THE CORRELATION BETWEEN PRONUNCIATION AND LISTENING ACHIEVEMENT OF ENGLISH EDUCATION STUDY PROGRAM STUDENTS OF TRIDINANTI UNIVERSITY

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ABSTRACT: The objective of this study was to find out whether or not there was a significant correlation between pronunciation and listening achievement of English education study program students of Tridinanti University and how much pronunciation contributed to listening achievement of English study program students of Tridinanti University. In this study, the researchers used correlation analysis. The population of this study was all English education study program students of Tridinanti University. The researchers used purposive sampling, and the sample was 53 students taken from the 3rd, 5th, 7th, and 9th semester. Pronunciation and listening achievement tests were used as the instruments. The finding showed that the pearson correlation coefficient was 0,086. It means that p-value (0.539) was higher than 0.85 which indicated that there was very low correlation between pronunciation and listening achievement of English education study program students of Tridinanti University. The regression analysis revealed that the significance value (ρ) was 0.284. It was higher than alpha value (α) 0.05 which indicated that students' pronunciation gave a positive contribution toward their listening achievement and the value of R Square was 0.022. It could be concluded that students' pronunciation contributed as much as 2.2 % toward their listening achievement.

Keywords: *correlation, pronunciation, listening achievement.*

KORELASI ANTARA KEMAMPUAN PENGUCAPAN DAN KETERAMPILAN MENYIMAK MAHASISWA PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS UNIVERSITAS TRIDINANTI

ABSTRAK: Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan yang signifikan antara kemampuan pengucapan dan keterampilan menyimak dan seberapa besar kemampuan pengucapan mahasiswa berkontribusi terhadap keterampilan menyimak mahasiwa program studi pendidikan bahasa Inggris Universitas Tridinanti. Peneliti menggunakan analisis korelasi pada penelitian ini. Populasi nya adalah seluruh mahasiswa program studi Pendidikan Bahasa Inggris Universitas Tridinanti. Peneliti menggunakan purposif sampling, dan sample penelitian ini adalah 59 mahasiswa diambil dari semester 3, 5, 7, dan 9. Tes pengucapan dan menyimak digunakan sebagai instrumen. Penemuan menunjukkan bahwa koefisien korelasi pearson adalah 0,086. Ini berarti bahwa p-value (0,539) lebih tinggi dari 0,85 yang mengindikasikan bahwa terdapat korelasi yang sangat rendah antara kemampuan pengucapan mahasiswa dan keterampilan menyimak mahasiswa program studi Pendidikan Bahasa Inggris Universitas Tridinanti. Analisis regresi menunjukkan bahwa signifikan (ρ) value 0.248. Ini berarti (ρ) value lebih tinggi dari alpha value (α) 0.05 yang mengindikasikan bahwa kemampuan pengucapan mahasiswa memberikan kontribusi positif terhadap keterampilan menyimak dan R Square value nya adalah 0,022. Dapat disimpulkan bahwa kemampuan pengucapan berkontribusi sebanyak 2.2% terhadap keterampilan menyimak mereka.

Kata Kunci: *korelasi, pengucapan, keterampilan menyimak.*

INTRODUCTION

English is an international language that needs to be taught in order to develop knowledge, technology, and art of culture. It also used to make and develop relationship with other countries. Its functions as a means of communication which enables people to communicate feelings and idea so that they can share information and anything they know to anybody they want to share with. Arbryan, *et al*., (2003) argued that "English becomes a tool to communicate in oral and written form" (p.280). It means that English as a global language of communication which is used widely in spoken and written form for many different purposes.

As a foreign language in Indonesia, English is the subject of teaching taught in almost levels of education. It is also needed in many fields of professional jobs, that is needed nowadays (Ismawati, 2014). In learning English, the students should master four language skills. They are listening, speaking, reading, and writing. These skills are significant to obtain a good communication in English. In addition, the students also should master some language components, such as grammar, vocabulary, and pronunciation.

Pronunciation refers to the production of sounds that we use to make meaning (Pribadi, 2013, p.2). Further, Gilakjani (2012) stated that "pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance" (p.119). In conclusion, pronunciation plays the important role in communication and it is one of the most significant skills in learning English.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Garcia, 2007). Learning to pronounce English words is not easy because English is not their native language. When words are pronounced well, it will be easier to the other people to understand the meaning, but when words are pronounced incorrectly, it will change the meaning or even there is no meaning which tend to create confusion. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Gilakjani, 2012). In addition, Sihombing (2014, p.389) explained that:

> "There are two levels that learners' can be said master of pronunciation. The first is the beginning level and second is intermediate/advanced level. For a beginning student, adequate pronunciation will include control of the vowel and consonant phonemes, statement and question intonation, and stress and rhythm patterns for simple utterances. Intermediate and advanced levels pronunciation practice should concentrate on the allophonic variants, intonation patterns of complex sentences, contrastive stress patterns and the affective "devices by which native speakers indicate anger, amusement, sympathy and so on.

On the other hand, Banani (2004) said that "listening comprehension is the most fundamental of the four language skills" (p.75). Similar to the previous idea, (Nuryadi, 2013, p.1), stated that "As an input skill, listening plays a crucial role in students language development". In other words, listening plays a significant role in daily communication and educational process.

Darti & Asmawati (2017) argued that "listening is considered being the most difficult language skill for students because it needs more attention and concentration to

comprehend the material that included understanding dialogue and monologue text. It could be said that listening is a complex process in which many things happen simultaneously inside the mind" (p. 212-213). Sun (2002) suggested that "the most difficulty in listening for learners is forgetting the meaning of the word or perception". In addition, listening is a complex process, in which the students need more attention and concentration, because most students can not understand the words while listening, so they discontinue and lose the thread.

Based on the researchers' observation at Tridinanti University in October 2018, students had some difficulties in pronouncing English, because the students were unable to apply English in oral practice. The problem came up apparently as the consequence of their native language influence. Besides that, the students also lacked of practicing English in daily activities especially in pronunciation.

Then, there were some difficulties faced by the students such as the lack of vocabulary, not understanding structure, unable to comprehend natural spoken language, feeling unconfidence, difficulty in maintaining concentration and bad at recording. Another reason which makes listening difficult is the speed. If the speakers speak faster than normal listener, they tend to have difficulties to catch target words.

According to Goh (2000), the problem that is often faced in listening comprehension for the students is to undertand the listening strategies. Further, (Palmer, 2014) claimed that in listening there are two types of strategies to help the students, such as; 1) communication strategy: to assist comprehension, for example making predictions before listening, listening selectively, knowing how to interrupt politely, and much more. 2) learning strategies: for noticing language forms in the input in their free listening, for example negotiating (seeking clarification), listening for patterns, and focused listening.

Based on the background above, the researchers were interested to find out whether or not there was a significant correlation between pronunciation and listening achievement of English study program students of Tridinanti University and how much pronunciation contributed to listening achievement of English study program students of Tridinanti University.

METHODOLOGY

This research conducted with a quantitative approach. Muijs (2004) argued that quantitative research is explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics) (p.1). In addition, (Leedy & Ormrod 2010) stated that quantitative research is the general approach the researcher takes in carrying out the research project. To sum up, quantitative research is a research method for collecting data that quantified and subjected by using statistical treatment. The research design for this research was correlation research design. "The correlation research is a quantitative method designed to show the relationships between two or more variables" (Lodico *et al,* 2006, p. 14). In conclusion, correlation research is a method that is aimed at investigating relationship between two or more variables. According to (Wallen & Fraenkel, 1991), the purpose of correlation research is to show the relationship between variables in making predictions.

1. Population and Sample

   In this research, the population was all students of English Education study program of Tridinanti University. The sample consisted of 53 students taken from the 3rd,5th, 7th, and 9th semester students. The researchers used purposive sampling because the sample had been chosen for a specific purpose. It was due to the fact that the students had finished studying the pronunciation course.

2. Techniques in Collecting the Data

   This research used a test as instrument for pronunciation achievement and listening comprehension. Test is a set of stimuli presented to an individual in order to elicit responses on the basis of which a numerical score can be assigned (Ary *et al.,* 2010, p. 201). In this case, the researchers gave two kinds of tests namely pronunciation test and listening test to get the data or information.

   The pronunciation test was given to measure students' listening comprehension. The test was adapted from 2 books; *'Pronunciatian intensive academic program'* by University of technology of Sydney (2010) and *'Longman preparation course for the TOEFL test'* by Phillips (2001). The researchers obtained the results of student learning outcomes. After that, the data were processed to determine the correlation between students' pronunciation achivement and listening skill.

   The pronunciation test which consisted of 25 items was done firstly. Using the test, the researchers asked the participants to pronounce the words which measured vowels and consonants sounds. The researchers asked experts to judge and identify whether the tests were applicable or not. Therefore, they used inter-rater reliability for subjective measurement.

   The other test was listening test which consisted of 30 items. The test was in a form of multiple choice. It gave the students an oppurtunity to demonstrate the ability to understand conversations and talks in English. The listening test was given after the students had finished doing the pronunciation test. The data collection took place at Tridinanti University Palembang.

FINDINGS AND DISCUSSION

1. Descriptive Analysis

   Based on the result of descriptive analyses in table 1. It was found that in pronunciation test; the mean score was 82.30, the minimum score was 63, the maximum score was 100, and the standard deviation was 11.615. The findings can be described in table 1 below.

Table 1. Descriptive Analysis of Pronunciation Test

| Pronunciation	N	**Minimum**	Maximum	Mean	Std Deviaton
Skor total	53	63	100	82.30	11.615
Valid N (Listwise	53				

Then in listening achievement test; the mean was 76.89, the minimum score was 50, the maximum score was 96, and the standard deviation was 9.370. The findings can be presented in the following table 2.

Table 2. Descriptive Analysis of Listening Achievement Test

Listening Achievement	N	Minimum	Maximum	Mean	Std Deviaton
Skor total	53	50	96	76.89	9.370
Valid N (Listwise	53				

Furthermore, the score distribution of pronunciation and listening tests can be illustrated in the following diagram.

Diagram 1. The Score Distribution in Pronunciation and Listening Test
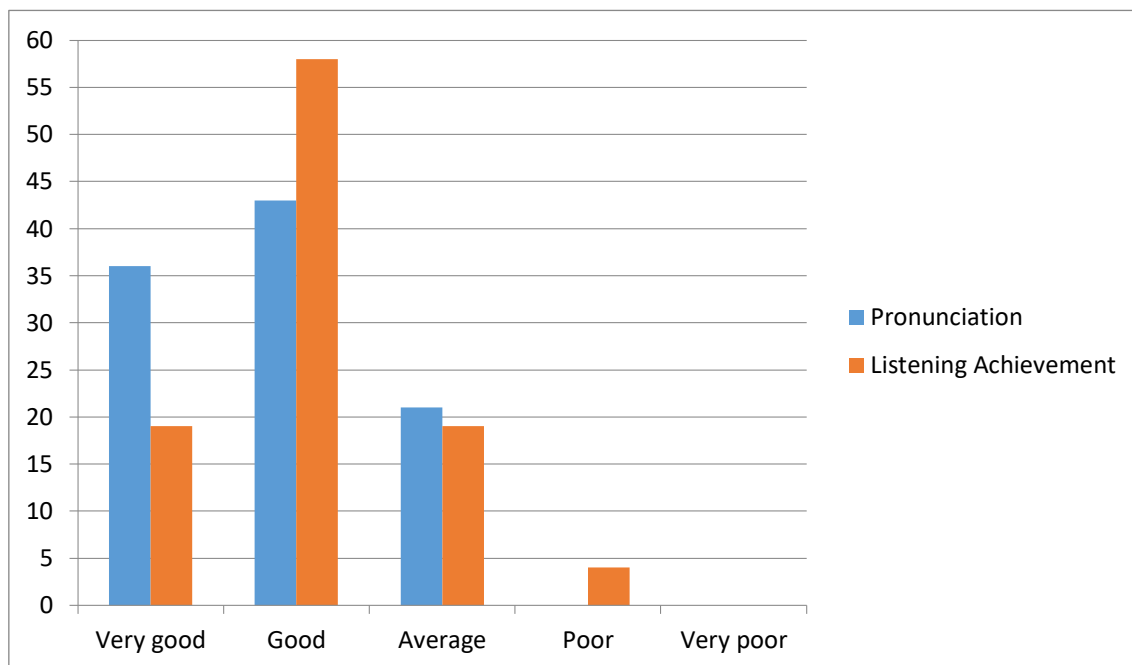
The result of pronunciation test showed that 36% or 19 students were in very good category, 43% or 23 students were classified into good category, 21% or 11 students were in average category, and none were classified into poor and very poor category. Meanwhile, the result of listening test showed that 19% or 10 students were in very good level, 58% or 31 students were in good level, 19 % or10 students were in average level, 4% or 2 students were in poor level, and none was classified into very poor level.

2. Normality Test

In this study, normality test was used to find out whether or not the data of pronunciation and listening achievement were distributed normally or not. It was done by using Kolmogorov-Smirnov and calculated by using SPSS 23. The data is normal if the probability *p-value* is higher than *alpha-value* (0.05). Then, the data is not normal if the *p-value* is lower that *alpha-value* (p<0.05).

Based on the normality test with Kolmogorov-Smirnov test, the value of Asymp.Sig of pronunciation was 0.178 and the value of listening was 0.090. Since the value of Asymp.Sign >0.05 for each variable, it could be summarized that the of scores indicated normal distribution. The statistical output is presented in table 3.

Table 3. Tests of Normality

Variables	Kolmogorov-Smirnov		
	Statistic	Df	Sig.
Pronunciation	0.108	53	0.178
Listening Achievement	0.113	53	0.090

3. Correlation Analysis

To find out whether or not there was a significant correlation between pronunciation and listening achievement of English education study program students of Tridinanti University Palembang, the researchers used Pearson Product Moment Correlation, and then calculated the data by using SPSS 23 as it is presented in table 4.

Table 4. Pearson Product Moment Correlation between Variables

Variables	Pearson Correlation Coefficient	Sig. (2-tailed)
Pronunciation Listening Achievement	0.086	0.539

Based on the table above, it was found that r-value was 0.086 with significant coefficient (p-value) was 0.539, which was higher than 0.05. It means that significant value (2-tailed) was higher than alpha value (0.539 > 0.05). It could be concluded that there was a significant correlation between students' pronunciation and listening achievement. Since the pearson correlation coefficient was 0.086, it indicated that there was very low correlation between students' pronunciation and listening achievement.

4. Regression Analysis

In this study, regression analysis was used to examine how much pronunciation contributed toward listening achievement of English study program students of Tridinanti University Palembang by using 23. See table 5 below.

Table 5. Regression Analysis

	B	R	R Square	Sig.
Pronunciation	.150	.150	.022	.284

Based on the analysis, it was found that the significance value (ρ) was 0.284. It was higher than alpha value (α) 0.05 which indicated that students' pronunciation gave a positive contribution toward their listening achievement and the value of R Square was 0.022. It could be concluded that students' pronunciation contributed as much as 2.2 % toward their listening achievement.

Interpretation

Based on the result of descriptive analysis of pronunciation and listening achievement of English education study program students of Tridinanti University, the result of pronunciation test showed that a number of students were in very good category, most of the students were classified into good category, a few students were in average category, and none were classified into poor and very poor category. Meanwhile, the result of listening test showed that a number of students were in very good level, a majority of students were in good level, some other students were in average level, only a few students were in poor level, and none was classified into very poor level.

On the basis of the finding, it was found that there was very low correlation between students' pronunciation (X) and listening achievement (Y). In addition, the result of correlation analysis using pearson product moment revealed that there was a significant correlation between pronunciation and listening achievement of English study program students of Tridinanti University. The finding is in accordance with Sihombing (2014), found in his research that there was a correlation between pronunciation and speaking ability of SMPN 21 Bandar Lampung.

Based on the result of simple regression which measured the contribution of pronunciation to listening achievement, it was found that pronunciation had an effect to listening achievement. In addition, the result showed that pronunciation gave little contribution toward students' listening achievement.

From the above findings, it could be assumed that the score of pronunciation could influence the score of listening achievement test. It could be shown that students' pronunciation gave positive contribution to the students' listening achievement. In this study, there were some students who had high score in pronunciation test but did not get the same score level in listening test. There were some factors that might influence their results in the two sets such as vocabulary mastery, lack of concentration, lack of grammar understanding, and lack of listening practice. To conclude, it was found that there was very low correlation between students' pronunciation and listening achievement of English education study program students of Tridinanti University. It was also found that Students' pronunciation gave little contribution toward their listening achievement.

CONCLUSION

Based on the findings and interpretation of the study, it could be summarized that the problems of the study were answered. The writer drew some conclusions as follows:

1) There was a significant correlation between pronunciation and listening achievement with p-value (0.539) which was higher than 0.05 at the significant level 0.086.
2) Pronunciation gave contribution to listening achievement of English study program students of Tridinanti University Palembang as much as 2.2% towards students' listening achievement.

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