

## **Chapter Two**

### **Literature Review**

This chapter provides the reader about the definitions of phonetics, phonology, pronunciation, and factors affecting pronunciation difficulties. This chapter also provides some related researcher which are stated by some experts. The conceptual framework of the research is included in this chapter as well.

#### **Phonetics**

The study of pronunciation consists of two fields, namely phonetics and phonology (Kelly, 2000). In order to have good pronunciation, learning those two branches of linguistics are necessarily important. Learning phonetics, however, is not as easy as it seems since phonetics is not a simple system of linguistics. Fraser (2011) claimed that the current theories of phonetics models are largely complicated. This statement is a strong reason why phonetics is genuinely difficult to be learned.

**Definition of phonetics.** An interesting view was argued by Fromkin, Rodman, Hyams, Collins, Amberber, and Cox (2012) towards the definition of phonetics that “phonetics is the study of speech sounds” (p.194). Likewise, Hayes (2009) supported it by mentioning that phonetics is the study of sound, which is closely related to phonology. In addition, Odden (2005) claimed that “phonetics examines how symbolic sound is manifested as a continuous physical object” (p.16). In short, phonetics is a study that deals with speech sounds in language which is concerned about how to examine individual sound or symbolic sounds.

**International Phonetics Alphabet.** The International Phonetics Alphabet which is known as IPA is the system of alphabet in phonetics that represents the sound in a significantly consistent way. In other words, a phonetic alphabet is used to symbolize the sounds of all

languages. Fromkin et. al, (2012), however, pointed out that “orthography, or alphabetic spelling, does not represent the sounds of language in a consistent way” (p.196). It means that the IPA system definitely focuses on representing the sounds whereas in terms of spelling, it is not necessarily in a consistent way to represent the sounds. “It happens since there is a need to devise a way for the same sounds to be spelt with the same letter every time and for any letter to stand for the same sound every time” (Fromkin et al., 2012, p.196).

In 1888, as a result, the International Phonetics Alphabet was made to symbolize the diversity of the inconsistent sounds in the alphabet (Fromkin et al., 2012). In addition, “it is conventional for phonetic transcription of speech to be enclosed in square brackets [ ]. This is called phonetic transcription” (Fromkin et al., 2012, p.197).

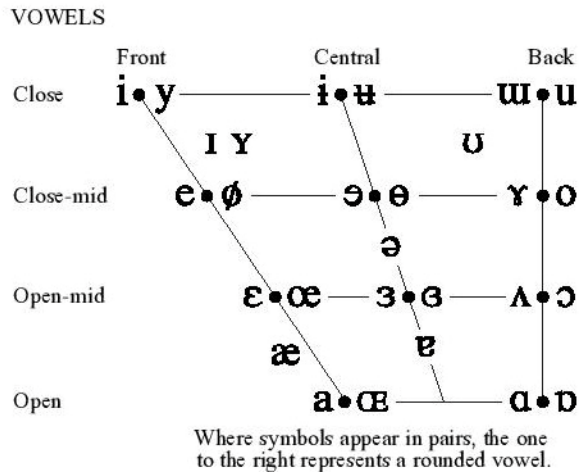
Table: 1.1 International Phonetics Alphabet (Fromkin et al., 2012)

THE INTERNATIONAL PHONETIC ALPHABET (revised to 2015)

CONSONANTS (PULMONIC) © 2015 IPA

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	<b>p b</b>		<b>t d</b>			<b>ʈ ɖ</b>	<b>c ɟ</b>	<b>k g</b>	<b>q ɢ</b>		<b>ʔ</b>
Nasal	<b>m</b>	<b>ɱ</b>	<b>n</b>			<b>ɳ</b>	<b>ɲ</b>	<b>ŋ</b>	<b>ɴ</b>		
Trill	<b>ʙ</b>		<b>r</b>						<b>ʀ</b>		
Tap or Flap		<b>ɸ</b>	<b>ɾ</b>			<b>ɽ</b>					
Fricative	<b>ɸ β</b>	<b>f v</b>	<b>θ ð</b>	<b>s z</b>	<b>ʃ ʒ</b>	<b>ʂ ʐ</b>	<b>ç ʝ</b>	<b>x ɣ</b>	<b>χ ʁ</b>	<b>ħ ʕ</b>	<b>h ɦ</b>
Lateral fricative			<b>ɬ ɮ</b>								
Approximant		<b>ʋ</b>	<b>ɹ</b>			<b>ɻ</b>	<b>j</b>	<b>ɰ</b>			
Lateral approximant			<b>l</b>			<b>ɭ</b>	<b>ʎ</b>	<b>ʟ</b>			

Symbols to the right in a cell are voiced, to the left are voiceless. Shaded areas denote articulations judged impossible.



**Types of sound.** Each language around the globe has the same types of sounds, which are consonants and vowels. In the same vein, Fromkin et. al, (2012) argued that “the sounds of all languages fall into two classes: consonant and vowel” (p.201). Here, the explanations of consonant and vowel sounds will be explored below:

**Vowel sounds.** According to Fromkin et. al, (2012) a “vowel is produced with no significant blockage of the air in the oral cavity since it is pushed out of the larynx and the quality of a vowel depends on the shape of the vocal tract as the air passes through” (p.210). In addition, “vowel sounds are all voiced, and may be single (like /e/ as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in *late*)” (Kelly, 2000, p.2). Then, Kelly (2000) added his statement by claiming that in producing vowels; the airstream is voiced through the vibration inside the vocal cords in the larynx, and then is formed by the tongue and lips to alter all the shape of the mouth. Therefore, it is useful to consider the position of the tongue in distinguishing between vowel sounds.

In addition, Fromkin et. al, (2012) argued that “vowel sounds carry pitch and loudness; you can sing vowels or shout vowels” (p.210). This can be assumed that, vowel sounds can stand

alone so that they can be produced without consonants either before or after and they may be consisting of long and short in terms of duration, for example [ɪ] (long) and [ʊ] (short) represent the sounds of a vowel. According to Kelly (2000) vowel sounds are divided into two classes: ‘pure’ or single vowels and diphthongs. In addition, “English speakers generally use twelve pure vowels and eight diphthongs” (Kelly, 200, p.29). The explanation regarding the vowel sounds will be explored below.

*The pure vowel sounds.* This is the first type of vowel sound which is called pure vowel sounds or single vowel sounds. The word ‘pure’ is used to distinguish single vowel sounds from diphthongs. The following table is a list of pure vowels where an example of a word has been given based on Kelly (2000).

Table.1.2 Pure Vowels (Kelly, 2000, p.2)

Pure vowels	Example	Pure vowels	Example	Pure vowels	Example
i:	<u>be</u> ad	e	l <u>e</u> ft	æ	h <u>a</u> t
ɪ	h <u>i</u> t	ə	<u>a</u> bout	ʌ	r <u>u</u> n
ʊ	b <u>oo</u> k	ɜ:	sh <u>i</u> rt	ɑ:	f <u>a</u> r
u:	f <u>oo</u> d	ɔ:	c <u>a</u> ll	ɒ	d <u>o</u> g

*The diphthongs sound.* Fromkin et al (2012) argued that “A diphthong is a vowel that must have gliding tongue movement during its production” (p.2012). Furthermore, Fromkin et. al, (2012) also pointed out that diphthongs are usually represented by two vowel symbols to show where the start as well as the end of the glide is (movement). In the same vein, Kelly (2000) claimed that “a crude definition of a diphthong might be ‘a combination of vowel sounds’” (p.34). This means that one pure vowel combines to another which involves a movement between the tongue, lips and jaw which creates a new sound called a diphthong.

Moreover, Kelly (2001) added that

the first sound of each phoneme, specifically in English language, is longer and louder than the second sounds. The example of this is while listening to the word *house*. The diphthong of this word is /aʊ/ and the /a/ part of the sound is longer than the final /ʊ/ part (p.34)

In short, diphthongs are formed from a combination of vowel sounds which involve several physical properties of movement like the lips and tongue to create new sounds which are called diphthongs. The following table is a list of diphthongs according to Kelly (2000), in where an example of a word is attached in the table.

Table: 1.3 Diphthongs (Kelly, 2000)

Diphthong	Example	Diphthong	Example
eɪ	<u>c</u> ake	ʊə	<u>f</u> ewer
ɔɪ	<u>t</u> oy	eə	<u>w</u> here
aɪ	<u>h</u> igh	əʊ	<u>g</u> o
ɪə	<u>b</u> eer	aʊ	<u>h</u> ouse

**Consonant sounds.** “Consonants are produced with some restriction of closure in the vocal tract that impedes the flow of air from the lungs” (Fromkin et al., 2012, p.201).

Furthermore, a brilliant idea was expressed by Kelly (2000) that “consonant sounds are formed when the airflow is interrupted, restricted or diverted in a variety of ways” (p.10). In addition, Kelly (2000) also added that consonant sounds might be voiced and unvoiced (voiceless), for example [b] and [f] are the sounds of a consonant. According to Kelly (2000), there are twenty-four consonant sounds in English. Furthermore, the following table represents a list of

consonants, which has an example of a word as well.

Table: 1.4 Consonants (Kelly, 2000, p.2)

Consonants			
p	p <u>i</u> n	s	s <u>u</u> e
b	<u>b</u> i <u>n</u>	z	<u>z</u> oo
t	t <u>o</u>	ʃ	<u>s</u> he
d	<u>d</u> o	ʒ	mea <u>s</u> ure
k	<u>c</u> ot	h	<u>h</u> ello
g	g <u>o</u> t	m	<u>m</u> ore
tʃ	<u>ch</u> ur <u>ch</u>	n	<u>n</u> o
dʒ	ju <u>d</u> ge	ŋ	si <u>ng</u>
f	<u>f</u> an	l	<u>l</u> ive
v	<u>v</u> an	r	<u>r</u> ed
θ	<u>th</u> ink	j	<u>y</u> es
ð	<u>th</u> e	w	<u>w</u> ood

*(Pairs of consonants (voiced and unvoiced) and thickly outlined. The boxes containing unvoiced phonemes are shaded.)*

On the other hand, it is equally important to know that there are two dimensions of consonants, which can be explored in detail, namely manner of articulation and place of articulation (Kelly, 2000). An interesting view was expressed in that “the manner of articulation refers to the interaction between the various articulators and the airstream. For example, with plosive sounds, the articulators act in such a way that air is trapped, and then suddenly released”

(Kelly, 2000, p.47). A supportive idea of this was claimed by Fromkin et. al, (2012) that the manner of articulation represents the way of the airflow and level of constriction that impedes the airflow. According to Kelly (2000), manner of articulation includes:

Table: 1.5 Manner of articulation

<b>Manner of articulation</b>	<b>Description</b>
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released ‘explosively’, e.g. <b>[p]</b> and <b>[b]</b> .
Affricative	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. <b>[tʃ]</b> and <b>[dʒ]</b> .
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. <b>[f]</b> , and <b>[v]</b> .
Nasal	A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. <b>[m]</b> , and <b>[n]</b> .
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. <b>[l]</b> .
Approximant	Vocal organs come near to each other, but not so close as to

	cause audible friction, e.g. <b>[r]</b> and <b>[w]</b> .
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Furthermore, Fromkin et. al, (2012) argued that place of articulation refers to a certain position inside the vocal tract in which the airflow restriction happens. This means that there are movements of articulators within the vocal tract, like movement of the tongue and lips where the airflow restriction can be felt while pronouncing such sounds of consonants. According to Kelly (2000) place of articulation includes:

Table: 1.6 Place of articulation

<b>Place of articulation</b>	<b>Description</b>
Bilabial	Using closing movement of both lips, e.g. <b>[p]</b> and <b>[m]</b> .
Labio-dental	Using the lower lip and the upper teeth, e.g. <b>[f]</b> and <b>[v]</b> .
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. <b>[θ]</b> and <b>[ð]</b> .
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. <b>[t]</b> and <b>[s]</b> .
palato-alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. <b>[tʃ]</b> and <b>[dʒ]</b> .
Palatal	The front of the tongue is raised close to the palate, e.g. <b>[j]</b> .
Velar	The back of the tongue is used against the soft palate, e.g. <b>[k]</b> and <b>[ŋ]</b> .
Glottal	The gap between the vocal cords is used to make audible friction, e.g. <b>[h]</b> .



Voicing, manner and place of articulation are all summarized in the following table (Kelly, 2000):

Table: 1.7. Table of Manner and Place of articulation summarized

		Table of English Consonant Phonemes							
		Place of articulation							
		Front				Back			
		bilabial	labio-dental	dental	alveolar	palato-alveolar	palatal	velar	glottal
Manner of articulation	plosive	p b			t d			k g	
	affricate					tʃ dʒ			
	fricative		f v	θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)					r	j	w

(Unvoiced phonemes are on a shaded background, whereas voiced phonemes are on a white background)

**Voice quality.** In the sound production, there are two qualities of voicing sound which should be importantly learned by students. Those are the voice of voiceless and voiced. Moreover, “if the vocal folds are apart when speaking, air flows freely through glottis into the oral cavity. The sounds production of this is called *voiceless*” (Fromkin et al., 2012, p.203). For instance; [p] and [s] in the word *super* are two of several voiceless sounds of English. Otherwise, according to Fromkin et al (2012) “the vocal folds that are held slightly together, the airstream forces its way between them causing them to vibrate. Such sounds are *voiced*. The [b] and [z] in *buzz* are two of the many voiced sounds of English” (p.203).

It is agreed by Zsiga (2013) who said that sounds produced with vocal fold vibrations are *voiced* and sounds produced without vocal fold vibrations are *voiceless*. It can be said that the

vibration of human vocal fold vibrations will affect the quality of voice in sound production. In English, therefore, “the voiced or voiceless distinction is genuinely important in order to distinguish the words in word pairs such as; hat/had [hæt/hæd]” (Fromkin et al., 2012, p.203).

## **Phonology**

After reviewing the phonetics, it is important to move forward to the next step of pronunciation features. Another field which is included in the study of pronunciation is *Phonology*. Phonology focuses on the sound patterns or structure of language.

**Definition of phonology.** Fromkin et. al, (2012) defined phonology as a study which involves speech sounds on how to form patterns in a language. While, Kelly (2000) pointed out that,

phonology is primarily concerned with how to interpret and systemize sounds.

Phonology deals with the system and pattern of the sounds which exist within particular languages. The study of phonology of English can be seen at the vowels and consonants of the language (p.9).

This means that phonology will not just examine the speech sounds of a language in general, but it is more concerned on how to examine the sound patterns of a language in a certain way. For instance, one of the concerns of this topic is dealing with intonation of words or sentences.

**Areas of phonology.** Inside the phonology, there are two phonological units which are essentially important to be discussed; those are word stress, unstressed, level of stress, and intonation.

**Word Stress.** In a word, it usually consists of at least two syllables, however, in English; it is not common to find saying each syllable with the same strength and force. It happens because in one word, it only stresses one syllable. Therefore, word stress is a way to

stress one of the syllables in a word. In addition, Kelly (2000) claimed that each stressed syllable carry a pitch and lengthens the vowel in that syllable. For example, banana, understand, and qualify. Those words have identifiable syllables and one of them in each word will sound louder than the others: *baNAna*, *underSTAND*, and *QUALify* (the syllables in capital are the stressed syllables) Kelly (2000).

Furthermore, since a word can contain two or more syllables, it is also possible to have stress in any one of the syllables in a word. A supporting view was expressed by Kelly (2000) that “stress can fall on the first, middle, or last syllables of words, as is shown here” (p.66):

Table: 1.8 Example of stress in syllables

Ooo	oOo	ooO
SYLlabus	enGAGEment	usheRETTE
SUBStitute	baNAna	kangaROO
TECHNical	phoNEtic	underSTAND

The words which are in the group of (Ooo) are all stressed in the first syllable and the words which are placed in the group of (oOo) are all stressed in the second syllable. Then, the words which are contained in the third group (ooO) are stressed in the third syllable.

In conclusion, some students might find it harder to find the spot of stress in a word, however, it is possible that some students find it relatively easy to spot stress in words as well. That means that students actually should be able to pay more attention on this syllable stressing. It does not depend on which syllable group they prefer to use but that they need to practice all stressed syllables so that they will be able to have an intelligible pronunciation.

***Unstress.*** Kelly (2000) claimed that there are three features of stressed syllable,

namely loudness, pitch change, and a longer syllable. In addition, an interesting thought was added by Kelly (2000) that unstressed is an action to absence (unstressed) those features in one syllable while the other syllable is being stressed in a word. Therefore, to see whether one of the syllables in a word is stressed perceivably or not, the other syllable should not be stressed (unstressed), so that the differences can be seen and felt.

**Level of stress.** The syllables which are either being stressed or unstressed have been discussed in previous explanations. Here, considering the level of stress in all stressed syllables will be discussed. Furthermore, there is a commentator who outlines the levels of stress in a word. Jones (as cited in Kelly, 2000), argued that there are five different levels of stress in a word. He cites the word *opportunity* which contains five levels of stress. Level ‘1’ refers to the greatest level of stress, whereas ‘5’ refers to the least level of stress. Here is the example.

(Kelly, 2000, p.69)

/ɒpə<sup>2</sup>ˈtjuːnɪtiː<sup>4</sup>/

However, seeing that viewpoint, the researcher feels that some students might find it hard to identify the different stress levels in a word just like in Jones’s example. Possibly, they are not attuned in perceiving more than two levels of stress since that sort of stress level might not happen in their first language. Usually, two levels of stress are already enough for some students. This is supported by Kelly’s (2000) statement saying that “in practical terms of a two-level division (stressed and unstressed) is usually adequate for teaching purposes and two levels of stress are enough to attune learners’ ears and attention to how stress acts within words and utterances” (p.70). In short, this is surely not a thing that students have to be

unaware of. However, learning all the levels of stress might be a good choice for the sake of pronunciation improvement.

***Intonation.*** In the deeper meaning, intonation holds an important part in the context of speaking specifically in terms of pronunciation. In addition, Kelly (2000) argued that intonation refers to the changes of pitch in the voice which goes up and down during speaking. Furthermore, Kelly (2000) pointed out that intonation even helps determining the meaning, speakers' attitude, and speakers' feeling. With regard to the meaning, having a clear intonation will help people to understand the meaning towards what is said. Kelly (2000) also added that "it is a fundamental part of the way we express our own thoughts and it enables us to understand those of others" (p.86).

In relation to the determination of speaker's attitude and feeling, Kelly (2000) claimed that intonation will benefit students so that they can identify the speaker's attitude when listening to intonation during speaking. From that, students can get information or ideas by the things said. And also, intonation will help students to know whether such speakers are in the mood, honest, or bored while speaking. That can be said, since intonation also affects pronunciation, therefore, to be of use to students, it is good for them to start working on intonation not just by looking at the theories, but also practicing them. Practicing will help them with regard to their pronunciation development.

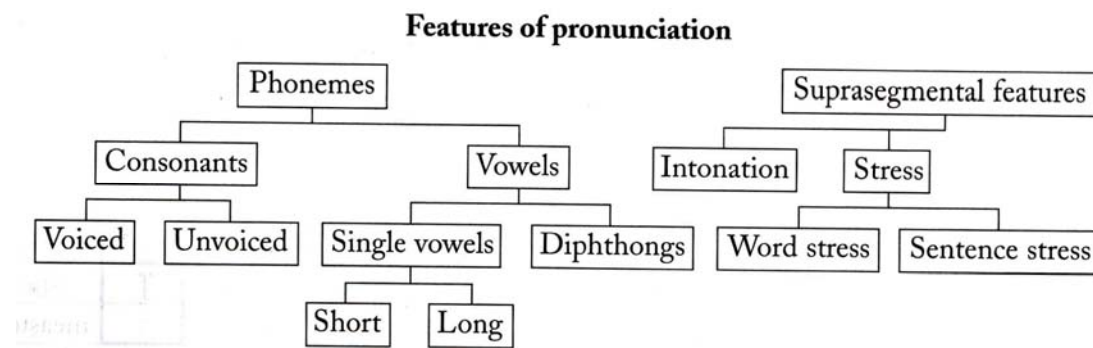
## **Pronunciation**

Currently, English is increasingly becoming the language used by many people to communicate internationally. By having clear pronunciation of English, it gives students

enormous advantages such as being able to exchange meaning effectively while communicating with one another. Thus, clear pronunciation will definitely ease the process of communication especially in terms of spoken language in order to anticipate misinterpretation of information.

When it comes to pronunciation learning however, students have to deal with several features of pronunciation, which is not an easy thing to deal with. According to Kelly (2000) pronunciation features consist of:

Figure: 1.2 Pronunciation Features



In addition, related to pronunciation, Burns (2003) argued that deeper elements that speakers of English should achieve are; Intelligibility, which is where sound patterns are produced by a speaker which is recognizable as English, Comprehensibility, which is where the listener comprehends the meaning of what is said, and Interpretability, which is where the listener comprehends the point of what is said. For example, according to Gilakjani (2012), “a speaker probably says *It’s hot day* as *IS ho day*” (p.120). This example is doubtlessly considered to be un-intelligible because of stress, inaccurate sound, and intonation patterns. As a result, the listeners will find the speaker incomprehensible since the meaning of this utterance is not available.

From that explanation above, it is clear that learning those features is surely important

in spoken communication matters. It is supported by Burns (2003), arguing that students will effectively find it easier to communicate with each other when they have good pronunciation as well as intonation even though they are not as good in terms of accuracy of vocabulary and grammar. Therefore, clear pronunciation is effectively essential in spoken communication.

### **Factors affecting pronunciation difficulties**

Many linguists and researchers on Second Language Acquisition (SLA) claim that the problems in relation to English pronunciation of students towards other languages are significantly the same, however that is based on the background of each language. Indonesian language is one of them. Thus, in this study, some of factors that affect English pronunciation will be identified in the following explanations.

In this study, the researcher categorizes the factors which affect pronunciation difficulties based on what the researcher finds in some theories in books and journals. Those factors are supporting each other.

***Interference of mother tongue.*** This time, most researchers believe that the interference of the mother tongue of the students will give an impact towards the target language specifically in pronunciation of the target language. Hassan (2014) claimed that several works have been held in the discussion of the influence of L1 in learning English language. In the near past, according to Brown (2000), second language students face some challenges, since his/her first language influences his/her second language, especially in adulthood, and this is called the effect of first language transfer. It leads therefore, to a prominent source of making errors towards second language students.

Additionally, Zhang and Yin (2009) pointed out “so called interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language”

(p.142). Avery and Ehrlich (1992) also supported this by claiming that the pattern of sound of the first language of learners is transferred into the second language and is likely to affect foreign accents. This can be assumed that the mispronunciation of words which is often done by non-native speakers reflect the influence of the sounds, rules, stress, and intonation of their native language.

***Sound system differences between L1 and L2.*** Hassan (2014) noted down that many linguists and researchers claim that there is a disagreement between the first language (L1) sound systems and the second language (L2) sound systems. For example, in terms of vowel sounds, Kelly (2000) pointed out that there are twelve pure vowels in English consisting of long and short vowels. They are [ɪ], [e], [æ], [ɒ], [ʊ], [ʌ], and [ə] for short vowels and [i:], [u:], [ɑ:], [ɔ:], and [ɜ:] for long vowels. In addition, there are also eight diphthongs in English language. It includes [eɪ], [əʊ], [aɪ], [aʊ], [ɔɪ], [ɪə], [eə], and [ʊə]. Whereas in Indonesian language, Soderberg and Olson (2008) argue that there are six pure vowels of Indonesian language sounds, such as: [i], [e], [ə], [o], [a], and [u] without requiring long vowels. Then, there are only three diphthongs in Indonesian language such as [ai], [oi], and [au].

It can be seen that the difference of sound system between those two languages, namely native language and target language can possibly affect students' pronunciation.

***Inconsistency of phonetics in English.*** Usually, in an alphabet, every letter would be represented by a phonetic symbol which has one sound only. However, English does not have that term. It has been known that English language has many sounds in each letter. Each letter sometimes is represented by more than one sound. In the same vein, Umera-Okeke (2008) claimed that “each sound of English language is represented by more than one written letter or by sequences of letters; and any letter of English represents more than one sound, or it may not



represent any sound at all” (p.64). For example, the same letter does not always represent the same sound in English such as in letter of “c”. In English, the letter “c” does not have sound equivalent as “c”, it often sounds like [k] in “cup” and [ç] in “cellar”. It can be said that this reflects the lack of symbols in English language, which can make it difficult for students to pronounce words correctly.

***Influence of spelling on pronunciation.*** The spelling system of English is very different from the spelling system in Indonesian language. In Indonesian language, we can easily pronounce words from written text just by looking at the words written as each letter represents one sound and the relationship between the orthography and phonology is really easy to differentiate. Additionally, there is no silent letter in Indonesian language. Whereas in English, many words of English have many letters, yet not all of them are pronounced. In other words, the silent letters will be found in English. For instance, in these words *sign* and *campaign* the “g” is silent.

Yule (2001) argued that what often happens is that the sounds of spoken English do not match with the written English letters. Thus, Hassan (2014) claimed that “if we cannot use letters of the alphabet in a consistent way to represent the sounds we make, it is difficult to describe the sounds of a language like English” (p.35).

***Students’ age.*** It is no doubt that the age of someone holds a significant role in acquiring pronunciation or accents. In the same vein, an interesting view is claimed by Gilakjani (2011) that “the influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation” (p.5). In addition, Zhang and Yin (2009) argued children seem to pick up accents very quickly, whereas adults seem to spend so

much effort to master such pronunciation of a language since they consider it as the most difficult part of a language. Also, Zhang and Yin (2009) claimed younger students are able to learn the sound system more effectively, while the learning process of adult learners may more likely be hindered because of their age.

From that, it can be said that this is likely because younger students are more capable of learning pronunciation like in the system sound effectively than adult learners since at a young age students will easily receive many inputs.

***Students' attitude.*** Zhang and Yin (2009) pointed out that attitude towards the target language learning can influence achievement in pronunciation. Having motivation therefore, is needed in order to build a positive attitude to reach a good achievement of pronunciation. Zhang and Yin (2009) also claimed that students' motivation for learning can accelerate their attitude formation. In the same vein, Glachow (cited in Gilakjani, 2011) argued similar results which is that "students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes" (p.4).

In short, it means that while students have a positive attitude to learn the target language, they will positively gain a better achievement of pronunciation, whereas when there is no positive attitude during the learning of the target language, they will gain less pronunciation achievement. Therefore, in order to be successful in pronunciation learning, encouraging students for always having a positive attitude towards the target language that they want to study is increasingly important and beneficial for them.

***Students' motivation.*** According to Bernaus, Masgoret, Gardner, & Reyes (2004), it is found that possessing the goal of learning English can influence the need and desire to have a

pronunciation like a native-speaker of English. In the same vein with Bernaus et al., (2004), Moyer (2007) supported this by claiming that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation.

In summary, having a goal and positive motivation of learning English will help students significantly in dealing with pronunciation mastery. It is also good if teachers will be able to give extrinsic motivation to students to speak up outside the classroom by providing them with things which can bridge the interaction.

***Exposure to the target language.*** When speaking of the exposure Gilakjani (2011) argued that “according to the language learning theories, learners acquire language best from the input they receive, and they have to accept a wide range of comprehensible input before they are required to speak” (p.3). Furthermore, a brilliant view is argued by Shumin (1997) in that exposure and contact with native speakers rarely happens to adult students of English, and because of this, they often find themselves struggling to acquire a native-like level of pronunciation; such as control of idiomatic expressions, fluency, and cultural pragmatics such as gestures, body language, and facial expressions. In conclusion, adult learners may find themselves struggling to get a chance to surround themselves with the input of native target language, whereas children are usually exposed to an English-speaking atmosphere which helps them to better acquire the target language.

***Instruction.*** There are four main areas of development in the instruction of a language which are listening, speaking, reading, and writing. However, sometimes the instruction of pronunciation is only emphasized in the first year of learning. It can be concluded that students will have a lack of knowledge towards the pronunciation since the instruction given is very limited. According to Elliot (1995), the lack of instruction on pronunciation development is

due to the lack of passion of researchers, teachers and students in the scope of second language acquisition, which considers pronunciation of second language acquisition as not so important. In short, the lack of instruction of pronunciation that students gain is because some teachers view pronunciation as the least important skill for students, so teachers tend to neglect teaching pronunciation in order to spend more time teaching other areas of language. In conclusion, there are nine factors affecting pronunciation such as: interference of mother tongue, sound system differences between L1 and L2, inconsistency of phonetics in English, influence of spelling and the way it is pronounced, students' age, attitude, motivation, exposure to target language, and instruction.

### **Related research**

In conducting this study, the researcher has considered some previous researches which are related to this study. The related researches used by the researcher are researches exploring the pronunciation problems as well as the factors affecting pronunciation.

Firstly, the project which investigates the factors causing pronunciation difficulties is used by the researcher. The title of the article is "*A Study of Pronunciation Problems of English Learners in China*" by Zhang and Yin in 2009. This article analyzes some frequently occurring difficulties related to English pronunciation among learners in China. Factors that lead those problems are interference of mother tongue, learners' age, attitude and prior pronunciation instruction.

Secondly, the researcher used an article which discusses factors affecting EFL learners' pronunciation. The title of this article is "*A Study of Factors Affecting EFL Learners' English Pronunciation Learning and the Strategies for Instruction*" by Gilakjani in 2012. This study mentions several factors which affect English pronunciation. Attitude is the first thing

which can affect students' pronunciation because if students are aware of their pronunciation of the target language, they tend to improve their pronunciation. If not, students will not succeed in the attempt of good pronunciation. The next thing is motivation and exposure. These factors also can contribute to students' pronunciation. Gilakjani (2012) says that the learners' motivation for learning determines whether the learner will develop native-like pronunciation.

Then, the next factor is exposure to target language. This means that if students lack exposure to the target language, their pronunciation will be affected as well. The last one is instruction. This factor also holds an important role in pronunciation development because if pronunciation is not fully emphasized in the teaching-learning process, students will find themselves lacking in the knowledge of pronunciation as well as pronunciation development.

From the two previous researches, it can be concluded that those researches contribute to the enrichment of the problems in pronunciation. Thus, the researcher can follow up to find out about the factors in his research. In terms of research setting, the situation is quite different. The first research is conducted at Foreign Languages School, Ludong University in China and the second research is conducted at Department of English Language Translation Islamic Azad University in Iran. However, this study conducted by the researcher is conducted at the English Education Department of Universitas Muhammadiyah Yogyakarta in Indonesia.

### **Conceptual framework**

Based on the previous explanation on the background above, which reveal some problems in relation to pronunciation, it can be seen that this consciously happens in the English Education Department of Universitas Muhammadiyah Yogyakarta as well. This shows that it is possible to have some factors that affect students' difficulties in pronunciation.

It is essentially important to consider the factors which might affect pronunciation of students in order to anticipate pronunciation matters. Thus, the process of spoken communication will happen smoothly without any incomprehension. Therefore, the researcher intends to hold a research at the English Education Department of Universitas Muhammadiyah Yogyakarta with regard to factors affecting students' difficulties in pronunciation.

Figure: 1.3 The conceptual framework.

