

CHAPTER I

INTRODUCTION

This chapter will discuss background of the study, statement of problem, purpose of the study, significance of the study, hypothesis, scope and limitation of the study and definition of key terms.

1.1 Background of the Study

In listening, a good listener must listen what they heard not only to what is being said, but also to what is left unsaid, because listening is a key to all effective communication. Stated by *www.englishclub.com*, "Listening does not only help us to understand what people are saying, it also helps to speak clearly with others. Besides, it can help learning how to pronounce words properly, how to use intonation, and where to place stress in words and sentences". The listener comprehension of communication depends on speakers pronunciation. The listener may not understand any speech if the speaker mispronounce the words. Therefore why listening should be correlated.

In pronunciation, there is oral communication of ability. Pronunciation is important because it makes someone understand the right pronunciation and makes the target speaker understand the meaning of the word or the sentence. It is supported by *Hornby, 2000*, who said that "Pronunciation is the way in particular sound and can produces of sound". As we know, pronunciation is important for

speaking. Speech development is close relation to listening ability. When a student's starts to learn a new language, it is mainly through his or her ears and what she/he hears is simply the process by which spoken language is converted into meaning in mind. Therefore, why pronunciation should be correlated.

As we know, most of students have difficulty in listening ability. Stated by *UsingEnglish.com*, "There are some students who have difficulty in listening ability, such as they are trying to understand every word, they don't recognize the words that they know, they have problems with different accents and they have hearing problems". So, the teacher tries to give test in listening. Meanwhile, still most of student can not pronounce words or sentences well. It is supported by *Gilbert, J. 2001*, who said that "They are complain that English is likely to be one difficulty in learning and feel uneasy to try it". For example, students feel confused when the teacher ask them to pronounce some words in English. Most of students still get hard to be a good speaker. The problems is the student feels ashamed and afraid to speak or pronounce English words. It is supported by *Robbin, 2007*, who said that "The listener must focus on the speaker". Teacher has to motivate the students to pronounce English well in the class and give test in pronunciation.

Regarding those problems, it can be seen that pronunciation has a close relationship with listening ability. Both listening and pronunciation are two ways process between the speaker and also the listener. The understanding of listening is called input then the input is transferred. So, in this study, the researcher aims to

find whether there is relationship between listening ability and pronunciation ability of 8th grade students at SMP Islam Manbaul Ulum Gresik.

1.2 Statement of Problem

Based on the background of the study mentioned above, the problem of statement in this study is:

Is there any significant correlation between listening ability and pronunciation ability of 8th grade students at SMP Islam Manbaul Ulum Gresik?

1.3 Purpose of the Study

Based on the statement of the problem is posed above, the purpose of this study is:

To know the relationship between listening ability and pronunciation ability of 8th grade students at SMP Islam Manbaul Ulum Gresik.

1.4 Significance of the Study

- Theoretical Significance

Provide relevant information about correlational between listening ability and pronunciation ability.

- **Practical Significance**

- This study is expected to be useful to know the students' ability in listening and pronunciation. So, it can help them to improve their ability on both of them.
- This study is expected to be useful for the teacher to give test to their students especially in listening and pronunciation ability.

1.5 Hypothesis

To achieve the purpose of the study, the researcher decides the hypothesis to be posed is:

There is significance positive correlation between listening ability and pronunciation ability at SMP Islam Manbaul Ulum Gresik.

1.6 Scope and Limitation

In this study, the writer makes scope and limitation. So, the scope of this study is focused on correlation between listening ability and pronunciation ability. Meanwhile, the limitation of this study focused to students on B class of 8th grade students at SMP Islam Manbaul Ulum Gresik.

1.7 Definition of Key Terms

These definitions below are used in this study. There are listening ability and pronunciation ability. *Listening Ability* is the students ability about daily

activities by using audio on the Teaching English Language. Whereas, *Pronunciation Ability* is the students ability how to know pronounce words or sentences to produce good words and sentences.