

CHAPTER II

REVIEW OF RELATED REVIEW AND ACTION HYPOTHESIS

A. Previous Research

In this part the writer describes some previous researches which are relevant to this final project.

1. Mohammad Noor Zuhri (073411019), *The effectiveness of using AI Speech Tron as A medium to teach pronunciation of-ed Ending Regular Verbs in the Narrative Texts*, (An Experimental Research at the tenth graders of SMA Unggulan Nurul Islam Semarang in the Academic Year of 2011/2012). He did this research because he wants to know the effectiveness of using AI Speech Tron as A medium to teach pronunciation of-ed Ending Regular Verbs in the Narrative Texts. One of the way to teach students' pronunciation is using a medium. AI Speech Tron is software which can transform the written form into the spoke form. This software will be able to enhance students' pronunciation especially –ed ending regular verb. It definitely gives an alternative and interesting way to teach and learn.¹ The similarity between this research and the writer's research is concentrates with improving students' pronunciation using multiple media. The differences is the medium used.
2. Agus Kamaludin (994015769), *“The Influence of Popular Song in Improving Students' Pronunciation (A Case Study at Second Grade SMUN 109 Academic Year 2004-2005)”* from English Department of UIN Syarif Hidayatullah Jakarta. The conclusion of his final project is that using song as a media for student's self-learning can increase the pronunciation of the words effectively.² The similarity between this research and the reasearch is using media for student's self-learning and

¹ Mohammad Noor Zuhri (073411019), *“The effectiveness of using AI Speech Tron as A medium to teach pronunciation of-ed Ending Regular Verbs in the Narrative Texts”*, (Semarang: Walisongo State Institute for Islamic Studies, 2011)

² Agus Kamaludin (994015769), *“The Influence of Popular Song in Improving Students' Pronunciation (Jakarta: UIN Syarif Hidayatullah, 2004)”*

focusing in pronunciation. The differences is this research using popular song as a medium, while the reseacher that was conducted is using recorder as a medium to teach pronunciation. From those previous research, both tries to increase the students' ability in pronunciation.

B. Theoretical Review

In this section, the writer describes everything related with the title: maximizing the accuracy of students'vowel pronunciation using self-correction.

1. Pronunciation

a. Definition

Pronunciation is the way in which a word pronounced. Pronunciation is the act or manner of pronouncing syllables, words and phrases that notices the production of sound and the placing of stress and intonation.³ Pronunciation is one of the important aspects for learning speaking and understanding spoken English well. By having good pronunciation we will also have a good communication skills. When people just good in grammar and vocabulary then they are not pronouncing and stressing words correctly, the other people will not understand clearly what they are saying.

Pronunciation is also defined as the act of producing the speeches. Speech sounds are sounds produced by the speech organs (articulators). The picture of speech organs is as follows :⁴

³ Geoffrey Broughton, et.all, *Teaching English as a Foreign Language*, (London: Routledge, 1980), p.49.

⁴ J.D.O'Connor, *Better English Pronunciation*, p.13.

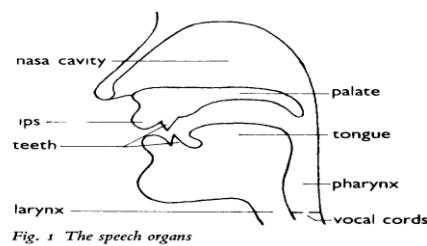


Figure 2. 1 The Speech Organs

Figure 2.1 is a diagram showing the parts of the throat, mouth and nose which are important to pronounce for English words. The activity of these speech organs will produce the speech sounds. Speech sounds are made outward from the lungs through the mouth or nose. Speech sounds are produced when there is some interruption of the out-going air and this interruption is carried out by those part of the speech organs.⁵

Pronunciation is not only about the speech sounds but also the structure of the sound system. They are the segmental features and the supra segmental features⁶. *Segmental* which refer to sound units arranged in a sequential order. Segmentals can be studied in isolation, whereas, suprasegmental cannot. *Suprasegmental*, the features as stress, pitch, length intonation, and other features that always accompany the production of segmental. Suprasegmental, on the other hand, cannot be studied in isolation.⁷ Both segmental and supra segmental features are connected to each other. We cannot pronounce an utterance from just one side of them.

According to the definition above pronunciation is the way how to pronounce of English word that notices the act or manner of pronouncing the syllables, words and phrases. Speech organs get important role in pronunciation because they produce the speech sounds.

⁵ Ramelan, *English Phonetic*, p.17

⁶ Geoffrey Broughton, *Teaching English as a Foreign Language*, p.52.

⁷ Ramelan, *English Phonetic*, p.22

b. Pronunciation Problem

If someone wants to learn a foreign language he will meet with all kinds of learning problems. Some students have difficulty in hearing pronunciation features because they have different sound. Someone who speaks with different first languages have problems with different sounds.⁸ These difficulties are learning of the new sound, the learning of the new vocabulary, and the learning of arranging the words into sentences.

Since childhood he has been speaking his mother tongue or his first language. His speech organs have been set to produce the sounds of his own language. It is difficult for him to produce the foreign sounds or the new sound⁹ because they growing up with speak their first language that very difficult to change.¹⁰ The student must has ability in hearing and identifying the foreign sound or the new sound because if the student does not having heard the sound before, he has difficulty to pronounce it. But if the student has heard the sound before, he will be able to produce it himself.¹¹ As a teacher we shall help the students that have difficulty in pronunciation with various technique that can help the students to increase their ability.

c. The Vowels of English

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 tongue and of the lips. The relationship between vowel sounds and vowel letter are very complex.¹² There are several analyses of English vowels that linguists have made. The differences are the different numbers of vowels, the different symbols

p.184 ⁸ Jeremy Harmer, *The Practice Of English Language Teaching*, (New York: Longman, 2002),

⁹ Ramelan, *English Phonetic*, p.4

¹⁰ J.D.O'Connor, *Better English Pronunciation*, p.3

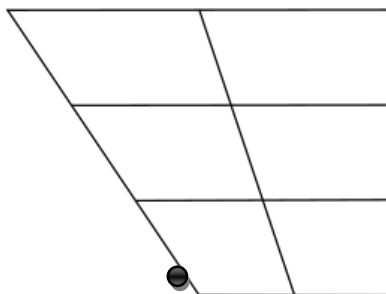
¹¹ Ramelan, *English Phonetic*, p.8

¹² Joanne Kenworthy, *Teaching English Pronunciation*, p.104

and combinations of symbols to represent them, and the different terms to describe them.¹³

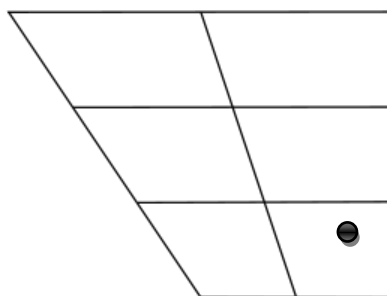
There are two kinds of vowel sounds. They are pure vowels and diphthongs. Pure vowels are single vowel sounds from diphthongs. Pure vowels consist of open vowels, mid vowels and close vowels. When the tongue remains low on the bottom of the mouth in producing some vowel sound, in which case the vowel sound is called an open vowel.

æ



The front of the tongue is raised and the tongue in half-open position. The lips are neutrally open.

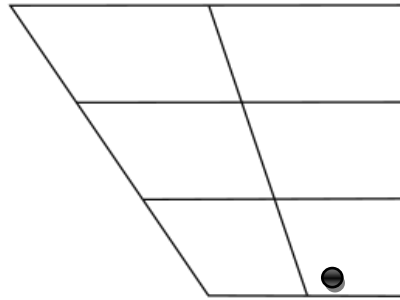
ʌ



The centre of the tongue is raised and in the fully open position. Lips are neutrally open.

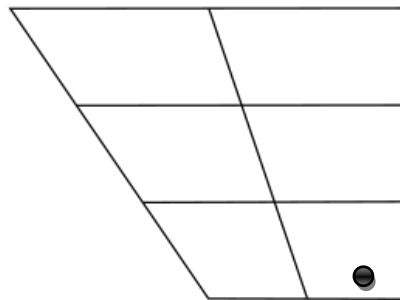
¹³ Charles W. Kreidler, *The Pronunciation of English*, (London: Blackwell, 2004), p46.

ɑ:



The tongue between the centre and the back is in the fully open position. Lips are neutrally open.

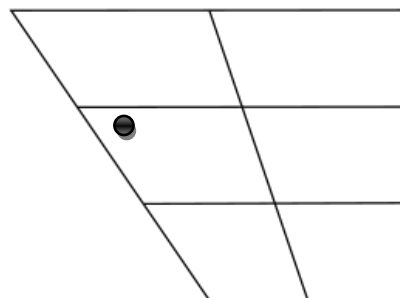
ɒ



The back of the tongue is in the fully open position. Lips are lightly rounded.

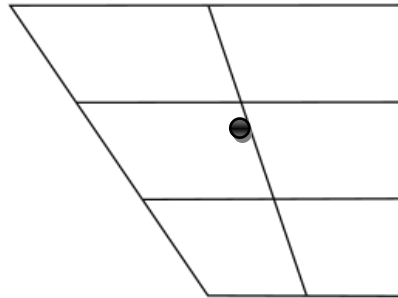
Mid Vowels are produced by placing the tongue between position for high vowels and low vowels.

e



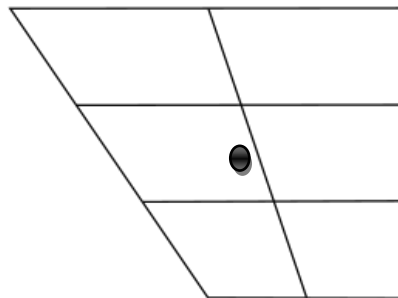
The front of the tongue is between the half- open and half- close position. Lips are loosely spread. The tongue is tenser than /I/ and the sides of the tongue touch the upper molars.

ə



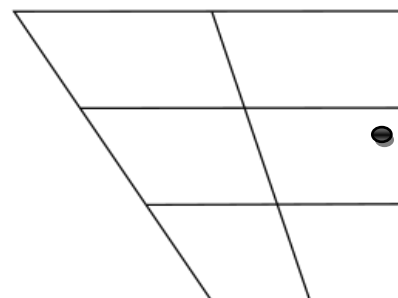
The center of the tongue is between the half-close and half open positions. Lips are relaxed and neutrally spread.

3:



The centre of the tongue is between the half-close and half-open positions. Lips are relaxed and neutrally spread.

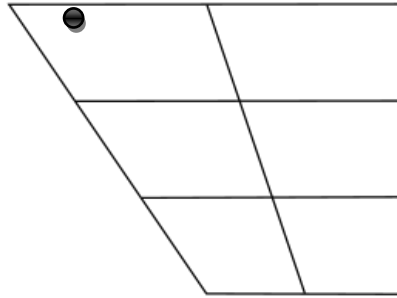
ɔ:



The back of the tongue is raised and it between the half open and half-close positions. Lips are loosely rounded.

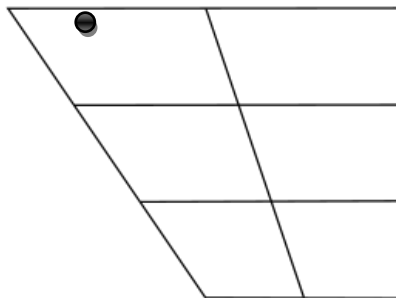
When the back of the tongue raised, the vowel sound so produced is called a close vowel.

i:



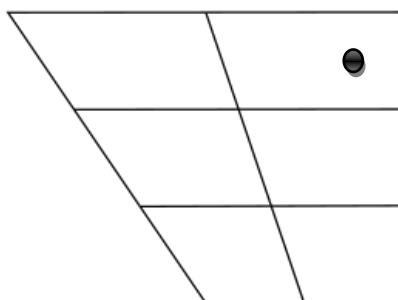
The front of the tongue is slightly below and the tongue is closest to the roof of the mouth, lips are spread. The tongue is tense and the sides of the tongue touch the upper molars.

I



The centre of the tongue is raised and the half-close positions (not as high as in /i:/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars.

u



The back of the tongue is raised and in a half-close position. The lips are loosely rounded. The tongue is relatively relaxed.

ʊ:

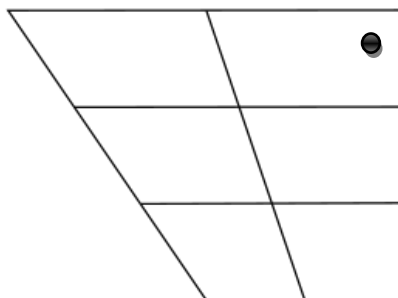


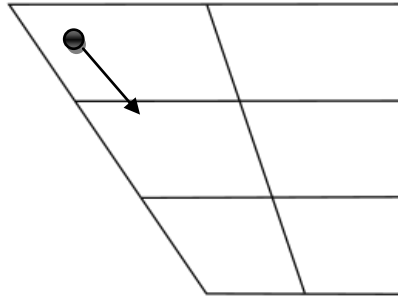
Figure 2.2 The pure vowels

The back of the tongue is raised in the close position. Lips are rounded. The tongue is tense.

In the term of pronunciation the study about diphthongs is not many. Only few books concern diphthongs. One of them is *How To Teach Pronunciation*. In this book, the definition of diphthong is a vowel sound in which there is an intentional glide made from one vowel position to another vowel position. The characteristics of diphthongs are:

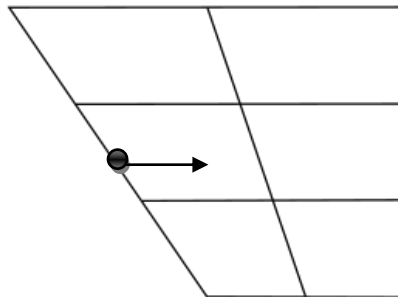
Centering Diphthongs in which there is a glide made from one vowel position to the position of the central vowel. When the diphthong occurs in final position, the position of the second element becomes lower. There are four English centering diphthongs:

/Iə/



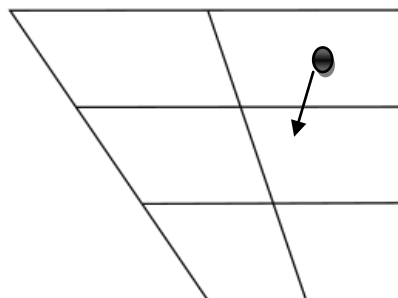
The glide starts in the position for /I/, moving down back towards /ə/. The lips are neutral, but with small movement from spread to open.

/eə/



The glide starts in the position for /e/, moving forwards and back towards /ə/. The lips remain neutrally open.

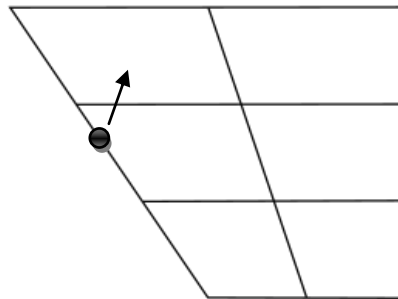
/ʊə/



The glide starts in the position for /ʊ/, moving forwards and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.

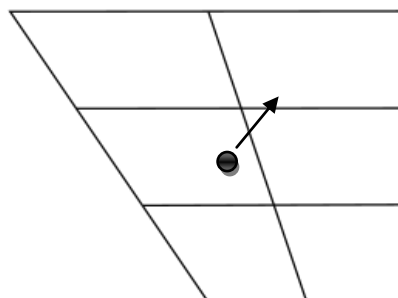
Closing diphtongs have a special characteristic. They all end with a glide towards a closer vowel. Because the second part of the diphtong is weak they often do not reach a position that could be called close. The important thing is that a glide relatively more open towards a closer vowel.

/eɪ/



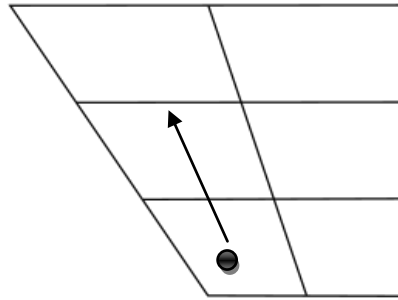
The glide starts in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.

/əʊ/



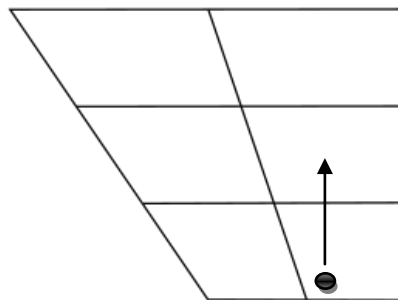
The glide starts in the position for /ə/, moving up and back towards /ʊ/. The lips are neutral but change to loosely rounded.

/aɪ/



The glide starts in an open position between front and centre, moving up and slightly forwards /ɪ/. The lips move from neutral, to loosely spreaded.

/aʊ/



The glide starts in a position quite similar to /ɑ:/, moving up towards /ʊ/. The lips start neutral, with a movement to loosely rounded.

/ɔɪ/

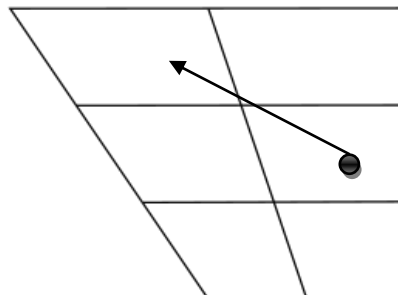


Figure 2.3 The diphtongs

The glide starts in a position quite similar to /ɔ:/, moving up forwards towards /I/. The lips begin open and rounded and change to neutral.¹⁴

For the application of the tongue is divided into three parts, the front, the centre, and the back of the tongue. When the front of the tongue is raised, to change the sound produced in the larynx, the vowel sound so produced is called a front vowel. English has the following front vowels /i:/, /I/, /e/, and /æ/. When the central part of the tongue is raised, the vowel sound so produced is called a central vowel. This central vowel is represented by the phonetic symbol /ə/ or inverted 'e' which also called 'schwa'. When the back of the tongue raised, the vowel sound so produced is called a back vowel. English has the following back vowels /u:/, /U/, /ɔ:/, and /ɔ/.¹⁵

There are short vowels and long vowels in English. There are six short vowels (ʌ), (æ), (I), (ɒ), (ʊ). The other calls seven by sound (ə). While for long vowels are (u:), (i:), (ɑ:), (ɔ:), and (ɜ:).¹⁶

2. Self-Correction

Self-correction is the technique to correct their own error pronunciation. This technique can be achieved by focussing on the following areas: first is *motivation*, the teacher must give motivation to the students that they must study hard if they want to speak English well because the accuracy of oral production or pronunciation is important in speaking. Second is *explanation*, students should receive an explanation, description and demonstration, so that they can more understand and remember the points. Third is *practice*, students should be given opportunities to practice, so the students can understand and know how to pronounce the English words well. The

¹⁴ Gerald Kelly, *How to Teach Pronunciation*, (England: Longman, 2000), p.31-36

¹⁵ Gerald Kelly, *How to Teach Pronunciation*, p.30

¹⁶ Gerald Kelly, *How to Teach Pronunciation*, p.34

last is *feedback*, students should receive the feedback from the teacher and students in a class.¹⁷ Feedback makes the teaching learning process in the class more live.

The developing students' ability to self-correct, depend on the teaching and appropriate feedback. Both teaching and feedback should making the students more independent and confident. When teaching the production of sounds or stress and intonation patterns, the teacher should involve the students. For example, teacher asks the students to feel the parts of the mouth involved in articulation, the sound of the new sound and the student will listen the modelling or recorder as compared to the students' incorrect version and they be able to produce the correct form.¹⁸

Correction is one of the ways that can develops the students' pronunciation by involving the learner. The learners could be understood more easily and be more effective in communication. It can help the learners to understand their mistake in pronunciation.¹⁹ By mistake, students will know the right and then they apply what they already know.²⁰ In this Self-Correction, the learners have to recognize the right version.²¹

3. Recorder

Developments in science and technology will encourage the utilization of technology in teaching learning. It requires that the teachers were able to use the tools provided by the school. Teachers can use the least inexpensive and efficient tool which simple. For that teachers should have sufficient knowledge and understanding of media that includes: the media as a communication tool in order to futher streamline the learning process, the function of the media in

¹⁷ Suzanne Firth, *Developing Self-Correcting and self-Monitoring Strategies*, p.215.

¹⁸ Suzanne Firth, *Developing Self-Correcting and self-Monitoring Strategies*, p.216-217.

¹⁹ Clement Laroy, *Pronunciation*, (London: Oxford University press, 1995), p.109.

²⁰ Scott Thornbury, *How To Teach Pronunciation*, (London: Longman, 1987), p.91.

²¹ Adrian Underhill, *Sound Foundation Learning and Teaching Pronunciation*, (Oxford: Macmillan, 2005), p.134

order to achieve educational goals, the relationship between the methods of teaching and learning media, value or the benefit of education method in learning process, the selection and the use of educational media, various types of educational media and techniques, education media in each subject, and the innovation efforts in education media.²²

Media are kinds of substances which are used by a teacher during teaching and learning process to support the presentation of the lesson. Media have an important role in teaching and learning process. Learners are able to understand better the material presented in certain way.²³

There are many forms of the media, then the teacher should be able to select them carefully, so it can be used appropriately. Positive impact of the use of media as an integral part of learning in the classroom, as follows: delivery of lessons are not rigid, the learning process can be more attractive, the learning process becomes more interactive, it takes a long learning time can be shortened, quality of learning outcomes can be improved when the integration of words and pictures as a learning medium to communicate is organized properly, specific and clear, the learning process can be given anytime and anywhere desirable and necessary, and teacher's role may change to be more positive.²⁴

Instructional media is a tool that can help the learning process and serve to clarify the meaning of the message, so as to achieve the goal of learning better and perfect. The recorder is one of the media that can not be ignored in conveying information, because it is easy to use it.

The advantages of this medium are: It has a dual function that is effective for recording (display and delete the record), recorder can

²² Cecep Kustandi, *Media Pembelajaran*, p. 7.

²³ Syaiful Bahri Djamarah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p.120.

²⁴ Cecep Kustandi, *Media Pembelajaran*, p.24.

be played over and over again, it is extremely cheap, and students can hear a variety of different voices apart from their own teacher's. The disadvantage of using this medium is everyone has to listen at the same speed, a speed dictated by the recorder not by the listener.²⁵

For successful imitation, students need to listen to themselves. Most people cannot monitor their own speech and need help from recorder. Hearing him self on recorder they will know their own error in pronunciation.²⁶ The writer concludes that teacher must have creativity to make inovation or utilizes media to help students that have difficulties in learning process. Students will accept and more understandthe lesson. Self-correction will help students to handle their difficulties in pronouncing the English words, especially the vowel sounds.

C. Action Hypothesis

Hypothesis is a prediction about what is likely to occur.²⁷ In this research, the researcher thinks that using Self-Correction can improve the students' vowel pronunciation. Thus, in conducting this research, the researcher proposed based on the following hypothesis: maximizing the accuracy of the students' vowel pronunciation using self-correction in english class.

²⁵ Jeremy Harmer, *The Practice of English Language Teaching*, p.229.

²⁶ Geoffrey Broughton,et. all, *Teaching English as a Foreign Language*, p.59.

²⁷ Anne Burns, *Collaborative Action research for English Language Teacher*, (London: Cambridge University, 1999).p.39.