the target language from their limited experience with it (Erdogan, 2005:266). In short, it can be inferred that the error comes from the students' limited exposure of their target language. In conclusion, there are two aspects of error may interfere students' language learning process; they are interlingual and intralingual aspects. Both of them may lead to various kinds of problem or error in pronunciation.

Various errors may also occur in pronunciation practice and learning. According to Stemberger (1989), phonological errors are supposed to have two different causes; they are perceptual misidentification of sounds, and accurate perception but inability to reproduce the sound, leading to substitution of an unpronounceable syllable for a friendlier one. Therefore, it can be concluded that the factors of error can be the results of the learners' misinterpretation or their disability to reproduce particular sounds. Some of the students may be able to adapt and overcome their error easily, yet some of them may need extra help from others, such as teacher, friends, classmates, and others.

From the explanations mentioned previously, there are various factors which play a part in the students' phonological error. Based on the previous study, Haryani (2017) found that the phonological errors committed by the students in the university level are the results of several aspects. The aspects that the students mentioned were: 1) Imitating wrong pronunciation of people in their environment or even public figure on TV; 2) Having different system of sounds between their mother tongue and their target language; 3) Having low intensity in using and practicing the target language; 4) Getting little motivation to consult their dictionary; and 5) Having difficulties to recognize and pronounce the phonetic symbol. It can be concluded that there are various aspect affecting students' error in pronunciation, and most of them are interlingual error.

The explanation of the data will be well-explained in the Table 1. The data was gained from a questionnaire and an interview to the 50 students of the first semester of English department in UNISLA. The response of the questionnaire, each student may have more than one answer or reason.

Table 1 The Factors Affecting Students' Pronunciation Error

The Factor	Number of Students
Imitating wrong pronunciation of people around them or public figure	43
Having different system of sounds between their mother tongue and their target language	30
Having low intensity in using and practicing the target language	27
Getting little motivation to consult their dictionary	18
Having difficulties to recognize and pronounce the phonetic symbol	39

Based on the Table 1, there were 5 main reason of why they failed to perform good pronunciation in speaking. The first reason was the student imitate wrong pronunciation of people around them or public figure on TV. It was found that 43 out of 50 students stated the reason which means the majority of the students had the factor of error. Furthermore, from the result of interview, the students had a tendency to imitate their friends, teacher, even public figure on TV or social media without checking the correct pronunciation in their dictionary. This phenomenon shows that environment affects students' learning process.

The second reason was they felt difficult to recognize and pronounce the phonetic symbol. There were 39 students stated that the factor affected their error. It was understandable since most of the students did not learn phonetic symbol in their junior or senior high school. Even though they try to check the correct pronunciation in the dictionary, they would fail to pronounce the word correctly since they do not know how to pronounce the phonetic symbol.

After that, for the third reason, there were 30 students argued that they had different system of sounds between their mother tongue and their target language. The reason was very reasonable as their mother tongue was not English. Most of the students' mother tongue is Javanese and Indonesian. There are several English sounds which do not exist in their mother tongue. The differences may lead to overgeneralization or other form of phonological error.

The fourth reason that was discovered was the students' low intensity in using and practicing the target language. There were 27 students who chose it as they felt that there was a lack of exposure in practicing their pronunciation. The students could not practice speaking and pronouncing English well in their daily life communication. They did not have a good environment to practice their English. The worst thing is that even their environments sometimes try to bully them when they practice to speak in English.

The last reason for the students' error was the students' low motivation to consult their dictionary. Some of the students did not have an appropriate dictionary. Even though some of them had it, they rarely consulted it to check their pronunciation. It can be concluded that the reasons affecting the student's error in pronunciation are related to each other.

The errors committed by the students can be the basis for recognizing the students' learning progress. Errors are studied in order to find out something about the learning process and about the strategies employed by human beings learning another language (Lungu, 2003:323). Therefore, after recognizing the students' error, the researcher or the instructor may start finding the solution to solve their problem and prevent them from having the same errors or mistakes. One of the alternatives is developing an appropriate instruction or material that focuses on the pronunciation practice.

The Effects of Students Pronunciation Error

There are a number of effects that follow the students' pronunciation error. The effects for the students might be different from each other. In addition, the effects of the pronunciation error are able to influence the students' performance in speaking.

The effect of students' error in pronunciation can be best summarized in Figure 1. It encompasses the students' response and opinion regarding the effect that they may have due to phonological error in their daily life. The response of each student may be varied and they may have more than one answer of the effect they face.

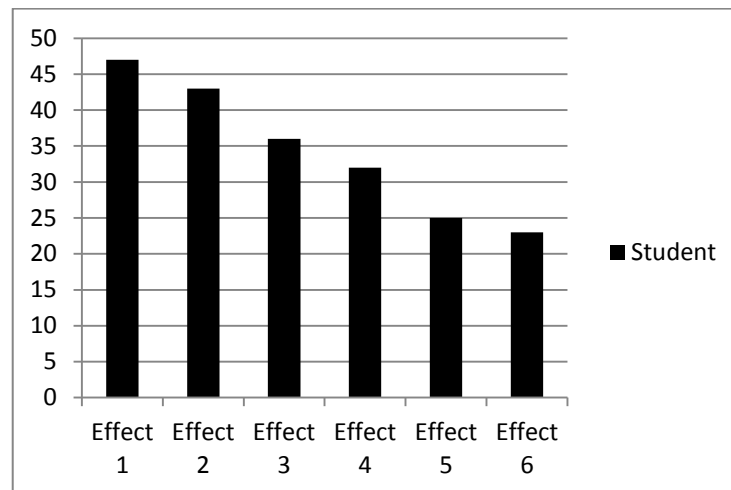


Figure 1. The Effects of Students Pronunciation Error

Based on the questionnaire, the students expose some effects that they faced due to their pronunciation error. In the questionnaire, one student might have more than one opinion on the effect of their error. For the first effect, the result of the questionnaire showed that there were 47 out of 50 students stated that they felt their communication leads to confusion. Listeners usually cannot catch the idea of the intended information which was delivered by the speaker. They likely have no idea about the words spoken when the speakers have error in their pronunciation. The listeners tended to get confused and forced the speakers to use their mother tongue to explain what they meant.

For the second effect, 43 students said that the words might lead to different meaning and miscommunication. When the speakers had mispronunciation, the listeners got different interpretation from what the speakers intended to say. It tended to trigger a problem in communication and also in particular activities.

Then, for the third effect, 36 students exposed the third effect which is the messages cannot be well delivered. Since the mispronunciation affected the meaning, the message intended to deliver cannot be well-delivered. It might cause misinformation because the message is not completely accepted by the listeners.

The fourth effect was becoming unconfident. There were 32 students who told that they lose their confidence because of their pronunciation error. Since the speaker did lots of error, they might experience the frustration in having communication with English. It will make the traumatic effect for the student in practicing their speaking skill. Some students will probably be afraid of speaking

in English because they are scared for making any mistakes or mocked by other students as their listeners

The fifth effect which was delivered by 25 students was that the listener cannot focus on the conversation. The listeners usually try focus on recognizing the words mentioned rather than the means of the conversation when mispronunciation occurred. When the listeners show their confusion, the student or the speaker will end up with translating the utterances into their mother tongue. This phenomenon is surely not good for their practice as they will be accustomed to speak in their mother tongue or first language rather than English as their target language.

The last effect was the listener may get bored on the conversation. There were 23 students who uncover the effect since they felt that the listeners lost their attention when the speaker made error in pronunciation most of the time. In brief, students' pronunciation error must be solved properly and immediately to prevent other problems in their communication, especially in speaking performance.

Designing a Contextual Instruction

Learning pronunciation is very essential for students, especially English department students. However, in spite of its importance, pronunciation has not yet secured its place in most EFL curricula (Setter & Jenkins, 2005). Based on the result of the preliminary study, there are some factors of the error were discovered. There are various factors affected the students' error in pronunciation, yet it can be inferred that one of the main factors is that there is no sufficient instruction or book to help them recognizing the phonetic symbol and practicing their pronunciation.

This section demonstrates how to integrate various situational contexts into classroom learning instruction in order to enrich learning materials with relevant contexts and to create a knowledge-in-use opportunity.

In order to develop an instruction consisting of contextual materials, there are several steps that needed to be included in the product development. The first step is material selection. The first procedure of the product development was that selecting materials to be developed, especially the content. The selection is based on the students' needs and interest. The second step is designing the layout of

materials. It is related with physical appearance of the electronic book itself. The third step was getting the expert validation. The expert qualification is based on his/her expertise and experience in his/her field. The expert was in charge to evaluate the content and the language of the material and accountable to evaluate the design and appearance of the product. The last step was revising. After finishing the analysis of suggestion, the researcher needed to make adjustments to the product. The adjustments of the product were based on the expert's comments and suggestion.

Contextual Material

Using contextual or applied methods of instruction for teaching is not a new idea. However, it receives new attention as many schools begin reforming their curricula to fulfil the needs of students in order to prepare the rapidly changing world of work. Contextual instruction has traditionally been used in career and technical classes, and the value of such instructional methods in these courses has been demonstrated by hands-on experience in a shop or laboratory (Bond, 2004). He also argued that when contextual instructional methods have been used in academic classes, it has historically been in low-expectation courses with peripheral references to career and technical applications that is, courses for low-achieving and/or low-ability students. However, in language teaching classes, contextual instruction is in high-demand since it applicable for the students' practice in using the language skills, especially speaking.

The Characteristic of Contextual Material

Contextual material has special characteristics that distinguish it from traditional material. According to Bond (2004), there are about seven characteristics of contextual material, which are:

1. Centralization of pragmatic life/work issues;
2. Integration of academics with real-life experiences;
3. Personalization of instruction;
4. Visualization of abstract ideas;
5. Demonstration of utility;
6. Provision of factual knowledge on a "need-to-know basis";

7. Removal of the knowledge → intimidation factor.

Therefore, in order to develop a contextual material for an efficient teaching and learning process, the characteristics should be included into consideration. Moreover, developing a material which is particularly applied in teaching pronunciation is a complex duty since we need to consider the students' problem and the suitable material to help them. However, by following the characteristics of contextual material, it is expected that the development of the material is able suit and fulfil the students' need in learning, especially pronunciation.

Developing Contextual Material for Pronunciation Practice

Based on the explanation explained afore, there is an urgency to develop a proper instruction for pronunciation practice. The contextual material is preferred because it is relevant to solve the problem of the subject being observed, which are pronunciation practice and speaking skill. Contextual materials are considered appropriate to help the students' practice in pronunciation and speaking as the contents will be meaningful and beneficial for the students to apply.

The Content of the Materials

There are several chapters in the instruction that consist of particular context which relates to the students' daily activities and communication. Each chapter upholds certain context that will enable the students to get the feeling and the atmosphere of the situation in the intended situation. The contexts that will be studied by the students are about:

1. Conversation in a hotel;
2. Conversation in the hospital;
3. Conversation in the bank;
4. Conversation in a company;
5. Conversation in the campus;
6. Conversation at home;
7. Conversation in the cinema;
8. Conversation in the office;
9. Conversation in a restaurant;

10. Conversation in the market.

Each of the contexts will be in the form of a chapter in the instruction being developed. Moreover, each chapter will consist of the example of the conversation that is probably happened in their daily life activities. In addition, the example will also have the phonetic transcription under the utterances. As a result, the students will be easier to learn how to pronounce the intended conversation and they can practice their pronunciation better. In every chapter, the students are also required to make an example of dialogue in their daily life conversation based on the context being discussed. In addition, there will be an introduction chapter which contains the phonetic symbols of sounds to help the students in reminding how to pronounce the intended word. It is also vital for the instructor to explain the English sounds and their phonetic symbols correctly to the students before they start learning to pronounce correctly by using the materials. Without a good introduction of the sounds and phonetic symbols, there will always be a chance for students to keep doing the same error over and over again.

The Result of the Expert Validation

The instruction or the book needs a validation from an expert. Therefore, a senior English lecturer of UNISLA is elected to be an expert to validate the materials of the instruction. The expert is Dr. Uzlifatul Masrurroh Isnawati, M.Pd. She is one of the best English lecturers in the university. She is also very excellent in creating books and learning instruction in UNISLA. After getting her suggestions and recommendation, the researcher made the revision of the instruction. The suggestions are about the length of the conversation as the example and adding the common expression of each context. After revising the instruction, a try-out needs to be conducted to know whether the product is able to help the students in practicing their pronunciation or not.

The Result of the Instruction Try-out

Based on the first Try-out, the field note showed that the students felt excited to have the instruction, yet they still have little difficulties in pronouncing the sounds

of some phonemic symbols. It is normal since they were not accustomed to recognize the phonetic symbol. Moreover, most of them did not get any practice for pronunciation in their senior high school either. Hence, there is a need to conduct the second try-out in order to investigate whether the materials and the instruction or book are suitable for the students or not.

In the second Try-out, the students' pronunciation gets better and better since they may have sufficient practice and exposure toward the materials given. Additionally, it is also noted that the students are more accustomed to pronounce the difficult sounds and they become more confident to speak up in the course of speaking skill and pronunciation practice. It is because the students feel curious about the phonetic symbols taught previously. They try to practice and learn it at home by using the book. Finally, they feel more confident and curious about the correct pronunciation of every word that they learn.

CONCLUSION

It can be concluded that there are lots of students at the first semester of English department in UNISLA had error in pronunciation. There are lots of factors affecting the students' error. The factors obtained from the interview were: 1) Imitating wrong pronunciation of people in their environment or even public figure on TV; 2) Having different system of sounds between their mother tongue and their target language; 3) Having low intensity in using and practicing the target language; 4) Getting little motivation to consult their dictionary; and 5) Having difficulties to recognize and pronounce the phonetic symbol. One of the main factors of the error concluded by the researcher is that there was no sufficient instruction or material help them learning pronunciation.

The error in pronunciation affects their performance in communication, especially in speaking skill course and pronunciation practice course. The effect are: 1) The students felt that their communication leads to confusion; 2) The words might lead to different meaning and miscommunication; 3) the messages cannot be well delivered; 4) The students lose their confidence because of their pronunciation error; 5) the listener cannot focus on the conversation; and 6) The last effect was the listener may get bored on the conversation.

The product of the research, teaching instrument or book in this case, is developed related to the students' need. The content is contextual and relates to their daily life and environment. The book gives the students opportunities to practice pronouncing words and sentence correctly in a contextual conversation. Moreover, the book can also assist them to be accustomed in recognizing phonetic symbol so that they will be at ease in consulting their dictionary to figure out how to pronounce certain words

Based on the result of the try-out, it was found that the instruction is beneficial for the students. The contextual materials or instruction is able to help the students to solve their problem in speaking, especially in pronunciation practice. The sufficient exposure on pronunciation practice is able to help the students to be more accustomed to pronounce English sounds and they are more confident in performing their speaking skill.

The study is expected to be able to amendable to other research designs such as classroom action research (CAR), Experimental design, and so on, so that it will be beneficial for both students and the teacher.

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