



**THE CORRELATION BETWEEN PRONOUNCIATION  
MASTERY AND SPEAKING ABILITY AT GRADE VIII  
MTs DARUL MUHSININ JANJI MANAHAN KAWAT**

**A THESIS**

*Submitted to the English State College for Islamic Studies (STAIN)  
Padangsidempuan as a Partial Fulfillment of the Requirement  
for the Degree of Islamic Education Scholar (S.Pd.I)  
English Program*

**BY :**

**HARIANA RITONGA**  
Reg. No. 08 340 0016

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTEMENT  
STATE COLLEGE FOR ISLAMIC STUDIES (STAIN)  
PADANGSIDIMPUAN**

**2013**



**THE CORRELATION BETWEEN PRONOUNCIATION  
MASTERY AND SPEAKING ABILITY AT GRADE VIII  
MTs DARUL MUHSININ JANJI MANAHAN KAWAT**

**A THESIS**

*Submitted to the English State College for Islamic Studies (STAIN)  
Padangsidimpuan as a Partial Fulfillment of the Requirement  
for the Degree of Islamic Education Scholar (S.Pd.I)  
English Program*

**BY :**

**HARIANA RITONGA  
Reg. No. 08 340 0016**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTEMENT  
STATE COLLEGE FOR ISLAMIC STUDENTS (STAIN)  
PADANGSIDIMPUAN  
2013**



**THE CORRELATION BETWEEN PRONOUNCIATION  
MASTERY AND SPEAKING ABILITY AT GRADE VIII  
MTs DARUL MUHSININ JANJI MANAHAN KAWAT**

**A THESIS**

*Submitted to State Collage for Islamic Studies (STAIN)  
Padangsidempuan as a Partial Fulfillment of the Requirement  
for the Degree of Islamic Education Scholar (S.pd.I)  
English Program*

**BY :**

**HARIANA RITONGA**

**Reg. No. 08 340 0016**

**Advisor I**

*Ryfhubi*

**Reyendriani Fahmei Lubis, M.Ag**  
**NIP. 19710510 200003 2 001**

**Advisor II**

**Hamka, S.Pd., M.Hum**  
**NIP. 19840815 200912 1 005**

**ENGLISH EDUCATION STUDY PROGRAM**

**TARBIYAH DEPARTEMENT  
STATE COLLEGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2013**

Term : A Thesis

Padangsidempuan, 19 June 2013

a.n. Hariana Ritonga

To :

Item : 5 (Five) exemplars

Bapak Ketua STAIN Padangsidempuan

di \_

Padangsidempuan

***Assalamu'alaikum Wr. Wb.***

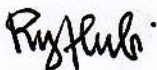
After reading, studying and giving advice for necessary revise on thesis belong to ***Hariana Ritonga*** entitle "***The Correlation between pronunciation Mastery and Speaking Ability at Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat***", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in STAIN Padangsidempuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah.

That's all and thank you for the attention.

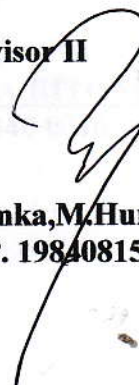
***Wassalamu'alaikum Wr. Wb.***

**Advisor I**



**Rayendriani Fahmei Lubis, M.Ag**  
**NIP. 19710510 200003 2 001**

**Advisor II**



**Hamka, M. Hum**  
**NIP. 19840815 200912 1005**

## SURAT PERNYATAAN MENYUSUN SKRIPSI SENDIRI

Saya yang bertanda tangan di bawah ini:

Nama : **HARIANA RITONGA**  
NIM : **08 340 0016**  
Jurusan/ Program Studi : **Tarbiyah/ TBI-1**  
Judul Skripsi : **The Correlation Between Pronounciation Mastery  
and Speaking Ability At Grade VIII MTS Daarul Muhsinin In  
Janji Manahan Kawat.**

Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan Kode Etik Mahasiswa pasal 14 ayat 2.

Pernyataan ini saya buat dengan sesungguhnya dan apabila di kemudian hari terdapat penyimpangan dan ketidakbenaran pernyataan ini, maka saya bersedia menerima sanksi sebagaimana tercantum dalam pasal 19 ayat 4 tentang Kode Etik Mahasiswa yaitu pencabutan gelar akademik dengan tidak hormat dan sanksi lainnya sesuai dengan norma dan ketentuan yang berlaku.

Padangsidempuan, 07 Juni 2013

Yang menyatakan



**HARIANA RITONGA**  
**NIM. 08 340 0016**



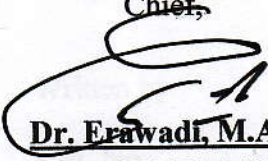
**MINISTRY OF RELIGION  
STATE COLLAGE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN**

**EXAMINERS  
SCHOLAR MUNAQSYAH EXAMINATION**

Name : HARIANA RITONGA  
Reg. No : 08 340 0016  
Thesis : THE CORRELATION BETWEEN PRONUNCIATION  
MASTERY AND SPEAKING ABILITY AT GRADE VIII MTS  
DAARUL MUHSININ JANJI MANAHAN KAWAT

Chief,

Secretary,

  
**Dr. Erawadi, M.Ag**

**NIP. 19720326 199803 1 002**

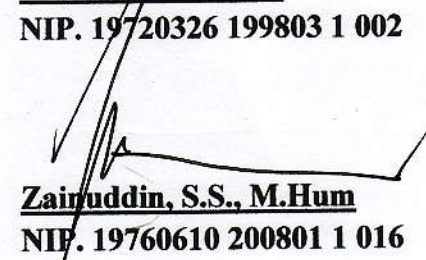
  
**Rayendriani Fahmei Lubis, M.Ag**  
**NIP. 19710510 200003 2 001**

Members,

  
**Dr. Erawadi, M.Ag**

**NIP. 19720326 199803 1 002**

  
**Rayendriani Fahmei Lubis, M.Ag**  
**NIP. 19710510 200003 2 001**

  
**Zairuddin, S.S., M.Hum**

**NIP. 19760610 200801 1 016**

  
**Eka Sustri Harida, M.Pd**

**NIP. 19750917 200312 2 002**

Proposed:

Place : Padangsidimpuan.  
Date : June, 19<sup>th</sup> 2013.  
Time : 14.00 AM until finish  
Result/Mark : 65.70/C  
IPK : 2,87  
Predicate : Good



**KEMENTERIAN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
PADANGSIDIMPUAN**

Jalan Imam Bonjol Km. 4,5 Telp (0634) 22080, Fax (0634) 24022 Padangsidimpuan 22733

**LEGALIZATION**

The Thesis with Title: **The Correlation Between Pronunciation Mastery And Speaking Ability At Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat.**

Written by : **HARIANA RITONGA**

Reg. No : **08 340 0016**

Had been accepted as a partial fulfillment of the requirement for the degree of  
Islamic Educational Scholar (S.Pd.I) in English



Padangsidimpuan, 19<sup>th</sup> June 2013  
Leader of State College

**H. Ibrahim Siregar, MCL**  
NIP.19680704 200003 1 003

**Name** : HARIANA RITONGA  
**Reg.Number** : 08 340 0016  
**Department** : TARBIYAH/ TADRIS BAHASA INGGRIS – 1  
**Title** : THE CORRELATION BETWEEN  
 PRONUNCIATION MASTERY AND  
 SPEAKING ABILITY AT GRADE VIII MTs  
 DAARUL MUHSININ JANJI MANAHAN.

### ABSTRACT

This research was taken based on the fact of the students' problems in pronunciation mastery and speaking ability. The researcher identified many problems that there were many factors influence pronunciation mastery such as vocabulary, grammar, and speaking. Finally, the researcher interested to research the correlation between pronunciation mastery and speaking ability at MTs DaarulMuhsininJanji Manahan Kawat. In this research, the researcher wanted to find out about how significant the correlation pronunciation mastery and speaking ability.

The population of this research was all at MTs DaarulMuhsininJanji Manahan Kawat Labuhanbatu in 2012/2013 academic year. This school consists of four classes which consist of 142 students. The sample of this research is 36 students taken by using cluster random sampling. Further, as the instrument for collecting the data the researcher used the test. The researcher used the product moment for analyzing data.

From the result of the data analysis, it was found that  $r_{xy}$  was 0.576 while  $t_{table}$  was 0.339. It means that  $r_{count} > r_{table}$  ( $0.576 > 0.339$ ) which means the hypothesis was accepted. However, it means there was a significant correlation between pronunciation mastery and speaking ability at MTs DaarulMuhsininJanji Manahan Kawat.

## ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

**In the name of Allah, the beneficent and the merciful**

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers'.

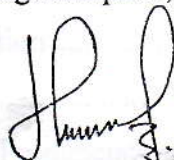
This thesis can't be completed without a great deal of help from many people. they are:

1. Special thanks are due to Mrs. Rayendriani Fahmei Lubis, M.Ag. as my first advisor who has guided me to complete this research and to Mr. Hamka, S.Pd., M.Hum as the second advisor who has guided me to complete this research.
2. Special thanks are due to DR. H. Ibrahim Siregar, M.CL., as the Chief of State College for Islamic Studies (STAIN) Padangsidempuan, and the assistants, who have helped the researcher as their student in STAIN Padangsidempuan.
3. Thanks are due to Hj. Zulhimma, S.Ag., M.Pd., as the Chief of Tarbiyah Department and her staff.
4. Thanks are due to all lecturers who have taught, guided and also encouraged her during studying in STAIN Padangsidempuan.
5. STAIN Padangsidempuan Library (Drs. Samsuddin Pulungan, M.Ag), for their cooperative and permission to use their books.

6. The exclusive thanks for lovely families that always support me in everything, especially my father (Iskandar Ritonga) and my mother (Siti Sapanah Tanjung) who had given support and motivation during studying in STAIN Padangsidimpuan.
7. Thanks are due to my brothers Shola Huddin Al-ayubi Ritonga, Ismail Ritonga, than my yong sisters Arini Ulfa Mawaddah Ritonga, Indah jurai Ritonga, and Hariani Ritonga who have given support and motivation during studying in STAIN Padangsidimpuan.
8. Thanks are due to all of my best friends Zannuria pakpahan, Ida Royani Hsb, Permata Sakti Zebua, Arjuna Hikma Lubis, Diani Tanjung, Susi susanti Hasibuan, Samina, Romaito, Siti Aisah Matondang, Siti Masnilan, Nova Siboro, Chairani Damanik, Chairani Hsb, Nur Hamidah Siregar, and all friends I can't mention them here who have given support and helping in this research.

My Allah, The almighty bless them all, Amin.

Padangsidimpuan, 19 June 2013



**HARIANA RITONGA**  
Reg. No. 08 340 0016

## TABLE OF CONTENT

|                                            | <b>Page</b> |
|--------------------------------------------|-------------|
| TITLE PAGE                                 |             |
| LEGALIZATION ADVISOR SHEET                 |             |
| LEGALIZATION EXAMINATION SHEET             |             |
| AGREEMENT CHIEF SHEET                      |             |
| AGREEMENT ADVISOR SHEET                    |             |
| DECLARATION OF SELF THESIS COMPLETION      |             |
| ABSTRACT.....                              | i           |
| ACKNOWLEDGEMENT.....                       | ii          |
| TABLE OF CONTENTS.....                     | iv          |
| LIST OF FIGURES.....                       | v           |
| LIST OF TABLES.....                        | vi          |
| LIST OF APPENDICES .....                   | vii         |
| <br>CHAPTER I                              |             |
| <b>: INTRODUCTION</b>                      |             |
| A. Background of the Problem.....          | 1           |
| B. Identification of Problem.....          | 3           |
| C. Limitation of the Problem.....          | 3           |
| D. Formulation of the Problem.....         | 3           |
| E. Aims of the Research.....               | 4           |
| F. Significances of the Research.....      | 4           |
| G. Definition of Operational Variable..... | 4           |
| H. Outline of Thesis.....                  | 5           |
| <br>CHAPTER II                             |             |
| <b>: THEORETICAL DESCRIPTION</b>           |             |
| A. Theoretical Description.....            | 8           |
| 1. Definition of Pronunciation.....        | 8           |
| a. Pronunciation.....                      | 9           |
| b. The Segmental of Pronunciation.....     | 10          |
| c. Vowels.....                             | 10          |

|                         |                                             |    |
|-------------------------|---------------------------------------------|----|
|                         | 2. Speaking.....                            | 16 |
|                         | a. Definition of Speaking Ability.....      | 16 |
|                         | B. Related Findings.....                    | 20 |
|                         | C. Conceptual Framework.....                | 21 |
|                         | D. Hypothesis.....                          | 22 |
| <b>CHAPTER III</b>      | <b>: RESEARCH METHODOLOGY</b>               |    |
|                         | A. Schedule and Time of the Research.....   | 24 |
|                         | B. Method of the Research.....              | 24 |
|                         | C. Population and Sample.....               | 25 |
|                         | D. Instrument of Collecting the Data.....   | 27 |
|                         | E. Validity of Instrument.....              | 29 |
|                         | F. Technique of Data Analysis.....          | 30 |
| <b>CHAPTER IV</b>       | <b>: RESULT OF THE RESEARCH</b>             |    |
|                         | A. Data Description.....                    | 32 |
|                         | 1. The result of pronunciation mastery..... | 32 |
|                         | 2. The result of speaking ability.....      | 34 |
|                         | B. Hypothesis Testing.....                  | 36 |
|                         | C. Discussion.....                          | 40 |
|                         | D. Threats of the Research.....             | 41 |
| <b>CHAPTER V</b>        | <b>: CONCLUSIONS AND SUGGESTIONS</b>        |    |
|                         | A. Conclusions.....                         | 42 |
|                         | B. Suggestions.....                         | 43 |
| <b>REFERENCES</b>       |                                             |    |
| <b>APPENDIXES</b>       |                                             |    |
| <b>CURRICULUM VITAE</b> |                                             |    |

## **LIST OF APPENDICES**

Appendix 1 : Test

Appendix 2 : The Calculation of Correlation Between Simple Sentence and Writing Discussion Text Mastery to the Sixth Semester of English Department at STAIN Padangsidempuan

Appendix 3 : The Calculation of Mean, Median and Mode of Teaching Simple Sentence Mastery

Appendix 4 : The Calculation of Mean, Median and Mode of Teaching Writing Discussion Text Mastery

Appendix 5 : Table of r Product Moment

## LIST OF TABLES

|         |                                                                                                              |    |
|---------|--------------------------------------------------------------------------------------------------------------|----|
| Table 1 | : The Population of the Research.....                                                                        | 29 |
| Table 2 | : The Indicators of Simple Sentence and Writing Discussion<br>Text Mastery.....                              | 31 |
| Table 3 | : The Criteria Score of Coefficient Effect of Interpretation.....                                            | 32 |
| Table 4 | : The Score of Mean, Median and Mode of Simple Sentence<br>Mastery .....                                     | 36 |
| Table 5 | : The Frequency Distribution of Students' Score of Simple Sentence<br>Mastery.....                           | 36 |
| Table 6 | : The Score of Mean, Median and Mode of Writing Discussion Text<br>Mastery .....                             | 38 |
| Table 7 | : The Frequency Distribution of Students' Score of Writing<br>Discussion Text Mastery.....                   | 38 |
| Table 8 | : The Calculation of Correlation between Simple Sentence Mastery<br>and Writing Discussion Text Mastery..... | 40 |
| Table 9 | : The Criteria Score of Coefficient Effect of Interpretation .....                                           | 44 |

## LIST OF FIGURES

|          |                                                                                                     |    |
|----------|-----------------------------------------------------------------------------------------------------|----|
| Figure 1 | : The Histogram of Pronunciation Mastery at Grade VIII MTs Daarul Muhsinin Janji Manahan Kawat..... | 34 |
| Figure 2 | : The Histogram of Speaking Ability at Grade VIII MTs Daarul Muhsinin Janji Manahan Kawat.....      | 36 |

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problems**

English is an international language in the world, English as one of the obligatory subject to be learned by the students, it can be seen supplied beginning from the primary schools up to the university level. In mastering English student should have the skills in it. English language is needed to face the global culture over the world, economic development, and international friendship among people around the world.

English in Indonesia used as a foreign language. It means that beside another subjects, English should be studied by every student in their level education. It has been studied for several years in school, and the students should be able to use it in their daily life. They have studied vocabulary, grammar, speaking.

Speaking has importance to be used such as exchanging information to share experience, ideas, sympathy and motivation: cooperating with others and learning input. Speaking as exchanging information is used to sharing experiences with others. This activity allows people to express their ideas to get sympathy and motivation. These purposes make speaking commonly used in the society. Feelings, perception and though speaking because speaking is orally done which is supported by the way of speaking itself with its immediate feedback. It brings out completely function of human gestures,

prosody and body language, within speaking in social life can far away language, within speaking, communication has become more understandable, responsive, and interactive. Then, speaking in social life cannot be far away from interaction. This is supposedly proposed by living together will be better by cooperating in social interaction to get certain objectives.

Through speaking, people can show and tell their needs to others and cooperatively build cooperation which is advantageous and useful for both sides. Thus, the extenders of speaking make works being easier and faster to overcome the social problems. As one of the language skills, speaking has a very complex process, because student think that is very difficult to learn.

According to English teacher student in Mts Daarul Muhsinin Janji Manahan Kawat can not speak English well because they seldom speak English, as well as in school or in daily life. Students MTs Daarul Muhsinin Janji Manahan Kawat Labuhanbatu think that English very difficult to learn. Students' difficulties in speaking English are lack of vocabulary and pronunciation. Students never practice speaking or listening speaks English from native speaker.

Students' difficult not only come from students alone, but also come from other. It can come from teacher or less tools of practice in school as radio and others. By looking at the reason above, the writer interest to choose the topic **“The Correlation Between Pronunciation Mastery And Speaking Ability At Grade VIII MTs Daarul Muhsinin Janji Manahan Kawat ”**.

## **B. Identification of the Problem**

Based on the background the researcher has identified the problems of the researcher as follow:

1. Most of students in junior high school did not interest in learning speaking ability.
2. Most of students are passive.
3. The problem of teaching is not only the teaching material, and the strategy of teaching, but also pronunciation practice.

## **C. Limitation of the Problem**

To make this research clearly, the researcher pronunciation mastery and the correlation to students' speaking ability at grade VIII MTs Daarul Muhsinin Janji Manahan Kawat.

## **D. Formulation of the Problem**

Based on the above identification, the researcher formulates the problem as follows:

1. What is the students' pronunciation mastery at grade VIII MTs Daarul Muhsinin Janji Manahan Kawat?
2. What is the students' speaking ability at grade VIII MTs Daarul Muhsinin Janji Manahan Kawat?
3. Is there significant correlation between pronunciation mastery and speaking ability at grade VIII MTs Daarul Muhsinin Janji Manahan Kawat

### **E. Aims of the Research**

In this research, the aims of research could be seen as follows:

1. To know the students' pronunciation mastery at grade VIII MTs Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.
2. To know the students' speaking ability at grade VIII MTs Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.
3. To know there was significant correlation of pronunciation mastery and speaking ability or not.

### **F. Significance of the Research**

The results of the study are important to those who teach speaking ability to improve the knowledge about pronunciation mastery. This study will be useful for:

1. The headmaster, to make better concept with giving facilities in teaching English in the school.
2. The teacher, it will solve the students problem of speaking through using pronunciation mastery.
3. Next researcher, who like to develop the research related to this topic.

### **G. Definition of the Operational Variables**

Study, researcher give the definitions of the problems from the background above. The definition of the problem as follows:

1. Pronunciation mastery is way in which a language or a particular word or sounds is spoken. and complete knowledge great skill :achieve /attain mastery of several language.<sup>1</sup>
2. Speaking Ability is the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot.'<sup>2</sup>As had stated in the above definition of key terms ,speaking is he productive aural/oral .It consist of producing systematic verbal utterances to convey meaning. While the expert like Theodore huebner<sup>3</sup> said "language is essentially speech, and speech is basically communication by sounds." Speaking is a productive skill than can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test.

#### **H. Outline of Thesis.**

The systematic of thesis research was divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

In the chapter one, it was consisted of background was most of student didn't comprehend about pronunciation process and they didn't know the technique of speaking. The identification of the problem was the students' difficulties in speaking English are lack of vocabulary and pronunciation.

---

<sup>1</sup> A. S Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 2000) p. 928.

<sup>2</sup> *Ibid*,p.261.

<sup>3</sup> Jeremy Harmer, *The practice of English language Teaching* ,(London:Logman,2001),p.269

Student never practice speaking or listening speaks English from native speaker. The aims of the research were to know the student's pronunciation, to know speaking ability, and to whether there was significances of the research were to give information to the teacher or lecturer about their student's ability inpronunciation mastery and speaking ability, as measurement teaching progress and as information to do a further research the last, definition of oprerational variables were pronunciation mastery and speaking ability.

In chapter two, it was consisted of the theoretical description the definition of pronunciation, kind of pronunciation and definition of speaking they are pitc, rhythm, intonation, strees, juncture, the review related findings, were Alfian Ramadhan Ritonga, Nurmila Sari, and Yusri and the conceptual framework is pronunciation mastery and speaking ability methods were taught by lecturer to the students. The last, hypothesis was the pronunciation mastery had significant correlation to speaking ability

In chapter three, it was consisted of research methodology, population and sample, instrument of collecting data, validity of instrument, and technique of data analysis Population of the research was the At Mts Daarul muhsinin janji manahan kawat. The sample was all of population. The instrunent of collection data was test. The last, the technique of data analysis was product momen.

In chapter four, it was consisted of the result of the research, result of the research consisted of data was variable of pronunciation mastery t (X) and

speaking ability (Y) the last, testing hypothesis was significant correlation pronunciation mastery and speaking ability,

The finally, in the chapter five consisted of conclusion and suggestion. The conculation was the result of research by analyzing data. The last, the suggestion was research wishing in teaching learning progress.

## CHAPTER II

### THEORETICAL DESCRIPTION

#### A.Theoretical Description

##### 1. Pronunciation

###### a. Definition of pronunciation

According to David Nunan, Pronunciation is as the sounds we make while speaking. As speaking of a language, we need to be able to understand each other with relative ease. The pronunciation patterns native speakers' use reflect those commonly produced, the Longman Dictionary of Applied Linguistics emphasizes "The way sounds are perceived by the hearer" to define pronunciation.<sup>1</sup> According to Oxford, pronunciation is the way in which a language or a particular word or sound is spoken.<sup>2</sup> According to Anas Syafei that Pronunciation is a two fold process. It involves the recognition of sounds as well as the production of sounds.<sup>3</sup>

It was explained in Surah An-Nisa the ninth verse that there is a word that said that speak words of appropriate, that is also can give definition always said the truth.

---

<sup>1</sup>David Nunan, *Practical English Language Teaching* (New York: Mc Graw-Hill, 2003) p. 296.

<sup>2</sup>A. S. Horby, *Loc. Cit.*

<sup>3</sup>Anas Syafei, *English Pronunciation :Theory and Practice* (Jakarta: Departemen Pendidikan dan kebudayaan Direktorat Jenderal pendidikan Tinggi proyek Pengembangan Pendidikan Tenaga Kependidikan, 1988) p. 1.

The meaning: “Let those (disposing of an estate) have the same fear in their minds as they would have for their own if they had left a helpless family behind: let them fear Allah, and speak words of appropriate (comfort)”.<sup>4</sup>

According to David Nunan, pronunciation is a neglected skill in many classroom, despite the obvious importance attached to it by learners. The major theoretical shift which has occurred with the development of communicative approaches to language teaching has been from segmental work to a focus on supra-segmental features of rhythm, stresses and intonation.<sup>5</sup> According to Jack C. Richards pronunciation is also known as phonology includes the role of individual sounds and sound segment, that is, features at the segmental level, as well as suprasegmental features such as stresses, rhythm and intonation.<sup>6</sup> So, pronunciation mastery is the way that used by students to repair pronunciation better.

---

<sup>4</sup> Abdullah Yusuf Ali, *The Meaning of Holy Quran* ( Beirut: Al-Aalami Publication, 2001) p. 792.

<sup>5</sup> David Nunan, *Language Teaching Methodology* (Malaysia: Longman, 2000) p. 107.

<sup>6</sup> Jack C. Richards. *Methodology in Language Teaching* (New York: Cambridge University Press, 2002) p. 175.

b. The segmental of the pronouciation

There are three segmental of pronounciation,segmental<sup>7</sup> also divided in items such as:

1) Vowels

2) Consonant

3) Diphtong

Between three segmental sounds of pronounciation,the research just,explain about vowels.

c. Vowels

According to Anas syafei vowels are sounds which are made without and kind of closure to the escape of air through the mouth.<sup>8</sup> According to Zainuddin,vowel is are sounds produced by moving certain part of the tongue to a certain height but still is not obstruction of the air stream. The quality of vowels depends upon the position of the tongue and lips.<sup>9</sup> Daniel jones said that vowels is if the tongue is held very close to the roof of the mouth and voiced air-stream of ordinary force is emitted, a frictional noise is heard in addition to the voice.<sup>10</sup> So vowel is modification of the tongue and lips.

---

<sup>7</sup>Anas S  
yafei, *Op. Cit.*,p.11.

<sup>8</sup>*Ibid.*,p., 31.

<sup>9</sup> Prof. Drs. H. Zainuddin, *English Pronunciation for Indonesian Students* (Padang: FBSS Universitas Negeri Padang, 2002) p. 40.

<sup>10</sup> Daniel Jones, *The Pronunciation of English*, (NEW York: is the revised and enlarged fourth edition, 1956), p., 12.

Vowel divided in two kinds that are:

1) Short vowel

Short vowel is describes lip rounding,tongue placement and tongue height not so significantly higher and lower ,not so in back and front,not so closes and opens.<sup>11</sup> There are eight short vowels that are:

a) /i/ the position of the tongue,front mid high central vowel

Example:

(1) Religion [ri'lidɪŋ]

(2) Fission [fiʃən]

(3) finch [fɪntʃ]

(4) Ritual [ritʃuəl]

(5) finish [fɪnɪʃ]

b) /e/ the height of the tongue raised,front mid high vowel

Examples:

(1) Bellows [beləʊz]

(2) player [pleɪ(r)]

(3) rendition [ren'diʃən]

(4) stair [steɪ(r)]

(5) fellow [feləʊ]

---

<sup>11</sup>*Ibid.*, p. 45

c) /ɪ/ the height of the tongue raised, front mid low vowel

Examples:

(1) peg [pɪg]

(2) snake [sneɪk]

(3) wend [wɛnt]

(4) leg [lɛg]

(5) glad [glæd]

d) /æ/ This vowel is front the lips are slightly spread, front low vowel

Examples:

(1) track [træk]

(2) head [hæd]

(3) bear [bær]

(4) brand [brænd]

(5) blank [blæŋk]

e) /ʊ/ is The shape of the lip back mid low central vowel

Examples:

(1) stop [stɒp]

(2) luck [lʊk]

(3) god [gɒd]

(4) folly [ˈfɒli]

(5) sun [sʌn]

F) /ɔ/ the height of the tongue raised back mid high central vowel

Examples:

- (1) Now            [naɔ]
- (2) Book           [bɔk]
- (3) Brown        [braɔn]
- (4) Browse        [braɔz]
- (5) bull            [bɔl]

g) /ə/ the position of the tongue front central vowel

Examples:

- (1) comb           [kəɪm]
- (2) load            [ləd]
- (3) close           [kləʊs]
- (4) smoke          [sməʊk]
- (5) note            [nəʊt]

h) /ʊ/ the height of the tongue raised back central vowel

Examples:

- (1) cup             [cʊp]
- (2) hut             [hʊt]
- (3) duck            [dʊk]
- (4) come           [kʊm]
- (5) cut             [cʊt]

2) Long vowel

The Long vowel is the length to remind you that these vowel tend to belong, the symbols consist of one vowel symbol plus length mark made of two dots not only in length but also in quality.<sup>12</sup> There are five long vowel that are:

- a) /i:/ is the tongue up so that is high and in the front of the mouth.

Example:

- (1) really      [ri:li]
- (2) reason      [ri:zn]
- (3) demote      [di:m t]
- (4) read      [ri:d]
- (5) reach      [ri:t]

- b) /ɑ:/ is this an open vowel in the region vowel in the region of cardinal but not as back as this the lip position is neutral

Example:

- (1) Smart      [smɑ:t]
- (2) Dark      [dɑ:k]
- (3) Farm      [fɑ:m]
- (4) Cart      [kɑ:t]
- (5) Calf      [kɑ:f]

---

<sup>12</sup> Peter Roach, *English Phonetics and Phonology* (Cambridge: University Press, 2000), p., 19.

c) /ɔ:/: is the tongue shape and position, and lips position as well as in length. the

mid low vowel. For example:

- (1) Staunch [stɔ:ntɔ:]
- (2) Sprawl [sprɔ:l]
- (3) Forge [fɔ:dɔ:]
- (4) Clause [klɔ:z]
- (5) Caustic [kɔ:stɪk]

c) /u:/ is the position of the tongue back of the tongue is raised for u

Example:

- (1) Tissue [ˈtiʊu:]
- (2) Presume [prɪzju:m]
- (3) smooth [smu:ð]
- (4) plumage [ˈplu:mɪdɔ:]
- (5) deluge [delju:dɔ:]

e) /ə:/ is the position of the tongue front central vowel. example

- (1) preface [ˈprefə:s]
- (2) emotion [ɪˈmɔ:ʃɪn]
- (3) emphasis [ˈemfə:sɪs]
- (4) throes [θrə:z]
- (5) empire [empaɪə:(r)]

So, from explanation above can get conclusion that, there are two kinds of vowel, that is long vowel and short vowel and long vowel divided in five

vowels, then short vowel that divided in nine vowels. So all vowels there are thirteen vowels. Every vowel has its position in the mouth.

## 2. Speaking

### a. Description of speaking ability

Language abilities are divided into two skills: receptive and productive which are intended to be achieved by students. According to Nunan, language generated by the students (in speech or writing) is referred to as productive. Language directed at the students (in reading or listening) is called receptive.<sup>13</sup>

It is important to define speaking ability sufficiently to identify the research focus for them at intermediate level of proficiency in which Brown, figure out where students have progressed beyond beginning stages (novice) to an ability to sustain basic communicative tasks to establish some minimal fluency, to deal with a few unrehearsed situations to self correct on occasion, to use a few compensatory strategies and generally to get along in the language beyond mere survival.<sup>14</sup>

Writer identifies speaking ability in definition, characteristics, assessment criteria and class room design for teaching speaking. According to Oxford defined speaking as talking to somebody about something, use voice to

---

<sup>13</sup> David Nunan, *Op. cit.*, p. 48.

<sup>14</sup> H. Douglas Brown, *Teaching by Principles : An Interactive Approach to Language Pedagogy*, (New Jersey: Prentice Hall Regents, 1994), p. 111.

say something; say or state something.<sup>15</sup> Then in Neufeldt (1988) speaking is on speaking term- “Friendly enough to exchange greetings or carry on conversation”.<sup>16</sup>

According to H.Douglas Brown, speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker’s listening skill, which necessarily compromises the reliability and validity of oral production tests.

According to R.H. Rbins The factors affecting the speech of speaking are:

#### 1) Pitch

Pitch is by numerous factors it is however, much more affected by the tenacity of vocal-cord.

Longman defines it as follows.

Pitch is the acoustic result of the vibration of the vocal-cord in the voice part of utterance. It follows that the term does not properly apply neither to voiceless sounds nor to whispered speech. But the latter is fairly in frequent variation from normal utterance and in all languages voiced sounds outweigh voiceless ones in frequency and in numbers the ratio in English has been calculated as eighty to twenty.<sup>17</sup>

---

<sup>15</sup> Oxford, *Op. cit.*, p. 414.

<sup>16</sup> Victoria Neufeldt, *Webster's New World College Dictionary*, (USA: Macmillan, 1988), p. 1287.

<sup>17</sup> Longman, *Linguistics Library, General Linguistics*, (TPS: 1954), p. 110.

By distinguishing the various distinctive features in the pitch it self, we can guess who the speaker is, male or female, young or old and even we can conclude whether he or she is happy or not.<sup>18</sup>

And according to Longmans, the distinctive feature in pitch can be categorized into: low, mid, high, extra high. It notes the structural sign in intonation which distinct the main expression in sentence.

## 2) Rhythm

Freeborn et al. define rhythm as follows: the rhythm of ordinary English speech derives from the patterns in words. In the utterance it is generally agreed that the stressed syllables in speech tend to occur at roughly regular intervals. The technical term is isochronal.<sup>19</sup>

Especially in deliberate speech for example (- S = Unstressed Syllable + S = Stressed Syllable).

## 3) Intonation

Intonation is also a distinctive feature of speech sound. The most important function of intonation is to convey pieces of information as the speaker conceives them in the lightness of intonation. Daniel Jones stated that pitch of the voice with which a voice sound is pronounced is called intonation. In connected speech the voice.

---

<sup>18</sup>*Ibid.*

<sup>19</sup> Longmans, *Loc. cit*

These variations produce intonations which may be describe as tones or contours.<sup>20</sup>

For example: 1. Is he a doctor ?

2. Can you speak French?

#### 4) Stress

According to Danial jones stress is not prominent. Stress is one of the factors that may cause or help to cause a sound syllable to be prominent.<sup>21</sup>

For example: 1. Never / neve /

2. Breakfast / brekfast /

3. Visit / Vizit

#### 5) Juncture

Juncture is pause which occurs as frequent intervals when the speaks.

Daniel Jones started that pauses occur at frequent intervals in speaking they made for the purpose or talking breath and for the purpose of making the meaning clear.<sup>22</sup>

Sequence without pause is or may be made without detriment to the sense, or to make the sense of the world clear are called senses groups.sequence without pause is or may be made withoutdetriment to the sense,or to make the sense of the world clearare called sense groups.A

---

<sup>20</sup>Daniel jones, *The Pronunciation of English*, (New York: Is the revised and enlarged fourth edition, 1956), p. 149.

<sup>21</sup>*Ibid.*, p. 141.

<sup>22</sup>*Ibid.*, p. 148.

breath group may consist of more sense group. In accordance with Daniel's viewpoint, Chaeder Adapted Hartmant's definition as follows: significant intonation pattern making the forming of one phrase or clause with another or with silence.

Based on the above quotation, it can be known that stress, intonation, rhythm, pitch and juncture affect the fluency and clearness of speaking.

## B. Related Findings

In this research, the research was related to some researchers. The first was Alfian Ramadhan Ritonga, *The effect of content based instruction on students' achievement in speaking ability at SMA Negeri 1 ARSE*.<sup>23</sup> The concluding of his research the students' achievement in speaking ability before learning by Content Based Instruction at SMA N 1 ARSE categorized still far from hope. It was provided by the mean score of Experimental group and Control group was 70,28.

Next, Yusri, *The correlation between teaching materials and the students ability in speaking english of the grade V11 students of MTS –Syukriyah Marancar In 2010-2011 Academic years*'.<sup>24</sup> The concluding of her research from the conclusion The students' mean score in answer the quemic year was

---

<sup>23</sup> Alfian Ramadhan Ritonga, *The Effect of Content Based Instruction on Students' Achievement in Speaking Ability at SMA Negeri 1 ARSE* (Padangsidempuan: STAIN, 2011).

<sup>24</sup> Yusri, *The correlation between Teaching Materials And The Students Ability in Speaking English of The Grade V11 Students Of Mts Asy-syukriyah Marancar In 2010-2011 Academic year* (Padangsidempuan: UMTS, 2011).

28.46. The last, Nurmila Sari, *The effect of drill method on student's pronunciation achievement at grade VII SMP Negeri 6 Padangsidempuan*.<sup>25</sup> The concluding of her research from the calculation was provided by the mean score of experiment group was 66,45 in the students' achievement pronunciation before drill method at SMP N 6 Padangsidempuan categorized still far from hope.

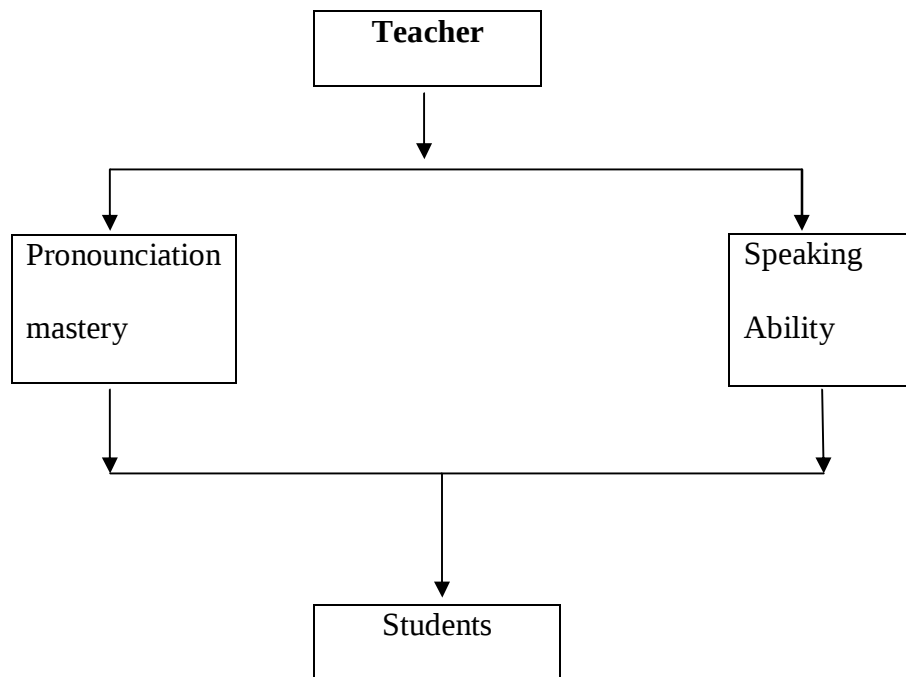
### C. Conceptual Framework

The successful of learning pronunciation depends on many factors. One of them is how the teacher to teach English for students. The suitable method is very important to teach pronunciation. Pronunciation is way in which a language or a particular word or sound is spoken. and speaking ability is the ability in expressing idea, thought, opinion, and argumentation.

This method has influence in teaching English, especially in learning of pronunciation mastery and speaking ability could be seen as picture follow:

---

<sup>25</sup> Nurmila Sari, *The Effect of Drill method on Student's Pronunciation Achievement at Grade VII SMP Negeri 6 Padangsidempuan*, (Padangsidempuan: STAIN, 2011).



From the picture above, the pronunciation was thought by teacher to the student. In teaching pronunciation had the result; the result is students must comprehend about the functions and usage of pronunciation process. The pronunciation mastery was seen as an effort to develop basic skill to speaking ability. So, pronunciation mastery and speaking ability had correlation.

#### **D. Hypothesis**

In quantitative studies, hypothesis are prediction the research holds about the relationship among variables.<sup>26</sup>

---

<sup>26</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches*-Second Edition, (United States of America: Sage Publications inc, 2003), p. 108.

In other word, hypothesis are predictions or assumption for a temporary in a problem that the truth must be tested empirically. Writer has the hypothesis of this study that “There is a significant correlation between Pronunciation Mastery and Speaking Ability at MTs Daarul Muhsinin Janji Manahan Kawat”.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Schedule and location of the research**

The researcher had been done in April to June 2013. To get the data, the researched chose MTs Daarul Muhsinin Janji Manahan Kawat as location of research and it was location at Janji Manahan Kawat, Northeast Janji Manahan Kawat, North Sumatera.

#### **B. Method of the Research**

The method used in this research was quantitative researched, it was correlation research, and here the research observes two variables. The quantitative research was the research which used statistic data as technique of collecting data and analysis of data. And addition according to Iqbal Hasan that correlation research meant the research was done to combine between two or more variables, and from this research will be build a theory<sup>1</sup>. Next according to Sumardi Suryabrata that correlation research was the research to detect, how far the variation at a relate with the variation at one more another factory base on correlation coefficient<sup>2</sup>.

---

<sup>1</sup>Iqbal Hasan, *Analisis Data Penelitian dengan Statistik* (Jakarta: Bumi Aksara, 2004), p. 8.

<sup>2</sup>Sumardi Suryabrata, *Metodologi Penelitian* (Jakarta: PT. Raja Grafindo Persada, 1994), p. 24.

So, the research would correlate pronunciation mastery and speaking ability in this research.

### C. The Population and Sample

#### 1. Population

Suharsimi Arikunto said that, population is keseluruhan subjek penelitian.<sup>3</sup> Population is the entire subject element in a study. Is the second year-student of MTs Darul Muhsinin Janji Manahan Kawat Langga Payung. The calculation was seen below:

Table 1:

Population of the Research

| No    | Class   | Total Student |
|-------|---------|---------------|
| 1.    | Class-A | 36            |
| 2.    | Class-B | 35            |
| 3.    | Class-C | 37            |
| 4.    | Class-D | 34            |
| Total |         | 142           |

---

<sup>3</sup> Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktek*, (Jakarta: Rineka Cipta, 2006), p. 130

## 2. Sample

Sample is presentative whole of population. According to Suharsimi: “.....apabila subjeknya kurang dari 100, lebihbaik di ambil semua, sehingga penelitiannya merupakan penelitian populasi. Selanjutnya jika jumlah subjeknya lebih dapat di ambilantara 10-15 % atau 20-25 % atau lebih”.<sup>4</sup> In other word if the population consist of large number, the sample could been taken from 10-15% or 20-25 % or more.

In obtaining the sample, the writer used random sampling technique considering what gay says that random sampling is the process of selecting a simple in such a way that all in individuals in the defined population an equal and independent chance of selected for the sample.<sup>5</sup>

Sample in this research is random sampling. The researcher prediction that every sample in population in same levels, then I take the sample of each class by carrying out the research. There are 9 students from each class. The totals of sample are 36 students. So, that test was regarded as the most appropriate instrument for getting the needed data. It is said so, because the result of the test, in this case the scores jock by the students' abilities in learning. And by using the test, it can give the scores objectively. So, that it is expected that we can get the accurate data. Besides that, the result of the test can

---

<sup>4</sup>*Ibid*, p. 134.

<sup>5</sup>L.R.Gay and Peter Airasian, *Educational Research: Competencies for Analysis and Application*, (New Jersey: Prentice Hall Inc, 2000), p. 123.

be analyzed easily by using the statistical analysis if it is compared to other instrument.

#### **D.Instrument of Collecting the Data**

A research had an instrument in this research because a good instrument could go guarantee for taking the valid data.Suharsimi Arikunto said adalah:” Instrumen penelitian merupakan alat bantu bagi peneliti dalam pengumpulan data” (Instrument of the research was a toll of facility was used by the researcher in the collecting data.)

In this research, the researcher used the instrument for collecting the data by test.The test would be done by spelling words and a short dialogue .The test consisted of 50 items.It was done to know the students’ ability in pronunciation and speaking.The indicator of pronunciation could be seen table:

**Table 2:**

#### **The Indicator of Pronunciation Mastery**

| No | Indicator                           | Items | Number of Item                                                              | Total score |
|----|-------------------------------------|-------|-----------------------------------------------------------------------------|-------------|
| 1. | Able to undestand about short vowel | 25    | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16, 17, 18,19, 20, 21, 22, 23, 24, 25. | 50          |

|       |                                     |    |                                                                             |     |
|-------|-------------------------------------|----|-----------------------------------------------------------------------------|-----|
| 2     | Able to understand about long vowel | 25 | 1,2,3,4,5,6,7,8,9,10,11,12,13,14,15, 16, 17, 18,19, 20, 21, 22, 23, 24, 25. | 50  |
| Total |                                     | 50 | 25                                                                          | 100 |

For this variable, the score was given 2 for each correctly and answer 100 for all items correctly answer.

While for speaking, the student would be done by each of the sample by use a short dialogue but is related to pronunciation mastery and indicator of the speaking can be seen as table below:

**Table 3:**  
**The Indicator of Speaking Ability**

| No    | Indicator of (X)                                | Score |
|-------|-------------------------------------------------|-------|
| 1     | To performance the pitch of speaking correctly  | 20    |
| 2     | To performance the rhythm of speaking correctly | 20    |
| 3     | To act the intonation of speaking correctly     | 20    |
| 4     | To performance the stress of speaking correctly | 20    |
| 5     | To pronouce the juncture of speaking            | 20    |
| Total |                                                 | 100   |

For this variabe,the score given to speaking was 100 for the correctly speaking of the text.The data were collected by giving the test of both variables to the respondents,and the data procedure was conducted as follows:

1. The question and answer sheets were firstly distributed.
2. The researcher read the instruction and explain how to do test, and then the students were asked to put their identity on the answer sheet.
3. The research given time or chance to ask something about items test.
4. The research given time for doing the test.
5. Then, the research collected the answer sheet after the respondents' doing the test.

#### **A. Validity of Instrument**

Suharsimi Arikunto stated adalah: “ alat untuk mengukur menguji kebenaran angka . was the chance which show level of instrument about measurement something”.

There were validity of instrument:

1. Logical validity was the instrument which done by analisis logically; it was comfort to the content.
2. Empirical validity was the instrument had comfortable to aspect empirically.

In this research, the researcher used the logical validity and empirical validity. The logical validity was done by divided variable to be sub-variable and indicator of variable. The empirical validity was done by external validity and internal validity. The external validity was the data had resulted from instrument. It was suitable with information of variable. Then, the data was

correlated with external information. And the internal validity was done by test of variable.

To know what the items of instrument were valid, the researcher guided to suharsimis' opinion, who said instrument adalah "alat untuk mengetahui angka yang valid yaitu yang menggunakan statistik". The instrument must be analyzed by product Moment formula. Then, the result of product Moment was compared with  $t_{count}$  and  $t_{tabel}$  to know the items of instrument too. If  $t_{count} > t_{tabel}$ , so the items were valid. But if  $t_{count} < t_{tabel}$ , so the items were not valid.

From the table of validity of instrument about pronunciation mastery, it could be gotten concluding that some items were invalid. They were 1,3,5,22,37,40,42,49,52 and 60. So, the researcher the items were in valid by other items.

Next, from the table of instrument about speaking ability, it could gotten concluding that both of items were valid. They were 5,6,8,9 and 10. So, the researcher change the items were invalid by other items.

## **B. Technique of Data Analysis**

After collecting the data, the research had analyzed the data, the technique of data analysis which used by researched was quantitative data. It would be presented in statistic formula. the statistic formula which used by research was coreelation of product moment:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}}$$

Where  $r_{xy}$  :The point of index correlation between variable X and Y

N = Number of sample

$\sum X$  = The scores of variable X

$\sum Y$  = The scores of variable Y

$\sum XY$  = product X and Y

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Data Description**

As has been mentioned in earlier chapter, in order to evaluate the correlation between pronunciation mastery and speaking ability at Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat, the writer has calculated the data by using descriptive method. Applying the quantitative analysis, the writer used the formulation of “r” Product Moment. Then, the writer described the data as follow:

##### **1. The Result of Pronunciation Mastery**

In this part, the writer shows the result of the research that has been done to the dependent variable that is Pronunciation mastery. In this research, the writer presents 50 items of questions by test form. For each number, the writer gives 2 score for each question. After calculating the scores, it was found that the highest score was 85 and the lowest score was 50. To complete this research, it was needed for the researcher to calculate the mean, median and mode of the research result. Where mean was the score which represents the general value that was achieved by all the students of the class. Meanwhile, median was the score in the middle or the score which divides a distribution of data into two equal part and mode is a score which has the most frequency. So, the specification calculation was described in the below table:

**Table 4:**  
**The Score of Mean, Median and Mode of Pronunciation Mastery at**  
**Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat**

| No | Category | Score |
|----|----------|-------|
| 1  | Mean     | 73.61 |
| 2  | Median   | 62.7  |
| 3  | Mode     | 68.48 |

Based on the above table, it shows that mean was 73.61, so it was interpreted as good category, the median was 62.7, and the mode was 68.48 . Then, the calculation of how to get them, it can be seen in appendix V11. To make it clearer, the writer computed of the frequency distribution of the students' score in pronunciation mastery which can be applied as follows:

**Table 5**  
**The Frequency distribution of Students' Score in Pronunciation Mastery**  
**at Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat**

| No.          | Interval class | Mid Point | Frequency | Frequency Cumulative | Percentages |
|--------------|----------------|-----------|-----------|----------------------|-------------|
| 1            | 50 – 55        | 52.5      | 2         | 2                    | 5.55%       |
| 2            | 56 – 61        | 58.5      | 2         | 4                    | 5.55%       |
| 3            | 62- 67         | 64.5      | 2         | 6                    | 5.55%       |
| 4            | 68 – 73        | 76.5      | 14        | 20                   | 38.88%      |
| 5            | 74-79          | 76.5      | 10        | 30                   | 27.77%      |
| 6-           | 79 – 85        | 82.5      | 6         | 36                   | 16.66%      |
| <b>Total</b> |                |           | 36        | -                    | 100%        |

In order to make the description of the data of students' achievement in teaching Pronunciation mastery at Mts Daarul Muhsinin Janji Manahan Kawat Labuhanbatu was more complete, the writer presents the below histogram:

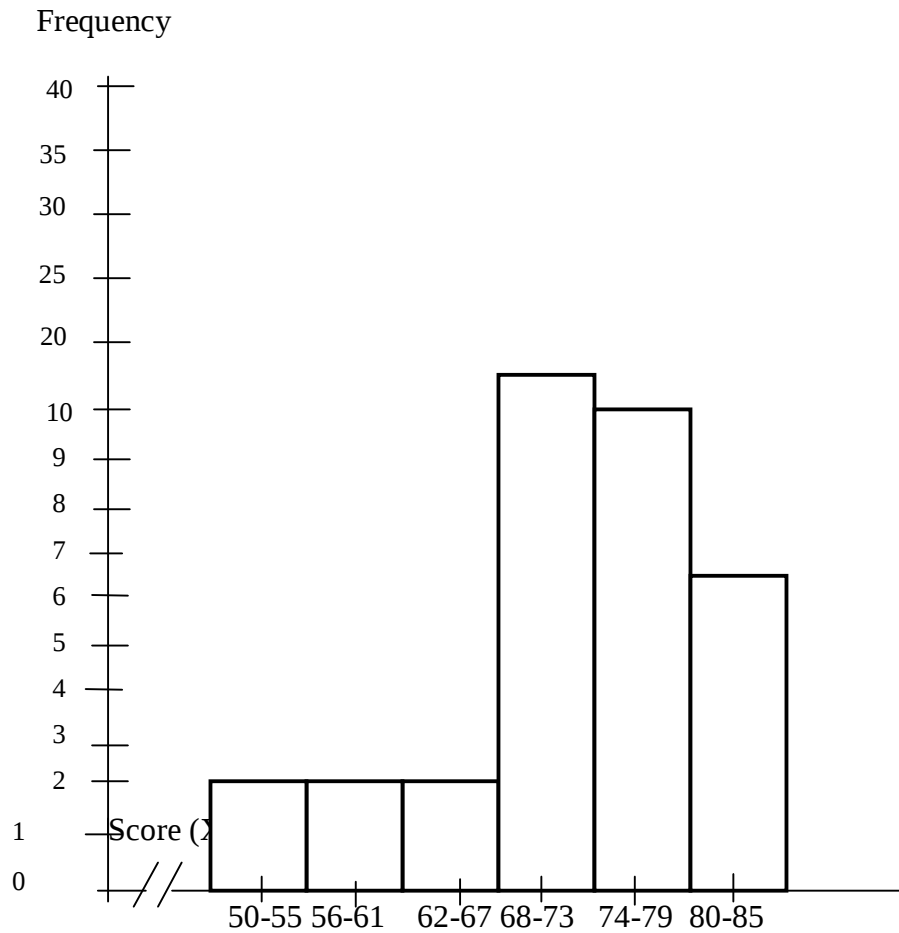


Figure 1: The Histogram of Pronunciation Mastery at Mts Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

By looking the above histogram, it can be said that the curve was normal.

The degree of students' achievement in Pronunciation Mastery was highest at the middle position.

## 2. The Result of Speaking Ability

In this part, Speaking Ability or the Y variable should calculate too.

Mean, median and mode are also calculated here. Actually, the highest score

that was 90 and the lowest one was 49. So, the specification calculation was described in the below table:

**Table 6**  
**The Score of Mean, Median and Mode of Speakingability at Grade VIII**  
**Mts Daarul Muhsinin Janji Manahan Kawat**

| No | Category | Score  |
|----|----------|--------|
| 1  | Mean     | 72.22  |
| 2  | Median   | 62.502 |
| 3  | Mode     | 68.277 |

Based on the above table, it shows that mean was 72.22 and it was interpreted as good category, the median was 62.502, and the mode was 68.277. Then, the calculation of how to get them, it can be seen in appendix V111. To make it clearer, the writer computed of the frequency distribution of the students' score in speaking ability which can be applied as follows:

**Table 7**  
**The Frequency distribution of Students' Score in Speaking Ability**  
**at Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat**

| No. | Interval Class | Mid Point | Frequency | Cumulative frequency | Percentages |
|-----|----------------|-----------|-----------|----------------------|-------------|
| 1   | 49 – 54        | 51.5      | 2         | 2                    | 5.55%       |
| 2   | 55 – 60        | 57.5      | 1         | 3                    | 2.77%       |
| 3   | 61– 66         | 63.5      | 21        | 24                   | 58.33%      |
| 4   | 67– 72         | 69.5      | 7         | 31                   | 19.44%      |
| 5   | 73 – 78        | 75.5      | 1         | 32                   | 2.77%       |
| 6   | 79– 84         | 81.5      | 2         | 34                   | 5.55%       |
| 7   | 85- 90         | 87.5      | 2         | 36                   | 5.55%       |
|     | <b>Total</b>   |           | 36        | -                    | 100%        |

Based on table of frequency distribution above, it can be drawn at histogram as below:

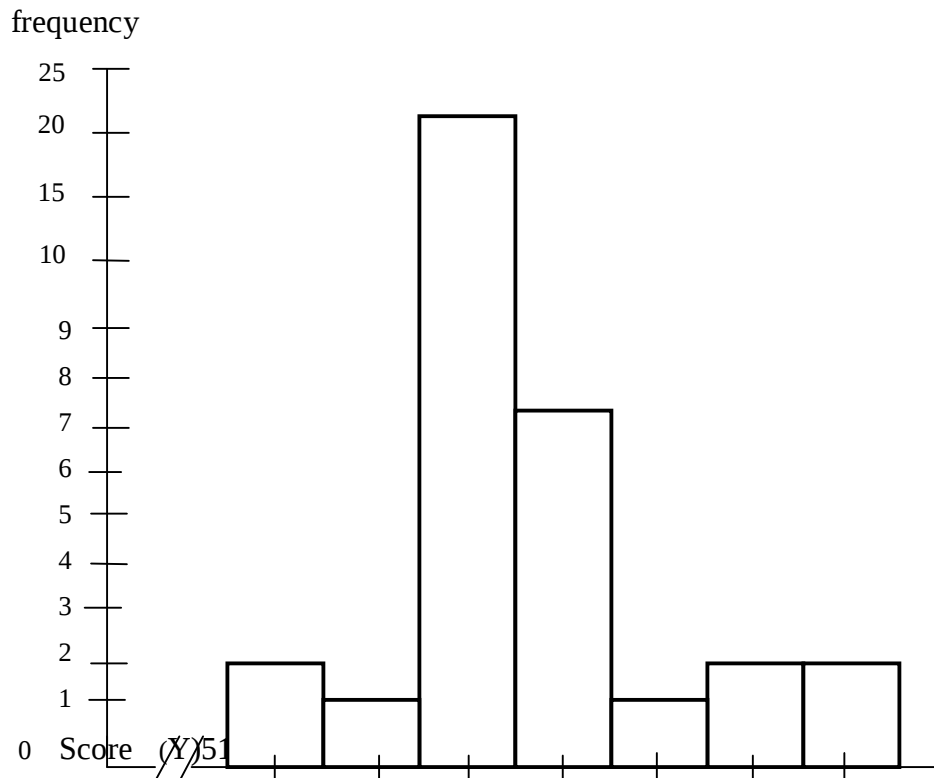


Figure 2: The Histogram of Speaking Ability at Mts Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

By looking the above histogram, it can be said that the curve was normal. The degree of students' achievement in Speaking Ability was highest at the middle position.

### B. Hypothesis Testing

After collecting the data, this research was going to test the hypothesis. To prove the hypothesis, the research uses "r" Product Moment Correlation Formula by Pearson. This technique was used to see the correlation between

Pronunciation mastery and Speaking Ability at Mts Daarul Muhsinin Janji Manahan Kawat Labuhan Batu. There are some steps that have to be done to get the score of Product Moment Correlation as follows:

- a. Making the work table contain both variables
- b. Making the index correlation product moment between X variable and Y variable
- c. Giving interruption r count and getting the conclusion.

Below was the application of the above steps:

**Table8**  
**The Calculation of Correlation between Pronunciation Mastery and**  
**Speaking Ability at Grade VIII Mts Daarul Muhsinin**  
**Janji Manahan Kawat**

| No | X  | Y  | X <sup>2</sup> | Y <sup>2</sup> | XY   |
|----|----|----|----------------|----------------|------|
| 1  | 85 | 90 | 7225           | 8100           | 7650 |
| 2  | 70 | 85 | 4900           | 7225           | 5950 |
| 3  | 70 | 80 | 4900           | 6400           | 5600 |
| 4  | 75 | 65 | 5625           | 4225           | 4875 |
| 5  | 75 | 75 | 5625           | 5625           | 5625 |
| 6  | 70 | 75 | 4900           | 5625           | 5250 |
| 7  | 70 | 70 | 4900           | 4900           | 4900 |
| 8  | 50 | 65 | 2500           | 4225           | 3250 |
| 9  | 55 | 70 | 3025           | 4900           | 3850 |
| 10 | 80 | 60 | 6400           | 3600           | 4800 |
| 11 | 80 | 65 | 6400           | 4225           | 5200 |
| 12 | 80 | 50 | 6400           | 2500           | 4000 |
| 13 | 75 | 55 | 5625           | 3025           | 4125 |
| 14 | 70 | 70 | 4900           | 4900           | 4900 |
| 15 | 75 | 70 | 5625           | 4900           | 5250 |
| 16 | 75 | 75 | 5625           | 5625           | 5625 |
| 17 | 75 | 75 | 5625           | 5625           | 5625 |
| 18 | 70 | 70 | 4900           | 4900           | 4900 |
| 19 | 70 | 70 | 4900           | 4900           | 4900 |

|            |              |               |               |               |               |
|------------|--------------|---------------|---------------|---------------|---------------|
| 20         | 70           | 70            | 4900          | 4900          | 4900          |
| 21         | 65           | 75            | 4225          | 5625          | 4875          |
| 22         | 70           | 70            | 4225          | 5625          | 4875          |
| 23         | 75           | 70            | 5625          | 5625          | 5625          |
| 24         | 75           | 70            | 5625          | 4900          | 5250          |
| 25         | 80           | 65            | 6400          | 4225          | 5200          |
| 26         | 85           | 70            | 7225          | 4900          | 5950          |
| 27         | 65           | 70            | 4225          | 4900          | 4550          |
| 28         | 70           | 65            | 4900          | 4225          | 4550          |
| 29         | 70           | 70            | 4900          | 4900          | 4900          |
| 30         | 70           | 70            | 4900          | 4900          | 4900          |
| 31         | 75           | 70            | 5625          | 4900          | 5250          |
| 32         | 75           | 70            | 5625          | 4900          | 5250          |
| 33         | 70           | 70            | 4900          | 4900          | 4900          |
| 34         | 65           | 75            | 4225          | 5625          | 4875          |
| 35         | 70           | 75            | 4900          | 5625          | 5250          |
| 36         | 70           | 65            | 4900          | 4225          | 4550          |
| <b>Sum</b> | <b>2650</b>  | <b>2600</b>   | <b>186050</b> | <b>182725</b> | <b>187500</b> |
| <b>M</b>   | <b>73.61</b> | <b>72.22</b>  |               |               |               |
| <b>Med</b> | <b>62.52</b> | <b>62.334</b> |               |               |               |
| <b>Mo</b>  | <b>68.48</b> | <b>68.277</b> |               |               |               |

The data of simple sentence mastery and the ability to write discussion text as tabulated above then calculated by using an 'r'ProductMoment formulation. Where, from the data above, it can be seen that  $\sum X=2650$   $\sum Y=2600$ ,  $\sum X^2=186050$ ,  $\sum Y^2=182725$   $\sum XY=187500$ ,  $N=36$ .

$$\begin{aligned}
 r_{xy} &= \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X)^2\} \{N \sum Y^2 - (\sum Y)^2\}}} \\
 &= \frac{36.187500 - (2650)(2600)}{\sqrt{\{36.186050 - (2650)^2\} \{36.182725 - (2600)^2\}}} \\
 &= \frac{6750000 - (6890000)}{\sqrt{\{6697800 - (7022500)\} \{6578100 - (6760000)\}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{-140000}{\sqrt{(-324700)(-181900)}} \\
&= \frac{-140000}{\sqrt{(5.90629310)}} \\
&= \frac{-140000}{\sqrt{(243028.6609)}} \\
&= 0.576
\end{aligned}$$

From the calculation above, it can be seen that the value of  $r_{xy}$  was 0.576. Where the sample of this research was 36 and the total of variable are 2, so  $df (N-2) = (36 - 2) = 34$ . And the score of  $r_{table}$  at 5% significant level was 0.339. Because the value of  $r_{xy}$  was greater than  $r_{table}$  so the hypothesis of the research was accepted  $r_{counted} > r_{table}$  ( $0.576 > 0.339$ ) which means there was a significant correlation between pronunciation mastery and speaking ability at MtsS Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

Then, to know the categorize how far the correlation between pronunciation mastery and speaking ability, it would be interpreted from the table below:

**Table 9**  
**The Criteria Score of Coefficient Effect of Interpretation<sup>1</sup>**

---

<sup>1</sup>Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, (Bandung: Remaja Rosdakarya, 2000), p. 81.

| No | Class of Score | Predicate |
|----|----------------|-----------|
| 1  | 80–100         | Very Good |
| 2  | 70–79          | Good      |
| 3  | 60–69          | Enough    |
| 4  | 50– 59         | Bad       |
| 5  | 0–49           | Fail      |

From the above table, it was known that pronunciation mastery was good, it was seen from the score of its mean was 73.61 and so does speaking ability which the score was 72.22.

### C. Discussion

Based on the calculation and some explanations above, it was known that the students' pronunciation mastering and speaking ability were good enough. Moreover, the students skill was good. So, from the calculation above, the writer appropriated that the result of this research said that there was a significant correlation between pronunciation mastery and speaking ability. Both of variables had familiar material for the students to learn. So, they did not feel so difficult in answering the given exercises.

So far, this research was not so different with the theory in related findings. It conclude that pronunciation mastery had significant correlation to speaking ability. For supporting that, it was proved by hypothesis of the mastery had the significant correlation to speaking ability at Grade VIII Mts Daarul Muhsinin Janji Manahan Kawat.

#### **D. Threats of the Research**

in this research, the researcher believed that there were many threats to the researcher. It started from the title until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis and feels that research was still far from perfect. This research still limited. There were many mistakes and weakness. Mistake and weakness were caused by limitation of the writer time, the original answers of the students. On doing the test, there were the weakness of time, because the student had activities, when they answered the test; they less concentrate test, increase of many task to fulfill for examination ahead and also there were many weakness of the researcher that have not been known. The writer cannot control the seriousness of the students in answering the test if they are seriously in answering the test or not.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

Based on the data analysis that was described in the previous chapter, the writer concluded as follows:

1. The score category of pronunciation mastery at Mts Daarul Muhsinin Janji Manahan Kawat Labuhan Batu is “good”. It is shown through the mean or average score of the students calculately 73.61.
2. The score category of Speaking Ability at Mts Daarul Muhsinin Janji Manahan Kawat Labuhan Batu. is “good”. It is shown that the mean or average score of the students calculately 72.22.
3. Based on the calculation above, it explains that  $r_{xy}$  calculation is 0.576 if the index correlation compare with the value in the “r” table, so it can be seen that t significances value 5% with (dk)  $36 - 2 = 34$  got the score 0.339. So, it can be known that  $r$  calculation is  $0.576 > 0.339$ . It means that the hypothesis is accepted or there is a positive correlation between pronunciation mastery and speaking ability at Mts Daarul Muhsinin Janji Manahan Kawat Labuhan batu.

## **B. Suggestions**

Based on the conclusions which have been presented previously, the writer would like to present some suggestions as follow:

1. For the English teachers'in teaching English especially in teaching speaking English suggested to choose the suitable teaching method.
2. For the head master of the school in motivated the English teachers in teaching English to use good pronunciation in learning process correctly.
3. For the reader the uses and the aims of pronunciation mastery in teaching English especially in speaking ability.

## REFERENCES

- Admin, *Understanding Types of Text*, (<http://www.yahoo.com>), accessed on 29 may 2009.
- Anas Sudijono, *Pengantar Statistik Pendidikan*, (Jakarta: PT. Raja Grafindo Persada, 2008).
- Batubara, Fatwa Melvi, the correlation between the parts of speech mastery and the simple sentence mastery to the grade XI of SMK Negeri 1 Padangsidempuan in 2008-2009 academic year. (Unpublished Thesis). (Padangsidempuan: UMTS, 2009).
- Butt, David, *Using Functional Grammar*, (An Explorer's Guide: National Center for English Teaching and Research: Macquarie University), 2000.
- Gay, L. R. and Peter Airasian. *Educational Research*, New Jersey: Prentice Hall, 2000.
- Gerot, Linda and Peter Wignell, *Making Sense of Functional Grammar*, Australia : Gerd Stabler, 1994.
- Killen, Roy, *Effective Teaching Strategies*, second edision, Australia: Social science Press, 1998.
- Muhibbin Syah, *Psikologi Pendidikan Dengan Pendekatan Baru*, Bandung: Remaja Rosda Karya, 2000.
- Munoz, Mary Ellen Page, *TOEFL Preparation Guide* , (Delhi: Nice Printing Press, 2008).
- Murthy, Jayanthi Dakhsina, *Contemporary English Grammar* (New Delhi: Shivem Printers, 2003).
- Otong Setiawan Djuharie, *Genre*, Bandung : Yrama Widya, 2007.
- Pardiyono, *Pasti Bisa Teaching Genre Based Speaking*, (Yogyakarta: Andi Offset, 2007).

Rizkiah, The Correlation Between Simple Present Tense Mastery and Understanding Discussion Text a Study Grade XII Student of SMK Muhammadiyah 13 Panyabungan in 2009/2010 Academic Year (Unpublished Script), Padangsidempuan: FKIP STKIP, 2010.

Siti Jamilah, 2008. English in Indonesian Primary School. *Primary School bagian KURIKULUM/ CURRICULUM*, (Online), (<http://re-searhengine.com/siti.html>), accessed on December 1, 2011).

Suharsimi Arikunto, *Manajemen Penelitian* (Jakarta: Rineka Cipta, 2009).

\_\_\_\_\_. *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta: Rineka Cipta, 1997).

University Oxford, *Oxford Learner's Pocket Dictionary*, Oxford University, 2009.

Windy Novia, *Essential English Grammar*, (Jakarta: Wipress, 2009),

Wren and Martin. *High School English Grammar & Composition*, (NP: Prasada Rao, 1990).

Yusuf Ali, Abdullah, *The Meaning of the Holy Qur'an in English Language*, Al-Alami Publications: Beirut, 2001.

Zandvoort, R.W. and J.A. Van Ek., *A Handbook of English Grammar*, Singapore: Singapore Offset Printing, 1980.

## **Appendix I**

“ The pronounce the following words about short vowel”

1. Listen
2. Way
3. Sister
4. Ring
5. Name
6. Fresh
7. Face
8. Where
9. Bear
10. Have
11. Bag
12. Stop
13. Book
14. Put
15. Old
16. Open
17. Close
18. Nose
19. Love
20. bus
21. Cup
22. Brother
23. Come
24. Cut
25. hung

## **Appendix II.**

“ Pronounnce the following words about long vowel”

1. nice
2. meet
3. deep
4. the
5. clean
6. star
7. afternoon
8. heart
9. class
10. art
11. born
12. Hobby
13. What
14. Door
15. Call
16. School
17. You
18. Music
19. Cook
20. Moon
21. Blue
22. Roof
23. Your
24. Girls
25. Birth

### Appendix III

#### The Calculation of Mean, Median and Mode of Pronunciation Mastery

$$\begin{aligned} 1. \text{ Range (R)} &= 85 - 50 = 15 \\ \text{Interval} &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 36 \\ &= 1 + 3.3 (1.556) \\ &= 1 + 5.135 \\ &= 6.135 \longrightarrow 6 \\ \text{Class} &= \frac{35}{6} 5.8 \longrightarrow 6 \end{aligned}$$

#### 2. Mean of X Variable

$$\begin{aligned} M_x &= \frac{\sum Y}{N} \\ &= \frac{2650}{36} \\ &= 73.61 \end{aligned}$$

#### 3. Median of X Variable

$$\begin{aligned} Me &= b - \left[ \frac{\frac{1}{2}N - F}{fk} \right] p \\ &= 67.5 - \left[ \frac{1/236 - 6}{15} \right] 6 \\ &= 67.5 - \left[ \frac{12.5}{15} \right] 6 \\ &= 67.5 - (0.8) 6 \\ &= 67.5 - 4.8 \\ &= 62. \end{aligned}$$

#### 4. Mode of X Variable

$$M_o = b + p \left( \frac{b_1}{b_1 + b_2} \right) = 67.5 + 6 \left[ \frac{21}{2 + 10} \right]$$

$$= 67.5 + 6 \frac{21}{12}$$

$$= 67.5 + 6 (0.16)$$

$$= 67.5 + 0.96 = 68.48$$

### Appendix III

“The key Answer of short vowel”

1. [ 'lɪsn]
2. [ weɪ]
3. [ 'sɪstɪ]
4. [ rɪn]
5. [ neɪm]
6. [ freɪs]
7. [ feɪs]
8. [ wɪt]
9. [ bɪt]
10. [ hɪv]
11. [bɪg]
12. [ stɪp]
13. [ buk]
14. [ put]
15. [ ʊld]
16. [ 'ʊpɪn]
17. [ klɪuz]
18. [ nɪuz]
19. [ lɪv]
20. [ bɪs]
21. [ kɪp]
22. [ 'brɒðɪ]
23. [ kɪm]
24. [ kɪt]
25. [ hɪn]

## Appendix IV

“ The key Answer of long vowel”

1. [ ni:s]
2. [ mi:t]
3. [ di:p]
4. [ kli:n]
5. [ ði:]
6. [ stɑ:]
7. [ ɑ:t □ 'nu:n]
8. [ hɑ:t ]
9. [ klɑ:s ]
10. [ ɑ:t ]
11. [ b □ :n ]
12. [ 'h □ bi ]
13. [ hw □ t ]
14. [ d □ : ]
15. [ k □ :l ]
16. [ sku:l ]
17. [ ju:]
18. [ 'mju:zik ]
19. [ku:k ]
20. [ mu:n ]
21. [ blu:]
22. [ ru:f ]
23. [ j □ :r ]
24. [ g □ :l ]
25. [ b □ :θ ]

## Appendix IV

### The Calculation of Mean, Median and Mode of Speaking Ability

$$\begin{aligned} 1. \text{ Range (R)} &= 90 - 45 = 41 \\ &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 36 \\ &= 1 + 3.3 (1.55) \\ &= 1 + 5.115 \\ &= 6.116 \longrightarrow 6 \\ \text{Class} &= \frac{41}{6} = 6.83 \longrightarrow 6 \end{aligned}$$

2. Mean of Y variable or My

$$\begin{aligned} \text{My} &= \frac{\sum X}{N} \\ &= \frac{6485}{88} \\ &= 73.6 \end{aligned}$$

3. Median of Y variable

$$\begin{aligned} \text{Me} &= b - \left[ \frac{\frac{1}{2} N - F}{fk} \right] p \\ &= 67.5 - \left[ \frac{\frac{1}{2} 2.36 - 3}{21} \right] 7 \\ &= 67.5 - \left[ \frac{18 - 3}{21} \right] 7 \\ &= 67.5 - (0.714) 7 \\ &= 67.5 - 4.998 \\ &= 62.502 \end{aligned}$$

4. Mode of Y variable

$$\begin{aligned}
 Mo &= b + p \left( \frac{b_1}{b_1 + b_2} \right) \\
 &= 67.5 + 7 \left[ \frac{1}{1+8} \right] \\
 &= 67.5 + 7 ( 0.1) \\
 &= 67.5 + 0.77 \\
 &= 68.277
 \end{aligned}$$

## APPENDIX V

**Nama:**

**Class:**

“ Instrument of Speaking Ability “

Conversation

A: Hello

B: Hello

A: Good morning?

B: Good morning A

A: What is your name?

B: My name is A

A: Where were you born?

B: I born in Medan

A: By the way, do you have brother and sister?

B: Yes, I have brother and sister

A: How many brother and sister?

B: I have two brothers and one sister.

A: Where do you live?

B: I live in Medan

A : What is your job?

B: I am a student

A: What is your hobby?

B: My hobby is listening to the music

A: Nice to meet you

B: Nice to meet you too

## Appendix VIII

### The Calculation of Correlation between Pronunciation Mastery and Speaking Ability at MTs Daarul Muhsinin Janji Manahan Kawat Labuhanbatu.

| No. | Initial | X  | Y  | X <sup>2</sup> | Y <sup>2</sup> | XY   |
|-----|---------|----|----|----------------|----------------|------|
| 1.  | DH      | 85 | 90 | 7225           | 8100           | 7650 |
| 2.  | DF      | 70 | 85 | 4900           | 7225           | 5950 |
| 3.  | EW      | 70 | 80 | 4900           | 6400           | 5600 |
| 4.  | IF      | 75 | 65 | 5625           | 4225           | 4875 |
| 5.  | JA      | 75 | 75 | 5625           | 5625           | 5250 |
| 6.  | KM      | 70 | 75 | 4900           | 5625           | 3575 |
| 7.  | MB      | 70 | 70 | 4900           | 4900           | 4900 |
| 8.  | NS      | 50 | 65 | 2500           | 4225           | 3250 |
| 9.  | MA      | 55 | 70 | 3025           | 4900           | 3850 |
| 10. | RB      | 80 | 60 | 6400           | 2600           | 4800 |
| 11. | ST      | 80 | 65 | 6400           | 4225           | 5200 |
| 12. | RS      | 80 | 50 | 6400           | 2500           | 4000 |
| 13. | RJ      | 75 | 55 | 5625           | 3025           | 4125 |
| 14. | RS      | 70 | 70 | 4900           | 4900           | 4900 |
| 15. | KP      | 75 | 70 | 5625           | 4900           | 5625 |
| 16. | RS      | 75 | 75 | 5625           | 4900           | 5250 |
| 17. | NL      | 75 | 75 | 5625           | 5625           | 5625 |
| 18. | DS      | 70 | 80 | 4900           | 6400           | 5600 |
| 19. | DF      | 70 | 70 | 4900           | 4900           | 4900 |
| 20. | GH      | 70 | 70 | 4900           | 4900           | 4900 |
| 21. | IY      | 70 | 70 | 5625           | 5625           | 5625 |
| 22. | LH      | 75 | 70 | 5625           | 4900           | 4875 |
| 23. | MA      | 75 | 70 | 5625           | 4900           | 5250 |
| 24. | MD      | 75 | 55 | 5625           | 4900           | 5250 |
| 25. | AY      | 80 | 65 | 6400           | 4225           | 5200 |
| 26. | AZ      | 85 | 70 | 7225           | 4900           | 5950 |
| 27. | BA      | 65 | 70 | 4225           | 4900           | 4550 |
| 28. | KM      | 70 | 65 | 4900           | 4225           | 4550 |
| 29. | MZ      | 70 | 70 | 4900           | 4900           | 4900 |

|            |    |              |               |               |               |               |
|------------|----|--------------|---------------|---------------|---------------|---------------|
| 30.        | RM | 70           | 70            | 4900          | 4900          | 4990          |
| 31.        | SA | 75           | 70            | 5625          | 4900          | 5250          |
| 32.        | SZ | 75           | 70            | 5625          | 4900          | 5250          |
| 33.        | BA | 70           | 70            | 4900          | 4900          | 4900          |
| 34.        | FS | 65           | 75            | 4225          | 5625          | 5250          |
| 35.        | FM | 70           | 75            | 4900          | 5625          | 4875          |
| 36.        | NI | 70           | 65            | 4900          | 4225          | 5250          |
| <b>Sum</b> |    | <b>2650</b>  | <b>2600</b>   | <b>186050</b> | <b>182725</b> | <b>187500</b> |
| <b>M</b>   |    | <b>73.61</b> | <b>72.22</b>  |               |               |               |
| <b>Med</b> |    | <b>62.7</b>  | <b>62.502</b> |               |               |               |
| <b>Mo</b>  |    | <b>68.48</b> | <b>68.277</b> |               |               |               |

## Appendix VII

### The Calculation of Mean, Median and Mode of Speaking Ability

$$\begin{aligned} 5. \text{ Range (R)} &= 90 - 45 = 41 \\ &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 36 \\ &= 1 + 3.3 (1.55) \\ &= 1 + 5.115 \\ &= 6.116 \longrightarrow 6 \\ \text{Class} &= \frac{41}{6} = 6.83 \longrightarrow 6 \end{aligned}$$

6. Mean of Y variable or My

$$\begin{aligned} \text{My} &= \frac{\sum X}{N} \\ &= \frac{2600}{36} = 72.22 \end{aligned}$$

7. Median of Y variable

$$\begin{aligned} \text{Me} &= b - \left[ \frac{\frac{1}{2}N - F}{fk} \right] p \\ &= 67.5 - \left[ \frac{\frac{1}{2}2.36 - 3}{21} \right] 7 \\ &= 67.5 - \left[ \frac{18 - 3}{21} \right] 7 \\ &= 67.5 - (0.714) 7 \\ &= 67.5 - 4.998 \\ &= 62.502 \end{aligned}$$

8. Mode of Y variable

$$\text{Mo} = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$= 67.5 + 7 \left[ \frac{1}{1+8} \right]$$

$$= 67.5 + 7 ( 0.1)$$

$$= 67.5 + 0.77$$

$$= 68.277$$

## Appendix VI

### The Calculation of Mean, Median and Mode of Pronunciation Mastery

$$\begin{aligned} 5. \text{ Range (R)} &= 85 - 50 = 15 \\ \text{Interval} &= 1 + 3.3 \log N \\ &= 1 + 3.3 \log 36 \\ &= 1 + 3.3 (1.556) \\ &= 1 + 5.135 \\ &= 6.135 \longrightarrow 6 \\ \text{Class} &= \frac{35}{6} 5.8 \longrightarrow 6 \end{aligned}$$

#### 6. Mean of X Variable

$$\begin{aligned} M_x &= \frac{\sum Y}{N} \\ &= \frac{2650}{36} \\ &= 73.61 \end{aligned}$$

#### 7. Median of X Variable

$$\begin{aligned} Me &= b - \left[ \frac{\frac{1}{2}N - F}{fk} \right] p \\ &= 67.5 - \left[ \frac{1/236 - 6}{15} \right] 6 \\ &= 67.5 - \left[ \frac{12.5}{15} \right] 6 \\ &= 67.5 - (0.8) 6 \\ &= 67.5 - 4.8 \\ &= 62. \end{aligned}$$

8. Mode of X Variable

$$Mo = b + p \left( \frac{b_1}{b_1 + b_2} \right)$$

$$= 67.5 + 6 \left[ \frac{21}{2 + 10} \right]$$

$$= 67.5 + 6 \frac{21}{12}$$

$$= 67.5 + 6 (0.16)$$

$$= 67.5 + 0.96 = 68.48$$

## Appendix VIII

**Table**

### Product Moment

| N  | Taraf Significant |       | N  | Taraf Significant |       | N   | Taraf Significant |       |
|----|-------------------|-------|----|-------------------|-------|-----|-------------------|-------|
|    | 5%                | 1%    |    | 5%                | 1%    |     | 5%                | 1%    |
| 3  | 0,997             | 0,999 | 26 | 0,388             | 0,496 | 55  | 0,266             | 0,345 |
| 4  | 0,950             | 0,990 | 27 | 0,381             | 0,487 | 60  | 0,254             | 0,330 |
| 5  | 0,878             | 0,959 | 28 | 0,374             | 0,478 | 65  | 0,244             | 0,317 |
|    |                   |       | 29 | 0,367             | 0,470 | 70  | 0,235             | 0,306 |
|    |                   |       | 30 | 0,361             | 0,463 | 75  | 0,227             | 0,296 |
| 6  | 0,811             | 0,917 | 31 | 0,355             | 0,456 | 80  | 0,220             | 0,286 |
| 7  | 0,754             | 0,874 | 32 | 0,349             | 0,449 | 85  | 0,213             | 0,278 |
| 8  | 0,707             | 0,834 | 33 | 0,344             | 0,442 | 90  | 0,207             | 0,270 |
| 9  | 0,666             | 0,798 | 34 | 0,339             | 0,436 | 96  | 0,202             | 0,263 |
| 10 | 0,632             | 0,765 | 35 | 0,334             | 0,430 | 100 | 0,195             | 0,256 |
| 11 | 0,602             | 0,735 | 36 | 0,329             | 0,424 | 125 | 0,176             | 0,230 |
| 12 | 0,576             | 0,708 | 37 | 0,325             | 0,418 | 150 | 0,159             | 0,210 |
| 13 | 0,553             | 0,684 | 38 | 0,320             | 0,413 | 175 | 0,148             | 0,194 |
| 14 | 0,532             | 0,661 | 39 | 0,316             | 0,408 | 200 | 0,138             | 0,181 |

|    |       |       |    |       |       |      |       |       |
|----|-------|-------|----|-------|-------|------|-------|-------|
| 15 | 0,514 | 0,641 | 40 | 0,312 | 0,403 | 300  | 0,113 | 0,148 |
| 16 | 0,497 | 0,623 | 41 | 0,308 | 0,398 | 400  | 0,098 | 0,128 |
| 17 | 0,482 | 0,606 | 42 | 0,304 | 0,393 | 500  | 0,088 | 0,115 |
| 18 | 0,468 | 0,592 | 43 | 0,301 | 0,389 |      |       |       |
| 19 | 0,456 | 0,575 | 44 | 0,297 | 0,384 | 600  | 0,080 | 0,105 |
| 20 | 0,444 | 0,561 | 45 | 0,294 | 0,380 | 700  | 0,074 | 0,097 |
| 21 | 0,433 | 0,549 | 46 | 0,291 | 0,376 | 800  | 0,070 | 0,091 |
| 22 | 0,423 | 0,537 | 47 | 0,288 | 0,372 |      |       |       |
| 23 | 0,413 | 0,526 | 48 | 0,284 | 0,368 | 900  | 0,065 | 0,086 |
| 24 | 0,404 | 0,515 | 49 | 0,281 | 0,364 |      |       |       |
| 25 | 0,396 | 0,505 | 50 | 0,279 | 0,361 | 1000 | 0,062 | 0,081 |