**IMPROVING STUDENTS’ PRONUNCIATION**

**THROUGH PROSODY PYRAMID**

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**ABSTRACT**

This research is aimed at proving whether the use of prosody pyramid is useful in teaching di pronunciatioan to the eleventh grade students of at SMP Negeri Madani Palu.The researcher used Quasi-Experimental research design. The research sample is the students in class VIII W.S Rendra as the experimental group which consist of 23 students and VIII Chairil Anwar as the control group which consists of 17 students. The sample was chosen by using purposive sampling because one of the recommendation of the teacher. The instrument of data collection is a test which is given to the research samples as pre-test and post-test. The result of the pre-test and post-test shows that there is an improvement in students mean score after receiving treatment. Where, the mean score of student’s pre-test is (39.87) becomes (64.16) on post-test. It means selisih score form pre-test is (39.32) and post-test is (43.36). This was proved by t-test value and t-table one. T-test value was higher than t-table value (for t-counted achieved 4.082, t-table is 2.026) It could be concluded that the research hypothesis is accepted. In other words, prosody Pyramid is useful in teaching pronunciation.

**Keywords** : Improving,Pronunciation, prosody pyramid.

*Penelitian ini bertujuan untuk membuktikan apakah penggunaan prosody Pyramid bermanfaat dalam mengajar Pronunciation untuk siswa kelas VII di SMP Negeri Madani Palu.. Peneliti menggunakan desain Quasi-Experimental.Populasi dari penelitian ini adalah siswa W.S Rendra sebagai Experimental group yang berjumlah 23 siswa dan Chairil Anwar sebagai control group yang berjumlah 17 siswa.Sample telah dipilih melalui penggunaan purposive sampling karena salah satu rekomendasi dari guru. Data telah dikumpulkan melalui oral test yang terdiri dari pre-test dan post-test. Pre-test dan post-test digunakan untuk mendapatkan perkembangan kemampuan siswa sebelum dan sesudah treatment. Hasil dari pre-test dan post-test menunjukan bahwa terjadi peningkatan pada nilai rata-rata siswa setelah menerima treatment. Dimana nilai rata-rata pre-test siswa adalah (39.87) menjadi (64.16) pada post-test. Hal ini dibuktikan melalui hasil t-test dan t-table. Hasil t-test lebih tinggi dari pada nilai t-table ( untuk t-counted mencapai 4.082, t-table adalah 2.026). dengan kata lain, peer interview adlaah cara yang efektif untuk mengembangkan kemampuan pelajar kelas sepuluh dalam berbicara bahasa Inggris.*

*Kata kunci: Meningkatkann,Pengucapan,prosody pyramid.*

**INTRODUCTION**

Language is the system of sounds, words, and utterance which convey the message and express what we feel, think and communicate to another people. Many people in the world are studying English in order to prepare themselves to face globalization era. As we know English can help other people to communicate eachnother around the world.

There are four skills in English, namely listening, speaking, reading and writing. It also has components such as Vocabulary, pronunciation, and Grammar.Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and sounds. When we communicate with other people, we should not only have good vocabulary but also have good pronunciation. there are two aspects In pronunciation, such as segmental aspects and suprasegmental aspects. Segmental aspect are divided into two. They are consonant and vowels. Basri (2012)states:Consonant sounds have classification of consonant phonemes there are manner of articulations and place of articulation. The manner of articulation is divided into six. They are stop, fricative, affricative, nasal, liquid, and glide. The place of articulation are divided into nine sounds such as bilabial, labiodentals, dental, alveolar, alveopalatal, palatal, velar, glottal and labiovelar.

The significant problem is the difference sounds system between English and Indonesian. There are some of English vowel and consonant sounds that are not found in Indonesian. Such as/t∫/, /dʒ/, /ʒ/, /θ/, /ð/, /ʃ/ and /ʒ/. The reason is those sounds do not exist in indonesian; therefore, the Indonesian learners are not accustomed to pronounce these sounds.

Problems or difficulties in pronunciation are also faced by the students of SMP Negeri Madani Palu. The students have difficulties in pronouncing dental sounds /θ/ and /ð/ and alveopalatal sounds /ʃ/ and /ʒ/. In dental sounds, they replace the phoneme /θ/ by the phoneme /t/ and the phoneme /ð/ by the phoneme /d/, for instance the word “three” /θri/ becomes /tri/ and the word “there” /ðeər/ becomes /der/, and in alveopalatal sounds, the phoneme /ʃ/ is replaced by the phoneme /s/, for instance the word “shame” /ʃeɪm/ becomes /seɪm/; and the phoneme /ʒ/ is replaced by phoneme /ʃ/, for instance the word “vision” /vɪʒən/ becomes /vɪʃən/. The reasons that the students faced the difficulties in these sounds are they are not familiar with these sounds and in the teaching and learning process they practice rarely.

By using the appropriate strategy or technique, the students can personally enjoy the teaching and learning process. It is about the role of teacher to choose the strategy or technique for teaching; thus the students will be able to speak and pronounce English well. There are many techniques that can be used in teaching pronunciation. The researcher chooses Prosody Pyramid Technique to improve the students’ ability in English pronunciation.

Teaching English pronunciation is a challenging task with different objectives at each level,It has different difficulties in different level. For example, teaching pronunciation in junior high school at the eighth grade students is different from teaching at the ninth grade students or seventh grade students.Consonant are formed by interrupting, restricting, or diverting the airflow in variety of way. (Gerald 2001:47).

In pronunciation, English speakers should acquire the features of English pronunciation. The features of English pronunciation are divided into two levels, namely segmental features and suprasegmental features (Gilakjani,2012)

Segmental features generally related to elements ofphonemes involving English consonants, Vowel, and cluster (Darcy, Ewert, & Lidster, 2011) however, supra-segmental features deal with sounds at large level such as intonation and stress. These elements are important to be concerned more than phonemes because the sound production of stress and intonation (Supra-segmental features) determine whatever the speech is understandable or not. Nunan (1991: 103) says:”it has been argued that so called supra-segmental features of the language are more important for comprehensible than the individual sounds.”

Segmental features are the major focus for pronunciation teaching. It relates to sounds at the micro level. Segmental feature is the smallest feature in pronunciation. It consists of phoneme. In some books, it is written that segmental feature is phoneme. According to Vizental (2008:23), “The minimal phonological unit of the language-the basic speech sound is called phoneme”. Then it can be concluded that phoneme is the smallest unit of speech sound which does not have meaning but can differentiate meaning. Phoneme can be divided into two, they are vowels and consonant.

Consonant can be described in two terms. As Gerald (2006:6) state that consonant can be described in term of the manner and place of articulation. The manner of articulation is the type of obstruction that occurs in the production of a particular consonant. The ‘manners’ of articulation are:Stop, Fricative, affricate, Nasal, Liquid, and Glide. The stop fricative and affricate are called obstruent, and the nasal, liquid, glides, and vowels are termed sonorant. The consonant /l/, /r/, /w/ and /j/ are also referred to as approximants.

The place of articulation dimension specifies where in the vocal tract the construction is. The voicing parameter specifies whether the vocal cords are vibrating.the manner of articulation dimension also covers: how the narrow the construction is, whether air is following through the nose, and whether the tongue is dropped down on one side.

One of the articulation places is Alveolar. Alveolar consonant is articulated with the tongue against or close to the superior alveolar ridge, it is called alveolar because it contains the alveoli (the sockets) of the superior teeth. Alveolar consonant may be articulated with the tip of the tongue (so called apical consonants), as in English, or with the flat of the tongue just above the tip. (The “blade” of the tongue; called luminal consonants), as in French and Spanish. The luminal Alveolar articulation is often mistakenly called dental, because the tip of the tongue can be seen near to or touching the teeth. However, it is the rearmost pint of contact that defines the place of articulation; this is where the oral cavity ends, and it is the resonant space of the oral cavity that gives consonant and vowel their characteristics timbre.

Vowel is one of the classifications of phoneme or speech sound. Malmberg (1963:32) defines vowel sounds ”As produced with a free passage”. A free passage here means that the sounds are produced without obstruction. Moreover, Basri (2013:3) states, “If the airflow moves out freely, the resulting sounds are vowels”. Thus, we can conclude that if vowel sounds are produced, the air from the mouth is unobstructed.

Vowel consists of monophthong, diphthong and triphthong. As Kelly (2000:2) mentions, “Vowel sounds are all voiced, and may be single (like */e/*, as in *let*), or a combination involving a movement from one vowel sound to another (like */eɪ/*, as in *late*); such combinations are known as diphthong. An additional term used is triphthong which describes the combination of three vowels sounds (like */aʊə/* in *our* or *power*)”.

When investigating about consonants, the first thing that is important to study is the way sounds are produced. According to Vizental (2008:24), “Consonant sounds are characterized by an obstruction in the oral cavity that can block the air stream completely, or by a narrowing that causes friction”. Moreover, Basri (2013:3) asserts, “If the airflow is obstructed or impeded somewhere in the vocal tract by using one or more articulators, the resulting sounds are consonants”. Then, it can be conclude that when someone produces consonant sounds the air from mouth is obstructed and it can cause friction.

Speech sounds are basically classified into the two groups: consonant and vowels. In terms of manner of articulation, consonant and vowels differ in whether there is or there is no obstruction of the airflow is obstructed or impeded somewhere in the vocal tract by using one or more articulators, the resulting sounds are consonants.

Teaching pronunciation using prosody pyramid first applied by Gilbert (2008); The researcher has reported about teaching pronunciation using prosody pyramid to make teaching and learning process more effective and increase the students’ pronunciation. He needs to know if communicative prosody pyramid can improve students’ pronunciation. His research was about the concept of implementing the Prosody Pyramid into curriculum. Gilbert notes that quality repetition is essential for success in this subject. Therefore, the researcher can include that :Teaching pronunciation using prosody pyramid as a technique that can lead the students to learn pronunciation more effectivehelps the students to classify the sentence and to find out the word that consists of consonant sounds. Also, the students can learn pronunciation with fun because they should not try to think or make some sentences and memorize word one by one. Despite prosody pyramid has some benefits, the technique also has disadvantages. First, the students do not have much time to analyze sentence by sentence, second the students donot creative to make sentence,because the sentence has been available in the letter.

By using the appropriate strategy or technique, the students can personally enjoy the teaching and learning process. It is about the role of teacher to choose the strategy or technique for teaching; thus the students can be able to speak and pronounce English well. There are many techniques that can be used in teaching pronunciation. The researcher chooses prosody pyramid technique to improve the students’ ability in English pronunciation.

**METHOD OF RESEARCH**

The research design employed in this research is quasi-experimental with the pre-test posttest nonequivalent group design. In this research design, there were two groups: experimental and control group. Both groups were not be equated by randomization, so it called nonequivalent group design experimental and control group were given pre-test and post-test, but only the experimental group was given the treatment. The research design is represented as follows (Cohen, Manion,& Morrison,2007:283) :

Pre-test Treatment post-test

Experimental O1 X O2

Control O3 X O4

The population selected was the second-grade students of SMP Madanipalu. The students selected were from class VIII WS Rendra and VIII Chairil Anwar.there were 23 students from class VIII WS Rendra and 17 Students from class VIII Chairil Anwar. Therefore, the total of population was 122 students.

Variable becomes the focus of the research that we want to measure through the use of technique. In this study the variable was Independent and dependent variable. The independent variable was the use of prosody pyramid and the dependent variable is the ability of the second-grade students in that school.

In collecting the data of this research, the researcher used one instrument namely test. The test consisted of pre-test and post-test. Pre-test was given before the treatment and post-test was given after the treatment. The test purposed to measure the students’ ability in pronouncing English consonant and know whether the treatment had influence or not.

The researcher administrated pre-test to both groups, whether experimental class and control class. pre-test refers to a preliminary test administrated to determine students’ knowledge, ability, and performance of the language learned. It administrated before the treatment given to the experimental class. By the pre-test scores as the starting point, the researcher compared the data with the post test scores later. The type of test given was minimal pairs test consisted 10 numbers. And Post-test was the test that given after conducting the treatment. The researcher examined the post-test by using another test but the test has the same forms, items, difficulties, and score as pre-test.

**FINDINGS**

The researcher conducted the observation to find out information on classroom activities and to get some information about the learning and teaching pronunciation before giving the treatment. The result of observation showed there is difference between the result of test before and after the treatment. Before giving the treatment, the ability of the students in pronouncing the word was very poor, they did not know how to produce the word appropriately but after getting the treatment, they finally knew how to produce the word.

The researcher examined the students in experimental group before and after the treatment while the students in control group were examined without treatment. After computing the scores, the researcher found some differences between the results of the two groups. The results showed that the experimental group has higher score than the control group. Before giving the treatment to the experimental group, the researcher firstly gave the pre-test to know the students’ prior knowledge about dental and alveopalatal sounds. The researcher also gave the pre-test to the control group as the comparison for the experimental group. The pre-test of both groups conducted on September , 2016. After knowing the score from each student on the experimental and control groups.

**Table 1** The Result of Pre-test and Post-test in Experimental group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | Initial Name | Pre-test | Post-test | Deviation |
| **(O1)** | **(O2)** | **(O2-O1)** |
| 1 | AAG | 54.28 | 60 | 5.72 |
| 2 | AGS | 45.71 | 62.85 | 17.14 |
| 3 | AMF | 37.14 | 82.85 | 45.71 |
| 4 | BTP | 25.71 | 51.42 | 25.71 |
| 5 | CRV | 37.14 | 60 | 22.86 |
| 6 | DAK | 54.28 | 74.28 | 20 |
| 7 | DMU | 28.57 | 48.571 | 20 |
| 8 | FES | 40 | 48.57 | 8.57 |
| 9 | FDJ | 60 | 80 | 20 |
| 10 | HRH | 22.85 | 54.28 | 31.43 |
| 11 | IFZ | 37.14 | 85.71 | 48.57 |
| 12 | IGD | 28.57 | 70 | 41.43 |
| 13 | IWH | 54.28 | 62.85 | 8.57 |
| 14 | MBA | 37.14 | 57.14 | 20 |
| 15 | MDR | 48.57 | 51.42 | 2.85 |
| 16 | MRZ | 22.85 | 91.42 | 68.57 |
| 17 | NMF | 45.71 | 51.42 | 5.71 |
| 18 | RYA | 54.28 | 60 | 5.72 |
| 19 | SAG | 42.85 | 62.85 | 20 |
| 20 | SNF | 31.42 | 51.42 | 20 |
| 21 | TBF | 22.85 | 57.14 | 34.29 |
| 22 | WAR | 54.28 | 88.57 | 34.29 |
| 23 | ZSL | 31.42 | 62.85 | 31.43 |
|  | Total Score | 917.04 | 1475.611 | 558.57 |

The researcher obtained the mean deviation of the pre-test and post-test in the experimental group which is 24.28 after knowing the result and the mean deviation of pre-test and post-test in the experimental group, the researcher continued to finding out the result and the mean deviation of pre-test and post-test in the control group, we can see the result can improve the students’ pronunciation.

**Table 2** The Result of Pre-test and Post-test in Control Group

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | **Initial Name** | **Pre-test** | **Post-test** | **Deviation** |
| **(O1)** | **(O2)** | **(O2-O1)** |
| 1 | ADS | 28.57 | 40 | 11.43 |
| 2 | ADI | 48.57 | 25.7 | -22.87 |
| 3 | AIK | 42.85 | 60 | 17.15 |
| 4 | ALA | 28.57 | 25.71 | -2.86 |
| 5 | BNR | 82.85 | 54.28 | -28.57 |
| 6 | CHA | 17.14 | 40 | 22.86 |
| 7 | FBR | 28.57 | 42.85 | 14.28 |
| 8 | HHT | 42.85 | 42.85 | 0 |
| 9 | MAK | 54.28 | 40 | -14.28 |
| 10 | MDS | 28.57 | 28.57 | 0 |
| 11 | MHR | 17.14 | 54.28 | 37.14 |
| 12 | RAR | 45.71 | 42.85 | -2.86 |
| 13 | RHS | 45.71 | 40 | -5.71 |
| 14 | SKA | 31.42 | 57.14 | 25.72 |
| 15 | SYZ | 42.85 | 42.85 | 0 |
| 16 | RAS | 45.71 | 54.28 | 8.57 |
| 17 | VNL | 37.14 | 45.71 | 8.57 |
|  | Total Score | 668.5 | 737.07 | 68.57 |

The result of pre-test and post-test in the control group is 170 After knowing the result of pre-test and post-test in the control group. Based on the calculation above, the researcher got the sum-squared deviation of the experimental group which is 5733.56 and the sum-squared deviation of the control group which is 4653.68. According to the computation above, the researcher got that the value of tcountedis 4.082.

The researcher found that the value of ttableis 2.026. Thus, the researcher tested the hypothesis of the research by comparing the values of tcounted and ttable. The value of tcounted was 4.082 while the ttable 2.026. Based on that result, the researcher concluded that hypothesis of this research is accepted because the value of tcounted was higher than the value of ttable.It means that the use of prosody pyramid as a teaching technique is effective in improving the students’ pronunciation ability in That school, because the tcounted higher than ttable.. and I proud of myself that can give some benefit for another, especially for the students.

**DISCUSSION**

Pronunciation is the way in which a language or particular words in the language is pronounced or uttered. it is to be the important component in English which could be integrated in teaching language skill particularly in speaking. Therefore, this theory is very useful for the researcher and the students, if the researcher know the way how to teach the students by using good pronunciation, she can make the students pronounce the words and the utterances correctly in their speaking skill. On the other hand, when the students communicate each other, they also can understand well what the people say. As the result, the students can be brave and easy to interact to the people.

In having good communication, both the researcher and the students should learn the features of pronunciation. They are supra-segmental and segmental features. suprasegmental features relates to the words stress, pitch and intonation then, segmental features cover consonant and vowel. In knowing the theory of segmental features, the students got easier to identify how the sounds should be pronounced if the consonant and vowel are attached in the word or sentences. Nevertheless, this theory also assistant the researcher to explain the students about the difference between consonant and vowel that may include in English and Indonesia.

Pronunciation is one important aspect in English, especially in oral communication. It is the first thing people notice when they acquire a new language. It is the way of uttering a word therefore it must be cleaner and understandable to make to communication between the speakers and the listener runs well.

For some students, English pronunciation becomes a problem in learning English at school. The common reasons are the difference between the spelling and the pronunciation of the words and some sounds does not occur in bahasa Indonesia. Therefore, the students often do not feel confident when teacher ask them to practice speaking or reading aloud.

One way to help students to overcome the problem is using prosody pyramid as a method to teaching. Prosody pyramid is an excellent method that can be used in teaching pronunciation.

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and sounds. When we communicate with other people, we should not only have good vocabulary but also have good pronunciation. In pronunciation there are several aspect, segmental aspect and suprasegmental aspect. Segmental aspect are divided into two. They are consonant and vowel. Consonant sounds have classification of consonant phonemes there are manner of articulations and place of articulation. The manner of articulation is divided into six. They are stop, fricative, affricative, nasal, liquid, and glide. The place of articulation are divided in nine sounds there are bilabial, labiodentals, dental, alveolar, alveopalatal, palatal, velar, glottal and labiovelar.

The problem more significant is the difference sounds system between English and Indonesian. There are some of English vowel and consonant sounds are not found in Indonesian. Such as/t∫/, /dʒ/, /ʒ/, /θ/, /ð/, /ʃ/ and /ʒ. The reason is that these sounds do not exist in Bahasa; therefore, the Indonesian learners are not accustomed to pronouncing these sounds.

The researcher would like to analyze all the data and describe the finding of this research. The finding of this research is related to the use of Prosody pyramid as a technique in teaching pronunciation which focused on six sounds (/θ/, /ð/, /ʃ/ and /ʒ/.

Furthermore, the researcher needed to give the treatment to the students to know the progress of each student before they got posttest. The researcher taught both groups (experimental group and control group) with the same material, however only the experimental group taught using the treatment. In doing the treatment, the researcher practiced some words and sentences. The students of experimental group learnt how to pronounce the four consonants correctly by using prosody pyramid technique. Then the students of control group learnt how to pronounce the sounds with the other technique. In applying her technique (reading aloud), the researcher did the treatment in four steps. First, the researcher explained the consonant sounds (/ʧ/, /ð/, /ʤ/, and /θ/). Second, the researcher gave the examples of several words and sentences that contained of consonant sounds which the pronunciation of the sound must be correct. Third, the researcher distributed the script to the students. Fourth, the researcher asked the students to pronounce the words or sentences that contained of consonant sounds, while the researcher checked and corrected the students’ pronunciation, whether they pronounce the sounds correctly or not.

Teaching pronunciation use of prosody pyramid first apply by Gilbert (2008); The researcher have reported about teaching pronunciation using prosody pyramid to make teaching and learning process more effective and increase the students’ pronunciation. He wanted to know if communicative prosody pyramid can improve students’ pronunciation. His research was about the concept of implementing the Prosody Pyramid into curriculum. Gilbert notes that quality repetition is essential for success in this subject. Therefore, the researcher can include that : Teaching pronunciation using prosody pyramid as a technique that can lead the students to learn pronunciation more effective helps the students to classify the sentence and to find out the word that consists of consonant sounds. Also, the students can learn pronunciation with fun because they should not try to think or make some sentences and memorize word one by one. Despite prosody pyramid has some benefits, the technique also has disadvantages. First, the students doesn’t have much time to analyze sentence by sentence, second the students do not creative to make sentence, because the sentence has been available in the letter.

The procedure of using prosody pyramid in classroom start with teacher prepares some sentences or phrases which are appropriate to the sounds which have to be mastered. The teacher has to introduce each word or phrase which has sounds /θ/,/ð/, /ʃ/ and /ʒ/ with definition and explanation to the students. Next, the teacher asked the students to limit and classify some sentences become more specific and pairs the word that contained sounds /ð/, /θ/, /ʃ/ and /ʒ/.

After the treatment, the researcher conducted post-test. The researcher gave the students post-test using the same way with the pre-test to measure their skill in pronouncing some sounds in English after the treatment. In short, after applying the treatment, the researcher found that the students’ score improved by using reading aloud technique.

Furthermore, it can be supported by comparing the result of test for both groups (experimental group and control group). The result of the data analysis showed that the mean score of experimental group (24.28) is greater than the mean score of control group (4.03). Then, the result of t-counted (4.082) is greater than t-table (2.026). It indicated that reading aloud technique can be used to improve the pronunciation ability in junior high school.

After collecting and analyzing the data, The researcher problem stated in chapter one can be solved. According to the result of the data analysis the research computed and found that the observed t-value was 4.082 and critical t-value was 2.026 by selected the 0.05 level of significant with 35 degrees of freedom as the indicators. result showed that the observed t-value was greater than the critical t-value which means that the research hypothesis was accepted. By all means, it was proved that the use of prosody pyramid technique improves the ability of the Eight grade students in that school.

The researcher not only solved by that research problem, but also drew the conclusion of the research. These are the students’ improvement before and after getting the treatment and the effectiveness of prosody pyramid as a technique in teaching pronunciation.

The research findings showed that the use of Prosody pyramid as a technique in teaching pronunciation is effective to improve the students’ pronunciation ability. Moreover, there are some suggestions proposed, firstly for the teachers, the researcher expects that this research can be a reference for the teachers to choose an appropriate technique in teaching English pronunciation and also, they can apply this technique in teaching English pronunciation to improve the students’ pronunciation ability.

**CONCLUSION**

After collecting and analyzing the data, the researcher problem stated in chapter one can be solved. According to the result of the data analysis the research computed and found that the observed t-counted was 4.082 and critical t-table was 2.026 by selected the 0.05 level of significant with 35 degrees of freedom as the indicators. These results showed that the observed t-counted was greater than the critical t-table which means that the research hypothesis was accepted. By all means, it was proved that the use of prosody pyramid technique improves the ability of the second-grade students at SMPN Madani Palu.

The researcher not only solved by that research problem, but also drew the conclusion of the research. These are the students’ improvement before and after getting the treatment and the effectiveness of prosody pyramid as a technique in teaching pronunciation.

The first is about the students’ improvement. Before the students were given the treatment, their abilities to know word in English especially sounds /θ/, /ð/, /ʃ/ and /ʒ were very poor or low. Afterward they were treated, their abilities were significant. The researcher has proved by this statement by looking at the significant result between the pre-test and post-test score. Not only about the scores, but also the learning process was very enjoyable for the students. By the application of prosody pyramid, the students more focus and could actively engage with the researcher during the learning activities.

The research findings showed that the use of Prosody pyramid as a technique in teaching pronunciation is effective to improve the students’ pronunciation ability. Moreover, there are some suggestions proposed, firstly for the teachers, the researcher expects that this research can be a reference for the teachers to choose an appropriate technique in teaching English pronunciation and also, they can apply this technique in teaching English pronunciation to improve the students’ pronunciation ability.

Secondly, for the students, they should have a good motivation in learning English pronunciation. They also should enjoy the learning process so that they can accept the material easily. Thus, the researcher expects that this research can help them improve their pronunciation ability.

Lastly, for the other researchers who are interested in this research topic, the result of this research can be a good reference in the future.

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