

CHAPTER I

INTRODUCTION

In this chapter, the writer discussed about the background of the study, formulation of research questions, purpose of the study, formulation of hypothesis, significance of study, and definition of key term.

A. Background of the study

In oral communication (speaking), a person is not only a speaker, but also a hearer. As the speaker, a person should have good pronunciation to make the hearer understand and get the message from the speaker. If mispronunciation happens, there will be miscommunication between speaker and hearer. This will happen in the classroom, if the teacher does not have good pronunciation.

As pronunciation is very important, it should be mastered by everyone. Selinker in Gilakjani (2012:119) stated that in language learning more emphasis should be paid on learning than on teaching. When learning English pronunciation, there may be some errors made by the students. The errors can be in the form of mistake of pronouncing some words.

According to Hornby (2011), pronunciation is the way an individual speaks the words of a language. All words are made from sounds, and the speakers of a language have to know the sounds. The ability to deduce the meaning of a word is referred to as pronunciation. Therefore, this component is vital in

speaking. A broad definition of pronunciation includes both suprasegmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to recollect that all of them add together after we speak, and they are therefore usually best learned as an integral part of auditory communication. The proposition outlined below is essential for (AMEP Research Center, 2002).

Bugell and Bram (2001) assert that female students are strong enough to memorize or remember social information such as conversation, information between individual or social interaction. Female students are easier to learn literature and the other social science; meanwhile male students are easier to describe the complex problem such as mathematics, physics and the other natural sciences. Collaghan (2001) states that female class had higher achievement compare the male class. There are factors that cause the difference of English achievement among them. One of these are the female students' have high concentration and interest. As for the relationship between gender differences and learning styles, some interesting gender differences in learning can be found.

The factor of gender differences cannot be ignored in language learning, because it can affect students' achievement and proficiency in learning. It is clear that students can be grouped into two different genders, male and female. Gender is one of the factors in teaching a second language (L2). There appear to be some gender differences in speech and processing, but the research evidence is mixed. For example, women perform better than

men on some verbal fluency tests (such as finding words that start with certain letters), and women's brains may be less asymmetrically organized than men's brains for speech (Kimura, 1992). Women seem to be better at memorizing complex shapes, while men seem to be better at calculating compositional rules (Halpern, 2007). Another difference may be related to hormonal variables: higher androgen levels correlate with better automating skills, and higher estrogens with better semantic language interpretive skills (Mack, 1992; Saville-Troike, 2006). Kimura (1992) discovered that higher levels of articulation and motor skills were linked to higher levels of estrogen during the menstrual cycle in women. Male and female students differ in specific skills. Hetherington (1993) stated that women were superior in verbal skills, including vocabulary, reading comprehension, and verbal creativity. Myer (in Asriyanti, 2011) says that girls learn a little earlier than boys to speak, use sentences, and use a greater variety of words. Girls also speak more clearly, read earlier, and are consistently better than boys at handling spelling and grammar. The difference between men and women can also be seen from the way they write. Men and women differ in their speaking skills.

Relevant Research Syafii (2017) states that relevant research is needed to observe several previous studies conducted by other researchers that are relevant to our own research. There are two relevant studies that have relevance to this research. One of them was carried out by Ade Zarma in 2016 with the title "Comparison of the Ability to Write Descriptive Text for Male

and Female Students at SMA Negeri 1 Bangko Rokan Hilir". The purpose of this study was to determine the differences between male and female students in the writing of descriptive texts. Based on his research, he found that male students were in the medium category and female students were in the good category. That means women are bigger than men in this skill.

Second, Hobbs (2003) conducted a study entitled "The Medium is the Message: Politeness Strategies in Men's and Women's Voice Mail Messages," which was conducted in the United States. The study reports that women give more compliments than men, that women in same-sex conversations give more compliments than men, that men in similar situations don't, and that women express gratitude more than men in communication. Based on these results, Hobbs' research concludes that the use of politeness markers by men is more or less the same as that used by women. The third research is from Mahmud (2008), entitled *Language and Gender in English Language Teaching*. This research was conducted in Indonesia and focuses on gender differences in English. It explores student learning styles influenced by countries' views on male and female differences in communication. Based on this study, 2008 data on English students at Makassar State University revealed that female students, compared to male students, were reluctant to speak of a different gender; girls prefer a direct way of expressing opinions, work with the same gender, and tend to be passive in class. In short, all the relevant research above is related to the researcher to be carried out by the researcher. The researcher will investigate the speaking skills of male and

female students whose research is relevant to the problem to be investigated by the researcher.

Related to the explanation above, the writer is interested to know differences between male and female in their pronunciation. As the assumption that believes that language learning is a feminine realm. Based on this background, the author will focus on the pronunciation of male and female. The writer will also conduct a comparative study among them. This research was conducted to find out information about the condition of English subjects, especially in learning to speak English at MTs Aswaja Tunggangri. By knowing what the differences are between men and women in speaking skills at MTs Aswaja Tunggangri. MTs Aswaja Tunggangri is a school located in Tunggangri Tulungagung as a formal school educational institution. English lessons are also taught at this school, especially in pronunciation.

Based on those statements, there is no doubt that pronunciation are indispensable for all students to achieve their achievements in the curriculum. If students cannot achieve achievement, students will not pass their semester. This research was conducted to find out information about the condition of English subjects, especially in pronunciation at students MTs Aswaja Tunggangri. By knowing what the differences pronunciation are between male and female students at MTs Aswaja Tunggangri. Based on this background, the researcher is interested in conducting a study entitled “ A Descriptive Study On The Differences Of Pronunciation Between Male And Female Students At MTs Aswaja Tunggangri.

B. Formulation of Research Question

Related with the background that have been explained before, the research questions is formulated as the following : Is there any differences of pronunciation between male and female students at MTs Aswaja Tunggangri Tulungagung.

C. Purpose of Study

To descriptive differences on the of pronunciation between male and female first grade at MTs Aswaja Tunggangri Tulungagung.

D. Formulation of Hypothesis

In short, hypothesis means prediction of a problem or conjecture relationship between two or more variables. There are two kinds of hypotheses, namely the null hypothesis (H_0) and the alternative hypothesis (H_a). Both countries different things. H_0 is negative, while H_a is positive. Based on the research objectives above, the hypotheses proposed are:

1. Null hypothesis (H_0): There is no difference in pronunciation between male and female seventh grade students at MTs Aswaja Tunggangri Tulungagung.
2. Alternative Hypothesis (H_a): There is a difference in pronunciation between male and female seventh grade students at MTs Aswaja Tunggangri Tulungagung.

E. Significance of The Study

The significance of this research are expected to be helpful for:

1. Theoretical

The results of this study are expected to be input as well as library materials for further research related to themes and topics. In addition, it is expected to increase knowledge of how big the difference in English speaking skills between males and females is.

2. Practical

a. For the Teacher

The findings of this study are able to provide many benefits for teachers. Theoretically, the teacher is able to know the various kinds of differences in the English speaking ability of each student during the process of learning English at school. In practice, the teacher can analyze how much the difference between male and female students is in their ability to speak English.

b. For the Students

The findings of this study can also provide many benefits for students. Theoretically, students can already know the difference in English-speaking ability between male and female students. Practically, they can overcome their difficulties with the guidance of the teacher and their own motivation. Finally, they can improve their speaking skills for the better.

c. For the Researcher

The findings of this study can help other researchers to get a lot of information about how big the difference in English speaking ability between male and female students is.

F. Scope and Limitation of the Study

To avoid misunderstandings about what the authors have previously described, the authors limit the scope of the research to be more detailed and focused. This study only focuses on Descriptive Study of Pronunciation Between Male and Female Students. This research will be conducted at MTs Aswaja Tunggangri. Thus the results of this study will be applied in other junior high school (SMP), especially in first grade MTs Aswaja Tunggangri as the population of this study.

G. Definition of Key Term

There were some terms involved in this research. Thus, to avoid misunderstanding and misinterpretation on the terms used in this research, it was necessarily defined as follows:

1. Pronunciation

Pronunciation is one of the most parts of English to communicate with others since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation. As Harmer (2000:183) states “that for all these people, being made aware of pronunciation issues will be of immense

benefit not only to their own production but also to their own understanding of spoken English". This research to know differences between male and female in speaking performance.

2. Male and Female

According to Fakhri (2016) Gender is a grammatical classification to words and other related words which broadly related to the existence of two sexes or neutrality. Gender is also related to the differentiation of roles, functions and the responsibilities of men and women as a result of the agreement or the creation of society. Gender is also a construction that is open to all changes (Juditha, 2015).

According to Hungu (2016:43) gender is biological differences between women and men since one is born. Biological differences and male biological functions and women are not interchangeable between the two, and fixed function with the male and female in front earth., or gender. In other words, "male" and "female" refer to the boys and girls who attend the school, particularly the MTs Aswaja Tunggangri of the second year students