

## **Chapter Two**

### **Literature Review**

In this chapter, the researcher puts theories related to problems in teaching pronunciation and the strategies to solve teaching pronunciation problems. The theories and related studies come from some books and journals taken to support this research. Besides, this chapter includes the definition of pronunciation, teaching pronunciation, problems on teaching pronunciation, and strategies on teaching pronunciation. Thus, this chapter also contains conceptual framework.

#### **The English Pronunciation**

Pronunciation is defined in many ways. Pronunciation is a technique on how to pronounce a word. Hornby (2012) defined that pronunciation is the way in which a language or a particular word or sound is spoken. As a social creature, people use spoken language to communicate, and pronunciation itself is closely related to speaking skills. According to Gilakjani and Ahmadi (2011), “pronunciation is one of speaking skill parts, and it is also viewed as a sub-skill of speaking” (p. 74). In the verbal communication, there are kinds of aspect such as intonation stress pattern and sound to express several meanings.

Besides, Boyer (2002) stated that pronunciation is a compulsory part of speaking. It is important to know how to make a correct sound, pattern, and stress of a particular language. Pronunciation shows the quality and comprehension of someone’s language speaking skills. Likewise, pronunciation needs to be measured as a concern for the reason that language is basically a media of communication and it

should be understood by people. According to Gilakjan (2012a), when someone speaks with an unintelligible pronunciation, his or her speaking might be understood by others

In Indonesia, it is difficult to learn and teach English because of the difference in terms of phonology, morphology, and syntax (Panggabean, 2015). Those differences mentioned lead to the difficulties in teaching language with the different background even from the mother tongue of Indonesian. There are some English sounds that do not exist in Indonesian language, and it leads to the problems and difficulties along with learning and teaching English language.

English pronunciation has several features that are necessary to know. Gilakjani and Sabouri (2016) summed up the features into three kinds of features: segmental features, voice-setting features, and prosodic features. Segmental features are features relate to phonetic and the minimal units of phonetic terms. Voice-setting features are the general articulatory of stretch and speech. Prosodic features are about the stress and intonation.

### **Teaching English Pronunciation**

In general, teaching pronunciation is done by verbal communication. One way to train the students' pronunciation is to get used to what they do every day in a creative and interesting way to engage them in learning. When teaching pronunciation, English teachers need to know how to make their students master pronunciation to enhance their language speaking skills for communication (Yoshida, 2016).

Pronunciation is important to show emotion and ideas in communication. Most teachers want their students to be able to speak English with good pronunciation. Good pronunciation here means the one that sounds like a native speaker (Yoshida, 2016). However, Celce-Marcia, Brinton, and Goodwin (2010) stated that it is not a bad thing if people can still tell the speaker coming from the particular country region as long as the speaker is easily understood by others. According to Tahereen (2015), “both teachers and learners should concentrate more on making their speech intelligible to others rather than sounding like native speakers” (p. 11). Even though Yoshida (2016) stated that good pronunciation means to sound like a native speaker, Jenkins (2000) as cited in Sung (2013) argued that native speakers do not have to be the objective of the goal of non-native speakers because they are more likely to communicate with another non-native speaker (as cited in Sung, 2013). The speakers who display intelligible and wide acceptance pronunciation patterns can provide the ideal pronunciation. Besides, the teachers should be a good representation for the students since the students will copy the wrong pronunciation and lead to make a mistake. Also, the teachers should create the correct sounds for the students to make the students understand how correct pronunciation created.

Teaching pronunciation actually needs several types of knowledge. If the teachers do not have the ability to teach pronunciation, problems can happen in teaching and learning process. According to Moedjito (2016), one of the teachers said that she was very unwilling to teach pronunciation because she did not know what

and how to teach pronunciation. According to Yoshida (2016), the teachers need to know the facts about pronunciation. Firstly, the thing that the teachers need to know is how the sound, rhythm, and stress are produced. Secondly, the teachers need to recognize the problems faced by the students and why it happens during the learning pronunciation process. Thirdly, Celce-Murcia et al. (2010) suggested that the teachers need to have creative methods and several ways to teach pronunciation to fit their students' needs. In addition, Yoshida (2016) added that there are basic principles of teaching teachers need to know. Firstly, teachers have to provide some ways to get students' attention in the learning process to listen to the teachers' voice or recording. Secondly, teachers need to provide a different style of learning including sound, sight, and movement. Besides, those learning styles mentioned can help the students to memorize better. Thirdly, teachers can make a simple explanation followed by practices to make the students understand better. Fourthly, teachers can try to add communicative practices so that the students can use their pronunciation in a real conversation or speech. Lastly, teachers can try to make the students become independent learners by building their listening and imitating skills within monitoring their pronunciation.

### **Problems in Teaching Pronunciation**

Difficulty happens in teaching pronunciation when the teachers teach the learners to try to pronounce strange, new sounds in a new language in their life. Stockwell (2013) mentioned that choosing the convenient tools and deciding accent

to teach are the problems. The problems in pronunciation teaching written by Stockwell (2013) are explained as follows:

**Deciding accent.** There are so many countries where English is not their first language. English has many types that teachers around this country find it hard and still struggle to integrate the standard of English in their lesson. There are to standards accent that mostly used in books called British Receive Pronunciation and General American. Choosing a tool such as textbook to integrate English into learning practice is hard when the setting has different grammatical, lexical, and background cultures. For example, choosing a book for pronunciation teaching in a place that English is not the first or second language is hard because the students may not understand their course book. Besides, English book is mostly written in English in order to have a clear explanation of English usage itself.

On the other hand, Yoshida (2016) argued that the problems in teaching pronunciation are fossilization and hypercorrection. In his study, it focuses on the stubborn problems which develop wrong pronunciation and the way the teachers correct the wrong pronunciation too much. In addition, he also added that the problems often occur when teaching pronunciation including the fossilization and hypercorrection. For more detailed explanation of those pronunciation problems mentioned, each problem is explained in the following paragraphs.

**Fossilization.** Fossilization is one of the most stubborn problems faced by the teachers when teaching pronunciation. Fossilization is a process that occurs when the learners' progress on a particular point, but it is hard to make further progress.

Tahereen (2015) stated that the influence of local accent may affect learners' English spoken skill concerning their pronunciation. Therefore, the learners will develop the wrong pronunciation as practiced for years by years.

**Hypercorrection.** It is the less common problem in teaching pronunciation than fossilization. Hypercorrection means “too much correction”. It occurs when a teacher has learned a rule and tried to apply it, but the teachers sometimes give too much correction on students' mistake. Besides, hypercorrection is a much rarer source of the problem in teaching pronunciation (Yoshida, 2016).

Meanwhile, Tahereen (2015) stated that problems faced by the teachers while teaching pronunciation are not the same. The problem occurs from the spelling system which creates confusion in the way of teaching pronunciation. The problems mentioned by Tahereen (2015) are explained as follows:

**English spelling system.** English spelling system preserves sound-letter and does not follow one-to-one correspondence between sound and letter. There are particular letters in English which have more than one sound. Tahereen (2015) showed the example, /c/ can be sounded as /es/ and /keh/. These features create confusion among students. Likewise, the teachers face this problem when they want to teach pronunciation, but they do not know the way to teach English spelling system.

In addition, Moedjito (2016) mentioned that in Indonesia, there also includes the difficulty faced by teachers when teaching pronunciation. Moedjito (2016) mentioned that the problem comes from first language or native language. The

explanation of interfering from the first language according to Moedjito is described in the following paragraph.

**Interfering from the first language.** Difficulties in teaching pronunciation somehow appear because there are some English sounds that do not exist in Indonesian language. English and teachers' first language have the same sounds, but they have a different distribution. Besides, the same spelling is not always pronounced in the same way. This case somehow causes a problem in teaching pronunciation. Taheraan (2015) also has the same opinion, and the differences between the native language and the target language can bring out problems. The more differences the language the students have, the more difficulties the students will face in achieving the correct pronunciation.

### **Strategies in Solving the Problems of Teaching Pronunciation**

Based on the explanations above, there are various problems in teaching pronunciation faced by the teacher. To solve teaching pronunciation, the strategies are included to prevent teaching pronunciation problems. According to Tahereen (2015), there are several techniques and activities to solve teaching pronunciation problems. The strategies are explained in the paragraphs below.

**Determining focus and goals.** The teachers should focus on students' achievement more. Teaching pronunciation cannot go in a short period of time. The teachers should focus on making their students' pronunciation intelligible and understandable. Thus, the teacher should have consistency and plan in learning process regarding the integration of vocabulary.

**Introducing International Phonetic Alphabet (IPA) symbols and knowledge of phonetic articulatory.** This knowledge will sooner or later help the students to understand each individual's sound and help them to know the articulation of every sound in pronouncing English sounds correctly. Also, the practice can turn the students' knowledge into skills. Cook (2008) said that students are sometimes assisted by looking at verbal phonetic transcripts using IPA or by making their own speech transcripts. Therefore, the phonetic script allows students to see the pronunciation of individual words.

**Using communicative activities.** Learners can achieve some skills along with pronunciation with some communicative activities. Having a conversation or drama can be a very effective activity that the students can practice and correct their pronunciation skills simultaneously. In addition, Cook (2008) stated that pronunciation materials could utilize the real problems of communication as a basis for teaching. Besides, he also illustrated that both natives and non-natives are confused due to the pronunciation 'fifty' /fɪftɪ/ and 'fifteen' /fɪftɪn/ in real situations of stores. For the reason, the final /n/ sounds like nasalized vowel rather than a consonant

**Using dictionaries and smartphones.** The students sometimes tend to ask the correct pronunciation. Using a dictionary can be used to check the pronunciation out on their own as they see the visual image in the dictionaries. The students can also use their smartphone in learning to hear and check pronunciation by using



various softwares. However, the teacher should monitor the use of a smartphone so that the students do not lose their attention in the classroom.

**Tutoring session and individual counseling.** This is very easy if both teachers and learners have time. Tutoring session and individual counseling sessions can be arranged for students in which the teacher will talk personally about individual students' issues in pronunciation. Accordingly, this strategy helps teachers to focus on their students' problems to reach their achievement.

**Reading aloud.** This strategy is an easy and common strategy that the teachers can do to develop pronunciation understanding. The selected piece of writing includes difficult sounds which can be used in the class as a material. Moreover, the learners can recite the text aloud so that the teacher and the learners can identify their problems in pronunciation.

**Using minimal pairs and tongue twister.** Creating sound awareness is very important to develop speech production. Practice using minimal pairs and tongue twister can help the students in developing the sound awareness. Tongue twister can help the students especially those who have local accent influence on the production of their speech.

Additionally, other strategies are based on Kelly (2000). In Kelly's book, the strategy is giving feedback. The detailed explanation of the strategy is described in the following paragraph.

**Giving feedback.** The teacher gives feedback to the students in order to decrease the students' mistake, especially in pronunciation. Besides, providing

further feedback will help the students' accuracy in their language. The teacher should present different types of correction techniques or strategies. Also, the teachers give feedback by practicing the rising and falling of their intonation, choosing true or false, and writing some corrections on board. By providing feedback, the students will be more confident in pronouncing English words.

### **Conceptual Framework**

Pronunciation is a way in which language or particular word or sound spoken (Hornby, 2012). As a social creature, spoken language to communicate should be employed to the learners. When someone speaks with an unintelligible pronunciation, he or she might not be understood by others (Gilakjani, 2012a). Besides, teacher is one of the facilitators who can help the students to learn pronunciation. When teaching pronunciation, teacher needs to know how to make their students master pronunciation in order to make their language skills increased in communication skill. Hence, if the teachers do not know how to teach pronunciation, problems can happen in the teaching and learning process.

Some studies mentioned the problems that occur when teaching pronunciation. Stockwell (2013) mentioned that deciding accent is a problem in teaching pronunciation. Yoshida (2016) mentioned fossilization and hypercorrection include as the problems as well. Tahereen (2015) argued that the problem of learning pronunciation is English spelling system. Meanwhile, Moedjito (2016) mentioned that interfering first language is the problem because some English sounds do not exist in Indonesia language.

In order to solve the problem in teaching pronunciation, the strategies are also mentioned by some researchers. According to Tahereen (2015), determining focus and goals, introducing IPA symbols and knowledge, and using communicative activities are some strategies that can be used to solve teaching pronunciation problems. Besides, using dictionaries and smartphones, tutoring session and individual counseling, reading aloud, and using minimal pair and tongue twister are also strategies that can be used to overcome the problems in teaching pronunciation. Cook (2008) mentioned that students are sometimes assisted by looking at the phonetic transcription of spoken language using IPA. Kelly (2000) stated that giving feedback is a strategy to solve teaching pronunciation problems.

The objectives of the research are to identify teachers' problems in teaching pronunciation and to investigate the teachers' strategies in solving the problems of teaching pronunciation at ELED of a private university in Yogyakarta. The explanations above are the problems and strategies from experts. The findings of this study can add, support, or oppose the prior theories. Accordingly, the following is a chart to simplify the concept of the research.

Figure 1

*Conceptual Framework*