CHAPTER I

INTRODUCTION

A. Background of the Study

Communication is the exchange of thoughts, information, and other items between two or more people. Typically, at least one speaker or sender, a message sent, and a person or persons for whom the message is intended (the receiver). Communication is studied from various disciplinary viewpoints, is often regarded as a separate discipline, and is central to sociolinguistics, psycholinguistics, and information theory.[1]

Communication is the process of exchanging ideas, messages, or information through speech, graphics, signals, writing, or behavior. The act of giving, receiving, and sharing information among humans to remain connected to other people in the world is known as communication. If both communicators understood each other, communication took place. We need the tool of communication, which is language, to connect it.

Language is the system of human communication that consists of the organized arrangement of sounds into larger units. The majority may speak the language of people in a region. The differences in the way people talk about a language are characterized in terms of regional and social variation.[2] Speech is how

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[1] Jack C. Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, Britain: Ms Media Shojaee,2010, Fourth Edition, 107.

[2] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 311.

language manifests itself in the real world. Speech, on the other hand, is only possible because of the existence of language.[3]

English is the most widely spoken universal language in the world. It can assist people in communicating in a variety of countries around the globe. It is an international language that is used to speak to foreigners. It is widely used in international education, industry, tourism, trade, and other foreign relations. English is not used in daily communication in Indonesia, but it is used as a foreign language. In some situations, Indonesians use English to communicate. Over 1200 years ago, English was first written down. The English language has evolved significantly since then. Many words are still spelled the same way they were hundreds of years ago, even though they are not pronounced the same way.[4]

In junior high school, senior high school, and university, English is a compulsory subject. Furthermore, English has become a daily communication tool for students at the Boarding School in some areas. In Indonesia, the government is constantly working to develop and improve education by improving teachers' quality and other teaching media used in the educational process. Nevertheless, the outcome of English instruction in our country, particularly in our school, is still unsatisfactory. Many students still have difficulty learning English, particularly in terms of pronunciation.[5]

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[3] Bertil Malmberg, *Structural Linguistic and Human Communication,* Berlin: Library of Congress Catalog, 1967. p. 9-10
[4] Rebecca M Dauer, *Accurate English,* New Jersey: Prentice Hall Regents, 1993, p.12.
[5] Hidayatullah, M. S., 'Improving Students' Pronunciation through Western Movie Media (A Classroom Action Research at 4th Semester in English Education of IAIN Sultan Amai Gorontalo)', *Journal Al-Lisan*, 3.1 (2018), 93–111.

A learner's needs in the twenty-first century are almost universally expressed: vocabulary expansion, correct pronunciation, and acquisition of language skills such as listening, speaking, reading, and writing (LRSW). It is widely held that solid language knowledge and constant practice of different skills aid in developing learners' competence.[6]

The researcher has observed that second-grade students are lack pronunciation. Students find it difficult to pronounce English words fluently and confidently. Because they do not speak English as a first language, teaching them speaking skills with understandable pronunciation remains a significant challenge. It is more difficult for them to pronounce the word or letter in English during class time. The English class at school was only held three times a week. The English material to be learned is not focused on pronunciation; instead, it is general English. As a result, they do not have enough time to study English pronunciation.

Furthermore, the tedious technique or approach may be used by the teacher when teaching English. It causes the students' interest in the teacher to wane. The students are unable to learn and practice pronouncing the words because the teacher usually teaches English in Indonesian. However, it is not a big problem. One of the challenges we faced in teaching pronunciation in school was dealing with the condition in the teaching and learning process. To pique the students' interest in the lesson, we will use media.

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[6] Aruna Koneru, *English language skill*, New Delhi: the Tata McGraw Hill, 2011. p.17.

Pronunciation is the process of producing a sound. It is concerned with how the listener perceives sounds.[7] When people communicate with someone who has good pronunciation, they will understand. Even if someone's grammar is flawless, others will not understand them if they do not pronounce things clearly. People can be confused when speakers mispronounce certain words or phrases.

The researcher found most students understand and are proficient in their grammar, but they find it difficult to pronounce and cannot do so fluently. In this situation, teachers must seek out the most effective methods and media for improving students' pronunciation skills in a fun way. The classroom becomes less effective without media.

Students at MTs Mathla'ul Huda also had difficulty pronouncing certain words. Many of them struggled to pronounce certain English sounds. Some factors cause difficulty in pronouncing English words. In Indonesian, some English vowels and consonants are absent. Students are inspired by their native language when pronouncing English words.[8] When the teacher said "enough," for example, the students tended to say "enog.". The teacher has to spell the Indonesian word when explaining English words, such as *syair*, but the students usually pronounce it [s] instead of [ʃ]. For example, the word "wish" is pronounced /wis/ instead of /wɪʃ/. Due to the issue, most of the results suggest that the students have poor pronunciation skills. Including students in the second year of MTs Mathla'ul Huda

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[7] Richards and Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics*, 469.
[8] Stefani Jessica, Hasan Basri, and E. Ohoiwutun Josep, 'Improving The Pronunciation Through Listening To English Songs', *E-Journal of English Language Teaching Society (ELTS)*, 3.2 (2015), 10.

Pandeglang. According to the researchers' findings, students still have a lot of trouble pronouncing certain English consonants. Aside from that, the average score of the students is still low. From 20 students in the second year of MTs Mathla'ul Huda, the average score of pronunciation is 50.

(Yosep Kusuma Wibawa: 2014) in his research, according to the findings of the study, students don't seem to grasp that words with various stresses have distinct meanings, and that sentences might have varied meanings depending on how they're said. The usage of role plays improved the students' pronunciation" Students were more self-assured and didn't mind making mistakes while speaking. Right intonation had been used. When pronouncing words, they had used the proper stress. They took an active role in the teaching and learning process. Students became more mindful of the importance of getting proper pronunciation thanks to the mini dictionaries with phonetic transcriptions.[9]

According to (Stefani Jessica, Hasan Basri, Josep E. Ohoiwutun: 2015) the students of SMP Katolik Palu faced difficulties in pronunciation. All of them struggled to pronounce the following English fricative sounds: [θ],[ð], [ʃ], and [ʒ]. [θ], [ð], and [ʒ] are not found in Indonesian sounds. It was to see if using English songs could help students improve their pronunciation. After discussing and evaluating the data, the researcher got to the conclusion that adopting English songs could help eighth-grade students at SMP Katolik St. Paulus Palu improve

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[9] Yosep Kusuma Wibawa, 'IMPROVING STUDENTS" PRONUNCIATION THROUGH ROLE PLAYS FOR CLASS VII C AT SMP N 3 TEMPEL IN THE ACADEMIC YEAR OF 2013/2014, 95.

their pronunciation. There has been a remarkable improvement after the researcher employed English songs to teach the eighth grade students at SMP Katolik St. Paulus Palu. The fact that the t-table value (2.30) was higher than the t-counted value (2.30) demonstrated this (2.009). This shows that English songs were successful in teaching pronunciation.[10]

(Asni Syafitri, Abdul Asib, Sumardi Sumardi : 2018) stated that some students find it difficult to communicate in English in an effective and acceptable manner. Many students are able to compose but are unable to speak up. The students' pronunciation is still poor. Many students make grammatical errors. The students were also fearful of making mistakes and of the teacher or their peers misinterpreting their words or sentences. Powtoon is one of the media that can be used to teach pronunciation. Powtoon can be a useful tool for teaching students how to pronounce words correctly. Based on the findings of the study, the researcher concludes that the song and video conversation exercises implemented in Powtoon have a positive impact on students' pronunciation achievement and learning motivation. Pretest, posttest 1, and posttest 2 results indicate that students' pronunciation has improved. Some problems with segmental (vowels and consonants) and suprasegmental (consonants and vowels) features have improved (word stress and intonation). Furthermore, the students demonstrate their strong

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[10] Jessica, Basri, and Josep. 'Improving The Pronunciation Through Listening To English Songs', 11

learning enthusiasm during the implementation of song and video using Powtoon. The students' activeness, desire, interest, and attitude revealed this.[11]

Many different types of technology have been used to help students improve their pronunciation. Today, we will find various media that pique students' interest in learning, one of which is the English application that the writer will use in this study, dubbed "English Sound". Students will be able to hear native speech correctly and fluently, allowing them to learn proper English pronunciation. By this application, they can see immediately to the transcription. After that, they will record their English pronunciation to know if they are correct or incorrect.[12]

Furthermore, many researchers have focused their efforts on English Sound in particular. Because of the potential benefits, the writer was interested in teaching pronunciation using English Sound. The writer hoped that her students' ability to pronounce words would improve more quickly by using this method than by using other methods.

Based on the previous, the author would like to conduct a study titled *"* **The Effectiveness Of Using "English Sound Application" To Improve Students' Pronunciation** *" (An Experimental Research at Second Grade of Mts Mathla'ul Huda Pandeglang).*

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[11] Asni Syafitri, Abdul Asib, and Sumardi Sumardi, 'An Application of Powtoon as a Digital Medium: Enhancing Students' Pronunciation in Speaking', *International Journal of Multicultural and Multireligious Understanding*, 5.2 (2018), 295 <https://doi.org/10.18415/ijmmu.v5i2.359>.
[12] Adrian M Abarquez, 'Pronunciation Mobile Application for Oral Communication', c, 2021, p.3 <https://doi.org/10.32996/ijels>.

B. Identification of Problems

Based on the previous, the writer may pinpoint the issue as follows:

1. Students' struggles with pronouncing English words

2. Students have low motivation in learning English pronunciation.

3. The teacher's methods to teach English, mainly English pronunciation, do not appeal to the students.

Using English Sound (Application) media in teaching English pronunciation to enhance the students' pronunciation ability in the VIII class of MTs Mathla'ul Huda in the academic year 2020/2021 is the study's limitation, as identified above.

C. The Statement of Problem

The statement of the problems as follows:

1. How is the student's pronunciation ability in the second year of MTs Mathla'ul Huda Boarding school?
2. How is the effectiveness of English sound application to improve students' pronunciation in the second year of MTs Mathla'ul Huda Boarding school?

D. Objective of the Study

The objectives of this research based on the research problems above are:

1. To know student's pronunciation ability in the second year of MTs Mathla'ul Huda Boarding school

2. To obtain the effectiveness of English sound application to improve students' pronunciation in the second year of MTs Mathla'ul Huda Boarding school

E. Significance of the Study

The researcher hopes that some people will benefit from the results of this study. As follows:

1. For the Teacher

   The researcher hopes that the results will provide new insight into the learning method that can help students improve their pronunciation.

2. For the Students

   The researcher expects that students' pronunciation will improve as a result of their use of English Sound.

3. For the Researcher

   This research will be used to learn how to experiment, with a focus on improving pronunciation. Furthermore, this research serves as an opportunity for her to expand her problem-solving expertise and skills. The final section is for all scholars to use. The study's findings will serve as a model for future research.

F. Hypothesis of the Study

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the researcher study framework. A hypothesis has put a prediction of the possible outcomes of study.[13]

The hypothesis of this study was prepared as a tentative answer to the research problem stated previously. In this case, the alternative hypothesis as read follows:

1. The experimental hypothesis (H_a) means that the English Sound Application media affects to improve pronunciation for second-grade Students o MTs Mathla'ul Huda.

2. The null hypothesis (H_o) means that the English Sound Application media does not affect to improve Students pronunciation for second-grade Students o MTs Mathla'ul Huda.

G. Previous Study

The researcher in this study considers two prior studies when writing this thesis. These are the previous studies:

1. Improving Student's Pronunciation by Using *U Dictionary* Application In TBI-C'18 IAIN Kudus

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[13] Jack R Fraenkel and Norman E. Wallen, *Design and Evaluate Research In Education* (New York : MC, Graw Hill Champion ill companies, inc 2018), 45.

The first previous study by M. Akmalun Ni'am Zam Zami 2013 was a student from   English Education Department, Tarbiyah Faculty, IAIN Kudus, Kudus, Indonesia. This study aims to use the U-Dictionary application to help English Education C'18 students in IAIN Kudus in 2020 enhance their pronunciation skills. The goal of this study is to help English Education Student C'18 IAIN Kudus enhance his or her English pronunciation. This study is part of an experiment that uses pre-test and post-test as media. The goal of this study is to use U-dictionary to improve English pronunciation in schools. This study is classified as quasi-experimental since it used a pretest-treatment-posttest design. The participants in this study are all C class students in IAIN Kudus' English Education Department's fourth semester. The total number of students is 32, but there are only 10 students who will take the pre-test and post-test. This study is being handled with the use of a mobile dictionary called U Dictionary. [14]

The parallels between this research and the writer's research are in the data collection (using pre-test and post-test data), and the goal of both is to enhance English pronunciation, but the writer's research is more focused on intonation and vowel and consonant sound.

The difference between this research and the writer's research is on media, this research is using U-dictionary application, while the writer research is using English Sound application.

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[14] Ni'am Zam Zami Akmalun, 'Improving Student's Pronunciation by Using U Dictionary Application In TBI- C'18 IAIN Kudus M. Akmalun Ni'a m Zam Zami 1 , Suciati 2', 2013, 73–84.

2. Improving the Thai students' ability in English pronunciation through mobile application

The second study, conducted by Penkhae Wongsuriya 2020 as part of the bachelor's degree requirements in the Department of Liberal Arts program, examines English pronunciation by students in a remote area and evaluates the students' success in English pronunciation using the Google translate mobile application. This study used both qualitative and quantitative methods to gather in-depth information. The participants in this study were English students from Rajamangala University of Technology Isan's SakonNakhon campus. The participants were 24 second-year students studying English for International Communication. The individuals were chosen through purposeful sampling. Each participant conducted a pre-pronunciation exam to ensure proper pronunciation before utilizing the Mobile application. Their pronunciation tests were recorded using the Smart Voice Recorder application.[15]

The similarities between this research with the writer research is in a test (using pre-test and post-test), using Voice Recorder to capture their pronunciation tests, and using mobile application. The difference between this research and the writer's research is the method of research, this study used both qualitative and quantitative, while the writer use experimental research.

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[15] Penkhae Wongsuriya, 'Improving the Thai Students' Ability in English Pronunciation through Mobile Application.', *Educational Research and Reviews*, 15.4 (2020), 175–85.

3. Improving Pronunciation Skills Through Self-Recordings

The third previous research aims to find out how Improving Pronunciation Skills By Self-Recordings by Jessica Milena 2014 in partial fulfillment of the requirements for the degree of Master in English Language Teaching – Autonomous Learning Environments. This study looks at the impact of self-recordings on the improvement of English pronunciation skills in eighth graders at a private school in Tenjo. During 10 workshops, data was collected mostly through self-recordings, questionnaires, and journals. The researcher found that self-recordings were an innovative method for pushing learners to improve their pronunciation skills based on the project's findings. Learners' interest in self-monitoring their own learning was often heightened by the usage of self-recordings. [16]

The similarities between this research with the writer research is the purpose, which is to improve English pronunciation, but the writer more focused on the intonation and the sound of vowel and consonant, and both using self-recording to take the pronunciation tests. The difference between this research and the writer's research is in collecting data, this research used self-recordings, questionnaires, and journals during ten workshops, while the writer's research only use pretest and posttest.

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[16] Jessica Milena, 'Improving Pronunciation Skills Through Self-Recordings', *Tesis*, 2014, 103

H. Scope and Limitation of the Study

The study's scope is limited to the subject and object under investigation.

a. Subject

The second grade of MTs Mathla'ul Huda in the academic year 2020/2021 is the subject of this research.

b. Object

The object of this research is to see how English Sound can help students improve their pronunciation.