

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 The Nature of Pronunciation**

##### **2.1.1 Definition of Pronunciation**

Pronunciation is a very important sub-skill in teaching and learning English. There are many opinions about the definition of pronunciation. Nunan said that pronunciation is the sounds we make while speaking (Nunan, 2005: 112). Yates stated that pronunciation refers to the particular consonant and vowels of a language segments, aspects of speech beyond the level of the individual segments such as stress, timing, rhythm, intonation, phrasing, suprasegmental aspects, and how the voice is projected. (Yates and Zeilinski, 2009: 11). And Hornby stated that pronunciation is how a language spoken; how a word is pronounced, the way a person speaks the words of language. (Hornby, 1995: 928).

From the definitions above, it can be concluded that pronunciation is the way to sound languages, aspect of speech beyond the level of individual sounds such as intonation and stress or how says words understandable. So, when the students have oral communication, their pronunciation creates the first impression and it also becomes guarantee of their ability speaking English. Consequently, incorrect pronunciation can make misunderstanding between two speakers and poor pronunciation can make the big obstacles in oral communication. Thus, pronunciation ability is the ability to understand pronouncing or to production of sounds in communication English. The ability to pronounce each words understandable is a basic and essential skill to avoid misunderstanding between the speaker and the hearer in an oral communication.

### 2.1.2 The Importance of Pronunciation in Language Learning

Pronunciation is an important aspect of learning English. The students that have pronunciation can help them in communication. On the other hand, error pronunciation might create misunderstandings between the speaker and listener. So, it means that pronunciation is an indispensable aspect of communicating in speech, and given that successful communication is the basic aim of language learning. Therefore, it is important to learn pronunciation. As Harmer states “for all these people, being made aware of pronunciation issues will be of immense benefit not only to own their production but also to their understanding of spoken English. (Harmer, 2001: 183).

As English learners which English as a foreign language, pronunciation is something important to be learned. Pronunciation teaching not only makes the students aware of different sounds and sound features, but can also improve their speaking. According to Yates, pronunciation is important because it does not matter how good a learner’s vocabulary or grammar is if no one can understand them when they speak and to be understood, a learner needs a practical mastery of the sound, rhythms and cadences of English and how they fit together in connected speech.<sup>10</sup> Concerning the importance of pronunciation, Underhill states that there are three basic reasons to practice and develop good English pronunciation. They are following (Underhill, 2005).

1. It will help the students to grasp ideas represented by the sound produced
2. It will help the students to hear English sound better
3. Being to say word with its correct pronunciation makes it easier to learn the word and its meaning. Correct English helps us to fix a word in our memory.

In conclusion, pronunciation is sub-skills that very important to be learned because in learning English many aspects need like speaking and listening. And pronunciation also important in communication in English because it is indispensable aspect of communicating in speech, and given that successful communication is the basic aim of language learning.

### 2.1.3 The Features of Pronunciation

Kelly stated that there are two the features of pronunciation. There are phonemes and suprasegmental features (Kelly, 2000: 1). The following diagram show a breakdown of the main features of pronunciation.

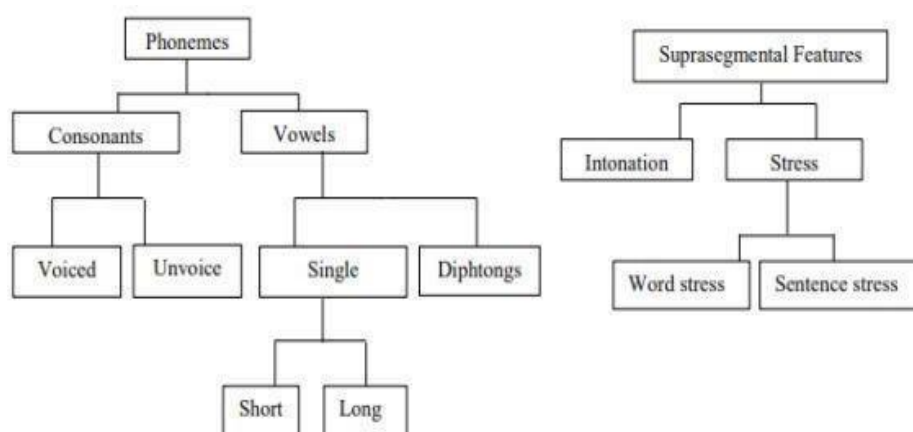


Figure 2. 1 Features of Pronunciation  
Source: Taken from Kelly (2000)

#### 1. Phonemes

Phonemes are the different sound within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of word. It means that phonemes is the smallest unit of sounds in a word that makes a difference in its pronunciation as well as its meaning. For example, the word rat has the phonemes /ræt/.

## 2. Suprasegmental features

Suprasegmental features as the name implies are features of speech which generally apply to group of segments or phonemes. The features which are important in English are stress, and intonation.

### 3. Stress

Stress is the key to the pronunciation of an English word and the location of the stress should always be learned with word. Stress gives rhythm to speech. One or more words within each utterance are selected by the speaker as worthy of stressing and thus made prominent to the listener. It means that stress. (Kelly, 2000: 3).

### 4. Intonation

Intonation is the way which the pitch of the voice goes up and down in the course of an utterance. Within any given context an utterance can be given a variety of different meanings according to the intonation patterns chosen by the speaker. The way of saying something may depend on gesture, facial expression and voice quality, but usually the most significant factor is intonation.

## 2.2 Speaking Skill

English is divided into four skills which are as follows: speaking, listening, reading, and writing; therefore, speaking is expressing ideas orally and has an important role in communication. By expressing what is in the mind, a speaker can make somebody comprehend things inside their mind. To make the others capture and understand what they express orally, a student should need to pay attention to the signs that should be fulfilled. Some experts have proposed about definition

of speaking. According to Boyd speaking is an activity in our information from the speaker to the listener. According to Brown speaking is a process of collecting the data information and accepting, producing, and processing the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first rank of the education sector. (Thornbury, 2005). Chivers and Shoolbred state that for communication to be effective, the content needs to be clearly understood by other people, meaningful and interesting to the audience.

Speaking is an important part of everyday to interaction and most often the first impression of a person is based on their ability to speak fluently and comprehensively. If the speaker dominates these language features, it will help learners get successful communication. Bygate identified two elements for speaking skills, there are; production skills and interaction skills. In production skill, speaking ability take place without a time limit, and in interaction skill, there is a negotiation between learners. Both skills can help the learners improve students' speaking ability easily. Speaking skills must be acquired by both lecturers and students. Speaking skill in this research is the learners' ability to speak, to make a dialogue, to practice in real discussion for fluent English with a minimum of correct grammar and a range of useful vocabulary which helps others to communicate with them.

### **2.2.1 Component of Speaking Skill**

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities. According to Syakur there are five

components of speaking comprehension, grammar, vocabulary, pronunciation and fluency:

Comprehension is the way of understanding something, comprehension also important component in speaking because in conversation with others we must make them understand in our conversation. Comprehension points to the fact that members know the nature of the research assignment, even when the process are complicated and involve risk (Cohen, Manion and Morrison, 2018: 51). as a result, in understanding information additionally, it is purpose to create the listeners easily to receive some information from the speakers.

Grammar is study of words, how students used in sentences. Grammar can be described as a principle of rule which can be used to make well-formed of grammatical utterance in that language. (Purpura, 2004: 6). In addition, grammar can be defined that a set of rulers which let us to unite words in small language into large units Greenbaum and Nelson (Greenbaum & Nelson, 2002). Grammar is important to make sure that the students' ability is correct in oral and written aspect.

Vocabulary is necessary for speaking. It can be shown that one of the key for success communicative is the power of words. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, and how they are spelt. Many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form. The vocabulary becomes familiar when we use in spoken language every day.

Pronunciation is one of the important components that a good English speaker used. Pronunciation includes all aspect of speech such as rhythm, phrasing,

intonation, articulation more peripherally gesture, eye contact and body language. Also include the segmental features: vowels and consonants and the intonation pattern).

Fluency is the role of good communication in other words is the purpose of the students learns to speak. They do not need to spend a lot of time to share the information. They can speak early and easily without many times to think as like “emh” and stop they speak. Harris and Hodges found that fluency is capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

### **2.2.2 Assessing Speaking**

In learning and teaching process it plays an important part as the informer for both teachers and learners about how effective teachers performance and progress. (Pinter, 2011). According to Fulcher and Davidson that assessment can be shown the evidence available of learning activities which focus on student's practice. Performance assessment refers to both the assessment task (public speech) and the scoring method used. However, a scoring rubric can affect the speaking assessment, as there may be an interaction effect between the rating criteria and examinees' performance. Assessing spoken language can be divided into two main ways. They are holistic scoring and analytic scoring. In order that, teachers as students' assessors need to be familiar enough about creating rubric. Center for Teaching and Learning Assessment defines rubric a guide to assist the marker to make consistent and reliable judgments about the quality of student work. They also can be used to provide feedback to students about the quality of their work and how they might improve. Rubrics can be adapted to

different types of assignments such as essays, reports, oral presentations, group working, papers and etc. Above all, rubrics should be simple and clear so that students can readily understand and engage with them. Here the researchers use analytic scoring to calculate student's' practice.

### **2.3 Students Difficulties**

According to Oxford Dictionary, Difficulty is the thing, situation, or event that are happen is caused there is problem (Colman, 2008: 124). In according to Webster Dictionary that the difficulty is causing difficult the positive result in achieve the purpose is caused there is negative result which become many factors causing them. Moreover, according by Hornby that difficulty is situation or quality that being hard to do something or understand. Furthermore, difficulty is many mistake that be occur by students in teaching and learning process.

Difficulties are the problem faced by the students in following the teaching and learning process. It happens because the students are confused or do not know or understand the material which their teacher explained. In this case, the difficulty is the problem that the students are hard to comprehend the English reading text, especially in comprehending explanation text.

### **2.4 Previous Related Studies**

There are many researchers who has investigate of their research about the Students' Difficulties in Learning English Pronunciation. Following are several studies that also discuss students' difficulties in learning English, especially those related to pronunciation. (Imanola, 2019) in the research about the students' difficulties in pronouncing problems the English fricative consonant at the eleventh grade studentsof SMA N 1 Kibang at West Lampung in learning English



language. He was formulated the research problems statement: 1) What are the students' problems in pronouncing of English fricative consonant among the Eleventh Grade of SMAN 1 Kibang East Lampung?, 2) What factors do become the causes of student's problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung? In his result of research, the first research problem has showed the result that are students' problems in pronouncing of English fricative consonant is belongs to the fair criteria. For the second question has resulted of research show that the factors that become the causes of students' problem in pronouncing as follow: /ʃ/ and /tʃ/, /f/ and /v/, /s/ and /z/, /θ/ and /ð/, /s/ and /ʃ/, [ʒ] and [z], /dʒ/ and /tʃ/ and for the third question has resulted of research show that there are some of solve the students' problem such as the students making prolonged which students place their fingers lightly on their throat, they are using minimal pairs which to provide comprehension and production practice of voiced/voiceless distinction, they have to practice the pronunciation of the plural in English, and making the vowel longer before voice fricative to help them to distinguish between minimal pairs.

Rifandi, (2008: 23). in his research about the error analysis in pronouncing English consonant formulated problem statement, namely: (1) what errors made by students in pronouncing nasals consonants, (2) what errors made by the students in pronouncing fricatives consonants, and (3) what errors made by the students in pronouncing approximants consonants? The result of his research indicate that the students still made some errors in pronouncing English consonant which were skill mispronounced by the students, were in nasal: /m/, /n/, /ŋ/; fricative consonants: /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/; and approximant consonant: /w/, /r/, /j/. The factor

that caused the students makes errors in pronouncing English consonant were: a. The different sounds and spelling system of English and Indonesian, b. The consistence of English spelling system, c. Lack of the students knowledge toward the correct pronunciation of English consonants, d. Lacking efforts of the students learn and practice the English consonants.

The another research by Sumarniati, (2017), from her research, the title about “An Analysis of Students’ Errors In Pronouncing The English Fricative” that conducted from at Second semester of English students department in Muhammadiyah Makassar University. This research has formulated the research problem statement: 1) What kinds of errors are made by second students of English department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds? And 2) What sources of errors are made by second students of English department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds. In her research, the writer find out the result of first question has showed that there are kinds of errors are made by students such as omission error (23), addition error (106), and misodering error (123). From this indicated that most of misodering error is most high percentage than addition error. The second question, the writer was find out the result of her first question hasshowed that the omission with (23 or 8.36%), misformation with (128 or 46,5%), and addition with (106 or 38,5%), and misordering with ( 18 or 6,54%).

From the several studies above, the researcher can emphasize that what is different in the research that the researcher is conducting is firstly related to the research location where this research was conducted in Batanghari district, secondly this research focuses on the problems of students at the high school level in the

process of learning English, especially in terms of pronunciation of sentences in English and finally this research tries to provide input and some tips in learning howto pronounce English correctly and well.