#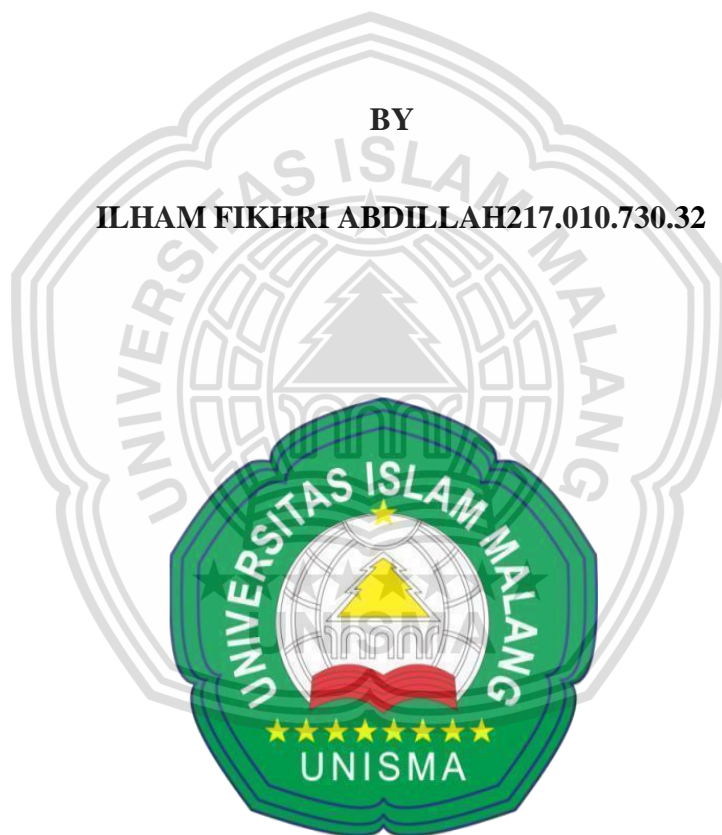 THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION SKILLS AND THEIR SPEAKING ABILITY IN THE FOURTH SEMESTER OF ENGLISH DEPARTMENT AT UNIVERSITAS ISLAM MALANG

SKRIPSI

BY

ILHAM FIKHRI ABDILLAH217.010.730.32

UNIVERSITAS ISLAM MALANG

FACULTY OF TEACHER TRAINING AND EDUCATION ENGLISH

EDUCATION DEPARTMENT

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ABSTRACT

Abdillah, Ilham Fikhri. 2024. *The Correlation Between Students' Pronunciation Skills And Their Speaking Ability In The Fourth Semester Of English DepartmentAt University Of Islam Malang*. Skripsi, English Education Department Faculty of Teacher Training and Education University of Islam Malang. Advisor I: Drs. H. Ali Ashari, M.Pd; Advisor II: Febti Ismiatun, S.Pd, M.Pd.

**Keywords:** *Correlation, Pronunciation Skills, Speaking Ability.*

English is a universal language that is spoken as a second or foreign language in many nations including Indonesia. Many students encounter various challenges when studying English in the classroom during the teaching and learning process. Speaking is one of the challenges that students have when learning English. The researcher correlates it with pronunciation in order to solve this problem. The purpose of this study is to determine whether speaking ability and pronunciation mastery among students were correlated.

In this study, the researcher used quantitative research. The sample of this research was 56 students who chosen from the students of fourth semester of English Department at Universitas Islam Malang. This research was included pronunciation test and document's speaking score test as the instruments. Product Moment Pearson by applying IBM SPSS version 20.0 was used as data analysis.

The findings showed that there is correlation between pronunciation skills and the students speaking ability because the significant value was 0.00. It is lower

than 0.05. In other word, the result of correlation coefficient in this research was 0.859. It showed that the coefficient on interval 0.80-1.00 which interpreted the correlation was on a very high correlation. It means that the correlation between two variables are significant. As Tussa'adah (2013) stated that pronunciationbecome important aspect in speaking. When we speak we not just need a great deal of vocabulariy and good grammar, we also need pronunciation to produce sound of the words that we used in communication.

Based on the result showed, pronunciations skills is an important factor for students who want to have a good speaking. Pronunciation skills helps students to speak easier. It implies that pronunciations can improve speaking ability.
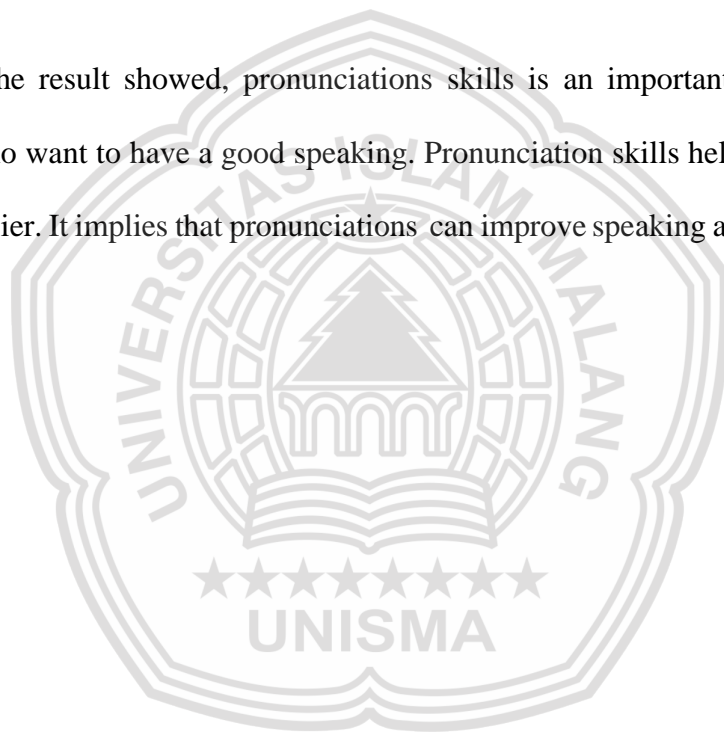
ABSTRAK

Abdillah, Ilham Fikhri. 2024. *Korelasi Antara Keterampilan Pengucapan dan Kemampuan Berbicara Mahasiswa Semester Empat Jurusan Bahasa Inggris Universitas Islam Malang*. Skripsi, Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Drs. H. Ali Ashari, M.Pd; Pembimbing II: Febti Ismiatun, S.Pd, M.Pd.

Kata Kunci: *Korelasi, Keterampilan Pengucapan, Kemampuan Berbicara.*

Bahasa Inggris adalah bahasa universal yang digunakan sebagai bahasa kedua atau bahasa asing di banyak negara termasuk Indonesia. Banyak siswa menghadapi berbagai tantangan ketika belajar bahasa Inggris di kelas selama proses belajar mengajar. Berbicara adalah salah satu tantangan yang dihadapi siswa ketika belajar bahasa Inggris. Peneliti menghubungkannya dengan pengucapan untuk menyelesaikan masalah ini. Tujuan dari penelitian ini adalah untuk mengetahui apakah kemampuan berbicara dan penguasaan pengucapan di antara siswa berkorelasi.

Dalam penelitian ini, peneliti menggunakan penelitian kuantitatif. Sampel penelitian ini adalah 56 mahasiswa yang dipilih dari mahasiswa semester

empat Jurusan Bahasa Inggris di Universitas Islam Malang. Penelitian ini menggunakan tes pengucapan dan tes skor berbicara dokumen sebagai instrumen. Analisis data menggunakan Product Moment Pearson dengan menggunakan IBM SPSS versi 20.0. Hasil penelitian menunjukkan bahwa terdapat korelasi antara keterampilan pengucapan dan kemampuan berbicara mahasiswa karena nilai signifikansinya adalah 0,00. Nilai tersebut lebih rendah

dari 0,05. Dengan kata lain, hasil koefisien korelasi dalam penelitian ini adalah 0,859. Hal ini menunjukkan bahwa koefisien pada interval 0,80-1,00 yang mengartikan korelasi berada pada korelasi yang sangat tinggi. Hal ini berarti bahwa korelasi antara dua variabel tersebut signifikan. Sebagaimana yang dinyatakan oleh Tussa'adah (2013) bahwa pengucapan menjadi aspek penting dalam berbicara. Ketika kita berbicara, kita tidak hanya membutuhkan banyak kosakata dan tata bahasa yang baik, kita juga membutuhkan pengucapan untuk menghasilkan bunyi kata-kata yang kita gunakan dalam komunikasi. Berdasarkan hasil yang ditunjukkan, keterampilan pengucapan merupakan faktor penting bagi siswa yang ingin berbicara dengan baik. Keterampilan pengucapan membantu siswa untuk berbicara lebih mudah. Ini berarti bahwa pengucapan dapat meningkatkan kemampuan berbicara.

CHAPTER I

INTRODUCTION

This chapter delves into several facets related to the study, encompassing its background, research obstacles, objectives, importance, and extent and constraints.

1.1   Background of the study

English, being a global language, is widely recognised as an international means of communication. It is acquired by a vast number of individuals whospeak various languages worldwide. In her 2016 statement, Megawati emphasised the significance of English as a global language that facilitates connections between individuals and the world, particularly in the realm of education. There has been a remarkable surge in student enrollment worldwide, particularly among adult and near-adult learners, within the last 25 years. Ismiatun (2018) stated that the teacher reported that the majority of students showed little enthusiasm in participating in speaking exercises in the classroom. They used to claim to be bored with the activities. In the era of globalisation, pronunciation has often been either intentionally avoided by language teachers or taught implicitly, relying on the learner's ability to imitate sounds and rhythms without explicit guidance. This approach to teaching pronunciation is referred to as the intuitive-imitative method. Harmer (quoted in Mulatsih, 2015) suggests that providing education to these persons regarding pronunciation difficulties will greatly enhance their proficiency in both speaking and understanding English.

Indonesia, as a country undergoing a period of change, necessitates the use

of English due to the Indonesian government's efforts to enhance several aspects that are common to all nations (Sa'adah 2018). One of these components is education, which is crucial. In Indonesia, English was acquired and instructed at the junior high, senior high, and university levels. Speaking is one of the four English skills that are instructed at educational institutions. In order to succeed in comprehending the subject, it is necessary across all age groups, from elementary school to university graduate courses.

The objective of this study is to show case the comprehensive range of skills involved in teaching speaking, encompassing more than simply the act of speakingitself. The training of speaking abilities is presented in conjunction with the notion of communicative competence. The primary argument asserts that in order to achieve proficiency in speaking, learners must acquire expertise in all essential aspects of communicative competence, including linguistic, sociolinguistic, discourse, and strategic skills.

In his work, Burke (2017) provided a definition for meaning-creation and meaning-sharing as "the utilisation of verbal and nonverbal symbols within various contexts." Proficiency in speaking is essential as it enables individuals worldwide to achieve their objectives and enhance their communication skills. Students initially develop this talent through their inherent aptitude, and then they can further enhance it as they mature and get more life experience by dedicating themselves to studying English, particularly in the domain of speaking. Speakingin a natural manner enhances the ability to communicate effectively with others who are native speakers of a language. According to Hoge (2019), being a native English speaker makes it easy for you to interact with clients, establish

connections, participate in business meetings, understand films, and secure better job opportunities.

In contrast, when students engage in speaking activities, grammar is often overlooked. Certain students believe that grammar can hinder their ability to talk. Speaking while adhering to grammar rules can restrict their ability to express themselves. They are compelled to consider the rules of grammar due to their fear of producing an incorrect sentence.

Santi (2015) conducted a study titled "The Correlation between Students' Pronunciation and Their Speaking Comprehension at the First Semester of Seventh Grade of SMPN 1 Gunung Labuan Way Kanan Lampung in the Academic Year of 2015/2016" for her S-1 thesis. The population of her study comprised the first semester students of the seventh grade at SMPN 1 Gunung Labuan during the academic year 2015/2016. There were a total of three classes. The study's results revealed a robust correlation between students' listening comprehension and pronunciation. Since the results of the data calculation in Ha were recognised.

In a study conducted by GNA Sihombing (2014), titled "The Correlation between Students' Pronunciation Mastery and Students' Ability in Speaking at the Second Semester of Eight Grade of SMPN 21 Bandar Lampung in the Academic Year of 2014/2015," a subsequent relevant study was carried out. The participants in her research comprised eighth-grade students from SMPN 21 Bandar Lampung. The study sample has a collective of 143 students. The researcher utilised correlational research methodology. The research sample for her study comprised the eighth-grade students of SMPN 21 Bandar Lampung who were in their second

semester. The study demonstrated a noteworthy correlation between the students' proficiency in pronunciation and their capacity to engage in verbal communication. In addition, the researchers calculated the link between the students' proficiency in pronunciation and their ability to speak, which supported the final hypothesis.

The researcher analysed the strategies she used to facilitate her instruction and acquisition of the English language, particularly in relation to teaching and acquiring oral communication skills with pupils. Therefore, the researcher aimed to employ pronunciation as a method to improve students' speaking proficiency. The objective of this study was to examine "The Correlation between Students' Pronounce Masteryand Their Speaking Ability in The Fourth Semester of English Department at Universitas Islam Malang".

1.2 Research Problem

The research problem of this studycan be stated as follows:

Is there any correlation between students' pronounciation mastery and speaking ability in the fourth semester of English Education Department at Universitas Islam Malang?

1.3 Objective of the study

The object of study is as follows:

The aim of this study is to investigate the correlation between pronunciation proficiency and speaking abilities among fourth-semester students in the English Department at Universitas Islam Malang. The researcher might postulate that there exists a robust association between the mastery of pronunciation and the capacity

to talk, given the notable influence that pronunciation exerts on students' fluency in speaking. When learners engage in conversation, their main focus is frequently on how to express their thoughts or ideas with precision. Their proficiency in speech and self-confidence will increase in direct proportion to their mastery of pronunciation.

1.4 Significance of the Study

The following are the uses of the research:

1. The research findings should be utilised to bolster the concept that be examined in the subsequent chapter on enhancing speaking skills for engagement. An investigation is in underway to analyse the correlation between students' proficiency in pronunciation and their oral communication skills.

2. This research aims to improve the knowledge and skills of English Department students at Universitas Islam Malang in teaching English speaking ability in the fourth semester.

1.5 Scope and Limitation of the study

The objective of this study is to investigate the correlation between the level of pronunciation proficiency and speaking abilities among fourth-semester students enrolled in the English Department at Universitas Islam Malang.

The researcher's study centres on the correlation between students' aptitude in pronunciation and their speaking abilities, as indicated earlier

1.6 The definition of key terms

Key terms are explicitly specified to mitigate any potential misinterpretation and ambiguity. This research employs several terminologies that necessitate precise definitions.

1. Correlation is a statistical measure that quantifies the association between many variables. A positive correlation refers to a scenario where an augmentation in one variable is accompanied by a matching augmentation in another variable. In simple terms, this correlation can be interpreted as a distinct and robust connection.

2. Pronunciation skill is the way a word or language is pronounced. In this study, researcher used phonetic symbols to make it easier for students to read words.

3. Speaking skill a person with good speaking ability in all areas of English, including vocabulary, grammar, and pronunciation, is said to have good speaking skills.

4. An EFL context is an educational environment where English is instructed to non-native English speakers who reside in a nation where English is not the official language.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents a succinct overview of the study's results and includes suggestions for students, professors, and future scholars.

5.1 Conclusions

The data in the previous chapter was examined using Pearson product-moment correlation to determine the relationship between students' proficiency in pronunciation and their speaking skills in the fourth semester of the English Department at the University of Islam Malang. The study established a positive association between students' aptitude in pronunciation and their capacity to communicate successfully. The study found that the mean score for pronunciation mastery was 82.55, with a standard deviation of 5.770. The mean score for speaking proficiency was 81.62, with a standard deviation of 5.647. According to the previous chapter, the correlation between the two variables was determined to be 0.859, which falls within the range of 0.80-1.00. It suggests that those two variables demonstrate a robust correlation at a significant magnitude. The hypothesis that there is a strong and positive correlation between pronunciation proficiency and speaking skills among fourth semester students in the English Department at the University of Islam Malang has been confirmed.To summarise, having a high level of competency in speaking is a crucial component that helps students improve their speaking abilities. The students' test scores corroborated the research. Mastery of pronunciation is essential for improving students' speaking abilities. The more the children's pronunciation

skills, the more elevated their speaking competence. It indicates that students who have a strong command of pronunciation will excel in their ability to talk.

5.2 Suggestion

Based on the research findings, the researcher aims to offer recommendations for students, lecturers, and future scholars. Therecommendations are presented as follows:

a. **For students**

Students must develop a profound comprehension of the English language to improve and perfect their skills, particularly in the domain of pronunciation. Students should actively participate in frequent tasks that require the practical application of English. They should utilise the language they have learned from their environment, including their interactions with classmates and instructors.

Furthermore, it is imperative for students to be motivated to attain English language competence in order to improve their English skills. Students must actively participate in English conversations with their peers to improve their speaking skills.

Students ought to enhance their level of engagement and proactive involvement in the process of acquiring proficiency in the English language. Persist in your endeavour to acquire knowledge of the English language and conscientiously participate in consistent exercises to improve your skill level.

b. **For the Lecturer**

English professors should assist students in cultivating their love for learning English and encourage active participation in the learning process. This can be achieved by helping students enhance their pronunciationskills, thereby enabling them to converse more fluently. In addition, the teacher must incorporate certain activities or approaches into the English teaching and learning process. The pupils' lessened drive to learn English, particularly in speaking it, is a result of the considerable amount of interest they have in the subject.The children contemplate the true level of difficulty in the endeavour of speaking English. The instructor should actively utilise English as the predominant means of communication in the classroom, surpassing the mere allocation of textbook tasks and instead providing students with additional information from relevant sources that are related to the subject being taught.

c. **For the next researcher**

The researcher investigated the relationship between students' aptitude in pronunciation and their capacity to articulate. Hence, it is recommended that the succeeding investigation explores the relationship between supplementary English skills, such as writing, reading, and listening. Correlational research, as previously described, pertains to non-experimental research that has parallels with ex post facto research. Both types of study employ data acquired from prior factors. No variables are altered in any type of study. Correlational research use statistical studies to assess the association between multiple variables or sets of scores. The

objective of correlation study is to improve our understanding of important

occurrences by detecting relationships between variables.

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