

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Overview of English Pronunciation

There are two aspects which are usually known in English pronunciation, including speech and language. Focusing on the aspect of speech, it is an activity that is carried on by people who use English for communication. Speech is a complicated process, and to study it requires a scientific theory—the science of phonetics<sup>1</sup>. Furthermore, English pronunciation uses information and concepts from two disciplines, phonetics and phonology<sup>2</sup>. It means, phonetic and phonology always used to define or learn English pronunciation since it has different sounds system and production.

Phonetics refers to the study of speech sounds of human language. It is usually divided into three sub-branches, including acoustic phonetics that deals with the identification and classification of individual sounds, auditory phonetics that focuses on the analysis and measurement of sound waves, and articulatory phonetics that is concerned with the perception of speech. Articulatory phonetics is more relevant to English pronunciation than the other branches because it relates to sounds production. Gerald declares that articulatory phonetics usually plays role in speaking to modify the flow of air so that sounds are produced. He believes that when a

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<sup>1</sup> Charles W. Kreidler, *The Pronunciation of English* (Oxford: Blackwell Publishing Ltd, 2004), 4.

<sup>2</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 9.

speaker produces a sound, the speaker produces a sequence of consonants and vowels.<sup>3</sup>

In short terms, consonant are all the non-vowel sounds or their corresponding letters: A, E, I, O, U and sometimes Y are not consonants. The consonants are formed by interrupting, restricting or diverting the air flow in variety of ways and these are usually found in the beginning or in the end of a syllable rather than in the middle of it.<sup>4</sup> In the production of consonants, the parts of the mouth involved are the tongue, the lips, the teeth, the tooth ridge, the palate, the velum, and the uvula<sup>5</sup>. According to Gerald<sup>6</sup>, consonants have several descriptions, including force of articulation (voiced and voiceless), place of articulation, and manner of articulation.

Voiced or voiceless is one of the consonants' descriptions.<sup>7</sup> It can happen when the vocal fold vibrates, and the vibration is called voicing. Sounds which are accompanied by voicing are called voiced sounds, while those which are not are called voiceless sounds. For example, /g/ is a voiced sound while /k/ is not, even though the mouth is in same position for these sounds.<sup>8</sup>

Place of articulation is the next consonants' description. In describing the place of articulation, it will describe where the sounds are made. The sounds can be

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<sup>3</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 9

<sup>4</sup> Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University press. , 1991),10-11.

<sup>5</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 4-5

<sup>6</sup> Ibid., 47

<sup>7</sup> Ibid., 6

<sup>8</sup> Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University press. , 1991), 26-34.

identified in several places. According to Gerald<sup>9</sup>, this includes (1) bilabial which happens in the lips, (2) labiodentals which describes lower lip touches the upper front teeth, (3) dental which is identified if the tongue touches the teeth, (4) alveolar which describes if the tongue contact with behind the upper front teeth, (5) post alveolar or palate which describes when the tongue contacts with the upper surface of the mouth a little further back than the alveolar, (6) palatal which happens when moving further back in the vocal tract and (7) velar which can be identified when the back of the tongue is in contact with back part of the mouth.

Manner of articulation is the third of the consonants' description.<sup>10</sup> It identifies how sounds are produced and describes the type of stricture to the airflow that is formed. It includes stop or plosive, nasal, fricative, affricate, lateral, and approximants. Plosive shows that a consonant stops the air from escaping. English plosives include the sounds [p t k b d]. Nasal indicates that sounds are produced with a complete closure in the oral tract and the air escapes through the nose. The sounds of the nasal are [m n ŋ]. Fricatives are consonants with the characteristic that when they are produced, air escapes through small passage and make hissing sound. Affricates are rather complex consonant. They are plosives which are released into fricatives. The sounds of these are [tʃ dʒ].<sup>11</sup>

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<sup>9</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 6 and 47.

<sup>10</sup> Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University press. , 1991), 31

<sup>11</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 6 and 47-53.

The vowel is another sequence in producing sound. The vowels in phonetic system refers to a class of the speech sound in which there is little or no obstruction or blockage to the flow air through the vocal tract. According to Roach<sup>12</sup>, British English is claimed to have 20 vowels. These are usually divided into three categories as the following groups:

**Figure 1**  
**Twenty Vowels of ‘British English’**

‘Short vowels’	‘Long vowels’	‘Diphthongs’
ɪ	i:	eɪ
e	ɑ:	aɪ
æ	ɜ:	ɔɪ
ʌ	ɔ:	aʊ
ɒ	u:	əʊ
ʊ		ɪə
ə		eə
		ʊə

Based on the figure above, the vowels consist of short vowels, long vowels, and diphthongs. Vowels length which involves short and long vowels is very important part in pronunciation because it relates to message that is conveyed to the listeners. This is illustrated by examples, the word ‘beach’ that is pronounced with ‘/bi:tʃ/’ (long vowel), and for ‘bitch’ it is pronounced with ‘/bɪtʃ/’ (short vowel). Another element in the vowels is diphthong. Different from monophthong, which states that a pure and do not change, diphthong means that a gliding movement from one vowel to another.

<sup>12</sup> Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University press, 1991), 18-23.

Different from phonetics, phonology refers to a study of the sounds system in a language. It deals with how the sounds are realized and arranged in actual speech. More to the point of phonology, there is one technical term that is often used in the study of sounds, it is phonemic. In phonemic study, sounds are studied in order to determine whether certain sounds are in contrast with certain other sounds which bring about different meanings or not.

English is a language in which the sounds and spelling are different. It requires a special technique to contrast sounds of word. Contrasting sounds will help students to concentrate on detail when they are listening to the sounds of the word. Thus, one of kind of the exercises for this activity is working with phonemic symbols.

Most dictionaries use the phonemic symbols and show phonemic chart to help learners in understanding of words. The phonemic chart, which can be seen in **Figure 2**, consists of vowels, diphthongs, monophthongs, and consonants. This phonemic chart uses symbols from the International Phonetic Alphabet (IPA). The symbols in the following chart represent the 44 sounds of southern British English.<sup>13</sup>

**Figure 2**  
**Phonemic Chart**

ɪ:	ɪ	ʊ	u:	ɪə	eɪ	ɪə	ɪə
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

<sup>13</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 2.

Furthermore, suprasegmental features of speech have to be mastered properly by the teachers and students in English pronunciation. According to Gerald<sup>14</sup>, there are several important suprasegmental features of speech, including intonation, stress, and fluency.

The first suprasegmental feature is intonation. Intonation is speech which has particular melody, including rising and falling melody. The second suprasegmental feature of pronunciation is stress. Stress is a property of syllables by which they are made more noticeable or prominent than other syllables. The last suprasegmental feature of pronunciation is fluency. Fluency is one other thing which must pay attention to in saying words or sentences. English learners should be capable of saying a word or sentence without stumbling over the sounds in order to make it fluent.<sup>15</sup>

In conclusion, by having good understanding in phonetics and phonology, particularly in articulatory phonetics, consonants, vowels, phonemes, intonation, stress, and fluency, teaching English pronunciation process itself is expected to go effectively in the classroom. Accordingly, the teaching and learning process can be conducted properly by the teachers in teaching English pronunciation.

## **B. Teaching English Pronunciation in EFL Classroom**

Teaching English pronunciation correctly is unavoidably a crucial thing in EFL teaching. Correct pronunciation is needed for someone to communicate. The

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<sup>14</sup> Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 3

<sup>15</sup>Ibid.

incorrect pronunciation will affect listeners' understanding to what speaker say. English is needed since English is treated as a foreign language so that the general goal of the system of education regarding English teaching is limited to "reading" and "translation" of the English materials containing scientific information. She continues to say that there is not much emphasis on accurate pronunciation for many reasons among which the students' low proficiency in English and their little knowledge about the importance of pronunciation. On the other hand, accurate pronunciation is needed in language learning.

Related to the importance of the teaching English pronunciation in EFL classroom, teachers should be able to pronounce the word or sentence correctly in their teaching. Teachers should pay more attention to their own English pronunciation skills, which will lead some of us to reconsider our own professional role as an English teacher. Teachers are not required to pronounce like a native speaker of English, but at least they are required to teach clear pronunciation to students. It is one of the important things, moreover in the beginning level, because teaching learning pronunciation well can make students realize more in English words.

There is the ideal goal of the teaching pronunciation that has to be considered by the teachers. One of them is pronouncing word or sentence native like pronunciation. However, it is not easy to acquire such pronunciation. The more realistic goal of teaching pronunciation is to achieve a level of pronunciation which does not hinder to learner's ability to communicate. The aim of this research is not to sound exactly alike the native speaker but rather to be able to pronounce the words

and the sentences clearly, and as near as possible to Standard English pronunciation. Teachers are one of the factors that influence teaching pronunciation because the teachers should know how to teach pronunciation well. Besides, the teachers should know the factors within learners that affect pronunciation in teaching pronunciation. It is in line with Kenworthy<sup>16</sup> who says that there are six factors within learners that affect pronunciation in teaching pronunciation, including native language, age, exposure, innate phonetic ability, identity and language ago, motivation and concern for good pronunciation.

The first factor within learners that affect pronunciation in teaching pronunciation is native language.<sup>17</sup> Native language is the most influential factor that affects a learner's pronunciation. It is important thing because the teachers should know the sound system of learners' native language in order to make the teacher identifies the learners' difficulties easily when they are learning pronunciation in the class. The teachers can treat learners carefully and slowly to pronounce English-language words in order to avoid mispronunciation in word utterances. If learners are trained to carefully listen to English-language sounds, they will be in a much better position to match the sound with a specific letter or symbol in learning English pronunciation.

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<sup>16</sup> Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman. Inc, 1988), 4-9.

<sup>17</sup> *Ibid.*, 4

The second factor within learners that affect pronunciation is age.<sup>18</sup> The teachers should consider learners' age in teaching pronunciation. There is a common belief that young learners are more successful in language learning than adult learners. Young learners under the age of puberty still have a good chance to make sound like a native.

The third factor within learners that affect pronunciation is exposure.<sup>19</sup> Giving more exposure will help learners to reach the goals of learning pronunciation. If the learners are given an intense exposure in spending pronunciation class time, they will reach the goals of learning pronunciation easily.

The fourth factor is innate phonetic ability.<sup>20</sup> The innate phonetic ability can influence teaching pronunciation process because it relates to someone's ability in learning pronunciation. If pronunciation seems to be obviously difficult for some students, they can improve their competence in pronunciation with some effort and concentration.

The fifth factor is identity and language ego.<sup>21</sup> The identity and language ego influence someone's attitude toward speakers of target language, particularly in English. Accordingly, the teachers have to remind the learners to become aware of the second identity that may be rising within the learners.

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<sup>18</sup> Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman. Inc, 1988), 4.

<sup>19</sup> *Ibid.*, 6

<sup>20</sup> *Ibid.*, 6

<sup>21</sup> *Ibid.*, 7

The last factor is motivation and concern for correct pronunciation.<sup>22</sup> Motivation mainly determines the level of effort which learners spend at various steps in their pronunciation development. If the learners' motivation and concern are high, then the necessary effort will be spent in pursue of goals. For that reason, the teachers should help the learners to develop their motivation in pronunciation learning. It is obvious that all six factors above are very important for the teachers in English language teaching, especially teaching English pronunciation.

### **C. Techniques and Activities in Teaching Pronunciation**

Techniques and activities in teaching pronunciation hold an important role. This is because students need an attractive and enjoy activity during the lesson to avoid boredom in order to make students more enthusiasm to learn more about English.

Technique is a way of doing activity which needs skill.<sup>23</sup> According to Harmer,<sup>24</sup> teaching technique is how the teacher teaches their students with certain teaching style. In summary, pronunciation teaching technique is a way of the teacher to teach their students using a specific procedure during the lesson.

Activity is one of the aspects that should be considered by teachers in teaching English pronunciation. An activity may refer to anything that students do

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<sup>22</sup> Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman. Inc, 1988), 8

<sup>23</sup> Hornby,A.S, *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), 1226

<sup>24</sup> Jeremy Harmer, *The Practice of Language teaching*, (Cambridge: Longman, 1998), 79

when they learn in the classroom.<sup>25</sup> An activity will be one of the successful ways when it can be appropriate to the right target. The teachers should choose activities that will be used in teaching pronunciation based on learners' characteristic. It is in line with Harmer who states that teachers need good teaching strategy in teaching language based on learners' characteristic since every learner has different characteristic, for example, young learner has different characteristic with adult learner.<sup>26</sup>

There are a lot of common techniques and activities that can be used by the teacher to teach pronunciation.

### **1. Drilling**

One of the main ways in which pronunciation can be taught and practiced in classroom is through drilling. In its most basic form, drilling simply involves the teacher saying word or structure, and getting student to repeat it.<sup>27</sup> Being able to drill properly is a basic and fundamental language teaching skill. Drilling aims to help students achieve better pronunciation of language items, and help them remember new item.<sup>28</sup>

Drilling often follows a process known as eliciting.<sup>29</sup> It is to encourage students to bring a word, phrase of structure as they study before. Teachers generally

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<sup>25</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, ( New York: Pearson Education, Inc, 1998), 8

<sup>26</sup> Jeremy Harmer, *The Practice of Language teaching*, (Cambridge: Longman, 1998), 37

<sup>27</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 16

<sup>28</sup> Ibid., 16

<sup>29</sup> Ibid., 16

using prompt, pictures, mimes, etc, to help learning process along and can give the relevant item to the students if none of them is able to offer it. Teacher's main role of drilling is to provide model of the word, phrase or structure for student to copy. The teachers generally drill chorally first of all, which means inviting the whole class to repeat the item in unison. This activity will help students to build confidence, and gives students the chance to practice pronouncing.

## 2. Chaining

Chaining is used to drill long sentences involving difficult words and sounds.<sup>30</sup> Teachers separate certain words from sentence, and model them separately for student to repeat, and gradually build the sentence up until they become complete sentences. There are two kinds of chaining:

### a. Back Chain

Students are drilled to pronounce sentences and build up parts of start of the sentences from start, and gradually add to length.<sup>31</sup> Students' wrong in pronounce certain part of word will be drilled by teachers separately. Each part of sentence is modeled by teachers, and repeated by students.

Example

.....told him

.....would've told.

.....if I'd see him.

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<sup>30</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 16

<sup>31</sup> Ibid.

repeated by students.

Example :

.....told him

.....would've told.

.....if I'd see him.

### **b. Front Chain**

Students are drilled to pronounce sentences and build up parts of the end of the sentences from the end, and gradually add to length.<sup>32</sup> Students' wrong in pronounce certain part of word will be drilled by teachers separately.<sup>33</sup> Each part of sentence is modeled by teachers, and repeated by students.

Example :

If I'd see him.....

I would've .....

I would've told him.

### **3. Substitution Drilling**

Substitution drilling is another important and useful variation in teaching pronunciation.<sup>34</sup> This involves drilling a structure, but substituting items of vocabulary into the sentence being dealt with, as follow:

Teacher : it's in the corner

Students 1 : it's in the corner

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<sup>32</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 16

<sup>33</sup> Ibid.

<sup>34</sup> Ibid., 17

Teacher : it's in the corner

Student 2 : it's in the corner

#### 4. Giving Feedback

Feedback is information a teacher or another speaker, including another learner, gives to learners on how well they are doing, either to help the learner improve specific points, or to help plan their learning.<sup>35</sup> Feedback can be immediate, during an activity, or delayed, at the end of an activity or part of a learning program and can take various forms. In this research, giving feedback is making correction which is used by teacher in order to reduce errors made by students in pronunciation. Giving more feedback will help students accurately in their own use of Language. When teachers give feedback, they should have different kinds of correction techniques or strategies. For instance, teachers give feedback by practice raising their intonation, giving one that is chosen for student which is true or false, and write some correction in blackboard. By giving feedback, teachers actually can reduce students' errors. Consequently, students will have more confident in pronouncing English word.

#### 5. Minimal Pair

Minimal pair is a pair of words that differ only in one sound, for example *flight* and *fright* or *cut* and *cat*.<sup>36</sup> If the speaker fails to pronounce that one sound distinctly in one of the words, the speaker had said the other word. For example, if a

<sup>35</sup> <http://www.teachingenglish.org.uk/knowledge-database/feedback> (Accessed on 01 October 2013)

<sup>36</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 16

speaker fails to distinguish the sounds /r/ and /l/ in saying *I had a terrible flight*, he or she may be understood to have said *I had terrible fright*. In practice, the context usually makes it obvious which word was meant. However, the teacher can use minimal pairs to good advantage in the classroom as a way of focusing on sounds.<sup>37</sup> It means, we can use minimal pairs in teaching English because it can focus students' attention on their sound production and makes the students aware of unnoticed change in pronunciation.

## **6. Taping Students' English**

Taping learners' spoken English from time to time can be used in teaching pronunciation. Tapes can be made while students are engaged in language practice activities, and used for language difficulties, especially those concerned with pronunciation.<sup>38</sup> For example, the teachers use tapes of native speakers' conversation or dialogue to be contrasted with their students that did the same conversation or dialog then ask their students to compare them to know their differences, especially in pronouncing the same task.

Individual student can also be taped, particularly taping students and replaying it to know their own production in pronunciation. From their own production in pronunciation, they will know their capability and capacity in pronunciation then used it as reference to improve their pronunciation.

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<sup>37</sup> Mark Hancock, *Pronunciation Games*, (Cambridge: Cambridge University Press, 1995), 5

<sup>38</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 21

## 7. Listening Activities

Listening comprehension exercises in student textbooks are often designated to sound as realistic as possible, with the participants talking at normal speed and using natural language. These can play a key role in helping students to notice the existence of a pronunciation feature. For example, prior to doing a listening task, students can have the meaning and the pronunciation of particular aspect of language brought to their attention, and practice it in very controlled ways.

The combination of pronunciation study with listening activities involves getting students to notice things about the language and its use.<sup>39</sup> It means, during listening activities the teacher makes students notice the pronunciation and its use. For example, how stress and intonation in pronunciation is used in conversation. The concept of *noticing* is important in pronunciation work. A language item needs to be relevant to the student at a particular time in order to be conscious intake and before the students can use it consistently. Noticing is not only of relevance to the initial presentation of an item but is also of use in the recycling of items.<sup>40</sup> It means, language items need to be revised and recycled as there is no guarantee that the features dealt with in the first presentation will be successfully remembered and used.

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<sup>39</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 21

<sup>40</sup> *Ibid.*, 22

## 8. Reading Activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated. At some stage, when a text is read aloud either by the teachers or the students, pronunciation work can be integrated.<sup>41</sup> Such text as poems, rhymes, extract from plays, etc, can be used creatively in the classroom and can offer plenty of scope for pronunciation.

Reading aloud is a classroom activity which has fallen in and out of favor with teachers at various times.<sup>42</sup> For example, reading aloud offers opportunities for the study of the links between stress and intonation, and of the linking of sounds between words in connected speech.

## 9. Teaching Pronunciation Through Audio Lingual Methods

Audio lingual Method is one of the methods in English teaching learning process. In this method, Audio lingual Method trains students in order to attain conversational proficiency in a variety of foreign language, and puts the emphasis on behaviorism.<sup>43</sup> Audio lingual method uses repetition, replacement and answer the question to drill speaking skill especially student's pronunciation. By Audio lingual Method, the teacher is easier to control the student's behavior and student's pronunciation. The teacher can serve as a model, give the stimuli, listen with a critical

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<sup>41</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 22

<sup>42</sup> Ibid.

<sup>43</sup> Ririn Maesrina. Bachelor Thesis: "*The Implementation of Audio Lingual Method to Improve student's Pronunciation (A Classroom action Research at First Year of SMPN 1 Banyuondo)*", (Surakarta: Muhammadiyah University, 2009), 4

ear and provide the language reinforcement to the stimuli presented.<sup>44</sup> After that, the teacher can know the student's pronunciation error at the same time, memorization of short dialogues and oral repetition of controlled structural drills became the activities through which students gained phonological and syntactic habits.

### **10. The Use of Multimedia in Teaching Pronunciation**

Multimedia is a recent and popular term in the field of computer usage. Generally speaking, multimedia is the combination of text, sound, pictures, animation, and video. Typical set-ups include CD-ROM, CD-ROM player, sound equipment, and special hardware, which allow the display of sophisticated graphics.<sup>45</sup>

In the context of teaching, multimedia can be called an integrated media, which consists of various media forms such as text, graphic, animation, audio, etc. to browse, query, select, link and use information to meet students' requirements.<sup>46</sup>

One of the major developments in the field of linguistics following the audio medium are video recorders and the use of software. These are an advance over audio tapes in that they provide visual support, which is as important in pronunciation teaching as auditory. Celce-Mauricia lists also other advantages of multimedia enhancement:<sup>47</sup>

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<sup>44</sup> Ririn Maesrina. Bachelor Thesis: "*The Implementation of Audio Lingual Method to Improve student's Pronunciation (A Classroom action Research at First Year of SMPN 1 Banyuondo)*", (Surakarta: Muhammadiyah University, 2009), 4

<sup>45</sup> Liu Fang, *A Seminar Paper Research: Using Multimedia To Motivate EFL Students' Interest in English Language Learning*, (University of Wisconsin-Platteville, 2012), 5

<sup>46</sup> Ibid.,

<sup>47</sup> Celce- Mauricia, M., *Teaching Pronunciation. A reference for Teachers of English Speakers of other languages* (Cambridge: Cambridge University Press, 1996), 313

1. Access to a wide variety of native-speaker speech samplings
2. Sheltered practice sessions in which the learner can take risks without stress and fear of error.
3. Opportunity for self-pacing and self-monitoring of progress
4. One-on-one contact without a teachers' constant supervision
5. An entertaining, game like atmosphere for learning.

Video recorder can be used as a source of learning material and feedback in teaching pronunciation. In video recorder, students may not only view a native speakers' production of speech but can also see and hear themselves if videotaped.

Another innovative technique, which is becoming more and more frequently used in pronunciation teaching, are computer displays. The advantages of this medium include: visual feedback, entertaining, game like quality of programs, a great amount of individual feedback and the opportunity to compare learner's own production of speech with a native-speaker model. The only limitation of this medium that learners and teachers may come across is the availability of software, since many schools are still not equipped with large enough computer labs to meet users need.

## **11. Teaching Pronunciation Through Situational Language Teaching**

In this method, teacher has to create the comfortable environment to do the teaching learning process. The typical learning activities in Situational Language Teaching generally consists of guided repetition and substitution activities which include chorus repetition, dictation, drills, and controlled oral-based reading and writing task that

lead by the teacher. Besides, it uses various teaching aids such as concrete object, pictures, and realia which these situations combined with action and gesture to demonstrate the meaning of new language items to make it more interesting during the lesson.

#### **D. Reading Aloud**

Traditional read aloud practices in most classrooms involve teachers choosing a story, reading it aloud to their students, stopping occasionally to reflect on and discuss what is happening in the story, and, finally, promoting discussion at the end of the reading.<sup>48</sup> It can be conclude, reading aloud has several steps that are needed to use in reading aloud. For the first step, teacher choose the text then read it aloud to the students and during the process of reading aloud, the teacher occasionally stop the reading to ask students' understanding of the story. At the end of activity, the teacher discusses the story with their students. In this kind of reading aloud, the teacher always at the center of the activity during the lesson and placing students only to the role of listener.

Jenifer and Karen said that reading aloud is an activity when teacher reads the text to the students. It means teacher have prepared a book or a text that related to the theme or topic of the study.<sup>49</sup> Katrina states, reading aloud is someone reading a book,

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[http://www.tolerance.org/tdsi/sites/tolerance.org.tdsi/files/assets/general/Interactive\\_Read\\_Aloud.pdf](http://www.tolerance.org/tdsi/sites/tolerance.org.tdsi/files/assets/general/Interactive_Read_Aloud.pdf), (Accessed on 10 October 2013)

<sup>49</sup> Jennifer, K.M., Karen, H.L. *Structured Read-Aloud In Middle School: The Potential Impact On Reading Achievement* (Contemporary Issues In Education Research – Second Quarter 2013 Volume 6, Number 2, 2013), 242

article or any other text out loud to another person.<sup>50</sup> Lane and Wright define reading aloud as reading a fiction or nonfiction storybook to the students or children.<sup>51</sup>

Reading aloud in the foreign language can be an excellent way for students to improve their pronunciation in addition, of course, to targeted pronunciation activities, and oral fluency task. As a classroom activity is essentially a pronunciation exercise rather than a comprehension or a communicative exercise. Reading aloud enables the teacher to diagnose difficulties in word recognition skills and to reinforce the visual image of the word during the early stage of reading.<sup>52</sup>

Sally Gibson states that reading aloud can help students to practice and improve pronunciation.<sup>53</sup> He also claims that reading aloud combined with intonation and prosodic features can raise student awareness and practicing them so that the words flow in as natural-sounding a manner as possible.

### **E. Reading Aloud for High School Student**

A teacher reading aloud to a class of students is a common sight in primary grades and there are a lot of question arise that “what if reading aloud used for High School students? “. The first thing that people thought when they are hearing “ Reading Aloud “, it is commonly used for elementary student. Recently, there are a

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<sup>50</sup> Katrina L. Covert, *Reading Aloud in the High School Language Class: A Gateway to Cultural Awareness* ( Pacific Lutheran University, 2008), 10

<sup>51</sup> Lane, H. B., Wright, T. L., *Maximizing the effectiveness of reading aloud* (International Reading Association, 2007), 668

<sup>52</sup> Marry Lee Hahn, *Reconsidering Read-Aloud* (Congress Street, Portland: Stenhouse Publishers, 2002), 3

<sup>53</sup> Sally Gibson, *Reading Aloud: A Useful Learning Tool?*. ELT journal volume 62/1 January 2008 (New York: Oxford University Press, 2008), 31

lot of researchers and teachers who used as teaching method for High School student. Katrina L. Covert said that her junior high school students are enjoying reading aloud during class session, her students even ask more for reading aloud session because they really love it.<sup>54</sup> Katrina also state that reading aloud is an important topic to pursue because all of the prestigious education and reading associations agree that teacher need to read aloud to adolescents.<sup>55</sup>

In line with Katrina, Patricia finds out that it is useful for her High School students to improve vocabulary acquisition.<sup>56</sup> In her research, she uses reading aloud for her eight grade student to improve students' vocabulary in science class through reading nonfiction aloud. She used reading aloud because she thought content area teachers might be more likely to employ a strategy that involves only 5 to 10 minutes of their class time. Her research finding shows that reading aloud improves her students' vocabulary acquisition.

Albright and Ariail also agree that reading aloud is a useful technique for middle school or high school students.<sup>57</sup> Albright and Ariail found that teachers in the middle grades are beginning to utilize read-aloud for reasons such as modeling fluent reading, making texts more accessible, and ensuring all students were receiving the information from the texts. The use of read-aloud provides students with exposure to

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<sup>54</sup> Katrina L. Covert, *Reading Aloud in the High School Language Class: A Gateway to Cultural Awareness* ( Pacific Lutheran University, 2008), 1

<sup>55</sup> Ibid, 8

<sup>56</sup> Patricia Ann Braun, *The Effects of Reading Nonfiction Aloud On the Vocabulary Acquisition of Middle-School Students* (National-Louis University, 2009), 91

<sup>57</sup> Albright and Ariail, *Tapping the potential of teacher read-alouds in middle schools* (International Reading Association, 2005), 583-584.

literature that students may not have received with a traditional textbook. Reading aloud can contribute to increased student engagement, understanding, and motivation.

#### **F. Reading Aloud in Teaching Pronunciation**

Reading aloud is a technique that has been shown to be successful in elementary school, so much so that it has become a best-practice tool throughout the primary grades. Steadily, research is beginning to support the continued implementation into high school. High school students have different needs and attitudes than their younger counterparts, but a successful technique crosses all age lines. No one will disagree with wanting all students to be successful, so teachers in primary and secondary schools can implement this technique to support vocabulary and comprehension acquisition.

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated. At some stage, when a text is read aloud either by the teachers or the students, pronunciation work can be integrated.<sup>58</sup> Such text as narrative text, poems, rhymes, extract from plays, etc, can be used creatively in the classroom and can offer plenty of scope for pronunciation.

In this research, the researcher uses reading aloud session to improve students pronunciation. Generally, teachers read and students listen without following along in the text, and the teacher stop their reading severally during reading aloud to verify prediction or asking question. The researcher technique during the reading aloud is not only read the text and students listen to it but the researcher also involving

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<sup>58</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 22

students to read aloud so it provide students opportunity to practice in pronouncing sentences or whole paragraph.

First of all, the researcher gives the students games to stimulate the students to the topic that about to read, this game is also to create communicative and relaxed activity during the lesson in order to avoid boredom during the lesson. It is in line with Harmer, he said that methodology of language teaching must be comfortable and relaxing for students to stimulate their motivation in teaching learning process during the lesson.<sup>59</sup> Then the researcher gives them vocabularies that related to text and drills it together with the students. Kelly states, drilling can help students to achieve better pronunciation of language items, and help them remember new items.<sup>60</sup> During the drill, the researcher asks some student to pronounce the vocabulary to check students' pronunciation.

After giving the vocabulary, the researcher reads the text aloud and explains it while the students only listen to it, and sometimes the researcher also asks the students to know their understanding about the lesson. According to Jenifer and Karen, the teacher read the text aloud is one of the central steps in reading aloud.<sup>61</sup> Afterward, the researcher divides the students into several groups then the researcher asks the students that already grouped into several groups to read the text aloud together following the teacher's instruction. Kelly claims, the purpose of this session

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<sup>59</sup> Jeremy Harmer, *The Practice of English Language Teaching*, (Cambridge: Longman, 1998) 94-9

<sup>60</sup> Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 16

<sup>61</sup> Jennifer, K.M., Karen, H.L. *Structured Read-Aloud In Middle School: The Potential Impact On Reading Achievement* (Contemporary Issues In Education Research – Second Quarter 2013 Volume 6, Number 2, 2013), 243

is giving student the opportunity to practice to read the text and learn how to pronounce English words with good pronunciation and intonation, and it is also helps students to reduce their anxiety.<sup>62</sup> During the read aloud together, the researcher randomly asks one group of students or one of the students to read a sentence then the next group continuo it with the next sentence until it finish. It is to make the class interesting and make students always focus during the lesson.

### **G. The Characteristics of Junior High School Students**

Junior high school students or teenagers are categorized into adolescent learners. In this period, teenagers like to spend their time for hanging around, friends, peers, and often disruptive behavior in class. However, they have a great capacity in learning if the teacher can engage them. The characteristics of adolescent learners according to Harmer are:<sup>63</sup>

1. They seem to be less lively and humorous than adults.
2. Identity has to be forged among classmates and friends; peer approval may be considerably more important for the student than the attention of the teacher.
3. They would be much happier if such problem did not exist.
4. They may be disruptive in class.
5. They have a great potential creativity and a passionate commitment to things that interest them.

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<sup>62</sup>Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 32

<sup>63</sup> Jeremy Harmer, *The Practice of Language Teaching* (Cambridge: Longman, 1998), 38-39

Based on the explanation above, the writer concludes that the characteristics of adolescents are period of change, new experiences, learning, instability and the most trying times in life. Schools and teachers should provide adolescents with opportunities to explore and experiment in a stable and supportive atmosphere. Teacher's job is to provoke intellectual activity by helping them to be aware of contrasting ideas and concepts, which they can resolve by themselves-though still with the teacher's guidance

## **H. Assessment and Evaluation**

### 1. Assessment on Pronunciation

In order to provide a means of assessing the proficiency of foreign language speaker, international civil aviation organisation create the ICAO proficiency guidelines. The guidelines are broken up into different proficiency level; expert, pre-expert, operational, pre-operational, and elementary. These proficiency levels are defined separately for ability to listen, speak including pronunciation, read, and write. ICAO level are primarily used in academic circles.<sup>64</sup>

ICAO makes pronunciation scale to assess students' pronunciation in 5 levels there are; expert, pre-expert, operational, pre-operational, elementary. Expert level is the highest level and categories of it are: pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding. The second level is pre-expert and

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<sup>64</sup>ICAO, *ICAO Language Proficiency Requirement for Aviation*, ([www.englishforaviation.com/ICAO-requirements.php](http://www.englishforaviation.com/ICAO-requirements.php): accessed on February 9<sup>th</sup> 2014)

the categories are: pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, but rarely interfere with ease of understanding.

For the next level is operational. Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding. Pre-operational is the fourth level. Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding. The last level is elementary level and its categories are: pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.

The researcher uses these 5 levels as guidance to assess students' pronunciation and combine it with Arthur Hughes to score the students' pronunciation.

## 2. Evaluation on students' response

Evaluation is the collection, analysis and interpretation of information about any aspect of a program of education or training, as part of a recognized process of judging its effectiveness, its efficiency and any other outcomes it may have.<sup>65</sup> According to Ellington and Earl, In the research study there are three types of evaluation techniques; Questionnaire, interviews and discussions, and classroom

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<sup>65</sup>Henry Ellington & Shirly Earl, *Post Graduate Tertiary – Level Teaching* (<http://www2.rgu.ac.uk/celt/pgcerttlt/acknow.htm>: accessed on February 9<sup>th</sup> 2014)

observation.<sup>66</sup> In the experimental research, to know students response toward teaching technique or media, the researchers use a questionnaire to obtain the data. In this research, the researcher uses a Likert Scale to collect the data about students' response toward the use of reading aloud.

A Likert scale is a psychometric scale commonly used in a research that employs questionnaires.<sup>67</sup> It is the most widely used approach to scaling responses in survey research. A Likert scale measures opinions, attitudes and behaviors using answer choices that range from one extreme to another (for example, not at all likely to extremely likely). Unlike a simple “yes / no” question, a Likert scale allows the respondents to uncover degrees of opinion. Likert scale is Designed with balanced keying (an equal number of positive and negative statements) can obviate the problem of acquiescence bias, since acquiescence on positively keyed items will balance acquiescence on negatively keyed items. This can be particularly helpful for sensitive or challenging topics or subject matter. Having a range of responses will also help the researcher to more easily identify areas of improvement—whether the researcher is sending out a questionnaire to understand the levels of effectiveness of the technique in teaching, or gathering students' opinions on toward the implementation of a certain technique.

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<sup>66</sup> Henry Ellington & Shirly Earl, *Post Graduate Tertiary – Level Teaching* (<http://www2.rgu.ac.uk/celt/pgcerttlt/acknow.htm>: accessed on February 9<sup>th</sup> 2014)

<sup>67</sup> Wikipedia, *Likert scale* ([http://en.wikipedia.org/wiki/Likert\\_scale](http://en.wikipedia.org/wiki/Likert_scale): Accessed on February 9<sup>th</sup> 2014)

## I. The Students' Response

A response is a reaction to a question, experience, or some other type of stimulus.<sup>68</sup> For Example, if you cry at sad movies, you're having an emotional *response* to the drama that's taking place on the screen. A response can come in many forms, including an answer to a question, an emotional reaction, or a reply. For examples, if a teacher asks, "Who invented the phonograph?" She/he hopes her/his students will give her the response, "Why, Thomas Edison, of course!" When a parent tells a child not to cross the street when the light is red, he hopes the response will be compliance. In this research, response means a statement (either spoken or written) that is made to reply a question or request or criticism or accusation.

In a survey or a research, the responses are rated. The response rate is the percentages of those selected in a sample who actually provide data for analysis. The response rate is crucial in a survey or research because it provide the average answer of the respondent. In this research, the students' response is an opinion or an answer to the questions about what they feel during the use of reading aloud to improve students' pronunciation that the implemented in their class. The researcher uses Likert Scale to find the students' response and collect the data from their answer. From the students' answer, the researchers can strengthen their result of the study and conclude whether the technique is accepted by the students or not

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<sup>68</sup> <http://www.vocabulary.com/dictionary/response> (accessed on 12th, February 2014)

## J. Previous study

The writer founds the previous study about teaching pronunciation and reading aloud

1. The first research is done by Su Tseng Lee in “Teaching pronunciation of English Using Computer Assisted Learning: An Action Research Study in an institute of technology in Taiwan”. In this research, the writer uses today technology, CALL, to help students learn English pronunciation at an institute of technology in Taiwan. The focus of this research is the same as the researcher focus that is pronunciation. Lee uses two software; *MyET* and *Issues in English*. *MyET* is a web-based program with voice recognition devices. It has the function of recording and giving the learners immediate and detailed feedback in real time. In the feedback, it tells students their mistakes and gives some tips in verbal and visual ways telling them how to pronounce English phonemes. It has four levels of proficiency and students can choose to practice grammar, reading, listening, and speaking. In the speaking section, they can select pronunciation. Although there is no correction feedback on the pronunciation, it also allows students to record and listen to their pronunciation. Students listen to the native speaker production and then compare them with their own. This research has the same focus as the researcher that is improving pronunciation. But It very different from the researcher’s research in teaching technique, the researcher’s research is using reading aloud as teaching technique to improve students’ pronunciation at junior

high school but Lee Using two software; *MyET* and *Issues* as teaching media to improve pronunciation in a University.

2. The second research is done by Ririn Maesrina in “The Implementation of Audio Lingual Method to Improve Student’s Pronunciation: A Classroom action Research at The First Year of SMP N 1 Bayudono”. The aim of the research is to attain conversational proficiency in variety of English language through repetition, replacement and answer the question to drill speaking skill. The role of the teacher as a model, give the stimuli, listen to the students’ and provide the language reinforcement to the stimuli presented then correct their pronunciation. This method is different from the researcher’s research, the researcher uses reading aloud to improve students’ pronunciation and Maesrina using Audio Lingual Method as a teaching method. But both of the research; the researcher’s research and Maesrina’s research has the same focus that is pronunciation.
3. The third research is done by Patchara Varasarin in “An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence”. The research takes place in Thailand. This research has similar focus with the researcher’s focus that is improving pronunciation but it has different method. This study focuses on *if* and *how* pronunciation training with LLS increased confidence and improved learners to become intelligible speakers since Thai students tends to use Thai speech patterns or styles when speaking English. Varasarin’s research contains two cycles; the first of cycle is to train five teachers using pronunciation training and language learning strategies. Then, the researcher evaluates their improvement in correct speech and in developing speaking confidence. In the second

cycle, these teachers in turn teach a group of four students each and similar improvements are observed. This method is different from the researcher's research, the technique of the researcher in teaching pronunciation is using reading aloud and teaches the students only. But in Varasarin's researcher, he is teaching the teacher first then asks that teacher to teach the students using the same technique.

4. In this research, *Reading Aloud in the High School Language Class: A Gateway to Cultural Awareness*, Katrina L. Covert find out that reading aloud to middle school student is effective to improve their culture awareness. She conducts this research because during her experience of teaching high school Spanish students, she find her students are lack of respect for people different than themselves and they have a very stereotypical general view of all Spanish-speaking people. Their world views of overall are limited. She use reading aloud as teaching technique because she finds a lot of research recommend to extent reading aloud to high school students. Katrina L. Covert says that her junior high school students are enjoying reading aloud during class session, her students even ask more for reading aloud session because they really love it. In this research, the writher uses the same technique as the researcher that is reading aloud but it has different focus, the focus of the writer is to improve the culture awareness and the researcher's focus is improving pronunciation.
5. "Tapping the potential of teacher read-alouds in middle schools" This article is written by Albright and Ariail. In this article, they administer the survey to middle school teachers in one independent school district in the United States. The school district is in a small university city located within a large metropolitan area in the state of Texas. They visit one faculty meeting at each of the district's three middle

schools and asked the teachers in attendance to complete the survey. Of the 238 middle school teachers employed in the three middle schools, 141 return complete and useable surveys.

Through the survey, they solve the answers to the following questions: To what extent do middle school teachers in this district read aloud to their students? What reasons do teachers give for reading aloud or not reading aloud? What types of texts do teachers read aloud, and how often do they engage in the practice? They pilot an initial version of the survey in a graduate literacy course and made revisions based on feedback from participants.

Overall, a large percentage (85.8%) of the teachers report reading aloud to their students. All reading teachers and special education teachers report that they read aloud. Of the teachers who teach the major content areas (English/ language arts/reading, social studies, math, and science), the percentages ranged from 88.9% (science) to 96.15% (English/language arts/reading). Sixty-three percent of the teachers who taught other subjects (e.g., band, computers, art, and theater) say that they read aloud. With the exception of reading teachers, most teachers indicated that they read aloud one to two times per week. The majority of reading teachers note that they read aloud either once a day or three to four times a week.

This research and the researcher's research has the same technique to be researched that is reading aloud but this research is different from the researcher's research, this research only do the survey to the teacher to ask whether they use reading aloud or not in their teaching activities. Meanwhile the researcher research is using reading aloud to improve students' pronunciation.

6. In this Dissertation, *The Effects Of Reading Nonfiction Aloud On The Vocabulary Acquisition Of Middle-School Students*, Patricia Ann Braun says that reading nonfiction aloud is a good method for students' vocabulary acquisition for middle school students, although it is not fulfilling her expectation because the significant difference does not reach her expectation. In this research also using reading aloud that is the same as the researcher technique but the researcher focus is pronunciation that is different from this research that focuses on improving students' vocabulary acquisition.

All of the previous of the study in pronunciation and reading aloud that the writer finds are different from the writer's research. They have different methods, different media and different focus studies. Many of the pronunciation researches are done for EFL students using different kinds of methods to achieve their goals that are different from the writer's research. Some of them use software technology such as *MyET* and *Issues* but in this research, the writer uses reading aloud to improve students' pronunciation. There are some researches that use reading aloud to teach their students but have different focuses with the writer's thesis. Some of the researches use reading aloud to teach their students about culture and science and some of the other researches use reading aloud to improve pronunciation but only focusing on vowel pronunciation. The aim of my research is not to sound exactly like the native speaker but rather to be able to pronounce the words and sentences clearly, and as near as possible to Standard English pronunciation.

The researcher uses reading aloud as teaching strategy to improve students' pronunciation because reading aloud has great opportunity to improve student pronunciation with an active, interactive and communicative teaching strategy. Reading aloud also provides student more practices and active participation during reading aloud together that will make them more interested in learning English pronunciation since they feel more relax and enjoy. Reading aloud has a lot of benefits besides improving students' pronunciation. For example, in writing, reading aloud has an indirect role to play and it is linked to it via intonation. Another example of benefit of the reading aloud is it could reduce students' anxiety since controlled, imitative activities can make students feel secure enough to make their first utterances.