

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Pronunciation**

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.

Further pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Brown (2001:272) states that microskills in oral communication is indeed essential. In teaching oral communication, teachers are to show the students not only the whole pictures but also the piece. It is the same as the strategy of speaking skills improvement. Rebbeca (2011) in her TOEFL preparation video posted by [www.engVid.com](http://www.engVid.com) says that "pronunciation does matter". She believes, when people say that pronunciation does matter, it does not mean that one has to speak with american accent or british accent. What people have to do is speaking correctly and clearly.

When it comes to English speaking mastery, pronunciation, the way sound is made and heard, is to be sharpened since it is an important microskills for people to understand the communication. More practice makes perfect as Lynn Lundquist (2012) suggests that mastering spoken English need not only study but also practice in the same time. It is important to retrain frequently our tongue as well as our mind, hearing and memory in the same time so that the skill is obtained more quickly.

Practicing speaking in English requires more than just having speech or more times to learn. It also requires the students to master the knowledge of pronunciation. As the matter of fact, students tend to find it difficult in pronouncing some new and foreign words. Suwarsih Madya (2000) states that both the students' mother tongue and English have the same places of articulations but have different manners. This is what made the students lacking in pronunciation.

Fromkin (2003:231) also states that pronunciation deals not only with sound but also intonation and stress which color the special characteristics to each language in the world. Thus, learning pronunciation needs a lot of practices and self-study.

Pronunciation is essential for speaking and understanding spoken English well. In the university where this research was conducted, Pronunciation is a compulsory subject of 4 credits in the first semester. The aim of this subject is to enable students to master English Pronunciation to avoid misunderstandings in communication. Pronunciation is a new subject for

the first semester students as they were hardly exposed to materials concerning English Pronunciation when they were in secondary level of education. It is not surprising when problems occurred while learning it. Therefore, it is necessary to identify the problems faced by the students in learning English Pronunciation in Indonesian context.

In conducting this research, several theories are used as references. Lott (1983, p.256) defines interference as “errors in the learner’s use of the foreign language that can be traced back to the mother tongue”. Corder (1967) also states that “errors are the result of the interference in the learning of a second language from the habits of the first language” (p.19). Ellis (1997) refers to interference as ‘transfer’, which he says is “the influences that the learner’s L1 exerts over the acquisition of an L2” (p.51).

According to Allen (1960 : 35), pronunciation is one of element of the language that has big contribution for better English speaking. That’s very important to learn, because with good pronunciation, our English can more clearly and easily to understand. Learning pronunciation is not a simple process of memorizing a number a items that can be mapped on to mother tongue. 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.

The pronunciation of English is influenced by the differences of geographical areas where English is spoken. In this case, Trudgil (1994; 2) stated that where are you from, of course, will not only thing which influence

how you speak. In addition, people speak different kind of English depending on what kind of social background they come from.

Pronunciation is part of speech which includes word, intonation, and the sounds of language. According to Harmer (2001: 26), Pronunciation is the knowledge of how to say a word – that is how to pronounce it. There are as many different kinds of English as there are speakers of it ; no two people speak exactly alike – we can always hear differences between them – and the pronunciation of English varies of great deal in different geographical areas. In the other hand Kelly (2000: 9) explains that the study of pronunciation consists of two fields, namely phonetics and phonology. Phonetics refers to the study of speech sounds.

Generally, someone who learns a language as native or mother tongue will find no difficulty in pronunciation. For instance, an infant who was born and grow in Indonesia will capture Indonesia pronunciation easily. Likewise, an infant who was born and grow in Spain and learn Spain language, as his mother tongue will capture Spain pronunciation easily. In the beginning, usually, those infants will get a little problem in voicing some special sounds. According to Miller (1993), what happen to those infants are called Phonological Development. When the stages of Phonological Development are perfectly over, the problem in producing special sounds will disappear naturally. On the other hands, someone who learns English as a second or foreign language will get complicated problem in mastering English

pronunciation. The problem occurs in mastering pronunciation are common said by some experts.

#### 1. Organs of Speech and Place of Articulations

Here are organs of speech

- a. Lungs are the main organ for respiration, the other functions are to provide main source of airstream to create speech sound and to organize speech sound. Lungs are the initiator in initiation, so it is called pulmonic sound.
- b. Larynx is the valve in respiratory which will shut immediately to ensuring the food or drink will come to pharynx and go into esophagus. Another speech sound in larynx is vocal fold. Vocal fold is the valve which controls the air stream among lungs, oral cavity, and nasal cavity.
- c. Pharynx is a pipe which located in the larynx. When producing sound pharynx as the air tube which will vibrate when the vocal fold vibrate.
- d. Hard palate, this articulator often called as “roof of the mouth”, just like velar this articulator is passive articulator. The sound produced by this articulator called palatal sound.
- e. Alveolar ridge, located between front teeth and hard palate. In producing sound this articulator is passive, but the tip of the tongue is active. The sound produced by this articulator called alveolar sound.

- f. Tongue divided into three main parts: tip of the tongue, blade of the tongue, and back of the tongue.
- g. Upper teeth ridge is located above and behind the upper front teeth.
- h. Hard palate is that portion of the roof of the mouth directly behind the upper teeth ridge. It arches upward to the highest point in the mouth and then gradually descends.
- i. Soft palate or velum is that portion of the palate directly behind the hard palate. It ends at the back portion of the mouth in a small bulb called the uvula. The position of velum can be up or down, so it will control the air stream through the oral cavity or nasal cavity. Velum is passive articulator. The sound produced by this articulator called velar sound.
- j. Vocal cords are muscles in the larynx which make the sound produced voiced or voiceless.

In English, there are six places in the mouth where the airstream is obstructed in the formation of consonants.

- a. Bilabial (both lips)

Bilabial sounds are made with two lips coming together and touching momentarily. The obstruction of the airstream thus occurs at the lips. The phonetic symbols for these three sounds are the same as the English letters. The sounds /p/, /b/, and /m/ are referred to as bilabial sounds because the two (bi-) lips (-labial) are involved in their production.

b. Labiodentals (lower lip and upper teeth)

The labiodentals sounds are made with the top of the teeth touching the bottom lip. Therefore in this case of two sounds, the obstruction of the airstream occurs not because the two lips come together but because the bottom lip and the top teeth come together. The sounds /f/ and /v/ are referred to as labiodentals sounds because the lip (labio) and the teeth (dental) are involved in their production.

c. Dental / dental fricative (tip of the tongue and the teeth)

Dental sounds are obstruction of the airstream occurs because the tip of the tongue is between the teeth or just behind the teeth. The phonetic symbols for these sounds are not the same as their English letters. The *th* as in word “think” is represented by the symbol /θ/ and *th* as in the word “those” represented by the symbol /ð/. The sounds /θ/ and /ð/ are referred to as interdental sounds because the tongue is placed between (inter) the teeth (dental).

d. Alveolar

Alveolar sounds are made with the tip of the tongue touching the roof of the mouth just behind the upper teeth. The place of articulation is the alveolar ridge. The sounds /t/, /d/, /n/, /s/, and /z/ are referred to as alveolar sounds because the tongue either touches or approaches the alveolar ridge in their pronunciation.

e. Alveopalatal

Alveopalatal sounds are made with the blade of the tongue approaching of the hard palate just behind the teeth ridge. The phonetic symbols of these sounds are not the same as the English letters. The final sound of “wish” is represented by the symbol /ʃ/ and the final of “beige” is represented by the symbol /ʒ/.

f. Velar

Velar sounds occur when the back of the tongue is raised towards the velum (soft palate), as in “cool” and the final consonants in “back”, “bag”, and “bang”. Voicing and nasality distinguish these further /g/, /k/, /ŋ/.

## 2.2 Makhraaj (Arabic Phonetic)

Makhrijul letters is a place of exit letters in reciting the letter of the Qur'an. Understanding makhraj in terms of language is a place out. While in terms of makhraj interpreted the place of the letter out. Knowing where to get the hijaiyyah letters is very important because this is the basis for properly hafaiyyah letters.

Understanding the above can be understood that the makhraj is the place out of the letters that have been determined that hijaiyyah uruf, where in reading the Qur'an makhrijul Qur'an must be known and really understood in order to create a reading of the Qur'an good and right. Because if there is an error in the pronunciation of the letters, it can cause a new meaning. In this



case if done intentionally will cause disbelief. Therefore learn makhorijul this letter is very important for us.

Makhorijul The letter in terms of morphology comes from Fi'il Madhi "خرج" which means "Exit". Then followed wazan "مفعل" who bershigat isim eat to "مخرج" which means "Place Out". The form of jama'nya is "مخارج الحروف" which means "Places Out of Letters". So "Makhorijul Letter" is "Place of Exit Letter".

The Makhraj language means: موضع الخروج, which means the view is out. Whereas according to the term, Makhraj is: اسم للمحل الذى ينشاء منه الحرف, a place name on which the letters are formed (spoken). The above understanding has the same meaning as the previous definition, where the Makhorijul Letter is the places of the letter out at the time the letters are sounded.

When reading the Qur'an, each letter must be sounded in accordance with its Makhraj. Errors in the pronunciation of the letters can cause differences in meaning or error meaning on the reading that is being read. Under certain circumstances, this error can even cause disbelief when done intentionally. Makhraj's mistake causes a change in meaning eg Ha '(ح) to lafaz "الرحيم" which means "Most Merciful" to the basmalah sentence that reads Kha' "الرخيم" (خ) which means "Sweet Sound". So far the meaning of what Allah wants.

The Arabic alphabet has 28 letters and is written from right to left. Aside from these 28 characters, there are vowel signs and various other

orthographic signs some of which are introduced in this chapter. The 28 characters are consonants by themselves but a few of them can make long vowel sounds with help of vowel signs. The consonants, as they appear when standing alone, are shown in table below. Usually they will have a different form when they appear within the words.

It should be noted that many grammars give alif as the first letter in the alphabet. In reality alif is only a “chair” on top of which the hamzah “sits” thus alif, and as such has no phonetic value. However, in unvowelled texts only alif is written, hamzah being understood; and in reciting the alphabet, one says alif, baa’, etc. and not hamzah, baa’, etc.

There is no need to delve into the pronunciation of all the 28 letters, only three of them are selected here, whose roles become important later :

## 2.1. Table of Transliteration

Name of Letter	Symbol	Transliteration
Hamzah	ء	‘
Baa’	ب	b
Taa’	ت	t
thaa’	ث	th
Jeem	ج	j
haa’	ح	h
khaa’	خ	kh
Daal	د	d
Dhaal	ذ	dh
raa’	ر	r
zaa’	ز	z
Seen	س	s
Sheen	ش	sh
<u>S</u> aad	ص	<u>s</u>
<u>d</u> aad	ض	<u>d</u>
<u>t</u> aa’	ط	<u>t</u>
<u>z</u> aa’	ظ	<u>z</u>
‘ayn	ع	‘
Ghayn	غ	gh
faa’	ف	f
qaaf	ق	q
kaaf	ك	k
laam	ل	l
meem	م	m
nuun	ن	n
haa’	ه	h
waaw	و	w
yaa’	ي	y

- a. ء : the hamzah represents a glottal stop produced by completely closing the vocal chords and then by suddenly separating them. The sound is frequently made in English at the beginning of a word with an initial vowel, particularly if emphasized.

b. و : waaw represents the same sound as does the consonantal English

w

c. ي : yaa' represents the same sounds as does the consonantal English

y

The form ؤ , called taa' marbuutah is a combination of the letter taa' (ت) and the letter haa' (ه). It only occurs at the end of words. When vocalized, it is pronounced as is taa'; when not vocalized it is pronounced as is haa'.

### 2.3 English Phonetic

Phonetics is a discipline of linguistics that focuses on the study of the sounds used in speech. It is not concerned with the meaning of these sounds, the order in which they are placed, or any other factor outside of how they are produced and heard, and their various properties. This discipline is closely related to phonology, which focuses on how sounds are understood in a given language, and semiotics, which looks at symbols themselves.

The phonetic alphabet uses many of the letters of the English alphabet, but their pronunciations are very restricted and are not always the ones you might expect. In this system, there are no “silent” letters—every phonetic symbol represents an actual sound. Every letter always has the same pronunciation regardless of its context, no letter has more than one pronunciation, and no sounds are represented by more than one letter. To make fine distinctions, phoneticians add special symbols, called diacritics, to the basic letters. For some English sounds and for languages other than English, symbols not from the English alphabet have been devised.

Phonology is the branch of linguistics concerned with the study of speech sounds with reference to their distribution and patterning. Adjective: phonological. A linguist who specializes in phonology is known as a phonologist. Etymologically, Phonology from the Greek, means "sound, voice".

The aim of phonology is to discover the principles that govern the way sounds are organized in languages and to explain the variations that occur. We begin by analyzing an individual language to determine which sound units are used and which patterns they form--the language's sound system. We then compare the properties of different sound systems, and work out hypotheses about the rules underlying the use of sounds in particular groups of languages. Ultimately, phonologists want to make statements that apply to all languages.

Whereas phonetics is the study of all possible speech sounds, phonology studies the way in which a language's speakers systematically use a selection of these sounds in order to express meaning. There is a further way of drawing the distinction. No two speakers have anatomically identical vocal tracts, and thus no one produces sounds in exactly the same way as anyone else. Yet when using our language we are able to discount much of this variation, and focus on only those sounds, or properties of sound, that are important for the communication of meaning. We think of our fellow speakers as using the 'same' sounds, even though acoustically they are not. Phonology is the study of how we find order within the apparent chaos of speech sounds. When we talk about the 'sound system' of English, we are referring to the number of phonemes which are used in a language and to how they are organized.

## 2.4 Previews Study

Based on the previous studies from Dwi kurniasih (2017) about the correlation between Arabic pronunciation and English pronunciation ability of the eleventh grade students of man 1 kebumen in the academic year 2016/2017, it has same result with this study that is both of the variables has correlation. The result of the mean score of the students' Arabic pronunciation ability is 82.00 and it was belong to very good. While the mean score of students English pronunciation ability is 70.47 and it was belong to good. The result of r product moment (rxy) value is 2.67. Then, then she consults the critical value of rxy table using 5% alpha level significance and the number of N is 0.361. Based on the product moment analysis, this research shows that rxyis higher than r table ( $2,67 > 0,36$ ).

Another study from Muhammad Hasan Fauzi Rizza (2018) about contrastive analysis on Arabic and English pronunciation of the tenth grade students of language class at man 1 nganjuk, it is also have same result with this study that the two variables has correlation. In the result, 0.703 found in SPSS count. This is means that the Arabic and English letters have similarities and accepted. 87% of 53 words correctly pronounced by the students, it shows that there is correlation between Arabic and English consonant and null hypothesis ( $H_0$ ) can be rejected.