CHAPTER II
LITERATURE REVIEW

A. Pronunciation

1. Definition of Pronunciation

Pronunciation is the way in which language spoken; the way in which a word is pronounced; the way a person speaks the words of language (Hornby, 1987:497).

Yates and Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level of individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality).

Gilakjani (2012:119) assumes that pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. On the other hand, Dalton in Hassan (2014:32) defines the pronunciation as production of significant sound which is used as a part of a code of particular language and to achieve meaning in the context of use.

From the explanation previously, the researcher concludes that pronunciation is the way person utters a word or language.
2. The Elements of Pronunciation

There are two elements of pronunciation, namely segmental and suprasegmental features. The sound can be significantly affected by speech features. In this case, when we learn English well, we will find two kinds of speech features (Ramelan, 1985:22), those are:

a) Segmental feature

A segmental feature system is the sounds that include vowel, consonant, cluster, and diphthong. The classification is based on the differences in the functions in utterance and their ways of production.

Segmental refers to the sound units which are arranged in a sequential order. The sound units of utterance are represented by the phonetic symbols (Wahyukti, 2008:35). Segmental features include vowel and consonant.

1) Vowel

Vowel is made by voiced air passing through different mouth-shapes; the differences in the shapes of the mouth are caused by different position of the tongue and of the lips (O’Connor, 1980:79). There are two types of vowel, namely pure vowel and diphthongs (Wahyukti, 2008:56).

Pure vowel are represented by a single character, consist of long vowel and short vowel (Wahyukti, 2008:56). Long vowel is characterized by a length mark made of two dots or colon (Wahyukti, 2008:45). There are five long vowels in English, those are:

1. /i:/ = feel
2. /a:/ = garden
3. /u:/ = true  
4. /ɔ:/ = all  
5. /ɔ:/ = dirty

There are six short vowels in English, those are:
1. /I/ = kill 
2. /ɔ/ = about 
3. /o/ = stop 
4. /ʌ/ = enough 
5. /u/ = push 

2) Consonants

Sounds which are not vowels are consonants (Ramelan, 1985:92). Consonants are produced when there are some obstructions made by two articulators against the out-going air somewhere in the mouth cavity (Wahyukti, 2008: 72).

O’Connor (1980: 24) states that there are two reasons why the consonant is important in word. The first, consonant contributes more to make English understandable. The second, consonants are generally made by a definite interference of the vocal organ with the air stream, so easier to describe and understand.

Ramelan (1985:102-154) stated that the types of consonants are plosive, fricative, affricative, nasal, lateral and glide consonants.

a. Plosive consonants

The way of producing a plosive consonant is mainly characterized by a
complete obstruction somewhere along the speech tract, and after that the air is suddenly released so that an explosive sound is heard (Ramelan, 1985:102).

The sounds that belong to plosive consonants are:

1. /p/ = pen
2. /t/ = tell
3. /k/ = sky
4. /b/ = back
5. /d/ = day
6. /g/ = goal

b. Fricative consonant

A fricative consonant is produced when the outgoing air meets with a narrowing of the air passage and the obstruction of outgoing air is said to be partial (Ramelan, 1985:119). The sounds that belong to fricative consonants are:

1. /f/ = future
2. /v/ = live
3. /θ/ = thirty
4. /ð/ = without
5. /s/ = size
6. /z/ = zero
7. /ʃ/ = shake
8. /r/ = run
9. /h/ = hold
c. Affricative consonant

An affricative is a kind of stop: the outgoing air also meets with a complete obstruction somewhere in the mouth. However, the stopage in a stop is suddenly released (Ramelan, 1985:139).

There are only two affricative produced at the same point of articulation, one is sound /dʒ/ and the other is sound /tʃ/.

d. Nasal consonant

A nasal consonant is similar to a stop in terms of its way of production. However, in producing a nasal consonant the velum is lowered than so that the outgoing air is free to pass through the nasal cavity (Ramelan, 1985:143). The sounds that belong to nasal consonant are:

/ˌm/ = man
/ŋ/ = name
/ŋ/ = sing

e. Lateral consonant

A lateral consonant is produced when the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by putting the tip of the tongue against the teethridge (Ramelan, 1985:148).

Ramelan (1985:148) stated that lateral consonant found in almost any languages. However, English has two kinds of lateral consonants, which are usually termed as ‘clear’ and ‘dark’ /l/.

A clear /l/-sound is a lateral sound in which the main body of the tongue is sloping downward, whereas a dark /l/ sound is a lateral sound in which the
main body of the tongue is raised. For instance in the word ‘look’, the /l/ sound is heard clearer than in the word ‘middle’. So, the /l/ sound in the word ‘look’ is named clear /l/, and in the word ‘middle’ is named dark /l/.

g. Glide consonant

Glide consonant are speech sounds that are on the border line between vowels and consonant. But, because of lack of stress and weakness of breath force, it will be better to class glide sounds among consonants. The sounds that belong to glide consonant are /y/ and /w/ sounds (Ramelan, 1985:151).

b) Supra segmental feature

Supra segmental features are like the style used in words or sentence. Supra segmental feature refers to such features as stress, pitch, intonation, and other features that always accompany in the production of speech (Wahyukti, 2008:35). There are three kinds of supra segmental feature, namely stress, intonation, and syllable.

1) Stress

Stress is an essential feature of word identity in English (Kenworthy in Gilakjani, 2012:126). Ramelan (1985:24) said that stress is the degree of force or loudness which a syllable is pronounced so as to give it prominence.

Stress can be classified into three kinds of stress, namely; strong or primary stress, medium or secondary stress, and weak stress or no stress (Wahyukti, 2008:30). Stress has an important role in English because different stress will differentiate meaning and intention.
2) Intonation

Intonation is the movement of the voice between high and low pitch. Ramelan (1985:31) states that intonation is the going up and down of pitch over different syllables in an utterance. Intonation can be formed by a sequence of contrasting pitch levels in a sentence (Wahyukti, 2008:31).

Intonation is used to express a great number of different meanings, including emotions and attitudes. The word ‘Yes’, for example, can be said with falling voice, a rising voice can make ‘Yes’ mean ‘I agree’ or ‘Perhaps it is true’ or ‘You cannot be serious’ or ‘Wow, you are so right’ or any number of other things.

3) Syllable

Syllable is a sound unit in a word or one beat. For example, you can clap your hand one time when saying “May” and three times when saying “December”. May has one syllable. December has three syllables (Ramelan, 1985:90).

The patterns of stressed and unstressed syllables of word create rhythm in longer linguistic units. Wahyukti (2008:31) stated that, in English syllables may have close juncture, that is they are connected together very closely without pause; but in other case, they are so loosely connected (having open juncture) that there seems to be a pause in pronunciation. Words can be divided into syllables. For instance:

Start : one syllable
Be-gin : two syllables
Go-vern-ment : three syllables
E-du-ca-tion : four syllables

3. Evaluation Students’ Pronunciation

Pronunciation has two kinds of testing. Lado (1961: 38-85) states that the kinds of pronunciation testing are recognition and production test.

a) Recognition test

Recognition test emphasizes on students’ ability in analyzing how to pronounce the words or sentences. It means that, recognition test tends to listening skill.

b) Production test

Production test emphasizes on students’ ability in practicing how to pronounce the word or sentences.

The researcher uses production test. Lado (1961:83) assumes that actually recognition test only measure the students’ listening ability. Meanwhile, production test can measure the students’ pronunciation ability. It can be concluded that the researcher will measure the students’ ability in pronunciation by using production test.

B. Pronunciation Problems

Harmer (2007:249) explained that some problems in much pronunciation teaching and learning; those are:

1) What students can hear

Some students have great difficulty in hearing pronunciation features
which want to reproduce. Frequently, speakers of different first language have problems with different sounds. There are two ways of dealing with this. The first place, the teacher can show students how sounds are made through demonstrations, diagrams, and explanations. The teacher can also draw the sounds to their attention every time they appear on a recording or in conversation. In this way, the teacher gradually trains the students’ ears. When the students can hear correctly, the students are on the way to be able to speak correctly.

2) What students can say

All babies are born with the ability to make the whole range of sounds available to human beings. But as the students grow and focus on one or two languages, the students lose the habit of making some of those sounds. Learning a foreign language often presents the students with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula, or nasal cavity). To counter this problem, the teacher needs to be able to show and explain exactly where sounds are produced (e.g. where is the tongue in relation to the teeth? what is the shape of the lips when making a certain vowel?

3) Intonation problems

For many teachers the most problematic area of pronunciation is intonation. Some of people (and many of students) find it extremely difficult to hear ‘tunes’ or to identify the different patterns of raising and falling tones. In such situation, it would be foolish to try to teach the students.
This research attempts to identify the problem relates students’ pronunciation, so it deals with how students produce sounds.

C. Factors Causing the Pronunciation Problem

Researchers and linguist have pointed some linguistic factors such as the differences of the sound system between the first language (L1) and second language (L2), the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation. These factors are known as linguistic factors, which are the main topic of this research, so all of them will be discussed separately in detail as follows:

1) Mother Tongue Interference

Ladefoged (2001) in Hassan (2014:33) showed that mother tongue has clear influence on learning L2 pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as the interference between L1 and L2.

Yule (2003) in Hassan (2014:33) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our L1 have strongly built up. That means we use new ways of using our organs of speech. It is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed.

2) Sound System Differences Between L1 and L2

Alkhuli (1983) in Hassan (2014:33) showed that the main problem in
teaching and learning English pronunciation result from the differences in the sound system of English and the native language, so as a speaker of Indonesian is not accustomed to pronounce for instance \( \delta \)-sound, because they do not found in his native language. This means that the organs of speech of the learner are not trained to produce such sound systems because they are unfamiliar to that; that is why people use the nearest sounds such as /d/.

3) Inconsistency of English Vowels

One of the important problems faced by the students of English in general is that each English vowel has more than just one pronunciation. This causes many difficulties to the learners and leads them to a mispronunciation.

O’Connor in Hassan (2014:34) reported that it is not simple to know the exact sounds of the letters in a certain word. The learner, who does not have sufficient knowledge of different pronunciations of the vowel, meets some difficulties, since he uses different variants of their pronunciation.

Moreover, Cruttenden (1994) in Hassan (2014:35) also states that the inconsistency of English vowels causes difficulties for other language learner of English. For instance, if we take /o/ in some words like some, move, home, women, in each word it has different pronunciation, so the English learners who do not have the mastery of the pronunciation of such words will also face difficulties.

4) Influence of Spelling on Pronunciation

The sounds of spoken English do not match up with letters of written English. Some words which are ordinarily spelt in the same way, are different
in their pronunciation, for example lead which is pronounced /liːd/ in a phrase lead the way, but /lɛd/ in another phrase lead pipe. Also there are some words spelt differently, but sound the same, for instance rain and reign, both of them are pronounce /reɪn/. The learners who still do not have the mastery of pronunciation of such words, pronounce each of them by looking at its spelling. So, if the learner does not know such relationship between sound and spelling, he will mispronounce words by just looking at the spelling, Hassan (2014:35-36).