

## CHAPTER II

### REVIEW OF LITERATURE

This chapter consists of a theoretical review, previous study, and conceptual framework.

#### A. Theoretical review

The first part concerns a review of the theoretical framework. It consists of speaking, the definition of components speaking, the definition of vowels, and the definition of vowels error.

##### 1. Speaking

Speaking is a communication activity that is usually carried out by two or more people directly or using certain media. Speaking aims to convey information to the audience. In everyday life, we are never separated from whose name speaks. According to Brown and Yule (1983), speaking is an important and routine activity that we do in the real world where the main impression we can get is from fluently and comprehensively.

Speaking can not only be done directly. But it can also be done through media that can support this activity. In addition to using media speaking, it can also be delivered verbally and non-verbally. According to Chaney (1998), Speaking is the step of the building and sharing meaning using verbal and non-verbal symbols, in the kinds of contexts.

Speaking is one of the most important skills in English. As stated by Ur (1996), speaking includes three other skills in it to find out how the language itself. There are four skills in English namely reading, listening, writing, and

speaking. In speaking, there are still several components that must be mastered if you want to get good and correct speaking results. There are five components in speaking namely grammar, Pronunciation, vocabulary, fluency, and comprehension. The five components cannot be separated because they are interrelated with each other.

a. Components of speaking

There are two kinds of components speaking from different theories.

1) The components of speaking skill According to Vanderkevent (1990), there are three components in speaking :

a) The Speaker is someone who speaks or makes sounds from his mouth. Where the speaker aims to convey information, opinion, or feeling using a tool if needed. Without the speaker, communication will not be able to run smoothly.

b) The Listener is someone who receives information, opinions, or expressions of feelings conveyed by the speaker. If there is no listener in this process, the speaker will write down the information, opinion, or feeling he wants to express which can later be read by the reader instead.

c) The Utterances are words or sentences produced by the speaker to state what they want to convey. If neither the speaker nor the listener has said anything, a sign will be used both verbally and non-verbally in the context.

2). According to Harris (1974), there are five components of speaking skill concerning Pronunciation, comprehension, grammar, vocabulary, fluency.

a). Vocabulary

Vocabulary is the most important thing in a language. Because vocabulary is a unit before the rules that must be considered. According to Wilkins in Thornbury (2004:13) without grammar that can be conveyed, but without vocabulary, nothing can be conveyed. So don't be surprised if in early English lessons vocabulary is taught. Because the basis of learning English is vocabulary. Supported by Ur (1996:60), vocabulary is one of the important elements that must be given in the process of learning a foreign language. We have to be proficient in studying it so that we are fluent in learning English skills. According to Richards and Renandya (2002: 255), vocabulary is a core component of a language that can be fundamental to the process of learning to speak, listen, read and write.

b). Grammar

Grammar is a grammatical rule that is used to regulate the arrangement of sentences, phrases, and words in a language. According to Barbara Dykes (2007: 5) grammar is a language used to talk about language. The language shown

here is not meant to show a certain meaning while still paying attention to the rules so that they can be arranged properly. According to Michael Swan (2005:xix), the rules are used to indicate, arrange and change words to show a certain meaning.

Because when we don't use good and correct rules, the meaning captured will be different and interfere with the pose of communication. According to Geoffrey Leech (1982: 3), Grammar is a process according to which language works when used to communicate. So if the grammar is considered, the communication process will run well and the meaning of the word is conveyed.

c). Pronunciation

Pronunciation in speaking English certainly cannot be separated from the name pronunciation. Because when speaking English, you must be able to pronounce it properly and correctly to produce the correct sound. Furthermore, Richard and Schmidt (2002) explain Pronunciation as how to produce specific sounds. But when we talk, we don't just talk. But there must be meaning in what we are talking about.

According to Yates (2002), as cited in Pourhosein Gilakjani, (2016), Pronunciation is the step for the production of sounds that are used for making meaning. Talk

about meaning. Why when pronouncing a word must be good and right so as not to cause misinterpretation or misinterpretation of the word. Because when you mispronounce a word the meaning will also be different. According to Paulston & Burder (1976), Pronunciation is the process of producing a sound system that does not interfere with the speaker or listener in communicating.

d). Fluency

Smoothness is one of the components that need to be considered as well. Because it is very influential with what we talk about. Which includes things that we had to prepare beforehand. According to Koponen in Luoma (2004:88), fluency is about an order, intonation, linkage of ideas, appropriateness of pauses, and confidence.

This fluency can be had if you practice regularly and are willing to correct what is wrong. So that over time the fewer mistakes we make and can be proficient in it. Because according to Stockdale (2009: 1), fluency is when speaking can speak like the original narrative without hesitation and make few mistakes. So if you want to have fluency and be able to speak like a native speaker, you have to practice regularly.

e). Comprehension

Comprehension is the ability to process and understand the meaning of the information obtained. So in understanding not only how to speak like a native narrative but also understanding the content of the information. As Ur (1996) admits, the goal of Pronunciation is not to be able to do a perfect imitation of the original but to do a reliable pronunciation.

In understanding, besides students must learn independently, there is also the role of the teacher who must provide the learning. In fact, as Derwing and Munro (2005) or Goodwin (2001) say the teacher's role in helping ESL is not targeted at having an accent like a native speaker.

## 2. Vowels Sound

The vowel sound is a sound or sound that is produced by opening the vocal cords in the absence of accumulated air. According to O" Grady, Archid, & Aranoff (2010), which defines that vowels are melodious sounds produced with the vocal tracts being more open than consonants. Where vowels sounds are vowels or vowels whose Pronunciation must open the mouth cavity. The letters consist of a, i, u, e, o.

Hearing vowel words that can be immediately remembered is by opening the mouth cavity when pronouncing it. According to Wolfram and Johnson (1981: 27), the characteristics of the vocals are the size and shape of the oral cavity. In each Pronunciation, the vowels have different sizes and



shapes in the oral cavity. So when pronouncing it, you must pay attention to how good and correct Pronunciation should be.

The vowel is also very important in the world of Education. Because when doing the Pronunciation, it must be following the rules. So that the information can be pronounced correctly and accepted by others. In addition, it can also help when learning listening when students can understand and understand can also help facilitate the process. However, when students do not understand, they will find it difficult to listen. The main key is mastery of the students themselves.

a. Kinds of vowels

There are two kinds of vowels :

1). Short vowels

Short vowels are simple vowels that occur in the core of a syllable or not more than one (Mc. Cull, 2009). So a short vowel is a vowel in which there must be no more than one syllable. Such as Sun, Jump, and Pig.

2). Long vowels

Long vowels are vowels that consist of a set of two or more in the syllable core (Mc. Cully, 2009). So a long vowel is a vowel that consists of two or more syllables. Such as Cake, Bake, and Kite.

### 3. Vowels Sound Error

a. English vowel sound (i)

Vocal (i) is a vowel that is classified as high and includes a front vowel when viewed from the position of the tongue. Pronunciation of vowel sound (i) is pronounced normally, it doesn't need a certain accent. As stated by Dardjowidjojo (2009), the Pronunciation is the same, it is pronounced normally like the letter (i). as in the Pronunciation of the word. As found in the word "eat" simply read "it".

b. English vowel sound (I)

Vocal I is the same as a vowel (i) has the same height and includes the front vowel. According to Dardjowidjojo (2009), this vocal includes a high but weak vocal so that the Pronunciation is done shorter and faster. As in the Pronunciation of the words. As found in the word it and sit.

c. English vowel sound (e)

Vocal e includes vowels that are tense in Pronunciation and the position of the tongue is in the middle. According to Dardjowidjojo (2009), these vocals include front and center vocals which are distributed into vocal sounds. Why is it said to be distributed because this vocal refers to the sound of (ei). As found in the words eat, pay, and hate.

d. English vowel sound (ɛ)



This vowel is neither too high nor too low but in the middle. Dardjowidjojo (2009), said that the vowel (ɛ) is the front and center vowel. It is said in front because the position of the tongue is in front. Also, it is said to be middle because it is not high but standard. As found in the words egg, get, and bet. Weakly pronounced i.e. short and standard.

e. English vowel sound (æ)

In this vowel, the position of the tongue is in a position far down from the previous vocal position. It is said by Dardjowidjojo (2009), that vocal (æ) is a vowel that includes a low front. It is said that way because the position of the tongue is in front and the Pronunciation is low. As found in the words apple, sad, and angel.

f. English vowel sound (ə)

This vowel pronunciation is in the middle of the tongue and the middle of the oral cavity. Dardjowidjojo (2009) said that the vowel (ə) is the middle vowel. Such as in the words along, mountain and captain.

g. English vowel sound (ʌ)

This vowel is almost the same as the vowel (ə) but its position is slightly lower than the vowel (ə). Dardjowidjojo (2009), also said that this is the middle vocal. Such as in the words sun, but, and hut.

h. English vowel sound (u)

This vocal is a little different from the previous vocals because it's heading a bit backward. According to Dardjowidjojo (2009), vocal (u) is a high back vocal. It is said to be high back because in Pronunciation it lifts the back of the tongue without touching other parts of the mouth. It can be said at the Pronunciation of this vowel the mouth stiffens. Such as in the words food, mood, and shoot.

i. English vowel sound (ʊ)

Vocals can be produced when the Pronunciation lowers the tongue slightly from the (u) position. Dardjowidjojo (2009), said that this vowel is a high back vowel. This vowel is usually pronounced like a short u. Such as in the words food, good, and would.

j. English vowel sound (o)

This vowel is produced when placing the back of the tongue in a lower position than (ʊ) (Dardjowidjojo, 2009). Such as in the words rod, hot, and got. When you say it you have to round your mouth, because it is caused by the letter (o).

k. English vowel sound (ɔ)

This vowel can be produced by lowering the tongue under the sound (o). but the shape of the mouth is still the same as rounding. Dardjowidjojo (2009), said that this vocal is a loose,

rounded vocal back and forth. Such as in the words saw, raw, and law.

1. English vowel sound (a)

The process of producing this vowel is to put the tongue behind the mouth in a lower position than the previous vowel. Dardjowidjojo (2009), said this vocal is a low back vocal. Such as in the words part, card, and heart.

**B. The Previous Studies**

To provide evidence of the originality of the research, the researcher presents previous research as follows:

The first was research conducted by Eniex Yuniarti (2006) with the title "A Study on the English Diphthongs Pronounced by the Second Semester Students of Broadcasting Program of Language Center of Muhammadiyah University of Surakarta". This research is almost the same as Mahadina but in a different scope, only the subject is second-semester students majoring in broadcasting programs at the UMS Language Center. This study focuses on the Pronunciation of English diphthong sounds produced by students.

The second was research conducted by Nunik Fauziah Hastuti (2008) entitled "A Study on Articulating English Vowels by Speech Defect Community (a case study of impressionistic phonetics of YPAC members in Surakarta) His research focuses on pronunciation errors and articulation organ shifts in vowel sounds produced by speech-impaired students.

The third was research conducted by St. Rahmatia Razak (2009) entitled "The Students' Difficulties in Pronouncing the English Vowel at the Third Year of SMAN 1 Pitumpanua Wajo Regency" This research aims to determine the vowel sounds that are difficult for students to pronounce and what factors make it difficult for students to pronounce English vowels in the third grade of SMAN 1 Pitumpanua Wajo area. This research uses a descriptive science method consisting of 30 students.

The fourth was the research conducted by Agus Riadi (2013) entitled "Student's Problems in Pronouncing Short and Long English Vowels". This study aims to determine students' problems pronouncing long and short vowels in English. This study's subjects were second-semester English Education Study Program students. There are 30 students involved in this research. In this study, the researcher used a descriptive method.

The fifth was research conducted by Deliana and Hilman (2017) entitled "An Analysis of Students' Pronunciation in Pronouncing English Vowels and Consonants of SMK Karya Serdang Lubuk Pakam Academic Year 2017/2018". This study focuses on the problems experienced by students in pronouncing English vowels and why these problems can occur. The population of this study were students of class X SMK Karya Serdang Lubuk Pakam in the 2017/2018 academic year.

Based on the research above, this research is different. Because this study examines how the Pronunciation of ten short and long vowel words is wrong, this study used the student population at the Vocational high school

of Ngadirojo. It consists of twenty-six students from grades ten, eleven, and twelfth at the vocational high school of Ngadirojo. Data retrieval uses sound records and asks students to pronounce the words that have been determined. This research uses the qualitative descriptive method.

### C. Theoretical framework

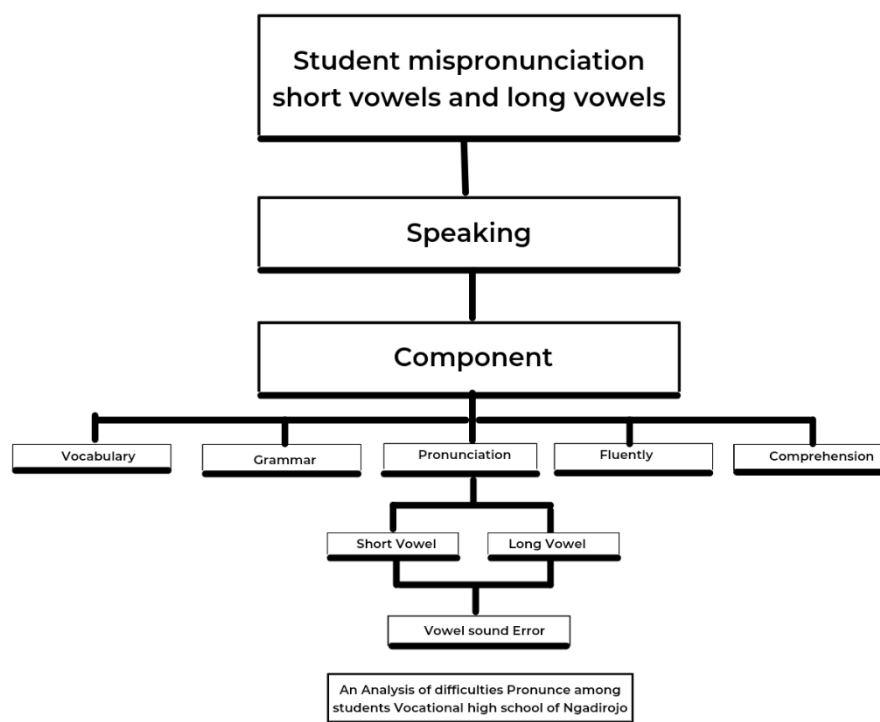


Figure 2.1. The theoretical framework of the research

This research originated from the experience of researchers when doing fieldwork commonly abbreviated as PPL at the Vocational high school of Ngadirojo. After a few days of internship there, he found several problems, such as the lack of students' ability to pronounce short vowel words in English.

Based on this, the researcher wanted to examine the students' difficulties in speaking. Students mainly have difficulty pronouncing short

and long vowel words in English. Based on To Harris' theory regarding the components of speaking. However, the researchers focused more on Pronunciation. To know students' difficulties in pronouncing short and long vowels at Vocational high school of Ngadirojo students. It is also hoped that it will provide a solution to this problem.





