



**EVALUATING STUDENTS' NATIONAL EXAMINATION
SCORES AND THEIR MASTERY OF PRONUNCIATION**

(A Correlation Study of Grade X of MAN 2 Jepara in the Academic Year of
2018/2019)

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan* in English

by

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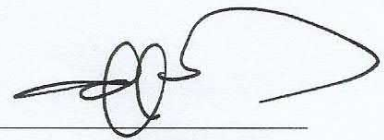
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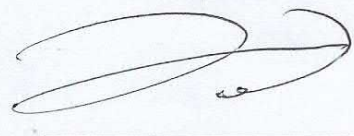
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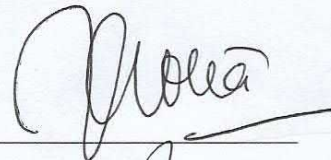
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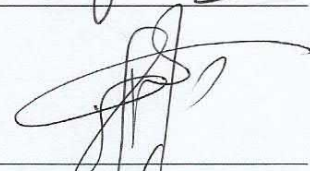
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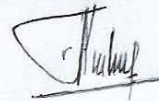
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DECLARATION OF ORIGINALITY

I Khirzatur Rosyidah hereby declare that this final project entitled Evaluating Students' National Examination Scores and their Mastery of Pronunciation (A Correlation Study of Grade X of MAN 2 Jepara in the Academic Year of 2018/2019) is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and list of references is given in the bibliography.

Semarang, Juli 2019



Khirzatur Rosyidah

MOTTO AND DEDICATION

There is no limit of struggling.

I dedicated this final project to:

my parents,

my brother and sisters, and

all my friends.

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Khirzatur Rosyidah

ABSTRACT

Rosyidah, Khirzatur. 2019. *Evaluating Students' National Examination Scores and their Mastery of Pronunciation (A Correlation Study of Grade X of MAN 2 Jepara in the Academic Year of 2018/2019)*. Final Project. English Education Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M.Hum. Second Advisor: Pasca Kalisa, S.Pd., M.A., M.Pd.

This study attempts to find out the correlation between students' national examination achievement and their mastery of pronunciation to the tenth grade students of MAN 2 Jepara. The subject was tenth graders of MAN 2 Jepara in the academic year of 2018/2019. The sample was the students of X IPA 1 consisting of 24 students. The data was obtained by collecting students' national examination achievement in Junior High School and conducting pronunciation test. The students were to pronounce the words of the pronunciation test. Their voices were also recorded by using a tape recorder. Then the writer correlated the scores by using Pearson Correlation Formula in SPSS 24 computation. It was found out that the average of the students' national examination achievement is 51.58 which is considered low, and the average score of students' pronunciation is 58.57 which is considered low. The value of the correlation coefficient was 0.016 while the critical value of "r" with the 24 subjects was 0.486. The data showed that there is an insignificant correlation between the students' examination achievement and their mastery of pronunciation. Therefore, it is proved that there is correlation between the students' national examination achievement and their mastery of pronunciation. It could also be identified that the correlation between the variables is fair.

Keywords: *national examination, pronunciation, correlation study*

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CHAPTER I

INTRODUCTION

This chapter presents the introduction of this study. it deals with background of the study, reasons for choosing the topic, statement of the problems, objectives of the study, significances of the study, and outline of the report.

1.1. Background of the Study

Language is one of the most important tools of communication among the nations all over the world. Language plays as an essential role in thinking and interacting. It has an important role in the intelligence, social, and students' emotional development.

English plays an important role as its function as an International language. That is why English is learnt all over the world, including Indonesia. English is taught in Indonesian educational program continuously for six years, three years at the Junior High School and three years at the Senior High School as a compulsory subject even at the university level (Ramelan: 1992), and now English is also taught in Elementary School. Still, students do not pay attention at it, so even students study English for many years, they still have difficulties in learning English.

English as a compulsory subject is not easy to learn for students at first. Students have to learn new sound system, grammatical system and lexical system.

Those things may lead them to some problems. Students can have various difficulties and problems in learning English. They can make different mistakes in English pronunciation, grammar, orthography and vocabulary usage. There is a connection between the native language of a learner and the particular difficulties in learning and using English, and the kind of mistakes a learner typically makes in English pronunciation, grammar and vocabulary as there is native language interference in learning and using English.

Listening comprehension and speaking in English are more difficult and more important for learners to master than reading and writing, because when reading and writing a text a learner has more time for thinking and pauses than when listening and speaking in English in daily living.

Pronunciation is the production of significant sound in two senses (Christiane Dalton and Barbara Seidlhofer: 1994). One of the senses is used to achieve meaning in contexts of use. The same word can be interpreted differently depends on how the students produce it. Pronunciation is one of the important aspects that students should master when they are learning English. Pronunciation is important when it is related to communication that is the main part of using English.

Even though knowing that pronunciation is very important in mastering English, the government do not include pronunciation aspect in national examination. National examination is a standard evaluation system of primary and secondary education in Indonesia and the equation of quality of education levels among the areas that are conducted by the Centre for Educational Assessment,

The Department of Education. The Law of the Republic of Indonesia number 3 of 2003 defines national examination as a measurement and assessment activity of national competency achievement in specific subjects in the group of subjects of science and technology. So, according to the law mentioned, National Exam is the government's effort to determine the achievement of performance of schools and the teachers refers to national education standards.

However, some people regard the implementation of national examination as a burden for the students because standard of national examination score increase year to year. Another important reason is because national examination cannot be a standard to determine students ability, including English course. The result of this research can be a matter of consideration whether national examination can be standard to determine students ability or not.

1.2. Reasons for Choosing the Topic

Reasons for choosing the topic are as the following:

- 1) National Examination achievement is one of the indicators for students to pass the school.
- 2) Many teachers believe that students who have good achievement in national examination means they have good English skills including pronunciation.
- 3) To show whether or not there is a correlation between students' national examination achievement and their mastery of pronunciation.

1.3. Research Problems

The research problem of this study are as follows:

- 1) How is the students' national examination achievement?
- 2) How is the students' mastery of pronunciation?
- 3) How is the correlation between students' national examination achievement and their mastery of pronunciation?

1.4. Purposes of the Study

Dealing with the research problems above, the purposes of this study are as follows:

- 1) To find out the students' national examination achievement,
- 2) To find out the students' mastery of pronunciation,
- 3) To find out the correlation between students' national examination achievement and their mastery of pronunciation is.

1.5. Significance of the Study

The significance of the study can be stated as follows:

- 1) Analyzing the correlation between students' national examination achievement and their mastery of pronunciation gives a conclusion whether students' national examination achievement influences their mastery of pronunciation or not.

- 2) This research can help other researchers to get some references and points of view on how the relation between students' national examination achievement and their mastery of pronunciation are.
- 3) For the teacher, the result of the research will be useful as a reflection in order to improve and develop their method especially in teaching pronunciation.
- 4) The result of this research will give better understanding for the government whether the national examination is appropriate for students or not.

1.6. Limitation of the Study

In this research, the present study limits the scope of the study as follows:

- (1) The pronunciation test is focused on front vowels,
- (2) Evaluating students' national examination scores and their mastery of pronunciation is in a case of the tenth grade students of MAN 2 Jepara in the academic year of 2018/ 2019.

1.7. Outline of the Report

The result of this study will be presented in five chapters. Each of the chapters will discuss as follows:

- (1) Chapter I discusses the introduction that consists of the background of the study, reasons for choosing the topic, statements of the problems, objectives of the study, significance of the study, and outline of the final project.

- (2) Chapter II is a review of the related literature, which contains the theories underlying the writing of this study. This chapter reviews about some previous studies, theoretical studies of the topic and the theoretical framework.
- (3) Chapter III deals with the method of investigation, which discusses research design, source of data and variable, method of collecting data, and instrument of the study.
- (4) Chapter IV presents the data analysis and the discussion of the result, which discusses the general overview of the reserach, the result and discussion of the test and result.
- (5) Chapter V is the last chapter which consists of conclusion and suggestion of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of review of previous studies, review of theoretical study, and framework of analysis.

2.1. Review of the Previous Studies

The first research conducted by Parri and Aas (2006) about using national examination scores as predictors of university students' performance. This research examined whether national examination scores predict the success of studies in higher education institutions (measured as completing the studies in nominal time, lengthening the studies or interrupting the studies). It appeared that students extending their studies up to one year beyond nominal study time have had the best national examination scores. Students who completed their studies in nominal time followed. Students who did not finish their studies in nominal time plus one year or terminated their studies had the lowest national examination scores. So the result showed that students with higher national examination scores have a lower risk of terminating their studies but do not have a lower risk of lengthening the studies.

The second research conducted by Saputri (2011). She tried to compare the English national examination achievement between RSBI class and regular class in SMP Negeri 1 Ungaran which have different influencing factors and teaching

method. The result showed that the mean of the RSBI class is 8.625 and the mean of the regular class is 8.532. it can be concluded that the difference of national examination achievement between RSBI class and regular class was not statistically significant.

The third research is about students' pronunciation ability in reading report text by Perwira (2011). The aim of this study is to find out the percentage of students who are able to pronounce English words correctly and to find out in what kind of words the students commonly fail to pronounce. The data of this research were the transcripts of the recordings of the students' pronunciation. There were thirty students of the fifth semester of the English Department which were taken randomly. This research shows us that the pronunciation skill of fifth semester students of the English Department was very low. The words they commonly mispronounce were words with correlation mark, words ended in "-ates", prepositions and "there" as pronoun.

The fourth research conducted by Setyaningsih (2010).The objectives of this study were to know the pronunciation mastery of seventh grade students of RSBI classes of SMP N 2 Demak and to find the difficult words to pronounce by the students. The results of the study showed that, on average, the students were able to pronounce the English words introduced in their textbooks. They successfully pronounced 2107 utterances from the whole 2650 utterances or 79.50%, it is concluded that the students are good enough in their pronunciation mastery. Furthermore, there were four words considered difficult to pronounce, they were *banana*, *correct*, *create* and *favorite*.

The fifth research by Fathoni (2011) is aimed to find out the mistakes that the students made in pronouncing English front vowels and to know how the ability of the students in pronouncing English front vowels of eight grade students in SMP Ma'had Islam Pekalongan. The result of the study showed that students are considered "poor" in pronouncing English front vowels. The total percentage of various mistakes in pronouncing English front vowels is 35.34% from the total 2040 pronunciations. The dominant mistakes are in pronouncing vowels [ɛ] and [æ], there are 42.45% for vowel [ɛ] and 43.49% for vowel [æ].

The sixth research investigates the impacts of the English national examination in Indonesia through a range of research literature. The research conducted by Effendi and Suyudi (2017) showed negative washback of the national examination. It is concluded that the exam generated both educational and social consequences. Students' learning was reported to have been heavily directed to facing the exam which resulted in the marginalisation of other learning areas. Adding to this, teachers' teaching was reported to have been misleading as it ignored the importance of helping students develop communicative competence in the target language. The exam ironically saved low capacity teachers and did not encourage them to learn to improve their expertise. Furthermore, parents were discovered to have encountered additional financial consequences for wanting to see their children graduate from their final year. All this was believed to have generated a common misconception of how language classrooms had to operate which was simply to foster exam strategies. This resulted in the outburst of tutoring business industry in the country. In a broader scale, the exam is

responsible for the formation and the spread of the malpractice in language learning classrooms in schools and in tutoring institutions.

The seventh research explained the relationship between examination practice and curriculum objectives in Tanzania. Mkumbo(2012) explained the reason for the past five years, and particularly the years 2010 and 2011, students' performance in national examination has steadily declined. He stated that there is a good linkage between curriculum objectives and examination content in that examination questions tend to reflect the content of the implemented curriculum. As such, the poor performance in national examinations cannot evidently be attributed to the mismatch between examination and curriculum content. There is, however, clear evidence that the curriculum is poorly implemented because the majority of teachers do not apply understand the requirements of the curriculum, and the teaching and learning environment is generally poor in supporting the effective implementation of the curriculum. Therefore, the poor performance in national examination is due to poor curriculum implementation rather than the examination papers themselves.

The eight research was about the importance of English pronunciation instruction conducted by Gilakjani (2016). The aims of this paper are to explain the importance of pronunciation instruction, elaborate the role of teachers in teaching pronunciation, and mention some suggestions in helping teachers to improve learners' pronunciation. This paper concluded that pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into

classroom activities. Teachers can urge their learners to monitor their own pronunciation and practice their speaking skills as much as possible in and outside the classroom. Understandable pronunciation is an essential component of communicative competence. With this in mind, teachers should set obtainable goals that are applicable and suitable for the communication needs of learners. Pronunciation instruction has to aim at intelligible pronunciation and teachers can actively encourage their learners' actual production, build pronunciation awareness and practice. Pronunciation instruction is very important because it is the main source of understanding. If learners cannot utter the correct version of a word then they are not able to communicate correctly. Pronunciation instruction helps learners to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

The ninth research was conducted by Alharbi and Yakout (2018). This research investigated the English language proficiency and academic performance of ESL bachelor's degree nursing students. The study consisted of 136 nursing students enrolled at college of nursing in King Saud University. The results showed that Forty-three percent of the participants experienced difficulty in understanding the second language in clinical practice, 68% experienced challenges in studying the second language, and 47% were embarrassed to speak English. Approximately 71% of the participants had low ELAS scores and 58% had a good grade point average (GPA). The students' academic performance indicated that students' academic performance has no effect on English language proficiency based on the ELAS score.

The tenth research about the washback effect of the English national examination on English teachers' classroom teaching and students' learning was conducted by Sukyardi and Mardiani (2011). The results of the study indicate that English teachers and students from the schools involved have different perceptions on the English National Examination. The English National Examination has an influential impact on teachers' teaching in the aspect of: activity/time arrangement, teaching materials, teaching contents, teaching methods, teaching strategies, ways of assessing, and on the feelings and attitudes of the students. The English National Examination also affects the students' learning in the classroom in which teachers mainly teach to test, practice the test and develop test-taking strategies. The dimensions of the washback effect of the English National Examination on both English teachers and students are negative and positive, strong, specific and for a short period time.

2.2 Review of Related Theories

2.2.1. Pronunciation

2.2.1.1. Definition of Pronunciation

Pronunciation plays an important role in delivering speech. In order to be understandable, we should deliver our speech with correct pronunciation. In general, pronunciation is the way in which a language is spoken. Dalton and Seidlohofer (2001:3) define pronunciation in general term as the production of significant sounds. According to them, sound is significant in two senses.

First, sound is significant because it is used as part of a code of a particular language. So, we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to act of speaking.

According to Syafei (1988:1), ‘pronunciation is a two fold process.’ He adds that “it involves the recognition of sounds as well as the production of sounds.” He also adds that “a student is faced with the problem of recognizing and discriminating the sounds as well as the problem of producing the sounds.”

Nunan (2003:112) has a different definition about pronunciation. He defines pronunciation ‘as the way sounds are perceived by the learners’.

Pronunciation is ‘the way in which a language or a particular word or sound is pronounced,’ and ‘the way in which a particular person pronounces the words of a language’ (Hornby, 2005:1209).

From the definition above, it can be concluded that pronunciation is the way how people say words of a language. They must be accurate in pronouncing words in order to make someone whom they are talking with understand about what they say, so there will be no misunderstanding between them.

2.2.1.2. The Importance of Teaching Pronunciation

Kelly (2006:13) states that there are two key problems with pronunciation teaching. ‘Firstly, it tends to be neglected. And secondly when it is not neglected, it tends to be reactive to be a particular problem that has arisen in the classroom

rather than being strategically planned.’ This kind of situation describes the condition happening in common classroom of Indonesian. As reworded by Otlowski (1988), Suter, Purcell and Suter explain that in many language programs the teaching of pronunciation was pushed aside, as many studies concluded that ‘little relationship exists between teaching pronunciation in the classroom and attained proficiency in pronunciation; the strongest factors found to affect pronunciation (i.e. native language and motivation) seem to have little to do with classroom activities.’

In addition, Kelly (2006:13) adds that ‘the fact that pronunciation tends to suffer from neglect may not be due to teacher’s lacking interest in the subject but rather to feeling of doubt as to how to teach it.’

Unfortunately, numerous teachers are not aware of the importance of pronunciation. In the first place, they emphasize the role of grammar and vocabulary learning in the acquisition of a foreign language. The overwhelming majority of English language teachers help students become competent above all in listening and reading (Harmer, 2001: 183). Secondly, many of them think that pronunciation study is too difficult and worse, boring for young learners. Besides, teachers complain about the lack of high quality and suitable teaching and learning materials and about the lack of time to practise pronunciation. According to Harmer (2001: 183), *‘they feel they have too much to do already and pronunciation teaching will only make things worse.’* Moreover, Harmer adds (2001: 183) that there are teachers who claim that students acquire quite good

pronunciation in the course of their studies without specific pronunciation teaching.

However, the acquisition of reasonable pronunciation by some students without any effort from the side of the teacher depends on a number of factors. Kenworthy (1987: 4-9) specifies some of them, in particular the phonetic abilities of learners, integrative motivation and 'achievement motivation.' Equally, it appears that the number of students who appreciate the importance of good pronunciation is limited. Taking these facts into account, teachers ought to convince their students of the need to study pronunciation rigorously and help them to learn how to pronounce English sounds correctly. What is more, it is tempting to suggest that the very first English lesson should deal with pronunciation. If students do not have an opportunity to practise good pronunciation at the beginning of their learning, they may build their habits in the wrong way. For this reason, learning words without pronunciation during beginning lessons is potentially damaging to their overall success.

In order to emphasize the importance of this problem, I would like to present one anecdote about poor pronunciation. After returning from a vacation in the USA, a friend of Tom's said the following (Szynalski-Wójcik, www.antimoon.com), *'Whenever I spoke to a person in America, they kept asking me "What? What?". I would repeat my sentence again and again. Finally they would say "Ah-ha!" and then say my sentence, using exactly my words! It was very humiliating. My words and grammar were good, but nobody would understand me, just because of my pronunciation. I am very motivated to learn*

English now. This example demonstrates that correct pronunciation guarantees communicative efficiency. Such experiences emphasize that pronunciation is an integral part of communication. One may conclude that without proper pronunciation nobody can say that he or she knows the English language.

Harmer (2001: 183) also argues convincingly that it is thanks to pronunciation teaching that students not only become aware of different sounds and sound features, but can also improve their speaking immeasurably. Subsequently, he claims that (Harmer, 2001: 183), *'concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed – all these things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility.'*

2.2.1.3. Pronunciation Problems

In learning any foreign language, a learner will certainly meet any kinds of learning problems since there are always similar and different elements between the target language and his own language. The problem here can be understood since his mother tongue has been deeply implanted in him as part of his habits. The elements, which cause the problems, can be the grammatical or the sound systems. The similar elements usually do not cause problem, while the different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet. The differences between Indonesian and English sound systems are found in both

segmental and suprasegmental features. In the classification of the Indonesian sound system, there are 6 pure vowels, 23 consonants, and 3 diphthongs (Nikelas, 1988:39-42), whereas English has 12 pure vowels, 24 consonants, and 9 diphthongs (Ramelan, 1994:12).

Furthermore, Ramelan (1985:6-8), says English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. For examples, when they want to pronounce English words like “she” [ʃi:] and “thin” [θɪn], they tend to say [si:] and [tin]. It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners' language and the target language.

2.2.1.4. English Pronunciation

To pronounce words, we push air from our lungs up through our throat and vocal chords, through our mouth, past our tongue and out between our teeth and lips. (Sometimes air also travels through our nose.)

To change the sound that we are making, we mainly use the muscles of our mouth, tongue and lips to control the shape of our mouth and the flow of air. If we can control the shape of our mouth and the flow of air correctly, then our pronunciation is clearer and other people understand us more easily.

Speakers of different languages tend to develop different muscles of the mouth for pronunciation. When we speak a foreign language, our muscles may not be well developed for that language, and we will find pronunciation more

difficult. By practising the foreign language pronunciation, our muscles develop and pronunciation improves.

A vowel sound is made by shaping the air as it leaves the mouth, we use the lips, tongue and jaw to make the shape. There are 19 sounds in total (some sounds use two shapes). We use a variety of long, short and diphthong (double) sounds when speaking, though the actual length of a sound varies depending on how much stress we use. For learners, it is important to distinguish the different positions and sounds. Many learners import the vowels directly from their own language, which can cause 2 or 3 words to sound the same in English. Mastering vowels involves correct positioning of the mouth, correct sound selection and correct use of stress. In this research we will focus only on vowel sounds.

A consonant sound is made by blocking the flow of air as it leaves the body. There are three key factors that define a consonant: Where you block the air (is it on the lips, the teeth etc.), How you block the air (is it a full or partial blockage) and if you use the Voice (compare /s/ without voice and /z/ with voice). English has 26 consonant sounds (if we include 2 versions of /t/ and /l/), with a strong focus on positions at the front of the mouth. Depending on your first language, some consonants will be harder than others, so the key is to define which sounds cause you problems, then learn the position, place and voicing for each sound. Plenty of repetition practice helps the new sounds become natural.

2.2.1.5. *English Vowels*

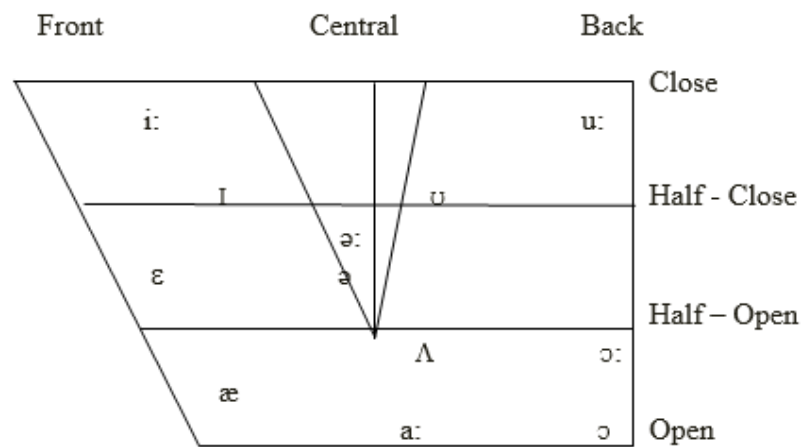
English vowels are divided into two major classes, vowels (also called pure vowels or monophthongs) and diphthongs. Simple vowels do not show a noticeable change in quality, the vowels of *pit*, *cat*, *dog*, *set*, *but*, *put*, and the first vowel of *suppose* are all simple vowels. Diphthongs are vowels that exhibit a change in quality within a single syllable.

According to Daniel (1962), a vowel is defined as a voiced sound in forming of which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing.

According to Ramelan (1977:52), vowel sounds are, therefore, classified and described on the basis of the following variables:

- (1) which part of the tongue is raised,
- (2) how high in the mouth some part of the tongue is raised (the degree of the raising the tongue), and
- (3) the position of the two lips, that is, whether the two lips are rounded or unrounded.

The following is a diagram for English vowels:



(Ramelan, 2003:56)

These are the differences of vowels:

1. [i:] is an unrounded close front vowel,
2. [ɪ] is an unrounded half close to close front vowel,
3. [ε] is an unrounded half close to half open front vowel,
4. [æ] is an unrounded open to half open front vowel,
5. [a:] is an unrounded open central vowel,
6. [ɔ] is a rounded open back vowel,
7. [ɔ:] is a rounded half open back vowel,
8. [ʊ] is a rounded half close to close back vowel,
9. [u:] is a rounded close back vowel,
10. [ʌ] is an unrounded half open centro back vowel,
11. [ə] is an unrounded half close to half open central vowel, and
12. [ə] is an unrounded half open to half close central vowel.

List of English vowels with their keywords and phonetic writings:

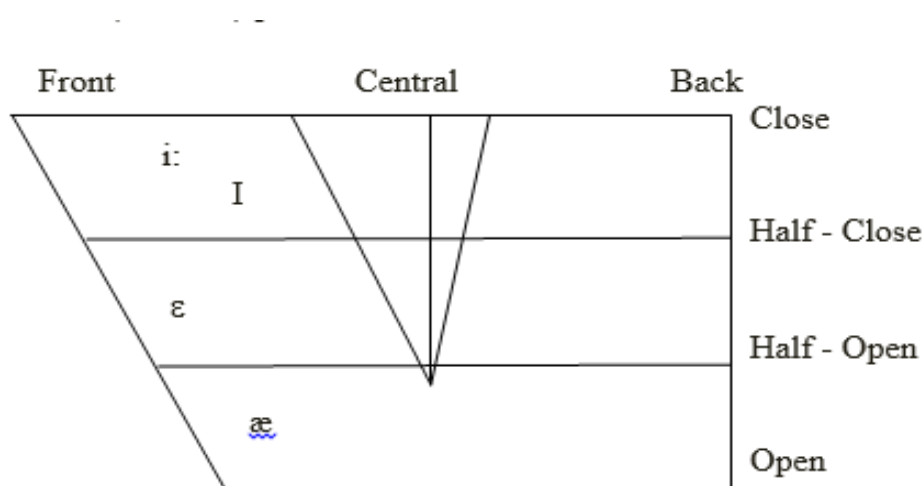
	Phonetic symbols	Keywords	Phonetic Writings
1.	[i:]	bee	[bi:]
2.	[ɪ]	bit	[bɪt]
3.	[ɛ]	bet	[bɛt]
4.	[æ]	bat	[bæt]
5.	[ɑ:]	far	[fɑ:]
6.	[ɔ]	hot	[hɔt]
7.	[ɔ:]	cord	[kɔ:d]
8.	[ʊ]	could	[kʊd]
9.	[u:]	who	[hu:]
10.	[ʌ]	but	[bʌt]
11.	[ə]	ago	[əgou]
12.	[ɜ:]	bird	[bɜ:d]

2.2.1.6. English Front Vowels

This research will be focused on front vowels. There are four front vowels will be explained below. Students sometimes think that producing front vowel is easy, but it is not. Many Indonesian people tend to make mistakes when producing front vowel, for example word 'sand' they tend to pronounce [sɛnd] when the correct one is [sænd]. Another example is 'sing' they pronounce [sɪŋ] with short [ɪ] whereas short [i] does not exist in English sounds. Even teachers themselves

sometimes do not realize that they were wrong. This research center on front vowels to make students and teachers realize their mistakes earlier.

The following is a vowel diagram and the description of each of the English front vowels as Ramelan (2003:56) presents them:



(Ramelan, 2003:56)

(1) *[i:]*

Articulatory definition:

[i:] is an unrounded close front vowel.

Articulatory description:

- in producing [i:], the front of the tongue is raised,
- it is raised almost to the close position;
- the lip position is unrounded or spread, it may even be neutral,
- the jaws are slightly apart from each other, and
- the organs of speech are relatively fortis or tense, which can be felt by putting the fingertips on the muscles below the jaws.

List of words:

He [hi:]

See [si:]

Bee [bi:]

Key [ki:]

Eve [i:v]

(Ramelan, 2003:56)

(2) [ɪ]

Articulatory definition:

[ɪ] is an unrounded half close to close front vowel.

Articulatory definition:

- in producing [ɪ], the front of the tongue is raised; the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel,
- the tongue is raised to a point slightly above the half close position; the tongue position is clearly lower than that for [i:],
- the lips are spread or neutral, and
- the jaws are a bit wider than for [i:].

List of words:

Sin [sɪn]

Fill [fɪl]

Sit [sɪt]

Bid [bɪd]

(Ramelan, 2003:56)

(3) [ɛ]

Articulatory definition:

[ɛ] is an unrounded half close to half open front vowel.

Articulatory description:

- in producing [ɛ] the front of the tongue is raised,
- the front of the tongue is raised to a point half way between the half open and half close position,
- the lips position is spread or neutral, and
- the opening between the jaws is medium, a bit wider than for [ɪ].

List of words:

Head [hɛd]

Fell [fɛl]

Set [sɛt]

Bed [bɛd]

(Ramelan, 2003:56)

(4) [æ]

Articulatory definition:

[æ] is an unrounded open to half open front vowel.

Articulatory description:

- in producing [æ] the front of the tongue is raised,
- the front of the tongue is raised a little bit to a point midway between the open and half open position,
- the lips position is spread or neutral, and
- the jaws are rather widely open.

List of words:

Band [bænd]

Land [lænd]

Bad [bæd]

Bat [bæt]

(Ramelan, 2003:61)

2.2.1.7. *The Difference Sounds among English Front Vowels*

(1) *The difference between [i:] and [ɪ]*

The sounds [i:] and [ɪ] are different. In producing [i:] and [ɪ] the front of the tongue is raised; but in producing the sound [ɪ] the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel;

and [i:] differs from [ɪ] in that it is higher in tongue position, and it may be found in open syllables. Students may have difficulties in producing these vowels because [i:] and [ɪ] are almost same sound, many students pronounce [fɪl] in the word ‘feel’ and [sɪ] in the word ‘she’.

The following is a list of the different sounds between [i:] and [ɪ]:

[i:]		[ɪ]	
seen	[si:n]	sin	[sɪn]
seat	[si:t]	sit	[sɪt]
sheep	[ʃi:p]	ship	[ʃɪp]
reach	[ri:tʃ]	rich	[rɪtʃ]
feel	[fi:l]	fill	[fɪl]
leave	[li:v]	live	[lɪv]

(2) The difference between [ɪ] and [ɛ]

In producing [ɪ] and [ɛ] the front of the tongue is raised; but in [ɛ] the tongue is raised to a point half way between the half open and half close position, the opening between jaws is medium, a bit wider than for [ɪ] and in sound [ɪ] the raising is somewhat retracted so that it is not really a front vowel, but in between a front and a central vowel, it is not too difficult for students to differentiate it because in sounds [ɪ] and [ɛ] are different in sound. But almost all students pronounce [‘tɑ:geɪt] in the word ‘target’, they should pronounce [‘tɑ:gɪt] in that word.

The following is a list of the different sounds between [ɪ] and [ɛ]:

[ɪ]		[ɛ]
hid	[hɪd]	head [hɛd]
fill	[fɪl]	fell [fɛl]
sit	[sɪt]	set [sɛt]
bit	[bɪt]	bet [bɛt]
sill	[sɪl]	sell [sɛl]
rid	[rɪd]	red [rɛd]
pick	[pɪk]	peck [pɛk]

(3) The difference between [ɛ] and [æ]

In producing [ɛ] and [æ] the front of the tongue is raised; but in [æ] the tongue is raised to a point midway between the open and half open position and in [ɛ] the tongue is raised to a point half way between the half open and half close position. It is difficult for students to differentiate it because in sounds [ɛ] and [æ] are almost same in the production. Indonesian students may have difficulty in producing [æ], since it is not exist in their native language. They tend to replace it by a closer front vowel such as found in the second syllable of the word ‘**molek**’. Many students pronounce [æ] as [ɛ], such as found in the words; **pack, back, and land**. They usually pronounce **[pɛk], [bɛk], and [lənd]**.

The following is a list of words with [ɛ] and [æ]:

[ɛ]		[æ]	
bend	[bɛnd]	band	[bænd]
lend	[lɛnd]	land	[lænd]
bed	[bɛd]	bad	[bæd]
bet	[bɛt]	bat	[bæt]
said	[sɛd]	sad	[sæd]
merry	[mɛrɪ]	marry	[mæri]
peck	[pɛk]	pack	[pæk]

From the examples above, it is clear that pronunciation has an important role in teaching-learning English at school. It affects students in mastering English pronunciation.

2.2.2. National Examination

2.2.2.1. Definition of National Examination

National Examination is a system of evaluation standard for the grade of elementary, junior, and senior high school. Ministry of Indonesia Education, based on *UU No.20 Tahun 2003* (the law No.20 year 2003) states that in controlling the quality of national education evaluation as a form of accountability of education providers to the parties concerned. Further stated that the evaluation conducted by an independent institution in a periodic, comprehensive, transparent

and systematically to assess the achievement of national education standards and the evaluation process monitoring should be done continuously.

Monitoring process of the evaluation is carried out continuously in order to be able to increase the education quality. Improving the quality of education begins with determining the standard. During this national examination, graduation delimitation is determined by agreement between the decision makers only. The limit is determined at the same grade for each subject.

The National Examination as an achievement test is similar to the progress test in that it measures how much the student has learned in the course of second-language instruction. However, achievement tests are usually not built around one set of teaching materials but are designed for use with students from a variety of different schools and programs. Dictation given over unfamiliar material may also be considered achievement tests when they are used to compare students across different programs.

National Examination is a kind of standardized test. A standardized test is a test that is administered and scored in a consistent, or "standard", manner. Standardized tests are designed in such a way that the questions, conditions for administering, scoring procedures, and interpretations are consistent and are administered and scored in a predetermined, standard manner. Brown (2004:67) states that a standardized test presupposes certain standard objectives or criteria that are held constant across one form of the test to another. The criteria in large-scale standardized tests are designed to apply to a broad band of competencies that are usually not exclusive to one particular curriculum.

Any test in which the same test is given in the same manner to all test takers is a standardized test. Standardized tests need not be high-stakes tests, time-limited tests, or multiple-choice tests. The goal of this test is to place test-takers on a continuum across a range of scores and to differentiate test-takers by their relative ranking.

2.2.2.2. The Function of National Examination

Tilaar (2006:103) said that for increasing the quality of education nationally, Indonesian government declared the Decree of No. 20/2003 about the National Education System that through Rules of Government No. 19/2005 stated it is necessary to conducting the standardization of national education.

According to clause 2 the Decree of No. 34/2007 from the Ministry of Education, the main goal of national examination is to measure and assess the students' knowledge and competence in a subject by using a national standard. Subsequently, in clause 3 of the same Decree the goal is even more specifically enlighten into four specific purposes. First as consideration of mapping the quality of education; second as a method to determine whether students are suitable or not to continue their study into the next education level; third, as a basis to decide whether students can pass of the process of learning and fourth, as a basis to help particular educational practitioners and school, in order to improve the quality of education (Depdiknas (2007), in Afrianto, n.d.).

2.3. Theoretical Framework

This study is aimed to find out the correlation of the students' national examination achievement and their mastery of pronunciation. It is to measure whether it's positive, negative correlation, or no correlation, also to find out how significant the correlation between the variables is.

Correlational study is used in this study. Based on Tuckman (1978:148), a co-relation study involves the collection of two or more sets of data from a group of subjects with the attempt to determine the subsequent relationship between those sets of data. This research design was used in order to obtain the conclusion whether or not there is correlation between variables going to be analyzed.

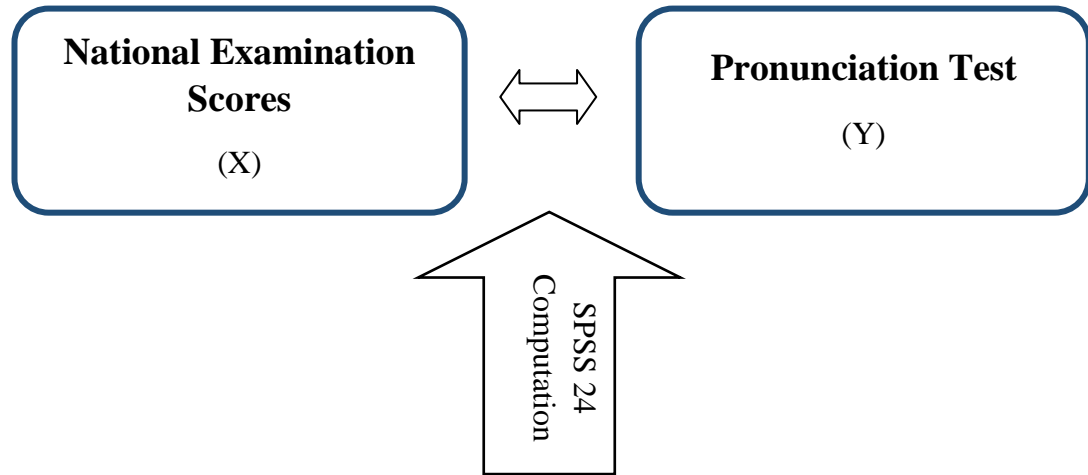
There are several ways to collect data in an effort to show a correlation between variables. The three most common types of correlation studies are described below:

- Naturalistic Observation is when a researcher collects data by observing subjects in their natural environment without interfering or interacting with them in any way. This type of observation is commonly used when lab experimentation is not possible, feasible or ethical. An example may be that a researcher wants to see if there is correlation between class participation and grades by observing the amount of participation by subjects in a classroom. This method can be time-consuming but offers the advantage of being assured that the subjects are behaving normally.

- Survey Research is done by gathering information from a random selection of subjects through the use of mail surveys, email or internet surveys, or interviews. Survey research is relatively simple to perform once the survey questions have been developed and the researcher can reach a large number of potential subjects quickly. The drawbacks are that the response rate can be low and there is no guarantee that the subjects are being honest. An example of survey research that is testing for a correlation could be a researcher who is looking for a correlation between home ownership and education level by surveying home owners and asking about their education level.
- Archival Research involves analyzing data that has previously been collected by others and looking for correlations. The researcher does not have control over the data or how it was gathered, however, the researcher may have access to large amounts of data with relatively little effort and often the data is free. For example, a researcher may examine the crime statistics of several neighborhoods to see if there is any correlation with crime and a sluggish housing market in particular areas.

Pearson r correlation is the most widely used correlation statistic to measure the degree of the relationship between linearly related variables. The data will be analyzed using Pearson correlation using the formula in SPSS 24 computation.

Figure 2.1 : Diagram of Correlation between National Examination Achievement and Mastery of Pronunciation



CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion and the suggestion.

5.1. Conclusion

Based on the findings discussed in the previous chapter, some conclusions can be drawn as follow:

First, the students' national examination achievement in Junior High School is poor (low). It can be seen from the computation in which the mean score obtained is 51,58. It happened because 50% of the students have very low scores, their scores are under 49. Meanwhile none of them have excellent scores, the highest score is 82 an the lowest is 36.

Second, the mastery of pronunciation of tenth grade students is poor (low). It can be seen from the computation in which the mean score obtained is 58,75. There are 10 students (41,67%) out of 24 get poor scores. None of the students get excellent score and the highest score is 76,67 and the lowest is 43,33.

Third, the result of correlation analysis between students' ponunciation scoresand nationanl examination achievement is 0.016 at significance level 0.05, whereas the critical values of the r Product Moment with 23,6% confidence level and the number of subjects 24 was 0.486. It meant the correlation coefficient between students' ponunciation scores and national examination achievementwas

insignificant. Therefore, it is proved that there is correlation between the students' national examination achievement and their mastery of pronunciation. It could also be identified that the correlation between the variables is fair. In other words, the students' national examination achievement influence fairly on their mastery of pronunciation.

5.2. Suggestion

From the conclusions above, some suggestions are offered in order to improve the students' pronunciation scores and national examination achievement.

The students should increase their interest in studying national examination problems, not only because of the requirement to pass Junior High School but also the contribution to students' mastery of pronunciation for everyday use.

The teacher should encourage the students in learning pronunciation because it is basic way to communicate with others. Students' pronunciation scores can also help to increase students' national examination scores.

The future researchers are expected to use this study as their reference to conduct other research in the same field to improve the results of this study. The improvements of this study are needed to build any stronger theories related to this current topic. Furthermore, I hope this study can be useful and helpful for the improvement of teaching English for students, especially in improving their pronunciation skills.

In relevance with the limitations of the study, suggestions for further researchers include the following points:

- 1) Since the focus of the research is limited to front vowels, future studies can conduct research in larger skill in pronunciation.
- 2) The sample included only X IPA 1 class, other researchers can include other classes or other grades.

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