THE CORRELATION BETWEEN STUDENTS' PHONETIC SYMBOLS MASTERY AND PRONUNCIATION ABILITY AT TRIDINANTI UNIVERSITY

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Abstract

Pronunciation is one of the subjects that should be accomplished by EFL students at Tridinanti University. Surely, the mastery of English phonetic symbols may have the relation to the pronunciation ability. Hence, the objectives of this study were (1) to dig out the information whether or not there was a significant correlation between EFL students of Tridinanti University' phonetic symbols mastery and their pronunciation ability and (2) to find out how much the students' phonetic symbols mastery contribute toward pronunciation ability. The method used in this research was correlation design. There were 50 students as the population of this research, and the researchers took 34 students as the sample of this study using purposive sampling technique. This research data were analyzed using Pearson Product Moment formula to know whether there was a correlation between students' phonetic symbols mastery and pronunciation ability. There were two instruments of tests, they were phonetic test and pronunciation test. Based on the result, it was found that the pearson correlation coefficient was 0.466. It can be concluded that there was a fair correlation between students of EFL Tridinanti University's phonetic symbols mastery and their pronunciation ability. The value of R Square in regression analysis was 0.218. It can be assumed that the students' phonetic symbols mastery contribute as much as 21.8% toward pronunciation ability.

Keywords: *correlations, phonetic symbols mastery, pronunciation ability.*

Introduction

Language is a medium for humans to communicate and interact with each other. With language emitted in oral forms, people can channel their ideas, feelings, opinions and intentions to others. As a tool for communication, every culture has its own language. English is among the five official languages in the United Nation. In Indonesia, English is used as foreign language that needs to be learnt starting from primary school to higher education. According to Julianto (2015), Indonesian education curriculum or content based curriculum is to achieve the four language skills. There are speaking, listening, reading, and writing. Besides, students must achieve another component in English language, namely pronunciation, grammar, and vocabulary.

If we talk about speaking, we cannot leave pronunciation. We must give attention to how the way we speak the words (Syafryadin, 2020). The main goal of pronunciation is to sound like native speaker. Pronunciation has roles in communicating. According to Burns and CIaire (2003, p. 5) pronunciation is about sound producing of the Ianguage that has affect on someone who Iistens to it. Moreover, Richard and Schmidt (2002, p. 440) says that the way a certain sound or sound is produced called pronunciation. Pronunciation refers to the production of sound we use to make meaning. Having fluent pronunciation in conversation is beneficial for both speaker and interlocutor. Nurmalasari (2016) states that the broken-down communication can

be caused by the use of incorrect pronunciation. Therefore, to avoid ambiguity in conversation, pronunciation is important to be studied, because good communication happens when the listener and speaker comprehend each other.

In learning pronunciation, it cannot be separated from phonetics. Phonetics deals with speech in its purely physical aspects the way sounds are articulated by the speaker, the acoustic properties of sound waves, and the effects that these have on the ear of the hearer and on the ear of the speaker, for that matter (Hamann & Schmitz, 2005). Meanwhile, Ramelan (2003) defines that phonetics are concerned with speech with the ways in which they produce and hear speech.

According to Tamas (2009), Phonetics is primarily concerned with expression level. Moreover, Ladefoged and Johnson (2010) say phonetics is related with describing speech. However, phonetics is sometimes seen as not properly linguistic, because it is outward, physical manifestation of the main object of linguistic research, which is language (not speech) and language is abstract (Ogden, 2009).

Furthermore, Mompean and Lintunen (2015) find out that phonetic symbols had positive view for pronunciation teaching and Iearning. Meanwhile, Nurman (2021) find out that phonetics and pronunciation did not have a significant correlation. After students were getting pronunciation test, and information about phonetics and phonology, the result was beyond expectation.

Based on the situation above, the researchers were interested in observing the correlation between EFL Students of Tridinanti University's phonetic symbols mastery and their pronunciation ability.

Methodology

In this research, the researchers used correlation research design. According to Fraenkel, Wallen, and Hyun (2009), correlation research is also sometimes referred to as from of descriptive research because it describes an existing relationship between two variables. This study would like to figure out the relationship between students pphonetic symbols mastery and their pronunciation mastery.

Moreover, the population of this study was the students of English Department at Tridinanti University. It consisted of 50 students. The following table shows the population of the study.

Table 1. The Distribution of Population

Semester	Number of students
III	15
V	16
VII	7
IX	12
Total	50

In this study, the researchers used purposive sampling technique. The researchers selected purposive sampling technique due to the characteristic of a population and sample of the study. The researchers took 5^{th},7^{th} and 9^{th} Semester Students as the sample of this study. The total numbers of the sample were 34 students.

There were two test in this research, namely phonetic test and pronunciation test. Before doing the test, the researchers did try out test to find out the validity and reliability of the test. The researchers found the r-tabIe was 0.553. After giving the try out test, it was found that there were 10 items lower than the r-table. Those were Item 2, 3, 5, 10, and 12 in phonetic test. Those items were lower than r-table (0.275, 0.184, 0.110, 0.184, and 0.189). In pronunciation test, it was found that there were 5 invalid items. They were Item 10, 19, 22, 24, and 25 with the r-value 0.457, 0.513, 0.513, 0.424, and 0.021. Therefore, they were deleted from the instrument.

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Table 2. Test Item Specification of Pronunciation & Phonetics Test

Learning Objectives	Indicators	Items Number
Students are expected to be able consider and recite vowels, diphthongs, and consonants.	1.Students can understand the concept of vowels and pronounce the word and sentences correctly	1,2,3,6,8 ,10, 12,14, 19,22
	2.Students can understand the concept of diphthong and pronounce the words and sentences correctly.	4,7,11,13, 16, 20, 21
	3.Students can understand the concept of consonant and pronounce the words and sentences correctly.	5,9,15,17, 18, 23, 24, 25
	TOTAL	25

Based on the realibility analysis, it was found that the phonetic reliable score was 0.945. It can be concIuded that the score was categorized as very highly reliable. Then, in pronunciation was 0.949. Therefore, it was on very highly reliable level. Cohen, Manion, and Morrison (2007) presented the criteria of reIiability as shown in Table 3 below:

Table 3. Reliability Criteria

Value	Interpretation
>0.90	Very Highly Reliable
0.80-0.89	Highly Reliable
0.7 – 0.79	Reliable
0.6– 0.69	Marginally/Minimally Reliable
<0.60	Unacceptably Low Reliable

(Source: Cohen, Manion, and Morrison, 2007, p. 525)

Results and Discussion

Based on the phonetic test, the minimum score was 56 and the maximum score was 96. The mean of the result was 76 and the standard deviation was 11.609. The following table describes the analysis of phonetic test.

Table 4. Descriptive Analysis of Phonetic Test

Phonetic	N	Min	Max	Mean	Std. Deviation
Score	34	56	96	76	11.609
Valid N (listwise)	34				

Then, in pronunciation test, it was found out that the minimum score was 73 and the maximum score was 100. The mean was 86.97 and the standard deviation was 8.908. The finding of pronunciation test can be presented in the Table 5 below.

Table 5. Descriptive Analysis of Pronunciation Test

Pronunciation	N	Min	Max	Mean	Std. Deviation
Score	34	73	100	86.97	8.908
Valid N (listwise)	34				

Furthermore, the score distribution of phonetic and pronunciation tests can be seen in the following table below.

Table 6. Score Distribution of Phonetic Test

Category	Score	Phonetic	
		Frequency	**Percentage**
Very Good	86-100	8	23.5%
Good	71-85	14	41.25%
Average	56-70	12	35.25%
Poor	41-55	-	-
Very Poor	0-40	-	-
Total		34	100%

The result showed that there were 8 students (23.5%) were in very good category, 14 students (41.25%) were in good category, 12 students were

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classified into average category (35.25%), and no student was in poor and very poor category. Meanwhile the score distribution of pronunciation test is shown in Table 7.

Table 7. Score Distribution of Pronunciation Test

Category	Score	Pronunciation	
		Frequency	**Percentage**
Very Good	86-100	20	58.8%
Good	71-85	14	41.2%
Average	56-70	-	-
Poor	41-55	-	-
Very Poor	0-40	-	-
Total		34	100%

The result of pronunciation test showed that 20 students (58.8%) were in very good category, 14 students (41.2%) were classified into good category, and no student was in average, poor, and very poor category.

The phonetics and pronunciation test result can be seen in Figure 1.

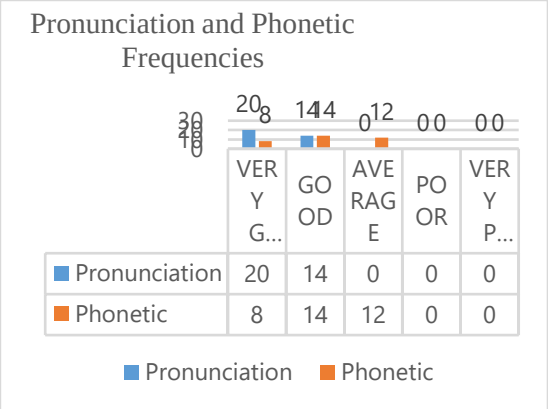

Figure 1. The Score Distribution in Phonetic and Pronunciation Test

Normality Test

In this research, the researchers used normality test to figure out whether or not the data of phonetic and pronunciation test were normally distributed. The researchers used One Sample KoImogorov-Smirnov Test and calculated by using SPSS 25.

The normality result of phonetic was 0.122 and the pronunciation test was 0.126. Since the value were higher than alpha (0.05), it could be summarized that the data were normally distributed. The normality of the test is presented in table below.

Table 8. The Normality of the Test

Variables	KoImogorov-Smirnov		
	Statistic	**df**	**Sig.**
Phonetic	.135	34	.122
Pronunciation	.134	34	.126

To figure out whether or not there was a significant correlation between students' phonetic symbols mastery and pronunciation ability of English Department Students of Tridinanti University, the researchers used Pearson Product Moment Correlation and calculated the data using SPSS 25. The table below shows the correlation analysis.

Table 9. Pearson Product Moment Correlation between Variables

Variables	Pearson Correlation Coefficient	Sig. (2-tailed)
Phonetic Pronunciation	.466	.005

The table above showed that the r-value was 0.466 with significant coefficient was 0.005. Since the pearson correlation coefficient was 0.466, it can be concluded that there was fair correlation between students of EFL's phonetic symbols mastery and their pronunciation ability, hence it is in line with Yule (2010) having knowledge in phonetics could lead the students to have good pronunciation if they practice (Yule, 2010).

Meanwhile, to find out how much phonetic symbols mastery contribute toward pronunciation ability of EFL

students of Tridinanti University, the researchers used regression analysis. It was calculated by using SPSS 25. The following table shows the regression analysis.

Table 10. Regression Analysis

	B	R	R Square	Sig.
Phonetic	.358	.466	.218	.005

The vaIue of the R Square was 0.218 which it can be concIuded that EFL students of Tridinanti University's phonetic symbols mastery contribute as much 21.8% toward their pronunciation ability.

Conclusion

Pronunciation is in relation to the phonetics knowledge. Students need to have this in order to help them in doing pronunciation. Thus, based on the basis of the findings, it was found that the first null hypothesis (H_{o1}) was rejected and the first hypothesis (H_1) was accepted. It means that there was a significant correlation between students' phonetic symbols mastery and students' pronunciation ability. In other words, there was a fair correlation between phonetic symbols mastery and pronunciation.

Meanwhile, in the second hypothesis, the second null hypothesis (H_{o2}) was rejected and the second hypothesis (H_2) was accepted. It means that there was a fair improvement in pronunciation ability of the students who had phonetic symbols ability and those who did not have. In other words, phonetic symbols mastery could significantly improve the students' pronunciation ability. In this case, having knowledge in phonetics could lead the students to have good pronunciation if they practice (Yule, 2010).

Furthermore, based on findings and interpretation, it was found that there were some reasons which influence the result of this study. Those reasons were because phonetic symbol was as guideline in pronunciation, it could make students to pronounce English words correctly, it could let students to have a good oral communication, and it could make students easy to read some English texts. Finally, from the findings, it showed that phonetic symbols mastery and pronunciation ability had a good correlation because both of them cannot be separated in English teaching and learning process.

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