

### **CHAPTER III**

#### **DESCRIPTION OF *ACCURATE ENGLISH* TEXT BOOK**

This chapter represents the description of the analyzed text book, *Accurate English*, and the theories that support the writing of this thesis.

*Accurate English*, a complete course in pronunciation, was written by Rebecca M. Dauer and published by Prentice Hall Regents, Englewood Cliffs, New Jersey 07632, in 1993. This text book has about 246 pages which consist of contents, introduction, general description of materials, types of exercises, how to use audio tapes, six teen chapters, for further reading, glossary, and index. In this chapter, however, the researcher wrote down only four sections which include the introduction—about describing the purpose of writing the text book, most of the material and exercises that will be discussed, and problems and solutions when students learn pronunciation; general description of materials - drawing materials to teach (for teachers) and to study (for students); types of exercises - there are several types of exercises hoped to be able to help teachers and students in teaching and learning pronunciation; and how to use audio tapes - cassette tape describing recording the which accompanies the text. More detailed discussion will be discussed below.

#### **A. Introduction to *Accurate English* Text Book**

Pronunciation is the way in which a language or a particular word or sound is spoken. It reflects the present view that pronunciation in the English as a Second Language curriculum is an integral part of oral communication.

A textbook has a great role in teaching and learning process. It is like a guide for teacher in teaching and it can be a reference for learners in learning. English course book is considered to be the course of the study, the guide on methods of instruction and the source of language.

*Accurate English* is a textbook and reference guide to the English pronunciation as spoken by educated native speakers in fluent speech. The vowels, consonants, rhythm, and intonation of English are taught using the rules of articulatory phonetics. Students are led to learn these rules with their own vocal system, using kinesthetic, visual, and auditory feedback. Theory is reinforced by numerous practice exercises through phrases to dialogues, reading passages, and oral presentations. In addition, spelling patterns and rules for stress placement are included. The aim of this book is to enable students to improve their English pronunciation so that they can understand easily what native speakers say in formal and informal situations.

This is suitable with other sources that explain the definition and the role and function of the text book. Hornby defines “textbook is a book that gives instruction in a branch of learning.”<sup>1</sup> A textbook is to help the teacher in explaining the lesson and make his or her students easier in understanding the lesson given. Each lesson needs at least one textbook and a teacher may use some additional books to support this textbook and to have his or her students discuss some materials and exercises. The textbook should also make suggestions for adapting activities and materials appropriate to their specific context. The suggestions regarding alternative methods, approaches and resources will facilitate teachers in their decision making regarding the relevance of these activities and resources for their contextual realities.

Greene and Petty states that the functions of textbook are to give a consistent reflection of a point of view; to serve as a source of teaching context; to serve as a source of teaching method; to provide interesting drill; to provide source of evaluation material.<sup>2</sup>

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<sup>1</sup> Hornby, *et.al*, *Textbook. Oxford Advanced Learners' Dictionary of Current English*, (New York: Oxford University Press, 1974), p. 893.

<sup>2</sup> See in Wahyu Tri Setyabudi, *Text Structure Analysis of Text Types in English on Sky 2 for Junior High School Year VII*, Published by Erlangga, Unpublished BA Thesis, Universitas Negeri Semarang, 2007. P. 19.

This book is designed especially for adults who are non-native speakers of English – in short, anyone who wants to achieve a near-native accent. The level of the book is from elementary to advance. The book can be used as the main text in a semester-long pronunciation course, as an additional text in a listening-speaking, teacher-training, or speech communication, as a teacher resource book, or private study.

Solving the habits of one's native language, in pronunciation as well as in other areas of language learning, is not easy. It requires understanding, intensive practice, and the desire to change. Students may achieve a certain level of communicative competence in everyday situations but still not be well understood by native speakers in an intellectual discussion. Both fluency and accuracy are necessary.

## **B. General Description of Materials in *Accurate English* Text Book**

Material is information or ideas in a book. The careful selection of materials is important for teachers in teaching activities. Materials exist in order to support learning and teaching, so they should be designed to suit the students and the processes involved.

In *Accurate English*, there are several overview and suggested plan of materials to teach (for teachers) and to study (for students), they are:

### **a) Introduction and Diagnostic Speech Sample**

In this chapter, each student should try to read the diagnostic passage and to give a short speech in front of the class. Students working with a private tutor might also want to record the vowels and consonants in sentences and a reading for stress. The teacher can then ask class members what problems they noticed in each other's speech and why some people were more difficult to understand than others.

### **b) Phonetic Alphabet and Vowels**

The phonetic alphabet should be introduced (at least briefly) to point out the difference between spelling and pronunciation and to

encourage students to use their dictionaries. Chapter 3, “Vowel Overview”, follows logically because the vowel symbols tend to be the most difficult to learn and clearly demonstrate the difference between phonetic symbols and orthographic letters. Chapter 4 gives intensive practice with vowels and their spelling, focusing on /ɪ, ə, æ, ʊ/, which tend to be difficult for most students. Chapter 5 briefly reviews the phonetic alphabet and vowels with dialogues for additional practice of difficult vowel contrasts.

c) Stress and Rhythm

The chapters on stress and rhythm follow those on vowels because vowel reduction is easier to explain after /ɪ/ and /ə/ have been covered. Chapter 6, “Stress”, is very important. The teacher can try to elicit the rules for stress placement by putting some examples on the board, and the tables can be assigned for homework or lab. Chapter 7 is labeled “advanced” and can be skipped if time is limited or if the vocabulary might present problems. The specific noun-verb word pairs are not so important in themselves, but they do help students understand vowel reduction. Chapter 8, “Rhythm”, is very important. Most students are unaware that they must reduce function words and link words together. Chapter 9 (advanced) involves breaking rules and may be omitted in a class comprised of students who get upset or confused by exceptions to rules.

After introducing compound nouns (Chapter 10) and reviewing rhythm (Chapter 11), the teacher may choose to jump ahead to intonation (Chapter 16) before going on to consonants. This order is preferred if students are having more difficulty with intonation than with consonants.

d) Consonants

Chapter 12 gives an overview of how consonants are made. Most students can be led to produce the consonants correctly at least once, even if they cannot integrate the new sounds into all words at

this point. This gives them confidence that they can do it and enables them to master the individual sounds (Chapter 15) more quickly. Chapter 13, “Differences Between Voiced and Voiceless Consonants”, is important. Although some students have little difficulty with aspiration, nearly all need work on vowel length. The pronunciation of <ed> and <s> endings (Chapter 14) is also very important and can be done at any time, although it is easier to explain after the differences between voiced and voiceless consonants have been understood. Chapter 15 gives intensive practice with consonants that cause the most problems.

e) Intonation

This chapter covers the two most important aspects of intonation, the location of sentence stress and basic pitch patterns. Since stress and intonation are closely related, this chapter can be done right after covering stress and before consonants. However, when intonation is done at the end, it allows some review of stress and rhythm.

### C. Types of Exercises in *Accurate English* Text Book

“Exercise is activity intended for training or testing.”<sup>3</sup> Exercise is a follow-up of students' understanding to the material that has been taught by the teacher. This is to measure students' skills in understanding the material. In addition, the exercise also aims to provide feedback on the students and motivate students to study harder.

In the *Accurate English* book, there are several types of exercises hoped to be able to help teachers and students in teaching and learning pronunciation. The types are:

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<sup>3</sup> Hornby, *Oxford Learner's Pocket Dictionary, Third edition*, (New York: Oxford University Press, 2005), p. 149.

a) To Do

These sections should be done in class together with the teacher in an atmosphere of play and self-discovery. It takes some time to develop awareness of one's own vocal organs.

b) Practice

The minimal pair sentences can be taught in various ways; the same order does not always have to be used.

1. Review how the sounds are made and the main differences between them.
2. Students repeat each sentence after the teacher.
3. The teacher reads only one sentence randomly selected from each pair and asks the class to indicate which they heard by putting up one or two fingers.
4. The class breaks into pairs, preferably from different language backgrounds, and practices the sentences.

Practice objectives to serve the physical component of learning. This objective is the dimension of speech- pronunciation study and includes the following three kinds of practices:

1. Speech-pronunciation practice. For maximum effect, speech-pronunciation instruction must go far beyond imitation; it calls for a mix of practice activities. Three kinds of speech practices can be included from the very beginning; (a) imitative practice, (b) rehearsed practice, and (c) different speaking practice.
2. Pronunciation-oriented listening practice. Specialized speech-oriented listening tasks can help learners develop their auditory reaction, their different listening skills for dimensions of speech-pronunciation communicability, and their overall aural comprehension of English.

3. Pronunciation sound-spelling practice. ESL students must learn to relate spoken English and written English fluently and accurately.<sup>4</sup>

c) Exercises

These exercises can be done in class together, for homework, or in groups. Homework exercises that are difficult may be checked orally or from answers written on the board. Dialogues are good practiced in pairs or threes (one listens and criticizes) or recorded in the laboratory.

d) Oral Presentations

It is recommended that students give speeches at regular intervals during the course to give them the opportunity to integrate what they have learned into their speaking. These speeches can be given at any time to fit in with the course schedule. Students should be given about a week to prepare.<sup>5</sup>

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<sup>4</sup> Joan Morley, *Pronunciation Pedagogy and Theory: New Views, New Directions*, (Alexandria: Teachers of English to Speakers of Other Languages, Inc, 1994), p. 83.

<sup>5</sup> Rebecca M. Dauer, *Accurate English, a Complete Course in Pronunciation*, (New Jersey: Prentice Hall Regents, 1993), p. ix.