

CHAPTER II

LITERATURE REVIEW

2.1. Theoretical Review

2.1.1. Concept of Pronunciation

2.1.1.1. Definition of pronunciation

Pronunciation is one of the important aspects of English, especially in oral communication. Every sound, stress, pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or they may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here are some definitions of pronunciation from several experts:

Dalton & Barbara (1994, p. 195) said that pronunciation can be defined as the production of important sound in two senses. First, the sound is important because it is used as part of a code of particular language. Second, the sound is important because it is used to achieve meaning in the context of use. Lado (2017, p. 27) states that pronunciation is the use of a sound system in speaking and listening. Here pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced.

According to Harmer (2007, p. 1) defined pronunciation as the way the sounds of a language are made, the way how and where the word stress and sentence stress are placed, and the way how pitch and intonation are used to indicate our feeling and our meaning. Kelly (2000, p. 4) defined the pronunciation is when the speaker

uses all the same speech organs to produce the sounds we become accustomed to producing. On the other hand, Richard & Schmidt (2002, p. 2) state that pronunciation is the way a certain sound or sounds are produced and pronunciation stresses more the way sounds are perceived by the hearer.

In general, pronunciation is the act or result of producing the sounds of speech, including articulation, stress, and intonation, often concerning some standard of correctness or acceptability.

There are two elements of pronunciation namely suprasegmental features (included stress, intonation, and connected speech) and segmental features (included phoneme). The sound can be significantly affected by speech features. In this case, when we learn English well, we will find two kinds of speech features, those are:

a. Suprasegmental Aspects of Pronunciation

Kelly (2000, p. 3) state that suprasegmental features, as the name implies, are features of speech which generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation, and how sounds change in connected speech. Here is the brief information:

1. Stress

Kelly (2000, p. 66) assumes that all of the words have each identifiable syllable, and one of the syllables in each word will sound louder than the others. The syllable indicated with a louder sound, are the stressed syllable. Each stressed syllable, in a word in isolation, also has changed in the pitch or the level of the speaker's voice,

and the vowel sound in that syllable lengthened. Stress can fall on the first, middle, middle or last syllable of words.

2. Intonation

According to Kelly (2000, p. 86), the term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level.

3. Connected Speech

Kelly (2000, p. 108) emphasized that longer utterances are subject to the influences of the stresses we make, and the tone movements we apply, according to the message we wish to convey, word stress, sentences stress and intonation are aspects of connected speech, in that they apply to more than one phoneme.

b. Segmental Aspects of Pronunciation

Segmental aspects of pronunciation also called phonemes are the different sounds within a language. According to Kelly (2000, p. 1), phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle that gives us the total number of phonemes in a particular language. Kelly (2000, p. 2), defined the set of phonemes consists of two categories: vowel sounds and consonant sounds.

1. Vowel

One of the speech sounds that is always produced by people is a vowel. Kelly (2000, p. 29) assumes that vowels are articulated when a voiced airstream is shaped by the mouth.

2. Consonant

According to Kelly (2000, p. 47), there are three ways of describing the consonant sound; the manner of articulation, refers to the interaction between the various articulators and the airstream; the place of articulation, gives more information about what the various articulators actually do; and the force of articulation, the following terms are used: fortis or strong and lenis or weak.

This leads to the conclusion that not only segmental aspects but also suprasegmental aspects, contribute substantially to children's speaking development. Suprasegmental refers to intonation patterns, stress placement and rhythm in spoken language; also called prosody.

2.1.1.2. *Problems of Pronunciation*

Harmer (2007, p. 249) explained that some problems in much pronunciation teaching and learning, those are:

a. What students can hear

Some students have great difficulty in hearing pronunciation features that they want to reproduce. Frequently, speakers of the different first language have problems with sounds. There are two ways of dealing with this. The first, place, the teacher can show students how sounds are made through demonstrations, diagrams, and explanations. The teacher can also draw the sounds to their attention every time

they appear on a recording or in conversation. In this way, the teacher gradually trains the students' ears. When the students can hear correctly, the students are on the way to be able to speak correctly.

b. What students can say

All babies are born with the ability to make the whole range of sounds available to human beings. But as the students grow and focus on one or two languages, the students lose the habit of making some of those sounds. Learning a foreign language often presents the students with the problem of physical unfamiliarity (i.e. it is physically difficult to make the sound using particular parts of the mouth, uvula, or nasal cavity). To counter this problem, the teacher needs to be able to show and explain exactly where sounds are produced (e.g. where is the tongue about the teeth? What is the shape of the lips when making a certain vowel?)

c. The intonation problems

For many teachers the most problematic area of pronunciation is intonation. Some of the people (and many of the students) find it extremely difficult to hear 'tunes' or to identify the different patterns of raising and falling tones. In such a situation, it would be foolish to try to teach the students.

2.1.2. Concept of word stress

2.1.2.1. Definition of Word Stress

In terms of pronunciation, stress is a way of giving more air pressure on a certain syllable in a word. In other words, stress means giving more energy in pronouncing certain parts of a word and the result of the stress is meaning difference. Jones (1922, p. 110) states that the force of the breath with which a

sound or a syllable is pronounced is called its stress. In a connected speech the stress varies from syllable to syllable. A syllable which is pronounced with greater stress than the neighboring syllable is said to be stressed.

According to Harmer (2007, p. 42), stress is the term we use to describe the point in a word or phrase where pitch change, vowels lengthen and volume increase. Stress is vitally important in conveying meaning in phrases and sentences. Kelly (2000, p. 66) states that each stressed syllable, in a word in isolation, also has a change in the pitch or the level of the speaker's voice, and the vowel sound in that syllable is lengthened.

Another idea of word stress is suggested by Bian (2013, p. 201) by comparing it from sentence stress. It is called word stress when it happens in the work environment including the compound. On the contrary, it is called sentence stress when it occurs in a sentence (including phrase) that represents a form of connected speech. In this case, stress can happen both in sentence and word.

According to Kirkpatrick (2018, p. 165), in languages such as English that are described as stress-timed, there is roughly an even duration between successive stressed syllable, while languages in which each syllable is pronounced with approximately the same length of time are classified as having a syllable-timed rhythm.

From the definitions above, it can be concluded that the definition of word stress is the prominence in a word created by air pressure given to certain syllables which function to distinguish meaning. Word stress is the emphasis a speaker places on a specific syllable in a multi-syllable word.

2.1.2.2. Degrees of Word Stress

In discussing the degrees of word stress, the existence of at least three levels of stress is usually taken for granted. It is generally sufficient to distinguish two degrees only, stressed and unstressed. According to Jones (1922, p. 111), there are three degrees of stress, the sign may be used to denote the secondary stress. Thus, in *the examination*, the secondary stress is on the second syllable, so that the word may be written if the desired **ig, zæmi'neɪfn**. It is useful to mark the secondary stress in the word *examination* because foreigners usually put the secondary stress or even the primary stress on the first syllable (pronouncing the word, **eksami'ne:fn**. Making secondary stress is thus useful in all cases in which three or more syllables are preceding the principal stress and in which the secondary stress is not the first syllable.

2.1.2.3. Syllable

A syllable is a word, or part of a word, which contains a single vowel sound. It is a single unit of speech. Each word contains one syllable or more.

1 syllable

Here are examples of words with a single syllable: *pen, man, pig, cup, hat*. In English, a vowel sound can be made of more than one vowel letter. So, the following words have a single syllable as well: *feet, moon, cake, have, break, bought*. All of these words contain only one vowel sound, and therefore a single syllable.

2 syllables

A word can have more than one syllable. The following words are examples of words with two syllables. Here are examples of words with 2 syllables. The different syllables are shown on the right, and they are separated with space.

garden: gar-den

hotel: ho-tel

consist: con-sist

object: ob-ject

3 syllables

Examples of words with three syllables:

September: sep-tem-ber

department: de-part-ment

telephone: te-le-phone

vitamin: vi-ta-min

4 syllables

Examples of words with four syllables:

kindergarten: kin-der-gar-ten

information: in-for-ma-tion

January: ja-nu-ar-y

American: A-mer-i-can

discovery: di-sco-ver-y



2.1.2.4. *Stress on The Level of The Sentence*

One syllable is singled out when being pronounced and receives the primary stress. Similarly, words in a sentence are not all given the same salience in oral English. Some words are picked out and are stressed in contrast to others. The one that is the most stressed is said to receive the sentence stress. This usually implies differences in meaning. In the following sentences, the sentence stress is indicated in bold case.

2.1.2.5. *Word Stress in Different Languages*

Word stress has different rules from language to language. While it is extremely regular in some languages, it is less easily predictable in English. For example, the first syllable is almost always stressed in Finnish and Czech. In Polish and Swahili, it is always the syllable before the last one that is stressed. In French, it is the last syllable that is given more prominence. In English, the placement of word stress is not as regular as in the languages just mentioned. Word stress can be on the first syllable, the second, the third, the last, the one before last, etc. It depends on various factors, including the different parts that form the word.

2.1.2.6. *Problems of Word Stress*

In principle, stress alone could serve to distinguish words, but in reality, it seldom does. Minimal pairs in English which are distinguished by word stress, such as ‘insight/incite’, are rare. However, that faulty suprasegmental aspects of speech can impact on intelligibility and that word stress constitutes a significant part of suprasegmental speech. There is evidence to indicate that intelligibility and comprehensibility are undermined specifically by faulty word stress. Faulty

prosodic features including word stress may affect comprehension more adversely than segmental. This misunderstanding of word stress can have a significant impact beyond the language lab or classroom. For example, it has been found that word stress mispronunciation contributes to misunderstandings of their patients in multicultural medical. Although not fully understood, the possibilities of how word stress can be so detrimental to intelligibility have been discussed.

Based on the definitions, the writer concluded that these generally native speakers' understanding of non-native speakers. There is a paucity of evidence which describes whether faulty word stress is detrimental to intelligibility in non-native to non-native interactions.

2.2. Previous Research

This part deals with some kinds of literature on the issue of pronunciation and word stress. There were some findings of researches that have a relation with this research, in this case, related to word stress analysis.

- a. Weda (2012, p. 31) who researched Stress Shifts of English Utterances Made by Indonesian Speakers of English (ISE), based on the result of the data analysis, it can be concluded that the words that undergo shift are monosyllabic, dissyllabic words, trisyllabic words, and words with prefixes. The highest frequency of English stress shifts made by students was monosyllabic, dissyllabic, trisyllabic words and words with prefixes.
- b. Hakim (2012, p. 255) on his journal "An Analysis of Phonetics b, d, g, j, _ and ð into English pronunciation for Java Students (A Study on Java Students at

English Department on STAIN Bengkulu”, based on the result of the data analysis, it can be concluded that 13 male students from a total of 13 students or equal to 100% still use a Javanese accent emphasis when they speak English.

- c. Karjo (2016, p. 207) on her research “Accounting for L2 Learners’ Errors in Word Stress Placement”, based on the result of the data analysis, there are two major findings in his study. The first one confirms that stress placement is indeed problematic for L2 learners due to the unavailability of the similar stress system in their native language (in this case Indonesian). However, when confronted with the task of placing stress for two or three-syllable words, Indonesian students found more difficulty in producing stress for three-syllable words. Moreover, in two-syllable words, the penult (initial) stress words were mostly misplaced, while in three-syllable words, the final syllable stress words were causing stress placement errors. The second major finding of this study is that stress placement errors were caused by five phonological factors.

