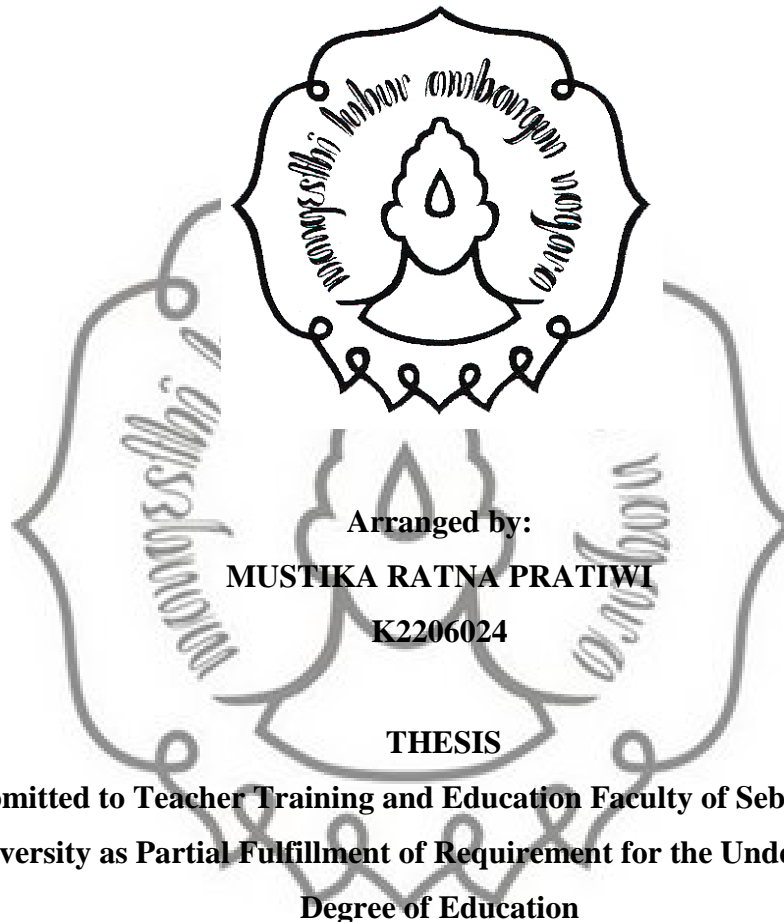


**IMPROVING PRONUNCIATION ABILITY USING CARTOON  
FILMS**

(A COLLABORATIVE ACTION RESEARCH OF THE EIGHTH GRADE  
STUDENTS OF SMPN 1 KALIWIRO IN 2009/2010)



**ENGLISH DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
SEBELAS MARET UNIVERSITY  
SURAKARTA  
2010**

## ABSTRACT

Mustika Ratna Pratiwi. K2206024. **“IMPROVING PRONUNCIATION ABILITY USING CARTOON FILMS (A COLLABORATIVE ACTION RESEARCH OF THE EIGHTH GRADE STUDENTS OF SMPN 1 KALIWIRO IN 2009/2010)”**. A Thesis. Surakarta. Teacher Training and Education Faculty, Sebelas Maret University, 2010.

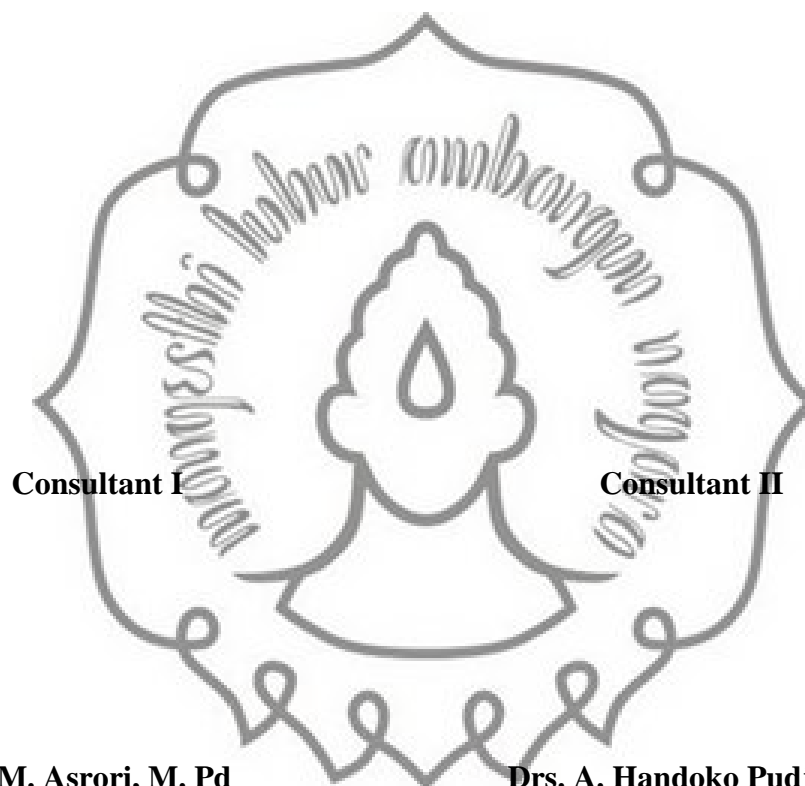
This thesis is written 1) to describe whether cartoon films can improve students' pronunciation ability and to what extent cartoon films can improve students' pronunciation ability and 2) to identify what happens when cartoon films are used as a teaching learning media in pronunciation practice in the eighth grade students of SMP Negeri 1 Kaliwiro.

The method used in this research was a collaborative action research. The research was conducted in two cycles from March 10<sup>th</sup> until May 3<sup>rd</sup> 2010 at the eighth grade of SMP Negeri 1 Kaliwiro. The research data were collected by using techniques of observation, interview, diary, document, and test (pre-test and post-test). The data were analyzed through constant comparative method and descriptive statistics.

The research findings prove that cartoon films could improve the students' pronunciation ability. The improvement of the students' pronunciation ability included: a) the students made fewer mistakes in producing particular sounds b) They also made fewer mistakes in reading the dialogue using English stress pattern c) They were able to produce falling intonation e) The mean score is improved from 44.3 for pre-test, 73.5 for first post test, to 80.6 for second post test. The research findings also prove that cartoon films could improve classroom situation of pronunciation practice. The improvement of the classroom situation included: a) The students were active in the classroom b) They were able to answer teacher's questions and were active to give suggestion to the teacher c) They did not refuse to read dialogue in front of the class d) They were cheerful and highly motivated in conducting the lesson e) They paid attention to the teacher, the students did not look bored or make noise. Besides the two findings above, there were other findings as follows: They practiced pronunciation and read the dialogue outside the class. The result of the research implies that English teachers need to choose the appropriate media in teaching pronunciation. The appropriate media to teach pronunciation is cartoon films.

## THE APPROVAL OF THE CONSULTANTS

This thesis has been approved to be examined by the Board of Thesis Examiners of Teacher Training and Education Faculty, Sebelas Maret University Surakarta.



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# MOTTO

If you ask me about love and what I know about it  
My answer would be: It is everything about Allah—The pure love to our souls  
The creator of you and me, the heaven and the whole universe  
The one that made us whole and free, The guardian of His true believers  
So when the time gets hard, there is no way to turn  
As He promises He will always be there to bless us with His love and His mercy  
Because, as He promises He will always be there  
He is always watching us, guiding us  
And He knows what is in our little heart  
So when you lose your way to Allah you should turn  
As He promises He will always be there  
Could bring the sun from the darkness into the light  
Subhanallah capable of everything  
Should not never feel afraid of anything  
As long as we follow His guidance all the way  
Through our short time we have in this life  
Soon it all will be over  
And we will be in His heaven and we will all be fine

(‘Always be there’ by Maher Zain)

## DEDICATION



With love, this thesis is dedicated to:

- **My beloved mother and father**, everything that I did is nothing compare to your love. I'm so proud to be your daughter.
- **My lovely sister Arum**, thanks for messing up my room as always. My life was so boring until you came along.
- **My best friends**, thanks for coloring my beautiful life.

## ACKNOWLEDGEMENT

Alhamdulillahirabbil'alamin. Praise and thank to God the Almighty for his blessing to the writer so that she can accomplish the writing of this thesis. In this occasion she would like to express her deepest gratitude and appreciation to the following:

1. Prof. Furqon Hidayatullah, M.Pd as the Dean of Teacher Training and Education Faculty of Sebelas Maret University who approved this thesis.
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6. The eighth grade students of SMP Negeri 1 Kaliwiro, Wonosobo who participated well in the research.
7. Her beloved family: her parents, her sister, her grandpa, and her auntie for the love, support and prayer.

8. Salsabila crew, her sisters who always cheer her up when she is down:  
Benty, Cupe, Estik, Estia, Ima, Ita, Nur, Reni, Resti, Rini, and Sita.
9. Her motivators: Relu, Patim, Nofi, Ani, Lucy, Mila, Ire, Laras, Indah,  
Alin, Dewi, Nanik, and Shanti.
10. Her beloved friends in **English Department of year 2006** who cannot be  
mentioned one by one for the wonderful friendship. It's been fun guys.
11. Her mirror, Hegar Dwi Harumsari for accompanying her in her 'dreams'.

The writer realizes that this thesis is far from perfection. However, she hopes that this thesis can provide contribution to the improvement of teaching English.

Surakarta, October 7<sup>th</sup> 2010

The writer

*The Jewel on Earth*

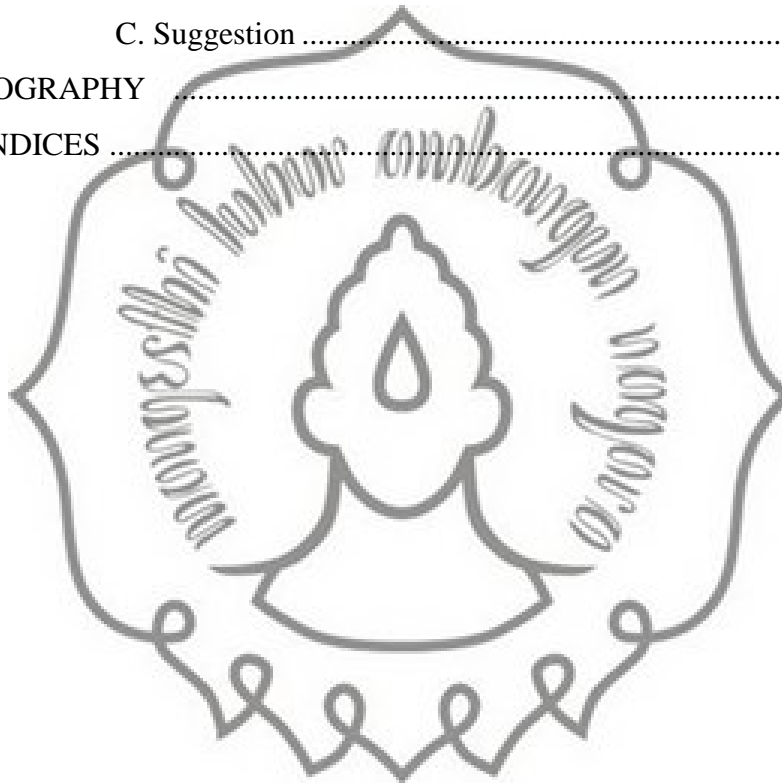


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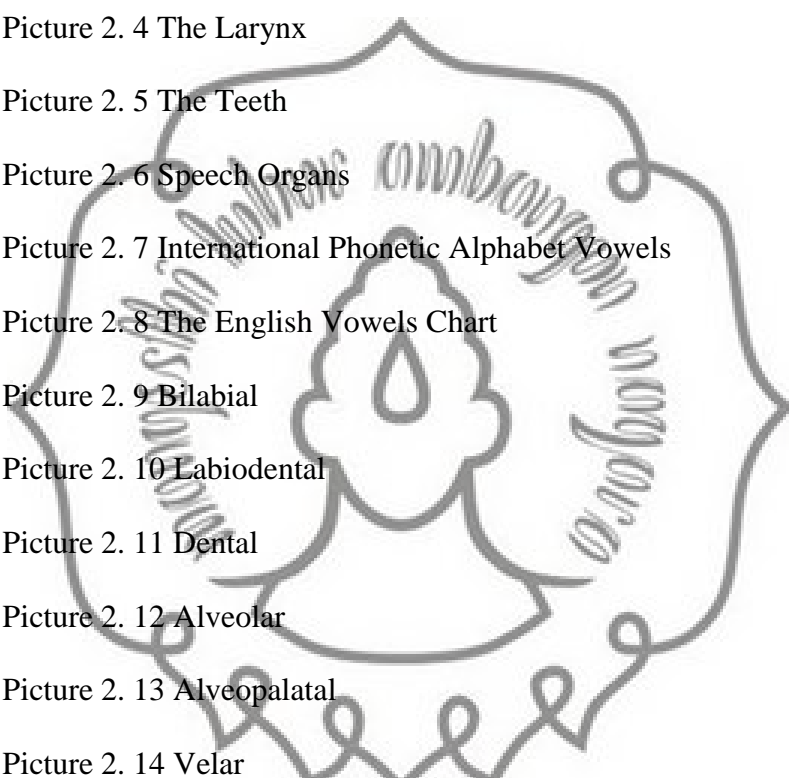
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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Study

Indonesia is the country where English is positioned as a foreign language. Considering the importance of English, Indonesian government has decided to put English as one of the subjects which is taught in the school from kindergarten until university level. English is considered as important subject to learn since many fields in human life especially education uses English as the language to communicate and to share knowledge and information.

The main goal of language teaching is to enable the students to communicate with others. Furthermore the goal of language teaching and learning English lesson for Junior High School in KTSP 2007 is as follows:

*Membina keterampilan berbahasa dan berkomunikasi secara lisan dan tertulis untuk menghadapi perkembangan ipteks dalam menyongsong era globalisasi.*  
(Suparman, 2007)

It can be concluded that Junior High School students must develop their competence in global communication and must improve their comprehension of relationship between language and the technology. It means that Junior High School students need to learn English in order to develop their communicative competence to learn knowledge and technology. Nowadays, many occupations require people who are able to master both oral and written English. This opportunity makes mastering English is a must for the students.



Teaching and learning English in Junior High School is different from teaching and learning English in kindergarten and elementary school viewed from the teaching method and the materials. There are more aspects that have to be considered. Teaching method has a close relationship to students' psychology. The teacher has to consider about the psychological aspect of the teenagers like them when he delivers the materials. They are neither children nor adult. So, it needs appropriate treatments and appropriate media to teach them.

The complexity of English materials in Junior High School is showed in the structure, vocabularies and pronunciation that are more complex than those in kindergarten and primary school. The teacher needs to know the basic competence of Junior High School in order to make an effective teaching learning process.

English is considered the difficult subjects for most of Junior High School students in Indonesia since it is simply different from their first and second language. That is why most of them often make some mistakes in producing oral and written English although every aspects of this language have been taught since primary school. To find out the biggest problem faced by the students, the researcher conducts pre-research in Junior High School that will be as the object of the research.

The researcher chooses SMPN 1 Kaliwiro as the object of the research. This school is used to be the researcher school, so she chooses this school in order to get information from the teacher and the students easily. To add more information, the researcher has done the pre research that consists of interviewing

the English teacher, interviewing the students, spreading out the questionnaire to the students, and observing the teaching learning process in the classroom.

Based on the English teacher's information the students' motivation are considered low. This condition makes the students hard to focus on the lesson being taught. That is why their English achievement is low. The teacher informs that the most difficult skills in English faced by the students are speaking and listening. After observing the class, the researcher found out that the students often make some mistakes especially when they produce oral English during the lesson. The common mistake in producing oral English is dealing with pronunciation. Sometimes in real communication, students often make mistakes of pronouncing some words. The researcher concludes that students' pronunciation ability is low. Their unintelligibility pronunciation makes the researcher thinks that they speak different language. They pronounce go [gə] as [gu:], five [faɪf] as [fi:f], thing [tɪŋ] as [taɪŋ] et cetera.

Based on the class observation result, the researcher finds that the teacher uses conventional method to teach English. He also emphasizes on the reading skill instead of listening and speaking. He only asks the students to read the dialogue in front of the class and fixes some pronunciation mistakes made by the students. By using this way, the teacher thinks that the students will learn English better. In fact, the students do not show any progress in pronouncing some words.

Actually, this method is good to informs correct pronunciation, but it is not enough. Students need to be aware of the pronunciation they produced. In the first 15 minutes, the situation in the classroom is perfect. The teacher teaches the

students, and the students are actively involved in the lesson. After 20 minutes, the situation changed. The students start to do something else like drawing, chatting with their friends, et cetera. They are easily bored because the teacher does not give something new in the classroom. The teacher also uses Indonesian instead of English to deliver the material and to communicate with the students. This condition becomes even worse when the researcher finds that they only use one book as the source. The students cannot afford to buy different kinds of books or other sources since there are limited access to get them. The facilities that support the teaching learning process in this school are quite modern and complete. They are television, DVD player, library, LCD and laptop, but some of the facilities have just being purchased recently, so the teacher has not used them yet. The teacher tells that he usually uses pictures and books instead of audiovisual media to teach English pronunciation. Therefore, the English teaching learning especially pronunciation practice is not effective.

Moreover, based on the result of the pre-test and the result of observation during teaching learning process in the classroom, the students get some difficulties in pronunciation. They are as follows:

1. They get difficulties in differentiating English pronunciation from Indonesian pronunciation. For example they pronounce thing [θɪŋ] as [ti:ŋ] because they are accustomed to pronouncing alphabet “i” as [i:]. They are also get some difficulties in pronouncing some particular sounds such as /æ/, /ɜ/, /ɪ/, /ɪ/. For

example they pronounce bag [bæg] as [bek], continue [kʏntɪnju:] as [kZntɪnju:], cookies [kʏki:z] as [ku:kis], this [ðɪz] as [ði:s].

2. They have difficulties in using falling intonation.
3. They have difficulties in following English stress patterns.
4. The students are easily bored during the lesson. Based on the interview and questionnaire, most of the students have low intrinsic motivation to learn English. Some others have a high motivation but they do not have enough facilities to learn English appropriately. They do not have enough opportunities to surf the internet, watch international TV channel, plays some educational games, and watch English movies.

Based on the result of pre-research, the researcher concludes that pronunciation needs to get more attention. Then, the researcher intends to improve students' pronunciation ability in SMP N 1 Kaliwiro.

English pronunciation is different from Indonesian pronunciation. This is because the spaces between words in English are different in written form from spoken form.

Example: News item = nju: \_zaitəm;

He's a doctor = He's \_ə doktor;

How do you do? = Haŋ d\_yu: du:?

This difference makes most of students unable to pronounce English correctly. Bad pronunciation can be a serious problem if it negatively affects understanding. Pronunciation does not need to aim for native-speaker perfection. There is nothing wrong with sounding foreign, but it is important to be

intelligible. It is possible to use films and other audio-visual materials (rather than the written words) in the pronunciation teaching. However, pronunciation ability can be improved through continuous practice from very beginning stage.

“The primary objectives of the most language learners are to understand & to be understood-to hear and speak language clearly. Crucial for meeting these objectives is the ability to recognize and pronounce the sounds of target language. Yet, too often pronunciation practice is not adequately incorporated into the beginning and intermediate levels of language teaching. As a result, mistakes inevitably made in those early stages become fossilized-.....the long term answer to this problem of the fossilized accent is to begin teaching pronunciation from the beginning stages of language learning ....” (Anna Baker n Sharon Goldstein, 1990)

Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8) states that intelligible pronunciation is one of the necessary components of oral communication. She also mentions some pronunciation objectives:

- 1) to comprehend and effectively use English sentence prominence and intonation patterns both in face to face interactions and over the telephone,
- 2) to gain control over common word stress patterns and apply these to business and marketing terms, especially those describing electronic products,
- 3) to gain a command of the stress-timed rhythm of English,
- 4) to apply rules of connected speech (e.g., linking, vowel reduction) to spontaneous oral output,
- 5) to recognize and gain conscious control over specific vowel and consonant substitution.

“The way we sound when we speak a foreign language has a strong influence on the assumptions other people make about us and the judgements they make about the sort of people we are” (Laroy, Clement. 1995: 3). Therefore, it is very important for students to start learning English pronunciation as early as possible. The question is how to improve students’ pronunciation in a fun and enjoyable way. According to holistic approach, pronunciation cannot be separated from the people who speak the language (Laroy, Clement, 1995: 9). It means that if a teacher wants to teach English (especially pronunciation), he should pay attention to students’ psychological needs. He should make his students feel comfort, secure and relax during the lesson in order to make the course meaningful and effective.

In his journal, David F. Dalton ([iteslj.org/Techniques/Dalton-Pronunciation.html](http://iteslj.org/Techniques/Dalton-Pronunciation.html)) states that the most research, however, shows clearly that the problem is more likely to be reception - **what you don't hear, you can't say**. Moreover, if the English sound is not clearly received, the brain of learners converts it into the closest sound in their own language. Thus, the dental English fricative /ð/ in "those", becomes to be converted by Spanish speakers into the dental Spanish /d/, producing "dose" as this is what the speaker hears. Given this reality, it would seem to be logical to place a heavy emphasis on listening (reception) as a way into releasing appropriate pronunciation (production).

There is always a tendency for the students to hear only half of what their teacher is saying. The same situation happens in SMPN 1 Kaliwiro. The conventional teaching method makes the students easily get bored. The students’

low motivation in learning English makes this condition even worse. If this condition continues, it's possible that the students' ability in producing oral English remains low. Therefore, the teacher must find the way and means to alleviate this situation by using dynamic teaching tool. It is teacher's duty to aid the memory of his charges through meaningful teaching. So, it is needed to find an appropriate media to teach pronunciation.

Pronunciation is closely linked to ears, and listening is a vital part of developing this area. Listening to a model on tape, CD or video, or using students' own voice as a model will be the most effective way of doing this. So, an audiovisual media has an important role to improve students' pronunciation ability. Films are considered as audiovisual media that have a special position in the people's heart since watching films differs from viewing paintings, stage performances, or even slide shows. Films present audience with images in illusory motion (David and Kristin, 1997: 3). In fact, everyone loves films. Films are divided into several kinds, and among the films, cartoon films are considered as the closest one to the children or in this case, young learners. Because of their strong characters and entertaining story, cartoon films are positioned as one of entertainment media. Besides, a cartoon films are used as a teaching medium as well.

Cartoon films are great choice to deliver any material, including pronunciation as stated by Pahin and Power in Kasihani (2005: 7) that young learners learn English by listening, imitating, and spelling it. Everybody knows that cartoon films combine audio and visual materials. They give audio stimuli

and visual stimuli to the viewers by presenting the motion pictures and the narration/pronunciation all together. Children, therefore, can see the real object and can hear right expressions in English. Cartoon films also have a power to increase student's motivation since they are very familiar to the young learners. They won't make the students bored during the lesson. They can also create a relaxing atmosphere. When the students listen to the story of the films in relax condition, they will easily remember some vocabularies including their pronunciation.

Considering some theories above, the writer chooses cartoon films as teaching media because students will get some benefits, such as:

- 1) Watching cartoon films broaden students knowledge about the value of human life.
- 2) Watching cartoon films motivate students to hear right expressions in English, so they will have a motivation to imitate the expression, intonation and pronunciation of the character. They will also have motivation to produce correct pronunciation when they speak. Therefore, they must pronounce each word in the film script correctly and avoid mispronouncing some words.
- 3) Watching the cartoon films motivate students to learn English pronunciation.

Here are the indicators: 1) Students show their interest in watching cartoon film; 2) Students are actively involved in the activity, 3) Students are able to pronounce some words correctly.

Based on the statements, the writer intends to make a research about how the English pronunciation is increasing under the title:



## **“IMPROVING PRONUNCIATION ABILITY USING CARTOON FILMS**

**(A COLLABORATIVE ACTION RESEARCH OF THE EIGHTH GRADE STUDENTS OF SMPN 1 KALIWIRO IN 2009/2010)”**

### **B. Problem Statements**

Based on the background of the study above, this research is focused on:

1. Can and to what extent cartoon films improve pronunciation ability of 8th grade students at SMP N 1 Kaliwiro in 2009/2010?
2. What happens when cartoon films are implemented in the pronunciation practice?

### **C. The Objective of the Study**

Based on the formulation of the problems, the objectives of this research are:

1. To describe whether or not and to what extent cartoon films can improve pronunciation ability of the eight grader students of SMPN 1 Kaliwiro in 2009/2010.
2. To identify what happens when cartoon films are used as a teaching learning media in pronunciation practice.

#### **D. The Benefits of the Study**

The writer hopes that the result of this study will give some benefits as follows:

1. This research will enable the students to pronounce words correctly. By watching cartoon films, the students are expected to have a better understanding of their pronunciation.
2. This research is expected to motivate other English teachers to improve their students' pronunciation. Through this research, the teachers are expected to have harder efforts to find various ways to teach English.
3. The result of the study will be useful for the school to provide new ways to teach English.
4. The result of the study may help other researchers in clarifying the use of cartoon films as one of media to improve the students' pronunciation ability.
5. It enables Teacher Training and Education Faculty especially for English Department to find out effective methods for teaching pronunciation.

## CHAPTER II

### LITERATURE REVIEW

#### A. The Nature of Pronunciation

##### 1. The Definition of Pronunciation

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts:

According to Lado (1964: 70), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado doesn't mention how the sounds are produced.

Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006: 1). This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means that the words being pronounced should be understandable (intelligible).

Meanwhile, another expert says that pronunciation is the particular way a word or phrase is to be said ([www.chmsdrama.com](http://www.chmsdrama.com)). This definition is clear enough but it has lack information about pronunciation.

According to Oxford Advanced Learner's English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

- a. Pronunciation is a way of producing something.
- b. The product of this act is language or word or sound.

But it does not have any important information about how a language or a particular word or a sound should be spoken.

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible).

## **2. The Definition of Phonetics**

O'Connor (1973) states that phonetics is the branch of linguistics which studies the sounds of language. This definition provides clear information about phonetics. There are two important keys in phonetics based on this definition:

- Phonetics is branch of linguistics
- Phonetics studies sounds of language

According to Peter and Susan, phonetics is the study of how sounds are produced and how the position of the mouth can be changed to produce different sounds (1992: 239). In the previous definition, O'Connor states that phonetics is a

study of sounds. Peter and Susan give clearer definition. According to them, phonetics is study of how sounds are produced and the position of mouth when the sounds are produced. Meanwhile, according to Laver phonetics refers to any learnable aspect of use of the vocal apparatus (1994).

Based on the definitions, the writer concluded that phonetics is the study of sound and how they are produced.

### **3. Articulatory Phonetics: How Sounds are Produced**

How sounds are produced? Sounds, the sounds production and the speech organs are closely related to each other. To produce sounds, the speaker has to follow some processes that employ speech organs. By knowing the process, hopefully the non-native speakers are able to produce English sounds easily and correctly.

#### **a. Speech Sounds Production**

People think that most sounds of all language are made with outgoing breath from the lungs. When people breathe in, air travels through the nose or mouth, down the trachea, which branches into the two bronchi and down into the lungs. Rivière in Trujillo's journal (2002: 1) states that speech does not start in the lungs. It starts in the brain. After the creation of the message in the brain, it needs a representation of the sound sequence and a number of commands which will be executed by speech organs to produce the utterance. So, it needs a phonetic plan of and a motor plan.

The next step is the physical production of sounds. Speech is produced by an air stream from the lungs, which goes through the trachea and the oral and nasal cavities. It involves four processes: *Initiation/airstream mechanism, phonation, oro-nasal process* and *articulation*.

### 1) Initiation Process

The *initiation process* or *airstream mechanism* is the process when the air is expelled from the lungs then it goes through the trachea to the oral/nasal cavity. In English, speech sounds are the result of “a pulmonic egressive air stream” (Giegerich, 1992).

Ambercrombie in Dr. Photini Coutsoygera’s journal (2004) says that the airstream provided the action of some organs of speech that makes audible the movements of other organs. In the same journal, other expert, Catford (1994: 4) states that the airstream mechanism is the movements of organs during the organic phase act upon the air contained within the vocal tract. They compress the air, or dilate it, and they set it moving in various ways – in rapid puffs, in sudden bursts, in a smooth flow, in a rough, eddying, turbulent stream, and so on.”

There are 3 airstream mechanisms used in world languages: *pulmonic* (involving lungs), *velaric* (involving velum and tongue) and *glottalic* (involving glottis and larynx).

#### a) **Pulmonic airstream**

##### (1) Pulmonic Egressive Airstream

“We may think of the lungs as large sponges being alternately filled with air and emptied of it. They are enclosed in the rib cage and are bounded at the

bottom by the diaphragm, and it is the action of the ribs and the diaphragm which causes air to flow into and out of the lungs” (O’Connor 1973: 23). In his statement O’Connor gives a basic concept of how the air from the lungs is forced to flow out of the lungs. He does not explain how the air is drawn into the lungs and where the air is escaped.

Dr. Photini Coutsoygera in his journal (20004: 2) gives a clearer explanation about egressive airstream. He says that in order to draw air into the lungs the diaphragm contracts and the thoracic cavity expands, so the lungs are full with air. The diaphragm relaxation causes the thoracic cavity to contract. The lungs are compressed and the air pressure inside them is now greater than that outside of the body. This pressure difference forces the air to move up through the vocal tract and escape through the mouth/nose.

It is clearly stated that the air is drawn to the lungs by the contraction of diaphragm and the expanding thoracic cavity. Then, the lungs are compressed and it causes the air to move up and escape through the oral cavity.

## (2) Pulmonic Ingressive Airstream

When the diaphragm is contracted, the thoracic cavity expands. The air pressure inside the lungs is now lower than that outside of the body and this pressure difference forces the air to flow into the lungs. Sound is produced while breathing in. The result of this process is similar to *yawn*. Its use is very limited in languages.

**b) Velaric Airstream**

## (1) Velaric Egressive

It does not used in languages. The result of a *velaric egressive* airflow initiation would be a spitting sound.

## (2) Velaric Ingressive

Airflow is generated by trapping air inside the oral cavity. This is done by closing the back of the tongue against the velum and the lips or the front of the tongue against the upper teeth/alveolar ridge/ palate. By pulling down the body of the tongue, the volume of the enclosed region is expanded and a vacuum is created. Finally, the closure at the front is released. Velaric ingressive sounds are called '**clicks**'. In English, some click sounds are used paralinguistically: e.g. the kissing sound (bilabial click), the 'gee up' sound (alveolar click) etc.

**c) Glottalic Airstream**

## (1) Glottalic Egressive

An airflow is generated by constricting the vocal folds and also forming a second closure at the front of the vocal tract. The larynx is then moved upwards and the air pressure in the vocal tract increases. Release of the second closure will then allow the trapped air to escape creating an airflow. Glottalic egressive sounds are called '**ejectives**'. They are always *voiceless*.

## (2) Glottalic Ingressive

A closure is formed at the vocal folds and at some other point in the vocal tract. The larynx is then lowered causing the air pressure above the larynx to decrease. Release of the second closure causes the air from outside the body to



flow into the vocal tract in order to equalize the pressure. A vibration of the vocal folds is involved because, as the larynx is lowered, the vocal folds open slightly and the difference between sub- and supraglottal pressure causes the air below the larynx to move through the vocal folds, resulting in voicing. Glottalic ingressive sounds are called ‘implosives’.

## 2) **The Phonation Process**

The *phonation* process occurs at the larynx. The larynx has two horizontal folds of tissue in the passage of air; they are the vocal folds. The gap between these folds is called the glottis. When glottis is closed no air can pass. Or it can have a narrow opening which can make the vocal folds vibrate producing the “voiced sounds”. The examples of voiced sounds are: [b], [g], and all vowels.

Finally, when the glottis can be wide open, as in normal breathing, thus the vibration of the vocal folds is reduced, producing the “voiceless sounds”, for example a plosive such as [p], [t], and [k].

After it has gone through the larynx and the pharynx, the air can go into the nasal or the oral cavity. This process called *oro-nasal process*. The velum is the part responsible for that selection. Through the oro-nasal process, nasal consonants (/m/, /n/, /ŋ/) can be differentiated to other sounds.

## 3) **The Articulation Process**

The *articulation* process takes place in the mouth and it is the process which speech sounds are distinguished from one another in terms of the place where and the manner how they are articulated. In other word, the people can distinct the oral cavity, which acts as a resonator, and the articulators, which can

be active or passive: upper and lower lips, upper and lower teeth, tongue (tip, blade, front, back) and roof of the mouth (alveolar ridge, palate and velum).

## b. The Organs of Speech

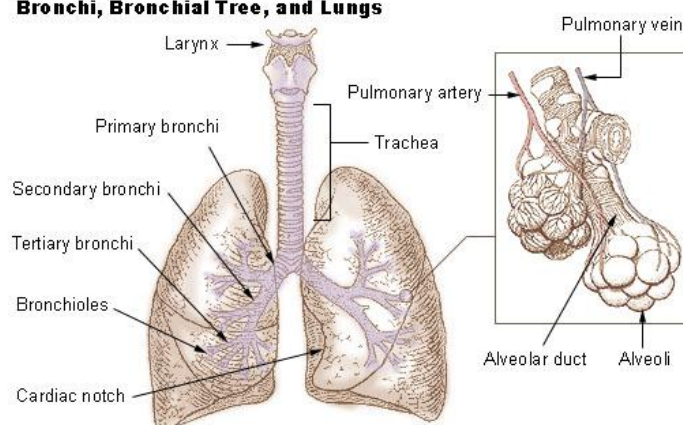
More than half of human body, from the head to the abdomen, is needed for the production of spoken language (Abercrombie, 1967: 21). There are three systems of body organs which are needed for this purpose. They are usually known as the respiratory system, the phonatory system, and the articulatory system.

### 1) Respiratory System

The respiratory system comprises *the lungs, the diaphragm, the bronchial tubes, pharynx, and trachea*. The main function of this system is breathing.

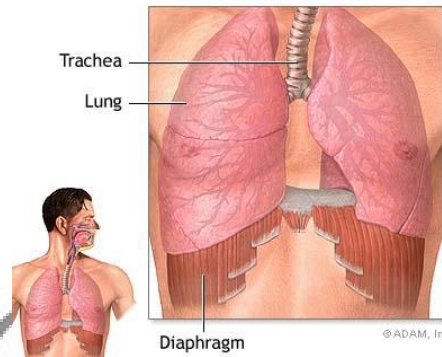
Lungs are the main organ for respiration. Lungs provide the energy source of airstream to create speech sound and to organize speech sound. Lungs are the initiator in initiation, so most sounds called pulmonic sound.

#### **Bronchi, Bronchial Tree, and Lungs**



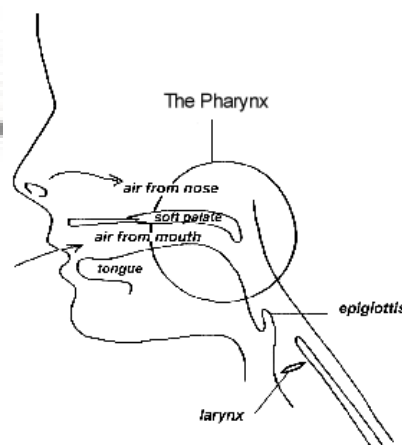
Picture 2.1 *Lungs, Bronchi, and Bronchial Tree*

The *diaphragm* is a dome-shaped sheet of muscle immediately below the lungs, the dome pointing upwards. Diaphragm can be felt by touching the abdomen three or four inches below the breast bone and breathing in deeply.



Picture 2.2 *Diaphragm*

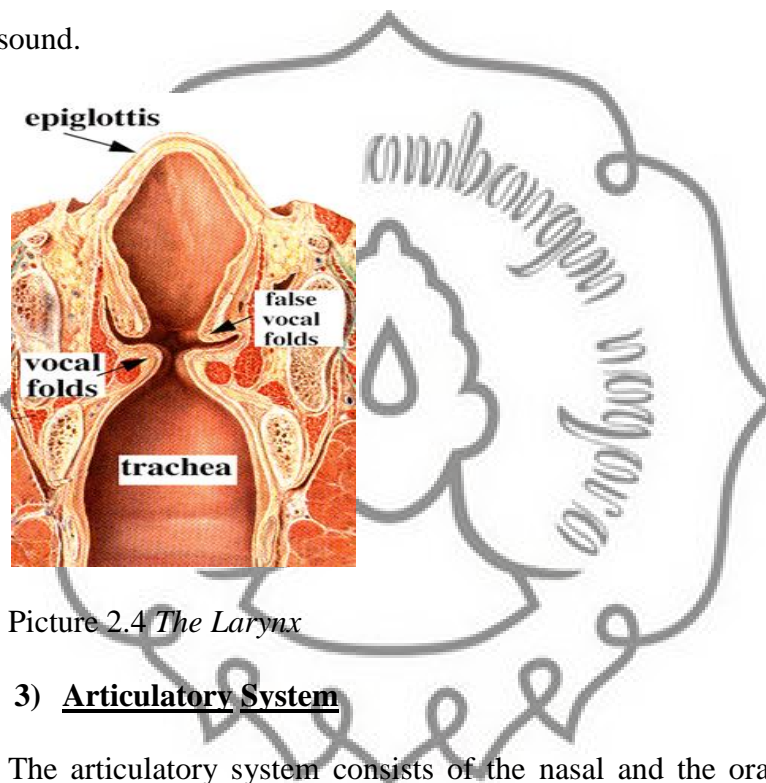
*Pharynx* is vocal organs above the larynx. The pharynx stretches from the top of the larynx up to the back of the nasal cavity and serves mainly as the container of a volume of air which can be set into vibration in sympathy with vibrations coming from the vocal cords.



Picture 2.3 *Pharynx*

## 2) Phonatory System

The phonatory system is formed by the *larynx*. *Larynx* is a fairly rigid box made up of cartilages, situated at the top of the trachea and continuous with it so that all air passing in and out of the lungs must pass through it. Inside the larynx are the first of the structures which can interfere with the air stream, named the *vocal cords*. The primary function of the larynx is to convert the energy into audible sound.



Picture 2.4 *The Larynx*

## 3) Articulatory System

The articulatory system consists of the nasal and the oral cavity. The nasal cavity is like violin body; its contribution to speech is a matter of resonance. If, with the vocal cords vibrating, the soft palate is lowered so that the pharynx and nasal cavity and oral cavity are connected, the whole mass of air in the connected cavities vibrates with a characteristic *nasal* effect.

The oral cavity considered the most important of the three cavities because it is the most variable in dimensions and shape. The oral cavity consists

of lips, teeth, tongue, palate and lower jaw. The oral cavity can be divided into two parts based on the function: articulators and place of articulation. The function of articulators is to transform the sound into intelligible speech.

#### (a) The Tongue

The *tongue* is organ that is synonymous with language. So, there are a lot of terms about the language using tongue, for example ‘mother tongue’, ‘lose tongue’, et cetera. The tongue consists of a complex bunch of muscles, which make it flexible. It is divided into three major parts according to their relationship to the parts of the palate:

- a. The *blade* which lies below the alveolar ridge.
- b. The *front/tip* below the hard palate.
- c. The *back* below the soft palate.

The tip and the blade of the tongue are the parts that have great variety of movement. The tip is elastic enough to trill against the alveolar ridge.

#### (b) The Palate

*Palate* is a dome-shaped structure whose front part is bony and immovable, while the back part is moveable. The palate can be divided into three main parts: *the alveolar ridge* (the convex ridge behind the upper incisors teeth), *the hard palate* (the highest part), and *the soft palate or velum* (the most back part).

Alveolar ridge is located between front teeth and hard palate. This organ is passive articulator. The sound produced by this articulator called alveolar sound.

Hard palate is often called as “roof of the mouth”. Just like velar this articulator is passive articulator. The sound produced by this articulator called palatal sound.

Velum is located in the upfront of the uvular, it is considered the most back part of the palate. The position of velum can be up or down, so it will control the air stream through the oral cavity or nasal cavity. Velum is passive articulator. The sound produced by this articulator called velar sound.

#### (c) The Lips

The lips are flexible and have same degrees of movement as the tongue. The two lips can form various shapes: *close-rounded* (as in the pronunciation of ‘wood’), *open rounded* (as in the pronunciation of ‘hot’), *spread* (as in the pronunciation of ‘see’), and *neutral* (as in the pronunciation of ‘ah’). There are plenty of languages which have front tongue raising both with spread and rounded lips (French, German, Swedish, Danish, Norwegian, et cetera). Others though not so many have back tongue rising with both spread and rounded lips (Turkish, Vietnamese). In English any rising of the front of the tongue is always accompanied by a spread or neutral lip position. However, the English have similarities with most languages: most languages have spread lips with front tongue rising and rounded and not the reverse.

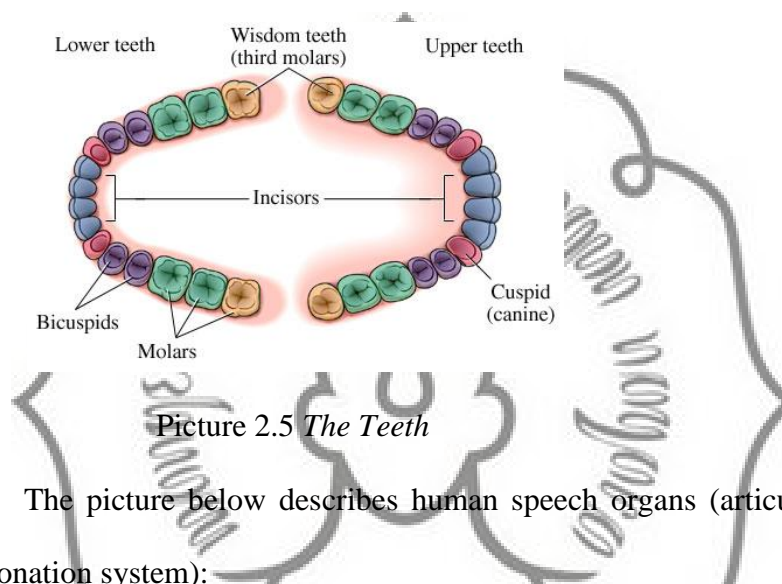
#### (d) The Lower Jaw

*The lower jaw*, in moving up and down can decrease or increase the size of the cavity and so influence the quality of sound produced. This movement is

not crucial, since many people can perform *ventriloquist* (speaking without moving lower jaw).

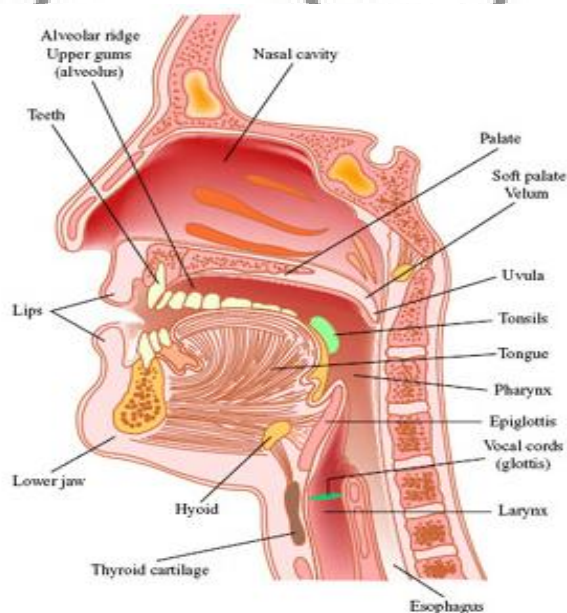
#### (e) The Teeth

The teeth are divided into two, upper teeth and down teeth. In producing sound, teeth is often as passive articulator. The sound produced by this articulator called dental sound.



Picture 2.5 *The Teeth*

The picture below describes human speech organs (articulatory system and phonation system):

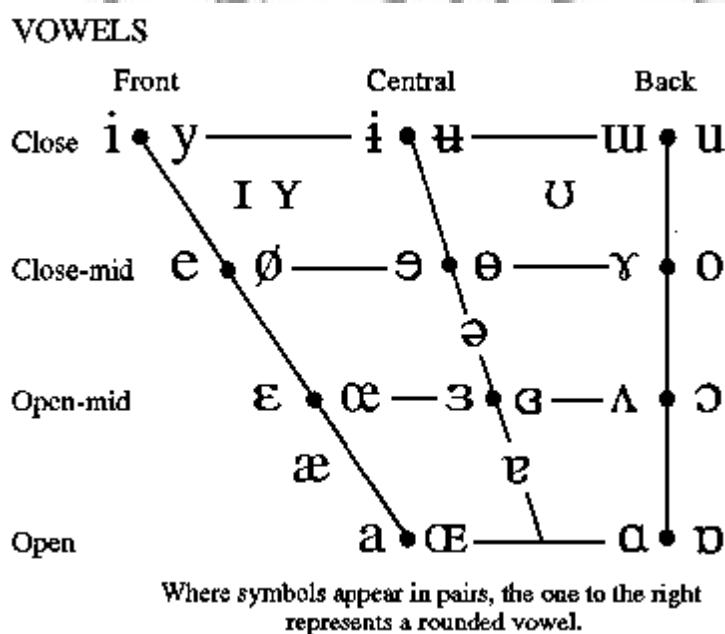


Picture 2.4 *Speech Organs*

### c. Vowel

Vowel is sounds produced with a free passage (Malmberg, 1963: 32). A free passage here means that vowel sounds are produced without obstruction. O'Connor (1973: 49) says that vowel sounds are sounds made with opener oral cavity position.

There are some processes that are responsible for the vowels production: the shape of the lips, the opening between the jaws, the position of the soft palate, and the shape of the tongue. Vowels are described in terms of **height**, **backness/frontness** and **roundedness**. Below is the diagram of the IPA vowels classification.



Picture 2. 7 *International Phonetic Alphabet Vowels*



#### d. Diphthongs

A diphthong is a speech sound composed of two vowels within the same syllable (Crannel, 2000: 121). English is rich in diphthongs: [aʊ] as in *house*, [aɪ] as in *fine*, [ɔɪ] as in *boy*, and generally in British English [əʊ] as in *go* and [eɪ] as in *day*. Other diphthongs are [ɪə] as in *dear*, [ʊə] as in *poor* and [eə] as in *bear*.

German has three diphthongs: [aʊ] as in *Haus*; [ai] as in *mein*; and [əɪ] as in *heute*. Modern French has no diphthongs, but numerous spellings still bear witness of old diphthongs which have been reduced to monophthongs for example *fait* and *chevaux* (Malmberg, 1963: 39).

#### e. Consonant

Consonants are sounds characterized by a constricting or a complete closing of the air passages (Malmberg, 1963: 32). Every consonant may be defined according to its place of articulation and manner of articulation.

##### 1) Place of Articulation

The place of articulation of a consonant is determined by the articulator participating in its production.

##### a) **Bilabials**

Bilabial sounds are made with two lips coming together and touching momentarily. The obstruction of the airstream thus occurs at the lips. English has three bilabial sounds: [p] as in *pie*, [m] as in *man* and [b] as in *ball*. Other languages also have particular bilabial sounds. Some of them are belong to the

non-pulmonic sounds. The bilabial consonants in the International Phonetic Alphabet are:

Table 2.1 *Bilabial Consonants in the International Phonetic Alphabet*

IPA	Description	Example			
		Language	Orthography	IPA	Meaning
m	bilabial nasal	English	man	[mæn]	man
p	voiceless bilabial	English	spin	[spɪn]	spin
b	voiced bilabial	English	bed	[bɛd]	bed
ɸ	voiceless bilabial fricative	Japanese	富士山(fujisan)	[ɸuzisan]	Mount Fuji
β	bilabial approximant	Spanish	lobo	[loβo]	Wolf
ɔ̥	bilabial click	Nlu	o̥o̥e	[o̥o̥e]	Meat

#### b) Labiodentals

The labiodentals sounds are made with the upper teeth touching the lower lip. The labiodentals consonants in the International Phonetic Alphabet are:

Table 2.2 *Labiodentals Consonants in the International Phonetic Alphabet*

IPA	Description	Example			
		Language	Orthography	IPA	Meaning
f	voiceless labiodental fricative	English	fan	[fæn]	'fan'
v	voiced labiodental fricative	English	van	[væn]	'van'
ʋ	labiodental approximant	Dutch	wang	[ʋɑŋ]	'cheek'
ʋ̥	labiodental flap	Mono	vwa	[ʋa]	'send'

### c) Interdentals

Interdental consonants are produced by placing the blade of the tongue against the upper incisors. In this case, the tip of the tongue is placed *between* the upper and lower front teeth, and therefore may articulate with both the upper and lower incisors. Voiced and voiceless interdental fricatives [ð, θ] appear in American English as the initial sounds of words like 'then' and 'thin'. An interdental [l] occurs in some varieties of Italian, and may also occur in some varieties of English. Denti-alveolar consonants are produced with both the tip and the blade making contact with the back of the upper teeth and alveolar ridge, as in French *t, d, n, l*.

### d) Dentals

Dental consonants are articulated with the tongue against the *back* of the upper incisors such as /t/, /d/, /n/, and /l/ in some languages.

The dental consonants as transcribed by the International Phonetic Alphabet are:

Table 2.3 *Dental Consonants in the International Phonetic Alphabet*

IPA	Description	Example			
		Language	Orthography	IPA	Meaning
$\underset{̣}{n}$	dental nasal	Spanish	onda	[õ $\underset{̣}{n}$ da]	wave
$\underset{̣}{t}$	voiceless dental plosive	Spanish	toro	[ $\underset{̣}{t}$ oro]	bull
$\underset{̣}{d}$	voiced dental plosive	Spanish	donde	[ $\underset{̣}{d}$ õ $\underset{̣}{n}$ de]	where
$\underset{̣}{s}$	voiceless dental sibilant fricative	Polish	kosa	[kõ $\underset{̣}{s}$ a]	scythe
$\underset{̣}{z}$	voiced dental sibilant fricative	Polish	koza	[kõ $\underset{̣}{z}$ a]	goat

ɾ	dental flap	Spanish	pero	[peɾo]	but
ɽ	dental trill	Marshallese	Eba <b>d</b> on	[ebʷaɽʷoŋ]	Ebadon
ǀ	dental click release	Xhosa	uku <b>ɔ</b> la	[ukuɔǀla]	To grind fine

### e) Alveolar

Alveolar consonants are made with the tip of the tongue touching the roof of the mouth just behind the upper teeth (alveolar ridge). Alveolar consonants may be articulated with the tip of the tongue, called *apical consonants*, as in English, or with the blade of the tongue, called *laminal consonants* as in French and Spanish. The alveolar consonants in the International Phonetic Alphabet are:

Table 2.4 *The Alveolar Consonants in the International Phonetic Alphabet*

IPA	Description	Example			
		Language	Orthography	IPA	Meaning
n	alveolar nasal	English	now	[n aʊ]	
t	voiceless alveolar plosive	English	tap	[tʰæp]	
d	voiced alveolar plosive	English	done	[dʌn]	
s	voiceless alveolar fricative	English	suit	[sju:t]	
z	voiced alveolar fricative	English	zoo	[zu:]	
t͡s	voiceless alveolar affricate	German	Zeit	[tsaɪt]	Time
d͡z	voiced alveolar affricate	Italian	zaino	[dzaino]	Backpack
ɬ	voiceless alveolar lateral fricative	Welsh	Llwyd	[ɬʉɪd]	The name Lloyd
ɮ	voiced alveolar lateral fricative	Zulu	dlala	[ˈɮála]	To play
ɮ̥	voiceless	Tsez	элИни	[ˈʔɛɬni]	winter

	alveolar lateral affricate				
ɭ	alveolar lateral approximant	English	loop	[ɭup]	
ɾ	alveolar flap	Spanish	pero	[peɾo]	But
ɮ	alveolar lateral flap	Venda		[vuɮa]	To open
rr	alveolar trill	Spanish	perro	[peɾo]	Dog
tʼ	alveolar ejective	Georgian	ტოტო	[tʼitʼa]	Tulip
sʼ	alveolar ejective fricative	Amharic		[sʼɛga]	Grace
ɖ	voiced alveolar implosive	Vietnamese	đã	[ɖɛ:]	Past tense indicator
ɥ	alveolar lateral click	Nama	ḥi	[kɥi]	Discussed

#### f) Alveo-palatal

Alveopalatal consonants are made with the blade of the tongue approaching of the hard palate just behind the alveolar ridge. The alveo-palatal consonants in the International Phonetic Alphabet are:

Table 2.5 *The Alveo-Palatal Consonants in the International Phonetic Alphabet*

IPA	Description	Example			
		Language	Orthograph	IPA	Meaning
ç	Voiceless alveolo-palatal fricative	Mandarin	小(xiǎo)	[çiau]	small
ʐ	Voiced alveolo-palatal fricative	Polish	zióło	[ʐɔwɔ]	herb
ɕ	Voiceless alveolo-palatal affricate	Serbian	kyha(kuća)	[kuɕa]	house
ɕʑ	Voiced alveolo-palatal affricate	Japanese	地震(jishin)	[ɕʑieĩN]	earthquake

### g) Velars

Velar consonants occur when the back of the tongue is raised towards the velum (soft palate). The velars consonants in the International Phonetic Alphabet are:

Table 2.6 *The Velars Consonants in the International Phonetic Alphabet*

IPA	Description	Example			
		Language	Orthography	IPA	Meaning
ŋ	velar nasal	English	si <b>ng</b>	[sɪŋ]	sing
k	voiceless velar plosive	English	ki <b>te</b>	[kaɪt]	kite
g	voiced velar plosive	English	ge <b>t</b>	[gɛt]	get
x	voiceless velar fricative	German	Bau <b>ch</b>	[baʊx]	abdoment
ɣ	voiced velar fricative	Greek	ɣa <b>ta</b>	[ɣata]	cat
ɥ	velar approximant	Spanish	pa <b>gar</b>	[paɣaɾ]	To pay
ɭ	velar lateral approximant	Mid-Wahgi	a <b>ɭ</b> a <b>ɭ</b> e	[aɭaɭe]	dizzy
kʰ	velar ejective plosive	Archi	ka <b>h</b>	[kʰan]	Bottom
ɡ̊	voiced velar implosive	Sindhi	g̊a <b>ro</b> /ورڳ	[g̊əro]	heavy

### h) Glottal

Glottal is consonants articulated with the glottis. The glottal stop occurs in many languages. Often all vocalic onsets are preceded by a glottal stop, for example in German. The Hawaiian language writes the glottal stop as an opening single quote. Indonesian uses glottal in the allophone of /k/ or /ɑ/ in the syllable coda *bakso* [baʔso] 'meatball' or at end of word as in *tidak* [tidaʔ] 'no'. Some

alphabets use diacritics for the glottal stop, such as hamza <ء> in the Arabic alphabet; in many languages, the Latin letter <h> is used for glottal stop.

## 2) Manner of Articulation

Manner of articulation refers to the way in which the obstruction of the air-stream, which characterizes all consonants, is achieved (Peter and Susan, 1992: 18). At the different places of articulation in the mouth, there are several basic ways that the air-stream can be obstructed.

### a) Stops

Malmberg (1963: 40) states that momentary consonants or *stops* are complete closing followed by an abrupt opening (explosion). With regard to English, this closing may be achieved with both lips against each other (bilabial stop), with the tip of the tongue against the teeth or the gums (dental or alveolar stop), or with the back of the tongue either against the hard palate (palatal stop) or against the soft palate (velar stop). The examples of stops are:

- Bilabial: *p*, *b*, and *m*
- Alveolar: *t*, *d* and *n*
- Velar: *k* and *g*

Stops may be *voiced* or *voiceless*. The consonants [b], [d], and [g] are voiced, while [p], [t], and [k] are voiceless. There are essentially two types of voiceless stops, *aspirated* and *unaspirated*. The articulatory difference between the two types is as follows: during the closure of a stop of the *unaspirated* type, the glottis is closed. While, during the closure of an *aspirated* stop the glottis is open. The French consonants [p], [t], [k] are unaspirated stops. This same type

found in the Romance languages and in most European language except Germanic group. A stop may also be realized in the pharynx or in the larynx itself, where it is possible to close the air passage by bringing the vocal cords close together. This is called *glottal stop*. In certain languages, German for example, it is normal consonant sound placed regularly before every stressed initial vowel.

### **b) Fricatives**

Fricatives are sounds made by partial obstruction of the airstream. This partial obstruction results from the lips or the tongue coming close to some part of the upper mouth. These consonants are called fricatives because the close approximation of the articulations causes turbulence or friction in airflow. Fricative consonants are characterized by a narrowing of the air passage, which produces a frictional or rubbing noise as the air passes through the tiny opening formed by the articulating organ. In principle, it is possible to produce fricatives at any point whatever in the mouth, from the lips to the pharynx, and also in the larynx itself. English has fricative consonants as follows: [f], [v], [s], [z], [ʃ], [ʒ], [θ], and [ð]. French [ʃ] in *lui* is a dorso-palatal labialized fricative. German [ç] in *ich* is a voiceless dorso-palatal fricative.

### **c) Affricatives**

Affricatives are the consonant which is the combination of stop and fricative. The example of affricatives is [tʃ] as in English initial consonant of *child*, or the Spanish intervocalic consonant in *mucho*. A similar sound is heard in



the Italian *cento*. Sound [tʃ] is voiceless affricatives. Another affricative sound is [dʒ] as in the English *jam*, in the Italian *giorno*. This sound is voiced affricatives.

#### d) Nasals

Nasal sounds are sounds made with the air escaping through the nose. All nasal sounds much alike a kind of humming sound. English has several nasal consonants: nasal bilabial [m], nasal alveolar [n] and velar nasal [ŋ]. The sound [ŋ] can also be found in German *jung*. The sound [n] in France is considered dental.

Nasal consonants are normally voiced but may lose their voicing in combination with voiceless consonants. For example in French [m] normally becomes voiceless after voiceless [s] in words ending in *-sme* (*enthousiasme*, *communisme*).

#### e) Laterals

Laterals are sounds that occur when the tongue makes a firm contact with the point of articulation in the teeth or the palate. This contact takes place only at the middle and oral cavity, while air escapes from both sides of the place of articulation. The English [l] in *long* is a lateral type. The tip of the tongue touches the upper gums, and air escapes on both sides of the tongue. English [l] sound is alveolar lateral. Many languages have palatal lateral [λ], Switzerland in *mouille*, Spanish in *calle*, and Italian in *figlio*.

#### f) Trills: r-sound

The consonants called *trills* or *vibrant* are articulated in such a way that the articulating organ (in this case is either the tip of the tongue) forms a series of

very brief occlusion, separated by small vocalic elements. The trills belong to the *r*-family sounds. There are two kinds of *r* in terms of the articulatory organ: the front or apical *r* and the back or uvular *r*. The first is pronounced in such a way, that the tip of the tongue touching the alveoli, is pressed by forward by the stream of air. In many European language, such as Spanish, Italian, Slavic, et cetera, the apical *r* is preserved. But in French, in German, and in a few other European languages, the apical *r* is now being replaced by a uvular *r*. This kind of *r* is no longer produced by the tip of the tongue, but by the uvula, which vibrates and forms the repeated contacts with the back part of the tongue.

#### f. Manners of Interference

##### 1) Closure

There are three different types of closure: *stops*, *rolls*, and *flaps*. As stated above, *stops* are complete closing followed by an abrupt opening (explosion). When there is velic closure the air the air-stream cannot get out through the nose, nor can get out immediately through the mouth. Since the lungs are still pushing air upwards the air is compressed within the totally enclosed cavity, and then when the mouth closure is removed, this is compressed air explodes out of the mouth as *pie*, *by*, *die*, et cetera. This kind of sound, which has compression and explosion, is called *plosive*.

*Rolls* consist of several rapidly repeated closures and openings of the air passage, as in the rolled *r*-sounds of Scottish and Italian for which the tip of the tongue makes several quick taps against the alveolar ridge. The rolls are commonly found in Dutch for *r* and may be heard in French and German too. The

sound is similar to a gargling noise. The lips can be made to roll in a similar way (as in *B'rrrr* noise) but this is not found as a regular sound in language.

## 2) Narrowing

When two speech organs are very close together the air forcing its way, then it is resulting narrowing. The air then becomes turbulent, and this turbulence is heard as friction noise. Sounds having such friction are known as *fricatives*. Some fricatives are made with a hissy kind of friction, example /s/ and /ʃ/, and these are sometimes referred to as *sibilants*; while the non-sibilants have a less hissy, like /f/ and /θ/. In German *s* is generally even more grooved than in English and this makes it sounds very characteristic.

## 3) Opener Positions

If two organs are not so close together that they cause friction they may be playing a major part in shaping the cavities through which the air flows. This position causing frictionless sounds named *frictionless continuants*. This sound can be produced if the speaker gently lowers the lip away from the teeth when he says along fricative sound (for example /v/) until the friction disappears. This friction /v/ sound can quite often be heard as a defective /r/ in English. The word *ever* said with a frictionless /v/ will sound like defective version of the word *error*.

Based on International Phonetic Alphabet, the pulmonic and non-pulmonic sounds in many languages are listed in the table below:

**International Phonetic Alphabet (IPA)**

ˌɪntəˈnæʃnəl fəˈnetɪk ˈælfəbet

Consonants (pulmonic)

	Bilabial	Labio-dental	Dental	Alveolar	Post-alveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d		ʈ ɖ	c ɟ	k ɡ	q ɢ		ʔ
Nasal	m	ɱ		n		ɳ	ɲ	ŋ	ɴ		
Trill	ʙ			r					ʀ		
Tap or flap		ⱱ		ɾ		ɽ					
Fricative	ɸ β	f v	θ ð	s z	ʃ ʒ	ʂ ʐ	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Lateral fricative				ɬ ɮ							
Approximant		ʋ		ɹ		ɻ	j	ɰ			
Lateral approximant				l		ɭ	ʎ	ʟ			

Table 2.7 International Phonetic Alphabet (Pulmonic Consonants)

Consonants (non-pulmonic)

Clicks	Voiced implosives	Ejectives
◌͡ bilabial	ɓ Bilabial	ʼ examples:
◌͡ Dental	ɗ Dental / alveolar	pʼ Bilabial
◌͡ (Post) alveolar	ɟ Palatal	tʼ Dental / alveolar
◌͡ Palatal-alveolar	ɡ Velar	kʼ Velar
◌͡ Alveolar lateral	ɠ Uvular	sʼ Alveolar fricative

Other symbols

- ʍ ʋ Voiceless / voiced labial-velar approximants
- ɥ Voiced labial-palatal approximant
- ħ ʕ Voiceless / voiced epiglottal fricatives
- ʔ Epiglottal plosive
- ç ʝ Voiceless / voiced alveolo-palatal fricatives
- ɥ simultaneous x and ʃ
- kp̚ Affricatives and double articulations can be represented by two symbols and joined by a tie bar if necessary
- ts̚

Table 2.8 International Phonetic Alphabet (non-Pulmonic Consonants)

**4. English Phonology**

### a. English Spelling System

Before discussing English phonology in details, it is necessary to discuss the English spelling system since there are some discrepancy between spelling and sounds, for example:

#### 1) **Different letters may represent the same sound**

All of these words contain the same vowel sound /u:/ but it is represented by eight different spellings.

For example:

*to two too through threw clue shoe Sioux*

#### 2) **The same letter represents different sound**

The pronunciation of the letter 'a' is pronounced as five different vowel sounds. For example:

*cake mat call any sofa*

#### 3) **Combinations of letters may represent one sound**

It is possible for a combination of letters to represent only one sound. On the words below, *Gh*, *ph* and *ea* each represent only one sound even though the spelling represents this single sound as two letters. For example:

*Rough physics head*

#### 4) **Letters may represent no sound**

It is possible for no sound to be represented by a particular letter. For example:

*Bomb cake pneumonia knee debt receipt*

(Peter and Susan, 1992)

Those spellings illustrate clearly the way in which a particular sound in English can be spelled in different ways.

## **b. English Sound Classes**

To be effective in learning English pronunciation, it is essential to have an understanding of how the speech sounds of English are produced. By knowing how sounds are produced, the correct English sounds can be correctly produced.

### **1) English Speech Sounds Production**

Speech sounds are made by air moving outward from the lungs through the mouth or nose. Different speech sounds result when the airstream is changed in some way by the positioning of various parts of the mouth. Some sounds are made as a result of the lips changing the airstream while other sounds made as a result of the tongue changing the airstream.

The parts of the mouth that are involved in production of speech sounds can be divided into two: *articulators* and *places of articulations*. The moveable parts of the mouth (the lower lip, the bottom teeth, the tongue, and the lower jaw) are referred to as articulators. The unmovable parts of the mouth involved in the articulation of speech sounds are referred to as *places of articulations*. In the production of speech sounds, the articulators approach the places of articulations, causing the airstream to be changed in different ways.

### **2) Organs of Speech**

- a) **Lungs** are the main organ for respiration, the other functions are to provide main source of airstream to create speech sound and to organize speech sound. Lungs are the initiator in initiation, so it's called pulmonic sound.
- b) **Larynx** is the valve in respiratory which will shut immediately to ensuring the food or drink will come through pharynx and go into esophagus. Another speech sound in larynx is vocal fold. Vocal fold is the valve which controls the air stream among lungs, oral cavity, and nasal cavity.
- c) **Pharynx** is a pipe which located in the larynx. When producing sound pharynx as the air tube which will vibrate when the vocal fold vibrate.
- d) **Hard palate**, this articulator often called as "roof of the mouth". Just like velar this articulator is passive articulator. The sound produced by this articulator called palatal sound.
- e) **Alveolar ridge**, located between front teeth and hard palate. In producing sound this articulator is passive, but the tip of the tongue is active. The sound produced by this articulator called alveolar sound.
- f) **Tongue** divided into three main parts: tip of the tongue, blade of the tongue, and back of the tongue.
- g) **Upper teeth ridge** is located above and behind the upper front teeth.
- h) **Hard palate** is that portion of the roof of the mouth directly behind the upper teeth ridge. It arches upward to the highest point in the mouth and then gradually descends.
- i) **Soft Palate or Velum** is that portion of the palate directly behind the hard palate. It ends at the back portion of the mouth in a small bulb called the

uvula. The position of velum can be up or down, so it will control the air stream through the oral cavity or nasal cavity. Velum is passive articulator.

The sound produced by this articulator called velar sound.

- j) **Vocal cords** are muscles in the larynx which make the sound produced voiced or voiceless.

### 3) English Phonetic Symbols

Given the complexity of sound-spelling correspondences in English, it would be difficult to use the Roman alphabet to symbolize English sounds. Some problems would arise when English spelling system is used to represent sound. Consider trying to represent the first sound of 'cat' using English spelling system. If letter 'c' was used to represent this sound, the problem will arise when the same letter is used to represent word 'certain'. Furthermore, the word 'kite', which has the same initial sound as 'cat' is also impossible to use the letter 'c'.

In order to avoid the problems that a spelling system like English poses for the representation of sounds, it is helpful to use phonetic alphabet when discussing sounds in languages. In the phonetic alphabet, each symbol represents only one sound and each sound is represented by only one symbol. Therefore, the vowel sounds in the words 'to', 'two', 'too', 'through', 'threw', 'shoe', and 'suit' would be represented by one phonetic symbol because each of these words has the same vowel sound. On the other hand, the letter 'c' in words 'certain', 'car', and 'chair' would be represented by three distinct phonetic symbols, as this letter represents three different sounds.

Table 2.9 *English Phonetic Symbols*



Vowels		Diphthongs		Consonants			
ɒ	hit	eɒ	cake	p	pin	s	see
ʊ	book	]ɒ	toy	b	burn	z	zoo
e	left	aɒ	high	t	time	ʃ	she
æ	hat	ɔχ	beer	k	cut	ʒ	measure
χ	about	ɪχ	fewer	m	maid	tɪ	chair
ɪ	run	eχ	where	n	night	dʒ	judge
z	dog	χɪ	go	l	long	θ	think
u:	food	aɪ	house	r	run	ð	the
i:	bead			h	hide	v	van
ɜ:	shirt			f	fast	w	wood
ʌ:	far			g	go	j	yes
ɔ:	call			d	do	ŋ	sing

English Pronunciation has distinctive sound classes. It is divided into two basic groups: segmental and suprasegmental. In the segmental group there are vowels, diphthongs and consonants. In suprasegmental group there are stress and intonation.

### 1) Vowel

Vowels are a speech sound formed from a free and obstructed flow of vibrating breath. Peter and Susan (1992: 28) state that vowels are differentiated

from consonants by the relatively wide opening in the mouth as air passes from the lungs out of the body. This means that there is relatively little obstruction of the airstream in comparison to consonants.

English has twelve vowel sounds. In general they are divided into seven *short* and five *long vowels*. An alternative way of organizing them is according to the place they are produced. By using this method, vowels can be described as *front*, *central* and *back*. They can be qualified further by how *high* the tongue and how *low* the jaw when these vowel sounds are produced, and by whether the lips are *rounded* or *spread*, and finally by whether they are *tense* or *lax*. This scheme shows the following arrangement:

**a) The Tongue Height (Is it high, low or mid?)**

Someone will ‘drops’ his jaw and low his tongue when he pronounces ‘bat’ after pronounces ‘beat’. If he pronounces the vowels in ‘beat’, ‘bit’, ‘bait’, ‘bet’, and ‘bat’ in sequence, his tongue will be lower and his jaw will drops as he move from one vowel to the next. The vowels of ‘bait’ and ‘bet’ are considered to be *mid vowels* because the tongue is neither high nor low in the mouth. The vowel of ‘bat’ is considered to be a *low vowel* because it is made with the tongue below its rest position.

Table 2.10 *Classification of English Vowels by Tongue Height*

High	Beat	Boot
	Bit	Book

Mid	Bait	Boat
	Bet	Bought
Low	Bat	Pot

**b) The Tongue Advancement (Is it front, back, or central?)**

Both the vowel in ‘beat’ and in ‘boot’ is high vowels because the tongue is raised above its rest position. However, the vowel of ‘beat’ is made with the front part of the tongue high in the mouth, while the vowel of ‘boot’ is made with the back part of the tongue high in the mouth.

Thus, the vowel of ‘beat’ is referred to as a high *front vowel* and the vowel of ‘boot’ is referred to as high *back vowel*.

There are also vowels in English made with neither the front nor the back part of the tongue. These are referred to as central vowels, for example the vowel in the word ‘but’. The tongue is neither high nor low in the mouth when this vowel is pronounced. In addition, neither the front nor the back part of the tongue is involved. This is called a *mid central vowel*. Another vowel sound made with the tongue in the mid central position is the initial vowel sound /ʌ/ in a word such as ‘machine’. This vowel is called *schwa*. The schwa is the most frequently occurring vowel in English and plays a major role in the English stress system.

Table 2.11 *Classification of English Vowels by Height and Frontness*

	Front	Central	Back
--	-------	---------	------

High	Beat /i:/ Bit /ɪ/		Booth /u:/ Book /ʊ/
Mid	Bait /eɪ/ Bet /e/	Machine /ɜ:/ But /ʌ/	Boat /χɔ:/ Bought /ɔ:/
Low	Bat /æ/		Pot /ɔ:/

### c) The Muscles Tension (Is it tense or lax?)

Another way in which vowels can differ is in terms of muscle tension in the mouth. Vowels produced with extra muscle tension are tense and the vowels produced without this tension are lax. Both vowels in 'beat' and in 'bit' are made with the front part of the tongue high in the mouth. They differ in the degree of muscle tension with which they are produced. The facial muscles are tenser in the pronunciation of 'beat' than in 'bit'. This causes a greater spreading of the lips in 'beat'. An effective way to detect the difference in tenseness is to sing both vowels at high pitch. The tense vowel (the vowel of 'beat') will feel as if it is being produced with much more effort than the lax one (the vowel of 'bit').

Table 2.12 *Classification of English Vowels by Tenseness*

	Front	Central	Back
--	-------	---------	------

high	tense	Beat /i:/		Boot /u:/
	lax	Bit /ɒ/		Book /ʊ/
mid	tense	Bait /eɔ/		Boat /χʊ/
	lax	Bet /e/	But /ʌ/	Bought /ɔ:/

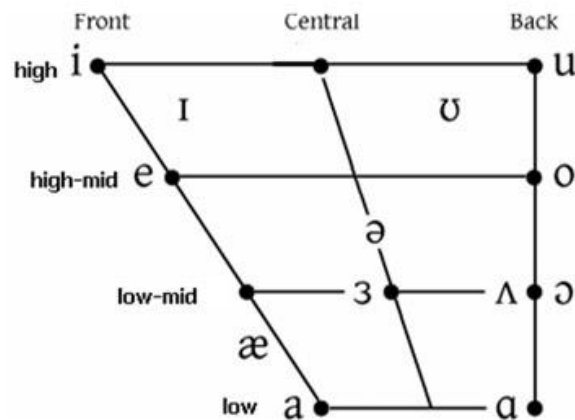
#### d) The Shape of Lips (Is it rounded or spread?)

In addition to tongue height, frontness/backness, and muscle tension, lip rounding is also important in the articulation of vowels. English has four vowels (back vowels) made with lip rounding such as [ʊ], [u:], [ɒ], [ɔ:].

Table 2.13 *Classification of English Vowels by Lip Roundness*

		Front (unrounded)	Central (unrounded)	Back (rounded)
<b>High</b>	<i>tense</i>	Beat /i:/		Boot /u:/
	<i>lax</i>	Bit /ɒ/		Book /ʊ/
<b>Mid</b>	<i>tense</i>	Bait /eɔ/	Machine /ə/	Boat /χʊ/
	<i>lax</i>	Bet /e/	But /ʌ/	Bought /ɔ:/
<b>Low</b>		Bat /æ/	Star /ɑ:/	

In phonetics it is usual to symbolize the place of vowels in the mouth schematically by a chart as displayed below:



Picture 2.8 The English Vowels Chart

## 2) Diphthongs

Although any vowels can constitute a diphthong, some are acceptable in career speech and some are not. The diphthong that will be discussed in detail are /aʊ/, /aɪ/, /ɔɪ/, /eɪ/, /ɪə/, and /ʊə/.

### a) /aʊ/

I /aʊ/  
 Tribe /traʊb/  
 Fine /faʊn/

### b) /aɪ/

Mouse /maɪs/  
 Found /faɪnd/  
 Now /naɪ/

c) /ɔ/

Boy /bɔ/  
 Voice /vɔs/  
 Soil /sɔl/

f) /ɔχ/

Poor /pɔχ/  
 Cure /kjɔχ/  
 Furious /fɔχrɔχs/

d) /eɔ/

Day /deɔ/  
 Way /weɔ/  
 Say /seɔ/

g) /eχ/

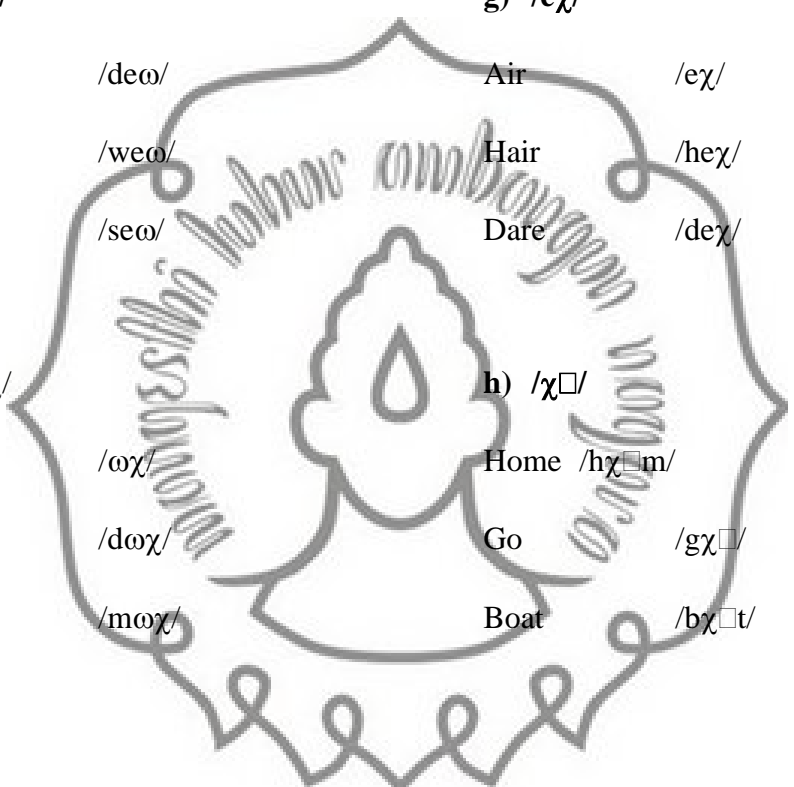
Air /eχ/  
 Hair /heχ/  
 Dare /deχ/

e) /oχ/

Ear /oχ/  
 Deer /dɔχ/  
 Mere /mɔχ/

h) /χɔ/

Home /hχɔm/  
 Go /gχɔ/  
 Boat /bχɔt/



### 3) Consonants

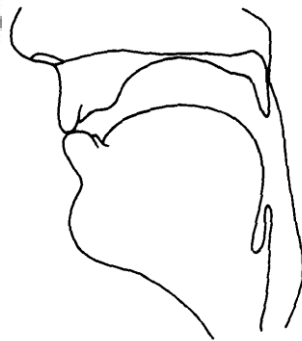
Consonant are sound whose articulation involves a significant obstruction to airflow in the vocal tract. In this discussion about consonant, the researcher will refer to three basic characteristics:

#### a) Place of articulation

In English, there are six places in the mouth where the airstream is obstructed in the formation of consonants.

##### (1) Bilabial (both lips)

Bilabial sounds are made with two lips coming together and touching momentarily. The obstruction of the airstream thus occurs at the lips. The phonetic symbols for these three sounds are the same as the English letters. The sounds /p/, /b/, and /m/ are referred to as bilabial sounds because the two (bi-) lips (-labial) are involved in their production.

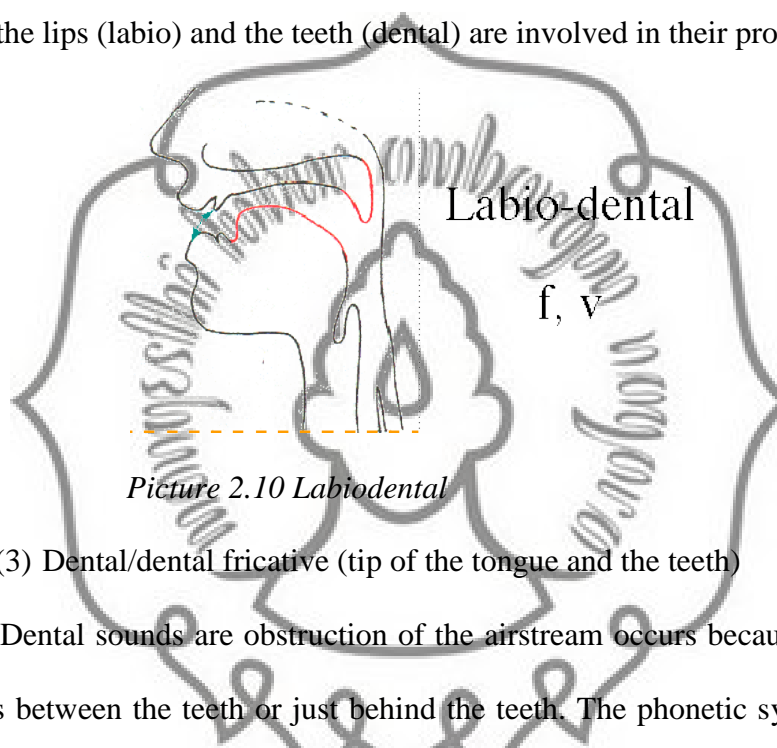


*Picture 2.9 Bilabial*



(2) Labiodentals (lower lip and upper teeth)

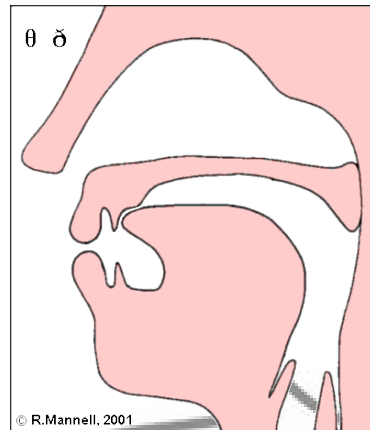
The labiodentals sounds are made with the top of the teeth touching the bottom lip. Therefore in this case of two sounds, the obstruction of the airstream occurs not because the two lips come together but because the bottom lip and the top teeth come together. The sounds /f/ and /v/ are referred to as labiodentals sounds because the lips (labio) and the teeth (dental) are involved in their production.



Picture 2.10 Labiodental

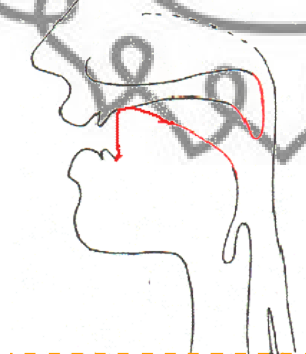
(3) Dental/dental fricative (tip of the tongue and the teeth)

Dental sounds are obstruction of the airstream occurs because the tip of the tongue is between the teeth or just behind the teeth. The phonetic symbols for these sounds are not the same as the English letters. The *th* as in word 'think' is represented by the symbol /θ/ and *th* as in the word 'those' is represented by the symbol /ð/. The sounds /θ/ and /ð/ are referred to as interdental sounds because the tongue is placed between (inter) the teeth (dental).

Picture 2.11 *Dental*

## (4) Alveolar

Alveolar sounds are made with the tip of the tongue touching the roof of the mouth just behind the upper teeth. The place of articulation is the alveolar ridge. The sounds /t/, /d/, /n/, /s/, and /z/ are referred to as alveolar sounds because the tongue either touches or approaches the alveolar ridge in their production.



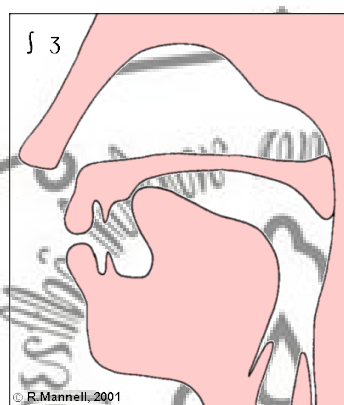
Alveolar

d, t, s, z, n

Picture 2.12 *Alveolar*

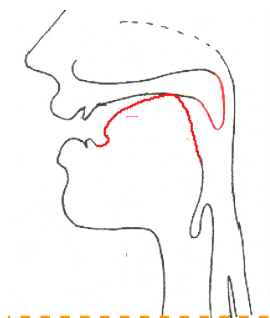
## (5) Alveopalatal

Alveopalatal sounds are made with the blade of the tongue approaching of the hard palate just behind the tooth ridge. The phonetic symbols of these sounds are not the same as the English letters. The final sound of ‘wish’ is represented by the symbol /ʃ/ and the final sound of ‘beige’ is represented by the symbol /ʒ/.

Picture 2.13 *Alveopalatal*

## (6) Velar

Velar sounds occur when the back of the tongue is raised towards the velum (soft palate), as in ‘cool’ and the final consonants in ‘back’, ‘bag’, and ‘bang’. Voicing and nasality distinguish these further.



Velar

g, k, ŋ

Picture 2.14 *Velar*

### b) Manner of articulation: the way in which the airstream is obstructed

Manner of articulation refers to the way in which the obstruction of the air stream, which characterizes all consonants, is achieved. At the different places of articulation in the mouth, there are several basic ways that the air stream can be obstructed.

#### (1) Stop (complete obstruction of the airstream)

A stop is a sound that involves complete closure of the oral cavity (Giegerich, 1992:19). The articulators come so close together that no air can escape between them. Stops are found in words like ‘tie’, ‘die’, ‘pie’, ‘buy’, ‘my’, ‘night’, et cetera.

[-continuant]

pea, tea, key, buy, die, guy, my

Table 2.14 *The stop consonants of English*

	bilabial	labiodentals	interdental	alveolar	alveopalatal	velar
voiceless	p			t		k
voiced	b			d		g

#### (2) Continuant

Continuants are the opposite of stops where the airstream is not totally blocked in the oral cavity, so it can escape continuously through the mouth. The consonants in ‘sea’, ‘zoo’, ‘lie’, ‘you’, ‘thigh’, et cetera are continuants.

[+ continuant]

*Rye, lie, you, woo, thigh, thy, sea, zoo, all vowels.*

### (3) Sonorants

A sonorant is a sound whose phonetic content is predominantly made up by the sound waves produced by its voicing.

Sonorants are characterized by 'periodic acoustic energy'. It can be assumed that there are no voiceless sonorants because the removal of voicing from a sonorant makes it nondistinct from other members of this set and practically inaudible. The consonants in 'my', 'nigh', 'rye', 'lie' and all vowels are sonorants.

[+ sonorant]

*My, nigh, lie, rye, you, woo, all vowels*

### (4) Obstruent

Obstruent articulation involves an obstruction of the air stream that produces a phonetic effect independent of voicing. In a word such as 'tie', for example, the initial stop is audible although it is voiceless, and it is distinct from the equally voiceless stop in 'pie'. Similarly, the consonants in 'sue' and 'zoo' are obstruents. It follows from this definition that obstruents can typically occur in voiced and voiceless variants.

[- sonorant]

*pea, tea, key, buy, die, guy, thigh, sue, thy, zoo*

## (5) Fricatives

Some consonants in English do not involve a complete stoppage of the airstream but rather a partial obstruction. This partial obstruction results from the lips or the tongue coming close to some part of the upper mouth. These consonants are called fricatives because the close approximation of the articulations causes turbulence or friction in airflow. The initial sounds of 'fan' and 'van'; 'think' and 'those'; 'sip' and 'zip' and the final sounds of 'wish' and 'beige' are all fricatives.

Table 2.15 *The Fricatives Consonants of English*

	Bilabial	Labiodentals	interdental	alveolar	alveopalatal	Velar
voiceless		f	θ	s	ʃ	
voiced		v	ð	z	ʒ	

## (6) Affricates

There are two complex consonant sounds in English, /tʃ/ as in 'chain' and /dʒ/ as in 'judge'. Each is a combination of a stop followed immediately by a fricative and they are referred to as affricates.

Table 2.6 *The Affricatives Consonant*

Bilabial	Labiodentals	Interdental	Alveolar	Alveopalatal	Velar
				tʃ	
				dʒ	

## (7) Nasals

All of the consonant sounds discussed above are made with air passing through the mouth. Nasal sounds, on the other hand, are made with air passing through the nose. Air is blocked in the mouth in the same way as it is for stop consonants. However, the soft palate is lowered, allowing air to escape through the nose.

Table 2.17 *The Nasal Consonant*

Bilabial	Labiodentals	interdental	alveolar	alveopalatal	Velar
m			n		ŋ

## (8) Liquids

The initial sounds of 'rip' and 'lip' are called liquids because in the pronunciation of the sounds, then air passes through the mouth in a fluid manner.

## (9) Glides (semi-vowels)

Other consonant sounds of English produced with little turbulence in the airstream are the initial sounds of the word 'wet' and 'yet'. The phonetic symbols for these sounds are identical to the English letters /w/ and /j/. The two sounds are called semi-vowels because they are made with a relatively wide opening in the mouth. In pronunciation of /w/, the lips are rounded and, at the same time, the back of the tongue approaches the soft palate. In the pronunciation of /j/, the blade of the tongue approaches the hard palate.

c) **Voicing: whether there is vibration of the vocal cords**

The initial sound of word *zoo* and *sue* are identical in the term of place of articulation and manner of articulation (fricatives). However, they differ in terms of voicing. The /s/ is a voiceless sound and /z/ is voiced sound. The vibration that is heard with the voiced sounds is caused by the vocal cords. Sounds made with the vibrating vocal cords are voiced and sounds made with no vibration of the vocal cords are voiceless. The vocal cords are bands of muscle attached to the walls of the larynx. When they are close together, the air passing from the lungs into the mouth cause them vibrate. When they are apart the passing through air causes no vibration.

There are eight fricative sounds in English; four of these are voiced and four others are voiceless.

Table 2.18 *Classification of Fricatives in Terms of Voicing*

	labiodental	Interdental	alveolar	Alveopalatal
Voiceless	f	θ	s	ʃ
Voiced	v	ð	z	

The stop consonants also come in voiced/voiceless pairs. With stop consonants, however, it is a little more difficult to feel the vibration of the vocal cords that accompanies voicing.

Table 2.19 *Classification of Stops in Terms of Voicing*



	Bilabial	Alveolar	Velar
Voiceless	p (pay)	t (tell)	k (coat)
voiced	b (buy)	d (dent)	g (gold)

The two affricates of English are made at the same place of articulation but are distinguished in terms of voicing. The affricate /tʃ/ as in 'chair' is voiceless and /dʒ/ as in 'judge' is voiced.

Table 2.20 *Classification of Affricates in Terms of Voicing*

	Alveopalatal
Voiceless	tʃ
Voiced	dʒ

Below is the consonant chart that combines all the three aspects of articulation in one chart.

Table 2.21 *Classification of English Consonant*

		Bilabial	Labiodental	Dental	Alveolar	Alveopalatal	Velar
<b>Stops</b>	Voiceless	p			t		k
	Voiced	b			d		g
<b>Fricatives</b>	Voiceless		f	θ	s	ʃ	
	Voiced		v	ð	z	ʒ	
<b>Affricatives</b>	Voiceless					tʃ	

	Voiced					ɔʒ	
<b>Nasals</b>		m			n		
<b>Retroflex</b>					r		
<b>Lateral</b>					l		
<b>Semi vowels</b>		w				j	

#### 4) Stress and Intonation

##### a) Stress

Stress in communication is very important since different stress may convey different meanings.

Stress (in this case stressed syllable) is most often defined as those syllables within an utterance that are longer, louder, and higher in pitch. English language-teaching texts generally speak of three levels of word stress, or the pattern of stressed and unstressed syllables within a word. In fact, according to some phoneticians, there are as many as six levels of word stress.....the three of them are: strongly stressed, lightly stressed, and unstressed syllables (Celce-Murcia, et al. 1996: 131).

Stress used in common conversation usually occurs within a word and within a sentence.

##### (1) Word Stress

##### (a) Nouns

Most basic nouns are stressed on the first syllable. For example:

**Costumer**            **people**            **level**

This tendency is also generally maintained in prefixed nouns or nouns with prefix-type beginnings, such as 're', 'de-', 'con-', 'pre-', 'ex-', et cetera. For example:

A **r**egion a **d**efect a **c**onvict a **p**resent an **e**xpert

Compound nouns (nouns that are created from two words joined together to form a new one) are generally also stressed on the first syllable. For example:

**B**oyfriend **d**oorman **h**eartbeat **o**vertime

(b) Verbs, adjectives and adverbs

With compound verbs, adjectives and adverbs, the stress normally shifts off the first syllable or prefix. For example:

Up**s**et **u**nder**s**tand **o**ver**n**ight **i**n**q**uire

(Fitzpatrick, 1995:35, 36)

(2) Phrasal Stress

English speakers do not stress all words equally because in English some particular words are considered more important than others. To know which part/word to stress the speaker needs to know about the content words and function words. The definitions as follows:

(a) Content words

Content words are any words that carry meaning. When a content word has more than one syllable, the stressed syllable will be said: louder, longer, and at a higher pitch. Words that belong to content words are:

- Nouns: Jenifer, bee, beauty
- Adjectives: beautiful, happy

- Verbs (main verbs): pray, grew, grown from 'have grown'
- Adverbs: slowly, widely
- Number: one, hundreds
- Question words: what, who
- Long preposition: against, over
- This, that, these, those
- Interjection: Ouch!, Ow!

#### (b) Function Words

Function words are any words that help create grammatical structures.

Words that are belong to function words:

- Most pronouns: I, you, we
- Forms of 'to be' as main verb: I **am** a teacher
- Modal verbs: can, should
- Auxiliary verbs (helping verbs): **has been** wasted
- Short preposition: of, on
- Possessive adjectives: your, his
- Articles: the, a
- Conjunctions: and

The example below shows which part that has to be stressed:

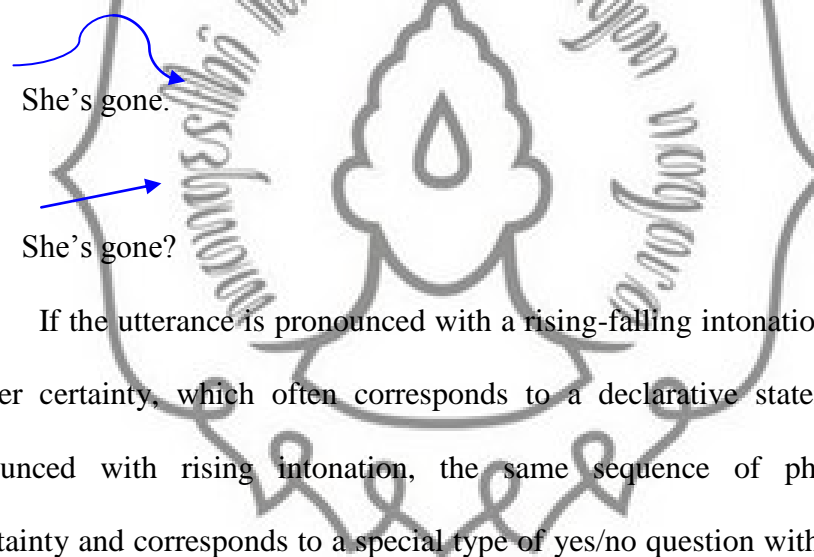
**I love to see the shining moon on a cool, autumn night**

(Jennifer on [www.youtube.com/pronunciation tutorial](http://www.youtube.com/pronunciation_tutorial))

## b) Intonation

Intonation is the way we imply meaning, attitude or intention by raising or lowering the pitch of our voice in varying degrees....Intonation is, to a large extent, a hidden part of language; we are rarely consciously aware of it when we speak (Fitzpatrick, Frank, 1995: 45).


Intonation involves the rising and falling of the voice to various pitch levels during the articulation of utterances. It performs several unique functions. First, intonation reflects the grammatical function of an utterance. For example:




If the utterance is pronounced with a rising-falling intonation, then it signals speaker certainty, which often corresponds to a declarative statement. However, pronounced with rising intonation, the same sequence of phonemes signals uncertainty and corresponds to a special type of yes/no question with statement word order but rising intonation.

Intonation also performs the function of conveying an attitude or emotion. For example, the simple utterance 'great' can be used to express three different shades of meaning:


Great (neutral/perfunctory)



Great (enthusiasm)



Great (sarcasm)




Commonly, there are two types of intonation patterns: falling and rising intonation.

(1) Falling

As a general, a falling tone is associated with informative statements, wh-questions and question tags that check old information. It implies that the speaker has finished speaking as long as the tone tails off. (Fitzpatrick, Frank, 1995: 45)

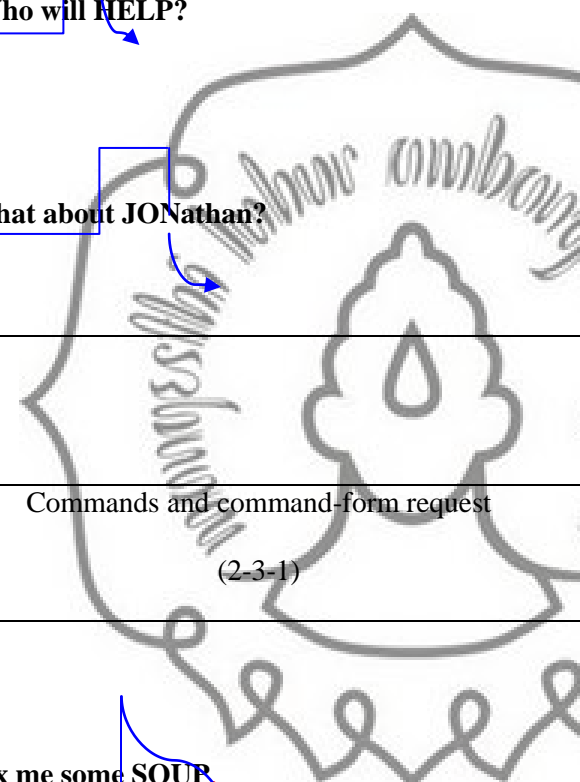
Celce Murcia et al (1996: 131) give some types of utterance using falling intonation:

Declarative Statements	
2-3-1	
3 2 <u>John is</u> SICK. 1	

Wh-Questions (2-3-1)	
3	
2	<b>Who will HELP?</b>
1	
3	
2	<b>What about JONathan?</b>
1	

Commands and command-form request (2-3-1)	
3	
2	<b>Fix me some SOUP</b>
1	
3	
2	<b>Please add NOODles</b>
1	



Unfinished statements creating suspense

3

2 **I opened the old SUITcase...** (*...and found a million dollars*)

1

Unfinished Statements

(2-3-2)

3

2 **John is SICK....** (*...but I think he is going to work anyway*)

1

3

2 **He is taken an ASpirin...** (*...but I don't know if you helped or not*)

1

Tag question eliciting agreement

(2-3-1) (3-1)

3

2 **We really ought to VISit him, SHOULDN't we?**

1



(2) Rising

Rise in intonation usually begins at the syllable with discourse prominence and continues slightly until the end of the phrase:



Are you feeling better?



Has he finished yet?

The following utterance types tend to follow this pattern: yes/no question word order, open-choice alternative questions, echo questions, repetition questions, and tag question signalling uncertainty.

	Yes/no questions (2-3)
3	
2	
1	
3	
2	
1	

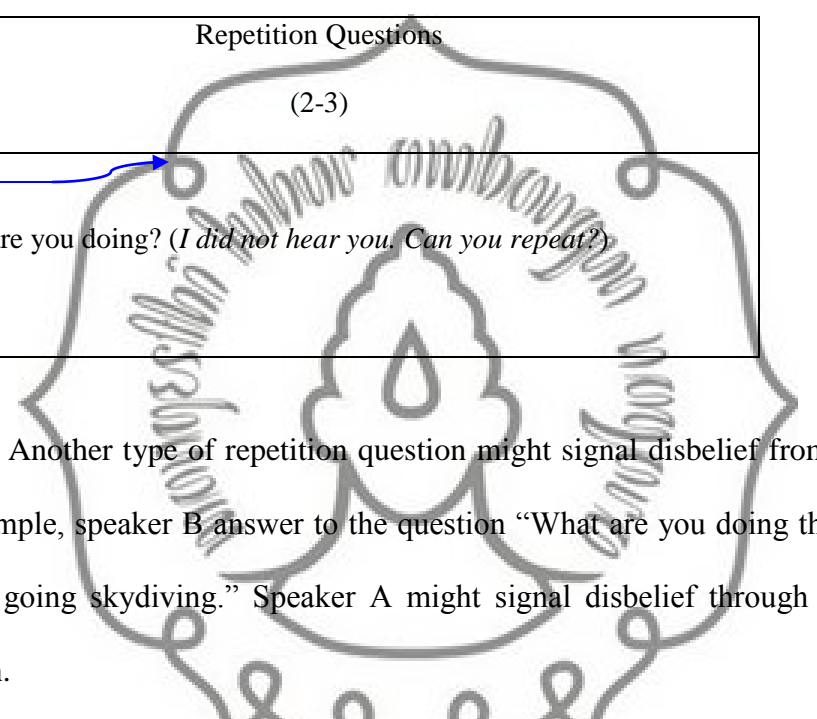
In the next pattern, open choice alternative questions, the listener has a free choice of the alternatives being offered. It is unclear whether other options are available, but the listener is given the chance to reject all of the alternatives.

Open-choice alternative questions (2-3)	
3	
2	Would you like some coffee or TEA?
1	

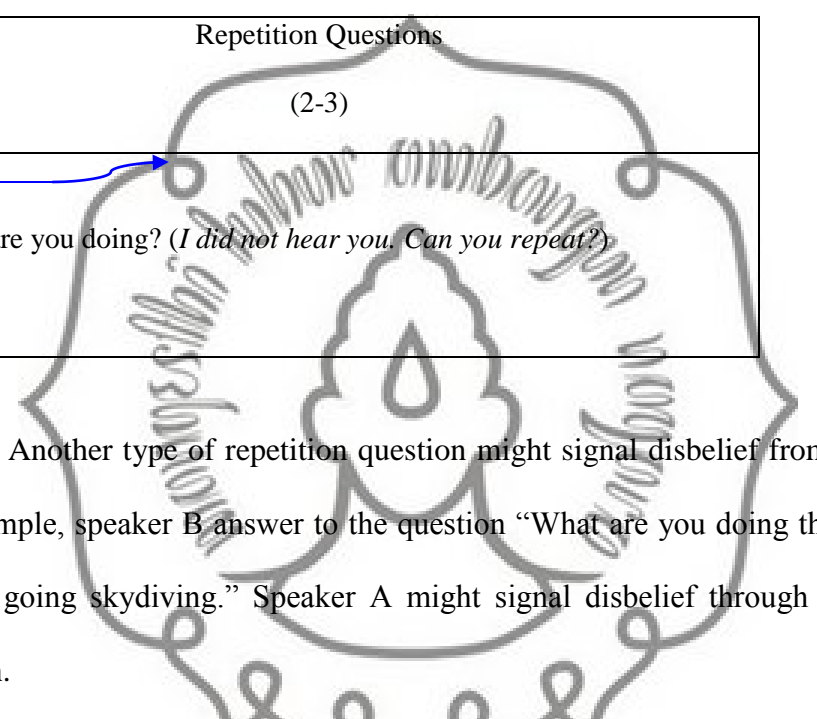
Occasionally a speaker will repeat a question before answering it. For example, in answering speaker A's question "What are you doing this weekend?" speaker B might answer in this following form:

Echo Questions (2-3)	
3	
2	What am I DOing? I'm going SKling.
1	

Repetition questions usually occurs when the speaker could not hear what was said or the speaker could not believe what was said. These type of questions can follow statements, yes/no questions, or wh questions. Suppose that speaker A asks, “What are you doing this weekend?”, and speaker B replies “I’m going skiing”. If speaker A has not understood, a repetition question is asked:

Repetition Questions		
	(2-3)	
3		
2		What are you doing? ( <i>I did not hear you. Can you repeat?</i> )
1		

Another type of repetition question might signal disbelief from the speaker. For example, speaker B answer to the question “What are you doing this weekend?” is “I’m going skydiving.” Speaker A might signal disbelief through his repetition question.

Repetition Questions		
	(2-4) (3-4)	
4		
3		
2		What are you doing? <i>or</i> You are doing WHAT?
1		<i>(I can't believe you are going to do that! Are you out of your mind?)</i>

Sometimes, the speaker expresses his uncertainty in the form of tag questions. Unlike the category of tag questions eliciting agreement, tag questions signalling uncertainty are more like true yes/no questions. The speaker may have some prior assumption but allows for the possibility of either a “yes” or “no” response:

Tag questions signalling uncertainty	
(2-3-2) (2-3)	
3	
2	He usually arrives around NOON, DOESn't he?
1	<i>(I think he arrives around noon, but I'm Inot sure.)</i>

### c. Adjustment in Connected Speech

#### 1) Linking

Murcia et al (1996: 158) states that the ability to speak English ‘smoothly’ to utter words or syllables that are appropriately connected, entails the use of linking, which is the connecting of the final sound of one word or syllable to the initial sound of the next. It can be said that linking is smooth connection of speech. Linking occurs with regularity in the following five environments:

### a) Linking With a Glide

Linking with a glide commonly occurs when one word or syllable ends in a tense vowel or diphthong and the next word or syllable begins with a vowel:

/j/ glides

/iə/ + V: be<sup>j</sup>able

/eə/ + V: say<sup>j</sup>it

/aə/ + V: my<sup>j</sup>own

/ɔ/ + V: boy<sup>j</sup>ish

/w/ glides

/u/ + V: blue<sup>w</sup>ink

/o/ + V: no<sup>w</sup>action

/a/ + V: how<sup>w</sup>are you

### b) Consonant Belongs to Both Syllables

When word or syllable ending in a single consonant is followed by a word or syllable beginning with a vowel, the consonant belongs to both syllables:

- Dog\_eat dog
- Black\_and gray
- McLean\_Avenue
- Macintosh\_apple
- Dream\_on

### c) Resyllabification

When a word or syllable has a consonant as final sound then it is followed by a word or syllable start with a vowel, the final consonant of the cluster is often pronounced as part of the following syllable. This condition is also called *resyllabification*. Example:

- Left arm :lef/t\_arm
- Wept over :wep/t\_over
- Find out :fin/d\_out
- Pushed up :push/ed\_up

#### d) Identical Consonants

When two identical consonants come together as a result of the juxtaposition of two words, there is one single, elongated of the consonant:

Stop_pushing	rob_Bill
Short_time	bad_dog
Quick_cure	big_gap
Less_sugar	

#### e) Unreleased Initial Stop Consonant

When a stop consonant is followed by another stop or by an affricate, the first stop is not released which facilitates the linking:

Pet cat: [pekæt]  
 Good jury: [gu:ɟʒ:rʊ]

### 2) Assimilation

Assimilation is the process of adjustment in connected speech which one sound (assimilated sound) takes on the characteristics of a neighbouring sound (the conditioning sound). There are three types of assimilation in English: 1) *progressive*, 2) *regressive*, 3) *coalescent*.

### a) Progressive

In progressive assimilation the conditioning sound affects the following sound.

**Conditioning sound** → **Assimilated sound**

#### -s endings

– Bag+s [bægz]

– Back+s [bæks]

#### -d endings

– Move+d [mu:vd]

– Fish+ed [fiʃt]

### b) Regressive

In regressive assimilation, the assimilated sound precedes and is affected by the conditioning sound. For example:

Grandpa → [græmpa]

Have+ to → [hæftə]

In + possible → [ɒmpzəbl]

Horse + shoe → [hɔ:ʃu:]

Good + boy → [gɔ:bɔ]

Let + me → [lemə]

### c) Coalescent

Coalescent is the condition where two adjacent sounds combine to form new sound. For example:

/s/+/y/= /ʃ/      I guess **y**'re coming

/z/+/y/= /ʒ/      He **is** your best friend

/ts/+/y/= /tʃ/      What'**s** your name?

/t/+/y/= /tʃ/      Is that **y**our cat?

/dz/+/y/= /dʒ/      She **needs** your help

### 3) Dissimilation

The process of dissimilation occurs when adjacent sounds become more different from each other. It is rare in English and not an active process. Some texts cite the pronunciation of the final cluster of fifths as [fts] as an example of dissimilation ([fθs] to [fts]).

### 4) Deletion

Deletion is the process whereby sounds disappear or are not clearly articulated in certain contexts. In other words, deletion is the disappearance of the sound. The following are some of the most typical environments for deletion:

- a) Loss of /t/ when /nt/ is between two vowels or before a syllabic [l]

Example: win~~t~~er, en~~t~~er, Toron~~t~~o

- b) Loss of /t/ or /d/ when they occur second in a sequence or cluster of three consonants:



/t/: restless, exactly, listless

/d/: windmill, kindness, hands

- c) Deletion of word-final /t/ or /d/ in cluster of two at a word boundary when the following word begins with a consonant

Example:

- East side
- Blind man
- Wild bear

- d) Loss of unstressed medial vowel (syncope)

Example:

- Chocolate [tʃʌklət]
- Every [evri]
- Suppose [spəʊz]

(Murcia, et al, 1996: 159-163)

## 5. Teaching Pronunciation

Teaching pronunciation in a high school is very essential. Teacher should give certain attention in teaching pronunciation and decide the area of sounds that become the basic need for students.

Native-like pronunciation is difficult for most young learners to achieve in a foreign language. The achievement of it requires not only skilled teaching but also a

high level of internal motivation of the student. Most young learners are satisfied with reasonably intelligible speech in the second language and this is an acceptable goal for the English Foreign Language teacher. The teacher should give assistance during the regular speaking lesson to students who are having difficulty with particular sounds. The particular sounds that students will find it difficult will differ for different language backgrounds.

**a. The Objectives of Teaching Pronunciation**

Here are some objectives of teaching pronunciation:

**1) Ability**

The pronunciation should enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate (Celce-Murcia, et al. 1996: 8).

**2) Consistency**

The pronunciation should be smooth and natural.

**3) Intelligibility**

The pronunciation should be understandable to the listeners. (Kenworthy, 1987: 3)

**4) Communicative Efficiency**

The pronunciation should help to convey the meaning that is intended by the speaker.

Based on the goals above, the intelligibility is considered the main goal of pronunciation since the idea of pronunciation is to enable the listeners to understand

what the speaker says. Kenworthy (1987) states that the main goal of pronunciation for the learners is can be *comfortably intelligible*. It means that the conversation between the speaker and the listener can be 'comfortable'. It's not the condition where the speaker and the listener speak a native-like pronunciation, but both the speaker and the listener understand each other.

## **b. The Problems of Teaching Pronunciation**

### **1) The Learner**

The first issue encountered in designing the pronunciation curriculum is perhaps the one most immediately evident—the learners themselves. As Wong (1987b: 17) aptly points out, the teaching of pronunciation “is not exclusively a linguistic matter. “ and we need to take into consideration such factors as our learners’ ages, exposures to the target language, amount and type of prior pronunciation instruction, and perhaps most importantly their attitude toward the target language and their motivation to achieve intelligible speech patterns in the second language (Celce-Murcia, et al., 1996: 15).

Many experts have given their ideas related to the problems of teaching pronunciation of the learner.

#### **a) Age**

Research in the field further indicates that children and adults perceive sounds in a very similar manner (Lieberman and Blumstein in Celce-Murcia, 1996: 16). The teachers need to redefine the goal of the pronunciation class as comfortable

intelligibility rather than accuracy, and ensure that this goal is reflected in the methods and activities (Celce-Murcia, M., 1996: 16).

### **b) Aptitude, Attitude, and Motivation**

According to Carroll in Celce-Murcia, M (1996: 17), there are four traits that constitute language aptitude:

- a. Phonemic coding ability: the capacity to discriminate and code foreign sounds such that they can be recalled.
- b. Grammatical sensitivity: the ability to analyze language and figure out rules.
- c. Inductive language learning ability: the capacity to pick up language through exposure.
- d. Memory: the amount of rote learning activity needed to internalize something (a new sound, a lexical item, a grammatical rule, the pronunciation or spelling of a word, etc.).

Some learners are in fact fairly balanced in these four traits, whereas others have strengths and weaknesses. Learner weak in phonemic coding ability would have much more difficulty achieving a readily intelligible pronunciation than those with high aptitude in this domain. Teachers and pronunciation syllabus need to be sensitive to such learner differences and not expect all learners to achieve the same level of success in the same amount of time.

Lukmani (1972) argues that the intensity of motivation is often as important as the type of motivation at play. In other words, someone with extraordinary high

motivation may well achieve a better pronunciation than someone with integrative motivation that is quite positive yet less intense (Celce-Murcia, et al. 1996: 17).

There are two kinds of motivation in general; intrinsic and extrinsic. According to Ryan and Deci in Oudeyer and Kaplan (2007) intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external products, pressures or reward. Students are likely to be intrinsically motivated if they are interested in mastering a topic, rather than just rote-learning to achieve good grades. In other words, students with high intrinsic motivation are possibly having better achievement rather than the students who have low intrinsic motivation.

## 2) The Indonesian Learner

From the 26 Roman alphabet, there are only 5 vowels “a”, “i”, “u”, “e” and “o”. The difference between English to other languages that using Roman Alphabet is that English has 20 vowels, while other languages such as German, Spanish, and Indonesian, has only around 5 vowels. Therefore, speakers of languages with fewer vowel sounds in American English are likely to speak English using only the same number of sounds that exist in their native language. Unfortunately Indonesian does not have all these 20 vowel sounds. Consequently, many Indonesian speakers are having difficulties to differentiate certain American vowels. Besides, there are certain English consonants that do not exist in Indonesian speech sounds. Below are some particular sounds that are considered difficult for Indonesian to be produced:

**a) The /æ/ sound as in “Fat”**

Based on researcher experience, this sound is considered hard for Indonesian speakers to be produced. Indonesian speakers often confused with sound [æ] and sound [e]. They pronounce action [ækʃn] as [ekʃn].

**b) The [θ] sound as in “Think”**

This sound does not exist in Indonesian. The Indonesian speakers tend to pronounce *think* [θɪnk] as [ti:ng].

**3) The Teacher**

The problems of the teacher related to pronunciation practice are stated below:

**a) The Lack of Knowledge about Pronunciation**

Sometimes, teachers are simply don't understand about pronunciation, so they often make mistake when they pronouncing words or utterances. They don't know how the sounds are produced, so they can't explain to their students.

**b) The Lack of Motivation to Teach Pronunciation**

Many teachers ignore of the importance of pronunciation in language learning. They think that pronunciation is not as important as writing, reading, grammar, et cetera.

**c. The Techniques of Teaching Pronunciation**

There are many techniques of teaching pronunciation. According to Celce-Murcia, et al (1996: 8), there are ten techniques of teaching pronunciation as follows:

- 1) Listen and imitate: A technique used in the Direct Method in which students listen to a teacher-provided model and repeat or imitate it.
- 2) Phonetic Training: Use of articulatory descriptions, articulatory diagrams, and a phonetic alphabet.
- 3) Minimal pair drills: A technique to help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice.
- 4) Contextualized minimal pairs: In the technique, the teacher establishes the setting and presents key vocabulary; students are trained to respond to a sentence stem with the appropriate meaningful response.
- 5) Visual aids: Enhancement of the teacher's description of how sounds are produced by audiovisual aids such as sound-color charts, Fidel wall charts, rods, pictures, mirrors, props, realia, etc. these devices are also used to cue production of the target sounds.
- 6) Tongue twister: A technique from speech correction strategies for native speakers.
- 7) Developmental approximation drills: A technique suggested by first-language acquisition studies in which second language speakers are taught to retrace the steps that many English-speaking children follows as they acquire certain sounds in their first language.
- 8) Practice of vowel shift and stress shift related by affixation: A technique based on rules of generative phonology used with intermediate or advanced learners.

- 9) Reading aloud/recitation: Passage or scripts for learners to practice and then read aloud, focusing on stress, timing, and intonation.
- 10) Recordings of learners' production: Audio and video tape of rehearsed and spontaneous speeches, free conversations, and role plays.

#### **d. Teaching and Learning Pronunciation**

##### **1) The Roles of The Teacher**

The roles of the teacher in pronunciation practice are very essential in improving students' pronunciation ability. It can be said that the teacher is the main key determine the success of teaching learning process. According to Joanne Kenworthy (1987:1) the roles of the teacher in pronunciation practice are as follows:

##### **a) Helping Learners Hear**

Part of the role of the teacher is to help the learners perceive sounds. Learners will easily perceive English sounds by hearing any English dialogues, songs, or in this case cartoon films. The learners need to hear to the real sounds of English native speaker in order to make them understand the concept of English spelling sound. This process needs teacher assistance to guide the learners to the right English pronunciation concept and to avoid mistakes and errors that are probably made by the learners during the process.



**b) Helping Learners Make Sounds**

Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they cannot then the teacher needs to be able to give some hints which may help them to make particular sounds.

**c) Providing Feedback**

The teacher must provide the learners with information about their performance since the students may have a misunderstanding about the concept of English pronunciation.

**d) Pointing out What is Going on**

In order to have better understanding in pronunciation, the teacher needs to make the learners aware of the utterances/they are produced or they may miss something important. For example they may not realize that when a particular word is stressed in different way may affect the message that is sent to the listener.

**e) Devising Activities**

Learning pronunciation is complex, so the teacher must consider some factors to succeed the teaching learning activity. The teacher must find appropriate teaching approach, materials, media, et cetera in designing the activities for learning.

**f) Assessing Progress**

The teacher must provide the information about the progresses made by the learners since the learner cannot easily asses themselves.

## 2) The Role of the Learners

Having listed the various aspects of teacher's role, it can be concluded that all learners need to do is respond. But it is not as simple as that. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learner's willingness to take responsibility for his or her own learning. The teacher may be highly skilled at noticing mispronunciation and pointing these out, but if the learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

### **B. The Nature of Cartoon Films**

#### **1. Cartoon Films as Teaching Media**

Wittich and Schuller give their opinion about the advantages of using media in teaching and learning process. It can be seen in their statement "When more information is communicated by learning media, teacher can give more attention to the uniquely human aspect of education, understanding the need of individual students, helping them to set and realize goals and stimulating them to use the information available from educational media (1979: 2). The conclusion from the opinion is that media plays an important role as teaching aids to achieve the teaching learning goals.

In selecting the appropriate media as the teaching aids, the teacher should consider some factors. Morgan and Bowen (1982: 3), give five considerations for selecting the media, they are:

- a. the purpose of the lesson in relation to the scheme of work and the syllabus,
- b. the scientific objective of the lesson,
- c. the characteristics of the class members (age, sex, educational background, and the reason for learning the language),
- d. communication problems which may affect the lesson (hesitation and withdrawal caused by shyness, anxiety, or difficulties in relationship within the group),
- e. the design of the lesson (lesson plan), and
- f. the available resources (visual and audio).

Generally, the kinds of media in the classroom are divided into three kinds: visual aids, audio aids, and audio visual aids. The teaching aid used by the writer in the research is cartoon film that belongs to audiovisual aids.

## **2. The Definition of Films**

Hornby (1995:434) defines film as story, etc. recorded as a set of moving pictures to be shown on television or the cinema. Here, Hornby gives a clear definition about film. There are three important keys about film based on his statement:

- Films are story.
- Films are recorded as moving pictures.
- Films are shown on TV or cinema.

Films are form of entertainment that enacts a story by sequence of images giving by the illusion of continuous movement ([www.thefreedictionary.com/film](http://www.thefreedictionary.com/film)).

Here, film is treated as a form of entertainment. Meanwhile, Allen and Gomery (1985:136) state that film is an art which portrays man's interpretation of life. Film as an art and film as a form of entertainment are both right. The main difference between them is the goal. The goal of film as entertainment media is to entertain the viewers. Meanwhile, the goal of film as an art is to give particular messages to the viewers. Since film gives particular messages to the viewers, the writer have a tendency to appreciate film as an art.

From the definitions above, it can be stated that films are story which portrays man's interpretation of life recorded as a set of moving images to be shown on television or cinema in order to gives particular messages to the viewers.

### 3. The Kinds of Films

Films are made in different kinds and different purposes. According to David and Kristin (1997: 42-51), kinds of film are broken down into:

#### a. Animated Films

They generally consist of drawing and paintings by artist called cartoons.

#### b. Documentary Films

Documentary films present information on many subjects. They show men life and work throughout the world. They explain events in science and processes in technology, and illustrate various aspects of life in nature.

### c. Experimental and Avant-Garde Films

Experimental films are made for many reasons. The film maker may wish to express personal experiences or viewpoints in ways that would seem eccentric in mainstream context. The film maker may also use staging to express distinct feelings or ideas. Any sort of footage may be used for several avant-garde films.

## 4. The Advantages of Films

### a. The Advantages of Films

Films have many advantages in teaching, especially in language teaching. According to JE Champoux in his journal (2007), there are some advantages of film in teaching:

- 1) Films are a comfortable, familiar medium to contemporary students that can keep student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- 2) Films also are an economical substitute for field trips and other real world visits. While most films are fiction, they can offer powerful experiences that students are unlikely to have in a classroom. Such experiences take less time than field trips and do not have the expense of travel.
- 3) Films offer both cognitive and affective experiences. They can provoke good discussion, assessment of one's values, and assessment of self if the scenes have strong emotional content.

## 5. The Definition of Cartoon Films

Cartoon is always associated with kids. Basically, cartoon is entertainment for kids, but nowadays the adults are familiar with this term since some cartoon movies are made for the adults. There are many opinions about cartoon. Poulson says that basically a cartoon is a form of media where, using animation, characters are shown with simplified features, but still maintaining an ability to recognize ([www.cwrl.utexas.edu/poulson](http://www.cwrl.utexas.edu/poulson))

Wittich and Schuller (1962: 135) say that cartoon is pictorial representation or caricature of a person, idea, situation that is designed to influence public opinion. While cartoon definition stated in Oxford American Word Power Dictionary (1998) is a movie or television program that tells a story by using moving drawings instead of real people and places.

According to some definitions above, it can be concluded that cartoon is a form of media as the representation of man's character, man's idea, and certain situation by using drawings instead of real people and places.

Having stated those two definitions of film and definitions of cartoon, it can be assumed that cartoon films are form of media which portray man's interpretation of life recorded as a set of moving images by using drawings instead of real people and places.

## 6. The Advantages of Cartoon Films in Language Teaching

Cartoon films as audiovisual media have significant advantages in teaching-learning process especially in language teaching. Since it interesting and has purposive communication as stated by Kemp (1963: 3), when such audiovisual materials as slides, filmstrips, overhead transparencies, and motion pictures (film) are carefully prepared they can:

- a. Increase understanding
- b. Add interest to a subject
- c. Lengthen the memory of information
- d. Teach a skill effectively
- e. Contribute to a desirable attitude
- f. Stimulate people to action
- g. Offer experiences not easily obtained in other ways

Cartoon, according to Wittich and Schuller (1953: 138), elicits great interest, builds confidence. The humour in cartoon has great stimulate benefit, even for students with limited ability.

Based on the statements above, it can be concluded that cartoon films give important benefits to the students, in this case building their motivation and interest in learning English pronunciation.

## **7. The Role of Cartoon Films in Pronunciation Practice**

Pronunciation ability can be achieved in some ways. The use of audio-visual media will provide some important aspects in stimulating students' motivation in producing the correct pronunciation. In many subjects, cartoons can open up range of worthwhile learning activities (Wittich and Schuller, 1953: 138). They also state their opinion that classroom using films has many values, for example, pupil interest is heightened, more learning is accomplished, the retention of learned material is more permanent, and interest in reading increase (1953:404).

### **C. Basic Assumption**

In learning a foreign language, in this case English, high school students face some difficulties in pronouncing English words intelligibly. It happens because of the differences between their mother tongue sound system and English sound system. Most of the students have unintelligible pronunciation. Their pauses while reading English dialogues reflect their low ability in pronouncing the correct and intelligible pronunciation. Their pauses while reading also reflect their low inner motivation and their lack confidence. So, it needs an appropriate way to make interesting and motivating learning process.

Cartoon film is one of entertainment media that can also be used as teaching media. Unlike other film types, cartoon films have special characteristics that are close to children's imagination. They are fun, colourful, and attractive. Cartoon films' characters have a strong influence to children. Some children are inspired by



particular cartoon films character; some others are even addicted to it. Usually the character is a hero that always does a good deed. Familiar characters such as Batman, Detective Conan, Spiderman, et cetera are children's idol and children's role model as well. They will easily copy something their idols do, say, and wear. The bad impact of this phenomenon is that the children will follow bad thing in the certain cartoon films such as violence and rude utterance. But the good news is that they will be motivated to do a good deed. They are also excited to tell their experience during watching their favourite cartoon film because it makes them relax.

Considering the underlying assumptions above, the writer tries to relate the advantages of cartoon films in language learning to improve students' pronunciation ability. Considering the students' characteristics as young learners, the writer assumes that there are some similarities between children (young learners) and cartoon film. Children are unique and have their own characteristics which are similar to the nature of cartoon film. Teachers who teach children have to take these characteristics, so that the learning process will run successfully and effectively.

Cartoon films are very familiar to children. Beside for entertainment, cartoon film might also be used in education. The combination of audio stimuli and video stimuli presented in cartoon film will help the children understand the material about the correct pronunciation comprehensively. Besides, the writer assumes that by listening and imitating the target language in the cartoon films—based on the pronunciation teaching theory, the students' pronunciation ability will be increased.

Cartoon films are also considered to be appropriate media to create relax and fun class atmosphere.

Due to the evidences above, and taking the advantages of cartoon film into account, the writer tries to apply cartoon film as a teaching aid in teaching pronunciation to children. By looking at the theory, all about cartoon film, and relating them to students' pronunciation ability, the writer assumes that by using cartoon film, the students' pronunciation ability will be improved.

#### **D. Hypothesis**

Based on the theory above, the hypothesis can be formulated as follows:

1. The students' pronunciation ability can be improved by using cartoon film
2. There are more advantages than disadvantages when cartoon film is applied in the pronunciation practice.

## CHAPTER III

### RESEARCH METHODOLOGY

This chapter covers five parts: the setting of the research, the method of the research, the techniques of collecting the data, and the techniques of analyzing data.

#### A. The Setting and the Subject of the Research

##### 1. Time and Place of The Research

The research is conducted at SMP NEGERI 1 Kaliwiro, one of senior high schools in Wonosobo, Central Java. It is located on Jl. Selomanik No. 75 Kaliwiro, Wonosobo.

The reason of choosing SMP NEGERI 1 Kaliwiro as the place of the research is that there is a close relationship between the researcher and the teachers in this school since she used to be one of the students in this school, so that the researcher can obtain more information from them. Besides, the researcher wants to give her contribution related to teaching learning English to this school.

Based on researcher's observation, the facilities of this school are complete enough. There are 22 classrooms consist of 5 classes for 7<sup>th</sup> grades, 5 classes for 8<sup>th</sup> grades, and 5 classes for 9<sup>th</sup> grades. Each class consists of 30 students. Besides, there are a headmaster room, an administrators room, a teachers room, a science laboratory, a language laboratory (in progress), a computer laboratory, a library, a counseling room, a health room, a hall, 3 canteens,

a mosque, an OSIS room, a parking areas, a garden, and 8 toilets. This school has some courts, such as football court, basketball court, and volleyball court.

The researcher conducted the research in this school for about two months. It was started on March 10<sup>th</sup> 2010 and was finished on May 3<sup>rd</sup> 2010. The researcher adjusted the research schedule with the lesson schedule of this school. She conducted her research twice a week.

## **2. The Subject of the Research**

The subject of the research was the students of class VIII A of SMPN 1 Kaliwiro. This class consisted of 28 students. The students were observed by the researcher in their English lesson.

### **B. Why Action Research**

#### **1. The Definition of Action Research**

In this study, the classroom action research was conducted as a way to solve the problems related to students' pronunciation. According to Ferrance (1998) action research is a process in which participants examine their own educational practice systematically and carefully, using the techniques of research. Ferrance's statement is clear enough since it provides complete information about action research reflected in these key words: process, participants, educational practice, and techniques of research.

Meanwhile, Carr and Kemmis in Anne Burns (1999: 30) states that action research is the application of fact finding to practical problem solving in a

social situation with a view to improving the quality of action within it, involving the collaboration and co-operation of researchers, practitioners, and laymen.

Wallace (1998: 255) states that action research is a method of professional development which involves the systematic collection and analysis of data related to practice.

From the definition above, it can be concluded that action research is the systematic study of problem solving in a social situation with the involvement of the researcher to improve the quality of action within it which involves the systematic collection and analysis of data related to practice.

## **2. The Characteristics of Action Research**

The following common features are the characteristics of action research suggested by Burns (1999: 30):

- a. Action research is contextual, small-scale and localized. It identifies and investigates problems within a specific situation.
- b. It is evaluative and reflective as it aims to bring about change and improvement in practice.
- c. It is participatory as it provides for collaborative investigation by teams of colleagues, practitioners and researchers.
- d. Changes in practice are based on the collection of information or data which provides the impetus for change.

Based on the characteristics of action research above, this research was appropriately conducted as classroom action research in order to bring social and

educational change and improvement in pronunciation ability and students' learning attitude.

### **3. The Advantages of Action Research**

The followings are the advantages of action research according to the expert in [www.ascd.org/readingroom/books/sagor92book.html#chap1](http://www.ascd.org/readingroom/books/sagor92book.html#chap1):

- a. Action Research will help the teacher improve instruction in his classroom. It will allow him to look critically at what goes on in his room and the impact that very small changes can make in student (and teacher) success.
- b. Action Research can help the teacher focus on specific issues and address them with a plan. As a result, he'll know why something has changed-without having to guess at the causal relationships of his actions on student achievement.
- c. Action Research exposes the teacher/researcher to current research and best practices that truly address his/her professional goals-not just what someone else thinks he/she needs to read. It empowers the teacher to make instructional decisions in his own classroom. When Action Research remains focused on student achievement, he has the ability to improve his practice and impact the success of his students.

According to Ferrance (2000: 13-15), action research can be a worthwhile pursuit for educators for a number of reasons. Foremost among these is simply the desire to know more.

#### **4. The Types of Action Research**

There are different types of action research depending on the participants involved. According to Ferrance (2000: 3-5), a plan of research can involve a single teacher investigating an issue in his or her classroom, a group of teachers working on a common problem, or a team of teachers and others focusing on a school- or district-wide issue.

##### **a. Individual Teacher Research**

It is usually focused on a single issue in the classroom such as classroom management, use of materials, or student learning. Teacher may have support of his supervisor or principal, an instructor for a course he is taking. The problem is the evident in his classroom. In this research, the teacher as the researcher may collect data or involve looking at student participation. One of the disadvantages of individual research is that it may not be shared with others unless the teacher chooses to present findings at a faculty meeting, make a formal presentation at a conference, or submit written material to a listserv, journal, or newsletter. It is possible for several teachers to be working together on the same problem with no knowledge of the work of others.

##### **b. Collaborative Action Research**

It may include as few as two teachers or a group of several teachers and others interested in a classroom or department issue. This issue may involve one classroom or a common problem in many classrooms. These teachers may be supported by individuals outside of the school, such as a university or community partner.

**c. School Wide Research**

It focuses on common issues to all schools. For example, a school may have a concern about the lack of parental involvement in activities, and is looking for a way to reach more parents to involve them in meaningful ways. Teams of staff from the school work together to narrow the question, gather and analyze the data, and decide on a plan of action. An example of action research for a school could be to examine their state test scores to identify areas that need improvement, and then determine a plan of action to improve student performance. Team work and individual contributions to the whole are very important, and it may be that problem points arise as the team strives to develop a process and make commitments to each other. When these obstacles are overcome, there will be a sense of ownership and accomplishment in the results that come from this school-wide effort.

**d. District-Wide Research**

This research is more complex and utilizes more resources, but the rewards can be great. The issues can be organizational, community-based, performance-based, or processes for decision-making. A district may choose to address a problem common to several schools or one of organizational management. As the result, school can take control based on a common understanding through inquiry. The involvement of multiple constituent groups can lend energy to the process and create an environment of genuine stakeholders.



Table 3.1 *Types of Action Research*

	<b>Individual teacher research</b>	<b>Collaborative action research</b>	<b>School-wide action research</b>	<b>District-wide action research</b>
<b>Focus</b>	<ul style="list-style-type: none"> <li>• Single classroom issue</li> </ul>	<ul style="list-style-type: none"> <li>• Single classroom or several classrooms with common issue</li> </ul>	<ul style="list-style-type: none"> <li>• School issue, problem, or area of collective interest</li> </ul>	<ul style="list-style-type: none"> <li>• District issue</li> <li>• Organizational structures</li> </ul>
<b>Possible support needed</b>	<ul style="list-style-type: none"> <li>• Coach/mentor</li> <li>• Access to technology</li> <li>• Assistance with data organization and analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Substitute teachers</li> <li>• Release time</li> <li>• Close link with administrators</li> </ul>	<ul style="list-style-type: none"> <li>• School commitment</li> <li>• Leadership Communication</li> <li>• External partners</li> </ul>	<ul style="list-style-type: none"> <li>• District commitment</li> <li>• Facilitator</li> <li>• Recorder</li> <li>• Communication</li> <li>• External partners</li> </ul>
<b>Potential Impact</b>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Curriculum</li> <li>• Instruction</li> <li>• Assessment</li> <li>• Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Potential to impact school restructuring and change</li> <li>• Policy</li> <li>• Parent involvement</li> <li>• Evaluation of programs</li> </ul>	<ul style="list-style-type: none"> <li>• Allocation of resources</li> <li>• Professional development activities</li> <li>• Organizational structures</li> <li>• Policy</li> </ul>
<b>Side Effects</b>	<ul style="list-style-type: none"> <li>• Practice informed by data</li> <li>• Information not always shared</li> </ul>	<ul style="list-style-type: none"> <li>• Improved collegiality</li> <li>• Formation of partnerships</li> </ul>	<ul style="list-style-type: none"> <li>• Improved collegiality, collaboration, and communication</li> <li>• Team building</li> <li>• Disagreements on process</li> </ul>	<ul style="list-style-type: none"> <li>• Improved collegiality, collaboration, and communication</li> <li>• Team building</li> <li>• Disagreements on process</li> <li>• Shared vision</li> </ul>

In this research the researcher conducted collaborative action research.

As what has been explained before, this research used a single classroom. The English teacher worked as an observer that observes the class situation and teaching learning process when the action was implemented.

## 5. The Steps in Action Research

Kemmis and Mc Taggart in Burns (1999:32) explain that action research occurs through a dynamic and complementary process, which consists of four essential 'moments': planning, action, observation and reflection. These moments are the fundamental steps in a spiraling process. Each step is explained as follows:

### a. Planning

Before implementing the action, the researcher needed to make general plan. At this stage the researcher prepared equipments needed in doing the action in order to improve the students' pronunciation ability.

### b. Action

Action is act to implement the plan. The researcher did the planning which had been made. The researcher carried out the lesson plans the researcher had made. In this research, the researcher used cartoon films in teaching and learning process in order to improve students' pronunciation ability.

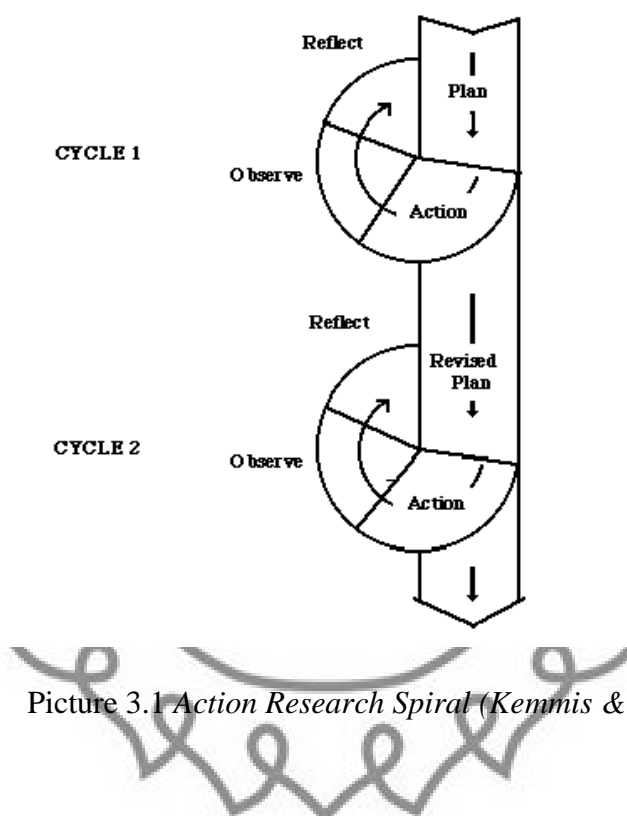
### c. Observation

Observation is a step where the researcher observes the effects of the critically informed action in the context in which it occurs. The researcher observes all activities happening in the classroom and make notes related to the process of teaching and learning. The researcher does observation during teaching and learning process.

#### d. Reflection

Reflection is a step to reflect the effects of the action as the basis for further planning. Reflecting is needed as the basis for further planning. In this step the researcher reflects what he has done through a succession of stages.

The spiral model can be illustrated as follows:



Picture 3.1 *Action Research Spiral (Kemmis & McTaggart)*

### 6. The Procedure of Action Research

The four steps at the model can be expanded into six steps which included in the procedure of action research. The procedures are: 1) identifying the problem; 2) planning the action; 3) implementing the action; 4) observing the action; 5) reflecting the action; and 6) revising the plan. Each step will be explained as follows:

**a. Identify A Problem Area**

In identifying the problems, the researcher had conducted pre-observation, pre-test, interview and distributed the questionnaires before conducting the research.

In the research, the researcher proposed two research questions about: 1) Can and to what extent cartoon films improves the students' pronunciation ability; 2) What happens when cartoon films are used in the pronunciation practice.

The problems were identified by using three elements:

**1) Test**

The pre-test was given in order to know the students' pronunciation ability.

**2) Interview the Teacher and the Students**

The interview was held in order to know the problems faced by the teacher during teaching learning process.

**3) Observation**

The observation was held in order to know the students' pronunciation ability, teaching method used by the teacher, and the students' behavior during teaching-learning process.

**b. Planning the Action**

General plan will be made before implementing the action. The researcher will prepare everything related to the action as follows:

- 1) Preparing the materials and sheets for classroom observation (to know the situation of teaching-learning process when the technique is applied).
- 2) Making lesson plan and designs the steps in doing the action.
- 3) Preparing teaching aids (slide shows, text-book, etc).
- 4) Preparing exercises and post-tests (to know whether students' pronunciation ability improves or not).

**a. Implementing the Action**

In implementing the action, the researcher did the planning which had been made. The researcher applies the lesson plans the researcher had made. The researcher used cartoon films in teaching and learning process in order to improve students' pronunciation ability. The real implementation was presented as follows.

- a. The researcher prepared materials containing some exercises and practices taken and adapted from book and other sources.
- b. The researcher gave short explanation and guided the students to understand and to practice how to produce English sounds.
- c. The researcher played the cartoon films that would be imitate by the students in the class.
- d. The researcher asked the students to read the dialogue in front of the class.
- e. The researcher records the dialogue.
- f. The researcher asked about the students' feeling and their comment dealing with cartoon films and the activities done in the classroom.

**b. Observing the Action**

The observation was done during the teaching and learning process. In this step, the English teacher of SMP N 1 Kaliwiro was the observer. He observed all activities happening in the classroom and took notes related to the process of teaching and learning. There were some aspects which were observed: class situation, students' behavior, teacher technique in delivering the materials and students response when they were given the materials. The result of the observation was written in field notes as the data while the researcher writes her observation result in diaries. The English teacher as the observer gave some input and suggestion to the researcher. The observer also takes some photographs of the teaching and learning process.

**c. Reflecting the Action**

The researcher evaluated the teaching activity that had been carried out. The researcher reflected the field note and diaries in order to find out the strengths and weaknesses of the teaching activity that had been carried out. The weaknesses are refined in the next cycle, so that finally the effectiveness of using cartoon films to improve students' pronunciation ability is determined.

**d. Revising the Plan**

Revising plan was needed when the action cycle did not make any improvement on the students' pronunciation ability. Based on the weaknesses which are found in reflecting process, the researcher revises the plan for the next cycle.

This research is conducted in two cycles. Pre-test is held at the beginning of cycle to measure students' pronunciation ability before implementing the action. In the end of every cycle, there was post-test. Students' improvement was seen in the results which were compared from the pre-test and post-test.

### **C. Method of Research**

#### **1. The Technique of Collecting Data**

In this research, the writer uses techniques of collecting the qualitative and quantitative data. The techniques of collecting data used are observation, interview, record, field note, diaries and tests. In detail, the techniques of collecting data are as follows:

##### **a. Qualitative Data**

The qualitative data in this research was collected by using some techniques including:

##### **1) Observation**

The observer observed and took notes of all that happened before and during the implementation of cartoon films in the classroom. There were some aspects which were observed, namely: class situation, students' behavior, teacher technique in delivering the materials and students response when they were given the materials. The observation was aimed to know the situation of the teaching learning process when the media was used.

## 2) Interview

This technique was held at the beginning and the end of the research to know the students' and the teacher's view of the teaching-learning process. The interviews were conducted to teacher and students.

## 3) Document analysis

The document in this research consists of lesson plans, students' worksheet, questionnaire, teacher diaries, and field notes.

## 4) Record

Record was used to record students' voice when they were conducting tests.

## 5) Photos

In this research photographs were taken while the actions are implemented. Photographs were used to show the activity done by the students in the class during pronunciation practice.

### b. Quantitative Data

The quantitative data is collected by using tests. The tests are given three times: in the beginning of the research and in the end of each cycle. These tests are conducted to measure the students' pronunciation ability improvement. Then the pos test result is compared to the students' score before the actions are implemented.

After the data are taken from the documents (questionnaires, diaries, field notes, interview notes, and student worksheets) and they are supported by the



mean score that is found from the tests, the writer can find the improvement of the students' pronunciation after they watch cartoon films.

Table 3.2 *Table of Collecting Data*

Steps of the research	Participants	Techniques of collecting	Data	Techniques of analysis
<b>Pre research</b>	<ul style="list-style-type: none"> <li>• Researcher</li> <li>• Students</li> <li>• Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Test</li> <li>• Observation</li> <li>• Interview</li> </ul>	<ul style="list-style-type: none"> <li>• Scores</li> <li>• Field notes</li> </ul>	Constant Comparative Method and descriptive statistic
<b>Implementation</b>	<ul style="list-style-type: none"> <li>• Researcher</li> <li>• Students</li> <li>• Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Diary</li> <li>• Document</li> <li>• Record</li> </ul>	<ul style="list-style-type: none"> <li>• Photographs</li> <li>• Students' Answer sheet</li> <li>• Diaries</li> </ul>	Constant Comparative Method
<b>Result discussion</b>	<ul style="list-style-type: none"> <li>• Researcher</li> </ul>		<ul style="list-style-type: none"> <li>• Teaching and learning process</li> <li>• Students' achievement in pronunciation</li> <li>• Students' motivation</li> </ul>	

## 2. Technique of Analyzing Data

The data collected in this research are qualitative and quantitative data. The qualitative data is analyzed by using Constant Comparative method, while quantitative data is analyzed using statistic descriptive technique.

### a. Qualitative Data

To analyze qualitative data, the writer uses constant comparative method. Miles and Huberman (1992: 15-19) say that in general, the data analysis process includes data reduction, data presentation, data synthesis, and conclusion/verification.

### 1. Data Reduction

a) Unit identification. First, the smallest unit that is found in the data is identified.

It must have close relationship with the research problems.

b) Having got the unit, the next step is making codification. It means that the researcher had to code every unit in order to know where the data come from.

### 2. Data Presentation

a) Data presentation is the step to combine some information into a compact and an achievable unit.

b) Data are presented using matrix, graph, web, and draft.

### 4. Conclusion/Verification

In conclusion, the writer formulates proportional statements that come from the data.

Writing conclusion is a just part of an activity from the whole configuration. The conclusions are verified during the research. Verification is a frequent study of the data to test data validity.

#### **b. Quantitative Data**

Moreover, the quantitative data gained from the tests support the qualitative data. The results of the tests (pre-test and post-test) are analyzed. The data of the pre-test and post test from audio recording are listened. It is to ensure the accuracy of the students' scores. Then, the students' pre test and post test scores are presented in the form of mean scores. The mean of the pre-test scores and post-test scores are used to analyze the teaching learning process. It is done to compose the students' pronunciation ability before and after the implementation

of the research. The objectives and hypotheses of this research are tested using the non-independent t-test. It is to answer whether there are significant differences between the students' achievement before and after the research.

The mean of the students' score in the post test of cycle 1 and the post test of cycle 2 can be calculated with the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$\bar{X}$  = mean scores  
 $\sum X$  = the sum of all scores  
 $N$  = the number of students

To prove whether there is significant difference between pre-test and post-test 1, post-test 1 and post-test 2, and so on, the researcher used t-test formulation, in which the formulation is:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$t$  = the value for non-independent means

$D$  = the differences between the paired scores

$\bar{D}$  = the mean of the differences

$\sum D^2$  = the sum of the squared differences

$N$  = the number of the students

Finally, by analyzing the observation result and test result, the writer can make a conclusion whether cartoon films can improve students' pronunciation or not.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSION

This chapter shows the result of the research conducted in class VIII A of SMPN 1 Kaliwiro Wonosobo in 2009/2010. The actions of this research were mostly done in the library, because the facilities are complete and the situation is perfect to conduct pronunciation practice. During the actions, the researcher was helped by Mr. IK as the collaborator. The aim of this research is to improve the pronunciation ability of the eight grade students of SMPN 1 Kaliwiro in 2009/2010 by using cartoon films as the teaching media. This chapter describes and discusses the data collected from the research.

#### A. Research Finding

The research was conducted in two cycles. The procedure of the research consisted pre research, research implementation and research discussion. The research finding can be described as follows:

##### 1. Cycle 1

###### a. Pre Research

Before conducting the research, the teacher has identified the problem of the teacher and the students in teaching learning process. She used four instruments to find out the problem, they are: questionnaire, interview, observation and pre test. By knowing the problem, the researcher can gather the

data that led her to the next step that is planning the action. The following is the table of pre-research schedule.

Table 4. 1 *Pre Research Schedule*

No.	Activity	Date
1.	Pre-test	Wednesday, March 10 <sup>th</sup> 2010
2.	Distributing questionnaire	Wednesday, March 10 <sup>th</sup> 2010
3.	Interview the English teacher	Wednesday, March 10 <sup>th</sup> 2010
4.	Pre observation	Thursday, March 11 <sup>th</sup> 2010
5.	Interview the students	Friday, March 12 <sup>th</sup> 2010

### 1) Pre Observation

Based on the pre-observation result, the researcher found some problems, those are:

#### a) Students' English Comprehension

The students' English comprehension especially their pronunciation ability was very low. When they speak or read an utterance, the researcher did not have any idea what they were talking about. Their low knowledge about pronunciation was reflected on the pronunciation of some English words that sounded like other languages' words. Somehow, the other students understand the meaning of the words although the pronunciation was incorrect. They also have difficulties in differentiating Indonesian sound system and English sound system. So, they read English utterances by using Indonesian pronunciation.

**b) Students' Intrinsic Motivation**

The students' motivation in learning English was very low. Most of them were too ashamed to ask something to the teacher. They did not like to try something new and they did not like to perform their ability in the classroom as well. They were also afraid of making mistakes. That made them so passive during the lesson. The number of passive students was higher than the number of active students. Actually they were interested in learning pronunciation because it is something new for them. But, in fact the teacher found that: they did not want to speak aloud or read aloud. They also did not want to ask any question to the teacher. They kept quiet as if they just wanted to be invisible.

**c) The Teaching Method and Teaching Media**

The teacher had a good control to the classroom. He was also funny and open minded. But he tended to use same teaching method with limited teaching media. That was why the students bored in the last 30 minutes. The teacher and the students only used LKS (a handbook containing materials and student worksheets). Besides, the teacher used pictures and cassettes to teach English. He did not use audiovisual media such as video and film to deliver the materials since the LCD and Laptop had not available yet before the researcher came.

The problems above were caused by some factors. The low students' pronunciation ability was mainly caused by the lack of students' intrinsic motivation. The low intrinsic motivation is caused by the surrounding environment. The people in their environment had very low motivation to study something and to achieve higher education. That was why the students hesitated to

make progress in their study. They just kept silent during the lesson. Although they were curious about something, they did not easily show it to others. They were afraid they would make mistakes if they did so.

The problems were also caused by the teacher's teaching method and the teaching media. He taught in class by explaining the material and doing the exercises on the handbook. This made the students bored. Sometimes he asked the students to read the dialogue in front of the class. By doing this way, the teacher could easily control students' pronunciation and could fix any mistakes immediately as well, but it is not enough to create meaningful and enjoyable activity.

The media being used in this school were complete enough, but some of the audiovisual media had not available yet. The teacher only used conventional media such as pictures and handbook. The students' pronunciation ability was considered low because they were not accustomed to learning English from the native speaker. They only had two sources in their study: their teacher and English handbook. Those sources, of course, only provided limited information about pronunciation

## 2) Questionnaire

In the same day of the pre test, the researcher distributed questionnaires to the students. Questionnaire was used to prove the general assumptions about the English teaching learning process in SMP N 1 Kaliwiro, especially in pronunciation practice.

Based on the analyses of the questionnaire result, the researcher concluded that the students had many problems in learning English pronunciation. Based on the result of the questionnaire, the researcher listed some problems, those are:

- 1) Students had high interest to study English and English pronunciation but they had lack intrinsic motivation, so they gave up to find other sources to practice pronunciation.
- 2) Most students had problem in putting right stress in the right syllable/word.
- 3) The teacher rarely used various methods and media in teaching.

### 3) Interview

In this research, the researcher interviewed English teacher and the students. Based on the interview with the English teacher—Mr. IK, the researcher concluded that the teacher had some problems in achieving the pronunciation practice goal. According to him, pronunciation was a hard subject because the students had a tendency to follow Indonesian pronunciation which is very different from English Pronunciation. It means that the students do not have awareness to produce correct pronunciation.

In order to achieve pronunciation practice goal, he asked the students to read dialogues in front of the class. By doing so, the teacher not only encouraged the students to read aloud but also could fix any mistakes immediately. He also asked the students to write down some utterances by dictating. He wanted the students to understand both oral and written conversation. The teacher applied drilling/method in the classroom since he often asked the students to repeat some



words after the teacher. Actually, the teaching method used by the teacher was good enough to teach pronunciation, but it was not that effective to achieve the goal. In achieving the goal, the teacher should consider to apply other teaching methods or simply to use media to deliver the material. Instead of using interesting media or applying different methods, the teacher only used the same method.

According to the teacher, it was possible to deliver the lesson by using different methods but it needed a lot of struggles to make it since English was something new for some students. Most of them could not read English dialogues fluently. The teacher said that he knew the general concept of pronunciation but he did not have enough time to explain it all. Besides, he already forgot some important information about pronunciation, so the teacher did not master the material pretty well. The teacher informed that the age of the students was about thirteen years old. He said that age did not influence students' interest in learning English. According to him, the most influential thing to it was students' motivation. High motivated students would give positive response during the lesson. On the other hand, low motivated students would give negative response.

The situation in the classroom influenced pronunciation practice. The situation should be well controlled since the students needed to pay more attention to the lesson. Most of students were not accustomed to learn pronunciation. It was reflected on their attitude when they read something aloud. They were very nervous and were not confidence.

Based on the interview with the students, KK, TM and AR, the researcher concluded that the students loved to study in funny situation. They said that their teacher was funny and was able to create enjoyable and relax class atmosphere by his jokes. The teacher taught pronunciation by drilling and dictating. He simply explained the meaning of words in a dialogue or in a text and showed how to pronounce each word. The students said that in the classroom they paid attention to the lesson, but sometimes when they were bored they often chatted with their friends or do something else. That boredom occurred because the teacher only used handbook to teach in every meeting.

Related to English comprehension in general, their main problems were they have no enough experience in speaking English and they had limited learning sources. Related to pronunciation, their problem was mainly about English spelling system since there were some discrepancy between spelling and sounds. They were confused in pronouncing similar words in different pronunciation.

#### 4) Test

In the pre-test, the researcher asked the students to read the dialogues in pair. There were 2 characters in the dialogue, *Mom* and *Mandy*. First, the students were supposed to choose which character they wanted to be and then they were supposed to read the dialogue of their choice. Second, the teacher recorded the dialogue. Third, the students were supposed to read another character dialogue. For example the students who read Mandy's dialogue in the first term should read Mom's dialogue in the second term.

Based on the result of the pre-test, researcher concluded that the students' pronunciation ability was low. They had difficulties in understanding English spelling system. They made so many silly mistakes such as:

- 1) They pronounced go [gəʊ] as [gu:]
- 2) The intonation of statement (falling intonation) was similar to the intonation of yes/no question (rising intonation).
- 3) The dialogue was 'flat' because they gave no stress to the dialogue.

It can be concluded that another problem was about stress and intonation. They followed Indonesian stress patterns and intonation patterns. They have many difficulties in pronouncing perfect falling intonation. They also had difficulties in pronouncing particular sounds such as: /æ/, /ɔ/ and /ɪ/.

#### **b. Planning**

Before the action was conducted, everything related to the action that would be implemented was prepared. A pre test and a post test were prepared to know students' pronunciation ability improvement before and after the action. The tests were oral test type. The students' were supposed to read the dialogue as clearly as possible. Besides that, lesson plans for the first cycle were completed. The teaching materials were taken from many sources such as: Oxford Dictionary, [www.youtube.com/pronunciationtutorial](http://www.youtube.com/pronunciationtutorial), pronunciation handouts, et cetera. The topic was narrative text. There were three meetings in the first cycle. One lesson plan was made for each meeting. The first meeting was about English spelling system and vowels.. The second one was about diphthongs. The last was about stress and intonation.

There are many techniques of pronunciation practice. In this research, the researcher used *listening and imitating* technique, *reading aloud* technique, and *recordings of learner' production* technique. The researcher used cartoon films as teaching media since they have a lot of benefits which are effective to teach pronunciation. The researcher used cartoon films as teaching media and used audiolingual method to teach pronunciation in order to achieve the goal of pronunciation practice. Cartoon films used in this research should have certain criteria such as: having simple dialogues, having clear and intelligible pronunciation, and having moral value. The cartoon film used in cycle 1 is cartoon film entitled "The Tale of Despereux Tilling". This film had all of the criteria mentioned above.

In the first cycle, the researcher used power point presentation to deliver the material in the classroom. She also used sound systems to facilitate teaching learning process. Before the first meeting was conducted, the researcher played a cartoon film while she conducted pre test for the students. In the first meeting, the researcher explained about the basic concept of vowels and diphthongs using lecturing technique combined with *listen and imitate* technique. She showed many parts of the film as a 'model' to pronounce certain words, then the students pronounced the word altogether. After that, the students tried to pronounce the words individually. This was aimed to know the students' pronunciation ability improvement after treatment and to correct mistakes and errors made by the students. In the 2<sup>nd</sup> and 3<sup>rd</sup> meeting the researcher uses *read aloud* technique and *record dialogue* technique.

**c. Action**

As explained in the planning of the action above, the first cycle consisted of two meetings and one test. Following are the schedule of first cycle implementation.

Table 4. 2 *The Schedule of First Cycle.*

Meeting	Date	Teacher	Observer	Material
I	12-03-2010	MRP	Mr. IK	Vowels
II	7-04-2010	MRP	Mr. IK	Diphthongs
III	9-04-2010	MRP	Mr. IK	Stress and Intonation
Post test 1	28-04-2010	MRP	Mr. IK	Pronunciation

**1) The First Meeting (08.00-09.30)**

The meeting was conducted on Wednesday, March 12<sup>th</sup> 2010. The material for this meeting was about vowels. In delivering the material, the teacher used power point and uses media such as: LCD, laptop, speaker and white board. After greeted the students, the teacher started the lesson by asking students' impressions about the film they watched previously. The teacher played certain part of the film and asked the students to find out at least three words in the film. Two students tried to mention three words. After mentioning around three words, the students gave up. They could not mention more than that because they felt that the words were unfamiliar. Then, the teacher mentioned the rests. The students were ashamed because the words in the film were so familiar for them. They wondered why they could not hear those words clearly. Then, the teacher told that they were accustomed to using incorrect pronunciation, so they could not hear the words clearly. She also pronounced the words in correct pronunciation. The students repeated the correct pronunciation together after the teacher. To identify each student's understanding, she asked each student to pronounce some of those words individually. She fixed mistakes done by the students immediately. After fixing students' answer, she explained about the basic differences between English pronunciation and Indonesian pronunciation. That was the opening stage.

After the opening stage, the teacher went to the main stage. First, she tried to make the students' interested in learning vowels. It was reflected in the way she made the presentation slides. She chose bright and playful colors as the main theme of the slides; she also used informal teenagers' language style that was very close to the students' life. She chose some familiar vocabularies as the

example of each vowel. The interesting part was that she put funny picture to each vowels as the representatives of certain word. She did so because she simply wanted to make the students remember the vowels easily. For example she put a picture of a cat [kæt] when she explained about sound /æ/. She explained how to produce each vowel and pronounced each vowel. Then the students imitated the teacher.

The teacher played the film once more and asked the students to find out at least three words in the film. It showed a better result because they could mention more than three words and it was done by the whole class. The students were amazed because they were able to listen to English words better than before. Then, the teacher mentioned the rest words while showing the parts of the film containing those words. After that, the students repeated the correct pronunciation together after the teacher. This activity made the students noticed that the native speakers' pronunciation was very different from their teacher's. So, they had to be very careful in pronouncing English utterance. To identify each student's understanding, the teacher asked each student to pronounce some of those words individually. She fixed mistakes done by the students.

## **2) The Second Meeting (08.00-09.30)**

The second meeting was conducted on Wednesday, April 7<sup>th</sup> 2010. The material was diphthongs. The teacher used the same media as the previous meeting: power point, LCD, laptop, speaker and white board. After greeting the students and praying together, she started the lesson by reviewing the previous material. To remind the students, she asked the students to pronounce some words

individually. It seems that they already got the idea although some of the students made mistakes. This ‘test’ not only use to remind the students, but also to deepen students’ understanding about vowels. Then, she explained the general concept of diphthongs.

To make the students got the concept of diphthong, she tried to relate Indonesian ‘diphthong’ to English diphthong. Indonesian has no diphthongs, but it has similar concept to diphthongs. The concept of ‘diphthongs in Indonesian are two vowels joined together and create a new sound. For example: *amboi*, *kerbau*, *pulau*, *et cetera*. The teacher played certain part of the film and showed the part that had diphthongs in it, and then she asked the students to mention some diphthongs from the film. Then she explained each diphthong and gave some examples. She pronounced certain words, and then the students repeated after her. The teacher asked each student to pronounce some words individually and fixed mistakes done by the students.

After she made sure that the students got the idea of diphthongs, she tried to apply those diphthongs in some dialogues based on the cartoon film. She asked the students to read two short dialogues in pairs.

To identify how far they understand two materials: vowels and diphthongs, the teacher divided the class into five groups. Each group was asked to do the exercise about vowels and diphthongs.

### 3) The Third Meeting (08.00-09.30)



The third meeting was conducted on Friday, April 9th 2010. In the third meeting, the teacher was helped by Mr. IK as the observer. Actually, based on the schedule the lesson should be over on 09.15 WIB, because the lesson needed time more than the usual, Mr. IK allowed the researcher to finish the lesson on 09.30 WIB. The teacher began her lesson by greeting the students and by checking their attendant list. She also checked the students' readiness for the lesson.

The situation in the classroom is not as perfect as it should be. The ninth grade students in the next class made unnecessary noise during the lesson. Unfortunately, the LCD could not connect with the laptop. Instead of trying to connect LCD with the laptop, the teacher started to explain the material by using laptop. To strengthen the idea of stress patterns and intonation importance, she compared two similar utterances. The utterances that are pronounced using different stress and different intonation will create different meaning.

In this meeting she used the same method as the previous meeting. She explained the material first, showed the pronunciation, and asked the students to repeat after her. In the first thirty minutes, she explained about stress within word. First, the teacher explained stress in one syllable words. Second, she explained stress in two syllables words. The last, she explained stress pattern in three syllables words.

After thirty minutes, she explained about stress within a sentence. To start material about intonation, the teacher mentioned kinds of intonation in English: rising intonation and falling intonation. First, she explained about rising intonation, and then she explained about falling intonation. The students had a

problem in pronouncing falling intonation because the students weren't accustomed to it. They were familiar with the pattern of rising intonation because it was similar to Indonesian intonation.

As the exercise, the teacher asked the students to underline the stressed words in "Desperaux Tilling" film's dialogue. Then, they are asked to read the dialogue as similar as possible to the film characters' pronunciation. Instead of following English stress patterns, the students read the dialogue using Indonesian stress patterns. Nevertheless it was so much better than the pre test result. In pre test the students read the dialogue without stressing any word.

#### **d. Observation**

Since this research is collaborative research, the observer—Mr. IK always accompanied her to observe the teaching learning processes. The researcher prepared a field note form to be filled by the observer in each meeting. Those field notes are very useful as the researcher's reflection to make plan for the next steps. The observer preferred to give suggestion or give criticism orally rather than in written form, so he just simply wrote down the essential things in his field notes.

Based on the observer field notes, the researcher realized that she still had many weaknesses. Although she made progress in each meeting, there were still some weaknesses that should be fixed in the next cycle. The observer notes were listed in the following table.

Table 4.3. *The Observer's Comments in Cycle 1*

Meeting	Activity	Comment
I	a) Opening	The researcher spoke loud, it was good to deliver the material. All students could hear her voice. Unfortunately, she forgot to pray, checked the attendant list and asked for students' readiness. The students were so quiet and passive. They gave limited responses towards the teacher's question. The students were also confused with the teacher's instruction in English because they weren't accustomed to it. The teacher should teach bilingually to make the students understand the teacher's commands and instructions. She gave motivation to the students and it was a good point. Some students smiled and laughed. They were more active compared to the first time they met their teacher.
	b) Main Activity	The students could understand the material well although they couldn't pronounce some vowels. The students seemed a bit confused because the 'speed' of explanation done by the teacher was too fast. The teacher needed to give more examples to make students understand the lesson. She should be more patient and slow down.
	c) Closing	The condition of the classroom is perfectly controlled. The students did not make unnecessary noise during the lesson. The teacher forgot to review the material. It would be better if she reviewed the material before she closed the lesson. Overall, the teaching learning process was good.
II	1) Opening	The students were active. The teacher didn't forget to pray and checked the attendant list. She also reviewed the previous lesson. But it should be longer because reviewing the lesson was very important.
	2) Main activity	The students were more active than before. They gave some comments or criticisms related to the activity. The teacher was successful in controlling the classroom and creating funny and cheerful atmosphere but she did not write down any notes for the students. When checking the students' answer, it would be better if she wrote the correct

III	3) Post-reading	answers down on the board. When checking the groups' answer, it would be better if the researcher compared it with the other groups' answer. It would make them more active.
	a) Opening	There were some technical problems that affect teaching learning process. The LCD could not connect with the laptop. The students seemed little bit disappointed because they cannot see the materials and the films clearly.
	b) Main Activity	The situation was very noisy. This condition made the students lost their focus and less active than the previous meeting. The teacher wrote the materials down on the board instead presented the materials in the laptop. Then, the students started to show their interest by answering teacher's questions.
	c) Closing	There was a progress in classroom situation. Two students were confidently read the dialogue in front of the class. Unfortunately, the rest of students were too coward to read the dialogue in front of the class.

In the first post-test result, the researcher found that there were some improvements. Those improvements can be seen in the following table.

Table 4. 4 *The Comparison between Pre-test and Post-test 1 Result*

Aspects	Specific aspect	Pre-test result	Post-test 1 result
Vowels	- Short vowels	Bad	Very Good
	- Long vowels	Good	Good, with a bit improvement
Diphthongs		Bad	Good
Stress	- Stress within a word	Bad	Better, with a bit improvement.
	- Stress within a sentence	Bad	Better
Intonation	- Rising intonation	Good	Good, with a bit improvement

	- Falling intonation	Bad	Need improvement
Students' mean score		44.3	73.5

### e. Reflection

From the observations above, the researcher got the result as follows:

- a) The students were interested to learn pronunciation but unfortunately most of them were still less confident, nervous, and afraid of making mistakes.
- b) Some of the students made a very good progress in their attitude. They enjoyed the lesson. It is reflected on their confidence. They also actively involved in the activities.
- c) Post test shows a better pronunciation achievement but the students had difficulties in using English stress pattern. They also had difficulties in using falling intonation.
- d) The teaching technique should be revised because technique used in the first cycle could not make the whole class active.

From the reflection above, it could be stated that 1<sup>st</sup> cycle did not give a satisfactory result although the result of the pronunciation test had shown the improvement. There are many weaknesses in 1<sup>st</sup> cycle, so the researcher decided to go to the next cycle.

## 2. Cycle 2

**a. Revised Plan**

Based on the first cycle result, it can be concluded that there are improvements in the students' pronunciation ability. Unfortunately, the teacher still had many problems in teaching learning process. It dealt with the teaching method used by the teacher. In the first time, she thought that the method was effective to teach pronunciation. It was true that some students had made a progress in the class. In fact, it also made the students less active during teaching learning process because it tended to be teacher centered, not student centered. They tended to be hesitated to try something new like read aloud with such expressions used in the film. Besides, some of the students complained about the film. They said that the duration of the film was too long and the speed of conversation was too fast. The teacher planned to change the film with the shorter duration and the slower conversation speed. She would provide toddler's film for the students since it had all of the criteria. By doing so, the students would have better understanding in pronunciation.

**b. Action**

The second cycle consisted of two meetings and one post-test. In the second cycle, the researcher focused on applied the materials given in the first cycle. The schedule of the second cycle is listed on the following table.

Table 4. 5 *The Schedule of Second Cycle*

Meeting	Date	Teacher	Observer	Material
I	28-04-2010	MRP	Mr. IK	'Fireman Sam' dialogues (voice over activity)
II	30-04-2010	MRP	Mr. IK	'Fireman Sam' dialogues (voice over activity with expression)
Post-test 2	01-05-2010	MRP	Mr. IK	Vowels, diphthongs, stress and intonation.

### 1) First Meeting (08.00-09.30)

The first meeting of 2<sup>nd</sup> cycle was conducted on Thursday, April 29<sup>th</sup> 2010. In this meeting the teacher prepared toddler cartoon film which was suitable for their comprehension level. This film entitled 'Fireman Sam'. After reviewing previous material in the first cycle, she played the film. The teacher asked the students to give any comment about the film. Some of them said that they could not hear the sound clearly. Another student said that the story was too simple. They were surprised when they knew that the film is for three years old children. Then, the teacher asked the students to mention any vocabularies from the film. Some of the students mentioned some of the vocabularies confidently while the others kept quiet.

The teacher distributed the dialogue script and the list of unfamiliar words such as: finders keepers, maggots, and crumbs, et cetera. She showed how to pronounce those words and also explained the meaning of each word.

In this meeting, the teacher said that she had a plan to have an activity called voice over. First, the teacher divided the class into several groups. After divided the class into several groups, the teacher played the film while the

students learn the dialogue. The teacher asked the students to listen to the film dialogue pronounced by English native speaker while they read the dialogue script, so that they could learn to read the dialogue as similar as possible to the film. Each member of the groups might choose his desired character. After the groups were ready, the teacher asked each group to read “Fireman Sam” dialogue in front of the class. Before the group started to show their performance, the teacher reminded the group to use correct pronunciation. She also allowed the students to use expressions when they perform their performance. The other groups were supposed to note down any mistakes done by the group. After the group had finished, the teacher and the other groups evaluated them.

## **2) Second meeting (08.00-09.00)**

The second meeting was conducted on Friday, April 30<sup>th</sup> 2010. After greeting and praying, the teacher checked the attendant list. Then, she reviewed the material by discussing common pronunciation mistakes done in the previous meeting. She reminded the students to be very careful in pronouncing those words. Each student tried to pronounce those words individually without teacher’s help.

The activity was continued by having a discussion about intonation and expression. The teacher explained the basic concept of expression and its correlation to intonation. Then, the teacher showed some expression and its intonation. First, she showed the expression of anger and showed how the intonation should be. Then, she analyzed the dialogue together with the students. She gave more attention to certain parts because the students usually had



difficulties to give right expressions in these parts. The teacher also compared 2 expressions; such as anger expression and sad expression to deepen the concept.

The teacher explained that expression and intonation have an important role in communication, especially when they conduct a voice over activity. To succeed the activity, each students need to understand the character they were going to play. The following activity was recording. The teacher asked two groups which were considered the best group to read the dialogue, and then the teacher would record it. Each group tried to show their best performance by studying the character being played. They also practiced a lot. The more they practice the more natural their dialogue would be. Before closing the lesson, the teacher asked the students to give their comment about this activity.

### c. Observation

In the second cycle, the researcher action was observed by Mr. IK. He couldn't write field note because he was so busy. So he just gave some important points related to the classroom situation orally. Following is the table of the notes from the observers in cycle two.

Table 4.6 *The Observer's Comments in Cycle 2*

Meeting	Activity	Comment
I	1) Opening	The review was too short. The teacher should consider adding five minutes more to review the materials.
	2) Main activity	The students could not understand the film perfectly. The teacher should consider finding another film that has the same level as students' understanding. The film was short and funny, but the pronunciation was unclear, it could be

	<p>3) Closing</p>	<p>seen from the students' complaint. Although some students refused to read dialogue in front of the class but the teacher successfully made the whole class active. There were some progresses in this meeting:</p> <ul style="list-style-type: none"> <li>• The students could follow English stress</li> <li>• The whole class actively involved in the activity (reading dialogue)</li> </ul> <p>The teacher should repeat every word she pronounced more than 2 times.</p> <p>Good. The whole class was actively involved in the activity. The students were impressed by the activity. They practiced the dialogue even after the class over.</p>
<p>II</p>	<p>1) Opening 2) Main activity 3) Closing</p>	<p>Good</p> <p>The whole class was active but there are two students who needed to be encouraged. The teacher should be more patient in encouraging the students to read the dialogue.</p> <p>Good</p>

In the second post-test result, the researcher found that the students' pronunciation especially stress were improved. The detail improvements can be seen in the following table:

Table 4. 7 *The Comparison between Post-test 1 and Post-test 2 Result*

General aspect	Specific aspect	Post-test 1 result	Post-test 2 result
Vowels	-short vowels	Good	Better
	-long vowels	Good, with a bit improvement	Very good.
Diphthongs		Most students could differentiate diphthongs and vowels.	Better. Most students produced clear diphthongs.
	-Stress within a word	Good, with a bit improvement.	Better. They followed English stress pattern very well.
	-Stress within a sentence	The students' ability in using correct stress pattern improved just a bit.	The students' ability in using correct stress pattern improved. They could produce English stress patterns correctly.
Intonation	-Rising intonation -Falling intonation	Good with a bit improvement. Some of them confused in differentiating falling and rising intonation	Very Good.
Students' mean score		73.5	80.6

Based on the table above, it can be seen that the result of post-test 2 was better than the result of post-test 1. So, the researcher concluded that the students' pronunciation ability was improved.

#### **d. Reflection**

After implementing the second cycle, the researcher compared the result of first cycle and the result of second cycle. There were some differences between the first cycle and the second cycle. The differences are including class situation, students' intrinsic motivation, and the students' comprehension.

The class situation was more alive. The whole class was actively answer teacher's questions and was actively involved in the activities. The teacher always

said that making mistakes was the part of learning process, so the students were motivated to answer teacher's question although they didn't sure that their answer was correct. The teacher tried to be as relax as possible in facing some problems occurred in the classroom. It happened when some members of the third group refused to perform their dialogue in front of the class because they were unconfident, the teacher allowed them to read the dialogue using their own way. She asked the other students not to laugh at the group performing their dialogue. It made the students felt secure and relaxed in doing the exercises. It also made the students closer with the teacher, so they were not doubt in expressing their opinion. However, sometimes they still made errors and mistakes.

Based on the second post-test result, the researcher concluded that there were some improvements, especially in stress. In the first post-test, the students' pronunciation was poor and flat. After implementing the second cycle and conducting the second post-test, the students' stress was improved. It was proved by the second post-test result, in which it showed that more than fifty percent students read the dialogue in natural tone which means they were using correct stress pattern. The other aspects, such falling intonation and diphthongs were also improved. It can be seen from the mean scores of all students. In the pre-test the mean score was 44.3; in the first post-test the mean score was 73.5; and in the second post-test the mean score was 80.6. It proved that there was an improvement after the actions.

### 3. Findings

This section presents the discussion of the research result concerning with the students' responses toward the pronunciation practice uses cartoon films as the media and problems faced by the researcher during the research.

**a. Test Data**

Based on the test result, after the actions of this research the students' pronunciation ability was improved. The analysis of the students' score shows that there is an improvement of the students' pronunciation ability.

In the pre-test, the mean of the students' score is 44.3 while in the first post-test the mean of the students' score is 73.5. After comparing these score, it is found that at the level of significance 5%, the  $t$  table ( $t_t$ ) of 28 students is 2.052 and the  $t$  obtained ( $t_o$ )<sub>1</sub> is 15.2. Since ( $t_o$ )<sub>1</sub> is greater than  $t_t$ , it can be concluded that there is a significant difference between the score in pre-test and post-test 1.

Then, mean score of second post-test was 80, 6. After comparing the score of first post-test and the second post-test, it is found that at the level of significance 5%, the ( $t_o$ )<sub>2</sub> is 5.3. Because the ( $t_o$ )<sub>2</sub> is higher than ( $t_t$ ), it means that there is a significant improvement between the score of first post-test and second post-test.

The last, if the pre-test scores and the second post-test scores are compared, it is found that  $t_o$  is 20.5. Since  $t_t$  is lower than  $t_o$ , it can be concluded that the improvement between the score of pre-test and second post-test is significant.

Based on the computation above, it can be concluded that teaching pronunciation using cartoon films as the media improves the students'

pronunciation ability. The summary of the students' mean score, the t-test  $(t_0)$ ,  $(t_0)_1$ , and  $(t_0)_2$  can be seen in the following table.

Table 4. 8. *The Students' Mean Score and the Signification Value*

Test	Mean Score	The Signification Value		
		Pre-test & Post-test 1 $(t_0)_1$	Post-test 1 & post-test 2 $(t_0)_2$	Pre-test & Post-test 1 $(t_0)$
Pre-test	44.3	15.2	5.3	20.5
Post-test 1	73.5			
Post-test 2	80.6			

#### b. Non-test Data

Besides analyzing the test data, the researcher also analyzed the non-test data. It includes the teaching pre observation report, field notes, the interview notes, lesson plans, students' answer sheet and the questionnaire result.

##### 1) Teaching Field Notes

As explained in the observation of the action above, there were many notes from the observer in the first cycle. Actually, her way of teaching was good but it needed some more improvements. This showed that the researcher' teaching process still had many weaknesses. The weaknesses included the teaching steps order, the teaching technique, the time allotment of review, and the control of students' interaction.

In the second cycle, the teaching learning process ran better. The teacher made a progress by using new style teaching technique. She was successfully activated the students. It was a good progress. Although still there were some

weaknesses, such as time distributions and some technical things. Overall, the teaching learning process was good.

## 2) Interview Notes

Based on the interviews which had been conducted before the researcher implemented the action, the researcher concluded that the students' pronunciation ability, students' intrinsic motivation and students' confidence were very low. The teacher had difficulty in teaching pronunciation in interesting way and made the students to be more active.

While, based on the interviews conducted after the implementation of the action, the researcher concluded that the use of cartoon film in teaching pronunciation was effective. This technique used by the teacher was able to make the students motivated in learning English, especially pronunciation. They felt happy during the lesson. The students were also able to express some expressions they never done before.

## 3) Questionnaire Result

Based on the first questionnaires that distributed before the action result, the students admitted that their confidence and their intrinsic motivation were low. They loved English but they felt that their ability were very low. They had difficulties in understanding the concept of English spelling system.

After implementing the action, the researcher distributed the second questionnaires and she got good responses from the students. The students admitted that they have a better understanding in English pronunciation. They are also more motivated in learning English, especially pronunciation. They enjoyed

the lesson because they could watch cartoon film and also could learn something from it.

In summary, the research findings are listed in the following table:

Table 4.9 *Summary of Research Findings*

Research Findings	Before Action Research	After Action Research
1. The Improvement of students' pronunciation ability	The students' pronunciation ability was low with the pre-test mean score is 44, 3.	The students' pronunciation ability got better. It is proven by the cycle 1 post test mean score is 73, 5 and the cycle 2 post test mean score is 80, 6
A. The students' pronunciation ability	<p>Pronouncing English words by using Indonesian spelling system.</p> <ul style="list-style-type: none"> <li>• They pronounced 'work' /w ɜ:k/ as /wZrk/</li> </ul>	<p>Pronouncing English words by using English spelling system.</p> <ul style="list-style-type: none"> <li>• They were carefully pronounced 'purse' in the correct form /p ɜ:s/. They used to pronounced 'purse' as /p u:rs/.</li> </ul>
B. The achievement of the students' test score	<p>Making mistakes in pronouncing diphthongs.</p> <ul style="list-style-type: none"> <li>• They pronounced 'mouse' as /mɔs/ instead of /m aɪs/</li> </ul>	<p>Making fewer mistakes in pronouncing diphthongs.</p> <ul style="list-style-type: none"> <li>• they were successfully pronounced 'pure' /pjɔɹ/</li> </ul>
	<p>Having difficulties in differentiating similar words pronunciation.</p> <ul style="list-style-type: none"> <li>• They could not differentiate 'fool' and 'full'. They even did not know that those two words have different pronunciation.</li> </ul>	<p>Having fewer difficulties in differentiating similar words pronunciation.</p> <ul style="list-style-type: none"> <li>• "kemarin saya main tebak-tebakan beda I'm full dan I'm fool lho bu d kelas..."</li> </ul>
	<p>Using wrong English stress patterns when they pronounced words/utterances.</p> <ul style="list-style-type: none"> <li>• They stressed the words equally</li> </ul>	<p>Using right English stress patterns when they pronounced words/utterances.</p>
	<p>Having difficulties in using falling intonation.</p> <ul style="list-style-type: none"> <li>• They always used rising intonation in every part even in the part where falling intonation should be used.</li> </ul>	<p>Having fewer difficulties in using falling intonation.</p> <ul style="list-style-type: none"> <li>• "Bu, falling intonation itu begini kan?" (mengucapkan falling intonation)</li> </ul>
	The students' pre-test achievement was low.	The achievement of pronunciation test (post test 2) increases..



4. The improvement of classroom situation during teaching and learning process by using cartoon films	Keeping quite during the lesson.	Having a tendency to become more cheerful and talkative
	Not active <ul style="list-style-type: none"> <li>▪ The students did not answer teacher's questions.</li> <li>▪ The students did not ask any question to the teacher.</li> <li>▪ The students refused to do what teacher asked.</li> </ul>	Quite active <ul style="list-style-type: none"> <li>• Almost the whole class actively answered teacher's questions.</li> <li>• They asked something to the teacher although it was not closely related to the material.</li> <li>• The students were pleased to do what the teacher asked to them .</li> </ul>
	Refusing to read aloud in front of the class.	Reading aloud in front of the class confidently.
	Pointing others when teacher asked to do something.	Raising their hands when the teacher asked to do something
5. The students intrinsic motivation	Did not have initiative to gain more knowledge.	They practiced pronouncing dialogues with their friends.
	Having lack confidence when they were reading the dialogues	They explored some expressions so the dialogue would be much more alive.
6. Students' learning experiences	Using traditional method	Using a new teaching method.
	Using limited teaching media	Using various teaching media.
7. the students' behavior outside the class	The students did not greet when they met the researcher	They greeted the teacher when they met each other
	They did not discuss the material after the class was over.	They discussed the material even outside the classroom after the class was over.

## B. Discussion

The goal of this research is to improve students' pronunciation ability. The research findings show the improvements in many aspects by comparing the condition before and after cartoon films were used. In this section, those findings are discussed by justifying them with the theories in Chapter II.

As mentioned before, cartoon films are appropriate media to improve students' pronunciation ability. The improvement of students' pronunciation ability in this research involves certain focuses which are closely related to the

theories in Chapter I about the goals of teaching pronunciation using cartoon films. Each of the finding is discussed as follows:

### **1. Cartoon Films is able to Improve Students' Pronunciation Ability.**

Kenworthy (1987) states that the main goal of pronunciation for the learners is that pronunciation can be comfortably intelligible. It means that the conversation between the speaker and the listener can be 'comfortable'. It is not the condition where the speaker and the listener speak a native-like pronunciation, but both the speaker and the listener understand each other. Cartoon films are considered the appropriate media to achieve that intelligible pronunciation. When they were implemented in the teaching learning process, it helped the teacher to give modeling of correct pronunciation. It was easier for the teacher to show how to pronounce some words by using cartoon films. It was also very useful to make students familiar with English pronunciation. When certain parts of cartoon films were continuously repeated, the students had enough chance to recognize certain words.

Cartoon films also encourage the students to be active. As stated by Kemp (1963: 3) when such audiovisual materials as slides, filmstrips, overhead transparencies, and film are carefully prepared they give some important benefits; one of them is add interest to subject. He adds that cartoon films are effective media to encourage students to action. It means that students take turns as active speakers and active listeners as well so that their pronunciation ability is improved. In this research, the students were actively participated in many activities in the classroom; one of them was voice over. In this activity, the

students were challenged to read the dialogue as close as possible to the real film characters' pronunciation. They were so motivated to imitate the pronunciation of native English speaker in the films.

The group had an opportunity to record their dialogue. Then, they were supposed to compare their record and the original film so that the students could correct their mistakes in pronouncing the dialogues. Cartoon films really affected students understanding about pronunciation. Before cartoon films were used, the students had some difficulties in following English stress patterns. After they watched cartoon films they were so good in following English stress patterns. Besides, they had better understanding in producing unfamiliar sounds like / æ / after watching cartoon films. Thus, the students' pronunciation difficulties in mastering vowels, diphthongs, stress and intonation was decreased. Automatically, the students' pronunciation score was improved. The improvement can be seen in table 4.10 below:

Table 4.10 *The Mean Scores Table*

Mean of students' pre test scores	Mean of students' post-test 1 scores	Mean of students' post-test 2 scores
44.3	73.5	80.6

## 2. Cartoon Films is able to Improve Classroom Situation in Pronunciation

### Practice

There are more advantages than disadvantages when cartoon films are used in the teaching learning process. The advantages and disadvantages are explained below:

- a. After students watched cartoon films they often imitated particular dialogue even after the class was over. Since they were accustomed to listening to dialogues spoken by natives, they could easily remember the dialogues. That was the proof that cartoon films could motivate students to produce correct pronunciation.
- b. Cartoon films also add students' interest to pronunciation. It is proved by students' answers in questionnaires. They were stated that they were interested to learn pronunciation after watching cartoon films.
- c. Cartoon films that are able to create fun and enjoyable atmosphere gave a huge contribution to the change of class situation from dull and passive to cheerful and active. The students could easily express their feelings during the lesson. They were able to give criticism to the teacher or simply reminded the teacher to pray and fix little mistakes done by the teacher. Besides, they were able to give right expression to the dialogue.
- d. Cartoon films are able to stimulate students to action. In this case, the students were stimulated to listen to the dialogue of the film and to produce English sounds as much as possible. They could make it although it was

something new for the students since they were accustomed to produce Indonesian sounds.

- e. Cartoon films are audiovisual media that have a lot of benefits to pronunciation practice. Compared to other media, cartoon films provide something that not easily provide by other media. They provide enjoyment and a good learning model at once. That is why the students look happy and relax during the lesson.

### **C. Hypothesis Testing**

Based on the explanation above, it can be concluded that the hypothesis of this research is accepted. Cartoon films are effective media to improve the students' pronunciation ability. The use of cartoon films in teaching pronunciation encourages the students' to learn pronunciation in an easy and enjoyable way.

## CHAPTER V

### CONCLUSION, IMPLICATION, AND SUGGESTION

This chapter presents the conclusion, implication, and suggestion of the study about improving students' pronunciation ability using cartoon films.

#### A. Conclusion

Based on the discussion in the previous chapter, the researcher makes a conclusion that teaching pronunciation using cartoon films is effective because it can improve the pronunciation ability and intrinsic motivation of the students as well. The students' improvement on pronunciation ability is shown from the difference of the students' mean score between before and after the actions. The mean score got improved from the pre-test to the cycle 2 test. In the pre-test the students got 44, 3 in the cycle 1 test they got 73, 5 and in the cycle 2 test they got 80, 6. From the analysis of the mean scores using t-test, it is found that at the level of significant 5% the  $t$  obtained is 15, 2 and the  $t$  table is 2, 052. After comparing the score of first post-test and the second post-test, it is found that at the level of significance 5%, the  $(t_o)_2$  is 5, 3. Because the  $(t_o)_2$  is higher than  $(t_t)$ , it means that there is a significance improvement between the score of first post-test and second post-test. The last, if the pre-test scores and the second post-test scores are compared, it is found that  $t_o$  is 20, 5. Because the  $t$  obtained is higher than the  $t$  table, it means that there is a significant improvement in the students' pronunciation ability. The students' intrinsic motivation also improved.

The improvement was shown from the students' attitude during the actions. During the researcher was implementing the actions, the students were more active and relax. It was totally different from their attitude in the first meeting. In the first meeting in cycle 1, they were too afraid to show their 'existence' by keeping quiet during the lesson. In the cycle two, they were easily did some activities asked by the teacher. They interested and enjoyed joining pronunciation class.

### **B. Implication**

Based on the conclusion above, it can be implied that cartoon films can be used in pronunciation teaching learning process. Cartoon films are an effective way to improve students' pronunciation ability.

Cartoon films are also able to increase the students' confidence significantly.

### **C. Suggestion**

The researcher would like to give some suggestions related to this research for those who are closely related to English teaching and learning. The researcher hopes that these suggestions will be useful, especially for teachers, institutions, students, and other researchers.

### 1. For the Teachers

Pronunciation is considered important subject that should be taught as early as possible. So, it is better for the teacher to teach this subject first before the others. Pronunciation is very important for the students as a basic ability to help them listening to English utterances. Because of limited time, the teacher should teach pronunciation effectively or the goal of pronunciation teaching will not be achieved. One of several ways to teach pronunciation effectively is by using cartoon films. Cartoon films are familiar things for the students. They provide a good pronunciation model to the students. Moreover, cartoon films can attract students' attention so the teacher will easily deliver the materials.

Teachers should adjust the cartoon films presented with the material given and the level of the students. It will be better if the teacher provides the transcript of the cartoon films. Transcript is needed when the class is going to have a voice over activity. It can also be used for other purposes such as practicing particular dialogue in the class. Before conducting voice over activity, the teacher should explain each character in the film, so that the students.

### 2. For the Institutions

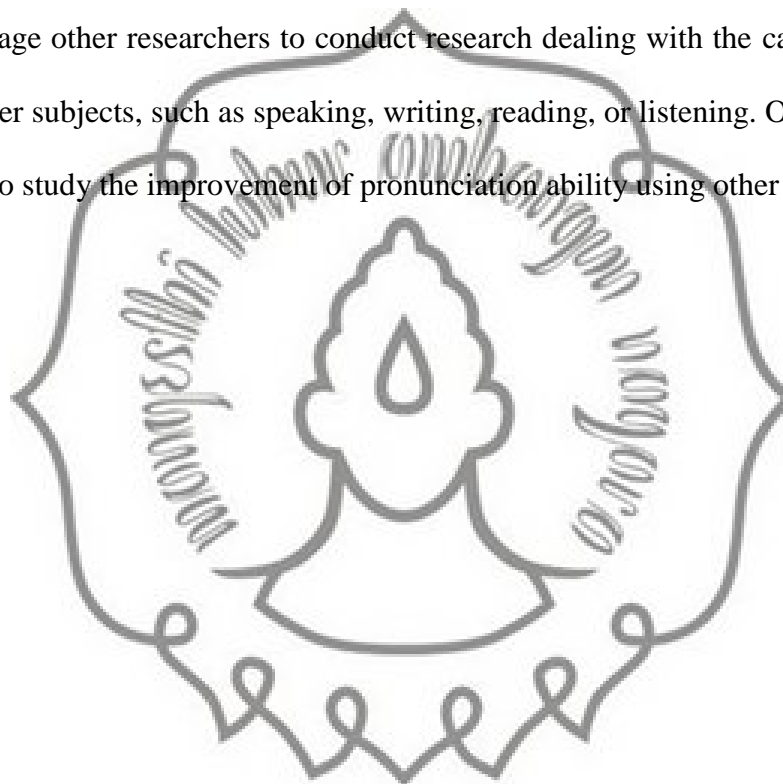
The institutions that deal with English teaching-learning in their programs should provide the appropriate facilities that support the teaching learning process in order to improve the educational quality, such as an appropriate language laboratory, audio visual room, internet, library et cetera. The institution should encourage English teachers to use different techniques to teach



English especially pronunciation in order to improve quality of teaching learning process.

### 3. For Other Researchers

This research studies the improvement of pronunciation ability using cartoon films as the media. The result of the research is expected to be able to encourage other researchers to conduct research dealing with the cartoon films in the other subjects, such as speaking, writing, reading, or listening. Otherwise, they can also study the improvement of pronunciation ability using other media.



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