CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter the researcher presents theories of Pronunciation, Jigsaw and American Video which consist of definition of Pronunciation, Jigsaw, and video, the advantage and disadvantage of video, and previous studies.

A. Pronunciation

1. Definition of Pronunciation

Kristina (2006:1) defines pronunciation as the act or the manner of pronouncing word; utterance of speech. In addition, pronunciation is the production of significant sound in two senses. Sound is significant because it is used as part of a code of a particular language. In this sense, pronunciation is as the production and reception of speech sound. It is used to achieve meaning in contexts of use. In this sense, pronunciation with reference to acts of speaking (Dalton and Seidlhofer, 1994:3). Pronunciation can always be studied from two points of view: the phonetic and the phonology (Crystal, 2003:236). According to Yule 1996 as citied in Nurhayati 2016, speech act is a study of how the speakers and hearers use language. Bach (1979) as citied in Nurhayati 2016 explains that an action in verbal communication has message in itself so the communication is not only about language but also with action. Speech act is the utterance that occurs and act refers to an action. That is the reason why people have to interpret the meaning of communication or language through speech acts

From the definition above, pronunciation is a manner to pronouncing word or the production and reception of speech sound. Pronunciation are also divided to two point of view; they are phonetics and phonology.

2. **Point of View Pronunciation**

    a. Phonetics

        Phonetic is the study of speech-sounds the production, transmission and reception (Nurhayati, 2018:1). Phonetic is the study of the way human make, transmit, and receive speech sounds. It is divided into three main branches, corresponding to these three distinctions,

        a) Articulatory phonetics is the study of the way the vocal organs are used to produce speech sound.

        b) Acoustic phonetics is the study of the physical properties of speech sounds.

        c) Auditory phonetics is the study of the way people perceive speech sound.

            From the definition above phonetic has divided into three main branches, they are articulatory phonetic, acoustic phonetic, and auditory phonetic.

    b. Phonology

        Phonology is the description of the system and patterns of sounds that occur in a language (Nurhayati, 2018:7). Phonology is the study of the system of languages and of the general properties

displayed by these systems. Phonology as according to Dobrovolsky & Katamba (1996) as citied in Nurhayati 2016 is the component of a grammar made up of the elements and principles that determine how pattern in a language sound. By contrast with phonetics, which studies all possible sounds that the human vocal apparatus can make, phonology studies only those contrasts in sound (the phonemes) which make differences of meaning within language. When we listen carefully to the way people speak English, we will hear hundreds of slight differences in the way individuals pronounce particular sound. The main features of pronunciation are segmental features (included phoneme) and suprasegmentally features (included stress, intonation and connected speech).

From the definition above phonology is a study about the system of language in English. In phonology there is a two main features of pronunciation, they are segmental feature and suprasegmentally feature.

a) Segmental features (Phonemes)

Segmental features of pronunciation also called phonemes, are the different sound 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 each sound rather than

another can change the meaning of the word. This principle which give us the total number of phonemes in particular language. The set of phonemes consists of two categories: vowel sounds and consonant sounds (Kelly, 2000).

1) Vowel

One of speech sound that is always produced by people is vowel. Vowel are speech-sounds in which the air stream can pass freely through and out of the mouth (Nurhayati,2018:13). Vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shapes of the mouth (Kelly, 2000:29). Vowels are those units which functions at the center of syllable (Crystal, 1985:330). From a phonetic point of view, vowels are articulated with a relatively open configuration of the vocal tract: no part of the mouth is closed, and none of the vocal organs come so close together that we can hear the sound of the air passing between them. Vowels typically involved the vibration of the vocal cord (voicing), and their distinctive resonances are made by varying the shape of the mouth, using the tongue and lips. In English, there are no vowels whose chief characteristic is the use of nasal resonance. English vowels are all oral vowels, and take on a nasal quality only when they are being influenced by an adjacent nasal consonant, as in no, long, and man.

The chief task in describing the articulation of vowels, accordingly, is to plot the movements of the tongue and lips. The most widely used method of doing this was devised by Daniel Jones, and is known as the cardinal vowel system. Yule (1998: 57) as citied in Nurhayati 2016 defines that a syllable must contain a vowel (or vowel-like) sound. The cardinal vowel (CV) diagram was devised to provide a set of reference points for the articulation and recognition of vowels. Its dimension corresponds to the vowel space in the center of the mouth where these sounds are articulated. The position of the front, center, and back of the tongue, are represented by vertical lines (Crystal, 2003:238).
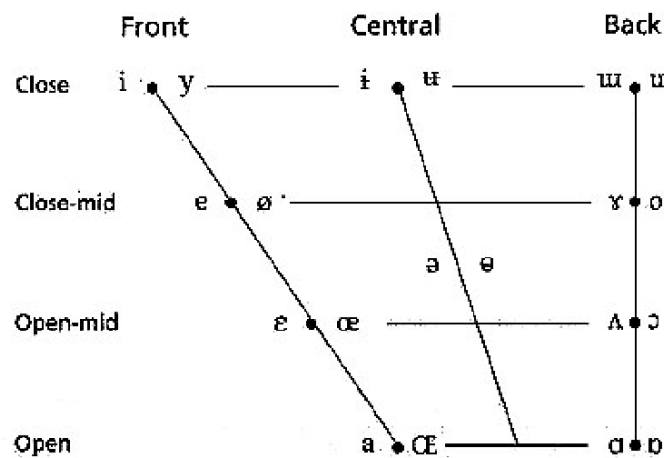

Figure 2.1. The Cardinal Vowel (CV) System (Crystal, 2003:238)

At the front of the mouth, [a] represents the lowest point that it is theoretically possible for the body of the tongue to reach, and [ɑ]represents the correspondingly lowest point at the back of the mouth. Vowel in the region of [a] or [ɑ] are called open or low

vowels. [i], represents the highest point at the front that the body of the tongue can reach while still producing a vowel sound (anything higher and the tongue would come so near to the roof of the mouth that the consonant sound would result). [u], similarly, represents the highest point at the back of the mouth. Vowel in the region of [i] and [u] are called close or high vowels.

Two horizontal lines are divided the space between [i] and [a] into equal areas. Vowels made in the region of the higher of these lines, represented by [e] and [o], are called mid-close or half-close. Vowels are made in the region of the lower of these lines, represented by [ɛ] and [ɔ] are mid-open or half-open. The term mid is often used to describe the whole of the area between these two lines (Crystal, 2003:238).

Lip position is an important factor in the description of vowels, and three main types are recognized (Kelly, 2000:30, Crystal, 2003:238). First is rounded, where the lips are pushed forward into the shape of circle. Second is spread, where the corners of the lips are moved away from each other, as in a smile. Third is neutral, where the lips are not noticeably rounded or spread.

From the definition above vowel is a speech-sound that the air stream can pass freely through and out of the mouth.

2) Consonant

Nurhayati (2018:13) mentions that consonant are speech-sounds in which the air stream after having passed the larynx us either stopped for a moment and release or it can be driven through such a narrow opening that hear friction. 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: forties or strong and lenis or weak (Kelly, 2000:47). From phonetic point of view, consonants are articulated in one of two ways; either there is a closing movement of one of the vocal organs, forming such a narrow construction that it is possible to hear the sound of the air passing through; or the closing movement is complete, giving a total blockage. The closing movement may involve the lips, the tongue, or the throat, but in each case the overall effect is very different from the relatively open and unimpeded articulation found in vowels (Crystal, 2003:242).

Some consonants involve the vibration of the vocal cords: these are the voiced consonants, such as /b/ and /m/. Others have no vocal cord vibration: these are the voiceless consonant, such as /p/ and /s/. The distinction is not absolute: depending on where in a word a consonant appears, there may be degrees of voicing. At the end of a

word, for example, a voiced consonant typically loses a great deal of its vibration (it is devoiced). The /z/ sound at the beginning of zoo /zuː/ is much more vibrant than the one at the end of ooze /uːz/ (to voice this fully would produce an unnatural buzzing effect at the end of the word).

Unlike vowels, some consonants are primarily identified through their use of nasal cavity. Normally, in English, when we speak we keep the soft palate raised, so that it presses against the back of the throat and allows no air out through the nose with the three nasal consonants, /m/, /n/, and /ŋ/, however, the soft palate remains lowered (as it is when we breath), and the result is a series of sounds with a distinctive nasal resonance.

Certain other consonants are also somewhat vowel- like, in that they can be sounded continuously without any audible friction: the three nasals, /m/, /n/, and /ŋ/, /l/ as in lie, and /r/ as in red. These can all be classed together as (frication less) continuants or sonorants, within which the four oral items (/l/, /r/, /w/, and /j/) are often recognized as forming a distinct group (Crystal, 2003:242).

From the definition above segmental feature has two components of phoneme, they are vowel sounds and consonant sounds.

b) Suprasegmentally features

Suprasegmentally 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 the sounds change in connected speech (Kelly, 2000).

1) Intonation

The term intonation, refer 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 others. It is an aspect of language that we are very sensitive to, but mostly at an unconscious level (Kelly, 2000:86).

2) Stress

All of words have each identifiable syllable, and one of the syllables in each word will sound louder than the others. The syllable indicated with louder sound, are the stressed syllable. Each stressed syllable, in a word in isolation, also has change in the pitch, or the level of the speaker's voice, and the vowel sound in that syllable lengthened. Stress can fall on the fourth, middle or last syllable of words (Kelly, 2000:66-67).

3) Connected speech

Connected speech refers to spoken language when analyzed as a continuous sequence, as in normal utterances and conversation (Crystal, 1985:66). Vowel and consonant segments combine into syllables; syllables combine into words; words combine into phrases and sentences (Crystal, 2004:247).

From the definition above there is three important features in English phonology, they are intonation, stress, and connected speech.

B. Jigsaw

1. Definition of Jigsaw

Jigsaw technique is under the cooperative learning. Cooperative learning is a teaching learning process that give the opportunity for the students to cooperate with other students' in systematic tastes (Lie in Isjoni, 2008:16). Cooperative learning is a set of instructional models in which students' work in mixes ability groups to teach specific learning and social interaction objectives.

Fauziati (2009:173), defines that there are many kinds of the model cooperative learning, they are Students' Achievement Division (STAD), Jigsaw, Group Investigation, Structural Approach, Team Game Tournament, Team Accelerated Instruction (TAI), and Cooperative Integrated Writer Reading and Composition (CIRC). In this research, the researcher uses Jigsaw to teach pronunciation.

Aronson (1978:16) mentions that jigsaw is a cooperative learning strategy that enables each student could learning at home by group specialize in one of aspect of a learning unit. Students meet with the members from another group who are assigned the same material, and after mastering the material, return to the home group and teach the material to their group members. Just as in a jigsaw puzzle, each piece each students part is essential for the completion and full understanding of the final product. If each student's part is essential, then each student is essential, that is what make the Jigsaw learning is effective.

Huda (2012: 118) considers that Jigsaw is the model of teaching learning where the students are set up in teams, each of team member is responsible for mastering part of the learning material and teaching that part to the other team members. Jigsaw make the students learn their friends by exchanging the information. Besides, jigsaw is model learning technique of cooperative learning, with students learn in small group consists of four people, diverse inter ability, cooperative in positive interdependence and responsible to present the task of each member.

From the definition above, jigsaw is under of cooperative learning. Cooperative learning is a teaching learning process that give the opportunity for the students to cooperate with other students' in systematic tastes. Jigsaw is a model of teaching learning that students set up a team of group, from each group must have one student that can mastered the learning material and teach a part of the member of group.

2. The Procedure of Jigsaw Learning

Jigsaw technique can be done in groups. Every member of groups has duty to learn certain material. After that the represents of the group meet with the others represents to discuss the material. In this process the students are ordered to expose their speaking. It means that jigsaw technique orders the students to share their ideas or opinion through speaking.

In addition, the following list of jigsaw steps explains the process in more detail:

a. Divide up the students into teams of about five members.

b. Appoint one person from each group as the leader.

c. Divide the lesson into segments to match the number of people in each

group.

d. Assign one member of each group to learn each lesson segment.

e. Give students time to work on step 4.

f. Gather students into 'Expert groups,' which are the segmented mini

groups. Give them time to discuss their findings of step 4.

g. Bring the students back into their main groups.

h. Have each student present his or her findings to the main group.

i. Move from group to group as a facilitator wherever needed.

j. Quiz or otherwise test the material covered to determine retention.

3. The Advantages and Disadvantages of Jigsaw Learning

a. The Advantages of Jigsaw Learning

The benefit of jigsaw technique can be seen that first and foremost, it is a remarkably efficient way to learn the material. However, even more important, the jigsaw process encourages speaking, listening, engagement, and empathy by giving each member of the group an essential part to play in the academic technique. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well together as a team. This "cooperation by design" facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

In addition, the benefits of using jigsaw are as follows:

a. Students have the opportunity to teach themselves, instead of having material presented to them. The technique fosters depth of understanding.

b. Each student has practice in self-teaching, which is the most valuable of all the skills we can help them learn.

c. Students have practice in peer teaching, which requires that they understand the material at a deeper level than students typically do when simply asked to produce on an exam.

d. Students "talk geology" and become more fluent in use of geological terminology.

e. Each student has a chance to contribute meaningfully to a discussion, something that is difficult to achieve in large-group discussion. Each student develops an expertise and has something important to contribute.

f. Asking each group to discuss a follow-up question after individual presentations fosters real discussion.

In addition, the advantages of jigsaw are:

a. It is an efficient way to learn the material.

b. Builds a depth of knowledge

c. Discloses a student's own understanding and resolves misunderstanding

d. Builds on conceptual understanding

e. Develops teamwork and cooperative working skills.

In conclusion, there are many benefits of using jigsaw technique in teaching and learning process especially in learning speaking. It gives students chance to learn the material given by their self It contributes meaningfully to a discussion. It gives each student develops an expertise and has something important to contribute. It also gives students opportunity to develop teamwork and cooperative working skills.

b. The Disadvantages of Jigsaw Learning

There are some disadvantages of Jigsaw learning related on (Richad, 2007) as follows:

1) Learning activity need more time

2) The teacher needs more skills because each group need different of handling

It can be concluded that by using jigsaw the students are need more time and also the teacher also needs more skill to handling the students

C. Relevant of Research

There are several previous studies that have been conducted by using Jigsaw as the learning strategy to teach student's pronunciation ability in learning English. The researcher also found the previous study, the previous study using quantitative research design, especially pre-experimental research design (Astriani, 2013). In another previous study, the researcher uses qualitative and quantitative research design (Dyna, 2013). Another previous study, the researcher uses quantitative, especially in experimental research design (Emiyani, 2014). Another research uses quantitative research, especially in experimental research design (Nurhasanah, Suwartono 2018)

The researcher found the previous sample that use in research. The first sample is from Madrasah Aliyah Darul Ulum, Tandun, the sample of this research are from XB as experimental research and XC as control class, it consists of 60

students (Astriani, 2013). Another sample is from SMAN 2 Yogyakarta in the academic year 2011/2012. In this sample, the sample are the English teacher and the students of Science XI-1 (Dyna, 2013). Other sample is from SMA Negeri 1 Medan, the sample of this research are from XI-IPA 1 and XI-IPA 2, it consists of 40 students (Emiyani, 2014). The last sample is from second grade of SMA Negeri 05 Purwokerto, the sample of this research are from XI MIPA 4 as the control group and XI MIPA 5 as an experiment group.