

## **II. LITERATURE REVIEW**

In order to correlate this research to the theories this chapter will discuss about place of pronunciation in oral communication, and concept of English pronunciation.

### **2.1 Place of Pronunciation in Oral Communication**

When people speak they utter words that also mean they produce sounds. In oral communication, a mispronunciation of a sound, a word, or wrongly in using the rhythm, intonation of the utterances will cause a misunderstanding or even no understanding for the speaking partner. Moreover, a difference in pronunciation between a people with the partner may also cause difficulties in understanding each other. In order to be success in communicating with other someone should have good pronunciation in general unless the message uttered can be understood by the recipient. Therefore, achieving good pronunciation is very important for foreign language students.

Pronunciation is a really important aspect of language. It really decides the success or failure of one's oral communication in the target language. Pronunciation is much needed in developing speaking skill. It also has many other connections to the other fields such as listening and spelling. A person who has good pronunciation will be more comprehend in the spoken English. Or a person with good understanding in rhythm, intonation, stress will make

the listener easy to understand the message and when that person listens to another speaker with ease he will understand his encoder.

## **2.2 Compare and Contrast Sound Systems in The Two Languages: English and Indonesian**

As explained before that in teaching pronunciation, mother tongue is a factor that has great influence on acquiring any foreign languages. And acquiring a foreign sound system is always of great hard to the learners. According to Nunan (1991), the problems of acquiring the phonology of the second language present formidable challenge to any theory of second language acquisition. Mother tongue can influence learners' acquisition of foreign languages in some ways such as transference and interference.

Transference means that the similarities between the phonetic and phonemic systems of the first and the second languages can facilitate the acquisition of pronunciation, and interference means that the differences between the two languages can hinder the process of pronunciation acquisition. That is why learners of foreign languages can have a lot of difficulties in learning pronunciation.

According to Dardjowidjojo (2009:35) the contrastive analysis of two language believes that the sounds which are not found in language A but found in language B will constitute problems for the speakers of A in learning language B. As example the sound of /θ/ as in the words *think* and *thank* is found in English but not in Indonesian will be a problem for the Indonesians learning English.

He also explains that the English cluster /s/, /k/, /t/ which is found at the end of a word as in the word *asked* also will be a problem for the Indonesians. Although Indonesian has these three sounds, they are not used at the end of a word. The English sound /p/ when occurring at the beginning of a syllable, followed immediately by a vowel, and under strong stress will be aspirated. Indonesian does not have such a feature. Therefore, Indonesians learning English tend not to aspirate this sound when speaking English.

So, to investigate the difficulties that students at SDN 2 Kampung Baru often meet, firstly, a contrastive analysis on the similarities and differences between the two languages, English and Indonesian, should be conducted. By doing this, we can see the main problems that students often meet when learning English pronunciation more easily. Analyzing the similarities and differences between English and Indonesian sound systems can make us examine the difficulties more easily and can help the process of teaching English pronunciation. The contrastive analysis will be on five different categories.

We are going to discuss about Indonesian consonants. There are twenty-three altogether: the stops /p/, /b/, /t/, /d/, /k/, and /g/; the fricatives /f/, /s/, /z/, /ʃ/, /x/, and /h/; the affricatives /tʃ/, and /dʒ/, the nasals /m/, /n/, and /ŋ/; the lateral /l/; the flap /r/; and the approximants or semivowel /w/ and /y/. The stops are produced sometime different from the English; Indonesian would not aspirate the English /p/, /t/, and /k/ when the sounds occur at the beginning of a syllable with a strong stress. Some of the English phonemes such as /θ/ and

/ð/ are not found in Indonesian so, they become a problem. The sounds of /f/ and /v/ in English also become a problem since Indonesian mostly tends to pronounce these letters as /p/.

English commonly has about eleven vowel sounds they are /ɑ/, /e/, /ə/, /ɛ/, /æ/, /i/, /ɪ/, /o/, /ɔ/, /ʊ/ and /u/ (Dardjowidjojo, 2009:122).

Comparing to the English vowels Indonesian has only about eight vowel sounds they are /a/, /e/, /ə/, /i/, /ɪ/, /o/, /ɔ/ and /u/, it means that some of English vowels are not found in Indonesian this case may become problem for the Indonesian learners. The difference of these sounds will not become a problem when sometime it cause foreign accent while the meaning is still understandable (phonetic problem). In contrast, it is should be aware when the difference of the sounds cause the exchange of meaning that will also cause miscommunication (phonemic problem). In short, there are two types of problem they are phonetic and phonemic. The phonetic problem will bring about a foreign accent while the phonemic problem may create a misunderstanding.

### **2.3 Concept of English Pronunciation**

There are some different linguists have defined what pronunciation means O'Conner (1980:1) defines pronunciation as the way in which a language is spoken. It can be meant that pronunciation is about how to utter a language orally. Pronunciation is the way of people producing a meaningful sound using their speech organ. The sounds produced to give or send messages to the recipient. O'Conner (1983) also states that pronunciation as organized

sounds are obviously different from writing language. Pronunciation consists of organized sounds that are produced by the air that gets through the organs of articulation. The organs are vocal cord, teeth, tongue, lungs, nose, lips, and so on.

Moreover, Hornby (1983:669) states that pronunciation is a production of phonemes, which is of accurate standard for certain group of people. This means that the accurate standard phonemes production in a group of people or speaking community is different with other groups or speaking community. Every group or speaking community has their own sounds system. They have their special rules and standard in communicating even they do not realize that. Related to this Dardjowidjojo (2009:11) states when we communicate with someone having the same language background, we do not realize that we are following certain set of rules which governs the use of the language we are using. The sounds by which we communicate are not randomly produced and arranged; they are produced in accordance with certain rules that natives speakers follow, even if they are not aware of what they do. The sounds produced automatically in systematic way.

Pronunciation involves the recognition of sounds as well as the production of sounds. We should understand the standard of correct pronunciation. According to Jones (1960) in Maryati (2007:9) good pronunciation may be defined as a way of speaking which is clearly intelligible to all ordinary people. In the matter of language, ordinary people here mean both natives speakers of the language and the people who use the language. In other words good pronunciation is intelligible speaking that occurs when the sounds or the

message uttered is understood by speaker and listener in a conversation. Moreover Lado and Fries (1964) in Pranoto etc. (1999) stated that there are three essentials in good pronunciation, they are sounds of language, intonation of language, and rhythm of language. A short explanation of those three essentials in good pronunciation provided below.

#### **a. The sounds of Language**

When we speaking we produce many words that have meanings. Those sounds are produced by the human's speech mechanism (Dardjowidjojo: 2009). When a human wants to produce a sound, he pushes out the air from the lungs. The air it is passes through the larynx where located the vocal folds or vocal cords. In order to determine whether a sound, particularly a consonant, is voiced or voiceless, we need to look at the voice onset time, VOT, the time gap between the release of a consonant and the vibration of the vocal folds. In short, we must pay attention on what rules must be used in uttering the correct sounds.

#### **b. The Intonation of Language**

Dardjowidjojo (2009: 189) defines that intonation is the rise and the fall of pitches when we produce sentences in a natural situation. The same sentence may mean different things depending on the intonation we use. The intonations of a sentence have a grammatical function such as indicating a question, request, surprise and others. Sometimes the tone makes the words with opposite meaning in a sentence.

### c. The Rhythm of Language

According to Hornby (1974:728) in Maryati (2007:10) rhythm is a regular succession of weak and strong stress, accent, sounds or movements. This definition expresses us that rhythm is used as the way of how to give the correct stress, accents, sounds, or movements for a word to make what the speaker says can be understood clearly.

Commonly, language sounds are classified or categorized into consonants and vowels. O'Connor (1980) in Maryati (2007) stated that English sound system has 44 sounds altogether; 24 consonants and 20 vowels. Consonant sounds are produced when the air flow passes the vocal tract in the position of wide apart or narrow glottis and distributed to the mouth and nose by getting resistance in certain articulation place. Whereas, vowel sound is shaped by the position for vocal fold vibration without getting any obstacle except the mouth will be forming certain shape suitable with kind of vowels resulted. Then, the sound which is shaped by gliding one vowel position up to another is called diphthong. These three English basic sounds, consonants, vowels and diphthongs will be discussed further below.

### 2.4 English Basic Sounds

Commonly, language sounds at first are classified into consonants and vowels and diphthongs. In English sound system, they are 44 sound altogether: 24 consonants, 12 vowels and 8 diphthongs. Consonant sound is produced when the air flow passes the vocal tract in the position of wide apart or narrow glottis

and distributed to the mouth and nose by getting resistance in certain articulation places. Whereas, vowel sound is shaped by the position for vocal fold vibration without getting any obstacle except the mouth will be forming certain shape suitable with kind of vowels resulted. Then, the sound which shaped by gliding one vowel position up to another is called diphthong (Maryati, 2007:12).

Simply, the English basic sounds which were investigated in this research were consonants, vowels and diphthongs.

#### **A. English Consonants**

Hornby (1983:182) states that consonant is a speech sound produced by a complete or partial stoppage of the breath. While Trask (1995:51 in Maryati 2007:12) defines consonant as a speech sound produce by significant obstructing the flow of the air through the vocal tract. Further, Dardjowidjojo (2009:23) mentions that in production of consonant, the parts of the mouth involved are the tongue, the lips, the teeth, the tooth ridge, the palate and the velum. English consonants are commonly classified based on three criteria;

1. Position of vocal cords,
2. Point of articulation and
3. Manner of articulation.

Here are the explanations of those consonants categories:

1. Based on the position of vocal cords or the state of vibration of the vocal cords consonants are divided into voiced and voiceless consonants.



### a. Voiced Consonants

Voiced sounds are produced when the air stream from the lungs is blocked and interrupted by the organs of speech with vibration or sounds that are produced with the vocal folds vibrating. They are /b/, /d/, /g/, /v/, /ð/, /z/, /dʒ/, /l/, /m/, /n/, /ŋ/, /ʒ/, /w/, /y/ and /r/.

### b. Voiceless Consonants

Voiceless sounds are produced when the air stream from the lungs is blocked and interrupted by the organs of speech without vibration. They are /p/, /t/, /k/, /f/, /θ/, /s/, /ʃ/, /tʃ/ and /h/.

2. According to place of articulation or the place in the vocal cords when the air stream is obstructed in the production of a consonant, Consonants are:

#### a. Bilabial

Bilabial sounds are sounds articulated by the two lips, the lower lips places to the upper lips. The sounds are /p/, /b/, /m/, /w/.

#### b. Labiodental

Labiodental are sounds that articulated by the lower lips points to the upper teeth. They are /f/, and /v/.

#### c. Dental

Dental are sounds that articulated by the tip of tongue points to the behind upper teeth. These sounds are /θ/ and /ð/.

**d. Alveolar**

Alveolar are sounds articulated by the tip or blade (front part) of the tongue points to teeth ridge or alveolar ridge. These sounds are /t/, /d/, /s/, /z/, /n/, /l/, and /r/.

**e. Alveopalatal**

Alveopalatal are sounds articulated by the tongue points to the very front of the palate near the alveolar ridge. These sounds are /ʃ/, /ʒ/, /dʒ/, /tʃ/, and /j/.

**f. Velar**

Velar are sounds that articulated by the back of the tongue points to the soft palate. These sounds are /k/, /g/, and /ŋ/.

**g. Glottal**

Glottal are sounds that articulated in the glottal. This sound is only /h/.

Manner of articulations construct the following consonants:

**a. Plosive**

Plosive sounds are produced by completely closing all the passages and suddenly removing the obstacles or letting it go abruptly so that the air escapes producing an explosive sound. These sounds are /p/, /b/, /t/, /d/, /k/ and /g/.

**b. Affricative**

Affricative produced by combining a brief stopping the air stream and an obstructed release which causes some friction. They are /tʃ/, and /dʒ/.

**c. Fricative**

Fricative produced by narrowing the air passage at the some point so that the air in escaping makes a hissing sound. These sounds are /f/, /v/, /s/, /z/, /θ/, /ð/, /ʃ/, /ʒ/, and /h/.

**d. Nasal**

Nasal are produced by completely closing the mouth, the soft palate (velum) remaining lowered so that the air is free to pass out through the nose or nasal cavity. These sounds are /m/, /n/, and /ŋ/.

**e. Lateral**

Lateral are produced letting the air stream flow to the sides of the tongue. It makes contact with the alveolar ridge. The only sound is /l/. (Liquid: /r/).

**f. Semivowel (Approximant)**

Semivowels are gliding sounds in which the organs of speech starts at or near a close vowel immediately move away to some other vowels. These sounds are /w/ and /j/.

**B. English Vowel**

Jones (1960:23) in Maryati (2007:17) states that a vowel is a voiced sound in which the air issues in a continuous stream through the pharynx and the mouth , there being no obstruction and no narrowing such adds would cause audible friction. Hornby (1983: 961) in Herdiana (2003:14) mentions that vowel is a sustainable vocal sound made without audible stopping of the breath, or friction in its passage through the mouth. Further, Eryon (2009:14) states that

the qualities of vowels depend on the position of the tongue and lips. Vowels are classified according to the position of tongue, lips shape and laxness (Jones 1987 in Eryon 2009). Below are the classifications of the English vowels.

## 1. Position of the Tongue

### a. The Position of the Highest of the Tongue

According to this position, the vowels are classified into:

- **front vowels**, they are /ɪ/, /i/, /e/, /ɛ/, and /æ/;
- **centered or central vowels**: /ə/ and /ɜ/;
- **back vowels**: /ʊ/, /u:/, /o/, /ɔ/, and /ɑ:/.

### b. The Point of the Tongue which is Raised

According to this position, the vowels are classified into:

- **close vowels**: /i/, /u/;
- **half close vowels**: /e/, /ɛ/, and /o/;
- **half open vowels**: /ɛ/ and /ʌ/ and
- **open vowels**: /a/ and /ɑ:/.

## 2. The Shape of Lips

According to the shape of lips English vowels are classified into;

- a. **Rounded vowels**: when the corner of the lips is brought toward each other and lips passed forward. These sounds are: /ʊ/, /u:/, /o/, and /ɔ/.

b. **Unrounded vowels** (spread) when the corner of the lips moved away from each other, as for smiling. The sounds are: /ɪ/, /e/, /ɛ/, /a/, /ə/, /ʌ/ and /ɑ/.

### 3. Laxness

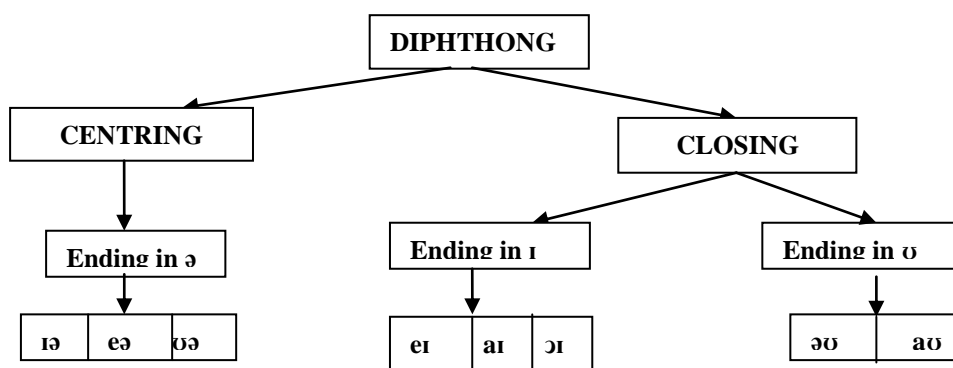
According to this parameter, the vowels can be classified into;

- **tense vowels:** /i:/, /u:/, /ɔ/, /e/, /a/ and
- **lax vowels :** /ɪ/, /ʊ/, /ɛ/, /ə/, /o/, and /ɑ/.

## C. English Diphthong

According to Hornby (1983) in Herdiana (2003) diphthong is a union of two vowel sounds. Moreover, O'Connor (1980) in Maryati (2007) defines diphthong as a gliding from one vowel to another, and the whole glide acts like one of the long simple vowels. According to O'Connor the diphthong of English are in the three groups: ending in /ɪ/, ending in /ə/ and ending in /ʊ/. While, according to Eryon (2009:16) diphthongs are classified into closing diphthong and centering diphthong. Here is the table of diphthongs (Maryati 2007:20)

Table 1.English Diphthongs



## 2.5 Case Study as Research Method

To understand the characteristics of a case study, first of all, some definitions of the term “case study” should be presented. As cited in Jaeger, (1988) by an unidentified student, a case study is what you call a case, in case, in case you don't have anything else to call it. According to Smith, cited in Stake (1988), the definition of case study is ambiguous. However, the term “bounded system” defines the method for him. Johnson (1992) defines that a case study is a study which focuses holistically on an entity. In other words, a case study is a study which involves a detailed exploration of a single instance of, or example of, something.

Gillham (2000:1) defines a case as a unit of human activity embedded in the real world that can only be studied or understood in context. A case merges in with context so that precise boundaries are difficult to define. Thus, a case study has some following characteristics. Firstly, the context isn't necessarily a cultural context. It can be any context as long as the context is relevant to the research questions.

The second characteristic is that it focuses on an individual. In other words, case studies seek to investigate one single small group of subjects only. It is concerned with the documentation and analysis of a single instance. A case study, that is to say, is one which seeks the different kinds of evidence which there is in only one setting, the case study. Another characteristic is that it provides a portrait of what going on in a setting. (as cited in Dr. Le Hung Tien's lecture on case-study research).

McDonough and McDonough (1997:212) claim that “teachers spend their working lives dealing in different ways with individuals, and they need to understand those “cases”, not in the first instance to build theories and search for broader patterns, but to understand their learners’ behaviors’ learning styles, language development, success, failures, attitudes, interest and motivation.

The fourth characteristic of a case study is that it can have objective and subjective accounts of data. According to McDonough and McDonough (1997:204) the study of cases is not only a qualitative undertaking, nor does it present an either/or perspective in quantitative / qualitative terms. Most of case study is quantitative because the weight of discussion on case study is on interpretive approach. However, it depends on the size of scale trend to be qualitative or quantitative or both. For example, when the researchers need to study large scale trends, cases will be usually selected on the basis of random sampling and the data submitted to statistical analysis. A case study is always selected because it deals with a considerably current issue. A case study focuses holistically on an entity. However, each case selected may be a representative for a general category.

Because of these above characteristics, the writer decides to choose a case study for my research. The problems at SDN 2 Kampung Baru, Kedaton, bandar Lampung may be, to some degree, the same to those of many other schools. Furthermore, the aim of my research is to investigate the difficulties or the problems that SDN 2 Kampung Baru, Kedaton, Bandar Lampung

students meet when they learn English pronunciation and to recommend some suggestions for teachers and learners to overcome these problems or difficulties. The purpose of the study also stimulates me to choose a case study for my research methods. This method chosen since the writer finds that it is the most appropriate method to be used in collecting the data to answer the research question.