

CHAPTER I

INTRODUCTION

This chapter presents an overview of the study. It consists of the background of the research, research questions, research purposes, research significance, conceptual framework, hypothesis, and previous studies.

A. Background of the Research

This study aims to determine the correlation between student's pronunciation and their English listening skills. English education department faculty of Tarbiyah and teaching State Islamic University of Sunan Gunung Djati Bandung provides four English Skills: speaking, writing, listening, and reading. This research will be related to some of these Skills, examining whether there is a correlation between students pronunciation and listening skill or not. Pronunciation is also part of speaking skills, usually, pronunciation is only often associated with speaking skills. Pronunciation in relation to productive skills, but just as important as receptive skills. Indeed, I would argue that some aspects of learning pronunciation are especially beneficial for listening this study is aimed to show that pronunciation is also needed and useful for listening skills.

For humans to communicate with each other, language is essential. According to Hornby (1974), "language is a system of sound and sound symbols that humans use to communicate concepts, feelings, and desires. It is not instinctive". For many years, English has been taught as the primary foreign language in Indonesia, starting in elementary school and continuing through university. However, it is clearly evident that English is taught in preschool and kindergarten in a large number of private schools. Throughout the teaching and learning process, they employ English as the medium of instruction. It demonstrates that some learners

of English as a second language are not able to use the language when practicing oral communication. The writer's observations revealed that many students struggle with pronouncing words correctly in English.

One of the obstacles to communicating in English is understanding the pronunciation when we listen to it. According to Darty (2017), one of the causes that makes it difficult is to understand the pronunciation, even though we know the vocabulary that is used by the speaker. Since it requires greater focus and attention to absorb the content, including interpreting conversation and monologue texts, listening is regarded as the most challenging language skill for kids. One could argue that hearing is a multifaceted mental process in which numerous things occur at once. Our ability to listen can be enhanced by pronunciation. Learning pronunciation helps students speak words with native accents, which makes it easier for listeners to comprehend them and for them to understand them. A potential remedy to this issue is pronunciation.

Language plays a very important role in everyday life to communicate ideas with other people. Language skills are basic material that allows each person to express themselves about each individual's feelings, desires, opinions, and needs. Learning English is much more difficult than our language. Apart from students themselves understanding of the meaning of the language, they have to write and pronounce words in English according to the English pronunciation itself. Because they believe we already speak the language on a daily basis, many people believe learning a language is simple. Acquiring proficiency in a language involves more than just speaking it; it also entails comprehending the meaning of the words or phrases that are spoken. Speaking is a challenge for most students learning a language, particularly English. The inability to speak is usually caused by difficulty expressing thoughts verbally, limited vocabulary, limited knowledge of grammar making it difficult to speak according to the correct rules, limited ability to pronounce words

(pronunciation), making words difficult to pronounce, the courage to speak. speak for fear of being wrong.

Difficulty pronouncing comprehension or pronouncing it correctly. This error causes a change in sound when students pronounce a word or sentence, a change in sound can be in the form of missing or changing vowels or consonants in a word, some words make students make mistakes or find it difficult to pronounce them, on the other hand, people who listen to them will have more difficulty understanding them. English is a tool for communicating, through good language skills, it will be easy to communicate, All nations study English, which is an international language. Increasingly advanced developments encourage English to be studied, by mastering several fields or abilities Ideally, participants will In order to stay competitive, students need to be able to think at a fast pace. One of the languages that must be learnt is English.

Students experienced certain pronunciation problems due to their inability to use English in oral practice. It turns out that This problem emerged as a result of the effect of their mother tongue. Furthermore, students rarely use their English in everyday situations, particularly when it comes to pronunciation. Students also experience problems with limited vocabulary, structural understanding, natural language understanding, lack of self-confidence, difficulty focusing, and poor recording Skills. Speed is another factor that makes listening challenging. If the speaker speaks faster than the average listener, the listener may experience inaccuracies in understanding.

Different language speakers typically develop distinct mouth muscles for pronouncing words correctly. Speaking a foreign language might cause our language-specific muscles to become underdeveloped, making pronunciation more challenging. Our muscles grow and our pronunciation gets better when we practice pronouncing other languages. This is one of the factors or obstacles to someone's difficulty in learning English, when English is their second language, it is difficult to pronounce

it because the tongue muscles are different, when we can pronounce it correctly we can also listen to it correctly, making it easier for us to understand it accurately.

One of the hardest skills to master is pronouncing words correctly in English, thus students should dedicate a lot of effort to perfecting their pronunciation (Garcia, 2007). Because English is not their first language, learning how to pronounce English words can be challenging, when words are pronounced correctly, other people will have no trouble understanding the meaning, however wrong pronouncing words will alter the meaning, and could even have no significance at all, which tends to be confusing. Pronunciation matters because it facilitates learning; poor pronunciation makes learning a language extremely difficult (Gilakjani, 2012). Sihombing (2014, p. 389) claims that "Learners can be said to grasp pronunciation at two levels. The beginning level comes first, followed by At the intermediate or advanced level, a beginner's pronunciation needs to be controlled in terms of vowel and consonant phonemes, intonation in statements and questions, stress, and rhythm.

The research has been conducted by Hotmaida Tampubolon (2020). It showed that listening achievement and pronunciation of Tridinanti University Palembang students enrolled in the English education study program had very little link. Second, research done in 2021 by Apridayanti and Rusli There is a connection between pupils' proficiency with pronunciation and their capacity to listen to English music. Third, a poor association was found in a study by Pribadi, R. (2013) between students' pronunciation abilities and their listening skills. There was no substantial positive link.

In addition to its relevance, the research gap in this study is the participants and focus of the study was different from previous studies. The previous research participants were university students, whereas The current study participants were at *SMK* (Vocational highschool). Previous

research investigations examined the relationship between pupils' achievement in listening and their pronunciation of words. and another previous research had similar participants but different objectives the previous studies about the correlation between listening skills and students' pronunciation. Instead, the current research looks for correlations between students' pronunciation and their English listening skills.

B. Research Question

This quantitative research has three main research questions. The questions are stated below:

1. What are the students' Pronunciation score?
2. What are the students' English listening score?
3. Is there any correlation between students' pronunciation and their English listening skills?

C. Research Purposes

Based on the research question, the researcher explores the purpose of the study as following description:

The first purposes, is to find out the students' pronunciation scores, the second purposes is to find out the students' english listening scores and the last purposes is to find out the correlation between students' pronunciation and their English listening skills.

D. Research Significances

This study is dedicated to being useful and having an impact in the future in the field of education. Therefore, It is anticipated that this research will advance education both theoretically and practically. Even more so in the field of teaching and studying English to promote students' curiosity.

Theoretically, this research helps create an appreciation of how crucial pronunciation is to learning English, particularly for listening skills. Additionally, this study might inspire confidence on the advantages

of pronunciation on various English language skills, serve as a resource for future education, and prompt educators to think about helping their students develop their listening skills through pronunciation instruction.

In a practical sense, this study assists students in offering reflective materials related to their pronunciation. This might also serve as a basis for contemplation about the English listening skills and its efficacy. Even more, this is a reason for them to learn pronunciation so they can improve their listening Skills.

E. Conceptual Framework

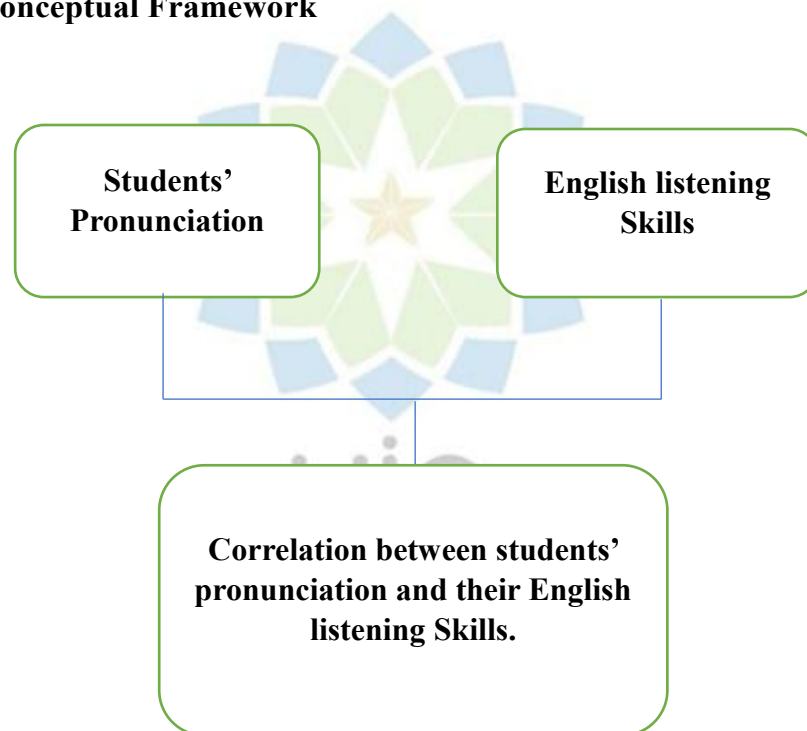


Figure 1.1 Conceptual Framework

According to Chambers (in 1997). Quoting from the Journal of English Language and Literature, 2018 "Improving the students' pronunciation skills through choral drill technique". The act of pronouncing words, sounds, and letters correctly is known as pronunciation. In addition, pronunciation refers to the appropriate way to pronounce a word, a sound in a certain language, or a group of symbols that represent a word's

pronunciation. Therefore, pronunciation can be said to be a guide in pronouncing a word from the quote it is also explained that pronunciation is pronunciation the right way, it is crucial that we acquire proper pronunciation. because one of the keys to successful communication is to pronounce or understand the correct pronunciation, so conversation will go smoothly.

What is meant by pronunciation is the way a word is pronounced. Put otherwise, pronunciation refers to the manner in which a word or language is spoken. Pronunciation also takes into account intonation, emphasis, and articulation. Language features (vocabulary and grammar) and skills (speaking and listening) are both included in pronunciation. Acquiring the proper pronunciation of new terminology would be beneficial when learning it because it will make it easier to convey what we want to convey, in conveying something it is not just about conveying it but being able to convey it, the listener succeeds in receiving it and understands what we are saying, meaning that having good pronunciation is one way to convey something correctly because it makes it easier. the listener understands the meaning.

Pronunciation is very risky when it is not learned, even those who are good at speaking English sometimes still make mistakes. Naturally, because it is not the country's own language, so it is still an adjustment of the tongue, that's why you have to study more deeply about pronunciation. Pronunciation is included in fluency with the English language. Additionally necessary are one's automatic listening skills, which can be acquired of course these abilities will be further improved. Including how it is pronounced in spoken English. If speaking Skills are perfect, of course listening will follow, as well as when learning Pronunciation. Where someone will know what mistakes often occur and how to fix them. Learning from mistakes is the best way for someone to improve their abilities to be better in the future.

As explained by Judy Pearsall (1999) quoting from "The new oxford dictionary of English", p. 1485 . The way a word is pronounced is known as its pronunciation. Pronunciation is not determined by spelling. To learn

pronunciation correctly and perfectly, we must avoid frequent mistakes, one of which is words that are spelled exactly the same but have different meanings. To avoid this error, we must take the time to familiarize ourselves with some of the most frequently used heteronyms. by getting used to understanding heteronyms and finding a lot of vocabulary that includes heteronyms, it will be able to help us distinguish them.

The other meaning of pronunciation is articulate speech, the act of pronouncing anything, the way in which a language unit is often uttered, or, based on analogy, the way in which a speaker would likely be spoken by someone who is qualified, either academically or otherwise, to be a speaker worthy of imitation. And one way to deal with that is the different language speakers typically develop distinct mouth muscles for pronouncing words correctly. Speaking a foreign language might cause our language-specific muscles to become underdeveloped, making pronunciation more challenging. Our muscles grow and our pronunciation improves when we practice pronouncing a new language.

As explained by Harry A. Green T. (1971) Quoting from the Routledge Journal, 2009, Teaching ESL/EFL Listening and Speaking. The act of being conscious of the sound elements and identifying them in meaningful sequences is known as listening. when we listen in English, we are able to fully comprehend what others are saying. Not only that but also information that we get through other media. Hearing is not the same as when we listen. But hearing in English is hearing. While listening or understanding in English is listening. So listening is not only that we just listen but also have to understand what is heard. listening is included in the components of communication, speaking and listening and both are highly correlated in communication, one of the keys to smooth communication is that we understand it.

According to Simon and Schucter. (1988) quoted from previous research, Damiaty 2007 "The correlation between listening skill and

pronunciation accuracy". Listening is trying consciously to hear, and pay close attention, so that you hear or pay close attention to receive advice. Meanwhile, The act of listening is one that is similar to the act of hearing. But we take it seriously, and there's an objective to be met—like obtaining a crucial piece of information, for example. We hear things whether they are spoken to us directly or are read to us by others. Listening comprehension is crucial when learning English.

According to Targan (2008:31) quoting from the journal *International Journal of English Literature and Social Sciences (IJELS)*, mariatih 2018. Listening is the process of paying great attention, understanding, appreciating, and analyzing spoken symbols in order to gather data, take notes on messages or content, and understand the meaning that the speaker has expressed. As a first language Skills, listening makes no small contribution to improving Skills in other languages, especially speaking and writing Skills. Receptive listening Skills will absorb as much information as possible which is needed by speaking or writing Skills. Therefore, Listening learning is carried out in an integrated manner and gets proper attention the same as other language Skills. However, in learning at school this has not been carried out properly. Listening learning is still lacking attention and is often underestimated by students and teachers.

According to Gary T. Hunt (2012) quoting from journal PEARSON, Michael Rost, 2011 “Teaching and Researching Listening”. listening is done in order to get knowledge about one's job or career. to be more proficient in interpersonal interactions in day-to-day life at work, home, and in the community. To draw a conclusion, gathering evidence makes logical. must be able to react appropriately to all that is said. Personal contact is two-way and transactional. Skills active listening plays a key role in interpersonal communication. Skills active listening can have a positive impact on communication at the same time create better interpersonal relationships. Hence improving skills active listening is very beneficial. The key to active

listening is a participative attitude. In this case physical and mental preparation is very necessary. A good body position will support activities listening and receiving signals conveyed through nonverbal communication good. Apart from that, mental readiness also provides encouragement to be able to participate active listening. As listeners, participation in communication activities is equal with speakers or information sources. Listeners must be emotionally and intellectually prepared to engage in the process of sharing meaning in communication.

F. Hypothesis

This research investigates the correlation between students' pronunciation and their English listening skills. Regression uses two kinds of variables. First is the correlation between students' pronunciation as the variable "X" which is the independent variable, and the second is their English listening Skills as the letter "Y" variable which is the dependent variable. Quantitative hypothesis research is where the researcher produces predictions or conjectures about research results on the correlation of several characters (Creswell, 2012). The hypothesis in this research is formed as follows:

- a. H_a : There is a correlation between students' pronunciation and their English listening Skills.
- b. H_0 : There is no correlation between students' pronunciation and their English listening Skills.

statistical hypothesis-testing problem formally consists of two hypotheses. The alternative hypothesis (H_a) and the null hypothesis (H_0) are the names given to these theories. When doing a statistical hypothesis test, one must first believe the null hypothesis (H_0) and then determine whether there is sufficient evidence in the data to support the alternative hypothesis (H_a).

G. Previous Studies

Several previous studies relevant to the current research topic have been discovered. The first study was conducted by Hotmaida Tampubolon (2020) on the relationship between pupils' proficiency in listening and their pronunciation. The purpose of this study was to determine whether or not listening achievement and pronunciation of Tridinanti University Palembang English education students significantly correlated. 54 Tridinanti University Palembang students enrolled in the English education study program during the third, fifth, seventh, and ninth semesters made up the study's sample. The equipment included listening comprehension tests and pronunciation assessments. The researcher employed correlation analysis in this investigation. Pearson correlation coefficient, as determined by statistical analysis, was found to be 0.086%. It indicates that the p-value was greater than 0.85, at 0.539. It showed that there was very little relationship between the listening achievement and pronunciation of Tridinanti University Palembang students enrolled in the English education study program.

The second study was conducted by Apridayanti, Rusli (2021) who investigated the correlation between students' ability in listening to English songs and their pronunciation mastery. The quantitative research approach of correlation was used to conduct this study. Using product moment sampling, 36 eleventh graders from the first semester of the 2020–2021 school year were selected as the study's sample. The tests used in this study comprised 40 tests to measure students' pronunciation scores and 20 tests to gather data from listening assessments. The hypothetical test result was 0.698, the Sig (Pvalue) for mastering pronunciation was.157, and the Sig (Pvalue) for being able to listen to English songs was.140. This indicates that the Sig (Pvalue) for both pronunciation and listening skills was greater than 0.05. It indicates that H0 was accepted, and the study's conclusion—that students' proficiency with pronunciation and their capacity to listen to English music are correlated was reached.

The last study was conducted by Pribadi, R (2013), who investigated the correlation between students' listening Skills and students' pronunciation ability. 43 students in the eleventh grade at SMK Muhammadiyah 1 Semarang during the academic year 2012–2013 made up the population of this final project. In this study, twenty students served as the representative group. Following the investigation, it was discovered that the pupils' listening skills scored on average 80.1, which was considered good. Conversely, given their average score of 48.78, they had a bad pronunciation score. Additionally, the results of the data analysis using SPSS indicate that the critical value for 18 students and 95% confidence is 0.468, and the correlation coefficient between the two variables (listening skills and pronouncing ability) is 0.379. Given that the obtained correlation coefficient (0.379) is less than the table value (0.468), the correlation is regarded as low and there is no discernible positive association between the two variables. The gap or the difference with previous research is of course the title used and also the number of participants and the way the data was collected.

