

# THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION AND THEIR SPEAKING ABILITY OF THE EIGHTH GRADE IN SMPN 07 KOTABUMI ACADEMIC YEAR 2021/2022

<sup>1</sup>Desi Ariyanti, <sup>2</sup>Badawi, <sup>3</sup>Rulik Setiani

<sup>1</sup>[ariyantidesi824@gmail.com](mailto:ariyantidesi824@gmail.com), <sup>2</sup>[badawi.stkip@gmail.com](mailto:badawi.stkip@gmail.com), <sup>3</sup>[rulik.setiani@yahoo.com](mailto:rulik.setiani@yahoo.com)

<sup>1,2,3</sup>Universitas Muhammadiyah Kotabumi, Lampung, Indonesia

**Abstract:** Pronunciation is the sound of production words used by someone to communicate creates, and conveys meaning with others. It is useful for the listeners to understand a suitable flow in communication. However, when the researcher had done observation at the eighth grade of SMP Negeri 7 Kotabumi, the researcher found that some of the students have low ability in speaking ability. The purpose of this research is to investigate whether there is significant correlation between students' pronunciation mastery and their speaking ability of the eighth grade in SMP N 7 Kotabumi academic year 2021/2022. The population in this research was eight classes of the eighth grade in SMPN 07 Kotabumi which consist of 256 students. The instrument used to collect the data of pronunciation mastery and speaking ability were an oral test. After collected data, it was analyzed by pearson product moment, and the results of statistical data analysis of this research was  $r_{\text{observed}} > r_{\text{table}} (32) (0.05)$  or  $0,923 > 0,349$ , and  $t_{\text{observed}}$  is greater than  $t_{\text{table}} (32-2) (0.05)$  or  $13.108 > 1.694$ , this indicate that there is significant correlation between students' pronunciation mastery and their speaking ability of the eighth grade in SMP N 7 Kotabumi academic year 2021/2022.

**Keywords:** students' pronunciation, speaking ability, eighth grade students, correlation.

**Abstrak:** Pengucapan adalah bunyi kata-kata produksi yang digunakan oleh seseorang untuk berkomunikasi untuk menciptakan dan menyampaikan makna dengan orang lain. Hal ini berguna bagi pendengar untuk memahami alur yang tepat dalam komunikasi. Namun, ketika peneliti telah melakukan observasi pada siswa kelas delapan SMP Negeri 7 Kotabumi, peneliti menemukan beberapa siswa yang memiliki kemampuan berbicara rendah. Tujuan dari penelitian ini adalah untuk meneliti hubungan yang signifikan antara kemampuan pelafalan siswa dan kemampuan berbicara mereka pada siswa kelas delapan di SMPN 7 Kotabumi tahun ajaran 2021/2022. Populasi dalam penelitian ini adalah total dari 8 kelas yang ada di kelas delapan SMPN 7 Kotabumi yaitu 256 siswa. instrumen pada penguasaan pelafalan dan kemampuan berbicara dalam penelitian ini adalah tes berbicara.. Setelah data terkumpul, data dianalisa dengan rumus Pearson Product Moment, dan hasil data statistik analisis penelitian ini adalah  $r_{\text{hitung}} > r_{\text{tabel}} (32) (0,05)$  atau  $0,923 > 0,349$ . Selanjutnya, hasil dari uji t adalah  $t_{\text{hitung}} > t_{\text{tabel}} (32-2) (0,05)$  atau  $13.108 > 1.694$ , ini menunjukkan bahwa terdapat korelasi yang signifikan antara kemampuan

<sup>1</sup>Mahasiswa Universitas Muhammadiyah Kotabumi

<sup>2,3</sup>Dosen Universitas Muhammadiyah Kotabumi

*pelafalan siswa dan kemampuan berbicara mereka pada siswa kelas delapan di SMPN 7 Kotabumi tahun ajaran 2021/2022.*

***Kata kunci:*** *Pelafalan siswa, kemampuan bicara, siswa kelas delapan, korelasi.*

## **I. INTRODUCTION**

Speaking is one of skills that very important in learning English. Speaking as an interactive process of constructing meaning involves the production, receiving, and processing information. Speaking is used by someone to get information and deliver their ideas, feels, and thoughts. Then, speaking is used to communicate, convey messages, ideas, thoughts as well as tools to interact verbally in community activities.

Speaking is one of the important parts of English that must be taught by the teacher for the students at school. Brown (2007, p. 122) claims that speaking is as a part of work or academic study. It is supported by Hardiyanto (2018 p. 106) Speaking is an important part of learning process in teaching English as foreign language.

Based on curriculum 2013 that explains that ideally in learning of English,

especially in speaking, students should be able to speak with other people using English properly. In addition, students can be categorized as good of speaking English if they have good pronunciation, have good fluency, have good grammar mastery, mastery of vocabulary, and have good comprehension

However, in facts many students in junior high school feel difficult in speak English, It happens because many problems that felt by students can be error in grammar, lack of vocabulary, and pronunciation, remember word but cannot express their ability fully in English

Based on interviewed with English teacher in SMPN 07 Kotabumi on on September 24<sup>th</sup> 2020, English teacher said that, first students' speaking ability is still very low. This is because learning is quite stressful in motivating students to actively participate while learning in the classroom.

Teachers who are less motivated when learning makes students are not motivated and do not have to know a great curiosity to learn English so as to make their speaking ability is low.

Second, students' vocabulary mastery is still lack. Not a few students have low speaking skills due to lack of vocabulary mastery. This makes difficult for them to convey their ideas and feelings in English. The last, based on interview with English teacher that most of the students at SMPN 07 Kotabumi have low mastery of pronunciation. It is due to lack of practice speaking. Because practice is very important in learning English pronunciation, lack of practicing pronunciation of speaking English can make the spoken words difficult to understand. In speaking, there are several very important criteria to master including: pronunciation, grammar, vocabulary, fluency, and comprehension. It is known that pronunciation is important in communication.

Pronunciation is the basic of spoken language, because pronunciation reflects how a language sounds. Hornby (as cited in Mulatsih, 2015, p. 295) states that pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words a language. Students who have good pronunciation also have more benefit. They are not only pronouncing it correctly and make other people understand, it can also enhances their own understanding about English. Harmer (as cited in Mulatsih, 2015, p. 294) states that these people being made aware of pronunciation issues will be of immense benefit not only to their own production but also to their own understanding of spoken English.

The teacher also has a big role in pronunciation teaching. The teacher can help students to make distinction between similar sounds. According to Harmer (as cited in Mulatsih, 2015, p. 295), students need help with individual sounds they are having difficulty and connected speech for

fluency and the correspondence between sounds and spelling and if there is no creativity from the teacher, it will be hard for students especially a EFL student. Thus, from this statement there are several areas that are important for pronunciation; there are individual sounds, connected speech, and correspondence between sounds and spelling. And the teacher can help students on that.

From the explanation above, it can be concluded that pronunciation is the sound of production words used by someone to communicate to create and convey meaning with others. It is useful for the listener to understand and also useful for speaker for their own understanding in English. That's because the students needs to know how sounds can be produced into words that can be used to convey their needs in their life properly.

Furthermore, the researcher interested to choose pronunciation as a factor which is assumed to be correlated with speaking ability. Students'

pronunciation mastery in speaking very gives effect to their ability especially to speak a foreign language. It is because students who have good pronunciation will be easy and clear to understand by others people.

Based on the explanation above, the researcher is interested in conducting the research entitled, "The Correlation between Students' Pronunciation and Their Speaking Ability of the Eighth grade in SMPN 07 Kotabumi academic year 2021/2022.

## **II. METHODS**

The type in this research is descriptive correlational study. According to Creswell (2014, p. 32), quantitative correlation research is an approach for testing the relationship among two or more variables in research. Therefore, it aims to determine the correlation between two or more variables. Meanwhile, in this research the independent variable is pronunciation symbolized by X and the dependent variable refers to speaking ability symbolized by Y.

According to Arikunto (2010) Population is all the subject of research (p.173). It means that the population is all the number of students taken by the researcher for the subject in the study. Population of this research is the eighth grade students of SMPN 07 Kotabumi academic year 2021/2022. Which is consists of 256 students.

According to Priyono (2016, p. 104), sample is parts of population that will investigated. In addition, Andita (2019, p. 5) states that the sample is considered as a representative of the population The total number of sample is 32 students from the eight classes of the population, it is because in this research the researcher used proportional random sampling technique.

Futhermore, the instruments used for speaking is oral test. This instrument is a tool which is used to measure the speaking ability. The topic of the test is about descriptive text. The students will choose one of the pictures that given by the teacher and they will describe the picture using their

own words. The second instrument is pronunciation test. It is used to measure pronunciation. The technique of analysis of the research, the researcher used *Pearson Product Moment*.

### **III. RESULTS AND DISCUSSION**

#### **Results**

In starting this research, the researcher conducted tryout to find the validity and reliability of the instrument used in the research. The tryout both of instruments was conducted on Tuesday, Agustus 12<sup>th</sup> 2021 at SMPN 6 Kotabumi. Students who followed the test are 30 students at the eighth grade in SMPN 06 Kotabumi. Then, the research was conducted on July 30<sup>th</sup> 2021 at SMPN 07 Kotabumi. Students who followed the test are 32 students

To know validity the researcher made an instrument of speaking ability and pronunciation, and then it was consulted with the expert; in this research the experts are Mrs. Dewi Sartipa, M.Pd and Mrs. Rulik Setiani, M.Pd.. In this research to measure

the reliability of the test instrument from students speaking ability and pronunciation the researcher was calculated by using inter-rater reliability. The coefficient reliability gotten from the calculation was 0.947 of speaking ability and 0,892 of pronunciation. it means there is consistency between two ratters and can be said that the result of measurement is reliable.

Secondly, after conducting the try out and analyzing the validity and reliability of the instruments, the researcher began to conduct the research in the real sample. They were 32 students as the sample taken proportional randomly from each class in eighth grade of SMPN 07 Kotabumi.

In this research, the researcher analyzed the data to find whether the data came from normal distribution or not. Therefore, the researcher used normality test, by using Liliefors formula. The summary is presented in the table below:

**TABLE 1**  
**THE SUMMARY OF**  
**NORMALITY TEST**

<b>N</b> <b>o</b>	<b>Variables</b>	<b>L<sub>o</sub></b> <b>max</b>	<b>L</b> <b>table</b>	<b>Descrip</b> <b>tion</b>
1	Students' Pronunciat ion	0.11 61	0.15 67	Normall y Distribu ted
2	Speaking Ability	0.10 85	0.15 67	Normall y Distribu ted

Based on the table above, it can be seen that the data for variable students pronunciation was found  $L_{\text{observed}} = 0.1161$ . The value of  $L_{\text{table}} = 0.1567$  Furthermore, the result normality test for variable speaking ability was found that  $L_{\text{observed}} = 0.1085$  and  $L_{\text{table}} = 0.1567$ . It can be concluded that the data of variable students' pronunciation and the data of variable speaking ability came from the sample which had normal distribution.

In homogeneity test, the researcher calculated the homogeneity test which done

using F-test Formula. It aims to know whether the sample is taken to have the same variant (homogen). The result of homogeneity test can be shown in the calculation of F-test:

$$F_{\text{observed}} = \frac{\text{The Highest Variance}}{\text{The Lowest Variance}}$$

$$F_{\text{observed}} = \frac{33.45}{26.00}$$

$$F_{\text{observed}} = 1.29$$

$$F_{\text{table}} (0.05, 32) = 1.82$$

$$F_{\text{observed}} = 1.29$$

Based on the result of homogeneity test, it was found that  $F_{\text{observed}} = 1.29$  with  $F_{\text{table}} (0.05, 32) = 1.82$ . The calculation inferred that  $H_0$  is rejected; therefore it can be said that the data from two variables are homogenous.

This research hypothesis was tested by using Pearson's Product Moment formula. The following is the summary of hypothesis test.

**TABLE 2  
THE SUMMARY OF  
HYPOTHESES TEST**

Observed	Result
$r_{\text{observed}}$	0.923
$r_{\text{table}}$	0.349

Conclusion	$H_0$ was rejected, $H_a$ was accepted
------------	--

Based on the calculation by using Product Moment Formula, it was found that the correlation between two variables (X) and (Y) or  $r_{xy}$  or  $r_{\text{observed}} = 0.923$  and  $r_{\text{table}} (32)(0.05) = 0.349$  with  $n = 32$ . Therefore, because of  $r_{\text{observed}}$  is greater than  $r_{\text{table}}$  or  $0.923 > 0.349$ , it means that  $H_0$  was rejected, and  $H_a$  was accepted. It means that there is correlation between students' pronunciation and speaking ability.

After the correlation was calculated by using Pearson Product Moment formula, the researcher used t-test to know the significant of the correlation. The following is the summary of significant test.

**TABLE 3  
THE SUMMARY OF  
SIGNIFICANT TEST**

Observed	Description
$t_{\text{observed}}$	13.108
$t_{\text{table}}$	1.694
Conclusion	$H_0$ was rejected, $H_a$ was accepted

From the result above it is found the  $t_{\text{observed}}$  was 13.108 and  $t_{\text{table}}$ , with  $n=32$  by using significant level 0,05 is 1.694. As the result, so  $H_0$  was rejected, and  $H_a$  was accepted, which means that the correlation was significant. This showed that there is significant correlation between students' pronunciation and their speaking ability of the eighth grade in SMPN 07 Kotabumi Academic Year 2020/2021.

## **Discussion**

The research was conducted in on July 30<sup>th</sup> 2021 at SMPN 07. From the result of hypothesis testing using Pearson Product Moment correlation and t-test, it was found that there was a significant correlation between students' pronunciation and their speaking ability of the eighth grade in SMPN 07 Kotabumi Academic Year 2020/2021. It is categorized into high correlation. The result of this research agrees with theory According to Laila (2018, p. 220) students' pronunciation mastery in speaking very gives effect to their

ability especially to speak a foreign language. Many of students do not seem have good self-confidence when they speak up in front of the class and feel nervous and shy to speak freely. That it is true that pronunciation affects of the students' speaking ability.

In addition, this research result is also in line with the research conducted previously by Sihombing (2014) with title the correlation between the students' pronunciation mastery and their ability in speaking. Which is took the eighth grade students of of SMPN 12 Bandar Lampung'' which found that positive correlation between students' pronunciation and their speaking ability with a coefficient correlation of 0.910 Thus, it can be concluded that students' pronunciation has correlation with speaking ability.

In conclusion, from the research finding, and previous theories, it has been proved that students' pronunciation gives positive and significant correlation to students' speaking ability. By having high



pronunciation in learning students will be interesting in the learning process, so they will have high speaking ability. However, the students who have low pronunciation in learning speaking, they they will have low speaking ability. Based on the previous research, students' pronunciation in learning English very influenced toward other students' speaking ability.

#### **IV. CONCLUSION**

Based on the result hypothesis and the significant test, it can be concluded that there is significant correlation between Students' Pronunciation and Their Speaking Ability of the Eighth Grade in SMPN 07 Kotabumi academic year 2021/2022.

For the next project, it is suggested to. English teacher, they are should motivate the students in learning process of pronunciation, so students can perform their speaking skill clearly in front of class. Then, English teacher should made teaching that more interesting and more comfortable for students with given leasson more creative and used various of teaching method or strategy especially in teaching speaking. It can improve students' pronunciation. Then, for the other researchers, can to be used as reference and understanding for other researchers on the relationship between pronunciation mastery and speaking ability.

## REFERENCES

- Andita, P. E., Arjulayana, and Ramadhaniah. (2019). The Correlation between Speaking English Anxiety at the Eight Grade Students' Speaking Skill. *Globish. An English-Indonesian journal for English, Education and Culture*, 7(2), 1-9.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktek*. PT.Rineka Cipta.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Longman.
- Creswell, J.W. (2014). *Research Design: Qualitative, Quantitative and Mixed Methods Approach*. Sage.
- Hardiyanto, A. (2018). Cooperative Learning Method; How It Does Influence Speaking Skill At The Tertiary Level?. *Jurnal Elsa*, 16(2), 106-115.
- Mulatsih, D. (2015). Pronunciation Ability by Using English Song in Indonesian Student of UNSWAGATI Cirebon. *Journal of English Language and Learning*, 2(2), 294-299.
- Nunan, D. (2005). *Task-Based Language Teaching*. Cambridge University Press.
- Parmawati, A. (2018). The Study Correlation between Reading Habit and Pronunciation Ability at the Second Grade Students Of Ikip Siliwangi. In *Journal of Language Education Research*, 1(2), 42-51.
- Priyono. (2016). *Metode Penelitian Kuanitatif*. Zifatama Publishing.
- Richard, J. C. (2008). *Teaching Language to Young Learners*. Cambridge University Press.
- Sartipa, D. 2019. Talking Stick in Speaking Ability. *Edukasi Lingua Sastra*, 17(2), 159-164.
- Setiawan, H. (2018). The Use of Group Investigation Technique in Improving Students' Speaking Skill at Tridinanti University of Palembang. *Journal ELSA*, 16(2),
- Sihombing. (2014). The Correlation between the Students' Pronunciation Mastery and Their Ability in Speaking. *The Second International Conference on Education and Language (2nd ICEL)*, 1(2): 388-393.
- Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif Dan R&D*. Alfabeta