



**AN ANALYSIS OF STUDENTS' ABILITY IN
PRONUNCIATION AT GRADE VII SMP
NEGERI 5 PADANGSIDIMPUAN**

A THESIS

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

Written by:

**ROHIMAH SIREGAR
Reg. Number 12 340 0110**

ENGLISH EDUCATION DEPARMENT

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

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After reading, studying and giving advice for necessary revise on thesis belongs to **ROHIMAH SIREGAR**, entitled "**AN ANALYSIS OF STUDENTS' ABILITY IN PRONUNCIATION AT GRADE VII SMP N 5 PADANGSIDIMPUAN**", we approve that the thesis has been acceptable to complete the requirement to fulfill for Graduate degree of Islamic Education (S.Pd.) in English.

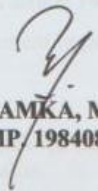
Therefore, we hope that the thesis will soon be examined in front of the Thesis Examiner Team of English Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

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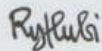
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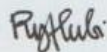


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ABSTRACT

The research was taken based on fact that most of students SMP N 5 Padangsidimpuan in pronouncing vowels are incorrectly. Many students had difficulties in pronouncing words. The researcher wanted to analyze the students' ability in pronunciation at grade VII SMP N 5 Padangsidimpuan. The objectives of the research were too describe students' ability in words pronunciation at grade VII SMP N 5 Padangsidimpuan, to found the students' difficulties in words pronunciation at grade VII SMP N 5 Padangsidimpuan, to know the teachers' solution to overcome students' difficulties in words pronunciation at grade VII SMP Negeri 5 Padangsidimpuan

The research used Descriptive Qualitative Methods. The data taken from test, the technique of the collecting data with the test as followed, the researcher gave the test to students to pronounce some word and record the process then the researcher described words by transcribing the recording pronunciation. Beside the test, the researcher took the data from interview.

The result was found that students' ability in pronunciation at grade VII SMP N 5 Padangsidimpuan was enough score 44.38%. The students faced difficulties or dominant of in pronouncing short vowel [ɒ], [ʌ], and long vowel [ɑ:], [ɜ:], diphthong [di], [du],[əu], triphthong they are: [diə], [əuə], [dəu]. The reason the students difficulties were the students confused to differ vowels, less in practice about pronunciation in daily life, never serious in learning process.

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Finally, I realize that there must be some weaknesses in this thesis. Therefore, I welcome to all good and value critics that can improve this thesis.

Padangsidimpuan, Agustus 2017
The researcher,

ROHIMAH SIREGAR
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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Language is the expression of human communication though with knowledge, belief and behavior that can be experience, be explained and be shared. This sharing is based on systematic. Language can expression by use sings, sound, gesture or marks that convey understand meanings within a group of community.

English language is used in globalization and the free trade markets have made English extremely important because there is no other language that has wide-spread use trough the world. It is inevitable that Indonesia, as a developing country, is in need of the English as information concerning advance technology and science is conveyed. So that, every country want the country always bloom and good relate in international area. Base on statement above, every country want the next generation can speak English with good and fluency becausethat is international language. So that, many countries have been English language as a matter in school, such as Indonesian.

In Indonesia, English is acknowledged as a foreign language. It become in obligation subject that must be learnt by students from junior school level up to university level. Students will learn language competence. There are four skills, they are: listening, speaking, writing and reading. Then,

the for skills are divided in two kinds they are: receptive competence and productive competence. In receptive competence (language they can understand) there are: listening and reading, where as in productive competence (language they can produce)there are: writing and speaking.

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 Pourhossein Gilakjani 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".¹So the speakers have good pronunciation. We must know letters and how we produce it, because write and pronounce is different.

To get good pronunciation and fluency in speech we must know how we produce consonant and vowels. In pronouncing normally not same with other people because English for people may as a native speaker which means that you speak English as your mother tongue and non-native speaker using English as your second language, or a learner of English as a foreign language. If you are an English native speaker, you will likely to discover

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

much about your mother tongue of which you are previously unaware. If you are non native speaker it will also assist in improving your pronunciation and listening. So that, their speech will be understand able to the listeners.

There are many pronunciation categories that must be learned by students. For example: phonetic, vowels, syllable, stress and intonation. But, the most important category of pronunciation is vowels. The following illustration will present some significance to learn vowels for their life.

The first, vowels are used to know how the sound is coming out from our mouth so that produces English well. The second, by learning vowels definitely we will be able to pronounce English well in daily conversation. Finally, we can examine our part of speech for more accustom by English style.

Based on statement above, many people and also students are difficult to get good pronounce, the problem in pronouncing English one of is pronounce vowel because there are variations for English vowels. Researcher knows in English wrong in pronounce also wrong in meaning. So, speaker can fluent communication with other must mastery pronunciation. Based on statement above the researcher wants to research about “An Analysis of Students’ Ability in Pronunciation at Grade VII SMP Negeri 5 Padangsidempuan”.

B. The Focus of the Problem

Based on the above background of the problem, here the researcher focuses the problem of the research on analysis of students' ability in pronunciation for, short vowels, long vowels, diphthongs, triphthongs, and consonants at grade VII students of SMP Negeri 5 Padangsidimpuan.

C. The Definition of Terminologies

The terms use in this research is as follows:

1. Analysis

Hornby said, the analysis is "The study of something by examining its part and relationship".² While Indonesian Dictionary state on "*analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya*".³ From the definition above, it same meaning in English analysis is the study about something to find out the real situation. So that, based on above definition, the researcher conclude that analysis is analysis that will do a researcher to fine condition, even, in the location that is planned by a researcher. In analysis there is no manipulation, but by doing analysis for finding the real situation.

²AS. Hornby, *oxford advanced learner's dictionary* (New York: oxford press, 1995), p. 38.

³Tim penyusun kamus pusat pembinaan dan pengembangan bahasa, *Kamus Besar Bahasa Indonesia* (Jakarta: balai pustaka, 2001), p. 43.

2. Students

Students are person that is studying at a college or university, person studying at secondary school.⁴ Whereas Sadirman said that students is a component who take places in central position in the learning process.⁵ Students or learner is any persons who carry out education activities.⁶ So that, based on above definition, researcher concludes that a student is subject of learning who takes place in central position in the learning process.

3. Ability

Ability is physical, mental or legal to perform (he/ she have ability to accomplish whatever he set his mind to).⁷ So, the ability is means the power of students in learning process.

4. Pronunciation

Hornby said that “the way in which a language is spoken: a student’s guide to English pronunciation”.⁸ Pronunciation is so close that a dictionary need only spell a word correctly to indicate its pronunciation. So, based on above definition researcher

⁴As. Hornby, *Oxford Advanced Learner’s Dictionary of Current English* (New York: Oxford Press, 1974), p. 859.

⁵Sardiman, *Interaksi dan Motivasi Belajar Mengajar* (Jakarta: PT. Raja GrafindoPersada, 2011), p. 111.

⁶SyaifulBahri, *Guru dan Anak Didik Dalam Interaksi Edukatif*, (Jakarta: Rineka Cipta, 2002), p. 51

⁷A Marriam Webster, *Webster’s Collegial Thesaums* (USA: Massa Chusett, 1976), p. 33

⁸ AS Hornby, *Op..Cip.* p. 665.

concludes that pronunciation is the way to speak English, and it usually we find in dictionary before meaning of the word.

D. The Formulation of the Problem

Based on the above background and focus of the problem, researcher formulates the problem of the research as follows:

1. How is students' ability in words pronunciation at grade VII SMP Negeri 5 Padangsidempuan?
2. What are students' difficulties in words pronunciation at grade VII SMP Negeri 5 Padangsidempuan?
3. What are teachers' solutions to overcome students' difficulties in words pronunciation at grade VII SMP Negeri 5 Padangsidempuan?

E. The Objectives of the Research

Based on above question, the objective of the research as the follows:

1. To describe students' ability in words pronunciation at grade VII SMP Negeri 5 Padangsidempuan.
2. To find students' difficulties in words pronunciation at grade VII SMP Negeri 5 Padangsidempuan.
3. To know the teachers' solution to overcome students' difficulties in words pronunciation at grade VII SMP Negeri 5 Padangsidempuan.

F. The Significances of the Research

The research is expected to be useful for:

1. Headmaster of SMP Negeri 5 Padangsidempuan, to encourage English teachers to teach English for the best.
2. English teacher of SMP Negeri 5 Padangsidempuan, to use the best method of teaching pronunciation.
3. Students of SMP Negeri 5 Padangsidempuan, to study hard more to improve their ability in pronunciation.
4. Researchers, to do further same topic of the research.

G. The Outlines of Thesis

The systematic of this research is divided into five chapters. Each chapter consists of many sub chapters with detail as follow:

Chapter one consists of introduction, they are: consist of background of the problem, focus of the problem, the definition of key term ;definition of key term included definitions about the title of research, formulation of the problem, objectives of the research, significant of the research, the outline thesis.

Chapter two consists of theoretical study, they are: theoretical description: definition of pronunciation, the concept of pronunciation, the principles of pronunciation, the problem of pronunciation, the some steps for understanding pronunciation, the goals of the teaching pronunciation. Then review of related finding.

Chapter three consists of the research methodology they are: place and schedule of the research, kinds and method of research, subject of the research, sources of data, technique of data collecting, technique of analysis data, technique of checking trustworthiness.

Chapter four consists the result of the research, they are: general findings include of infrastructure, condition of the teachers, the population of the SMP Negeri 5 Padangsidempuan, specific findings include of the description they students' ability pronunciation at grade VII SMP Negeri 5 Padangsidempuan, the dominant difficulties of the students' ability pronunciation at grade VII SMP Negeri 5 Padangsidempuan, the reason of difficulties in pronunciation at grade VII SMP Negeri 5 Padangsidempuan, discussion and threats of the research.

Chapter five consists of conclusion and suggestion, they are: conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Pronunciation

1. Definition of Pronunciation

There is some definition of pronunciation. This are pronunciation is a way in which a language or a particular word or sounds is spoken.¹ Pronunciation also defined as the way in which a language is spoken. In addition, Echols and sadly defines “pronunciation” in Indonesia is (a) *lafal, pelafalan, pengucapan*, (b) *cara mengucapkan, ucapan*.² This definition is similar with other definition. Those are still focused on people’s way to produce a word or words in their utterance or spoken. Almost all English language teachers get students to study grammar and vocabulary practice functional dialogues, take part in productive skill activities and become competent in listening and reading. Pronunciation teaching not only makes students aware of different sounds and sounds features (and what these mean), but can also improve their speaking immeasurably.³ It is caused pronunciation is the important aspect in speaking English well.

David Nunan said, pronunciation is a neglected skill in many classrooms, despite the obvious importance attached to it by learners. The major theoretical

¹ A. P. Cowie, *Oxford Learner’s Pocked Dictionary, New Edition*, (New York: Oxford University Press, 2009), p. 429

² John M. Echols And Hasan Sadly, *An English-Indonesian Dictionary*, 2003 (Jakarta: Pt. Gramedia Pustaka Utama), p.251

³ Jeremy Harmer, *The Practice Of English Language Teaching*, (Longman: Cambridge, 2007), p. 248

shift which has occurred with development of communicative approaches to language teaching has been from segmental work to focus on supra-segmental features of rhythm, stress and intonation.⁴ Jack C. Richards said pronunciation is also known as phonology includes the role of individual sounds and sound segment, that is, features at the segment level, as well as supra-segmental features such as stress, rhythm and intonation.⁵ So pronunciation is very important in English, especially the way to speak English, communicate and usually we find in dictionary before meaning of the word.

2. Sound of Pronunciation

a) Vowel

Vowels are made by voiced air passing through different mouth shape. The differences in the shape of the mouth are caused by different position of the tongue and of the lips.⁶ It is easy to see and to feel the lips differences, but it is difficult to see and to feel the tongue differences, and that is why detail description of the tongue position for a certain vowel does not really help us to pronounce it well.

⁴David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p. 112

⁵Jack C. Richards & Richard Schmidt, *Dictionary of Language Teaching & Applied Linguistics Third Edition* (Longman, Malaysia, 2002), p.429.

⁶J. D O Connor, *Better English Pronunciation*, (New York: Cambridge University Press, 1980), p. 46.

Collin Beverley says that “vowels are sound formed with a structure of open approximation which acts as a syllable nucleus”.⁷ Whereas, Hornby say that “vowels are a speech sound in which the mouth is open and the tongue is not touching the top of the mouth, the teeth, etc.”⁸ So that, based on definition above the writer conclude that vowel is sound or voice is produced by open mouth or no stopping sound in the mouth and different position of tongue and lips.

1) Vowel Chart

The chart of English vowels below arranges to vowels according to their point of articulation in the mouth, there are:

⁷Collin Beverley, etc. *Al. Phonetic and Phonology*, (London and New York: Roudledge , 2008), p. 58

⁸AS. Hornby, *Oxford Advanced Learner's Dictionary* (New York: oxford press, 1995), p. 38.

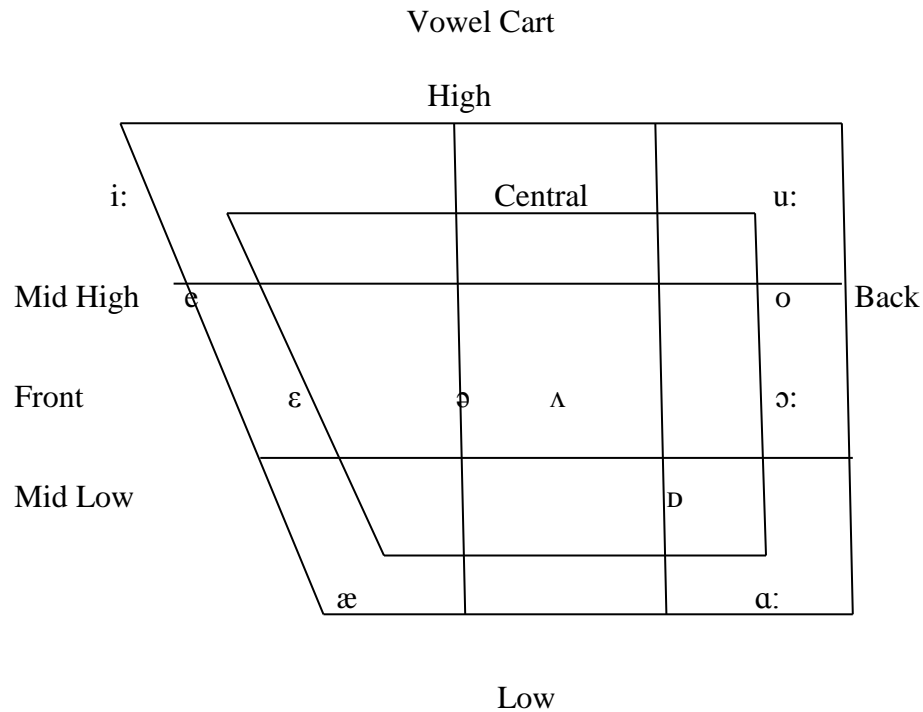


Figure I. Vowels chart

ɔ: = back mid low vowel

ɒ = back mid low central vowel

o = back mid high vowel

u = back mid high central vowel

u: = back high vowel

ə = front central vowel

ʌ = back central vowel⁹

Based on above definition, the researcher conclude that there are 7

back vowels they are: [ʌ], [u], [u:], [o], [ɒ], [ɔ:], [æ]. Then 6 in front vowel

⁹Peter Roach, *English Phonetics And Phonology A Practical Course Second Edition*, (Cambridge: Cambridge University Press, 1991), p. 14.

they are: [i], [i:], [e], [ɛ], [ə], and central vowels there are two vowels they are: [ʌ], and [ə]. That is we see from the tongue position. And then see from the tongue height that there are 6 high vowels they are: [i:], [i], [e], [o], [u], [u:]. Then, there 7 mid vowels they are: [i], [e], [ɛ], [ɔ:], [ɒ], [o], [u]. And low vowels there are: [æ], [ɒ], [ɔ:], [ɑ:]. So that, the figure I help us as to put position of a vowels.

b) The Kinds of the Vowels

In vowels certainly have kinds that can make easy to comprehend about vowels. Kinds of vowels are categorized in to four categories, they are: short vowels, long vowels, diphthongs and triphthongs. They are discuss in the following:

1) Short Vowels

English has a large number of vowel sounds, the first ones to be examined are short vowels. Short vowels are only relatively short, as we shall see later; vowels can have quite different lengths in different contexts.¹⁰ So that, based on definition above, the researcher conclude the short vowels is simple vowels because this vowels from one latter.

¹⁰Peter Roach, *Op, Cit.* p. 14.

These vowels shorter than other vowel:

i = Front mid high central vowel	[fit]
e = Front mid high vowel	[men]
ɛ = Front mid low central vowel	[get]
æ = Front low vowel	[mat]
ɒ = back mid low central vowel	[copy]
o = back mid high vowel	[void]
u = back mid high central vowel	[put]
ə = Front central vowel	[ago]
ʌ = back central vowel	[cut]

Based on the statement above, the researcher concludes the short vowels come from some variety vowels. Like [i], [e] come from high vowel but these vowels is not same. These varieties are front high central vowel, front mid high central vowel. Then, [ɛ], [æ] it come from low vowels but between these vowels is come from front mid low central vowel and back mid low vowel. Next, the short vowels that come from mid high vowel that is [o], [u] these are come from back mid high vowel and back mid high central vowel. The last, [ə], [ʌ] come from central vowels but have different that is come from front central vowel and back central vowel.

2) Long vowel

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 contexts. it is necessary to say 'in similar contexts' because as we shall see later, the length of all English vowel sounds varies very

much according to contexts (such as the type of sound that follows them) and the presence or absence of stress.¹¹ Vowels which were previously differentiated only by the length mark (:) are now distinguished both by the length mark and by later-shape, this makes for easier visual recognition and underlines the fact that the pairs of vowels differ not only in length but also in quality.¹² Based on the definition above, the researcher concludes that a long vowel is a vowel that longer than short vowel, so that, when we find long vowel we must is longed the pronouncing long vowels. It is easy to us know long vowels, the mark of the long vowels is there is length or two dots [:] after vowel, this is also simple vowels because this is one vowel that is followed length or two dots [:].

i:= Front high vowel	[seat]
ɑ: = back low vowel	[calm]
ɔ: = back mid low vowel	[board]
u: = back high vowel	[soon]
ə: = Front central vowel	[bird].

Based on definition above, it can be conclude that long vowels are part of vowels that have sound more long than others vowel. Long vowels consist of five vowels. They are: [i:], [ɑ:], [ɔ:], [u:] and [ə:]. Then he fifth vowels come from some variety that is, front high vowel,

¹¹Peter Roach, *Op, Cit.* p. 14.

¹²J. D O Connor, *Op, Cit.* p. 82.

back low vowel, back mid vowel, back high vowel and front central vowel.

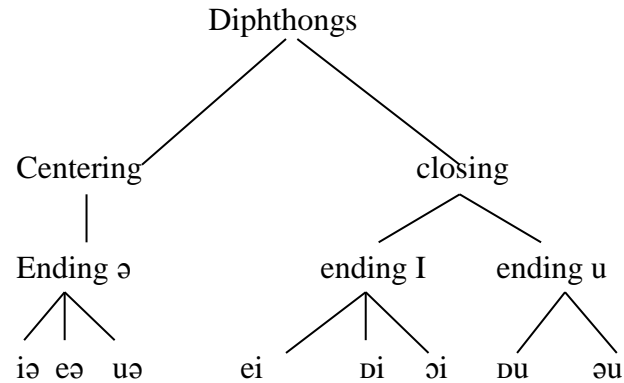
3) Diphthong

Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable.¹³ A diphthong is a sound made by gliding the position of the tongue from one vowel to another without a break at all in between. Diphthongs are represented by a sequence of two symbols, the first showing the starting point and the second indicating the direction of movement.¹⁴ The diphthongs of English are in three groups: those which end in /u/, /əu, au/, those which end in /i/, /eɪ/, /aɪ/, /ɔɪ/, and those which end in /ə/, /ɪə/, /eə/, /ʊə/.¹⁵ Based on definition above, the researcher concludes that diphthong is combination of two short vowels in one sound. To easily remember diphthongs, make a diagram:

¹³Anas Syafei, *English Pronunciation: Theory and Practice* (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1988), p. 13.

¹⁴Zainuddin, *English pronunciation for Indonesian students* (Bandung: 2002), p. 45.

¹⁵J.D.O Conner, *Op., Cit*, p. 49.



So that, based on the diagram above it can be see that diphthong divided in two kinds. There: centering and closing. In this centering diphthongs are ending [ə] that consist [iə], [eə], [uə]. Then closing diphthongs are ending [i] and [u]. Ending i consist of [ei], [ɔi], [ɔi] and ending [u] consist of [əu], [ɔu]. So that more clear, in this below is some explanation about part of diphthong. There are:

a) centering diphthong

Centering diphthong is movement or glide to the [ə].¹⁶Based on definition above, it mean if centering diphthong whose final position is that of central vowels. That is, the part of the tongue that moves from the front/back to the center. In centering diphthong find three kinds of centering diphthongs those are:

[iə], this is one of the centering diphthong that starts with the tongue position [i]. [iə] is a falling diphthong which starts at about position of

¹⁶Hamka, *English phonetic and phonology, "penelitian"*, (Padangsidumpuan: STAIN, 2011), p. 20.

the English short [i] and terminates at about [ə].¹⁷ This below are some examples of the [iə], they are:

1. hear
2. here
3. clear

[eə], this is one of centering diphthong that start with the tongue position [e] the position is the tip of the tongue is touching or nearly touching the lower front teeth and as in its raised position and the vocal cord are in vibration. This below is some example of the [eə], they are:

1. chair
2. wear
3. scarce

[ʊə], this is one of the centering diphthong that starts with the tongue position [ʊ]. [ʊə] is a falling diphthong which starts at about position of the English short [ʊ] and terminates at about [ə].¹⁸ This below are some example of the [ʊə], that make clear about that. They are:

1. sure
2. fluent
3. you

¹⁷Hamka, *Op., Cit*, p. 63.

¹⁸Peter Roach, *Op., Cit*, p. 20

b) closing diphthong

Close diphthong is diphthongs which are made by making a pure vowel and then moving the tongue to a position of a higher vowel.¹⁹ Based on definition above, it can be concluding closing diphthong are those diphthongs whose final position that are of a close vowel. That is, the part of the tongue that moves from the more open to a less open/close position. 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:

[ei], the beginning to diphthong is between [e] and cardinal [i] and a lip position of medium round in the speech organs then move in the direction of [i]. The position of [ei] can show from the lower lips moving up and down. This below are some example of the [ei] that make clear about that.

They are:

1. place
2. plate
3. name

[ai], the tongue tips is touching the lower front teeth, and as in the case of all ordinary vowel, the soft plate is in its raised position and the vocal cords

¹⁹*Ibid.*, p.45.

are in vibration.²⁰ This below are some example of the [ai] that make clear about that. They are:

1. driver
2. buy
3. time

[oi], the position mouth in diphthong [oi] like the back position forward to front teeth but do not touch teeth. The beginning of this diphthong is between [o] and cardinal [i] and [a] lip position of medium rounding the speech organs then move in the direction of [i].²¹ This below are some example of the [oi] that make clear about that. They are:

1. boy
2. toy
3. loid

[əʊ], the English diphthong [əʊ] start with a tongue position i advance of and somewhat lower then of cardinal [o], and a lip position of medium rounding the speech organs then move in the direction of [u]. This below are some example of the [oi] that make clear about that. They are:

1. hope

²⁰*Ibid...*, p. 23.

²¹ Raymond Hickey, *Phonetic and Phonology, A Brief introduction* (... English linguistic University of Duisburg and Essen), p. 17.

2. phone

3. go

[au], this is one of the closing diphthongs that start with the tongue position [a], 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.²² This below are some example of the [oi] that make clear about that. They are:

1. out

2. loud

3. gown

So that, from explanation above it can be conclude, there are two kinds of diphthongs, they are: centering diphthong and closing diphthong. Where centering diphthong is divided in three diphthongs that ending [ə]. Then closing diphthong divided in five diphthongs that ending [i] three diphthongs and ending [u] two diphthongs.

4) Triphthongs

Triphthongs is a glide from one vowel to another and then to a third, all produce rapidly and without interruption.²³ For example a careful pronunciation in the word “hour” begin with a vowel quality similar to ɔː,

²²Raymond Hickey, *Op.,Cit*, p.20

²³ Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University Course, 2000), p. 30.

goes on to a glide towards the back close rounded area (for which we use the symbol u), then end with the mid central vowel (ə) we use the symbol auə to represent the way we pronounce “hour”, but this is not always accurate representation of the pronunciation. The triphthongs can be looked on as being compassed of the five triphthongs describe in the last section, with added on the end.²⁴ Thus we get:

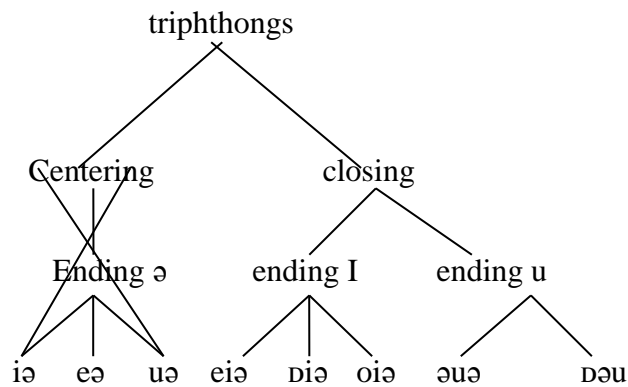


Figure III. Triphthongs

Based on the diagram above, it can be conclude in only closing triphthong doesn't have entering diphthong. Triphthong in closing divided two kinds. There are ending i and ending u. ending i consist of three there are: eiə, diə, and oiə. While ending u consist of two there are: əuə, and ɒəu. This below is the explanation make clear about that, there are:

²⁴ *ibid.*...,p. 30.

a) Closing in ending i is ended by ə

[di + ə = diə] as in wire [wɪə]

[oi + ə = oiə] as in loyal [loɪə]

[ei + ə = eiə] as in player [pleɪə]

b) Closing in ending u is ended by ə

[du + ə = duə] as in hour [haʊə]

[əu + ə = əuə] as in lower [ləʊə]

So that, based on definition above, the researcher conclude that triphthongs is kinds of vowels that combination of three vowels and it can be find in just one syllable. then, triphthongs is divided in two kinds, there are closing ending u and ending [i], about closing ending [i] and closing [u] that is same ended by [ə].

b) Consonant

Consonant are the speech sound which are produced with some kinds of closure in the mouth, restricting the escape of air. Zainuddin says consonant are sounds produced by obstructing the mouth or nose.²⁵ Anas Syafei says the English consonants are sounds produced by obstructing the

²⁵ Zainuddin, *English Pronunciation for Indonesian Students* (Padang: FBSS University Negeri Padang, 2002), p. 16.

stream of air coming out from the lungs by organs of speech somewhere in mouth or nose.²⁶ Physiologically between consonant with one another, more easily distinguished consonants than vowels.²⁷ In addition, Oxford Advanced Learner's Dictionary "a consonant is a speech sound produced by completely or partly stopping the air being breathed 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 classes of speech sound: vowel and consonants. The vowel and consonants are produced differently. The major is that consonants are produced with more articulation movement and more constriction (narrowing in a location in the vocal tract) than are vowels.²⁸

1) Consonant Chart

The chart of English consonant below arranges to consonant according to their point of articulation in the mouth.²⁹ They are:

²⁶AnasSyafei, *Op., Cit*, p.16

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

²⁸Hamka, *English Phonetic and Phonology as Instruction* (Padangsidumpuan), p. 57.

²⁹Hamka, *Op., Cit*, p.26.

Consonant Chart

		Bilabial		Labiodentals		Dental		Alveolar		Palatal		Velar		Glottal	
Oral stop		P	B					T	D			k	g	h	
Nasal stop			M						N				ŋ		
Fricative				F	V	θ	ð	S	Z	ʃ	ʒ				
Affricative										tʃ	dʒ				
Liquid	Lateral								L						
	Dental														
Glide			W								J				

p = voiceless oral stop bilabial	(put)
b = voiced oral stop bilabial	(buy)
t = voiceless oral stop alveolar	(time)
d = voiced oral stop alveolar	(day)
k = voiceless oral stop velar	(come)
g = voiced oral stop velar	(game)
m = voiced nasal stop bilabial	(moon)
n = voiced nasal stop alveolar	(name)
ŋ = voiced nasal stop velar	(sing)
f = voiceless fricative labiodentals	(fine)
v = voiced fricative labio-dental	(very)
θ = voiceless fricative interdental	(think)
ð = voiced fricative interdental	(copy)
s = voiceless fricative alveolar	(same)
z = voiced fricative alveolar	(lazy)
ʃ = voiceless fricative palatal	(she)
ʒ = voiced fricative palatal	(pleasure)
h = voiceless fricative glottal	(hat)
tʃ = voiceless affricative palatal	(chin)
dʒ = voiced affricative palatal	(just)
l = voiceless liquid alveolar	(land)
r = voiced liquid alveolar	(run)
w = voiced glide bilabial	(win)
j = voiced glide palatal	(you)

2) Kinds of Consonant

a) Voiceless

Voiceless speech sounds are made without vocal fold vibration.³⁰ Voiceless when the folds are pulled apart, air passed directly through 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).

b) Voiced

Voiced speech sounds which are produced with the vocal cords vibrating.³¹ When the vocal folds are brought together causes them to vibrate, produced sound that are said to be 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 within the

³⁰Hamka, *English Phonetic and Phonology as Instruction* (Padangsidumpuan), p. 26.

³¹Paulette Dale and Lillian Poms, *English Pronunciation Made Simple* (Longman: United States of America, 2005), p. 115.

larynx in sound (b), (m), and (w) bilabial (v) labiodentals, (ð) dental, inter dental, (d), (n), (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 teaching English pronunciation. One of teachers' goals is 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 communication 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 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. Students Ability

Student's is a person who is studying in a university or college. Denoting someone who is studying in order to enter a particular profession. Then a person engaged in study one who is devoted to learning, a learner, a pupil, a scholar, especially, one who attend a school, or who seeks knowledge from professional teachers or from books as the students of an academy, a college or a university, a medical students and a hard students. One who studies or examines in any manner, an attentive and systematic observer, as a student of human nature, or of physical nature.³² From based above definition, the researcher concludes that the student is a person that studying at school not on only elementary school, junior high school, senior high school but also at university or the people who lives together and studies in formal education and how is their relation as a member of individuals to develop education level process.

A.S. Hornby says that ability is able to do, or a level of skill or intelligence. Then they ability means the quality or capacity of being able to do something well.³³ While based on Oxford Advanced Learner's Dictionary of Current English, Ability is a potential or capacity and power to do something physical or mental, it's also defenited as special nature power to do something

³² A.S. Hornby, *Oxford Learner Pocket Dictionary* (New York: Oxford University, 2003), P. 1344.

³³ *Ibid.*, p.1348

well or talent.³⁴ And then, ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).³⁵ So, the ability means the power of students' SMP N 5 Padangsidimpun.

C. Review of Related Findings

There are some related findings to this research. They were about vowels pronunciation. This first, Nova Sugyarti Siboro had done research about "students' ability in pronunciation at state junior high school 8 Padangsidimpun in 2013-2014 academic years". Based on the research, she found that the students' ability in pronunciation at state junior high school 8 Padangsidimpun is enough. The ability of students have calculated by mean score is 57.42%.³⁶ Based on research, the research conclude that she had done research students ability in pronunciation at state junior high school 8 Padangsidimpun in 2013/2014 academic years. Nova found that the students' ability in pronunciation is relatively, because the students score is 57.42%.

The last, Rina Sari had done research about "students' vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal". Based on the research, she found that students' ability in vowels pronunciation at grade VIII SMP N 2 Ulu

³⁴AS Hornby. *Oxford Advanced Learner's Dictionary of Current English* (USA: Oxford University Press, 1987) p.2.

³⁵A Meriam Webster, *Webster's Collegiate Thesaurus* (USA: Massa Chussets, 1976), p.33.

³⁶Nova Sugyarty Siboro, *Students' Ability Pronunciation At State Junior High School 8 Padangsidimpun, Thesis* (Padangsidimpun: IAIN, 2013), p. 47.

Pungkut Mandailing Natal is increase enough. The ability of students have conclude by mean score is 34.25 %.³⁷

So that, if the research above had explained about students 'vowels pronunciation at grade VIII SMP N 2 Ulu Pungkut Mandailing Natal, the researcher want to complete the research above. Whereas, the researcher want to research students' an analysis ability pronunciation at grade VII SMP N 5 Padangsidimpuan.

³⁷Rina Sari, *Students' Vowels Pronunciation At Grade VIII SMP N 2 Ulu Pungkut Mandailing Natal*, Thesis (Padangsidimpuan: IAIN, 2016), p. 61.

CHAPTER III

RESEARCH METHODOLOGY

A. The Place and Time of the Research

The location of the research is at SMP Negeri 5 Padangsidempuan. The school is located on JL. Perintis Kemerdekaan No.61 Padangsidempuan Selatan. This place is chosen because distance of research residence and location is close. It facilitate researcher to get information and expense of release by researcher for the fare and administration are also reach. The research from October 2016 until Mei 2017 at SMP Negeri 5 Padangsidempuan.

B. The Research Design

The method in this research is qualitative research. Qualitative research is research method based on post positivism philosophy, is used to research at condition object scientific. *Penelitian kualitatif adalah metode penelitian yang berlandaskan pada filsafat post positivisme di gunakan untuk meneliti pada kondisi object yang ilmiah.*¹ Additionally, Lexy J moleong said “qualitative research is the research that’s mean to understand the phenomenon about what is the subject research under gone by using natural

¹Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif Dan R Dan D* (Bandung:Alfabeta, 2009),p. 9

method”.² Gay and Peter said “qualitative approach is based on collection data and analysis of non numerical data such as observation, interview, and other discursive source of information”.³ Whereas, Hamid Patilima said “*pendekatan kualitative adalah suatu proses penyelidikan untuk memahami masalah sosial atau masalah manusia berdasarkan pada penciptaan gambar holistik yang dibentuk dengan kata-kata, melaporkan pandangan informan secara terperinci, dan disusun dalam sebuah latar ilmiah*”.⁴ Based on above definition, researcher can conclude that qualitative research is a method which is carried out in order to make description about situation and condition based on the collection data analysis of non numerical data.

Base on above method, the researcher uses descriptive method. Gay and Peter Airsian, said that “descriptive research is a descriptive study determines and describes the way thing area, it may also compare sub group such as males and females or experience and experience teachers view issues and topic”.⁵ Based on above definition, the researcher is choosing his method is used for analysis and describing ability in pronunciation students’ at grade VII SMP Negeri 5 Padangsidimpuan.

²Lexy J Moleong, *Metode Penelitian Kualitatif* (Bandung:Remaja Rosda Karya, 2000), P. 126

³L.R Gay and Peter, *Education Research*, (Usa; New Jerse, 2000), p. 9.

⁴Hamid Patilima, *Metode Penelitian Kualitatif*, (Jakarta; Alfabeta, 2004), p. 3.

⁵*Ibid.*, p. 272

C. The Source of the Research

The source of data this research consists of:

- a. The primary source of the data is taken from at grade VII SMP Negeri 5 Padangsidimpuan.
- b. Secondary data source of the data is the English teacher of SMP Negeri 5 Padangsidimpuan.

D. The Instrument of the Collecting Data

A researcher must have an instrument in this research, because a good instrument can go guarantee for taking the valid data. In addition Suharsimi Arikunto said instrument is a tool of facility is used by the researcher in collecting data. Instrument *adalah alat yang digunakan untuk mengumpulkan data*".⁶ So, that this instrument help researcher easier to get data. The instrument of collecting data will be used in this research are:

- a. Interview

Hornby said that "interview is to talk somebody and ask his/her question at a formal meeting to find out if he/she is suitable for job or

⁶Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktis* (Jakarta: aneka cipta, 2010), p. 108

study”.⁷ Here, the researcher will use interview to know the reason of student’s difficulties students’ dominant ability in pronunciation.

b. Test

Brown defines “test a method of measuring a person’s ability; knowledge or performance in a given domain”.⁸ The researcher will use the techniques for collecting data with the test as follow:

- 1) The researcher gives the test to students to pronounce some word and record process.
- 2) The researcher describes word by transcribing the recording pronunciation.

c. Record

Record is possibly the most common qualitative research data gathering method in health and social care research as it is relatively straight forward to organize. That does not however mean that is easy to conduct good qualitative research record.⁹ A good research needs to be able to put a record at ease, needs good listening skills and needs to be able to manage a record pronunciation. So as to collect data which truly reflect the opinions and fillings of the record concerning the chosen topic(s).

⁷A.S Hornby, *Oxford Advanced learner’s Dictionary* (New York: Oxford University Press, 1995), p. 788

⁸ H. Douglas Brown, *Language Assessment* (San Francisco, 2004), p.3

⁹ Beverlay Hanock, ect. *An Introduction to Qualitative Research* (... University Park, 2009), p. 17

It means record is a tool that will use to know how far ability, knowledge or performances from students in learning process until can ascertainable development and advancement that achieve. This record use to describe students' pronouncing vowel at grade VII SMP N 5 Padangsidempuan and find the students' ability in pronunciation at grade VII SMP N 5 Padangsidempuan.

Indicators of the pronunciation can be seen on the following tables:

Indicators for ability in pronunciation

No	Indicators	Number Item
1	Short vowels	1,2,3,4,5,6,7,8,9
2	Long vowels	10,11,12,13,14
3	Diphthongs	15,16,17,18,19,20,21,22
4	Triphthongs	23,24,25,26,27
Total		27

E. The Techniques of the Data Analysis

Analyzing qualitative data is formidable for all qualitative researchers, especially those just starting their qualitative careers. As a novice researcher you have followed the urgings of your qualitative mentors who have

emphasized the need to collect rich, thick and deep data that reveal the perspectives and understandings of the participants studied.¹⁰ Here you now stand (or sit), looking over files of both. Describes steps for analyzing qualitative data: data managing, reading memorizing, describing, classifying, interpreting, and representing the findings in a written report. Recording the students' ability in pronunciation (short vowels, long vowels, diphthongs and triphthongs) at grade VII SMP Negeri 5 Padangsidimpuan.

1. Describing students' ability in pronunciation (short vowels, long vowels, diphthongs and triphthongs) at grade VII SMP Negeri 5 Padangsidimpuan.
2. Finding the students' ability in pronunciation (short vowels, long vowels, diphthongs and triphthongs) at grade VII SMP Negeri 5 Padangsidimpuan.

F. The Techniques of Data Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data. In trustworthiness is some several strategies that will use to checking the trustworthiness of the data one of them are triangulate.

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

¹⁰ L.R Gay And Peter Air Asian, *Op. Cit.* p 237

the application and combination of several methodologies in the study of the same phenomenon.¹¹ So, it means triangulation is the technique that can use to checking trustworthiness by using different data source to confirm one another.

So that, based on explanation above, the researcher will take technique to check the trustworthiness data with compare the result of test, interview.

¹¹ Sudarwan Denim, *Menjadi Peneliti Kualitatifs* (Bandung: Pustaka Setia, 2002), p. 136.

CHAPTER IV

RESULT OF THE RESEARCH

A. The Finding

There were three point of the findings related to the formulation of the research. First it was description of the students' ability in pronunciation at grade VII SMP Negeri 5 Padangsidimpuan, second the dominant difficulties in pronunciation at grade VII SMP Negeri 5 Padangsidimpuan, and the third the reason of dominant difficulties in pronunciation at grade VII SMP Negeri 5 Padangsidimpuan.

1. Description of the Students' Ability in Pronunciation at Grade VII SMP Negeri 5 Padangsidimpuan.

Based on those, the students' ability in pronunciation divided on four kinds of vowel: short vowel, long vowel, diphthong and triphthong. Based on result of the test, the researcher found the students' ability in pronunciation. The following description would show every details of their competence.

a. Short Vowel

Short vowel consists of 9 kinds; they are i, e, ε, æ, ɒ, o, u, ə, ʌ. Based on the result of the test, the researcher analyzed as the following;

Table I
The Result of students Short Vowel

No	Name	Short Vowel									Good Answer
		i	e	ε	æ	ɒ	o	u	ə	ʌ	
1	AIS	2	3	3	2	2	2	3	3	3	23
2	AP	3	3	1	2	2	3	2	3	3	22
3	AK	3	3	3	3	0	3	3	3	3	24
4	DL	1	3	3	3	0	2	2	2	0	16
5	DA	3	2	3	2	0	3	3	1	0	17
6	IP	3	3	3	1	0	3	3	3	0	19
7	IW	2	3	0	3	0	2	3	3	0	16
8	KA	3	1	2	1	0	3	2	0	0	12
9	M.R	3	3	3	3	2	3	2	3	0	22
10	M.S	3	3	3	3	0	3	3	3	3	24
11	NH	3	3	3	3	2	3	2	3	1	23
12	RA	3	2	3	3	0	3	2	2	0	18
13	RS	3	3	3	2	0	3	2	1	0	17
14	RA	3	3	3	3	1	3	3	3	3	25
15	RAR	3	3	3	2	0	3	3	3	3	23
16	SA	3	3	3	3	0	3	2	3	0	20
17	SS	3	3	2	1	0	3	2	2	0	16
18	SF	3	3	3	3	2	3	3	3	3	26
Total		50/54 4 = 92.5 9	50/54 4 = 92.5 9	47/54 = 87.03	43/54 4 = 79.6 2	11/54 4 = 20.3 7	51/54 = 94.44	45/54 4 = 83.3 3	44/54 = 81.4 8	22/54 4 = 40.7 4	363

The test from sound i, students able to good pronounce as 50 words from the examiner mount are 54. The percentage 92,59. The test from sound e, students able to good pronounce as 50 words from the examiner mount are 54. The percentage 92,59. The test from sound ε, students able to good pronounce as 47 words from the examiner mount are 54. The percentage 87, 03.The test from sound æ, students able to good pronounce as 43 words from the examiner mount are 54.The percentage 79, 62.The test from soundɒ,

students able to good pronounce as 11 words from the examiner mount are 54. The percentage 20.37. The test from sound o, students able to good pronounce as 51 words from the examiner mount are 54. The percentage 94,49. The test from sound u, students able to good pronounce as 45 words from the examiner mount are 54. The percentage 83,33. The test from sound ə, students able to good pronounce as 44 words from the examiner mount are 54. The percentage 81.48. The test from sound ʌ, students able to good pronounce as 22 words from the examiner mount are 54. The percentage 40.74.

b. Long Vowel

Long vowel consists of 5 kinds, they are i:, a:, ɔ:, u:, ə:. Based on the result of the test, the researcher analyzed as the following:

Table II
The result of students Long Vowel

No	Name	Long vowel					Good Answer
		i:	a:	ɔ:	u:	ə:	
1	AIS	3	2	3	3	3	14
2	AP	3	2	3	3	3	14
3	AK	2	2	3	3	2	12
4	DL	0	0	2	2	0	4
5	DA	1	1	2	3	1	8
6	IP	3	1	2	3	1	10
7	IW	3	1	2	3	1	10
8	KA	0	0	1	0	0	1
9	M. R	3	2	2	3	1	11
10	M. S	3	2	3	2	2	12
11	NH	3	2	3	3	1	12
12	RA	0	1	3	2	1	7
13	RS	0	0	2	0	1	3

14	RA	3	1	3	3	2	12
15	RAR	2	1	3	3	2	12
16	SA	3	2	3	3	1	12
17	SS	0	1	2	3	0	6
18	SF	3	2	3	3	3	14
Total		35/54=64.81	23/36=63.88	45/54=83.33	45/54=83.33	25/54=46.29	174

The test from sound i:, students able to good pronounce as 35 words from the examiner mount are 54. The percentage64.81. The test from sound α:, students able to good pronounce as 23 words from the examiner mount are 36. The percentage63.88.The test from sound ə:, students able to good pronounce as 45 words from the examiner mount are 54. The percentage83.33.The test from sound u:, students able to good pronounce as 45 words from the examiner mount are 54. The percentage 83.33.The test from sound ə:, students able to good pronounce as 25 words from the examiner mount are 54. The percentage 46.29.

c. Diphthong

Short vowel consists of 8 kinds; they are iə, eə, uə, ei, di, oi, du, əu.

Based on the result of the test, the researcher analyzed as the following:

Table III
The Result of Students in Diphthong

No	Name	Diphthong								Good Answer
		iə	eə	uə	ei	ɔi	ɒu	əu		
1	AIS	3	1	2	2	2	3	2	3	18
2	AP	1	2	1	3	3	3	2	2	17
3	AK	3	1	1	3	2	3	1	0	14
4	DL	1	0	0	3	0	2	0	1	7
5	DA	0	1	1	3	0	2	0	0	7
6	IP	0	1	2	3	0	3	0	0	9
7	IW	0	0	1	3	0	2	0	0	6
8	KA	2	0	0	0	0	0	0	0	2
9	MR	2	1	1	2	0	3	1	2	12
10	MS	3	1	0	3	2	2	1	0	12
11	NH	2	1	1	2	1	2	0	1	10
12	RA	0	2	1	2	1	1	0	0	7
13	RS	0	1	0	1	0	3	1	0	6
14	RA	3	2	2	3	2	3	1	1	17
15	RAR	1	1	2	3	2	3	2	1	15
16	SA	3	2	2	0	0	3	2	0	12
17	SS	0	0	0	3	0	1	2	0	6
18	SF	3	2	2	3	3	3	0	2	18
Total		27/54 =50.0 0	19/36 = 52.77	19/36 =52.7 7	42/54 =77.7 7	18/54 = 33.33	42/54 = 77.77	15/54 4= 27.7 7	13/54 =24.0 7	195

The test from sound iə, students able to good pronounce as 27 words from the examiner mount are 54. The percentage 50.00. The test from sound eə, students able to good pronounce as 19 words from the examiner mount are 36. The percentage 52.77. The test from sound uə, students able to good pronounce as 19 words from the examiner mount are 36. The percentage 52.77. The test from sound ei, students able to good pronounce as 42 words from the examiner

mount are 54. The percentage 77.77. The test from sound *ɪ*, students able to good pronounce as 18 words from the examiner mount are 54. The percentage 33.33. The test from sound *ɔ*, students able to good pronounce as 42 words from the examiner mount are 54. The percentage 77.77. The test from sound *u*, students able to good pronounce as 15 words from the examiner mount are 54. The percentage 27.77. The test from sound *ə*, students able to good pronounce as 13 words from the examiner mount are 54. The percentage 24.07.

d. Triphthong

Short vowel consists of 5 kinds, they are *eiə*, *ɪə*, *oiə*, *əuə*, *ɔə*. Based on the result of the test, the researcher analyzed as the following:

Table IV
The Result of Students in Triphthongs

No	Name	Triphthongs					Good Answer
		<i>eiə</i>	<i>ɪə</i>	<i>oiə</i>	<i>əuə</i>	<i>ɔə</i>	
1	AIS	0	2	1	0	2	5
2	AP	3	1	2	0	1	7
3	AK	3	1	3	0	0	7
4	DL	1	0	0	0	0	1
5	DA	0	0	0	0	0	0
6	IP	0	0	0	0	0	0
7	IW	2	0	1	0	0	3
8	KA	1	0	0	0	0	1
9	MR	1	1	1	0	0	3
10	MS	0	0	0	0	0	0
11	NH	1	2	0	1	2	6
12	RA	1	0	0	1	1	3
13	RS	0	0	0	0	0	0
14	RA	2	2	3	1	3	11

15	RAR	2	0	2	1	1	6
16	SA	1	0	1	0	0	2
17	SS	1	0	0	1	0	2
18	SF	1	1	3	1	2	8
Total		20/54= 37.08	10/54= 18.51	17/54= 31.48	6/54= 11.11	12/54= 22.22	67

The test from sound eiə, students able to good pronounce as 20 words from the examiner mount are 54. The percentage37.08. The test from sound diə, students able to good pronounce as 10words from the examiner mount are 54. The percentage18.51.The test from sound oiə, students able to good pronounce as 17 words from the examiner mount are 54. The percentage31.48.The test from sound əuə, students able to good pronounce as 6 words from the examiner mount are 54. The percentage11.11.The test from sound dəu, students able to good pronounce as 12 words from the examiner mount are 54. The percentage22.22.

Based on criteria score interpretation, the result can be seen in the following table:

Table V
Criteria score interpretation

No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	Good
5	81% - 100%	Very good

Based on the calculating good answer the student' ability in pronunciation at grade VII SMP N 5 Padangsidimpuan was 44.38%. So, it can be categorized that the students' ability in pronunciation at grade VII SMP N 5 Padangsidimpuan was into good categories.

Based on the result of record to students' at grade VII SMP N 5 Padangsidimpuan. There were some difficulties that usually faced by students in learning pronunciation especially in vowel. The vowel consists of the short vowel they are: ɪ, ʌ, long vowel they are: ɑ:, ə:, diphthong they are: ɔu, əu ɪi. and triphthong they are: ɪə, əuə, ɔəu.

2. The Students' Difficulties in Pronunciation at Grade VII SMP N 5 Padangsidimpuan

Vowels divided in to four kinds they are:

a. Short Vowels

Short vowel consists of 9 kinds, they were i, e, ɛ, æ, ɪ, o, u, ə, ʌ. based on the result of the test, the researcher analyzed as the following;

1) [ɪ]

Their pronounce in short vowel [ɪ] based on record the researcher conclude that they are very problem in pronouncing short vowel [ɪ]. This is the most problem in short vowel.

2) [ʌ]

Their pronounce in short vowel [ʌ] based on record the researcher conclude that they are very problem in pronouncing short vowel [ʌ].

b. Long Vowel

Long vowel consists of 5 kinds, they were i: ɑ: ɔ: u: ə:. Based on the result of the test, the researcher analyzed as the following:

1) [ɑ:]

Their pronounce in long vowel [ɑ:] based on record the researcher conclude that they are very problem in pronouncing long vowel [ɑ:], because most of them notable in pronouncing long vowel [ɑ:].

2) [ə:]

Their pronounce in long vowel [ə:] based on record the researcher conclude that they are problem in pronouncing long vowel [ə:]. It means they were low in pronouncing long vowel [ə:].

c. Diphthong

Diphthong consists of 8 kinds, they were iə, eə, uə, ei, di, ɔi, du, əu. Based on the result of the test, the researcher analyzed as the following:

1) [di]

Their pronounce in diphthong [ɔi] based on record the researcher conclude that they are very problem in pronouncing diphthong [ɔi]. It means they were very low in pronouncing diphthong [ɔi].

2) [ɔu]

Their pronounce in diphthong [ɔu] based on record the researcher conclude that they were problem in pronouncing diphthong [ɔu]. It means they were low in pronouncing diphthong [ɔu].

3) [əu]

Their pronounce in diphthong [əu] based on record the researcher conclude that they were problem in pronouncing diphthong [əu]. It means they were low in pronouncing diphthong [əu].

d. Triphthong

Triphthong consists of 5 kinds, they were eiə, ɔiə, oiə, əuə, ɔəu. Based on the result of the test, the researcher analyzed as the following:

1) [ɔiə]

Their pronounce in triphthong [oiə] based on record the researcher conclude that they were very problem in pronouncing triphthong [oiə]. It means they very were low in pronouncing triphthong [oiə].

2) [əuə]

Their pronounce in triphthong [əuə] based on record the researcher conclude that they were very problem in pronouncing triphthong [əuə]. It means they were very low in pronouncing triphthong [əuə]

3) [ɒəu]

Their pronounce in triphthong [ɒəu] based on record the researcher conclude that they were difficult in pronouncing triphthong [ɒəu]. It means they were very low in pronouncing triphthong [ɒəu].

Based on record result that was given to the student SMP N 5 Padangsidimpuan, determine the students pronouncing vowels that they have problem in pronouncing vowel. Such as short vowel [æ, ɒ, ʌ], long vowel [ɑ: ə:], diphthong [eə, uə, əu], triphthong [ɒiə, oiə, ɒəu]. Those are problem for them.

3. The Reason Students' Difficulties in Pronunciation At Grade VII SMP N 5 Padangsidimpuan

Based on the result of record and interview to students' at grade VII SMP N 5 Padangsidimpuan. There were some difficulties that usually faced by students in learning pronunciation especially in vowel. The vowel consists of the short vowel, long vowel, diphthong, and triphthong.

a. The Result of Interview to Students at Grade VII SMP N 5 Padangsidimpuan

Based on the result of interview to students in research it was found the difficulties in pronouncing vowel. According to some students at grade VII SMP N 5 Padangsidimpuan Aisyah said difficult in pronouncing triphthongs [eiə], [oiə], [əuə], [ɒəu] because the way to pronounce that different with mother tongue.¹ Andi said the some difficult in pronouncing triphthongs [eiə], [diə], [oiə], [əuə], [ɒəu] because he was confuse to different that.² Annisa said she difficult in pronouncing triphthongs [eiə], [diə], [oiə], [əuə], [ɒəu] and she also difficult in pronouncing diphthongs [iə], [eə], [uə], [ɔi], [ɒu], [əu] because she can't confuse to pronounce that.³ Diana said she difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [ɒəu] and she also difficult in pronouncing diphthong [iə], [eə], [uə], [ɔi], [ɒu], [əu] and she also difficult in pronouncing long vowels [i:], [ɑ:], [ɔ:], [u:], [ə:] because.⁴ Dion said the same of the problem about triphthong [eiə], [diə], [oiə], [əuə], [ɒəu], diphthong [iə], [eə], [uə], [ɔi], [ɒu], [əu] because he was less in practice about pronunciation in daily life.⁵ Ikas said difficult in pronouncing diphthong [iə], [eə], [uə], [ɔi], [ɒu], [əu] and also difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə],

¹ Aisyah, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

² Andi Apriyan, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

³ Annisa Kamelia, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

⁴ Diana Lestari, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

⁵ Dion Antasena, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

[ɒə], because he was confuse to different that.⁶ Ivan said the same of the problem about triphthong [eiə], [diə], [oiə], [əuə], [ɒə], and also difficult in pronouncing diphthong [iə], [eə], [uə], [ɔi], [ɒu], [əu] because sometimes he was not focused in learning pronunciation.⁷ Khoirul said difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [ɒə] and she also difficult in pronouncing diphthong [iə], [eə], [uə], [ɔi], [ɒu], [əu] and she also difficult in pronouncing long vowels [i:], [ɑ:], [ɔ:], [u:], [ə:] because sometimes he was not confused in learning pronunciation.⁸ M Raihan said the same of the problem about triphthong [eiə], [diə], [oiə], [əuə], [ɒə].⁹ M Syahrul said she difficult in pronouncing triphthongs [eiə], [diə], [oiə], [əuə], [ɒə] because he was unable pronouncing words with good and he can't use speak English well.¹⁰ Nur said she difficult in pronouncing triphthongs [eiə], [diə], [oiə], [əuə], [ɒə] because she didn't know much about vowels.¹¹ Randy said the same of the problem about triphthong [eiə], [diə], [oiə], [əuə], [ɒə], diphthong [iə], [eə], [uə], [ɔi], [ɒu], [əu] because he didn't like English.¹² Rani said difficult

⁶IkasPratama, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

⁷ Ivan Wahyudi, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

⁸ Khoirul Anwar, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

⁹ M. RaihanRitonga, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹⁰ M. Syahrul R Ritonga, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹¹ NurHanipahHarahap, The Students in class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹² RendyAzharyLubis, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [dəu] and she also difficult in pronouncing diphthong [iə], [eə], [uə], [ɔi], [ɔu], [əu] and she also difficult in pronouncing long vowels [i:], [ɑ:], [ɔ:], [u:], [ə:] because she not habitually.¹³ Rini said difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [dəu] because she was confuse to different that.¹⁴ Riski said difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [dəu] because he was less of practice about pronunciation.¹⁵ Salwa said difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [dəu] because different written and pronounce.¹⁶ Shilfa said the same of the problem about triphthong [eiə], [diə], [oiə], [əuə], [dəu], diphthong [iə], [eə], [uə], [ɔi], [ɔu], [əu] because she was unable to catch the learning material with good.¹⁷ Siti said difficult in pronouncing triphthong [eiə], [diə], [oiə], [əuə], [dəu] because never serious in learning process.¹⁸

So, the researcher can be concluded that, the students' difficulties in pronouncing vowel were the students confuse to different vowels, less of practice, less in practice about pronunciation in daily life, unable pronouncing

¹³ Rani Sapitri, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹⁴ RiniAsriani, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹⁵ Riski Ana Ramadani, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 At 13.00 A.M

¹⁶ SalwaAurolia, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹⁷ ShilfaSiregar, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

¹⁸ SitiFadillah, The Students In Class VII, *Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

words with good and can't use speak English well, never serious in learning process, and didn't know much about vowels. So she was difficult about it.

Based on explanation above, the reason in difficulties in pronouncing vowels at grade VII SMP N 5 Padangsidimpuan came from some factor, are from motivation factor and self-factor. But the factor not also a few come from the same factor of students. Most of students at grade VII SMP N 5 Padangsidimpuan had the same factor about their difficulties in pronouncing vowels. The dominant factor that students have was pronouncing short vowels, long vowels, diphthongs and diphthongs. But the most difficulties were triphthongs.

- b. The Result of Interview to English Teacher at Grade VII ErwinaAfni, S.Pd, said that;

Most of students have little motivation to practice the way to pronounce the word in daily life. In pronouncing they often pronounce "r" clearly, for example when I ordered them to pronounce the word "I am hear" most all them pronounce "r" clearly. Sometimes they pronounce the word same with wrote in the book.¹⁹

¹⁹ErwinaAfni, as English teacher in class VII,*Practice Interview*, SMP N 5 Padangsidimpuan: March 29 2017 at 13.00 a.m

So, based on result English teacher, it can be concluded that the students had poor knowledge about vowel; they could not pronounce the word with good. In addition the students' motivation to studied English is low. Students not interest to study English. Students consider English is subject matter that difficult.

Based on explanation above, the reason of difficulties in pronouncing vowels at grade VII SMP Negeri 5 Padangsidempuan came from same reason, like students had low motivation to studied English. Students not so like English. Students left English were a difficult. But addition that reason also came from students' ability. Students still difficult to pronounce English because students still pronounce that same with their mother tongue. Sometimes students pronounce the word same that written of the word.

B. Discussion

The result of this research with the little "An Analysis of Students' Ability in Pronunciation at Grade VII SMP N 5 Padangsidempuan" can be categories into low category. Based on those gave the test to students and recorded it. Almost all of the students got low score.

Further, based on interview to the students, there are some difficult in vowel. By students in pronounced the words, such as: the students difficult in vowel. Students also faced difficulties or dominantly wrong in pronouncing short

vowel, short vowel they are [ɒ], [ə], [ʌ], long vowel they are [i:], [ɑ:], [ə:], diphthong they are [iə], [eə], [uə], [ɔi], [ɒu], [əu], and triphthong they are [eiə], [ɔiə], [əuə], [ɒəu].

The reason students' difficulties in pronouncing vowel were the students confuse to different vowels, less of practice, less in practice about pronunciation in daily life, unable pronouncing words with good and can't use speak English well, never serious in learning process, and didn't know much about vowels. So she was difficult about it.

Based on interview the English teacher, the researcher has found the some answer. Students had poor knowledge about vowel and they could not pronounce the word with good.

Muhibdin Syah said that learning difficulties can be pronounced by two factors, they were: first, internal factor (factors from the child itself) involve, physiology factors such as healthy, physiological factors such as IQ (Intelligence Question). The second external factor (factor outside the child) involve; social factors such as the relationship with the child's parents, and not social factor such as the tool of learning and learning condition.²⁰

However, the internal factor and external factor influenced the students' difficulties in their pronouncing. First, they faced the difficulties because of their

²⁰ Muhibdin Syah, *Psikologi Belajar*, (Jakarta: Grafindo Persada, 2008), p. 182-184

worse mind set or opinion. They believe that English difficult subject. Then, they have low enthusiasm and motivation in pronouncing. Lastly, they have not understood yet the explanation given by the teacher.

To anticipate the learning difficulties, the English teacher efforts to repeat the lesson especially: short vowel, long vowel, diphthong, and triphthong. While to overcome the students' difficulties in pronouncing the word the teacher gave the explanation many time, practice and make exercises more about it so the students understood truly. Then, the English teacher motivated the students to improve students' interested in learning pronunciation especially in learning vowel. The others, English teacher always motivated the students in learning process. It is supported that the learning difficulties can be anticipated through tutoring. It is done by teacher to guide the slow learner.

C. Threats of the Research

There were many threats 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. That perfect just for our God Allah SWT.

On doing the test, there were the threats of time, because of 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 researcher can be finished by the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. CONCLUSION

After getting research and giving test for 18 students the researcher concluded that An Analysis of Students' Ability in Pronunciation at Grade VII SMP N 5 Padangidimpuan as follow:

1. An Analysis of Students' Ability in Pronunciation at Grade VII SMP N 5 Padangidimpuan was 44.38%. So the researcher concluded An Analysis of Students' Ability in Pronunciation at Grade VII SMP N 5 Padangidimpuan into low.
2. The students difficulties or dominantly wrong in pronouncing short vowels [ɒ], [ɛ], [ʌ], long vowels [ɑ:], [ə:], diphthong [eə], [uə], [əu], and triphthong [ɪə], [oiə], [ɒəu].
3. The reason students difficulties in pronouncing vowels were the students confuse to different vowels, less of practice, less in practice about pronunciation in daily life, unable pronouncing words with good and can't use speak English well, never serious in learning process, and didn't know much about vowels. So she was difficult about it.

B. Suggestion

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

1. To the students' at Grade VII SMP N 5 Padangidimpuan must more active in English subject such as doing so many pronunciation practices, more learn about English pronunciation especially vowels.
2. To all the students' they have to increase their abilities in pronunciation especially pronouncing words about vowels by hard, by listening English song, or cassette with native speaker. So it can help them to improve their pronunciation, especially the vowel and ability in pronunciation.
3. To the students' at Grade VII SMP N 5 Padangidimpuan must study hard and must be serious when studying English. So they can master pronunciation well.

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CURRICULUM VITAE

A. Identity

Name : ROHIMAH SIREGAR
Nim : 12 340 0110
Place and Birthday : Tobing Julu, 22th September 1993
Sex : Female
Religion : Moslem
Address : Tobing Julu, Kec. Huristak, Kab. Padang Lawas

B. Parent

1. Father's name : Wan Raja Siregar
2. Mother's name : Nur Hayani Harahap

C. Education Background

1. Graduated from Elementary School SD Negeri Tobing Julu in 2000-2006
2. Graduated from MTs.S Annidhom Bulu Dua Kec. Huristak in 2006-2009
3. Graduated from MAS Robitotul Istiqomah Huristak in 2009-2012
4. Be University Student in IAIN Padangsidempuan

APPENDIX I

Students' word pronunciation guidance

Practice the Words by using short vowel

A. Short Vowel

1. [ɪ] = will, fill, sit
2. [e] = pen, mental, well
3. [ɛ] = get, red, pet
4. [æ] = pan, can, mat
5. [ɒ] = cop, god, love
6. [o] = boy, hot, object
7. [u] = full, look, could
8. [ə] = the, alone, ago
9. [ʌ] = cut, us, duck

B. Long vowels

1. [i:] = see, sheep, feel
2. [ɜ:] = park, car,
3. [ɔ:] = always, more, your
4. [u:] = pool, food, school
5. [ɜ:] = her, girl, bird

Practice the Words by using Diphthongs

c. Diphthongs

1. [iə] = here, clear, ear
2. [eə] = chair, there,
3. [uə] = sure, pure,
4. [ei] = say, place, plate
5. [di] = driver, buy, time
6. [ɔi] = boy, voice, soil
7. [ɒu] = loud, house, now
8. [əu] = hope, go, home

d. Triphthongs

1. [eiə] = layer, player, prayer
2. [ɒiə] = violet, lion, tired
3. [ɔiə] = loyal, royal, employer
4. [əuə] = towel, rower, shower
5. [ɒuə] = hour, power, cower

APPENDIX II

LIST OF INTERVIEW

A. Interview to English teacher

1. What are students' learn in pronunciation?
2. How are the students' results in learning pronunciation?
3. What are students' have difficulties in learning pronunciation?

B. Interview to students

1. Do pronunciation difficult for you?
2. What are the problems that you find when study English, especially in learning pronunciation?
3. Why it's dominant problem in pronunciation?

APPENDIX I

Description of Aisyah

A. Short Vowel

1. [i] = will, fill, sit	[wil], [fi],[sit]
2. [e] = pen, mental, well	[pen], [mentl], [wel]
3. [ɛ] = get, red, pet	[gɛt], [rɛt], [pɛt],
4. [æ] = pan, can, mat	[pæn], [kæn], [mɛit]
5. [ɒ] = cop, god, love	[kɒp], [gɒd], [lɒv]
6. [o] = boy, hot, object	[bɔɪ], [hɒt], [ɒbjɛk]
7. [u] = full, look, could	[fʊl], [lʊk], [kʊld]
8. [ə] = the, alone, ago	[ðə],[əlon], [əgɒ]
9. [ʌ]= cut, us, duck	[kʌt], [ʌs], [dʌk]

B. long vowels

1. [i:] = see, sheep, feel	[si:],[fi:p], [fi:l]
2. [ɜ:] = park, car,	[pɜ:], [kɜ:]
3. [ɔ:] = always, more, your	[ɔ:lweɪs], [mɔ:], [jɔ:]
4. [u:] = pool, food, school	[pu:l], [fu:d], [sku:l]
5. [ɜ:] = her, girl, bird	[hɜ:], [gɜ:], [bɜ:]

C. Diphthongs

1. [iə] = here, clear, ear	[hiə], [kliə], [iə (r)]
2. [eə] = chair, there,	[keɪr], [ðeə]
3. [uə] = sure, pure,	[suə], [puə]
4. [ei] = say, place, plate	[sei], [pleɪs], [plet]
5. [di] = driver, buy, time	[draɪvər], [baɪ], [taɪm]
6. [ɔɪ] = boy, voice, soil	[bɔɪ], [vɔɪz], [sɔɪl]
7. [ɒu] = loud, house, now	[laʊd], [haʊs], [naʊ]
8. [əu] = hope, go, home	[hɒp], [gəʊ], [həʊm]

D. Triphthongs

1. [eɪə] = layer, player, prayer	[leɪə], [pleɪə], [praɪə]
2. [ɒɪə] = violet, lion, tired	[vɒɪət], [lɒɪən], [taɪəd]
3. [ɔɪə] = loyal, royal, employer	[ləʊəl], [rɔɪəl], [ɪmˈplɔɪə]
4. [əʊə] = towel, rower, shower	[taʊəl], [rəʊə], [ˈʃəʊər],
5. [ɒuə] =hour, power, cower	[haʊə], [paʊə], [kaʊə],

APPENDIX I

Description of Andi Aprian

A. short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [git], [rit], [pɛt], |
| 4. [æ] = pan, can, mat | [pein], [ken], [met] |
| 5. [ɒ] = cop, god, love | [kɒp], [god], [lɒv] |
| 6. [o] = boy, hot, object | [boy], [hot], [objɛk] |
| 7. [u] = full, look, could | [ful], [luk], [kold] |
| 8. [ə] = the, alone, ago | [ðə],[əlon], [əgo] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:],[fi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweis], [mɔ:], [yɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hə:], [gə:], [bə:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hiə], [klɪr], [ɪr] |
| 2. [eə] = chair, there, | [ʃeə], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [pʊr] |
| 4. [ei] = say, place, plate | [sei], [pleɪs], [pleɪt] |
| 5. [di] = driver, buy, time | [drɪvɪ], [bɪ], [tɪm] |
| 6. [ɔɪ] = boy, voice, soil | [bɔɪ],[vɔɪz], [soɪl] |
| 7. [ɒu] = loud, house, now | [lʊd],[hʌʊs], [nʌu] |
| 8. [əu] = hope, go, home | [hɒp], [gəʊ],[həʊm] |

D. Triphthongs

- | | |
|-----------------------------------|------------------------------|
| 1. [eɪə] = layer, player, prayer | [leɪə], [pleɪə], [preɪə] |
| 2. [ɪə] = violet, lion, tired | [vɪələt], [lɪən], [tɪrət] |
| 3. [ɔɪə] = loyal, royal, employer | [lɔɪəl], [rɔɪəl], [ɪmploɪər] |

- | | |
|---------------------------------|---------------------------|
| 4. [əʊə] = towel, rower, shower | [təʊəl], [rəʊəl], [ʃəʊər] |
| 5. [ɒuə] = hour, power, cower | [haʊər], [pəʊər], [kaʊər] |

APPENDIX I

Description of Annisa Kamelia

A. short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [get], [ret], [pet], |
| 4. [æ] = pan, can, mat | [pen], [ken], [met] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lɒv] |
| 6. [o] = boy, hot, object | [boi], [hɒt], [ɒbjɛk] |
| 7. [u] = full, look, could | [ful], [lʊk], [kʊld] |
| 8. [ə] = the, alone, ago | [ðə],[əlon], [əgo] |
| 9. [ʌ]= cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:],[fi:p], [fi:] |
| 2. [ɜ:] = park, car, | [pɜ:], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hə:], [gɜ:l], [bɜ:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kliə], [iər] |
| 2. [eə] = chair, there, | [tʃeɪr], [ðeə] |
| 3. [uə] = sure, pure, | [sʊr], [pʊər] |
| 4. [ei] = say, place, plate | [sei], [pleɪs], [pleɪt] |
| 5. [di] = driver, buy, time | [draɪvər], [bɪi], [tɪm] |
| 6. [ɔi] = boy, voice, soil | [bɔi],[vɔɪz], [soɪl] |
| 7. [ɒu] = loud, house, now | [lʊd],[hʌʊs], [naʊ] |
| 8. [əʊ] = hope, go, home | [hʊp], [gəʊ], [hʊm] |

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eiə] = layer, player, prayer | [leiə], [pleiə], [preiə] |
| 2. [diə] = violet, lion, tired | [viət], [liən], [tɔiə], |
| 3. [oiə] = loyal, royal, employer | [loiəl], [roiəl], [emploiə] |
| 4. [əuə] = towel, rower, shower | [təwəl], [rəwəl], [səwə] |
| 5. [dʊə] = hour, power, cower | [hʊə], [pʊə], [kʊə] |

APPENDIX I

Description of Diana Lestari

A. short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fi], [si] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [gɛt], [rɛt], [pɛt], |
| 4. [æ] = pan, can, mat | [pæn], [kæn], [mæt] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lɒv] |
| 6. [ɔ] = boy, hot, object | [bɔi], [hɒt], [ɒbjɛk] |
| 7. [u] = full, look, could | [fʊl], [lʊk], [kʊd] |
| 8. [ə] = the, alone, ago | [ðə], [əlɒn], [əgɔ] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. long vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [se], [ʃep], [fel] |
| 2. [ɜ:] = park, car, | [pɜ:k], [kei:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bi:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kli], [i(r)] |
| 2. [eə] = chair, there, | [cei], [ðei] |
| 3. [uə] = sure, pure, | [səə], [piə] |
| 4. [ei] = say, place, plate | [sei], [pleɪs], [pleɪt] |
| 5. [di] = driver, buy, time | [draɪv], [bɔi], [tɪm] |
| 6. [ɔi] = boy, voice, soil | [bɔi], [vɔɪz], [sɔɪl] |

- | | |
|---------------------------|----------------------|
| 7. [ɒ] = loud, house, now | [lʌd], [haʊs], [naʊ] |
| 8. [əʊ] = hope, go, home | [həʊp], [gəʊ], [hʌm] |

D. Triphthongs

- | | |
|-----------------------------------|------------------------------|
| 1. [eɪə] = layer, player, prayer | [leɪə], [pleɪə], [praɪə] |
| 2. [ɪə] = violet, lion, tired | [vɪələt], [lɪən], [tɪə] |
| 3. [ɔɪə] = loyal, royal, employer | [ləʊəl], [rɔɪəl], [ɪmˈplɔɪə] |
| 4. [əʊə] = towel, rower, shower | [tuəl], [ruə], [ʃəʊə] |
| 5. [aʊə] = hour, power, cower | [haʊə], [paʊə], [kaʊə] |

APPENDIX I

Description of Dion Antasena

A. Short Vowel

- | | |
|----------------------------|------------------------|
| 1. [ɪ] = will, fill, sit | [wɪl], [fɪl], [sɪt] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wɛl] |
| 3. [ɛ] = get, red, pet | [gɛt], [rɛt], [pɛt], |
| 4. [æ] = pan, can, mat | [pæn], [kæn], [mæt] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lɒv] |
| 6. [ɔ] = boy, hot, object | [bɔɪ], [hɒt], [ɒbjɛkt] |
| 7. [ʊ] = full, look, could | [fʊl], [lʊk], [kʊld] |
| 8. [ə] = the, alone, ago | [ðɪ], [əˈləʊn], [əɡəʊ] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [s i:], [ʃe:p], [fe:l] |
| 2. [ɜ:] = park, car, | [pɑ:k], [kɑ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ɜ:] = her, girl, bird | [hi:], [gi:], [bɜ:] |

C. Diphthongs

- | | |
|----------------------------|---------------------|
| 1. [ɪə] = here, clear, ear | [hɪə], [kleə], [ɪr] |
| 2. [eə] = chair, there, | [tʃeɪ], [ðeə] |
| 3. [ʊə] = sure, pure, | [suə], [pjʊə] |

- | | |
|-----------------------------|-------------------------|
| 4. [ei] = say, place, plate | [sei], [pleis], [pleit] |
| 5. [di] = driver, buy, time | [drive], [bui], [tim] |
| 6. [ɔi] = boy, voice, soil | [boi], [voiz], [suil] |
| 7. [du] = loud, house, now | [loud], [hous], [nou] |
| 8. [əu] = hope, go, home | [hup], [gou], [hum] |

D. Triphthongs

- | | |
|-----------------------------------|---------------------------|
| 1. [eɪə] = layer, player, prayer | [laiə], [plaiə], [praiə] |
| 2. [diə] = violet, lion, tired | [vioət], [liən], [tirət] |
| 3. [ɔiə] = loyal, royal, employer | [loyal], [royal], [ɔmlər] |
| 4. [əuə] = towel, rower, shower | [tuəl], [ruə], [shoə] |
| 5. [duə] = hour, power, cower | [huə], [pouə], [kouə] |

APPENDIX I

Description of Ikas Pratama

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [get], [ret], [pet], |
| 4. [æ] = pan, can, mat | [pein], [ken], [meit] |
| 5. [ɒ] = cop, god, love | [kop], [god], [lov] |
| 6. [o] = boy, hot, object | [boy], [hot], [objek] |
| 7. [u] = full, look, could | [ful], [luk], [kuld] |
| 8. [ə] = the, alone, ago | [ðə],[əlɒn], [əgou] |
| 9. [ʌ] = cut, us, duck | [kut], [us], [duk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [se:],[fe:p], [fe:l] |
| 2. [ɜ:] = park, car, | [pɜ:k], [keir] |
| 3. [ɔ:] = always, more, your | [ɔ:lweis], [mɔ:], [yu:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bə:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hə], [kli], [ə (r)] |
| 2. [eə] = chair, there, | [ʃei], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [puə] |
| 4. [ei] = say, place, plate | [sei], [pleis], [pleit] |
| 5. [di] = driver, buy, time | [drive], [bui], [tim] |
| 6. [ɔi] = boy, voice, soil | [boi], [voiz], [soil] |
| 7. [du] = loud, house, now | [loud], [hous], [nou] |
| 8. [əu] = hope, go, home | [hup], [gou], [hum] |

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eiə] = layer, player, prayer | [laiə], [plaiə], [praiə] |
| 2. [diə] = violet, lion, tired | [vioət], [liən], [tirət] |
| 3. [ɔiə] = loyal, royal, employer | [loyal], [royal], [emploɪə] |
| 4. [əuə] = towel, rower, shower | [tuəl], [rəuə], [shuə] |
| 5. [duə] = hour, power, cower | [hou], [pouə], [kouə] |

APPENDIX I

Description of Ivan Wahyudi

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fi], [sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [git], [ret], [pit] |
| 4. [æ] = pan, can, mat | [pen], [can], [mit] |
| 5. [ɒ] = cop, god, love | [kop], [gud], [lov] |
| 6. [o] = boy, hot, object | [buy], [hot], [objek] |
| 7. [u] = full, look, could | [ful], [luk], [kuld] |
| 8. [ə] = the, alone, ago | [ðə], [əlɒn], [əgo] |
| 9. [ʌ] = cut, us, duck | [kut], [us], [duk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:], [fi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:k], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweis], [mɔ:], [ju:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hə:], [gi:l], [bi:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hər], [klə], [ə (r)] |
| 2. [eə] = chair, there, | [cei], [ðir] |
| 3. [uə] = sure, pure, | [suə], [piuə] |
| 4. [ei] = say, place, plate | [sei], [pleis], [pleit] |
| 5. [di] = driver, buy, time | [drive], [bui], [tim] |
| 6. [ɔi] = boy, voice, soil | [boi], [vuiz], [soil] |
| 7. [du] = loud, house, now | [lud], [hous], [nou] |
| 8. [əu] = hope, go, home | [hop], [gou], [hum] |

D. Triphthongs

- | | |
|-----------------------------------|----------------------------|
| 1. [eiə] = layer, player, prayer | [leiə],[pleiə],[praiə] |
| 2. [diə] = violet, lion, tired | [vioət], [liən], [tiə] |
| 3. [oiə] = loyal, royal, employer | [loyəl], [royəl],[emploiə] |
| 4. [əuə] = towel, rower, shower | [tuəl], [ruə], [shuə], |
| 5. [duə] =hour, power, cower | [houə], [pouə], [kouə] |

APPENDIX I

Description of Khoirul Anwar

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mintl], [wil] |
| 3. [ɛ] = get, red, pet | [get], [ret], [pit], |
| 4. [æ] = pan, can, mat | [pein], [ken],[meit] |
| 5. [ɒ] = cop, god, love | [kop],[gud], [lov] |
| 6. [o] = boy, hot, object | [bui], [hot], [objek] |
| 7. [u] = full, look, could | [ful], [luk], [kud] |
| 8. [ə] = the, alone, ago | [wə],[eilon], [əgou] |
| 9. [ʌ]= cut, us, duck | [cut], [us], [duk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [se:], [ʃe:p], [fel] |
| 2. [ɜ:] = park, car, | [pɜk], [cɜ:] |
| 3. [ɔ:] = always, more, your | [a:lweis], [mɔ:], [yu:] |

- | | |
|------------------------------|-------------------------|
| 4. [u:] = pool, food, school | [po:l], [fo:d], [sko:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bi:] |

C. Diphthongs

- | | |
|-----------------------------|------------------------|
| 1. [iə] = here, clear, ear | [hiə], [klə], [ie (r)] |
| 2. [eə] = chair, there, | [ciə], [diə] |
| 3. [uə] = sure, pure, | [su], [piuə] |
| 4. [ei] = say, place, plate | [sai], [plai], [plet] |
| 5. [di] = driver, buy, time | [drive], [bui], [tim] |
| 6. [ɔi] = boy, voice, soil | [bui], [vuiz], [suil] |
| 7. [ɒu] = loud, house, now | [lud], [hous], [nou] |
| 8. [əu] = hope, go, home | [houp], [gou], [hum] |

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eɪə] = layer, player, prayer | [laiə], [pleiə], [praiə] |
| 2. [ɔɪə] = violet, lion, tired | [vioət], [liən], [tirə] |
| 3. [ɔɪə] = loyal, royal, employer | [loyəl], [royəl], [employə] |
| 4. [əʊə] = towel, rower, shower | [tuəl], [rəʊə], [shəʊə], |
| 5. [ɒuə] = hour, power, cower | [hou], [pouə], [kouə] |

APPENDIX I

Description of M. Raihan Ritonga

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [ɪ] = will, fill, sit | [wil], [fil], [sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [gɛt], [rɛt], [pɛt], |
| 4. [æ] = pan, can, mat | [pæn], [kæn], [mæt] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lɒv] |
| 6. [ɒ] = boy, hot, object | [boi], [hɒt], [ɒbjɛk] |
| 7. [u] = full, look, could | [ful], [luk], [kud] |
| 8. [ə] = the, alone, ago | [ðə], [əlon], [əgo] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|----------------------------|-----------------------|
| 1. [i:] = see, sheep, feel | [si:], [fi:p], [fi:l] |
|----------------------------|-----------------------|

- | | |
|------------------------------|-------------------------|
| 2. [p:] = park, car, | [pɜ:k], [kɜ:] |
| 3. [ɔ:] = always, more, your | [a:lweis], [mɔ:], [yo:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bə:] |

C. Diphthongs

- | | |
|-----------------------------|------------------------|
| 1. [iə] = here, clear, ear | [hiə], [klə], [ie (r)] |
| 2. [eə] = chair, there, | [cei], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [piuə] |
| 4. [ei] = say, place, plate | [sei], [pleis], [plet] |
| 5. [di] = driver, buy, time | [drive], [bui], [tim] |
| 6. [ɔi] = boy, voice, soil | [boi], [voiz], [soil] |
| 7. [du] = loud, house, now | [lud], [hɒus], [nou] |
| 8. [əu] = hope, go, home | [houp], [gəu], [həum] |

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eiə] = layer, player, prayer | [laiə], [pleiə], [praiə] |
| 2. [diə] = violet, lion, tired | [vioət], [ldiən], [tiə] |
| 3. [ɔiə] = loyal, royal, employer | [loyəl], [royəl], [imploiə] |
| 4. [əuə] = towel, rower, shower | [tuəl], [ruə], [shoə], |
| 5. [duə] = hour, power, cower | [houə], [pouə], [kouə] |

APPENDIX I

Description of M. Syahrul R Ritonga

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [get], [ret], [pet], |
| 4. [æ] = pan, can, mat | [pen], [ken], [met] |
| 5. [ɒ] = cop, god, love | [kop], [gud], [lov] |
| 6. [o] = boy, hot, object | [boy], [hot], [objek] |
| 7. [u] = full, look, could | [ful], [luk], [kuld] |
| 8. [ə] = the, alone, ago | [ðə],[əlon], [əgo] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:], [fi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:k], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweis], [mɔ:], [yo:] |
| 4. [u:] = pool, food, school | [po:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gə:], [bə:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kliə], [i e(r)] |
| 2. [eə] = chair, there, | [cei], [ðeə] |
| 3. [uə] = sure, pure, | [sue], [puə] |
| 4. [ei] = say, place, plate | [sei], [pleis], [pleit] |
| 5. [ɪi] = driver, buy, time | [drive], [bɪi], [tɪim] |
| 6. [ɔi] = boy, voice, soil | [boi], [vuiz], [sɔil] |
| 7. [ɒu] = loud, house, now | [lud], [hɒus], [nou] |
| 8. [əu] = hope, go, home | [houp], [gou], [houm] |

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eɪə] = layer, player, prayer | [laiə], [plaiə], [praiə] |
| 2. [ɪə] = violet, lion, tired | [vioət], [liən], [tirə] |
| 3. [ɔɪə] = loyal, royal, employer | [loyəl], [royəl], [employə] |
| 4. [əʊə] = towel, rower, shower | [toəl], [roə], [shouə], |
| 5. [ɒuə] = hour, power, cower | [hour], [pouə], [kouə] |

APPENDIX I

Description of Nur Hanipah Harahap

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [ɪ] = will, fill, sit | [wil], [fil], [sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [get], [ret], [pet], |
| 4. [æ] = pan, can, mat | [pen], [ken], [met] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lov] |
| 6. [ɔ] = boy, hot, object | [boy], [hot], [objek] |

- | | |
|----------------------------|---------------------|
| 7. [u] = full, look, could | [ful], [luk], [kud] |
| 8. [ə] = the, alone, ago | [ðə],[əlon], [əgo] |
| 9. [ʌ]= cut, us, duck | [kʌt], [ʌs], [duk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:],[fi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:k], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweis], [mɔ:], [yɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bə:] |

C. Diphthongs

- | | |
|-----------------------------|------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kli], [iə(r)] |
| 2. [eə] = chair, there, | [cei], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [piuə] |
| 4. [ei] = say, place, plate | [sei], [ples], [pleit] |
| 5. [di] = driver, buy, time | [drive], [bi], [tɔim] |
| 6. [ɔi] = boy, voice, soil | [boi], [voiz], [suil] |
| 7. [ɒu] = loud, house, now | [lud], [hous], [nou] |
| 8. [əu] = hope, go, home | [houp], [gou], [həum] |

D. Triphthongs

- | | |
|-----------------------------------|------------------------------|
| 1. [eiə] = layer, player, prayer | [liə], [pleiə], [praiə] |
| 2. [ɔiə] = violet, lion, tired | [vɔiə], [liən], [tɔiə], |
| 3. [ɔiə] = loyal, royal, employer | [loyal], [royal], [emploieə] |
| 4. [əuə] = towel, rower, shower | [tuə], [rəuə], [shəuə], |
| 5. [ɒuə] =hour, power, cower | [hɒuə], [pouə], [kɒuə] |

APPENDIX I

Description of Randy Azhary Lubis

B. Short Vowel

- | | |
|----------------------------|----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [metl], [wel] |
| 3. [ɛ] = get, red, pet | [gɛt], [ret], [pet], |

- | | |
|----------------------------|------------------------|
| 4. [æ] = pan, can, mat | [pen], [ken], [met] |
| 5. [ɒ] = cop, god, love | [kɒp], [gʊd], [lɒv] |
| 6. [o] = boy, hot, object | [bɔɪ], [hɒt], [ɒbjekt] |
| 7. [u] = full, look, could | [fʊl], [lʊk], [kʊk] |
| 8. [ə] = the, alone, ago | [ðə], [ə'lɒn], [əgə] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:], [ʃi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɑ:k], [kɑ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bɜ:] |

C. Diphthongs

- | | |
|-----------------------------|------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kliə], [i(r)] |
| 2. [eə] = chair, there, | [ʃeə], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [piuə] |
| 4. [ei] = say, place, plate | [sei], [pleɪs], [plæt] |
| 5. [di] = driver, buy, time | [draɪv], [bɪ], [taɪm] |
| 6. [ɔɪ] = boy, voice, soil | [bɔɪ], [voɪs], [soɪl] |
| 7. [ɒu] = loud, house, now | [laʊd], [haʊs], [naʊ] |
| 8. [əu] = hope, go, home | [haʊp], [gəʊ], [həʊm] |

D. Triphthongs

- | | |
|-----------------------------------|------------------------------|
| 1. [eɪə] = layer, player, prayer | [leɪə], [pleɪə], [praɪə] |
| 2. [ɔɪə] = violet, lion, tired | [vaɪə], [laɪən], [taɪə] |
| 3. [ɔɪə] = loyal, royal, employer | [ləʊəl], [rɔɪəl], [em'plɔɪə] |
| 4. [əʊə] = towel, rower, shower | [tuəl], [raʊə], [ʃəʊə] |
| 5. [ɒuə] = hour, power, cower | [haʊə], [paʊə], [kaʊə] |

APPENDIX I

Description of Rani Sapitri

A. Short Vowel

1. [i] = will, fill, sit	[wil], [fil],[sit]
2. [e] = pen, mental, well	[pen], [mentl], [wel]
3. [ɛ] = get, red, pet	[gɛt], [rɛt], [pɛt],
4. [æ] = pan, can, mat	[pæn], [kæn], [mit]
5. [ɒ] = cop, god, love	[kɒp], [gɒd], [lɒv]
6. [o] = boy, hot, object	[boi], [hɒt], [ɒbjɛk]
7. [u] = full, look, could	[fʊl], [lʊk], [kʊd]
8. [ə] = the, alone, ago	[ðə],[əlɒn], [gəʊ]
9. [ʌ]= cut, us, duck	[kʌt], [ʌs], [dʌk]

B. Long Vowels

1. [i:] = see, sheep, feel	[si:], [ʃeɪ], [fi:]
2. [ɜ:] = park, car,	[pɑ:k], [kɑ:]
3. [ɔ:] = always, more, your	[ɑ:lweɪs], [mɔ:], [jɔ:]
4. [u:] = pool, food, school	[pu:l], [fu:d], [sku:l]
5. [ə:] = her, girl, bird	[hɜ:], [gi:], [bɜ:]

C. Diphthongs

1. [iə] = here, clear, ear	[hɪə], [klɪə], [ɪr]
2. [eə] = chair, there,	[tʃeə], [ðeə]
3. [ʊə] = sure, pure,	[ʃʊə], [pjʊə]
4. [eɪ] = say, place, plate	[seɪ], [pleɪs], [pleɪt]
5. [aɪ] = driver, buy, time	[draɪv], [baɪ], [taɪm]
6. [ɔɪ] = boy, voice, soil	[bɔɪ], [vɔɪz], [soɪl]
7. [aʊ] = loud, house, now	[laʊd], [haʊs], [naʊ]
8. [əʊ] = hope, go, home	[həʊp], [gəʊ], [hʌm]

D. Triphthongs

1. [eɪə] = layer, player, prayer	[leɪə], [pleɪə], [preɪə]
2. [aɪə] = violet, lion, tired	[vaɪət], [laɪən], [taɪə]
3. [ɔɪə] = loyal, royal, employer	[ləɪəl], [rɔɪəl], [emˈplɔɪə]
4. [əʊə] = towel, rower, shower	[tuəl], [rəʊə], [ʃəʊə],
5. [aʊə] =hour, power, cower	[haʊə], [paʊə], [kaʊə]

Description of Rini Asriani Harahap

A. short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [gɛt], [rɛt], [pɛt], |
| 4. [æ] = pan, can, mat | [pæn], [kæn], [mæt] |
| 5. [ɒ] = cop, god, love | [kɒp], [gʊd], [lɒv] |
| 6. [o] = boy, hot, object | [boi], [hɒt], [ɒbjɛk] |
| 7. [u] = full, look, could | [fʊl], [lʊk], [kʊld] |
| 8. [ə] = the, alone, ago | [ðə],[əlon], [əgo] |
| 9. [ʌ]= cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:],[fi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:k], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gə:], [bɜ:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kliə], [iə (r)] |
| 2. [eə] = chair, there, | [ʃeə], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [puə] |
| 4. [ei] = say, place, plate | [sei], [pleɪs], [pleɪt] |
| 5. [ɪi] = driver, buy, time | [draɪv], [baɪ], [taɪm] |
| 6. [ɔɪ] = boy, voice, soil | [bɔɪ], [vɔɪz], [sɔɪl] |
| 7. [aʊ] = loud, house, now | [laʊd], [haʊs], [naʊ] |
| 8. [əʊ] = hope, go, home | [həʊp], [gəʊ], [həʊm] |

D. Triphthongs

- | | |
|-----------------------------------|------------------------------|
| 1. [eɪə] = layer, player, prayer | [leɪə], [pleɪə], [preɪə] |
| 2. [ɪə] = violet, lion, tired | [vaɪələt], [laɪən], [taɪə], |
| 3. [ɔɪə] = loyal, royal, employer | [ləɪəl], [rɔɪəl], [ɪmˈplɔɪə] |
| 4. [əʊə] = towel, rower, shower | [təʊəl], [rəʊə], [ʃəʊə] |
| 5. [aʊə] =hour, power, cower | [haʊə], [paʊə], [kaʊə] |

APPENDIX I

Description of Riski Ana Ramadani Lubis

A. Short Vowel

1. [i] = will, fill, sit	[wil], [fil],[sit]
2. [e] = pen, mental, well	[pen], [mentl], [wel]
3. [ɛ] = get, red, pet	[gɛt], [rɛt], [pɛt],
4. [æ] = pan, can, mat	[pæn], [kæn], [mɛɪt]
5. [ɒ] = cop, god, love	[kɒp], [gɒd], [lɒv]
6. [o] = boy, hot, object	[boɪ], [hɒt], [ɒbjɛk]
7. [u] = full, look, could	[fʊl], [lʊk], [kʊd]
8. [ə] = the, alone, ago	[ðə],[əlon], [əgɒ]
9. [ʌ]= cut, us, duck	[kʌt], [ʌs], [dʌk]

B. long vowels

1. [i:] = see, sheep, feel	[s i:], [ʃi:p], [fe:l]
2. [ɜ:] = park, car,	[pɜ:k], [kɜ:]
3. [ɔ:] = always, more, your	[ɔ:lweɪs], [mɔ:], [jɔ:]
4. [u:] = pool, food, school	[pu:l], [fu:d], [sku:l]
5. [ə:] = her, girl, bird	[hə:], [gi:], [bɜ:]

C. Diphthongs

1. [iə] = here, clear, ear	[hiə], [kli], [ɪr]
2. [eə] = chair, there,	[ceɪ], [ðeə]
3. [uə] = sure, pure,	[suə], [puə]
4. [ei] = say, place, plate	[seɪ], [pleɪs], [pleɪt]
5. [ɪi] = driver, buy, time	[drɪvɪ], [bɪɪ], [tɪɪm]
6. [ɔɪ] = boy, voice, soil	[bɔɪ], [vɔɪz], [sɔɪl]
7. [ɒu] = loud, house, now	[laʊd], [haʊs], [naʊ]
8. [əu] = hope, go, home	[haʊp], [gəʊ], [hʌm]

D. Triphthongs

1. [eɪə] = layer, player, prayer	[leɪə], [pleɪə], [praɪə]
2. [ɪəɪ] = violet, lion, tired	[vɪəɪt], [lɪən], [tɪə]
3. [ɔɪə] = loyal, royal, employer	[lɔɪəl], [rɔɪəl], [ɪmplɔɪə]
4. [əʊə] = towel, rower, shower	[təʊəl], [rəʊəl], [ʃuə],
5. [ɒuə] =hour, power, cower	[haʊr], [paʊə], [kaʊə]

APPENDIX I

Description of Salwa Aurolia

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [gɛt], [rɛt], [pɛt], |
| 4. [æ] = pan, can, mat | [pæn], [kæn], [mɛt] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lɒv] |
| 6. [o] = boy, hot, object | [boi], [hɒt], [ɒbjɛk] |
| 7. [u] = full, look, could | [ful], [lʊk], [kɒwd] |
| 8. [ə] = the, alone, ago | [ðə],[əlon], [əgɒ] |
| 9. [ʌ]= cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [s i:], [ʃi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hi:], [gi:], [bɜ:] |

C. Diphthongs

- | | |
|-----------------------------|-----------------------|
| 1. [iə] = here, clear, ear | [hiə], [kliə], [iɛr] |
| 2. [eə] = chair, there, | [ʃeə], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [puə] |
| 4. [ei] = say, place, plate | [sai], [plis], [plet] |
| 5. [ɔi] = driver, buy, time | [drive], [bui], [tim] |
| 6. [ɔi] = boy, voice, soil | [boi], [voiz], [soil] |
| 7. [ɒu] = loud, house, now | [lud], [hɒus], [nɒu] |
| 8. [əu] = hope, go, home | [hʌp], [gou], [hum] |

D. Triphthongs

- | | |
|----------------------------------|--------------------------|
| 1. [eɪə] = layer, player, prayer | [laɪə], [pleɪə], [praɪə] |
| 2. [ɔɪə] = violet, lion, tired | [vɔɪə], [lɪən], [tɪə] |

3. [oiə] = loyal, royal, employer [loyəl], [roiəl],[emploioə]
4. [əuə] = towel, rower, shower [tuəl], [ruə], [shəuə],
5. [ɒuə] =hour, power, cower [hɒuər], [pouə], [kouə]

APPENDIX I

Description of Shilfa Siregar

A. Short Vowel

1. [i] = will, fill, sit [wil], [fil],[sit]
2. [e] = pen, mental, well [pen], [mentl], [wel]
3. [ɛ] = get, red, pet [gɛt], [rɛt], [pet],
4. [æ] = pan, can, mat [pein], [kan], [meit]
5. [ɒ] = cop, god, love [kop], [gud], [lov]
6. [o] = boy, hot, object [boy], [hot], [objek]
7. [u] = full, look, could [ful], [luk], [koud]
8. [ə] = the, alone, ago [ðə],[əlɒn], [gou]
9. [ʌ]= cut, us, duck [kut], [us], [duk]

B. Long Vowels

1. [i:] = see, sheep, feel [se:], [sep], [fe:]
2. [ɜ:] = park, car, [pɜk],[cɜ:]
3. [ɔ:] = always, more, your [a:lweis], [mɔ:], [yɔ:]
4. [u:] = pool, food, school [pu:l], [fu:d], [sku:l]
5. [ə:] = her, girl, bird [hi:], [gi:], [bi:]

C. Diphthongs

1. [iə] = here, clear, ear [hir], [klir], [ir]
2. [eə] = chair, there, [cei], [ðer]
3. [uə] = sure, pure, [səə], [piuə]
4. [ei] = say, place, plate [sei], [pleis], [pleit]
5. [ɒi] = driver, buy, time [drive], [bui], [tim]
6. [ɔi] = boy, voice, soil [boi], [vuiz], [suil]
7. [ɒu] = loud, house, now [loud], [hɒus], [nɒu]
8. [əu] = hope, go, home [houp], [gou], [hum]

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eiə] = layer, player, prayer | [laiə], [pleiə], [praiə] |
| 2. [diə] = violet, lion, tired | [vioət], [lioən], [tirə] |
| 3. [oiə] = loyal, royal, employer | [loyəl], [roiəl], [emploiə] |
| 4. [əuə] = towel, rower, shower | [towəl], [rəuə], [shouə], |
| 5. [duə] = hour, power, cower | [hduə], [pduə], [kouə] |

APPENDIX I

Description of Siti Fadilla

A. Short Vowel

- | | |
|----------------------------|-----------------------|
| 1. [i] = will, fill, sit | [wil], [fil],[sit] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [gɛt], [rɛt], [pɛt], |
| 4. [æ] = pan, can, mat | [pæn], [kæn], [mɛt] |
| 5. [ɒ] = cop, god, love | [kɒp], [gud], [lɒv] |
| 6. [o] = boy, hot, object | [boy], [hot], [objɛk] |
| 7. [u] = full, look, could | [ful], [luk], [kuld] |
| 8. [ə] = the, alone, ago | [ðə],[əlɒn], [əgɒ] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. Long Vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:],[fi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweis], [mɔ:], [yɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hə:], [gə:], [bə:] |

C. Diphthongs

- | | |
|-----------------------------|-------------------------|
| 1. [iə] = here, clear, ear | [hiə], [kliə], [iər] |
| 2. [eə] = chair, there, | [ʃeə], [ðeə] |
| 3. [uə] = sure, pure, | [suə], [puə] |
| 4. [ei] = say, place, plate | [sei], [pleis], [pleit] |
| 5. [di] = driver, buy, time | [drɪvɪ], [bɪ], [tɪm] |

- | | |
|----------------------------|-----------------------|
| 6. [ɔɪ] = boy, voice, soil | [bɔɪ], [vɔɪz], [sɔɪl] |
| 7. [aʊ] = loud, house, now | [laʊd], [haʊs], [naʊ] |
| 8. [əʊ] = hope, go, home | [haʊp], [gəʊ], [həʊm] |

D. Triphthongs

- | | |
|-----------------------------------|-----------------------------|
| 1. [eɪə] = layer, player, prayer | [leɪə], [pleɪə], [praɪə] |
| 2. [aɪə] = violet, lion, tired | [vaɪə], [laɪən], [taɪə] |
| 3. [ɔɪə] = loyal, royal, employer | [lɔɪəl], [rɔɪəl], [emplɔɪə] |
| 4. [əʊə] = towel, rower, shower | [taʊəl], [raʊə], [ʃəʊə] |
| 5. [aʊə] = hour, power, cower | [haʊə], [paʊə], [kaʊə] |

1. short Vowel

- | | |
|----------------------------|------------------------|
| 1. [ɪ] = will, fill, sit | [wɪl], [fɪl], [sɪt] |
| 2. [e] = pen, mental, well | [pen], [mentl], [wel] |
| 3. [ɛ] = get, red, pet | [get], [ret], [pet], |
| 4. [æ] = pan, can, mat | [pen], [ken], [met] |
| 5. [ɒ] = cop, god, love | [kɒp], [gɒd], [lɒv] |
| 6. [ɔ] = boy, hot, object | [bɔɪ], [hɒt], [ɒbjekt] |
| 7. [ʊ] = full, look, could | [fʊl], [lʊk], [kʊld] |
| 8. [ə] = the, alone, ago | [ðə], [əlon], [əgo] |
| 9. [ʌ] = cut, us, duck | [kʌt], [ʌs], [dʌk] |

B. long vowels

- | | |
|------------------------------|-------------------------|
| 1. [i:] = see, sheep, feel | [si:], [ʃi:p], [fi:l] |
| 2. [ɜ:] = park, car, | [pɜ:], [kɜ:] |
| 3. [ɔ:] = always, more, your | [ɔ:lweɪs], [mɔ:], [jɔ:] |
| 4. [u:] = pool, food, school | [pu:l], [fu:d], [sku:l] |
| 5. [ə:] = her, girl, bird | [hə:], [gə:], [bə:] |

C. Diphthongs

- | | |
|------------------------------|-------------------------|
| 9. [ɪə] = here, clear, ear | [hɪə], [klaɪə], [ɪə(r)] |
| 10. [eə] = chair, there, | [tʃeə], [ðeə] |
| 11. [ʊə] = sure, pure, | [suə], [puə] |
| 12. [eɪ] = say, place, plate | [seɪ], [pleɪs], [pleɪt] |
| 13. [aɪ] = driver, buy, time | [draɪvə], [baɪ], [taɪm] |

- | | |
|-----------------------------|----------------------|
| 14. [ɔi] = boy, voice, soil | [boi],[voiz], [soil] |
| 15. [ɒu] = loud, house, now | [ləud],[hʌʊs], [nəʊ] |
| 16. [əʊ] = hope, go, home | [həʊp], [gəʊ],[həʊm] |

D. Triphthongs

- | | |
|-----------------------------------|--------------------------|
| 6. [eiə] = layer, player, prayer | [leiə],[pleiə],[preiə] |
| 7. [ɪə] = violet, lion, tired | [vɪə], [liən], [tɪə], |
| 8. [oiə] = loyal, royal, employer | [loiə], [roiə], [emɪɔiə] |
| 9. [əʊə] = towel, rower, shower | [təʊəl], [rəʊə], [ʃəʊə], |
| 10. [ɒuə] =hour, power, cower | [hɒuə], [pəʊə], [kəʊə], |



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: Biasa

: -

: Pengesahan Judul dan Pembimbing Skripsi

Kepada Yth Bapak/Ibu;

- 1. Zainuddin,S.S,M.Hum (Pembimbing I)
- 2. Hamka, M.Hum (pembimbing II)

di-
Padangsidempuan

Assalamu 'Alaikum Wr. Wb

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) fakultas tarbiyah dan ilmu keguruan IAIN Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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 Jurusan : Tadris Bahasa Inggris-3
 JudulSkripsi : AN ANALYSIS OF STUDENTS' ABILITY IN PRONUNCIATION AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Penyelesaian Skripsi.

6 Maret 2017

Yth. Kepala SMP Negeri 5 Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa :

Nama : Rohimah Siregar
NIM : 123400110
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis of Students' Ability in Pronunciation at Grade VII SMP Negeri 5 Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.
Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
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Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

Nama : ROHIMAH SIREGAR
NIM : 123400110
Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan/TBI
Alamat : Sihitang

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 29 Maret 2017 sampai dengan selesai, guna untuk melengkapi penelitiannya yang berjudul : "ANALYSIS OF STUDENTS' ABILITY IN PRONUNCIATION AT GRADE VII SMP NEGERI 5 PADANGSIDIMPUAN ." sesuai dengan surat Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidempuan Nomor : B-214/In.14/E.4c/TL.00/03/2017 tanggal 06 Maret 2017.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.

Padangsidempuan, 02 Juni 2017
Kepala SMP Negeri 5 Padangsidempuan



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