

CHAPTER II

RELATED THEORIES

2.1 Linguistics

Linguistics is the scientific study about language. In linguistics explain about how to human use the language in communicate in the world. Moreover, linguistics is study of language that concerned with spoken language and its ramification of anthropological, psychological, and sociological. Linguistics have history, in some period linguists have been interested the changes in language. Other period, linguists concentrated on describing how language is used (Crane, 1981:28). Furthermore, linguistics is a study about language or a study that make the language as an object in this study. In addition, according to Verhaar (2012:5) state that linguistics not explains about the languages as a tool to express the emotion or as a special characteristic of society, but in linguistics explain a science of the languages as the languages. Linguistics not only talks about the languages, but also how the languages develop in society and how they use that language.

Furthermore, when we talk over about linguistics, perhaps we think that only to speak, to write, or only to talk one another. In fact, this is not is such way. Linguistics is also similar to other sciences, even this language firstly appeared in the world if we compare to other sciences. Moreover, we are as human must think it over

logically, that linguistics encompasses other branches which can be related to other fields.

Furthermore, Linguistics also look with the social, cultural, historical and political factors that influence the language. This includes the study of evolutionary linguistics, which investigates into questions related to the origins and growth of languages; historical linguistics, which explore language change; sociolinguistics, which looks at the relation between linguistics variation and social structures; psycholinguistics, which explores the representation and function of language in the mind. Neurolinguistics, about the languages process in the brain. language acquisition, on how children or adults acquire language; and discourse analysis, which involves the structure of texts and conversation.

Furthermore, in linguistics consist of several subsystems, there are phonology subsystem, morphology subsystem, syntax subsystem, and semantic subsystem. In linguistics, language is systematic system that used by human in communication (Chaer, 2007:4). Its mean that the language not a singular part of system, but In using the language to communicate, we not only know how to use language, but also some part of system that language that influenced in using English language.

Moreover, in learning language, all languages are spoken except such as Latin only exist in written form. It commonly noted in linguistics which speech is primary and writing secondary (Meyer, 2009:5). In process of learning the language, the

firstly the learner know the sounds of speech, and suggested for the learner to practice in spoken the language. In the word, we are as a human society needs the language to communicate each other, because speaking is an important habit every day to get or gives information to other.

2.2 Phonology

Phonology is the study of the categorical organization of speech sounds in languages; how speech sounds are organized in the mind and used to convey meaning and how the patterns of sounds in a language and across languages. Moreover, phonology is study about sounds, where not only how to pronounce each word correctly but also the function of sounds in language and how sounds are organized (Crane,1981:72).

Phonology is the study of principles and process by which sounds are produce of place and manner of articulations. It normally pertains to the production of sounds in proper manner. It mainly influenced by letter position, whether they come before or after certain vowel or consonant.

According to Charles Meyer (2002 :8) said that phonology is the smallest unit of structure in language, that focuses on the phoneme. Linguistics rules at this level describe how sounds are pronounced in various context. So, in phonology area is explain about how to produce the sounds correctly in every context.

According Katamba (1989:1)state that phonology is branch of linguistic that concerns the sounds ways are used systematically in different languages to form words and utterances. Pronunciation is the science that we study about normal human speeches (sounds) in verbal skill both specifically and universally. Furthermore, the word of phonology can be separated into terms: {phone} means {sounds + logy} is science. In addition, phonology is the science of human sounds in language.

Furthermore, according to Hayes (2009:1) states that comprehend of tacit system rules by speaker in apprehending and manipulating of the sound language is the goal of phonology. Phonology is an experimental science thought it also involves a fair degree of formal analysis and abstract theorizing, where the primary data on which phonological theory rests are phonetics, that is observation of the phonetic form of utterance.

Phonology is very important for students, Especially for English students at FKIP UIR Pekanbaru. Phonology is the science that we study about the sound of human language, particularly normal human sound, which includes articulator, vocal cords, point and manner of articulations. The students were still difficult in pronouncing words. In accordance with pronunciation syllabus, it emphasizes on speech sounds, transcribing speech, pronouncing English words, identifying of English sounds, vowels, consonants (English pronunciation for Indonesian students).

2.3 Pronunciation

Pronunciation is an important part in learning English as a second language or as a foreign language. In learning language, the learners not only know about the language but also the using of language. Pronunciation is learning about how to pronounce the word correctly and clearly. In pronouncing the learner need to learn to produce the sound of the word correctly and clearly by using the organ of speech in right position. So, if the learner know how to pronounce the word correctly with the right organ position of speech it will be make the learner understood and easily. On the other hand, incorrect pronunciation can make misunderstanding between speakers and listener.

Language learners may find difficulties in learning to speak English well because several spelling may be represented by a single sound. Moreover, for the learner it can be the hard thing and difficult process to learn about the sound of speech. Because, in English there so many symbol that the learner should know to pronounce correctly.

In difficulties of pronunciation, not only about the spelling of the word, the are so many factors that can influence in learning pronunciation. The difficulties in learning English occur that some of English sounds do not exist in the mother tongue of the learners. English language is different with Indonesian language that has various district which have different dialect from the students.

Although it need to long time to learning sound of speech, but it is necessary for the learner to learning English language as a second language second language or as a foreign language. The correct and clearly pronounced can help the listener to get our point in speaking. The ability in communicate whatthey have in mind effectively is the goal of the language learners; they have to be understood when they areuttering the words. Moreover, the good pronunciation makes the people easy to understood in communication in English language and easy for the learner to express their expression. For the learner to mastery in pronunciation is necessary and important thing in learning English language.

Kenworthy (1987; 4-8) state that who provides a balanced theory and practice identifies sex principle factors affecting pronunciation learning. They are as follows:

1. The native language : Native language will be the most influential affecting a learners' pronunciation. Native language often interferon the second language acquisition to pronunciation skill and it might be influenced by the differences of both language.
2. The age factor : Age, critical period hypothesis states that there is time in human development when brain is predisposed for success in language.
3. Amount of expose : the quality and intensity of exposure is more important than the more length of time. If class time spent focusing on pronunciation demands the full attention and interest of your students. Then they a good chance of reaching their goals.

4. Phonetic ability : some people have good ability in phonetic but not in others their organ from supports them to pronounce each word correctly.
5. Attitude and identify : attitude and identity have positive relationship to pronunciation ability. Someone who has positive attitude toward English might be able to pronounce English well.
6. Motivation and concern for good pronunciation : motivation is related to success in learning second language.

Based on the definition above, the research conclude that pronunciation is a important essential to learn by English Student's. In learning English language not only know the language but also the use of the language. In pronunciation the students learn the way of making the sounds of the word correctly and clearly.

2.4 Classification of sounds.

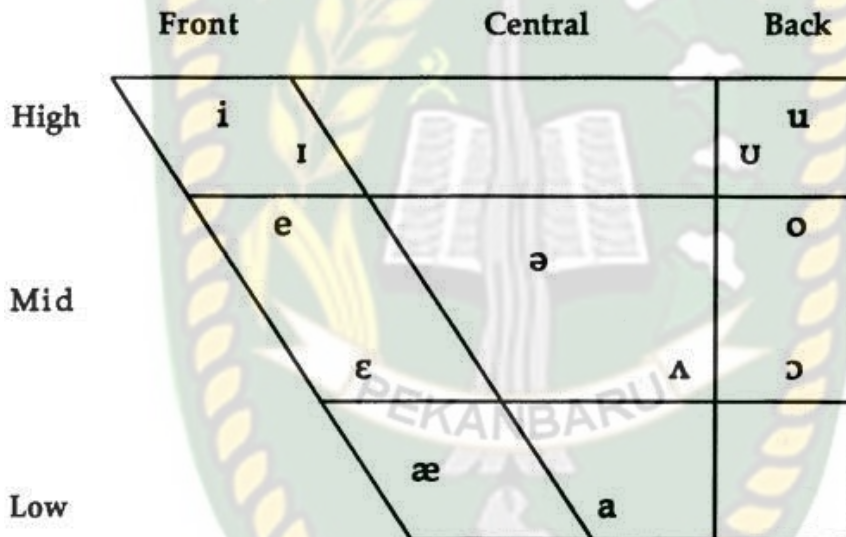
2.4.1 Vowels Sounds

Vowel is speech sound in which the mouth is open and the tongue is not touching the top of mouth and the teeth. According to Connor (1980:79) said that vowels are made by voiced air passing through different mouth shapes; the differences in the shape of the mouth are caused by different position of the tongue and lips. So, vowel is a sound by the correct organ position which the tongue and lip not touching and the air passing by the mouth.

Furthermore, according to Crane (1981:59) state that vowels are when we produced the sounds, the oral cavity relatively open and air is flow. Vowels can be high (close) or low (open). In high vowel, such as /i:/ in see, the tongue is pushed up

high so that the upper surface of the tongue is very close to the roof of the mouth. In a low vowel, such as /æ/ in sad, the tongue is flattened mouth and the mouth is more open so that the top of the tongue is much farther away from the roof of the mouth.

Vowels can be either front or back. In front a vowel, such as /i/ or /æ/, the front part of the tongue is pushed forward, and the tongue can be easily seen in a mirror. In the back vowel such as /u/ or /ɑ/, the highest point of the tongue is back, and the whole tongue moves back in the mouth.



Every vowel in English has a unique articulatory position based on the combination of tongue height, tongue advancement, and lip rounding.

There are vowels in English, they are :

/ɪ/ sit, fill, bid, sin, ink

/i:/ he, see, bee, key

/e/	head, fell, set, bed
/æ/	cat, land, bad, flat
/a:/	barn, ask, hard, harm
/ɔ/	cot, hot, pot, lost
/ɔ:/	fall, broad, lord, wall
/ʊ/	could, would, put, cook,
/u:/	fool, pool, food, true
/ʌ/	bud, tusk, flood, cup
/ɜ:/	learn, bird, worm, girl
/ə/	never, statement, affect, advice

The lip position of vowels can be rounded or unrounded (spread). In a rounded vowel such as /u:/ in too, the sides of the both lips are pushed in. In unrounded vowel such as /i:/ in see, the sides of the lips are pulled out, as in a smile. Vowels produced with rounded lips are classified as rounded vowel and vowel produced with unrounded lips classified as unrounded vowel (spread). English pure vowels maybe divided into two lips shape categories: (Handbook)

1. Unrounded : /i:/ = eat (i:t), /æ/= bad (bæd), /ə/= ago (əgo), /ɪ/ = lip (lɪp), /a:/= art (a:t), /ʌ/= up (ʌp), /e/= pen (pen), /ɜ:/ = bird (bɜ:d).
2. Rounded: /ɔ/= not (nɒt), /ɔ:/= wall (wɔ:ll), /u:/= too (tu:), /ʊ/= foot (fʊt)

Lips Position



Rounded : The lips are pushed forward into shape of a circle. Example sound /ʊ/

Spread : The corners of the lips are moved away from each other, as when smiling. Example sound /i:/

Neutral : The lips are not noticeably rounded or spread. Example sound /ə/

1. /i:/

Articulatory description:

- In producing /i:/ the front of the tongue is raised.
- The lip position is slightly spread.
- /i:/ being a long vowel
- It is long enough to be one, but it does not actually glide into another vowel sound.

Examples :

See /si:/

Read /ri:d/

Money / mʌni:/

2. /ɪ/

Articulatory description:

- a. In producing /ɪ/ the front of the tongue is raised towards the palate.
- b. The position of the whole tongue is relatively high in the mouth, making it a closed vowel.
- c. The lip is slightly spread.

Examples:

Sit /sɪt/

Fill /fɪl/

Bid /bɪd/

3. /e/

Articulatory description:

- a. The front of the tongue is used in the production of this vowel, making it a front vowel.
- b. It is also a close/ middle vowel in that the position of the tongue and jaw is slightly raised.
- c. The lip is slightly spread.

Examples :

Head /hed/

Fell /fel/

Bed /bed/

4. /æ/

Articulatory description:

- a. This vowel since the front part of the tongue is raised when it is articulated.
- b. It is also an open (low) vowel.
- c. The tongue position is in a low position with the jaw also being lowered.
- d. The lip is slightly spread.

Examples :

Land /lænd/

Bad /bæd/

Flat /flæt/

5. /ʌ/

Articulatory description:

- a. This is a central vowel.
- b. It is more open than mid-ranged.
- c. The lip position is a neutral one.

Examples :

Flood /flʌd/

Bud /bʌd/

Sun /sʌn/

6. /ɑ:/

Articulatory description:

- a. This is an open vowel.
- b. In producing /ɑ:/ the back of tongue is raised.
- c. The raising of the tongue is only slight so that the tongue can be said to be very low in the mouth, and its fully open position
- d. The lip for production of /ɑ:/ is neutral

Examples :

Hard /hɑ:d/

Harm /Hɑ:m/

Barn /Bɑ:n/

7. /ɒ/

Articulatory description:

- a. The tongue and jaw are lowered as the back of the tongue is used to articulate this vowel.
- b. Hence it is a back, open (low) vowel.
- c. The lips are slightly rounded.

Examples :

Hot /hɒt/

Lost /lɒs/

Pot /pɒt/

8. /ɔ:/

Articulatory description:

- a. In Producing /ɔ:/ the back of the tongue is raised.
- b. This raising almost reaches to a low position.
- c. The lip is rounded.

Examples :

Fall	/fɔ:l/
Lord	/lɔ:d/
Broad	/brɔ:d/

9. /ʊ/

Articulatory description:

- a. The tongue and jaw are raised as the back of the tongue is used to articulate this vowel.
- b. Hence it is a back, close (high vowels)
- c. The lips are rounded.

Examples :

Could	/kʊd/
Put	/pʊt/
Cook	/kʊk/

10. /u:/

Articulatory description:

- a. In producing /u:/ the back of tongue is raised.
- b. This vowel is towards the back and is a close sound.
- c. The lips are rounded.

Examples:

Food	/fu:d/
Fool	/fu:l/
True	/tru:/

11. /ɜ:/

Articulatory description:

- a. This is a central vowel.
- b. In producing /ɜ:/ the central part of tongue is raised; the central part of the tongue is that part of the tongue between the front and the back.
- c. The lip position is neutral.

Examples:

Girl	/gɜ:l/
Bird	/bɜ:d/
Learn	/lɜ:n/

12. /ə/

Articulatory description:

- a. In producing /ə/ the central part of the tongue is raised.
- b. It is raised to the half position, or even lower.
- c. The lip position is spread or neutral.

Examples:

A lot /ə'lot/

Around /əraund/

Statement /steitmənt/

2.4.2 Consonant Sounds

Consonant is speech sound made by stopping the breath with the tongue and lips. Consonants are the speech sounds which are produced with someone kind of closure in the mouth by the restricting the escape of air. In addition, consonants are sounds that interrupt or restrict the flow of air. Moreover, According to Crane (1981:59) state that the sounds that produce by a constriction or occlusion in the oral cavity are called consonants. It means that, consonant are any speech sound characterized by constriction or closure which produced by stopping the air.

In learning English language, the students not only know how to pronounce the vowels sounds, but also how to pronounce the consonants sounds correctly in English word. If the students have ability to pronounce in English correctly, it will make the students easier to communicate in English, and make the listener will be

easy to understand. However, the students may find the difficulties in process of learning English pronunciation correctly.

Based on the explanation above, it can be conclude that the difficulties in learning process of pronunciation not only caused by lack of knowledge and practice, but also Student's attitude toward English subject especially the habit of students in learning process of English pronunciation.

According to Indriani (2003:8-11) states that there are twenty-four of consonants which number are classified base on place of articulation and manner of articulation.

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

There are twenty four of consonants in English, they are :

/p/ pan, played, cap, rope, happy

/b/ ban, blade, cab, robe, rubber

- /t/ late, night, crystal, try, cigarette
- /d/ doll, dry, bad, need, leader
- /k/ can, king, quit, back, take
- /g/ go, green, bag, guest, game
- /f/ frog, fault, effort, left, feel,
- /v/ voice, leave, develop, every, vacation
- /θ/ thin, three, breath, method, birthday
- /ð / then, these, other, smooth, father
- /s/ bus, sin, glass, city, smile
- /z/ zoo, busy, easy, cousin, dessert.
- /ʃ/ she, wish, fashion, tradition, social.
- /ʒ/ casual, regime, garage, Regime, Asian.
- /tʃ/ which, watch, nature, actual, situation.
- /dʒ/ juice, george, edge, age,magic.
- /m/ make, some, smile, comb, climb.

/n/ no, son, knock, know, sign.

/ŋ/ sung, tongue, singer, think, finger.

/l/ low, pilot, hello, tall, fly.

/r/ row, pirate, hurry, fry, true.

/w/ woman, away, what, quiet, suite.

/j/ yes, beyond, unit, music, few.

/h/ how, behave, hotel, who, whole.

Fricative Sounds

According to Finagen (2002:86) state that fricatives are characterized by a forcing of air in a continuous stream through a narrow opening. There are nine consonants phonemes whose main sounds all have friction as their most important feature. They are /f,v,θ,ð ,s,z,ʃ,ʒ,h/. However, this research focus on ʃ,ʒ,θ,ð .

1. /θ/

Articulatory description:

- a. /θ/ is strong friction sound and longer and always voiceless.
- b. The soft palate is raised so that all the breath is forced to go through the mouth.

- c. The tip of the tongue is close to the upper front teeth: this is the narrowing where the friction is made.
- d. The noise made by the friction for /θ/ and /ð / is not very great, much less than for /s/ and /z/.

Examples:

Thin	/θIn/
Three	/θri:/
Trash	/θræʃ/

2. /ð /

Articulatory description:

- a. /ð / is weaker friction sound and shorter and may be voiced.
- b. The soft palate is raised so that all the breath is forced to go through the mouth.
- c. The tip of the tongue is close to the upper front teeth: this is the narrowing where the friction is made.
- d. The noise made by the friction for /θ/ and /ð / is not very great, much less than for /s/ and /z/.

Examples:

Then /ð en/

Thus /ð ʌs/

There /ð eə(r)/

3. /ʃ/

Articulatory description:

- a. /ʃ/ is a strong friction sound and always voiceless.
- b. The soft palate is raised so that all the breath is forced to go through the mouth.
- c. There is narrowing between the tip of the tongue and the back of the alveolar ridge.
- d. The front of the tongue is higher than for /s/ and /z/.
- e. The lips are very slightly rounded.

Examples:

Shoe /ʃu:/

Wish /wɪʃ/

Ocean /əʊʃn/

4. /ʒ/

Articulatory description:

- a. /ʒ/ is a weak one of friction sound.
- b. /ʒ/ is voiced and if you voice this sound naturally in that position so much the better; if not, make it very gentle and very short.
- c. The soft palate is raised so that all the breath is forced to go through the mouth.
- d. There is narrowing between the tip of the tongue and the back of the alveolar ridge.
- e. The front of the tongue is higher than for /s/ and /z/.
- f. The lips are very slightly rounded.

Examples:

Occasion /ə'keɪʒn/

Casual /kæʒʊəl/

Pleasure /pleʒə(r)/

Affricative Sounds

According to Finegan (2000:87) state that affricative in pronunciation, the air is built up by a complete closure of the oral tract at some place of articulation, then released (something like a stop) and continued (like a fricative). In addition, they are affricates /tʃ/ and /dʒ/ in pronunciation.

1. /tʃ/

Articulatory description:

- a. /tʃ/ is a strong sound and normally voiceless.
- b. The tongue-tip touches the back part of the alveolar ridge,
- c. The soft palate is raised so that the breath is trapped for a short time.

Examples:

Cheer /tʃIə(r)/

Cheap /tʃi:p/

Which /wItʃ/

2. /dʒ/

- a. /dʒ/ is a weak one of consonants sound and normally voiced.
- b. The tongue-tip touches the back part of the alveolar ridge,
- c. The soft palate is raised so that the breath is trapped for a short time.

Examples:

Major /meɪdʒə(r)/

Edge /edʒ/

Region /riːdʒən/

2.5 Past Studies

The similar research was conducted by Lela Febrianti (2013). The title of her research “ An Analysis of Student’s Errors To Pronounce vowels in English Words of The Eleventh Grade At SMAN 1 Siak Hulu”. The objective of this research is to found out the correct or incorrect the students pronunciation on English Vowels and Diphthongs. In this research, the researcher found that there are some error that made by students in pronouncing English word on Vowel and Diphtong.

The second previous study conducted by Putri Ayu Perdana in (2013) under title “An Analysis of The First Years Students’ Pronunciation of English Words at SMA YLPI Marpoyan”. Objective of this study is to know the ability of first years students in pronouncing difficulties English words at SMA YLPI Marpoyan. In this research, the researcher focused to analyze the students’ ability in pronouncing some vowel and consonant sound In this research, the data was analyzed by used the qualitative and quantitave technique. In the result, 20% students’ got good category,

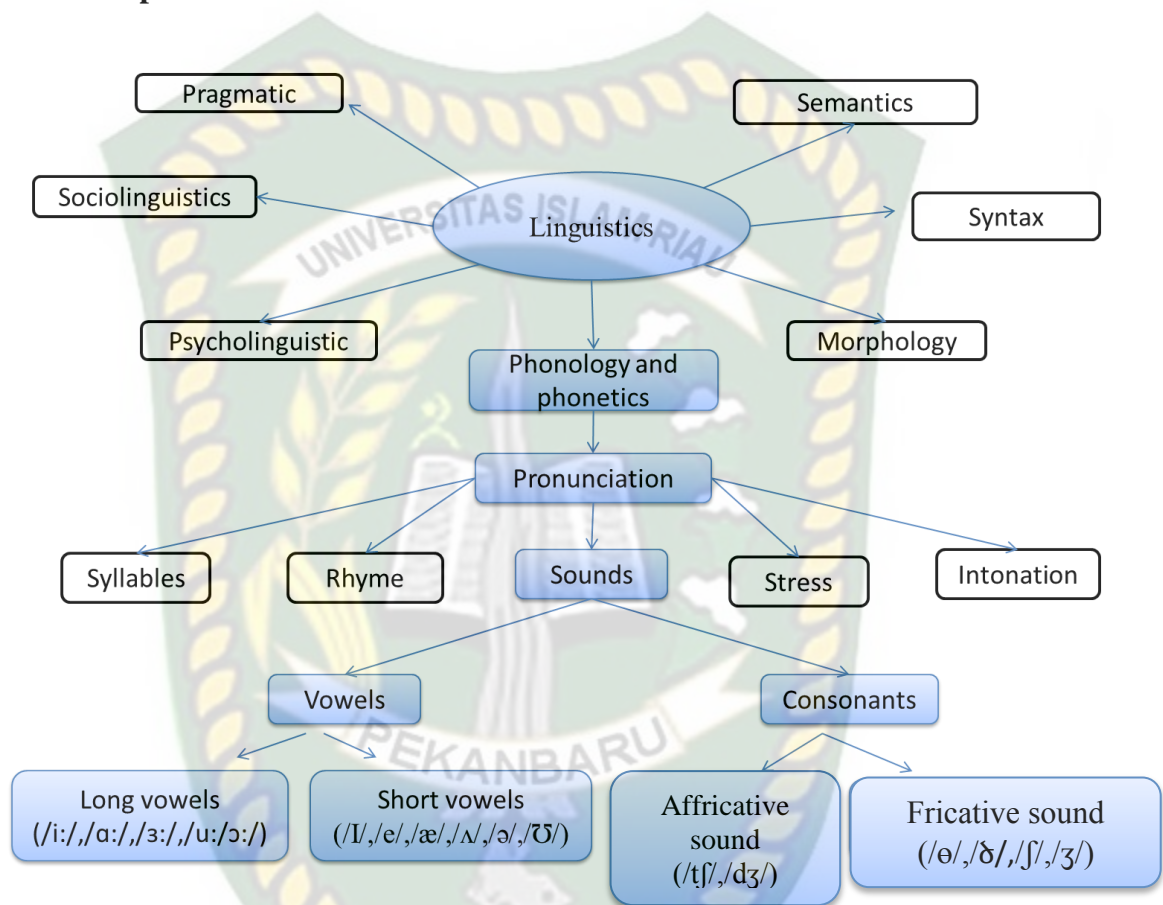
43% students got fairly good category, 30% got fair category, and 7% got poor category.

The third previous research was done by Ferly Syafitri (2014). The title of this research is “An Analysis of Students Errors in Pronunciation at The first Years Student of FKIP UIR Pekanbaru. In this research, the researcher focused to analyze the students’ ability in pronouncing some vowel and consonant sound. The researcher conducted the research at the first students of FKIP UIR Pekanbaru. Therefore, the researcher used the qualitative and quantitative technique to analyze the data. The objective of this research is to know how is the students pronunciation on vowel and consonant. In research finding, the researcher found that there are some students make some mistake in pronouncing the words in English. In the result, 25% students got good category, 47% students got fairly good category, 30% got fair category, and 10% got poor category.

This research aimed to the fourth year students at English Department of FKIP UIR Pekanbaru in order to find out the errors of the Student’s English pronunciation and the research simplifies on vowels (long vowel and short vowel) and consonants sounds (affricative and fricative sound) such as 5 long vowels sounds: /i:/, /ɑ:/, /u:/, /ɔ:/, /ɜ:/. 6short vowels sounds: /ɪ/, /e/, /æ/, /ʌ/, /ə/, /ʊ/, and 6 consonantssounds: /ʃ/, /tʃ/, /θ/, /ð/, /ʒ/, /dʒ/. In this research, the researcher only used qualitative method to analyzed the data. The objective of this research is to know students’ errors in pronunciation of English words on vowels and consonants sounds.

sounds are correct and incorrect pronounced by the second year students at English Department of FKIP UIR Pekanbaru.

2.6 Conceptual Framework



Linguistic is a science about language. According to Chaer (2007:4) state that language as a human tool in communication is a systematic system, it means that the language not a singular part of system, but consist of several subsystems, there are phonology subsystem, morphology subsystem, syntax subsystem, and semantic subsystem. Furthermore, according to Meyer (2009:7) state that there are seven

branches of linguistic, they are; phonology/ phonetics, morphology, syntax, semantics, pragmatics, sociolinguistics, psycholinguistics.

In this research, the researcher focuses on phonology. According to Meyer (2008:8) said that phonology is the smallest unit of structure in language, that focuses on the phoneme. Linguistics rules at this level describe how sounds are pronounced in various contexts. Phonology discussed about pronunciation. In pronunciation, students learn about the way of speaking a word and the meaning of pronouncing words. There are five aspects in learning pronunciation; they are sounds, stress, rhythm, intonation, and syllables. In this research, the researcher focuses on sounds. There two types of sounds; they are vowels and consonant. In vowels, there are Long vowels (/i:/, /ɑ:/, /ɜ:/, /u:/, /ɔ:/ and Short Vowels (/I/, /e/, /æ/, /ʌ/, /ə/, /ʊ/. Moreover, in English language there are twelve consonant sounds (/p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /m/, /n/, /h/, /l/, /r/, /w/, /j/, /ʃ/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ŋ/, /ð/). In this research, the researcher focuses on fricative sound (/f/, /z/, /e/, /ð/) and affricative (/tʃ/, /dʒ/).