



A CORRELATION STUDY BETWEEN LISTENING AND PRONUNCIATION SKILLS OF EFL LEARNERS

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Abstract

This research aimed in finding out the correlation between students' scores in listening and pronunciation tests, the degree of the correlation, and the contribution of listening towards pronunciation and vice versa. It is a correlational study to find out the correlation between listening and pronunciation and chose 25 students of first semester as the representative subjects in conducting this research. The result shows that there is correlation between listening and pronunciation skills, which are shown by the index of correlation, that are 0,008 and 0,031 as the results of both tests given. These results are classified as slight correlation. So, there is no significant contribution for both variables.

Abstrak

Penelitian ini bertujuan untuk mengetahui korelasi antara skor siswa dalam tes mendengarkan dan pengucapan, tingkat korelasi, dan kontribusi mendengarkan terhadap pengucapan dan sebaliknya. Penulis menggunakan studi korelasi untuk mengetahui korelasi antara mendengarkan dan pengucapan dan memilih 25 siswa semester pertama sebagai subjek yang representatif dalam melakukan penelitian ini. Penulis menemukan bahwa terdapat korelasi antara keterampilan mendengarkan dan pengucapan, yang ditunjukkan oleh indeks korelasi, yaitu 0,008 dan 0,031 sebagai hasil dari kedua tes yang diberikan. Hasil ini diklasifikasikan sebagai sedikit korelasi. Jadi, tidak ada kontribusi yang signifikan untuk kedua variabel tersebut.

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INTRODUCTION

As human beings, people are created more perfect and unique than other creatures. Human beings also are said as unique and perfect creatures because only human beings that blessed with language acquisition devices that are used to communicate with each other to express ideas, feelings, and desires. Indeed, linguists asserted that when people study or talk about language, means they study or talk about what some people call as human essence and the distinctive qualities of mind that unique to man. English as a language which widely spoken in the world. In the middle of 20th century, English has been widely propagated around the world then becoming the leading language of international discourse and the lingua franca in many countries in the world, including Indonesia. That's why English is taught at schools in this world, including Indonesia, because of its role as the international language.

Universities as educational institutions in Kupang, East Nusa Tenggara province, also gives chance to its students to study English as the international language. Students learn this language as a compulsory subject which should be programmed by all students during a semester or school year. Besides that, these universities provide a study program for those who want to study English specifically. The study program is known as English Education Study Program, in which the students who choose this study program are learning about every part and field of English. Students are focused on studying English, such as the grammar, vocabulary, pronunciation and the four basic skills of English i.e. listening, speaking, reading, and writing.

Listening in language learning itself means an active, purposeful process of making sense of what is heard. It is a language skill which categorized as a receptive skill (as same as reading) so it requires a person to receive and understand incoming information (Hancock, 2012; Benu, 2018). That is why listening is taught before teaching other language skills of English. While pronunciation is defined as the way sounds are perceived by the hearer (the hearer

performs or says what he/she hears) (Martínez-Flor & Usó-Juan, 2006). Listening can be a good way to preview a speaking activity and speaking, in turn, can be useful to expand on what the learners have listened to.

Speaking of learning English, university students will also acquire pronunciation, notably in English Education Studi Program. As is common knowledge, proper pronunciation is one of the key elements that can help you communicate with others. When words are pronounced correctly, it makes it simpler for other people to grasp what they mean, but when words are pronounced wrong, their meaning might even shift or disappear entirely. More than just "listen and repeat," pronunciation also involves using language abilities (speaking and listening). Speaking and listening are crucial components of interpersonal communication (Dewi, et.al., 2020).

From the statements above, it is clear that listening and pronunciation are two skills that are related to each other in English teaching and learning. Hancock (2012) stated that Pronunciation as a Listening Skills. Celce-Murcia, et.al. (1996:8) suggested that language learners to listen and imitate the target language when they want to learn that language. Based on the statement, a hypothesis can be formulated that there is a correlation between listening and PRONUNCIATION. This study is aimed at finding out the correlation between students' scores in listening and pronunciation tests, the degree of the correlation, and the contribution of listening towards pronunciation and vice versa.

LITERATURE REVIEW

Many studies have been done related to the topic of correlation between the listening skill and pronunciation. Those studies are applied to different level of English learners but the result are the same except their number of correlation coefficient. The studies revealed that there is a correlation between listening skill and pronunciation ability (Shimamune & Smith, 1995; Pribadi, 2013; Khasanah, 2015; Apridayanti, 2021; Upa, et.al., 2021; Sari, 2021; Lestari, 2022).

It has stated in the background of teaching listening and teaching pronunciation above that, generally, the learners of a target language (English language) have to have listening activities first as the guide for them to imitate or perform what they heard as a process of learning a language. It is assumed that listening and pronunciation should be ran together in a process of learning a language in order to help the learners to be able to imitate or perform the target language that they heard similarly as the native one so that the meaning of the produced language is not change or different as what it is.

Listening and performance are correlating each other in order to help the learners of the target language be able to produce or be able to perform the target language as fast as possible. Celce-Murcia, et.al. (1996:8) stated that the goal of teaching pronunciation is not to make learners sound like native speakers of English. A more modest and realistic goal is to enable learners to surpass the threshold level so that their pronunciation will not detract from their ability to communicate. One of the techniques is listening and imitating. This is a technique used in Direct Method in which students listen to a teacher-provided a model and repeat or imitate it. This technique has been enhanced by the use of tape recorders, language labs, and video recorders. An integrated learning model is needed between teaching and learning activities and the assessment used where in the assessment there must be effective feedback, both in terms of results and student responsibility (Benu, et.al., 2022). From the theory above, the writer assumes that listening and pronunciation are two studying activities that correlate each other in learning a language or even in improving the language learners' pronunciation (Kelly, 2006).

The Degree of Correlation

It is about the numbers that shows how strong or weak the correlation is, more or less sequence of correlation between the students' scores on listening and pronunciation. In order to know the population of the other variables, the writer has to square their correlation coefficient.

This square of correlation is called a coefficient of determination. Based on the great of correlation, the writer would like to classify the extent of correlation coefficients for different levels of significance by using the table as follows:

Table 1 : The Degree of Correlation

Number of Students (N)	Value of Coefficient Correlation (r)	Interpretation of r Value
	0,190 – less	Slight correlation; Relationship is so small
	0,191 – 0,349	Weak correlation
	0,351 – 0,491	Moderate correlation
	0,500 – 0,553	High correlation
	0,565 – 1.000	Very high correlation

The Contribution of Listening towards Pronunciation

As has stated so far that listening and pronunciation are two basic skills which should run together in learning a language such as English, so, the writer assumes that there should be any contribution between both of these skills. Studies shows that each activity of listening is followed by a speaking activity (performance). Further, he also states that although listening is a different skill than speaking (pronunciation) but they often go hand-in-hand. Listening can be a good way to preview a speaking activity and speaking, in turn, can be useful to expand on what the learners have listened to. A balance of listening and speaking activities can be important to maintain the learners' engagement of study. So, in this research, the writer measured the students listening by using 'indicating word spoken test' and 'reading aloud the text based on what the students hear' for testing the students pronunciation in order to find out the contribution of listening towards pronunciation and vice versa.

Listening Test in Language Learning

Test or evaluation is important in teaching and learning process because through this activity, the students' ability or comprehension or understanding of the materials that they learn can be measured. In this research, the writer conducted a listening test to measure their understanding or their skills in listening English language. It is also

stated that the rationale behind the construction of the earlier listening comprehension tests is to evaluate students' comprehension. The degree of comprehension depends on students' ability to discriminate phonemes, to recognize stress and intonation patterns, and to retain what they have heard. Along with face-to-face activities, teaching and learning evaluation is also conducted. The finding on evaluation is intriguing because it shows that teachers can use the teaching and learning process as reflection material to come up with appropriate and efficient teaching methods in addition to evaluating learning materials (Nenotek & Benu, 2022). The recent trend, however, shows an attempt to differentiate between tests of auditory discrimination and contextualized tests of listening comprehension. The latter takes forms of an integrated context of lectures or dialogues and sometime coupled with simulated note – taking. So, the type of test items that will be used by the writer in this research is consonant-vowel discrimination, in which, the writer provided a monologue to be used to measure the students' comprehension in listening.

Examples of consonant-vowel discrimination test:

Direction: Mark the word you hear

1. *Don't (sleep / slip) on the floor*

2. *He's gone to (back up / pack up) the car*

In this test, the writer gave 10 numbers of missing words to be indicated by the students. Every right number is scored with 1 point.

Pronunciation Test in Language Learning

Testing the ability to speak or pronounce words is a most important aspect of language learning and at the same time, it is an extremely difficult skill to be tested as well as to maintain its reliability. The problems of assessing speech reliability are even greater, because the performance or interaction as the important thing in this field, unless recorded, cannot be checked later. So far, there are some forms of test with its advantages and disadvantages that are used for testing students' performance in learning a language, such as verbal essays, oral presentations, controlled interviews, and so forth. From all forms of performance test used

to measure the student's performance in learning a language that used so far, the writer decided to use a form of performance test suggested by Celce-Murcia, et.al (1996) in which the students were asked to hear a short monologue from the tape that has been prepared, then, the students were asked to read the passage loudly as what they've heard (the passage is taken from the short monologue that they've heard). While they perform this test, the writer recorded their voices to be assessed by the native speaker of English based on the criteria that also suggested by the three linguists above, that is oral presentation evaluation forms (Murcia, et.al, 1996:357). The evaluation form can be seen in the table below:

Table 2: Aspects used for assessing students' pronunciation

No.	Aspects Criteria of Assessment	Standard of Score		
		Excellent	Good	Fair
1.	Is the speaker use appropriate stress and Intonation?	3	2	1
2.	Are vowel sounds pronounced correctly?	3	2	1
3.	Are consonant sounds pronounced correctly?	3	2	1
4.	Is the message intelligible?	3	2	1
5.	Is the speaker's voice loud enough?	3	2	1
TOTAL SCORE = -----		/ 15 points		

RESEARCH METHOD

Research Design

Method that used in this research is correlation study, in which the writer analyzed the data by utilizing statistics in which description, prediction, generalization and inferences of the obtained data would involve subjective analysis. By subjective analysis, Sileger et al (1990) in Jonathans (2002:16) meant a researcher draws interpretation of results from the collected data using a small number of mathematics calculation.

Research Subjects

The subjects for getting the data are English Department students of Artha Wacana Christian University, in which the writer chose 25 students of first semester as the representative subjects in conducting this research.

Research Instruments

The instruments that used to collect the data in this research are listening test, that is consonant – vowel discrimination, and pronunciation test, that is reading aloud the complete text that used in listening test

Research Procedures

The steps / procedures in conducting this research are as follows:

- Providing the Instruments:** In this step, the writer designed the instruments to be used in both tests, i.e. providing the passages that are two different short monologues, in which the writer omitted 10 words from each passage that used in measuring the students' skill in listening. Besides that, the writer also provided two complete passages that are the same as listening passages and used in measuring the students' skill in pronunciation.
- Conducting Listening and Pronunciation Tests:** In this step, the writer distributes the first passage which is containing 10 missing words inside to be indicated by the students. After the passage has been distributed, the writer played the cassette and the students were asked to listen to the short monologue then indicating the vocabularies given in the brackets based on what they heard, then fill the missing words. After that, the students were asked to read the text loudly to be assessed as their pronunciation test, while the writer recording their voices one by one. These activities were done twice to get two different data.
- Giving Scores to the Students' Results:** After conducting listening and pronunciation tests, the writer gave scores on the students' results to get the data. The ways to give the scores are as follows; for listening test, there are 10 numbers of missing words to be indicated

by the students. So, the score for each right number is 1 point (every right number = 1 point). While for pronunciation test the writer used three standards of scoring i.e. excellent, for those who follow the criteria of assessment that has been stated on the table above (table 2). Good, for those who follow the criteria of assessment above but they make a slight error in every criterion. While for fair, it will be given for those who do not follow the criteria.

- Collecting Data:** In this step, the writer collected all the data that has gotten to be analyzed.
- Tabulating Data:** In this step, the writer tabulated the data so that it will be easier to be analyzed
- Analyzing Data:** Pearson Product Moment Correlation formula will be used to analyze the data.

Data Analysis

After getting the data, the writer analyzed the data by using the formula that is called "Pearson Product Moment Correlation" in Amalo (2004:23), as follows:

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

$$\sqrt{\{(N \sum x^2 - (\sum x)^2)(N \sum y^2 - (\sum y)^2)\}}$$

Where:

r_{xy} : Index correlation between variable x and y

\sum : Sum of or sigma

N : Number of students or subjects

x : Co-efficient cumulative of listening scores

y : Co-efficient cumulative of pronunciation scores

$\sum xy$: Multiplied number of x and y

RESULT

Findings

Table 3: The Students' Scores in Listening Test (X's) and Scores in Pronunciation Test (Y's) (first tests) for Computing Their Correlation by Using Pearson's Formula

N	X	Y	X ²	Y ²	XY
1	10	6	100	36	60

2	7	5	49	25	35
3	8	7	64	49	56
4	8	7	64	49	56
5	9	6	81	36	54
6	10	7	100	49	70
7	8	5	64	25	40
8	10	7	100	49	70
9	10	5	100	25	50
10	10	7	100	49	70
11	9	8	81	64	72
12	7	6	49	36	42
13	9	7	81	49	63
14	8	8	64	64	64
15	9	9	81	81	81
16	10	6	100	36	60
17	9	5	81	25	45
18	8	7	64	49	56
19	9	7	81	49	63
20	7	5	49	25	35
21	8	7	64	49	56
22	9	6	81	36	54
23	7	4	49	16	28
24	7	6	49	36	42
25	8	5	64	25	40
ΣN	ΣX	ΣY	$\Sigma X^2=1860$	ΣY^2	ΣXY
=	=	=	=	=	=
25	214	158		1032	1362

From the table above, the sum of each component of the Pearson's formula can be seen clearly. Here, the writer would like to put them into the computing coefficient of the two variables. The computing is shown as follows:

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

$$= \frac{25 \cdot 1362 - (214)(158)}{\sqrt{\{25 \cdot 1860 - (214)^2\} \{25 \cdot 1032 - (158)^2\}}}$$

$$= \frac{34.050 - 33.812}{\sqrt{\{46.500 - 1860\} \{25.800 - 1032\}}}$$

$$= \frac{238}{\sqrt{1.105.643.520}}$$

$$= \frac{238}{\sqrt{1.105.643.520}}$$

$$= 0,00851097 \text{ or } 0,008$$

Based on the result of data analysis in computing the correlation coefficient of listening scores and pronunciation scores using Pearson's formula, it states that the r-value equals 0,00851097 or 0,008 which is classified as slight correlation. So, it means that, there is also a slight contribution of the students' listening towards their pronunciation and vice versa, although the correlation between both variable is not significant. But, is the result be the same too if the students do this strategy of learning listening and pronunciation more than once? The scores of the second test below will answer it.

Table 4 The Students' Scores in Listening Test (X's) and Scores in Pronunciation Test (Y's) (second test) for Computing Their Correlation by Using Pearson's Formula

N	X	Y	X ²	Y ²	XY
1	7	7	49	49	49
2	4	6	16	36	24
3	6	6	36	36	36
4	4	6	16	36	24
5	5	5	25	25	25
6	4	9	16	81	36
7	6	7	36	49	42
8	4	5	16	25	20
9	8	7	64	49	56
10	6	6	36	36	36
11	5	7	25	49	35
12	8	6	64	36	48
13	5	7	25	49	35
14	8	7	64	49	56
15	4	9	16	81	36
16	4	7	16	49	28
17	7	5	49	25	35
18	9	7	81	49	63
19	5	8	25	64	40
20	7	5	49	25	35
21	6	7	36	49	42
22	7	7	49	49	49
23	4	4	16	16	16

24	8	6	64	36	48
25	6	6	36	36	36
$\sum N =$	$\sum X =$	$\sum Y =$	$\sum X^2 =$	$\sum Y^2 =$	$\sum XY =$
25	142	162	925	1084	950

From the table above, the sum of each component of the Pearson's formula in these second scores can be seen clearly such as in the first test. Here, the writer would like to put them into the computing coefficient of the two variables by using the same formula that used in computation the first scores. The computing is shown as follows:

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

$$= \frac{\sqrt{\{N \sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}{25 \cdot 950 - (142)(162)}$$

$$= \frac{\sqrt{\{(25 \cdot 925 - (925)(25 \cdot 1084) - (1084))\}}}{23.750 - 23.004}$$

$$= \frac{\sqrt{\{(23.125 - 925)(27.100 - 1084)\}}}{746}$$

$$= \frac{\sqrt{(22.200)(26.016)}}{746}$$

$$= \frac{\sqrt{577.522.200}}{24.032, 37816}$$

$$= 0,031041455 \text{ or } 0,031$$

Based on the result of data analysis in computing the correlation coefficient of listening scores and pronunciation scores in second test using Pearson's formula, it states that the r- value equals 0,031041455 or 0,031. If we compare the first result with the second result, we found that there is an increasing r – value, that is from 0,00851097 or 0,008 to 0,031041455 or 0,031, or it increases 0,023 points which is classified as slight correlation. But, it doesn't mean that there is no improvement in both tests because the result itself shows that the great is increasing. So, it means that, there is also a slight contribution of the students' listening towards their pronunciation and vice versa in

every step of their learning, although it is not significant.

DISCUSSION

The Correlation between Listening and Pronunciation

Based on the results of the computation data above, the writer found that there is any correlation between listening and pronunciation, although the relationship is only classified as a slight correlation. It can be seen from the results of both tests i.e. 0,00851097 or 0,008 (first test) and 0,031041455 or 0,031 (second test).

The Extent of the Correlation between Listening and Pronunciation

The results of both tests above are 0,00851097 or 0,008 (first test) and 0,031041455 or 0,031 (second test). It means that, according to the table of correlational degree, the result of the student's scores above shows that both results belong to a slight correlation or the relationship among both variables is so small.

The Contribution of Listening towards Pronunciation and Vice Versa

If we see the scores from the first test to the second test, i.e. 0,00851097 or 0,008 and 0,031041455 or 0,031, the writer conclude that there is a slight contribution of listening towards pronunciation and vice versa although the contribution is not significant. Seeing the result above, the writer assumes that if we only have listening then performing what we hear in studying a foreign language - such as English – is not enough to get good pronunciation in pronouncing that language but it needs more than that. We need more than one ways to improve our pronunciation.

CONCLUSION

Considering the basic of the whole discussion and looking at the result of data analysis, the writer concluded that:

- After taking research and tabulating the data, the writer found that there is a correlation between listening and pronunciation skills, which are shown by the index of correlation, which are 0,00851097 or 0,008 to 0,031041455 or 0,

031 as the results of both tests given. These results are classified as a slight correlation.

- b. Seeing the results of both tests above, the writer concludes that listening gives no significant contribution to pronunciation and vice versa because the results of both tests show the same level of correlation, which is only a slight correlation between listening and pronunciation.

SUGGESTION

From the whole activities of this research, finally, the writer is on the last activity which is giving some suggestions as follows:

- a. Lecturers and English teachers everywhere can give students more practice in pronouncing English words based on what they hear from the model (could be the English teacher itself or even cassette/record) to improve the student's pronunciation because listening and pronunciation should go hand in hand as an activity to improve the students' English pronunciation and of course for their listening. But, do not only focus on that way to improve students' pronunciation but it is better to find some other ways to be used besides listening and imitating.
- b. Listening tests which are given by lecturers or even English teachers should be followed by pronunciation test and vice versa.
- c. Students should have more practices in pronouncing English words because more practices will help to improve our pronunciation to be better. That's another way to learn English
- d. Listen to the model of English then imitate as what they say is one way for those who learn English pronunciation to improve their pronunciation
- e. Beside listening and imitating, students or learners should use another ways to improve their English pronunciation.

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