

CHAPTER II

LITERATURE REVIEW

This chapter explains the theoretical review, previous studies, and theoretical framework of the research.

A. Theoretical Review

1. The Nature of Pronunciation

a. Definition of Pronunciation

Pronunciation is the act or way of producing the sound of a word. Some experts provide a definition of pronunciation. Cook (1996) in Gilakjani (2016:2) defined pronunciation as the production of English sounds. Meanwhile, Carrel & Tiffany (1960:4) in Sembiring and Ginting (2016:40) defined pronunciation as the choice of sounds used in forming words. The teacher's role is very important in improving students' pronunciation. Pronunciation must be taught so that students can pronounce English words and also speak English well. According to Yates (2002) in Gilakjani (2016:2) pronunciation is the production of sounds that is used for making meaning. From the definitions above, it is clear that pronunciation plays an important role in producing English words. That is why pronunciation should not be ignored when learning English because mistakes in pronunciation can change the meaning of a word. Learning English is not as easy as imagined. There are several things that need to be known and

mastered. Kelly (2000:1) stated that pronunciation has two main features, namely Phoneme and Suprasegmental features.

1) Phonemes

Phonemes are the different sounds within a language. Phonemes can also be referred to as segments. The set of phonemes consists of two categories namely vowel sounds and consonant sounds. And also the combination of vowel sounds is called diphthongs.

a) Vowels

Vowel sounds are all voiced, and maybe single, like /e/, as in /let/. Vowel has twelve sounds. The following table lists vowels and also examples of words.

Table 2.1 Kinds of Vowel

Vowels											
i:	ɪ	ʊ	u:	e	ə	ɜ:	ɔ:	æ	ʌ	ɑ:	ɒ
<u>b</u> ead	<u>h</u> it	<u>b</u> ook	<u>f</u> ood	<u>l</u> eft	<u>a</u> bout	<u>sh</u> irt	<u>c</u> all	<u>h</u> at	<u>r</u> un	<u>f</u> ar	<u>d</u> og

b) Consonants

Consonant sounds may be voiced or unvoiced. To determine whether a consonant is voiced or not is to place a finger on the throat. If there is a vibration when pronouncing a letter, it means that the consonant is voiced. If there is no vibration, it means that the consonant is unvoiced. Consonant

has twenty-four sounds. The following table lists consonants and examples of words.

Table 2.2 Kinds of Consonant

Consonants											
p	b	t	d	k	g	tʃ	dʒ	f	v	θ	ð
pin	bin	to	do	cot	got	church	judge	fan	van	think	the
s	z	ʃ	ʒ	h	m	n	ŋ	l	r	j	w
sue	zoo	she	measure	hello	more	no	sing	live	red	yes	wood

c) Diphthongs

The diphthong is a combination that involves moving from one vowel sound to another, such as /ei/, as in *late*. Diphthong has eight sounds. The following table lists diphthongs and examples of words.

Table 2.3 Kinds of Diphthong

Diphthongs							
eɪ	ɔɪ	aɪ	ɪə	ʊə	eə	əʊ	aʊ
cake	toy	high	beer	fewer	where	go	house

2) Suprasegmental Features

Suprasegmental features are features of speech that generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation, and how

sounds change in connected speech. The meaning of communication is influenced by these three features. The stressing of one or more words in each utterance is intended to make the word prominent to the listener, so the listener understands that the word is important. While intonation is the up and down pitch of the voice in an utterance.

b. Place of Articulation

According to Kelly (2000:6), there are eight places of articulation, those are bilabial, labio-dental, dental, alveolar, palate-alveolar, palatal, velar, and glottal.

- 1) Bilabial : using the closing movement of both lips, e.g. /p/ and /m/.
- 2) Labio-dental : using the lower lip and the upper teeth, e.g. /f/ and /v/.
- 3) Dental : the tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/.
- 4) Alveolar : the blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/.
- 5) Palato-alveolar : the blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /tʃ/ and /dʒ/.
- 6) Palatal : the front of the tongue is raised close to the palate, e.g. /j/.

- 7) Velar : the back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/.
- 8) Glottal : the gap between the vocal cords is used to make audible friction, e.g. /h/.

c. Pronunciation Goals

Kenworthy (1987:3) stated that the pronunciation goals should always be native-like pronunciation. By mastering pronunciation, English learners can communicate well and clearly like native speakers. There are some learners who may want to approach an accent like a native speaker because their work requires them to have a native accent.

d. Factors that Affect Pronunciation Learning

As English learners, people will face difficulties in pronouncing a word. This can be influenced by mother tongue and motivation. According to Kenworthy (1987:4-8), there are six factors that affect people's pronunciation:

1) The Native Language

The native language is an important factor in learning to pronounce English. A foreign accent has some of the sound characteristics of the learner's native language. People speak English while still using the accent of their mother tongue, so it can be quite clear what someone's origin is from their accent. The difference in the sound system between English and the learner's

native language also causes students to find it difficult to learn English pronunciation.

2) The Age Factor

The second factor is the age where a person begins to learn a second language. Someone who pronounces a second language like a native probably started learning it as a child. People who learn English since childhood will have better pronunciation. On the other hand, if someone doesn't start learning English until adulthood, they will not have good English pronunciation.

3) Amount of Exposure

The third factor is the amount of exposure to English the learner receives. A person's ability to pronounce words can be affected by the amount of exposure. If learners are surrounded by English, their pronunciation skills will be better. Conversely, if learners do not live in an English-speaking environment, their pronunciation skills are poor.

4) Phonetic Ability

The next factor is phonetic ability. It is a common view that some people have a "better ear" for foreign languages than others. This skill has been variously termed "aptitude for oral mimicry", "phonetic coding ability", or "auditory discrimination ability". Everyone has different phonetic abilities. With training, learners

can improve their phonetic abilities. Learners must imitate the sounds of English so that their pronunciation skills can improve.

5) Attitude and Identity

Another factor is attitude and identity. Factors such as attitude or “sense of identity” and feelings of “group affiliation” towards speakers of the target language are strong determiners of the acquisition of accurate pronunciation of a foreign language.

6) Motivation and Concern for Good Pronunciation

Some learners seem to be more concerned about their pronunciation than others. The terms “strength of concern” for pronunciation are a type of motivation. The desire to do well is a kind of “achievement motivation”. Learners who pay attention to their pronunciation have high motivation. Conversely, if learners don’t care about their pronunciation, it means that they don’t have the motivation to improve their abilities.

2. Silent Letters in English

A letter written but not spoken, it is a silent letter. In English pronunciation, silent letters are a term for letters or combinations of letters that are not pronounced in a word, such as “g” in “assignment”, “c” in “scissors”, “k” in “knight”, and many others. According to Podhaizer (1998) in Pusfarani (2021:455), silent letters are letters that are not sounded. Besides, Carney (2012:40) defined silent letters as an extension of a metaphor commonly used in the teaching of reading, where letters are

often supposed to ‘speak’ to the reader. English has many letters which are included in the silent letters. Carney (2012: 40-42) mentioned that there are three types of silent letters, those are auxiliary, inert, and empty letters.

a. Auxiliary Letters

Auxiliary letters are additional letters that aid in the creation of complicated visual groupings. Auxiliary letters are plainly required to compensate for the Roman alphabet’s lack of distinctiveness when dealing with English phonemes. Auxiliary letters are put before or after a basic letter that already has a sufficient spelling, for example, the letter /ea/ in bread, with the /e/ of bred, or the /wr/ and /r/ of wrest, rest, or the /wh/ and /w/ of whine).

b. Inert Letters

Inert letters are letters that appear in all forms of a morpheme’s spelling (helping to maintain its shape) but do not have a phonetic counterpart in some versions of the morpheme. The letter “g”, for example, appears in all spellings of signature, signatory, and signal, but there is no phonetic equivalent in sign, signed, signer, or signing.

c. Empty letters

Empty letters are letters that are not pronounced and have no purpose, such as auxiliary or inert letters. The letter with empty letters in the beginning, such as “h” in “heirress”, “honest”, and “ghost”. “Myrrh” and “rhythm” are written with an empty letter on the coda.

Based on the preceding explanation, silent letters are one of the problems in pronouncing English words because silent letters are letters that appear in words but are not sounded. So this can cause errors for English learners. In learning English pronunciation, students are required to understand the rules, including silent letters, to minimize errors that may occur.

3. The Nature of Error

As an English learner, of course in learning the language some errors are unavoidable, especially in pronunciation. Dulay & Krashen (1982:138) defined errors as the flawed side of learner speech and writing. Making errors is a natural thing because after all, English is a second language or a foreign language. And also the rules in English are different from their first language or mother tongue. Dulay & Krashen (1982:138) also stated that making errors is an inevitable part of learning. People cannot learn a language without first systematically committing errors.

According to Ellis (1997:15), there are good reasons for focusing on errors. First, they are a conspicuous feature of learner language. Second, it is useful for teachers to know what errors learners make. Third, it is possible that making errors may actually help learners to learn when they self-correct the errors they make. Based on this statement, it can be concluded that making errors can have a positive impact on learners to improve their abilities. By realizing the errors made when pronouncing

English words, learners will be encouraged to find out and learn the correct pronunciation.

Many people think that errors and mistakes have the same meaning. Though both have differences. Ellis (1997:17) stated that errors reflect gaps in a learner's knowledge, they occur because the learner does not know what is correct. Meanwhile, mistakes reflect occasional lapses in performance, they occur because the learner is unable to perform what he or she knows.

Problems faced by students in learning a language need to be identified by knowing the source of the error. There are some sources of error. Brown (2000:224-227) mentioned that there are four sources of error, those are interlingual transfer, intralingual transfer, context of learning, and communication strategies.

a. Interlingual Transfer

For all learners, the interlingual transfer is a substantial source of error. Interlingual transfer from the native language, or interference, is especially vulnerable in the early stages of learning a second language.

b. Intralingual Transfer

Intralingual transfer within the target language is a major element of second language acquisition. The interlingual transfer is more prevalent in the early phases of language learning, but once learners have begun to acquire elements of the new systems, intralingual

transfer-generalization inside the target language becomes more evident.

c. Context of Learning

In the case of school learning, the context of learning refers to the classroom with its teacher and materials, while in the case of untutored second language learning, it refers to the social setting. In a classroom setting, the teacher or the textbook can cause the learner to form incorrect language hypotheses. Students frequently make errors as a result of a teacher's misinformation, a textbook's incorrect presentation of a structure or term, or even a pattern that was rote recalled in a drill but was not properly contextualized.

d. Communication Strategies

Learning styles are defined and linked to communication strategies. Learners definitely utilize production techniques to improve the effectiveness of their messages, but these techniques can also be a cause of inaccuracy.

According to Dulay (1982:146), there are four types of errors: linguistic category, surface strategy taxonomy, comparative analysis, and communicative effect. The types of errors used in this research are surface strategy taxonomy. There are four types of errors based on the Surface Strategy Taxonomy, which is used to identify students' errors: Omission, Addition, Misformation, and Misordering.

a. Omission

Omission errors are characterized by the absence of an item or elements that must appear in a word or a sentence. For example the word “start” /stɑ:rt/ is pronounced as /sta:r/.

b. Addition

The opposite of omission is addition. The addition is characterized by the presence of an item or elements that must not appear in a word or a sentence. For example the word “Empty” /'emp.ti/ is pronounced as /empəti/.

c. Misformation

Misformation errors are characterized by the use of the wrong form of an item in a word or a sentence. For example, the word “think” /θɪŋk/ is pronounced as /tɪŋk/.

d. Misordering

Misordering errors are characterized by the incorrect placement of a morpheme in a word or a sentence. For example, the word “Dark” /dɑ:rk/ is pronounced as /drɑ:k/.

4. Error in English Pronunciation

As an English learner, mastering pronunciation is very important and should not be ignored. This is because pronunciation is an important element in speaking. If students do not master pronunciation, their speaking skills will be poor, and communicating with others will be more difficult. On the other hand, if students master pronunciation, their

speaking skills will be good, and communication with other people will be easier and clearer. Pronunciation errors can lead to different meanings. That's why pronunciation is important for English learners to master. However, mastering English pronunciation is not as easy as it seems, because after all, English is a foreign language.

One of the most difficult things when learning English is how to read or pronounce English words and sentences correctly and fluently. English learners often face difficulties in learning English, especially in pronunciation. The difficulties faced by students can cause pronunciation errors. Pronunciation errors are errors in pronouncing the sounds of a foreign language. According to Syafei (1988:1) in Simarmata (2019:10), there are two reasons why English is difficult for students. First, the difficulties are because of the irregular spelling of English. Second, the difficulties are due to interference (negative transfer) from Indonesian to the target language (English). Based on this statement, it can be seen that students face difficulties in learning English. The factor that causes it is the irregular and inconsistent spelling of English. The spelling and pronunciation in English are different, so this can cause pronunciation errors in students. For example, the word "Science" is pronounced as /'saɪ.əns/.

In addition, the influence of the first language can also cause pronunciation errors. This is because the systems and rules of the first language are different from English. For example, in Indonesian, the word

“Pergi” is pronounced the same as it is spelled, so students who have not mastered English pronunciation will pronounce English words similar to how they pronounce words in Indonesian. As Ramelan (1999) said in Simarmata (2019:10), the degree of difficulty in learning is also determined by the degree of difference between the two languages. This means that the greater the difference between the two languages, the greater the level of difficulty. The errors that occur are also getting higher.

B. Previous Studies

In this section, the researcher presents previous research that has a similar topic. There are several studies that have been conducted previously, which are presented as follows:

First, the research entitled “*An Analysis of Students’ Errors in Pronouncing English Words at Islamic Junior High School Nurul Jadid Kampar*”. This research was conducted by Putri Mahesarani from the State Islamic University of Sultan Syarif Kasim Riau in 2021. This research is descriptive quantitative research and the method of this research used a test to collect the data. It is conducted in the eighth grade of Islamic Junior High School Nurul Jadid Kampar. In this research, the researcher used a test about pronouncing silent letters in English words in reading aloud recount text. The result of this research is showed that the percentage of students’ errors in pronouncing silent letters in English words was 329 errors in each letter was [g]: 17,9%, [h]: 12,5%, [k]: 16,1%, [l]: 20,4%, [s]: 6,1%, [t]: 6,1%, [w]:

21,0%. And the most dominant error was the letter [w] with 69 errors or 21,0%.

This research has similarities with previous research, namely discussing pronunciation errors of English silent letters. The difference is in the silent letters used. Previous studies used silent letters g, h, k, l, s, t, and w, while this research used silent letters c, d, e, and t.

Second, the research entitled "*An Error Analysis of Students' Pronunciation Silent Letter at the Second Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2019/2020*". This research was conducted by Dhea Agisnandea. This research is a descriptive qualitative analysis. In this research, the researcher analyzed the students' errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's theory. The result of the research showed that there were 4 types of errors those are omission, addition, misformation, and misordering. The total of errors was 343 errors. The most common errors were addition which was 211 errors or 61,51%, misformation was 84 errors or 24,48%, the omission was 46 errors or 13,41%, and misordering was 2 errors or 0,58%.

The similarity between this research and previous studies is in the types of errors used, namely omission, addition, misformation, and misordering. The difference is that previous studies used plosive voiceless consonants.

Third, the research entitled "*An Analysis of Pronunciation Errors by the Fourth Semester Students in English Department of STKIP PGRI Pacitan in*

the Academic Year of 2017/2018". This research was conducted by Dian Eka Pertiwi. This research explained about the students' pronunciation errors in producing vowels, consonants, and diphthongs. The result showed that there were 140 errors produced by students in pronouncing vowels, consonants, and diphthongs. The highest error was diphthongs which consist of 77 errors or about 55%.

There are similarities between this research and previous research, namely discussing pronunciation errors. The difference is that previous studies discussed pronunciation errors in vowels, consonants, and diphthongs. Meanwhile, this research discussed pronunciation errors in silent letters.

Fourth, the research entitled *"Error Analysis of Silent Letters "H" and "W" in English Words by Non-English Department Students"*. This research was conducted by Triyoga Trias Utama from the Sanata Dharma University Yogyakarta in 2018. In this research, the researcher used 24 words in English containing the silent letters "h" and "w" in the initial, medial, and final positions. The result of this research showed that the students made 162 pronunciation errors from a total of 240 pronunciations. There are two types of errors made by the students which are systematic and pre-systematic. And the errors made by the students are caused by the Indonesian Phonological System.

The similarity between this study and previous research is that they both discuss silent letter pronunciation errors. The difference is that previous studies discussed pronunciation errors in the silent letters "h" and "w", and

the types of errors were systematic and pre-systematic. Meanwhile, this study discussed the pronunciation errors in silent letters c, d, e, and t and the types of errors based on the Surface Strategy Taxonomy.

And the last, the research entitled "*Students' Error in Pronouncing the Words Containing Silent Letters*". This research was conducted by Rafika Pratiwi from the University of Muhammadiyah North Sumatera in 2019. It is conducted at second grade students and the total number of students is 40 students. This research is a descriptive qualitative method. In this research, the students made two types of errors. The result showed that the students made 220 pronunciation errors in pre-systematic with a percentage 71,89%, and 86 pronunciation errors in systematic with a percentage 28,10%.

This research and previous studies have similarities, namely discussing pronunciation errors in silent letters. In addition, there are also differences. The difference is that previous research used pre-systematic and systematic errors type. Meanwhile, this research used the surface strategy taxonomy: omission, addition, misformation, and misordering.

C. Theoretical Framework

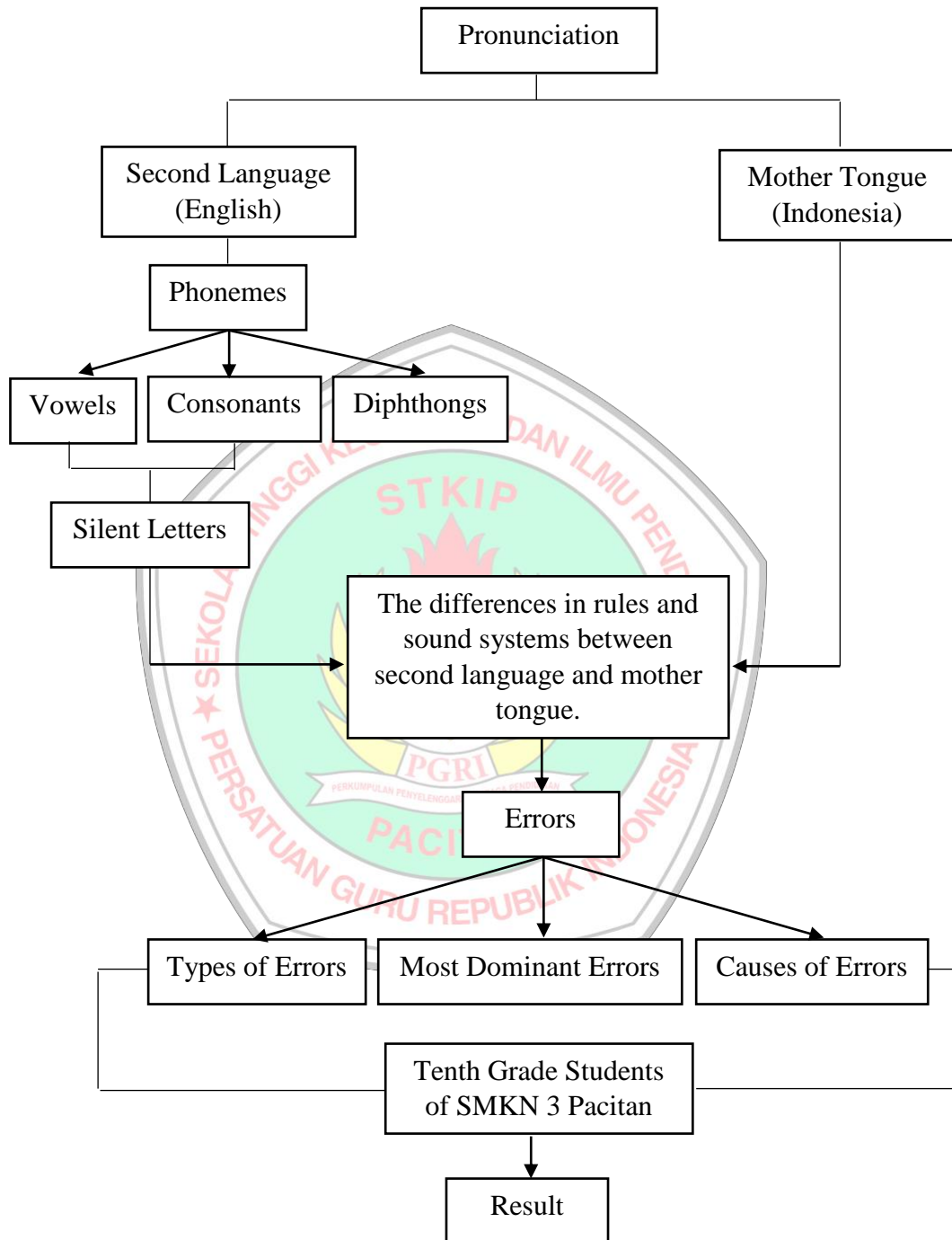


Figure 2.1 The Theoretical Framework

Pronunciation is the act or way of producing the sound of a word. One of the main features of English pronunciation is a phoneme. The phonemes consist of two categories those are vowel sounds and consonant sounds. The combination of vowel sounds is called diphthongs. Meanwhile, in English, there are silent letters. A silent letter is a term for letters or combinations of letters that are not pronounced in a word. In Indonesia, English is a foreign language. The rules and systems of English are different from Indonesian. These differences can cause errors in students. Errors are the flawed side of students' speech and writing. The phenomenon of student errors in learning English is an error in pronunciation. The types of errors, the most dominant errors, and the causes of students' errors must be identified so that these errors can be corrected. Thus, students' pronunciation will be better.

