The Correlation Between Pre-Service Teachers' Listening Habit and Pronunciation Awareness

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Abstract—**English teacher have to be perfect in many aspects especially the English skills. To improve all those skills a teacher wanna be or we call it as Pre-service teacher have to through some teaching practice or micro-teaching. In micro-teaching they are trained to be a perfect and skilled teacher. Their skills are improved in micro-teaching. Before they are go further to be a teacher they have to prepare themselves does their skills are good enough to teach the students. In this present study with the title "The correlation between Pre-service English teacher listening habit and pronunciation awareness" have an objective to identify the correlation between their listening habit and pronunciation awareness. Does the amount of the time or kind of English that they are listening to give a significant impact to their pronunciation awareness. And the finding of this research shows that the RXY 0,089 it is indicates that it has very strong correlation between pre-service English teacher listening habit and pronunciation awareness. The identification of their listening habit questionnaire shows that any of them are have fair listening habit that need to be risen up so they could improve their pronunciation awareness.**

Keywords: Pre-service teacher, listening habit, pronunciation awareness

I. INTRODUCTION

The future professional educators need to be able to communicate eloquently both in the first and the target language. According to Koontz and 0' Donnell Communication is a two-way activity. There is a communicator and the receiver of communication. Exchange implies reception and response from the receiver to ideas, opinions and emotions of the communicator. Sapir (2006:4) States that language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. People can communicate, deliver information or message and influence others through language.

The inability to speak a language as close as possible to a native speaker is one of the causes that lead to communication failure. Hence, in any language, a small 'unnoticeable' mistake of pronunciation might lead to a major misunderstanding, it also applies to English. Therefore, correct pronunciation is essential for any Language learner. The need for well-trained educators who are able to effectively convey a message has arisen, be it written or spoken, from one language to another. An uprising topic about the study of pronunciation in the literature is that many L2 educators lacking confidence and find pronunciation challenging – or even the most challenging element of a language (Setter & Jenkins, 2005).

In speaking English there are some components. Those are fluency, accuracy of the pronunciation, grammar, vocabulary and comprehension. One of the factors that play a crucial role of an interpretation is the accuracy of the interpreter's pronunciation. For English speaking countries teachers, there are no challenges in the pronunciation. However, it becomes a big challenge for teacher non-English speaking countries in English pronunciation. Acquiring a native accent is an undoubtedly difficult task, particularly for those students who do not interact directly with native speakers.

From the previous studies entitled "the correlation study between students' habit in listening English song and pronunciation mastery toward their speaking skill to English education department" conducted by Sri Rejeki, it is revealed that there is a significant correlation between student's habit of listening English Song with their Pronunciation Mastery, thus it also influences the Speaking Skill. It means that if their habit of listening to English songs improved, the speaking skill will also be improved automatically.

The other studies that nearly similar to the present study that conducted by EtikKkhusnulKhotimah(2012) with the title "The correlation between the ability of phonemic transcription mastery and the English pronunciation at PBI, IAIN SunanAmpel Surabaya". Based on the research, it was found that 70% of the students are in the level of average which it is between the range of the score 41-60. So the result is that there is correlation between phonemic transcription and pronunciation with the value of correlation is 0,714.

The next previous studies that conducted by Mohammad Saber Khaghaninejad (2015) with the title 'The effect of explicit pronunciation instruction on listening comprehension: evidence from Iranian English learners". The result of the study is the explicit phonetic instruction benefits L2 learners overall and it is reasonable to accommodate the pronunciation components of English language teaching in class activities with more attention given to the relationship between listening comprehension and pronunciation instruction since both skills contribute each other.

The present study tries to identify the correlation between pre-service teacher listening habit and pronunciation awareness. Because as a future teacher who will transfer their knowledge to the students, English teachers are required to have good level of English skills, which one of them are pronunciation, as an English language teacher, it is a struggle to teach language that our students are not familiar of, moreover, English have many rules including grammar and pronunciation, if the knowledge of the teacher itself is not sufficient, and their pronunciation is incorrect, then how would they will teach the students?, hence, knowing this fact the researchers assume that a study of pre-service teachers' listening habit and pronunciation awareness is worth to be analyzed deeply, and also, there are many studies about the student's listening comprehension and pronunciation, but, the previous studies did not indicate the teachers' pronunciation awareness and if there are any correlation with their listening habit. Therefore, by doing this research, we can know if there are any correlation between those two.

II. LITERATURE REVIEW

A. Listening Habit

1. The Definition of Listening

Clark, 2005 defined listening as a form of communication which contain hearing, interpreting and also constructing values and important way of take part in daily activity as well as wider decision-making processes. According to Tarigan (2008:31) listening is an action of listening to some verbal symbols by caring, understanding, recognition and also interpretation to catch the content and understand the meaning of the communication of the speaker of spoken language. Steven Brown (2006:4) said that listening activity is the activity of stimulating students' prior knowledge in order to help them to understand about what they heard. Howwatt& Dakin in Yagang (2010), argue that listening is the ability to analyse and comprehend what the speaker are saying.

From those definition above, it can be seen that listening is the activity of hearing spoken language in order to understand the utterances of that spoken language.

2. Listening Habit

Worden (1970: 30), said that most of people spend around 45 percent of our time listen. To be effective communicators, we must be effective listeners. we only remember half of what we hear immediately after listening. According to Gfelleret. al (2000: 393), One of the five categories of listening time per week is 0 - 2 hours a week, 3-5 hours a week, 6-8 hours every week, 9 hours every week, 9 hours every week.

From those statement above we can conclude that listening habits are the amount of time we spend listening for a certain amount of time. Listening is the most interesting activity in opening. In the habit of listening, someone must pay attention to the desire and willingness to take advantage of the words of someone they are listening to or something else.

B. Pronunciation Awareness

1. The Definition of Pronunciation

Richars and Schmidt (2002) stated that pronunciation is how the sounds produced. According to Yates (2002), pronunciation is the production of sounds that is used for making meaning. Pronunciation is how to say the words and generally accepted and understood. (Kristina, Diah, et al.2006:1)

Pronunciation is an important part of communication because it is the base of a language. A word needs to pronounced correctly or it will be caused misunderstanding. Pronunciation really need to be improved because if the speaker says the wrong pronunciation it can caused a difficulty in language learning or communication.

2. Indicator to Asses Pronunciation

According to Djiwandono (2008, p. 124-125) there are 4 indicators to assess pronunciation

a. The accuracy of the words, is it pronounced accurately or not

b. Native-like is how to pronounce the words like native speaker

c. Intelligibility is how the words pronounced clearly and not causing a misunderstanding

d. Fluency is how the words pronounced fluently without any anxiety.

III. METHOD

In this study, researcher use correlation method in order to investigate the correlation between two different variables. According to Ary, Jacobs, Sorensen &Razavieh (2010) correlation research is a research that assesses the relationship between two or more variable in a single group. There are three possible result of this study, those are appositive correlation,

negative correlation, or even no correlation between the variable. There are two variables of this research, listening habit and pronunciation awareness.

The population of this study was the students of English education department at state Islamic university of SunanAmpel Surabaya. Meanwhile, the sample of this research was the English education department at who take Micro-teaching 1 course at the sixth semester. This research uses random sampling techniques for data collection, and from the data population of the study is more than 100 participants, therefore, the sample that was only 15 students from the total of the population. So, the researcher gave the questionnaire and test to 15 students randomly.

The instrument of this study was the questionnaire of listening habit from AIDEL Summer Intermediate Listening (2005) and the pronunciation test adapted from Cambridge University Press (2004). The questionnaire consisted of eight questions, while the pronunciation test consists of nine questions. By using that questionnaire, we measure the effect of the preservice teachers' listening habit with their pronunciation awareness test score, does the preservice teachers' listening habit can influence the pronunciation awareness.

The questionnaire of listening habit and the test of pronunciation awareness were administered to the participants via online. So, the researcher sent the questionnaire in the form of link and the test pronunciation in the form of PDF to the participants, researcher also explain how they should fill in the instruments. after collecting the data, researcher analyse the data and correlate between the result of reading habit questionnaire and pronunciation test. After that, the data from this result will be analyzed by using SPSS program.

IV. FINDINGS AND DISCUSSION

In this chapter, the researchers present and discuss the result of the data that have been collected. The data are about the students' habit in listening to English and the students' pronunciation awareness. The data of the research were obtained by distributing questionnaire and conducting pronunciation awareness test. The test was administered by WhatsApp, and all participants have submitted their answer of the questionnaire and the test.

A.   Participants Habit in Listening to English

These data about students' habit in listening were obtained by distributing questionnaire to the subject of the research. The questionnaire is adapted from the questionnaire of listening habit from AIDEL Summer Intermediate Listening (2005). The questionnaire consists of eight questions about their habit in listening to English. The students are asked to respond to each statement by choosing the most suitable response.

Based on the result of the research, the writer found that the highest score for listening habit is 72, and the lowest score is 35.

The accumulated result is 986. The test results are shown in the following table:

Table 4.1. The Result of Questionnaire about participants' Listening Habit to English

Subject Number	Score of Listening Habit
1	75
2	85
3	72
4	72
5	60
6	72
7	67
8	65
9	87
10	65
11	77
12	80
13	70
14	70
15	82
Total	1099

To know the students' habit strength in listening to English, the writer classifies the data into five categories namely very weak, weak, fair, strong, and very strong. The classifications of the categories are shown in the following table:

Table 4.2. The Frequency Distribution of the Students' Habit Strength in Listening to English and the Classification

No.	Score	Frequency	Percentage	Category
1	0-49	-	0%	Very weak
2	50-59	-	0%	Weak
3	60-69	4 Participants	30%	Fair
4	70-79	7 participants	50%	Strong
5	80-100	3 Participants	20%	Very Strong
	Total	15 Participants	100 %	

The table above reveals that the students' habit in listening to English based on the categories are no participants in very weak and weak category (0%), 4Participantsare in fair category (30%), 7 Participant is in strong category (50%), and there are 3

Participants in very strong category (20%). To know the students' habit in listening to English generally, the writer applies "mean" statistical formula below:

$$M= \frac{\Sigma X}{N}$$

$$= \frac{1099}{15}$$

$$= 73,2$$

Based on the result of the applied formula above, the total score 1099 of 15 Participants, and the mean score is 73,2. The mean score 73,2 shows that the Participants' Pronunciation Awareness level is strong level.

B.   Participants' Pronunciation Awareness

The data about of students' Pronunciation were obtained by Distributing Pronunciation Awareness test. The Pronunciation Awareness test material was adapted from Pronunciation Practice Activities from Cambridge University Press. During the test, the students were asked to answer 7 questions.

Based on the result of the research, the writer found that the highest score for listening test is 86, and the lowest score is 52. The accumulated result is 1019. The test results are shown in the following table:

Table 4.3. The Result of Pronunciation Awareness Test

Subject Number	Score of Pronunciation awareness
1	70
2	81
3	70
4	63
5	68
6	55
7	52
8	61
9	75
10	77
11	72
12	63
13	63
14	63
15	86
Total	1019

To know the Participants' English Pronunciation Awareness, the writer classifies the data into five categories namely very poor, poor, fair, good, and excellent. The classifications of the categories are seen in the following table:

Table. 4.4. The Frequency Distribution of the Participants Test Result and the Classification

No	Score	Frequency	Percentage	Category
1	0-49	-	0%	Very low
2	50-59	2 Participants	13%	Low
3	60-69	6 Participants	39%	Fair
4	70-79	5 Participants	35%	Good excellent
5	80-100	2 Participants	13%	Excellent
Total		15 students	100 %	

The table above shows that the students' English Pronunciation awareness based on the categories are 0 Participants is in very low category (0%), 2 Participants are in low category (13%), 6 Participants are in fair category (39%), 5 Participants are in Good Excellent category (35%), 2 Participants are in Excellent category (13%).

To know the students' English Pronunciation Awareness, the writer applies "mean" statistical formula below:

$$M= \frac{\Sigma X}{N}$$

$$= \frac{1019}{15}$$

$$= 67,9$$

Based on the result of the applied formula above, the total score 1019 of 15 Participants, and the mean score is 67,9. The mean score 67,9 shows that the Participants' Pronunciation Awareness level is fair level.

C. Data Analysis

The next step in this research is finding the XY, X2, and Y2 of the data. They are seen in the following table:

Table 4.5. Working Table of Data Analysis

Subject	X	Y	XY	X²	Y²
1	75	70	5250	5625	4410
2	85	81	6885	7225	6561
3	72	70	5040	5184	4410
4	72	63	4536	5184	3939
5	60	68	4080	3600	4624
6	72	55	3960	5184	3025
7	67	52	3484	4489	2704
8	65	61	3965	4030	3721
9	87	75	6525	7569	5625
10	65	77	5005	4225	5929
11	77	72	5544	5929	5184
12	80	63	5040	6400	3939
13	70	63	4410	4900	3939
14	70	63	4410	4900	3939
15	82	86	7052	6724	7396
15 = N	1099	1019	74910	81168	69345

The next step is analyzing the data by using Pearson rough number Correlation formula. The formula is:

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

Where:

r_{xy} : Coefficient correlation between correlated variables x and

N : The total number of the students

X : Participants' habit in listening to English

Y : Participants' Pronunciation Awareness

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

$$= \frac{15 \times 74910 - (1099)(1019)}{\sqrt{\{15 \times 81168 - 1099^2\}\{15 \times 69345 - 1019^2\}}}$$

$$= \frac{1123650 - 1119881}{\sqrt{\{1217520 - 1207801\}\{1040175 - 1038361\}}}$$

$$= \frac{3769}{\sqrt{9719 \times 1814}}$$

$$= \frac{3769}{\sqrt{17630266}}$$

$$= \frac{3769}{4198}$$

$$= 0,89$$

After finding the result of the calculation by using correlation formula, the writer re-calculates the data by using the Statistical Package for the Social Science (SPPSS) in order to confirm the calculation result, and the result is 0,060, which is the roundness of 0,0596. The result from the SPSS is seen in the following table:

Table 4.6. SPSS Correlation result

		Listening score	Habit
listening score	Pearson Correlation	1	.090
	Sig. (2-tailed)	.	.004
	N	15	15
Habit	Pearson Correlation	.090	1
	Sig. (2-tailed)	.004	.
	N	15	15

Based on the result of the calculation above, it is known that r_{xy} is 0,089. To test the hypothesis of the research there are two steps that the writer has performed. Firstly, the writer consulted to the table of standard classification of correlation degree below:

Table 4.7. Standard Categories of "r" Product Moment Value

The value of "r" Pearson product moment (r_{xy})	Interpretation
$0,80 - 1,00$	There is a very strong correlation between variable X and variable Y
$0,60 - 0,80$	There is a strong correlation between variable X and variable Y
$0,40 - 0,60$	There is a fair or moderate correlation between variable X and variable Y
$0,20 - 0,40$	There is a weak correlation between variable X and variable Y
$0,00 - 0,20$	The is a correlation between variable X and variable Y, but the correlation is so very weak that the correlation is disregarded, or, in other words, there is no correlation between variable X and variable Y.

From the table above, it is seen that the rxy 0,089 means that the correlation between variable X and variable Y in this research is very Strong. So, the very Strong correlation is considered. It means there is a strong correlation between variable X and variable Y in this research.

Therefore, the conclusion is that there is a correlation between students' habit in listening to English and Pronunciation Awareness.

V. CONCLUSION

The finding of this research reveal that the listening habit of pre-service English teacher have a correlation with their pronunciation awareness. Students of PPL 1 class English Teacher Education Department in State Islamic University of SunanAmpel Surabaya who have high time to listening English also have high pronunciation awareness. They enjoy to listen to English song or movie to and they find it difficult to understand English through English news. It can conclude that informal context is the easier way to understand English rather than formal context.

The result of the pronunciation awareness test shows that the mean score is 67,9 which in fair level. So their pronunciation awareness is still need to be improved because they are an English teacher in the future.

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