RESEARCH ARTICLE

THE APPLICATION OF WEB-BASED LEARNING MEDIA IN PRONUNCIATION PRACTICE THROUGH SONGS AND GAMES.

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Manuscript Info	*Abstract*
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Pronunciation practice is an important aspect of speaking and listening skill in the higher education. Verbal learning such as English pronunciation practice requires the availability of effective learning media. The absence of the learning media may lead to frequent inaccuracy in speaking, spelling, and repetition. Therefore, the idea to use songs and games in the class is very important to increase the effectivity of learning pronunciation. Songs and games will help verbal English lesson more meaningful and induce learning activities to be more fun. The research purposes are to describe and to develop the application of web-based learning media in Pronunciation Practice through songs and games, in English Education Program, Faculty of Language and Arts, Indraprasta PGRI University. This research belongs to Research and Development: requires an analysis, develops syllabus and teaching materials, creates and develops e-learning, tries and revises the media. The research result is by applying a sound table together with songs and games provided on PROTATIK (*Program Tabel Fonetik* in Indonesian), the students' attention is increasing, and they are more enthusiastic in learning English pronunciation. Besides pronunciation, the students can also master some new vocabularies, spelling and simple words. Through songs and games, the students can also memorize and say simple words in English. The application of sound table, songs and games media which can be found in www.protatik.com also helps lecturers in teaching. Songs and games are expected to become the appropriate teaching media for the students.

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Introduction:-

Pronunciation Practice subject in English Language study program, Indraprasta PGRI University is a three-credit subject which is designed for second-semester first-year students, with no prerequisite subject. Upon completing the subject, students are expected to communicate with native speakers in English and gain received-pronunciation.
Besides, the ability will also support their career in the future. In particular, the students are expected to be able to communicate in English with received pronunciation accurately and naturally. Based on Semester Learning Plan (*RPS* stands for *Rencana Pembelajaran Semester* in Indonesian) made by the lecturer, who acts as the modelling lecturer, aimed the students to master and use pronunciation either vowel, diphthongs, and consonants in words; three aspects of speed speaking (linking, elision and assimilation); stress on words, phrases, and sentences; and also the correct intonation in reading and conversation. The students are the main components in determining learning

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outcome because they are the subject of the learning activity. The students with objective knowledge usually find it easier to accept and process learning materials and practice than those with lower ability. The third prior ability also affects other learning components, such as designing the syllabus, degree of learning material difficulty, teaching technique and practice variety. Students prior variety of ability tends to trouble lecturers in planning and organizing teaching (Komara, 2014).

Based on recent observation, good learning outcomes are only achieved by students who have the appropriate prior ability, while students with low ability do not show satisfying outcomes. Lecturers also determine the degree of the students learning outcomes. The role of the lecturers in Pronunciation Practice learning is to run as a designer of the learning activity, as a motivator, a facilitator, and a model. These lecturers should be able to design proper learning-teaching activities, decide the correct materials, help students in practices, monitor practice and students' learning progress, and should also be an example or model on how to pronounce accurate and correct English. A tight lecture's class assignment sometimes is due to lack of performance of the lecturer's effort and role in learning teaching process. Learning outcome is not only determined by the learning subject, students, and lecturers, but also by the learning contents and the media used to convey the learning message. The learning contents are determined by *RPS* which is shown in the subject description, and the media used is determined by many factors, some of them are media availability and quality, the willingness and capability of the lecturers in choosing and using the media, and the availability of supporting media and equipment. Pronunciation Practice leaning media in English Education Program so far is a module written about ten years ago which is consisted of many practices. However, the module seems not complete enough that Pronunciation Practice lecturers need to find other required additional materials. Besides, lecturers also need to try their best effort to be the models on how to pronounce the practices contained.The situation is complicated and tiring even for lecturers when lecturing, and from the students perspective, the modeling way is not yet complete because the spelling example can only be heard once or twice and as a consequence, the students will likely forget. The students need a speaking model which they can listen to every time they need, and the lecturers need a media to reduce their duty. This problem can only be solved by providing the appropriate learning media. The center of the learning process so far is determined by the lecturers. Lecturers are the center of drilling/model who is assisted with a tutorial video by a native speaker in every class meeting. Students are asked to imitate what has been modeled by lecturers (Tomlinson, 2013). Students class activities seem to be monotonous and unattractive. Early learning activities rarely apply apperception (introduction to ease material understanding by involving experiences or concepts that the students already acquired). Learning activities only focus on the students' module and native speaker videos. Students are only required to imitate the lecturer individually, after finding/writing the correct spelling from the dictionary. As a result, assessment can only be conducted by paper-based assessment where students work on questions on sheets of papers (Thayyib & Syam, 2015). As a consequence, in practice, the students are still unconfident to apply the correct pronunciation just like native speakers in English conversation. The correct pronunciation may seem strange and sounds funny when done by students who unintentionally apply the pronunciation aspects correctly. (Arends, 2014). These strange and funny feelings, in turn, will hold the student's progress in English pronunciation.

To know the type of learning media needed in Pronunciation Practice in English Education Program, Faculty of Language and Arts, UNINDRA PGRI, research team initiate reflection on pronunciation practice learning conducted so far. The result of the reflection will be a team discussion consisted of lecturers of Pronunciation Practice to get additional data and data validation on problems experienced in Pronunciation Practice and the type of media required to solve the existing problems. The Pronunciation Practice teaching so far has not been successful optimally based on some reasons. First, the learning outcomes are not satisfying enough in exams. Students can imitate the lecturer's spelling during the class, but they can easily forget it. The students are aware of the condition in which they may forget what they have just heard during the lesson. They know, and when they are corrected, they respond: "Can we record your voice and keep it for our own so that we can practice at home, Mrs/Sir?" From their reply, the research team realizes that they need a sophisticated pronunciation practice model and accessible everytime and everywhere. So far, pronunciation practice manuals are given by the lecturers when they teach in class without any recordings, not to forget the tiring fact faced by the lecturers on the tendency for the students to instantly forget the given pronunciation. Lecturers should raise their tone repeating the same words, phrases, sentences in different classes. As a solution, learning media assistance is highly needed (Arthur & Martin, 2013).

Classroom observation method shows that using songs and games in teaching Pronunciation Practice is very valuable because it can increase the effectivity of pronunciation and language teaching. Songs provide practice for students who will try to memorize and repeat songs taught outside the class. The songs used will make the learning

process more interesting (Arumsari, 2015). By listening to exciting songs, students will be more attracted to learn English especially songs with easily pronounced lyrics. Songs are interesting verbal English teaching method, and they are engaging verbal English teaching (Rabbiyanti, 2015).

Besides, English songs have some advantages: when the lecturer sings an English song or plays an English song, the students will be attracted to attentively listen which will develop their comprehension on verbal English teaching (Dewi, 2015). On the other side, this game also plays an integral part in Pronunciation Practice teaching as it will make teaching and learning process more pleasant. The game stresses more on success in communicating than speaking correctly. The games provide a real opportunity for real communication. Therefore, communication itself is a connector between learning inside and outside the class (Yamin, 2017).

Jenkins (2014) states that Pronunciation Practice is the system of spelling words. When they speak English, the pronunciation of Indonesian students is profoundly affected by the spelling system of their mother language, Indonesian. It is not surprising that mother tongue (L1) affect the acquisition of foreign language or second language L2). As future generation of English educators, the students are expected to master English precisely like native speakers of English. Therefore, teaching and learning pronunciation is highly required.

Web-based audiovisual PROTATIK 2 (*Program Tabel Fonetik* in Indonesian) in http://www.protatik.com is one of the essential components in supporting the success of the optimal learning-teaching process. Therefore, communication process in learning will attract students interest and give the ease in understanding English sound system material, songs, and games utilized with icon buttons for non-native speakers to practice (represented by recommended lecturers of Pronunciation Practice). The reason for using non-native speakers in providing the exercise is that those who are non-native speakers talk more systematically and carefully, the characteristics of a person who speaks in second or third language. Those non-native speakers usually use a limited vocabulary and more simple phrases, without using figurative or slang languages. Therefore, they understand each other by facial expression (Astuti, 2015). Students and lecturers can understand each other well in English and adapt fast by assisting other students with low fluency in English in class.

Based on the background explained above, it is expected that the development on structure design via web-based audiovisual PROTATIK 2 (shown at *Program Tabel Fonetik*) as a learning media for Pronunciation Practice on undergraduate program provides positive influence as a learning aid and a solution on an effective English learning media in Pronunciation Practice subject in the higher education, which can eventually give a positive outcome to students pronunciation ability and it can be useful as a new learning media for students.

Methodology:-
Research approach and development are needed to be taken to producing suitable learning media. Research and development are methods to develop and test a product. According to Sadiman (2005) there are three steps of research and development, namely: 1) conduct a preliminary study to examine the theory and supervise the product or activity, 2) develop a product or a new activity program, and 3) test or validate a product or a new activity program. The first step has been carried out, a preliminary study by reviewing the theories which are included in the literature review about the creation of media and media content that will be developed. Whereas, the development of Pronunciation Practice learning media takes some steps: 1) conduct an analysis on needs, 2) develop syllabus, lessons and training, 3) create a learning media in the form of web-based Phonetic Table Program, and 4) conduct a test and improve learning media. Research data are taken from lecturers and students of the Pronunciation Practice classes of Indraprasta PGRI University Jakarta. Data are in the form of qualitative data, on opinions and suggestions from both lecturers and students which are collected in peer discussion, class of observation, and questionnaires. The instruments in this research include records of implementation and questionnaire. Next, data are discussed with colleagues and students, classroom observation, and questionnaires which are analyzed in qualitative descriptive manner and are directly applied to the development and improvement of learning media in the Pronunciation Practice course.

Findings and Discussion:-
The result of this research is web-based audiovisual PROTATIK 2 (*Program Tabel Fonetik* in Indonesian) learning media for Pronunciation Practice containing English consonant and vowel sounds PROTATIK 1 table display which can be listened and equipped with songs and games that can be used as complete learning sources to practice

pronunciation in a fun way.The followings are the process of the design and development process of the learning media. The development of audiovisual Phonetic Table Program takes the following steps: 1) the analysis of needs, 2) the development of the syllabus and the preparation of materials and training materials, 3) the creation of the media, 4) the test and repair on the media (Sadiman, 2005: 64).

Analysis of needs:-
In order to recognize the suitable media needed in learning Pronunciation Practice in English Education Program, Faculty of Language and Arts, Indraprasta PGRI University, the research team deliberates on Pronunciation Practice class learning that has been practiced. The results of this deliberation are discussed in teams of lecturers who teach Pronunciation Practice classes to get extra practice and validation of data on current issues in the Pronunciation Practice class and the media needed to overcome the existing problems. Pronunciation Practice teaching so far has not given any satisfactory result as shown by many facts. First, student results on exams are less satisfying. Students can imitate any given sounds or words by the lecturer in class, but they immediately forget about it.

The research team realizes that they need the latest Pronunciation Practice model that they can listen to and imitate whenever or wherever they need. At present, manual of Pronunciation Practice model is provided directly by the lecturers while teaching in the classroom without being supported by recordings. Lecturers have to shout repeating the same words, phrases, and sentences from class to class., therefore, a suitable lecture module is indispensable to solve this problem. Class teaching material of Pronunciation Practice in English Education Program is a handbook lecture entitled Teaching to Mastery: PRONUNCIATION PRACTICE: (Purwanto Andri, Retnomurti Ayu & Mutiara Dewi, 2016) This module/UNINDRA handbook contains all the lecture materials and is accompanied by adequate practice materials. Unfortunately, this module is not supported by recording of speech models or practices that are required by both lecturers and students. From this point of view, it is acceptable to say that we need a lecture module that is supported by a recording of acceptable speech models. Making recording materials to assist the existing module is feasible to improve the quality of learning Pronunciation Practice so that the medium of instruction is not only in the form of modules but also it is in the tables of phonetic sounds in English and Phonetic Table Program, a recording material for practice or exercise that will facilitate the work of lecturers in delivering speech model to be used by students to learn at home. However, when considering the progress of IT today, teaching by merely using the manual module perhaps is not impressive anymore. It is time for the researchers to develop existing manual module to be an effective technology-based module, a Phonetic Table Program in the form of cutting-edge media to make Pronunciation Practice teaching more attractive as it uses web-based technology.

Results of observation on the Pronunciation Practice teaching in English Education Program is taken to the discussion forum of Pronunciation Practice lecturers to generate comments, insights, and clarity on media that is needed. The results of these discussions are as follow: Most lecturers teaching pronunciation practice meet similar problems. Thus, they are agreed that what is needed is a lecture material that has been arranged systematically accompanied by a number of exercises, recording materials, exercises or practices that can be used in Pronunciation Practice teaching in the classroom. One lecturer confirms that it does not have to be a sophisticated media, modules, and cassettes shall be enough, but there are also opinions saying we should keep up with technology; therefore, there is no harm if this media is made to be computer-based to optimize the learning process. The materials must be included in this media covers a phonetic table of English sounds. While the materials of exercises or practices should cover lose the words, groups of words, texts, and sentences of various forms, dialogs, or paragraphs.

Syllabus, lecture material, and practice or exercise materials:-
Syllabus or Semester Learning Plan is based on course descriptions of Pronunciation Practice Curriculum in English Education Program, Faculty of Language and Arts, Indraprasta PGRI University, academic year 2015/2016, the purpose of learning and teaching material scope of UNINDRA Pronunciation Practice Handbook (2016) and Hancock (2003): English Pronunciation in Use; Self Study and Classroom Use and the results of the discussion among colleagues who teach Pronunciation Practice on need analysis. Practice or training materials are developed in accordance with the lecture material added with other exercises for the development of the required skill which include the pronunciation of loose words, groups of words, texts, sentences, paragraphs, and dialogues. This course syllabus includes four components: 1) The topic of learning, 2) learning objectives, 3) learning materials, and 4) practices or exercises as in table 1.

Table 1:- Pronunciation Practice Semester Learning Plan

UNIVERSITAS INDRAPRASTA PGRI	Issue Date
Jalan Nangka No. 58, Tanjung Barat, Jagakarsa, Jakarta Selatan – 12530. Telp. (021) 7818718 Jalan Raya Tengah, Gedong, Pasar Rebo, Jakarta Timur. Telp. (021) 87797409 Fax. (021) 78835283 – Website: www.unindra.ac.id	……………

	FORM SEMESTER LEARNING PLAN	
Document number …………	**Revision Number** ……………	**Page** …………

Subject : Pronunciation Practice*)	Semester : 2	SKS : 3	Kode MK : KK12F227
Quality Control Test Subject (UPM)	The Nature and Basic Concept of Pronunciation, Letters, Sound, and Syllables.		
Study Program : English Education	Lecturers: Ayu Bandu Retnomurti, M.Hum/Andri Purwanto, M.Hum/Dewi Mutiara Indah Ayu, M.Hum/Noni Marlianingsih, M.Hum/Leni Tiwiyanti, M.Hum/Siti Nurani, M.Hum/Widya, M.Hum/Yossi M. Passandaran, M.Hum**.**		
Graduates Learning Outcomes (CPL)	1. Comprehend theoretical concepts of general English languages on verbal and written communication technique equivalent to post-intermediate level to organize learning in an elementary and middle education institution. CP-KPA1 2. Comprehend theoretical concepts of language on verbal and written communication technique aiming to a particular objective (English for Specific Purposes) in daily/general, academic, and job contexts equivalent to intermediate level. CP-KPA2		
Subject Learning Target	Upon completing the subject, the students are able to practice pronunciation, spelling syllables, words and sentences from letters and consonant sound, vowel and also write the phonetic symbol of each English sound system correctly, and understand principles, concepts, terms and the nature of pronunciation.		
Subject Description	*Pronunciation Practice* is categorized into Quality Control Test Subjects. The subject discusses the fundamental differences between letters and sounds in phonetic symbols through vowels, consonants, and diphthong theoretically. Eventually, the students will be able to pronounce, spell syllables, words, and sentences from letters and sounds. They are also able to write down the photic symbol of each English sound system. *Pronunciation Practice* includes basic topics on the pronouncing sound symbol which will be continued by Phonology class in the 4th semester.		
Learning Materials	a. **The Nature and Basic Concept of Pronunciation** b. **Definition of Pronunciation** The Function of Pronunciation The Role of Pronunciation c. **Letters and Sound** Sound table for class practice Differences between letters and sounds Vowel sounds Consonant Sounds d. **Syllables** Initial Consonant Sounds		

		Final Consonant Sounds
		Plural syllables and another suffix -s
		Syllables: suffix – past tense
		e. **Word Stress**
		 Stress in two-syllables word
		 Stress in compound words
		 Stress in longer sentence 1
		 Stress in longer sentence 2
		f. **Sentence Stress**
		 Sentences with all the words stressed
		 Unstressed words
		 Pronouns and contractions
		 Pronouncing the verb be
		  Auxiliary verbs
		  Pronouncing short words (a, of, or)
		Joining words 1
		Joining words 2
		Joining words 3
		Additional Material/Closure
		Songs: 1. Cheerleader
		        2.One Call Away
		        3. Like I am Gonna Lose You
		        4. Big Big World
		        5. My Love
		        6. Unintended
		        7. Nothing's Gonna Change My Love For You
		        8. Who says

References	**Main**	1. Hancock, Mark. (2003). English Pronunciation in Use; Self Study and Classroom Use. Cambridge: Cambridge University Press (Ebook)
	Additional	1. UNINDRA English Pronunciation Handbook/Supplement of Pronunciation Practice: Purwanto, Andri. Retnomurti, Ayu. Mutiara, Dewi. (2016). Teaching to Mastery-Pronunciation Practice-A Pronunciation Teaching-Learning Tool- From Research to Practice-An Effective Pronunciation-Teaching Learning Strategy. Unindra Press 2. Research result of *Produk Terapan DIKTI* (2017) Title: *Rancang Bangun Melalui Audiovisual TATIK (PROGRAM TABEL FONETIK 1) Berbasis* Website *Sebagai Media Pembelajaran* Pronunciation Practice *Pada Program Sarjana* in the Supplement of PROTATIK: UNINDRA English Pronunciation Handbook.

Media Making:-

Lecture and practice or exercise materials by speaker/non-native speaker models which have been organized are made into an application form (web-based audio-visual Phonetic Table Program). This e-learning is created using the PHP program, JavaScript, Jquery, and CSS. Macromedia Dreamweaver and Adobe Photoshop are also used. The application development is divided into several stages: analysis, program design, testing, and evaluation. The materials developed in the previous step are analyzed, designed and typed in Microsoft Word program because if the materials are typed directly on the program PHP, JavaScript, Jquery or CSS, the materials would be too long and very difficult to edit. After all the analyzed material is completed, the next step is to copy the material into the PHP, JavaScript, Jquery, and CSS program. Next, each of PHP page is equipped with the desired command, namely, forward or return to the previous page, play and stop the sound, to the other files, and call the sound symbol table. The next process is recording the non-native speakers. Sound recordings are used to fill the key icon practice contained in this Phonetic Table Program application. The sound is recorded from the models, lecturers from English Department Faculty who pass the selection. Sound is recorded using Macromedia Dreamweaver and Adobe

Photoshop with Windows Media Player from Microsoft. After recording the voice, the voice file is then stored in WAV format, MP3, and then edited to suit low high, volume, and to eliminate existing noise. The edited sound file is then connected to a PHP file that has been inserted with commands. After each page is linked to a sound file, the next processes are conducting a trial and then checking each page.

This process is done to look at the suitability of a given command with the desired results. This trial is necessary because after checking, it turns out there are many commands that do not run or do not correspond to the desired result. Once the file is tested, then the researchers repair the application. In this matter, the research team uses non-native speakers sound for teaching and learning in the classroom according to the agreement between the lecturers of Pronunciation Practice class. In order to achieve the teaching target in the classroom, the exercises of the pronunciation practice use non-native speakers from their colleagues who have passed the selection. Voice recording on the non-native speakers. The recorded voice is used to fill the icon practice in the PROTATIK application. The voice is recorded from the voice of selected lecturers of English Education Program. The voice is recorded by using Macromedia Dreamweaver and Adobe Photoshop programs. After the voice is recorded, the voice file is then saved in a WAV, MP3 format and edited to adjust the volume and omit any noises. The voice file which has been edited is then connected to PHP file with instruction.

In this research, research team uses non-native speakers in the teaching and learning process based on an agreement between lecturers of Pronunciation Practice in order to reach teaching and learning process in class. To achieve that, all the exercises on Pronunciation Practice use the non-native speaker from selected lecturers. Non-native speakers are chosen because "Non-native speakers are usually monolingual and are not versatile enough in adjusting themselves to many different languages" as stated by Jenkins (2014), a professor of global language-English at the University of Southampton in England. She also adds that it turns out those who are non-native speakers tend to speak more regularly and carefully, typical of someone who speaks a second or third language. On the other hand, English speakers / native speakers, often talk too fast to be followed by others, and use jokes, slang language and refer to specific things of their own culture. Non-native-speakers typically use a more limited vocabulary and phrases that are simpler, without figurative language or slang. Therefore, they understand each other through facial gestures. Class materials and practice materials or supplement PROTATIK from the non-native speakers which have been composed in a supplement book, with ISBN such as figure 1 below which are a collection of eight practices as an additional material based on www.protatik.com are designed for students of Pronunciation Practice. The primary objective of the supplement is to introduce the students with English pronunciation practice since the second semester in the University and to help them to learn pronunciation by practicing songs, games, and texts efficiently through an interactive application (web-based audiovisual PROTATIK). After finishing the media making, the last step is tests and repairs on the media.

Figure 1:- Supplement cover from PROTATIK songs and games materials in http://www.protatik.com

Tests and repairs on the media:-
Web-based e-learning media named PROTATIK or *Program Tabel Fonetik* (Indonesian) that has been developed is then tested for learning in the classroom. The test is done in pronunciation practice classes to find out more details on some parts that may still not be detected by the research team. This process is also essential to get suggestions from students. The test involves Pronunciation Practice classes (R2A and R2B) such as they are required to give comments on Phonetic Table Program that they have just used. Their comments include three variables, the advantages, disadvantages of the media and suggestions for improvement as in table 2.

Table 2:- Comment on test media students R2A & R2B in the first year

No	Comments	Frequency of students
1	Excess of the media:	
	1. Very useful for students in learning Pronunciation Practice in the classroom	17
	2. Easy to operate by user	11
	3. Relatively clear English symbol sounds	6
	4. Contains relatively complete exercises and practices	5
	5. Help students in individual practices	2
	6.Flexible, students can choose their preferred materials/exercises	2
	7. Attractive design	2
	8. non-native speakers by lecturer sounds clear	1
	9. Recording sound of PROTATIK is clear	1
2	Weaknesses of the media:	
	1 Packaging is not attractive enough	5
	2 Cannot be used if the students do not have computers	2
	3. Less practical, because students must click many icons	1
	4. Lack of exercise in the form of poems or texts of songs to check whether our vocabulary is already correct	4
3	suggestions for improvement:	
	1. Fix existing errors	4
	2. Add animation	3
	3. Make slower pace	2
	4. Add music in the middle of the program	1
	5. Add more examples	1
	6. soften the color	1
	7. brighten the colors	1
	8. make the web-based software application PROTATIK free for students	1

The team starts a pronunciation practice by using the web-based PROTATIK media containing sound tables, practice PROTATIK 2 exercise supplement on simple songs and students usually forget about parts of the house introduction. Furthermore, the additional song material the students hear and sing correctly is the songs: *Cheerleader*, *One Call Away*, *Like I am Gonna Lose You*, *Big Big World*, *My Love*, *Unintended*, *Nothing's Gonna Change My Love For You*, and *Who Says* are among the more challenging songs to practice their pronunciation. In teaching, the research team also teach basic games on English such as guessing games. After that, the team gives the students the necessary knowledge of parts of the body) which is combined with the whispering game. The teaching will make the students became more attached to follow English teaching, especially Pronunciation Practice. The team also teach introduction to means of transportation with puzzles. The researchers teach the correct Pronunciation Practice to students. The team asks one of the students to imitate words in English and let other students listen to the correct pronunciation by a recommended non-native speakers (selected lecturers of Pronunciation Practice). According to class observation as in figure 2 and 3, it is known that before pronunciation teaching is conducted with PROTATIK learning media through songs and games, the students' pronunciation ability is relatively low. After conducting learning process using songs and games, the students experienced noticeable increase. Related to teaching English activity, web-based learning media PROTATIK with songs and games gives more contribution in pronunciation comprehension. On the contrary, when English teaching merely focuses on explanation, there will be boredom in teaching and learning process, and eventually, students will not have the interest in learning English. So, the application of web-based PROTATIK with songs and games in Pronunciation Practice enables the students to be more attracted to learn Pronunciation Practice as in figure 4. They no longer feel the anxiety or consider English lesson is difficult; they will learn more about Pronunciation Practice by using web-based learning media PROTATIK with songs and games.

Figure 2:- The Application of PROTATIK at Indraprasta PGRI University

Figure 3:- The Application of web-based learning media PROTATIK with songs and games
at Indraprasta PGRI Jakarta University

Figure 4:- Layout of web-based PROTATIK in http://www.protatik.com/

Conclusion:-
After developing the web-based Phonetic Table Program learning media and conducting development tests in the first year of using the media in learning Pronunciation Practice in the class by giving comments include three variables: the advantages, disadvantages of the media and suggestions for improvement, the researchers can conclude two things as follows:

1. The research team concludes that the application of web-based Audiovisual PROTATIK 2 (*Program Tabel Fonetik*) as a learning media in Pronunciation Practice through songs and games in English Education Program, Indraprasta PGRI University, the result of the pronunciation teaching on students is increasing, and the students are more eager and interested in the teaching-learning English, especially on pronunciation. The learning media PROTATIK consists of songs and games; it also gives the ease to lecturers in teaching English. Material delivery is also more accessible than just merely explaining. Besides, the material completion through songs and games makes the students more interested and enthusiastic to learn English. The selected songs and games also affect the students' achievements in learning Pronunciation Practice. At the moment, the web-based PROTATIK media can already be used by anyone. The media is not only for Pronunciation Practice teaching in

English Education Program, Faculty of Language and Arts, Indraprasta PGRI University but also it can be applied in other universities because the PROTATIK application available on www.protatik.com registered for its rights by the Ministry of Law and Human Rights, Republic of Indonesia, Directorate General of Intellectual Property, Director of Copyrights and Industrial Designs with Copyright Registration Number: 04601 October 2017.

2. The learning media development process is interdisciplinary research. It requires synergic cooperation between lecturers who are experts in science and teaching, and those people who are experts in media making technique who are capable in computer programs or information technology and also understand the teaching field being developed. In addition to that, the research team uses non-native speakers/lecturers of Pronunciation Practice to fill the sound; they are the lecturers who give the lesson. By completing a selection among lecturers who teach, the selected lecturers should be able to practice the sound and have a good voice. The non-native speakers are also required to have the ability to use almost-perfect English.The media developed is a teaching media which is an application of web-based Phonetic Table Program (PROTATIK). Therefore, a particular facility is required to use the media in teaching such as a language laboratory, computer laboratory, or a classroom equipped with a computer, an LCD, and a speaker. For students who want to use Flash Disk or internet connection to learn individually at home, they should have to prepare a computer/ a laptop/a notebook at home. Lecturers in class obtain the ease of delivering materials and giving the correct and right speech model. Thus, students can comprehend the material better, they can enjoy the learning-teaching process in class and are interested in learning as they can have more time and do not find difficulties in listening to native speakers talking or repeat the record of native speakers. Therefore, in exercise and practice, the researchers try to use selected non-native speakers, and the most crucial point is that students can practice individually as often as possible outside of school. Moreover, students can also easily choose the desired materials or exercise.

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