

CHAPTER II

LITERATURE REVIEW

A. Pronunciation

1. The definition of pronunciation

According to Bull (2009: 352), pronunciation is the way in which a language or a particular word or sound is spoken. Besides that, Gilakjani & Pourhosein (2012: 96) stated that pronunciation refers to the production of sounds that we use to make meaning.

From the statements before, the writer assumed that pronunciation is the way people produce sound to pronounce word or sentences in which the aim is to make communication.

2. Features of pronunciation

There are two primary features of pronunciation namely Phonemes (also called Segmentals) and Suprasegmental features. From the Phonemes, there are 2 branches namely consonant and vowels. Furthermore from Suprasegmental, there are some features, those are stress and intonation (Kelly, 2004: 1). Here the writer mentioned four kinds of suprasegmental features namely stress, pitch, intonation and juncture. The following points are the explanation.

a. Phonemes (segmentals)

Segmentals refer to the sound units arranged in a sequential order (Ramelan, 1985: 22). Segmentals are represent in the form of

phonetic symbols. Take a look from the word “legend”. It has seven segments. We can know by looking to the phonetic symbol of the word, that is /'ledʒənd/.

There are 2 kinds of segmental features namely vowel and consonant:

1) Vowel

There are twelve vowel sounds. They are /i:/, /ɪ/, /e/, /æ/, /ɜ:/, /ə/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /ʊ/, /u:/. All of them are voiced. It means when we produce the sound we will make vibration in the larynx. According to Jones (1987: 23) a vowel (in normal speech) is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction.

Besides those twelve vowels, there are combinations between two vowels. Such combinations are known as diphthongs. There are 8 diphthongs. According to Kelly (2004: 2), those diphthongs are /eɪ/, /aɪ/, /ɔɪ/, /aʊ/, /əʊ/, /ɪə/, /eə/, /ʊə/.

2) Consonant

Consonant is the other of all vowel sounds. They may be voiced, unvoiced, or voiceless. There are twenty four consonant according to Kelly (2004: 2). They are /p/, /b/, /t/, /d/, /k/, /g/,

/tʃ/, /dʒ/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /m/, /n/, /ŋ/, /l/, /r/,
/j/, /w/.

When we produce consonant sound, there will be some obstruction above the larynx (Ramelan, 1985: 93). Different with vowel, there is no obstruction when we produce it.

b. Suprasegmentals

Suprasegmentals are features which occur in the segment or a group of segments. Suprasegmentals can help the listener to understand the word or sentence that we pronounce. There are some points we have to know in suprasegmental such as stress, pitch, intonation.

Stress is the degree of loudness of a syllable or word in a sentence when it is pronounced. According to Jones (1987: 245) stress may be described as the degree of force with which a sound or syllable is uttered. There are three degrees or levels of stress which can be observed in English. The degrees are strong or primary stress, medium or secondary stress, and the last is weak stress. The use of stress in English word has an impact on the meaning of the word. The misuse of stress may change the class of word as it is shown in the following words:


1) Incense /'insens/

The word is a noun. The meaning is substance that produces a pleasant smell when burnt.

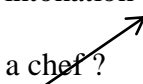
2) Incense /ɪn'sens/

The word is a verb. The meaning is make subject very angry. Pitch is the degree of tone in each syllable of a word. There are 4 levels of pitch, it is numbered from /4/ for the highest pitch and /1/ for lowest pitch, and for normal pitch is /2/. The use of pitch /1/ until /3/ can be illustrated in an utterance “good morning” the first syllable “good” is used pitch level /2/ then followed with pitch level /3/ in “mor” and ended with pitch /1/ in /ning/ (Ramelan, 1985: 31).

Intonation is the going up and down of pitch over different syllable in an utterances. The differences between pitch and intonation is that pitch work in a syllable, nevertheless intonation is work in a sentence. We can use the intonation to change a declarative sentence to interrogative sentence. It is not something wrong if it is done in the real communication where the English language is live. Without any correct grammatical structure we can use declarative sentence to ask something with changing the intonation. The example of intonation can be illustrated as the following sentence:

1) The boy is a chef 

This is the intonation contour for a declarative

2) The boy is a chef? 

This is the intonation contour for a question

3. Techniques and activities in teaching pronunciation

Learning pronunciation is an important thing for language learner. It must be remembered that the use of language is to communicate. The main goal of teaching language is to make the students are able to communicate orally with the target language. The anticipated outcome of language teaching is for students to be able to understand and use the language outside the classroom.

There are six techniques to teach pronunciation, those are drilling, minimal pairs and related activities, pronunciation and spelling activities, taping students' English, listening activities, and the last is reading activities (Kelly, 2004: 15-22). In this research, the writer combined two activities to teach pronunciation. Those activities were listening and reading aloud. It means the students have to listen the song while reading the lyric video. They have to imitate the way the lyric is pronounced by listening the song.

The writer believe that listening and pronunciation have a relationship. As stated by Lane (2010: 1), pronunciation is intimately linked to other oral/aural skills, both influencing and influenced by listening comprehension & fluency.

4. Testing of pronunciation

Testing is a way to know someone's mastery toward something. When we want to know someone's mastery in pronouncing English words, we must give her a pronunciation test. There are three ways to

test pronunciation ability. Those are limited response, multiple-choice hearing identification, and reading aloud (Madsen, 1983: 59-69)

a. Limited Response

1) Individual Testing : Oral Repetition

The students only listen to what the teacher says to them and then repeat it. This way is useful for students who can not read or write English. Oral repetition is one of the easiest of all exams to prepare. Every pronunciation feature can be tested by using this kind of test.

2) Group Testing : Hearing Identification

In this test the students have to listen to what the teacher says and identify various sounds of it. For example students have to identify if the sentences are different or similar when the teacher says “I want to buy flower” and “I want to buy flour”.

b. Multiple-Choice Hearing Identification

In this test, the students have to listen a sentence, after that the students have to choose one of some choices which suitable with the sentence. The choices may be a paraphrase or synonym of the sentence. For example:

I need some flowers

A. blossom B. powder C. ground

The correct answer is A

c. Reading Aloud

This is the most common ways of checking pronunciation. This kind of test used by the writer to get the students' score. There are three points to keep in mind when preparing reading-aloud items. The first, when using list of sentences, evaluate only one or two points per sentence. It is extremely difficult to be accurate and consistent when checking a number of things at the same time. The second, use natural language. The teacher should make the sentence as natural as possible as though in everyday language. The last, avoid signaling to the students which pronunciation point you are testing. Often a students can produce a sound correctly if he focuses on it.

5. Validity and Reliability of the test item

It is important to know about validity and reliability of test item in this research because the test is used to know the effectiveness of treatment. A test is said to be valid if it is measure what is intended to be measured (Lado, 1977: 30). In this research, content validity was usedvto make sure that the test is valid. Content validity is the way to know whether the test is valid or not by looking to the the syllabus (Bachman in Pan, 2015: 229). The test will be said valid if it is suitable with the syllabus.

Moreover, there is also reliability test item. Reliability is the degree of accuracy of measurement (Pan, 2015: 229). In this research,

reliability was reached by using inter-rater reliability in scoring the pronunciation test. Inter-rater was only used in giving students' post-test score. It was because the limited time to give students' pre-test score. It needs a lot of time if the writer asks inter-rater to give the students' pre-test score and it might cause the original effect of treatment.

The final students' post-test score came from two people, those were the writer and one of the graduated student from English Education Department Universitas Muhammadiyah Purwokerto. In the end the writer and the inter-rater reliability summed up the scores and divided it into two. The writer also asked to the supervisor for approval in choosing inter-rater reliability.

B. Song

1. The definition

These are some definition of song:

- a. According to Parto in Sumantri (2011: 9), a song is a group of arrangements which consist of lyrics and elements of music like rhythm, melody, harmony, and expressions.
- b. According to Griffie in Rahmah (2015: 16), the word song refers to pieces of music that have words, especially popular songs such as those one hears on the radio.

Based on the definition before, the witer concluded that song is an art work including lyrics and usually sung accompanied by musical instruments.

Song has some genre such as pop, hip-hop, metal, rock and so on. In this research, pop song was used as the teaching media. It is because pop song is the most appropriate genre for educational environment. Most of pop song are also easy listening for the students.

In this research, pop songs was chosen as teaching media because they are easy listening to the students. Easy listening song may make the students feel comfortable and attract the students to play the music again and again. Comfortable feeling is an important thing in studying foreign language, so that the witer makes the target of research comfortbale first before push them to study english.

a. Song as teaching media

Media is everything which can be used as tool and facilitate the teaching learning process to get its goal (Manik, 2015). There are three kinds of media. Arsyad in Manik (2015) said that those three kinds of media are visual media, audio media and audio visual media. Visual media means that the media can only be seen. Audio media means that the media can only be heard. Audio visual media means that the media can be seen and heard.

Look at the common problem that learning English especially english pronunciation is quite difficult for school students in Indonesia. Various obstacles arise when school students learn english pronunciation. Obstacles that are often experienced by students are boredom and the limit opportunity to use the language

in everyday life. On the other hand effective language learning can be done by frequently using the language in everyday life without feeling bored.

Looking at this problem, it is important to use media in the english learning process especially pronunciation. Teacher as facilitator must be brave to try something new for creative learning (Suwartono, 2006: 43). Media can attract the students in learning english especially english pronunciation. Songs are considered as suitable media to be used as a pronunciation learning media. Songs motivate the listeners to repeat the lyrics either wholly or partially (Suwartono, 2014). Moreover as stated by Kramer in Manik (2015), song are good to introduce supra segmental phonetics. Therefore, the witer tried to provide song as learning media.

b. Songs for the research

There are many english songs which can be used as teaching media. There were four songs used to treat the experimental group. Those four songs entitle “Locked Away” sung by R City featuring Adam Levine, “Love You Like a Love Song” sung by Selena Gomez, and “Because Of You” sung by. The writer chose those songs because they are suitable with the syllabus.

2. Lyrics video

Lyrics are the words of a song (Bull, 2009: 264). Therefore lyrics vide is a music video that focuses on showing the lyrics to the song on

screen as the song played. People who use lyrics video of English song can easily read the english word by imitating the pronunciation through listening the song.

The benefit of using video in learning pronunciation is that video has pause buton. The pause button may help people who use lyrics video to stop the video when they want to read or pronounce the lyrics. When they are not sure about the pronunciation they can repeat the part as often as they want easily. Lyrics video of English song is easy to be found in the internet especially in Youtube.

C. Previous Study

There are two previous studies which have connection with this study. The first study entitled “THE USE OF SONG FOR PROMOTING STUDENT PARTICIPATION IN THE TEACHING OF ENGLISH STRUCTURE”. The study was conducted by Suwartono and Dewi Puji Rahadiyanti in Bina Teknologi Vocational School. The study published in a journal namely METAFORA and is was used for International Conference on English Language and Literature. The study is a classroom action research study which conducted in a grade 10 of Computer Network Engineering 2. In collecting the data, the researchers were used observation, questionnaires, and test. The final result of the study was successful. English song encourage the students participation in studying English structure.

The second study entitled “MENGAJARKAN BAHASA INGGRIS YANG KOMUNIKATIF DENGAN MENGGUNAKAN VIDEO”. This

research was conducted by Suwartono. The writer read the article in his Academia account. The article is talk about the benefits of using video especially communicative video in teaching and learning process. Moreover the writer also wrote the step to apply video in the learning process.

Based on those two studies, the writer interested to use song as english teaching media. Moreover by reading the benefits of using video in the learning process, the writer wanted to use video in the learning process. A bit different with those studies, the writer used English song to teach English pronunciation and the video which the writer used was lyrics video not communicative video.

D. Hypothesis

This research was to know whether using lyrics video of English song is effective to teach English pronunciation. To find the answer of the problem, the writer proposed research hypothesis as follows:

Teaching English pronunciation by using lyrics video of English song is effective for the second grade students of SMA Negeri Patikraja in the academic year of 2018/2019.