

CHAPTER II

THEORITICAL FRAMEWORK

A. Pronunciation

1. Definition of Pronunciation

Language is an important thing for communication. To explain the language, people have to understand how to produce language correctly. It means that people have to know some knowledge about language. One of them is pronunciation. Pronunciation is one of important skills needed in speaking English. We can measure how fluent someone in speaking by his pronunciation. Pronunciation has some definition.

Pronunciation means how we say words. Most people speak the dialect of standard English with an accent that belongs to the part of the country they come from or live in. Learners of British English commonly hear RP (received pronunciation), which is an accent often use on the BBC and other news media and in some course materials for language learners. But it also common to hear a variety of regional accents of English from across the world.¹

Jack C. Richards has stated that pronunciation (*n*) is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sound in the mouth, pronunciation stresses more the way sounds are perceived by the hearer.²

¹Cambridge Advanced learner's dictionary and thesaurus for learners of English, cambridge university press, 2016.

²Jack C. Richards and Richard Schmidt, *longman dictionary of language Teaching and Applied Linguistics*, Britain:Ms.Media shojaee, 2010, fourth Edition, 469.

Speaking and pronunciation are the basic of communication and also not be separated because if the speaker can speech and has pronunciation mastery, people speech cannot be understood by listener, and people cannot to be the good communicators. Speaking and pronunciation both relation on the some basic activity but pronunciation concentrates on how speaking is down, the language can be understood when heard spoken language well, to understand the language speech speakers must be pronounce corretctly.

From the explanation above we can take conclusion that pronunciation is something that producing that sound language to make the meaning. the right pronunciation will be understood by people, but the wrong pronunciation will be misunderstood. We know that in English pronunciation there are two kind of phonological structure, they are segmental and supra segmental.

a. Segmental structure

It can be defined As a consequence, numerous languages have writing systems – alphabets or syllabaries – which represent their consonants and vowels adequately.”³ Include punctuation marks, italics, underlines, and capital letters are crude and inadequate ways of representing prosodic elements. Segmental structure is based on the segmentation of language into individualspeech sounds provided by phonetics. Unlike phonetics, however, segmental phonologyis not interested in the production, the physical properties, or the perception ofthese sounds, but in the function and possible combinations of sounds within thesound system.

³ Daniel Jones, *The Pronunciation Of English*^{4th} Ed(New York: Cambridge University Press, 1986), 141.

b. Supra segmental structure

The ways in which an utterance is broken into 'chunks.' Include The technical name which we use for 'chunk' called as tone unit, position of accent, and The intonation or melody. According to Paul, He said that :

Suprasegmental also called prosody, it is concerned with those features of pronunciation that cannot be segmented because they extend over more than one segment, or sound. Such features include stress, rhythm, and intonation (also called pitch contour or pitch movement.)⁴

From the explanation above, we can differentiate between segmental and supra segmental structure which segmental structure is pronunciation aspect come from phonetic side, but supra segmental structure (prosody) is pronunciation aspect come from phonology side.

2. Types of Pronunciation

There are no people that pronounce with the same pronunciation. Some reasons are about locality, early influences, social surroundings and also individual factor that difficult to account. The different speakers can be seen from their pronunciation. The types of pronunciation divided into two kinds,⁵ there are:

a. Good speech

According to Jones that "Good speech defined as a way of speaking which is clearly intelligible to all ordinary people".⁶ It is means who speak and their speaking is understood by their

⁴ Jones, *The Pronunciation Of English 4th Ed*, 141.

⁵ Daniel Jones, *The Pronunciation of English 4th Ed* (London : Cambridge University Press, 1956), 3

⁶ Jones, *The Pronunciation of English 4th Ed*, 4.

partner of communication, it is good speech because when speakers are mistake in their speech while effect to the meaning.

b. Bad speech

Another way Jones tells about bad speech is a way of taking which is difficult for most people to understand.⁷ It means who speak and their speaking is difficult to be understood by their partner of communication.

3. The Importance of Pronunciation

Pronunciation is very much a “must” skill for any English language learner. There are many important reasons all students need to focus on correct form and pronunciation. Here are three very important ones:⁸

- a. Perceived Competence. Many native speakers will think a second language English speaker has a low level of fluency if their pronunciation is incorrect. This can cost a job, a relationship or just be plain frustrating.
- b. Clarity & Intelligibility being understood. Communication, especially in today’s international world of school and business is so important. Pronunciation mistakes may impact from being understood and affect your results at school and in business.
- c. Pronunciation helps acquire English faster. The earlier people focus and master the basics of English pronunciation, the faster they become fluent. The ear is so important in this

⁷Jones, *The Pronunciation of English*^{4th} Ed,4

⁸<https://.englishcentral.com/2015/02/22/the-importance-of-pronunciation-for-language-learners/html> june 05th 2016

process and focusing on clearly hearing and then speaking the sounds of English leads to large gains in fluency later on.

This means that they are more likely not only to sound like native when they speak, but also to understand which sound that in words that native to them example like improved reading aloud. According to AMEP research center "The importance of pronunciation is the way we speak immediately conveys something about ourselves to the people around us".⁹ In addition, they are more likely to have improved phonetic spelling skill, and improved abilities to correctly sound out new words they read. Therefore more native-like speech sounds can lead to better listening skill, reading skill, and spelling skill.

Pronunciation is generally much easier to learn at early age, but some people are not naturally learn pronunciation as they go along. According to Cruz Ferreira in Judi B Gilbert says "Anyone who has had close daily contact with young children along their first years of life knows that language does not come easy to the them, because there is motivation with a clear purpose behind it"¹⁰. It means if pronunciation learning in early age the child so easy to accept the new language from people around him like his parent and family, but in student the longer a teacher ignores the subject, the less his/her students will ever be able to learn about it.

The conclusion from the importance of pronunciation is understanding what the students mean to communicate is much more

⁹AMEP Research Center, pronunciation 1, Australia; 2002, 1.
(<http://www.nceltr.mq.edu.au/pdamep>)

¹⁰Judi B Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (New York: Cambridge University Press,2008), 43

important than the accent they use when communicating between people around and also giving facility to people when looking for job in outside of they country.

4. Aspect of Pronunciation

According to Joanne Ken worthy the aspects of pronunciation are ¹¹:

- a. Combinations of sounds: some sounds occur in group. Example two consonant occur at the end of word ‘salt’. When this happen within a word it is called by a consonant clusters.
- b. Linkage sounds: when people speak, they generally do not pause between each word, but move smoothly from one word to the next. Example: the sentence “not at all”, when said in this natural way, speakers don’t pause between the words, but move smoothly from the ‘t’ sounds at the end of ‘not’ and ‘at’ to the vowel sounds at the beginning of ‘at’ and ‘all’. In fact, when most speakers say the last word of the phrase it sound like the word “tall”.
- c. Word stress: when an English word has more than one syllable, one of these is made to stand out more that the other. Example: in word ‘table’, ‘isn’t’, and ‘any’ the first syllables are stressed.
- d. Rhythm: English speech resembles music in that is has a beat. There are groups of syllables, just like bars of music and within each group there are strong and weak beats. Strong beats fall on nouns, verbs, adjectives and adverb. Weak beats fall on prepositions, articles an pronouns.

¹¹Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman Group 2002),.9

Example:

‘What do you think of it?
DA da da DA da da

- e. Weak forms: when a word has special pronunciation in unstressed position. Example: the article ‘The’, when said by itself or stressed the vowel will sound like the word ‘me’, but when it unstressed the vowel made with the lips and tongue in neutral.
- f. Sentences stress: giving an extra stress word in the sentence.

Example in this conversation:

A: there’s plenty of salt

B; there isn’t any salt on the table

In above conversation, B give extra stress to ‘table’, the meaning: ‘there may well be salt, but I want to point out to you that there isn’t any in particular place –on the table’. This aspect called by sentence stressed.

- g. Intonation: speech is also like music in that it uses changes in pitch. Speakers can change the pitch of their voice as they speak, making it higher or lower in pitch at will. So speech has a melody called by intonation.

From the statements above that the voice has a different character. Moreover, when we speak English it would sound with a kind word to follow what the word. There are seven aspects of pronunciation, they are combination of sound, linkage sound, word stress, rhythm, weak forms, sentence stress and intonation. Specifically, on this research the researcher is more focus on aspect of combination

of sound, where based on O'Connor said that there are two general terms¹², they are consonant sequences, and vowel sequences. The details about them are bellow:

- 1) Initial sequences, it is a consonants' combination consisted of two or more consonants at the beginning of word, e.g.: /s/ followed by one of /p,t,k,m,n,l,w,j/ such as the sound of word *spy, stay, sky, here small snow, sleep, swear, suit, and etc.*
- 2) Final sequences, it is a consonants' combination consisted of two or more consonants at the end of word, e.g.: /s/ or /z/ is added at the end of noun such as the sound of word *cats, dogs, facts, filed, etc;* and /t/ or /d/ is added at the end of verb such as the sound of word *raised, riskt, plunged, and etc.*
 - a. The vowel sequences
 - 1) Simple vowel, /i:,I,e,æ, ʌ/ such as the sound of word *lead, been, check, fell, reach, and etc.*
 - 2) Diphthongs, eɪ , day. aɪ , eye. ɔɪ , boy. aʊ , mouth. əʊ , nose (UK). oʊ , nose (US). ɪ ə , ear (UK). eə , hair (UK). ʊ ə , pure (UK)

5. Teaching and Learning Pronunciation

Based on Joanne Kenworthy, he stated about the principles in teaching and learning pronunciation, there are several role need to remember in teaching pronunciation, they are:

¹² J.D. O'Connor, *Better English Pronunciation* (New York: Cambridge University Press, 1980), p.64

a. The Teachers Role

1) Helping learners hear

The first teachers' consideration is making learner to easy hear, with the purpose to help learners perceive sounds. Learners will have a strong tendency to hear the sounds of English in terms of the sounds of their native language. The task of teachers is by checking their learners that they can hear the sounds according to th appropriate categories and help them to develop new categories if necessary.¹³

2) Helping learners make sounds

Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they cannot, then the teacher needs to be able to give some hints which may help them to make the new sounds. It means that the teacher has responsibility to demonstrate how the sounds are made and show its can be spelt.¹⁴

3) Providing feedback

The other consideration as teacher who want to teach pronunciation especially intonation, it is important to provide feedback, as Joane said that:

Both the above tasks require the teacher to tell learners how they are doing. Often learners themselves cannot tell if they have got it right, the teacher must provide them with information about their performance. In other cases, learners

¹³ D. O'Connor, *Better English Pronunciation* (New York: Cambridge University Press, 1980), 1

¹⁴ Jeremy Harmer, *The Practice of Teaching Language* 3rdEd.,(London: Longman, 1980), 187.

may overdo something they may make inaccurate assumptions about the way English is pronounced, perhaps because of the way it is written.¹⁵

That statement gives the meaning that students need teachers' correction because they cannot measure their pronunciation production by without teacher.

4) Pointing out what's going on

The other important thing for the teacher is giving emphasizing on important part form pronunciation aspects for the students, such as stress, or intonation include falling and rise intonation.

Learners need to know what to pay attention to, and what to work on. Because speaking is for the most part unconsciously controlled, learners may miss something important. For example, they may not realize that when a particular word is stressed or said in a different way this can affect the message that is sent to the listener. Teachers need to make learners aware of the potential of sounds the resources available to them for sending spoken messages.¹⁶

According to the statement above, there will be teacher's focus on student's sound production both in appropriate or not appropriate meaning.

¹⁵Joanne Kenwothy, *Teaching English Pronunciation*(New York: Longman Group 2002), 2.

¹⁶Kenwothy, *Teaching English Pronunciation*,2

5) Devising activities

Learning pronunciation is so complex that the teacher must consider what types of exercises and activities will be helpful. Which activities will provide the most opportunities for practice, experimentation, and exploration. In designing activities for learning, teachers must make sure that certain activities suit the learning styles and approaches of some learners better than others.¹⁷

6) Assessing progress

This is actually a type of feedback learners find it difficult to assess their own progress so teachers must provide the information. This is especially difficult in the elusive activity of making sounds, but information about progress is often a crucial factor in maintaining motivation.¹⁸

b. The Learners' Role

Having listed the various aspects of the teachers' role, we could say very simply that all learners need to do is respond. But of course it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner puts into it.

A major theme of part one will be the importance of the learner's willingness to take responsibility for his or her own learning. The teacher may be highly skilled at

¹⁷Joanne Kenwothy, *Teaching English Pronunciation*(New York: Longman Group 2002), 2.

¹⁸ Kenwothy, *Teaching English Pronunciation*, 2

noticing mispronunciations and pointing these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal. In other term, the awareness from the students itself are important, so the learners' needs to check their pronunciation aspect after they produce the word form their tongue. Or they must consul to their teacher or dictionary.¹⁹

B. The Concepts of Tongue Twister

1. Definition of Tongue Twister

There are many experts defined what tongue twister is, follows are some definitions of tongue twister. Carmen, states that “a tongue-twister is a sequence of words that is difficult to pronounce quickly and correctly.”²⁰ according Karin M. Cintron “tongue twisters are sentences containing alliteration. Alliteration refers to the same phonetic sound repeated at the beginning of each word, for several words²¹. For example: “Sally sang songs on Sunday. “repeat the “s” sound many times. Most tongue twisters use rhyme and alliteration. Ryme is an important aspect of tongue twisters because it makes them easier to remember.

From other expert according to Goldrick. M and Blumstein S. E. assumed that the “Tongue twisters are characterized by repetition of certain sounds and words or phrases with emphasis on pronunciation,

¹⁹Joanne Kenwothy, *Teaching English Pronunciation* (New York: Longman Group 2002), 3

²⁰ Robert Carmen, *Spoken English: Flourish you Language (Abhisheek Publication,2010),114*

²¹Karim. M. Cintron, 1999-2012. <http://www.eslpartyland.com/articles/tongue-twisters.html> june 7th, 2016

stress, intonation, speed and speech”.²² They are also intended to help the learners identify the difference between similar and confusing letter sounds.

The tongue twisters selected are simple enough and short to suit the level and ability of the child. For a start they should be said slowly, several times but with time, the speed at which the tongue twister is said should be increased. Tongue twisters help develop speech skills and help in speech therapy, Tongue Twisters are hard to say because the repetition of the same phonetic sound creates issues with pronunciation and clarity of words. Native English speakers find great fun in learning tongue twisters because many people turn them into games to see how many people can say them three times fast it.

Tongue twister is a phrase marked by alliteration that is difficult to pronounce, especially to pronounce quickly. For example, the phrase She sells sea shells by the seashore is a tongue twister. According Mary Elizabeth Shifting from a single sound to a blend or digraph. Shifting between /s/ and /sh/ is quite tricky, so you will find many tongue twisters that play on this sound combination: She sells seashells by the seashore. and The sixth sheik's sixth sheep's sick. In the following tongue twister, we see a shift between /k/ and two blends: /kr/ and /kl/: How can a clam cram in a clean cream can?.²³

²²Matthew Goldrick and sheila E Blumstein, *Cascading Activation From Phonological Planning to Articulatory Processes: Evidence from Tongue Twisters*. Department of Cognitive and Linguistic (Science Brown University & Department of Linguistics Northwestern University,2008)

²³<http://www.wisegeek.com/what-is-a-tongue-twister.html> may 20th 2016

2. The Reason of Using Tongue Twister

There are some reasons for using tongue twister in language lessons:

- a. Tongue twister is enjoyable. Tongue twister can help the students to use the intonation better and better. Besides that it can make the English lessons very enjoyable by taking the attention of the students at once. Who wouldn't like listening to other twisting tongues? Isn't it fun to hear funny mistake?
- b. Tongue twister is fun. Using tongue twister is a fun way to teach pronunciation . it's particularly a good technique to teach sounds and increase the students' speaking ability. The students' shouldn't focus on the speed while practising tongue twister. If the students say tongue twister at a reasonable speed, they can learn the correct sound and the pronunciation correctly.²⁴

Tongue twisters are one of the few types of spoken wordplay that are fun to recite and are a great tool to aid children's language development. Attempting to recite a tricky rhyme or tongue twister as fast as possible without tripping over your tongue is a great challenge – try saying “She sells sea shells” or “Peter Piper picked a peck of pickled peppers” and you can't help but smile and enjoy the race to get it right, Tongue twisters usually rely on alliteration – the repetition of a

²⁴<http://www.teachingenglish.org.uk/blogs/survival-guide/peter-piper-picked-a-peck-pickled-pepper-did-peter-piper-pick-a-peck-pickled.html>. july 06th2016

sound starting with a similar letter - with a phrase designed such that it is made very easy to slip (hence the fun).

According to Alex Brooks, that “tongue twisters are not only a linguistic fun and game but serve a practical purpose for language and speech development” For example, tongue twisters may be used by foreign students of English to increase their accent and speech often use them as a tool to help those with speech difficulties.²⁵ After all, verbal language is only a part of the way usually get meaning from context. In this case tongue twister is included. Tongue twister are not only categorized as a fun and enjoyable, but also it has another contribution like motivate and stimulate the leaners to be more active in receiving the materials from the teachers.

3. Tongue Twisters as Pronunciation Exercise

There are many popular pronunciation exercises such as minimal pairs, pair dictation, syllable clap, pronunciation drills, and so on. Those exercises were practiced in English classes for many years. Sometimes, teachers and students face boredom in this monotonous activity. Therefore, they use another pronunciation exercise that is effective too, namely tongue twisters. Teachers of English as first and second language have used tongue twisters in their class, both for a warmer activity and as pronunciation practice.

Recently, some teachers of English as a foreign language practice using tongue twister too in their English class.

²⁵http://www.kindspot.com.au/schoolzone/Speech_Tonguetwister+4108+308+article.html mei 08th2016

The use of tongue twisters can also make speech therapy drills more of an enjoyable game, particularly for children. Even individuals who have long surpassed their difficulties in speech continue to use tongue twisters as a warm-up exercise, especially individuals in the public realm such as actors, politicians, motivational speakers and other professions such as priests, teachers, scientists, and college students.²⁶

Moreover, People who use tongue twisters in speech therapy exercise the muscles in their mouth, “enabling clearer pronunciation, overall clearer speech patterns, and an easier time pronouncing previously difficult syllables” As speech therapy and pronunciation exercise, tongue twisters have some advantages. The advantages are such follows:

- a. helping students gain awareness of their pronunciation problem,
- b. helping students focus on and tackle the problems which lead to quick improvement,
- c. helping students build a new muscle memory,
- d. improving their listening,
- e. tongue twisters can definitely relieve the monotony of the lesson, and
- f. allowing students to practice the language without fear of making a mistake since everyone makes mistakes with tongue twisters, including teachers.

From the explanation above proves that the tongue twisters very useful for learning of English language, in addition to helping train the

²⁶Wells Smith, *The benefits of Tongue Twisters in Speech Therapy* (New York: Cambridge University press, 2003),45

tongue, but also tongue twisters can definitely relieve the monotony of the lesson. Then, the students might feel enjoy and fun during teaching and learning process.