

**THE CORRELATION BETWEEN PRONUNCIATION ABILITY AND
SPEAKING ACHIEVEMENT OF ENGLISH STUDY PROGRAM STUDENTS
OF *UNIVERSITAS MUHAMMADIYAH PALEMBANG***

THESIS

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FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2020**

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THESIS

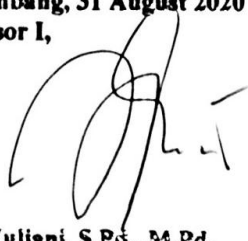
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SURAT KETERANGAN PERTANGGUNG JAWABAN PENULISANSKRIPSI

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dapat dipertanggung jawabkan.

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**Yang Menerangkan
Mahasiswa yang bersangkutan**



MOTTO AND DEDICATION

Motto

Nothing is impossible as long as we want to try and ask for guidance from ALLAH, because the true effort does not betray the results, and actually, after the difficulties there is ease. Stay patient because patience is the key to success

The thesis is dedicated to

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ABSTRACT

Siti Rosidah, 2020. *The Correlation between Pronunciation Ability and Speaking Achievement of English Study Program Students of Universitas Muhammadiyah Palembang*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisor (II) Sri Yuliani, S.Pd.,M.Pd., and (II) Dian Septarini, S.Pd.,M.Pd.

Keywords: Correlation, Pronunciation Ability and Speaking Achievement.

This title of thesis was “The Correlation between Pronunciation Ability and Speaking Achievement of English Study Program Students of Universitas Muhammadiyah Palembang”. The problem of this study investigated of the fourth and sixth semester in “the correlation between pronunciation ability and speaking achievement of the English Study Program Students of *Universitas Muhammadiyah Palembang*”. The objective of this study was to find out whether or not there is a correlation between pronunciation ability and speaking achievement of English Study Program Students of *Universitas Muhammadiyah Palembang*. The population of this study was all of the students of English Study Program *Universitas Muhammadiyah Palembang* with total number were 154 Students. The sample of this study were 79 students of the Fourth and the Sixth semester of English Study Program *Universitas Muhammadiyah Palembang*. For collecting the data, it was collected through two instruments that is an oral test, namely, pronunciation and speaking oral test Based on the data analysis, the value of ($r_{obtained}=0.612$) in two tailed testing at 0.05 of significant level 77 sample was ($r_{table}=0.224$). It means that there was a significant correlation between pronunciation ability and speaking achievement of English Study Program Students of *Universitas Muhammadiyah Palembang*. Since the value of $r_{obtained}$ was higher than r_{table} , the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. It can be concluded that there was significant correlation between pronunciation ability and speaking achievement.

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The researcher realized that the thesis is not perfect. There still many weaknesses in this thesis. The researcher accepts any kind of suggestion and advice for the sake of the use of this thesis for this university and the next writer in the future.

Palembang, 31 August 2020

The Researcher

SR

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CHAPTER I

INTRODUCTION

This chapter presents (1) Background of the study (2) problem of the study (3) limitation of the problem (4) formulation of the problem (5) objective of the problem (6) significance of the study

1.1 Background of the study

Language is a system of communication that consists of a set of sounds and written symbols that are used by the people of a particular country or region for talking or writing. According to Kriedler (2004), language is a collection of rules for putting morphemes together to form words and for putting words together to form sentences (p.9). It means that language is the aggregation of words to form a sentence. In addition, Kriedler (2004) says that a language varies from one place to another, from one era to another, from one occasion to another (p.1). At that point, language has variation in every country and will develop in every country. Like English, in Indonesia, English becomes a foreign language that is used in the school as a subject to be learning.

Dudeney and Hockly (2010) state that one of the interesting things about English as a global language is that it is increasingly being used as a „lingua-franca“ (or common language), thus people from non-English-speaking countries can communicate with those who do speak English (p.1). Based on the statement above, the researcher concluded that English is a global language and it became a habit for

non-English-speaking countries to communicate with English-speaking people, even English becomes the common language.

English as an international language, also referred to as an international medium of communication, is learned by multitudes of speakers of different languages throughout the world. There has been a striking growth, an enormous population explosion in the last quarter of the century, in student numbers across the world, and especially in adult and near-adult learner groups. In this global era pronunciation had either a reputation as a subject language teacher preferred to avoid or it was taught implicitly depending chiefly on the learner's capability of imitating the sounds and rhythms without any explicit instruction alluding to intuitive-imitative approach of teaching pronunciation.

As a developing country, Indonesia needs English because the Indonesian government is trying to improve all aspects which are usually faced by all countries. according to EF EPI data (2019), the Indonesian proficiency index in each province is DI Yogyakarta (54.46%), Jakarta (52.58%), East Java (51.44%), Bali (51.30%), Riau Islands (50.99%), Kalimantan East (50.15%), Central Java (49.92%), West Java (49.88%), East Nusa Tenggara (49.16%), South Kalimantan (48.94%), North Sulawesi (48.82%), West Kalimantan (48.64%), Banten (48.49%), West Sumatra (48.36%), North Sumatra (48.10%), Riau (45.47%), Lampung (44.92%), Aceh (44.28%), Central Kalimantan (43.86%), Jambi (43.78%), South Sulawesi (43.38%) and in South Sumatra itself (45.68%). Thus, one of these aspects is education, which is essential. In Indonesia, English was learned and taught to junior high school, senior

high school even at University. In school, speaking is one of four skills in English. Across the age levels from Elementary School through University Graduate course, it orders to succeed in mastering the subject matter.

According to Elmiyati (2019), speaking is a process or made of words or statement in an ordinary voice, uttering words, known and made something statement to use communication into socialization with other (p.230). It means that, speaking is a process to produce of words or expressions in a normal voice, uttering words, known and made an expression to use communication to socialize with others. This skill is important because every human in this world needs to talk to realize their goals in their lives. To improve their ability to speak for the first, the students gain skills with them have natural abilities, after that they can grow and gain more knowledge in their live by learning more about English especially in speaking. Automatically, speaking makes easier to connect with native speakers. As English speakers, it's easy for you to make friends, participate in business meetings, talk with customers, understand the film, and get a better job.

According to Suryatiningsih (2015), speaking is a complex skill, which has different components such as pronunciation, vocabulary, grammar, and fluency. Those, in speaking English, we must have pronunciation ability in producing any kinds of English sounds (p.2). At that point, speaking is a complex skill, having different components such as pronunciation, vocabulary, grammar, and fluency. So, in speaking English, we have to have the ability to produce all kinds of sounds. This skill is the one of the most important because every human in this world need to

know how the word's sound, to deliver their aims in their live correctly. Furthermore, to improve students' pronunciation, they can get it by their own natural ability, then they can improve their ability by learning in an educational institution.

Cakir. I., & Baytar. B. (2014) says that pronunciation is one of the most important aspects of a language (p.106). It means that pronunciation is an important part of language. On the other side, Cody (2016) stated that a nice pronunciation of everyday English is not to be learned from a book. The pronunciation of even the best-educated people is likely to degenerate if they live in constant association with careless speakers, and it is doubtful if a person who has not come in contact with refined speakers can hope to become a correct speaker himself (p.44). In summary, to have a good pronunciation, it cannot be learned from books, but it must be practiced directly with people who have good pronunciation.

Pronunciation is one of the most important ways to have good speaking achievement. Nunan (1995) in Leong, Lai-Mei & Ahmadi, S. (2017) says that speaking is to say words orally, to communicate as by talking, to make a request, and to make a speech (p.25). It means that speaking is to produce a word orally to communicate, to make a request and to make a speech by talking.

Based on the explanation above, the researcher concluded that pronunciation ability has an important role in the students' speaking achievement. It is important to find out the ways that will be useful to help the students know how to pronounce words well and to improve their speaking achievement. The researcher was interested in conducting the research entitled: **"The Correlation between Pronunciation**

Ability and Speaking Achievement of English Study Program Students of Universitas Muhammadiyah Palembang.

1.2 Problem of the study

The problem of this study investigated of the fourth and sixth semester in “the correlation between pronunciation ability and speaking achievement of the English Study Program Students of *Universitas Muhammadiyah Palembang*”.

1.3 Limitation of the problem

In this study, the researcher limited the problems of the study of the fourth and sixth semester on “The correlation between pronunciation ability and speaking achievement of English Study Program Students of *Universitas Muhammadiyah Palembang*”.

1.4 Formulation of the problem

The study was formulated in the following question “Is there any correlation between pronunciation ability and speaking achievement of English Study Program Students of *Universitas Muhammadiyah Palembang*?”

1.5 Objective of the problem

The objective of this study to find out whether or not there was a correlation between pronunciation ability and speaking achievement of English Study Program Students of *Universitas Muhammadiyah Palembang*?

1.6 Significance of the study

The study provides information about the results of the correlation between pronunciation ability and speaking achievement of English Study Program

Students of Universitas Muhammadiyah Palembang. For the researcher herself, by doing this study, the researcher have a better understanding of the activity that can improve more the ability to learning English. It was be able to be implementation. For Students, to the students (in university); It give meaningful contributions and information about pronunciation ability and speaking achievement to the students in order they can improve their speaking ability. For Teachers of English, results of this study can be useful for English teachers in solving difficulties learn pronunciation ability and speaking achievement in the process of speaking teaching. For other researchers, hopefully, this study can be a reference for another researcher to do the research, especially for the researcher who wants to do the same case of study related to this study.

1.7 Hypotheses of the Study

The hypothesis of this study was in the form of the alternative hypothesis (H_a) and null hypothesis (H_o) as follows:

(H_a): There was a correlation between Pronunciation Ability and Speaking Achievement of English Study Program Students of Universitas Muhammadiyah Palembang.

(H_o): There is no correlation between Pronunciation Ability and Speaking Achievement of English Study Program Students of Universitas Muhammadiyah Palembang.

1.8 Criteria for Testing the Hypotheses

Sugiyono (2016) mentions that the criteria of testing the hypothesis in measuring correlation as follows:

1. If the p-output is lower than 0,05, H_o is rejected and H_a is accepted. So, there is a correlation between Pronunciation Ability and Speaking Achievement.
2. If the p-output is higher than 0,05, H_o is accepted, and H_a is rejected. So, there is no correlation between Pronunciation Ability and Speaking Achievement (p.257).

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