

CHAPTER 1

INTRODUCTION

This chapter describes a background of study, research problem, research objective, significances of research, scope and limitation of research, assumption of research, hypothesis of research, definition of key term and previous research

A. Background of Research

The primary skill needed for true interpersonal communication is language. Language is a means by which people can communicate their ideas and emotions. The four English language abilities are listening, speaking, reading, and writing must be mastered by students during the teaching and learning processes of the English topic¹. Speaking and writing considered active or productive abilities, whereas listening and reading are considered passive or receptive abilities. Based on the concept and function, English has the purpose to develop those four basic abilities. Language has at least three components namely: vocabulary, structure, and pronunciation.²

One of the most crucial components of language that helps students communicate effectively in English is pronunciation.³ Pronunciation is the way to pronounce a words in English. Teachers must always pay attention to pronunciation when teaching English. As a role model for his students, the instuctor must focus on his students' pronunciation abilities, assist the students in overcoming difficulties, and provide constant input and feedback

¹ Jeremy Harmer, *How to Teach English* (Edinburgh: Pearson Education Limited, 2007), 199.

² Scott Thornbury, *How to Teach Speaking* (Edinburgh: Pearson Education Limited, 2005), 4.

³ Dedi Kurniawan, "The Error Analysis of the Pronunciation of Dental Fricative Consonants / θ/ &/ ð / by the Students of English Education Study Program Faculty of Teacher Training," *Journal of English Literacy Education* 3, no. 2 (Nopember 2016): 157.

related to the students' pronunciation skills so that they can continue to improve their abilities, especially in pronunciation.⁴

In truth, a lot of students have trouble pronouncing English words, especially those who are just starting to learn the language. This is due to the variations in pronunciation and writing. Many English words sound the same yet have significantly different spellings and meanings. According to Jeremy, teaching children proper pronunciation not only helps them become aware of various sounds and sound qualities, but it can also significantly improve their speaking⁵. One of crucial skill that students must master is pronunciation. It might help them talk more clearly. A clear pronunciation will help the listener easier to understand what is being said.

Learning pronunciation cannot separated with phonetic. Phonetic is study of speech sound in language. Phonetic transcription, where each spoken sound must be classified as one of the phonemes and recorded with the corresponding symbol, is one of the basic exercises used to teach pronunciation using phonetic methods. Kenworthy claims that phonetics is one component that can aid in accurately pronouncing words or sentences in English⁶ so that the students can have good pronunciation.

⁴ Agus Sholeh, "Pronunciation Difficulties Encountered By Efl Students In Indonesia," *Jurnal Inspirasi Pendidikan Universitas Kanjuruhan Malang*, n.d., p 707.

⁵ Jeremy Harmer, *The Practice of English Language Teaching*, 3rd ed. (Cambridge, UK: Longman, 1980), p 183.

⁶ Joanne Kenworthy, *Teaching English Pronunciation* (United States of America: Longman Group UK Limited, 1987), 6.

Phonetic symbol is a unique alphabetic character or other typographic mark that accurately captures the sounds of spoken language in writing.⁷ The International Phonetic Association developed the phonetic symbol system known as the IPA, which is utilized in accordance with a set of universal standards to represent the sounds of all human languages⁸. The IPA can serve a variety of purposes, including recording a language during linguistic fieldwork, serving as the foundation for a writing system for languages, and annotating acoustic and other displays in speech analysis⁹.

There are many research in line with pronunciation ability. For example, the researcher found several previous research about vowel that has already done by Purba that focus on vowel in pronunciation¹⁰ and the research written by Visoni and Marlina that focus on pronunciation errors on vowels¹¹. Moreover the researcher found research by Pratiwi that focus on the difficulties in pronouncing vowels¹² and the research written by Yuliansih et al that focus on the difficulties in pronouncing English vowel based on mother tongue¹³. The researcher also found several research about consonant that has be done by Raharjo in his thesis that focus on English consonant

⁷ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 4th ed. (Edinburgh: Pearson Education Limited, 2010), p 434.

⁸ Richards and Schmidt, p 296.

⁹ *Handbook of the International Phonetic Association* (New York: Cambridge University Press, 1999), 3, www.cambridge.org/9780521652360.

¹⁰ Damitra Paolo Purba, "An Analysis Students' Vowel In Pronunciation, Linguistic," *English Education and Art (LEEA) Journal* 3, no. 1 (December 2019), <https://doi.org/10.31539/leea.v3i1.998>.

¹¹ Yon Visoni and Leni Marlina, "Students Pronunciation Errors on Vowels at Spoken English Activities (Speech) Class at English Department Universitas Negeri Padang," *Journal of English Language Teaching* 9, no. 3 (September 2020), <https://doi.org/10.24036/jeltv9i3.43923>.

¹² Resdita Pratiwi, "Students Difficulties in Pronouncing Vowels at Grade VIII MTs.S NU Batahan," *International Journal of Research on English Teaching and Applied Linguistics* 2, no. 1 (June 2021).

¹³ Dini Yuliansih, Aa Qonaatun, and Fadilla Oktaviana, "An Analysis of Students Difficulties in Pronouncing English Vowels in Their Speaking Skills Based on Mother Tongue," *English Education, Linguistic, and Literature Journal*, n.d.

mispronunciations¹⁴ and the research written by Umantari et al that focus on pronunciation problems of English consonants¹⁵. Furthermore the researcher found research written by Merrita that focus on English consonant /θ/ and /ð/ in pronunciation¹⁶, and the research written by Purwati that focus on error pronunciation of English consonant¹⁷.

From all previous studies above, many researchers researched students' pronunciation ability. However, it is still very rare for researchers to examine the correlation between phonetic transcription mastery and pronunciation ability. Regarding this, the study of pronunciation and phonetic transcription mastery is much worthy to be conducted. One of a research in line with phonetic transcription mastery and pronunciation ability is found on the research Nurmalasari entitled "The Correlation between Students Phonetic Transcription and their Pronunciation Ability of the Second Semester of English Education Program in the Academic Year of 2015/2016"¹⁸.

In the second semester students of English teaching learning program of IAIN Madura have study about pronunciation and English phonology subject, where in these subject they have learn about phonetic transcription.

¹⁴ Aloysius Prianto Raharjo, "The English Consonant Mispronunciations Produced by Sundanese Native Speakers" (Yogyakarta, Sanata Dharma University, 2010).

¹⁵ Putu Intan Meldy Umantari, Luh Putu Lakmini, and I Komang Sumaryana Putra, "Pronunciation Problems of English Consonants Encountered by Senior High School Students of SMAN 1 Tabanan," *Jurnal Humanis, Faktas Ilmu Budaya Unud* 17, no. 2 (Nopember 2016).

¹⁶ Diah Merrita, "Pronunciation Analysis of English Consonant /θ/ and /ð/ by English Department Students," *Lingua : Jurnal Ilmiah* 17, no. 2 (n.d.).

¹⁷ Linda Purwati, "Error Pronunciation of English Consonants Made by the Third Semester Students at English Department of Universitas Muhammadiyah Parepare" (Makassar, Universitas Muhammadiyah Parepare, 2021).

¹⁸ Inne Nurmalasari, "The Correlation Between Students Phonetic Transcription and Their Pronunciation Ability of The Second Semester of English Education Program in The Academic Year of 2015/2016" (Purworejo, Purworejo Muhammadiyah University, 2016).

Based on description above, the researcher was interested in investigating about the correlation between students phonetic transcription mastery and pronunciation ability at the third semester of English Teaching Learning Program of IAIN Madura.

B. Research Problem

Ary claims that choosing a research subject is the first stage in starting a study. In truth, newcomers are advised to choose a problem as soon as possible¹⁹. According to the description given above, a research problem is a question that a researcher suggests asking in order to learn more about a problem or to find an answer to it.

Based on the background of study as describe above, this research is focused on the formulating of the problem as follow :

1. Do the students have better phonetic transcription mastery, the better their pronunciation ability at the third semester of English teaching learning program of IAIN Madura?
2. How significant is the students have better phonetic transcription mastery, the better their pronunciation ability at the third semester of English teaching learning program of IAIN Madura?

¹⁹ Donald Ary, *Introduction to Research in Education*, 8th ed. (United States of America: Wadsworth Cengage Learning, 2010), p 43.

C. Research Objective

According to Creswell's definition in his book, the goal of a research used to address an issue is its main intent or objective. Typically, brief sentences that describe the aim of a study are used as research objectives²⁰. The following research goal is to be accomplished in light of the aforementioned research problem:

1. To correlate between the students phonetic transcription mastery and their pronunciation ability at the third semester of English teaching learning program in IAIN Madura.
2. To measure how significant between the students phonetic transcription mastery and their pronunciation ability at the third semester of English teaching learning program in IAIN Madura.

D. Significances of Research

In significance of research, the researcher must properly explain the research's issue to the readers and provide some benefits for them, particularly in the area of education, to demonstrate the importance of the study.

²⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th ed (Boston: Pearson, 2012), p 60.

1. For students

This research be expected to give a knowledge about what is phonetic transcription mastery, and how to increase their pronunciation by using their phonetic transcription mastery. The result of this study to give information for students that phonetic transcription mastery has relationship with their pronunciation ability.

2. For teacher and lecturer

This research be expected to give a new information to the teacher that the phonetic transcription mastery can makes the students increase their pronunciation ability.

3. For future researcher

This research be expected to develop the new knowledge about the correlation of between students phonetic transcription mastery and students pronunciation ability.

E. Scope and Limitation of Research

Scope and limitation of research explain about the limitation of the variables that is going to be observed, population or object of the research, and place of the research.¹

1. Scope

The scope of this research is about the correlation between students phonetic transcription mastery and pronunciation ability.

¹ *Pedoman Karya Tulis Ilmiah*, p 11.

2. Limitation

In this research the researcher limited only for the third semester students at English teaching learning program in IAIN Madura.

F. Assumption of Research

An assumption is a fundamental presumption or postulate about a topic linked to the research subject that the researcher believes to be true.²

According to the definition given above, if students in the second semester of English teaching learning program of IAIN Madura have study about pronunciation and English phonology subject, where in these subject they have learn about phonetic transcription. So it is assumed that the third semester students of English teaching learning program of IAIN Madura, they should be good enough in their phonetic transcription mastery and pronunciation ability.

G. Hypothesis of Research

In quantitative research, a hypothesis is a statement in which the researcher speculates or predicts the conclusion of a link between two or more characteristics or features.³

There are two kind of hypotheses, namely Null hypothesis (Ho) and Alternative hypothesis (Ha).

² *Pedoman Karya Tulis Ilmiah* (Pamekasan: IAIN Madura, 2020), p 10.

³ Creswell, *Educational Research*, p 111.

1. Null hypothesis (Ho) of this research stated that “The students have better phonetic transcription mastery, is not the better they have pronunciation ability at the third semester of English teaching learning program of IAIN Madura”
2. Alternative hypothesis (Ha) stated that “The students have better phonetic transcription mastery, the better they have pronunciation ability at the third semester of English teaching learning program of IAIN Madura”

In this research, the researcher used Alternative hypothesis (Ha), in which the hypothesis stated that the students’ have better phonetic transcription mastery, is not the better they have pronunciation ability at the third semester of English teaching learning program of IAIN Madura. The researcher strongly believe that there is a correlation between phonetics transcription mastery and students’ pronunciation ability at the third semester of English teaching learning program of IAIN Madura.

H. Definition of Key Term

Creswell advises that we start our research by condensing the subject into a few key terms utilizing one or two words or brief phrases⁴. supplying important terminology has the shared goal of promoting global understanding. Because of this, the researcher provides a definition of key term, such as :

⁴ Creswell, *Educational Research*, p 82.

1. Phonetics Transcription Mastery

Phonetics transcription mastery is the ability to understand and master phonetics.

2. Phonetic Transcription

Phonetic transcription is a symbols used to explain how to read a word correctly.

3. Pronunciation Ability

Pronunciation ability, it is means that the ability to pronounce words well and fluently.

I. Previous Research

The researcher discovered a research by Nurmalasari entitled “The Correlation Between Students Phonetic Transcription and Their Pronunciation Ability of The Second Semester of English Education Program in The Academic Year of 2015/2016”⁵. The research conducted by the researcher and this research are quite similar. The location of the research differs. This research focuses on English Education Program second-semester students at Purworejo Muhammadiyah University during the academic year 2015–2016, whereas the current study is focused on English Department third semester students at IAIN Madura during the academic year 2022–2023. The results of this research revealed a significant and positive correlation between the students' ability to pronounce words correctly and their mastery of phonetic transcription in the second semester of the English Education

⁵ Inne Nurmalasari, “The Correlation Between Students Phonetic Transcription and Their Pronunciation Ability of The Second Semester of English Education Program in The Academic Year of 2015/2016.”

Program during the academic year 2015–2016 at Purworejo Muhammadiyah University.

Damiati also did a research on the relationship between pronunciation correctness and listening ability. This study intends to determine the relationship between first-graders at SMK Puspita Bangsa Ciputat's ability to listen and their pronunciation accuracy. According to the results, listening comprehension and pronunciation accuracy are positively correlated in SMK Puspita Bangsa Ciputat.⁶ The similarity between this research the previous study is about students pronunciation ability, and both of research used quantitative research. But the different is the previous study analyse the correlation between students listening skill and their pronouncitaion ability. While this research analyse about the correlation between phonetic transcription mastery and students' pronunciation ability.

Another research by Tussa'adah entitled "The Correlation Between Students Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade at SMA Ni Abung Pekurun Kotabumi North Lampung in the Academic Year of 2017/2018." The purpose of this study is to determine whether there is a relationship between students' pronunciation proficiency and their speaking ability in the first semester of the eleventh grade at SMA Ni Abung Pekurun Kotabumi North Lampung during the academic year 2017–2018. The results show that speaking ability and students' pronunciation mastery are positively correlated⁷. The subject

⁶ Hanistiya Eka Damiati, "The Correlation between Listening Skill and Pronounciaton Accuracy" (Jakarta, UIN Syarif Hidayatullah, 2007), 2.

⁷ Nurlaila Tussa'adah, "The Correlation Between Students Pronunciation Mastery and Their Speaking Ability at the First Semester of the Eleventh Grade of SMA Ni Abung Pekurun

matter of this research and the prior one, which both used quantitative research, is pupils' pronunciation skills. The prior research, however, looked at the relationship between students' command of pronunciation and their communication skills. This research examined the relationship between students' pronunciation skills and their mastery of phonetic transcription.

Franscy also carried out a research named "The Correlation Between Vocabulary Mastery and Pronunciation Ability With English Speaking Ability". The goal of this research is to determine the relationship between students' vocabulary mastery and English speaking ability, as well as the relationship between students' vocabulary mastery and pronunciation skills and English speaking ability, among students in MAN 1 Bandar Lampung's eleventh grade. The research's findings indicate a positive relationship between students' vocabulary mastery and English speaking ability, as well as a positive relationship between students' pronunciation ability and English speaking ability, as well as a positive relationship between students' vocabulary mastery and English speaking ability combined⁸. The subject matter of this research and the prior one, which both used quantitative research, is pupils' pronunciation skills. The prior study, however, examined the relationship between vocabulary mastery and pronunciation skills and English speaking proficiency. Whereas this research examined the relationship between students' pronunciation skills and their mastery of phonetic transcription.

Kotabumi North Lampung in The Academic Year Of 2017/2018" (Lampung, Raden Intan State Islamic University, 2018), p 74.

⁸ Franscy, "The Correlation Between Vocabulary Mastery and Pronunciation Ability With English Speaking Ability" 1, no. 1 (December 2016): p 9.

The researcher discovered Sartika's research entitled "The Correlation Between Students Watching English Movie and Their Pronunciation at The First Grade of Madrasah Aliyah Hasanah Pekanbaru." The purpose of this research is to determine whether watching English language movies affects students' pronunciation. The results show that students' pronunciation improves in direct proportion to how frequently they watch English language movies⁹. This research and the prior one shared similarities in terms of the students' pronunciation skills, and both utilized quantitative research. The prior research, however, looked at the relationship between students' pronunciation and English language movie viewing. The relationship between students' pronunciation skills and their knowledge of phonetic transcription is examined in this study.

⁹ Sartika, "The Correlation Between Students Watching English Movie and Their Pronunciation at The First Grade of Madrasah Aliyah Hasanah Pekanbaru" (Pekanbaru, UIN SUSKA Riau, n.d.), p 41.