

BAB II

REVIEW OF RELATED LITERATURE

This chapter, the reviews of the theoretical background concerning the research questions is presented. The following learning English, pronunciation, Importance of English Pronunciation Instruction, Phonetics ability, Problem of Thai students.

A. 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. Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When someone communicates with other people, they should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.

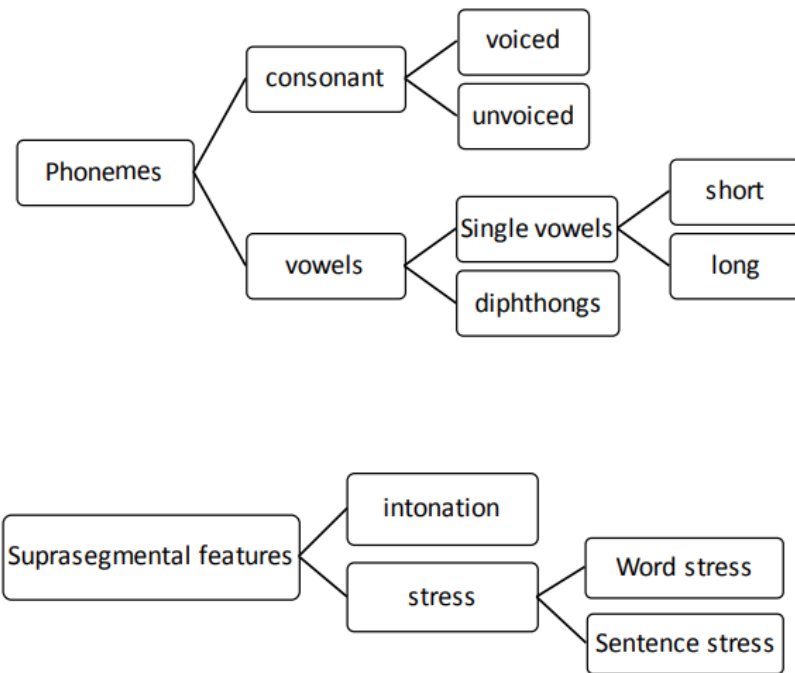
Cook (2016) defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first language. According to Yates (2016), pronunciation is the production of sounds that is used for making meaning.

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston&Burder, 1976). Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

When speaking English, the speakers and the listeners are having a mutual relationship of communication. They affect each other by means that in other that

listeners can grasp the message of what is said, the speakers have to speak with a correct pronunciation by means the English sounds are pronounced correctly.

Pronunciation can be broken down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation (Sawane, 2020).



Figures 2.1 Pronunciation Feature

B. English Phonemes

A phoneme is a speech sound. It's the smallest unit of sound that distinguishes one word from another. Since sounds cannot be written, we use letters to represent or stand for the sounds. A grapheme is the written representation (a letter or cluster of letters) of one sound. It is generally agreed that there are approximately 44 sounds in English, with some variation dependent on accent and articulation. The 44 English phonemes are represented by the 26 letters of the alphabet individually and in combination.

1. Segmental Features

A broad definition of pronunciation includes both segmental and suprasegmental features. However, it is important to remember that they all work

in combination when we speak. They are therefore usually best learned as an integral part of spoken language (Yates, 2002). According to Seferoglu (2005), segmental aspects of the sound system include individual vowels and consonants.

According to Carr (2008), segmental phonology is the study of segmental phenomena such as vowel and consonant allophones. Some phonologists argue that segments are an artifact stemming from our knowledge of alphabetic writing systems. Others argue that the idea of segments is not a mere artifact, but that segments are psychologically real objects which enter into the speech planning process, and are reflected in slip of the tongue phenomena.

1.1 English Consonants

Consonants are sounds made with a lot of constriction in the mouth, so that the air coming up from the lungs gets squashed. Fromkin et al. (2011) stated, “consonant is speech sound produced with some constriction of the air stream”. Consonant in English pronunciation is included in segmental phonemes (Low, 2015). In English, consonant divides into two basic positions: voiced and voiceless. The voiced sound is produced when the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect, meanwhile, the voiceless sound is produced when the vocal folds are spread apart, the air from the lungs passes between them unimpeded (Yule, 2014).

Low (2015) mentioned there are 24 consonants in British English sound system in which there are fifteen voiced consonants (/b/, /d/, /dʒ/, /g/, /v/, /ð/, /z/, /ʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/) and nine voiceless consonants (/p/, /t/, /tʃ/, /k/, /f/, /θ/, /s/, /ʃ/, and /h/).

Classification of NAE Consonant Phonemes							
Manner of Articulation	Place of Articulation						
	Bilabial	Labiodental	Dental	Alveolar	Palatal	Velar	Glottal
Stop Voiceless Voiced	p b			t d		k g	
Fricative Voiceless Voiced		f v	θ ð	s z	ʃ ʒ		h
Affricate Voiceless Voiced					tʃ dʒ		
Nasal Voiced	m			n		ŋ	
Liquid Voiced				l	r		
Glide Voiced	w				ɹ		

Figures 2.2 Consonant phonemes

Discussing about consonant classification will lead to three questions: voicing, place of articulation and manner of articulation.

a. Place of articulation

Christian (2018) says the place of articulation refers to the speech organs in the production of the consonant. Consonants are classified into; bilabial (articulated by the lower and the upper lip), labiodentals (articulated by the lower lip and the upper teeth), dental (articulated by the tip of the tongue and the upper teeth), alveolar (articulated by the tip of the tongue and the back part of the teeth ridge), post alveolar (articulated by the tip of the tongue and the back part of the teeth ridge), palato alveolar (articulated by the blade of the tongue and the front part of the hard palate), palatal (articulated by the front of the tongue and the hard palate), velar (articulated by the back of the tongue and the soft palate) and glottal (articulated in the glottis).

- **Bilabial** sounds are produced when the lips are brought together. For example: /p/, /b/, /m/, /w/.
- **Labiodental** sounds are produced when the lower lip articulates with the upper teeth. For example: /f/, /v/.
- **Dental** sounds are produced when the tip of the tongue articulates with the upper teeth. For example, /θ/.
- **Alveolar** sounds are produced when the blade or tip of the tongue articulates with the upper teeth ridge (the upper teeth ridge). For example: /t/, /d/, /s/, /z/.

- **Palato- alveolar** sounds are produced when the blade or the tip and blade of the tongue articulates with alveolar ridge, and there is at the same time a rising of the front of the tongue toward the hard palate. For example: /c/, /j/, /s/.
- Velar sounds are made by raising the back of the tongue towards the soft palate, called the velum. For example: /k/, /g/, /ŋ/.
- **Glottal** sound is produced without the active of the tongue and other parts of the mouth. This sound is produced in the glottis- a space between the vocal cords and the larynx. /h/ is the glottal consonant.

b. Manner of articulation

The manner of articulation defines the six ways, which are involved in the production of the consonant sounds. The manner of articulation defines the six ways, which are involved in the production of the consonant sounds. Based on the manner of articulation, Wildan (2016) divides consonants into:

- Stops or plosive

Plosives are sounds in which there is a complete closure in the mouth, so that the air is blocked for a fraction of a second and then released with a small burst of sound, called a plosion (it sounds like a very small explosion). Such as /p/, /b/, /t/, /d/, /k/, /g/ are all produced by some form of “stopping” of the air stream (very briefly) then letting it go abruptly.

- Fricatives

The fricative has an incomplete ending. This means that the air is not blocked at any point and therefore does not explode. On the other hand, the blockage is large enough for the air to make noise when passing through it. due to friction This sounded like the whistling of the wind in the corner of the house. The sound such as /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/.

- **Affricates**

if a brief stopping of the air stream and an obstructed release are combined which causes some friction, it will be the way to produce the sounds /tʃ/ and /dʒ/.

These are called affricates and occur at the beginning of the word cheap and jeep. In the first of these, there is a voiceless affricate /tʃ/, and in the second, a voiced affricate /dʒ/.

- **Nasal**

The sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the air stream is allowed to flow out through the nose to produce sound. Such as the sound /m/, /n/ and /ŋ/.

- **Liquids**

These are sounds that are pronounced very smoothly, like water flowing in a river. The air stream moves around the tongue in a relatively unobstructed manner. The liquid sounds in English are /l/ and /r/.

- **Glides**

A glide is like a very quick vowel. For this reason, they're sometimes called semivowels, which means "half-vowels." They sound like vowels, but they can function as consonants. The glides in English are /w/ (which sounds like a quick /uw/) and /y/ (which sounds like a quick /iy/).

c. Voicing

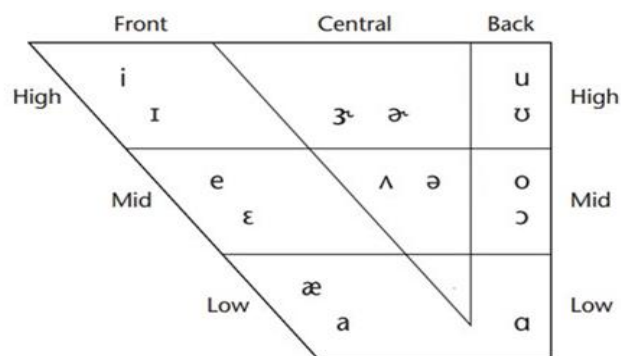
Based on the voicing consonants divided into voiced consonants and voiceless consonants.

- **Voiced** consonants are those who are articulated with the vibration of the vocal cord, such as /b/, /d/, /g/.
- **Voiceless** consonants are articulated without vibration of vocal cords are kept apart. Such as /p/, /t/, /k/, /c/.

1.2 English Vowel

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise (Jones, 1986) the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to product the vowels.

English has 12 (twelve) pure vowels. They are /i/, /ɪ/, /e/, /ɛ/, /æ/, /ɑ/, /ə/, /ʌ/, /ɔ/, /ɜ/, /u/, /ʊ/, /o/, and /ɒ/. The classifies vowels into three kinds, they are front vowels, central vowels, and back vowels.



Figures 2.3 English Vowel

The vowel classification is, Wildan (2016):

1. Fron vowels: the vowel produced by raising the front part of the tongue to the hard plate

2. Back vowels: the vowels produced by raising the back part of the part of the tongue to the soft plate.

3. Central vowel: the vowels produced by raising the central part of the tongue.

2. Suprasegmental Features

According to Longman Dictionary of Applied Linguistics (Richard, Platt, and Weber, 1985), suprasegmentals are units which extend over more than one sound in an utterance such as stress and tone. Similarly, Ladefoged (2006) explained that suprasegmental features are aspects of speech that involve more than single consonants or vowels. Clark, Yallop and Fletcher (2007) stated that suprasegmentals can be referred to as prosodic features. Fromkin, Rodman, and Hyams (2007) indicated that prosodic or suprasegmental features are over and above the segmental value since the word “supra” means above or beyond. Brown (2006) also mentioned that connected speech is composed of suprasegmental features. Therefore, suprasegmentals are units which govern more than one sound in an utterance which includes stress (word and sentence stress), intonation, and connected speech (assimilation, elision, linking, and intrusion) as explained below:

2.1 Stressing

Ladefoged (2006) stated that stress is a suprasegmental feature of utterances. It applies not to individual vowels and consonants but to whole syllables. When a syllable or a word is pronounced with more force than other syllables or words, we can say that it is stressed. At the same time, the listeners can hear that a stressed syllable in a word is louder, stronger, and slightly higher than the rest of the syllables or an unstressed one. In general, at least one syllable is stressed in a word. For longer words, there is often more than one stressed syllable. However, in our daily life, we listen to speech with more than one isolated word, and it is not natural for English native speakers to emphasize the

stress on each word in an utterance. Therefore, the stresses will be given only on content words which carry important meaning in connected speech. On the other hand, the function words which show only the grammatical relationship in the utterance are not stressed. Learners have to notice the stress placement in sentences when listening because the stress placement is important in conveying the meaning in spoken language.

2.2 Intonation

Intonation could be defined as pitch movement in spoken utterances (Dobrovolsky, 2001). Intonation is a crucial factor in spoken English. It is not related to differences in word meaning, but the changing tune affects the range of meaning. English intonation can change grammatical function in a particular Phase or sentence. In addition, the intonation pattern is as well used with different intention and feeling. Learners must notice the different intonation patterns when listening.

C. Thai phoneme

The consonant and vowel phonemes of Central Thai are described below; Appendices A and B present feature charts for the consonants and vowels, and Appendix C is an illustrative wordlist organized according to minimal or near-minimal sets.

1. Consonant

Thai is a tonal language with 21 consonantal phonemes in initial position /p/, /ph/, /b/, /t/, /th/, /d/, /tɕ/, /tɕh/, /k/, /kh/, /ʔ/, /f/, /s/, /h/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/ and 9 consonantal phonemes in final position /p/, /t/, /k/, /ʔ/, /m/, /n/, /ŋ/, /j/, and /w/. Final /p/, /t/, /k/ in Thai are unreleased and often glottalized. Each of the nine monophthongs in Thai occurs phonemically short or long (/i/, /ii/, /e/, /ee/, /ɛ/, /ɛɛ/, /u/, /uu/, /ɯ/, /ɯɯ/, /a/, /aa/, /u/, /uu/, /o/, /oo/, /ɔ/, and /ɔɔ/).

Central Thai has twenty contrastive consonant phonemes (Diller 2008:32). Adopting the view of Abramson (1962), Harris (2001:7), and others, we exclude glottal stop on the basis that it is predicted by stress environment (Noss 1964:9) (see Sections 8.3 and 8.4).

2. Vowel

Each of the nine vowel phonemes has a long variant, giving a total of eighteen monophthongal phonemes. Although Brown (1979) suggests that, for the mid- and high vowels, the geminate distinction may be disappearing, Abramson (2001) confirms the contrast experimentally. Front phonemes are high /i i:/, mid /e e:/, and mid-low /ɛ ɛ:/, all unrounded. We discuss quality differences within front pairs in Section 8.1. Low central /a a:/ are unround. Back phonemes include high /u u:/, mid /o o:/, and mid-low /ɔ ɔ:/, all rounded.

As with other Tai languages, the high near-back /u u:/ and mid near-back /ɯ ɯ:/ unround vowels are a characteristic feature (Henderson 1975). We concur with Henderson's (1975) IPA selections, including her considered use of back symbols for these two near-back phonemes (Abramson 1962).

3. Stress and Prosody

Abramson (1962) describes two stress environments, emphatic and contrastive, which can support allophonic variation. Noss (1964:21) proposes a set of three stress phonemes, loud onset, normal onset, and sustained contour, which combine to create six possible stress contours, and supplies examples for each. Both of these accounts also propose frameworks for the study of Thai intonation and prosody. Finally, Noss elaborates a system for notation of rhythmic phonemes. A full analysis of these systems is beyond the scope of this summary, but we note the following generalization: Monosyllabic words are stressed; in polysyllabic words,

stress falls on the last syllable, and the unstressed syllables (especially if epenthetic), are reduced:

/máhă: wítthá ja: laj/

[məhă: wítthə́ ja: 'ləj]

มหาวิทยาลัย

“university”

D. Phonetics ability

Phonetic ability According to Brown (1992), phonetic ability is sometimes called phonetic coding ability. It is a common view that some people have a better listening skill for a foreign language than others. Therefore, they are able to discriminate between the two sounds more accurately than the others and are able to imitate sounds better. Although students may have had exposure to a foreign language as children and attuned to phonetic discrimination, some studies (e.g., Kanoksilapatham, 1992) have suggested that some elements of learning are a matter of awareness of the different sounds. Also, learners' pronunciation ability can be improved by putting efforts and concentration on those sounds.

E. Problem of Thai students

A number of researchers focusing on English pronunciation problems of Thai learners have created their own experiment or tests. For example, an insightful study focusing on Thai learners' pronunciation of English was conducted by Kanoksilapatham (1992). The findings of her study indicated that Thai learners of English had difficulty with English pronunciation, especially in pronouncing four-syllable English words. Specifically, among four types of the words tested: nouns, verbs, adjective, and adverbs, verbs were found to be least-well pronounced, whereas the nouns with an -ity ending were most correctly pronounced. The findings were interesting, demonstrating that that incorrect placement of word stress

was evident; in certain words, final syllables seemed to be stressed rather than the first syllables.

Several studies on English pronunciation problems were conducted as well as the problems affecting the pronunciation skills of Thai undergraduate students. Chomphuboot (2005) studied Thai undergraduate students' pronunciation ability and presented that stress and intonation in English are the main problems for Thai undergraduate students and affect their failure of communication. One factor that could enhance this problem could be the use of mother language (Thai) as a custom. Dee-in (2006) found that Thai people's problems with consonant sounds included /g/, /tʃ/, /dʒ/, /v/, /z/, /ʒ/, /θ/, /ð/, /ʃ/ and the problems with vowel sounds were /i:/, /ɪ/, /e/, /ə/, /u/, /u:/, /au/, /eɪ/, and /eə/. In addition to Thai's pronunciation problems, stress and intonation of English also play a part in their inability to produce the correct form of English speaking.

F. Factors causing pronunciation error of Thai students

Results of some studies indicate that there are such kinds of attitude done by language learners when the sound of target language does not exist in the native language. The in-existed sound itself made the difficulties of the L2 learner when producing the sounds which are different (Pallawa, 2013). One of which is changing or substituting the in-existed sound of target language into the sound of native language which is close to (Saha& Mandal, 2014).

Although some researchers believe that all learners have the same capacity to learn a second or foreign language because they have learned their first language, a number of EFL teachers have difficulties in improving the students' pronunciation problems. As a result, in the past, several researchers have put great efforts, asserted and suggested many factors affecting students' pronunciation (e.g., Brown, 1994; Celce-Murcia et al., 2000; Gillette, 1994; Kenworthy, 1987). In this regard, these previous studies have been repeatedly substantiated that factor such as native language, age, exposure, innate phonetic ability, identity and language ego, and motivation.

It is generally recognized in Thailand that English is taught from kindergarten level to the highest educational levels as a fundamental subject according to the Thai curriculum. However, it has often been stated that the teaching of English in Thailand has been a failure (Kwande and Sawaddikun, 2012). Students in schools learn English for more than ten years, but most of them cannot use English to convey their ideas effectively or even to communicate on a daily basis, that Thai students are likely to pronounce English sounds by using Thai consonant sounds. Generally, Thai students are very prone to encounter difficulties in speaking English, especially in pronunciation. This is because the sound system of the Thai language is totally different from that of English (Prachanboriban, 1958).

Avery & Ehrlich, 1992 found that the voicing of the final stop consonants, namely / b, d, g /, as a pronunciation problem for learning a second language, because the student will replace these sounds with voiceless stop /p, t, k/.

Mr. YouFu & YaLun, (1999) found that the problem of English pronunciation was due to the harmonization of the Thai language and the English language. Although most learners are not taught to understand the English sound system in detail. Most English learners mimic English pronunciation from the Thai pronunciation style of Thai teachers.