



**A CORRELATIONAL STUDY BETWEEN PRONUNCIATION
ABILITY AND SPEAKING SKILLS OF STUDENTS AT
JUNIOR HIGH SCHOOL**

THESIS

Submitted as Partial Fulfillment of the Requirements for the Attainment
of The Degree of Sarjana Pendidikan (S.Pd.)

By

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**A Correlational Study Between Pronunciation Ability and Speaking
Skill of the Students' at Junior High School**

xvii + 64 pages, 16 tables, 9 appendices

ABSTRACT

The objective of this study is to find out whether there is correlation between Pronunciation ability and Speaking skill of the students at junior high school. This study used quantitative method with the research design of correlational study. The subject of this study was 8th grade students of Mts Al Khairiyah Kp Bahari which consisted of 29 students. In collecting the data, the researcher used Pronunciation test and speaking test as the instruments. The data were computed statistically by using Pearson Product Moment. The result showed that there was positive High correlation with coefficient correlation r_{xy} was 0.757 which higher than the value of r_{table} was 0.367 of significant at 5% ($0.757 > 0.367$). It can be means that the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected. Therefore, it can be concluded that there was significant correlation Between Pronunciation Ability and Speaking Skill of the Students' at Junior High School.

Keywords: Pronunciation, Speaking, Correlation

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ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada hubungan antara kemampuan pelafalan siswa dengan keterampilan berbicara siswa di sekolah menengah pertama. Penelitian ini menggunakan metode kuantitatif dengan desain penelitian studi korelasional. Subjek penelitian ini adalah siswa kelas VIII Mts Al Khairiyah Kp Bahari yang berjumlah 29 siswa. Dalam mengumpulkan data, peneliti menggunakan tes pengucapan dan tes berbicara sebagai instrumen. Data dihitung secara statistik dengan menggunakan Pearson Product Moment. Hasil penelitian menunjukkan bahwa terdapat korelasi tinggi yang positif dengan koefisien korelasi r_{xy} sebesar 0,757 yang lebih tinggi dari nilai r_{tabel} sebesar 0,367 dengan signifikan 5% ($0,757 > 0,367$). Artinya hipotesis alternatif (H_a) diterima dan hipotesis nol (H_o) ditolak. Oleh karena itu, dapat disimpulkan bahwa ada hubungan yang signifikan antara Kemampuan Pelafalan dan Keterampilan Berbicara Siswa di Sekolah Menengah Pertama.

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Kata kunci: Pengucapan, Pelafalan, Berbicara, Korelasi

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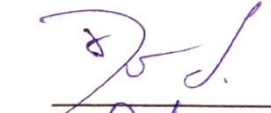
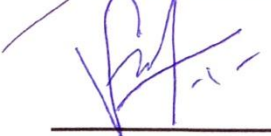


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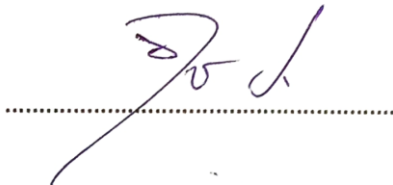
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DEDICATION

I dedicate this thesis to:

*My Parents, Myself, My Family,
and Friends that supporting all the time.*

MOTTO

*“This life is just a test. The more we pray,
the more Allah shows the right way”*

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Jakarta, 18 July 2022
The Writer

Aisyah Qur'an Nur Azzahroh
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language is the first medium used by many people to share their thoughts and information with other people. There are a lot of languages people speak around the world. Most of the countries and regions have their own one national language and their peoples can speak other different languages. As a result, English has emerged as the most widely used, common, understandable, and practical language for facilitating cross-cultural communication. It is well recognized that English is a universal language that many nations have adopted. The project serves as a conduit for global communication in terms of addressing needs for trade or other purposes. Additionally, because English is the only language medium utilized for communication in many nations, its use as an international language is expanding with time. To publish their works, writers and media professionals frequently use English.

English has been utilized science of information, modern innovation in field of technology invention, technique, pharmaceutical or medicine. In other words, more than three-quarters of the world's population spoke English. In the previous quarter of a century, there has been a startling increase in the number of students around the world, especially in the adult and near-adult learner groups.

Indonesia needs English because it is a developing country and its government is working to advance the issues that other nations often face. Education is one of the components,

which is important. In Indonesia, English was taught in junior high, senior high school, as well as at the university or college level. In the school, speaking is one of the skills of English that need to be taught and learned by the students.

The English language plays a very important role for the students in education. For students, learning English is crucial because it broadens their horizons, cultivates their emotional intelligence, and enhances their quality of life by opening doors to employment. The English language has evolved into the global standard for all educational systems in today's modern world. English also becomes the most powerful foreign language that taught and that is why It has strong role in education. According to Canagarajah (2012:274), English teachers need to understand that English, like in every language is always in processes of evolution and variation in local contexts. From the statement above it can be means that English has a lot of varieties to learn, and for the students, learning and comprehending the English language is crucial for future academic endeavors.

In most of the school, colleges and universities the English language is the educational language that teaches to the students for understanding the books, lectures and assignment of the subject. Therefore, it is very important for the English teachers to be able to teach students well so that what needs to be conveyed can be understood well by the students and they can do appropriate skills in writing, reading, listening and speaking.

In foreign language teaching and learning, speaking skills is one of the most essential skills to learn since it is the basic medium for communication though it is also known as the most difficult one. Elmiyati (2019:230) indicates that speaking is a process or made of recognized words or statements that are

made into statements in a regular voice for the purpose of socialization and communication. It could imply that speaking is a process that involves creating words or expressions in a normal voice, delivering them, and creating a gesture to use for social interaction.

Allah ﷻ said in the Holy of Qur'an:

أُولَئِكَ الَّذِينَ يَعْلَمُ اللَّهُ مَا فِي قُلُوبِهِمْ فَأَعْرِضْ عَنْهُمْ وَعِظْهُمْ
وَقُلْ لَهُمْ فِي أَنْفُسِهِمْ قَوْلًا بَلِيغًا

'These are they of whom Allah knows what is in their hearts; therefore, turn aside from them and admonish them, and speak to them effectual words concerning themselves'. (QS. An-Nisaa:63)

As can be seen from the verse above, Allah ﷻ know what the individuals trust in their life. When constructing the meaning of communication, we can offer the facts and a compelling argument that will help others understand its significance.

The speaker must enable the elements that will help the listeners understand what they are saying clearly and remember it as a positive communication experience. Therefore, we must produce and process the words better when we are speaking, because it is important function of speaking for communication of people in social life. Hence, if we can successfully learn the language from the basics for instance, speaking skills, we can find that we have improved our English language learning.

There are some number standards for speaking, including fluency, comprehension, vocabulary, and linguistic structure or grammar. Here in particular, pronunciation, as we are aware that it becomes a crucial component of communication. Cakir. I., & Baytar. B. (2014:106) states that Pronunciation is considered to

be one of the most important aspects of a language. This indicates that a language's pronunciation is an essential component. Pronunciation has become an important aspect of speaking. When we speak, we need more than just a large vocabulary and solid grammar; we also need pronunciation to convey the sounds of the words we will use to interact with others.

The basic building blocks of language, the segmental phonemes or speech sounds, appear in the form of pronunciations when they are grouped in patterns of pitch, loudness, and duration. In the most basic representation of the language communication process, pronunciation is the generation of the sounds of the words we will use to communicate with the others in order to produce a meaning. Speaking with intonation, emphasizing an accent, and pausing are "discourse signals," which are helpful ways for audience members to understand the direction of the talks. This skill is one of the important skills for every people to obtain, because every people in this world need to know how the words will sound like, to deliver their aims to the others correctly. In the furthermore of learning, to upgrading the learner's pronunciation of articulation, they may obtain it by them possess characteristic capacity, and after that they can progress their capacity by learning in an instructive institution.

The design that will be utilized in this study is correlation research design. Correlation research is non experimental inquire about that is comparable to post research investigation in that they both employ information determined from preexisting factors of variables. Donald in Tussa'adah (2018:44) state that there is no control of manipulating things in the factors of variables in either sort of the research. Since correlation studies

describe an existing link between two components of variables, they are also commonly referred to as descriptive research inquiries. Therefore, Fraenkel et al (2018:44) According to the statement, the goal of this study design is to clarify our understanding of important phenomena by determining the relationship between the variables.

The purpose of this study is to investigate the relationship between junior high school students' speaking skills and pronunciation ability. Speaking is an active method of communication that allows us to express our meaning clearly. In addition to that, pronunciation is the creation of sounds in the shape of a word that we use in communication to create a meaning. Students or learners need to have good pronunciation skills when speaking. Excellent pronunciation will let the listener understand the importance of our speech in communication. From all of the statement above, both speaking and pronunciation are the skills that required forming comprehend point in communicating with others.

There are several relevant study that was conducted by Nurlaila in 2018 with her thesis entitled "The Correlation Between Students' Pronunciation Mastery and Their Speaking Ability at The First Semester of The Eleventh Grade Of Sma N1 Abung Pekurun Kotabumi North Lampung In The Academic Year Of 2017/2018" with the population of the research was 88 of eleventh grade students that are divided into three classes. The result of the research shows that alternative hypothesis is accepted, and its means that there is correlation between student's pronunciation mastery and their speaking ability.

Another study that relevant was conducted by Meylan GNA Sihombing in 2014 with the research title "The Correlation between the Students' Pronunciation Mastery and Their Ability in

Speaking”. The population of the research was students of grade eight of SMPN 12 Bandar Lampung. The result of the study explains that there is a significant relation between the students’ pronunciation mastery and their ability in speaking of grade eight of SMPN 12 Bandar Lampung. The considerations are the average score of the students’ pronunciation mastery, the average score of the students’ ability in speaking, the results obtained from the calculation of the correlation between the students’ pronunciation mastery and their ability in speaking and the last is hypothesis of the research.

According to the background above, the researcher concluded that pronunciation ability has a significant role in the students speaking skills. It is necessary to find out the ways that will be helpful for the students to know how to pronounce words correctly and improving their speaking skills. And eventually, the researcher was interested in conducting the research entitled: **“A Correlational Study between Pronunciation Ability and Speaking Skill of the Students at Junior High School”**

B. Identification of the Problem

According to the background of the study above, the researcher identifies some of a problem as follows in teaching English at Junior high school:

1. Finding significant correlation between pronunciation ability and speaking skills of the students.
2. Students have a few troubles in learning speaking English, since they did not certain when they attempt to talk in English with the others.

3. Students did not know how to pronounce English words properly, because they did not used to the English words in daily life.

C. Limitation of the Problem

As can be seen on the identification of the problem above, the researcher limits the problem only to find out whether there is the correlation between pronunciation ability and speaking skills of the students at 8th graders in MTs Al Khairiyah Kp. Bahari.

D. Problem of the Study

Regarding to the background and limitation of the problem that has been submitted above, the research problem is to know about the relation between two kinds of skills or ability, and then formulated into a research question “is there any correlation between pronunciation ability and speaking skills of students at junior high school?”

E. The Objective of the Study

Referring to the problems mention above, the objective of this study is to answer the research question to find out the correlation between pronunciation ability and speaking skills of the students at junior high school.

F. Significance of the Study

Based on the finding of this research study, the researcher expected this research to have significant benefit both theoretically and practically as follows:

1. Theoretically

The result of this research will be given information about the correlation between pronunciation ability and speaking skills of the students at junior high school. Therefore, it is expected to give a better understanding of the activity that can improve more of the ability and skills to learning English properly.

2. Practically

a. The Students

By doing this research, the researchers hope that it is give meaningful contribution and more information about pronunciation ability and speaking to the students so that they can enhance their English learning achievement in a better way.

b. The Teacher

Result of this study expected to be useful for English teachers to settle the difficulties in learning pronunciation and speaking for English learning students. The teacher will get information about the correlation between the two skills and ability.

c. The other Researcher

Hopefully, this study can also be used as a reference for the other researcher to do another research, particularly for the researcher who willing to do similar study related to this research. They might

broaden the finding and trace deeper to offer more to the English learning students.

CHAPTER II

LITERATURE REVIEW

A. The Description of the Theories

1. Speaking

a. Concept of Speaking

Speech production to express meaning that has becoming a part of people daily activities is called Speaking. In the four main skills of language learning (reading, writing, speaking and listening), Speaking is one of the active skills. The ability to speak is one of the essential skills to communicate and connect with the others. As stated by Oradee (2012:533), Speaking has considered as one of the most important skill when learning skills for communicating. That is mean without speaking learning, especially learning to communicate in English, cannot be better without learning Speaking skills. Speaking is the essence of communication. Eissa (2019:128) stated that this skill is considered as an interactive skill of form a meaning that includes generating, getting and processing information. A great speaking is come from both the speakers and the hearer. Both of them require each other to create conversation, and it is called by communication.

All of the people in this world need a language to communicate, and that is why Speaking need a language to make a conversation of communication with the other to make a sense with the other people. And by using a language, all of the purposes in communicating will be conveyed maximally. Leong & Ahmadi (2017:35) stated that Speaking has great significance to the interaction of

people in their life where they talk in everywhere and every day. That is why, in communicating we need to have a significance purposes of meaning to be interact and connected with the other people.

According to Thornbury, S (2012:198) Speaking is more complex activity that is not only involves grammar and vocabulary, but also involves many aspects such as governing skill and the other knowledge. In speaking, we must organize the words correctly and accurately, so that the participant of listener can understand the meaning of what the speaker delivers by speaking properly. Referring to their own interests, the speakers applying chosen words of vocabulary and so that for an effective communication; the speakers must be both of the listener and speakers itself at the same time.

Aljumah, F.H., (2011:84) states that Speaking is a linguistic activity which like language itself, consists of several elements, such as; pronunciation (sounds), morphology and lexis (words and their parts), grammar and syntax (structure), semantics, discourse (conversation and utterances), pragmatics (usage and its rules), fluency (ease of speech, confidence, coherence, and speed), in addition in topicality (themes and ideas). Based on the description, speaking performance is not something that easy to carry out by everyone. Speakers that their native language is not English, may not speak English as perfect as the native speakers, it is requiring an effort to enhance their skills of performance.

b. Concept of Speaking Skills

Speaking skills is enables us to produce utterance, when genuinely communicative, speaking is desire and purpose driven, in the other words we authentically want to communicating something to gain a particular end. Mcdonough, et al., (2013:21) states It is may Involving some expression of ideas and opinions, expressing a wish or desire to do something and negotiating or solving a certain problem, and or build or maintain social relationship. According to Gert and Hans in Efrizal (2012:127), speaking is the utterance or a speech that produces by the speaker in order to be known as the intention, the listener processes the words to find out and understands the speaker's intention. In addition, Lado in kusmaryati (2012:32) state that, speaking ability is described as the ability to report an action or a situation in such a precise word, or it is the ability to covers or expressing a sequence of ideas fluently.

According to Khorashadyzadeh (2014:12) Speaking is not requires learning only, but it is also how to understand of producing linguistic competencies and an understanding of sociolinguistic competencies such as when, why and how to speak. That it's mean when people try to communicate with the other, the speakers willing to use a number of utterances to tell the listener of their purposes. Both the speaker and listener must be able to understand the information provided to achieve the communication goals. This can also mean that the people that learn the language must not only have the knowledge about the form and function of the target language, but also the awareness about the interaction between the speaker and the hearer which intent to make clear of the meaning.

Referring to above explanation, it can be concluded that speaking skills is the ability of skills to communicate and the producing of utterance that established by some indicators such as grammar, pronunciation, vocabulary, fluency and comprehension. It is also the skills to report an action or situation in the way of us communicating with the others.

c. Function and Importance of Speaking

The speaking skills frequently recognize as one of the hardest skills of English learning, because it can automatically influence the other language skills while having conversation. However, it is also the most important skills that all of the language learners have to be mastered. Having a capability to speak fluently and confidently in all of a situation is an important goal of education of the main human need. Mardian, Zul (2013:177-178) stated that Mastering the art of speaking and measures the skills as term to implement conversation in the language as a success is one of the most important speaking aspect of learning language. Referring to the statement mentioned, the function of ability to speak is able to help success in the learning process and therefore, this ability is functions in an educational context in order to interact as human needs and reach the goals as being purposed.

According to Brown et al, (2018:75) Talking - or as it professionally called speaking, communicating and interacting, very importantly function and relevantly in everyday walks of life especially when English language is involved as the second or foreign language. Shirkhani, et al., (2020:2) states as for the second language learners,

they need to face the obstacles (skills of that language) in order to be competence in the language so that speaking strategy can be acquired easily. As many of the second or foreign language learners the mastery of speaking skills is one of the priorities for them to acquired.

According to Richard in Ampa et al (2013:298) there are three functions of speaking skills, such as interaction, transaction and performance functions. Describing interaction which serves a primary social function and what is it normally means by doing conversation is how the 'interaction function' means. For instance, saying 'hi' and ask about how they are doing so that it is seems like they willing to have a comfort dialogue to each other's. The second function which is 'transaction' is where the situation focuses by what it said or done and focuses on delivering good or services. And 'performance' as the last functions were refers to doing a talk in a public, which this talk is to sending off information to the audience.

As the function and importance explained above, though speaking is known as the hardest skills, but caused of the importance of these skills, every learners of English language should face all the difficulties and obstacles that come to their learning process. Every kind of strategies, method is worth to learn because in the end we expected to master the skills.

d. Speaking Constituents and Feature

According to Ur in Akhyak and indramawan (2013: 20) states that the successful activity of speaking feature is when the language learners talk as much as they will to

talk; the opportunity to get to speak obtain by all the participant of speaking activity; the motivation and interest that achieve in the speaking; and when the utterance of the language is apprehensible to each other, and it is at the acceptable level. In addition, Bahadorfar and Omidvar (2015:9) mention that when the listener can understand the speech that deliver by the speaker, so that it can be categorized as good speaking skill.

As stated by Harris cited in dewi (2015:9) the speaking skills can be influence by the five aspects as follows:

1) Grammar

Grammar is a rule that every language has. Grammar is the way that reigning the sounds, to arrange words as well as the combination and interpretation to make a proper sentences or statement. Hirai (2010:2) mention that grammar exists to establish a proficient language and the sentence is organized by the way of grammar does.

2) Fluency

Someone that can express sentence or statement in speaking without pausing or stuttering is called as Fluency. It is the ability to speak accurately and precisely. Hughes and Hedge in Leong & Ahmadi (2017:36) state that in order to not break down the communication between listener and speaker, fluency is the ability that learners possess to speak in understandable way so the listener would not lose their interest to listen. The fluency ability is to answer clearly

with connecting the words properly, pronouncing the sound precisely and using stress and also intonation coherently.

3) Comprehension

One of the important aspects of speaking skills is Comprehension. The speakers in particular require comprehending and understanding about the content of statement on what they are saying and it is deals by how far they apprehend it. Hornby in Mulasari (2015:6) express that apprehending at testing or improving an exercised aimed of a language is the power of comprehension whether it is written or spoken.

In addition, Redence in Haeril (2011:5) states a formulation of three comprehension principle. Those are: (1) importance of students' knowledge in acquisition of new information; (2) level of understanding the text that achieved in the study; (3) organizing information to memorize in long term. Therefore, it can be defining that comprehension is the ability to comprehend or conceive the spoken English in order to obtain success communication.

4) Vocabulary

According to Neuman and Drawyer in Bintz, (2011:44) Vocabulary is the words someone must know in order to be able to communicating effectively whether in speaking as expressive vocabulary and words in listening as receptive vocabulary. Vocabulary is one of the basic element of language that every learner need to acquire in learning a language to be able to communicate effectively.

5) Pronunciation

Paulston & Burder as cited in Gilakjani (2016:2) express that pronunciation, either from the speakers' or listeners' viewpoint is an output of a sounding system in which does not interfere with communication of both the participants. In addition, Otlowski in Gilakjani (2016:2) states pronunciation can be defined as the way of uttering a word in acceptable manner.

Furthermore, pronunciation is assumed as a set of habits of producing sounds. Gilakjani (2012:119) stated this kind of habits to producing a sounds acquired by repetition, it is done over and over again by being corrected when it is wrongly pronounced. And as the explanation mentioned, it concludes that pronunciation is the way of a person to expressing or uttering the word in a proper way of spoken languages.

e. Speaking Performance Categories

As a productive skills of spoken language, Speaking is about how people producing the language orally to do such performance. The output focus of speaking is where the people conveying ideas and messages to another participant are at their attention. It can be inferred that the speaking performance skills focused on the capability to generating pieces of a language orally and it is about how the learners expressing themselves as well as exploring ideas, expressing feeling and many other.

There are six categories of speaking performances describes by Brown as cited in dwintan (2016:20) as explained below;

- 1) Imitative, is the proficiency that the learners required to copy some of words, phrases or sentences.
- 2) Intensive, is the performance that its meaning needs to be comprehended in order to give a respond to a certain task, but with a minimal assortment with the other participant. The example of the activity is to read aloud in front of audience.
- 3) Responsive, is the performance proficiency that required the authenticity that occur in the conversation and it's to give a stimulation to the speaker to speak appropriately. Giving a response to a conversation, making simple comment is the example of activity that prevails to these types of performance.
- 4) Transactional, is the performance proficiency that carried out the purpose to convey or exchange specific information.
- 5) Interpersonal, is types of performance to maintain social relationships purposes than for transmissions facts or information. Examples of this performance are interview, role playing, discussion and conversation.
- 6) Extensive (monologue), is the performance proficiency that involves the production of multiple languages. It is the monologues that extend in the forms of speech report, summaries and storytelling.

f. Strategies in Teaching Speaking of Junior High School Students

In order to reach the goals of the students in learning, teaching process guidance in a good kind of strategies is a must while carrying the learning for the

students in class. Brown as cited in dwintan (2015:25) state that when someone having the ability to speak a language, it is means that they can bring on conversation reasonably and competently. Therefore, it is the duty of teachers to teach the activity as an interactive action between the teacher and students that involve a classroom talk.

Speaking is one of the skills that students need to acquire in their study. This skill can make the students' increase their knowledge about vocabularies. Therefore, classroom is a real social context in this field and the environment for learning the foreign language where the students' and the teachers enter into social relation with each other's. The aim of the language teaching in this contexts that it is not depend only on what specifics language that students' can find but it is to acquire the students' for different contexts of purposes and the usefulness of the language learning in more general principles.

According to Nunan in dwintan (2016:26), explain some of the principle for teaching speaking as following below:

- 1) Practicing students' fluency and accuracy

The students must be given the chance to improving their fluency as well as the accuracy to the levels of beginning and intermediate studies. Fluency of the speaking skills means that students having confident in using the language to speak quickly in correct order. And the accuracy means that the students use of the target language properly in accurate

form of speech. Hence, the teacher cannot just emphasize in one aspect only but to practice both of them together.

2) Students work in group or in pair

In order to improving the students speaking skills, the teachers should give enough facilities and opportunities to the students to speak in class. The student's speech time should be extended than the teacher talk time and it is important for the teacher to not taking all the time up for them only. Therefore, group work can be used to upgrade the student's amount of time to get to speak during the class lesson in the target language. Hence, with this kind of learning the students will get the chance to practice and interact more to learn the language with the other students.

According to Brown in dwintan (2016:25) states that there are seven principles to design speaking techniques as following below;

- a) The use of techniques that covers learner's need of the spectrum, from language that focus on the accuracy to the interaction, meaning and fluency based on message.
- b) Facilitate the intrinsic motivating techniques.
- c) Suggest the use of authentic language in the meaningful contexts.
- d) Provide proper feedback and correction.

- e) Capitalize on the natural link between speaking and listening.
- f) Given the chance for the students to be initiate for doing oral communication.
- g) Encourage the development of the speaking strategies.

In addition, there are six kinds of classroom speaking activity according to Harmer as cited in dwintan (2016:22);

- a) Acting from script, it is the activity that required the students to practice their speaking for the dialogue to be performed in front of the class. There are two kinds which are playing script and acting dialogues. Both of them are the activity that will allow the students to gain more experience in language learning process.
- b) Communication games, is the games that designed to generate the students to communicate among each other's.
- c) Discussion, it is the most common activity that used in learning speaking. The students enable to show and express their real opinions in this activity.
- d) Prepared talks, is the activity that required the students to prepare a presentation on a topic that has chosen and present it in front of the class.
- e) Questionnaires, is the activity that students can design their own questionnaires on any kind of topics that is still proper to be served. And the teacher can be the resources to help the students in the process of designing.

f) Simulation and Role play, is the activity that used to encourage the students' general oral fluency. It is required the students to act as themselves or taking a role play as a different character and get going to show or express their thoughts and feelings like what they are doing in real world.

After all, these are the activities that teachers can choose to teach speaking for the students' in class. Teachers taking the objective of the lesson and choose the related activity that is proper to teach in the class. Besides, it is considerable by the situation and materials that will be taught to the students. Therefore, all of the activity that mention above can be used as the way to measure how far students can perform speaking and expressing their feeling in English.

2. Pronunciation

a. Concept of Pronunciation

Pronunciation is a speech that produces by people for communicating. It is the way people making sounds when they try to begin to talk. Pronunciation consists of sounds that are organized and the sounds that are produced by the air that gets through the organ of articulation. In a natural way, the production of sound that human change is to use the muscles of their mouth, tongue and lips to control the shape of their mouth and control the flow of air. Pronunciation is also the ability to articulate or making the right sound and put stress on the correct syllable and also to speak with the correct speaking pattern, pitch and tone. In other words, pronunciation is the act or

manner of pronouncing words utterance or speech and it is can also be said as a way of speaking a word that is generally understood. According to Yates in Gilakjani (2016:2), pronunciation is the act of producing sounds to create meaningful utterances. Therefore, in language, pronunciation refers to the sound production of the words that people use to communicate with each other's.

In order to master English as a foreign language, pronunciation is a system in speaking and listening. Quoc, T.X et al (2021:159) states that one of the learners' competences that required is the pronunciation that understandable as one of the basic things to acquire. There is a variety in every language; the differences may be in choices of words to express a meaning. A foreign learner or we define as a speaker who does not speak English as their first language, they will be confused when communicating using English as their foreign language because they were unusually hear or speak in second language. The foreign language will be easier to use if the students usually using English to their communication language. Therefore, different pronunciation occurs when they speak with language other than their first language. Due to the pronunciation of English, the learners will develop different mouth muscles and may not develop well into the foreign language because of the difference way of pronouncing the words. And that is one of the reasons why people find it difficult to pronounce the language, and the only way to get used to it is to practice and trains the muscles to get the improvement of the language.

Alimemaj (2014:164) states that foreign learner not often train or practice their own English Pronunciation due

to the limited of their time to speak in English classes, and they are also not able to practice the pronunciation at home. This situation can cause the learners to not have mastering the ability as they should be. Tam in Quoc et al (2021:159) states they still cannot pronounce the words correctly since the lack of implementation other than in classes. In other words, a large number of speakers that is not having intelligible pronunciation in English may have difficulties in understanding the language in real life conversation. Additionally, Na'ama (2011:156) states that mother tongue of the foreign language learner will affect their English pronunciation when they try to learn the language pronunciation. Thus can be inferred that the teachers or instructor of foreign language learning to be more competent and pay their own pronunciation so that they can provide proper pronunciation training to their students.

b. Concept of pronunciation ability

Pronunciation is the ability that is designed to help people especially students to acknowledge and produce the sounds and the system of sounds in English like consonants and vowels. According to Oxford Advanced Learners Dictionary in Ivancic&Fabijanac, the definition of pronunciation as an ability is the way in which a language is spoken (2017:588). Most people especially students practicing the sounds and listen to them by watching the teacher demonstrating how the pronunciation should be and also observing the other students in the same context. The pronunciation ability is crucially important in the successful of communicating with other people and to participate in the social environment. In foreign language learning,

pronunciation is an intact part since it directly affecting the learner's communicative competence as well as their performance. Mastery of the pronunciation ability is a great knowledge about understanding of particular things especially in conceiving the comprehension in the subject of pronunciation ability.

During a conversation, pronunciation ability is often acknowledged as the first and most significant thing that a person perceives. Vocabulary and grammar are both essential, but it cannot be useful if the speaker pronounce the structures of the words incorrectly. Furthermore, though the speaker might commit the grammar error, but if the speaker adopts proper pronunciation it is still be able to comprehend by the listener. As a consequence, Sarwat, S et al (2021:5455) states that pronunciation is one of the most critical factors of English language learning especially in oral communication. If the speakers have terrible pronunciation, then it will have affected the communication process.

Pronunciation ability is probably become one of the challenging kind of aspects in learning English language, this ability requires considerable amount of time and effort to improve the comprehension of how to pronounce a words correctly. Both the speaker and listener have mutual relation while they speaking English, so it is affecting greatly to each other. Hence, it can be concluded that pronunciation ability is the great ability to comprehend and acknowledge about the act or manner of pronouncing the words that produces some of indicators such as sound, intonation, stress and rhythm.

c. Function and importance of pronunciation

Pronunciation is considered as one of the most significant features of the language learning and it is often acknowledged as the key that a person perceives during a conversation. Yates&Zielinski in Quoc, et al (2021:160) states that in the English language learning process, pronunciation has an important role to get into it. In consequence, pronunciation becoming important factors in English. Hence, in teaching English as a foreign language, the pronunciation ability becomes prominent in particular.

The efficiency of a person's communication can be influence by pronunciation, and that is why errors in pronunciation can make the communication not properly runs because this ability plays a critical role part in interaction among every people. Improving the pronunciation ability has a great influence in helping students to learn English more easily. Because by learning it, students' forces to listen to speakers more carefully.

Good pronunciation also helps to improving social skills, because by having these abilities we can meet a new people and try to make a conversation together. Though sometimes it is hard to be confident at the first place as we never try to have a speak in another language before and we might feel afraid of making a mistakes. Hence, having a good pronunciation will make us feel more confident to participate in the current environment to get to know a new friends or mates or people around us much better.

d. Pronunciation constituent

Pronunciation as the act of how to utter a word in the correct sounds has its own element that includes attention to a particular sound of a language (segments). And pronunciation itself has the level of speech that over the individual sound which are; intonation, stress, phrasing, timing and rhythm (supra segmental). In an extensive definition, pronunciation are closely related to the way that we speak a language which done by the attention to gestures and showing expressions to gain a response. As Abercrombie in Schmitt (2013:204) states that though we utter something with our vocal organs, however we also have a talk with our bodies.

The pronunciation of foreign language that is unusually hears or speaks by the learners will make them feel uneasy while learning the language particularly in learning English language which have so many words that is does not sound like the way it looks, and here's some reason why the English words does not sound like the way it looks;

1) Connected speech

The deviation of communicated content which influence the acoustic signal and distorted the sounds. The content can be lost. In order to improve the listening, we can practice connected speech features such as linked, deleted, reduces, and altered sound.

2) Rhythm & Music

Suprasegments (prosody). This is not based on what it says, but it is how we say it to convey the message to perceive. In order to improve the listening

and speaking we can practice stress, timing and intonation.

3) Grammar sounds

The noun and verb endings. The noun and verb endings are able to change the meaning of a sentence. In order to improve listening and speaking we can practice the noun and verb endings.

4) Consonant & vowel sounds

Segmental. According to Reed, M. it is a Different sounds becoming difficulties for different students'. In order to improve speaking we can practice individual consonant & vowel sounds. (2012:4)

In addition, here are some constituent of the pronunciation ability:

a) Word stress

Word stress is one of the key for every learners of the pronunciation to comprehend the spoken English. There are some rules that English words have such as when a person say a word the strength of every word that utter is not always the same, because in most of the English word, the stress is only occurring in one syllable, and that is one of rules in order to understand the word stress.

b) Sentence stress

Sentence stress is the rules that also will help every learner to easily understand the English as spoken language as well as the word stress. Where the word stress is appearing, sentence stress will be following within the flowing communication because it

is one of the rhythm in the English pronunciation. Unlike the word stress, sentence stress only focuses on stressing to a certain word in a sentence. There are two basic words in sentence stress such as: content word and structure word.

c) Phonetics

As stated by Roach in Yossa (2019:250), Phonetic is the sounds function in language and having a relation with the other sounds. Simpson (2010:586) adds different language having also different phonetic, and it has different way to distinct the sounds between the flow of continuously sound into basic sound. Therefore, it shown that the characteristic of every speaker phonetic has its own creation as long as the communications happen due to the different reality and different way.

d) Consonant

Consonant, based on Cambridge dictionary is one of the speech sounds or letters that the alphabet has and its' not a vowel. Fromkin et al, (2011:560) states that consonant is the speech of oral sound that is produces with some construction of the air streams. The pronunciation of this letter is by stopping the air that flowing through the mouth easily, particularly by closing the lips or touching the teeth with the tongue.

International Phonetic Consonants Alphabet Symbols according to Gebhardt, F. (2010-2011:4):

/p/	<u>p</u> lay, stop, sp <u>e</u> ak, p <u>o</u> wer
/b/	<u>b</u> ad, <u>b</u> aby, <u>b</u> ig, <u>o</u> bject
/t/	<u>t</u> en, lat <u>e</u> r, litt <u>l</u> e, pot <u>t</u>

/d/	<u>d</u> ay, ad <u>v</u> ice, be <u>d</u>
/k/	<u>ch</u> aracter, qu <u>ic</u> k, tax <u>i</u>
/g/	g <u>o</u> t, ex <u>a</u> m, Ign <u>o</u> re, fing <u>e</u> r
/f/	<u>f</u> ood, laugh <u>h</u> , teleph <u>o</u> ne
/v/	<u>v</u> ain, o <u>v</u> er, Step <u>h</u> en
/θ/	<u>th</u> in, ear <u>th</u> , meth <u>o</u> d, bo <u>th</u>
/ð/	<u>th</u> ey, fath <u>er</u> , breath <u>h</u> , with <u>h</u>
/s/	<u>s</u> mall, <u>s</u> ince, <u>s</u> cene
/z/	<u>z</u> oo, go <u>e</u> s, <u>x</u> enophobe
/ʃ/	<u>sh</u> ell, nati <u>o</u> n, mach <u>in</u> e
/ʒ/	<u>g</u> enre, meas <u>u</u> re, visi <u>o</u> n
/h/	<u>h</u> ot, <u>h</u> air, <u>w</u> hole, <u>w</u> hose
/m/	<u>m</u> oon, lam <u>p</u> , lam <u>b</u>
/n/	ca <u>n</u> , sn <u>o</u> w, pn <u>e</u> umonia
/ŋ/	string <u>g</u> , sing <u>e</u> r, tong <u>u</u> e
/tʃ/	<u>ch</u> air, mat <u>ch</u> , fut <u>ur</u> e
/dʒ/	ju <u>st</u> , gen <u>er</u> al, ag <u>e</u> , sold <u>ier</u>
/l/	<u>l</u> ook, sm <u>all</u> , bott <u>le</u> , is <u>le</u>
/r/	<u>r</u> eal, tr <u>ain</u> s, w <u>r</u> ong, w <u>r</u> ite
/j/	<u>y</u> es, <u>E</u> urope, <u>U</u> niversity
/w/	<u>w</u> indow, <u>t</u> win, qu <u>ic</u> k, <u>w</u> hy

e) Vowels

According to Fromkin et al (2011:585) Vowel is a sounds of speech which the sound that produced through the oral cavity of the air flowing is not significantly constriction. Yule (2014:33) adds that vowel sounds consider to describe in which the way of the tongue influencing the shape of the airflow that must pass, and it's relatively produces in free flow of air and all the vowel are typically voiced.

International Phonetic Vowels Alphabet Symbols
according to Gebhardt, F. (2010-2011:4):

/ɪ/	p <u>i</u> n, <u>E</u> nglish, bu <u>s</u> iness
/e/	b <u>e</u> d, h <u>e</u> ad, b <u>u</u> ry, <u>e</u> xit
/æ/	c <u>a</u> t, b <u>a</u> g, <u>a</u> pple, bl <u>a</u> ck
/ə/	th <u>e</u> , <u>a</u> , wom <u>a</u> n, ban <u>a</u> na
/ʊ/	l <u>o</u> ok, p <u>u</u> t, c <u>u</u> shion, c <u>o</u> uld
/ɒ/	cl <u>o</u> ck, wh <u>a</u> t, bec <u>a</u> use
/ʌ/	c <u>u</u> t, c <u>o</u> me, m <u>o</u> ther
/ɜ:/	g <u>i</u> rl, b <u>u</u> rn, w <u>o</u> rd, h <u>e</u> ard
/ɑ:/	c <u>a</u> r, <u>a</u> rt, h <u>e</u> art, h <u>a</u> lf
/ɔ:/	<u>o</u> r, b <u>o</u> ard, d <u>o</u> or, sm <u>a</u> ll
/ɪ:/	s <u>e</u> a, b <u>e</u> e, p <u>e</u> ople, r <u>e</u> ceive
/u:/	t <u>o</u> o, bl <u>u</u> e, fr <u>u</u> it, f <u>o</u> ol

f) Suprasegmental

Suprasegmental according to Encyclopaedia Britannica (2020) is a speech feature such as stress, tone, or word juncture that added following over consonants and vowels, these suprasegmental features often extend over syllables word or phrases and they are not limited to single sounds. Suprasegmental also called prosodic feature and are so called to contrast with the consonant and vowels which the spoken utterance as serially treated to ordered segments.

e. Strategies in Teaching Pronunciation of Junior High School Students

To teach students about pronunciation ability it is been a thing that involves a variety of challenges. Students'

as a nonnative speaker of the language learning will find it difficult to master the ability of pronunciation because they need to spend a lot of time to learn and practice the ability. Students' that learn pronunciation often make mistakes which happen when they actually have already planned something that they want to say but eventually the words that utter were different with the intent words. Limited pronunciation ability can make the students' decreasing their self-confidence, limit their social interaction and affect their credibility of knowledge. However, learning pronunciation ability has becoming requirements for the students to acquire because it is one of the way to form a communication in the social environment.

In order to establish the confident of the students to have a speech and enjoy the communication within the environment, doing an activity is such an effective way to learn. The activity can be useful for the students to have a great impression about learning pronunciation. Hence, teachers have a great role in teaching the students' the pronunciation ability. Teacher should always remind their students' when they make a mistakes or error in pronouncing English words. Sarwat et al (2021:5459) stated that teacher can suggest the students to use a dictionary to find the proper pronunciation. Teacher role here is to assists the students' in identifying the sounds and correcting them in case they might mispronounce it. In addition, Klimczak-Pawlak (2014:15) explains some roles that teacher have in pronunciation learning, those are:

- 1) To provide feedback to students

The teachers have duty to give the students' feedback after their performance. In order to correcting the error that students' make in the process of learning.

2) To help learners to make sounds

The teacher should demonstrate how to pronounce the words in the correct sounds because some sounds might be new for the students to learn since the sounds do not appear in their first language. Hence, the teacher must illustrate first how to pronounce the sounds.

3) To illustrate what is going on

The teacher should point out what is the students' need to comprehend and should concentrate on their work on. When the students mispronounce something, the teachers should make the students realize it and being conscious about the capability of their pronunciation ability.

To help the students' improving the ability of pronunciation to become independent with their language learning, teacher can teach strategies of teaching formal rules and monitor them within their learning time production. According to Quoc, T.M. et al (2021:161-164) Here are some techniques in teaching pronunciation:

1) Phonetic Transcription

Phonetic symbols that shows in a code that includes in the phonetic transcription. The sounds of

every symbol in the phonetic are different from a letter in the alphabet. Phonetic symbols are used to represent pronunciation in the learning process. There are two uses of the phonetic to the foreign students' implication. First one, the teacher made a study about the phonetic and applied to the language that they teach and have a good pronunciation in the language. Second one, teacher need to use their knowledge in their class and think of the best way to assists their students' in acquiring the ability.

2) Visual Reinforcement

Visual teaching means a method that there is no sound in the teaching and it is entirely silent. The tools of this method could be word charts, drawings, color charts and many other tools to improve the students' comprehension. This strategy encourages the students to speak more and communicate with the teacher through gestures.

3) Auditory Reinforcement

This techniques objective is to enhance the students' oral skill in English which oriented in production. One of strategies that used in this method is minimal pairs. Minimal pairs are the words that have a different meaning but there is one sound that different in their pronunciation. Therefore, teacher can make sure to make the students' comprehend the patterns of each sound in the learning language. Teachers can choose the words

with the different by a single sounds and drills repeatedly so the students can understand the difference between the two sounds. This method can also help improving their listening comprehension as well as the speech production.

4) Tactile Reinforcement

Tactile reinforcement is the techniques that use the sense of touch. This method is appropriate for distinguish the voiced and voiceless consonant which are generally hard to tell the differences unless the speakers demonstrate it. Though this method has rarely mentioned, but sometimes teacher might use this without noticing.

5) Drama Voiced Techniques

Drama voiced techniques were used to bring entertainment in the learning of English pronunciation. To increase the students' communication in passion this method introduced as a modern interactive technique. To attain proficiency like native speaker, tongue twister is one of the techniques that can be used to expose different sound in these strategies of learning.

6) Audio Feedback

Audio feedback is one of the most frequent that teachers uses in the techniques. This technique involves in using tape or video records from native

speakers. First, students' listen to the sounds and imitate it as shadowing techniques.

B. Theoretical Framework

Speaking is an interactive activity to express language and sharing meaning. It is the skills to put words in correct order and phrases together and eventually utter a complete thought with fluidity and ease. In speaking, we do an activity to produce a speech that has meaning to the listeners. The speaking skills includes more on social context to use appropriate language for any kind of situation or environment and the ability to have a dialog with others.

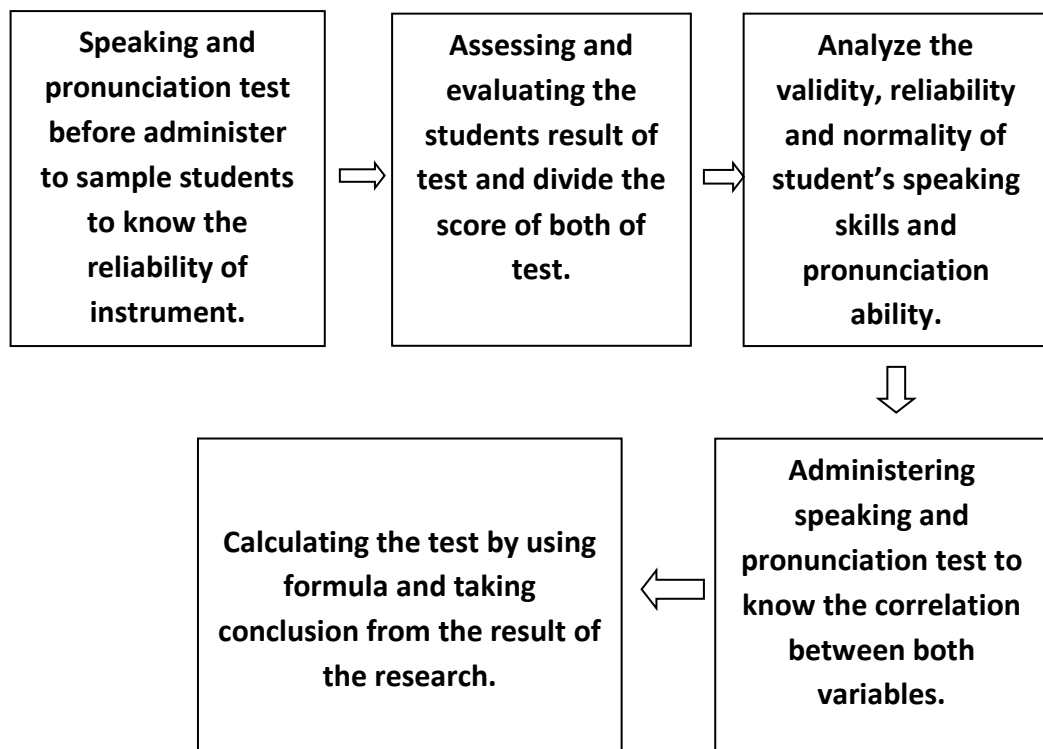
Speaking is one of the important skills that must be master by anyone especially student for learning a language. In order to achieve this skill, there are some indicators to be attained that speaking have such as pronunciation, grammar, vocabulary, fluency and comprehension. There is some interaction between people that is conducted of emotions and so that by doing speaking, people can express their ideas, feeling and information to the others. Speaking conducting pronunciation, so when the pronunciation is well express, the speech will also be well so.

Pronunciation is something to produce by speech and serving sounds that people use to make meaning. Pronunciation is the production that involves rhythm, stress and intonation. When we communicate or speak with the others, we need to have a good pronunciation to make a proper meaning in every word that we used in our communication, and so that is why there is correlation between both of the speaking and pronunciation.

According to the explanation above, it can be concluded that both speaking and pronunciation are the important skills and ability for describing, expressing or report the situation with elaborating the

meaning orally. And both of them also becoming important thing in people daily activity, because people use the skills for communicate to sharing meaning with others. Eventually, having good ability of both skills are required to make it easier to communicate and the others can understand the purpose of the things that expressed.

Table 2.1
Graphic of Theoretical Framework



C. Hypothesis of the Study

Regarding to all of the above explanation, the researcher formulates the hypothesis as follows:

1. Alternative Hypothesis (H_a) :
There is significant correlation between students' pronunciation ability and their speaking skills.

2. Null Hypothesis (H_0) :
There is no significant correlation between students' pronunciation ability and their speaking skills.

CHAPTER III METHODS AND PROCEDURES

A. Time and Place of the Study

1. Place

This research was conducted in MTs Al-Khairiyah Kp. Bahari in Eight grader. The location of the school is in Jl. Kp. Bahari III A8 No. 152 RT.08/06, Tanjung Priok, North Jakarta.

2. Time

The researcher conducted the research in the second semester of eight grader start from March-April 2022.

B. Methods of the Study

Method that used in this research is quantitative research method. Testing the objective theories is what the quantitative research approach did for inspecting the correlation between the variables. As stated by Creswell (2014) the data will be collected, analyzed, interpreted and finally write the result of the research and that is the process of conducting a quantitative research. A statistical procedure will be used to analyze and measured the variables of the research and also this method used the numeral in presenting the data.

This research used correlational study as a research design. Correlational study is the research that is non experimental, because the research desire to find out the correlation between the pronunciation ability and speaking skills, so that this research will measures the two variables to evaluate

and understanding the statistical relationship between two of them without being influence by any other external variables.

C. Operational Definition of the Variables

Creswell (2014) stated that characteristic or attribute of an individual or an organization in order so that they can be measured or observed that this thing is varies among the people or organization that being studied is called the variable. In obtaining research information, variables are the important factor when conducting it. There are two variables namely independent and dependent variable in this research. The selected independent variable by the researcher is to determine their effect on the correlation with the dependent variable, which is the variable that is observed and measured to determine what is affected during the research process.

In this research, there are two variables that will be investigated. The researcher explains the operational definition as follows:

1. Independent variable

The independent variable in this research is students' pronunciation ability that symbolized by (X). Pronunciation ability is the ability to articulate or make the right sound and put stress on the correct syllable and also the ability to speak with correct speaking pattern, pitch and tone. So, pronunciation focuses more on How to say words.

2. Dependent variable

The dependent variable in this research is the students speaking skills that symbolized by (Y). Speaking skills is the ability to put correct words and phrases together in the correct

order and it is also included more social context such as politeness or the use of appropriate language based on the situation. So, speaking focuses more on where, when, and how to say words together so they can express their thought.

D. Population and Sample

1. Population

Population is defined as all members of any well-defined class, events or objects. Parahoo in Al kindy et al (2016) states that population refers to individuals with the same characteristics. The population of this research is entire students of eight graders of Mts Al-Khairiyah Kp. Bahari in the academic year of 2021/2022. These grades consist of 113 students and divided into 4 classes those are 8.1, 8.2, 8.3, and 8.4. The number of population show on the following table:

Table 3.1
Number of Population

No.	Class	Number of students
1	8.1	29
2	8.2	28
3	8.3	28
4	8.4	29
Total		114

2. Sample

The sample is a core of population that used to do the observation whether there is significant correlation between the student pronunciation ability and speaking skills. Bordens & Abbott in Al Kindy et al (2016) express that sample is a group of people or respondents that is selected by the researcher of the representative individual that chosen from a large population. The true situation of the population is described and observe by the number of the chosen sample. In this research, the researcher chooses simple random sampling and used only one class which is class of 8.1 as a sample.

E. Technique of Collecting the Data

According to the explanation above, the data that the researchers collected is by provide a test as the research instruments. The test is an important thing to do to get the data of the students speaking skills and pronunciation ability. And this test is also to know the students score in their speaking skills and pronunciation ability. In line with the purpose of the study, that is to find out the correlation between students' pronunciation ability and speaking skills at the junior high school, the test of the instrument consists of two kinds that are pronunciation ability test and speaking skills test, which both of them were spoken test, and the researcher will use rating sheet by Brown for assessing the test, as the following explanation:

a. Pronunciation ability test

In the pronunciation ability test, the researcher will get the pronunciation ability using vowel and consonant.

The researcher will give 20 vocabularies to the students. After that, the researcher asked to the students to read the vocabularies that has given. The students will get the top score if the students obtain the ability to read the entire of the vocabularies that has given by pronouncing the words correctly.

Table 3.2
The specification of pronunciation ability test

Aspect		Indicator	Number of Items
Sound	Vowel	Students are capable to pronounce the Vowel of the words accurately.	1,4,8,10,11,13,14,18,20
	Consonant	Students are capable to pronounce the Consonant of the words accurately.	3,7,12,15,16,17
	Diphthong	Students are capable to pronounce the Diphthong of the words correctly	2,5,6,9,19

In scoring the pronunciation test, the researcher use oral test that students must have the ability in phonetic symbols of the words.

The formula of scoring:

$$\text{Score} : \frac{\Sigma B}{N} \times 100$$

Notes :

ΣB : Total of the test which is correct.

N : Total of the test.

For evaluating the student's pronunciation ability, the researcher used oral English rating sheet, there are four aspects in measuring the ability that are Sounds, Rhythm, Stress and Intonation.

Table 3.3
Rating sheet of pronunciation ability

No.	Aspect	Rating Score	Comments
1.	Sounds	5	Almost Complete.
		4	There is a mistake but do not disturb the meaning.
		3	There are some mistakes and disturb the meaning.
		2	Many mistakes with the result that hard to understand.
		1	Too much mistakes until the words harder to understand.
2.	Rhythm	5	Almost Complete.
		4	There is a mistake but do not disturb the meaning.

		3	There are some mistakes and disturb the meaning.
		2	Many mistakes with the result that hard to understand.
		1	Too much mistakes until the words harder to understand.
3.	Stress	5	Almost complete.
		4	There is a mistake but do not disturb the meaning.
		3	There are some mistakes and disturb the meaning.
		2	Many mistakes with the result that hard to understand.
		1	Too much mistakes until the words harder to understand.
4.	Intonation	5	Almost complete.
		4	There is a mistake but do not disturb the meaning.
		3	There are some mistakes and disturb the meaning.
		2	Many mistakes with the result that hard to understand.
		1	Too much mistakes until the words harder to understand.

b. Speaking skill test

For the speaking skill test, the researcher will use spoken or oral test by providing a definite title or theme and ask to the students to make a dialogue with their friend. This test is aim to measure the students speaking skills. The test of dialogue that taken by the students will perform in front of the class.

In evaluating students speaking skills, the researcher used oral English rating sheet proposed by Brown. There are five aspects in this oral rating sheet

to be considered, that are: Pronunciation, Grammar, Vocabulary, Fluency, and Comprehension.

Table 3.4
The rating sheet score of speaking skills

No.	Criteria	Rating Score	Comments
1.	Pronunciation	5	Equivalent to and fully accepted by educated native speaker.
		4	Errors in pronunciation are quite rare.
		3	Errors never interface with understanding and rarely disturb the native speaker. Accent may be obviously foreign.
		2	Accent is the intelligible though often quite faulty.
		1	Errors in pronunciation are frequent but can be understood by native speaker used to dealing with foreigners attempting to speak student's language.
2.	Grammar	5	Equivalent to an educative native speaker.
		4	Able to use the language accurately on a level normally pertinent to professional needs. Errors in grammar are quite rare.
		3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social, and

			professional topics.
		2	Can usually handle elementary construction quite accurately but does not have confident control of the grammar.
		1	Errors in grammar are frequent, but speaker can be understood by a native speaker use to dealing with foreigners attempting to speak students' language.
3.	Vocabulary	5	Speech on levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism, and pertinent cultural references.
		4	Can understand and participate in any conversation within the range of students' experience with a high degree of precision of vocabulary.
		3	Able to speak the language with sufficient vocabulary to participate effectively in most formal and informal conversation on practical, social, and professional topics. Vocabulary is broad enough that she/he rarely has to grope for a word.
		2	Has speaking vocabulary sufficient to express themselves simply with some circumlocutions.
		1	Speaking vocabulary inadequate to express

			anything but the most elementary needs.
4.	Fluency	5	Has complete fluency in the language such that students' speech is fully accepted by native speaker.
		4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of the experience with a high degree of fluency.
		3	Can discuss particular interest of competence with reasonable ease. Rarely has to grope for words.
		2	Can handle with confidence but not with facility most social situations, including introductions and casual conversation about current events, as well as work, family, and autobiographical information.
		1	No specific fluency description. Refer to other four language areas for implied level of fluency.
5.	Comprehension	5	Equivalent to educated native speaker.
		4	Can understand any conversation within the range of their experience.
		3	Comprehension is quite complete at a normal rate of speech.
		2	Can get the gist of most conversation non

			technical subject (i.e. topics that required no specialized knowledge).
		1	Within the scope of the students is very limited language experience, can understand simple question and statements if deliver with slowed speech repetition, or phrase.

Criteria of the Scores:

5 = Excellent

4 = Very Good

3 = Good

2 = Average

1 = Poor

Before giving the test to the sample of students, the researcher examined the validity and reliability of the instruments to determine their quality before giving them to the study's sample.

The instrument was tested out on students in a different class who were at the same academic level as the sample students for the study. The researcher used Microsoft Excel to calculate the score after the test had already been administered to test the validity of the question. There were both valid and invalid tests, according to the validity result.

Table 3.5
Items validity of Pronunciation Test

No.	Criteria	
	Valid	Invalid
	1,3,4,5,9,20,11,12,13,14,15	2,6,7,8,16,19,20

The researcher will only use the valid one based on the validity test result. and the researcher only selected 10 test words to provide to a sample of students.

F. Technique of Analyzing the Data

After the data is completely collected, the researcher tested the data by analyze their normality and linearity using SPSS 24 program. After that, the researcher used Pearson Product Moment formula to find the correlation coefficient between two variables which are pronunciation ability and speaking skills and how significant the correlation between them. The formula that used as following below:

1. Validity of the test

One of the most crucial factors in evaluating an instrument is its validity. If a test fulfills its measurement goal or provide precise and accurate measurement results that are consistent with the test's objectives, it can be said to have high validity.

The formula used in Validity:

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

Note :

r_{xy} = Correlation Coefficient

n = Number of sample

x = instrument x

y = instrument y

2. Reliability of the test

Reliability is concerned with how consistently you are measuring whatever to be measured. In collecting the data, the researcher used Cronbach Alpha to calculate the reliability score of the test.

The formula of reliability test:

$$r = \left[\frac{k}{(k-1)} \right] \left[1 - \frac{\sum \sigma_b^2}{\sigma_t^2} \right]$$

Note:

r = Instrument Reliability Coefficient

k = number of test

$\sum \sigma_b^2$ = variance total of items

σ_t^2 = variance total

Table 3.6
Criteria of Reliability test

Criteria of Reliability	Reliability Coefficient Score
Very High Reliability	0,80 - 1,00
High Reliability	0,80 – 0,60
Medium Reliability	0,60 – 0,40
Low Reliability	0,40 – 0,20

Very Low Reliability	0,20 – 0,00
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3. Hypothetical testing

To know the correlation between pronunciation ability and speaking skills of the students, the researcher used Pearson product moment, the formula as follows:

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

Note:

- r_{xy} = Correlation Coefficients
- n = Number of students' sample
- $\sum XY$ = the total number of students score
- $\sum X$ = Number of X Score
- $\sum Y$ = Number of Y score

To know the correlation between pronunciation ability and speaking skills of the students, the researcher used diagram of correlation that will be used to do the interpretation of the data. The index scores of Pearson product moment such as below:

Table 3.7

Pearson Correlation Interpretation

Score of Product moment (r_{xy})	Interpretation
0,80 – 1,00	Very high correlation
0,80 – 0,60	High correlation
0,60 – 0,40	Enough correlation

0,40 – 0,20	Low correlation
0,20 – 0,00	Very low correlation

CHAPTER IV

FINDING AND INTERPRETATIONS

A. Findings

1. The Description of the Data

in this chapter, the researcher will present the findings and also the interpretations of the data that has been collected. The data that were calculated and analyzed in this chapter was the result of the pronunciation ability and speaking skills test of the students at junior high school that the researcher has already collected, so each of the student had 2 set of scores.

Next, the researcher administered the test to the students about pronunciation and speaking skills. In pronunciation test, the researcher gave about 10 words of vocabularies for the student to read and the researcher will see their pronunciation while they read. After got the score of the pronunciation test, the researcher will administer the speaking skills test. The students performed the speaking test by reading aloud in front of the class with the definite topic that the researcher has given. After that, the researcher got the score and calculated it to do the evaluation.

Furthermore, the researcher will have calculated and analyze all of the data of score of both test to know the positive

or negative correlation between their pronunciation ability and speaking skills. The data that shown in this section were taken from one class which consist of 29 students. After collecting all the data, the researcher will analyze those score of the test using Pearson product moment formula to know the correlation between both of the variable. The result of analysis shown in detail on the following section:

a. Pronunciation Test Score

Table 4.1
Students Pronunciation Test Score

No.	NAME	SCORE
1	FAR	74
2	WD	74
3	RF	72
4	AM	82
5	DAR	74
6	AR	68
7	KAS	84
8	SP	84
9	JRH	72
10	RRH	72
11	PDS	84
12	SAJ	84
13	AMA	74
14	DNK	80
15	AY	76
16	MS	78
17	MHAS	80
18	AA	84

19	NSR	72
20	IRA	84
21	MRM	80
22	MRA	66
23	IM	84
24	FDA	92
25	DAF	82
26	AS	84
27	MF	78
28	RRF	84
29	SNH	68
N=29	TOTAL	2270

Table 4.2
Descriptive Statistic of Students' Pronunciation Test
Score

N	Valid	29
	Missing	0
Mean		78.28
Median		80.00
Mode		84
Std. Deviation		6.318
Range		26
Minimum		66
Maximum		92
Sum		2270
Percentiles	25	73.00
	50	80.00
	75	84.00

to the descriptive statistics of the students'

pronunciation test results, the combined score of the 29 students who took the test was 2270. The average score was 78.28. The median result was 80.00. The score that appeared most frequently was 84, or the mode. The highest score allowed was 92, while the lowest was 66. The standard deviation at that time was 6.138.

b. Speaking Test Score

Table 4.3
Students Speaking Test Score

No.	NAME	SCORE
1	FAR	68
2	WD	60
3	RF	60
4	AM	76
5	DAR	64
6	AR	68
7	KAS	68
8	SP	88
9	JRH	52
10	RRH	48
11	PDS	88
12	SAJ	80
13	AMA	60
14	DNK	76
15	AY	60
16	MS	64
17	MHAS	60

18	AA	72
19	NSR	56
20	IRA	72
21	MRM	68
22	MRA	60
23	IM	80
24	FDA	96
25	DAF	80
26	AS	88
27	MF	72
28	RRF	64
29	SNH	64
N=29	TOTAL	2012

Table 4.4
Descriptive Statistic of Students Speaking Test
Score

N	Valid	29
	Missing	0
Mean		69.38
Median		68.00
Mode		60
Std. Deviation		11.626
Range		48
Minimum		48
Maximum		96
Sum		2012
Percentiles	25	60.00
	50	68.00
	75	78.00

According to the descriptive statistics of the students' speaking test results, the combined score of the 29 students who took the test was 2012. The mean result was 69.38. The median result was 68.00. The score that appeared most frequently was 60, or the mode. The highest score allowed was 96, while the lowest was 48. The standard deviation at that time was 11.626.

2. The Analysis of the Data

a. Validity test

The result showed that there were valid and invalid instrument for the test. From 20 words, there are 13 that are valid and the 7 others were not valid for the Pronunciation test. As some of the instrument value of r_{count} was higher than the r_{table} which is 0.367 with the total of participant (n) 29, it can have concluded that the instrument is valid.

b. Reliability Test

The outcome from the reliability test using Cronbach Alpha showed that the value of Pronunciation instrument is 0.754 and the Speaking test is 0.918. Both the value of the instrument is higher than 0.600, so that the instruments is reliable.

c. Normality Test

As for the requirement for the hypothesis test, the researcher examines the normality. With the

significant of 5% (0.05), this test's goal is to determine if the data have a normal distribution or not. Utilizing the SPSS 24 program, the following of the outcome of the Saphiro Wilk test shown below:

Table 4.5
Normality Test

	Shapiro-Wilk		
	Statistic	df	Sig.
Pronunciation	0,931	29	0,059
Speaking	0,960	29	0,331

From the calculation table above (Sig.), it is shown that Pronunciation test value is 0.059 and Speaking Skill test value is 0.331, so it can be concluded that both of the test value are higher than 0.05. Therefore, the data has a normal distribution.

d. Linearity Test

The linearity test was conducted using SPSS 24 program as the researcher tested to know whether the regression between the two variables are linear or not. The data determined to be linear if the value of Deviation from Linearity is higher than 0.05. as the tables shown below:

Table 4.6
Linearity Test

	Sum of Squares	Df	Mean Square	F	Sig.

Speaking * Pronunciation	Between	(Combined)	2809.272	9	312.141	6.079	.000
	Groups	Linearity	2168.685	1	2168.685	42.237	.000
		Deviation from Linearity	640.587	8	80.073	1.560	.203
	Within Groups		975.556	19	51.345		
	Total		3784.828	28			

outcome from the table above shows that the value of Deviation from linearity (Sig.) is 0.203 which the value was higher than 0.05 ($0.203 > 0.05$). So that it can be concluded that the data were linear.

e. Coefficient Correlation

In order to find out the correlation between Pronunciation ability (X) and Speaking skills (Y) of the students, the researcher used the formula of “r” Pearson Product Moment. The data were described below:

Table 4.7
Pearson Product Moment Worktable

No	Name	X	Y	XY	X ²	Y ²
1	FAR	74	68	5032	5476	4624
2	WD	74	60	4440	5476	3600
3	RF	72	60	4320	5184	3600
4	AM	82	76	6232	6724	5776
5	DAR	74	64	4736	5476	4096
6	AR	68	68	4624	4624	4624
7	KAS	84	68	5712	7056	4624
8	SP	84	88	7392	7056	7744
9	JRH	72	52	3744	5184	2704
10	RRH	72	48	3456	5184	2304
11	PDS	84	88	7392	7056	7744
12	SAJ	84	80	6720	7056	6400
13	AMA	74	60	4440	5476	3600

14	DNK	80	76	6080	6400	5776
15	AY	76	60	4560	5776	3600
16	MS	78	64	4992	6084	4096
17	MHAS	80	60	4800	6400	3600
18	AA	84	72	6048	7056	5184
19	NSR	72	56	4032	5184	3136
20	IRA	84	72	6048	7056	5184
21	MRM	80	68	5440	6400	4624
22	MRA	66	60	3960	4356	3600
23	IM	84	80	6720	7056	6400
24	FDA	92	96	8832	8464	9216
25	DAF	82	80	6560	6724	6400
26	AS	84	88	7392	7056	7744
27	MF	78	72	5616	6084	5184
28	RRF	84	64	5376	7056	4096
29	SNH	68	64	4352	4624	4096
	N	ΣX	ΣY	ΣXY	ΣX ²	ΣY ²
	=29	=2270	=2012	=159048	=178804	=143376

From the previous table above, the manual calculation using Pearson Product Moment Formula for the coefficient correlation as shown below:

$$r_{xy} = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{[n(\Sigma x^2) - (\Sigma x)^2][n(\Sigma y^2) - (\Sigma y)^2]}}$$

$$r_{xy} = \frac{29 \times (159048) - (2270)(2012)}{\sqrt{[29(178804) - (2270)^2][29(143376) - (2012)^2]}}$$

$$r_{xy} = \frac{4612392 - 4567240}{\sqrt{[(5185316) - (5152900)][(4157904) - (4048144)]}}$$

$$r_{xy} = \frac{45152}{\sqrt{[32416][109760]}}$$

$$r_{xy} = \frac{45152}{\sqrt{3557980160}}$$

$$r_{xy} = \frac{45152}{59648.806}$$

$$r_{xy} = 0.757$$

The researcher decided to utilize the SPSS 24 program to count the correlation coefficient in order to make sure the manual calculation that had already been made was accurate. The outcome is displayed in the table below:

Table 4.8
Correlation Coefficient

Correlations			
		Pronunciation	Speaking
Pronunciation	Pearson Correlation	1	.757**
	Sig. (2-tailed)		0,000
	N	29	29
Speaking	Pearson Correlation	.757**	1
	Sig. (2-tailed)	0,000	
	N	29	29

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

According to the calculation result of both test with SPSS 24 program and manually, the value shown that the Pearson correlation (r_{xy}) between two variables is 0.757 with the r_{table} 0.367 that determined at significant level of 5% (0.05) and the total of sample (N) is 29. Therefore, it shows at the end that $0.757 > 0.367$, and it can be concluded that r_{xy} is higher than the r_{table} .

B. Interpretation

Based on the previous section, a test was given at the start of the activity to determine the degree of the test instrument's validity, reliability, and normality. The researcher gave the sample student a pronunciation and speaking test after receiving their complete scores in order to determine the link between the two factors. Then, the researcher used the SPSS 24 program to evaluate the findings.

By the outcome of the correlation coefficient test, the findings show that the correlation coefficient r_{xy} is 0.757 while the r_{table} is 0.367 ($0.757 > 0.367$) which indicates that, according to the correlation coefficient's interpretation table, 0.757 is categorized as having a High correlation, as shown in Table 3.7 above, where the line between 0.60 and 0.80. The High Correlation here indicates that there is a tendency for a positive correlation between the two variables.

Furthermore, the researcher has made a formulation of hypothesis as down below:

1. The alternative hypothesis (H_a) is accepted if the $r_{xy} > r_{table}$ and the Null hypothesis (H_0) is rejected and it can be concluded that there is significant correlation between students' pronunciation ability and speaking skills.
2. The Null hypothesis is (H_0) accepted if the $r_{xy} < r_{table}$ and the alternative hypothesis (H_a) is rejected and it concluded that there is no significant correlation between students' pronunciation ability and speaking skills.

To put it another way by looking at the outcome of the data calculation above, the alternative hypothesis (H_a) can be said that

there is a strong correlation between students' pronunciation ability and their speaking skills was accepted, whereas the null hypothesis (H_0) was automatically disproved.

Accordingly, the students' ability to pronounce words correctly contributes a positive to their capacity to speak. This correlation is not based founded on cause and effect. Some students may perform poorly on the pronunciation test while performing well on the speaking skills test. This shows that students' weak speaking skills are not always indicative of their pronunciation ability test results.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Related to the result of the research that was conducted by the researcher at 8th grade of students' of MTs Al Khairiyah Kp Bahari, resulting that the degree of freedom = 0.367 in the table of significant level 5% (0.05) with the total of sample (N) = 29 and the coefficient correlation (r_{xy}) was 0.757 and the r_{table} was 0.367 ($0.757 > 0.367$) which is means that there is significant correlation between the pronunciation ability and the students' speaking skills at the level correlation is High correlation.

Accordingly, the alternative hypothesis (H_a) was accepted and the Null Hypothesis (H_0) is automatically rejected because the coefficient correlation (r_{xy}) is higher than the r_{table} ($0.757 > 0.367$). And finally, it can be concluded that there is significant correlation between students' pronunciation ability and their speaking skills. The more proficient a students' pronunciation ability, the higher their level of speaking skills.

B. Suggestions

The researcher gave suggestions for all aspects, the teachers, students' and the next researcher. And the researcher also

suggesting that this research can help achieve teaching and learning process to be more proficient in the school especially in teaching and learning pronunciation and speaking skills.

1. For Teachers

The teachers are recommended to give students a help to increasing their interest in learning English, and also give them a motivation so that they can be more active in English learning and it will be easier for them to contribute more to learn pronunciation and speaking skills.

Teachers also need to use some approaches in teaching English, because not much of the students get the interest to learn English, and that is why they have less motivated in learning English especially when they learn to Speak. So, the teacher should be active in speaking with English language when entering the class for teaching the subject.

2. For Students'

The students need to learn more about English, especially in Pronunciation and Speaking skills. They need to practice to use English as their daily activity. If the students familiar with the skills, then it will be easier for them to develop any other skills in learning English. Never give up on learning English, because English is an international language that might be useful for the students' in the future.

3. For the Next Researchers

In this research, the researcher focus on the correlation research method, so the researcher suggested to investigate another skills of English language learning and to conduct similar

research by explore more on different concept or aspects to enlarge the research that will be made up in the future.

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APPENDICES

Appendix 1

Pronunciation Test

Direction: Pay attention to the words below and read the words to know the pronunciation!

1. Have
2. Perfectly
3. Actually
4. Congratulate
5. Education
6. Compliment
7. Lovely
8. Beautiful
9. Method
10. Fantastic

Appendix 2

Speaking test

Direction: do the conversation in front of the class by reading the dialogue below in pairs!

Person 1: *"The month of Ramadhan is coming soon."*

Person 2: *"That's right, I'm very happy because I can celebrate the month of Ramadhan again."*

Person 1: *"What have you prepared to welcome Ramadhan?"*

Person 2: *"I usually visit the graves of my grandmother and grandfather to pray for them. How about you?"*

Person 1: *"I also visited my grandfather's grave. It's located outside the city, so I usually also stay in touch with my brother who is in that city"*

Person 2: *"Wow, it must be really fun to be together with the brothers!"*

Person 1: *"That's right, I always look forward to that day. Sometimes we also pray tarawih and sahur together."*

Person 2: *"hopefully, we can spend this year's Ramadhan with sincerety and joy, ok!"*

Appendix 3

Research Permission Letter



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN

Jln. KH. Ahmad Dahlan Cireundeu - Ciputat, 15419 Telp. (021) 7442028 Fax. (021) 7442330
Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Nomor : 78/F.8-UMJ/III/2022
Lamp : -
Perihal : Permohonan Penelitian

23 Maret 2022

Kepada Yth.,
Bapak / Ibu Kepala Sekolah
MTS Al Khairiyah Kp. Bahari
di
Tempat

Assalamu'alaikum wr. Wb.

Semoga Allah SWT melindungi dan memberi keberkahan kepada kita semua dalam menjalankan aktivitas sehari-hari. Amin.

Bersama ini kami sampaikan kepada Bapak/Ibu bahwa mahasiswa/i kami, atas nama:

Nama : Aisyah Quran Nur Az Zahroh
No. Pokok : 2017850072
Program Studi : Pendidikan Bahasa Inggris (PBI)
Judul : A Correlational Study Between Pronunciation Ability and Speaking Skill of the Students at Junior High School

saat ini sedang melaksanakan tugas akhir (skripsi). Sehubungan dengan hal di atas, kami mohon agar kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa/i tersebut untuk mengadakan Penelitian di lembaga yang Bapak/Ibu pimpin.

Demikian, atas perhatian dan perkenan Bapak/Ibu kami ucapkan terima kasih.

Wabillahitaufiq walhidayah
Wassalamu'alaikum wr.wb.

Dekan,


Dr. Iswan, M.Si.

Appendix 4

Letter of Completion from School



YAYASAN PENDIDIKAN ISLAM (YPI) AL-KAHIRIYAH KP.BAHARI JAKARTA
MADRASAH TSANAWIYAH AL-KHAIRIYAH Kp. BAHARI
TERAKREDITASI A

Sekretariat : Jl. Bahari III A. 8 No.152 Rt.008/006 Tg. Priok. Jakarta Utara 14210
Telp. (021) 43901181 E-mail mtsalkhairiyah@gmail.com

SURAT KETERANGAN

Nomor : 119/MTs.AKA.B/IV/2022

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah (MTs) Al-Khairiyah Kp. Bahari Jakarta Utara, menerangkan bahwa :


Nama : **AISYAH QURAN NUR AZ ZAHROH**
No. Pokok : 2017850072
Program Study : Pendidikan Bahasa Inggris (PBI)
Judul : A Coorelational Study Between Pronunciation Ability and Speaking Skill of the Students at Junior High School

nama tersebut di atas telah melaksanakan Penelitian di MTs Al-Khairiyah Kp. Bahari Jakarta Utara

Demikian surat keterangan ini kami buat, Semoga dapat dipergunakan sebagaimana mestinya.

Jakarta, 18 April 2022

Kepala Madrasah,


JAWARUDIN, S. Sos.I
NIP. -

Appendix 5

Documentation





Appendix 6






Guidance Consultant Letter



UNIVERSITAS MUHAMMADIYAH JAKARTA
 FAKULTAS ILMU PENDIDIKAN
 KARTU KONSULTASI BIMBINGAN SKRIPSI

Nama/No. Pokok : Aisyah Qur'an Nur Azzahroh
 Program Studi : Pendidikan Bahasa Inggris
 Judul : A CORRELATIONAL STUDY BETWEEN PRONUNCIATION ABILITY AND SPEAKING SKILL OF STUDENTS AT JUNIOR HIGH SCHOOL
 Masa Bimbingan : 21 Januari 2022 s.d 21 Juli 2022
 Pembimbing : Dr. Muhammad Sofian Hadi, M.Pd.

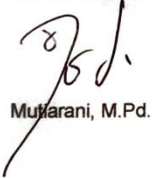
No.	Tanggal	Uraian	Paraf Pembimbing
1.	21 Januari 2022	first chapter	
2.	21 Januari 2022	revisi	
3.	28 Januari 2022	second revision	
4.	31 Januari 2022	second chapter	
5.	31 Januari 2022	revisi	
6.	1 February 2022	second revision	
7.	21 February 2022	Third chapter	
8.	21 February 2022	revisi	
9.	08 Maret 2022	4th chapter	

10.		Permohonan	
11.		Second Revisi	
12.	19 Juli 2022	5th chapter	
13.	19 Juli 2022	Thesis Approval	
14.			

DITETAPKAN DI : JAKARTA

TANGGAL : 19 Juli 2022

Mengetahui:
Ketua Program Studi,




Mufarani, M.Pd.

Pembimbing


Dr. Muhammad Sofian Hadi, M.Pd.

Appendix 7

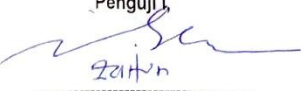
Guidance Consultant Letter After Thesis Examination


TANGGAL	KEGIATAN PEMBIMBINGAN	PARAF DOSEN
20 21/09/2022	Ace nazi	
22/01 2022	Ace	

Nama Mahasiswa:
Aisyah Qur'an Nur
Az Zahrah

BIMBINGAN PASCA SIDANG SKRIPSI
PROGRAM STUDI PBI
FAKULTAS ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JAKARTA
Hari Selasa 02 Agustus 2022


UNIVERSITAS MUHAMMADIYAH JAKARTA
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Website : www.fip.umj.ac.id, Email:fip@umj.ac.id

Penguji I,

Zaitun

Penguji II,

Aswir M.Sk

Appendix 8

Letter of Witnessed Thesis Defense



UNIVERSITAS MUHAMMADIYAH JAKARTA
FAKULTAS ILMU PENDIDIKAN
 Jl. KH. Cirendeu – Ciputat, 15419. Telp. 7442028 Fax. 7442330

KARTU MENYAKSIKAN UJIAN SKRIPSI

Nama : Aisyah Quran Nur Az Zahroh
 NIM : 2017850072
 Program Studi : Pendidikan Bahasa Inggris

No.	Hari/Tanggal	Nama Peserta Ujian	Judul Skripsi	Paraf Ketua Sidang
1	19 Februari 2021	Atie Wifanti	Optimizing Mr. Dennis Youtube Channel to Enhance Students Speaking Skill	<i>[Signature]</i>
2	18 Februari 2021	Ferra Alfyna	The Use Of Story Face To Improve Students Reading comprehension By Narrative Text	<i>[Signature]</i>
3	17 Februari 2021	Tresna Nur Andini	Cognitive Diversity Of EFL Students : Scaffolding Method to Improve Speaking Ability	<i>[Signature]</i>
4	18 Februari 2021	Hanan Mukaffa	Enhancing British Speaking Accent Through Talk Show Video	<i>[Signature]</i>
5	2 Agustus 2021	Adawiyah Adha Asri Rais	Measuring Students Reading Difficulties comprehension in Lower Secondary Level	<i>[Signature]</i>
6	2 Agustus 2021	Shifa Fadila Nurul Falah	Students Mastery of Phrasal Verbs and Their Reading Skill Ability	<i>[Signature]</i>
7	3 Agustus 2021	Robiatul Adawiyah Nur Rahmat	Teacher's Questioning Strategies During The class room Interaction To Elicit Students Interactive listening	<i>[Signature]</i>
8	4 Agustus 2021	Retno Prastika	The Using of Fiventionel Application on The student's listening comprehension	<i>[Signature]</i>
9	9 Februari 2022	Putri Andini	TEFL for Special Need Students : Challenges, Approaches, And Supports	<i>[Signature]</i>
10	9 Februari 2022	Hanny kusuma Wardhani	Using U-Dictionary in Improving Vocabulary Learning for lower Secondary Graders	<i>[Signature]</i>

Mengetahui
Ka. Prodi,
[Signature]
Mutiarani, M. Pd.

Appendix 9

Curriculum Vitae



AISYAH QUR'AN NUR AZZAHROH

SKILLS

- Microsoft Office Word, Excel, and PowerPoint
- English Language (TOEFL Score: 467)
- High Willingness to Learn
- Fast Learner
- Integrity
- Good Listener
- Stress Management

Education

SMK Letris Indonesia 1

Major in Office Administration, 2014-2017

- Participate as an internship student at Syarif Hidayatullah State Islamic University in the Integrated Laboratory Center

Muhammadiyah University of Jakarta

Major in English Education, 2017-2022

GPA: 3.65

- Participate as an internship student at Senior High School State 87 of South Jakarta

Organization and Work Experience

- Intra-School Students' Organization
- Martial Arts Coach Assistant (2014)
- Foreign Language Community (2017)

Hobby

- Cooking
- Learning Language



Jl. Palem Kuning, Pd.
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