

## Chapter Two

### Literature Review

In this chapter, the researcher discussed about definition of pronunciation, the element of pronunciation, the importance of learning pronunciation, the problem in learning pronunciation, the strategies to learn pronunciation skill, and conceptual framework.

#### **Pronunciation**

In this part, the researcher is going to talk about definition of pronunciation supported with some expert. Pronunciation is a part in learning English especially in speaking skill. Being a good learner English is that we are good in pronunciation. Thus, pronunciation is important in learning English. On the other hand, the researcher defines about the element in pronunciation, problem in learning pronunciation, and the strategies in improving pronunciation supported with some theory.

**Definition of Pronunciation.** There are five elements in speaking such as vocabulary, fluency, structure, comprehension, and pronunciation. In learning speaking, there are two elements that need to be considered, namely, fluency and accuracy (Harmer, 2007). This research only discusses about pronunciation. Oxford Dictionary (2008) defined that pronunciation is a way in which a language or particular word or sound is spoken. Pronunciation is a part of words or sounds. According to Hewings (2004), pronunciation is the main component of speech which is combined together. Then, pronunciation aimed to produce the sound and make some meaning. From two definitions, pronunciation is a part of word and sound that aimed to produce and make some meaning.

The other definition, according to Boyer (2008) pronunciation is a part of speaking (oral communication) which involve four important things such as to know how the sounds are put together to the flow of speech, to make a correct sounds of a particular language, to understand how to stress words correctly, and how to use intonation appropriately. It means

that pronunciation is how the sound put together in the flow speech to make correct sound and understanding the stress and use a correct intonation.

The next definition is according to Tuner (2016) in his book who said that pronunciation is the expression of the words taken separately requiring a knowledge of the just powers of the letters in all their combinations, and of the force and seat of the accent. In addition, Hillenbrand, Getty, Clark & Wheeler(1995) also believed that pronunciation is defined as a graceful management of voice, face and gesture. So, from two different definiton can be sum up that pronunciation is a word that taken from a separately a letter in all their combination and how to manage the voice and the gesture.

In conclusion, the definition of pronunciation from previous theories can be summarized as pronunciation is a part of word and sound that produce and make some meaning, and how the sound are put together in the flow speech to make correct sound and understanding the stress and use a correct intonation. Then, a word that taken from a separately a letter in all their combination and how to manage the voice and the gesture.

**Elements of pronunciation.** This paragraph is going to discuss about the element of pronunciation. Pronunciation has two aspects such as supra-segmental and segmental features. Those two elements above are part of pronunciation. Research Center (2002) stated that there are some elements in supra-segmental aspects of pronunciation such as:

***Intonation.*** According to Kelly (2000) “intonation refers to the way voice goes up and down in pitch when we are speaking” (p. 86). The other explanation in Oxford Dictionary (2008) explained that intonation is “rise and fall of the voice in speaking” (p.234). From two definitions, intonation is how to up and down when speaking and the sound that voice rise and fall in speaking.

***Stress.*** Oxford dictionary (2008) defined that “stress is extra force used when speaking a particular word or syllable” (p. 439). Then, Research Center stated that “stress refers to the

prominence given to certain syllables within words, and to certain syllables or words within utterances". It means that stress is how to use word or syllable when speaking and how to pronounce certain syllables in word or in utterances. So, intonation and stress includes in aspect of pronunciation in supra-segmental features. In addition, Ladefoged (2006) states that stress is a suprasegmental feature of utterances, so when a syllable or a word is pronounced with more force than other syllables or words. Thus, it can say that is stressed.

**Rhythm.** Roach (2010) indicates that English speech has a rhythm that allows us to divide it up into more or less equal intervals of time called feet. Hence, each foot begins with stress syllable then as a result in spoken English has namely rhythm, so in pronunciation has a rhythm in words when we pronounce it. Then, the learners can practice to divide utterances into feet while listening.

**Assimilation.** In pronunciation, the sound come in sequence not in isolation. Kuiper and Allan (2004) state that assimilation is one of the processes which affects individual segments. Hence, in pronunciation there are some word has a little same sound or pronunciation but the meaning of the word is different, so it can make the students misunderstanding about the meaning but if learners know assimilation, so it is not difficult to learning English.

**Elision.** Roach (2010) stated that when native speakers of English talk to each other, a number of phonemes or segments are not pronounced. In pronunciation, there are some alphabet in some word is lost. For example kindness the pronounce is [k'aɪndnəs] and [d] in kindness is lost, so the student should know about elision. Then, elision occur in less formal speech. Sometimes the learners not expected to hear every segment, so both of consonant and vowel elision are common in spoken language.

**Linking.** British Council (2006) indicates that linking happens when the last sound of a word is a consonant and the next word begins with a vowel sound. The student must know the different pronunciation in connected speech because in listening skill there are some word has

linking so the student must be aware if they listen in listening skill. Hence, the learners need to be aware of linking that they will meet in listening.

**Pitch.** Fromkin (2007) explain that the pitch depends on how fast the vocal cords vibrate. In spoken English pitch can change all the time depends of the students' pronunciation. Sometimes, pitch can be in a low pitch ,a high pitch or a normal pitch. Hence, the student must know about the pitch in pronunciation. in addition, Kuiper and Allan (2004) indicated that the pressure of the air coming out of the lungs and the tension of the vocal cords affect the pitch of the voice.

The second aspect is segmental features. Jones (1995) states that there are three kinds of speech sounds such as vowel, dhiptongs, and consonant.

**Vowel.** Vowel is that produced by airflow pass through and out of the mouth. Thus, Kelly (2000) stated that English has twelve pure vowels, which are [i:] – tree / tri: /, [ɑ:] – pass /pɑ:s /, [ɪ] – milk / mɪlk /, [ʌ] – sun / sʌn/, [e] – bed / bed /, [u:] – blue / blʊ: /, [æ] – sat / sæt /, [ʊ] – put / pʊt /, [ɜ:] – word / wɜ:d /, [ɔ:] – four / fɔ:(r) /, [ə] – along / ə'lɔ:ŋ /, [ɒ] – dog /dɒg /.

**Diphthong.** The diphthong consists of a movement that appear from one vowel to another. Then, Kelly (2000) also stated that dhiptong has nine diphthongs such as [aɪ] – lie / laɪ /, [ɪə] – deer / dɪə(r) /, [ʊə] – poor / pʊə(r) /, [eɪ] – day / deɪ /, [ɔə] – door / dɔə(r) /, [aʊ] – down / daʊn /, [ɔɪ] – toy / tɔɪ/, [eə] – bear / beə(r)/, [əʊ] – ago / aə/.

**Consonants.** The consonant is a sound in which the airflow passes through the respiration passage from the basic of the cavity and pause. The release is pushed through the narrow gap, so that we hear friction. Thus, Kelly (2000) stated that there are twenty four consonants in English such as [p] – pet / pet /, [tʃ] – chin / tʃɪn /, [b] - bad / bæd /, [dʒ] – jump / dʒʌmp /, [t] – tea / ti: /, [θ] – thin /θɪn/, [d] – day / deɪ /, [ð] – this /ðɪs /, [k] – key / ki: /, [m] – man / mæn, [g] – go / gəʊ/, [n] – night /naɪt, [f] – fish / flɪʃ, [ŋ] – sing / sɪŋ /, [v] –

vase / va:z /, [h] – hot / hɒt /, [s] – sea / si: /, [l] – like / laɪk /, [z] – zoo / zu: /, [r] – right / raɪt /, [ʃ] – shoe / ʃu: /, [w] – wait / weɪt /, [ʒ] – leisure / 'leɪʒə(r) /, [j] – you / ju: /.

**Importance of learning pronunciation.** This paragraph is going to discuss about the important of learning pronunciation. There are some students pronounce incorrectly, so it make misunderstanding with other. Sometimes, the pupils understand what is spoken but it make different meaning about the word because in pronunciation there are some words that have a little same pronouncing. Wong (1987) “believe that when the non-native speakers’ vocabulary and grammar are excellent, if their pronunciation falls below a certain threshold level, they are unable to communicate effectively” (p.303). So, learner will be difficult to communicate effectively if they are lack of pronunciation, even they have good grammar and vocabulary. The other explanation, Wong (1993) argued that the importance of pronunciation is even more distinct when the connection between pronunciation and listening comprehension is considered. So, pronunciation and listening comprehension should connect each other. In conclusion, learning pronunciation is important in speaking because if the student lack of pronunciation, so it can make communicate not effective because it can make misunderstanding with other.

However, learning about pronunciation can develop learners’ abilities in spoken English, so if the students have a good pronunciation it can make good in speaking. Then, teacher and student should pay close attention to pronunciation because if the students pronounce incorrectly, so it make different meaning or the audience not understand what is saying. Scarcella & Oxford (1994) argued that pronunciation should be taught in all second language classes through a variety of activities.

**Problems in pronunciation.** There are some problems in pronunciation. Wei (2002) argued that most language teachers do not have useful strategies for teaching pronunciation, and they do not know what strategies are appropriate when they meet a specific problem. It

means that, most of teacher especially English teacher they do not have useful strategies for teaching pronunciation and what the strategies appropriate to students. The other problem, Wei said that the teachers are embarrassed because of this lack of instruction strategies. So, the teacher unconfident in teaching learning process it make lack of instruction strategies.

Lynda (2008) argued that same alphabet has got different ways of pronunciation for example “s” has many different ways to pronounce it. For example /s/ as in “*basic*” different with /z/ as in “*because*”, “*rose*” eventhough it is same alphabet. So, it should be careful to pronounce it. Derwing and Foote (2011) argued that “teacher are often left without clear guidelines and are confronted with contradictory purposes and practice for pronunciation instruction, no systematic way of deciding what, when and how to teach”. “We are comfortable teaching reading, writing, listening and to a degree, general oral skills, but when it comes to pronunciation, we often lack the basic knowledge of articulatory phonetics (not difficult to acquire) to offer our students anything more than rudimentary (and often unhelpful) advice such as, ‘it sounds like this: uuuh’”(Dalton, 2002).

Harmer (2007) argued that there are many problem in learning pronunciation such as: First, what students can hear. It means that sometime student have difficulty hearing in pronunciation features which we want them to reproduce. Students also has difficulties in learning pronunciation because there are some words has same how to pronounce it. Thus, It make student difficult to distinguish the word. It make student incorrect to define about the meaning of word. Second, what students can say. It means that sometime student find unfamiliar word and have difficult to pronounce it make different meaning. In pronunciation, there are some word have same pronounce so it make student incorrect to pronounce it. It can make misunderstanding in two peoples. Third, the intonation problem. Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

In conclusion, there are problems in pronunciation such as the teacher shy in teaching learning process it make lack of instruction strategies. It would not same how to pronounce it. The other problem is the lack of quality of language teacher training in pronunciation, so the teachers may lack the pronunciation and the knowledge. And the last are what student can hear about the word, what the student can say about the word, and how the student use the intonation.

**Strategies to improve pronunciation.** The strategies come from the students itself and also the teacher must provide facilitation such as book or training for their students. There are many strategies in improving pronunciation or to solve that problem from several experts such as:

**Conversation.** Conversation is one of the strategies to improve pronunciation. More practice can make students fluent in pronunciation. Students can make conversation with their friend in either in out of class or in the classroom. It is supported by Burns & Joyce (1997) what will help them the most is plenty of authentic conversation practice. Then, the students should know what the students want to learn, so it also can make their pronunciation is increasing. Willing (1993) Volkoff & Golding (1998) argued that what learners most want to learn. Thus, more conversation with their friend or the native speaker, it can help the students to get more knowledge how to understand and correct their mistakes.

**Drilling.** Drilling is the next strategy to improve pronunciation skill. Drilling or repetition also makes their pronunciation improves. It can be used in real life with friends or others. Therefore, drilling of sounds, minimal pairs and more modern practice with chants and tongue twisters is also useful only in so far as it is directly related in the learners' minds with the speech that they will actually use outside the classroom. Thus, drilling or more repetition in everyday is one of the strategies in improving their pronunciation.

**Expert Guidance.** The next strategy is expert guidance. Expert guidance is also the strategies in improving their pronunciation. The students should have expert guidance in their learning pronunciation because sometime the students have mistaken in pronunciation. Burns & Joyce (1997) argued that a variety of ‘tricks’ can be found for most learners. So, they must have the expert to guide them to learn or to correct their mistakes. Thus, the expert guidance is important in learning pronunciation. For example the students have difficulties in pronouncing specific sounds or sound sequences of English, they need *appropriate* description of how to *think* about the sounds in terms so that they can understand and ‘latch on to’ so, the student need expert guidance to correct it but the students need based on their way not the english speaker’s way.

**Critical listening.** The students also need to listen to their own speech pronunciation to know the incorrect pronunciation in their own speech. The learners should record their own speech. Therefore, the learners and the teachers to work with recorded voices so that the speech they make discussion is external to both of them, and can be referred objectively without distortion.

**Watching English movies.** According to Sommer (2001) who also stated that if a film or movie can be employed as the foundation for English skills practice such as in listening, speaking, vocabulary, and pronunciation. Furthermore, watching English movies can be foundation the student in learning English especially in learning pronunciation. Thus, the students can know how to pronounce the words in that film or movies. In addition, Curtis (2007) also stated that if using film in the English classroom, students can enhance their pronunciation and intonation much better. Thus, from two experts watching English movie was the one of strategies in learning pronunciation because it can be foundation in learning pronunciation and also can enhance pronunciation skill and intonation can be much better.



***Providing meaningful materials.*** The other strategy is providing meaningful materials. It means that the students should provide some textbooks or materials that can be using as models for practicing pronunciation such as linking, stress rhythm, and intonation. So, the student should have the texts book about practicing linking, stress rhythm, and intonation in pronunciation. Besides that, it uses songs, games and tongue twisters.

***Pronunciation training program.*** Pronunciation training program is one of strategies in improving their pronunciation. The students should join some training program in the teacher class. Ha (2013) argued that if pronunciation training program can improve students' pronunciation performance especially in terms of English vowel sounds and also assessing their skill in pronunciation is the others strategies in improving their pronunciation. After training class the students had given some tasks and assess it. Cheng (1998) also said that if assessing students' progress is important things in students motivation. So, assesing students' progress also the strategy to improving student pronunciation because if they motivate to learning it make them easy to understand the material.

***Listening to English song.*** English song also can make the students' pronunciation skill getting increase. Song provides the lyric, so the student knows how to pronounce that word. Thus, Paul and David (2003) stated that if English song also can add feeling and rhythm to language practice that might otherwise the flat and also can help them to remember things more easily and draw more deeply into a lesson. Song also can make the student not bored in classroom and then it can be happy if the students listen to song especially English song and can make their motivation is increasing. However, Cheng (1998) argued that song can increase student motivation in a pronunciation class, motivation is a highly significant factor in pronunciation.

***Reading aloud.*** The other strategy is reading aloud. Gibson (2008) argued that if reading aloud can monitor pronunciation. Moreover, according to Sicola (2008) "reading

aloud can help build linguistic reflexes, helping the tongue adjust to the sound combinations, and getting the brain used to word patterns”. So, reading aloud can help student to build linguistic reflexes. Then, the important thing in pronunciation is the tongue adjust to the sound combinations, and getting the brain used to word patterns.

### Conceptual framework

This chapter discussed about one point based on research question such as the strategy in learning students’ pronunciation by students in private university in Yogyakarta. The reason of researcher choose that topic because researcher is going to find out the strategy in learning the students’ pronunciation. Pronunciation is important aspect in learning English especially in speaking skill. Furthermore, many strategies in learning pronunciation such as listening English song, watching movie. The researcher is going to know what the strategies that student use in learning their pronunciation.. Furthermore, there are some problems or difficulties in implementing those strategies So, the researcher curious about the strategies that student use in learning pronunciation. The concept is “*Investigating Student’s Strategies in learning Pronunciation*”

Figure 1. Conceptual Framework

