

## **II. FRAME OF THEORIES**

### **A. Concept of Teaching English for Children**

Children between the ages of four to eleven are believed to be better at learning second language more easily. This belief seems to come from the critical period hypothesis: the claim that human beings are only capable of learning language between the age of two and the early of teens (Cook in Setiyadi, 2003:162).

Teaching can be defined as giving instruction to learners by using method, technique, and media to achieve the goal. Anthony (1963:30) in Saptorini (2006:9):

A technique is the implementation, which actually takes place in a classroom is particular trick strategy or contrivance use to accomplish an immediate objective. In the process of teaching and learning English in the class, the teacher has the important role in developing the students' achievement in order that the student can absorb the information in English.

According to Corder (1973) in Saptorini (2006) we should answer two important questions, what to teach and how to teach. Teaching involves the materials and the methods or techniques.

In language learning context, it is believed that students will learn a foreign language more effectively under certain conditions. Therefore, there are some

assumptions about language learning that should be considered when teaching English as a Foreign Language to Children (Larsen-freeman, 2000: Mackey, 1975 and Richards and Rodgers, 2001 in Setiyadi, 2003:164)

- a. Learning should be fun and natural for children
- b. The language should be first presented through sounds, not written symbols. Listening and speaking are worked on as the learners produce meaningful utterance concerning physical objects and their own experience.
- c. Children are more sensitive to anything that touches the sense; they react easily to physical objects.
- d. Meaning should be more perceptible through concrete object or by the presentation of experience.
- e. The idea that teaching should start from what the students already know in order to encourage association processes seems to favor children.

The methods for teaching children should maintain the characteristics of children in order that the students can learn the target language optimally. One of the common principles that may be considered to develop or choose methods for children is that learning a foreign language should be fun and natural.

Related to teaching pronunciation for children, it is necessary for the teacher to consider that children are easy to remind and memorize every single word that they have heard when they was young. But it will be maximal if teacher uses fun and pleasure activity, method, and media for sharpening pronunciation skill.

By using song, teacher will be able to make students pronouncing English sound without making students feel boring and under pressure

Patricia A. Richard (1988:118) stated that when a song is presented in class, it is usually a good idea to let the students' just listen to the song first as it is played on the record tape. Then hand out the words and play the song again. The third time the song is played, the students will no doubt sing along with the teacher and the recording. This step will make taking score activity by recording students' sounds much easier.

## **B. The Notion of Pronunciation**

Pronunciation refers to the way in which we make the sound of the word. There are many experts that talked about pronunciation. O'Connor (1989) defines pronunciation as the organized sound that is very different from written language. From the definition above, we can see that pronunciation is a way in which someone utters the words or the language to another, based on the available rules. Webster (1961:1816) in Hartatiningsih (1995: 9) has defined that pronunciation is the act of manner of pronunciation words. Pronunciation involves the recognition of sound as well as the production of sound. The students must be included into the process of uttering the sounds, because the differences between uttering and hearing depend on how they produce the sounds.

in this research, pronunciation refers to the act of manner of pronunciation words. Pronunciation involves the recognition of sound as well as the production of sound.

## **1 Basic Sounds of English**

### **1. 1 Consonants of 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), defines a consonant 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 the bones of skeleton of English and give it shape.

Furthermore, O' Connor (1980:24) says that the difference of accents are mainly the results of differences in sounds of vowels; the consonant are similarly wherever English is spoken, so if the vowel sounds are imperfect, it will not prevent us from being understood, but if the consonant sounds are imperfect there will be great of misunderstanding.

English sound are mainly built by vowels and consonants, where consonants have significant role in forming English sound, they contribute more to 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, dental, palato-alveolar, velar, palatal, alveolar and glottal.

Since the consonants of English contribute more in English sounds than vowels do, and due to some researchers' findings and experts' theories which conclude that the most problematic consonant among the English consonant is friction consonants, so it cannot be neglected that learning English consonants, especially the friction consonants is important for Elementary School students.

### 1. 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, dental, palato-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 next page.

**Table 1. Consonants due to the point of articulation**

	Bilabials	Labial	Dental	Alveolar	Palato Alveolar	Palatal	Velar	Glottal
<b>Plosive</b>	p b			t d			k g	
<b>Fricative</b>		f v	θ ð	s z	ʃ ʒ			h
<b>Affricative</b>					tʃ dʒ			
<b>Nasal</b>	m			n			ŋ	
<b>Lateral</b>				l				
<b>Glottal</b>	w				r	j		

(Roach, 1993:63)

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

### 1.3 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 a hissing sound (Roach, 1993: 47). While O'Connor (1967:26) friction consonants are /f, v, s, z, θ, ð, ʃ, ʒ, h/ where for all of them are articulated by the lungs push air through a narrow opening where it causes friction of various kinds. The friction consonants presents 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 consonant, /v/ is weak one. Also /f/ is never voiced, but /v/ is voiced. So /f/ is a strong, voiceless, long consonant, 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**

IPA symbol	Basic sound	Position in words		
		Initial	Middle	Final
F	F	fine /faɪn/	offer /ɔfə/	leaf /li:f/
V	V	very /verɪ/	over /əʊvə/	give /gɪv/

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

IPA symbol	Basic sound	Position in words		
		Initial	Middle	Final
θ	Th	think /θɪŋk/	earthy /ɜ:θɪ/	tooth /tu:θ/
ð	Dh	that /ðæt/	mother /mʌðə/	with /wɪð /

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**

IPA symbol	Basic sound	Position in words		
		Initial	Middle	Final
S	s	see /si:/	buses /bʌsɪz/	price /praɪs /

Z	z	zoo /z/	raising /reɪzɪŋ/	his /hɪz /
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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 end of word, and if it is any, it is only occurred at some words borrowed from France.

**Table 5. Friction consonants / ʃ / and / ʒ / sounds.**

IPA symbol	Basic sound	Position in words		
		Initial	Middle	Final
ʃ	sh	ship /ʃɪp /	Nation / neɪʃən /	push /pʊʃ/
ʒ	ez, iz, zeh	-	vision /vɪʒən/	garage /gæɾɑ: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

position for /i/. /h/ doesn't make very much noise, but it must not be left out when it should be sounded, they are two reasons for this;

1. Many words distinguished by the presence and the absence of /h/ sound.
2. English speaker considers that leaving out /h/ sound is the mark of un-cultivated speaker.

So leaving out the /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**

IPA symbol	Basic sound	Position in words		
		Initial	Middle	Final
H	h	his /hIz /	behind /behaInd/	-

### C. Concept of Teaching Pronunciation

There are many factors that influence language teaching especially teaching English pronunciation. Besides teacher should select the media that suitable to be applied in teaching English pronunciation, they also should know how to teach pronunciation well. By knowing the good way in teaching English pronunciation, the result that is achieved will be more maximal.

The following Jeremy Harmer's alternatives in pronunciation teaching (2002:1883):

“There are three alternatives are conveyed by Harmer. First, whole lesson: making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots: some teachers insert short, separate bits of pronunciation work into

lesson sequences. And the last alternative is integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson”.

In this case, teacher should decide what alternative he chooses. By deciding the alternatives he uses in teaching English pronunciation, he can make a strategy based on the alternative to get a maximum result. Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron (2001:40) says that “it is a crucial thing for teachers to take the responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out”. In this case, the teacher should let the students know that they are studying about pronunciation and they are expected to be able to pronounce English words correctly. It is needed an enthusiasm in teaching English pronunciation so that both the teacher and the students get a good result in it. It can be done by encouraging the students that they can do the best.

Besides that, it also can be done by asking the students to present their ability in pronouncing English words so that other students know that they can do it well. By this, students have a great spirit to learn how to pronounce English words well.

#### **D. Concept of Song**

Weikart (1988:12) in Saptorini (2006:23) states that song is a 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 we live in. songs can motivate a positive emotional 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.

#### **4. 1 Criteria of Selecting Song for Children**

In selecting an appropriate song, Coromina cited in Saptorini (2006;25) that there are many things to be considered.

1. The teacher should consider the relationship between the goals and the objectives of the particular program, and between the materials and actual teaching.
2. Song that is sung must have clear pronunciation, but they don't have to be in "standard American English" or "RP".
3. Songs must have appropriate themes for children. Do not give songs that verge on obscene or that include lyrics that are discriminatory (for instance, song that mock religious beliefs).
4. The song must carry some sort of message or at least tell an interesting story.

5. The words of the song should be simple and understandable.
6. Don't give songs which have too fast paced and too long lyrics.
7. Song must create positive and happy feeling of children. It is better if teacher use up beat song with dynamic tone which caused positive and happy feeling.

#### **4. 2 Concept of Teaching English by using Song**

Songs empower language learning. Moog (1976) in Hsu Ya Fen (2007) asserted that understanding music was attainable for children to understand speech and reading selections. Fowler (1994) in Hsu Ya Fen (2007) also advocated many children can enjoy and appreciate music through listening to music, singing, playing the instruments or participating in any other kinds of activities. Therefore, music and songs provide students with an outlet of emotion turbulence and can gain vocabulary, phrases, sentence patterns or pronunciation from the natural and authentic context. Paul David (2003) also stated that song add a whole dimension to children's classes, and make it easier for the children to remember words and patterns and natural chunks of language.

Based on Coromina (1993), there are many advantages to using songs in the classroom: First, they are easily available (you only have to go out and buy them); second, they present new vocabulary and expressions in context; through them students become familiar with the pronunciation of native speakers; third, they provide topics for discussion; and finally, most students

enjoy listening to and analyzing songs, since they provide a break from the textbook and workbook routine.

Murphey (1992) in Hsu Ya Fen (2007) also applied music in his teaching because music is everywhere and all students have musical tastes. Music and songs is a communal activity. The use of music and song in the classroom can stimulate very positive associations to the study of a language. He presented ten reasons to support his notion of applying music and songs to assist teaching in the classroom:

1. To sing language is easier than to speak it.
2. Song appears to precede and aid the development of language in young children.
3. Songs are “adolescent motherese.” “Motherese” is the highly affective and musical language that adults use with infants.
4. It is hard to escape music and songs as it occupies the world around us
5. Songs work on people’s short- and long-term memory and stick in their heads after hearing songs.
6. The singing of songs resembles what Piaget described as egocentric language. Songs seeming to do with children may strongly activate the repetition mechanism of the language acquisition device.
7. Songs use simple, conversational language, with a lot of repetition, which is just what many language teachers look for in sample texts. They are affective and that makes them more motivating than other texts.
8. Songs can be appropriated by listeners for their own purposes.

9. Songs are relaxing. They provide variety and fun, and encourage harmony within oneself and within a group.
10. Songs are short, self-contained texts, recordings, and films that are easy to handle in a lesson.

From Murphey's view, there are so many advantages using songs that teachers should make good use of them.

David (1993) in Hsu Ya Fen (2007) also pointed the quietest students who tend to be the most sensitive become more vocal than usual in music-based lessons. Furthermore, many education practitioners highly value the benefits of song activities (Abbott, 2002). Songs are used as good tools to aid in pronunciation teaching. When singing songs, students can repetitively practice the pronunciation and intonation to learn authentic and accurate spoken language (Hsu Ya Fen (2007)). Here, we found that by using song, we can stimulate students to pronounce the words without making them feel uncomfortable and under pressured.