

CHAPTER I

INTRODUCTION

A. Background of study

Indonesia is a country that defines English as foreign language, it has many variations to be study, even as foreign language English still have interest in Indonesia. As we can see many universities have English major for education purposes or literature nowadays. It also increases English students as well. The most important thing to be English students is good to use English through communication. In communication we need face to face to communicate. It can be through discussion, event, class meet, even face time, etc. in many cases English students have many problems throughout years, for a record we can see in many articles they are bunch of problems, many aspects such as speaking problems, listening problems, reading problems, grammar errors, pronunciation errors, etc. and in many cases, it happened in the class, because students learn English almost everything through courses. English students learning many aspects of English through their study but why they still have problems, is it student do not understand what their lecturer said or we can say the speaker that give them knowledge.

For study English well we need native English speaker (NES). Why we should have NES? It is because NES speak fluently and have a good pronunciation, it's their mother tongue. But in Indonesia, case for deficient native speaker is very common. So, to have some non-native English speaker (NNES) or in this case lecturers with a good knowledge in English or they should master in English. But it also lecturers become non-native speaker with accented. In English they are two types of accents that generally used in English education. First is American accent and second is British accent. Which mean other than that they call with heavy accent means people from other country used English as second language or as foreign language.

Thus, the researcher has curiosity about students' problems through English class, what are problem of intelligibility and comprehensibility face by students. Intelligibility generally means listeners can understand clearly the words what speakers said. And comprehensibility means easy to understand speakers in conversation.

In previous study by Derwing and Munro (1999) stated intelligibility foreign accent can affect intelligibility of speech. Intelligibility not just used by NES (native English speaker) but also can be used by NNES (non-native English speaker) or someone that have heavy accent. Intelligibility also defines as speaker message that understood by a listener. Munro and Derwing define intelligibility as "the extent to which a speaker's message is actually understood". The better utterance clear to hear the better comprehend students get and that's makes students or listeners have intelligibility to understand what speakers/lecturers spoken (Munro & Derwing, Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners, 1999)

Intelligibility in Munro article also said in his previous study there is no universally accepted way of assessing intelligibility of someone speech but some researchers from Munro article have measured intelligibility by counting the total number of words listener transcribed correctly. There were Barefoot, Bochner, Johson, and Von Eignin (1993). However, counted percentages of *key* words recognized. Brodkey in 1972 considered that accurate paraphrases reflected good intelligibility (Munro & Derwing, Foreign Accent, Comprehensibility, and Intelligibility in the Speech of Second Language Learners, 1999).

Jung (2010) in his article called *the intelligibility and comprehensibility of world Englishes to non-native speakers* the most problem factor of intelligibility and comprehensibility of students non-native English is pronunciations problem. Comprehensibility in students seemed to create misunderstandings related to cross-cultural, pragmatic issues of, English fluency, and grammatical, cultural, and socio-linguistic aspects.

And Jung said in order to engage in successful communication with non-native speakers, learners need to understand the varieties of English from different cultures. In general, cultures of non-native speakers are different from some Asian, European and American cultures. If EFL learners knew more background knowledge of other cultures, they might avoid communication problems easily. Therefore, non-native English speakers need to acquire variation of English and different cultural aspects in order to adapt to various contexts and situations.

In addition, many non-native English speakers need to learn different cultural aspects and intercultural competence as well as the varieties of speech sounds and styles of English in order to avoid miscommunications with people from other cultures. In his result is that evidently many students thought the factors comprehensibility were more difficult or significant than those of intelligibility, so they need to know meaningful communications are more important than such pronunciations (Jung, 2010).

On the other hand, in order to attain comprehensibility (focusing on meaning), there are also several factors: linguistic, cultural, socio-cultural and pragmatic aspects, and so forth. Miscommunications with people from different countries may occur due to a variety of pronunciations of English and different sounds and speech styles as well as wider socio-cultural and pragmatic competence and general variables. Hence, the most important factors when communicating with people from other cultures are to have confidence, to adjust to different cultural norms, and to understand each other. Additionally, in order to establish successful intelligibility and comprehensibility, students should consider different situations and respect other cultures where people have different linguistic rules and social norms at any given time (Jung, 2010).

Sari (2016) has conducted a research about pronunciation errors focus on fricatives student in Antasari State Islamic University Banjarmasin, she said pronunciation needs to be known by the students but, the reality, Indonesian learners could not produce English words

correctly. They get confused when producing English words. It is because there are differences between Bahasa Indonesia and English. Also, she said in her analysis pronunciation is absolutely crucial in learning language including English. It has significant role in determining the degree of literacy in one's communication with others, in as much as to talk with other people one must pronounce words, yet, pronunciation problems are common in learning foreign languages, including English.

To have intelligible and comprehend from speakers to listeners, lecturers or speakers should have better utterance to students to understand then can proceed the meaning what they lecturers said to them to get good intelligibility and comprehensibility. It is also related to the verse in holy Quran in Al-Qiyamah verse to be exact: 16 – 18, as follow:

لَا تُحْرِكْ بِهِ لِسَانَكَ لِتَعْجَلَ بِهِ ۚ إِنَّ عَلَيْنَا جَمْعَهُ وَقُرْآنَهُ ۚ فَإِذَا قَرَأَهُ فَاتَّبِعْ
قُرْآنَهُ

This is very important verse, which proves certain fundamental concepts which, if understood well, can protect one against the errors which some people have been spreading before as they are spreading them today (Tafheem ul Quran, n.d.).in short, the explanation from the verse the researcher concludes that to have good pronounce or clear utterance in each word to make listeners comprehend with what is explained through communication and do not misinterpret.

Problems based on the intelligibility affects to the comprehensibility and interpretation. When students have difficulty involve the intelligible communication then she or he cannot comprehend the message declared by speaker, moreover it creates wrong interpretation. The opportunity of the emergence is not only to the concept of theory but it also happened in understanding instruction, conducting task, and grasping feedback. In which, it affects the students' attainment academically by not accomplishing the learning objectives (Authar &

Muflihah, 2020). This research took place at Antasari State Islamic University Banjarmasin University and the researcher focused on English education department in speaking class.

B. Research Question

Based on the background of study above, the problem of this research is:

1. What are intelligible and comprehensible problems faced by EFL students in Speaking class?

C. Objectives of study

1. To find out the intelligible and comprehensible problems faced by EFL students in Speaking class?

D. Significance of study

The researcher result is expected to give some contribution for:

1. The English department students at Antasari State Islamic University Banjarmasin to develop English learning process.
2. The English department students at Antasari State Islamic University Banjarmasin to improve their intelligibility and comprehensibility.
3. The researcher herself, to have more knowledge about intelligibility and comprehensibility in English speaking.
4. The next researcher who wants to do research in this problem deeply.

E. Definition of key terms

1. Intelligibility

Intelligibility defines as the words from speaker that could understandable by a listener with several terms. An intelligibility ability concerned to good pronunciation, good grammar

and has fluency in English so both speaker and listener can have good communication and understandable speech. In teaching pronunciation intelligibility is one of their goals for second language. A good intelligibility is when someone has ability of intonation, stress, syllables and vowel in upright pronunciation.

2. Comprehensibility

The definition of comprehensibility is when speaker speaking in English and a listener can understand the meaning of what the speaker states, not in terms of understandable of the sound each word that made by speaker but more likely in message of what they express to a listener.

3. Pronunciation

Pronunciation is how articulate a words or sentences with existing knowledge from century. In English there is a standard pronunciation, throughout years pronunciation has many variations, it is because of many cultures that used English as their language so that pronunciation has growth in many accents or dialect but still understandable by people, several accent that usually used by many non-native speakers such as American Accent and British Accent. Pronunciation is needed in teaching English because without a knowledge of pronunciation or someone have a good utterance in English such as intonation, stress, syllables and vowel a listener could not comprehend what they address.