

**THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION  
ABILITY AND THEIR LISTENING ACHIEVEMENT**

**A PAPER**

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Training and Educational Sciences of Pakuan University as a Partial Fulfillment  
of the Requirement for *Sarjana Pendidikan* Examination

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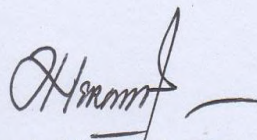
**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
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2020**

## APPROVAL SHEET

### THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION ABILITY AND THEIR LISTENING ACHIEVEMENT.

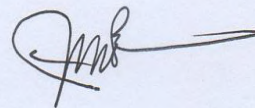
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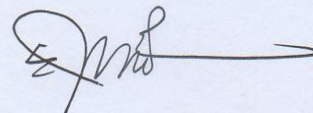
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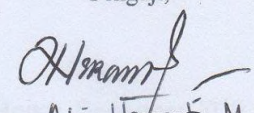
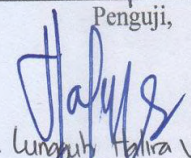
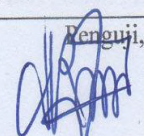
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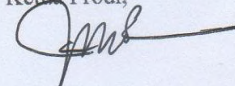
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## DECLARATION

I hereby declare that the paper entitled **“The Correlation Between Students’ Pronunciation Ability and Their Listening Achievement”** is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the next. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, December 2020



Putri Arsyia Arsyita

## ABSTRACT

Language is a system of communication. It is basically a means of both oral and written communication. AS. Hornby said: “language is human and non-instinctive method of communicating ideas, feeling and desire by means of system of sound and sound symbols.” Additionally, Pronunciation has been often viewed as a skill in second language learning that is most resistant to improve and therefore the least useful to learn nowadays, pronunciation tends to be emphasized in language learning, an explicit instruction in this aspect of language is considered as representing outmoded educational practice. This research employed Quantitative One Group research design. It involves one of the classes of the second semester of English education study program which consists of 50 students in Pakuan University Bogor, West Java as the sample for this research. The objective was to measure there is any correlation between students’ pronunciation ability and their listening achievement. The finding was analyzed by using *Pearson product moment* calculation. The result of this research showed *mean* score for *pronunciation* was 40.2, while *listening test* was 76.4. Additionally, the result was 10 and *t-table* with the df value of 27 at the significance from the analysis the indicates that rxy is 0.021 with the degree of freedom (df=N-nr) is 48. The correlation 0.021 means very weak (average) correlated, indicating variables which can be considered very weak (average) correlated. In the tabel of significance of 5% the value is 0.278. By comparing the values of rxy = 0.021 and rt = 0.278. The writer makes an assumption of the hypothesis that rxy (0.021) is lower than rt (0.278) or rxy (0.021) < rt (0.278). This also meant there is no correlation between students’ pronunciation ability and their listening achievement.

Keyword : Language, pronunciation, listening

## **PREFACE**

*Alhamdulillah*, all praises should be dedicated to Allah SWT who always guides and gives the writer strength and patience until she could finish her paper entitled “The Correlation Between Students’ Pronunciation Ability and Their Listening Achievement”.

The paper is written to fulfill one of requirements of *Sarjana Pendidikan* Examination at English Education Study Program of Faculty of Teacher Training and Educational Sciences, Pakuan University.

The writer realizes that the paper is too short and far from being perfect but she has tried to do her best in writing it. Therefore, she welcomes any suggestions and critics to complete the paper. Finally, it is hoped that the paper will be useful for the writer and those who read it.

Bogor, Desember 2020

The Writer

## ACKNOWLEDGEMENT

*Bismillahirrahmanirrahim*

First of all, the writer would like to give the gratitude to Allah SWT, the Lord of the universe and thereafter who has created mankind and all that we perceive. She is sure that she cannot do anything without His blessing. Then, peace and blessing is upon to our beloved prophet Muhammad SAW and all of his followers.

Then, the writer would like to express her highest gratitude to all her family and special for his parents Pepen Supendi and Iis Solihat for giving support that make her strong, they always give her pray and motivation whenever she was up and down. Also thanks to all friends in class F of 2013, especially my beloved bestfriends Ria Apriani, Miftahussifa, Parman Waruwu, Hestiko Wati, and Mariana Yunita, who give unforgettable moments, motivations, and togetherness to the writer. May Allah SWT give the reward for their support, kindness, motivation, pray and love. Aamiin.

The writer also would like to say thanks to her wonderful advisor Dra. Atti Herawati, M.Pd and Mursidah Rahmah, M.Pd for valuable guidance, contributions and great patience to finish this paper. May Allah bless his deeds with thousands of kindness. Aamiin.

Then, the writer would like to extend her gratitude to her beloved sister Putri Azira Agistha Mahaliany and Putri Syalva Janita Supendi also her boyfriend Taufik Hidayah who give her their support and motivation.

Finally the writer hopes that this paper will be useful for the writer herself and those who are interested in this research. May Allah SWT always bless and protect us.

Bogor, December 2020

Putri Arsyia Arsita



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

Language is a system of communication. It is basically a means of both oral and written communication. AS. Hornby said: “language is human and non-instinctive method of communicating ideas, feeling and desire by means of system of sound and sound symbols.”

As a developing country, Indonesia really needs English because Indonesia government is trying to improve all aspects which are usually faced by all countries. One of these aspects is education, which is essential. English as the foreign language in Indonesia has been taught from elementary school up to university, for many years. But now, it can be seen that there are so many private schools that have taught English in preschool age and kindergarten. They use English as a medium of instruction in teaching and learning process. It shows that some students who study English as a foreign language are unable to apply English in oral practice. Based on the writer’s observation, she found that many learners have some difficulties in pronouncing English. the problem comes up apparently as the consequence of their native language influence. Beside that, their habits in learning English especially in listening, teacher gave lack of pronunciation exercises. The students also lack of practicing English in daily activities especially in listening and pronunciation.

Pronunciation has been often viewed as a skill in second language learning that is most resistant to improve and therefore the least useful to learn nowadays, pronunciation tends to be emphasized in language learning, an explicit instruction in this aspect of language is considered as representing outmoded educational practice. Advocates of modern comprehension-based or communicatively oriented language curricula generally take the view that pronunciation should not be learnt explicitly but should rather be allowed to develop naturally as a product of attempts by students to communicate. New ways of learning pronunciation are still developed and tested, and there is a need for careful experimentation to determine the effectiveness of methods.

Students are frequently given many activities to practice their listening activities, still the differences of the students' pronunciation always exist in the writer's opinion this different result is probably caused by their various activities at home. The fact shows that there are some students who have more time and chances in listening English than the other, result the differences of their pronunciation. So that the writer wants to find out about it at second semester student.

People who learn English may have some specific reasons. They may learn it because they are interested in culture and want to know more about the people who speak it and to know the place in which it is spoken and they have to communicate with the communities that use English as their language. As student of English Education Study Program they have to

master English to support their education after finishing their study especially listening skill and pronunciation ability.

## **B. Reason for Choosing the Topic**

Relating to the background of the study, the writer has two reasons for choosing the topic. The reasons are pronunciation ability and listening achievement. First, pronunciation ability is assumed difficult by several students, because they have to say a word correctly.

Second, listening achievement is important, because it has a relation with pronunciation. The words cannot be understood without having a good pronunciation. It shows that having a good pronunciation is important in order to help students in listening achievement.

Based on the explanation above, it shows that pronunciation has an important role in listening achievement. Therefore, the writer is interested in investigating whether there is any correlation between students' pronunciation ability and their listening achievement.

## **C. Statement of the Problem**

In this research, the statement of the problem is: "Is there any correlation between students' pronunciation ability and their listening achievement."

#### **D. The Aim of the Research**

The aim of this research is to find out whether there is a correlation between students' pronunciation ability and their listening achievement.

#### **E. Limitation of the Research**

Vocabulary knowledge in this study is limited on the abstract of Geology Journal, while translation is limited on the accuracy from the text.

#### **F. Operational Definition**

There are two variables in this research: students' pronunciation ability and their listening achievement. Based on the writer's understanding, here are the meaning of each variable:

##### **1. Pronunciation ability**

Pronunciation is one of important aspects in English. Celce-Murcia (1996: 8)

##### **2. Listening achievement**

Rahayu (2005) states that students' achievement in listening is low since the students' motivation in listening class is low, which is caused by the media and technique used.

#### **G. Significance of the Study**

By conducting the research about the correlation between students' pronunciation ability and their listening achievement, the writer hopes that



this research could give contribution to the students. For the students, this research will motivate them to practice more than they did before and could encourage them to learn English by improving their pronunciation ability so that their listening achievement will increase.

## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Pronunciation**

##### **1. Definition of Pronunciation**

Pronunciation is one of the important aspects in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or they may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. Here is pronunciation definition from some experts: According to Lado (1964: 70), pronunciation is the use of a sound system in speaking and listening. Here, pronunciation is merely treated as the act that happens in speaking and listening, Lado does not mention how the sounds are produced. Pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006: 1). This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It means

that the words being pronounced should be understandable (intelligible). According to Judy Pearsall (1999) “pronunciation is the way in which a word is pronounced. Spelling does not determine pronunciation”. Meanwhile, another expert says that pronunciation is the particular way a word or phrase is to be said ([www.chmsdrama.com](http://www.chmsdrama.com)). This definition is clear enough but it has lack information about pronunciation. According to Oxford Advanced Learner’s English Dictionary, pronunciation is a way in which a language or a particular word or sound is spoken. This definition has clear information as follows:

- a. Pronunciation is a way of producing something.
- b. The product of this act is language or word or sound. But it does not have any important information about how a language or a particular word or a soundu should be spoken. From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood (intelligible).

## **2. Pronunciation Activities**

According to Penny Ur (1996: 58), she mentions some pronunciation activities for the students such as:

- a. Dictation: of random list of words, of word that have similar spelling problems of complete sentences, of half sentences to be completed.
- b. Reading aloud: of syllables, words, phrases, and sentences.

- c. Discrimination (1): prepare a set of minimal pairs-pairs of words which differ from each other in one sound-letter combination (such as *dip-deep* in English). Either ask learners to read them aloud, taking care to discriminate, or read them aloud yourself, and ask students to write them down.
- d. Discrimination (2): provide a list of words that are spelt the same in the learners' mother tongue and in the target language: read aloud, or ask learners to, and discuss the differences in pronunciation (and meaning).
- e. Prediction (1): provide a set of letter combinations, which are parts of words the learners know. How would the learners expect them to be pronounced? Then reveal the full word.
- f. Prediction (2): dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules.

### **3. Aspect of Pronunciation**

It is important also to be aware of the way different sounds, stresses, and intonations may affect one another within the flow of speech.

#### **a. Sound**

“Sound is made by definite movements of the organs of speech and if those movements are exactly repeated the result will be the same sounds. It is useful to list and define the sounds, or phonemes, of the language by writing them down using phonetic representation.

Example: the sentence ‘Peter, come here!’ would be represented by /pi:tə(r) kəm hiə(r)/. (Ibid: 47)

b. Rhythm

“English speech rhythm is characterized by tone-units: a word group of words which carries out central stressed syllable. The sentence ‘Peter come here, please!’, for example, would be divided into two tone-units: ‘Peter’ and ‘come here, please!’, with the two main stresses on the first syllable of ‘Peter’ and the word ‘here’. (Ibid: 48).

c. Stress

Stress means loudness and it may also be described the degree of force with which a sound or a syllable is uttered strongly. (Ibid: 48)

“Stress can also be indicated in writing: probably the simplest way to do this is by write the stressed syllable in capital letters, for example, ‘Peter, come HERE, please!’ another convention, normally used in phonemic transcription, is to put a short vertical line above and before the stresses syllable /'pi:tə(r) kəm 'hiə(r)/.

d. Intonation

By Coulthard and Johns (in Penny Ur) “Intonation, the rise and falls in tone that make the ‘tune’ of an utterance, is an important aspect of the pronunciation of English, often making a difference to meaning or implication. Stress, for example, is most commonly indicated not by increase volume but by a slight rise in intonation”.

“The different kinds of intonation are most simply shown by the symbols over the relevant syllable or word in order to show falling and rising intonation: and the symbol to show fall-rise. Example might be: Peter, come HERE, please!”. (Ibid: 49)

#### **4. Factors that Effect Pronunciation Learning**

The student’s native language is an important factor that can determine his/her success or failure in learning to pronounce English. this is clearly demonstrated by the fact that the foreign accent has some of the sound characteristics of the learner’s native language. These are often obvious enough to make a person’s origins identifiable by untrained as well as trained people. Besides the learner’s native language, there are several factors that effects pronunciation learning.

a. The learner’s age

“The younger age when the learner begins to acquire English, the better the learner’s pronunciation. In fact, complete mastery of English before age 12 generally result in accent-free speech, whereas acquisition after age 15 virtually guarantee some degree of accented ness in speech.” (Celce Murcia 1991: 137)

b. The learners’ exposure

“Exposure in the target language can refer to both the length of time and the intensity of the exposure over time. Generally speaking, the more spent on learning the spoken language, the better the pronunciation”. (Ibid: 137)



c. The learners' Innate Phonetic Ability

“Some people simply have more skill at or aptitude for imitating or producing sound and sound patterns that are new to them. All other things equal, such learners will achieve a better pronunciation than will those learners with lesser aptitude.” (Ibid: 137)

d. The learners' attitude and sense of identify

“The attitude the learner has toward the target language and it is speakers may affect his or her pronunciation (the more favorable the attitude, the better the pronunciation, for the highly motivated learner is not opposed to sounding like the target speakers.” (Ibid: 137)

e. The learners' motivation and concern for good pronunciation

“This factor is of greatest importance in pronunciation instruction, if the learner's motivation to improve is strong and if the investment of time and effort is great, there will be improvement,” (Ibid: 137)

## **B. Listening**

### **1. Definition of Listening**

Many definitions can be found about listening from some experts. But the writer only chooses several of them which are important to talk about.

According to Walter T. Petty (1971: 153) “Listening is the process of becoming aware of the sound components and recognizing these components in sequences which have meaning.” Beside, listening

involves more than just hearing or paying attention. It also involves thinking, language ability, and experiences that is essential for communication. Lundsteen has stated that “listening refers to the process by which spoken language is converted to meaning in the mind.” It means that listening occurs if there is a voice, which is heard.

Roy O’Billet also has stated that “Listening is more than just hearing. To listen is to hear, to understand, and to evaluate. Teacher commonly notice that some students do not hear and that others hear but do not understand and evaluate what the student says, and the teaching-learning process is thereby correspondingly retarded.”

According to the first defining statement in Webster’s third new International Dictionary (1988: 788), “listening is to make a conscious to hear, attend closely, so ass to hear or to pay close attention; take advice.”

Referring to explanation above, the writer concludes that listening is vital in the language, because it provides the process of thinking, language ability, and experiences that are essential in communicate to other. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to pronunciation.

## **2. Listening Activities**

Although every oral communication situation is opportunity for developing listening skill and fostering food listening habits, on organized instructional program planned in detail and evaluated with adequante attention to objective should be part of every classroom.

“specific teaching activities should generally have these characteristics: a clearly defined purpose, preliminary attention to unfamiliar vocabulary and ideas, and some provisions for follow-up.” (Simon&Schuster 1988: 788)

In this time teacher should have no difficulty designing listening activity to teach one or more listening skills. Obviously, listening activity is the first activity which a foreign student encounters in learning.

Wilga M. Rivers (182) said: “A perfectly legitimate case can be established for the order: hearing, speaking, reading, and writing without resort to such unwarranted derivation from infant learning. Because the foreign language is a set of arbitrary symbols adopted by a certain community, with arbitrary standard of acceptable of pronunciation, it is obvious that the student should hear it correctly before endeavoring to reproduce it.”

Therefore, Theodore Huebner (1960: 63) said, “... now listening seems, on the surface, to be a very simple, passive, receptive process. Actually, it requires attention, concentration, and application if it is also to be affective.” He also said, “people must be trained to listen critically as well as conversationally: there must be an attitude of concentration as well as appreciation. And to make this listening effective, education must develop the critical and discriminating sense in child.”

However, we must remember that merely listening is not really enough, because it is an activity which is applied in various ways. “the

learners must not only listen to the casual moment, but must also remember, recognize later, and finally be able to produce it as well.”  
(Ibid: 82)

According to Mary Finocciaro and Michael Bonomo (1997) in listening, the learners must hear and identify:

- a. “The phonemic sound of the language and eventually the personal or the dialectical variations of the phonemes as spoken by some native speakers;
- b. The sequence of sound and their groupings; the lengths of the pauses; the patterns of the stresses; and intonations;
- c. The function words and their required sound changes depending on their position before other words;
- d. The inflections of plurality, tense, possession, etc;
- e. The sound changes and function shifts (involving positional shift) brought about derivation;
- f. The structural groupings (of verbal, of prepositional phrases, etc);
- g. The word order clues of function and meaning;
- h. The meaning of words depending on the context or on the situation being discussed;
- i. The formula, introductory, words, and hesitation words which occur in speech;
- j. The cultural meaning embedded in the message.

They also said to increase the listening skill the learners are suggested to practice such activities as follow:

- a. “Listening to students’ pronunciation to correct by themselves”:
  - 1) Present sounds, sounds sequences, intonation patterns, and utterances with contrasting stresses and pauses;
  - 2) Give clues or ask questions to stimulate appropriate responses on pattern practice activities;
  - 3) Tell a story;
  - 4) Read a passage, poem, or play;
  - 5) Model a dialogue;
  - 6) Tell about an incident that happened to someone else;
  - 7) Establish the situation for a dialogue, a film, a radio broadcast, etc;
  - 8) Give a dictation (gradually increasing the number of the syllable the students are to retain before they write);
  - 9) Give a listening comprehension exercise;
  - 10) Give directions for test;
- b. Listening to other pupils while they are giving directions, ask questions, give summaries, recount incidents (e.g. what they saw or what happened on their way to school).
- c. Engaging in a dialogue dramatization.
- d. Listening to outside speakers or to other school’s personnel.

- e. Listening to the same phonograph record of language lessons, songs, plays, poems, speeches many times.
- f. Listening to tape recordings of pronunciation, structure or vocabulary drills; dictation; comprehension exercises; poems; speeches; songs; lectures or plays often enough so that they can anticipate or “supplement” what they are about to hear.
- g. Listening to sound forms several times, those especially prepare for language learners or short clips of longer or general ones or selected radio or television programs.
- h. Engaging on telephone conversation.
- i. Interviewing people.
- j. Going to the movie and or theater.
- k. Participating in a spontaneous unprepared, role playing activity in which they are forced to listen attentively in order to make an appropriate response to a statement or question spoken by their partner.

The importance of listening in second and foreign language learning is admirably summarized in a recent publication by Rost (in Nunan):

- a. “Listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin.



- b. Spoken language provides a means of interaction for the learner.  
Because learners must interact to achieve understanding, access to speaker of the language is essential. Moreover, learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning.
- c. Authentic spoken language presents a challenge for the learner to attempt to understand as native speakers actually use it.
- d. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language."

In short, listening is essential not only as a receptive skill but also as the development of spoken language proficiency.

### **3. The Correlation Between Vocabulary Knowledge and Translation Ability**

Listening skills has a big influence to one's pronunciation. This is obvious and reasonable, as it is difficult indeed for one to produce a good pronunciation when she/he has never heard of it before. Wilga M. Rivers said "it is obvious that the students should hear it correctly before endeavoring to reproduce it."

In addition, to achieve such fluency, it suggested that a student should listen to a certain speech many times, repeatedly. It is said, "to aid students in retaining increasingly longer segments and later as a corollary

in producing this longer segment, the students should listen to the same materials many times.” (Mary Finocchiaro and Michael Bonomo: 107)

Apparently, the possible correlation between pronunciation ability and listening achievement is a strong one, and it can be said that the higher skill in listening, so accurate in pronouncing. And in this paper the writer will find out how strong this correlation is.

#### **4. Related Research**

There is a journal related to the research. That is written by Rio Luhung Pribadi (2012/2013); entitled, “A Correlation Between Students’ Listening Skill and Students’ Pronunciation at Eleventh Grade Students of SMK Muhammadiyah 1 Semarang in The Academic Year of 2012/2013”. The objective of the research was to know whether there was a correlation between students’ listening skill and their pronunciation. This correlation research, is used to know the correlation between listening skill and pronunciation ability. The population of that research was taken 43 students. In collecting the data of the research, the researcher used objectives test that were multiple choices consisted 20 items and one text for translation test. In this research, SPSS was used to compute Pearson Product Moment’s formula.

### CHAPTER III

#### RESEARCH METHODOLOGY

##### A. Research Method and Design

Correlation method is used to investigate the correlation between students' pronunciation ability and their listening achievement. The research involves two variables; they are students' pronunciation ability as the independent variable (X) and students' listening achievement as the dependent variable (Y). Further, Ex Post Facto design is used to investigate the correlation between those variables. The design is applied as follows:

Tx                      →                      Ty

Tx : Students' vocabulary knowledge

Ty : Students' ability to translate Geology text

##### B. Population and Sample

This research is conducted to the second semester students of English Education Study Program at Pakuan University. The quota sampling technique is used to get the sample. The sample is derived by using Slovin formula, based on Sujarweni (2014:16).

The formula is:

$$n = \frac{N}{1 + Ne^2}$$

n = the number of sample

N = Total population

e = error tolerance

### **C. Research Instrument**

In conducting the research, tests are used as instrument to measures the students' pronunciation ability and their listening achievement and their ability. To test variable x there are 20 words of pronunciation test. After that, to measure the listening skill, there are some words that will be pronounce by the writer and the students have to write down what the writer said.

### **D. Data Collection Technique**

To collect the data, the students are given two tests, pronunciation test and listening test. The first test is pronunciation, the students are given 20 words, in which they have say it correctly. The second test is listening, there are some words that will be pronounce by the writer and the students have to write down what the writer said.

### **E. Data Analysis**

The writer used a quantitative data which is related to the numerals and it is analyzed by statistic. The data are obtained by analyzing the positive correlation between pronunciation ability and listening achievement. There are three steps to analyze the data. First, the pronunciation ability and listening achievement are scored. Second, the correlation coefficient is calculated using Pearson Product Moment formula, then he compares the r-

value with the correlation table. Last, the degree of correlation is found using the table of correlation interpretation. Based on Sugiyono (2013:241) the Pearson product moment formula is as follows:

$$r_{xy} = \frac{N\Sigma XY - (\Sigma x \Sigma y)}{\sqrt{[N\Sigma x^2 - (\Sigma x)^2][N\Sigma y^2 - (\Sigma y)^2]}}$$

Notes:

$r_{xy}$  : correlation coefficient

X : score of students' vocabulary knowledge

Y : score of students' translation ability

$x^2$  : squared score of students' vocabulary knowledge

$y^2$  : squared score of students' translation ability

XY : multiple score between variable X and Y

N : number of respondents

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

#### **A. Research Finding**

The research was conducted to second semester students of English education study program. There were 50 students as a participant from class 2A, 2B and 2C taken as sample for this research. Word repetition test is used as the instrument by using Pearson Product Formula to find out The Correlation Between Students Pronunciation Ability and Their Listening Achievement.

The writer had collected data by conducting two tests. Those were the pronunciation test and listening test.

#### **1. The Result of Test Students' Pronunciation Ability and Listening Achievement**

In this research, the students were given a word repetition test. The total numbers of the sample in this research were 50 students. The students' scores in pronunciation test can be seen in table 4.1, the scores of the students' in listening test can be seen in table 4.2 and the result of test pronunciation ability and listening achievement can be seen in table 4.3.

**Table 4.1****The Result of Pronunciation test (X)**

Number of Sample	Number of Item	Number of Answer		Score (%)
		Correct	Incorrect	
1.	10	1	9	10
2.	10	3	7	30
3.	10	5	5	50
4.	10	3	7	30
5.	10	7	3	70
6.	10	5	5	50
7.	10	7	3	70
8.	10	3	7	30
9.	10	5	5	50
10.	10	4	6	40
11.	10	3	7	30
12.	10	3	7	30
13.	10	4	6	40
14.	10	7	3	70
15.	10	0	10	0
16.	10	3	7	30
17.	10	8	2	80
18.	10	6	4	60
19.	10	3	7	30
20.	10	0	10	0
21.	10	3	7	30
22.	10	9	1	90
23.	10	8	2	80
24.	10	6	4	60
25.	10	4	6	40
26.	10	2	8	20
27.	10	3	7	30

28.	10	5	5	50
29.	10	4	6	40
30.	10	0	10	0
31.	10	3	7	30
32.	10	4	6	40
33.	10	3	7	30
34.	10	5	5	50
35.	10	10	0	100
36.	10	3	7	30
37.	10	7	3	70
38.	10	1	9	10
39.	10	3	7	30
40.	10	3	7	30
41.	10	0	10	0
42.	10	0	10	0
43.	10	4	6	40
44.	10	7	3	70
45.	10	3	7	30
46.	10	3	7	30
47.	10	3	7	30
48.	10	3	7	30
49.	10	5	5	50
50.	10	7	3	70
Total	50	201	299	2010

The result of students' average percentage of pronunciation test:

$$X = \frac{r}{nxt} \times 100\%$$

$$X = \frac{201}{50 \times 10} \times 100\%$$

$$X = \frac{201}{500} \times 100\%$$

$$X = 40,2$$



**Table 4.2****The result of Listening test (Y)**

Number of Sample	Number of Item	Number of Answer		Score (%)
		Correct	Incorrect	
1.	10	7	3	70
2.	10	9	1	90
3.	10	7	3	70
4.	10	2	8	20
5.	10	5	5	50
6.	10	7	3	70
7.	10	7	3	70
8.	10	3	7	30
9.	10	8	2	80
10.	10	8	2	80
11.	10	8	2	80
12.	10	6	4	60
13.	10	8	2	80
14.	10	5	5	50
15.	10	3	7	30
16.	10	7	3	70
17.	10	8	2	80
18.	10	8	2	80
19.	10	6	4	60
20.	10	6	4	60
21.	10	5	5	50
22.	10	8	2	80
23.	10	6	4	60
24.	10	9	1	90
25.	10	3	7	30

26.	10	6	4	60
27.	10	4	6	40
28.	10	8	2	80
29.	10	8	2	80
30.	10	6	4	60
31.	10	6	4	60
32.	10	8	2	80
33.	10	8	2	80
34.	10	8	2	80
35.	10	6	4	60
36.	10	8	2	80
37.	10	5	5	50
38.	10	8	2	80
39.	10	7	3	70
40.	10	8	2	80
41.	10	9	1	90
42.	10	9	1	90
43.	10	7	3	70
44.	10	7	3	70
45.	10	6	4	60
46.	10	7	3	70
47.	10	7	3	70
48.	10	8	2	80
49.	10	9	1	90
50.	10	5	5	50
Total	50	337	163	3370

The result of the students' average percentage of listening test:

$$Y = \frac{r}{nxt} \times 100\%$$

$$Y = \frac{337}{50 \times 10} \times 100\%$$

$$Y = \frac{337}{500} \times 100\%$$

$$Y = 67,4$$

**Table 4.3**

**The Result of Test Pronunciation (X) and Listening (Y)**

Number Of Sample	X	Y	X <sup>2</sup>	Y <sup>2</sup>	Cross Product (X.Y)
1.	10	70	100	4900	700
2.	30	90	900	8100	2700
3.	50	70	2500	4900	3500
4.	30	20	900	400	600
5.	70	50	4900	2500	3500
6.	50	70	2500	4900	3500
7.	70	70	4900	4900	4900
8.	30	30	900	900	900
9.	50	80	2500	6400	4000
10.	40	80	1600	6400	3200
11.	30	80	900	6400	2400
12.	30	60	900	3600	1800
13.	40	80	1600	6400	3200
14.	70	50	4900	2500	3500
15.	0	30	0	900	0
16.	30	70	900	4900	2100
17.	80	80	6400	6400	6400
18.	60	80	3600	6400	4800
19.	30	60	900	3600	1800
20.	0	60	0	3600	0
21.	30	50	900	2500	1500

22.	90	80	8100	6400	7200
23.	80	60	6400	3600	4800
24.	60	90	3600	8100	5400
25.	40	30	1600	900	1200
26.	20	60	400	3600	1200
27.	30	40	900	1600	1200
28.	50	80	2500	6400	4000
29.	40	80	1600	6400	3200
30.	0	60	0	3600	0
31.	30	60	900	3600	1800
32.	40	80	1600	6400	3200
33.	30	80	900	6400	2400
34.	50	80	2500	6400	4000
35.	100	60	10000	3600	6000
36.	30	80	900	6400	2400
37.	70	50	4900	2500	3500
38.	10	80	100	6400	800
39.	30	70	900	4900	2100
40.	30	80	900	6400	2400
41.	0	90	0	8100	0
42.	0	90	0	8100	0
43.	40	70	1600	4900	2800
44.	70	70	4900	4900	4900
45.	30	60	900	3600	1800
46.	30	70	900	4900	2100
47.	30	70	900	4900	2100
48.	30	80	900	6400	2400
49.	50	90	2500	8100	4500
50.	70	50	4900	2500	3500
Total	2010	3370	108900	241500	135900

## B. Analysis of Data

It has been mentioned before, the data gain from the second semester students scores of English education study program. Then the writer analyzed those scores by using Pearson Product Moment correlation formula.

**Table 4.4**

The following table shows the degree of correlation coefficients

Coefficient Interval	Degree of Correlation
0.00 - 0.199	Very weak
0.20 - 0.399	Weak
0.40 - 0.599	Moderate
0.60 - 0.799	Strong
0.80 - 1.000	Very strong

N : 50

Total X : 2010

Total Y : 3370

Total X<sup>2</sup> : 108900

Total Y<sup>2</sup> : 241500

Total XY : 135900

In analyzing the data, the Pearson Product Moment coefficient was used. The coefficient correlation is :

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{(N \sum x^2 - (\sum X)^2) (N \sum Y^2 - (\sum Y)^2)}}$$

$$r_{xy} = \frac{50.135900 - 2010.3370}{\sqrt{(50.108900 - (2010)^2) (50.241500 - (3370)^2)}}$$

$$r_{xy} = \frac{6795000 - 6773700}{\sqrt{(5445000 - 4040100)(12075000 - 11356900)}}$$

$$r_{xy} = \frac{21300}{\sqrt{(1404900)(718100)}}$$

$$r_{xy} = \frac{21300}{\sqrt{1,0088587e12}}$$

$$r_{xy} = \frac{21300}{1004491,5836}$$

$$r_{xy} = 0,0212047571$$

$$r_{xy} = 0,021$$

This is the result of the calculation from the data derived from variable X and Y. After using Pearson Product Moment the final result is  $r_{xy} = 0.021$

The correlation 0.021 means very weak correlated, indicating that the correlation between pronunciation and listening is very week.

The result of the students' average precentage of pronunciation test:

$$X = \frac{201}{500} \times 100\%$$

$$X = 40,2$$

The result of the students' average precentage of listening test:

$$Y = \frac{337}{500} \times 100\%$$

$$Y = 67,4$$

### C. Discussion

Based on the result of statistic calculation, the average score of the second semester students in pronunciation test is 40,2 and the average of second semester students in listening test is 67,4, it means that the students' pronunciation ability is very weak and the students' listening achievement is weak.

From the analysis the indicates that  $r_{xy}$  is 0.021 with the degree of freedom ( $df=N-nr$ ) is 48. The correlation 0.021 means very weak (average) correlated, indicating variables which can be considered very weak (average) correlated. In the tabel of significance of 5% the value is 0.278. By comparing the values of  $r_{xy} = 0.021$  and  $r_t = 0.278$ . The writer makes an assumption of the hypothesis that  $r_{xy}$  (0.021) is lower than  $r_t$  (0.278) or  $r_{xy}$  ( $0.021 < r_t$  (0.278).

The statistic hypothesis states:

If  $r_o > r_t$  significance: there is correlation and  $H_a$  accepted

If  $r_o < r_t$  non significance: there is no correlation and  $H_a$  is rejected

$H_o$  is accepted

The result of hypothesis is  $r_{xy}$  lower than  $r_t$ , the alternative hypothesis is rejected. It means there is non significance correlation between the scores of pronunciation ability and listening achievement.

There is no (average) correlation so every student with the ability of variable X (pronunciation) have a non significant impact on the variable Y (listening). Therefore, the ability of variable X is very weak, it has a non

significant impact on the variable Y. Otherwise, the ability of variable X is not good, it also produces the ability that is not good for the variable Y.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

Based on the research and the discussion of the research finding has been provided for the purposes in the previous chapter. The researcher explained the conclusion of the research according the objective of the study. From the data of hypothesis testing, it was found that there is a negative correlation between students' pronunciation ability and their listening achievement. It is showed that the correlation ( $r$ ) between students' pronunciation ( $X$ ) and the listening achievement ( $Y$ ) is 0.021. It means that there is no correlation between students' pronunciation ability and their listening achievement of the second semester students of English education study program. From the analysis the indicates that  $r_{xy}$  is 0.021 with the degree of freedom ( $df=N-nr$ ) is 48. The correlation 0.021 means very weak (average) correlated, indicating variables which can be considered very weak (average) correlated. In the tabel of significance of 5% the value is 0.278. By comparing the values of  $r_{xy} = 0.021$  and  $rt = 0.278$ . The writer makes an assumption of the hypothesis that  $r_{xy}$  (0.021) is lower than  $rt$  (0.278) or  $r_{xy}$  (0.021) <  $rt$  (0.278).

## **B. Suggestions**

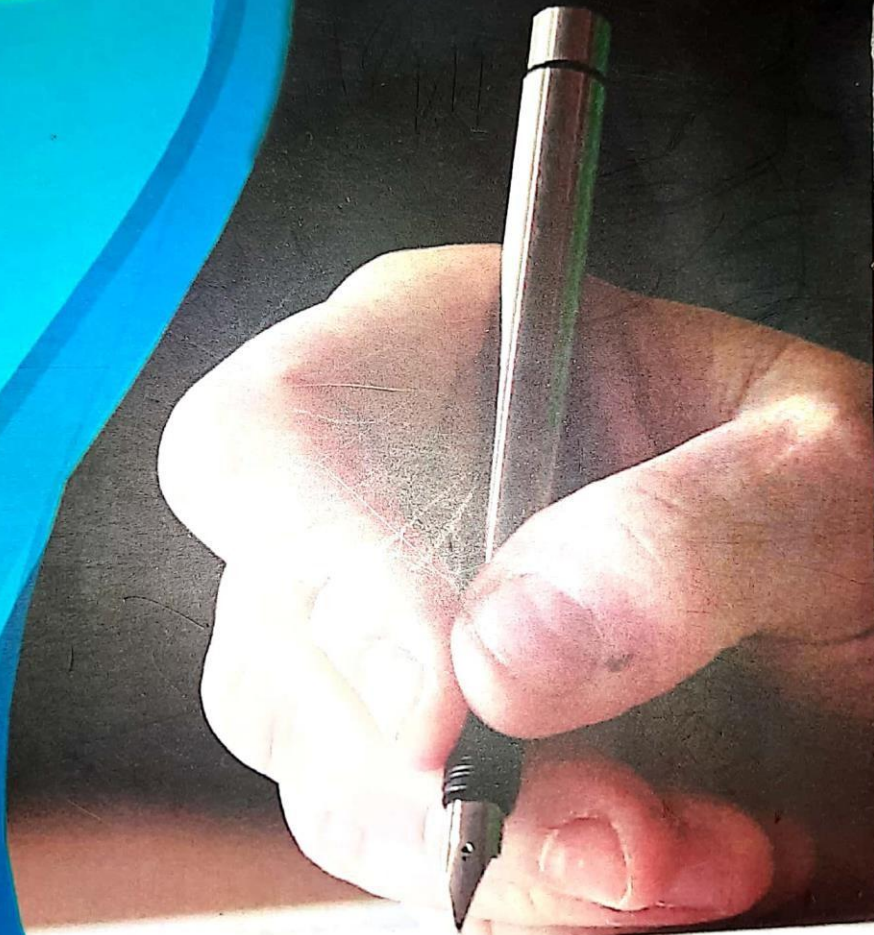
Based on the result of the research, the correlation between students' pronunciation ability and their listening achievement gives positive correlation. Therefore, three suggestions are given for the lecturer, students and next researcher. First, it is suggested that the lecturer should facilitate the students in developing ideas, especially in learning pronunciation and listening. Besides, the lecture should give some interesting ways to practice their ability in English. Second, it is suggested that students must have to improve their pronunciation and listening achievement and do more exercise in understanding pronunciation and listening. The last, the next researcher perhaps can develop this research with their own material and another method which are suitable for the students.

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# **BIMBINGAN SKRIPSI**



PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS PAKUAN  
BOGOR

<b>Tanggal</b>	<b>Bab</b>	<b>Catatan Bimbingan</b>	<b>Paraf</b>
12/03/2020	Bab 1-3	revise all	
01/04/2020	Seminar Proposal	Revisi lagi hasil seminar proposal	
14/04/2020	Seminar Proposal	Tambahkan materi pada bagian aspect of pronunciation	
14/10/2020	Bab 4	Menyerahkan bab 4	

19/10/2020	Bab 5	Menyerahkan bab 5	
10/11/2020	Bab 5	Revisi bab 4: - Tolong perbaiki suggested.	

<b>Tanggal</b>	<b>Bab</b>	<b>Catatan Bimbingan</b>	<b>Paraf</b>
4 Mei 2020	1-3	Revise Chapter 1-3	
4 Desember 2020	4-5	Menyerahkan Bab 4 dan Bab 5	

Pronunciation test :

5. Work
6. Mountain
7. Colonel
8. Penguin
9. Choir
10. Ruler
11. Sixth
12. Square
13. Desparate
14. Paradise



Listening test :

1. Actual
2. Vision
3. About
4. Happy
5. Father
6. Include
7. Question
8. Local
9. Although
10. Information
11. Example
12. During
13. Effect
14. Normal
15. Human
16. Conduct
17. Maestro
18. Subject
19. Quite
20. Fuel

1. Work

2. Mountain

Name : Shofa Najla Adzka

3. Colonel

Class : 2C

4. Penguin

5. Choir

6. Rueroi

7. Sixth

8. Squirrel

9. Desperate

10. Paradise

Wina nursapitri 2A  
pend bhs inggris

1. Work
2. Mountain
3. Canal
4. Penguin
5. Choir
6. Plural
7. Sixth
8. Squirrel
9. Disparate
10. Paradise

Nida HA

1. Work
- 2 Mountain
- 3 Conel
4. Penguin
- 5- Sixth
6. Desperate
7. Paradise
- 8 Squirell.
- 9 Quier
10. Ruler

1. Walk
2. Mountain
3. Kernel
4. Penguin
5. Quire
6. Ruler
7. Six
8. ~~Stair~~ Squirrel
9. Disparate
10. Paradise

Work

Mountain

Colonel

Penguin

Quire

Rural

Sixth

Squirrel

Disparate

Paradise

Novi Julianti

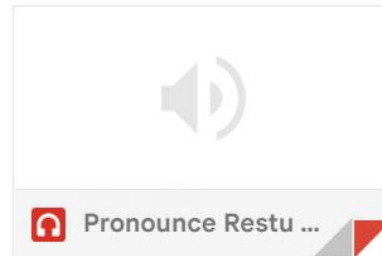
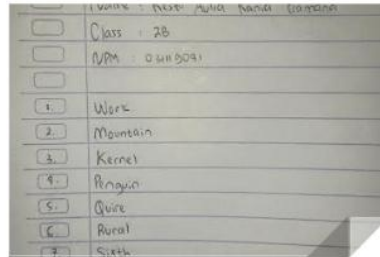
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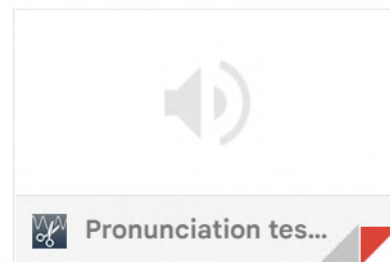
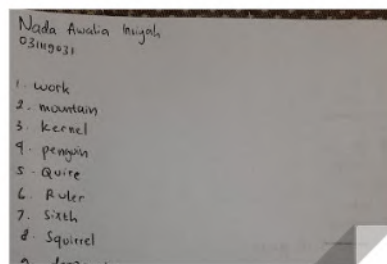
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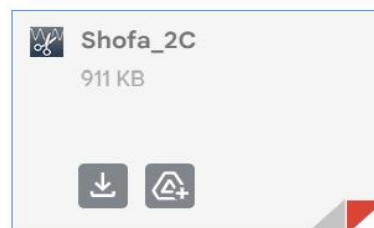
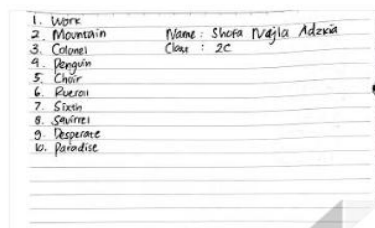
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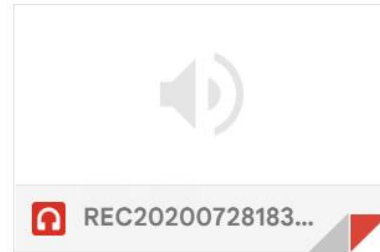
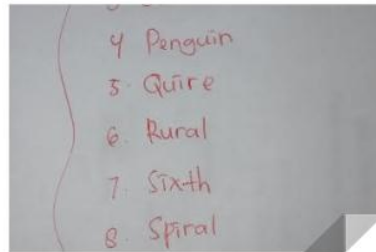
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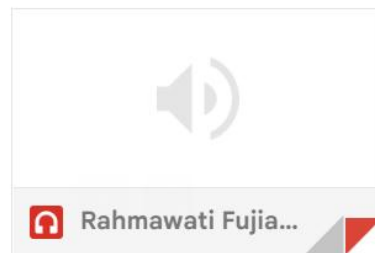
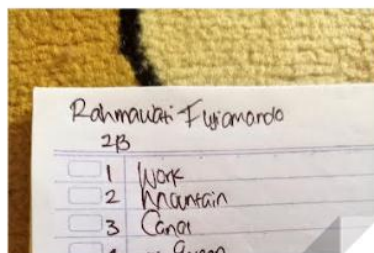


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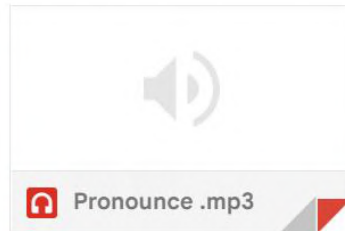
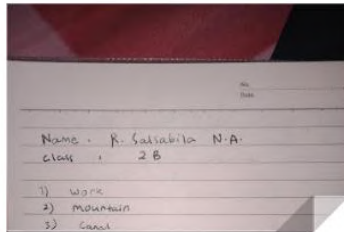




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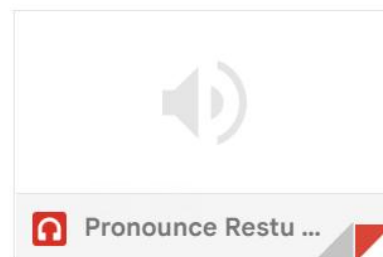
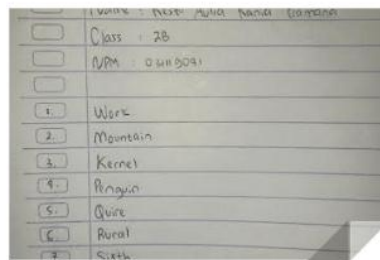
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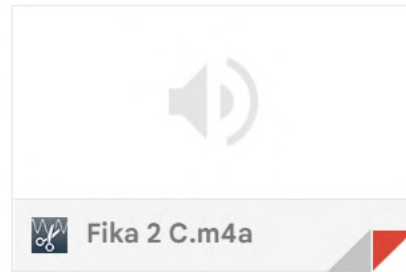
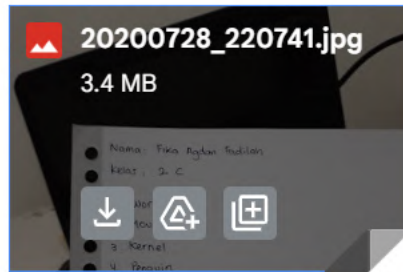
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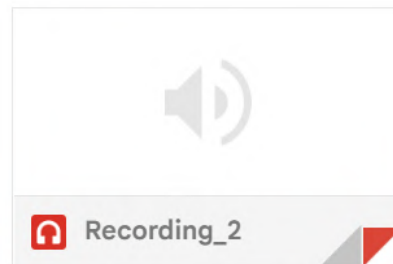
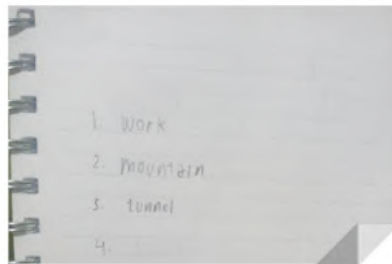
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