

CHAPTER II

REVIEW OF LITERATURE

Pronunciation is a vital component of spoken language that significantly influences the clarity and effectiveness of communication. It not only determines how well a speaker can express their thoughts and ideas but also impacts how their message is perceived and understood by listeners. Mastering pronunciation is particularly important for learners of a new language, as it fosters mutual understanding and helps avoid potential miscommunication. Therefore, recognizing its role and significance is the first step towards enhancing spoken language proficiency.

2.1 Pronunciation

To delve deeper into the concept of pronunciation, it is important to establish a clear understanding of its definition and scope. Defining pronunciation allows us to identify its core elements and explore how it contributes to the broader process of language acquisition and effective communication. This understanding serves as a foundation for further discussion and analysis.

2.1.1 Definition of Pronunciation

Words are articulated in a manner referred to as their pronunciation. The term "utterance of speech" refers to expressing a word in a manner that is generally comprehensible or identifiable to most individuals. It also entails using sound symbols to visually represent the pronunciation of a word. Every school underscores the importance of proper pronunciation at all levels of academic education, especially in mastering the context of English speaking. Proficiency in English speaking greatly depends on enhancing pronunciation abilities. Incorrectly

pronouncing words in English can result in significant outcomes, emphasizing the significance of proper pronunciation. Mispronouncing a single consonant or vowel in a word may lead to a misunderstanding of its meaning.

Pronunciation is the act of generating sounds in a way that communicates meaning. The idea of pronunciation includes the speaking skills of people who are studying English. Numerous English learners consider pronunciation to be a difficult element of the language that requires instruction from teachers to attain proficiency (Hornby, 1995). Pronunciation is defined as the way a word is pronounced, the specific manner in which a word is vocalized, and how people articulate words in a particular language. Rebecca (1993) offers a definition of pronunciation as the act of generating speech sounds in her research (Wisudayanti dan Hikmaharyanti, 2022).

As per the Oxford Dictionary, in the United States, the word "pronunciation" denotes the way in which a language, particular word, or sound is expressed. In certain dialects, the assignment of correct pronunciation to a person includes both factors. The way a word is pronounced can differ among people or communities because of various factors, such as location, upbringing, existence of a vocal issue, educational background, socioeconomic status, or ethnic background (Bull, 2008).

The difficulty of achieving proficiency in English pronunciation is well acknowledged. Pronunciation mistakes can change the intended meaning of a sentence. Instructing on frequently used words can be an efficient approach to introduce new vocabulary, which encompasses name pronunciation and visual illustrations. Pronunciation plays an important role in teaching the English language. Unlike Indonesian, the aspect of pronunciation is crucial in teaching the

English language. When analyzing Indonesian and English, it is evident that instructing children in English presents specific difficulties because the phonemes and pronunciation are somewhat more intricate. Incorrectly pronouncing words in English may lead to significant repercussions. Mispronouncing a vowel or consonant in a word may lead to confusion (Ambarsari dan Muthoharoh, 2017).

Specialists hold differing views regarding the significance of pronunciation in language teaching. As per Kelly (2000:1), a method is employed that examines pronunciation by breaking it down into its individual components. The argument centers on the two primary components of pronunciation as identified by the user: phonemes and suprasegmental characteristics. The user has provided a comprehensive examination of the key elements of pronunciation and has added a visual tool to support their explanation. Pronunciation entails generating sounds to express meaning. Pronunciation includes watching gestures and facial expressions related to suprasegmental and segmental characteristics. This includes factors like pitch, expression, emphasis, tempo, rhythm, overarching components, and how the voice is delivered (vocal traits). Although this text examines the different elements of pronunciation individually, it is essential to recognize that they all work together during speaking, rendering them crucial for language learners (Gilakjani, 2016).

2.1.2 Pronunciation Model

English is not the exclusive property of any single nation. English is recognized worldwide as a universal language or lingua franca and is presently spoken in numerous countries, each featuring distinctive accents or dialects. Variations in vocabulary, spelling, and pronunciation may result in English being recognized as the official language of a particular nation. In terms of pronunciation, the term "grass" may exhibit various pronunciations based on the model applied. The pronunciation of /grɑ:s/ is frequently associated with British English, while /graes/ pronunciation is generally tied to American English. As educators, we can offer students a range of English examples to select from, allowing them the liberty to choose which example they wish to use (Agustiana dan Batau, 2014).

The instructor adjusts their accent in the classroom to assist students since it is their first language. As pointed out by Kelly (2000), it is possible, but teachers need to comprehend the variety of English. People who are familiar with various English accents can recognize the particular accent they hear while listening to the speaker. Instructors can teach learners about the various types of English. Regardless, Kelly maintains that RP continues to be the central point for pronunciation because of its historical significance, though this view is slowly evolving. The selection of a model for classroom use relies on the teacher's understanding and capability to implement the chosen model. However, he must be informed about the English version. The instructor could highlight the differences between British and American pronunciation, for example. By instructing that, students can enhance their comprehension of the various types of English (Wibawa, 2014).

2.1.3 Teaching Pronunciation

Teaching our students on pronunciation is vital for their education. The obstacles students encounter in communication arise from English being a second language in our country. Derwing and Munro's study (2005, cited in Nation and Newton, 2009) indicates that possessing strong pronunciation in a language can greatly enhance communication, particularly regarding clarity of understanding. According to Nation and Newton (2009:75), the phonological loop is the process in which the brain reiterates a word or phrase to retain it in working memory or facilitate its transition to long-term memory. They argue that if pronunciation is not consistent, learners might find it difficult to store a word in long-term memory, as it cannot be properly maintained in the phonological loop. The size of second language learners' working memory in the target language is likely influenced by their proficiency in pronunciation and grammatical structures of that language. Establishing a uniform pronunciation is a key aspect that educators need to prioritize in their instruction. The students' understanding of the patterns and rules in the second or foreign language will aid in the rapid enhancement of consistent pronunciation.

Within the area of pronunciation, there are a number of important concepts to take into account (Kriten Scartzel, 1). This entails contrasting the phonetic systems of the language being acquired and the target language, recognizing the significance of accent, stress, and intonation, and concentrating on the challenges and assistance available for non-native learners. An examination of the native tongue and articulation skills of individuals with different variations of English pronunciation.

Nunan (2003: 115) states that there are multiple principles for learning pronunciation, specifically:

1. *Foster intelligibility during spontaneous speech*

Helps the student improve their pronunciation when they are speaking naturally. The learning process should be done naturally by learners using sounds they make themselves and other ways that come up on their own.

2. *Keep effective considerations firmly in mind*

It is very important to provide understanding to students to continue to believe in their abilities.

3. *Avoid the teaching of individual sounds in isolation*

Avoid producing words in isolation. Apply a comprehensive, meaningful and contextually communicative learning.

4. *Provide feedback on learner progress*

It is important to give students feedback on their learning tasks. This is meant to help, guide, and urge students to take a more active role in their learning.

5. *Realize that ultimately it is the learner who is in control of changes in pronunciation.*

In accordance with the communicative approach which assumes that the focus of learning is on the students, it is the students who will later measure their basic abilities in language pronunciation. Give confidence if each student has the opportunity to evaluate his or her abilities.

Ahmad (2019) states that there are multiple approaches to teaching pronunciation.

1. Drilling, the main technique for practicing pronunciation in the classroom, is done 14 times. The basic technique of drilling consists of the teacher repeating a word or structure to the students. The aim of drilling is to assist students in acquiring new information and enhancing their language articulation.

2. Chaining Binding is used to analyze complex sentences containing difficult words and sounds. The teacher starts with individual words, then gradually combines them to form complete sentences, demonstrating each step for students to imitate. Chaining can come in either of two forms.

a. Students learn how to gradually increase the length of sentences by starting from the end and building them backward in a technique known as Back chaining. The teacher will provide individual training to students who struggle with pronunciation of specific word components. The teacher demonstrates each student section, which the students imitate.

For example:

.....would have said.

..... had I seen him.

b. Students in the forefront are taught how to correctly pronounce sentences and create the initial part of a sentence from the beginning, slowly adding more to its length. The teacher will individually work with students who mispronounce certain sections of the word. The teacher demonstrates every part of the sentence, which the students echo back.

Example:

If I had seen him....

I would have.....

He would have known...

- c. Substitution drilling is another valuable and important variation. This involves dissecting the composition and transforming elements into manageable sentences as follows:

The teacher: It's to the side

Student 1: It's to the side..

Teacher : it's on the table

Student 2 : It is on the agenda

- d. During the class, students have the opportunity to take part in question-and-answer sessions in pairs where one student poses a question and the other answers, and vice versa. For example, the card includes a big A and a capital Q. During the lesson, the teacher will motivate students to inquire and reply to one another.

Student 1: Have you been to Paris before?

Student 4: yes. I have

Student 5: Have you been to New York before?

- e. Providing feedback involves offering corrections to help reduce pronunciation errors made by students by the teacher. Providing additional input will help students effectively use their own language. Teachers need to have a range of correction methods to use while giving feedback. For example, the teacher gives feedback by demonstrating the intonation patterns, giving a specific one to each student, and writing down corrections on the blackboard. The teacher can decrease student mistakes by giving feedback. Students will improve their ability to pronounce English words.

3. Factors that influence pronunciation in English include the speaker's native language. Foreign accents are seen to have a unique sound quality by those who speak the language natively. Three factors that influence pronunciation are: interference from the learner's first language, age, attitude, and psychological state. A. P. Gilakjani's research was published in 2012.

a. Mother tongue interference leads to mistakes in stress and intonation in the target languages. It originates from the original languages. Students find it difficult to pronounce a specific sound that does not exist in their first language.

b. The age of the learner affects their ability to pronounce words in a second language like native speakers. For adults who begin learning a second language, the experience is unique. Despite having the identical vocabulary and syntax, they will never develop an accent that resembles that of a native speaker. Adult learners have difficulty differentiating and replicating native sounds.

c. The learner's attitude and psychological mindset towards mastering the target language can influence how successful their pronunciation is. Showing good manners can help students develop their speaking skills. If an individual possesses a feeling of self-identification and a sense of belonging to a certain group, they are more inclined to acquire the proper pronunciation of a foreign language. Certain students focus on their pronunciation and often make remarks about the poor quality of their pronunciation. Sometimes, they request to have their pronunciation corrected when they make mistakes. When students strive for success, it reflects their motivation for achievement.

2.1.4 Factors Affecting Pronunciation

The issue of pronunciation has generated discussion in TESOL for a long time. Pronunciation was traditionally taught through a very behavioristic approach, starting from the basics. Students underwent thorough practice until they achieved proficiency in the proper "accent" (American, British, Australian, etc.). Being comprehended necessitated understanding one of the accepted accents. At present, there is an increased emphasis on higher-level traits such as stress, tone, and rhythm. At present, there is an emphasis on being less instructive and redirecting attention from the sounds made by the student to the clarity of their articulation. This article will explore different common factors that influence pronunciation. Outlined below are the factors that educators ought to consider, as drawn from Educational Research Techniques (Handayani, 2017):

a. Motivation and Language Ego

Many people find it difficult to complete tasks they lack interest in. Strong motivation often influences the quality of pronunciation. If the student shows little interest, they will probably not achieve meaningful progress. This is particularly precise when the student arrives at a point where they are understandable to others. Once they grasp the concept, many students become unmotivated to enhance their pronunciation abilities. Fortunately, there are various strategies that an educator can use to motivate students to focus on improving their pronunciation. One method to foster students' internal motivation is by creating significance. Attitude and motivation are closely related. If students possess negative views of the target language and worry that learning it could threaten their culture, mastering the

language will be difficult. Learners need to understand that learning a new language entails getting to know the culture linked to that language.

b. Age and Exposure

Kids aged 1 to 12 have the best chance to develop a pronunciation that closely resembles that of a native speaker. A senior student usually maintains a unique manner of speaking referred to as an "accent." No matter what age one begins studying a language, proficiency and precision can be achieved similarly. Age is closely linked to exposure. A student's pronunciation typically improves with increased exposure to authentic language experiences. The quality of the exposure depends on the naturalness of the environment and the extent to which the student listens to and interacts with the language. For example, an ESL student living in the United States is probably going to encounter more chances to experience the actual use of the English language than someone in China. This will influence the way they articulate words.

c. Native Language

Similarities in pronunciation can be influenced by both the mother tongue and the target language. Moving from Spanish to English pronunciation is significantly simpler than transitioning from Chinese to English, for instance. Understanding the phonetics of the languages spoken by your students can greatly aid teachers in assisting them with pronunciation challenges.

d. Innate Ability

Finally, some understand it while others do not. Various students possess different capacities to grasp the pronunciation of a foreign language. One solution is to assist

students in identifying their own strengths and weaknesses. This will enable them to create plans for enhancement.

e. Motivation and concern for good pronunciation

Some students do not pay much attention to their pronunciation, whereas others do. The level of influence that learners' internal drive has on their progress may be the most powerful factor among the six listed.

2.1.5 Criteria for Good Pronunciation

A quote from Celce Murcia highlights the significance of teaching pronunciation in a language classroom. The quote was provided by a college student studying pronunciation in an ESL class. He expresses feeling like his English speaking is a basis for judgment. In my other classes, teachers frequently view me as inferior or academically impaired due to my difficulty with speaking English fluently. Other people will evaluate someone's way of speaking. It appears that understanding how our speech patterns are identifiable to those we communicate with is important. So, there are certain criteria regarding how people can understand our speech. These criteria are derived from the objectives of pronunciation instruction that will be addressed later (Murcia et al, 2010).

Individuals need to possess an accent from their original language and do not necessarily have to be fluent speakers. Our accent is how people recognize us. Nevertheless, it is important to understand that our accent should not detract from our speech. Understanding the regulations of communication is essential for conveying our intended message effectively. Secondly, it is important to understand the purpose or circumstances of our communication within specific situations when

we talk. Understanding the conversation allows us to utilize suitable pronunciation characteristics. Dalton and Seidlhofer (1994) were referenced by Celce Murcia (2006) for listing six crucial communicative skills connected to pronunciation.

1. How to highlight the key points we make: enhancing their importance.
2. Topic management: how to indicate and identify the ending and starting points of different topics
3. Information status: indicating what we believe is already known versus something that is fresh.
4. Taking turns: knowing when to talk and when to listen, understanding how to (not) give up the opportunity to speak to another person
5. Social implications and roles: determining how to place ourselves in relation to our conversation partner(s) in terms of hierarchy, power, manners, and connection versus distance.
6. The level of engagement: how to express our feelings, emotions, etc. According to Goodwin, as mentioned in Celce-Murcia's (2006) work, effective pronunciation learners must also understand how to use pauses, intonation, and emphasis.

2.1.6 Problems in Pronunciation

English serves as a foreign language in our nation. The majority of pupils exclusively utilize the English language within the confines of the educational institution, specifically during classroom instruction. Due to its infrequent utilization as a means of communication, pupils may encounter numerous challenges when it comes to English pronunciation. Occasionally, the phonetic representation of a word may diverge from its orthographic representation. As an

illustration, the term "Island" is phonetically rendered as /'aɪ.lənd/. In contrast, the pronunciation of the word "island" in the Indonesian language is /island/. One additional challenge encountered in the process of acquiring pronouncing skills is to individuals' auditory perception. Individuals possess varying levels of auditory capacity. The mispronunciation of words has a significant impact on individuals.

Many students find it difficult to learn English, especially when it comes to speaking. Komariah (2019) pointed out that students face many challenges when learning pronunciation (Komariah dan Nasir, 2019).

1. Some students struggle to hear the pronunciation features we want them to mimic. People who speak different first languages often struggle with specific sounds.
2. When students are learning a new language, they often come across the obstacle of not being familiar with how to physically produce certain sounds using their mouth, like with the uvula or nasal cavity.
3. Jhon K. (2018) identifies two primary issues in teaching pronunciation: the intonation problem (Dimova dan Kling, 2018).
 - a. Pronunciation often gets overlooked. Ignoring a certain classroom problem is more probable to evoke a reaction rather than being part of a deliberate strategy. Pronunciation is often disregarded for two main reasons. To start off, teachers do not have much enthusiasm when it comes to teaching pronunciation. Additionally, teachers lack the knowledge needed to effectively teach pronunciation due to a lack of understanding of articulation theory.

The order to address these issues, pronunciation instructors require :

1. Before teaching pronunciation, the teacher must have a strong understanding of the theoretical knowledge behind the words used and be prepared to correct students who mimic their pronunciation.
2. The teacher effectively possesses a strategy for engaging students' attention through practical classroom skills. Students will grasp the information taught by the instructor with ease.
3. Teachers need access to creative ideas for classroom activities in order to teach pronunciation in an engaging way. Consequently, students will not be bored by the resources that are offered. They will become more passionate about mastering pronunciation.

In her work from 2000, Kelly provides a concise and straightforward discussion about the challenges that individual learners might encounter. These individuals are:

1. The student's native language might show a direct correspondence between sounds and written letters. The idea that there might not be a connection like that could be unfamiliar.
2. Despite the learner possibly already being familiar with the concept, they will still need to learn new sound-spelling connections.
3. There could be noises, and mixtures of noises in L1, that are not found in English.
4. There could be sounds, and combinations of sounds, found in English that are not present in one's native language.
5. The learner may find the stress and intonation patterns used in English to be unfamiliar. The students might face difficulties with learning how to pronounce

English words. Nevertheless, it is important for us as educators to provide assistance in addressing their challenges. The resolution for the issues will be addressed at another time (Wibawa, 2014).

2.2 Multimedia

Multimedia consists of a variety of content including text, audio, images, animations, video, and interactive elements. Multimedia differs from media that relies on basic computer displays like text-only or traditional forms of printed or human-made content. Multimedia has the ability to be captured and watched, engaged with, or retrieved by computers for storing data content, including digital and electronic tools, and it can also be integrated into a live show. Multimedia systems are devices utilized for storing and displaying multimedia content on digital platforms.

As Bakri (2011) explained, the term 'media' originates from the word 'medium', which translates to "middle". In Bahasa, medium refers to "between or interval". Press sense refers to something that facilitates the exchange of information (message) between message senders and recipients. The media utilizes it in various areas including education. According to Arsyad (2009), instructional media in education are tools that convey messages or information for learning purposes. Media is a means of communicating information and ideas. Additionally, Heinich (2010) suggests that the medium acts as an intermediary transmitting information from the sender to the receiver. If the media provides messages that teach or share knowledge intended for learning, it can be classified as educational media.

The word media originates from Latin and is the plural form of the word "Medium." Media can be understood as either central, intermediate, or introductory in its interpretation. In this instance, the medium serves as the method for delivering the message. Hence, any means or platform utilized to communicate data to others can be considered basic media. Learning tools are items utilized to deliver messages from teachers to students to engage their emotions, feelings, desires, and attention during the learning journey. As Djamarah and Zain (2010) state, learning media can be defined as tools, strategies, or approaches that are utilized to enhance communication during the learning process.

2.3 Conceptual Framework

According to the standards of competency and fundamental competence, the English teaching and learning curriculum encompasses the objective of enabling students to acquire mastery in many linguistic abilities, including pronunciation. In order to accomplish the objective, educators must actively encourage the instruction of pronunciation, hence enhancing students' ability to communicate effectively. This study employs a learning model in which students are initially taught and comprehend the material presented by the researcher, and subsequently engage in the assigned task. The inclusion of all students in the process of learning pronunciation is important for their overall language development. The researcher employed qualitative research methods in this study, which will involve collecting data at SMP Negeri 1 Taman Siswa Surabaya.

Many students often encounter various challenges while striving to improve their pronunciation skills. In order to effectively address the issue at hand, it is

crucial for students to have an instructional method for pronunciation that is specifically tailored to facilitate their acquisition of this skill. The study will focus on creating content to improve pronunciation. The Let's Speak English application will be introduced as a tool to enhance pronunciation skills. The steps of the research include plan, act, observe and reflect. The provided framework description outlines the theoretical framework chart:

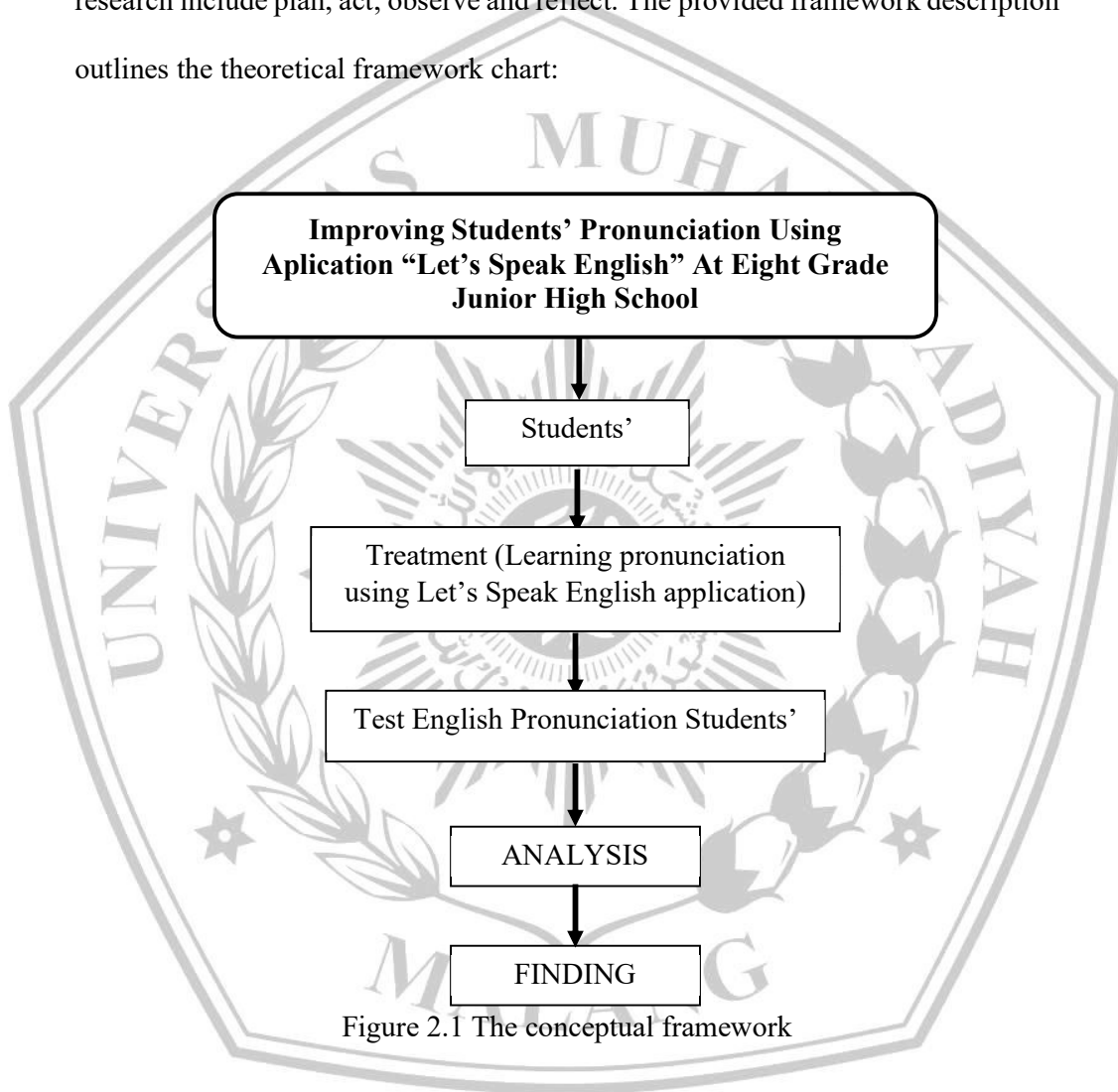


Figure 2.1 The conceptual framework

2.4 Previous research

The previous research focused on acquiring comparison and reference materials. Furthermore, it is important to prevent any perception of similarities with

the aforementioned study. In this literature review, the researcher presents a comprehensive compilation of the findings from previous research:

Haryadi and Aprianoto (2020) explored the potential of integrating an English pronunciation app in pronunciation lessons to enhance student engagement and independent learning. The study utilized a qualitative design and collected data through perception and interviews. Two sets of 48 freshman English students were involved in the study. The research results showed that integrating an English pronunciation app into pronunciation teaching increased student engagement and autonomy in their learning. The findings of the research show that incorporating the English Pronunciation app into pronunciation lessons led to higher levels of student involvement (engagement, attitude, and behavior). Furthermore, the app had a beneficial impact on fostering independent learning in a large number of students (Haryadi dan Aprianoto, 2020).

Wa Bonti Kilwakit (2023) The study investigates android-based educational media and implements the learning method to address this problem. This research explores the use of Poro English in teaching English pronunciation to ninth grade students at SMP Negeri 35 Makassar, aiming to determine their reactions to using the application for learning pronunciation. This research utilizes a qualitative approach to investigate how English pronunciation is taught and learned in the classroom with the Poro English application. Two primary methods, observation and interviews, were used to gather the data. The observation focused on the implementation of the Poro English application for teaching English pronunciation. During the interviews, the goal was to elicit the student's reaction. The findings indicated that the use of Poro English in teaching English pronunciation is feasible for classroom application. Most students had a positive response to utilizing the app during their educational tasks. For instance, they claimed that the app

greatly assisted them in learning and facilitated their practice of pronunciation (Kilwakit, 2023).

Agustiana (2021) Investigates learning media based on android and implements the learning method to address this problem. This research examines the use of the Poro English app for teaching English pronunciation in the classroom. It seeks to explore student reactions to using the app for learning pronunciation among ninth grade students at SMP Negeri 35 Makassar. This research employs a qualitative approach to investigate the instruction and acquisition of English pronunciation in the educational setting through the poro english app. The information was gathered using two primary tools: observation and interviews. The observation looked into how the puro English application was being implemented in teaching English pronunciation. The interviews were conducted in order to elicit the student's feedback. The findings indicated that utilizing poro English app for teaching English pronunciation is suitable for the classroom setting. Most students showed a positive response to incorporating the application into their learning tasks. For instance, they mentioned that the app greatly aided in their learning process and simplified their pronunciation practice (Agustiana dan Bata, 2020).

Roki Kurniadi (2020) Improving English Pronunciation Through Online Resources. This research examines the use of YouTube videos by an English teacher at SMP-IT Al-Fityan Aceh to teach English pronunciation online. Three inquiries for research were created. Therefore, the aim of this research was to investigate the potential of YouTube videos as a credible resource for learning English pronunciation, to explore the impact of incorporating YouTube videos into English pronunciation lessons, and to identify the benefits and challenges experienced by teachers when using YouTube videos for teaching pronunciation.

This research utilized a qualitative design by conducting observations and interviews with the chosen teacher at SMP-IT Al-Fityan School Aceh. In conclusion, the study reveals that the teacher utilizes engVid channels on YouTube as sources, which leads to increased student enthusiasm for learning pronunciation through specific videos on the platform. The instructor outlines various stages for incorporating engVid into creating English pronunciation exercises, including preparation, implementation, repetition, and conclusion. Moreover, the benefits of utilizing YouTube content include wide accessibility, genuine pronunciation samples, and engagement of students. Presently, teachers are struggling with social distancing due to COVID 19, which prevents them from meeting students in person, leading to overwhelming and inadequate support for their work (Kurniadi, 2020).

