Chapter Two

Literature Review

In this chapter, the researcher would like to explain the theoretical framework of the research. The theory is really important to shore up the research. This chapter also discusses the review of the prior study in depth. Furthermore, the researcher discusses pronunciation and the difficulty on pronunciation faced by students.

Theoretical Framework of Pronunciation

Students of English education need to master pronunciation skill in order to enhance their speaking skills directly. However, pronunciation is known as a spectre for English beginner students. This is considered as one of the tough parts of learning speaking skill. This part is going to discuss pronunciation and its problem faced by English student learner.

Definition of Pronunciation. According to Gilakjani & Ahmadi (2011), "pronunciation is one of the parts of speaking skills. Pronunciation is viewed as a sub-skill of speaking" (p. 74). Pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often with reference to some standard of correctness or acceptability (dictionary.com, 2016). While according to Diah Kristina et al (2006 as cited in Astuti, 2011, p. 6), "Pronunciation is the manner or the rule how to pronounce word in such a way that is acceptable and appropriate" (p.1). Pronunciation shows the quality and comprehension of someone speaking skill. Students of English education are needed to master this skill in order to enhance their speaking skill directly.

Pronunciation takes an important role in English speaking skill. This is how a person shows his emotion and the ideas in communication. Boyer (2002) stated that, "pronunciation is a necessary part of speaking (oral communication). It involves making the correct sound of a particular language, as well as how the sounds are put together in the flow of speech" (p. 1). Students need to master pronunciation so they could speak clearly and properly. Pronunciation includes features such as stress, rhythm and intonation (aspects of prosody). Therefore, "these features need to be taken into account when it comes to look at the learning outcome" (Krausz & Centerman, 2011, p. 12). It really influences the speaking skills. Pronunciation makes speaking easier to hear and understandable for those who could pronounce properly.

The Problems in Pronunciation. Some experts had already published the researches about the problems in pronunciation. Pronunciation in L2 learners often happen because they did not know what pronunciation really is. Gerbhardt (2011) said that, "another common problem is the stress placed on the pronunciation of words and phrases, as English is stress-timed" (p. 3). According to Ondracek (2011), "a foreign accent such as that a non-native student of English will almost inevitably possess may compound the problems that such a student will experience because of the additional temptation to choose and use a simpler vocabulary and less complex grammar than they are capable of through lack of confidence" (p. 14). In other words, students feel to be hindered with their problems to pronounce a complex word. They could not speak based on their will, and for a long term effect since it would decrease their spirit to learn. O'Connor (2003) said that, "the errors of pronunciation that learners of English from

different language backgrounds make are systematic and not accidental" (as cited in Hassan, 2014, p. 31). Many students are confused with English pronunciation rules. It is hard to learn something that did not exist in their mother language such as: /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Some of them assume that pronunciation is scary because they have no experience in learning pronunciation and lack of knowledge. According to Hassan (2014), there are four problems faced by students in general. The first one is about Mother tongue Interference, second one is about sound system differences between L1 and L2, third one is about inconsistency of English vowels, and the last one is about influence of spelling on pronunciation.

Mother Tongue Interference. Students in EED UMY come from a lot of different regions in Indonesia. Some of them come from a region which has a dialect or accent in their daily communication. Those students often use a vernacular in their daily communication. It is really hard when they have to change their habit into English. It is the opposite of their daily language. Kurniawan (2011) stated that,

> When Indonesians learn English, our mother tongue will interfere the process and this is called interference. The interference can be positive and negative. The interference is said to bring positive effect if the mother tongue can ease the process and it happens if the two languages have many similarities. Negative impact will appear if our Indonesian language causes much difficulty. They will use the patterns of mother tongue to produce the utterances in oral and written forms which are not available in target language.

On the other hand, Brown (2000 as cited in Hassan, 2014) stated that, "a second language learner meets some difficulties because his LI affects his L2 especially in adulthood, and this effect is a result of LI transfer; so it is a significant source of making errors for a second language learner" (p. 33). Other studies imply that L1 has a big impact in learning a new language. Clearly, L1 takes a part in receiving new second language where it could be affected the process of learning L2. A learner who tries to process information about new language has to deal first with his/her mother language habit. "What actually happened between trying to receive new information about new language and first language is usually called interference between L1 and L2. That is the first wall of learning new language" (Ladefoged, Carter & Nunan, 2001 as cited in Hassan, 2014, p. 33). Many students confused about the way to pronounce English vocabulary, especially when they have to speak about English vowel and diphthong. Their first language affect automatically to their understanding about new language. It make a confusion to receive the information about new language, and it often happened to the new L2 learners. According to Shastri, Sinha, Banerjee, and Avanika (2009), "the first language interferes in the acquisition of the second language and it is applicable universally" (p. 123). Many of them feel confused to distinguish between one vowel and diphthong. e.g: /p/ and /b/, or in word ((p)ull) with ((b)ull), ((p)hone) with ((b)hone), ((p)roud) with ((b)roud). According to Strange (1995 as cited in Shastri, Sinha, Banerjee, and Avanika),"perceptual foreign accent" to refer to the "significantly difficulty" which adults have "perceiving most (but not all) phonetic contrasts that are not functional in their

native language" and they notes that this can interfere with learning an L2 phonology." (p. 119).

The mispronunciation of the above sounds is the result of the over practice of the first language, a process of fossilization. The adult's vocal musculature is set to pronounce foreign sounds with an accent (Yule; O'Connor, 2003 as cited in Hassan, 2014, p. 33). A habit is something that is really hard to change. It becomes an identity of someone's life. When the students need to pronounce some words or sentences in English, their accent of the first language will influence the way they speak. It is natural and it flows unconsciously. Hassan (2014) said that, "the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English and to break down the arrangement of sounds which the habits and the systems of our LI have strongly built up" (p. 33).

Shastri, Sinha, Banerjee, and Avanika (2009) noted that, "phonological awareness plays a major role in learning to read words, sentences or paragraphs in a particular language. It refers to the sound of one's language in the processing of writing and speaking" (p. 119). Nevertheless, the mother tongue interference takes an important part as the first wall faced by the student in mastering the pronunciation. According to Kasper & Faerch (1983),

Sometimes there are interferences and occasionally responses from one language system will intrude into speech in the other language. It appears that learning is most successful when the situations in which the two languages (L1 and L2) are learned. In other words, it would reduce the

interference if the students know much more about the basic of both languages (as cited in Bhela, 1999, p. 23).

Sound System Differences between LI and L2. The sound system in every language generally different from others, especially for the EED students of UMY. Some words might have a similar characteristic with the target language, but still have a lot of differences of the sound system. Flege (1995 as cited in Pech & Izquierdo, 2011) explained that, "sounds which are similar but slightly different in the L1 and L2, are difficult to acquire since the new L2 sounds can be confused with the familiar L1 sounds" (p. 3). In the other words, automatically, students could not distinguish new language that similar to their first language. It has already been set on their unconscious. Thus, the student who learns English as the second language is needed to learn more about the differences of the sound system between their first language and English. According to Flege (1995 as cited in Pech & Izquierdo, 2011), "L2 sounds that are similar to L1 sounds are not easy to acquire because they are perceived as L1 equivalents. Nevertheless, some studies show that it is really possible to get used to English sound system and throw out the influence of the first language" (as cited in Pech & Izquierdo 2011, p. 3). Instruction is one of the methods that is used to reduce perplexity of students. To examine the effects of instruction. According to Pech & Izquierdo (2011)

Derwing, Munro and Wiebe (1997), exposed 12 advanced learners of English to 12 weeks of suprasegmental instruction. The participants had lived in an English-speaking country for over 10 years. Before and after the instruction, speech samples were obtained from the participants.

Analyses revealed that the participants had improved their intelligibility

and comprehensibility, and had reduced their accentedness (p. 4).

That is one of the evidences to reduce the L1 effect in learning L2. Students could

use that to correct their mistake in learning the second language.

The Inconsistency of English Vowels. English vowels have more than

one pronunciation. For a beginner learner, it is quite difficult to learn. Many of

students who have no experiences in English pronunciation confused with those

vowels. The inconsistency of English vowel might lead them to mispronunciation

and another bad imprint. Cruttenden (1994) stated that, "the main difficulty for all

those whose own languages have a less complex vowel system, lies in the

establishment of the qualitative oppositions" (p. 3). Most of the learners think that

every vowel has only one type, e.g: blood /bl ʌ d/, among /əm ʌ ŋ/, come /k ʌ m/,

among /əm ʌ ŋ/. They think that this occurs to all the same characteristic word, in

this case, is /ʌ/ so that they pronounce it all in the same way. But in fact, not all

the word with the same characteristic shall read in the same way. It might be

caused by the first impression that all the same characteristic word has to

pronounce in the same way. Thus, they remember that as a rule of pronunciation.

This is one of misunderstanding that happened among the beginner learner, and

this is one of the problems in English pronunciation.

O'connor (2003 as cited in Hassan, 2014) reported that, "it is not simple to

know the exact sounds the letters stand for or represent in a certain word for

instance in the words city /siti/, busy /bizi/, women /wimin/, pretty /priti /, village

/vilidʒ/, English /i ŋ gliʃ/ the letters y, u, o, a, e, all of them stands for the same

vowel sound /i/" (p. 34). Some beginner learners who have no experience and proper knowledge of pronunciation would not understand to distinguish all of them into the correct pronunciation. According to Power (2003 as cited in Hassan, 2014), "there are 23 common pronunciation problems, some of them are related to vowels e.g. the students confuse /I/ with /i:/ as in sit, seat, and /ɔ/ with /əu/ as in not, note and / æ/ with /ei/ as in mat, mate and /e/ with /ei/ as on let, late" (p. 34). It is tough when the learner needs to pronounce vowel with inconsistency on it. Therefore, the learner needs to be more seriously to take an attention in pronouncing something in English because the incorrect pronunciation might trigger the ambiguous meaning.

Spelling on Pronunciation. Spelling is known as the way to speak in pronunciation, and it also becomes something that needs to be mastered for the beginner learner. Based on the researcher experiences as a prospective teacher in EED UMY, it is found that many of students in EED UMY often spell the wrong pronounce on pronunciation. It is the cause of the different rules of both English and Indonesia. English pronunciation rules have some inconsistency. Not all the same letters are pronounced in the same way. It makes students confused because there is no rule like that in Indonesian Language. The Indonesian language pronounces the word like what is written, and it is really different from English. Bancha (2013) noted that, "the fact that English spelling is inconsistent makes it more difficult and requires more effort to memorize" (p. 3). Yule (2001 as cited in Hassan, 2014) also noted that, "the sounds of spoken English do not match up, a lot of time, with letters of written English so if we cannot use the 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).

The learner who still does not have the mastery of pronunciation of such words pronounces each of them by looking at its spelling, and he is expected to mispronounce them (O'Connor, 2003 as cited in Hassan, 2014, p. 35). English pronunciation rules are quite complicated for the learners, especially for those who have not known English and lack of experiences. There are rules in English pronunciation which spell some words in the same way but quite different in the pronunciation, e.g: /fuse/ /fjuːz/ and /furtive//ˈfɜː(r)tɪv/, /neglect/ /nɪˈɡlekt/ and /negligent//ˈneɡlɪdʒ(ə)nt/, /police//pəˈliːs/ and /policy/ /ˈpɒləsi/. The differences are on (u), (e), and (o). Nevertheless, the beginner learners are really hard to realize the differences. They would speak just like what was written and that is the common problem in learning pronunciation faced by almost all of the second language learners.

The Strategic Problems in Learning Pronunciation

Based on the situation above, there are a lot of pronunciation problem faced by the English learners. To prohibit students' bad thinking about pronunciation, the strategies are the best way to make them learn pronunciation properly. This is the only thing students need to do in order to master pronunciation. The strategies improve their pronoun skill obviously, find a new method of learning pronunciation, diminish their bad behaviour in speaking which is influenced by their first language, and enhancing their confidence and make them better. The most important one is to make them fully understand,

comfortable and confidence in pronouncing words. The strategies are the best way to change their inappropriate perspective about pronunciation. This is what they need to do in order to gain their spirit to learn much more about English, and to help them to speak more fluent than before.

There are four strategies to enhance English learners' pronunciation skill. Gilakjani and Ahmadi (2011) noticed that students need to practice conversation, make drilling, obtain expert guidance, and exercise critical listening. These strategies are basic for the beginner learners to get to know about pronunciation properly. However, students usually met the difficulties regarding to the strategies in learning pronunciation. Those strategies become their first obstacle to master pronunciation. Many students feel the difficulties to learn the strategies because of lack of knowledge and did not know the ways to learn pronunciation. Therefore, the strategies issues also become the problem in learning pronunciation.

Conversation. What learners most want (Willing, 1993; Volkoff & Golding, 1998) - and what will help them most are plenty of authentic conversation practice (Burns & Joyce, 1997, as cited in Gilakjani and Ahmadi, 2011, p. 79). The conversation could be taught by the lecturer in the class, but the most valuable action is the effort from students themselves. The students should consider the big thing to practice conversation. They need to find the best partners to make a conversation with them. The expert said that the good partner is a native speaker who already knows student's first language so that the native could make a correction about incorrect pronunciation. However, the students usually do not have a partner to practice the conversation with. Sometimes, students underestimate the conversation and feel that conversation is something ordinary

that did not need a special attention. As the result, the students stuck and could not develop their pronunciation skill.

Drilling. Sardegna (2011) mentioned that, "analyzing the spelling and applying orthography-based prediction rules for linking to figure out which sounds you should link and how you should pronounce them is the way to improve student's pronunciation weaknesses." (p. 108). Students would know better about their pronunciation errors in speaking. Gilakjani & Ahmadi (2011) noted that, "analyse students mistakes by themselves are something that makes them thinking about some weak part that needed to be repaired. Learners also need considerable drilling and repetition - but this must directly exercise the speech that they will actually use in real life." (p.79). Students should drill and repeat their weakness after knowing the problems so that they think a lot and they are able to find the best strategies to develop and enhance their pronunciation skill. Students can drill the minimal pair or practice tongue twister to make mouth habitual with the alien words. However, the best way to do the practice is only with something common that students have known already. Sometimes, it also becomes the problem because not all students know this strategy. Drilling is a strategy that is really effective to make the students tongue adapted with the pronunciation. Thus, students could consolidate their basic pronunciation knowledge before they continue to the tough parts.

Expert Guidance. There are three technics to get a better pronunciation practice. The first one is about speech monitoring, the second one is about comparing the performance with other models, and the last is about changing the performance to match the model.

The first one is about speech monitoring. It is driven at the way students'

awareness about their own mistakes and evaluate the mistakes and correct them

into the correct ones. In this point, students have to drill their mistakes and guided

by the visual guide. It could be some native on the recording or the video that

expert gives the best example of pronunciation to be learned by the learners. The

success rate depends on the desire to learn of students itself.

Second one is comparing the performance with other models. This

compare student production to a recording of the text or other sources that

illustrate the same linking sound(s), or students' own models from memory.

(Sardegna, 2011, p. 108). After drill words many times, students need to compare

their result with an expert or their trust resource. It is useful to search an incorrect

pronoun and repair it directly.

The last one is changing the performance to match the models drive at

evaluating and make a program to manage their learning process so that they

could increase their skill and make them pronounce properly. Students only take

the best way and leave behind the unnecessary things.

Those technics depend on the spirit of students. They are basically guided

by the students themselves, but the students still need assistance from the expert.

In the other way, Gilakjani and Ahmadi (2011) noticed that, "learners are most

helped by teachers who can appreciate and imaginatively explore what the sounds

seem to like to learners, gradually leading them to more appropriate ways of

thinking about English pronunciation" (p. 79). The verbal thing is to take a part of

students learning process. A communication has a plus point for students'

development. However, students need to be clever to point their guidance. According to Burn & Joyce (1997), "this requires the understanding of cross-language - as well as English - phonetics and phonology, and of speech perception and production (psycholinguistics). They (guidance) need to be terms based on the way the learner thinks about the sounds, not the way English speakers do. A variety of 'tricks' can be found for most learners" (as cited in Gilakjani and Ahmadi, 2011, p 79). A proper expert guide is the one who understands the students' personality and perception first before they judge the problems so that they could lead the student in a good way. Ironically, sometimes the students feel embarrassed to ask and practice with the expert guidance. On the other hand, sometime there are no enough number of expert to guide the students, and that is a problem to learning pronunciation. Hence, the students could not learn properly and get the maximal experience in learning pronunciation.

Critical Listening. "Learners need sample opportunity to listen to their own speech and that of fellow learners in comparison with that of native speakers, and to learn to distinguish the aspects of learner pronunciation that make comprehension difficult for native speakers." (Gilakjani and Ahmadi, 2011, p. 79). The rate of success of learning pronunciation is pointed at critical of students. If students want to speak properly, they have to be a good listener too. Students could record their speech and find the particulars on it. Discuss with the expert to find the referring the problems. Being a critical learner to increase the perception of pronunciation learning is the better way to be better than before. However, students meet the difficulties regarding to this strategies. Critical listening needs a

good listening skill and many of student also have a problem with listening, so that it hinder them to be a good critical listener.

Miscellaneous Issues in Teaching Pronunciation

Related to the problem and the strategies above, there are a lot to concern about by the provider of material and focus of the subject. The concern is categorized as needs in effort to reach a good pronunciation. It is better if the institution as the subject provider give an optimal effort as a major that provide pronunciation focus. The problem is that in English courses there is usually little or no time allocated to teaching pronunciation and the majority of lesson planning is devoted to vocabulary and grammar progress (Baker 1990, p. 1 as cited in Mikulastikova, 2012, p. 12). In this case, the institution that provide the subject would be better if they give more time allocation for learning pronunciation, because as a second language learner, pronunciation would be an obstacles to deal with. King (2007) stated that,

ELL's need more time than native speakers (beginners require much more) first is silent period. It is time to listen, learn, secretly practice orally, and assess safeness of class/instructor. Second one is wait time. Once production begins, allow for time to think and formulate reply. Third one is preparation time. It is time to prepare an oral response. Fourth one is practice time. It is time for social interaction and to work on aspects of language difficult for student. (p.7)

On the other hand, to master good pronunciation needs more experts' effort and the strength of the teachers. The pronunciation would be optimal if the expert

gives more concern to the students and guide them based on their needs. Santos & Tajeda (2014) stated that, "teachers should focus on the needs of their learners rather than generalize the teaching of pronunciation" (p.154).

In addition, it is better to make some continuation of pronunciation class or it could say an advance level to make student develop and keep the consistency in learning pronunciation. A separate pronunciation class may be very helpful here, because in such dedicated classes learners may have more time to counteract the 'filter' of their first language and redevelop their awareness of the sounds and patterns of English (Yates & Zielinski, 2009). Thus, it would be better if the subject provider makes a special program that concern to the pronunciation and it contains a lot of material that encourage students to learn in particular of their needs. Yates & Zielinski (2009) stated that, "practice and provide feedback on pronunciation in an ongoing way is more useful than a truckload of pronunciation materials."

Review of Related Study

Hassan (2014) in his research entitled "Pronunciation Problem: A Study Case of English Language Students at Sudan University of Science and Technology" conducted in Al-Farabi Private College, Riyadh, KSA. It took 80 participants to do test divided into two parts. The first part involved 50 participants conducted to do the recording for the study test, and the second part involved 30 participants that have to fulfil the questionnaire on the exact sound which the students mispronounce and the reason for the pronunciation problems facing by them. The researcher used tape recording and observation to collect the

data from participants. On the other hand, a structured questionnaire was used to

collect the information from the sample of the teachers. Hassan (2014) stated that,

"the questionnaire contained (22) items reflect the opinions and ideas of the

teachers about the pronunciation of some Sudanese Students of English (SSEs). In

the questionnaire, each teacher was asked to choose one answer according to the

Tri Regression Measurement, which contains three levels (agree-not sure-

disagree)" (p. 36).

> It was noticed that many SSEs have problems with the pronunciation of
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> monophthongs that have more than one way of pronunciation; Ted power
>
> considers the mispronunciation of vowels are of minor importance if
>
> compared with the long vowels, diphthongs, stress and intonation
>
> .However the researcher believes that it is a serious error to mispronounce
>
> /servis/ as /servais/ or/meik/as /mæk/. (Hassan, 2014, p. 41).

The mispronunciation happened in Sudan Student of English (SSE) was because

of lack of the phonemes in Arabic. Arabic phonemes have many different

phonemes with English that make them could not distinguish it clearly. Moreover,

the researcher of this research concluded that most of the SSE have a problem

with voiceless bilabial /p/, the voiced bilabial /b/, and also voiced dental fricatives

/d/ and /z/.

Another research was written by Lili (2005) entitled "Pronunciation

Difficulties Analysis: A Case Study Using Native Language Linguistic

Background to Understand a Chinese-English Learners Pronunciation Problems".

This research conducted in order to know and make a prevent action toward

Chinese second language learner's problem during the learning. The participant was a female named Zhang Ya. She was a graduate student who took Intensive English Program for fulfilling the criteria of International Teaching Assistants (ITAs). The researcher interviewed her for collect the validity of data. The interview aim was to know the current condition of pronunciation problem and to get Spontaneous Speech Sample (SSS).

That was required to measure how big the pronunciation problem is. On the other side, Zhang Ya was taped reading the diagnostic Passage (DP) adapted from Prastor & Robinett's Accent Inventory (1985) (Lili, 2005, p. 78). This test is head for diagnosing individual pronunciation weakness of students from different language backgrounds. DP & SSS record monthly because each record was not the same. As the result, the researcher noted that there are three categories of problems faced by the participant on the last session of collecting data. The results were about individual sounds (improper articulation vowels and consonants), problems with combining sounds into words (obtrusive vowel insertion, an omission of endings and contraction, failure in pronouncing consonant clusters) and the problem with prosodic patterns (improper application of word and sentence stress, wrong intonation at the end of the sentence.

According to Lili (2005), "typical English pronunciation difficulties for Chinese learner is categorized into seven types: consonant such as /v/, /r/, /n/, /l/, /b/, /p/, /d/, /k/, and /g/; vowel such as /i/ and /ei/; consonant clusters both in the initial or final position, especially when they need to produce the longer words; word stress; sentence stress; pausing and thought groups and intonation variation" (p. 80). It makes her confuse about the purpose of speaking. Those sounds do not

exist in Chinese so that she has to recognize it first and memorize it as something new. That was the big problem for Chinese learner.

There are 3 ways that make Chinese learners suffer for. The first is about the words English which have the consonant like /v/, /p/, /b/ would make them in trouble. For example, consonant /v/, this consonant does not occur in most Chinese dialects. As a result, they will pronoun /v/ with /w/. The second is the sound-spelling system. Most of the Chinese words have a vowel ending, except for 'n' and 'ng', so as the result, final consonant clusters in grammatical endings as in the plural, possessive and the third a person would be a real trouble for Chinese learners. The last one is about transferring from the different prosodic patterns in Chinese from that in English such as intonation, word stress, linking and suprasegmentally errors would be their trouble too.

Another research was conducted by Kurniawan (2011) entitled "Indonesians' Barriers in Learning English". This research was conducted to know the barriers of Indonesian language toward English. According to his research, the process of learning English for Indonesians is not easy. There are many problems that are faced to succeed in learning this language. Experts who study the language acquisition deeply for years have identified two broad factors, namely linguistics and non- linguistics. Linguistics differences between English and Indonesian in domain of sounds, words, sentences are barriers that bother English mastery. In addition, non-Linguistics factors, which consist of mother tongue interference, social contact and language aptitude also contribute to the slowness of English acquisition for Indonesians.

Conceptual Framework

Pronunciation is known as one of frightening spectre for L2 learners. Pronunciation takes a big part in students' speaking skill. Many types of research admitted pronunciation as one of the difficult things in learning English yet students are expected to master pronunciation in order to shore up their speaking skill. However, students are faced with many problems that make them stuck and confused to learn pronunciation such as Mother Tongue Interference, Sound System Differences between LI and L2, Inconsistency of English Vowels, and Influence of Spelling on Pronunciation.

Based on the problems faced by students, the researcher find three main topics research that will be investigated in this research. The first one is about the pronunciation problems faced by them, it includes their point of view about pronunciation and their personal problem that make them hard to learn pronunciation. The second one is about strategic problem to learn pronunciation which shows their first obstacle to learn pronunciation properly. The third one is about miscellaneous issues in teaching pronunciation that shows the weakness and the issues in the process of pronunciation teaching and learning. However, since the problem related to the EED students, the researcher will conduct the research at EED UMY to investigate the problem faced by EED students' batch 2012 of Universitas Muhammadiyah. The conceptual framework will be presented on the figure below.

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Figure 1. Conceptual Framework

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                          │  Pronunciation  │
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                         ╱        │         ╲
                        ╱         │          ╲
                       ▼          ▼           ▼
┌──────────────────────────────┐ ┌──────────────────┐ ┌──────────────────────┐
│ The pronunciation problems   │ │                  │ │                      │
│ -Mother tongue interference  │ │ The strategic    │ │ Miscellaneous Issues │
│ -Sound system differences    │ │ problems in      │ │ in Teaching          │
│ between L1 and L2            │ │ learning         │ │ Pronunciation        │
│ -Inconsistency of English   │ │ pronunciation    │ │                      │
│ vowels                       │ │                  │ │                      │
│ -Spelling on pronunciation.  │ │                  │ │                      │
│ (Hassan, 2014)               │ │                  │ │                      │
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