

CHAPTER II

REVIEW OF RELATED LITERATURE

In the previous discussion, the researcher has defined about his concern in one of vocational school in Balong-Kandat which needs a help to improve the student's pronunciation accuracy. By this way, the researcher finds that using direct method in teaching learning process can help students to improve their pronunciation accuracy. So in this review of related literature, there are several topics to discuss: the nature of pronunciation, teaching pronunciation, and the general concept of direct method.

A. The Nature of Pronunciation

Many learners of English as a foreign language have major difficulties with English pronunciation even after years of learning the language. Hinofotis and Baily notes that "up to a certain proficiency standard, the fault which most severely impairs the communication process in EFL/ESL learners is pronunciation", not vocabulary or grammar.¹

Pronunciation is the way in which language or a particular words or sound is pronounced. Pronunciation refers to the production of sounds that we use to make a meaning. Pronunciation can be one of the most difficult parts for a language learner to master and one of the least favorite topics for teachers to address in the classroom.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language

¹ Ahmadi, "Why is Pronunciation so Difficult to Learn?", 74

(segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.²

Pronunciation must be viewed as more than correct product of individual sounds. It must be viewed as more than correct product of individual sounds. It must be viewed as a crucial part of communication that should be incorporated into classroom activities. Teachers may help students by highlighting elements such as sounds, syllables, stress, and intonations. Teachers can actively encourage the students' actual productions, build pronunciation awareness and practice through classes gradually building skills in listening and speaking. Pronunciation can play an important role in supporting the learners' or student's overall communicative power.

The theory in pronunciation is essential for teachers so that they understand how different aspects work. On the other hand, learners do not necessarily need to cover the theory in depth. It is the practical that concerns them most.

B. Teaching Pronunciation

Almost all English language teachers get students to study grammar and vocabulary, practice functional dialogue, take part in productive skills activities and try to become competent in listening and reading. Teaching pronunciation does not only make student aware of different sounds and sounds feature but also improves their speaking immeasurably. Concentrating on sounds, showing

² "Fact sheet-what is pronunciation", *Adult Migrant English Program Research Centre*, (October, 2002), 1

where they are made in the mouth, making students aware of where words should be stressed.

As teachers, we are often not the best judges of the accuracy of our students pronunciation. We are accustomed to it and usually very tolerant when in general, native speakers are not. Such exercise help us to be more aware of real problems learners have in their oral production and to help to correct them.³

The degree to which students acquire “perfect” pronunciation seems to depend very much on their attitude to how they speak and how they hear. The students should be able to use pronunciation which is good enough for them to be understood if their pronunciation is not up to this standard, then clearly there is a serious danger that they will fail to communicate effectively.⁴

A teacher can help overcome this psychological barrier and other challenges by thinking of the goal of pronunciation instruction not as helping students to sound like native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others. In other words, teachers and students can overcome the frustations, difficulties, and boredom often associated with pronunciation by focusing their attention on the development of pronunciation that is “listener friendly”. After all, English pronunciation does not amount to mastery of a list of sounds or isolated words.

³ David F. Dalton, “Some Technique for Teaching Pronunciation”, *The Internet TESL Journal*, Vol. III, No. 1 (January, 1997)

⁴ Harmer, *The Practice of English*

Instead, it amounts to learning and practicing the specifically English way of making a speaker's thoughts easy to follow.⁵

There are some problems occur in much pronunciation teaching and learning.

1. what students can hear some students have great difficulty hearing pronunciation features which teacher wants them to reproduce. Speakers of different first language have problems with different sounds. Teacher may show students how sounds are made through demonstration and explanation. Beside, teacher may also draw the sounds to their attention every time they appear on a recording or in our own conversation. In this way, teacher gradually trains the students ears. When they can hear correctly, they are on the way to being able to speak correctly.
2. What students can say that all babies are born with the ability to make the whole range of sounds available to human beings. As people grow and focus in on one or two language, we lose the habit of making some of those sounds. Teacher will need to show and explain exactly where sounds are produced.
3. The intonation problem: for many teachers the most problematic area of pronunciation is intonation. Some of teachers and many of the students find it extremely difficult to hear "tune" or to identify the different patterns of rising and falling tones. The fact that teacher may have difficulty to recognize specific intonation does not mean that teacher should abandon intonation teaching all together. Teachers may get students to imitate the way how to express their feelings.

⁵Judy B. Gilbert, *Teaching Pronunciation-Using the Prosody Pyramid* (USA: Cambridge University Press, 2008), 1

According to Winiewska, there are seven techniques to teach pronunciation. Those are: 1) Phonetic transcription; 2) Auditory reinforcement; 4) Tactile reinforcement; 5) Drama voice techniques; 6) Audio feedback; and 7) Multimedia enhancement. Another innovative technique which is becoming more frequently used in pronunciation teaching is computer displays. The advantages of this medium include: visual feedback, entertaining, game like quality of programs, a great amount of individual feedback and the opportunity to compare learner's own production of speech with native speaker model. The only limitation of this medium that learners and teachers may come across is the availability of software, since many schools are still not equipped with large enough computer labs to meet users' needs.⁶

Sometimes teacher still confused about what kind of test they can use to determine progress. Test used for research have different function than test appropriate for teaching pronunciation. It is useful to have some way of discovering what kinds of problem are most prevalent in a particular class, but that true purpose of pre- and post- measurement in a pronunciation classroom should be to provide encouragement. It is not enough for the teacher to assure students that they are improving. Students tend to depend on numerical scores to convince themselves that the effort has paid off. This is easy enough to manage if the skill subject is grammar or vocabulary. But pronunciation is more psychologically sensitive, and harder to score objectively . this means that the elements tested in the pre-test must be

⁶ http://www.publikacje.edu.pl/pdf/7039.pdf_5_Nov_2014. (12.00 PM)

intentionally and thoroughly taught, in order to more or less guarantee better scores in the post-test. For research purposes, “teaching to the test” undermines the reliability of the result. But for pedagogic/psychological purposes, teaching to the test is essential. The test must measure what we are going to teach. Put another way, the curriculum that is going to be presented, including prioritizing of topics, must be directly addressed in the pre-testing.⁷

C. The General Concept of Direct Method.

An attempt to teach the language as one could in learning mother tongue is known as the Direct Method. It is also called natural method because it is learnt naturally like mother tongue or first language. This method was against of Grammar Translation Method. The extreme use of mother tongue affected the naturalness of language. The students did not learn language but practiced of acquiring mother tongue or first language.

In practicing Direct Method stood for the following principles and procedure.⁸

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in carefully graded progression organized around question and answer exchanges between teachers and students in small intensive class.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. New teaching points were introduced orally.

⁷ Gilbert, *Teaching Pronunciation*, 43- 44

⁸ Jack C Richards and Theodore S Rodgers, *Approaches and Methods In Language Teaching* (Melbourne: Cambridge university Press, 1986), p. 10

7. Concrete vocabulary was taught through demonstration, objects and picture, abstract vocabulary was thought by association of ideas.
8. Both speech and listening comprehension were taught.
9. Correct pronunciation and grammar were emphasized

These principles are seen in the following guidelines for teaching oral language, which are still followed in comtemporany Berlitz school:⁹

Never translate: demonstrate

Never explain: act

Never make a speech: ask questions

Never imitate mistakes: correct

Never speak with single words: use sentences

Never speak too much : make students speak much

Never use the book: use your lesson plan

Never go to fast: keep the pace of the student

Never speak too slowly: speak normally

Never speak to quickly: speak naturally

Never speak too loudly: speak naturally

Never be impatient: take it easy

Direct Method has many advantages. Initially, this method is called natural method because English is taught as the child learns his mother tongue. Secondly, the pronunciation, accent, intonation and rhythm are essential for better and effective communiacation. This method helps to speak language effectively. Thirdly, this method is based on the principle of

⁹ Ibid, 10

“Learning by Doing”. Thus this method is scientific and very effective. Fourthly, to learn any language means to speak that language fluently. Thus this method creates this ability in students. Then, this method helps learners to enjoy language. So the learners start using the language without fear. Next, the correct use of grammar and pronunciation were emphasized. The last is grammar was taught inductively. Students have to formulate grammatical rules by themselves and to check, test, and revise these rules, rather than to receive them passively from their teacher without understanding the reason behind them.¹⁰

On the other hands, Direct Method has some disadvantages. Firstly, for every sentence or subject matter, the teacher cannot perform an action and show any object. It means that every subject matter cannot be explained by action or showing any object. Secondly, this method is not useful in over crowded classes. Thirdly, this method does not help in important aspect of language learning like reading and writing. Fourthly, to use this method in the class, the teacher should be mastered in subject. He should have active command on his teaching. He should be a perfect teacher. The last, this method requires many audio visual aids, which are very expensive so our schools cannot afford such equipments.¹¹

¹⁰ M. F. Patel. *English Language Teaching*, 80-81

¹¹ Ibid, 81