

Improving Pronunciation Ability by Using Animated Films

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ABSTRACT

The main purpose of this research was to improve the students' pronunciation ability by using Animated Films. The subject of this research were the students of first semester of English Department of STKIP PGRI Tulungagung in the academic year of 2016/2017. This research used Classroom Action Research Method. The research was conducted in two cycles from October until December at the first semester students of English Department of STKIP PGRI Tulungagung. The research data were collected by using techniques of observation, interview, and test (pre-test and post-test). The research findings prove that Animated Films could improve the first semester students' pronunciation ability. The result of the research implies that English teachers need to choose the appropriate media in teaching pronunciation. The appropriate media to teach pronunciation is animated films

Keywords: *Improving pronunciation, animated films*

INTRODUCTION

Nowadays many people are trying to master English. They realize that by mastering English, they can get some benefits in their life. They can communicate to other people from another country since it is one of the International language. For more specific reason, they can teach English to other persons as what the students of English Department have as their purpose to learn English.

At a glance, learning English looks easy to do. But in fact, many students of the first semester said that they find many problems in it. One of the problems is that it is difficult for them to produce the sounds correctly, especially in Pronunciation Subject. As the English foreign learners they should pronounce the English sounds correctly so the meaning of the sound can be accepted by the listeners.

The lecturer conducted this research to solve the students' problem in pronunciation ability. After doing observation, getting some information from the students and the students' daily exercise book, she found that the students' motivation were considered low. This condition made the students hard to focus on the lesson. After observing the class, the researcher found out that the students often made some mistakes. In real communication, students often make mistakes of pronouncing some words. The researcher concludes that students' pronunciation ability is low.

Teaching pronunciation involves a variety of challenges (Gilbert: 2018). The students need to know many elements of English such as sound, stress and intonation, meaning such as affixes, roots, the silent letters, voiced and voiceless consonant and the minimal pairs. Learning by memorizing these can be bored unless the teachers can deliver them in fun way. In the teaching learning process, the teacher used the media of power point to teach the students. Thus, she considered that it might be one of the causes of the students' low motivation. Based on the information that she gathered by interviewing the students, she found that most of the students like watching films. So, she decided to use the films as the media to improve students' pronunciation ability. She used folklore animated films as the media to improve the students' pronunciation ability.

REVIEW OF RELATED LITERATURE

1). The Nature of Pronunciation

Pronunciation is an integral part of foreign language learning. It directly affects learners' communicative competence as well as performance. Limited pronunciation skills can decrease students' self-confidence, restrict social interactions, and negatively affect estimations of a speaker's credibility and abilities. So, having good pronunciation is necessary. Here is pronunciation definition from some experts:

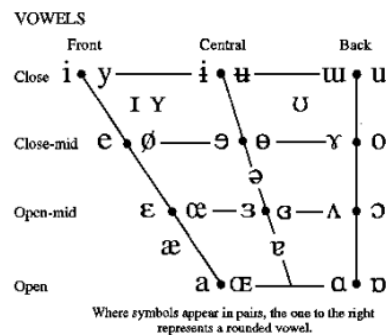
According to Lado (1964: 70), pronunciation is the use of a sound system in speaking and listening.

Phonetics is the branch of linguistics which studies the sounds of language. This definition provides clear information about phonetics. There are two important keys in phonetics based on this definition:

- Phonetics is branch of linguistics
- Phonetics studies sounds of language

Vowel is sounds produced with a free passage (Malmberg, 1963: 32). A free passage here means that vowel sounds are produced without obstruction. O'Connor (1973: 49) says that vowel sounds are sounds made with opener oral cavity position.

Picture 2. 7
International Phonetic Alphabet Vowels



A diphthong is a speech sound composed of two vowels within the same syllable (Crannel, 2000: 121).

English is rich in diphthongs: [aʊ] as in *house*, [aɪ] as in *fine*, [ɔɪ] as in *boy*, and generally in British English [əʊ] as in *go* and [eɪ] as in *day*. Other diphthongs are [ɪə] as in *dear*, [ʊə] as in *poor* and [eə] as in *bear*. German has three diphthongs: [aʊ] as in *Haus*; [ai] as in *mein*; and [ɔɪ] as in *heute*. Modern French has no diphthongs, but numerous spellings still bear witness of old diphthongs which have been reduced to monophthongs for example *fait* and *chevaux* (Malmberg, 1963: 39).

Consonants are sounds characterized by a constricting or a complete closing of the air passages (Malmberg, 1963: 32). Every consonant may be defined according to its place of articulation and manner of articulation. Based on the place of articulation, there are divided as follows:

a) Bilabials

Bilabial sounds are made with two lips coming together and touching momentarily.

b) Labiodentals

The labiodentals sounds are made with the upper teeth touching the lower lip.

c) Interdentals

Interdental consonants are produced by placing the blade of the tongue against the upper incisors.

d) Dentals

Dental consonants are articulated with the tongue against the *back* of the upper incisors such as /t/, /d/, /n/, and /l/ in some languages.

e) Alveolar

Alveolar consonants are made with the tip of the tongue touching the roof of the mouth just behind the upper teeth (alveolar ridge).

f) Alveo-palatal

Alveopalatal consonants are made with the blade of the tongue approaching of the hard palate just behind the alveolar ridge.

g) Velars

They occur when the back of the tongue is raised towards the velum (soft palate).

h) Glottal It is consonants articulated with the glottis. The glottal stop occurs in many languages.

Manner of articulation refers to the way in which the obstruction of the air-stream, which characterizes all consonants, is achieved (Peter and Susan, 1992: 18).

a) Stops Malmberg (1963: 40) states that momentary consonants or *stops* are complete closing followed by an abrupt opening (explosion). The examples of stops are:

– Bilabial: *p*, *b*, and *m*

– Alveolar: *t*, *d* and *n*

– Velar: *k* and *g* Stops may be *voiced* or *voiceless*. The consonants [b], [d], and [g] are voiced, while [p], [t], and [k] are voiceless.

b) Fricatives

Fricatives are sounds made by partial obstruction of the airstream. This partial obstruction results from the lips or the tongue coming close to some part of the upper mouth. English has fricative consonants as follows: [f], [v], [s], [z], [ʃ], [ʒ], [θ], and [ð].

c) Affricatives

Affricatives are the consonant which is the combination of stop and fricative. The example of affricatives is [tʃ] as in English initial consonant of *child*.

d) Nasals

Nasal sounds are sounds made with the air escaping through the nose. All nasal sounds much alike a kind of humming sound. English has several nasal consonants: nasal bilabial [m], nasal alveolar [n] and velar nasal [ŋ].

e) Laterals

Laterals are sounds that are occur when the tongue makes a firm contact with the point of articulation in the teeth or the palate. This contact takes place only at the middle and oral cavity, while air escapes from both sides of the place of articulation. The English [l] in *long* is a lateral type.

f) Trills: r-sound

The consonants called *trills* or *vibrant* are articulated in such a way that the articulating organ (in this case is either the tip of the tongue) forms a series of very brief occlusion, separated by small vocalic elements. The trills belong to the *r*-family sounds. There are two kinds of *r* in terms of the articulatory organ: the front or apical *r* and the back or uvular *r*. The first is pronounced in such a way, that the tip of the tongue touching the alveoli, is pressed by forward by the stream of air.

Organs of Speech

a) Lungs are the main organ for respiration, the other functions are to provide main source of airstream to create speech sound and to organize speech sound. Lungs are the initiator in initiation, so it's called pulmonic sound.

b) Larynx is the valve in respiratory which will shut immediately to ensuring the food or drink will come through pharynx and go into esophagus. Another speech sound in larynx is vocal fold. Vocal fold is the valve which controls the air stream among lungs, oral cavity, and nasal cavity.

c) Pharynx is a pipe which located in the larynx. When producing sound pharynx as the air tube which will vibrate when the vocal fold vibrate.

d) Hard palate, this articulator often called as "roof of the mouth". Just like velar this articulator is passive articulator. The sound produced by this articulator called palatal sound.

e) Alveolar ridge, located between front teeth and hard palate. In producing sound this articulator is passive, but the tip of the tongue is active. The sound produced by this articulator called alveolar sound.

f) Tongue divided into three main parts: tip of the tongue, blade of the tongue, and back of the tongue.

g) Upper teeth ridge is located above and behind the upper front teeth.

h) Hard palate is that portion of the roof of the mouth directly behind the upper teeth ridge. It arches upward to the highest point in the mouth and then gradually descends.

i) Soft Palate or Velum is that portion of the palate directly behind the hard palate. It ends at the back portion of the mouth in a small bulb called the uvula. The position of velum can be up or down, so it will control the air stream through the oral cavity or nasal cavity. Velum is passive articulator. The sound produced by this articulator called velar sound.

j) Vocal cords are muscles in the larynx which make the sound produced voiced or voiceless.

Stress and Intonation

a) Stress Stress in communication is very important since different stress may convey different meanings.

Stress (in this case stressed syllable) is most often defined as those syllables within an utterance that are longer, louder, and higher in pitch

b) Intonation Intonation is the way we imply meaning, attitude or intention by raising or lowering the pitch of our voice in varying degrees....Intonation is, to a large extent, a hidden part of language; we are rarely consciously aware of it when we speak (Fitzpatrick, Frank, 1995: 45). Intonation involves the rising and falling of the voice to various pitch levels during the articulation of utterances. It performs several unique functions. First, intonation reflects the grammatical function of an utterance.

2).The Problems of Teaching Pronunciation

2.1 The Learner Many experts have given their ideas related to the problems of teaching pronunciation of the learner. They are age, aptitude, attitude, and motivation. The Indonesian Learner From the 26 Roman alphabet, there are only 5 vowels “a”, “i”, “u”, “e” and “o”. The difference between English to other languages that using Roman Alphabet is that English has 20 vowels, while other languages such as German, Spanish, and Indonesian, has only around 5 vowels. Therefore, speakers of languages with fewer vowel sounds in American English are likely to speak English using only the same number of sounds that exist in their native language. Unfortunately Indonesian does not have all these 20 vowel sounds. Consequently, many Indonesian speakers find many difficulties to differentiate certain American vowels.

The second problem is from the teacher. The problems of the teacher related to pronunciation practice are stated below:

The Lack of Knowledge about Pronunciation Sometimes, teachers are simply don't understand about pronunciation, so they often make mistake when they pronouncing words or utterances. They don't know how the sounds are produced, so they can't explain to their students.

The Lack of Motivation to Teach Pronunciation Many teachers ignore of the importance of pronunciation in language learning. They think that pronunciation is not as important as writing, reading, grammar, et cetera.

The Techniques of Teaching Pronunciation There are many techniques of teaching pronunciation.

According to CelceMurcia, et al (1996: 8), there are 10 techniques of teaching pronunciation as follows:

1) Listen and imitate 2) Phonetic Training 3) Minimal pair drills 4) Contextualized minimal pairs 5) Visual aids 6) Tongue twister 7) Developmental approximation drills. 8) Practice of vowel shift and stress shift related by affixation 9) Reading aloud/recitation. 10) Recordings of learners' production.

3). Teaching and Learning Pronunciation

1) The Roles of The Teacher The roles of the teacher in pronunciation are very essential in improving students' pronunciation ability. In other words that the teacher is the main key determine the success of teaching learning process. According to Joanne Kenworthy (1987:1) the roles of the teacher in pronunciation practice are as follows:

a) Helping Learners Hear Part of the role of the teacher is to help the learners perceive sounds. Learners will easily perceive English sounds by hearing any English sentences, songs, or in this case animated films. The learners need to hear to the real sounds of English native speaker in order to make them understand the concept of English spelling sound. This process needs teacher assistance to guide the learners to the right English pronunciation concept and to avoid mistakes and errors that are probably made by the learners during the process.

b) Helping Learners Make Sound Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they cannot then the teacher needs to be able to give some hints which may help them to make particular sounds.

c) Providing Feedback The teacher must provide the learners with information about their performance since the students may have a misunderstanding about the concept of English pronunciation.

d) Pointing out What is Going on In order to have better understanding in pronunciation, the teacher needs to make the learners aware of the utterances/they are produced or they may miss something important. For example they may not realize that when a particular word is stressed in different way may affect the message that is sent to the listener.

e) Devising Activities Learning pronunciation is complex, so the teacher must consider some factors to succeed the teaching learning activity. The teacher must find appropriate teaching approach, materials, media, et cetera in designing the activities for learning.

f) Assessing Progress The teacher must provide the information about the progresses made by the learners since the learner cannot easily assess themselves.

2) The Role of the Learners

All learners need to do is respond. But it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner's willingness to take responsibility for his or her own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if the learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

4). The Nature Films

1. The Definition of Films Hornby (1995:434) defines film as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Here, Hornby gives a clear definition about film. There are three important keys about film based on his statement. They are films as story, as moving pictures, and shown on TV or cinema. Films are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement. Here, film is treated as a form of entertainment.

2. The Kinds of Films Films are made in different kinds and different purposes. According to David and Kristin (1997: 42-51), kinds of film are broken down into:

a. Animated Films They generally consist of drawing and paintings by artist called animators.

b. Documentary Films Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

c. Experimental and Avant-Garde Films Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.

3. The Advantages of Films

The Advantages of Films Films have many advantages in teaching, especially in language teaching.

According to JE Champoux in his journal (2007), there are some advantages of film in teaching: 1) Films are a comfortable, familiar medium to contemporary students that can keep student interest in the theories

and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen. 2) Films also are an economical substitute for field trips and other real world visits. While most films are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel. 3) Films offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.

4. The Role of Animated Films in Pronunciation Practice

Pronunciation ability can be achieved in some ways. The use of audio-visual media will provide some important aspects in stimulating students' motivation in producing the correct pronunciation. In many subjects, animateds can open up range of worthwhile learning activities (Wittich and Schuller, 1953: 138). They also state their opinion that classroom using films has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase (1953:404).

METHODOLOGY OF RESEARCH

1. The Technique of Collecting Data In this research, the researcher uses techniques of collecting the qualitative and quantitative data. The techniques of collecting data used are observation, interview, record, and tests. In detail, the techniques of collecting data are as follows:

a. Qualitative Data The qualitative data in this research was collected by using some techniques including:

1) Observation The observer observed and took notes of all that happened before and during the implementation of animated films in the classroom. There were some aspects which were observed, namely: class situation, students' behavior, teacher technique in delivering the materials and students response when they were given the materials. The observation was aimed to know the situation of the teaching learning process when the media was used. The observation is done by her colleague.

2) Interview This technique was held at the beginning and the end of the research to know the students' view of the teaching-learning process.

3) Document analysis The document in this research consists of lesson plans, students' worksheet, and field notes.

4) Record Record was used to record students' voice when they were conducting tests.

b. Quantitative Data The quantitative data is collected by using tests. The tests are given three times: in the beginning of the research and in the end of each cycle. These tests are conducted to measure the improvement of the students' pronunciation ability. Then the post test result is compared to the students' score before the actions are implemented.

2. Technique of Analyzing Data

The data collected in this research are qualitative and quantitative data. The qualitative data is analyzed by using Constant Comparative method, while quantitative data is analyzed using statistic descriptive technique.

a. Qualitative Data To analyze qualitative data, the researcher uses constant comparative method. Miles and Huberman (1992: 15-19) say that in general, the data analysis process includes data reduction, data presentation, data synthesis, and conclusion/verification.

1. Data Reduction a) Unit identification. First, the smallest unit that is found in the data is identified. It must have close relationship with the research problems. b) Having got the unit, the next step is making codification. It means that the researcher had to code every unit in order to know where the data come from. 2. Data Presentation a) Data presentation is the step to combine some information into a compact and an achievable unit. b) Data are presented using matrix, graph, web, and draft. 4.

Conclusion/Verification In conclusion, the researcher formulates proportional statements that come from the data. Writing conclusion is a just part of an activity from the whole configuration. The conclusions are verified during the research. Verification is a frequent study of the data to test data validity.

b. Quantitative Data Moreover, the quantitative data gained from the tests support the qualitative data. The results of the tests (pre-test and post-test) are analyzed. The data of the pre-test and post-test from audio recording are listened. It is to ensure the accuracy of the students' scores. Then, the students' scores are presented in some tables.

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding The research was conducted in two cycles. The procedure of the research consisted pre research, research implementation and research discussion. The research finding can be described as follows:

1. Preliminary stage

Before conducting the research, the researcher had identified the problem of the teacher and the students in teaching learning process. She used three instruments to find out the problem, they are: interview, observation and pre-test. By knowing the problem, the researcher can gather the data that led her to the next step that is planning the action. Based on the observation result, the researcher found some problems. The students' English comprehension especially their pronunciation ability was very low. When they spoke or read an utterance, the researcher did not have any idea what they were talking about. Their low knowledge about pronunciation was reflected on the pronunciation of some English words that sounded like other languages' words.

The second problem was that the low students' motivation in learning English. Most of them were shy to ask something to the teacher. They were also afraid of making mistakes. That made them so passive during the lesson. The number of passive students was higher than the number of active students.

Actually they were interested in learning pronunciation because it is something new for them. But, in fact the teacher found that: they did not want to speak aloud or read aloud. The third problem was about the media of learning. Based on the result of the interview, she found that the students felt bored if the lecturer always used Laptop, and LCD. They were more excited to learn from audio visual media such as films.

After doing the observation and the interview to the students, the researcher conducted the test in this stage. She provided 10 sentences to pronounce.

The following was the result of the students' preliminary test score

Interval	Qualification	Preliminary stage	
		Number of the students	Percentages
85-100	Excellent	-	-
71-84	Very good	6	21%
60-70	Good	4	14%
40-59	Low	13	47%
0-39	Failed	5	18%

2. Cycle 1

In this stage the researcher found that the students' pronunciation ability got some improvement. It was shown in the result of the test.

Interval	Qualification	Cycle 1	
		Number of the students	Percentages
85-100	Excellent	5	18%
71-84	Very good	10	36%
60-70	Good	5	18%
40-59	Low	7	25%
0-39	Failed	1	3%

3. Cycle 2

Interval	Qualification	Cycle 1	
		Number of the students	Percentages
85-100	Excellent	6	21%
71-84	Very good	15	54%
60-70	Good	5	18%
40-59	Low	2	7%
0-39	Failed	-	

DISCUSSION

The goal of this research is to improve students' pronunciation ability. The research findings show the improvements in many aspects by comparing the condition before and after animated films were used.

1. Animated Films is able to Improve Students' Pronunciation Ability. Kenworthy (1987) states that the main goal of pronunciation for the learners is that pronunciation can be comfortably intelligible. It means that the conversation between the speaker and the listener can be comfortable. It is not the condition where the speaker and the listener speak a native-like pronunciation, but both them understand each other. Animated films are considered the appropriate media to achieve that intelligible pronunciation. When they were implemented in the teaching learning process, it helped the teacher to give modeling of correct pronunciation. It was easier for the teacher to show how to pronounce some words by using animated films. It was also very useful to make students familiar with English pronunciation. When certain parts of animated films were continuously repeated, the students had enough chance to recognize certain words. Animated films also encourage the students to be active. As stated by Kemp (1963: 3) when such audiovisual materials as slides, filmstrips, overhead transparencies, and film

are carefully prepared they give some important benefits; one of them is add interest to subject. He adds that animated films are effective media to encourage students to action. It means that students take turns as active speakers and active listeners as well so that their pronunciation ability is improved. In this research the students were so motivated to imitate the pronunciation of native English speaker in the films. The group had an opportunity to record their sentences. Then, they were supposed to compare their record and the original film so that the students could correct their mistakes in pronouncing the sentences. Animated films really affected students understanding about pronunciation. Before animated films were used, the students had some difficulties in following English stress patterns. After they watched animated films they were so good in following English stress patterns. Besides, they had better understanding in producing unfamiliar sounds like / æ / after watching animated films. Thus, the students pronunciation difficulties in mastering vowels, diphthongs, stress and intonation was decreased.

2. Animated Films is able to Improve Classroom Situation in Pronunciation Practice

There are more advantages than disadvantages when animated films are used in the teaching learning process. The advantages and disadvantages are explained below:

- a. After students watched animated films they often imitated particular sentences even after the class was over. Since they were accustomed to listening to sentences spoken by natives, they could easily remember the sentences. That was the proof that animated films could motivate students to produce correct pronunciation.
- b. Animated films also add students' interest to pronunciation. It is proved by students' answers in questionnaires. They were stated that they were interested to learn pronunciation after watching animated films.
- c. Animated films that are able to create fun and enjoyable atmosphere gave a huge contribution to the change of class situation from dull and passive to cheerful and active. The students could easily express their feelings during the lesson. They were able to give criticism to the teacher or simply reminded the teacher to pray and fix little mistakes done by the teacher. Besides, they were able to give right expression to the sentences.
- d. Animated films are able to stimulate students to action. In this case, the students were stimulated to listen to the sentences of the film and to produce English sounds as much as possible. They could make it although it was something new for the students since they were accustomed to produce Indonesian sounds.
- e. Animated films are audiovisual media that have a lot of benefits to pronunciation practice. Compared to other media, animated films provide something that not easily provide by other media. They

provide enjoyment and a good learning model at once. That is why the students look happy and relax during the lesson.

CONCLUSION

Teaching pronunciation using animated films is effective because it can improve the pronunciation ability and intrinsic motivation of the students as well. The researcher would like to give some suggestions related to this research for those who are closely related to English teaching and learning. The researcher hopes that these suggestions will be useful, especially for teachers and other researchers.

1. For the Teachers Pronunciation is considered important subject that should be taught as early as possible. So, it is better for the teacher to teach this subject first before the others. Pronunciation is very important for the students as a basic ability to help them listening to English utterances. Because of limited time, the teacher should teach pronunciation effectively or the goal of pronunciation teaching will not be achieved. One of several ways to teach pronunciation effectively is by using animated films. Animated films are familiar things for the students. They provide a good pronunciation model to the students. Moreover, animated films can attract students' attention so the teacher will easily deliver the materials. Teachers should adjust the animated films presented with the material given and the level of the students. It will be better if the teacher provides the transcript of the animated films. Transcript is needed when the class is going to have a voice over activity. It can also be used for other purposes such as practicing particular sentences in the class. Before conducting voice over activity, the teacher should explain each character in the film, so that the students.

2. For Other Researchers This research studies the improvement of pronunciation ability using animated films as the media. The result of the research is expected to be able to encourage other researchers to conduct research dealing with the animated films in the other subjects, such as speaking, writing, reading, or listening. Otherwise, they can also study the improvement of pronunciation ability using other media.

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