

## CHAPTER II

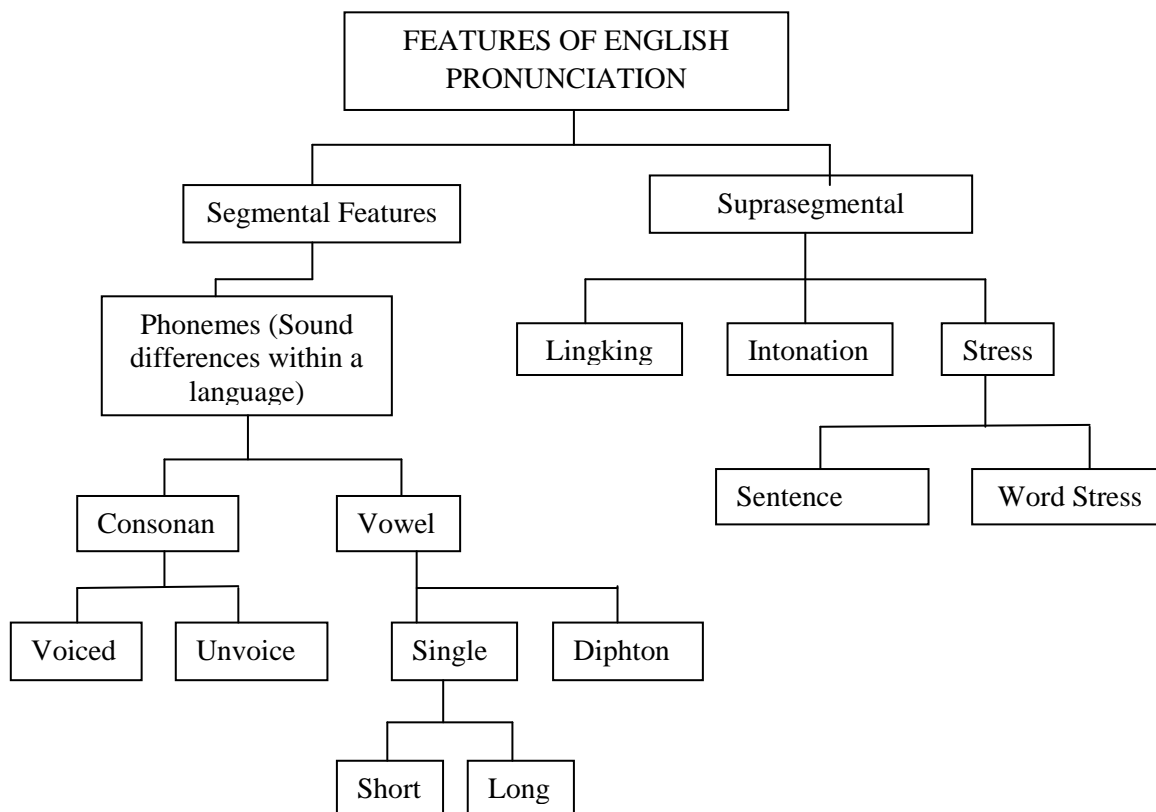
### REVIEW OF RELATED LITERATURE

#### 2.1. The Elements of Pronunciation

According to Yates (2002), “pronunciation refers to the production of sounds that we use to make meaning including segmental and suprasegmental aspects.” It means that pronunciation can be as a process when our organ of speech that produces sound. Then, the sound produced by the speech organ can construct meaning. It can construct the meaning of a word since every single sound we produce has different role and characteristic. Missing in producing a single sound involved in a word can make different meaning of that word. Therefore, when our pronunciation is not good or somewhat wrong, people who have conversation with us can be confused or even get different assumption in interpreting our speech because of our miss pronouncing.

As she explained that, “segmental is an attention to the particular sounds of language.” Segmental aspect in pronunciation focuses on the single sound, which then divided into two kinds, vowel and consonant. Suprasegmental is aspects of speech beyond the level of individual sound. It is divided into several aspects. They are intonation, phrasing, stress, timing, and rhythm. The ways we speak a language are highly related with the voice quality, which is produced by the organ of speech (Yates, 2002).

According to Gilakjani (2012), other name of elements in pronunciation is features of pronunciation as the illustration in the figure 2.1 below.



**Figure 2.1 Various Features of English Pronunciation**

### **2.1.1 Segmental Aspect of Pronunciation**

According to Otlowski (1998), segmental is individual sounds of a language. Individual sound is separated into two terms, consonant and vowel. Traditional approaches to pronunciation have often focused on segmental aspects. It is because these traditional approaches relate with the letter in writing term (Yates, 2002). The traditional approach can be in form of drilling the sound in a word.

While, Eckstein (2007) stated “segmentals are discrete units of speech that can be identified physically or auditorily.” It means that segmental aspect of pronunciation focus on the role of vowel and consonant words.

According to Yates (2002), in term of vowel, the sound divided into two kinds also. They are diphthongs and triphthong. Diphthong consist of two vowel

sound combined into one. While, triphthongs combine three vowel sound. Those consonant and vowel sound are produced by the speech organ which are some different part of tongue.

Segmental aspect was also interpreted as fundamental list of several individual sounds (Florez, 1998). Moreover Yates (2002) explained that consonants are made by causing a blockage or partial blockage in the mouth. These are usually described in terms of place of articulation, manner of articulation, and voicing. Place articulation is the place where the sound is made in the mouth. Manner articulation is the way on how the sound is made. Then, voicing is whether or not the vocal cords vibrate.

“Vowels are usually described in terms of length (depends on stress, and that even short vowels in English may seem rather long when stressed), the position in the mouth in which they are made in terms of their position from high to low and front to back, the degree to which the lips are rounded, spread or neutral” (Yates, 2002). While According to Macháčková (2012), Phonemes can be divided into two main categories, vowels, which are subdivided into monophthongs and diphthongs, and consonants, which are subdivided into voiced and unvoiced. The following Figure presents English phonemes.

ɪ	I	ʊ	u:	Iə	eɪ	ɔɪ	ɔɪ
e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
p	b	t	d	tʃ	dʒ	k	g
f	v	θ	ð	s	z	ʃ	ʒ
m	n	ŋ	h	l	r	w	j

**Figure 2.1.1**

In the Figure 2.1.1, it shows the English Phonemic chart which used to classified the vowel (monophthongs and diphthongs) and the consonant of English Language.

### **2.1.2 Suprasegmental Aspect of Pronunciation**

Suprasegmentals are the "musical patterns" of English, melody, pitch patterns, rhythm, and timing patterns (Otlowski, 1998). As Yates (2002) explained that intonation, phrasing, stress, timing, and rhythm are including on suprasegmental aspects of pronunciation. Suprasegmentals are elements of stress, rhythm, and intonation of native speech (Eckstein, 2007). "Suprasegmentals transcend the level of individual sound production" (Florez, 1998). In addition, Gilakjani (2012) found that advances in research have developed descriptions of the suprasegmental features of speech including whole stretches of language (*prosody*).

As the explanation of Florez (1998), Suprasegmentals include the following: stress – a combination of length, loudness, and pitch applies to syllables in a word.

Moreover, Yates (2002) explained, "stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances." It is signaled by volume, force, pitch change and syllable length. It is often the place where we notice hand movements and other gestures when we are watching someone talking.

Stress is important at three different levels. These levels are word level – multisyllabic words have one or more syllables that are stressed, sentence level – the most important words tend to be stressed, contrastive stress – the most

important words carry greater stress (Yates, 2002). Besides, Gilakjani (2012) stated, “Word stress relates to the prominence given to certain words in an utterance.” Stress, which we apply to certain word in a sentence, can be important in determining the meaning and the impression of the sentence and the position of the word in the sentence. Then, he added that at the meaning level, some words are given more prominence than others to foreground which meaning is important.

In term of intonation, Yates (2002) explained that intonation is the change of pitch. It is crucial in signaling speaker meaning, particularly interpersonal attitudes, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence.

“Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication” (Gilakjani, 2012). Yates (2002) found that there have been two major approaches to intonation theory. They are grammatical approach, an approach that focuses on the link between intonation and attitude, and the discourse approach. The grammatical approach relates with the intonation to grammatical functions. The second is discourse approach emphasizes speakers and their intentions in longer stretches of discourse.

She also found the theory of Clennell (1997) who identifies some major functions of intonation that are important for learners. These theories are information marking (prominent stress), discourse marking (given/new), conversational management (turn-taking/collaborating), attitudinal or affect

marking (mood/feeling), grammatical/syntactic marking (clause boundaries/word classes), and pragmatic marking (illocutionary force/intention of the speaker).

Information marking means that the intonation of speech can determine the information that want to be delivered by the speaker so that intonation can show the information in a conversation. Intonation can also determine the mood or feeling of the speaker. When the speaker get angry, the intonation can be high and tend to be rude. In addition, Yates (2002) stated that the major changes of pitch take place on stressed syllables, particularly on the tonic syllable and they are the five major patterns of tones: fall, rise, fall-rise, rise-fall, and level tone.

According to Yates (2002, those five major patterns of tones can identify different meaning and purpose of the speaker. A falling pattern usually indicates that the speaker has finished the speech or conversation, at least temporarily. A rising intonation signals a question, when the speaker has a question or something strange that want to be questioned. Rising intonation can indicate the continuation of the speech when the speaker has extension to be continued in the speech or conversation. This difference can determine meaning even in short exchanges. A fall-rise tone signals definiteness combined with some qualification, it indicates mixed feelings. A rise-fall is usually used to signal strong feelings of surprise or approval or disapproval. In general, larger movements in pitch signal higher emotion and more interest. A level tone signals boredom, routine or triviality, and thus is the tone that teachers use for routines such as the class roll.

Another element of suprasegmental aspects of pronunciation is connected speech or linking. Connected speech or linking in English is the way we link or blend every word we say. Because of this linking, the words in a sentence do not

always sound the same as when we say them individually. Linking refers to the way the last sound of one word is joined to the first sound of the next word (Gilakjani, 2012). Moreover, he added that to produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel, we also shorten some sounds and leave others out altogether.

## **2.2. Pronunciation of EFL Learners**

Lenneberg (1967) and Seliger (1978) in Varasarin (2007) found that a command of native or close-to-native pronunciation of a foreign language is difficult task, especially for learners who begin studying a foreign language after puberty. It is not easy for EFL learner to have a good pronunciation because as the foreign learner there must be different accents with the native speaker. In detail, Varasarin (2007) explained that the influence of first language accent in speech could create misunderstandings, miscommunication and frustration. Therefore, the different accent of EFL learner and native speaker is one of the reasons why pronunciation is not easy for EFL learner. “In communication process, meanings are blurred, distorted, or buried when pronunciation is grossly unclear or inaccurate” (Varasarin, 2007).

“Pronunciation should also emphasize practice to improve problematic sounds” (Yangklang, 2006). “Pronunciation instruction was absent from the second/foreign language (L2) classroom for a long time due to the conventional beliefs that pronunciation is not important, cannot be taught, and can be ‘picked up’ by learners” (Silveira, 2002). However, Silveira (2002) found that pronunciation instruction is increasingly being recognised as one of the important

components of the L2 classroom. In her study about pronunciation instruction, Silveira (2002) also found the statement of Bowen (1972) who stated the goals of teaching pronunciation. These are the three realistic goals for teaching pronunciation of Bowen (1972): (a) ability to communicate orally with ease and efficiency; (b) ability to produce the basic contrasts of the target language sound system; and (c) ability to understand fluent speech as produced by native speakers.

Macdonald (2002) in Baker and Murphy (2011) also found that the result his interviews with teachers revealed a lack of motivation to teach pronunciation due to poorly articulated center policies and curriculum objectives. “Teachers reported that they depended to know how to address pronunciation in their classes and many teachers addressed pronunciation issues only when intelligibility was compromised.” These teachers appeared to have little useful knowledge of how to assess students’ pronunciation, several teachers commented that in comparison with other skill areas, pronunciation was a relatively neglected area with respect to appropriate resources (Baker & Murphy, 2011). A review of Australian studies of teacher attitudes and practices revealed that pronunciation is an area that some teachers avoid or are reluctant to teach (Varasarin, 2007).

Another result study that found by Baker and Murphy in their study about pronunciation is the study of Baker who explored teachers’ beliefs and reported practices in relation to the teaching of discourse prosody (e.g., intonation, rhythm, stress) in their classes. In this study, Baker interviewed five teachers from Canada and the United States and analyzed a journal that she kept of her experiences while teaching pronunciation in an oral fluency class. Findings revealed that,



teachers still seemed to lack confidence in teaching certain aspects of English pronunciation (Baker & Murphy, 2011)

### **2.3. Factors Affecting the Pronunciation of EFL Learners**

In his study about pronunciation Yangklang (2006) found that there are many factors affecting students' pronunciation. These factors are students' ages, length of exposure to the target language, types of prior pronunciation. The length of exposure to the target language is the differences between L1 and L2 pronunciation systems, which sometime have their own characteristic. While prior of pronunciation of learners refers to their attitude toward the target language and their motivation to achieve intelligible speech in the second language

“Most pronunciation challenges come from the fear of speaking with an accent different from those of native English speakers” (Rengifo, 2009). In his journal about pronunciation, Senel (2006) found that language learners always face some difficulties and problems while learning a foreign language. One of the most remarkable difficulties seen in this process happens to be in the pronunciation of the foreign language vocabulary (Senel, 2006). As his analysis on his journal, Senel (2006) classified some factors affect lots of problem for EFL learners. These factors are native language factor (mother tongue interference), age, environment, personality.

The first factor as Senel (2006) classified is mother tongue inference, as we know that every language in the world has different varieties and different accents. In another word, Florez (1998) called this kind of factor as native language factor. Most researchers agree that the learner's first language influences

the pronunciation of the target language and is a significant factor in accounting for foreign accents (Florez, 1998). Therefore, interference or negative transfer from the first language mostly causes errors in aspiration, intonation, and rhythm in the target language (Florez, 1998). The difference between first language and second language is a problem in learning pronunciation. First language or native language can strongly influence second or foreign language learning (Yangklang, 2006).

The second factor can affect the EFL learners' pronunciation is the age of the learners. "After puberty, lateralization (the assigning of linguistic functions to the different brain hemispheres) is completed, and adults' ability to distinguish and produce native-like sounds is more limited" (Florez, 1998). "Learners who begin to exposure to a second language during childhood generally achieve higher second language proficiency than those beginning as adults" (Krashen, 1988; 43 cited in Senen 2006). "Adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation" (Florez, 1998).

As Senen (2006) explained that in term of environment as the others factors of affecting EFL learners' pronunciation, it depends on the area where the learners live, whether they live in a country where English has been spoken or not. When they live an English-speaking country or community, or a country where English is the second language, then the learners will have many opportunities to listen to and to use the target language. So, they can practice their English as a demand of the society life. However, if the learners live in non- English speaking country, it can be difficult for them because they will be rare to use their English as their practicing. By this explanation, it can be seen that the environment of

learners live will determine the pronunciation of EFL learners. The ESL students who spent time in an English speaking country improved their English accent substantially over students who spent all of their time in Japan (Eckstein, 2007). In addition, Senen (2006) mentioned that learners' personality is also another important factor affects the pronunciation of EFL learners in a bad way if the learners have negative attitudes for the target language community or they are introvert learners. For instance, shy or introvert students do not want to take part in classroom activities, so they cannot find any opportunities to make practice and to make use of phonological and/or phonetic activities.

Senen (2006) also stated that attitude of the learners toward the new language has an effective role in pronunciation learning. If the learner has good attitudes for the target culture, they can easily develop more accurate, native-like accents. If the learners are highly motivated to have a better pronunciation, they can develop a concern for pronunciation, and become more eager to take part in the activities and pay more attention to discriminate the sounds of the target language, and they try to produce better utterances. Florez (1998) stated, "nonlinguistic factors related to an individual's personality and learning goals can influence achievement in pronunciation."

"Attitude toward the target language, culture, and native speakers; degree of acculturation (including exposure to and use of the target language); personal identity issues; and motivation for learning can all support pronunciation skills development" (Florez, 1998). Motivation can be the key to learn the target language, and they try to produce better sounds (Senen, 2006). In addition, Florez (1998) defined other factors can affect the pronunciation of learners. These factors

are amount and type of prior pronunciation instruction and aptitude. “Prior experiences with pronunciation instruction may influence learners’ success with current efforts” (Florez, 1998). “Learners at higher language proficiency levels may have developed habitual, systematic pronunciation errors that must be identified and addressed” (Florez, 1998). Moreover, Folrez (1998) explained that in term of aptituded, some researchers believe all learners have the same capacity to learn a second language because they have learned a first language, than others state that the ability to recognize and internalize foreign sounds may be unequally developed in different learners.

#### **2.4. Students’ Interest in Pronunciation**

As the previous explanation, the writer can conclude that among another aspect of English, the existence of pronunciation is relatively neglected by the teacher who should be given a good model for the students in classroom. However, the interest of the students in pronunciation cannot be separated in this case. Dalton and Seidhofer (1994) in Peralejo (2007) claim that as the other aspects of language learning, the students’ attitude should be considered in the pronunciation classroom. It means that we should consider the interest of the students to adjust the learning process with what they interest in. For students to truly be able appreciate and grasp what is being taught in the classroom, listening to the voices of our students and adjusting our lesson to address their underlying needs is integral in the teaching and learning process (Peralejo, 2007).

According to Gilakjani (2012), research has found that having a personal or professional goal for learning English can influence the need and desire for

native-like pronunciation. Willing (1998) in Miyake (2004) stated that in recent investigations of language learners' demands in the field of Teaching English as a Foreign Language have shown that pronunciation is one of the highest ranking aspects of student interest in many different countries. Miyake (2004) also found that surveys of Japanese students have also shown a high interest in learning pronunciation. She found that according to a survey of the attitudes of Japanese university students, they are more interested in pronunciation training than in learning foreign culture or foreign literature.

Kang (2010), in his study of ELS learner's attitude toward pronunciation instruction found that from the students' comments imply that ESL teachers' English models have an extremely important effect on the ways in which the learners relate to learning pronunciation. In other words, he explained that teachers' attitudes toward varieties of accents can play a critical role in shaping learners' perspectives and expectations of language learning particularly in pronunciation. Therefore, the role and significance of the teachers' accent need to be further explored (Kang, 2010). While, Peralejo (2007) found that an overwhelming amount of research in past ten years has indicated that learners aspire toward "native speaker-like" pronunciation. She also found that there was still a desire among students and teachers to aim for "native-like" mastery of English.