

**THE CORRELATION BETWEEN STUDENTS' LISTENING AND
PRONUNCIATION ACHIEVEMENT OF THE FOURTH SEMESTER
STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF
SRIWIJAYA UNIVERSITY**

A Thesis by

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FACULTY OF TEACHER TRAINING AND EDUCATION

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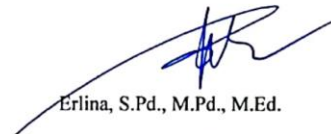
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Certified that this thesis entitled "The Correlation between Students' Listening and Pronunciation Achievement of The Fourth Semester Students of English Education Study Program of Sriwijaya University" is my own work, and I did not do any plagiarism or inappropriate quotation against the ethics and rules commended by the Ministry of Education of Republic Indonesia Number 17, 2010 regarding plagiarism in higher education. Therefore, I deserve to face the court if I am found to have plagiarized this work.

Palembang, 13th July 2022

The Undersigned,



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DEDICATION

This thesis is dedicated to the Almighty God, Allah SWT who gives me blessing, strength, and patience in writing this thesis, and to my parents, Reksudiharjo and Holilah who always support me in every stage of my life. Then, I also dedicated this thesis to my sister, Dhita who always listens to my grievances and encourages me to keep writing my thesis. Lastly, I also dedicated this thesis to my friends and my idols who never fail to make me laugh at my lowest time.

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ABSTRACT

THE CORRELATION BETWEEN STUDENTS' LISTENING AND PRONUNCIATION ACHIEVEMENT OF THE FOURTH SEMESTER STUDENTS OF ENGLISH EDUCATION STUDY PROGRAM OF SRIWIJAYA UNIVERSITY

ABSTRACT

Having good English language skills is important in the 21st-century era, especially for English education students. Yet, the common issue is that many English Education students still have difficulties in pronouncing English words correctly. The students' incorrect pronunciation might be affected by their listening skills. This quantitative study aimed to examine whether or not there was a significant correlation between students' listening and pronunciation achievement of the 4th-semester students of the English Education Study Program of Sriwijaya University. The sample was 36 students of the 4th-semester students of the English Education Study Program of Teacher Training and Education Faculty of Sriwijaya University, Indralaya class. The instruments of this study were the listening and pronunciation tests which were analyzed using Pearson Product Moment Correlation in SPSS 24. This study found that the 4th-semester students of the English Education Study Program of Sriwijaya University had good achievements in listening skills and pronunciation skills. The findings also showed that there was a significant correlation between students' listening and pronunciation achievement (p-value: 0.005) and (r-obtained: 0.460). Moreover, the contribution of students' listening achievement explained 18.9% of the students' pronunciation achievement.

Keywords: *Correlation, Listening Achievement, Pronunciation Achievement*

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CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) research question, (3) objective, and (4) significance of the research.

1.1. Background

Among the reasons why people start to learn and deepen their English, is to be able to speak English fluently. Hence, this current situation is becoming a defiance for people who continue their studies in the field of English majors, especially English education students. As future English teachers, English education students are required to master English skills well. Jiwandono (2021) said that future English teachers are required to have excellent English communication skills in the first place. Yet, unfortunately, not all students master English skills well. Among the four language skills that should be mastered by the students, speaking skill seems to be the most difficult skill for students.

The result of a research which was conducted by Amalia in 2020 entitled *Investigating Why English is Difficult for Indonesian Students to Learn* showed that speaking is at the highest level, and one of the reasons why they chose speaking was because of the difficulty they found in pronouncing the words. It implied that the difficulties in pronouncing the words in English have become one of the factors that affects the students' speaking skills. This might be because pronouncing words or sounds in English is not the same as pronouncing the words in other languages as English has its pronunciation system.

There are many factors that influence the students' pronunciation skills, one of them is their listening abilities. Ahangari et al. (2015) declared that pronunciation and listening comprehension are linked by a unified system in which individual sounds are regularly associated. In other words, listening is a receptive skill in English that is required to be comprehended well, so that oral skills, such as pronunciation can be learned effectively. In addition, Jaya et al. (2021) stated that

as the receptive skill that initially appears in human language development, listening skill is important to be learned and mastered because learning to listen to the target language will undoubtedly increase your language ability.

Accordingly, to have good language ability, learners need to have good listening skills. Furthermore, Hamouda (2013) said that listening comprehension refers to the understanding of what the listener has heard and the listener's ability to repeat the text even though the listener may repeat the sounds without real comprehension.

In other words, listening is needed because it may be used in absorbing and receiving language inputs; in this case, the language input is phonetics and phonemic transcription. Hence, as an ability to repeat what the listener has heard, the listening ability is closely related to the listeners' pronunciation and also has an important role in affecting the listeners' pronunciation. Accordingly, the use of vocal language or audio-lingual techniques such as listening and repeat activity is an efficient way to improve learners' pronunciation (Brawn, 2010). In detail, listening means understanding the aural input that is used knowledge of individual linguistic elements such as sounds, words, and grammatical patterns in combination with knowledge of the subject, situation, and context to understand what is being conveyed (Brown, 2011). Thereupon, in the practice of pronunciation words or sounds are reserved by the listening organs to be comprehended by the brain as to what is the meaning of the sounds and how the sounds are being produced. Since, the ability to comprehend spoken language is one of the key components of language acquisition (Jaya et al., 2020). In conclusion, students' listening ability is an output that can help students pronounce correctly based on what they heard.

Eventually, based on the explanation above, the listening ability is an important factor that influences students in pronouncing English sounds or words. The results of the previous studies also revealed the correlation between listening and pronunciation skills. A study conducted by Damiati in 2007 about the correlation between listening skill and pronunciation accuracy showed that these 2 variables have a moderate correlation and substantial relationship. Moreover, a study conducted by Apridayanti in 2021 about the correlation between students' ability

in listening to English songs and their pronunciation mastery of senior high school students in Lampung showed that there is a correlation between the 2 variables. Furthermore, Tampubolon (2020) also conducted a study about the correlation between pronunciation and listening achievement in the English study program of Tridinanti University and the research showed that there was a very low correlation between students' pronunciation and listening achievement.

Based on the result of the previous studies, the writer is interested to see whether students' achievement in listening can influence their achievements in pronunciation. The research will focus on the listening achievement and pronunciation achievement of fourth-semester students of English education study program of Sriwijaya University as they have studied all of the listening and pronunciation courses. Therefore, the writer is interested to conduct the research entitled "The Correlation between Students' Listening and Pronunciation Achievement of the Fourth Semester Students of English Education Study Program of Sriwijaya University".

1.2. Research Question

Based on the explanation above, the problems of this research are formulated to these questions below:

1. Is there any significant correlation between students' listening achievement and students' pronunciation achievement of the fourth-semester students of English Education Study Program of Sriwijaya University?
2. How much is the contribution of students' listening achievement to the students' pronunciation achievement?

1.3. Objective

Referring to the research questions above, the objectives of the research were as followed:

1. To find out whether or not there is any significant correlation between students' listening and pronunciation achievement of the fourth-semester students of English education study program of Sriwijaya University.
2. To find out the contribution of the students' listening achievement to the students' pronunciation achievement.

1.4. Significance of The Research

This research is expected to give some benefits to students, lecturers, and future researchers:

1. For English education students, this research can be used as a reference in knowing and improving their listening and pronunciation achievement.
2. For the lecturers in the English education study program, this research is to find out whether students' pronunciation can be graded or scored by their listening achievement.
3. For other researchers, this research can be the source of ideas in conducting the research with the same idea.

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