



APPLYING DRILLING TECHNIQUE TO ENHANCE STUDENTS' PRONUNCIATION OF SUFFIX -ED IN REGULAR VERBS

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ABSTRACT

This research aims to find out whether drilling technique can enhance students' pronunciation of suffix -ed in regular verbs or not. The researcher applied true experimental design which involved the experimental class and control class. The population of this research was the eighth-grade students of MTsN 2 Palu; VIII A as the experimental class and VIII B as the control class. The researcher used a cluster random sampling technique. The instruments used to collect the data were tests, recordings, and observation sheets. The pre-test was conducted to measure the students' pre-ability before obtaining the treatment and the post-test was to measure the students' ability after obtaining the treatment. The data obtained from the scores of the students' test were analyzed statistically. The result of data analysis shows that the alternative hypothesis of this research was accepted by regarding to the analysis of $t_{counted}$ (2.84) was higher than t_{table} (1.69) by applying 0.05 level of significance with degree of freedom (df) is $N_1 + N_2 - 2 = 29$ which means that drilling technique can enhance students' pronunciation of suffix -ed in regular verbs.

Keywords: *Drilling Technique; Pronunciation; Suffix -Ed*

INTRODUCTION

English is one of the international languages that is also taught in Indonesia precisely after independence day of Indonesia in 1945 by Wachen drof as the first Head of the Inspectorate of the center for English teaching at the Ministry of Education. He stated that English is the first foreign language obliged to be taught in Indonesian high schools. The policy of English teaching in Indonesia is strengthened with the decree of the Minister of Education and Culture, No. 096/1967, which still stands today.

However, over the many years since English becomes the first foreign language that is taught in each Indonesian high school, still many Indonesian learners are lack English proficiency even though they have studied English for many years, it still does not give a significant impact on them in mastering English. It can be seen from the English skill of students in Indonesia which is ranked 74th with a score of 453 (low proficiency) out of 100 countries based on the result of EF English Proficiency Index for

School (EF EPI-s). The low proficiency of Indonesian English learners can be influenced by many factors. It may be caused by the mother tongue or the different phonological system between *Bahasa Indonesia* and English such as dental fricative sounds of /θ/ and /ð/ in English cannot be found in the phonological system of *Bahasa Indonesia*. Consequently, many Indonesian English learners are struggling in pronouncing those sounds.

In Cambridge Dictionary, pronunciation is how a word or letter is said, or said correctly, or how a language is spoken. When people speak, it means that they pronounce or produce the sound of a language. However, pronunciation is one of the English problems that is always faced by Indonesian learners. It can be shown by the number of researchers who have researched about the pronunciation errors made by Indonesian learners. Therefore, teaching pronunciation in Indonesian schools should be implemented. As Harmer states that pronunciation teaching not only makes learners aware of different sounds and sound features (and what these mean) but can also improve their speaking immeasurably (Harmer, 2007). In addition, Harris says that pronunciation is one of the components of speaking skills out of comprehension, vocabulary, grammar, and fluency in English (Harris, 1974). To sum up, enhancing pronunciation ability can also be used as a basic one to improve students' speaking skills or in other words, it can become fundamental for Indonesian learners to enhance their English proficiency.

Based on the problems above, the researcher then did a pre-observation on October 2020, where the researcher found that some students in MTsN 2 Palu, especially in the eighth grade, had pronunciation errors specifically in pronouncing the suffix -ed. The suffix -ed in regular verbs has three different sounds which are /id/, /t/, /d/ depending on the last sound of the verb before the suffix -ed. However, most of the students do not notice the difference between them. Meanwhile, the topic of past tense which includes the suffix -ed on it will be often found by the students in their English lesson because it exists in their education curriculum. Therefore, it will be more suitable if the pronunciation of the suffix -ed is taught to them.

The pronunciation of suffix -ed in regular verbs is important to be taught because the incorrect pronunciation may lead to misunderstanding of the meaning that the speaker says. For example, when the speaker mispronounces *walked* as /wɔ:lkid/, instead of saying it as /wɔ:kt/. This is caused by the speaker's lack of knowledge about the three different ways to pronounce suffix -ed. Then, the listener can misunderstand the meaning of /walked/, it may be heard as *walk* /wɔ:l/ and *kid* /kid/ due to the pronunciation errors made by the speaker. As a result, the communication will not work well because the listener cannot get what the speaker means. So, the three sounds of suffix -ed should be taught to the students to avoid miscommunication.

Above all, the researcher offers a solution related to the problem by applying drilling technique in the classroom. This technique is expected to train the students' pronunciation of suffix -ed in regular verbs. Kelly points out that drilling technique involves the teacher saying a word or structure, and getting the class to repeat it (Kelly, 2000). It allows the students to practice the words or structure by listening to the teacher or a recording of the native speaker and repeating it many times to get the correct pronunciation. Besides that, drilling can build up the students' confidence by giving them a chance to practice and pronouncing drilled items chorally one by one in front of the class. Therefore, the researcher is interested to conduct a research with the title "Applying Drilling Technique to Enhance Students' Pronunciation of Suffix -ed in Regular Verbs at the Eighth Grade of MTsN 2 Palu".

LITERATURE REVIEW

Pronunciation

Pronunciation is the way to speak that is accepted and understood generally as a sound of a language, rhythm, stress, and intonation (Handayani, 2017). Pronunciation is every time people open their mouths and say anything even a short sentence. Moreover, the spoken language such as voice quality, speech melody, and stress elements for language teaching includes pronunciation lesson (Seidholfer, 2010). Cook (2016) defines pronunciation as the production of English sounds. Learning pronunciation is through repeating sounds and the make a correction when it is pronounced incorrectly. The learners will make new habits as it overcome their difficulties in their mother tongue when they start learning pronunciation. Pronunciation is the way people produce the sounds that are used to make the meaning of what they speak. Those sounds consist of segments which are the consonants and vowels of a language, suprasegmental aspects such as stress, timing, rhythm, intonation, phrasing, and the voice quality is how the voice is projected (Yates et al., 2009).

Another definition of pronunciation is stated in Oxford Dictionary that pronunciation is the way a person speaks a word, phrases, or sounds of a language; the way the word of a language is pronounced (Simpson et al., 2008). Thus, it can be said that pronunciation is how a person speaks or pronounce a word in a language.

Drilling Technique

Drilling is the most often technique used in teaching pronunciation. This technique is where the teacher or a recording says the pronunciation of a word and structure then the students will repeat what they have listened to. Kelly (2000) says that drilling is where the students should repeat the words or structures that the teacher has said. The teachers' role in this technique is to provide the model of words, phrases, and structure for the students to drill. Teachers drill the item chorally, which means inviting the students to repeat it. So it can be said that the drilling technique is the pronunciation teaching technique where the students are repeating many times the item of a language they have listened from the teacher or recording.

There are two main roles to teach pronunciation. First, it has to be a teaching of receptive skills and teaching productive skills. Teaching receptive skills is through listening where the students must listen to particular sounds and then they have to able to produce the sounds as part of the productive skills. Drilling is effective to develop the receptive and productive skills. It can help students in remembering new items of a language and get better pronunciation (Kelly, 2000).

There are several types of drilling techniques according to Setiyadi (2020), which are repetition, substitution, transformation, replacement, response, cued response, rejoinder, restatement, completion, expansion, contraction, and integration.

1. Repetition Drill is where the students must directly pronounce what the teacher has said repeatedly.
2. A substitution Drill is where the students should replace one word that the teacher says first with another one.
3. Transformation Drill is where the students should change the form of the sentence from negative to positive, from positive to interrogative sentences, and so on. It depends on the teacher's instruction.

4. Replacement Drill is the same as substitution drill, but it is specific on changing the noun to a pronoun in a sentence that the teacher says.
5. Response Drill is where the students must react to what the teacher says.
6. Cued Response Drill is where the students must answer the teacher's questions depending on the teacher's cue.
7. The rejoinder Drill is where the students are instructed on how to respond, similar to the cued response drill.
8. Restatement Drill is where the students rephrase what the teacher says appropriately with the context of the utterance.
9. Completion Drill is where the students should complete the sentence of what the teacher says before.
10. Expansion Drill is where the students should make a statement of what the teacher says by adding a word or phrase.
11. A contraction Drill is where the students replace a phrase or clause the teacher says with a single word or shorter expression.
12. Integration Drill is where the students should combine two statements of what the teacher says.

Based on what was stated above about some kinds of drilling techniques, the researcher used only one technique which is the repetition drill. According to Larsen and Anderson (2011), a repetition drill means the students must quickly and accurately repeat what the teacher has said. Therefore, repetition drill is the technique where the students must repeatedly pronounce what the teacher says quickly and accurately.

The repetition drill technique can be done *silently, chorally, and individually*. *Silently* means the students repeat the sentence or language item in their minds. *Chorally* means the whole class chorally repeats the sentence or a word of a language that they have heard together. *Individually* means the teacher asks the students to say or pronounce the word or a sentence that they have heard from the teacher one by one.

To sum up, a repetition drill is where the teacher is the model of the target language and then is followed by the students repeating what the teacher says in silently, chorally, and individually. It can help the students listen to the demonstration of how one word or a structure is pronounced and become their input on how they produce sound on their own correctly.

Suffix -Ed

A verb is one part of speech that can be changed in many forms, especially in regular and irregular verbs. An irregular verb is a list of the verb that will be changed totally when the form changed as well. For example, the verb 'go', will be changed to 'went' if it is the past form and become 'gone' in the form of past participle. An irregular verb is more complex than a regular verb. There is no certain rule of how the change of the verb could be. One way to detect the change in the verb is only by seeing it in the dictionary. Differ from an irregular verb, a regular verb is easier to see the change of each form since it just needs to add the suffix 'ed' after the verb either in past form or past participle, such as 'call' become 'called' in both past form and past participle form.

The sound of the suffix -ed in regular verbs has three ways to pronounce depending on the last sound of the verb before the suffix -ed. After the alveolar stops /t/ and /d/, the -ed should be pronounced as /ɪd/ e.g. *acted* /æctɪd/, *lifted* /lɪftɪd/. After any voiceless consonant, except /t/, the -ed is pronounced as /t/ e.g. *taped* /teɪpt/, *minced* /mɪnst/. After any vowel or any voiced consonant except /d/, the -ed are pronounced as /d/ e.g. *tamed* /teɪmd/, *boozed* /buːzd/ (Katamba, 1994).

In conclusion, the suffix *-ed* in regular verbs will be sounded as /id/ if the last sound of the verb is sounded like /d/ and /t/. If the last sound of the verb involves the voice sounds which are /v/, /g/, /b/, /z/, /dʒ/, /ð/, /ʒ/, /r/, /n/, /m/, /ŋ/, /l/, /j/, /w/ except /d/, the suffix *-ed* will be sounded as /d/ and also the same rule for vowel sounds. Last, if it is unvoiced or voiceless sounds which are /f/, /k/, /p/, /s/, /tʃ/, /θ/, /ʃ/, /h/ except /t/, then the suffix *-ed* will be sounded as /t/.

METHOD

There are two variables in this research namely independent and dependent variables. The independent variable in this research is the drilling technique. The dependent variable is the students' pronunciation of the suffix *-ed* in regular verbs. This research used a true experimental design (the pretest-posttest control group design) that consisted of two groups called the experimental class and the control class. The two groups are selected by cluster random sampling. Each group was given the same pretest but a different treatment in both groups. The experimental class was given the drilling technique treatment while control class was not given the same treatment. Instead, the students in the control class were taught by the conventional technique where the learning process using the Whatsapp Application, and the researcher gave the material and explanation through it without practicing the pronunciation of the suffix *-ed*. At the end of the research, both groups are given the same posttest. The score of the post-test is to know whether the treatment can enhance students' pronunciation of suffix *-ed* in regular verbs after being taught by drilling technique or not.

The population of this research was the eighth-grade students of MTsN 2 Palu in the academic year of 2020/2021 which consists of six classes, VIII A, VIII B, VIII C, VIII D, VIII E, and VIII F. The total numbers of the population are 214. The sampling technique used in this research was cluster random sampling. The sample of this research was class VIII A as the experimental class that consists of 36 students and class VIII B as the control class that consists of 35 students. The total sample is 71 students.

The instruments used to collect the data for this research were test, recording, and observation sheet. The type of the test was the oral test which aims to measure the students' ability in pronouncing the suffix *-ed* items. It is consisting of two tests which are pre-test and post-test. The pre-test was done before the treatment and the post-test after the treatment has been conducted. The treatment consists of six meetings. The recording was used to collect the data either for the observation needs or the test scores by recording the students' voices when they pronounced the three sounds of the suffix *-ed* in regular verbs. The observation sheet was used to analyze the students' ability in pronouncing each consonant and vowel sound that is related to the suffix *-ed* sounds. This is for knowing which sounds the students had problem in pronouncing them.

The researcher analyzed the data through quantitative assessment. First, the researcher calculated the students' scores on the pre-test and post-test to measure the mean scores of both the experimental class and the control class. After that, the researcher calculated the value of standard deviation then followed by calculating the t_{counted} value. After getting the t_{counted} value, the researcher finally compared the value with the t_{table} value to get the answer of this research hypothesis.

FINDINGS AND DISCUSSION

Data Description of Experimental Class

Table 1. The Pre-Test Score of Experimental Class

No.	Initial Names	Obtained Scores	Maximum Scores	Standard Scores
1	Faa	0	100	0
2	Adi	20	100	20
3	Sah	25	100	25
4	Cin	0	100	0
5	Dez	25	100	25
6	Dhi	20	100	20
7	Zak	15	100	15
8	Nur	5	100	5
9	Ire	20	100	20
10	Qur	0	100	0
11	Sul	0	100	0
12	Tas	5	100	5
13	Mrk	5	100	5
14	Qay	30	100	30
15	Hal	15	100	15
16	Mff	5	100	5
The Sum of Scores (Σx)				190
MEAN				11.87

Table 4.1 indicates that the highest score for the pre-test in the experimental class is 30, while the lowest score is 0 with the sum of scores being 190. The mean score of the experimental class pre-test is 11.87.

Table 2. The Post-Test Score of Experimental Class

No.	Initial Names	Obtained Scores	Maximum Scores	Standard Scores
1	Faa	25	100	25
2	Adi	60	100	60
3	Sah	80	100	80
4	Cin	50	100	50
5	Dez	70	100	70
6	Dhi	25	100	25
7	Zak	45	100	45
8	Nur	35	100	35
9	Ire	35	100	35
10	Qur	50	100	50
11	Sul	15	100	15

12	Tas	90	100	90
13	Mrk	10	100	10
14	Qay	55	100	55
15	Hal	30	100	30
16	Mff	25	100	25
The Sum of Scores (Σx)				700
MEAN				43.75

Table 4.2 indicates that the highest score of the post-test in the experimental class is 90, while the lowest score is 10 with the sum of scores is 700. The mean score of the experimental class post-test is 43.75.

Data Description of Control Class

Table 3. The Pre-Test Score of Control Class

No.	Initial Names	Obtained Scores	Maximum Scores	Standard Scores
1	Afm	25	100	25
2	Fah	5	100	5
3	Luc	5	100	5
4	Mau	20	100	20
5	Mss	15	100	15
6	Mrb	40	100	40
7	Mik	0	100	0
8	Adi	0	100	0
9	Zhy	0	100	0
10	Nas	30	100	30
11	Nad	5	100	5
12	Moh	0	100	0
13	Suc	20	100	20
14	Jun	0	100	0
15	Rai	0	100	0
The Sum of Scores (Σx)				165
MEAN				11

Table 4.3 indicates that the highest score of the pre-test in the control class is 40, while the lowest score is 0 with the sum of scores is 165. The mean score of the control class pre-test is 11.

Table 4. The Post-Test Score of Control Class

No.	Initial Names	Obtained Scores	Maximum Scores	Standard Scores
1	Afm	40	100	40
2	Fah	10	100	10
3	Luc	10	100	10

4	Mau	25	100	25
5	Mss	15	100	15
6	Mrb	45	100	45
7	Mik	5	100	5
8	Adi	20	100	20
9	Zhy	5	100	5
10	Nas	30	100	30
11	Nad	5	100	5
12	Moh	5	100	5
13	Suc	20	100	20
14	Jun	5	100	5
15	Rai	5	100	5
The Sum of Scores (Σx)				245
MEAN				16.33

Table 4.4 indicates that the highest score of the post-test in the control class is 45, while the lowest score is 5 with the sum of scores is 245. The mean score of the control class post-test is 16.33.

Deviation Value of Experimental and Control Class

Table 5. The Deviation Value of Experimental Class

No.	Initial Names	Standard Scores of Pre-Test	Standard Scores of Post-Test	Deviation	Square Deviation
1	Faa	0	25	25	625
2	Adi	20	60	40	1600
3	Sah	25	80	55	3025
4	Cin	0	50	50	2500
5	Dez	25	70	45	2025
6	Dhi	20	25	5	25
7	Zak	15	45	30	900
8	Nur	5	35	30	900
9	Ire	20	35	15	225
10	Qur	0	50	50	2500
11	Sul	0	15	15	225
12	Tas	5	90	85	7225
13	Mrk	5	10	5	25
14	Qay	30	55	25	625
15	Hal	15	30	15	225
16	Mff	5	25	20	400
Total				510	23050
Mean Deviation				31.87	

Table 6. The Deviation Value of Control Class

No.	Initial Names	Standard Scores of Pre-Test	Standard Scores of Post-Test	Deviation	Square Deviation
1	Afm	25	40	15	225
2	Fah	5	10	5	25
3	Luc	5	10	5	25
4	Mau	20	25	5	25
5	Mss	15	15	0	0
6	Mrb	40	45	5	25
7	Mik	0	5	5	25
8	Adi	0	20	20	400
9	Zhy	0	5	5	25
10	Nas	30	30	0	0
11	Nad	5	5	0	0
12	Moh	0	5	5	25
13	Suc	20	20	0	0
14	Jun	0	5	5	25
15	Rai	0	5	5	25
Total				80	850
Mean Deviation				5.33	

Square Deviation of Experimental Class

$$\begin{aligned}
 SS_1 &= \sum X_1^2 - \frac{(\sum x_1)^2}{N} \\
 &= 23050 - \frac{(510)^2}{16} \\
 &= 23050 - \frac{260100}{16} \\
 &= 23050 - 1631.25 \\
 &= 21418.75
 \end{aligned}$$

Square Deviation of Control Class

$$\begin{aligned}
 SS_2 &= \sum X_2^2 - \frac{(\sum x_2)^2}{N} \\
 &= 850 - \frac{(80)^2}{15} \\
 &= 850 - \frac{6400}{15} \\
 &= 850 - 426.66 \\
 &= 423.34
 \end{aligned}$$

T-test

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{SS_1 + SS_2}{n_1 + n_2 - 2}\right) \left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$\begin{aligned}
&= \frac{31.87 - 5.33}{\sqrt{\left(\frac{21418.75 + 423.34}{16 + 15 - 2}\right)\left(\frac{1}{16} + \frac{1}{15}\right)}} \\
&= \frac{26.54}{\sqrt{\left(\frac{20995.23}{29}\right)(0,12)}} \\
&= \frac{26.54}{\sqrt{(723.97)(0,12)}} \\
&= \frac{26.54}{\sqrt{86.87}} \\
&= \frac{26.54}{9.32} \\
t_{counted} &= 2.84
\end{aligned}$$

Degree of Freedom

Determining t_{table} in significance level 5% with degree of freedom (df) are described below:

$$\begin{aligned}
df &= (n_1 + n_2) - 2 \\
&= (16 + 15) - 2 \\
&= 31 - 2 \\
&= 29
\end{aligned}$$

Based on the calculation above, the degree of freedom (df) for this research is 29 and the critical value of the (df) 29 in significance level 5% or 0.05 is 1.699 and the $t_{counted}$ 2.84. Therefore, it can be seen that the value of $t_{counted}$ is higher than t_{table} which proves that the null hypothesis is rejected and the alternative hypothesis is accepted. It means that the drilling technique can enhance students' pronunciation of suffix -ed in regular verbs at the eighth-grade of MTsN 2 Palu.

Moreover, during the treatment, it was shown that the students found that the drilling technique was a fun technique to be applied in pronunciation class. The researcher got the students to practice some items of suffix -ed. They laughed at themselves when they slipped their tongue but also still tried to pronounce it correctly then the class turned out to be more fun. The students became more motivated because of the classroom atmosphere. In other words, the classroom atmosphere can affect the students' motivation in learning pronunciation which in turn can enhance students' pronunciation of suffix -ed.

Furthermore, the researcher found that one of the students who was never absent in the class had so much better enhancement in pronouncing the suffix -ed sounds rather than the other students. It can be seen from the significant enhancement of the student's pre-test score and post-test score. In the pre-test, the student got only 5 score which means that the student was only able to pronounce one word of suffix -ed item correctly out of 20 words. Then, in the post-test, the student got significant enhancement which was indicated by the post-test score increased from 5 to 90 which means the student was finally able to pronounce 19 from 1 word of suffix -ed items correctly. It was caused by the student's consistency in practicing the suffix -ed sounds in every meeting. The result was different with other students who were not joining the

whole meeting, their ability in pronouncing the suffix –ed sounds was not significantly enhanced better than the student who was never absent in every meeting.

From all above, it can be concluded that the students' enhancement in pronouncing the suffix –ed was influenced by some aspects. Those are the practical of drilling technique, consistency, and motivation. In Kelly's theory, he states that the drilling technique is useful in the development of receptive and productive skills. The theory relates to this research where the researcher finds that the students can develop their skills through the application of drilling technique. It can be seen from the students' pre-ability in pronouncing suffix –ed and their enhancement after being taught with drilling technique in every meeting. Also, because of the students' consistency and motivation, they can enhance their receptive skills by listening carefully to the teacher's demonstration and then finally able to produce the sounds of suffix -ed in correct pronunciation.

Therefore, from these descriptions, it can be said that drilling technique is suitable for pronunciation class, especially on suffix –ed or it proves that drilling technique can enhance students' pronunciation of suffix –ed in regular verbs, and the alternative hypothesis of this research is accepted.

CONCLUSION

After analyzing the data of this research, it can be concluded that the drilling technique can enhance students' pronunciation of suffix –ed in regular verbs. It can be seen from the mean score of experimental class gets the increasing scores better than the control class. The mean scores of experimental class from pre-test to post-test increased from 11.87 to 43.75 whereas the mean score of control class only increased from 11.00 to 16.33. It proves that after applying drilling technique, the students enhance in pronouncing suffix –ed in regular verbs. This is also confirmed by the value of t_{counted} (2.84) that is higher than the t_{table} (1.69) by applying 0.05 level of significance with degree of freedom (df) 29 which means that the alternative hypothesis is accepted. In other words, the drilling technique can enhance students' pronunciation of suffix –ed in regular verbs at the eighth grade of MTsN 2 Palu.

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