

**“PRONUNCIATION ACCURACY OF THE RECEPTIVE  
VOCABULARIES AT THE 7<sup>TH</sup> GRADE OF SMP KEMALA  
BHAYANGKARI 1 SURABAYA IN THE ACADEMIC YEAR  
2018/2019”**

**THESIS**

*Submitted in partial fulfillment of the requirement for the degree of  
Sarjana Pendidikan (S.Pd) in Teaching English*



**By**

**Anisa Septi Dwi Nurani**

**NIM. D75215031**

**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL  
SURABAYA**

**2019**

## PERNYATAAN KEASLIAN TULISAN

Saya yang bertanda tangan di bawah ini:

Nama : Anisa Septi Dwi Nurani

NIM : D75215031

Jurusan : Pendidikan Bahasa Inggris

Fakultas : Ilmu Tarbiyah dan Keguruan

Judul Skripsi : *“Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of Kemala Bhayangkari 1 Junior High School Surabaya in the Academic Year 2018/2019”*

Menyatakan dengan sebenarnya bahwa skripsi yang saya tulis ini benar-benar merupakan hasil karya sendiri, bukan merupakan pengambil-alihan tulisan atau pikiran orang lain yang saya akui sebagai hasil tulisan atau pikiran sendiri. Segala materi yang diambil dari karya orang lain hanya digunakan sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang ditetapkan oleh jurusan.

Surabaya, 6 December 2019

Pembuat Pernyataan



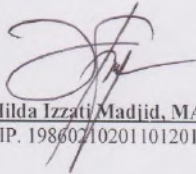
Anisa Septi Dwi Nurani  
D75215031

## ADVISOR APPROVAL SHEET

This thesis by Anisa Septi Dwi Nurani entitled “**Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>TH</sup> Grade of Kemala Bhayangkari 1 Junior High School Surabaya in the Academic Year 2018/2019**” has been approved by the thesis advisors.

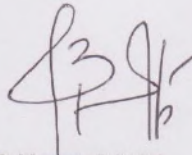
Surabaya, December 6<sup>th</sup>, 2019

Advisor I,



Hilda Izzati Madjid, MA  
NIP. 198602102011012012

Advisor II



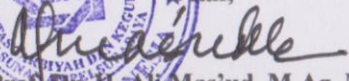
Rakhmawati, M.Pd  
NIP. 197803172009122002

## EXAMINER APPROVAL SHEET

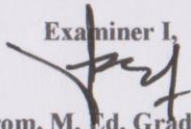
This thesis by Anisa Septi Dwi Nurani entitled "*Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of SMP Kemala Bhayangkari 1 Surabaya*" has been examined on December 19<sup>th</sup>, 2019 and approved by the board examiners.



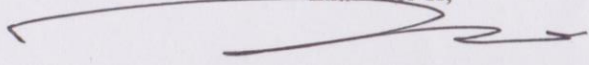
Dean,

  
Prof. Dr. H. Ali Mas'ud, M.Ag. M.Pd.  
NIP. 196301231993031002

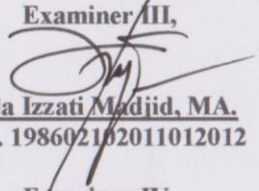
Examiner I,

  
Drs. Muhtarom, M. Ed. Grad. Dipl. TESOL.  
NIP. 196512201992031005

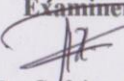
Examiner II,

  
H. Mokhamad Syaifudin, M. Ed, Ph.D.  
NIP. 197310131997031002

Examiner III,

  
Hilda Izzati Madjid, MA.  
NIP. 198602102011012012

Examiner IV,

  
Riska Safrivani, M. Pd.  
NIP. 198409142009122005



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA**  
**PERPUSTAKAAN**

Jl. Jend. A. Yani 117 Surabaya 60237 Telp. 031-8431972 Fax.031-8413300  
E-Mail: perpus@uinsby.ac.id

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI  
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Anisa Septi Dwi Nurani  
NIM : D75215031  
Fakultas/Jurusan : Tarbiyah dan Keguruan/Pendidikan Bahasa Inggris  
E-mail address : anisasdn@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Sekripsi    Tesis    Desertasi    Lain-lain (.....)  
yang berjudul :

Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of SMP Kemala

Bhayangkari 1 Surabaya in the Academic Year 2018/2019

berserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 19 Desember 2019

Penulis

(Anisa Septi Dwi Nurani)  
*nama terang dan tanda tangan*

## ABSTRACT

Septi Dwi Nurani, Anisa. (2019). *Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of SMP Kemala Bhayangkari 1 Surabaya in the Academic Year 2018/2019*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, MA and Rakhmawati, M.Pd

*Keywords: Pronunciation Accuracy, Receptive Vocabularies*

The purpose of this research is to analyze the pronunciation accuracy of the receptive vocabularies at the 7<sup>th</sup> grade of SMP Kemala Bhayangkari 1 Surabaya. The receptive vocabularies are from the song entitled *Count on Me* by Bruno Mars. The researcher applied a qualitative descriptive design to be the research method. Data collection techniques used in this research observation and voice recording. The observation is used to observe the teaching and learning process in the classroom. The voice recording is used to record the students' pronunciation, particularly the 7<sup>th-D</sup> grade students. Thus, the data collected will be transcribed and helped by an English native speaker. Accordingly, the pronunciation accuracy of the receptive vocabularies at the 7<sup>th</sup> grade of Kemala Bhayangkari 1 junior high school Surabaya are mostly accurate in pronouncing the receptive vocabularies. There were four receptive vocabularies which were pronounced correctly by all of the students without exception. Those receptive vocabularies were *middle*, *sea*, *sail*, and *much*. The rest of the vocabularies are mispronounced particularly on certain sounds. Those sounds are /t/, /d/, /θ/, and /r/. Nevertheless, /t/, /d/, and /r/ sounds are in the final position, while /θ/ sound is in the initial position. Those sounds are mispronounced by omitting the sound or substituting the sound.

## ABSTRAK

Septi Dwi Nurani, Anisa. (2019). *Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of SMP Kemala Bhayangkari 1 Surabaya in the Academic Year 2018/2019*. A Thesis. English Teacher Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Ampel Surabaya. Advisor: Hilda Izzati Madjid, MA and Rakhmawati, M.Pd

*Kata Kunci: Keakuratan Pengucapan, Kosakata-Kosakata Yang Diserap (dari lagu)*

Tujuan dari penelitian ini ialah untuk menganalisa keakuratan pengucapan dari kosakata-kosakata yang diserap oleh siswa kelas 7 SMP Kemala Bhayangkari 1 Surabaya. Kosakata-kosakata yang diserap berasal dari lagu yang berjudul *Count on Me* oleh Bruno Mars. Peneliti mengaplikasikan desain deskriptif kualitatif untuk menjadi metode penelitian ini. Teknik pengumpulan data yang digunakan pada penelitian ini ialah observasi dan rekaman suara. Observasi dilakukan untuk mengamati proses belajar dan mengajar di dalam ruang kelas. Rekaman suara digunakan untuk merekam pengucapan siswa, khususnya siswa kelas 7<sup>D</sup>. Kemudian, data yang terkumpul akan diterjemahkan (pengucapannya) dan dibantu oleh penutur asli bahasa Inggris. Dengan demikian, keakuratan pengucapan kosakata-kosakata yang diserap (dari lagu) pada siswa kelas 7 SMP Kemala Bhayangkari 1 Surabaya hampir semuanya akurat dalam mengucapkan kosakata-kosakata yang diserap. Ada empat kosakata yang ducapkan secara tepat oleh seluruh siswa tanpa pengecualian. Kosakata-kosakata tersebut ialah *middle*, *sea*, *sail*, dan *much*. Selebihnya dari kosakata-kosakata tersebut ialah salah dalam pengucapan pada bunyi-bunyi tertentu. Bunyi-bunyi itu ialah /t/, /d/, /θ/, dan /r/. Demikian, bunyi /t/, /d/, dan /r/ di posisi terakhir, sementara itu bunyi /θ/ ialah di posisi awalan. Bunyi-bunyi tersebut ialah salah dalam pengucapan dengan menghilangkan bunyi atau dengan menggantikan bunyi tersebut dalam suatu kosakata.

## TABLE OF CONTENT

COVER .....	i
PERNYATAAN KEASLIAN TULISAN .....	ii
ADVISOR APPROVAL SHEET .....	iii
EXAMINER APPROVAL SHEET .....	iv
MOTTO .....	v
DEDICATION SHEET .....	vi
ACKNOWLEDGEMENT .....	vii
LEMBAR PUBLIKASI PERPUSTAKAAN .....	ix
ABSTRACT .....	x
ABSTRAK .....	xi
TABLE OF CONTENT .....	xii
LIST OF APPENDICES .....	xiv
LIST OF ABBREVIATION .....	xv
LIST OF TABLES .....	xvi
CHAPTER I .....	1
INTRODUCTION .....	1
1.1 Background of Study .....	1
1.2 Research Question .....	5
1.3 Objective of The Study .....	5
1.4 Significance of The Study .....	5
1.5 Scope and Limits .....	5
1.6 Definition of Key Term .....	6
CHAPTER II .....	9
REVIEW OF RELATED LITERATURE .....	9
2.1 Theoretical Framework .....	9



2.1.1	Pronunciation .....	9
2.1.2	Accuracy .....	16
2.1.3	Receptive Vocabularies .....	20
2.1.4	Song Lyric .....	21
2.2	Review of Previous Study .....	22
CHAPTER III	.....	26
RESEARCH METHOD	.....	26
3.1	Research Design .....	26
3.2	Subject and Setting of the Research .....	27
3.3	Data and Source of The Data .....	27
3.4	Research Instrument .....	28
3.5	Data Collection Technique .....	30
3.6	Data Analysis Technique .....	31
3.7	Triangulation .....	31
3.6	Research Procedures .....	32
CHAPTER IV	.....	33
RESEARCH FINDINGS AND DISCUSSION	.....	33
4.1	Research Findings .....	33
4.2	Research Discussion .....	39
CHAPTER V	.....	45
CONCLUSION AND SUGGESTION	.....	45
5.1	Conclusion .....	45
5.2	Suggestion .....	45
REFERENCES	.....	47

## LIST OF APPENDICES

- Appendix 1 : The Phonemic Alphabet Vowels
- Appendix 2 : The Phonemic Alphabet Consonants
- Appendix 3 : 25 Receptive Vocabularies for Pre-Survey  
(*“Count on Me”* by Bruno Mars)
- Appendix 4 : The Fixed Receptive Vocabularies to be  
Researched After Pre-Surveying
- Appendix 5 : The Checking Result of The Research Data
- Appendix 6 : Surat Validasi Instrument
- Appendix 7 : Surat Tugas
- Appendix 8 : Surat Izin Penelitian
- Appendix 9 : Kartu Konsultasi Skripsi
- Appendix 10 : Formulir Persetujuan Pembimbing Untuk  
Munaqosah Proposal
- Appendix 11 : Formulir Persetujuan Pembimbing Untuk  
Munaqosah Skripsi

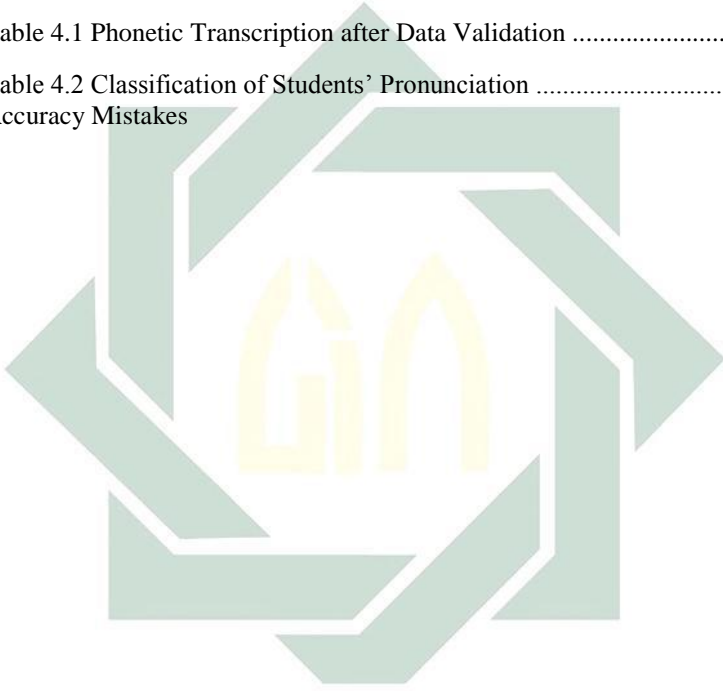
## **LIST OF ABBREVIATION**

- UIN : Universitas Islam Negeri  
EFL : English as Foreign Language  
ESL : English as Second Language  
Etc : et cetera



## LIST OF TABLES

Table 2.1 Charting Consonant Sounds .....	13
Table 2.2 Element of Accuracy .....	22
Table 4.1 Phonetic Transcription after Data Validation .....	43
Table 4.2 Classification of Students' Pronunciation Accuracy Mistakes .....	50



## CHAPTER I INTRODUCTION

In this chapter, the researcher provides the background of the study that explain the general informations related to the study. It also shows the research question of the study, the objective of the study, the significance of the study, the scope and limits of the study, and the definition of key terms.

### **1.1 Background of Study**

Nowadays, English as an International language takes many significant roles in our life. English is taught to the students minimally started from elementary school until senior high school. The students need to master the four main skills in English language. Those are listening, speaking, reading, and writing. Learning English, particularly speaking skill is necessary for the students to communicate with many people. Speaking English is applied as a foreign language in our daily life communication is very infrequent in Indonesia. Speaking becomes one of the important skill to be taught by the teacher to the students at the school. The students should be able to have a conversation or communication with other people accurately and appropriately.

Speaking is one of the productive skill. Productive skill is when the language is produced by the students those are speaking and writing, while receptive skill is when the language is objected to the students those are listening and reading.<sup>1</sup> In this research, the reseacher uses speaking as the skill to be studied. Nowadays, most of the students like to speak every English words properly. The students should consider the sub skills of speaking such as the accuracy, the grammatical errors, the pronunciation, and many more. Moreover, pronunciation and accuracy related each other. Those sub skills complete each other. Pronunciation is one of the most important starting point to be considered for all spoken language, because when someone wants to speak the language, he or she needs to articulate the

---

<sup>1</sup> David Nunan. 2003. *“Practical English Language Teaching”*. First Edition. The McGraw-Hill Companies, Inc. United States. Page 48.

message correctly so that it can be understood by the listener.<sup>2</sup> Therefore, pronunciation is one of the elements of accuracy that will be completely explained in the theoretical framework. Finally, pronunciation accuracy becomes one of the sub skills that will be the main focus of this research. It is because the researcher think that in SMP Kemala Bhayangkari 1 Surabaya as the setting of the study was less in giving an activity that related with speaking accuracy. The researcher would like to see the pronunciation accuracy of the students. In this research, before the researcher gathered the data and made a conclusion, the researcher had done a preliminary research such as pre-survey or pre-checking instruments in the classroom in order to find the receptive vocabularies that will be observed by the researcher. In the step of gathering the data, the researcher asked the students one by one to pronounce the receptive vocabularies on the paper and recorded the students' sounds production by using the researcher's audio recorder. Finally, the researcher checked whether the sounds production were correct or not based on the sound of the language or phonology theories by Penny Ur which will be stated completely on the theoretical framework and the researcher transcribed the students' sounds production guided by the Oxford dictionary.

To find that kind of condition, one of the most famous junior high school in Surabaya that is SMP Kemala Bhayangkari 1 particularly the 7<sup>th</sup> graders academic year 2018/2019 are expected to be able to have an outstanding pronunciation accuracy orally. The phenomenon was that the lack of activities which explain more about pronunciation accuracy. The teacher did not teach about song in detail, the teacher did not explain the vocabularies on the song lyric which related with the pronunciation accuracy. The teacher only taught the surface of the song lyric knowledge such as the interpretation of the song, the moral value of the song, and the way to sing the song. Moreover, the researcher uses junior high school as the research subject because pronunciation is the element of accuracy that need to be considered. Therefore, the researcher wants to do a research based on the gap or

---

<sup>2</sup> Martha C. Pennington. 2019. *“English Pronunciation Teaching and Research: Contemporary Perspectives”*. Research and Practice in Applied Linguistics. London, UK. Page 1.

the phenomenon which the researcher found in SMP Kemala Bhayangkari 1 Surabaya.

The researcher uses this school as the subject of this research. The reason is because the researcher had done some mini researches in some schools. Thus, the researcher agree that this school is the most appropriate with the case of this research, for instance, the class condition, the students atmosphere, and many others than can support this research.

Indeed, the selection of the song lyric must be based on the syllabus which used in the RPP or lesson plan, particularly the basic competence in which the 7<sup>th</sup> grade of junior high school students use. The basic competence that contains about the learning of song is on basic competence 3.8 and 4.8 on the syllabus. The researcher will use “*Count on Me*” song by Bruno Mars which available on the 7<sup>th</sup> grade students textbook that is “*When English Rings a Bell edisi revisi 2017*” on chapter VIII and 179 – 180 to be researched as the receptive vocabularies.

Regarding that issue, there are some researches that have been studied by some researchers. In 2012 by Firman under the title “*Improving The Students’ Speaking Accuracy Through “LSE (Learn to Speak English) 9.0 Software Version”*”<sup>3</sup>. This research aims that *Learn to speak English 9.0 Application versions* in SMK Negeri 1 Pattallassang Gowa to find out the quality of the speaking accuracy for students. Based on the result, the researcher found that there are significant improvements made from a diagnostic test to a cycle I and cycle II with a mean diagnostic accuracy of 5.21 for students; a mean diagnostic accuracy of 5.95 for cycle I and 7.10 for cycle II. The LSE 9.0 software application Version will boost grammar and vocabulary quality for SMK Negeri 1 students in electrical education in the first year of 2011/2012 Pattallassang Gowa academic year. The research uses classroom action research as the methodology.

Another similar research in 2014 is done by Zhiqin Wang entitle “*Developing Accuracy and Fluency in Spoken English of Chinese*

---

<sup>3</sup> Firman, et al. 2012. “*Improving The Students’ Speaking Accuracy Through “LSE 9.0 Software Version”*”. English Education Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Journal Article.

*EFL Learners*".<sup>4</sup> This paper reports a deal with three appropriate methods of teaching English-speaking, and then introduces a four-step pedagogical approach in which four stadium-speaking, post-speaking and extension preparation exercises are carried out. The result of this study shows to order to reduce their discomfort and strain, students should be properly assisted with information, terminology and techniques before communicating. In speaking, students have to be given time and space primarily to develop fluence and to communicate their understanding in full attention. Upon speaking, students should be given the opportunity to see that their vocabulary is used correctly and enhance their quality of the voice. Finally, extended practice is important to improve language use for students, as repeated assignments allows students learn fluent and effective spoken English. The four-step pedagogical approach can also be important for EFL learners in other countries.

Ufuk Ataş also doing a research entitle "*The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension*".<sup>5</sup> This paper introduces an empirical study investigating the role of vocabulary knowledge in understanding 33 experienced Turkish language learners. The result shows the significant correlation between vocabulary comprehension and hearing perception. The 5000-word level is considered to be the best predictor of variation in listening comprehension, both of which have important consequences for listening comprehension in the EFL contexts.

This research should be different from the previous studies above, this research focused on the pronunciation accuracy and receptive vocabularies. The differences among this research and those previous studies are on the variable of the research, the subject of the research, the place of the research, the research method, and the result of the research. This research used qualitative descriptive method. The data

---

<sup>4</sup> Zhiqin Wang. 2014. "*Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners*". School of Foreign Languages. China West Normal University, China. Journal Article.

<sup>5</sup> Ufuk Ataş. 2018. "*The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension*". The Electronic Journal for English as a Second Language. Middle East Technical University, Ankara, Turkey. Journal Article.



had been analyzed in the form of words. The students of SMP Kemala Bhayangkari 1 Surabaya was the subject of the study. This research also saw how far it can check the pronunciation accuracy of the students which guided by the sound of the language or phonology theories by Penny Ur.

## **1.2 Research Question**

Based on the background of the study above, the research questions of this study as the following below:

How is the pronunciation accuracy of receptive vocabulary of the 7<sup>th</sup> grade students of SMP Kemala Bhayangkari 1 Surabaya?

## **1.3 Objectives of The Study**

Based on the background of the study above, the objective of this study as the following below:

To describe the pronunciation accuracy of receptive vocabulary of the 7<sup>th</sup> grade students of SMP Kemala Bhayangkari 1 Surabaya.

## **1.4 Significance of The Study**

### **1. English Teacher**

To be an English teacher, so the researcher wants to be better in teaching speaking especially pronunciation accuracy and the researcher has ever experienced by herself when she did her teaching practice (PPL 2) in SMP Kemala Bhayangkari 1 Surabaya. When the reseacher practiced there, she saw the English teacher do the ways like the researcher explained before, so the researcher will get more accurate data to support this research. The study is expected to be useful for the English teacher to improve the students speaking skill, especially the sub skills that is speaking accuracy.

### **2. Student**

This study can be one of the source in answering the teacher's question related to the students' pronunciation accuracy.

## **1.5 Scope and Limitation**

From the identification of the problems which already stated above, this research limited the problems in the pronunciation accuracy of the receptive vocabularies that had been selected by the students from the song lyric based on the sound of the language or phonology theories by

Penny Ur. However, not all the sound of the languages had been represented, so that it cannot be concluded mechanically as the overall pronunciation mastery, instead that the research studied the pronunciation mastery of the specific sound of languages. Moreover, the researcher focused on the consonant sounds based on The Sounds of Language theory by George Yule. The limitation of the study is the 7<sup>th</sup> grade students of SMP Kemala Bhayangkari 1 Surabaya. There are four classes in the 7<sup>th</sup> grade of Kemala Bhayangkari 1 junior high school Surabaya those are 7<sup>th</sup>-A, 7<sup>th</sup>-B, 7<sup>th</sup>-C, and 7<sup>th</sup>-D. Particularly, the researcher had an observation only at 7<sup>th</sup>-D and from that class the researcher had done a qualitative descriptive research.

## 1.6 Definition of Key Term

### 1. Pronunciation

Pronunciation is the important base to communicate by producing words and variety of sounds grammatically.<sup>6</sup> A speaker should consider on the pronunciation before speaking, because it is the important starting point to deliver the message in communicating with the listener. Once a speaker has a mistake in pronouncing the words, the listener will get a misunderstanding of what the speaker say, because sometimes there are words which have similar pronunciation or phonetic transcription but have different meaning for example “by” /baɪ/ and “buy” /baɪ/, those words have the same phonetic transcription but they have different meaning. The meaning of “by” in Indonesia is “oleh”, while the meaning of “buy” in Indonesia is “membeli”. Therefore, everyone should learn the phonetic transcription guided by Oxford dictionary to know how to pronounce every words correctly. In this research, pronunciation is when the students pronounce the words from the text of the song. The pronunciation checking is really needed on the 7<sup>th</sup>-D grade students of SMP Kemala Bhayangkari 1 Surabaya by recording their sounds production of pronunciation guided by Penny Ur’s theory and the researcher transcribed the students’ sounds production guided by Oxford dictionary.

---

<sup>6</sup> Pennington. 2019. “*English Pronunciation Teaching and Research: Contemporary Perspectives*”. Page 1.

## 2. Accuracy

Bartram and Walton stated that accuracy in speaking is the utterances which similar to a native speaker's particularly in pronunciation, vocabulary, and grammar.<sup>7</sup> Once a speaker utters the sentences correctly in terms of pronunciation, vocabulary, and grammar, the speaker can be categorized as accurate. According to Gower et al, speaking is the capabilities of development that are included in two main groups: accuracy and fluency. Accuracy consists of pronunciation, grammar and vocabulary in a number of activities. Fluency increases the ability to talk spontaneously.<sup>8</sup> The researcher focuses that the accuracy in this research based on Bartram and Walton theory that "accuracy in speaking is the utterances which similar to a native speaker's particularly in pronunciation, vocabulary, and grammar", but in this research, the researcher wanted to focus more about the pronunciation in accuracy.

## 3. Receptive Vocabularies

Harmer states that receptive vocabulary as words which the students will recognize when they hear them in many sources, such as in television, audio, video, movie, and many more.<sup>9</sup> In this research, the researcher did a pre-survey or pre-checking instruments in the classroom by giving a paper to each students which contains of 25 receptive vocabularies from the song lyric, then the students selected 15 receptive vocabularies of the most difficult receptive vocabularies to be pronounced by themselves. Furthermore, the researcher checked and calculated the result after all of the 22 students had selected the 15 receptive vocabularies, the researcher had decided the 15 most difficult receptive vocabularies based on the students' selection. After that, the English teacher asked the students to sing along together by showing the song lyric on LCD projector and listening to the audio speaker. The students listened carefully on the audio speaker, so that they knew how to pronounce every receptive vocabularies of the song

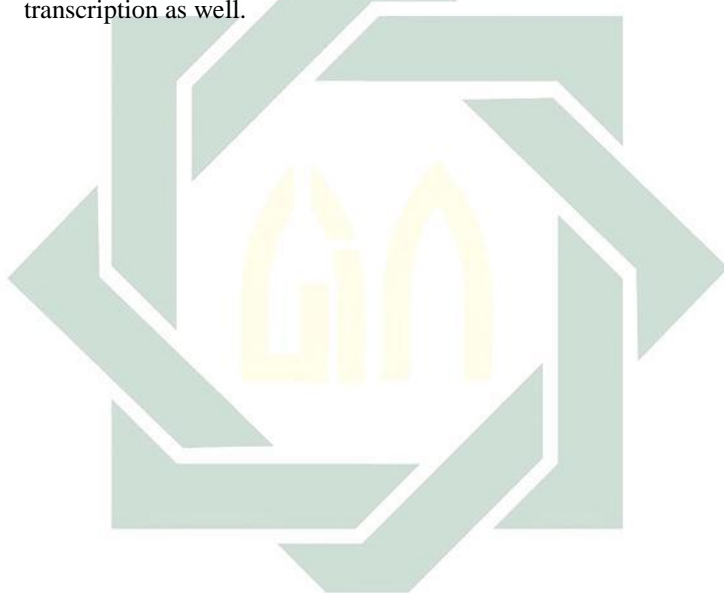
---

<sup>7</sup> Bartram, M., & Walton, R. 1991. "*Correction: A Positive Approach to Language Mistakes*". Hove: LTP.

<sup>8</sup> Gower, R. Et al. 1995. "*Teaching Practice Handbook*". Oxford: MacMillan Education.

<sup>9</sup> J Harmer. 1991. "*The practice of English language teaching*". New York: Longman.

lyric correctly. The researcher observed during this activity as well. Right after the students had finished the activity, the researcher spreaded the paper which contains of the 15 most difficult receptive vocabularies that would have been chosen from the song lyric by the students. The researcher asked the students one by one to pronounce the receptive vocabularies on the paper and recorded the students' voice by using the researcher's audio recorder. Thus, the researcher transcribed the students' voice recording helped by a native speaker and guided by Penny Ur's theory which explained about the phonetic transcription as well.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents some theories and previous studies related to the study in order to support the study as well. It related with the theories of pronunciation, accuracy, and the element of accuracy as same as the previous studies.

#### 2.1 Theoretical Framework

##### 2.1.1 Pronunciation

According to Pennington, pronunciation is one of the most important starting point to be considered for all spoken language, because when someone wants to speak the language, he or she needs to articulate the message correctly so that it can be understood by the listener.<sup>10</sup> Anne Burns also added that pronunciation is in the matter of the full sense of perception and the sound production or the language *phonology* that can influence the listeners' understanding.<sup>11</sup> Pronunciation is a key to achieve full communicative competence. It is in line with Kelly<sup>12</sup>, Kenworthy<sup>13</sup>, and Gilbert<sup>14</sup> in their books, teaching English pronunciation correctly is the most crucial thing in EFL (English as a Foreign Language) teaching because correct pronunciation is necessary for someone to communicate and the incorrect pronunciation will affect listeners' understanding to what speaker says. Correct pronunciation is the main point of communication.

---

<sup>10</sup> Pennington. 2019. *“English Pronunciation Teaching and Research: Contemporary Perspectives”*. Page 1.

<sup>11</sup> Anne Burns. 2003. *“Clearly speaking Pronunciation in Action for Teachers”*. National Centre for English Language Teaching and Research. AMEP Research Centre. Macquarie University, Sydney. Page 5.

<sup>12</sup> Gerald Kelly. 2000. *“How to teach Pronunciation”*. Edinburg Gate: Pearson Education Limited. Page 11.

<sup>13</sup> Joanne Kenworthy. 1988. *“Teaching English Pronunciation”*. New York: Longman. Inc. Page 3.

<sup>14</sup> Judy B. Gilbert. *“Teaching Pronunciation Using the Prosody Pyramid”*. New York: Cambridge University Press. Page 2.

Table 2.1: Charting Consonants Sounds<sup>15</sup>

	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Stops	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ				h
Affricates									tʃ	dʒ				
Nasals		m						n				ŋ		
Liquids							l	r						
Glides		w								j				

Those charting consonants sounds by George Yule will help the researcher to classify what type of the sounds pronunciation are. The focus of this research is the consonant sounds of pronunciation accuracy. In the table 2.1 are stated that there are -V means *voiceless*, while +V means *voiced*. Based on the table 2.1, on the top side, there are seven place of articulation, those are bilabial, labiodental, dental, alveolar, palatal, velar, and glottal that will be clearly explained in the following definitions based on George Yule theory<sup>16</sup>:

### 1. Bilabials

The sounds which are formed by using the (= bi) upper lip part and the lower lip part. The bilabial sounds are [b] and [m], which are voiced, and the sound of [p], which is voiceless. The examples of bilabial sounds are in the initial sounds position of words *bat*, *mat*, and *pat*. In addition, the sound of [w] can be included as the bilabial sound in the initial sound position of words, for instance, *wash*, *wear*, and *walk*.

### 2. Labiodental

The sounds which are formed by using the upper teeth part and the lower lip part. The labiodental sounds are [v], which is voiced and [f], which is voiceless. The examples of labiodental sounds are in the initial sounds of the words of *far* and *vate* and in the final

<sup>15</sup> George Yule. 2010. *"The Study of Language: Fourth Edition"*. United States of America:

Cambridge University Press, New York. Page 25.

<sup>16</sup> George Yule. 2010. *"The Study of Language"*. Page 28-30.

sounds position of the words of *safe* and *save*. Notably, in the initial sound position of the word of *photo* and in the final sound position of the word of *cough*, indeed the spelling of those words are quite different, but the pronunciations are the same, that is [f].

### 3. Dental

The sounds which are formed by using the tongue tip part behind the upper front teeth part. The dental sound is [θ], which is voiceless. The examples of dental sounds are in the initial sound position of *thin* and in the final position of *bath*. Both of the words of *thin* and *bath* are voiceless dentals.

While [ð] sound is belong to the voiced dental. The examples of this sound are commonly found in the initial sounds position of the words of *thus*, *there*, *then*, and *the*. Moreover, it can also be found in the middle consonant sound position of the word of *feather* and the final sound position of the word of *bathe*.

### 4. Alveolar

The sounds which are formed by using the front part of the tongue on the ridge of the alveolar and above the upper teeth part. The alveolar sounds are [d], [z], [n], [t], and [s]. Particularly, the sounds of [d], [z], and [n] are voiced alveolar, while the sounds of [t] and [s] are voiceless alveolar. The examples of the alveolar sounds are in the initial sounds position of the words of *zoo*, *nut*, *top*, *dip*, and *sit*.

Notably, the initial sounds position of the words of *knot* and *not* have the same pronunciation that is began with [n] sound. In addition, in the initial sounds position of the words of *right* and *write*, those words have the same initial pronunciation that is [r] sound.

### 5. Palatal

The sounds which are formed by using a hard part in the roof the mouth. The palatal sounds are [ʃ] as “sh” and [tʃ] as “ch”, those are voiceless palatal sounds. The examples of the palatal sounds are in the word of *shoebush*, the word is begun and ended by using the voiceless palatal sound [ʃ], while in the word of *church* is begun and ended by using voiceless palatal sound [tʃ].

Moreover, the example of the voiced palatal sounds are [ʒ], [dʒ], and [j]. [ʒ] sound is in the middle part of the consonant position of the word of *treasure*. [dʒ] sound is in the initial sound position of the words of *judge*, *joke* and *gem*. Lastly, [j] sound is in the initial sound position of the words of *you* and *yet*.

#### 6. Velar

The sounds which are formed by using the soft palate, or the velum that will be found out of the hard palate in the roof part of the mouth. Velar is the sound production that produced by the back part of the tongue against the velum. The voiced velar sounds are [g] and [ŋ]. The example of [g] sound which is in the initial sounds position of the words of *give*, *gun*, and *go*. These are also the example of [g] sound which is in the final sound position of the words of *bag*, *plague*, and *mug*. In addition with the example of [ŋ] sound as “ng” which is in the final sounds position of the words of *ring*, *sing*, and *tongue*.

Moreover, while the voiceless velar sounds is [k] sound which are in the initial sounds position not only in the words of *kill* and *kid*, but also in the words of *cold* and *car*. Meanwhile, in the other spelling, the [k] sound is exist in both the initial and final sounds position such as in the words of *kick*, *cook*, and *coke*.

#### 7. Glottal

The sounds which are formed by without using the active function of the tongue and any other parts of the mouth. The only one voiceless glottal sound is [h]. The example of [h] sound which is in the initial sounds position are *house* and *have*. Most of speakers stated that [h] sound is also exist in the very first sound of the words of *whose* and *who*.

Meanwhile, Based on the table 2.1, on the left side, there are six manner of articulation, those are stops, fricatives, affricates, nasals, liquids, and glides that will be clearly explained in the following definitions based on George Yule theory<sup>17</sup>:

---

<sup>17</sup> George Yule. 2010. “*The Study of Language*”. Page 31-33.



### 1. Stops

The manner of articulation that applied the sounds of [b], [d], [g], [k], and [t], those are all produced by putting out the airflow at the stop position. It may resulted the stopping or blocking effect of the air flow. However, in particular cases, the manner of articulation has been already stated, as for example when there is a word *bed*, that is begun and ended by using voiced stops.

### 2. Fricatives

The manner of articulation that applied the sounds of [h], [θ], [ð], [ʃ], [ʒ], [f], [v], [s], and [z], those are all produced by nearly stopping the air flow and pushing the air through the narrow opening. Fricatives are the final sounds that is produced by the pushing air through. The examples of fricatives are the word of *Hi* or *Hello* is begun with the voiceless fricative [h], the word of *fish* is begun and ended by using the voiceless fricatives [f] and [ʃ], the word of *these* is begun and ended by using the voiced fricatives [ð] and [z].

### 3. Nasals

The manner of articulation that applied the sounds of [m], [n], and [ŋ], those are all produced by raising the velum, putting off the air stream from entering through the nasal cavity. Those three sounds have been mentioned above are all voiced. The words of *morning*, *knitting*, and *name* are begun and ended by using voiced nasals.

### 4. Liquids

The manner of articulation that applied the sounds of [l] and [r]. Those are all voiced. These are produced by having the air flow around the edges of the tongue because the tip of the tongue has contact with the core of the alveolar ridge. The example of liquids are in the initial sounds position for both the words of *led* and *red*.

### 5. Glides

The manner of articulation that applied the sounds of [j] and [w]. Those are all voiced. Those are produced by moving the motion of the tongue (or “gliding”). The example of glides are in the initial sounds position of the words of *yes*, *you*, *we*, and *wet*.

The students should also consider all the parts of place of articulation and manner of articulation of the pronunciation, even when the students have lacks of grammar and vocabulary, they will probably able to have an effective communication when they have an outstanding pronunciation. Therefore, pronunciation needs to be taught actively and communicatively on junior high school students earlier. Moreover, Kenworthy also added that there are six factors which the students have that may influence the students' pronunciation ability in teaching pronunciation, including native language, age, exposure, innate phonetic ability, attitude and identity, motivation and concern for good pronunciation.<sup>18</sup>

The first factor which the students has that may influence the students' pronunciation ability in teaching pronunciation is native language.<sup>19</sup> The native language is the most crucial factor that could affect the students' pronunciation ability as well. However, the teacher necessarily should be aware of the sound production of the students' native language, so that the teacher will easily identify the students' difficulties in learning pronunciation in the classroom. The teacher will be able to teach the pronunciation skill to the students slowly and carefully. It is because the teacher does not want to have mispronunciation in the sounds production during teaching pronunciation that will affect the students understanding. Nevertheless, the students should train themselves earlier to listen to English-language sounds, so that they will be better in pronouncing English-correctly based on the phonetic transcription of Oxford dictionary.

The second factor is age.<sup>20</sup> The age factor should be considered by the teacher in teaching pronunciation. Some people believe that young students are easier in learning language rather than the adolescence or even adults. The age of young students before the puberty still have a big opportunity and a good chance to have sounds production like natives.

---

<sup>18</sup> Joanne Kenworthy. 1988. *“Teaching English Pronunciation”*. New York: Longman. Inc. Page 4-9.

<sup>19</sup> Kenworthy. 1988. *“Teaching English Pronunciation”*. Page 4.

<sup>20</sup> Kenworthy. 1988. *“Teaching English Pronunciation”*. Page 4.

The third factor is exposure.<sup>21</sup> The exposure factor is not really influential for the developing the students' pronunciation ability. It depends on the students whether they apply the English language in their environment or daily life or not. If the students often try to practice the language especially English language in their daily life or school time although they do not live in English-language-speaking area, they will be better than the other people who do not apply the English language in their daily life.

The fourth factor is innate phonetic ability.<sup>22</sup> The innate phonetic ability relates to the students' pronunciation ability as it can affect to the teaching and learning process in the classroom when the teacher teaches pronunciation to the students. Increasing some efforts and concentrations is needed by every students to improve their pronunciation competence ability.

The fifth factor is attitude and identity.<sup>23</sup> The attitude and identity may affect the students' willingness in learning pronunciation toward the native speaker, especially in English. The students do not speak by using English everyday, since English is not their mother tongue. English is a foreign language for the students as well. Therefore, the students must be easily adapt with the English language. Moreover, the teacher must remind the students to be more aware of the second identity mistakes that will be probably appeared or found during the pronunciation class.

Finally, the last factors are motivation and concern for clear pronunciation.<sup>24</sup> The most important thing is that the students must motivate themselves and they also need to concern more during the pronunciation class. The goals of pronunciation will be easily achieved when the students have the highest motivation and concern in learning pronunciation. Moreover, the teacher and also the students' environment should support the students' motivation and concern in learning pronunciation as well. Those all of the six factors are very crucial both for the students and the teacher in English language

---

<sup>21</sup> Joanne Kenworthy. 1988. *“Teaching English Pronunciation”*. New York: Longman. Inc. Page 6.

<sup>22</sup> Kenworthy. 1988. *“Teaching English Pronunciation”*. Page 6.

<sup>23</sup> Kenworthy. 1988. *“Teaching English Pronunciation”*. Page 7.

<sup>24</sup> Joanne Kenworthy. 1988. *“Teaching English Pronunciation”*. New York: Longman. Inc. Page 8.

teaching, particularly teaching English pronunciation to support and increase the students' pronunciation ability in the classroom.

### 2.1.2 Accuracy

According to Jennifer Serravallo, accuracy is the ability that someone has to identify words in the text correctly or with precision.<sup>25</sup> Torres explained that the accuracy and linguistic acceptability of language are the two main characteristics of language to remember in the form of the teaching and learning of speech.<sup>26</sup> In this research, the researcher checked the students' speaking accuracy by singing along with the song lyric and had gotten the final result after the researcher checked the receptive words that had been produced by the students immediately. Continuing by Alicruz, in doing that, the students should be aided to understand and to produce correct language.<sup>27</sup>

- **Accuracy**, pronunciation will be an important issue in foreign language study. The researcher studied the accuracy in pronunciation as the main focus of this research.

---

<sup>25</sup> Jennifer Serravallo. 2010. *“Teaching Reading in Small Groups”*. Portsmouth, NH. “Dedicated to Teachers” is a trademark of Greenwood Publishing Group, Inc. Heinemann. Page 31.

<sup>26</sup> Torres. *“Testing Accuracy”*. Page 97.

<sup>27</sup> Alicruz Pineda Rojano. *“Enhancing fluency and accuracy in speaking through oral activities in VoiceThread”*. Universidad Santo Tomás Vicerrectoría De Universidad Abierta Y A Distancia. Thesis. Page 7.

Torres explained that there are three constituents where the teachers can verify accuracy such as; pronunciation, vocabulary and grammar.<sup>28</sup> There are some elements of speaking accuracy, see in the table below.

Table 2.2: Element of Accuracy<sup>29</sup>

Element of Accuracy	
Linguistic Competence	Aptitude in learning a language as a method.
Pronunciation	Students' pronunciation aptitude in pronouncing the sounds and showing the intonation and the stress patterns in an accessible and understandable rules.
Vocabulary	Students' aptitude in producing the words in response to a correct stimulus. Deciding whether the learners have particular available words to them to be applied in spoken language.
Grammar	Students' aptitude in producing correct morphological and syntactical patterns in a speech situation.
Comprehension	Students' ability to transmit, negotiate, and share information accurately and fluently.

Table 2.2 shows that elements of accuracy are linguistic competence, pronunciation, vocabulary, grammar, and comprehension. However, this research only focused on the element of accuracy in pronunciation as following below:

- **The Sound of the Language or Phonology**

It is extremely useful that by writing them down by phonetic' description, it is possible to identify and describe language sounds or phonemes. The term ' phonemy' is used to refer to the representation of the sounds from all human languages that differentiate the sounds

---

<sup>28</sup> Torres. "Testing Accuracy". Page 97.

<sup>29</sup> Torres. "Testing Accuracy". Page 97.

that can't be separated from one language system to another.<sup>30</sup> There are both phonemic alphabet vowels and consonants based on Penny Ur's theory, see in the table below

The Phonemic Alphabet Vowels<sup>31</sup>

VOWELS	
SYMBOL	EXAMPLE
/ɑ:/	<u>arm</u> , <u>part</u>
/æ/	<u>apple</u> , <u>black</u>
/aɪ/	<u>eyes</u> , <u>drive</u>
/aʊ/	<u>out</u> , <u>now</u>
/e/	<u>end</u> , <u>pen</u>
/eɪ/	<u>eight</u> , <u>day</u>
/eə/	<u>air</u> , <u>wear</u>
/ɪ/	<u>it</u> , <u>sit</u>
/i:/	<u>eat</u> , <u>see</u>
/ɪə/	<u>ear</u> , <u>near</u>
/ɒ/	<u>opposite</u> , <u>stop</u>
/əʊ/	<u>open</u> , <u>phone</u>
/ɔ:/	<u>always</u> , <u>more</u>
/ɔɪ/	<u>boy</u> , <u>join</u>
/ʊ/	<u>would</u> , <u>stood</u>
/u:/	<u>you</u> , <u>choose</u>
/ʊə/	<u>sure</u> , <u>tourist</u>
/ɜ:/	<u>early</u> , <u>bird</u>
/ʌ/	<u>up</u> , <u>luck</u>
/ə/	<u>ago</u> , <u>doctor</u>

<sup>30</sup> Penny Ur. 1991. *A Course in Language Teaching: Practice and Theory*. Cambridge, UK: Cambridge University Press. Page 47.

<sup>31</sup> Hewings, Martin. 1993. *Pronunciation Tasks*. Cambridge: Cambridge University Press. Page vi.

1.2 The Phonemic Alphabet Consonants<sup>32</sup>

CONSONANTS	
SYMBOL	EXAMPLE
/b/	<u>b</u> ed, ab <u>o</u> ut
/d/	<u>d</u> o, sid <u>e</u>
/f/	<u>f</u> ill, saf <u>e</u>
/g/	<u>g</u> ood, big
/h/	<u>h</u> at, beh <u>in</u> d
/j/	<u>y</u> es, <u>y</u> ou
/k/	<u>c</u> at, week
/l/	<u>l</u> ose, all <u>o</u> w
/m/	<u>m</u> e, lam <u>p</u>
/n/	<u>n</u> o, an <u>y</u>
/p/	<u>p</u> ut, stop
/r/	<u>r</u> un, <u>ar</u> ound
/s/	<u>s</u> oon, us
/t/	<u>t</u> alk, last
/v/	<u>v</u> ery, liv <u>e</u>
/w/	<u>w</u> in, <u>sw</u> im
/z/	<u>z</u> oo, lov <u>e</u> s
/ʃ/	<u>sh</u> ip, push
/ʒ/	meas <u>ur</u> e, us <u>u</u> al
/ŋ/	<u>sing</u> , hop <u>ing</u>
/tʃ/	<u>ch</u> ea <u>p</u> , cat <u>ch</u>
/θ/	<u>th</u> in, bath
/ð/	<u>th</u> en, o <u>th</u> er
/dʒ/	<u>J</u> une, ag <u>e</u>

---

<sup>32</sup> Hewings. "Pronunciation Tasks". Page vi.

### 2.1.3 Receptive Vocabularies

Receptive vocabularies mean the comprehension of words when the student see or hear it. Zhou clarified that first and after, the student knows vocabulary words receptively for successful usage.<sup>33</sup> A student's receptive vocabulary is that which is understood and recognized when it is perceived while reading or listening. Receptive vocabulary is also known as passive vocabulary, because according to Nation that it includes items that only external stimulation will be caused. They are enabled by hearing or by seeing their shapes, but not by associating them with other words.<sup>34</sup> In contrast, productive, or active vocabulary is the lexicon which is used actively when speaking or writing. Nation explained more that active vocabulary can be enabled by means of other terms as it has many input and output connections.<sup>35</sup> It is important to differentiate between receptive and productive vocabulary, provided that vocabulary is classified as receptive vocabulary in this research. Firstly, the researcher did a pre-survey or pre-checking instruments in the classroom by giving a paper to each students which contains of 25 receptive vocabularies from the song lyric, then the students selected 15 receptive vocabularies of the most difficult receptive vocabularies to be pronounced by themselves. Furthermore, the researcher checked and calculated the result after all of the 22 students selected the 15 receptive vocabularies, the researcher decided the 15 most difficult receptive vocabularies based on the students' selection. After that, the English teacher asked the students to sing along together by showing the song lyric on LCD projector and listening to the audio speaker. The students listened carefully on the audio speaker, so that they knew how to pronounce

---

<sup>33</sup> S. Zhou. 2010. *Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners*. Asian Social Science. Vol. 6. No. 10. (<http://www.ccsenet.org/journal/index.php/ass/article/view/6313> accessed on December 19, 2018 at 20.20 pm).

<sup>34</sup> Nation, I. S. P. 2001. *Learning Vocabulary in Another Language*". Cambridge: Cambridge University Press, Print.

<sup>35</sup> Nation. 2001. *Learning Vocabulary in Another Language*".



every receptive vocabularies of the song lyric correctly. The researcher observed during this activity. Right after the students had finished the activity, the researcher spreaded the paper which contains of the 15 most difficult receptive vocabularies that would had been chosen from the song lyric by the students. In the step of gathering the data, the researcher asked the students one by one to pronounce the receptive vocabularies on the paper and recorded the students' sounds production by using the researcher's audio recorder. Finally, the researcher checked whether the sounds production were correct or not based on the sound of the language or phonology theories by Penny Ur which will be stated completely on the theoretical framework and the researcher transcribed the students' sounds production guided by the Oxford dictionary

#### 2.1.4 Song Lyric

Brown explained that there are some kinds of speaking performance which can help students develop their speaking skills.<sup>36</sup> One of the ways is by applying the song lyric in the classroom. In the same condition that the song lyric is applied by both the teacher and the students in the classroom. The song lyric which applied in this research is *Count on Me* by Bruno Mars. The song which is available on the 7<sup>th</sup> grade students textbook that is "*When English Rings a Bell edisi revisi 2017*" on chapter VIII and 179 – 180

According to Merriam Webster, song is a brief melody composition of words and music.<sup>37</sup> While the definition of lyric are collection of words that create a song. Lyrics may be mastered from an academic perspective. Lyrics can also be studied with an honor to the sense of unity with music.<sup>38</sup> Holding and singing together with singing lyrics is a simple way to easily use these expressions. Songs also allow ELLs to communicate and create shared cultural

---

<sup>36</sup> Brown, H. D. 2007. "*Principle of language learning and teaching*". White Plains, NY: Pearson Longman.

<sup>37</sup> Merriam Webster. 1828. "*Definition of Song*". (<https://www.merriam-webster.com/dictionary/song>, accessed on December 19, 2018 at 20.05 pm).

<sup>38</sup> ([http://en.wikipedia.org/wiki/Song\\_lyrics](http://en.wikipedia.org/wiki/Song_lyrics)), accessed on December 19, 2018 at 20.15 pm.

experiences.<sup>39</sup> Moreover, Murphey said that the song lyric may support the students to increase their pronunciation and listening skill, moreover it will also help the students in improving their speaking skill.<sup>40</sup> Hopefully, in this research, the researcher were able to check the accuracy in pronunciation of the vocabularies of the song lyric which will be applied by the students in the classroom continuously.

## 2.2 Review of Previous Study

There are some previous studies which related to this research as following below;

1. The first previous study which related with this research was conducted by Hossein Navidinia, et al in 2019 entitle “*Investigating the Effect of Noticing on EFL Students' Speaking Accuracy*”.<sup>41</sup> This study examined the effects of the speaking accuracy of students in English as a Foreign Language (EFL). Experimental method is the methodology of the study. The results of the study found that the amount of speaker mistakes in the post-test group was slightly less than in those of the control group, which reinforced the positive effect of evaluating the quality of the EFL students’ speaking accuracy.
2. The second previous study which related with this research was done by Damaris Castro in 2017 with the title of “*Receptive Vocabulary Measures for EFL Costa Rican High School Students*”.<sup>42</sup> The research examined a viewpoint of the recent situation in Costa Rican foreign language education from a vocabulary perspective, in particular passive vocabulary size. The research methodology is quantitative method. The results shows here embody a small part of a broader

---

<sup>39</sup> K. Lems. 2002. “*Music hath charms for literacy . . . in the ESL classroom*”. Indiana Reading Journal, 34(3). Page 6 – 12.

<sup>40</sup> T. Murphey. 1992. “*Music and Song*”. Oxford, England: Oxford University Press.

<sup>41</sup> Hossein Navidinia et al. 2019. “*Investigating the Effect of Noticing on EFL Students' Speaking Accuracy*”. Department of English Language, University of Birjand, Birjand, Iran. Journal Article.

<sup>42</sup> Damaris Castro. et al. 2017. “*Receptive vocabulary measures for EFL Costa Rican high school students*”. International Journal of English Studies. Universidad Nacional (Costa Rica). Journal Article.

study dealing with vocabulary acquisition in two high schools in the province of Heredia, Costa Rica.

3. The third previous study which related with this research was conducted by Adhe Lelyana Kisworo Putri in 2015. She is a student from School of Teaching Training and Education Muhammadiyah University of Surakarta. The title of the research is *“The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu”*.<sup>43</sup> This research wants to describe the application of the song lyrics to teach vocabulary at *SMP Amal Mulya Tawangmangu*. The researcher uses descriptive research as the method. The researcher would like to learn how to use song lyrics depends on the students' 2013 curriculum books. The researcher found the problem that the students are not aware of the meaning of vocabulary in the song, as they never hear the song before. There are two findings that have been used to two ends with the song's lyrics. Firstly, to teach vocabulary and secondly for an ice breaking.
4. The fourth previous study which related with this research is In 2012 by Firman under the title *“Improving The Students’ Speaking Accuracy Through “LSE (Learn to Speak English) 9.0 Software Version””*.<sup>44</sup> The purpose of this research is that *Learn to speak English 9.0 Program* at SMK Negeri 1 Pattallassang Gowa to test the quality of speaking accuracy for students. Based on the result, the researcher found that the diagnostic test outcomes were significantly improved between cycle I and cycle II, in which the mean speech accuracy score of the students for the diagnostic test is 5.21, the mean score is 5.95 and the mean score is 7.10. The application of the LSE 9.0 software version can improve grammar and vocabulary accuracy in the first year of SMK Negeri 1 Pattallassang Gowa students' in the

---

<sup>43</sup> Adhe Lelyana Kisworo Putri. 2015. *“The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu”*. School of Teaching Training and Education Muhammadiyah University of Surakarta, Indonesia. Journal article.

<sup>44</sup> Firman, et al. 2012. *“Improving The Students’ Speaking Accuracy Through “LSE 9.0 Software Version””*. English Education Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Journal Article.

academic year 2011/2012. The research uses classroom action research as the methodology.

5. The fifth previous study which related with this research is Another similar research in 2014 is done by Zhiqin Wang entitle “*Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners*”.<sup>45</sup> This paper first discusses three models for teaching English, and then proposes a four-stage method of pedagogy where activities are conducted in four phases: pre-speaking, post-speaking, and extension. The results of this study show that, prior to speaking, learners should be provided with sufficient knowledge, vocabulary and strategies to reduce their anxiety and pressure. While communicating, students require time and space to properly build their fluence and communicate their meanings. The learners should be aware to correct the use of language after speaking in order to increase their speaking accuracy. Finally, extension practices are crucial in order to strengthen the use of the language for learners. Task repetition helps learners to develop fluent and accurate speaking English. Those four-stages method of pedagogy can also be useful for EFL learners in other countries.
6. The sixth previous study which related with this research is from Tracey M. Derwing and Marian J. Rossiter in 2003 entitle “*The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech*”.<sup>46</sup> This study investigated improvements in the pronunciation of non-native speakers over 12 weeks due to the type of teaching they received – Global, Segmental, No Specific Pronunciation instruction. The research method of this study is quantitative by using ANOVA. The researcher indicated the error analysis in phonological accuracy, there was no improvement gained by the Segmental group but the results of comprehensibility

---

<sup>45</sup> Zhiqin Wang. 2014. “*Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners*”. School of Foreign Languages. China West Normal University, China. Journal Article.

<sup>46</sup> M. Tracey Derwing. Et al. 2003. “*The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech*”. University of Alberta. Journal Applied Linguistic. Vol.13, No.1. Page 1&7.

and fluency were higher. Moreover, the researcher impressed at the Global group prosody because the group gain an improvement over time.

7. Lastly Ufuk Ataş also doing a research entitle “*The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension*”.<sup>47</sup> This paper provides an empirical study that explores the role of vocabulary knowledge in listening comprehension about English as a foreign language among 33 advanced Turkish students. The results show that vocabulary knowledge has a strong association with listening comprehension. The 5000-word frequency is the best predictor for variances in listening comprehension that have useful consequences for listening comprehension in EFL contexts.

This research is way different from the previous studies. The seven previous researchers explained about the positive effect of noticing on EFL students’ speaking accuracy, the receptive vocabulary acquisition in two high schools, the use of song lyrics for teaching vocabulary at SMP Amal Mulya Tawangmangu, the improvement of the speaking accuracy by using Speak English 9.0 Software Version at SMK Negeri 1 Pattallassang Gowa, the development of accuracy and fluency in spoken English of Chinese EFL learners, the influence of L2 accented speech pronunciation instructions on the accuracy, fluency, and complexity and the last one is about the role of receptive vocabulary knowledge in advanced EFL listening comprehension . Based on the explanations above, there are seven researches that conducted by experimental, quantitative, and descriptive research, while this research will use qualitative descriptive method. Moreover, the subject of this research is also different from those previous studies. In the oher hand, the researcher of this research described the result after implementing the song lyric and checking the receptive vocabularies of the students’ pronunciation accuracy based on the sound of the language or phonology theories by Penny Ur.

---

<sup>47</sup> Ufuk Ataş. 2018. “*The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension*”. The Electronic Journal for English as a Second Language. Middle East Technical University, Ankara, Turkey. Journal Article.

## CHAPTER III RESEARCH METHOD

In this chapter, the researcher reviews and discusses the research methodology that is applied in this research. They are included on the research design of the study, the time and setting of the study, the data and source of data of the study, the research instruments of the study, the data collection technique of the study, and the data analysis technique of the study.

### 3.1 Research Design

The researcher applied a qualitative descriptive design to be the research method. It means that the researcher explained the data narratively. The data have been analyzed in the form of words. Therefore, a qualitative method was the research method that the researcher used in this research. John W. Creswell states that qualitative methods describe the text and image data, have different steps in data analysis, and draw on many designs. These designs focus on the collection of data, analysis and writing, but these come from disciplines and these are reflected in the research process (e.g., types of problems, ethical issues of importance).<sup>48</sup> The research method of this research is qualitative because the researcher wanted to analyze or interpret the data of the results later on descriptively based on some theories which have been stated. The researcher did a pre-survey or pre-checking instrumental before gathering the data in order to decide the vocabularies that the researcher used in this research by giving a paper to each students which contains of 25 receptive vocabularies from the song lyric, then the students must select 15 receptive vocabularies of the most difficult receptive vocabularies to be pronounced by themselves. Furthermore, the researcher checked and calculated the result after all of the 22 students had selected the 15 receptive vocabularies, the researcher decided the 15 most difficult receptive vocabularies based on the students' selection.

---

<sup>48</sup> John W. Creswell. 2009. *“Research Design Qualitative, quantitative, and mixed methods approaches”*. SAGE Publications Inc, United Kingdom. P. 232 & 236.

### 3.2 Subject and Setting of the Research

The study had been researched at SMP Kemala Bhayangkari 1 Surabaya academic year 2018/2019. It is very useful to conduct the study because the place is friendly and strategic. The subjects of this study are one of the 7<sup>th</sup> grade English teacher and there are four classes in the 7<sup>th</sup> grade of Kemala Bhayangkari 1 junior high school Surabaya those were 7<sup>th</sup>-A, 7<sup>th</sup>-B, 7<sup>th</sup>-C, and 7<sup>th</sup>-D. Particularly, the researcher conducted this research at 7<sup>th</sup>-D class that has 22 students. The researcher applied a *cluster sample* as the research subjects. Mardalis states that a cluster sample may be applied as when the research subjects are divided in several classes or groups, clearly the group that consists of the biggest amount of people can be used as the research subject because the more subjects used is more deserve in doing a qualitative research.<sup>49</sup> Accordingly, the researcher decides to use 7<sup>th</sup>-D class as the research subject because this class has the biggest amount of students that the other classes. The time for pre-surveying was on Tuesday, 4<sup>th</sup> of June 2019, while the observation and the recording time were on Wednesday, 5<sup>th</sup> of June 2019.

### 3.3 Data and Source of Data

According to Phillips and Burbules, data is the evidence or informations based on analysis which finished by the participants or by observations which done by the researcher.<sup>50</sup> The researcher analyzed the data from the observation field notes and the students' audio recorder as well. While the source of data are the 7<sup>th</sup> grade students of SMP Kemala Bhayangkari 1 Surabaya particularly the 7<sup>th</sup>-D class. The researcher used observation field notes, the students' voice recording, and document analysis for the data of the research. The researcher observed the learning activity when the teacher played the song and asked the students to sing along together in the classroom. After that, the researcher immediately recorded the students' sounds production of the receptive vocabularies that would had been selected by themselves one by one. Finally, the researcher analyzed the the lesson plan or as known as RPP as the

---

<sup>49</sup> Mardalis. 1999. "*Metode Penelitian (Suatu Pendekatan Proposal)*". Ed.1,Cet.4. Jakarta: Bumi Aksara. Page 58.

<sup>50</sup> Phillips, D. C., & Burbules, N. C. 2000. "*Postpositivism and Educational Research*". Lanham, MD: Rowman & Littlefield.

document analysis which shows the basic competence about song in the 7<sup>th</sup> grade of junior high school.

### 3.4 Research Instrument

Associate Professor Dr. Tan Kok Eng defines that a research instrument is a tool that is used to gather information (data) to answer the questions of study.<sup>51</sup> Martyn also states that assortment of research instruments such as interview, documentation, questionnaire, and many more can be used in doing a qualitative research.<sup>52</sup> Accordingly, the researcher used field note, audio recorder, Oxford dictionary, and document analysis. The data were needed to carry the findings of this study. Those data can be proved by using these following research instruments:

#### 1. Field Notes

The researcher used field notes when the researcher joining the pronunciation class and doing observation while the teacher teach the pronunciation of the receptive vocabularies of the song lyric in front of the classroom. The researcher took notes by using the field notes on the teaching and learning process from the beginning to the closing. The field notes are consists of:

- a. Place, date, and time of observation  
 Tuesday 4<sup>th</sup> of June 2019 at 8 am until 9 am, the researcher did a pre-surveying. Wednesday 5<sup>th</sup> at 9 am until 10 am, the researcher did an observation in the 7<sup>th</sup> class of SMP Kemala Bhayangkari 1 Surabaya. The researcher observed the teaching and learning activities about song in the classroom. Teacher gave the instruction to the students clearly. The students followed the teacher's instruction correctly. The teacher played the song and the students listened to the song carefully. After that, the teacher showed how to pronounce the lyrics of the song correctly. Then, the teacher asked the students one by one to come forward and

---

<sup>51</sup> Tan, K. E. 2013. "*Adapting an Instrument for The Study*". Malaysia. School of Educational Studies University Sains Malaysia Postgraduate Academic Workshop. Journal Article. Page 2.

<sup>52</sup> Martyn Descombe. 1998. "*The Good, Research Guide*". Open University Press. Page 273.



asked them to pronounce the lyric of the song as the receptive vocabularies in the sound recorder.

- b. Pre-activities, while-activities, and post-activities when the researcher observed the teaching and learning activity at the 7<sup>th</sup> grade of Kemala Bhayangkari Junior High School Surabaya.

## 2. Audio Recording

According to Professor Michael Bloor, audio recording refers to occurring data through audio devices such as audio recorder and telephone interviews.<sup>53</sup>

In this research, the audio recording that was used was audio recorder from the researcher's cellphone to record the students' sounds production of the receptive vocabularies. After gathering the data from the audio recorder, the researcher transcribed the students' sound production based on the sound of the language or phonology theories by Penny Ur and guided by Oxford dictionary.

## 3. Oxford Dictionary

An Oxford dictionary is very helpful to be used by the researcher in doing this research because the researcher was able to easily found the phonetic transcription of the receptive vocabularies that had been already pronounced by the students in the audio recording. The kind of Oxford dictionary which the researcher used is Oxford Advanced Learner's Dictionary. The researcher used the Oxford dictionary to transcribe the students' pronunciation in the audio recording.

## 4. Document Analysis

According to Glenn A. Bowen, he defined that document analysis is a systematic instrument for analysing documents—both printed and electronic (computer-based and Internet-guided) materials.<sup>54</sup> The researcher took a look and checked the lesson plan

---

<sup>53</sup> Michael Bloor. 2006. *Keywords in Qualitative Methods*. SAGE Publications Ltd. London. Page 16.

<sup>54</sup> A. Glenn Bowen. 2009. *Document Analysis as a Qualitative Research Method*. *Qualitative Research Journal*, vol.9, no.2. Page 27. DOI 10.3316/QRJ0902027. Journal Article.

or RPP of the 7th grade from the teacher. It was helpful to know the basic competence about song that had been studied.

### **3.5 Data Collection Technique**

In collecting the data had been analyzed by using the qualitative descriptive design. John W. Creswell states that qualitative methods describe the text and image data, have different steps in data analysis, and draw on many designs. These designs focus on the collection of data, analysis and writing, but these come from disciplines and these are reflected in the research process (e.g., types of problems, ethical issues of importance).<sup>55</sup>

#### **Step 1**

The researcher conducted a pre-survey or pre-checking instrumental to decide the 15 most difficult receptive vocabularies by the students in 1 meeting. After that, the observation had been held in 1 meeting. The first meeting, the researcher gave a paper to each students which contains of 25 receptive vocabularies from the song lyric, then the students must selected 15 receptive vocabularies of the most difficult receptive vocabularies to be pronounced by themselves. Furthermore, the researcher checked and calculated the result after all of the 22 students selected the 15 receptive vocabularies, the researcher decided the 15 most difficult receptive vocabularies based on the students' selection and the research also checked the English teacher's lesson plan to see the basic competence about song at the 7<sup>th</sup> grade of Kemala Bhayangkari junior high school Surabaya.

#### **Step 2**

The second meeting, the researcher observed when the English teacher asked the students to sing along together by showing the song lyric on LCD projector and listening to the audio speaker. Observation research is very useful, easy for the researchers, and can be mixed with the other types of data collection method.<sup>56</sup>

---

<sup>55</sup> John. "*Research Design Qualitative*". Page 239.

<sup>56</sup> Urquhart Christine. Observation research techniques. Department of Information Studies, Aberystwyth University, Aberystwyth ,Wales, UK. 2015. Journal Article.

### Step 3

After that, the researcher recorded the students' sounds production of the receptive vocabularies one by one by using the audio recorder and transcribed the results based on the sound of the language or phonology theories by Penny Ur and guided by Oxford dictionary. Since it is important to measure the students pronunciation accuracy to pronounce the receptive vocabularies.

### 3.6 Data Analysis Technique

The whole data have been analyzed based on the fact from the real field and the problem statements. The data will be analyzed qualitatively in the descriptive analysis. The steps to analyze the data have been conducted as follows:

1. Transcribing the students' sounds production while listening to the audio recorder into the phonetic transcription based on the sound of the language or phonology theories by Penny Ur and guided by Oxford dictionary. The transcription result can be seen in the table of the chapter iv as the research finding and discussion.
2. Analyzing both the students' sounds production that have been transcribed/transcribed and the phonetic transcription of the Oxford dictionary on the tables whether both of them were matched or not. The researcher found the receptive vocabularies of lyric of the song one by one on the Oxford dictionary, for example (find /fand/ = to discover something unexpectedly or by chance) and (middle /'mɪdl/ = the point, position or part which is at an equal distance from two or more points) and others until 15 receptive vocabularies that have been chosen by the students in the observation.

### 3.7 Triangulation

Cohen and Manion stated that triangulation is an effort to explain more detail, or mapping out, the fullness, and the human behavior complexity by learning it from more than one opinion.<sup>57</sup> However, related to the theory, this research used the triangulation technique by checking

---

<sup>57</sup> L. Cohen and L. Manion. 1986. *“Research Method in Education”*. London: Croom Helm. Page 254.

the validity of the data analysis of the researcher. The researcher asked a native speaker named Mr. Wilber, who is expert in English teacher and who is now teaching English at FUN English Course, Sidoarjo. Mr. Wilber had validated the results of the research related with the students' voice recording, he transcribed the decision of the students pronunciation accuracy guided by the sound of the language or phonology theories by Penny Ur.

### **3.8 Research Procedures**

#### **1. Pre-surveying**

The researcher did a pre-surveying as the preliminary research in order to asked to the students to choose the fifteen most difficult receptive vocabularies to be pronounced of the twenty five receptive vocabularies that had been arranged by the researcher on the papers which are available on the song of *Count on Me by Bruno Mars*. Thus, the researcher counted and the researcher finally got the result of fifteen most difficult receptive vocabularies that had been chosen by the students carefully.

#### **2. Collecting Data**

After getting the fifteen most difficult receptive vocabularies that had been chosen by the students, in the next day, the researcher observed the English teacher who helped by the assistant to asked the students one by one to come forward, asked them to pronounce the receptive vocabularies and recorded the students' voice by using a cellphone voice recorder while they were pronouncing the receptive vocabularies in front of the class.

#### **3. Displaying Data**

The researcher displayed the data of the research, those were the students' voice recording in the form of phonetic transcriptions of receptive vocabularies that had been validate by a native speaker, named Mr. Wilber who are briefly explained in the triangulation. The data validation was guided by Oxford Dictionary.

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

In this chapter, the researcher explained the data that have been obtained during the research. The research findings and discussion are used to answer the research question that stated in the first chapter of this study. The researcher has a discussion of the finding of the research and the discussion of the research to answer the research question that is stated in the first chapter. The researcher transcribes the students voice recording of the receptive vocabularies based on the Oxford dictionary and helped by a native speaker and also as an English teacher named Mr. Wilber who works in Fun English Course that is located in Sidoarjo, East Java.

#### **4.1 Research Finding on Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of SMP Kemala Bhayangkari 1 Surabaya**

In this research finding, the researcher will display the data after transcribing the voice recording of the 7<sup>th-D</sup> grade students of SMP Kemala Bhayangkari 1 Surabaya. The data will be transcribed in the form of words based on the students' mistakes in pronouncing the receptive vocabulary. The data will be analyzed descriptively based on the table of students' phonetic transcription of the receptive vocabularies that had been chosen in the pre-surveying of the research. The researcher will classify the result of the research findings based on the amounts of the students mistakes those are appeared in the table 4.1 below.

Table 4.1: The Phonetic Transcription after Data Validation

Phonetic Transcription	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22
Find = /famd/	/famd/	/fight/	/famd/	/fine/	/famd/	/famd/	/famd/	/famd/	/famd/	/famd/	/famd/	/famd/	/fight/	/famd/	/famd/	/famd/	/famd/	/famd/	/famd/	/famd/	/famd/	/fight/
Stuck = /stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/	/stak/
Middle = /'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/	/'midl/
Sea = /si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/	/si:/
Sail = /seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/	/seil/
World = /wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/	/wɜ:lɪd/
Lost = /lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/	/lɔ:st/
Guide = /gaid/	/gaid/	/gait/	/gait/	/gaid/	/gaid/	/gaid/	/gaid/	/gait/	/gaid/	/gaid/	/gaid/	/gait/	/gaid/	/gaid/	/gaid/	/gaid/	/gaid/	/gaid/	/gait/	/gait/	/gait/	/gaid/
Made = /meid/	/mate/	/mate/	/meid/	/mate/	/meid/	/meid/	/meid/	/mate/	/meid/	/meid/	/meid/	/meid/	/meid/	/mate/	/meid/	/meid/	/mate/	/meid/	/mate/	/mate/	/meid/	/mate/
Three = /θri:/	/tree/	/tree/	/tree/	/θri:/	/θri:/	/θri:/	/tree/	/tree/	/θri:/	/θri:/	/θri:/	/tree/	/θri:/	/tree/	/tree/	/tree/	/θri:/	/tree/	/tree/	/tree/	/tree/	/tree/
There = /ðeə(r)/	/ðere/	/ðeə(r)/	/ðere/	/ðere/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðeə(r)/	/ðere/	/ðeə(r)/	/ðere/	/ðere/	/ðere/	/ðere/	/ðeə(r)/	/ðere/	/ðeə(r)/
Suppose = /sə'pəʊz/	/spose/	/spose/	/sə'pəʊz/	/spose/	/spose/	/spose/	/sə'pəʊz/	/sə'pəʊz/	/spose/	/sə'pəʊz/	/sə'pəʊz/	/spose/	/spose/	/sə'pəʊz/	/sə'pəʊz/	/spose/	/sə'pəʊz/	/sə'pəʊz/	/sə'pəʊz/	/spose/	/spose/	/spose/
Much = /mʌtʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/	/matʃ/
Shoulder = /'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/sɔldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/sɔldə(r)/	/'ʃəʊldə(r)/	/sɔldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/	/sɔldə(r)/	/'ʃəʊldə(r)/	/'ʃəʊldə(r)/
Never = /'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/	/'nevə(r)/

The Checking Result of The Research Data (Example Student Number 01)

Phonetic Trancription of the Receptive Vocabularies	Students' Sound Production	Decision of Students Pronunciation Performance	
1. Find = /faɪnd/	1. Find = /faɪnd/	✓	
2. Stuck = /stʌk/	2. Stuck = /stak/		X
3. Middle = /ˈmɪdl/	3. Middle = /ˈmɪdl/	✓	
4. Sea = /si:/	4. Sea = /si:/	✓	
5. Sail = /seɪl/	5. Sail = /seɪl/	✓	
6. World = /wɜ:ld/	6. World = /wɜ:l/		X
7. Lost = /lɔ:st/	7. Lost = /los/		X
8. Guide = /gaɪd/	8. Guide = /gaɪd/	✓	
9. Made = /meɪd/	9. Made = /mate/		X
10. Three = /θri:/	10. Three = /tree/		X
11. There = /ðeə(r)/	11. There = /ðere/		X
12. Suppose = /səˈpəʊz/	12. Suppose = /spose/		X
13. Much = /mʌtʃ/	13. Much = /mʌtʃ/	✓	
14. Shoulder = /ˈʃəʊldə(r)/	14. Shoulder = /ˈʃəʊldə(r)/	✓	
15. Never = /ˈnevə(r)/	15. Never = /ˈnevərr/		X

Based on table 4.1, it can be described that there are fifteen words that were pronounced by twenty two students differently. Every words will be described in detail in the following descriptions.

1. The first word that is pronounced by the students is *find* = /*famd*/. From the table 4.1, it can be identified that there were eighteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were four students who did not pronounce correctly, there were three students missed to pronounce /*famd*/ into /*fight*/. There are two type of mispronounced in the word of *find*. The first type is the sound substitution. In the condition that those three students were incorrect in pronouncing /*famd*/ into /*fight*/, the students substituted /*d*/ sound into /*t*/ sound, it happened because the articulator in the final position that is /*d*/ is close with /*t*/. Those sounds are belong to alveolar which will be specifically explained in the research discussion. Moreover, the other condition was that one more student who missed to pronounce /*famd*/ as /*fine*/. /*d*/ sound in the final position was clearly omitted by the student.
2. The second word that is pronounced by the students is *stuck* = /*stak*/. From the table 4.1, it can be identified that there were eighteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were four students who did not pronounce correctly, they missed to pronounce /*stak*/ into /*stak*/.
3. The third word that is pronounced by the students is *middle* = /*mdl*/. From the table 4.1, it can be identified that the word of *middle* is one of words which was pronounced correctly by all of the students who were tested.
4. The fourth word that is pronounced by the students is *sea* = /*si*:/. From the table 4.1, it can be identified that the word of *sea* is one of words which was pronounced correctly by all of the students who were tested.



5. The fifth word that is pronounced by the students is *sail* = /seil/. From the table 4.1, it can be identified that the word of *sail* is one of words which was pronounced correctly by all of the students who were tested.
6. The sixth word that is pronounced by the students is *world* = /wɜ:lɔ:d/. From the table 4.1, it can be identified that there were fourteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were eight students who did not pronounce correctly, they missed to pronounce /wɜ:lɔ:d/ into /wɜ:l/. The type of mispronounced is the sound omission. /d/ sound in the final position was clearly omitted by the student. That is called by sound omission.
7. The seventh word that is pronounced by the students is *lost* = /lɔ:st/. From the table 4.1, it can be identified that there were ten students who pronounced correctly which looks like native speakers' pronunciation. However, there were twelve students who did not pronounce correctly, they missed to pronounce /lɔ:st/ into /los/. The type of mispronounced is sound omission. /t/ sound in the final position was clearly omitted by the student. That is called by sound omission.
8. The eighth word that is pronounced by the students is *guide* = /gaɪd/. From the table 4.1, it can be identified that there were fifteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were seven students who did not pronounce correctly, they missed to pronounce /gaɪd/ into /gait/. The type of mispronounced is the sound substitution. The students substituted /d/ sound into /t/ sound, it happened because the articulator in the final position that is /d/ is close with /t/.
9. The ninth word that is pronounced by the students is *made* = /meɪd/. From the table 4.1, it can be identified that there were twelve students who pronounced correctly which looks like native speakers' pronunciation. However, there were ten students who did not pronounce correctly, they missed to pronounce /meɪd/ into /mate/. The type of mispronounced is the sound substitution. The

students substituted /d/ sound into /t/ sound, it happened because the articulator in the final position that is /d/ is close with /t/.

10. The tenth word that is pronounced by the students is *three* = /θri:/. From the table 4.1, it can be identified that there were eight students who pronounced correctly which looks like native speakers' pronunciation. However, there were fourteen students who did not pronounce correctly, they missed to pronounce /θri:/ into /tree/. The type of mispronounced is the sound substitution. The students substituted /θ/ sound into /t/ sound, it happened because the articulator in the final position that is /θ/ is close with /t/.
11. The eleventh word that is pronounced by the students is *there* = /ðeə(r)/. From the table 4.1, it can be identified that there were thirteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were nine students who did not pronounce correctly, they missed to pronounce /ðeə(r)/ into /ðere/.
12. The twelfth word that is pronounced by the students is *suppose* = /sə'pəʊz/. From the table 4.1, it can be identified that there were nine students who pronounced correctly which looks like native speakers' pronunciation. However, there were thirteen students who did not pronounce correctly, they missed to pronounce /sə'pəʊz/ into /spose/.
13. The thirteenth word that is pronounced by the students is *much* = /mʌtʃ/. From the table 4.1, it can be identified that the word of *much* is one of words which was pronounced correctly by all of the students who were tested.
14. The fourteenth word that is pronounced by the students is *shoulder* = /'ʃəʊldə(r)/. From the table 4.1, it can be identified that there were eighteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were four students who did not pronounce correctly, they missed to pronounce /'ʃəʊldə(r)/ into /soldə(r)/.

15. The fifteenth word that is pronounced by the students is *never* = /'nevə(r)/. From the table 4.1, it can be identified that there were fourteen students who pronounced correctly which looks like native speakers' pronunciation. However, there were eight students who did not pronounce correctly, they missed to pronounce /'nevə(r)/ into /'nevərr/. The type of mispronounced is the sound addition. The students were too thick in pronouncing /r/ sound in the final position into /rr/, the should be thinner in pronouncing /r/ sound in the final position.

Those are the description of the research finding and the interpretation numbers of the students who pronounce the vocabularies both correctly or incorrectly. Therefore, to have a clear and valid research finding, the researcher will discuss and correlate both the description of the research finding and the interpretation numbers of the students who pronounce the vocabularies correctly or incorrectly with some theories in the research discussion.

#### **4.2 Research Discussion on Pronunciation Accuracy of the Receptive Vocabularies at the 7<sup>th</sup> Grade of SMP Kemala Bhayangkari 1 Surabaya**

After describing and interpreting the students' pronunciation of the receptive vocabularies, therefore the research discussion description will be discussed in depth and in breadth. Based on the data presented above, most of the students missed to pronounce /t/ and /d/ in the last position of some vocabularies. However, the researcher limits the consonant sounds as the focus of the research discussion. Furthermore, according to April McMahon, consonant sounds are classified as voiced and voiceless sounds which are mostly discussed in this research, particularly in the research discussion.<sup>58</sup> Nevertheless, the pronunciation accuracy of the receptive vocabularies at the 7<sup>th</sup> grade of SMP Kemala Bhayangkari 1 Surabaya are mostly accurate in pronouncing the receptive vocabularies. There were four receptive vocabularies which were pronounced correctly by all of the students without exception. Those receptive vocabularies were *middle*, *sea*, *sail*, and *much*. All of the students were totally correct which looks like native speakers' pronunciation. However, there were

---

<sup>58</sup> April McMahon. 2002. "An Introduction to English Phonology". Edinburgh University Press. Page 26.

receptive vocabularies which were not pronounced correctly by the students, the students did not mispronounced all of the sounds of the receptive vocabularies, the students only mispronounced in a particular sound of each receptive vocabularies. Those sounds will be described in the following details.

Table 4.2: Classification of Students' Pronunciation Accuracy Mistakes

Sound	Position			Word
	Initial	Middle	Final	
/t/			✓	/lɔ:st/
/d/			✓	/faɪnd/, /wɜ:lɪd/, /gaɪd/, /meɪd/
/θ/	✓			/θri:/
/r/			✓	/'nevə(r)/

Based on table 4.2, it can be described that there were four particular sounds that were not pronounced accurately by the students. Every words will be described in detail in the following descriptions.

1. One of the sounds as the first sound which is not accurate is /t/. There were twelve students who mispronounced /t/ sound in the word of /lɔ:st/. They mispronounced in the same sound that was /t/ sound. The students' mistake was on how to pronounce /t/ in the final position. It can be found in the word of *lost as /lɔ:st/*. The type of mispronounced is the sound omission. David Newmonic added that sound omission defined as when a sound is omitted.<sup>59</sup> In the condition that the students who missed to pronounce /lɔ:st/ into /los/ is as same as David's explanation. /t/ sound in the final position was clearly omitted by the student. That is called by sound omission. George Yule explained that a description of /t/ sound in the final position of a word is as alveolar stop voiceless. The word /t/ must be

---

<sup>59</sup> David Newmonic. 2016. "Speech Sound Errors". United States of America. Language Resource. Page 1.

produced very briefly by putting out the airflow at the stop position.<sup>60</sup>

2. The other sound as the second which is not accurate is /d/. There were four students who mispronounced /d/ sound in the word of *find*. The type of mispronounced is the sound substitution. According to David Newmonic that sound substitution defined as when a sound is substituted with the other similar sounds, it can be the nearest articulatory sounds.<sup>61</sup> In the other condition that those three students were incorrect in pronouncing /fand/ into /fight/, the students substituted /d/ sound into /t/ sound, it happened because the articulator in the final position that is /d/ is close with /t/. The second type of mispronounced is the sound omission. In addition, David Newmonic also stated that sound omission defined as when a sound is omitted.<sup>62</sup> However, the other condition was that one more student who missed to pronounce /fand/ as /fine/. /d/ sound in the final position was clearly omitted by the student. There were eight students who mispronounced /d/ sound in the word of *world*. The type of mispronounced is the sound omission. David Newmonic explained that sound omission defined as when a sound is omitted.<sup>63</sup> In the condition that the students who missed to pronounce /wɜ:ld/ as /wɜ:l/ is as same as David's explanation. There were also seven students who mispronounced /d/ sound in the word of *guide*. The type of mispronounced is the sound substitution. According to David Newmonic that sound substitution defined as when a sound is substituted with the other similar sounds, it can be the nearest articulatory sounds.<sup>64</sup> In the condition that those seven students were incorrect in pronouncing /gaid/ into /gait/, the students substituted /d/ sound into /t/ sound, it happened because the articulator in the final position that is /d/ is close with

---

<sup>60</sup> George Yule. 2010. *"The Study of Language: Fourth Edition"*. United States of America:

Cambridge University Press, New York. Page 28&31.

<sup>61</sup> David Newmonic. 2016. *"Speech Sound Errors"*. Page 1.

<sup>62</sup> David Newmonic. 2016. *"Speech Sound Errors"*. Page 2.

<sup>63</sup> David Newmonic. 2016. *"Speech Sound Errors"*. Page 2.

<sup>64</sup> David Newmonic. 2016. *"Speech Sound Errors"*. Page 1.

3. h /t/. Lastly there were ten students who mispronounced /d/ sound in the word of *made*. The type of mispronounced is the sound substitution. According to David Newmonic that sound substitution defined as when a sound is substituted with the other similar sounds, it can be the nearest articulatory sounds.<sup>65</sup> In the condition that those seven students were incorrect in pronouncing /meɪd/ into /mate/, the students substituted /d/ sound into /t/ sound, it happened because the articulator in the final position that is /d/ is close with /t/. However, all of the students mispronounced in the same sound that was /d/ sound. The students' mistake was on how to pronounce /d/ in the final position. It can be identified in the words of *find* as /famd/, *world* as /wɜ:lɔd/, *guide* as /gaɪd/, and *made* as /meɪd/. According to George Yule, a description of /d/ sound in the final position of a word is as alveolar stop voiced. The word /d/ must be produced very briefly by putting out the airflow at the stop position.<sup>66</sup>
4. The third sound which is not accurate is /θ/. There were fourteen students who mispronounced /θ/ sound in the word of *three*. They mispronounced in the same sound that was /θ/ sound. The type of mispronounced is the sound substitution. According to David Newmonic that sound substitution defined as when a sound is substituted with the other similar sounds, it can be the nearest articulatory sounds.<sup>67</sup> In the condition that those seven students were incorrect in pronouncing /θri:/ into /tree/, the students substituted /θ/ sound into /t/ sound, it happened because the articulator in the final position that is /θ/ is close with /t/. The students' mistake was on how to pronounce /θ/ in the initial position. It can be identified in word of *three* as /θri:/. George Yule explained that the word /θ/ in the initial sound is voiceless. It is also called by dental fricative voiceless. The word /θ/ must be blocked by the air flow and the air is flown through away from the mouth.<sup>68</sup>

---

<sup>65</sup> David Newmonic. 2016. "*Speech Sound Errors*". Page 1.

<sup>66</sup> George Yule. 2010. "*The Study of Language*". Page 28&31.

<sup>67</sup> David Newmonic. 2016. "*Speech Sound Errors*". Page 1.

<sup>68</sup> George Yule. 2010. "*The Study of Language*". Page 28&31.

5. The fourth sound which is not accurate is /r/. There were eight students who mispronounced /r/ sound in the word of *never*. They mispronounced in the same sound that was /r/ sound. The type of mispronounced is the sound addition. The students were too thick in pronouncing /r/ sound in the final position into /rr/, they should be thinner in pronouncing /r/ sound in the final position. The students' mistake was on how to pronounce /r/ in the final position. They were too thick in pronouncing the word /r/ in the final position, they should thinly pronounce it even though the word /r/ belongs to alveolar liquid voiced. It can be identified in the word of *never* as /nevə(r)/. As according to George Yule that the word /r/ must be produced by putting out the airflow in the sides of the tongue.<sup>69</sup>

Thus, four sounds based on the charting consonant sounds by George Yule are alveolar and dental. The sounds which belong to alveolar are /t/, /d/, and /r/. /t/ sound is alveolar stop voiceless, while /d/ sound is alveolar stop voiced, and /r/ is alveolar liquid voiced. The only dental sound is /θ/ which belongs to dental fricative voiceless.

Nevertheless, most of the students were incorrect in pronouncing the English words because it is not their first language or their mother tongue, English is their foreign language. This kind of condition is called by language interference as Dulay et al define that language interference is the transfer of the mother tongue or the first language onto the foreign language and it is also happened because of the habitual.<sup>70</sup> David Lott also added that language interference is the students' errors in using the foreign language that can be switched back onto their mother tongue.<sup>71</sup> Those are some theories which strengthen the reason that the students often miss to pronounce the English words and those are the factors of the students' mispronunciation. Moreover, the students' mother tongue is Indonesian language, in Indonesian language, the sound of /d/ is not aspirate. For instance in the words of *ahad*, *abad*, *tekad*, *murid*, *jilid*, *masjid*, etc. The rules of the Indonesian words pronunciation is only

---

<sup>69</sup> George Yule. 2010. "*The Study of Language*". Page 28&32.

<sup>70</sup> Dulay, H., Burt, M. & Krashen, S. 1982. "*Language Two*". Oxford University Press. New York Page

<sup>71</sup> David Lott. 1983. "*Analysing and counteracting interference errors*". ELT Journal. Volume 37/3. Page 256-261.

pronouncing the written words precisely without considering the *voiced* or *voiceless* rules.

In line with the previous study by Tracey M. Derwing entitled “*The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech*” also concluded that the most of mispronounced in this research were affected by two main factors those were the interaction of social nature and comprehensibility. The final analysis of this research stated that the students should encourage their communication both with the native speakers and the non-native speakers in order to decrease the mispronounced or the errors of communication.<sup>72</sup> In the same condition with this research, the students should practice the pronunciation more in order to decrease the mother tongue interference as well or the non-native speaker language.

The other previous study also supported this research was from Damaris Castro-Garcia entitled “*Receptive Vocabularies Measures for EFL Costa Rican High School Students*”, this previous study explained that by giving the receptive vocabularies can ideally influence the students pronunciation accuracy improvement.<sup>73</sup> Moreover, this research agree with the previous study that the receptive vocabularies can also foster the pronunciation accuracy. Thus, in this research, the four of the fifteen receptive vocabularies were correctly pronounced by all of the students. Moreover, the rest of the receptive vocabularies were incorrectly pronounced by the students only on the particular sounds, not on the whole sounds of a word.

Since, the students must firstly listened to the receptive vocabularies of the song lyric, then the teacher showed to the students on how to pronounce all of the receptive vocabularies correctly in front of the class. Afterthat, while the teacher was recording the students voice, the students must produced the receptive vocabularies one by one carefully.

---

<sup>72</sup> Derwing, Tracey M. Et al. 2003. “*The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented Speech*”. Page 1&7.

<sup>73</sup> Damaris Castro et al. 2017. “*Receptive vocabulary measures for EFL Costa Rican high school students*”. Page 5.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

In this chapter, the researcher gives the conclusion of the study and the suggestion for the teacher, the students, and further researcher based on the research findings and discussion. The final result of the research findings and discussion can be concluded as the following representation.

#### **5.1 Conclusion**

From those research findings and discussion of the research, the researcher concludes become one main point as following below:

The 7<sup>th</sup> grade students of SMP Kemala Bhayangkari 1 Surabaya are accurate in pronouncing the receptive vocabularies. From fifteen receptive vocabularies, there are four receptive vocabularies which are pronounced correctly by all of the students. However, there are eleven receptive vocabularies which are not pronounced correctly by the students. Those receptive vocabularies are mispronounced particularly on certain sounds. Those sounds are /t/ in the final position, /d/ in the final position, /θ/ in the initial position, and /r/ in the final position. Thus, it probably happens because the influence of the mother tongue and the phonological system of Indonesian language is different from the phonological system of English language.

#### **5.2 Suggestion**

By raising research topic related to pronunciation mastery of the receptive vocabularies, hopefully this research can provide the benefits on how to master the pronunciation as well as the real phonetic transcription in the Oxford dictionary. From the research finding and the research discussion that have been explained in the previous chapter, the researcher gave some suggestions for the teachers, the students, and the next researchers who will attracted in having a research around the pronunciation accuracy aspects.

##### **a. For the teachers**

It is suggested that the English teacher should drill and keep practices the vowels and consonants sounds in order to improve the pronunciation accuracy in the classroom, especially in pronouncing every English words and the teacher should teach the students' on how

to be focus in differenciate the mother tongue pronunciation and the foreign language pronunciation itself.

**b. For the students**

In learning English, the students should learn more from their difficulties and problems in mastering the pronunciation accuracy in the classroom. Moreover, they need to increase their motivation and spirits during the pronunciation accuracy class or section.

**c. For future researchers**

The results of this study are used for the next researcher in research which is relevant to this thesis. The researcher expects that the future researchers can apply a suitable software to identify the accuracy and explore more about a suitable way to teach the pronunciation accuracy for both ESL (English as Second Language) and EFL (English as Foreign Language) in order to be more interesting and attractive in the classroom.

## REFERENCE

- Arimurti, Dian. 2014. *“Listening 1. In: Elements Of Pronunciation”*. Universitas Terbuka, Jakarta.
- Arimurti, Dian. *“Elements of Pronunciation”*.
- Ataş, Ufuk. 2018. *“The Role of Receptive Vocabulary Knowledge in Advanced EFL Listening Comprehension”*. The Electronic Journal for English as a Second Language. Middle East Technical University, Ankara, Turkey. Journal Article.
- Bartram, M., & Walton, R. 1991. *“Correction: A Positive Approach to Language Mistakes”*. Hove: LTP.
- Brazil, D., Coulthard, M. and Johns, C. 1980. *“Discourse Intonation and Language Teaching”*. London: Longman.
- Brown, H. D. (2007). *“Principle of language learning and teaching”*. White Plains, NY: Pearson Longman.
- Bloor, Michael. 2006. *“Keywords in Qualitative Methods”*. SAGE Publications Ltd. London.
- Bowen, Glenn A. 2009. *“Document Analysis as a Qualitative Research Method”*. Qualitative Research Journal, vol.9, no.2. DOI 10.3316/QRJ0902027. Journal Article.
- Burns, Anne. 2003. *“Clearly speaking Pronunciation in Action for Teachers”*. National Centre for English Language Teaching and Research. AMEP Research Centre. Macquarie University, Sydney.
- Castro, Damaris et al. 2017. *“Receptive vocabulary measures for EFL Costa Rican high school students”*. International Journal of English Studies. Universidad Nacional (Costa Rica). Journal Article.
- Christine, Urquhart. 2015. *“Observation research techniques. Department of Information Studies”*. Aberystwyth University, Aberystwyth, Wales, UK. Journal Article.
- Cohen, L. And Manion, L. 1986. *“Research Method in Education”*. London: Croom Helm.
- Creswell W, John. 2009. *“Research Design Qualitative, quantitative, and mixed methods approaches”*. SAGE Publications Inc, United Kingdom.
- Creswell. *“Research Design Qualitative”*.
- Creswell. *“Research Design Qualitative”*.
- Derwing, Tracey M. Et al. 2003. *“The Effects of Pronunciation Instruction on the Accuracy, Fluency, and Complexity of L2 Accented*

- Speech*". University of Alberta. Journal Applied Linguistic. Vol.13, No.1.
- Descombe, Martyn. 1998. *"The Good, Research Guide"*. Open University Press.
- Dulay, H., Burt, M. & Krashen, S. 1982. *"Language Two"*. Oxford University Press. New York Page
- Firman, et al. 2012. *"Improving The Students' Speaking Accuracy Through "LSE 9.0 Software Version"*". English Education Department, Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Journal Article.
- Gilbert, Judy B. *"Teaching Pronunciation Using the Prosody Pyramid"*. New York: Cambridge University Press.
- Gower, R., Phillips, D., & Walters, S. 1995. *"Teaching Practice Handbook"*. Oxford: MacMillan Education.
- Harmer, Jeremy. 1991. *"The practice of English language teaching"*. New York: Longman.
- Harmer, Jeremy. 2003. *"The Practice of English Language Teaching: Third Edition"*. London: Longman.
- Hewings, Martin. 1993. *"Pronunciation Tasks"*. Cambridge: Cambridge University Press.
- Kelly, Gerald. 2000. *"How to teach Pronunciation"*. Edinburg Gate: Pearson Education Limited. Page 11.
- Kenworthy, Joanne. 1988. *"Teaching English Pronunciation"*. New York: Longman. Inc. Page 3.
- Kvale, S. 1996. *"InterViews: An introduction to qualitative research interviewing"*. London. Thousand Oaks, CA: Sage Publication, Inc.
- Ladefoged, Peter et al. 1996. *"The Sounds of the World's Languages"*. Cambridge: Blackwell Publishers Ltd.
- Lelyana Kisworo Putri, Adhe. 2015. *"The Use of Song Lyrics for Teaching Vocabulary at SMP Amal Mulya Tawangmangu"*. School of Teaching Training and Education Muhammadiyah University of Surakarta, Indonesia. Journal article.
- Lems, K. 2002. *"Music hath charms for literacy . . . in the ESL classroom"*. Indiana Reading Journal, 34(3).
- Lott, David. 1983. *"Analysing and counteracting interference errors"*. ELT Journal. Volume 37/3.
- Mardalis. 1999. *"Metode Penelitian (Suatu Pendekatan Proposal)"*. Ed.1,Cet.4. Jakarta: Bumi Aksara.

- McMahon, April. 2002. *“An Introduction to English Phonology”*. Edinburgh University Press.
- Murphey, T. 1992. *“Music and Song”*. Oxford, England: Oxford University Press.
- Nation, I. S. P. 2001. *“Learning Vocabulary in Another Language”*. Cambridge: Cambridge University Press, Print.
- Nation. 2001. *“Learning Vocabulary in Another Language”*.
- Navidinia, Hossein et al. 2019. *“Investigating the Effect of Noticing on EFL Students' Speaking Accuracy”*. Department of English Language, University of Birjand, Birjand, Iran. Journal Article.
- Newmonic, David. 2016. *“Speech Sound Errors”*. United States of America. Language Resource.
- Newmonic, David. 2016. *“Speech Sound Errors”*.
- Nunan, David. 2003. *“Practical English Language Teaching”*. First Edition. The McGraw-Hill Companies, Inc. United States.
- Pennington, C. Martha. 2019. *“English Pronunciation Teaching and Research: Contemporary Perspectives”*. Research and Practice in Applied Linguistics. London, UK.
- Phillips, D. C., & Burbules, N. C. 2000. *“Postpositivism and educational research”*. Lanham, MD: Rowman & Littlefield.
- Pineda Rojas, Alicruz. *“Enhancing fluency and accuracy in speaking through oral activities in VoiceThread”*. Universidad Santo Tomás Vicerrectoría De Universidad Abierta Y A Distancia. Thesis.
- Serravallo, Jennifer. 2010. *“Teaching Reading in Small Groups”*. Portsmouth, NH. “Dedicated to Teachers” is a trademark of Greenwood Publishing Group, Inc. Heinemann.
- Tan, K. E. 2013. *“Adapting an Instrument for The Study”*. Malaysia. School of Educational Studies University Sains Malaysia Postgraduate Academic Workshop. Journal Article.
- Torres, S. 1997. *“Testing Accuracy and Fluency in Speaking through Communicative Activities”*. (<https://howjournalcolombia.org/index.php/how/article/view/236> accessed on March 1, 2019 at 15.00 pm).
- Ur, Penny. 1991. *“A Course in Language Teaching: Practice and Theory”*. Cambridge, UK: Cambridge University Press.
- Wang, Zhiqin. 2014. *“Developing Accuracy and Fluency in Spoken English of Chinese EFL Learners”*. School of Foreign Languages. China West Normal University, China. Journal Article.

- Webster, Merriam. 1828. "*Definition of Song*". (<https://www.merriam-webster.com/dictionary/song>, accessed on December 19, 2018 at 20.05 pm).
- Yule, George. 2010. "*The Study of Language: Fourth Edition*". United States of America: Cambridge University Press, New York.
- Zhou, S. 2010. "*Comparing Receptive and Productive Academic Vocabulary Knowledge of Chinese EFL Learners*". Asian Social Science. Vol. 6. No. 10. (<http://www.ccsenet.org/journal/index.php/ass/article/view/6313> accessed on December 19, 2018 at 20.20 pm). ([http://en.wikipedia.org/wiki/Song\\_lyrics](http://en.wikipedia.org/wiki/Song_lyrics)), accessed on December 19, 2018 at 20.15 pm.
- (<http://www.k12.dc.us/teachingandlearning/document/Rubrics.pdf>), accessed on March 28th, 2019 at 20.00 pm)
- (<https://www.mimicmethod.com/ft101/place-of-articulation/>), accessed on April 18, 2019 at 12.29 pm.

