

THE CORRELATION BETWEEN LISTENING SKILL AND PRONUNCIATION ACCURACY

**(A Case Study in The first Year of SMK (Vocational High School) Puspita Bangsa
Ciputat, School Year 2005-2006)**

A SKRIPSI

Presented to Faculty of Tarbiyah and Teachers Training

In partial fulfillment of the requirements

For Sarjana Degree (S1)



By:

**HANISTIYA EKA DAMIATI
202014001008**

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY

SYARIF HIDAYATULLAH

JAKARTA

1428 H/2007 M

THE CORRELATION BETWEEN LISTENING SKILL AND PRONUNCIATION ACCURACY

A SKRIPSI

**Presented to Faculty of Tarbiyah and Teachers Training
In partial fulfillment of the requirements
For Sarjana Degree (S1)**

By:

**HANISTIYA EKA DAMIATI
202014001008**

Approved by:

Advisor

**Drs. Sunardi Kartowisastro, Dip. Ed
NIP. 150 022 779**

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY

SYARIF HIDAYATULLAH

JAKARTA

1428 H/2007 M

LEGALIZATION OF EXAMINATION COMMITTEE

A skripsi titled “ **THE CORRELATION BETWEEN LISTENING SKILL AND PRONUNCIATION ACCURACY** (A Case Study at the First Year of SMK Puspita Bangsa Ciputat)” was examined in the examination session of the Faculty of Tarbiyah and Teachers Training State Islamic University (UIN) Syarif Hidayatullah Jakarta on September, 11th 2007. This skripsi has fulfilled for the degree (S-1) at the English Education Department.

September, 24th 2007

Examination Committee

The Head of Committee

The Secretary of Committee

Prof. Dr. Rosyada, MA.
NIP. 150 231 356

Prof. Dr. H. Aziz Fahrurrozi, MA.
NIP. 150 202 343

Examiner I

Examiner II

Drs. H. Munir Sonhadji, M.Ed.
NIP. 150 050 682

Dr. H. Atiq Susilo, MA.
NIP. 150 182 900

ACKNOWLEDGEMENTS

In the Name of Allah, the Beneficent, the Merciful. All Praise be to Allah, Lord of the worlds Who has bestowed guidance and strength upon the writer in completing this skripsi. Peace and blessing be upon of our Prophet Muhammad SAW, his family, companions, and his followers.

In this time, the writer would like to express her great gratitude to Drs. Sunardi Kartowisastro, Dip. Ed., her advisor, who has given his time, advice, contribution, patience, and guide in correcting and helping her in writing this skripsi. Her beloved parents **H. Muhammad Toha and Sumiatun**, her brothers and sister who always give her support, motivations, and moral encouragement to finish her skripsi.

Her gratitude also goes to:

1. Prof. Dr. Rosyada, MA. The Dean of Faculty of Tarbiyah and Teachers Training.
2. Drs. Nasrun Mahmud, M. Pd. The Head of English Department.
3. All lectures in the English Department who have taught and educated the writer during her study at UIN Syarif Hidayatullah Jakarta.
4. The principal of *SMK (Vocational High School) Puspita Bangsa Ciputat*, Drs. Mukija Hs, S.Pd, M.M., who has given an opportunity to carry out the research.
5. My uncle Abdul Mutholib, aunty Nunuk Sundari and sister Hardianik atin who always give me a chance to be better.

6. Someone with honesty, Mustholih Siradj who always makes me conscious how to think about life and who is never bored with giving motivation in sadness, happiness and togetherness may Allah gives us goodness.
7. My best friends (Ameh, Dawi, Meita and Sanjoo) who are never bored to remain and support me to be the better one.
8. All my friends in English Education Department.

And finally, the writer realizes that this skripsi is not perfect. Therefore, the writer would like to accept any constructive suggestion to make this skripsi better. May this skripsi be useful to the readers, particularly to the writer.

May Allah bless them all for what they have done, so be it.

Jakarta, February 2007

The writer

TABLE OF CONTENTS

ACKNOWLEDGMENTS.....	i
TABLE OF CONTENTS.....	iii
CHAPTER I: INTRODUCTION	
A. Background of The Study.....	1
B. Objective of The Study.....	3
C. Problem of Statement.....	3
D. Method of The Study.....	4
E. Organization of The Study.....	4
CHAPTER II: THEORETICAL FRAMEWORK	
A. The Nature of Listening	
1. The Definition of Listening	6
2. Listening activities.....	7
B. Pronunciation	
1. The Meaning of Pronunciation.....	11
2. Pronunciation Activities.....	12
3. Aspect of Pronunciation.....	13
4. Factors that Effect Pronunciation Learning.....	14

C. The Possible Correlation between Listening Skill and Pronunciation Accuracy.....	16
---	----

CHAPTER III: RESEARCH METHODOLOGY

A. Research Methodology	
1. The Purpose of Study.....	17
2. The Place and Time of Study.....	17
3. The Technique of Sample Taking.....	17
4. The Technique of Data Collecting.....	18
5. The Technique of Data Analysis.....	18

CHAPTER IV: RESEARCH FINDINGS

1. The Description of Data.....	20
2. The Data Analysis.....	20
3. The Interpretation of Data.....	25
4. The Test of Hypothesis.....	26

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion.....	28
B. Suggestion.....	29

BIBLIOGRAPHY.....	30
-------------------	----

APPENDIXES	
------------------	--

CHAPTER 1

INTRODUCTION

A. Background of the Study

Language is important for human beings to communicate to each other. 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.”¹

Realizing how important English is, the government stated that English as the first foreign language to be taught in Indonesian schools; it is stated in the 1994 GBPP: “Bahasa Inggris adalah bahasa asing pertama di Indonesia yang dianggap penting untuk tujuan penyerapan dan pengembangan ilmu pengetahuan, teknologi dan pembinaan hubungan dengan bangsa-bangsa lain.”²

English as the first foreign language in Indonesia and it 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

¹ AS. Hornby, *oxford advanced Learner’s Dictionary of Current English*, (Oxford: Oxford University Press, 1974). P. 473

² Departemen Pendidikan dan Kebudayaan, Kurikulum: GBPP Mata Pelajaran Bahasa Inggris, (Jakarta: Depdikbud, 1993), p.1

also lack of practicing English in daily activities especially in listening and pronunciation.

Pronunciation has often been 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 by product of attempts by students to communicate. There has been little systematic research to discover if certain learning practices or conditions of training can have positive effects on pronunciation in language learning. New ways of learning pronunciation are still to be 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 others, it results the differences of their pronunciation. So that, the writer wants to find out about it at *SMK* (Vocational high school) Puspita Bangsa Ciputat.

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 (s) in which it is spoken. They may learn it because they have to communicate with the communities that use English as their language. As students of

SMK (Vocational high school) they have to master English to support their profession after finishing their study specially listening skill and pronunciation.

B. Objective of the Study

The objective of the study is there any correlation between listening skill and pronunciation accuracy. And examine the listening skill either by the songs, film, news, etc, which can help the students pronounce better. And for the teachers, they will know students' listening skill by listening to their pronunciation.

By giving the information about the correlation between listening skill and pronunciation accuracy, the writer hopes this paper can help the students to be aware that the higher listening skill will make them better in pronouncing English. So that, the students will be able to practice their English in various activities.

C. Problem of Statement

Referring to the explanation above, it cannot be said that the students who have studied English for several years are automatically able to use it, especially in pronouncing perfectly in their daily conversation or other activities. And listening as one of their routines might help. The writer believes that there is a correlation between listening skill and pronunciation accuracy.

This skripsi will identify:

Is there any correlation between listening skill and pronunciation accuracy?

So for the method the writer will measure the students' frequency of listening skill and their pronunciation accuracy.

D. Method of the Study

In this study, the data for materials are collected from libraries and field research. Many books have been read to support this writing. Data is collected from observation and interview the English teacher of the school. The research is done at the first grade of *SMK* (Vocational high school) Puspita Bangsa Ciputat.

To obtain the data, the teacher gave the achievement test to the students such as the listening test and pronunciation test. Then the writer compared the result of the listening and pronunciation test. Both of them will be correlated by product moment correlation.

E. Organization of the Study

This skripsi is divided into five chapters.

Chapter one is introduction, which includes Background of the Study, Objective of the Study, Problem of Statement, Method of the Study and Organization of the Study.

Chapter two is the Theoretical Framework, consisting of the Definition of Listening Skill, Listening Activities, the Meaning of Pronunciation, Pronunciation Activities, Aspects of Pronunciation, Factors that Affect Pronunciation learning, and Correlation between Listening Comprehension and Pronunciation.

Chapter Three is Research Methodology, which include the Purpose of Study, the Place and Time of Study, the Technique of Sample Taking, the Technique of Data Collecting and the Technique of Data Analysis.

Chapter Four Research Findings consisting of the Description of the Data, Data Analysis, the Interpretation of Data and the Test of Hypothesis.

Chapter five is conclusion and Suggestion. In this chapter, the writer would like to give some conclusion and offer some suggestions that may have relation to the subject.



CHAPTER II

THEORETICAL FRAMEWORK

A. THE NATURE OF LISTENING

1. The Definition of Listening Skill

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

“Listening is the process of becoming aware of the sound components and recognizing these components in sequences which have meaning.”³ 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.”⁴ 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 notices 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.”⁵

³ Harry A. Green, Walter T. Petty, *Developing Language Skill in Elementary School*, (Alyn and Bacon inc, 1971) p. 153

⁴ Walter T, Petty and Julie M.J., *Developing Children’s Language*, (Boston and Allyn Inc, 1980), p. 181

⁵ Roy O’Billet, *Teaching in junior and senior high school*. Library of Congress Catalog Card No. 63-188941963.

According to the first defining statement in Webster's third new International Dictionary, "listening is to make a conscious effort to hear, attend closely, so as to hear or to pay close attention; take advice."⁶

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 good listening habits, on organized instructional program planned in detail and evaluated with adequate 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."⁷

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 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

⁶ Webster's New Dictionary Third College Edition, (Simon & Schuster Inc, 1988), p.788

⁷ Walter T. Petty and Julie M.J., op. cit., p. 182

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.”⁸

Theodore Huebner 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.”⁹ 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.”¹⁰

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 reproduce it as well.”¹¹

According to Mary Finocchiaro and Michael Bonomo in listening, the learners must hear and identify:

1. “The phonemic Sound of the language and, eventually, the personal or the dialectical variations of the phonemes as spoken by some native speakers;
2. The Sequence of Sounds and their groupings; the lengths of the pauses; the patterns of the stresses; and intonations;
3. The Function Words and their required sound changes depending on their position before other words;
4. The Inflections for plurality, tense, possession, etc;
5. The Sound Changes and function shifts (involving positional shift) brought about derivation;
6. The Structural Groupings (of verbal, of prepositional phrases, etc.);
7. The Word Order Clues of function and meaning;

⁸ Wilga M. Rivers, *The Psychologist and the Foreign Language Teachers*, (The University of Chicago Press, Chicago and London, 1964), p. 103

⁹ Theodore Huebner, *Audiovisual Techniques in Teaching Foreign Language* (New York University Press, 1960), p.63

¹⁰ Ibid, p. 64

¹¹ Ibid, p. 82

8. The Meaning of words depending on the context or on the situation being discussed;
9. The Formula, Introductory Words, and Hesitation Words which occur in speech;
10. The Cultural Meaning embedded in the message.”¹²

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

1. “Listening to students’ pronunciation to correct by themselves:
 - a. present sounds, sounds sequences, intonation patterns, and utterances with contrasting stresses and pauses;
 - b. gives clues or ask questions to stimulate appropriate responses on pattern practice activities;
 - c. tell a story;
 - d. read a passage, poem or play;
 - e. model a dialog;
 - f. tell about an incident that happened to someone else;
 - g. establish the situation for a dialogue, a film, a radio broadcast, etc;
 - h. give a dictation (gradually increasing the number of the syllable the students are to retain before they write);
 - i. give a listening comprehension exercise;
 - j. give directions for tests;
2. 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).
3. Engaging in a dialogue dramatization.
4. Listening to outside speakers or to other school’s personnel;
5. Listening to the same phonograph record of language lessons, songs, plays, poems, speeches many times.
6. 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.
7. 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.
8. Engaging on telephone conversation.
9. Interviewing people.
10. Going to the movie and or theater.
11. 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.”¹³

¹² Mary Finocchiaro and Michael Bonomo, *The Foreign Language Learning(A Guide for Teacher)*, (New York; Regent Publishing Co. Inc.,1977)

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

1. "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.
2. 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.
3. Authentic spoken language presents a challenge for the learner to attempt to understand as native speakers actually use it.
4. Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language."¹⁴

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

B. PRONUNCIATION

It needs to be said at the outset that the aim of pronunciation improvement is not to achieve a perfect imitation of a native accent, but simply to get the learners to pronounce accurately enough to be easily and comfortably comprehensible to other speakers.

According to Edward David Allen & Rebecca M Valette,

"when the students can discriminate among the sound features of language they are learning, and when they received specific suggestion about how to produce certain sounds and sound combination, they must be given the opportunity to practice their pronunciation, the memorization of basic sentences or a dialog already furnishes one of these opportunities, but frequently additional pronunciation practice is needed. Some oral exercises do not lend themselves well to pronunciation practice because their main stress is on structure. In communication exercises the emphasis is on fluency of expression and

¹³ *Ibid*, p. 108-109

¹⁴ David Nunan & Lindsay Miller, *New Ways in Teaching Listening*, (USA: Teachers of English to Speakers of Other Language, Inc., 1995). (TESOL), p. v

a teacher's highly critical attitude toward pronunciation may stifle the students' willingness to speak."¹⁵

1. The Meaning of Pronunciation

Many definitions can be found about pronunciation such as, "pronunciation is the way in which a word is pronounced. Spelling does not determine pronunciation."¹⁶

"Pronunciation is the act or a manner of pronouncing words, sounds, and letters. Pronunciation is also the correct way of pronouncing a word, sound in a given language or a set of symbols indicating how a word is to be pronounced."¹⁷

The other meaning of pronunciation is also "the act or manner of pronouncing something, articulate utterance or the way or ways in which a unit of language is usually spoken or on the basis of analogy probably would be spoken by persons qualified by education or otherwise to be speakers worthy of imitation."¹⁸ A.S Hornby and others in their dictionary define Pronunciation in general as : "A way in which a language is spoken".¹⁹ "Pronunciation is a way in which word is pronounced."²⁰

2. Pronunciation Activities

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

¹⁵ Edward David Allen & Rebecca M Valette, *Classroom Technique: Foreign Language and English as a Second Language*, by Harcourt Brace Jovenovich, Inc, 1972, p. 67

¹⁶ Judy Pearsall. *The New Oxford Dictionary of English*, Oxford University Press, London, 1999, p. 1485

¹⁷ Chambers, *21st Century Dictionary*, Cambridge University Press, 1997, p.1110

¹⁸ Webster, *Webster's Third New International Dictionary*, G and C Merriam Company, U.S.A, 1996, p. 1816

¹⁹ AS. Hornby, *Op Cit*, (Oxford: Oxford University Press, London, 1980). P. 669

²⁰ Julia Swannell, *The Little Oxford Dictionary of Current English*, Oxford University Press, London, 1986, p. 431

- “Dictation: of random lists of words, of word that have similar spelling problems of complete sentences, of half sentences to be completed.
- Reading aloud: of syllables, words, phrases, sentences.
- Discrimination (1): prepare a set of minimal pairs-pairs of words which offer 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.
- 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!).
- 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.
- Prediction (2): dictate a set of words in the target language which the learners do not know yet, but whose spelling accords with rules.”²¹

2. Aspects 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:t k m hi /.”²²

b. Rhythm

“English speech rhythm is characterized by tone-units: a word or group of words which carries one central stressed syllable. The sentence ‘Peter come here, please’, for

²¹ Penny Ur, *A Course in Language Teaching (Practice and Theory)*, Cambridge University Press, London, 1996, p. 58

²² Ibid, p.47

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'."²³

c. Stress

Stress means loudness and it may also be described as the degree of force with which a sound or a syllable is uttered strongly. "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 stressed syllable /'pi:t k m 'hi /."²⁴

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 and rise-fall. Example might be: Peter, come HERE, please."²⁵

3. Factors that effect Pronunciation Learning

²³ Ibid, p. 48

²⁴ Ibid, p. 48

²⁵ Ibid, p. 49

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 effect pronunciation learning.

a. The learner's age

“The younger the age when the learner begins to acquire English, the better the learner's pronunciation. In fact, complete mastery of English before age 12 generally results in accent-free speech, whereas acquisition after age 15 virtually guarantee some degree of accented ness in speech.”²⁶

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 time spent on learning the spoken language, the better the pronunciation.”²⁷

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.”²⁸

d. The Learners Attitude and Sense of Identify

²⁶ Marriane. Celce, Murcia, *Teaching English as a Second or Foreign Language* (second edition, Heinle and Heinle Publishers, 1991, p. 137

²⁷ Ibid, p. 137

²⁸ Ibid, p. 137

“The attitude the learner has toward the target language and its 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.”²⁹

e. The Learner’s 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.”³⁰

C. The Possible Correlation between Listening Skill and Pronunciation Accuracy

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”.³¹

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”.³²

Apparently, the possible correlation between listening comprehension and pronunciation is a strong one, and it can be said that the higher skill in listening so

²⁹ *Ibid*, p. 137

³⁰ *Ibid*, p. 137

³¹ Wilga M. Rivers, loc cit

³² Mary Finocchiaro and Michael Bonomo, op cit, p. 107

accurate in pronouncing. And in this skripsi the writer will find out how strong this correlation is?



CHAPTER III

RESEARCH METHODOLOGY

1. The Purpose of the Study

- a. To know whether there is any correlation between listening skill and pronunciation.
- b. To obtain the empirical data about the formulated problem

2. Place and Time of the Study

The research took place at *SMK* (Vocational high school) Puspita Bangsa Ciputat which is located on Jl. Aria Putra No.9 Ciputat Tangerang. The research was held on May 2nd up May 30th 2006.

3. Technique of Sample Taking.

The writer took the population at the first year of *SMK* (Vocational high school) Puspita Bangsa Ciputat. There are two classes and total population is about 50 students. In this case, the writer only took one class as the population and sample of experiment class. There are about 30 students of the first grade. The experiment class was done in the morning class. She took 30 students from the class as the sample of the research.

4. Technique of Data Collecting.

For this, the writer held the field research by doing an observation and interview with the English teacher of the school and comparing between the students' scores of listening and pronunciation test that given by the teacher. He made the test and he gave it to the students. The test material was taken from the subject that was presented to the students in the class. It is aimed at making reliability and the validity of the test. The test also prepared, administered and scored by the teacher.

5. Technique of 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 listening skill and pronunciation accuracy. To test the hypothesis, the writer applies the product moment correlation.³³

The formula that is used is:

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

Notes:

r_{xy} : Correlation Index Score

N : Number of cases

ΣXY : Total Number of X multiplied by Y

ΣX : Total score of X

ΣY : Total score of Y

³³ Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: Raja Grafindo, 2000), P. 193

CHAPTER IV

RESEARCH FINDINGS

1. The Description of Data

Having finished the field research about students' listening skill and their pronunciation accuracy of 30 students at *SMK* (Vocational high school) Puspita Bangsa Ciputat, the writer compared the scores and analyzed those scores in order to find out whether there is any correlation between listening skill and pronunciation.

In this chapter, the writer gives the report concerning the data description. The data of students' scores of listening and pronunciation. It can be seen on the following tables in the data analysis.

2. The Data Analysis

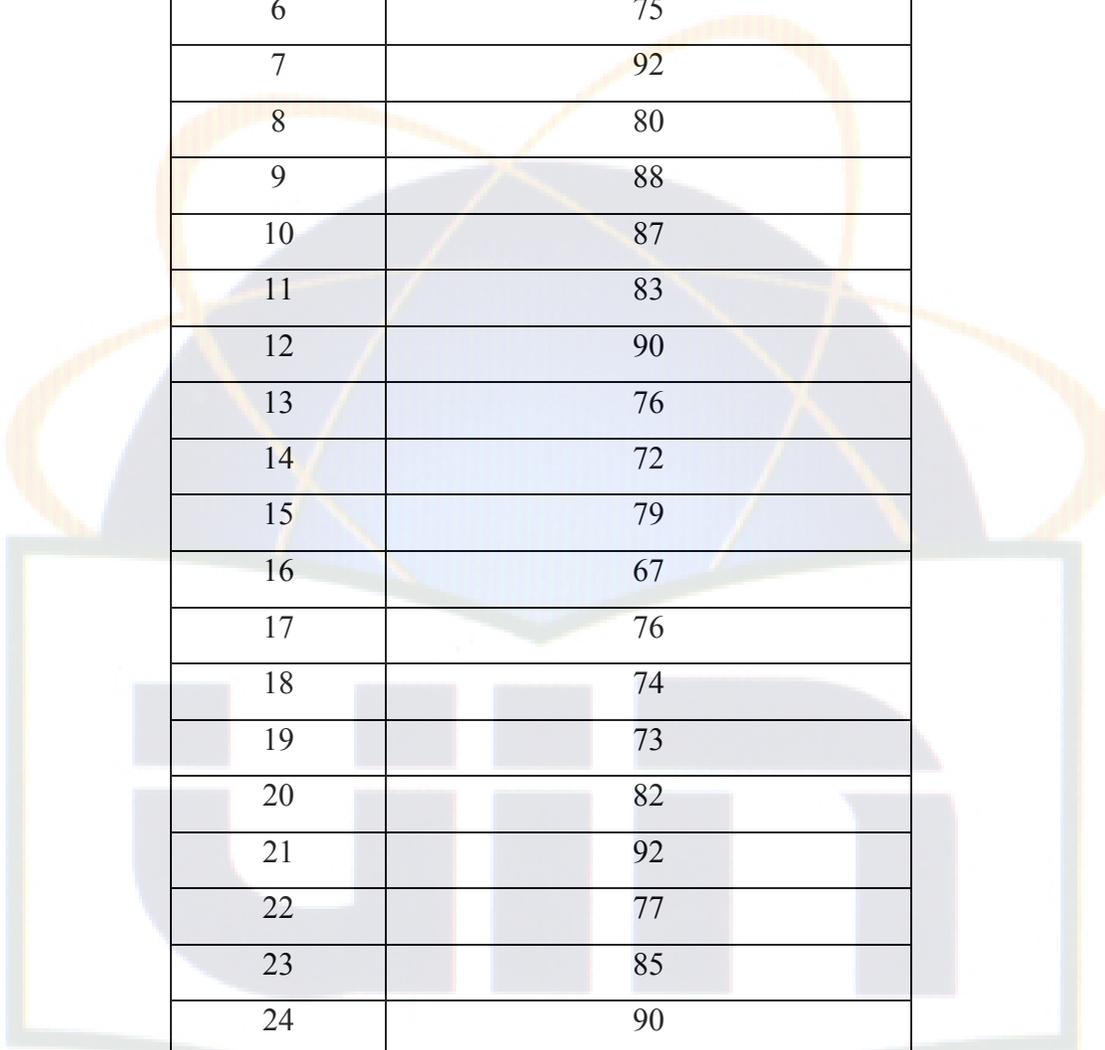
Table 1
Students' listening score

Number	The scores of Listening
1	66
2	74
3	70
4	74
5	70
6	85
7	85

8	67
9	78
10	80
11	78
12	81
13	70
14	68
15	73
16	56
17	67
18	65
19	61
20	77
21	87
22	84
23	76
24	80
25	83
26	58
27	70
28	68
29	60
30	76

Table II
Students' pronunciation Scores

Number	The Scores of Pronunciation
1	73
2	86
3	60



4	83
5	81
6	75
7	92
8	80
9	88
10	87
11	83
12	90
13	76
14	72
15	79
16	67
17	76
18	74
19	73
20	82
21	92
22	77
23	85
24	90
25	70
26	70
27	81
28	82
29	67
30	80

Table III
Students' Listening and Pronunciation Scores

No	X	Y	XY	X ²	Y ²
1	66	73	4818	4356	5329
2	74	86	6364	5476	7396
3	70	60	4200	4900	3600
4	74	83	6142	5476	6889
5	70	81	5670	4900	6561
6	85	75	6375	7225	5625
7	85	92	7820	7225	8464
8	67	80	5360	4489	6400
9	78	88	6864	6084	7744
10	80	87	6960	6400	7569
11	78	83	6474	6084	6889
12	81	90	7290	6561	8100
13	70	76	5320	4900	5776
14	68	72	4896	4624	5184
15	73	79	5767	5329	6241
16	56	67	3752	3136	4489
17	67	76	5092	4489	5776
18	65	74	4810	4225	5476
19	61	73	4453	3721	5329
20	77	82	6314	5929	6724
21	87	92	8004	7569	8464
22	84	77	6484	7056	5929
23	76	85	6460	5776	7224
24	80	90	7200	6400	8100
25	83	70	5810	6889	4900
26	58	70	4060	3364	4900
27	70	81	5670	4900	6561

28	68	82	5576	4624	6724
29	60	67	4020	3600	4489
30	76	80	6080	5776	6400
	$\Sigma X = 2187$	$\Sigma Y = 2371$	$\Sigma XY = 174105$	$\Sigma X^2 = 161483$	$\Sigma Y^2 = 189256$

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

$$r_{xy} = \frac{30 \cdot 174105 - (2187)(2371)}{\sqrt{\{30 \cdot 161483 - (2187)^2\} \{30 \cdot 189256 - (2371)^2\}}}$$

$$= \frac{5223150 - 5185377}{\sqrt{\{4844490 - 4782969\} \{5677680 - 5621641\}}}$$

$$= \frac{37773}{\sqrt{\{61521\} \{56039\}}}$$

$$= \frac{37773}{\sqrt{3447575319}}$$

$$= \frac{37773}{58716.05674}$$

$$= \mathbf{0.643}$$

3. The Interpretation of Data

The result indicates that there is a positive correlation between listening skill and pronunciation accuracy at *SMK* (Vocational high school) Puspita Bangsa Ciputat. The result of the listening is interpreted in accordance with the interpretation table of coefficient of correlation below:

Table IV

Coefficient of Correlation “r”	Interpretation
0.00 – 0.20	Correlation is neglected
0.20 – 0.40	Weak correlation
0.40 – 0.70	Correlation is strong enough
0.70 – 0.90	Strong correlation
0.90 – 1.00	Perfect correlation

From the calculation of the estimation above, it concludes that the correlation between listening skill and pronunciation accuracy is strong enough (0.40; 0.643; 0.70) and the hypothesis of the research is reasonably accepted.

Then, in order to complete the result of this research, the writer tried to find out the degree of freedom (*df*) with the formula:

$$df = N - nr$$

$$30 - 2 = 28$$

Based on the table, (*df*) 28 at significance level of 5% and 1 % are:

$$r_{\text{table}} \text{ at significance level of } 5\% = 0.361$$

$$r_{\text{table}} \text{ at significance level of } 1\% = 0.463$$

$$\text{So, the result is } = 0.36 < 0.643 > 0.463$$

It means that r_{xy} or r_o is bigger than r (r_{table})

4. The Test of Hypothesis

Before deciding the result of hypothesis, the writer proposed interpretation toward r_o ($r_{observation}$) with procedure as follows:

- a. Formulating alternative hypothesis (H_a): There are significance positive correlation between variable X and Y
- b. Formulating null hypothesis (H_o): There are not significant positive correlation between variable X and Y.

Furthermore, the writer followed some assumption as the statistic hypothesis states:

- a. If the result of calculation (r_o) is bigger than r_t (r_{table}) $r_o > r_t$ the zero hypothesis is rejected. It means that the experiment technique is accepted.
- b. If the result of calculation r_o is smaller than r_t , $r_o < r_t$, the zero hypothesis is accepted. It means that the technique is rejected.³⁴

Based on the result of the calculation, the writer obtained the value of $r_o = 0.643$, and the degree of freedom (df) = 28

To know whether it is significant or not, we have to look at the t_{table} in appendix.

³⁵The result of r_t on significant 5% = 0.361 and 1% = 0.463. It indicates that $r_o > r_t$ or $0.643 > 0.361$ and $0.643 > 0.463$ Or $(0.361 < 0.643 > 0.463)$, so the null hypothesis is

³⁴ *Ibid*, P. 211

³⁵ See Appendix

rejected and the alternative hypothesis is accepted. It means that there is a significant positive correlation between listening skill and pronunciation accuracy.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the writer's research, she concludes that there is a positive correlation between listening skills and pronunciation accuracy at *SMK* (Vocational high school) Puspita Bangsa Ciputat. It can be seen from the result of r_o is 0.643 and degree of freedom (df) is 28. The result of r_t on significant 5%= 0.361 and 1%= 0.463 so $r_o > r_t$ or ($0.361 < 0.643 > 0.463$). It means that hypothesis of the research is accepted.

Beside that pronunciation learning should be done before listening activities. And it is impossible for one to produce a good pronunciation when he / she never heard of it before, and he / she should hear it clearly and it needs to hear it repeatedly, because pronunciation is very important it is not only in speech context but in meaning, it means that the teacher should be responsible for having real of exercise through reading and vocabulary building.

And students who have a good pronunciation is hoped also well in listening. Beside that, teacher should give reading aloud to check students' pronunciation.

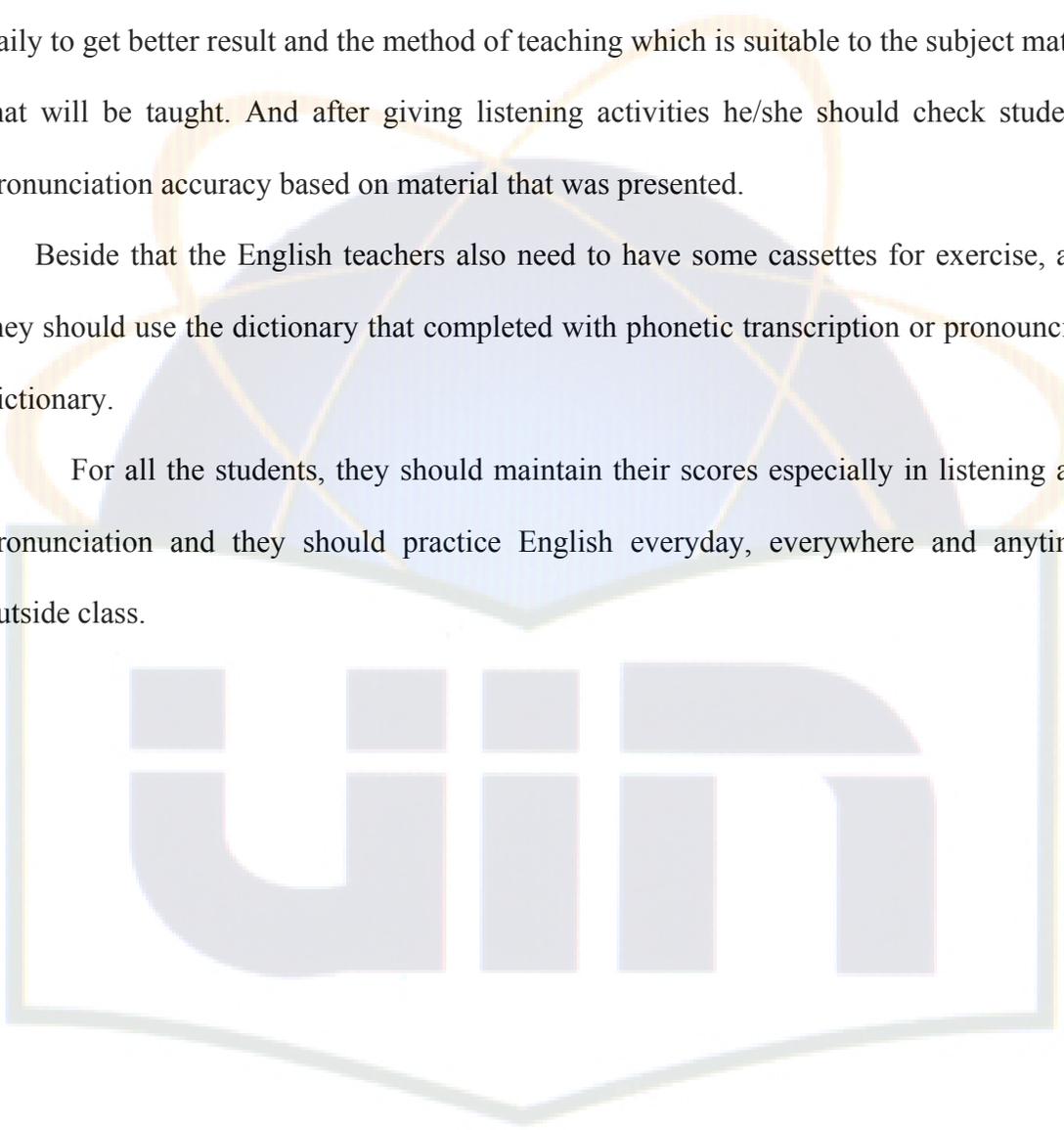
And the writer also concludes that listening activity as drilling can be more helpful for the students to produce good pronunciation.

B. SUGGESTION

For the English teachers, they should increase the way of teaching that they used in daily to get better result and the method of teaching which is suitable to the subject matter that will be taught. And after giving listening activities he/she should check students pronunciation accuracy based on material that was presented.

Beside that the English teachers also need to have some cassettes for exercise, and they should use the dictionary that completed with phonetic transcription or pronouncing dictionary.

For all the students, they should maintain their scores especially in listening and pronunciation and they should practice English everyday, everywhere and anytime, outside class.



BIBLIOGRAPHY

Allen, Edward, & M Valette, Rebecca, *Classroom Techniques: Foreign Language and English as a Second Language* (1972, 1977 by Harcourt Brace Jovanovich, Inc)

Brazil, David, *Pronunciation for advanced Learners of English*, Cambridge University Press, 1994

Celce-Murcia, Marianne, *Teaching English as a Second or Foreign Language* (2nd ed), (Copy Right c 1991 by Heinle & Heinle Publisher)

Finocchiaro, Mary, and Michael Bonomo, *The Foreign Language Learning (A Guide for Teacher)*, (New York; Regent Publishing Co. Inc.,1977)

Green, Harry A, Walter T. Petty, *Developing Language Skill in Elementary School*, (Alyn and Bacon inc, 1971)

Harris, David P, *Teaching English as Second Language*, Mc. Grow-Hill Company, USA, 1972

Huebner, Theodore, *Audiovisual Techniques in Teaching Foreign Language* (New York University Press, 1960)

Kely, Gerald, *How To Teach Pronunciation*, Longman Group, London, 2000

Mc Carthy, Peter, *The Teaching of Pronunciation*, Cambridge University Press, 1978

Nunan, David, & Lindsay Miller, *New Ways in Teaching Listening*, (USA: Teachers of English to Speakers of Other Language, Inc., 1995). (TESOL)

O'Billet, Roy, *Teaching in junior and senior high school*. Library of Congress Catalog Card No. 63- 188941963.

Petty, Walter T, and Julie M.J., *Developing Children's Language*, (Boston and Allyn Inc, 1980)

Rivers, Wilga M, *The Psychologist and the Foreign Language Teachers*, (The University of Chicago Press, Chicago and London, 1964)

Sudjono, Anas, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Perada, 2000)

Ur, Penny, *A Course in Language Teaching (Practice and Theory)*, Cambridge University Press, London, 1996

