CHAPTER II

THEORETICAL FRAMEWORK

This chapter, discussed some related theories used as a foundation in designing an English pocketbook for phonetic symbols in pronounce ability. There are four important points in this chapter they are: literature review, critical thinking of the product, the hypothesis of the product, and previous study.

A. Literature Review

1. Designing media

According to Gavin Ambrose and Paul Harris (2010:11), they have explained indeed "Design is a process that turns a brief or requirement into a finished product or design solution. The process of design has seven stages: define, research, ideate, prototype, select, implement, and learn".[5]

2. Instructional Design Model

a. ADDIE Model

According to Amir Hamzah (2019:33), ADDIE MODEL (Analysis-Design-Develop-Implement-Evaluate) is a class-oriented development model. The development of the ADDIE model is identical to the development of a learning system. The development process is sequential but interactive, that is, the results of the evaluation of each stage can be used for development to the next stage. That is, the end result of one stage is the initial product for the next stage. The cycle process that is carried out develops over time and is continuous from the entire learning planning and implementation process. Some of the characteristics of the ADDIE model, including the following:

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[5] Gavin Ambrose, Paul Harris, *Design Thinking,* AVA Publishing 2010, P.11

1) The ADDIE model is a generic learning design model that provides an organized process in building learning materials.
2) The ADDIE model can use a product approach with systematic and interactive steps.
3) The ADDIE model can be used for the development of learning materials in the verbal, intellectual, and psycho-motor domains.
4) The ADDIE model provides opportunities for learning design developers to work together with content, media, and instructional design experts to produce good quality products.[6]

ADDIE model is one of the most common models used in the instructional design field a guide to producing an effective design. This model is an approach that helps instructional designers, any content's developer, or even teachers to create an efficient, effective teaching design by applying the processes of the ADDIE model on any instructional product. In fact, the elements made by following the ADDIE model can be used in any environment as online or face-to-face.

In addition, this systematic process is represented in the acronym ADDIE, which stands for the important components in the process of creating the instructional design, which are Analysis, Design, Development, Implementation, and Evaluation. Each phase in ADDIE model is related to and interacts with each other.

a) Analysis phase

Analysis stage is the most important phase in this process. When instructional designers do the analysis phase before creating the plan, developing, or even implementing, they really save huge amount of courses, effort, and time. In order to carry out the analysis phase we have to analyze four things, like we

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[6] Amir Hamzah, *Metode Penelitian dan Pengembangan,* Malang, (Lierasi Nusantara 2019) P.33

have to analyze the learners (where they are at, their skills and needs, etc.), develop an instructional analysis (to provide the necessary steps and present opportunities to learn and use new information in an instruction), create instructional goals (aimed at specifying the end desired result), and analysis's learning objectives (how to measure the attainment of goals). That means you have to be clear about your goals and where you want your learners to be.

b) Design phase

Design phase is the next step in ADDIE model. This phase is really about applying the instruction. In fact, the instructional designer in this step thinks about how design instruction can really be effective in ways that facilitate people's learning and interaction with the materials you create and provide. Furthermore, in design phase the instructional designer evolves and focuses on designing assessment for (his/her) topic, select a form of the course, and creating their own instructional strategy.

c) Development phase

This phase depends on the first two phases, which are the analysis and the design phase. That mean, if we did these phases correctly the development will be easier. In this third phase, the instructional designers integrate the technology with the educational setting and process. Also, keep in mind the backup plan in case that the technology that we choose does not work. Moreover, the instructional designer starts to develop and create a good quality factual sample for the instruction design, the materials of the course, and run through of the conduction of the course.

d) Implementation phase

This phase is about transforming our plan into action. In order to go through this phase, we have to consider three major steps, which are training the instructors, preparing the learners, and organizing the learning environment. With these three steps we can display our course in very active and authentic ways to achieve the implementation phase.

e) Evaluation Phase

The final process in ADDIE model is Evaluation phase. It is very important to evaluate each step to make sure that we achieve our goals using the instructional design and materials to meet the learner needs. Additionally, when we talk about evaluation, we talk about two types of evaluation, which are formative evaluation and summative evaluation.

(1) First, formative evaluation is a continuing process that we do as we are working on our instructional materials in each phase on ADDIE model.

(2) The second type of evaluation is summative evaluation. It is very important to use summative because this type of evaluation helps us to see the real value for our instructional design when the whole instruction for the course is finished. With the summative evaluation we can evaluate the learners' outcomes as well as the effectiveness of all of the components of the design after the students complete the course or design.

3. **The Nature of Pronunciation**

   a. Definition of pronunciation

      Based on Cook 1996 as cited in (Pourhosein Gilakjani:2016) defined pronunciation as the production of English sounds. Pronunciations are learned by repeating sounds and correcting them

if they are made inaccurately. When learners start to learn pronun
ciation, they make new habits and overcome the difficulties resulting
from the first language.[7]

There are many experts that explain the definition of
pronunciation in English teaching is. Kelly (2000) is one of the
experts that explain of pronunciation through the constituent parts. He
explained that pronunciation has two things feature namely phonemes
and suprasegmental features. He has detailed the characteristics of
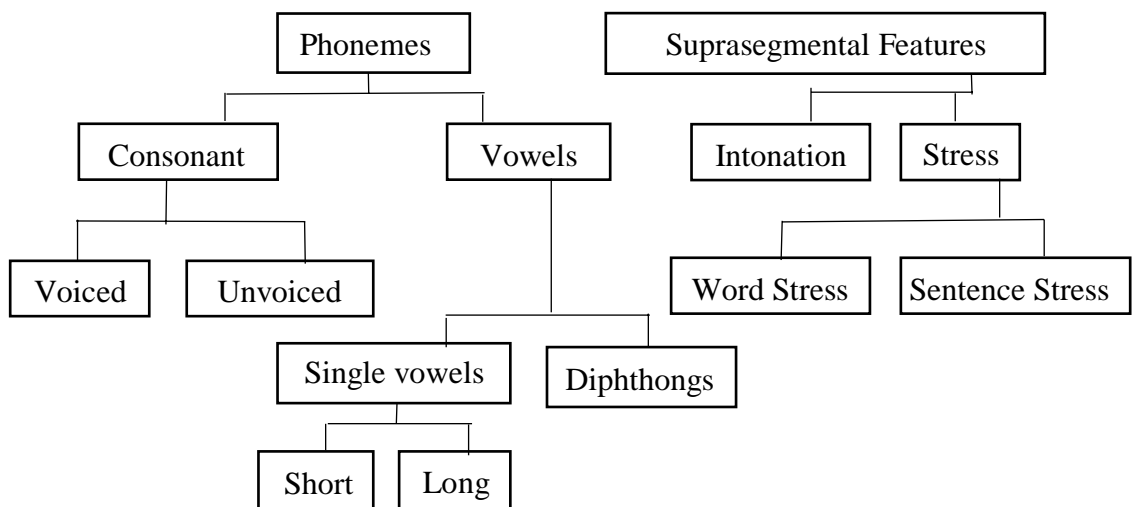the pronunciation by explaining it through the diagram below[8]

Figure 2.1: **Pronunciation Features**

b. Teaching pronunciation

In Indonesia, English plays as a foreign language. This means
that people use only in the school during the lessons in the class.
Because it is rarely used by people as a medium of communication.
Therefore, the students may find many things difficulty in English

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[7] International Journal of Research in English Education, *The Significance of Pronunciation in English Language Teaching,* Vol. 1, No 1, 2016 P.1
[8] Gerald Kelly, *How to Teach Pronunciation,* (Pearson Education Limited 2000) P. 1

pronunciation. Based on (Kelly:2000) he told there are three aspects needed by the teacher in teaching pronunciation to students namely:

2) A good grounding in theoretical knowledge

3) Practical classroom skills

4) Access to good ideas for classroom activities[9]

Learning English language with teaching media like pocketbook with attractive and brightly design will take the students easy to learn and make students interest. The pronunciation teacher should be a good model to the students. In pronouncing the word every single student has a different ability. Therefore, the teachers should produce the good pronounce to the student.

4. **Phonetic symbols**

   a. Definition of phonetic

   The study of pronunciation consists of two fields, namely phonetics and phonology. Phonetic refers to the study of sounds.[10] But here the researcher will only go to talk about phonetics. Phonetic is a wide-ranging field, and it does not necessary, have a direct connection with the study of language itself. While the phonetic disciplines listed above can be studied independently of one another, they are clearly connected speech organ move to produce sounds, which travel in sound waves, which are received by the ears and transmitted to the brain.[11] According to Soenjono Dardjowodjodjo (2009:12), Phonetic is a science that deals with the sounds of human language.[12] According to Victoria Fromkin at all (2017:184) the study of speech sound is called phonetics. To describe speech sounds, it is necessary

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[9] Gerald Kelly, *How to Teach Pronunciation,* (Pearson Education Limited 2000) P. 13

[10] Ahmed M.S Alduais, *An Account of Phonetics and Phonology asSimilar Identical or Different,* The International Journal of Indian Psychology, Vol 3, issues 1, No.4 2015, P. 158

[11] Gerald Kelly, *How to Teach Pronunciation,* (Pearson Education Limited 2000) P. 9

[12] Soenjono Dardjowidjodjo, *English Phonetic and Phonology for Indonesian*, (Yayasan Pustaka Obor Indonesia 2016) P. 12

to know what an individual sound is, and how each sound differs from all others.[13]

b. English Sounds

As we know, in English the phonetic alphabet is usually divided in two main categories, they are: vowels and consonants. English phonetic alphabet in generally can be described as follow:

A	[ei]	N	[en]
B	[bi]	O	[ow]
C	[si]	P	[pi]
D	[di]	Q	[kyu]
E	[i]	R	[ar]
F	[ef]	S	[es]
G	[ji]	T	[ti]
H	[eij]	U	[yu]
I	[ai]	V	[vi]
J	[jei]	W	[dablyu]
K	[kei]	X	[eks]
L	[el]	Y	[way]
M	[em]	Z	[zi]

Figure 2.2: **English sounds**

While, Victoria Fromkin (2017:189-201) to describe speech sounds, it is necessary to know what an individual sound is., and how each sound differs from all others. Then, he classifies English sounds into three categories. They are vowels, consonants, and diphthong.

[13] Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language*, (Cengange Learning Inc 2017) United State of America, P.184

1. Vowels

    Vowels are produced with little restriction of an airflow from the lungs out through the mouth and or the nose. Vowel sounds carry pitch and loudness you can sing vowels or shout vowels. They maybe longer or shorter in duration. Vowels can stand alone they can be produced without consonants before or after them. The vowels consist of [ɑ], [ʌ], [ɑː], [i], [ɪː], [ɪ], [u], [uː], [ʊ], [e], [æ][ɒ], [ɔː], [ə], [ɜː]

2. Consonant

    Consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs. In phonetic, the terms consonants and vowels refer to types of sounds, not to the letters that represent them. The consonants consist of [b], [c], [d], [f], [g], [h], [dʒ], [j], [k], [l], [m], [n], [ŋ], [p], [q], [r], [s], [t], [v], [w], [x], [z], [θ], [ð], [ʃ], [ʒ], [ʧ].

3. Diphthong

    A diphthong is a sequence of two vowel sounds bonded together. Diphthong occur in phonetic inventory of many language including English. The diphthong consists of [ɑʊ], [ɪə], [eə], [ʊə], [eɪ], [aɪ], [əʊ], [ɔɪ], [ɪə].[14]

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[14] Victoria Fromkin, Robert Rodman, Nina Hyams, *An Introduction to Language*, (Cengange Learning Inc 2017) United State of America, P.189-201

c. The features of phonetic symbols

According to Kelly (2000:47-53) there are many terms in consonant, they are:

1) Place of articulation

   a) Labiodental

   Sounds which is articulated by the tip tongue against the upper teeth. Example: /f/, /v/

   b. Dental

   Sounds articulated by the tongue tip makes light contact with the back of the top, front teeth, or, tongue tip protrude between upper and lower teeth. Example: /ð/

   c. Alveolar

   Closure is made by the tongue blade against the teeth-ridge. Example: /t/, /d/, /s/, /z/, /n/, /l/, /r/

   d. Palatal

   Sounds articulated by the back of the tongue against the hard palate. Example: /j/, /dʒ/, /ʃ/, /ʒ/, /tʃ/,

   e. Velar

   Closure is made by the back of the tongue against the soft palate. Example: /k/, /g/, /ŋ/

   f. Glottal

   Sounds articulated in the glottis, air passes from the lungs through the open glottis. Example: /h/

2) Manner of articulation

   a) Plosive

   A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released explosively. Example: /p/, /b/, /t/, /d/, /k/, /g/.

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b) Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives. Example: /tʃ/, /dʒ/

c) Fricative

When two vocal organs come close enough together for the movement of air between them to be heard. Example: /f/, /v/, /θ/, /ð/, /s/, /z/, /h/, /ʃ/, /ʒ/.

d) Nasal

Occur when a complete closure is made somewhere by the mouth, the soft palate is lower, and air escapes through the nasal cavity. Example: /m/, /n/, /ŋ/

e) Lateral/ liquid

The airflow is around the sides of tongue. Example: /l/

f) Approximant / glide

Occur when one articulator moves close to another but not close enough to cause fiction or to stop the airflow. Example: /r/, /w/, /j/

In the column below are an explanation about English consonant classified according to voicing, manner, and place of articulation.

Symbol	Word	Voicing	Manner	Place
/p/	Pot	Voiceless	Plosive	Bilabial
/b/	But	Voiced	Plosive	Bilabial
/t/	Top	Voiceless	Plosive	Alveolar
/d/	Dog	Voiced	Plosive	Alveolar
/k/	Kit	Voiceless	Plosive	Velar
/g/	Got	Voiced	Plosive	Velar

/f/	Frog	Voiceless	Fricative	Labiodental
/v/	Vat	Voiced	Fricative	Labiodental
/θ/	Thick	Voiceless	Fricative	Dental
/ð/	That	Voiced	Fricative	Dental
/s/	Sit	Voiceless	Fricative	Alveolar
/z/	Zoo	Voiced	Fricative	Alveolar
/ʃ/	Shut	Voiceless	Fricative	Palatal
/ʒ/	Measure	Voiced	Fricative	Palatal
/h/	Help	Voiceless	Fricative	Glottal
/ʧ/	Church	Voiceless	Affricative	Palatal
/ʤ/	Jump	Voiced	Affricative	Palatal
/m/	Mom	Voiced	Nasal	Bilabial
/n/	Nice	Voiced	Nasal	Alveolar
/ŋ/	Thing	Voiced	Nasal	Velar
/l/	Lot	Voiced	Liquid	Alveolar
/r/	Rate	Voiced	Glide	Alveolar
/w/	Won	Voiced	Glide	Bilabial
/j/	You	Voiced	Glide	Palatal

Figure 2.3: **English Consonants Classified According to Voicing, Manner, and Place of Articulation.**

When we speak English, we know there are different sounds what we have been heard. Therefore, it is Important to us to learn pronunciation and know the phonetic rules to enhance the pronunciation ability. This opinion is the same as that of Mas Sulis Setyono (International Journal of English Linguistics, Literature, And Education 2019:26)[15] which reads as follow:

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[15] Mas Sulis Setyono, *using international phonetic alphabet (IPA) in teaching pronunciation: linguistic in present century,* international journal of English linguistics, literature, and education (IJELLE), Vol. 1, No. 1, 2019 P.26

"Even though it is still in controversy, but the use of phonemic transcription is very important in the study of pronunciation. Not like Indonesian words, sounds in English are different from what are written. What we write is different from what we speak".

In the column below are an explanation and an example of phonetic symbols and its transcription.

Symbols	Example	Transcription
/p/	play, stop, speak, power	/pleɪ/, /stɑp/, /spiːk/
/b/	baby, big, object	/ˈbeɪbi/, /bɪg/, /ɑbdʒɛkt/
/t/	ten, later, little, pot	/tɛn/, /ˈleɪtər/, /ˈlɪtəl/, /pɑt/
/d/	day, advice, bed	/deɪ/ /ædˈvaɪs/, /bɛd/
/k/	character, quick	/ˈkɛrɪktər/, /kwɪk/
/g/	got, ignore, finger	/gɑt/, /ɪgˈnɔr/, /ˈfɪŋgər/
/f/	food, laugh, telephone	/fuːd/, /læf/, /ˈtɛləˌfoʊn/
/v/	vain, over	/veɪn/ /ˈoʊvər/
/θ/	thin, earth, method, both	/θɪn/, /ɜrθ/, /ˈmɛθəd/, /boʊθ/
/ð/	they, father, breathe, with	/ðeɪ/, /ˈfɑðər/, /bri ð/, /wɪð/
/s/	small, since, scene	/smɔl/, /sɪns/, /sin/,
/z/	zoo, goes	/zu/, /goʊz/
/ʃ/	shell, nation, machine	/ʃɛl/, /ˈneɪʃən/, /məˈʃin/
/ʒ/	genre, measure, vision	/ˈʒɑnrə/, /ˈmɛʒər/, /ˈvɪʒən/
/h/	hot, hair, whole, who	/hɑt/, /heər/, /hoʊl/, /huː/
/m/	moon, lamp, lamb	/muːn/, /læmp/, /læm/
/n/	can, snow	/kæn/, /snoʊ/
/ŋ/	string, singer, tongue	/strɪŋ/, /ˈsɪŋər/, /tʌŋ/

/tʃ/	chair, match, future	/ʃeər/, /mætʃ/, /ˈfjutʃər/
/dʒ/	just, general, age	/dʒʌst/, /ˈdʒenərəl/, /eɪdʒ/
/l/	look, small, bottle	/lʊk/, /smɔl/, /ˈbɑtəl/
/r/	real, train, wrong, write	/riəl/, /treɪn/, /rɔŋ/, /raɪt/
/j/	yes, Europe, university	/jɛs/, /ˈjʊrəp/, /ˌjunəˈvɜrsəti/
/w/	window, twin, quick, why	/ˈwɪndoʊ/, /twɪn/, /waɪ/
/ʌ/	cut, come, mother	/kʌt/, /kʌm/, /ˈmʌðə(r)/
/ɜː/	girl, burn, word	/gɜːl/, /bɜːn/, /wɜːd/
/ɑː/	car, art, heart, half	/kɑː/, /ɑːt/, /hɑːt/, /hɑːf/
/ɔː/	or, board, door, small	/ɔː/, /bɔːd/, /dɔː/, /smɔːl/
/iː/	sea, bee, people, receive	/siː/, /biː/, /ˈpiːpl/, /rɪˈsiːv/
/uː/	too, blue, fruit, fool	/tuː/, /bluː/, /fruːt/, /fuːl/
/aʊ/	round, doubt	/raʊnd/, /daʊt/
/ɪə/	here, dear	/hɪə/, /dɪə/
/eə/	care, mayor, prayer	/keə(r)/, /meə(r)/, /preə(r)/
/ʊə/	poor, insure, tour	/pʊə(r)/, /ɪnˈʃʊə(r)/, /tʊə(r)/

Figure 2.4: **Phonetics Transcription**

5. Pocketbook

a. Definition of Pocketbook

According to Maya and Kokom (2016:29) pocketbook is a pretty good effort to improve the student's motivation to learn independently, creatively, effectively, and efficiently.[16] From the definition above it can be concluded that pocketbooks are small books

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[16] Maya Mashita, Kokom Komalasari*, Efektifitas Penggunaan Media Buku Saku dalam Pembelajaran Pendidikan Kewarganegaraan untuk Menumbuhkan Cinta Budaya Daerah Siawa* Modelling Journal Program Study PGMI Univ.Pendidikan Indonesia, Vol. 3 No. 1 Maret (2016), P. 29

which contain text and pictures in the form of an explanation who can direct or provide directions regarding knowledge, and easy to carry everywhere. Pocketbooks can be used as student's teaching material and to make it easier for the student's in studying learning material.

b. The benefits of pocketbook

The benefits of pocketbook in the learning process are:

1) Delivery of material by using a pocketbook can be uniformed.

2) The learning process by using a pocketbook to be clearer, more enjoyable, and attractive because the design is attractive and printed in full color

3) Efficient in time and effort, small printed pocketbooks can make it easier for students to take it and use it whenever and wherever.

4) Writing material and formulas that are brief and clear in the pocketbook can improve the quality of student's learning outcomes.

5) Pocketbook design which is attractive and full color can foster a positive attitude towards students' material and learning process.[17]

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[17] Nurul Hidayati, Dyah Sulistyani, Jamzuri, dan Dwi Teguh Raharjo, Perbedaan Hasil Belajar Siswa antara Menggunakan Media Pocket Book dan Tanpa Pocket Book pada Materi Kinematika Gerak Melingkar kelas X, *Jurnal Pendidikan Fisik,* Vol.1 (No 1) 2013 P. 167

B. **Critical thinking of the Product**

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┌─────────────────────────────────────────┐
│  Lack of student's effectiveness in      │
│  pronouncing word                        │
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                    │
┌─────────────────────────────────────────┐
│  The benefits of English pocket book for │
│  phonetic symbols                        │
└─────────────────────────────────────────┘
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┌─────────────────────────────────────────┐
│  Lack of media in teaching materials     │
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┌─────────────────────────────────────────┐
│  English pocket book as teaching materials│
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┌─────────────────────────────────────────┐
│  Designing media using ADDIE Model       │
└─────────────────────────────────────────┘
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┌──────────────┐ ┌──────────────┐ ┌──────────────┐
│ Expert media │ │ Expert       │ │ Worthy media │
│ test         │ │ materials    │ │ test         │
│              │ │ test         │ │              │
└──────────────┘ └──────────────┘ └──────────────┘
   └────────────────┼────────────────┘
            ┌──────────────┐
            │ Worthy media │
            └──────────────┘
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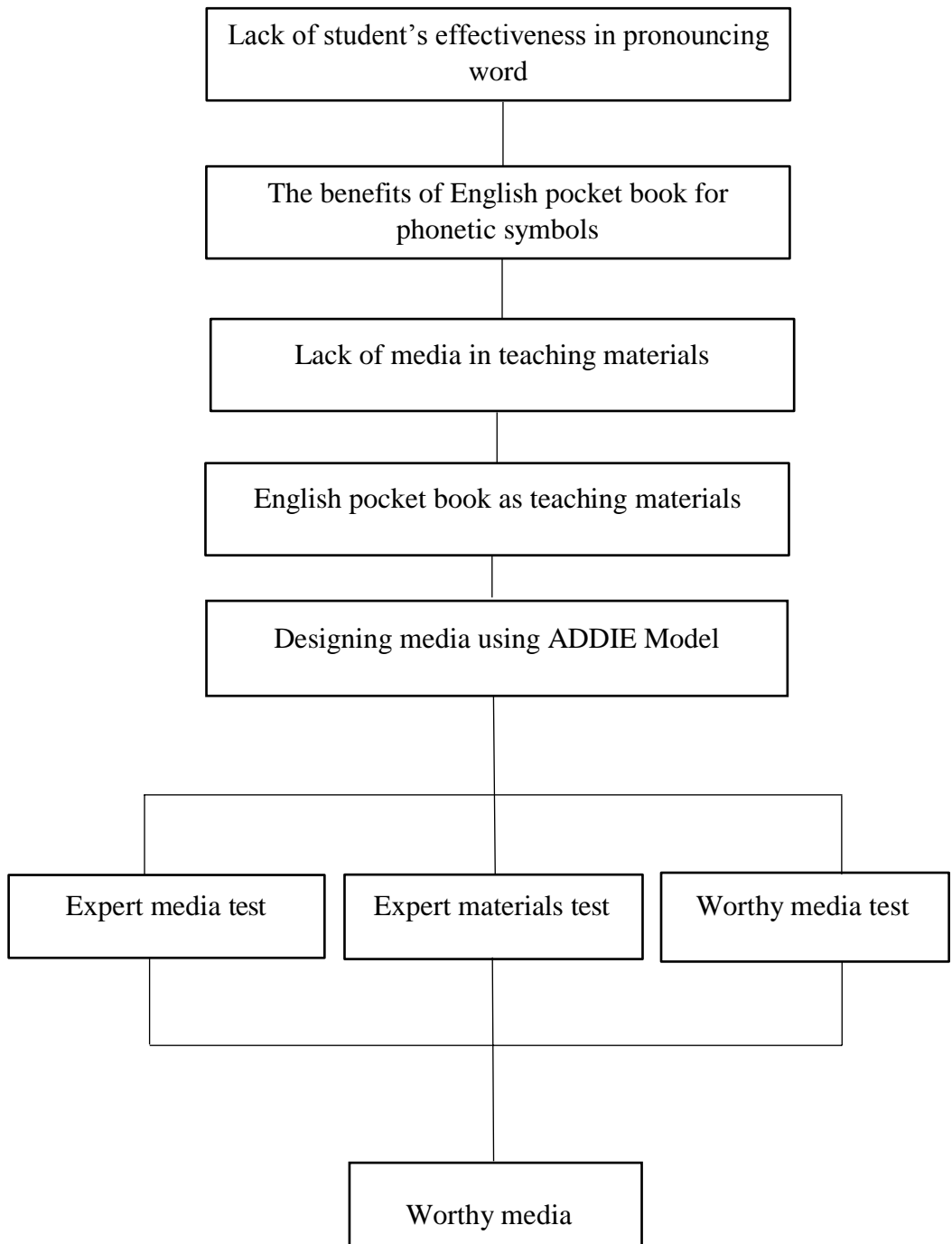
Figure 2.5: **Critical thinking of the Product**

Based on the figure above, it explains that learning at MTs Al-Hidayah still uses the usual learning method, where the teacher only explained English material globally. So that, student's feel bored and less active in the following of learning process. Which causes a lack of understanding student's pronunciation of English word, so that students feel not confident in pronouncing English words.

The use of instructional media plays an important role for teachers in implementing learning activities, with the existence of learning media will attract student attention, and students are more active in participating in learning. So that, it can lead to learning motivation for students. In this case the teacher lack of use learning media in the learning process. One of the interesting learning media is the English pocketbook. Therefore, the researcher designed a learning media, namely an English Pocket Book for Phonetic Symbols.

In the procedure of product using the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation). The media designs are designed by media experts, material experts, and users to find out that the media being developed is suitable for use by students.

C. The hypothesis of the Product

There is the feasibility of using after giving an English pocketbook for phonetic symbols as teaching material for students in pronouncing words.