CHAPTER II

Literature Review

2.1 Pronunciation

Thoughts can be expressed through speech. It has two levels, namely phonetic or articulation and phonemic or phonological (Bowen C., 2002). Caroline Bowen, a certified practicing member of Speech Pathology Australia and a fellow of the American Speech-Language-Hearing Association, mentions in her article about *The difference between an articulation disorder and a phonological disorder* at www.speech-language therapy.com/phonetic_phonemic.htm, that phonetic (articulation) level is related to the act of producing vowel and consonant, while phonemic (phonological) level is related to the pattern of organizing speech sound.

One crucial thing, which nobody would argue about, is that letters are written, sounds are spoken. It would be much more useful if the reader could be certain that one letter represents one and only one sound, i.e. when he sees a letter he will know at once how to pronounce it (O'Connor, 1980: 7-8). That would never be the case in English. English contains 24 separate consonant phonemes and, depending on a dialect, anywhere from fourteen to twenty vowels and diphthongs. However, there are only 26 letters in modern English Alphabet. Therefore, there cannot be a one-to-one correspondence between letters and sounds (English Spelling- Definition and Overview, 2009: 1).

Some English letters have more than one pronunciation. Moreover, pairs of letters are associated with a particular sound, i.e. two letters combined which represent a single phoneme. Such letter pairs are known as *digraph* (Wikipedia, the free encyclopedia,2009:1). The term, as defined by Crystal (1985: 44) refers to a graphic unit in which two symbols have combined to function as a single element in a system, for example, [æ] stands for the vowel in cat or the linked ae and oe in the classical spelling of some English words (encyclopedia, onomatopoeia) .

In certain cases, a digraph can have two or three different sound associations depending on the words in question:

/tʃ/ (chip)

ch can be pronounced as /k/ (character)

/ʃ/ (machine)

2.2 Error

Identifying an error goes beyond explaining what an error is. However, as linguists pay attention to the distinction between an error and a mistake, it is necessary to go over the definition of the two different phenomena. According to *Dictionary of Language Teaching and Applied Linguistics* (1992) a learner makes a mistake when writing or speaking because of lack of attention, fatigue, carelessness, or some other aspects of performance. Mistakes can be self-corrected when attention is called. Whereas, an error is the use of linguistic item in a way that a fluent or native speaker of the language regards it as showing

faulty or incomplete learning. In other words, it occurs because the learner does not know what is correct, and thus it cannot be self-corrected. To distinguish between an error and mistake, Ellis (1997) suggests two ways. The first one is to check the consistency of learner's performance. If he sometimes uses the correct form and sometimes the wrong one, it is a mistake. However, if he always uses it incorrectly, it is then an error. The second way is to ask learner to try to correct his own deviant utterance. Where he is unable to, the deviations are errors; where he is successful, they are mistakes.

2.3 Error analysis

Error Analysis is another type of linguistic study that focuses on the errors learners make (Darus & Subramaniam, 2009). Error analysis is a useful method to help teachers predict and understand the pronunciation difficulties faced by their students. According to Corder (1967), systematically analyzing errors made by language learners makes it possible to determine areas that need reinforcement in teaching. Hence, the use of error analysis can aid effective learning and teaching of new language. Moreover, it is also important for the learners themselves to become aware of the differences between their native language and second language during the learning process. Indonesian student may encounter difficulties with English sounds due to the interference from their native language. It is difficult for them to produce certain English sounds which do not exist in Indonesian. For instance, some English consonants do not exist in Indonesian [v],

[ʃ], [ʒ], [dʒ], and [tʃ]. Therefore, they may substitute these sounds with similar ones in their mother tongue as they cannot find the counterparts in Indonesian.

2.4 Phonological error

The goal of learning language is to make the learners able to communicate what they have in mind effectively. They have to be understood when they are uttering the words. Pronouncing words precisely is very important, language learners should pay more attention on the way they articulate foreign words and master pronunciation of language they are learning (Brown, 2005).

Based on Odden (2006), relates pronunciation to the foundation areas of linguistics that deal with scientific study of the language structure, that is, phonology (p.2). Furthermore, he mentions that different from other linguistic fields, language structure discussed in phonology is closely related to the study of sound structure on language. Subsequently, in essence, phonology deals with main things, phonemics, that is, the study of distinctive sound units, and phonetics, that mainly deals with speech sounds (Richards, Platt, and Weber, 1992, p.215). Brown (1992) also explains that what language learners must understand about pronunciation is that essentially "any attention to pronunciation is phonetics" (as cited on Bowman, 2002, p.1).

In the area of pronunciation, English language can be categorized as a difficult language to master. According to Vernick and Nesgoda's opinion, Lanteigne (2006) confirms that difficulties in learning English occur due to the

fact that some of English sounds do not exist in the mother tongue of the learners (p. 1). Furthermore, the way of pronouncing one particular sound may be different based on "the position of the sound in the word" (Prator & Robinett, 1972, pp. 86-88). As an illustration, [t] in 'taking' [theykIŋ] and in 'atom' [ætəm] is pronounced in a different way. It should be noted that when [t] is positioned in the initial position, it is aspirated. However, if it is put in the medial position, it is no longer aspirated. This fact also contributes to the difficulties in learning English.

2.5 Five consonantal sounds

Consonant sounds are produced by blocking the flow of air as it leaves the mouth. There are many ways of blocking the air and various tongue, lip and jaw positions required in order to create accurately the consonants of English. Consonants are scheduled by their features in a number of IPA charts (as seen in table 1: IPA Consonants Chart).

Any consonant sounds that are different, or that does not exist in Indonesian, need to be learnt to produce a clear English accent. English sounds such as [v], [ʃ], [ʒ], [dʒ], and [tʃ], cannot be found in Indonesian (Moeliono & Dardjowidjojo, 2003, p. 55). Learners commonly have difficulty in pronouncing those consonants. Furthermore, the way of pronouncing one particular sound may be different based on "the position of the sound in the word" (Roach, 1983).

On this reason, this research will be done to observe the phonological errors done by student of English Language Education Department of Muhammadiyah University of Gresik as candidate of teacher.

Table 1: IPA Consonants Chart

IPA pulmonic consonants chart image • audio

Place →	Labial		Coronal				Dorsal				Radical		Glottal
↓ Manner	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Alveolo-palatal	Palatal	Velar	Uvular	Pharyngeal	Epiglottal	Glottal
Nasal	m̥ m	ɱ	n̪	n̥ n	n	ɳ̊ ɳ	ɲ̟	ɲ̊ ɲ	ŋ̊ ŋ	ɴ			
Stop	p b	p̪ b̪	t̪ d̪	t d		ʈ ɖ		c ɟ	k ɡ	q ɢ		ʡ	ʔ
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ɕ ʑ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	ʜ ʢ	h ɦ
Approximant		ʋ		ɹ		ɻ		j̊ j	ɰ				
Flap or tap	ⱱ̟	ⱱ		ɾ		ɽ				ɢ̆		ʡ̮	
Trill	ʙ			r̥ r		ɽ͡r				ʀ		я *	
Lateral fricative				ɬ ɮ		ɭ˔		ʎ̝̊	ʟ̝̊ ʟ̝				
Lateral approximant				l̥ l		ɭ	ʎ̟	ʎ	ʟ				
Lateral flap				ɺ		ɺ̢		ʎ̮	ʟ̆				

Non-pulmonic consonants

Clicks	ʘ	ǀ		ǃ	ǂ		ǁ		
	ʘ̃	ʘ̃ˀ		ʘ͡q	ʘ͡q’		‼		
Implosives	ɓ	ɗ	ʄ	ᶑ	ɠ		ʛ		
Ejectives	p’	t̪’	t’	c’	ʈ’	k’	q’		
	f’	θ’	s’	ɬ’	ʃ’	ʂ’	ɕ’	x’	χ’
	ts’	tɬ’	cʎ̝̊’	tʃ’	ʈʂ’	kx’	kʟ̝̊’	qχ’	

Affricates

p̪f	b̪v	ts	dz	tʃ	dʒ	tɕ	dʑ	ʈʂ	ɖʐ
tɬ	dɮ	cç	ɟʝ	cʎ̝̊		kx	ɡɣ	kʟ̝̊	ɡʟ̝
qχ	ɢʁ								

Co-articulated consonants

Continuants	ʍ	w	ɥ	ɧ
Occlusives	k͡p	ɡ͡b	ŋ͡m	

2.6 Previous study

A study about error analysis is useful method to help teachers predict and understand the pronunciation difficulties faced by students. Considering the advantages of error analysis, researcher conducts this research to observe pronunciation errors of five novel English consonantal sounds in English Language Education Department student of Muhammadiyah University of Gresik. It is not the first research which is observing pronunciation error. There were some other previous studies related to this kind of phonological error analysis.

Ima Djajadiningrat, in her research-*The mapping of pronunciation error,* took fifty five phonology class students English Language Education Department of Darma Persada University Jakarta as subject. The purpose of this research was to observe the phonological errors done by the Indonesian student English learners in producing the English consonantal and vowels sounds which do not exist in Indonesian sound system, namely [v], [θ], [ð], [ʒ], [dʒ], and [ʧ], [ɑ], [ɒ], and [ae]. This research had truly proved that the most of the respondents underwent the error of fricative, affricative and three vowels sounds which varying pronunciation based on the position of consonants and vowels observed, namely initial, medial and final position.

Other research related to pronunciation error was done by Nani Indrajani Tiono and Arlene Maria Yostanto under the title *A Study of English Phonological errors produced by English Language Education Department students*. The subjects were twenty five English Language Education Department students in

Petra Christian University Surabaya who had taken speaking class for six semesters. The purpose of this study was to find out the kinds of phonological errors and patterns of phonological deviations made by student in producing the English consonantal sound namely [v], [θ], [ð], [ʒ], [dʒ], and [tʃ]. From the findings and analysis, it was found out that first, the students made phonological errors in all of the pronunciation of the six English consonantal sounds being observed in this study. Additionally, the phonological errors could be found in all three positions of occurrences, with the exception for [tʃ] in the final position, since none of the students observed made any error of this particular sound in that specific position. Yet, it should also be noticed that although they made those phonological errors, they still managed to pronounce some of the words correctly every now and then. Secondly, the students made thirty-four kinds of deviations in all. The thirty-four kinds of deviations included the replacement of [v] with [f], the replacements of [ð] with [d], [t], [θ] and [th], the replacement of [θ] with [t], [d], [th], [ð] and [s] and the deletion of [θ], the substitution of [tʃ] with [c], [h], [s], [ʃ] and [kh], the replacement of [dʒ] with [g], [j], [d], [tʃ], [ʃ], [k], [s] and [f], and the replacement of [ʒ] with [d], [z], [s], [j], [tʃ],
[ʃ], [dʒ], [g] and [k] and the deletion of [ʒ]. Then, it could also be figured out that one particular English sound, namely the sound of voiceless palatal affricate, [ʒ], created many difficulties for the students if compared to the other five English consonantal sounds observed.

There are some differences between this research and those two previous researches. This research does not observe vowel sound but only consonantal

sound with the different addition sound is [ʃ] as the replacement of [θ], [ð]. This palato alveolar fricative voiced was not observed in the previous study. In this research, researcher scopes the subject only twenty participants semester 6 who has taken phonology class because in semester 6 student does not study about skill anymore. It is assumed that student is not aware of their skill anymore especially the accuracy of their pronunciation. Meanwhile, in this semester, student is prepared to practice teaching in PPL (Praktek Pengalaman Lapangan), so they should be ready with all of things include their pronunciation skill.

On that reason the researcher conduct this research in order to help teacher and student to be more aware of the pronunciation skill of students.