

CHAPTER II

THEORITICAL FOUNDATION

A. Pronunciation

1. Definition of Pronunciation

There some definition of pronunciation that might be useful to support the writer. According to Hewings in *Pronunciation Practice Activities*, “Pronunciation is components of speech that range from the individual sound that make up speech, to the way in which pitch – the rise and fall of the voice – is used to convey meaning”.¹ It means that component in pronunciation is intonation which will make someone easily to understand speaker’s meaning.

Penny Ur assumed pronunciation is “to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sounds acceptable”.² It means that people can express their feeling and convey their meaning by using speech right. Meanwhile, Pronunciation is a feature of speech and spelling a feature

¹ Martin Hewings, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation* (Cambridge: Cambridge University Press, 2004), p. 3

² Penny Ur, *A Course in Language Teaching: Practice and Theory* (Cambridge: Cambridge University Press, 2009), p. 103

of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written texts in their studies".³ It mean that pronunciation will always exist and is very influential in English learning, beacuse students will learn various kinds of text both written and oral.

2. The Concepts of Pronunciation

Speaker can get pronunciation mastery if they have learned the sounds of the language such as the concpets of pronunciation below:

- a. The sounds of the language, or phonology
- b. Stress and rhythm
- c. Intonation⁴

The major theoritical shift which has occured with the development of communicative approaches to language teachinghas been from segmental work to a focus on supra-segmental features of rhythm, stress, and intonation.⁵ It mean that getting of good pronunciation mastery the teacher teaching pronunciation is not

³ Hewings, *Pronunciation practic Activities: A Resource Book for Teaching English Pronunciation*, p. 9

⁴ Ur, *A Course Language Teaching: Practice and Theory*, p. 47

⁵ David Nunan, *Language Teahing Methodology*, (Sydney: Macquarie University, 1991), p. 115

sufficient by more sound only, but they have to complete the element of English pronunciation, such as stress, rhythm, and intonation.

The Sounds of the Language or Phonology All learners expect English to have new and different sounds – in fact, they may even already know about a few of the most distinctive sounds, like the ‘th’ sounds in ‘*the*’ and ‘*three*’, which are actually very rare in the language of the world.⁶ A sound is made by definite movements are exactly repeated the result will always be the same sound: it is easy to show that they are more than forty-four sounds in English even in the pronunciation of a single person, without worrying about differences being people.⁷

From the definition above, the writer defines that in a sense, learners come to their task with a basic awareness in this area; they are aware of the fact that they will have to produce new sounds, although they will probably be completely unaware of aspects such as intonation and rhythm.

⁶ Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman Group Limited, 1987), p. 45

⁷ J. D. O’Connor, *Better English Pronunciation, Second Edition* (The United Kingdom: Cambridge University Press, 1980), p. 9

a. Stress

In words, phrases and sentences stress has an important role. By shifting it around in a phrase or a sentence can change emphasis or meaning.⁸ Stress is a culminative property, signalled by a number of subsidiary phonetic factor, which work together to pick out a stressed syllable from the untressed ones which surround it.⁹

From the definition above, the writer defines that stress is the emphasis on word or sentences to know a meaning, which can be finding the meaning of the word intended by the speaker.

b. Rhythm

Rhythm is characterized by the alternation of strong and weak syllables.¹⁰ Rhythm is characterized by tone-units: a word or group of words which carries one central stressed syllable.¹¹

Within the word group there is at least one stressed syllable (/wen/ /su:n/ /na / /jes/) the length of the syllable in a very short group of this kind depeneds on the natural length of

⁸ Jeremy Harmer, *The Practice of English Language Teaching*, Third Edition completely revised and updated (New York: Longman, 2004), p. 28

⁹ April McMahon, *An Introduction to English Phonology* (Edinburgh University Press, 2002), p. 118

¹⁰ Kenworthy, *Teaching English Pronunciation*, p. 30

¹¹ Ur, *A Course in Language Teaching: Practice and Theory*, p. 48

the vowel and the following consonants, if any.¹² From the definition, it can be concluded that the rhythm also effect the pronunciation of a word or sentences. Because with the rhythm, when we talk to people. Then the listener will be able to understand what we say, according to the word or sentence that will be issued by applying a good rhythm.

c. Intonation

Upon hearing an unknown language, most people seem to react not so much to different sounds (these may not even be noticed) as to the intonation and rhythm of the language.¹³ Intonation has an intonation tone and typically contains one prominent element.¹⁴

Based on opinion above, the writer takes conclusion to know that most people do not pay attention to intonation and rhythm, so it is difficult to understand the other person or because the speaker does not apply intonation and rhythm when speaking. Intonation and rhythm are also very imporant in expressing a thing, so that it is not wrong in understanding it.

¹² Connor, *Better English Pronunciation, Second Edition*, p. 95

¹³ Kenworthy, *Teaching English Pronunciation*, p. 39

¹⁴ Marianne Celc- Murcia, Donna M. Brinton, Janet M. Goodwin, *Teaching Pronunciation A Reference for Teachers of English to Speakers of other Languages* (The United Kingdom: Cambridge University Press, 1996), p. 175

3. Problem in Pronunciation

The subjects of the study were expected to have problems with the production of English vowels in both individual words and real communication.¹⁵

Many problem occur in pronunciation teahing and learning:

- a. Some students get difficulty in hearing pronunciation
- b. The speakers have problem with different sounds
- c. Intonation¹⁶

From the problem above, one of them is hearing problem. People have different hearing ability. It affects people to make mistakes when pronouncing words.

4. The Advantage of Pronunciation

The advantages of working on pronuniciaton in the classroom include the following points:

- Learners can get guidance and immediate feedback from the teacher
- Learners can practice the dialogues and other exercises in pairs

¹⁵ Ezzeldin Mahmoud Tajeldin Ali, *Pronunciation Problem. International Journal of English and Literature*, Vol. 4. No. 21 (December 2013), p. 495

¹⁶ Jeremy Harmer, *The Practice of English Language Teaching*. Third Edition completely revised and updated (New York: Longman, 2004), p. 28

- You can direct learners with particular pronunciation difficulties to do specific units on their own or in small groups, if appropriate.¹⁷

Based on opinion above, writer takes the conclusion that the benefits of pronunciation learning are very influential for students, especially speaking skills, students can immediately practice conversations using pronunciation, this is one stimulates the level of confidence of students. Students are free to express themselves by having an English conversation.

B. Teaching Pronunciation

Pronunciation errors can have an impact on students in terms of class communication. For example, students are given *soap* vocabulary instead of reading *soup*, improper production can cause misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.¹⁸

¹⁷ Jonathan Marks, *English Pronunciation in Use* (The United Kingdom: Cambridge University Press, 2007), p. 7

¹⁸ Kelly Gerald. *How to Teach Pronunciation* (England: Longman, 2000), p.

As mentioned above, teaching pronunciation have plans. First, teacher should be aware of learners' difficulties with particular first language groups and teacher should prepare the activities that focus on that problems. Second, teacher checked learners' pronunciation weakness and give some activities that focus of that. The last, teachers identify what part that can be used on particular area of pronunciation.¹⁹

From the definitions above, the writer conclude that errors in pronunciation can change meaning, even the listener doesn't understand. So, the pronunciation learning is important to sharpen the tongue so that it is easier to recite and pesak English.

1. The Importance of Teaching Pronunciation

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication.

This study aims to identify pedagogical priorities to setermine effective approaches in learning. As for errors in pronunciation can be identified through function, clarity, computer aids, and listeners.

¹⁹ Martin Hewings, *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation* (Cambridge: Cambridge University Press, 2004), p. 20

Finally, we recommend greater collaboration between researchers and practitioners, such that more classroom-relevant research is undertaken.²⁰

From the definition above, the writer conclude that is important for teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

2. Teaching Pronunciation in Junior High School

According to Kelly, a lot of pronunciation teaching tends to be done in response to errors which students make in the classroom.²¹ That is children, generally speaking, learn by way of physical activities (i.e., hands on experiences) in the context of doing things embedded in their daily lives, both individually and socially.²² Here class work divides itself into two parts;

- a. That which aims to produce style and finish in oral expression

²⁰ T Derwing and M Munro, *Second Language Accent and Pronunciation Teaching: a Research-based Approach*, *TESOL Quarterly*. Vol. 39. No. 3, (2005), p. 379

²¹ Kelly, *How to Teach Pronunciation*, p. 13

²² Eulis Rahmawati, *Teaching English To Young Learners*, (CV Cahaya Minolta, Serang: 2013), p. 26

- b. That which aims to break habits of incorrect speech and substitute habits of correct speech.²³

The writer explain about the teaching is not planned before. Children as many of us have observed have a relatively short attention span, and they learn with the motive of meeting immediate goals (i.e., here and now principle). This uniquely child-like ways of doing things call for a certain methodological style, which emphasizes concrete activities, social interactions and series of little bits of action-based learning sessions packaged in various modes of delivery. The first aim is accomplished through oral expression; the second thorough the use of corrective drills and exercises.

3. Techniques in Teaching Pronunciation

Kelly offers several techniques and activities to improve students' pronunciation

1) Drilling.

Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students

²³ Frances F. Mc Govern, *Content and Method for Junior High School English*. Vol. 2. No. 4, (1923), p. 10

imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By doing this, students can build confidence. Secondly, chaining is one of the way to help students' difficult sentences.

2) Chaining

Is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. Thirdly, open pair, drilling, where, for example, question and answer drills might be set up across the class, with one student (S), another responding, and so on. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.

3) Minimal pairs and related activities.

In minimal pairs activity, teachers provide students pairs of similar words in which they have one or more different phoneme. In this activity, the students can realize that if they mispronounce one phoneme, the meaning of words can change. Below is the example of minimal pairs activity taken from Kelly :

Tick the words which have the sound / /:

cap hat bug cup hut bag build

4) Pronunciation and spelling activities.

These activities can help students to find relation between how words are spelled and how to pronounce them. These activities can use homographs and homophones as the references. Homographs are words that have same spelling but different pronunciations (*Why don't you read this book? And I've already read it.*) Meanwhile, homophones are words that have same pronunciation but different spelling (*write and right; there, their and they're*). Another related activity is in a discovery type exercise like the example

below: hat hate kit kite cut cute in that activity, students can recognize how the vowel sound changes when the letter *e* is added.

5) Taping students' English.

Tapes are made when students practice language pronunciation and can be used for difficult languages.

6) Listening activities.

Listening activities can bring authentic materials into classroom. This activity can encourage students to notice features related to pronunciation.

7) Reading activities.

In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and

pronunciation, of stress and intonation, and of the links between words in connected speech.²⁴

From definitions above, the writer defines that activities carried out while learning pronunciation, so that they recognize symbols and be trained to pronounce words or sentences with good pronunciation.

C. Phonemic Chart Application

The smallest unit in pronunciation associated with the writing system as well as letters is called *phonemes*. These little sounds are called phonemic awareness.²⁵

The writer explain, Phonemic chart application help the students to hear the sound and a sample word and to know phonetic symbols in English learning.

1. Types of Phonemic Chart

²⁴ Kelly, *How to Teach Pronunciation*, p. 16-22

²⁵ Marilyn Jager Adams, Barbara R. Foorman, Ingvor Lundberg, Terri Beeler, *Phonemic Awareness in Young Children A Classroom Curriculum*, p. 1

In Ainu, there are four types of analytic units on the phonemic level of structuring:

1. The phonemes and phoneme cluster

The phoneme is the minimal differentiating unit of the language, while the phoneme cluster is an uninterrupted sequence of two or more phonemes of the same types, i, e., either a vowel cluster or a consonant cluster.

2. The syllable

The carrier of stress, was determined by asking the informant to syllable, i, e., to speak slowly. In Ainu the syllable is not a phonemic unit since syllable boundaries are predictable on the basis of the linear ordering of vowels and consonants.

3. The contour

Is a sequence of phonologic units bounded by two medial junctures, or by a medial juncture and a terminal juncture, or by a medial juncture and the start or finish of an utterance.

4. The phonemic phrase

Is a sequence of phonologic units bounded by two terminal juncture or by a terminal juncture and the start or finish of an utterance.

Phonemic units are in the form of phonemic one, which produces with their prosodic features proper to each one: phonemic phrases with terminal junctures; contours with medial juncture and contour configurations; syllables with stresses. Finally, the phonetics and distribution of phoneme clusters and segmental phonemes is presented within the frame of reference of the contour.²⁶

2. The Advantage of Phonemic Chart in Pronunciation Ability

The use of phonetic symbols in teaching English is very beneficial, because students can distinguish sound symbols and increase awareness in L2 sound features, increase student autonomy when checking pronunciation in a dictionary, etc. (see Mompean for a full account of the potential advantages of phonetic notation). Good teaching practices can increase motivation to students in the use of phonetic symbols. In contrast, a negative learning experience may

²⁶ George John Simeon, *The Phonemics and Morphology of Hokkaido Ainu* (California : University of Southern California, 1968), p. 7-8

cause phonetic notation to be perceived as something unattractive and even irrelevant to learning the foreign language.²⁷ The statement above is important to utilize phonetic symbols in improving students' pronunciation.

3. Teaching Pronunciation with Phonemic Chart

Teaching pronunciation with phonemic chart can be useful, but teaching pronunciation with phonemic (where sounds are associated with letters) is more useful. It also allows teachers to practice pronunciation in minimal pairs activities, in much the same way as teach the phonemic chart.

There are principles to be followed at the introductory stage. The first encounter that students have with a given phonetic symbol or symbol set (whether in lessons exclusively devoted to pronunciation or, preferably, in IPT-based lessons), should always be handled with care. There are five principles in building trust to learn the symbol of a phonetic;

²⁷ Jose A. Mompean, *Taking Advantage of Phonetic Symbols in the FL Classroom* (University of Murcia, 2005), p. 1

1. The first principle is that of being selective about the sounds/symbols that are going to be studied. According to Kelly teachers should not introduce their students to all of the phonetic symbols at once.
2. The second principle is that of exploiting learners' familiarity with the symbol shapes and/or the sounds to be studied.
3. The third principle is that of making phonetic symbols visually attractive. Since students' attitudes and motivation influence the rate and success of their learning, attentional and motivational effects should be pursued. For example, color variations for phonetic symbols (can make it easier for students to do assignments).
4. The fourth principle is that of making students perceive the utility of phonetic notation for the study of pronunciation. Students have the benefit of learning phonetic symbols and searching for the correctness of pronunciation in the dictionary, to distinguish pairs of minimal pairs, presenting vocabulary pronunciation. If students do not understand phonetic symbols even in interesting ways then phonetic symbols are considered useless.

5. The fifth principle is that of avoiding anxiety in the learner, which may be caused by an excessive learning load, speed of teaching, etc. Thus, it has been claimed that the introduction of phonetic symbols (Bowen and Marks) introduces sounds to both individuals and groups and has focused on the introduction of phonetic symbols since producing them (particularly in the case of transcription) seems more difficult for the average learner (Celce-Murcia, Koet, McMullan, Wells).²⁸

4. Teacher's Roles in Applying Phonemic Chart Application

Adapted from Kenworthy, there are several roles of the teacher in pronunciation teaching. The teacher is responsible for:

- 1) Helping learners hear sounds.

The teacher needs to provide help for learners to perceive sounds. Learners are affected by their native language, thus teachers need to check whether they hear sounds that belong to appropriate categories and help them to develop new categories if necessary.

- 2) Helping learners make sounds.

²⁸ Jose A. Mompean, *Taking Advantage of Phonetic Symbols in the FL Classroom*, p. 2

The sounds of English are different from language and ethnic languages existed in Indonesia. Some sounds do not occur in our languages. Thus, if students find difficulty in imitating new sounds, the teacher needs to give them some hints to help them imitate the sounds.

3) Providing Feedback.

After both activities above are conducted, the teacher needs to tell the learners how they are doing. The learners often do not know whether they are right. Thus, the teacher needs to give information about their performance.

4) Pointing out what is going on.

Teacher needs to tell the learners what to pay attention to and what to work on. Learners sometime may miss something important when they speak. For example, they may use inappropriate stress. It can lead to misunderstanding since it can have different meaning.

5) Establishing priorities.

Learners may know what features are different from their native but do not know how important it is. Learners may

notice that their pronunciation is not like the way English people do it, and they try to change this but their effort is misplaced since the feature they want to improve is not essential for intelligible speech. Teachers need to make learners focus on something important for them.

6) Devising activities.

Teacher needs to design pronunciation activity which is helpful and can make improvement. Teacher also needs to suit which is the most appropriate activity for the learners.

7) Assessing progress.

This is to give information to the learners how they are doing. It is important to tell learners about their progress.

5. Students' Roles in Applying Phonemic Chart Application

After having listed teachers' role in pronunciation teacher, we come to a question what role that learners should do. The answer is simple, the role of the learners are to respond. How much efforts that learners put into it will determine their success in pronunciation.