

# Teaching Components and Types of Syllable using Video towards EFL Students: Implementing an E.S.A. Approach

Dwi Astuti Wahyu Nurhayati  
English Department, State Islamic Institute of Tulungagung  
Tulungagung, East Java, Indonesia

Keywords: syllable, structure, type, song, ESA, EFL

Abstract: Syllable as one part of suprasegmental features is enacted as a crucial aspect of speech in learning English sounds especially pronunciation and very different when they are uttered in daily interaction. This study aims to probe and appraise the relation between structures and types of syllables in each formation of the song. The data were analyzed using a descriptive qualitative involved 38 students at a higher institution in IAIN Tulungagung. The research instruments used in the research are the subtitle of the song 'Goodbye' in the English version by iKON, students' practices, and interviews. The result of the study showed that there was linguistic problem involves the analysis of types and components of a syllable (onset, rhyme, nucleus, and coda) by considering the phonetic transcription and rank the sounds in syllable based on sonority hierarchy. In addition, it was also highlighted that linguistically, English and Indonesian pertain to two divergent language families. By all means, the sound systems of two languages could alter enormously and for this reason, the dilemma occurred in two close-mid and open-mid vowels /e/ and /a/ in (say), /æ/ and /e/ in (have) and the use of different phonetic transcription of the vowel as the nucleus. The adjacent counterpart speech sounds of /e/ and /a/ may lead to a positive transfer due to its similarity with the students' mother tongue.

## 1 INTRODUCTION

Language is the humans' subject. The function of language is to communicate as well as expressing thoughts and ideas. Humans can express their thoughts through language and they will be able to continue their lives well with the language. As social humans, language is needed because humans use language to communicate with others (Reddy, 2016).

The students cannot interact easily and well if they do not master the language between each other and in the absence of continuity they also cannot capture the psychic expressions and desires expressed by the communication opponents. It can also be said that language as one of the primary needs that have a role as a regulator of the continuation of life circulation. As Zhang (2013) aforementioned that the role, purpose, part of communication is to articulate each other to remain, exist, tend, and notice the bound social relationships. To make a social relationship, humans learn English because is used as an international language. The era of globalization encourages us to adapt to modern life order. The importance of learning English should not be ignored, without English, we can still live, but this life has

developed rapidly and requires us as parties in the circle of globalization to participate in increasingly advanced life order.

This analysis is also supported by Al-Samawi (2014) established that there are different facets, conditions of foreign language utterance, accentuation (syllable), being the toughest foreign language verbal for Saudi Arabian learners and also a mean academics might facilitate with *harakat* to resolve this problem. In the world of English language education has a structure or language rules one of which is linguistics in which there is one aspect called phonology. In phonology itself, there is one material about syllable or syllable. The phonetic entity has generally been taken to be admitted in the transitional point bounded by a lexeme and a sound. It is regarded to be a system or entity of articulation maximally greater than a phoneme and less than a lexeme. The other analysis additionally conducted by Ridouane (2008) who declared claim or ideas presenting that vowel fewer phonetic entity do exist as cited in Tashlhiyt, each at the phonetic and descriptive linguistics stages. Carreiras *et. al.* (2005) who experimented and examined variety of observable or physiological investigations had recommended that phonetic entity would

possibly participate a very important function in visual lexeme awareness in some languages.

The phonetic entity has advanced beyond numerous interpretations by plenty philologists. Jones (1972), for example, talked this entity in circumstances as follows: "Each sound which constitutes a peak of prominence is said to be syllabic and the word or phrase is said to contain as many syllables as there are peaks of prominence". Nurhayati (2019) declared a phonetic entity is a phonological unit composed of one or two more sounds. Each syllable consists of a nucleus, which is commonly a verbal, sonant or oral (but can be a syllabic liquid or nasal) and a phonetic entity must represent a verbal, sonant or oral (or phonic-like) phoneme. The most common category of phonetic entity in conversational or speech also applies a consonant (C) before the vowel (V) and is typically represented as a CV. Technically, the essential component of those phonetic entities are the onset (one or more consonant) and the tune. The tune subsists a verbal or oral, that is considered as the nucleus, more by the addition several coming consonant (s), illustrated as the coda. Here the researchers chose the material structure and type of syllable studied using the lyrics of the iKON song entitled goodbye road with the correspondent namely first semester students in the English education department.

Tonekaboni and Samaei (2015) additionally discovered the study regarding the number of syllables people suppose they are manufacturing is quite completely different from the phonetic reality, as a result of the number of intuition persons have into the articulation of their accentuation is particularly awfully low. The research examined that instruction instruments tools even play the capability to be unified at intermission contrasting conversational actions indoors surroundings together with spontaneous instruction exercises and integrated pupil-intensified or focused exercises to establish meta-cognitive consciousness.

The other study also conducted by Fery and Vidjver (2003), Trinh and Jared (2013), Faytak (2012), Ridouane, Hermes and Halle (2014), Srinivas et. al. (1992), Stenneken et. al. (2007), Fabienne & Stéphanie (2012), and Asby and Rayner (2004) who claimed that success to prove that phonetic unit data is conceal as a separate of the mental progression that maintain knowledge beyond smooth pursuit movements, and Hasenäcker & Schroeder (2016) additionally support with their study who claimed that syllables have the required role in education. Furthermore, Maharani (2017) conducted a research

on the effectiveness of auditory or aural tools in instructing articulation. Then, Nuari & Ardi (2014) propose the use of video to teach English. The result of those investigation figured out that teaching articulation using auditory-imaged brings effective, practical, good and constructive consequences to the pupils' articulation. It showed that students can learn pronunciation effectively using video from the native speaker by listening, repeating, and correcting the pronunciation. Also, it was obtained that the test score of the study increased 4 points from 5.25 for pre-test to 9.25 for post-test. According to some relevant studies above, it is obtained that most previous research examined the students' perception of learning suprasegmental features in pronunciation. So, it is evident from the study that students opted for various analysis of the relation between syllable and intonation using video to help them compensate for their inadequate linguistics and sociolinguistic competence.

## 2 LITERATURE REVIEW

### 2.1 Syllable

Another name for syllable is phonetic unit and defined as a unit of pronunciation having a vowel sound, with conversely without surrounding consonants, forming the whole or a part of a word. For example, there are two syllables in water and three in inferno (Hornby, 2005).

Some linguists especially phonologists create a distinction among the phonetic entity and the phonemic, or phonological entity. The former could be argued to be the actual rhythmical unit that we can hear, whereas the latter has a number of phonological functions. There are three possible phonological functions for the syllable: (I) It is the domain in which certain phonological processes take place; (II) *Phonotaxis*: Its structure showed which integrations of arrangements are probably in a specific speech; (III) *Prosody*: Its format is a crucial aspect in the assignment of phonological stress or – the 'heavier' the syllable, the sooner it is assigned stress. Naturally, the three functions are not so rigidly separated from each other, but the division between them makes those treatment of phonetic entity better-formed or coordinated. To administer a claim to the tests asked in the investigation, of how and from what the phonetic entity is built, for instance and/or proofs could often derive from phonological formation, as well as from phonotactic and prosodic alterations

(Groningen, 1995: 12)

Structure of a phonetic unit or entity should consist of a verbal, oral sonant phonic (or vocalized) phoneme. The foremost familiar or typical form of a syllable in speech or style additionally features a consonant (C) before the vowel (V) and is usually diagrammatic as a CV. Mechanically, the essential parts of the phonetic entity are the onset (one or a lot of consonants) and also the rhyme. The tune (occasionally noted as rime) dwells a vowel, which is treated because the nucleus, and several coming consonant (s), delineate because of the close. Syllable is comparable me, to associate degreed no bear or possess an onset and a nucleus, however, they need no close. Those were referred to as free phonetic entity. Then, once a close occurs, as within the linguistic unit up, cup, at or hat, they're known as restricted syllables'. The essential format or arrangement of the type of linguistic unit boasted in English word such as inexperienced (CCVC), eggs (VCC), and (VCC), ham (CVC), I (V), do (CV), not (CVC), like (CVC), them (CVC), and sam (CVC). it is shown within the figure below.

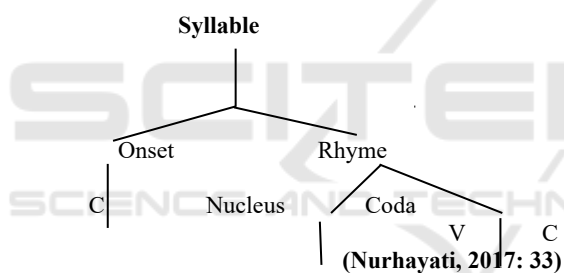


Figure 1.1: Syllable Tree.

## 2.2 Monosyllabic Words

Monosyllabic words are words that have one syllable. There are some monosyllabic words otherwise known as words with one syllable in it. They are involved:

- a) The single vowel sound
  - 1) *Can*. Word *can* consist of a vowel and two consonants. This word creates a monosyllabic word by combining the “a” vowel with two consonants: “c” and “n”.
  - 2) *Dry*. *Dry* consists of a vowel and two consonants. To form a monosyllabic word, this word *Dry* the two consonants of “d” and “r” are followed by the “i” sound created by the “y”.
- b) The double vowels with a single sound
  - 1) *Rain*. The double vowels and two consonants create word *Rain*. There are two

vowels: the “a” and “i” and two consonants namely “r” and “n”. The two vowels make “ei” sounds. The combination of those two vowels and two consonants forms *Rain* to be the monosyllabic word.

- 2) *Three*. This word *three* consists of two vowels and three consonants. A long “e” sound is formed from the double vowels of “e”. In addition, to create a monosyllabic word, the single vowel sound of “e” is joined the three consonants of “th” and “r”.

- c) The words closing with the silent of “e”
  - 1) *Plane*. *The plane* contains three consonants: “p”, “l”, and “n” and two vowels: “a” and “e”. The end of the word is silent so that the “e” sound is not pronounced. Then, the “a” sound forms long vowel or long “a”. To make a monosyllabic word, this word is combined the long single vowel of “a” with the three consonants.
  - 2) *Title*. The two vowels and two consonants form the word *title*. The “e” lattermost of the word is muted or restrained so that it represents a long “i” sound. The long “i” sound in this word becomes a single vowel. Then, the long single vowel of “i” is combined with the two consonants to create a monosyllabic word.

## 2.3 Polysyllabic Words

Polysyllabic words are words that have two syllables. There is some polysyllabic otherwise known as words that contain more than one syllable such as:

- 1) *Banker*. The word *Banker* contains two syllables. The consonants in this word are four (“b” “n” “k” “r”) while the vowels are two (“a” and “e”).
- 2) *Glowing*. The two syllables form word *Glowing*. This word contains five consonants and two vowels. “Grow” is formed from three consonants “g”, “l” and “w” and one vowel “o”, while “i” and “ng” create “ing”.
- 3) *Horrible*. This word *Horrible* consists of three syllables. The consonants of this word are five while the vowels are three. The “hor” is formed from one vowel “o” and two consonants of “h” and “r”. Then, “ri” is created from one vowel “i” and consonant “r”, and “ble” is formed from two consonants “b” and “l” and added by one vowel “e”.

## 2.4 The Types of Syllable

- A. The Open Syllable
 

A freely syllable is a phonetic unit or entity that

contains one verbal with the long sound. The verbal, oral or sonant is the ending or uttermost letter of the phonetic unit. In between the open syllable and the latter sonant, it will be no more than one consonant. Some examples of open syllables are *ba-by*, *fe-male*, *i-vy*, *fro-zen*, & *Cu-pid*.

**B. The Closed Syllable**

A restricted or closed syllable is a phonetic entity or unit that has one verbal which has a short phoneme. If a lexeme has two restricted phonetic entity next to each other, there will be two opposed to vowels among the sonants, for instance *win-ter*, *sum-mer*, *com-mon*, & *tem-per*. The word must be closed with a consonant if it is only 2 letters, such as *in*, *on*, *of*, *at*, & *it*. If the word has 3 or more letters, between vowels must be consonant, both before and after vowel.

**C. The R-Controlled Syllable**

It is required to pronounce the R-controlled vowels differently since these were "controlled" by the *r*, *er*, *ur*, & *ir* oral or verbal phonemes alike *er* in "her", while some sound like the *ar* in "car". In addition, another *ar* vowels sound for instance the *ar* in "stare" and also the vowels sound like *or* in "door".

**D. The Vowel Team Syllable**

A category of 2 up to 4 letters, which commonly verbal that create a sole verbal phoneme is called a verbal or phoneme category of phonetic unit. The first vowel is pronounced if a vowel team is formed from 2 vowels as in *rain* and *clean*. A long or short vowel sound can be created by vowel team as in *saw* and *feel*. If a vowel team syllable contains a consonant in it, the verbal phoneme is occasionally articulated variously from natural sonant as in *walk* and *loud*.

**E. The Mute-e (VCe) Phonetic unit**

The VCe syllable is also called the silent-e syllable. It is formed from that is followed by a consonant and continuously followed by the silent "e". The silent-e syllable has a long sonant or oral sound, for example: *take* and *care*.

**F. The C-le Syllable**

The C-le phonetic unit otherwise known as the Consonant-le is formed of a consonant and come by a "le". There is some instance of words with the "ckle" before the 'le' as in *freck-le*. the word end with *le* with the letter before the 'le' is a

consonant divide 1 letter before the 'le', for instance, words *ap-ple* and *ta-ble*; and the letter before the 'le' a vowel as in *file* and *tile*.

## 2.5 ESA Method

ESA method is a method to raise the students' interest to study. It is guided by Harmer (1998:237) states that ESA method concerns provoking students' involvement, concern and empathy, excitement close to the case, material, issue, theme to appeal to consideration, scrutiny and encourage them. In addition to improve the students' interesting, involvement and understanding on the new material. while according to Tomlinson (2013:238) state that "Engage, Study, Active is a method how to build students' interest about a topic and the teacher identified as being problems in learning and the teacher should know to assemble and control that".

**1. The ESA sequence lesson**

According to Harmer in Edinburg (2001:54-56), the three aspects of ESA ought to be present in lesson sequences, this doesn't mean that they ought to continuously occur within the same order. The order is sure to modification the reckoning on what we would like to attain. Lesson designing is giving learning patterns for the students:

a) Engage-Study-Active are the teacher gets the category interested and have interaction, then they study something; then they struggle to active it by fixing into production. By all suggests that, (1) interact is discussion regarding topic and what language to use; (2) Activate is role-play with teacher work mistakes; (3) Study is error reflection/discourse analysis; (4) Activate is Role-play group action study aspects.

b). Engage-Active-Study-Active are the teacher gets the scholars engaged before asking them to do one thing like a written task, a communicative game or a role-play. Supported what happens there, the scholar can then, once the activity has finished, study some side of language that they lacked or which they used incorrectly.

c). Interact is active-Active-Study-Active-Study-Engage-Active are that are totally different from the previous two procedures, might follow a range of sequence. for instance, interact students are inspired to active their data before finding out one then another language component, then returning to maneuver activating tasks, once that the teacher re-engages them before doing a little additional study.



Engage, study, active are basic building blocks for successful pedagogy and learning. By exploitation, they in numerous and varied sequences, teacher are going to be doing their best to push their student's success since varied theories and procedures are concerned during a teaching progression wherever tutor or instructor tries to provoke the pupils enthusiasms by engaging their excitement. Some activities are games, music, difficult discussions, stimulating photos, dramatic stories, and anecdotes. The study is that the purpose (activities) during a learning process, arrays and progression wherever pupils are demanded, challenged, and inquired to focus on conducting conversational any topics and the way those topics are created. They vary from macro to small concentrations: Macro learning a transcript for spoken vogue for example, small learning of a selected verb tense. It includes a range of study styles: explanations, discovery through proof, groups, whole-class, pairs, and individual. The most focus is the development of the conversational. Activate is that the purpose (activities) during a teaching sequence wherever students are meant to employ and apply the conversational as openly and communicatively as doable. The main target is not on construction, or active distinct chunks of conversational or speech, it's to deploy total and several speech acceptable for a given scenario. Some activities are role-played, packaging style, debate, discussions, describe and draw, story and verse form writing/reading/telling, and cluster writing. Engage, study, active are basic building blocks for triple-crown instruction and learning. By exploitation, they in numerous and varied sequences, teacher are going to be doing their best to push their student's success since varied theories and procedures.

## 2. The Teaching method of ESA technique

In line with Longman (1998:68), a whole lesson is also arranged on the ESA design wherever the more or less an hour is spilt into three comprehensively particular divisions. (a) interact is that the purpose (activities) during a teaching sequence wherever Teacher tries to arouse Students interest by involving their emotions. Some activities are: games, music, difficult discussions, stimulating photos, dramatic stories, and anecdotes, (b) Study is that the purpose (activities) during a teaching sequence wherever pupils are provoked to concentrate on topics of conversational or speech and the way they were created. They vary from macro to small concentrations: Macro learning a transcript for spoken vogue, small learning a selected verb tense. It includes a range of study styles: explanations,

discovery through proof, groups, whole-class, pairs, and individual. The most focus is the construction of language. (c) Activate is that the purpose (activities) during a teaching sequence wherever students are meant to apply the conversational as openly and communicatively alike doable. The main target isn't on pattern or arrangement, or active particular chunks of speech; it's to deploy all and any style acceptable for a given scenario. Some activities are role-played, packaging style, debate, discussions, describe and draw, story and verse form writing/reading/telling, and cluster writing.

## 3 METHODOLOGY

This study used mixed ways of analysis. Mixed ways analysis may be a kind of research that mixes the elements of qualitative and quantitative research approaches. Qualitative analysis may be a style of instructive inquiry within which researchers create an interpretation of what they see, hear, and perceive. While, quantitative may be a systematic empirical investigation of noticeable phenomena via statistical, mathematical or process techniques (Creswell 2014). This study used documentary knowledge assortment. The documentary methodology is aggregation knowledge by taking samples from pre-existing documentation videos. The respondents of this study were 38 students taking part during this study, particularly from the primary semester students who were majoring of English Department at State Islamic Institute of Tulungagung. Actually, there are 45 students cannot participate.

The instrument of collecting data used written test, it consisted of 2 questions. Data analysis is divided into 6 phases. Those are analyzing the structure of syllable, onset, nucleus, coda, and decide into the open and closed syllable. The procedure could be done by finding a video of the song "Goodbye Road" in Youtube, downloading it by using youtube online downloader; translating lyrics from the Korean Language to the English Language; finding, reading, and writing down the theories; making a teaching plan toward the University Students of TBI-1C; creating questions and answer keys; teaching the University Students of TBI-1C. Then the next is to conduct some steps to analyze data using theory and other reference journal or article, finally, draw the conclusion and then the analysis of data including data collecting.

As a sample data, the researcher retrieved data by downloading videos from site [www.youtube.com](http://www.youtube.com) on

the Jaeguchi channel with the title “iKON (아이콘) - „GOODBYE ROAD (이별길)“ LYRICS (Color CodedLyricsEng/Rom/Han/가사)” by Jaeguchi accessed on 11 November 2018. The researcher downloaded and transcribed the video into text and used the phonetic alphabet in analyzing the data. After finding the lyrics, the researcher started translating Korean lyrics into English and understanding the sentence in the lyrics. Next, the researcher wrote down it. Then after finding the structure, and types of a syllable, the first step in analyzing is identifying the structure of the word based on syllable tree. After that, the researcher decided the words belong to open syllable or closed syllable.

## 4 FINDING AND DISCUSSION

### 4.1 Finding

Based on the result of writing down the data Goodbye Road by iKON

#### *Original Version*

Goodbye ibyeol-eul al-assdamyeon  
Geutolog salanghaji mal geol geulaessna bwayo

(check it out yo)

Mudeomdeomhaejyeo ganeun seoloui  
gamjeong ttaemun-e sangcheoleul  
Juneun geosjochado ije mudeomdeomhan  
uli  
Imi salang-eun  
tteonassgo jeongbakk-e  
namji anh-ass-eo  
Geunyang geuleonga  
hago tteutteusmijigeun  
haejeossji

(where you at)

Gwansim-eun jibchag-i doeco beoligo (where you at)  
Uisim-eun geoui  
Bab meogdeus-i hae neowa naega  
ssah-assdeon sinloelan seong-eun  
muneojigo  
Neon ije ibyeolgil-eul geol-eumyeo saesalam-eul  
chaj-ji  
Gati ulgi wihae neol mannan geon aninde (nunmul-i  
nanda)  
Sangcheobadgi wihae ssah-eun chueog-i aninde

(ijhyeojyeo ganda)  
Neomu swibge tto han salamgwa nam-i dwae  
Gojag ibyeolhagi wihae neol salanghan geon aninde  
(igsughaejyeo ganda)  
Jal gayo geu heomhan ibyeolgil-eul  
Naleul tteona budi kkochgilman geol-eoyo Josimhi  
gayo oeloun ibyeolgil-eul  
Ganeun gil-e naui modeun gieog-eul beolyeoyo  
(check it out)  
Jinagan gieog sog-eseo sandaneun geon  
Geu eolmana mugilyeoghan oeloum-ilkka  
Geu gieog sog-eseojocha ijhyeojin daneun geon  
Tto eotteon sunganboda jan-inhan apeum-inga

Jugdolog salanghaessgeonman kkeutnae na jugji anh-  
assne  
Sum-eul gipge deul-imasyeodo naebaet-eumyeon  
hansum-i dwae  
Nuguna haneun ibyeol-ini uli seulpeo mal-ayo  
Nan tto geudae dalm-eun deus anin salam chaj-  
agalgeyo

Gati ulgi wihae neol mannan geon aninde (nunmul-i  
nanda)  
Sangcheobadgi wihae ssah-eun chueog-i aninde  
(ijhyeojyeo ganda)  
Neomu swibge tto han salamgwa nam-i dwae  
Gojag ibyeolhagi wihae neol salanghan geon aninde  
(igsughaejyeo ganda)

Jal gayo geu heomhan ibyeolgil-eul  
Naleul tteona budi kkochgilman geol-eoyo  
Josimhi gayo oeloun ibyeolgil-eul  
Ganeun gil-e naui modeun gieog-eul beolyeoyo  
(check it out)  
Goodbye goodbye ibyeol-eul al-assdamyeon  
Geutolog salanghaji mal geol geulaessna bwayo

Goodbye goodbye eochapi tteonandamyeon  
Eotteon milyeondo namji anhge bolan deus-i sal-ayo  
(check it out)  
Jal gayo eoyeoppeun nae sarama  
Naleul tteona haengboghageman sarayo  
(haengboghageman sal-ayo) Josimhi gayo gaseum  
apeun saranga  
Nae gyeot-e iss-eul ttaecheoleom apeuji marayo  
(geudae apeuji mal-ayo)  
Nanananananana Nanananananana  
(check it out)

#### *English Version*

Goodbye, goodbye  
If I knew we were going to break up  
I shouldn't have loved you so much

(Check it out yo)  
 Because our feelings for each other has become  
 numb  
 Even emotionally hurting each other doesn't seem to  
 phase us  
 Our love for one another is gone  
 But only sentiment remains  
 Whatever you do, we've become so nonchalant to  
 each other  
 (where you at)  
 Your interest became an obsession  
 (where you at)  
 You were suspicious day and night  
 The trust we've built for each other has fallen apart  
 You'll probably find someone new after we break up

I didn't mean to date you just to cry together  
 (Tearing up)  
 I didn't mean to create memories to be left with pain  
 (Becoming forgotten)  
 I've once again become strangers with someone so  
 easily  
 I didn't just love you to break up with you  
 (Getting used to)  
 Goodbye

As we part towards the rough path  
 After you leave me, I hope you  
 Only walk on the path with flowers  
 Be careful as we part our separate lonely ways  
 Forget all the memories of me as you go

(check it out)  
 Living in past memories  
 Is a helpless sense of loneliness  
 To be forgotten from those memories  
 Is more painstaking than any other brutal moment  
 I've loved you to death  
 But in the end, I did not die  
 When I take in a deep breath  
 The air I exhale becomes a sigh  
 Everyone goes through a breakup  
 So let's not be too sad  
 I'll try to find someone that is alike  
 But not quite similar to you

I didn't mean to date you just to cry together  
 (Tearing up)  
 I didn't mean to create memories to be left with pain  
 (Becoming forgotten)  
 I've once again become strangers with someone so  
 easily  
 I didn't just love you to break up with you  
 (Getting used to)  
 Goodbye

As we part towards the rough path  
 After you leave me, I hope you  
 Only walk on the path with flowers  
 Be careful as we part our separate lonely ways  
 Forget all the memories of me as you go  
 (check it out)  
 Goodbye, goodbye  
 If I knew we were going to break up  
 I shouldn't have loved you so much

Goodbye, goodbye  
 If you're going to leave anyway  
 Live the best possible life with no regrets  
 (check it out)  
 Goodbye, my dear love  
 Leave me and live happily  
 (Live happily)  
 Be careful my heart-aching love  
 Don't be hurt like the times you were with me  
 (Please don't be hurt)  
 Na  
 Nananananana  
 Nananananana  
 Nananananana  
 Nananana  
 Na  
 Nananananana  
 Nananananana  
 Nanananana

#### 4.1.1 Transcription of Written Test

The researcher conducted a written test after giving a definition of syllable, structure, and types of syllable material toward the University Students of TBI-1C IAIN Tulungagung, the results of the written test are explained below:

Question: *Draw a structure of syllable on the word "I, Have, On, Say" (just choose one word) and mentioned the word included of what a type?*

Table 1: The Structure of Syllable in Answering

No	Name	Structure	Score
1.	LSA	1. Say S = onset, A = nucleus, Y = coda 2. I I = nucleus 3. On O = nucleus, N = coda 4. Have H = onset, A = nucleus, V = coda	√
2.	RYR	On O = nucleus, N = coda	√
3.	SJ	On O = nucleus, N = coda	√

4.	ZIN	On O = nucleus, N = coda	√
5.	TGM	I I = onset	√
6.	DKA	Say S = nucleus, E = coda	√
7.	SIZ	Say S = onset, A = nucleus, Y = coda	√
9.	AS	Say S = onset, A = nucleus, Y = coda	√
10.	NWL	Say S = onset, A = nucleus, Y = coda	√
11.	ND	I AI = nucleus	√
12.	IRM	Say S = onset, A = nucleus, Y = coda	√
13.	UO	On O = nucleus, N = coda	√
14.	RW	On O = nucleus, N = coda	√
15.	UC	Say S = onset, A = nucleus, Y = coda	√
16.	CRP	Say S = onset, A = nucleus, Y = coda	√
17.	FAP	Say S = onset, A = nucleus, Y = coda	√
18.	MBA	Say S = onset, A = nucleus, Y = coda	√
19.	ADK	Say S = onset, A = nucleus, Y = coda	√
20.	SNK	Say S = onset, A = nucleus, Y = coda	√
21.	FKS	Say S = onset, A = nucleus, Y = coda	√
22.	KM	Have H = onset, E = nucleus, V = coda	√
23.	NIS	Have H = onset, A = nucleus, V = coda	√
24.	BAA.	Say S = onset, E = nucleus, Y = coda	√
25.	MIS	Say S = onset, E = nucleus, Y = coda	√
26.	MRNR	Have H = onset, E = nucleus, V = coda	√
27.	EM	I I = onset	√
28.	FANM	Have H = onset, E = nucleus, V = coda	√
29.	RN	Say S = onset, E = nucleus, Y = coda	√
30.	NMS	Have H = onset, E = nucleus, V = coda	√
31.	PYM	Have H = onset, E = nucleus, V = coda	√
32.	ERS	Say S = onset, A = nucleus, Y = coda	√
33.	MNR	On O = nucleus, N = coda	√
34.	MHB	Have H = onset, A = nucleus, V = coda	√
35.	YJA	Say S = onset, A = nucleus, Y = coda	√

36.	TPW	On O = nucleus, N = coda	√
37.	POP	Have H = onset, A = nucleus, V = coda	√
38.	SH	Say S = onset, A = nucleus, Y = coda	√

The following is a table of answers from a syllable type in the below.

Table 2: Types of Syllable

No	Name	Structure	Score
1.		1. Close 2. Free (open) 3. Open 4. Close	√
2.	RYAR	Close	√
3.	SJ	Close	√
4.	ZIN	Close	√
5.	TGM	-	√
6.	DKA	-	√
7.	SIZ	Close	√
9.	AS	Close	√
10.	NWL	-	√
11.	ND	-	√
12.	IRM	-	√
13.	UO	Open	√
14.	RW	-	√
15.	UC	Open	√
16.	CRP	-	√
17.	FAP	-	√
18.	MBA	-	√
19.	ADK	-	√
20.	SNK	-	√
21.	FKS	-	√
22.	KM	-	√
23.	NIS	Close	√
24.	BAA	-	√
25.	MIS	-	√
26.	MRNR	-	√
27.	EM	-	√
28.	FANM	-	√
29.	RN	-	√
30.	NMS	-	√
31.	PYM	-	√
32.	ERS	Open	√
33.	MNR	-	√
34.	MHB	-	√
35.	YJA	-	√
36.	TPM	-	√
37.	POP	-	√
38.	SH	Open	√



Table 3: The Scoring of Test Result

No	Name	Score
1.	LSA	100
2.	RYAR	100
3.	SJ	100
4.	ZIN	100
5.	TGM	0
6.	DKA	25
7.	SIZ	10
9.	AS	10
10.	NWL	50
11.	ND	50
12.	IRM	50
13.	UO	50
14.	RW	50
15.	UCN	50
16.	CRP	50
17.	FAP	50
18.	MBA	50
19.	ADK	50
20.	SNK	50
21.	FWS	50
22.	KM.	5
23.	NIS	5
24.	BAA	5
25.	MIS	5
26.	MRNR	5
27.	EM	0
28.	FANM	5
29.	RN	5
30.	NMS	5
31.	PYM	5
32.	ERS	5
33.	MNR	5
34.	MHB	5
35.	YJA	5
36.	TPM	5
37.	POP.	5
38.	SHY	5

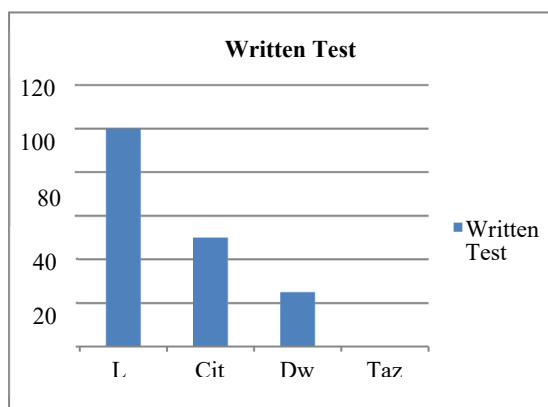


Figure 2: Written Test

Based on the diagram above, it can be concluded that those who get the highest score are 6 people with a value of 100, namely LA, RY, SJ, ZI, SI, and AS but here the author only writes one person in the diagram because it is only for samples. They get a value of 100 because they answer the question completely and correctly, the first one can make a syllable structure and can identify the words mentioned including what of the type. Next is the value of 50 totaling 30 people. Although quite a lot, the location of the error is different. Most of them get a value of 50 because they only make the syllable structure without mentioning what the word includes. Besides that, the location of the error is in the mention of the syllable type, which amounts to 4 people, namely UC, SH, NI, and UO. The third mistake is in writing the structure, for example in the word "have" they make a structure with the words "hev" even though what is made of the structure is that the writing is not the way to pronounce it, so only onset and coda that correct, which is classified as 8 people, they are MR, K, BA, MIS, FA, RN, NM, and PY. Then the value 25 is obtained by a student named DK, the mistake is that he identifies the word "say" but in making his structure write the word "se" so that he gets the value 25 because only the "s" is classified in the nucleus. The latter is a student who gets 0 scores totaling 2 people, named EM and TG. They identify the word "I" and the error lies in the structure; it should be classified into the nucleus but instead classified in onset.

In addition, students' written test result also showed that there were advantages of using video as a media to teach syllable which they can easily recognize and determine the correct syllable that was supposed in the lyrics or words. Kriswinardi, et. al. (2018) on their research figured out that there were some advantages of using video in teaching speaking, which this relevant with the use of syllables, stresses,

## 4.2 Discussion

After analysing the result of findings above, it found and figured out that there are different values for each student in each test. At this stage the researcher analyzes each student's data both from the written test, then it will be concluded who the highest achieving students are in the written test. For writing, it is sometimes out thus troublesome to get and discuss with written materials (Zhang, 2013). The explanation of the results of the discussion was presented below.

and correct pronunciation. The result of their study displayed that some advantages of video in teaching and learning such as video impersonates a real communicative situation, video helps them to find out new culture based on what they see, and by video, students can strengthen their learning process which the server information is presented together.

Furthermore, the comparison between this study with other journals could be seen as follows. Based on Riswandi (2018) which focused on pronunciation by using PBL method to more involve the students in learning activities and high motivation in group work, stated that students are enjoy to learn with their friends. Sharing an idea in a group by used English indirectly can increase the capability of students in pronunciation, enrich vocabulary, and rise some ideas in producing sentences while speaking. The students can get information faster and feel more confident in dealing with the lesson as they not only depend on their speaking skills but also on their comprehension.

Then, the involvement of media in learning process is judged as the impact of students' achievement. This study use music especially song as the instrument but there are some researches that used the others media. Hermawayati (2019) used video blog (Vlog) as a learning media for upgrading Agrotechnology Department learners' achievement and Ampa (2013) applied multimedia in teaching speaking skills to get more effective and practical learning at university.

Then, Romero (2017) mentioned that music gives the benefit in some aspects such as therapeutic, cultural, social, and pedagogical features in the field of SLA and cognitive science. In speaking, music can be the media in inventing information.

In addition, Manik and Supeno (2018) also proved the effectiveness of using songs in practicing pronunciation. The interesting and exciting class can build the high motivation of students to learn. The teachers selected the appropriate English songs to facilitate their students in order to understand easily. Arjomad and Yazdanimoghadam (2015) also proved that music is appropriate used in the class because the naturally interesting of music can increase the students' motivation to learn. The method of teaching by used music is success for teaching pronunciation to the Iranian EFL learners and enhancing their intelligibility during conversation. Creating the enjoyable atmosphere class is the load of teachers so music can be one of the choices to overcome. Furthermore, music has positive influence on memory and allows for a better retention.

## 5 CONCLUSION

A syllable is a sole or single of the most meaningful course in foreign language. As these language users speak mathematics, a syllable is an important key or formula in solving math problems. In this study, researchers used correspondents of English language education department students in semester one. From the study, it can be concluded that the first semester students could capture and understand what was conveyed by the researchers very quickly. In fact, they already understand but there are still many who don't work on the syllable type part. Maybe they do not pay attention and do not listen when the researcher gives direction. For the rest, it is believed that these students could understand syllable materials because when she was explaining the materials, they are very active and quick to answer when researchers ask a little question. This material is also still early or still basic, so it is still easy to understand and understand by ordinary people because of the limited time, sources and materials used in this research. Then it is suggested in developing even better with more science for further research.

## REFERENCES

- Al-Samawi, A., "English Consonant Clusters With Arabic Vowel Points (Harakaat): Does It Help Arab Learners To Improve Their Pronunciation?" *International Journal of English And Education*, 3, 3(2014): 2278-4012.
- Ampa, A. T., Rasyid, M.A., Rahman, M. A., Haryanto, Basri, M., 2013. "The Implementation of Multimedia Learning Materials in Teaching English Speaking Skills", *International Journal of English Language Education*, 1 (3), 293-304.
- Arjomad, M. and Yazdanimoghadam, M. 2015. "The Effect of Listening to Music on the Pronunciation of Lower Intermediate Iranian EFL Learners", *International Journal of Education and Research*, 3 (3), 101-112.
- Ashby, J., & Rayner, K., "Representing Syllable Information during Silent Reading: Evidence from Eye Movements" *Language And Cognitive Processes*. 19, 3(2004):391-426.
- Barber, H., Vergara, M., & Carreiras, M. 2004. Syllable-Frequency Effects in Visual Barber.
- Carlisle, Robert S. "Syllable Structure Universals and Second Language Acquisition", *International Journal of English Studies*, 1 (1), 1-19.
- Carreiras, M., Vergara, M., & Barber, H., "Early Event-Related Potential Effects Of Cognitive Neuroscience". 17, 11(2005).

- Chetail, F. & Mathey, S., "Effect of Syllable Congruency in Sixth Graders in the Lexical Decision Task with Masked Priming", *Scientific Studies of Reading*. 16. (2012):537-551.
- Faytak, M., "Compiling Sonority Scales with Obstruent Vowels" *Proceedings Of The Annual Meeting Of The Berkeley Linguistics Society*, 38, (2012).
- Féry, C., & R. Van De Vijver (Eds.). 2003. *The Optimal Syllable*. Cambridge University Press.
- Harmer, Jeremy. 2001. *The Practice in English Teaching*. New York: Longman.
- Harmer, Jeremy. 2007. *How to Teach English*. England: Longman.
- Hasenäcker, J & Schroeder, S .2016. *Syllables and Morphemes In German Reading Development: Evidence From Second Graders, Fourth Graders, And Adults*. India: Amran University of Technology.
- Hermayawati. 2019. "Analysis on the Advanced Learners' English for Specific Purposes Learning Using Video Blog", *International Journal of Education and Research*, 7 (1), 251-264.
- Hornby, A.S. (2005). *Oxford Advanced Learner's Dictionary of Current English*. New York: Oxford.
- Kriswinardi G.T., Nitiasih, P.K. & P.E. Dambayana. 2018. *An Analysis of Using Video on Teaching Speaking in EFL Classroom of The Eleventh-grade Students of SMAN 4 Singaraja in Academic Year 2017/2018*. English Language Education Department, Universitas Pendidikan Ganesha, Singaraja.
- Logman. 2009. *Magazine Style Theme Mag Essentials*. Retrieved from <http://www.pearsonlongman.com/teaching-tips/engage-studymotivate.html>.
- Manik, Sondang. *Improving Students' Pronunciation Mastery by Using English Songs*.
- Nuari, F. & Ardi, H. (2014). Using Camtasia Studio 8 to Produce Learning Video to Teach English through E-learning. *Journal of English Language Teaching*, 3(1) 259-267.
- Nurhayati, D. W. A., (2018). *English Phonetics: Theory and Practice*. Tulungagung: Akademia Pustaka.
- Nurhayati, D. W. A., (2019). *Introduction to English Phonology*. Tulungagung: Akademia Pustaka.
- Maharani, Suci, "The Effectiveness of Audio-Visual Aids in Teaching Pronunciation". The 5<sup>th</sup> URECOL PROCEEDING, (2017):96-102.
- Rachid, R., "Syllables without Vowels: Phonetic And Phonological Evidence From Tashlhiyt Berber". *Phonology*, Cambridge University Press (CUP), (2008):321-359.
- Radford, A. 2009. *Linguistic an Introduction Second Edition*. New York: Cambridge University Press
- Reddy, S, "Importance of English Language In Today's World", *International Journal Of Academic Research*, 3. (2016)
- Ridouane, R., Hermes, A., & Hallé, P., "Tashlhiyt's Ban Of Complex Syllable Onsets: Phonetic And Perceptual Evidence", 2014; 67(1): 7 – 20.
- Riswandi, Diki. 2018. "The Implementation of Project-Based Learning to Improve Students' Speaking Skill", *International Journal of Language Teaching and Education*, 2 (1), 32-40.
- Robert, S. 2001. *Syllable Structure Universals and Second Language Acquisition*. California: California English University.
- Romero, Paola X. 2017. "Teaching and Learning English through Songs: A Literature Review", *MSU Working Papers in SLS*, 8, 40-45.
- Srinivas, Kavitha., Roediger, Henry., Rajaram, Suparna, "The Role Of Syllabic And Orthographic Properties Of Letter Cues In Solving Word Fragments", *Memory & Cognition*. 20, 3(1992):219-230.
- Stenneken, P., Conrad, M., & Jacobs, A.M. (2007). Processing Of Syllables In Production And Recognition Tasks. *J Psycholinguist Res* (2007) 36:65–78.
- Supeno. 2018. "Using Songs to Improve Students' Pronunciation", *Proceeding of the 65<sup>th</sup> TEFLIN International Conference of Universitas Negeri Malang*, 65 (1), 339-346.
- Tomlinson, B. 2013. *Applied Linguistics an Materials Development*. London: Brian Tomlinson and Contributor.
- Tonekaboni, A.M, & Samaei, S.J. Teaching English Pronunciation by Applying Different Models In Intermediate EFL Learner Center classrooms. *Indian Journal of Fundamental And Applied Life Sciences*. Vol 5 (S2), (2015):829-841.
- Trinh, D., & Jared, D., "The Role of The Phonological Syllable In English Word Recognition. Talk Presented At The Lexical Processing Workshop, London, ON. Evidence from Eye Movements", *Language and Cognitive Processes*, 19, 3(2013):391-426.
- Victoria, F., "An Introduction to Language International Edition (9th Edition)" Canada: Nelson Education, Ltd. Word Recognition: Evidence from Erps. *Neuroreport*, 15, (2011):545–548.
- Yoshida, Marla. 2012. *Syllable Structure and Consonant Clusters*. University of California Irvine Extension.
- Zhang, Bei. 2013. *An Analysis Of Spoken Language And Written Language And How They Affect English Language Learning And Teaching*.