

CHAPTER II

Literature Review

A. Cooperative Learning

Cooperative learning is derived from 2 words, there are cooperative and learning, cooperative is acting together is derived from a common purpose and learning is the process through which experience causes permanent change in knowledge and behaviour.¹

A classroom is cooperative and therefore not competitive usually involves the learner-centered characteristic. Cooperative learning is more structured, more prescriptive to teachers about classroom technique, more directives to students about how to work together in groups. As students work together in pairs or group, they share information and come to tech other aid. They are a “team” whose players must work together in order to achieve goals successfully².

Roger and David Johson state that not all the cooperative learning activities called cooperative. In order to achieve real expertise in using cooperative learning and the basic elements that make cooperative to work well, teachers explicitly have to structure, five essential elements in each lesson:

- a. Positive independence.
- b. Personal responsibility.
- c. Primitive face to face interaction.
- d. Interpersonal and small group’s skills.
- e. Group processing.³

B. Active Learning.

Active learning is a type of learning that emphasizes to learners involvement in accessing information’s and knowledge to discuss and study. In learning process, so they acquire some experiences that are be able to increase their competence. Moreover, active learning enables the learners to develop their analytical and synthetic ability and also to formulate new values that are taken from their analysis result. This tape of approach is hardly different as “The self discovery learning” type. That is the learning that is done by learners to find out the conclusion themselves so it can be used as a new value that can be implemented in learner’s life.

¹Anita E. Woolfolk, *Educational Psychology*, vol VI (USA: Allyn and Baccon,1996), P. 196

²H. Douglas, *Teaching By Principles*, (New York: Longman 1999), p. 12

⁶ Agus Supriyono, *Cooperative Learning* (Jogjakarta: Pustaka pelajar 2009)p. 58

This type of learning focuses on the minimalization of teacher's role in the classroom. Teachers make themselves as facilitators of learning who arrange on manage the circulation and learning process by giving delivering the goals and competence that will be reached/ achieved in a learning process. Learners have to play more roles in this learning process and teachers do more in guiding their students.⁴

C. Students Motivation.

Motivation is a condition that is located in someone's heart that supports him to do certain activity to achieve a purpose.⁵ Green berg says that motivation is a process of raising, guiding, and making sure behaviour, direction and purpose.⁶

The higher of someone's hope against an object and the higher of that object value for that person it means the higher of his motivation. If someone does not have any hope, that person does not have motivation. For example: if students are more active in the classroom, their motivation will increase. If the students are afraid of stating what they want or not active (passive) their motivation will decrease.

According to Derek Rowntree (in Rohani, 1997:7-8), educational media have functions:

- a. Motivate students to study.
- b. Review what students have learnt.
- c. Give a stimulus to study.
- d. Activate students' responses.
- e. Give a feedback soon.

From the reference above, the writer conclude that teaching media are needed in teaching learning process. It is because students are motivated to study. Students can catch the material from the teacher clearly. The teaching learning process will be more varieties so that students enjoy it. Students will be more active in giving responses to the material given by the teacher.

D. Children's Characteristics of Learning.

Children are an object that is interesting to be discussed. It is caused by the nature of the children itself. They are able to work with others and learn from others, they also love to play. Moreover, children are very active. Not only that, they are also intelligent.

⁴Khaerudin, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Nuansa Aksara, 2007), p. 208

⁵Djali, *Psikologi Pendidikan* (Jakarta: Bumi Aksara, 2007), p. 106

⁶ *Ibid.* p. 109

As listed above, children are able to work with others and learn from others. Connected with education world, this characteristic of children is exceptionally beneficial to the teaching and learning process. It makes the teacher easier to convey the material to the students (children). It because based on the nature of children they can work in group and learn something from their friends.

Out of education scope, childhood is a pleased period. They can do anything they want to do. They do not think that it disturbs others or not. They also do not think that it inflicts others or not. They can play the whole time as they want. It is appropriate to their nature that they love to play.⁷

The child is seen as continually interacting with the world around her/him, solving programs that are presented by the environment. For example: there are two youngsters, an elder sister and her younger brother. At that time, they went sight seeing by bike. The kickstand of the bike was broken. The elder sister was confused thinking how to repair the kickstand. Without much thinking, the younger brother repaired the kickstand optimistically. And finally, the younger brother succeeded in repairing the kickstand. From the example above, we see that children are diligent.

a. Children's Characteristics of Five to seven years old.

What five to seven year olds can do at their own language.

- 1) They can talk about what they are doing.
- 2) They can tell you about what they have done or heard.
- 3) They can plan activities.
- 4) They can argue for something and tell you why they think what they think.
- 5) They can use logical reasoning.
- 6) They can use their vivid imaginations.
- 7) They can use a wide range of intonation patterns in their mother tongue.
- 8) They can understand direct human interaction.

b. Other Characteristics of the Young Language Learner.

- 1) They know that their world is governed by rules, they may not always understand the rules, but they know that they are there to be obeyed, and the rules help to nurture a feeling of security.
- 2) They understand situations more quickly than they understand the language used.
- 3) They use language skills long before they are aware of them.

⁷Scout and Ytlberg, *Teaching English for Children*, (New York: Longman, 1990), p. 9

- 4) Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times.
- 5) They are very logical- what you say first happens first.
- 6) They have a very short attention and concentration span.
- 7) Young children sometimes have difficulty in knowing what fact is and what fiction is. The dividing line between the real world and the imaginary world is not clear. When reading story in a foreign language class of five year old about a mouse that got lost, the teacher ended the story by saying, 'but, what's this in my pocket? I feel something warm and furry and it squeaks.' She then took a toy mouse out of her pocket accompanied by gasps from her pupils. They had no problem in believing that the mouse had found its way out of the book and into their teacher's pocket. They simply thought the teacher was wonderful because she had found the lost mouse.
- 8) Young children are often happy playing and working alone but in the company of others. They can be very reluctant to share. It is often said that children are very self-centred up to the age of six or seven and they can't see things from someone else's point of view. This may well be true, but do remember that sometimes pupils do not want to work together because they do not see the point. They do not always understand what we want them to do.
- 9) The adult world and the child's world are not the same. Children do not always understand what adults are talking about. Adults do not always understand what children are talking about. The difference is that adults usually find out by asking questions, but children do not ask. They either pretend to understand, or they understand in their own terms and do what they think you want them to do.
- 10) They will seldom admit that they do not know something either. A visiting friend took a confident five year old to school one day after the child had been going to school for three weeks. It was only when they arrived at a senior boys' school after forty-five minutes that the visitor realized that the child had no idea where she was. Her mother has asked her several times before she left home if she knew the way, the visitor had asked the same question several times in the forty-five minutes. The child had answered cheerfully and confidently that she knew the way to her school very well.
- 11) Young children can not decide for themselves what to learn.

12) Young children love to play, and learn best when they are enjoying themselves. But they also take themselves seriously and like to think that what they are doing is "real" work.

13) Young children are enthusiastic and positive about learning. We all thrive on doing well and being praised for what we do and this is especially true for young children. It is important to praise them if they are to keep their enthusiasm and feel successful from the beginning. If we label children failures, then they believe us.⁸

The explanation above can be concluded that children at five to seven years old are students that are active, responsive, attractive, even they are usually enthusiastic when they do some activities. But they still need guidance of what they should do in learning process.

c. Eight to Ten Years Old.

1) General Characteristic of Eight to Ten Years old.

Children of five are little children. Children often are relatively mature children with an adult side and a childish side. Many of the characteristics listed above will be thing of the past.

- a) Their basic concepts are formed. They have very decided views of the world.
- b) They can tell the differences between fact and fiction.
- c) They ask question all the time.
- d) They rely on the spoken world as well as the physical world to convey and understand meaning.
- e) They are able to make some decisions about their own learning.
- f) They have definite views about what they like and do not like doing.
- g) They have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- h) They are able to work with others and learn from others.⁹

E. Teaching English Pronunciation using songs.

There many factors that influences language teaching especially English pronunciation teaching. Besides teacher should select the media that suitable to be applied in teaching English pronunciation, they also should know how to teach pronunciation

⁸Wendy, *Teaching English To Children*, (USA, Longman 2002), pp. 3-4

⁹Scoot and Ytlberg, *Op.Cit.*,p. 21

well. By knowing the goal way in English pronunciation, the result that is achieved will be more maximal and alternatives in pronunciation is teaching.¹⁰

A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.¹¹

“Song is the act of singing, the characteristic sound produced by a bird, a short musical composition with words, a successful musical must have at least three good songs. It also says that song is a distinctive or characteristic sound. Besides that, song is the imperial dynasty of china from 960 to 1279 and very small sum”¹²

The American heritage dictionaries say that song is:

Music is a brief composition written or adapted for singing. It also says that song is a distinctive or characteristic sound made buy an animal, such as a bird or an insect. The last definition, song is poetry, a verse and a lyric poem or ballad¹³

Based on the reference above, the writer conclude that song is a group of beautiful words in which there is message in it to be conveyed to other people and presented with beautiful music. It deals with the some themes. It deals with story, advice, religion, environment, universe, love, happy and sad felling.

Example of children’s songs

As “*Balon ku Ada Lima*” but using English

“*BALLOONS*”

I have five pretty balloons

They are very colorful

They are green, yellow, and gray

Also pink as well as blue

When it burst, the green balloon BOOM

My hearth is very painful

¹⁰Jeremy Harmer, *The Language Practice Teaching*, (Malaysia: Person Educated Person, 2002), P. 12

¹¹Gerral Kelly, *How To Teach Pronunciation*, 6th published (Malaysia: Longman, 2005), p.11

¹²<http://www/submit@songoftheyear.com>

¹³[www. Answer.com/topic/song](http://www.answer.com/topic/song) on june 12, 2007

*Now I have just four balloons
I hold them tight in my hand.*¹⁴

Teaching media are means that are used to convey teaching messages. Another definition of teaching media is conveyed by national education association, media are forms of communication either printed or audio visual and the tools.¹⁵

From the two definitions above, the writer concludes that teaching media are the means that are used by teacher to convey teaching materials to students. It can be printed or audio, visual, or audio-visual. Song is one of teaching media that is used by teacher to convey materials to students, especially in teaching learning pronunciation. Song is an audio type of media, but it can also be used as an audio-visual medium.

F. English Phonological System.

When writing in the phonetic transcription, we must remember five things:

- a. Write the phonetic transcription in between square-brackets
- b. Use block letter
- c. Do not use capital letter
- d. Do not use double consonant
- e. Do not use the sign of abbreviation. (')¹⁶

Pronunciation is the act of producing the sound of speech including articulation, vowel, formation, accent inflection and intonation, often with reference to the correctness or acceptability of the speech sounds¹⁷. Pronunciation is the way a person utters a word or a language¹⁸.

The production of all vowels needs vibration. That's why it is said that vowels are voiced. Which part of the tongue, how high it is raised and the shape of lips are involved in the classification of vowels. In producing those, our organs of speech remain at the same position (no movement)¹⁹

e.g.	<i>i:</i>	VS	<i>I</i>
	Even		Sit
	Eager		Exit etc.

¹⁴Suhardi, *Lembar Kerja Siswa*, (Yogyakarta: Tiga Serangkai, 2005), p. 8

¹⁵Arsyad Azar, *Media Pembelajaran*, (Jakarta: PT Raja Grafindo Persada, 2005), p. 30

¹⁶M. Indriyani, *English Pronunciation*, (Jakarta: Gramedia Pustaka Umum, 2007), p.96

¹⁷Horn by, *Oxford Advanced Learners Dictionary of Current English*, (London: Oxford University Press, 1987), p.297

¹⁸Rebecca M. Dauer, *Accurate English*, (New Jersey: Prentice Hall Regents, 1993), p. 7

¹⁹Dina Kristina, *Pronunciation*, (Kediri: Daffodil, 2004), p. 18

As in the production of vowels our speech organ remains in the same position, in producing diphthong we glide our speech organs to the next vowel position.

e.g. *ei* *ai*
 Page five
 Erase iris etc.

1. Consonants.

Consonant is negatively defined, that is, sounds which are not vowels are consonants. It is, therefore, of some use if the basic features of vowels are more closely examined.

The natural consequences of this definition are as follow:

- a) All voiceless sounds, i, e. sounds which the vocal cords are not in vibration, are consonants. E. g: /s, f, θ, k, h/ like: see, fine, thin can hat.
- b) All sounds in which the air goes out through the nose (nasal sounds) are consonants. E. g: /m, n, ŋ/ like: man, downn, singng.
- c) All sounds in which the air goes out through the sides of the tongue (lateral sounds) are consonants, E. g: /l/ like: let
- d) All sounds which there is an interruption of closing and opening of the air passage (trilled sounds) are consonants, E. g: /r/ or the lingual trilled sound as produced in scotch or Indonesian, /R/, the uvular rolled sound in German, Dutch, French.
- e) All sounds in which the air meets with a complete stoppage or complete obstruction somewhere in the mouth or speech tract are consonant. These are called plosive sounds or stops, E. g: /f, v, s, z, ʃ, θ, ʒ, h/ like: office, have, see, does, path, usual, who.
- f) All sounds which are not syllabic are also considered as consonants e. g: /y, w/ and are usually called semivowels.²⁰

There are International Phonetic Alphabet consonants

(p)	<u>P</u> ie, hope, happy.	(γ)	<u>T</u> hey, <u>th</u> en, <u>o</u> ther.
(b)	<u>B</u> ell, <u>b</u> ite, globe.	(s)	<u>S</u> ee, <u>s</u> at, <u>c</u> ity.
(f)	<u>F</u> ine, <u>o</u> ffice.	(z)	<u>Z</u> oo, <u>d</u> oes, <u>i</u> s.
(v)	<u>V</u> est, of, <u>h</u> ave.	(ʃ)	<u>sh</u> oe, <u>sh</u> ip, <u>a</u> ction.
(k)	<u>k</u> ee <u>p</u> , <u>c</u> an, bo <u>o</u> k.	(ʒ)	<u>U</u> sual, ga <u>r</u> age.
(g)	<u>G</u> o, ge <u>t</u> , egg.	(tʃ)	<u>ch</u> ange, wa <u>t</u> ch.

²⁰ Ramelan, *Op.Cit* P.89

(l)	<u>l</u> et, <u>l</u> ittle, <u>l</u> ay.	(dʒ)	<u>J</u> une, e <u>d</u> ge.
(m)	<u>M</u> an, <u>m</u> ust, <u>d</u> ime.	(r)	<u>R</u> ed, <u>r</u> ich, w <u>r</u> ite.
(n)	<u>N</u> o, <u>d</u> own, <u>t</u> own.	(y)	<u>Y</u> ou, ye <u>s</u> , mill <u>i</u> on.
(ŋ)	<u>S</u> ing, <u>r</u> ing <u>ing</u> .	(h)	<u>H</u> e, <u>h</u> at, <u>w</u> ho.
(w)	<u>W</u> ater, we, one.	(t)	<u>T</u> en, too, meet.
(θ)	<u>T</u> hin, three, path.	(d)	<u>D</u> o, did, sudd <u>e</u> n. ²¹

a) The English consonants.

1) Bilabial plosives /p, b/

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is provided by the closure of the lips. Lung air is compressed behind this closure, during which stage the vocal cords are held wide apart for /p/, according to its situation in the utterance. The air escapes with force when the lip closure is realized.²²

Examples:

Bilabial plosive/p/

1.	Fortis	Regularly spelt with 'p' note 'hiccough' /h, I, k ^, p/, and silent 'p' in "pneumonia, psalm, receipt, cupboard"
2	Accented, aspirated	Pin, pill, pain, appear, impatient, play, pray.
3	Accented after /s/ unaspirated	Spin, spill, spain, spear, spray.
4	Weakly accented, relatively unaspirated	Upper, capable, opportunity, gospel, simply, apricot, champion.
5	Syllable final	Cheap, lip, lap, shape, pulp, pump, upright, chaplain, upward
6	With no audible release	Captain, topcoat, top girl, ripe cheese
7	Followed by nasal consonant	Topmost, happen, halfpenny, cheap meat

²¹ Dina kristina *Op.Cit* P. 3

²² Rebeca, *Op.Cit.* P. 45

8	Followed by lateral consonant	Apple, couple, please, up late
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Bilabial plosive/b/

1	Lenis	Regularly spelt with 'b' note silent'b' in "limb, thumb, comb," and debt, subtle, doubt"
2	Initial, partially devoiced	Big, boss, boast, banana, blew, brain, beauty
3	Intervocalic, voiced	Rubber, labour, harbour, husband, symbol
4	Final, voiceless	Rib, bb, sob, robe, bulb
5	With no audible release	Obstain, subconscious, sob, bitterly, bob goes, object.
6	Followed by nasal consonant	Submerge, ribbon
7	Followed by literal consonant	Bubble, blow, rub lightly

2) Alveolar plosives /t, d/

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the tip and rims of the tongue and the upper alveolar ridge and side teeth.

Lung air is compressed behind this closure, during which stage the vocal cords are wide apart for /t/, but may vibrate for all or part of the compression stage for /d/ according to its situation in the utterance. The lip position for /t/ and /d/ will be conditioned by that of the adjacent sounds, especially that of a following vowel or semi vowel. e.g. spread lip for /t/ in *teeth*, anticipatory lip rounding for /t/ in *tooth*. The air escapes with force upon the sudden separation of the alveolar closure.²³

²³ M.Indriyani, *Op.Cit*,P. 28

Examples:

Alveolar plosive/t/

1	Fortis	Regularly spelt 't', 'tt', sometimes with 'th' e.g. "thams, Thomas," also '-ed' in verbal past tenses and participles after fortis consonant other than /t/ e.g "jumped, looked, laughed, guessed, pushed, " 't' silent in " castle, Christmas", ect
2	Accented, aspirated	Take, tall, tone, attend, obtain, try, between, tune
3	Accented after /s/ unaspirated	Steak, stall, stone
4	Weakly accented, relatively unaspirated	Butter, letter, after, taxation, phonetic, entry, antler, outward
5	Syllable final	Beat, boat, late, past, sent, halt, rushed, act, fetched
6	With no audible release	Out post, hatpin, foot ball, white tie, that dog, white chalk, great joke
7	With homorganic nasal release	Cotton, button, eaten, not now
8	Followed by /m/	Nutmeg, utmost, that man
9	With homorganic lateral release	Little, cattle, atlas, at last

Alveolar plosive/d/

1	Lenis	Regularly spelt 'd', 'dd'
2	Initial, partially devoiced	Do, dog, double, date, dry, dwindle, duke
3	Intervocalic, voiced	Leader, order, adorn, hiding, London, elder, under, middle, sundry, finddler
4	Final, voiceless	Bid, mad, road, bend, old, loved, bathed, raised, judged
5	With no audible release	Head boy, bad pain, red, car, good judge, good cheese
6	With homorganic nasal release	Sudden, madden, red nose
7	Followed by /m/	Admit, road map
8	With homorganic lateral release	Middle, padlock, headless, badly, good luck

3) Velar plosives /k, g/

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is formed by a closure made between the back of the tongue and the soft palate. Lung air is compressed behind this closure during which stage the vocal cords are with apart for /k/, but may vibrate for all or part of the compression stage for /g/ according to its situation in the utterance. The lip position will be conditioned by that of adjacent sound, specially following vowel and semi vowel, e.g spread lip for the plosives in *coll*, *goose*.²⁴

Examples:

Velar plosive/k/

²⁴ *Ibid*, P. 30

1	Fortis	Spelt 'k', 'c', 'cc', + a, o, u:, 'qu', 'ch', e.g. "kind, cake, accord, conquer, stomach, chemist, bouquet", 'qu', =/kw/ in "queit", quart", silent c or k in "knew, knit, muscle"
2	Accented, aspirated	Come, kin, according, cry, clean, quick, queue
3	Accented after /s/ unaspirated	Scar, kin, scope
4	Weakly accented, relatively unaspirated	Income, baker, talking, secret, duckling, equal, dockyard
5	Syllable final	Leak, duck, rock, choke, bank, bulk
6	With no audible release	Blackpool, locked, black board, thick dust, dark grey, locj-jaw
7	Followed by nasal consonant	Acknowledge, dark night, thicken, black magic
8	Followed by literal consonant	Buckle, clean, close, blackleg

Velar plosive/g/

1	Lenis	Regularly spelt g, gg, sometimes gh, gu, "ghost, guard, g silent in "gnaw, sign, reign"
2	Initial, partially devoiced	Go, geese, guess, girl, glass, grass
3	Intervocalic, voiced	Eager, hunger, figure, ago, begin, angry, argue, anguish
4	Final,	Dog, leg, rouge, vague

	voiceless	
5	With no audible release	Rugby, bagpipes, wagtail, big game, eggcup, big jaw, big chin
6	Followed by nasal consonant	Dogma, ignore, big man
7	Followed by literal consonant	Bugle, struggle, glow, wriggling

4) Palato- alveolar affricates /tʃ, dʒ/

The soft palate being raised and the nasal resonator shut off, the obstacle to the air-stream is formed by a closure made between the tip, blade, and rims of the tongue and the upper alveolar ridge and side teeth. At the same time, the front of the tongue is raised towards the hard palate in readiness for the fricative release. The closure is released slowly, the air escaping in a diffuse manner over the whole of the central surface of the tongue with friction occurring between the blade/ front region of the tongue and the alveolar/ front palatal section of the roof of the mouth. During both stop and fricative stages, the vocal cords are wide apart for /t.../, but may be vibrating for all or part of /dʒ/ according to the situation in the utterance. /tʃ/ and /dʒ/ differ from plosives in that they never lose their fricative release stage. The lip position will be conditioned by that of the adjacent-sounds, especially that of a following vowel (cf. the greater lip-rounding of /tʃ/ in *choose* in relation to that of *cheese*), though with some speakers a certain amount of lip-protrusion is always present.

In addition, it should be noted that the fortis /tʃ/, when final in a syllable, has the same effect of reducing the length of preceding sound as /p, t, k/, comparatively full length of preceding sounds is retained before /dʒ, b, d, g/. This effect must be taken as a primary distinctive feature of the /tʃ-/dʒ/ opposition in final positions²⁵.

²⁵ Dina Kristina, *Op.Cit*, P. 5

Examples:

Palato- alveolar affricate tʃ

1	fortis	Spelt 'ch', 'tch', 't +ure, eous', and 't+ ion' when t is preceded by s, e.g "chain, watch, nature, righteous, question
2	Word initial	Cheese, chin, charge, choke, cheer
3	Word medial (intervocalic)	Feature, richer, wretched, orchard, butcher, nature, merchant. (Consonant preceding): gesture, posture, juncture, capture, lecture, culture, adventure.
4	Word final	Wretch, catch, porch, much, coach (Consonant preceding): bench, branch, conch

Palato- alveolar affricate/dʒ/

1	Lenis	Spelt 'j', g, dg, sometimes 'gg', dj, de, di, ch, e.g. jam, gem, midget, suggest, adjacent, grandeur, soldier, Norwich
2	Word initial	Gin, jest, jar, jaunty, jew, jerk, joke
3	Word medial (intervocalic)	Midget, ledger, margin, fragile, urgent, adjacent, major (consonants preceding e.g. bulge, hinge, spoge, change)

5) Labio-dental fricatives /f, v/

The soft palate being raised and the nasal resonator shut off, the inner surface of the lower lips makes a light contact with the edge of the upper teeth, so that the escaping air produces friction. The actual point of contact will vary somewhat according to the adjacent sound, e.g. in the case of a back strongly rounded vowel or of a bilabial plosive (fool, roof, obvious), the contact on the lower lips tends to be more retracted than in the case of a front spread vowel (feel, leaf). For /f/ the friction is voiceless, whereas there may be some vocal cord vibration accompanying /v/ , according to its situation. the tongue position of an adjacent vowel will persist or be anticipated during the labio-dental friction, in the case of /f, v/, the tongue will articulate independently for

the vowel or, if the vowels are similar, e.g. in stiffest, giving, will retain its position during the labio-dental friction²⁶.

Examples:

Labio-dental fricative/f/

1	Fortis	Spelt 'f', 'ff', 'ph', e.g. "fork, off, physics, enough"
2	Word initial	Feet, fit, fat, father, fool, fail, photo
3	Word medial (intervocalic)	Affair, defend, offer, touger, loafer, suffer, selfish, comfort
4	Word final	Leaf, laugh, cough, stuff, roof, loaf, strife
5	In word initial clusters	Fry, fly, sphere
6	In word final clusters	Fifth, rafts, triumph, wolf, twelfth

Labio-dental fricative/v/

1	Lenis	Spelt 'v', 'f', 'ph', e.g. "vine, of, nephew"
2	Word initial	Veal, vast, vain, vice, voice
3	Word medial	Ever, fever, nephew, over, silver, cover, vent, canvas

6) Dental fricatives /θ, ð/

The soft palate being raised and the nasal resonator shut off, the tip and rims of the tongue make a light contact with the edge and inner surface of the upper incisors and a firmer contact with the upper side teeth, so that the air escaping because friction. With some speakers, the tongue-tip may protrude through the teeth. For /θ/ the friction is voiceless, whereas for /ð/ there may be some vocal cord vibration according to its situation. The lip position will depend upon the adjacent vowel, e.g. being spread for *thief, these*, etc, and some what rounded for *thought, truth, soothe*, etc.

Examples:

Dental fricative/θ/

²⁶ *Ibid*, P. 9

1	Fortis	Spelt always 'th'
2	Word initial	Thief, thick, thatch, thought, thumb
3	Word medial	Ethics, ether, method, author, deathly
4	Word final	Smith, heath, breath, path, cloth, oath
5	In word initial clusters	Three, throw, through, thrill
6	In word final clusters	Warmth, sixth, fifth, month, twelfth

Dental fricative/ð/

1	Lenis	Spelt always 'th'
2	Word initial	There, this, then, the, though, they
3	Word medial	Leather, gather, mother, father, either, southern, although
4	Word final	With, soothe, teethe, breathe, smooyh, clothe, writhe, month (v)
5	In word initial clusters	Rhythm, clothes, southern, betrothal

ð does not occur in a word initial cluster²⁷

7) Alveolar fricatives /s Vs z/

The soft palate being raised and the nasal resonator shut off, the tip and blade of the tongue make a light contact with upper alveolar ridge, and the side rims of the tongue a close contact with the upper side teeth, the air-stream escapes by means of a narrow groove in centre of the tongue and causes friction between the tongue and alveolar ridge, there is very little opening between the teeth, with some speakers, the tongue-tip is in contact with the lower teeth, so that friction is produced between the blade of the tongue and the alveolar ridge. For /s/ the friction is voiceless, whereas for /z/ there may be some vocal cord vibration, according to its situation. The lip position will depend on the adjacent vowel, e.g. spread for "see, zeal, piece, bees", and somewhat rounded for "soon, zoo, loose, lose"

Examples:

Alveolar fricative/s/

²⁷ Danil Jones, *Op.Cit* P. 153

Fortis	Spelt 's, ss, c, sc, x, (=ks). e.g. so, pass, niece, science, axe
Word initial	Cesa, sat, sample, soon, soap, sign
Word medial	Pieces, losses, essay, axes, escape
Word final	Niece, force, goose, ice
In word initial clusters	Spare, stain, scare, smoke, snake, slow, sphere, swear, sue
In the word final clusters	Gasp, rest, ask, listen, muscle, stew

Alveolar fricative/z/

Lenis	Spelt s, ss, z, zz, x (=gz), e.g. roses, scissors, zoo, dizzy, exact
Word initial	Zeal, zeat, zero, zinc, zoo
Word medial	Easy, bazaar, bosom, lazy, busy
Word final	Fees, is, says, as, was, does
In word final clusters	Ribs, heads, legs, limbs, caves, hold

The words

Siswa	z
City, disaster, kiss, same, missing, pass, sun, message, office.	Zero, result, please, zone, design, does, zebra, lazy, as

Comparison

So *zoo*

Sing *zinc*²⁸

8) Palato alvioral fricatives (ʃ,ʒ)

The soft palate being raised and the nasal resonator shut off, the tip and blade of the tongue make a light contact with the alveolar ridge, the front of the tongue being raised at the same time in the direction of the hard palate and the side rims of the tongue being in contact with the upper side teeth, the escape of air is diffuse (compared with that of /s, z), the friction occurring between a more extensive area of the tongue and the roof of the mouth. The articulation is also laxer than that of /s, z/. in the case of /f/, the friction is

²⁸ Dina Kristina, *Op.Cit* P.9

voiceless, whereas for /ʒ/ there may be some vocal cord vibration according to its situation.

Palato alvioral fricative/ʃ/

Fortis	Spelt, sh, ch, s, ch, s, or ss, before u, -ti-, -si-, -sci-, -ci-, -ce-. e.g. shoe, machine, schedule, sur, assur, nation, mansion, mission, conscience, special, ocean, note, x in luxury /kf/
Word initial	Sheet, shed, shop, sugar, charade, shout
Word medial	Asia, bishop, ashore, mission, bushel, cushion, machine, luscious
Word final	Dish, cash, wash, push, douche, rush, finish
In word initial clusters	Shrink, shrimp, shriek
In the word final clusters	Welsh, fashion, patient, mntion, pushed, marshal, where /n/ presedes final /tf/ e.g. in bench, lunch, some speakers use a final cluster /nf/, without the /t/ stop

Palato alvioral fricative/ʒ/

Lenis	Spelt, -si-, s, z, before u and, in French loan words, final -ge, e.g. vision, measure, seizure, beige, rouged
Word initial	(in French loan words), gigolo
Word medial	Pleasure, leisure, usual, confusion, decision
Word final	(in French loan words), prestige, rouge, beige
In the word final clusters	Vision, illusion

/ʒ/ does not occur in word initial clusters.

The words:

F	3
Shore, cushion, English,	Genre, vision, garage, gigolo, pleasure,

show, conditional, reddish, shell, species, sheepish	massage, gendarme, measure, rouge
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Comparison

Roach *Tongue*²⁹

9) Glottal fricative /h/

Since English /h/ occurs only in syllable initial, prevocalic positions, it may be regarded as a strong, voiceless onset of the vowel in question.

Examples:

Fortis	Spelt 'h' wh, e.g. how, hat, who, whom
Word initial	Heat, hen, ham, hot, horse, who, hate, hoe, high, how, here, hair, hallo
Word medial	Ahead, behave, perhaps, behind, any, how, abhor, method, adhere, spearhead

The words:

h
Hope, glasshouse, ah, hold, inheritance, hannah, hip, overhead

The stressed phrases

Hold the hose

have you ordered yet?

His hat is here

*in a hurry*³⁰

10) Bilabial nasal /m/

The lips form a closure as /p, b/, the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and the mouth chamber closed by the lips, the tongue will generally anticipate or retain the position of the adjacent vowel or /l/. Except when partially devoiced by a preceding voiceless consonant, e.g. initially –smoke, medially- topmost, finally- cataclysm, /m/ is voiced.

Examples:

Word initial	meal, met
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²⁹ *Ibid.* P. 10

³⁰ Daniel Jones, *An Outline of Phonetics*, (London, Cambridge University, 2002). P. 149

Following words initial	smack, smock
Word medial	Demon, glimmer, lemon, salmon
Word final	seem, lamb, harm, warm
In final cluster	glimpse, prompt, nymph

11) Alveolar nasal /n/

The tongue forms a closure with the teeth ridge and upper side teeth as for /t, d/ the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and of that part of the mouth chamber behind the alveolar closure, the lip position will depend upon that of adjacent vowel, e.g. *spread lips in neat, keen*.

Examples:

Word initial	neat, knit, net, knot
Following word initial	sneeze, snatch, snore, snake
Word medial	dinner, many, monitor, annoy
Word final	mean, pen, gone, soon
In final clusters	inch, hinge, pond, month, pence ³¹

12) Velar nasal /ŋ/

A closure is formed in the mouth between the back of the tongue and the velum, the soft palate is lowered, adding the resonance of the nasal cavity to that of the pharynx and that small part of the mouth chamber behind the velar closure, the lip position will depend on that of the preceding vowel, being somewhat spread in 'sing' and relatively open in 'song' /n/ is normally voiced.

Examples:

Word medial	singer, hanger, longing
Word medial + /g/	finger, angry, hungry
Word medial + /k/	tinker, anchor, banquet
Word final	sing, hang, wrong, bring
Word final	sink, think, bank, monk

³¹ Dina Kristina, *Op.Cit*, p. 8

13) Lateral /l/

The soft palate being in its raised position, shutting off the nasal resonator, the tip of the tongue is in contact with the upper teeth ridge, allowing the air to escape on both sides or, in the case of a unilateral tongue-rim closure on the upper side teeth, on one side.

Examples:

Clear /l/

Word initial	singer, hanger, longing
In the word initial clusters	leave, look, late
Word medial	blow, silly, yellow, slow
Word final	silly, yellow, collar
Word final	feel it, fall out, will you

Dark /l/

Word final after vowel	feel, fill, canal, doll
After vowel before consonant	help, bulb, salt, cold, milk ³²

Post-alveolar frictionless continuant /r/

The soft palate being in its raised position, shutting off, the tip of tongue is held in a position near to, but not touching, the rear part of the upper teeth ridge.

Examples:

Word initial	reed, rag, raw, road
Word medial intervocalic	mirror, very, arrow
In consonant clusters	far, away, poor
Following fortis accented plosive	price, proud, tree
Following fortis fricative	fry, afraid, apron
Following consonant fricative	brief, bright
Word containing more than one library	treasure.

14) Unrounded palatal semi-vowel /j/

The vocalic allophones of R_p /j/ are articulated by the tongue assuming the position for a front half-close to close vowel

Examples:

Word initial	yes, yard, yacht
Following accented (p, t, k, h)	pew, tune, queue, cur
Following /sp, st, sk/	askew, refuse, persue

15) Labio- velar semi vowel /w/

The vocalic allophones of RP /w/ are articulated by the tongue assuming the position for a back half-close to close vowel (depending upon the degree of openness of the following sound) and moving away immediately to the position of the following sound

Examples:

Word initial	wed, wet, wag
Following accented /t, k/	twelve, twin, queen
Following /s, k/	square, swear, swan
Intervocalic or following lenis consonant	away, language

From explanation above, the writer can conclude that consonants are difficult, because different sounds are different meaning like three and tree. Someone maybe right when she/he say mother, but when say the book she/he got mistake.

G. Vowels

A vowel has been defined as a voice sound (resonant) during the production of which the air goes out through the mouth (oral) along the middle part of the tongue (central) in a continuous stream without meeting such a narrowing in the mouth as would result result in an audible friction³³.

e. g: vowels with their keyword:

1. /i:/ in the word 'key'
7. /O:/ in the word 'cord'

³³ Ramelan, *Op.Cit* P. 56

- | | |
|---------------------------|---|
| 2. /I/ in the word 'bit' | 8. /U/ in the word 'could' |
| 3. /ε/ in the word 'bet' | 9. /u:/ in the word 'cool' |
| 4. /æ/ in the word 'bat' | 10. /^/ in the word 'bud' |
| 5. /λ:/ in the word 'bar' | 11. /a:/ in the word 'bird' ³⁴ |

a. Classification of Vowels

1) Three variables for describing vowels

Vowel sounds are, therefore, classified and described on the basis of the following variables:

- a) Which part of the tongue is raised;
- b) How high in the mouth some part of the tongue is raised (the degree of raising the tongue);
- c) The position of the two lips, that is, whether the two lips are rounded or unrounded.

Other features such as length, strength of articulation, and nasalization may also be used in the description of vowel sounds, so that there are long vs. short vowels, tense vs. lax vowels, nasalized vs. non-nasalized vowels.

2) Front, central, and back vowels

For practical purposes the tongue is conveniently divided into three parts:

- a) The front → when the front of the tongue is raised, to modify the sound already produced in the larynx. English front vowels: /i:/, /I/, /e/, and /æ/. In the pronunciation of the words 'beat', 'bit', 'bet', and 'bat', the speaker so should feel that the front of the tongue is gradually lowered so that the mouth cavity is greeting opener and opener.
- b) The centre → when the central part of the tongue is raised, the vowel sound so produced. English vowels /a/ or inverted 'e', which is also called 'schwa'. Example in the second syllable of the English word 'better'.
- c) The back → when the back of the tongue raised, the vowel sound so produced. English back vowels /u/, //, //, and /a/ differing from one another in the degree of raising the back of the tongue, ranging from the highest to the lowest raising in the mouth. Generally, Indonesian

³⁴ Dina Kristina, *Op.Cit*, P.14

students do not have difficulty in pronouncing these back series of English vowels such as found in the words 'coo', 'could', 'cord', and 'cod'. Since they are not so much different from their Indonesian counterparts.³⁵

3) Open, half-open, half-close, and close vowels

When the tongue is highest in the mouth in such a way that it does not surpass the so-called 'vowel-limit', the vowel so produced is called a close vowel.

An open vowel → the tongue which remain low on the bottom of the mouth in producing some vowel sound. In between these two extremes in the degree of raising the tongue, namely, the close and open positions, two more degrees are recognized, which are equip-distant from each other. These two degrees of raising the tongue are called the 'half-open' and the 'half-close' positions from below.

There are four degrees of raising the tongue in the production of vowels sounds: viz, close, half-close, half-open, and open vowels.

4) Rounded and unrounded vowels

For all English front vowels the lips are always spread; for the back vowels the lips are always rounded, while for the central vowels the lips are always neutral.

The vowel sound in the word 'bead' for instance is described as 'an unrounded close front vowel', and the vowel sound in the word 'too' is called 'a rounded close back vowel'.

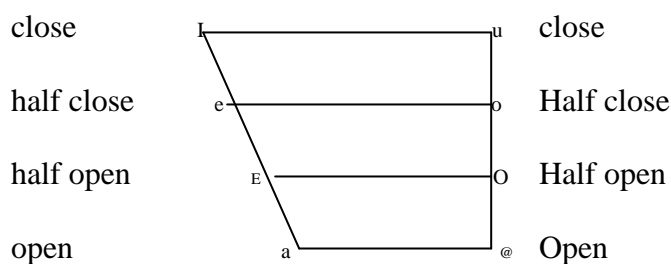
When the tongue is highest in the mouth, the jaws are a bit apart from each other; when the tongue is lower, the jaws are wider apart. For the close vowel /i/ in the word 'key', for instance, the jaws are slightly apart from each other, but for the open vowel /a:/ in the word 'class' the jaws are wide apart (a vowel)

b. Diagram of cardinal vowels

Phoneticians have introduced the so-called 'cardinal vowels', which may be considered as standardized vowel sounds. These are eight vowel sounds with certain fixed articulatory as well as acoustic features.

³⁵ Ramelan *op.cit* P. 65

The following is a diagram for the eight cardinal vowels:



On the basis of the tongue positions the 8 cardinal vowels may be described as follows:

- a) /i/ is a close front vowel
- b) /e/ is a half-close front vowel
- c) /ɛ/ is a half-open front vowel
- d) /a/ is an open front vowel
- e) /ə/ is an open back vowel
- f) /ɔ/ is a half open back vowel
- g) /o/ is a half-close back vowel
- h) /u/ is a close back vowel³⁶

H. Diphthongs

A diphthong is kind of vowel sound with a special feature, that is there is a deliberate glide made from one vowel position to another vowel position, and which is produced in one syllable. The term 'glide' here refers to the rasional sounds heard when the speech organs move from one position for a given sound to that for another.

Two of basic positions of our vocal cord determine the sounds of consonant into "voiced" and "voiceless". Voiced sounds will be detected as having some vibration when we put our finger on Adam's apple, but voiceless sounds do not have vibration.³⁷

The following table lists English phonemes, giving an example of a word in which each appears.

Vowels		diphthongs		Consonants			
i:	<u>b</u> ead	Ei	cake	p	<u>p</u> in	s	<u>s</u> ue
Isla	<u>h</u> it	Oi	toy	b	<u>b</u> in	z	<u>z</u> oo

³⁶ Ramelan *Op. cit* P. 58

³⁷ *Ibid*, P.19

m							
Untu k	<u>book</u>	Ai	high	t	<u>to</u>	ʃ	<u>she</u>
Emo si	<u>left</u>	iə	beer	d	<u>do</u>	ʒ	mea <u>sure</u>
Untu k:	<u>food</u>	uə	fewer	k	<u>got</u>	h	<u>hello</u>
ə	<u>about</u>	eə	where	g	<u>got</u>	m	<u>more</u>
ʒ:	<u>shirt</u>	əu	go		<u>church</u>	n	<u>no</u>
ə:	<u>call</u>	Au	house	dʒ	<u>judge</u>	ŋ	<u>sing</u>
Æ	<u>hat</u>			f	<u>fan</u>	i	<u>live</u>
ʌ	<u>run</u>			v	<u>van</u>	r	<u>red</u>
0:	<u>far</u>				<u>think</u>	j	<u>yes</u>
0	<u>dog</u>				<u>the</u>	w	<u>wood</u>