CHAPTER 2
THEORETICAL BASES

2.1. Pronunciation

2.1.1 Concept of Pronunciation

In my opinion, pronunciation is one of aspect in speaking skill which focuses on fluency. Pronunciation is the way for students’ to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language.

2.1.2 Indicators of Pronunciation

Indriani (2001: 8) said that the English speech sounds can be classified into: consonants and vowels. In this case, that is specific consonants. Consonant is speech sound made by stopping the breath with the tongue, lips, etc.

Djiwandono, Rambadeta, Rahayu, Oka, Andreani, Astuti, Muthmainnah, Furaidah, Muhtar, Widayati, Anugerahwati, Mukminatien, Selandono, Tresnadewi, Cahyono, Subagyo, Basthomi, Kadarisman, Wahjudi (2001: 09) says that consonant is a sound in which the air from the lungs is not allowed to pass out through the mouth without something interrupting it. And for /θ and /ð/ the tongue-tip is near the same position (apicodental articulation).

Generally, consonants have many criteria that must be followed. On the other hand, consonants are sounds produced with a constriction or occlusion in the oral cavity. Dale, Poms (2005: 115) says that as progress through the
consonant lessons, we will frequently see the terms gum ridge, soft palate, aspiration, voiced consonant, voiceless consonant, and articulation.

- **Articulations:** The articulators are the different parts of the mouth area that we use when speaking, such as the lips, tongue, soft palate, teeth, and jaw.
- **Gum ridge:** the gum ridge is the hard part of the roof of mouth just behind our upper front teeth.
- **Soft palate:** the soft palate is the soft, movable, rear portion of the roof of mouth.
- **Aspiration:** aspiration means the action of pronouncing a sound with a puff of released breath. The English consonant is a sound [p], [t], [k], and [h] are aspirate sounds. We should be produced with a strong puff of air.
- **Voiced consonant:** a voiced consonant is a sound produced when the vocal cords are vibrating. Place our hand on our throat over our vocal cords while making a humming sound.
- **Voiceless consonant:** a voiceless consonant is a sound made with no vibrating of the vocal cords. For examples: p, t, k, f, s, ʃ, tʃ, ʒ, θ, h.

English has twenty-four consonants phonemes, they are: p, b, t, d, k, g, f, v, s, z, ʃ, ʒ, ʒ, tʃ, dʒ, θ, δ, m, n, ŋ, h, l, r, w, j.

Chaer (2007: 116) says that sounds of consonant differential based on three criteria, there are position of vocal cords, place of articulation, and manner of articulation. These three of criteria is called as consonant. Therefore,
to prove it that consonant has some criteria to prove it. Another one of criteria of consonant is articulation. Thus, Indriani (2001: 9) says that criteria of consonant divide in position of vocal cords, place of articulation, and manner of articulation. Position of vocal cords is voiceless consonant and voiced consonant.

Place of articulation the consonants can be divided into:

1) Bilabial: the two lips are the primary articulators, e.g.: p, b, m, w.

2) Labiodentals: the lower lip articulates with the upper teeth, e.g.: f, v.

3) Dental: the tongue tip and rims articulate with the upper teeth, e.g.: ð, ð.

4) Alveolar: the blade, or tip and blade, of the tongue articulate with the alveolar ridge, e.g.: t, d, l, n, s, z.

5) Post-alveolar: the tip (and rims) of the tongue articulate with the rear part of the alveolar ridge, e.g.: r.

6) Palato-alveolar: the blade, or the tip and blade, of the tongue articulate with the alveolar ridge and there is at the same time a rising of the front of the tongue towards the hard palate, e.g.: ñ, ñ, ñ.

7) Palatal: the front of the tongue articulates with the hard palate, e.g.: j.

8) Velar: the back of the tongue articulates with the soft palate, e.g.: k, g, ñ.

9) Glottal: an obstruction, or a narrowing causing friction but not vibration, between the vocal cords, e.g.: h.
Manner of articulation the consonants can be divided into:

1. Complete closure:
   a. Plosive: a complete closure at some point in the vocal tract, behind which the air pressure builds up and can be released explosively. e.g.: p, b, t, d, k, g.
   b. Affricate: a complete closure at some point in the mouth, behind which the air pressure builds up; the separation of the organs is slow compared with that of plosive, so that friction is a characteristic second element of the sound. e.g.: tʃ, dʒ.
   c. Nasal: a complete closure at some point in the mouth but the soft palate being lowered the air escapes through the nose. e.g.: m, n, ñ.

2. Intermittent closure:
   Roll: a series of rapid intermittent closures or taps made by a flexible organ on a firmer surface. e.g.: r (the tongue tip taps against the alveolar ridge).

3. Partial closure:
   Lateral: a partial closure is made at some point in the mouth, the air-stream being allowed to escape on one or both sides of the contact. e.g.: l.
4. Narrowing:

Fricative: two organs approximate to such an extent that the airstream passes through them with frication. e.g.: f, v, ñ, s, z, ð, h.

5. Glides:

Semi-vowels: they are usually included in the consonant category on functional grounds, but from the point of view of phonetics description they are more properly treated as vowel glides. e.g.: w, j.

Therefore, consonant is one of English speech sounds that have many similarities of pronunciation between consonant phoneme and another. Another consonants that are studied almost same is /θ/ and /ð/.

According to Djiwandono, et al (2001:99) these two consonants are fricatives. Noise is made as air passes through a narrow space made by parts of the mouth coming together. These two sounds are the most difficult sounds to make in English, so we may need a lot of practice with them. To make these consonants, move the tip of the tongue up behind the top teeth so that it lightly touches the bottom edge. Make sure that the tongue is on the teeth and not behind them on the alveolar ridge or it will make a /s/ sound. Be careful also not to press too hard because the air must move between the top teeth and the tongue.
Djiwandono, et al (2001:99) says that English fricative /θ/ is a voiceless sound. That is the vocal cords do not vibrate when you make this sound. According to Dale, et al (2005: 136) pronouncing /θ/ is tongue tip between the teeth, airstream is continuous without interruption, and vocal cords are not vibrating. The sound /θ/ does not exist in most languages. Because it may be difficult for us to recognize, us probably substitute more familiar sounds. For example thank, thin, Ruth, path. When we pronounce /θ/, concentrate on placing us tongue between us teeth. Look in a mirror, and keep the airstream continuous. The consonant /θ/ is always spelled th. Thus, in my opinion, air will out from little interrupts that is covered by tongue tip and teeth.

Otherwise, English fricative /ð/ has a little difference with English fricative /θ/. Djiwandono, et al (2001:99) says that it is a short sound whereas English fricative /ð/ is a voiced sound. The vocal cords vibrate when we make this sound. It is a slightly longer sound than /θ/. Thus, Dale, et al (2005: 137) says that pronouncing /ð/ is tongue tip between the teeth, airstream is continuous without interruption, and vocal cords are vibrating. The sound /ð/ is another unfamiliar sound. It may be difficult for us to recognize and produce. Us probably substitute the more familiar sound [d] or possibly [z] or [dʒ]. When pronouncing /ð/, remember to place us tongue between us teeth and to keep the airstream from us mouth continuous. Look in the mirror as we pronounce /ð/. Make sure we can see the tip of us tongue, and there won’t be a problem with these, them, and those.
In addition, the difference between English fricatives /θ/ and /ð/ is normally described as a voiceless-voiced contrast, as this is the aspect native speakers are most aware of. However, the two phonemes are also distinguished by other phonetic markers. And also, English fricative /θ/ is more strongly aspirated than English fricative /ð/, as can be demonstrated by holding a hand a few centimeters in front of the mouth and noticing the differing force of the puff of air created by the articulator process.

Teschner (2004: 100) says that it is easier to spell most English consonants than most English vowels. That is not just because consonant phoneme/grapheme relationships show fewer inconsistencies than vowels do; it is also because there are fewer ways to spell most consonant phonemes than there are to spell most vowel phonemes.

Moreover, the phoneme /θ/ has grapheme/digraph th and /ð/ has grapheme / diagraph the#. The symbol # means ‘word boundary’. So, “the#” means ‘the sequence –the at the end of a word’.

In addition, phonemes /θ/ and /ð/: ‘th’ represents two different phonemes, /θ/ and /ð/. So, its fit is perfect in one direction, because we always know that phonemes /θ/ and /ð/ will be spelled with ‘th’; however, fit is not perfect in the other direction, because ‘th’ represents two different phonemes, /θ/ and /ð/. About 65 percent of all ‘th’ diagraphs are pronounced /ð/ and the rest /θ/.

In spite of, one rule is that ‘th’ is /ð/ when followed by ‘er’ or ‘ing’: together, other, bathing, bother, breather, brother, clothing, dither, either, father, feather, further, gather, loathing, and mother. (There are two –er
exceptions, *ether* and *panther*; -*ing* exceptions are the word *thing* and its derivatives *anything*, *playing*, and so on). It is also true that ‘*th*’ is /ð/ in words ending in ‘the’: *bathe*, *breathe*, *clothe*, *sheathe*, *soothe*, *and* *teethe*. Note that removing this words ‘e’ changes /ð/ to /θ/: *bath*, *breath*, *cloth*, *sheath*, *sooth*, *teeth*. Also note the following, mostly DEICTICS (‘words that point to something’) where ‘*th*’ is word-initial and renders /ð/: *the*, *their*, *theirs*, *them*, *then*, *thence*, *there*, *these*, *they*, *though*, *those*, *thus*. In general, then, ‘*th*’ = /ð/ predominates, though there are plenty of ‘*th*’ = /θ/ exceptions.

2.2. Phonetic

2.2.1 Concept of Phonetic

The only general form of linguistic communication among human beings is speech and the scientific study of speech is known as phonetics. According to Chaer (2007: 102) phonetics is linguistic field of studying language sounds without taking note of it what sound has function as distinctive feature of meaning or not. On the other hand, phonetics is one of part linguistics that study of language sounds. It has three parts of phonetics.

2.2.2 Parts of Phonetic

According to Parera (1983: 9-10) Phonetics is divided in three parts, they are: Articulatory phonetics, Acoustic phonetics, and Auditoric phonetics.

1. Articulatory phonetics

Parera (1983:10) says that this method is the oldest and common method that registration of phonetic in a term of articulation. Parera
also says that the individual differences in human articulation do not have any influence in the sound execution.

2. Acoustic phonetics

If a person speaks, the sound will be created in an almost different way, although it is spoken by one person or same individual. And according to Parera, the research of acoustic phonetic has given two confirmation about the sound itself which is created by human’s organ of speech, those are; a. The sounds which produced by human’s organ of speech is a continuum; b. The sounds of language are variable. Furthermore, this acoustic phonetic is important and useful in communications and arts science which is used the electronic tools as the media.

3. Auditoric phonetics

The classification of sounds is based on the auditoric phonetic which still does not develop. Until now, this phonetic still in analyzed, and also still in experiment grade.

Based on the explanation above, I assumed that phonetic is linguistic field that has relation with the pronunciation itself, because phonetics is a raw speech that related with sounds and how to produce it. So with learning phonetics, we can study about pronouncing also.
2.3. Popular song

2.3.1 Concept of Song

Music is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Music can also provide a relaxed lesson on a hot boring day. It can also form the basis for many lessons.

Susan (2010: 1) states that using songs is an effective and fun way to improve your spoken English. This is a fun and energizing way to improve both listening and pronunciation. One thing that I like to do in my American English pronunciation classes are sings popular songs with the students. This helps them with English rhythm, linking and intonation.

2.3.2 Kinds of Song

Any song intended to be received and appreciated by ordinary people in a literate, technologically advanced society dominated by urban culture. Kinds of songs are Jazz, Country, Rock, Pop, etc.

In Indonesian, many adolescent like popular song because popular song is one of kind’s songs that interesting to many people especially adolescent with it enjoyed, comfort, easy with it to hear. It has a power to attract the listener and it always talk about loved.

In this case, popular song has three version of the music. It consists of slow version, medium version, and fast version. The first, slow version is one of song which has rhythm slow. The second, medium version is one of song
which has rhythm medium. And the last, fast version is one of song which has rhythm fast.

2.3.3 The list of the words which have /ə/ and /ð/ sounds

Slow version has four-songs. The first song “*Best in Me by Blue*” and the words of lyric below:

*The, that, this, That’s, with, together*

The second song “*Thinking of You by Katy Perry*” and the words of lyric below:

*the, with, thinking, that, there’s, mouth, think, through*

The third song “*Common Denominator by Justin Bieber*” and the words of lyric below:

*The, with, that, thousand, things, this, thing, Without*

The fourth song “*All the Love in the World by The Corrs*” and the words of lyric below:

*Through, Then, the, than, they, something, throw, With, that*

Medium version has two-songs. The first song “*That’s The Way It Is by Celine Dion*” and the words of lyric below:

*Through, this, thing, the, there’s, faith, those, that’s, the, together, with*

The second song “*Something Right by Westlife*” and the words of lyric below:

*Thought, that, the, truth, something, nothing*

Fast version has two-songs. The first song “*Just the Way You Are by Bruno Mars*” and the words of lyric song below:

*The, they’re, without, think, that, There’s, thing, them, Then, bother*

The second song “*Stuck in the Moment by Justin Bieber*” and the words of lyric below:

*With, another, They, the, both, that, There, something, everything, there’s, nothing, this*
2.4. Review of Related Research

Some studies had been done to investigate students’ ability in pronouncing in teaching and learning process. Wulandari, Anggar (2008) conducted her research the implementation of Audiovisual Aids to improve the students’ pronunciation of the fifth year of SD Al-Azhar Syifa Budi Solo. She had been aimed at describing the implementation, result, and students’ responses to the implementation of teaching English pronunciation using Audiovisual Aids. After that the researcher adopts Classroom Action Research (CAR) which requires four steps, namely planning, implementing, observing, and reflecting. It is different from mine because in this research I will not instruct the students to implementation, but the correct on students’ pronunciation after I give some correction of students’ pronunciation on popular songs.

Musa, Dewiyuliani (2010) made a qualitative research about reducing students’ phonological errors in pronouncing english consonants by applying minimal pairs strategy. It is not an quasi-experimental research. This research serves a different design from related research because this research focused on quasi-experimental research to use popular songs in students’ ability in pronouncing /θ/ and /ð/ sounds.

2.5. Hypothesis

The hypothesis of this research is popular songs can improve students’ ability in pronouncing /θ/ and /ð/ sounds.