**CHAPTER I**

**INTRODUCTION**

This chapter presents about introduction, including the background of the study, research problem, research objective, significance of the study, scope and limitation of the study, assumption, hypothesis, definition of key term, and review of the previous study.

**A. Background of Study**

Language is a tool for communicating and sharing of human's ideas. Language is also the way by which people to build relationship and create a sense of community. Because human as social being need the medium to interact with other human in society. For the sake of social interaction, the way of communication called language is needed.

English as an international language is one of the languages that many people use to communicate with others from different countries. Therefore many schools globally have English as one of the school subjects is a proof that English language is strongly impact to the people communication. Nowadays, even though there are other international languages, those are Spanish, French, Arabic, etc, but English is still primary international language compared to the others. English subject has learned since the people were in elementary school, whereas the other languages, like Mandarin, still did not learn when they are young.

Ghofur stated that people who communicate using the English language would speak fluently and connectly if they have a good pronunciation.[1] He also explained that pronunciation is essential for speaking a foreign language fluently. According to him, if a student does not pronounce a word correctly, it can be complicated to understand them.[2] For example the words of "Sheep" and "Tear". The correctly pronunciation of them, namely /ʃi:p/ and /tɪə:/ but probably the speaker or students still can not pronounce as correct as possible based on the phonetic symbols for vowels and diphthongs, such as just being pronounced by /ʃip/ and /tɪ:/. Therefore, the listener is not going to understand what the speaker means. On the other hand, if a student makes a grammatical mistakes like in tenses, the listener still knows what is being said.[3] For example, a student will say, "Perempuan itu cantik", that the English of the statement is "The girl is beautiful". However, a student says the sentence "The girl beautiful" means grammatical mistakes in tense exactly in to be itself. It is still understandable by listener what the speaker says. Therefore, it can be concluded that good pronunciation is the best mediator to make the conversation understood.

Pronunciation becomes important and necesssary things for EFL (English as Foreign Language). Especially for students who learn English language, surely they are ought to practice it through speak fluently in order not to make confuse for the listener. It means, the pronunciation is

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[1] Abd Ghofur, *English Pronunciation*, First Edit. (Pamekasan: STAIN Pamekasan Press, 2009), 1.
[2] Ibid.
[3] Ibid.

one of the first impression that the listener will capture when starting a conversation. In fact, people is going to judge the speaker's ability to speak English from how the speaker pronounce words that are relatively easy. A good pronunciation refers to fluency and accuracy as far as possible.[4] Pronunciation accuracy helps speaker better understands and improves their ability to communicate easily and effectively. One of the recommendations was that pronunciation accuracy should be analyzed as an important part of daily communication. In the other hand, fluency is often denote in pronunciation proficiency. Fluency may overlap there a little and makes things easier especially in pronouncing words.

It is more important that speakers of English are able to achieve intelligibility, comprehensibility, and interpretabililty.[5] Intelligibility means that the speaker produces sound patterns that are recognizable as English. Recognizable means the listener can understand if she/he concentrate and listen carefully to the speaker said. While comprehensibility, it deals with the listener is able to understand the meaning of what is said. In this case, the listener can understand easily without having a concentrate. Interpretabililty, means that the listener is able to understand the purpose of what is said. It is more complex feature of understanding than both intelligibility and comprehensibility because

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[4] Marnie Reed and John M. Levis, *The Handbook of English Pronunciation* (India: John Wiley & Sons Inc, 2015), 209.
[5] Anne Burns and Stephanie Claire, *Clearly Speaking: Pronunciation in Action for Teachers* (Sydney: Macquaire University, 2003), 5.

the listener must know something related to cultural context of the speaker's statement.

There are three categories of English pronunciation, namely: vowel, diphthong, and consonant. Kelly states that, "Vowels are articulated when a voiced airstream is using the tongue and the lips to modify the overall shape of the mouth."[6] It means that vowels are result of sounds without blocking the air through the mouth. According to the Cambridge dictionary, "Dipthong is a vowel sound in which the tongue changes position to produce the sound of two vowels."[7] In addition, diphthong is two-part vowel sounds consisting of a vowel and a glide in the same syllable. Hence, a dipthong is two sounds that come out of the mouth when pronouncing the vowel. Furthermor e, Ghafur explained that, "Consonant, unlike vowels are speech sounds produced with a narrowing somewhere in the vocal tract, which is usually sufficient to prevent them from functioning as syllable nucleus (the nucleus is the "heart" of the syllable, carrying stress, loudness, and pitch information; usually consist of a vowel).[8] From Ghafur explanation, it can be concluded that consonant is a speech sound that occurs because the air is coming out of the lungs and not getting obstacles. When describing a consonant, it is necessary to provide information about three aspects of consonants' articulation: the

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[6] Gerald Kelly, *How to Teach Pronunciation*, First Edit. (England: Pearson Longman, 2000), 29.
[7] *Cambridge Learner's Dictionary*, Second Edi. (Cambridge: Cambridge University Press, 2004), 125.
[8] Ghafur, *English Pronunciation*, 35.

voiced and voiceless sound, where the airstream is constricted, and how the airstream is constricted.

Vowels can be called simple vowel, consist into two kinds; those are short vowels that are simple (non-complex) vocalic segments occuring within the nucleus of a syllable, and long vowels are vowels associated with two X-slots with the syllabic nucleus. Examples include /i:/ (/hi:d/, heed) and /ɔ:/ (/hɔ:l/, hall).

Diphthong is a kind of vowel sound with a special feature. There is a deliberate glide made from one vowel position to another vowel position. May cause Indonesian's students pronounce English words difficulty. In addition, the same sounds having different distribution is the last reason the problem. For some students, English pronunciation may not very important because it is difficult enough. So they often ignore how good pronunciation. In line with construction diphthong in Indonesia, for some words, such as "air", vowels /a/ and /i/ are clearly stated to be /air/, not /ayr/'. The sound of /i/ is stated clearly and does not changes to /y/. That means /a/ and /i/ do not act as diphthongs. So that may students feel oddly with contruction diphthong in English.

Many studies have been conducted regarding the discussion about pronunciation ability. Devi Mulatsih conducted a research under the consideration that pronouncing English words plays an important role. Because of the differences between English and Indonesian pronunciation,

many students pronounce English words incorrectly.[9] In line with pronuunciation ability, another researcher also conducted a research related to phonological aspect. Muslifah, focused her research on knowing whether the is a correlation between Arabic consonant and English consonant sound pronunciation and measuring the significance between th two variables.[10] While Mohammad Nurman stated in his research, that focused on knowing whether there is a significant correlation between phonological knowledge and pronunciation ability.[11] It is in line with Blasius et al research, aimed to discover the effects of the International Phonetic Alphabet (IPA) symbols, consisting of 44 sounds, on pronunciation.[12] Also, Katarzyna,  focused on the role of strategies in learning the pronunciation of the target language and production of English pure vowels and diphthongs by first-year students of an English department.[13]

State Islamic Institute of Madura (IAIN Madura), is one of the Islamic universities in Indonesia and located in Pamekasan, East Java. The majority of students are Madurese and most of them graduated from

[9] Devi Multasih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon", Journal of English Language and Learning 2, no.2 (2015): 294, http://dx.doi.org/10.33603/perspective.v2i2.1665.

[10] Muslifah, "The Correlation between Arabic Consonant Sound and English Consonant Sound Pronunciation of English Department Students of State Islamic Institute of Madura" (Skripsi: IAIN Madura, 2022).

[11] Mohammad Nurman, "The Correlation Between Phonological Knowledge and Pronunciation Ability", Journal of English Education and Teaching, 5, no. 2 (2021): 290, https://doi.org/10.33369/jeet.5.2.290-320

[12] Blasius Banu Suryaleksana, Margeta Novita, Maria Nadilia, and Barli Bram, "Utilizing the International Phonetic Alphabet to Improve Pronunciation of English Education Students", Jurnal Tadris Bahasa Inggris 15, no.1 (2022): 148, https://doi.org/10.24042/ee-jtbi.v15i1.11536.

[13] Katarzyna Rokoszewska, "The Influence of Pronunciation Learning Strategies on Mastering English Vowels", Studies in Second Language Learning and Teaching 2, no.3 (2012): 391.

Islamic boarding school. One of program in IAIN Madura is English Teaching Learning Program. There, English Phonology subject is one of another subject on its department. It consists of vowels, diphthongs, and consonant sounds. It seems interesting to study how their knowledge of phonetic symbols related with their pronunciation ability, especially in vowels and diphthongs.

Therefore, the researcher is interested to conduct a research entitled *"Correlation between Students' Knowledge of Phonetic Symbol on Vowel and Diphthong with Their Pronunciation Ability in the Fifth Semester of English Teaching Learning Program at IAIN Madura."*

### B. Statement of Problem

Statement of problem is the educational issues, controversies, or concerns that guide the need for conducting a study.[14] Those are able to be found at the school, experience, reading an educational book, or in an educational discussion. From this definition the problem investigated as follows:

1. Is there any correlation between students' knowledge of phonetic symbol on vowel and diphthong with their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura?

2. How is the statistically significant the correlation between students' knowledge of phonetic symbol on vowel and diphthong with their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura?

### C. Objective of Study

Objective of study is the function of giving objective of study is to find the problem solving of the research.

Based on the statement of problem above, the researcher formulated the objective of study as follows:

1. To know whether there is any correlation between students' knowledge of phonetic symbol on vowel and diphthong with their

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[14] Jhon W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Person Education, 2012), 59.

pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura.

2. To measure how the statistically significant the correlation between students' knowledge of phonetic symbol on vowel and diphthong with their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura.

## D. Assumption of Study

Assumption is a basic postulate about something which is related to the research truth which has been received by researcher.[15] It can be false or true. In the other hand, assumption is important in determining the research paradigm because it is base of the research itself. As for determining the assumption, it must be based on the truth that has been believed by researcher.

Latief states that assumption believes that a person has a condition to carry out an activity. Without the belief that someone will not decide to do something.[16] Thus, an assumption is a temporary conjecture thought by an individual, and the truth is not yet known; therefore, the allegation requires proof so that the truth is absolute.

This study assumes a correlation between students' knowledge of vowel and diphthong phonetic symbol and their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura.

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[15] *Pedoman Penulisan Karya Ilmiah* (Pamekasan: STAIN Pamekasan Press), 17.
[16] Mohammad Adnan Latief, "Tanya Jawab Metode Penelitian Pembelajaran Bahasa," *Malang: Penerbit Universitas Negeri Malang* (Malang: UM Press, 2010), 51.

## E. Hypothesis of Study

Hypothesis are statements in quantitative reserach in which the investigator makes a prediction or a conjecture about the outcome of relationship among attributes or characteristics.[17] There are two kinds of hypothesis, namely null hypothesis (Ho) and alternative hypothesis (Ha).

Based on objective of study above, the researcher creates hypothesis as follows:

1. Ho: There is no correlation between students' knowledge of phonetic symbol on vowel and diphthong with their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura.

2. Ha: There is a correlation between students' knowledge of phonetic symbol on vowel and diphthong with their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura.

Researcher uses alternative hypothesis namely there is a correlation between students' knowledge of phonetic symbol on vowel and diphthong with their pronunciation ability in the fifth semester of English Teaching Learning Program at IAIN Madura.

## F. Significance of Study

The significance of the study means the implications of the findings for educational practice and theory. The results will contribute to theory and knowledge in the specific area to which the research question is

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[17] Jhon W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Person Education, 2012), 111.

related.[18] The significance of the study is the impact of achieving goals. Therefore, the significance of research is the level of confidence in the basic assumptions that will determine whether it is acceptable or not.

1. **Theoretical Significance**

   a. The result of the research will provide a reference and a reflection for students in order they have a good pronunciation ability through knowledge of phonetic symbol for vowels and diphthongs.

   b. The result of this research is going to give some knowledge about the achievement of pronunciation ability through knowledge of phonetic symbol for vowels and diphthongs.

2. **Practical Significance**

   a. For students of the fifth semester of English Teaching Learning Program.

      Hoped that by knowing phonetic symbol for vowels well is able to increase their pronunciation ability, even though this course was in previous semester.

   b. For the researcher

      It gives knowledge to the researcher that phonetic symbol for vowel and diphthongs is one of a good way to increase the pronunciation ability.

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[18] Donald Ary, *Introduction to Research in Education*, Fifth Edi. (Canada: Wadsworth, 1996), 507.

c. For the readers of this research

The research will give new knowledge and information about phonetic symbol for vowels and diphthongs can develop pronunciation ability.

d. For lecturers

This research will new solution and strategy for lecturer to upgrade pronunciation skill.

e. For the next researcher

It is hoped that this research can be used as a reference for those who wish to conduct research in pronunciation ability, especially its correlation with phonetic symbol for vowels.

f. For IAIN Madura

This research is expected to be useful as additional literature and as an insight into IAIN Madura's library.

## G. Scope and Limitation of Study

Scope is the area that researcher will be observant. It can be specific purpose.[19] Thus, the scope limits the number of subjects covered in a problem. Within scope of the research, there are restrictions on the variables; the issues will be studied, and research locations. The scope of this study is the fifth semester of English Teaching Learning Program at IAIN Madura.

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[19] Jhon W Creswell, *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research*, Fourth Edition (Boston: Person Education, 2012), 199.

Meanwhile, the limitation is the potential weaknesses of problem with study identified by the researcher.[20] This reserch is limited to the segmental pronunciation especially vowel and diphthong. The vowel and diphthong are going to measure with the students' pronunciation ability. The English vowels are /iː/, /ɪ/, /ʊː/, /uː/, /e/, /ǝ/, /ɛː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/. While the English diphthongs are /ei/, /ai/, /ɔɪ/, /ɪə/, /eə/, /ʊə/, /aʊ/, and /əʊ/.

## H. Definition of Key Term

To avoid misunderstanding and misinterpretation of difficult word for the reader in classifying about the key term, the researcher give explanation of the term use in this research, as follow:

1. Pronunciation

    Pronunciation is the way words are either pronounced or spoken. It also refers to the result of producing the sounds of speech that consist of intonation and even stress. Sometimes people known by their way of pronunciation when they are talking. Because different area commonly has different word pronunciation.

2. Phonetic Symbol

    Phonetic symbols or commonly called with International Phonetic Alphabet (IPA) is a system amount of letters and symbols that represant the individual sounds of a language. Phonetic

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[20] Ibid.

symbols consist of three categories, namely for Consonants, Vowels, and Dipthongs.

3.  Vowel

    Vowel is a speech sound when the breath flows out through the mouth without being blocked by the tongue, lips, or teeth. The English vowels are /iː/, /ɪ/, /ʊː/, /uː/, /e/, /Ə/, /ɛː/, /ɔː/, /æ/, /ʌ/, /ɑː/, and /ɒ/

4.  Diphthong

    Diphthong is a vowel that has two different vowel sounds in one syllable. Diphthongs are also called slide vowels because one vowel sound slides into another. Here are the English diphthongs: /ei/, /ai/, /ɔɪ/, /ɪə/, /eə/, /ʊə/, /aʊ/, and /əʊ/.

## I. Previous Study

Previous research studies are essential for the researcher because they are going to facilitate in determining systematic steps for the preparation of research in terms of theories and concepts. A previous study can be used as reference to make it easier to do fundamental research. There are five previous studies related to this research conducted by other researchers.

One of previous study had been conducted by Devi Mulatsih, entitled "Pronunciation Ability by Using English Song in Indonesian

Student of Unswagati Cirebon"[21] was conducted under the consideration that pronouncing English words plays an important role. Because of the differences between English and Indonesian pronunciation, many students pronounce English words incorrectly. Data from the Phonetic of English and the rule of how to pronounce English words has been crucial in the development of Phonetics theory throughout its recent past. Explaining the use of English song is able to increase the pronunication ability to the students of Unswagati Cirebon in question.

Another study was by Muslifah, entitled "The Correlation between Arabic Consonant Sound and English Consonant Sound Pronunciation of English Department Students of State Islamic Institute of Madura ".[22] She was focused on knowing whether the is a correlation between Arabic consonant and English consonant sound pronunciation and measuring the significance between the two variables. The research method was quantitative approach and the research design is correlational research. The instruments used are tests and documentation. The finding reveals a correlation between Arabic consonant sound English consonant sound pronunciation of English department students of IAIN Madura.

[21] Devi Multasih, "Pronunciation Ability by Using English Song in Indonesian Student of Unswagati Cirebon" 2, no.2 (2018): 148, http://dx.doi.org/10.33603/perspective.v2i2.1665.
[22] Muslifah, *The Correlation between Arabic Consonant Sound and English Consonant Sound Pronunciation of English Department Students of State Islamic Institute of Madura* (Pamekasan: IAIN Madura, 2022).

A study by Mohammad Nurman; is entitled "The Correlation Between Phonological Knowledge and Pronunciation Ability."[23] This study's objective focuses on knowing whether there is a significant correlation between phonological knowledge and pronunciation ability. This method used was correlation design. The X variable was the students' phonetic knowledge and the Y variable was students' pronunciation ability. The survey target is the fourth semester students of university. As a population he took 80 students and cited 20 students as sample. The data analyze used Pearson Product Moment. The study showed that there is a correlation between phonological knowledge and pronunciation ability of the students.

Blasius et al, conducted a research entitled "Utilizing the International Phonetic Alphabet to Improve Pronunciation of English Education Students."[24] This study aimed to discover the effects of the International Phonetic Alphabet (IPA) symbols, consisting of 44 sounds, on pronunciation. Data for this survey was collected using Google Forms, which included an eight-item questionnaire, and 23 English-speaking students from Yogyakarta Sanata Dharma University participated. The result of their research was IPA (International Phonetic Alphabet) had effects and played an important role in learning phonetics to improve

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[23] Mohammad Nurman, "The Correlation Between Phonological Knowledge and Pronunciation Ability", Journal of English Education and Teaching, 5 no. 2 (2020): 290, https://doi.org/10.33369/jeet.5.2.290-302.

[24] Blasius Banu Suryaleksana, Margeta Novita, Maria Nadilia, and Barli Bram, "Utilizing the International Phonetic Alphabet to Improve Pronunciation of English Education Students" 15, no.1 (2022): 148, https://doi.org/10.24042/ee-jtbi.v15i1.11536.

pronunciation, some consonant, vowel, and diphthong sounds were challenging to pronounce and the causes included rarely paying attention to the IPA and lacking IPA knowledge.

While the next study had been conducted by Katarzyna; the title was "The Influence of Pronunciation Learning Strategies on Mastering English Vowels".[25] The objective of the study was focused on the role of strategies in learning the pronunciation of the target language and production of English pure vowels and diphthongs by first-year students of an English department. The method of the study was quantitative that focused on description as the scope of the study namely the influence of PLS on the ability to perceive and produce English words. The sample consisted of 66 first-year students of an English department. The instrument implemented in the present study include a questionnaire on PLS and a pronunciation test. The questonnaire investigated 18 strategies and 64 tactics. While the pronunciation test consisted of two parts, namely the perception test and the production test. His research showed that students of English, who on average use pronunciation learning strategies rather occasionally, should receive some strategy-based instruction as there exists a significant relationship between the investigated phenomena, especially between the use of pronunciation learning strategies and the production of English monophthongs and diphthongs.

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[25] Katarzyna Rokoszewska, "The Influence of Pronunciation Learning Strategies on Mastering English Vowels", Studies in Second Language Learning and Teaching 2, no.3 (2012): 391.

The previous studies above have similarity with this research. The mostly described about the pronunciation ability deals with phonology knowledge, while the differences based on the specific of phonological knowledge, such as vowel, diphthong, and consonant. All the researchers above showed that there is significant correlation between student knowledge of phonology and their pronunciation ability. It can be a good way for mastering pronunciation. Meanwhile, this research focused on knowledge of vowel and diphthong phonetic symbol and students' pronunciation ability.