

CHAPTER II

LITERATURE REVIEW

A. Nature of Pronunciation

1. The Definition of Pronunciation

Pronunciation is one of the most critical aspects of English, especially in conversation. When it comes to delivering a speech, human beings put a high value on their ability to pronounce words correctly. (Gilakjani, 2011) stated that pronunciation has a communication ability. Pronunciation must be understood as more than just a single sound or isolated word-formation. Pronunciation in communication should be viewed as a critical and fundamental component. (Moedjito, 2016) argued that proper pronunciation is important for effective oral communication. In order to be understood, the speaker must speak clearly and accurately, as each sound, stress pattern, and intonation has the potential to convey a message.

There are two distinct definitions of pronunciation as claimed by (Hornby, 2013). The first definition is pronunciation which is how language or a specific word or sound is spoken. The second is how a particular individual pronounces the words of a language. Some English sounds do not exist in students' first languages, which can cause a problem in their pronunciation (Moedjito, 2016).

Meanwhile, Pronunciation is the act or manner of pronouncing words or utterances of speech, a manner of saying a word, particularly one that is well-known or well understood, and a visual description of the way a word is pronounced using phonetic symbols (Poposka, 2016). Pronunciation is composed of several key components: action, discourse, sound generation, and sound reception. This requires that the words uttered are comprehensible. Because pronunciation plays a significant role in communication, speakers must take caution while pronouncing certain words; otherwise, they risk producing errors.

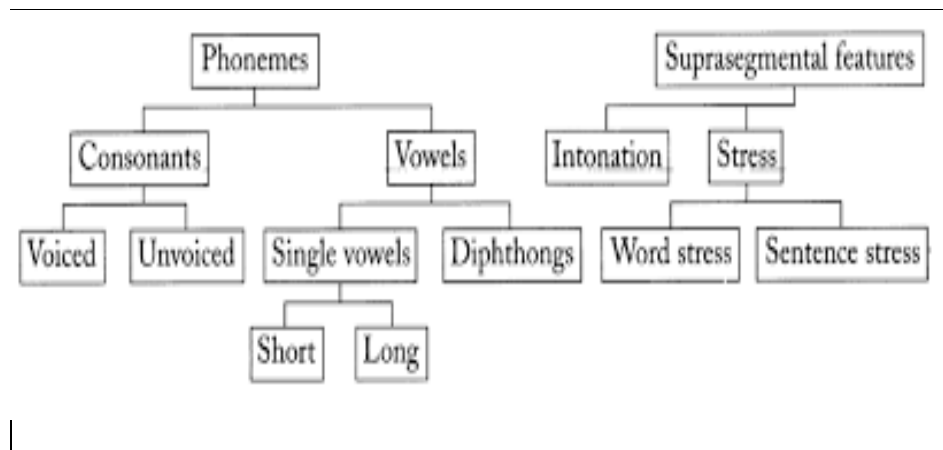


Figure 2.1 Features of Pronunciation Diagram

When a speaker produces an utterance, there are two distinguishing characteristics: phonemes, or segmental sounds, which refer to sound components arranged in a segmental order, and suprasegmental sounds, which refer to stress, pitch, length, intonation, and other features that always accompany the production of segmental sounds (Ramelan cited in Rini, 2016). This research is focusing on segmental or phonemes features because triphthong is a kind of vowel.

From the definition above, it can be stated that pronunciation refers to a particular way of speaking, a word or phrase that is widely understood.

2. The Purposes of Teaching Pronunciation

The purpose of teaching pronunciation is not to make students or learners native English speakers, but to enable them to pass at an early level and avoid mispronunciation during the conversation. (James cited in Gilakjani, 2016) indicates that the following can be comprehended about pronunciation:

- a. What the speaker pronounces do not understandable to the listener or people.
- b. That the speaker pronounces to people but the speakers' pronunciation cannot accept because of his/her accent.

- c. The speakers pronounce can be understood by the listener and the speaker's English can be accepted.

3. The Importance of English Pronunciation

Pronunciation is crucial when it comes to oral communication. A clear pronunciation from the speaker is required for effective communication, as students will be unable to communicate effectively without it (Morley cited in Gilakjani, 2016). Misunderstanding could happen if the students do not pay attention to their pronunciation. Although pronunciation is important in the English language, many teachers still overlook it and pay little attention to it (Hismanoglu & Hismanoglu, 2011). This can be seen when most English teachers teach grammar, vocabulary, and four skills without comparing English pronunciation.

4. The English Vowels

Vowels are a variety of spoken sound that is always produced by people. According to (Hornby, 2013) in the Oxford Advanced Learners' Dictionary, a vowel is a sound that is spoken with the mouth open and the tongue not touching the top of the mouth and the teeth. Vowels in English are classified into two categories: long vowels and short vowels. Long vowels consist of /i:/, /ɜ:/, /a:/, /u:/, /ɔ:/ sounds while short vowels consist of /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/, /ɒ/. The tongue plays an essential role in forming vowels.

/i:/ : sheep /ʃi:p/

/ɜ:/ : bird /bɜ:d/

/a:/ : father /fa:ðə/

/u:/ : spoon /spu:n/

/ɔ:/ : saw /sɔ:/

/ɪ/ : ship /ʃɪp/

/e/ : bed /bed/

/æ/ : bad /bæd/

/ə/ : about /ə'baʊt/

/ʌ/ : above /əˈbʌv/

/ʊ/ : pull /pʊl/

/ɒ/ : lock /lɒk/

Vowels are articulated with an open vocal tract configuration from a phonetic point of view: no part of the mouth is closed, and none of the vocal organs are so close together that the sound of air flowing between them can be heard. Typically, vowels are formed by the vocal cords' vibrations (voicing). In English, there are no vowels whose major characteristic is nasal resonance.

As a conclusion, vowels are articulated when a voiced airstream is created by modifying the mouth's general shape with the tongue and lips. Plotting the tongue and lip movements is the most crucial challenge in defining vowel articulation. In phonetics, it is common to represent the place of vowels in the mouth schematically using a chart such as the one below

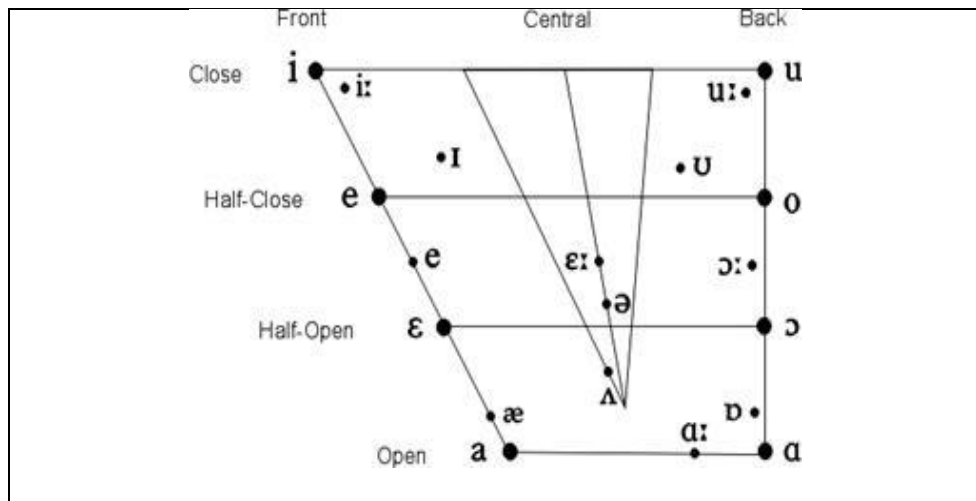


Figure 2.2 Vowels Diagram

The diagram above was designed to serve as a reference for articulation and vowel identification. Vertical lines detect the position of the tongue's front, middle, and back.

5. Triphthong

a. Definition of Triphthong

Triphthong is the most complex English vowel sounds (Murti, 2019). They might be somewhat challenging to pronounce. A triphthong is a rapid and smooth transition from one vowel to the next, followed by a third vowel (Omenogor & Oyakhire, 2012). Triphthong is formed by attaching the schwa element to the end of the closing diphthong. The triphthong is pronounced extremely carefully, with very little vowel movement. The middle vowel can be difficult to distinguish from the other two, and the sound can be confused with a variety of diphthongs and long vowels. Triphthongs produce such a wide range of movements depending on how slowly and carefully they are pronounced.

Triphthongs are uncommon in English words. Numerous words are pronounced with a triphthong only after a suffix is added to the end. Triphthongs are more likely to be considered as monosyllabic sounds in words such as tower [tauəɹ] or power [paʊəɹ]. However, in words that involve a suffix such as player [pleiəɹ] or lower [louəɹ], they are more likely to be perceived as bisyllabic sounds.

b. Kinds of Triphthong

The triphthongs can be looked on being composed of the five closing diphthongs with added a schwa /ə/ at the end. Triphthongs consists of five. There are /eɪə/, /aɪə/, /ɔɪə/, /aʊə/, and /əʊə/. Thus it will be gotten:

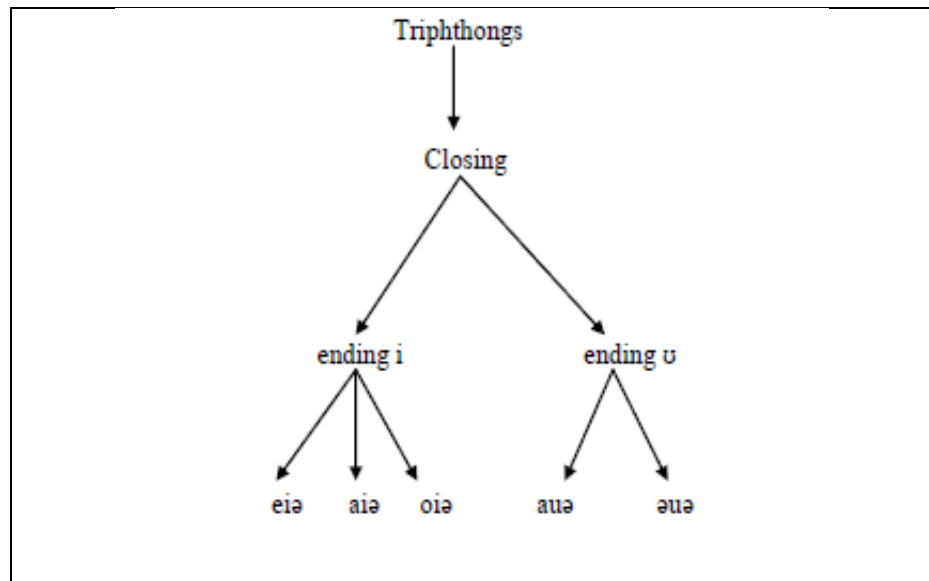


Figure 2.3 Triphthong Diagram

The illustrated above shows triphthong, which only consists of a closing part. This is accomplished by adding schwa /ə/ at the end of the closing diphthong. Triphthongs are similar to diphthongs in that they consist of numerous vowels sound with no interruption in between. It will be discussed in the following manner:

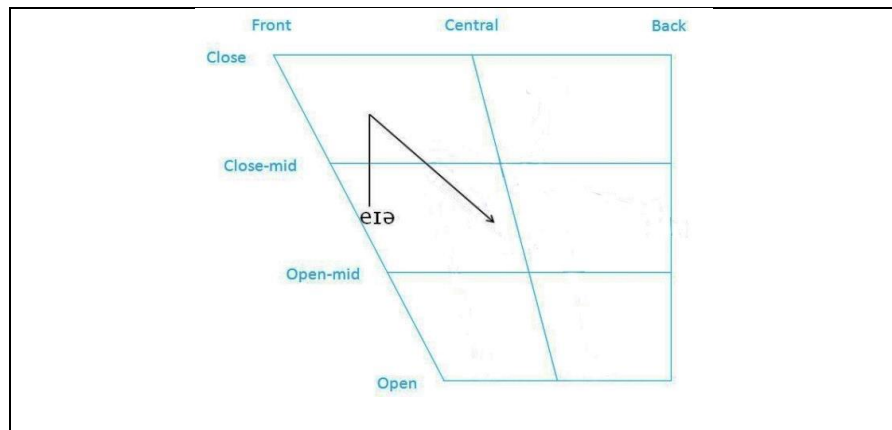


Figure 2.4 /eɪə/ sound

The glide begins from the front, mid, tense vowel /e/, moving up to the front, high, lax vowel /ɪ/, then down and back toward /ə/. The lips are neutral, but with a slight movement from open-mid to slightly closed-mid, and then back to slightly open-mid. The following are some /eɪə/ examples:

No	Triphthong	Pronunciation	Meaning
1	Bayonet	beɪə(ʊ)net	Pisau panjang
2	Betrayal	bɪtɹeɪəl	Pengkhianatan
3	Conveyancing	kənveɪənsɪŋ	Pengangkutan
4	Conveyor	kənveɪəv	Konveyor
5	Layabout	leɪəbaʊt	Orang pemalas
6	Layer	leɪə	Lapisan
7	Onomatopoeia	ɒnəmətəpeɪə	Kata mengandung bunyi
8	Player	pleɪə(ɪ)	Pemain
9	Slayer	sleɪə	Pembunuh
10	Waylayer	weɪleɪə(ɪ)	Pembuat jalan

Table 2.1 /eɪə/ pronunciation

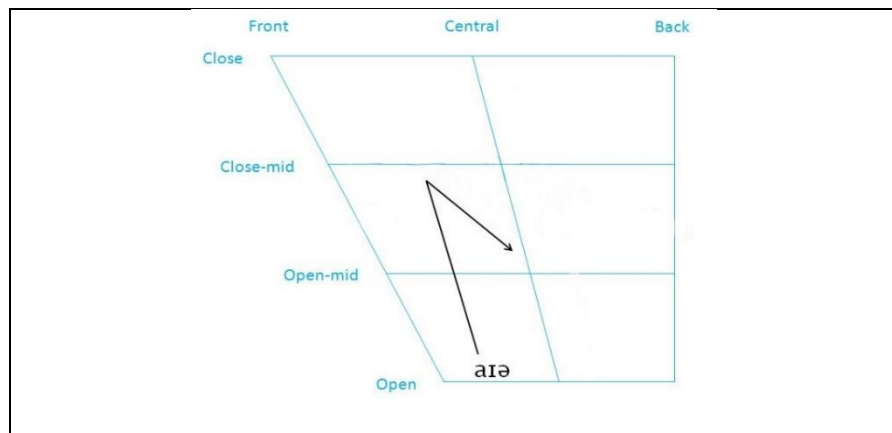


Figure 2.5 /aɪə/ sound

The triphthong /aɪə/, stated as gliding from the front, low, tense /a/, moving up to the front, high, lax vowel /ɪ/, then down and back toward /ə/. The lips are neutral, but with a slight movement from open to slightly open-mid nearly to close-mid, and then back to slightly open-mid. The following are some /aɪə/ examples:

No	Triphthong	Pronunciation	Meaning
1	Admire	ədmaɪə	Mengagumi
2	Affiance	əfaɪəns	Menunangkan
3	Annihilate	ənaɪələɪt	Membinasakan
4	Appliance	əplaɪəns	Alat
5	Aspire	əspaɪə(ɪ)	Bercita-cita
6	Attire	ətaɪə(ɪ)	Pakaian
7	Autobiographical	ɑtəʊbaɪəgɹæfəkəl	Otobiografi
8	Bias	baiəs	Prasangka
9	Biocide	baɪəʊsaɪd	Biosida
10	Bioinformatics	baɪəʊɪnfəmətɪks	Bioinformatika

Table 2.2 /aɪə/ pronunciations

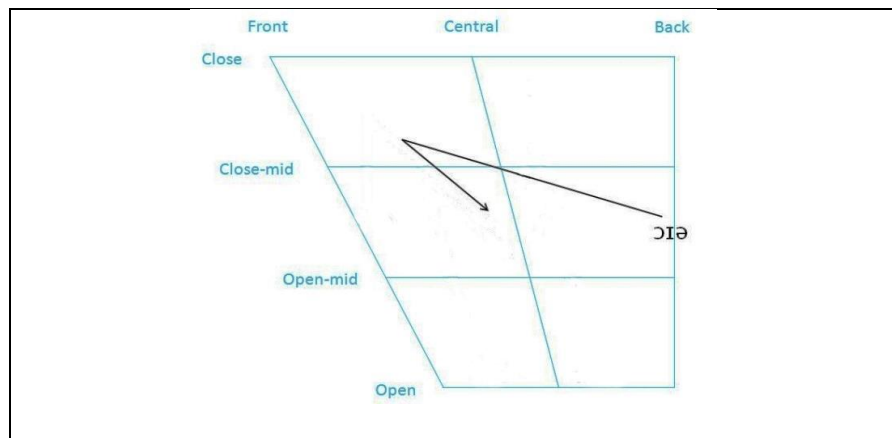


Figure 2.6 /ɔɪə/ sound

The glide starts in the position from back vowel /ɔ/, moving up and forward toward /ɪ/, and then moving down for the schwa /ə/. The lips begin with open-mid and rounded then change to neutral close-mid and open-mid. For examples:

No	Triphthong	Pronunciation	Meaning
1	Annoyance	ə'noʊəns	Gangguan
2	Caloyer	kə'ləɪə	Kalori
3	Chatoyant	ʃə'tɔɪənt	Orang yang suka mengobrol
4	Clairvoyance	kleɪ'vɔɪəns	Kewaskitaan
5	Coir	kɔɪə	Sabut
6	Employability	ɪm'plɔɪəbɪləti	Kemampuan kerja
7	Flamboyant	fləmbɔɪənt	Semarak
8	Foudroyant	fudɔɪənt	Gila
9	Homoiophone	hə'mɔɪəfəʊn	Homoifon
10	Joyance	dʒɔɪəns	Kegembiraan

Table 2.3 /ɔɪə/ pronunciations

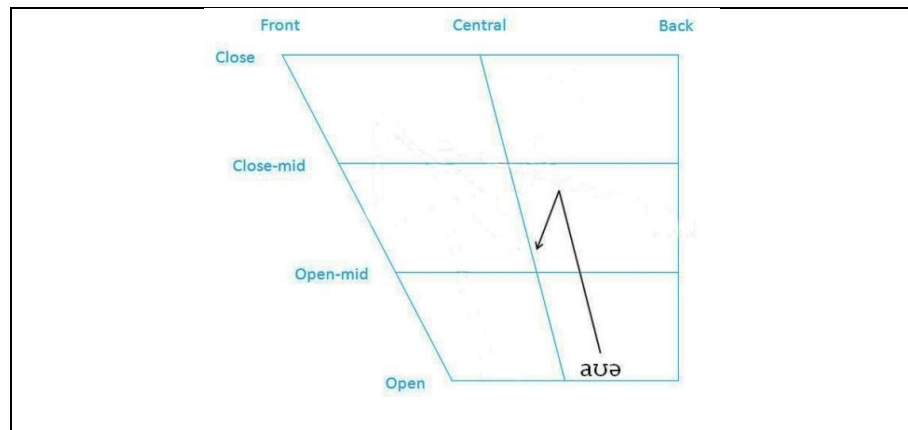


Figure 2.7 /aʊə/ sound

This triphthong is begin with a vowel similar to /ɑ:/ but a little bit more front. The triphthong /aʊə/, when described as gliding from low, tense vowel /a/ into the high, tense vowel /u/ after that, and then moving down for the schwa /ə/. For examples:

No	Triphthong	Pronunciation	Meaning
1	Allowance	əlaʊəns	Tunjangan
2	Cornflour	kɔ:nflaʊə	Tepung jagung
3	Coward	kaʊəd	Pengecut
4	Cowardice	kaʊədɪs	Kepengecutan
5	Cowardly	kaʊədli	Pengecut
6	Dowry	daʊəri	Mas kawin
7	Dowel	daʊəl	Paku dinding
8	Flour	flaʊə	Tepung
9	Glower	glauə(r)	Memandang dengan marah
10	Hour	aʊə(r)	Jam

Table 2.4 /aʊə/ pronunciations

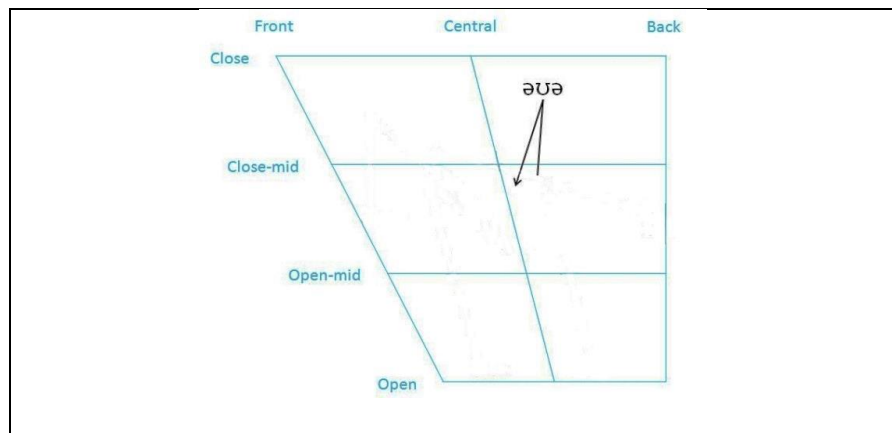


Figure 2.8 /əʊə/ sound

The triphthong /əʊə/, when described as gliding from the mid, central, tense vowel /ə/ into the high and rounded vowel /ʊ/ and back again into the first position of vowel /ə/. The lips may be slightly rounded in anticipation of the glide towards /ʊ/, for which there is quite noticeable lip-rounding. For examples:

No	Triphthong	Pronunciation	Meaning
1	Borrower	bɔrəʊə	Peminjam
2	Cooriginal	kəʊəɪndʒənəl	Asli
3	Cowan	kəʊən	Sapi
4	Flower	fləʊə	Bunga
5	Goer	gəʊə	Pengunjung
6	Lower	ləʊə	Menurunkan
7	Protozoan	pɹəʊtə'zəʊən	Protozoa
8	Snower	snəʊə	Salju
9	Thrower	θrəʊə	Pelempar
10	Zoological	zəʊəlɒdʒɪkəl	Kehewanan

Table 2.5 /əʊə/ pronunciations

B. Error

1. Definition of Error

The error occurs when something is performed incorrectly or wrongly and is caused by performance factors, such as memory limitations, spelling in pronunciation, emotional stress, and so on (Corde cited in Susilowati *et al.*, 2018). Furthermore, (Krashen cited in Dewi, 2018) stated errors are those parts of conversation or composition that deviate from some selected norm of competent language performance.

The terms “error” and “mistake” are different. It is important to recognize between errors and mistakes to conduct an accurate examination of learners’ errors. Mistakes, like slips of the tongue, are easily recognizable by the mistakes maker. Error is systematic in which it is likely to occur repeatedly and is not detected by the learner while a mistake refers to the performance error that is either the random guess or a slip. It happens as a result of an incorrect implementation of a well-known system (Dewi, 2018).

Meanwhile, Error analysis is a process used by researchers and to gather samples of learner language, identify errors, classify them according to their type and causes, and assess their intensity. The term “error analysis” refers to a sort of analysis that focuses on the errors made by second or foreign language learners while learning a new language (Keshavarz, 2012).

Based on the explanation above, one way for differentiating error from a mistake is to assess the consistency of learner performance. If they repeat a word or phrase twice or more with a completely different pronunciation each time, this indicates that they have appropriate comprehension and are simply making a mistake.

2. Types of Error

Based on (Dulay cited in Mulyadi *et al.*, 2018) there are four taxonomies of errors. Each of them is classified into several categories error:

a. Linguistic category taxonomy

The errors are classified linguistically, using terms such as phonology, morphology, syntax, and semantic.

b. Surface strategy taxonomy

There are four classified of errors as followed:

1) Omission

Omission refers to the absence of a required element in the formation of a phrase or sentence. For example, the word 'test' [test] is pronounced as [tes].

2) Addition

The existence of one or more things that are not required is referred to as addition. For example, the word 'car' [ka:] is pronounced as [kʌr].

3) Misformation

The use of the incorrect form of elements in a phrase or sentence is referred to as misformation. For example, is when the learner pronounced the word 'thin' [ðin] as [tin].

4) Misordering

The term "misordering" refers to the wrong placement or order of another language element within a phrase or sentence. For example, the word 'ask' [a:sk] is pronounced as [a:ks].

c. Comparative category taxonomy

There are two categories of errors, as follows:

1) Interlingual error

The errors are created by the learner's mother tongue negatively interfering with the language.

2) Intralingual error

The errors are caused by interference within the target language itself.

d. Communicative effect category taxonomy

It consists of two categories. They are as follows:

1) Local errors

Local errors occur when one or more language parts are omitted from sentence construction, interfering with the communication process. Awkward sentences are frequently the outcome of these types of errors.

2) Global errors

Global errors are the errors that make the entire message meaningless to readers or listeners.

3. Factors of Errors

Error is a common thing that occurs during the learning process of the target language. No one can avoid making errors in learning the language. The errors could be the result of several variables identified and described by linguistics (Spratt *et al.*, 2011).

The researcher will analyze the possible sources of errors made by the learners based on the Kenworthy's theory. There are five potential sources of error: native language, age, amount of exposure, phonetic ability, and motivation and concern for good pronunciation (Kenworthy, 1987).

a. Native Language

Students' native language or mother tongue is an important factor in pronouncing English words properly. Kenworthy state that students who speak English natively will have better pronunciation than those who do not. Additionally, the majority of students struggle with pronouncing foreign words due to their different origins. This is also supported by (Suryatiningsih, 2015), whose pronunciation is also influenced by someone's first language or mother tongue.

b. Age Factor

Age is another aspect that can influence a person's pronunciation when they first begin to learn a language. (Hu, 2016) assumed that younger learners have a higher capacity for acquiring a second/foreign language than older learners. In the long term, young learners who are

immersed in foreign language learning early in life will have a more positive attitude toward language development. Due to their developing brains, young learners can quickly memorize words and effortlessly adopt a native accent.

c. Amount of exposure

Exposure to a target language for a longer period may have a more beneficial influence on pronunciation. Pronunciation learning may be influenced by exposure to the Target Language. Students will struggle with pronunciation if they are not used to learning such a subject to attend a university level (Rosyid, 2017).

d. Phonetic Ability

Kenworthy believes that an individual with the great phonetic ability also possesses better pronouncing ability. Phonetic ability can be defined as the capacity to identify between sounds or to put it another way, they have a better hearing ability. Additionally, the student with better phonetic ability would have received explicit instruction. Thus, teachers play a big role in this part because explicit feedback from the teacher is the most helpful since it has the potential to assist students to develop self-awareness of their pronunciation challenges and to detect when these difficulties arise so that they can learn to self-correct or self-monitor. (Ghorbani *et al.*, 2016).

e. Motivation and Concern for Good Pronunciation

Every student has a unique reason for studying English. When someone is motivated, they are more likely to learn more, which results in improved pronunciation. Students who were motivated to learn and had a positive opinion toward the target language and will perform better than those who were not (Gilakjani, 2011; Sparks and Glachow, 1991).

C. Review of Related Study

To support the analysis in this study, several studies on similar subjects are cited. They are derived from a variety of sources. They are as follows:

1. The first previous study was done by Sulaiman and Muhammad Iqbal Ripo Putra whose conducted research entitled “*An Analysis of Factors Influencing Student’s Problem in Pronouncing Long and Short Vowels*”. The purpose of the study was to determine students' competence in pronouncing long and short English vowels as well as the reason of their difficulties with these vowels. Out of a total of thirty students, only two achieved a score of "good" or "excellent." The results of the interview revealed that the student had troubles pronouncing the vowel in English, which were brought on by a number of factors, including social and academic problems.
2. Another previous study is research entitled “*English Pronunciation Errors by Sundanese Speakers*”. It was conducted in the year 2019. The research is arranged by Dwi Warry Octaviana. A questionnaire and reading material were used to gather the data for this descriptive study. The study's conclusions showed that internal factors (lack of practice, lack of confidence, and lack of exposure) and external factors (differences in pronunciation between the students' first language (Sundanese) and their target language (English) as well as differences between what the correct pronunciation that should be pronounced and its writing actually) were the biggest factors of the students' English pronunciation errors.
3. Then, research from Ayu Arisna, Kisman Salija & Murni Mahmud explained: “*Phonotactic Analysis on Pronunciation Errors in the Discussion of English Department Students at Universitas Negeri Makassar*” (2019). The researchers found that phonemes /eɪ/ and /aɪə/ were the two dominant phonemes that commonly suffered changes. As a result, the students who served as the subjects paid no attention to phonological issues.
4. The next previous study related to this research is written by Rahmatika Kayyis & Ulfah Putri Intan Sari in 2017, with the title “*The Impact of Javanese Language to English Pronunciation Error: How and Why?*”. Kayyis and Sari focus on 50% errors. Javanese committed errors on /d/, /b/, /p/, /g/, stressing words at the middle, last. Additionally, as a result of their

Javanese language, they have issues with long vowels, voiced consonants, stressing words at the beginning, middle, and end, as well as falling and rising intonation. Furthermore, age was a factor in the error as well. Despite this, mother tongue influences on English pronunciation were significant enough.