

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN STUDENTS' ACCENT AND
PRONUNCIATION AMONG SEVENTH GRADERS OF
SMPN 2 BUMIRATU NUBAN**

By:

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1445 H / 2024 M**

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**THE CORRELATION BETWEEN STUDENTS' ACCENT AND
PRONUNCIATION AMONG SEVENTH GRADERS OF
SMPN 2 BUMIRATU NUBAN**

Presented as a Partial Fulfillment of the Requirements

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In English Education Department

By:

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Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

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Sudah kami setuju dan dapat diajukan untuk dimunaqsyahkan. Demikian nota dinas ini kami buat, atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikum Wr. Wb

Ketua Jurusan Tadris Bahasa Inggris



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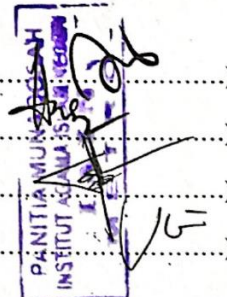
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An Undergraduate Thesis entitled: THE CORRELATION BETWEEN STUDENTS' ACCENT AND PRONUNCIATION AMONG SEVENTH GRADERS OF SMPN 2 BUMIRATU NUBAN. Written by: Enggar Pinasti Priambodro, Student Number 1701070090, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Friday, May 17th 2024 at 08.00 – 10.00 a.m.

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The Dean of Tarbiyah and Teacher Training Faculty



ABSTRACT

THE CORRELATION BETWEEN THE STUDENTS' ACCENT AND PRONUNCIATION AMONG SEVENTH GRADERS OF SMPN 2 BUMIRATU NUBAN

**By:
ENGGAR PINASTI PRIAMBODRO**

Pronunciation is one of the important aspects of speaking. Speaker needs to pronounce the words correctly in order to create correct and clear conversation. The impact that can occur when ignoring pronunciation is miscommunication. There are several things that allow for inaccuracies in pronunciation. In this study, the researcher focused on discussing the accents of speakers.

This correlational research aimed to know the correlation between students' accent and pronunciation among seventh graders of SMPN 2 Bumiratu Nuban. The sample who contributed to this research was 35 students from seventh graders of SMPN 2 Bumiratu Nuban, used probability sampling technique. To collect the data, used questionnaire and test. To measure the students' accent variable, used questionnaire, while to measure the pronunciation variable used performance test.

. Data analysis technique used in this research is Pearson Product Moment. The result of the correlational test showed the correlation coefficient $r = 0.725$ ($p=0.00$; $p < 0.05$) which means that there was correlation between students' accent and pronunciation among seventh graders of SMPN 2 Bumiratu Nuban.

Keywords : Accent, Language Acquisition, Pronunciation.

ABSTRAK

THE CORRELATION BETWEEN THE STUDENTS' ACCENT AND PRONUNCIATION AMONG SEVENTH GRADERS OF SMPN 2 BUMIRATU NUBAN

**Oleh:
ENGGAR PINASTI PRIAMBODRO**

Pengucapan adalah salah satu aspek penting dalam berbicara. Pembicara perlu mengucapkan kata-kata dengan benar agar tercipta percakapan yang benar dan jelas. Dampak yang dapat terjadi bila mengabaikan pengucapan adalah miskomunikasi. Ada beberapa hal yang memungkinkan terjadinya ketidaktepatan dalam pengucapan. Dalam penelitian ini, peneliti fokus membahas tentang aksent pembicara.

Penelitian korelasional ini bertujuan untuk mengetahui hubungan antara aksent dan pengucapan siswa pada siswa kelas tujuh SMPN 2 Bumiratu Nuban. Sampel yang berkontribusi dalam penelitian ini adalah 35 siswa kelas tujuh SMPN 2 Bumiratu Nuban, dengan menggunakan teknik probabilitas sampling. Untuk menggumpulkan data, digunakan angket dan tes. Untuk mengukur variabel aksent siswa digunakan angket, sedangkan untuk mengukur variabel pengucapan digunakan tes kinerja.

Teknik analisis data yang digunakan dalam penelitian ini adalah Pearson Product Moment. Hasil uji korelasi menunjukkan koefisien korelasi $r = 0.725$ ($p=0.00$; $p < 0.05$) yang berarti terdapat korelasi antara aksent dan pengucapan siswa pada siswa kelas tujuh SMPN 2 Bumiratu Nuban.

Kata Kunci : Aksent, Pelafalan, Pemerolehan Bahasa.

STATEMENT OF RESEARCH ORIGINALITY

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State that this undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 16 May 2024

The researcher



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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 16 Mei 2024

Peneliti



Enggar Pinasti Priambodro

1701070090

MOTTO

“Apapun boleh gagal asal bukan dengan alasan tidak berani”

Anything can fail as long as it's not because of afraid.

(Enggar Pinasti Priambodro)

DEDICATION PAGE

This undergraduated thesis is especially dedicated to:

My beloved uncle, Mr. Limpat Setia Budi who always pray, support and believe me endlessly.

My beloved brother and sister, Mr. Johan Saputra and Mrs. Anggun Priambodro who always pray, support and were there when I need them.

My supervisor, Prof. Dr. Dedi Irwansyah, M.Hum who helped and guided me during the research process.

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All praise is due to Allah, The Lord of the worlds, the One Who sustains the heavens and earths. Director of all that is created, Who sent the Messengers to rational beings, to guide them and explain the religious laws with clear proofs and undeniable arguments. We bear witness that our leader, Muhammad (pbuh) is His servant and messenger, the best of all creation. May the peace and blessings of Allah be upon him, his families, his friends and the rest of righteous.

First of all, the researcher thank to Allah which because of His blessings, the researcher can complete this thesis entitled “The Correlation Between Students’ Accent and Pronunciation Among Seventh Graders of SMPN 2 Bumiratu Nuban”.

Secondly, the researcher would like to express her sincere gratitude to those who has invloved in the process of composing this proposal. Therefore, the researcher would like to thank :

1. Prof. Dr. Siti Nurjanah, M.Ag,PIA as the Rector of IAIN Metro.
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3. Dr. Much Deiniatur, M.Pd.B.I. as the Head of English Department.
4. Prof. Dr. Dedi Irwansyah, M.Hum as the supervisor, for valuable feedback, correction, suggestions and valuable time to complete this undergraduate thesis.
5. All lecturers and administration staff of IAIN Metro.
6. Headmaster,teachers, staff, and students of SMPN 2 Bumiratu Nuban who gave permission to the researcher to conduct the research.

As human being, the researcher realized this undergraduate thesis still has weakness. The researcher do apologizes for all mistakes that have been made in this writing and presentation items. All corrections are really welcomed to lighten up the quality of this research. Hopefully, this undergraduate thesis can be meaningful benefit for the researcher especially for our campus and all readers.

Metro, 16 May 2024
The Researcher



Enggar Pinasti P.
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CHAPTER I

INTRODUCTION

A. Background of Study

Humans use language to communicate one another. This makes humans different from other creatures on earth. Humans have hundreds to thousands of languages in the world, include local language, national language, even international language. Since the world began civilization, English has become an international language until today. Most of the science and technology in any field is written in English or other foreign languages, so that mastery of English or other foreign languages will provide a way for the Indonesian people to absorb scientific developments, or disseminate knowledge that is developing in Indonesia. Modern society has now become a world society that is no longer divided by distance or time thanks to advances in the fields of information technology and transportation. The world community is developing into a borderless global society. Mastery of a foreign language will be the door so that the Indonesian people can interact in global society.¹

Therefore, all forms of communication are called language, both verbal, namely using words orally or in writing, and non-verbal such as

¹ Iman Santoso, "Pembelajaran Bahasa Asing di Indonesia: Antara Globalisasi dan Hegemoni". *Bahasa & Sastra, Vol.14, No. 1*, (2014): 3.

gestures, colors, facial expressions and others.² However, the most effective form is verbal communication. Making sure interlocutor understands the meaning of what speaker want to convey is important in communicating. One of language components which success communication is pronunciation. Speaker needs to pronounce the words correctly in order to create correct and clear conversation.

In other hand, Meyerhoff stated that language style can define the personality, mindset, and condition of the speaker.³ Every person has different style in pronouncing words which has been formed from birth and is not easily removed. Therefore, people whose an accent is bold may have difficulties in learning foreign language.

In the fact, many students still find the difficulties to pronounce well in speaking. The students have low motivation to learn English especially speaking and pronunciation because they assume that they will get embarrassed if they pronounce it wrong. They still feel bored when pronounce a long text. The students have low ability to comprehend the main idea and information from the text. Students' vocabulary mastery is very low, so they get the difficulties to know the meaning from the text. The students are not interested about the learning method that used by the teacher in Speaking subject. They need a learning strategy that can give them a high motivation in fixing their pronunciation.

²Wahyu Kurniadi dan Ridho Mahaputra, "Determination of Communication in the Organization: Non Verbal, Oral, and Written". *Journal of Law Politic and Humanities*, Vol.1, No. 4, (2021): 166.

³Miriam Meyerhoff, *Introducing Sociolinguistics* (London: Routledge, 2006), 27.

Then, the next fact is the researcher has done the pre-survey by using the test for knowing the score in English especially in speaking comprehension abilities. The result can be seen on the following table:

Table 1.
The students' pre-survey score at the seventh graders
of SMPN 2 Bumiratu Nuban

No.	Students' Name	Score	Interpretation
1.	A. H. A. L.	75	Good
2.	A. K.	30	Bad
3.	A. T. K.	55	Less
4.	A. I.	10	Bad
5.	A. A. R.	55	Less
6.	A. M.	50	Less
7.	A. A. G.	65	Enough
8.	A. W. G.	45	Less
9.	A. N. A.	35	Bad
10.	A. E. W.	90	Excellent
11.	A. N. K.	75	Good
12.	D. Y.	35	Bad
13.	D. A.	15	Bad
14.	D. E.	15	Bad
15.	E.	15	Bad
16.	F. R.	75	Good
17.	F.	30	Bad
18.	F. M. W.	5	Bad
19.	I. M.	70	Enough
20.	J. I. A. U.	75	Good
21.	M. K.	25	Bad
22.	M. W.	30	Bad
23.	M. WA.	35	Bad
24.	N. F. U.	25	Bad
25.	N. S.	30	Bad
26.	R. L. R.	30	Bad
27.	R. Z. W. M.	25	Bad
28.	R. O.	75	Good
29.	S. A.	80	Good
30.	S. V.	40	Less
31.	S. J.	20	Bad
32.	T. K.	85	Excellent
33.	T. P. P.	30	Bad
34.	Y. P.	25	Bad

35.	U. R.	10	Bad
Total	35 Students	1485	
Average		42,43	

Table 2.
The students' score result at the seventh graders
of SMPN 2 Bumiratu Nuban

No	Grade	Category	Frequency	Percentage (%)
1	≥ 75	Completed	8	23 %
2	< 75	Uncompleted	27	77 %
Total			35	100 %

Source: The result data of reading test at the seventh graders of SMPN 2 Bumiratu Nuban on October 26th 2021.

The table above represents that only 8 students from 35 students get good score (completed) in reading test. The minimum mastery criteria (MMC) for English in SMPN 2 Bumiratu Nuban is ≥ 75 . It can be seen that 27 students belong to be uncompleted for the score < 75 and only 8 students can do well in reading test. It can be explained that 27 students have low accent and pronunciation.

It can be concerned that the researcher would like to conduct this research entitled The Correlation Between the Students Accent and Pronunciation Among Seventh Graders of SMPN 2 Bumiratu Nuban Lampung Tengah.

B. Problem Identification

Referring to background of the study above, these are the problems identified:

1. The students have many pronunciation error in pronouncing English words.
2. The students mostly pronounce English words with Javanese accent which makes it difficult to understand.

C. Problem Limitation

Based on the problem identification, this research is limited to finding whether the students' accent affects their pronunciation or not. Problem limitation is needed to determine the focus of research, so that calculations and discussions do not wander all over the place. This research measures how thick the students' accents are and how much it affects their speaking performance, especially the pronunciation aspect.

D. Problem Formulation

Based on the background of study explained above, the researcher chooses one problem which will be formulated as follows: “Is there any significant correlation between the students’ accent and their pronunciation among the seventh graders of SMPN 2 Bumiratu Nuban?”

E. Objectives and Benefits of the Research

1. Objective of the Study

The objective of this research is to find out whether there is a significant correlation between student accent and pronunciation in seventh grade students at SMPN 2 Bumiratu Nuban or not.

2. Benefits of the Study

a. Researcher

This research is expected to add insight into theories have learned in college, as well as provide an experience on solving real problem especially about the correlation between the students' accent and their pronunciation at SMPN 2 Bumiratu Nuban.

b. Teachers

This research is expected can help teachers on identifying the factor of students' pronunciation difficulties so that teacher can determine appropriate method on learning.

c. Students

This research is expected to be an aspiration of students to convey their difficulties, moreover can help them on further English learning.

d. Other Researchers

The result of this research is expected to be support of their research especially about the correlation between the students'

accent and pronunciation as well as an inspiration to do further research.

F. Prior Research

Relevant previous research would help this research process to take place. Citing previous research aims to see which side of the researcher begin this research. In addition, it also will be seen the linkages and differences of this research and the previous researches. The first relevant research is carried out by Lasabuda. Using qualitative method, this research aims to identify the difficulties of students' pronunciation. The sample was 15 students in 4th semester of the English Education Department of IAIN Sultan Amai Gorontalo. Finding of this research indicate that students require pronunciation and intonation to improve their speaking English. The difficulties in pronunciation experienced by students in this research are difficult to distinguish words that are similar in pronunciation, rarely speak English, lack of vocabulary, affected by local accent, shame, difficult to pronounce rare sentences, nervous, and less understanding of the content of intended context.⁴

The relevant research has similarities and differences with this research. The similarities covers variable studied, both researchers study pronunciation on the research. Whereas, the difference between the relevant research and this research lies on method used. The method used on the

⁴ Nikita Lasabuda, "An Identification of Students' Difficulties in Pronunciation". *Al Lisan Journal Bahasa*, Vol. 2, No. 2, (2017): 18-23.

relevant research is qualitative method. Meanwhile, this research use correlational research design which is a quantitative method.

The second relevant research from Tussa'adah. Using correlational research design, this research aims to find out whether there is a correlation between student's pronunciation mastery and their speaking ability. The sample was 87 students at SMAN 1 Abung Pekurun, Kota Bumi, North Lampung. The calculation of Pearson Product Moment shows correlation coefficient of two variables is 0.954. The result of calculation state that the correlation between the two variables X and Y is positive. It means the correlation between student's pronunciation mastery and their speaking ability is very high.⁵

The second relevant research has similarities and differences with this research. The similarities covers method used, both researchers use correlational research design on the research. Another similarity of this two researches is the main variable that is pronunciation. Whereas, the difference between the the relevant research and this research lies on the purposes. The purpose of the relevant research is to find out the correlation between students' pronunciation mastery and their speaking ability. Meanwhile, this research aims to find out whether there is a correlation between student's accent and pronunciation.

Another relevant research is written by Much Deiniatur. The objectives of this research are to find out total errors of the student when they

⁵ Nurlaila Tussa'adah, "The Correlation Between Students' Pronunciation Mastery And Their Speaking Ability at The First Semester of The Eleventh Grade of SMAN 1 Abung Pekurun Kotabumi North Lampung in The Academic Year of 2017/2018". *A Thesis*, (2017): 1-76.

pronouncing English word containing diphthongs, to find out what type of diphthongs that students made the most frequently mispronounced, to find out what type of diphthongs that students made the least frequently mispronounced, and to find out the factors influencing error pronunciation that the student made in English word containing diphthongs. In this research the writer used qualitative method. The subjects of this research were 40 of the First Semester students at STAIN Jurai Siwo Metro in academic year 2015/2016. The results of the analysis showed that the students made errors out of the total 499 words. The types of diphthongs that the students the most frequently mispronounced are [oo] (62 words), [ao] (61 words), [uə] (59 words), [ɔə] (59 words), and [ɛə] (58 words),.The type of diphthongs that the students the least frequently mispronounced is [aɪ] (46 word).⁶

A quantitative research from Dharma and Rudianto is the last relevant research. Involving 100 English Department students as participants, this research was conducted at Satya Wacana Christian University Salatiga. The purpose of this research is to analyze how is the attitude of Indonesian EFL students toward various accents. The intended attitudes cover cognitive, affective, and behavioral competence. There were 5 accents used in this study, AE (American English) and BE (British English), which were native accents. ME (Malaysian English), JE (Javanese English), and IE (Indian English), which were non-native accents. The finding showed that AE and BE as native accents received more positive attitudes than ME, JE, and IE as non-

⁶ Much Deiniatur, "An Analysis of Students' Errors in Pronouncing English Diphthongs at The First Semester of STAIN Jurai Siwo Metro". *Pedagogy: Journal of English Language Teaching*, Vol. 4, Edition. 2, (2017): 114-119.

native accents. More than half of participants opined that using native accents is not an urgent matter. They explained that intelligibility is more important than accent in communicating.⁷

The similarities between two researches lies on the main variable, viz. Accent. The type of research from these two researches uses quantitative research. However, the research objectives are different, so the calculation methods used are also different. This relevant research aims to analyze how is the attitude of Indonesian EFL students toward various accents, whereas this research aim to find out whether there is a correlation between student's accent and pronunciation.

⁷ Monika Dharma and Rudianto, "Indonesian EFL Students' Attitudes Toward Various English Accents and Their Own Accents". *English Edu*, Vol. 11, No. 1, (2013): 67-81.

CHAPTER II

REVIEW OF LITERATURE

A. The Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is a way in making sound of words. Yates states that pronunciation refers to the sounds production of speaker.⁸ In other view, Hornby defines that pronunciation is a way to speak a sound or particular word or language.⁹ Pronunciation is more than just listen and repeat. It is a form in which the basic symbols of language, the segmental phonemes or sound of speech, appear and are arranged in patterns of pitch, loudness, and duration. It shows pronunciation is as important as other aspect of foreign language learning. In developing language skills, correct pronunciation is a necessary.

According to Ramelan, there are some Pronunciation problems faced by Indonesia students, such as the identification of the foreign sounds, production of the foreign sounds by his organs of speech, and production of suprasegmentals features like stress, length, pitch, and intonation.¹⁰ The identification of the foreign sounds means that the student has to remember their acoustic qualities so that he will be able to

⁸Lynda Yates and Zielinski B, *Give it a go: Teaching Pronunciation to Adults* (Sidney: Macquarie University, 2009), 67.

⁹A. S. Hornby, *Oxford Advanced learner's Dictionary of Current English* (New York: Oxford University Press, 2008), 352.

¹⁰Much Deiniatur, "An Analysis of Students' Errors in Pronouncing English Diphthongs at The First Semester of STAIN Jurai Siwo Metro". *Pedagogy: Journal of English Language Teaching*, Vol. 4, Edition. 2, (2017): 116.

directly identify them in utterance. Production of the foreign sounds by his organs of speech is ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. Whereas, production of suprasegmentals features like stress, length, pitch, and intonation is quite obvious that these features cannot be overlooked by the students because they are almost always different in different languages.

2. The Significance of Pronunciation

Dalton and Seidlhoffer argue how pronunciation become a production of significant sound is caused by two reasons, as follow:

- a. First, sound is significant because it is being a part of particular language code. In other words, pronunciation as the production and repetition of sounds of speech. It may people recognizing the distinctive sounds of English, Bahasa, Thai, Japan, and other languages.
- b. Second, sound is significant because it contributes in meaning achievement of context of use. In this case, pronunciation is used to acts speaking. The code is combined with other factors in line to bring through communication occurred.¹¹

¹¹Christiane Dalton and Barbara Seidlhofer. *Pronunciation* (Oxford: Oxford University Press, 1994), 3.

3. Indicators of Pronunciation

According to Djiwandono, there are four indicators of pronunciation, they are; intelligibility, fluency, accuracy and native-like.

a. Intelligibility

Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.

b. Fluency

Fluency is as a whole of text can be pronounced well.

c. Accuracy

Accuracy is words and parts of text are pronounced precise.

d. Native-like

Native-like is pronounced of the whole text and its parts are pronounced like native speaker.¹²

B. The Concept of Accent

1. Definition of Accent

Oxford Student's Pocket Dictionary describes accent as a way of an individual in speech or national/local speaking.¹³ In many cases, accent is often misconstrued to dialect. Due to these two words relate to the way of speaking, people may think there is not difference between accent and dialect. A manner of peculiar pronunciation which indicate to a particular

¹² Djiwandono. *Tes Bahasa: Pegangan bagi Para Pengajar Bahasa* (Malang: PT. Macanan Jaya Cemerlang, 2008), 124-125.

¹³Anonim, *Oxford Learners Pocket Dictionary* (New York: Oxford University Press, 2009), 2.

individual, environment, or nation is called accent. Accent is formed in line with language development.

Montgomery defines accent is reserved exclusively which belongs to particular region or social group for the whole forms of peculiar pronunciation.¹⁴ While Trudgill proposes accent specifically refers to how speaker pronounce words.¹⁵ Those explanation take us in understanding of accent definition. A variety of accents is possible in speaking one dialect.

2. Accent in Language Acquisition

Humans are born in a condition of not having a language. As time goes by, humans learn to talk with several stages. Humans try to communicate by imitating their parents or people around, until finally able to speak fluently and get a mother tongue. The way of language acquisition of human is incredible and difficult to be proved.

A psychologist, Skinner, maintains that human acquires language through 3 things, namely Stimulus-Response-Rewards. This is well-known as Behaviorism¹⁶. Behaviorism theory focuses to linguistic behavior which is formed from Stimulus-Response Process. In this case, the proper response to the stimulus creates an effective language behavior.

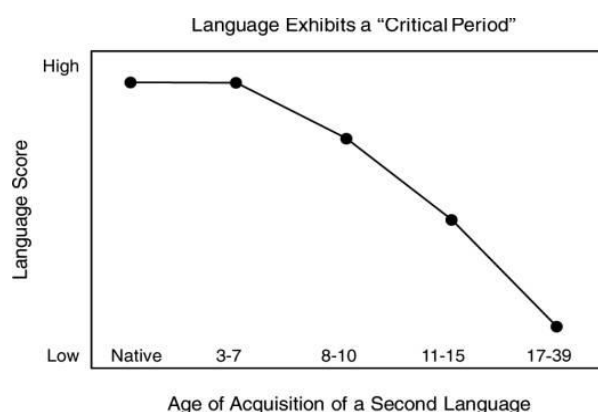
¹⁴Martin Montgomery, *An Introduction to Language and Society* (New York: Routledge, 2008), 69.

¹⁵Kyle McGee, "Attitudes towards accents of English at the British Council, Penang: What do the students want?", *Malaysian Journal of ELT Research*, Vol. 5 (2009): 168.

¹⁶John Woollard, *Psychology for the Classroom: Behaviourism* (USA: Routledge), 16.

Babies have better ability to learn faster than adult. Until about six-month-old, baby is much better than adult in differentiating sounds. Nevertheless, at ten months, the sound recognizing ability of baby is decreasing¹⁷. Errors are more common in those who learn second language after puberty than are those who learned second language during childhood. This causes a failure to achieve full mastery, if language acquisition had not obtained at age before puberty.¹⁸

Figure 1.
The relationship between age of acquisition of second language and language skill



Learning a new language can be conducted at any age, however the mastery level of the language will not be as good as native speaker if acquisition of new language occurs after puberty. After puberty, although it looks fine and be able to communicate well, the mastery of pronunciation and grammar may not be identical to that of a native speaker. This is why language habits that have been formed since infancy are difficult to change or eliminate, including accents in speaking.

¹⁷Alison Gopnik and Andrew Meltzoff, *The Scientist in the Crib* (New York: HarperCollins), 154.

¹⁸Patricia K. Kuhl, "Early Speech Perception and Later Language Development", *Lawrence Erlbaum Associate*, 2005: 241.

3. Formation of Accent

There are several things that strongly influence the formation of a human accent, especially in the process of learning a new language, namely:

a. Native Language

Native language is the first thing that influences the formation of language acquisition. Starting from mother language as the first means of language acquisition and daily interactions.

b. Exposure to English

The frequency of exposure is important in learning a new language. New learners will benefit immensely from the opportunity to talk in the language, listen to native speakers, and read and write in the new language on a daily basis. Maximizing the exposure to the new language is the number one factor for language learning.

c. Age

The age of the learner plays an important role in their ability to develop mastery of a new language. The earlier a child can begin learning a new language, the more quickly and completely they will develop mastery in achieving a native-like accent.¹⁹

¹⁹ Patricia Kuhl, "Language". *Principles of neural science*, 5th ed, (2012): 1361.

C. Hypothesis

1. Alternative Hypothesis (H_a): There is a significant correlation between the students' accent and pronunciation among the seventh graders of SMPN 2 Bumiratu Nuban.
2. Null Hypothesis (H_0): There is no a significant correlation between the students' accent and pronunciation among the seventh graders of SMPN 2 Bumiratu Nuban.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research is a quantitative research. Quantitative data analysis is an analysis which is based on arithmetic. Therefore, the data that is processed or will be processed as well as the results is in the form of numbers.²⁰ This research is a kind of correlative, where correlational research is a research that aims to determine whether there is a correlation between two or more variables. Correlational research is one of quantitative research which is intended to determine the extent of relationship between two or more variables, without making changes, additions or manipulations to existing data.²¹

The thinking concept of correlation calculation is that the high and low score of a variable will be followed by the high and low of other variable that theoretically have a related characteristic.²² Data processing in statistical analysis of this research is using Pearson Product Moment which is calculated by IBM SPSS Statistics 24.

²⁰Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan* (Yogyakarta: Gadjah Mada University Press, 2015), 2.

²¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2013), 4.

²²Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan.*, 141.

B. The Operational Definition of Variables

The operational definition of variable is a part which define a variable so that can be measured by concern to the dimensions (indicator) of a variable.²³ This research has two variables, independent and dependent variable.

1. Independent Variable

Accent is being the independent variable in this research, this variable is symbolized by (X).

2. Dependent Variable

Pronunciation in this research is a dependent variable, this variable is symbolized by (Y).

C. Population, Sample, and Sampling Technique

1. Population

The whole research subjects that are being a concern to observations and data providers are referred to population. The population is all members of the research subject who have the same characteristics.²⁴ In this research, the population is the whole seventh graders of SMPN 2 Bumiratu Nuban, which amounts to 128 students.

2. Sample

Sample is a group of members who are part of the population. So that the research result can be generalized to the population, the sample

²³Juliansyah Noor, *Metodologi Penelitian*, (Jakarta:Kencana Prenada Media Group,2013),97.

²⁴Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan.*, 18.

taken must be representative.²⁵ The researcher has set the sample of this research is 35 students of SMPN 2 Bumiratu Nuban on seventh graders.

The formula used in this sampling is based on the slovin formula²⁶, as follow:

$$n = \frac{N}{1 + N(e)^2}$$

Details:

n= number of sample.

N= number of population.

e= error tolerance (10%)/ 0,1

Based on the explanation above, using the Slovin formula, the extent of sample can be calculated as follows:

$$n = \frac{60}{1 + 60(0,1)^2} = 37,5$$

3. Sampling Technique

To determine the sample use in study, the researcher uses the Probability sampling, which is a technique that provides equal opportunities for each element (member) of the population to be selected as a member of the sample.²⁷ Whereas, the method used is Simple Random Sampling. It is a simple sampling because sample members from the population are taken randomly without regard to similarities or

²⁵Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan.*, 19.

²⁶Husein Umar. *Metode Penelitian untuk Skripsi dan Tesis Bisnis.* (Jakarta: Rajawali, 2013), 78.

²⁷Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D* (Bandung: CV. Alfabeta, 2017), 74.

strata in the population.²⁸ This technique is used when the population is considered homogenous.

D. Data Collection Method

The accuracy of research data depending on the data collection tool used. Therefore, data collection method is an important part in every research. The researcher used questionnaire and test in this research. Test is a set of questions that require answers or several statements that must be given a response with the aim of measuring an ability or revealing certain aspects of the person subjected to the test.²⁹ Questionnaire in this research is used to measure students' accent and Test is used to measure pronunciation.

Selected-response test or questionnaire is used to measure Students' Accent variable. It is a test that includes an objective test, consisting of true-false items, multiple-choice items, and matching items.³⁰ Meanwhile, to measure the Pronunciation variable, the researcher use Performance Test. Performance test is generally used to measure the extent of skill competence (psycho-motor), the questions are presented in the form of tasks that must be done by students. Tools that can be used for this test in the form of observations or observations of behavior.³¹

²⁸Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D.*, 82.

²⁹ S. Eko Putro Widoyoko, *Penilaian Hasil Pembelajaran Di Sekolah* (Yogyakarta: Pustaka Pelajar, 2014), 50.

³⁰ Khaerudin, "Administrasi, Analisis Butir, dan Kaidah Penulisan Tes", *Jurnal Madaniyah*, Vol 1 Edition XII (2017): 100.

³¹ *Ibid.*, 104.

E. Research Instrument

1. Instrument Blueprint

The researcher used questionnaire and test in this research. Instrument used to measure the students' accent as an independent variable is multiple-choice items or questionnaire. This instrument is designed to observe their behavior so that can measure how thick the accent of seventh graders of SMPN 2 Bumiratu Nuban which affect their pronunciation. It will be in written form which is compiled using a form and will be intended for seventh graders of SMPN 2 Bumiratu Nuban.

The dependent variable, pronunciation, measured by performance test. The researcher will give them a text to read and then observe how they pronounce word by word. Their performance will be described on the observation form prepared before.

2. Instrument Calibration

a. Validity Test

The validity of the research tool questions whether the tool can measure what is to be measured.³² Based on this understanding, it can be concluded that validity indicates the accuracy of the measuring instrument in measurement. The basic for making decision in the calculation of the validity test is;

³²Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan.*, 414.

- 1) If $r\text{-observed} > r\text{-table}$, then the instrument or question item is significantly correlated with the total score (valid)
- 2) If $r\text{-observed} < r\text{-table}$, then the instrument or question item is not significantly correlated with the total score (invalid)

b. Reliability Test

Reliability refers to the understanding of whether an instrument can measure variable consistently over time.³³ It can be concluded that the reliability test is to ensure that an instrument is trustworthy enough to be used as a data collection tool because the instrument has met the qualifications. The instrument can be said reliable if $r\text{-observed} > r\text{-table}$.

F. Data Analysis Technique

This correlational research aims at finding out whether or not there is, or the extent of the correlation between the two variables. Correlation test in this research is using Product Moment Formula from Pearson which is calculated by IBM SPSS Statistics 24. The program is used to analyze correlation data between students' accent and pronunciation of seventh graders of SMPN 2 Bumiratu Nuban, whether the students' accent affects their pronunciation or not. The data that has been obtained in this research will be processed and analyzed using this program. Thus, the result of calculation with this formula can be used as the basis for drawing the final conclusion of the research.

³³Burhan Nurgiyantoro, Gunawan, and Marzuki, *Statistik Terapan.*, 417.

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Setting

a. The History of SMPN 2 Bumiratu Nuban

SMPN 2 Bumiratu Nuban is one of the educational units at junior high school level which is under the auspices of the Ministry of Education and Culture. SMPN 2 Bumiratu Nuban is located at Jl. Pramuka No. 1 Sidowaras, Bumiratu Nuban, Central Lampung with postal code 34161. It was established on May 2000 by Dra. Asriana. SMPN 2 Bumiratu Nuban has A accreditation, based on certificate 1340/BAN-SM/SK/2019.

b. Vision and Mission of SMPN 2 Bumiratu Nuban

1) The Vision of SMPN 2 Bumiratu Nuban

The vision of SMPN 2 Bumiratu Nuban is being superior in the academic and non-academic based on faith, religious and piety.

2) The Mission of SMPN 2 Bumiratu Nuban

The mission of SMPN 2 Bumiratu Nuban are stated as follows:

- a) Improving the professionalism of teachers.
- b) Improving the quality of SMPN 2 Bumiratu Nuban in the future career by their skills.

- c) Improving the harmony relationships with the community of school environment.
- d) Completing the facilities of school infrastructure.
- e) Providing extracurricular.

c. The Condition of Teachers of SMPN 2 Bumiratu Nuban

The condition of teachers' of SMPN 2 Bumiratu Nuban as follow:

Table 3.
The Condition of Teachers of SMPN 2 Bumiratu Nuban

No	Position	Category		Total	Total
		M	F		
1	Kepala Sekolah	1	0	1	35
2	Waka	2	1	3	
3	Guru	9	13	22	
4	Staf TU	2	2	4	
	Satpam	5	0	5	
TOTAL		19	16	35	

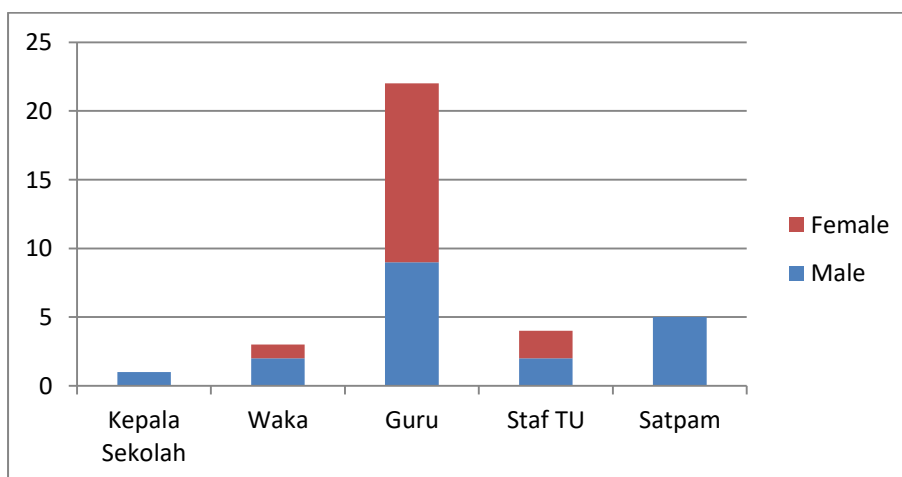


Figure 2.
The Condition of Teachers of SMPN 2 Bumiratu Nuban

d. The Students of SMPN 2 Bumiratu Nuban

Students who are registered as active in the teaching and learning process at SMPN 2 Bumiratu Nuban include class VII, class VIII and class IX. Class VII students are divided into 4 classes, namely VII A which consists of 30 students, VII B with 30 students, VII C with 32 students, and VII D with 16 students. For class VIII, a total of 114 students are divided into 4 classes, namely VIII A, VIII B, VIII C, and VIII D. Meanwhile, class IX is divided into 4 classes, namely IX A, IX B, IX C, and IX D. For more detailed description, explained in the following table:

Table 4.

The Condition of Students of SMPN 2 Bumiratu Nuban

No	Class	Category				Total	Total
		M	F	M	F		
1	VII A	12	18	46	62	30	108
2	VII B	14	16			30	
3	VII C	14	18			32	
4	VII D	6	10			16	
5	VIII A	17	14	61	53	31	114
6	VIII B	17	15			32	
7	VIII C	16	15			31	
8	VIII D	11	9			20	
9	IX A	15	16	47	51	31	122
10	IX B	15	17			32	
11	IX C	12	17			29	
12	IX D	17	13			30	
TOTAL		170	178	158	166	348	348

e. The Facilities of SMPN 2 Bumiratu Nuban

The conditions of students' of SMPN 2 Bumiratu Nuban as follow:

Table 5.

The Condition of Facilities of SMPN 2 Bumiratu Nuban

No	Name of Building	Total
1	Office Room	1
2	Class Room	15
3	Space Administration	2
4	Science Laboratory	1
5	Computer Laboratory	1
6	Library	1
7	BK Room	1
8	UKS Room	1
9	Mosque	1
10	Futsal Field	1
11	Basket Field	1
12	Volleyball Field	1
13	Canteen	3
14	Parking Area	3
15	Toilet	4
16	Extracurricular Room	1

2. Instrument Testing

a. Validity Test

Validity is a measure that determines the level of validity of a measuring instrument. If the instrument is declared valid then the instrument can be used to measure research data. The basic for making decision in the calculation of the validity test is;

- 1) If $r\text{-observed} > r\text{-table}$, then the instrument or question item is significantly correlated with the total score (valid).

- 2) If $r\text{-observed} < r\text{-table}$, then the instrument or question item is not significantly correlated with the total score (invalid).

Table 6.
Validity Test Calculation Result

Variable	Statements	Pearson Correlation (r-observed)	r-table	Description
Student's Accent	Item 1	0.887	0.334	Valid
	Item 2	0.708	0.334	Valid
	Item 3	0.698	0.334	Valid
	Item 4	0.767	0.334	Valid
	Item 5	0.819	0.334	Valid
	Item 6	0.740	0.334	Valid
	Item 7	0.696	0.334	Valid
	Item 8	0.806	0.334	Valid
	Item 9	0.786	0.334	Valid
	Item 10	0.596	0.334	Valid

According to the provisions, if the r-observed value is higher than the r-table value ($r\text{-observed} > r\text{-table}$) then the instrument is declared valid. Based on the table above, 0.334 is the r-table for a sample size of 35, while the r-observed for each instrument is higher than 0.334 so that the instrument to be used is declared valid.

b. Reliability Test

Reliability testing is used to determine whether an instrument can be trusted as a data collection tool. A questionnaire is said to be reliable or reliable if the results of the respondent's answers are

consistent or stable over time. In this research, the instrument reliability test will use the Cronbach's Alpha technique which has a principle that lowest limit criterion is 0.6.

Table 7.

Reliability Test Calculation Result

Variable	Statements	Cronbach's Alpha	Description
Student's Accent	10	0.912	Reliable

From the table above it can be concluded that the Cronbach's Alpha calculation results calculated using IBM SPSS 24 are 0.912. This value is above the lowest limit criterion, namely 0.6, so the instrument for Student's Accent is declared reliable.

3. Research Testing

a. Students' Identity

1) Gender

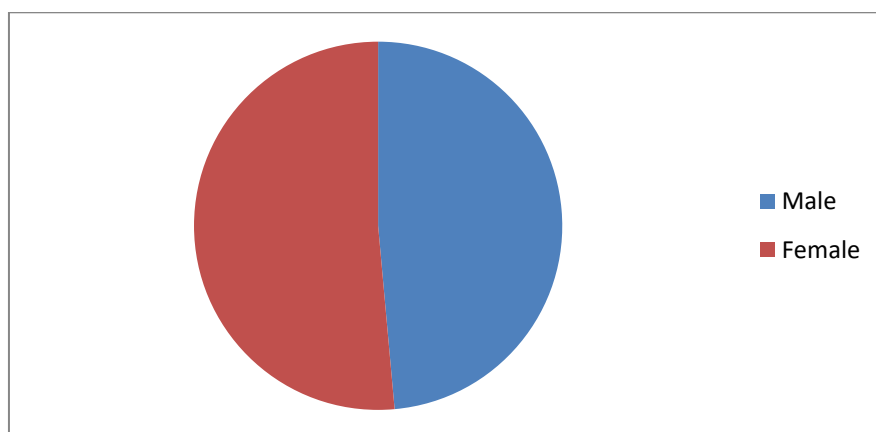


Figure 3

Amount of Student's Gender of SMPN 2 Bumiratu Nuban

From the results of processing the questionnaire data, it can be seen that there are 17 male students or 49%, while there are 18 female students or 51%. From these data it can be concluded that the sample of students involved in this research was balanced.

2) Age

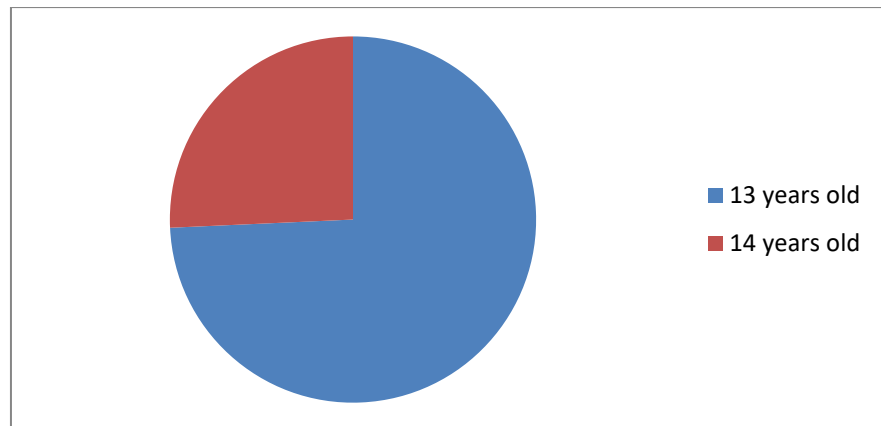


Figure 4

Amount of Student's Age of SMPN 2 Bumiratu Nuban

From the results of processing the questionnaire data, it can be seen that there are 26 students aged 13 years or 74%, while there are 9 students aged 14 years or 26%. From these data it can be concluded that the majority of the sample of students involved in this research were in the age range of 13 years.

3) Ethnic

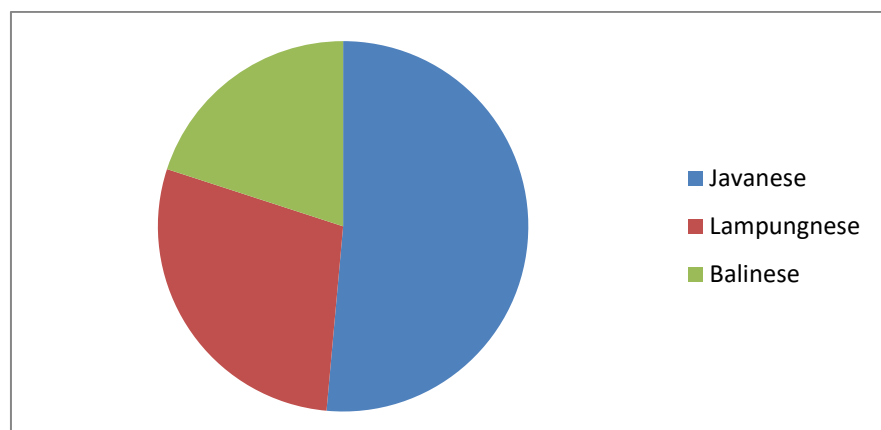


Figure 5

Amount of Student's Ethnicity of SMPN 2 Bumiratu Nuban

From the results of processing the questionnaire data, it can be seen that there are 18 students from Javanese ethnicity or 51%, 10 students from Lampung ethnicity or 29%, while 7 students from Balinese ethnicity or 20%. From these data it can be concluded that the majority of the sample of students involved in this research are Javanese.

4) Language

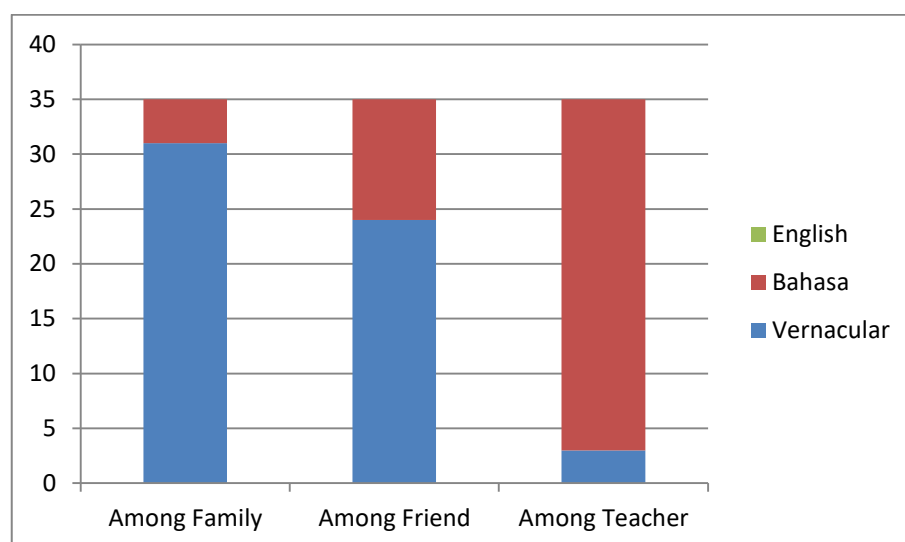


Figure 6

Amount of Student's Daily Language of SMPN 2 Bumiratu Nuban

From the results of the questionnaire data processing, it can be seen that there are 31 students using regional languages and 4 students using Indonesian in the family circle, 24 students using regional languages and 11 students using Indonesian among peers, while 3 students use regional languages and 32 others use Indonesian when interacting with teachers. From this data, it

was found that none of the students spoke English in their daily activities.

b. The Students' Accent Result

To measure the students' accent, the researcher used selected-response test. The sum of the selected-response test is 10 items, with 5 alternative answer rating options. A set of selected-response test was given in order to know how familiar the student's with English accent. The result of the test as follows:

Table 8.
The Data of Students' Accent Result of Seventh Graders
of SMPN 2 Bumiratu Nuban

No	Students' Name	The Score of Students' Accent Test (X)
1.	A. F.	72
2.	A. N.	87
3.	A. H. P.	69
4.	A. A.	70
5.	A. H. M.	73
6.	A. S.	68
7.	A. P. S.	88
8.	A. L.	67
9.	A. A. S.	74
10.	A. B.	73
11.	B. P.	68
12.	B. D. A. P.	87
13.	B. M. W.	86
14.	C. K. U.	71
15.	C.V.	87
16.	G. C. A.	70
17.	H. A. S.	68
18.	I. P. D. W. N.	89
19.	J. S. S.	65
20.	K. S. A.	69
21.	L. J. A.	71
22.	M. R. M.	69

23.	M. S. N.	68
24.	M. A.	86
25.	N. P.	72
26.	N. N.	71
27.	N. G.	71
28.	N. A. N.	73
29.	P. D.	69
30.	P. A. R.	70
31.	R. F. A.	67
32.	W. S.	86
33.	Y. S.	69
34.	Y. S. W.	73
35.	Z. S.	88

Based on the table above, the researcher will compute invariant frequency the distribution the student's accent using the formula according to Suharsimi Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score

r = the lowest score

N = Total of categories

From the table above, it can be seen that:

The highest score is 89

The lowest score is 65

while the criteria are divided into 3 that are high, fair, and low, so the interval is

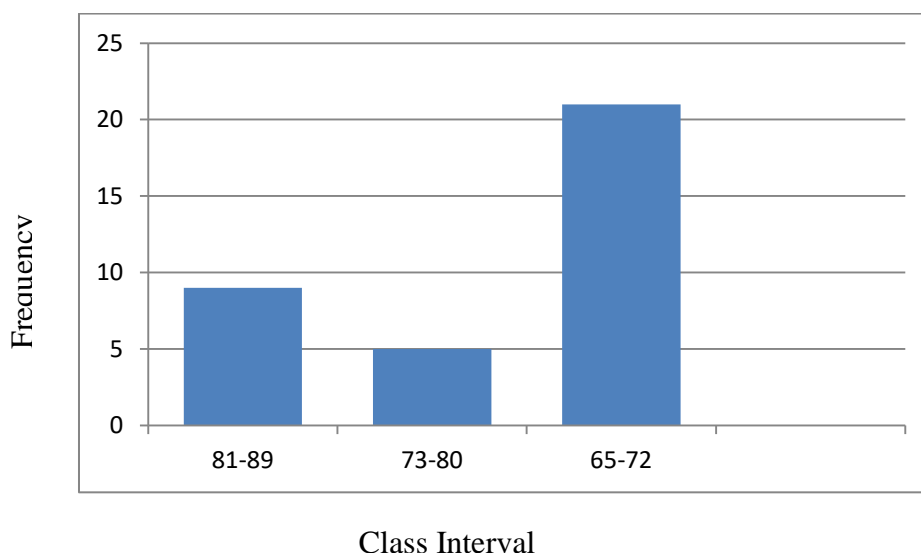
$$IR = \frac{89 - 65}{3}$$

$$= 8$$

Table 9.**The invariant frequency Distribution of Students' Accent**

Interval	Category	Frequency	Percentage
81-89	High	9	26 %
73-80	Fair	5	14 %
65-72	Low	21	60 %
Total		35	100 %

The student's accent can be shown by the chart below:

**Figure 7.****The invariant frequency Distribution of Students' Accent**

From the table above, the researcher made classification as follows:

- 1) There were 9 student (26%) who got high score.
- 2) There were 5 students (14%) who got fair score.
- 3) There were 21 students (60%) who got low score.

c. The Students' Pronunciation Result

In collecting the data of the students' pronunciation result, the researcher used a performance test. The test is to know how good the pronunciation of the students. The researcher ask the students to read text and measure their pronunciation from it. The data of student's pronunciation test can be identified as follows:

Table 10.
The Data of Students' Pronunciation Result of Seventh Graders
of SMPN 2 Bumiratu Nuban

No	Students' Name	The Score of Students' Pronunciation Test (X)
1.	A. F.	59
2.	A. N.	69
3.	A. H. P.	55
4.	A. A.	61
5.	A. H. M.	59
6.	A. S.	55
7.	A. P. S.	71
8.	A. L.	58
9.	A. A. S.	51
10.	A. B.	54
11.	B. P.	59
12.	B. D. A. P.	59
13.	B. M. W.	70
14.	C. K. U.	66
15.	C.V.	74
16.	G. C. A.	58
17.	H. A. S.	55
18.	I. P. D. W. N.	71
19.	J. S. S.	61
20.	K. S. A.	51
21.	L. J. A.	60
22.	M. R. M.	58
23.	M. S. N.	60
24.	M. A.	69
25.	N. P.	54
26.	N. N.	54

27.	N. G.	54
28.	N. A. N.	55
29.	P. D.	58
30.	P. A. R.	64
31.	R. F. A.	59
32.	W. S.	60
33.	Y. S.	58
34.	Y. S. W.	56
35.	Z. S.	74

Based on the table above, the researcher will compute invariant frequency the distribution the students pronunciation using the formula according to Suharsimi Arikunto, as follows:

$$IR = \frac{t - r}{N}$$

Notes:

IR = Class Interval

t = the highest score

r = the lowest score

N = Total of categories

From the table above, it can be seen that:

The highest score is 74

The lowest score is 51

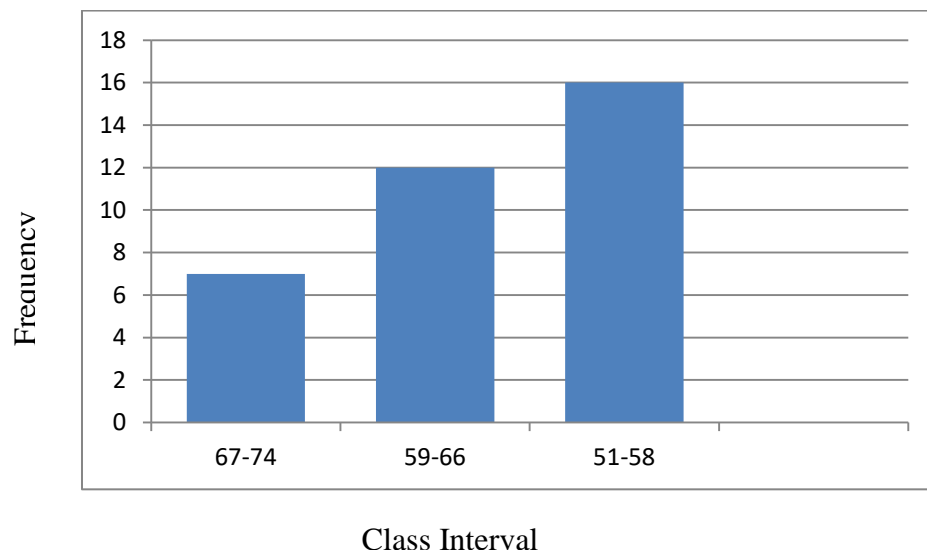
While the criteria are divided into 3 that are high, fair, and low, so the interval is

$$\begin{aligned}
 IR &= \frac{74 - 51}{3} \\
 &= 7.6 = 8
 \end{aligned}$$

Table 11.**The invariant frequency Distribution of Students' Pronunciation**

Interval	Category	Frequency	Percentage
67-74	High	7	20 %
59-66	Fair	12	34 %
51-58	Low	16	46 %
Total		35	100 %

The student's pronunciation can be shown by the chart below:

**Figure 8.****The invariant frequency Distribution of Students' Pronunciation**

From the table above, the researcher made classification as follows:

- 1) There were 7 students (20%) who got high score.
- 2) There were 12 students (34%) who got fair score.
- 3) There were 16 students (46%) who got low score.

After obtain the data, the researcher correlated the student's accent test result with the pronunciation performance to measure whether there is any significant correlation between the students' accent and their pronunciation performance result.

B. Hypothesis Testing

Correlation analysis aims to measure the strength of the linear relationship that occurs between the independent variable and the dependent variable, in this case to see the relationship that occurs between Students' Accent (X) and Pronunciation (Y). The correlation analysis technique used in this research uses Pearson Product Moment correlation analysis. In this research, the hypothesis proposed is as follows:

Ha : There is a significant correlation between the student's accent and pronunciation among the seventh graders of SMPN 2 Bumiratu Nuban.

Ho : There is no significant correlation between the student's accent and pronunciation among the seventh graders of SMPN 2 Bumiratu Nuban.

This hypothesis will use a parametric statistical test, namely the "Product Moment" correlation. To find out the results of this hypothesis testing, the researcher test the hypothesis results by comparing the significance level with the error.

If the significance value is < 0.05 then Ha is accepted, meaning there is a significant relationship between the student's accent and their pronunciation. On the other hand, if the significance value is > 0.05 then Ha is rejected,

meaning that there is no significant relationship between student's accent and pronunciation.

Table 12.
Calculation Result of IBM SPSS 24

Correlations			
		Accent	Pronunciation
Accent	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	35	35
Pronunciation	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	35	35

After applying observation, selected-response test, and performance test, the data that has been successfully collected and passed the validity and reliability test stages will be processed using Pearson Product Moment which is calculated by IBM SPSS Statistics 24 in order to prove whether there is a correlation between the students' accent and students' pronunciation at the seventh grade of SMPN 2 Bumiratu Nuban, as follows:

Tabel 13.
Summary of Correlation Test Result

Variabel	Correlation	Significance	Result
Student's Accent	0.725	0.000	Ha accepted
Pronunciation		$r < 0.05$	Ho rejected

From the data above, a correlation coefficient value obtained is 0.725 , with a significance value of 0.000. In this way, the significance value is <0.05 , then H_a is accepted, it means there is a significant relationship between student's accent and pronunciation. Meanwhile, to determine the degree of relationship between the two variables, it can be seen by calculating the Pearson Product Moment correlation as follows:

Tabel 14.
Range of Correlation Value

The grade of “r observed”	Interpretation
0.00 – 0.20	No correlation
0.21 – 0.40	Low correlation
0.41 – 0.60	Medium correlation
0.61 – 0.80	High correlation
0.81 – 1.00	Perfect correlation

The critical value of “r-observed” is 0.725. In this way, this value is included in the High Correlation category so it can be concluded that there is a significant relationship with a strong degree between students' accent and their pronunciation among seventh graders of SMPN 2 Bumiratu Nuban.

This research can be concluded that there is a positive and significant relationship between Students' Accent and Pronunciation. The results of the positive product moment correlation coefficient above indicate that the direction of the relationship is directly proportional between Students' Accent and Pronunciation, which means that students' familiarity with the language in daily activities which influences the formation of students' accents will

influence their pronunciation. It is suspected that there are many other factors related to the discovery of many errors in students' pronunciation, but this research proves that accent is one of the factors that influences it.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The thickness of the student's accent is measured by observing the students' daily habits, ethnic background, and language of their social environment which is packaged in a selected-response test questionnaire. The result was that 26% of students were in the good category (9 students), 14% of students were in the sufficient category (5 students), and 60% of the other students were in the poor category (21 students).

Students' pronunciation abilities are measured by carrying out a Performance Test where the researcher observe to 4 ideal indicators from the test results. The result was that 20% of students were in the good category (7 students), 12% of students were in the sufficient category (12 students), and the rest were in the poor category (16 students).

There is a significant and unidirectional relationship between students' accent and their pronunciation with a correlation coefficient of 0.725 with a significance level of product moment analysis of Sig value. (2-tailed) smaller than 0.05 ($0.00 < 0.05$). The r-observed value of 0.725 is in the range of 0.61 – 0.80 so it is included in the High Correlation category. So it is concluded that there is a relationship between variable X (student's accent) and variable Y (pronunciation). This significant relationship is proven by how thick an accent they have and a direct influence on how good their pronunciation is.

B. Suggestions

Based on the conclusions above, the researcher would like to provide suggestions, namely:

1. It is hoped that the headmaster can provide support to teachers to create an English-friendly learning environment so as to increase the potential of students to become familiar with English.
2. It is hoped that teachers can get used to speaking English so that the students' pronunciation aspects are honed and become accustomed to it, it is even better if English can become a second language for students.
3. It is hoped that students will realize the importance of speaking English for their future lives and have the will to improve their pronunciation so that they can be better going forward.

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APPENDICES

MEASUREMENT OF VARIABLE STUDENTS' ACCENT

Petunjuk pengisian sebagai berikut:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Coret angka pada kolom penilaian yang sesuai dengan pilihan Anda!

NO	Pernyataan	SS	S	N	TS	STS
1.	Orang lain tidak sulit memahami aksen saya dalam berbahsa inggris.	5	4	3	2	1
2.	Pengucapan saya jelas dalam berkomunikasi dengan bahasa inggris.	5	4	3	2	1
3.	Saya tidak merasa sulit untuk berkomunikasi dengan orang-orang yang memiliki aksen berbeda.	5	4	3	2	1
4.	Saya percaya diri berbicara dalam bahasa inggris dengan aksen saya.	5	4	3	2	1
5.	Aksen saya tidak mempengaruhi cara orang lain berinteraksi dengan saya.	5	4	3	2	1

6.	Orang lain memahami dengan baik pada pengucapan berbahasa inggris saya dengan aksen saya.	5	4	3	2	1
7.	Berkomunikasi dengan jelas tanpa terpengaruh oleh aksen itu penting.	5	4	3	2	1
8.	Saya tidak mengalami kesulitan dalam situasi tertentu karena aksen saya.	5	4	3	2	1
9.	Saya percaya diri dalam berkomunikasi dengan orang-orang yang tidak akrab dengan aksen saya.	5	4	3	2	1
10.	Saya merasa perlu untuk menyesuaikan aksen saya dalam berbahasa inggris agar lebih mudah dipahami oleh orang lain.	5	4	3	2	1

DOCUMENTATION OF SMPN 2 BUMIRATU NUBAN





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Semester : XIV / 2024

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THE CORRELATION BETWEEN STUDENT'S ACCENT
AND PRONUNCIATION ERROR AMONG SEVENTH
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NIP 19750610 200801 1 014



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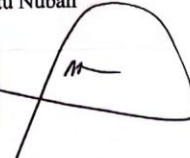
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TEST RESULT

Petunjuk pengisian sebagai berikut:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Coret angka pada kolom penilaian yang sesuai dengan pilihan Anda!

NO	Pernyataan	SS	S	N	TS	STS
1.	Orang lain tidak sulit memahami aksent saya dalam berbahasa Inggris.	5	4	3	2	1
2.	Pengucapan saya jelas dalam berkomunikasi dengan bahasa Inggris.	5	4	3	2	1
3.	Saya tidak merasa sulit untuk berkomunikasi dengan orang-orang yang memiliki aksent berbeda.	5	4	3	2	1
4.	Saya percaya diri berbicara dalam bahasa Inggris dengan aksent saya.	5	4	3	2	1
5.	Aksent saya tidak mempengaruhi cara orang lain berinteraksi dengan saya.	5	4	3	2	1

NO	Pernyataan	SS	S	N	TS	STS
6.	Orang lain memahami dengan baik pada pengucapan berbahasa Inggris saya dengan aksent saya.	5	4	3	2	1
7.	Berkomunikasi dengan jelas tanpa terpengaruh oleh aksent itu penting.	5	4	3	2	1
8.	Saya tidak mengalami kesulitan dalam situasi tertentu karena aksent saya.	5	4	3	2	1
9.	Saya percaya diri dalam berkomunikasi dengan orang-orang yang tidak akrab dengan aksent saya.	5	4	3	2	1
10.	Saya merasa perlu untuk menyesuaikan aksent saya dalam berbahasa Inggris agar lebih mudah dipahami oleh orang lain.	5	4	3	2	1

Penunjuk pengisian sebagai berikut:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

Coret angka pada kolom penulisan yang sesuai dengan pilihan Anda!

NO	Pernyataan	SS	S	N	TS	STS
1.	Orang lain tidak sulit memahami aksen saya dalam berbahasa Inggris.	5	4	3	2	1
2.	Pengucapan saya jelas dalam berkomunikasi dengan bahasa Inggris.	5	4	3	2	1
3.	Saya tidak merasa sulit untuk berkomunikasi dengan orang-orang yang memiliki aksen berbeda.	5	4	3	2	1
4.	Saya percaya diri berbicara dalam bahasa Inggris dengan aksen saya.	5	4	3	2	1
5.	Aksen saya tidak mempengaruhi cara orang lain berinteraksi dengan saya.	5	4	3	2	1

NO	Pernyataan	SS	S	N	TS	STS
6.	Orang lain memahami dengan baik pada pengucapan berbahasa Inggris saya dengan aksen saya.	5	4	3	2	1
7.	Berkomunikasi dengan jelas tanpa terpengaruh oleh aksen itu penting.	5	4	3	2	1
8.	Saya tidak mengalami kesulitan dalam situasi tertentu karena aksen saya.	5	4	3	2	1
9.	Saya percaya diri dalam berkomunikasi dengan orang-orang yang tidak akrab dengan aksen saya.	5	4	3	2	1
10.	Saya merasa perlu untuk menyesuaikan aksen saya dalam berbahasa Inggris agar lebih mudah dipahami oleh orang lain.	5	4	3	2	1

Penunjuk pengisian sebagai berikut:

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Coret angka pada kolom penilaian yang sesuai dengan pilihan Anda!

NO	Pernyataan	SS	S	N	TS	STS
1.	Orang lain tidak sulit memahami aksen saya dalam berbahasa inggris.	5	4	3	2	1
2.	Pengucapan saya jelas dalam berkomunikasi dengan bahasa inggris.	5	4	3	2	1
3.	Saya tidak merasa sulit untuk berkomunikasi dengan orang-orang yang memiliki aksen berbeda.	5	4	3	2	1
4.	Saya percaya diri berbicara dalam bahasa inggris dengan aksen saya.	5	4	3	2	1
5.	Aksen saya tidak mempengaruhi cara orang lain berinteraksi dengan saya.	5	4	3	2	1

NO	Pernyataan	SS	S	N	TS	STS
6.	Orang lain memahami dengan baik pada pengucapan berbahasa inggris saya dengan aksen saya.	5	4	3	2	1
7.	Berkomunikasi dengan jelas tanpa terpengaruh oleh aksen itu penting.	5	4	3	2	1
8.	Saya tidak mengalami kesulitan dalam situasi tertentu karena aksen saya.	5	4	3	2	1
9.	Saya percaya diri dalam berkomunikasi dengan orang-orang yang tidak akrab dengan aksen saya.	5	4	3	2	1
10.	Saya merasa perlu untuk menyesuaikan aksen saya dalam berbahasa inggris agar lebih mudah dipahami oleh orang lain.	5	4	3	2	1

DOCUMENTATION OF SURVEY PROCESS





CALCULATION OF IBM SPSS 24

Calculation of Validity Test

Correlations											
	item_1	item_2	item_3	item_4	item_5	item_6	item_7	item_8	item_9	item_10	SUM
item_1	1	.510**	.595**	.685**	.660**	.545**	.721**	.744**	.692**	.516**	.887**
		.002	.000	.000	.000	.001	.000	.000	.000	.001	.000
		35	35	35	35	35	35	35	35	35	35
item_2	.510**	1	.466**	.529**	.486**	.560**	.401**	.501**	.451**	.418**	.708**
		.002	.005	.001	.003	.000	.017	.002	.007	.013	.000
		35	35	35	35	35	35	35	35	35	35
item_3	.595**	.466**	1	.486**	.484**	.492**	.254	.600**	.542**	.193	.698**
		.005	.000	.003	.003	.003	.141	.000	.001	.267	.000
		35	35	35	35	35	35	35	35	35	35
item_4	.685**	.529**	.486**	1	.574**	.429**	.489**	.506**	.545**	.568**	.767**
		.001	.003	.000	.010	.002	.003	.002	.001	.000	.000
		35	35	35	35	35	35	35	35	35	35
item_5	.660**	.486**	.484**	.574**	1	.654**	.582**	.548**	.588**	.520**	.819**
		.003	.003	.000	.000	.000	.000	.001	.000	.001	.000
		35	35	35	35	35	35	35	35	35	35
item_6	.545**	.401**	.492**	.429**	.654**	1	.394**	.527**	.540**	.279	.740**
		.000	.003	.010	.000	.000	.019	.001	.001	.104	.000
		35	35	35	35	35	35	35	35	35	35
item_7	.721**	.401**	.254	.489**	.582**	.394**	1	.518**	.569**	.488**	.696**
		.017	.141	.003	.000	.019	.001	.001	.000	.003	.000
		35	35	35	35	35	35	35	35	35	35
item_8	.744**	.501**	.600**	.506**	.548**	.527**	.518**	1	.612**	.509**	.806**
		.002	.000	.002	.001	.001	.001	.001	.000	.002	.000
		35	35	35	35	35	35	35	35	35	35
item_9	.692**	.451**	.542**	.545**	.588**	.540**	.569**	.612**	1	.290	.786**
		.007	.001	.001	.000	.001	.000	.000	.000	.091	.000
		35	35	35	35	35	35	35	35	35	35
item_10	.516**	.418**	.193	.568**	.520**	.279	.488**	.509**	.290	1	.596**
		.013	.267	.000	.001	.104	.003	.002	.091	.000	.000
		35	35	35	35	35	35	35	35	35	35
SUM	.887**	.708**	.698**	.767**	.819**	.740**	.696**	.806**	.786**	.596**	1
	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000
	35	35	35	35	35	35	35	35	35	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Calculation of Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.912	10



Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
item_1	22.17	45.617	.844	.893
item_2	21.94	50.879	.630	.906
item_3	22.20	51.694	.624	.907
item_4	22.17	49.970	.701	.902
item_5	22.03	46.499	.751	.900
item_6	22.09	49.728	.664	.905
item_7	21.51	54.669	.648	.908
item_8	22.14	48.950	.748	.899
item_9	21.83	49.323	.722	.901
item_10	21.51	56.492	.544	.912

Calculation of Correlation Pearson Product Moment

Correlations

		Accent	Pronunciation
Accent	Pearson Correlation	1	.725**
	Sig. (2-tailed)		.000
	N	35	35
Pronunciation	Pearson Correlation	.725**	1
	Sig. (2-tailed)	.000	
	N	35	35

** . Correlation is significant at the 0.01 level (2-tailed).

Signifikansi : 0.000
Derajat Hubungan : 0.725

CURRICULUM VITAE



Enggar Pinasti Priambodro, the writer who was born in Bandar Jaya, 9th July 1997, is the second of four siblings. The writer resides in Metro, Lampung. The writer completed elementary school at SDN 4 Metro Timur in 2009, then continued her junior high school at SMPN 1 Punggur and graduated in 2012, thereafter she continued her education at SMKN 1 Metro in the Accounting Department which was completed in 2015, and study for undergraduate level at IAIN Metro starting in 2017. At the time of writing this thesis, the writer was still registered as an undergraduate student majoring in English Education Department (TBI) in semester 14.