

AN UNDERGRADUATE THESIS

**THE CORRELATION BETWEEN THE STUDENTS PRONUNCIATION
MASTERY AND THEIR SPEAKING SKILL AT THE SEVENTH GRADE
OF SMP MUHAMMADIYAH 4 METRO**

By:

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**STATE ISLAMIC COLLEGE
(STAIN) OF JURAI SIWO METRO
1437 H/2016 M**

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MASTERY AND THEIR SPEAKING SKILL AT THE SEVENTH GRADE
OF SMP MUHAMMADIYAH 4 METRO**

**Presented as a Partial Fulfillment of the Requirements For the Degree of
Sarjana Pendidikan (S.Pd) In English Education Study Program**

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ABSTRACT

By:
MUJIRAH

Most students especially the beginners have problem in learning English. One of the problems is the difficulty in pronunciation. The students often make mistakes in their pronunciation. The most difficult aspect of pronunciation for many students is the complex correspondences between the sounds of a word. It may become serious problem to students and teachers because mispronounce can change the meaning of word. Therefore, the writer conducts this research to know the correlation between the students' pronunciation mastery and their skill in speaking.

This research is quantitative research. This research was conducted at the class seventh of Junior High School Muhammadiyah 4 Metro Lampung. The writer used descriptive quantitative method by investigation and analysis calculation, in testing the hypothesis the writer used product moment formula. The sample of this research consist of 26 students. The result of research shows that, the pronunciation mastery and the speaking skill at the class seventh of Junior High School Muhammadiyah 4 Metro Lampung. To analysis data, the writer used the formulation of product moment correlation.

Based on the analysis above, the result of data shows that $r_{observed}$: 0.765. Thus, from the table interpretation the critical value of "r product moment" is between 0.70 – 0.90 of the average correlation. Therefore, $r_{observed}$ consulted to r_{table} of the significant level 5% and 1%. Finally, the data confirmed that $r_{observed}$ is higher than r_{table} . The level of correlation between the pronunciation mastery and speaking skill is 58.55%. Therefore, it can be inferred that alternative hypothesis (H_a) is accepted and there is any positive and significant correlation between the students pronunciation mastery and the speaking skill school at the class seventh of Junior High School Muhammadiyah 4 Metro Lampung.

**HUBUNGAN ANTARA PENGUASAAN PENGUCAPAN
SISWA DENGAN KETERAMPILAN BERBICARA
MEREKA DI KELAS VII SMP MUHAMMADIYAH 4
METRO**

ABSTRAK

**Oleh:
MUJIRAH**

Sebagian besar siswa terutama pemula memiliki masalah dalam belajar Bahasa Inggris. Siswa sering melakukan kesalahan dalam hal pengucapan mereka. Aspek-aspek yang paling sulit diucapkan oleh banyak siswa adalah hubungan yang kompleks antara bunyi sebuah kata. Hal tersebut menjadi masalah yang serius bagi siswa dan guru karena kesalahan dalam pengucapan dapat mengubah arti kata. Oleh karena itu, penulis melakukan penelitian ini untuk mengetahui hubungan antara penguasaan pengucapan dengan keterampilan berbicara siswa.

Penelitian ini adalah penelitian kuantitatif. penelitian ini dilakukan di kelas VII SMP Muhammadiyah 4 Metro. Penulis menggunakan metode deskriptif kuantitatif dengan investigasi dan analisis perhitungan, dalam pengujian hipotesis penulis menggunakan rumus product moment. Sampel dari penelitian ini terdiri dari 26 siswa. Dari hasil penelitian menunjukkan bahwa, penguasaan pengucapan dan keterampilan berbicara siswa kelas VII SMP Muhammadiyahh 4 Metro Lampung untuk analisis data, penulis menggunakan formulasi product moment.

Berdasarkan hasil analisa data menunjukkan bahwa r_{hit} adalah 0.765. sedangkan hasil dari penafsiran r_{tabel} adalah antara 0.70 – 0.80 dari korelasi rata-rata. Oleh karena itu robservasi dikonsultasikan dengan r_{tabel} dengan taraf signifikan 5% dan 1%. Akhirnya data yang menegaskan bahwa r_{hitung} lebih besar dari pada r_{tabel} , dengan ktiteria hubungan sebesar 54.55%. sehingga dapat disimpulkan bahwa Hipotesis alternatif H_a diterima yang artinya ada hubungan yang positif antara penguasaan pengucapan siswa dengan kemampuan berbicara siswa SMP Muhammadiyah Metro Lampung.



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To:
The Honorable The Head of Tarbiyah
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Assalamu 'alaikum Wr. Wb

We have given guidance and enough improvement to the undergraduate
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It has been agreed so it can be continued to the Tarbiyah Department in
order to be discussed on the munaqosyah. Thank you very much.

Wassalamu 'alaikum Wr. Wb

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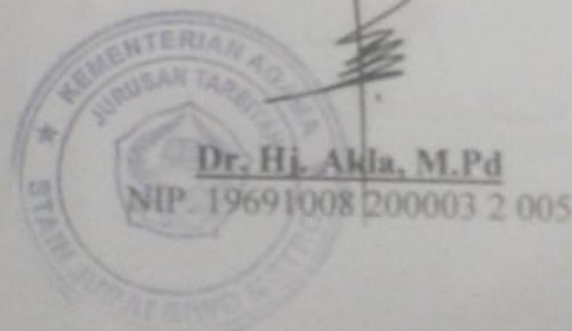
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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

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The writer,



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Menyatakan bahwa skripsi ini benar-benar asli hasil peneliti dari penulis, kecuali bagian-bagian yang dikutip dari daftar pustaka yang disebutkan.

Metro, Februari 2016

Yang menyatakan



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MOTTO

عَسَىٰ

يَكُونُ

يُسْرًا

“With difficulty is surely ease”
(Al Insyirah)

*A little knowledge that acts is
worth infinitely than much
knowledge that is idle* **(Kahlil
Gibran 1883-1931)**

DEDICATION PAGES

This piece of work is dedicated to:

1. My father Mujiono and my mother Rasmi who always support me and remind me to do the best for everything.
2. My sister Ro'aeni thanks for your support.
3. My beloved friends in STAIN Jurai Siwo Metro.
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5. My Almamater State Islamic College (STAIN) of Jurai Siwo Metro.

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The writer could not endure the obstacles which arose during the process without her family support. The writer grateful to her mother father, and sister who have continuously provided encouragement for her in caring out the study.

The writer realized the imperfectness of this under graduate thesis; nevertheless, the writer hopes that this title piece of graduate thesis can contribute something to the better man of English Teaching and Learning in General.

It is Allah who best owns success and guides to the Right Path.

Metro, February 2016

The writer

MUJIRAH

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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has an important role for human life, by using language the people will express their ideas, emotion and desires and it is used as a medium to interact with one another, to fulfill their daily need. Language is the system of communication in speech and writing that is used by people of particular country or area.¹ In line with the statement above, Stephen B. Kucer explains that language is the vehicle or avenue through which ideas are constructed during reading and writing.² English has been the most important language in international communication. All countries in the world have set the language as one of the compulsory subjects studied at school.

Our country has a national language it is Indonesian language. English in Indonesian is as the foreign language, it means that English is a compulsory learning subject where must be taught for the student in the school from the kindergarten school until university.

English is the crucial content, in English classes at junior high school; we have experienced an extensive range of content, style, students' attitude and enthusiasm, and English school. The teacher must create the enjoyable condition to make enjoy English learning; they will be easy to improve their English skill. There are four English skills, namely listening, reading,

¹ As Hornby, *Oxford Advanced Learner's Dictionary New 8th Edition*, (New York: Oxford University Press, 2010), P. 865

² Stephen B. Kucer, *Dimension of Literacy*, (New York: Routledge, 2009)

speaking and writing. Speaking is one of the most important activities in the students lives. Without speaking the students would not be able to acquire knowledge that is fundamental to their intellectual growth. The students who have good skill in speaking will be easy to get information, knowledge and idea from sources they need. In the seventh grade, reading activity usually begins with introducing English or alphabet sound in English.

In learning English, there are many components that should be learning, one of the aspects is pronunciation. Pronunciation has traditionally been considered to be a component of the English. English pronunciation a demand to spell unit of meaning consistently from words. Word that is related in meaning is often related in pronunciation as well, despite changes in sound.

Most students especially the beginners have problem in learning English. One of the problems is the difficulty in pronunciation. The students often make mistakes in their pronunciation. And the students also find difficulties to improve their speaking skill because the students often spell the word as pronounce overlooking the difference between English pronunciation and speaking.

The most difficult aspect of pronunciation for many students is the complex correspondences between the sounds of a word. It may become serious problem to students and teachers because mispronounce can change the meaning of word. For example the world “world” means “earth”, the students’ read “word”, for that the meaning of words will change. Therefore,

the writer conducts this research to know the correlation between the students pronunciation mastery and their skill in speaking.

The matter should come to English teachers attention. English teachers need to solve it and try to find an effective technique of teaching pronunciation in speaking English word, because of this problem, one of the ways to help the students to practice hearing words.

To focus more on the problem, the writer did pre survey in SMP Muhammadiyah 4 Metro and the writer shows in the table below:

Table 1

The Data of Pre-survey in February 09, 2014
to the Seventh Grader of SMP Muhammadiyah 4 Metro
at the Second Semester in the Academic Year of 2014/2015

No	Score	Category	Number of the Students	Percentage
1	80-100	Excellent	2	7.6%
2	66-79	Good	3	11.6%
3	56-65	Fair	5	19.2%
4	40-55	Poor	16	61.5%
	Total		26	100%

Source: Daily Examination of the Students of the Students of SMP Muhammadiyah 4 Metro

From data above, we can see that the range of 80-100, there are 2 students categorized into excellent category 7.7%, for the range of 66-79 the are 3 students categorized into good category 11.6%, for the range 56-65, the are 5 students categorized into fair category 19.2%, and for the range 40-45, the are 16 students categorized into poor category 61.5%.

Based on the data above, it can be inferred that the speaking skill at the seventh grade students of SMP Muhammadiyah 4 Metro is still poor. It proves

from 26 students, they are 16 students categorized into the poor category 61.5%. It means that they have low performance in English, because the minimum passing grade in this school is 65.

Based on the description above the writer assumes that students speaking skill in English can be determined by the students pronunciation mastery. In this case, the writer would like to research the correlation between the students pronunciation mastery and their skill in speaking. Then the writer conducts a research entitled: “The Correlation between the Pronunciation Mastery and their Speaking Skill at the Seventh Grade of SMP Muhammadiyah 4 Metro”.

B. Problem Identification

Referring to the background above, the problems can be identified as follows:

1. The students pronunciation is still poor.
2. The students have some difficulties in their speaking.
3. The students have difficulty in pronunciation the sentence.
4. The students often make mistakes in their pronunciation.

C. Problem Limitation

From the problem identification above, the writer focuses on the students pronunciation mastery and their speaking skill at the seventh grade of SMP Muhammadiyah 4 Metro.

D. Problem Formulation

Based on the background above, the problem that the writer wants to know is as follows:

Is there any positive and significant correlation between the pronunciation mastery and their speaking skill of the students the seventh grade of SMP Muhammadiyah 4 Metro?

E. Objectives and Benefits of the Study

1. Objectives of the Study

Objectives of the study in this research is to know whether there is a positive and significant correlation between the pronunciation mastery and their speaking skill of the seventh grade of SMP Muhammadiyah 4 Metro.

2. Benefits of the Study

a. For Students

As a contribution for the student's mastery of the English lesson effectively and efficiently, especially in pronunciation.

b. For Teacher

As a contribution for the teacher to increase the student's skill especially speaking.

c. For the School

As a contribution for SMP Muhammadiyah 4 Metro to increase the quality of learning and students achievement.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

1. The Concept of Pronunciation Mastery

a. Pronunciation

Pronunciation refers to the production of sounds that we use to make meaning. 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 (suprasegmental 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.¹

Pronunciation is one of speaking aspects that sometimes people to make a good communication foreign language. Pronunciation is paramount of importance of all, since successful communication using language cannot take a place without correct pronunciation. In other words, a successful communication by using language could not be achieved if the pronunciation is correct. This reason that make pronunciation that make pronunciation is important for students to

¹ Kenworthy, J 1987. *Teaching English Pronunciation*. London: Longman.

master their second language. In development of modern word, English is wide of spread in every country. Like statement below:

Pronunciation is organized sound is one of the most important aspects one has to master when learning English. The pronunciation system of English words is unique. That is the reason why many people say that the pronunciation of English language is difficult. The way we pronounce English words depend on how the words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English language.²

Pronunciation refers to the ability to use the correct stress, rhythm an intonation of a word in a spoken language. 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 life, if they have a speech or voice disorder, their ethnic group, their social class, or their education.³

The organ of speech that produces the sound will determine the sound whether it is clear, right and understandable. Furthermore, in the American college dictionary, pronunciation is defend as “the act or the result of producing the sounds of speech, including articulation, vowel formation, accent, inflection and intonation. Often with reference to the correctness of acceptability of the speech sounds”. Based on quotation above, we can conclude that pronunciation is the way in which we pronounce a word. Therefore, the teacher has to emphasize

². [Http://Englishland.Or.Id/Learning/04-Reading/036-English-Pronunciation.Html](http://Englishland.Or.Id/Learning/04-Reading/036-English-Pronunciation.Html). Download on August, 25th 2015.

³. Jenkins, J 2000. *The phonology of English as an international language*. Oxford: Oxford University Press

all the elements of the sound system in teaching pronunciation, the individual vowels, consonants, and semi vowels.

b. Aspect of Pronunciation

1) Stress

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signalled by volume, force, pitches change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at a different pitch, but unstressed ones are often different in quality.

Stress is important at three different levels:

- a) Word level-multisyllabic words have one or more syllables that are stressed
- b) Sentence level-the most important words tend to be stressed.
- c) Contrastive stress-the most important words carry greater stress.

2) Intonation

Intonation, or change of pitch, is crucial in signalling speaker meaning, particularly interpersonal attitudes. As we saw in

the previous section, pitch changes are crucially linked with stress. Since intonation patterns are language-specific, learners will need to acquire new ones for English in order to avoid inappropriate transfer from their first language, and thus perhaps inadvertently causing offence. There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical functions), an approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasises speakers and their intentions in longer stretches of discourse). Identifies some major functions that are important for learners:

- a) Information marking (prominent stress)
- b) Discourse marking (given/new)
- c) Conversational management (turn-taking/collaborating)
- d) Attitudinal or affect marking (mood/feeling)
- e) Grammatical/syntactic marking (clause boundaries/word classes)
- f) Pragmatic marking (illocutionary force/intention of the speaker).⁴

The way in which intonation works is highly complex, and teachers will not have the time to explore the theory in depth with learners. However, there are some simple patterns that can be identified and practised even for beginner learners. The major changes of pitch take place on stressed syllables, particularly on the tonic syllable.

⁴ Hornby, A.S. 2005. *Oxford Advanced Learner's Dictionary of Current English*. London: Oxford University Press.

The Consonant of English

	Lips	Lips + teeth	Teeth	Alveolar ridge	Alveolar /palate	Hard palate	Velum	Glottis
	Bilabial	Labio dental	dental	alveolar	palato alveolar	palatal	velar	glottal
Plosive	p b			t d			k g	
Fricative		f v	θ ð	s z				h
Affricate					t d			
Nasal	M			n			ŋ	
Lateral				l				
Approximant	W				r	J		

As a summary of the vowel and consonant, the researcher shows the clarification vowel and consonant, by Oxford Learner's Pocket Dictionary (2009) below. There are twenty two vowels and twenty five consonant.

c. Mastery

A skill must always allow some lack of perfect positively. Some models deal with positively by representing skill mastery level with continuous variables and employing Item Response Functions (IRFs) that are sensitive to the continuous scale of the skill mastery variables. Other models maintain the presentation of skill mastery as dichotomous variables and deal with positively by relaxing the probability of 1 given mastery to allow a probability some what less than 1 or by relaxing the probability of 0 given non mastery by allowing a probability somewhat greater that zero.⁵

⁵. C.R..RAO, S. Sinharay, *Handbook Of Statistic 26*, (AE Amsteram: 2007), P. 144

d. Teaching Pronunciation

Pronunciation is an important form of learning is done in English language teaching. In contrast to Indonesian, English language teaching has a phoneme (sound of the word and the pronunciation is a little difficult to teach the children. Therefore, learning pronunciation should be given early.⁶ Pronunciation teaching deals with to interrelated skills recognition or understanding the flow of speech and production or fluency in the spoken language. These skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learners the skills the require.⁷

Pronunciation has traditionally been taught with a goal of “speaking likes a native speaker”, but this is not practical. In fact, it is a recipe for discouragement both for teachers and for student.⁸ Amore practical approach is to aim for listeners friendly with pronunciation. This aim makes sense to a student who hoper to achieve something through conversations with native speakers. A consideration of learner pronunciation errors and how these can inhabit successful communication in useful basic on which to asses why it is important to deal with pronunciation in the classroom.

⁶. Penny Ur, *A Course In Learning Teaching*, (New York: Cambridge University Press, 1996), P. 47

⁷. Geoffrey Broughton, Et.Al. *Teaching English A Foreign Language Second Edition*, (New York: University Of London Institute Of Education, 1980), P. 5

⁸. Judi B. Gelbert, *Teaching Pronunciation Using The Prosody Pyramid*, (Cambridge University Press, 2008), P. 42

There are two particular problems occur in much pronunciation teaching and learning.

- a. What students can hear: some students have great difficulty hearing pronunciation features which we want them to reproduce there are two ways of dealing with this in the first place we can show students how sounds are made through demonstration, diagram, and explanation. But we can also draw the sounds to their attention every time they appear on a tape or in our own conversation. In this way we gradually train the student's ears. When they can hear correctly they are on the way to being able to speak correctly.
- b. The intonation problem: for many teachers the most problematic area of pronunciation is intonation, some of our students find it extremely difficult to hear 'tunes' or to identify the different patterns of rising and falling tones. They key successful pronunciation teaching. However, is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken either on audio or videotape or from the teacher themselves.⁹

The teacher should concern and has interest to improve the students' motivation in learning pronunciation. In spite of that fact, teachers of pronunciation need:

- a. A good rounding in theoretical knowledge.
- c. Practical classroom skill.
- d. Access to good ideas for classroom activities.¹⁰

Based on equation above the researcher believe that, the students of junior high school should have certain amount of pronunciation including pronounce the following words or phrases

⁹. Jeremy Harmer, *How To Teach English*, (Longman: 1998), P. 184-185

¹⁰. Gerald Kelly, *How To Teach Pronunciation*, (Longman: 2000), P. 13

correctly, read the following sentences by applying correct intonation and read the following text loudly.

2. Concept of Speaking Skill

a. Definition of Speaking

The mastery of speaking skills in English is a priority for many second language or foreign language learners. Consequently, language learners often evaluate their success in language learning as well as the effectiveness of their English learning on the basis of how much they feel they have improved in their spoken language proficiency.

Speaking skill is very important in human life. It is needed when they are taking conversation with other people in formal or informal setting. Speaking skills comes from the speaking and skill. Before we summarize about speaking skills, it is better if we understand the meaning both of two words.

1) Speaking

There are many experts explain about definition of speaking. Speaking is a productive language skill.¹¹ It means that speaking is a person's skills to produce sounds that exist at the meaning and be understood by other people, so that able to create of good communication. It is a mental concept that processed by someone in such a way to form a meaning when uttered.

¹¹. Sanggam Siahaan, *Issue In Linguistics* (Jogyakarta: Graha Ilmu, 2008), P. 95.

A.S Horby has explained that speaking is “to say exactly what you think, in every direct way”¹² it is means that speaking is skill that has meaning which appears directly from our mind to convey messages to other people. In other words, speaking a way to say what you feel now, and it is appears from our mind.

Chainstand in Hamzah state that ‘speaking is learning to speak is obviously more difficult than learning to understanding the spoken language’.¹³ On the other hand, we can say that speaking is learning about how to speak, and it is so hard better than knowing what other people saying.

Wendy and Listbeth state that speaking is perhaps the demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intonation and reaction explore the language and make fun of it, so they except to be able to do the same in English.¹⁴ In other words, speaking activity must be done on fun situation that make the students feel enjoy to learn it. When the condition of the learning process class are good, enjoy, fun, full of spirits. It will make brains of the students are processed, so that acquisition process of the students run effectively.

¹². A.S Hornby, *Oxford Advanced Learners Dictionary, Sixth Edition* (New York: Oxford University Press, 2003), P. 1289

¹³. [Http://Achankprima.Blogspot.Com/2011/1/Definisi-Of-Speaking.Html](http://Achankprima.Blogspot.Com/2011/1/Definisi-Of-Speaking.Html) (Oktober 01, 2014)

¹⁴. Wendy A. Scott and Listbeth H. Ytreberg, *Teaching English To Children*. (New York: Logman), P.33.

Based on the definition above, it can be inferred that speaking is a basic of person skill to produce language that has meaning and be understood by other people about what the speaker says. It is a skill of speaker to give information to a listener or group of listeners by transfer it effectively. And speaking activity must be set on fun situation.

2) Skill

According to oxford advance learners dictionary, skill is” the ability to do something well”.¹⁵ In other words, it is an ability that is intended for an act that is useful and good. So it can be inferred that skill is an ability of person which acquire them in complex process for an act that is useful and good.

From the explanation above, it can be concluded that speaking ability and capacity which acquire them i complex process to create of good communication situation. In speaking activity always related with speaking skill and linguistic problem. Therefore the teacher must be smart to solve.

b. The Kinds of Speaking Skills

1) Conversation

Conversation is a from a interactive. We can call it as human interactive, because it happens spontaneous between two or

¹⁵. H. Douglas Brown, *Teaching By Principles: An Interactive Approach To Language Pedagogy*, (San Francisco University: Pearson Education, 2001), P.269.

more people who are responses reactions to what has previously been said

According to brown, “conversation is collaborative as participants engage in a process of negotiation of meaning.”¹⁶ In social aspect conversation are rules of etiquette because conversation are social interaction, and therefore depend on social convention.

There are two different kinds of conversational interaction. It is can be distinguished. Those in which the primary focus is on the exchange of information (the transactional function of conversation), and those in which the primary purpose is to establish and maintain social relation (the interactional function of conversation)¹⁷. In transactional uses of conversation the primary focus is on the message, whereas interactional uses of conversation focus primarily on the social needs of the participants.

2) Pronunciation

Generally pronunciation is one of important aspect in ESL. Pronunciation is the way for students to produce clearer language when they speak. Thorn burry said that “pronunciation refers to the candidate’s ability to produce comprehensible utterances to fulfil

¹⁶. Brown H. Douglas, *Teaching By Principles And Interactive Approach To Language Pedagogy* (Sanfrancissco State University, 2001), P. 269.

¹⁷. Brown, Gilliam And George Yule, *Discourse Analysis*, (Cambridge University Press, 1983, P. 1

the task requirements”.¹⁸ Pronunciation refers to the ability to use the correct stress, rhythm and intonation of a word in a spoken language. 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.

3) Fluency and Accuracy

Fluency is an essential element of ESL speaking skills. Brown said that “fluency is probably best achieved by allowing the “stream” of speech to “flow”.¹⁹ Fluency refers to speech language term that means the smoothness or flow with which sounds, syllables, words and phrases are joined together when speaking quickly. Fluency can be defined as the ability to speak fluently and accurately. Accuracy is achieved to some extent by allowing student to focus on the elements of phonology, grammar, and discourse in their spoken output”.

3. The Correlation Between Students Pronunciation Mastery And Their Speaking Skill

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information it can be

¹⁸. Thornbory, Scott, *How To Teach Speaking* (England: Logman, 2005), P. 128.

¹⁹. *Ibid.* P. 268.

seen when you pronounce the words. It is “often spontaneous, open-ended, and evolving, but it is not completely unpredictable.”²⁰

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.

From the explanation above, it can be concluded that speaking is the process to interact with each other. The most important thing is speaker and listener understands each other of what they are talking about. Speaking is needed to be straightforward because actually the listener can guess what you want to explain.

Speaking is such a fundamental human behaviour that we do not stop to analyze it unless there is something noticeable about it. Likewise, if someone is a particularly effective or lucid speaker, may notice that her speech is atypical, mental, psychological, social, and cultural factors that must all work together.

When we are speaks. It is even a more impressive feat when we hear someone speaking effectively in a second or foreign language. For many years, language teaching was seen as helping learners develop linguistic competence that is, helping students master the sounds, words and grammar patterns of English. The idea was that by studying the bits and pieces of a language, students could eventually put them all together and communicate. In the mid-1970s the notion of linguistic competence

²⁰ Florez. 1999, *Practical English Language Teaching*, (London, Mc. Graw Hil l 1999).
P. 1

came to be viewed as a component of the broader idea of communicative competence.

Communicative competence is the ability to speak with different speakers from another country to make meaning. It is also the ability to interact with other speakers to get the purpose. It is not determined by grammar. Being communicatively competent “requires an understanding of socio cultural contexts of language use .There are several important models of communicative competence, all of which include some form of sociolinguistic competence, or the ability to use language appropriately in various contexts. Sociolinguistic competence involves register (degrees of formality and informality), appropriate word choice, style shifting, and politeness strategies.

Another important element of communicative competence is strategic competence. In terms of speaking, this is the learner’s ability to use language strategies to compensate for gaps in skill and knowledge. A fourth component of communicative competence is discourse competence of how sentence elements are tied together. Cohesion is the grammatical and/or lexical relationship between the different parts of sentence. So, cohesion is the relationship between groups of sentences that closely united.²¹

These four components of communicative component have several practical implications for EFL and ESL teachers. Since communicative

²¹. Richards, J., J. Platt, and H. Weber. 1985, *Longman Dictionary of Applied Linguistics*, London, Longman 1985.

competence is a multifaceted construct, it is important for teachers to understand the complexities learners face when they are speaking English. One of the complexities is balancing fluency and accuracy. Accuracy in this context refers to the ability to speak properly that is, selecting the correct words and expressions to convey the intended meaning, as well as using the grammatical patterns of English. Fluency, on the other hand, is the capacity to speak fluidly, confidently, and at a rate consistent with the norms of the relevant native speech community. Likewise, language learners can sometimes speak quickly, without hesitating to apply the rules they have learned, but doing so may decrease their accuracy. An important concept to keep in mind is that people use language in recognizable ways to get things done. There are many, “speech acts“ in language, and it is important that students learn the appropriate ways to accomplish their goals when they are speaking. There are many ways of making spoken utterances more or less polite. The various linguistic means of softening a message are known as mitigation. This “softening” is can be accomplished through pronunciation of words, phrases, clauses, or entire utterances.

B. Theoretical Framework and Paradigm

1. Theoretical Framework

There are variables in this research. There are independent variable (X) and dependent variable (Y). The independent variable (X) is students pronunciation mastery and the dependent variable is speaking skill.

Pronunciation mastery is the ability to produce words, orally or in a writer format, by placing the letters of these words in accurate sequence.

Speaking skill is a language ability that include sounds, words, sentences and communicative intentions is much the same as that of language in general or enable reader to construct meaning.

Based on the description above the writer assumes that the students pronunciation mastery can be increased through reading. By using speaking and the knowledge of pronunciation, students can be more active and creative in learning English pronunciation because it provides some action (input) in the presentation, and it is also involves come element or the learning goal.

2. Paradigm

Based on the theoretical framework above, the writer describes the paradigm as following:

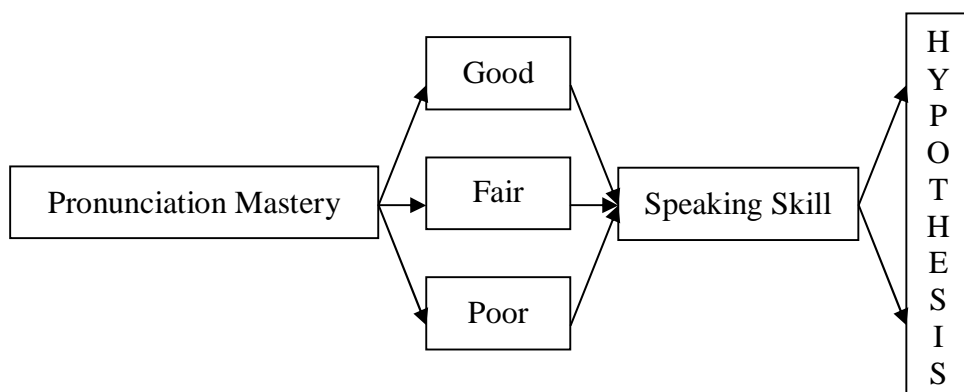


Figure 1

Paradigm of the Students Correlation of Pronunciation Mastery and Their Speaking Skill

Based on the paradigm above, the researcher concludes that if the grade of pronunciation mastery is excellent, the grade of speaking skill is also excellent. Then if the grade of pronunciation mastery is good, the grade of speaking skill is also good. And if the grade of pronunciation mastery is fair, the grade of speaking skills also fair. Finally, if the grade of pronunciation mastery is poor, the grade of speaking skill is also poor.

C. Hypothesis Formulation

Sugiyono states that a hypothesis is a tentative statement towards problem formulation in the research.²² Based on the theoretical framework and paradigm above, the writer formulates the hypothesis as follows:

Ha : There is a positive and significant correlation between the students pronunciation mastery and their speaking skill at the seventh grade of SMP Muhammadiyah 4 Metro Lampung in the academic year 2015/2016.

²² Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D*, (Bandung: Alfabeta, 2009), P. 64

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this research, the research used the quantitative research method with the type of correlation. According to Jhon.W. Cresswell, quantitative method explains about the reductions to a parsimonious set of variable, tightly controlled through design or statistical analysis and provides measures or observations for testing a theory.¹ This research will intend to investigate whether there is a positive and significant correlation between the students' pronunciation mastery and speaking skill. Moreover, Daniel decided that there are two main types of quantitative research design, experimental design and non experimental design.² Also, the writer does the research with the quasi experimental design this defined which defined a one group time series design.

B. Population and Sampling Technique

1. Population

Definition of population is the universe of people to which the study could be generalized.³ Daniel Muijs defined, "population is the group of people we want generalize to".⁴ Moreover, Donald Ary et.al., argued

¹. S. Margono, *Metode Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 1997), P. 105

² Daniel Muijs, *Doing Quantitative Research in Education*, (London: Sage Publications, 2004), P. 15

³. Vander Stoep, Scott W, And Johson, Deidre, *Research Methods for Everyday Life*, (San Fransisco: Jossey-Bass, 2009), P.48

⁴. *Ibid.*, P. 15

that “A population is defined as all members of any well-defined class of people, events, or subjects. It means that population is the object of the research which will be observed. The research conducted at SMP Muhammadiyah 4 Metro. The subjects of population were taken from the seventh grade in that school. There are five classes in this grade. The amounts of the population are 136 students.

2. Sample

In this research, the writer would use random sampling to take the sampling. There are one class as the sample. By using random sampling the writer takes the class in seventh grade. The sample totally 26 students in class.

3. Sampling Technique

The samples of the researcher are students of the seventh grade of SMP Muhammadiyah 4 Metro which consist of 26 students. The students in the seventh grade are male and female were involved in this research. The students were almost at the same age.

According Arikunto, to determine the total sample in research that “if the subject less than a hundred, all subject are used as population. Where as, if the subject are more than a hundred, it can use 10%-25% or more population”.⁵

⁵ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006), p. 130

Based on the explanation above, the research use one class (VII) that consists of 26 students as the sample.

The writer was used the random sampling, which Arikunto decided random sampling is deciding a sample with certain opinion which can give the maximum data.

C. The Operational Definition of Variables

After knowing about form and kind of research, going on to determine operational devinition. Sumadi Surya Brata explain that operational definition is which based on characteristic of the things that will be define.⁶

Simple variable are feature or qualities that change. Variable in this research are consisted of the stusdents pronunciation mastery and speaking skill. The operational definition of variables as follow:

1. Independent Variable

Independent variable is the major variable which is hoped to investigated. It is variable is selected, manipulated and measured by the researcher. Independent variable is variables that are antecedent to the dependent variable. In this case, the independent variable (X) is pronunciation mastery. The indicator of variable X is the students can pronounce many word correctly.

⁶. Sumadi Surya Brata, *Metodologi Penelitian*, (Jakarta: PT Raja Grafindo Persada: 2012)
P. 29

2. Dependent Variable

Dependent variable is the variable which the researcher observes and measure to determine the effect of independent variable. Dependent variable is the variable that depends on the independent variable as a result of the correlation of the independent.⁷ Dependent variable of this research is speaking skill which is symbolized as Y variable. The indicator of variable Y is the students can read a good simple text, and the students can speak the text with a good pronunciation, intonation, stressing, loudness and fluency.

D. Data Collection Method

1. Test

Test is some questions or exercise and other tools used to measure the skill, knowledge, intelligent, capability or talent is had by individual or group.⁸

Therefore, the writer used test as data collection method to measure both of the variables. The writer measured pronunciation mastery of the students by giving pronunciation test. Furthermore, the writer measured speaking skill based on the reading text on certain themes.

⁷. Cresswell John W. *Research Design* (London: Sage Publication). P. 94

⁸. Suharsimi Arikunto, *Prosedur Penelitian.*, P. 150

2. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from writer language or document (for example: books, magazine, note, and others).⁹

The writer used the documentation as the data collection method to get detail information about students' pronunciation mastery and speaking skill.

E. Research Instrument

Suharsimi Arikunto stated that research instrument was tool of facility which used by researcher to collecting data so that the duty was easier and got a good result, in systematic process.¹⁰

Based on the quotations above, the research instrument was tool which used by researcher to collecting data with used some research methods. Moreover, the research instrument in valves:

1. Instrument Blueprint

The instrument which will be uses in test in this research as follows:

The writer complied the instrument in the from of grilles, in other to show the correlation between pronunciation mastery and speaking skill among the seventh grade of SMP Muhammadiyah 4 Metro Lampung.

p. 84 ⁹ Edi Kusnadi, *Metodologi Penelitian*, (Metro: Ramayana Pers dan STAIN Metro, 2008),

¹⁰ *Ibid.*, p. 251

Table 2

Instrument Grilles

No	Variable	Indicators	Item	From of Items
1	Independent variable (X) Pronunciation Master	The students can pronounce many words correctly	1-10	Oral
2	Dependent variable (Y) Speaking Skill	1. The students can read a good simple text 2. The students can read the text with a good pronunciation, intonation, stressing, loudness and fluency	1	Oral

2. Instrument Calibration

Instrument calibration is scale of measurement which will be used to screening or examination of items instrument that made by researcher.

Therefore, the writer used customary standard to decide scale of the instruments, such as test instrument. The test instrument of pronunciation mastery, the writer used pronunciation test. The writer gives 20 words related topic of passage the speaking text and the students fill in with the correct pronunciation each the words. The biggest score of pronunciation test is 100 scores and the lowest score is 0 score.

Moreover, the test instrument of speaking skill, the writer gives the test through reading text, where the students read based on the certain themes which given by the writer. Therefore, the components used in measurement of reading text included speech, intonation stressing,

fluency, loudness. Thus, the biggest score of the result of speaking is 80 scores and the lowest score is 0 scores.

Furthermore, to get the research data that trusted all the instruments must have high quality. Hence, it was able to measure what will be measured. In this research used validity based on the content validity and construct validity. Validity has three distinct aspects;

They are content validity, criterion validity and construct validity. Content validity refers to whether or not the content of the manifest variable is right to measure the talent concept that the writer tries measure.¹¹

The writer uses content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the writer uses content validity based on the syllabus and materials at the seventh graders of SMP Muhammadiyah 4 Metro Lampung.

F. Data Analysis Technique

To investigate whether there is any positive and significant correlation between pronunciation mastery and their speaking skill at the seventh grade students of SMP Muhammadiyah 4 Metro Lampung. The writer analyzed the data by using product moment correlation. According to Donald Ary, the formulation of product moment correlation is as follows:

¹¹. Daniel Muijs, *Doing Quantitative.*, P. 66

$$r_{xy} = \frac{n \cdot \sum xy - (\sum x)(\sum y)}{\sqrt{(n \cdot \sum x^2 - (\sum x)^2)(n \cdot \sum y^2 - (\sum y)^2)}}$$

Notes:

r_{xy} = Correlation between x and y

n = The number of samples

$\sum x$ = The number of independent variable (x)

$\sum y$ = The number of dependent variable (y)

xy = The number of multiplication between x and y ¹²

¹². Donald Ary, Lucy Cheser Jacob and Chris Sorenson, *Introduction to Research in Education*, (Wads Worth: Cengage Learning, 2010) P.130

CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research Finding

a. The History of SMP Muhammadiyah 4 Metro

SMP Muhammadiyah 4 Metro addressed street DR. Sutomo Number 35 Purwosari North Metro. Junior High School was established since 20 July 1981. Since it was established on Junior High School SMP Muhammadiyah 4 Metro had been change of head master for two times, there are:

- 1) Jasimin
- 2) Marsono
- 3) Syaifudin, S.Pd
- 4) Mislán

b. The Condition of Teacher and Official Employees in SMP Muhammadiyah 4 Metro

The number of teacher and official employees in academic year of 2015/2016 is 17 that can be identified as follows:

Table 3

The Teacher's Educational Background as
SMP Muhammadiyah 4 Metro

Educational Background			
SLTA	S1	S2	Total
6	10	1	17

Source: Documentation in SMP Muhammadiyah 4 Metro Lampung in Academic Year of 2015/2016

- c. The Quantity of SMP Muhammadiyah 4 Metro Lampung in Academic Year of 2015/2016

Table 4

The Quantity of SMP Muhammadiyah 4 Metro Students
in Academic Year of 2015/2016

Class	Sex		Total
	Male	Female	
VII	6	20	26
VIII	4	18	22
IX	5	15	20
Total	15	53	68

Source: Documentation of the Seventh Grade SMP

2. Research Data

The research was held at the seventh grade of SMP Muhammadiyah 4 Metro Lampung in the Academic Year of 2015/2016. During the research in SMP Muhammadiyah 4 Metro the writer has arranged the item test and done the schedule to apply the test based on the permission given to get the data about their mastery in pronunciation and their speaking.

The following are the steps:

- a. Determining the research subject that is the student of SMP Muhammadiyah 4 Metro in the Academic Year of 2015/2016.
- b. Determining the sample of the research by using cluster random sampling.
- c. Arranging the test items about pronunciation test and speaking based on the material given from the English teacher or they have learned and inline with the curriculum.
- d. Giving the items test to 26 students, at the seventh grade.
- e. The writer gave test to get the data, firstly the pronunciation test and secondly the speaking tests to the sample of the research.
- f. Make conclusion and report the result of the research.

1) Pronunciation Mastery

Pronunciation mastery is independent variable of the research. To measure the pronunciation mastery of the students, the writer tested the students them, with some pronunciation word. The result of pronunciation mastery test can be identified as follows:

Table 5

The Result of Pronunciation Mastery Test at the Grade of SMP Muhammadiyah 4 Metro In the Academic Year of 2015/2016

No	Score Item Essay										Sum	Category
	1	2	3	4	5	6	7	8	9	10		
	10	10	10	10	10	10	10	10	10	10		
1	10	10	0	10	0	10	10	0	0	10	60	Low
2	10	10	0	0	10	10	0	0	10	0	50	Low
3	0	10	10	10	10	10	0	10	10	10	80	High

4	10	10	0	10	10	0	10	10	10	0	70	Fair
5	10	10	10	0	10	10	0	0	10	10	70	Fair
6	10	10	10	10	0	0	0	10	10	0	60	Low
7	10	10	10	0	10	0	10	10	10	10	80	High
8	10	0	0	10	10	10	10	0	0	10	60	Low
9	10	10	0	10	10	0	0	10	10	10	70	Fair
10	0	10	0	10	10	0	10	10	10	10	70	Fair
11	10	0	10	10	10	10	0	10	10	0	70	Fair
12	0	10	10	10	10	0	10	10	10	10	80	High
13	0	10	10	10	10	10	0	10	0	10	70	Fair
14	10	10	0	10	10	10	10	0	10	0	70	Fair
15	10	10	10	10	10	10	0	10	0	10	80	High
16	10	10	0	10	0	10	10	10	10	0	70	Fair
17	10	10	10	0	10	0	10	10	10	0	70	Fair
18	10	10	10	0	10	10	10	0	10	10	80	High
19	0	10	0	10	10	0	10	10	0	10	60	Low
20	10	0	0	10	0	10	10	0	10	10	60	Low
21	10	10	10	10	10	0	10	0	10	10	80	High
22	10	10	10	10	10	10	10	10	10	0	90	High
23	10	0	10	0	10	10	0	0	0	10	50	Low
24	10	10	10	0	10	10	10	0	10	10	80	High
25	10	10	10	0	10	10	0	10	10	0	70	Fair
26	10	10	0	0	0	10	0	0	10	10	50	Low
Sum	210	220	150	170	210	170	150	150	200	170	1800	
Average	8.08	8.46	5.77	6.54	8.08	6.54	5.77	5.77	7.69	6.54	69.23	Fair

Source: The Result of Pronunciation Mastery Test at the Grade of SMP Muhammadiyah 4 Metro Lampung

Based on the above table, the writer measured the class interval using formula as follow:

Explanation:

IR : Class Interval

t : The highest score

r : The lowest score

N : Total of the categories

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

$$IR = \frac{90 - 50}{3} = 13$$

The total of class interval (IR) for independent variable of this research is 13. After the writer knows the class interval, the data is taken from interval above was put on the table of frequency distribution as follows:

Table 6

Frequency Distribution as the Result of Pronunciation Mastery Test at the Seventh Grade of SMP Muhammadiyah 4 Metro Lampung in the Academic Year of 2015/2016

No	Class Interval	Category	Frequency	Percentage
1	78 – 91	High	8	30.77
2	64 – 77	Fair	10	38.46
3	50 – 63	Low	8	30.77
Sum			26	100

Based on the table of frequency distribution above, it can be inferred that 26 students as the research population can be divided as follows:

- a) For the score of 78-91 there are 8 students who are include in the high category (30.77 %)
- b) For the score of 64-77 there are 10 students who are include in the fair category (38.46%)
- c) For the score of 50-63 there are 8 students who are include in the low category (30.77%)

Therefore, it can be inferred that the pronunciation mastery at the seventh grade of SMP Muhammadiyah 4 Metro Lampung in the Academic Year of 2015/2016 is included in the fair category.

2) Speaking Skill

Speaking skill is the dependent variable of the research. To measure the speaking skill of the students, the writer tested the students them to speaking skill some introduce, practice introduce in front of one by one. The result of speaking skill test can be identified as follows:

Table 7

The Result of Speaking Skill Test at the Grade
Of SMP Muhammadiyah 4 Metro
In the Academic Year of 2015/2016

Respondents Number	Speaking Skill Result	Category
1	70	Low
2	70	Low
3	80	Fair
4	80	Fair
5	80	Fair
6	70	Low
7	80	Fair
8	70	Low
9	80	Fair
10	80	Fair
11	80	Fair
12	80	Fair
13	80	Fair
14	80	Fair
15	70	Low
16	80	Fair
17	80	Fair
18	80	Fair
19	70	Low
20	80	Fair

Respondents Number	Speaking Skill Result	Category
21	90	High
22	90	High
23	70	Low
24	80	Fair
25	80	Fair
26	60	Low
Sum	2010	
Average	77.31	Fair

Source: The Result of Speaking Skill Test at the Grade of SMP Muhammadiyah 4 Metro Lampung

According to the above table, the writer measured the class interval using formula as follow:

Explanation:

IR : Class Interval

t : The highest score

r : The lowest score

N : Total of the categories

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

$$IR = \frac{90 - 60}{3} = 10$$

The total of class interval (IR) for independent variable of this research is 10. After the writer knows the class interval, the data is taken from interval above was put on the table of frequency distribution as follows:

Table 8

Frequency Distribution as the Result of Speaking Skill Test at the Seventh Grade of SMP Muhammadiyah 4 Metro Lampung in the Academic Year of 2015/2016

No	Class Interval	Category	Frequency	Percentage
1	82 – 92	High	2	7.69
2	71 – 81	Fair	16	61.54
3	60 – 70	Low	8	30.77
Sum			26	100

Based on the table of frequency distribution above, it can be inferred that 26 students as the research population can be divided as follows:

- a) For the score of 82 - 92 there are 2 students who are include in the high category (7.69%)
- b) For the score of 71 - 81 there are 16 students who are include in the fair category (61.54%)
- c) For the score of 60 - 70 there are 8 students who are include in the low category (30.77%)

Therefore, it can be inferred that the speaking skill at the seventh grade of SMP Muhammadiyah 4 Metro Lampung in the Academic Year of 2015/2016 is included in the fair category.

B. Hypothesis Testing

After applying the document, and test method, the writer analyzed the data by using analysis of product moment correlation in order to prove whether there is correlation between the pronunciation mastery and speaking

skill among the seventh grade students of SMP Muhammadiyah 4 Metro in the Academic Year of 2015/2016.

1. Preparing the table in order to prove whether there is correlation between the pronunciation mastery and speaking skill among the seventh grade students of SMP Muhammadiyah 4 Metro

Table 9

The Table as the Authentication of the Relationship between the Pronunciation Mastery and Their Speaking Skill at the Seventh Grade of SMP Muhammadiyah 4 Metro

No	X	Y	X ²	Y ²	X.Y
1	60	70	3600	4900	4200
2	50	70	2500	4900	3500
3	80	80	6400	6400	6400
4	70	80	4900	6400	5600
5	70	80	4900	6400	5600
6	60	70	3600	4900	4200
7	80	80	6400	6400	6400
8	60	70	3600	4900	4200
9	70	80	4900	6400	5600
10	70	80	4900	6400	5600
11	70	80	4900	6400	5600
12	80	80	6400	6400	6400
13	70	80	4900	6400	5600
14	70	80	4900	6400	5600
15	80	70	6400	4900	5600
16	70	80	4900	6400	5600
17	70	80	4900	6400	5600
18	80	80	6400	6400	6400
19	60	70	3600	4900	4200
20	60	80	3600	6400	4800
21	80	90	6400	8100	7200
22	90	90	8100	8100	8100
23	50	70	2500	4900	3500
24	80	80	6400	6400	6400

No	X	Y	X ²	Y ²	X.Y
25	70	80	4900	6400	5600
26	50	60	2500	3600	3000
	1800	2010	127400	156500	140500

2. Putting the data above in to the formula of product moment correlation in order to get “ $r_{observed}$ ” or r_{xy} .

$$N = 26$$

$$\sum X = 1800$$

$$\sum Y = 2010$$

$$\sum X^2 = 127400$$

$$\sum Y^2 = 156500$$

$$\sum XY = 140500$$

$$\begin{aligned}
 r_{xy} &= \frac{N \cdot \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \cdot \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{26 \cdot 140500 - (1800)(2010)}{\sqrt{\{26 \cdot 127400 - (1800)^2\} \{26 \cdot 156500 - (2010)^2\}}} \\
 &= \frac{3653000 - 3618000}{\sqrt{\{3312400 - 3240000\} \{4069000 - 4040100\}}} \\
 r_{xy} &= \frac{35000}{\sqrt{\{72400\} \{28900\}}} \\
 &= \frac{35000}{\sqrt{2092360000}} \\
 &= \frac{35000}{45742.32176}
 \end{aligned}$$

$$r_{XY} = 0.765$$

Therefore, “ $r_{observed}$ ” is 0.765

“ $r_{observed}$ ” is correlation coefficient (r) as the result of the counting by using product moment above.

C. Interpretations

1. Interpretation of “ $r_{observed}$ ”

Table 10

The Table of Interpretation to the Index of “ $r_{observed}$ ”

The Grade of “ $r_{observed}$ ”	Interpretation
0.00-0.20	There is lowest correlation
0.20-0.40	There is low correlation
0.40-0.70	There is fair correlation
0.70-0.90	There is high correlation
0.90-1	There is highest correlation

Source: Winarno Surahmad, *Dasar dan Teknik Research Pengantar Metodologi Ilmiah*, Tarsito: Bandung, 2000, P. 302

The critical value of “ $r_{observed}$ ” is 0.765 if we interpret it based on the table above, it can be inferred that there is high correlation between pronunciation mastery and their speaking skill at the seventh grade students of SMP Muhammadiyah 4 Metro in the Academic Year of 2015/2016.

2. Statistical Significance

The writer has formulated the alternative hypothesis (H_i) and null hypothesis (H_0) as follows:

a. Alternatif Hypothesis (H_a)

There is a positive and significant correlation between pronunciation mastery and their speaking skill at the seventh grade students of SMP Muhammadiyah 4 Metro in the academic year of 2015/2016.

b. Null Hypothesis (H_0)

There is not a positive and significant correlation between pronunciation mastery and their speaking skill at the seventh grade students of SMP Muhammadiyah 4 Metro in the academic year of 2015/2016.

After H_i and H_0 above were formulated the writer consulted " $r_{observed}$ " to r_{table} as follows:

- a. If " $r_{observed}$ " is higher than r_{table} alternative hypothesis (H_i) is accepted and null hypothesis (H_0) is rejected
- b. If " $r_{observed}$ " is lower than r_{table} alternative hypothesis (H_i) is rejected and null hypothesis (H_0) is accepted.

To know the critical value of r product moment (r_{table}), the writer firstly counted df . df means is degree of freedom. The formulation of df is $= N - 2$. N is the numbers of research population.

$$\begin{aligned} df &= N - 2 \\ &= 26 - 2 \\ &= 24 \end{aligned}$$

After considering the product moment table by using df 24 it can be know that:

- a. The critical value of r product moment (r_{table}) for the 5% level is 0.388
- b. The critical value of r product moment (r_{table}) for the 1% level is 0.496

From all of data analysis above, it can be known that:

$$r_{observed} = 0.765$$

$$r_{table} = 0.404 \quad (5\%)$$

$$= 0.515 \quad (1\%)$$

Finally the data confirmed “ $r_{observed}$ ” is bigger than r_{table} , therefore it can be inferred that H_1 is accepted and H_0 is rejected. It means that there is a positive and significant correlation between pronunciation mastery and their speaking skill at the seventh grade of SMP Muhammadiyah 4 Metro in the Academic Year of 2015/2016.

Furthermore, the writer measured the level of relationship between pronunciation mastery and their speaking skill at the seventh grade of SMP Muhammadiyah 4 Metro in the Academic Year of 2015/2016. By counting the quadrate of “ $r_{observed}$ ” and multiplying it by 100%.

Therefore, the level of correlation between pronunciation mastery

$$\begin{aligned} \text{and their speaking skill} &= (r_{observed})^2 \times 100\% \\ &= (0.765)^2 \times 100\% \\ &= 0.585463305 \times 100\% \\ &= 58.55\% \end{aligned}$$

Based on the analysis above, it can be inferred that the level of correlation pronunciation mastery and their speaking skill is 58.55%.

D. Limitations

After conducting the research and gaining the data from documentation and test, the writer found some problems faced by the students, as follows:

1. Problems in pronunciation

The students were not able to divided of pronunciation well, especially the correct meaning the relevant.

2. Problems in speaking

The students have low pronunciation, so they difficult to find the correct meaning and the good speaking in every sentence.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Pronunciation can be used an alternative choice in learning speaking skill in order can improve their skill in speaking subject. Based on the analysis and result of the research that $r_{observed}$ is higher than r_{table} , it can be concluded that the Alternative Hypothesis (H_a) is accepted and there is a positive and significant correlation between the student pronunciation mastery and their speaking skill.

In addition, the result of critical value $r_{observed}$ is 0.765 and r_{table} is 0.404 in level of significant 5% and 0.515 in level of significant 1%. The data confirmed that “ $r_{observed}$ ” is higher than “ r_{table} ”. Therefore, it can be concluded that H_a is accepted and H_0 is rejected. So there a positive and significant correlation between pronunciation mastery and their speaking skill at the seventh grade of SMP Muhammadiyah 4 Metro Lampung. Moreover, the level of correlation between the pronunciation mastery and theri speaking skill is 58.55%.

B. Suggestions

Referring the data in the previous chapter and the conclusion, some suggestions are recomended:

1. For the Students

- a. The students should enrich the pronunciation in order to know the kinds and word of pronunciation to speak well.
- b. The students are suggested to increase their skill in speaking. I order to understand the pronounce well especially in communication process.

2. For the English Teacher

- a. The English teacher should motivate the students to be more active in learning English.
- b. The English teachers are suggested to increase their ability in speaking skill.

3. For the Headmaster

The Headmaster as a principle of school should support the English learning process by preparing the facilitation and instrument completely.

CURRICULUM VITAE



Mujirah was born in Sudimoro, Semaka Tanggamus on January, 01, 1993. She is the first child of happy couple Mujiono and Rasmi.

She took her elementary school at SDN 1 Sudimoro Induk and then she took her Junior High School at MTs. Bahrul Ulum Sudimoro Induk for three years. Having graduated from Junior High School she continues her study on Senior High School at MA Bahrul Ulum Sudimoro Induk and was finished in 2011.

After graduating from Senior High School she decided to continue her study in English Program in State Islamic College of Jurai Siwo Metro from 2011 until now.

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TABEL
NILAI-NILAI r PRODUCT MOMENT

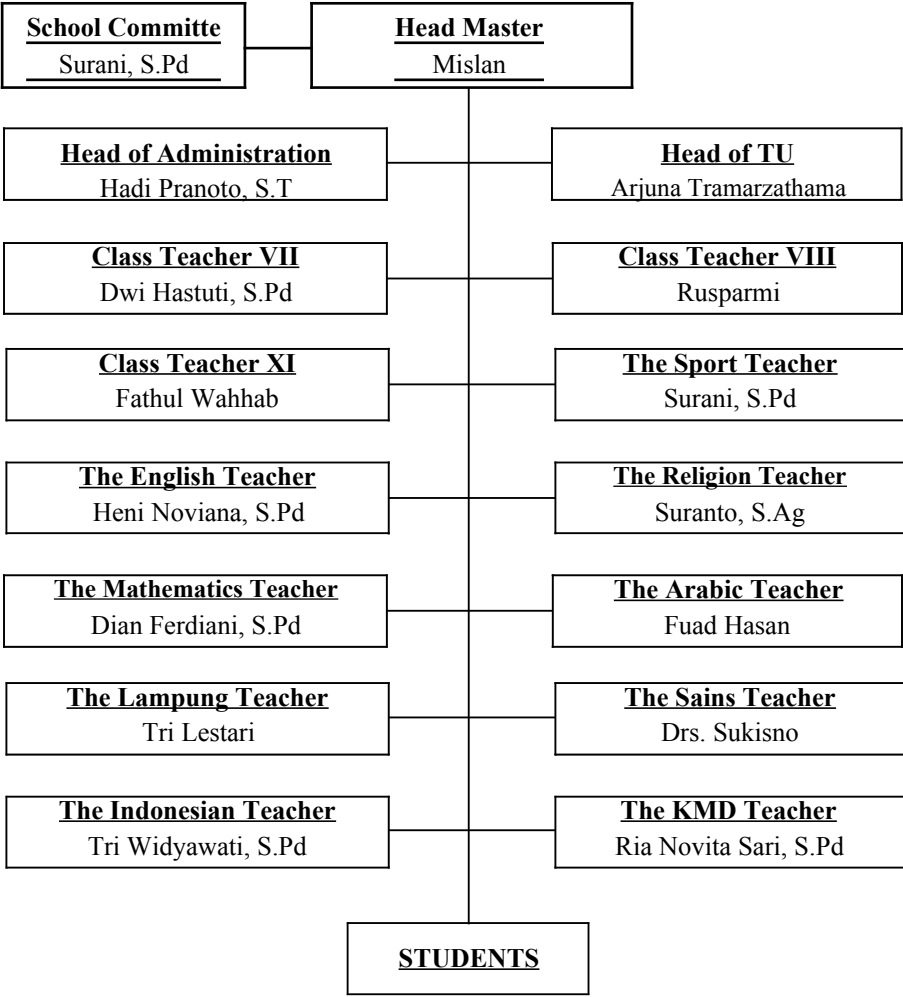
N	Taraf Signif		N	Taraf Signif		N	Taraf Signif	
	5%	1%		5%	1%		5%	1%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,626	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

**THE CONDITION OF TEACHER AND OFFICIAL EMPLOYEES
IN SMP MUHAMMADIYAH 4 METRO**

No	Name	Sex	Occupation
1	Mislan, S.Pd	Male	Teacher
2	Surani, S.Pd	Male	Teacher
3	Rusparmi	Female	Teacher
4	Tri Widyawati, S.Pd	Female	Teacher
5	Hadi Pranoto, S.Pd	Male	Teacher
6	Tri Lestari, A.Md	Female	Teacher
7	Heni Novita, S.Pd	Female	Teacher
8	Ria Novita Sari, S.Pd	Female	Teacher
9	Fuad Hasan	Male	Teacher
10	Fathul Wahab	Male	Teacher
11	Dian Ferdiani	Female	Teacher
12	Okti Luthfra Arjuna	Female	Teacher
13	Arjuna Tramarzhatama, S.Pd	Male	Teacher
14	Amir Sofyan	Male	Teacher
15	Drs. Sukirno	Male	Teacher
16	Suranto, S.Ag	Male	Teacher
17	Dwi Hastuti, S.Pt	Female	Teacher

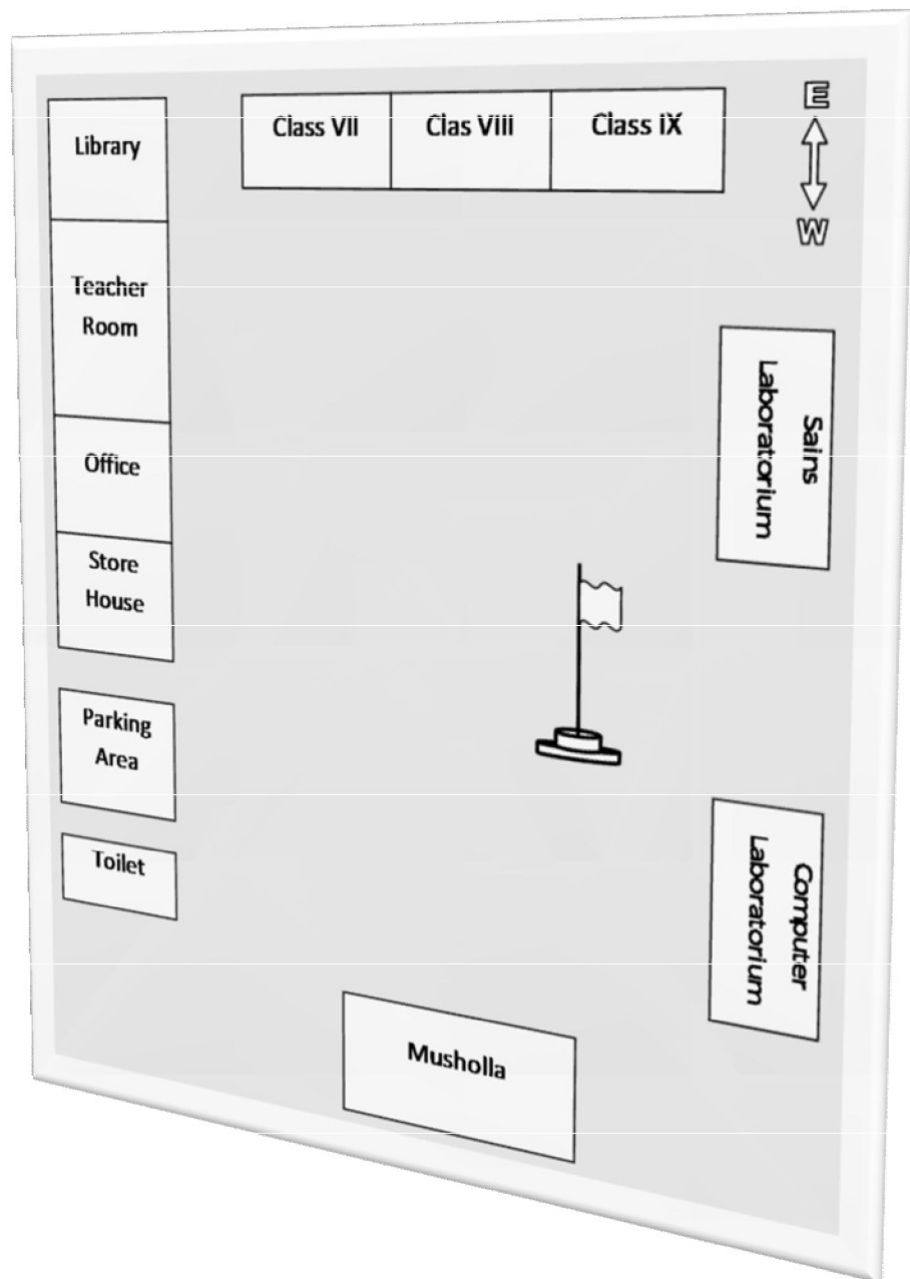
Source: Documentation in SMP Muhammadiyah 4 Metro Lampung in Academic Year of 2015/2016

ORGANIZATION STRUCTURE OF SMP MUHAMMADIYAH 4 METRO



Source: Documentation in SMP Muhammadiyah 4 Metro Lampung in Academic Year of 2015/2016

SKETCH OF SMP MUHAMMADIYAH 4 METRO LAMPUNG



Source: Documentation in SMP Muhammadiyah 4 Metro Lampung in Academic Year of 2015/2016

THE BUILDING OF SMP MUHAMMADIYAH 4 METRO

SMP Muhammadiyah 4 Metro has following buildings:

1. 3 class rooms
2. 1 head master room
3. 1 teacher room
4. 3 bathroom for students
5. 1 mushola
6. 1 parking area
7. 1 laboratorium
8. 1 library

APPENDICES