

Chapter Two

Literature Review

This chapter discusses two major points. Some theories from some researchers and experts related to the reading aloud technique in learning pronunciation are explained in this chapter. The first discussion is about pronunciation. The second discussion is the techniques in pronunciation that is focused on the reading aloud discussion.

Pronunciation

Pronunciation is a wide topic to be discussed. There are many theories which explore about the pronunciation. However in this description, pronunciation discussion will explain four main points namely terminology of pronunciation, the importance of pronunciation, the features of pronunciation, and teaching pronunciation. The explanation will be discussed below.

Terminology of pronunciation. Pronunciation is an oral skill to produce and utter the words. Pronunciation has meaning of the way of someone in uttering a word in a language. As stated by Poposki (2016) pronunciation develops the meaningful utterances using oral ability to produce certain sounds in a speech and language as well. Yates (2002) defined pronunciation as the sound production in order to create meaning. Further, pronunciation is one of the most important things for language learners. Mantali (2013) stated that pronunciation is a basic important aspect in learning English. Pronunciation has been applied and used in many researches and also educational contexts since it is important to be learned.

It is because incorrect pronunciation might disturb the effective communication. According to Lewis (2007) pronunciation develops a really important role in language because of its central roles in speech recognition, speech perception, and speaker identity. In conclusion, pronunciation is the basic aspect of oral ability in uttering the words to deliver the meaning.

The importance of pronunciation. Since pronunciation has important role in language learning, it is put as priority to be learned. It will determine the success of communication. Successful communication means when the speakers can understand each other on what they are talking about. That is the goal of communication. It is supported by Nurani & Rosyada (2015) who stated that the important aspect in communication is the good pronunciation. The speakers are acquired to speak as clear as possible. Nurani & Rosyada (2015) believed that clear pronunciation make the speaker feel confident to express and communicate with the others. It does not mean they have to speak like native speaker. As proposed by Qiong (2004) the world English issues describe the varieties of English in the world, so there is no standard of English anymore. It implies that in pronunciation, it is essential to make people understand what they are saying. In the other hand, speaker should speak clearly and appropriately.

Pronunciation has significant role in communication. As Celce & Murcia (1996) stated that oral communication has one important element known as pronunciation. It is valuable since pronunciation might deliver a meaningful understanding of language. Brown (1991) mentioned about the impact of mispronunciation will disturb the students' learning process. Kelly (2000)

supported the statement by mentioning the mispronunciation will disturb the successful of communication. That is why the speakers are expected to pronounce the words correctly because it determines the communication matter. It is in line with Kachru (1997) who believed that the pride and satisfaction of the speakers is when the communication runs well.

Features in pronunciation. There are two main features in pronunciation called phonemes and supra segmental feature (Kelly, G., 2000). Phonemes are features in language which have different sounds. Although every person has different way to make sounds, but the sounds are understandable because it just has a little difference among people's sounds. Phonemes cover consonant and vowel. As Kelly (2002) stated that sounds may be voiced or unvoiced, the difference is just on the vibration. Pronouncer will feel the vibration if they create a voiced sound while the unvoiced sound not. In the other pronunciation feature called supra segmental covers intonation and stress. Supra segmental is the sounds unit which is used in groups and segments and extend to the phonemes (Kelly, G. 2000). In addition, it is in line with Jenkins (2004) who believed that teaching pronunciation typically includes these points: consonant and vowel sounds, changes to these sounds in the stream of connected speech, word stress patterns, rhythm, and intonation.

Stress. Stress in pronunciation takes big role. It can decide the meaning of the words. It is considered as the first aspect that should be addressed to the students. Yates (2002) stated that stress is first basic aspect in pronunciation that is built by many teachers. In addition, Laszlo (2014) noted two rules of English

stress. First is one word just only has one stress. It means that it is impossible for a word to have more than one stress. The second, the stress is only on the vowel, so never utter the stress on the consonant.

Stress takes role in emphasizing the syllable of words. Stress is described as prominence of the words' syllables which are recognized by its volume, force, pitch, and also length (Yates, L. 2002). It is supported by Kelly (2000) who said that stress is a syllable which sounds more prominent than the others. Yates (2002) points out three level of stress in pronunciation. They are word level, sentence level, and contrastive stress. Word level means there are one or more syllables which are stressed. In the other side, sentence level means just the important words that tend to be stressed. Furthermore, contrastive stress is almost similar with sentence level, but contrastive stress raises more stress on the most important words.

Intonation. Intonation is described as the rising and falling pitch of the words' utterances. As revealed by Yates (2002) who argued that intonation is the change of pitch. She points out five tones that can be recognized when students can deal with the pitch changes. They are falling pattern which usually signifies that the speaker has done to talk or temporary, rising intonation refers to the sign of question or continuity, fall-rise intonation shows the mixed feeling of the speaker, rise-fall usually shows a strong feeling in large pitch changes which shows surprise, approval, and disapproval, and level tone is usually used to decrease tendency, but sometimes shows the sign of boredom, routine, and also underrate.

Teaching pronunciation. Pronunciation is one of the most important skills in English Language Teaching. Lane (1993) argued that the most important aspect in learning language is pronunciation. Correct pronunciation is very important because if speakers have incorrect pronunciation, their speech will not be understandable to the listeners. It is in line with Nurani & Rosyada (2015) who believed that to understand each other in communication, good pronunciation takes a big role. It should not be like native speaker. In fact, the English development shows that native accent is no longer as superior in English world. There are varieties of English which are believed that every country has their own varieties of English. It is supported by Kachru (1985) who mentioned three circles (inner, outer, and expanding) of world Englishes and he argued that it is important to not only pay attention to the one of the circle, but also be aware on the existence of those three circles.

Teaching pronunciation needs to be well set. Celce-Murcia (1996) argued that teaching pronunciation has to be explicitly taught. It requires the teacher to teach in systematic and principled approach. It means that everything should be well prepared from the materials to the activities conducted in the teaching and learning process. The teachers need to provide many activities and materials which let the students learn maximally. As Adita, Bindarti, & Wahyuningsih (2014) argued that English pronunciation for the learners must be challenging because it is different with their mother tongue. English pronunciation is difficult so the teachers have to be smart in arranging activities to deal with pronunciation' problems faced by students. Teachers may apply some techniques to create fun and

comprehensive activities recommended by some expert such as choral repetition, minimal pairs drill, pronunciation-focused recast, back-chaining, front-chaining, chanting (rhythm), reading aloud, tongue twister, English drama, language laboratory, group work, pair work, role play, video demonstration, imitation of native, modeling the correct pronunciation.

Teacher has purpose in teaching pronunciation. It depends on the students' pronunciation aspects that need to be built and developed. However, there are three common goals of teaching pronunciation that teacher needs to focus on. They make the students understand and to be understood, develop their confidence in communication context, and notice their speech based on the surrounding input (Nurani & Rosyada, 2015). First, the students need to pronounce the words accurately, so they can understand each other. There is no misunderstanding because of the pronunciation, which means students have to speak as clear and accurate as possible. Second, teacher needs to motivate the students to be brave in dealing with others in communication. It means the students' confidence is needed to make the students more communicative in all situations. At least, the students feel that they have 'power to be confident' to speak and express themselves (Zaigham, 2011). The last, teacher needs to enable the students recognize the speech that they produce. It means they understand how to put 'the sounds, words, phrases, and sentence' that they are not used to find in their first language (Adita, et al. 2014).

Among the teaching pronunciation issues, teachers' role is also important to be discussed. It helps the teachers to put themselves as they expect to

be in the activities. Teacher has to know his/her capacity in the class, so the activities in the class will be organized well. There are seven roles of teachers in teaching pronunciation (Adita, et al. 2014). First, the teacher helps the students to hear by modeling the correct pronunciation, so the students receive the right example directly. Second, the teacher helps the students to produce sounds which means motivating the students to imitate and follow after him/her. Third, the teacher provides the students feedback, so the students will recognize their mistakes and make it better in the future. Fourth, the teacher points out the important part of the learning, so the students will focus and work on it. Next, the teacher tells the priorities which means teacher helping the students to decide the concentration of the learning. Then, teacher can be good planner who arranges the various activities in the form of exploration, experimentation, and also chance to practice. The last, teacher can be the one who assess the students' ability, so the students will know whether they make improvement or not. In conclusion, the teacher has to be smart in deciding the right role which depends on his/her purpose.

Techniques in Teaching Pronunciation

There are many techniques in both teaching and learning pronunciation. Good technique will give impact to the result of both teaching and learning process. It is very important to understand the technique in pronunciation. Furthermore, Chen (2016) listed many techniques in pronunciation such as choral repetition, minimal pairs drill, pronunciation-focused recast, back-chaining, front-chaining, chanting (rhythm), reading aloud, tongue twister, English drama,

language laboratory, group work, pair work, role play, Video demonstration, imitation of native, modeling the correct pronunciation.

Reading Aloud Technique (RAT)

There are a lot of techniques in teaching pronunciation. However, reading aloud is one of the most commonly technique used in teaching pronunciation (Chen, 2016) especially in EED of UMY. It gives the students opportunities to explore the pronunciation ability because the students are going to have some activities in the RAT. The discussion of RAT will be explained below.

Reading aloud technique is a common technique used in language learning both native and foreign (Huang, 2010). It is already used for many years and believed as one of the most effective techniques in language learning including learning pronunciation. RAT is one of many techniques which is used by the teacher to practice the students' pronunciation (Romwapee, 2012). It is described as a very fruitful technique in order to deal with pronunciation problems. Lane & Wright (2007) argued that the RAT is a systematic approach which gains academic benefits for the students. It is supported by Romwapee (2012) who list some benefits ofRAT, they are: reading aloud helps the students in increasing self-confidence in speaking, doing the proof reading, approaching self-determined, and also stressing the pronunciation and quality of the voice. In addition, he also stated that RAT is one of the interesting techniques to develop the students' pronunciation ability.

Maximizing the RAT. There are some aspects in applying RAT in the classroom. It is in line with Huang (2010) who argued that reading aloud should be prepared very well. It is very important to maximize the use of reading aloud. Lane & Wright (2007) pointed out the consideration aspects such as time, text, method, and reading book. The discussion will be explained below:

Time for reading aloud. It is important to manage the time of reading aloud, so every student gets their chance to practice in the class. However, before putting the time duration, the teacher needs to decide the goals of the activities. In addition, students' analysis is also important because every student has different ability to produce and receive the materials. The teacher can use the prior experiences with the students from their score and their attitudes toward the learning process. It helps the teacher to decide the time efficiently, so the time is used totally for the activities and able to engage all the students in activities. It is supported by Teale (2003) who argued that it is highly recommended teacher to make sure the amount of time in the class spent wisely.

Choosing text for RAT. Teacher needs to ensure that texts used in RAT are appropriate and match with the students' language level. Again it also depends on the goals' of the activities. Lane & Wright (2007) stated that it is important to develop the students' metalinguistic such as phonological awareness. For example, the teacher has goal to make the students to improve their pronunciation ability and also understand the narrative text. The teacher has to provide the narrative text, not text for news. It is supported by Gabrielatos (2002) who argued that teacher has to make sure that the text suits with his/her aims.

Methods for RAT. The teacher is acquired to be smart in choosing the method applied in the RAT. It aims to make reading aloud more effective and the goals of activities can be reached. For example, the teacher should motivate the students to check the dictionary to check how to pronounce the words in the texts. The students can both use printed or electronic dictionary, so they can check the pronunciation before read it aloud. It will make the students feel secure in performing.

Examining the book reading in the classroom. The teacher has to pay attention on the book used in the class. The book must be related to the students' daily life. It makes them easy to deal with the text. The materials in the book also should be interesting and comfortable to be read by students. It will attract the students' attention to read the text in the book easily. It will help the teacher a lot in applying the RAT in the class because the class will be manageable and meaningful.

Implementation of RAT. Reading aloud becomes one of the most chosen techniques to overcome the pronunciation problems and challenges. Some scholars order the process of the implementation of RAT. According to Nurani & Rosyada (2015), they model the RAT process steps as follow:

Selecting the text. Teachers have to use the appropriate text for reading aloud activity. It is supported by Lane & Wright (2007) who stated that to maximize the RAT, the teacher should choose the right text and also evaluate the book use in the class. It means that text used in RAT should be match with the

students' level and ability. It is in line with Huang (2010) who suggest that the reading text must be authentic which means already familiar with the students' prior knowledge. Adita, Bidarti, & Wahyuningsih (2014) stated that text in RAT has certain content and circumstances. In addition, the text should be appropriate which is not too short or long, so every student gets their opportunity to practice in the class.

Having previewing and practicing section. In this section, the students are reviewing the text and try to understand the text. Students can ask questions to the teacher if they find difficulties. Teacher gives students time to read the text in order to let them practicing. Furthermore, teacher needs to walk around the class to control the students' activity. As revealed by Gabrielatos (2002), teacher has to give time to the students to have preparation or rehearsal before doing the reading aloud performance.

Having clear purpose. Purpose is the first thing that should be determined. However, it is important to establish the purpose before starting the main activity. The students will be focus on what they are going to achieve. For example, the teacher tells the students the aim of RAT is to make the students pronounce the stress of the words accurately. Later, the students will pay more attention on the words' stress better than without telling them the aim. The teacher has to note that the purpose/aim should be stated clearly. It is supported by Gabrielatos (2002) who mentioned the general guidelines for RA is being clear on the aims and being realistic on its aims.

Model the fluent reading. Teacher is the role model. He/she should be better than his/her students. It builds trust to students. Before asking the students to perform, teacher needs to show the real example of reading aloud, so they will do the RA confidently. It has purpose to make the students notice what aspects that they need to focus on. For example, the teacher reads the text fluently and does pause when he/she finds punctuation such as commas, full stop, etc. It is supported by Adita, Bidarti, & Wahyuningsih (2014) who believed that teacher should carry out the right stress, intonation, and rhythm.

Practice expression. In this step, reading aloud is not only about reading. Nurani and Rosyada (2015) stated that students are acquired to read the text using gestures, intonation, and body movement. It helps the students to understand about the text. Besides that, it will be reference for the students when they are performing reading aloud. They will be more expressive than just read it loudly.

Discuss the text. This step engages both the teacher and students. The teacher will ask questions to the students and vice versa. The students are welcome to tell their argument about the text or even ask questions. It helps students develop their critical thinking. As Lane & Wright (2007) stated that reading aloud establishes the various skills and abilities elated to literacy, so they do not only practice pronunciation, but also develop their comprehension. As general guide mentioned by Gabrielatos (2002), teacher should make sure that the students understand clearly the meaning of the text. In conclusion, in this step teacher has to motivate the students to have discussions related to the students' text.

Read aloud. This step is the time for the students performing their reading aloud. The students are expected to pronounce the words accurately after doing some steps. Here, the teacher records the students' voices when they are doing the RAT. It helps the teacher easily to correct the students' mispronunciation. Beside that, it is important for the students because they need to know in which part they make mistakes.

In addition, some scholars suggest the importance of giving feedback to the students after the reading aloud activity. Feedback is highly needed because sometimes students "cannot tell themselves whether they are right or wrong" (Adita, et al. 2014, p. 5). In this part, teacher has big role and responsibility to provide feedback in the form of comments or correction toward their reading aloud performance. Furthermore, the students are reading other language which is different with their mother tongue, so there is possibility of misunderstanding on the way to pronounce the words. In this case, feedback is needed to avoid focalization. It is in line with Adrian (2014) who stated that corrective feedback prevents the fossilized on the phonological aspects which increase the students' awareness on pronunciation. As revealed by (Adita, et al. 2014) who stated that the students might have wrong assumptions about the English words are uttered. In conclusion, the feedback must be given by the teacher to avoid the misunderstanding and increase the students' awareness on pronunciation.

Benefits of RAT. Reading aloud is believed as good technique in teaching and learning pronunciation. Guler (2013) stated that it engages the students and teacher in exposing the target language. Besides that, it is applicable. It is in line

with Ariyani, Marbun, & Riyanti who believed that reading aloud is a simple technique to learn faster and better. There are many advantages in using this technique. Gabrielatos (2002) stated he students will be able to pronounce the words correctly using RAT because it gives opportunities to the students to practice their pronunciation. Some researcher also discussed about this technique as the fruitful technique to deal with pronunciation. They are improving the students' pronunciation, practicing the students' pronunciation, improving reading fluency, exposing the students to the target language, connecting spelling and pronunciation, engaging the students and teacher, providing corrective feedback, can be used as proof reading, improving the students' confidence in speaking, providing a joyful learning experiences, promoting varieties skills and abilities, and applicable in all stages and ages (Nurani & Rosyada, 2015; Mantali, 2013; Gabrielatos, 2002; Adita, et al. 2014).

Challenges of RAT. In fact, despite of the benefits of the RAT, there are still some challenges faced by the students although it is recommended in teaching and learning pronunciation. The RAT has some challenges for some reasons. There are time consuming, artificial or speak in unnatural way, decrease the reading speed, lack of comprehension, increase the anxiety. Sometimes it is difficult because the unfamiliar literature, and reading tends to be aimless, and some students might feel bored (Huang , 2010; Gabrielatos, 2002; Mantali, 2013).

The RAT is time consuming because there are several steps applied in this activity. There is also practicing step which lets the students practice to read the

text loudly in particular time. It is an individual practice, so everyone gets turn for practicing which takes time for the whole class. The other challenges of RAT is students' artificial or speak in unnatural way, decrease the reading speed, lack of comprehension. It happens because the students will focus on how to read it correctly in terms of the stress and intonation, so they will not pay attention on the content. Besides that, the students just get the text at that moment. It can be difficult for the students because the unfamiliar literature which cause the students' anxiety increasing. In addition, the students might feel boring because while waiting for their turn, they do not have something to do. In conclusion, the RAT should be maximized to avoid these challenges of RAT.

The implementation of RAT at EED of UMY. The RAT implementation is quite simple based on the researcher's experience in the third semester at English Education Department of UMY. There are some stages of RAT conducted by the lecturer at EED of UMY. The lecturer explains the activity of RAT as well as the purpose. After that, the lecturer gives different text to the students. The students are given time by the teacher to practice the pronunciation of the words for approximately five minutes. In this stage, the students can check dictionary to make sure how to pronounce the words accurately (print or electronic dictionary). Then, the students will perform the reading aloud. Here, the lecturer will record the students' voice and takes note on the mispronunciation uttered by the students. It will be used for feedback because the students will have the second chance to do the reading aloud, so the students can perform better. In the reading aloud,

lecturer will assess five features namely consonant, vowel, stress, intonation, and syllabification. However, the lecturer's focus is on the stress and intonation.

Review of Related Research

Nurani and Rosyana (2015) conducted a research about reading aloud assessment which had purpose to improve English pronunciation by applying reading aloud assessment in the form of short texts. The research was conducted in practical action research design which focused on the pronunciation improvement. Statistics Data Center (BPS) used in analyzing the data. The result of the study shows that there is an improvement on learners' pronunciation skill through the RAT. It can be seen from the increase of learners' mean score of their clear pronunciation performance in the second cycle, of which 61 point at the first cycle and 77.75 point at the second cycle. This research is related to the researcher's research because the similarities on the participants and the steps in doing the assessment. The researcher assumes that the RAT gives benefit to the students' pronunciation skill which provides improvement and there are steps in implementing reading aloud. The researcher can assume that because of procedures in doing the assessment and the participants are similar. In addition, the research design and data analysis are different with the researchers' research. Qualitative descriptive design and coding are employed by the researcher.

Mantali (2013) conducted a research about the application of reading aloud technique which aimed to see whether the RAT impacts the students' pronunciation or not. The research was designed under pre-experimental research which uses t-test for analyzing the data. The researcher uses one group which

experiences the pre and post-test. The result of the research shows that the hypothesis is received which mentions that the RAT can increase the students' pronunciation significantly. The research provides the researcher references about the reading aloud especially the benefits and challenges of reading aloud technique. It can be used for later on supporting findings on students' perceptions towards the reading aloud. However, the researcher conducted the study under qualitative descriptive research design. Besides that, coding is used in the data analysis.

Conceptual Framework

The discussion above shows some researches which explore the benefits and as well as the challenges of RAT which might be faced by students at English Education Department of Universitas Muhammadiyah Yogyakarta. It is important to understand the benefits of RAT, so both the students and teacher can consider the RAT as the recommended technique in teaching or learning pronunciation. In addition, challenges of RAT also have significance for evaluation. Teacher can consider the students' perception on what should be improved and what make them failed to pass the reading aloud assessment. It helps the teacher to improve their performance in teaching pronunciation using RAT.

Figure 1.1

Conceptual Framework