STUDENTS' ANALYSIS IN SYLLABIFYING WORD AT THE SIXTH SEMESTER OF TADRIS BAHASA INGGRIS IAIN PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement for the Degree of Graduate of
Islamic Education (S.Pd) In English

By:

WIRDA HASANAH
Reg. Number. 14 203 00152

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
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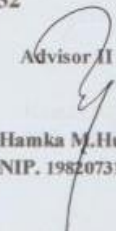
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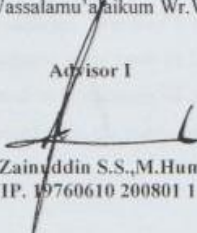In-
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Assalamu'alaikum Wr.Wb.

      After reading, studying and giving advice for necessary revision on thesis belongs to **Wirda Hasanah** entitled *"Students' Analysis in Syllabifying Word at the Sixth Semester of Tadris Bahasa Inggris IAIN Padangsidimpuan"*, we approved that the thesis has been acceptable to complete the requirement to fulfill for the degree of Graduate of Education (S.Pd.) in English.
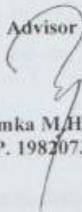
      Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr.Wb.

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DECLARATION OF SELF THESIS COMPLETION

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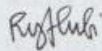
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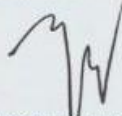
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This thesis is still so far from being perfect based on the weakness of the research. Therefore, the researcher aspects the constructive criticisms and suggestions from the readers in order to improve this thesis.

Padangsidimpuan,   2018

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AT THE SIXTH SEMESTER OF TADRIS
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ABSTRACT

This research is about students' analysis of syllabifying word of the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan. The students still have difficulties in syllable. The objectives of the research are to describe students' analysis in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan, to find students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan, and to explain students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris in IAIN Padangsidimpuan.

This research is conducted by qualitative research. The sources of data for this research are students at sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan as primary source and the lecturer's document as secondary source. There are two instruments in collecting data, they are document and interview. Data are processed and analyzed by qualitative process.

Based on the result of research, researcher finds the students' analysis in syllabifying words at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan dominantly in transcription. Students' difficulties in transcription are 12 students, numbers of syllable are 8 students and structure of syllable (onset, nucleus and coda) are 7 students. The reason of students' problem in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan are the students have problem dominantly in transcription because students' lack of practice, students' not understand about symbol sound and students' difficult to differ dipthong and tripthong. So, students' must review the lesson about symbol sound especially vowel and consonant based on the English standard, so they don't confuse.

TABLE OF CONTENT

CHAPTER I
INTRODUCTION

A. The Background of the Problem

Language is sounds that produce by mouth of someone and that have meaning. Then language is a tool and agent to get some information from another. Both of them have related between speaker and listener, so they can get successful goal in information. Information get from someone by pronounced and articulation, so it's relate with sound or phonetic.

Then, language is a system, symbol sound that has characteristic like arbiter, productive, dynamic, variation and humane. It means language as a system that arranged base on the good structure for example: I have collected my task yesterday, that example shows language must systematically so it has good meaning and easy to comprehend it. Language as symbol sound it means language must be pronounced so it sounds form. Language is arbitrary it means the reference between symbol and that have symbolic not obligation. Language is productive it means in one word has many meaning so it can be wide apperception. Language is dynamic it means language can change whenever. Language is variation it mean there are many language that different sound, spell and meaning. Language is humane it means language just own by human.

Based on the explanation above language are tool to do a relation to other someone in our life; the news and information will be gotten from the other through

language, and also language is the most important media in communication. We need language to share our think, feeling, our desires and we cannot do interaction without language to another people, so language is important in our daily life.

Syllable is very important unit. Most people seem to believe that, even if they cannot define what the syllable is, they can count how many syllable there in a given word and sentences. If they ask to do are they often tapping their finger as they count, which illustrates syllables important in the rhyme of speech. Then, syllable is the unit, into which a word is divide, containing vowel sound and usually one or more consonant, or syllable is defined by the way in which vowel and consonant combine to form various sequence.

Then it relate with phonetic symbol in pronunciation because phonetic symbol is key when analyze syllable. If someone understand and mastery with phonetic symbol, so he will transcript something easily. Someone just write base on his pronounced then identify how many syllable. Syllable is a group sound in a word. But to identify and analyze it need some steps and process. Syllable consists of vowel, consonants, diphthong and trip thong. They are cluster in syllable because they will divide become onset, rhyme and code, so it needs draft to analyze it.

Based on private interview with student of fifth semester of TBI IAIN Padangsidimpuan[1], they were said that they were not able to analyze the syllable structure. It was because of their English syllable mastery was less, they felt difficult

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[1] *Private Interview*, Students at Fifth Semester of TBI in Padangsidimpuan (Padangsidimpuan: September 03 [th], 2017, at 11.00 p.m).

when they were transcribing the word, and were not able to transcript, and they felt difficult to count or identified how many syllable. Moreover the student had less motivation to study English because their view of English was one of the most difficult lessons.

Then, the researcher would like to see the student analysis in syllabifying word at fifth semester of Tadris Bahasa Inggris in IAIN Padangsidimpuan. Because researcher wants, analyze how many students' difficulties about syllabification. Actually the process to identify of syllable is easily but problem and difficulties of students is transcript the text because it is a key to identify of syllable.

Hopefully, the researcher in this research will give something new to behave that can improve another pronounce. Based on the problem above, this research can be useful to another. So, researcher wants to research entitled "**Students' Analysis in Syllabifying Word at the Sixth Semester of Tadris Bahasa Inggris IAIN Padangsidimpuan".**

B. The Focus of the Research

Based on the background of the problem above, there were many problems, especially in syllable learning, such as student could not analyze the syllable structure perfectly. So, the researcher only focused on the problem about Students' Analysis in at the Sixth Semester of Tadris Bahasa Inggris IAIN Padangsidimpuan".

C. The Definition on the Key Term

1. Analysis

Sugiyono states that analysis is the action from a whole information system and component to identification evaluation about problem that hopefully so it has proposed the solution.[2] English Vocals books states analysis same with analyze. Analyze is *menganalisa*.[3] Analysis is detailed study or examination in order to understand more about the result of study.[4]

Based on the explanation about, the researcher concludes that analysis is examination or evaluation about study to know students' difficulties. Analysis is useful to know and to explain students' difficulties because it can make someone improve will be better and more focus to learn the material.

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[2] Hanik Mujiati Sukadi, Analisis Dan Perancangan Sistem Informasi Stok Obat Pada Apotek Arjowinangun (Indonesian Jurnal on Computer Science - Speed (Ijcss) Fti Unsa - Ijcss.Unsa.Ac.Id, *Www Ijns.Org/Journal/Index.Php/Ijns/Article/View/279/*273, Accessed on 04 January at 09.00 am).
[3] Slamet Riyanto, *English Vocabs* (Yogyakarta: Pustaka Pelajar, 2008), p. 203.
[4] A S hornby, *Oxford Advanced Learner's Dictionary of Current English*, (Oxford University Press: 1995), p. 35.

2. Syllable

Syllable is at the heart of phonological representations. It is the unit in term of which phonological system are organized.[5] Syllable is composed of segment, and thus imposes an organization on segment; in this sense syllable are suprasegmental (above the segment (unit). Also syllable is treated as unit of phonological structure that they are relevant to stating generalization about the distribution of allophonic features.[6] Also syllable is that left as it stands.[7]

Based on the definition above, syllable is a group of sound in a word. The way in which vowel and consonant combine to form various sequence to stating generalization about the distribution of allophonic features.

D. The Formulation of the Problem

From the focus of the research, researcher formulated the problem of the research as follows:

1. How is the students' analysis in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan?

2. What are students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan?

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[5] Katamba, *An Introduction to Phonology* (Francis: Longman Group UK Limited), p.153.
[6] William O'Grady, et al., *Contemporary Linguistic an Introduction* (New York: Bedford ST. Martin's, 2005), p. 83.
[7] Heinz J. Giegerich, *English Phonology an Introduction* (New York: Cambridge University Press, 1995), p. 132.

3. Why are students difficult in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan?

E. The Objectives of the Research

Based on the formulation above, so the made the objectives of the research. The objectives of the research as follow:

1. To describe students' analysis in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan.

2. To Find students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan.

3. To explain students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan.

F. The Significances of the Problem

This research, researcher finds four significances they are head of English Department, lecturers, students, and researchers:

1. Head of English Department, to encourage English Lecturers to teach English best.

2. Lecturers, to teach English best.

3. Students, to know how to master syllabifying word

4. Researchers, to do further same topic of discussion.

G. The outlines of the Research

The systematic of the research divided in to five chapters. Each chapter consists of many sub chapters with detail as follow:

1. Chapter one consists about introduction, they are: first, the background of the problem. Second, the focus of the research. Third, the definition on the key term, definition of key terms included definition about the title of research. Forth, the formulation of the problem. Fifth, the objectives of the research. Sixth,the significances of the problem.

2. Chapter two it consists theoretical description, which explain about the definition syllable, the structure of syllable the function of syllable, the types of syllable, the principles of syllable and strong and weak of syllable.

3. Chapter three discussed about the methodology of the research consists of: First, the kinds of the research. Second, the data source. Third, the technique of data collection that divided in two kinds like: document and interviewe. Fourth, the technique of data analysis.

4. Chapter four includes three parts. First, Finding: finding consists of general finding and specific finding, general finding consists of stand history, situation of equipment and facilities, situation of student at sixth semester of TBI IAIN Padangsidimpuan. Specific finding consists of the description of students' analysis in syllabifying word at sixth semester of TBI IAIN Padangsidimpuan, the difficulties of students ' analysis in syllabifying word, and the reason or overcome the error found students' analysis in syllabifying word at sixth semester of TBI

IAIN Padangsidimpuan. Second, discussion which analyze result of research theoretical review. Third, treat of the research, which talking about the treat of researcher finds in the process of the research.

5. Chapter five involved: conclusion about the research and suggestion for all.

CHAPTER II
THEORITICAL DESCRIPTION

A. The Theoretical Description

1. Syllable

a. Definition of Syllable

Syllable is at the heart of phonological representations. It is the unit in term of which phonological system are organized.[1] It is purely phonological entity. It cannot be identified with a grammatical or semantic unit. Then syllable is describes as consisting of a centre which has little or no obstruction to airflow and which sound comparatively loud; before and after this centre that is at beginning and end of the syllable.[2] Also syllable is relate to chest pulses, contraction of chest muscles accompanied by increased air pressure, to sonority, the loudness of a sound relative to that of other sound with the same length, stress, and pitch, prominence and combination of sonority, length, stress and pitch.[3] So syllabifying word is the process to identify how many syllables like vowel and consonant in the word.

Syllable is very important unit. Most people seem to believe that, even if they cannot define what a syllable is, they can count how many syllable there are in given word and sentences. In fact, if one tries the experiment of asking

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[1]Katamba, *An Introduction to Phonology* (Francis: Longman Group UK Limited), p. 153.
[2] Peter Roach, *English Phonetic and Phonology Practical Course* (New York: Cambridge University Press, 2000), p. 70.
[3]Jack C. Richard, *Longman Dictionary of Language Teaching & Applied Linguistic* (London: Longman, 2002), p. 531.

English Speaker to count the syllable in, say recorded sentences, there is often a considerable amount of disagreement.

Syllable refer with phonetic and phonology lesson, Then syllable is the kind them that made especially. Phonetic is the physical manifestation of language in sound waves, like how sounds are articulated and how sounds perceived. However, phonology is the mental representation of sounds. Syllables also refer with stress and articulation because before speaker produce the stress, so he must start from syllabification, than it is base in phonetic and phonology lesson. Where phonetic language independent and study all of sound then Phonology is language dependent and only those sound that constitute language and meaning then phonology is a subset of phonetic.

We will look at some example Roach in his book entitled phonetic and phonology:

a. What we might call a minimum syllable would be a single vowel in isolation, example the word 'are' ɒː, 'or' ɔː, 'err' ɛː. There are preceded and followed by silence. Isolated sound such as m, for silence, must also be regarded as syllables.
b. some syllable have an onset (that is, they have more than just silence preceding the centre of the syllable):
   'bar' bɒː   'key' kiː   'more' mɔː
c. syllables may have no onset but have coda:
   'am' æm   'ought' ɔːt   'ease' iːz
d. some syllables have onset and coda:
   'run' rʌn   'sat' sæt   'fill' fil[4]

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[4]Peter Roach, *Op. Cit.*, p. 71.

Based on the explanation above syllable is group of sound in a word. Then syllable is parts/elements of sounds in a word and to identify how a word is sounded with reference to phonetic symbols. Then not every syllable has onset and coda. Sometime syllable have onset but did not have coda, and it does not have onset and have coda. Also the step to identifying of syllable are decide first the nucleus, decide the onset firstly the closest onset to the nucleus and followed by possible onsets, then coda.

b. Structure of Syllable

Syllable has two constituents, namely the onset which come at the beginning and the rhyme which follow it.[5] In the first syllable is rhyme is simple. It does not branch. It contains just one constituent: the vowel. The rhyme of *bats*, on the other hand branches. It contains a vowel which is followed by a consonant

Carr states that there are two main constituent within syllable are: onset and rhyme.[6] In the word bile, for example, the first segment, /b/, constituent the onset of the syllable and the last two segments, /ai/ and /I/, take together, constituent of rhyme. The evidence is there this division between onset and rhyme. Firstly, there is evidence from the phenomenon known as rhyming, which it is the vowel in the syllable and any material which follows it determine whether two words rhyme, quite independently of the content the

[5] Katamba, *Op.Cit.*, p. 154.
[6] Philip Carr, *English Phonetics and Phonology an Introduction* (USA: Blackwell, 1999), p. 66.

onset. Secondly, we will see below in many languages (including English) the placement of word stress depend on the structure of the rhyme on the syllable which makes up a word.

Onset is initial consonant in syllable or a part and branch of the rhyme, coming from the same node. If syllable begin with one consonant, that initial consonant, example in word book /buk/, consonant *b* called initial consonant. Then syllable begin two or more consonant together it calls consonant cluster, they are pre-initial and initial consonant.[7] Consonants are based on the human articulatory system (lungs to pump air in and out, vocal folds, oral cavity including tongue, teeth and lips, and nasal cavity).Example of initial consonant cluster in word stopped /stɒpt/. The consonant *s* in these clusters is pre-initial consonant, and consonant *t* is called initial consonant. Then when at three consonant clusters in word it is relationship between them, example sprite /sprɒit/ *s* is pre-initial consonant, *p* is initial consonant, *r* is post-initial consonant.

Rhyme is a part of the last syllable of a line. The rhyme is divided into peak normal the vowel and the coda is final consonant, this is optional, because the rhyme may have no coda.[8] Peak or nucleus is more silent than the other parts of syllable. If the final consonant has two or more consonant called consonant final cluster, that is pre-final, final and post final consonant.

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[7]Peter Roach, *Op. Cit.*, p. 73.
[8]*Ibid.*, p. 76.

Example in word single /siŋgl/. From the example, consonant *ŋ* is pre-final consonant, consonant *g* is final consonant, and consonant *l* is post final consonant.

There are two types of final three-consonant cluster; the first is pre-final plus, final plus, post-final plus.[9] They found in coda after nucleus, but coda consists of them and not just one coda. Look at the following tables:

No	Example	Syllable	Pre-final	Final	Post-final	Meaning
1	Example	[ig] [zæ]	m	P	l	Something such as an object
2	banks	[bæ]	ŋ	K	s	A financial service
3	bonds	[bɒ]	n	D	z	A document containing this agreement
4	twelfth	[twe]	l	F	θ	Ordinal number

The second type shows that more than one post-final consonant can occur in a final cluster: final plus, post final 1 plus post-final 2. Post final 2 is again one of s,z,t,d,θ.[10] It means the syllable or consonant word found in final cluster and they are consist of one until three consonants before nucleus.

No	Example	Syllable	Pre-final	Final	Post-final 1	Post-final 2	Meaning
1	Next	[ne]	-	K	s	t	Coming straight after
2	Lapsed	[læ]	-	p	s	t	A period of time and two things

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[9] *Ibid*., p. 75.
[10] *Ibid*., p. 75.

Based on the explanation above, the researcher can conclude that onset have three consonant cluster. They are pre-initial consonant, initial consonant, and post-initial consonant. Then coda consists of pre-final consonant, final consonant, and the post-final consonant. Researcher wants to describe on the table below:

No	Structure of Syllable	Kinds of Consonant			
1	ONSET	Pre-initial	Initial	Post-initial	
2	NUCLEUS				
3	CODA	Pre-final	Final	Post-final 1	Post-final 2

Carr states that the structure of syllable is thus following[11]
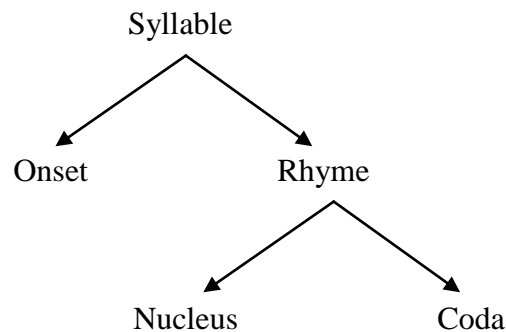
Base on the scheme above, the structure of syllable consists of onset and rhyme. Then rhyme also divided in two kinds, they are nucleus and coda. Onset is initial consonant. But Rhyme is process to identify nucleus that have single vowel sound or more silent than other part of syllable then coda is final

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[11] Philip Carr, *Op. Cit*., p. 67.

consonant. Nucleus usually has vowel sound that want to analyze base on structure. Many think syllable is difficult. Actually to identify of syllable is easily but the difficult of syllable is transcript of the word base on the symbol sound. Because we must transcript before identify of syllable.

Example:

1. Simple syllable

 'or'   /ɔ:/

```
                              Syllable
                              /      \
                          Onset      Rhyme
                                       \
                                 Nucleus    Coda
                                    |
                                    ɔ:
```
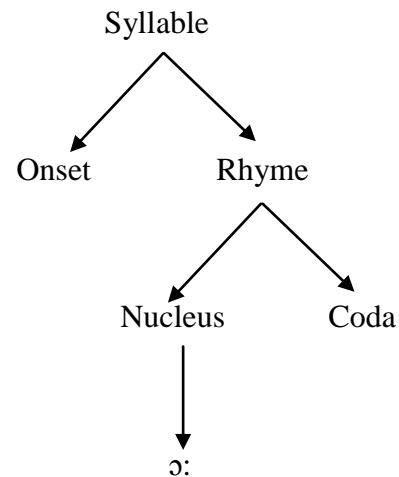
   Based on he schema above that,/ɔ:/ is simple sentences because it just consist of one syllable, then it does not have onset or initial and coda of final but it just consist of nucleus where in nucleus consist of vowel sound like long and short vowel.

2. Syllable have an onset and nucleus

'buy'   /baɪ/

```
                        Syllable
                       /        \
                   Onset        Rhyme
                     |          /     \
                     |     Nucleus    Coda
                     |         |
                     ↓         ↓
                     b         aɪ
```
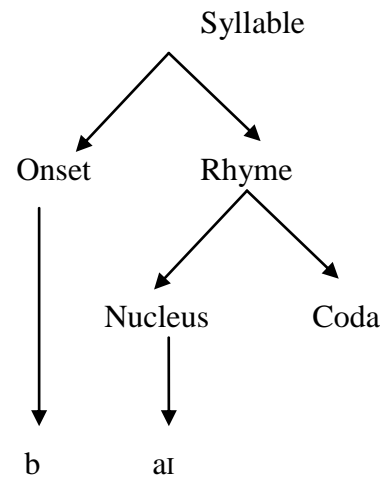
     Base o the schema above that, / baɪ/ consist on one syllable that have onset and nucleus because onset is initial that usually it is consonant sound like /b/, and nucleus is a vowel sound that sometimes they are diphthong and tripthong.

3. Syllable have no onset but have coda

'it'   /it/

```
                    Syllable
                   /        \
               Onset        Rhyme
                           /      \
                      Nucleus     Coda
                         |          |
                         ↓          ↓
                         i          t
```
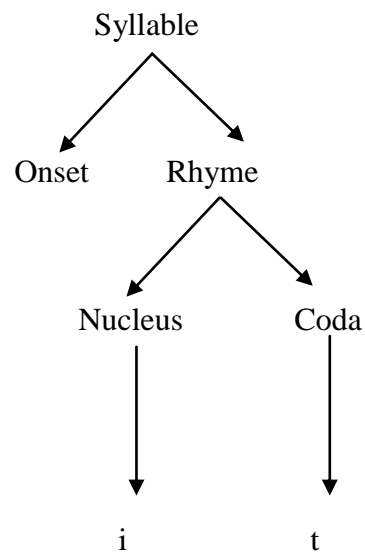
Based on the explanation above that, /it/ is simple syllable because it just one syllable, but it has not consisted of nucleus but also has a coda thought did not have onset. So syllable is difficult process because it must appropriate base on the symbol sound that speaker has spoken. Sometimes in the word has completed the structure in one syllable like it has onset, rhyme or nucleus and coda. But the difficult to identify of syllable is transcripts of word base on symbol sound.

4. Syllable have onset but no coda

'bee' /bi:/

Syllable

Onset   Rhyme

Nucleus   Coda

b   i:
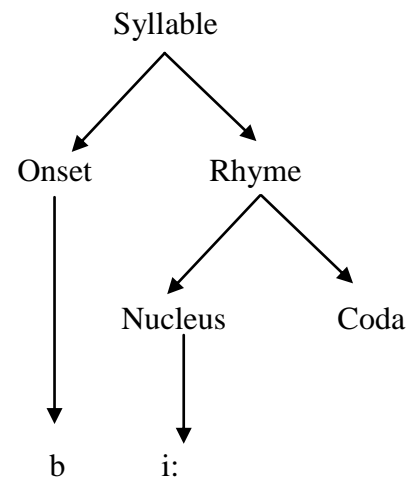
From the scheme above that /bi:/ consist of one syllable than it just has nucleus but does not have coda. Usually in symbol sound if root of has two vowel so the speaker said that it is long sound or long vowel. The long vowel symbolic wit /:/.

5. Syllable have onset, nucleus and coda

Cook /ku:k/

```
                              Syllable
                             /       \
                        Onset         Rhyme
                          |          /     \
                          |     Nucleus    Coda
                          |        |         |
                          k        u:        k
```
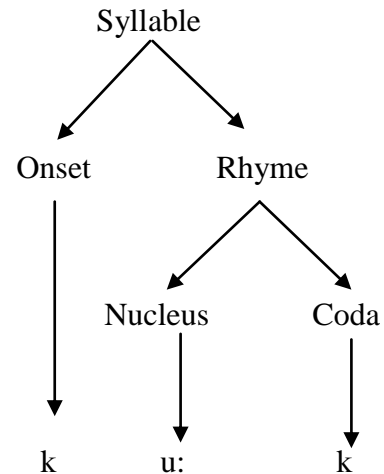
     Base on the schema about the syllable is consisting of one syllable and complete structure because they are consisting of onset, nucleus and coda. It has completed if researcher want to analyze it.

6. Syllable have onset and nucleus tripthong

Power /pɒuə/

```
                              Syllable
                             /       \
                        Onset         Rhyme
                          |          /     \
                          |     Nucleus    Coda
                          |        |
                          p       ɒuə
```
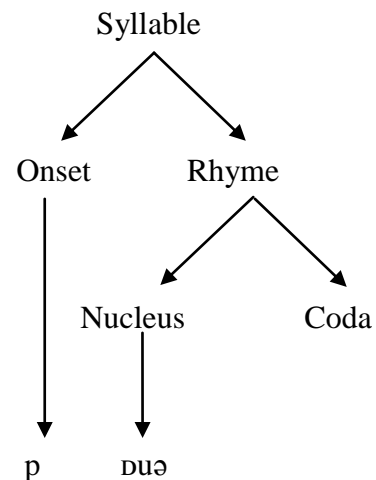
     From the schema above /ɒuə/ consist of one syllable. It is consist of onset and nucleus then nucleus is tripthong. Tripthong is a combination of

three vowel sounds or vowel letters. It usually becomes long vowel sound. Elements of diphthongs are centering is movement or glide to the *ə* and closing is movement or glide to *i* and *u.*The characteristic of diphthong are: Sounds which consist of a movement or glide from one vowel to another central and mid vowels or short vowels, diphthongs are like the long vowels, The First part is much longer and stronger than the second part don't open or close your mouth too much.

7. The word has two syllables and just consist of nucleus

Measure /ˈmiːʒəː/

Syllable 1   Syllable 2

Onset   Rhyme   Onset   Rhyme

Nucleus   Coda   Nucleus   Coda

m   iː   ʒ   əː
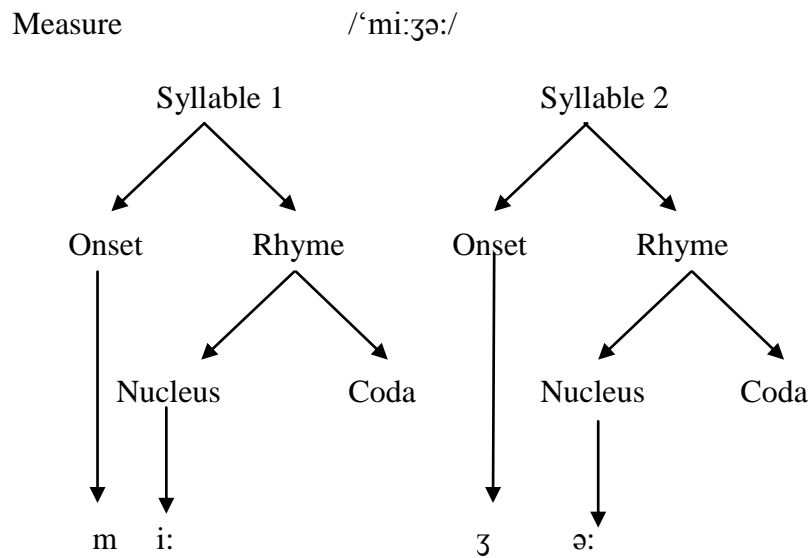
Base on the explanation above that, /miːʒəː/ consist of two syllables. It has nucleus and onset structure and did not have onset and coda. Both nucleus of them is long vowel because /ea/ is dipthong then /əː/ also long vowel sound.

8. The word has three syllables and onset, nucleus and coda.

Simplify /simplifɒi/

| Syllable 1 | Syllable 2 | Syllable 3 |

Onset — Rhyme — Onset — Rhyme — Onset — Rhyme

Nucleus — Coda — Nucleus — Coda — Nucleus — Coda
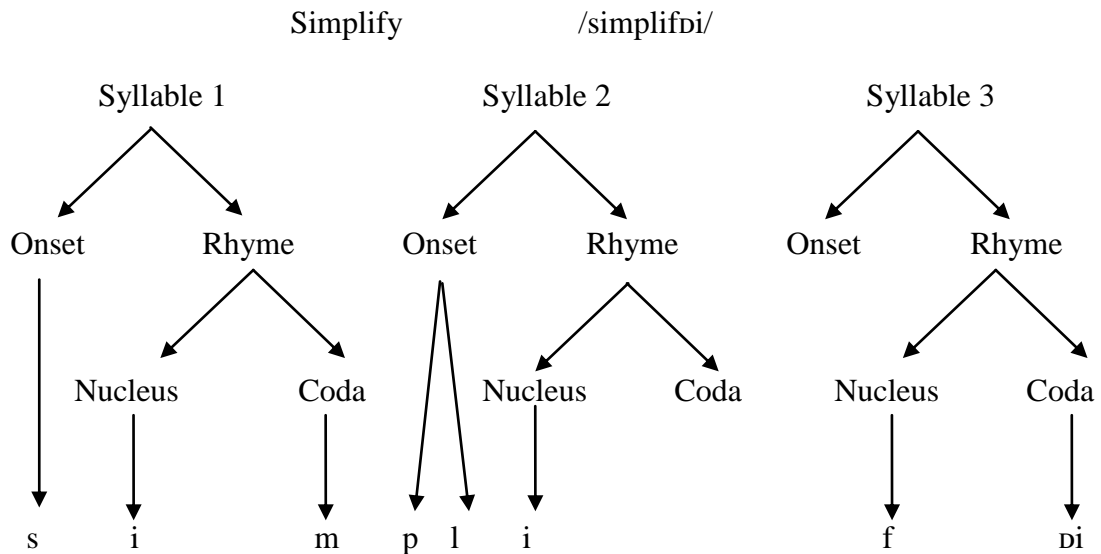
s — i — m — p l i — f — ɒi

Based on the scheme above that /simplifɒi/ consist of three syllables because every has vowel sound so it can counts one syllable (sim-pli-fɒi). Then it also has initial cluster like *p* and *l*, *p* is pre-initial consonant then *l* is final initial consonant. They are the consonant sound before nucleus.

9. The word has two syllable that complete structure

extreme /əkstrim/

| Syllable 1 | Syllable2 |

Onset — Rhyme — Onset — Rhyme

Nucleus — Coda — Nucleus — Coda

ə — k — s t r i — m
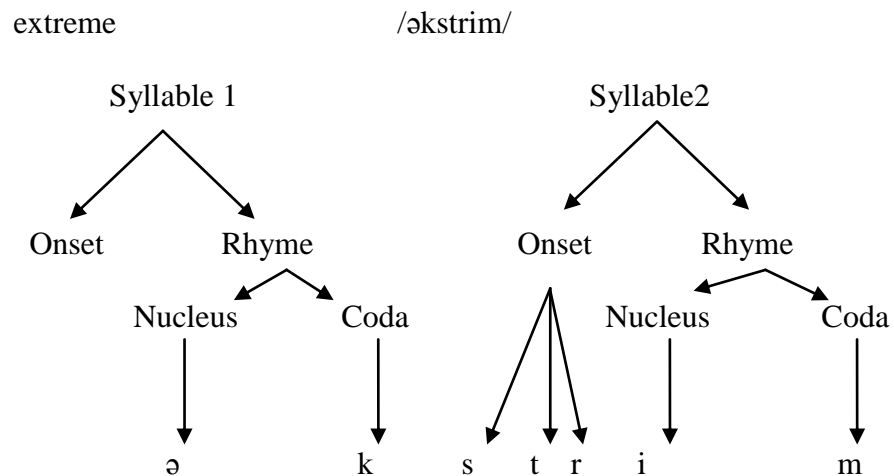
Based on the scheme above that, it has two syllables. But it has complete structure like onset, nucleus, and coda. The onset (str) is cluster initial because consist many consonants (s is pre-initial consonant, t is initial consonant, and r is post initial consonant)

c. **Function of syllable**

Katamba states in his book entitled An Introduction to Phonology, the function of syllables are:

a. The syllable as the basic phonotactic unit
   One of the basic functions of the syllable is to regulate the ways in which lower level units consonants and vowels of the phonological hierarchy can combine.
b. The syllable as the domain of phonological rules
   The relevance of syllable structure constrains is not restricted to loan words and mother tongue inferences. Syllable structure often plays an important role in conditioning the application of phonological rules internal to a language.
c. The syllable and the structure of complex segments
   The syllable not only regulates the combination of the segment, it also controls the combination of features which make up segments.
d. Compensatory lengthening
e. The syllable as the syllable as indispensable building block for higher phonological domains.
   In many languages, higher prosodic phenomenon like stress, nasalization, in quantity can only be insightfully described in term of syllable because often in order to determine whether a given rule is applicable, the number of syllable in word a part of a word has to be counted.[12]

Based on the explanation above, the researcher can conclude that the function of syllable are the syllable as the basic phonotactic unit, the syllable as the domain of phonological rules, the syllable and the structure of complex

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[12]Francis Katamba, *Op. Cit.*, p. 164-175.

segments, compensatory lengthening, the syllable as the syllable as indispensable building block for higher phonological domains. Also there are many advantages of syllable. They are: it can make speaker easy if want to pronounce the word because there is no spell again in word, it makes speaker easy to comprehend and did not long time to learn it and speaker can differentiate long and short vowel easily.

d. Types of syllable

Traditional terminology there are two types of syllable, they are: types A is short or light syllable, types B is long or heavy syllable.[13] The types A, it is a light syllable rhyme contains a short vowel, and then in heavy syllable rhyme contains either; a long vowel or diphthong optionally followed by one or more consonant and a short vowel followed by least one consonant. Then types B of syllable, in light syllable the rhyme contains a short vowel that precedes or absences of a consonant in onset is irrelevant. But in this case so is the presence of a consonant in the margin. Then in heavy syllable rhyme contains a long vowel or diphthong. The presence or absence of any consonant in the margin is irrelevant.

Then there are four types of syllable. *The first* closed syllables. It is a closed syllable has one and only one vowel, and it ends in a consonant. Examples include in, ask, truck, sock, stretch, twelfth, and so on. *Second* open

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[13]Roger Lass, *Phonology An Introduction to Basic Concept*s (London: Cambridge University Press,1984), p.254.

syllables: An open syllable has one and only one vowel, and that vowel occurs at the end of the syllable. Examples include no, she, I, a, and spray. *Third* silent − *E* syllables: A silent-e syllable ends in an *e*, has one and only one consonant before that *e*, and has one and only one vowel before that consonant. Examples includes ate, ice, tune, slope, strobe, and these. *Fourth* vowel combination syllables: A vowel combination syllable has a cluster of two or three vowels or a vowel consonant unit with a sound or sounds particular to that unit. Examples include rain, day, see, veil, pie, piece, noise, toy, cue, and true.

Based on the explanation above, researcher can conclude that there are many types of syllables. They are: types A consist of short or light syllable, types B consist of long or heavy syllable, closed syllable, open syllables, silent - *e* syllable, vowel consonant syllable.

e. Principles of syllable

Szigetvari states that, there are two principle of syllable they are:

a. Sonority Sequencing
   Sonority is a scalar property of speech sounds, that is, some sounds are less sonorous, others more sonorous, and yet others even more so. Sonority is related to the loudness or vocalicness of sounds.
b. Onset maximization
   The onset maximization principle says: if a segment may belong to both the coda of the first and the onset of the second syllable, it belongs to the onset of the second syllable.[14]

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[14] Peter Szigetvari, English Phonological Analysis, (*Http://Seas3.Elte.Hu/Analysis/Analysis4. Pdf*, Accessed on 12th October 2017 at 16.00 WIB).

Based on the explanation above, researcher can conclude that there are two principles of syllable they are sonority sequencing and onset maximization. So syllable must be looked the sonority so the sound is interesting. Both of them principles are relationship in pronunciation because they are completely.

f. **Strong and Weak of Syllables**

One of the most noticeable features of English is that some of its syllable are strong while many other are weak; the strong of syllable are stressed and weak syllable are unstressed. This is also true of many other languages, but it is necessary to study how these weak syllables are pronounced and where they occur in English. The distribution of strong and weak syllable is a subject that will be meeting in several later.[15] Then strong syllable also play a certain part in making sound prominent. The longer sound is, or prominent it become, and other thing being equal, strong stress produces greater prominence that weak stress.[16] It means the syllables strong and weak are strong syllable it has stress then weak syllable is unstressed. Strong syllable must have one nucleus of vowel phoneme like (tripthong) but weak syllable only have one of very small number that usually ending with vowel (with no coda).

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[15] Peter Roach, *English Phonetic and Phonology Practical Course* (New York: Cambridge University Press, 2000), p. 81.

[16] Daniel Jones, *The Pronunciation of English* (London: Cambridge University Press, 1986), p. 134.

When we compare weak syllable and strong syllable, we find that vowel in a weak syllable tends to be shorter of lower intensity and different quality. There are other ways of characterizing strong and weak syllable. We could describe them partly in term of stress.

Base on the explanation above, the researcher find out some strong and weakness of syllable for student. The strong of syllable like: students easily to know the kind of words, students easy to comprehend when teacher learn them the syllable structure, and students can easy to comprehend because it is not long time to learn it. Then the weakness of syllable for students: syllable is difficult for student that lack of introduce the alphabet, students difficult to arrange the alphabet become word, and students difficult to read another word because students just remember what teacher give them.

B. The Review of Related Finding

This research did not begin from zero point, because Nasution researches that students difficult on English syllable were too different and placement syllable structure, onset, nucleus and coda, then student' difficulties in transcription the word that have many syllable.[17] Then, Renee researches that it is best in an ensemble setting to choose one rhythm syllable.[18]

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[16]Sri Rahmadani, "A Thesis Student Mastery on English Syllable at the Sixth Semester of Tadris Bahasa Inggris in IAIN Padangsidimpuan" (Padangsidimpuan: IAIN, 2016), p. 45.

[18] Tammy Renee Fust, "A Thesis Syllable Systems: Four Students' Experiences in Learning Rhythm" (Louisville: University of Kentucky, 2006), p. 43.

Green researches that the result of his thesis has shown that non-standard language varieties have much to offer on many levels for both descriptive and theoretical linguistics and that they must be captured and characterized whenever possible before they disappear or morph i nto something else.[19]

Duanmu researches that the stress-based analysis, shown in (23), may explain a wide range of syntax-phonology mismatches, whether the mismatches appear with stress sensitive rules, such as in Shanghai tone Sandhi, or with rules unbounded by stress domains, such as the Mandarin T3S.[20]

Based on the explanation of thesis above, so researcher can conclude that Rahmadani Nasution's thesis is more relationship with this researcher because it also has done research on English Mastery is English Department of Tadris Bahasa Inggris in IAIN Padangsidimpuan. Then researcher chooses it as example to accomplish this thesis.

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[19] Christopher Ryan Green, "A Thesis Prosodic Phonology in Bamana (Bambara): Syllable Complexity, Metrical Structure, and Tone" (India: Indiana University, 2010), p.283.

[20] San Duanmu, "A Thesis Formal Study of Syllable, Tone, Stress and Domain in Chinese Languages" (Massachusetts Institute of Technology, 1990), p.162.

CHAPTER III
RESEARCH METHODOLOGY

A. The Methodology of Research

Research was important to evaluation of science and knowledge of someone. Then research conducted for the purpose of applying or testing the theory and evaluating in solving educational problem. In this research has explained the data sources, technique of collecting data and data analysis.

1. Kind of the Research

This research was qualitative research. Qualitative research was base on the collection and analysis of no numerical data such as observation, interview, and other more discursive source of information.[1] Then qualitative research was a research that used qualitative data in form (sentences, data, scheme and picture).[2] It meant qualitative research was the research understanding the phenomenon based on the collection data and analysis of non-numerical. Problem of the research and objective of the research in data collection used document and interview. This theory provided and explained for behavior or attitude it made to complete variable.

Based on the explanation above, so the researcher described the process of students' analysis is in syllabifying word at the sixth semester without making of calculation or enumeration when to analyze it.

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[1]L.R. Gay And Peter Airasian, *Educational Research* (New Jersey: Prentice-Hall, 2000), p. 8.
[2] Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan* (Bandung: Cita Pustaka Media, 2016), p. 17.

2. Data Source

      Arikunto stated that data source was a subject where researcher got the data.[3] Documentary was data sources that use to complete a research, like written, film, and picture, and all of them give information in process of the research. There are two kind of document. They are formal document and informal document.[4]

      Based on the explanation above, the researcher concluded that data source was a source or subject where researcher got the data. Then document was data source in this research. Because document was a thing or subject that consists of one activity and specific, like recording, picture, written document, archives, interview, and document of information, book, newspaper, and magazine and so on.

      The source of data in this research was Lecturer's document at sixth semester of TBI in IAIN Padangsidimpuan that used researcher to find out the result of research. This research, researcher got data from lecturer's document at sixth semester consists of 94 students that divided in three classes from TBI-1 until TBI-3. Then, researchers found of students' difficulties in syllabifying word were 27 students' based on their paper test.

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[3] Suharsimi Arikunto, *Prosedur Penellitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2006), p. 129.

[4] Ahmad Nizar Rangkuti, *Op. Cit*., p. 152.

3. Technique of Data Collection

Data collection is a technique or step that used of researcher to collecting the data.[5] This research, researcher used document to collecting the data. The document was about students' analysis in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan that researcher got from lecturer.

a) Document

Document referred wide of written, physical, and visual material.[6] To gathering the data about thing or variable like written, book, magazine, letter, memos and so on.[7] Then document is a media that use researcher to gather the data or information by read a letter, announcement, the summary of meeting, and all of written.[8] This document used to check the data that have collected. It was a step and researcher effort to collect it more.

Document classified into four categories: public record, personal document, physical material, and researcher generated document.[9] Personal document was typically first person narratives and include such item as diaries, letters, videos and so on. These maybe god source of

[5] Rachmat Kriyantono, *Teknik Praktis Riset Komunikasi* (Jakarta: KENCANA PERDANA MEDIA GROUP, 2006), p. 93.

[6] Donal Ary,et al, *Introduction to Research in Education* (Australia: WADSWORTH, 2006),p. 442.

[7] Suharsimi Arikunto, *Op. Cit*., p. 274.

[8] Ahmad Nizar Rangkuti, *Op. Cit*., p. 154.

[9] Donald Ary, et al, *Op. Cit*., p. 442.

information about individual belief and perspective, they were highly subjective and not necessary reliable. Physical material may include many objects such as: equipment, painting, photographs other physical traces. Research generated document prepared by the researcher or for the researcher by the participants, as in the previous example in which participant asked to keep journal or to draw a picture.

There were advantages of document in qualitative research they were: it was material of documenter, it has divided and ready to use it, it was free and just need time to learn it, there was many knowledge if careful analyzing, it given wide background about the point of research, and it used as triangulation to check suitability of data.

Based on the explanation above, the researcher used personal document in this research because it was lecturer's document and lecturer perspective about students' analysis in syllabifying word at sixth semester of Tadris Bahasa Iinggris IAIN Padangsidimpuan.

b) Interview

Interview used to gather data from people about opinion, beliefs, and feeling about situation in their own words.[10] Gay stated that interview is a purposeful interaction, usually between two peoples focused on one person trying to get information from the other person.[11] The subject in

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[10] Donald Ary, et al, *Op.Cit.*, p.438.
[11] L.R. Gay And Peter Airasian, *Op.Cit.*, p. 219.

the setting my not even realize them being interviewed. Using who, what, when, where, why and how categories is general enough guidance for the researcher to follow and asking the question. The interview did not plan in detail ahead of time: researcher asked question as the opportunity arisen and then listened closely and used the subject responses to decided on the next question.

There were a number of actions that improved the collected of interview data: (1) list more, talk less. Listening is the most important part of interview, (2) follow up on what participants say and ask question when you not understand, (3) avoid leading question: ask open-ended question, (4) do not interrupt. Learn how to wait, (5) keep participant focused and ask for concrete details, (6) tolerate silence. It means the participants are thinking, (7) do not be judgmental about participant's views or beliefs. You re' there to learn about their perspective, whether you agree with them or not, (8) do not debate with participant over their responses. You are a recorder, not a debater.

Based on the explanation above, so researcher can conclude that interview is the process to gather the data through conversation between informant and interviewer. So researcher had interviewed students' difficulties in syllable.

4. Technique of Data Analysis

Ary stated that data in qualitative research is a time, consuming, and difficult process because typically the researcher faces massive amount or field notes, interview, transcript, audio, video data, reflection, recording, information from document, all of which must be examined and interpreted. There were types to analyze of qualitative data: first are organizing and familiarizing, second coding and reducing, the last in interpreting and representing.[12] It can use of researcher to analyzing the data.

Then Gay stated that data analysis was base on induction, the researcher discovered patterns that emerge from the data and makes sense of them. The step for analyzing qualitative data: (1) reading (before familiar with the data and identifying themes in it), (2) describing (examining the data in depth to provide detailed description of the setting, participant and activities, (3) classifying (categorizing and coding pieces of the data and physically grouping them into themes, interpreting (interpreting and synthesizing the organized data into general conclusion or understanding.[13]

The method of this research was qualitative descriptive. The goal qualitative descriptive was comprehensive and summarization in every day term, of specific events, experiences by individual or group. Following the step of data analysis in this research:

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[12] *Ibid.,* p. 481.
[13] L.R. Gay And Peter Airasian, *Op. Cit.*, p. 239.

a. Collecting the data of Lecturer's document in test of students' analysis in syllabifying word

b. Reading and glance the data before

c. Transcribing the word as well

d. Identifying and count how many syllables from the word

e. Categorizing and identifying the word that want to be check

f. Checking the data or document of student at sixth semester of TBI IAIN Padangsidimpuan

g. Organizing the students' paper document, where is student many mistakes and little mistakes

h. Asking the students' difficulties

   1) Do analyzing of syllable is difficult for you and why?

   2) What are your difficulties in analyzing syllable and why?

   3) How your solution to solve this problem?

i. Interpreting and synthesizing the organized data into general conclusion or understanding after get the result

CHAPTER IV
RESULT OF THE RESEARCH

A. **The Findings**

This chapter presents the research result; in order describes students' analysis in syllabifying word at the sixth semester of TBI IAIN Padangsidimpuan. These researches want to describe students' analysis in syllabifying word. To find out students' difficulties in syllabifying word. To explain students' difficulties reason in syllabifying word. Then researcher describes on detail them in below:

1. **Description of students' analysis in syllabifying word the sixth semester of TBI in IAIN Padangsidimpuan**

Based on the result research in sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan, they were. However, there are some students have problem in syllable. That problem can improve another student to study hard and seriously to learn the syllabification. Their problems not sign their stupid but it just challenges to improve their self.   Here researcher described as follow:

From TBI-1 students' difficulties in syllabifying word consists of 8 students like: ZN, IT, FS, AM, RA, RN, SWN, YH. TBI-2 students' difficulties in syllable consist of 8 students like: MA, SY, NS, TA, MH, RI, LE and BG. The last from TBI-3 consists of 11 students they were: MS, MNH, AD, SM, MA, NA, MA, YD, PA, MN AU.

Based on the explanation before, the total of students' difficulties in syllabifying word at sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan were 27 students. Then researcher has described base on the lecturer's document.

Based on the document, lecturer has evaluated student analysis in syllabifying word that consists of 3 items syllable they were metafunction, incredibility and justification. It found the variation of mistaken of the respondents. In the "metafunction"[metɒfʌŋʃn],"incredibility"[inkredibility],"justification"[dʒʌstifike iʃn]. "Metafunction" consist of three syllables, "incredibility" consists of six syllables and "justification" consists of four syllables.

Based on the explanation above the researcher concluded that dominantly in students' analysis in syllabifying word at the sixth semester of TBI in IAIN Padangsidimpuan were: transcription, number of syllable, structure of syllable (onset, rhyme and coda). It has explained below.

2. **Students' difficulties in syllabifying word the sixth semester of TBI in IAIN Padangsidimpuan**

   a. **The students' difficulties in transcription**

   Students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan in transcription had described from TBI-1 until TBI-3 below:

First class, ZN is one of the students at sixth semester of TBI-1.[1] Based on the result test of in syllabifying word, respondent has 6 mistakes. It found variation mistakes of respondent. The test one, ZN mistakes were transcription, number and coda. There is no mistake of respondent in test two. The test three, respondent mistakes were transcription, number and coda. From test one until test three respondent has mistakes like transcription, number of syllable and coda.

IT is one of the students at sixth semester of TBI-1.[2] The respondent has 7 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were: transcription, number and coda. In test two, the mistakes are transcription, onset and coda. The last test, respondent mistakes just in coda structure. From test one until test three respondent has mistakes like transcription, number of syllable, onset and coda.

RA is one of the students at sixth semester of TBI-1.[3] The respondent has 7 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were: transcription, number and coda. There is no mistake in test two. The last test, respondent mistakes were transcription,

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[1] ZN, Students of Sixth Semester TBI-1 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[2] IT, Students of Sixth Semester TBI -1 English Education Department IAIN Pdangsidimpuan, Analysis Result of the Test.

[3] RA, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, Analysis Result of the Test.

onset and coda. From test one until test three respondent has mistakes like transcription, number of syllable, onset and coda.

FS is one of the students at sixth semester of TBI-1.[4] The respondent has 9 mistakes. It can be found variation mistakes of respondent. In test one; the mistakes are transcription, number and coda. The test two, the mistakes are transcription, onset and nucleus. The last test, respondent mistakes were transcription, number and coda. From test one until test three respondent has mistakes like transcription, number of syllable, onset, nucleus and coda.

RN is one of the students at sixth semester of TBI-1.[5] The respondent has 15 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcription, number of syllable, onset, nucleus and coda. The test two, respondent mistakes it with test one like: transcription, number of syllable, onset, coda and nucleus. The last test, the mistakes were transcription, number of syllable, onset, nucleus and coda. From test one until test three respondent wrong answers in the entire test.

Am is one of the students at sixth semester of TBI-1.[6] The respondent has 8 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcription, number of syllable, and coda. The test

[4]FS, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, Analysis Result of the Test.

[5] RN, Students of Sixth Semester TBI-1 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[6] AM, Students of Sixth Semester TBI-1 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

two, respondent mistakes were transcription, and nucleus. The last test, the mistakes were transcription, number of syllable and onset. From test one until test three respondent wrong transcription, number of syllable, onset, nucleus and coda. Based on the explanation above that From TBI-1 student's difficulties in transcription are six students.

Second class, MH is one of students at sixth semester in TBI-2.[7] The respondent has 11 mistakes. It can be found variation mistakes of respondent. The test one, the mistakes were transcription, number of syllable, onset and coda. The test two, the mistakes same with test one like: transcription, onset, coda and nucleus. The last test, respondent mistakes were transcription, number of syllable, and coda. From test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus, and coda.

BG is one of students at sixth semester in TBI-2.[8] The respondent has 11 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes are onset and coda. In test two, the mistakes like transcription, number of syllable onset, coda and nucleus. The last test, respondent mistakes it with test two like transcription, number of syllable, onset, nucleus and coda. From test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus, and coda.

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[7]MH, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, Analysis Result of the Test

[8] BG, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test

MA is one of students at sixth semester in TBI-2.[9] The respondent has 7 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcript, number of syllable and coda. The test two, respondents just wrong in transcription. The last test, respondent mistakes were transcription, number of syllable, and onset. From test one until test three respondent has mistakes like transcription, number of syllable, onset, and coda.

LE is one of student at sixth semester in TBI-2.[10] The respondent has 13 mistakes. It found variation mistakes of respondent. The test one, respondent just right in transcription. The test two, there is no right of the test. The last test, respondent just right in number of syllable. So, from test one until test three respondent has mistakes like transcription, number of syllable, onset, nucleus and coda. From TBI-2 in student's difficulties in transcription, they were four students.

Third class, PA is one of student at sixth semester in TBI-3.[11] The respondent has 9 mistakes. It found variation mistakes of respondent. The test one, the mistake of respondent was transcription and nucleus. The test two, the mistakes were number of syllable and onset. The last test, there is no true

[9]MA , Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[10] LE, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[11] PA, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

the answer of respondents. So, test one until test three respondent has mistake like transcription, number of syllable, onset, and nucleus.

MA Nasution is one of student at sixth semester in TBI-3.[12] The respondent has 8 mistakes. It found variation mistakes of respondent. The test one, the mistakes of respondent was transcription and nucleus. The test two, the mistakes were transcription, number of syllable, onset. The last test, the mistake are transcription, number of syllable and coda. From test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda. So, the students' difficulties in transcription of TBI-3 were two students.

Based on the result of students' test above, researcher concluded those students' difficulties in transcription from TBI-1 until TBI-3 consists of 12 students. Because students said transcription was a key when to analyzed of syllable in the word.

b. The students' difficulties in number of syllable

Students' difficulties identify the number of syllable in class TBI 2 & TBI-3. The, there were no students difficult in number of syllable of TBI -1. So researcher described students' difficulties in number of syllable below:

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[12] MN, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

From TBI-2 class, NS is one of students at sixth semester in TBI-2.[13] The respondent has 10 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcription and number of syllable. The test two, the mistakes were transcription, number of syllable, onset and nucleus. The last test, the mistake are transcription, number of syllable onset and coda. From test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda.

TA is one of student at sixth semester in TBI-2.[14] The respondent has 10 mistakes. It can be found variation mistakes of respondent. The test one, the mistake of respondent was transcription and number of syllable. In test two, the mistakes are transcription, number of syllable, onset and nucleus. The last test, the mistake are transcription, number of syllable onset and coda. From test one until test three respondent has mistake like transcript, number of syllable, onset, nucleus and coda. The result of test from respondent NS same with TA there were no different.

SY is one of student at sixth semester in TBI-2.[15] The respondent has 8 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcription and number of syllable. The test two,

[13] NS, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[14] TA, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[15] SY, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

the mistakes of respondent was transcription, number of syllable, and nucleus. The last test, the mistake are transcription, number of syllable and onset. From test one until test three respondent has mistake like transcription, number of syllable, and onset, nucleus. So students' difficulties to identify the number of syllable from TBI-2 consists of three student.

Then, TBI-3 class there were: Aisyah Daulay is one of students at sixth semester in TBI-3.[16] The respondent has 10 mistakes. It can be founding variation mistakes of respondent. The test one, the mistakes of respondent was transcription, number of syllable and nucleus. The test two there were no true from the result of respondent's test. The last test, the mistake were, transcription and nucleus. From test one until test three respondent has mistake like transcription, number of syllable and nucleus.

MN is one of student at sixth semester in TBI-3.[17] The respondent has 8 mistakes. It found variation mistakes of respondent. The test one, the mistake of respondent was transcription and nucleus. The test two, the mistake of respondent was transcription, number of syllable and onset. The last test, the mistake are, transcription, number and coda. From test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda.

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[16] AD, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.
[17] MN, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

MIS is one of students at sixth semester in TBI-3.[18] The respondent has 6 mistakes. It found variation mistakes of respondent. In test one, the mistake of respondent were transcription, number of syllable and coda. The test two, there was no mistake of respondent. So, the last test, respondent mistakes were transcription, number and coda. From test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda.

MA is one of students at sixth semester in TBI-3.[19] The respondent has 12 mistakes. It can be found variation mistakes of respondent. The test one, the mistake of respondent was onset, nucleus and coda. There was no true of respondent answer. So, the last test, respondent mistakes were, transcription, number and coda. From test one until test three respondent has mistake like transcription, onset, nucleus and coda.

NA is one of students at sixth semester in TBI-3.[20] The respondent has 12 mistakes. It can be found variation mistakes of respondent. In test one, the mistake of respondent was onset, nucleus and coda. There was no true of respondent answer. So, the last test, the mistake were, transcription, number and coda. From test one until test three respondent has mistake like

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[18] MIS, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[19] MA, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[20] NA, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, Analysis Result of the Test.

transcription, onset, nucleus and coda. The respondents of NA with MA were same.

AU is one of student at sixth semester in TBI-3.[21] The respondent has 15 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcription, number of syllable, onset, nucleus and coda. There was no true from respondent's answer from the test one until test three. So, Students' difficulties in TBI-3 identify the number of syllable consists of five students.

Based on the result of students' paper test, the researcher concluded that students' difficulties in number of syllable are 8 students from TBI-1 until TBI-3. Also many students wrong to count and to identify the number of syllable base on the result of test.

c. **The students' difficulties in syllable structure**

There were many students difficult in syllable structure at the sixth semester of TBI like TBI-1, TBI-2 & TBI-3. Researcher described it below:

First class, YH is one of students in TBI-1.[22] The respondent has 8 mistakes. It can be found variation mistakes of respondent. The test one, the mistakes of respondent was transcription, number of syllable, and coda. The

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[21] AU, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.
[22] YH, Students of Sixth Semester TBI-1 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

test two, the mistake of respondent was transcription, nucleus and coda. The last test, respondent mistakes were onset and nucleus. So, from the test one until test three respondent has mistake like transcription, number of syllable, nucleus and coda.

Second class, RA Indah is one of students from TBI-2.[23] The respondent has 8 mistakes. It can be found variation mistakes of respondent. The test one, respondent mistakes were transcription and number of syllable. The test two, respondent mistakes were number of syllable, onset and nucleus. The last test, the mistake were transcript, number of syllable and onset. So, from the test one until test three respondent has mistake like transcription, number of syllable, onset and nucleus.

LE is one of students from TBI-2.[24] The respondent has 13 mistakes. It can be found variation mistakes of respondent. In test one, respondent just right in transcription, Then in test two there was no true of respondent's answer from the result of the test. The last test, respondent's answer just right at number of syllable So, from the test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda. Students difficult in syllable structure in TBI-2 consists of two students.

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[23] RI, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.
[24] LE, Students of Sixth Semester TBI-2 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

Third class, YD is one of students from TBI-3.[25] The respondent has 10 mistakes. It can be found variation mistakes of respondent. The test one; the mistakes were transcription, number of syllable and coda. Then in test two, the mistakes were transcription, onset and coda. The last test, the mistakes were transcription, number of syllable, onset and coda. So, from the test one until test three respondent has mistake like transcription, number of syllable, and nucleus.

MS is one of students from TBI-3.[26] The respondent has 10 mistakes. It can be found variation mistakes of respondent. In test one; the mistakes were transcript, number of syllable and onset. Then in test two, the mistakes were transcription, onset and coda. The last test, the mistakes were transcription, number of syllable, onset and coda. So, from the test one until test three respondent has mistake like transcription, number of syllable, onset and coda.

AU is one of students from TBI-3.[27] The respondent has 15 mistakes. It can be found variation mistakes of respondent. There was not true the respondent's answer from result of the test from test one until test three. Then the entire test was wrong. So, from the test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda.

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[25] YD, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[26] MS, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

[27] AU, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test.

SM is one of students from TBI-3.[28] The respondent has 15 mistakes. It can be found variation mistakes of respondent. There was not true the respondent's answer from result of the test from test one until test three. Then all of the tests were wrong. So, from the test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda.

So, from the test one until test three respondent has mistake like transcription, number of syllable, onset, nucleus and coda. Students' difficulties of syllable structure in TBI-3 consist of four students.

Based on the explanation above there were many students' difficulties in syllabifying word. Because students were not understand to analyze of syllable. From the explanation above, students have three problems like transcription, identify how many syllable and syllable structure.

Researcher could describe from the table below:

Table Mistake of Students' Analysis in Syllabifying Word at the sixth Semester of TBI in IAIN Padangsidimpuan

No	Class	Mistake		
		Transcription	**Number of syllable**	**Structure**
1	TBI-1	6 students	-	1 students
2	TBI-2	4 students	3 students	2 students
3	TBI-3	2 students	5 students	4 students
Total		12 students	8 students	7 students
		27 students		

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[28]SM, Students of Sixth Semester TBI-3 English Education Department IAIN Padangsidimpuan, Analysis Result of the Test

Based on the table above, researcher can concluded that students' difficulties at the sixth semester of Tadris Bahasa Iinggris IAIN Padangsidimpuan dominantly transcription. It gotten from students' paper test. Then another problem also important to analyze syllable but transcription was most important because it is a key when to analyze of syllable. If the transcription was wrong impossible another step will be wrong.

3. **The reason of students' difficulties in syllabifying word the sixth semester of TBI in IAIN Padangsidimpuan**

Based on the interview of students at the sixth semester of TBI IAIN Padangsidimpuan, it consists of three classes and divided in some difficulties like transcription, number of syllable and structure of syllable. From TBI-1 until TBI-3, also it has divided in three problems, they were:

Students' difficulties in transcription from TBI-1 they were ZN,TI, RA, FS, RN, and AM. From TBI-2 they were MH, BG, MA and LE. From TBI-3 they were PA and MN.

Students' difficulties identify the number of syllable consists of TBI-2 and TBI-3. From TBI-2, they were NS, TA, SY From TBI-3 they were AD, MN, MIS, MA and NA

Students' difficulties in structure of syllable consist of TBI-1 until TBI-3. From TBI-1 was YH. From TBI-2 they were RI, LE, and from TBI-3 they are AD, YD, MS, SM, AU and MN.

1. **Students' difficulties reason in transcription**

From TBI-1 class: ZN is one of the students of TBI-1.[29] The researcher found the mistake of respondent was transcription. After interview, the reason of respondent when word consists of two or more syllable, so she confused to identify diphthong and triptong, she did not understood differentiate two or more syllable.

Then IT is one of students of TBI-1.[30] The researcher found mistaken was transcription. After researcher interview, respondent said the reason because transcription had based on the syllabification. It is important thing to decide structure of syllable like: onset, rhyme and coda.

RA is one of the students of TBI-1.[31] Researcher found mistakes of respondent were to indentify structure of syllable and transcription. After interview, the reason of respondent that respondent was not understand with onset, rhyme and coda because sometimes she was not know the vocabulary and how to pronoun it so respondent cannot transcription a word.

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[29] ZN, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[30] IT, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[31] RA, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

FS is one students of TBI-1.[32] The researcher found mistakes of respondent was transcription. After researcher interviewed, the reason of respondent that respondent was not understand with transcription well because it can be effect with syllabification. Moreover, it mistaken with syllable structure likes onset, rhyme and coda.

RN is one of the students at sixth semester of TBI-1.[33] The researcher found respondent problem is transcription. After researcher interview, the reason of respondent that transcription different between written with the pronunciation, and it confused when consists of two or more syllable.

Then, AM also one of students of TBI-1.[34] The researcher found respondent mistaken like transcription and to identify structure of syllable. After researcher interview, the reason of respondent she known to transcription, so respondent was not able to identify of syllable. Also it so hard to remember the word and mad it confuse to identify onset and nucleus.

MH is one of student of TBI-2.[35] The researcher can be founding respondent mistake of respondent was transcription. After researcher interview respondent said the reason of transcription problem when a word has vowel so it made respondent confused and difficulty.

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[32]FS, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[33] RN, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[33]Am, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[35] MH, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

BG is one of the students of TBI-2.[36] The researcher found mistake of respondent was transcription. After interview, respondent said that, respondent did not comprehend the phonetic symbol. So respondent tough, it was very difficult.

MA is one of students from TBI-2.[37] The researcher found mistakes of respondent was transcription. After interview, respondent said that respondent lacked of vocabulary.

Then LE is one of the students of TBI-2.[38] The researcher found mistake of respondent was transcription a word. After interview, the reason of respondent that sometimes it was not appropriate with oxford dictionary so it made wrong to identify structure of syllable.

PA is one of the students in TBI-3. [39] The researcher found mistake of respondent and then the reason of his that every word in syllable different with another word. Vowel sounds it made respondent confused.

MN is a student of TBI-3.[40] The researcher found the mistake of respondent was transcription. After researcher interview, respondent said that respondent did not understand put sound vowel in syllable.

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[36] BG, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[37] MA , Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[38] LE, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[39] PA , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018 .

Based on the explanation above, students still difficult in transcription because it was a key that want analyze of syllable, then everyone has different reason, think and feel. So students describe base on the feel and think. Then students' difficulties can be done as motivation for them to study hard in this material.

2. **Students' difficulties reason in number of syllable**

TA is one of student in TBI-2.[41] The researcher found some mistakes of respondent like transcription and number of syllable. After interview, respondent said transcription was the key of syllable, if it wrong so final also wrong.

NS is one of the students of TBI-2.[42] The researcher found mistake of respondent in count the syllable. After interview, the reason of respondent that respondent was difficult to differentiate two syllables, then respondent was not able transcription if the words consist of five syllables.

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[40] MN , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[41] TA, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[42] NS, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

SY is students of TBI-2.[43] The researcher found mistake of respondent in syllable. After interview, the reason of respondent that if the word syllable to long, so respondent forgot about the word that want to analyze it.

AD is one of students in TBI-3.[44] The researcher found respondent's mistake about the count of syllable. After interview, the reason of respondent that he confused to count it because if want to identify the number, it counted the sound not vowel.

MN is one of the students from TBI-3.[45] The researcher found respondent's mistake and reason that syllable was difficult because the written different with pronoun so respondent does not write base on the sound.

MIS is one of students in TBI-3.[46] The researcher found mistake of respondent and the reason that syllable has meaning and different pronoun it must focus to do it.

MA is one of the students in TBI-3.[47] The researcher found mistake of respondent like count the syllable. After interview, the respondent said that respondent confused to analysis of syllable because that want to count was sound not vocal letter.

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[43] SY, Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.
[44] AD, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.
[45] ME , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.
[46] MIS , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.
[47] MA, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

NA is one of the students in TBI-3.[48] The researcher found mistake of respondent about decide number of syllable. After interview, the reason of respondent said that respondent confused to count of syllable because it different and that want to count it vocal sound not vowel.

Based on the explanation above, students still hard in to identify the number of syllable because base on the variation of their reason, students were not have good knowledge about material, then students don't understand the basic of material so it can be problem for them.

3. **Students' difficulties reason in structure of syllable**

Students' difficulty in structure of syllable From TBI-1 is YH is one of the students of TBI-1.[49] The researcher found mistake of respondent that respondent was difficult to arrangement the structure of syllable. Like onset, rhyme and coda. After interview, the reason of respondent said that respondent must focus and need long time to analyze it.

RI is one of the students at sixth semester in TBI-2.[50] The researcher found the mistake of respondent was structure of syllable. After interview, the

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[48]NA, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[49]YH, Students of Sixth Semester TBI-1 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[50] RI , Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

reason of respondent said that she confused when it consists of three or more syllables. She did not know the place of onset, rhyme and coda.

LE is one of the students at sixth semester in TBI-2.[51] The researcher found the mistake of respondent was structure of syllable. After interview, the reason of respondent said that respondent did not understand with structure of syllable especially to identify the coda and it made respondent confuse.

MS is one of students at sixth semester in TBI-3.[52] The researcher found many mistakes of respondent like: transcription, to count of syllable and decide structure of syllable. After interview, the reason of respondent said that respondent did not understand about symbol then diphthong and trip thong.

YD is one of the students in TBI-3.[53] The researcher found mistake of respondent that syllable is very difficult. The reason of respondent said that respondent did not know how to write and analyze it.

SM is one of students in TBI-3.[54] The researcher found respondent troubles in syllable. After interview, the reason of respondent did not understand to analyze it.

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[51] LE , Students of Sixth Semester TBI-2 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[52] MS , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[53] YD , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[54] SM , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

AU is one of the students in TBI-3.[55] The researcher found mistake of respondent that respondents did not able to count the syllable because she confused to analyze the sound and to identify the structure of syllable.

SM is one of students in TBI-3.[56] The researcher found she troubles in syllable. After interview, the reason of respondent she did not understand to analyze it.

YD is one of the students in TBI-3.[57] The researcher found mistake of respondent that syllable was very difficult. The reason of respondent said that respondent did not know how to write and analyze it.

Based on the explanation above those students still difficult to identify the structure of syllable because from students' reason, there were some students did not know about symbol sound that want to pronounce word, so it made students' difficulties to identify and placement the structure of syllable. Then students must study hard and concentration when learn this material.

B. The Discussion

[55] AU , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[56] SM, Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

[57] YD , Students of Sixth Semester TBI-3 English Education Department IAIN Pdangsidimpuan, *Private Interview*, 23 Februari 2018.

In this research, researched students' analysis in syllabifying word, researcher want to know student describe in syllabifying word at sixth semester of TBI in IAIN Padangsidimpuan.

After analyzing the data, it was gotten that students analysis in syllabifying word can be categorized the minus, because the research was relate to some various research, concluding the first Tammy Renee Fust "Syllable Systems: Four Students' Experiences In Learning Rhythm"[58] the result of his research that the students caught on quickly to the new idea of using different syllables. Each group did just as well as the other in counting and playing the rhythms using the two different syllable systems. There was no apparent difference in performance between the two systems, the clarinet players versus the saxophone players, or the males versus the females. It is evident, however, that students performed rhythms most accurately after they first counted them. This was true among all four students no matter what counting system was taught.

Second, a script of Tracey Ellen Taylor" The Effects of Teaching Two Syllable Types and One Syllabication Rule on the Spelling Achievement of Students with Learning Disabilities"[59] He found that teaching syllable types and a syllabication rule may, in fact, positively affect students' with learning disabilities

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[58] Tammy Renee Fust, "Syllable Systems: Four Students' Experiences In Learning Rhythm" (Louisville: University of Louisville, 2006), http://ir.librar y .louisville. edu/etd p, Accesed on 12 December 2018 at.14.00 WIB.

[59]Tracey Ellen Taylor," The Effects of Teaching Two Syllable Types and One Syllabication Rule on the SpellingAchievement of Students w ith Learning Disabilities" (Grand Valley: State University, 1997), p. 38, http://scholar works.gvsu. edu/theses , Accessed on 19 December 2018 at 15.00 WIB).

spelling achievement. The role of syllable types and syllabication rules on spelling achievement needs to be pursued further to see if there is a need for teachers to implement this strategy into a reading and spelling program for students with learning disabilities. Due to the nature of students with learning disabilities differences in learning, new approaches need to be explored.

Based on the research above, researcher can conclude that this research has related with another research because it can share information to reader about syllabification process.

C. The Treat of the research

This research has done base on the systematically procedure to get best result. But to get the perfect result is difficult. Because it has the threats of this research likes: students needed more time if want to analyze of syllable, this research done to evaluate students' knowledge in syllabification, this research will use to another research it done as related finding and researcher interview with some respondents because it done when they have spend time and there were some students that were noisy while teaching and learning process. So, it can disturb the concentration of the others.

CHAPTER V
CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the result of the research from the data, the researcher concluded that:

1. The students still have many problems in syllabifying word. Because they were consists of 27 students that divided in three classes. Then, students have various mistakes, and dominantly students' difficulties in transcription.

2. Students' difficulties in syllabifying word at the sixth semester of Tadris Bahasa Inggris IAIN Padangsidimpuan were transcription consists of 12 students, number of syllable consists of 8 students and structure of syllable consists of 7 students. Students' problem dominantly in transcription because it was a key in analyze syllable process. If it is wrong, so the next step will be wrong.

3. Students' difficulties in syllabifying word because students don't understand dominantly about transcription. Base on the students' reason that students difficult in transcription because the word has rare vocabulary, a word has vowel, different between written with the pronunciation, and it confused when consists of two or more syllable, students difficult to remember the word, students dont understand with transcription well, students don't know the vocabulary and how to pronoun it, students dont able to comprehend of

phonetic symbol, confused to identify diphthong and triptong. Then students' difficulties in number of syllable because students do not understand to differentiate two or more syllable. The last students' difficulties in the structure of syllable because students do not understand to put sound the phonetic symbol where is onset, rhyme and coda.

B. Suggestions

After finishing this research, the researcher got much information in students analysis. Therefore, the writer has suggestion to:

1. For students, to identify of syllable must have good concentration because it has some step to accomplish it especially in transcript a word.

2. For lecturer, lecturer must explain the syllabification in detail and slow because it is difficult especially in transcript for student. Then it is important and key if want to analyze syllable. Also, researcher hope lecturer can repeat the material and it needs long time to learn it.

3. Other researcher, the researcher hopes that the others researchers who want to conduct a research related to this research to find the others.

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Religion : Moslem

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B. Parent

1. Father's name : parjuangan

2. Mother's name : Rosani

C. Educational Background

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2. Junior High School : SMP m tamiang (2006)

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4. Institute : IAIN Padangsidimpuan (2016)

mor : 47 In. 14/E.6a./PP. 00.9/ 09/2017

mp :

rihal : *Pengesahan Judul dan Pembimbing Skripsi*

Padangsidimpuan, 27 September 2017

Kepada Yth: Bapak/Ibu:

1. Zainuddin, S.S., M.Hum
2. Hamka, M. Hum

di-
Padangsidimpuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, Disampaikan kepada Bapak/Ibu bahwa berdasarkan hasil Sidang Tim Pengkaji Kelayakan Judul Skripsi, telah ditetapkan Judul Skripsi Mahasiswa tersebut dibawah ini sebagai berikut:
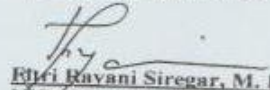
Nama : Wirda Hasanah
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Seiring dengan hal tersebut, kami akan mengharapkan kesediaan Bapak/Ibu menjadi pembimbing I dan Pembimbing II penelitian penulisan skripsi yang dimaksud.
Demikian kami sampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu, kami ucapkan terimakasih.

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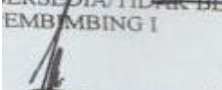Sekretaris Jurusan Tadris Bahasa Inggris

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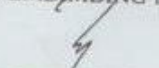Wakil Dekan
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