CHAPTER I

INTRODUCTION

1.1 Background of the Study

Starting from English attained international stature and has essentially become a medium of communication between individuals from different nations, both verbally and in writing. Speaking English is one of the most crucial English skills that EFL students like Indonesian students, need to understand. Speech has many different parts, including intonation, expressiveness, stress, and many others [1]. One of the difficulties Indonesian students encounter when learning English is how to pronounce English correctly. [2]. Pronunciation has become a severe problem in learning English.

In dealing with these problems, a teacher plays an essential role as the primary facilitator of learning. Engaging learning balanced with teacher creativity can help students understand pronunciation learning. A digital-based approach is considered capable of motivating students' interest in learning, one of which is multimodal learning. Multimodality does not just refer to pronunciation instruction, which may identify the fundamental elements of spoken language and the locations of sound alterations following the linguistic context. However, aware that written language is also a crucial element in the teaching of spoken language and how students learn it [3, p. 232].

One of the ideas that most appear when talking about pronunciation is the primary goal of teaching pronunciation, and which is to make learners intelligible [4]. The listener's attempt to comprehend the spoken words is intelligible [5]. The extent to which a speaker can be understood through the spoken words and successfully decoded by listeners is intelligibility [3, p. 16].

Teaching pronunciation for intelligibility is multimodal rather than monomodal. Pronunciation in the learning process will be connected with other communication elements, such as audio and visuals, which can make students interested and learn pronunciation well.

In connection to these phenomena, the researcher found that teacher today teaches English employing digital multimodal text, especially in one state senior high school in Mojokerto located in Bangsal. The teacher assumed that digital multimodal text helps students' difficulty in pronouncing English correctly. They have not received learning related to correct pronunciation in elementary school. So until now, they are still learning about it. The teacher tries to apply the digital multimodal text in the classroom to train students' pronunciation according to the learning material. Regardless of the communication context, the researcher is ready to investigate intelligibility for both hearing and speaking because it is widely regarded to be a key goal for the development of spoken and second languages. There are different categories of spoken language understanding [3]. These are comprehensibility, accentuation, and intelligibility. A technique based on intelligence makes assumes that teachers are well-versed in the subject and capable of imparting pronunciation instruction to the best of their abilities. This based approach suggests that pronunciation instruction should have a multimodal concept.

Learning for intelligibility in English pronunciation has been carried out with various approaches. The first study revealed that specific work has a significant impact on the intelligibility of vowel quality. This study used a quasi-experimental research method [4]. The second study also claimed that in investigating pronunciation errors, the researchers used English speech through native speakers and Turkish speakers. The study result shows that Turkish speakers are more easily understood by Turkish listeners [6]. The third study showed the development of the Phonetic Alphabet for Bahasa Indonesia (PABI) in teaching intelligibility pronunciation. This provides significant benefits both in teaching and pronunciation [7]. The fourth study also showed the intelligibility of Indonesian Learners' of English (ILE) in the pronunciation of English by Thai students. This research uses the

descriptive qualitative method resulted in the pronunciation of Thai students being able to understand [5]. The fifth study revealed that students had difficulty pronouncing English with diphthongs. The qualitative descriptive method is used to identify the challenges and contributing elements that prevent students from pronouncing diphthongs [1]. The previous studies claimed that text-based teaching is effective in teaching diphthongs pronunciation. The method is experimental with text-based teaching [8].

Previous research in teaching English for intelligibility pronunciation was conducted from various perspectives and methods. However, multimodal intervention is hardly found. Hence, in the current research, the teacher teaches using digital multimodal text, where the teacher provides a text according to the teaching material. Then, the researcher will investigate the intelligibility of pronunciation students produce through digital multimodal text in senior high school students. The data was spoken, because the identification of intelligibility was obtained through reading aloud records.

1.2 Formulation of the Problem

The researcher's focus is determined by the prior circumstances is on students' intelligibility in pronunciation, leading to the following description of the research's problem:

1. How is the digital multimodal text used by the teacher in the learning process to train students' pronunciation intelligibility?
2. How is the students' pronunciation intelligibility in learning using digital multimodal text?
3. What factors contribute to students' intelligibility in pronouncing English vowels and consonants?

1.3 The Purposes of the Study

In consideration of the problem's formulation, this study attempts to investigate the following:

1. To describe the learning process using digital multimodal text to train students' pronunciation intelligibility.
2. To explain the students' pronunciation intelligibility in learning using digital multimodal text.
3. To identify the factors that contribute to students' intelligibility in pronouncing English vowels and consonants.

1.4 The Significances of the Study

The researcher assumed some benefits to meet the objectives of the research conducted. The benefits of this research can be summed up as follows:

1. For Students

It is intended that after seeing how intelligible their pronunciation is, students will be more motivated to learn how to pronounce words and sounds.

2. For Teachers

The author expects that the findings of this study will inform the creation of instructional materials, mainly text-based materials that can be adjusted to improve students' pronunciation.

3. For Researchers

The researcher expects that by revealing relevant information about the results of prior research, other researchers would be encouraged. The study's author also hopes that it will provide a framework for future studies into related topics.

1.5 Limitations of the Study

This research will focus on the learning process that uses digital multimodal text, especially on students' intelligibility in pronouncing English vowels and consonants. This study uses previous research theory to describe and process data descriptively.

1.6 A Systematic of the Study

The research systematics begins with the researcher finding a case in one of the high schools in Mojokerto, which is located on the Bangsal. From the cases

found, the researcher wants to conduct an investigation related to the intelligibility of students' pronunciation. This will be done because the concept of intelligibility refers to multimodal. The researchers decided the formulation of the problem in the study to be carried out after the teacher teaches using digital text with a combination of multimodal, such as visuals and audio. Researchers also look for various reference sources to support research. Besides that, the researcher also prepared instruments, collected data then, validated the data, and analyzed the data. After conducting the investigation, the researcher will discover the findings and draw a conclusion.