CHAPTER II
THEORETICAL REVIEW

A. The Nature of Pronunciation

1. Definition of pronunciation

Pronunciation is from the verb pronounce. According to Hornby (1995: 928) to pronounce is to make the sound of a word or letter particularly way. It means that pronunciation is the way to produce a sound of a word or letter. Pronunciation refers to the production of sounds that we use to make meaning.

According to Ramelan (1985:5) pronunciation is one of the most important components of English to make oral communication with others. When we communicate orally with other people we should not only have a good vocabulary but also have good pronunciation.

Based on the statement previously, the writer concludes that pronunciation is the way to produce the sound of a word or letter of language. Pronunciation also called as the production of the speech sound.

2. The English Speech Sounds

Titi Wahyukti (2010 : 24) states that speech sounds are defined as sounds produced by the human speech organ. Speech sounds are certain acoustic effect voluntary produced by the organs of speech, they are the result of definite actions performed by these organs (Jones; 1972: 1).

Speech sounds can be represented visually by means or written symbols of
writing. The symbols are called ‘Phonetics Transcription’. For instance: /ʃ/, /ʒ/, /t/, /d/, /b/, /m/, and so on.

Based on the explanation above, we can conclude that speech sound is saying a letter or word to produce a sound by organs. Speech sound is represented by phonetic symbols in English, not by letters (alphabets).

Speech sounds in English are generally divided into three main classes. They are vowel sounds (pure vowel sounds or monothongs), the diphthongs, and the consonant sounds.

a. Pure Vowels (monothongs)

A vowel is a speech sound produced by vibrating vocal cords and continuous unrestricted flow of air coming from the mouth. Pure vowels are those produced with the organ of speech remaining in a given position of one sound and they are represented by a single character, for example: /i/, /e/, /a:/, /u:/ as in big /bɪɡ/, wet /wet/, far /fɑːr/, food /fʊd/. The two first vowels in that example are called short vowels. And the last two sounds belong to long vowel.
There are twelve kinds of pure vowel:

Table 2.1

<table>
<thead>
<tr>
<th>Kinds of pure vowels</th>
<th>Symbols</th>
<th>key-words</th>
<th>phonetic transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i:/</td>
<td>feel</td>
<td>/fiːl</td>
<td></td>
</tr>
<tr>
<td>/i/</td>
<td>Kill</td>
<td>/kiːl</td>
<td></td>
</tr>
<tr>
<td>/ɛ/</td>
<td>Pen</td>
<td>/pen/</td>
<td></td>
</tr>
<tr>
<td>/ɛː/</td>
<td>Cat</td>
<td>/kæt/</td>
<td></td>
</tr>
<tr>
<td>/əː/</td>
<td>Turn</td>
<td>/təːn/</td>
<td></td>
</tr>
<tr>
<td>/ə/</td>
<td>About</td>
<td>/əbaut/</td>
<td></td>
</tr>
<tr>
<td>/əː/</td>
<td>Enough</td>
<td>/ɛnʌf/</td>
<td></td>
</tr>
<tr>
<td>/aː/</td>
<td>March</td>
<td>/maːtʃ/</td>
<td></td>
</tr>
<tr>
<td>/o/</td>
<td>Stop</td>
<td>/stop/</td>
<td></td>
</tr>
<tr>
<td>/ɔː/</td>
<td>Walk</td>
<td>/wɔːk/</td>
<td></td>
</tr>
<tr>
<td>/uː/</td>
<td>Push</td>
<td>/puːʃ/</td>
<td></td>
</tr>
<tr>
<td>/uːː/</td>
<td>Fruit</td>
<td>/fruːt/</td>
<td></td>
</tr>
</tbody>
</table>

(Wahyuki, Titi. 2010 : 14)

b. diphthong

Diphthongs are produced by the organs of speech making a change in position (from one vowel position to another vowel position), namely the tongue starts in the position of /ε/ and glides forward in the production of /ɛi/ as in cake, take, main. In another words, diphthong is a combination of two vowel sounds.
c. Kinds of Diphthongs

Table 2.2

<table>
<thead>
<tr>
<th>Symbols</th>
<th>Key-words</th>
<th>Phonetic transcription</th>
</tr>
</thead>
<tbody>
<tr>
<td>/eɪ/</td>
<td>Pain</td>
<td>/peɪn/</td>
</tr>
<tr>
<td>/aɪ/</td>
<td>High</td>
<td>/haɪ/</td>
</tr>
<tr>
<td>/eɪ/</td>
<td>Employ</td>
<td>/ɪmplɛɪ/</td>
</tr>
<tr>
<td>/au/</td>
<td>Down</td>
<td>/dəu/</td>
</tr>
<tr>
<td>/ou/ or /u/</td>
<td>Home</td>
<td>/houm/ or /həum/</td>
</tr>
<tr>
<td>/ə/</td>
<td>Hear</td>
<td>/hə/</td>
</tr>
<tr>
<td>/ɛə/</td>
<td>There</td>
<td>/ðɛə/</td>
</tr>
<tr>
<td>/uə/</td>
<td>Poor</td>
<td>/pjuə/</td>
</tr>
</tbody>
</table>

(Wahyukti, Titi. 2010 : 14)

d. Consonant

Consonants are produced when there are some obstructions to the flow of the air along the vocal track, especially in the mouth cavity.

1) The place of obstruction

Consonants are produced by obstruction that happens above the larynx, especially in the mouth cavity. The wide variety of consonants that may be produced by the speakers is based on what articulators are used to obstruct the air.

Most consonants are sounded by the flow of the air through the nose. Thus, the term ‘consonant’ cannot be clearly defined, that is sounds which are not vowels are consonants.
A language learner should master the general mechanism of moving his speech organs in order that he can pronounce the target sounds correctly. The English consonants are distinguished into several types as the following:

a) *bilabial consonants*, in which the obstruction is formed by the lower and upper lips. For example /p/, /b/, /m/, /w/.

b) *labiodental consonants*, in which the obstruction are formed by the lower lip in touch with the upper teeth. For example /f/, /v/; the term ‘labio’ referring to lip, and ‘dental’ refer to teeth.

c) *apico dental* or *dental*, in which the out-going air is obstructed of the tongue and the upper teeth; or the tip of the tongue is between the teeth, for example /θ/, /ð/.

d) *alveolar consonants*, in which the obstruction is formed by some parts of the tongue (either the tip or blade of the tongue) and teeth ride or gum. The examples for the tip of tongue against the teeth ridge are sounds /t/, /d/, /n/, /l/, /s/, /z/, /r/...when the blade of the tongue is in contact with an area slightly back of the teeth ridge, the sounds are /ʃ/, /ʒ/; these are called palato-alveolar consonants.

e) *palatal consonants*, in which the air flow is obstructed by raising the front part of the tongue in the direction of the hard palate, as in producing /ʃ/.
f) velar consonants, in which the air obstruction is formed by raising the back or dorsum of the tongue in contact with the soft palate or velum, for example: in producing /k/, /g/, /ŋ/; these may also be called dorsovelar consonants.

g) glottal consonants, in which the obstruction of the air is formed at the glottis, that is either by putting the two vocal cords in close contact or by separating them, for example /h/.

2) Manner of Obstruction

The types of consonants are also determined by the way how the air is obstructed or by the manner in which the air is interrupted. The air passage may be either completely closed or partially obstructed by two articulators in the production of consonants.

English consonants have several types, they are:

a) plosive or stop consonants

Plosive are consonants with the characteristics that when they are produced; two articulators are moved against each other so as to form a complete obstruction or a stricture that no air can escape. After the air is allowed to escape with a slight puff or explosive sound; for example in the production of /p/, /b/, /t/, /d/, /k/, /g/. those consonants are produced at different places of obstruction.
b) *fricative* consonant

Fricative are consonants with the characteristic that when they are produced, the outgoing air is *partially* obstructed; it is because the two articulators come closer to each other in such a way that there is a narrow opening left for the air to escape. When the air is forced to go out through a small passage, this cause a frictional or a hissing sound; such as /ʃ/, /ʒ/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.

c) *affricate* consonant

Affricates are rather complex consonants. They begin as plosives and end as fricative. It is the same as a plosive in that there is a complex obstruction somewhere along the speech tract at the beginning; but then this closure is gradually released so that the plosive sound is immediately followed by a frictional sound. For examples: /tʃ/, /dʒ/.

d) *nasal* consonant

In the production of nasals, the air passage is completely closed at some point in the mouth cavity so that the air can pass. But the soft palate is lowered that is why the air can go out through the nasal cavity, as sounds /m/, /n/, /ŋ/.

e) *lateral* consonant

The characteristics of a lateral is that there is a complete obstruction made by the two articulators (the tongue and
teeth ridge) at the centre of the mouth, so that the air passes out through one side or both sides of the tongue; the nasal cavity is closed by raising the soft palate. The lateral consonant is /l/.

f) *semi-vowels or Glide Consonant*

Semi-vowels consonants have another name that is ‘approximant. The way of producing semivowels is the same as that of producing vowels, but they function as consonants. In short, they are phonetically like vowels but phonologically like consonants. The sounds: /j/, /w/ belongs to semivowels.

3) **The movement of vocal cords**

In the production of consonants, the vocal cords in the larynx may or may not be made to vibrate simultaneously. When the production of a consonant is followed by the vibration of the vocal cords is said to be voiced; when it is not accompanied by the vibration of vocal cords is said to be voiceless. English consonants can divide into two groups, they are voice and voiceless, and most of them go in pairs. Two consonants are said to be in pairs when they are produced in the same manner of obstruction and at the same point articulation; they are only different in the case of the activity of the vocal cord. For example, the voiceless /p/ has the voiced counterpart /b/.
Based on the variable, the English consonants are classified into two groups: voiced and voiceless. There are same pairs of consonants with the same place and manner of obstruction.

Voiceless: /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/, /ŋ/.

Voiced: /b/, /d/, /g/, /v/, /ð/, /z/, /ʒ/, /dʒ/, /m/, /n/, /ŋ/, /r/, /w/, /j/.

4) Chart of English Consonants

<table>
<thead>
<tr>
<th>manner of articulation</th>
<th>point of articulation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bilabial</td>
</tr>
<tr>
<td></td>
<td>vl</td>
</tr>
<tr>
<td>Plosive</td>
<td>p</td>
</tr>
<tr>
<td>Fricative</td>
<td>F</td>
</tr>
<tr>
<td>affricative</td>
<td></td>
</tr>
<tr>
<td>Nasal</td>
<td>m</td>
</tr>
<tr>
<td>Lateral</td>
<td></td>
</tr>
<tr>
<td>semivowel/approximal</td>
<td>w</td>
</tr>
</tbody>
</table>

3. The importance of learning English pronunciation

In daily conversation, students should know how to pronounce the words well because it is important for a speaker to understand the conversation. The learners can speak fluently if their pronunciation is good. They will stop the conversation if they cannot pronounce the word although in seconds.
On the other hand, if they are good at pronouncing words, the listeners judge the speaker’s overall language ability is good.

a. In general

a) Native speaker will comprehend their pronunciation. In the daily life, we can meet native speaker in public area such as in the temple, beach, mountain and so on, if we have good pronunciation, we can speak in enjoyable conversation. Besides, the native speakers will catch our words.

b) There is no embarrassment for speaker or listener. If we have conversation with native speakers and we are good pronunciation, we have not embarrassment to speak up with them. We enjoy the conversation without any humming.

b. In classroom Activities

a) The students will get good score in speaking activities. We know that pronunciation is one of the important components in speaking skill. The teacher can assess the students’ pronunciation. If she/he has a good pronunciation, she/he will get good or best score n speaking activities.

b) Speaking activities will be enjoyable. In classroom activities, the students will speak up with others in speaking activities. If they have good pronunciation, speaking activities will be fun and all the students are active to speak up.
4. **The factors influencing pronunciation mastery**

There are many factors that can influence the learning and teaching of pronunciation skills (Cunningham, 2002:1)

1. **Age.**

Some researchers argue that the age will affect the performance of the brain or other organs. The more mature person's increasingly difficult to learn something. For example, learn about pronunciation in early childhood will be more easily absorbed than adulthood.

2. **Ability.**

All the learners have same chance to learn something. In this case, the students can study pronunciation in the same opportunity. But, their ability to learn pronunciation is different. The differentiation of the learners’ ability can influence pronunciation.

3. **Learners’ attitude and motivation.**

   Learners’ attitude toward the target language and their motivation to learn pronunciation can support or obstruct the development of pronunciation.

5. **The problem in pronunciation**

According to Titi Wahyukti (2010 : 4), there are some problems in pronunciation. The problems are:

1. The differences sound system between English and Indonesian. In Indonesian language, there is no sound /ε/, /ə̄/, /ə/, /ʌ/, /ɔ/, /ɔI/, /əʊ/, /aʊ/, /eɪ/, /əʊ/, /ʌɪ/, /ʊi/, /ʌz/, /θ/, /ð/, /dʒ/, and /ŋ/.
2. The learning of the new sound system, the learning of the new vocabulary system and how to apply words into the unfamiliar sentences patterns of the language.

3. The written form is different from the spoken form as happens in English. When Indonesian learners see a word ‘table’ for example, they will say /tæbəl/ not /teibəl/ or others. But in English written form is different with spoken form. The word ‘enough’ for example, it will sound /ɪnʌf/.

4. The difficulty of the movements of his speech organ to produce the speech sounds. It will be difficult for him to change the habit of moving his speech organ to produce the foreign speech sounds.

The difficulties faced by the learners in studying a foreign language is caused by the different elements found between their own language and the target language. The learners are confused to identify the foreign sounds.

The differences between own language and target language can be seen in the vowels, diphthongs, and consonants. But there are similarities between the sound system of Indonesian and English. For example /a/, /i/, /u/, /e/, /o/, /p/, /t/, /d/, /g/, /h/, and so on.

B. Basic Assumption

Every language has own sound system. There are differences between one language and another language. Sound system of Indonesian language is different
with English language. Besides, there are differences between written form and spoken form in English language.