

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher would like to present a previous study and the theories which are related to this study. The theories will include English pronunciation and the factors can influence the English pronunciation.

A. English Pronunciation

Pronunciation is one of the important aspects for foreign language students that they must master well. Without potential, it is impossible for learners to speak well to others using the language they learn. Inability to pronounce a foreign language properly can interfere with communication with others due to misunderstandings. It is because incorrect pronunciation of sounds can give a different meaning.

In learning a foreign language it is not surprising to find students who have difficulty in the learning process because since they are born, they learn their mother tongue. They use their mother tongue to communicate daily. In fact, they learn a foreign language since they are in elementary school but they only use it in the classroom. They are more likely to use their native language whenever they are outside the classroom. Therefore, we need to speak a foreign language as a habit, especially in English pronunciation.

According to Indriani (2005) said that the English speech sounds can be classified into, consonant and vowel. According to Fromkin et al (2011) that cited in Ambelgin (2018) stated, “consonant is speech sound produced with

some constriction of the air stream”. Consonant in English pronunciation is included in segmental phonemes Low (2015) and for vowels, Fromkin, Robert, & Hyams (2011) that cited in Ambelgin (2018) defined, “vowel is a sound produced without significant constriction of the air flowing through the oral cavity”.

1. Consonant

According to Indriani (2005) English has 24 consonants that includes:

[p] – pig	[g] - go	[s] - sea	[l] –like	[ŋ] -
				sing
[b] – book	[f] - fine	[z] - zoo	[tʃ] – chair	[j] -
				you
[t] – tea	[v] - very	[ʃ] - she	[dʒ] – jail	[r] -
				right
[d] – day	[θ] - thin	[ʒ] - azure	[m] – man	[w] -
				wait
[k] – key	[ð] - this	[h] - how	[n] - now	

According to the position of the vocal cords the consonants can be divided into:

1. Bilabial: The two lips are the primary articulators. For the examples: b,p,m,w
2. Voiced: The lower lip articulates with the upper teeth. For the examples: f,v

3. Dental: The tongue tip and rims articulate with the upper teeth. For the example: θ, ð.
4. Alveolar: The blade, or tip and blade, of the tongue articulate with the alveolar ridge. For examples: l, n, s, z
5. Post-alveolar: The tip (and rims) of the tongue articulate with the rear part of the alveolar ridge. For the examples: r.
6. Palato-alveolar: The tip (and rims) of the tip and blade, of the tongue articulate with the alveolar ridge and there is at the same time a raising of the front of the tongue towards the hard palate. For the example: ʃ, ʒ, tʃ, dʒ
7. Palatal: The front of the tongue articulates with the hard palate. For the example: j.
8. Velar: The back of the tongue articulates with the soft palate. For the examples: k, g, ŋ
9. Glottal: An obstruction, or a narrowing causing friction but not vibration, between the vocal cords. For the example: h.

According to the manner of articulation the consonants can be divided into:

1. Complete closure
 - a. Plosive: A complete closure at some point in the vocal tract, behind which the air pressure builds up and can be released explosively. For the examples: p, b, t, d, k, g.

b. Affricate: A complete closure at some point in the mouth, behind which the air pressure builds up; the separation of the organs is slow compared with that of a plosive, so that friction is a characteristic second element of the sound. For the example: tʃ, dʒ

c. Nasal: A complete closure at some point in the mouth but the soft palate being lowered the air escapes through the nose. For the examples: m, n, ŋ

2. Intermittent Closure

Roll: A series of rapid intermittent closures or taps made by a flexible organ on a firmer surface. For the example is r.

3. Partial Closure:

Lateral: A partial closure is made at some point in the mouth, the air-stream being allowed to escape on one or both sides of the contact. For the example is l.

4. Narrowing:

Fricative: Two organs approximate to such an extent that the airstream passes through them with friction. For the examples are: f, v, ʃ, ʒ, s, z, θ, ð, h.

5. Glides:

Semi-vowels: They are usually included in the consonantal category on functional grounds, but from the point of view of

phonetic description they are more properly treated as vowel glides that is w, j.

2. Vowels

According to Prof. Dr. Ramelan (2003), vowel is the production of which the organs of speech remain in a given position for an appreciable period of time. O'Connor (1980: 78) also states that vowels are made by voiced air passing through different mouth-shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. It is easy to see and to feel the lip differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well. Prof. Dr. Ramelan (2003) explains English vowel as follow:

1. Vowel /i:/

Vowel /i:/ is an unrounded close front vowel and in producing the vowel /i:/ the front tongue is raised. It is raised almost to the close position the lip position is unrounded or spread, it may even be neutral, and the jaws are slightly apart from each other. The organs of speech are relatively fortis or tense, which can be felt by putting the finger tips on the muscles below the jaws.

2. Vowel /ɪ/

Vowel /ɪ/ is an unrounded hal-close to close front vowel and he describes that in producing the vowel /ɪ/ the front of the tongue is raised; the raising is somewhat retracted so that it is not really a

front vowel, but in between a front and a central vowel. The tongue is raised to a point slightly above the half close positions; the tongue position is clearly lower than that for /i:/. The lips are spread or neutral the jaws are bit wider than for /i:/

3. Vowel /e/

For the short RP vowel /e/, the front of the tongue is raised between the half-open and half-close positions: the lips are loosely spread and are slightly wider apart than for /ɪ/; the tongue may have more tension than in the case of /ɪ/, the side rims making a light contact with the upper molars. /e/ does not occur in final, open syllables.

4. Vowel /æ/

Vowel /æ/ is an unrounded open-tohalf open front vowel he describes that in producing /æ/ the front tongue is raised. The front of the tongue is raised a little bit to a point midway between the open and the half-open position and the lip position is spread or neutral. The jaws are widely opened.

5. Vowel /ɑ:/

This sound /ɑ:/ is an unrounded open back vowel and he describes that in producing vowel /ɑ:/ the back of the tongue is raised. The raising is somewhat advanced from the real back position. The raising of the is only slight so that the tongue can be said to be very low in the mouth, and is then at the fully open position though

classed as a back vowel. The lips for the production of /ɑ:/ are not rounded, but they are neutral and the jaws are not fairly wide.

6. Vowel /ɒ/

This short vowel is articulated with wide open jaws and slight, open liprounding; the back of the tongue is in the fully open position, no contact being made between the tongue /ɒ/ does not occur in a final, open syllable.

7. Vowel /ɔ:/

/ɔ:/ is a rounded half-open back vowel and he describes that in producing vowel /ɔ:/ the back of the tongue is raised, this raising almost reaches the half-open position. The lips are more closely rounded than for /ɔ/ that is in between open liprounding and close lip-rounding. The jaws are fairly wide apart from each other.

8. Vowel /ʊ/

/ʊ/ is a rounded half-close to close back vowel and he describes that in producing /ʊ/ the back of the tongue is raised: this raising is advanced from the true back position and it is raised to a point slightly above the half-close position. The lips are fairly closely rounded, and slightly protruded with no tension of the muscles. The jaws are a little bit apart from each other.

9. Vowel /u:/

Vowel /u:/ is a rounded close back vowel and he describes that in producing /u:/ the back of the tongue is raised and it is raised to a

point very near close position. The lips are closely rounded with little protrusion. The jaws are only slightly separated.

10. Vowel /ʌ/

Vowel /ʌ/ is an unrounded halfopen centro-back and he describes that in producing /ʌ/ some part between the front and the back of the tongue, almost the central part of the tongue, is raised; it is raised to the half-open position, or slightly to a point between the half-open and open position. The lips position is unrounded and the jaws are wide apart.

11. Vowel /ɜ:/

Vowel /ɜ:/ is articulated with the centre of the tongue raised between halfclose and half-open, no firm contact being made between the tongue and the upper molars; the lips are neutrally spread. The quality is therefore remote from all peripheral Cardinal vowel values.

12. Vowel /ə/

Vowel /ə/ is an unrounded half-open to half close he describes that in producing /ə/ the central part of the tongue is raised and it is raised to the half-open position, or even lower . The lip position is spread or neutral the opening between the jaws is medium.

B. Young Learners

1. Definition of Young Learners

It is no stranger to hearing that English is an international language used for communication. Even English speakers are increasing rapidly. One way to improve your English skills is to learn English in school. In Indonesia, English is learned by students from the time they are in elementary school to a high level. So, it can be said that many people have realized that English is important and must be taught early on. Early age is commonly known as young learners.

Sarah Philip cited (2001) in Astina (2020) states that "young learners mean children from the first year of formal schooling (five or six years old) to eleven or twelve years old." Young learners also refer to children between the ages of seven and twelve. Children in that age group were less self-conscious than those aged thirteen and over but after that age the ability to limit perfectly became less based on Arif Sari Coban and Albina Kuc (2010) that cited in Astina (2020).

In addition, based on the book of Suyanto (2009), young learners are elementary school students aged 6-12 years. They can be divided into two groups, namely younger groups (6-8 years) and older groups (9-12 years). According to the class, they can be called lower classes children, namely 1st, 2th graders, 3rd and upper classes of 4th, 5th, and 6th graders. meanwhile, Scott and Ytreberg cited in Suyanto (2009) divide

them into groups of level one or short beginners (5-7 years) and level two (8-10 years). Level two groups can also be referred to as beginners if they only start learning English at that age.

2. Characteristic of Young Learners

According to Brumfit (1997) cited in Siswanto (2017) discusses about the characteristics of young learners that they tend to be keen and enthusiastic learners, and they need physical movement and activity as much as stimulation for their thinking, and the closer together these can be the better. Additionally, Halliwell (1992: 3) cited in Siswanto (2017) clarified the characteristics of children or young learners are already very good at figuring out what something means even if they don't understand every word in it. They enjoy finding and making fun out of what they do, and they have a vivid imagination. Children's words are full of fantasy and imagination, and it's more than just a matter of fun.

In addition, as language learners Cameron (2001) cited in Ningsih (2020) describe young language learners are more enthusiastic and active than adult language learners. They also want to please their teachers and love to be involved in activities, even if they don't know what to do or how to do it. She also says that young people are less shy about speaking a foreign language. It helps them learn the language more quickly than adults do. But Cameron says that it's easy for young students to get bored and lose interest. The teacher will have a hard time getting them to learn and do tasks they think are too hard for them.

C. Factors Can Influence English Pronunciation of Young Learners

Syafei (1988) explained the reasons why English is difficult for Indonesian learners because of two cases. The first is the difficulties are because of the irregular spelling of English. It offers weak guidance to its pronunciation. The second is the challenges due to interference (negative transfer) from Indonesian to the target language (English). Indonesian learners including young learners often have difficulty in learning English, especially in pronunciation. It happens because when babies start talking, he does so by hearing the mother tongue they automatically imitate. That's why, mother tongue finally became their habit to communicate daily. Therefore, It would be tough to alter the pattern of movement of one's speech organs in order to make unfamiliar sounds. This makes sense because the action of the speech organs has been programmed to produce the sound of language. To produce the voice we used to produce, we all employ the same speech organs.

According to Linse (2006), when young children are learning to speak in English as their native language, they sometimes have difficulty articulating specific phonemes such as /th/ or /r/. These difficulties can occur due to developmental factors. As most children grow and develop, they become able to articulate the different English-language phonemes. So, there are some factor that can influence the student pronunciation.

According to Brown (2000) that cited in Hassan (2014), a second language learners meet some difficulties, since his/her L1 affects his/her L2 specially in

adulthood, and this effect is result of L1 transfer; so it is a significant source of making errors for second language learners”. In addition, Yin (2009) “so called interference or interference from the first language is likely to cause errors in aspiration, stress, and intonation in the target language”.

Kelly (2000) it is revealed that there are twelve pure vowels in English consisting long and short vowels. They are [ɪ], [e], [æ], [ɒ], [ʊ], [ʌ], and [ə] for short vowels and [i:], [u:], [ɑ:], [ɔ:], and [ɜ:] for long vowels. Addition, there are also eight diphthongs in English language. It contains [eɪ], [əʊ], [aɪ], [aʊ], [ɔɪ], [ɪə], [ɛə], and [ʊə]. Whereas in Indonesian language, Soderberg and Olson (2008) argued that there six pure vowels of Indonesian language such as: [i], [e], [ə], [o], [a], and [u] without requiring long vowels. Then, there are only three diphthongs in Indonesia language such as [ai], [oi], and [au]. So, it can be conclude that there are other factors can influence students’ difficulties in pronouncing English, namely: sound system differences between L1 and L2

Umera-Okeke (2008) claimed that “each sound of English language is represented by more than one written letter or by sequences of letters; and any letter of English represents more than one sound, or it may not represent any sound at all”.

Influence of spelling and the way it is pronounced. Yule (2001) that cited in Hassan (2014) argues that, a lot of time, the sounds of spoken English do not fit in with English letter written. Thus, Hassan (2014) argued that “if we cannot

use letters of the alphabet in a consistent way to represent the sounds we make, it difficult to describe the sounds of a language like English”.

Gilakjani (2011)that “the influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation”.

Students’ attitude. Yin (2009) stated that students’ motivation for learning can accelerate their attitude formation. In the same vein, Glachow cited in Gilakjani (2011)stated similar results which is “students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes”.

Merce Bernaus (2004), it is found that possessing goal of learning English can influence the need and desire to have a pronunciation like native-speaker of English

The last factor is Exposure to the target language. Gilakjani (2011) argues that according to the language learning theories, learners acquire language best from the input they receive, and they have to accept a wide range of comprehensible input before they are required to speak.

In addition, Celce-Murcia (2013)argues several factors that influence studentpronunciation mastery as follow:

a. Age of the learner Young children can acquire good pronunciation more easily than adults; also the Children and adults learn pronunciation in different ways. Adults also have some advantages in learning pronunciation.

b. Exposure to the target language Greater exposure to the target language makes it easier to acquire good pronunciation.

c. Amount and type of prior pronunciation instruction If learners have had good pronunciation training before, this will help them. If they've had ineffective training or no training, they're at a disadvantage.

d. Aptitude, attitude, and motivation Some people may have a "talent" for pronunciation and People who are more adaptable may have more success in pronunciation.

e. The role of the native language The learner's native language affects the learning of pronunciation sometimes this effect is bad, but sometimes it is good. An L1 sound may be substituted for an L2 sound. The phonological rules of L1 may be mistakenly applied to L2.

f. New directions in research in teaching pronunciation, we shouldn't think only about individual sounds. Intonation, rhythm, and changes in connected speech are also important. According to Gatbonton (2005), some factor influencing students` pronunciation mastery in pronunciation there are age, amount and type prior pronunciation instruction, aptitude, learner attitude and motivation, native language.

So, it can be conclude that some experts explain about factor that influenced student pronunciation mastery such as accent, motivation and exposure, attitudes, instruction, age, personality etc. In this research the researcher will combine and choose the opinion from the experts that related with factor of the students` pronunciation mastery.

D. Previous Study

Because the way we speak defines our identity and shows our affinity with a particular community, pronunciation is very important in our personal and social lives. Many researchers see how people say words. Therefore, researcher have selected several previous studies that are relevant to this investigation, namely:

The first previous study is Agustina and their friends conducted a study entitle “An analysis of the elementary school students’ problem in learning English pronunciation” 2015. This previous study aimed to analyze the elementary school students’ problem in learning English basic sounds pronunciation because the writer felt that it is necessary to find out what problems are faced by the students when pronounce English and there are three English basic sounds; consonants, vowel and diphthongs. It piques the writer's curiosity in learning more about the problems and looking for answers. The author picked elementary school pupils as the subject of her study because teachers need to know about their students' difficulties with pronunciation as soon as possible so that they can find a solution and for the

result showed that there are several English basic sounds considered difficult to pronounce by the students; they were: consonants (initial /p/, final /b/, final /d/, middle and final /g/, /tʃ/, /dʒ/, /v/, /θ/, /ð/, /ʒ/, /z/, /ʃ/ and /r/). vowels(/i:/, /æ/, /ɑ:/, /ɔ:/, and initial /ə:/). diphthongs(/əʊ/, middle and final /aʊ/, initial /eɪ/, initial and middle /ɪə/, /eə/ and /ʊə/). The students found problem in pronouncing those sounds which are pronounced in different ways with Indonesian or even the sounds are not found in Indonesian.

Previous research is similar to this current research which discusses English pronunciation problem or difficulties, especially at young learners at 5th grade of elementary school. This previous study also used case study as research method.

This research also have differences to my research such as the focus of study. This research focus on the difficulty to pronounce consonants, vowels and diphthong but in my research is just consonants and vowels. For the instruments, this research just used recording to take the data but in my research uses interview and recording to take the data.

The second previous study is “An analysis students’ errors in pronouncing English consonants at senior high school at Muhammadiyah 1 Pekanbaru” 2019. This thesis from State Islamic university of sultan syarif kasim Riau Pekanbaru and Elsa Elvionita as the researcher. The goal of the previous study was to determine the proportion (frequency and percentage) of students who made the mistake of speaking English consonants. Next, researchers attempt to summarize the problem into one research question: what are the

problematic errors of pronouncing English consonants in reading aloud of analytical exposition text at Senior High School Muhammadiyah 1 Pekanbaru. So, in this research, the researcher find the result from percentage students that obtained in words English consonants are [w]: 2,33%, [θ]: 21,70% [ð]: 16,28%, [ŋ]: 4,26%, [dʒ]: 14,73%, [r]: 3,49%, [z]: 14,19%, [g]: 3,88%, [b]: 6,20%, and [v]: 13,95% and the researcher said that it is clear enough that diphthong /ou/ that dominant error made by students of the eleventh grade at Senior High School Muhammadiyah 1 Pekanbaru. Therefore, students' pronunciation at Senior High School Muhammadiyah 1 Pekanbaru can be categorized as high error pronunciation in English Consonants.

This previous study have similar and differences tomy research. The similarities is on the topic that this pervious study research about English pronunciation but there are also have differences that this previous study is quantitative research and just focus on analyzed English 5 consonants focus on 10 consonants. These are [θ], [b], [g], [v], [z], [dʒ], [ŋ], [r], [w], and [ð] and alsothe subject in those research is students of senior high school.