CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of theories that underlie the research topic and the previous study. Theories underlying the research topic explain what pronunciation is, the importance of pronunciation, the features of English pronunciation, the importance of segmental feature in pronunciation, transcription and symbols, and the importance of transcription. Meanwhile, the previous study contains some studies which are related to the research topic.

A. Theories Underlying the Research Topic

In the history of language teaching, pronunciation is the area of foreign language teaching which is squeezed out. According to Kelly, it is called as the “Cinderella” area. He indicates that grammar and vocabulary have been studied much longer than pronunciation. Therefore, most of the language teachers have understood grammar and vocabulary better than pronunciation.¹

Kelly stated that there are two general approaches in teaching pronunciation; intuitive-imitative approach and an analytic-linguistic approach.²

² Celce-Murcia, et.al., *Teaching Pronunciation*… 2
An intuitive-imitative approach depends on the learner’s ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information; it also presupposes the availability of good models to listen to, a possibility that has been enhanced by the availability first of phonograph records, then of tape recorders and language labs in the mid-twentieth century, and more recently of audio- and videocassettes and compact discs.

An analytic-linguistic approach, on the other hand, utilizes information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production. It explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language. This approach is developed to complement rather than to replace the intuitive-imitative approach, which was typically retained as the practice phase used in tandem with the phonetic information.

Meanwhile, Maniruzzaman assumed in his article entitled *Teaching EFL Pronunciation: Why, What and How?*,\(^3\) that it is evident that the teachers, syllabus designers, materials developers and policy makers consciously or indifferently avoid pronunciation teaching/learning because of diverse limitations indicating the lack of qualifications and expertise of the person concerned. However, EFL (English as Foreign Language) pronunciation should be viewed in the same light as the other facets and skills of the English language, such as vocabulary, grammar, reading, writing, and so on, since it is a crucial part of communication, especially through listening and speaking. Therefore, pronunciation components have to be incorporated in the materials, classroom activities and testing tools; and the

teachers have to be trained in EFL pronunciation as well as EFL pronunciation teaching.

The teaching of EFL pronunciation has to aim at intelligible pronunciation considered as an essential component of communicative competence and to help the learner acquire intelligible pronunciation, he/she can be exposed to a model, such as BBC English, Standard American English, or a locally produced variety like Indian Accent through some suitable and effective techniques/activities presented above.

1. The Definition of Pronunciation

According to oxford advanced learner’s dictionary, pronunciation is defined as the way in which a language is spoken. It can be defined as the way of producing the sounds used to make meaning when speaking. In addition, pronunciation is the production of significant sound used by a particular language as part of the code of the language, and used to achieve meaning in context. In other words, pronunciation is the production of sound used to make meaning.

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5 Lynda Yates-Beth Zielinski, Give It A Go: Teaching Pronunciation to Adults (Australia: AMEP Research Centre, 2009), 11.
The pronunciation which is regarded as the appropriate model which is used as a standard in Teaching English as a Foreign Language is Received Pronunciation (RP). The meaning of ‘received’ here is ‘generally accepted’.

2. The Importance of Pronunciation

Pronunciation is one of the important aspects in a language. It cannot be denied that pronunciation has an important role in English. Nobody could understand the people with poor pronunciation even their word and grammar are good. In addition, the broken-down communication can be caused by the use of incorrect pronunciation. Moreover, being aware of pronunciation will give the advantage not only in production, but also the understanding of spoken language.

Furthermore, the communication between the speaker and the listener has mutual relationship. It affects each other. It means that in order that the listener can comprehend the meaning of what is said, the speaker has to speak clearly. Whereas, speaking clearly involves intelligible pronunciation. For this reason, pronunciation is one of the crucial aspects of language to be learned.

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3. The Evaluation of Pronunciation

To know the level of students’ competencies in pronunciation, they are need testing. AugustinSimoBobda suggested the alternatives way to test pronunciation in his journal testing pronunciation.\textsuperscript{10} Ideally, the way of testing English pronunciation is asking the learner to produce the English words by testing them orally. However, it is not always possible and suitable. As there is one of the greatest problems in oral testing is administration, and it is often impossible to manage the large number of students to be tested. Therefore, there are alternative ways in testing pronunciation. They are dictation, test segments by listening activities, tests other than listening comprehension; phonetic transcription, finding the word which is different from the others, regrouping, matching, and miscellaneous ways of testing pronunciation.

4. Features of English Pronunciation

a. Kinds of Features in Pronunciation

There are two main features of pronunciation.\textsuperscript{11} Those are segmental and supersegmental feature. The segmental feature concerns with the phonemes which includes of vowel and consonants. While the suprasegmental concerns with stressing and intonation.

\textsuperscript{11}Gerald Kelly, \textit{How to Teach Pronunciation}... 1.
Fig. 2.1
Features of pronunciation

Pronunciation

Segmental feature

Phonemes

Supersegmental feature

Stressing

Intonation

Consonants

Vowels

Long vowels

Short vowels

Diphthongs

Triphthongs

SUPRASEGMENTALS

Primary stress " Extra stress

Secondary stress [ˈfounətʃən]

e: Long e Half-long

e Short ē Extra-short

. Syllable break  Linking (no break)

INTONATION

Minor (foot) break

Major (intonation) break

Global rise  Global fall

TONE

Level tones  Contour-tone examples:

ē ː Top  ē ˦  Rising

ė ˦ High  ê ˥ Falling

ē ˧ Mid  ē ˦ High rising

è ˨ Low  ê ˨ Low rising

ê ˩ Bottom  ī ˥ High falling

Tone terracing ē ˧ Low falling

Upstep ē ˧ Peaking

Downstep ē ˧ Dipping
As mentioned before that phoneme consists of consonants and vowels. There are 24 consonants in English phonetic symbols. Those are p, b, d, t, k, g, tʃ, dʒ, f, v, θ, ð, s, z, ʃ, ʒ, h, m, n, ŋ, l, r, j, and w. Meanwhile, vowels are consists of short vowels, long vowels, diphthong and triphthongs. The number of short vowels in English phonetic symbol is seven. They are ɪ, ɛ, a, æ, ʊ, ʌ and o. The long vowels consists of 5 sounds; iː, uː, ɑː, ɔː, and ɜː.

Beside short and long vowels, diphthong and triphthongs are included of vowels. Diphthong consists of the combination of two vowels. It includes of the sounds that moves from one vowel to another vowel. One diphthong consists of two vowel sounds. There are 8 diphthongs in which it is divided into three kinds which is ended by 3 short vowels. The first, the diphthongs are ended by ə vowel sound; ɪə, eə, and ʊə. The second, it is ended by I. Those are eɪ, aɪ, and ɔɪ. The last isthe diphthongs which are ended by u; au and əu.

The other kind of vowel sounds is triphthongs. Triphthong is the sound that moves from one vowel to another vowel, and then to the next vowel. One triphthong consists of three vowel sounds. Triphthongs are composed by five diphthongs which are ended by schwa vowel. The total number of triphthongs is five. They are eɪə, aɪə, ɔɪə, auə, and əuə.
The examples of triphthongs:

\(\text{ei} \quad : \text{layer} /\text{lei}(r)/, \text{player} /\text{plei}(r)/\)

\(\text{ai} \quad : \text{fire} /\text{fu}(r)/, \text{liar} /\text{lai}(r)/\)

\(\text{ai} \quad : \text{loyal} /\text{lɔi}(l)/, \text{royal} /\text{rɔi}(l)/\)

\(\text{au} \quad : \text{hour} /\text{au}(r)/, \text{flower} /\text{flau}(r)/\)

\(\text{oo} \quad : \text{lower} /\text{ləu}(r)/, \text{mower} /\text{məu}(r)/\)

b. The Importance of Segmental Feature in Pronunciation

The wrong pronunciation, especially in segmental feature can cause misunderstanding communication. Therefore, Segmental feature, in which phoneme is as its part, has an important role in pronunciation.

“A consideration of learners’ pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.”^{12}

^{12} Gerald Kelly, *How to Teach Pronunciation...* 11
5. Transcription and its Symbol

Transcription is defined as the systematic representation of a language sound in written form.\textsuperscript{13} It uses specific symbols to represent the sound of language in written form. The symbols used are adopted from the International Phonetic Alphabet which is known as IPA, which is known as a universal system for the transcription of speech sounds.\textsuperscript{14}

a. Kinds of Symbols

For the purpose of transcription, there are two kinds of symbols; phonemic and phonetic symbols.\textsuperscript{15} The phonetic symbols are more details than the phonemic. The phonemic system described for RP contains forty four phonemes, while the phonetics uses extra symbols that are a lot of diacritics and marks modifying the symbols in some way. Diacritics are marks which are added to the symbols to give them a particular phonetic value. By adding these marks, it can be known the detail sound of a language in written form. However, some consider that phonemic and phonetic symbols are the same thing.

Phonetic symbols
used in the dictionary

<table>
<thead>
<tr>
<th>Consonants</th>
<th>Vowels and diphthongs</th>
</tr>
</thead>
<tbody>
<tr>
<td>p  /pen/</td>
<td>i  /siz/</td>
</tr>
<tr>
<td>b  /bed/</td>
<td>i happy /hap/</td>
</tr>
<tr>
<td>t  /ti/</td>
<td>r sit /sit/</td>
</tr>
<tr>
<td>d  /did/</td>
<td>e ten /ten/</td>
</tr>
<tr>
<td>k  /kæt/</td>
<td>æ cat /kæt/</td>
</tr>
<tr>
<td>g  /got/</td>
<td>ə father /fəº(r)/</td>
</tr>
<tr>
<td>tf /tem/</td>
<td>ð got /got/</td>
</tr>
<tr>
<td>dʒ /dʒem/</td>
<td>ð sing /ʃɪn/</td>
</tr>
<tr>
<td>f  /fæl/</td>
<td>ð put /put/</td>
</tr>
<tr>
<td>v  /væn/</td>
<td>ð actual /æktʃuəl/</td>
</tr>
<tr>
<td>ð thin /ðm/</td>
<td>ð j yes /ʃes/</td>
</tr>
<tr>
<td>ə this /ðis/</td>
<td>ð w wet /wet/</td>
</tr>
</tbody>
</table>

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

| Table 2.1 |
| Diacritics |

<table>
<thead>
<tr>
<th>DIACRITICS</th>
<th>Diacritics may be placed above a symbol with a descender, e.g. ]</th>
</tr>
</thead>
<tbody>
<tr>
<td>[</td>
<td>Voiceless</td>
</tr>
<tr>
<td>ʒ</td>
<td>Breathy voiced</td>
</tr>
<tr>
<td>ʃ</td>
<td>Creathy voiced</td>
</tr>
<tr>
<td>t</td>
<td>Dental</td>
</tr>
<tr>
<td>d</td>
<td></td>
</tr>
<tr>
<td>ːh</td>
<td>Aspirated</td>
</tr>
<tr>
<td>th</td>
<td>Linguobilabial</td>
</tr>
<tr>
<td>dh</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>More rounded</td>
</tr>
<tr>
<td>ɕ</td>
<td>Labialized</td>
</tr>
<tr>
<td>tʲ</td>
<td>Nasalized</td>
</tr>
<tr>
<td>dʲ</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>Less rounded</td>
</tr>
<tr>
<td>ɕ</td>
<td>Palatalized</td>
</tr>
<tr>
<td>tʃ</td>
<td>Nasal release</td>
</tr>
<tr>
<td>dʃ</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>Advanced</td>
</tr>
<tr>
<td>ɕ</td>
<td>Velarized</td>
</tr>
<tr>
<td>tʃ</td>
<td>Lateral release</td>
</tr>
<tr>
<td>dʃ</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>Retracted</td>
</tr>
<tr>
<td>ɕ</td>
<td>Pharyngealized</td>
</tr>
<tr>
<td>tʃ</td>
<td>No audible release</td>
</tr>
<tr>
<td>dʃ</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>Centralized</td>
</tr>
<tr>
<td>ɕ</td>
<td>Velarized or pharyngealized</td>
</tr>
<tr>
<td>ː</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>Mid-centralized</td>
</tr>
<tr>
<td>ː</td>
<td>Raised</td>
</tr>
<tr>
<td>ː</td>
<td>( I = voiced alveolar fricative)</td>
</tr>
<tr>
<td>[</td>
<td>Syllabic</td>
</tr>
<tr>
<td>ː</td>
<td>Lowered</td>
</tr>
<tr>
<td>ː</td>
<td>( ː = voiced bilabial approximant)</td>
</tr>
<tr>
<td>[</td>
<td>Non-syllabic</td>
</tr>
<tr>
<td>ː</td>
<td>Advanced Tongue Root</td>
</tr>
<tr>
<td>ː</td>
<td></td>
</tr>
<tr>
<td>[</td>
<td>Rhoticity</td>
</tr>
<tr>
<td>ː</td>
<td>Retracted Tongue Root</td>
</tr>
<tr>
<td>ː</td>
<td></td>
</tr>
</tbody>
</table>
b. Kinds of Transcription

There are two kinds of Transcription; broad transcription and narrow transcription. Broad transcription is known as phonemic transcription, while narrow transcription is known as phonetic transcription. However, some consider that there is no difference between phonemic and phonetic transcription.

Meanwhile, for specific purpose, broad transcription which is known as phonemic transcription is defined as the transcriptions containing only phonemes consisting of vowel and consonants, in which only phonemic symbols are used. This kind of transcription is written between slants. Narrow transcription which is known as phonetic transcription is the transcription containing amount of phonetics detail such as diacritics. This transcription is written between the square brackets. Phonetic transcription really represents a small family of sound. However, the transcription which is generally recommended to be used as the technique in teaching pronunciation of a foreign language is the broad transcription.\(^{16}\)

Examples:
The transcription of *little*:
Phonemic transcription : /ˈlɪtəl/
Phonetic transcription : ['lɪtəl]

The transcription of *cat*:
Phonemic transcription : /kæt /
Phonetic transcription : [kʰæt ]

The mark on l sound (~) in phonetic transcription indicates velarized (dark),
while in phonetic transcription of ‘cat’, the k with h means aspirated
(details).

c. The Importance of Transcription

Transcriptions with its symbols have an important role in
pronunciation. It is helpful to use it than ordinary spelling in teaching
pronunciation.¹⁷

“Since English is bedevilled, for many students
(and even first language speakers), by problems of
sound and spelling correspondence, it may make sense
for them to be aware of the difference of the different
phonemes, and the clearest way of promoting this
awareness is to introduce the various symbol.¹⁸

There other reasons for using phonemic
symbols too. Dictionaries usually give the
pronunciation of their words in phonemic symbols. If
students can read these symbols they can know how
the word is said even without having to hear it. When
both teacher and students know the symbols it is easier
to explain what mistake has occured and why it has

¹⁷ Peter roach, *Phonetics*… 5
happened; we can also use the symbols for pronunciation tasks and games.”

Knowing phonemic symbols are very important for the students. Alan suggests that there are five good reasons why students should know phonemic symbols\(^{19}\):

a. It will make the student using dictionary effectively. They will get information maximally about how to pronounce.

b. The students can find how to pronounce by themselves, so that they will be independent learner.

c. The students can find out the pronunciation of the same letter in different words is different.

d. Since the students have vocabulary and grammar dictionary, so they need reference for learning pronunciation such as phonemic symbols.

e. It is very valuable to know the phonemic transcription for speaking skill.

Meanwhile, Pekka Lintunen indicates that pronunciation and phonemic transcription mastery correlates. He shows that it is effective in teaching method for foreign language learners of English by using phonemic transcription. The students who are able to transcribe well are able to

\(^{19}\)Alan Stanton, “Teaching English with phonemic symbol”, (http://www.teachingenglish.org.uk/articles/teaching-pronunciation-phonemic-symbols, accessed on November 25, 2011)
develop their pronunciation. Therefore, using phonemic transcription to improve students’ pronunciation is very useful.\(^\text{20}\)

**B. The Previous Study**

There are some previous studies about pronunciation:

Irawati Lutvia conducted a research about *the Effectiveness of Using Songs in Teaching English Pronunciation to the Fourth Grade Students of Elementary School*. This research was conducted at SD Negeri Cengklik 1 Banjarsari 2008/2009. The aims of this study are to know whether there is significance difference in the ability of pronunciation achievement between the students taught pronunciation by song and taught by drilling, and to find out which group of the students has the higher achievement in pronunciation. It was used experimental as the type of the study. The students of grade four in which there are 77 students are taken as the sample. It can be concluded that using songs is more effective than drilling in teaching pronunciation.\(^\text{21}\)

Muhammad Yaklu, in his research by the title *comparative study on suprasegmental phonemes in English speech between native and non native speaker teachers in BSNP*, found that there are some similarities and differences in intonation and speech which is produced by native speaker and non native speaker. The common similarities are in stressing, while the differences are more in


juncture. Descriptive qualitative was chose as the design of the study. Meanwhile, it was used adobe audition program in which it can be used to analyzed the sound, then it shows the higher and lower intonation, and stress frequencies.\textsuperscript{22}

Fitriyah Riski Wahyuni conducted a research under the title \textit{Error Analysis of English Students’ Pronunciation at SMPN I Pamekasan.}\textsuperscript{23} This research was aimed to find out what types of errors made by the students on pronouncing English words and to find out the most dominant errors made by the students in pronouncing English words. This research was conducted at SMPN 1 Pamekasan and 52 students were taken as the sample in which it was used random sampling as the technique of sampling. From the research conducted, it can be concluded that the most dominant in making errors is in pronouncing vowel sounds.

In his research whose title is \textit{the teaching of pronunciation to Chinese students of English},\textsuperscript{24} Cheng Fangzhi conducted an approach to the pronunciation to the Chinese students of English. First, he compared both Chinese and English sound system, then he uses perception before production, and he teaches pronunciation in a meaningful and motivating way: providing meaningful materials; using songs, games, and tongue twisters; and assessing students’ progress. According to him, it has worked. However, if it is applied to the

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Indonesian students, it is needed to identify anymore in comparing both Indonesian and English sound system. Meanwhile teaching pronunciation in a meaningful and motivating way needs creativity. So, as the pronunciation teachers of English, it is needed creativity.

K. James Hartshorn conducted a research about pronunciation matters: English consonant production by AUAP students. In this research, he focused exclusively on English consonants since they are produced much more consistently by English native speakers than vowels, but the consonants which were focused are the consonants that are responsible for the most error. Those consonants are /l/, /r/, /v/, /f/, /ð/ and /ø/. The result of this study should be of interest to all those who teach or develop materials for AUAP (Asian University America Program) students. Unfortunately Most of the AUAP students are Japanese students. So, this study cannot represent the Asian students, because it only focused on the Japanese students.

Mohamed Yeou has conducted a research by the title pronunciation instruction in moroccan higher education: students’attitudes and teachers’ views. In his research, he investigated (a) the attitudes of a group of Moroccan university students toward pronunciation; and (b) the views and practices of

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26Mohamed Yeou, “Pronunciation Instruction in Moroccan Higher Education: Students’Attitudes and Teachers’Views”, (http://ucd.academia.edu/MohamedYeou/Papers/459522/Teaching _pronunciation_in_the_New_Educational_Reform_Students_attitudes_and_current_practice, accessed on November 25, 2011)
teachers in regard to pronunciation instruction. Attitudinal measures such as the perceived utility of pronunciation, level of confidence and interest in pronunciation were explored. Overall, students valued pronunciation as an important part of learning (both segmental features and suprasegmental features), aimed for functional intelligibility and wanted pronunciation teaching be improved. Teachers did not pay any attention on teaching pronunciation, particularly suprasegmentals. The reasons include lack of confidence, lack of time, scarcity of teaching materials and resources, and large groups.

Raheela Ahmed in his paper, *Using Proper Pronunciation*, intended to look at the place of pronunciation in accordance with the student’s needs and pronunciation in practice with reference to the multi-ethnic background of Pakistani students and role of pronunciation in Pakistan. It also intended to discuss the issues involved in keeping pronunciation as a separate sub-skill and teaching it as part of listening and speaking skills. It was noted that there was significant improvement in pronunciation of students. As a follow up, the students were interviewed. It was noted that they were also satisfied and maintained that this should be compulsory so as the students of multi ethnic backgrounds may overcome the difficulty in learning right kind of pronunciation. However they believed that learning pronunciation involves fullest willingness.

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In his article, *Pronunciation: What Are the Expectations?*\(^{28}\) In light of the current research and opinions, Marcus Otolowski asked the question 'Is it reasonable to expect all students to do well in learning the pronunciation of English?' The article consists of an examination of the role of pronunciation in current and past language programs, recent research on pronunciation and the learner, current pedagogical thinking on pronunciation and learning, and some proposed new roles for the teacher and student in the communicative classroom. He concluded that all students can do well in learning the pronunciation of a foreign language if the teacher and student participate together in the total learning process. Success can be achieved if each has set, respectively, individual teaching and learning goals.

In their article by the title *The Importance of Teaching Pronunciation to Adult Learner*,\(^ {29}\) Tim Thompson & Matt Gaddes supposed that Adult ESL and EFL learners may never sound like native speakers. Therefore many language teachers read to reevaluate their teachers' goals in respect to pronunciation. Educators must focus on helping students improve their pronunciation and their ability to monitor and correct their own pronunciation. Language teachers can improve their students' pronunciation by drilling minimal pairs in order to help them improve their intelligibility.


Meanwhile what makes this study different from the researches above is that this study researches about how the English pronunciation of the students of PBI IAIN SunanAmpel from the point of view of segmental feature and their ability in mastering the phonemic transcription are. Then it is found out whether there is correlation between both of them.