

**A COMPARATIVE STUDY BETWEEN TEACHING PRONUNCIATION
THROUGH SONG AND GAMES AT SECOND GRADE STUDENTS AT SMP
GAJAH MADA BANDAR LAMPUNG**

A Script

**By
Restry Putri Wahyuni**



**LAMPUNG UNIVERSITY
BANDAR LAMPUNG
2016**

ABSTRACT

A COMPARATIVE STUDY BETWEEN TEACHING PRONUNCIATION THROUGH SONG AND GAMES AT SECOND GRADE STUDENTS AT SMP GAJAH MADA BANDAR LAMPUNG.

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Pronunciation is one of important English aspects that should be mastered by students. The teacher should think how to select an interesting technique to increase students' pronunciation interest. In this research, songs and games were believed to make student have better pronunciation

This research was aimed to find out there is significant difference of students, pronunciation achievement between the students who were taught through songs and the students who were taught through games. Besides, the aim was also to see which one of techniques is more effective for teaching pronunciation

This research applied two group-prettest-posttest design. The population of this research was the second grade students of SMP Gajah Mada Bandar Lampung, VIII A as an experimental class and VIII B as a control class. It was selected by using purposive sampling. The research data was gained by administering a set of pretest posttest and three treatments.

Based on the calculation, the result showed that the students' mean score of posttest in experimental class (72.50) was higher than mean score of posttest in control class (68.91). It also revealed that the result was significant Sig. (2-tailed) of posttest in both classes are 0.025, ($p < 0.05$, $p = 0.025$). Thus, it was concluded that significant difference of students, pronunciation achievement between the students who were taught through songs and the students who were taught through games.

Keywords: *songs, games, pronunciation achievement*

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**By
Restry Putri Wahyuni**

A Script

Submitted in a Partial Fulfillment of
The Requirements for S-1 Degree

in

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Teacher Training and Education Faculty



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CURRICULUM VITAE

The writer's name is Restry Putri Wahyuni. She was born on June 17th, 1991 in Muara Enim. She is the first child of a lovely couple, Stephanus Anang Wahyudi and Nilawati. She has two younger sisters and one younger brother.

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MOTTO

“Nearly everything you do is of no importance, but it is important that you do it.”

-Mahatma Gandhi-

DEDICATION

This script is entirely dedicated to:

My beloved parents, Stephanus Anang Wahyudi and Nilawati

My sisters and brother
Verani Dwi Wardani, Dalbergia Septi Dila, and Dipthiro Wahyudi

My friends of English Department 2009

My almamater; Lampung University

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It is necessary to be known that this script will never have come into its existence without any supports, encouragements, and assistances by several outstanding people. Therefore, the writer would like to dedicate her deep gratitude to her first advisor Dr. Prof. Ag Bambang Setiyadi, M. A., Ph. D., who has guided and motivated the writer during the script writing process. Special words of thanks are also addressed to her second advisors Drs. Ramlan Ginting Suka, M. Pd., who have given their assistance, ideas, and guidance in revising this script. Her sincerity is due to her examiner H.M. Ujang Suparman, M.A., Ph.D., who has given comments, suggestions, and guidance in improving this script.

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Restry Putri Wahyuni

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I. INTRODUCTION

This chapter covers the reason of choosing topic, formulation of problem, objectives of the research, uses of the research, scopes of research, and definition of terms; clarified as followings.

1.1 Background of the Problems

Generally, English has become an international language to be learnt by Indonesia learners in almost all levels of education. In most of the foreign language learning, the primary goal that needs to be achieved is the ability to use language to communicate and interact with others. So, language can not run away from learning its sound, because language is a system of communication by sound.

Pronunciation is one of the most important English aspects in phonology. Although it is not to make the learners speak like native, at least learners are eligible to pronounce English sounds correctly so the utterance of learners can understand easily and understandably. However, it is not easy to make learners pronounce English sound correctly.

In learning a language, someone should do a lot of practices. In general it will start with understanding the message orally and comprehending certain English

words, in order not to get wrong interpretation, or misunderstanding. In responding, it should be able to imitate the native speaker in order to be able to produce sound correctly or at least nearly the same as the native speaker. Therefore, as it is stated earlier proper pronunciation is important.

Based on researcher's pre observation in SMP Gajah Mada Bandar Lampung, the researcher finds the most students' problem is influenced by mother tongue. the researcher found most students at this school still get some mistakes in pronouncing English word appropriately and difficulties to pronounce /ʃ/, /ð/, /θ/, /z/ and /v/. Although some sounds exist in Bahasa Indonesia, such as; /v/ and /z/. They were rarely used and pronounced incorrectly. It is also supported by Arini (2009) who states Indonesian sound system is similar to the English sound system in some terms, namely, minimal pairs, similitude, assimilation, elision, and intonation. Many learners could not pronounce words in an appropriate way, also followed by a reality that they used local accent. Most of the students usually carried their accentual intonation system over to English in a way that sounds like sing-songs or flat. It was also influenced by students' inability of stress/unstress vowels. Instead of saying /ob-lə-ˈgei-fən/, they said /ob-li-gei-fen/. Pringle (2015) states each language has its typical language and typical mouth positioning in articulation, e.g.: the "nasality" of Southeast Asian language which often influenced the pronunciation of English by speakers sounds much different from European speaker.

The students of SMP Gajah Mada Bandarlampung had some of cause for confusion because of their lack of knowledge in pronunciation. For example; the learners possibly misunderstand to differentiate the pronunciation of the words *heart* and *hurt* appropriately /hɑ:t/ and /hɜ:t/ because long vowels in Indonesian sound are unavailable. Some English vowels and consonants do not exist in Indonesia. Indonesian also does not have clusters, stress, and aspirated sounds. Then, the learners are seriously confused to read phonetic symbols that look unfamiliar in Indonesian sounds. It makes them not interesting when they feel unable to pronounce words in English after studying for quite a long time. Consequently, they feel ashamed to read a text orally, they feel fear to speak, and they feel worried to answer the question in English.

The other reason is caused by the teachers' tendency to stress the teaching form of language rather than the use of language. Most students lack of practice in using language. Moreover, an English teacher should understand and think of an interesting and practical technique, which will give challenges and opportunities for students to practice their English in the classroom.

Due to the result of pre observation, the researcher discusses with the teacher about the problems in the classroom and the researcher assumes that the students' problem are mother tongue, fear of being blame, less exercising, and boredom in appropriate way of teaching. Among many ways that can be applied in teaching pronunciation, the researcher will use English songs and games. Groenendijk et al (2011 : 5) proposes that introducing songs in the classroom can solve most of the

problems concerning motivation. Moreover, songs can be profitably introduced by all teachers, whatever method they use, and easily available. Singing a songs is certainly one of all activities which generate enthusiasm and stimulating approach to students. On the other hand, pronunciation can be taught through games. Hadfield (2000: 7) says that games can be designed to stimulate the different social contexts in the real world. Within artificially defined limits, games can provide an opportunity for real communication and bridge the gap between the classroom and the real world.

Considering that both techniques above, it is very important for the teacher to find out a better way to motivate students and make students feel interesting in pronunciation. In this case, teacher should consider the way of teaching pronunciation in order to make the students involve teaching learning process, and to build and generate students' enthusiasm in using English. The teacher will conduct about teaching pronunciation by using songs and games

1.2 Identification of The Problems

Based on the background above, the following problems can be identified:

1. Students get difficulties in pronunciation.
2. Students lack of pronunciation. The learners have negative attitude in learning English. So, the learners cannot make progress in teaching learning process.

3. Students' motivation is still low. So it is difficult to improve their English ability well, because the students almost being a passive learner while teaching learning are happened.

1.3 Formulation of the Problems

Based on the background of research above, the problem formulated in this research is:

1. Is there any significant difference of students' pronunciation achievement between the student who are taught through songs and games?
2. Which one of two techniques is more effective for teaching pronunciation?

1.4 Objectives of the Research

Based on the research problems, the objectives of this research as follows:

1. To find out whether there is significant difference of students' pronunciation achievement between the student who are taught through songs and those taught through games.
2. To find out which one of techniques is better for teaching pronunciation.

1.5 Uses of the Research

The uses of the research are;

1. Theoretically, the research may verify the previous theories and research.
2. Practically, the result of the research may give information of students' interest in language learning; especially pronunciation learning process. It also may help the teacher to decide the effective technique. Hopefully the

teacher is able to make positive effort to prevent or reduce the students' problem in teaching pronunciation.

1.6 Scope of the Problems

The focus of this research is on teaching pronunciation through songs and games as the way to find a better technique in students' pronunciation achievement. The subject of the research is the second year students of SMP Gajah Mada Bandarlampung. In this research, the researcher is conducted in three meeting in which experimental group is taught through songs and control group is taught through games. The students are given three songs taken from experimental group and three games taken from control group. They are also given a pronunciation test. To know there are the significant differences of students' pronunciation achievement between the student who are taught through songs and through games, the pretest is done before the treatment and the posttest after treatment.

1.7 Definition of Terms

There are some terms that will be used in this research and to make it clearly, some definition of terms are as follow;

1. Pronunciation.

It refers to the way a word or a language is usually spoken; the manner in which someone utters a word.

2. Songs

It refers to a short work set to a poetic text with equal importance given to the musical and in the words.

3. Games

It refers to a structured playing, usually undertaken for enjoyment and sometimes used as an educational tool.

II. FRAME OF THEORIES

2.1 Concept of Pronunciation

According to O'Connor (1989) pronunciation is the organized sound that is very different from written language. From the definition above, we can see that pronunciation is a way in which someone utters the words or the language to another, based on the available rules. For example, the researcher gives the students some words such as; naughty is pronounced /'nɔ:tɪ/, romantic is pronounced /rəʊmæntɪk/ and wing is pronounced /wɪŋ/.

Crystal (2007) states pronunciation is the most important components in phonology. It means the students should be mastering spoken form of English, including pronunciation. In fact, the students get a phonological error to pronounce the language in proper way. Maryati (2007) also states the first teaching English as foreign language is to accustom students to the noise (sound) of the language since not all the English sounds (L2) have similar feature to Indonesian sounds (L1). For example; we can find many people say “*dem*” for word “*them*” because of transfer voiced dental /ð/ into /d/ sound from their Indonesian language.

Pronunciation involves the recognition of sounds as well as the production of sounds. We can understand that different sounds are produced by different ways. The matter is raised as a result of variation of sounds itself. Thus, we need to know the standard of correct pronunciation. According to Jones (1960: 4) good pronunciation may be defined as a way of speaking which is clearly intelligible to all ordinary peoples. In the matter of foreign language, ordinary people here mean both native speakers of language and the people who use language.

Commonly, language sounds at first are classified into consonants and vowels. In English sounds system, they are 44 sounds altogether; 24 consonants and 20 vowels (O'Connor, 1980:8)

Mother tongue has influenced when pronouncing. Another problem related to above is that there are many words were borrowed from or have rooted in English. This also results in speaking English without stress and intonation. In Indonesia, the words borrowed from English are pronounced without stress but usually convey the same meanings; thus, the learners' way of saying those words is applied when students pronounce those words in English, resulting in lack of stress as long as there are a lot of words in Indonesia. The students tend to apply the learners' way of saying those words to English, and this causes the lack of stress and intonation.

1) Stress

As language is developed, children must master not only the phonemes that make up individual words, but also their associated stress patterns. One major reason

why foreign speakers of English have difficulties with pronunciation is due to the lack of the stress knowledge of the new language being learned. Small (2005) states second language learners will often sounds “foreign” when using their own native language’s stress patterns while speaking the new language. From the past, much of pronunciation teaching has involved the practice of isolated sound or stress and intonation.

Stress is used to describe the point in a word or phrase where pitch changes, vowels is lengthened and volume is increased. It is vitally important in conveying meaning in phrases and sentences.

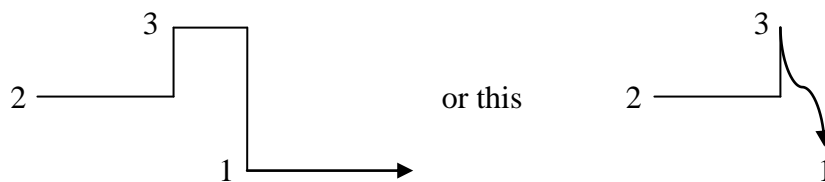
A word with more than one syllable is more complex. For example; the word “export” on the second syllable (expo'rt) it as a verb, but if it is stressed the first syllable ('export), it is now a noun. Getting the stress wrong can damage the chances of being understood. Moreover, Scrivenr (2005) pointed that students needed to learn pronunciation that would allow them to be understood in the contexts where they were most likely to need to use the language. So, stress is very important aspects of English pronunciation. Bourjan (2003) states most of students encounter stress problems so; it should be improved teaching and learning English pronunciation in general by focusing on the importance of teaching word stress in particular.

2) Intonation

The music of speech is the intonation that is a crucial factor in speaking. The main movement of intonation begins at the tonic syllable. The movement can be upwards (a rise), downward (a fall), a rise with a fall (a rise-fall), a fall with a rise (a fall-rise) or flat. Intonation has a definite effect on meaning and also gives the information about speaker's attitude. Moreover, intonation plays a crucial role in spoken discourse since it signals when speakers have finished the points they wish to tell to people, carry on with a turn and indicate an agreement or a disagreement. (Harmer, 2007). If a speaker speaks English with a flat intonation, this may sound boring and uninteresting. Using wrong intonation can therefore give offence. For these reasons, it is essential to practice intonation.

The two most common intonation patterns are;

1) The rising-falling intonation pattern is used with statement, a command, an exclamation and a question beginning with wh-words. The rising-falling intonation is also called 2-3-1 pattern. The number refers to pitch levels two, three and one respectively. Pitch level 1 refers to a low pitch, level 2 refers to a normal pitch, and pitch level 3 refers to a high pitch. The 2-3-1 intonation looks like this:

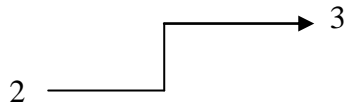


Examples:

Beca'reful

Where is my book?

2) The rising intonation pattern is normally used with yes-no question, and for addressing and asking for information to be repeated.



Examples:

Do you have a t'icket? What did you sa'y?

2.2 Concept of Teaching Pronunciation

Pronunciation is defined as the way in which a language is spoken (Hornby, 1995:497). On the other hand, Dalton (1998: 3) defines pronunciation as the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. From the definitions, it can be concluded that pronunciation is the way to sound languages so that meaningful.

Most of nonnative speakers of English learn English as a part of their formal education, and as a result, all of them are literate. They are able to write and read. This is really different from the condition found in English speaking countries. They learn the pronunciation, intonation, and other features first then finally they learn the spelling of the words.

Although the nonnative speakers of English are literate enough; however, it does not mean that they are literate enough in English language. Therefore, the students

of English as foreign language should also need to learn about how to pronounce the words of the target language. Harmer (2000: 183) states that pronunciation teaching not only makes students aware of different sounds and sound features (and what these mean), but can also improve their speaking immeasurably. Concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them. On the other hand, Dalton (1998: 6) also states about the importance of the students to be aware the pronunciation elements. When it comes to a language teaching, it is important to note that there is a difference between what is effective as a point of reference or set of bearings for learning (let us call this a model) and what is presented as an attainable behavioral target (let us call this a norm). The task of pronunciation teaching, as in the teaching of any other aspect of language, is (in these terms) to establish models for guidance, not norms for imitation. From the statements above, it is important for the teacher to teach pronunciation and to make the students aware of pronunciation features because it can improve their production of spoken language and listening comprehension.

2.3 Concept of Song

Harmer (2000: 242) states that music is a powerful stimulus for student engagement precisely because it speaks directly to our emotions while still allowing us to use our brains to analyze it and its effects if we so wish. And, songs are a good resource for English teaching.

Gasser (1979:50) suggests some criteria for selecting appropriate songs as follows:

1. The teacher should be able to use song to teach at least one of four categories namely; grammar, pronunciation, vocabulary, and culture.
2. The song lyrics should contain motivation to enhance students' pedagogical value.
3. The tone of the songs should be easy to learn and sound familiar to the students. It will help if the lyrics are repetitive.
4. The song lyrics should be as representative as the standard spoken English.

2.4 Advantages and Disadvantages of Song

Songs have many advantages as follows:

1. The music ties words and motion together and increases memorability (Murphey, 1992)
2. According to Lo and Li (1998), songs are able to change the monotonous mood in the class and with the smoothing effect of music; they provide a comfortable class environment so that students can develop their lingual skills more easily.
3. Song helps them feel relaxed and get rid of their negative attitudes towards a foreign language while learning a lingual structure through a song (Sarıçoban, 2000).
4. Song can influence learning process positively or facilitating it by stimulating the student emotionally (Kramsch,1993)

5. According to Cheung (2001), bringing a song listened by the student to the class environment increases students' desire to learn more easily and enables them contribute to the process of learning by making use of their own musical knowledge.
6. Neurological researches have shown that musical and lingual processes occur in the same section of brain and that there are significant similarities between musical and lingual syntax (Maess & Koelsch: 2001).
7. According to Schoepp (2001), as they feature examples of daily language, songs help students get prepared for the language they will encounter in daily life.

The disadvantages of song:

Terhune (1997: 8) lines these difficulties as follows:

1. The types of music favored by students may not be matching with each other. So, the researcher applies famous song that students have listened.
2. Songs which are not grammatical or those involving complicated sentence structures may confuse students. Because this research focuses on students' pronunciation; ungrammatical song may not give a big impact.
3. In some songs, there may be embarrassing parts which cannot be explained to students. The researcher will motivate students to enjoy the music. The level of enjoyment of students leads to increase motivation to learn English pronunciation.

2.5 Concept of Games

1. Definition of Games

Hadfield (1999 : 3) stated that a game is an activity with rules, a goal, and an element of fun and good language games is wonderful way to break the routine of classroom drill, because it provides fun and relaxation while remaining very much within the framework of language learning. From the explanation above, it can be assumed that games are an activity has a rules, goal, and it is a way to break routine in the classroom, so that it gives fun and relax, and enjoy for students in teaching learning process, and it is also an element which students can get have fun when they are learning.

Wright et., al (2006 : 1) stated that game is an activity in which is entertaining and engaging, often challenging and an activity in which student play and usually interact with others. It means that a game is interesting things, because games may make students enthusiasm to play it. Sometimes it is challenging because when they are playing games, they have to be winner, and it is also entertaining because students enjoy in playing and interact each others, especially either for the teacher and the students.

2. Types of Games

Wright et., al (2006: 3) explained there are four types of games. They are individual games, class games, pair-work games, and group-work games. It means that it is a special value in ensuring tat every student has optimum opportunity for oral practice in using language, and it is also make student can interact each other.

According to Rinvoluceri (2005: 114); it is divided into many kinds, they are:

1. Competitive games. This game usually uses formats taken from radio and television games. It makes sense to borrow happy contexts from the students' world of entertainment. It is against for fostering collaboration and mutual help each team.
2. Cognitive games. This is collaborative sentence-making game. It exercises mostly open-ended, where the student expands one sentence into two utterances by adding either one or two words.
3. Listening to people. In this game; students create a vary situation in a language classroom. The skill is practiced in a person centered atmosphere of concentration of meaning.
4. Movement. This game offers students move while practicing students' skill. They are moving but not wasting time.
5. Problem solving. In this game, students have to find multiple solutions to technical human and cultural problem.

Here, it can be concluded that many games can be played by students, and they also have to know the rules of games, before they play it. Then, it can be stated that many games can be played based on the necessary, function, context and situations. It means that if the teacher wants to teach about pronunciation, he or she have to consider what kind of games that may be played.

3. The Function of Games

Specific explanation is given by Hurwitz (2000 : 17) that games will help students to develop other specifically linguistics skills, such as;

1. To spell.

Teacher give the example first how to spell words correctly then the students say, repeat what the teacher said or write the letter of word in the correct order.

2. To define.

Students say and explain what the meaning of a word or phrase, so that they can make sentence well.

3. To pronounce words correctly.

Students practice how to pronounce words well and they can check in dictionary how to pronounce words correctly.

4. To express students' ideas in coherent sentences and paragraphs.

These games will help students to practice how to express their ideas in coherent sentences and paragraphs.

5. To use figures of speech and verbal imagery.

Playing this games usually use figures of speech and verbal imagery.

6. To add new words.

These games can help students improve their vocabulary.

7. To punctuate.

Students can use or know about punctuation, such as: full stop, comma, and question mark.

It can be concluded that the function of games not only to get having fun, but also it can practice student ability in mastering English, e.g.,: to spell words, to pronounce words, and so on. So it has many functions in practicing students' ability.

Wright (2006: 9) states games have functions as follows:

- a. Games provide a way of helping the students to experience the language rather than merely study it.
- b. Games involve the emotion, and the meaning of the language is thus more vividly experienced. It is for this reason probably better absorbed than learning based on mechanical drills.

From explanations above, it can be resulted that games are one way to help students not only play games but also learn lesson through games.

4. The Purposes of Using Games

Weed (2000: 303) tells that using games in teaching language has many purposes as follows:

1. Physical activity to release physical and nervous tension and to promote mental alertness by breaking the routine drills.
2. Enjoyment: to create a climates of fun and interest that will help the students look forward to their English lessons. And games learnt in class are also something they can't do outside of class to have fun.

3. Cultural content: to use games as a way of revealing general patterns of culture that should add to the students' grasp of the ways of English-pronunciation peoples. A simple little game indicates the role of individual.
4. Language learning: to serve as an adjunct to the techniques of teaching grammar and sound system of the new language. Games can be the experience that gives meaning to form and sound.

It can be argued the games are an alternative to help students have fun in pronunciation learning which games can be activities to break the routine of drills, enjoy themselves when they are learning, and also it can do inside or outside class. It becomes a technique of teaching grammar and sound system of new language.

2.6 Advantages and Disadvantages of Games

Based on Ledda (2011), games have many advantages as follows;

1. Get students attention. Students easily engaged to game activities due to their willingness in playing.
2. Students get a positive experience about learning. The use of games encourages students to keep learning and to erase the idea that learning is boring.
3. Rememorize concepts or facts. Activities such as solving a crossword or alphabet soup are activities more engaging than a regular test. Prepare some contests such as "Who wants to be a millionaire" or "The wheel of fortune". Encourage students to work in teams to achieve the goal where their knowledge is the clue to succeed.

4. Reinforce and consolidate knowledge in a friendly environment. The most effective way to turn content in something meaningful is to find out where and when to use it. With games students can reinforce and consolidate their knowledge through practicing and getting reward for their achievements.
5. Understand the consequences of our choices. Using games enables users to understand the consequences of their choices. In other words, the students learn through experiences, through trial and error. Games offer a safety environment to test and learn through mistakes so the information becomes meaningful when students understand its use.

The disadvantages of song as follows;

1. By attracting student's interest to games, all of them were active and made noisy. So it is difficult for the teacher to control them. The researcher I initiated to move some students.
2. By doing games the teacher only had a little time to explain the material and gave some new words to pronounce. So there is no longer time for teacher to explain more and help them to memorize how to pronounce all the new words.

2.7 Teaching Procedure in Teaching Pronunciation Through Songs

In applying songs, the researcher offers two procedures is suggested by Ur and Wright and Haycraft.

The procedure suggested by Ur and Wright (1993: 77-78) as follows:

1. Preparation: select a tape recording of a song so that you can sing it. Prepare an overhead transparency (or a poster/ hand out) of the words of the song.
2. Procedure: first, play the song on a tape or sing it to yourself; second, show the words of the song; third, ask the students to follow the words; fourth, sing while you play it again.

The procedure suggested by Haycraft (1983: 93), he suggested some variations using songs recorded on tape as follows:

1. Play the tape as many times as necessary and ask questions.
2. Get the class to use line by following the tape.
3. Divide up the class and have a group, each singing a line. Reply the tape as often as necessary. Find out who has a good voice and try to get solos. Bring out a student to conduct different combination until the song is familiar.
4. Play and sing whenever you want to revise. It is good to play songs at the beginning of class, while everyone is setting down.

In doing the study the researcher will use both the procedure suggested by Ur and Wright and Haycraft.

2.8 Teaching Procedures In Teaching Pronunciation Through Games

The process of teaching pronunciation by using games consists of six steps. It is illustrated as follows:

1. Motivating Strategy

Greeting

The first step in teaching process is greeting. In this part the researcher always began the lesson by greeting. It is used to make the students usual in using English greeting expression.

Warming up

In this step the researcher should apply strategies to gain the student's motivation to focus in the lesson. One of the strategies done by the researcher is by giving some clues related to the material and the students must guess what place the researcher meant.

2. Presentation Strategy

In this step, the researcher starts to give explanation about the material. The researcher applies games method in presenting the material to the students. In teaching activities, the researcher chooses three games titled *Sound Pictures*, *Ludo*, and *Bingo* consist of some colored pictures. The aim to help her in delivering the material because pictures especially colored pictures could attract the student's attention and make them easier to imagine the real objects.

3. Skill Practice

In this part the researcher applied some pronunciation games. Those games are completing the words and match them with the pictures, crossword puzzle, and drawing a city map. Firstly the researcher explained the rules of those games and after that she asked the students to play the games based on the researcher's rule. It is done to make the students to be more active and to make them enjoy in doing the task.

4. Assessment

This activity is done by the researcher to check the student's progress in learning the material.

5. Closing

This is the last part of teaching process. In this part the researcher tried to review the materials. It is used to check whether they understood about what they had learned or not,

2.9 Theoretical Assumption

Pronunciation has an important proportion in a system communication by sound. This is supported by the finding by Jones (1960: 4) that good pronunciation may be defined as a way of speaking which is clearly intelligible to all ordinary people. In the matter of foreign language, ordinary here mean both native speakers of language and the people who use the language. Moreover; it is needed a best way to create language teaching process with "fun factor". Frost (1967) states that younger students interest to see a real object. Those objects also help to develop their imagination. In other words, learning doesn't take place in isolation from kids' feelings. When we create a special atmosphere and work with the child's feelings, we are building up powerful neural associations between English and pleasure which, undoubtedly, can have a lasting effect on how the child relates to the subject. From the statement above, it can be seen that learning should be fun. In fact, not only fun affects the way student learn but also it affects students' confident and interest. Researcher has proposed a best way to create a fun learning process through song and games.

Based on the previous paragraph, the researcher assumes that applying teaching pronunciation through songs and games must be given a great emphasis for English teacher in teaching learning process in the purpose of learning. By knowing the possible way experienced by student, teacher is hoped to be able to make a possible effort to reduce students' problem which is related to increase students' interest and motivation in pronunciation achievement, because both techniques can reach "fun factor"

Pronunciation seems to be one of those skills that need so much focus. This is might be the reason why songs are so effective at it. While teaching pronunciation through song increase students' motivation to learn, help the students to understand and remember materials well and joyful. It is caused teaching pronunciation through song enable students focus to listen directly and accurately to the song that is learnt. It is also suggested by Harmer (2000), is to give students an idea of what the material sounds like, let the students listen to the song without any interruptions so that they will have an opportunity to hear the music and the lyrics. While teaching pronunciation through games makes the students are being too crowded and lack of focus. Then, games just learn how to pronounce the words that are answered. Moreover, this technique is more suitable to applied relating to condition and needs of the students.

From the previous definition and theory, the researcher draws the assumption that teaching pronunciation through songs will be better in pronunciation skill. In other

hand, teaching pronunciation through games is less than teaching pronunciation through songs but still attractive while the process of learning.

2.10 Hypothesis

Referring to related literature presented earlier, the researcher states the hypothesis as follows:

1. There is a significant differences of students' pronunciation achievement between the students who are taught through song and those taught through games.
2. Teaching pronunciation through song is better than teaching pronunciation through games.

III. RESEARCH METHODS

This chapter illustrates how the research will be done; what design of research will be; who the population and the sample will be; and how the data will be gathered. It also covers validity and reliability of the instrument, treatment of data, and data analysis.

3.1 Research Design

This research was quantitative design. It was aimed to find out whether there is a significant difference of pronunciation achievement between students taught through songs and those taught through games in teaching pronunciation. During this research; a true experimental research (two group-prettest-posttest design) was applied. There were two classes as the subject of research. One class was the experimental class and the others one was the control class. The design can be illustrated as follows:

$$G1 = T1 X1 T2$$

$$G2 = T1 X2 T2$$

Where:

G1 : Experimental Class

G2 : Control Class

X1 : Treatment (Using Song)

X2 : Treatment (Using Games)

T1 : Prettest

T2 : Posttest

Setiyadi (2006: 143)

3.2 Population and Sample

The population of this research was students in the second grade of SMP Gajah Mada Bandarlampung. The researcher decided to take two classes that are selected by using purposive sampling. The students were purposively sampled based on a consideration from the English teacher in this school. It was caused the ability of both classes was similar. It was taken as the subject of this research in which choosing VIII A as experimental class and VIII B as control class.

After the pretest for both classes were conducted, the results were compared to know whether both classes have a relatively equal basic ability in pronunciation mastery.

1. Variable

There were two variables that were organized in this research; they are dependent and independent variables. The researcher determined the variables as follows:

1. The independent variable was the treatment is proposed in the research (Song and Games)
2. The dependent variable was the students' pronunciation achievement.

The main variable in this research is the students' pronunciation achievement as the dependent variable. It was measured after all treatments in the research were done. Independent variable was the one in a research which takes role as the cause or functions that affect the dependent variable.

3.3 Research Procedure

The procedures of the research was as follows:

1. Determining the research problem

The problems of the research intended to find out whether there is significant difference of students' pronunciation achievement between the students who were taught through songs and the students who were taught through games.

2. Determining the subject of the research

Two out of many classes in SMP Gajah Mada Bandarlampung was selected as the subject of research. To determine the class will be the experimental class and the control class.

3. Preparing material for pretest

In this research, the pretest was conducted both sample classes. This test was given to know whether two groups have the same initial mastery of pronunciation before giving the treatment.

4. Giving treatments

The researcher gave treatment to the students by teaching pronunciation.

The researcher applied two techniques (using song and games) in both sample classes. The experiment was conducted in three meeting for each group.

5. Conducting the posttest

The posttest was conducted after giving the treatments to both sample classes. It is aimed to see students' pronunciation achievement after getting treatment from the researcher.

6. Distributing Questionnaire

The researcher gave questionnaire to know the students' perception toward both techniques. It was consisted of 10 items; which were 5 multiple choices.

7. Analyzing the data result

After collecting the data, analyzing, interpreting, and concluding the data gained is done, the data of those two tests were tabulated and calculated by Independent Group T-Test. Next, the data was compared to know wheter the hypotesis are accepted or not.

3.4 Research Instrument

The instrument used for collecting data are as follows:

1. Pronunciation Test

The researcher administered pronunciation test; in form of oral test. It was for the pretest before the researcher give treatments and the posttest after

the researcher give treatments. The material that was tested are pronunciation by using song and games.

In evaluating students' pronunciation scoring, two raters were occupied to assess the students' performance which is also documented in form of recording. Meanwhile, the record was used as one of considerations for scoring assesment since it helped the raters to evaluate students performance more precisely and objectively.

The score of a student from two raters for pronunciation test is divided by the number of the raters to get final score. The scoring system modified from Shohamy (1985: 84). The calculation was illustrated as follows:

$$Final\ score = \frac{Score\ 1st\ rater + Score\ second\ rater}{Number\ of\ raters}$$

2. Validity

Validity was a matter of relevance; it meant the test masures what was claimed to measure. To measure whether the test had a good validity, it can be analyzed from its content validity and construct validity.

Content validity was the test is good reflection of what has been taught and the knowledge which the teacher asked the students to know (Shohamy, 1985: 74). In content validity, the researcher adopted the material based on the objective of teaching in syllabus forthr second grade of junior high school students and represent the materials in the class.

Moreover, construct validity concerned with whether or not the test was actually in line with the theory of what it means to the language that was being measured. It meant that the items should really test the students

whether they have mastered the pronunciation test or not. In this research, the researcher applied a pronunciation rubric of Ma (2015 : 39).

Table 2. Pronunciation Rubric

Category	Intonation	Stress	Sentence Stress
5	A variety of intonation patterns effectively reflect the speakers' intent (e.g., questioning, apology, sarcasm, etc.)	Misplaced word stress is rare and causes no distraction or miscommunication.	Sentence stress is almost always placed appropriately based on the speaker's communicative intent.
4	Intonation is employed effectively to express emotion, but one particular pattern is overused.	Misplaced word stress is rare and it only occurs in multisyllabic words.	Sentence stress is placed correctly most of the time, but sometimes misplaced.
3	Intonation is usually correct but occasionally misleads listeners.	Misplacement happens in a variety of words, but meaning is not hindered.	Sentence stress is employed, but not always correctly (e.g., function words receive stress inappropriately).
2	Rising and falling intonation patterns are sometimes used appropriately but often impede understanding	Due to frequent and confusing word stress errors, context is greatly needed for the listener to understand the intended meaning.	Sentence stress is rarely used or is frequently misplaced, leading to miscommunication or confusion.
1	Intonation is used inappropriately and interferes with communication or is distracting.	Frequent word-stress misplacement causes miscommunication and annoys listeners.	Sentence stress is not used to indicate key words in thought groups.

Ma (2015: 39)

In the students' pronunciation scoring, this record was used as one of considerations for scoring assessment since it helps both raters to evaluate

the students' pronunciation more objectively. Furthermore, it could also be replayed as both raters need to view back in order to get the precise and representative result of scoring.

3. Reliability

In the pronunciation test, reliability of the test can be defined as the extent to which a test produces consistent result when administered under similar conditions (Hatch, 1982 : 243). The reliability was accupied to make sure or verify that both of scoring between raters is reliable or not.

The statistical formula for calculating reliability is as follows:

$$Rl = \frac{\sum xy}{\sqrt{(\sum x^2) + (\sum y^2)}}$$

Where:

Rl : Coefficient of reliability between rater I and rater II

x : Rater I

y : Rater II

x^2 : Total score of rater I

y^2 : Total score of rater II

xy : Total number of rater I and rater II

Hatch (1982 : 247)

After the coefficient between raters was found, the coefficient of reliability was analyzed based on the standard of reliability below:

1. 0.80 – 1.00 : A very high reliability
2. 0.50 – 0.79 : A moderate reliability
3. 0.00 -0.49 : A low reliability

3.5 Data Analysis

In order to see whether there was an increase of students' pronunciation achievement, the students's scores will be examined by using some steps as follows:

1. Scoring pretest and posttest
2. Tabulating the scores of the students' pronunciation result using rating scale.
3. Calculating and comparing the means of students' pronunciation scores both in the experimental and control class.
4. Drawing conclusion from the tabulated result of the pretest and posttest.

3.6 Data Treatment

In this research, t-Test was occupied for the hypothesis testing. The procedures to treat the data as follows:

1. Normality Test

The normality of the test was used to measure whether or not the data in the experimental and control class are normally distributed. The hypothesis for normality test were as follows:

H_0 : The data are normally distributed

H_1 : The data are not normally distributed

In this study, H_0 is accepted if it signs $> \alpha$ with the level of significance 0.05

2. Random Test

Random test was to find out the data of experimental class and control class were random or not. The hypothesis for random test were as follows:

H_0 = The data is not random.

H_1 = The data is random.

3. Homogeneity Test

This test was to find out the hypothesis which was proposed by the research was accepted or not. In this case, the criteria for the hypothesis were:

H_0 is accepted if $sign > \alpha$, with the level of significance $\alpha = 0.05$

H_1 is accepted if $sign < \alpha$, with the level of significance $\alpha = 0.05$

3.7 Hypothesis Testing

The hypothesis testing was used to prove whether the hypothesis proposed in this research was accepted or not. The hypothesis was analyzed at the level of significance 0.05. This was operated to draw the conclusion and is approved if $sign < \alpha$.

The hypothesis proposed:

H_0 : There is no significant difference of pronunciation achievement between students are taught through song and those taught through games.

H_1 : There is a significant difference of pronunciation achievement between students are taught through song and those taught through games.

V. CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions that are based on the research's results and discussions in the previous chapter. It also presents some suggestions for English teachers and other researchers who want to try to apply Song and Games in the teaching pronunciation.

5.1 Conclusions

Based on the results of data analysis and discussions, the researcher draws the conclusions as follows:

1. There is a significant difference of the students' pronunciation achievement between those taught by using song and those taught by using games. Teaching pronunciation through song and games can make students more entertainin. This can be seen from the difference of students' mean score in pretest and posttest in both classes.
2. Teaching pronunciation by using song is more effective than games. Because songs sounds more familiar. It makes students become more enjoyed and

confident about their pronunciation to be more clear and accurate. It was also proved by the gain both classes, the gain of song is higher than the gain of games. Furthermore, the student can improve their pronunciation mastery when the teacher gave English song with interesting familiar songs.

5.2 Suggestions

Referring the conclusions above, the researcher would like to propose some suggestions as follows:

- a. For teachers in generally and particularly those in SMP Gajah Mada Bandarlampung who want to increase students' pronunciation achievement, by the song and games; it is expected that the teachers are able to construct their knowledge based on students' real world situation before going deeper to the materials. Besides, the teachers should be able to create the interesting materials like fun activity since it will help students easily make a fun learning process.
- b. The teacher may ask the students to bring dictionary in order that they can directly check how to pronounce a word. So, they will not depend on the teacher and their friends in getting information. The students will be independent and get more knowledge.
- c. The teacher should motivate students well to be active in the classroom by giving interesting media or material which related to the students' real world situation that can stimulate their interaction during teaching learning process

in the class. Moreover, deeply motivating utterance will make students are encouraged well to do the best they can.

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