



AN ANALYSIS OF STUDENTS' MASTERY OF
FRICATIVE CONSONANTS AT THE FOURTH SEMESTER
OF ENGLISH EDUCATION DEPARTMENT IN IAIN
PADANGSIDIMPUAN

A THESIS

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

Written By:

NURUL HAFNI LUBIS

Reg No. 10 340 0019

ENGLISH EDUCATION DEPARTMENT
FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

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A THESIS

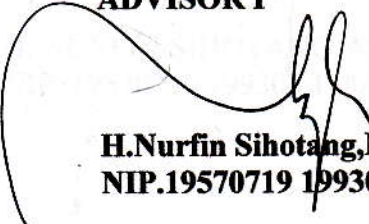
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Written By:


NURUL HAFNI LUBIS
Reg No. 10. 340. 0019



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**FACULTY OF TARBIYAH AND PEDAGOGY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014

Things : Thesis
a.n. Nurul Hafni Lubis
Appendix : 7(seven) Exemplar

Padangsidempuan, June, 13th 2014
to:
Dean Faculty Of Tarbiyah And Pedagogy
in-
Padangsidempuan

Assalamu'alaikum Wr.Wb.

After Reading, studying, and giving advices for necessary revises on thesis belongs to Nurul Hafni Lubis, entitled "**An Analysis of Students' Mastery of Fricative Consonants at the fourth Semester of English Education Department in IAIN Padangsidempuan**". To be better, so we decide that this thesis can be accepted as a partial fulfillment of requirement for the degree of Islamic Education Scholar in (S.Pd.I) in English at state Institute For Islamic Studies.

Therefore, we hope that she could be to defend her thesis in Munaqosyah. That's all and thank you for your attention.


Wassalamu'alaikum Wr.Wb.

ADVISOR I



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DECLARATION OF SELF THESIS COMPLETION

In the name of Allah, Most Gracious, Most Merciful. I myself stated that:

Name : NURUL HAFNI LUBIS
Registration number : 10 340 0019
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The title of thesis : **An Analysis of Students' Mastery of Fricative Consonants at the Fourth Semester of English Education Department in IAIN Padangsidimpuan.**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors team and without doing plagiarism along with the students' ethic code in article 14 subsections 2.

I made this declaration truthfully, if there is a deviation and incorrect of my declaration later on, I resign to get the punishment as what has involved in students' ethic code in article 19 subsections 4 that is about dispassion of academic degree disrespectfully and the other punishment accord with the norms and accepting legal requirement.

Padangsidimpuan, 16th June 2014



Declaration marker

NURUL HAFNI LUBIS
Reg. No. 10 340 0019

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

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Leader,



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NIP.19720321 199703 2 002


Members,



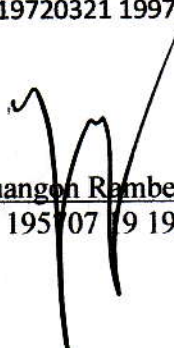
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Place : Padangsidempuan
Date : June, 13th2014
Time : 08. 00 until finish
Result / Mark : 75,84/B
IPK : 3,33
Predicate : Very Good



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LEGALIZATION

**Thesis : AN ANALYSIS OF STUDENTS' MASTERY OF FRICATIVE
CONSONANTS AT THE FOURTH SEMESTER OF ENGLISH
EDUCATION DEPARTMENT IN IAIN PADANGSIDIMPUAN**

Written By : NURUL HAFNI LUBIS

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The thesis had been accepted as a partial fulfillment of requirement
for degree of Islamic education scholar (S.Pd.I) in English Education Department

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Dean

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ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent and the Merciful

Praise is to Allah lord of the world who has bestowed upon the writer in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companions, and his followers'.

This thesis is presented to the English Education Department of the State Institute for Islamic Studies Padangsidempuan (IAIN Padangsidempuan) as partial fulfillment of the requirement for degree of strata I (S1).

This thesis can't be completed without a great deal of help from many people, especially H.Nurfin Sihotang, ph.D., as the first advisor and Hamka M.Hum., as the second advisor who always give their time, valuable help, guidance, correction, and suggestion for completion of this thesis.

My deepest gratitude also goes to those who have helped the writer in finishing this thesis, among others :

1. Thanks are due to the Rector of IAIN Padangsidempuan, Dr. H. Ibrahim Siregar, MCL who has given chance and time so I could learn and get some knowledge from IAIN Padangsidempuan.
2. Thanks are due to Mrs. Hj. Zulhingga, S.Ag, M.Pd, as the dean of Tarbiyah Faculty and her staff.

3. Special Thanks are due to Mrs. Rayendriani Fahmei Lubis, M.Ag., as the leader of English Education Department who is advices and support the researcher in finishing this research.
4. Special thanks are due to H.Nurfin Sihotang, MA., ph.D., as the first advisor, who has helped the researcher to do this research.
5. Special thanks are due to Mr. Hamka., M.Hum., as the second advisor and also as a lecturer of Pronunciation lecturer in IAIN Padangsidimpuan who has helped the researcher to complete this research and always borrowed her many book as her references.
6. Thanks are due to Fitri Rayani Siregar , who is advices and support the researcher in finishing this research borrowed her many book as her references.
7. Thanks are due to the Munaqasah examiners are Rayendriani Fahmei Lubis, M.Ag , Hj..Aspiati S.Ag., M.Pd, Sojuangon Rambe, S.S., M.Pd and H.Nurfin Sihotang, MA., ph.D.
8. Thanks are due to All lecturers and staffs in English Education Department who have taught, guided and also encouraged her during studying in IAIN Padangsidimpuan.
9. The Librarian of IAIN Padangsidimpuan (Drs. Yusri fahmi, M.Ag), for their cooperative and permission to use their books.
10. As the heroes of my entire lives are my beloved Parents (Darussalam Lubis and Maslaini), my beloved brothers (M.Ali Nafiah Lubis, Sahril Ramadhan

Lubis, Riswandi Lubis and Zulham Efendi Lubis, who always give their materials, prays, motivation, and moral encouragement to finish my study.

11. The fourth semester of English Education Department (TBI-1) IAIN Padangsidempuan as the participants in this research, thanks for your help.
12. My beloved friends Atikah Amini Daulay, Suryani Harahap, Nondang Sari Bulan, Tuti Alawiyah, Liony, Resdilla Pratiwi, Nurhati, Dasima, Riska Wahyuni ,Anna Fitriani, Sarah, Sahrul Ondak, Anti, Sutresno, Dori ,Ica and all of my friends .
13. And special thanks also to Gustina Indriani Lubis who is the researcher motivator.
14. All my friends in IAIN Padangsidempuan, good luck for you, especially at the eight semester of TBI-1.
15. All the people who have helped the writer to finish her study that can't mention one by one.

May Allah, The almighty bless them all, Amin.

Padangsidempuan, 16th June 2014
The Writer



NURUL HAFNI LUBIS
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ABSTRACT

NAME : NURUL HAFNI LUBIS
REG. NUMBER : 10.340.0019
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THESIS, TITLE : AN ANALYSIS OF STUDENTS' MASTERY OF
FRICATIVE CONSONANTS AT THE FOURTH
SEMESTER OF ENGLISH EDUCATION
DEPARTMENT IN IAIN PADANGSIDIMPUAN

This research concerns about an analysis of students' mastery of fricative consonants at the fourth semester of English Education Department in IAIN Padangsidimpuan. The formulated of the problem was talking about the students' mastery of fricative consonants at the fourth semester of TBI-1 IAIN Padangsidimpuan, kinds of problems dominantly do the students face on fricative consonants at the fourth semester of TBI 1 IAIN Padangsidimpuan, the problems dominant. This research intended to describe the students' mastery of fricative consonants at the fourth semester of TBI in IAIN Padangsidimpuan, to know the problems dominant that usually faced at the fourth semester of TBI in IAIN Padangsidimpuan, in mastering fricative consonants.

The research uses qualitative method and using descriptive approach. The primary source of the data is the students at fourth semester of English education department IAIN Padangsidimpuan are 35 students. The secondary source of data are the pronunciation lecturer and the chief of English Education Department. Next, this research uses test, interview and observation as the instruments.

Based on the result of research, researcher found the students' mastery of fricative consonants at the fourth semester of TBI in IAIN Padangsidimpuan was enough score. Kinds of problems dominantly do the students face on fricative consonants at the fourth semester of TBI 1 IAIN Padangsidimpuan in fricative consonants are: the students weaknesses of ability on fricative consonants: θ , δ , η . And the students strengths on fricative consonants: f, v, s, z, \int, h . They dominantly used the English feature of pronunciation that have a big similarity with the faeature of pronunciation of Batak Angkola, Batak Padangbolak, Batak Mandailing, and Batak Toba. Then 85% They speak with their mother tongue everyday, mother tongue had a significant influence, but actually mother tongue also not a big problem in Angkola, Padangbolak, Mandailing, Toba students in their pronunciation. And the students have to drill their pronunciation, so that they can pronounce the word as well as the standard of receive pronunciation.

CURRICULUM VITAE

A. Identity

Name : NURUL HAFNI LUBIS
Nim : 10 340 0019
Place and birthday : Padangsidimpuan, December 20th 1992
Sex : female
Religion : Islamic
Address : Jl. S. ParmanGg. Nauli Number 07 D, Kp.
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B. Parent

1. Father's name : DARUSSALAM LUBIS
2. Mother's name : MASLAINI

C. Educational background

1. Graduated from Elementary School of SDN 200105/ 7 Kp. Marancar Padangsidimpuan in 1998 – 2004.
2. Graduated from Junior High School of SMP N 3 Jl. K. H. Ahmad Dahlan Padangsidimpuan in 2004 – 2007.
3. Graduated from Senior High School of SMK N 3 Jl. Silandit Padangsidimpuanin 2007 – 2010.
4. Be College student in State Institute for Islamic Studies (IAIN) Padangsidimpuan.

APPENDIX I

OBSERVATION GUIDANCE

1. The students' mastery of fricative consonants at the fourth semester of English Education Department in IAIN Padangsidempuan.
2. The condition of the students.

APPENDIX III

PRACTICE

Pronounce the following words (in sound symbols)

1. /f/
 - a. fine
 - b. wife
 - c. afternoon
 - d. afraid
 - e. belief
2. /v/
 - a. very
 - b. voice
 - c. receive
 - d. move
 - e. advice
3. /θ/
 - a. thin
 - b. thank
 - c. method
 - d. tooth
 - e. cloth
4. /ð/
 - a. the
 - b. those
 - c. mother
 - d. weather
 - e. with
5. /s/
 - a. some
 - b. face
 - c. sell
 - d. sign
 - e. sigh
6. /z/
 - a. zoo
 - b. zero
 - c. lazy
 - d. measure
 - e. pleasure
7. /ʃ/
 - a. show
 - b. shock
 - c. short
 - d. fashion
 - e. mention
8. / ɹ /
 - a. urgency

- b. virgin
 - c. virgo
 - d. bird
 - e. ursine
9. /h/
- a. hand
 - b. hard
 - c. heart
 - d. hopeful
 - e. hospitable

APPENDIX IV

INTERVIEW ANSWER FROM ENGLISH PRONUNCIATION LECTURER

3. Is a fricative consonant a topic of the pronunciation subject in the second grade of English Education Department of State Institute for Islamic Studies Padangsidempuan?

Answer:

Yes, pronunciation practice we have in discuss it in this English Education Study Program II in 2007 for until now and then in 2011-2014 continues. We take just pronunciation practice I and pronunciation practice II. The purpose is to be done. It discusses in pronunciation even it is pronunciation I and then pronunciation practice II and also they are continued I mean the class. The classes pronunciation I and pronunciation II are continued in phonetic and phonology at the fourth semester. So, this is the technique to do in the first semester and the fourth semester with semester you want.

4. How do you teach fricative consonants?

Answer:

Fricative consonants are very unique. Yes, looking from the characteristics of consonants, consonants are described in using 4 characteristics: place of articulation, manner of articulation, vocal tract (voice/ voiceless), perception of consonants. So the English consonants are sound with stopping air of moving in speech organ. Fricatives are aspiration airstream in the mouth of place of articulation English, as in [f] and [v] (in labiodentals), [θ] and [ð] (in interdental), [s] and [z] (in alveolar), [ʃ] and [ʒ] (in palatal), and h (in glottal). We talk about place of articulation; the place of articulation refers to the place in the mouth where the sound or where closure is occurs. Common place of articulation for English consonants are bilabial, labiodental,

interdental, alveolar, palatal, velar and glottal. The manners in which the constrictions are made in the vocal tract affects the air stream and result in different ways in which speech sound can be produced. Vocal fold may be positioned in a number of ways to produce different glottal quality. This is named voiceless and voiced. Perception of consonants is due to the question of what sound is produced. When someone produces a consonant sound, for instance [P] , what do we name this sound? The consonants listed in the next tables. Consonants chart are organized in the term of manner of articulation. Consonants chart are the description of consonants sounds with the reference to the place of articulation, manner of articulation and vocal qualities. Yes, it is the way teaches fricative consonants.

5. What are the methods that you use in teaching fricative consonants in IAINPadangsidempuan?

Answer:

I teach them and I always make the way with product teaching. Before it, when I was meeting them in the classroom, I use tutorial and discussion method in teaching fricative consonants and then give them the timing for discussion. So it is the jobs or duty of the discussion to explain about the fricative consonants and the forms of fricative consonants.

6. How is the students' result in learning fricative consonants?

Answer:

Confusion in communication, some features of pronunciation are not frequently fulfilled by the speaker, for instance, using the wrong sound, leaving sounds out, adding sounds, putting stress on the wrong syllable in a word, and using the wrong intonation pattern. Further, to say if the features are not fulfilled, they can cause the failure in grasping the

messages or misinterpreting the meaning of the messages to being insulted because the speaker appears to be expressing an attitude that was intended. Actually in TBI-1, you know that TBI-1, I got many things from them, TBI-2 of course I also got, but in TBI-3 they are getting many problems. You also found in your research the reality and the fact that they got.

7. What are the students' difficulties that often gotten by the students in learning fricative consonants?

Answer:

There were many difficulties that faced by the students such as they are often do not pay any attention to their pronunciation. Even worse, some of them under estimate it. In fact, in my opinion, pronunciation is extremely important. I can see from place of articulation. Many cases of misunderstanding in communication were caused by the mispronunciation of words or the importer intonation. Look a few examples; when they are the words fog and fox, sick and six, sea and she with relatively no differences. Its same cases can lead to be misunderstanding. Another example, when one pronounces the word "present" with the first syllable. When she uses in the sentences "I would like to present" is certainly incorrect and irritating. In addition, good pronunciation can also give the plus value to those who master it. Moreover, good pronunciation skill can give more self-confidence for everyone who speaks in front of many people. So, it has become more and more obvious that pronunciation cannot be under-estimate.

8. How are your efforts to solve the problems?

Answer:

Yes, my effort to solve the problem. I want to explore my teaching method, my strategies to teach it, exactly every day I have to study hard more and more and I must do more

exercises and more practices again, again, and again for them. I show them the tables of consonant chart, description of consonants sound with reference to the place of articulation, manner of articulation, and vocal qualities. Hopefully, to improve the students spoken language in English pronunciation, English consonants abilities especially in fricative consonants. I always give more exercises and explanations, write again, again, and again. In daily life, yes, I always effort them can understand about fricative consonants.

9. How is your way to motivate your students so that you can increase students' ability in fricative consonants?

Answer:

Yes, I motivate the students to improve their spoken language, English pronunciation, and English consonants abilities especially in fricative consonants. I create the class to be comfortable for studying and do an improvisation to attract students' enthusiastic and motivation in teaching- learning process. I give more exercises and explanations about fricative consonants to the students especially who got bad scores.

10. What are the indicators that you use to establish students' ability in mastering fricative consonants?

Answer:

I give them every symbol fricative consonants minimally 5 words. I do more exercises and more practices again, again and again and ask them to pronounce it. Everyone is given syllable and I must look the strategy the exact and ready planed. The well strategies approach the teaching method and studied source. I also must be after to knowledge result studied the students still lower.

11. What kinds of the problems dominantly done by the students in facing fricative consonants of the fourth semester of TBI 1 IAIN Padangdiimpuan?

Answer:

The problems dominantly done by the students in facing fricative consonants can be seen from common place of articulation for English consonants such as labiodental, dental, palatal. They often pronounce the consonant of labiodental /v/ with /f/ and /p/. For example avoid /əvɔɪd/, while in dental consonant sounds (θ), and (ð) often pronounce with /t/, for example “think” /θ hɪŋk/ become /tɪŋk/. In fact, this problem is faced not only common speaker, but also this problem often faced by many students at TBI. Actually, English language learning process is still un-effective. Most of students are not interested in learning English language. They say that English are not same as words writing and pronunciation. So, the students often get the difficulties in pronunciation. Students laziness to practice English words pronunciation and makes them less self-confidence in learning English especially in speaking. They would rather to keep silence then to try. One of the students wants to make sure whether his friends will come today or not. He says “Are you going here today?”, but his mispronounce day is die. He pronounce the word day as (dai) because he is influenced by his habit reading the word in Indonesian language. There is no difference between spelling and pronunciation in Indonesia as their mother tongue. They tend to pronounce the words they use as what the spelling are. The mispronunciation cases as the example that happen frequently.

12. Why are the problems dominant?

Answer:

Because every technique still have the kinds of their mother tongue, for example: BatakAngkola, BatakPadangbolak, BatakMandailing, and Batak Toba. Then 85% they speak with their mother tongue every day. The students have three habits in their daily life. First, when they are at home or when they interact with their family, they always use their mother tongue to communicate with their family. Second, when they are socializing in public area they use Indonesian language. Third, when they are at Institute area, especially at English Educational Department of IAIN Padangsidimpuan or TBI area, they ought to communicate in English, but in fact they still communicate with their mother tongue to communicate with other has influenced their pronunciation to communicate in English. The other reason the students think that all pronunciation of vowel and consonant in every language is same, so that they pronounce all depend on their comprehension in their mother tongue.

All above answers were precisely and truly based on the interview answers of pronunciation lecturer. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, May 01st 2014

HAMKA, M. Hum
NIP. 19840815 200912 1 005

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

- 13. Name : ADE EFRINA NASUTION
- 14. NIM : 12 340 0001

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

1. Do you like English?

Answer:

Yes, I do. I like English. I want to master all of English language skills, such as listening, speaking, reading and writing.

2. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course.

3. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants in 2nd semester in IAIN Padangsidempuan.

4. Do you know about fricative consonants?

Answer:

Yes, I do. I know that. There are 9 fricative consonants. Such as [f] , [v] , [θ] , [δ] , [s] , [z] , [ʃ] , andh.

5. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am interested in pronunciation subject especially in fricative consonants.

6. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I learn fricative consonants, yes, I believe, it is good way in my institute.

7. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

8. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when I study of fricative consonants, I must learn and learn and we must make group with other friends. So, we can comprehend about fricative consonants.

9. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly on fricative consonants especially how to pronounce [θ], [ð] and □.

10. Why are the problems dominant?

Answer;

Because it is a fact in our speech or organ speech.

All above answers were precisely and truly based on the interview answers of Ade Efrina Nasution as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

ADE EFRINA NASUTION
Reg. No. 12 340 0001

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

15. Name : AFRIYANSYAH
16. NIM : 12 340 0002

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

11. Do you like English?

Answer:

Yes, I do. I like English, because English is an international language. It is spoken by many people all over the world, either as a first or second language.

12. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before. I ever followed it when I was in Senior High School.

13. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants in 2nd semester.

14. Do you know about fricative consonants?

Answer:

Yes, I do. Fricatives are the consonants which are produced by narrowing the air passage at some of articulation. The fricative are: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

15. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because pronunciation can guarantee good or bad the information which is conveyed in English.

16. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I think it is a good way, our lecturer given the best way for us.

17. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

18. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when studying of fricative consonants. Sometimes I will ask to my friends and lecturer.

19. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The fricative consonants are [θ], [ð] and [ʃ]. is very difficult for me to sound it.

10.

20. Why are the problems dominant?

Answer:

Because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out.

All above answers were precisely and truly based on the interview answers of Afriansyah as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

AFRIANSYAH
Reg. No. 12 340 0002

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

- 17. Name : AGUS SUHARIANTO
- 18. NIM : 12 340 0003

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

- 21. Do you like English?

Answer:

Yes, I do. I like English, because English is not only studying about pattern, but also studying the meaning of the message of the communication.

- 22. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

- 23. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester.

24. Do you know about fricative consonants?

Answer:

Yes, I do. There are nine of symbol fricative consonants such as [f] , [v] , [θ] ,
[δ] , [s] , [z] , [ʃ] , andh.

25. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I am not.

26. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer gives more explanation and pronounces it and then asked us to repeat again.

Yes, I think it is a good way for us.

27. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't like to pronounce English exactly about fricative consonants in my daily life.

28. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when studying of fricative consonants.I have solution to solve my problems like, exactly I have to study hard more and more and I must do more exercises and more practices.

29. What kinds of problems dominantly do in learning fricative consonants?

Answer:

How to pronounce [θ] , [δ] and □. I often confuse to different it.

30. Why are the problems dominant?

Answer:

Because of that I get problem to pronounce well. It is difficult to change my mother tongue, but I will improve the next time.

All above answers were precisely and truly based on the interview answers of AgusSuharianto as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

AGUS SUHARIANTO
Reg. No. 12 340 0003

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

- 19. Name : ANISYAH RITONGA
- 20. NIM : 12 340 0004

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

31. Do you like English?

Answer:

Yes, I do. I like English, because English is a top requirement of those seeking jobs. It is obvious that everybody needs to learn English to great the global era.

32. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before when I was in the tenth and eleventh grade in Senior High School.

33. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester of IAIN Padangsidempuan.

34. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard: [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] andh.

35. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am interested especially in fricative consonants because the Fricative will influenced the ability to pronounce letters of words.

36. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I learnt Fricative consonants only while pronunciation I and II, then phonology subject.

37. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative.

38. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem on Fricative. I solve it only asking to my lecturer. Then after knowing, I pronounce Fricative consonants. I always sound v alphabet. Then make it into examples.

39. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems are differentiate between [θ], and [ð]. Then how to pronounce them into example.

40. Why are the problems dominant?

Answer:

Because it is so hard to know which one voiceless vocal after [θ], and [ð] and which one voice sound, because the alphabet after [θ], and [ð] influence to be sounded.

All above answers were precisely and truly based on the interview answers of AnisyahRitongaas the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

ANISYAH RITONGA
Reg. No. 12 340 0004

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

- 21. Name : EFRIDA YANTY SIREGAR
- 22. NIM : 12 340 0005

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

41. Do you like English?

Answer:

Yes, I do. I like English when I was in elementary school until now.

42. Do you ever get English course before?

Answer:

No, I never get English course before.

43. Have you studied of fricative consonants?

Answer:

Yes, I ever. I have studied of fricative consonants when I was in 2nd semester of IAIN Padangsidempuan.

44. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by bringing very close together leaving only a very narrow channel which air squeezes. The fricative are [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

45. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I am not, because it is difficult for me to sound it especially in fricative consonants.

46. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I think it is not a good way.

47. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't, because often mispronounce is something happens frequently.

48. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have. I ask to my lecturer.

49. What kinds of problems dominantly do in learning fricative consonants?

Answer:

How to sound it such as [θ], and [ð].

50. Why are the problems dominant?

Answer:

Because it is so difficult to say or sound it, I still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesian as my mother tongue.

All above answers were precisely and truly based on the interview answers of Efrida Yanty Siregaras the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpun, April 26th 2014

EFRIDA YANTY SIREGAR
Reg. No. 12 340 0005

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

23. Name : ELVI YUNITA
24. NIM : 12 340 0006

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

51. Do you like English?

Answer:

Yes, I do. I personally think that English is the world's most important language.

52. Do you ever get English course before?

Answer:

No, I never get English course before.

53. Have you studied of fricative consonants?

Answer:

Yes, I ever. I have studied of fricative consonants when I was in 2nd semester of IAIN Padangsidempuan.

54. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard: [f] , [v] , [θ] , [ð] , [s] , [z] , [ʃ] ,
[ʒ] andh.

55. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, pronunciation is one of English components that should be mastered by the students.

56. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer make example of fricative consonants and then the lecturer practiced the sound of fricative consonants and then he asked us one by one to repeat again. I think it is a good way in my institute.

57. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

58. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of fricative consonants. I do practice with seeing the mirror.

59. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done the students, face on fricative consonants is v , θ ,
 \square and δ .

60. Why are the problems dominant?

Answer:

Because it is so difficult for me when opening the lips by organs of speech somewhere in
the mouth or nose.

All above answers were precisely and truly based on the interview answers of
ElviYunitaas the informant in this research. Then, the researcher has the authority in using
this data to make this research completely. The researcher really sorry if some comments
were corrupted.

Padangsidimpuan, April 26th 2014

ELVI YUNITA
Reg. No. 12 340 0006

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

25. Name : FADILAH
26. NIM : 12 340 0008

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

Nur Hafni Lubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

61. Do you like English?

Answer:

Yes, I do. I like English when I was in elementary school.

62. Do you ever get English course before?

Answer:

No, I never get English course before.

63. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 1st and 2nd semester.

64. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by narrowing the air passage at some of articulation, so that when air is expelled by pressure from the lung, it escapes with kind of hissing sounds. The fricative consonants are: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

65. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because good pronunciation will be determined by the students' mastery in vowel and consonant.

66. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way in my institute.

67. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

68. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of Fricative consonants. I ask to my lecturer and do practice again and again.

69. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants are v , θ , \square and δ is very hard to me.

70. Why are the problems dominant?

Answer:

Because I seldom to sound about example symbol of v , θ , \square and δ so it is difficult for me to sound them.

All above answers were precisely and truly based on the interview answers of Fadilah as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

FADILAH
Reg. No. 12 340 0008

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

27. Name : FERI FERNANDO
28. NIM : 12 340 0009

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

71. Do you like English?

Answer:

Yes, I do. I like English when I was in Junior High School. I think that English is the world's most important language.

72. Do you ever get English course before?

Answer:

Yes, I ever get English course before when I was in Junior and Senior High School and now I never get English course.

73. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 1st and 2nd semester.

74. Do you know about fricative consonants?

Answer:

Fricative consonants are produced the fricative by bringing very close together leaving only a very narrow channel which air squeezes. The fricative consonants are: [f] , [v] , [θ] , [ð] , [s] , [z] , [ʃ] , [ʒ] andh.

75. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am interested in pronunciation subject especially in fricative consonants because we should know the kinds of vowels and consonants as well as knowing the place of articulation.

76. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way.

77. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life, because the words of example fricative consonants very much our meeting in daily life.

78. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of Fricative consonants. I ask to my lecturer and seeing the other sources and then practice, practice and practice.

79. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants. when I pronounce θ and δ I can't both different, because θ voiceless and δ voices. So, it is very difficult for me to pronounce them.

80. Why are the problems dominant?

Answer:

Because I seldom to pronounce it. So, I can't make the vocal cords are not made to vibrate. It appears as "th" in the words.

All above answers were precisely and truly based on the interview answers of Feri Fernando as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

FERI FERNANDO
Reg. No. 12 340 0009

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

29. Name : FITRIANI HARAHAP
30. NIM : 12 340 0010

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

81. Do you like English?

Answer:

Yes, I do. Because English is the key which opens doors to scientific and technical knowledge and English is the world's most important language.

82. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

83. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester.

84. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are the consonants which are produced by narrowing the air passage at some of articulation so that when air is expelled by pressure from the lung, it escapes with kind of hissing sounds. The fricative consonants are: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

85. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I am not. Because fricative consonants are difficult to be learnt and in English, spelling and pronunciation are not always the same.

86. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer make example of fricative consonants and then the lecturer practiced the sound of fricative consonants and then he asked us one by one to repeat again. I think it is a good way, our lecturer given the best way for us.

87. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't. I don't like to pronounce English exactly about fricative consonants in my daily life.

88. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. I have problem when study of Fricative consonants. I ask to my lecturer and other friends.

89. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants. when I pronounce θ and δ . Sometimes I forgot between voiceless and voiced.

90. Why are the problems dominant?

Answer:

Because it is very difficult for me to change my mother tongue when opening the lips by organs of speech somewhere in the mouth or nose.

All above answers were precisely and truly based on the interview answers of Fitriani Harahap as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpun, April 26th 2014

FITRIANI HARAHAAP
Reg. No. 12 340 0010

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

- 31. Name : FITRI RAHMA HANDAYANI
- 32. NIM : 12 340 0011

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

91. Do you like English?

Answer:

Yes, I do. I like English when I was in elementary school until now.

92. Do you ever get English course before?

Answer:

I've ever followed English course when I was sixth grade in 2006 for six months.

93. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester.

94. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are which are produced by narrowing the air passage at some of articulation so that when air is expelled by pressure from the lung, it escapes with kind of hissing sounds.

95. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Not really much, just like the other sounds.

96. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

Hmm... My lecturer gives me explanation and example of it and pronounce it... yah, yes I do.

97. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Not really. Just because my daily life is mostly use "bahasa" than English, but when I use English I'll do it and I have to.

98. Do you have problems when study of fricative consonants, how to solve it?

Answer:

I guess just a little bit. I try to pronounce it again and again till it will be good and better.

99. What kinds of problems dominantly do in learning fricative consonants?

Answer:

I think just due to the sound is rather similar. So it makes students is confused to differentiate it. Example between [θ], and [δ].

100. Why are the problems dominant?

Answer:

Because just like I mentioned before, due to the sound is rather similar and students make many mistakes in that sound than others.

All above answers were precisely and truly based on the interview answers of FitriRahmaHandayani as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

FITRI RAHMA HANDAYANI
Reg. No. 12 340 0011

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

33. Name : HERLIANI NASUTION
34. NIM : 12 340 0012

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

101. Do you like English?

Answer:

Yes, of course. I like English language but before I entered to IAIN Padangsidimpuan. I don't like English language.

102. Do you ever get English course before?

Answer:

No, I don't. I don't ever get English course before.

103. Have you studied of fricative consonants?

Answer:

Yes, I have. We studied fricative consonants in the last semester.

104. Do you know about fricative consonants?

Answer:

Yes, I do. But just little.

105. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. Studying about fricative consonants are very important in studying English for speaking English well.

106. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

It is very good and our lecturer is the best teaching for us although I still confused.

107. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Ever but seldom.

108. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have. Actually I get matter when studying fricative consonants and other but I always try it for better.

109. What kinds of problems dominantly do in learning fricative consonants?

Answer:

Because I still bring dialeg language for mother tongue, but I try to improve it.

110. Why are the problems dominant?

Answer:

I have said before in the nine questions and additional I never study about fricative consonants before I was to IAIN Padangsidempuan. Got in.

All above answers were precisely and truly based on the interview answers of HerlianiNasution as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

HERLIANI NASUTION
Reg. No. 12 340 0012

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

35. Name : INDAH MEI HARI NASUTION
36. NIM : 12 340 0013

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

111. Do you like English?

Answer:

Yes, I very like English.

112. Do you ever get English course before?

Answer:

No, I don't ever get English course.

113. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester in IAIN Padangsidempuan.

114. Do you know about fricative consonants?

Answer:

Yes, I know about fricative consonants. The fricative consonants are: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

115. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I don't interest in pronunciation subject especially in fricative consonants.

116. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I learn fricative consonants in my institute by pronouncing it more and more.

117. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

118. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of fricative consonants. I ask to my lecturer and my friend and do practice by seeing mirror.

119. What kinds of problems dominantly do in learning fricative consonants?

Answer:

It is so difficult to pronounce and difficult to differentiate it from kinds of fricative consonants.

120. Why are the problems dominant?

Answer:

The problem dominant because I seldom to do drilling and pronounce fricative consonants.

All above answers were precisely and truly based on the interview answers of Indah Mei Hari as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

INDAH MEI HARI NASUTION
Reg. No. 12 340 0013

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

37. Name : IRMA DESITA PANE
38. NIM : 12 340 0015

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

121. Do you like English?

Answer:

Yes, I do. I like English when I was in elementary school. I think that English is the world's most important language.

122. Do you ever get English course before?

Answer:

No, I never get English course before.

123. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester.

124. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

125. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. I am interested in pronunciation subject especially in fricative consonants; because I wanna my pronunciation is good. As we know good pronunciation will be determined by the students mastery in vowel and consonants.

126. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer asked us to pronounce example of fricative consonants. I think it is a good way for us.

127. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do. I like to pronounce English exactly about fricative consonants in my daily life.

128. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. I have problem when studying of fricative consonants. I do practice fricative consonants pronunciation by seeing the mirror, practice again and again.

129. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants are [δ], because voiced, so rather difficult to pronounce it.

130. Why are the problems dominant?

Answer:

Because I don't usually pronounce English words language in speaking with friend in class, although in today's speaking.

All above answers were precisely and truly based on the interview answers of Irma Desita Pane as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

IRMA DESITA PANE
Reg. No. 12 340 0015

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

39. Name : LATIFAH ANNUR NASUTION
40. NIM : 12 340 0017

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

131. Do you like English?

Answer:

Yes, I do. I think that English is the world's most important language.

132. Do you ever get English course before?

Answer:

Yes, I ever get English course before.

133. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants at 2nd semester.

134. Do you know about fricative consonants?

Answer:

Yes, I do. But not too much.

135. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. In English pronunciation holds an important role because the exact pronunciation. We can decide whether some messages are understandable or not.

136. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I guess so far so good.

137. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

I practice it sometimes.

138. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have, I guess, I have to study of fricative consonants.

139. What kinds of problems dominantly do in learning fricative consonants?

Answer:

In fricative (suffix -s/ -es).

140. Why are the problems dominant?

Answer:

Because I am stil confused about adding –es/ s in a word.

All above answers were precisely and truly based on the interview answers of LatifahAnnurNasution as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

LATIFAH ANNUR NASUTION
Reg. No. 12 340 0017

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

- 41. Name : LIA RAHAYU KOTO
- 42. NIM : 12 340 0018

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

141. Do you like English?

Answer:

Yes, I like it, because English is one of languages in the world used as an international language.

142. Do you ever get English course before?

Answer:

Yes, I ever when I was at tenth grade in Senior High School.

143. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in 2nd semester in IAIN Padangsidempuan.

144. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard: [f], [v], [θ], [ð], [s], [z], [ʃ], and h.

145. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I am not, because I often get the difficulties in pronunciation especially in fricative consonants.

146. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

Yes, with the teacher learn about it. I think it is a good way for us.

147. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't. I don't like to pronounce English exactly about fricative consonants in my daily life.

148. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of Fricative consonants. I ask to my lecturer and my friends. I will try it for better.

149. What kinds of problems dominantly do in learning fricative consonants?

Answer:

My problems dominantly done by me on fricative consonants: f, v, θ and δ.

150. Why are the problems dominant?

Answer:

Because English are not same as words writing and pronunciation, so I often get the difficulties in pronunciation. How to practice English words pronunciation and less self-confidence in learning English especially in speaking.

All above answers were precisely and truly based on the interview answers of Lia Rahayu Koto as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

LIA RAHAYU KOTO
Reg. No. 12 340 0018

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

43. Name : LOLI SINTA
44. NIM : 12 340 0019

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

151. Do you like English?

Answer:

Yes, I do. I like English, because English is a top requirement of those seeing jobs. It is obvious that everybody needs to learn English to greet the global area.

152. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

153. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester in IAIN Padangsidempuan.

154. Do you know about fricative consonants?

Answer:

Yes, I do. There are nine of Fricative consonants, such as: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

155. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I am not. I am not interested in pronunciation subject especially in fricative consonants.

156. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way in my institute.

157. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't. I don't like to pronounce English exactly about fricative consonants in my daily life.

158. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of Fricative consonants. I solve it with doing practice and practice again with seeing the mirror.

159. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants are v , θ , \square and δ It is difficult for me to pronounce it.

160. Why are the problems dominant?

Answer:

Because I don't usually pronounce English language words in speaking with friends in class although in daily speaking, so, I did not have an interest to pronounce consonants, because sometimes I am lazy to pronounce it.

All above answers were precisely and truly based on the interview answers of LoliSinta as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

LOLI SINTA
Reg. No. 12 340 0019

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

45. Name : NIKMAH ANRIYANI
46. NIM : 12 340 0021

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

161. Do you like English?

Answer:

Yes, I do. I like English.

162. Do you ever get English course before?

Answer:

Yes, I ever get English course before when I was in Senior High School and in the first semester in IAIN Padangsidimpuan.

163. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in 2nd semester.

164. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are sounds which are made by forming a nearly complete stoppage of the airstream. The opening through which the air escapes is so small that friction is produced. The fricative consonants are [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

165. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am very interested, because pronunciation is a great skill in language to speak the words of language.

166. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

Our lecturer gives explanation about it, gives example of fricative consonants and then he asked us one by one to repeat again. I think it is a good way for us in my institute.

167. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

168. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. The problem is by pronouncing difficult.

169. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The pronouncing is very difficult.

170. Why are the problems dominant?

Answer:

Because I often to practice it.

All above answers were precisely and truly based on the interview answers of NikmahAnriyani as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

NIKMAH ANRIYANI
Reg. No. 12 340 0021

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

47. Name : NUR ALIAH LUBIS
48. NIM : 12 340 0022

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

171. Do you like English?

Answer:

Yes, I do, because English is the world's most important language. I want have a good speech.

172. Do you ever get English course before?

Answer:

Yes, I ever get English course before.

173. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester in IAIN Padangsidempuan.

174. Do you know about fricative consonants?

Answer:

Fricative consonants are produced the fricative by bringing very close together leaving only a very narrow channel which air squeezes. The fricative consonants are: [f], [v], [θ], [ð], [s], [z], [ʃ], and h.

175. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am very interested, because pronunciation is most important to speak English well.

176. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

Yes, I think it is a good way for us. Our lecturer gives more explanation and make example about fricative consonants and asked us to pronounce it.

177. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like but seldom to pronounce it in my daily life.

178. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have. If I have problem when study of fricative consonants I ask to my friends.

179. What kinds of problems dominantly do in learning fricative consonants?

Answer:

My problems dominantly if I differentiate the sounded of the words.

180. Why are the problems dominant?

Answer:

Because I often get the difficulties in pronunciation, I don't usually do practice English words-pronunciation and self-confidence in learning English especially in speaking. I would rather to keep silence than to try.

All above answers were precisely and truly based on the interview answers of NurAliahLubisas the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

NUR ALIAH LUBIS
Reg. No. 12 340 0022

APPENDIX V

AN ANALYSIS ON STUDENT'S ABILITY ON FRICATIVE CONSONANTS AT THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

49. Name : NUR ALIYAH
50. NIM : 12 340 0024

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

Nur Hafni Lubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

181. Do you like English?

Answer:

Yes, I do. I like English.

182. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

183. Have you studied of fricative consonants?

Answer:

Yes, I have. I studied of fricative consonants in 1st semester in IAIN Padangsidimpuan.

184. Do you know about fricative consonants?

Answer:

Yes, I do. I know fricative consonants. Fricative consonants are sounds which are made by forming a nearly complete stoppage of airstream. The fricative consonants are:

[f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ], andh.

185. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. I interest in pronunciation subject especially in fricative consonants.

186. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way.

187. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't. I do not like to pronounce English exactly about fricative consonants in my daily life.

188. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. I have problem when I study of fricative consonants and I solve it with using the remedy.

189. What kinds of problems dominantly do in learning fricative consonants?

Answer:

My problem dominantly is symbol of θ and δ it is hard to me to differentiate it.

190. Why are the problems dominant?

Answer:

Because θ and δ almost similar, so I am confused to make it the differences. Yes, especially to pronounce it. It is difficult to change my mother tongue.

All above answers were precisely and truly based on the interview answers of Nur Aliyah as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

NUR ALIYAH
Reg. No. 12 340 0024

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

51. Name : NUR IKHLAS SIREGAR
52. NIM : 12 340 0026

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

191. Do you like English?

Answer:

Yes, I do. I like English, because English is a top requirement of those seeking jobs.

Applicants who master either active or passive English are more favorable than those who don't want.

192. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before when I was at the second grade until third grade in senior high school.

193. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester in IAIN Padangsidempuan.

194. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard. There are nine of fricative consonants [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

195. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. I am interested in pronunciation subject especially in fricative consonants because I wanna my pronunciation is good.

196. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way.

197. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, but seldom to pronounce it in my daily life.

198. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have. I still bring dialeg language for mother tongue. I will improve to change my mother tongue, do practice and practice again.

199. What kinds of problems dominantly do in learning fricative consonants?

Answer:

There are examples of fricative consonants such as [θ], [ð]. It is difficult to differentiate of them, which voiceless and voiced. Sometimes I forget to differentiate about it.

200. Why are the problems dominant?

Answer:

Because I don't usually pronounce English words-pronunciation language in speaking with friend in my daily life, especially in fricative consonants. So it is very difficult for me, but I will improve in the next time.

All above answers were precisely and truly based on the interview answers of NurIkhlasSiregaras the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

NUR IKHLAS SIREGAR
Reg. No. 12 340 0026

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

53. Name : PATIMAH HANDAYANI NST
54. NIM : 12 340 0028

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

201. Do you like English?

Answer:

Yes, I do, because English is very important to improve our knowledge, easy to communicate and easy to interact with one and another especially with foreign people.

202. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before when I was in elementary school at the fifth grade until sixth grade, after that I never get English course.

203. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester.

204. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are the consonants which are produced by narrowing the air passage at some of articulation, so that the air is expelled by pressure from the lung, it escapes with kind of hissing sounds.

205. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. The fricative will influence the ability to pronounce letters or words.

206. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way.

207. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't. I don't like to pronounce English exactly about fricative consonants in my daily life.

208. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem when study of fricative consonants. I ask to my lecturer and my friends.

209. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by me on fricative consonants such as [θ] , [δ] . Sometimes I am confused in which voiceless and voiced.

210. Why are the problems dominant?

Answer:

Because my inner ability such as: fricative consonant mastery, vowel mastery, intelligence, motivation, and so forth. So I found many difficulties in pronounce the English letter correctly.

All above answers were precisely and truly based on the interview answers of PatimahHandayaniNasution as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

PATIMAH HANDAYANI NST
Reg. No. 12 340 0028

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

55. Name : PUTRI MULIANI
56. NIM : 12 340 0029

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insyah Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insyah Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

211. Do you like English?

Answer:

Yes, I do, because English is the international language way. I hope can speak English fluently.

212. Do you ever get English course before?

Answer:

No, I don't, because I never thinking I will get in English department.

213. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 2nd semester.

214. Do you know about fricative consonants?

Answer:

Yes, I do, because I have studied it.

215. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am. Because the lesson of pronunciation is very urgent for us to speak English well.

216. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

Good....!! Our lecturer is the best. Hehehe..... and this is the best way for us.

217. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, of course, because I hope I can get native language.

218. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have problem. I will ask to my other friends.

219. What kinds of problems dominantly do in learning fricative consonants?

Answer:

For the first time, studying about fricative consonants are very hard to me, especially to sound [θ], [ð].

220. Why are the problems dominant?

Answer:

Because it is very hard to me to change my mother tongue.

All above answers were precisely and truly based on the interview answers of PutriMuliani as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

PUTRI MULIANI
Reg. No. 12 340 0029

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

57. Name : RAHMADANI SAFITRI LUBIS
58. NIM : 12 340 0030

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insyah Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insyah Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

221. Do you like English?

Answer:

Yes, I do, Because English is one of language in the world. English is known as a foreign language or second language that plays an important part especially in academic life.

222. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

223. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in 1st and 2nd semester of IAIN Padangsidempuan.

224. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants produced with continuant airflow through the mouth. They belong to a large class of sound called continuants (a class that also includes vowels and glides) which the entire share this property.

225. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am interested, because pronunciation is certainly needed by us in order to express the meaning accurately and fluently in our communication and to achieve good communication competence.

226. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer make example of fricative consonants after that the lecturer practiced the sound the sound of fricative consonants and then he asked us one by one to pronounce it. I think it is a good way for us in my institute.

227. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, because sometimes I like usually pronounce words language English in speaking with my friend in my daily life. Even though I'm alone, I like to pronounce it.

228. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. I ask to my lecturer, I do practice to pronounce it with seeing mirror, because I wanna my pronunciation is good like my lecturer. So I do practice, practice again. I don't give up.

229. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants, when I pronounce the symbol of θ and δ . It is so hard to me because the air used in the production through a very narrow opening.

230. Why are the problems dominant?

Answer:

Because external factors are the factors which come from outside of the students such as; teaching method, environment, family background and so fourth.

All above answers were precisely and truly based on the interview answers of Rahmadani Safitri Lubis as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

RAHMADANI SAFITRI LUBIS
Reg. No. 12 340 0030

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

59. Name : RINI YULAN SARI
60. NIM : 12 340 0031

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

231. Do you like English?

Answer:

Yes, I do. I like so much English because English is important.

232. Do you ever get English course before?

Answer:

Yes, I do. I get course with one of graduated of IAIN Padangsidimpuan.

233. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants in the 2nd semester of IAIN Padangsidempuan.

234. Do you know about fricative consonants?

Answer:

Yes, I do but the little.

235. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, but I am still confused about fricative consonants.

236. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

I think the learning is so good because of the lecturer is so professional.

237. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, but sometimes.

238. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. The solving is learning and learning and my friend teach me.

239. What kinds of problems dominantly do in learning fricative consonants?

Answer:

For me, how to sound it.

240. Why are the problems dominant?

Answer:

I don't know it is so difficult.

All above answers were precisely and truly based on the interview answers of RiniYulan Sari as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

RINI YULAN SARI
Reg. No. 12 340 0031

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

61. Name : RISMA ISNAENI RAMDANI
62. NIM : 12 340 0032

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

→ If you have a question, ask to the researcher, please.

The Questions List

241. Do you like English?

Answer:

Yes, I like English.

242. Do you ever get English course before?

Answer:

Yes, I ever get English course before. I ever followed it twice when I was in Junior High School.

243. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants at the 2nd semester.

244. Do you know about fricative consonants?

Answer:

Yes, I know about fricative consonants. The example of it such as [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

245. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, of course. Because pronunciation subject is an interesting subject. It can help us how to pronounce a word well.

246. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

We learn it by practicing how to pronounce the fricative consonants. I think it is a good way because by practicing, we will be more comprehended about it.

247. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I like to pronounce English exactly about fricative consonants in my daily life.

248. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I have. Sometimes it is hard for me to pronounce it, but I keep try to make it better.

249. What kinds of problems dominantly do in learning fricative consonants?

Answer:

To make differences between [θ] , [δ] , I think it is hard to make it different.

250. Why are the problems dominant?

Answer:

Because [θ] , [δ] , almost similar. So, I must try to pronounce it well.

All above answers were precisely and truly based on the interview answers of RismaIsnaeniRamdani as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

RISMA ISNAENI RAMDANI
Reg. No. 12 340 0032

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

63. Name : RISK AULINA RITONGA
64. NIM : 12 340 0033

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

251. Do you like English?

Answer:

Yes, I do. I like English when I was in Junior High School until now. I personally think that English is the world's most important language.

252. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

253. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in the 2nd semester.

254. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants which are produced by narrowing the air passage at some of articulation so that when air is expelled by pressure from the lung, it escapes with kind of hissing sound.

255. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because pronunciation is a learned skill and in order to achieve standard pronunciation of sounds and better command of rhythm and intonation.

256. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

My lecturer gives me explanation about fricative consonants and examples how to pronounce them, how to practice them and showed on the power point.

257. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, but not really. Sometimes I pronounce words of English language in speaking with my friends.

258. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do, but just a little bit. I will try to pronounce it again and again until my pronunciation is good.

259. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The symbol of [θ], [ð], it is difficult for me especially how to pronounce it and make it into example.

260. Why are the problems dominant?

Answer:

Because it is so hard which one voiceless and voiced so that will influence the ability of my pronunciation.

All above answers were precisely and truly based on the interview answers of RiskaAulinaRitonga as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

RISKA AULINA RITONGA
Reg. No. 12 340 0033

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

65. Name : RONNY FERBI YANNA DAULAY
66. NIM : 12 340 0034

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

261. Do you like English?

Answer:

Yes, I do. I like English when I was in Senior High School until now. I think that English is very important to improve our knowledge, easy to communicate with foreign language.

262. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before when I was in elementary school until Junior High School.

263. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in the 2nd semester.

264. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants will influence the ability to pronounce letters or words.

The fricatives are [f], [v], [θ], [ð], [s], [z], [ʃ], and h.

265. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am interested, because pronunciation is certainly needed by us in order to express the meaning accurately and fluently in our communication and to achieve good communication competence.

266. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sound of fricative consonants and then he asked us to pronounce example of fricative consonants. I think it is a good way.

267. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, but seldom to pronounce it in my daily life.

268. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do, when I pronounced symbol of [θ] , [ð] , sometimes I am still confused, because there are voiced and voiceless, I forget to differentiate of them. Yes I ask to my lecturer and my friends.

269. What kinds of problems dominantly do in learning fricative consonants?

Answer:

They are internal factor which related to my inner ability such as: fricative consonant mastery, vowel mastery, intelligence motivation and so forth.

270. Why are the problems dominant?

Answer:

Because the problem will influence the ability to pronounce letters or words.

All above answers were precisely and truly based on the interview answers of Ronny FebriYannaDaulay as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

RONNY FEBRI YANNA DAULAY
Reg. No. 12 340 0034

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

67. Name : SISKA WAHYU DALIMUNTHE
68. NIM : 12 340 0035

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

271. Do you like English?

Answer:

Yes, I do because English is one of languages in the world, used as an international language, easy to communicate and easy to interact with one and another especially with foreign language.

272. Do you ever get English course before?

Answer:

No, I don't. I don't ever get English course before.

273. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in the 2nd semester.

274. Do you know about fricative consonants?

Answer:

Sounds which are made by forming a nearly complete stoppage of the air stream. Such as: [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] andh.

275. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

No, I am not interested.

276. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

We learnt fricative consonants in first semester. The lecturer showed the symbol of fricative consonants on the power point and then the lecturer practiced the sounds of fricative consonants and then he asked us to repeat it again. Yes, I do.

277. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

No, I don't. I don't like to pronounce English exactly about fricative consonants in my daily life.

278. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do.

Practice more and more.

279. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The sound of [θ], [ð], is the kinds of problems dominantly for me.

280. Why are the problems dominant?

Answer:

It is very difficult to sound them.

All above answers were precisely and truly based on the interview answers of Siska Wahyu Dalimunthe as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

SISKA WAHYU DALIMUNTHE
Reg. No. 12 340 0035

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

69. Name : SITI ISMA SARI LUBIS
70. NIM : 12 340 0036

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

281. Do you like English?

Answer:

Yes, I do. I like English when I was in elementary school.

282. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before when I was the sixth grade in elementary school. Also, when I was at eight grade in Junior High School and the last when I was in the tenth grade in Senior High School.

283. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in the 2nd semester.

284. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard. There are nine of fricative consonants [f], [v], [θ], [ð], [s], [z], [ʃ], [ʒ] and h.

285. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because pronunciation subject is an interesting subject for me. As we know the fricative consonants will influence the ability to pronounce letters or words.

286. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The first, the lecturer showed the symbol of fricative consonants on the power point and then we learnt it by practicing how to pronounce fricative consonants. I think it is a good way, our lecturer is the best teaching for us.

287. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, because I usually like to pronounce words of English language in speaking in my daily life.

288. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. Sometimes it is hard for me to pronounce it, but I don't give up. I will improve it. Yes, I do practice, practice, and practice again to make it better.

289. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by me on fricative consonants are گ.

290. Why are the problems dominant?

Answer:

Because that sound is produced similarly to the sound س except the vocal cords are made to vibrate to the voice is produced during the articulation of the sound, I am still confused to pronounce it.

All above answers were precisely and truly based on the interview answers of SitiIsma Sari Lubis as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

SITI ISMA SARI LUBIS
Reg. No. 12 340 0036

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

71. Name : WIKA BINDURI SIREGAR
72. NIM : 12 340 0037

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

291. Do you like English?

Answer:

Yes, I do because English is very important to improve our knowledge, easy to communicate with foreign people.

292. Do you ever get English course before?

Answer:

Yes, I do. I ever get English course before when I was the ninth grade in Junior High School.

293. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in the 2nd semester in IAIN Padangsidimpuan.

294. Do you know about fricative consonants?

Answer:

Yes, I do. Fricative consonants are sounds which are made by forming a nearly complete stoppage of the airstream. The opening through which the air escapes is so small that friction is produced. The fricative consonants are [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

295. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because pronunciation subject is an interesting subject for me. As we know the fricative consonants will influence the ability to pronounce letters or words.

296. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The first, the lecturer showed the symbol of fricative consonants on the power point and then we learnt it by practicing how to pronounce fricative consonants. I think it is a good way, our lecturer is the best teaching for us.

297. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, because I usually like to pronounce words of English language in speaking in my daily life.

298. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. Sometimes it is hard for me to pronounce it, but I don't give up. I will improve it. Yes, I do practice, practice, and practice again to make it better.

299. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by the students in learning fricative consonants are to make differences between θ and δ . I think it is hard to make it different and I confused.

300. Why are the problems dominant?

Answer:

Because θ and δ almost similar according to me, so it is difficult to make it different.

Because there are in which voiced and voiceless., so I am confused to make it different, especially to pronounce it.

All above answers were precisely and truly based on the interview answers of WikaBinduriSiregar as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

WIKA BINDURI SIREGAR
Reg. No. 12 340 0037

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

73. Name : WILDA SRI WAHYUN
74. NIM : 12 340 0038

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

301. Do you like English?

Answer:

Yes, I do. I like English because English is a top requirement of those seeking jobs. It is obvious that everybody needs to learn English to great the global area.

302. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

303. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in the 2nd semester in IAIN Padangsidimpuan.

304. Do you know about fricative consonants?

Answer:

Yes, I do. There are nine of fricative consonants, such as [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

305. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am interested in pronunciation subject especially in fricative consonants. I think it is important to learn it because I want be my speech well.

306. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer made examples of fricative consonants and then the lecturer practice the sound of fricative consonants and then he asked us one by one to pronounce them. Yes, I think it is a good way like that.

307. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, I like to pronounce English exactly about fricative consonants in my daily life with my friends.

308. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. I have problem when study of fricative consonants how to pronounce it, I asked to my lecturer.

309. What kinds of problems dominantly do in learning fricative consonants?

Answer:

My problems dominantly done by me in learning fricative consonants, when I pronounce symbol of θ and δ . It is difficult for me to sound it how to differentiate between voiced and voiceless. I am confused.

310. Why are the problems dominant?

Answer:

Because English are not same as words writing and pronunciation so it makes mispronunciation is something happen frequently.

All above answers were precisely and truly based on the interview answers of WikaBinduriSiregar as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidimpuan, April 26th 2014

WILDA SRI WAHYUNI
Reg. No. 12 340 0038

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

75. Name : YULIANA PAKPAHAN
76. NIM : 12 340 0039

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

NurHafniLubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

311. Do you like English?

Answer:

Yes, I do. English is one of languages in the world used as an international language. It is very important to improve our knowledge.

312. Do you ever get English course before?

Answer:

No, I don't. I never get English course before.

313. Have you studied of fricative consonants?

Answer:

Yes, I have. I have studied of fricative consonants when I was in the 2nd semester in IAIN Padangsidimpuan.

314. Do you know about fricative consonants?

Answer:

Yes, I know about fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard: [f], [v], [θ], [ð], [s], [z], [ʃ], and h.

315. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because the importance of pronunciation as a sub-component of language skills is one of a number of serious problems faced by the learners of English as a foreign language.

316. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

The lecturer gives more explanation and makes examples of fricative consonants and asked us to pronounce it one by one. Yes, I think it is a good way for us in our institute.

317. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, I do, but seldom to pronounce English exactly about fricative consonants in my daily life with my friends.

318. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, I do. Actually I get problem when I study fricative consonants. I always try it for better. Yes, I ask to my lecturer and friends.

319. What kinds of problems dominantly do in learning fricative consonants?

Answer:

The kinds of problems dominantly done by me in learning fricative consonants are v , ζ , θ and δ . It is difficult for me to pronounce them.

320. Why are the problems dominant?

Answer:

Because I never study about fricative consonants before and I know after I study in IAIN Padangsidempuan. Another reason that I seldom to pronounce them especially example of fricative consonants in my daily life.

All above answers were precisely and truly based on the interview answers of Yuliana Pakpahan as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

YULIANA PAKPAHAN
Reg. No. 12 340 0039

APPENDIX V

INTERVIEW ANSWER FROM THE FOURTH SEMESTER OF TBI IN IAIN PADANGSIDIMPUAN

The list of respondent's identity:

77. Name : ZAINUDDIN HASIBUAN
78. NIM : 12 340 0040

Direction:

The researcher hopes you to give your opinion for the statement below. The researcher admired for your times for respond my research and the researcher hope you to give the honestly respond, because Insya' Allah your answer will be save.

Thanks for your attention and kindness, we hope that this research will help us especially for the researcher to finish the study and get the good result for graduation Insya' Allah. Allah will account out helping for everyone if it is in the right way.

Padangsidimpuan, April 26th, 2014

Nur Hafni Lubis
Reg. No. 10 340 0019

Guideline:

- If you have a question, ask to the researcher, please.

The Questions List

321. Do you like English?

Answer:

Yes, of course I like because I want to become a master of English.

322. Do you ever get English course before?

Answer:

No, I never get English course before.

323. Have you studied of fricative consonants?

Answer:

Yes, I have studied of fricative consonants when I was in the 2nd semester in IAIN Padangsidempuan.

324. Do you know about fricative consonants?

Answer:

Yes, I know about fricative consonants are produced by obstructing the air in such a way that some sort of friction is heard: [f], [v], [θ], [ð], [s], [z], [ʃ], andh.

325. Are you interested in pronunciation subject especially in fricative consonants?

Answer:

Yes, I am, because pronunciation is an essential part in a language for the nature of language is spoken and I want to be a good speaker.

326. How do you learn fricative consonants in your institute? Do you think it is a good way?

Answer:

Yes, it is a good way. We learn it by practicing how to pronounce them. By practicing, we will be more comprehended about them.

327. Do you like to pronounce English exactly about fricative consonants in your daily life?

Answer:

Yes, of course I like it.

328. Do you have problems when study of fricative consonants, how to solve it?

Answer:

Yes, sometimes I have problem when I study of fricative consonants. I asked to my lecturer or I find it from another sources.

329. What kinds of problems dominantly do in learning fricative consonants?

Answer:

To make difference between θ and δ . It is hard to pronounce.

330. Why are the problems dominant?

Answer:

It is hard to pronounce well. θ and δ almost similar.

All above answers were precisely and truly based on the interview answers of Zainuddin Hasibuan as the informant in this research. Then, the researcher has the authority in using this data to make this research completely. The researcher really sorry if some comments were corrupted.

Padangsidempuan, April 26th 2014

ZAINUDDIN HASIBUAN
Reg. No. 12 340 0040

APPENDIX VI

ANALYSIS OF PRONUNCIATION TEST
FOR WORD NUMBER 1-2

NO	Name	word									
		fine	wife	afternoon	afraid	belief	very	voice	receive	move	advice
		/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
1	AEN	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:f/	/mu:f/	/ædvais/
2	AFR	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
3	AS	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mo:f /	/ædvaiz/
4	AR	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:f/	/mu:v/	/ædvaiz/
5	EYS	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
6	EY	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'saif/	/mu:v/	/ædvaiz/
7	FD	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
8	FF	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
9	FH	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
10	FRH	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
11	HN	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seiv/	/mu:v/	/ædvis/
12	IMHN	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seiv/	/mu:v/	/ædvaiz/
13	IDP	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seiv/	/mu:v/	/ædvaiz/
14	LAN	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'saiv/	/mu:v/	/ædvaiz/
15	LRK	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'saif/	/mu:v/	/ædvaiz/
16	LS	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seif/	/mu:v/	/ædvaiz/
17	NA	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/edvais/
18	NAL	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seif/	/mu:v/	/ædvais/
19	NALY	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seif/	/mo:v/	/ædvaiz/
20	NIS	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seif/	/mu:v/	/ædvaiz/
21	PHN	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'saif/	/mu:v/	/ædvaiz/
22	PM	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'saif/	/mu:v/	/ædvaiz/
23	RSL	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
24	RYS	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'saif/	/mu:v/	/ædvaiz/
25	RIR	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'saif/	/mu:v/	/ædvaiz/
26	RAR	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
27	RFYD	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/re'seif/	/mu:v/	/ædvaiz/
28	SWD	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
29	SISL	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
30	WBS	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'saif/	/mu:v/	/ædvaiz/
31	WSW	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
32	YP	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/
33	ZH	/fain/	/waif/	/a:ft?'nu:n/	/?'freid/	/bi'li:f/	/veri/	/vois/	/ri'si:v/	/mu:v/	/ædvaiz/

APPENDIX VI

ANALYSIS OF PRONUNCIATION TEST
FOR WORD NUMBER 3-4

NO	Name	word									
		thin	thank	method	tooth	cloth	the	those	mother	weather	with
		/θin/	/θæ?k/	/meθ?/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
1	AEN	/tin/	/tæ?k/	/metod/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
2	AFR	/tin/	/tæ?k/	/metod/	/tu: θ/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
3	AS	/tin/	/tæ?k/	/metod/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
4	AR	/θin/	/θæ?k/	/meθod/	/tu: t/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
5	EYS	/θin/	/θæ?k/	/meθ?/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
6	EY	/θin/	/θæ?k/	/meθ?t/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
7	FD	/tin/	/tæ?k/	/metot/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
8	FF	/θin/	/θæ?k/	/meθ?t/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
9	FH	/θin/	/θæ?k/	/metot/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
10	FRH	/tin/	/tæ?k/	/meθ?t/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
11	HN	/θin/	/θæ?k/	/metod/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/moδ?(r)/	/weð?/	/wið/
12	IMHN	/θin/	/θæ?k/	/metod/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
13	IDP	/θin/	/θæ?k/	/meθod/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/woδ?/	/wið/
14	LAN	/θin/	/θæ?k/	/meθod/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
15	LRK	/θin/	/θæ?k/	/meθod/	/tu: θ/	/kl?θ/	/ði/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
16	LS	/tin/	/tæ?k/	/meθod/	/tu: t/	/klot/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
17	NA	/θin/	/θæ?k/	/meθod/	/tu: t/	/klot/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
18	NAL	/tin/	/tæ?k/	/meθod/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
19	NALY	/θin/	/θæ?k/	/meθod/	/tu: θ/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
20	NIS	/tin/	/θæ?k/	/meθod/	/tu: t/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
21	PHN	/tin/	/tæ?k/	/meθot/	/tu: t/	/kl?t/	/ð?/	/ð?uz/	/mΛδ?(r)/	/wið?/	/wið/
22	PM	/θin/	/θæ?k/	/meθo/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/wið?/	/wið/
23	RSL	/θin/	/θæ?k/	/meθ?/	/tu: θ	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
24	RYS	/tin/	/θæ?k/	/meθu/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/wað?/	/wið/
25	RIR	/θin/	/θæ?k/	/meθ?/	/tu: θ	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
26	RAR	/θin/	/θæ?k/	/meθo/	/tu: θ	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
27	RFYD	/θin/	/θæ?k/	/meθo/	/tu: θ	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/wið?/	/wið/
28	SWD	/θin/	/θæ?k/	/meθo/	/tu: θ	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
29	SISL	/θin/	/θæ?k/	/meθo/	/tu: θ/	/kl?θ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
30	WBS	/θin/	/θæ?k/	/meθo/	/tu: θ	/kloθ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
31	WSW	/θin/	/θæ?k/	/meθo/	/tu: θ	/kloθ/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
32	YP	/θin/	/θæ?k/	/meθo/	/tu: t/	/klot/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/
33	ZH	/θin/	/θæ?k/	/meθo/	/tu: t/	/klot/	/ð?/	/ð?uz/	/mΛδ?(r)/	/weð?/	/wið/

APPENDIX VI

**ANALYSIS OF PRONUNCIATION TEST
FOR WORD NUMBER 5-6**

No	Name	word									
		some	face	sell	sign	sigh	zoo	zero	lazy	measure	pleasure
		/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
1	AEN	/seim/	/feis/	/sel/	/sain/	/saih/	/zu:/	/zi?rou/	/leizi/	/mezer/	/plezer/
2	AFR	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
3	AS	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
4	AR	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
5	EYS	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
6	EY	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
7	FD	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
8	FF	/seim/	/feis/	/sel/	/sain/	/sih/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
9	FH	/seim/	/feis/	/sel/	/sain/	/sih/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
10	FRH	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/ples?r/
11	HN	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
12	IMHN	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
13	IDP	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
14	LAN	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
15	LRK	/seim/	/feis/	/sel/	/sin/	/sih/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
16	LS	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?r/
17	NA	/seim/	/feis/	/sel/	/sain/	/saih/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
18	NAL	/seim/	/feis/	/sel/	/sin/	/sih/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
19	NALY	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zoro/	/leizi/	/mez?/	/plez?/
20	NIS	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plezer/
21	PHN	/seim/	/feis/	/sel/	/sain/	/saih/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plizer/
22	PM	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plez?/
23	RSL	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/pliz?/
24	RYS	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?/	/plezer/
25	RIR	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
26	RAR	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
27	RFYD	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zero/	/leizi/	/mez?	/plez?/
28	SWD	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
29	SISL	/seim/	/feis/	/sel/	/sin/	/sih/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
30	WBS	/seim/	/feis/	/sel/	/sain/	/saih/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
31	WSW	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
32	YP	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?	/plez?/
33	ZH	/seim/	/feis/	/sel/	/sain/	/sai/	/zu:/	/zi?rou/	/leizi/	/mez?	/pliz?/

APPENDIX VI

**ANALYSIS OF PRONUNCIATION TEST
FOR WORD NUMBER 7-8**

No	Name	Word									
		show	shock	short	fashion	mention	urgency	virgin	virgo	bird	ursine
		/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
1	AEN	/ sou/	/ sok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/urgensi/	/'v?:d?in/	/virgo/	/b?:d/	ursain/
2	AFR	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
3	AS	/ sou/	/ sok/	/ so:t/	/fæ ??n/	/men ??nd/	/argensi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
4	AR	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/urgensi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
5	EYS	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sin/
6	EY	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
7	FD	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
8	FF	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
9	FH	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
10	FRH	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/urgensi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/ursin/
11	HN	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/bi:d/	/ursin/
12	IMHN	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/urgensi/	/'v?:d?in/	/'v?:gou/	/bi:d/	/ursin/
13	IDP	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/bi:d/	/'?:sain/
14	LAN	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
15	LRK	/ ?ou/	/ ?uk/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sin/
16	LS	/ sou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'virgin/	/virgo/	/b?:d/	/'?:sain/
17	NA	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'virgin/	/virgo/	/ba:d/	/'?:sain/
18	NAL	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/virgo/	/b?:d/	/ursin/
19	NALY	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/virgo/	/b?:d/	/'?:sain/
20	NIS	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
21	PHN	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men?i?nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
22	PM	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/bi:d/	/'?:sain/
23	RSL	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
24	RYS	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/virgo/	/b?:d/	/'?:sain/
25	RIR	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
26	RAR	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
27	RFYD	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
28	SWD	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
29	SISL	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/virgou/	/b?:d/	/ursin/
30	WBS	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'virgin/	/virgo/	/b?:d/	/'?:sain/
31	WSW	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/'v?:g?u/	/b?:d/	/'?:sain/
32	YP	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/virgo/	/b?:d/	/'?:sain/
33	ZH	/ ?ou/	/ ?ok/	/ ?o:t/	/fæ ??n/	/men ??nd/	/'?:d??nsi/	/'v?:d?in/	/virgo/	/b?:d/	/'?:sain/

APPENDIX VI

**ANALYSIS OF PRONUNCIATION TEST
FOR WORD NUMBER 9**

NO	Name	word				
		hand	hard	heart	hopeful	hospitable
		/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
1	AEN	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
2	AFR	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
3	AS	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
4	AR	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
5	EYS	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
6	EY	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
7	FD	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
8	FF	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
9	FH	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
10	FRH	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
11	HN	/hænd/	/ha:d/	/he:t/	/'hopeful/	/'h?spit?bl/
12	IMHN	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
13	IDP	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
14	LAN	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
15	LRK	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
16	LS	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
17	NA	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
18	NAL	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
19	NALY	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
20	NIS	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
21	PHN	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
22	PM	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
23	RSL	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
24	RYS	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
25	RIR	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
26	RAR	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
27	RFYD	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
28	SWD	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
29	SISL	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
30	WBS	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
31	WSW	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/
32	YP	/hænd/	/ha:d/	/he:t/	/'houpful/	/'h?spit?bl/
33	ZH	/hænd/	/ha:d/	/ha:t/	/'houpful/	/'h?spit?bl/

Interview With the Pronunciation Lecturer (Mr.Hamka M.hum)



Giving Test By Recording Sounds to the Participants(at the fourth semester of TBI-1)













CHAPTER I

INTRODUCTION

A. The Background of the Problems

Language is a unique human inheritance that plays the very important role in human's life, such as in thinking, communicating ideas and negotiating with others. Then, it is one of the most for reaching of human capabilities in relation to the whole span of mankind's achievement. At the same time, language is imitate connected with society through its function, which is primary case that is communicated from individual to one or more other human society could not be exist without language. Next, there are many languages that is used by many countries. It is used as medium in their communication. When Allah communicates them through language. It is supported in Quran at Surah Al Baqarah verse 30:

وَإِذْ قَالَ رَبُّكَ لِلْمَلٰٓئِكَةِ إِنِّي جَاعِلٌ فِي الْأَرْضِ خَلِيفَةً ۗ قَالُوا أَتَجْعَلُ فِيهَا مَن يُفْسِدُ فِيهَا وَيَسْفِكُ الدِّمَآءَ وَنَحْنُ نُسَبِّحُ بِحَمْدِكَ وَنُقَدِّسُ لَكَ ۗ قَالَ إِنِّي أَعْلَمُ مَا لَا تَعْلَمُونَ ﴿٣٠﴾

Meaning: *And (mention, Muhammad) when your Lord said to the angles, indeed i will make upon the earth as succssive authority “ They said will you place upon it one who causes corruption the rain and sheds blood while we declare your praise and sancity you .? Allah said indeed, I know that which you do not know.*¹

¹Muhammad Muhsin Khan, *The Noble Qur'an, in the English Language*, (Saudi Arabia: Islamic University Al – Madinah Al – Munawarah, 1994), p. 412.

Further, Allah also stated at Surah Ar-rum versi 22:

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتِلَفُ السِّنِّتِكُمْ وَالْوَانِكُمْ^٢ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَلَمِينَ ﴿٢٢﴾

Meaning: *And among his sign is the creation of the heaven and the earth, and the difference of your language and colour, verily, in that are indeed sign for man or sound knowledge*²

Language as a means of communication is a central fact of human existence and social process. It performs two basic functions of human beings. First, to enable them to think in very complex ways by providing a structure for naming and expression the relationship between concepts and the second to make them better in communication with one each other. These two basic functions of language obviously closely related to each other.

English is one foreign language in Indonesia that is provided as compulsory subject to students of the primary school, junior high school and even in higher education lever. One of the objectives of teaching English to the students is to improve their ability in four language skills: listening, speaking, reading and writing. From the objectives above, English teacher should develop minimal the students, reading ability. It is because reading is minimum requirement in studying English.

²*Ibid.*, p. 532.

Besides, those skills pronunciation is one of English components that should be mastered by the students. Because pronunciation can guarantee good or bad the information which is conveyed in English. It means that closely in all English skills accepted writing forcing on students' good pronunciation.

Good pronunciation will be determined by the students' mastery in vowel and consonant. The appropriate of placing letter articulation will guarantee good English pronunciation. It means that in order to easier in utterance English words, the students should know the kinds of vowels (include diphthong) and consonants (affricative and fricative consonants) as well as knowing the place of articulation.

Allah SWT has explained in the Holy Qur'an at Surah Ar – Rahman versi 1-5:

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝ الشَّمْسُ ۝ وَالْقَمَرُ بِحُسْبَانٍ ۝

Meaning: 1) (Allah) most Gracious, 2) It is he who has taught the Qur'an, 3) He has created man, 4) He has taught him speech (and intelligence), 5) The sun and the moon follow courses.³

Most of Indonesian student's do not speak or use English as media in communication in the school and university. Pointing at the casual issue, it is assumed that might be something wrong in learning and teaching process, not only on students' side but also on the Teacher's side. On the other hand, English

³*Ibid.*, p. 727 – 728.

is a language than soundly be learnt by anybody. But, English as foreign language is still a difficult language learn by most of students to pronounce the word.

In learning English as foreign language, it is logically an acceptable thing that students make mistakes or errors many times. It is natural because English is not their native language. It cannot be denied that there are significant differences between English and Indonesian language. The two languages are different in structure, sounds and vocabulary. These differences cause the students difficult to understand the foreign language in their learning process.

Exactly, the students must practice by until they have a good utterance in vocabulary of the target language. Actually, there are some aspects that may be included in their difficulties, such as grammar, vocabulary, vowel, consonant (fricative and affricative), and so forth. The students are required to mastery those aspects because they are very useful.

In this research, the researchers want to focus on the fricative consonants because fricative consonant is difficult to be learnt. As we know, English is not similar as Indonesian. In Indonesian, the spelling and the pronunciation are almost same. But, in English, spelling and pronunciation are not always the same.

The students are difficult to use English in a simple oral and written communication, for instance in listening ability. They are not able to catch and understand the speakers' idea although the speaker produces the simple sentences well. They listen to what the speakers say, but it is difficult for them to know or understand the speakers.

In fact, the students find difficulties in pronunciation. The students tend to be unable to comprehend the idea of the oral text. The students' pronunciations of the sounds common to few languages aside from English, the speakers of another language tend to substitute /s/ for /z/, depending upon which of these would be likely to occur in a carrying over of the sounds. The learners find difficulties in pronouncing the word in reading, but in speaking, the difficulties are more influential since mispronouncing can change the meaning, so in this case, the researcher will try to help the students to pronounce the fricative sounds of English.

Actually, some efforts have been done by the lecturers to solve this problem such as giving motivation, asking the students to practice their fricative consonant pronunciation with seeing the mirror. Besides that, the lecturers have given the students some vocabularies to pronounce with the correct pronunciation with looking up a dictionary, this will be a technique which not only gives students more opportunities to talk but also brings them near to the native speaker.

Based on the problem above, the writer is interested to study and find out about *An Analysis of Students' Mastery of Fricative Consonants at the Fourth Semester of English Education Department I IAIN Padangsidimpuan*.

B. The Focus of the Problem

Based on the background of the research above, the researcher focus the problem to make it more specific. Further the researcher is interested in finding the students' ability on fricative consonants. These fricative are symbols f, v, θ, φ, s, z, ʃ, ʒ, and h.

C. The Definition of the Key Terms

a. Analysis

According to Hornby, The analysis is the study of something by examining it parts and their relationship.⁴ While in Indonesia Dictionary stated “Analisis adalah penyelidikan terhadap suatu peristiwa untuk mengetahui keadaan yang sebenarnya .”⁵ (Analysis is the investigation of an event to find out the real situation).From the definitions above ,it can be concluded that analysis is the study about something to find out the real situation.

b. Students

A student is a person studied at a school and receives of material from the teachers. According to Hornby stated that the students are person is a

⁴Hornby, *Oxford advanced Learner's Dictionary*, (New York: University Press, 2000), p. 38.

⁵ Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa,,*kamus Besar Bahasa Indonesia*(Jakarta:Balai Pustaka,2001),p.43.

studied at a school, college, and university.⁶ Students' means here are the students at the fourth semester of TBI-1 IAIN Padangsidempuan.

c. Mastery

It is stated on Oxford Advanced Learning by Hornby that Mastery is complete knowledge great skill achieve or attain mastery of several language show complete mastery in situation one's handling of difficult.⁷ While in Indonesian dictionary it is stated that mastery is comprehension on capability to use knowledge or skill⁸. Tomas Nelson says "mastery is the power or authority at a master, power to understand or skills to manage",⁹ it means that students must master of fricative consonants. Because pronunciation can guarantee good or bad the information which is conveyed in English. From those above definition, it can be taken the conclusion that mastery is a complete knowledge or great skill in compounding the knowledge or skill. So based on those definition above, the researcher concludes that mastery is have the person of people to understand, skill to manage or complete knowledge in education.

⁶ *Ibid*, p.1344.

⁷ *Ibid*, p.

⁸ *Ibid.*, p. 721.

⁹ Thomson Nelson, *the a word compact English dictionary*, (London: award publication, 1985), p. 612.

d. Fricatives

Fricatives are the consonants which are produced by narrowing the air passage at some of articulation, so that when air is expelled by pressure from the lungs, it escapes with kind of hissing sounds.¹⁰ It means that fricative sound is produce the fricative by bringing very close together leaving only a very narrow channel which air squeezes. The fricative are: f, v, θ, ð, s, z, ʃ, ʒ, and h.

e. Consonants

Consonants are produced by obstructing the stream of air coming out from the lungs by organs of speech somewhere in the mouth or nose.”¹¹ Consonants are made either by shutting off the air completely (stop consonant) or constricting it so that it comes through noisily (fricative consonants). The stopping or constricting can occur at any point that our speech organs permit, from the lips all the way back and down to the vocal cords.

Based on explanation above, the meaning of the research title ’’An Analysis of Students’ Ability on Fricative Consonants at the Fourth Semester of TBI in IAIN Padangsidempuan’’ is the students’ ability in fricative

¹⁰Peter Roach, *English Phonetics and Phonology: A Practical Course*, (New York: Cambridge University Press, 2000), p. 48.

¹¹Zainuddin, Anas Syafei, and Darmidjos Darwis, *Englis Pronunciation for Indonesian Students*, (Padang: FBSS State University of Padang, 1971), p.16.

consonants at the fourth semester of English Education Department-1 IAIN Padangsidimpuan.

D. The Formulation of the Problems

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

1. How is the students' mastery of fricative consonants at the fourth semester of TBI- I IAIN Padangsidimpuan?
2. What kinds of problems dominantly do the students face on fricative consonants at the fourth semester of TBI- I IAIN Padangsidimpuan?
3. Why are the problems dominant?

E. The Objectives of the Research

Based on the above formulation of the problems, the researcher states the objectives of the research as follows:

1. To identify the students' mastery of fricative consonants at the fourth semester of TBI- I IAIN Padangsidimpuan.
2. To find problems dominantly the students face on fricative consonants at the fourth semester of TBI- I IAIN Padangsidimpuan.
3. To explain the dominant problem.

F. The Significances of the Research

This research is expected to be useful for as:

1. The chief of English Education Department, to develop and encourage in teaching fricative consonants.
2. Lecturer, to develop their capability in teaching fricative consonants.
3. Students and readers, to broaden their knowledge about fricative consonants.
4. Researcher, to do further same and different research.

G. The Outline of Thesis

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

1. Chapter one was discussed about introduction, they are: first, the background of the problem; this research was hold because the fourth semester of English Education Department in IAIN Padangsidimpuan. Second, the focus of the problem: this research focused on the students' mastery of fricative consonants at the fourth semester of English Education Department in IAIN Padangsidimpuan. Third, the definition of the key terms: the definition of the key terms include definition about the title of research. Fourth, the formulation of the problems include how is the students' mastery of fricative consonants at the fourth semester of English Education Department 1 IAIN Padangsidimpuan? What kinds of problem dominantly do the students' face

on fricative consonants at the fourth semester of TBI-1 IAIN Padangsidimpuan? Why are the problems dominant? Fifth, the objectives of the research, they are to identify the students' mastery of fricative consonants at the fourth semester of TBI 1 IAIN Padangsidimpuan. To find problems dominantly the students face on fricative consonants of the fourth semester of TBI 1 IAIN Padangsidimpuan. To explain the dominant problem. Sixth, the significances of the research, this research is expected to be useful for as: the chief of English Education Department, to develop and encourage in teaching fricative consonants, lecturer to develop their capability in teaching fricative consonants, students and readers, to broaden their knowledge about fricative consonants, researcher, to do further same and different research.

2. Chapter two is the theoretical description, which explains about the definition of students, definition of mastery, definition of fricative, forms of fricative, the definition of consonants, forms of consonants, the review of related findings, and the conceptual framework.
3. Chapter three, discuss about the research methodology consists of : first, the location and schedule of the research was held in IAIN Padangsidimpuan. Second, the research design. This research would be conducted with descriptive analysis with qualitative research. Third, the sources of data consists of the primary source of the data are the students of fourth semester of TBI 1 IAIN Padangsidimpuan they are 35 students. Secondary sources the data are the pronunciation lecturer and the leader of English Education

Department IAIN Padangsidempuan. Fourth, the technique of data collection involved three techniques included: test, interview, observation. Fifth, the checking of the trustworthiness to make this research more valid. Sixth, the technique of data analysis, this data was analyzed with qualitative process.

4. Chapter four included four parts. First, the general findings as the chapter of research result described three main points, they were discussion and threat of research as an addition .Second, the specific finding consists of the students' mastery of fricative consonants at the fourth semester of TBI 1 IAIN Padangsidempuan, the kinds of problems dominantly do the students face on fricative consonants the the fourth semester of TBI 1 IAIN Padangsidempuan, the problems dominant. Third, discussion which compare result of research with theoretical review and the fourth, the threats of research which talking about the threats that writer found in the process of the research.
5. Chapter five consists of conclusions and suggestions from writer.

CHAPTER II

THE THEORETICAL DESCRIPTION

This chapter described the theoretical description used in thesis. It is done in order to give a clear description about the topic of discussion in this research. For giving us more description about it, let's see the following descriptions:

A. The Theoretical Description

1. The Definition of Students

Student is a person who is studying at a university or collage.¹

Than according to Rama Yulis stone in his book *ilmu pendidikan islam* that the student is the number of society that try to develop his/her throughout education level process and kind of certain education.² Than like Abudin Nata opinion states that student is all of people who learn not only in formal education institution but also informal education situation.³ So beside on this definition above, the researcher concludes that the student a person who learn on the grade of elementary, junior, senior high school, and even university not only on the formal education institution but also on the informal situation.

The Fourth semester students' at English Education Department IAIN Padangsidempuan have studied pronunciation about

¹ AS Horby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p. 1344.

² Rama Yulis, *Ilmu Pendidikan Islam* (Jakarta: Kalam Mulia, 2008), p. 27.

³ Abudin Nata, *Pendidikan Dalam Perspektif Hadis* (Jakarta: UIN Jakarta Press, 2005), p. 249.

Fricative Consonants, then writer wish know how fourth semester students' mastery of fricative consonants in IAIN Padangsidempuan.

2. The Definition of Mastery

It is stated on oxford advanced learning by Hornby that Mastery is complete knowledge great skill achieve or attain mastery of several language show complete mastery in situation one's handling of difficult.⁴ While in Indonesian dictionary it is stated that mastery is comprehension on capability to use knowledge or skill⁵.

Tomas Nelson says "mastery is the power or authority at a master, power to understand or skills to manage",⁶ it means that students must master of fricative consonants. Because pronunciation can guarantee good or bad the information which is conveyed in English. From those above definition, it can be taken the conclusion that mastery is a complete knowledge or great skill in compounding the knowledge or skill. So based on those definition above, the researcher concludes that mastery is have the person of people to understand, skill to manage or complete knowledge in education.

⁴ AS Horby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2000), p.1077.

⁵Tim, *penyusunan kamus pusat pembinaan dan pengembangan bahasa* (Jakarta: balai pustaka, 2001).⁵p. 721.

⁶ Thomson Nelson, *the a word compact English dictionary*, (London: award publication, 1985), p. 612.

3. The Fricative Consonants

a. The Definition of Fricative

In the production of some sounds, the air stream is not completely stopped but is obstructed from following freely. If you put our hand front month and produce the sounds, you will fell the air coming out of your month. The passage in the month trough which the air mush pass, however, is very, narrow, causing friction or for turbulence.

According to Peter Roach, “Fricatives are the consonant are produced by narrowing the air passage at some of articulation, so that when air is expelled by pressure from the lungs, it escapes with kind of hissing sounds.”⁷

Similarly, Francis Katamba stated that Fricative means the articulators are brought veryclose together leaving only a very narrowchannel through which the air squeezes on itsway out, producing turbulence in the process.”⁸ The quotation means that articulators are produce the fricative by bringing very close together leaving only a very narrow channel which air squeezes.

⁷Peter Roach *English Ponetics and Phonology:A practical Course*,(New York CambridgeUniversity Press,2000) p. 48.

⁸Francis Katamba,*Introduction to Phonology*, (Longmann: Longmann Group, 1996),p.7.

Fricative are consonants produced with a continuous airflow through the mouth.⁹ It means that the fricative consonants belong to a large class of sound called continuants (class that also includes vowels and glides). All of which share this property. The fricative form a special class of continuants, during their production. They are accompanied by a continuous audible noise because the air used in their production passes through a very narrow.

Peter Ladefoged stated that There are several consonants that are produced without vibrations of the vocal folds.¹⁰ The quotation pointed out that fricative is consonants which are produced without vibrations. Prominent among them are the consonants in the words fie, thig, sigh, shy, each of which the vocal folds are held apart so that they vibrate.

The articulations are positioned such that there is a small gap between their, and the air is forced through the gap with resulting turbulence (friction). The vocal tract can produce numerous fricatives. Then, A.C. Gimson, state that “fricative is two organs are brought and held sufficiently close together for the escaping air-stream to produce strong friction, like plosives and affricatives characterized by a noise component”.¹¹

⁹William O’Grady, *Contemporary Linguistic Analysis*, (Hawaii: Universitas of Hawai,1996), p. 25.

¹⁰Peter Ladefoged, *Vowels and Consonants: An introduction to the Sounds of Languages*, (Las Angles: University of California, 2000), p. 54.

¹¹A.C. Gimson, *An Introduction to the Pronunciation of English, Third Edition*, (USA: The English Language Book Society & Edward Arnold, 1980), p.178.

Table 1
The Articulation

Terminologies	Symbol
Labiodental fricatives	F,V
Dental fricatives	θ,ð
Alveolar fricatives	S,z
Palate alveolar fricatives	ʃ,ʒ
Glottal alveolar fricatives	h ¹²

Table2
Place of Articulation¹³

	Labiodentals	Dental	Alveolar	Palate	Glottal
Forties (voiceless)	F	θ(th)	S	Alveolar	H
				ʃ(sh)	
Voiced	V	ð	Z	ʒ	

After knowing the symbols and the name of each, it is necessary to write to write the concept to producing and will be useful to determine the correctness and error of the students' pronunciation. The forming of fricatives will explain as below:

¹²Peter Roach, *Op .,Cit.*, p. 54.

¹³*Ibid.*,p. 56.

b. The Forms of Fricatives

1. The Symbol /f/

The sound is produced by processing the lower lips against the upper teeth and allowing the air to force its way between them and through the interstices of teeth. The soft palate is in its raised position and the glottis is left open. For example:

Table 3

Initial	Medial	Final
Fade [feid]	Trefoil ['trefail']	Waft [Woft]
Fly [flai]	Baleful [belleful]	Vilify ['Villifai]
Fool [fu:l]	Belfry ['belfry]	Turf [t3:f] ¹⁴

2. The Symbol /v/

This sound is produced similarly to the sound [f] except the vocal cords are made to vibrate so that the voice is produced in the articulation of the sound. The sounds [f] and [v] are consonants. But they are different. Based on phonology (P. Ladefoged, 1968:8), the consonant sounds are classified into three, they are: 1) place of articulation, 2) manner of articulation, and 3) vibration of vocal cords.

¹⁴*Ibid.*, p.58.

For many beginner students, sound [f] and [v] are similar. However, one is different from the other. If the students pronounce [f] and [v] similarly, it cause ambiguity in meaning, for example:

Table 4

Vine	Fine
Van	Fan
Invest	infest ¹⁵

3.The Symbol /θ/

This sound is articulated by the tip of the tongue against the upper teeth, the main part of the finger being fairly fat; the air passage between the tip of the tongue and the upper teeth is narrow: the soft palate is in it raised position and the vocal cords are not made to vibrate it appear as “th” in the words.

Table 5

Initial	Medial	Final
Thank [θæŋk]	Authorize [jθəraɪz]	Zenith [ˈzenIθ]
Theme [θi:m]	Healthy [helθI]	Youth [ju:θ]
Through [θru:]	Faithful [ˈfeIθfl]	Wreath [ri:θ] ¹⁶

1. The Symbol /ð/

¹⁵*Ibid.*,p.68.

¹⁶*Ibid.*,p.60.

The symbol is produced similarly to the sound expect the vocal cords are made to vibrate so that the voice is produced during the articulation of the sound. It is also as “th” in the word. For examples;

Table 6

Initial	Medial	Final
There [ðe ð(r)]	Heather [heðð(r)]	Mouth [mauð]
They [ðei]	Neither [naiðð(r)]	Writhe [raið]
Thus [ðʌs]	Mother [mʌðð(r)]	Breathe [bri:ð] ¹⁷

2. The Symbol /s/

This sound is articulated by using the back leg tip and blade of the tongue organist the teeth ridge. The font of the tongue being at the same time what raised in the direction of the hard palate. The teeth are closed together. The sound cannot be pronounced with the mouth open and the teeth ridge is extremely narrow. The soft palate is in its raised position, an the vocal cords are not made to vibrate.

For example:

Table 7

¹⁷*Ibid.*, p.68.

Initial	Medial	Final ¹⁸
Sack [Sæk]	Sacristy ['Sækrɪstɪ]	Sacrifice ['Sækrɪfaɪs]
Scrub [Skrʌb]	Scholastic [skə'ləstɪk]	Spacious ['speɪʊs]
Seed [si:d]	Sicilian [Si:sɪliən]	Suspense [sʊ:spens]

3. The Symbol /z/

This sound is produced with the air stream forces it ways through to vibrate, and if you put your mouth you can feel the vibration of the vocal cords. This sound is call voiced.

For example:

Table 8

Initial	Medial	Final
Zany ['zeɪni]	Schism ['sɪzəm]	Serum mage ['skrʌmɪdʒ]
Zombie ['zɒmbi]	Seasonal ['si:zənəl]	Size [saɪz]
Zip [zɪp]	Sarcasm ['sa:kæzəm]	Scalds [skɔ:ldz] ¹⁹

4. The Symbol /ɹ/

This sound is articulated by the tip and blade of the tongue against the under part of the teeth ridge, the whole of the main body of the tongue simultaneously held in a raised position of the manner. The teeth are closed of fairly close together, the sound cannot be properly

¹⁸*Ibid.*,p. 62.

¹⁹*Ibid.*,p.71.

pronounced with mouth circle. This space between the blade of the tongue and the teeth ridge is narrow, through wider than [s].

Table 9

Initial	Medial	Final
Shack [ʃæk]	Fashion [feɪʃən]	Scholarship [ˈskɒləʃɪp]
Shrub [ʃrʌb]	Section [ˈsekʃən]	Slash [slæʃ]
Shy [ʃaɪ]	Specie [ˈspi:ʃi:]	Smash [smæʃ] ²⁰

5. The Symbol /ʒ/

This sound is produced similarly to the sound [ʃ] except the vocal cords are made to vibrate to the voice is produced during the articulation of the sound.

For examples:

Table 10

Initial	Medial	Final
Urge [ɜ:ʒ]	Yearn [jɜ:n]	T-shirt [t:ʃɜ:t]
Urban [ˈɜ:ban]	Virgo [ˈVɜ:gə]	Adverb [ˈædvɜ:b]
Urn [ɜ:n]	Turves [ˈtɜ:vz]	Astir [əˈstɜ:] ²¹

6. The Symbol /h/

²⁰*Ibid.*, p.64.

²¹*Ibid.*, p. 73.

The symbol sound denotes the sound of sure breathe having a tree passage through the mouth. It is used in transcribing English and many other languages to represent one to the sound that is produced when the mouth is help in vowel position and the air is emitted through the wide open glottis and friction to all of them.

For example:

Table 11

Initial	
Hail	[heil]
Horn	[h□:n]
Holly	[holi] ²²

1. The definition of Consonants

Sounds are vibrations with characteristics of frequency, intensity and duration, which produce certain sensations of audibility when impinging upon the ear. Sound is produced when air is set in motion. The sound source is the larynx, where sets of muscles called the vocal fold (or the vocal cords) are located. The sound of language can be grouped into classes based in the phonetic properties that they share. The most basic division among sounds is in two major classes, vowels and consonants.

²²*Ibid.*, p. 65.

Consonants are made either by shutting off the air completely (stop consonant) or constricting it so that it comes through noisily (fricative consonants). The stopping or constricting can occur at any point that our speech organs permit, from the lips all the way back and down to the vocal cords.

A consonant might thus be defined as a result of a narrowing or a complete closure of the air passage. English consonants are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air.

According to Francis Katamba, "Consonants are produced by obstructing in some way the flow of air through the vocal tract."²³ It means that consonants are produced by flowing the vocal cord tract.

Then, April McMahon says, "Both consonants and vowels, are produced on this pulmonic egressive airstream, where the initiator is the lungs and the rest of the respiratory system, and the direction of airflow is outwards: this is overwhelmingly the most common airstream mechanism in every language of the world."²⁴

²³Francis Katamba, *Introduction to Phonology*, (Longman: Longman Group, 1996), p.4.

²⁴April McMahon, *Introduction to English Phonology*, (Edinburgh: Edinburgh University Press, 2002), p. 25.

AnasSyafey says, "consonants are sounds produced by obstructing the stream of air coming out from the lungs by organ of speech somewhere in mouth or nose."²⁵

Daniel Jones says, "consonant is if the tongue is held very close to the roof of the mouth and a voiced air-stream of ordinary force is emitted, a fractional noise is heard in addition to the voice."²⁶

While David Odden says, "Consonants symbols are traditionally given in tabular form, treating the place of articulation where the major contraction occur as no axis, and treating properties such as voicing, being a continuant, or nasality as the other axis."²⁷ In order to be brief the place of consonants can be seen on the following figure:

²⁵AnasSyafey, *Pronunciation Theory and Practice*, (Dispen, Jakarta, 1998), p.16.

²⁶ Daniel Jones, *The Pronunciation of English*, (Cambridge; Cambridge University, 1990). p. 12.

²⁷David Odden, *Phonetic Transcription*, (New York: Cambridge University Press, 2008), p. 27.

Table12

STOP
CONSONANTS

ARTICULATORS USED:	plosive		Nasal Voiced	Retroflex Voiced	Lateral Voiced	Fricative		Glide Voiced	Affricative	
	Voiceless	Voiced				Voiceles	voiced		Voiceless	voiced
Lips	p	B	m			M		W		
Lips and Teeth						f	V			
Tongue and Teeth						θ	ð			
Upper gumridge	t	d	n		l	S	Z			
Upper gumridge and Hard Palate				r		ʃ	ʒ		tʃ	dʒ
Hard Palate								j		
SoftPalate	k	G	ŋ			M		W		
Glottis						h				

Figure 1

Table13
The English Consonants²⁸

2. Forms of Consonants

When classified to vibration of the vocal cords, the English consonants fall into the following group.²⁹

No.	Voiceless	Voiced
1.	/p/	/b/

²⁸Avril Mc Mahon, *Op.Cit.*, p.46.

²⁹.*Ibid.*,36.

2.	/t/	/d/
3.	/k/	/g/
4.	/f/	/dʒ/
5.	/θ/	/m/
6.	/s/	/n/
7.	/ʃ/	/ŋ/
8.	/tʃ/	/l/
9.	/h/	/ð/
10.		/z/
11.		/ʒ/
12.		/r/
14.		/w/
15.		/j/
16.		/v/

From the table it can be seen that nine consonant are voiceless: /p, t, k, tʃ, f, θ, s, ʃ, h, and the remaining 15 is voiced: /b, d, g, dʒ, m, n, ŋ, l, v, ð, z, ʒ, r, w, j/.

In general, the English fricative consonants are presented below:

From the table it can be seen that nine consonant are voiceless: /p, t, k, tʃ, f, θ, s, ʃ, h, and the remaining 15 is voiced: /b, d, g, dʒ, m, n, ŋ, l, v, ð, z, ʒ, r, w, j/.

In general, the English fricative consonants are presented below:

Table14
Transcribing English Consonants³⁰

³⁰ Peter Roach, *Op.Cit.*, p. 47.

English Consonant	Symbol	Word	Transcription	More Example
P	[p]	Spit	[spit]	S <u>p</u> ar, cr <u>isp</u> y, u <u>p</u> , bu <u>mp</u> er
T	[t]	Stuck	[stʌk]	S <u>t</u> em, hu <u>n</u> t, na <u>s</u> ty, mo <u>st</u> ly
K	[k]	Skip	[skip]	S <u>ca</u> tt <u>er</u> , un <u>cl</u> e, bla <u>ck</u> list
tʃ	[tʃ]	Chip	[tʃip]	L <u>un</u> ch, l <u>ech</u> er, d <u>it</u> ch,
D	[d]	Judge	[dʒʌdʒ]	G <u>er</u> m, j <u>ou</u> rnal, bu <u>dg</u> ie
B	[b]	Bib	[bib]	<u>B</u> oat, l <u>ib</u> erate, r <u>ob</u> , <u>bl</u> ast
D	[d]	Dip	[dip]	<u>D</u> ust, b <u>ed</u> , <u>dr</u> aft
G	[g]	Get	[get]	G <u>a</u> pe, m <u>ug</u> ger, tw <u>ig</u>
F	[f]	Fit	[fit]	pr <u>oo</u> f, ph <u>l</u> egm <u>a</u> tic, off <u>ic</u> e
V	[v]	Vat	[væt]	<u>V</u> ote, <u>ov</u> en, pr <u>ov</u> e
θ	[θ]	Thick	[eɪk]	<u>Th</u> ought, e <u>it</u> her, t <u>ee</u> th
ð	[ð]	Though	[ðəʊ]	<u>Th</u> en, b <u>oth</u> er, t <u>ee</u> th
S	[s]	Sip	[sip]	<u>Ps</u> ychology, f <u>ast</u> en, b <u>ass</u> ,
Z	[z]	Zap	[zæp]	<u>X</u> erox, sc <u>iss</u> ors, d <u>es</u> ire
ʃ	[ʃ]	Ship	[ʃip]	<u>Sh</u> ock, n <u>at</u> ion, m <u>iss</u> ion
ʒ	[ʒ]	Azure	[eɪʒə]	M <u>ea</u> sure, r <u>ou</u> ge, v <u>is</u> ual
H	[h]	Hat	[hæt]	<u>Wh</u> o, a <u>h</u> oy, f <u>ore</u> h <u>ea</u> d
J	[j]	Yet	[jet]	<u>U</u> se, <u>f</u> ew, <u>y</u> es
W	[w]	Witch	[wɪtʃ]	<u>w</u> ait, <u>w</u> eird, <u>w</u> hen
L	[l]	Huddle	[hʌdl]	B <u>ott</u> le, d <u>eed</u> le, m <u>ed</u> al
R	[r]	Reff	[ri:f]	P <u>ro</u> ud, <u>ar</u> r <u>iv</u> e
M	[m]	Moat	[moʊ]	<u>M</u> ind, h <u>um</u> our, sh <u>im</u> mer
N	[n]	Note	[nəʊt]	<u>N</u> ow, w <u>in</u> ner, a <u>ng</u> el, s <u>ig</u> n
ŋ	[ŋ]	Sing	[sɪŋ]	<u>S</u> inger, l <u>ong</u> er, b <u>an</u> k

From the table, it can be seen that there are 26 consonants in English. They are symbolized in different ways. The example and the phonetic transcriptions is given in column 3 and 4 of the table.

B. The Review of Related Finding

This research is related to Mega Silvia (20113) UMTSPadangsidimpuan, research on the title “The correlation between

fricative consonant mastery and students' pronunciation ability at the XI Grade Students of SMA Negeri 3 Padangsidempuan . The result find out the data of the respondents in fricative consonants mastery indicates that has various score from 30 up to 90 the mean of this variable is 79,7 from the students score in pronunciation it shown that there are 11 students unable to answer the question or low category between 55 – 65.³¹

This research is also related to Darus (2010) Universitas Andalas, research on the title "Anlysis of Students error on Fricative Consonants at the Grade X SMA Negeri 1 Kayu Tanam". Where find out the data of the respondents four students from 35 male and 37 females.his study aims to explore fricative error within 60 minutes and a minimum 200-250 words his finding six common error commited by the participants weere fricative consosnants.³²

In relation with that, the researcher wanted to know and wanted to try a new thing to do a research whether the Analysis of Students' ability in Fricative Consonants at the Fourt Semester TBI 1 IAIN padangsidempuan.

C. The Conceptual Framework

³¹Mega Silvia, *The Correlation Between Fricative Consonants Mastery and Students Pronunciation Ability at the XI Grade Students of SMA Negeri 3 Padangsidempuan*, (Padangsidempuan: NP, 2013).

³²Darus, *An Analysis of Students error on Fricative Consonants at the XI Grade Students of SMA Negeri 1 kayu Tanam*, (Padang: Unand, 2010).

Based on the theoretical description, fricative consonants mastery is powerful because to pronounce word well need fricative understanding. Fricative consonants mastery will make students easier to produce the accurate of word articulation. Thus, writer very assumes that knowledge about fricative consonants will guarantee students good pronunciation. Good pronunciation will be determined by the students' mastery in vowel and consonant. The appropriate of placing letter articulation will guarantee good English pronunciation. It means that in order to easier in utterance English words, the students should know the kinds of vowels (include diphthong) and consonants (fricative consonants) as well as knowing the place of articulation. Exactly, the students must practice by until they have a good utterance in vocabulary of the target language. Actually, there are some aspects that may be included in their difficulties, such as grammar, vocabulary, vowel, consonant (fricative), and so forth. The students are required to mastery those aspects because they are very useful.

CHAPTER III

THE RESEARCH METHODOLOGY

This chapter discuss about the method and procedure of the research that will be used to answer the problem of the research in the previous chapter. The procedures consist of The Location and Schedule of the Research, the research design, the sources of data, the informant of the research, the technique of data collection the technique of data analysis, the checking of the trustworthiness.

A. The Location and Schedule of the Research

This research had been done at State Institute For Islamic Studies (IAIN) Padangsidempuan which addresses on Jl. H.Tengku Rizal Nurdin KM.4,5 Sihitang, Padangsidempuan Selatan, Kotamadya Padangsidempuan North Sumatera, Indonesia. This subject of research was the fourth semester of TBI 1 in IAIN Padangsidempuan. Time of this research started on December 2013 until Mei 2014 at State Institute For Islamic Studies(IAIN) Padangsidempuan.

B. The Research Design

Based on the data analysis, this research will use qualitative approach. Qualitative research is the research that means to understand the phenomenon about what is the subject research undergone by using natural method.¹ Qualitative approach is used for investigating a variety of educational problems an issue it's

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

used to the terming and describe the way thing.² Qualitative approach is based on the data collection and analysis of non numerical data such as observation, interviews, and other more discursive sources of information.³

Based on the method, this research will be descriptive method. SumadiSuryabrata says, “Penelitian deskriptif adalah penelitian yang bermaksud untuk pencandraan (deskripsi) mengenai situasi-situasi atau kejadian-kejadian.”⁴ It means that descriptive research is a research which describe about situations or happens. It is described in order to be to the research as it is. It is the same as Sudarwan Danim statement that descriptive research which is purpose to describe the phenomenon or individual characteristic, situation or certain group accurately.⁵ The quotation points out that descriptive research which has purpose to interpret phenomenon or individual characteristic, situation or certain group.

Based on the explanation previously, the writer concludes descriptive method is a kind of research method which is used to describe the systematic of situation or area, interest which is observed.

²L.R.Gay and Peter Airasian, *Educational Research*, (USA: Printice Hall Incorporate, 2000), p. 56.

³*Ibid.*, p. 9.

⁴Sumadi Suryabrata, *Metodologi Penelitian*, (Jakarta: CV. Rajawali, 2006), p. 19.

⁵Sudarwan Danim, *Menjadi Peneliti Kualitatif*, (Bandung: PustakaSetia, 2002), p. 41.

C. The Sources of Data

Sources of data are the subject who will be given the data to researcher⁶. In this research will take two kinds of sources data, they are:

- a. The primary sources of the data are the students of fourth semester TBI I IAIN Padangsidempuan they are 35 students. They are divided into three classes. This research is done by using purposive sampling. Riduan said purposive sampling is one of technical that can be used researcher has some of considerations take the certainly sampling to get the aim. Actually the researcher take one class to do the research .The researcher taken the certainly TBI -1 because it is studious and read up students. It could be representative to take the result of the research, Furthermore it make the research is more accurate and another reason,it is caused of the limitation by the research on time, knowledge and experience.So, there is 35 students who pronunciation the test.
- b. Secondary sources of the data are the chief of English Education Department of IAIN Padangsidempuan and the Pronunciation lecturer at the fourth semester of TBI-1 in IAIN Padangsidempuan .It will be used to get the data from interview technique.

Inlearning process, students were the factor who had a role as a target in education. The data of fourth semester students of English education study program as follows:

⁶Suharsimi Arikunto,*Prosedur Penelitian Suatu Pendekatan Praktek* ,(Jakarta;Rineka Cipta,2002),p.107.

Table 15
Situation of Students⁷

No	Class	Male	Female	Total
1	TBI-1	4	31	35
2	TBI-II	6	29	31
3	TBI-III	4	24	28
Total		14	84	94

Based on the description of the table above, all of the students were 94 students which consist of 14 male and 84 female in 2013/2014 academic year. The researcher found that there were many different numbers between male and female.

D. The Informant of the Research

Data in this research are taken by using a test and interview. The data are taken from students of fourth semester TBI I IAIN Padangsidempuan academic years 2013/2014. There are 35 students in this class. Therefore, the researcher will chose all students as participants on analysis of students' ability on fricative consonants. Moreover, this research has cooperation with lecturer of pronunciation at TBI-1 IAIN Padangsidempuan Mr.Hamka M.Hum . All of the participants were involved to collect the data needed in conducting this research.

To get an informant of the research, actually the researcher will try to help the students to pronounce the fricative sounds of english. So the researcher takes of fourth semester TBI-I IAIN Padangsidempuan: That is

⁷The Result of Observation at the Fourth Semester Students of English Education Department (TBI) IAIN Padangsidempuan, 20 December 2013.

done because the research needs to know an analysis of students' mastery of fricative consonants at the fourth semester of English Education Department I in IAIN Padangsidimpuan.

E. The Instrumentations of the Data

The key instruments of this research are the researcher herself. She takes the data by herself and meets the students and the lecturers to collect the valid data. To collect data the researcher must involve with the object of research.⁸ Because the writer is the really instrument in a qualitative research.⁹ Based on the source of the data, the instruments of collecting the data that is used by the researcher as follows:

a. Test

Sukardi stated "A test is a systematic procedure in which the individual in order to elicit responses enabling the tester to assign the testes numerous."¹⁰ It means that test is an instruments that is systematic procedure that organized as testes numeral.

In order to gather the data accurately on students' ability on fricative consonants, the researcher give a test to thirty five students to pronunciation the words (in sound symbols). Then to collect and get an accurate data, the researcher made a pronunciation test. Pronunciation test is done for getting

⁸Sugiono, *Metode Penelitian Kuantitatif dan Kualitatif dan R & D* (Bandung: Alfabeta, 2009), p. 63.

⁹*Ibid.*, 60.

¹⁰Sukardi, *Metode Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, 2012), p. 138.

data about an analysis of students' mastery of fricative consonants. An all process has been recorder or handy came.

The test has been done by individual meeting. The test consist of all the symbol of fricative consonants with the totals words 45 in sound symbols ,and this tests serves to determine students 'mastery of fricative consonants at the fourth semester of English Education Department.

Example of Test:

- Fine /fain/
- Advice /ædvaiz /
- Thank / θæŋk/
- Urgency /'ɜ:dʒənsi/
- Virgo/ vɜ:gəu/
- Ursine /'ɜ:sain/
- Shock / ʃok/
- Mother / mʌðə(r)/
- Wether /weðə/
- Zero /ziərou/

b. Interview

Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.¹¹ So interview is oral question and answer between two people or more directly.

¹¹L.R.Gay&Peter Airasian, *Op.Cit.*,p.8.

Interview is given for students at the fourth semester of English education Department 1, the pronunciation lecturer of English education Department. The questions are appropriate with the list of interview.

Interview was done for getting data about problems and of students in developing English pronunciation skills. Researcher's interview was unstructured interview because the information obtained was more compact and complete the respondents were given freedom in expressing their opinions. This interview was conducted on respondents who might be considered to provide valid information. So the researcher will do the interview to the students with the totals 10 questions each individual and also to the pronunciation lecturer with the total 10 questions.

Participants were interviewed about:

1. Students

- a) Do they like English.
- b) Do they ever get English course before.
- c) Have they studied of fricative consonants.
- d) Do they know about fricative consonants
- e) What they interested in pronunciation subject especially in fricative consonants
- f) How they learnt fricative consonants in their institute? What they think it is a good way.

- g) Do they like to pronounce English exactly about fricative consonants in their daily life.
- h) Do they have problems when study of fricative consonants, how to solve it
- i) What kinds of problems dominantly do in learning fricative consonants
- j) Why are the problems dominant

2. Pronunciation Lecturer.

- a) Is a fricative consonant a topic of the pronunciation subject in the second grade of English Education Department of state Institute For Islamic Studies Padnagsidimpuan.
- b) How He teach fricative consonants.
- c) What are the methods that he use in fricative consonants in IAIN Padangsidimpuan.
- d) How is the students' result in learning fricative consonants.
- e) What are the students' difficulties that often gotten by the students in learning fricative consonants.
- f) How is he efforts to solve the problems.
- g) How is he way to motivate his students so that he can increase student's ability in fricative consonants.
- h) What are the indicators that he use to establish students' ability in mastering fricative consonants.

- i) What kinds of problem dominantly done by the students in facing fricative consonants of the fourth semester of TBI-1 IAIN Padnagsidimpuan.
- j) Why are the problems dominant.

c. Observation

Observation is a technique of data collecting is done through an observation, accompanied by register-recording of a state or the target object's behavior. Observation conducted to find and learn situation and condition in field that related to the need of research. Something likes activities of students in classroom, out classroom and school environment, and all aspects that related on problems and efforts of students and lecturers in developing English pronunciation skills at English education Department of IAIN Padangsidimpuan.

The researcher conducted observation to observe students' activities related to the application of their pronunciation skill, the data were obtained through observation as follows:

1. What they like to pronounce English exactly about fricative consonants in their daily life.
2. What they learn fricative consonants in their institute. What they think it is a good way.

The researcher expected that to acquire the data from the real situation in the research field through the list of observation

above, to find and learn situation and condition in the field that related to need of research.

Table 16
The Indicators of Fricative Consonants form words:

	NO	Score/item	Number of the test	Total Score
1	Students are able to pronounce consonant/f/	1	1,2,3,4,5	5
2	Students are able to pronounce consonant/v/	1	6,7,8,9,10	5
3	Students are able to pronounce consonant/θ	1	11,12,13,14,15	5
4	Students are able to pronounce consonant /ð /	1	16,17,18,19,20	5
5	Students are able to pronounce consonant /s/	1	21,22,23,24,25	5
6	Students are able to pronounce consonant /z/	1	26,27,28,29,30	5
7	Students are able to pronounce consonant /ʃ/	1	31,32,33,34,35	5
8	Students are able to pronounce consonant /ʒ/	1	36,37,38,39,40	5
9	Students are able to pronounce consonant /h/	1	41,42,43,44,45	5
		9	45	45

F. The Technique of Data Collection

The technique of data collection is a term used to describe a process of preparing and collecting data. The purpose of data collection is to obtain information to keep and record, to make decisions about important issue, to pass information on to others.

To collect data in this research, the data were collected by:

- a. Reviewing all available data from the data source.
- b. Conducting the data from reduction performed by making abstractions.

- c. Arrange the units and then categorized in the next step.
- d. Make a severely of data validity.¹²

In this research, the researcher reviewed available data from students, lecturers, the leader of English Education Department.

G. The Technique of Data Analysis

After collecting data, researcher will be analyzed them by using some steps. They are:

1. Identifying the students' mastery of fricative consonants at the fourth semester of TBI- 1 IAIN Padangsidimpuan.
2. Finding problems dominantly the students face on fricative consonants at the fourth semester of TBI 1 IAIN Padangsidimpuan.
3. Explaining the dominant problem.

Table 17
Criteria Result

No	Percentage	Criteria
1	80,00-100,00	Very good
2	70,00-79,00	Good
3	60,00-69,00	Enough
4	50,00-59,00	Minus
5	0,00-49,00	failure ¹³

After the researcher found the mean scores of all students, it is consulted to the criteria as follows;

- a) If the value mean score 80,00-100,00, it can be categorized very good.

¹² *Ibid*, p. 173.

¹³ Ibrahim Siregar, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2010), P.39.

- b) If the value means score 70,00-79,00,it can be categorized good.
- c) If the value means score 60,00-69,00,it can be categorized enough.
- d) If the value mean score 50,00-5,009,it can be categorized into minus.
- e) If the value mean score 0,00-49,00,it can be categorized into failure.

Finally, the researcher took conclusion .It is done to conclude he discussion solidly and briefly.

H. The Checking of the Trustworthiness

Trustworthiness in qualitative research is very important because checking to the trustworthiness of the data is used to contradicted the assumption of qualitative research is not scientific. To reduce the bias of the data and to improve the validity of the data collected, Gay suggested several strategies one of them is triangulate.¹⁴

Triangulate is powerful technique that facilitates validation of data through cross verification from two or more sources. In particular , it refers to the application and combination of several research methodologies in the study of the same phenomenon.¹⁵

Triangulate by using different data sources to confirm one another, as when interview and recollection of other participants produce that have same description of an event, or when a participant responds similarly to a personal question that is asked on three different occasions.

¹⁴Ibid., p.225.

¹⁵Sudarwan Danim, *Menjadi Peneliti Kualitatif* ,(Bandung;PustakaSetia,2002).p.136.

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

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

As the chapter of research result described three main points, they were findings, discussion and threat of research as an addition. Finding includes How is the students' mastery of fricative consonants at the fourth semester of TBI I IAIN Padangsidimpuan, What kinds of problems dominantly do the students face on fricative consonants at the fourth semester of TBI I IAIN Padangsidimpuan, why are the problems dominant.

Discussing part described all conclusion of students' mastery of fricative consonants at the fourth semester of TBI in IAIN Padangsidimpuan, kinds of problems dominantly do the students face on fricative consonants at the fourth semester of TBI I IAIN Padangsidimpuan, the problems dominant and the last was the threat of the research as the addition.

1. The Students Mastery of Fricative Consonants at the Fourth Semester of TBI I IAIN Padangsidimpuan

Based on the result research, the fourth semester total of English education Department 1 were 35 students. There were 2 students absent when the test taking, they were Nurdaimah Harahap and Nurdin Z.A. Nasution were English Education Department 1 students. So, just 33 students were taken the test of this research.

Based on explanation before that an analysis of students' mastery of fricative consonants at the fourth semester of English Education Department 1 can be seen based on the test given to the students by recording sounds, the score of the Mastery is complete knowledge great skill achieve or attain mastery of several language show complete mastery in situation one's handling of difficult. It is stated that mastery is comprehension on capability to use knowledge or skill. Mastery is the power or authority at a master, power to understand or skills to manage", it means that students must master of fricative consonants. Students' answer it can be seen on the table below:

Table 18
The Score an Analysis of Students' Mastery of Fricative
Consonants at the Fourth Semester of English Education Department
in IAIN Padangsidempuan

No	Initial Name	Indicators									Total
		1	2	3	4	5	6	7	8	9	
1	AEN	5	2	0	5	4	3	2	2	5	28
2	AFR	5	5	1	5	5	5	5	5	5	41
3	AS	5	3	0	5	5	5	2	4	5	34
4	AR	5	5	2	5	5	5	5	4	5	41
5	EYS	5	5	5	5	5	5	5	5	4	44
6	EYS	5	5	4	5	5	5	5	5	5	44
7	FD	4	5	2	5	5	5	5	5	5	41
8	FF	5	5	4	5	4	5	5	5	5	43
9	FH	5	5	4	5	4	5	5	5	5	43
10	FRH	5	5	1	5	5	4	5	3	5	38
11	HN	5	3	1	3	5	5	5	3	3	33
12	IMHN	5	5	4	1	5	5	5	1	5	36
13	IDP	5	4	3	5	5	5	5	4	5	41
14	LAN	5	4	3	5	5	5	5	5	5	42
15	LRK	5	4	3	4	3	4	4	3	5	35
16	LS	4	4	0	5	5	4	4	3	5	34
17	NA	5	2	1	5	4	5	5	2	5	34
18	NAL	3	2	0	5	3	5	5	2	5	30
19	NALY	4	3	2	5	5	4	5	4	5	37
20	NIS	4	4	1	5	5	4	5	5	5	38
21	PHN	4	4	0	4	4	4	4	5	5	34
22	PM	5	4	4	4	5	5	5	4	4	40
23	RSL	5	5	3	5	5	4	5	5	5	42
24	RYS	5	4	3	4	5	4	5	4	5	39
25	RIR	5	4	5	5	5	5	5	5	5	44
26	RAR	5	4	4	5	5	5	5	5	5	43
27	RFYD	5	4	4	4	5	4	5	5	5	41

28	SWD	4	5	3	5	5	5	5	5	5	42
29	SISL	5	5	3	5	3	5	5	3	5	39
30	WBS	5	4	4	5	3	5	5	3	5	35
31	WSW	5	5	3	5	5	5	5	5	5	43
32	YP	4	5	1	5	5	5	5	4	4	38
33	ZH	5	5	2	5	5	4	5	4	5	40

Based on the table above, an analysis of students' mastery of fricative consonants at the fourth semester of English Education Department in IAIN Padangsidempuan can be seen in the following explanations: From the first indicators, based on the result above 26 students pronounce test in sound symbol with made right pronunciation and get 5 points and there are 7 students' pronounce test in sound symbol with get 4 points .

Furthermore, for the second indicators, , based on the result above 15 students pronounce test in sound symbol with made right pronunciation and get 5 points , there are 12 students' pronounce test in sound symbol with get 4 points ,3 students' pronounce test in sound symbol with get 3 points and 3 students' pronounce test in sound symbol with get 2 points.

In the other hand, for the third indicators based on the result above 2 students pronounce test in sound symbol with made right pronunciation and get 5 points , there are 8 students' pronounce test in sound symbol with get 4 points ,8 students' pronounce test in sound symbol with get 3 points and 4 students' pronounce test in sound symbol with get 2 points,6 students' pronounce test in sound symbol with get 1 points and 5 students' pronounce test in sound symbol with get 0 points.

While, the fourth indicators on the result above 26 students pronounce test in sound symbol with the made right pronunciation with get 5 points,5 students pronounce test in sound symbol with get 4 points,1 students pronounce test in sound symbol with get 3 points and 1 students pronounce test in sound symbol with get 1 points.

While, the fifth indicators on the result above 24 students pronounce test in sound symbol with the made right pronunciation with get 5 points,5 students pronounce test in sound symbol with get 4 points,2 students pronounce test in sound symbol with get 3 points.

The sixth indicators on the result above 22 students pronounce test in sound symbol with the made right pronunciation with get 5 points,10 students pronounce test in sound symbol with get 4 points,1 students pronounce test in sound symbol with get 3 points.

The seventh indicators on the result above 28 students pronounce test in sound symbol with the made right pronunciation with get 5 points,3 students pronounce test in sound symbol with get 4 points,2students pronounce test in sound symbol with get 2 points.

The eight indicators on the result above 15 students pronounce test in sound symbol with the made right pronunciation with get 5 points, 8students pronounce test in sound symbol with get 4 points,6 students pronounce test in sound symbol with get 3 points. 3students pronounce test in sound symbol with get 2 points,1 students pronounce test in sound symbol with get 1 points.

Then, The ninth indicators on the result above 29 students pronounce test in sound symbol with the made right pronunciation with get 5 points, 3students pronounce test in sound symbol with get 4 points. ,1 students pronounce test in sound symbol with get 3 points.

So, based on the description score above, next, the researcher would be calculated of the students' answer, and it can be seen on the table below:

Table 19
The Indicators of Fricative Consonants form words:

	NO	Score/item	Point	Total of Student
1	Students are able to pronounce consonant /f/	1	5	25
2	Students are able to pronounce consonant /v/	1	5	15
3	Students are able to pronounce consonant /θ/	1	5	2
4	Students are able to pronounce consonant /ð /	1	5	26
5	Students are able to pronounce consonant /s/	1	5	24
6	Students are able to pronounce consonant /z/	1	5	23
7	Students are able to pronounce consonant /ʃ/	1	5	28
8	Students are able to pronounce consonant /ʒ/	1	5	15
9	Students are able to pronounce consonant /h/	1	5	29
		9		

From the data above, it can be known that the students are able pronounce consonant/f/ with get 5 points consists of 25 students. Students are able pronounce consonant/v/ with get 5 points consists of 15 students. Students are able pronounce consonant/θ/ with get 5 points consists of 2 students. Students are able pronounce consonant/ð / with get 5 points consists of 26 Students .Students are able pronounce consonant /s/ with get 5 pointsconsists of 24 students. Students are able pronounce consonant/z/ with get 5 points consists of 23 students. Students are able pronounce consonant /ɳ/ with get 5 points consists of 28 students.Students are able pronounce consonant /ʒ/ with get 5 points consists of 15 students. Students are able pronounce consonant /h/ with get 5 points consists of 29 students.

Table 20
The Indicators of Fricative Consonants form words:

	NO	Score/item	Point	Total of Student
1	Students are able to pronounce consonant/f/	1	4	12
2	Students are able to pronounce consonant/v/	1	4	12
3	Students are able to pronounce consonant/θ/	1	4	8
4	Students are able to pronounce consonant /ð /	1	4	5
5	Students are able to pronounce consonant /s/	1	4	5
6	Students are able to pronounce consonant /z/	1	4	10
7	Students are able to pronounce consonant /ɳ/	1	4	3
8	Students are able to pronounce consonant /ʒ/	1	4	8
9	Students are able to pronounce consonant /h/	1	4	3
		9		

From the data above, it can be known that the students are able pronounce consonant/f/ with get 4 points consists of 12 students. Students are able pronounce consonant/v/ / with get 4 points consists of 12 students. Students are able pronounce consonant/θ/ with get 4 points consists of 8 students. Students are able pronounce consonant//ð / with get 4 points consists of 5 Students .Students are able pronounce consonant /s/ with get 4 pointsconsists of 5 students. Students are able pronounce consonant/z/ with get 4 points consists of 10 students. Students are able pronounce consonant /□/ with get 4 points consists of 3 students. Students are able pronounce consonant /3/ with get 4 points consists of 8 students. Students are able pronounce consonant /h/ with get 4 points consists of 3 students.

Table 21

The Indicators of Fricative Consonants form words:

	NO	Score/item	Point	Total of Student
1	Students are able to pronounce consonant/f/	1	3	1
2	Students are able to pronounce consonant/v/	1	3	3
3	Students are able to pronounce consonant/θ/	1	3	5
4	Students are able to pronounce consonant /ð /	1	3	1
5	Students are able to pronounce consonant /s/	1	3	4
6	Students are able to pronounce consonant /z/	1	3	1
7	Students are able to pronounce consonant /□/	1	3	-
8	Students are able to pronounce consonant /3/	1	3	6
9	Students are able to	1	3	1

	pronounce consonant /h/			
		9		

From the data above, it can be known that the students are able pronounce consonant/f/ with get 3 points consists of 1 student. Students are able pronounce consonant/v/ / with get 3 points consists of 3 students. Students are able pronounce consonant/θ/ with get 3 points consists of 5students. Students are able pronounce consonant/ð / with get 3 points consists of 1 Student .Students are able pronounce consonant /s/ with get 3 pointsconsists of 4 students. Students are able pronounce consonant/z/ with get 3 points consists of 1 students. Students are able pronounce consonant /□/ with get 3 points there were not student. Students are able pronounce consonant /3/ with get 3 points consists of 6 students. Students are able pronounce consonant /h/ with get 3 points consists of 1 student.

Table 22

The Indicators of Fricative Consonants form words:

	NO	Score/item	Point	Total of Student
1	Students are able to pronounce consonant/f/	1	2	-
2	Students are able to pronounce consonant/v/	1	2	3
3	Students are able to pronounce consonant/θ/	1	2	4
4	Students are able to pronounce consonant /ð /	1	2	-
5	Students are able to pronounce consonant /s/	1	2	-
6	Students are able to pronounce consonant /z/	1	2	-
7	Students are able to pronounce consonant /□/	1	2	2
	Students are able to	1	2	3

8	pronounce consonant /ʒ/			
9	Students are able to pronounce consonant /h/	1	2	-
		9		

From the data above, it can be known that the students are able pronounce consonant/f/ with get 2 points there were not student. Students are able pronounce consonant/v/ / with get 2 points consists of 3 students. Students are able pronounce consonant/θ/ with get 2 points consists of 4 students. Students are able pronounce consonant/ð / with get 2 points there were not Student .Students are able pronounce consonant /s/ with get 2 pointsthere were not student. Students are able pronounce consonant/z/ with get 2 points there were not student . Students are able pronounce consonant /ɳ/ with get 2 points consist of 2 student. Students are able pronounce consonant /ʒ/ with get 2 points consists of 3 students. Students are able pronounce consonant /h/ with get 2 points there were not student.

Table 23

The Indicators of Fricative Consonants form words:

	NO	Score/item	Point	Total of Student
1	Students are able to pronounce consonant/f/	1	1	-
2	Students are able to pronounce consonant/v/	1	1	-
3	Students are able to pronounce consonant/θ/	1	1	6
4	Students are able to pronounce consonant /ð /	1	1	1
5	Students are able to pronounce consonant /s/	1	1	-
6	Students are able to pronounce consonant /z/	1	1	-
	Students are able to	1	1	-

7	pronounce consonant /ɪ/			
8	Students are able to pronounce consonant /ʒ/	1	1	1
9	Students are able to pronounce consonant /h/	1	1	-
		9		

From the data above, it can be known that the students are able pronounce consonant/f/ with get 1 points there were not student. Students are able pronounce consonant/v/ / with get 1 points consists of 6 students. Students are able pronounce consonant/θ/ with get 1 points consists of 1 students. Students are able pronounce consonant//ð / with get 1 points there were not Student .Students are able pronounce consonant /s/ with get 1 pointsthere were not student. Students are able pronounce consonant/z/ with get 1 points there were not student . Students are able pronounce consonant /ɪ/ with get 1 points there were not student. Students are able pronounce consonant /ʒ/ with get 1 points consists of 1 students. Students are able pronounce consonant /h/ with get 1 points there were not student.

Table 24

The Indicators of Fricative Consonants form words:

	NO	Score/item	Point	Total of Student
1	Students are able to pronounce consonant/f/	1	0	-
2	Students are able to pronounce consonant/v/	1	0	-
3	Students are able to pronounce consonant/θ/	1	0	5
4	Students are able to pronounce consonant /ð /	1	0	-
5	Students are able to pronounce consonant /s/	1	0	-
	Students are able to	1	0	-

6	pronounce consonant /z/			
7	Students are able to pronounce consonant /ɳ/	1	0	-
8	Students are able to pronounce consonant /ʒ/	1	0	-
9	Students are able to pronounce consonant /h/	1	0	-
		9		

From the data above, it can be known that the students are able pronounce consonant/f/ with get 0 points there were not student. Students are able pronounce consonant/v/ / with get 0 points there were not student. Students are able pronounce consonant/ʒ/ with get 0 points there were not student. Students are able pronounce consonant//ð / with get 0 points there were not Student .Students are able pronounce consonant /s/ with get 0 pointsthere were not student. Students are able pronounce consonant/z/ with get 0 points there were not student . Students are able pronounce consonant /ɳ/ with get 0 points there were not student. Students are able pronounce consonant /ʒ/ with get 0 points there were not student. Students are able pronounce consonant /h/ with get 0 points there were not student.

To determine an analysis of students' mastery of fricative consonants at the fourth semester of TBI-1 in IAIN Padangsidimpuan.Based on criteria of score interpretation, the result can be seen in the following table:

Table 25
Criteria Result

No	Percentage	Criteria
1	80,00-100,00	Very good
2	70,00-79,00	Good
3	60,00-69,00	Enough
4	50,00-59,00	Minus

5	0,00-49,00	failure ¹
---	------------	----------------------

After the researcher found the mean scores of all students, it is consulted to the criteria as follows;

- a) If the value mean score 80,00-100,00, it can be categorized very good.
- b) If the value means score 70,00-79,00, it can be categorized good.
- c) If the value means score 60,00-69,00, it can be categorized enough.
- d) If the value mean score 50,00-59,00, it can be categorized into minus.
- e) If the value mean score 0,00-49,00, it can be categorized into failure.

Based on the Based on the result research of test given to respondents ,it can be seen the mark of respondents between 28 up to 44 mark. It means that the highest mark got by respondents was 44 mark and the lowest mark was 28 mark. So, by looking at the criteria above, an analysis of students mastery of fricative consonants at the fourth semester of TBI-1 in IAIN Padangsidimpuan can be categorized enough categories.

So, Based on the result above the researcher concluded that the students at the fourth semester of English education Department in IAIN Padangsidimpuan especially in TBI-1 found problems in fricative consonant.

2. Kinds of Problems Do the Students Face on Fricative Consonants at the Fourth Semester of TBI 1 IAIN Padangsidimpuan.

Based on the result research of test given to respondents ,it can be seen the mark of respondents between 28 up to 44 mark. It means that the highest mark got by respondents was 44 mark and the lowest mark was 28 mark.

¹ Ibrahim Siregar, *Buku Panduan Mahasiswa Baru* (Padangsidimpuan: STAIN, 2010), P.39.

Forty five words in sound symbols test has given to the fourth semester of English Education Department 1 IAIN Padangsidempuan. In the consonant /f/ there were 6 respondents pronounced the word with the wrong pronunciation and 27 the respondents made right pronunciation. In the consonant /v/ there were 28 respondents pronounced the word with the wrong pronunciation and 5 the respondents made right pronunciation. While in the consonant /θ/ there were 29 respondents pronounced the word with the wrong pronunciation and 4 the respondents made right pronunciation. In the consonant /ð / there were 7 respondents pronounced the word with the wrong pronunciation and 25 the respondents made right pronunciation. While in the consonant /s/ there were 12 respondents pronounced the word with the wrong pronunciation and 21 the respondents made right pronunciation .

In the consonant /z/ there were 11 respondents pronounced the word with the wrong pronunciation and 22 the respondents made right pronunciation. While in the consonant /□/ there were 7 respondents pronounced the word with the wrong pronunciation and 26 the respondents made right pronunciation. In the consonant /□/ there were 29 respondents pronounced the word with the wrong pronunciation and 4 the respondents made right pronunciation. In the consonant /h/ there were 2 respondents pronounced the word with the wrong pronunciation and 31 the respondents made right pronunciation.

1) Consonant/f/

Based on the interview, the fifteen students they are Ade Efrina Nasution, Afriyansyah ,Agus Suhariato ,Anisyah Ritonga,Elvi

Yunita,Fitriani Harahap,Herliani Nasution,Indah Mei Hari Nasution,Irma Desita Pane, Latifah Annur Nasution,Nikmah Andriani,Nur Ikhlas Nasution,Patimah Handayani,Riska Aulina Ritonga and Siska Wahyu Dalimunthe said that they difficult in distinguish between voiced and voiceless.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to changetheir mother tongue,It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.

2) Consonant/v/

Based on the interview, the ten students they are Ade Efrina Nasution ,Fitri Rahma Handayani ,Indah Mei Hari Nasution ,Nikmah Anriyani, Rini Yulan Sari,Wilda Sri Wahyuni, Efrida Yanti Siregar,Anisyah Ritonga,Fitriani

Harahap and Lia Rahayu Koto a said that they difficult in distinguish between voiced and voiceless.

In the interview also found the cause of the problem was felt by students two from the three students said it because they are internal factor which related to their inner ability such as :fricative consonant mastery ,vowel mastery, intelligence motivation and so forth,It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.because they are internal factor which related to their inner ability such as :fricative consonant mastery ,vowel mastery, intelligence motivation and so forth ,It is so difficult to say or sound it.

3) Consonant/θ/

Based on the interview, the twenty students they are Ade Efrina Nasution ,Fitri Rahma Handayani ,Indah Mei Hari Nasution ,Nikmah Anriyani, Rini Yulan Sari,Wilda Sri Wahyuni, Efrida Yanti Siregar,Anisyah Ritonga,Fitriani Harahap and Lia Rahayu Koto,Riska Aulina Ritonga,Ronny Febri Yanna

Ritonga,Siska Wahyu Dalimunthe,Wika Binduri Siregar and Yuliana Pakpahansaid that they pronouncing is very difficult.

In the interview also found the cause of the problem was felt by students two from the three students said it because it is so difficult to pronounce and difficult to differentiate it from kinds of fricative consonants. It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they think just due to the sound is rather similar. So it makes students is confused to differentiate it.

4) consonant /ð /

Based on the interview, the ten students they are Ade Efrina Nasution ,Fitri Rahma Handayani ,Indah Mei Hari Nasution ,Nikmah Anriyani, Rini Yulan Sari,Wilda Sri Wahyuni, Efrida Yanti Siregar,Anisyah Ritonga,Fitriani Harahap and Lia Rahayu Koto said sometimes they forgot between voiceless and voiced.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to change their mother tongue, It is so difficult to

say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.

5) consonant /s/

Based on the interview, the five students they are Ade Efrina Nasution ,Fitri Rahma Handayani ,Indah Mei Hari Nasution ,Nikmah Anriyani, Rini Yulan Sari, Wildasaid that they difficult in distinguish between voiced and voiceless.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to change their mother tongue, It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.

6) consonant /z/

Based on the interview, the ten students they are Ade Efrina Nasution ,Fitri Rahma Handayani ,Indah Mei Hari Nasution ,Nikmah Anriyani, Rini Yulan Sari,Wilda Sri Wahyuni, Efrida Yanti Siregar,Anisyah Ritonga,Fitriani Harahap and Lia Rahayu Koto a said that they difficult in distinguish between voiced and voiceless.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to change their mother tongue, It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice

and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.

7) consonant /□/

Based on the interview, the fifteen students they are Ade Efrina Nasution ,Fitri Rahma Handayani ,Indah Mei Hari Nasution ,Nikmah Anriyani, Rini Yulan Sari,Wilda Sri Wahyuni, Efrida Yanti Siregar,Anisyah Ritonga,Fitriani Harahap , Lia Rahayu Koto ,Zainuddin, Putri Muliani, Herliani Nasution,Yuliana Pakpahan,Agus Suharianto and Afriansyah said that they difficult in distinguish between voiced and voiceless.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to change their mother tongue, It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.

8) consonant /ʒ/

Based on the interview, the ten students they are Ade Efrina Nasution, Fitri Rahma Handayani, Indah Mei Hari Nasution, Nikmah Anriyani, Rini Yulan Sari, Wilda Sri Wahyuni, Efrida Yanti Siregar, Anisyah Ritonga, Fitriani Harahap and Lia Rahayu Koto said that they are difficult in distinguishing between voiced and voiceless.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to change their mother tongue, It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students', it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue.

9) consonant /h/

Based on the interview, the ten students they are Ade Efrina Nasution, Fitri Rahma Handayani, Indah Mei Hari Nasution, Nikmah

Anriyani, Rini Yulan Sari, Wilda Sri Wahyuni, Efrida Yanti Siregar, Anisyah Ritonga, Fitriani Harahap and Lia Rahayu Koto said that they think just due to the sound is rather similar. So it makes students is confused to differentiate it. They pronouncing is very difficult.

In the interview also found the cause of the problem was felt by students two from the three students said it because fricative consonants are very difficult to be learnt, when opening the lips, the air suddenly goes out from the out, It is difficult to change their mother tongue, It is so difficult to say or sound it, they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. so while the teacher explain the lesson he did not listened, and sometimes he left the class while learning process especially in learning English that is why they did not know the fricative consonants.

Based on the explanation above, the researcher concluded that from fifteen students' , it is because they could not distinguish between voice and voiceless. they still have less problem pronunciation in differentiating between spelling and pronunciation in Indonesia as their mother tongue. They are internal factor which related to their inner ability such as :fricative consonant mastery, intelligence motivation and so forth.

So, based on the explanation of the problem and the cause of the problem above it can be seen in the following table:

Table 26
The problem and the cause of the problem
In mastery Fricative Consonant

Indicator		Student	Problem	The cause of the problem
Students are able to pronounce consonant/f	Students made the right pronunciation	28	Could not distinguish between /f/ and /v/	- Two of them, lack in understanding in fricative consonants
	Students made the wrong pronunciation	5	Could not distinguish between /f/ and /v/	-They are confused
Students are able to pronounce consonant/v/	Students made the right pronunciation	10	Could not distinguish between /f/ and /v/	- They are confused
	Students made the wrong pronunciation	3	Could not distinguish between /f/ and /v/	-They forgot between voiceless and voiced.
Students are able to pronounce consonant/θ/	Students made the right pronunciation	5	Could not distinguish between /θ/ and /ð /	They can't differentiate between voiced and voiceless
	Students made the wrong pronunciation	28	Could not distinguish between /θ/ and /ð /	They can't both different
Students are able to pronounce consonant /ð/	-Students made the right pronunciation	4	Could not distinguish between /θ/ and /ð /	They think just due to the sound is rather similar.
	-Students made the wrong pronunciation	29	Could not distinguish between /θ/ and /ð /	

Students are able to pronounce consonant /s/	Students made the right pronunciation	26	Could not distinguish between /s/ and /□/	The students are confused to different it
	Students made the wrong pronunciation	7	Could not distinguish between /s/ and /□/	The students are confused to different it
Students are able to pronounce consonant /z/	Students made the right pronunciation	23	It is difficult for them to sound it how to differentiate between voiced and voiceless	Sometimes they forgot between voiceless and voiced
	-Students made the wrong pronunciation	10		Sometimes they forgot between voiceless and voiced
Students are able to pronounce consonant /□/	Students made the right pronunciation	27	It is difficult for them to sound it how to differentiate between voiced and voiceless	Sometimes they forgot between voiceless and voiced
	-Students made the wrong pronunciation	6		

Students are able to pronounce consonant /3/	Students made the right pronunciation	9	It is difficult for them to sound it.	Sometimes they forgot between voiceless and voiced
	-Students made the wrong pronunciation	24	It is difficult for them to sound it.	Sometimes they forgot between voiceless and voiced
Students are able to pronounce consonant /h/	-Students made the right pronunciation	31	Students have an interest to pronounce consonants	Because of some students were lazy
	-Students made the wrong pronunciation	2	Students have an interest to pronounce consonants	Sometimes they forgot between voiceless and voiced.

Based on the result of the analysis data which was students in the pronounce fricative consonants with the totals word 45 in sound symbols. The students are able to describe, perceive, and practice place of articulation, manner of articulation and vocal qualities of fricative consonants at the fourth semester of TBI- I IAIN Padangsidimpuan in spoken language pronunciations in fricative consonants can be seen in this following explanation.

The first from the students of fourth semester of TBI-1 IAIN Padangsidimpuan named Ade EfrinaNasution with Reg.Number: 12 340 0001², based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/) and advice (/ædvaiz/). The respondents pronounced it with (/ri’si:f/), and (/ædvais/) and in the word number 3 “thin” (/θin/), “thank” (/θæŋk/), “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /tin/, /tæŋk/, metod/, /tu:t/, /klət/. Then in the word number5 “sigh” (/sai/). The respondents pronounced it with /saih/, and in the number 6 “measure” (/mezə/), “pleasure” (/plezəl/). The respondents pronounced it with /mezer/ and /pleser/. Then in the number 7 “show” (/sou/), “shock” (/ʃok/). “short” (/ʃo:t/), the respondent pronounced it with /sou/, /sok/, /so:t/, and in the words number 8 “urgency” (/ɜ:dʒənsi/), “virgo” (/vɜ:gəu/), “ursine” (/’ɜrsain/), the respondents pronounced it with /urgensi/, /virgo/, /ursain/.

The second from the students of fourth semester of TBI I IAIN Padangsidimpuan named Afriansyah with Reg.Number: 12 340 0002³, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the word number 3 “thin” (/θin/), “thank” (/θæŋk/), “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /tin/, /tæŋk/, metod/, /tu:t/, /klət/.

² Ade EfrinaNasution, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 30th April 2014.

³Afriansyah, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 25th April 2014.

The third from the students of fourth semester of TBI I IAIN Padangsidimpuan named AgusSuhariato with Reg. Number: 12 340 0003⁴, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/) and “move” (/mu:v/). The respondents pronounced it with wrong pronunciation. He pronounced it with (/ri’səif/), and (/mo:f/) and in the word number 3 “thin” (/θin/), “thank” (/θæŋk/), “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /tin/, /tæŋk/, /metod/, /tu:t/, /klət/. . Then in the number 7 “show” (/ʃou/), “shock” (/ʃok/). “short” (/ʃo:t/), the respondent pronounced it with /sou/, /sok/, /so:t/, and in the words number 8 “urgency” (/ɜ:dʒənsi/), He respondents pronounced it with /argens/.

The fourth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named AnisyahRitonga with Reg. Number: 12 340 0004⁵, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with wrong pronunciation /metod/, /tu:t/, /klət/. Then in the word 8 “urgency” (/ɜ:dʒənsi/)she pronounced it with /urgensi/

⁴AgusSuhariato, *The Fourth Semester of TBI I IAIN Padangsidimpuan*, record, at 30th April 2014.

⁵AnisyahRitonga, *The Fourth Semester of TBI I IAIN Padangsidimpuan*, record, at 28th April 2014.

The fifth from the students of fourth semester of TBI-I IAIN Padangsidempuan named EfridaYanti with Reg. Number: 12 340 0005⁶, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 8 “ursine” (/’ ɪˈsain/), the respondents pronounced it with /’ ɪːsi:n/. While in another in the word, respondent made right pronunciation.

The sixth from the students of fourth semester of TBI-I IAIN Padangsidempuan named ElviYunita with Reg. Number: 12 340 0006⁷, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “method” (/meθə/). The respondents pronounced it with the wrong pronunciation .she pronounced it /meθət/. While another in the word, respondent made right pronunciation.

The seventh from the students of fourth semester of TBI-I IAIN Padangsidempuan named Fadilah with Reg Number: 12 340 0008⁸, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afternoon” (/ɑːftəˈnuːn/). The respondents pronounced the word with wrong pronunciation. She pronounced it with /eːftəˈnuːn/. Then word number 3 “thin” (/θin/), “thank” (/θæŋk/), “method” (/meθə/). The respondents pronounced it with /tin/, /tæŋk/, metot/.

⁶EfridaYanti, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 25th April 2014.

⁷ElfiYunita, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 29th April 2014.

⁸Fadilah, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 25th April 2014.

The Eight from the students of fourth semester of TBI-I IAIN Padangsidimpuan named Feri Fernando with Reg. Number: 12 340 0009⁹, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 5 “sigh” (/sai/). The respondents pronounced the word with wrong pronunciation. He pronounced it with /sih/. Then word number 3 “thin” (/θin/), “thank” (/θæŋk/), “method” (/meθə/). The respondents pronounced it with /tin/, /tæŋk/, metot/.

The ninth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named FitrianiHarahap with Reg. Number: 12 340 0010¹⁰, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “method” (/meθə/). The respondents pronounced the word with wrong pronunciation. She pronounced it with /metot/. Then the word number 5 “sigh” (/sai/). The respondents pronounced the word with wrong pronunciation. She pronounced it with /sih/.

The tenth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named FitriRahmaHandayani with Reg. Number: 12 340 0011¹¹, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “thin” (/θin/), “thank” (/θæŋk/),

⁹Fery Fernando, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 30th April 2014.

¹⁰Fitriani Harahap, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 25th April 2014.

¹¹FitriRahmaHandayani, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 28th April 2014.

“method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /tin/, /tæŋk/, meθət/, /tu:t/, /klət/. Then in the word number 6 “pleasure” (/plesə/). The respondents pronounced it with /plesər/. Then in the number 8 “urgency” (/ɜ:dŋsi/), and “ursine” (/’ɜ”sain/), the respondents pronounced it with /urgensi/ and /ursin/.

The eleventh from the students of fourth semester of TBI-I IAIN Padangsidimpuan named Herliani Nasution with Reg.Number: 12 340 0012¹², based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/) and advice (/ædvaiz/). The respondents pronounced the word with wrong pronunciation. She pronounced it with (/re’si:v/), and (/ædvis/). Then in the word number 3 “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /metod/, /tu:t/, /klət/. Then in the word number 4 “mother (/moðə(r), “weather” (/weðə/). The respondents pronounced it with /maðə(r) and /wuðə/. Then number 8 “bird” (/bɜ:d/) and in the word “ursine” (/’ɜ”sain/), the respondents pronounced it with /bi:d/ and /ursin/ and in the word number 9 “heart” (/ha:t/) and “hopeful” (/’houpful/. She pronounced it with /he:t/ and /hopefull/.

The twelfth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named Indah Mei Hari with Reg. Number: 12 340 0013¹³,

¹²Herliani Nasution, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 25th April 2014.

¹³ Indah Mei Hari Nasution, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 30th April 2014.

based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/). The respondents pronounced the word with wrong pronunciation. She pronounced it with (/re’si:v/). Then in the word number 3 “method” (/meθə/), tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /metod/, /tu:t/, /klət/. Then in the word number 8 “urgency” (/ɜ:dʒənsi/), “virgo” (/vɜ:gəu/), “bird” (/bɜ:d/) “ursine” (/’ɜ:”sain/), the respondents pronounced it with /urgensi/, /vɜ:gou/, /bi:d/, and /ursin/.

The thirteenth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named Irma Desita Pane with Reg. Number: 12 340 0015¹⁴, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/) and advice (/ædvaiz/). The respondents pronounced with wrong pronunciation. She pronounced it (/r’si:v/). Then in the word number 3 “method” (/meθə/). The respondents pronounced it with /meθud/. Then in the word number “bird” (/’bɜ:d/), the respondents pronounced it with /bi:d/.

The fourteenth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named Latifah Annur Nasution with Reg. Number: 12 340 0017¹⁵, based on the result record in the pronounce fricative consonants with

¹⁴ Irma Desita pane Nasution, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 26th April 2014.

¹⁵ Latifah Annur Nasution, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 30th April 2014.

the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri'si:v/). The respondents pronounced with wrong pronunciation. She pronounced it with (/ri'saiv/). Then in the word number 3 “method” (/meθə/). The respondents pronounced it with /metod/.

The fifteenth from the students of fourth semester of TBI-I IAIN Padangsidempuan named LiaRahayu Koto with Reg. Number: 12 340 0018¹⁶, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri'si:v/). The respondents pronounced it with (/ri'saif/). Then in the word number 5 “sign” (/sain/), “sigh” (/sai/). The respondents pronounced it with /sin/ and /sih/. Then in the number 7 “shock” (/ʃok/). “short” (/ʃo:t/), the respondent pronounced it with /suk/ and in the words number 8 “bird” (/bɜ:d/), and “ursine” (/ˈɜːsain/), the respondents pronounced it with /bi:d/ and /ɜːsin/.

The sixteenth from the students of fourth semester of TBI-I IAIN Padangsidempuan named LoliSinta with Reg. Number: 12 340 0019¹⁷, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afternoon” (/ɑ:ftə'nun/). She pronounced it with /ɑ:ftɛrnun/), then in the number 2 “receive” (/ri'si:v/) The respondents pronounced it with (/ri'seif/) and in the word number 3 “thin” (/θin/), “thank”

¹⁶LiaRahayukoto, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 26th April 2014.

¹⁷LoliSinta, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 29th April 2014.

(/θæŋk/), “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /tin/, /tæŋk/, metod/, /tu:t/, /klət/. In the number 6 “pleasure” (/plezə/). The respondents pronounced it with /plesər/. Then in the number 7 “show” (/ʃou/), the respondent pronounced it with /sou/ and in the words number 8 “virgin” (/vɜ:dʒin/), “virgo” (/’vɜ’gəu/), and “bird” (bɜ:d/) the respondents pronounced it with /virgin/, /virgo/, and /bɜ:d/.

The seventeenth from the students of fourth semester of TBI-I IAIN Padangsidempuan named NikmahAnriyani with Reg. Number: 12 340 0021¹⁸, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “very” (/veri/), “receive” (/ri’si:v/) and advice (/ædvaiz/). The respondents pronounced the words with wrong pronunciation. She pronounced it with /feri/, (/ri’si:v/), and (/edvais/). Then in the word number 3 “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /metod/, /tu:t/, /klot/. Then in the word number 5 “sigh” (/sai/). The respondent pronounced it with /saih/, and in the words number 8 “virgin” (/vɜ:dʒin/), “virgo” (/vɜ:gəu/), “bird” /bɜ:d/, the respondents pronounced it with /virgin/, /virgo/, /bɜ:d/.

The eighteenth from the students of fourth semester of TBI-I IAIN Padangsidempuan named NurAliahLubis with Reg. Number: 12 340 0022¹⁹, based on the result record in the pronounce fricative consonants with the totals

¹⁸NikmahAnriyani, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 30th April 2014.

¹⁹NurAliahLubis, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 26th April 2014.

words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afternoon” (/ɑ:ftə’nu:n/) and “afraid” (/ə’freid/). The respondent pronounced the words with wrong pronunciation. She pronounced it with /ɑ:ftənun/ and /efreid/. Then in the number 2 “very” (/veri/), “receive” (/ri’si:v/) and advice (/ædvaiz/). The respondents pronounced it with /feiri/, /re’sEIF/ and /ædvaiz/) and in the word number 3 “thin” (/θin/), “thank” (/θæŋk/), “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with /tin/, /tæŋk/, /metod/, /tu:t/, /klət/. Then in the word number 5 “sign” (/sain/), “sigh” (/sai/). The respondent pronounced it with /sin/and /sih/ and in the number 8 “virgo” (/vɜ:gəu/), and “ursine” (/’ɜ:”sain/), the respondents pronounced it with /virgo/and /ursin/.

The nineteenth from the students of fourth semester of TBI-I IAIN Padangsidempuan named NurAliyah with Reg. Number: 12 340 0024²⁰, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afraid” (/ə’freid/). The respondent pronounced it with /afraid/. Then in the word number 2 “receive” (/ri’si:v/) and move (/mu:v/). The respondents pronounced it with (/re’sEIF/), and (/mo:v/) and in the word number 3 “method” (/meθə/), and “cloth” (/kləθ/). The respondents pronounced it with / metod/ and /klət/. Then in the word number 6 “zero” (/ziərou/). The respondents pronounced it with /zoro/. Then in the words number 8 “virgo” (/vɜ:gəu/). She pronounced it with /virgo/.

²⁰AnurAliyah, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 30th April 2014.

The twentieth from the students of fourth semester of TBI-I IAIN Padangsidempuan named NurIkhlasSiregar with Reg.Number: 12 340 0026²¹, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afternoon” (/a:ftə’nu:n/). The respondent pronounced the word with wrong pronunciation. She pronounced it with /a:ftənu:n/. Then in the word number 2 “receive” (/ri’si:v/). The respondents pronounced it with (/re’səif/) and in the word number 3 “thin” (/θin/), (/θæ□k/), “method” (/meθə/), “tooth” (/tu:θ/). The respondents pronounced it with /tin/, /metod/, /tu:t/. Then in the word number 6 “pleasure” (/plezə/). The respondents pronounced it with /plezer/.

The twenty - first from the students of fourth semester of TBI-I IAIN Padangsidempuan named PatimahHandayaniNasution with Reg. Number: 12 340 0028²², based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afternoon” (/a:ftə’nu:n/) and afraid (ə’freid/). The respondent pronounced the word with wrong pronunciation. She pronounced it with /a:ftənu:n/ and /af’reid/. Then in the words number 2 “receive” (/ri’si:v/). The respondents pronounced it with /re’səif/ and in the word number 3 “thin” (/θin/), “thank” (/θæ□k/), “method” (/meθə/), “tooth” (/tu:θ/), “cloth” (/kləθ/). The respondents pronounced it with

²¹NurIkhlasSiregar, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 25th April 2014.

²² Fatimah Handayani Nasution, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 25th April 2014.

/tin/, /tæŋk/, /metot/, /tu:t/, /klət/. Then in the word number 5 “sigh” (/sai/). The respondents pronounced it with /saih/, and in the number 6 “pleasure” (/plezəl/). The respondents pronounced it with /plizə/. Then in the number 7 “mention” /menŋənd/, the respondent pronounced it with /menŋiənd/.

The twenty second from the students of fourth semester of TBI-I IAIN Padangsidempuan named PutriMuliani with Reg.Number: 12 340 0029²³, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/). The respondents pronounced it with (/ri’səif/), and (/ædvais/) and in the word number 3 “method” (/meθə/). The respondents pronounced it with /meθo/. Then in the word number 8 “bird” (/bɪ:d/). She pronounced it with /bi:d/. And in the word number 9 “hopeful: (/houpful/), she pronounced it with (/hopeful/).

The twenty third from the students of fourth semester of TBI-I IAIN Padangsidempuan named RahmadaniSafitriLubis with Reg.Number: 12 340 0030²⁴, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 6 “pleasure” (/plezəl/). The respondents pronounced it with /plizə/. Only in pronunciation number 6 she pronounced wrong the other were appropriate.

²³PutriMuliani, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 26th April 2014.

²⁴RahmadaniSafitriLubis, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 25th April 2014.

The twenty - fourth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named RiniYulan Sari with Reg.Number: 12 340 0028²⁵, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/). The respondent pronounced it with wrong pronunciation. She pronounced it with (/ri’saif/). Then in the word number 3 “thin” (/θin/), “method” (/meθə/). The respondents pronounced it with /tin/ and meθu/. Then in the word number 4 “weather” (/weθə/). The respondents pronounced it with /wəθə/, and in the number 6 “pleasure” (/plezəl/). The respondents pronounced it with /plezə/. Then in the number 8 “virgo” (/vɜ:gəu/), the respondents pronounced it with /virgo/.

The twenty fifth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named RismaIsnaeniRamdanil with Reg.Number: 12 340 0032²⁶, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/) only word number 2 she made wrong pronunciation. She pronounced it with /ri’saif/ while the other she made right pronunciation.

The twenty sixth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named RiskaAulinaRitonga with Reg.Number: 12 340

²⁵RiniYulan Sari, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 26th April 2014.

²⁶RismaIsnaeniRamdanil, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 26th April 2014.

0033²⁷, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “method” (/meθə/), only word number 3 she made wrong pronunciation. She pronounced it with /meθo/ while the other she made right pronunciation.

The twenty - seventh from the students of fourth semester of TBI-I IAIN Padangsidimpuan named Ronny FebryYannaDaulay with Reg. Number: 12 340 0034²⁸, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/). The respondents pronounced it with wrong pronunciation. She pronounced it with (/re’sEIF/). Then in the word number 3 “method” (/meθə/). The respondents pronounced it with /meθo/. Then in the word number 6 “zero” (/ziərou/). The respondents pronounced it with /zero/.

The twenty - eighth from the students of fourth semester of TBI-I IAIN Padangsidimpuan named SiskaWahyu Dalimunthe with Reg. Number: 12 340 0035²⁹, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afraid” (/ə’freid/). The respondents pronounced it with wrong pronunciation. She pronounced it with

²⁷RiskaAulinaRitonga, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 26th April 2014.

²⁸Ronny FebriYannaDaulay, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 25th April 2014.

²⁹SiskaWahyuDalimunthe, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 25th April 2014.

(/əfræɪd/). then in the word number 3 “method” (/meθə/) The respondents pronounced it with / meθo/.

The twenty - ninth from the students of fourth semester of TBI-I IAIN Padangsidempuan named SitiIsmaLubis with Reg.Number: 12 340 0036³⁰, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “method” (/meθə/). The respondents pronounced it with wrong pronunciation. She pronounced it with /meθə/. Then in the word number 5 “sign” (/sai/), and “sign” (/səɪn/). The respondent pronounced it with /sih/ and /sin/, and in the number 8 “virgo” (/vɪ:gəu/) and “ursine” (/’ɪ’ sain/), the respondents pronounced it with /virgou/ and /ursin/.

The thirtieth from the students of fourth semester of TBI-I IAIN Padangsidempuan named WikaBinduriSiregarwith Reg.Number: 12 340 0037³¹, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 2 “receive” (/ri’si:v/). The respondents pronounced it with wrong pronunciation. She pronounced it with (/ri’səɪf/). Then in the word number 3 “method” (/meθə/) and “cloth” (/klət/). The respondents pronounced it with /meθo/ and /kloθ/. Then in the word number 5 “sigh” (/sai/). The respondent pronounced it with /saih/ and in the

³⁰SitiIsma Sari Lubis, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 26th April 2014.

³¹WikaBinduriSiregar, *The Fourth Semester of TBI IAIN Padangsidempuan*, record, at 25th April 2014.

number 8 “virgin” (/vɪːdʒɪn/) and “virgo” (/vɪːgəʊ/), the respondents pronounced it with /?virgin and /virgo/.

The thirty - first from the students of fourth semester of TBI- I IAIN Padangsidimpuan named Wilda Sri Wahyuni with Reg.Number: 12 340 0038³², based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “cloth” (/klət/). The respondents pronounced it with wrong pronunciation. She pronounced it with /kloθ/. While for the other words she made right pronunciation.

The thirty - second from the students of fourth semester of TBI-I IAIN Padangsidimpuan named YulianaPakpahan with Reg.Number: 12 340 0038³³, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 1 “afternoon” (/ɑːftəˈnuːn/). The respondent pronounced the word with wrong pronunciation. She pronounced it with /aftenu:n/. Then in the words number 3 “method” (/meθə/), “tooth” (/tuːθ/), “cloth” (/kləθ/). The respondents pronounced it with /meθo/, /tu:t/, /klot/. Then in the word number 8 “virgo” (/vɪːgəʊ/), the respondents pronounced it with /virgo/ and in the word number 9 “heart” (/hɜːt/). She pronounced it with /he:t/.

The thirty - third from the students of fourth semester of TBI-I IAIN Padangsidimpuan named ZainuddinHasibuan with Reg.Number: 12 340

³².Wilda Sri wahyuni, *The Fourth Semester of TBI IIAIN Padangsidimpuan*, record, at 25th April 2014.

³³YulianaPakpahan, *The Fourth Semester of TBI IIAIN Padangsidimpuan*, record, at 25th April 2014.

0040³⁴, based on the result record in the pronounce fricative consonants with the totals words 45 in sound symbols. It can be found the variation of mistakes of the respondents. In the words number 3 “method” (/meθə/), “tooth” (/tu:θ/) and “cloth” (/klət/). The respondents pronounced it with wrong pronunciation./ She pronounced it with /meθo/, /tu:t/ and /kloθ/. Then in the word number “virgo” (/vɜ:gəu/), the respondents pronounced it with /virgo/.

The conclusion on data analysis the it appear that the students’ in spoken language English Fricative consonants mastery at the fourth semester of TBI-1 in IAIN Padangsidimpuan. Particularly English language Education study good to a sounds symbol from on the description above, it can be categorized that the students in language pronunciations English consonants of fricative consonant mastery is good.

3. The Problems Do the Students Face on Fricative Consonants at the Fourth Semester of TBI 1 IAIN Padangsidimpuan

Based on the result of interviews that were gave to the fourth semester of English Education Department IAIN Padangsidimpuan, there were many difficulties were appear such how to sound it θ, ð. It is difficult for them to sound it how to differentiate between voiced and voiceless. They are confused. When they pronounce θ, ð they can’t both different, sometimes they forgot between voiceless and voiced, They think just due to the sound is rather similar. So , it makes students are confused to differentiate it, They are also said because internal factor which related to them inner ability such as:

³⁴ZainuddinHasibuan, *The Fourth Semester of TBI IAIN Padangsidimpuan*, record, at 30th April 2014.

fricative consonant mastery, vowel mastery, intelligence motivation and so forth. For more details, see the interviews result (appendix V) again.

While, Based on the result interview with the pronunciation lecturer of English Education Department IAIN Padangsidempuan, The problems dominantly done by the students in facing fricative consonants can be seen from common place of articulation for English consonants such as labiodental, dental, palatal. They often pronounce the consonant of labiodental /v/ with /f/ and /p/. For example avoid /ðvoid/, while in dental consonant sounds (θ), and ð often pronounce with /t/, for example “think” /θ hɪnk/ become /tɪnk/.

In fact, this problem is faced not only common speaker, but also this problem often faced by many students at TBI. Actually, English language learning process is still un-effective. Most of students are not interested in learning English language. They say that English are not same as words writing and pronunciation. So, the students often get the difficulties in pronunciation. Students laziness to practice English words pronunciation and makes them less self-confidence in learning English especially in speaking. They would rather to keep silence then to try. One of the students wants to make sure whether his friends will come today or not. He says “Are you going here today?”, but his mispronounce day is die. He pronounce the word day as (dai) because he is influenced by his habit reading the word in Indonesian language. There is no difference between spelling and pronunciation in Indonesia as their mother tongue. They tend to pronounce the words they use as what the spelling are. The mispronunciation cases as the example that

happen frequently. For more details, see the interviews result (appendix IV) again.

The reason of the Students Face on Fricative Consonants at the Fourth Semester of TBI 1 IAIN Padangsidempuan, because every technique still have the kinds of their mother tongue, for example: BatakAngkola, BatakPadangbolak, BatakMandailing, and Batak Toba. Then 85% they speak with their mother tongue every day.

The students have three habits in their daily life. First, when they are at home or when they interact with their family, they always use their mother tongue to communicate with their family. Second, when they are socializing in public area they use Indonesian language. Third, when they are at Institute area, especially at English Educational Department of IAIN Padangsidempuan or TBI area, they ought to communicate in English, but in fact they still communicate with their mother tongue to communicate with other has influenced their pronunciation to communicate in English. The other reason the students think that all pronunciation of vowel and consonant in every language is same, so that they pronounce all depend on their comprehension in their mother tongue.

B. Discussion

In the research, the researched students 'ability on fricative consonant the researcher wanted to know students 'ability on fricative consonants at the fourth semester of TBI in IAIN Padangsidempuan. Pronunciation ability would make the student were better in understanding message.

After analyzing the data, it was gotten that the students ability in mastering go fricative consonants can be categorized enough the research was related to some previous research concluding the first mega Silvia in her research on the title “the correlation between fricative consonant mastery and students pronunciation ability at the XI grade student of SMA Negeri 3 padangsidimpuan the result find out the data respondent in fricative consonant mastery indicates that has various score from 30 up to go the mean of this variable is 79,7 from the students score in pronunciation it shown that there are II students unable to answer the question or low category between 55,65 further had to Darus in his research on the title “analysis of students error on fricative consonants at the grade X SMA Negeri 1 kayuTanam where find out the data of the respondents four students from 35 male and 37 females his study aims to explore fricative error within 60 minutes and a minimum 200-250 word his finding S1 X common error committed by the participant were fricative consonants for supporting that it was proved by mean score of this research pronunciation ability had the significant to student mastery of fricative consonant at the fourth semester of English Education Department in IAIN Padangsidimpuan.

C. The Threats of the Research

In this research, the researcher believed that there were many treats of the researcher it started from the titled until the techniques of analyzing data, so the researcher knew this thesis not good as expected the researcher done maximally to produce a good thesis but there were still many threats anywhere and researcher believed that nobody perfect in the world the world perfect jus for our god Allah SWT.

The threat of time was one main threats that faced by the researcher because the student had many activity in their institute differentschedule between one respondent with another respondent furthermore they would face the final semester examination and they have many final semester task also that is was why they didn't have a good preparation and attention in doing this research so the research must be patient to wait them .

The weaknesses of the research were when the researcher interviewed the pronunciation lecturer there wasthe weakness of time because the lecturers had to teach so that had not full time interviewed on he had other activities the lack of time cost competence and insight of the researcher .

Eventhought there were so many problems but the researcher attempted to do the best so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors because the good control from the pronunciation lecturers this research can be finished by the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the technique data analysis done by students, the research given pronunciation test about fricative Consonants to students' at the fourth semester of TBI in IAIN Padangsidimpuan .Based on the result of the test done by the researcher about the students' mastery of fricative consonants at State Institute for Islamic Studies Padangsidimpuan, the researcher concluded asfollow:

1. The students mastery of fricative consonants at the fourth semester of TBI-1 IAINpadangsidimpuan can be categorized enough score. Based on the result of the test given to respondents, it can be seen that the mark of respondents between 28 up to 44 mark. It means that the highest mark got by respondent was 44 mark and the lowest mark was 28 mark.
2. Based on the result record in the pronounce of fricative consonants, the weaknesses and strengths the faced by students in English Pronunciation: the students weaknesses of mastery in fricative consonants: θ , δ ,3, And the students strengths in pronounce consonants: f, v, s, z, \square h.
3. Based on the result interview with the pronunciation lecturer at the fourth semester of English Education Department IAIN Padangsidimpuan,, the problems dominant Because every technique still have the kinds of their

mother tongue, for example: BatakAngkola, BatakPadangbolak, BatakMandailing, and Batak Toba. Then 85% they speak with their mother tongue every day. The students have three habits in their daily life. First, when they are at home or when they interact with their family, they always use their mother tongue to communicate with their family. Second, when they are socializing in public area they use Indonesian language. Third, when they are at Institute area, especially at English Education Department of IAIN Padangsidimpuan or TBI area, they ought to communicate in English, but in fact they still communicate with their mother tongue to communicate with other has influenced their pronunciation to communicate in English. The other reason the students think that all pronunciation of vowel and consonant in every language is same, so that they pronounce all depend on their comprehension in their mother tongue.

B. Suggestion

To complete this research and after formulating the all conclusions, and with the highest honor also, the highest honor also, the researcher gives some suggestions to all related elements of this research as follow:

1. The researcher on this occasion hopes that other researchers will conduct a research related to the topic of this study, further, especially to find out influence of mother tongue.

2. The Leader of English Education Department IAIN Padangsidimpuan as the main control of all activities in this study program have to lead this study program as good as possible . By doing some seminars or talk show about our study program needed, and as the target is to make this study program better than ever, be sensitive to the lecturers condition in learning teaching processes, and especially the focus to the student, the research really hope our Leader and by his capacities to make a role about “English Day “ in our Faculty to convey all students. So, our identity as the English Education Department would achieve.
3. To the English lecturer can give a big influence, or become a role model in speaking.
4. To the English students can increase their pronunciation by drilling their pronunciation ability by listening English song, or the cassette with native speaker.
5. The researcher sure that pronunciation lecturer have many knowledge and good experiences than research exactly, but as the Moslem we were demanded to advice each others, as hope the information exchange in this chance. Pronunciation lecturer as the key actor in learning teaching process has significant role to make a good circumstances in classrooms the researcher sure that pronunciation lecturer have great skills to build innovation in the classroom, be sensitive to the student needs and condition, build a comfortable environments, be a good motivator, and base on my experiences

as the student, we really hope something new in our classes or some variation to increase our interest learning teaching process.

6. For all researcher' beloved friends as the students, you have a good academics marks its means you are a good students, but Allah SWT stated in holy Quran that a lucky people. So if you have a little know ledge, don't worry to share with other friends. It was means, be friendship. Furthermore, explore and enrich your material base on you lecturers recommendation and combine all to get a valid and solid conclusion. The researcher sure that our lecturers, parents and friends would proud on all you have achieve.

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