

CHAPTER II

THEORETICAL FRAMEWORK

A. Definition of Pronunciation

Pronunciation includes the role of individual sound segments, that is, segmental and suprasegmental characteristics like as stress, rhythm, and intonation. Stress and rhythm, intonation, pitch variation, and volume are all prosodic qualities of language that must be addressed, as well as teaching learners how to generate specific sounds.¹

Pronunciation is the act of making English sounds. It is the production of sounds that are used to convey meaning. Pronunciation is learned by repeating sounds and correcting them when they are made wrong. Students acquire new habits and overcome problems imposed by their first language when they learn to pronounce words correctly.²

Pronunciation is the accepted way of pronouncing a word. It is the way of uttering a word in an accepted manner. Pronunciation as how certain sounds are produced.³ Pronunciation is the process of producing a sound or series of sounds.

¹ Richards and Willy, *Methodology in Language Teaching*, 175.

² Abbas Pourhosein Gilakjani, 'English Pronunciation Instruction: A Literature Review', *International Journal of Research in English Education*, 1.1 (2016), 4.

³ Gilakjani. 'English Pronunciation Instruction: A Literature Review', 5.

Unlike articulation, which refers to how speech sounds are produced in the mouth, pronunciation is concerned with how the listener perceives sounds.⁴

Both listening and speaking rely on proper pronunciation. The pronunciation point is more helpful in listening than speaking in many of the units. Many native speakers, for example, join words together in specific ways when babbling. It must comprehend when it heard. However, it is unimportant if other people (the listener) still understand. Pronunciation points like this are shown with a grey background and this sign: It is your choice whether you want to focus on listening or whether you want to try to speak that way too.⁵

Researchers in the late 1980s advocated for a more "top-down" approach to pronunciation instruction, stressing the wider, more significant aspects of phonology in linked speech rather than isolated sound practice, thus reintroducing pronunciation into the communicative fold.⁶

Arguments against explicit pronunciation instruction are based on assumptions about second language phonology acquisition: the first, based on the critical period theory, claims that adults cannot learn native-like pronunciation in a foreign language; the second, claims that adults cannot learn native-like

⁴ Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 469.

⁵ Jonathan Marks, *English Pronunciation In Use Elementary*, (Cambridge: Cambridge University Press, 2007), 38.

⁶ Richards and Renandya, *Methodology in Language Teaching*, 178.

pronunciation in a foreign language. Insists that proper pronunciation is a learned talent and that specialized education is at best ineffective and at worst harmful.⁷

The way we speak projects our identity and also shows our engagement in certain communities, which is why pronunciation is critical in both personal and social life. Clarity is determined by our pronunciation: whether we are able to express our meaning to the person to whom it is conveyed. Progress in L2 (second language) pronunciation learning has far-reaching implications, which is complicated by the fact that certain aspects of pronunciation occur subconsciously.⁸

B. The Elements of Pronunciation

The elements of pronunciation are segmental features and suprasegmental features. The segmental features consist of vowel and consonant, while suprasegmental features consist of stress, intonation and syllable.⁹

1. Segmental feature

The sounds that include vowel and consonant make up a segmental feature scheme. The classification is based on the differences in utterance functions and production methods. The term "segmental" refers to sound units that are grouped in a logical order. The phonetic symbols reflect the sound units of utterance. The segmental features consist of vowel and consonant.¹⁰

⁷ Richards and Renandya, *Methodology in Language Teaching*, 179,

⁸ Ronald Carter and Nunan David, *Teaching English to Speaker of Other Language* (New York: CAMBRIDGE UNIVERSITY PRESS, 2005, 51.

⁹ Geoffrey Broughton, *Teaching English As A Foreign Language*, (Canada: Routledge, 1980) , 52.

¹⁰ Laelatul Ma'lah, 'Pronunciation Problems: A Study...', Laelatul Ma'lah, FKIP UMP, 2016', 2016, 6.

English spelling, also known as orthography, is the conventional way of writing English words using the Latin alphabet's 26 letters. This system is highly complicated, and it does not accurately reflect how English words are spoken nowadays. The same sound can be spelled in various ways, and different sounds can be written in the same way. More than one letter often represents a single sound. The Latin alphabet has 26 letters (5 vowels and 21 consonant letters), but American English has at least 40 different sounds (15 vowels and 24 Consonants). The phonetic alphabet is a writing system in which each letter represents a distinct sound in speech. Because the same sound is always represented by the same letter, a word written in the phonetic alphabet will always be pronounced exactly the way it is written.¹¹

To differentiate them from letters or words written in ordinary orthography, phonetic symbols are enclosed in square brackets, []. It's important to note that these symbols aren't the same as letters, and that they represent language sounds rather than alphabet letters.¹²

a) Vowel

Vowels are formed by voiced air moving through various mouth shapes; the variations in mouth shapes are caused by differences in tongue and lip

¹¹ Rebecca M Dauer, *Accurate English*, (New Jersey: Prentice Hall Regents, 1993) , 13.

¹² Nick Cipollone, *Language Files* (Columbus: Ohio State University Press, 1998) , 35

position. Vowels are sounds in which the movement of air from the larynx to the lips is unobstructed.¹³

The shape and location of the tongue, first, the vertical distance between the upper surface of the tongue and the palate, and second, the portion of the tongue that is elevated highest between front and back, are how vowels vary from one another.¹⁴

There are 15 vowels in English¹⁵, they are:

1. i = we /wi/
2. ɪ = lip /lɪp/
3. æ = class /klæs/
4. ε = /yεs/
5. ɑ = box /bɑks/
6. ʌ = us /ʌs/
7. u = soon /su:n/
8. ʊ = good /gʊd/
9. ɔ = want /wɔnt/
10. eɪ = play /pleɪ/
11. ɔɪ = boy /bɔɪ/
12. aʊ = brown /braʊn/
13. ju = cute /kjut/

¹³ Peter Roach, *English phonetics and Phonology*, (Cambridge University Press: Second edition, 1991), 10.

¹⁴ Peter Roach, *English phonetics and Phonology*, 11.

¹⁵ Indriani. *English Pronunciation*. (Jakarta: Gramedia Pustaka Utama, 2001), 12

14. oʊ = go /g**oʊ**/

15. aɪ = ice /**aɪ**s/

There are 4 R- controlled vowels in English, they are:

1. ɑr = car /c**ɑr**/

2. ɔr = corn /k**ɔr**n/

3. ɜr = girl /g**ɜr**l/

4. ɛr = chair /tʃ**ɛr**/

b) Consonants

Consonants are formed when two articulators block the outgoing air somewhere in the mouth cavity. The consonant is significant in words for two reasons. The first, consonant, is more important in making English understandable. Consonants, on the other hand, are usually generated by a distinct interference of the vocal organ with the air stream, making them easier to explain and comprehend. Consonants are the sounds which do obstruct the airflow, should be called *contoids*.¹⁶

There are 24 consonants in English¹⁷, they are:

1. p = happy /'hæ **p**i/

2. b = job /dʒ**ɒb**/

3. t = eat /**ɪt**/

¹⁶ Peter Roach, *English phonetics and Phonology*, 16.

¹⁷ Indriani. *English Pronunciation*, 12.

4. d = sad /sæ**d**/
5. k = kid /**k**ɪd/
6. g = egg /ε**g**/
7. f = fine /**f**aɪn/
8. v = have /hæ**v**/
9. s = so /**s**oʊ/
10. z = zoo /**z**u/
11. ʃ = wish /wɪ**ʃ**/
12. ʒ = garage /gə 'rɑ**ʒ**/
13. ʧ = kitchen /kɪ**ʧ**n/
14. ʤ = giant /' **ʤ**aɪ ənt/
15. θ = bath /bæ **θ**/
16. ð = them / **ð**em/
17. m = made /**m**eɪd/
18. n = know /**n**oʊ/
19. ŋ = uncle /'æ **ŋ**kl/
20. h = who / **h**u/
21. l = like /**l**aɪk/
22. r = red /**r**ed/
23. w = sweet /**w**ɪt/
24. j = you /**j**u/

2. Suprasegmental

Supra segmental features are similar to the term or sentence form. Up Supra segmental features are those aspects of speech development that are often present, such as stress, intonation, and syllable. Stress, intonation, and syllable are the three types of supra segmental features.¹⁸

a) Stress

In words, stress or loudness behaves partly phonetically and partly as a characteristic of stress, resulting in the dominance of one syllable over another. The way the vowel in the unstressed syllable is pronounced is also an integral part of this stress mechanism. In English, stress plays a significant role since it distinguishes sense and purpose.¹⁹

b) Intonation

The shifting of the voice between high and low pitch is known as intonation. Intonation is the raising and lowering of pitch over a series of syllables in a sentence. Intonation may be used to convey a wide range of meanings, including feelings and attitudes. In English, intonation serves a somewhat different purpose than it does in tone languages. Many people would

¹⁸ Laelatul Ma'lah, 'Pronunciation Problems, 10.

¹⁹ Geoffrey Broughton, *Teaching English As A Foreign Language*, 53.

choose to teach intonation over articulation of segmental sounds in pronunciation classes because it is so necessary in spoken communication.²⁰

c) Syllable

A syllable is a linguistic unit that organizes a group of speech sounds. It also has a syllable nucleus (usually a vowel) and optional initial and final margins (typically, consonants). The phonological "building blocks" of words are often referred to as syllables. They have the ability to affect a language's rhythm, prosody, poetic meter, and stress patterns. The majority of the time, speech can be broken down into a single syllable. In a word or one beat, a syllable is a sound unit. In longer linguistic units, the patterns of stressed and unstressed syllables establish rhythm. Syllables are used to break down words.²¹ As an example:

- One syllable: Big
- Two syllables: Hand-some
- Three syllables: Im-por-tant

²⁰ Geoffey Broughton, *Teaching English As A Foreign Language*, 52.

²¹ Geoffey Broughton, *Teaching English As A Foreign Language*, 53.

C. The Strategy in Teaching Pronunciation

Students' efforts to improve their own pronunciation learning are referred to as "pronunciation learning strategies." These measures are broad approaches to learning pronunciation that Peterson views as techniques that include specific acts or tactics that can be used as specific resources for strategic learning. To put it another way, this concept means that a "strategy is a larger design or plan for achieving a high-level target, and it coordinates a series of tactics."²²

The area that connects pronunciation learning and instruction to language learning strategies is the field of pronunciation learning strategies. And when their teachers are unable to help, it is important that students understand what they can do to improve their pronunciation.²³

Some strategies, such as auditory, visual, and kinaesthetic, are based on the ability to listen carefully. There are some strategies in teaching English pronunciation. Additionally, some of the different techniques and modes that teachers can use as they sequence activities to teach a specific feature of pronunciation, such as stress patterns in words. The strategies will be shown in the table.²⁴

²² Magdalena Szyszka, *Pronunciation Learning Strategies and Language Anxiety : In Search of an Interplay* (Switzerland: Springer International Publishing, 2017).

²³ Grant Taylor Eckstein, 'A Correlation of Pronunciation Learning Strategies With Spontaneous English Pronunciation of Adult Esl Learners', August, 2007.

²⁴ Siti Aminah, 'Siti Aminah, M. Pd.', *Pronunciation*, 2014, 70–74.

Tabel 3.1 Strategies in Teaching Pronunciation

Area of development	Strategies in Teaching Pronunciation	Mode
Listening	Any phrases are heard by the students. They should talk to the instructor about what stress is and where it's used in different terms, and then listen to some more examples.	Auditory
Awareness	Actions are used by the teacher to correspond to stressed syllables in words. Stretching a rubber band, making hand motions, punching the air, and walking out are only a few examples.	Visual
	For example, can be done to correspond with stressed syllables in words, the teacher uses actions with tone. Clapping, pressing, and tapping, for example.	Auditory/ Visual
	The teacher does not use the written form to label stressed syllables. For instance Cuisenaire rods.	Visual
	In words written on the board or in handouts, the teacher highlights stressed syllables.	

	Underlining, for example, or drawing dots beneath or above.	
	To show a stress pattern, the teacher uses nonsensical vocalization.	Auditory
Control	Learners use actions to show stressed syllables as they say words.	Visual/ Kinaesthetic
	Learners use actions with sound to show the stressed syllables as they say words.	Auditory/ Visual/ Kinaesthetic
	Learners look at marked stressed syllables with or without the written form as they say words.	Visual
	Learners point to marked stressed syllables with or without the written form as they say words	Visual/ Kinaesthetic
Practice	The terms are practiced in meaning by the students. At first, stressed syllables may be marked or followed by actions (as mentioned above), but as the learners progress, this marking may decrease.	Auditory/ Visual/ Kinaesthetic

Extension	Learners apply the terms in less organized practices that require them to concentrate on other facets of vocabulary, such as conversation or role play. If students are having trouble with stress patterns in specific terms, the instructor may use a variety of modes to provide feedback. Learners can also use a variety of modes to reinforce their own stress patterns. ²⁵	
-----------	--	--

The various techniques and modes that teachers may employ as they sequence activities to teach a specific feature of pronunciation, such as stress patterns in words. Teachers can use these and other methods to foster a culture of pronunciation awareness in the classroom.²⁶

D. Definition of English Sound Application

A sound is made by definite movements of the organ of speech, if those movements are exactly repeated the result will always be the same sound.²⁷

Pronunciation mobile application is a specific tool in developing students' pronunciation towards effective oral communication. It utilizes both mobile cellular phones and internet connection.²⁸

²⁵ Siti Aminah, 'Siti Aminah, M. Pd.', *Pronunciation*, 70–74.

²⁶ Siti Aminah, 'Siti Aminah, M. Pd.', *Pronunciation*, 74.

²⁷ J.D.O. Connor, *Better English Pronunciation* (New York: Cambridge University Press, 1980) , 9.

1. The Definition of English Sound Application

English Sound application offered by Nikolai Emelianov. It was released on November 14, 2019 and updated on October 11, 2020. There were more than one hundred thousand downloaders. The reviews have reached more than fifteen hundred reviews. The averages reviews of this application were good and feel satisfied. This is an educational application. The English Sound is a mobile application logically categorized with a description, picture, the sound of English words, the phonetics and video for each one used to improve student's pronunciation. It makes it more accessible for students to learn pronunciation because there is phonetics on how to pronounce English words correctly. English Sound application helps to deal with the most difficult part of the English language pronunciation of the sounds²⁹ The website address is: <https://play.google.com/store/apps/details?id=com.thebrodyaga.englishsounds>.

2. The Stages to Download English Sound Application

These are the stages to download English Sound application³⁰:

- a. Open the play store
- b. Search "English Sound"
- c. Click the application which the picture as below:

²⁸ Adrian M Abarquez, 'Pronunciation Mobile Application for Oral Communication', c, 2021, 3.

²⁹ Nikolai Emelianov, "English Sound Pronunciation" November 14, 2019, <https://play.google.com/store/apps/details?id=com.thebrodyaga.englishsounds>

³⁰ Nikolai Emelianov, "English Sound Pronunciation".



- d. Install the application



3. The Stages of Using English Sound Application

These are the stages of using English Sound application³¹:

- a. Click the application to open it.



- b. There are several choices of vowels and consonants alphabet. Click which alphabet that wants to play.

³¹ Nikolai Emelianov, "English Sound Pronunciation".



c. Click the button ► to hear how to pronounce the words correctly.

← sh sound [ʃ]

consonant sound

AS IN "SHOW"

Spelling

ship /ʃɪp/ ►

wish /wɪʃ/ ►

chef /ʃɛf/ ►

ocean /ˈoʊʃən/

►

The 'sh sound' /ʃ/ is unvoiced (the vocal cords do not vibrate during its production), and is the counterpart to the voiced 'sh sound' /ʒ/.

To create the /ʃ/, air is forced between a wide groove in the center of the front of the tongue and the back of the tooth ridge. The sides of the blade of the tongue may touch the side teeth. The lips are kept slightly tense, and may protrude somewhat during the production of the sound.

This sound is a continuous consonant, meaning that it should be capable of being produced for a few seconds with even and smooth pronunciation for the entire duration.

- d. If we want to play the video, we should have the data cellular to play it, because the video in this application connect to the internet. It will be easiest if the teacher or the students download the video, than later they do not need the data anymore. Select and click the video that we want to watch. If we want to download video, click the button + below the video





- e. There is the recorder to record the student's pronunciation in this application in training section. Click the sign of recorder a little long, so the students could record their voice and click the result to hear it.



E. The Advantage and The Disadvantage of English Sound Application

1. The advantage of English Sound Application

The advancement of internet technology innovation has provided students with an avenue to bring a great deal of convenience to their academic lives. With the help of a mobile application, students can learn how to adapt to a wide variety of situations. This aims to address many of the challenges and obstacles that face-

to-face EFL classrooms face, such as a lack of language learning resources, individualized teaching, feedback, and partnerships.³²

The advantage of English Sound Application,³³ are =

- a. It can make the students more interested to learn pronunciation and improve their pronunciation ability.
- b. There were many examples of words from each phonetic alphabet in the form of writing (transcription) and sound.
- c. There were the video of pronunciation if the students still difficult to learn only look to the transcription and hearing the sound.
- d. The students can record their pronunciation to know how are they pronounced is.

2. The Disadvantage of English Sound Application

The Disadvantage of English Sound Application,³⁴ are =

- a. The limited example of the words. So the students could not search any words what they were looking for.
- b. The videos in English Sound Application are online, so if the students want to watch the video, they have to use their mobile data.
- c. The recorder could not be saved.

³² Adrian M Abarquez, 'Pronunciation Mobile Application for Oral Communication', c, 2021, 1.

³³ Nikolai Emelianov, "English Sound Pronunciation"

³⁴ Nikolai Emelianov, "English Sound Pronunciation"

F. English Sound Application in Teaching Pronunciation.

The creation of information using a mobile device is referred to as mobile learning (m-learning). This technology has enabled the development of learning environments that adhere to constructivism's principles, in which learners are relational and self-managed. The Pronunciation mobile application is a specific tool for improving students' pronunciation in order to improve their oral communication skills. It makes use of both mobile phones and an internet connection.³⁵ An English Sound is a tool that uses the sounds and the videos to help students learn pronunciation well. By hearing the sound and seeing phonetics, students learn pronunciation carefully and feel more enjoyable. If students think interesting and relaxing when they learn, it will be easier for them to understand and practice the lesson. The English Sound is such a good tool for teaching pronunciation and improving students' pronunciation. The students immediately hear how to pronounce the English word correctly from the native. After that, they try to imitate the sound they heard. They also can record their voice to English Sound application to know their pronunciation, whether correct or incorrect. English Sound Application is a good media in teaching pronunciation because:

1. Improve students' pronunciation
2. Provide students with a native sound for pronouncing words correctly
3. Help students of improving abilities by reading some text fluently

³⁵ Adrian M Abarquez, 'Pronunciation Mobile Application for Oral Communication', 3.