

## **CHAPTER 2**

### **LITERATURE REVIEW**

This section will review and discuss the available literature related to the theories being studied in this research and the position of research problems in the field of study being studied.

#### **2.1 English Pronunciation**

Yates and Zielinski (cited in Gilakjani, 2016) define pronunciation as the process of making the sounds that speakers employ to convey meaning when they talk. It includes language segments, which are made up of vowels and consonants, as well as suprasegmental aspects of speech, such as intonation, rhythm, stress, timing, intonation, phrasing, and voice quality, which is the description of the voice. When speakers speak, all of the aforementioned components operate together to the extent that issues in one area might affect the other, which can affect how simple or difficult it is to understand someone's pronunciation.

People can comprehend learners who pronounce words even when they make mistakes in other language-related contexts, but they cannot comprehend learners who pronounce words poorly, even when they possess a large vocabulary and a thorough understanding of grammar (Yates & Zielinski, in Gilakjani 2016). A speaker with good pronunciation exudes important confidence. Accurate pronunciation does not sound "native." A learner will quickly become discouraged if they attempt to talk exactly like a native speaker because this is not a realistic goal of mastering pronunciation. A "listener-friendly" pronunciation is what's intended; one that is easy for listeners to comprehend and will facilitate meaningful discourse (Pourhosein Gilakjani, 2016).

According to Gelvanovsky in Gilakjani (2016), Pronunciation has a significant social value, and it ought to be associated with attributes of prestige like intelligence, skill, diligence, and social advantage. The most crucial aspect of non-native speakers is their pronunciation, which reveals details about their social

and geographic backgrounds. According to Fraser in Gilakjani (2016), pronunciation is the hardest talent to learn and has an impact on speakers who are evaluated by others. Miller in Gilakjani (2016) highlighted how mispronounced words cause a communication breakdown. Miller emphasized that teaching other language skills should be matched with the importance of teaching pronunciation.

## **2.2 The Principles of Teaching Pronunciation**

In teaching pronunciation, indeed a teacher needs to know the principles to teach. According to Tharpe (2016) the principles of teaching pronunciation:

### **1. Being pattern seekers helps and hinders**

No matter how advanced students are, we start with a review of vowels and consonants. We want to build a new English language template. By presenting new ideas organized into a logical framework and offering tools that students can explore and use on their own, you can build student self-sufficiency and efficacy into your program. There are 5 acoustic dynamics that I focus on as we move from sounds to syllables to words to phrases to sentences. Not all languages use the same dynamics for stress and accentuation. These are the ones English speakers use to create and control how they sound when they speak. That is voicing, duration, clarity, energy, and pitch.

### **2. Disequilibrium is a good thing**

Change is hard for many reasons, one being the limitations of our own thinking and learning processes. Something to remember about our mental patterns is this: we have built-in blind spots based on existing ideas and beliefs. So teachers always look for ways to shed light on our own and our students' habits of thought and learning. Knowing that students have this problem of "noticing" only what fits into our existing frameworks, then we pronunciation teachers need to shake things up by doing things differently. Surprise and disequilibrium are great teacher tools for igniting new neural pathways and for

building new mental frameworks in the minds of our students, some of whom may have been studying English for years.

### 3. Speaking is unconscious and physical

However, we mustn't forget that speaking, and therefore pronunciation, is unconscious and physical. All the surprises, explanations, and worksheets in the world may not lead to a change in a person's sound, since they have unconscious vocalization habits from their first language. There are many, many muscles involved in speaking, and they work together, automatically, unconsciously, in our first language. Since speaking is physical and unconscious, pronunciation teachers must physically teach English sounds and students must physically learn, unlearn, or relearn them. "Listen and repeat" is often not enough to make a permanent change in a student's sound. Two teaching strategies take advantage of the physicality of speaking and what we know about physical training. The first strategy is "reps". If you want to develop bigger biceps, you do reps. You repeat and repeat and repeat something to get better at it, whatever it is. The same is true for new sounds and articulations.

### 4. Awareness leads to consciousness which leads to change

If we make our students fully aware of a new system for English pronunciation and sounds, and we bring them to a point where they can consciously explore, experiment with, manipulate, and finally control sounds, then there is a good chance for permanent change in pronunciation. Use everything you can to make them aware—listening exercises so they learn to hear and recognize the sounds, visual charts and interactive website so they can imagine or visualize the sounds, physical movements to reinforce the articulation movements—use every sense you can. Once Students are aware of the sounds and familiar with the strategies and tools you've given them to practice with, they'll take ownership of their learning. (But don't forget to keep coaching.)

### 5. Practice makes perfect

There is no substitute for repetition and practice, and this is especially true for learning pronunciation. If we want our tongues to move in new ways, we must “work them out” so new movements aren’t forgotten. If we want our newfound awareness and control of vowels to stick, we must apply them often and get feedback. After all, this is physical training. If you have taught your students a system taught them specific skill sets, and given them targeted homework practice, your students will be able to help themselves. They’ll have very specific practices to perform, and all they’ll need in the future is occasional feedback on their performance to tell them if they’re slipping back to old ways, or not.

Additionally, according to Nunan in Mubarak (2020), he explains that there are several principles of teaching pronunciation, that are:

1. Cultivate clarity during spontaneous speech

Helps the development of learning during pronunciation spontaneity. The learning process should be carried out by students naturally using self-produced sounds and in a spontaneous way.

2. Always remember effective considerations

It is very important to provide understanding to students to continue to believe in their abilities.

3. Avoid teaching individual sounds in isolation

Avoid producing words in isolation. Implement something communicative learning as a whole is meaningful and comprehensive contextual

4. Provide feedback on student progress

Providing input to students during the activity process learning is necessary. This is as support, guidance, and encouragement for students to be greater in the learning process.

5. Realize that it is ultimately the learner who controls changes in Pronunciation

A communicative approach that assumes focus learning is in the students, so it is the students later will measure their basic abilities in pronunciation English.

### 2.3 Strategies to Teach Pronunciation

Numerous methods for instructing and mastering English pronunciation were proposed by Cook in Gilakjani (2016). These include communication, sound discrimination, imitation, and the use of phonetic transcription. Schmitt in Gilakjani (2016) listed a few methods for teaching English pronunciation, including using sounds to convey meaning contrasts, provoked mechanical production, and ear training.

Penny Ur states in Gilakjani (2016) that the objective of pronunciation is to help learners say words correctly so that they are understandable to other speakers, rather than to achieve a perfect imitation of a native accent. She mentioned several techniques for teaching pronunciation. These include learning dialogues, rhythms, tongue twisters, and self-correction by listening to recordings of one's speech. They also include recording students' speech and comparing it to a native model, systematic description and training, imitation exercises, repetition of sounds, and various drill repetitions.

Harmer in Gilakjani (2016) states that teachers should help students reach the goal of comprehensibility and that students should be provided with more information on spoken English. Harmer highlights that the primary objective of pronunciation instruction should be intelligibility rather than perfection. Individual sounds, simple pair drills, pronunciation games, practicing sound waves, and learning related speech are the main components of pronunciation education, according to Harmer. Thornbury in Gilakjani (2016) proved that pronunciation accuracy in English depends heavily on intelligibility. He provides a variety of methods for teaching pronunciation, including making cards with rhymes, narrating stories while correcting the mistakes of the students, and giving speaking exercises.

Cheng in Gilakjani (2016) states that the following techniques can be employed by educators to instruct pronunciation:

a) Useful resources: When teaching connecting, rhythm, emphasis, or intonation,

teachers can make use of authentic resources. As a result, students take an active role in their group projects.

b) Using games, songs, and tongue twisters: Since pronunciation is a crucial component, these exercises can improve students' stimulation in pronunciation sessions.

c) Assessing learners' progress: Maintaining learners' motivation is greatly aided by assessing advancement.

Scarcella and Oxford in Gilakjani (2016) list the following strategies for teaching pronunciation: computer-assisted language learning, written versions of oral presentations, communication activities, individual correction, self-monitoring, self-study, application of known sounds, communication strategies, and effective strategies. A few strategies for teaching pronunciation were mentioned by Lin, Fan, and Chen in Gilakjani (2016). They are vowels, consonants, rhythm, stress, and intonation.

#### **2.4 Benefits of Learning English Pronunciation**

Learning English pronunciation is beneficial. According to Ur (2017), the benefit of learning pronunciation is that students can pronounce words with the accent of a native. But in a simple way so that students can pronounce words accurately enough so the interlocutor more easily understands. By studying pronunciation students will know how to correct the pronunciation of a word. This is intended to make students understand how to pronounce words in a foreign language to avoid speaking or reading errors. The importance of pronunciation in English is because the wrong pronunciation of words in English can be misunderstood. According to Rafikah & Sitorus, I. Y. (2023), there are some benefits in pronunciation:

1. **Clear Communication:** Pronouncing words correctly guarantees that your message is understood and understood correctly. It lessens the possibility of misunderstandings or misinterpretation, especially in multilingual or cross-cultural settings.

2. **Improved Listening Skills:** Accurate pronunciation enhances your capacity to recognize and comprehend various linguistic sounds. This improves your ability to listen, which makes it easier to understand spoken language.
3. **Enhanced Confidence:** Speaking in public or in a foreign language with accuracy increases your confidence. Be more inclined to participate in conversations and express yourself freely if you have confidence in pronouncing words correctly.
4. **Better Comprehension:** As accurate pronunciation conforms to the inherent rhythm and intonation patterns of the language, it facilitates understanding spoken language. This makes comprehension easier, particularly when listening to rapid-fire speech or native speakers.
5. **Cultural Sensitivity:** Cultural context is a common component of pronunciation coaching, which aids learners in understanding the subtleties of language use and social norms. This encourages polite conversation amongst varied populations and cultivates cultural sensitivity.
6. **Professional Opportunities:** In many professional contexts, the ability to communicate clearly and articulately is highly regarded. Gaining proficiency in pronunciation can help get a job and lead to more career progression prospects, especially in professions like teaching, public speaking, or international business where good verbal communication is crucial.
7. **Improved Pronunciation in Multilingual situations:** Learning pronunciation can facilitate more effective communication and teamwork across linguistic boundaries for people who operate in multilingual situations or collaborate with varied teams.
8. **Lessened Accent Bias:** Although accents are an inevitable aspect of linguistic variety, accent bias can be lessened by pronouncing words. When a speaker's accent is difficult to understand, listeners are more inclined to concentrate on the message's content.
9. **Increased Cultural Integration:** For someone learning a new language in a different cultural setting, accurate pronunciation can help with cultural integration. It promotes acceptance and goodwill by displaying respect for the language and culture of the host nation or community.
10. **Personal Satisfaction:** Lastly, developing your pronunciation skills can provide you with personal fulfillment. It shows commitment to language learning and gives a sense of accomplishment as your language skills advance. Speaking

multiple languages fluently can also improve your trip experiences and increase your global perspective.