

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

A Thesis by

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

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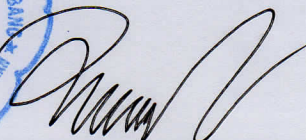
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi saya yang berjudul; **“The Correlation between Pronunciation and Listening Achievement of English Education Study Program Students of Tridinanti University Palembang”** adalah hasil karya saya sendiri. Apabila ternyata terbukti merupakan bukan hasil kerja saya, saya bersedia diberika sanksi sesuai dengan pasal 70, Undang-undang nomor 20 tahun 2003 tentang “Sistem Pendidikan Nasional” yang berbunyi “Lulusan karya ilmiah yang digunakan untuk mendapatkan gelar akademik, profesi, atau vokasi sebagaimana dimaksud pasal 25 ayat 2 terbukti merupakan jiplakan dipidana penjara paling lama dua tahun atau denda paling banyak Rp200.000.000,- (Dua ratus juta rupiah)

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Palembang, 30 Juni 2020

Yang menyatakan,



Hotmaida Tampubolon

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 students of Tridinanti University Palembang. The sample of this study was 54 students of 3th, 5th, 7th, and 9th semester of English education study program students of Tridinanti University Palembang. Pronunciation and listening achievement tests were used as the instruments. In this study, the researcher used correlation analysis. Based on the statistical analysis, it was found that the pearson correlation coefficient was 0,086. It means that p-value (0.539) was higher than 0.85. It indicated that there was very low correlation between students pronunciation & listening achievement of English education study program students of Tridinanti University Palembang.

Keywords: *Correlation, pronunciation, listening achievement.*

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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

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.

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 play 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 losing the thread.

Based on the writer’s 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 student such as the lack of vocabulary, not understanding structure, unable to comprehend natural spoken language, feeling un-confidence, difficulty in maintaining concentration, bad at recording. Another reason makes listening difficult is the speed. If the speakers speak faster than normal listener, they tend to have difficulties to catch target words.

Based on the background above the writer was interested in doing this research entitled “The Correlation between Students’ Pronunciation and Listening Achievement of English Study Program Students of Tridinanti University Palembang.”

1.2 The Problems of the Study

1.2.1 Limitation of the Problem

The limitation of this study was specified in pronunciation and listening achievement of English education study program students of Tridinanti University Palembang.

1.2.2 Formulation of the Problem

Based on the background above, the problem can be formulated as follows:

- a. Was there any significant correlation between pronunciation and listening achievement of English study program students of Tridinanti University Palembang?
- b. How much did pronunciation give contribution to students’ listening achievement of English study program students of Tridinanti University Palembang?

1.3 Objective of the Study

Based on the research question above, the objective of the study be stated as follows:

- a. To find out whether or not there was a significant correlation between pronunciation and listening achievement of English study program students of Tridinanti University Palembang.

- b. To find out in what extent the pronunciation contributed toward listening achievement of English study program students of Tridinanti University Palembang.

1.4 Significance of the Study

The result of this study was expected to give both theoretical and practical benefits as follows:

1. Theoretically

The result of this study was expected to find out the significant correlation between pronunciation and listening achievement.

2. Practically

- a. For students

The result of this study was expected to give them motivation to improve their pronunciation by using listening achievement and also to know whether the pronunciation will help them to improve their listening achievement.

- b. For writer as a teacher and researchers

It is useful to give new knowledge of the further information to make better quality of English education especially in teaching learning pronunciation and also it would be useful for the future researcher as the reference to make a further research. Therefore, it would be more advantages and benefit to the development of English education.

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