#### **CHAPTER II**

### LITERATURE REVIEW

#### 2.1 Theoretical Framework

This chapter consists of theories that underlie the research topic and the previous study.

## 2.1.1 Phonology

According to Yule (2006: 43), phonology is essentially the description of the systems and pattern of speech sounds in a language. The general study of the characteristics of speech sounds is called phonetics.

According to Ramelan (1994: 1), phonology is the study of phones or speech sounds. There are two studies of phonology, phonetics and phonemics. Phonetics is the study of speech sounds as sounds, without regard to their function as signalling units of language. Phonemics is the study of speech sounds with a view to finding out the significant units of sounds in a given language.

#### 2.1.2 Pronunciation

According to Oxford learner's pocket dictionary (2008: 352), Pronunciation is way in which language or a particular word or sound is spoken. Based on Christiane Dalton and Barbara Seidlhofer in Pronunciation book (1994: 3), they stated that pronunciation in general terms as the production of significant sound in two senses. The first sense is talk about pronunciation as the production and reception of sound speech. Then the second is talk about pronunciation with reference to acts of speaking. In the simple word, we can define pronunciation as

a part of speaking skill that related with how to make correct sounds in order to achieve meaning in context of use. Based on Corder (1980: 1) "Pronunciation is the way in which a word is pronounced. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language".

## 2.1.3 Aspects of Pronunciation

The study of speech sounds can involve either segments or suprasegmentals. Segmental feature includes phoneme that consist of vowel and consonant. In addition, suprasegmental includes stressing and intonation.

# a) Segmental

The segmental feature concerns with the phonemes which includes of vowel and consonants of a language. Consonant, Consonant sounds may be voiced or unvoiced. While the consonant sounds are mostly articulated via closure or obstruction in the vocal tract, vowel sounds are produced with a relatively free flow of air. They are all typically voice. To describe vowel sounds, we consider the way in which the tongue influences the 'shape' through which the airflow must pass. To talk about place of articulation, we think of the space inside the mouth as having a front versus a back and high versus a low area. The place of articulation include: bilabial, labiodental, Interdental, alveolar, palatal, velar, uvular, glottal.

The phonetic symbols for English consonants and vowels are then presented and classified according to the three criteria: voicing (whether the vocal cords vibrate or not), place of articulation (where in the mouth

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the sound is produced), and manner of articulation (how the airstream flows in the mouth during the articulation).

## 2.1.4 Consonant

Based on Fromkin (2003: 207), place of articulation on consonant:

## a. Bilabial : [p], [b], [m]

When we produce a [p], [b], or [m], we articulate by bringing both lips together. These sounds are therefore are therefore called bilabials. The first sounds in *pin* [pin], *bin* [bin], and *men* [m n] are bilabials.

## b. Labiodentals: [f], [v]

We are also use our lips to form [f] and [v], as in *fine* [fam] and *vine* [vam]. we articulated these sounds by touching the bottom lip to the upper teeth, labio referring to the lips and dental to the teeth-hence, labiodentals.

## c. Interdental: [ ], [ð]

Both [ ] and [ $\eth$ ] are represented orthographically by the th in the words thin [ m], ether [ ${}^{t}i:.\theta\sigma$ ], then [ $\eth$ en], and either [ ${}^{t}i:\check{\eth}\sigma$ ] (or, as some pronounce the last word, [ $aj\eth$  r]). To articulate these "between the teeth" sound in English (interdentals), one inserts the tip of the tongue between the upper and lower teeth. On the other hand, some speakers of English produce [ ] and [ $\eth$ ] by placing the tongue against the back of the upper teeth, making a sound more correctly called dental.

## d. Alveolars: [t], [d, [n], [s], [z], [l], [r]

Alveolar sounds are articulated by raising the front part of the tongue to the alveolar ridge. The first sounds of do [du:], new [nu:], two [tu:], sue [su:], and zoo [zu:] are all alveolar ridges. To produce the lateral [l] as in lake [lek], the tongue is raised to the alveolar ridge with the sides of the tongue down, permitting the air to escape laterally over the sides of the tongue. The sound [r] is produced in a variety of ways. Many speakers of English produce [r] by curling the tip of the tongue back behind the alveolar ridge.

# e. Palatal: [ ]/[š], [ ]/[ž], [ ], [ ], [ ]

To produce the sounds in the middle of the word *mission* [mɪš n], *measure* [m ž r]. the front part of the tongue is raised to a point on the hard palate just behind alveolar ridge. These palatal sounds, along with [] and [], the sounds that begin and the end words *church* and *judge*, are sometimes referred to as alveopalatals, or palatoalveolars. The first sound in yellow is the palatal glide [j].

## f. Velars: [k], [g], [ ], [w]

Another class of sound is produced by raising the back of the tongue to the soft palate or velum. The initial and and final sounds of the word *kick* [kik] and gig [gig], and the final sounds of the words *back* [bæk], *bag* [bæg], and *bang* [bæ], are thus called velar sounds. Note that the first sound in *winter* is the rounded velar or labiovelar glide [w]

## g. Uvulars: [R], [q], [G]

Uvular sounds are produced by raising the back of the tongue to the uvula. The r in French is often an uvular trill and is symbolized by [R]. Uvular sounds are also found in other languages. Arabic, for example, has two uvular sounds symbolized as [q] and [G]. Uvular sounds do not occur in English.

### h. Glottals: [?], [h]

The [h] sounds that starts words such as hat, who, and hair is a glottal sound. Although classified as a consonant, there is no airflow restriction in pronouncing [h]. Its sound is from the flow of air through the open glottis. The tongue and lips are usually in the position for the production of the following vowel as the airstream passes through the open glottis.

### **2.1.5 Vowel**

Basically, the place and the manner of articulation in pronouncing vowels and consonant are different in the amount of air that is used. In English, the most important to learn the sound is vowel. Because it is difficult to know where to put tongues when people make vowels, they need to experiment with the sounds. Vlack (2004: 57) states: "The place of articulation of vowels is made especially difficult because in vowels the tongue should not actually touch any particular place in the mouth. That is there is no physical contact between the tongue and the mouth in vowels sounds". According to him, the place of articulation in vowels is differentiated along two different planes: relative height and relative frontness. There are three distinctions in each category namely front, central and back.

#### a. Front of Vowels

In articulation, front of vowel consist of six phoneme: /i/, /ɪ/, /e/, / /, /a /, and /æ/. The manner of articulation of these vowels are voiced such as consonant and the place of articulation also like consonants that is based on the location of the tongue within the mouth. For the front vowels, the tongue is obviously more forward in the mouth. (Vlack 2004: 59).

#### **Sounds Distinction**

/i/ This is the highest and most forward front vowel.

Examples: beat /bi:t/, feed /fi:d/, city /si:ti/, and sheep / i:p/

/I/ This is a bit lower and further back than /i/.

Examples: bit /bit/, fit /fit/, slid /slid/, and ship /ʃip/

/e/ This is a mid-front vowel.

Examples: bait /bet/, raid /red/, and made /med/

// This is a mid-front vowel that is beginning to get a little low.

Examples: bet /b t/, red /r d/, lead /l d/, and bed /b d/

/æ/ The tongue is getting quite low here, but it is still near the front of the mouth.

Examples: bat /bæt/, ladder /læd/, fad /fæd/

/ / This is the lowest and furthest back of the front vowels.

Examples: body /b di/, pot /p t/, and hobby /h bi/

#### **b.** Central Vowel

In articulation, central vowel consist of four / /, /A/, / / and / /. There is really only on central vowel in English, but we have different signs for stressed and unstressed sounds.

/ / This is the unstressed central vowel. It is so important a sound it even has a name schwa.

Examples: america / mer.i.k /, and korea /k ri . /

/A/ This is the stressed central vowel. No one cares what it is called.

Examples: lucky / 1 k.i/, up / $\Lambda$ p/, and but / $b\Lambda$ t/

/ / This is the r-colored unstressed central vowel.

Examples: lover / 1 v. /, and sister / sis.t /

/ / This is the stressed central vowel.

Examples: dirt/d :t/, herb / :b/, and fur /f :/

Basically, / / and /A/ are the same sound. The difference in location of the tongue when they are produced is tiny. They have been given different symbols because, in English, it is very important that we distinguish between stressed and unstressed sounds.

### c. Back Vowel

In articulation of back vowel consist of four /u/, / /, /o/, and / /. Back vowels in English are rounded. The basic problem with this is that they are not all rounded to the same degree. The place of articulation for back vowels, like front vowels and consonants, is based on the location of the

tongue within the mouth. Because the tongue does not touch any thing, this makes finding the location much harder.

#### **Sounds Distinction**

/u/ This is the highest and most back of the English vowels. This is a tense sound in that the lips are taut when you are making the sound.

Examples: you /ju:/, dude /du:d/, and food /fu:d/

/ / This is a little bit further forward and lower than /u/. This sound is lax.

Your lips are rounded but in a relaxed way.

Examples: book /b k/, could /k d/, and wood /w d/

/o/ This is a central back vowel. This sound also has a longer more rounded version which is sometimes written /o/

Examples: boat /bo t/, over / o .v /, drove /dro v/ and show / o /

/ɔ/ this is the lowest and furthest forward of all the back vowels.

Examples: call /kɔːl/, awful /'ɔː.fəl/, and horse /h :rs/

Those categories of articulation above indicates that vowels are more harder than consonant because vowels are include various part of tongue.

## b) Suprasegmentals

Suprasegmentals are aspects of speech that influence stretches of sound larger than a single segment. Suprasegmentals aspects of speech include length, tone and intonation, syllable structure, and stress.

#### a. Lenght

Length is the long or short a phoneme should be pronounced.

#### **b.** Tone and intonation

The terms tone and intonation refer to linguistic uses of pitch. Tone refers to the use of pitch to convey meaning at the word level. Intonation refers to the use of pitch to convey meaning at the sentence or discourse level.

### c. Syllable structure

A syllable is a phonological unit composed of one or more phonemes.

#### d. Stress

Linguistic stress is a prominence relation between syllables: certain syllables are longer, louder, higher-pitched, or more clearly articulated than those around them.

# 2.1.6 Error of pronunciation

Dulay (as cited in Trisniawati, 1982: 138), "Errors are flawed side of learner speech or writing" based on statement, the researcher can explain that something which is connected with speech or writing flawed is called error.

According to Brown, in order to analyze learner language in appropriate perspective, it is crucial to make a distinction between mistakes and errors. A mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. Mistakes can happen in both native and second language are the result of some sort of temporary breakdown, hesitations, slip of the tongue, random ungrammaticalities, or imperfection in the process of producing speech and can be recognized and corrected by native

speakers. Error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner.

### 2.2 Previous Study

Hassan (2014) investigated learners whose first language is Sudanese Spoken Arabic. The subjects for the study were fifty students from University of Sudan of Science and Technology (SUST), and thirty university teachers of English language from the same university. The instruments used for collecting the data were observation, recordings and a structured questionnaire. The data collected were analyzed both statistically and descriptively. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and / /, /b/ and /p/, / / and /t /. Based on the findings, the study concluded that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.

Mayasari (2013) analyzed of students' errors in pronouncing vowels. Most of the students may have problems to pronounce English vowels, although they get English lessons in their school and they can not master English pronunciation well. Therefore, students often make errors. The problem in this study is kind of errors that students faced in pronouncing English diphthong and the purpose of this study is to find out the error that the student faced in pronouncing the English diphthong. Population of this research is consisted of 7 classes total number 266

students are chosen as the population, but only 31 students were the subject of research. Instrument that is used by the writer is a test and recorder to record the pronunciation of students in conducting tests. In analyzing the data using descriptive analysis to calculate the percentage of all errors and interpret the results of the dataanalysis. There are 3 diphthongs at the error number is 63,63%, while the number of a 30.54%, 6.08% and then 1 numbers. So the results of the analysis, the most diphthongs that students' errors in pronouncing diphthong is at.