

THE EFFECTIVENESS OF PHOTRANSEEDIT APPLICATION IN IMPROVING PRONUNCIATION SKILL

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Abstract

The objective of this study to find out the effect of PhotransEdit application in improving pronunciation skill. Subject of the study is the fourth semester English Department students in UNISBA Blitar. There are 30 students in total which were divided into two groups. Contained 15 students as experimental group and the other 15 students as control group. Since the data in this research used both quantitative acted in first phase of this study. After the quantitative data were collected and analyzed then continued with the collection and analysis of qualitative data which acted in a second phase in order to strengthen or support the quantitative results, therefore explanatory design was applied for this research. And the results yielded that experimental group achieved better score than control group, and also using the application made the easier to write and understand the phonetic transcription therefore improving their pronunciation skill.

Keywords: PhoTransEdit, Pronunciation Skill

INTRODUCTION

In communication, it isn't sufficient to utilize the correct vocabulary and structure, be that as it may, it is significant for ESL and EFL students, to have a fluent pronunciation since it establishes the framework for communicating. Pronunciation is unquestionably the first thing that people recognize when we have conversation in English. Szynalsky (2004; 2) stated that when we have conversation in real life, they may not know our vocabulary or grammar limitation. But they will know right away if our pronunciation is good or bad. If our pronunciation is bad, they will think about us as influent English speaker, and good grammar and vocabulary won't help us. So, having a correct pronunciation is fundamental because if one has unclear pronunciation then the addressee would face difficulties in comprehending it.

However, there are still many English teachers neglect few of important elements when teaching pronunciation. Including in Indonesia as stated by Fangzhi (1998) that pronunciation is still neglected or ignored even by some Indonesian teachers. He also pointed out that an English phonetic course is not even given in any of their teaching and learning.

Whereas, few research studies proved that phonetic training helps the students improve their pronunciation as in Mompean, et al. (2015). Lintunen (2013) who also did phonetic training for pronunciation problems stated that phonetic teaching raised the awareness of the subjects. Based on Muna's research (2012:

109) implementing pronunciation software can motivate students in improving their pronunciation well, and it can give them opportunities in practicing speaking English.

In this research, the researcher investigated the effect of PhoTransEdit application which have been designed to help those who wants to improve students' pronunciation skill by working on the phonetic transcription. Because many words in English are pronounced in the different way they are spelled, and this application can help learners to pronounce the words more correctly. This application provides many things students need to learn about pronunciation because this software provides automatic phonetic transcription. This software also can be downloaded for free.

Based on that problems, the purpose of this research are : 1) To find out whether the students taught by PhoTransEdit achieve better pronunciation than those taught by conventional method, 2) To find out the students' perception about the application in helping to improve pronunciation?. And the researcher formulates a hypothesis that The students taught through PhoTransEdit will get better scores in pronunciation.

Theoretically this research is expected to extend and prove that phonetic training by using PhoTransEdit is one of the best way to improve pronunciation skill. Practically, this research is expected to be useful for the English teachers as a new way of teaching English language, especially in pronunciation. For Students, this study will help them to realize the importance of pronunciation in communication. Then, this study is expected to help them to learn pronunciation more easily and correctly

This research is conducted in UNISBA Blitar, involving 30 fourth semester of English Department students. The researcher of the current study only paid attention on how each of the sound is produced, therefore vowels, consonants, and diphtong which are parts of segmental features. While stress, and intonation weren't the focus of this study.

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or commonly understood, and a graphic representation of the way a word spoken, using phonetic symbols.

One of the views about pronunciation shown by Kelly (2001;1). He states that pronunciation has two main features namely phonemes/segmental features as in ; vowels, consonants, and diphthongs; and suprasegmental features as in ; stress and intonation. Phonemes or segmental features is about how accurate each sound produced. In considering the meaning, where even though there is only one difference sound, it will change the meaning. For example the word rat (ræt), if we change the middle phonemes it would change the meaning of the word. But if we pronounce /r/ little different, the meaning doesn't change. We would still understand it has the same meaning. While suprasegmental is about the connection when we speak. Stress gives rhythm and intonation gives pitch up or down.

Teaching pronunciation is very important for Indonesian students. Students may face difficulties having communication since English is not our first language. Newton (2009:75) states that phonological loop on each learners may have some impacts on them to have solid pronunciation. If the learners do not have solid pronunciation, it can't be stored in the phonological loop therefore they may face difficulties in communication as mentioned earlier. Hence, helping the students to develop a solid pronunciation should be put into one of their focus in Indonesia. In order to develop a solid pronunciation, the teachers must find a solution to make

learners understand or acquire the pattern within target language which in this case of study is English

There are strategies and exercises cited by Kelly (2000: 16-22) that might help students to improve their pronunciation skill. 1) drilling: students are asked to repeat after their teachers, 2) chaining: separating a portion of the sentence, 3) minimal pair activities: students are provided by their teacher with couples of similar words, 4) pronunciation and spelling exercise: teachers help students as to how words are spelled and pronounced, 5) recording the students, 6) listening exercise: the purpose of this exercise is to teach the students to recognize the pattern in English pronunciation, 7) reading exercise: the teachers have their students to do an exercise related to the text they are reading in order to understand what text they are reading about. In this exercise, the teacher ask the students to read aloud, then the teacher observe their pronunciation.

Let alone in High School, not even at University in Indonesia have pronunciation as one of their subject. They only have "Speaking" or "Phonology" as their subject. Drilling, minimal pairs might have worked for Indonesian students, but it too depends on the teacher pronunciation's capabilities. By recording/taping it might be useful for self-learning, but no one will correct them if they make mistakes. The researcher think that pronunciation and spelling practices, and listening activities especially from native speaker are a good enough to teach pronunciation.

There are few factors may impact pronunciation as cited by Kenworthy 1987: 4-8 in Brown (2001: 284-285). Such as; 1) first language: pronunciation learning can be affected by the learners' first language, 2) age: if children under adolescence age keep getting exposed to target language, they might have a native-like pronunciation level when they grow up, 3) exposure: the same as explained above but this is done by learners past adolescence age where they try to get exposed by target language by living in English speaking country for instance, 4) innate phonetic ability: can be said as talent for language of each learners, 5) identity and language ego: some people have high pride for their mother language that it makes them scared of learning new language, 6) motivation: little similar with point number 5 where some learners do not have the urge to have a good pronunciation unlike the others.

As stated by Kelly (2000: 8), there might be some difficulties which the learners come accross. 1) the similarities between sounds and spelling with their first language. 2) the opposite from point number 1, the learners might find the whole new system in terms of sounds and spelling. 3) they may be a sounds from their first language but it doesn't exist in English. 4) the opposite of point number 3, there may be a sounds in English that doesn't exist in their first language. 5) there may be some different patters in terms of using stress and intonation. Based on the study, not only the participants of the study but also all Indonesian students face these problems. Unlike English, each of Indonesian alphabets are pronounced the same as they are combined with another. The participants of this research faced difficulties in pronouncing all vowels except / ʌ/, they faced difficulties in distinguishing / ʊ/, / u:/, /ɑ:/, /ɔ:/, /i:/, and /ɪ/.

PhoTransEdit applications have been designed by a programmer and student of English from Getafe (Spain). They are based on a database that contains more than a hundred and fifty thousands words and their corresponding phonemic transcriptions. PhotransEdit is a free software that can be downloaded from photransedit.com. This is the development of old version PhoTransEdit or bellow with some additional menus.

PhoTransEdit is an application specifically created to help ESL/EFL learn English phonetic transcription. This application can also be used to help their users to write, publish, or even share English phonetic transcriptions. However, this program seems to be very useful for English students to improve their pronunciation.

PhoTransEdit can work based on American English or British English and International Phonetic Alphabet (IPA) Which Indonesian English learners commonly used. The prerequisite to understand the use of the software, students should learn minimally three English phonemes that are mostly used in English pronunciation. They are consonants, vowels and diphthongs.

The steps for how to operate the program: download the program from www.photransedit.com and Install completely and there will appear the PhoTransEdit.exe file as seen in the following figure

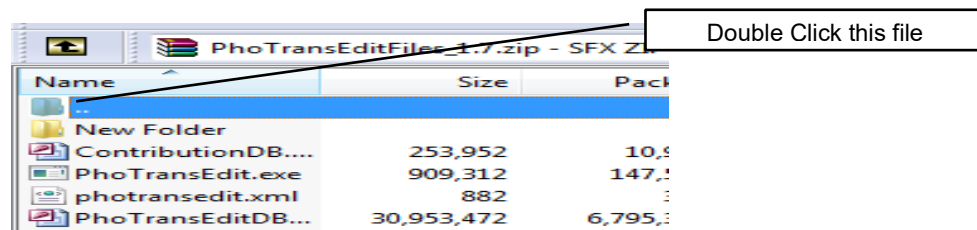


Figure PhoTransEdit with Extension

- a. Double Click the file PhoTranEdit.exe and there will appear worksheet as in the following figure

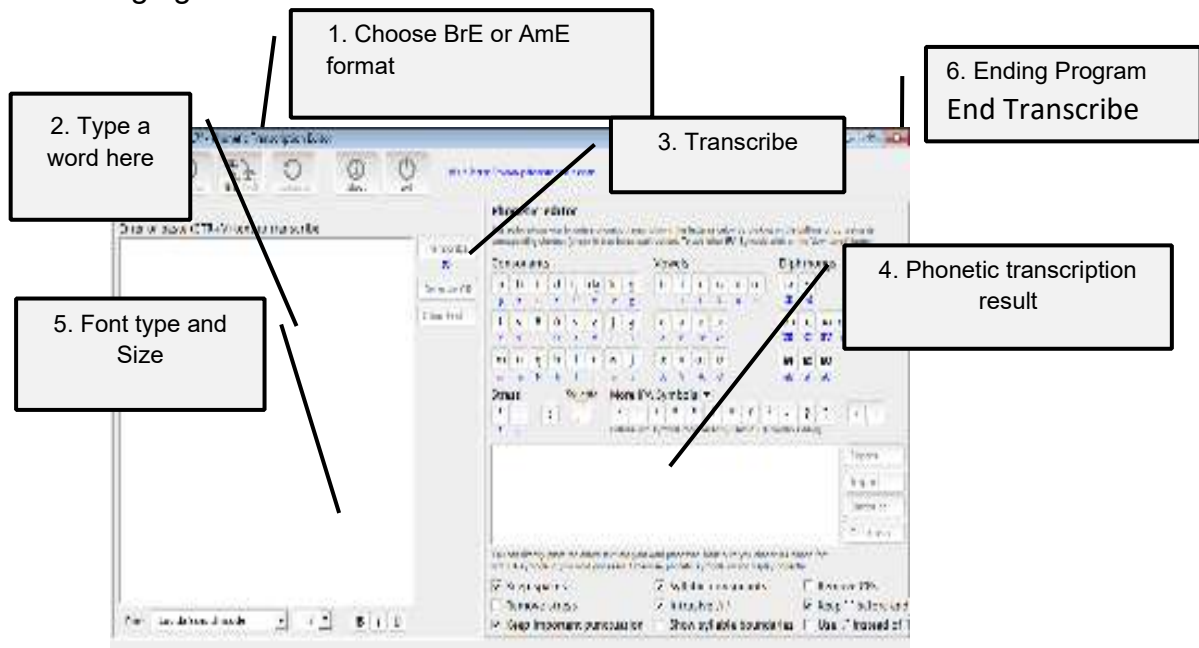


Figure PhoTransEdit Phonetic Transcription Editor

- b. Choose the format of which English we want to use, will it be British English or American English as in box 1
- c. Write a word or group of words or even sentences in worksheet area as shown in box 2.
- d. To see the result of transcription, click the “*transcribe*” menu to change the text to phonetic transcription as in box 3.
- e. The result of transcription will appear in “Phonetic editor”

- f. To change the font type and size, just click the font type menu as can be seen in box 5. There are only two font types, Lucida Sans Unicode and Arial Unicode MS
- g. Just click (x) in the top right corner to end the program.

Method

Since the data in this research used both quantitative acted in first phase of this study. After the quantitative data were collected and analyzed then continued with the collection and analysis of qualitative data which acted in a second phase in order to strengthen or support the quantitative results, therefore explanatory design was applied for this research.

There are two variables in this study; they are PhoTransEdit application and pronunciation skill. The researcher first collected and analyzed the numerical data which continued with the collection and analysis of qualitative data such as questionnaires and interviews to build up the initial quantitative results.

There are two groups of participants from UNISBA Blitar. There are 30 undergraduate students in total which was divided into two groups. Each group contains 15 students. The researcher chose fourth semester students as subjects because undergraduate students in fourth semester already finished phonology class. Thus, the researcher thought that they already have basic knowledge about English phonetics symbols and was the ideal subjects for the research. The research was conducted in the UNISBA's language laboratory.

To collect the data, the researcher used test, questionnaire, and interview. The researcher used written test for both pretest and post-test. There were 40 test items in it. The students were asked to transcribe the regular words into phonetic symbols without any help (dictionaries, phones, etc). The test material was adopted from Alexander, L.G. (1975). For the validity of the test, 40 test items were valid to be used to obtain the data where all scores $r_{count} > r_{tabel}$ 0,361 for N 50. As for reliability of the test, the researcher used Chronbach Alpha method yielded 0.912.

The researcher provided 15 items in closed form questionnaire for this current research. The questionnaires were distributed at the last meeting of the treatment. In term of the questionnaire reliability and validity, it has been proved to be valid and high reliability with Cronbach Alpha yielded at 0.861.

The researcher self-made the question for the interview. The interview was conducted at the last meeting or after the treatment and post-test were conducted with 8 random students from the experimental group.

As for quantitative data, ANCOVA formula was applied by the researcher of the current study to test his hypothesis. When we use scores from the pretest as a covariate to test the significant differences between two groups of test which in this case pretest and post-test, ANCOVA is the perfect formula to be applied. As these groups may differ on a number of different attributes. In this case, the level of significant which was applied was 0.05. Since data analysis for quantitative method has been explained above, in analyzing qualitative data, there are three stages as : organizing, reduction, and interpreting.

Result

In order to see between dependent variable (post-test) and covariate (pretest) if a linear relationship happened, linearity testing and homogeneity of regression slopes testing had to be done before applying an ANCOVA.

1. Linearity Testing

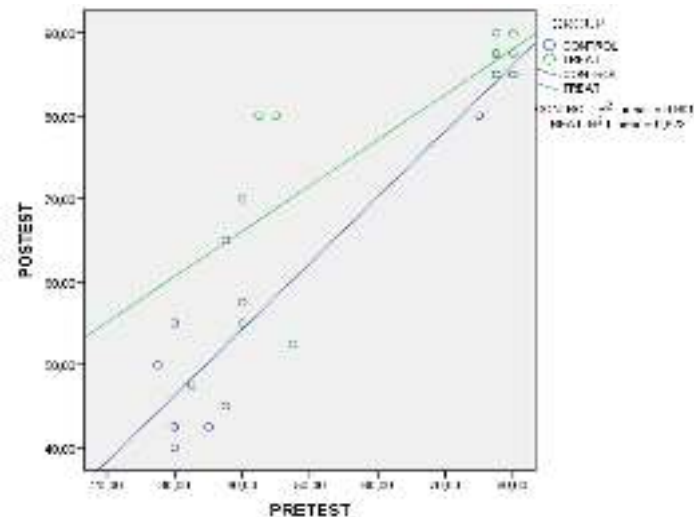


Figure 1 Chart of Linearity

If there is a curvilinear relationship shown on the graphic as stated by Pallant (2000), you might have to reconsider using this covariate. Based on the graphic shown above, it can be seen that the relationship for each group is linear (straight line) and not a curvilinear relationship. Therefore, it is concluded that the linearity is not violated.

2. Homogeneity of Regression Slopes Testing

Table 1. Tests of Between-Subjects Effects

Dependent Variable: POSTEST					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	8662.857 ^a	3	2887.619	60.120	.000
Intercept	2918.108	1	2918.108	60.754	.000
GROUP	311.329	1	311.329	6.482	.017
PRETEST	4733.035	1	4733.035	98.541	.000
GROUP * PRETEST	160.739	1	160.739	3.347	.079
Error	1248.810	26	48.031		
Total	159725.000	30			
Corrected Total	9911.667	29			
a. R Squared = .874 (Adjusted R Squared = .859)					

Homogeneity of regression slope testing is to identify whether there is significance value by dependent variable interaction which in this case

GROUP*PRETEST. If it shows significance value, then the ANCOVA's results are meaningless and should not be done. If it less than or equal to 0.05 in terms of interaction level then meaning the assumption is tampered as cited by Pallant (2000). But the table above shown that group*pretest's significant value is .079 which the homogeneity of regression slope is not tampered hence, the researcher continued to apply an ANCOVA.

Table 2 Levene's Test of Equality of Error Variances^a
Levene's Test of Equality of Error Variances^a
 Dependent Variable: POSTEST

F	df1	df2	Sig.
.017	1	28	.897

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRETEST + GROUP

One more step before applying ANCOVA is that to test if the assumption of equality of variance is tampered. If the variance are equal, it's significance value will be greater than 0.05, but if it is smaller this can only mean that the variances are not equal hence the assumption of equality of variances is tampered as cited in Pallant (2000: 11). As we can see from the table shown above, it's significant value is 0.897 which means the variances are equal.

3. ANCOVA

Table 3 Tests of Between-Subjects Effects
 Dependent Variable: POSTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	8502.118 ^a	2	4251.059	81.429	.000	.858
Intercept	2818.977	1	2818.977	53.998	.000	.667
PRETEST	5502.118	1	5502.118	105.393	.000	.796
GROUP	297.727	1	297.727	5.703	.024	.174
Error	1409.549	27	52.206			
Total	159725.000	30				
Corrected Total	9911.667	29				

a. R Squared = .858 (Adjusted R Squared = .847)

The significant value used in this research is 0.05, if it yields less than that then the group taught by PhoTransEdit vary significantly than the group taught without PhoTransEdit. Looking at the table above, the result can be concluded that the researcher's hypothesis saying that experimental group would achieve better score than control group should be accepted since $F(1,27) = F 5.703$, $P 0.024 < 0.05$. And it is reported in the table below that the mean score from experimental group is

74.16 while the mean score for control group is 67.17. Hence, from these findings can be concluded that experimental group achieved better pronunciation than control group.

TABLE 4 GROUP
Dependent Variable: POSTEST

GROUP	Mean	Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
CONTROL	67.17 ^{2a}	1.970	63.129	71.214
TREAT	74.16 ^{2a}	1.970	70.119	78.204

a. Covariates appearing in the model are evaluated at the following values: PRETEST = 57.2500.

Based on the questionnaire, question number 1 talking about their confidences in talking in English states that 50% of the students strongly agreed which indicates that they are very confident in speaking English. 33% of the students agreed which indicates that they are quite confident and only 16% of the students whose are not confident in speaking English disagreed. Move on to the question number 2 that questioning about the difficulty in English pronunciation. Resulting in 8% of the students strongly agreed about it, or we can say that English pronunciation is very difficult for them. 50% of the students agreed which indicate that in their opinion English pronunciation is difficult and 7% of them think that English pronunciation is not difficult disagreed.

For question number 3 and 4, they are questioning about whether difficult or not consonants and vowels sound are. For number 3, about 26% of the students think consonant sounds are very difficult states strongly agreed, 43% of them think that making consonant sounds are quiet difficult, and only 30% that think consonant sounds are quiet easy. For question number 4, 43% of the students think that vowel consonants are very difficult to make, 40% of them also states that vowel sounds are quite difficult, and only 16% states their disagreement about vowel sounds are difficult.

Number 5 and 6 are questioning about whether they learn pronunciation by dictionary or electronic media when they find difficult English word to pronounce. For number 5, 16% of the students strongly agreed that they learn English pronunciation by using dictionary, 20% states their agreement by the statement, 56% states their disagreement about the statement which means that they don't really use dictionary to learn pronunciation, and also 6% of them disagreed to use dictionary as media. For number 6, 63% of the students strongly agreed in using electronic media as a way to learn English pronunciation, and so are 37% the rest of the students state their agreement. As for number 7 and 8 ask about which media is more suitable or favorable for them to learn English pronunciation, by using dictionary or electronic media. On number 7, no one strongly agreed that dictionary is favorable for them to learn pronunciation, 36% of them agreed, while 40% disagreed and 23,33% strongly disagreed in using dictionary as their media to study pronunciation. On number 8,

56,67% strongly agreed in using electronic media as equipment to study pronunciation and 43,33% agreed while no one of them disagreed or strongly disagreed with it.

Number 9 is about whether pronunciation class helps them to learn more about pronunciation. About 60% and 40% of the students states strongly agreed and agreed in a respective order. Number 10 is about English pronunciation learning by using application have to be conducted continually. 53,37% of the students strongly agreed that learning in mentioned method have to be conducted continually while 36,63% also agreed.

Number 11 is questioning if pronunciation training helps them fix their pronunciation and the results are : 53% of the students strongly agreed with the idea, 40% agreed with it and only 6,67% disagreed. Number 12 is asking if learning pronunciation is easy. No one strongly agreed with the idea of learning pronunciation is easy, while only 20% of them agreed that learning it is easy and 80% of the students seem to disagreed with it. Question number 13 is asking about learning pronunciation is necessary. 60% of the students strongly agreed that learning pronunciation is necessary while the rest 40% of the students agreed with it.

Question number 14 is asking about learning pronunciation is not important. The result is the opposite with the question number 13 where no one strongly agreed or even agreed with the statement while 60% of the students disagreed and 40% states their disagreement strongly. And the last question is asking if they like learning pronunciation. 56,67% of the students agreed strongly while 43,37% of them just agreed.

Not only giving the questionnaires, the researcher also conducted an interview and ask 8 students regarding their opinion about phonetics training by using PhoTransEdit. One of the responder, IL stated that this application is very effective to improve her pronunciation and increased her understanding about phonetic symbols. SN stated that the application was very easy to use, and can be used to train the students. MR stated phonetic training with the help of this application made him understand how to pronounce better.

It can be concluded that phonetic transcription training by using PhoTransEdit is very helpful for students easier to write phonetic transcriptions and understand phonetic transcription. After gaining a knowledge about phonetic transcription completely since phonetic transcription is about how to produce each of sound, the students are capable to pronounce the words or sentences better.

Discussion

Based on the result of this study, the effect of PhoTransEdit in improving pronunciation between experimental and control group are significant, $F(1.27) = F 5.703$, $P 0.024 < 0.05$. The students who were taught by using PhoTransEdit with the mean score of 74.162 achieved better score than students taught without it with the mean score of 67.172. It is because the students whose already completed their last semester course "Phonology" last semester and therefore familiar with phonetic symbols. And by using PhoTransEdit, it allowed themselves to transcribe the original words into phonetic symbols. As explained on previous section, the teachers' duty in helping students to improve their pronunciation skill is that to find the pattern. The researcher thinks and supported by opinions from the previous studies that giving phonetic training to the students is solving the pattern in English pronunciation since phonetic symbols show us the learners how each of the sound is produced. Hence,

the phonetic training with PhoTransEdit can teach students to pronounce English better.

PhoTransEdit is an easy accessible application. We can access it by installing the application in our computer and also directly from their website. There is no limit as to how many words we can transcribe into phonetic symbols.

As there is strength, there is weakness. PhoTransEdit doesn't have its' mobile version for the application yet. If the learners want to access it with their mobile phone, they have to go to their website instead of downloading through Play Store for Android users or App Store for iOS users. Another weakness is that PhoTransEdit doesn't provide the voice of how each phonetic sounds. The learners have to learn and understand beforehand about each of the phonetic sounds therefore in this study, the researcher chose students whose already have finished their Phonology class.

There are many factors affecting pronunciation as explained on Chapter II. Exposure of the target language is one of them. The more we get exposed to the target language such as: have conversation in English to friends, watching movies, or maybe go to the English speaking countries, etc. Let say, try to practice speaking English with friends, that depends on how good his/her pronunciation is?. If he/she has good pronunciation, maybe he/she can help us correcting it. And if he/she is about the same beginner level as us, no one is capable correcting it. Not all likes watching movies or go to the English speaking countries. But with PhoTransEdit's help, students can find the cheapest way to get exposed with English. In this current study, the researcher tried to expose the students by giving them phonetic training with PhoTransEdit. The researcher believed that by giving them phonetic training is an effective way in improving pronunciation skill.

The previous studies also confirmed it such as : Gordon, Darcy, Ewert (2013), Goswami and Chen (2010). Gordon, Darcy, Ewert (2013) did explicit phonetic training for university. Their study states that the explicit training gave the benefit for the learners overall especially in suprasegmental features. The same as the researcher of this current study, Rezaei, et.al (2015) also focused in segmental features which reported that assimilation rules applied to the experimental and control group resulting in significant score of performance between them. So did in Goswami and Chen (2010) that phonetic and phonemic training had a significant effect on Spanish-speaking English learners.

Based on the questionnaire, the students have problems with vowel sounds with 43,33% strongly agreed, and 40% agreed than with consonant sounds with 26,67% strongly agreed and 43,33% agreed. Based from their response out of the questionnaire about their difficulties pronouncing vowels and consonants, they did face more difficulties in pronouncing vowels than consonants. Except /ʌ/ as in "but" or "cup", they had difficulties in pronouncing /æ/, /ɑ:/, /ɔ:/, /ɜ:/, /ə/, /e/, /i:/, /ɪ/, /ʊ/, /u:/. The most case was difficulties in distinguishing sound /ɑ:/ as in "father" or "arm" with sound /ɔ:/ as in "boy" or "law". The second one was distinguishing /i:/ as in "see" or "meeet" with sound /ɪ/ as in "hit" or "pick". And the next case was about difficulties with sound /ʊ/ as in "put" or "took" with sound /u:/ as in "blue" or "full".

The researcher thinks such problems happened because of the inconsistency of English itself when it is pronounced. Unlike Bahasa Indonesia where vowels sound the same as it is individually pronounced, English is not. The students are not familiar yet with the sound, about how it is produced accurately. Especially since vowels are made by letting the breath flows out through the mouth without being

blocked by the teeth, tongue, or lips, it is very difficult for them to just control the movement of the mouth or placement of the tongue without practicing.

As for consonants, among all of them they did have a trouble in producing sound /θ/ as in “thick” or “bath” with sound /ð/ as in “the” or “rather”. All this time they think that those words are pronounced the same. They also had trouble in distinguishing sound /z/ as in “zebra” or “zip” with sound “z” as in “measure” or “pleasure”. The thing about consonant sounds is that the placement of the tongue and teeth are a lot easier to remember than how to make vowels.

The students also mispronounced sound /ʃ/ as in “she”, “shall” and “should”, but they pronounced them with sound /s/ as in “saw” or “see”. In English pronunciation the letters (sh) is pronounced with /ʃ/ but in this study, students pronounced the sound /ʃ/ as [s]. They always substitute /s/ for /ʃ/. There is likely to be misunderstanding for their English speech for failure in making a distinction between the two sounds.

Also students prefer to study by using electronic media over dictionary, every students strongly agreed and agreed that pronunciation class with the help of PhoTransEdit is necessary. This means using PhoTransEdit is very good way to learn pronunciation for these days. Learning pronunciation is indeed difficult (only 20% disagreed and 80% agreed) but it is one of the most important element to learn (40% strongly agreed and 60% agreed).

Based on the interview, it can be concluded that phonetics training by using PhoTransEdit is useful and fun method to learn and improve students pronunciation. It helps students learn and understand the phonetic symbols, it has two options whether they want British English or American English. They also stated that if we learn the phonetic symbols by using PhoTransEdit, then they can to write and understand how to read the phonetic transcription, thus they might improve their pronunciation skill.

Conclusion

Finding out the effect of using PhoTransEdit in improving pronunciation skill of the fourth semester students at UNISBA Bitar is the objective of this study. According to the statistics data analysis, the students taught by PhoTransEdit scored better than students taught without it. As reminder based on the previous studies that stated phonetic training improves pronunciation skills. It proved that in this current research phonetic training by using PhoTransEdit gave the students improvement significantly in their pronunciation skills. The hypothesis saying that Experimental group would achieve a better achievement than the control group should be accepted, $F(1,27) = F 5,703$, $P 0.024 < 0.05$.

According to the questionnaire, the students like to use electronic media to learn pronunciation over dictionary. By using PhoTransEdit application, students can easily access the application and transcribe the words or sentences by themselves. PhoTransEdit can help students learn and understand the phonetic symbols even if they don't have a teacher or trainer with them. It has two options whether they want British English or American English. If the students learn the phonetic symbols from PhoTransEdit frequently, the researcher believe that students pronunciation skill will get better.

It can be said that teaching or learning pronunciation by using PhoTransEdit is more fun, easily accessible. And should be considered one of the new way to learn and teach pronunciation in a classroom or even for self-learning knowing people

these days are inseparable with their gadgets. Because not only does PhoTransEdit have its application but also have it also has an online version. Instead of flipping and looking at a conventional dictionary, using PhoTransEdit is one of the best way to learn and improve our English pronunciation.

Suggesstion

Several suggestions in this research can be valuable and helpful for the success of using PhoTransEdit or any other tools to teach or learn English Pronunciation. For Teachers, this study is expected to give ideas for them about how to teach pronunciation. Even if we are not English native speakers, but with the help of this application and try to practice and prepare it ourselves we can finally give our students a new, and better method to teach pronunciation.

For the future researcher who would like to do the research in the same field, it would be better to broaden the limitation of the study. For example longer research with more subjects.

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