

**THE CORRELATION BETWEEN PHONETIC SYMBOLS  
KNOWLEDGE AND PRONUNCIATION MASTERY OF  
ENGLISH DEPARTMENT STUDENTS AT TRIDINANTI  
UNIVERSITY PALEMBANG**

**A Thesis by**

**Rindang Aulia Yesar**

**Student's Number 1604410022**

**English Education Study Program**

**Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM FACULTY OF TEACHER  
TRAINING AND EDUCATION UNIVERSITY OF TRIDINANTI  
PALEMBANG**

**2022**

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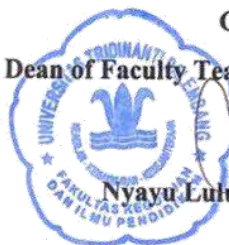
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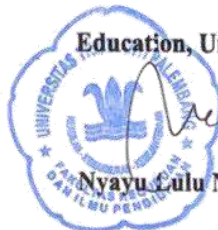
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## DEDICATION

This thesis is dedicated with love and the writer would like to say thanks to:

- ❖ Myself, thanks for being strong, not giving up, and still trying.
- ❖ Papaw, thanks for loving me endlessly till the end of the time.
- ❖ Mamah and Abi, thanks for the emotionally and financially support all the time.
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*“Keep your eyes on the stars and your feet on the ground.”*

## PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahan dari pembimbing yang telah ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 Tahun 2003, pasal 25 ayat 2 dan pasal 70.

Palembang, September 2022



Yang menyatakan

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Finally the writer hopes this thesis is useful to readers and could be as a reference to other researchers for the next thesis.

Palembang, September 2022

Rindang Aulia Yesar

## ABSTRACT

This thesis was the result of the research about phonetic and pronunciation. The aim of this study was (1) to figure out whether or not there was a significant correlation between students' phonetic symbols knowledge and their pronunciation mastery of English department students of Tridinanti University Palembang and (2) to find out how much phonetic symbols knowledge contributed toward pronunciation mastery of English department students of Tridinanti University Palembang. To achieve this goal, the writer used correlation analysis. The population of this study was the English education study program student at Tridinanti University Palembang with the total of 50 students. The study was conducted with purposive sampling. The sample of this study was 34 students of 5<sup>th</sup>, 7<sup>th</sup>, and 9<sup>th</sup> semester of English education study program students of Tridinanti University Palembang. The instrument used in this study were phonetic test and pronunciation test. Based on the statistical analysis, it was found that the pearson correlation coefficient was 0.466. It can be concluded that there was a fair correlation between students phonetic symbols knowledge and pronunciation mastery of English education study program students of Tridinanti University Palembang. The value of R Square in regression analysis was 0.218. It means that the phonetic symbols knowledge contributes as much as 21.8% toward pronunciation mastery.

***Keywords:*** *Correlation, phonetic, pronunciation.*



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# **CHAPTER I**

## **INTRODUCTION**

This chapter consists of (1) background, (2) problems of the study, (3) objectives of the study, and (4) significance of the study.

### **1.1 Background**

Language is a medium for humans to communicate and interact with each other. With language emitted in oral forms, people can channel their ideas, feelings, opinions and intentions to others. Keraf (2005) provided two languages understanding. The first idea of language as said means of communication among members of the public in the form of a symbol of the sound produced by means of said human. Second, language is a communication system with a broad-spectrum of vocal symbols. As a tool for communication, every culture has its own language. English is among the five official languages in the United Nation. Ergo, it is often used as a way to communicate in the international world.

To communicate among countries in the world, people use English. It is used in international trades, tourism, and other important international affairs. In Indonesia, English is used as foreign language that needs to be learnt starting from primary school to higher education. According to Julianto (2015), Indonesian education curriculum or content based curriculum is to achieve the four language skills. There are speaking, listening, reading, and writing. Besides, students must



achieve another component in English language, namely pronunciation, grammar, and vocabulary. However, the teaching and learning process in Indonesia mainly focuses on the receptive skills that makes students rarely practice their speaking skill and pronunciation.

Furthermore, Djiwandono (2008, p. 123) stated that the ability of pronunciation refers to use of language with good pronunciation, understandable and acceptable. Pronunciation needs to be acquired in order to master speaking skill. The main goal of pronunciation is to sound like native speaker. It is concerning when people have a tendency to neglect pronunciation because the thought of conversation mainly focuses on understanding. Pronunciation has roles in communicating. As Morley (1991) elucidated, intelligible pronunciation is a fundamental segment of communicative competence.

Having fluent pronunciation in conversation is beneficial for both speaker and interlocutor. Ambiguity could be avoided with the fluent pronunciation and it also makes the interlocutor grasp the conversation with better understanding. Nurmalasari (2016) stated that the broken-down communication can be caused by the use of incorrect pronunciation. To avoid ambiguity in conversation, paying more attention in pronouncing the word is a necessity. People in Indonesia should put more effort into learning pronunciation since English is a foreign language. Intelligibility of pronunciation could be enhanced by understanding phonetic symbols. Therefore, pronunciation is important to be studied, because good communication happens when the listener and speaker comprehend each other.

Pronunciation is related to phonetic symbols. Phonetics refers to the study of speech sounds. It is a study of how sound is produced, transmitted, and perceived through part of the human body such as teeth, lips, tongue, and others. Every word in English has its own phonetic symbols. The right pronunciation is based on how to read the phonetic symbols correctly. Every word in English has its own phonetic symbols. According to Ladefoged and Johnson (2010), phonetics is related with describing speech. Oxford dictionary (2011) is the guide on how to pronounce words correctly because in oxford dictionary there is a phonetic symbol for each word. However, phonetics are not all about symbols. There are tone and intonation, place of articulation, word stress, plosive sound, and word syllable. Besides, phonetic symbols consist of vowels, consonants, and diphthong. Furthermore, Mompean & Lintunen (2015) investigates that phonetic symbols had positive view for pronunciation teaching and learning. The result of the questionnaire indicates phonetic symbols as a useful tool that can be used to help pronunciation teaching.

Based on the researcher observation in October 2021 at Tridinanti University, the researcher asked students to read a sentence and found out students made mistakes in pronouncing some of the phonetic symbols even though they had taken Phonetic and Pronunciation courses in the previous semester. This problem came up as the result of lack of practice in pronunciation. Pronunciation is a skill that needs to be practiced repeatedly not only in the classroom, but also outside the classroom. Students usually practice pronunciation only during the lecture, and use it in daily life less than in the classroom.

Referring to all the explanations above, the researcher was interested in observing the correlation between phonetic symbols and pronunciation mastery. This research is entitled “The Correlation between Phonetic Symbols Knowledge and Pronunciation Mastery of English Department Students at Tridinanti University of Palembang.”

## **1.2 Problem of the Study**

### **1.2.1 Limitation of the Problem**

In the limitation of the study, the researcher limited the subject of the research. The limitation of this study was specified in phonetic and pronunciation. This research was conducted to find the correlation between phonetic symbols knowledge and pronunciation mastery. Since the research was about phonetic symbols and pronunciation mastery, the researcher also tried to find how much the phonetic symbols knowledge contribute toward pronunciation mastery. The researcher focused on the English department students who had taken Phonetics and Phonology and Pronunciation courses at Tridinanti University of Palembang.

## **1.3 Formulation of the Problem**

Based on the background above, the problems that come up in this research was formulated as follows:

- a. Was there any significant correlation between phonetic symbols knowledge and pronunciation mastery of English Department students at Tridinanti University Palembang?

- b. How much did phonetic symbols knowledge contribute toward the pronunciation mastery of English department students at Tridinanti University Palembang?

#### **1.4 Objectives of the Study**

Based on the problem of the study above, the objectives of the study were as follows:

- a. To figure out whether or not there was significant correlation between phonetic symbols knowledge and pronunciation mastery of English department students at Tridinanti University Palembang.
- b. To figure out how much phonetic symbols knowledge contributed towards the pronunciation mastery of English department students at Tridinanti University Palembang.

#### **1.5 Significance of the Study**

By doing this research, the researcher expected that this study was useful in several ways, as follows:

1. Theoretically

This research was expected to figure out the significant correlation between phonetic symbols knowledge and pronunciation mastery.

## 2. Practically

### a. For the Students

This research hopefully could be useful for students to develop their pronunciation mastery by using phonetic symbols and also to motivate students in speaking English with good pronunciation for their needs.

### b. For the Future Researchers

The result of this study could give contribution and information for further research in the educational field especially focused on phonetic symbols and pronunciation mastery. This study can be used as a reference for similar research and has benefits for educational purposes.

### c. For the Writer

The result of this study was expected to improve knowledge and experience in teaching and learning process specifically in teaching pronunciation.

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