

CHAPTER I

INTRODUCTION

This chapter presents the background of the study that explains about why this research is conducted. It also contains the research questions arising from some cases, the purpose of the research that explains the aim of this research, the significance of study that contains theoretical and practical benefits. The scope and limitations of the study are also presented in this chapter. Moreover, the definitions of key terms that define the variables used in this study are also provided in this chapter. Finally, this chapter contains the research report writing organization which presents the outlines of this research.

A. Background of The Study

Speaking is part of daily life, it is generally accepted that speaking is one of the ways to communicate with others. This speaking is even considered as a sign of Allah's greatness, as stated in surah Ar-Ruum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَاوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَأَلْوَانِكُمْ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ

Furthermore, Allah stated that every prophet is always sent with the unique language of their people, as mentioned in surah Ibrahim verse 4:

وَمَا أَرْسَلْنَا مِن رَّسُولٍ إِلَّا بِلِسَانِ قَوْمِهِ لِيُبَيِّنَ لَهُم فَيُضِلُّ اللَّهُ مَن يَشَاءُ وَيَهْدِي مَن يَشَاءُ وَهُوَ
الْعَزِيزُ الْحَكِيمُ

People speak to have interaction, exchange knowledge or ideas, and share information. Nowadays, being able to speak in a foreign language, in this case is English that acknowledged as an International language, is important because of the globalization era which gives people no border to connect with others in over the world where nowadays over one billion people use English via social network or face to face as well. Furthermore, being able to master speaking English ability could meet the expectation of getting chance to take a role in the International conferences, having an International debate competition or just make a friend with people all over the world.

Pronunciation is one of the most important parts of speaking. Dalton and Seidlhofer stated (1994, p.3) that pronunciation is the Production of sound used to create a meaning. This sound is significant in two ways, as it is used as part of a specific language code and to achieve meaning in context. Correct pronunciation in speaking is very important. Nobody can understand people with a bad pronunciation, even if they have outstanding words and grammar. In addition, Hewings mentioned (2004, p.10-11) that incorrect pronunciation can sometimes lead to a broken-down communication. According to Hammer (2006, p.183) the pronunciation benefit not only in production, but also the understanding of spoken language. Therefore, it is necessary to learn the pronunciation.

Based on those reasons, the pronunciation is an important aspect that should be taught in the language classroom. Therefore, the pronunciation is

also studied in this college, which is the Department of English Education (PBI) in Antasari State Institute for Islamic Studies Banjarmasin and so is phonology class that should complete student's pronunciation skill.

PBI is one of the departments in Antasari State Institute for Islamic Studies Banjarmasin where the researcher has been studying. As a future English teacher, researcher conducted a study on the correlation between phonology and pronunciation of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin.

The reason for conducting this research was that when researcher joining a class held by one of the lecturers of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin, the lecturer often corrected the pronunciation of most of the students joining the lecturer's class. Even though students are getting education about pronunciation and phonology in semester two and five, but it appears that there are still many students who have difficulty in pronunciation until now. Therefore researcher is attracted to study more about the correlation between phonology and pronunciation and their role in enhancing student's pronunciation abilities.

In practice, there are many problems faced by English teachers, whether it is knowledge of English, incorrect pronunciation, materials and means used for teaching, language policy, or effective approaches and methods used in teaching students.

Those problems above are also faced by the researcher. However the most crucial problem that needs to discuss is about the incorrect pronunciation. When the researcher was in PPL 2, teaching practice in Siti Mariam Islamic Senior High School In Kelayan, there were some cases about the difficulty of the students in pronouncing some words. One of the cases was when one of the students asked about how to pronounce a word. Then the researcher asked the student to look up a dictionary. Just in case, the student brought an oxford dictionary, a British style dictionary. The word had been found, but the student still did not understand how to pronounce it just because of using phonetic symbols. As a teacher at that time, of course the researcher helped the student to read the phonetic symbols and pronounce it.

The other case was when the researcher asked the students to play a game about whispering. The sentences used to whisper were the sentences used for teaching pronunciation technique called “tongue twister” (e.g. she sells seashells by the seashore, the black bad bat will go to my bed after from my bathroom). It was very difficult for the students to differentiate the pronunciation of the words, especially the pronunciation of bad, bat, and bed. Then the researcher gave the example how to pronounce those words. But as a teacher, the researcher realized that the learning style of every student is different. Some of the students may be audio learners, visual learners, or even audio visual learners. Because of the various kinds of the learning style, then the researcher realizes that it is very important for a

teacher to learn about pronunciation, not only how to pronounce the words, but how to transcribe as well, from the very basic point of view including vowel and consonant.

Furthermore, most people learn the pronunciation without learning the phonetic transcription. They acquire pronunciation directly by hearing the language spoken continuously. However, they won't be able to write to the phonetic symbols. It is true that people who have a good pronunciation of English are not necessarily able to transcribe it into the phonetic symbol. Still, dictionary which is always use phonemic symbol to describe how to pronounce a word, has major contribution in acquiring pronunciation, since the source to teach good pronunciation orally is very rare. So, are those who have good skills in phonetic symbols have good English pronunciation? Is there a correlation between the phonetic transcription mastery and pronunciation of the English language?

Based on reasons above, the researcher decided to conduct a study on the title *The Correlation between The Phonemic Transcription Mastery and The Pronunciation of English Department Students Antasari State Institute for Islamic Studies Banjarmasin Academic Year 2013-2014.*

B. Statement of the Problems

The research problems of this research are:

1. How is the English pronunciation of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin from the perspective of segmental feature?
2. How is the ability of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin in the phonemic transcription?
3. Is there any correlation between the phonemic transcription mastery and the English pronunciation of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin?

C. Objectives of the Study

The purpose of this study:

1. To describe the level of pronunciation competence of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin.
2. To describe the level of the students' competencies of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin in mastering phonemic transcription.

3. To determine whether there is a correlation between the ability of the phonetic transcription and pronunciation of English.

D. Hypothesis

Creswell (2009, p.132) defines “Quantitative hypothesis are predictions the researcher makes about the expected relationships among variables”. Hypothesis is a conjecture or a guess at the solution to a problem or the status of the situation. Creswell shows that the hypotheses consist of the probability answer of the research problems. Hypothesis is just a prediction about problem of research. It must be tested to know the answer empirically. Based on the assumption above, there are two kinds of hypothesis, which are to be tested in this correlation research as follow :

1. Direction or alternative hypothesis (Ha)

There is a significant correlation between the phonemic transcription mastery and the English pronunciation on the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin.

2. Null hypothesis (Ho)

There is no significant correlation between the phonemic transcription mastery and the English pronunciation on the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin .

E. Benefits of Research

The researcher hopes that this study has several advantages:

1. The theoretical benefits
 - a. The researcher hopes that the results of this study can be used as a reference to help students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin to improve their pronunciation skill.
 - b. The results could be used as a reference for those who want to do another case study of the students' pronunciation mastery at English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin, or even implementing an approach to improve their pronunciation.
2. The practical benefits
 - a. The results could provide information for the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin to further study about English pronunciation to make their pronunciation more intelligible and be able to differentiate among the words whose spellings are almost the same. They should also study more about phonetic symbols. This is very useful when becoming an English teacher in which they can teach their students about the symbols of phonemes so that they can learn to pronounce English words in

the dictionary independently. It can also help to clarify the speech sound of a word written when spoken verbally. Moreover, the better students to master the phonemic transcription, the better their English pronunciation.

- b. The reader, especially for the lecturers to get the information about the competence level of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin in English pronunciation and phonemic transcription mastery. Thus, the curriculum for the students will be redesigned or there will be pronunciation class to improve the students' pronunciation.

F. Scope and Limitations of Study

There are two features of pronunciation; segmental and suprasegmental feature. In this study, the researcher focused on segmental that deals with phonemes, vowels and consonants, and the phonemic transcription as well. Meanwhile, the pronunciation test used is focused on its competence. Those are especially concerned with the English pronunciation of the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin.

G. Definitions of key terms

Creswell (2009, p.228) defines “Definition of terms is a section that may be found in a research proposal that defines terms that readers may not understand”.

To avoid any misinterpretation toward the title, the writer will explain some term in the title as follow:

1. Correlation

In *Oxford Advanced Learner’s Dictionary of Current English* (1995, p.192), correlation is mutual relationship or connection. According to Emzir in *Metodelogi Penelitian Pendidikan* (2008, p.46), correlation research refers to studies that aim to reveal the relationship between variables through the use of correlation statistics. The correlation in this title means the correlation between the phonemic transcription mastery and the English pronunciation on the students of English Education Department (PBI), Antasari State Institute for Islamic Studies Banjarmasin

2. Phonemic transcription mastery

Phonemic transcription mastery is the mastery of a student in transcribing the speech sounds of English words into the phonemic symbols. This transcription containing only phonemes consisting of vowel and consonants and called as broad transcription. The other kind of transcription is narrow transcription containing amount of phonetics detail and called as phonetics transcription.

According to JurgStrassler (2013) phonemic transcription is written between slants, while phonetics transcription is written between square brackets. The concept used in this research is that the students master the phonemic symbols used to transcribe the speech sound of a word represented by the underlined letters.

Eg. Cat / æ /

Since the students of 6th semester are taught British style which is represented by Received Pronunciation, so Received Pronunciation is used with International Phonetic Alphabet used as the system for the transcription of speech sound.

3. Pronunciation

According to Kelly (2000, p.1), pronunciation is the competence of someone in producing sound used to make meaning. There are two aspects of pronunciation; segmental and suprasegmental. The segmental one focuses on phonemes; vowel and consonants, while the suprasegmental focuses on stressing and intonation.

In this research, the researcher focuses on the segmental feature which consists of phonemes; vowel and consonants only. Ideally, the way of testing English pronunciation is asking the learner to produce the English words. It means that testing them orally. And it is possible and suitable.

Therefore, it was used oral test to test the English pronunciation from the point of view of segmental feature. Such as, pronouncing words which have similar spelling but differ in pronunciation, or different spelling with the same pronunciation.

E.g. :

- suck - sock
- seat - sit

H. Research Report Writing Organization

Chapter I is introduction. It consists of background of the study, statement of the problem, objective and significance of the study, scope and limitation of the study, and definition of key terms.

Chapter II is theoretical review. It includes the theories underlying the topic and the previous study.

Chapter II is research method. In this part, the researcher provides the design used in this study, data and source of data including population and sample, data collection technique and the instrument used, and the technique of analyzing data.

Chapter IV is research finding and discussion. It discusses and analyses the data and finding obtained from the research.

Chapter V is Conclusion and suggestion. This is the most important part in which it concludes the research done and gives the suggestion to the reader.