

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Definition of pronunciation

Pronunciation

From the dictionary of oxford pocket learners we can find the definition of pronunciation is way in which a language is spoken or particular word or sounds is spoken¹¹. Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra-segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested¹².

A consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to

¹¹ Oxford Learner's Pocket Dictionary New Edition(Oxford University Press 1995) p. 352

¹² <http://www.ameprc.mq.edu.au/> [accessed on Thursday 24 January 2013 at 10:35 p.m.]

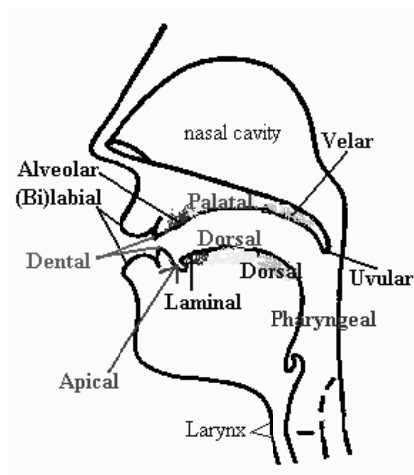
assess why it is important to deal with pronunciation in the classroom. Gerald Kelly said in his book *How to Teach Pronunciation* that: when a learner says, for example, soap in a situation such as a restaurant where they should have said soup, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress).¹³ To pronounce the word well, then speaker must understand how to pronounce it first. Researcher considers that stress and intonation of words make an important part of pronunciation. Many persons sometimes made a mistake when they speak in English. And some of them are mistakes in stress and intonation. They sometimes don't really care about what reveal from their speech. Some addressee of conversation get confuse because of those careless.

Otherwise, to make a good pronunciation, then understanding of it must be absolutely learned before. Students must understand the parts of pronunciation that considering builds the pronunciation understanding and skill. Pronunciation has relationship with mouth and its part, as Gerald Kelly said in his book also, that we speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge. (See the diagram below). The nasal cavity comes into play for certain sounds, and the movement of the

¹³ Kelly, Gerald. *How to Teach Pronunciation*. (Harlow: Pearson Education Limited, 2000) p.11

lower jaw is also important. Articulation happens when the airstream is interrupted, shaped, restricted or diverted.

Figure 2.1¹⁴



The aspects that pronunciation covers:

- a. Sounds
- b. Phonetic symbols
- c. Stress
- d. Intonation
- e. Rhythm

¹⁴ <http://www.unil.ch/webdav/site/ling/shared/IntroPhonEnglish/organes.GIF> [accessed on Thursday 24 January 2013 at 10:48 p.m.]

a. Sounds

From the dictionary of oxford pocket learners we can find the definitions of sounds are something you can hear; idea or impression that you get of somebody or something from what somebody says or what you read; give a certain impressions¹⁵

Segmental features: The individual sounds (phonemes) of a language—the vowel and consonant sounds. Supra-segmental features: Aspects of pronunciation that affect more than one sound segment, such as stress, intonation, and rhythm—the musical aspects of pronunciation.

“The Consonant System”

Phonology: The study of speech sounds in language. Phonemes: The distinctive sounds of a language; the sounds that a native speaker considers to be separate sounds. Changing from one phoneme to another causes a change in meaning. Every language has its own set of phonemes. Every language is different. Allophones: Variations in sound that are still felt to be the “same” sound, even though in reality they are slightly different. Changing from one

¹⁵ Oxford Learner’s Pocket Dictionary New Edition(Oxford University Press 1995) p.424

allophone to another might sound odd, but it doesn't cause a change in meaning. For example, the /k/ sounds in "car" and "key" don't sound exactly the same, but we hear them as being the same sound. The /n/ sounds in "pan," "panda," "pancake," and "panther" don't sound exactly the same, but we hear them as the same sound. They're all allophones of the same phoneme. We can divide phonemes into two groups:

Consonants: The sounds in which the air stream meets some obstacles on its way up from the lungs. Words like "big," "map," and "see" begin with consonants.

Vowels: The sounds in which the air stream moves out very smoothly. Words like "apple," "east," "over," and "out" begin with vowels.

Every language has consonants and vowels, but no two languages have exactly the same ones. Minimal pair: Two words that differ by just one sound, for example, late and rate, beat and bit, sat and sap. Minimal pairs can be used in many different ways in pronunciation practice. NAE: North American English, the standard dialect of the U.S. and Canada (although there are slight differences between U.S. and Canadian English). Letters and sounds are not the

same thing. A sound can be heard, but not seen. A letter is a written symbol that represents one or more sounds. When we talk about consonants and vowels, we're going to be talking about sounds, not the letters that represent them. Normal writing systems don't represent sounds perfectly. This is very true in English. For example, the letter "g" represents different sounds in "girl" and "giant." The letter "a" can represent several different sounds, as in "cat," "came," "car," "care" and "about." This is why we need a special set of symbols, called a phonemic alphabet, to represent sounds. There are many variations of these symbols. The chart on the next page shows the symbols used in Teaching Pronunciation. Should you teach a phonemic alphabet to your students? Maybe, or maybe not. You'll need to think about your students—their age, their interests, their reasons for learning English, etc.—before making this decision. For some students it's helpful, but for others it's just confusing and scary¹⁶

b. Phonetic Symbols

Students must also learn about the phonemic chart to understand about the pronunciation deeper. This phonemic chart or

¹⁶ <http://teachingpronunciation.pbworks.com/f/Pronunciation+chapter+handouts+2nd+edition.pdf>
[accessed on Wednesday 23 January 2013 at 9:38 p.m.]

table can help students learn and define pronunciation easier. This phonemic symbol also defines how student can pronounce words or sentence in any language. All of the language consists of words that have their uniqueness in pronouncing them.

This table has been taken from the IPA's table that defines pronunciation of each syllable in every international language. This table represents how a syllable in every language in the world pronounced.

Table 2.1¹⁷

Phonetic symbols

used in the dictionary

Consonants		Vowels and diphthongs	
p pen /pen/	s so /səʊ/	i: see /si:/	ʌ cup /kʌp/
b bad /bæd/	z zoo /zu:/	i happy /'hæpi/	ɜ: bird /bɜ:d/
t tea /ti:/	ʃ shoe /ʃu:/	ɪ sit /sɪt/	ə about /ə'baʊt/
d did /dɪd/	ʒ vision /'vɪʒn/	e ten /ten/	eɪ say /seɪ/
k cat /kæt/	h hat /hæt/	æ cat /kæt/	əʊ go /gəʊ/
g got /gɒt/	m man /mæn/	ɑ: father /'fɑ:ðə(r)/	aɪ five /faɪv/
tʃ chain /tʃeɪn/	n no /nəʊ/	ɒ got /gɒt/	aʊ now /naʊ/
dʒ jam /dʒæm/	ŋ sing /sɪŋ/	ɔ: saw /sɔ:/	ɔɪ boy /bɔɪ/
f fall /fɔ:l/	l leg /leg/	ʊ put /pʊt/	ɪə near /nɪə(r)/
v van /væn/	r red /red/	u actual /'æktʃuəl/	eə hair /heə(r)/
θ thin /θɪn/	j yes /jes/	u: too /tu:/	ʊə pure /pjʊə(r)/
ð this /ðɪs/	w wet /wet/		

(r) indicates that British pronunciation will have /r/ only if a vowel sound follows directly; otherwise it is omitted. In American pronunciation, every 'r' of the ordinary spelling is retained.

c. Stress and Intonation

¹⁷ http://1.bp.blogspot.com/-nT__1cRcnm0/TxBcKdv-TNI/AAAAAAAAAYY/n4rm5rLrSek/s1600/PhonSymb3.jpg [accessed on Thursday 24 January 2013 at 10:50 p.m.]

English, as many other languages in the world, has many words that have almost similar words' shape with other. The understanding of word stress and intonation actually give the effect of students' expertise in pronunciation. Word stress is extra force used when speaking a particular word or syllable. Stress can fall on the first, middle or last syllables of words, as is shown here:

Table 2.2

Syllable's Words Stress

Ooo	oOo	ooO
SYLlabus	engagement	usherette
SUBStitute	baNAna	kangaROO
TECHNical	phonetic	understand

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group are stressed on the second syllable, and those in the third group are stressed on the third syllable.¹⁸

In order to make a line of this word stress, Gerald Kelly in his book *How to Teach Pronunciation* write rules of word stress in a list.

Table 2.3

Word Stresses

Core Vocabulary: Many ‘everyday’ nouns and adjectives of two-syllable length are stressed on the first syllable. Examples are: SISter, BROther, MOther, WAter, PAper, TAble, COffe, LOvely etc.

Prefixes and suffixes: These are not usually stressed in English. Consider: QUIetly, oRIGinally, deFECtive, and so on. (Note the exceptions, though, among prefixes, like Bicycle and DISlocate.)

Compound Words: Words formed from a combination of two words tend to be stressed on the first element. Examples are:

¹⁸ Kelly, Gerald. *How to Teach Pronunciation*. (Harlow: Pearson Education Limited, 2000) p.67

POSTman, NEWSpaper, TEApot and CROSSword.

Words having a dual role: In the case of words which can be used as either a noun or a verb, the noun will tend to be stressed on the first syllable (in line with the ‘core vocabulary’ rule above) and the verb on the last syllable (in line with the ‘prefix rule’). Examples are IMport (n), imPORT (v); REbel (v) and INcrease (n), inCREASE (v).¹⁹

The occurrence of stresses remains regular, and unstressed syllables are squashed in between the stressed one, being shorter and losing some purity of the vowel sound. If you simply tap out the rhythm it is easy to be persuaded of the validity of this idea. One can indeed say this sequence of sentences with a regular rhythm, which seems to be preserved as one adds more syllables. There is also a strong contrast between stressed and unstressed syllables.

Stress-timing and regular rhythms are most noticeable in highly stylized and patterned language, such as poetry or nursery rhymes. How far the phenomenon is observable in everyday speech is

¹⁹ Kelly, Gerald. Ibid p.69

a matter for debate. Regularity of speech rhythm varies widely according to context, as it may bring factors such as the relationship between the speakers, their confidence, nervousness, etc. and whether their speech is rehearsed or spontaneous, not to mention personal habits of accent, dialect and so on. The use of stress in speech helps us both deliver and understand meaning in longer utterances and it is closely linked with intonation.

1) **Word and sentence intonation**

As Gerald Kelly said in his book also, *How to Teach Pronunciation* The term **intonation** refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level. We perceive intonation, understand it and use it without having to examine the intricacies of everything we say or hear.

In dealing with intonation in the language classroom, we need to examine the nature of these unconscious processes, bring them to the surface and show how we believe their work.

To be of use to the students, work on intonation in the classroom needs to focus on practice rather than theory. We need to show learners how the choices they make with regard to intonation serve to determine the meaning of utterances. Traditionally, theorists have attempted to show links between grammatical constructions and certain patterns of intonation. Although these theories are not 100 percent watertight, they give us some useful and teachable rules of thumb for helping students to use intonation successfully.

As well as helping to determine meaning, intonation gives us clues about the attitude of speaker, or how he feels about what he is saying. When listening to people speaking, we get clear messages about their attitude from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying, and so on. Such ideas can be used in the classroom to help underline the function of particular phrases and utterances.

Although certain aspects of intonation may be common to many languages, some of the ways in which intonation is used may be specific to particular ones.

Scandinavian languages, for example, tend to pronounce unstressed syllables on a higher pitch than stressed ones, whereas we usually do the reverse in English. Italian tends to change the order of words in a sentence to stress a particular word where we would do this through intonation. Spanish intonation tends to have a noticeably narrower range than English. Speakers of these languages will almost inevitably carry their habits of intonation over into spoken English. There are languages in which intonation has quite a specific meaning function, such as the various Chinese languages. These are called **tone languages** and they use their voice in quite a different way. The pitch and movement of the voice on a syllable determines the meaning. An often quoted example from Cantonese is *ma*, which can mean *mother*, *hemp* or *scold*, depending on whether the voice goes up or down or stays level.

Students' difficulties with intonation are not helped by the fact that concentration on grammar and vocabulary often takes their attention away from this feature. Struggling to find the right words will mean that the smooth movement of intonation will be interrupted.

In short, intonation needs to be a feature of classroom language analysis and practice. This will help students towards greater expressiveness and articulacy in English, and also help them to a better understanding of some of the subtleties of native-speaker speech. The main difficulty for teachers and students with regard to intonation is that its links with specific grammatical constructions or attitudes can only be loosely defined. The reason for analyzing these links is that the same words and structures can be given different meanings, or convey a different attitude by altering intonation. Grammatical and attitudinal analyses of intonation can offer no hard and fast rules, but they can help steer students towards appropriate choices of intonation.

More recent theories, particularly those developed by David Brazil, analyze how intonation relates to the surrounding discourse, rather than specifically to grammar or attitude. The term **discourse** defines any meaningful stretch of language. Analyzing monologue, is taken into account, and enables us to see how intonation conveys ideas and information. Intonation helps us to indicate what shared knowledge between the

speaker and the listener is and what new information is. In this approach, intonation patterns are no longer isolated and tied to particular grammar constructions or attitudes, but are related to the context in which they occur. The advantages of this approach are that it is possible to give clear rules with regard to the appropriate choice of intonation patterns in a given context.²⁰

Many aspects which can influence the intonation people made of speech. Whether it is word or sentence, they will have their own pattern of intonation, consider of these aspects as Gerald Kelly said in his book *How to Teach Pronunciation*:

a. Grammar

Many attempts have been made to show connections between intonation patterns and particular types of grammatical structure, and the following list shows some of these. The reader will find it easy to say these examples in other ways; it should be remembered that these are generalizations

²⁰ Kelly, Gerald. Ibid. p.86-87

rather than rules. They can, however, help in giving students guidance in making appropriate choices with regard to intonation:

1. **Information questions** with *Who, what, where*, etc: Falling intonation (if being asked for the first time), e.g. *What's your name?*
2. **Questions** expecting a 'yes/no' answer: Rising
3. **Statements:** Falling (*He lives in the house on the corner. It's over there.*)
4. **Imperatives:** Falling (*Sit down. Put it on the table.*)
5. **Question Tags** expecting confirmation: Falling (*You're French, aren't you?*)
6. **Question tags** showing less certainty: Rising (*You're French, aren't you?*)
7. **Lists** of items: Rising, rising and finally falling (*You need a pen, a pencil and some paper. The stall sells Ribbon, beads, elastic and buttons.*)²¹

b. Attitude

²¹ Kelly, Gerald. Ibid, p.89

Another way of looking at intonation is consider how it varies according to the speaker's attitude towards a situation. For example, the simple sentence "*That would be nice*" (in response to an invitation, let's say) might show enormous enthusiasm, mild pleasure, surprise, relief, sarcasm and boredom, amongst other possibilities. In real face-to face communication many things contribute to how message is delivered and understood including, for example, our observation of the speaker's body language, and our knowledge of his personality and likes and dislikes. Intonation gives important indications, but it also important to appreciate that our choice of grammar and vocabulary can also be a very obvious indicator of our attitude towards a situation!²²

c. Discourse

A discourse approach to intonation examines how the stresses we make, and the tone we employ when speaking, relate our utterances to the

²² Kelly, Gerald. Ibid, p.95-96

surrounding language. The term ‘discourse’, refers to a stretch of meaningful languages. Intonation can be used to present ideas and information within utterances, conversations or monologues. A simple example is seen in the idea of listing. If we say “*You need a pen, a pencil, and some paper*” the voice tends to rise on *pen* and *pencil*, indicating that there is something more to come. The voice may then fall on *paper*, to indicate that that is the end of the list.²³

d. Rhythm

The basic features of rhythm have been identified as ‘syllable length, stressed syllable, full and reduced vowels, pause, linking and blending sounds between words, and how words are made prominent by accenting syllables and simultaneously lengthening syllables’ (Wong, 1987:24). The features of rhythm which are highlighted at first in the model suggested are the lengthening and shortening of stressed and unstressed syllable and words. Other factors closely related to rhythm- such as reduction of

²³ Kelly, Gerald. Ibid, p.101

unstressed vowels, linking and bending of segments between words, are easier to teach once there is a certain control of rhythmic patterns. Pause is included within the teaching of rhythmic patterns, since there are presented in meaningful units or thought groups. Prominence, as discussed above, is achieved both by variation and nuclear placement are dealt with, as needed, under intonation.

It could be thought that the reduction of vowel sounds should be introduced in the instruction before dealing with rhythmic patterns. Failure to reduce vowels correctly in the appropriate places, however, does not seem to be always the cause of the syllable-timed rhythm in the speech of non-native speakers of English. Taylor (1991) carried out a survey in which both speech and reading of experienced non-native teachers of English of varied backgrounds were recorded and analyzed. From the twenty four subjects who achieved acceptable English rhythm in his survey, fourteen used none or very few weak forms and generally did not properly reduce vowels in unstressed syllables. Taylor therefore concludes that lengthening and shortening syllables adequately in chunks is more

important to avoid a syllabic pattern of sounds than other feature of rhythm.²⁴

B. Build Valid and Reliable Test

Intelligence test is a kind of test to find out estimation or calculation of someone's intellectual grade through test to measure the intelligence. By this test, researcher could find what the researcher wants to know about the intelligence of the object o the research. After the test has been done and scored, the researcher will find out the intelligence of the object from the score they've got. This test is really important for research to finish their research as an instrument to find the answer of the problem of the research. Because of this important function of the test, then the test must be valid and reliable.²⁵

To make good test it should have high validity and reliability. A test is said to be valid if it measures accurately what it is intended to measure.²⁶ To make test more valid, the followings are recommended: First, write explicit specifications for the test. Second, use direct testing.

²⁴ <http://www.onomazein.net/2/patterns.pdf> [accessed on Friday 25 January 2013 at 9:50 p.m.]

²⁵ Arikunto, Suharsimi, Op cit p. 139

²⁶ Hughes, Arthur, '*Testing for Language Teacher second edition*' (United Kingdom: Cambridge University Press. 2003) p26

Third, make sure that the scoring of responses relates directly to what is being tested. Fourth, do everything possible to make the test reliable.

Reliability means an instrument which is believable enough to use as data collection technique because the instrument is good. Reliability is needed to ensure that the test we use will be proper to get the information we need. To make test more reliable, there are some ways should be considered²⁷:

1. Take enough sample behavior. It means the test will be reliable if the items on the test are equal.
2. Exclude items which do not discriminate well between weaker and stronger students. It means that tester cannot include items which are too easy or too difficult for the candidates.
3. Do not allow to have testees much freedom, in some kinds of language test there is a tendency to offer candidates a choice of question and to allow them a great deal of freedom in the way that they answer the ones that they have chosen.
4. Write unambiguous items. It means the test items should not be presented unclear or there are other acceptable answers

²⁷ Hughes, Arthur, *ibid.* p35

which are not anticipated by the tester. Writing unambiguous items can be started from drafting the content of test items including the topics covered, the range of vocabulary, and the length, the range of grammar and the options or distracters to avoid misinterpretations.

5. Provide clear and explicit instructions whether oral and written forms. If the instructions are unclear, there is possibility the testees will misunderstand what they are asked to do.
6. Ensure that the layout of the test is constructed well and readable. On some occasion, the intuitional tests are badly typed (moreover in handwritten), small font and space, and are poorly reproduced.
7. Make candidates familiar with the format and testing techniques. It means that the testees are familiar with test constructions. So, every effort should be made to ensure all testees have the opportunity to do the test well.
8. Provide uniform and non-distracting conditions of administration. To get same results of the testees, we should make the same process of teaching and the content of test.

9. Create an item that will make the tester easier in scoring objectively.
10. Make comparison of the test result among students as soon as possible.
11. Provide a detailed scoring key. It means that tester should specify acceptable answers or responses for each questions.
12. Train scorers. This is especially important to achieve objectivity in scoring.
13. Agree acceptable responses and appropriate scores at outset of scoring. A sample of script should be taken immediately after the administration of the test. Where there are compositions, archetypical representatives of different levels of ability should be selected.
14. Identify testees by number, not name. Scorers inevitably have expectations of candidate that they know. Except in purely objective testing, this will affect the way that they score. Studies have shown that even where the testees are unknown to the scorers, the name on a script (or a photograph) will make a significant difference to the scores given. The identification of testees only by number will reduce such effects.

15. Employ multiple and independent scoring. As a general rule, when the test is in the form of subjective test, the test should be scored by at least two independent scorers. Scores should be recorded on separate score sheets and the result from every scorer should be compared.

C. Review of Previous Study

The almost similar study had been done by other student, such as:

1. Wasis Tri Puspita, 2007. Skripsi Jurusan bahasa Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Semarang. This final project is a study about an analysis of students' errors in pronouncing English vowels made by the eleventh grade students of SMA Negeri I Sigaluh Banjarnegara in the Academic Year 2006/2007. Most of the students may have problems to pronounce English vowels, although they get an English subject in their school and they cannot master the English pronunciation well. Therefore, the students often make errors. This study was conducted under the consideration that pronouncing English vowels plays an important role. The problems of this study are what kinds of errors the students make in pronouncing English vowels and why these errors happen/occur. The purposes of the study are to find

out kinds of errors made by students in pronouncing English vowels and to find out the factors why these errors happen/occur. The population of this study was the eleventh grade of SMA Negeri I Sigaluh Banjarnegara in the Academic year of 2006/2007. Before the test doing the test, the writer tried-out to the thirty three students. The writer decided to give the try-out test item to the students to measure the validity and reliability of the test. The instrument used by the writer in this final project were a test, tape recorder, and some blank cassettes, which were used to record the students' pronunciation. In analyzing the data, error analysis was used in which there were four steps: transcribing the students' pronunciation into the phonetic transcriptions, grouping the students' errors in pronouncing English vowels into separate divisions, employing the percentage descriptive analysis to count all error and interpreting the result of the data analysis. Finally, the result of the analysis shows that students are considered "Excellent" in pronouncing English vowels. The total percentage of various errors in pronouncing English vowels is 23.33%. There are five types of dominant errors. There are vowel [i:] (5.31%), vowel [æ] (6.22%), vowel [a:] (6.67%), vowel [:] (6.67%), and vowel [] (0.76%).

To help the students improve their pronunciation proficiency, the writer suggests that they should be given a lot of drills and practices relating to the pronunciation so that they can acquire the habit of using the correct pronunciation of English words containing English vowels correctly regardless of language skills they are dealing with.

2. From other university in Surabaya named pandu Prasojo in 2010 with title *The Difficult English Sounds to Pronounce for eleventh Grade Students of SMAN 1 Gresik*. In this research, the researcher used descriptive qualitative research method to do the research. In that study he made a conclusion that Indonesia is an independent country. It has its own language, Bahasa Indonesia, and Indonesian does not use English as second language. English is a foreign language in Indonesia; therefore, Indonesian does not really use English often. However, Indonesian students, especially eleventh grade students of SMA Negeri 1 Gresik, could speak English well because of they are studying at SBI which English is used as a vehicle to deliver certain lessons. Because of they are familiar with English it does not guarantee that their English as well as English. Because they are still Indonesian and the way to pronounce certain sounds still follow Bahasa Indonesia pronunciation. For instance, the word “main”, both of the language has that word; however, the way to pronounce and the

meaning are different. In Bahasa Indonesia it pronounced as /main/ but in English it pronounced as /mein/.

The difference between English and Bahasa Indonesia system of how to pronounce words become basic factor why eleventh grade students of SMA Negeri 1 Gresik produced errors during the reading words. From the result of reading word test given to eleventh grade students of SMA Negeri 1 Gresik, it shows that eleventh grade students of SMA Negeri 1 Gresik, in some cases, pronounced the word as they are written. For example, the word “boot”, it should be pronounced as /bu;t/ but some of them still pronounce te word as they are written /b□t/. in this case, they use Bahasa Indonesia system of pronunciation; they pronounce the letter ‘o’ as open rounded /b□t/.