

IMPROVING STUDENTS' PRONUNCIATION BY LISTENING TO THE AUDIO VISUAL AND ITS TRANSCRIPTION OF THE NARRATIVE TEXT

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Abstract: This research aimed to improve students' pronunciation by listening to the audio visual and its transcription of the narrative text of eight grade students of SMP S Khatulistiwa Jungkat in academic year 2013/2014. The writer applied Classroom Action Research which consisted of three cycles. The subject of this research was the second year students of class eight of SMP S Khatulistiwa Jungkat. They consist of 23 students. The data was collected using observation checklist, questionnaire, field notes, and tape recorder. Audio visual media and its transcription improved students' pronunciation in each cycle and process of teaching and learning pronunciation. The audio visual was played several times and the students repeated by reading the transcription of the narrative text based on the audio. The transcription had been added with symbols to help the students to read the text based on the audio. The repetition of the audio and the transcription of the narrative text helped the students to improve their pronunciation. Audio visual and its transcription helped and encouraged students to learn pronunciation. In conclusion, audio visual and its transcription helped students' improved their pronunciation.

Keywords: Pronunciation, Audio Visual, Transcription

Abstrak: Penelitian ini bertujuan untuk meningkatkan pengucapan siswa dengan mendengarkan audio visual dan transkripsi teks narasi siswa kelas delapan SMP S Khatulistiwa Jungkat pada tahun akademik 2013/2014. Penulis menerapkan Penelitian Tindakan Kelas yang terdiri dari tiga siklus. Subyek penelitian ini adalah siswa tahun kedua kelas delapan SMP S Khatulistiwa Jungkat. Mereka terdiri dari 23 siswa. Pengumpulan data dilakukan dengan menggunakan lembar observasi, angket, catatan lapangan, dan tape recorder. Media audio visual dan transkripsi yang meningkatkan pengucapan siswa dalam setiap siklus dan proses belajar dan mengajar pengucapan. Audio visual yang dimainkan beberapa kali dan siswa mengulanginya dengan membaca transkripsi teks naratif berdasarkan audio. Transkripsi telah ditambahkan dengan simbol untuk membantu para siswa untuk membaca teks berdasarkan audio. Pengulangan audio dan transkripsi teks naratif membantu siswa untuk meningkatkan pengucapan mereka. Audio visual dan transkripsi membantu dan mendorong siswa untuk belajar pengucapan dengan efektif. Kesimpulannya, audio visual dan transkripsi membantu meningkatkan pengucapan murid-murid.

Kata kunci: Pengucapan, Audio Visual, Transkripsi

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Morley (1991, 1998) and Derwing, Munro and Wiebe (1998) who state that effective English pronunciation training should include both 'segmental' and 'suprasegmental' aspects, that is sounds, stress and intonation.

Suprasegmentals include stress, rhythm, and intonation. Stress is a combination of length, loudness, and pitch applied to syllables in a word e.g. HAPpy, FOOTball. Rhythm is the regular, patterned beat of stressed and unstressed syllables and pauses e.g. with weak syllables in lower case and stressed syllables in upper case: they WANT to GO later. Rhythm comes from the combination of the two types of stress: 1) Syllable stress in words 2) Word stress in sentences. Intonation is the rising and falling of voice pitch across phrases and sentences e.g. are you REAdy?. (Varasarin, Patchara, 2007: 43-44). Boughton cited Bryne (1983: 85) stated "in foreign language teaching pronunciation is the area where it is generally agreed that imitation is the essence of the learning. Thus when the student need to learn pronunciation they also need to do imitation. In pronouncing words, the students may have problems. The students need a lot of practices from the very early stage. It is hard for the students to achieve native like. Pronunciation in a foreign language which they start to learn the language very early. In the process of imitation, the students need to listen what is to be imitated correctly. Every language has the standard of pronunciation

Repetition drills are useful for familiarizing students quickly with a specific structure or formulaic expression (Doff 1990, 71). The teacher's language is repeated with no change. Be sure to teach the meaning of the utterance first. The example that follows illustrates this type of drill:

Teacher: Long ago, an old carpenter named gopetto carved the puppet in the shaped of the boy and named it Pinocchio.

Students: Long ago, an old carpenter named gopetto carved the puppet in the shaped of the boy and named it Pinocchio.

Because repetition drills are extremely mechanical, they should not be used for prolonged practice. Preferably they should lead quickly into another kind of drill or oral practice activity that allows students to manipulate the form being practiced in meaningful and relevant ways.

Based on the interview to the English teacher of SMPS Khatulistiwa Jungkat, stated that VIII grade students had difficulty in reading with good pronunciation. Besides conducting interview, the writer also did an observation and found some problem. The first problem was that the students were confuse on how to pronounce English words correctly, the students were having difficulty to pronounce the words because English was a foreign language and their mother tongue was not accustomed to pronounce it. The second problem, the students' pronunciation was lack of intonation. The students were not accustomed and unfamiliar with the English word, they didn't know how to pronounce the word

correctly. They still confused how to pronounce with correct intonation, which was where rising and falling of voice pitch across phrases and sentences. Another problem, the students were poor in pronouncing the words with the correct rhythm. When they pronounced the word, the rhythm that was produced flat and the students read the word stress inaccurately. The problem was that the students don't know where the word stress was in the English word. They pronounced the English words like pronounced the Indonesian words. The students cannot practiced pronunciation because the school didn't have model of native speaker for practice.

Teaching pronunciation using audio visual media was very effective way. The audio visual media is provide a good model (the native speaker) for teaching pronunciation. The students can imitate the model of the speaker. There are some process in teaching using audio visual and its transcription. First, prepare the audio visual and the transcription. The audio of the story that was taught to the students must not have long duration because it would cause boredom to students and consume much time 1 minutes is enough depends on the story. The transcription of the story have to be same with the story in the audio. The transcription was added with symbol to make it easy for the students to read the transcription. To apply the audio and the transcription, repetition drill was necessary to practice the audio visual and the transcription. The students was taught about the meaning of the symbol in the transcription to learn the stress, intonation and rhythm. To practice the symbol, the audio visual was played for an example for the students to read the symbol. The audio visual was played several times and the students repeated by reading the transcription that had been added with the symbol for several time either based on each audio was played. The students learn well and show improvement in learning pronunciation by imitating the native speaker of the audio. The advantage of using audio visual is that students can pronounce English words or sentences with correct pronunciation by imitating the audio that has been played.

Audio visual as we know, it could provide sound which could stimulate the hearing of students. The sound which was produced by a model of the native speaker could help the students to learn and improved their pronunciation by imitating the speaker. More often students heard the audio that was played the easier the students to repeat and read based on the audio. In the audio visual, the story that was used was a familiar story that has been taught in every junior high school which could motivate them to learn more serious and focus. The audio visual that was used had provided all needed solutions for the problems. The problems that the students faced was to read the text with good stress, intonation, and rhythm. In the audio visual, the model of the speaker clearly pronounced the word with word stress and read the sentences with good intonation and rhythm, all the pronunciation aspects which students faced.

A resourceful English language learning classroom with audio visual aids is favourable for effective language learning. Studies show that visual aids enhance the effectiveness of teaching learning process in a classroom (Joshi, 1995 & Vissa, 1994) cited from Ghazala Kausar. They reported that these aids were not only a source of help for the teacher but also provided stimulus variation that was

indispensable to sustain learners' attention. The use of audio visual aids makes the task of learning a second language easy and enjoyable for the learner by targeting the maximum skills of the learner. Ranasinghe and Leisher (2009) cited from Ghazala Kausar, point out that teaching student the use of technology as a learning tool enhances their learning. They facilitate learning by giving exposure to native speakers' correct pronunciation and interesting conversations between them. Gilakjani (2011) identified some of the problems of EFL learners in classrooms. They include demotivation, less exposure to English language, lack of emphasis on pronunciation and the intervention of the sounds and rules of the first language. These issues can be solved by introducing Audio visual aids in the classroom.

Wilson (2001) examined different trends of using visual images in the foreign and second language classroom with EFL/ESL learners. She concluded that the use of visuals enhances language learning on one hand and increases the use of target language on the other. The same kind of findings was reported by George, Sheth and Sonar (all cited in Vissa, 1994). Warschauer and Meskill (2000) cited from Ghazala Kausar, studied three case studies and investigated how the content and the process of language education are reshaped by the use of new technologies. They concluded that advance technologies build linkages among bilingual, ESL, and foreign language programs by helping teachers and students to rise above linguistic, geographical, and time barriers. Consequently, the use of audio-visual aids helps learners to have a good command of L2 language within less time. The above mentioned studies demonstrated the importance of using audio visual aids in different parts of the world and the benefits by their usage. Although the term, audio visual, is not new scenario but their usage is sporadic. It has been revealed by a study at the college level by Kausar (2013) that in colleges their usage is rare. The present study aims to investigate the attitude of university students towards them and their usage at university level.

To help the students to read and improve the pronunciation. the students need reading text. The text was the transcription of the story based on the audio. This text was provided to help the students to read the story from the audio that was played after, without the text the students could not repeated the model of speaker reading. The text was edited and added with some sign which was used to help the students to read the text with good stress, intonation, and rhythm. Besides, the text was used by students to memorize the words easily. So, while listening to audio that was played after, students could memorize the words and the way of speaker in reading the story. The transcription that was edited and added with sign was used to help the students to practice their pronunciation. The sign that was used was a sign to practice intonation, rhythm and stress. The sign for practice intonation was described with a wave line. For the word stress, it was described with combination of uppercase and lower case letter in a syllable of word, then for the rhythm sign, it was described with uppercase and lowercase on a words in every sentences.

Narrative Text is one of the material that is used in teaching and learning english. Narrative text is very useful for learning reading skill. In reading the material of narrative text a well pronunciation is needed to read the text and to

make the listener understand what have been read. The purpose of the narrative text is to amuse and entertain the reader, so this text is good to be used as a material in teaching pronunciation. The narrative text is used for students' reading after the audio visual is played. According to Derewinka (1990, P.17) "a text is any meaningful stretch of language-oral or written. According to Kane (2000 p.366), a narrative is a meaningful sequence of events told in words. It means that narrative is one of written language that describes how a particular event flows. Furthermore, Kane adds that narrative is sequential in that the events are ordered, not merely random. Sequence always involves an arrangement in time (and usually other arrangements as well). Stories can be very long and complicated, with many characters, elaborate plots, and subtle interpenetration of character, action, and setting. The action is what the characters say and do and anything that happens to them, even if it arises from a nonhuman source—a storm, for instance, or a fire. Action is often presented in the form of a plot. Action is, so to speak, the raw material; plot, the finished product, the fitting together of the bits and pieces of action into a coherent pattern. Kane (2000, p.233) states that narrative is sequential in that the events are ordered, not merely random. Barry (1997, p. 429-452) adds that narrative recognizes the meaningfulness of individual experience by noting how they function as parts of the whole. Therefore, its particular matter is human actions and events that affect human being which is configured into whole. According to the roles there actions and events play in bringing about a conclusion. It means that narrative consists of actions and events parts to describe a plot to convey a conclusion.

METHOD

In this research, the writer used the appropriate method which is called Classroom Action Research (CAR). This research helped improving students' pronunciation by listening to the audio visual and its transcription of the narrative text. Ferrance (2002) stated that classroom action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the research often, action research is collaborative activity among colleagues searching for solution to everyday, real problem experienced in schools or looking for ways for improve instruction and increase students achievement. In this research, the writer did collaborative activity among the writer and English teacher of SMP S Khatulistiwa to solve the students' problem in improving students' pronunciation.

Burns (2009: 6) stated that Classroom Action Research (CAR) is an action research conducted by purpose of improving the quality of instructional practices in the classroom. CAR focus is on the student or the teaching-learning process that occurs in the classroom. Cohen and Manion (1980:211) stated that Classroom Action Research (CAR) serves as a tool to improve the quality of classroom teaching. In the classroom, Classroom Action Research (CAR) can serve as: (a) tools to address the problems diagnosed in learning situations in the classroom, (b) in-office training tools, equip teachers with the skills and methods and encourage the emergence of a new self-awareness, particularly through peer teaching, (c) tools to incorporate into existing systems (naturally) an additional or

innovative approaches; (d) tools to improve communication between teachers and the poor usually researchers; (e) tool to provide an alternative to approaches that are subjective, impressionistic to problem solving class. There are three important points that need to be mentioned here. First, action research is used by the researcher, second, the research in the real situation that requires an immediate problem solving, and the results are directly applied/practiced in late situation. Third, researcher did her own management actions, research and development as well. This research conducted in the classroom.

Classroom action research specifically refers to a disciplined inquiry done by teacher with the intention that the writer will inform and change her practice in the future. This research will be carried out within context of the teachers' environment that is with the students at the school. Classroom action research will help the writer to know about the problem in classroom and whether or not the solutions ordered by witer is sucessfully helping. According to Burn (2010), there are four basic characteristics of classroom action research: (1) Action research is situational; diagnosing a problem in a spesific context and attempting to solve it in that context. (2) It is collaborative; with teams of writer and practitioner working together. (3) It is participatory; as team members take a park directly implementing the research. (4) It is self-evaluative; modification are continuously evaluated within the on going situation to improve practice.

The procedures in conducting this research consisted of four steps. The steps were described as follows:

Planning

Burns (2009: 8) said that this phase is an important role for this phase action plan was developed based on the existing problems in the field with the aim to increase the ability in the era more specific. In this stage, the writer planned a teaching learning activity to improve students' pronunciation that encountered in the previous teaching learning process. The planned include the preparation before the teaching learning activity such as lesson plan, audio visual media, and the narrative transcription which will be taught, the tools to collect the data and questionnaires for students.

Acting

In this stage, the writer taught by using pair work as a technique. She taught based on the lesson plan that was already planned and observed by the collaborator.

Observing

In this process, the collaborator fills in the field note down to get anything that occur in the teaching learning process, including the obstacles that found as well as the probable solution to overcome. To collect the data, writer observed the class by using field note and observation checklist.

Reflecting

After the three steps (planning, acting and observing) had been conducted, the writer and the collaborator analyzed, interpreted and evaluated the information from the result of questionnaire to students. The writer and the collaborator discussed the weaknesses of the teaching then, the writer decides which action needed to solve the weaknesses or problems. The result of the reflection was used

to determine what should be done in the next cycle. It gives the writer important information in doing the next improvement in the next cycle. Burns (2009: 8) said that in other words, teachers describe, evaluate, and describe the impact of the action taken for the purpose provide a rational explanation and understand the problem which have been studied more clearly. To know whether audio visual and its transcription has improved students' pronunciation of the second year students of class eight of SMP S Khatulistiwa Jungkat is the effective technique in teaching learning process. The writer conducted an observation by using field note, recording students' performance tests and gave questionnaires for students. To measure the progress of students' anxiety in speaking English in each cycle, the writer calculated the result of each meeting using the following formula:

$$\text{Result} = \frac{\text{total students' anxious}}{\text{Number of students}} \times 100$$

This technique is success to reduce students' anxiety, when the result of students' performance showed in predicate good to excellent. It will describe in table below:

Table 1. The references to see the percentages of the result in every meeting

Score	Category	Qualification
80-100	A	Excellent
60-79	B	Good
50-59	C	Average
0-49	D	Poor

(Adapted from Heaton, 1980: 146)

FINDINGS AND DISCUSSION

Findings

First cycle, the audio visual and the transcription could improve students' word stress. The students had been provided with the transcription which was containing of symbol on how to read the word stress. The transcription of the story had been changed to be used for reading the word stress. Every word had a syllable that was explained where the stress in word which was symbolize with uppercase. The letter with uppercase on some of verb word was read with pitch and a little length. For example FulFILL, SET UP, SNEEze, AdDED, CARved, LIEd, LOVED, MISSed. The students needed to practice reading the word stress before the audio visual was played by guiding of the writer. When the students understood how to read the words, they would practice with the audio visual. When the students read the transcription by repeating the audio, they were getting used to it. It showed that audio visual and the transcription could improve the students word stress. In the first cycle, students had some difficulties in learning reading by listening the audio visual. The students were confused how to do it, the teacher explained how to read the transcription and what was the audio used for. After the teacher explained, the students were asked to practice reading after the

audio was played, at first attempt, students had some difficulty reading the transcription after the audio was played, but after practicing repeatedly the students became accustomed. So, for the second and third cycle the students could read by repeating the audio after it was played.

The improvement of student's pronunciation can be seen from the table below:

Table 1.
The score cycle of student's pronunciation (word stress)

Pronunciation Aspect	Cycle		
	1	2	3
WORD STRESS	46	52	54

Second cycle, the writer had found the result of listening to the audio visual could improve students' intonation. Audio visual or the story had consist all of aspect that was needed for teaching pronunciation such as stress, intonation, and rhythm. The narrator that was the native speaker who narrate the whole story of pinocchio narrate the story with stress, intonation, and rhythm. While the students who was hearing the audio visual repeated the story by reading the transcription that had been edited with symbol that was used to read the transcription with good intonation. The symbol in the transcription was symbolize with "wave-like" sign which was explain rising and falling of voice pitch across phrases and sentences. For example

PINOCCHIO

Long ago/, an old carpenter NAMED gopetto/ CARved the puppet in the shaped of the boy/ and NAMED it Pinocchio/.

For the first time the students did not feel familiar with the text that had been edited with the symbol, but after the writer explains the used of the symbol and showed how to use it. Some students understood the meaning but some still confused with it. After the writer went on to the next cycle few students were still confused with the transcription but the other students felt comfortable after they understood the meaning of the symbol. Although the students understood the meaning of the symbol. When the students read after the audio visual was played, the students imitated the way narrator read in the audio that was played. When the writer gave a student a task to read without the audio visual. The students read the transcription based on what they had heard from the audio visual. It showed that audio visual media could improve students' intonation in pronunciation.

The improvement of student's pronunciation can be seen from the table below:

Table 3
The score cycle of student's pronunciation (Intonation)

Pronunciation Aspect	Cycle		
	1	2	3
INTONATION	37	44	48

Third cycle, audio visual or the story that was used for the teaching material had consisted all of aspect that was needed for teaching pronunciation such as stress, intonation, and rhythm. The narrator that was the native speaker who narrated the whole story of Pinocchio, narrated the story with stress, intonation, and rhythm. The students listened to the story that was played and repeated by reading the transcription which had been given symbol or sign to help students read the story with good rhythm. There were some of students who was still confused to read with good rhythm. The writer explained the way to read with rhythm and show the students an example reading the transcription by playing the audio visual or the story. After the writer explained and students practiced reading with rhythm repeatedly three times. The students understood and easily read the transcription after the audio was played.

The improvement of student's pronunciation can be seen from the table below:

Table 4.
The score cycle of student's pronunciation (Rhythm)

Pronunciation Aspect	Cycle		
	1	2	3
RHYTHM	29	39	46

Discussion

The research finding prove that listening to the audio visual and it's transcription is an effective teaching media to be implemented in improving the students' pronunciation in the classroom changed gradually and it can be seen in each cycle. Almost all students participated actively in the learning teaching process when the writer taught them by using audio visual and the transcription. Based on the result of the data analysis in cycle 1, several aspects were still far from the required criteria. In the first cycle, starting from the lowest scores of the students' involvement in reading class; that was scored 46 for word stress, 37 for intonation, and 29 for rhythm it was increased to be 52 for word stress, 44 for intonation, and 39 for rhythm aspect in the second cycle. The fact shows that the percentage of students' improvement rose in cyle 2. Lastly, in the third cycle the score was 54 for word stress aspect, 48 for intonation aspect, and 46 for rhythm aspect, it was the significant improvement of student's pronunciation and they were at good category.

The improvement that was taken place in the classroom was considered as the result of treatment that use the audio visual to improve students' pronunciation. The audio visual and the transcription that used was a familiar

narrative audio and text, Pinocchio story, Snow White and the story of Squanto to make the students ease to learn and read it.

Furthermore, the result of the treatment showed that action purpose was accepted. The effectiveness of audio visual and the transcription in improving student's pronunciation are in SMP S Khatulistiwa Jungkat in academic year 2014/2015 are: (1) By using audio visual and the transcription the students can read and listen to the audio and imitating the way on reading with good pronunciation. (2) By using audio visual and the transcription it can ease the students's to pronounce the word stress, read with intonation, and rhythm well according to the audio.

Audio visual and the transcription made the students enjoy and focus in listening to the native speaker that narrating the story. When the students were reading, they learnt how to pronounce word stress, read with intonation, and rhythm correctly according to the audio visual which was narrated by native speaker.

The cycles were done three times. During the treatment, the students were asked to read the transcription and repeated after the audio was played in each sentence. They needed to focus in listening to the audio and then read the transcription carefully according to the audio that they listened. The audio was played three times.

However, the problem that they faced mostly were unfamiliar and unaccustomed to the native/English speaker. In the early stages, using audio visual the students were uncomfortable and uncertain. This led to initial lapses of silence and confusion. But, soon they began to accustom to the audio visual after listening for several times. Towards the end, their silence and confusion left them and they began enjoying and comfortable in reading the transcription by repeating after the audio visual was played.

Besides the improvement of mean score, the individual differences also showed good progress in the treatment. In the first cycle, there were 7 students were qualified into poor, 12 students were qualified into poor to average, and 4 students were average to good. In this cycle, there were not students qualified into good to excellent. In the second cycle, there was improvement, 4 students were qualified into poor, 11 students were qualified into poor to average, and 8 students qualified into average to good. In the last cycle, from 23 students, there were no students qualified into poor, there were 5 students were qualified into poor to average, 18 students were qualified into average to good and there were no students qualified into good to excellent. These differences showed that each students tried to improve his or her pronunciation.

The above description showed that adopting appropriate method and technique to encourage students to read and pronounce by using audio visual and the transcription could improve students' pronunciation. Students were able to read and pronounce the transcription of the narrative text for their learning. In addition, this method could help students to overcome their problem of being confuse of reading the narrative text with good pronunciation. In conclusion, the research finding of the classroom action research was successful, although there were still weaknesses in conducting the research.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research finding, the writer concludes that after implementing Classroom Action Research at the Eight grade students of SMP S Khatulistiwa Jungkat, the writer gives conclusion based on the result of the research. According to the discussion of the previous chapter, it can be concluded that listening to audio visual and its transcription of the narrative text as a media could improve students' pronunciation from cycle to cycle. This media not only improved students' pronunciation but also motivated students to learn pronunciation with different way. Before using this media, the students could not understand to learn pronunciation well. However by using this media, it helped the students to pronounce the word and sentences well.

Suggestions

The success in teaching doesn't depend on the lesson program only, but more important is how the teacher presents the lesson and uses various technique to manage the class more lively and enjoyable. Regarding to the teaching pronunciation by listening to the audio visual and it's transcription, the writer gives some suggestion for the teacher as follows: (1) It is suggested to teacher to apply listening to the audio visual and its transcription of the narrative text, because audio visual could help students learning pronunciation. (2) It is suggested to teacher to apply listening to the audio visual and its transcription of the narrative text, it is an effective way to teach pronunciation by playing the audio visual and the students repeat after it. (3) It is suggested to teacher to apply listening to audio visual and its transcription of the narrative text, because using audio visual that is played several times and by providing the transcription, it helps the students to memorize the sound of the speaker and the transcription they read. (4) The teacher should keep control the students' activities. (5) When his/her friends deal with the mistake and it is also better for teachers to prompt students memorize the word stress, intonation, and rhythm.

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