CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discuses some information about review of related literature theories. This chapter consists of the definition of speaking, definition of pronunciation, pronunciation errors, and the causes of pronunciation errors. Those theories will be discussed as follows :

2.1. Speaking

Speaking is one of the most important skills that must be mastered by language learner. The students can apply their speaking skill to speak English inside or outside classroom, it becomes a good interaction. People who have ability in speaking will be better in sending and receiving information or message to another. Nunan (2003) defines speaking as the way how to produce, receive, meaning a word, information orally. By speaking someone will be easy to share their felling, ideas and know what kinds of situations the world. It can be concluded that speaking is the way someone expresses their mind by communicating to others.

In learning speaking, accuracy and fluency are basics aspects affecting speaking that should be considered by students to be a good speaker. Harmer (2007) find out that accuracy and fluency are important in speaking. Accuracy which involves the correct use of vocabulary, grammar and pronunciation. Fluency is considered spontaneity and flow to utter words with sequence. Many students regard speaking ability as the measure of knowing and understanding a language. Therefore, speaking is very important subject to support further communication

orally.

2.2. Pronunciation

Pronunciation is a part of speaking skill and related to the way someone produce the sound by mouth. In pronunciation, there are some components that should be understood by the students. The main components are sounds, syllables, words stress, rhythm, consonant and intonation. Those components are important in pronunciation.

In pronunciation, accuracy and fluency also have a strong role. The students who pay attention at the accuracy and fluency will relieve the misunderstanding. Many cases of misunderstanding in communication occurred because there was a mispronouncing of words and improper intonation it causes the listener not understand what the speaker said.

In teaching and learning English, pronunciation plays a very important role and become one of important competence which should be mastered by students. Fraser (2000) claims that learning English pronunciation will guided someone to be able to speak English correctly and clearly. Alimemaj (2014) argues that the main basic in communication is a good and clear pronunciation. Based on that statement, it can be decided that pronunciation is one of the necessary of oral communication.

2.2.1. The Indicators of Good Pronunciation

There are several indicators which are students should be learnt in learning pronunciation. Djiwandono (as cited in Herman, 2016) determines four indicators that should be attention by the learners are; intelligibility, fluency, accuracy and

native-like.

- ✓ Intelligibility is pronouncing the whole text is clearly and cannot cause misunderstanding.

- ✓ Fluency is pronouncing the whole text and its part without faltered.

- ✓ Accuracy is pronouncing the whole text and its part are pronounced accuracy.

- ✓ Native-like is pronouncing the whole text and its part are same like native speaker.

From the statement above, it can be concluded that in pronouncing the words, the learners should pay more attention to the indicators.

2.2.2. The Elements of Pronunciation

Pronunciation has component that is related to others. AMEP Research Center (2002) defines supra-segmental and segmental features are two things which are being main component in pronunciation. Supra-segmental is a vocal effect that extends over more than one sound segment in an utterance, such as: stress, and intonation. Supra-segmental is often used for tone, vowel and length. Supra-segmental refers to how speech sounds function and are affected at the sentence and discourse level, which is to say over multiple sound segment that combine to make phrase, clause and sentence. Segmental features related to sounds at the micro level such the sound system of consonant, vowel and diphthong. Burns (2003) argues that in segmental features, individual's vowel and consonant are two main elements that relates to make the sound system.

AMEP (2002) says that the aspects of supra-segmental are stress and

intonation. while segmental aspects of pronunciation are vowel and consonant.

- ✓ Stress. Stress is the emphasis that may be given to certain syllables in a word, or to certain words in a phrase or sentence. In relative English, stressed syllables are louder than non-stressed syllables. Kelly (2000) defines that stress is used to strength of voice place on particular syllable when speaking. Stress can fall on the first, middle or last syllables of words. Also, they are longer and have a higher pitch.

- ✓ Intonation. Intonation is the variation of pitch when speaking. Kelly (2000) states that intonation is the way how someone change the voice when speaking. It can be falling down and raising up.

The segmental aspects consist of vowel and consonants of a language.

- ✓ Vowel. Vowels are voiced sounds produced when there is vibration in vocal cords. vowel is made by the different mouth shape, tongue and lips position. In English, vowel sound may be short single word like (*e*) or long like (*ei*) or can be symbolize by (:). Vowels are divided based on the position or place of articulation on the shape of mouth, tongue and lips. In addition, diphthong as a part of vowel sound when the sound is made by sliding from one vowel position to another. Diphthong is combination of two vowels.

Table 2.1 (Manner of Articulation)

Manner of articulation	Lips *bilabial*	Lips+ teeth *labiodental*	Teeth	Alveolar ridge *Alveolar*	Alveolar palatal	Hard palate *Palatal*	Velum *Velar*	Glottis *Glottal*
Position	p b			t d			k g	
Fricative		f v	θ ð	s z	ʃ ʒ			H
Affricative					tʃ dʒ			
Nasal	M			N			ŋ	
Lateral				I				
Approximant	W				r	ɭ		

✓ Consonant. Consonant sounds may be voiced and voiceless. These area (lips, teeth, and tongue) are closed and the air stream released (Burns, 2003).

2.3. Error

Pronunciation may be one of difficult aspects of speaking skill in learning English because learning pronunciation must be focused on pronouncing properly and taking a lot of time to improve the understanding of correct and clear pronunciation. If it is occurred a mispronouncing a word, it is called an error.

An error in generally is definition as "something wrong". Scovel (as cited in Amara, 2015) states errors are systematic deviation made by students who lack of understanding the rules of L2 and underlying the competence. In learning and teaching, making errors is natural, it happens due to lack of practice. Error is common thing occurred in the learning process of target language. O'Connor (as

cited in Hasan, 2014) argues that the frequently of errors that students of English language often make is from the different of language background.

Many students without awareness still make an error in learning pronunciation. The students who make an error because they have not yet mastered the rules of L2 and misunderstanding of the concept in a particluar object. Brown (2000) defines error as the process of identifying and evaluating the divergence of second language rules. Brown (2000) states that error is when the students cannot self-correct their errors because it happens systematically and not accidentally.

2.3.1 Types of Error

There are two main sources of errors such as interlingua transfer and intralingua transfer (Brown, 2000).

- ✓ Intralingua transfer. This error occurred during second language learning when the students have not mastered or acquired the knowledge. In addition, errors are also caused by the difficulty or the problem of language itself.
- ✓ Interlingua transfer. This errors caused by mother tongue interference.

Another cause of errors that found by Scovel (as cited in Amara, 2015) is language transfer. Language transfer is process in which students should learnt a language that is not their first language. Language transfer may happen in any situation in which the students do not have understanding about a language. Ellis (2003) explains that the effect of language transfer can be positive and negative. It is positive if the students can apply the knowledge of first language to the second

language and can communicate to others correctly and acceptable by the listener. Moreover, language transfer negative occurred when the L1 form is used in L2 production is not part of the norm and the students' speech is incorrect. O'Connor (as cited in Hassan, 2014) states the reasons why students still make error in pronunciation is the difference language background and the students L1 affects their L2 and this problem makes some students making errors.

2.3.2. The Causes of Pronunciation Error

Many students have difficulty in pronouncing the word correctly and it becomes a problem that cause the students make pronunciation error. From the causes, there are some features of important affects the learning of pronunciation. some features as follows:

1. Accent. Accent is typical pronunciation became a characteristic of someone (Crystal, 2008). Error in pronunciation is usually found in the different ways of pronouncing by speakers who have become a habit with their own characteristics which from the pressure, intonation, and long short sounds that build different accents.

2. Stress, intonation, and rhythm. The students who do not pay attention towards stress, intonation, and rhythm will feel strange and it will make learners repeat the same mistake.

3. Motivation and exposure. The students who have less motivation and exposure will make the students are lazy and do not pay attention while learning process.

4. Attitude. If the students were more concern and learn more about how

to be a good speaker with good pronunciation of target language, the students tend to have better in pronunciation.

5. Age. Essentially, the difference ages between children and adults influence their second language learning. It seemed from the age of chidren who learnt second language under 10 years. Children would be easier to get native accent than adults. Children will get better performance than adults in difference area. But, adults will be the fast language learners.

6. Mother tongue influence. The way of speaking or pronunciation is a different language is affected by someone mother tongue. The mispronunciation by native speaker are caused by negative transfer or interference of the learner's mother tongue which are reflect to the influence of the sound, rules, stress, and intonation. The error of pronunciation happens because the mother tongue has influence on pronunciation at this stage.

2.4. Error Versus Mistake

Error and mistake are two different things. Errors is deviation of exact language system caused by misunderstanding of the rules of language system. Brown (2000) argues that error is when the students cannot self-correct their errors because its occurred due systematically. Mistakes refers to a performance error that is either a random guess or a slip, seeing as a failure to use a known system correctly. James (as cited in Jabeen, 2015) states that mistake is when the students can be corrected themselves in language learning because mistake due to performance

factors such as: fatigue emotional, memory limitation, physical stress, less concentration, strong emotion and so on.

Based on definition above, it can be concluded that students can be conscious while doing a mistake and correcting their own mistakes, but when the students doing an error they cannot correcting their errors because it happens systematically.