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CHAPTER II

REVIEW OF THE RELATED THEORIES

A. The Theoretical Framework

1. Definition of Pronunciation

According to Seidlhofer (1995), pronunciation is the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. This comprises the production and perception of segmental sounds, of stressed and unstressed syllables, and of the ‘speech melody’, or intonation. Also, the way we sound is influenced greatly by factors such as voice quality, speech rate and overall loudness. Whenever we say something, all these aspects are present simultaneously from the very start, even in a two-syllable utterance such as Hello!"

Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education. According to Fraenkel (1984), there are two main steps to learning how to pronounce a language:



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a. Receptive/list stage

In this stage, we learn to differentiate the significant sounds and pattern by listening to the language.

b. Productive/speaking stage

By this stage, we learn to speak or to produce what we have learned before.

a. Segmental Feature

According to Carr (2008), segmental phonology is the study of segmental phenomena such as vowel and consonant allophones. Some phonologists argue that segments are an artifact stemming from our knowledge of alphabetic writing systems. Others argue that the idea of segments is not a mere artifact, but that segments are psychologically real objects which enter into the speech planning process, and are reflected in slip of the tongue phenomena.

1) English Consonants

Crystal (2008), defines consonant in terms of both phonetics and phonology. Phonetically, it is a sound coming from closure or narrowing in the vocal tract therefore the airflow is either completely blocked or restricted that audible friction is produced. Humans employ speech organs in producing consonants that the term „articulation“ is used to most to address consonant production (Daniel et al., 2014). Phonologically, consonants are those units which function at the margins of syllables, either singly



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or in clusters. There are 24 consonants: [p], [b], [t], [d], [k], [g], [?], [tʃ], [dʒ], [m], [n], [ŋ], [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], [r], [h], [w], and [j].

Discussing about consonant classification will lead to three questions:

voicing, place of articulation and manner of articulation.

Table II.1
Consonants

	Bilabial		Labiodental		Dental		Alveolar		Palatal		Velar		Glottal	
	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Stops	p	b					t	d			k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ				h
Affricates							tʃ	dʒ						
Nasals		m					n					ŋ		
Liquids							l	r						
Glides		w							j					

Table. 1 Consonants (Yule, 2010, p. 30)

a) Voiced and Voiceless consonants

According to Yule (2010), inside the larynx are the vocal cords, which take two basic positions.

1) When the vocal cords are spread apart, the air from the lungs passes between them unimpeded. Sounds produced in this way are described as **voiceless**.

Voiceless consonants will not give a vibration on the Adam's apple.

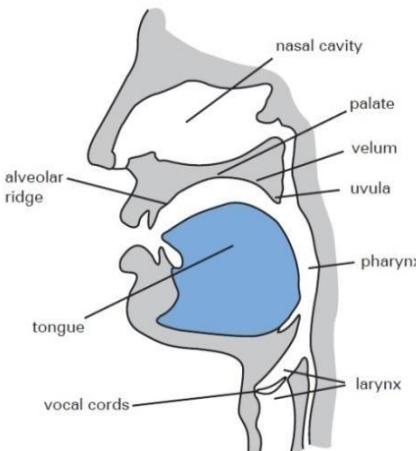
2) When the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through,

creating a vibration effect. Sounds produced in this way are described as **voiced**. Voiced consonants will give a vibration on the Adam's apple.

b) Place of Articulation

Regarding the place of articulation occupied to produce the consonants, Yule (2010,p.27-30) classified consonants into:

Figure . 1
Place of Articulation



1) Bilabials

These consonants are produced through upper (bi) and lower (labia) lips. The consonants which are categorized bilabial are [p], [b], [m] and [w].

2) Labiodentals

These consonants are produced through the upper teeth and the lower lip. The consonants which are categorized labiodental are [f] and [v].

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3) Dentals

Dental consonants are produced by placing the tongue tip behind the upper front teeth. The consonants which are categorized dental are [θ] and [ð].

4) Alveolars

Alveolar consonants are produced through the front part of the tongue placed on the alveolar ridge. The consonants which are categorized alveolar are [t], [d], [s], [z], [n], [l] and [r].

5) Palatals.

These are produced by placing the tongue at the very front of the palate, which is near the alveolar ridge. The consonants which are categorized palatal are [tʃ], [dʒ], [ʃ], [ʒ] and [j].

6) Velars

The production of velar consonants is done by placing the back of the tongue against the velum. The consonants which are categorized velar are [k], [g] and [ŋ].

7) Glottal

This is produced without the active of the tongue and other parts of the mouth. This sound is produced in the glottis- a



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space between the vocal cords and the larynx. [h] is the glottal consonant.

c) Manner of articulation

Based on the manner of articulation, Yule (2010, p. 31-33) divides consonants into:

1) Stops or plosives

The sounds which have already been mentioned, the set [p], [b], [t], [d], [k], [g] are all produced by some form of “stopping” of the air stream (very briefly) then letting it go abruptly. This type of consonant sound, resulting from a blocking or stopping effect on the air stream, is called a stop (or a “plosive”). A full description of the [t] sound at the beginning of a word like ten is as a voiceless alveolar stop. In some discussions, only the manner of articulation is mentioned, as when it is said that the word bed, for example, begins and ends with voiced stops.

2) Fricatives

The manner of articulation used in producing the set of sounds [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] involves almost blocking the air stream and having the air push through the very narrow opening. As the air is pushed through, a type of friction is produced and the resulting sounds are called fricatives. The usual pronunciation of the word fish begins

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and ends with the voiceless fricatives [f] and [ʃ]. The word *those* begins and ends with the voiced fricatives [ð] and [z]. The sound [h], as in Hi or Hello, is voiceless and also usually included in the set of fricatives.

3) Affricates

If a brief stopping of the air stream and an obstructed release are combined which causes some friction, it will be the way to produce the sounds [tʃ] and [dʒ].

These are called affricates and occur at the beginning of the words cheap and jeep. In the first of these, there is a voiceless affricate [tʃ], and in the second, a voiced affricate [dʒ].

4) Nasals

Most sounds are produced orally, with the velum raised, preventing airflow from entering the nasal cavity. However, when the velum is lowered and the air stream is allowed to flow out through the nose to produce [m], [n] and [ŋ], the sounds are described as nasals. These three sounds are all voiced. The words morning, knitting and name begin and end with nasals.

5) Liquids

The initial sounds in led and red are described as liquids. They are both voiced. The /l/ sound is called a lateral

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liquid and is formed by letting the air stream flow around the sides of the tongue as the tip of the tongue makes contact with the middle of the alveolar ridge. The [r] sound at the beginning of red is formed with the tongue tip raised and curled back near the alveolar ridge.

6) Glides

The sounds [w] and [j] are described as glides. They are both voiced and occur at the beginning of we, wet, you and yes. These sounds are typically produced with the tongue in motion (or “gliding”) to or from the position of a vowel and are sometimes called semi-vowels.

7) Glottal Stops and Flaps

There are two common terms used to describe ways of pronouncing consonants which are not included in the chart presented earlier. The glottal stop, represented by the symbol [?], occurs when the space between the vocal folds (the glottis) is closed completely (very briefly), then released. When someone says the expression Oh oh!. Between the first Oh and the second oh, he typically produces a glottal stop. Some people do it in the middle of Uh-uh (meaning “no”), and others put one in place of “t” when they pronounce Batman quickly. A glottal stop can



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also be produced when saying the words butter or bottle without pronouncing the “-tt-” part in the middle.

If, however, someone pronounces the word butter in a way that is close to “budder,” then he is making a flap. It is represented by [d] or sometimes [r]. This sound is produced by the tongue tip tapping the alveolar ridge briefly. Many American English speakers have a tendency to “flap” the [t] and [d] consonants between vowels so that, in casual speech, the pairs latter and ladder do not have distinct middle consonants. Nor do writer and rider, metal and medal. They all have flaps. The student who was told about the importance of Plato in class and wrote it in his notes as play dough was clearly a victim of a misinterpreted flap.

2) English Vowels

A vowel is defined as some of the continuous voiced sounds produced without obstruction in the mouth and they are what may be called pure musical sounds unaccompanied by any friction noise (Jones, 1986, p. 12) the quality of vowels is depending upon the position of the tongue and the lips because those articulators have a great role in producing the vowels. As a result, the production of most vowels is managed by tongue that rises to the palatal ridge. Vowel classification is based on what part of tongue which is managed to produce the vowels.



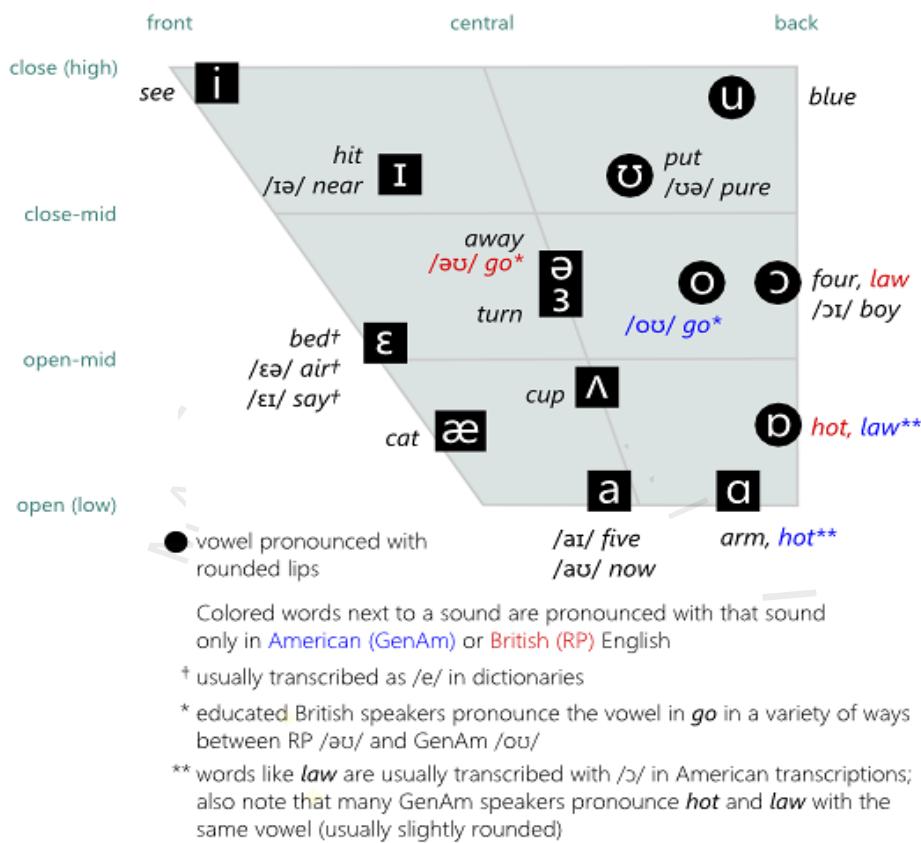
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Chart II.1
Vowel Chart



The vowel classification, based on the part of the tongue, is

(Jones, 1983, p. 32):

- a) Front vowels: the vowels produced by raising the front part of the tongue to the hard palate.
- b) Back vowels: the vowels produced by raising the back part of the tongue to the soft palate.
- c) Central vowel: the vowels produced by raising the central part of the tongue. The central part is between the position of the front and back parts of the tongue.

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Based on the height of the tongue, vowels fall under four classifications (Jones, 1983, p. 32):

- Close vowels are those produced by which the tongue is raised as high as possible consistently with the sound remaining vowels.
- Open vowels are those produced by which the tongue is positioned as low as possible.
- Half-close vowels are those produced by which the tongue occupies a position about one-third of the distance from close to open vowels.
- Half-open vowels are those produced by which the tongue occupies a position about two-third of the distance from close to open vowels.

Based on the length, vowels are classified into two categories (Roach, 2009):

- 1) Short Vowels

Figure II.2
Short Vowel

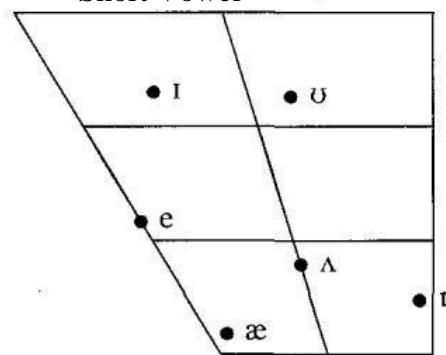


Fig. 2 Short Vowels (Roach, 2009, p. 24)

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The vowel [ɪ], as in the words 'bit', 'pin' and 'fish', is in the close front area and is more open, and nearer in to the centre. The lips are slightly spread,

The vowel [e], as in the words 'bet', 'men', and 'yes', is a front vowel between. The lips are slightly spread.

The vowel [æ], as in the words 'bat', 'man', and 'gas', is a front vowel. The lips are slightly spread.

The vowel [ʌ], as in the words 'cut', 'come', and 'rush', is a central vowel and is more open than the open-mid tongue height. The lip position is neutral.

The vowel [ɒ], as in the words 'pot', 'gone', and 'cross', is not quite fully back, and between open-mid and open in tongue height. The lips are slightly rounded. The vowel [ʊ], as in the words 'put', 'pull', and 'push', is slightly open and near to central. The lips are rounded.

There is one other short vowel, for which the symbol is [ə]. This central vowel is heard in the first syllable of the words 'about', 'oppose', and 'perhaps', for instance.

2) Long vowels

Long vowels tend to be pronounced a bit longer than the short vowels (Roach, 2009). There are five long vowels as seen in the following figure.

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**Figure II.3
Long Vowels**

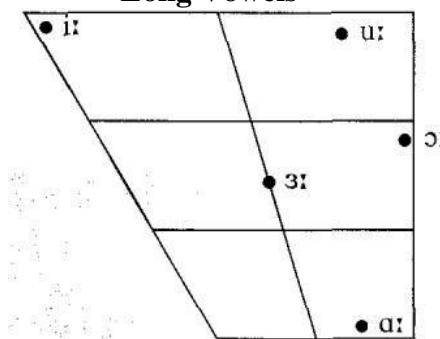


Fig. 3 Long Vowels (Roach, 2009, p. 27)

The vowel [i:], as in the words 'beat', 'mean', and 'peace', is closer and more front than is the short vowel [ɪ]. Although the tongue shape is not much different from the short vowel [ɪ], the lips are only slightly spread and this results in a rather different vowel quality.

The vowel [ɜ:], as in the words 'bird', 'fern', and 'purse', is a mid-central vowel. The lip position is neutral.

The vowel [ɑ:], as in the words 'card', 'half', and 'pass', is an open vowel, but not as back as the vowel [ʌ]. The lip position is neutral.

The vowel [ɔ:], as in the words 'board', 'torn', and 'horse', is almost fully back and it has quite strong lip-rounding.

The vowel [u:], as in the words 'food', 'soon', and 'loose', is less-back and less close compared to the vowel [ʊ]. The lips are only moderately rounded.

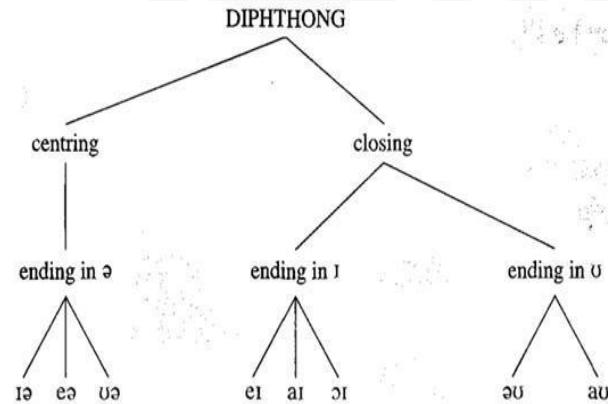
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3) English Diphthong

Jones (1983) defines diphthong as another branch of vowel produced gliding from one position of vowel to another. According to Roach (2009), there are eight diphthongs. It can be seen in the following figure.

Figure. II.4
Diphthong



The centering diphthongs glide towards the [ə] vowel. It can be seen in the following figure.

Figure II.5
Centering Diphthong

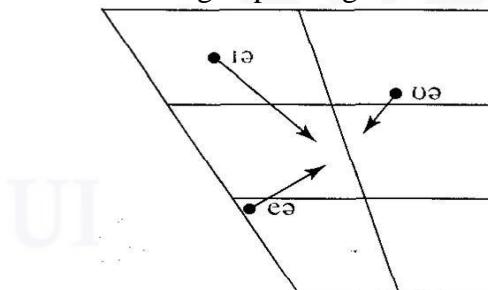


Fig. 5 Centering Diphthong (Roach, 2009, p. 29)

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The diphthong [ɪə], as in the words 'beard', 'weird', and 'fierce', starts the point in a little closer position than [ɪ], as in the words 'bit' and 'bin'.

The Diphthong [eə], as in the words 'aired', 'cairn', and 'scarce', begins with a vowel sound that is more open than the [e], as in the words 'get' and 'men'. The Diphthong [ʊə], as in the words 'moored', 'tour' and 'lure', starts the point in a similar position to [ʊ], as in the words 'put' and 'pull'. Many speakers pronounce /ɔ:/ instead.

Roach (2009, p. 29) remarks that the closing diphthongs have the characteristic that they all end with a glide towards a closer vowel. Because the second part of the diphthong is weak, they often do not reach a position that could be called close. The important thing is that a glide from a relatively more open towards a relatively closer vowel is produced.

Three of the diphthongs glide towards [ɪ], as described below:

**Figure. II. 6
Closing Diphthong**

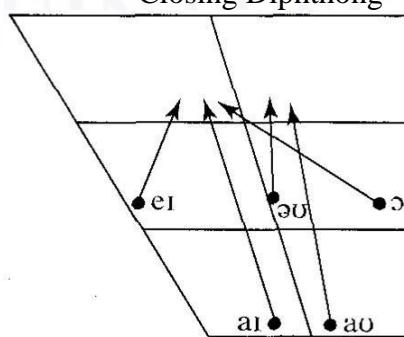


Fig. 6 Closing Diphthong (Roach, 2009, p. 29)

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The diphthong [eɪ], as in the words 'paid', 'pain' and 'face', starts the point in the same as the [e] of 'get' and 'men'.

The diphthong [aɪ], as in the words 'tide', 'time', 'nice') begins with an open vowel which is

between front and back; it is quite similar to the [ʌ] of the words 'cut' and 'bun'.

The diphthong [ɔɪ], as in the words 'void', 'loin', 'voice', begins with is slightly more open than [ɔ:] in 'ought' and 'born'.

Two diphthongs glide towards [ʊ], so that as the tongue moves closer to the roof of the mouth there is at the same time a rounding movement of the lips. This movement is not a large one, again because the second part of the diphthong is weak.

The diphthong [əʊ], as in the words 'load', 'home' and 'most', begins in the same as the "schwa" vowel [ə], as found in the first syllable of the word 'about'. The lips may be slightly rounded in anticipation of the glide towards [ʊ], for which there is quite noticeable lip-rounding.

The diphthong [aʊ], as in the words 'loud', 'gown' and 'house', begins with a vowel similar to [ʌ]. Since this is an open vowel, a glide to [ʊ] would necessitate a large movement, and the tongue often does not reach the u position. There is only slight lip-rounding.



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4) English Triphthongs

A triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption (Roach, 2009, p. 29-30). For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to /a:/, goes on to a glide towards the back close rounded area [ʊ], then ends with a mid-central vowel [ə].

The symbol [aʊə] is used to represent the pronunciation of 'hour', but this is not always an accurate representation of the pronunciation.

2. Problems of Pronunciation

Many students have problems in learning English especially in spoken English language. According to Harmer (2007), there are many problems faced by students to study pronunciation. They are as follows:

a. What students can hear

Some students have great difficulty hearing pronunciation features which we want them to reproduce? Frequently, speakers of different first languages have problems with different sounds

b. What students can say

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity).

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1) The intonation problem

Some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of rising and falling tones.

Some common pronunciation errors produced by many speakers of English as a foreign language are:

- a) The speakers get it difficult to produce sounds /e/ and letter th (as in that, mother, it because some particular sounds may not exist in their mother language, so that the speakers will substitute sounds and /a/ to similar sound /d/. As Shah.Siew Lee and Stephen state that sounds /e/ and/a/are not found in Malay.
- b) The speakers get it difficult to differentiate sounds /i:/ and /I/ in words. Actually, these sounds exist in their language, but it is not in a separate phoneme.
- c) The speakers get it difficult to pronounce schwa vowel /a/, for example up /ap/.
- d) The speakers have a tendency to give same stress to stress syllable and unstressed syllable.
- e) The speakers have a tendency to shorten diphthongs become monothongs. For example is /ei/ becomes /e/ in word table.

Dealing with the common pronunciation error above, EFL (English for Foreign Language) teachers can do some efforts. First,



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teachers should speak clearly and slowly in their pronunciation classes and they should convince their learners that their language is understandable (Bradley Bennett, 2007), This can help their students improve their pronunciation by listening to them carefully, In this case, slow speech with correct pronunciation is much better than fast speech with wrong pronunciation Second, teachers should familiarize their learners to both American and British English and learners should be able to understand both varieties of pronunciation (RasekhiKolokdaragh, 2010) Third, pronunciation should be viewed as more than correct production of individual sounds or words, Teachers can urge their learners to monitor their own pronunciation and practice their speaking skills as much as possible both in and outside the classroom. In short in order to solve the pronunciation problems faced by learners, the efforts must be done both by teachers and students.

3. The difficulties of pronunciation

Daniel Jones states that: The difficulties of pronunciation are:

Learning a foreign language often presents us with the problem of physical unfamiliarity (i.e. it is actually physically difficult to make the sound using particular parts of the mouth, uvula or nasal cavity). The intonation problem some of us (and many of our students) find it extremely difficult to hear tunes or to identify the different patterns of



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rising and falling tones. According to Kelly (2000), there are two main problems in teaching pronunciation:

- a. Pronunciation tends to be neglected.
- b. When it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned.

There are two reasons that pronunciation tends to be neglected.

First, teachers are lack interest to teach pronunciation. Secondly, teachers do not know how to teach pronunciation due to having lack of knowledge of pronunciation theory. When pronunciation is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned. Teachers need to improve their practical skill in teaching pronunciation. Additionally, students show considerable enthusiasm for pronunciation. Students feel enthusiastic, because pronunciation is something that would help them to communicate well.

Therefore, both teachers and learners consider that pronunciation is very important in a language learning process. To solve these problems, pronunciation teachers need:

- a. A good grounding in theoretical knowledge

Before teaching pronunciation, teachers firstly have to know how to pronounce words, so teachers when teach students can give good pronunciation to students imitated.

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b. Practical classroom skills

Teachers necessarily have strategies of how to attract students.

Consequently, materials presented by teachers will be easily understood by students.

c. Access to good ideas for classroom activities.

It is necessarily for teachers to teach pronunciation attractive.

So, students will not get bored with available materials. They will get more enthusiastic in learning pronunciation.

d. Pronunciation Test

Brown (2004) stated that a test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method. It is an instrument—a set of techniques, procedures, or items—that requires performance on the part of test-taker. Second, a test must measure. Some tests measure general ability, while others focus on very specific competencies or objectives. A test measured an individual's ability, knowledge, or performance.

Furthermore, according to Hughes (2003), there are some purposes of testing in teaching learning process:

- 1) to measure language proficiency.
- 2) to discover how successful students have been in achieving the objectives of a course of study.

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- 3) to diagnose students' strengths and weaknesses, in identifying what they know and what they don't know.
- 4) to assist placement of students by identifying the stage or part of a teaching program most appropriate to their ability.

Obviously, pronunciation is tested globally in different types of conversational exchange, interview, reading aloud, etc., that go on in the classroom. What seems to be insufficient is the testing of accuracy—that is, testing to assess the learner's management of specific features, segmental or supra-segmental. This insufficiency is due to two main causes. First, many teachers do not consider it useful to test specific features. This attitude is based on the belief that the mastery of specific features, taken individually, does not matter much in real-life situations where the context always provides the clue for the learner to interpret what he hears (Heaton 1988) or to make him understood even if the ideal quality of phonemes is not reached.

“It is possible for people to produce practically all the correct sounds but still be unable to communicate their ideas appropriately and effectively. On the other hand, people can make numerous errors in both phonology and syntax and yet succeed in expressing themselves fairly clearly.” (Heaton 1988) Taking segmental phonemes and word stress as illustrations, this article explores some ways of testing specific features of English pronunciation, both as a teaching activity



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and as part of an examination. The ideal way of testing pronunciation is actually listen to the learner. However, since this is not always.

4. Factors Affecting Pronunciation

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy (1987) as cited in Brown (2001) of the factors that should be considered by teachers:

a. Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

b. Age

Generally speaking, children under the age of puberty stand an excellent chance of "sounding like a native" if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost surely maintain a "foreign accent", there is no particular advantage attributed to age. A fifty-year old can be as successful as an eighteen-year-old if all other factors are equal.

c. Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being "with

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the people." Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

d. Innate phonetic ability

Often referred to as having an "ear" for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this "knack" is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

e. Identity and language ego

Another influence is one's attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

f. Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Those factors above can open the teacher mind of understanding a learner's willing to improve their pronunciation. Teachers can assist learners toward these factors.



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5. Goals in Teaching Pronunciation

According to Morley (1999) as cited in Celce-Murcia (2006), there are four realistic goals in pronunciation teaching. They are:

a. Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

b. Functional communicability

It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of "functional communicability."

c. Increased self-confidence

Self-confidence should be possessed by students so that they can speak and be understood.

d. Speech monitoring abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.



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b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

B. The Relevant Research

Having been tried to find this relevant research, these are the following research which have relevancies to this study. They are:

1. Research by Elkhair Muhammad Idriss Hassan (2014) this research was entitled "*Pronunciation Problems : A case Study of English Language Students at Sudan University of Science and Technology*". The research design of this research was qualitative descriptive research. The instruments used for collecting the data were observation, recordings and a structured questionnaire. The data collected were analyzed both statistically and descriptively. The findings of the study revealed that Sudanese Students of English whose language background is Sudanese Spoken Arabic, had problems with the pronunciation of English vowels that have more than one way of pronunciation in addition to the consonant sound contrasts e.g. /z/ and /ð/, /s/ and /θ/, /b/ and /p/, /ʃ/ and /tʃ/. Based on the findings, the study concluded that factors such as Interference, the differences in the sound system in the two languages, inconsistency of English sounds and spelling militate against Sudanese Students of English (SSEs) competence in pronunciation.
2. Research by M Wildan Habibi (2016) this research wasentitled "*English Pronunciation Problems Encountered by Indonesian Advanced Students*". The research design of this research was qualitative descriptive research. He concluded the research subject encountered a number of segmental pronunciation problems consisting of consonants and vowels



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including pure vowels and diphthongs. The problem with consonant sounds were the substitution of the sounds [v], [ð], [θ], [tʃ], [ʒ], [ʃ] [z] and the deletion of the sounds [k], [g], [t], and [s]. The problem with pure vowel sounds were the substitution of the sound [ɪ], [i:], [ɛ], [ʊ], [ʌ], [ɔ:], [ɒ], [ɔ:] and [ə] and the insertion of the sound [ə] between two consonant sounds. The problems with diphthongs were: the monophthongization of the sound [aɪ], [aʊ], [eɪ], [ɪə], [əʊ].

C. The Operational Concept

Operational concept is used to clarify the theories used in this research in order to avoid misunderstanding and misinterpreting. It is as an important element in scientific study because it is still operated in an abstract form of the research planning which must be interpreted into particular words in order to make easy to be measured empirically.

Regarding the focus of this study, students' pronunciation will be investigated by the following indicators:

The Indicators of Vowel:

1. The students are able to pronounce vowel [ɪ] correctly.
2. The students are able to pronounce vowel [i:] correctly.
3. The students are able to pronounce vowel [ə] correctly.
4. The students are able to pronounce vowel [a:] correctly.
5. The students are able to pronounce vowel [e] correctly.

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The Indicators of Consonants

1. The students are able to pronounce consonant [s] correctly.
2. The students are able to pronounce consonant [d] correctly.
3. The students are able to pronounce consonant [z] correctly.
4. The students are able to pronounce consonant [k] correctly.
5. The students are able to pronounce consonant [g] correctly.
6. The students are able to pronounce ending sound d/ed correctly.

The Indicators of Diphthong

1. The students are able to pronounce diphthong [ei] correctly.
2. The students are able to pronounce diphthong [əʊ] correctly.
3. The students are able to pronounce diphthong [ai] correctly.