

CHAPTER I

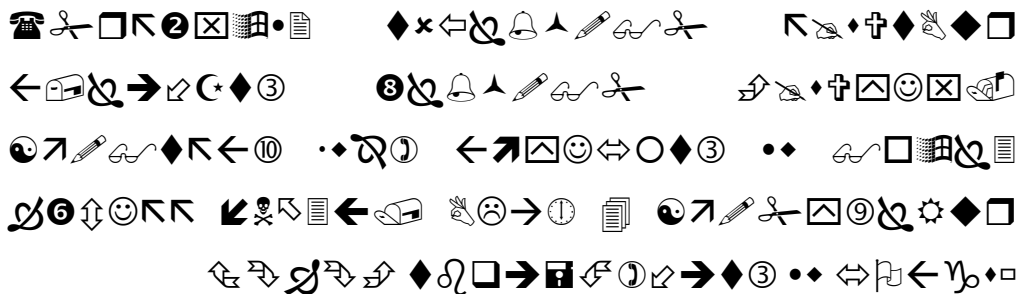
INTRODUCTION

A. Background of The Research

English is one part of the educational curriculum in Indonesia that should be mastered by teachers, especially English teachers, then, taught to the students. As we have seen, English is the international language. In Indonesia, English is the first foreign language. This is one of the required subjects from elementary school to university level. It does not just play a role in students learning process, but also has an important role for teacher in English teaching process. In Indonesia, many people who cannot speak English take English courses for their profession demands. This is a sign that English has been an important language in achieving a better career.

As a foreign language, English has four skills (reading, listening, writing, and speaking) that have to be understood even mastered by the students. From these skills, listening is a skill that felt difficult to be mastered, because it needs more attention and concentration to comprehend the sounds (listening material). Besides, it is because listening is primarily crucial oral communication for humans.

Allah Azza wa Jalla said in His sacred Book:



“And the example of those who disbelieve is as that of him who shouts to the (flock of sheep) that hears nothing but calls and cries. (They are) deaf, dumb and blind. So they do not understand”. (Al Baqarah/2: 171)¹

¹ M. Quraish Shihab, *Tafsir al-Mishbah*, (Jakarta: Lentera Hati, 2002), vol.1, p. 383.

From the verse above, it can be concluded that hearing carefully (listening) is a process to start mind. Equally, by listening we can learn and understand many lessons, especially, conveyed from someone's speech.

The smallest unit of a language is the sound. Pronunciation is the way how sounds are produced. Pronunciation not only refers to the speech sounds in the mouth, but also stresses the way how sounds are noticed by hearing.² In learning English, we must pay attention to pronunciation because it is an urgent aspect of each individuality. So, pronunciation in the second language curriculum is an integral part of oral communication.

Book is the most important resource which teachers use in their teaching. Therefore, the available of text book is essential in education. A textbook has a great role in teaching and learning process. It is like a guide for teacher in teaching and it can be a reference for learners in learning. A text book should be able to adapt materials and exercises to be suitable for the conditions.³ Thus, whatever the teaching method is used, a teacher must make a text book as guidance in the instruction because, basically, other teaching resources, such as the internet, are originated from the role of the book.

Accurate English is a textbook and reference guide to the English pronunciation as it is spoken by educated native speakers in fluent speech. Theory and materials is reinforced by several exercises such as practicing dialogues, reading passages, and oral presentations. The goal of this book is to improve students' English pronunciation and listening comprehension so that they can understand easily what native speakers say in both formal and informal situations. *Accurate English* is divided into introductory materials and four main sections – vowels, stress and rhythm, consonants, and intonation. Teachers, thus, can focus on what their students need.⁴ Because of these problems, researchers tried to compare the quality of this book with the

² Jack Richards, *et.al.*, *Longman Dictionary of Applied Linguistics*, (London: Longman, 1990), p. 232.

³ Razia Fakir Muhammad, “*Effective Use of Textbook : Neglected Aspect of Education in Pakistan*“, *Journal of Education for International Development*, (31 September 2007), p. 66.

⁴ Rebecca M. Dauer, *Accurate English, a Complete Course in Pronunciation*, (New Jersey: Prentice Hall Regents, 1993), p. vii.

other pronunciation books in the teaching and learning pronunciation. Researchers saw that the teachers rarely use this book in teaching pronunciation.

Overcoming the habits of native language, especially in pronunciation, is not easy. It requires understanding, continuous practice, and the desire to change. Learning that are designed to help learners modify their speech-pronunciation patterns and develop effective language skills often describe an interaction of the learner-teacher partnership. In pronunciation, the teacher does not teach but facilitates learning by using learner-centered way.⁵

B. Questions of The Research

In this research, the researcher analyzed pronunciation based on the following major questions:

1. In what aspects are the pronunciation materials in *Accurate English* appropriate for teaching pronunciation?
2. In what aspects are the pronunciation exercises in *Accurate English* appropriate for teaching pronunciation?

C. Objective and Benefit of The Research

The objective of the research was to analyze in what aspects the pronunciation materials and exercises in *Accurate English, A Complete Course in Pronunciation*, written by Rebecca M. Dauer and published by Prentice Hall Regents, are appropriate for teaching pronunciation.

There are also benefits in this research for several elements connecting with teaching and learning process. They are as follows:

⁵ Joan Morley, *Pronunciation Pedagogy and theory: New Views, New Directons*, (Alexandria: Teachers of English to Speakers of Other Languages, Inc, 1994), p. 88.

1. For the researcher.

For the researcher, it is expected that it will be useful knowledge and experience for the researcher when he will begin his profession as a teacher in teaching pronunciation in the future time.

2. For the teacher

By doing this research, the researcher hopes that it will be useful to give contribution of developing and improving teaching especially in teaching pronunciation. Moreover, the researcher hopes teacher can use some appropriate materials and exercises in teaching pronunciation. Therefore, the students will get better achievement.

3. For the students

By appropriate materials and exercises in teaching pronunciation hopefully the students will improve their English skills. They may improve their English since they can learn English through a lot of sources that they like and understand easily such as practice their English sounds with some interesting methods prepared by the teachers in teaching pronunciation.

D. Previous Research

There are some previous researches which related to this research, they are:

The research thesis was be written by Nugrahani, S.A. (2201403021), a student from Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, State University of Semarang. His research title is *The Reading Materials in Look Ahead Textbook for The Tenth Year Students of Senior High School, An Analysis Texts of Generic Structure and The Lexicogrammatical Features* in year of 2008. This study analyzed the materials, which are found in the textbook. The result of the research is that there are 20 reading materials in Look Ahead text book. Based on the result, the conclusion of the study

explained that the textbook is relevant to the objectives of English teaching, especially in reading skill.⁶

The similarity between her research and the writer's is on the research approach. The difference is on the objective of the research; her objective research stresses reading skill, while the writer stresses pronunciation.

The research thesis was be written by Nur Laelatut Taqwa (3104224), a student from Faculty of Tarbiyah, State Institute for Islamic Studies Walisongo, Semarang. Her research title is *Analysis of Speaking Exercises in Look Ahead I, An English Course for Senior High School Student Year X Published by Erlangga* in year of 2009. The result of the research is the speaking exercises in the 'Look Ahead I " are relevant with some criteria of speaking exercise in term of kinds of test, kinds of speaking classroom, teach ability, the aims, kinds of practice exercise.⁷

The similarity between her research and the writer's is on the research approach. The difference is on the objective of the research; her objective research stresses speaking skill, while the writer stresses pronunciation.

The research thesis was be written by Ema Yanuarti (04420077), a student from Faculty of Language and Art Education, IKIP PGRI, Semarang. Her research title is *The Use of Reading Aloud in Teaching Pronunciation (A Case Study of The Sixth Grade Students of SD N Sendangguwo 03 Semarang in The Academic Year 2008/2009)* in year of 2008. In this research, she used reading aloud as a drill in teaching pronunciation. The result of this study is reading aloud is effective to teach pronunciation. It is proved by percentage of post-test after being taught by reading aloud is good.⁸

⁶ See in Nugrahani, S. A. (2201403021), "The Reading Materials in Look Ahead Textbook for the Tenth Year Students of Senior High School, An Analysis Text of Generic Structure and the Lexicogrammatical Features." Unpublished Thesis, Jurusan Pendidikan Bahasa Inggris, Fakultas Bahasa dan Sastra, State University of Semarang, 2008.

⁷ See in Nur Laelatut Taqwa (3104224), "Analysis of speaking exercises in Look Ahead I, an English Course for Senior High School Student Year X published by Erlangga." Faculty of Tarbiyah, State Institute for Islamic Studies Walisongo, Semarang, 2009.

⁸ See in Ema Yanuarti (04420077), "The Use of Reading Aloud in Teaching Pronunciation (A Case Study of the Sixth Grade Students of SDN Sendangguwo 03 Semarang in

The similarity between her research and the writer's is on the objective of the research, it is teaching pronunciation. The difference is on the research approach and method of collecting the data.

E. Theoretical Framework

1. Text Book

a. Definition of Text Book

Hornby defines "textbook is a book that gives instruction in a branch of learning."⁹ A textbook is to help the teacher in explaining the lesson and make his or her students easier in understanding the lesson given. Each lesson needs at least one textbook and a teacher may use some additional books to support this textbook and to have his or her students discuss some materials and exercises.

There is a relation between teacher and textbook. The relation between teacher and textbook is important and it is an interaction that can bring to reach teaching and learning aims.¹⁰ A text book provides a plan for learning, a clear description of what is to be learned in the classroom as a resource place of materials and exercises. The text book is best seen as a resource in gaining objectives that have already been set in learners' needs.

b. The Functions of Text Book

A text book has many functions for teachers in order to run the teaching and learning process well, or it has an important role for students in teaching and learning process. Grant in his book, *Making The Most of your Textbook*, says that textbook has several useful jobs, there are as follows:

the Academic Year 2008/2009)." Faculty of Language and Art Education, IKIP PGRI, Semarang, 2008.

⁹ Hornby, *et.al.*, *Textbook. Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 1974), p. 893.

¹⁰ Alan Cunningsworth, *Evaluating and Selecting ELF Teaching Materials*, (London: Heineman Educational Press, 1984), p. 1.

- 1) It can identify what should be taught or learned.
- 2) It can indicate what methods should be used.
- 3) It can provide materials needed.
- 4) It can help the teacher to explain.
- 5) It can act as very useful learning- aid for the students.¹¹

c. Kinds of Text Book

Grant categorizes a text book into two categories. They are *traditional course books*, and *communicative course books*.

1) Traditional Course book

The traditional course book tries to get students to learn the language as a system. It has several characteristics as follows:

- a) It emphasizes the forms or patterns of language (grammatical feature) more than the communicative functions of language.
- b) It focuses on reading and writing activities, rather than listening and speaking activities.
- c) It often deals with the use of first language.
- d) It emphasizes the important of accuracy.
- e) It focuses on syllabus and examinations.
- f) It interests some teachers, because it seems easy to use.

2) Communicative Course books

Communicative course book has the following characteristics:

- a) It emphasizes the communicative functions of language.
- b) It tries to prepare the students' needs and interests.
- c) It emphasizes skills in using the language.
- d) It usually has a good balance among the four language skills, but many emphasize in listening and speaking.
- e) It is very specific in its aims.
- f) It reflects the language of everyday life.
- g) It encourages work in groups or pairs.

¹¹ Neville Grant, *Making The Most of Your Textbook*, (New York : Longman, 1989), p. 8.

h) It emphasizes not only accuracy, but also fluency.¹²

Based on Grant's opinion, the researchers concluded that the second category is suitable for use by teachers to teach pronunciation because pronunciation is a part of language and one of language functions is as communication among the people. In addition, the second category does not just learn the theory as a system, but also encourages the students to practice what they have learned.

2. Auditory Learning

a. Definition of Auditory Learning

According to Bobbi Deporter and Mike Hernacki "Auditory learning is learning by listening."¹³ It means that auditory learning is a learning style which a person learns through listening. Auditory learning is a teaching method that designed toward students whose learning style is aimed more toward the acquisition of information through hearing rather than by sight.

Auditory learners must be able to hear what is being said in order to understand and may have difficulty with instructions written. They also use their listening and repeating skills to choose the information sent to them. The use of audio media strongly supports mastery learning. Slow learning students who can play again and repeat the parts that have not mastered. On the other hand, students who can learn quickly can go forward as the rate of learning speed.¹⁴

b. The Techniques of Auditory Learning

Learning materials recorded have been widely available for a variety of disciplines. For example, voice recording of various music types can be used to tell to children, play, role play, songs, and others. Although there is no standard procedure on the use of audio materials,

¹² Neville Grant, *Making The Most of Your Textbook*, p. 13-14.

¹³ Bobbi Deporter and Mike Hernacki, *Quantum Learning*, (New York: Dell Publishing, 1992), p. 113.

¹⁴ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo Persada, 2003), p. 148.

it should be served by following the usual steps done when using the material in other forms. The steps are as follows:

1. Preparing ourselves. Teachers plan and prepare themselves before the presentation of the material. The ways to prepare ourselves are by examining and trying out the material, making notes about important things covered in the audio material, and deciding what will be used to increase interest, attention, and motivation of students.
2. Arousing students' readiness. Students are led to have a readiness in hearing, for example by giving early comments and questions; identifying the material, participants, or condition that occurs during production; discussing with students about topic so causing some key questions where the answers can be obtained from the audio material.
3. Listening to audio material. Guide students to have the experience of hearing with the appropriate time. Encourage students to listen quietly, to focus on audio material, to listen with an opened mind and a will, and to link what is heard by the questions discussed.
4. Discussing audio material. After hearing the material, an informal discussion is started by asking general questions.
5. Following-up program. In general, discussion and evaluation, after listening to the material, terminate hearing activities. However, it is expected students will be motivated to learn more about the lesson by reading a text book, watching a movie having connection, or doing other activities related to the contents of the audio material.¹⁵

If the techniques were readily implemented by each teacher, the teacher will make it into a creative teacher, will not give up to create something different and new to teaching and learning process, so that students will feel happy and will not feel the

¹⁵ Azhar Arsyad, *Media Pembelajaran*, p. 149 – 151.

boredom faced the content being learned. Especially in learning pronunciation, students will be able to better understand the material because in addition to reading a text book, they can hear what were said native speakers through the audio learning.

Audio media relates with the development of skills related to aspects of listening skills. Skills that can be achieved with the use of audio media include:

1. Concentrating and sustaining attention.
2. Following the briefing.
3. Doing the power of analysis.
4. Determining the meaning of context.
5. Choosing relevant and irrelevant information.
6. Summarizing or restating the information.¹⁶

In addition, the use of audio media should be considered in the teaching of foreign languages. Students can listen to recorded voice of native speakers which are studied as a model in practice of pronunciation. Voice and pronunciation of the students themselves were recorded and compared with existing models (sound recordings of native speakers). Students can record their voice during practice so they are able to listen back to recordings of their voice, to analyze and to improve the aspects considered less.

3. Teaching Pronunciation

There are various factors figuring clearly in renewal of pronunciation teaching. One is a growing recognition of learner problems and supplying learner needs. The second factor is the emergence of new instructional designs in pronunciation teaching.¹⁷

In teaching pronunciation, the teacher should pay attention to some areas in which phonemic differences in second language may not be solved because of interference from first language habits. The teacher

¹⁶ Azhar Arsyad, *Media Pembelajaran*, p. 44.

¹⁷ Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 1985), p. 68.

should aim to establish the ability to hear the sound difference in order the learners are able to differ it well.¹⁸Linguists have shown that language in mainly speech and recent approaches to language teaching including the teaching of pronunciation.

Strevents commented in the realm of Pronunciation, the interrelations between learning and teaching are intricately entwined. Every word, every syllable, every sound uttered by the teacher may contribute to the learning of pronunciation, not only when the teacher is deliberately and overtly concentrating on teaching Pronunciation, but equally when he believes that he is the putting the weight of the teaching onto questions of grammar or vocabulary, or when he is just easing the class a long by an exchange of greetings, or telling a little story.¹⁹

Morley stated that the aim of teaching pronunciation in order that students are hoped to be able to improve their understandings to the speech features. Second, students are able to communicate using English with another people. Their self-confidence, hopefully, will be increased through teaching and learning process of pronunciation. In another word, students will be taught how to use speech organs correctly, it is important because when people are speaking a language, they can convey the message or information. In addition, learners are going to study how to modify their speech.²⁰

Pronunciation is important for students who learn English because it includes sub-components of English language skills, particularly speaking and listening. Like *makhorijul huruf* in Arabic, with good pronunciation, we can speak with native speakers fluently. In addition, we can also listen to what they say it well. Therefore, the quality of teaching pronunciation is needed for the process of teaching and learning English.

There are some techniques for teaching pronunciation:

¹⁸ Lim Kiat Boey, *An Introduction to Linguists for The Language Teacher*, (Singapore: Singapore University Press, 1975), p. 96.

¹⁹ Joan Morley, *Pronunciation Pedagogy and theory: New Views, New Directons*, (Alexandria: Teachers of English to Speakers of Other Languages, Inc, 1994), p. 67.

²⁰ Marcus Outlowsky, "Pronunciation: What Are The Expectations?" *The Internet TESL Journal*, Vol. IV, Number 1, January 1998, p. 3. <http://itesllj.org/articles/outlowsky-pronunciation.html>, on Sunday, December 20, 2009.

- a) Allowing clear practice in production and giving feedback to individual learners to solve their problems.
- b) Allowing discussion on learning strategies for pronunciation which can be drawn up in the classroom.
- c) Making a communicative exercise for learners to deliver their speech.
- d) Convincing the learners because many language learners usually feel uncertain with their pronunciation.
- e) Making activities with learners in order to be very useful and fun.
- f) Paying attention to the accuracy of students' pronunciation.
- g) Some activities should be an integral part of any language teaching as they make pronunciation an active element of the learning process.²¹

The researcher agrees with the combination of text book and auditory learning in the process of teaching and learning pronunciation. Text book is as a theory of learning and a source of activities for learner's practice. While through auditory learning, students can practice what they have already got from the text book.

a. Pronunciation Material

Material is information or ideas in a book. The careful selection of materials is important for teachers in teaching activities. Materials exist in order to support learning and teaching, so they should be designed to suit the students and the processes involved.²²

A teacher must be careful in choosing the material in the text book to teach their students later. He must be able to customize the material to the level of student understanding. If students are difficult to understand the material that has been taught, it means that the material was ineffective. If it happens, the teacher must be creative in using teaching methods to convey the material to students. It greatly affects aspects of learning and student understanding.

²¹ The Internet TESL Journal, Vol. III, No. 1, January 1997, <http://iteslj.org/Techniques/Dalton-Pronunciation.html>, on Thursday, November 4, 2010.

²² Djoko Susanto, *Teaching Indonesian Language in Australia, A Methodological Perspective of Primary English Teaching in Indonesia*, (Malang: UIN Malang Press, 2009), p. 39.

Types of materials can be classified into four: a) published materials; b) teacher-produced materials; c) authentic materials; and d) students materials. These will be discussed below.

- a) Published materials refer explicitly to textbooks. The teacher efforts use the published materials are to make them: (a) attractive – in terms of topic, lay out and illustration; (b) reliable – in terms of overall choice and sequencing of what is taught, the correctness of information, and the dependability of the exercises and activities; and (c) user-friendly – in giving students security for class work and homework. Published materials, however, cannot provide (a) insight – into the interest and needs of any specific students; (b) decisions – about which materials to use, and which to change; supplement, or leave out; (c) creativity – to use the materials as the students learn to speak for themselves.
- b) Teacher-produced materials. In most teaching situation, the most important role of teacher-produced materials is to bridge the gap between the classroom and the world outside. In such cases, the results of teacher-produced materials should be that: (a) the use of the target language is related to the world outside the classroom; and (b) there is authentic communication between learners.
- c) Authentic materials refer to examples of language that were not originally produced for language learning purposes but which are now being used in that way. There are two reasons why authentic materials are so important. The first reason is language itself. Authentic materials represent the actual goal of language learning including the difficulties that learning materials avoid. All learners have practice in meeting the real challenges. Even at the early stages, students should learn how to respond to language which they do not fully understand. The second reason is motivation. Authentic materials bring the means of learning and the purpose of

learning closer together, and this establishes a direct link between the world outside and the classroom.

d) The last type of materials is student materials. There are two ways of thinking about students materials: (a) learning materials produced by the students – the students use their own knowledge and personal background to produce learning materials for their classmates; (b) students as materials – for example the classroom contains real people wearing their clothes, and this can be the basis of extended practice.²³

b. Pronunciation Exercise

“Exercise is activity intended for training or testing.”²⁴ Exercise is a follow-up of students' understanding to the material that has been taught by the teacher. This is to measure students' skills in understanding the material. In addition, the exercise also aims to provide feedback on the students and motivate students to study harder.

In practice of exercise, there are two kinds of the practice exercise, they are:

a) Controlled exercise

A practice exercise in which the learners are told exactly is what to do and how to do it. It is hoped the learners will do the exercises correctly and will gain useful knowledge about the language.

b) Guided exercises

Practice exercise in which the learners are told what to do and then are given advice on how to do it. The learners have to make

²³ Djoko Susanto, *Teaching Indonesian Language in Australia, A Methodological Perspective of Primary English Teaching in Indonesia*, p. 40-41.

²⁴ Hornby, *Oxford Learner's Pocket Dictionary, Third edition*, (New York: Oxford University Press, 2005), p. 149.

same decisions of their own words and to create their own expressions.²⁵

In the pronunciation exercises, the teacher will evaluate the production of the phonemes, vowels and consonants, the stress and the intonation pattern of the target language.

F. Method of The Research

All research methods must need several book resources to make perfect their researches. In this research, the researcher used library research approach because the researcher has purpose to analyze if the pronunciation materials and exercises in *Accurate English, A Complete Course in Pronunciation*, written by Rebecca M. Dauer and published by Prentice Hall Regents, are relevant with some pronunciation aspects in teaching pronunciation or not.

Library research is collecting library data which is representative and relevant with object study; it can be book, journal, magazine, or newspaper.²⁶ In library research, literature is more than just serving the functions that exist in the field research. Library research uses book resources to the research data collection. What is called with the library research is the series of activities related to methods of library data collection

At least, there are 4 main features of the library research that need to be considered by potential researchers and the four traits that will affect the nature and methods of research:

1. Researchers deal directly with the text / numeric data rather than with direct knowledge of the field / witnesses (Eyewitness) in the form of events, people or other objects.
2. The data libraries are "ready-made". This means that researchers do not go anywhere, except only dealing directly with the source material which is already available in the library.

²⁵ Alan Cunningsworth, *Evaluating and Selecting ELF Teaching Materials*, (London: Heineman Educational Press, 1984), p. 82.

²⁶ Sutrisno Hadi, *Metodologi Research*, (Yogyakarta: Andi Offset, 2004), jil. I, p. 63.

3. The data library is generally a secondary source. It means that the researchers obtain material from second hand materials and original data from the first hand in the field.
4. The condition of library data is not limited to space and time. This means that whenever the researchers come and go, this data will never change because it is already a data "dead" stored in the written record.²⁷

The sources of data in this analysis were the pronunciation materials and exercises found in “*Accurate English, a complete course in pronunciation* written by Rebecca M. Dauer and published by Prentice Hall Regents.” The researcher analyzed whether pronunciation materials and exercises in “*Accurate English, a complete course in pronunciation* written by Rebecca M. Dauer and published by Prentice Hall Regents,” are appropriate in teaching pronunciation or not.

The researcher used documentation study as data collection from research project process. Document study refers to technique of collecting data by gathering, reading, classifying, simplifying, and analyzing documents.²⁸ As a society that expresses the written word, we have many types of written documents. Letters, notes, textbooks, newspapers, magazines are all potentially useful documents. Documents are primarily written texts which relate to some aspects of the research.

The technique in collecting data in this analysis included several activities:

1. Reading

The first step of data collection procedure was reading the “*Accurate English, a Complete Course in Pronunciation*”, written by Rebecca M. Dauer and published by Prentice Hall Regents, 1993. The researcher read all materials and exercises in the text book to find out what materials and

²⁷ Mustika Zed, *Metode Penelitian Kepustakaan*, (Jakarta: Yayasan Obor Indonesia, 2004), p. 4.

²⁸ <http://www.answer.com/topic/documentationstudy%20data>, on Sunday, October 31, 2010.

exercises are considered as the data. The data is taken from the materials and exercises in the textbook.

2. Classifying

After reading the materials and exercises in the text book, the next step was classification. The read and identified data was then classified based on the competency and skill which are emphasized in the materials and exercises of the text book.

3. Simplifying

To simplify the data, the researcher summarized the materials and selected some exercise kinds in the text book and they will be analyzed.

4. Analyzing

The last activity of data collection was analyzing the summarized and selected materials and exercises in the text book to find out whether they are based on some aspects in teaching pronunciation or not.

In this research, the researcher needed several references which could help to finish this research. It was purposed to help the researcher in data collection and data analysis. There were some searches that the researcher did in collecting references, among them as follows:

1. Looking for some books connecting with the research in library.
2. Looking for data or information connecting with the research from internet.
3. Looking for some theses connecting with the research from library.

In this research, the researcher used library research approach, which analyzed materials and exercises (textbook evaluation) or content analysis. The text book analyzed was *Accurate English, A Complete Course in Pronunciation*, written by Rebecca M. Dauer and published by Prentice Hall Regents, to find out whether they are appropriate in teaching pronunciation or not.

Content analysis simply defines the process of summarizing and reporting written data, the main contents of data, and their messages. In other

word, it is a proper procedure for analysis, examination and verification of the contents of written data.²⁹

The data has been collected since August 2010. In this research, the researcher wanted to discover and analyze if the pronunciation materials and exercises in *Accurate English*, a complete course in pronunciation, are relevant with some pronunciation aspects in teaching pronunciation or not. by the reason that the research will be appropriate by using library research as research approach and documentation study as source of data collection also using content analysis to analyze the collected data. These data could not be expressed in numbers because this is library research, including qualitative research. Therefore, the researcher made the procedure and time line of the research result in sentences.

²⁹ Louis Cohen, *et.al.*, *Research Method in Education*, (USA: Routledge, 2007), p. 475.