
**THE EFFECTS OF PRONUNCIATION MASTERY AND CRITICAL THINKING
TOWARDS EFL STUDENTS' SPEAKING SKILL AT IPB CIREBON**

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ABSTRACT

This is a survey research that was conducted to get empirical data and analyze the effects of pronunciation mastery and critical thinking towards EFL students' speaking skill at IPB Cirebon. It means there are two independent variables and one dependent variable; variable X_1 as the first independent variable (pronunciation mastery) and variable X_2 as the second independent variable (critical thinking) which have interconnected and influenced the variable Y as the dependant variable (EFL students' speaking skill). This research employed a correlational technique that was done through multiple regression analysis. In processing the data, the SPSS program version 21 was applied to describe the data, to conduct the normality, linearity and homogeneity tests, and to test the hypothesis. Data collecting techniques were done through library and field researches. The library research was from theses of other researchers, reference books, dictionaries, articles, journals, and websites. The field research was done at IPB Cirebon by using questionnaire of pronunciation mastery (20 items), critical thinking (20 items), and speaking skill test (10 items). The results of the study identified that 1) there are any significant effects of pronunciation mastery and critical thinking jointly towards EFL students' speaking skill that is proved by the value of $Sig.= 0.000$ and $F_{observed} = 16.147 > F_{table} = 3.10$. 2) There is a significant effect of pronunciation mastery towards EFL students' speaking skill that is proved by the value of $Sig.= 0.019$ and $t_{observed} = 2.394 > T_{table} = 1.98$. 3) There is a significant effect of critical thinking towards EFL students' speaking skill that is proved by the value of $Sig. = 0.000$ and $t_{observed} = 5.068 > t_{table} = 1.98$.

INTRODUCTION

Pronunciation mastery plays an important role in determining the success of foreign language learning. Language is the knowledge which speakers have and which makes communication possible; it also an inheritance from the past. It means that a language makes communication possible through numerous speech acts and it covers the description of the sound system of a language, the link between speech and meaning which conveys the meaning in a real communication. Thus pronunciation highly influences the meaning of what a speaker says. Without having pronunciation knowledge, a foreign language learner will have problems in understanding a language and expressing his ideas.

Talking about pronunciation mastery, the first thing that should be explained is the definitions of mastery since the primary goal of pronunciation, which is mastery. According to Allen (2000), mastery is skill or knowledge that makes one master of a subject. The Dictionary (1989) also defines that mastery is the skill or knowledge of master. From the definitions stated previously, mastery is someone's skill or knowledge of a subject. Subject in this case is pronunciation in a foreign language, which is learnt by students.

Pronunciation in Oxford: Advanced Learner's Dictionary (1995) the definition of pronunciation is: (1) the way in which a language or a particular word or sound is pronounced, (2) the way in which a particular person pronounces the words of a language.

Pronunciation is one of the significant aspects in English, particularly in oral communication. Every sound stress pattern, intonation may convey meaning. The non-native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation.

According to Lado (1964), pronunciation is the use of sound system in speaking and listening. Here pronunciation is merely treated as the act that happens in speaking and listening, Lado does not mention how sounds are produced.

Pronunciation is the act of manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, particularly a way that is accepted or generally understood. In the sense, pronunciation entails in the production and reception of sounds of speech and the achievement of the meaning (Kristina, Diah, et al.2006:1). This second definition gives a briefer pronunciation's definition. It contains some important keys in pronunciation: act, speaking, production and reception of sound. It signifies that the words being pronounced should be understandable or intelligible.

Critical thinking is part of 21st century skills. The development of the 4.0 revolution era is focused on 21st century skills that prioritize knowledge as a basic skill. Entering the era of revolution 4.0, a balance of skills and knowledge is needed to produce quality human beings who will continue until the development of the 21st century. In learning in the 21st century, students are directed with skills through the learning process.

The development of critical thinking is included in most conversations related to developing "21st century skills". The main work of critical thinking skills today is understood in solving problems that arise in the context of discovery or investigation. As a result, the development of this critical capacity is not limited to one particular discipline area or range of experiences. Therefore, curricula, pedagogy and assessment, from primary education to higher education, are needed to engage with pedagogies that cultivate learners' habits of questioning and cognitive capacities that facilitate critical thinking (Sellars et al., 2018).

Critical thinking has close relationship to the speaking activity. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. According to Bailey (2006) stated that speaking is the productive aural/oral skill which consists of producing systematic verbal utterances to convey meaning. Meanwhile according Dessales (<http://www.infres.enst.fr>) speaking is the process of expressing thought, idea or feeling in the form of spoken language. Based on the definitions above, speaking is the process of conveying meaning, expressing idea and feeling through verbal utterances at any situations and in various contexts.

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence).

According to Brown (2007) there are two kinds of oral or spoken language, namely: monologue and dialogue. In monologue, when one speaker uses spoken language for any length of time, as in speeches, lectures, readings, news broadcasts and others. The hearers must process long stretch of speech without interruption. Dialogue involves two or more speakers and can be subdivided into those exchanges that promote our social relationship (interpersonal) and those for which the purpose is to convey proportional or factual information (transactional).

RESEARCH METHODS

This study emphasizes on the effects of pronunciation mastery and and critical thinking altogether towards EFL students' speaking skill. It means there are two independent variables and one dependent variable; variable X₁ as the first independent variables (pronunciation mastery) and variable X₂ as the second independent variables (critical thinking) which have interconnected and influenced the variable Y as the dependent variable (EFL students' speaking skill). The method used is a survey with multiple-co relational technique.

Sugiyono (2008) states that population is an area of generalization which comprises object or subject that has quality and certain characteristic determined to be analyzed and then made a conclusion by researcher. Furthermore, Fraenkel and Norman (2003) find out that population is the larger group to which one hopes to apply the results. In other words, it is the group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. Population in this research is EFL's students from all major at IPB Cirebon. Frankael and Norman (2003), sampling refers to the process of selecting individuals. Sample in research study refers to any group on which formation is obtained. The sampling technique used for this survey research is a cluster-simple random sampling; taking a sample in cluster; random and simple ways. According to Sevilla (2006), the cluster-simple random sampling is used in which related to a geographic location of respondents where they are in one school selected randomly as a cluster and regarded that they have an equal position for relevant characteristics towards examined variables.

The researcher conducted data collection technique by collecting data both a questionnaire and multiple – choice tests. The tendency central frequency by counting frequency distribution, standard deviation, and variance will be cultivated. Hypotheses testing (*t_{observed}*) can be counted afterwards. The researcher then makes linearity and normality tests. The analysis-of-varians (Anova F test) simultaneously can be used to test the significance of coefficient of multiple linearity regression (Sudjana, 2003)

RESULTS AND DISCUSSION

The things address the normality test to test and determine whether the data normal or not so tobserved partial correlation, multiple correlation, single regression and multiple regression can be analyzed. The 3 variables namely pronunciation mastery questionnaire, critical thinking and EFL students' speaking skill test are in the normal distribution. To strengthen that the data are in the normal distribution, therefore, it is used Kolmogorov-Smirnov Z through SPSS version 21.0 as follows:

Table 1
The Normality Test of Three Variables
One-Sample Kolmogorov-Smirnov Test

		Pronunciation Mastery	Critical Thinking	EFL Students' Speaking Skill
N		90	90	90
Normal Parameters ^{a,b}	Mean	73.09	65.79	72.07
	Std. Deviation	7.239	11.906	8.816
Most Extreme Differences	Absolute	.115	.118	.087

	Positive	.070	.097	.077
	Negative	-.115	-.118	-.087
Kolmogorov-Smirnov Z		1.093	1.120	.882
Asymp. Sig. (2-tailed)		.183	.163	.509

a. Test distribution is Normal.

b. Calculated from data.

From the table above, it shows that the sig. value for pronunciation mastery variable is 0.183 which means that the sig. value is more than 0.05. The sig. value for critical thinking variable is 0.163 which means that the sig. value is more than 0.05. The last variable which is EFL students' speaking skill shows that the sig. value is more than 0.05. It means that the data of three variables are normally distributed.

The result of calculation and test can be seen in the table 2, 3 and 4 as follow:

Table 2
The Results of The Calculation of Coefficient of the Effects of Variable X₁ and X₂ towards Variable Y

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.520 ^a	.271	.254	7.615

a. Predictors: (Constant), Critical Thinking, Pronunciation Mastery

b. Dependent Variable: EFL Students' Speaking Skill

Table 3
The Results of the Calculation of Significance of Coefficients Regression of The Effects of Variable X_1 and X_2 towards Variable Y

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1872.690	2	936.245	16.147	.000 ^b
	Residual	5044.910	87	57.987		
	Total	6917.600	89			

a. Dependent Variable: EFL Students' Speaking Skill

b. Predictors: (Constant), Critical Thinking, Pronunciation Mastery

Table 4
The Results of Calculation of Equation Regression Lines of the Effects of Variable X_1 and X_2 towards Variable Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	29.925	9.196		3.254	.000
1 Pronunciation Mastery	.267	.112	.219	2.394	.000
Critical Thinking	.393	.068	.464	5.068	.000

a. Dependent Variable: EFL Students' Speaking Skill

Table 2 above shows that the multiple correlation coefficient of the influence of free variable Pronunciation Mastery (X_1) and Critical Thinking (X_2) jointly on EFL Students' Speaking Skill (Y) is equal to 0.520.

Calculation of significance testing of multiple correlation coefficient can be seen at a significant mark (a) in column R. From these calculations Obtained that the correlation coefficient is significant, in other words that there are significant effects of free variables Pronunciation Mastery (X_1) and Critical Thinking (X_2) jointly on EFL Students' Speaking Skill (Y).

While the coefficient of determination of 27.1% indicates that the contribution of Pronunciation Mastery(X_1) and Critical Thinking (X_2) jointly affect EFL Students' Speaking Skill (Y) is equal to 27.1 %, the rest (72.9.%) due to the influence of other factors.

As for the result of testing of hypotheses through regression analysis is shown in Table 3. and Table 4. From Table 4 regression line equation is obtained which represents the influence of variables X_1 and X_2 towards variable Y, ie $Y = 29.925 + 0.267 X_1 + 0.344 X_2$.

While testing the significance of the regression line which is calculated by taking into account the

results listed in Table 3. According to existing provisions, the criteria of significance regression is "if $\text{Sig} < 0.05$ then H_0 is rejected" or "if $F_{\text{observed}} > F_{\text{table}}$ then H_0 is rejected", which means that the regression coefficient is significant, in other words there is a significant effect of free variables X_1 and X_2 to the bound variable Y . Sig value is the number listed on Sig column in Table 3. F_{observed} value is the number listed in column F in Table 3. While F_{table} value is the value of F distribution table for the real level 5% with the degree of the numerator (k) = 2 and the degree of the denominator ($n - k - 1$) = 87 where n is the number of respondents, and k is the number of free variables.

From Table 3 can be seen that the value $\text{Sig} = 0.000$ and $F_{\text{observed}} = 16.147$, while $F_{\text{table}} = 3.10$. Because of the Sig value < 0.05 and $F_{\text{observed}} > F_{\text{table}}$, then H_0 is rejected, which means that the regression coefficient is significant. In other words, that there is a significant influence free variables Pronunciation Mastery (X_1) and Critical Thinking (X_2) jointly on EFL Students' Speaking Skill (Y).

From the results of correlation and regression testing then it can be concluded that there is a significant effect of variables Pronunciation Mastery (X_1) and Critical Thinking (X_2) jointly on EFL Students' Speaking Skill (Y).

Based on Table 4 and equations on multiple regression show that the statistics hypothesis H_0 : There is no influence of Pronunciation Mastery variable (X_1) to the EFL Students' Speaking Skill (Y) is rejected because the value $t_{\text{observed}} = 2.394$ and $\text{sig.} = 0.019 < 0.05$. This means that H_1 is accepted. This can be concluded that the research hypothesis which states that there is influence of Pronunciation Mastery on EFL Students' Speaking Skill is acceptable.

Furthermore, based on multiple regression equation can be described that each increase of one unit of Pronunciation Mastery will be followed by the rise of EFL Students' Speaking Skill for 0.267 units, *ceteris paribus*, or critical thinking 0.344.

Based on Table 4 above and the multiple regression equation shows that the statistical hypothesis H_0 : There is no influence of Critical Thinking (X_2) to the variable EFL Students' Speaking Skill (Y) is rejected because the value $t_{\text{observed}} = 5.068$ and $\text{sig.} = 0.000 < 0.05$. This means that H_1 is accepted. This means that the research hypothesis which states that there is influence of Critical Thinking (X_2) to the variable EFL Students' Speaking Skill is accepted.

CONCLUSION

Pronunciation mastery is one of the substantial components in speaking skill. Pronunciation is the way in which a language or particular word or sound is pronounced. By having standardized pronunciation, it allows us to correctly utter or pronounce the words of a language. A poorly pronunciation is easily misinterpreted and often confusing, since it isn't delivered in good or correct manner. Pronunciation mastery helps us in delivering sound, stress pattern, intonation correctly and it has crucial in meaning. So having an intelligible pronunciation is necessary rather than having a native-like pronunciation. It means that pronunciation plays an important role in delivering the meaning of a language, since the product of this act is language or word or sound. As a result, pronunciation mastery is the student's ability in uttering the words / sentences within a content, functional words, idioms or phrasal verbs which all can be enriched by giving a test about the words stress, sound and intonation. Improving pronunciation is an important skill for students to learn, as it helps make sure that a word /sentence will be fully understood generally. Proper pronunciation makes the flow of information more difficult to understand, and unintelligible to listen. It will help the other speaker understands what the person is trying to say while helping to make the sentence more sounds natural and widely accepted. To improve students speaking skill, one must first understand possible problems with pronunciation so that

they can not only recognize but also speak with effective yet intelligible sounds or. The pronunciation and speaking skill can be enriched by practicing a lot and learn some related of pronunciation aspect such as intonation, words stress and sounds, to help improving on speaking skill, students can have some practices on watching TV, playing video games, story telling and listening to radio. Furthermore, the more the student learn it, the wider pronunciation mastery he or she will obtain. It will automatically determine on student's speaking skill.

On the basis of computerized processing and data analysis some conclusions can be drawn namely there is a significant effect of pronunciation mastery (X_1) and critical thinking (X_2) towards EFL students' speaking skill (Y). it can be seen from the result of multiple regression where the multiple correlation coefficient (R) is 0.520. It is obtained that Fobserved is 16.147 and Ftable is 3.10 ($F_{(0.95)(3,76)}$). Since Fobserved is higher than Ftable ($16.147 > 3.10$ therefore H_1 is accepted. In addition, the contribution is is 27.1% with Sig value is lower than Sig grade ($0.000 < 0.05$). There is a significant effect of pronunciation mastery (X_1) on EFL students' speaking skill (Y). The result is supported by the number of $F_0 = 1,347$ and Sig = $0.019 < 0.05$. There is a significant effect of critical thinking (X_2) on EFL students' speaking (Y). The result supported by the number of the result is supported by the number of $F_0 = 0,668$ and Sig = $0.000 < 0.05$.

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