

**THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION
MASTERY AND THEIR ABILITY IN LISTENING TO THE DIALOGUE
AT SECOND SEMESTER OF ELEVENTH GRADE OF MA DARUL
'AMAL LABUHAN RATU EAST LAMPUNG IN THE ACADEMIC YEAR
OF 2021/2022**

A Thesis

Submitted as a partial Fulfillment the Requirements for for S1-Degree

By:

**Linda Nafidatul Husna
NPM 1811040443**

**Study Program : English Education
Advisor : Dr. Melinda Roza, M.Pd
Co – Advisor : Septa Aryanika, M.Pd**



**TARBIYAH AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY OF RADEN INTANLAMPUNG
2021/2022**

**THE CORRELATION BETWEEN STUDENTS' PRONUNCIATION
MASTERY AND THEIR ABILITY IN LISTENING TO THE DIALOGUE
AT SECOND SEMESTER OF ELEVENTH GRADE OF MA DARUL
'AMAL LABUHAN RATU EAST LAMPUNG IN THE ACADEMIC YEAR
OF 2021/2022**

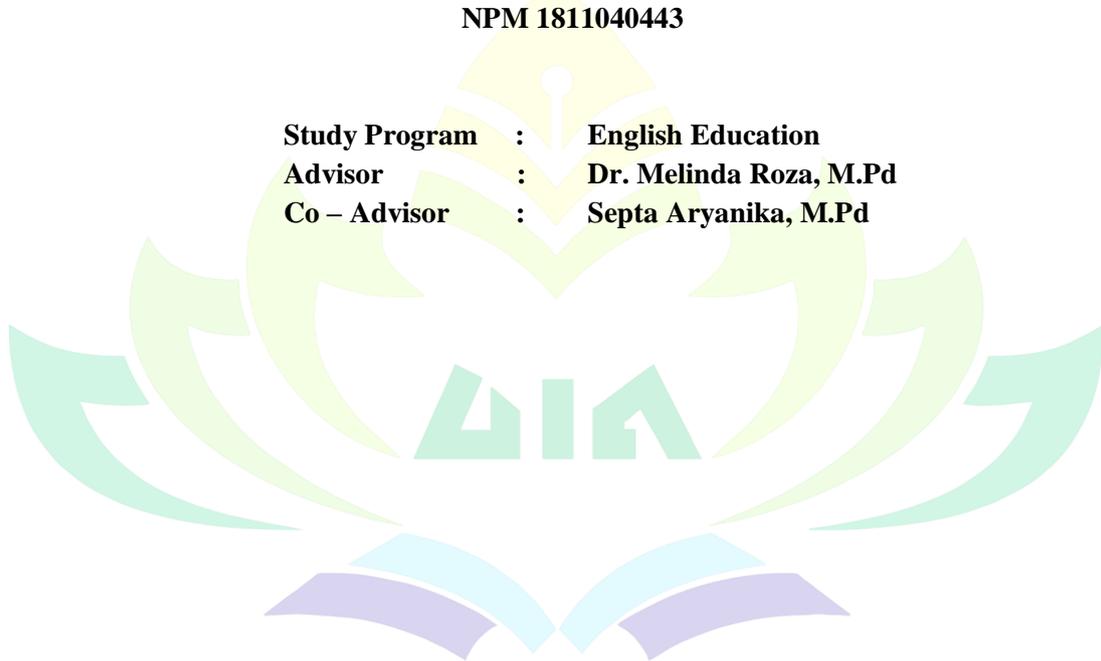
A Thesis

Submitted as a partial Fulfillment the Requirements for for S1-Degree

By:

**Linda Nafidatul Husna
NPM 1811040443**

**Study Program : English Education
Advisor : Dr. Melinda Roza, M.Pd
Co – Advisor : Septa Aryanika, M.Pd**



**UNIVERSITAS ISLAM NEGERI
RADEN INTAN
LAMPUNG**

TARBIYAH AND TEACHER TRAINING

**ISLAMIC STATE UNIVERSITY OF RADEN INTANLAMPUNG
2021/2022**

ABSTRACT

The Correlation Between Students' Pronunciation Mastery And Their Ability In Listening To The Dialogue At Second Semester Of Eleventh Grade Of MA Darul 'Amal Labuhan Ratu East Lampung In The Academic Year Of 2021/2022

By:

LINDA NAFIDATUL HUSNA

1811040443

The aim of this research was to know the correlation between students' pronunciation mastery and their ability in listening to the dialogue at first semester of eleventh grade of MA Darul 'Amal Labuhan Ratu. The researcher used the quantitative method. The data were taken from the result of students' tests (pronunciation, and listening). The researcher took the data result from the tests, and counted the data by using pearson product moment. The researcher found that there was a significant correlation between pronunciation mastery and their ability in listening to dialogue. The research showed that the correlation in the medium level, 0,53. Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of t_o is bigger than t_{table} , in which $3,27 > 2,47$. Therefore the researcher summarized that pronunciation really gave contribution and had the correlation to the ability of listening. A good listening score is gotten from the pronunciation mastery. The better pronunciation the students have the better listening score they will get.

Keyword: The Correlation, Pronunciation Mastery, Listening to the Dialog.

DECLARATION

The researcher is a student with the following identity:

Name : Linda Nafidatul Husna

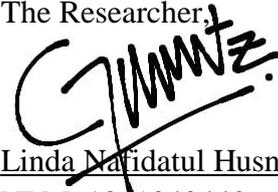
Student's Number : 1811040443

Thesis Title : The Correlation Between Students' Pronunciation Mastery And Their Ability In Listening To The Dialogue At First Semester Of Eleventh Grade Of MA Darul 'Amal Labuhan Ratu East Lampung In The Academic Year Of 2021/2022

I hereby this thesis is definitely my own words. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, Juli 2022

The Researcher,



Linda Nafidatul Husna

NPM. 1811040443

CURRICULUM VITAE

The name of the researcher is Linda Nafidatul Husna. She was born in Raabasa Lama on 23rd October 2000. She is the second child of three children of Mr. Suwarso and Mrs. Endang Hernani. She has two sisters. The names of her sister are Vina Linda Qotrunnada and Fita Fihris Sa'adah.

The writer began her school in SD N Rajabasa Lama in 2006 and graduated in 2012. In the same year, she continued her study in Yayasan Pondok Pesantren MTs Al-Iman Islam Way Jepara East Lampung, she got a position as secretary of the student council, and graduated in 2015. After that, she continued her study to SMAS TMI Raudlatul Qur'an she got a position as Majorrate and got 1st place of majorrate category, she also won several english speech and story telling competitions. She graduated in 2018. Next, in the same year she continued her study to UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty 2018. She published her first book in 2020, and was followed by his second book in ictober. She graduated in 2022, which is complet her studies for 4 years.

MOTTO

اللَّهُ بِسْمِ الرَّحِيمِ الرَّحْمَنِ

لَكُمْ أَسْتَجِيبُ دُعُونَا رَبُّكُمْ وَقَالَ (سُورَةُ الْمُؤْمِنِ : ٦٠)

فَأَذْكُرُونِي أَذْكُرْكُمْ وَاشْكُرُوا لِي وَلَا تَكْفُرُونِ □ (البقرة سُورَة : ١٥٢)

In the name of Allah the Beneficent and the Merciful!

Pray! And I (Allah) will make it come true (Q.S. Al-Mu'min:60)

These are the portents of Allah which We recite unto thee (Muhammad) with truth, and lo! thou art of the number of (Our) messengers (Q.S. Al-Baqoroh:152)

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents Suwarso and Endang Hernani, who always pray for me, motivate me with all their experiences, and always work very hard so that i can continue to study.
2. My sister Vina Linda Qotrunnada, my brother Muhammad Rizki Oktafian, and my young sister, Fita Fihris Sa'adah, thank you for everything that i cannot to mention one by one who always support me.
3. My close friends, Anisa Fitriyani, Minhatul Aula, Rahma Rahmita Siregar, Rihadatul Aisiyatun Naziah, and also my crazy friends Almadani Durotul Laily, Ulfa Dijayanti, and Rizky Amalia, who always support and help me in completing the requirement of this thesis, especially for my best friend ever, Ranggita Karimah.
4. To my favorite idols :
BTS: Kim NamJoon, Kim Seok Jin, Min Yoongi, Jung Hoseok, Park Jimin, Kim Taehyung, Jeon Jungkook, who has healed me and teach me to love myself before anything else. And,
Stray Kids: Bangchan, Lee Minho, Seo Changbin, Han Jisung, Lee Felix, Kim Seungmin, Hwang Hyunjin, and Yang Jeongin, who provide motivation and enthusiasm because of their songs that accompany me in writing of this thesis.
5. Last, to all of my beloved lecturers, classmate, and almamater UIN Raden Intan Lampung, who have helped the accomplishment of the thesis.

I hopes that may Allah always keeps us on the straight path, reward, and blesses us for what we do and this writing can be useful for all of us.

AKNOWLEDGEMENT

Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “The Correlation Between Students’ Pronunciation Mastery And Their Ability In Listening To The Dialogue At Second Semester Of Eleventh Grade Of Ma Darul ‘Amal Labuhan Ratu East Lampung In The Academic Year Of 2021/2022” is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the state islamic university (UIN) of Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. Hj. Nirvadiana, M.Pd, as the Dean of Tarbiyah and Teacher Training Faculty, Islamic University of Raden Intan Lampung.
2. Dr. Moh. Muhassin, M.Hum, and Ridho Kholid, M.Pd as the chairman and vice-chairman of English Education Study Program of UIN Raden Intan Lampung.
3. Dr. Melinda Roza, M.Pd, the advisor for giving guidance and helping to finish this thesis.
4. Septa Aryanika, M.Pd, the co-advisor for his patience in improving this thesis.
5. All lecturers of English Department in UIN Raden Intan Lampung who have taught the researcher since the first of her study.
6. The headmaster, all the teachers and the students of the Eleventh grade of MA Darul ‘Amal East Lampung for allowing carrying out the research in their institution and for giving the contribution while she was conducting the research there.
7. My parents Mr. Suwarso and Mrs. Endang Hernani, my sisters Linda Nafidatul Husna and Fita Fihris Sa’adah who always give love and support for me.
8. All my best friends who always cheer me up and give contribution to accomplish this thesis.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, July 2022

The Researcher



Linda Nafidatul Husna

NPM.1811040443



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBİYAH DAN KEGURUAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Jl. Letkol H. Endro Suratmin, Sukarame, Bandar Lampung, 35131. (0721) 780887

APPROVAL

Title : **The Correlation Between Students' Pronunciation Mastery And Their Ability In Listening To The Dialogue.**

Students' Name : Linda Nafidatul Husna

Students' Number : 1811040443

Faculty : Tarbiyah and Teacher Training

APPROVED

Was tested and defended in Examination Session

At Tarbiyah and Teacher Faculty, Islamic State University of Raden Intan Lampung



Advisor,

Dr. Melinda Roza, M.Pd
NIP. 197301272005012003

Co-Advisor,

Septa Aryatika, M.Pd
NIP.

The Chairperson of
English Education Study Program

Dr. Moh. Muhassin, M.Hum
NIP. 197708182008011012



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat: Jl. Letkol H. Endro Suratmin Sukarame, Bandar Lampung 35131 Telp. (0721) 703260

ADMISSION OF PROPOSAL

A research proposal entitled : **“THE CORRELATION BETWEEN STUDENTS’ PRONUNCIATION MASTERY AND THEIR ABILITY IN LISTENING TO THE DIALOGUE AT SECOND SEMESTER OF ELEVENTH GRADE OF MA DARUL ‘AMAL LABUHAN RATU EAST LAMPUNG IN THE ACADEMIC YEAR OF 2021/2022”**, by : **LINDA NAFIDATUL HUSNA (1811040443)**, Study Program : **English Education**, was tested in the examination session held on : Thursday, April 28th 202s.

Board of Examiners :

Moderator : Syofnidah Ifrianti, M.Pd

()

Secretary : Zakiyah, M.Pd

()

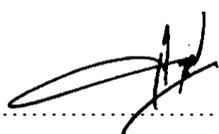
Primary Examiner : Agus Hidayat, M.Pd

()

Secondary Examiner : Dr. Melinda Roza, M.Pd

()

Advisor : Septa Aryanika, M.Pd

()

**The Chairperson of
English Education Study Program**



Dr. M. Muhassin, M.Hum.
NIP. 197708182008011012

TABLE OF CONTENTS

COVER	
COVER FRONT PAGE	i
ABSTRACT	ii
DECLARATION	iii
CURRICULUM VITAE	iv
MOTTO	v
DEDICATION	vi
ACKNOWLEDGMENT	vii
APPROVAL	viii
ADMISSION	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xii
LIST OF APPENDICES	xii

CHAPTER I : INTRODUCTION

A. Title Confirmation	14
B. Background of the Problem	14
C. Identification and Limitation of the Research	16
D. Formulation of the Research	17
E. Objective of the Research.....	17
F. Significance of the Research	17
G. Relevant Studies	17
H. Systematics of the Research.....	18

CHAPTER II : REVIEW OF RELATED LITERATURE

A. Theory	19
1. Pronunciation	19
2. Listening	24
3. Dialogue.....	26
B. The Correlation between Pronunciation and Listening	26
C. Conceptual Framework.....	26
D. Hypothesis.....	27

CHAPTER III : RESEARCH METHOD

A. Research Design	28
B. Variable of The Research.....	28
C. Population, Sample and Sampling Technique	28
1. Population	28
2. Sample.....	29
3. Sampling Technique.....	29
D. Data Collecting Technique	29
a. Students' pronunciation mastery test	29
b. Students' ability in Listening to dialogue test.....	29
E. Instrument of the Research	29
F. Scoring Procedure	31
G. Research Procedure.....	32
H. Validity, Reliability, Readability of The Test	33

I. Technique of Data Analysis	34
J. Statistical Hypothes.....	34

CHAPTER IV : FINDINGS AND DISCUSSION

A. Data Description	36
1. Pronunciation Scores	36
2. Listening Scores	38
B. Data Analysis	41
1. Hypothesis test	41
2. Significance test	43
C. Data Interpretation	43
D. Discussion	44

CHAPTER V : CONCLUSION AND SUGGESTIONS

A. Conclusion	46
B. Suggestions	46
1. For Teachers	46
2. For Students	46
3. For the Next Researchers	46

REFERENCES.....	47
------------------------	-----------

APPENDICES

LIST OF TABLES

Table 2.1 Long Vowel Symbols	20
Table 2.2 Short Vowel Symbols	20
Table 2.3 Diphthongs Symbols	21
Table 2.4 Triphthongs Symbols	21
Table 2.5 Plosive Consonant's Symbols	22
Table 2.6 Fricative Consonant's Symbols	22
Table 2.7 Nasal Consonant's Symbols	23
Table 3.1 Specification of Pronunciation Mastery Test	27
Table 3.2 Specification of Listening to Dialogue Test 1	30
Table 3.3 Specification of Listening to Dialogue Test 2	30
Table 3.4 Scoring Procedure of Pronunciation Mastery	31
Table 3.5 Scoring Procedure of Ability In Listening To The Dialogue	32
Table 3.6 Analyze of Ability In Listening To The Dialogue Test	32
Table 3.7 Criteria of Reliability	33
Table 4.1 Pronunciation Scores	36
Table 4.2 Pronunciation Final Scores	37
Table 4.3 Descriptive Statistic of Pronunciation Score	38
Table 4.4 Listening Scores	38
Table 4.5 Listening Final Scores	39
Table 4.6 Descriptive Statistic of Listening Scores	40
Table 4.7 Pearson Correlation	43
Table 4.8 SPSS Correlation Table	43
Table 4.9 Pearson Correlation	44

LIST OF APPENDICES

Appendix 1 Questions of Interview With the Teacher In Preliminary Research	49
Appendix 2 The Result Of Interview With The English Teacher In Preliminary Research	50
Appendix 3 Questions For The Students In Preliminary Research	51
Appendix 4 The Result Of Interview With The Students In Preliminary Research	52
Appendix 5 Rencana Pelaksanaan Pembelajaran (RPP)	53
Appendix 6 Rencana Pelaksanaan Pembelajaran (RPP)	57
Appendix 7 Silabus SMA/MA	62
Appendix 8 Lembar Validasi of Pronunciation Test.....	71
Appendix 9 Lembar Validasi Listening to Dialogue Test.....	72
Appendix 10 Surat Penelitian	73
Appendix 11 Instrument of Pronunciation Test.....	74
Appendix 12 Key Answer of Pronunciation Test	75
Appendix 13 Instrument of Listening Test (Test 1).....	76
Appendix 14 Key Answer For Listening Test (Test 1).....	77
Appendix 15 Instrument of Listening Test (Test 2).....	78
Appendix 16 Listening Script and Key Answer (Test 2).....	82
Appendix 17 Students Readability	87
Appendix 18 Rating Scale of Pronunciation Scores	89
Appendix 19 The Students Score in Pronunciation	91
Appendix 20 The Students Score in Listening	92
Appendix 21 Output SPSS of of Pronunciation Scores	93
Appendix 22 Output SPSS of of Listening Scores	94
Appendix 23 The Data of Correlation of Variable X and Y	95
Appendix 24 The Result of Hypothetical Testing	96
Appendix 25 SPSS Correlations “r” Product Moment	97
Appendix 26 T Table.....	98
Appendix 27 R Table	99

CHAPTER I INTRODUCTION

A. Title Confirmation

As a first step to understanding and to avoid the title of this research, the researcher need to explain the title of this research. This research is entitled **“Correlation Between Student Pronunciation Mastery And Their Ability In Listening To Dialogue”** that needs to be explained as follows:

First is research design. Creswell¹ stated that, correlational research designs are used by investigators to describe and measure the degree of correlation between two or more variables or sets of scores. It is mean, there are scores on two variables are simply measured, without manipulation of any variables, to determine whether there is a correlation.

Next is about variable. According to Creswell, variable is a characteristic of an individual or a group that the researcher can measure or observe.² It is means, variables are everything in any form determined by the researcher to be studied so that information is obtained about it, then conclusions are drawn. In accordance with the research title chosen, namely “Correlation Between Students' Pronunciation Mastery And Their Ability In Listening To Dialogue”, the reseracher divide the variables used in this research into 2 variables, there are independent variable (X) and dependent variable (Y).

Last is about direction of variables. There are independet variable (X) and dependent variable. Independent variable (X) is a variable that gives affects to dependent variable (Y). In this research, the variable that classified as independent variable are pronunciation mastery. Dependent variables (Y) is variable that are influenced or which are the result because of the independent variable. Dependent variable in this research is students' ability in listening to dialogue. From the explanation above, we can conclude, good pronunciation of a student, the better of listening ability will be.

B. Background of The Problem

Speaking is the ability of language learners to interact with other speakers, to make meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information it can be seen when you pronounce the words. Speaking is the ability of language learners to interact with other speakers, to create a meaning, as distinct from their ability to perform on discrete-point tests of grammatical knowledge. From the explanation above, the researcher concluded that speaking is a way to interact with other people in sounds. In speaking, there are some criteria, there are: pronunciation, grammar, vocabulary, fluency, and comprehension.

One of the mastery that need to be mastered in speaking is pronunciation. Pronunciation is production sounds of the words that we use to communicate with the others to make a meaning. Pronunciation is the heart of speaking and listening skills since people need to communication well. The purpose of learning pronunciation is to make students be able to pronounce a word like the accent of a native and able to pronounce words accurately enough so that they can be more easily understood by the interlocutor. Most student are good in theory, but bad in practice.

When speak in English, “pronunciation is one of aspect that will be assessed by the interlocutor. This will be very prominent when someone is speaking with native speakers.”³ This means that pronunciation is one of the first impressions that the other person will catch when starting a conversation in English with us.

¹ John W Creswell, *Educational Research Planning, Conductingand Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012)

² John W Creswell, *Educational Research Planning, Conductingand Evaluating Quantitative and Qualitative Research* (Boston: Pearson Education, 2012), 112.

³Hayriye, Kayi. “*Teaching Speaking: Activities to Promote Speaking in a Second Language*” (Nevada: University of Nevada 2017)

There are two kinds of elements in pronunciation that must be mastered in order to have good speaking skills, “Ramelan state namely of element in pronunciation are segmental and suprasegmental features.”⁴ These element of pronunciation to aims to make you able to distinguish elements of pronunciation in any oral texts or passage to be able to understand them well.

There are many elements of pronunciation that must be mastered to show what a speaker means to say and feels, therefore people often oversimplify pronunciation. Many people, especially students think that speaking without using the elements in pronunciation is enough.

Moreover, problem in pronunciation appear in language learning. Harmer explained that some student’s problems in much pronunciation those are: 1). Some students have great difficulty in listen pronunciation features which want to reproduce. Frequently, speakers of different first language have problems with different sounds. 2). All babies are born with the ability to make the whole range of sounds available to human beings. But as the students grow and focus on one or two languages, the students lose the habit of making some of those sounds.”⁵

In this research, the researcher wants to conduct the important in learning, that is pronunciation and also listening too. The most important thing is speaker and listener understand each other of what they are talking about. Good Pronunciation is needed to be straightforward because actually the listener can guess what you want to explain. Sometimes, in listening there could be misunderstanding when speaker mispronounces a word. “The lack of pronunciation will bring poor listening skill because pronunciation and listening usually happen simultaneously.”⁶ So, pronunciation really related to the listening.

In Listening we need to comprehend the sound falling on our ears, and take the raw material of words, arrangements of words, and the rise and fall the voice, and from this material we creative a significance, as meant by “Rivers in Hasyuni state that listening is a creative skill, it.”⁷ “According to Rost, Listening is vital in the language classroom because it provided input for the learner, thus it is fundamental to speaking.”⁸ “Listening is proved to play an extremely important role in dialogue”⁹ “especially in pronounce every word.”¹⁰

Furthermore, there are problems faced by students in listening. According Ur identifies “the students problems in listening into 4 problems, there are as follows: 1). Most students rely on context for comprehension; they are often themselves unaware sound perception. 2). The students can only understand if someone talks slowly and clearly. 3). They cannot understand fast, natural native-sounding speed. 4). In order to understand, students need more than once to hear the one sentence.”¹¹

Those problems above also occurs in MA Darul ‘Amal. Based on interview with an English teacher of the eleventh grade of MA Darul ‘Amal, she is Mrs. Desi Dwi Suryani, S.Pd “The students did not much practice about the pronunciation and listening. Usually they learn just depend on the materials that has been given by the teacher, and because of the homeschooling’s factor, they have not practice a lot about pronunciation and listening.”¹²

In addition, besides interviewing the English teacher, “The researcher interviewed some students at eleventh grade, they had difficulty in pronounce bacuse don’t practice enough. More deeply in listning, they could not understand the speaker’s audio during listening section, they need to repeat the audio test because the speakers speak so fast. But 2 from 5 students didn’t find any difficult in listening or all

⁴ Ramelan, “*English Phonetic*,” (1985):22

⁵ Harmer, “*The Practice of English Language Teaching*”, Fourth Edition (Longman Group Limited. 2007): 249.

⁶ Yune Andryani Pinem, “*The Correlation Between Listening And Speaking Among High School Students*”, (PGRI University Of Yogyakarta, 2020)

⁷ Hasyuni,, “*The Student’s Preferred Activities For English Listening Classes*”, Thesis of Teacher Training and Education Faculty (Universitas Bengkulu, 2006)

⁸ M Rost, *Introducing Listening*, (London: Penguin, 1994)

⁹ Shumin Kang. *Factor to consider: “Developing Adult EFL Students Speaking Abilities. Methodology in Language Teaching: An Anthology of Current Practice”* (Cambridge: The press syndicate of the University of Cambridge. 2002).

¹⁰ Ehsan Namaziandost, Leila Neisi Fatemeh Mahdavi, Mehdi Nasri, “*The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners*”, (Yadz, Iran; Vide Leaf, 2020)

¹¹ Penny Ur, “*A Course in Language Teaching: Practice and Theory*” (Cambridge: University Press, 1996): 111-112

¹² Desi Dwi Suryani, S.Pd. *Interviewing an English Teacher of MA Darul ‘Amal Labuhan Ratu East Lampung*.

about material that has delivered by the teacher by via online. On the other hand, they has good pronunciation.”¹³

Good or not the ability of someone in pronouncing words, it can be understood by other people’s listening skills. Because by pronouncing words we can deliver a message to the listener by what we feel. It also can affect whether we success to deliver the same words with the words that will the listener get. Therefore, pronunciation mastery has a correlation with listening skills. This is a natural thing to happen because listening skills are able to catch someone’s pronunciation.

From the explanation above, it can be concluded that good pronunciation will be delivered clearly to the listener. “The lack of pronunciation will bring poor listening skill because pronunciation and listening usually happen simultaneously.”¹⁴

There are several revelant studies that disscussing about correlation between students’ pronunciation and listening. The first, relevant study is conducted by Hayin Azizah in her S-1 thesis entitled “The Correlation Between Listening Comprehension And Pronunciation Ability At The 3rd Semester Of English Education Department Students Of UIN Syarif Hidayatullah Jakarta”. The second relevant study is conducted by Hotmaida Tampubolon and Yuyun Hendrety in their journal entitled “The Correlation Between Pronunciation And Listening Achievement of English Education Study Program Students of Tridinanti University”. The third relevant study was conducted by Hanistiya Eka Damiami, entitled “The Correlation Between Listening Skill and Pronunciation Accurancy.” The fourth relevant study is written by Rio Luhung Pribadi, entitled “A Correlation Study Between Students’ Listening Skill And Students’ Pronunciation Ability.” The fifth relevant study is conducted by Yune Andryani Pinem on her journal entitled “The Correlation Between Listening And Pronunciation Among High School Students.”

The similarity between this research and the previous research above is the main objective of this research. The researcher wants to know whether there is any correlation between pronunciation matery and listening ability to the dialogue or not. Besides, this research will be a proof of whether pronunciation ability can affect students’ listening ability.

The difference from this research to others above, is from the first variable of this research. This research can be kindly bit different with others, because the researchers use pronunciation mastery as a first variable. It is means, the researcher will see the students’ pronunciation first and then see the pronunciation mastery of the students in affecting their listening ability to the dialogue.

Therefore, the researcher would like to know about the correlations between students’ pronunciation and their listening, so the researcher proposes the research title is: **“The Correlation Between Students’ Pronunciation Mastery And Their Ability In Listening To The Dialogue At First Semester Of Eleventh Grade of Ma Darul ‘Amal, Labuhan Ratu East Lampung, In The Academic Year Of 2021/2022”** which will give impact of expected to support the teaching and learning process of students and other researchers. For students, the real condition of pronunciation and listening is very useful for them to improve their quality in form of score, and the finding of this research can be used by other researchers as the basic consideration to conduct the further research.

C. Identification and Limitation of The Research

According to the background above, there are some identifications of the problems:

1. The students get difficult in pronunciation of specific word
2. Because of the home schooling’s factor, students did not have practice a lot about pronunciation.
3. The students get diffilcult in listening of specific dialogue.
4. The students could not understand the speaker from audio during the listening section
5. The students could not understand if someone speak too fast.
6. The students who feel that he or she does not find difficult in listening to the dialogue section practice

¹³ Based on interviewing some students of MA Darul ‘Amal.

¹⁴ Yune Andryani pinem, “*The Correlation Between Listening And Speaking Among High School Students*”, (PGRI University Of Yogyakarta, 2020)

is a student who is good enough at pronunciation.

In limitation, there are several things that researcher need to limit in this research. First is pronunciation, the researcher will limit the pronunciation in segmental feature, that is short vowel, long vowel, and also vowels depends on their position, there are: monophthongs diphthongs and triphthongs. Second is listening, the researcher will limit this research in listening to dialogue with the topic of daily activity.

D. Formulation of The Research

Based on the background mentioned the writer conducts a research about the correlation between students' pronunciation abilities and their ability in listening to the dialogue. The question of this research are: "Is there any positive correlation between students' pronunciation mastery and their ability in listening to the dialogue?"

E. Objective of The Research

To know wheather there is positive correlation between students' pronunciation mastery and their ability in listening to dialogue

F. Significance of The Research

The result of this research are expected to contribute to all of students and other researcher. For students, the real condition of pronunciation and listening is very useful for them to improve their quality in form of score, and the finding of this research can be used by other researcher as the basic consideration to conduct the further research.

G. Relevant Studies

The researcher will see the pronunciation mastery of the learners in affecting their listening ability to the dialogue. The first relevant study is conducted by Hayin Azizah in her S-1 thesis entitled "The Correlation Between Listening Comprehension And Pronunciation Ability At The 3rd Semester Of English Education Department Students Of Uin Syarif Hidayatullah Jakarta Academic Year 2013/2014." The populations on her research were students of the 3rd semester of English Education Department (EED) of UIN Syarif Hidayatullah Jakarta. Based on her research finding in the previous chapter, it can be concluded that there was a significant correlation between listening comprehension mastery and pronunciation ability, by seeing the result of score of t_o is bigger than t table, in which $2.852 > 2.76$.¹⁵

The second relevant study is conducted by Hotmaida Tampubolon and Yuyun Hendrety in their journal entitled "The Correlation Between Pronunciation And Listening Achievement Of English Education Study Program Students Of Tridinanti University." The sample on their research are 53 students taken from the 3rd, 5th, 7th, and 9th semester. There was a significant correlation between pronunciation and listening achievement, by seeing the result of the last is hypothesis of the research.¹⁶

The third relevant study is conducted by Hanistiya Eka Damiati, entitled "The Correlation Between Listening Skill And Pronunciation Accuracy." The purpose of this research is to know whether there is any correlation between listening skill and pronunciation. The population of this research were all of student of first Year of SMK (Vocational High School) Puspita Bangsa Ciputat, School. The researcher use correlational research design. By seeing conclusion of her research, there was a positive correlation between listening skills and pronunciation accuracy, It means that hypothesis of the research is accepted¹⁷

¹⁵ Hayin Azizah, "The Correlation Between Listening Comprehension And Pronunciation Ability At The 3rd Semester Of English Education Department Students Of Uin Syarif Hidayatullah Jakarta Academic Year 2013/2014," (2014)

¹⁶ Hotmaida Tampubolon, Yuyun Hendrety, "The Correlation Between Pronunciation And Listening Achievement Of English Education Study Program Students Of Tridinanti University", DIDASCEIN: Journal of English Education, Vol.1 No.2.

¹⁷ Hanistiya Eka Damiati, "The Correlation Between Listening Skill AndPronunciation Accuracy" (2020).

The fourth relevant Study is written by Rio Luhung Pribadi, entitled “A Correlation Study Between Students’ Listening Skill And Students’ Pronunciation Ability.” The purpose of this study is to find out whether there is a correlation between students’ listening skill and students’ pronunciation ability at the eleventh grade students of SMK Muhammadiyah 1 Semarang in the academic year of 2012/2013. The population of this research was the eleventh grade students of SMK Muhammadiyah 1 Semarang in the academic year of 2012/2013 and it was 43 students. The researcher use correlational research design. The data in this research is quantitative data. The result of this research is there was no significant positive correlation between the two variables and the correlation is considered to be low.¹⁸

The fifth relevant study is conducted by Yune Andryani Pinem on her journal entitled “The Correlation Between Listening And Pronunciation Among High School Students.” The sampling on her research are 17 students’ of among high school. By seeing conclusion of her research, there was a significant correlation between listening and pronunciation among high school students.¹⁹

The similarity between this research and the previous research above is the main objective of this research. The researcher wants to know whether there is any correlation between pronunciation mastery and listening ability to the dialogue or not. Besides, this research will be a proof of whether pronunciation mastery can affect students' listening ability.

The difference from this research to others above, is from the first variable of this research. This research can be kindly bit different with others, because the researchers use pronunciation mastery as a first variable. It is means, the researcher will see the students' pronunciation first and then see the pronunciation mastery of the students in affecting their listening ability to the dialogue.

H. Systematics of The Research

The systematic of the discussion in this research as follows:

1. Chapter I. Introduction

This chapter consist of title confirmation, background of the problem, identification, limitation of the research, formulation of the research, objective of the research, significance of the research, relevant studies, and systematics of the research.

2. Chapter II. Frame Of Theory And Hypothesis

This chapter consist of prounciation’s theory, listening’s theory, and hypothesis.

These theory will give some clear concept in this research about correlation between students’ pronunciation mastery and their ability in listening to dialogue. These concepts will lead to a much understanding and will help the researcher to limit the problem.

3. Chapter III. Research Method

This chapter contains research design, variable of the research, population, sample and sampling technique, population, sample, sampling technique, data collecting technique, students’ pronunciation mastery test, students’ ability in listening to dialogue test, instrument of the research, scoring procedure, research procedure, validity, reliability, readability of the test, technique of data analysis, statistical hypthotes .

4. Chapter IV. Findings and Discussion

This chapter contains about data description, data analysis, data interpretation, and discussion

5. Chapter V. Conclusion and Suggestions

This chapter consist a Conclusion, Suggestions For Teachers, For Students, For the Next Researchers, and told what the first things that need to develop in learn english.

¹⁸ Rio Luhung Pribadi, “A Correlation Study Between Students’ Listening Skill and Students’ Pronunciation Ability,” *Journal of English Language Teaching* 2, no. 2 (2013): 1–9.

¹⁹ Yune Andryani Pinem, “The Correlation Between Listening and Pronunciation Among High School Students,” *ELTICS: Journal of English Language Teaching and English Linguistics* 1, no. 1 (2020): 12–23.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Pronunciation

a. Definition

Pronunciation is the act or manner of pronouncing words; utterance of speech, a way of speaking a word, especially a way that is accepted or generally understood, and a graphic representation of the way a word spoken, using phonetic symbols.¹ Pronunciation refers to the ability to use the correct stress, syllable, and intonation of a word in a spoken language. Besides that, pronunciation is the act or result of producing the sounds of speech, such as: articulation stress and intonation, often with reference to some standard of correctness or acceptability. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live.

Students need help with 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 who especially a foreign language student to pronounce the word correctly. According to Harmer “the areas of pronunciation which we need to draw our students attention to include individual sounds they are having difficulty with, word and phrase/sentence, stress and intonation.”² There are some reasons why pronunciation is important, for example improve pronunciation shows that students have become more native-like in their categorical perception of sounds.

Pronunciation refers to the production of sounds that we use to make meaning. According to Gilakjani, “Pronunciation is an integral part of foreign language learning since it directly affects learners' communicative competence as well as performance.”³ In other words, pronunciation is the act or manner of pronouncing words; utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for further study are suggested. According to Yates “pronunciation is the production of the sound that we use to make a meaning. It means when people deliver messages to others by their voice,”⁴ it could be received by others clearly and understandably. The speakers should be clear to what they say by the speakers.

b. Pronunciation mastery

There are several aspects of pronunciation that may help students in their pronunciation mastery, namely segmental features and suprasegmental features there are;⁵

1. Segmental feature

A segmental feature system is the sounds that include vowel, consonant, cluster, and diphthong. The classification is based on the differences in the functions in utterance and their ways of production. Segmental refers to the sound units which are arranged in

¹ N Aufa, “*Using Movie to Increase Students' Pronunciation*”, Doctoral dissertation, UIN Ar-Raniry Banda Aceh, (2017).

² Harmer, “*The Practice of English Language Teaching (Fourth Edition)*,” Longman Group Limited, (2001):187

³ A.P Gilakjani, “*A Study of Factors Affecting EFL Learners English Pronunciation Learning and The Strategies for Instructions*”. International Journal of Humanities and Social Science, 2 (3), (2012):119.

⁴ Lynda Yates, “*Pronunciation 1*,” La Trobe: Adult Migrant English Program Research Centre, (2002):1

⁵ Ramelan, “*English Phonetic*,” (1985):22

a sequential order. The sound units of utterance are represented by the phonetic symbols⁶. Segmental features include vowel and consonant.

a. Vowel

Vowels are sounds that don't block air through the mouth. Vowels are a speech sound produced without significant constriction of the air flowing through the mouth⁷. Vowels are categorized into 2 types, there are five long vowels in English, those are:

Table 2.1
Long vowel symbols

1.	/i:/	Feel
2.	/a:/	Garden
3.	/u:/	True
4.	/ɔ:/	All
5.	/ɜ:/	Dirty

There are six short vowels in English, those are:

Table 2.2
Short vowel symbols

1.	/ɪ/	Kill
2.	/ə/	About
3.	/ɒ/	Stop
4.	/ʌ/	Enough
5.	/ʊ/	Would
6.	/æ/	Cat
7.	/e/	Get

When a vowel makes a particular letter sound, then it is a short voice. However, when vowels sound like letters, then they make a long sound. The sound produced by the vowels depends on its position in the words and letters that surround it, sometimes it's pretty confusing, that's why others have categorized the vowel according to position or the place where they are produced inside the mouth, "because the first matter to consider is the shape and position of the tongue,"⁸ there are: monophthongs, diphthongs, and triphthongs.

1) *Monophthongs*

Monophthongs means that only has 1 vowel sound produced, "which there is no appreciable change in quality during a syllable."⁹ There are 12 monophthongs in English sounds. These are [i, ɪ, e, ε, æ, ə, ʌ, u, ʊ, o, ɔ, and a]. These vowels are produced differently by the tongue position whether it is high or low, the shape of the lips whether rounded or unrounded, and the duration whether it is pronounced longer or short.

2) *Diphthongs*

⁶ T Wahyukti, "English Phonetics," (2008):35

⁷ J. C. Richards & Schmidt, R., "Longman Dictionary of Language Teaching and Applied Linguistics", (London: Pearson Education Limited, 2011).

⁸ P. Roach, "English Phonetics and Phonology A Practical Course", (Cambridge: Cambridge University Press 2009): 11

⁹ J. C. Richards & Schmidt, R., "Longman Dictionary of Language Teaching and Applied Linguistics", (London: Pearson Education Limited, 2011): 374.

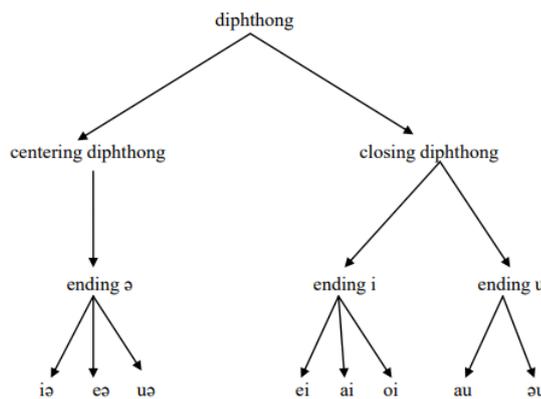
Diphthongs is the presence of two vowel sounds with the same syllable, “so diphthong is a vowel in which there is a change in quality during a single syllable.”¹⁰ The total number of diphthongs is eight.

Table 2.3
Diphthong’s symbols

1.	/iə/	Near
2.	/uə/	Pure
3.	/eə/	Pair
4.	/ei/	Fail
5.	/ɔi/	Boy
6.	/aɪ/	Sign
7.	/əʊ/	Show
8.	/aʊ/	Brown

According to the placement, English diphthongs are divided into two subgroups: centering [iə, eə, ʊə] and closing [ei, ai, ɔi, əʊ, aʊ].

(source :Peter Roach)



Centering diphthongs are those where the tongue moves from a higher or lower position to a central, schwa-like position.¹¹ Closing diphthongs are those that end in /ɪ/ or /ʊ/, where the tongue moves from a low to a high (or close) position in the mouth.

3) *Triphthongs*

Triphthongs are three vowel sounds together and it is important three vowel together sound together in a single syllable. According to Vančová triphthongs are made by adding the schwa element at the end of closing diphthongs.¹² Triphthong is a type of vowel which there are two appear changes in quality during a syllable, as in common pronunciation of English, they can be rarely pronounced, and really difficult to recognize. Triphthongs consist of five. They are:

Table 2.4
Triphthong’s symbols

1.	/ eɪə /	player ['pleɪə r]
----	---------	---------------------

¹⁰ J. C. Richard & Smith, R, “Longman Dictionary of Language Teaching and Applied Linguistics”, (London: Pearson Education Limited, 2011): 172

¹¹, R.A. Knight, “Phonetics: A Course Book”, (New York: Cambridge University Press, 2012): 74.

¹² Hana Vančová, *Phonetics and Phonology A Practical Introduction to Pronunciation and Transcription* (Tmava: Učebné Texty, 2016): 21

2.	/aɪə/	iron [aɪən]
3.	/ɔɪə/	loyal [ˈlɔɪəl]
4.	/aʊə/	hour [aʊə r]
5.	/əʊə/	lower [ˈləʊə r] ¹³

b. Consonants

Consonants are produced when there are some obstructions made by two articulators against the out-going air somewhere in the mouth cavity.¹⁴ O'Connor states "consonants are important in because, consonant contributes more to make English understandable and consonants are generally made by a definite interference of the vocal organ with the air stream, so easier to describe and understand."¹⁵

Ramelan stated that "the types of consonants are plosive, fricative, affricative, nasal, lateral and glide consonants."

1) Plosive consonants

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract, and after that the air is suddenly released so that an explosive sound is heard.¹⁶ The sounds that belong to plosive consonants are:

Table 2.5
Plosive consonant's symbols

1.	/p/	<u>P</u> en
2.	/t/	T <u>e</u> ll
3.	/k/	S <u>k</u> y
4.	/b/	<u>B</u> ack
5.	/d/	<u>D</u> ay
6.	/g/	<u>G</u> oal

2) Fricative consonant

A fricative consonant is produced when the outgoing air meets with a narrowing of the air passage and the obstruction of outgoing air is said to be partial. The sounds that belong to fricative consonants are:

Table 2.6
Fricative consonant's symbols

1.	/h/	H <u>o</u> ld
2.	/f/	F <u>u</u> ture
3.	/v/	L <u>i</u> ve
4.	/θ/	<u>T</u> hirty
5.	/ð/	W <u>i</u> thout
6.	/s/	<u>S</u> ize
7.	/z/	<u>Z</u> ero
8.	/ʃ/	<u>S</u> hake
9.	/r/	R <u>u</u> n

¹³ Herman, "Students Difficulties in Pronouncing the English Labiodental Sounds" (Communication and Linguistics Studies 2, no. 1 2016): 3

¹⁴T Wahyukti, "English Phonetics" FKIP: Universitas Muhammadiyah Purwokerto. (2008):72

¹⁵O'Connor, J.D. "Better English Pronunciation (Second Editio)". Cambridge: Cambridge University Press. (1980):24

¹⁶Ramelan, "English Phonetic," (1985):102

3) *Affricative consonant*

An affricative is a kind of stop: the outgoing air also meets with a complete obstruction somewhere in the mouth. However, the stoppage in a stop is suddenly released. There are only two affricatives produced at the same point of articulation, one is sound /dʒ/ and the other is sound /tʃ/.

4) *Nasal consonant*

A nasal consonant is similar to a stop in terms of its way of production. However, in producing a nasal consonant the velum is lowered so that the outgoing air is free to pass through the nasal cavity. The sounds that belong to nasal consonants are:

Table 2.7**Nasal consonant's symbols**

1.	/m/	<u>M</u> an
2.	/n/	<u>N</u> ame
3.	/ŋ/	S <u>ing</u>

5) *Lateral consonant*

A lateral consonant is produced when the air goes out through the sides of the tongue there being a complete closure in the middle of the mouth by putting the tip of the tongue against the teethridge, stated that lateral consonant found in almost any languages. However, English has two kinds of lateral consonants, which are usually termed as „clear“ and „dark“ /l/.

A clear /l/-sound is a lateral sound in which the main body of the tongue is sloping downward, whereas a dark /l/ sound is a lateral sound in which the main body of the tongue is raised. For instance in the word „look“, the /l/sound is heard clearer than in the word „middle“. So, the /l/ sound in the word „look“ is named clear /l/, and in the word „middle“ is named dark /l/.

6) *Glide consonant*

Glide consonants are speech sounds that are on the border line between vowels and consonants. But, because of lack of stress and weakness of breath force, it will be better to class glide sounds among consonants. The sounds that belong to glide consonants are /y/ and /w/ sound.

2. *Supra segmental feature*

Supra segmental features are like the style used in words or sentence. Supra segmental feature refers to such features as stress, pitch, intonation, and other features that always accompany in the production of speech.¹⁷ There are three kinds of supra segmental feature, namely stress, intonation, and syllable.

a. Stress

Stress is an essential feature of word identity in English. Ramelan said that stress is the degree of force or loudness which a syllable is pronounced so as to give it prominence. Stress can be classified into three kinds of stress, namely; strong or primary stress, medium or secondary stress, and weak stress or no stress. Stress has an important role in English because different stress will differentiate meaning and intonation.

b. Intonation

Intonation is the movement of the voice between high and low pitch. Ramelan states that intonation is the going up and down of pitch over different syllables in

¹⁷ T Wahyukti, "English Phonetics," (2008): 35

an utterance. Intonation can be formed by a sequence of contrasting pitch levels in a sentence.

c. Syllable

Syllable is a sound unit in a word or one beat. For example, you can clap your hand one time when saying “May” and three times when saying “December”. *May* has one syllable. *December* has three syllables.¹⁸

The patterns of stressed and unstressed syllables of word create rhythm in longer linguistic units. Wahyukti stated that, in English syllables may have close juncture, that is they are connected together very closely without pause; but in other case, they are so loosely connected (having open juncture) that there seems to be a pause in pronunciation.

2. Listening

a. Definition

Listening is the first skill and basic ability in learning a new language that beginners have to learn. It is a receptive skill meaning that the language learning beginners receive new words from what they have heard or listened to. The ability to receive will affect the ability to produce. If they are good at listening; as a result, they will understand and even have a good competency in productive skills namely communication.

In order to become better listeners, the students must think actively when they are listening, as Brown said, that “listening is a spoken or written response from the student that indicates correct (or incorrect) auditory processing.”¹⁹ Listening is involved in many language-learning activities, both inside and outside the language classroom. The improvement in listening will provide a basis for the development of other language skills.

The natural precursor to speaking is Listening; the early stages of language development in a person’s first language (and in naturalistic acquisition of other languages) are dependent on listening. According to Lorena Manaj “listening is yet another necessitate in language.”²⁰ The more efficient a listener you are the more successful and satisfied you will be. Listening is not merely hearing: it is a state of receptivity that permits an understanding of what is heard and grants the listener full partnership in the communication process.

Listening is understanding every word spoken by someone, According to Broughton, “Listening is a process a receptive skill is involved in understanding the message.”²¹ In addition, Schultz stated that listening is becoming deeply engaged in understanding what a person has to say through words, gesture, and action. “Listening is fundamentally about being in relationship to another and through this relationship supporting change or transformation by listening to others, the listener is called on to respond.”²² that means, to understand what are the speaker saying, the listener should have the same basic of knowledge or background, so that communication between the two can run well. According to Nation and Newton, “listening is not just learning to talk, but rather that learning a language is building a map of meaning in the mind.”²³ In addition, Field says, “listening is an individual activity.”²⁴ The listener has to remake the message: trying to gauge what speaker’s intentions are and extracting from the message whatever seems relevant to the listener’s own goals. Then, listening activity needs

¹⁸ Ramelan, “*English Phonetic*,” (1985): 90

¹⁹ H Douglas Brown, “*Language Assessment Principles and Classroom Practice*” (NY: Pearson Education, 2004): 118.

²⁰ PhD Cand. Lorena Manaj Sadiku, “*The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*”, (European : Journal of Language and Literature Studies, April 2015): 31.

²¹ Geoffrey Broughton, et al. “*Teaching English as Foreign Language*, 2 nd ed”, (New York: Routledge, 1980): 65.

²² Katherine Schultz, “*Listening: A Framework for Teaching Across Differences*”, (New York: Columbia University, 2003): 9.

²³ I. S. P. Nation and Jonathan Newton, “*Teaching ESL/ELF Listening and Speaking*” (New York: Roudledge, 2009): 38.

²⁴ John Field, “*Listening in the Language Classroom*”, (Cambridge University Press, 2009): 37.

integrating skill of language, such as pronunciation, vocabulary mastery, writing, speaking, and reading. Listening skill can be meant as ability to pay attention or to listen something.

Based on the definition of the experts above, listening is a complex problem solving skill and it is more than just perception of the sounds. Listening includes comprehension of fundamental language skills and one of individual activity that uses a map of meaning in the mind. Listener tries to imagine of what speakers means, seems relevant to the listener's own goals. When we listen to someone, we accept, reject, connect, correct, question, filter, personalize, and generalize. Therefore, listening skill needs to be improved since it provides the aural input that serves as the basis for language acquisition and enables learners to interact in spoken communication. Therefore, after the listeners are successful to understand what is the speaker's intentions, the listener can respond the speaker.

b. Kind of Listening

There are some theories that define kind of listening. According to Harmer there are two kinds of listening extensive and intensive listening;

- a. Extensive listening, the students often do away from the classroom, for pleasure or some other reason. The audio material they consume in this way - often on CDs in their cars, on MP3 players, DVDs, videos or on the Internet - should consist of texts that they can enjoy listening to because they more or less understand them without the intervention of a teacher or course materials to help them.
- b. Intensive listening is different from extensive listening, that students listen specifically in order to work on listening skills, and in order to study the way in which English is spoken. It usually takes place in classrooms or language laboratories, and typically occurs when teachers are present to guide students through any listening difficulties, and point them to areas of interest.²⁵

Meanwhile, Willis divided "kinds of listening become several kinds, they are; dialogue, discussions, stories, talks, advertisement, interview, songs, lectures, broadcast, and telephone conversation instructions."²⁶ The material in listening that we engage day to day in extensive and intensive listening can be various kinds. For instance, the listeners can have dialogue and monologue as kind of material in extensive listening.

From the kinds of listening above, the researcher concludes that, listening can be done anywhere and for different purpose for example the students listen to the song or dialogue in a movie in their house which allow them to use subtitle but for academic reason or intensive listening the students will not be allowed to use subtitle but the option of kinds of listening material the students listen to still can be various.

c. Listening activities

Listening is the activity of paying attention and getting meaning from something heard. "To increase the listening activities for students, Ficochiaro and Bonomo are suggested to practice such activities as follow: 1). Listening to students' pronunciation to correct by themselves. 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. 8).

²⁵Jeremy Harmer, "How to Teach English" (Edinburgh: Pearson, 2007): 134.

²⁶Jane Willis, "Teaching English through English" (London: Longman, 1981): 134

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. 9). Engaging on telephone conversation. 10). Interviewing people. 11). Going to the movie and or theater. 12). 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.”²⁷ The activities above involved will help student to practice a lot in listening.

3. Dialogue

Dialogue is a type of listening, Brown stated “Dialogue involve two or more speakers.”²⁸ oncalves states that ‘dialogue is speech or conversation between two people,’²⁹ it meas a dialogue is a communicative relationship between two beings. “Dialogue is concentrated conversation among equals, and offers helpful ways to work together cooperatively, encourages mutual understanding between diverse perspectives, and leads to stable, resilient outcomes.”³⁰ According to Gorsky, Casper and Trumper, as cited by Baskas, ‘dialogue occurs if the interaction is instructor-student or student-student’.³¹ Walton (as cited by Eemeren, Frans H. Van., Grootendorst, Rob., Blair, J. Anthony & Willard, Charles A) “define dialogue as an exchange of speech acts between two speech partners in turn-taking sequence aimed at a collective goal.”³²

Dialogue used as communication tool between teacher-student and student-students even it is used as the evaluation tool in learning English where dialogue is given to students as a listening lesson in English skills. Lamara stated that The teachers ussually give dialogue as listening material to their students so that the students can feel real situation of the language, course of listening should contain dialogues for general ELT, as they are the significant part of authentic communication.³³

It can be conclude that definition of dialogue is a conversation between two or more persons to share their idea and messages. Meanwhile, conversation is a joint activity in which two or more participants use linguistic forms and nonverbal signals to communicate interactively.

B. The Correlation between Pronunciation and Listening

As what have been explained above, pronunciation need complex skills to be learned and it also takes courageous. It means that speaking (pronunciation words) in target language may not easy to some learners. There is a skill which correlates to the process of speech production. Snow stated “Pronunciation is the language skill used most often dalam keseharian and through which students get much of their practice input”³⁴ “When words are pronounced well, it will be easier to the other people to understand the meaning but when words are pronounced incorrectly, it will change the meaning or even there is no meaning which tend to create confusion.”³⁵ Pronunciation can be activity be a native exposure for students, and pronunciation also can be used teacher in developing students’ listening. Pronunciation training improves the perception of listening skills among learners³⁶ Good pronunciation leads to the better the listening will be.

C. Conceptual Framework

²⁷ Mary Finocchiaro and Michael Bonomo, “*The Foreign Language Learning*” *A Guide for Teacher*, (New York: Regent Publishing Co. Inc, 1977).

²⁸ H. Douglas Brown, *Teaching by Principle An Interactive Approach to Language Pedagogy*, (NY: Pearson 2003): 251.

²⁹ Goncalves, Susana, “*The Meaning of Intercultural Dialogue*”.

³⁰ Mark L Winston, “*Engaging Through Dialogue*” (2011).

³¹ Richard S Baskas, “*Dialogue as a Means of Learning and Teaching*”, (Walden University Press, 2010)

³² Eemeren, Frans H. Van., Grootendorst, Rob., Blair, J. Anthony & Willard, Charles A, “*Types of Dialogue, Dialectical Shifts and Fallacies*” (1992): 133

³³ Lamara and Kadagoze, “*Different Types of Listening Material*”, 148.

³⁴ Don Snow, *From Language Teachers to Language Learners*, (Alexandria: TESOL, 2007), p.172

³⁵ Garcia, 2007

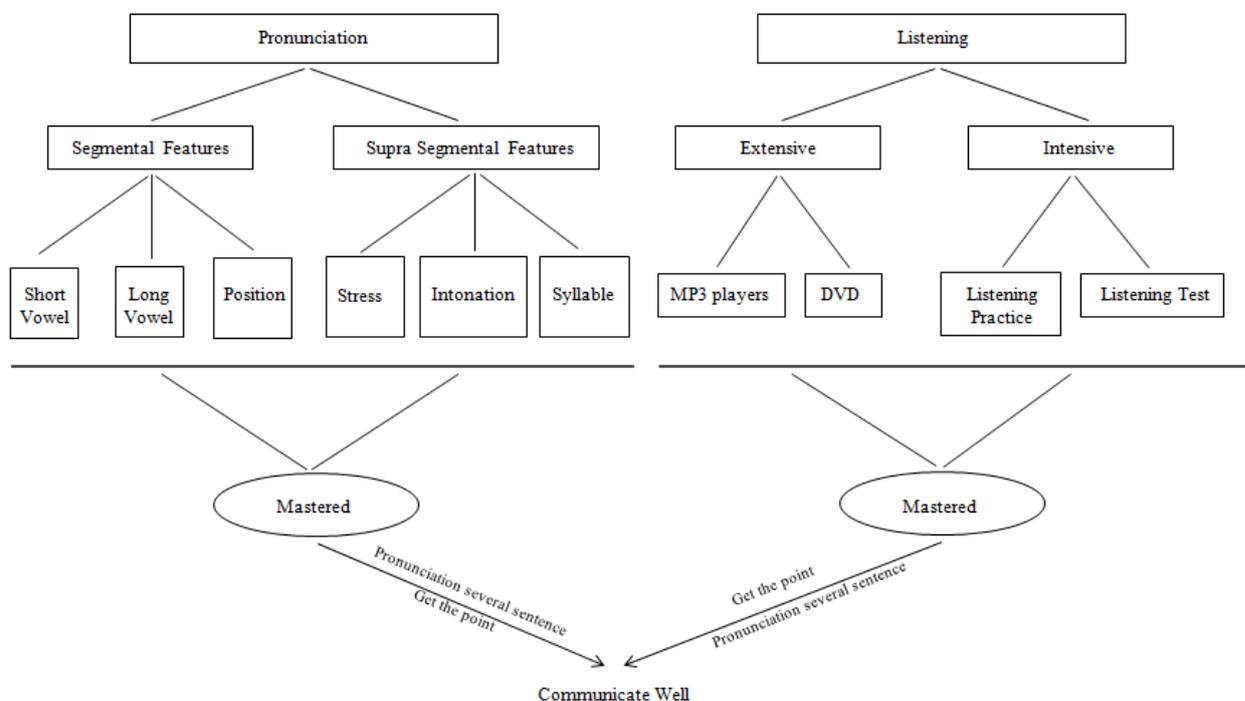
³⁶ Aliaga Garcia, *The Effects of English Pronunciation Instruction on Listening Skills among Learners*, (Grand Valley State University, 2019)

Pronunciation is how to speak in English correctly and how the voice can come out according to the aspects, so that the voice produced from the mouth can be like a native speaker. Good pronunciation of words can be produced with continuous practice.

Listening is understanding in listening to English, directly, indirectly, or through media such as music or films. Listening is one of the important skills in English because listening is one of the most needed tools to communicate, besides that there are other skills that must be learned in English, there are; speaking, writing, reading, and listening. The process in listening goes through; Sensation, Interpretation, Evaluation, Remembering.

Based on explanation above, the researcher concluded Pronunciation is the ability that how the voice can come out according to the aspects. Pronunciation also became an important thing in speaking. pronunciation and listening have a correlation, as we know pronunciation refers to the production of sound. Having a good pronunciation in speaking will make it easier for other people to understand what we are saying. In addition, when we have good pronunciation, then we will easily interpret every word spoken with the opponent.

To understand the concept that describe above, the researcher included the chart on the correlation between pronunciation and listening.



D. Hypothesis

A Hypothesis in the research is a basic assumption of how the result of the research will be. It is a prediction of a phenomenon. Moreover, in formulating hypothesis, the researcher has to ensure that the hypothesis is real or based on fact. There are two kinds of hypotheses:

- 1) Alternative Hypothesis (H_a): There is a correlation between students' pronunciation abilities and their ability in listening to the dialogue.
- 2) Null Hypothesis (H_0): There is no correlation between students' pronunciation abilities and their ability in listening to the dialogue.

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the research finding in the previous chapter, it can be concluded that there is a significant correlation between Pronunciation mastery and their Ability in listening to dialogue. The research shows that the correlation in the medium level, 0,53. Then, when it was tested by the significance t contribution, it shows that the result was significant. The score of t_o is bigger than t_{table} , in which $3,27 > 2,47$. Therefore the researcher summarizes that Pronunciation really gives contribution and has correlation to the ability of listening. A good listening score is gotten from the pronunciation mastery. The better pronunciation the students have the better listening score they will get.

B. Suggestions

The researcher gave suggestion for all aspects, students, teachers and next researcher to support this thesis. The researcher also suggested this research can help all aspect to achieve teaching and learning process in the school especially about pronunciation and listening ability.

1. For Teachers

The English teacher are suggested to help more the students to increase their interest in learning English and also should motivate the students to be more active in English learning process by helping them enrich pronunciation, so the students can be easier in listening ability.

The teacher also needs to use some activities or approaches in teaching and learning process about English. Because much of the students are interested in English subject, it is why the students have less motivation in English especially about listening section.

2. For Students

The students should be learned more about English in order to develop and increase their ability, especially about pronunciation. The students should more practice to use English in their daily activity, with language they have learned.

The students also should have motivation to learn English in order to improve their English ability. The students should be more active in learning English. Never give up in learning English and practice English as much as possible.

3. For the Next Researchers

The researcher focused on the correlation between students' pronunciation mastery and their listening ability. Therefore, it is suggested for the next researcher to investigate the correlation of the other English skill such as writing, reading and listening. As the definition in previous chapter about corelational research, correlation research is non experimental research that is similar to ex post facto research in that they both employ data derived from preexisting variables. There is no manipulation of the variables in either type of research. Correlational research designs, investigators use the correlation statistical test to describe and measure the degree of association or relationship between two or more variables. The purpose of correlation research is to clarify our understanding of important phenomena by identifying relationships among variables.

REFERENCES

- Adult Migrant English Program (AMEP). 2001. *Fact Sheet-What is Pronunciation?* Research Centre.
- A.L, Chaney. and T.L, Burk, *Teaching Oral Communication in Grades K-8*. 1998, in Ayu Diyah Harni Susanti. 2007. *Using Role Play In Teaching Speaking*. Jakarta: Syarif Hidayatullah Jakarta State Islamic University.
- Anas Sudijono. 2008. *Introduction to Educational Evaluation*. Jakarta: Raja Grafindo Persada.
- Azizah, Hayin. 2014. *The Correlation Between Listening Comprehension And Pronunciation Ability At The 3rd Semester Of English Education Department Students Of Uin Syarif Hidayatullah Jakarta Academic Year 2013/2014*
- Baskas, Richard S. 2010. *Dialogue as a Means of Learning and Teaching*. Walden: University Press.
- Brown, H Douglas. 2004. *Language Assessment Principles and Classroom Practice*. NY: Pearson Education
- Brown, H, Douglas and Priyanvada. 2010. *Language Assessment Principles and Classroom Practices (Second Edition)*. New York: Pearson Education, Inc
- Brown, H. Douglas. 2003 *Teaching by Principle An Interactive Approach to Language Pedagogy*. NY: Pearson
- Creswell, John W. 2002. *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (fourth edition). Boston: Person Education, University of Nebraska–Lincoln
- Damiati, Hanistiya Eka. 2020. *The Correlation Between Listening Skill AndPronunciation Accuracy*.
- Document of MA Darul ‘Amal. 2021 Result of Preliminary Research on August, 27th
- Eemeren, Frans H. Van., Grootendorst, Rob. Blair, J. Anthony & Willard, Charles A. 1992. *Types of Dialogue, Dialectical Shifts and Fallacies*.
- Ehsan Namaziandost, Leila Neisi Fatemeh Mahdavi-rad, Mehdi Nasri. 2020. *The Relationship between Listening Comprehension Problems and Strategy Usage among Advance EFL Learners*. Yadz, Iran: Vide Leaf
- Finocchiaro, Mary. Michael Bonomo. 1977. *The Foreign Language Learning (A Guide for Teacher)*. New York: Regent Publishing Co.
- Nation, I. S. P., J. Newton. 2009. *Teaching ESL/EFL Listening and Speaking*. Routledge : New York
- Garcia, Aliaga. 2019 *The Effects of English Pronunciation Instruction on Listening Skills among Learners*, Grand Valley State University.
- Gilakjani, Abbas Pourhosein. 2012. *A Study of Factors Affecting EFL Learners English Pronunciation Learning and the Strategies for Instruction*. Iran: Islamic Azad University of Lahijan.
- Goncalves, Susana. *The Meaning of Intercultural Dialogue*
- Harmer, Jeremy. 2007. *How to Teach English*. Edinburgh: Pearson.
- Hasyuni. 2006. *The Student’s Preferred Activities For English Listening Classes*. Thesis of Teacher Training and Education Faculty of Universitas Bengkulu.
- Herman. 2016 “*Students Difficulties in Pronouncing the English Labiodental Sounds*”. *Communication and Linguistics Studies*.
- Jonathan, Sarwono. 2006. *Metode Penelitian Kuantitatif dan Kualitatif*. Yogyakarta: Graha Ilmu

- Kang, Shumin. 2002. *Factor to consider: Developing Adult EFL Students Speaking Abilities. Methodology in Language Teaching: An Anthology of Current Practice*. Ed. Jack C. Richard, Willy A. Renandya. Cambridge: The press syndicate of the University of Cambridge.
- Knight, R.A. (2012). *Phonetics: A Course Book*. New York: Cambridge University Press.
- Laila, Nur. 2018 *The Correlation Between Students' Pronunciation Mastery And Their Speaking Ability At The First Semester Of The Eleventh Grade Of Sma N1 Abung Pekurun Kotabumi North Lampung In The Academic Year Of 2017/2018*.
- Lamara, Kadagoze. *Different Types of Listening Material*.
- Lorena, PhD Cand, Manaj Sadiku. 2015. *The Importance of Four Skills Reading, Speaking, Writing, Listening in a Lesson Hour*. European : Journal of Language and Literature Studies.
- Pribadi, Rio Luhung. 2013. *A Correlation Study Between Students' Listening Skill and Students' Pronunciation Ability*. Journal of English Language Teaching 2, no. 2
- Pinem, Yune Andryani. 2020. *The Correlation Between Listening And Speaking Among High School Students*. PGRI University Of Yogyakarta.
- Richard, J. C. & Smith, R. 2011. *Longman Dictionary of Language Teaching and Applied Linguistics*. London: Pearson Education Limited.
- Roach, Peter. 1991. *English Phonetics and Phonology*. 2nd ed. Cambridge: Cambridge University Press.
- Roach, Peter. 2009. *English Phonetics and Phonology A Practical Course*. Cambridge: Cambridge University Press
- Scott , David and Marlene Marrison. 2006. *Key Ideas in Educational Research*. New York: A&C Black.
- Snow, Don. 2007. *From Language Teachers to Language Learners*. Alexandria: TESOL
- Tampubolon, Hotmaida, Yuyun Hendrety. Vol.1 No.2. *The Correlation Between Pronunciation And Listening Achievement Of English Education Study Program Students Of Tridinanti University*. DIDASCEIN: Journal of English Education.
- Ur, Penny 1996. *A Course in Language Teaching: Practice and Theory*. Cambridge: University Press.
- Vančová, Hana. *Phonetics and Phonology A Practical Introduction to Pronunciation and Transcription*. Trnava: Učebné Texty, 2016.
- Wahyukti, T. 2008. *English Phonetics (Diktat Ajar)*. FKIP: Universitas Muhammadiyah Purwokerto.
- Willis, Jane. 1981. *Teaching English through English*. London: Longman.
- Winston, Mark L. 2011. *Engaging Through Dialogue*.
- Yanti, Gina Selvira. Ikhsanudin, dan Syarif Husin. 2012. *Teaching Listening Comprehension On Dialogue Using Information Transfer Technique*. Pontianak: Tanjungpura University.
- Yates, Lynda. 2002. *Pronunciation 1*. La Trobe: Adult Migrant English Program Research Centre