

CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical framework which are related to nature of pronunciation, nature of consonant, fricative consonant, nature of error, and also reviews the previous related study which relevant with this research.

A Theoretical Framework

1. Nature of pronunciation

Pronunciation refers to the way in which we make a sound of words. According to Alquneer (2016) pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance. Pronunciation is one of the language components which are considered very important because it as a facilitator in interaction. If speakers have very bad pronunciation, their speech will not be understandable to the listeners.

Pronunciation is when we use of speech to produce sounds in particular a way (Kelly, 2000). Pronunciation can be define as the production of sound that is used to make meaning. The different pronunciation or different sounds will cause different meanings. Some cases of language misunderstand in communication, using English language are causes mispronunciation made by the non native English speaker especially Indonesian speakers.

Rajadurai (2007) cited in Shak, et.al. (2016) stated that pronunciation is often taught with a rigid adherence to prescribed norms, due to the reason as follows:

- 1) Pronunciation is viewed as a most resilient to change component in the second language (L2) due to the influences of age and the first language (L1).
- 2) As many ESL classroom have embraced the communicative paradigm that emphasizes fluency, meaning and authenticity, the teaching of discrete sound elements does not seem to fit comfortably in those classrooms.
- 3) Teacher do not find themselves well-equipped and comfortable to teach pronunciation, and it is also hard for them to incorporate pronunciation with other language skills.
- 4) The oral proficiency of native speakers is used as the yardstick for many oral proficiency assessments.
- 5) Pronunciation is directly linked to social, cultural and individual identity issues.

Pronunciation is one of the important elements to convey idea or information in terms of oral way. According to Gilakjani (2016) pronunciation is the way of uttering a word in an accepted manner. He also stated that pronunciation instruction is very important for oral communication, and it is also a significant part of communicative competence.

2. Nature of consonant

Consonant is the general term that refers to a class of sounds where there is obstruction of some kind (i.e., complete blockage or constriction) to the flow of pulmonary air (Mohammad & Nodoushan, 2005). It means that consonant is a common language that leads to class of sounds where there is a kind of blockage

of pulmonary air flow. According to Kelly (2000) consonant has several kinds, as follows:

a. Plosives

One of the characteristics of plosive is to produce the sounds with the complete closure of two articulators, so that the air stream can not escape through the mouth or the nose for short time. When the articulators come apart, the air stream will be released in a small burst of sound.

- Bilabial plosive (/p/ and /b/)
- Alveolar plosive (/t/ and /d/)
- Velar plosive (/k/ and /g/)

b. Fricatives

Fricatives are consonants that are formed by impeding the flow of air somewhere in the vocal tract, so that a friction sound is produced.

- Labiodental fricative (/f/ and /v/)
- Dental fricative (/θ/ and /ð/)
- Alveolar fricative (/s/ and /z/)
- Palato-alveolar fricative (/ʃ/ and /ʒ/)
- Glottal fricative (/h/)

c. Affricatives

Affricative can split into two manner of articulation. Those are plosive and fricative. The tongue comes up to make contact with the back part of the alveolar ridge to form a stop closure, then this contact is slackened.

- Palato-alveolar affricate (/tʃ/ and /dʒ/)

d. Nasals

Nasals are also called stops in their articulation because the flow of air through the mouth is blocked completely. A nasal is produced with a lowered velum in the mouth, allowing air to escape freely through the nose. The oral cavity still acts as a resonance chamber for the sound, but the air does not escape through the mouth as it is blocked by the tongue.

- Bilabial nasal (/m/)
- Alveolar nasal (/n/)
- Velar nasal (/ŋ/)

e. Approximant

An approximant is produced with closing one articulator to another without narrowing between them. An approximant is also called semi-vowel.

- Bilabial approximant (/w/)
- Palato-alveolar approximant (/r/)
- Palatal approximant (/j/)

f. Lateral

A lateral consonant is produced with an obstruction to the air stream at a point along the centre of the oral tract, or with incomplete closure between both side of the tongue and the roof of the mouth, so that the air passes round the sides of the obstruction.

- Alveolar lateral (/l/)

3. Nature of fricative consonant

As a type of consonant, fricatives are occur when two vocal organs come close enough together for movement of air to be heard between them (Kelly, 2000). It means that the fricative consonant will occur when two vocal organs are so close that air movement can be heard between them.

Fricatives are one of the consonants kinds that produced by forcing air through a narrow channel made by placing two articulators close together. There are a total of nine fricative consonants in English: /ʃ/, /ʒ/, /f/, /v/, /h/, /z/, /s/, /ð/, /θ/, eight of them (all except for /h/) are produced by partially obstructing the airflow through the oral cavity. Retz and Jongman (2009) mentions that /f/, /v/, /h/, /z/, /s/, /ð/, /θ/, /ʃ/, /ʒ/ are called fricative sounds. According to Mohammad and Nodoushan (2005) English fricatives have many kinds, as follows:

a. Labiodental fricative

Labiodental can be produced when the lower lip is brought close to the upper teeth, sometimes even grazing the teeth with the outer surface, or with the inner surface. Or it can be summarize like using the lower lip and upper teeth. The sounds of labiodental fricative are /f/ and /v/.

Table 2.1

Labiodental Fricative Sounds

Sound Symbol	Example	Phonetic Symbol
[f]	Fun	fʌn
[v]	Vas	vɑz

b. Alveolar fricative

Alveolar are produced by bringing the tip of the tongue closer to the alveolar back. It can feel when the tongue back just behind on top front teeth. The alveolar fricative sounds included /s/ and /z/.

Table 2.2

Alveolar Fricative Sounds

Sound Symbol	Example	Phonetic Symbol
[s]	Sun	sʌn
[z]	Zoo	Zu

c. Palatal fricative

Palatal sound are produced by body of tongue forming a groove and approaching the hard ceiling. It can be say that the front of tongue is moving up towards the hard palate. /ʃ/ and /ʒ/ are sounds of palatal produced.

Table 2.3

Palatal Fricative Sound

Sound Symbol	Example	Phonetic Symbol
[ʃ]	Pension	pɛnʃən
[ʒ]	Pleasure	plɛʒr

d. Dental fricative

Dental fricative can be produced by using the top front teeth as a passive articuloe and the tip f the tongue would be the active articulator. It can be summarize the tongue is held close to the upper teeth, either behind the teeth or just below it. the dental fricative sounds included /θ/ and /ð/.

Table 2.4

Dental Fricative Sound

Sound Symbol	Example	Phonetic Symbol
[θ]	Thing	θɪŋ
[ð]	Clothes	klouz

e. Glottal fricative

This sound is made with the motion of the vocal sound but is not voiced. The /h/ sound is called the glottal fricative sound which air comes out of the mouth as say the sound and do not vibrate the vocal vocal, but it is defined by the position of vocal sound.

Table 2.5

Dental Fricative Sound

Sound Symbol	Example	Phonetic Symbol
[h]	high	haɪ

4. Nature of error

a. Concept of error analysis

Error analysis refers to the observe, analyze and classify cause by the errors. Merriam Webster's Collegiate Dictionary (2004) cited in Fauzi (2014) error analysis is the analysis for practical but also potentially for scientific ends of errors made by students on learning another language errors analysis especially helpful for those who have difficulties seeing their errors, such as those with visual processing difficulties. Error analysis is a type of linguistic analysis which

focuses in the error learner makes (Gass & Selinker, 2008). Chukwuma and Tochukwu (2014) also stated that error analysis is a type of linguistic analysis that focuses on the errors learners commits. Besides, Corder (1981) in Croft (2000) describe that mistake are deviations due to performance factors, there are memory limitation, spelling, pronunciation, fatigue emotional strains, physical stresses such as tiredness, physiological condition such as strong emotion, while error are deviations of some system of language that the learner make.

Based on the statement above the way to distinguish error is checking the consistency of learner performance. If the speakers say a word twice or more which totally with different pronunciation in one occasion, this would suggest that they posses knowledge in correct form, just slipping up a mistake. But if the speakers change their pronunciation of a word and consistently use it, this would indicate the lack of knowledge or called an error.

b. Kinds of error

There are four types of pronunciation error as proposed by Cook (1999). The types of pronunciation are substitution (replacing one letter or sound with another letter or sound), insertion (adding extra letter or sound), omission (the deletion some letter or sound) and transposition (reversing the position of the letter). This is the error that often happen in pronunciation.

1) Substitution

Cook (1999) said that substitution is replacing one letter or sound. Substitution is the use of the correct element instead od the wrong element. It is a

type of error that is characterized by substitute an item. Substitution error is the automatic replacement of one item in a word or sentence when the specific information is forgotten or unknown. For example when someone is requested to repeat nonwords immediately after listening to them, he/she might produce “zama” but after hearing the nonwords “jama”. In this case, the substitution of the phoneme /j/ occurred for the sound of /z/.

2) Insertion

Insertion is a form of error that is characterized by add or insert one or more extra sounds adding an object. According to Cook (1999) consonant doubling also can use in insertion. Not only consonant doubling, this errors can use in any word, because student sometime add the extra letter or sound in a word. Cook (1999) also said that one group of sound-based insertions consists of incorrect sound correspondences that coincidentally add a letter or sound. For example the word “beflore” for “before”.

3) Omission

Cook (1999) said if omission is deletion of some letter or sound. Omission is usually the case of removing the necessary linguistic elements such as function words or morpheme. For example the word “bicyle” for “bicycle”. In this case, the letters are missing. This is the type of errors that is characterized by the absence of an item that must appear in a well-formed statement (Fauziati, 2000). Speaker will make any error when they hear some word that has same letter or

sound in the word. For example like “recommendation” become “recommendation”.

B Previous Related Study

The researcher presented some previous findings, which related or relevant with this research, as follows:

Marpaung, Sabaruddin and Mulyadi (2021) entitle Pronunciation Errors of Fricative Sounds Made by English Students. In their research states that the most pronunciation errors that made by students occurred in the final position when compared the initial and medial. In addition, among seven fricative sounds there are /f/, /v/, /ʃ/, /ʒ/, /θ/, /ð/, /z/. On the result of their research showed that /ʒ/ was the highest percentage of errors with 78%. On their research, they used the Audacity application with the help of Google Translate application to analyze the data obtained. While in this research, the researcher used the Elsa Speak application to analyze the data.

Maulidiana (2020) entitle An Error Analysis of English Fricative Sound Pronounced by Gayonese Students. She stated that the percentage number of pronunciation errors of English fricative sounds are as follow: /f/ 38%, /v/ 79%, /ʃ/ 62%, /ʒ/ 77%, /θ/ 87%, /ð/ 76% and /z/ 10%. the result of her research revealed that substitution and insertion are the most common types of pronunciation errors that occurred among Gayonese students. In her research, she used the theory types of error pronunciation by Kartyastuti. That she stated there are only three types of error pronunciation there are omission, insertion and substitution. In this research,

the researcher used the theory by Cook (1999). Where Cook (1999) said there are four types of pronunciation error. There are substitution, insertion, omission and transposition.

Elsa Elvionita (2019) entitled *An Analysis of Students' Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru*. In her research was aimed to obtain the proportion (frequency and the percentage) of students' errors in pronouncing English consonants. On her result, she said that [w]: 2,33%, [θ]: 21,70%, [ð]: 16,28%, [ŋ]: 4,26%, [dʒ]: 14,73%, [r]: 3,49%, [z]: 14,19%, [g]: 3,88%, [b]: 6,20% and [v]: 13,95%. In her conclusion, the highest error had been occurred in pronouncing [θ] consonant symbol with 21,70%. Then the lowest error had been occurred in pronouncing [w] consonant symbol with 2,33%.

Kurniawan (2016) entitled *The Error Analysis of the pronunciation of Dental Fricative Consonant (/θ/, /ð/)* by the Students of English Education Study Program Faculty of Teacher Training and Education Sriwijaya University. In his research he found that there was a tendency that the voiced and voiceless dental fricatives are substituted with voiced and voiceless alveolar fricative. His research result show that in pronouncing the two consonants the most errors that arise are that they were pronounced as /t/, /d/ which is the closest equivalents of the consonants in Bahasa Indonesia.