

CHAPTER I

INTRODUCTION

This chapter describes the reasons for conducting the research and it deals with several points: an introduction that concerns with a background of research, formulation of the problems, purposes of the research, significance of the research, rationale, hypothesis, and methodology of the research.

A. Background

Why is Pronunciation So Difficult to Learn? It is a question that some people have as a learner foreign language when they found some difficulties in teaching learning process, especially in pronunciation. Gilakjani, Ahmadi, and Ahmadi, (2011.) told that many learners of English as a second language have “major difficulties” with English pronunciation even after years of learning the language because of there were misconceptions about pronunciation, factors affecting the learning of pronunciation.

Gilakjani, Ahmadi, and Ahmadi, (2011.), it is revealed that some factors affecting the learning of pronunciation are like accent, stress, intonation, rhythm, motivation, exposure, attitude, instruction, age, personality, and mother tongue influence. Those factors give similar affect the hearing of pronunciation to Indonesian contexts as it was found in teaching practice activity, the problems such accent, stress, intonation, rhythm, and mother tongue. According to Kusuma (1990:4), there are no two people pronounce exactly alike. There are six factors

that influence learners' pronunciation, such as, mother tongue, locality, age, amount of exposure, phonetic ability, personality, and motivation.

Based on the observation during professional placement, many students feel afraid and worried to communicate with others. This phenomenon happens because they are afraid that the listener cannot understand well about the content of the discussion because of their bad pronunciation. The main reason is that the students often do not have sufficient background knowledge of English pronunciation which different pronunciation from their mother tongue. It can take a lot of time and effort to improve students' pronunciation. That is why teachers should be creative in designing the activities and the technique used in teaching pronunciation in order to make the students enthusiastic in the teaching and learning process.

This research was used newscasting activity to improve students' pronunciation. According to Fisher, (2004.) stated that "Reading aloud can increase children's vocabulary, experimental background, listening comprehension skills, syntactic development, word recognition, and their understanding about concepts of print and story." Newscasting is reading aloud because of pronouncing orally. In report text or newscast, the newscaster uses intonation which the statement from Kelly, (2000.) "intonation refers to the way voice goes up and down in pitch when we are speaking". Newscasting uses an intonation, also in pronunciation, there are the elements of pronunciation that one of them is intonation.

Several types of research have discussed the strategy for improving students' pronunciation. Adita, (2014.) used reading aloud technique in improving

students' pronunciation achievement in reading the narrative text, then the result of her research proves that reading aloud technique improve students' pronunciation. In addition to this, reading aloud also make students be more active in the classroom. Yangklang, (2013) focused on improving English stress and intonation pronunciation by using E-Learning, and the result of his research proves that E-Learning can encourage students emphasis and intonation placement was higher than before. The relation of the two previous research to this one is the two previous research same as the newscasting activity that can improve students' pronunciation by reading the text loudly.

Based on the phenomenon, also from the previous research explained above, the researcher conducted an experimental research "The Use of News Casting Activity in Improving Student's Pronunciation" (A Quasi-Experimental Study at Tenth Grade in of MA Putri PUI Talaga Majalengka). In this case, newscasting activity was used as an activity to support the students in pronunciation.

B. The Research Questions

Based on the background explained above, here are the following specific problems, as follow:

1. How good are student's pronunciation by using newscasting activity?
2. How good are student's pronunciation by "repeat after me" activity?
3. How significant is the difference between the student's achievement on pronunciation by using newscasting activity and repeat after me activity?

C. Research Purposes

The aim of this research are:

1. To identify the student's achievement in pronunciation by using newscasting activity.
2. To identify the student's pronunciation by repeat after me activity.
3. To find out a significant difference between the student's achievement on pronunciation by using newscasting activity and repeat after me activity.

D. The Significances of the Research

The research is expected to provide some advantages for teachers and students. Here is the explanation:

1. Theoretical Significances

This research is expected to be used as one of the useful references to improve students pronunciation. This research is also a development from previous research which discussed the improvement students pronunciation. Also, the research gives new information about the strategy can improve students pronunciation. Also, the research gives new information about the theory of pronunciation and newscasting activity that can improve students pronunciation.

2. Practical Significances

The researcher is expected for the teacher that this strategy can be applied in teaching-learning strategy. For the students, it can be more interested, fun and enjoyable in learning English so can improve their pronunciation.

E. Rationale

Language is a means of communication in everyday life. Garrigues (1999) said that the foundation of effective spoken communication is good pronunciation. It is recognized as a fundamental skill which students should acquire, primarily because it can affect accuracy and comprehension. English pronunciation has

various components such as sounds, stress, and variation in pitch. Working in sound systems now emphasizes the critical importance of the suprasegmental features (ie. Stress, rhythm, and intonation), and their use is not just to complete meaning, but to create meaning (Morley, 1999). Zhang & Yin (2009) stated that pronouncing stress and intonation correctly can improve directly to English communication ability. For these reasons, learning stress and intonation pronunciation is very important for English communication in that it does not only help to communicate ideas easily but also understand other speakers well.

In pronunciation, the teacher and students have to paying attention to the indicators of pronunciation. According to Djiwandono (2008, p. 124 - 125), There are four indicators of pronunciation, there are; intelligibility, fluency, accuracy and native-like.

- a. Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- b. Fluency is as a whole of text can be pronounced fluently.
- c. Accuracy is words and parts of the text are pronounced accurately.
- d. Native-like is pronounced of the whole text and its parts are pronounced like a native speaker.

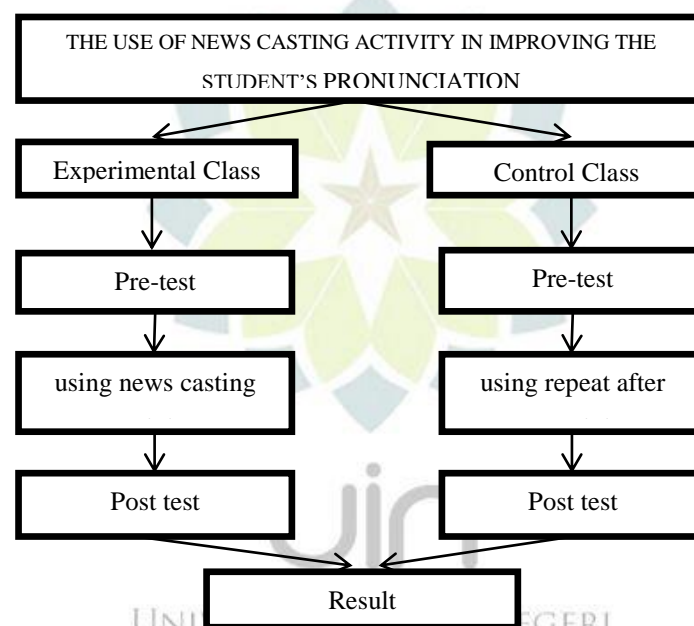
Newscasting Activity is the practice of reporting news to the general public. Newscasting is reading aloud because of pronouncing orally. As stated by Huang (2010: 148) cited in Adita, (2014) that reading aloud technique is used as the major and magic way to improve students oral English. According to Gibson, (2008:30) cited in Adita, (2014) stated that Reading aloud technique is a technique which offers opportunities for the study of the link between spelling a

pronunciation, of stress and intonation, and of the linking sounds between words in connected speech.

From the explanation above, it can be concluded that newscasting activity can improve the student's pronunciation, and because of pronouncing orally also can improve the student's pronunciation.

Research Scheme

Figure 1.1 Research Scheme



Based on the research framework presented in figure 1.1 above, the process of this research consists of three key steps; firstly, giving pre-test, secondly, teaching pronunciation using newscasting activity in experimental class and teaching pronunciation using “repeat after me” activity in control class, and lastly giving post-test. The results of those steps will provide the answer to the question of the significant difference between students’ pronunciation using newscasting activity and pronunciation using repeat after me activity. The post-test is used to know the effectiveness of newscasting activity to improve

pronunciation. This test is given to identify students' result after being given the treatments.

F. Hypothesis

According to (Creswell, 2012), there are two kinds of hypothesis which have to be made before the researchers do their experimental research. The two hypotheses are a null hypothesis (H_0) and the alternative hypothesis (H_a) that described as follows:

1. The Null Hypothesis (H_0)

2. The Alternative Hypothesis (H_a)

In this study, the research has two variables. In the first, the use of newscasting activity as variables "X" and the second is to improve student's pronunciation as variable "Y". From the discussion above, for the research has formulated the hypothesis as follow:

- a. H_0 accepted if $t_{count} < t_{table}$: it means there is no significant influence use story of newscasting activity to improve the students' pronunciation.
- b. H_1 accepted if $t_{count} > t_{table}$: it means that there is a significant influence use story of newscasting activity to improve the students' pronunciation.

G. Research Methodology

1. The Research Design

This research will use quantitative research through quasi-experimental design. A quasi-experiment is a study that includes a manipulated independent variable but lacks important controls (e.g., random assignment), or a study that lacks a manipulated independent variable but includes important controls. More

threat to internal validity: maturation selection, mortality, the interaction of selection, history, testing, instrumentation, regression. According to Creswell, 2014 Quasi-experimental design focuses on treatment and outcome, hence the data will collect from pre-test and post-test in order to know whether or not newscasting activity in improving students' pronunciation achievement. In this research design, there are two kinds of classes used. There is the experimental class which used newscasting activity and the controlled class by repeat after me activity.

2. Research Site

The first stage in data collection was decided at what level (e.g., individual, family, school, and school district) the data will be collected Creswell, 2012:141). From the explanation of Creswell, the researcher decided to choose MA Putri PUI Talaga Majalengka, because the researcher found a problem related to the students' pronunciation based on the survey that has the researcher do.

3. Participants of The Research

a. Population

A population is a group of elements or cases, whether individuals, objects, or events, that conform to specific criteria and to which the results of the research are generalized. According to Creswell, 2012: 142. A population is a group of individuals who have the same characteristic. In this case, the population of this research is the tenth-grade school in MA Putri PUI Talaga Majalengka, there are four classes of the ten grade consisting 155 students.

b. Sample

A sample is a smaller (but hopefully representative) collection of units from a population used to determine truths about that population (Field, 2005). The sample in this research is 74 students which are from X MIA as the experimental class that has 34 students and X IIS 1 as the controlled class that have 40 students. These classes are selected because the phenomenon which becomes the problem of this research is founded here.

H. Technique of Data Collection

The technique of data collection is followed the test is divided into two parts, pre-test, and post-test.

a. Pre-test

The pre-test was used to measure the outcome variable before the experimental manipulation was implemented. In this research, it was used to measure student's pronunciation skill in tenth grade of MA Putri PUI Talaga Majalengka by using News Casting Activity. A pre-test in this research was conducted in a one-time meeting. There are two classes that were given pre-test, experimental class, and control class. The pre-test was used the oral test that used some vocabulary and read aloud by the students.

b. Treatments

The treatment used newscasting activity to improve student's pronunciation. The teacher gave a newscast text then the students performed as a news anchor or newscaster in front of the class.

Table 1.1 Schedule Treatment

No.	Meeting	Activities	Target
1.	1st Meeting	Collecting school data of MA Putri PUI Talaga Majalengka	School Stakeholders
		Giving Pre-test	Students of X MIA (experimental class) and X IIS I (control class)
2.	2nd Meeting	Explaining about Pronunciation: Definition of Pronunciation Articulatory Phonetics: How Sounds are Produced Elements of Pronunciation	Experimental class
			Control class
3.	3rd Meeting	Treatment with News Casting activity	Experimental class
		Treatment with Repeat After Me activity	Control class
4.	4th Meeting	Treatment with News Casting activity	Experimental class
		Treatment with Repeat After Me activity	Control class
5.	5th Meeting	Treatment with News Casting activity	Experimental class
		Treatment with Repeat After Me activity	Control class
6.	6th Meeting	Giving Post-test	Students of X MIA (exp. class) and X IIS I (con. class)

c. Post-test

Post-test used to measure the student's pronunciation after the students have already been given a material. Newscasting activity as a method to develop students to improve their pronunciation in MA Putri PUI Talaga Majalengka. The test was given after the students have been already given the treatment. The procedure of post-test was the same as a pre-test.

I. Data Analysis

This research used some ways and steps in analyzing the data as follow:

1. Testing the Normality

a. Calculating the range (R) of data

Formula:

R = the highest score – the lowest score + 1

$$R = H - L + 1$$

(Sugiyono, 2009: 55)

b. Calculating the class interval (K)

Formula:

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

(Sugiyono, 2009: 35)

c. Calculating the length of class interval (P)

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

(Subana. et al, 2000: 40)

d. Making the table of distribution of frequency

Counting deviation standard

$$S = \sqrt{\frac{\sum f_i (X_i - \bar{X})^2}{(n - 1)}}$$

With:

$$\bar{x} = \frac{\sum f_i \cdot x_i}{\sum f_i}$$

(Sugiyono, 2009: 58)

e. Calculating the degree of freedom with the formula:

$$dk = K - 3$$

f. Calculating the value of χ^2 from the table

$$\chi^2_{tabel} = \chi^2_{(1-\alpha)(dk)}$$

g. Calculating normality test criteria

Normality test with determination:

The data is normal if $\chi^2_{count} < \chi^2_{table}$

The data is abnormal if $\chi^2_{count} > \chi^2_{table}$

2. Testing Homogeneity

Determining the homogeneity data of pre-test and post-test by conducting the following steps:

a. Determining score F by using the formula:

$$F = \frac{s^2_1}{s^2_2} \quad S21 = \text{variance of high score data}$$

$S22 = \text{variance of low score data}$

b. Determining the degree of freedom (df) of the data:

$$df = n_1 - 1 \text{ and } df = n_2 - 1$$

c. Determining the homogeneity of data with criterion:

It is called homogeneous data if $F_{count} < F_{table}$

It is called inhomogeneous data if $F_{count} > F_{table}$

3. Hypothesis Test

A hypothesis test is used to know the improving students' pronunciation using newscasting activity. The hypothesis test is done by testing the statistic data.

Determining t_{count}

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{s^2_1}{n_1} + \frac{s^2_2}{n_2}}} \quad (\text{Hatch, 1991})$$

If the data is distributed normally, so the parametric statistic test is conducted with the t-test.

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is the significant improvement of newscasting activity increasing students' pronunciation.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant improvement of newscasting activity increasing students' pronunciation.

1. If the data distribution is abnormal, the data is conducted with the Wilcoxon Test:

$$z = \frac{T - \mu_T}{\sigma_T}$$

UNIVERSITAS ISLAM NEGERI
SUNAN GUNUNG DJATI
BANDUNG
(Sugiyono, 2009: 136)

Explanation:

T = number of the lowest range/rank

$$\mu_T = \frac{n(n+1)}{4}$$

$$\sigma_T = \sqrt{\frac{n(n+1)(2n+1)}{24}}$$

(Sugiyono, 2009: 136)

$$z = \frac{T - \mu_T}{\sigma_T} = \frac{T - \frac{n(n+1)}{4}}{\sqrt{\frac{n(n+1)(2n+1)}{24}}}$$

Hence,

(Sugiyono, 2009: 137)

Criteria:

$Z_{count} > Z_{table}$ so, H_0 is rejected and H_a is accepted.

$Z_{count} < Z_{table}$ so, H_0 is accepted and H_a is rejected.

In summary, the data acquired is to prove the research's circumstances including the teaching and learning process before and after treatments. Thus, the absolute result of the data analysis appears.

4. N-Gain Calculating

To know the improvement of students' ability in descriptive text writing, normal gain (d) will be used with the formula:

$$d = \frac{\text{Post - test score} - \text{Pre - test score}}{\text{Maximum score} - \text{Pre - test score}}$$

Normal gain score acquired is then interpreted into the table below:

Normal Gain Interpretations

Score	Interpretation
$g > 0.70$	High
$0.30 \leq g \leq 0.70$	Medium
$g < 0.30$	Low