

## CHAPTER I

### INTRODUCTION

This chapter presents an overview of the research that consists of research background, statements research, purposes and significances of research, rationale, hypothesis, research methodology, and analysis of data.

#### **A. Background of Research**

Human being needs language to communicate each other. Language, according to Bloch and Trager (in Aitchison 2008: 27), is a system of arbitrary vocal symbols by means of which a social group cooperates. It means that language is the important tool to communicate and cultured with society.

As an international language of communication and technology, most people learn English and it is not uncommon to see English being used as a means of communication. Walker (2009) in TED talk Conference stated that not American, British, Australian or other English countries who force the world to recognize English as the world language, but the world itself who pull English as international language. According to Foss and Hakes in their *psycholinguistic* book (1978:3), “Language is surely the most important tool of communication that indicates individuals have at their disposal”.

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. It is significant to know pronunciation of someone. Pronunciation is very important for young learners because it would facilitate them in improving their pronunciation.

Szynalski (2000) states that there are three levels of English pronunciation; (1) People often did not understand what others want to say because they use wrong English sounds. (2) People can understand what others want to say, but they have to concentrate to understand you. (3) People can understand others easily, because pronunciation is clear pleasant. Therefore the English Pronunciation should be learned and practiced by the students in order to avoid miscommunication to each other, even when they read poetry.

Smart (2005) found that some productive skills can be enhanced through poetry such as communicative speaking activities, pronunciation, and writing activities. "Poetry is the most emotionally charged means of written expression and it consists of words arranged in patterns of sound and imagery to spark an emotional, and intellectual, response from us" (Russell, 2005).

In curriculum, poetry has almost never been taught in the classroom because every year the curriculum has always been changed. Benton (2000) states that "what appear to exercise them most now are the effects of the National Curriculum on their teaching and of changes in the way poetry is examined".

Based my initial research, the students of SMPN 17 Bandung have almost never been given poetry as the teaching material in English lesson in classroom. Furthermore, pronunciation almost never be the focus of the teaching learning activities. The syllabus guides the teacher to deliver kinds of text: descriptive, narrative (etc.), rather than kinds of English literature (such as poetry). Consequently, students are not familiar with the poetry as subject in English lesson.

From my initial observation, the first grade students still have problems in pronouncing the words, especially on vowel sounds. When they read the text, they couldn't pronounce the words correctly. Therefore, the researcher wants to use reading cinquain poetry to increase students' pronunciation. Cinquain (SIN-kane) is a five-line poem. According to Hess (2004) Cinquain poetry has five lines. Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has four words that express the feeling, and line 5 has one word which recalls the title.

Because reading cinquain poetry is something new for the first grade of SMPN 17, the researcher is interested to undertake quantitative study to investigate the effectiveness of reading cinquain poetry in improving students pronunciation skill under the title: **“Improving Students’ Pronunciation Skill through Reading Cinquain Poetry”** (A Quasi Experimental Study at First Grade of SMPN 17 Bandung).

## **B. Statements of Research**

In this research, the researcher intends to find answer to the following problems:

1. How is students' English Pronunciation skill before being taught by reading cinquain poetry at first grade of SMPN 17 Bandung?
2. How is students' English Pronunciation skill after being taught by reading cinquain poetry at first grade of SMPN 17 Bandung?

3. How significant is the influence of reading cinquain poetry on students' English Pronunciation skill at first grade of SMPN 17 Bandung?

### **C. Purposes and Significances of Research**

The purpose of this research is as follows:

1. To know students' English Pronunciation skill before being taught by reading cinquain poetry at the first grade of SMPN 17 Bandung.
2. To know students' English Pronunciation skill after being taught by reading cinquain poetry at the first grade of SMPN 17 Bandung.
3. To reveal the significant influence of students' Pronunciation skill through reading cinquain poetry.

The researcher hopes the research will be useful for language teachers, administrators, curriculum developers, and others interested and involved in the study of teaching, to involve poetry (cinquain) as a teaching learning material in improving students' pronunciation. Reading poetry (cinquain) can help and motivate the students to add knowledge in pronunciation.

### **D. Rationale**

Pronunciation is probably one of the hardest skills in English to learn by the person who is non-native speakers. Pronunciation needs more practices, not just theory, because pronunciation is spoken. Pronunciation is the way people

speaking or reading something. It shows that pronunciation can be an indicator to see how far people accustomed and mastering English.

For this study, the researcher focused on vowel sounds in teaching pronunciation of the students. Martin's (2010:34) states that "Vowel sounds (also called qualities) are produced by varying the placement of the body of the tongue (remember that for vowels your tongue tip is behind your lower, front teeth) and shaping the lips". These are vowels of English Monophthongs; feel [i:], big [ɪ], step [e], bad [æ], earn [ɜ:], ago, [ə], son [ʌ], card [ɑ:], hot [o], old [o:], put [u], pull [u:]. These vowel become reference for the students that the students must know the way to pronounce the words.

According to Collins (2001), "a poem is a piece of writing in which the words are chosen for their beauty and sound and are carefully arranged, often in short lines which rhyme". In poetry, there were certain forms and patterns that poets follow in the composition to be arranged. The students should be able to know the variety form of the poetry, although the poetry has each characteristic or associated with specific styles of composition, or themes.

Cinquain (SIN-kane) is a five-line poem. The word "cinquain" comes from the French word *cinq*, meaning five. The forms are based on numbers of syllables per line. "Line 1 has one word (the title). Line 2 has two words that describe the title. Line 3 has three words that tell the action. Line 4 has four words that express the feeling; and line 5 has one word which recalls the title" (Hess, 2004).

## **Cinquain**

*The form  
Of the cinquain  
Is precise, and its lines,  
Unrhymed, must flow, a stream of words,  
As here.*

Sloan (2003: 30)

## **E. Hypothesis**

1. Alternative Hypothesis  $H_a$  : there is significant influence of Reading Cinquain Poetry on Students' English Pronunciation skill.
2. Null Hypothesis  $H_0$ : there is no significant influence of of Reading Cinquain Poetry on Students' English Pronunciation skill.

## **F. Research Methodology**

### **1. Research Method**

The method used in this research is *quasiexperiment*. Quasi experiment, according to Jefferson (2007), is a type of evaluation which aims to determine whether a program or intervention has the intended effect on a study's participants.

According to Cohen et all (2007:282), *quasi-experiments* come in several forms: (1). Pre-experimental designs: the one group pretest-post-test design; the one group posttest only design; the post-tests only nonequivalent design. (2). Pretest-post-test non-equivalent group design. (3). One-group time series.

## 2. Experimental Design

From the statement above, the researcher used *the one-group pretest-post-test design*. It aims to measure a group on a dependent variable ( $O_1$ ), i.e. students' English pronunciation skill, and then introduced an experimental manipulation ( $X$ ), reading cinquain poetry designed to improve students' pronunciation skill. Following the experimental treatment, the researcher has again measured English pronunciation skill ( $O_2$ ). As Cohen et.al (2007:282) says that *one group pretest-post-test* measures one group with a pretest, implemented a treatment manipulation, and then measured the same variable, as was measured with the pretest, with a posttest. The one group pretest-post-test design can be represented as:

	<i>Pre-test</i>	<i>Treatment</i>	<i>Post-Test</i>
<i>Experimental</i>	<b>O1</b>	<b>X</b>	<b>O2</b>

Cohen (2007: 282)

$O_1$  : Pre-test

$X$ : Treatment by using reading cinquain poetry

$O_2$  : Post-test

## 3. Population and Sample

Population is the whole associate characteristics of research object (Sedarmayanti & Hidayat, 2002:121). Population of this research was the first grade at SMPN 17 Bandung who consists of 367 students, 10 classes. This grade

is suitable for the implementation of reading cinquain poetry, because cinquain poetry is appropriate to be taught for children.

**Table 1.1**  
**Population of first grade Students at SMPN 17 Bandung**

No	Class	Total
1	VII-A	37
2	VII-B	37
3	VII-C	37
4	VII-D	37
5	VII-E	36
6	VII-F	37
7	VII-G	36
8	VII-H	36
9	VII-I	37
10	VII-J	37
Total		367

Sample is a small observed group taken from the population (Sedarmayanti & Hidayat, 2002:124). The sample for this study is taken from the population stated above. The researcher used convenience sample. The Convenience sample – or, as it is sometimes called, accidental or opportunity sampling – involves choosing the nearest individuals to serve as respondents or those who happen to be available and accessible (Cohen et al, 2007: 113). The sample of this research is Class VII-E which consists of 36 students. Class VII-E



is available and accessible, because it is suggested to be chosen as sample by the English teacher of its class who expressed her willingness to support my research.

#### **4. Techniques of Collecting Data**

The techniques that used in this research of collecting data are through:

##### **a. Interview**

Interview is something like dialogue that is used by interviewer to get some information from respondents (Arikunto, 2010:275). Using this technique, the researcher will interview the English teachers and students to know whether poetry ever became the material in English teaching learning or not.

##### **b. Test**

The data for this research was collected with pretest and post test instruments. The test aims to measure the pronunciation skill of students which focused on vowel sounds both before and after the treatment. The test consists of 12 minimal pairs (24 words) and 12 sentences which involve 24 linking vowels.

##### **1. Pre-test**

Pre-test is intended to know the English pronunciation skill of the first grade students before they were given the treatment of using reading cinquain poetry. The pre-test will be given in spoken test.

## 2. Post-test

The material tested in post-test to the students after they have obtained treatment. The purpose of the post-test is to know the English pronunciation skill of first grade students after being taught by using reading cinquain poetry, and how significant it is. The post-test will be given in spoken test.

In scoring the students' work, the researcher used the indicator of the student's scores as follow.

**Table 1.2**  
**The Indicators of Scoring Criteria of Pronunciation Test**

Score range	Category
86 – 100	Excellent
71 – 85	Good
56 – 70	Fair
41 – 55	Poor
<40	Failed

Adapted from: Utami (2012: 8)

### c. Documentation Study

The documentation study is used to obtain information about historical background of school, the school facilities, the list of teacher's names, the list of student's names, and other information that may be needed in this research.

## G. Analysis of Data

The researcher used a quantitative data which is related to numerals and it is analyzed by statistics. He used “t-test” formula to calculate the data by comparing students’ pre-test and post-test. After collecting the data needed in research, the data processed and analyzed through the steps.

According to Sugiyono (2008:132), there are several steps of testing the normality. They are as follows:

1. Determining the range of data (R), by using the formula:

$$R = [H - L] + 1$$

R = the highest score – the lowest score + 1

2. Determining the class interval (K), by using the formula:

$$K = 1 + 3, 3 \log n$$

n = Number of Students

3. Determining the length of class (P), by using the formula:

$$P = \frac{R}{K}$$

R = Range of Data

K = Class Interval

4. Determining mean ( $\bar{X}$ )

$$\bar{X} = \frac{\sum f_{ix_i}}{\sum f_i}$$

f<sub>i</sub> = frequency

x<sub>i</sub> = the sum all of the scores

5. Computing the value of median (Me)

$$Me = b + p \left( \frac{\frac{1}{2}n - F}{f} \right)$$

$b$  = under limit of median class

$p$  = length of class interval

$n$  = number of students

$F$  = frequency

$f$  = cumulative frequency

6. Computing the value of modus ( $M_o$ )

$$M_o = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$b$  = under limit of median class

$p$  = length of class interval

$b_1$  = the difference of modus frequency  
with a previous class frequency

$b_2$  = the difference of modus frequency with a next class  
frequency

7. Determining the standard deviation ( $S^2$ )<sup>4</sup>

$$S^2 = \sqrt{\frac{\sum f (x_i - \bar{x})^2}{(n-1)}}$$

8. Arranging the distribution of observation and expectation frequency.

9. Determining Chi Square ( $\chi^2$ )

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

$O_i$  = Observation Frequency

$E_i$  = Expectation Frequency

10. Determining degree of freedom

$$Df = K - 1$$

$Df$  = Degree of Freedom

$K$  = Total of Class Interval

11. Determining the value of table  $X^2$  by significance level 1% or ( $\alpha = 0,01$ )

$$X^2_{table} = (1-\alpha) (Df)$$

12. Determining the normality of data distribution by using the criteria:

Distribution is considered normal if  $x^2_{count} < x^2_{table}$

To answer the statements of research problem no 3, the researcher uses the following steps:

- a. Determining the homogeneity data of pre-test and post-test
- b. Determining  $F_{count}$

$$F = \frac{s^2_1}{s^2_2}$$

$S^2_1$  = variance of data for pre-test

$S^2_2$  = variance of data for post-test

13. Determining the degrees of freedom

a.  $Df_1 = n_1 - 1$

b.  $Df_2 = n_2 - 1$

14. Determining the homogeneity of the data

a. If  $F_{count} < F_{table}$  it means homogeneous

b. If  $F_{count} > F_{table}$  it means inhomogeneous.

15. Testing the hypothesis

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}}$$

(Arikunto, 2006:86)

16. Interpreting the hypothesis:

If  $t_{\text{count}} > t_{\text{table}}$ ,  $H_0$  is accepted and  $H_a$  is not accepted.

(Arikunto, 2006:86)





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