CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher describes some topics related to the literature review namely; pronunciation, error, and error analysis. Below is the detail description of each.

2.1 Pronunciation

In learning English, pronunciation is one of the skills that should be mastered as it is known that the primary purpose of language is to communicate among people from different countries. Using language in communication should involve a good pronunciation because without consider the pronunciation, the meaning of the spoken words will be severely disrupt. By virtue of Prayogo and Riyani (2013), that different pronunciations or different sounds will cause different meanings. Moreover, comprehensible English pronunciation is a basic and an essential skill for those who want to use English communicatively (Yuzawa, 2007). That is why having good pronunciation to communication is required in order to evade miscommunication.

Pronunciation is also one of the basic skill in learning English. English pronunciation is very necessary to be taught to the students because with good pronunciation they will able to speak English clearly and correctly. According to Hewings (2004), pronunciation is features of speech and spelling a feature of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners uses written text and their studies. While according to Ahmad (2012),
pronunciation is act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols. Thus, pronunciation holds an important role in speaking English in order to deliver the message accurately to the listener.

Learning pronunciation is not easy because there are some aspects that need to be noticed. Furthermore, some aspects which have to be considered in learning pronunciation according to Sembiring and Ginting (2016:41) are: consonant sound, voiced and voiceless, place of articulation, manner of articulation, vowel and diphthong. The explanation of each is as below:

1. **Consonant Sound**

Consonants are produced with some restriction or closure in the vocal tract that impedes the flow of air from the lungs; in phonetics, the term consonant refers to types of sound, not to the letters that represent it (Fromkin, et. al. 2011:235).

There are 25 English consonants, those are:

<table>
<thead>
<tr>
<th>No</th>
<th>Sound</th>
<th>Examples</th>
<th>No</th>
<th>Sound</th>
<th>Examples</th>
<th>No</th>
<th>Sound</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>/b/</td>
<td>Boy, cab</td>
<td>12</td>
<td>/s/</td>
<td>See, bus</td>
<td>23</td>
<td>/w/</td>
<td>Win, away</td>
</tr>
<tr>
<td>2</td>
<td>/p/</td>
<td>Pie, lip</td>
<td>13</td>
<td>/</td>
<td>Leisure, beige</td>
<td>24</td>
<td>/hw/</td>
<td>Which, what</td>
</tr>
<tr>
<td>3</td>
<td>/d/</td>
<td>Dog, bed</td>
<td>14</td>
<td>/</td>
<td>Shy, dish</td>
<td>25</td>
<td>/y/</td>
<td>You, soya</td>
</tr>
<tr>
<td>4</td>
<td>/t/</td>
<td>Toe, cat</td>
<td>15</td>
<td>/h/</td>
<td>His, ahead</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>/g/</td>
<td>Go, beg</td>
<td>16</td>
<td>/</td>
<td>Cheek, watch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>/k/</td>
<td>Cat, back</td>
<td>17</td>
<td>/</td>
<td>Joy, budge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>/v/</td>
<td>View, love</td>
<td>18</td>
<td>/m/</td>
<td>Me, seem</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Voicing is whether the vocal cords are vibrating or not (Sembiring and Ginting, 2016:41). Sounds are voiceless when the vocal cords are apart so that air flows freely through the glottis into the oral cavity; otherwise, if the vocal cords are together, the air stream forces its way through and causes them to vibrate, then it is called as voiced (Fromkin, et. al. 2011:237). [b] [z] in buzz [b z] are the examples of voiced, while [p] and [s] in super [sup r] are the examples of voiceless.

3. **Place of Articulation**

The place of articulation is the description of where the obstruction occurs in the vocal tract. There are 10 place or articulations, those are:

a. **Bilabials**

[p], [b], and [m] are included to bilabial. When we produce a [p], [b], or [m] we articulate by bringing both lips together (Fromkin, et. al. 2011:236). As the examples [p] pat, [b] bat, and [m] mad.

b. **Labiodentals**

There are two labiodental sounds in English: [f], [v], when these sounds are pronounced, the lower lip will articulate against the upper teeth; [f] is
voiceless, and [v] is voiced (Sembiring and Ginting, 2016:42). As the examples: [f] fat, and [v] vase.

c. Dentals

[θ] [ð] are included to dental, these sounds, both spelled th, are pronounced by inserting the tip of the tongue between the teeth (Fromkin, et. al. 2011:236). As the examples [θ] thing, and [ð] these.

d. Alveolars

Alveolars are sounds formed with the front part of the tongue on the alveolar ridge, which is the rough, bony ridge immediately behind and above the upper teeth (Yule, 2010:28). The alveolars are include more consonants in English than any other place of articulation: [t d s z n l r] as in the following examples:

[t] top, return [n] gnaw, any
[d] done, sudden [l] loaf, relief, dull
[s] see, messy [r] roar, read
[z] zap, lousy

e. Palatals

Palatals are made with the front of the tongue articulating against the palate (Sembiring and Ginting, 2016:43). English has five sounds in this area: [ ], [ ], [ ], [j]. As the examples:

[ ] (called esh) shelf, shoe [ ] joke, jam
[ ] (called ezh) treasure, vision [j] yes, yet
[ ] chin, etching
f. Velar

Another class of sounds is produced by raising the back of the tongue to the soft palate or velum which is called as velars (Fromkin, et. al. 2011:237). In English the velars are [k g ŋ]. As the examples:

[k] kiss, sock  
[ŋ] singer, bang

[g] gun, sag

g. Glottals

The glottal stop [ʔ] is made in the larynx by holding the vocal cords tightly together so that no air escapes (Sembiring and Ginting, 2016:43). Many English speakers use a glottal stop in saying uh-oh.

4. Manner of Articulation

Manner of articulation is another distinguishing feature of how consonants are produced (Sembiring and Ginting, 2016:44). Manner of articulation is when the air stream is affected as it flows from the lungs up and out of the mouth and nose; it may be blocked or partially blocked; the vocal cords may vibrate or not vibrate (Fromkin, et. al. 2011:237). There are seven manners of articulation, those are:

a. Stops

A stop involves a complete closure such that no air passes out of the mouth. This type of consonant sound, resulting from a blocking or stopping effect on the air stream (Yule, 2010:31). In English, [p t k b d g] are stops.
b. Fricatives

Fricatives are sounds made with small opening, allowing the air to escape with some friction. The escaping air is turbulent and produces a noisy friction – like sound (Sembiring and Ginting, 2016:45). Consonants classified as fricatives are [f v θ ð s z ʃ ʒ h].

c. Affricates

If we combine a brief stopping of the air stream with an obstructed release which causes some friction, we will be able to produce the sounds [ʧ] and [ʤ], these sounds are called affricates. As the examples [ʧ] cheap and [ʤ] judge.

d. Nasals

Nasal sounds occur when the velum is not in its raised position, air escapes through both the nose and the mouth (Fromkin, et. al. 2011:239). [m n η] are called nasals sounds. As the examples [m] morning, [n] name, and [ŋ] knitting.

e. Liquids

Liquids are formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge (Yule, 2010:32). [l] and [r] are included to liquids. The examples are [l] lead and [r] read.

f. Glides
The sounds [j] and [w], the initial sounds of you [ju] and we [wi], are produced with little obstruction of the air stream, they are always followed directly by a vowel and do not occur at the end of words (don’t be fooled by spelling; words ending in y or w like say and saw end in a vowel sound); after articulating [j] or [w], the tongue glides quickly into place for pronouncing the next vowel, hence the term glide (Fromkin, et. al. 2011:243).

g. Glottal stops and flaps

The glottal stop, represented by the symbol [ ʔ], occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released, while flap sounds are produced by the tongue tip tapping the alveolar ridge briefly, this sounds are represented by [d] or sometimes [r] (Yule, 2010:33). The example of glottal stop is the expression Oh! Oh!, while the example of flaps are letter and ladder.

5. Vowels

Vowels are produced with little restriction of the airflow from the lungs out the mouth and/or the nose (Fromkin, et. al. 2011:246). Vowels are different from consonants since in consonants vocal cord vibration can be interrupted and there is obstruction of the airflow when the various articulators approach each other (Sembiring and Ginting, 2016:47). Vowels can stand alone, they can be produced without consonants before or after them. The examples of vowels are as below:

<table>
<thead>
<tr>
<th>Front vowels:</th>
<th>Central vowels:</th>
<th>Back vowels:</th>
</tr>
</thead>
<tbody>
<tr>
<td>[i] bead, beef</td>
<td>[ ə] above, oven</td>
<td>[u] boo, move</td>
</tr>
</tbody>
</table>
6. Diphthongs

Diphthongs are the combination of two vowel sounds (Yule, 2010:34). While according to Sembiring and Ginting (2016:48), diphthongs are long complex vowel in which there are noticeable movements of the tongue. A diphthong is made by one impulse of the breath. As the examples:

- [aɪ] buy, eye, I, my, pie, sigh
- [oʊ] boat, home, throw, toe
- [aʊ] bough, doubt, cow
- [ɔɪ] boy, noise
- [eɪ] bait, eight, great, late, say

7. Accent

The term accent may be defined as a distinctive pattern of pronunciation, including lexicon and intonation characteristics, of a community of people who belong to a national, regional or social grouping (Vaseghi et al., 2006). An accent is usually associated with a community of people with a common regional, socioeconomic or cultural background. Accents evolve over time influenced mainly by large immigrations and social and cultural trends as well as the mass media.
Learning and analyzing accent is useful in a variety of speech processing in order to find out the characteristics of specific accent in a society and recognize them. Therefore, in this research accent is used to analyze students’ pronunciation errors. The accent used in this research is American accent, as the students were always taught by their teacher using American accent. That is why the only accent the students know is American accent. Moreover, the transcriptions of the correct pronunciation that the researcher used as the reference are taken from offline dictionary application *Cambridge Advance Learner’s Third Edition* (2008) which also uses American accent transcription. Thus, American accent in this research is chosen.

### 2.2 Factors influencing pronunciation

Learning English pronunciation as EFL is not easy because the sounds in English are tremendously different from the students’ mother tongue. Thus, there are another factor which are influencing in learning pronunciation, those are; native language, age, experience in studying English, phonetic ability, attitude and identity, and motivation.

**a. Native language**

Most researchers agree that the student’s native language influences the pronunciation of the target language and it significant factor in accounting for foreign accent. According to Brown (2010), native language is the most influential factor affecting a learner’s pronunciation. The learners of language have different ways to speak the target language. It means that there are many language in the world and
every language has different accents. Therefore the way we speak is a part of our identity that is different between language which will be spoken with a foreign language.

b. Age

We can say that if someone who wants to pronounce a second language like a native accent they must have probably started to learn it during their childhood (Senel, 2006). For in instance, the process in second language learning of the children who immigrant to foreign language country will be more advantage than the children who try to learn the target language in their motherland because the children who live at foreign country always intercommunication with foreigner and they will get that language by involuntarily. In other hand, children more memorize than adult.

c. Experience in studying English

Priority experience with such pronunciation instruction may influence student’s success with current effort. Several study compared the students who living in English speaking country and the students who did not live in the speaking countries. Thus the students who did not live in the speaking countries will faced the difficulties in learning English pronunciation more than the students who live in the speaking countries (Khamkhian, 2010).

d. Phonetic ability
There is a common view that some people have a better ear capacity for foreign language than others. So, they are able to discriminate between the sounds more accurately than the others and able to imitate sounds better. We can accept these people as those with phonetic abilities, and this phonetic ability of the learner effects the development of his/her pronunciation. But it does not mean that people who have better phonetic abilities will be successful than others. So, language attitude abilities exist in many people, but it is degree is variable, so some people have more ability and some have less (Senel, 2006).

e. Attitude and identity

Student’s attitude related to an individual’s personality and learning goals can influence achievement in pronunciation. One’s attitude towards speakers of the target language and the extent to which the language ego identified with those speakers (Khamkhien, 2010).

f. Motivation

According to Brown (2000), motivation can be the key to learning the target language. Motivation can support or impede pronunciation skills development. So if the learner’s motivation is high, then they will be willing to improve their abilities by themselves.

2.3 Error

Error and mistake is extremely different. Thus, in order to analyze the learner language, it is important to differentiate mistakes and errors (Siswahyudi, 2016:5). As
noted by Brown (2000: 217), “a mistake refers to a performance error that is either a random guess or a slip, in that it is failure to utilize a known system correctly. Meanwhile, an error is a notice-able deviation from the adult grammar of a native speaker. It reflects an incompetence of the learner’s language use”. Additionally, Richards and Schmidt (2010:201) make a distinction between an error and mistake. An error result from incomplete knowledge and a mistake is made by a learner when writing or speaking and is caused by lack of attention, fatigue, carelessness, or some other aspect of performance. It can be concluded that a mistake is just a slip made by the learner as the result of disremember the right form or less concentration and learner can be self-corrected. Otherwise, an error is a deviation made by the learner because of incompetence of the learner. Thus, when a learner does an error, he need a teacher or corrector in order to correct his error.

2.3.1 Source of Error

As mentioned in a book of Brown (2000:223), he declared that there are four possible sources of error, they are: inter-lingual transfer, intra-lingual transfer, context of learning, and communication strategies. Each will be elucidated as follows:

a. Inter-lingual transfer

Inter-lingual transfer is one of significant error causes for the students. Here, inter-lingual transfer occurs when mother language interference the target language. The students understand the linguistic system of mother language well before learn system of target language.

b. Intra-lingual transfer
Intra-lingual transfer is major factor that interference the students to learn target language. Some researcher has found that the students are used mother language system (inter-lingual transfer), however when the students learned the new system of target language, both of the system would be generalized.

c. Context of learning

Context of learning happen when learners makes errors because of misleading explanation from the teacher, faulty presentation of a structure or word in a text book, or even because of a pattern that was memorized by rote in a drill but improper contextualized. In short this set of error comes from the external factors.

d. Communication Strategies

It is defined and related to learning styles. In order to get the message across, a learner may use some techniques, but at the time these techniques can be the source of error.