

Chapter II

Literature Review

In this chapter, the researcher put some theories related to the research. The theories of some books and journals are included in this chapter in order to explore the teaching methodologies that were used by teachers. The conceptual frame work of the research is also directed to map the research.

A. Method and Pronunciation

Method is a practical realization of approach and approach itself is a way of dealing with somebody (Harmer, 2001). Methods include various procedures and techniques. Procedure is a systematic structure of techniques, and technique is a way of doing something (Bull, 2011). Those three things are related one another, which means, that method is very important in teaching and learning. Having a good method will guide the learner in good condition while learning. The students will feel comfortable in doing activities during the class.

English as a foreign language has many complexities to be adopted by teachers as a material in school. According to Fraser (2001), pronunciation is an ingredient of communication. Pronunciation includes all aspects of speech, including segmental articulation, rhythm, intonation and phrasing. Having a good pronunciation will help teachers to ensure and convenience the student while learning. Pronunciation is one of material that teacher should consider

properly by non-native speaker. However, to train our tongue, we need to practice and make it as a habit (Fraser, 2001). Teaching pronunciation requires the good preparation through the perception of English sound.

Pronunciation has some parts that teachers have to pay more attention to. According to Harmer (2001), five issues on pronunciation are: pitch, intonation, individual sounds, spelling and stress. Those are the important things that teacher should pay attention during teaching and learning activities. Those things are very important in pronunciation because mostly, non-native speakers have the problems dealing with those things.

The first is *pitch*. Pitch is the way on producing sound either high or normal range. People may start speaking in high pitch when they are in tension, and the voice may change dramatically when they are frightened or excited.

The second part is *intonation*. Intonation is extremely important in speaking, because it is related to pronunciation. We know when the conversation is begun or ended. Intonation can also be defined as a signal of speaking.

The third is *individual sounds*. The words and sentences are made up by the sounds or phonemes. The sound may be different, because the sound of every person is different. Therefore, teachers should pay attention to

The next is a *spelling*. The word in English may be pronounced in different ways, for example: *young, funny, flood*, the words are different, but sometimes we pronounce it in the same way. Spelling can be the problem in teaching and learning especially for teaching English as a foreign language.

The last is *stress*. Stress is a term or a way on how we try to describe the point of our meaning. The stress may be produced in first syllable, middle or the last syllable. The stress can also make the pronunciation easier to be understood. However, the problems come when teaching is applied in countries of non-English speaking country like Indonesia.

Thus, the areas of pronunciation that we have to pay attention are, pitch, individual sounds, intonation, spelling and stress. In addition, teacher should work with the sound, working with stress, working with intonation, and spelling. These are what teachers did in teaching pronunciation (Harmer, 2001). Furthermore, the role of the teacher in teaching pronunciation must be fulfilled in teaching especially pronunciation. On the other hand, English as a Foreign Language (ESL) in Indonesia, teachers commonly find some errors in producing some words in English because of the influence of first language. For teachers, paying attention to error or mistake from the students may bring some benefits. There are three reasons for focusing on errors (Ellis, 1997):

1. They are exposed feature of learner language, raising the important question of "why do learning English make errors?"

2. It is useful for teachers to know what errors learners make

3. Illogically, it is possible that making errors may actually help learners to learn when they self-correct the errors they make.

The errors frequently happen in some pronunciations. Technically the students can pronounce the word well, but sometimes the habit in first language (L1) interferes with their pronunciation. Recognizing the errors of students is important for the teacher to improve and motivate the students in order to reach the goal of teaching English. There are two particular problems that will arise in teaching and learning pronunciation (Harmer, 2001). The problems are: 1. What students can hear? 2. The intonation problem.

The first part shows that some students have difficulties in listening. It will be very different between what we want to be produced by students and what we said. Especially in Indonesia there are many similar words between *Bahasa Indonesia* and English. It can be seen through the words like in *Bahasa Indonesia* we have *arsip*, in English we have *archive*, the similarity may influence students' pronunciation. The second problem is intonation; some students extremely find difficulties to identify the different patterns of rising and falling tones. We clearly identify the tones in some circumstances, either when someone is getting surprised, excited or sad. Thus, it proves that teaching pronunciation is crucial to be taught by

B. The Methods in Teaching Pronunciation

Since the age of teaching English appeared, integrated teaching pronunciation was implemented in some classes of English. Integrated teaching pronunciation is integrating pronunciation in English class. The pronunciation is taught within the class as an activity (Kenworthy, 1988). Dealing with the technique, there are some methods usually used by the teacher in teaching English, especially for speaking and pronunciation. The common methods are: drilling, chaining, minimal pairs, reading aloud, spelling, and jazz chant. (Kelly , 2004)

1. Drilling

First of all, drilling method is the common method used by teacher to teach speaking especially pronunciation (Mohanraj, 2013). Students are asked to repeat what teachers said in classroom. According to Kelly (2004), teaching pronunciation is the main way in which pronunciation is practiced in the classroom by saying a word or the structure by the teacher and followed by the students. According to (Harmer, 2001) having drilling is one of the step to carry a little communicative function, and it is also the best thing to banish mistake in speaking and particularly in pronouncing the word, although, in drilling the teachers will not focus on the structure or grammatical rule. Being able to drill the students is a must in teaching

2. Chaining

Chaining is one of techniques in teaching pronunciation which is used for difficult sentences, either because it is too long or it includes difficult words and sounds. Chaining is divided into two parts. The first part is front chaining, and the second is back chaining. The example is written below (Kelly G. , 2004).

Front chain is the technique in which the sentence is drilled and built up from the beginning and gradually adding its length and some parts may be drilled separately if they face the problem in pronouncing the word. For example:

- : "if I'd see him"
- : "if I'd see him I would've"
- : "I would've"
- : "I would've told him"
- : "if I'd see him I would've told him"

On the other hand, back chain is started from the end and gradually adding its length and some parts may be drilled separately if they face the problem in pronouncing the word. For example:

- : "told him"
- : "would've"
- : "would've told"
- : "I would've told him"

: “if I’d see him I would’ve told him”

3. Minimal Pairs

Minimal pairs is also a technique in teaching pronunciation in which teachers teach the students the similar words that are only differed by one phoneme. For the example: *rat* and *rot*, *sit* and *seat* (ræt rat sɪt sit) (Kelly G. , 2004). Some people may feel very difficult to pronounce the familiar word. Moreover, in Indonesia there are many adopted word from English. Therefore, teaching English using minimal pairs is completely needed for English as a Foreign Language Learner.

4. Jazz chant

Jazz chant is one kind of teaching techniques which use rhythmic of expression of natural language which links the rhythm of American jazz (Zhang, 2011). The rhythm is used to make it easy in stressing the words. Mostly, this technique is applied for those who are not the native speakers. The rhythm of language is put in song so that students can memorize the stress easily. For example:

These are my blue jeans ((Craven, 2013)

That’s my shirt.

This red shirt? No, that brown shirt.

Those are my shoes.

These brown shoes? No, those black shoes.

This is my jacket.

That green jacket? No, this blue jacket.

That's my t-shirt.

This white t-shirt? No, that red t-shirt.

These are my jeans.

Those black jeans? No, these blue jeans.

Those are my shorts.

These green shorts? No, those white shorts.

5. Reading Aloud

Reading aloud can be one of the techniques in teaching pronunciation although it is used written word. Training pronunciation can be successfully integrated in reading the article loudly (Kelly G. , 2004). Reading aloud offers the opportunities for the study of the links between spelling and pronunciation, stress and intonation. Those things are existed in reading aloud. In addition, having this kind of method the students can encourage the ability in understanding the stress, intonation, and pronunciation.

6. Phonetic Alphabet

Phonetic alphabet is the transcription of the English sounds. This method can be applied for teaching pronunciation for different sounds, along with some of suprasegmental of pronunciation, like tone, length and

The symbol can help the students to be autonomous learner. Students can use this phonetics alphabet to distinguish the word, they can differ its phonemes (Giegerich, 1991). Applying this kind of method is very useful for teachers and students. If they understand the symbol, then, they will be able to read it in dictionary independently even the new words. Here is the figure of the International Phonetic Alphabet (IPA)

International Phonetic Alphabet

vowels		
IPA	ASCII	examples
ʌ	^	cup, luck
ɑ:	a:	arm, father
æ	@	cat, black
ə	..	away, cinema
e	e	met, bed
ɜ:r	e:(r)	turn, learn
ɪ	i	hit, sitting
i:	i:	see, heat
ɒ	o	hot, rock
ɔ:	o:	call, four
ʊ	u	put, could
u:	u:	blue, food
aɪ	ai	five, eye
aʊ	au	now, out
ou/əʊ	Ou	go, home
eə	e..(r)	where, air
eɪ	ei	say, eight
ɪə	i..(r)	near, here
ɔɪ	oi	boy, join
ʊə	u..(r)	pure, tourist

consonants		
IPA	ASCII	examples
b	b	bad, lab
d	d	did, lady
f	f	find, if
g	g	give, flag
h	h	how, hello
j	j	yes, yellow
k	k	cat, back
l	l	leg, little
m	m	man, lemon
n	n	no, ten
ŋ	N	sing, finger
p	p	pet, map
r	r	red, try
s	s	sun, miss
ʃ	S	she, crash
t	t	tea, getting
tʃ	tS	check, church
θ	th	think, both
ð	TH	this, mother
v	v	voice, five
w	w	wet, window
z	z	zoo, lazy
ʒ	Z	pleasure, vision
dʒ	dZ	just, large

English is no longer as the language of *American, Britannia, Australian,* and other English speaking countries. Being able to speak English nowadays is an obligation, since English become an international language. Indonesia has taken English as foreign language, by this circumstance, some problems appeared in pronunciation as well as the other countries which use English as second, or foreign language. The question rose dealing with the acceptable pronunciation. According to James (as cited in Gilakjani, 2012) there are three basic levels of learners' pronunciation:

1. People often do not understand what the speaker is talking, because the sound or pronunciation is not clear.
2. People understand what speaker is saying, but the speaker's pronunciation is not good.
3. People can understand what speaker is saying clearly, with a good pronunciation.

Thus, to cover those levels in third condition teaching pronunciation will be very useful.

C. English Teacher

Teacher is an actor of what happen in the classroom (Harmer, 2001). Teachers manage all things in the class. They should be with the student in the class, manage the circumstances of the class, and know how to get the students

teachers have some roles in the classroom; Teachers as Controller, organizer, assessor, prompter, participant, resource, tutor, and observer.

1. Controller

The first, teacher as a controller, teacher is in charge of activities in the class where the students are talking or working in a group with the other students. Teacher should control the situation to keep the rule of the class. This ability is needed for the teacher because teachers need to make decision when announcing some announcements, explaining the lesson, and leading a question and answer sessions.

2. Organizer

On the other side, teachers also act as the organizer, where teacher organize the activities of the students. This role involves giving instruction toward students, guiding them in students' activities, putting them in some groups, and closing down when class is over.

3. Assessor

The term of teacher as the assessor is used because students expect the teacher who can identify, whether their English is right or wrong. As the assessor, teacher can give feedback and correction, and grade the students with various ways. Otherwise, students need to know how and what they

Teacher is also a prompter for the students. The role of being prompter works when the students are out of the track and they do not know what is going on or they lost their word. In this circumstance teacher may want to help but teacher cannot show it, so the role on prompting is working here.

5. Participant

Participating in some group discussion may become one of teacher roles as participant although sometimes teachers stand back monitoring the discussion, the activities of the students. Participating in group discussion can also help the students to get deeper understanding toward material being discussed.

6. Resource

Controlling, organizing, and many others might be important things for the teacher. Otherwise students still need teacher as their resource of knowledge and sciences. Therefore, teacher must have a broad knowledge in certain material.

7. Tutor

Being a tutor is quite hard in large class. This is one of teacher's roles that should be accomplished. Every single student needs to be watched purposely. When teacher acts as the tutor it is very helpful for the student.

8. Observer

Doing whole role is important, and being an observer is a must for every single teacher. Teacher should observe the class, activities, material, and the students to prepare the next material properly.

On the other side of teachers' role, there are also some competencies that teachers should have. As the teacher, mastering four competencies is an obligation. The four competencies are: Pedagogical competence, Social competence, Personal competence, and Professional competence (Eraut, 1994).

Pedagogical Competence is the competence on how teachers should know the characteristic of the students. Teachers should observe the development of the students' cognitive. On the other hand, teacher should plan the materials which are appropriate for the students, in order to gain the best understanding toward the material. Personal Competence is the competence of the teacher which is teacher should have this competency. Teachers should be wise to make a decision, have an authoritative bearing, and teachers should be model for the students. Therefore, teacher should have good attitude both in the class, and outside the class. Professional Competence is the competence in mastering the materials. Teaching is the first obligation that must be fulfilled by the teacher before others. To obtain the goal in teaching teacher should master the materials that they want to teach in class. Social Competence is the competence

very important to maintain the good relation between teachers, students, staffs, parents and society.

Furthermore, for English teacher there are some competencies that they must have. Language proficiency, role of content knowledge, teaching skill, contextual knowledge, language teachers' identity, learner-focused teaching, pedagogical reasoning skill, theorizing from practice, membership of a community of practice, and professionalism, are the ability that they should have as English teachers (Richard, 2011).

First of all, language proficiency is the most important for English teacher. This ability is needed for the English teachers in order to teach effectively. This ability includes many things to do, such as: to comprehend the text accurately, to provide good language model, to maintain the use of target language in classroom, to maintain fluent use of target language, to give explanation and instruction in target language, to provide example grammar structure and clear explanation, to select target language resource, to monitor their own speech and writing for accuracy, to give good feedback, to provide input in appropriate difficulty, and to give language-enrichment experiences for learners (Richard, 2011). It is the language proficiency that the English teacher should have.

On the other hand, the role of content knowledge is very crucial. It is related with pedagogical competence that every single teacher should master, in order to give proper material in teaching. Teachers should know the students need, diagnose the problem faced by learners, plan the instructional goals for

lessons, select and design the tasks, evaluate students' learning, design and adapt the tests, choose published material, adapt commercial materials, make use of authentic materials, make appropriate use of technology, and evaluate every lessons. In addition, teachers should know what and how to teach appropriately.

Teaching skill is also one of the duties that English teachers should master, in order to achieve language learning goals. As English teacher, teachers should know how to open the lesson, introduce and explain the tasks, set up learning arrangement, check students' understanding, guide student practice, monitor language use, make the transition from one tasks to another, and end the lesson. According to Richard (2011), in this case experienced teacher is also expected. The experienced teachers can do an "improvisational teaching" by the experiences the have got.

Teaching does not only give the decided material toward students. Contextual knowledge is also very important for the teacher to be understood perfectly. Different place will cause several differences. The environment where the teachers live for teaching must be understood for sure by the teacher. The culture often interfere learning activities, both in and out of classroom activities.

In language learning, it is undeniable that teachers should have language identity. The different languages among teachers are often interfered by the culture. Sociocultural perspectives reshape the identity of language of every

single teacher, not only the culture that interfere the identity, but also there are many factors that can interfere the identity. The factors are: age, gender, working place situation, and the personal biography (Richard, 2011).

Learner-focused teaching is the term we often hear in nowadays. This term is the common term for the sophisticated teacher and actually, the realization is not as much as we hear. It is only a few numbers of teachers done in class. Richard (2011) explained in his book "*Competence and Performance in Language Teaching*" the characteristics for the teachers who have been teacher that adopt learner-focused teaching are: they consider the degree of engagement of the students, the quantity of students' participation and interaction, learning outcomes, able to reshape the lesson based on learners' feedback, and able to response to learners difficulties. Thus, great teacher can adapt to be a powerful teacher.

Afterwards, the important thing for English teacher is pedagogical reasoning skill. Pedagogical theorizing is the ability of the teacher to analyze and to identify the content of material which is appropriate for being used as the resource (Richard, 2011). The importance of this skill is that teachers are able to identify specific language goal, vocabularies, listening, speaking, reading, and writing that can be developed for the learners. According to Schulman as cited in (Richard, 2011) this ability turns subject matter instruction into material that pedagogically powerful and easier to be

Teacher development of teaching and profession involve the mastery of what teaching is. Therefore, teachers should know concepts, theories, and principles. The development of personal system of knowledge, beliefs, and understanding drawn from practical experience of teaching is called "theorizing from practice". First of all, in theorizing from practice is the application of theory. It involves the connection between concepts, information, and theories.

Language teaching sometimes needs to consider the solidarity and private activity. Sometimes, teaching context became a learning community, the characteristic of Membership of a community of practice are; first, it involves group of people, second it is focused on exploring and resolving issues.

And the last is professionalism; it is not only teaching, but also a career that requires specialized knowledge. Becoming English teacher means to be a part of worldwide community. It needs to share the goals, values, and practices etc. this career also needs a kind of reflection on their profession (Richard, 2011).

D. Related Study

Being able to teach pronunciation is the English Teachers' Obligation. Teaching English for university students is a duty for teachers. According to Schaetzel in her journal "*Teaching Pronunciation to adult English Language Learners*", there are different goals and needs in learning pronunciation for adult learners. The goals and needs depend on their motivation, the degree to

which they want to sound like native speaker, and also their frequency they speak English. In her journal, the varieties and the intelligibility of English is emphasized more. There are four main factors that affect students pronunciation: accent, stress, intonation, and rhythm, motivation and exposure, intelligibility and Varieties of English (Schaetzel, 2009). Based on points above, Schaetzel suggested the instructional strategies on for the teacher:

1. Cultivate positive attitudes toward accuracy
2. Identify specific pronunciation features that pose problem for learners
3. Make learners aware of stress, intonation and rhythm
4. Focus on developing learners' communicative competence

Those are the suggestion that writer suggests for teachers.. in teaching pronunciation.

In line with that, Gilakjani said in his journal "*A study on the Situation of Pronunciation Instruction in ESL/EFL Classrooms*" motivation and exposure are the first factor affecting the learning pronunciation. Students will be highly motivated if they have personal reason, or professional goal, either they want to speak like native or, just speak with the standard one. The exposure to the target language can also affect the students' ability in acquiring target language. If the teacher currently speak in target language, and the intensity of target language is higher students will have more chance in developing their ability in speaking and moreover they will imitate the style in pronouncing the word (Gilakjani, 2011). Otherwise, in term of pronunciation, adult learners do

not often acquire a native-like level pronunciation. The next factor is attitude. It seems as though students are more adept at acquiring good pronunciation even within same classroom. It results in of subjects' attitude toward native or near-native pronunciation. And the third factor is instruction of the teacher. For foreign language instruction, there are for main areas of development: Listening, speaking, reading and writing. And foreign language curricula emphasize pronunciation in the first year of study, but unfortunately it is not continued for the other year of study (Gilakjani , 2011). The next factor is the age. Age of the learners have a crucial role in acquiring target language. The younger language learners learn the language, the better language acquisition they will get. The last factor is mother tongue influence. Gilakjani (as cited in Thanasoulas, 2003) the sound of language is transferred by the first language of the learners. Mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress and intonations (Gilakjani, 2011). Therefore, teaching pronunciation is important to avoid miscommunication. Gilakjani suggested that:

1. Training for teacher is important to improve methods and technique, and also material of teaching.
2. Academic research and classroom experiments.

E. Conceptual Framework

As a result from the theories above, the problems might happen during teaching and learning activities in English Education Department (EED), Universitas Muhammadiyah Yogyakarta. How to teach pronunciation properly and the aim of teaching pronunciation might be forgotten. It can be seen from the material itself. In English Education Department there is no pronunciation subject as a primer subject. Teachers only gave this material as a variation in speaking class. Therefore conducting this research in EED of UMY is important to identify what the problems are, and what the methods are used by the teachers.

The roles of teachers as controller, organizer, observer, assessor, participant and others can be elapsed. As the role of language teacher, the English teacher should have language proficiency, language identity, contextual knowledge and others. Thus, might be the problem in EED of UMY.

The research tries to explore the methods that have been applied in English Education department of Univesitas Muhammadiyah Yogyakarta, to prove the circumstances of Teaching Pronunciation in EED of Universitas