

CHAPTER II

REVIEW OF RELATED LITERATURE

In this study, the researcher uses some theories which are important as a reference in her analysis. They are Pronunciation, Indonesian Speech sounds, English Speech Sounds, Phonemic Inventory of the two Languages (Indonesia and English), Interference and Pronunciation Error

A. Pronunciation

1. The Nature Pronunciation

Oxfords Advanced Learner's dictionary defines pronunciation is the way in which a language is spoken, the way in which a word pronounces, and the way a person speaks the word language. Based on the statement it can be concluded no one pronounce a like, the difference arise from variety of caused such as locality, early influence and social surrounding, there are also individual aspect in which it is difficult or impossible.

The teaching of pronunciation has always been dealt with from rather different perspective from other language skill; the influence of the first language seem to be must grater in relation to pronunciation in contrast with the acquisition of morphology and syntax⁵. In terms of pronunciation can be defined as speech sounds and the nature of speech sounds it self are made voluntary: they require that the speech organ shall be placed in certain

⁵ John Murphy. Practical English Language Teaching first edition (singapore: the MC graw hill companies, 2003), 20.

definite positions or moved in certain definite ways. The speaker has to go out of his way to order to make speech sound.

2. Good Pronunciation

Good pronunciation is an important factor to help the speaker to express their idea correctly and accurately. Essentially of good pronunciation are as follows⁶:

- a. The sounds of language are important, in differentiate the words, for example:

Think	sing
Search	church
Eat	it
- b. The intonation of the language is produces by the sequences of pitch (tone of the voice). Each language has its characteristic sequences of pitch.
- c. The rhythm is characterized by the regular recurrence of emphases syllable.

3. Difficulties of Pronunciation

The students of spoken English or any other spoken language is paced at the outside with difficulties of five kinds in the matter of pronunciation, they are as follow:⁷

- a. He must learn to recognize readily and with certainty the various speech-sounds occurring in the language, when he hears them

⁶ Robert Lado Fries, *learning language*. London. Longman. 1958. 1.

⁷ Daniel Jones, *An Outline of English Phonetic*, (Cambridge: Cambridge University press. 1987), 2.

pronounced; he must moreover learn to remember the accoustic of those sounds.

- b. He must learn to make the foreign sounds with his on organ of speech.
- c. He must learn to use those sounds in their proper places in connected speech.
- d. He must learn the proper usage in the matter of the 'sounds-attributes' or 'prosodies' as they are often called (especially length, stress, and voice-pitch).
- e. He must learn to include the sounds; it means to join each sound of sequence rapidly and without stambling.

4. Mispronunciation

Mispronunciation is defined by the Oxford English Dictionary as "incorrect or inaccurate pronunciation". The matter of what is or is not mispronunciation is a contentious one, and indeed there is some disagreement about the extent to which the term is even meaningful. (It is interesting to note that even the word "pronunciation" itself is commonly mispronounced or misspelled as "pronounciation.") Languages are pronounced in different ways by different people, depending on such factors as the area they grew up in, their level of education, and their social class. Even within groups of the same area and class, different people can have different ways of pronouncing certain words.⁸

⁸ <http://mispronunciation.askdefine.com/>

5. The Factor Affecting pronunciation

The research and theory presented so far suggest that the learner's first language will have a strong influence on L2 pronunciation. Kenworthy (1987), who provides a balanced treatment of theory and practice, identify six principal factors affecting pronunciation learning. These are as follow:⁹

- a. The native language. We already looked in some details at the influence of the first language on the sound system of a second.
- b. The age factor. Kenworthy refers to the commonly held believe that there is a strong relationship between second language pronunciation ability and age. The question of whether there is an age-related limit on the mastery of pronunciation has been well researched, but like many other areas in language teaching, the result are rather mixed, and it is to early to state that there is a simple straightforward link between age ang pronunciation ability.
- c. Amount of exposure. Once again, there are problem with this factor, not the least of which involves quantifying 'amount of exposure'. Many people living in the target country hear little of the target language, while other living in their own native country may have sgnificant exposure to a foreign language. Kenworthy concludes that while amount of exposure is a contributory factor, it is not a necessary factor in the development of pronunciation.

⁹ David ninan, *Language Teaching Methodology, Text Book For Teacher*, (Prentice Hall International (UK) Ltd. 1991), 106

- d. Phonetic ability. 'phonetic ability' refers to whether someone has an 'ear' for a foreign language, and tests have been developed to measure this factor (which is generally referred to as 'phonetic coding ability' or 'auditory discrimination ability'). There is some evidence that good discriminators are not. Kenworthy points out that this is an ability which the learner brings to the learning situation, and claims that as a result it is beyond the control of the teacher (although this is something with which many would disagree).
 - e. Attitude and identity. The ability to adopt and develop a foreign pronunciation has also been linked with the extent to which the learner wants to identify with the target culture. This factor may be cross-related to other factors such as age and length of residence in the target country.
 - f. Motivation and concern for good pronunciation. This final factor is probably also related to personality. Some students seem unconcerned about making mistakes, be they grammatical or phonological, just so long as they are communicating effectively. Others are very concerned about correctness, which may stem from a desire to identify with the target culture, or because they have a natural inclination to speak correctly.
6. To Sormount the Difficulties of Pronunciation

In correlation with the difficulties of learning English pronunciation which has been discussed before, in this part will explain the methods to sormount for students to sormount them.¹⁰

- a. "Ear training" or "cultifation the audytory memory". The possession of good involve. The ability to discriminate between the sound, the ability to rememmer the acoutic qualities of foreign sounds, ability to recognize foreign easily and certainly.
- b. Gymnastic the vocal organs. In order to learn speech sounds of foreign language, the students have to put their tongue, lips and other parts of the organ of speech at certain position.
- c. The student has to learn what the appropriete order in which to place the sounds so as to make intelligible words and sentences.
- d. The student has to concern certain characteristics which sounds and syllables have relativeto other sounds and syllables in the sentences. Its mean, the students have to care of the length, stress and pitch.
- e. The student must be carefully distinguished from all preceding.

B. Indonesian Speech Sound

The segmental feature of language are the sounds that consist of vowel and consonant sounds. In Indonesian vowel system, there are ten different vowels identified, [a, i, u, e, ə] and [o] and also include several diphthongs, such as [ai,

¹⁰ Jones Daniel, *An Outline of English Phonetic*. 3.

au, oi] and [ei].¹¹ Then, Indonesian has twenty two consonants [p, b, t, d, k, g, c, j, f, s, z, ʃ, x, h, m, n, ŋ, r, l, w, y].¹²

1. Indonesian Consonant

In describing consonant, it is also necessary to state where in the vocal tract a constriction is made—that is, where the vocal tract is made narrower. This is referred to as the place of articulation.

- a. Bilabial consonants are made by bringing both of lips closer together. There are five such sounds in Indonesian: [p], [b], [m], [w].
- b. Labiodental consonants are made with the lower lip againsts the upper front teeth. Indonesian has two labiodental: [f], and [v].
- c. Apiko-dental are made with the tongue tip at or near alveolar ridge. Alveolar ridge is a small ridge that protudes just behind your upper front teeth. Indonesian has three apiko-dental consonants: [t], [d], [n].
- d. Apiko-alveolar sounds are made at the tongue tip and the roof of the mouth. Indonesian has three apiko-alveolar sounds: [t], [d], [n].
- e. Lamino-Palatal sounds are made with the tongue near the center of the hard portion of the roof of the mouth. Indonesian has only on palatal sound: [c], [j], [ɲ], [ʃ].
- f. Dorso-Velar consonants are produced at the soft part of the roof of the mouth behind the hard palate—the velum. Sounds made with the tongue near the velum are said to be velar. There are three velar sounds in English: [k], [g], [ŋ], [x]

¹¹ Abdul Chaer, *Fonologi Bahasa Indonesia* (Jakarta: Rineka Cipta, 2009), 109.

¹² *Ibid*, 110.

- g. (Dorso-) uvular sounds are made by the dorsum and the uvula. Indonesian has two (Dorso-) uvular sounds: [q], [R].
- h. Laryngeal sounds are produced at the larynx. Indonesian has only one laryngeal sound: [h].
- i. Glottal sounds are produced at the larynx. The other is called a glottal stop and is described phonetically as [ʔ]

On the basis of manner of articulation, English has the following types of consonant:

- a. Plosive or stop: involving complete closure of two articulators with the velum raised (velic closure). E.g [p, b, t, d, k, g, ʔ]
- b. Nasal: involving complete closure of two articulators with the velum lowered (velic opening). E.g [m, n, ŋ, ŋ]
- c. Fricative: involving close approximation of two articulators, the air stream is partially obstructed so that the turbulent airflow is produced, resulting in a hissing or rubbing sound. E.g. [f, ʃ, v, s, z, x]
- d. Affricate: consisting of a stop released slowly into a homorganic fricative. E.g. [tʃ, dʒ].
- e. Rolled/ trill: involving complete closure alternating intermittently with open approximation. E.g. [r, R]
- f. Lateral: the sound produced by air flow are closed so that the air can still get out through one or both sides. E.g [l]

According to the place of glottis, consonants are distinguished:

- a. Voiceless: the sound produced by the vocal cords do not open and close movement so that the movement does not significant. E.g. [k, p, t, s]
- b. Voiced: the sound produced by the vocal cords open and close movement quickly so it vibrates significantly. E.g. [g, b, d, z]

Table. 2.1

The tabel below is the indonesian consonants.

P	Putri	ʃ	Syarat
B	Bara	ç	Khas
T	Tikar	h	Hilang
D	Dar a	m	Malang
K	Kera	n	Negri
G	Galah	n	Nyonya
C	Cinta	ŋ	Bentang
J	Jalan	r	Rawa
F	Flora	l	Lupa
S	Sumber	w	Watak
Z	Zaman	y	Layar

2. Indonesian phonotactic.

Table. 2.2

Indonesian phonotactic

Phonotactic	Word	Phonotactic	Word
V	I (i-ni)	KVKK	Teks (kon-teks)
KV	La (la-ba)	KKKV	Stra (stra-ta)
VK	Am (am-bil)	KKVKK	Pleks (kom-pleks)
KVK	But (ram-but)	KKKVK	Struk (struk-tur)
KKV	Fra (fra-sa)	VKK	Eks (eks-por)
KKVK	Trak (trak-tor)		

¹³ Masnur Muslich, fonologi Bahasa Indonesia, Tinjauan Deskriptif Sistem Bunyi Bahasa Indonesia, (Jakarta: Bumi Aksara, 2009 , 43.

C. English Speech Sound

1. English Consonant

According to Victoria Fromkin, consonant often referred to by symbols C. Consonantal sounds are produced with some restriction or closure in the vocal tract as the air from the lungs is pushed through the glottis out of the mouth.¹⁴ A consonant is defined as a speech sound which is articulated with some kind of stricture or closure of air stream.

Consonant are classified according to four features: the state of the glottis: in vibration (voiced) or open (voiceless); the state of the velum: lowered (nasal) or raised (oral); the place of articulation: where the structure occurs (place of maximum interference) and what articulators are involved; and the manner of articulation: the amount of structure, whether it is complete, partial (called close approximation), or relatively open (open approximation).¹⁵ There are 24 consonants in English, they are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/ and /j/.

According to the place of glottis, consonants are distinguished:

- a. Voiced: when the vocal cord drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating vibration. Therefore, there is some vibration in Adam's apple.

¹⁴ Victoria Fromkin, *An Introduction to Language* (London: Harcourt Australia Pty Ltd, 1999), 214.

¹⁵ Laurel J Brinton, *The Structure of Modern English. A Linguistic introduction* (Amsterdam: John benjamins Publishing Company, 2003), 23

- b. Voiceless: when the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Therefore, there is no vibration in the Adam's apple.¹⁶

On the basis of where the outgoing air is obstructed (place of articulation) the following consonants are distinguish:

- 1) Bilabial consonants are made by bringing both of lips closer together. There are five such sounds in English: [p], [b], [m], [w], [w].
- 2) Labiodental consonants are made with the lower lip against the upper front teeth. English has two labiodental: [f], and [v].
- 3) Interdentals are made with the tip of the tongue protruding with the front teeth. There are two interdental sounds in most varieties of American English. [θ], [ð].
- 4) Alveolar are made with the tongue tip at or near alveolar ridge. Alveolar ridge is a small ridge that protrudes just behind your upper front teeth. English has seven alveolar consonants: [t], [d], [s], [z], [n], [l], [r].
- 5) Post-alveolar sounds are made a bit further back. English has four post-alveolar sounds: [ʃ], [ʒ], [tʃ], [dʒ].
- 6) Palatal sounds are made with the tongue near the center of the hard portion of the roof of the mouth. English has only one palatal sound: [j]

¹⁶ April Mc Mahon, *An Introduction to English Phonology* (Edinburgh: Edinburgh University Press, Ltd, 2002), 26

- 7) Velar consonants are produced at the soft part of the roof of the mouth behind the hard palate—the velum. Sounds made with the tongue near the velum are said to be velar. There are three velar sounds in English: [k], [g], [ŋ].
- 8) Glottal sounds are produced at the larynx. English has two sounds made at the glottis. One is easy to hear: [h]. The other is called a glottal stop and is described phonetically as [ʔ].¹⁷

On the basis of manner of articulation, English has the following types of consonant:

- g. Plosive or stop: involving complete closure of two articulators with the velum raised (velic closure). E.g. [p, b, t, d, k, g]
- h. Nasal: involving complete closure of two articulators with the velum lowered (velic opening). E.g. [m, n, ŋ]
- i. Fricative: involving close approximant of two articulators, the air stream is partially obstructed so that the turbulent airflow is produced, resulting in a hissing or rubbing sound. E.g. [f, θ, ð, s, z, h]
- j. Affricate: consisting of a stop released slowly into a homorganic fricative. E.g. [tʃ], [dʒ].
- k. Rolled: involving complete closure alternating intermittently with open approximation. E.g. [r]

¹⁷ Christin Wilson, language files, material for an introduction to language and linguistics, 11th edition ()

- l. Flap: involving momentary complete closure in which the active articulator strikes the passive articulator only once.
- m. Approximant: one articulator approaches another but generally not to the extent that the turbulent air stream is produced. There are three different types of approximant:
- 1) Lateral: involving complete closure of the central portion of the vocal tract, with the lateral passage air. E.g [l].
 - 2) Retroflex: involving the underside of the tongue curling back behind the alveolar ridge towards the palate. E.g. [r].
 - 3) Glide or semivowels: involving the glide to or from a vowel: this sound is articulated like a vowel but functions as a consonant. E.g [w].¹⁸

2. English phonotactic

In every language there are limitations on the kinds of sounds and sounds sequences possible in different positions in words. The limitations on possible combinations of sounds are known as *Phonotactic Constraints*.

Table. 2.3
English phonotactic

Phonotactic	Words	Phonotactic	Words
V	<i>A</i>	CCV	<i>Flew</i>
VC	<i>At</i>	CCVC	<i>Flute</i>
VCC	<i>Ask</i>	CCVCC	<i>Flutes</i>
VCCC	<i>Asked</i>	CCVCCC	<i>Crafts</i>
CV	<i>No</i>	CCCV	<i>Spree</i>
CVC	<i>Not</i>	CCVCV	<i>Spleen</i>
CVCC	<i>Ramp</i>	CCCVCC	<i>Strength</i>
CVCCC	<i>ramps</i>	CCCVCCC	<i>Strengths</i>

¹⁸ Laurel J Brinton, *The Structure of Modern English. A Linguistic introduction*, 25

Table. 2.4

The phonetic chart of English consonants in the table below:

		Place of articulation							
		Front \longrightarrow Back							
		bilabial	Labio - dental	Dental	alveolar	Palato - alveolar	palatal	Velar	glottal
Manner of articulations	Plosive	P b			t d			k g	
	Affricate					tʃ dʒ			
	Fricative		f v	θ ð	s z	ʃ ʒ			h
	Nasal	M			N			ŋ	
	Lateral				l				
	Approximant	(w)				r	J	W	

D. Phonemic Inventory of The Two Language (Indonesian and English)

Indonesian pronunciation has some different with English pronunciation either on vowel and consonants. English consonants sounds almost same with Indonesian but there are only few differences between them. English has /θ/, /ð/, /tʃ/, /dʒ/, /ʒ/ and in Indonesian has /ç/.

E. Interference

Language interference, also known language transfer is most commonly discussed in the context of English language learning and teaching, but it can

occur in any situation when someone does not have a native level command of a language, as when translating into a second language.

When the relevant unit or structure of both languages is the same, linguistic interference can result in correct language production called *positive transfer* — "correct" meaning in line with most native speakers' notions of acceptability. An example is the use of cognates. Note, however, that language interference is most often discussed as a source of errors known as *negative transfer*. Negative transfer occurs when speakers and writers transfer items and structures that are not the same in both languages. Within the theory of contrastive analysis (the systematic study of a pair of languages with a view to identifying their structural differences and similarities), the greater the differences between the two languages, the more negative transfer can be expected.

The results of positive transfer go largely unnoticed, and thus are less often discussed. Nonetheless, such results can have a large effect. Generally speaking, the more similar the two languages are, and the more the learner is aware of the relation between them, the more positive transfer will occur. For example, an Anglophone learner of German may correctly guess an item of German vocabulary from its English counterpart, but word order and collocation are more likely to differ, as will connotations. Such an approach has the disadvantage of making the learner more subject to the influence of "false friends".¹⁹

¹⁹ <http://www.eltworld.net/pdf/ARTICLE%20-%20Language%20transfer.pdf>

F. Pronunciation Error

According to the types of pronunciation errors, that related to the segmental features. At least there are four errors in segmental features:²⁰

1. Deletion/omission

Deletion is the removal of a sound of a word, often for easier pronunciation. For example: in “infrared” the “r” is deleted and the word is often pronounce [infəred]

2. Epenthesis/ eddition

Epenthesis is the addition of one or more sounds to a word, especially to the interior of a word. Epenthesis may be defided into two types: *excrecence* (if the sound added is a consonant) and *anaptyxis* (if the sound added is a vowel). For example: in ‘wednesday’ which must be pronounce as [wensdei] is often pronounced [wednesdei], here, the addition of vowel [e] is happened.

3. Subtitution

Subtitution is type of articulation error in which one or more sounds is subtited for another. For example ‘she’ [ʃi] often pronounced [si]. The sound [ʃ] subtited by [s].

Pronunciation is a way the particular word is pronounced. The students who has good pronunciation always has good sound, intonation and the rhythm of the word he said, but students who learn English as a foreign language

²⁰ http://www.superduperinc.com/handouts/pdf/201_TypesofArticulationErrors.pdf

sometime they make an error or wrong when they pronounce a word or we called it *Mispronunciation*. *Mispronunciation* is caused by the english word is not similar with our own language, so we must force our tongue to pronounce it well. When we do it there are so many difficultis, one of them is we must learn to recognize readily and with certainty the various speech-sounds occuring in the language, when we hear them pronounced; we must moreover learn to remember the accoustic of those sounds. Indonesian and English is different either in the releants unit or in structure, it couses we make error in pronunciation like *Addition*, *Ommition*, and *Subtitution*.