CHAPTER II

REVIEW OF RELATED THEORIES

In this chapter, the researcher discusses some theories that related to the problems, the literature review consist of the definition of sarcastic language used, the kind and example of sarcastic language used, the definition of social media, the definition of creative writing, and the previous study.

A. Pronunciation

Learning English as second language is a long and complex. There are five kinds of components in speaking, the one of 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. The 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

To learn 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.

Table 2.1 Features of Pronunciation Diagram
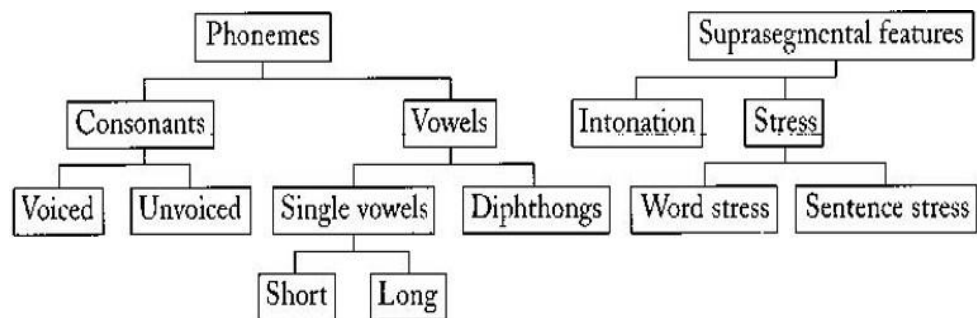
Based on the table 2.1 above, Kelly (2000) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, and they are consonant and vowels. The consonant consists of voiced and voiced, while vowels consist of single vowels and diphthongs, 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, ∂, 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 produced. Before the researcher discuss one by one to know the meaning of consonants generally. Consonants are kind of the sound that produced 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 is voiceless consonants [p], [t], [k], [f], [s], [ʃ], [ʧ], [h] and [Ө]. 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], [ʤ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

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 as follows:

Table 2.2 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-alveoral	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /dʒ/ and /ʧ/.
Palatal	The font of the tongue is raised close to the palate, e.g. /j/.
Velar	The back of the tongue I used against the soft palate, e.g. /k/ and /ŋ/.
Glottal	The gap between the vocal cords is used to make audible fiction, 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 that explained in the table below:

Table 2.3 Manner of Articulation

Manner of Articulation	
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 the 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 de somewhere in the mouth, and the soft palate is raised. Air pleasure increases behind the closure, and is then released more slowly than in plosives, e.g. /ʤ/ and /ʧ/.
Nasal	A closure is made by the lips, or by the tongue again the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/.
Lateral	A partial closure is mad by the blade of the tongue against the alveolar ridge. Air is able the flow around the sides o 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/.

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 ma*tch*box /mætʃbɒks/, and in the end gli*msed*/ 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.).

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

i:	**Characteristics**
	The font 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 siders of the tongue touch the upper molars.
	As in ... *b<u>ea</u>d, k<u>e</u>y, ch<u>ee</u>se, sc<u>e</u>ne, police, p<u>eo</u>ple, qu<u>ay</u>*

I	**Characteristics**
	The part of the tongue slightly nearer the center is raised to just above the half-close position (not as high as in /iː/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars.
	As in ... *hit, sausage, biggest, rhythm, mountain, busy, women, sieve.*
℧	**Characteristics**
	The part of the tongue just behind the centre in raised, just above the half-close position. The lips are ronded, but the loosely so. The tongue is relatively relaxed.
	As in ... *book, good, woman, push, pull.*
u:	**Characteristics**
	The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense.
	As in … *food, rude, true, who, fruit, soup.*

(c) Mid Vowel

For mid vowels the tongue is neither high now low in the mouth. Moving from /e/ through to /ɔː/, language users also notice the different positions of tongue; /e/ is a front vowel, and /ɔː/ is a back vowel. The table below show the mid vowels and the characteristic.

Table 2.5 Mid Vowels

e	**Characteristics**
	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 he upper molars.
	As in … *egg, left, said, instead, read (past), head.*
ə	**Characteristics**
	The center of the tongue is between the half-open position. Lips are relaxed, and neutrally spread.
	As in … *about, paper, banana, nation.*
ɜ:	**Characteristics**
	The center of the tongue is between the half-close and half-open position. Lips are relaxed, and neutrally spread.
	As in …*shirt, word, further, pearl.*

ɔː	**Characteristics**
	The back of the tongue is raised between the half-open and half–close positions. Lips are loosely rounded.
	As in … <u>tau</u>ght, <u>b</u>ou<u>g</u>ht, <u>b</u>oar<u>d</u>, <u>b</u>r<u>oa</u>d, <u>h</u>or<u>s</u>e.

(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 black vowel.

Table 2.6 The Description of the Vowels' Characters
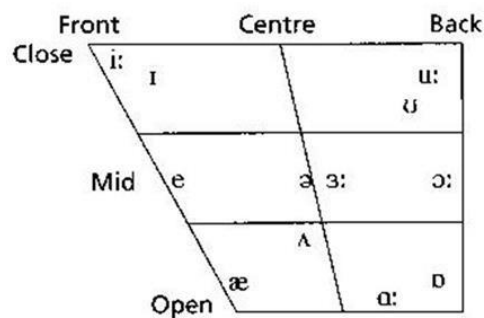
From the explanation and the diagram above, it concluded that vowel is articulated or produced in mouth cavity. There are also four characteristics of vowels; they are the pure vowel sounds. Close vowel, mid vowel, and open vowel.

3) Diphtong

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 Dipthong

Table 2.7 Centering Diphthong

ɪə	**Characteristics** 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 … *beer, beard, fear, here, idea.*
ʊə	**Characteristics** The glide begins position for /ʊ/, moving forward and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.
	As in … *moor, tour, obscure.*
eə	**Characteristics** The glide begins position for /e/, moving back toward /ə/. The lips remain neutrally open.
	As in … *where, wear, chair, dare, there.*

(b) Closing Dipthong

Table 2.8 Closing Diphthongs

Closing diphthongs ending in /ɪ/.	*eɪ*	**Characteristics** The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.
		As in … *cake, way, say, pain, they, vein.*
	ɔɪ	**Characteristics** 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 … *avoid, voice, enjoy, boy.*

	aɪ	**Characteristics** 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 … *hi<u>gh</u>, t<u>ie</u>, b<u>uy</u>, cr<u>y</u>, <u>eye</u>, kite.*
Closing diphthongs ending in /ʊ/.	*əʊ*	**Characteristics** 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 … *g<u>o</u>, sn<u>ow</u>, h<u>o</u>me, hell<u>o</u>, alth<u>ough</u>.*
	aʊ	**Characteristics** 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 … *house, lord, down, how, bough.*

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.

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 chang in the pitch. The pitch of the sound (how high or low) is controlled by muscles which slacken and lengthens the cords for low tones, and shorten the cords, pulling them taut, for high-pitched tones (Kelly, 2000).

3. The Importance of Teaching Pronunciation

The one of importance of teaching pronunciation is able 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.

4. The Problems in Teaching Pronunciation

Based on 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.

B. U-Dictionary Application

1. The Definition of U-Dictionary Application

U-Dictionary application is one of English offline dictionary that can be downloaded by everyone from smartphone or PC which supported by 44 languages in the world. It is an application that has been one of the best applications in the Google Play Store in the dictionary category. According to Perky LIU, Vice President from Netease Youdao stated that will continue to make rapid developments to improve the user experience and cultivate their vision to eliminate language barriers. In the year of 2019, U-Dictionary application has also climbed the ranks to become the number one in the Google Play education category in Indonesia, Peru, Mexico, Colombia and Egypt.

U-Dictionary application includes articles in English, games, questions and answers to improve your level of English. It is not only an English dictionary but also a multi-language translator. It is an application capable of translating languages based on the contexts of different situations in life like the study, working, traveling. It can be used as an effective learning media to

learn pronunciation. The application include a voice translate feature which can spell a word and some sentences, so it more easily to practice pronunciation.

2. Advantages of U-Dictionary Application

The others advantages can be divided as follows:

a. There is camera translator in the U-Dictionary application. Take a picture with text and this application will be able to translate it.

b. Copy any text or phrase will automatically translated.

c. One of word in U-Dictionary application always shows at Android Lock screen. It produces a sound that can practice easily, so it can improve vocabulary and pronunciation.

d. U-Dictionary application serve quiz. The quiz can different in each day, for the example such as spelling quiz, grammar quiz, vocabulary quiz, multiple choice, speaking, writing, complete a word, listening music quiz.

e. U-Dictionary application serves some articles. Usually, the article includes the sound and subtitle. It can be a story, descriptive, procedure, knowledge, etc.

f. There is a video usually call "Sunday motivational video" which includes about knowledge that can improve personal life. There is an English subtitle in it.

d. U-Dictionary application can be accessed anywhere and everywhere, so teachers are not difficult to implement it in indoor learning or outdoor

learning. It is a media learning language as well which allows the learners to learn wherever they have internet connection and whenever they need it.

3. Disadvantages of U-Dictionary Application

a. In terms of open some features of U-Dictionary application such as spelling quiz, grammar quiz, vocabulary quiz, multiple choice, speaking, writing, complete a word, listening music quiz requires internet connection.

C. Previous Study

There are many studies of U-Dictionary and pronunciation which have been done. First is *Dewi Wulandari and Cici Handayani (2019) "The Use U-Dictionary as a learning media to Increase the Students' Vocabulary in teaching speaking"*. Based on the research result and discussion, it is concluded that : 1. U-Dictionary has positive or good effect as learning media in teaching speaking particularly increasing the vocabulary, the students' vocabulary as increased significantly. During the research, the students got many vocabularies at least one hundred new words based on the category ; noun, adjective, verb and adverb. 2. U-Dictionary can be used as an effective learning media to increase the students' vocabulary. U-Dictionary is on of English offline dictionary that can be downloaded by every student in every grade. It can be found at playstore, one of application in android phone. It is easy to use it to increase the vocabulary or to improve the ability in pronouncing English word because U-Dictionary not only provides the meaning of a word but also giving the spell of aword.

Second, the study which had done by Yayuk Budi Rahayuningtyas (2018) *"The Effectiveness of Using Online Dictionaries on the Tenth Grade Students' Pronunciation Achievement at SMAN1 Ngunut"*. The purpose of the study is to know whether the Online Dictionaries is effective for study pronunciation or not. The effectiveness of Online Dictionaries can be shown in the following points: 1) The mean score of students on pretest taught by using Online Dictionaries was 58.40, and the mean score of posttest was 70.93. The gain of the mean score was 12.53. 2) The mean score of students on pretest taught without Online Dictionariesh was 56.42, and the mean score of posttest was 58.23. The gain of the mean score was 1.81. 3 The result of test at significance level of 0.05 showed that the significant values (sig2tailed) was 0.00 smaller than 0.05 (0.00 < 0.05). The result means that there is significant different in pronunciation of the students taught by using Online Dictionaries and those taught by using conventional method. It can be said that Onlineh Dictionaries gives significance effect to the language users especially in learning pronunciation

Third, the study was done by Erno Sumantri (2019) *"Improving Students Pronunciation by Using English Song"*. The purpose of the study is to improve students' pronunciation through music as learning media. The finding showed that since language plays an important role in any aspects, it has some different functions in the society where it is used. The function for which a language is used in a society affects the status of the language itself.

In a society, a language can play a role as the official, national, educational, religious, and grouph language. Language has sound, vocabulary, and grammar. Thus, it is reasonable that language is interesting to analyze. There are many phenomena of language use which happen, around people. Song is one of those phenomena which consist of lyrics. Meanwhile, a song lyrich can be use as another wayh for people to communicate to others, to young people, or to old people and soon.

The previous studies were different from this research in terms of methodology, topic, and subject. This study used Quasi-experimental research method with two group pretest and post-test design using quantitative approach. The subject in this research is the eleventh grade students at SMK Islam 1 Durenan Trenggalek. This research using technological media which often uses the students or users for English learning everywhere they want.