

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the highlight of what be covered in this study. Those are pronunciation, media, online dictionary and review of previous studies. The explanation of them stated as follows.

#### **A. Pronunciation**

Learning English as second language is a long and complex. There are five kinds of components in speaking, one of the component is pronunciation. Learning to pronounce the sounds of English in natural and correct speech is a crucial part of learning pronunciation in English.

##### **1. Definition of pronunciation**

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols (Aufa, 2017).

Hornby (1995) stated that Pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word. In line with the definitions above, Hornby says that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of a language. From the definitions above, it shows a conclusion that pronunciation is the way person utters a word or a language. Pronunciation in

short definition is the way a word of a language is spoken. Oxford Advanced Learner's Dictionary defined pronunciation as the way in which a language or particular word or sound is pronounced (Hornby, 2003). Based on those definition, pronunciation is focused on peoples' way express the word or words in spoken language. Pronunciation is also defined as how people express a word that created speech which can be understood by others. It is related to the definition of pronunciation from Longman Dictionary of Contemporary English, pronunciation is the way in which language or a particular is pronounced and particular person's way of pronouncing a word or words.

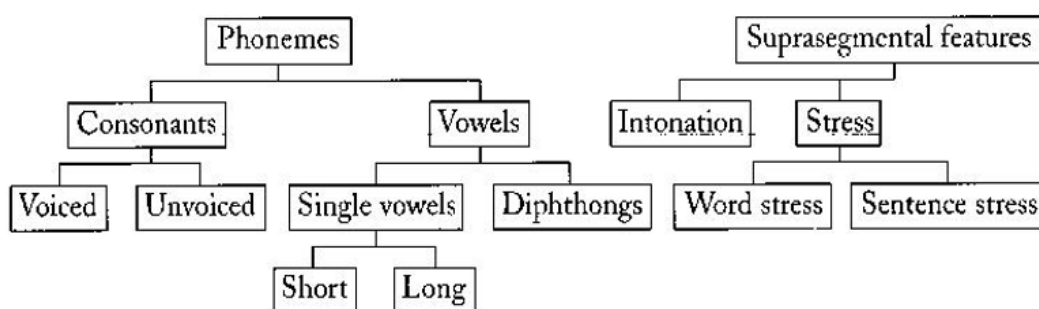
Acharya (2010) explains that pronunciation is the use of sound system in speaking and it is made up of vowels consonants, stress, rhythm and juncture and their sequences. According to Yates (2002) pronunciation is the production of the sound that we use to make a meaning. It means when people deliver messages to others by their voice, it means that the message could be received by others clearly and understandably. The speakers should be clear to what they say by the speakers. The segmental and supra segmental aspects of pronunciation plays important role speakers. The segmental aspect of pronunciation includes consonant and vowels. The supra segmental aspect of pronunciation includes stress, rhythm, and intonation. On the other side, Ur (1996) believed that pronunciation is the use of the words to express appropriate meaning through sounds that said correctly or construct the sentence in a way that sound acceptable. From the definitions above it can be conclude that pronunciation is the

way of meaning and accuracy to be understood by others in communication or in the process of teaching learning English.

## 2. The Main Features of Pronunciation

In order to study how something works it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main of pronunciation.

**Features of Pronunciation Diagram**



*Figure 1: Taken from Kelly (2000:1)*

Based on diagram above, Kelly (2000) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, and they are consonant and vowels. The consonant consists of voiced and unvoiced, while vowels consist of single vowels and diphthongs, and the second is suprasegmental features. There are two kinds of suprasegmental features, they are intonation and stress. Stress consists of word stress and sentences stress, for detail explanation of the phonemes a suprasegmental features, stated as follows:

### **a. Phonemes**

In describing the sound – system of any language, it is necessary to understand what the phonemes is. According to Nurhayati (2011), phoneme is a class of sounds. A phoneme is one of set of abstract unit that can be used for writing language down in systematic and unambiguous way. E.g. town-down /taun/-/daun/. Yule (2006) also states that phoneme is each one of these meaning-distinguishing sounds in language. Yong (in Nurhayati, 2016) defines that English has 22 (vowels and diphthong) and twenty four consonants, Indonesian only has six vowels /I, e, a, ə, o, u/ and three diphthongs. The basic phonemes of English are listed in the consonant and vowels.

#### **1) Consonant**

In teaching pronunciation, English consonants can be grouped according to the sounds producted. Before the researcher discuss one by one to know the meaning of consonants generally. Consonants are kind of the sound that producted by interrupting, restricting or diverting the airflow on some ways. Consonants can be grouped of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows:

First, sound. In their state of vocal cords, the vibration vocal cords indicate the consonant, the position of vocal cords causes the different between voiced and voiceless sound. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded and it does not make the vocal cord vibrates is called voiceless. So, voiceless consonant is a consonant produced without vibration o the vocal cords. The following one are voiceless consonants

[p], [t], [k], [f], [s], [ʃ], [tʃ], [h] and [θ]. Meanwhile, voiced is when the vocal cords are drawn together, the air from the lungs repeatedly pushes. So, a voiced consonant is a consonant produced with vibration of the vocal cords. In English the following consonant are voiced: [b], [d], [g], [v], [z], [ʒ], [dʒ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

According to the explanation above, consonant sound may have voiced or voiceless. It became important to distinguish between voiced and voiceless consonant in English pronunciation, such as by identifying many pairs of consonant which are essentially the same except for this element of voicing. Kelly (2000) gives an example /f/, as in fan, and /v/, as in van.

In Addition, Kelly (2000) describes consonant sound in terms of the force of articulation, the following terms are used: Fortis or strong, and lenis or weak. When a consonant is produced with a strong air stream, we have a strong (fortis) consonant. It usually happens in voiceless sounds. On the other hand, when a consonant is produced with a weak air stream, language users have leak (lenis) consonant that usually occurred in voiced sounds.

Second, the consonant sound of English can also be classified according to the place of articulation. It refers to the place in the vocal tract where the flow of air is obstructed. The place of articulation (speech organ) as follows:

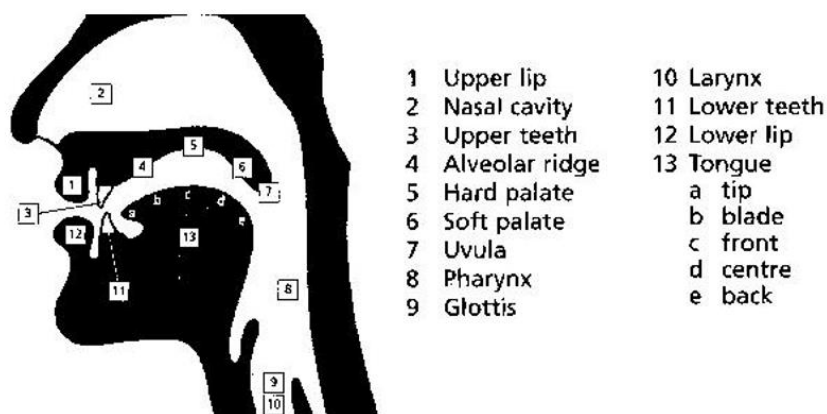


Figure 2. Taken from Kelly (2000:4)

By looking the picture, Kelly (2000) summarized in the following table:

**Table 2.1 Place of Articulations**

Place of Articulation	
Bilabial	Using closing movement of both lips, e.g. /p/ and /m/.
Labiodental	Using the lower lip and upper teeth, e.g. /f/ and /v/.
Dental	The tongue tip is used either between the teeth or close to the
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g /t/ and /s/.
Palato-alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /dʒ/ and /tʃ/.
Palatal	The front of the tongue is raised close to the palate, e.g. /j/.
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/.
Glottal	The gap between the vocal cords is used to make audible friction, e.g. [h].

Third, the English consonant sound can be classified according to the manner of the articulation. It is defined as the way speech organs produced speech sounds. Based on the manner of articulations, the consonants are classified into some types. They will be explained in the following table (Kelly, 2000):


**Table 2.2 Manner or Articulation**

<b>Manner or Articulation</b>	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/.
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/.
Affricative	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /dʒ/ and /tʃ/.
Nasal	A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/.
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/.
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.

Voicing, place of articulation, and manner of articulation are together

summarizing in the following table (Kelly, 2000):

**Table 2.3 English Consonants**

<b>English Consonants Phonemes</b>								
	Front  Back							
	Bilabial	Labio-dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V	-V +V
<b>Stops</b>	p b			t d			k g	
<b>Fricative</b>		f v	θ ð	s z	ʃ ʒ			h
<b>Affricative</b>					tʃ dʒ			
<b>Nasal</b>	M			n			ŋ	
<b>Lateral</b>				l				
<b>Glides</b>	(w)				r	j		

In learning consonant sounds, language users also recognize the term “consonant clute”. Consonant clusters are groups of two or more consonant that belong to one syllable. Kelly (2000) describes that consonant cluster is consonants sound which occur together. Consonant cluster can appear at the beginning, in the middle, or at the end of a word, for example, in beginning *scratch* /skrætʃ/, in the middle *matchbox* /mætʃbɒks/, and in the end *glimsed* /glimpst/.

## 2) Vowel

In teaching pronunciation to know about vowel. Kelly (2000) describe that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Meanwhile, Yule (2006) states that vowel sounds are produced with a relatively free flow of air. Jones in Nurhayati (2001), vowels are speech-sounds in which the air stream can pass freely through and out of the mouth. (e.g. [a:], [i:], [u:], [o:], etc.). Kelly (2000:2) added that vowels sounds are all voiced, and may be single (like /e., as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in *late*); such combinations are known as diphthongs an additional term used is triphthongs which describes the combination of three vowel sounds (like /aʊə/ in *our* or *power*).

In articulating vowel sounds, Kelly (2000) describes that vowels are articulated when a voiced air steam is shaped using the tongue and the lips to modify the overall shape of the mouth. Kelly also states that the characteristics of vowel include the following:



### (a) The pure vowels sound

The word ‘pure’ here is used to differentiate single vowels sounds from diphthongs, which we will consider later.

### (b) Close Vowels

For close vowels the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, language users also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel. Table below show the close vowels and the characteristics.

**Table 2.4 Close Vowels**

<b>i:</b>	<b>Characteristics</b> The front of the tongue is slightly behind and below the close front position. (the ‘close’ position is where the tongue is closed to the roof of the mouth.) Lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars. As in ... <i>be<u>a</u>d, k<u>e</u>y, ch<u>ee</u>se, sc<u>e</u>ne, pol<u>i</u>ce, p<u>eo</u>ple, qu<u>a</u>y</i>
<b>I</b>	<b>Characteristics</b> The part of the tongue slightly nearer the center is raised to just above the half-close position (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. As in ... <i>hit, sausage, biggest, rhythm, mountain, busy, women, sieve.</i>
<b>U</b>	<b>Characteristics</b> The part of the tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but the loosely so. The tongue is relatively relaxed. As in ... <i>bo<u>o</u>k, go<u>o</u>d, wo<u>o</u>man, pu<u>u</u>sh, pu<u>u</u>ll.</i>
<b>u:</b>	<b>Characteristics</b> The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense. As in ... <i>fo<u>o</u>d, ru<u>u</u>de, tru<u>u</u>e, wh<u>o</u>, fru<u>u</u>it, sou<u>u</u>p.</i>

### (c) Mid Vowel

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to /ɔ:/, language users also notice the different positions of tongue; /e/ is a front vowel, and /ɔ:/ is a back vowel. The table below shows the mid vowels and the characteristic.

**Table 2.5 Mid Vowels**

<b>e</b>	<b>Characteristics</b> The front of the tongue is between the half-open and half-close position. Lips are loosely spread. The tongue is tenser than for /ɪ/, and the sides of the tongue may touch the upper molars.
	As in ... <i>egg, left, said, instead, read (past), head</i> .
<b>ə</b>	<b>Characteristics</b> The center of the tongue is between the half-open position. Lips are relaxed, and neutrally spread.
	As in ... <i>about, paper, banana, nation</i> .
<b>ɜ:</b>	<b>Characteristics</b> The center of the tongue is between the half-close and half-open position. Lips are relaxed, and neutrally spread.
	As in ... <i>shirt, word, further, pearl</i> .
<b>ɔ:</b>	<b>Characteristics</b> The back of the tongue is raised between the half-open and half-close positions. Lips are loosely rounded.
	As in ... <i>taught, bought, board, broad, horse</i> .

### (d) Open Vowels

For open vowels, the tongue is low in the mouth. Moving from /æ/ through to /ɒ/, language users also notice the different positions of the tongue; /æ/ is a front vowel, and /ɒ/ is a back vowel.

**Table 2.6 Open Vowels**

<b>æ</b>	<b>Characteristics</b> The front of the tongue is raised to just below the half-open position. Lips are neutrally open.
	As in ... <i>hat, attack, antique, plait</i> .

ʌ	<b>Characteristics</b> The center of the tongue is raised just above the fully open position. Lips are neutrally open.
	As in ... <i>run, uncle, front, come</i> .
ɑ:	<b>Characteristics</b> The tongue, between the centre and the back, is in fully open position. Lips are neutrally open.
	As in ... <i>far, part, half, class, command, clerk, aunty</i> .
ɒ	<b>Characteristics</b> The back of the tongue is in the fully open position. Lips are lightly rounded.
	As in ... <i>dog, often, cough, want, because</i>

The description of the vowels' characters in the above table was also presents in the following diagram. It is very useful to pint the position of the tongue for describing the differences between vowel sounds, and these were summarized:

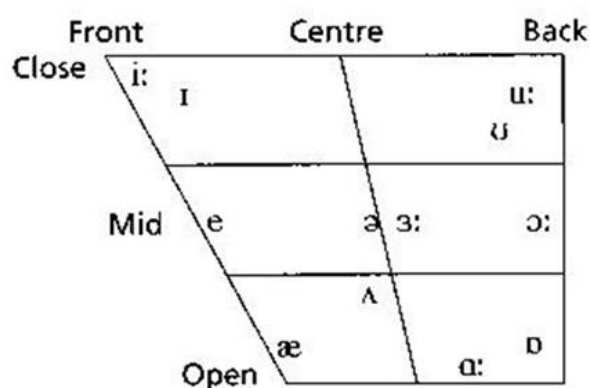


Figure 3 : Taken from Kelly (2000 : 5)

From the explanation and the diagram above, it concluded that vowel is articulated or produced in mouth cavity. There are also four characteristics of vowels; they are the pure vowel sounds. Close vowel, mid vowel, and open vowel.

### 3) Diphtong

In teaching pronunciation, besides consonant and vowels, language users must also to recognize about diphtong. According to Kelly (2000),

diphthong might be a combination of vowels sounds that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. In diphthong, the first sound of each phoneme is longer and louder than the second sound in English, not in other language. If language users listen the word ‘house’ /haʊs/ (the diphthong in this word is /aʊ/), language users can hear that the /a/ part of the sound is longer than the final /ʊ/ part.

English is usually described as having eight diphthongs, and they can be grouped in the following way: the first is **centering** diphthongs end with a glide towards /ə/. They are called ‘centering’ because /ə/ is central vowel. Then, the second is **closing** diphthongs end with a glide towards /ɪ/ or toward /ʊ/.

The following table is classifying in the characteristics of diphthong:

**(a) Centering Diphthong**

**Table 2.7 Centering Diphthong**

<b>ɪə</b>	<b>Characteristics</b> The glide begins in the position for /ɪ/, moving and back toward /ə/. The lips are neutral, but with a small movement from spread to open.
	As in ... <i>beer, beard, fear, here, idea.</i>
<b>ʊə</b>	<b>Characteristics</b> The glide begins position for /ʊ/, moving forward and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.
	As in ... <i>moor, tour, obscure.</i>
<b>eə</b>	<b>Characteristics</b> The glide begins position for /e/, moving back toward /ə/. The lips remain neutrally open.
	As in ... <i>where, wear, chair, dare, there.</i>

## (b) Closing Diphthong

Table 2.8 Closing Diphthongs

Closing diphthongs ending in /ɪ/.	<b>eɪ</b>	<b>Characteristics</b> The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.
		As in ... <i>c<u>a</u>ke, w<u>a</u>y, s<u>a</u>y, p<u>a</u>in, the<u>y</u>, v<u>e</u>in.</i>
	<b>ɔɪ</b>	<b>Characteristics</b> The glide begins in the position for, moving up and forward toward /ɪ/. The lips start open and rounded, and change to neutral.
		As in ... <i>av<u>o</u>id, v<u>o</u>ice, en<u>j</u>oy, b<u>o</u>y.</i>
	<b>aɪ</b>	<b>Characteristics</b> The glide begins in a open position, between front and center, moving up and slightly forward toward /ɪ/. The lips move from neutral, to loosely spread.
		As in ... <i>h<u>i</u>gh, t<u>i</u>e, b<u>u</u>y, c<u>r</u>y, e<u>y</u>e, k<u>i</u>te.</i>
Closing diphthongs ending in /ʊ/.	<b>əʊ</b>	<b>Characteristics</b> The glide begins in a open position for /ə/, moving up and back toward /ʊ/. The lips are neutral, but change to loosely rounded.
		As in ... <i>g<u>o</u>, s<u>n</u>ow, h<u>o</u>me, h<u>e</u>ll<u>o</u>, alth<u>o</u>ugh.</i>
	<b>aʊ</b>	<b>Characteristics</b> The glide begins in a open position quite similar to /a:/, moving up toward /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive.
		As in ... <i>h<u>o</u>use, l<u>o</u>rd, d<u>o</u>wn, h<u>o</u>w, b<u>o</u>ugh.</i>

From the table above, the language users concluded that there were eight diphthongs in pronunciation. When the language users were pronouncing the word needed to understand about how to pronounce diphthongs (movement

of the tongue, lips and jaw. It is very useful for the language users to know about diphthong.

## **b. Suprasegmental Features**

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes (Kelly, 2000). The features that are important in English are intonation and stress.

### **1) Intonation**

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 own thoughts and it enables us to understand those of another (Kelly, 2000).

Intonation refers to the pattern of the change of pitch over a word or speech. Intonation is important in signaling the meaning of message when the speaker speaks. Ur also stated that intonation is an important aspect of English pronunciation, intonation often making a difference to meaning or implication. Intonation is the rises and the falls in tone that make the tune of utterance. This is also explained by Kelly that intonation is a fundamental part of the way we express our own thoughts and it enables us to understand others. Intonation is not only determining the meaning of the spoken message, but also related to the grammar function, to the speaker's attitude, and speaker's intentions of the speech.

There are five major patterns of intonation there are: fall, rise, fall-rise, rise fall, and level. Falling pattern usually indicates that the speaker has finished the speech. Rising intonation indicates a question or continuation. On yes-no

question the intonation will be rising while on "wh" question intonation be falling a fall-rise intonation indicates an expression that will be followed by information. A rise-fall intonation is usually to indicate the strong feeling of surprise or agreement or disagreement. A level intonation indicates boredom, routine, or pettiness. Intonation as one of the features of pronunciation is as important as stress and intonation indicate meaning, attitude and grammatical function of a speech. Intonation can indicate whether the sentence is a question, order or information.

## **2) Stress**

The second features of suprasegmental feature of pronunciation is stress. According to Jones (1983, as cited in Nurhayati, 2011), stress is the degree of force with which a sound or syllable is uttered. One of the syllable in each word will sound louder than others. The syllable indicate in capitals are stressed syllable (Kelly, 2000).

Every stressed syllable, in a word in isolation, also has a change in the **pitch**. The pitch of the sound (how high or low) is controlled by muscles which slacken and lengthen the cords for low tones, and shorten the cords, pulling them taut, for high-pitched tones (Kelly, 2000).

## **3. The Goal of the Teaching Pronunciation**

One of the goals of teaching pronunciation is to pronounce English accurately in order to be understood by the listener. Harmer in his book explains that teacher need to be sure that the students can be understood when they speak English (Harmer, 1991). This means that their pronunciation should

be sufficient for that purpose. Although students may not need to have perfect accent yet they can always be understood when they speak. Ur Also stated that the aim of pronunciation is not to achieve a perfect imitation of a native accent, but simply to get the learner to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

Bowe in Rosane Silveira (2002) provides three realistic goals for the teaching of pronunciation:

- a. Ability to communicate orally at ease and efficiency,
- b. Ability to produce the basic contrasts of the target language sound system,
- c. Ability to understand fluent speech as produce by native speakers (Silveira, 2002).

When people speak they should know whether reviews their speech can be understood by the listener or not and predict whether the word or sentence is efficiently delivered or not. This is why the ability to communicate orally at ease and efficiency become the goal of teaching pronunciation because this goal affects the fluency in communication.

Learners are involved in learning English pronunciation to recognize the sound system of target language. Harmer explains that learners need to use stress and rhythm correctly if they want to be understood. They need to be able to recognize intonation and they can make various sounds that occur in English language. If students have been able to recognize and produce the sound system of the target language, they may be able to practice the pronunciation of English accurately. The spoken sounds of English are constantly changed by



the communication pressures. Many English users struggle with the inadequate training of listening comprehension. The language users are unable to process important grammatical signals or effectively process contracted speech. Furthermore, the difficulty of understanding spoken is also possible in the speech. Senel stated Rivers idea that everybody had experience when listening to a foreigners' speaking language, of having great difficulty in understanding what they are trying to say, not because of their lack of knowledge of vocabulary and language structure, but because the sounds they produce peculiar and the voice rose and fell in unexpected places (Senel, 2006).

According to Richard (2008), the mastery of speaking skills in English is a priority for many second-language or foreign-language learners because in learning target language, many learners often evaluate their improving spoken language proficiency. Before stepping to speaking skills, teachers should pay attention to their students' pronunciation whether the pronunciation is accurate or not. If pronunciation is not taught earlier, students may find difficulties to distinguish the sound. There are some macro skills in speaking skill which need attention: fluency, accuracy, vocabulary, and pronunciation (Sholeh & Muhaji, 2015). Pronunciation should be taught since the students start learning vocabulary in the same time. It is very important for students who learn target language especially English. However, Fraser (1999) states pronunciation is the aspect of language that receives least attention. The teacher is not sure as to how best to help learners. Besides, almost all language users feel learning pronunciation as a priority and an area in which they need more guidance.

Considering the target achievement in Indonesian curriculum, teachers do not have enough time to teach pronunciation or to pay attention to the language users' errors. Whenever teaching learning process is under way, many teachers often correct English users' pronunciation. However, many teachers do not know what they should train in improving students' pronunciation. Thus, the researcher would like to propose the main steps of teaching pronunciation as follows:

a. Warming up and introducing the sounds of language

There are some particular sounds that are not available in *bahasa Indonesia*. For example, sound /tʃ/ in 'church'. This sound is not available in *bahasa Indonesia*. Most local students have problem in pronouncing this sound because their mother tongue does not have these particular sounds. Inspired by a video of Chan (2013) in YouTube, 'Pronunciation is a physical act: Let's do warm-up exercises!', the language users do a little warming up by moving their mouth and making funny face in order to flex the muscles of mouth in the pre-instructional activity. This is a very important activity before the teachers continue introducing some phonemes to the language users because they feel awkward to pronounce some phonemes. Introducing phonemes with their transcription to the language users may help language users to distinguish each sound. Whenever the language users have been familiar with phonemes of English, they easily learn the pronunciation of a word.

b. Giving physical example

Still related to the video, the teacher explains the sound by showing her lips and tongue position to the students. This action can be directly understood by the students because the students know how the position of their lips and tongue to pronounce sound. What is meant by giving physical example by the author in the video includes the followings:

1. Uses mirror to know the position of lips and tongue.
2. Feels the vibration of vocal chords.
3. Feels the puff air from mouth by using paper.

#### **4. Problems in Teaching Pronunciation**

Teaching pronunciation involves variety of challenges there is no adequate time to provide proper attention in this aspect of English (Gilbert, 2008). According to Nurhayati (2005) the first students' problem in pronunciation, because English is foreign language so they get difficulties to pronounce English words. In Indonesia English only taught four hours in a week at senior high school.

Furthermore, students' mother language is influencing students in pronouncing English. The limited time that English teacher has in their teaching process make pronunciation teaching tends to be neglected. The pronunciation suffer from neglect may not due be to teachers lacking interest in the subject but rather to felling a doubt as to has to teach it. Then he suggests that to teach pronunciation teacher need a good grounding in theoretical

knowledge, practical classroom skills, and access to good ideas for classroom activities.

The problems encountered by pronunciation teacher in teaching pronunciation especially for EFL learners, may often appear. As in the research of Sholeh & Muhaji (2015) some problems that appear in college level are not very much different in junior high schools. As far as the writer concerns, the problems are still related to the teaching pronunciation for foreign language. Below are the problems as stated by Sholeh & Muhaji (2015) that happen in pronunciation class.

a. A strong impact of mother tongue

It is difficult for most students to avoid the impact of their mother tongue. This impact not only causes students hard to pronounce English words naturally, but also makes them speak English with their mother tongue accent. For example, they speak English but with the pronunciation and intonation of Javanese.

b. Consonant or vocal mispronouncing

Students often mispronounce consonants or vocals because the students are difficult to distinguish the difference between English phonetics and Indonesian phonetics. For example, the sound of 'G' is pronounced as /dʒ/ in English. However, in Indonesia the sound of 'G' is pronounced as /g/. This difference often results in the students making pronunciation errors. For example, a student speaks in English but the pronunciation of the consonants and vocals uses Indonesian phonetic.

c. Difficulty in pronouncing suffix of words ex: ‘-s’ and ‘-ed’

Suffixes like ‘-s’ and ‘-d’ also tend to cause difficulty to students in pronouncing words. Frequently, these suffixes should get the significant sound in pronunciation. Unfortunately, these sounds are rarely heard to be pronounced when students are having conversation.

d. Minimal pairs and Homographs

Many study cases confirmed that minimal pairs and homographs are one of the problems that commonly appear within pronunciation class. Mispronouncing related to both minimal pairs and homographs are a serious problem in communication. Some examples of minimal pairs: sheep-ship, eat-it, foot-food, back-bag, and many more. For homographs, one example is word ‘read’ in these following sentences:

- (1) ‘I can read your writing’, and
- (2) ‘She picked up the letter and read it’. Both words should be pronounced in different ways even though ‘read’ has identical spelling (Sholeh & Muhaji, 2015).

e. Organ of speech disorder

In some particular cases, it is hard for the students to pronounce correctly because of organ of speech disorder. Pronunciation that is produced by the students who has speech disorder is hard to understand because it is not clear in particular sound(s). Sometimes, the pronunciation which is not clear can be misinterpreted by the listeners. In other words, it can create misunderstanding. For

example, when a student with speech disorder says 'run!', he/she pronounces /wʌn/ instead of /rʌn/, and the listeners hear it as 'one' not 'run'.

Many factors that affecting pronunciation teaching for examples, students' age, environment, and student personality (ability, attitude, and motivation) these factors can be difficult for students in learning pronunciation and slowing down teaching and learning process of pronunciation. One factor that affects language students in learning pronunciation is student's age. If somebody started to learn foreign language during their childhood, they tend to be able to pronounce foreign language with a native like accent. As Kra shen in Senel mentioned acquires to begin exposure to a second language during childhood generally achieve higher second language proficiency than those beginning as adult.

Language users have their own factors that affecting teaching pronunciation, their motivation, ability, and attitude can be difficult or facilitate them in learning pronunciation. If students are highly motivated to have better pronunciation, they can develop a concern for pronunciation. They more pay attention to discriminate the sound target language and try to produce better utterance. However, factors as intelligence and self-confidence have contributed to the formation of motivation. For example, to motivate less intelligence students be more difficult than the intelligent ones because these students cannot appeal to their needs.

Students' mother tongue might be the most important factors that affecting students in learning foreign language. Every language in the world

has different varieties and different accents. Learners of a language speak the target language in a different way. Many errors occur when foreign students pronouncing English words. Learners' errors derive from various causes. Ur explains three causes of pronunciation errors.

- a. A particular sound may not exist in the mother tongue, so that the students are not used to forming it and therefore tends to substitute the nearest equivalent they know, for example the substitution of /d/or/ z/sometimes this
- b. A sound does exist in mother tongue, but not as a separate phoneme, the student does not perceive it as a distinct sound that make a difference in meaning.
- c. The students have not learned the stress pattern of the word or sentence, even though they have learnt the actual sounds right, thus sometimes they using intonation from their mother tongue which is inappropriate for the target language.

These problems often occur in teaching learning process of pronunciation. In Indonesia most occur when the students seldom hear the real sound or the word and they tend to substitute the new sound with the sound that they used to use in daily communication. Additionally, the differences of English and Bahasa Indonesia phonemes make students often substitute and mispronounce the sound of the phoneme.

## **B. Media**

### **1. The Definition of Media**

Media is a tool of communication. Derived from the Latin word meaning “between” the term refers to anything that carries information. According to Arsyad (2009) media are aids which are needed to support some of activities in the world. Media includes graphic, photographic or electronic aid to absorb process and rearrange visual or verbal information. While according to Heinichi et.al (1982) suggest the media term as an intermediary that transmits information between the source and receiver. So, television, film, radio, photograph, video and the like is a medium of communication. Anglada (in Nurhayati, 2016) redesigning instructional media is one of the part of instructional design process provides a framework for planning, developing, and adapting, instruction based on learners’ needs and content requirements.

From the previous theory that has been described some experts before, the researcher concluded that the media is a tool in teaching that help language users in delivering, transmitting and giving an exact definition and also to keep teaching and learning process running effectively and efficiently. The use of media can help the reach the instructional aims.

### **2. Kinds of Media to Teach Pronunciation**

The kinds of teaching media will influence the teaching learning process, which can be facilitated the teaching method as the tools to deliver the lesson. The kinds of teaching media can be divided into three categories: Video, Audio and Audio visual media (Arsyad, 2009).



a. Visual media

Visual media is also called by printing media. Visual media is all kind of media that can be seen or touch by the students. The examples of visual media are: pictures, photos, real things, chart, miniatures, text, and cards. Moreover, the characteristic of visual media are: text is read in visual manner, in other hand visual is exceeded based on the room, text and visual show one way communication and receptive, text and visual is shown in tetically, in developing this media depend on the language principle and visual perception, it is oriented to the language users, and the information can be rearrange by the user. There are 13 types of text. Those are: narrative text, recount text, procedure text, report text, analytical exposition text, explanation text, descriptive text, discussion text, news item text, review text, anecdote text, and spoof text.

b. Audio media

Audio media is also called by the listen media. It is usually used to listen and understand the passage. The characteristic of this media is that they show one way communication. The kinds of audio media such as: radio, tape recorder, cassette, compact disc.

c. Audio visual media

Audio visual media is media that is audible and visible. Audible means can be heard, and visible means can be seen.

## **C. Dictionaries**

### **1. Definition of Dictionaries**

Dictionary is one of the “bibles” for language learner beside grammar book. It is one of crucial things for language learners to master a new language. Just like a grammar book, dictionary also a kind of guidance for language learners to reach new knowledge or skill. According to Kabdebo and Armstrong (1997) dictionary is a type of reference work which presents the vocabulary of a language in an alphabetical order, usually with explanations of meanings (as cited in Hartmann & James). Meanwhile, according to Yongwei (2012) dictionary defined as a book that gives a list of words in alphabetical order and explains what they mean (p.1). Since technology has improved dictionary now can be defined as online resources provide list of words that explains what they mean.

### **2. Types of Dictionaries**

Dictionary is well known as a big heavy book containing thousands of words. It is very helpful for English learners who do not know some words and the meanings. Meanwhile, in this era where technology called online dictionary exist, people started to use it more often than to use printed dictionary. Online dictionary becomes a choice for those who want easiness, be efficient, and something simple. The language learners could get some online dictionary references through the internet. There are many things that online dictionary can give for the language learners such as translation, the meanings of words, phonetics transcription plus its computer voice, thesaurus which contains

synonyms and antonym, grammar lesson, etc. The highest point from online dictionary is its availability of pronunciation's voice. So that the learners can imitate it. It is really helpful for English language learners.

According to Nichol (2012) there are five types of specialized dictionaries. There are reverse dictionaries, visual dictionaries. Beginners; learners' dictionaries, translation dictionaries, and unusual-words dictionaries. Reverse dictionaries provides the word seeker a place to write the phrase that they know. In learning a new language, people often find difficulties to find the exact word. Most of them know the phrase or the meaning of the word but forget the word itself. In this case, the reserve dictionary helps the language learners to find the exact word. The second type of dictionary is visual dictionary. Visual dictionary provide a dictionary that uses pictures of animate and inanimate things. This kind of dictionary is the most suitable for children. The third type of dictionary is the beginners' / learners' dictionaries. The aim of this dictionary is to help the English language learners of all ages without being juvenile in the presentation. The simple appearance and its completeness are expected to help the beginner learners to learn English especially for speaking skill. The fourth type of dictionary is Translation Dictionary. This kind of dictionary provides the learners a place to find the meaning of a word in another language for example from English to Indonesian. This online dictionary is the most favorite and reliable in this era, because of the easiness of it. The improvement of technology especially in telecommunication has enlightened the language learners through internet and

smartphone. The fifth type of dictionary is Unusual-Words Dictionary. This type of dictionary has seldom-used and/or off beat words.

### **3. Online Dictionaries**

#### **a. The Definition of Online Dictionaries**

Online dictionary is a dictionary or other reference work available via a computer network, such as the internet (Hartmann & James, 2001). Online dictionary is the interest media for teaching. It just connecting the smartphone with the internet then click website of online dictionary and input word on blank box. It work by WIFI or data voucher.

#### **b. Types of Online Dictionaries**

According to Yongwei (2012) there are types of online dictionary; “clicks-and-mortar” dictionaries, one-stop dictionaries, and DIY dictionaries. The “clicks-and-mortar” dictionary is actually the online versions of some existing paper dictionaries. For example, OALD becomes oxford advanced learners dictionary, LDOCE becomes Idoconline, Cambridge becomes dictionary.cambridge.org and MacMillan becomes macmillandictionary.

The second type of online dictionary is one-stop dictionary sites. It is also known as dictionary aggregators because these dictionary sites works like “one-stop shopping”. The one-stop dictionary site provides a website which is able to show the readers the meaning of some words sorced from severa online dictionaries,for example, Dictionary.com, OneLook.com, The Free Dictionary .com and Wordnik. The third type of online dictionary is DIY dictionaries. It is can be said that the author of this dictionary is thousands of people. Almost no

editorial team is needed as virtually anyone who visits the website can contribute their own entries or edit existing ones (Yongwei, 2012).

Using the first of the eight sets of criteria for reviewing online dictionaries proposed by Enid Pearsons and Wendalyn Nichols in the accompanying article (“Toward a Framework for reviewing Online Dictionaries”), Yamada compared the following six online dictionary websites with reference to the amount and type of information provided, the presentation, and the access structure: Dictionary.cambridge.org, Dictionary.com, Macmillandictionary.com, Dictionary.com, Macmillandictionary.com, M-w.com, Oxforddictionaries.com, Yourdictionaries.com (Yamada, 2013)

There are many several website for online dictionary that can be used for learning English. Some dictionary offers eases, such as Dictionary.cambridge .org that provide meaning of word not only word but sound. Cambridge Online Dictionary is one of kind monolingual dictionary because only provide meaning from English to English. So, the language users also easy to learn pronunciation by imitating which focused in English.

### **c. Advantages and Disadvantages of Online Dictionaries**

The rapid expansion of technology has also drastically impacted the way language is presented and this has paved the way for online dictionaries which are grounded in the integration of the internet (Tulgar, 2017). The table below shows comparison of printed dictionary and online dictionary :

**Table 2.9 Printed Vs Online Dictionaries**

Category 1 : Advantages of printed dictionaries	<ul style="list-style-type: none"> <li>- Chances of learning new items</li> <li>- More detailed</li> <li>- Example sentences</li> <li>- More healthy</li> </ul>
Category 2 : Disadvantages of printed dictionaries	<ul style="list-style-type: none"> <li>- Not practical</li> <li>- Time-consuming</li> <li>- Not technological</li> </ul>
Category 3 : Advantages of online dictionaries	<ul style="list-style-type: none"> <li>- Technological</li> <li>- Quick search</li> <li>- Audio for pronunciation</li> <li>- Easy access</li> </ul>
Category 4 : Disadvantages of online dictionaries	<ul style="list-style-type: none"> <li>- Less detailed</li> <li>- Loss of connection</li> <li>- Distracting images</li> </ul>

Additionally, another participant state that online dictionaries are of course more technological and they offer easy access to information. (Tulgar, 2017). In addition, the benefit of Online Dictionary is always update rather than paper or printed dictionary.

In electronic versions, users enter the word and can reach the meaning in milliseconds. What they can see is only the information related to that specific item. On the other hand, in print formats, when they search for a word, learners can also see different items, meanings and usages above and below the looked-up word. Their eyes involuntarily wander on the page and some other items may attract their attention. In this way, they can learn new words or remember those they have not used for some time (Tulgar, 2017).

Online dictionary is a part of internet. According to Waschauer, et al. (2000) there are five main reason to use internet for English teaching. The abbreviation os it is ALIVE. Letter “A” belongs to authenticity. Language

learning is most successful when it takes place in authentic, meaningful contexts (Warscauer, et al., 2000). The availability of internet for 24-hours gives the students unlimited access to learn English language by themselves. Students can access English language material on any topic in the internet based on their interests. Learning English language based on their interest makes language learning meaningful. Letter “L” belongs to literacy. English language learners are not only required to be able only in writing, or reading. English language learners are required to be able to read, write, communicate, and etc based on English language skills. By combining English and technology, it helps students to master the skills that they will need for academic and occupational success (Warschauer, et al, 2000). The letter “I” belongs to interaction. Interaction is the major means of acquiring a language and gaining fluency (Warschauer, et al, 2000). Interactive communication is needed in order to improve students’ English language skills. Internet provides 24-hours opportunities for students to communicate with the native or nonactive speaker around the world. The letter “V” belongs to vitality. The internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connected to their real-life needs (Warschauer, et al. 2000). The last letter “E” belongs to empowerment. Internet increases the personal power of teacher and students because they can find what they need and collaborate with others to help construct new knowledge (Warschauer, et. al., 2000). The use of online dictionary is one of important parts of learning foreign language. It can

guide the learners to study English. By learning consistently, the students or learners can improve their speaking skill especially in pronunciation from the English words that they read and listen.

### **C. Review of Previous Study**

Some studies dealing pronunciation have been conducted by some previous researchers.

The first study was conducted by Rofiki (2018) from State Islamic Institute (IAIN) of Tulungagung entitled “The Effectiveness of Using Communicative Drilling on the Eleventh Grade Students’ Pronunciation Achievement at MAN 3 Tulungagung”. This study was conducted by applying Quasi-Experimental research using quantitative approach with experimental class and control class in the eleventh grade at the MAN 3 Tulungagung. The result of the study found that Communicative technique can improve the students’ achievement in pronunciation.

The second study was conducted by Utami (2017) from Sanata Dharma University entitled “Students Responses on the Use of Online Dictionary at SMPN 15 Yogyakarta”. This study was conducted by a survey research (pre-test and post-test) design in the eight grade students of SMPN 15 Yogyakarta. The result of the study found that using online dictionary offers ease and effectiveness that can help them learning English in the classroom.

The third study was conducted by Aufa (2017) from Ar-Raniry State Islamic University Darusalam Banda Aceh entitled “Using Movie to Increase Students’ Pronunciation”. This study was conducted by pre experimental research



design including pretest and post-test at the second semester of English Department students. The result of the study showed that movie can help students to construct their ideas in practicing pronunciation better than before.

The previous studies were different from the present one in terms of; methodology, topic, and subject. This study used Quasi-experimental research method with two group pretest and posttest design using quantitative approach then, topic that the researcher explain is pronunciation by online dictionary. The subject in this research is the tenth grade of SMAN 1 Ngunut. This research is different from previous studies above because using more technological media which often uses the students for English learning and this media can be used everywhere the students or the language users want to use.