

CHAPTER II

THEORETICAL REVIEW

This chapter presented the theories and literature related to the research variables, those are : pronunciation, songs, factors affecting pronunciation, and previous study.

A. Pronunciation

1. Definition

Pronunciation means the way in which a word pronounced. Pronunciation is the act of pronouncing syllables, words and phrases with regard to the production of sound and the placing of stress and intonation. Thus, pronunciation have to be clearly define. According to Yates (2002 in Gilakjani 2016: 2) pronunciation is the production of sounds that is used for making meaning. In accordance, Cook (1996 in Gilakjani 2016: 2) states that pronunciation is production of sounds. From two definition above, pronunciation is defined as the speech sounds produced by humans that used for making meaning.

Pronunciation is learnt by several ways. Those are repeating, imitating, and correcting. Thus, pronunciation must look at how the speech sounds are produced by the human speech organs. Richard and Schmidt (2002 in Gilakjani 2016: 2) defined pronunciation is the method of producing certain word sounds. According to Paulston & Burder (1976 in Gilakjani 2016: 2) states that pronunciation is the production of a sound

system that does not interfere with communication from the point of view of the speaker or the listener. Furthermore, Otlowski adds that pronunciation defined as the way of uttering a word in an accepted manner (1998 in Gilakjani 2016: 2)

2. The Elements of Pronunciation

The elements of English Pronunciation divided into two parts. The first one is Segmental Features, which refer to sound units arranged in a sequential order. Segmental features are grouped into vowel and consonant. The other one is suprasegmental features cover mainly stress, length, tone, and intonation according to Ladefoged (1975 in Suwartono 2014: 1) and other features that always accompany the production of segmental. For further discussion, segmental and suprasegmental features are described in the following paragraphs.

a. Segmental Features

★ Segmental features are the speech sounds that are used in word, it is described as the unit of speech sounds represented by phonetic symbols. Thus, segmental features are grouped into vowel and consonant.

1) Vowel

Vowel sounds are produced when air flows freely from the larynx to the lips. The main obstruction takes place in the larynx, where air is forced to pass out through a small opening in vocal chords and this cause them to vibrate. Therefore, all vowel sounds

are voiced. While the function of organs in the oral cavity is to modify the shape and size of the vocal tract that gives different vowel sound quality. Vowel sounds are classified based on: 1) which part of the tongue is raised, 2) the degree of tongue height, and 3) the position of two lips.

According to Ladefoged (1993: 87 in Octavianus 2017: 2) The quality of the vowel can be distinguished between lax (short) consist of 6 vowel phonemes and tense (long) consist of 10 phonemes. The lax vowels are {/ɪ, e, æ, ʊ, ʌ, ə/} and the tense vowels are {/i, ei, a, ɔ, oo, u, ju, ai, au, ɔɪ/}.

2) Consonant

In English, there are 24 consonant phonemes which can be categorised into 6 oral stops {/p, b, t, d, k, g/}, 3 nasal stops {/m, n, ŋ/}, 4 approximants {/l, r, j, w/}, 2 affricates {/tʃ, dʒ/}, and 9 fricatives {/f, v, ð, θ, s, z, ʃ, ʒ, m, h/} Giegerich (1992: 41 in Octavianus 2017: 3). All speech sounds are produced when there are several obstacles made by human speech organs to the air flow.

In producing consonant sounds the obstruction mainly take place in mouth cavity by two articulators. There are twenty-four English consonants which are categorized by 3 variables; place of obstruction, manner or obstruction, and the vocal cord activity. The English consonant sounds that have been grouped based on the three variables are displayed in the following table 2.1 below.

Table 2.1 English Consonant Sounds

/p/ is a voiceless bilabial plosive	/ŋ/ is a voiced alveolar nasal
/t/ is a voiceless alveolar plosive	/l/ is a voiced alveolar lateral
/k/ is a voiceless velar plosive	/j/ is a voiced alveolar semivowel
/f/ is a voiceless labio-dental fricative	/w/ is a voiced bilabial semivowel
/θ/ is a voiceless dental fricative	/v/ is a voiced labio-dental fricative
/s/ is a voiceless alveolar fricative	/ð/ is a voiced dental fricative
/ʃ/ is a voiceless palate alveolar fricative	/z/ is a voiced alveolar fricative
/h/ is a voiceless glottal fricative	/ʒ/ is a voiced palate alveolar fricative
/tʃ/ is a voiceless palato-alveolar affricate	/b/ is a voiced bilabial plosive
/dʒ/ is a voiced palate-alveolar affricate	/d/ is a voiced alveolar plosive
/m/ is a voiced bilabial nasal	/g/ is a voiced velar plosive
/n/ is a voiced alveolar nasal	/r/ is a voiced alveolar approximant

b. Suprasegmental Features

Supra-segmental is the units of linguistic which operate above single sounds Alip (2016: 16 in Octavianus 2017: 2). Suprasegmental features refer to several features such as stress, pitch, quantity would not qualify as suprasegmentals when they happen to be manifested over a single segment (Lehiste, I., & Lass, N. J., 1976: 225). It is called as suprasegmental because they exist only with segmentals. Therefore, suprasegmentals cannot be studied separately without the presence of segmental features.

There are three suprasegmental features that accompany the segmental production. First, word stress and sentence stress. According to Ramelan (1994 in Retna Jaya, 2009: 13) stress is the

degree of loudness that syllable is pronounced to make them stand out.

Second, pitch. This is defined as the degree of high or low tone in syllables.

3. The Importance of Pronunciation

Pronunciation includes one of the most important language skills. When people are just good in grammar and vocabulary, and they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying. Even though, when their accent is good, they will enjoy talking to each other. In oral communication, pronunciation instruction is very important and the essential part of communicative competence as stated by Hismanoglu (2006 in Gilakjani 2016: 2). For that reason, pronunciation must be mastered. Being fully skilled in pronunciation is considered an attempt to be well understood in communication. Because the term communication is to understand and be understood (Gilakjani, 2016: 3). In reality, pronunciation is still lack of attention. Hismanoglu and Hismanoglu (2011, in Gilakjani, 2016: 3) states that many teachers tend to teach grammar, vocabulary, and four language skills without integrating English pronunciation. However, all the aspects must be integrated. Teaching grammar and vocabulary without pronunciation will affect the learning process.

Learning how to pronounce a foreign language like a native speaker is difficult but not impossible. The better the pronunciation, the better people will understand. Morley (1991 in Gilakjani 2016:3) also said that pronunciation that can be understood is an important part of

communicative competence and without having perfect pronunciation skills learners will not be able to communicate effectively. That is why pronunciation is always important, not only for beginners, not only when it interests with intelligibility, but at all times. It is very important that learners are hoped to begin and develop their pronunciation of English from the beginning levels correctly. Because when they have bad pronunciations, they will be hard to get a successful communication. Bad English pronunciation can confuse people and cause unpleasant conversation and misunderstanding, even if the speaker uses advanced English grammar and vocabulary.

4. The Difficulties of Pronunciation

However, pronunciation is not always easy. Students usually face difficulties in their pronunciation because of several factors. Harmer (2001 in Gilakjani 2016: 3) states that students can rarely achieve 'perfect' pronunciation. Some of them do not like to pronounce native speakers and they like to retain their foreign accent because it is part of their identity. Some reasons about why students usually do not succeed to pronounce like the foreign accent. The reasons are as follows:

- a. The existence of the sounds that given in the foreign language is not found in the native language.
- b. Sounds which have the same phonetics features in both languages but differ in the distribution.
- c. Similar sounds in two languages, which differ only slightly in the phonetic features.

Another pronunciation problem is that there is no sound in Indonesian. Also, the movements of their speech organs have been arranged to produce speech sounds from their own language; it will be difficult for them to change the habit of moving their speech organs in such a way as to produce strange sounds. All of the above are students' problems while experiencing and learning the pronunciation of English words.

After consideration, pronunciation is always an important part and very crucial, even though it is not always easy. However, the main point refers to someone does not need to have perfect native speaker pronunciation, but someone does need to speak clearly enough to be understood

B. Songs

Songs are notes in sequence and combinations that become an art. This is often done in a different, fixed pitch (melody) using sound patterns. Song also built by lyrics, the written words made specifically for music. Meanwhile, The songs which have no lyrics are called instrumental songs. There are some uses of the song, as will be mentioned below.

1. Song for Entertainment

Through rhythmic stimulation of the music can cause a variety of psychological reactions, such as; Can relieve stress and anxiety, boosting the mood, feelings of calm and comfort and also cause positive feelings so

we can always think optimistically. Moreover, as stated by Supeno (2018) songs and musicals sound to create the desired mood which make themselves happy and also to help people relax and even to focus. According to Suwartono (2012 in Suwartono 2014: 834) mentioned that the rhythm and authenticity of the song presents a joy to the listener. Thus, song can affects the person's psychological from that rhythm and authenticity because its create the desired mood which make positive feelings.

2. Song for Communication

As we know, in Indonesia songs can be used to convey greetings, expressions, or things that are difficult to say orally can usually be conveyed through music. Inside the song, there is a message or meaning that the songwriter wants to convey to the listener. Song also has function for communication because practically almost the same with speaking, but a song has a rhythm. Harris (1974 in Rusman 2013: 8) defines speaking as an encoding process in which we communicate our ideas, thoughts, and feelings verbally. The songs which is slow and soft, usually can calm a person's heart when ordinary talk can not relieve one's emotions or sadness. Lyrics or poems can be considered poetry as well on the contrary, such definitions of poetic texts are not only sufficient types of literature but also expressions that are saying, advertising, motto, prayers, and also expression of feeling. This means song can be a medium for communication because it's contain meanings, thoughts, and others in it's own way to conveys.

3. Song for Education

As an educational medium, song is used as a learning process in schools. The example is folk songs, which used for teaching students in terms of increasing tolerance towards ethnic, race and religious differences. In education, songs can also be used as a media of student self-development, especially in Speaking. Then the highlight here is pronunciation skill. According to Elbong, B.& Sabbadini, M. J. (2006) states that Song can be an alternative learning media because the song provides examples of authentic, memorable and rhythmic language. Elbong, B.& Sabbadini, M. J. (2006) some aspects of pronunciation that can be focused on through songs; Using songs to focus on sounds, using songs to focus on words, using songs to focus on connected speech. In addition, Supeno (2018) states that songs have power to make an interesting and fun activities which provides an appropriate atmosphere for both the teacher and the students. As the media of learning, song have interesting and enjoyable activities such as listening to popular songs as stated by Supeno (2018). This means that song can provide learning speaking skills, mainly learning pronunciation in a way that is more fun because listening to songs, especially famous songs make the learning atmosphere more interesting and enjoyable for students and teachers.

C. Factors affecting pronunciation

1. First Language

Pronunciation Learning Difficulties clearly will arise when someone learns a foreign language. Focusing on pronunciation, the difficulties are related to learning a new sound system and sometimes feel strange. Most English as a Foreign Language (EFL) students have spoken their native language since childhood. Students' speaking organs have been deeply implanted to produce speech sounds from their native language. Therefore, EFL students who have difficulties to get the correct pronunciation can be easily understood. Pronouncing Foreign language is a challenge because the speakers from non-native speakers has their own pattern. The accent from foreign language is also absolutely different. *Bahasa Indonesia* and English have very different accent, but in communication accent is not very important. This argument also support by Harmer (1991 in Gilakjani 2011: 76) that states the aim is not a “perfect accent”, the primary aim is good pronunciation and then students can be understood. In this case, Indonesian students are has difficulties to pronounce consonants like /v/, /θ/, /ð/ because in *Bahasa Indonesia* there are no consonants like that. In *Bahasa Indonesia* also has different intonation and stress, so when Indonesian native speakers learns English and try to speak native-like speakers are very difficult. It's also defined by Rosyid (2017: 4) that mother tongue really influences and give students obstacle in foreign learning language, especially in pronunciation. Stress and intonation are the points that must be highlighted by EFL learners.

2. Age

Age has been considered as one of crucial factors for successful of second and foreign language acquisition. In learning language, the younger is the better especially for achieving the target language pronunciation. According to Lenneburg (1967 in Gilakjani 2011: 76) states to develop native-like pronunciation a learner needs to begin learning the foreign language before 7 years old. The young children that listening foreign language song everyday specifically English songs are feel accustomed with English language. They will try to repeating the songs and start to imitate how the singer pronounce the words in the song. Moreover, The young children that had English language as the first language in their school, they will be able to master English easily. The age become the crucial factors because the youngster has better long-term memory than the adults. All the experiences in young age will be stay more longer in memory. Meanwhile, the adults have short-term memory which harder to remembering the experiences. So this means the age become crucial factors for successful of second and foreign language acquisition.

3. Motivation

Motivation takes big contribution in mastering pronunciation. Motivation in there is related to students' attitudes and desires towards the student language. Thus, motivation which includes attitude and desire comes from inside the learners. According to Suwartono (2021: 7)

motivation is commonly thought of as an inner drive, impulse, emotion or desire that moves one to a particular action. The higher the motivation is the more possible the students can achieve their needs. (Masgoret and Gardner in Tanner, 2012: 9) states that higher motivation leads to higher language achievement. In addition, having personal goal or purpose can influence the need and desire to achieve correct pronunciation. Thus, motivation comes as an crucial things to achieve certain goal.

In short, having such a great motivation to learn a language give the students big chance to achieve the target language in every aspect including pronunciation. Thus, the students must be aware of all pronunciation features. Contrarily, if the students are not open to the target language and its culture, as well as do not show their motivation and empathy to the target language, the acquisition will be difficult (Terrel in Tanner, 2012: 9)

4. Exposure to the Target Language

Exposure becomes another influential factors in acquiring pronunciation. According to Brown (in Zhang, 2009: 44), exposure refers to the length of time that the learners live in target language environment. On the contrary, it has been widely known EFL that stands for English as Foreign Language defined as the use and study of English by non-native speakers living in non-English countries in which it is not commonly used in daily communication. Nevertheless, the EFL students are not living and surrounded by English environment. Hence the term exposure is well

described as how often the learners use English in daily life (Zhang, 2009: 44)

The average of Indonesian-Javanese students learn English in the school. It is particularly begun when entering junior high school. Thus, most of Indonesian-Javanese students focusing on pronunciation lately in University level. According to Rosyid (2009: 8) the students find it difficult since in the previous they do not learn such a subject. However, for some students that have learnt pronunciation before entering university level have better achievement in pronunciation. Therefore, the learners have to be aware of the necessity of being exposed to the target language.

In the 21st century, language learner's exposure to the target language is not only rely to the teaching and learning activity inside the classroom. Besides, the students may learn as well as practice pronunciation as early and as often as possible by utilizing the advance technology. Hence, Zhang (2009: 44), argues that the more the learners spend time for using English either listening or speaking, the better their English pronunciation will be.

5. Learners Differences

Students have an interest in learning in different methods. In each method that students prefer also has achievement learning achievements in different outcomes as well. One of them is grouping based on the interests of students. Students who are interested in certain subjects, in certain activities, on certain topics or certain themes (Mitchun in Imron, 2011:98).

Students who have some interest to songs as learning media can grouped into active listeners and they that have not interest can grouped into passive listeners. According to Suwartono (2021: 63) There is significant difference in English achievement among the groups. This means that from active listeners and passive listeners there is a difference in achievement.

D. Previous study

Some studies on the use of the songs in ELT classrooms have been conducted by other scholars and have shaped the frameworks of this study.

1. Supeno (2018) entitled *Using songs to improve students' pronunciation.*

The researcher explain In Indonesia, English as a Foreign Language is difficult for secondary school students not only in terms of grammatical systems but also in terms of phonetic systems. That is, students find it difficult to pronounce most of the English words. Things get even worse because in English there is no regular systems of how to pronounce the English words. For Indonesians, to pronounce the English words intelligibly they must refer to a standard dictionary which also means they have to understand how to use and read the dictionary systematically. To understand and improve the production of the various sounds and the supra-segmental features of English as a foreign language, teachers are suggested to use English songs. This research is discussed descriptive-qualitatively based on the author's personal experience as a

foreign language learner and teacher. It is discussed how using songs in the English classroom can help students improve their English pronunciation. Supported with a simple questionnaire given to secondary school students, it is also found that most students have a strong interest in listening and understanding popular English songs. It is recommended, therefore, that English teachers take into account of using English songs to improve the students' pronunciation.

2. Suwartono and Puspita Mayaratri (2019) entitled *Songs Helped Them Learn The English Connected Speech*

In the previous years, the students of university were taught the English connected speech through drill. This used to bring about students' poor attitudes and unsatisfactory achievement. This study was aimed at examining if selected songs would improve the students' connected speech performance. Nonequivalent Control Group Design was used in this experimental study. It involved six intact groups of students attending Pronunciation course – three were randomly assigned to the experimental group and the remaining three assigned to the control group. Both groups were pre-tested. The results were equal. After 3 sessions of connected speech lesson both groups were tested again. The post-test results of these two groups were then compared to see if the sample means were significantly different. As the study also aimed to find out the students' perception towards the teaching practice implemented, a questionnaire was employed. The t-test showed that the difference of the sample means was

not too large. Nevertheless, based on the feedback elicited through the questionnaire, the use of songs for teaching the English connected speech seemed to remain promising. Overall, the study showed that the use of songs for teaching the English connected speech tended to have a prospective better learning outcome. As the experiment took only 3 sessions, the chance for such treatment to be effective is increased if period of study is extended.

3. Andreea Nicoleta Stanculea and Camelia-Nadia Bran (2015) entitled *Teaching Pronunciation Through Songs*.

Little emphasis is placed on teaching pronunciation in English language classes even though a person with good pronunciation is more likely to be understood than a person whose grammar is perfect but whose pronunciation is difficult to understand. The syllabus does not include the teaching of pronunciation features and the communicative approach to language teaching encourages the acquisition of these aspects of the language rather than their learning. Songs can be used to focus on different aspects of pronunciation. They can be used to focus on sounds, to focus on words or to focus on connected speech. We have presented some example of activities using music to improve students' pronunciation.

4. Zahra Farmand and Behzad Pourgharib (2013) *The Effect of English Songs on English Learners Pronunciation*.

How to help English learners learn the language as a foreign language effectively is an essential issue which needs to be concerned

having a correct pronunciation is also very important .This study intended to explore the examines weather using the English songs can increase students motivation on learning English and it also can used to improve the EFL learners' pronunciation. They have the opportunity of speaking in English about their favorite songs. And the different kinds of English songs worked for experimental group and the effect of English songs on EFL learners' pronunciation was investigated. This paper report the result of two groups with pretest and posttest experimental design which was done in an English institute of Mazandaran province in the year 2012. The study, which held over eight sessions was to determine the effect of English songs on language learners pronunciation. In this project which was done on 30 students at intermediate level were assigned to two groups. First the pre-test measure of reading and pronunciation ability was performed for both groups. The pre-test was some words out of the song, and the English song was thought to the experimental group in 8 sessions, about 15 minutes each session. The findings showed that use of English songs had impact on language learners' pronunciation, and it improved their oral production.