

CHAPTER II

THEORETICAL FOUNDATION

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 a curicural component for the learning of oral skill in a second or foreign language.¹ Pronunciation is the way a letter, group of letters, or a word sounds when spoken, the way some one say things.² Meanwhile, pronunciation as the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds.³ The study about the error pronunciation is very important to be done in order to investigate the students' problem.⁴

According to definition above it has already to covered the meaning of pronunciation. It can be concluded that pronunciation determines between speakers and listeners who transfer their messages, ideas, and thoughts.

¹ Ila Amalia, "Integrated Lesson in Teaching Oral Skill", *Loquen: English Studies Journal*, Vol. 12, No. 01 (08 Juli 2019), 40.

² Richard A Spears, Ph. D, NTC'S Pocket Dictionary or Words and Phrases, (The United State. The McGraw-Hill Compainies, 2002), P 459.

³ Rebecca M Dauer, *Accurate English*, (New Jersey: Prentice Hall Regents, 1993), p.7.

⁴ Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made By First Semester Students of English Depatment STKIP CBN", *Loquen: English Studies Journal*, Vol. 12, No. 01 (08 Juli 2019), 3.

Furthermore, pronunciation is the way a person utters words or sounds in a certain way in order to make the speech can be easy to understand.

2. Element of Pronunciation

Ramelan divides the element of English pronunciation into two parts namely segmental and supra segmental features. The first is segmental features, which refer to sound units arranged in a sequential order. This feature can be studied in isolation. It means that every utterance may be cut out or segmented into a linear sequence of segmental feature.⁵

The second is suprasegmental features, which refer to such features as stress, length, intonation, and other features that always accompany the production of segmental. Moreover, suprasegmental, cannot be studied in isolation. Suprasegmental features cannot be described, unless it deals with segmental.⁶

In this research, the researcher has only focused on segmental feature. Because, segmental feature is more appropriate and simple for the researcher to conducted this research. Furthermore, suprasegmental is not appropriate in this research because in the place of research does not facilitate and it takes very long time for doing this research.

a) English segmental feature

English segmental features include vowels, diphtongs, and consonant.

Here are the classification :

⁵ Ramelan, *English Phonetics*, (Semarang: UPT UNNES Press, 2003), p. 22.

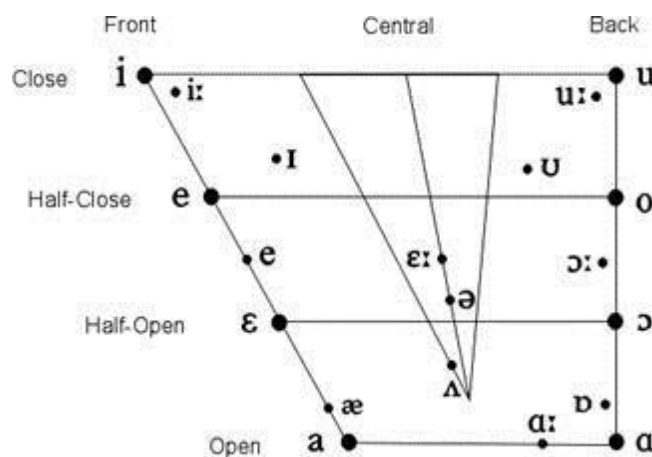
⁶ Ramelan, *English Phonetics*, p. 23.

1) Vowel

Vowel is sound produced with a free passage.⁷ A free passage here means that vowel are produced without obstruction. English vowels are divided into two kind, those are long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/, while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ /, /ʊ/, /ɒ/.

There are some processes that are responsible for the vowels production, those are : the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of height, backness/ frontness and roundedness. In phonetics it is usual to symbolize the place of vowels in the mouth schematically by a chart as displayed below :

Chart 2.1 The English Vowel Chart



⁷ Bertil Malmberg, *Phonetics*, (New York: Dover Publications, Inc., 1963), p. 32.

2) Consonant

The term consonant is negatively defined, that is sounds which are not vowels are consonants.⁸ There are 24 consonants in English, those are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, tʃ, dʒ, θ, ð, m, n, ŋ, h, i, r, w, and j.

According to the position of consonants, it can be divided into:

- a) Voiced consonants : / b, d, dʒ, g, j, l, m, n, r, v, ð, y, z, ʒ, ŋ/
- b) Unvoiced consonants : /f, p, t, tʃ, k, θ, s, ʃ/

To know whether voiced or unvoiced consonant can be done by putting your finger on your throat. If you feel a vibration while you are speaking, the consonant is voiced. Contrary, if there is no vibration in throat, just a short explosion of air as you pronounce, it means that the consonant is unvoiced.⁹

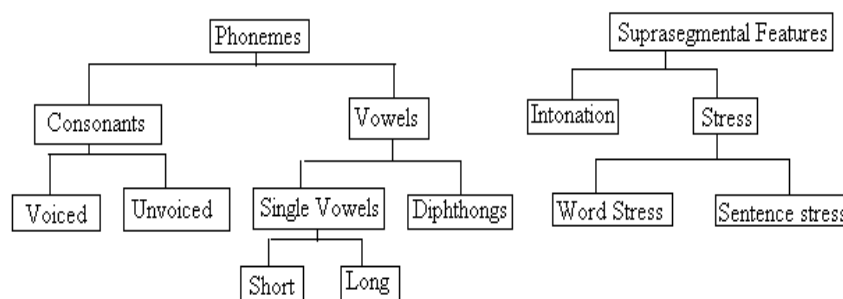
Those are the kinds of segmental features. It is quite different with the condition in Indonesian language. There are only 5 vowels, 21 consonants and 3 diphthongs. It is possible if many students find difficulties when they learn the producing of English words.

3) Diphthong

Diphthong is included in a vowel with a special feature.

Diphthong is a part of vowels in the main features of pronunciation diagram as follow :

⁸ Gerald Kelly, *How to teach Pronunciation*, p. 35-36.

Chart 2.2 The Main Features of Pronunciation¹⁰

According to Kelly, diphthong is a combination of two vowel and involving a movement from one vowel to another (like /eɪ/, as in rain). The first sound in each phoneme is longer and louder than the second in English. There is an intentional glide (or movement of the tongue, lips and jaw) made from one vowel position to another vowel position. It is produced in one single impulse of breath. For example: „lay“, „how“, „hair“, „boy“, 'poor', etc.¹¹

Based on the statement above, it can be said that there are two vowels produced with one impulse of breath also imply that only one of those two vowel sounds is louder or more sonorous than the other.

3. The advantages of pronunciation

The advantages of working on pronunciation in the classroom include the following points.

- a) Learners can get guidance from the teacher.
- b) Learners can practice the dialogues and other exercise in pair.
- c) Learners can differentiate of the sounds.

¹⁰ Gerald Kelly, *How to teach Pronunciation* (England: Longman, Pearson Education Limited, 2000), p. 1.

¹¹ Gerald Kelly, *How to teach Pronunciation*, p. 34.

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

4. The Problems of Pronunciation

In learning lesson everybody of course has many different problems also with learning pronunciation. Some the problems of the English of foreign language are they have difficulty with individual sound and accuracy in spell the word, many problems in learning pronunciation there are the students get difficulty in differentiate sounds F,V,P. For example, the word *very* is pronounced /peri/ and the word *potato* is pronounced /fotato/. The problems is because of their mother tongue of sunda language, the habitual similar sounds of F,V,P, they speech it words is F.

From the problems above, it can be seen that in order to teach pronunciation well must teach to speak and listen. So a teacher not only teaches how to produce correct sound, but also train their listening how English is spoken.

5. Classification of English Sound

Sounds are heard. The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are what may be called 'pure musical sound' unaccompanied by any frictional noise. They are called *vowels*. All other articulated sounds are called *consonant*. The classification of sounds are :

a) Vowels

Vowels are voiced sounds that produced without obstruction in the mouth. In the production of vowels the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional noise. The qualities of vowels depend upon the position of the tongue and lips.

b) Consonants

Consonants are the sounds that produced with obstruction. Some consonants are breathed and others are voiced or unvoiced. Those which contain breath are called breathed, those which contain voice are called voiced. The examples of breathed sounds are p, f, h and voiced sounds are b, v. The classification of consonants are explained in the following tables :

Table 2.2 The Consonants Of English¹²

Manner of articulation	Place of articulation							
	Bilabial	Labiodental	Dental	Alveolar	Palato alveolar	Palatal	Velar	Glottal
Unvoiced (-v) Voiced (+)	-v +v	-v +v	-v +v	-v +v	-v +v	-v +v	-v +v	-v +v
Plosive	p b			t d			k g	
Affricative					tʃ dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ			h
Nasal	M			N			ŋ	
Lateral				L				
Approximant	w			R		J	w	

¹² David Odden, *Introducing Phonology*, (New York: Cambridge University Press, 2005), 39.

6. Teachers and Students Roles in Teaching Pronunciation

Teachers and students roles are very important in a pronunciation class. Teachers should comprehend and do their roles well. Here are some teachers and students roles explained by Kenworthy :

a) Teachers Roles

There are several important factors of teacher in teaching English pronunciation as follows :

1) Helping students hear

It means that a teacher must help students perceive sounds. It is important for teachers to introduce the categories because each language has its own categories. Teachers need to check that students are hearing sounds in an appropriate way and help students develop new categories if necessary.

2) Helping students make sounds

Students usually able to imitate a new sound, but if they cannot then the teacher should give a clue which may help students to produce new sounds.

3) Providing feedback

Teachers must concern to their students progress by assessing students performance to see extent of their failure or success.

4) Pointing out what is going on

Students need to know what to pay attention to and what to work on because speaking is unconsciously controlled, students may not recognize that when particular word is stressed or said in different way, it may affect the message that is delivered to the listener.

5) Establishing priorities

A teacher must help the students establish a suitable plan for action by recognizing the purpose or their pronunciation learning such as native-like pronunciation, acceptable pronunciation to the English ear, and intelligible speech.

6) Devising activities

Probably, the most important and difficult role of teacher has to play is devising what kind of activities and exercises will be helpful. The teachers must keep in mind to create good activities, giving opportunities to the students for practice, experiment, and exploration.

7) Assessing progress

This is actually similar with feedback. The teachers have to provide the students information of their performance. Many teachers ignore this role, whereas in fact it is crucial for maintaining students motivation.¹³

¹³ Joanne Kenworthy, *Teaching English Pronunciation*, (New York: Longman, 1998), 1-2.

Therefore, teachers roles is important in a pronunciation class. Such as helping student hear, helping student make sounds, providing feedback, pointing out what is going on, establishing priorities, devising activities and assessing process. It means that the teachers has several factors for teaching English Pronunciation well. But, the teacher must understand about their roles.

b) Students Role

It is simply said that all students need to do is to respond. But it is not as simple as that, because a success of pronunciation learning will depend on how much efforts the students put into it. It means that students must pay attention to the teachers explanation and have a big willingness to involve actively in the teaching and learning process. In the other words, the learning process of pronunciation is depend on students attention when teacher explain.

7. Assessing Pronunciation

There are five assessment categories for performing diagnostic tests of oral production to accompany a manual of English pronunciation. They are stress and rhythm, intonation, vowels and consonant.¹⁴ In this research, the researcher focuses on the segmental features which only consists of consonant. According to Wenjun Zhong, has stated that verbal reports after rater using the speaking rating scale (pronunciation as one critiration) for TEM 4 and indicates that some vague wording of descriptors in the rating scale will induce raters to form operational

¹⁴ H Douglas Brown, *Language Assessment : Principles and Classroom Practice*, (The United States: Longman.com, 2004),p. 47.

definition based on their own understanding. Which examine the IELTS pronunciation scale and which probes into CEFR Phonological control scale.

B. Tongue Twister

There are lot of practices in English Pronunciation. Those are able to improve the students speaking skill. Pronunciation practices on sound production are minimal pairs and tongue twister practice.

Furthermore, the researcher will explain what tongue twister is. Mc Arthur says that tongue twister sentence is a sentence that has similar sounds or alliteration, for example : *peter piper picked a peck of pickled papers*.¹⁵

Tongue twister is a means to practice twisting and bending the tongue in all directions of the month to make the tongue pliable.¹⁶ Tongue twister is a sentence or phrase that is difficult to say because it contains many similar sounds.¹⁷ moreover, according to Karin M. Cintron, has stated that tongue twister are a great way to introduce the concept of a alliteration and help those trying to learn English better understand the language.¹⁸

At the other side, Tongue Twister are a way to introduce the concept of alliteration. Those are the exercise that helps the learners to relize their actual oral the fluency. Those could be the drill of the learners to adapted complicated words to pronounce easily and to differentiate the similar sound of the different words.

¹⁵ Tom McArthur, *Living Word : Language, Lexicography and The Knowledge Revolution*, (London: University of Exeter Press, 1998), 20.

¹⁶ Brown Robert, L, "Tongue Twister to Improve Pronunciation", *Professional Persfpective*, Vol. 3, No. 5 (Jul-Dec, 1998), 1.

¹⁷ Dewi Lutfiani, Indri Astutik, "Using Tongue Twister To Improve Pronunciation", *Jurnal of English Language, Literature and Teaching*, Vol. 2, No. 2 (September, 2017), 111.

¹⁸ Karin M Cintron, *The Use Of Tongue Twister*, (<http://www.aminlimpo.com/2012/11/the-use-of-tongue-twister-to-improve.html> accessed On June 2018).

1. The Technique of Tongue Twister In Teaching Pronunciation

Teaching Pronunciation is not easy task for the teachers. They have teach their students the correct pronunciation, but must of students still mispronounce when they asked to read or pronounce an English sentence. Therefore, a teacher needs to find a good way to teach pronunciation.

The researcher used tongue twister technique to teach pronunciation because it was a new method and supposed as the appropriate method to solve the problem faced by second grade students of SMP Negeri 4 Cirinten. In teaching pronunciaton, tongue twister can be combined with some activites in order to be more interesting and able to gain students attention. There are some activities :

a) Whisper Tongue Twister

This activity is very interactive and challenging because students must memorize a tongie twister sentence and whisper it to the next member of their group. Whisper it to the next member of their group. The result of students whisper will be varied depend on the listening ability and language competences they have. Its procedures can be implemented as follow :

- 1) Teacher explains the task to the students
- 2) Teacher introduces the sounds students are to practice and write their symbols on the whiteboard
- 3) teacher reads aloud the words and asks students to listen carefully
- 4) teacher asks students to practice pronouncing the sounds

- 5) Teacher divides the class into groups and have each group sitting or standing
- 6) Teacher takes away the strips of paper
- 7) Each student is asked to repeat the tongue twister to next person in line. That person repeats the message to the next in line. In this way, the message is passed from one student to the next
- 8) The last student who hear the tongue twister in each group read aloud in front of class
- 9) The group finishing correctly in pronouncing the tongue twister wins the game.¹⁹

2. Advantages of Tongue Twister

a) Advantages of Tongue Twister

- 1) Helping students focus on and take the problems which lead to quick improvement
- 2) Tongue twister is great for new language learners who have trouble articulating sound of the new language that are different to those of their own language
- 3) Tongue twister improve students motivation and pronunciation
- 4) Students learn in more exciting
- 5) Students become more confident
- 6) Tongue twister make students in the class relax in learning process²⁰

¹⁹ Kathleen M. Bailey and Lance Savage, *New Ways in Teaching Speaking*, (Illinois: TESOL, 1994), 247.

Using tongue twister in pronunciation class gives advantages. The advantages of tongue twister are to the students of SMPN 4 Cirinten. The advantages of tongue twister are improve their motivation as a result of various activities and improve their pronunciation.

C. Previous Study

There are some previous studies about pronunciation. One of studies is conducted by Agnes Cahya Lestari, in her study “The Effectiveness of Tongue Twister Technique to Improve Fluency and accuracy” Thesis. English Education Department. Faculty of education and teacher training. State islamic university of sunan ampel surabaya. The result of her study is that the gain of students’ accuracy and fluency mean score from pretest is 47.00 and posttest is 82.75, means that the posttest’s score is higher than pretest’s score. Then, in order to answer the hypotheses the researcher use T-test paired sample to analyze the score of pretest and posttest. The result is T-Value higher than T-Table. In accuracy findings the table value of significance level of 2 tails above is 1.729 and the value is 15.726. So that, value is higher than table ($15.726 > 1.729$) means the alternative hypothesis (H_a) is not rejected and the null hypothesis (H_o) is rejected. In fluency findings the table value of significance level of 2 tails above is 1.729 and the value is 6.842. So that, value is higher than table ($6.842 > 1.729$) means

²⁰ Rahmad Purnama, “The Application Of Tongue Twister To Improve Students’ Pronunciation”, Thesis (Faculty Of education And Teacher Training Ar-Raniry State Islamic University Darussalam-Banda Aceh, 2019), p. 19.

the alternative hypothesis (Ha) is not rejected and the null hypothesis (Ho) is rejected. This study can answer the reasearch question that Tongue Twister Technique effective to improve fluency and accuracy in speaking English.²¹

From the second previous studies is conducted by Fathul Mu'in, Rosyi Amrina and Rizky Amelia "the students' responded that they found learning pronunciation by using tongue twisters more interesting and enjoyable".²² There is similarity and differences between this research and that previous study. The similarity are in the topik and the method is about pronunciation and use tongue twister. The differences is in the source of data.

²¹ Agnes Cahya Lestari, "The Effectiveness Of Tongue Twister Technique To Improve Fluency And Accuracy", *English Education Department, Faculty of Education and Teacher Training State Islamic University of Sunan Ampel Surabaya*, (2019), 57.

²² Fathul Mu'in, Rosyi Amrina and Rizky Amelia, "Tongue Twister, Students' Pronunciation Ability, and Learning Style", *Arab World English Journal (AWEJ)* Vol. 8, No. 4, (December, 2017), 367.