



**STUDENTS' WORDS PRONUNCIATION
AT THIRD SEMESTER OF TBI IN
IAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan as
a Partial Fulfillment of the Requirement for Graduate Degree of
Islamic Education (S. Pd.I) in English*

Written By:

MIRA RAHAYU
Reg. Number 11 340 0115

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

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a.n. **Mira Rahayu**
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Padangsidempuan, 8th December 2015
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Dean Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum Wr. Wb.

After reading, studying and giving advice for necessary revises on thesis belongs to **Mira Rahayu**, entitle "*Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidempuan*", we assume that the thesis has been acceptable to complete the requirement to fulfill for the degree of Islamic Education (S.Pd.I) in English Department of Tarbiyah and Teacher Training Faculty in IAIN Padangsidempuan.

Therefore, we hoped that the thesis will soon be examined in front of thesis examiner team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidempuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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Had written this thesis with consultative aids of advisors, devoiding of plagiary and others' un-registered advice based on Students' Code case 14 verses 2.

This statement is accomplished fully responsibility. The writer will receive every chastisement if there is inaccurate on this statement as sentenced in Students' Code case 19 verses 4 including taking off the academic degree un-respectfully based on the official authorized norms.

Padangsidimpuan, 10th November 2015
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“Students’ words pronunciation at third semester of TBI in IAIN Padangsidempuan”

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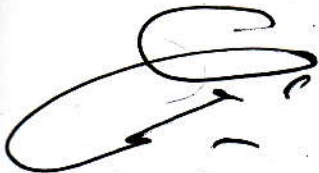
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Result/Mark : 71.87 (B)
IPK : 3.36
Predicate : Very good



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The thesis has been accepted as a partial fulfillment of requirement for degree of Islamic Educational Scholar (S.Pd.I) in English.

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Year : 2015

ABSTRACT

The research based on fact that most of students at Third Semester of TBI in IAIN Padangsidimpuan pronounce English vowel and consonant incorrectly. Many students still have difficulties in pronouncing the words. The researcher want to analyze students' pronouncing the words. The objectives of the research are to describe students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan, to find the difficulties students' words pronunciation at Third Semester of TBI in IAIN Padangsidimpuan and to explain the reason of difficulties in pronouncing words at third semester of TBI in IAIN Padangsidimpuan by students and lecturer.

The research used Descriptive Qualitative Method. The data taken from test, the test has given to 30 students. Then their pronouncing words are recorded. The test is recorded in order to prove their ability in pronunciation, especially for vowel and consonant. So that, the researcher can analysis the data based on recorder. Beside the test, the researcher took the data from interview.

The result was found that Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan was still low score 40,35%. The students difficulties dominantly in pronouncing short vowel they are "[æ], [ə], [ɛ], [ɒ]", and long vowel they are [a:], [o:], [ə] and then the students difficult in pronouncing voiceless they are [tʃ], [ʃ], [h], [s], and the last difficulties in pronouncing voiced they are [b], [z], [dʒ], [ʒ], because they said that their tongue was stiff, less of practicing and they were not habitual English words in daily life. After analyzing the data, it was concluded that Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan was still low.

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Firstly, the researcher would like to convey her grateful to Allah SWT. The most Creator and Merciful who has given her the health, time and chance for finishing this thesis: **“Students’ Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan”**. This thesis is written in order to fulfill one of the requirements for English Education Department of State Institute for Islamic Studies (IAIN) Padangsidimpuan. Hence, this thesis paper has been undertaken.

In writing this thesis, the researcher is assisted by some people and institutions. Therefore, in this opportunity the writer would like to express her gratitude to the following people:

1. Thanks to Dr. Erawadi. M.Ag and Hamka, M.Hum as, advisor I and II who has guided me to complete this research.
2. Thanks to Dr. H. Ibrahim Siregar, MCL, as the Rector of State Institute for Islamic Studies (IAIN) Padangsidimpuan and Vice Rector I, II, III.
3. Thanks to Hj. Zulhimma, S.Ag, M.Pd., as the Dean of Tarbiyah and Teacher Training Faculty.
4. Thanks to Rayendriani Fahmei Lubis M.Ag, as the Chief of English Department.
5. Thanks to Yusri Pahmi, S.Ag. M.Hum, as the Chief of Library and his staffs have borrowed the books to the writer in this research.
6. Thanks to all lectures that have taught, guided and also encouraged her during studying in IAIN Padangsidimpuan.

7. Thanks to my parents, (Mayuzal Tanjung and Parida Nasution) who taught me how to be patient to face this life, who always give me pray, motivation, and moral encouragement to finish my study, my beloved to my brother and sister (Rano Saputra, Riki Farizal, and Widia Sapira)
8. Thanks to my friend Nur Hawa, Sahara, Nur Hasanah, Destiana Sihombing, Seri Mawar, and all my friends in TBI 3 that I can't mention who was patience and care to support me. All the people who have helped me to finish my study that I can't mention one by one. May Allah, the almighty bless them all, Amin.

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.

Padangsidempuan, 10 November 2015



MIRA RAHAYU

Reg. Number: 11 340 0115

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is a very important means of communication in daily human life. Human being uses language both in written and spoken forms to express their idea. Language is an arbitrary system of speech sounds which is used in interpersonal communication by an aggregation of human beings, and which rather exhaustively catalogs thing, process, and events in the human environments.

English has become an international language. People of different countries speak English to communicate. English is a key, which opens the door to scientific and technological knowledge.

In Indonesia, English is acknowledged as a foreign language. It became an obligation subject that must be learnt by students from elementary school level up to university level. In studying English, students will learn language skill. Such as listening, speaking, reading and writing skills, which include by language component, such as pronunciation.

Pronunciation is one of the most important parts of English to communicate with others since there are differences between the symbol and its sounds. When they communicate with other people we should not only

have a good vocabulary but also have good pronunciation. Therefore, it is important to teach pronunciation.

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every ESL (English Second Language) students' ability to communicate in English. Abbas PourhosseinGilakjani said that with good pronunciation, a speaker is intelligible despite other errors, but with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.¹ So, the speakers have to have good pronunciation, so that their speech will be understandable to the listeners. There are many pronunciation categories that must be learnt by students.

The students often find problem with pronunciation when they speak, read, or listen to English word. When they are asked to pronounce the word "umbrella" /ʊmbrelə/ they will pronounce /ʊmbrella/. It is because of the differences between their mother tongue and the English. The degree of difficulty in learning is also determined by the degree of difference between the two languages. The greater similarity between them, the less difficult it will be for the students to learn the foreign language.

¹Abbas PourhosseinGilakjani, *English Language Department* (Iran: Islamic Azad University, 2011), p.2.

Many people who are learning English language often do not pay any attention to their pronunciation. Even worse, some of them underestimate it. In fact, in my opinion pronunciation is extremely important. Many case of misunderstanding in communication were caused by the mispronouncing of words the improper intonation. Look a few examples: if someone pronounces the words fog and fox, sick and six, sea and she, with relatively no differences, it same cases can lead to a misunderstanding. Another example, when one pronounces the word “ present ” with the first syllable, where she uses in the sentence, “I would like to present” is certainly incorrect and irritating. In addition, good pronunciation can also give the plus value to those who master it. Moreover good pronunciation skill can give more self-confidence for everyone who speaks in front of many peoples. So, it has become more and more obvious that pronunciation cannot be underestimated.

Based on the researcher’s documents study, toward list of pronunciation marks at third semester in IAIN Padangsidimpuan. The students of English Education Department (TBI) third semester have studied about pronunciation. According their pronunciation mark², they have variation mark. For TBI-1 most of them have 16 students got A, 9 students got B, 2 students got C, and just one student got D. Marks for students of TBI-2 have 15 students got A, 7 students got B, 11 students got C, and 7 students got D.

²Documents Study (TBI in IAIN Padangsidimpuan, on January 25th, 2015).

and the last for TBI-3 most of them got A just one, got B 11 students, 9 students got C, and 20 students got D.

Based on document study above, the researcher interview some students of English Education Department third semester, what are the problems from their pronunciation? They said that they did not understand how to pronounce it well, how to make different the pronunciation of words that almost same the sound. Actually they understand the word pronunciation theoretically but they can not apply to it for speaking, they just understand in writing text. And the researcher also found the other problems that students were very low in pronunciation, and less of practicing.

In addition, they could not spell the word perfectly, because they prefer to listen the teacher speak English rather than practicing their pronunciation directly and correctly.

Based on the explanation above, some students second semester have problem in pronunciation. So the researcher is interested in conducting the descriptive research entitled **Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan.**

B. The Focus of the Problem

Based on the background above, there was many problems include in pronunciation learning such as students did not understand how to pronounce it well, how to make different the pronunciation of words that almost same the sound. Students were low in pronunciation, and less of practicing. Then, they

prefer to listen the teacher speaks English rather than practicing their pronunciation. However because of the limitation of the time, find, and knowledge, so in this research the researcher only focuses the problem about the students' words pronunciation at third semester of TBI in IAIN Padangsidempuan especially about vowel and consonant.

C. The Formulation of the Problem

By attended the problem above, so the researcher takes the formulation of the problems as below:

1. How are the students' in words pronunciation at third semester of TBI in IAIN Padangsidempuan?
2. What are the students' difficulties in words pronunciation at third semester of TBI in IAIN Padangsidempuan?
3. Why are the students' difficulties in words pronunciation at third semester of TBI in IAIN Padangsidempuan happened?

D. The Objectives of the Research

Based on the problems stated above, the objectives of this research are:

1. To describe the students' words pronunciation at third semester of TBI in IAIN Padangsidempuan.
2. To find the students' difficulties words pronunciation at third semester of TBI in IAIN Padangsidempuan.

3. To explain the students' difficulties in words pronunciation at third semester of TBI in IAIN Padangsidempuan happened.

E. The Significances of the Research

The significances of this research as follows:

1. As an input for institution of IAIN Padangsidempuan, to give advanced information about the student in pronunciation skill, it will be useful for the progress of the institution in education program.
2. As an input for the Dean of Tarbiyah and Pedagogy Faculty, and to the leader of English Education Department in guiding English lecturer.
3. As an input for the English teacher in teaching and learning process especially in learning pronunciation.
4. As an input for the reader especially the next researcher that this research is expected to be done in a further researchers or department study.

F. The Definition of the Key Terms

To avoid the vagueness and misunderstanding between the researcher and the reader, the terminologies as follows:.

1. Students

Hornbystates that the student is a person who is studying at school or college.³ While in Indonesia dictionary stated that the student is a learner especially on the grade of elementary, junior, and senior high

³AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p.1187.

school”.⁴ Based on those definitions above, the researcher concluded that the student is a person who learns on the grade of senior high school on the formal education institution, and the student in this research is a person who studies at third semester of TBI in IAIN Padangsidempuan.

2. Pronunciation

Pronunciation is the sound that is made while speaking. As a speaker of a language needs to be able to understand each other with relative ease. The pronunciation patterns of native speakers using reflect those commonly accepted by particular speech.⁵ While based on the An English Indonesian Dictionary “pronunciation” in lafal, pelatihan, pengucapan, (b) caramengucapkan, ucapan.⁶ Indonesia is (a) Based on the definitions above, it could be concluded that pronunciation was in while speaking is made sounds, so to native speakers commonly accepted particular speech, and the students comprehensive in English pronunciation.

3. Word

According to Hornby Word is a sound or group of sounds that express a meaning and forms an independent unit of language.⁷ And according to JayanthiDakshinaMurthy word is a group of letters which has

⁴Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: Balai Pustaka, 2001), p. 43.

⁵David Nunan, *Practical English Language Teaching* (North America: McGraw-Hill, 2003), p. 112.

⁶John M. Echols and Hasan Shadily, *An English – Indonesian Dictionary*, 2003 (Jakarta: PT. GramediaPustakaUtama), p. 451.

⁷As. Hornby, *Op. cit.*, p. 1374.

a meaning.⁸ Based on definition above, it could be concluded that word was a group of letter or sound which has a meaning.

Based on definition above, for this research the students are persons who learn at third semester of English Education Department in IAINPadangsidempuan who joined on pronunciation class in 2014/2015 academy year.

G. The Outlines of the Research

The systematic of this research was divided into 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 problem. Third, the formulation of the problem. Fourth the objectives of the research. Fifth the significances of the research. Sixth the definition of key term; definition of key terms included definitions about the title of the research, and the last the outline of the research.
2. Chapter two it consist theoretical review, which explained about the definition of pronunciation, soundsof pronunciation and the goals of the teaching pronunciation.
3. Chapter three discussed about the methodology of the research consist of; First, place and time of research was hold at Third Semester of TBI in

⁸JayanthiDakshinaMurty, *Contemporary English Grammar* (Delhi: IndomalaGhosh 2003), p .342.

IAIN Padangsidimpuan. Second, approach and method of the research. The research had been conducted by descriptive analysis with qualitative method. Third, kinds and sources of data was taken from sample of research from TBI-3 at Third Semester of TBI in IAIN padangsidimpuan. Fourth, the instrument of collecting data involved three instruments included; test, interview and observation. Fifth, the Techniques of the Data analysis, this data was analyzed with qualitative process. Sixth, the technique of data trustworthiness to make this research more valid.

4. Chapter four included four parts. First, findings; findings consist of general findings and specific findings, general findings consist of stand history, situation of equipments and facilities, situation of lecturer and students at Third Semester of TBI in IAIN Padangsidimpuan. Specific findings consist of the description of the analysis on Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan, the difficulties of Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan, the explanation the efforts that will be done by lecturer and students to overcome the error found by students in pronouncing words at Third Semester of TBI in IAIN Padangsidimpuan. Second, discussion which analyzed result of research with theoretical review. Third, the threats of the research, which talking about the threats that researcher find in the process of research.
5. Chapter five involved: conclusion about the research and suggestion for all.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Definition of Pronunciation

Pronunciation is way in which a language or a particular word or sound is spoken.¹ According to A.S Hornby said that pronunciation is the way a person speaks the words of a language, but it is improving.² Pronunciation is the way a certain sounds are produced.³ In other books, pronunciation is defined as “A way of speaking a word, especially a way that is accepted or generally understood”.⁴ So pronunciation is the way that the writer used by students to repair pronunciation better.

From the definition above, the researcher conclude that pronunciation is a great skill in language to speak a word of language. Pronunciation is a term, which involves the way of a language is spoken or it could be defined as a way in which a word is pronounced. In English pronunciation holds and important role, because through the exact pronunciation, we can decide whether some message is understandable or not.

¹Oxford learner's Pocket Dictionary (London: Oxford University Press, 1991), p.343.

²*Ibid.*, p. 721.

³Jack C. Richards etai(*Longman Dictionary of Language Teach and Applied Linguistics Longman, n.y*) p. 296.

⁴Bolinger, *D.Aspect of Language* (New York: Hacourt Brace Jovanovich, 1968), p. 51.

2. Sounds of the Pronunciation

a. Vowel

Vowel is sounds which are made without and kind of closure to the escape of air through the mouth.⁵ The tongue plays an essential role in forming vowels. The English vowel is classified in three factors:

1. The position of the tongue
2. The height of the tongue raised
3. The shape of the lip

The terms front, central, and back refer to the part of the tongue raised and the area in the mouth toward which is raised. Front vowels are made by lifting the front part of the tongue toward the area nearest the upper teeth ridge. Central vowel is produced by raising the middle part of the tongue toward the area nearest the soft palate. Back vowels are made by bunching the back of the tongue toward the soft palate. The vowel /i:/ in seat and the vowel /u:/ in suit.

The terms high, mid, and low refer to the difference in tongue height. High vowels are made with the greatest bunching of the tongue; low vowels are made with the least amount of bunching or arching. Mid vowels are made with a degree of tongue bunching

⁵Anas Syafei, *English Pronunciation: Theory and Practice* (Jakarta: Departemen Pendidikan dan Kebudayaan Direktorat Jenderal Pendidikan Tinggi Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p. 11.

somewhere between the high and low positions. the vowel /i:/ in seat, /e:/ in set, and /æ:/ in sat the position tongue arch moving progressively from a high to a mid to a low position

The third method, the front vowel is unrounded and the back vowels are rounded. So, /i:/ in set is an unrounded vowel, and /u:/ in suit is a rounded vowel. The vowel is something to do with the shape of the lips.

b. Vowel chart

The chart of English vowels below arranges to vowels according to their point of articulation in the mouth. They are:⁶

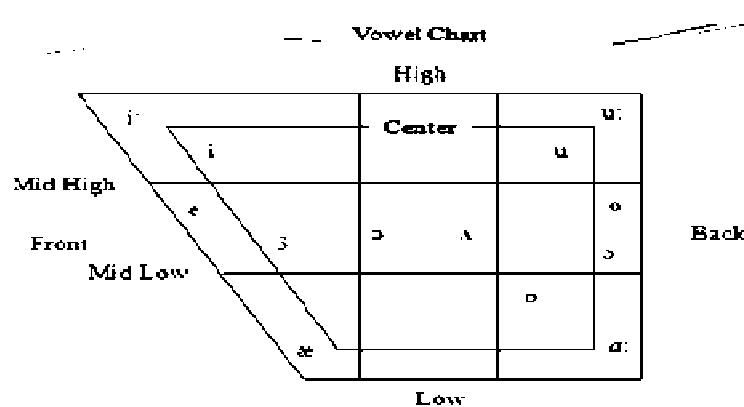


Figure I Vowel Chart

1) Front, Central and Back vowels

The terms front, central, back refer to the part of the tongue raised and the area in the mouth toward which is raised.⁷ Front vowels are

⁶Hamka, *English Phonetics and Phonology (Handbook)* Padangsidempuan STAIN, 2011, p. 7.

made by lifting the front of the tongue toward the area nearest the upper teeth ridge. Central vowels are produced by raising the middle part of the tongue toward the area nearest the soft palate. Back vowels are made by brunching of the tongue toward the soft palate.

2) High, Mid, and Low Vowels

The term high, mid, and low refer to the difference in tongue high.⁸ High vowels are made with the greatest bunching of the tongue, low vowels are made with least amount of bunching or arching. Mid vowels are made with a degree of tongue bunching some where the high and low position.

c. Kinds of vowel

Kinds of vowels are categorized into four categories: short vowel, long vowel, diphthongs and trip thongs. They are discussed in the following:⁹

1. Short vowels

i= Front High Central Vowel	[fit]
e = Front Mid High Vowel	[men]
ε = Front Mid Low Vowel	[gɛt]

⁷*Ibid.*,p. 12.

⁸Beverley Collins and Inger M. Mees, *Practical Phonetics and Phonology* (New york:Library Cataloguing in Publication Data, 2008), p. 76.

⁹*Ibid.*, p.78.

æ = Front Low Vowel	[mat]
ɒ = Back Mid Low Central Vowel	[copy]
ʊ = Back Mid High Central Vowel	[put]
ə = Front Central Vowel	[ago]
ʌ = Back Central Vowel	[cut]

The location of short vowels describes lip rounding, tongue placement and tongue height not so significantly higher and lower, not so in back and front, not so closes and opens. It means that the sounds are shorter. These sounds show differences between Indonesian vowel sounds.

Further, students of English as a foreign language normally find ambiguities to detect and identify short vowels. They usually keep in suspense of the same locations such sound [ɒ], [ʌ] in word body, sounds [ə], [ɛ] and [e] in word nurse.¹⁰

Those ambiguities actually can be solved by looking the simplicity that one of them that can represent other sound (s), for example word body can be represented the sound as in [bɒdi] and nurse as in [nɜːz]. It can be also by looking the process of diphthong construction. The Process of Diphthong is compounding short vowels and only ended by centering and closing. The centering, the end

¹⁰*Ibid.*, p. 9.

sound is only [ə], and then closing, the end sound is [i] and [u].

Based on the explanation above it can perceive the simplicity of short vowels when they find the problem in deciding and identifying the sound what should be. However, to finish understanding in having a good understanding even in producing and comprehending the sounds, this study is better ended until the case is in the consonant, syllable, stress and intonation after we study the kinds of vowel sound such long vowel, diphthong and triphthong.¹¹

There are two sounds in vowels shown in 2 red colors. They are [e] and [æ]. It is to say that both are different from others. For them, there must be reason. When it tried to differ them, it made examples such in word well was transcribed [wel], and word era was transcribed [iərə]. For sound [e] is more clear in consistence if [e] sound is as a nucleus that has single onset as voiced consonant and the single coda is voiced consonant.

Then, sound [æ] can be seen in word can [kæn], have [hæv], and back [bæk]. The problem is, when it is trying to sound those words, it has a significant sound differently. Sounds [kæn] and [hæv] are a little bit shorter, but sound [bæk] is a little bit longer. It may practice as good as possible and slower. So, for them, [e] and

¹¹*Ibid.*, p. 38.

[æ] are actually must be in a good reason and must be able to be responsibility.¹²

2. Long Vowel

Long Vowels are vowel sounds around high- low and front-back vowels. The first to be introduced here are the five long vowels; these are the vowels which tend to be longer than the short vowels in similar context. It is necessary to say “in similar context” because as we shall see later, the length of all English vowel sound varies very much according to their context (such as the type of one sound that follows them) and the presence or absence of stress.¹³

To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length mark made of two dots [:]. Thus we have: [i:], [ə:], [ɒ:], [ɔ:] and [u:].¹⁴

It may have noticed that these five long vowels are different from short vowels described in the previous study, not only in length but also in quality. If it compare some similar pairs of long and short vowels, for example [i] with [i:], or [u] and [u:] or [ɒ] and [a:] it can distinct differences in quality (resulting from

¹²A.C. Gimson, *Professor of Phonetics* (London: University College 1980), p.47.

¹³Daniel Jones, *The Pronunciation of English* (Cambridge: Cambridge University Press, 1986)

¹⁴A.C. Gimson, *Op.cit.*, p. 39.

differences in tongue shape and position, and lip position) as well as in length. For this reason, all long vowels have symbols which are different from those short vowels; it can perhaps be seen that the long and short vowel symbols would still be different from each other even if it omitted the length mark, so it is important to remember that the length mark is used not because it is essential but because it helps learners to remember the length difference. Perhaps the only one case where a long and a short vowel are closely similar in quality is that of [ɛ:] and [ə:]; but [ə:] is a special case. There must be reason for this. If the coda of the syllable is ended by letter or sound [r], the sound will be sounded as long as we shall see later especially in syllable.¹⁵

i: = Front High Vowel	[sheep]
a: = Back Low Vowel	[card]
ɔ: = Back Mid Low Vowel	[horse]
u: = Back High Vowel	[food]
ə: = Front Central Vowel	[turn]

Based on Explanation above it can be known that long vowel is part of vowel that have sound more long than others vowel.

¹⁵*ibid.*, p.40.

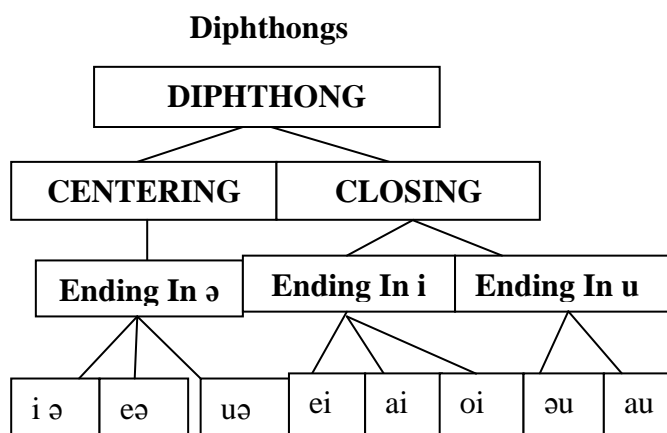
3. Diphthong

According to Peter Matthews, diphthong is a vowel whose quality changes perceptibly in one direction within a single syllable.¹⁶ Diphthongs are represented phonetically by sequence of two letters, the first showing the starting point and the second indicating the direction of movement.¹⁷

So, diphthong is one of classification of sound when a sound is made by gliding from one vowel position to another.

The total number of diphthongs is eight (though uə increasingly rare).¹⁸ The easiest way to remember them is in terms of three groups divided as in this diagram:

Figure: 2.1



So, diphthong divided in two kinds that are:

¹⁶Peter Matthews, *The Concise Oxford Dictionary of Linguistics* (New York: Oxford University Press, 1997), p. 99.

¹⁷Daniel Jones, *Op.*, *Cit.*, p. 22.

¹⁸Peter Roach, *English Phonetic and Phonology* (Cambridge: University Course 2000), p. 21.

a. Centering diphthong

The centering diphthongs are diphthong which are made by making a pure vowel and then moving the tongue to the position of central vowel, the schwa /ə/.¹⁹ There are three centering diphthongs that are:

1) /iə/ is a falling diphthong which starts at about position of the

English short i and terminates at about ə. Example:

- a. Ear /iə:/
- b. Fear /fiə:/
- c. Clear /kliə:/
- d. Beer /biə:/
- e. Near /niə:/

2) /eə/, the position is the tip of the tongue is touching or nearly touching the lower front teeth and as in the case of all normal vowels, the soft palate is in its raised position and the vocal cords are in vibration. For examples:

- a. Wear /weə:/
- b. Bear /beə:/
- c. Care /keə:/

¹⁹Zainuddin, *English Pronunciation for Indonesian Students* (Padang: FBSS Universitas Negeri Padang, 2002), p.45.

d. Air /eər/

e. Pear /peər/

3) /uə/ is a diphthong which starts at u and terminates at a sound of the ə type. For examples:

a. Poor /puə:/

b. Sure /suər/

c. Moor /muər/

d. Tour /tuər/

e. Habitual /həbɪtʃuəl/

b. Closing diphthong

Closing diphthongs are diphthongs which are made by making a pure vowel and then moving the tongue to a position of a higher vowel.²⁰ The closing diphthong has characteristic that they all end with a glide towards a closer vowel. The closing diphthong is consisting of five diphthongs such as:

1) /ei/, the position of ei can show from the lower keeps moving up and down. For examples:

a. Break /breɪk/

b. Table /teɪbəl/

c. Late /leɪt/

d. Plain /pleɪn/

²⁰*Ibid*, p. 45.

e. Great /greɪt/

2) /əʊ/, the English diphthong əʊ, starts with a tongue position in advance of and somewhat lower than of cardinal o, and a lip position of medium rounding the speech organs then move in the direction of u. for examples;

a. Home /həʊm/

b. Load /ləʊd/

c. Go /gəʊ/

d. Most /məʊst/

e. Low /ləʊ/

3) /aɪ/, the tongue tip is touching the lower front teeth, and as in the case of all ordinary vowel, the soft palate is in its raised position and the vocal cords are in vibration. For examples:

a. Time /taɪm/

b. Bite /baɪt/

c. Buy /baɪ/

d. Night /naɪt/

e. Find /faɪnd/

4) /aʊ/, the tongue tip is touching or nearly touching the lower front teeth, and as in the case of all ordinary vowels, the soft palate is in its raised position and the vocal cords are in vibration. For examples:

- a. Cow /kau/
- b. Around /əraund/
- c. About /əbaut/
- d. Pound /paund/
- e. House /haus/

5) /oi/, the position mouth in diphthong oi like the back position forward to front teeth but do not touch teeth.²¹ For examples:

- a. Coin /koin/
- b. Boy /boi/
- c. Voice /voiz/
- d. Noise /noiz/
- e. Employs /imploiz/

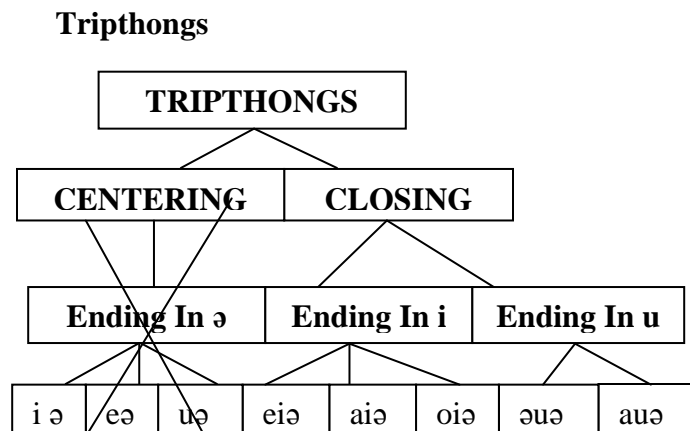
So, from explanation above can get conclusion that, there are two kinds of diphthong, that is centering diphthong and closing diphthong. And centering diphthong divided in three diphthongs, then closing diphthong that divided in five diphthongs. So, all diphthongs there are eight diphthongs. Every diphthong has get position in mouth.

²¹Daniel Jones, *An Outline of English Phonetics* (New York: Cambridge University Press, 1983), p. 98-120.

4. Triphthong

According to Peter Roach triphthong is a glide from one vowel to another and then to a third, all produced rapidly and without interruption.²² A triphthong means a combination of three vowel sounds in a single syllable.²³ So triphthong is have the three vowel sounds in words. The triphthong. The easiest way to remember them is in terms of three groups divided as in this diagram:

Figure: 2.2



So, triphthongs divided five closing diphthongs and additional sound ə at the end of closing diphthongs.

a. $ei + ə = eiə$

b. $ai + ə = aiə$

²²Peter Roach, *Op., Cit*, p. 24.

²³TintinSusiloWati, *Phonetics and Phonology* (Ponorogo: Stain Press, 2011), p. 60.

c. $oi + ə = oiə$

d. $əu + ə = əuə$

e. $au + ə = auə$

For examples:

1) Closing in Ending i is ended by ə

$[ei + ə = eiə]$ as in player $[pleiər]$

$[ai + ə = aiə]$ as in fire $[faɪər]$

$[oi + ə = oiə]$ as in loyal $[loiəl]$

2) Closing in Ending u

$[əu + ə = əuə]$ as in lower $[ləuər]$

$[au + ə = auə]$ as in hour $[hauər]$

So, from explanation above can get conclusion that, the closing triphthong that divided in five diphthongs and additional sounds ə at the end of closing diphthongs.

d. Consonant

Consonant are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air. According to Zainuddin, consonant are sounds produced by obstructing the mouth or nose.²⁴ AnasSyafei says the English consonants are sounds produced by obstructing the stream of air coming out from the lungs by organ of speech somewhere in mouth

²⁴Zainuddin, *Op., Cit.*, p.16.

or nose.²⁵ Physiologically between consonants with one another, more easily distinguished consonants than vowels.²⁶ In addition, Oxford advanced learner's dictionary "Consonants is a speech sound produced by completely or partly stopping the air being berated out through the mouth.

Consonants are based on the human articulation system (lungs to pump air in and out, vocal folds, oral cavity including tongue and lips and oral cavity). They are sound with stopping of air moving in speech organ.

There are two class of speech sound: vowel and consonants. The vowel and consonants are produced differently. The major is that consonants are production with more articulation movement and more constriction (narrowing in a location in the vocal tract) than are vowels.²⁷

e. Consonant chart

The chart of English consonant below arranges to consonants according to their point of articulation in the mouth. They are²⁸

²⁵AnasSyafei, *Op., Cit*, p. 16.

²⁶Peter Lodefoged, *Introducing English Pronunciation* (Cambridge University Press, Blackwell Publishing, 2009), p. 27.

²⁷Hamka, *English Phonetic and Phonology as Introduction* (Padangsidimpuan), p. 57.

²⁸*Ibid.*, p. 26.

ŋ = Voiced Nasal Stop Velar	[drink]
f = Voiceless Fricative labio-dental	[fill]
v = Voiced Fricative Labio-dental	[vine]
θ = Voiceless Fricative Inter-dental	[thin]
ð = Voiced Fricative Inter-dental	[the]
s = Voiceless Fricative Alveolar	[sit]
z = Voiced Fricative Alveolar	[zoo]
ʃ = Voiceless Fricative Palatal	[she]
ʒ = Voiced Fricative palatal	[pleasure]
h = Voiceless Fricative Glottal	[hate]
tʃ = Voiceless Affricative Palatal	[chair]
dʒ = Voiced Affricative Palatal	[judge]
l = Voiced Lateral Liquid Alveolar	[low]
r = Voiced Central Liquid Alveolar	[row]
w = Voiced glide Bilabial	[win]
j = Voiced Glide Palatal	[yes]

f. Kinds of consonant

1) Voiceless

Voiceless speech sounds are made without vocal fold vibration.²⁹ Voiceless when the fold are pulled apart, air passed directly though the glottis. Any sound made with the vocal folds in this position is said to be voiceless. You can confirm a sound's voiceless by touching your fingers to the larynx as you produce it. You will not feel any vibration from the vocal fold being transmitted to your fingertips. The initial sounds of fish, sing and house are all voiceless as transcribed in sound [p], (bilabial), [f], (labiodentals), [θ], (dental / inter dental) [t], [s], (alveolar) [ʃ] [tʃ] (palatal) [k] (velar) and [h] (glottal).

2) Voiced

Voiced speech sounds which are produced with the vocal cords vibrating. When the vocal folds are brought together causes them to vibrate, produced sound that are said to be voiced. Can you determine whether a sound is voice in the same way you determined voiced?

By light touching the finger to the larynxes you produce an extended version of the initial sounds of the words zing or voice, or of any vowel, can you sense the vibration of the vocal folds

²⁹Hamka, *Ibid.*, p. 26.

within the larynx in sound [b], [m] and [w] (bilabial) [v] (labiodentals) [ð] (dental), (inter dental), [d] [n], [z], [t], [r], (alveolar) [ʒ], [dʒ], [j] (palatal), [g], [ŋ]. Sometimes [w] (velar) and [h] (glottal).

3. The Goals of the Teaching Pronunciation

There are many goals of the teaching English pronunciation. One of the teachers' goals is to help the student to pronounce English word accurately. In addition, teaching pronunciation can help students understand the speakers' mean in speaking process. Teaching pronunciation is still poor in teaching-learning process. The teacher is not focus on teach pronunciation. They are focus on reading, writing, listening, and speaking. While, speaking consist of some element which one is pronunciation.

Teaching pronunciation also has other goals. That is, ability to communicate the English language easy and efficient or accurately, ability to produce the basics contrasts of the target language sound system, and ability to understand fluent speech as produce by native speaker.

In teaching pronunciation, the teachers have to teach the concepts of pronunciation. By learning by the concepts of pronunciation, the students can speak English well and the listener can understand what the speakers mean. Teaching pronunciation can delete misunderstanding in English conversation.

B. Review of Related Findings

There are some findings related to this research. The first is Nova SugyartySiboro in her script: An Analysis of students' Pronunciation at state Junior high school 8 Padangsidimpuan³⁰. She used qualitative research and type descriptive method. The instruments of her research were test, interview and observation. The result of her research was enough categories. The mean score are 45.25%.

Then, the other researcher is LumoggonHasibuan from University of North Sumatera has done the research in 2002 with the title: "AnalisisKontrastifBunyiKonsonan Dan VokalBahasaBatakAngkola Dan BahasaInggris".The conclusion of that research indicate that most of the consonant and vowel sound of BatakAngkola Language and English in initial and medial positions or in medial and final position.³¹

The last researcher is ResdillaPratiwi from the State Institute Of Islamic Studies Padangsidimpuan has done the research in 2014 with title: "An Analysis of Students' Vowels Ability in Singing Maherzain Song "I Believe" at the Eighth Grade in MTs. S NU Batahan". The conclusion of that

³⁰Nova SugyartySiboro, "An Analysis of students' Pronunciation at state Junior high school 8 Padangsiimpuan", (A Thesis, STAIN, Padangsidimpuan, 2012).P. 17.

³¹LumoggonHasibuan, "AnalisisKontrastifBunyiKonsonandanVokalBahasaBatakAngkoladanBahasaInggris", *Script*, (Medan USU, 2002).

research that the students still weak in practicing the vowel in daily life, students still weak to pronoun the new sentence with variation vowel.³²

So, from all of researchers, the researcher wants to complete the researcher above. Whereas, the researcher wants to analyze Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan.

³²Resdillaprawati, "An Analysis of Students' Vowels Ability in Singing Maherzain Song "I Believe" at the Eighth Grade in MTs. S NU Batahan", *Script*, (Padangsidimpuan IAIN, 2014).

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Place and Time of the Research

This research is located at IAIN Padangsidimpuan, Jl. H. Tengku Rizal Nurdin Km. 4,5 Sihitang, and this research has been done on December 2014 until finish on December 2015 at IAIN Padangsidimpuan.

B. The Approach and Method of the Research

Based on analysis of data, the research used qualitative research. “Qualitative research is the research that’s means to understand the phenomenon about what is the subject research undergone by using natural method”.¹ Based on the method, this research would use descriptive method. Descriptive method is a research want to describe objects.² Descriptive research purposes to describe the current situation about the object of research.³ This method used to describe about the topic namely the identification of words pronunciation on students’ English Education Department at third semester in IAIN Padangsidimpuan.

¹Lexy J. Moleong, *Metode Penelitian Kualitatif* (Bandung: Remaja Rosda Karya, 2009), p.126.

²Sukardi, *Metode Penelitian Pendidikan, Kompetensi dan Prakteknya* (Jakarta: Bumi Aksara, 2003), p. 157.

³Mardalis, *Metode Penelitian; Suatu Pendekatan Proposal* (Jakarta: Bumi Aksara, 2003), p. 26.

C. The Kinds and Sources of Data

There were some sources that needed it in the research they are:

1. Primary sources of data are students' at third semester of TBI in IAIN

Padangsidempuan, they are 101 students. They are divided into three classes. The informant of the research selected from TBI-3. They consist of 30 students. This research has been done by using purposive sampling; purposive sampling is a technique of taking sources of data with a certain judgment.⁴

2. Secondary data, the research collected the information from the Englishlecturer of TBI at third semester in IAIN Padangsidempuan.

D. The Instrument of Collecting the Data

For collecting data, the researcher uses test, interview, and observation.

1. Test

Brown defines "test as a method of measuring a person's ability; knowledge or performance in a given domain".⁵ The researcher used the techniques for collecting data with the test as follow:

- a. The researcher gives the test to students to pronounce some words and record the process.

⁴Sugiyono, *Metodepeneltianpendekatankuantitatif, kualitatif, dan R & D* (Bandung: Alfabeta, 2009), p. 300.

⁵H. Douglas Brown, *Language Assessment* (San Fransisco: Longman, 2004), p. 3.

- b. The researcher describes words by transcribing the recording pronunciation.

Table 1
The Test Pronouncing Words used Vowel and Consonant

No	Indicators	categories	Score	The end of score
1	Short vowel	8	24	21.62
2	Long vowel	5	15	13.51
3	Voiceless	9	27	24.32
4	Voiced	15	45	40.54
5	Total	37	111	100

So, based on table above it can be seen that, the indicators consists of short vowel, long vowel, voiceless, and voiced. Every one categories has 3 test. So, the all of categories are 37, and the total of score are 111.

For tabulation of the data, it was done to account and give the scores to respondents answer through test and taken on the table that consist alternative answers, frequency and percentage of the answer subjects and taken on the table by using the formula:

$$P = F / N \times 100\%$$

Explanation:

P = Percentage

F = Frequency of wrong answer

N = Number of sample⁶

⁶AnasSudjono, *PengntarStatistikPendidikn* (Jakarta: Raja GrapindoPersada, 2004), P. 40-41.

So, the test result that was given to the students, to determine the students' in words pronunciation can be seen on the criteria bellow:

Table 6: Criteria score interpretation⁷

Percentage	Score
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61% - 80%	Good
81% - 100%	Very Good

So, based on table above it can be concluded:

- a) If the value of 0% - 20%, it can be categorized very low category.
- b) If the value of 21% - 40%, it can be categorized low category.
- c) If the value of 41% - 60%, it can be categorized enough category.
- d) If the value of 61% - 80%, it can be categorized good category.
- e) If the value of 81% - 100%, it can be categorized very good category.

2. Interview

According Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".⁸The interview of data in this research are divided into two parts, they are:

⁷Riduan, Belajar Mudah Penelitian Untuk Guru Karyawan dan Peneliti Pemula (Bandung: Alfabeta, 2005), p. 89.

⁸AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: Oxford University Press, 1995), p. 788.

- a. Primary the research interviews some students by using technique purposive sampling. Suharsimi Arikunto stated “*sampel bertujuan dilakukan dengan cara mengambil subjek bukan didasarkan strata, random atau daerah tetapi didasarkan atas tujuan tertentu*”.⁹ (Purposive sampling is by doing with step take subject not building strata, random or area but building on purposive a particular).

Based on above the researcher interviews some students, there were 28 students who would be interviewed in this research who got bad score in test the score 60% until 0% for know how are the students in words pronunciation especially about vowel and consonant.

- b. Secondary the researcher interviews the lecturer about what is the problem students' words pronunciation and how is the solution for students' difficulties in words pronunciation

3. Observation

According Anne Burns observation is used to get information about phenomenon that occurs, by doing observation and recording toward visible phenomenon systematically.¹⁰ Here, the researcher used the observation to know the situation learning process in pronunciation and activities of individuals at the research site.

⁹Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 183.

¹⁰Anne Burns, *Doing Action Research in English Language Teaching* (New York: Routledge, 2010), p. 67.

E. The Techniques of the Data Analysis

After collecting the data, the researcher analysis the data. The researcher take the steps of the data analysis as follows:¹¹

1. Recording the students' in pronouncing words at third semester of TBI in IAIN Padangsidempuan.
2. Transcribing students recording in pronouncing words pronunciation.
3. Describing students' words pronunciation at third semester of TBI in IAIN Padangsidempuan.
4. Finding the students' difficulties in words pronunciation especially about vowel and consonant.
5. Explain the students' difficulties in words pronunciation happened.

F. The Techniques of Checking Trustworthiness

Trustworthiness in qualitative research was very important because checking to the trustworthiness of the data was used to contradicted the assumption of qualitative research was not scientific. To reduce the bias of the data, and to improve the validity of the data collected, Gay suggested several strategies one of them was triangulate.¹²

Triangulate was a powerful technique that facilitates validation of data through cross verification from two or more sources. In particular, it refers to

¹¹Lexy J Moleong, *Op, Cit*, p. 247.

¹²*Ibid.*, p. 225.

the application and combination of several research methodologies in the study of the same phenomenon.¹³

Triangulate by using different data sources to confirmed one another, as when interview, and recollections of other participants produced that had same description of an event, or when a participant responds similarly to a personal question that was asked on three different occasions.

The researcher just took triangulate to check the trustworthiness data with compared the results of test and interview lecturer and interview students and observation to increase the credibility and validity of the results.

¹³SudarwanDanim, *MenjadiPenelitiKulaitatif* (Bandung: PustakaSetia, 2002), p. 136.

CHAPTER IV

RESULT OF THE RESEARCH

A. General Findings

This research was conducted at Institute Agama Islam Negeri (IAIN) Padangsidimpuan on Jl. Imam Bonjol Km 4,5 Sihitang Padangsidimpuan Selatan Kotamadya Padangsidimpuan North Sumatera Utara.

1. Stand History

Institute Agama Islam Negeri (IAIN) Padangsidimpuan begins from Tarbiyah Faculty of Universitas Nahdatus Ulama Sumatera Utara (UNUSU) Padangsidimpuan. In 1968, Tarbiyah Faculty of UNUSU was made a state and become a Tarbiyah Faculty of Institute Agama Islam Negeri (IAIN) Imam Bonjol Padang, West Sumatera.

After 5 years passed, together with establishing of IAIN Sumatera Utara Medan in 1973, so Tarbiyah Faculty becomes Tarbiyah of IAIN Sumatera Utara in Padangsidimpuan.¹ Approximately 24 years running, exactly in 1997 this faculty changed again into STAIN Padangsidimpuan. While English Educational Program or T/PBI established in 2007 with Mrs. Eka Susti Harida M, Pd is the first leader of T/PBI. And now the leader of T/PBI is Mrs. Rayendriani Fahmei Lubis, M, Ag.

¹Panduan Akademik IAIN Padangsidimpuan

2. Situation of Equipments and Facilities

As a State Institute IAIN Padangsidempuan has complete equipments and facilities, they are:

Table 1: Infrastructures of IAIN Padangsidempuan.²

No	Kinds of infrastructure	Total/wide
1	Landmass	7.0 Ha
2	Classes administration office	55
3	Department office	4
4	Section office	3
5	Section office	5
6	Library	1
7	Computer laboratory	1
8	Language laboratory	5
9	Law laboratory	1
10	Micro teaching laboratory	1
11	Students center	1
12	Dormitory	1
13	Mosque	1
14	Sport field	2
15	Hall/auditorium	2

3. The Population of the students in Tarbiyah Faculty of English Education

Department IAIN Padangsidempuan

The population of the students in of English Education Department IAIN Padangsidempuan, they were

Table 2: Students of English Education Department IAIN Padangsidempuan

Class	Male	Female	Total
T/PBI ¹	5	26	31
T/PBI ²	6	21	27
T/PBI ³	3	25	30

² Data was taken from Administration Data of IAINPadangsidempuan.

Total	88
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Based on the table above, it could be seen that the population of students of English Education Department IAIN Padangsidimpuan was significance. Which had 3 classes, and 14 males, and 74 females. So that the total was 88 students.

4. English Educational Department (T/PBI) IAIN Padangsidimpuan

a. Lecturer of English Educational Department IAIN Padangsidimpuan

Lecturer is one of factor who establish students success in learning process. The data of lecturer English Education Department (T/PBI) IAIN Padangsidimpuan as follows:

Table 3: lecturer of English Education Department (T/PBI)

No	Names of lecture	Graduation year	Entered year
1	Drs. FitriadiLubis, M.Pd.	S-2 UNP 19997	1992
2	RayendrianiFahmeiLubis, M.Ag.	S-2 IAIN 2002	2000
3	EkaSustriHarida, M.Pd.	S-2 UNP 2007	2003
4	Eli NondangSaragih, S.S.	S-2 USU 1995	2003
5	YusniSinaga, M.Hum.	S-2 UNIMED 2006	2005
6	Zainuddin, M.Hum.	S-2 USU 2005	2007
7	SojuangonRambe, M.Pd.	S-2 UNP 2009	2006
8	FitriRayaniSiregar, M.Hum.	S-2 UNIMED 2009	2009
9	Hamka, M.Hum.	S-2 UNIMED 2009	2009
10	Aprianti, M.Hum.	S-2 UNIMED 2010	2010
11	Sokhiro Linda Vinde, M.Pd	S-2 UPI 2014	2011
12	Lila NovraRini, Hum	S-2 UNIMED 2014	2012
13	Sri Ramadhani, M.Pd	S-2 UNP 2014	2012

Sources: *Database of T/PBI lecturer 2015*

Table above description of lecturer data IAIN Padangsidempuan T/PendidikanBahasaInggris at 2014/2015. So, all lecturer in this year are 12 persons consist of 4 persons of men and 9 women.

B. Specific Finding

1. Describing Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidempuan

Based on result of the test, the researcher found that students' words pronunciation were really different. The following description would show every details of their competence. See appendices V.

Table 4: The Result of Students' Words Pronunciation

No	Name	Vowels	Consonants	Total	percentage
1	Ade	18	32	50	45.0%
2	Amir	13	30	43	38,7%
3	Annisa	12	28	40	36.0%
4	Asnita	15	32	47	42,3%
5	Elpida	13	25	38	34,2%
6	Emi	9	23	32	28,8%
7	Emmi	17	32	49	44,1%
8	Guntur	19	34	53	47,7%
9	Harmein	30	46	76	68,4%
10	Hotia	15	33	43	38,7%
11	Indah	16	28	48	43,2%
12	Lely	13	39	47	42,3%
13	Maya	16	34	48	43,2%
14	Melisa	19	29	48	43,2%
15	Khoiriyah	32	40	73	65,7%
16	Madeeha	17	31	48	43,2%
17	Mora	11	27	38	34,2%
18	Nur Lela	15	31	46	41,4%
19	Nurida	8	30	38	34,2%
20	Rahayu	20	26	46	41,4%
21	Ranisa	10	28	38	34,2%

22	Rika	9	30	39	35,1%
23	Rindarsih	11	28	39	35,1%
24	Riskonnudiah	12	22	34	30,6%
25	Risna	17	25	43	38,7%
26	Sari	10	24	34	30,6%
27	Hawa	17	30	47	42,3%
28	Rembulan	17	26	43	39,6%
29	Tania	13	26	39	35,1%
30	Tri Daya	11	26	37	33,3%

Based on the data above, It could be concluded that the result of the analysis of students' words pronunciation was 40,35%

So the test result that was given to the students, to determine the students' rising intonation can be seen on the criteria below:

Table 6: Criteria score interpretation³

Percentage	Criteria
0% - 20%	Very low
21% - 40%	Low
41% - 60%	Enough
61%- 80%	Good
81% - 100%	Very Good

Based on the calculating score the students' words pronunciation at third semester of TBI in IAIN Padangsidimpuan was 40,35%. So, it can be categorized that the students' words pronunciation at third semester of TBI in IAIN Padangsidimpua was still low Score.

³Riduan,, *belajarMudahPenelitianUntuk Guru KaryawanandanPenelitiPemula* (Bandung: Alfabeta, 2005), P. 89.

2. The Difficulties of Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan

Based on those, the students' words pronunciation divided on two kinds of vowel: "short vowel and long vowel" and two kinds of consonant: "voiceless and voiced". They are:

a. Vowel

1) Short vowel

No	Categories	Percentage of value	
		True (%)	Error (%)
1	[i]	70.2	29.8
2	[e]	52.2	47.8
3	[æ]	3.6	96.4
4	[ɒ]	11.7	88.3
5	[ʌ]	67.5	32.5
6	[u]	70.2	29.8
7	[ə]	2.7	97.3
8	[ɛ]	25.2	74.8
Total		303.3	496.7
Average		37.9	62.0

Based on the table above, it can be seen that the students dominant difficulties in pronouncing words especially in short vowel. They are: [ə] was 97,3%, [æ] was 96.6%, [ɒ] was 88.3%, and the [ɛ] was 74,8%.

2) Long vowel

No	Categories	Percentage of value	
		True (%)	Error (%)
1	[i:]	3.5	68.5
2	[a:]	16.2	83.8
3	[o:]	16.2	83.8
4	[u:]	25.2	74.8
5	[ə:]	16.2	83.8

Total	105.3	394.7
Average	21.06	78.94

Based on the table above, it can be seen that the students dominant difficulties in pronouncing words especially in long vowel. They are:[a:] was 83.8%, [o:] was 83.8%, [ə:] was 83.8%.

b. Consonant

1) Voiceless

No	Categories	Percentage of value	
		True (%)	Error (%)
1	[p]	68.4	31.6
2	[t]	68.4	31.6
3	[k]	31.5	68.5
4	[f]	50.4	49.6
5	[θ]	26.1	73.9
6	[s]	7.2	92.8
7	[ʃ]	5.4	94.6
8	[h]	22.5	77.5
9	[tʃ]	4.5	95.5
Total		284.4	615.6
Average		31.6	68.4

Based on the table above, it can be seen that the students dominant difficulties in pronouncing words especially in voiceless. They are:[tʃ] was 95.5%, [ʃ] was 94.6%, [s] was 92.8%, [θ] was 73.9%, and the last [h] was 72.5%.

2) Voiced

No	Categories	Percentage of value	
		True	Error
1	[b]	26.1	73.9
2	[d]	59.4	40.6
3	[g]	32.4	67.6
4	[m]	9.0	91.0
5	[n]	34.2	65.8
6	[ŋ]	56.7	43.3
7	[v]	43.2	56.8
8	[ð]	45.9	54.1
9	[z]	16.2	83.8
10	[ʒ]	2.7	97.3
11	[dʒ]	9.9	90.1
12	[l]	27.0	73.0
13	[r]	47.7	52.3
14	[w]	62.1	37.9
15	[j]	45.0	55.0
Total		517.5	982,5
Average		34.5	65.5

Based on the table above, it can be seen that the students dominant difficulties in pronouncing words especially in voiced. They are:[ʒ] was 97.3%, [m] was 91.0%, [dʒ] was 90.1%, [z] was 83.8%, [b] was 73.9%.

Based on explanation above, it could be concluded that the difficulties of students' Words Pronunciation at Third Semester of TBIin IAIN Padangsidempuan there were:

a. Vowel

1) Short vowel they are [ə], [æ], [ʊ], [ɛ].

2) Long vowel they are [a:], [o:], [ə:].

b. Consonant

- 1) Voiceless they are [tʃ], [ʃ], [s], [θ], [h].
- 2) Voiced they are [ʒ], [m], [dʒ], [z], [b].

So, the students dominantly wrong in words pronunciation at third semester of TBI in IAIN Padangsidimpuan in vowel consists of the short vowel 4 categories, they are, [ə], [æ], [ɒ], [ɛ], long vowel 3 categories they are, [a:], [o:], [ɔ:], and in consonant consists of the voiceless 5 categories they are, [tʃ], [ʃ], [s], [θ], [h] and the last voiced 5 categories they are, [ʒ], [m], [dʒ], [z], [b], because the dominant difficulties was taken from score 70% until 100%.

3. The reason of difficulties in pronouncing words at third semester of TBI in IAIN Padangsidimpuan by students and lecturer.

Based on the result of test and interview to students at third semester of TBI in IAIN Padangsidimpuan. There were some difficulties that usually faced by students in learning pronunciation especially in vowel and consonant. The vowel consists of short vowel, and long vowel. The consonant consists of voiced and voiceless.

- a. The result of interview to students at third semester of TBI in IAIN Padangsidimpuan.

Based on the result of interview to students in this research it was found the difficulties in pronouncing words especially in vowel and

consonant. According to Amir, he difficulties in pronouncing words about vowel and consonant, because he was confuse difference between vowel and consonant.⁴Rindarsih said, she difficulties about vowel and consonant, because when she studied pronunciation, she was felt confuse and not focus in learning process.⁵Mora said that, she difficult to pronounced the [v], [æ], because sometimes she was not focused in learning pronunciation.⁶The same problems also with Mora.⁷Annisa said, her difficulties in pronouncing long vowel, sometimes she pronounced become the short vowel for example, [pa:rk] become [park], because she was less of practice.⁸Madeeha said that, she difficult to pronouncing the [dʒ], sometimes she pronounced become [j], because she was less of practice.⁹Nur Lela said the same of the problem above because she was less in practice about pronunciation in daily life.¹⁰The same Madeeha's problems.¹¹Next Asnita said that, she got difficulties

⁴Amirusyamsi, students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September, 07th, 2015, at 10.00 a.m).

⁵Rindarsih, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

⁶Mora, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

⁷Sari, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

⁸Annisa, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

⁹Madeeha, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

¹⁰Nur Lela, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

¹¹Riskon, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

pronounced the [ɛ], for example [pɛ:pəs] sometimes she pronounced [pa:pes}, because she was not habitually.¹² Lely said, she difficulties in pronouncing [ʃ] for example, [ʃi] become [si], because she was not habitual pronounced English words.¹³ Maya said, she difficulties in pronouncing [θ], [ʒ], because she did not understand learning consonant.¹⁴ Tania said that, she difficult in pronouncing words [z], [dʒ], [ʃ], because she was not habitual.¹⁵ Next Tri Daya said that, she got difficulties to identify pattern of pronunciation, because she was not habitual in pronouncing English words.¹⁶ Melisa said, she difficulties in pronouncing vowel, because the tongue was stiff.¹⁷ Another reasoned that same problems with Melisa.¹⁸ Elpida said that, she difficulties to pronouncing [æ] sometime she pronounced [e], because she was unable pronouncing words with good and she can't use speak English well.¹⁹ Nurida said, she difficulties in pronouncing [z], [b], [ʒ], [dʒ],

¹²Asnita, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 07th, 2015, at 10.00 a.m).

¹³Lely, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 09th, 2015, at 10.00 a.m).

¹⁴Maya, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 09th, 2015, at 10.00 a.m).

¹⁵Tania, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 09th, 2015, at 10.00 a.m).

¹⁶Tri Daya, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 09th, 2015, at 10.00 a.m).

¹⁷Melisa, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 09th, 2015, at 10.00 a.m).

¹⁸Emi, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 09th, 2015, at 10.00 a.m).

¹⁹Elpida, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

because she never serious in learning process.²⁰Rahayu said that, she difficulties in pronouncing vowel and consonant, because she was less reading book.²¹Ranisa said, she difficulties in vowel and consonant, because she has not the much materials especially in pronunciation.²²Ade Syaputra said, the difficulties in pronouncing words especially vowel and consonant because he was unable when the lecturer explained the materials quickly and full English.²³Rika said, she difficult about vowel and consonant, because she don't understand studied about pronunciation perfectly.²⁴Risna said, she difficulties in pronouncing the [ʃ], [s], because she don't understand difference about it.²⁵She also said that he didn't know about the pronunciation especially vowel and consonant.²⁶ Indah said, she difficulties in pronouncing vowel and consonant, because she didn't know much about vowel and consonant, so she was difficult about it.²⁷ Another reasoned that, she did not know to understand about

²⁰Nurida, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²¹RahayuStudents of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²²Ranisa, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²³Ade Syaputra, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²⁴Rika, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²⁵Risna, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²⁶Rembulan, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 16th, 2015, at 10.00 a.m).

²⁷Indah, Students of Third Semester of TBI in IAIN Padangsidempuan, *Priyat Interview*, September 17th, 2015, at 10.00 a.m).

pronunciation.²⁸Emmi said,she was unable to understand the using vowel and consonant perfectly.²⁹ Guntur said that, he has not many books about learning pronunciation.³⁰SitiHawa said that, she difficult about vowel and consonant, because she was unable to catch the learning materials with good.³¹

So, the researcher can be concluded that, the students' difficulties in pronouncing words especially vowel and consonant were the students were confuse and focused in learning pronunciation about vowel and consonant. The students less of practice and not habitual pronounce English words, they were can't speak English well, and they have not many books. The students still the tongue was stiff, they were less in reading book and never serious in study pronunciation especially in vowel and consonant. Then they were unable to catch in learning materials and they were didn't understand when the lecturer explained the materials quickly.

- b. Based on the result of interview to Phonetic and Phonology Lecturer, Hamka, M.Hum, said that:

²⁸Hotia, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 17th, 2015, at 10.00 a.m).

²⁹Emmi, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 17th, 2015, at 10.00 a.m).

³⁰Guntur, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 17th, 2015, at 10.00 a.m).

³¹Hawa, Students of Third Semester of TBI in IAIN Padangsidimpuan, *Priyat Interview*, September 17th, 2015, at 10.00 a.m).

There were many students still unable to use English, it can be seen where students can't speak English well especially in vowel and consonant. The students' difficulty in pronouncing words because most of students do never serious practicing when they study phonetic and phonology. So when he gives them the materials about vowel and consonant in teaching around three meetings and will be tested always, so after tested he find many problems, because the students are less practice. Then he gives ten times to them to write the vowel chart, consonant chart, diphthong and triphthong it is not only writing actually but practicing, so their pronouncing the word is good.³²

In addition, if the students are not able to understand how to make a good pronunciation. Next, the Phonetic And Phonology Lecturer said that he always give the solution to my students when they difficult or not able to understand to pronouncing the words . They must be study by heart. Then they must seriously to learn pronunciation especially vowel and consonant. They can study with sing a song minimally one song for a week without open the text. it can help they to improve their pronunciation especially vowel and consonant. It can be easy to pronouncing the words in English³³

³²HamkaHarahap, M.Hum. as English Lecturer in Class T/PBI¹. *Private Interview*(English Education Departement IAIN Padangsidimpuan: Oktober 07th, 2015 at 10.00a.m).

³³*Ibid.*

So, based on result of interview with the phonetic and phonology lecturer, it can be concluded that the students had poor knowledge about vowel and consonant, they cannot pronouncing the word with good. Then they are not seriously when study it.

C. Discussion

The result of this research which the title “Students’ Words Pronunciation at Third Semester of TBI in IAIN Padangsidempuan, can be categorized into low category. It can be known from the calculating score (40,35%). Based on gave the test to the students and recorded it, almost all of the students got low score, it can be seen from the students’ score. Further, based on interview to students, there are some difficulties that faced by students in pronounced the words, such as: the students difficult in vowel and consonant. Students also faced difficulties or dominantly wrong in pronouncing short vowel they are [æ], [ʊ], [ə], [ɛ], long vowel they are [a:], [o:], [ə:], voiceless [s], [ʃ], [h], [tʃ], [θ] and the last voiced [b], [z], [dʒ], [ʒ].

The reason students’ difficulties in pronouncing words especially vowel and consonant there were, the students were confuse and focused in learning pronunciation about vowel and consonant. The students less of practice and not habitual pronounce English words, they were can’t speak English well, and they have not many books. The students still the tongue was stiff, they were less in reading book and never serious in study pronunciation especially in vowel and

consonant. Then they were unable to catch in learning materials and they were didn't understand when the lecturer explained the materials quickly.

Based on interview to Phonetic and Phonology Lecturer, the researcher has found the same answer. The students faced difficulties in pronouncing words about vowel and consonant, because they still less practice and not seriously to learn pronunciation.

MuhibbinSyah said that learning difficulties can be pronounced by 2(two) factors, they were: the first, internal factor (factors from the child it self) involve; physiology factors such as healty; and psychological factors such as IQ (Intelligence Question). The second, external factors (factor outside the child) involve; social factor such as the relationship with the child's parents; and non social factor such as the tools of learning, and learning condition.³⁴

However, the internal factor and external factor influenced the students' difficulties in their pronouncing. First, they faced the difficulties because of their worse mind set or opinion. They believe that pronouncing intonation is difficult subject. Then, they have low enthusiasm and motivation in pronouncing intonation. Lastly, they have not understood yet the explanation given by the lecturer.

To anticipate the learning difficulties, the Phonetic and Phonology lecturer reason were the Phonetic and Phonology lecturer often repeat explain the lesson and give more examples which example about vowel and consonant. Before the

³⁴Muhibbin Syah, *Psikologi Belajar* (Jakarta:Raja Grafindo Persada,2008), p. 182-184.

Phonetic and Phonology lecturer gave the new lesson, first the Phonetic and Phonology lecturer gave chance or time students to something left or not clears about the lesson. The Phonetic and Phonology lecturer invite the students to learn by heart about vowel and consonant. The last, the Phonetic and Phonology lecturer gave task for students. The Phonetic and Phonology lecturer said that they can study with sing a song minimally one song for a week without open the book. It can help they to improve their pronunciation especially vowel and consonant.

D. Threats of the Research

There were many threat of the research that was got by the research. The threats was happened from the all aspect of this research so the writer know this thesis still far from excellence thesis, but the writer had believe that nobody is perfect in the world. The world perfect just for our God Allah SWT.

On doing the test, there were the threats of time, because the students had many activities the researcher didn't have much time, because it, the time which was given to the students was not enough and also the students did not do the test seriously, but the researcher attempted to do the best and because there was a good control from the English lecturer this research can be finished by the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

After getting research and giving test for 30 students, the researcher concludes that the Students' Words pronunciation at Third Semester of TBI in IAIN Padangsidimpuan. The writer can conclude as follow:

1. The Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan was 40,35%. So the researcher concluded the students' words pronunciation at third semester of TBI in IAIN Padangsidimpuan can be categorized into "low".
2. The Students also faced difficulties or dominantly wrong in pronouncing short vowel they are [æ], [ʊ], [ə], [ɛ], long vowel they are [a:], [o:], [ə:], voiceless [s], [ʃ], [h], [tʃ], [θ] and the last voiced [b], [z], [dʒ], [ʒ], [m].
3. The reason of students difficulties in Students' Words Pronunciation at Third Semester of TBI in IAIN Padangsidimpuan there were, the students were confuse and not focused in learning pronunciation about vowel and consonant. The students less of practice and not habitual pronounce English words, they were can't speak English well, and they have not many books. The students still the tongue was stiff, they were less in reading book and never serious in study pronunciation especially in vowel and consonant. Then they were unable to catch in learning materials and they were didn't understand when the lecturer explained the materials quickly.

B. The Suggestions

Based on the conclusions above, writer gave some suggestions as follow:

1. To the students at Third Semester of TBI in IAIN Padangsidempuan must more active in rising intonation such as doing so many pronunciation practice, more learn about English pronunciation especially the vowel and consonant. As the English student must be able to speak and pronounced the words fluently.
2. To all the students' they have to increase their abilities in pronunciation especially in pronouncing words about vowel and consonant bestudy by hurt, by listening English song, or cassette with native speaker. Soit can help them to improve their pronunciation, especially the vowel and consonant and mastery in pronunciation.
3. To the students at Third Semester of TBI in IAIN Padangsidempuan must study hard and must be serious when studying pronunciation. So they can mastery pronunciation well.

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CURRICULUM VITAE

A. Identity

Name : MIRA RAHAYU
Reg. No : 11 340 0115
Place and birthday : Tanjung Medan, 05 januari 1993
Sex : Female
Religion : Islamic
Address : Tanjung Medan Muarasipongi

B. Parent

1. Father's name : MAYUZAL
2. Mother's name : PARIDA

C. Educational background

1. Graduated from Primary School number 238 Kampung Pinang 2004
2. Graduated from SMPN 1 Muarasipongi in 2008
3. Graduated from MAN Panyabungan in 2011
4. Student in IAIN Padangsidempuan 2011

APPENDIX I
RESEARCH TEST

Pronounce the some words in this bellow:

1. Vowel

A. Short Vowel

1. [i] = fit, bit, sit
2. [e] = ten, men, explain
3. [æ] = angry, sad, mat
4. [ɒ] = copy, god, love
5. [ʌ] = us, cut, but
6. [u] = put, good, look
7. [ə] = ago, alone, adult
8. [ɛ] = get, purpose, purple

B. Long Vowel

1. [i:] = see, evening, fish
2. [a:] = park, draft, pass
3. [ɔ:] = story, call, also
4. [u:] = food, soon, school
5. [ə:] = fur, there, bird

C. Consonants

1. [p] = put, pen, pay
2. [b] = bad, buy, cab
3. [t] = tea, time, ten
4. [d] = day, door, dress
5. [k] = cat, come, kind
6. [g] = big, got, game
7. [m] = man, map, moon
8. [n] = no, name, never

9. [ŋ] = drink, sing, tongue
10. [f] = follow, fine, fill
11. [v] = vice, very, live
12. [θ] = think, thank, method
13. [ð] = then, that, mother
14. [s] = so, same, smoke
15. [z] = zoo, zero, lazy
16. [ʃ] = she, ship, push
17. [ʒ] = measure, usual, casual
18. [h] = hat, behind, high
19. [tʃ] = chair, chin, beach
20. [dʒ] = June, age, just
21. [l] = low, leg, lose
22. [r] = row, red, run
23. [w] = wet, win, swim
24. [j] = yes, you, yet

APPENDIX II

Original and Transcribes of the Words

A. Short Vowels

- | | |
|-------------------------------|------------------------|
| 1. [ɪ] = fit, bit, sit | [fɪt] [bɪt] [sɪt] |
| 2. [e] = ten, men, explain | [ten] [men] [ɪkspleɪn] |
| 3. [æ] = angry, sad, mat | [æŋɡrɪ] [sæd] [mæt] |
| 4. [ɒ] = copy, god, love | [kɒpi] [ɡɒd] [lʌv] |
| 5. [ʌ] = us, cut, but | [ʌs] [kʌt] [bʌt] |
| 6. [u] = put, good, look | [put] [ɡud] [lʊk] |
| 7. [ə] = ago, alone, adult | [əɡəʊ] [ələʊn] [ədʌlt] |
| 8. [ɛ] = get, purpose, purple | [ɡet] [pɛ:pəs] [pɛ:pl] |

B. Long Vowels

- | | |
|------------------------------|--------------------------|
| 1. [i:] = see, evening, fish | [si:] [i:vnɪŋ] [fɪʃ] |
| 2. [ɑ:] = park, draft, pass | [pɑ:k] [dra:ft] [pɑ:s] |
| 3. [ɔ:] = story, call, also | [stɔ:ri] [kɔ:l] [ɔ:lsəʊ] |
| 4. [u:] = food, soon, school | [fu:d] [su:n] [sku:l] |
| 5. [ə:] = fur, there, bird | [fə:] [ðə:] [bə:d] |

C. Consonants

- | | |
|------------------------------|----------------------|
| 1. [p] = put, pen, pay | [put] [pen] [peɪ] |
| 2. [b] = bad, buy, cab | [bæd] [baɪ] [kæb] |
| 3. [t] = tea, time, ten | [ti:] [taɪm] [ten] |
| 4. [d] = day, door, dress | [deɪ] [dɔ:r] [dres] |
| 5. [k] = cat, come, kind | [kæt] [kʌm] [kaɪnd] |
| 6. [g] = big, got, game | [bɪɡ] [ɡɒt] [ɡeɪm] |
| 7. [m] = man, map, moon | [mæn] [mæp] [mu:n] |
| 8. [n] = no, name, never | [nəʊ] [neɪm] [nevər] |
| 9. [ŋ] = drink, sing, tongue | [drɪŋ] [sɪŋ] [tʌŋ] |
| 10. [f] = follow, fine, fill | [fɒləʊ] [faɪn] [fɪl] |

- | | |
|----------------------------------|----------------------------|
| 11. [v] = vice, very, live | [vaɪs] [veri] [lɪv] |
| 12. [θ] = think, thank, method | [θɪŋk]] [θæŋk] [meθəd] |
| 13. [ð] = then, that, mother | [ðen] [ðæt] [mʌðər] |
| 14. [s] = so, same, smoke | [səʊ] [seɪm] [sməʊk] |
| 15. [z] = zoo, zero, lazy | [zu:] [zɪərəʊ] [leɪzi] |
| 16. [ʃ] = she, ship, push | [ʃi:] [ʃɪp] [pʊʃ] |
| 17. [ʒ] = measure, usual, casual | [meʒər] [ju:ʒuəl] [kæʒuəl] |
| 18. [h] = hat, behind, high | [hæt] [bɪhaɪnd] [haɪ] |
| 19. [tʃ] = chair, chin, beach | [tʃeər] [tʃɪn] [bi:tʃ] |
| 20. [dʒ] = june, age, just | [dʒu:n] [eɪdʒ] [dʒʌst] |
| 21. [l] = low, leg, lose | [ləʊ] [leg] [lu:z] |
| 22. [r] = row, red, run | [rəʊ] [red] [rʌn] |
| 23. [w] = wet, win, swim | [wet] [wɪn] [swɪm] |
| 24. [j] = yes, you, yet | [jes] [ju:] [jet] |

APPENDIX IV
LIST OF INTERVIEW

A. Students

1. Why are you dominantly wrong in pronouncing words? What is the problem?
2. Do you have the problem when study of pronunciation?
3. Why pronunciation frequently unintelligible? What is the problem?
4. What is the solution that your lecturer gives to solve your problem in pronouncing words?

