II. FRAME OF THEORIES

In this research, the writer considers some theories in order to support in collecting and judging the data needed. The theories are important to strengthen the finding and it is also necessary to give the references in giving reasons for some explanation in this research. In quoting the theories, the writer prefers to use the theories that were compatible with his ideas. This chapter presents previous research on teaching pronunciation concept of pronunciation, basic sounds of English, song related to language teaching, criteria of selecting songs, selected technique of teaching English through song and advantages and disadvantages.

2.1 Review of Related Research Teaching Pronunciation

There have been several studies in the teaching of English using song. Kurniawati (2000) conducted a research about improving students' vocabulary through song at the fifth year of SD Sejahtera 1 Bandar Lampung. She used song to see students' achievement of vocabulary by using test. The finding of Kurniawati's research showed that there was a positive influence of song toward the students' vocabulary achievement because after treatments there was an increase of the students' vocabulary.

Saptorini (2006) did the research about analyzing the process of teaching pronunciation through children song at Palm Kids. In her research, she used children song to show the problems in teaching pronunciation. She concluded that enthusiasm was very important in teaching pronunciation. Enthusiasm created the comfortable situation in the class. Therefore students could receive the materials well.

Herninda (2010) has also done her research about teaching English pronunciation (/ð/, /θ/, /ʃ /) sounds of friction consonants through song at the fifth grade of SDN 2 Rukti Harjo Lampung Tengah. The research showed that the implementation of suitable technique, material and media was important, because it could create a pleasant situation and encouraged students to learn English pronunciation.

To find appropriate technique, media and material for teaching pronunciation for students, we have to see the consideration of choosing a suitable technique, media and material that they should enjoyable, interesting, challenging and avoided the students' boredom.

2.2 Pronunciation

There are many experts who define the concept of pronunciation. Oster (1985) says that pronunciation refers to the person's way of pronunciation words. One who learns English as a foreign language must be able to use English pronunciation as well as other skills. O'Connor (1989) also defines pronunciation as the organized sound that is very different from written language. We can see from the definition above that pronunciation is a way in which someone utters the words or the language to another based on the available rules.

Pronunciation involves the recognition of sound as well as the production of sound. The students must be included into the process of listening for discriminating the sounds and the process of uttering the sounds because the differences between uttering and hearing depends on how they produce the sounds.

Based on theories above, we can conclude pronunciation is an integrated and integral part of second/foreign language learning since it directly affects learners' communicative competence as well as performance to a substantial extent. In other words, pronunciation is the activity to produce speech sounds of the words in English. The different sounds are produced by different ways. The matter is raised as a result of variations of the sound itself. A student may well have a good understanding of English and an excellent vocabulary, but if their pronunciation is so poor that they cannot communicate, all is lost.

2.3 Basic Sound of English

Language surely has each basic sound. In other words, the role of basic sounds is very important that the students have to learn it. Here the writer gives the explanation about basic sounds of English.

2.3.1 Consonant in English

Consonants of English are generally made by definite interference of the vocal organs with the airstream (O'Connor, 1967:24) According to Jones (1987:23) in Diantari (2004:8), consonant is defined as a sound in which the air from the lungs is not allowed to pass out through the mouth without something to interrupt it. Consonants have significant role in forming English sound. As O'Connor

(1980:24) asserts that we can understand a single sentence, even though all the vowels letter have been left out, but what happens if all the consonants are removed, it is impossible to determine the meaning of a word, because the consonants is bones of skeleton of English and give it shape.

Furthermore, O'Connor (1980:24) says that the differences of accents are mainly the result of differences in sounds vowel; the consonants are similarly wherever English spoken, in other words if the vowel sounds are imperfect, it will not prevent us from being understood, but if the consonant sounds are imperfect there will great of misunderstanding. For examples, If you pronounce /tæŋk/ instead of /θæŋk/ for the word 'thank', it will not make sense your sentences.

English sounds are mainly built by vowel and consonants, where consonants have significant role in forming English sounds, they contribute more in making English sound than vowels do (Roach, 1993:9). There are three types of English consonants' classification; due to the point of articulation, vibration of vocal cord and what manner of articulation is passed through oral cavity (Roach, 1993). According to the point of articulation, the consonants can be divided into several positions; they are bilabial, labiodental, palate-alveolar, velar, palatal, alveolar and glottal.

Since the consonants of English contribute more in English sounds than vowels do, and due to some writer's findings and experts' theories which conclude that the most problematic consonant among the English consonant is friction consonants, therefore it cannot be neglected that learning English consonants, especially the friction consonants is important to learn it.

Based on explanation above, the writer admits that friction/fricatives consonants are important to learning. Furthermore, friction/fricatives consonants are appropriate to teach to students of Senior High School.

2.3.2 Type of English Consonants Due to the Point of Articulation

Based on the point of articulation, consonants of English are divided into several positions of articulation, in this case are organs of the mouth, they are: bilabial, labiodental, palate-alveolar, velar, palatal, alveolar and glottal consonants. These consonants also divided by the type of the sounds that occur when they are pronounced properly or correctly, they are plosive, fricative/friction, affricative, nasal, lateral and glottal.

These eight types of consonants are presented on the table.

Table 1. Consonants due to the point of articulation

	Bilabials	**Labial**	**Dental**	**Alveolar**	**Palato Alveolar**	**Palatal**	**Velar**	**Glottal**
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			h
Affricative					ʧ ʤ			
Nasal	m			n			ŋ	
Lateral				l				
Glottal	w				r	J		

(Roach, 1993:63)

The classification of the English sounds above is due to the manner of articulation and point of articulation.

2.3.3 English Fricative or Friction Consonants

Fricative or friction consonants are all consonants with the characteristic that when they are produced, air escapes through a small passage and makes hissing sounds (Roach, 1993:47). According to O'Connor (1967:26) friction consonants are /f/, /v/, /s/, /z/, /ð/. /ɵ /, /ʃ /, /ʒ /, /h/ where for all of them are articulated by lungs push air through a narrow opening where it causes friction of various kinds. The friction consonants are presented in the following points:

1. /f/ and /v/ sound, these two friction consonants are classified into labio-dental, because they are produced by lower lip and upper teeth. The difference between /f/ and /v/ is mainly one of strength: /f/ is a strong consonants, /v/ is weak one. Also /f/ is never voiced, but /v/ is voiced. In other words, /f/ is strong, voiceless, long consonants. While /v/ is weak, perhaps voiced, short consonant. These consonants are presented in the following points:

Table 2. Friction Consonants for /f/ and /v/ Sounds

Symbol	Basic sounds	Position in words		
		Initial	Middle	Final
/f/	f	Fine /faɪ n/	Offer /'ɑ :fə/	Leaf /li:f/
/v/	v	Very /verɪ /	Over /'oʊ və/	Give /gɪ v/

When the /f/ and /v/ sounds occur at the end or word, they have effect on the length of the vowel. /f/ sound make vowel longer and /v/ sounds makes the vowel shorter.

2. /θ/ and /ð/, these two consonants are classified into dental fricative consonants because they are produced by lower and upper teeth. They are articulating by placing the tongue inside the teeth and the tip of the tongue touching the lower front teeth and the blade touching the inside of the upper teeth, /θ/ is stronger and longer and always voiceless, /ð/ is weaker and shorter and may be voiced. These consonants are presented in the following points:

Table 3. Friction Consonants /θ/ and /ð/ Sounds

Symbol	Basic sounds	Position in words		
		Initial	Middle	Final
/θ/	th	Think /θɪ ŋk/	Earthy /3:θɪ /	Tooth /tu:θ/
/ð/	dh	That /ðæt/	mother /mʌ ðə/	With /wɪ ð/

3. /s/ and /z/, these two consonants are classified into alveolar, because they are produced by the tip of the tongue touching the alveolar ridge/teeth ridge. /s/ is strong friction consonants, longer and always voiceless, while /z/ is shorter and may be voiced.

Table 4. Friction Consonants /s/ and /z/ Sounds

Symbol	Basic sounds	Position in words		
		Initial	Middle	Final
/s/	s	See /si:/	Buses /bʌ sɪ z/	Price /praɪ s/
/z/	z	Zoo /zu:/	Raising /reɪ zŋ /	his /hɪ z/

At the end of word, after a vowel /s/ makes the vowel rather shorter and /z/ makes the vowel rather longer.

4. /ʃ / and /ʒ / are classified into palato alveolar or post-alveolar friction because they are produced by the tip of the tongue touching the alveolar little back to alveolar ridge or middle alveolar. /ʃ / is strong sound and /ʒ / is weak one. /ʒ / doesn't occur at the beginning of English word, but /ʃ / quite frequently does.

/ʒ / consonant is seldom happens at the ends of word, and if it is any, it is only occurred at some words borrowed from Fance.

Table 5. Friction Consonants /ʃ / and /ʒ / Sounds

Symbol	Basic sounds	Position in words		
		Initial	**Middle**	**Final**
/ʃ /	sh	Ship /ʃɪp/	Nation /neɪʃən/	Push /pʊ ʃ/
/ʒ /	ez, iz, zeh	-	vision /vɪ ʒ n/	Garage /gə'rɑ :ʒ /

5. /h/ consonant is called glottal consonant, because it is articulated in the glottal. /h/ sound consists of the sound of breath passing between the open vocal cords and out of the mouth which is already prepared for the following vowel, for example: /h/ sound before /i:/ the mouth is in /i/. /h/ doesn't make very noise, but it must not be left out when it should be sounded, they are two reasons for this;

a. Many words distinguished by the presence and the absence of /h/ sound.

b. English speaker considers that /h/ sound is the bigger danger and it never
    occurs at the end of words. The consonant is presented in the following
    point:

Table 6. Friction Consonants /h/ Sound

Symbol	Basic sounds	Position in words		
		Initial	**Middle**	**Final**
/h/	h	His /hɪ z/	behind /bɪ 'haɪ nd/	-

2.4 Contrastive Analysis

Utterances can convey an almost infinite number of meanings and combinations
of meanings, yet all the meanings communicated via language in any utterance are
sent out through a limited number of different sounds (written symbols).
Goldsmith, (1995) states broadly that each language is a structurally different
system.

Brown (2000) claims that the principle barrier to second language acquisition is
the interference of the first language system with the second language system,
Transfer is present in phonology more than any other area and it is because of this
fact that one can guess the first language of a speaker through his/her accent while
speaking or reading a second language.

Dardjowidjojo (1978) tries to explain pronunciation problems of Indonesian
students learning English. Since the source of problems lies in the differences
between the two languages, exercises based on a careful contrastive analysis are

the best for the teaching of pronunciation, and for the findings of the discrepancies and similarities.

Based in quotations above, mother tongue of first language also influence our utterances in second language. Being able to recognize the problems that make Indonesian students fail to communicate fluently, the contrastive analysis can be used to find out the differences and similarities between English and Indonesian phonemes.

2.5 Song

Weikart (1988:12) states that song is short poem or verses set to music and intended to be sung. Song, which belongs to genre including both lyrics and music, can be added to list. They are marked by richness of content, poetical metaphor and symbol that emotionally reflect the world live in. Song can motivate a positive influence on listener. Song can inspire the student to express their attitude to words what they have heard. Here, we can see that applying songs in teaching learning process provides an active process for the student they are intended to sing.

There are many types of songs, such as folk songs, rap songs, rock songs, popular songs, and so on. The characteristics of lyrics of these songs are usually short, affective, simple, repetitive, rhymed, dialogic, conversation-like features. Hence, they can be put into service in language teaching, including vocabulary teaching, listening comprehension, pronunciation, etc.

The writer considers that teaching pronunciation using song is enjoyable way. Teacher will create the difference situation where students will studies pronunciation with high enthusiasm and comfortable.

2.6 Song Related to Language Teaching

Variety is one of the most important factors in maintaining the high level of motivation and interest among the students. Finding out the ways to vary the presentation or reviewer of learning material can be big challenges. Yet, there are many "real life" activities that can be brought into the classroom to add variety not only to learning process but also the students' experiences in English. One of these activities is song.

Senior high school students' ability ranges from higher intermediate all the way to complete false beginner, depending on the school. However students' levels within a school tend to be much more homogenous than they are at junior high school. Therefore teacher must help them to pronounce all the words better. Based on that reason, the way of teaching English using song to students of senior high school is somewhat different. The first discussion of this song is teacher introduces the title of song to be interested. As we know, the students of senior high school like listening to music. The teacher plays or sings the song that they heard before. The second step the students imitate the teacher's words and may join to sing.

2.7 Criteria of Selecting Songs

The writer realizes that not all kinds of song are appropriate to be used in teaching English to students of Senior High School. Coromina (1993) suggests that there

are two main principles in choosing songs in teaching learning process. The principles are "what to look for" and "what to avoid", which can be explained as follows:

2.7.1 What to look for

It means that in selecting the songs to be presented, the teacher must be careful and consider some requirements as follows:

a. The song must carry some sort of massage or at least tell an interesting story.

b. The words of the song should be simple.

c. Each word must be clearly pronounced. Therefore, the students can learn how to pronounce fricatives/friction consonant.

2.7.2 What to avoid

There are certain types of songs that should be avoided by the teacher, they are:

a. Songs that are too fast paced

b. Songs in which the lyrics are too long

c. Songs in which the music burned the singer's voices

d. Songs in where there is no substance in the lyrics

e. Songs that verge on obscene or that include lyrics that are discriminatory (for instance, song that mock religious beliefs)

Based on the explanation above, in choosing songs, the writer's consideration is simple and clearly pronounced. The song also contains some fricatives/friction consonants (/f/, /v/, /s/, /z/, /ð/. /ɵ /, /ʃ /, /ʒ /, /h/). For instance, "Earth" are

pronounced as /ɜ :rθ/, "sheep" are pronounced /ʃiːp/, "that" are pronounced /ðæt/.

2.8 Selected Technique of Teaching English through Song

English is often considered as a difficult language to teach and learn in Indonesia especially pronunciation because the sounds of English are totally different with Indonesian language. In teaching learning process this difficulty commonly appears when both teacher and students are Indonesian native speakers. In this case, an interesting effective method is needed to make it easier English pronunciation teaching learning process in the class. One of the possible ways to realize this idea is teaching pronunciation through music. According to Pendleton (2000), music, however, is human universal, reaching us emotionally, whether we like or not. Music also reaches us intellectually, offering the opportunity to use music in teaching. Whether pre-recorded or performed live, songs can help a person learn English, either as a first or additional language.

Pendleton (2000) also states that there are two things in selecting the song in teaching process:

2.8.1 Lyric

a. Teachers have to select songs that students' heard. It helps the students to follow when the teacher sings the song.

b. Employs lyric as mnemonic reminders in songs that the teacher chosen.

c. Set lyrics to easy songs that the students understand, like local rhymes.

2.8.2 Performance

a. Start with easy topics, but begins increasing the difficulty. The students could learn English by writing lyrics commemorating the best day of their lives to tune of "Twinkle Twinkle, Little Star".

b. Encourage students to perform songs in English, it allows the students to build their confidence. Hold an informal concert in which students sing their song.

Based on the explanation, the writer considers using the technique above in teaching pronunciation. It is expected helping students to follow teaching learning process. Beside, students can receive the materials well.

2.8.3 Procedures of Teaching Pronunciation through Songs

The research uses the songs in teaching pronunciation. Therefore, the writer determines the procedures of teaching pronunciation through song. Here is the example of procedures of teaching pronunciation through songs:

1) Pre-Activities
   a. Teacher greets the students.
   b. Teacher conducts routine (asking about student's health, their last experience, the weather, the day, and so on).
   c. Brainstorming.
   d. Let students express their idea about those lyric's song. Then teacher makes a classification about the characteristic of the song.

2) While-Activities
   a. Teacher writes the tittles of song and the words related to the song, on the whiteboard.

b. Teacher gives example of pronounce the words given (titles of song and words related to the song). Students repeat afterward.

c. Teacher plays a song and asks students to listen to the song twice.

d. Teacher distributes text of the song, asks the students to read first, and then asks them to sing the song.

e. Teacher and students sing the song together and while sing the song they are asked to repeat every word consisting.

f. Teacher and students repeat several parts that consist of friction consonants (/f/ and /v/, /s/ and /z/, and /h/). For examples; Asks students to pronounce "fine" and "very", "see" and "zoo" and "his".

g. Teacher gives examples of pronounce friction consonants (/f/ and /v/, /s/ and /z/, and /h/). Students repeat afterward.

h. Teacher gives other sample of the words consists friction consonants (/f/ and /v/, /s/ and /z/, and /h/) sound.

i. Teacher asks students to sing the song once more without seeing the text, in order to make students able to synchronize the written form of the words and the way it is pronounced.

j. The teacher repeats the song, andthen teacher asks students to repeat afterwards.

k. Teacher does indirect correction in students' error of pronunciation by re-asking incorrect words, so that they aware with their false.

l. Teacher leads students to read in appropriate way and then teacher lets students read independently, in order to find the students' problem in pronouncing.

3) Post-Activities

a. Teacher and students discuss the topic of today and teacher lead students to sing together (feedback).

b. Teacher makes summary of how to pronounce friction consonants (/f/ and /v/, /s/ and /z/, and /h/) sounds.

2.9 Advantages and Disadvantages

2.9.1 Advantages

There are several advantages, as with other teaching strategy techniques using song. They are:

a. No special equipment in teaching learning process.

b. New vocabulary can be introduced and easily comprehended within a song.

c. Song encourages the students' enthusiasm in teaching learning process. It also allows the students to build their confidence.

2.9.2 Disadvantages

As there are always advantages one must also look at the disadvantages when deciding to use songs as teaching strategy.

a. Teaching Pronunciation by using Songs takes an extra time in the regular meeting. It can be an ineffective time for the learning process while the teachers want to give the materials appropriate their syllabus.

b. It is also seen an enjoyable activity for student, it might create a threat to classroom atmosphere which can lead to destruction of normal discipline of the classroom.