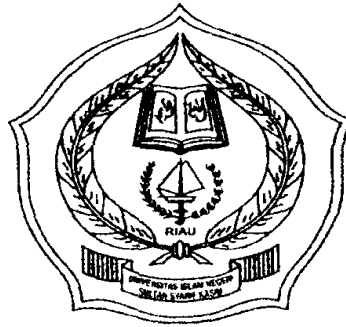# THE USE OF ENGLISH GAME IN IMPROVING STUDENTS' PRONUNCIATION AT MTS BAHRUL ULUM DESA AIR MAS KECAMATAN SINGINGI

By

IBNU NASIT
NIM. 10314022003

FACULTY OF EDUCATION AND TEACHERS' TRAINIG
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM   RIAU
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MAS KECAMATAN SINGINGI

A Thesis

Submitted in Partial Fulfillment of the Requirements

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(S.Pd.)

By

IBNU NASIT

NIM. 10314022003

ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHERS' TRAINIG

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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ABSTRACT

The research is entitled "The Implementation of English Game in Improving Students' Pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi".

In this research, the writer would like to know the implementation of English game in improving students' pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi. Based on the preliminary study, the students have some problems in vocabulary mastery. It can be seen from phenomena as follows: (1) Most students are not accustomed to listen to English speaking, whether it is from TV or other media; (2) Most students are unwilling to try to speak English; (3) Most students do not know the correct pronunciation of English; (4) Most students are difficult to correct their pronunciation.

The phenomena resulted some problems as follows: (1) How is students' pronunciation after the teacher implemented English game in the classroom?

The population and sample are about 63 persons, consists of 3 classes. The subject of this research is the implementation of English games in improving the students' pronunciation. The object of the research is the second year students of MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

After conducting the research, it was found that the post-test average score (60.58%) is better than the pre-test average score (59.31%). Although there is a slightly different result between pre-test and post-test, but this result cannot be considered significant. And after analyzing the data by using coefficient correlation product moment formula, by referring to t-test by comparing t_0 (calculating) with t_t (table) with degree of freedom is 62, the result score is 2.6575 for 5% significance level and 3.2498 for 1% significance level. With t_0 is 1.417 lower than t_t in 5% and 1% significance level (2.6575 > 1.256< 3.2498), it means H_o is accepted.. With significance score of 1.256, which is more than 0.05, so null hypothesis is accepted. It means there is no significant difference between the result of pre-test and post-test of pronunciation test.

اَلتَّجْرِدِيَّةُ

اَلمَوْضُوْعُ مِنْ الْفَحْصِ هُوَ اِسْتِعْمَالُ اْلأَلْعَابِ فِي اللُّغَةِ اْلإِنْجِلِيزِيَّةِ لإِصْلَاحِ مَخَارِجِ الْحُرُوْفِ لِتَلَامِيْذِ الْمَدْرَسَةِ الثَّنَاوِيَّةِ بَحْرِ الْعُلُوْمِ فِي قَرْيَةِ أَيِرْ مَاسْ مِنْ سِيْغِيْغِي الْمَرْكَزِي. لِيَعْلَمَ الْفَاحِصُ فِيْهِ عَنْ اِسْتِعْمَالِ اْلأَلْعَابِ فِي اللُّغَةِ الإِنْجِلِيزِيَّةِ لإِصْلَاحِ مَخَارِجِ الْحُرُوْفِ لِتَلَامِيْذِ الْمَدْرَسَةِ الثَّنَاوِيَّةِ بَحْرِ الْعُلُوْمِ فِي قَرْيَةِ أَيِرْ مَاسْ مِنْ سِيْغِيْغِي الْمَرْكَزِي. وَمِنْ الْفَحْصِ اْلأَوَّلِ أَنَّ التَّلَامِيْذَ لَهُمْ الصُّعُوْبَاتٌ فِي تَفْهِيْمِ الْمُتَرَادِفَاتِ. مِنْهَا كُلِّهَا بِالْوَادِيْرِ التَّالِيَةِ: (1) أَكْثَرُ مِنَ التَّلَامِيْذِ لَمْ يَأَوِّدُو عَلىَ نُطْقِ اللُّغَةِ الإِنْجِلِيزِيَّةِ (2) هُمْ لَايَسْعَوْ فِي نُطْقِهَا (3) هُمْ لَايَعْلَمُوْ عَلىَ صَحِيْحَةِ مَخَارِجِ الْحُرُوْفِ (4) صُعُوْبَتُهُمْ فِي نُطْقِهَا.

ظَهَرَ الْمَسْأَلَةُ مِنْ هَذِهِ الْبَوَادِيْرِ هِيَ: كَيْفَ كَانَ نُطْقُ التَّلَامِيْذِ بَعْدَ اِسْتِعْمَالِ الْمُعَلِّمِ أَلْعَابُ اللُّغَةِ الإِنْجِلِيزِيَّةِ؟

نَمُوْذَجُ الْمُجْتَمَعِ هِيَ 63 نَفَرًا. يَتَكَوَّنُ مِنْ ثَلَاثَةِ فُصُوْلٍ. اَلْفَحْصُ هُوَ اِسْتِعْمَالُ اْلأَلْعَابِ فِي اللُّغَةِ اْلإِنْجِلِيزِيَّةِ لإِصْلَاحِ مَخَارِجِ الْحُرُوْفِ لِتَلَامِيْذِ وَأَمَّا الْمَخْفُوْصُ هِيَ اَلتَّلَامِيْذُ السَّنَةُ الثَّانِيَّةُ مِنَ الْمَدْرَسَةِ الثَّنَاوِيَّةِ بَحْرُ الْعُلُوْمِ فِي قَرْيَةِ أَيِرْ مَاسْ مِنْ سِيْغِيْغِيْ الْمَرْكَزِي.

بَعْدَ تَأْدِيَّةِ الْفَحْصِ كَانَ الْمُعَدِّلُ مِنْ الْمَجْمُوْعِ (60,58%) أَحْسَنُ مِنْ مُعَدِّلٍ قَبْلَ الْفَحْصِ (59,31%) مَهْمَا فِيْهِ فَرْقٌ قَلِيْلٌ مِنْ حَاصِلَاتِ الْفَحْصِ وَقَبْلَهُ. وَهَذِهِ لَمْ يَكُنْ مُهِمًّا. وَبَعْدَ تَحْلِيْلِ الْحَقَائِقِ بِطَرِيْقَةِ Coefficient Correlation Produc Moment الرَّاجِعُ إِلىَ "t" التَّمْرِيْنِ بِالتَّفْرِيْقِ t_o (اَلْحِسَابُ) t_t (اَلْجَدْوَلُ) غَيْرُ مُوَافِقٍ عَلىَ الْحُرِّ 62. النَّتِيْجَةِ هِيَ 2,6575 لِدَوْرِ الْمُؤْتَمَنُ 5% و 2498.3 لِدَوْرِ الْمُؤْتَمَنُ 1% بِ t_o 417.1 أَصْغَرُ مِنْ t_t فِي الدَّوْرِ الْمُؤْتَمَنِ 5% وَ 1% (2,6575 >256,1< 3,2498) إِذَا كَانَ H_o مَقْبُوْلاً. بِأَهَمِّيَةِ النَّتِيْجَةِ 1,256 أَنَّهُ أَكْثَرُ مِنْ 0.05 إِذَنْ, كَانَ H_o مَقْبُوْلاً. صَارَ مِنْهُ لَيْسَ فِيْهِ فَرْقٌ بَيْنَ الْفَحْصِ قَبْلَهُ فِي تَدْرِيْبِ مَخَارِجِ الْحُرُوْفِ.

ABSTRAK

Penelitian ini berjudul "Penerapan Permainan Bahasa Inggris dalam Memperbaiki Pengucapan Siswa di MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi".

Dalam penelitian ini, penulis ingin mengetahui penerapan permainan bahasa inggris dalam memperbaiki pengucapan siswa di MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi. Berdasarkan penelitian awal, siswa mempunyai beberapa masalah dalam penguasaan kosa kata. Hal ini dapat dilihat dari fenomena berikut ini: (1) Kebanyakan siswa tidak terbiasa dengan percakapan Bahasa Inggris, baik dari TV atau media lain; (2) Kebanyakan siswa enggan berusaha berbicara dalam Bahasa Inggris; (3) Kebanyakan siswa tidak mengetahui pengucapan yang benar dalam Bahasa Inggris; (4) Kebanyakan siswa sulit memperbaiki pengucapan mereka.

Fenomena ini menghasilkan masalah sebagai berikut: (1) Bagaimanakah pengucapan siswa setelah guru menerapkan permainan Bahasa Inggris di kelas?

Populasi dan sampel adalah 63 orang, terdiri dari 3 kelas. Subjek penelitian ini adalah penerapan permainan bahasa inggris dalam memperbaiki pengucapan siswa. Objek penelitian ini adalah siswa tahun kedua di MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

Setelah mengadakan penelitian, ditemukan bahwa nilai rata-rata *post-test* (60.58%) lebih baik daripada nilai rata-rata *pre-test* (59.31%). Walaupun ada sdikit perbedaan pada hasil *pre-test* dan *post-test*, namun hasil ini tidak dapat dianggap signifikan. Dan setelah menganalisa data dengan menggunakan rumus *coefficient correlation product moment*, dengan merujuk pada *t-test* dengan membandingkan t_0 (hitung) dengan t_t (tabel) dengan *degree of freedom* 62, nilai hasilnya adalah 2.6575 untuk tingkat kepercayaan 5% dan 3.2498 untuk tingkat kepercayaan 1%. Dengan t_0 1.417 lebih kecil dari t_t dalam tingkat kepercayaan 5% dan 1% (2.6575 > 1.256< 3.2498), maka H_o diterima. Dengan nilai signifikan 1.256, dimana lebih dari 0.05, maka H_o diterima. Ini berarti tidak ada perbedaan signifikan antara hasil *pre-test* dan *post-test* pada tes pengucapan.

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CHAPTER I

INTRODUCTION

A. Background

Learning English as a foreign language is not only aiming for understanding the meaning of the words we hear. It means larger that is using the language in daily conversation or whenever it is needed. This refers to speaking ability. Generally, it becomes the main difficulty encountered by students of English as a foreign language. Pronunciation is often considered as one of the difficulties for students of English as a Foreign Language (EFL). This may be caused by their mother tongue which is very different from English.

This is actually something that cannot be avoided since human's tongue is not flexible for all languages in the world. However, if we are going to learn a foreign language, we have to adapt its language as best as we can, at least until the level in which it is not called as a mistake or mispronunciation.

If we try to pay attention to speaking ability, we are talking about pronunciation in the same time. Pronunciation is one of the aspects of speaking. Mother tongue is also included in speaking skill. Therefore, mother tongue and pronunciation are two aspects that cannot be separated.

Pronunciation is the way in which something is pronounced (Longman, 1983:538). According to Soblowiaka (2005), there are some

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variables responsible for mastering pronunciation in a foreign language, were, in order of importance, as follows:

1) Mother tongue.

2) Attitude towards pronunciation.

3) Conversation with native speakers.

4) Natural ability to imitate foreign sounds, stress and intonation patterns.

The big problem is mainly occurred in the non-English country, as in Indonesia. According to the writer's point of view, most Indonesians feel very difficult to speak English with the correct pronunciation. While learning the pronunciation of English, the students often confronts different phonetic and phonological problems that obviously hinder them learning and ultimately prevent them from acquiring expected general proficiency in the oral and auditory skills of the target language.

In MTS Bahrul Ulum Desa Air Mas Kecamatan Kuantan Singingi, students learn English 4 (four) times a week in which each meeting has 2 (two) hours of teaching and learning process. It means that students learn English 8 (eight) hours a week. The curriculum used in teaching and learning process is school-based curriculum. Usually, the teacher gives the lesson based on the reference book and most lessons focus on reading comprehension and lesson. They only have speaking practice in certain topic, such as retelling.

Moreover, their English speech is impeded by their mother tongue. Their mother tongue is Taluk language, which is a little bit different from Bahasa Indonesia, moreover from English. That is why they have a big difficulty in learning speaking English.

Based on the initial observation of the writer, there are several phenomena found at the students of MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi related to this topic of research. The phenomena are:

1. Most students are not accustomed to listen to English speaking, whether it is from TV or other media.

2. Most students have low motivation in speaking English.

3. Most students do not know the correct pronunciation of English.

4. Most students are difficult to correct their pronunciation.

Based on the phenomena above, the writer is interested in conducting a research entitled "**The Use of English Game in Improving Students' Pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi**".

B. Problems

1. Identification of Problems

Based on the phenomena, the writer identifies the problems as follows:

1) Are the students accustomed to listen to English speaking?

2) Do students have low motivation in speaking English?

3) How is the way to make the students high motivation in speaking English?

4) Do the students recognize the correct pronunciation?

5) Are the students able to pronounce the correct sounds?

2. Limitation of Problems

In this research, the writer will only focus on the effectiveness of using English game in improving students' pronunciation.

3. Formulation of Problems

To make the research directed, the writer formulated the problems as follows:

1) How is the effectiveness of using English game in improving students' pronunciation?

C. Reasons for Choosing the Title

The reasons of the writer to conduct this research are:

1. Learning a foreign language through games is a high recommended method by most linguists.

2. Most students will have more interests in learning English through games.

3. Pronunciation is a very unique aspect of learning language.

4. Most students in urban area in Indonesia speak with their mother tongue, so an effort to make them more familiar with English is an interesting and a challenging effort.

D. Objectives and Needs of Study

1. Objectives of Study

- To find out the effectiveness of using English game in improving students' pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

2. Needs of Study

- To introduce new technique of teaching English by using English game to students at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

E. Definitions of Terms

There are some specific terms used in this research that have to be explained as to avoid misunderstanding:

1. Effectiveness is the ability to bring about the result intended (Hornby, 1987:859).
   In this research, effectiveness refers to the effect of using English game in improving students' prounanciation.

2. Games are something done for fun as to make classes fun (www.geocities.com).

In this research, games used to find out whether it can give any positive effect toward students' pronunciation. Therefore, we use pronunciation game in this research.

3. Pronunciation is the way a word or a language is usually spoken (www.wikipedia.com).

   In this research, pronunciation refers to how the students utter the English words based on their mastery level as secondary school students.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Literature

1. Games

Game is a kind of fun way in teaching foreign language because it makes the class fun. If the students are having fun they will find learning English interesting. And if students find what they are studying interesting, they will absorb much more and retain much more than they will if they are studying in conventional method.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners *want* to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

Games encourage, entertain, teach, and promote fluency. If not for any of these reasons, they should be used just because they help students see beauty in a foreign language and not just problems that at times seem overwhelming (Uberman, 1998: 20).

According to Lee Su Kim (1995), there are many advantages of using games in the classroom:

1. Games are a welcome break from the usual routine of the language class.

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2. They are motivating and challenging.

3. Learning a language requires a great deal of effort. Games help students to make and sustain the effort of learning.

4. Games provide language practice in the various skills- speaking, writing, listening and reading.

5. They encourage students to interact and communicate.

6. They create a meaningful context for language use.

Language games are enjoyable but purposeful activities that are governed by linguistic rules, are goal-oriented and they execution leads to further learning. While playing, attention is focused on the message instead of the correctness of linguistic forms therefore the fear of negative evaluation which according to Horwitz et al (1986, in Xanthou and Pavlou, 2008) makes language learners avoid using the target language in public, is eliminated. Language games e.g. card games may solve problems related to mixed ability classes as they allow flexibility which is crucial in a class with many proficiency levels. The teacher can give cards with easier items assigning easiest tasks to true beginners while more difficult things can be given to more advanced children (Xanthou and Pavlou, 2008).

Huyen and Nga also states some advantages of games in learning English. First, games bring in relaxation and fun for students, thus help them learn and retain new words more easily. Second, games usually

involve friendly competition and they keep learners interested. These create the motivation for learners of English to get involved and participate actively in the learning activities. Third, games bring real world context into the classroom, and enhance students' use of English in a flexible, communicative way (2003).

According to Ersoz (2000, www.teflgames.com), games are highly motivating because they are amusing and interesting. They can be used to give practice in all language skills and be used to practice many types of communication.

Hadfield (1999) explains two ways of classifying language games. First, she divides language games into two types: linguistic games and communicative games. Linguistic games focus on accuracy, such as supplying the correct antonym. On the other hand, communicative games focus on successful exchange of information and ideas, such as two people identifying the differences between their two pictures which are similar to one another but not exactly alike. Correct language usage, though still important, is secondary to achieving the communicative goal.

The second taxonomy that Hadfield uses to classify language games has many more categories. As with the classification of games as linguistic games or communicative games, some games will contain elements of more than one type.

1. Sorting, ordering, or arranging games. For example, students have a set of cards with different products on them, and they sort the cards into

products found at a grocery store and products found at a department store.

2. Information gap games. In such games, one or more people have information that other people need to complete a task. For instance, one person might have a drawing and their partner needs to create a similar drawing by listening to the information given by the person with the drawing. Information gap games can involve a one-way information gap, such as the drawing game just described, or a two-way information gap, in which each person has unique information, such as in a Spot-the-Difference task, where each person has a slightly different picture, and the task is to identify the differences.

3. Guessing games. These are a variation on information gap games. One of the best known examples of a guessing game is 20 Questions, in which one person thinks of a famous person, place, or thing. The other participants can ask 20 Yes/No questions to find clues in order to guess who or what the person is thinking of.

4. Search games. These games are yet another variant on two-way information gap games, with everyone giving and seeking information. Find Someone Who is a well known example. Students are given a grid. The task is to fill in all the cells in the grid with the name of a classmate who fits that cell, e.g., someone who is a vegetarian. Students circulate, asking and answering questions to complete their own grid and help classmates complete theirs.

5. Matching games. As the name implies, participants need to find a match for a word, picture, or card. For example, students place 30 word cards, composed of 15 pairs, face down in random order. Each person turns over two cards at a time, with the goal of turning over a matching pair, by using their memory. This is also known as the Pelmanism principle, after Christopher Louis Pelman, a British psychologist of the first half of the 20th century.

6. Labeling games. These are a form of matching, in that participants match labels and pictures.

7. Exchanging games. In these games, students barter cards, other objects, or ideas. Similar are exchanging and collecting games. Many card games fall into this category.

8. Board games. Scrabble is one of the most popular board games that specifically highlights language.

9. Role play games. The terms *role play*, *drama*, and *simulation* are sometimes used interchangeably but can be differentiated (Kodotchigova, 2002). Role play can involve students playing roles that they do not play in real life, such as dentist, while simulations can involve students performing roles that they already play in real life or might be likely to play, such as customer at a restaurant. Dramas are normally scripted performances, whereas in role plays and simulations, students come up with their own words, although preparation is often useful.

According to Chamberlain in Robiati (2008:7), most language game falls into the following categories:

a. Phonetic game

b. Spelling game

c. Dictionary game

d. Vocabulary game

There are some advantages can be gained through playing games in the classroom based on the aspects of learning (Lengeling and Malarcher, 1997, www.teflgames.com):

Affective aspects:

- lowers affective filter

- encourages creative and spontaneous use of language

- promotes communicative competence

- motivates

- fun

Cognitive aspects:

- reinforces

- reviews and extends

- focuses on grammar communicatively

Class dynamics aspects:

- student centered

- teacher acts only as facilitator

- builds class cohesion

- fosters whole class participation

- promotes healthy competition

Adaptability aspects:

- easily adjusted for age, level, and interests

- utilizes all four skills

- requires minimum preparation after development

Case (2008) gives 15 (fifteen) top fun pronunciation games as the following:

1. Shadow reading

Students try to speak at exactly the same speed and rhythm as the CD, then try one more time with the sound turned down in the middle of the recording to see if they are still in time when the sound is turned back up.

2. Syllables snap

Students take turns turning over cards with words written on them from their packs. If the two words have the same number of syllables, the first person to say "Snap" and/ or slap their hands down on the cards wins all the cards that have been turned over so far. The person with most cards

at the end of the game is the winner. This also works with vowel sounds in one syllable words and word stress.

3. Word stress pellmanism

Pellmanism (= pairs/ memory game) can be played with the same cards as Snap, but is a slower game. All the cards are spread face down on the table and students take turns trying to find matching pairs of cards by which syllable is stressed. This is easier if all of the words have the same number of syllables. This game can also be played with students matching by vowel sounds or number of syllables.

4. The yes?! Game

Students try to give as many different feelings and meanings to one word or sentence as they can by varying the stress and intonation. The other students guess what feeling they were trying to convey.

5. Yes. Yes! YES!

Similar to The Yes?! Game, students compete to say a word or sentence in the most extreme way they can, e.g. they take turns being as angry as possible and the angriest person wins.

6. Sounds brainstorming board race

Teams of students try to write as many words with the sound they have been given on the board as quickly as possible. Each team member can only write one word before they pass the pen onto someone else, but they can prompt each other. This also works for number of syllables and word stress.

7. Minimal pairs stations

Students show which of two words they think they have heard by racing to touch one of the things that the teacher or class decided will be used to represent that thing, e.g. the table for /l/ or the chair for /r/. More active classes can run and touch things like the door and the window, while shyer classes can just raise their right and left hands.

8. Sounds same or different

In this variation on Minimal Pairs Stations, rather than indicating which sound they hear, students indicate if they think two words you say have the same or different pronunciation. This is good for homophones as well as minimal pairs. The easiest way to explain the task is to give students pieces of paper with "Same" and "Different" written on for them to hold up or race to slap.

9. Sounds same or different pairwork

You can add lots more speaking practice, both controlled pron practice and free conversation, to Sounds Same or Different by giving students worksheets with the words you want them to compare highlighted on Student A and Student B sheets. First they read out just the word to decide if the pron is the same or not, then they read out their different sentences to see if the context gives them any more clues. When they have finished, they can spell the words out to each other and then look at each other's sheets.

10. Tell me when I'm odd

In this variation of Sounds Same or Different, students listen to a whole string of words with the same sound (e.g. the same vowel sound) and race to indicate the first word they hear that is different.

11. Silently mouthing

Students try to identify the word or sentence that the teacher or a student is mouthing silently. This is good for awareness of mouth position for English sounds.

12. Sounds puzzle

You can get the logical parts of their brain working during pronunciation practice by hiding the sounds that make up a word that is the answer to the puzzle. Students find the sounds in common in each pair of words, put all the sounds together (mixed up or in order) and write the word they make.

13. Pronunciation maze

This game also allows them to use a little bit of logical problem solving to help with a pronunciation task. In a grid, write a string of words with a common sound, e.g. the same vowel sound, between the top left corner and the bottom right corner. In all the other squares, write in words that people might think have the same sound but don't. Students then have to get from the starting point to the end by the right route. After they have finished, drill the words on the right route, and then all the surrounding ones with different sounds.

14. Common pronunciation pictures

Students draw lines between the pairs of words that share the same sound on their sheet, and see what kind of picture is made by those lines. This can take a lot of preparation, but is easier if you just have the thing they draw as a letter of the alphabet, usually an upper case one as there are more straight lines.

15. No sounds listening comprehension

Students try to identify which sentence in a dialogue the teacher or a student has chosen without them using any English sounds. This can be done by waving your arms around to show sentence stress or intonation, or beating out the rhythm on the sentence on the table or your palm.

Anderson made what he called as *Pronunciation Learning Cards* (PCL) for teaching pronunciation (2005). The main aim for creating these cards is to give the teacher something to take into class on a daily basis which will provide the opportunity for pronunciation work without further preparation, both for on-the-spot teaching and for games. He has several sets of PCL to be played based on its objective. The set of games are:

– Noughts and Crosses

   Objective : get a line of 3 cards with the same sound

– Snap

   Objective : win all the cards

– Pelmanism

Objective : collect pairs

– Freeze

Objective : get rid of all cards

– House

Objective : win a set

– Silent House

Objective : win a set, but much faster paced and more fun

– Cheat!

Objective : get rid of all cards

– Rummy

Objective : get a set of 4

– Sound Teams

Objective : get into teams

– Swap

Objective : get a set of 5

– Connect 4

Objective : to make a line of 4

– Running Dictation

Objective : to dictate, write down and sort out the sets

2. Pronunciation

According to some language experts, the definition is pronunciation can be as follows:

1. Pronunciation is the way in which a language is spoken (Hornby, 1989:998).

2. Pronunciation is the act or manner of articulating speech (Morris, 1979:1047).

3. Pronunciation is the act of uttering with the proper sound and accent (Ottenheimer Publisher's Inc, 1992:300).

4. Pronunciation is the way in which something is pronounced (Longman, 1983:538).

5. Pronunciation is the act or manner of pronouncing something (Merriam-Webster, 1986:1816).

From the definitions above, it can be concluded that pronunciation is the way of making the sounds in terms of language. As to make us know how to make the sounds correctly, we must know what makes sound. Jones defines speech sounds are certain acoustic effects produced by the organs of speech (1972:1).

Jones identifies five kinds of difficulties in pronunciation of English language (1972:2), they are:

1. Students learn to recognize the various speech sounds of the language and when they are pronounced, students must be able to remember the acoustic qualities of those sounds.

2. Students must learn to make the foreign sounds with their own organ of speech.

3. Students must learn to use these sounds in their proper places in speech.

4. Students must learn the proper usage in the matter of other aspects, such as length, stress, and intonation.

5. Students must learn to link up a sequence of sounds, for example to connect a sound on another and to pronounce the complete sequence rapidly and without stumbling.

There are two types of sound, vowel and consonant. According to Jones (1972:23), vowel is defined as voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth. Sloat defines consonant made by constricting the vocal tract at some points thereby diverting, impeding, or completely shutting the flow of air in the oral cavity.

Consonant can be categorized as the following (Jones, 1972:45):

1. Place of articulation

It consists of bilabial, labio-dental, dental, alveolar, post-alveolar, palato-alveolar, palatal, velar, and glottal or laryngeal.

2. State of the air passage at the place of articulation

It consists of plosive, affricate, nasal, lateral, rolled, flapped, fricative, frictionless constituent and semi-vowel.

3. Position of the soft palate

It consists of raised and lowered.

4. State of the larynx

It consists of breathed, voice, whisper, and closed glottis, but only two of them – breathed and voiced class – occur in normal English. The glottal stop occurs as an occasional sound.

In the English vowel system, there are 15 different vowels identified, which include several diphthongs such as /aw/, /ay/, and /oy/. Vowels produced with extra muscle tension are called tense, and vowels produced without that much tension are called lax vowels. For example, /i/ as in English /it/ "eat" is categorized as a tense vowel as the lips are spread (muscular tension in the mouth) and the tongue moves toward the root of the mouth. On the other hand, /I/ as in English "it" is considered to be a lax vowel as there is little movement of the tongue or muscular tension of the lips involved in its production, compared to the manner in which the tense vowel /i/ as in "eat" is produced.

The number of speech sounds in English varies from dialect to dialect, and any actual tally depends greatly on the interpretation of the researcher doing the counting. For example in wikipedia.org, in *Longman Pronunciation Dictionary* by John C. Wells that is using symbols of the International Phonetic Alphabet, it denotes 24 consonants and 23 vowels used in Received Pronunciation, plus two additional consonants and four additional vowels used in foreign words only. Meanwhile, General American provides 25 consonants and 19 vowels, with one additional

consonant and three additional vowels for foreign words. The *American Heritage Dictionary*, on the other hand, suggests 25 consonants and 18 vowels (including r-colored vowels) for American English, plus one consonant and five vowels for non-English terms.

A word can be spoken in different ways by various individuals or groups, depending on many factors, such as (Wikimedia Foundation Inc, 4 August 2008):

1. the area in which they grew up

2. the area in which they now live

3. if they have a speech or voice disorder

4. their ethnic group

5. their social class

6. their education

The development of English pronunciation was around the late 14th century, in which English began to undergo the Great Vowel Shift, in which (Wikimedia Foundation Inc, 3 September 2008):

- the high long vowels [iː] and [uː] in words like *price* and *mouth* became diphthongized, first to [əɪ] and [əʊ] (where they remain today in some environments in some accents such as Canadian English) and later to their modern values [aɪ] and [aʊ]. This is not unique to English, as this also happened in Dutch (first shift only) and German (both shifts).

The other long vowels became higher:

- [eː] became [iː] (for example *meet*),

- [aː] became [eː] (later diphthongized to [eɪ], for example *name*),

- [oː] became [uː] (for example *goose*), and

- [ɔː] become [oː] (later diphthongized to [oʊ], for example *bone*).

Later developments complicate the picture: whereas in Geoffrey Chaucer's time *food*, *good*, and *blood* all had the vowel [oː] and in William Shakespeare's time they all had the vowel [uː], in modern pronunciation *good* has shortened its vowel to [ʊ] and *blood* has shortened and lowered its vowel to [ʌ] in most accents. In Shakespeare's day (late 16th-early 17th century), many rhymes were possible that no longer hold today. For example, in his play *The Taming of the Shrew*, *shrew* rhymed with *woe*.

Other developments are:

1. *æ-tensing*

   æ-tensing is a phenomenon found in many varieties of American English by which the vowel /æ/ has a longer, higher, and usually

diphthongal pronunciation in some environments, usually to something like [eə]. Some American accents, for example that of New York City or Philadelphia, make a marginal phonemic distinction between /æ/ and /eə/ although the two occur largely in mutually exclusive environments.

2. *Bad-lad* split

   The bad-lad split refers to the situation in some varieties of southern English English and Australian English, where a long phoneme /æ:/ in words like *bad* contrasts with a short /æ/ in words like *lad*.

3. *Cot-caught* merger

   The *cot-caught* merger is a sound change by which the vowel of words like *cot*, *rock*, and *doll* (/ɒ/ in New England, /ɑ:/ elsewhere) is pronounced the same as the vowel of words like *caught*, *talk*, and *tall* (/ɔ/). This merger is widespread in North American English, being found in approximately 40% of American speakers and virtually all Canadian speakers.

4. Father-bother merger

   The father-bother merger is the pronunciation of the short O /ɒ/ in words such as "bother" identically to the broad A /ɑ:/ of words such as

"father", nearly universal in all of the United States and Canada save New England and the Maritime provinces; many American dictionaries use the same symbol for these vowels in pronunciation guides.

According to Bronstein, the term standard speech is the pattern of speech as used by the educated persons in any community and it can be accepted in social life (1960:4). He adds that there are two patterns of language: commonly used pattern and standard pattern. The commonly used pattern can be categorized as standard pattern. But standard speech is actually not the average of all members of the community. It means that not all people in the community use the standard speech (1960:8).

The various phonetic alphabets give a symbolic representation of sounds that are described in terms of physical performance (for example the position of tongue relative to teeth). Modern recording technology can be used to give a far more precise and objective description of a sound produced, as a waveform or a measure of frequency and so on (Moore, 2000).

As sound recording is now more than a century old, we can observe change and standardizing tendencies in spoken English. Received Pronunciation (RP) is a notional standard form of pronunciation. RP is associated with prestige and formal public spoken discourse, such as the law, parliament, education or broadcasting. In some of these it may be in tension with regional variations. RP currently is a modified form of the accent heard in independent and grammar schools or spoken by

newsreaders; the accent is largely neutral as regards region, but long/soft vowels are preferred to hard/short vowel sounds.

Celce-Murcia et al (1996) cite Morley's (1987, in Greenwood, 2003:1)) four groups of English language learners whose needs mandate special assistance with pronunciation.

1. Foreign teaching assistants in colleges and universities in English-speaking countries.

2. Foreign-born technical, business, and professional employees in business and industry in English-speaking countries.

3. International business people and diplomats who need to use English as their workplace lingua franca.

4. Refugees in resettlement and vocational training programmes wishing to relocate in English speaking countries.

5. Teachers of English as a foreign language who are not native speakers of English and who expect to serve as the major model and source of input in English for their students.

6. People in non-English speaking countries working as tour guides, waiters, hotel personnel, customs agents, and those who use English for dealing with visitors who do not speak their language.

7. Foreign-born people in living, working and studying in English speaking countries.

Greenwood in his study concluded four major reasons of students' difficulty in pronunciation (2002:3) as the following:

1. Lack of confidence.

   They feel embarrassed about their accents, and this leads to avoiding communication in public situations, and so deny themselves opportunities to practice or hear good models of spoken English.

2. Misplaced expectations about goals.

   They think they are expected to achieve native-like pronunciation or that just by attending English pronunciation classes, improvement will happen 'overnight'.

3. Difficulty with perception and production at micro- and macro-levels.

   They frequently report that they have genuine difficulty with both hearing and producing certain sounds and prosodic features (word stress and intonation). Accurate listening is a serious problem, especially for students who have to attend lectures.

4. Lack of explicit knowledge about the pronunciation system of the target language.

   Many students report that they have difficulty because they don't know enough about English pronunciation. This is interesting, as it suggests that their approach to learning pronunciation is similar to that of learning other aspects of English (such as grammar and vocabulary). They want a form-focused analytical approach in order to understand how English pronunciation works.

According to Vernon (2008), in teaching pronunciation, we must deal with complex emotional, psychological and cultural motivations that require a unique type of re-education.

A strong psychological barrier exists in the form of 'learned helplessness'. This is simply the reaction of most people to 'shut down after several failed attempts at something new. This may be hard to spot, but once recognized it is simple to overcome. Praise the student for each small step, each successive victory. Record their progress by taping them reading the same passage repeatedly over the course of the year. They will be encouraged to see how far they've come!

Anxiety is a more easily recognized problem. Students are often acutely self-aware and are reluctant to experiment with sounds for fear of getting them 'wrong', and have a general lack of fluency. The best remedy for anxiety? Games! Try reader's theatre, dialogue practice from textbooks (plays are good practice, as they encourage role playing) and handclap rhymes to build confidence. The entire classroom will benefit from the more relaxed atmosphere games engender!

The final wall is that of cultural identity. In this case, we do not wish to breach the fortification, but merely to create a path for the flow of information. Many people do not want to eradicate their accent; it is a strong indicator of their culture and heritage. As a matter of fact, an accent is not truly a barrier to proper pronunciation. The main goal here is

the ability to be readily understood. New Yorkers and Londoners have distinctly different accents, but can usually communicate quite freely.

Role playing and impersonating native English speakers is a perfect way to improve your students' pronunciation as well as their enunciation skills. They will be amazed to see that mimicking famous actors such as John Wayne or Nicolas Cage can actually improve their English pronunciation. After a few rounds of this game, ask one student to speak their own tongue with an English or American accent, or better yet, have them teach you a phrase or two. This will probably lead to great hilarity as they are able to hear the reverse of their own attempts, and can prove highly instructive as well.

Teaching pronunciation in the ESL classroom does not have to be difficult. By using games and a creative approach, you can ensure your students are equipped for the English speaking world with all the tools they need to make themselves understood.

Cards are a wonderful way to motivate students and teach English. They don't even think it as class work. The fascination with card games is that they involve mental math, chance, skill, social interaction and sometimes cheating or bluffing. They combine these things and have the appeal of interactive computer games (Day, 2007).

B. Relevant Research

The relevant research is included in order to show other researches similar to this research. One of the relevant researches was conducted by Febby Fortinella (2004) which is entitled "Some Errors Made by Students in the Pronunciation of Dental Fricative Consonant Sounds at the Third Year Students of the English Education Department of UIN Suska Riau". The subject of the research is the third year students of English Education Department of UIN Suska Riau, and the object of the research is the pronunciation errors made by students and the factors that influence the factors. The sample is 54 students of 74 students (75% of the population). The result of the research is the total error of students' error in the pronunciation of dental fricative consonant sounds is 23.39%. The conclusion is the students' error in the pronunciation of dental fricative consonant sounds is low.

C. Operational Concept

There are two operational concepts used in this research, which are teaching English using games in improving students' pronunciation:

1. Students have higher motivation in learning English through games.

2. Students have more willingness in speaking English through games.

3. Students know the correct pronunciation of English words through English word games.

And, factors that make students' difficulties in pronouncing English words:

1. Students want to try speaking English in the classroom.

2. Students are able to correct their mistakes in pronunciation.

3. Students are able to pronounce the words correctly.

D. Assumption and Hypothesis

1. Assumption

The writer makes assumption of the using of English game is effective in improving the students' pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

2. Hypothesis

Ha : there is an effectiveness of using English game in improving students' pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

Ho : there is no effectiveness of using English game in improving students' pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

CHAPTER III

RESEARCH METHODOLOGY

A. RESEARCH DESIGN

This research is a kind of experimental research which uses the treatment of implementing the English game in order to improve students' pronunciation at MTS BAHRUL ULUM Desa Air Mas Kecamatan Singingi. The variable of this research is the group of students which has equal sample size from the pre-test and post-test group. the aim of this research is to identify whether the technique of english game is affected toward the student after the implementation in the teaching and learning for six meetings. The schema of this research is display in the following research design scheme:

```
┌──────────┐      ┌─────────────────────────┐      ┌──────────┐
│ Pre-test │ ───▶ │      English Games      │ ───▶ │ Post-test│
│          │      │ (6 meetings implementation) │      │          │
└────┬─────┘      └─────────────────────────┘      └────┬─────┘
     │                                                   │
     │            ┌─────────────────────────┐            │
     └──────────▶ │  Compare by using Paired │ ◀──────────┘
                  │      sample T-Test        │
                  └────────────┬────────────┘
                               │
                               ▼
                  ┌─────────────────────────┐
                  │  Prove the hipotheses test│
                  │       Ho   or   Ha        │
                  └─────────────────────────┘
```

B. Location and Tir

32
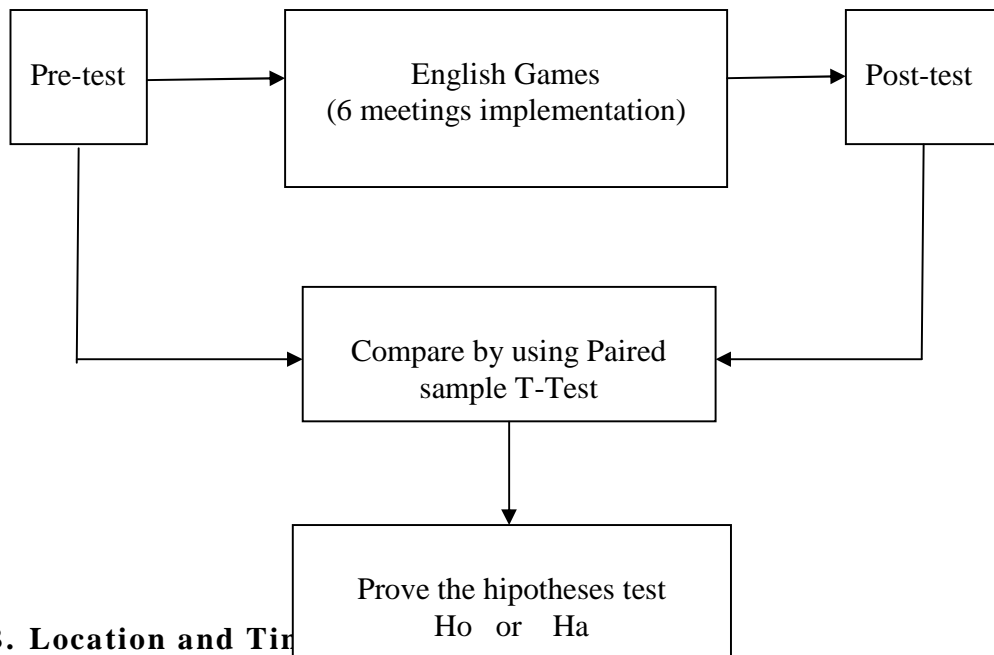
1. **Location of the Research**

   The research was conducted at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

2. **Time of the Research**

   The research was conducted on December 2008 – January 2009.

C. Subject and Object of Research

1. **Subject of the Research**

   Subject of the research is second year students of MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi.

2. **Object of the Research**

   Object of the research is the effectiveness of using English games in improving students' pronunciation.

D. Population and Sample of Research

   The population is about 125 persons (consist of 3 classes). In this research, the writer will use simple random sampling to determine 50% of sampling from the total population, which can be shown on the following table:

TABLE I

Population and Sample

Class	Population	Sample
VIII A	42	
VIII B	43	63
VIII C	40	
TOTAL	125	

E. Data Collection Technique

1. Pre-test

This test was conducted to find out how is students' English pronunciation before playing English game.

2. Experiment

In this research, the writer will conduct an experiment research in which the students are given an English word game to be played. The activities are:

Activity 1 – Sound Separation

A sound confusion is noticed between two phonemes (e.g. w<u>or</u>k w<u>al</u>k). The teacher selects the cards for these 2 sounds (10 cards), mixes them up and puts them on the table/floor in front of the students. Volunteer students stand up and separate the 2 sounds. Another student can write

them on the board in 2 columns. This can be followed by drilling and minimal pairs work or a PLC game.

Activity 2 – Odd Ones Out

The teacher notices that the students are having difficulty with one vowel sound in English. E.g. **/æ/:** some are pronouncing it closer to **/e/** and others are pronouncing it closer to **/ɑ:/**. The teacher selects the 5 cards for **/æ/** and adds 2 or 3 red herrings from similar sets such as **/e/** and **/ɑ:/**. The cards are put on the floor in front of the class. In pairs, the students discuss which cards have the same pronunciation, and which are different. Students are then invited to come up and remove the odd ones out. The teacher then models the correct pronunciation and drills. Further practice can follow with a PLC game.

Activity 3 – Word Dictation

The teacher notices that students are having difficulty with one vowel sound in English (e.g. **/əʊ/**). The students are put into pairs or 3s to make a maximum of 5 groups. Teacher selects the 5 cards for this sound. Each pair (or 3) receives one word and both of them have to dictate it to the other members of the class who write it down (students can't show the card or spell the word, but they can, if necessary, contextualize it in an example sentence or phrase). Pairs are combined to compare what they have written at the end and to decide what sound is common to all 5

words. Pairs then show their cards, and the teacher boards the words. The sound is drilled. Further practice can follow with a PLC game.

Activity 4 – Spelling/Sound Awareness

The teacher feels the students would benefit from analyzing spelling-pronunciation relationships (e.g. the possible spellings for /**u**:/ in one syllable words). The teacher selects the 5 cards for this sound, shows and drills them, and then asks the students to work in groups to try to think of 1 or 2 more words for each of the 5 cards that has similar spelling and the same vowel pronunciation to the word on the card (E.g. r<u>oo</u>m – s<u>oo</u>n; tr<u>ue</u> – bl<u>ue</u>; n<u>ew</u> - f<u>ew</u>, etc.). These words are then boarded by the students or the teacher and drilled.

3. **Post-test**

After the experiment was conducted, the students will be given a post-test of English pronunciation, in which the content of the test is the same as the pre-test.

F. Data Analysis Technique

In analyzing the data, the writer uses score of pre-test and post-test of the students, and by using the independent sample T-test. The data are

analyzed by using statistical analysis. In order to get description of the answer given by using Wayan and Sumantanas formula (1983) as the following:

1. Frequency:

$$P = \frac{X}{N} x100$$

In which:

P = Individual Score

X = Correct Answer

N = Number of item

2. Independent sample T-test:

$$t_o = \frac{M_X - M_Y}{\sqrt{\left(\frac{SD_X}{\sqrt{N-1}}\right)^2 - \left(\frac{SD_Y}{\sqrt{N-1}}\right)^2}}$$

In which:

t_o = Value of t-obtained

M_X = Mean score/average of students' experiment class

M_Y = Mean score/average of students' control class

SD_X = Standard deviation of experiment class

SD_Y = Standard deviation of control class

N   = Number of students

3. Students' score category:

TABLE II

Score Category

Category	Score
Very Good	80 – 100
Good	70 – 79
Fair	60 – 69
Poor	50 – 59
Very Poor	0 – 49

(Academic Book UIN Suska (2004:30)

CHAPTER IV

DATA PRESENTATION

A. Description of the Research Instrument

The data presented in this chapter were collected through comparative test. All respondents of the sample (63 students or total sampling) have followed the test. The test consists of 30 items of pronunciation test. The recapitulation of the test result can be seen on Appendix 1 and 2.

B. Data Presentation

1. Data Pre-Test of Pronunciation Test

TABLE III

Students' Pre-Test Score of Pronunciation Test

Students' Number	Correct Answer	Score	Category
1	18	60	Fair
2	21	70	Good
3	22	73	Good
4	18	60	Fair
5	20	67	Fair
6	17	57	Poor
7	17	57	Poor

8	20	67	Fair
9	20	67	Fair
10	19	63	Fair
11	17	57	Poor
12	23	77	Good
13	16	53	Poor
14	21	70	Good
15	20	67	Fair
16	19	63	Fair
17	20	67	Fair
18	16	53	Poor
19	18	60	Fair
20	19	63	Fair
21	18	60	Fair
22	18	60	Fair
23	16	53	Poor
24	17	57	Poor
25	20	67	Fair
26	16	53	Poor
27	17	57	Poor
28	19	63	Fair
29	19	63	Fair
30	19	63	Fair

31	17	57	Poor
32	15	50	Poor
33	15	50	Poor
34	19	63	Fair
35	17	57	Poor
36	19	63	Fair
37	20	67	Fair
38	20	67	Fair
39	19	63	Fair
40	18	60	Fair
41	18	60	Fair
42	13	43	Very Poor
43	17	57	Poor
44	14	47	Very Poor
45	17	57	Poor
46	18	60	Fair
47	17	57	Poor
48	19	63	Fair
49	17	57	Poor
50	14	47	Very Poor
51	16	53	Poor
52	15	50	Poor
53	18	60	Fair

54	16	53	Poor
55	16	53	Poor
56	18	60	Fair
57	19	63	Fair
58	18	60	Fair
59	19	63	Fair
60	16	53	Poor
61	15	50	Poor
62	15	50	Poor
63	17	57	Poor
Total	**1121**	**3737**	
Average	**17.79**	**59.31**	

From the table above, it can be seen that the percentage of students who can pronounce the words correctly is **59.31%**, more that a half of the population. Based on the percentage category, the result score of 59 is included in interval 50-59, in which the category is poor. So, it can be concluded that the students' result of pre-test for pronunciation test is **poor**.

2. **Data Post-Test of Pronunciation Test**

TABLE III

Students' Pre-Test Score of Pronunciation Test

Students Number	Correct Answer	Students' Score	Category
1	18	60	Fair
2	20	67	Fair
3	22	73	Good
4	16	53	Poor
5	23	77	Good
6	16	53	Poor
7	17	57	Poor
8	22	73	Good
9	23	77	Good
10	19	63	Fair
11	17	57	Poor
12	24	80	Very Good
13	17	57	Poor
14	20	67	Fair
15	18	60	Fair
16	20	67	Fair
17	21	70	Good
18	17	57	Poor
19	17	57	Poor
20	20	67	Fair

21	17	57	Poor
22	19	63	Fair
23	15	50	Poor
24	17	57	Poor
25	20	67	Fair
26	18	60	Fair
27	18	60	Fair
28	20	67	Fair
29	19	63	Fair
30	20	67	Fair
31	17	57	Poor
32	16	53	Poor
33	14	47	Very Poor
34	20	67	Fair
35	18	60	Fair
36	17	57	Poor
37	21	70	Good
38	20	67	Fair
39	20	67	Fair
40	17	57	Poor
41	18	60	Fair
42	13	43	Very Poor
43	18	60	Fair

44	16	53	Poor
45	17	57	Poor
46	18	60	Fair
47	18	60	Fair
48	19	63	Fair
49	19	63	Fair
50	12	40	Very Poor
51	15	50	Poor
52	18	60	Fair
53	20	67	Fair
54	17	57	Poor
55	17	57	Poor
56	17	57	Poor
57	21	70	Good
58	17	57	Poor
59	17	57	Poor
60	17	57	Poor
61	16	53	Poor
62	16	53	Poor
63	19	63	Fair
Total	**1145**	**3817**	
Average	**18.17**	**60.58**	

From the table above, it can be seen that the percentage of students who can pronounce the words correctly is **60.58%**. Based on the percentage category, the result score of 60 is included in interval 60-69, in which the category is fair. So, it can be concluded that the students' result of post-test for pronunciation test is **fair**.

C. Data Analysis

TABLE IV

Paired Samples Statistics

Pre-test of students' pronunciation	4.762	63	1.6136	.2033
Post-test of students' pronunciation	4.921	63	1.4843	.1870

The output of paired samples statistics shows mean of pre-test of pronunciation test is 4.762 and mean of post-test of pronunciation test is 4.921. The following table shows paired sample test:

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. CONCLUSION

From the Table III, it can be seen that the percentage of students who can pronounce the words correctly in pre-test is **59.31%**, while in post-test is **60.58%**. Then, the mean of pre test is 4.762 and the mean of post test is 4.921. The increasing score is 0.159 points.

From data analysis, we can also conclude that null hypothesis is accepted from the test. It means there is no effectiveness of using English game in improving students' pronunciation at MTS Bahrul Ulum Desa Air Mas Kecamatan Singingi. Although there is a slightly different result between pre-test and post-test, but this result cannot be considered significant.

B. SUGGESTIONS

For the teachers:

1. It is expected that teachers can give more interesting games to the students so that they can be more enjoyable learning.

2. It is expected that teachers can give more pronunciation practice to the students so that they will be more familiar with the correct pronunciation.

3. It is expected that teachers can use the school's facilities, such as language laboratory to improve the practice.

For the students:

1. It is expected that students have more attention in playing English games.

2. It is expected that students do more pronunciation practice so that they will be more familiar with the correct pronunciation.

3. It is expected that students can take the advantage of school's facilities, such as language laboratory to improve the practice.

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