PRONUNCIATION'S ERROR OF SEGMENTAL FEATURES AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 18 SEMARANG IN THE ACADEMIC YEAR OF 2017/2018

THESIS

Submitted in Partial Fulfillment of The Requirement for Degree of Bachelor of Education In English Education

By:

Neilidar Asma

133411085

EDUCATION AND TEACHER TRAINING FACULTY

WALISONGO STATE ISLAMIC UNIVERSITY

SEMARANG

2018

THESIS STATEMENT

I am the student with following identity:

Name : Neilidar Asma

Students' Number : 133411085

Department : English Education Department

Certify that the thesis untitled

PRONUNCIARION'S ERROR OF SEGMANTAL FEATURES AT THE EIGHTH GRADE STUDENTS OF SMP N 18 SEMARANG IN THE ACADEMIC YEAR 2017/2018

is definitely my own work. I am completely responsible for the content of the thesis. Other researcher's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, January 22rd, 2018

METERAI
TEMPEL
TGL 20
FA5C5AEF810157568

6000
ENAM RIBU RUPIAH

NEILIDAR ASMA
NIM. 133411085

DEDICATION

This paper is dedication to all people who always pray, give support and cheered me up in finishing this paper for my success, they are:

1. My beloved Allah S.W.T and Nabi Muhammad SAW who always guide me and take care of everything I did.
2. My beloved father (Muhammad Sulthon) and my amazing mother (Mahmudah) who never ending to support me and educate me until I can accomplish this script.
3. My big brother (An'im Kafa Bih) and my taller little brother. Thank for making me thing about my future and take care of me.
4. My lovely friend Leily Widyaningrum who always helps me for everything. *Gumawo*
5. My lovey dovey friend Ameer, Hadfizah, Nui, Ocim, Riris, Yuyun, Umun, Pijah. Friends that always support me, cheer me up and make me lough every time. Thank guys and I love you. Hope we always together.
6. For all my friend who give support to me *arigatou gozaimasu.*

MOTTO

Communicating with other people with clearly utterance and great manner then anyone who listen could understand it.

KEMENTRIAN AGAMA

UNIVERSITAS ISLAM NEGERI WALISONGO

FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan Semarang

Telp. 024-7601295 Fax. 7615387

RATIFICATION

Thesis with the following identity:

Title	:	**PEONUNCIATION'S ERROR OF SEGMENTAL FEATURES AT THE EIGHTH GRADE STUDENTS OF SMP NEGERI 18 SEMARANG IN THE ACADEMIC YEAR OF 2017/2018**

Name	:	Neilidar Asma
NIM	:	133411085
Department	:	English Language Education

Had been ratified by the Board of Examiners in Faculty of Education and Teacher Training of Walisongo State Islamic University and can be received as one of any requirement for gaining the Bachelor Degree in English Language Education.

Semarang, January 30th 2018

THE BOARD OF EXAMINERS

Chair Person,   Secretary,

Dr. Hj. Ma'rifatul Fadhilah, M.Ed   **Nadiah Ma'mun, M.Pd**
NIP. 19721108 199903 2 001   NIP. 19781103 200701 2 016

Examiner I,   Examiner II,

Dr. H. Ikhrom, M.Ag   **Syyidatul Fdillah, M.pd**
NIP. 19650329 1999403 1 002   NIP. 19810908 200710 2 001

Advisor I,

Dra. Hj. Siti Mariam, M.Pd
NIP. 19650727 199203 2 002

ADVISOR APPROVAL

Semarang, January 17th, 2018

To
The Dean of Faculty of Education and Teacher Training Walisongo State Islamic University

Assalamua'alaikum Wr. Wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis identification:

Title : **PRONUNCIATION'S ERROR OF SEGMENTAL FEATURES AT THE EIGHTH GRADE OF SMP N 18 SEMARANG IN THE ACADEMIC YEAR 2017/2018**

Name : Neilidar Asma

NIM : 133411085

Department : English Education Department

I state that the thesis is ready to be submitted to Faculty of Education and Teacher Training of Walisongo State Islamic University to be examined at Munaqosah Session.
Wassalamu'alaikum Wr. Wb

Advisor I

Dra. Hj. Siti Mariam, M. Pd
NIP.19650727 199203 2 002

ACKNOWLEDGEMENTS

In the name of Allah, the beneficent the most merciful

All praise is only for Allah, the Lord of the world, the creator of everything in this universe, who has given the blessing upon the researcher in finishing this research paper. Peace and blessing be upon to our beloved prophet Muhammad SAW, his families, companions, and all his followers.

The researcher realizes that cannot complete this final project without the help of others. Many people have helped me during writing this final project and it would be impossible to mention of all them. The writer wishes, however to give my sincerest gratitude and appreciation to:

1. Dr. H. Raharjo, M.Ed.St as the Dean of Education and Teacher Training Faculty.
2. Dr. H. Ikhrom, M.Ag as the Head of English Department.
3. Dra. Hj. Siti Mariam., M.Pd as the advisor for patience in providing careful guidance, helpful correction, very good advice as well suggestion and encouragement during the consultation.
4. All lecturers of the English Department of Walisongo State Islamic University (UIN Walisongo) for all guidance and knowledge during my study at UIN Walisongo.
5. Aloysius Kristiyanto,S.Pd,M.Pd as the Head of SMP N 18 Semarang who had given permission to the researcher for conducting this research. Ms. Lina Nurma Yunita as English teacher of SMP N 18 Semarang who helped the researcher to conduct the research, and the school Administrative Staff Thank for the cooperation.
6. My dear parents Dr. Muhammad Sulthon and Mahmudah, who always support me emotionally and materially with prayer, love guide, and patience. My amazingly big brother An'im Kafa Bih who has given me some suggestion and my tallest little brother who have always cheered me up, thank you so much.

Semarang, January 22rd 2018

NEILIDAR ASMA

NIM. 133411085

ABSTRACT

Title	: PRONUNCIATION'S ERROR OF SEGMENTAL FEATURES AT THE EIGHTH GRADE STUDENTS OF SMP N 18 SEMARANG IN THE ACADEMIC YEAR OF 2017/2018
Writer	: **Neilidar Asma**
Students Number	: **133411085**
Email	: **neilzamane@gmail.com**

Speaking English is not just speaking the ideas but also to make the other understand clearly what are you talking with the great pronunciation. Pronunciation is the first and most important thing native speaker notice during conversation. Native speaker more likely understand you clearly even if you are making mistake in grammatical. In this final project, the researcher focuses on pronunciation's error in speaking skill. The subject of the research are eighth grade students of SMP N 18 Semarang that consists of thirty - two students. the researcher took sample randomly. The objective of this research is to analyse students' pronunciation's error of the eighth grade at SMP N 18 Semarang especially on segmental features. The researcher conducting data used case study method and description qualitative which took some steps. First, the researcher observed some information from the teacher and school's staff and the researcher also observed teacher learning process. Second, the researcher interviewing English teacher that consist of pronunciation's error. Third, the researcher gave record by speak a loud sentence on chapter three of eighth grades' English book and the researcher analysed which one the pronunciation's error of segmental features. Based on finding, the researcher found students hard to produce sound of /ʌ/, /eɪ/, /aɪ. and /dʒ/, /z/ /ð/ for the consonant.

Key words: *English Pronunciation, Segmental Features, Teaching Pronunciation.*

TABLE OF CONTENT

CHAPTER I: INTRODUCTION

CHAPTER II: REVIEW OF RELATED LITERATURE

CHAPTER III: RESEARCH METHOD

CHAPTER I

INTRODUCTION

In this chapter highlights; background of the research which contains an explanation about the research generally. Reason for choosing the topic which contains explanation of why researcher choosing the topic. Research question, objective of the research and significances of the research.

A. Background of the Research

English is one of international languages. Indonesia as modern country used English as the first foreign language in order to face the globalization era. In order to master English as a foreign language, people need to learn the four skills in English they are 1) listening, 2) reading, 3) speaking 4) writing. They have mastery all of four skills in order to easier communicate in society. Speaking English is not just speaking the ideas but also to make the other understand clearly what are you talking with the great pronunciation. Your pronunciation is the first and the most important thing native speakers notice during the conversation. Knowing grammar and vocabulary are important but useless if you are unable to pronounce that structures or word correctly. Also native speaker are more likely to understand you, even if you make grammatical

mistakes rather than if you make mistakes in pronunciation.[1]

According statement above, as we know that Allah created human in different kinds and abilities in their own language, so their need learns to how pronounce something clearly and speak with good utterance as prophet Muhammad did. As in the Hadith narrated by Imam Abu Dawud:

وَأَبُو بَكْرٍ ابْنَا أَبِي شَيْبَةَ قَالاَ حَدَّثَنَا وَكِيعٌ، عَنْ سُفْيَانَ، عَنْ أُسَامَةَ، عَنِ الزُّهْرِيِّ، عَنْ عُرْوَةَ، عَنْ عَائِشَةَ، رَحِمَهَا اللَّهُ قَالَتْ كَانَ كَلاَمُ رَسُولِ اللَّهِ صلى الله عليه وسلم كَلاَمًا فَصْلاً يَفْهَمُهُ كُلُّ مَنْ سَمِعَهُ .

Narrated Aisha, Ummul Mu'minin: "the messenger of Allah spoke in a district manner so that anyone who listened to him could understand it" (Abu Dawud)[2]

Hadith above explains when Prophet Muhammad was communicating with other people with his utterance that could be understood clearly by them. Therefore, the accurate of pronunciation will be a good tool in communication specially to deliver our message and idea.

---

[1]http://funeasyenglish.com/american-english-pronunciation-the-importance-of-pronunciation.htm on 06/11/2017 at 10:52

[2] Sunnah Abu Dawud no. 4839 (Book of General Behavior [kitab Al-Adab]). In book reference: Book 43, hadith 67. English translation: Book 42, Hadith 4821. https://sunnah.com/abudawud/43 assess on 09/11/2017 at 18:50

In teaching learning process, especially in speaking skill, someone should learn pronunciation first. Nowadays, students do not pay attention about pronunciation. Therefore, pronunciation becomes one of student's cases is lack of the knowledge or skill in English but they put at disadvantage of having poor pronunciation because of their influence of the sound system of the native language which they use for everything. For the students making pronunciation error can be embarrassing especially when they make presentation and oral reports in various subject in the higher education classroom. Pronunciation plays the significant part in our personal and social lives because the ways we speak reflect our identities and indicates our association to particular communities (Seidlhofer, 2001).

According to Umi Sholihah in her journal explained about the differences between English and Indonesian language. Indonesian, for example has sound [s], [k], [t], [l], [p], [m], and [b] that also had in English but phono tactics (sequences of sounds/ the role which arrange how that sounds produces) in English, sounds [s], [k], [t] as word endings but in Indonesia isn't. in English we usually find words that end with /l/ and /p/ serially such in words *help* and *pulp* but those words are never found in Indonesia. Most of Indonesian people can't say these

words and often they insert a vowel so that it's pronounce */helep/* and */pulep/*. And the other way in Indonesia nasal sound /K/ can be used as in words *ngopi* and *ngantuk*, but in English it is impossible. There are no words like *ngik* or *ngos* in English even though we can find words *king* and *song*. [3]SMP 18 is located in Purwoyoso 1, Ngaliyan Semarang. The school was located on the edge of the city with the language of the mother tongue who is very thick not in English environment.

From the cases above, the researcher wanted to know about students' error in pronouncing words especially on eight grade book of chapter 3. Therefore, students know about their wrong pronounce and knowledge about pronunciation. Moreover, teacher also could give solution about student's pronunciation problem. The ability to convey meaning using second language is in itself a skill which second language learners must acquire. Conducting communication involves being able to pronounce one's words intelligibly as this signifies whether we are able to convey our intended meaning (Sidlhofer, 2001). Rajudarai (2006) explained that inadequate pronunciation skills may severely impede communicative skills, and there may be

---

[3]Umi Sholihah, 2014. *The Differences Between English and Indonesian Language*. Klaten. http://download.portalgaruda.org/article.php?article=253168&val=6820&title =THE%20DIFFERENCES%20BETWEEN%20ENGLISH%20AND%20IN DONESIAN%20LANGUAG assess on 09/11/2017 at 18.37

4

hitches in the conversation due to lack intelligibility and thus straining the listener. [4]

B. Reason for choosing the Topic

This research discussed about the pronunciation error of segmental features on eighth grade students in Semarang. The reasons for the researcher to choose this topic are as follow:

1. The researcher investigated pronunciation problem of students' speaking competence
2. The researcher realized the different presents of students' pronunciation error focus on their sounds of segmental features.

C. Research Question

This study was conducted to answer the following question:

What are students' pronunciation errors of segmental features of the eighth grade at SMP N 18 Semarang?

D. Objective of the Research

According to the research questions, the objective of the research can be stated as follow:

To explain the students' pronunciation errors of segmental features of the eighth grade at SMP N 18 Semarang.

---

[4]Pricilia Shak, and friends. *Pronunciation Problems: A Case on English Pronunciation Errors of Low Proficient Students*. (International Journal of Language Education and Applied Linguistics, University Malaysia Pahang, 2016)

E. Significances of the Research

The researcher expects that this study would be able to give advantages as follows:

1. Theoretically

   The study wants to enrich of knowledge and proficiency in the field of English education.

2. Practically

   a) Teacher

   The teacher got some knowledge about pronunciation error that might be happened to the students therefore, teacher can give solution for students.

   b) Students

   Students identified their mostly pronunciation error in speaking English.

   c) Researcher

   The researcher got some knowledge and experience about pronunciation and how to pronounce natively.

CHAPTER II

Review of Related Literature

In this chapter highlights theoretical review and previous research. Theoretical review below contains explanation of research title in detail. Previous study contains description of the theory and finding from previous research that assist as preference and research activities.

A. Theoretical Review

1. Definition of speaking

    Speaking is 'the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety contexts' (Chaney, 1948, p. 13). Speaking is a crucial part of second language and teaching.[1] To every person mastering the speaking skills is the single most importance aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.[2]

    Speaking is a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some people like auctioneers or politicians-may produce even more than

---

[1]Retrieved from http://iteslj.org/Articles/KayiTeachingSpeaking.html vol XII, on November 11th 2016. 10.25pm

[2]David Nunan. *Language Teaching Methodology a Textbook for Teachers*. (NY: Phoenix Ltd., 1995), p. 39

that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.[3] In this sense, speaking is like driving or playing instrumental. If people practice more, automatically they become greater speaker.

2. Features of speaking

In the speaking process, some features are presented while people are involved in interaction. Riggenbach, (1998, cited in Itkonen (2010) states that pronunciation, vocabulary, grammar, accuracy, and fluency are commonly though as the principal components of speaking. Below, the description of some relevant components of speaking.

a) Fluency

Richards (2006) defines fluency as the natural language use, which despite limitations in the communicative competent, the speaker engaged in interactions maintain an understandable and current communication. Crystal (1977), Bryne (1986), & Nation (1991, cited in Lan, 1994) fluency means the capacity to communicate without vacillation and pauses that makes fail

---

[3]Scott Thornbury. *How to Teach Speaking,* (Longman, Pearson education limited 2005), P. 01

comprehensible interaction. The CEFRL (2001) defines fluency as the ability to articulate, and keep communication going.

b)   Accuracy

Richards (2006) defines accuracy as the creation of correct examples of language use. In the same way, Bryne (1988, cited in Lan, 1994) states that 'accuracy refers to the use of correct forms where utterances do not contain errors affecting the phonological, syntactic, semantic or discourse features of a language'.

c)   Pronunciation

In oral production, the term pronunciation is defined as the way that the sentence is spoken (Harmer, 2009). It also involved several components as pitch and intonation. According to Dalton & Seidlhofer (2001) defines pronunciation as the production of significant sounds of two senses; the first one is that pronunciation is the production and reception of sounds of speech, and the second one is that it means acts of speaking depending on the way and context in which sounds are produced. For Louma (2003), pronunciation is the sounds of speech that 'can refer to many features of the speech stream, such

as individual sounds, pitch, volume, speed, pausing, stress, and intonation'. (p.11)[4]

d) Vocabulary

A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined.

e) Grammar

The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantic.[5]

3. General concept of pronunciation

a) Definition of pronunciation

Cook (1996) as cited in Pourhosein, Gilakjani 2016) defined pronunciation as the production of English sound. Pronunciation is learned by repeating sound and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first

---

[4]Liliana Marcela Usmatrejos and friends. 2013. *Teaching Speaking and Speaking Skill Assessment in A 10th Grade of A Public High School from Pereira*. University Tecnologica de Pereira

[5]Retrieved from https://en.oxforddictionaries.com/definition/grammar on June, 12nd 2017. 20.22am

language. According to Ytaes(2002) as cited in Pourhosein, Gilakjani (2016), pronunciation is a production of sound that is used for making meaning.

b)   The Goal of English pronunciation

According to Hismanoglu 2006, pronunciation is very important for oral communication it is also a significant part of communicative competence. Although the role of English pronunciation is important in English many teachers do not pay attention to the important skill. Morley (1991) said that "it is necessary for teachers to teach English pronunciation in ESL and EFL classes although many teachers do not pay attention to it in their instruction".

The goal of pronunciation is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be real purpose of oral communication. If learners want to change the way to pronouncing English word, they have to change the way they think about the sounds of those words. This is true both of individually sound and the bigger part of speech such as syllable,   stress   pattern,   and   rhythm.

Unfortunately, most of English teacher ignore about the importance of learning pronunciation.[6]

c)   Features of Pronunciation

In learning pronunciation of English, there are two important features that students must be learned. There are:

(1) The segmental features are particular combination of consonant and vowels that make up the inventory. Segmental features include; first, vowels are sound that produced when the airstream is voiced and is not obstructed but is shaped by the tongue and lips vowel consisting of one phoneme are called monophthongs. Second, consonant are sounds that, when produced, obstruct somehow the airflow there are 24 consonants in English and these divided according to three aspects; the place where the sounds are articulated, way how they are articulated and whether they are voiced or unvoiced.[7]

---

[6]Abbas Pourhosein Gilakjani. *English Pronunciation Instruction: A Literature Review.* (International Journal of Research in English Education, Islamic Azan University, 2016) Lahijan, Iran

[7]Mariana Navratilova. 2013. *Aspects of Pronunciation Teaching: The Influence of American Media on Pronunciation.* Faculty education, Masaryk University, Brno.

Vowel sounds			Consonant sounds		
No.	Symbol	Examples	No.	Symbol	Examples
1	/iː/	feet /fiːt/ leap /liːp/	1	/p/	pen /pen/ peep /piːp/
2	/ɪ/	fit /fɪt/ lip /lɪp/	2	/b/	big /bɪg/ babe /beɪb/
3	/e/	men /men/ bed /bed/	3	/t/	ten /ten/ let /let/
4	/æ/	man /mæn/ bad /bæd/	4	/d/	den /den/ red /red/
5	/ʌ/	mud /mʌd/ nut /nʌt/	5	/k/	key /kiː/ cake /keɪk/
6	/ɑː/	fast /fɑːst/ pass /pɑːs/	6	/g/	get /get/ leg /leg/
7	/ɒ/	top /tɒp/ rock /rɒk/	7	/s/	see /siː/ guess /ges/
8	/ɔː/	fall /fɔːl/ lord /lɔːd/	8	/z/	zoo /zuː/ buzz /bʌz/
9	/u/	book /bʊk/ foot /fʊt/	9	/ʃ/	shoe /ʃuː/ wish /wɪʃ/
10	/uː/	boot /buːt/ food /fuːd/	10	/ʒ/	measure /ˈmeʒə/ treasure /ˈtreʒə/
11	/ɜː/	girl /gɜːl/ bird /bɜːd/	11	/tʃ/	check /tʃek/ watch /wɒtʃ/
12	/ə/	a lot /əˈlɒt/ apart /əˈpɑːt/	12	/dʒ/	jet /dʒet/ judge /dʒʌdʒ/
13	/eɪ/	mail /meɪl/ May /meɪ/	13	/f/	fan /fæn/ laugh /lɑːf/
14	/aɪ/	fly /flaɪ/ buy /baɪ/	14	/v/	van /væn/ wave /weɪv/
15	/ɔɪ/	boy /bɔɪ/ boil /bɔɪl/	15	/w/	wet /wet/ wait /weɪt/
16	/au/	cow /kaʊ/ house /haʊs/	16	/j/	yes /jes/ you /juː/
17	/əu/	sold /səʊld/ low /ləʊ/	17	/h/	hen /hen/ hat /hæt/
18	/ɪə/	beer /bɪə/ dear /dɪə/	18	/θ/	thin /θɪn/ thought /θɔːt/
19	/eə/	hair /heə/ rare /reə/	19	/ð/	then /ðen/ that /ðæt/
			20	/m/	men /men/ name /neɪm/
			21	/n/	no /nəʊ/ phone /fəʊn/
			22	/ŋ/	ring /rɪŋ/ sang /sæŋ/
			23	/l/	let /let/ tell /tel/
			24	/r/	rat /ræt/ read /riːd/

(2) The supra-segmental features are unique features that transcend the segmental level that involve those phenomena that extend over more than one sound segment.[8] The supra-segmental features include: 1) Intonation; is a complex system of meaning communicated through the rise and fall of a speaker's voice, intonation operates on a system of contrasts. Intonation can change the

[8]Mariane Celce Murcia and friends. 1996. *Teaching Pronunciation (A Reference for Teachers of English to Speakers of Other Languages).* Cambridge University Press. New York.

13

meaning of what the person says even when the same words are used.[9] 2) linking; when English people speak they generally do not pause between each word, but move smoothly from one word to the next. 3) word stress; when an English word has more than one syllable one of these is made to stand out more than the others. This is done by saying that syllable slightly louder, holding the vowel a little longer and pronouncing the consonant very clearly. These features combine to give that syllable stress. 4) sentence stress; speaker often decide that they want to give more or less prominence to a particular word. A word may be given less weight because it has been said already, or it may be given more weight because the speaker wants to highlight. 5) rhythm; each group of syllable there are strong and weak beats. There is a tendency in English for the strong beats to fall on noun, verb, adjective,

[9]Retrieved   from:
https://www.uts.edu.au/sites/default/files/intonation.pdf on Sept, 9th 2017, 19.15

14

and adverb and for the weak beats to fall on preposition, articles and pronounce. [10]

d) Teaching Pronunciation

Teaching pronunciation is teaching about aspect that influences meanings of sentences though segmental phonemes. It is important to tech because pronunciation is basic sub of speaking skills. If the students do not learn about pronunciation it makes the inaccurate production of a phoneme can lead to misunderstanding.

As Daniel Jones stares that:

The difficult of pronunciation are:

The students of spoken English or any other spoken language is faced in the outset with difficulties of five kinds in the matters of pronunciation. They are as follows: 1) he must learn recognize readily and with certainty the various speech-sound occurring in the language, when he hears them pronounced; he must more over learn to remember the acoustic qualities of those sound. 2) he must learn to make the foreign sounds with his own organs of speech. 3) he must learn to use those

[10]Joanne Kenworthy. 1987. *Teaching English Pronunciation.* Longman.inc, New York. P 9-11

15

sound in their proper places in connected speech. 4) he must learn the proper usage in the matter of the 'sound-attribute' or 'prosodies' as they are often called (especially length, stress, and voice pitch). 5) he must learn to catenate sounds, i.e. to join each sound of sequences on the next, and to pronounce the complete sequence rapidly and without stumbling.(Daniel Jones, 1909)[11]

(1) Factor that affect pronunciation learning

There are so many factors that affect pronunciation learning for the students. Every student has different sound characteristic while trying to speak in English. Mother language or native language is one of important affect and suggesting the learners while they are trying to learn pronunciation. For the pronunciation learning there are six affect:

(a) The native language

Because of the role that native language plays, there has been a great deal of

[11]Ahmad Hidayat. 2012. *Relationship Between Watching Film and Students' Pronunciation Mastery Among Seven Grade Students at SMP N 1 Pakem in Academic Year of 2011/2012*. English Education Department Faculty of Language and Art. Yogyakarta. Retrieved from: http://eprints.uny.ac.id/9077/ Sept, 18th 2017.

research in which the sound systems of English and other languages are compared and the problems and the difficulties of learners predicted. This applies not only to the individual sound but also combinations of sounds and features such as rhythm and intonation. To put it very crudely, the more differences there are, the more difficulties the learner will have in pronouncing English.[12]

(b) The age factor

We commonly assume that if someone pronounces a second language like a native, they probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspect of their language such as syntax or vocabulary may be indistinguishable from those of native speaker. These beliefs seem to be supported by the many cases

---

[12]Joanne Kenworthy. 1987. *Teaching English Pronunciation.* Longman.inc, New York. P.04

of adult who learn to speak a second language fluently, but still maintain a foreign accent, even when they have lived in the host country for many years.

(c) Amount of exposure

Another factor is the amount of exposure to English learner receives. It means that when the learners are 'surrounded' by English and this constant exposure should affect pronunciation skills. If the learner is not living in an English speaking environment, then there is no such advantage.

But it is obvious that we cannot talk simply in terms of residency. Many learners live in a English-speaking country, but spent much of their time in a non-English-speaking. Conversely, many people live in non-English-speaking countries but use English in many areas of their lives, such as work or school. In such complex bilingual and multilingual situations, it is difficult to get an accurate picture of how much exposure to English a learner has received, and of what kind.

In addition, it is not merely exposure that matter, but how the learners respond to the opportunities to listen to and to use English.[13]

(d) Phonetic ability

It is common view that some people have a 'better ear' for foreign language than others. One of study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in particular sounds are heard and the learner has an imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare with they are doing with the model presented. 'poor discriminators' do not seem to benefit from drills very much. Because of complexities involves, this seem factor which is very much out of the control of the teacher. We can only operate on the assumption that our learner has the 'basic equipment' and provide a

[13]Joanne Kenworthy. 1987. *Teaching English Pronunciation.* Longman.inc, New York.P.06

variety of tasks so that something will suit the needs and abilities of each learners.

(e) Attitude and identity

It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determines of the acquisition of accurate pronunciation of a foreign language. In many studies of attitude and motivation in language learning, it has been shown that those learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native-like accent. The positive feelings have been related to their 'integrative motivation'; the language learners are willing to be integrated into the new speech community and is genuinely interested both in the speakers and in their culture.

(f) Motivation and concern for good pronunciation

When we talk in terms of 'strength of concern' for pronunciation we are really pinpointing a type of motivation. The desire to do well is a kind of

'achievement motivation'. Conversely, if you don't care about a particular task or don't see the value of it, you won't be motivated to do well. Learner may also be unconcerned because they simply are not aware that the way they speak is resulting difficulty, irritation, or misunderstanding for the listener.[14]

(2) The Teacher's Role

Because of every student has a different ability to understand pronunciation. The teachers become an important role in teaching English especially in aspects of pronunciation. The following is the role of teachers and students in learning pronunciation:

(a) Helping learners hear

Part of the role of the teacher is to help learners perceive sound. Sound images are different from visual images. but the process of establishing categories is basically the same and each language has its own set of categories. Teachers need

---

[14]Joanne Kenworthy. 1987. *Teaching English Pronunciation.* Longman.inc, New York. P. 07

to check that their learners are hearing sounds according to the appropriate categories and help them to develop new categories if necessary.

(b) Helping learners make sound

Some sounds of English do not occur in other languages. Sometimes, learners will be able to imitate the new sound, but if they can't then the teacher needs to be able to give some hints which may help them to make the new sound(s).

(c) Providing feedback

The learners may over to do something; they may make inaccurate assumptions about the way English is pronounced, perhaps because of the way it is written.

(3) Learners' role

A major theme of part one will be the importance of the leaner's willingness to take responsibility for his or her own learning. The teacher may be highly skilled at noticing mispronunciations and pointing these out, but if learners take no action and do not try to

monitor their own efforts, the prospects of change or improvement are minimal.[15]

4. General Concept of Segmental Features

a) Definition of segmental features

Speech consists of sequences of sound use of an instrument (such as a speech spectrograph) shows that most of normal speech consists of continuous sounds, both within words and across word boundaries. Speakers of a language can easily dissect its continuous sounds into words. With more difficulty, they can split words into component sounds, or 'segments'[16]. Segmental features or as we know as phonemes are particular combination of consonant and vowel that make up the inventory. Segmental features include vowels and consonant. [17]

b) Kind of Segmental Features

(1) Vowels

Vowels are the sound that produced with an approximation without any obstruction in the

[15]Joanne Kenworthy. 1987. *Teaching English Pronunciation.* Longman.inc, New York P 1-3

[16]https://www.cs.bham.ac.uk/~pxc/nlp/NLPA-Phon1.pdf 03/11/2017 at 20.25

[17]Mariana Navratilova. 2013. *Aspects of Pronunciation Teaching: The Influence of American Media on Pronunciation*. Faculty education, Masaryk University, Brno.

air passage. Among all articulators, only tongue is prominent in their production. But, vowels referred to as 'vocoids' in phonetics always form in nucleus of the syllable as in 'bill', 'pill', 'mill', 'heat', etc.

(2) Consonant

Consonant are defined as the sounds articulated by temporary obstruction in the air stream which passes through the mouth. The obstruction made by the articulators maybe 'total', 'intermittent', 'partial' or may merely constitute a narrowing sufficient to cause friction. Consonant in phonetics are referred to as 'contoids' which often appear as the marginal element in the 'syllable' they seldom form of the syllable except come cause.[18]

c) Classified of vowels and consonant

(1) Classified of vowels

In English, vowels classification as to the place and manner of articulation or voicing may not be relevant, since vowels sounds are voiced and they do not show any type of modification of out coming stream of air.

---

[18]http://jilaniwarsi.tripod.com/cv.pdf 05/11/2017 at 19.35

Consonant are discussed above are classified in term of:

(a) High of tongue

Four classes can be distinguished according to the degree of height to which the tongue is raised or not: (1) close vowels are those in which the tongue is raised as high as possible consistently with the sounds remaining vowels. (2) half-close vowels are those in which the tongue occupies a position about one-third of the distance from 'close' to 'open'. (3) half-open vowels are same as the half-close vowels but the position is about two-third of distance from 'close' to 'open'. (4) open vowels are those in which the tongue is as low as possible. (Jones:1980).

(b) Part of tongue

Out of five parts of tongue, only three are involved in vowel sound production: the front, the centre, and the back. Vowel articulated in each part are called 'front, 'central', and 'back' vowel sounds, respectively.

(c) Lip position

Three main types can be found when pronouncing vowels, the lips may be: (1) rounded, with the slight lip protrusion and approximation of the corner of the lips. (2) neutral, the lips neither rounded or spread. (3) spread, like for a smile, teeth are visible and lips are parted from each other and the corners are lengthened.

(d) Tenseness and laxness

According to Jones (1980) 'those who consider that vowels may be differentiated by degrees of muscular tension distinguish two classes: (1) tense vowels are those which are supposed to require considerable muscular tension on the part of tongue. (2) lax vowels are those in which the tongue is supposed to be held loosely.

(e) Length

A traditional classification divides pure vowels into two: (1) long vowels that show the certain extension in tempo and,

(2) short vowels that are uttered with a small amount of time. [19]

(2) Classified of consonant

There are three points of consonant's classification:

(a) Voicing

On the basis of voicing consonant divided into 'voiced consonant' and 'voiceless consonant'. Voiced consonants are those which are articulated with the vibration of the vocal chords, e.g. /b/, /d/, /g/, Voiceless consonants are articulated without vibration of vocal cords or it may be said that during the pronunciation of voiceless consonant vocal chords are kept apart. E.g. /p/, /t/, /k/, /c/

(b) Place of articulation

On the basis of the points of articulation, consonants are divided as: (1) bilabial (or labial), both lips as the primary articulators articulate witch other. E.g. /p/, /b/, /m/, /w/. (2) labio-dental, the lower lip articulates with the upper teeth. E.g. /f/,

---

[19]http://ecaths1.s3.amazonaws.com/foneticayfonologiainglesa1iesa/1007620787.VOWEL%20SOUNDS%20-%20KEY.pdf on 5/11/2017 at 20:48

/v/. (3) interdental, the tip and the rims of the tongue articulate with the upper teeth. E.g. /o/. (4) alveolar, the blade or top and blade of tongue articulates with the alveolar ridge (the upper ridge teeth). E.g. /t/, /d/, /s/, /z/. (5) palato-alveolar, the blade, or the tip and blade of the tongue articulates with alveolar ridge and there is at the same time a rising of the front of the tongue toward the hard palate. E.g. /c/, /j/, /s/. (6) velar, a glottal obstruction, or a narrowing causing friction and vibration between the vocal chords. However, some consonant in this category may be produced without vibration between the vocal chords. E.g. /k/, /g/, /h/.

(c) Manner of articulation

According to the manner of articulation consonants divided into: (1) plosive (stop), there occurs a complete closure at some points in the vocal tract, behind which the air pressure builds up and is released explosively. E.g. /t/, /k/, /b/. (2) affricates, complete closure appears at

some point in the mouth, behind which the air pressure builds up; the separation of the articulators is slow with that of a plosive, so that friction is a characteristic second element of sound. E.g. /j/, /c/. (3) fricatives, two articulators approximate to such an extent that the air stream passes through them with friction. The sounds produced in this way are called fricatives. (4) lateral, partial closure is made at some point in the mouth, the air stream being allowed to escape from one or both sides of contact. E.g. /I/ in 'loud' or 'late'. (5) retroflex, the tip of the tongue is raised towards the alveolar ridge without touching it. The sides of tongue are pressed against the upper back teeth. As the sound is produced, air flows out over the tip of the tongue and vocal chords vibrate. E.g. /r/. (6) nasals, these sounds are produced with a complete closure at some point in the mouth but the soft palate is lowered and hence the oral cavity is blocked and air escapes through

nasal cavity. These sounds are continuants. E.g. /m/, /n/.[20]

B. Previous Research

1. Elkhair Muhammad Idris Hassan 'Pronunciation Problem: A Case Study of English Language Students at Sudan University of Science and Technology' Journal of English language and literature studies: vol.1 no.4, 2014

   In Elkhair study used questionnaire and recorded observation. His data has been collected from 50 students first year of SUST (Sudan University of Science and Technology). Sample of their pronunciation were recorded in addition to the observation in which more note was written about their pronunciation. For the structure of Elkhair questionnaire to be answered by written teacher's opinion and ideas about mispronounce some English sound and some suitable ways to help improve students' pronunciation.

   All the Elkhair data were analysed later on statistical and descriptive basis. For the calculating the validity and the reliability of the questionnaire different method were used e.g. Spilt-half using Spearman-Brown equation. For the reliability and the validity of the Elkhair's findings of the whole study sample some statistical instruments were used such as mean, median and Chi-square test.

---

[20]http://jilaniwarsi.tripod.com/cv.pdf 05/11/2017 at 19.35

The instruments of Elkhair's study to collected data were first, observation, the researcher engaged conversation with students with the topic of discussion were the students first day at the university, unforgettable story and Sudanese traditions and costume. Elkhair took note about some particular sounds he expected that the students cannot pronounce correctly while they were doing conversation. Second, recording test, each of students read the hole ten sentences aloud while the researcher was recording pronunciation. After that, Elkhair listened carefully and many times to samples of the recorded pronunciation and repeat this process a lot of time playing the tape at home. Third, questionnaire which was prepared in collaboration with some English teacher at SUST and check by one of the university professors. For the validity, the questionnaire was design to collect the data that support the study and to confirm finding from the preceding tools used in collecting the data.[21]

The similarities between Elkhair study and my study was used recorded test for the data collection. Using simple and clearly statistical to analysed the percentage of student error's sounds of pronunciation. The differences of Elkhair study and my study that my study does not use

---

[21]Retrieved   from: http://www.ccsenet.org/journal/index.php/ells/article/viewFile/42575/23274on Sept, 1st 2017. 10.40

questionnaire to collected the data but used a structural interview and to validity the interviewing will be recorded.

2. Pricillia Shak and friends 'Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students' International Journal of Language Education and Applied Linguistics: vol.4, 2016.

Instrument of Pricillia's study was questionnaires and reading aloud. The questionnaire provided basic background data of the participants including age, sex, nationality, language spoken at home and MUET band score. The second instrument was a reading aloud test based on a reading text entitled The Nord Wind and the Sun.

The participants were students taking university English courses selected via purposive sampling twelve low oral proficiency students were identified and invited by their English course instructor to participate in the study. There were three main phases in the Pricillia's study. It began with the preliminary phase of research instruments development and the identification of a reading aloud text for the reading test. It then moves on to the next phase, which was data collection, reading aloud text and questionnaire. Finally, data analysis; the error analysis and identification of students' pronunciation

errors through audio recording of reading aloud test and data tabulation.[22]

The similarities of Pricillia's study and my study was used audio record for data collected and used simple statistical to assed presentation the pronunciation's errors of students. The differences between Pricillia's study and my study were if the Pricillia, used questionnaire to collect the data and my study used interview.

3. Omer Elshekh Hago 'The Pronunciation Problems Faced by Saudi EFL Learners at Secondary School' Journal of Education and Linguistics Research: vol.1 no.2 2015.

In the Omer's study used the descriptive and statistic method to describe, classify, analyse and explain the data of the research as it is, then to offer the relevant recommendations. The participants of Omer's study were all the students of El-Ehsan secondary school (a private school) in Riyadh, the capital city of Saudi Arabia. The students randomly selected (various pronunciations abilities) for recording samples of English sounds.

The instrument that Omer's study was first, recorded test, the students given sentences to read individually and they told that their pronunciation would be recorded. Omer, in his study used recorder and cassettes for

---

[22] Retrieved from: http://ijleal.ump.edu.my/images/volume4/IJLEAL004.SHAK_et_al.pdf on Sept, 3rd 2017 11.59

recordings sample consonant speech sounds. Second, teacher questionnaire that contains 33 items, reflected objectives of the research about the English pronunciation problems of the learners of English. In the questionnaire each responder was asked to choose one answer according to the Tri Regression Measurement, which contain five levels (strongly agree-agree-uncertain or unsure-disagree-strongly disagree). Third, classroom observation, he observed pronunciation in the classes at all levels. He used to take notes about some particular sounds that were problematic for students which were replaced by the equivalent sounds. In his classroom observation, he also used questionnaire. The structure questionnaire was prepared and used in collaboration with some English language expert. The structure questionnaire includes multiple-choice questions and scales.[23]

The similarities of Omer's study and my study was used recorded test to collect data about student's pronunciation error. Different of Omer and my study was if Omer used questionnaire to check the problem of pronunciation, my study used interview to get information about students' difficulties in pronounce some words.

---

[23]Retrieved from: https://www.researchgate.net/publication/283155197_The_Pronunciation_Problems_Faced_by_Saudi_EFL_Learners_at_Secondary_Schools on sept, 7th 2017. 19.13

CHAPTER III

METHOD OF RESEARCH

In this chapter highlights, research approach, research setting and time, focus on the research, source of data, data collection technique, and data analysis technique. The research approach contains the method that used by researcher to get the data. Research setting and time contains 'when' and 'where' the researcher conducts the research. Source of data contains the object of the research that given information. Data collection technique contains of the way researcher conducted the research. Data analysis technique contains how the researcher processing the result of data.

A. Research Approach

Research method is a scientific way to get the data with the certain objective and utility.[1] Research is systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, and (3) analysis, and interpretation of data.[2]

In this research, the researcher used case study. The case study is one of several ways of doing social science research. In general, case study is the preferred strategy when 'how' or 'when' questions are being posed, when the investigator has little control over events, and when the focus

---

[1]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R &D)*, (Bandung: Alfabeta, 2010), p. 5.
[2]David Nunan, *Research Method in Language Learning*, (USA: Cambridge University, 1992), p. 3.

on contemporary phenomenon within some real-life context.[3] The Triangulation is involved conscious combination of quantitative and qualitative methodologies as a powerful solution to strengthen a research design which where the logic is based on the fact that a single method can never adequately solve the problem of causal factors (Denzin 1978; Patton 1990; De Vos 1998). The triangulation entails the cross-checking of the consistency of specific and factual data items from various sources via multiple methods at different times (Guba & Lincoln 1989; Patton 1990).[4]

B. Research Setting and Time

The researcher had conducted the data collection in SMP 18 Semarang. It is located at Purwoyoso 1, Ngaliyan, Semarang, Central Java. The subject of this research was the 8th grade of SMP 18 Semarang.

C. Focus of the Research

The main emphasis of case study is always on the constructions of verbal description of behaviour and the case study also focused on a limited aspect of a person.[5] The object of this research was selected randomly students from H class

---

[3]Robert K Yin. *Case Study Research Design and Method. 2rd edition* (London, New Delhi) p. 01

[4]Retrieved from: http://www.leeds.ac.uk/educol/documents/00001759.htm on sept, 13th 2017. 19.35

[5]Hayes, N. (2000). *Doing Psychological Research. Gathering and Analysis Data.* Buckingham: Open University Press. P.134

of eighth grade of SMP 18 Semarang which have school with strong mother tongue and not in English environment.

D. Source of Data

In this research, the source of the data was the subject of the obtaining data. Someone who responded, given information or answered the researchers' question is the source of data. Questionnaire and documentation was used to collect the data. The sources of data in this research were:

1. The headmaster of SMP 18 Semarang
2. The English teacher of SMP 18 Semarang
3. The eighth grade of students of SMP 18 Semarang
4. SMP 18 Semarang's documents

E. Data Collection Technique

The task of data collection begins after a research problem has been defined and research design/plant chalked out. In this research, the researcher used the primary data. Primary data were those which are collected a fresh and for the first time, and thus happen to be original in character. Technique of the data collection was conducted by researcher was as follows.

1. Observation

The observation is how to collect data to go directly to the field to the object under study. Through their observations the authors in addition to the documentation also know the process and how to the

actual field conditions. [6]The main advantage of this observation was subjective bias will be eliminated when observation was done accurately. Secondly, the information obtained under this method related to what is currently happening: it is not complicated by either the past behaviour or future intentions or attitudes. Thirdly, this method is independent of respondents' willingness to respond and as such is relatively less demanding of active cooperation on the part of respondents as happens to be the case in the interview or the questionnaire method.[7]

Observation was carried out in order to determine the pronunciation error of students focus on sounds features of 8th grade at SMP 18 Semarang. Observation was used to get some information about time management, teaching speaking strategies, the topic about pronunciation, and how the students sounding of some words with the great pronounce. In the observation also using:

a) Recorded test

The researcher applied recorded test to investigate student's error with English pronunciation among. The researcher has taken the students randomly with

---

[6]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek (Edisi Revisi V)*, (Jakarta: PT RINEKA CIPTA), p. 201-206.

[7]C.R Kothari (2004*). Research Methodology: Method and Technique 2rd Revised Edition*. New Aged International Published. Jaipur: India. P.98

the differences abilities and knowledge about pronunciation and how to pronounce it. The researcher had given each student (10 samples of SMP 18 students) sentence that appropriate with the result of teacher's interview. While the students spoke aloud about the sentence, the researcher recorded it. To check the corrected pronunciation of word, the researcher used Cambridge dictionary online that can be find on http://dictionary.cambridge.org/
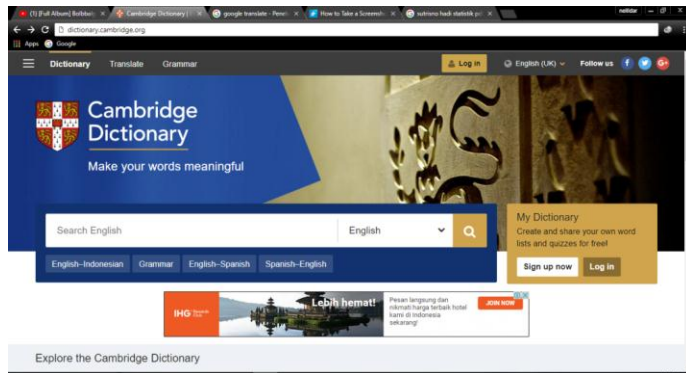
(web display)
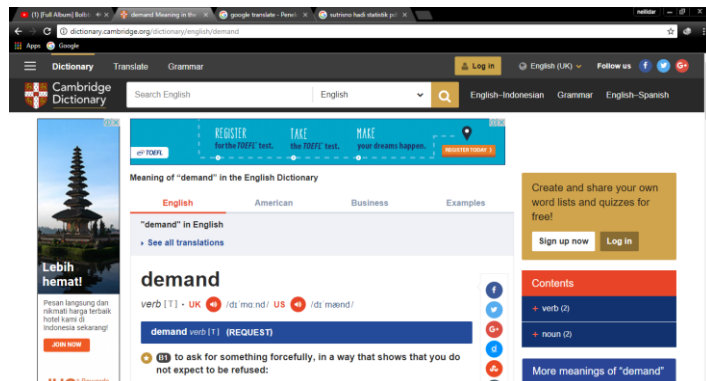
(check the correct pronunciation. There are two options; using UK accent or US accent)

The statistic using in this study, for the record test are: the sample of pronunciation were recorded on the tape[8]. There were 10 selected randomly participant of eighth grade of SMP 18 and sentence that included the target sound. The percentage was worked as follows; for instance, in the test of /aɪ/ sound of word *library* the students who pronounced the word were 10, the number of students who correct pronunciation was 6 and the number of students with incorrect pronunciation was 4 in sound /aɪ/ the following process was followed:

Students with correct pronunciation: $\frac{6}{10} \times 100\% = 60\%$

Students with incorrect pronunciation: $\frac{4}{10} \times 100\% = 40\%$

2. Interview

One of the technique of the data collection through interviews, which is an activity undertaken to obtained information directly by revealing the questions to the

---

[8]Retrieved from: http://www.ccsenet.org/journal/index.php/ells/article/viewFile/42575/23274 on Sept, 1st 2017. 10.40

respondents. Meaningful face to face interview between the interviewer (s) with the respondent, and activities conducted orally.[9]

The researcher used this technique to analyse about student's problems in pronounce some words and their difficulties in pronounce that word. The interviewing would be structural interview.

3. Documentation

According to Suharsimi Arikunto, documentation is used to look for the data concerning matters or the variable that look from the note, transcript, book, newspaper, magazine, inscriptions, ledger, agenda, etc. Documentations is the other way to get data from respondent. Thus, the researcher had to use both of the documentations resources accurately, in other to get real information. It refers to the archival data that helps the researcher to collect the needed data. [10]

In this research, the researcher used documentation to get the data from SMP 18 Semarang. The researcher permits to get lesson plan and the photograph of student's pronunciation.

---

[9]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek (edisi revisi V).* (Jakarta: PT RinekaCipta). P.201
[10]Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktek (edisi revisi V).* (Jakarta: PT RINEKA CIPTA). P.201

F. Data Analysis Technique

The next research step is the analysis of the data. Analysis is the sophistication of researchers in data processing system as an effort to find a systematic relationship between handbooks, notes field results, interviews, and other materials to analyze the pronunciation errors on students' speaking competence.

However, qualitative data analysis can be carried out simultaneously with the process of data collection, data interpretation, and writing of the other narrative.[11]In this study, the data collection process has been performed with the data analysis. The stages in the data useful analysis were:[12]

1. Data Reduction

During the stages of data collection, the researcher made data collection, which aimed to select relevant data and meanings here in after presented. Reduction of the data in this study essentially simplified and organized the data systematically on.[13]

In this study, the data reductions applied by way of summarizing, and focus on the things that were important, and discarded data that were found to be

---

[11]Haris Herdiansyah, *Metodologi Penelitian Kualitatif*, (Jakarta: Salemba Humanika), p. 161.

[12]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R&D)*, (Bandung: Alfabeta, 2010), p. 337.

[13]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R&D)*, (Bandung: Alfabeta, 2010), p. 338.

important both from the observation, interview, and documentation obtained from research in SMP 18 Semarang.

2. Data Display

The results were present in the form of reduction then display the data. This in its own qualitative research data presentation has be done in the form of brief descriptions, charts, and relationships between categories and flowchart.

The activity of data display was important. The awkward mass of information that you would normally collect to provide the basis for analysis cannot to be easily understood when presented as extended text, even when coded, clustered, and summarized, etc.[14]

In this research activity was carried out by making a display of data descriptions, or charts the data reduction results. therefore, the researcher could more easily understand the result that was planned based on what is already understood.

3. Ensuring trustworthiness

To get trustworthiness of this qualitative research, the researcher used four criteria from Guba. Guba was one such author who proposes four criteria that he

---

[14]Sugiyono, *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R&D)*, (Bandung: Alfabeta, 2010), p. 341.

believes should be considered should be considered by qualitative research in persuit of a trustworthy study. The criteria are:

a) Credibility

One of the key criteria by researcher is that of internal validity, in which they seek to ensure that they study measure or test what is actually intended. In this research, the researcher used adaption of research method well established from Elkhair method who used record test to gathering the data and simple statistic to calculate students' pronunciation error.

b) Dependability

In this research, to enable reader of the research report and to develop a thorough understanding of the method and their effectiveness the researcher describing the research design what was planned and its implementation. The researcher was also addressing the minutiae of what was done in the field while gathering the data.

c) Transferability

According to Merriam S.B in her book 'Qualitative Research and Case Study Application in Education' write that external

validity is concerned with the extent to which the findings of one study can be applied to other situation. Because of that statement, the researcher gives additional information, there are: (1) profile of organisations taking part in this research. (2) the number of participants involved in the fieldwork. (3) the data collection method that were employed. (4) the number and length of the data collection session. (5) the time period over which the data was collected. [15]

d) Confirmability

The concept of confirmability is the qualitative investigator's comparable concern to objectivity. In this research, the researcher showing how the data leading the information and showing processed during the course of the research.

4. Conclusion Drawing / Verification

The next step is to make inferences and or verification. Based on this research, it is deeming that there is interactive relationship between the changes process major components of the analysis. According to

---

[15]   Andrew K Shenton.2004.*Strategies for Ensuring Trustworthiness in Qualitative Research Project.* Northumbria University, UK .

Sugiyono (2010), the verification step in this research was done by looking back at the data reduction and display so that the conclusion deviate from the data analyzed.[16]

In this research conclusion drawing / verification conducted by analyzing the findings in the field, then the conclusions drawn previously checked and searched a valid fact to support the conclusion first.

[16]Sugiyono, *Metode Penelitin Pendidikan (Pendekatan Kuantitatif, Kualitatif, R&D)*, (Bandung: Alfabeta, 2010), p. 345.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter highlights; research finding, discussion and limitation of the research. research finding contains description of research's object and problems' solution. Discussion contains explanation of research result in detail which explained by table and narration. Limitation contains of research's limitation while finding the research's result.

A. Research Finding

1. Problem of students in pronoun words

   Many problems for students to pronounce words or sentences when they (students) learned speaking skills. Based on observation, researcher found general problems among others they feel fear and shy when he/she does some mistakes in pronouncing words or sentences. As well as explained by the teacher as resource person when interviewed. Another problem was feeling nervous. The speaking skills identical with practicing speak a loud or doing dialogue in front of the class. Because of that problem (nervous), the level of concentration's students would be decrease and at last the students choose to be quite or talked softly.

   Based on interview, the new words and mother tongue moreover impact of students' pronunciation. Mother

tongue and English language was completely different in the sound, dialect even intonation. The students usually speak in English using Javanese taste for instance sound of /s/ and /z/ in word *scissor* /ˈsɪz.ɚ/. Most of student said that word with sound /skɪsɑːr/ and the stress focus on /r/.

2. Categories of pronunciation error

On this part, based on interview and observation there are two categories of pronunciation error.

a) Completely identify the word

Completely identify the word means the students ever hear and understand the meaning of the words. Cause of that, the students tend easily to pronounce the words. For instance; *just*/dʒʌst/ and *that*/ðæt/. Even tough, their ability not as good as native speaker pronounces that words because of the influence of mother tongue.

b) New word

This new words usually were the words that rarely heard by students. Based on the problem, the researcher discovered the difficulties of students to pronounce it. For instances the words; *pronunciation* /prəˌnʌn.siˈeɪ.ʃən/, *suit* /suːt/ and *choir* /ˈkwaɪ.ɚ/. the students tended to pronounces it completely same as the alphabet. For instance; *pronunciation* that should be said

/prəˌnʌn.siˈeɪ.ʃən/ by the students said /pronoːʊnciation/.

B. **Discussion**

1. Observation

   This aim to observation was to get general information about the school and to observe how the teaching learning process, how the teacher delivers the material and how the student respond of teacher material. Participant of this observation are English teacher and staff of SMP N 18 Semarang.

2. Interview

   This aim to interview the teacher was to identify the students' problems, difficulties and ability in pronounce the words. There were seven questions that focus on chapter 3 book of eighth grade of English book. This chapter were containing of giving and responds instruction, invitation, prohibition and asking permission.

   For the first questions, the researcher asked about the difficulties of students while pronounce some words. There were many difficulties of her students to said the words clearly especially for the new word. For instance, *received* and *couscous dish.* And for the easy one was *please* and *may I.* the strong reason why students be able to speak easily were first, the students often heard or many times heard that words. Second, the teacher often

says the word clearly in front of the class. And the third, the words is part of song's lyric.

There were some problems that the researcher found the pronouncing words. One of the biggest problem was the students were afraid to make mistakes in pronouncing the words or sentence. These problems impact on the student's performance when they practiced speaking in front of class. They tended to speak slowly or prefer to keep silence.

Based on that interview, the researcher also founded the important problem. It was mother tongue. Actually Indonesian (Javanese people) and English language was completely difference. The sound, dialect, even stress were differences. According to M Arif Rahman Hakim (2012:2) on his research said that some words at that language (Javanese language) generally said with heavier and their dialect is very strong. Therefore, most of students usually pronounced the words or sentence by Javanese accent.

Another reason was the changing of pronunciation. Based on teacher's explanation and researcher's observation, most of students sometimes changed to pronounce in different time. For instance, the word *may* that should be pronounce /meɪ/ by students it pronounce

/maɪ/ in another time the students said clearly, /meɪ/ and it would be change every time.

According to the result of teacher's interview was some problem that affected the pronunciation's error of students. These were students' fear in making pronunciation's error and the influence of mother tongue. (Appendix II)

3. Record test

This aim of the research was to analyse the pronunciation's error of students in SMP N 18 Semarang. The words were chosen randomly that contain of segmental features; vowels and consonants. The researcher took the data of eighth H class of SMP N 18 that containing thirty-two students. The researcher chose the participant randomly (ten students selected). Each student read aloud of sentence that contains of word target sound while the researcher recorded. At the end, the result of pronunciation's error was tabulated and analysed statistically and descriptively.

Consonant

No	Words	TS	CP	%	IP	%
1	T-Shirt	/ʃ/	5	50	5	50
2	Share		4	40	6	60
3	Just	/dʒ/	6	60	4	40
4	Stingy		3	30	7	70

5	Wednesday	/z/	4	40	6	60
6	Scissor		0	0	10	100
7	Clothes	/ð/	0	0	10	100
8	That		5	50	5	50
9	Expensive	/k/	2	20	8	80
10	Choir		1	10	9	90

*TS = Target Sound, CP = Correct Pronunciation, IP = Incorrect Pronunciation

From the table above, 100% students of SMP 18 Semarang were not able to pronounce /ð/ from the word *clothes* and /z/ from the word *scissor*. Most of students made pronunciation error in the word *expensive* and *choir* that sound /k/. 80% of them usually used /x/ sound on *expansive* and 90% of them used /c/ sound on choir because they do not identify the word. The minimum pronunciation error of SMP 18 was /dʒ/ on word *just*. Just becoming easier one for the students because the word was usually said by the teacher. Some students also made pronunciation error in the easy word for instance, *Wednesday*. Only 4 (40%) students be able to pronounce *Wednesday* correctly, most of them said /wednəsdaɪ/ whereas the students ought to said /ˈwenz.deɪ/. the words *Wednesday* and *share* seems easy for students to pronounce it however, according to the research result only 40% or 4 student be able to pronounce it clearly.

52

According to the result above, it could be said that, there were mispronounce on the easy words and most of students' eighth grade of SMP N 18 were hard to pronounce the words that do not exist for them.

Vowels

No	Words	TS	CP	%	IP	%
1	May	/eɪ/	4	40	6	60
2	Mail		1	10	9	90
3	Library	/aɪ/	2	20	8	80
4	Ideas		5	50	5	50
5	Us	/ʌ/	4	40	6	60
6	Pronunciation		0	0	10	100
7	Suit	/uː/	1	10	9	90
8	Tools		6	60	4	40
9	Tonight	/ə/	0	0	10	100
10	Invitation		2	20	8	80

*TS = Target Sound, CP = Correct Pronunciation, IP = Incorrect Pronunciation

From the table above, only 1-4 (10-40%) students be able to pronounce /eɪ/ on word *may* and *mail,* most of students pronounce these word in /aɪ/ sound whereas 50-80 % students had incorrect pronunciation used sound /aɪ/ besides the words of *library* and *ideas* were exist word for them. The word *pronunciation* and *tonight* became the hardest word. Most of students used sound

/u:/ sound yet for both of them and another factor why they used that sound especially in *pronunciation* was the word is not existing than other. And *tools* become the easy one, 60% of them be able to pronounce it clearly. According to the result above, vowel sound became the hardest one for the students to pronounce it. (Appendix VI)

C. **Limitation of the research**

The researcher realized there were many erroneous, hindrances and barriers while collecting the data. Caused of limitation of time and equipment become the biggest problem. The condition of class was not conducive and there were constructions of school buildings caused lack of recording test for the data.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter highlights; conclusion and suggestion. Conclusion of this research contains conclude of research result. And the suggestion of this chapter contains of some suggestion that researcher given to the teachers, students and readers.

A. CONCLUSION

In this chapter researcher concluded this thesis from the previous chapter that have been discussed. The conclusion is:

There are some problems while students pronounce words and these problems impact on students' pronunciation error. Based on research conducted by the researcher, the most of problem in pronunciation error are first, fear of students who made mistake while pronounce the words. And second, impact of the mother tongue. Caused mother tongue of Indonesian people especially Javanese have completely difference than English.

According to the result of record test in SMP N 18, the researcher discovered that most of SMP N 18's students have difficulties on pronouncing vowel rather than consonant although there is no significant different. There were mispronounced while students pronounced /z/, /ð/ and /k/.

The word such as *scissor* /ˈsɪz.ɚ/ as /skisso:r/ or *choir* /ˈkwaɪ.ɚ/ as /coir/ and obscurity while pronounce /ð/.

Therefore, the students' of SMP N 18 had some problems that affected in mispronunciation. These problems especially effected on vowel sound. It is difficult for them to speak, for instance /z/ in the middle of word. they prefer to pronounce same alphabet that written in the word.

B. SUGGESTION

According to the result of the research, the researcher would like to propose some suggestion as follow:

1. The teacher

There were some problems and mispronounce when students pronounced some words, these mispronounce could be effect in the speaking skills students. Cause of that problems, teacher should have made effectively learning system to repair the mispronounce and inure students to speak correctly and clearly.

2. The students

Mother tongue was one of students' problems. He/she' speaks totality influenced by mother tongue. Based on that case, the students pronounce words with Javanese style that has different stress. The students should inure themselves speak clearly and bravely. Listening

how native speak continuously could be one of example while students want to pronounce well.

3. The readers

After reading this thesis, the researcher hopes that reader get some information about the result and this thesis will be useful for them as references to conduct deeper research to solves every problem in teaching learning process especially in pronounce words or speaking.

BIBLIOGRAPHY

Aniq, Moh Kh. B *English as a Foreign Language: Method and Theory of Teaching English at 'Kampung Bahasa'* (Pare Kediri East Java, 2009.)

Arikunto, Suharsimi. *Prosedur Penelitian Suatu Pendekatan Praktek (edisi revisi V).* (Jakarta: PT RINEKA CIPTA). P.201

Astriyanti, Diah.Abdul Arif, Desi Sri Astuti. *Persepsi Siswa Terhadap Bahasa Inggris Native Speaker dan Guru Bahasa Inggris Bukan Native Speaker atau Non-Native Speaker.* (Jurnal pendidikan Bahasa vol 4 no1.IKIP-PGRI. Pontianak 2015)

Gilakjani, Abbas Pourhosein. *English Pronunciation Instruction: A Literature Review.* (International Journal of Research in English Education, Islamic Azan University, 2016) Lahijan, Iran. https://ijreeonline.com/article-1-21-en.pdf

Herdiyansyah, Haris. *Metodologi Penelitian Kualitatif*, (Jakarta: Salemba Humanika), p.161.

Hidayat, Ahmad. 2012. *Relationship Between Watching Film and Students' Pronunciation Mastery Among Seven Grade Students at SMP N 1 Pakem in Academic Year of 2011/2012.* English Education Department Faculty of Language and Art. Yogyakarta. Retrieved from: http://eprints.uny.ac.id/9077/

Kenworthy, Joanne. 1987. *Teaching English Pronunciation.* Longman.inc, New York. http://library.aceondo.net/ebooks/English_Language/teaching_english_pronunciation_longman_for_teachers.pdf on Sept 21st 2017 19.00

Kothari, C R. (2004*). Research Methodology: Method and Technique 2rd revised edition*. New aged international published. Jaipur: India. P.98

Murcia, MarianeCelce and friends. 1996. *Teaching Pronunciation (A Reference for Teachers of English to Speakers of Other Languages)*. Cambridge University Press. New York

Navatrilova, Mariana. 2013. *Aspects of Pronunciation Teaching: The Influence of American Media on Pronunciation*. Faculty education, Masaryk University, Brno. https://is.muni.cz/th/385293/pedf_b/The_Influence_of_American_Media_on_Pronunciatiof_czech_Students.pdfon Sept 21st 2017 10.00

Nicky, Hayes. (2000). *Doing Psychological Research. Gathering and Analysis Data.* Buckingham: Open University Press. P.134

Nunan, David.*Research Method in Language Learning*, (USA: Cambridge University, 1992), p. 3.

Shenton, Andrew K. 2004. *Strategies for Ensuring trustworthiness in Qualitative Research Project.* Northumbria University, UK. https://pdfs.semanticscholar.org/452e/3393e3ecc34f913e8c49d8faf19b9f89b75d.pdf on 1st January 2018 at 13.00

Shak, Pricilia and friends. *Pronunciation Problems: A Case on English Pronunciation Errors of Low Proficient Students*. (International Journal of Language Education and Applied Linguistics, University Malaysia Pahang, 2016). http://ijleal.ump.edu.my/images/volume4/IJLEAL004.SHAK_et_al.pdfon Sept 25th 2017 10.35

Sugiyono. *Metode Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif, R & D)*, (Bandung: Alfabeta, 2010), p. 337.

Sunnah Abu Dawud no. 4839 (Book of General Behavior [kitab Al-Adab]). In book reference: Book 43, hadith 67. English translation: Book 42, Hadith 4821. https://sunnah.com/abudawud/43 assess on 09/11/2017 at 18:50

Thombury, Scott. *How to Teach Speaking,* (Longman, Pearson Education Limited 2005), P. 01

Usmatrejos, Liliana Marcela and friends. 2013. *Teaching Speaking and Speaking Skill Assessment in A 10th Grade of A Public High School from Pereira*. University Tecnologica de Pereira. http://repositorio.utp.edu.co/dspace/bitstream/handle/11059/3814/42800712.pdf?sequence=1 on sept 25th 2017 19.00

Yano, Yasukata. *Communicative Competence and English as an International Language*. (Intercultural Communication Studies. Waseda University, 2003)

Yin, Robert K. *Case Study Research Design and Method. 2rd edition* (London, New Delhi) p. 01 Retrieved from http://iteslj.org/Articles/KayiTeachingSpeaking.html vol XII, on November 11th 2016.10.25pm

Retrieved from
    https://en.oxforddictionaries.com/definition/grammar on June, 12nd 2017. 20.22am

Retrieved from:
    https://www.uts.edu.au/sites/default/files/intonation.pdf on Sept, 9th 2017, 19.15

Retrieved from:

http://www.ccsenet.org/journal/index.php/ells/article/viewFile/42575/23274on Sept, 1st 2017. 10.40

Retrieved from:

http://ijleal.ump.edu.my/images/volume4/IJLEAL004.SHAK_et_al.pdf on Sept, 3rd 2017 11.59

Retrieved from:

https://www.researchgate.net/publication/283155197_The_Pronunciation_Problems_Faced_by_Saudi_EFL_Learners_at_Secondary_Schools on sept, 7th 2017. 19.13

Retrieved from:

http://www.leeds.ac.uk/educol/documents/00001759.htm on sept, 13th 2017.

Retrieved from:

http://funeasyenglish.com/american-english-pronunciation-the-importance-of-pronunciation.htm on 06/11/2017 at 10:52

Retrieved from

http://jilaniwarsi.tripod.com/cv.pdf   05/11/2017   at 19.35

Retirved from:

http://ecaths1.s3.amazonaws.com/foneticayfonologiainglesa1iesa/1007620787.VOWEL%20SOUNDS%20-%20KEY.pdf on 5/11/2017 at 20:48

LESSON PLAN

School : SMP Negeri 18 Semarang

Subject : English

Class/semester : VII / 1

Learning material : Asking and Responding to Pay Attention

Time allocation : 4 x 40 minutes

A. Core Competence

K1 : Experiencing and applying their religion value

K2 : Experiencing and applying honesty, discipline, responsibility, care (helping one another, cooperation, tolerance, peace) well-mannered, responsive, and pro-active and to show attitude as a part of solution for problems to interact effectively in social and natural environment and take a position as a reflection of nation in the word's association.

K3 : Comprehending, applying, analysing factual, conceptual, procedural, knowledge and meta-cognitive based on students' curiosity on science, technology, art, culture, and humanity along with understanding of human nature, nationality, statesmanship, and civilization in relation with causal phenomena and event, and implementing procedural knowledge on specific examination

field according with their talent and preference to solve problems.

K4   : processing, reasoning, and presenting in either concrete or abstract field related to the development of what they have been learned in school independently, taking action effectively, and being able to use methods which is suitable with principles of science.

B. Basic Competence and Indicators

No	Basic Competence	Indicators
1.	1.1 applying structure and linguistic element to carry out social function of attention, checking understanding, rewarding performance, asking opinion and responding which suitable of the context.	• Identify social function and linguistic of give and respond instruction, invitation, prohibition and ask for permission. • Mention expression of instruction, invitation, prohibition and ask for permission • Respond expression of instruction, invitation,

			prohibition, and ask for permission
2.	1.1 arranging simple oral text to speak up and responding expression of asking attention, checking understanding and asking opinion which suitable of the context.	•	Write simple oral text and responding expression of instruction, invitation, prohibition and ask for permission
3.	1.1 represent good manners and careful of interpersonal communicate through friends and teachers.	•	represent good manners and careful to communicate through friends and teachers.
4.	4.1 represent honesty, discipline, confidence, and responsibility of transactional communication through teachers and friends.	•	Represent confidence of communicatio n through teachers and friends.

C. Objective

1. students be able to identify social function and linguistic
2. students be able to asking attention and mention expression of instruction, invitation, prohibition and ask for permission students be able to respond some expression of asking attention

3. students be able to write some expression of instruction, invitation, prohibition and ask for permission with good linguistic and correct structure
4. represent good manners and careful to communicate with the teachers and friends
5. represent confidence of communication with the teachers and friends.

D. Technique
1. Oral and written text of asking and responding attention
2. Social function
3. Maintaining interpersonal relationship with teachers and friends
4. Text structure
   a. *Come in, please! Thank you*
   b. *Please, put the book on the table! All right*
   c. *Clean the whiteboard, please! Yes. Ma'am*
   d. *Please, open the window! Of course*
   e. *Let's go to canteen*
   f. *Will you join us to the library?*
   g. *Can I join you? Sure, please come with me*
   h. *Would you come to my birthday party?*

5. Linguistic
   a. Vocabulary   : adjective, noun
   b. Grammar   : reference; *it, they, these, those, that, this*
   c. Singular and plural with or without *a, the, this, those, my, their,*
   d. Spelling, stressing, and intonation

6. Spelling and punctuation
7. Handwritten
8. Topic

E. Method
    1. Scientific method
    2. Cooperative learning

F. Media
    1. Media   : Picture
    2. Tools   : leptop, projector
    3. Learning source   : English book, 'When English Rings A Bell' eighth grade, page: 41

G. Teaching learning activities
    1. 1ˢᵗ meeting

Activities	Time

1. Opening
  A. Greetings
  B. Giving motivation and apperception
  C. Giving information of learning's goal
  D. Present learning scenario
	5

2. Core Activity
  A. Observing
    • Students practicing and responding some expression of instruction, invitation, prohibition and ask for permission using English.
  B. Questioning
	65

• Students ask and give question about the differences, and respond some expression of instruction, invitation, prohibition and ask for permission C. Experimenting • Students listen, show and respond some examples of instruction, invitation and ask for permission using English from film or text book • Students imitate some examples of instruction, invitation and ask for permission good in English, stressing and intonation • Students identify social function, text structure and linguistic of instruction, invitation and ask for permission D. Associating • Students comparing some expressions of	

instruction, invitation and ask for permission from different source above. • Students comparing some differences respond of instruction, invitation and ask for permission • Students give feedback from the teacher and friends. E. Communicating • Students use English to give and respond instruction, invitation and ask for permission in or out side class • Students be able to speak in English using good intonation, stressing about expression of instruction, intonation and ask for permission. • Students be able to discuss about their problems from this material.	

3. Closing
    A. Teachers and students make summary
    B. Teacher give individual or group task.
    C. Assessing and refection of the activity
	10

H. Assessing

1. Assessing Technique   : work method (oral test giving and respond of expression instruction, invitation and ask for permission)
2. Instrument   : Perform a dialogue for expression instruction, invitation and ask for permission with your best friend on the picture given

ASSESING RUBRIC

No	Assessing	Criteria	Score
1	Pronounce	Excellent	4
		Good	3
		Fair	2
		Poor	1
2	Intonation	Excellent	4
		Good	3
		Fair	2
		Poor	1
3	accuracy	Excellent	4
		Good	3
		Fair	2
		Poor	1

		Poor	1
5	Action	Excellent	4
		Good	3
		Fair	2
		Poor	1
		Total score	20

Knowing,

Head of SMP N 18 Semarang   English Teacher

Aloysius Kristiyanto, S. Pd. M. Pd.   Lina Nurma Yunita, S. Pd.

NIP. 196905161994121002   NIP.198004302007012010

APPENDIX II

TRANSCRIPT OF INTERVIEW

1. What are the words of students' difficulties in pronunciation on chapter 3 of 8 grades' English book?

2. In your opinion, what are the easy words for students to pronounce focus on chapter 3 of 8 grades' English book?

3. What words are influenced by the mother tongue when learning English?

4. What are the problems of student in saying difficulties words? Please explain!

5. What words often change when students' speech?

6. What words are often heard by students focusing on chapter 3 of 8 grades' English book? does by listening the word affect the correctness of students' pronunciation?

7. In your opinion, what is a word similarities with Bahasa affecting the pronunciation for students?

Answer

1. There are many vocabularies that my students can't say it clearly especially the word is new word and because of that they (students) find so many difficulties to speak in English such as 'spacy couscous dish', 'received' and they are also difficult to say kind of another that.

2. Whenever they heard the word such as 'will you join us to the library?', 'please don't wear T-shirt' and 'may I borrow your pen' is easy for them.

3. Not too much, cause their mother tongue and English is completely different. so, the dialect, the sound and the pronunciation that they say *medok*. They speak English but the teste is Javanese.

4. So many problem, they are too shy to speak in English because they are afraid that they make a mistake. So, most of their friend will be laughing. Because of that they (students) choose to keep silent or smile. Or maybe they will say it so slowly until the other can't hear clearly.

5. It is maybe very simple word, *'book'*, for the new student maybe they will say *'book'* and after the teacher's explanation that is wrong. And the other day they say *'book'* again

6. Whenever they often hear some sentences or word that teacher often speak it in front of the class or they often hear in the song or movie so they can speak easily.

7. For example, the word *'bank'* in English it is the place to save money. It is also having the same meaning in Indonesia but it is different whenever we say the *bank* but different meaning. For example, 'I went to the river at the right side of *bank*' and the student will ask 'right side of the *bank* miss?' but bank in this case is completely different with *bank* when we want save the money

APPENDIX III
NAME OF PARTICIPANT

NO	NAME	GENDER
1	Clara Viksa Dinarta	F
2	Amirzal Bintang Ramadhani	M
3	Fadilla Istiazah	F
4	Hendri Adi Kurniawan	M
5	Nesia Oktanovianti	F
6	Febita Nur Herwina	F
7	Prindika Putratama	M
8	Tsania Wilda Mumta'a	F
9	Riska Dwi Anjani	F
10	Muhammad Rizky	M

APPENDIX IV
RECORD TEST

1. Will you join us to the library?

2. I just received an invitation card.

3. Please don't wear T-shirt

4. Don't use expensive tools

5. Please bring your sewing kits

6. May I borrow your pen?

7. Write it on the paper!

8. Would you come to my place tonight?

9. May I taste that spacy *couscous* dish?

10. Will you join choir class?

11. Don't play truant!

12. Don't be stingy!

13. Could you come to school next Wednesday?

14. Don't drink my espresso!

15. Don't open that's mail!

16. Please share your ideas

17. Could you pick up my suit from cleaners for me?

18. Don't forget bring some clothes

19. Open the pronunciation book!

20. Please bring your scissor

APPENDIX V
SCEENSHOT OF RECORD AUDIO
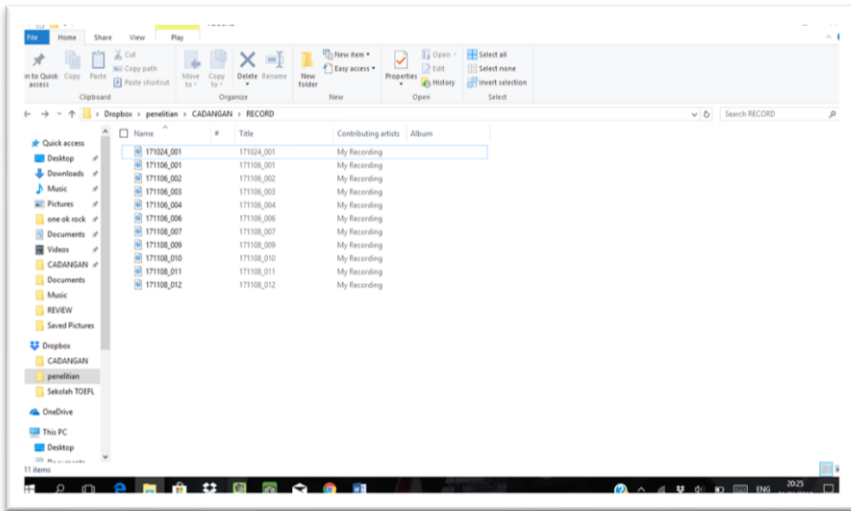
APPENDIX VI
ASSESING RECORD TEST

Consonant Correct Pronunciation

No	Words	TS	CP	AS	%
1	T-Shirt	/ʃ/	5	$\frac{5}{10} \times 100\%$	50
2	Share		4	$\frac{4}{10} \times 100\%$	40
3	Just	/dʒ/	6	$\frac{6}{10} \times 100\%$	60
4	Stingy		3	$\frac{3}{10} \times 100\%$	30
5	Wednesday	/z/	4	$\frac{4}{10} \times 100\%$	40
6	Scissor		0	$\frac{0}{10} \times 100\%$	0
7	Clothes	/ð/	0	$\frac{0}{10} \times 100\%$	0
8	That		5	$\frac{5}{10} \times 100\%$	50
9	Expensive	/k/	2	$\frac{2}{10} \times 100\%$	20
10	Choir		1	$\frac{1}{10} \times 100\%$	10

Consonant Incorrect Pronunciation

No	Words	TS	IP	AS	%
1	T-Shirt	/ʃ/	5	$\frac{5}{10} \times 100\%$	50
2	Share		6	$\frac{6}{10} \times 100\%$	60
3	Just	/dʒ/	4	$\frac{4}{10} \times 100\%$	40
4	Stingy		7	$\frac{7}{10} \times 100\%$	70
5	Wednesday	/z/	6	$\frac{6}{10} \times 100\%$	60
6	Scissor		10	$\frac{10}{10} \times 100\%$	100
7	Clothes	/ð/	10	$\frac{10}{10} \times 100\%$	100
8	That		5	$\frac{5}{10} \times 100\%$	50
9	Expensive	/k/	8	$\frac{8}{10} \times 100\%$	80
10	Choir		9	$\frac{9}{10} \times 100\%$	90

Vowels Correct Pronunciation

No	Words	TS	CP	AS	%
1	May	/eɪ/	4	$\frac{4}{10} \times 100\%$	40
2	Mail		1	$\frac{1}{10} \times 100\%$	10
3	Library	/aɪ/	2	$\frac{2}{10} \times 100\%$	20
4	Ideas		5	$\frac{5}{10} \times 100\%$	50
5	Us	/ʌ/	4	$\frac{4}{10} \times 100\%$	40
6	Pronunciation		0	$\frac{0}{10} \times 100\%$	0
7	Suit	/u:/	1	$\frac{1}{10} \times 100\%$	10
8	Tools		6	$\frac{6}{10} \times 100\%$	60
9	Tonight	/ə/	0	$\frac{2}{10} \times 100\%$	0
10	Invitation		2	$\frac{2}{10} \times 100\%$	20

Vowels Incorrect Pronunciation

No	Words	TS	IP	AS	%
1	May	/eɪ/	6	$\frac{6}{10} \times 100\%$	60
2	Mail		9	$\frac{9}{10} \times 100\%$	90
3	Library	/aɪ/	8	$\frac{8}{10} \times 100\%$	80
4	Ideas		5	$\frac{5}{10} \times 100\%$	50
5	Us	/ʌ/	6	$\frac{6}{10} \times 100\%$	60
6	Pronunciation		10	$\frac{10}{10} \times 100\%$	100
7	Suit	/uː/	9	$\frac{9}{10} \times 100\%$	90
8	Tools		4	$\frac{4}{10} \times 100\%$	40
9	Tonight	/ə/	10	$\frac{10}{10} \times 100\%$	100
10	Invitation		8	$\frac{8}{10} \times 100\%$	80

*TS = Target Sound, CP = Correct Pronunciation, IP = Incorrect Pronunciation, AS = Assessmen

ASSESSING FORM

Consonant

No	Words	TS	CP	%	IP	%
1	T-Shirt	/ʃ/	5	50	5	50
2	Share		4	40	6	60
3	Just	/dʒ/	6	60	4	40
4	Stingy		3	30	7	70
5	Wednesday	/z/	4	40	6	60
6	Scissor		0	0	10	100
7	Clothes	/ð/	0	0	10	100
8	That		5	50	5	50
9	Expensive	/k/	2	20	8	80
10	Choir		1	10	9	90

*TS = Target Sound, CP = Correct Pronunciation, IP = Incorrect

Pronunciation

VOWEL

No	Words	TS	CP	%	IP	%
1	May	/eɪ/	4	40	6	60
2	Mail		1	10	9	90
3	Library	/aɪ/	2	20	8	80
4	Ideas		5	50	5	50
5	Us	/ʌ/	4	40	6	60
6	Pronunciation		0	0	10	100
7	Suit	/uː/	1	10	9	90
8	Tools		6	60	4	40
9	Tonight	/ə/	0	0	10	100
10	Invitation		2	20	8	80

*TS = Target Sound, CP = Correct Pronunciation, IP = Incorrect Pronunciation

APPENDIX VIII

TRANSCRIPTION OF STUDENTS RECORD

CONSONANT

NO	WORD	T.S	STUDENTS				
			8.1.F	8.2.M	8.3.F	8.4.M	8.5.F
1	T-Shirt	/ʃ/	/tə sərt/	/tɪ ʃɜ:t/	/tɪ ʃɜ:t/	/tɪsərt/	/tɪ ʃɜ:t/
	Share		/ser/	/ʃer/	/ʃer/	/se:r/	/ʃer/
2	Just	/dʒ/	/dʒəs/	/dʒʌr/	/dʒəs/	/jʌs/	/dʒʌs/
	Stingy		/stɪŋ/	/stɪŋ/	/sti:gɪ/	/stɪŋ/	/stɪndʒi/
3	Wednesday	/z/	/wednəsdeɪ/	/westəreɪ/	/wenzdeɪ/	/wednəsdeɪ/	/wednəsdeɪ/
	Scissor		/ski:sər/	/ski:sər/	/ski:sor/	/sesər/	/si:sər/
4	Clothes	/ð/	/kəʊt/	/klʊts/	/klotəs/	/koltəs/	/klots/
	That		/ðəy/	/ðʌt/	/ðæt/	/ðʌt/	/ðæt/
5	Expensive	/k/	/ekspensɪv/	/ekspensɪv/	/enpensɪv/	/espensiv/	/ekspensɪv/
	choir		/koɪr/	/kor/	/kor/	/kosɪr/	/tʃoɪr/

NO	WORD	T.S	STUDENTS				
			8.6.F	8.7.M	8.8.F	8.9.F	8.10.M
1	T-Shirt	/ʃ/	/tɪ ʃɜ:t/	/tə sərt/	/tɪsərt/	/tɪ ʃɜ:t/	/tɪsərt/
	Share		/ser/	/se:r/	/ʃer/	/ʃer/	/ser/
2	Just	/dʒ/	/jʌs/	/dʒʌs/	/jʌs/	/dʒʌs/	/jʌs/
	Stingy		/stɪŋɪ/	/stɪŋ/	/stendʒi/	/stɪndʒi/	/stɪŋ/
3	Wednesday	/z/	/wednəsdeɪ/	/wenzdeɪ/	/wednəsdeɪ/	/wenzdeɪ/	/wednəsdeɪ/
	Scissor		/seɪsər/	/sɪsər/	/ski:sər/	/sɪsər/	/ski:sor/
4	Clothes	/ð/	/klotəs/	/klots/	/klotəs/	/klʊts/	/cos/
	That		/ðʌt/	/ðæt/	/ðʌt/	/ðæt/	/ðæt/
5	Expensive	/k/	/ɪkspensɪv/	/ekspensɪv/	/ɪkspensɪv/	/ekspensɪv/	/ekspensɪv/
	choir		/klɪər/	/coɪr/	/coɪr/	/kwaɪə/	/cor/

VOWEL

NO	WORD	T.S	STUDENTS	
			8.9.F	8.10.M
1	May	/eɪ/	/meɪ/	/meɪ/
	Mail		/meɪl/	/maɪl/
2	Library	/aɪ/	/laɪbrerɪ/	/lɪbrarɪ/
	Ideas		/ɪdeas/	/ɪdeas/
3	Us	/ʌ/	/ʌs/	/yu:s/
	Pronunciation		/suɪt/	/suɪt/
4	Suit	/uː/	/suɪt/	/suɪt/
	Tool		/tu:l/	/tu:l/
5	Tonight	/ə/	/tonaɪg/	/tunaɪg/
	Invitation		/ɪnvɪteɪsən/	/ɪnvɪteɪsən/

APPENDIX IX
RESEARCH LETTER OF SMP N 18 SEMARANG

PEMERINTAH KOTA SEMARANG
DINAS PENDIDIKAN
SMP NEGERI 18 SEMARANG
Jl. Purwoyoso I, Kel. Purwoyoso Kec. Ngaliyan Telp.(024) 7603798 Semarang KP. 50184
Web : smpn18-smg.sch.id   Email : smpn18@disdik.semarangkota.go.id

NSS : 201036301017	NIS : 200180	NPSN : 20328819

SURAT KETERANGAN
Nomor : 700 / 016

Yang bertanda tangan di bawah ini :

Nama	: Aloysius Kristiyanto, S.Pd., M.Pd.
NIP	: 19690516 199412 1 002
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Negeri 18 Semarang

Dengan ini menerangkan mahasiswa di bawah ini :

Nama	: Neilidar Asma
NIM	: 133 411 085
Prodi	: Pendidikan Bahasa Inggris

Bahwa nama mahasiswa tersebut telah melaksanakan riset guna penyusunan skripsi pada bulan 17 s.d. 30 Oktober 2017 dengan judul " **The Pronunciation's error of Segmental Features on The Eighth Grade Students at SMP N 18 Semarang.**

Demikian Surat Keterangan ini dibuat untuk dipergunakan dan dipertanggung jawabkan sebagaimana mestinya.

Semarang, 9 Januari 2018
Kepala SMP Negeri 18 Semarang

Aloysius Kristiyanto, S.Pd., M.Pd.
NIP 19690516 199412 1 002

APPENIX X
RESEARCH LETTER

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

|		
Nomor	: B-3675/Un.10.3/TL.00/10/2017	Semarang, 13 Oktober 2017
Lamp	: -	
Hal	: Mohon Izin Riset	
	A.n. : Neilidar Asma	
	NIM : 133411085	

Kepada Yth. :
Kepala SMP N 18
di Semarang

Assalamu'alaikum Wr. Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama	:	Neilidar Asma
NIM	:	133411085
Alamat	:	Segaran Baru no.20 Purwoyoso, Ngaliyan, Semarang
Judul Skripsi	:	The Pronunciation's error of Segmental Features at The Eighth Grade Students of SMP N 18 Semarang in the academic year of 2017/1018.
Pembimbing	:	Siti Mariam, M. Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu mohon diberi izin riset selama 14 hari, pada tanggal 17 Oktober 2017 sampai dengan tanggal 30 Oktober 2017.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr. Wb.

An. Dekan,
Wakil Dekan Bidang Akademik

Prof. Dr. H. Fatah Syukur, M.Ag.
NIP. 19681212 199403 1 003
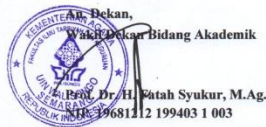
Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang

APPENDIX XI

PROFILE OF SMP N 18 SEMARANG

1. General Description

    SMP N 18 Semarang was established on 1st October 1997. The school's building was built on the former sport field in village of Jrakah. Formerly, SMP N 18 was known by name of SMP Jrakah (Tugu) but in year of 1984 based on education minister decree, the name of SMP Jrakah (Tugu) was changed to SMP 18 Semarang. The school located at Jrakah village, district of Purwoyoso, Ngaliyan, Semarang, phone (024) 7603798.

    On Monday up to Friday students of SMP N 18 began at 07.00 a.m. until 14.30 a.m. SMP N 18 applied full day school thus at 07.00 a.m. until 07.30 the students recite *asmaulhusna*, singing independence's song, and does the literacy. And at 14.30 a.m. until 15.30 a.m. the students perform cocurricular activities and praying *ashar*. Each grade was eighth classes, in each class there were whiteboard and LCD to support the teaching learning process.

2. Vision and mission

a. Vision

‘superior in quality and virtuous noble of character’

b. Mission

1) Achieve teaching and learning activities that are effective, efficient, and provide maximum guidance to learners thus the learners are able to develop their potential maximally.

2) Implementing extracurricular activities programmed and integrated thus that be able to cultivate the talent, interests and achievements of learners.

3) Exploring excellence and tracing talents and interests of students in the field of academic and non-academic.

4) Growing innovations of education process to all citizens to explore the concepts of quality improvement.

5) Inculcate the appreciation of religious teachings that are obeyed to and moral so that the school community be able to live and practice in everyday life.

CURRICULUM VETAE

PERSONAL INFORMATION

Name : Neilidar Asma

Place & date of birth : Semarang, December 19th 1994

Address : Segaran Baru no 20 Purwoyoso Ngaliyan Semarang

Phone number : 085801353986

Gender : Female

Religion : Islam

Religion nationality : Indonesian

Status : Mahasiswa

Email : neilzamane@gmail.com

Hobby : Hiking, dancing

EDUCATION BACKGROUND

SD N Purwoyoso 01 (2007-2009)

SMP N 18 Semarang (2009-2011

SMA N 13 Semarang (2011-2013)

UIN Walisongo Semarang (2013- now)

ORGANIZATION EXPERIENCEA

Member of biro bahasa PMII

Member of BKC (Bandung Kaate Club) UIN Walisongo

Member of SULBI (Sahabat Unik Luar Biasa)

Member of Pashtunwali (Pecinta Alam UIN Walisongo)