

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter offers a summary of the existing research literature on current studies. The aspects include English pronunciation, features, vowels, consonants, and challenges in English Pronunciation.

2.1. English pronunciation

Dulay (1974) conducted a study on the error analysis of students' pronunciation of English vowels and consonants at SMK Karya Serdang Lubuk Pakam during the academic year 2017/2018, as referenced by Pardede et al. (2018). This study focused on the tenth-grade students of SMK Karya Serdang Lubuk Pakam during the 2017/2018 academic year. The author of this study employs observation and experimentation as their methodology, with tape recorder as the primary instrument. The study indicates that students are proficient in pronouncing English vowels and consonants. The combined percentage of difficulties in pronouncing English vowels and consonants is 28.33%. 85% of participants excelled in pronouncing English short vowels, while 76% excelled in speaking English long vowels. The study shows that pupils have a high accuracy rate in pronouncing short and long vowels, but their accuracy is lower when it comes to speaking both English vowels and consonants. The study identifies three reasons for the pronunciation problems they are, carelessness is often linked with a lack of motivation. Some teachers acknowledge that a student's loss of interest may not always be the student's fault, as the contents or presenting style may not be suitable for them. The influence of the first language learning a language, whether it is one's language or

a foreign one, has become an established habit. A learner's speaking manner is said to progressively adjust to the language they have gained. Translation this when a student directly translates an idiomatic expression from their mother tongue into the target language word by word. These are some issues that frequently arise while teaching or studying pronunciation.

Gilakjani et al. (2011) examine the question "Why is pronunciation so difficult to learn?" in their study. Received on January 8, 2011, and approved on March 21, 2011, with the assistance of reviewing the EFL class. This study suggests that teachers can motivate students to practice and improve pronunciation during lessons, thereby enhancing their listening and speaking skills in both formal and informal settings.

Thus, the observation reveals that students prefer confident teachers to ensure that the communicative tactics meet their needs. Some beginners agree that they desire guidance in pronouncing specific English sounds. Some professors emphasize the importance of articulation in response to the students' need for this information.

Beginners require the following as a whole:

2.1.1. Verbal exchange

Instructors can guide them in establishing and maintaining verbal interactions with native speakers outside the classroom, but ultimately, this ought to be an ability that beginners must develop alone.

2.1.2. Drilling

Beginners also require thorough practice and repetition to immediately apply the language they will use in real-life situations. Traditional drilling of sounds and minimal pairs or modern practice with chants and tongue twisters are effective up to a point as they are closely linked in the beginners' thoughts of the language they will use beyond the classroom.

2.1.3. Expert steerage

Beginners learning a new language should focus on using phrases and ideas particular to that language rather than relying on those from their native language to ensure clear communication with native speakers.

2.1.4. Critical Listening

Beginners require ample time to concentrate on their speech and that of fellow beginners, rather than native phonetic patterns, to analyze and distinguish pronunciation features that may hinder comprehension.

2.2. Pronunciation

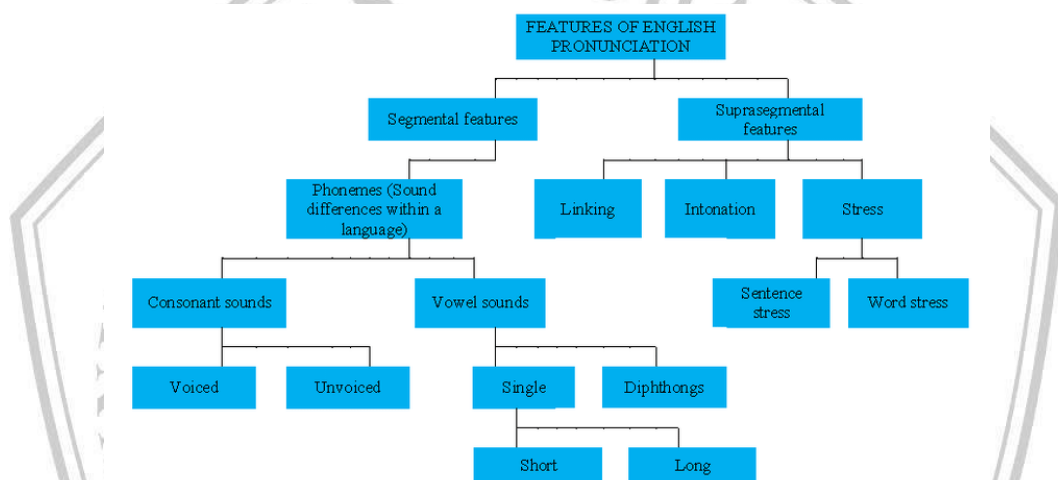
Hornby (1987), as referenced in Ma'lah (2016), defines pronunciation as the language pronounced, the articulation of a word, and the pronunciation of words in that language by an individual. Pronunciation is defined as making English sounds Cook, (1996) referenced in Gilakjani (2016), acquiring pronunciation involves practicing sounds and making corrections when errors occur.

As learners start to study pronunciation, they develop new habits and tackle challenges that stem from their initial exposure to English. Pronunciation consists of two main components: segmental and supra-segmental. The learners' problem is partly due to the phonology of English. The region of English Pronunciation worth

focusing on includes segmental and suprasegmental aspects, which are distinct elements that work together to determine the roles of the speaker and the listener. They play a vital role in helping language users become proficient in spoken language by providing intense exposure to those elements.

2.3. Features in English Pronunciation

Derwing and Munro (2015) identified segmental and suprasegmental characteristics as crucial components of pronunciation.



2.3. Table of Features of English Pronunciation according to Pourhosein (2012).

2.4. Suprasegmental Features

Residential capabilities encompass a variety of elements such as intonation patterns, stress placement, rhythm, and sounds that span syllables, phrases, and words. Laver (1994) as cited in Brown (2014), Supra-segmental refers to features such as pitch, rhythm, intonation, and stress that can extend beyond individual speech sounds.

2.4.1. Linking

According to Kusriyati (2014), Linking refers to the way the last sound of the first sound of the next word. To produce connected speech, people combine words to link consonant to vowel, consonant to consonant, vowel to vowel, shorten some sounds, and leave others out altogether.

2.4.2. Intonation

Ramelan (2023) defines intonation as a variation in pitch that occurs in different syllables within a spoken sentence. According to Ching in Suciati (2021), the common intonation pattern is the rise or fall intonation. This refers to a gradual rise and fall in pitch at the end of a certain remark, signalling the speaker's completion. The second intonation is the fall or rise intonation. The fall or rise in intonation signals surprise, disagreement, or a need for a response or confirmation from the listener. The third characteristic is the flat intonation. Ching believes that the speaker's intonation suggests a lack of desire to engage in conversation.

2.4.3. Stress

Underhill (2005) defines word stress as the focus given on a certain syllable of a word. The emphasis on the stressed syllable can be characterized as "louder, longer, and with varying pitch." Two-syllable words consist of one syllable which has stress and one that is unstressed. Words with three or more syllables exhibit secondary stress, which is less pronounced than primary stress. Thus, the stress can be placed on words categorized into three levels: primary, secondary, and unstressed. Stress pertains to the emphasis placed on specific syllables within words

and particular syllables or words in spoken language. Stress refers to the importance given to certain syllables in words and certain syllables or words in speech.

Ramelan (2023) defined stress as the intensity or volume associated with a spoken syllable which causes it to be emphasized.

Stress can be categorized into three types: high, moderate, and weak. As per Lasi (2020), stress is the accentuation of a syllable, achieved through alterations in pitch, loudness, or duration. Nonverbal communication is characterized by volume, intensity, pitch change, and syllable length. It is also the aspect of communication where we focus on hand movements and gestures when observing someone speak. English is characterized by the reduced structure of unstressed syllables.

Stressed syllables exhibit characteristics such as increased duration, volume, and pitch variation, but unstressed syllables possess distinct properties as well. Stress matters at three different levels, those are:

- 1). Word level – Multi-syllable words contain one or more stressed syllables.
- 2). Phrase level – Emphasis is placed on essential terms.
- 3). Contrast stress – Words of greatest significance are highlighted.

2.5. Segmental Features

Segmental components pertain to the distinct components that comprise language acquisition, including consonants and vowels, that form syllables in speech.

2.5.1. Phonemes

Kusriati (2014) states that the sound systems of consonants, vowels, or combinations are called phonemes. Phonemes are sounds that, when mispronounced, can change the word's meaning.

Phonemes are unique to each language. Phonemes that have distinct functions in English, such as /b/ and /p/, may not have the same purpose in other languages. (Phonemes are typically represented between slashes, such as /b/ and /p/.) Languages vary in phonemes (Richard & Schmidt, 2002). The English language contains twenty-six letters but encompasses approximately forty-four distinct sounds, referred to as phonemes. Forty-four sounds are crucial for differentiating between words or meanings. Graphemes, which are various letters and combinations, represent sounds (Titterington & Bates, 2021).

2.6. English Vowel

Vowels are created by spoken air traveling through various mouth shapes, which are influenced by the unique actions of the tongue and lips O'Connor (1980). English has twelve vowels, including /i:/, /ɪ/, /e/, /æ/, /ə/, /ɜ:/, /ʌ/, /ɑ:/, /ɒ/, /ɔ:/, /u:/, and /ʊ/. There are two categories of vowels: pure vowels and diphthongs (Wahyukti, 2008). An individual symbolizes the pure vowel and comprises a long vowel and a short vowel (Wahyukti, 2008).

1. Long Vowel

A long vowel is identified by a diacritical mark consisting of two dots or a colon (Wahyukti, 2008). English contains five long vowels:

a. /i:/ = feel

b. /ɑ:/ = garden

c. /u:/ = true

d. /ɔ:/ = all

e. /ɜ:/ = dirty

2. Short Vowel

There are six short vowels in English, those are:

a. /ɒ/ = stop

b. /ʌ/ = enough

c. /ʊ/ = push

2.6.1. Monophthong

A monophthong is a single vowel sound that serves as the core of a syllable. The tongue remains mostly stationary, leading to a constant pitch in the sound due to its unchanging acoustic quality. A monophthong has a single sound produced with the articulators in a fixed position, resulting in a consistent sound quality.

2.6.2. Diphthong

Diphthongs are vowels formed by altering the position of one or more articulations while pronouncing the vowel, resulting in a change in the sound quality of the vowel.

2.7. Consonant

Consonants are produced when obstructions are made by two articulators against the outgoing air in the mouth cavity (Wahyukti, 2008).

2.7.1. Single Consonants

Connor (1980) states two reasons why consonants are important in words. The first consonant contributes more to making English understandable. Second,

consonants often involve apparent interference of the vocal organs with the air stream, making them easier to describe and understand. Consonant is commonly described as a speech sound that is not a vowel (Ramelan, 2003). Ramelan (2003) provides instances of many consonant sounds, including /p/ party, /b/ ball, /t/ talk, /d/ dream, /k/ cow, /g/ grass, /f/ fans, /v/ vas, /θ/ thin, /ð/ this, /s/ sound, /z/ zoo, /ʃ/ shoe, /ʒ/ rouge, /tʃ/ chair, /dʒ/ juice, /h/ hand, /m/ mine, /n/ nine, /ŋ/ wing, /r/ rose, /l/ lamp, /w/ west, /y/ yellow.

2.7.2. Double Consonants

One of the most complex areas of English spelling is consonant doubling. The selection between single (“diner”) and double (“dinner”) consonant spellings in word-medial positions. For L1 English spellers, consonant doubling involves a complex interplay of phonological, orthographic, and morphological factors (e.g., Berg, 2016; Deacon et al., 2011)

2.7.3. Consonant Digraphs and Consonant Blends.

Qizi (2020) asserts that there is a greater number of speech sounds compared to consonants in terms of articulatory phonetics. The consonant digraphs are pairs of consecutive consonants that produce a single sound. Every consonant produces a distinct sound. It produces a distinct consonant sound that is represented by the two letters. The RN pair is pronounced like the word "turn," not as separate R and N sounds. When written as a single word, the pronunciation of consonant pairs can vary depending on the specific word. For instance, the word "earn" has a lighter and shorter phonetic representation than "learn," which has a sharper and more definitive sound.

Consonant digraphs should be emphasized in contexts beyond words with consecutive consonants. Consider the term "sparse" as an example. This word contains two instances of consecutive consonants. These sounds are articulated and combined but do not create a distinct phoneme. Furthermore, they are known as consonant clusters.

Katamba (1989) mentioned that the generation of consonants requires four primary criteria to generate various types of consonants.

1. Airstream mechanism.

This pertains to the generation and flow of the air that moves that powers speech production.

2. The state of the glottis.

Harlika (2018) defines voicing as the vibrating of voice folds. English has two types of sounds: voiced and voiceless. Vowels in English are always voiced, while consonants can be either voiced or voiceless. The sound /p/ in the word "pack /paek/" is a voiceless consonant, but the sound /b/ in "back /bæk/" is a voiced consonant.

- a. Voiceless sounds

Voiceless noises are created by a wide-open glottis with sufficient space between the vocal cords, producing sounds like [p], [f], [θ], [t], [s], [ʃ], [tʃ], [k], and [h].

- b. Voiced sounds

When the vocal cords are close together and the air is forced through them, causing vibration, sounds like [b], [m], [w], [v], [ð], [d], [z], [n], [l], [r], [ʒ], [dʒ], [j], [g], [ŋ] are produced.

A straightforward method to determine if a consonant is voiced or voiceless is to place a finger over the ear. Vibration indicates vocal sounds, while the absence of vibration indicates voiceless sounds. Words ending in -rn, -rl, and -rd have voiced consonants. The consonant /t/ in the word "turn /tɜ:n/" is a voiceless consonant.

3. Place of Articulation

Producing consonants involves accurately coordinating and manipulating articulatory organs to form unique and identifiable sounds. The primary articulatory organs responsible for producing consonants are (Akmajian et al., 2017):

a. Lips

The lips are quite adaptable and can block or alter airflow while producing speech. They play a vital role in articulating labial consonants including /p/, /b/, /m/, /f/, and /v/.

b. Teeth

Teeth can affect airflow and sound generation for some consonants like dental fricatives /θ/ and /ð/ when the upper and lower teeth touch or leave a small space between them.

c. Alveolar Ridge

The alveolar ridge is a little elevation located posterior to the upper incisor teeth. The language features alveolar consonants such as /t/, /d/, /n/, /s/, /z/, and /l/.

d. Hard Palate

The hard palate is the osseous structure located on the upper surface of the mouth. It helps in generating velar consonants like /k/, /g/, and /ŋ/.

e. Soft Palate (Velum)

The soft palate, or velum, is a pliable muscle structure situated at the rear of the mouth's roof. It is essential for distinguishing between oral and nasal consonants. Elevating the soft palate obstructs airflow in the nasal cavity, enabling the articulation of oral consonants. Lowering the soft palate allows airflow to travel through the nasal cavity, producing nasal consonants like /m/, /n/, and /ŋ/.

f. Tongue

The tongue is a flexible articulatory structure that may take on varied locations in the mouth to create various consonant sounds. It can make contact with several areas of the vocal tract, such as the alveolar ridge, hard palate, and velum. The tongue's movements and placements play a crucial role in producing consonant sounds like /t/, /d/, /s/, /z/, /ʃ/, /ʒ/, and others.

g. Vocal Cords (Vocal Folds)

The larynx's vocal cords generate voiced consonants. They oscillate when air flows over them, producing a buzzing or vibrating noise. Vocalized consonants include /b/, /d/, /g/, /v/, /z/, /ʒ/, and other sounds.

4. Manner of articulation

Manner of articulation pertains to how airflow is impeded or altered when producing consonant sounds. Various types of articulation include plosives, fricatives, affricates, nasals, and approximants. Below is a reference to Reetz & Jongman (2020):

1. Plosives

Plosives, or stops, occur when the vocal tract is fully closed and then air is suddenly released. The noises include /p/, /b/, /t/, /d/, /k/, and /g/. When closed, no airflow is discharged, causing air pressure to accumulate. Opening the closure produces a noticeable explosion of sound. The closing point may differ, for instance, bilabial for /p/ and /b/ or alveolar for /t/ and /d/.

3. Fricatives

Fricatives are consonants formed by the vocal tract's small constriction, leading to turbulent airflow, including labiodental (/f/ and /v/), alveolar (/s/ and /z/), and postalveolar (/ʃ/ and /ʒ/). Affricates are consonants that exhibit characteristics of both plosives and fricatives. The sounds begin with a sudden stop similar to a plosive and are then followed by a gradual release with friction like a fricative. The examples are the phonemes /tʃ/ found in "church" and /dʒ/ found in "judge". Affricates usually produce a unique and intricate sound by blending two different methods of articulation. For instance, consists of the sounds /f/, /v/, /s/, /z/, /ʃ/, and /ʒ/. There is a partial obstruction in the airflow, causing a constant hissing or buzzing sound. Fricatives can be articulated in many places

4. Nasals

Nasals are consonants formed by fully closing the mouth while enabling airflow via the nasal cavity. This leads to sounds such as /m/, /n/, and /ŋ/. Nasals are created by lowering the velum, which permits air to flow through the nasal passage. Each nasal sound correlates to a distinct site of articulation, like bilabial (/m/), alveolar (/n/), and velar (/ŋ/).

5. Approximants

Approximants are consonants formed with a less constricted vocal tract, enabling airflow to travel through with minimal obstruction. They consist of sounds like /r/ and /l/. Approximants can be classified into liquids (/r/ and /l/) and glides (/j/ as in "yes" and /w/ as in "we"). Liquids require a relaxed tongue position, whereas glides include a more defined movement of the articulatory organs.

2.8. Difficulties in pronunciation

The difficulties that often occur in pronunciation are mainly because of mother tongue interference, not being accustomed to English in general, and needing to be more familiar with English. Mohamed et al. (2020) found that second language learners tend to amass structural components of the target language but require assistance in structuring this knowledge into suitable and coherent forms. Learners depend on their native language (L1) features while talking the target language to formulate a reply. Based on the aforementioned research, pronunciation difficulties in English words usually occur because of the habits in the environments, which makes them lack practice in English; they only speak in their mother tongue, making it hard to speak in English because of the pronunciation. According to Gilakjani (2011), in their study "Why is Pronunciation So Difficult to Learn?" 8 factors affecting the difficulties in pronunciation as follows:

2.8.1. Accent

Adult English learners often have a foreign accent, marking them as non-native speakers. Some linguists endorse the crucial period hypothesis, which suggests that individuals need to start learning a language before the age of seven

in order to achieve pronunciation similar to that of a native speaker (Lenneberg, 1967, as quoted in Gilakjani et al., 2011). Recent study indicates that context and motivation may play a more crucial role in achieving native-like pronunciation than the age at which language acquisition occurs. Marinova-Todd, Marshall, & Snow (2000) were referenced in Gilakjani et al. (2011). Teachers can identify and address learners' pronunciation features by understanding accent traits and their influence on comprehension. Derwing and Munro's study from 1997, as referenced in Gilakjani et al.'s work from 2011. The main objective is to facilitate students comprehension.

To do this, good pronunciation is necessary, but “perfect accent” is not, Harmer (1991), cited in Gilakjani et al. (2011).

Based on the research above, accent as one factor affecting the English pronunciation problem is connected with age; the younger the age of learning English, the greater the accent will not be shown.

2.8.2. Stress, Intonation, and Rhythm

O'Connor's (2004) research findings on the significance of stress, intonation, and rhythm for achieving native-like accents in German were referenced by Gilakjani et al. in 2011. German native speakers were requested to evaluate American college students as they read aloud in German. Native speakers prioritized stress, intonation, and rhythm over individual sounds when assessing native-like speech samples. This research is important for educational purposes as it emphasizes the necessity for teachers to instruct students on the laws of stress,

intonation, and rhythm of English words while paying attention to each potential sound. They were impeding the progress of students in class.

2.8.3. Motivation and Exposure

A study on Spanish learners by Shively (2008), referenced by Gilakjani et al. (2011), revealed a significant correlation between proficiency in Spanish expression and factors such as age of initial language exposure, level of formal education in Spanish, residence in a Spanish-speaking country, out-of-class exposure to Spanish, and emphasis on pronunciation in class.

Thus, besides focusing on pronunciation and intonation in class, teachers should encourage the learners to speak English outside the classroom and provide exercises that structure these interactions.

2.8.4. Attitude

Gilakjani et al. (2011) state that some learners are smeared at acquiring good pronunciation. Even within the entire classroom, students' pronunciation abilities often differ significantly. This phenomenon has led many researchers to contribute to their success in foreign language acquisition.

2.8.5. Instruction

Foreign language instruction typically emphasizes the four primary aspects of language acquisition: hearing, speaking, reading, and writing. Foreign language programs focus on teaching pronunciation in the initial year of schooling by presenting the alphabet and sound system of the language being learned. However, this emphasis is seldom maintained beyond the elementary level. The minimal attention given to pronunciation improvements could be attributed to a widespread

lack of interest among researchers, teachers, and students in the field of second language acquisition, who perceive pronunciation as relatively unimportant, as noted by Elliot (1995), as cited in Gilakjani et al. (2011).

2.8.6. Age

Gilakjani et al. (2011). The influence of age on language acquisition, specifically pronunciation, makes adults find pronunciation more difficult than children, and they probably will not achieve native-like pronunciation. Usually, if the learner starts to speak a second language before age six, he will have only a little or no accent. However, if the learner starts to speak a second language between the ages of seven and eleven, he will probably have a slight accent. If learners start to speak a second language after twelve, they will have an accent. Nation and Newton (2009), as cited in fall (2019).

2.8.7. Personality

Factors such as personality, learning goals, attitudes towards the language, culture, native speakers, and motivation type are not under the teacher's control. Miller (2003), as referenced by Gilakjani et al. (2011), contributes to the development of pronunciation skills. Moreover, the exposure and utilization of the target language might either facilitate or impede the advancement of pronouncing abilities.

2.8.8. Mother Tongue Influence

Avery and Ehrlich (1992), as referenced by Gilakjani et al. (2011), claim that the phonological structure of a learner's first language is carried over to the second language, potentially resulting in a foreign accent. The phonology of a

person's first language can impact how they pronounce words in a second language in multiple ways.

1. If a sound in the target language is not found in the learner's native language or vice versa, the learner may struggle to generate or recognize that sound.
2. Phonological restrictions, when differing between the learner's native language and the target language, might pose difficulties for the learner due to conflicting rules. These rules are language-specific and vary among languages.
3. Since a language's rhythm and melody determine its stress and intonation patterns, learners may transfer them into the target language.

