



ERROR ANALYSIS OF SUNDANESE ENGLISH STUDENT' PRONUNCIATION ON FRICATIVE SOUND

Wawat Srinawati¹, Dhea Tria Septiani²

English Education Study Program, STKIP Muhammadiyah Bogor

[wawatsrinawati@stkipm-
bogor.ac.id](mailto:wawatsrinawati@stkipm-bogor.ac.id)

ABSTRACT

This research aims to investigate the main factors that cause the students' English pronunciation errors on fricative sound and to identify the types of the students' English pronunciation errors on fricative sound pronounced by Sundanese students at STKIP Muhammadiyah Bogor. The writer collects data and does the following: through interviews with Sundanese students by record the pronunciation and analyze the errors based on the concept of Error Analysis of multiple sources. Research findings indicated that factor and types of error. Firstly, the data found that the most apparent causes or factors of pronunciation errors are: first, the interlingual transfer that affected students' mother tongue Second, the intralingual transfer that focused on students' target language generalization, inaccurate rules and misunderstand the rules. Third, context of learning that covered in social and classroom situation. Secondly, the writer drew the conclusion based on the analysis of test : It is proven that students make four kinds of errors, namely: Types of English fricative consonant errors made by students are omission errors (28), addition errors (41), formation errors (17), and arrangement errors (6) .

KEYWORD : ERROR ANALYSIS, SUNDANESE, PRONUNCIATION, FRICATIVES SOUND

Introduction

English as international languages has been studied by people all over the world. English language as a global language, emphasizing a special role that is recognized in every country (Crystal, David: 2003). In Indonesia, the use of English properly and correctly is still very low. Indonesians have many difficulties in learning English, as a foreign language. Especially in pronouncing the sounds of English speech because in Indonesia there are various ethnic groups that have different accents and language systems. Pronunciation is important for English Teaching Department students because the competency of pronunciation is one aspect that determines the level of someones speaking ability. Students who have good and clear pronunciation would do a good communication with the others. Therefore for English students pronunciation must be paid attention (Varadila, Venia: 2018). Fricatives are formed by narrowing of the air passage at some points so that, when air is expelled by pressure from lungs, it escapes with a kind of hissing sound. Fricatives are the sounds that are accompanied by a continuous noise. Fricatives are produced with a continuous airflow through the mouth. Noises are produced due to frictions between the organs of speech (Jones, D: 1972). In this study, writer are interested in conducting research on errors in verbal aspects where the object of this research is English Education students with Sundanese background. This research would focus on the mistakes made by Sundanese students in pronouncing words that contain some fricative sounds [f], [v], [θ], [ð], []. When a Sundanese student chooses to major in English, this problem becomes an important thing to focus on. Students are expected to have a good pronunciation in English regardless of their origin and ethnic background. Sundanese students often face a little difficulty in pronouncing words that contain fricative sounds. Students are indicated to mispronounce this type of sound. This happens all the time and even tends to be repeated by Sundanese learning English. The distinction between the Sundanese and English alphabets is suspected to be one of the factors causing errors and misunderstandings. As

the writer often finds in the classroom and campus environment of STKIP Muhammadiyah Bogor or even the writer sometimes still makes mistakes in pronouncing words that contain consonant fricatives for example the labiodental fricative consonant [f] , students usually replace it with the consonant 'P' . The writer often encounters students from Sundanese background who still pronounce Find as //paɪnd// instead of //fʌɪnd// changing the sound [f] of the word with the sound [p] ,and other examples such as television //ˈtelɪvɪʒən// being telepision. Sundanese people usually come from the West Java area. There is one characteristic that is widely known is their accent and speech. Moreover, many Sundanese people have difficulty pronouncing words that have fricative sounds such as [f] and [v] in the word . Moreover, if this problem is left unchecked then new problems will come in the end because different pronunciations have different meanings. This problem definitely needs to be solved. Problems will not be solved easily if we are not involved with the problem itself. That is why, to find a solution to the problem, researchers consider that it is important to study. As Yule says in the Study of Language, phonetics is the general study of speech sounds (Yule, George: 2006). Based on the explanation described above, the writer is interested in discussing more deeply and conducting a study with the title Error Analysis of Sundanese English Student' Pronunciation on Fricative Sound. The scope of this research is focused on analyzing the errors of students with Sundanese background in pronouncing English fricative sounds [f], [v], [θ], [ð], [ʒ] . Errors are classified into error types and error sources.

LITERATURE REVIEW

1. The Definition of Pronunciation

Pronunciation defined as the production of sounds that is used to make meaning. It also involves the attention to the particular sounds of language (segments), aspects of speech beyond the level of the individual sounds, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality), and its broadest definition, attention to gestures,

expressions that are related to how people speak a language (AMEP Research Centre: 2002). Giantari stated Pronunciation is only treated as the act that happens in speaking and listening. Pronunciation is the act of manner of pronouncing words, utterance of speech. In other word, it is called as the way of speaking a word, especially a way that is accepted or generally understood (Giantari, K: 2020). To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. This is why, English pronunciation is considered one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Gilakjani, A. P: 2016). A word can be pronounced in different sounds and ways by different individuals or groups, depending on many factors, such as: the area they grew up in, where they currently live, if they have speech or voice disorders, their social class, or their education. Pronunciation is the important part in learning language because when we learn languages we are not only learn it written form or formula but also we have to speak it in order we can comprehend the target language well. From the definition above, it can be concluded that pronunciation is the way we produce words or pronounce words meaningfully and accurately to be understood by others in communicating or in the teaching and learning process of English. It also involves the attention to aspects of speech beyond the level of individual sounds. Pronunciation is considered one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation.

2. The Elements of Pronunciation

The main features of pronunciation are segmental features (included phoneme) and supra-segmental features (included stress, intonation and connected speech). Phonemes are units of sound which could be analyzed. It is also known as segments. On the other hand, suprasegmental features are features of speech. which are generally applied to groups of segments, or phonemes. In English, intonation and stress are the important features of suprasegmental (Kelly, G. :2001)

1. Segmental Feature

Segmental feature system is the sounds that include vowel, consonant, cluster and diphthong .The classification is based on the

differences in the functional in utterance and their ways of production (Kelly, G : 2006)

2. **Vowel**

Vowel is one of the speech sounds that people often make. Vowels are articulated as voiced air streams that are formed using the tongue and lips to change the overall shape of the mouth (Kelly, G.:2001).

According to Jones, vowels are some of the continuous voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise. Jones classifies the vowels into 5 based on the position of the tongue: (Jones: 1958).

(1) Front vowels, in the production of which the „front“ of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fi:d/ feed.

(2} Back vowels, in the production of which the „back“ of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fu:d/ food.

(3) Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜ:d/ bird.

(4) Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fi:d/ feed and /u:/ in /fu:d/ food.

(5) Open vowels, when the tongue is held as low as possible as in /a:/ in /fa:ðə / father.

b) Consonant

Consonants as sounds, voiced and unvoiced, in which airflow is obstructed through narrowing or complete closure of the oral passages (Peter Roach: 2020) Dardjowidjojo stated that in the production of consonants, the parts of the mouth involved are the tongue, lips, teeth, ridge of teeth, palate and velum, and uvula. This section is called the point of articulation. There are two points of articulation, namely the place of articulation Manner of Articulation (Dardjowidjodjo: 2009).

Provision of various information and increase self-confidence. However, many factors contribute to successful mastery of speaking skills, such as they have never practiced speaking English with their friends formally or informally, are afraid of making mistakes, or are afraid to be laughed at by others and are not confident, or sometimes. The student seems unsure of having an idea in their mind if they submit to practicing their speaking.

There are the three types of affective factors that are affect students in the process learning is achievement motivation, self-confidence and anxiety. Brown also added that proficiency language can be achieved if there is learning environment for students have a level of self-anxiety low and the level of self-resistance low. This self-anxiety can cause various difficulties for students to give the right response in speaking activities. This of course it can hinder mastery ability speak fluently.

However, this is a problem for many people who want to learn English. Especially in the learning process in a formal environment, especially foreign language learning, students will face difficulties. A foreign language and a first language have differences in terms of sound, vocabulary, writing, and grammar. So that they have is the difficulty of expressing the ideas they already have. If asked to describe it in Indonesian, the difficulty disappears. Most of them tend to understand when someone speaks English, but it is difficult for them to respond or answer briefly. A small of them are shy and lack confidence in expressing their ideas in English. This can be seen when the teacher asks for answers and they can answer in short language.

As the research conducted by Fahmi about Developing a Spinning Wheel to Teach Speaking for the Seventh Graders of SMPN 12 Malang. This Research and Development (R&D) study was aimed to develop a board game "Spinning Wheel" teaching media for speaking to the seventh graders of Junior High School. This media was to provide

speaking medium for speaking activity. The materials of the teaching medium were chosen on the basis of the syllabus on the Curriculum 2013. The writer assumed that the appropriate method, strategy or media should be chosen. It is not an easy thing to do when teaching English in speaking ability especially without the complementing of an appropriate method.

Based on information from the English teacher, students have low levels of active learning and speaking ability. Students are shy to speak and tend to remain silent in class. In fact, as teachers are required to be able to guide students to achieve the goals of each subject regardless of the difficulties or obstacles that arise. A teacher is expected to be creative and innovative in dealing with the difficulties experienced by their students.

Therefore, a learning strategy or method is needed in order to improve students' language skills. Some of the students argued that they did not know how to speak and the methods used by the teacher were boring. They want something new in the teaching and learning process. Every child's point of view is not as good as learning English, especially in speaking skills. Therefore, using the spinning wheel media will make students more interested in learning. To solve the above problems, a new capable planning method is needed to provide lots of ideas to students and create fun activities during the teaching and learning process. Many activities can be done to create fun activities, such as pictures, cards, and other props.

Research Methods

The research was qualitative research. The questionnaire and the interview used as the instrument for collecting data. The subject of this research is in the school of SMPN 1 Pamijahan. The sample of the research is grade 7. In seventh grade there were nine classes in the school but the writer only chooses one class as the research sample. The writer

chose the student sample for various reasons, that was recommendation of the English teacher and the students' abilities.

In this research the writer used a non-probability sampling, namely purposive sampling. Non-probability sampling is often associated with case study research design and qualitative research. There are four types of non-probability sampling, such as quota sampling, snowball sampling, judgmental/purposive sampling and Convenience sampling.

The purposive sampling technique, also called judgment sampling, is the deliberate choice of a participant due to the qualities the participant possesses. Simply put, the researcher decides what needs to be known and sets out to find people who can and are willing to provide the information by virtue of knowledge or experience. In this research the writer used judgmental or purposive sampling, because the participant who used as sample is participant who fit certain criteria determined and in accordance with the data required by the writer. The writer chose 10 from seventh grade students of SMPN 1 Pamijahan as participants.

Results and Discussion

Questionnaire Results

In this study, the questionnaire 10 participants of seventh grade at SMPN 1 Pamijahan, data that presented in this research was data from a questionnaire that were spreading to participants at the seven-grade of 7-8 about the use of spinning wheel as a media in learning speaking ability. Every questionnaire contains 7 questions that have to answer by students. Below, the result of the questionnaire.

Table. 1. Questionnaire Questions

No	Statement	Y	N	Total
1.	Do you think speaking English is difficult?	80%	20%	100%
2.	Do you think practicing speaking English make you nervous or anxiety?	100%	0%	100%
3.	Do you think using Spinning Wheel media is very helpful in practicing your speaking?	100%	0%	100%
4.	Do Spinning Wheel media help you to increase motivation to learn Speaking English?	100%	0%	100%
5.	Do you agree the Spinning Wheel media increases the confidence to communicate in English?	100%	0%	100%
6.	Do you agree The Spinning Wheel media fosters a positive attitude towards English as a language?	100%	0%	100%
7.	Do you agree the use Spinning Wheel media help you for learning speaking?	100%	0%	100%

Based on the table above, it shows the percentage of the answer frequency by the students. It can be described that point 1 shows that most of the students (80%) said "Yes" that the Speaking English is difficult and a small part of the participants said "No" (20%). the next was point 2, that the most of participants (100%) stated "Yes", participants think that the practice of speaking English makes them nervous / anxiety and also participants said "No" (0%).

Furthermore, point 3 indicates that most of the participants (100%) stated "Yes" All participants said that used Spinning Wheel media is very helpful in practice speaking in English learning .and also participants said "No" (0%).

Then, point 4 shows that most of the participants (100%) stated "Yes" most of the participants said that the use of Spinning Wheel media

helped increase their motivation to learn to speak English and also the participants said "No" (0%).

The next, point 5 shows that most of the participants (100%) stated “Yes” all participants agreed that spinning media can increase their confidence in communicating in English and also participants said “No” (0%).

Furthermore, point 6 shows that most of the participants (100%) stated “Yes” all participants agreed that the spinning wheel media can increase positive attitudes towards English as a language and also participants said “No” (0%).

The last, point 7 shows that most participants (100%) stated “Yes” all participants agreed that using the spinning wheel media could help to learn to speak English and also participants said “No” (0%).

Interview Results

In this study, the writer interviewed 10 participants of seventh grade at SMPN 1 Pamijahan, to know more about their about use Spinning Wheel Media. The writer gave five same questions to each student.

Table. 2. Interview Question

No	Participa nt	Question	Answer
1.	P1 (D.D)	Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never use that media
		Do you know what is the media Spinning	I don't know

		Wheel?
		Does your teacher ever use Spinning Wheel Media or even often use Spinning Wheel Media when learning English? During studying English learning, I never use any media.” All the times
		When your teacher use Spinning Wheel media in learning English? Never
		What do you think of Spinning Wheel media that use by the researcher in learning English? This media made it easier for me to learn English and from that media, I became motivated in learning and make me confident.
		Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it? Never
2.	P2 (D.D.A)	Do you know what is the media Spinning Wheel? I don't know
		Does your teacher ever use Spinning Wheel Media when learning English? Never used the media or even often use
		When your teacher use Spinning Wheel media in learning English? Never

	Spinning Wheel media in learning English?	
	What do you think of Spinning Wheel media that use by the researcher in learning English?	It helped me become confident with the media and made me excited to learn.
	Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never use this media. “
	Do you know what is the media Spinning Wheel?	I didn't know before.
	Does your teacher ever or even often use Spinning Wheel Media when learning English?	During study, I never used any media.
3.	P3 (G.P.R)	
	When your teacher use Spinning Wheel media in learning English?	Never.
	What do you think of Spinning Wheel media that use by the researcher in learning English?	Previously I was not interested in learning English but after I learned and I used the media Spinning Wheel I am became confident in speaking English and I was motivated in learning English and also excited to learn English.

		Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never
		Do you know what is the media Spinning Wheel?	I don't know
		Does your teacher ever or even often use Spinning Wheel Media when learning English?	Never use any media while studying.
4.	P4 (F)	When your teacher use Spinning Wheel media in learning English?	Never
		What do you think of Spinning Wheel media that use by the researcher in learning English?	It becomes easier to speak English, more confident and also makes me motivated in learning English.
		Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never use spinning wheel media.
5.	P5 (F.H)	Do you know what is the media Spinning Wheel?	I don't know, but after ka vera came and introduced me so I know.

		Does your teacher ever use Spinning Wheel Media when learning English?	Never used any media while or even often use studying.
		When your teacher use Spinning Wheel media in learning English?	Never
		What do you think of Spinning Wheel media that use by the researcher in learning English?	Before, I don't know about the media spinning wheel. but after I found out it turned out that the media added to my knowledge of the English language, increased confident in speaking in learning English.
		Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never
		Do you know what is the media Spinning Wheel?	I know but have never used it.
6.	P6 (M)	Does your teacher ever use Spinning Wheel Media when learning English?	Never
		When your teacher use Spinning Wheel media in learning English?	Never because during covid we studied at home and it made my study ineffective and did not understand the material.

	What do you think of Spinning Wheel media that use by the researcher in learning English?	I think this media helps me to improve my learning ability and increase my words in speaking English.
	Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never used the media. "Tidak pernah menggunakan media tersebut."
	Do you know what is the media Spinning Wheel?	I know but I've never used that medium.
7.	P7 (N.J) Does your teacher ever or even often use Spinning Wheel Media when learning English?	Never
	When your teacher use Spinning Wheel media in learning English?	Have never used any media because of the pandemic.
	What do you think of Spinning Wheel media that use by the researcher in learning English?	I think the media really helps me increase my vocabulary in speaking English and I hope this can increase my confidence when I speak English.
8.	P8 (I. G) Have you ever used the Spinning Wheel? and	Never

		what kind of activities do you do usually when you use it?
		Do you know what is the media Spinning Wheel? Never
		Does your teacher ever or even often use Spinning Wheel Media when learning English? Never used that the media.
		When your teacher use Spinning Wheel media in learning English? Never
		What do you think of Spinning Wheel media that use by the researcher in learning English? Very interesting and fun. makes me more enthusiastic to develop my ability to speak English.
		Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it? Never
9.	P9 (L)	Do you know what is the media Spinning Wheel? Never
		Does your teacher ever or even often use Spinning Wheel Media when learning English? Never

		When your teacher use Spinning Wheel media in learning English?	Never use the media while studying.
		What do you think of Spinning Wheel media that use by the researcher in learning English?	I think the media really helped me in learning to speak English.
		Have you ever used the Spinning Wheel? and what kind of activities do you do usually when you use it?	Never
		Do you know what is the media Spinning Wheel?	I don't know
10.	P10 (M.P)	Does your teacher ever or even often use Spinning Wheel Media when learning English?	Never used that the media.
		When your teacher use Spinning Wheel media in learning English?	Never
		What do you think of Spinning Wheel media that use by the researcher in learning English?	I think the media really helped me in learning to speak English.

Based on the result of the interview, the writer concluded that mostly the 7-8 grade students of SMPN 1 Pamijahan actually never used any media when studying. They only know media spinning wheel after used conducted the research in that school.

Firstly, it can be seen in the question number one, the question was “have you ever used the Spinning Wheel?”, and “what kind of activities do you do usually done when you use it?”, all participants were answered never used Spinning Wheel Media in learning English Language.

Secondly, for the question number two was “do you know what is the media Spinning Wheel?”, the participant six and seven answer know Spinning Wheel Media, and then, the participant number one, two, three, four, five, nine, eight, and ten answer, which were they didn't know about a Spinning Wheel media.

The thirdly, the question was “does your teacher ever or even often use Spinning Wheel Media when learning English?”, all participants were answered never used any media during learning.

Fourthly, the question was “When your teacher use Spinning Wheel media in learning English?”, all participants were answered never.

Fifthly, the question was “What do you think of Spinning Wheel media that use by the writer in learning English?”, all participant were answered the media was very fun and helps, make it easier to understand the material, makes more confident, especially in speaking English and motivates them to learn more.

Conclusion

After conducting research and obtaining data, it can be concluded that based on the previous results, most of the class VII.8

students of SMPN 1 Pamijahan think that learning using the spinning wheel media can help increase their confidence in their English speaking ability. These results can be proven by their activeness during the learning process and from their answers most of them were answered "Yes" nearly 100%. So that, it can be interpreted that students felt that the media was very helpful for them in increasing their confidence in speaking ability in learning English.

Students also enjoy learning by using the spinning wheel media. This was not only fun, but students felt not bored when learning by using the media, so that their learning motivation tends to increase, especially in speaking. It wasn't only in terms of motivation in learning, but also made it easier for students to understand the material while studying so that the rest students felt that the media was very helpful for them in learning.

However, in this study there were difficulties in the form of noisy neighboring classes that made students less focused when learning took place and very less time even though the school had started to be active but it was still in a slow stage which made students' schedules roll and time was accelerated. Therefore, it can be assumed that the use of spinning wheel media can improve speaking ability in learning English.

References

- A, Arsyad. 2011. *learning Media*. Academic education. p. 23
- Ali, Derakhshan, et all. 2016. *Developing EFL Learner's Speaking Ability, Accuracy and Fluence*. Canadian Center of Science and Education.
- Alibra. Pratama Willyar, 2020. *An Analysis Of Students' Development In English Language Learning Through The Youtube Channel Joesin Translation*. Salatiga. In McGuirk, P. M. & O'Neill, P. (2016). *Using questionnaires in qualitative human geography*.
- Arsya. Azhar. 2016. *Media Pembelajaran*. Jakarta: PT Raja Grafindo Persada.

- Cyrstal, David. (2003). *English as a Global Language*. United State of America : Cambridge University Press.
- Elizabeth S, Pang et. all. 2003. *Teaching Speaking*. (Australia : International Academy of Education), p. 6.
- Fikriya, Fahmi Roosdianna. (2016). *Developing a Spinning Wheel to Teach Speaking for the Seventh Graders of SMPN 12 Malang*.
- Ginting. Asalina Veronika BR, 2020. *Student's Perception toward group discussion in improving speaking ability at SMKN 5 Malang*. Brawijaya Univercity
- GÜRLER, İsmail. 2015. *Correlation between Self confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students*. *Curr Res Soc Sci*.
- Hendryadi, 2011. *Jumlah Sample Penelitian Kualitatif*. Accessed from <https://Teorionline.wordpress.com/2012/04/23/jumlah-sample-penelitian-kualitatif/>, on 23 of apr 2012
- Iskandar, Abdul Samad. et all, 2017. "The Use of Podcasts in Improving Students' Speaking Skill". *Journal of English Language and Education*, Vol 3. No. 2 December 2017.
- Islami. Annisa Permata, et all. 2019.
- Jaelani, M. 2012. *Peningkatan Kemampuan Menulis Huruf Al Qur'an Melalui Penggunaan Rotar (RodaPutar) Siswa Kelas III SD Negeri 2 Pegulon Kendal*.
- Nemtchinova, Ekaterina. 2013. *Teaching Listening*, (USA : TESOL International Association), p. 2.
- Pujasari. Hanifah, 2020. *Code-Switching In Learning English: Students' Perception*. *Sekolah Tinggi Keguruan dan Ilmu Pendidikan*. p. 59.
- Roosdianna fahmi fikriya, 2016. *Developing a Spinning Wheel to Teach Speaking for the Seventh Graders of SMPN 12 Malang*. Jurusan Sastra Inggris - Fakultas Sastra UM. p1
- Sadiman. Arief, 2014. *Media Pendidikan: Pengertian, Pengembangan, dan Pemanfatannya*. Jakarta: PT Raja Grafindo Persada.

- Sartika, Sartika. 2019. The Effect Of Using Spinning Wheel In Teaching Speaking Of Narrative Text To The Tenth Grade Student Of The State Senior High School 6 Muaro Jambi.
- Si Li, 2019. The Comparison of the Role of Speaking Skills in the Direct Method, Audio lingual Method and Task-based Language Teaching. Atlantis Press.
- Sofyan. A. et all, 2015. Students' Learning Strategies for Developing Speaking Ability.
- Sukma annisa Febriana, 2019. KETERAMPILAN BERBAHASA BERBICARA MATA KULIAH PERENCANAAN MEDIA BERBASIS TEKNOLOGI INFORMASI. Surakarta.
- Sulaiman, 2018.IMPROVING STUDENTS WRITING BY USING INSIDE OUTSIDE CIRCLE AT IKIP PGRI PONTIANAK. Research and Innovation in Language Learning.
- Supriatna, Dadang. 2012. Pengenalan Media Pembelajaran. Pusat Pengembangan Dan Pemberdayaan Pendidik Dan Tenaga Kependidikan Taman Kanak Kanak Dan Pendidikan Luar Biasa. Pengertian Media Pembelajaran.
- Thalha, Alhamid, et all.2019. INSTRUMEN PENGUMPULAN DATA. Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong.
- Trisnadewi.Komang.et all, 2018. Pengaruh Language Games Terhadap Kemam-Puan Berbicara Bahasa Inggris.Jurnal Basaha dan Budaya.
- Trudy Wallace, Winifred E. Stariha and Herbert J. Walberg, 2004.Teaching speaking, listening and writing, (Australia : International Academy of Education).
- W.J.S Poerwadarminta, 2011. General Indonesian Dictionary General Indonesian Dictionary. hlm 829 <http://kamusbahasaindonesia>. p. 782.
- Wahyuni, Dwi. 2017. Pengaruh Penggunaan Media Permainan Roda Keberuntungan Terhadap Kemampuan Menulis Hanzi pada Siswa Kelas XI Bahasa SMA Negeri Cerme Tahun Ajaran 2016/2017.

