CHAPTER II

REVIEW OF RELATED THEORY

In this chapter, the researcher provides several points to convey the literature review of this research. It consists of some theories on pronunciation, English phonemes, dental fricative consonant,Javanese accent, and previous study.

A. Pronunciation

Pronunciation becomes a very important aspect of language. Otlowsky (1992) explains that pronunciation is a way to speak a word especially a way which is generally expected or understood. As we know, different communities have different language and different way of speaking. So, it is very important that we can speak in their language properly, which is expected or recognized for that community so they can understand what we are saying. Someone who learns English as a foreign language must be able to use English pronunciation as well as other skills. In Addition, pronunciation as organized consonant that is very different from written language. In line with the statements above, it could be stated that pronunciation is a way in which someone utters the words or language to another based on the available rules (O'Connor, 1980).

When talking about pronunciation in language learning we mean the production and perception of the significant consonants of a particular language in order to achieve meaning in contexts of language use. This comprises the production and perception of segmental consonants, of

stressed and unstressed syllables, and of the 'speech melody', or intonation. Also, the way we consonant is influenced 12 greatly by factors such as voice quality, speech rate and overall loudness (Carter and Nunan, 2001).

Pronunciation is part of speech which includes word, intonation, and the consonants of language. Pronunciation has big contribution for better English speaking. It is very important to learn, because with good pronunciation, our English can be more clearly and easily to understand. It is true that pronunciation has important role in oral communication. If someone speaks in appropriate pronunciation, the listeners cannot understand what the speakers talking about or it may disturb others' understanding. Harmer (2001) states that pronunciation teaching not only makes students aware of different consonants and consonant features and what these mean, but can also improve their speaking immeasurably. Based on the statements above, the researcher concludes that pronunciation is the knowledge of how to say a word, also the production and perception of the significant consonants of a particular language in order to achieve meaning in contexts of language use.

B. English Phonemes

According to Kelly (2000), 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. For example, the word rat has the phonemes /ræt/. If

we change the middle phoneme, we get /rɒt/ rot, a different word. The set of phonemes consist of two categories, they are vowel sounds and consonant sounds.

Table 1 The Set of Phonemes

Vowels		Diphthongs		Consonants			
i:	Bead	Ei	Cake	P	Pin	S	Sue
I	Hit	ɔI	Toy	B	Bin	Z	Zoo
ʊ	Book	Ai	High	T	To	ʃ	She
u:	Food	Iə	Beer	D	Do	ʒ	Measure
E	Left	ʊə	Fewer	K	Cot	H	Hello
ə	About	eə	Where	G	Got	M	More
3:	Shirt	əʊ	Go	tʃ	church	N	No
ɔ	Call	aʊ	House	dʒ	Judge	ŋ	Sing
Æ	Hat			F	Fan	I	Live
Λ	Run			V	Van	R	Red
α:	Far			Θ	Think	J	Yes
ɒ	Dog			Ð	The	W	Wood

From the table above, we can see the set of English phonemes. English phonemes are devided into two categories, they are vowels and consonants. English has at least 12 vowels, 8 diphthongs, and 24 consonants.

Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overal shape of the mouth. English

speakers generally use twelve pure vowels and eight diphthongs. A crude definition of diphthong might be 'a combonation of vowel sounds'. A slightly closer analysis show us that there is a 'glide' (movement of the tongue, lips, and jaw) from one pure vowel sound to another. The first sound is each phoneme is longer and louder than the second in English, but not in all languages. Consonant sounds may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing for example /f/, as in fan, and /v/, as in van (Kelly, 2000).

C. Dental Fricative Consonant

Dental fricative consonants are produced with a continuous airflow through the mouth. They belong to a large class of sounds called continuants, due to their production which are accompanied by a continuous audible noise. The production of dental fricative sounds, generally is the soft palate being raised, the nasal resonator shut off, the tip, and rims of the tongue make a light contact with the edge and inner surface of the upper incisors and a firmer contact with the upper side teeth. The air escaping between the forward surface of the tongue and the incisors causes friction (Gimson, 1980).

Dental fricatives are divided into two types: labiodental and interdental. Labiodental fricatives consist of the sounds [f] and [v], while interdental fricatives consist of the sounds [θ] and [ð]. Labiodental fricative sounds are produced when the friction is created at the lips and

teeth, where a narrow passage allows the air to escape and produce the labiodental fricative sounds. Interdental fricative sounds are produced when the friction occurs at the opening between the tongue and teeth.

Section of dental fricatives [θ , ð]
(Source: Cruttenden, 2014)

D. Javanese Accent

According to Mulyani (2008), phoneme is the smallest sound that is capable to show contrasting meaning. A phoneme has a function to distinguish the meaningof the word. For example, in Javanese the word putu 'grandchild' and the word puthu 'the name of food' , both are the words with different meaning. The different meaning is caused by the different sound in the beginning of both syllables [θ] and [ð] of each word.

1. Vowel in Javanese

There are 7 vowels in Javanese, they are /i/, /e/, /a/, /ə/, /u/, /o/, and /ɔ/.

a. Phoneme /a/, It is a low, front, unrounded, and opened vowel. The examples are as follow: Aku [aku] 'I' >< iku [iku] 'that', Alas [alas] 'forest' >< alis [alis] 'eyebrow', Kalah [kalah] 'lose' >< kalih [kalih] 'two'.

b. Phoneme /ɔ/ 30 It is a low, neutral, and opened vowel. The examples are as follow:Kana [kɔnɔ] 'there' >< kina [kinɔ] 'ancient', Kula [kulɔ] 'I' >< kuli [kuli] 'heaver', Tamba [tɔmbɔ] 'drug' >< timba [timbɔ] 'bucket'.

c. Phoneme /i/ It a high, front, unrounded, and closed vowel. The examples are as follow: Iwak [iwak] 'fish >< awak [awak] 'body', Idi [idi] 'permition' >< idu [idu] 'saliva', Pira [pirɔ] 'how many' >< para [pɔrɔ] 'devided'.

d. Phoneme /u/ It is a high, back, neutral, and closed vowel. The examples as follow:Upa [upɔ] 'a rice' >< apa [ɔpɔ] 'what', Uga [ugɔ] 'also' >< iga [igɔ] 'lateral', Sapu [sapu] 'broom' >< sapi [sapi] 'cow'.

e. Phoneme /ə/ It is a middle, urounded, and half closed vowel. The examples are as follow: Eri [əri] 'thorn' >< ari [ari] 'brother', Merga [mərgɔ] 'because' >< marga[marga] 'street', Kembang [kəmbaŋ] 'flower'><kambang[kambaŋ]'float'.

f. Phoneme /e/ It is a middle, front, urounded, and half closed vowel. The examples are as follow: Ember [ɛmbɛr] 'bucket' >< omber [ombɛr] 'full', Pet [pɛt] 'korosene' >< pit [pit] 'bike', Pare [parɛ] 'pare' >< pari [pari] 'paddy'.

g. Phoneme /o/ It is a middle, back, round, and half opened vowel. The examples are as follow:Okol [ɔkɔl] 'muscle' >< akal [akal] 'brain', Coro [coro] 'cockroach' >< cara [cara] 'way', Loro [lɔrɔ] 'two' >< lori [lɔri] 'dolly'.

2. Consonant in Javanese There are 10 categories of consonant in Javanese based on place of obstruction, they are:

1. Bilabial consonant : /p/, /b/, and /m/

2. Labio-dental consonant : /w/

3. Apiko-dental consonant : /t/ and /d/

4. Apiko-alveolar consonant : /n/, /I/, and /r/

5. Apiko-palatal consonant : /ʈ/, /ɖ/

6. Lamino-alveolar consonant : /s/

7. Medio-palatal consonant : /c/, /j/, /ñ/, and /y/

8. Dorso-velar consonant : /k/, /g/, and /ŋ/

9. Laringal consonant : /h/

10.   Glottal stop consonant : /ʔ/

On the other hand, there are 6 types of consonant based on the way in which the air is obstructed by the articulators. They are:

1. Plosive or stop consonant : /p, b, t, d, ʈ, ɖ, c, j, k, g, and ʔ/

2. Nasal consonant : /m, n, ñ, and ŋ/

3. Side consonant : /I/

4. Fricative consonant : /s/ and /h/

5. Rolled consonant : /r/

6. Semi-vowel consonant : /w/ and /y/

In addition, based on the activity of vowel cords, there are 2 types of consonant. They are: voiced consonant : /b, m, w, d, n, l, r, ɖ, j, g, ñ, y, ŋ, and h/ and voiceless consonant : /p, t, ʈ, s, c, and k/ In this research, the

researcher wants to analyze the interference of Javanese sound /t/ and / ʈ / in pronouncing English consonant /θ/ and /ð/. Javanese /t/ and/ ʈ / are included to plosive stop consonant. English consonant /θ/ and /ð/ are included to fricative dental consonant. That is why the researcher wants to analyze it.

E. Previous Study

There are some researchers who have conducted the study of students' pronunciation ability. The first study was written by Guntari (2013), This research attempts to investigate the production of English dental fricative sounds by Sundanese students of Universitas Gadjah Mada. It aims to investigate the level of acceptability and to find out the possible factors which influence their production of these sounds.

The second study was written Keshavarz and Khamis (2017) who investigated the pronunciation problems of Hausa speakers of English in Nigeria. The results of this study show that native speakers of Hausa face problems in pronouncing certain English vowels (i.e., /ʌ/, /ɔ:/) and /ɜ:/) and consonants (/f/, /v/, /θ/ and /ð/). Theoretically, the findings give support to the idea of negative transfer as all of the errors were the result of mother tongue interference.

Another study was written by Istiqomah (2016). This study aims to analyze Javanese accent interference in students' English pronunciation (sound /g/). The data then analyzed descriptive qualitative. The result of this research shows that in pronouncing initial and middle sound /g/ of Javanese and English words, 100%

students are not interfered. While in pronouncing final sound /g/ of Javanese and English words, the researcher found 27% of the students are not interfered and 73% of the students are interfered.