CHAPTER II
LITERATURE REVIEW

A. Pronunciation Ability

1. The Definition of Pronunciation

   Pronunciation is the way in which a language spoken; the way in which a word is pronounced; the way a person speaks the words of language (Hornby in Astuti 2014). That is why when person mispronounce a word, it will change the meaning and make other people or the listener confused.

   As English learners which English as a foreign language, pronunciation is something important to be learned. Pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking. Concentrating on sounds, showing where they are made in mouth, making the students aware of where words should be stressed all this things give them extra information about spoken English and help the students achive the goal (Harmer, 2001:183). He also added that “Being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English”.

2. English Speech Sound

   Speech sound are certain acoustic effort voluntary produced by the organ of speech, they are the result of definite actions performed by
these organs (Jones, 1922:1). Speech sounds can be represented visually by means of written symbols of writing. The symbols are called “Phonetic Transcription”. For instance: if a phonetics symbols /ʃ/ represent the consonant sound of the word “Fashion”. Every speech sound belongs to one or other of two main classes known as vowels and consonant (Jones, 1922:11)

3. The Elements of English Sounds

There are two kinds of element of pronunciation, namely; supra segmental feature and segmental features. As Ramelan noted in Astuti 2014 that “When we learn English, we will find two kinds of speech feature, those are segmental feature and supra segmental feature.

a. Segmental feature

Segmental refers to the sounds units which are arranged by in a sequential order in speech, the sound units of utterance are represented by the phonetic symbols (Wahyukti, 2008:35). Those segmental features are 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 (J.D. O’Connor. 1980:79). There are two types of vowel; those are pure vowel and diphtongs (Wakhyukti, 2008:56).
Pure vowel represented by a single character, consist of long vowel and short vowel. Long vowel which are characterized by a length mark made of two dots or semi colon (Wakhyukti, 2008:45). There are five long vowel in English those are:

a) /i:/ feel  d) /ə: / all
b) /a:/ garden  e) /ɜː:/ dirty
c) /u:/ true

There are six short vowels in English such as:

a) /ɪ / kill  d) /ʌ / enough
b) /ə / about  c) /u/ push
e) /o/ stop

2) Consonants

Consonant is produced when there is some obstruction made by two articulators against the out-going air somewhere in the mouth cavity (Wakhyukti, 2008:72). Without consonant, a word does not have meaning and even it will be difficult to understand. As O’Connor (1980:24) stated that there are two reasons why the consonant is important in the word. First, consonant contribute more to make English understandable, second, consonant are generally made by a definite interference of the vocal organ with the air stream, and so are easier to describe and understand.
b. Supra segment feature

Supra segmental feature refers to such features as stress, pitch, intonation and other features that always accompany in the production of speech (Wakhyukti, 2008:35). There are three kinds of supra segmental features, those are:

1) Stress

By ‘stress’ is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence (Ramelan, 1994:25). Stress can be classified into two kinds, namely; a word stress and sentences stress (Wakhyukti, 2008:30). Stress has a big role in English because different stress will changed the meaning and intention.

2) Intonation

Intonation is the movement of the voice between high and low pitch, as Baker stated in Astuti (2014) intonation is the tune of sentence, comparable with the rise and fall of the tune in a piece of music. In this case, intonation doesn't change the meaning, but tune we use adds something to the words, and what it adds is the speaker’s feeling at that moment (O’Connor, 1980:108). Intonation was used to express many different meanings, includes emotions and attitudes. As Astuti
(2014) said The word ‘Yes’ for example, can be said with falling voice, a raising voice we 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) Syllables

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 and December has three syllables (Baker cited in Astuti, 2014). As an addition we can see:

Start : One syllable
Be-gin : Two syllables
Bi-cy-cle : Three syllables
E-du-ca-tion : Four syllables

B. Listening Habit

1. The Definition of Listening

In learning English we all know the four skills: listening, speaking, reading and writing. Listening is known for the basic skill because as in language learning we have to be able to have conversation with others as we have to understand what people say in other word listening is the foundation of speaking and writing. O’Conor (1980:1) stated that language starts with the ear, when a baby starts to talk he does it by hearing the sounds his mother makes and imitating them. If a
baby is born deaf he cannot hear these sounds and therefore cannot imitate them and will not speak. But normal babies can hear and can imitate: they are wonderful imitators, and this gift of imitation, which gives us the gift of speech. He also stated that it is well known that a child of ten years old or less can learn any language perfectly, if it is brought up surrounded by that language, no matter where it was born or who its parents were.

Listening to the language itself may help students try to get the meaning or listening skill allows you to understand what someone is talking about as Sari et al (2013) stated listening means paying attention and making an effort to process what you heard. In other word, listening skills allows you to understand what someone is talking about. She also added that listening is different from hearing as hearing is a physical ability while listening is a skill.

Xiao (2013) points out that listening is the foundation of speaking and writing. If a student does not receive effective listening input, he or she may not perform well in writing and speaking since the two output abilities are more difficult.

As in learning English as a foreign language, students find listening in listening class while they listen to radio, recorder etc or they can listen it outside the class. But in learning English we don’t have to listen only conversation record but we can also listen to song we like.
2. Habit

According to Firdaus (2014) habit are habituated routines of behavior that are repeated regularly, tend to occur subconsciously, without directly thinking consciously about them. The condition when a person do the same activity without thinking consciously, as the sociologist Pierre Bourdieu stated in Swartz (2002) that the concept of habit was come from the term of *habitus* derives from Latin verb *habere* meaning “to have” or “to hold” which means the regulated action of human with the regular statistical pattern without any conscious thinking. Wood and Runger (2015) also stated that when once habitual responses are activated, people can act on the response in mind without making a decision to do so. It is clear that people with a habit will do it without any thinking and they do something repeatedly as Nilsen et al (2012) said that Habit is behaviour that has been repeated until it has become more or less automatic, enacted without purposeful thinking, largely without any sense of awareness.

Based on Ogbodo (2010), habit has a typology, that typology of habits grouped as Hobbial, Recreational, Concentration and Deviational, which she correlated with reading. Hobbial refers to an activity one does because it derives some joy and satisfaction in doing
it, Recreational refers to activity for recreation or relaxation, and Concentration refers to activity which provides the desired outcome.

3. Listening Habit

This research discuss the students’ listening habit of English songs. Habit in this research refers to the habit in which the subject of the research do in their spare time or personal time, which is their out of school activity. But sometimes some students listen to music or song while they are studying. As it is said before many people have their own source of music, so how every students or the subjects do in their activity in listening to English songs as their listening habit. Or it can be said that listening habit of English songs is the activity of paying attention to get the meaning by listening to English songs which provide lyrics or words, melody, rhythm sung by a singer in English words which repeated until it has become less or more automatic and it happens or occurs subconsciously.

C. English Song

Sari, et al. (2013) stated song is part of music which contains lyrics being sung. This research discuss about English song in which English language is used in the lyric. Batluk (2015) also stated that songs provided with, for instance, new words and collocations, various accents and etc. In other word song consists music and words or lyrics being sung. Song can
be broadly divided into many different forms, as it is noted in Firdaus (2014):

1. **Art song**

   Art song are songs created for performance in their own right, usually with piano accompaniment, although they can also have other types of accompaniment such as an orchestra or string quartet, and are always notated. Generally they have an identified author(s) and composer and require voice training for acceptable performances. The lyrics are often written by a poet or lyricist and the music is composed by a composer.

2. **Folk song**

   Folk song are songs of often anonymous origin or public domain that are transmitted orally. They are frequently a major aspect of national or cultural identity. Art songs often approach the status of folk songs when people forget who the author was. Folk songs are also frequently transmitted non-orally, especially in the modern era. Folk songs exist in almost every culture.

3. **Popular song**

   Modern popular songs are typically distributed as recordings, and are played on the radio, through all other mass media that have audio capabilities are involved. Their relative popularity is inferred from commercially significant sales of recordings, ratings of stations and
networks that play them, and ticket sales for concerts by the recording artists. A popular song can become a modern folk song when members of the public who learn to sing it from the recorded version teach their version to others. Popular songs maybe called pop songs for short, although pop song or pop music may instead be considered a more commercially popular genre of popular music as a whole.

D. Previous Study

The existence of Song in improving English has been familiar in English teaching. Some of study are using song to improve English as these two studies; a study belonged to Stefani Jessica et al (2015) entitled “Improving the Pronunciation Through Listening to English Song”. The result indicate that the use of English song is effective to be used to improve the students’ ability in learning pronunciation.

The second study was by Sari et al (2013) entitled “The Correlation Between Students’ Ability in Listening to the English songs and Their Vocabulary Mastery”. which the result showed that there was a positive correlation between the two variables.

E. Basic Assumption

English Department in Muhammadiyah University of Purwokerto has Pronunciation as one of the subject of study and actually one of the important aspect in English because it helps us how to pronounce English correctly, the students get pronunciation class in the first semester. Without pronunciation we can not speak English well and of course we can
not understand what other people say. As nowadays the exposure of English songs is high and many research of song which used song to improve, as media to teach and etc as we know that beside songs entertain, give us enjoyment, it provides lyrics which can help us gain more vocabularies, new utterances and pronunciation as well. The writer assumes that there is a significant correlation between the students’ listening habit of English songs with their pronunciation ability.

F. Hypothesis

Based on the assumption above, the writer has two hypotheses (Sugiyono, 2015).

Ha : The alternative hypotheses is there is a significant relationship between students’ listening habit of English songs and their pronunciation ability.

Ho : The null hypotheses (Ho) is there is no significant relationship between students’ listening habit of English songs and their pronunciation ability.