



**ENGLISH CONSONANTS ABILITY AT FOURTH
THE SEMESTER OF STUDENTS TBI
STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar (S.Pd.I)
English program*

Written by:

CHAIRANI HASIBUAN

Reg. No. 08 340 0048

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2013



**ENGLISH CONSONANTS ABILITY AT FOURTH
THE SEMESTER OF STUDENTS TBI
STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidimpuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar(S.Pd.I)
English program*

Written by:

CHAIRANI HASIBUAN
Reg. No. 08 340 0048



ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
THE STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN
2013**



**ENGLISH CONSONANTS ABILITY AT FOURTH
THE SEMESTER OF STUDENTS TBI
STAIN PADANGSIDIMPUAN**

A THESIS

*Submitted to State College for Islamic Studies (STAIN)
Padangsidempuan as a Partial Fulfillment of the Requirement
for the Degree of Islamic Educational Scholar(S.Pd.I)
English program*

Written by:

CHAIRANI HASIBUAN

Reg. No. 08 340 0048

Advisor I

**H. NURFIN SIHOTANG, MA, Ph. D
NIP. 19570719 199303 1 001**

Advisor II

**HAMKA, S.Pd. M.HUM
NIP.19840815 200912 1005**

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTMENT
STATE COLLEGE FOR ISLAMIC STUDIES
STAIN PADANGSIDIMPUAN**

2013

Term : Munaqosyah
a.n. Chairani hasibuan

Padangsidimpuan, November 2013
To:

Item : 5 (five) Exemplar

Bapak Ketua STAIN

Padangsidimpuan

In

Padangsidimpuan

Assalamu'alaikum Wr. Wb.

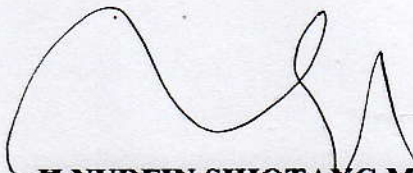
After reading, studying and giving advice for necessary revise on thesis belong to *Chairani Hasibuan*, entitle "English Consonants at fourth the semester students of TBI STAIN Padangsidimpuan", we assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Islamic Education Scholar (S.Pd.I), department of education in STAIN Padangsidimpuan.

Therefore, we hope that she can defend her thesis in Munaqasyah.

That's all and thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Advisor I



H.NURFIN SIHOTANG, MA, Ph.D
NIP.19570719 1999303 1 001

Advisor II



HAMKA, SPd.M.Hum
NIP.19840815 200912 1005

PERNYATAAN KEASLIAN SKRIPSI

Dengan nama Allah yang maha pengasih lagi maha penyayang. Saya yang bertanda tangan di bawah ini:

Nama : CHAIRANI HASIBUAN
NIM : 08 340 0048
Jurusan / Prog. Studi : Tarbiyah/TBI-2
Judul Skripsi : English Consonants at the fourth semester students of TBI STAIN Padangsidimpuan

Menyatakan dengan sebenarnya bahwa menyusun skripsi yang saya serahkan ini adalah benar-benar merupakan hasil karya saya sendiri, kecuali berupa kutipan-kutipan dari buku bahan bacaan dan hasil wawancara.

Seiring dengan hal tersebut, bila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini merupakan hasil jiplakan atau sepenuhnya dituliskan pada pihak lain, maka Sekolah Tinggi Agama Islam Negeri (STAIN) Padangsidimpuan dapat menarik gelar kesarjanaan dan ijazah yang telah saya terima.

Padangsidimpuan, November 2013

Pembuat pernyataan



CHAIRANI HASIBUAN

NIM: 08 340 0048

Declaration of Authenticity Thesis

In the name of Allah, he beneficent and the merciful. I myself:

Name : CHAIRANI HASIBUAN
Registration Number : 08 340 0048
Departement/ Study Program : Tarbiyah/TBI-2
The Title of Thesis : English Consonants at the fourth semester students of
TBI STAIN Padangsidimpuan

Declaring truly that the thesis I apply is really my own writing, except from the quotation of the text books and the result of interview.

Then, if there is a prop or can be proved that the thesis is a derivation or fully asking for illegal helping form the other side except the guiding of advisor team, then State College for Islamic Studies (STAIN) Padangsidimpuan may off the bachelor title and the certificate that I have accepted.

Padangsidimpuan, November 2013
Declaration Maker


CHAIRANI HASIBUAN
NIM: 08 340 0048

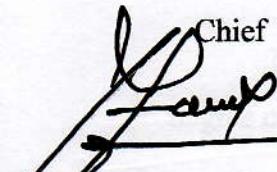
Proposed :
Place : Padangsidimpuan
Date : September, 06th 2013
Time : 14.00 until finish
Result / Mark : 64 (C)
IPK : 2.57
Predicte : Good

STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

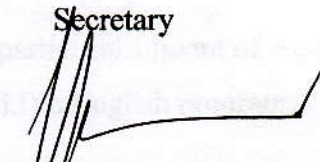
**DEWAN PENGUJI SIDANG
SIDANG MUNAQASYAH SKRIPSI**

Nama : CHAIRANI HASIBUAN
Nim : 08 340 0048
Judul Skripsi : ENGLISH CONSONANTS ABILITY AT THE FOURTH SEMESTER STUDENTS OF TBI STAIN PADANGSIDIMPUAN

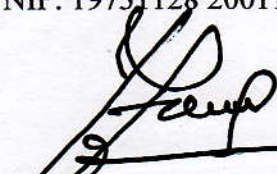
Chief



Fatahuddin Aziz Siregar, M.Ag
NIP. 19731128 200112 1 001

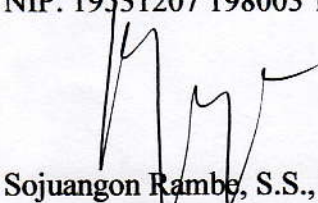
Secretary

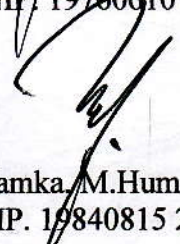

Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016

Members,


Fatahuddin Aziz Siregar, M.Ag
NIP. 19531207 198003 1 003


Zainuddin, S.S., M.Hum
NIP. 19760610 200801 1 016


Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003


Hamka, M.Hum
NIP. 19840815 200912 1 005

Proposed :

Place : Padangsidimpuan
Date : September, 06th 2013
Time : 14. 00 until finish
Result / Mark : 64 (C)
IPK : 2,87
Predicate : Good



**RELIGION MINISTRY OF
STATE COLLEGE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

LEGALIZATION

**Thesis : ENGLISH CONSONANTS AT THE FOURTH SEMESTER
STUDENTS OF TBI STAIN PADANGSIDIMPUAN**

Written By : CHAIRANI HASIBIUAN

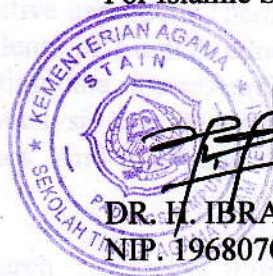
Reg. No. : 09 340 0048

The Thesis had been accepted as a partial fulfillment of requirement for degree of Islamic educational scholar (S.Pd.I) in English program.

Padangsidimpuan, November 2013

Leader of State College

For Islamic Studies,



DR. H. IBRAHIM SIREGAR, MCL.
NIP. 19680704 200003 1 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the beneficent and the merciful

Praise is to Allah lord of the word who has bestowed upon the write in completing this thesis. Peace and blessing upon our prophet Muhammad SAW, his families, his companies, and his followers’.

This thesis is presented to the English Education Study Program of the State Collage for Islamic Studies Padangsidimpuan (STAIN PADANGSIDIMPUAN) 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, they are:

1. H.Nurfin Sihotang MA, Ph.D as the first advisor and the dean of English Department.
2. Mr HAMKA S.Pd M. Hum., as the second advisor.
3. Dr. H. Ibrahim Siregar, S.Ag. MCL., as the leader of State College for Islamic Studies Padangsidimpuan.
4. Mrs. Hj. Zulhimma, S.Ag., M.Pd., the dean of Tarbiyah Faculty.
5. Mrs. Rayendriani Fahmei Lubis, M.Ag., Thanks are due to the Leader of English Study Program, who gladly supported every requirements of thesis.
6. All lecturers and staff in English Department who had give their valuable, advice, and cooperative.

7. Drs. Samsuddin Pulungan, M. Ag., the chief of Stain Padangsidimpuan Library for their cooperative and permission to use their books.
8. My beloved parent (Alm. Wahidin Hasibuan and Hayati), my beloved sisters (Nurhamida hsb, isroda hsb.), my beloved brothers (Yahya Hsb, Juhri Hsb, SH, Jonni Hsb).
9. My beloved friends Aisyah, Heni syahfitri hsb, Sri afriyani, Fitriani lubis, Parida siregar, Nurhamidah, Mahdan Nasri, Hamiko Febria, and all of my friends, thanks for your help, patience and care to support the writer.
10. All my friends in STAIN Padangsidimpuan, good luck for you.
11. All the people who have helped the writer to finish my study that I can't mention one by one.

My Allah, The almighty bless them all, Amin.

Padangsidimpuan, 2 September 2013
The Writer



CHAIRANI HASIBUAN
Reg. No. 08 340 0048

ABSTRACT

Name : CHAIRANI HASIBUAN
Reg. Number : 08 340 0048
Department : Tarbiyah/ TBI-2
The Title : English consonants ability at the fourth semester of students
TBI STAIN Padangsidimpuan
Year : 2013

This research discussed about about English consonants ability at the fourth semester students of TBI STAIN Padangsidimpuan. Students did not have an interest to pronounce consonants. Because of some students were lazy, busy, and there is no support and motivation from their environment.

The objective of research were to cause the ability the students in English consonants at the fourth semester students of English education study program (TBI) STAIN Padangsidimpuan, to find the difficulties of students English consonants ability, and explain the difficulties occurred at the fourth semester of students TBI students in STAIN Padangsidimpuan.

The research this at the STAIN Padangsidimpuan, the research was conducted with descriptive analysis and qualitative approach. There were 12 students from 120 students at the fourth semester students of English education study program (TBI) STAIN Padangsidimpuan. In collecting data, the research used the instrument of the research by observation and data analysis for students. But the able sample was standing from people four the classes. And technique the data sample was random sampling.

Based on the result of research, researcher found The students in English consonants ability at the fourth semester students of TBI STAIN Padangsidimpuan can be categorized enough. Because the students were difficult in pronounce consonants, then students were the felt difficult to differentiate sounds they were (z), (æ), (j), (r), (Λ). But it is pronounce of sound false are (s), (ə), (y), (:), (o) They are not usually pronounce words language English in speak with friend in class although in speak today.

CURRICULUM VITAE

A. Identity

Name : CHAIRANI HASIBUAN
Nim : 08 340 0048
Place and birthday : Padangsidimpuan, 3 Mei 1988
Sex : Female
Religion : Islamic
Address : jl Perintis Kemerdekaan Pudun Jae

B. Parent

1. Father's name : Armh. Wahidin Hasibuan
2. Mother's name : Nurhayati

C. Educational background

1. Graduated from Primary School number 142451 Padangsidimpuan In 1996 -2002.
2. Graduated from MTSS Nahdatul Ulama Padangsidimpuan In 2002- 2005
3. Graduated from SMA N. 3 Padangsidimpuan In 2005-2008
4. Be University student in STAIN Padangsidimpuan.

APPENDIX

PEDOMAN OBSERVASI (OBSERVATION GUIDENING)

1. The location of STAIN Padangsidempuan.
2. The condition and the facilities as the supporting of the learning.
3. To observe the students' ability in consonants.

Appendix

My Heart Will Go On

Every night in my dreams

I see you, I feel you

That is how I know you go on

Far across the distance

And spaces between us

You have come to show you go on

Near, far, wherever you are

I believe that the heart does go on

Once more you open the door

And you're here in my heart

And my heart will go on and on

Love can touch us one time

And last for a lifetime

And never let go till we're gone

Love was when I loved you

One true time I hold to

In my life we'll always go on

Near, far, wherever you are

I believe that the heart does go on

Once more you open the door

And you're here in my heart

And my heart will go on and on

You're here, there's nothing I fear

And I know that my heart will go on

We'll stay forever this way

You are safe in my heart

And my heart will go on and on

By celine dion titanic

Appendix I

Name : Maslijah Nasution

Reg.No : 11 340 0033

My Heart Will Go On

Every night in my dreams	[évəri nɔit in mai dri;mz /drim/]
I see you, I feel you	[ai si: ju ; /yu/ ai fi:lju;]
That is how I know you go on	ðæt /ðet/ iz hau ai nəuju; gəu ʒn]
Far across the distance	fa: /far/ ə'kr ʒs ðə' distəns]
And spaces between us	[ənd spesiz bi 'twi:n ʒz]
You have come to show you go on	[ju; hæv /hev/ k ʒm tu: ʃ <u>ʒu</u> ju ;gəu ʒn]
Near, far, wherever you are	[niə /ner/ ,fa:wərevə: ju;a(r)]
I believe that the heart does go on	[ai bi'li; v ð ʒt ð ʒ ; h ʒ ; td ʒz gəu ʒn]
Once more you open the door	w ʒnz /w əns / m ʒ ; r ju 'ʒupən ðe; d ʒ : /dor/ ʒ]
And you're here in my heart	[ʒnd ju:ʒ hi ʒ /hir/ in mai h ʒ ;t]
And my heart will go on and on	[ʒnd mai h ʒ ;t wil gəu ʒn ənd ʒn]
Love can touch us one time	[lʒv /lov/ k æn / ken /t ʒt ʃ ʒz w ʒn taim]
And last for a lifetime	[ʒnd l ʒst ; f ʒr ei 'laiftaim]
And never let go till we're gone	[ʒnd 'nevər let gəu til wi:ʒ(r) /wir/gən]
Love can touch us one time	[l ʒv w ʒz ; wen ai l ʒv ju;
One true time I hold to	[w ʒn tru; taim ai həuld /hol/tu;]
In my life we'll always go on	[in mai laif wil 'ʒ; lweiz gəu ʒn]
Near, far, wherever you are	[niər, fa: wə'revə(r) /wherever/ ju; a(r)]
I believe that the heart does go on	[aibi'li:v ðæt ðe; ha:t d ʒz gəu ʒn]
Once more you open the door	w ʒns m ʒ ;rju; 'əupən ðe d ʒ ;r]

And you're here in my heart [ənd ju; a;hiə(r) in mai ha;t]

And my heart will go on and on [ənd mai ha;t wil gəu ən ənd ən]

You're here, there's nothing I fear [ju; a;hiə(r) /hir/ hə:z /de/nʌðɪŋ aɪfə/fɪr/]

And I know that my heart will go on [ənd ai nəu ðæt mai ha;t wil gəu ən ənd ən]

We'll stay forever this way [wi:l steɪ fə'revə(r)/forever/ðis wei]

You are safe in my heart [ju;a; seɪv /sef / in mai ha;t]

And my heart will go on and on [ənd mai ha;t wil gəu ən ənd ən]

No	Onset			Coda		
	true	false	Total	true	false	Total
1	j	y	1	z	-	1
2	æ	e	3	z	s	4
3	əu	o	1	:	r	5
4				s	-	1
5				ʔ	o	1
				ə	r	1
	3	3	5	6	6	13

Appendix II
Name : Nursalimah
Reg.No : 11 340 0033

My Heart Will Go On

Every night in my dreams	[évəri nɔit in maɪdri:mz /dri:m/]
I see you, I feel you	[ai si:ju; /yu/ ai fi:lju;]
That is how I know you go on	[ðæt /det/ iz hau ai nəuju; gəuən]
Far across the distance	[fa:/far/ ə'krɔs ðə' distəns]
And spaces between us	[ənd spesɪs bi 'twi:nɪz]
You have come to show you go on	[ju; hæv/hev/ kɔm tu: ʃəu ju ;gəuən]
Near, far, wherever you are	[niə /nɪr/ ,fa; wərevə: ju;ə(r)]
I believe that the heart does go on	[ai bi'li; v ðæt ðe; hɜ; tɔz gəu ən]
Once more you open the door	[wɔnz /wɔns/ mɜ; r ju 'ʊpən ðe; dɔ:/dɔr/]
And you're here in my heart	[ənd ju:ə hi/hɪr/ in maɪ hɜ;t]
And my heart will go on and on	[ənd maɪ hɜ;t wil gəu ən ənd ən]
Love can touch us one time	[lɔv/lov/ kæn /ken /tɪt/ ɪz wʌn taɪm]
And last for a lifetime	[ənd lɔst; fɜr ei 'laɪftaɪm]
And never let go till we're gone	[ənd 'nevər let gəu til wi:ə(t) /wɪr/gən]
Love can touch us one time	[lɔv wɔz; wen ai lɔv ju;
One true time I hold to	[wʌn tru; taɪm ai həʊld/hoʊl /tu;]
In my life we'll always go on	[ɪn maɪ laɪf wil 'wɜ; lweɪz gəu ən]
Near, far, wherever you are	[niər, fa; wɜr'evə(r) ju; ə(r)]
I believe that the heart does go on	[aɪbi'li:v ðæt ðe; ha:t dɔz gəuən]

Once more you open the door [wɔːns mɔːrju; 'əʊpən ðe dɔːr]

And you're here in my heart [ənd ju; a;hiə(r) in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊ ɒn ənd ɒn]

You're here, there's nothing I fear [ju; a;hiə(r)/hiə(r) tʰe:z /de/nʌθɪŋ ai fiə(r)/fir/]

And I know that my heart will go on [ənd ai nəʊ ðæt mai ha:t wil gəʊ ɒn ənd ɒn]

We'll stay forever this way [wi:l stei fə'revə(r) /forever/ðis wei]

You are safe in my heart [ju;a;seɪv /seɪf / in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊ ɒn ənd ɒn]

No	Onset			Coda		
	true	False	Total	True	false	Total
1	j	y	1	z	-	1
2	æ	e	3	z	s	3
3	əʊ	o	1	:	r	4
4				s	-	1
5				ɔ	o	1
				ə	r	1
	3	3	5	6	6	11

Appendix III

Name : Elia Kalsum

Reg.No :11 340 0045

My Heart Will Go On

Every night in my dreams

[évəri nɑit in mai dri:mz /drim/]

I I see you, I feel you

[ai si: ju /yu/ ai fi:lju;]

That is how I know you go on

[ðæt/det/ iz hau ai nəu /hou/ju; gəuən]

Far across the distance

[fa:/far/ ə'krɔs ðədistəns /dɪstən]

And spaces between us

[ənd spesɪs bi 'twi:nz]

You have come to show you go on

[ju; hæv/hæv/ kɔm tu: ʃəu ju ;gəuən]

Near, far, wherever you are

[niə/nɛr/ ,fa; wərevə: ju;ɑ(r)]

I believe that the heart does go on

[ai bi'li; v ðæt ðe; hɜ:t dɔz gəu ən]

Once more you open the door

wɔnz/wans/ mɔ ;r ju 'ɔpən ðe; dɔr/

And you're here in my heart

[ənd ju:ə hi /hɪr/ in mai hɜ:t]

And my heart will go on and on

[ənd mai hɜ:t wil gəu ən ənd ən]

Love can touch us one time

[lɔv/lov kæn kæn /tʌtʃ ɔz/as/wʌn taim]

And last for a lifetime

[ənd lɔst; fɔr ei 'laɪftaim]

And never let go till we're gone

[ənd 'nevər let gəu til wi:ə(r) /wɪr/gən]

Love can touch us one time

[lɔv wɔz; wen ai lɔv ju;

One true time I hold to

[wʌn tru; taim ai həʊld /hoʊl /tu;]

In my life we'll always go on

[in mai laɪf wil ə; lweɪz /olweis/ gəu ən]

Near, far, wherever you are

[niə, fa; wɛr'evə(r) ju; a(r)]

I believe that the heart does go on

[aɪbi'li:v ðæt ðe; ha:t dɔz / gəuən]

Once more you open the door [wɒns] /wan/ mɔːrju; 'əʊpən ðe dɔːr]

And you're here in my heart [ənd ju; a;hiə(r) in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊ ɒn ənd ɒn]

You're here, there's nothing I fear [ju; a;hiə(r)hɪr/ thə:z /de/nʌðɪŋ ai fiə /fɪr/

And I know that my heart will go on [ənd ai nəʊ ðæt mai ha:t wil gəʊ ɒn ənd ɒn]

We'll stay forever this way [wi:l steɪ fə'revə(r) /forever/ðis wei]

You are safe in my heart [ju;a; seɪv /sef / in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊ ɒn ənd ɒn]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	1	z	-	“
2	æ	e	3	z	s	3
3				s	-	1
4				:	r	2
5				I	-	2
6				ə	r	4
	2	2	4	6	6	13

Appendix IV

Name : Nurhalimah

Reg.No :11 340 0046

My Heart Will Go On

Every night in my dreams	[évəri nɔit in mai dri:mz /drim/]
I see you, I feel you	[ai si:ju; /yu/ ai fi:lju;]
That is how I know you go on	[ðæt /det/ iz hau ai nəu /nou/ ju; gəuən]
Far across the distance	[fa:/far/ ə'krɔs ðə' distəns //disten]
And spaces between us	[ənd spesiz bi 'twi:nz]
You have come to show you go on	[ju; hæv/hev/ kɔm tu: 'ʃəu ju ;gəuən]
Near, far, wherever you are	[niə /ni/ ,fa; wərevə: ju;ə(r)]
I believe that the heart does go on	[ai bi'li; vðt ð; h; tdz gəu ən]
Once more you open the door	[wənz m; r ju 'ʊpən ðe; d;]
And you're here in my heart	[ənd ju: hi /hir/ in mai h;t]
And my heart will go on and on	[ənd mai h;t wil gəu ən ənd ən]
Love can touch us one time	[lʌv /lov/ kæn /ken /tət/ z //as//wən taim]
And last for a lifetime	[ənd ləst; fɜr ei 'laiftaim]
And never let go till we're gone	[ənd 'nevər let gəu til wi:(r) /wir/gən]
Love can touch us one time	[lʌv wəz; wen ai lʌv ju;
One true time I hold to	[wən tru; taim ai həuld /howl /tu;]
In my life we'll always go on	[in mai laif wil ; lweiz //olweis//gəu ən]

Near, far, wherever you are	[niər, fɑ; wer'evə(r) ju; a(r)]
I believe that the heart does go on	[aibi'li:v ðæt ðe; ha:t dɔz gəʊn]
Once more you open the door	wɔns mɔ; rju; 'əʊpən ðe dɔ; r]
And you're here in my heart	[ənd ju; a; hiər in mai ha; t]
And my heart will go on and on	[ənd mai ha; t wil gəʊ n ənd n]
You're here, there's nothing I fear	[ju; a; hiə(r)/hi: / θə: z / de/nʌðɪŋ ai fiə/fi: /
And I know that my heart will go on	[ənd ai nəʊ ðæt mai ha; t wil gəʊ n ənd n]
We'll stay forever this way	[wi:l stei fər'evə(r) /forever/ðis wei]
You are safe in my heart	[ju; a; seiv / sef / in mai ha; t]
And my heart will go on and on	[ənd mai ha; t wil gəʊn ənd n]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	1	z	-	1
2	æ	e	3	z	s	3
3				s	-	1
4				:	r	4
5				I	-	2
6				ə	r	3
	2	2	4	6	6	14

Appendix V

Name : Ummi Saleha

Reg. No: 11 340 0056

My Heart Will Go On

Every night in my dreams

[ɛvəri naɪt in maɪ dri:mz /drɪm/]

I I see you, I feel you

[aɪ si:ju; /yu/ aɪ fi:lju;]

That is how I know you go on

[ðæt /det/ ɪz haʊ aɪnəʊ /həʊ /ju; ɡəʊn]

Far across the distance

fɑ: /far/ ə'krɒs ðə' dɪstəns //dɪstən//

And spaces between us

[ænd spesɪs bi 'twi:nz]

You have come to show you go on

[ju; hæv/hev/ kɒm tu: ʃəʊ ju ;ɡəʊn]

Near, far, wherever you are

niə/nɪr/ ,fa; wərevə: ju;ɑ(r)]

I believe that the heart does go on

[aɪ bi'li; v ðɪt ð; h; tdz ɡəʊ n]

Once more you open the door

[wɒnz m; r ju 'ɒpən ðe; d; /dɔr/

And you're here in my heart

[ænd ju: hi /hɪr/ in maɪ h;t]

And my heart will go on and on

[ænd maɪ h;t wɪl ɡəʊ n ənd n]

Love can touch us one time

[lʌv kæn / ken /tʌtʃ z /as/ wɒn taim]

And last for a lifetime

[ænd lɒst; fɔr ei 'laɪftaim]

And never let go till we're gone

[ænd 'nevər let ɡəʊ tɪl wi:(r) /wɪr/ɡən]

Love can touch us one time

[lʌv wɒz; wen aɪ lʌv ju;

One true time I hold to

[wɒn tru; taim aɪ həʊld /hol/tu;

In my life we'll always go on

[ɪn maɪ laɪf wɪl z; lweɪz /olweis/ ɡəʊ n]

Near, far, wherever you are [niər, fɑ; wer'evə(r) ju; a(r)]

I believe that the heart does go on [aibi'li:v ðæt ðe; ha:t dɪz / gəʊn]

Once more you open the door [wɪns //wan// mɔ;r ju; 'əʊpən ðe dɔ;r]

And you're here in my heart [ənd ju; a;hiər in mai ha;t]

And my heart will go on and on [ənd mai ha;t wil gəʊ n ənd n]

You're here, there's nothing I fear [ju; a;hiə(r)hir/ thə:z /de/nʌðɪŋ ai fiə /fir/]

And I know that my heart will go on [ənd ai nəʊ ðæt mai ha;t wil gəʊ n ənd n]

We'll stay forever this way [wi:l stei fə'revə(r) /forever/ðis wei]

You are safe in my heart [ju;a; seiv / sef / in mai ha;t]

And my heart will go on and on [ənd mai ha;t wil gəʊn ənd n]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	1	z	-	“
2	æ	e	3	z	s	5
3	tu:	cu	1	s	-	2
4				:	r	3
5				i	-	“
6				ə	r	3
	3	3	4	6	6	15

Appendix VI

Name : Mince

Reg.No :11 340 0048

My Heart Will Go On

Every night in my dreams

[évəri nɑit in mai dri:mz /drim/]

I I see you, I feel you

[ai si:ju; /yu/ ai fi:lju;]

That is how I know you go on

ðæt /dæt/ iz hau ai nəuju; gəuən]

Far across the distance

fɑ: /far/ ə'krɔs ðə' distəns //disten//

And spaces between us

[ənd spesiz bi 'twi:nəz]

You have come to show you go on

[ju; hæv/hev/ kəm tu: ʃu ju ;gəuən]

Near, far, wherever you are

niə/ner/ ,fa:wərevə: ju;a(r)]

I believe that the heart does go on

[ai bi'li: v ðæt ðe; hɜ:t dɔz gəu ən]

Once more you open the door

wənz/wan/ mɜ:r ju 'ɔpən ðe; dɔr /dor/

And you're here in my heart

[ənd ju: hi/hir/ in mai hɜ:t]

And my heart will go on and on

[ənd mai hɜ:t wil gəu ən ənd ən]

Love can touch us one time

lɔv / lov/ kæn / ken/tʃtʃ əz/as//wənz taim]

And last for a lifetime

[ənd lɑst; fɜr ei 'laiftaim]

And never let go till we're gone

[ənd 'nevər let gəu til wi:ə(r) /wir/gən]

Love can touch us one time

[lɔv wənz; wen ai lɔv ju;

One true time I hold to

[wənz tru; taim ai həuld/howl /tu;]

In my life we'll always go on

[in mai laif wil 'ə; lweiz gəu ən]

Near, far, wherever you are

[niər, fa: wə'revə(r)/wherever/ ju; a(r)]

I believe that the heart does go on

[aibi'li:v ðæt ðe; ha:t dɔz / gəuən]

Once more you open the door [wɒns mɔːrju; 'əʊpən ðe dɔːr]

And you're here in my heart [ænd ju; a;hiə in mai ha:t]

And my heart will go on and on [ænd mai ha:t wil gəʊ ɒn ənd ɒn]

You're here, there's nothing I fear [ju; a;hiə(r)/hɪr/ ðəːz /de/nʌðɪŋ ai fiə /fɪr/

And I know that my heart will go on [ænd ai nəʊ ðæt mai ha:t wil gəʊ ɒn ənd ɒn]

We'll stay forever this way [wi:l steɪ fə'revə(r)/forever/ðɪs weɪ]

You are safe in my heart [ju;a; seɪv /sef / in mai ha:t]

And my heart will go on and on [ænd mai ha:t wil gəʊ ɒn ənd ɒn]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	1	z	-	1
2	æ	e	3	z	s	5
3				s	-	2
4				:	r	4
5				I	-	2
6				ə	r	3
				ʔ	o	“
	2	2	4	8	8	17

Appendix VII

Name : Cici Hafsa

Reg.No : 11 340 0023

My Heart Will Go On

Every night in my dreams

[évəri nait /in mai dri:mz /drim/]

I I see you, I feel you

[ai si:ju; /yu/ ai fi:lju;]

That is how I know you go on

ðæt/dæt/ iz hau ai nəu //nou//ju; gəuən]

Far across the distance

[fa: ə'krɔ:s ðə' distəns //disten]

And spaces between us

[ənd spesɪs bi 'twi:nəz]

You have come to show you go on

[ju; hæv/hæv/ kəm tu: /ju ju ;gəuən]

Near, far, wherever you are

[niə//ni/ ,fa; wərevə: ju;ə(r)]

I believe that the heart does go on

[ai bi'li; v ðæt ðe; hət; tdəz gəu ən]

Once more you open the door

[wənz mɔ: r ju 'əpən ðe; dɔ:;

And you're here in my heart

[ənd ju:ə hi /hir/ in mai hət;]

And my heart will go on and on

[ənd mai hət; t wil gəu ən ənd ən]

Love can touch us one time

[lʌv / lov/ kæn /ken /tʌtʃ əz/as//wən taim]

And last for a lifetime

[ənd ləst; fɔ: ei 'laiftaim]

And never let go till we're gone

[ənd 'nevə let gəu til wi:ə(r) /wir/gən]

Love can touch us one time

[lʌv wəz; wen ai lʌv ju;

One true time I hold to

[wən tru; taim ai həʊld /howl /tu;]

In my life we'll always go on

[in mai laif wil ə; lweiz //olweis//gəu ən]

Near, far, wherever you are

[niə, fa; wɛr'evə(r) ju; a(r)]

I believe that the heart does go on

[aibi'li:v ðæt ðe; ha:t dɔ:z / gəuən]

Once more you open the door [wɒns] //wan// mɔːr juː ˈəʊpən ðe dɔːr]

And you're here in my heart [ænd juː aːhiə(r) in maɪ haːt]

And my heart will go on and on [ænd maɪ haːt wɪl ɡəʊ ɒn ənd ɒn]

You're here, there's nothing I fear [juː aː hiə(r)/hɪr/ ðeːz /de/nʌðɪŋ aɪ fiə]/fɪr/

And I know that my heart will go on [ænd aɪ nəʊ ðæt maɪ haːt wɪl ɡəʊ ɒn ənd ɒn]

We'll stay forever this way [wiːl steɪ fəˈevə(r) /forever/ðɪs weɪ]

You are safe in my heart [juː aː seɪv /sef / in maɪ haːt]

And my heart will go on and on [ænd maɪ haːt wɪl ɡəʊ ɒn ənd ɒn]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	1	z	-	1
2	æ	e	3	z	s	3
3				s	-	1
4				:	r	5
5				l	-	2
6				ə	r	3
				ʔ	o	1
	2	2	4	7	7	16

Appendix VIII

Name : Tenty Ernisyah

Reg.No :11 340 0133

My Heart Will Go On

Every night in my dreams	[évəri nɑit in mai dri:mz /drim/]
I I see you, I feel you	[ai si:ju; /yu/ ai fi:lju;]
That is how I know you go on	[ðæt /det/ iz hau ai nəuju; gəuən]
Far across the distance	[fa: ə'krɔs ðə' distəns //disten//
And spaces between us	[ənd spesiz bi 'twi:nz]
You have come to show you go on	[ju; hæv/hev/ kɔm tu: ʃəu ju ;gəuən]
Near, far, wherever you are	[niə /nir/ ,fa; wərevə: ju;ə(r)]
I believe that the heart does go on	[ai bi'li; v ðət ð; h; tdz gəu ən]
Once more you open the door	[wənz /wans/ m; r ju 'əpən ðe; d] /dor/
And you're here in my heart	[ənd ju:ə; hi; /hir/ in mai h;t]
And my heart will go on and on	[ənd mai h;t wil gəu ən ənd ən]
Love can touch us one time	[lɔv / lov/ kæn/ ken /tət; z //as// wən taim]
And last for a lifetime	[ənd ləst; fɔr ei 'laiftaim]
And never let go till we're gone	[ənd 'nevər let gəu til wi:ə(r) /wir/gən]
Love can touch us one time	[lɔv wənz; // was//wen ai lɔv ju;
One true time I hold to	[wən tru; taim ai həuld/howl /tu;]
In my life we'll always go on	[in mai laif wil ; lweiz gəu ən]

Near, far, wherever you are	[niər, fa; wɜː'evə(r)]ju; a(r)]
I believe that the heart does go on	[aɪbi'li:v ðæt ðe; ha:t dɪz //das// gəʊn]
Once more you open the door	wɪns mɪ;rju; 'əʊpən ðe dɔːr]
And you're here in my heart	[ənd ju; a;hiər in mai ha:t]
And my heart will go on and on	[ənd mai ha:t wil gəʊ n ənd n]
You're here, there's nothing I fear	[ju; a; hiə(r) /hiə/ θəːz //de/nɪðɪŋ ai fiə /fir/
And I know that my heart will go on	[ənd ai nəʊ ðæt mai ha:t wil gəʊ n ənd n]
We'll stay forever this way	[wi:l steɪ fə'evə(r) //forever/ðis wei]
You are safe in my heart	[ju;a; seɪv/seɪf / in mai ha:t]
And my heart will go on and on	[ənd mai ha:t wil gəʊn ənd n]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	1	z	-	1
2	æ	e	3	z	s	6
3				s	-	2
4				:	r	5
5				i	-	2
6				ə	r	4
				ɪ	o	1
	2	2	4	7	7	21

APPENDIX I X

Name : Yusrina Eliny Putri

Reg.No :11 340 0045

My Heart Will Go On

Every night in my dreams

[évəri nɔɪt in maɪ dri:mz /drɪm/]

I I see you, I feel you

[aɪ si:ju; /yu/ aɪ fi:lju;]

That is how I know you go on

ðæt /dæt/ ɪz haʊ aɪ nəʊju; gəʊn]

Far across the distance

[fa: /far/ ə'krɔ:s ðə' distəns //disten//

And spaces between us

[ənd spesɪs //spesɪs//bi 'twi:nɪz]

You have come to show you go on

[ju; hæv/hev/ kɔ:m tu: ʃəʊ ju ;gəʊn]

Near, far, wherever you are

[niə /ner/ ,fa:wərevə: ju;a(r)]

I believe that the heart does go on

[aɪ bi'li; v ðæt ðe; hɑ:t dɔ:z gəʊ n]

Once more you open the door

wɔ:nz /wɔns / mɔ:r ju 'ɔ:pən ðe; dɔ: /dɔr/

And you're here in my heart

[ənd ju: hi /hir/ in maɪ hɑ:t]

And my heart will go on and on

[ənd maɪ hɑ:t wil gəʊ n ənd n]

Love can touch us one time

[lʌv/ lov/ kæn / ken /tʌtʃ ʊz wʌn taɪm]

And last for a lifetime

[ənd lɔ:st; fɔ:r ei 'laɪftaɪm]

And never let go till we're gone

[ənd 'nevər let gəʊ til wi:z(r) /wir/gən]

Love can touch us one time

[lʌv wɔ:z; wen aɪ lʌv ju;

One true time I hold to

[wʌn tru; taɪm aɪ həʊlɔ:tu;

In my life we'll always go on

[ɪn maɪ laɪf wil 'i; lweɪz gəʊ n]

Near, far, wherever you are

[niə, fa: wɛr'evə(r) / wherever/ ju; a(r)]

I believe that the heart does go on

[aɪbi'li:v ðæt ðe; ha:t dɔ:z gəʊn]

Once more you open the door wʌns mɔːrju; 'əʊpən ðe dɔːr]

And you're here in my heart [ənd ju; a;hiə(r) in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊ ənd ənd]

You're here, there's nothing I fear [ju; a;hiə(r)/hiə(r) /θəːz /de/nʌθɪŋ ai fiə /fiə/

And I know that my heart will go on [ənd ai nəʊ ðæt mai ha:t wil gəʊ ənd ənd]

We'll stay forever this way [wi:l stei fə'revə(r)/forever/ðis wei]

You are safe in my heart [ju;a; seɪv /seɪf / in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊənd ənd]

No	Onset			Coda		
	True	False	Total	True	Fals	Total
1	j	y	“	z	-	1
2	æ	e	2	z	s	4
3	tu:	cu	“	ʌ	o	1
4				ə	r	3
5				:	r	5
6				l	e	1
	4	3	4	6	6	15

Appendix X

Name : Mardiah

Reg.No : 11 340 0033

My Heart Will Go On

Every night in my dreams	[évəri nɔit in mai dri:mz /drim/]
I see you, I feel you	[ai si: ju: /yu/ ai fi:lju:]
That is how I know you go on	[ðæt /det/ iz hau ai nəuju; gəuən]
Far across the distance	[fa: /far/ ə'krɔs ðə' distəns]
And spaces between us	[ənd spesiz bi 'twi:nɪz]
You have come to show you go on	[ju; hæv /hev/ kɔm tu: 'ʃəu ju ;gəuən]
Near, far, wherever you are	[niə /ner/ ,fa:wəvə: ju;a(r)]
I believe that the heart does go on	[ai bi'li; v ðæt ðe; hɜ; tɔz gəu ən]
Once more you open the door	wɔnz /wan/ mɔ ;r ju 'ʊpən ðe; dɔ;
And you're here in my heart	[ənd ju: hi: /hir/ in mai hɜ;t]
And my heart will go on and on	[ənd mai hɜ;t wil gəu ən ənd ən]
Love can touch us one time	[lʌv / lov/ kæn / ken /tʌtʃ ʊz wʌn taim]
And last for a lifetime	[ənd lɔst; fɔr ei 'laiftaim]
And never let go till we're gone	[ənd 'nevər let gəu til wi:z(r) /wir/gən]
Love can touch us one time	[lʌv wɔz; wen ai lʌv ju;
One true time I hold to	[wʌn tru; taim ai həʊld /həʊl /tu;]
In my life we'll always go on	[in mai laif wil 'l; lweiz gəu ən]
Near, far, wherever you are	[niər, fa: wɛr'evə(r)] wherever/ ju; a(r)]
I believe that the heart does go on	[aibi'li:v ðæt ðe; ha:t dɔz /dos/ gəuən]

Once more you open the door wɒns mɔːrju; 'əʊpən ðe dɔːr

And you're here in my heart [ənd ju; a;hiə(r) in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊ ənd ənd]

You're here, there's nothing I fear [ju; a;hiə(r)/hiə(r) /θə:z /de/nʌðɪŋ ai fiə /fiə/

And I know that my heart will go on [ənd ai nəʊ ðæt mai ha:t wil gəʊ ənd ənd]

We'll stay forever this way [wi:l stei fə'revə(r)/forever/ðis wei]

You are safe in my heart [ju;a; seɪv /seɪf / in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil gəʊənd ənd]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	“	z	-	1
2	æ	e	3	z	s	5
3				s	-	1
4				:	r	4
5				i	-	2
6				ə	r	4
7				ʔ	o	1
	2	2	4	7	7	18

Appendix XI

Name : Nirwana Putri

Reg.No :11 340 0017

My Heart Will Go On

Every night in my dreams

[évəri nɔit in mai dri:mz /dri:m/]

I I see you, I feel you

[ai si:ju; /ju/ ai fi:lju;]

That is how I know you go on

[ðæt /det/ iz hau ai nəuju; gəuən]

Far across the distance

[fa: /far/ ə'krɔs /akros/ ðə' distəns] /destən/

And spaces between us

[ənd spesiz bi 'twi:nz]

You have come to show you go on

[ju; hæv/həv/kəm tu: ʃəu ju :gəuən]

Near, far, wherever you are

[niə/nir// ,fa:/far / wə'revə:/wherever/ ju;ə(r)]

I believe that the heart does go on

[ai bi'li; v ðæt ðe; hət; tðzgzbuən]

Once more you open the door

[wənz//wan// mɔ; r ju 'əupən ðe; dɔ:/dɔr/

And you're here in my heart

[ənd ju:ə; hi:/hir// in mai hət;t]

And my heart will go on and on

[ənd mai hət;t wil gəu ən ənd ən]

Love can touch us one time

[lʌv//lov// kæn/ken// tʌtʃ ʌz wən taim]

And last for a lifetime

[ənd ləst; fər ei 'laiftaim]

And never let go till we're gone

[ənd 'nevər let gəu til wi:ə(r)//wir// gən]

Love was when I loved you

[lʌv wəz; wen ai lʌvju]

One true time I hold to

[wən tru; taim ai həuld//hol// tu;]

In my life we'll always go on

[in mai laif//laif// wil 'ə; lweiz gəu ən]

Near, far, wherever you are

[niə, fa; wə'revə(r)//wherever// ju; ə(r)]

I believe that the heart does go on

[aibi'li:v ðæt ðe; ha:t dðz gəuən]

Once more you open the door [wʊns//wan// mʊ:rju; 'əʊpən ðe dɔːr]

And you're here in my heart [ənd ju; a; hiər//hir// in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil ɡəʊ ən ənd ən]

You're here, there's nothing I fear [ju; a;hiə(r)// hir// thə:z /de// nʌðɪŋ aɪ fiə //fir//

And I know that my heart will go on [ənd aɪ nəʊ ðæt mai ha:t wil ɡəʊ ən ənd ən]

We'll stay forever this way [wi:l steɪ fə'revə(r) //forever ðis wei]

You are safe in my heart [ju; a; seɪv in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil ɡəʊə n ənd ən]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	“	z	-	1
2	æ	e	3	z	s	6
3				s	-	1
4				:	r	4
5				i	-	2
6				ə	r	4
7				ʊ	o	1
	2	2	4	7	7	19

Appendix XII

Name : Fenny Happy Royani

Reg.No :11 340 0099

My Heart Will Go On

Every night in my dreams

[ɛvəri naɪt in maɪ dri:mz //drim//]

I see you I feel you

[aɪ si:ju; //yu// aɪ fi:lju;]

That is how I know you go on

[ðæt //det//iz haʊ aɪ nəʊju; gəʊn]

Far across the distance

[fa: /far /ə'krɔ:s//akros//ðə'dɪstəns //disten//

And spaces between us

[ənd spesɪs bi 'twi:nz]

You have come to show you go on

[ju; hæv //hev// kɔ:m tu: ʃəʊ ju ;gəʊn]

Near, far, wherever you are

[niə //nir//fa; far wɜ:evə: //wherever// ju: a(r)/ar/

I believe that the heart does go on

[aɪ bi'li: v ðæt ðe; hɜ:t dɔ:z gəʊ n]

Once more you open the door

[wɔ:nz //wan//mɔ: r ju 'ɔ:pən ðe; dɔ: //dor//

And you're here in my heart

[ənd ju: ɜ: hi //hir// in maɪ hɜ:t]

And my heart will go on and on

[ənd maɪ hɜ:t wil gəʊ n ənd n]

Love can touch us one time

[lʌv//lɒv/ kæn //kæn// tʌtʃ ʊz wʌn taim]

And last for a lifetime

[ənd lɑ:st; /las// fɜ: ei 'laɪftaim]

And never let go till we're gone

[ənd 'nevər let gəʊ til wi:ə(r) //wir//gɔ:n]

Love was when I loved you

[lʌv wɔ:z; wen aɪ lʌv ju;]

One true time I hold to

[wʌn tru: taim aɪ həʊld //hol//tu: /cu//

In my life we'll always go on

[in maɪ laɪf //lav//wɪl //well// 'ɜ: lweɪz gəʊ n]

Near, far, wherever you are

[niə, fa: wɜ:'evə(r) //werever//ju; a(r)]//ar//

I believe that the heart does go on

[aɪbi'li:v ðæt ðe; ha:t dɔ:z gəʊn]

[]

Once more you open the door [wʊns //wan// mɔːrju; 'əʊpən ðe dɔːr]

And you're here in my heart [ənd ju; a; hiə in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil ɡəʊ ən ənd ən]

You're here, there's nothing I fear [ju; a; hiə(r)/hiə// tʰe:z//de// nʌðɪŋ ai fiə//fiə//

And I know that my heart will go on [ənd ai nəʊ ðæt mai ha:t wil ɡəʊ ən ənd ən]

We'll stay forever this way [wi:l stei|fə'reve(r)/|forever// ðis wei]

You are safe in my heart [ju; a; seiv in mai ha:t]

And my heart will go on and on [ənd mai ha:t wil ɡəʊə n ənd ən]

No	Onset			Coda		
	True	False	Total	True	False	Total
1	j	y	“	z	-	1
2	æ	e	3	z	s	6
3				s	-	1
4				:	r	6
5				I	-	2
6				ə	r	4
7				ʊ	o	1
	2	2	4	7	7	21

CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is one of languages in the world, used as an international language. Most of people study English in their country. However, they assume that English is very important to improve their knowledge, easy to communicate and easy to interact with one and another especially with foreign people.

The aim of teaching English in Indonesia is to make the students can be to use English in communication either in written or spoken language. Although students can speak fluently, students must can be to pronounce the consonants and vowels correctly.

Pronouncing consonants is very important in spoken language. While people can be to understand you if you pronounce words correctly. The overall effect of your communication skills should be positive. And then the speaker is understood how well they are received in pronunciation.

Learning pronunciation at non-native better allowed language students to understand those words and sentences when a native speaker utters them aloud. Consequently, just as pronunciation is a vital component to understand speakers of that language.

Pronunciation plays a key role in non-verbal communication as well. Many language instructors maintain that phonetic spelling based on how words sound often represents the first stage in language acquisition for both native and non-native speakers. Consequently, for someone attempting to learn how to communicate in a new language, pronunciation should be an essential component of their language instruction.

In fact, problem regards to pronunciation of consonants had been happened in the observation to the class. Students did not have an interest to pronounce consonants because of some students were lazy, busy, and there is no support and motivation from their environment. Based on the writer's observation from the college, a part of them is rarely speaking especially in pronouncing of consonant.

Then, the students feel difficult to pronounce consonant when they are speaking. So, students are rarely to speaking with their friends. It can be evidenced by finding some students used Indonesian and Batak language in class.

Based on the above background, the writer is interested in doing a research about "English Consonants Ability at the Fourth Semester Students of TBI STAIN Padangsidimpuan".

B. The Focus of the Research

This research has focus on English consonants ability they are place of articulation, manner of articulation and vocal quality at the fourth semester students of TBI STAIN Padangsidimpuan.

C. The Definition of Terminologies

The terminologies, as follow:

1. English is one of the foreign languages in Indonesia that is provided as compulsory subject to students of secondary school, junior high school, senior high school, and even in higher education level. In some private school it has already been given to the kindergarten/third year's pupil of primary education.

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 objective above, English teacher should develop minimal the students' reading ability. It is because reading is minimum requirement in studying English. There are many reasons why getting students to read English text is an important part of the teacher's job. In the first place, many of them want the students to be able to read texts. In English, either for their careers, for studying in classroom or simply for pleasure. Anything teacher can do to make reading easier for student must be a good idea.

2. Consonant is a speech sound produced by completely stopping the air or being released through the mouth.

3. Ability is power or a mental has someone to do something, a property that people.¹ Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).²

Based on definitions above, the writer concludes that students' ability is a person who has a level of skill or intelligence in analyzing works that person is studying at Junior High School up to a University or College.

D. TheFormulation of the Problem

From the focus of the research above, to give a general picture of the fact, it must be formula the problem, and the researcher formulates this problem as follows

1. How are the students' English consonants at fourth semester of students TBI in STAIN Padangsidimpuan?
2. What are the difficulties of students'English consonants at fourth semester students of TBI in STAIN Padangsidimpuan?
3. Why do the difficulties of consonants accrued at the fourth semester students of TBI STAIN Padangsidimpuan?

¹Tim Prima Pena. *Kamus Besar Bahasa Indonesia* (TT: Gitamedia Press, tt), p. 511.

²A. Merriam Webster. *Webster's Colegiate Thesaurus* (USA: Massa Chusetts, 1976), p. 33.

E. The objectives of the Research

Based on the above question, the objective of the research are the follow the question

1. To know the students English consonant ability at the fourth semester students of TBI students STAIN Padangsidempuan
2. To find the difficulties of students English consonants ability at the fourth semester students of TBI students STAIN Padangsidempuan
3. To explain the difficulties occurred at the fourth semester students of TBISTAIN Padangsidempuan.

F. The Significances of the Research

Research significances are large in contributions depending on whatever and whoever a result of language students the research being useful in term of education and significances of this research are as the following:

1. The Research

For the researcher is to increase the insight and knowledge about English consonants.

2. Students

Consonants are a very important part for University students, the students will pronounce sound consonants with correctly. The purpose of this research is to help the students recognize and produce the sort of pronounce that they will do in their university courses. Then the students know their ability in

learning consonants and also their difficulties in learning consonants. So, it is hoped they will be better in pronounce English consonants.

3. Scholl

It hoped will be useful as a reference or comparisons for improved mutualism of education to school.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

1. Consonants

According to R.H. Robins “ Consonant is a sound in spoken language that is characterized by a constriction or closure at one or more points along the vocal tract, such as the lips, tongue and teeth¹.

Next, Anas Syafei says The English consonants are sounds produced by obstructing the stream of air coming out from the lungs by organ of speech somewhere in mouth or nose.²

Based on opinion Peter Ladefoget says consonant is the sound produced by means of articulation in one part of speech synthesizers. Physiologically between consonants with one another, more easily distinguished consonants than vowels.³ In addition, Oxford advanced learner’s dictionary “Consonants is a speech sound produced by completely or partly stopping the air being berated out thought the mouth.

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

¹Hornby, R.H *The Handbook of Applied Linguistics*, (Editors Blackwell Publishing), p.31.

²Anas Syafei, *English Pronunciation Theory and Practice*, (Dispen, Jakarta, 1988), p .16.

³Peter ladefoget, *.Introducing English Pronunciation*, (Cambridge University Press, Blackwell Publishing), 2009.p.27.

There are two class of speech sound: vowel and consonants. the vowel and consonants are produced differently. the major is that consonants are produced with more articulation movement, and more constriction (narrowing in a location in the vocal tract) than vowels⁴.

Linguists have further classified consonants and vowel according to the various categories. one of most common and basic system is to classify sounds by where in the vocal tract they are made (place of articulation), how they are made (manner of articulation), how they are tense (vocal quality) and how they are perceived (perception). First, let see the articulators. Consonants are described in using 4 characteristics:

1. Place of articulation
2. Manner of articulation
3. Vocal tract (voice /voiceless)
4. Perception of consonant

So, the English consonants are sound with stopping air of moving in speech organ.

1.1 Place of articulation

The place of articulation refers to the place in the mouth where the sound or where closure is occurs. From the stop point of the place of articulation,

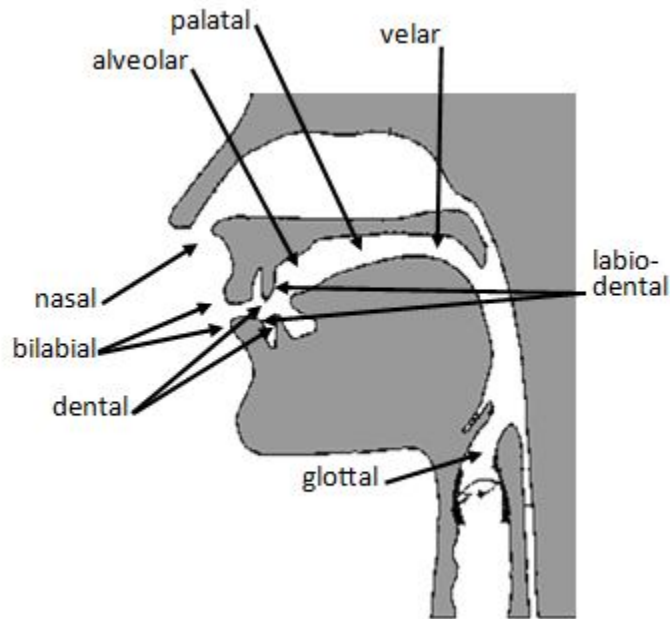
⁴Hamka, *English phonetic and phonology as introduction*, (Padangsidempuan), p.57.

the consonant are easier to describe than the vowels since it is possible to feel where articulation obstructed is taking place in the mouth. In this case, Place of articulation refers to where in the vocal tract the constriction is made using the tongue or other parts of the mouth.

The numbers along the vocal tract interfering to the various place where constriction for different English consonants take place. We call each of these location places of articulation. Common place of articulation for English consonants are bilabial, labiodental, interdental, alveolar, Palatal, velar and glottal. They are can be detailed from our left side by following elaboration.

1. Bilabials closing the both lips are close as in [p],[b],[m] and sometimes comes [w].
2. Labiodental is upper teeth against the bottom lip as in.[f and [v]
3. Dental is with tip of tongue protruding between or beyond the lip, in the production of as in.[θ] and [ð]
4. Alveolar is with tip of tongue placed behind the upper teeth or hard palate as in.[t],[d],[n],[s],[z],[l],[r].
5. Palatal is front of tongue against the hard palate and soft palate as in. [ʃ], [ʒ],[tʃ], [dʒ],and [j].
6. Velar is with the back of tongue contracting the velum or soft palate as in [k],[g], and[ŋ].Andsometimes comes [w].

7. Glottal is producing sound by vocal fold; it is normally producing vowel sounds. So for consonants, it is sometimes midvowel, but there must be reason.



1.2 Manner of Articulation

The source of acoustic energy for speech sounds production comes from modulation in the air flowing from the lung to the lips.⁵ The producer of any sounds involves the movements of air molecules. We breathe into our lungs to serve as the power supply forth produced speech. The air flowing from the lungs to the lips is the air steam. During the regular quit breathing, the vocal tract is open and the air flows out freely either though the nose or mouth. During the speech productions, however, some part (or parts) of the vocal tract

⁵Hamka, *Ibid.*, p.59.

constricts to the degree sufficient to impede the flow of air. 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 production. The consonants listed in the next tables consonants chart are organized in term of manner of articulation.

The lips of tongue, palate, mouth, nose and glottal can be positioned in different ways various to produced different sound types. These various configuration are called the manner of articulation as the following,

1. Oral stop, air moving is stopping in oral cavity as in [p],[b],[t],[d],[k],[g].
2. Nasal stop, air moving is stopped nasal cavity, as in [m],[n],[ŋ].

Both, oral and nasal stop are basic distinction in manner of articulation. Stop are made with the complete and momentary closure of air through in the vocal tract, in the words languages, stop are founds at bilabial, dental, alveolar, palatal, velar, uvular, and glottal one of articulation.

In English, bilabial, alveolar and velar oral and nasal stop occur in the sounds [p],[b], and [m].(in bilabial), [t],[d] and [n] (in alveolar) and [k], [g] and [ŋ] (in velar).

The glottal stop is commonly heard in English in the expression emmm meaning “yes” the two vowels in this utterance are each preceded by a momentary closing of the air stream at the glottis. Some British dialect same the glottal stop is commonly heard in the place of the [t] in word like *latter*. This glottis stop is often spelled an apostrophe [læɹ’].

Each stop, with one accepting has voiced and voiceless counterparts. The glottal stop is always voiceless. It is with produced the vocal folds down firmly together, and since no air can pass through the glottis, the vocal folds cannot be set in motion.

3. Fricatives are consonants produced with a 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. The fricatives form a special class of continuants during their production; they are accompanied by a continuous audible noise because the air used in the production through a very narrow opening. Fricative 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).

4. Affricative are when a stop of articulation is released, the tongue moves rapidly away from the point of articulation. Some non-continuant consonants show slow releases of course: These sounds are called affricatives. English has only two affricates, both of which are palatal. They are heard word initially such in word *cheap*, *adjudge*, and are transcribed [tʃi:p] and [dʒ] .it not aspirated of air streaming.

5. Liquid

Among the sounds commonly found in the world's languages are [l] and [r] and their numerous variants. They are from special class of consonants known as liquid. Liquids divided into two classes they are:

Lateral liquid

Sound [l] is called lateral. As lateral is articulated, air escapes through the mouth along the lowered sides of the tongue. When the tongue tip is raised to the alveolar position, the alveolar is produced. Because it is generally voiced, the term lateral used alone usually means 'voiced lateral';

Central liquid

Sound [r] is also heard in the world's languages. This section describes the type in English. The [r] of English as it is spoken in Canada, and the United States is made of the or by curling the tongue up ward and back in the mouth. This [r] is known as a central or retroflex of [r] is as heard in ring, run, rain etc. But if the position of [r] is a coda in syllable, sound [r] will be represented by [ɹ] in this will make the previous sound as a nucleus (vowel sound) longer as in cut [kæ:t].

6. Glides

Recall that a glide is very rapidly articulated non-syllabic segment. We have two of these; they are [j] and [w]. The sound [j] is a glide palatal articulation whose is virtually identical to that of vowel [j] so *she*, *sea*. Can you verify this by pronouncing [j] in an extended manner: it will sound very

close to a, an [j]. The application is found when the position of [j] is as coda, It will be [i] as *cavity*.

The glide [w] is made with the tongue raised and pulled back near the velum and with the lip protruding, or rounded. For This reason; it is sometimes called labiovelar. Because this sound use the position bilabial and velar. The [w] correspond closely in articulation to the vowel [u] of *whom*. This can be verified by extending pronunciation of a [w] a rounded velar glide for purpose of description.

Both glide sound [j] and [w] are also mid vowel .because, when they are as onset of a syllable, really consonants .but when they are as coda a syllable, they are really vowels,

1.3 Vocal Quality

Vocal fold (Adams' apple) may be positioned in a number of ways to produce different glottal quality. This is named voiceless and voiced.

a. Voiceless

Voiceless speech Sounds are made without vocal fold vibration⁶. Voiceless when the fold are pulled apart, air passed directly through the glottis. Any sound made with the vocal folds in this position is said to be voiceless. You can confirm a sound's voiceless by touching your fingers to the larynx as you produce it. You will not feel any vibration from the vocal fold

⁶Hamka, *Ibid.*, p. 65

being transmitted to your fingertips. The initial sounds of fish, sing and house are all voiceless as transcribed in sound [p],(bilabial), [f],(labiodentals),[θ] (dental /interdental) [t], [s], (alveolar) [ʃ], [tʃ] (palatal) [k] (velar) and [h] glottal.

b. Voiced

Voiced speech sounds which are produced with the vocal cords vibrating⁷.when the vocal folds are brought together causes them to vibrate, produced sound that are said to be voiced. Can you determine whether a sound is voice in the sameway you determined voiced?

By light touching the finger to the larynxes you produce an extended version of the initial sounds of the words zing or voice, or of any vowel, can you sense the vibration of the vocal folds within the larynx in sounds [b],[m] and [w] (bilabial) [v] (labiodental) [ð](dental), (interdental [d], [n], [z], [t],[r] (alveolar) [ʒ], [dʒ], [j] (Palatal), [g], [ŋ] .sometimes [w] (velar) and [h] (glottal). The following chart lists all voiced and voiceless consonants and their key words.

⁷Hamka, *Ibid.* p. 65.

Table 1
Voiced and Voiceless of Consonants

Voiced			Voiceless		
/b/	Book	[buk]	/p/	Pig	[Pig]
/d/	Day	[dei]	/t/	Ten	[tin]
/g/	Good	[gud]	/k/	Cat	[ka:t]
/v/	Van	[ven]	/θ/	Think	[θiŋ]
/z/	Zoo	[zu:]	/ʃ/	She	[si:]
/ð/	The	[ðe]	/s/	Say	[sei]
/ʒ/	Measure	[mi:ʒə]	/tʃ/	Child	[tʃea]
/dʒ/	Pleasure	[dʒenər]	/h/	High	[hait]
/i/	like	[laik]	/f/	fine	[fain]
/r/	Raw	[rəw]			
/w/	Win	[win]			
/y/	Yellow	[jeləu]			
/m/	Me	[mi:]			
/n/	Night	[nait]			
/ŋ/	Sing	[siŋ]			

1.4 Consonants chart

This consonants chart is the result of my understanding English phonetics and phonology. Consonants chart is the description of consonants sounds with reference to the place of articulation, manners of articulation and vocal qualities. It is often useful to display the consonants of a language in the form of a chart. There is a conventional way of doing so:

1. Columns show places of articulation, arranged from the front of the vocal tract to the right.
2. Columns rows show manners of articulation, arrange from vocal tract to the lift.

3. Within each cell, the symbol for a voiceless sound is shown toward the right and of the cell and the symbol for a voiced sound toward the left. The consonants chart of the English consonants below arranges the consonants according to the place of articulation and manners of articulation.

Table 2
Consonant Chart

Voiceless Voiced

PLACE

		Bilabial		Labiodental		Interdental		Alveolar		Palatal		Velar		Glottal	
M A N N E R	Oral stop	P (play)	b (boy)					t (to)	d (do)			k (cu)	g (go)		
	Nasal stop		m (map)						n (night)				ŋ (sing)		
	Fricative			f (five)	v (verb)	θ (thin k)	ð (then)	s (sin)	z (zero)	ʃ (sea)	[ʒ], (please)			h (high)	ʔ
	Affricate									tʃ (cheap)	dʒ (genera)				
	Liquidal	Later							l Lift						
		Central							r (row)						



1.5 Perception of consonant

Perception of consonants is due to the question of what sound is production⁸. When someone produces a consonant's sound, for instance [p], what do we name this sound?

So, the question is due to the process of naming. How we name all consonant sounds, this is what we say to be perception. The following is the process perception.

- p : Voiceless oral stop bilabial
- b : Voiced oral stop bilabial
- t : Voiceless oral stop alveolar
- d : Voiced oral stop alveolar
- k : Voiceless oral stop velar
- g : Voiced oral stop velar
- m : Voiced nasal stop bilabial
- n : Voiced nasal stop alveolar
- ŋ : Voiced nasal stop velar
- f : Voiceless fricative labio-dental
- v : Voiced fricative labio-dental
- θ : Voiceless fricative interdental
- ð : Voiced fricative interdental
- z : Voiced fricative alveolar
- s : Voiceless fricative alveolar
- ʃ : Voiceless fricative palatal
- ʒ : Voiced fricative palatal

⁸Ibid, *Diktat phonetic and phonologyan introduction*, (Padangsidimpuan), p.66.

h	:	Voiceless fricative glottal
	:	Voiceless affricative palatal
tʃ	:	Voiced affricative palatal
dʒ	:	Voiceless liquid alveolar
l	:	Voiced central liquid alveolar
r	:	Voiced glide bilabial
w	:	Voiced glide palatal
j	:	

2. Ability of Consonants problem

a. Silent Letters

The English language has a large amount of words that contain silent letters. Sometimes these silent letters occur because they sound is redundant (e.g., the sound of the "c" in "black" is already articulated by the "k"); however, very often, letters are silent for arbitrary reasons (e.g. the "k" in "knight"). While some generalities can be taught to English learners to know when to not pronounce letters (for example, when there are double consonants, such as in "kill," the second consonant is almost always silent), some exceptions must be memorized.

b. Different Consonants Sounds

The length of pronunciation of some consonants in the English language change depending on their placement in a word; for example, "f" in "five" is pronounced phonetically, but the "f" in "voice" is pronounced short.

Another difficulty of consonants that must be considered when teaching pronunciation is the use of voiceless, which consist of two consonants that are articulated in the same syllable, according to which one ends up becoming a silent consonants. Voiceless can be difficult for new learners because they may be inclined to pronounce both consonants sounds. Again, while set rules may be established (they are especially for voiced and voiceless), it is generally best to memorize words that are the exceptions to the standard rule.

c. Slurring of Words

English learners may find some difficulty understanding the gap between "standard" English and how English is actually spoken. For example, there is a difference between the "correct" way of pronouncing "How do you do?" and the slurring together of "Howdy' do?" The slurring together of words makes it so that the long "u" in "you" ends up sounding more like an "a." This is especially difficult to keep separate for students as they may learn one thing in class (which is what is deemed as appropriate) but be exposed to something else in their daily lives (which is closer to the natural cadence of the language).

d. Different Cultures

English learners coming from different cultures may also have difficulty with pronunciation because they are used to certain sounds in their language that English does not have. For example, Japanese students of

English often use the "l" and "r" sounds interchangeably. Different languages may also accent their pronunciations in a fashion that is unfamiliar in English, such as in Spanish, where "r" often take on a rolling sound that is not used in English pronunciation.

B. Review of Related Finding

SitiKomariyah, "Consonantal Speaking Skill Trainings Through Demonstration Method on Speaking Ability Deaf Child at Brazes VII SMP LB B YPSLB GemolongSragen". Paper, Surabaya is teacher ship Faculty and Education Knowledge, University eleven Marches, July 2009. Based observational result gets to be concluding that implement methodic democracy utters consonant s get to increase speaking ability consonant son deaf child at SMP LB b YPSLB Gemolong.⁹

"The Effectiveness of English Songs As Media to Enhance Students Ability to Pronounces English Voiced Plosive Consonants (B, D ,G)" IrfanAntoni University Surabaya 2009 The results indicated that there is a significant difference of the students 'achievement in the pre-test and posttest .it could be seen from the comparison between the mean of each test. The students achievements in the posttest 1 and 2 are higher than that the pretest. It was supported by the analysis the questionnaire which showed that the students'

⁹Komariah, S. University Surabaya, *Consonantal Speaking Skill Trainings Through Demonstration Method On Speaking Ability Deaf Child at Brazes VII SMP LB B YPSLB GemolongSragen*, Script.

interest in the learning English pronouncing by using English songs was high .in edition, from the analysis of the file notes; it could be found that they still had difficulties in pronouncing English voiced plosive sounds thought they had a good participation during the treatment.

The higher achievement in the indicates that the use of English songs is effective to enhance the students' Pronouncing of English voiced plosive consonants: gives some benefits to the students; and improves their motivation to learn English¹⁰.

C. Conceptual Framework

In English consonants, there were process of pronounce sound between speaker and listener, sounds is a process in which speaker express his ideas, thoughts, opinions, perceptions. It is necessary to find a way in teaching pronounce sounds in order to improve students' pronounce sound and purposed to get sound well. Having good fluently in pronounce sounds make students and teacher work together in the class. So, the purpose of teaching English can be reached.

Consonants technique is one of many ways in improving students' pronounce sound. Pronunciation is considered to be effective way of teaching pronounce sound because it enables the students to pronounce sound effectively and give them many chances to practice target language. It needs the students to

¹⁰IrfanAntoni, UniversitySurabaya,*the Effectiveness of English Songs as Media to Enhance Students Ability to Pronounces English Voiced Plosive Consonants (B, D,G)*, Script.

be more active, because this technique asks the students to express their idea into pronounce sounds. The teacher as facilitator facilitates students to find something new sounds in teaching learning process. The teaching learning process is focused on the students, so students must be active.

So, English consonants give chance to the students to use the target pronounce sounds creatively without ashamed and afraid. And consonants is expected brings better result in order to improve student's pronounce sounds.

CHAPTER III

RESEARCH METHOD

A. Settings of the Researchs

This research had been conducted in STAIN Padangsidimpuan. The location of the school at Sihitang village in Padangsidimpuan Tenggara sub district, North Sumatera. The range of the location is STAIN Padansidimpuan. The inside of that fourth semester students STAIN Padangsidimpuan.

This research had been done from May 14 until May 28th 2013.

B. Research Design

Research design Qualitative data analysis requires the research to systematically search, categories integrated and interpret the data collected in a study. Gay and Airasian stated Analysis qualitative research data analysis typically involves six processes data managed readied memorized, described, classifieds, interpreted, and represented the results. These processes do not have to be applied sequentially during analysis¹.

This research used the qualitative research. Gay and Airasian stated that: “qualitative approach is based on the collection data and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.”²

¹ L.R Gay & Peter Airasian, *Educational Research: Competencies for Analysis and Application*..(Brazil 2000).p 272.

²L.R. Gay & Peter ibid p. 9.

Based on the method, this research used descriptive method. Sumadi Suryabrata stated that: “penelitian deskriptif adalah penelitian yang bermaksud untuk membuat pencandraan (deskriptif) mengenai situasi-situasi atau kejadian-kejadian.³ It means descriptive research is the research has a sense that perception (descriptive) about situations or events. Saifuddin Azwar, stated that: “penelitian deskriptif yaitu menganalisis dan menyajikan fakta secara sistematis sehingga dapat lebih mudah untuk di pahami dan disimpulkan”.⁴ It means descriptive research meant to analyze and give the fact systematically, so it’s easier to be known and concluded.

So, it could be concluded that descriptive research meant to analyze or make a sense perception (descriptive) about situation or events. It is used to describe how the students’ ability in consonants at the fourth semester students of English education program (TBI) STAIN Padangsidimpuan.

C. The Sources of the Research

The sources of the research consist of:

1. The data had been collect from the students at fourth semester of students TBI STAIN Padangsidimpuan. The researcher decides that the sources of the research were being students from TBI-1, TBI -2 and TBI- 3.
2. The students are guided a song, then they are asked to sing one by one to be recorded. The record was transcribed to analyze.

³SumadiSuryabrata.*MetodePenelitian*, (Jakarta: Raja GrafindoPersada, 1983), p. 76.

⁴SaifuddinAzwar, *MetodePenelitian*, (Yogyakarta: PustakaPelajar, 2004), p. 6.

D. The Technique of data Collection

This research is to find the students consonants ability by given them a song to be sing by them one by one then they sounds had been recorded to be transcribed in the analysis. Therefore, student in the productions naturally giving the data. This way was make the researcher easier to analyze in transcription. Thus, this research “hopefully” shows the real students consonants ability. In the analysis they were :

Table 3

Analysis data true false students TBI STAIN Padangsidempuan

Symbol	True	False
p	Spesis	Spaces
b	Bi'li; v	Believe
t	Tu;	To
m	Mai	My
n	Nait	Night
f	Fa:	Far
v	Lov	Love
d	Du:	Door
k	Kom	Come
g	Gu	Gone

h	H[ɪ]t	Heart
θ	ð[ɪ]t	That
ð	ð[ɪ];	The
ʒ	mi: ʒ[ɪ]	Measure
dʒ	dʒen[ɪ]rl	Pleasure
ʃ	ʃ[ɪ]u	Show
tʃ	tʃ[ɪ]tʃ	Touch
r	hi[ɪ]	Here
w	wil	Well
j	ju:	You
s	seiv	Safe
z	w[ɪ]nz	One
l	l[ɪ]st	Last
ŋ	n[ɪ]ðɪŋ	Nothing

1. Observation

Observasi adalah teknik pengumpulan data yang menggunakan suatu pengamatan terhadap object penelitian.⁵ (Observation is a technique of collecting data which is used an observation to the object of research). Observation can be done directly or indirectly. The researcher had done directly observation; namely to observe the object directly without mediator. This observation used to know the situation in STAIN Padangsidempuan include location, facilities and subject of research.

E. The Technique of Data Analysis

By applying the data collection above, the data was analyzed as the following:

- 1 Identifying the students' Ability in English consonants ability.
- 2 Finding the dominant difficulties of students in English consonants ability.
- 3 To explain the dominant difficulties of students in English consonants ability.

⁵Yatim Riyanto. *Metodeologi Penelitian Pendidikan*, (Surabaya: SIC, 2010), p. 96.

Table 1

Criteria result⁶

No	interval	interpretation
1	80 - 100	Very good
2	70 - 79	good
3	60 - 69	enough
4	50 - 59	minus
5	0 - 49	fixture

⁶Anassudijono, *pengantarevaluasipedidikan*, (Jakarta: raja grafindo, 19980), hal, 35.

CHAPTER IV

RESULT OF RESEARCH

1. General Findings.

This research was conducted in STAIN Padangsidimpuan which addressed in Lintas Sumatera, at Jl. H. T. Nurdin Km 45 Sihitang, Padangsidimpuan.

STAIN Padangsidimpuan was built in 1968 in Padangsidimpuan, North Sumatera. For the first time, the name of this college is IAIN Padangsidimpuan. Then, IAIN was claimed to move to the capital of North Sumatera, Medan. So, IAIN Padangsidimpuan was changed to be STAIN Padangsidimpuan on March 2th, 1997.¹

a. Equipments and Facilities.

Equipments and facilities are the factors which establish in the implementation education effort to achieve the college's objectives maximally. There are some equipments and facilities in STAIN Padangsidimpuan. Generally, this college especially for TBI has some equipments and facilities as follows:

¹ Tim Penyusun, *Buku Panduan Mahasiswa Baru*, (Padangsidimpuan: STAIN, 2010), p.1.

Table 1: Facilities of STAIN Padangsidimpuan

FACILITIES			
No	Object	Number	Info
1.	Mosque	1	Good
2.	Hall/ Auditorium	1	Good
3.	Library	1	Good
4.	Language Laboratory	1	Not Good enough
5.	Computer Laboratory	6	Good
6.	TBI Class Rooms	9	Good
7.	TBI Office	1	Good

**b. The Situation of Lecturers English Education Study Program (TBI)
STAIN Padangsidimpuan.**

Lecturer was one of factors who establish students to get success in learning process. Lecturer had significant role in creating well educated person. Especially in English education study program, the student was

prepared to be a professional English Teacher. The data of lecturers of English education study program STAIN Padangsidimpuan as follows:

Table 2: English Lecturers

No	Lecturers	Graduation	Subject
1.	Drs. Fitriadi Lubis, M.Pd.	S-2 UNP	Scientific Writing
2.	Rayendriani Fahmei Lbs, M. Ag.	S-2 IAIN	Writing
3.	Eka Sustris Harida, M.Pd.	S-2 UNP	Reading
4.	Yusni Sinaga, M.Hum.	S-2 UNIMED	Structure and Grammar
5.	Sojuangon Rambe, M.Pd.	S-2 UNP	Teaching English As Foreign Language
6.	Zainuddin, M.Hum.	S-2 USU	Speaking Intro to Literature
7.	Hamka, M.Hum	S-2 UNIMED	Pronunciation Practise
8.	Fitri Rayani Siregar, M.Hum.	S-2	English Syntax

		UNIMED	
9.	Eli Nondang Sragih, S.S	S-1 USU	Translation I
10.	Aprianti, M.Hum	S-2 UNIMED	Morphology
11.	Nursaima, M.Hum.	S-2 UNIMED	Bahasa Inggris
12.	Husniah Ramadani Plg, M. Hum		Sociolinguistic
13.	Syamsiah Depanilan Srg, M. Pd		Dictation
14.	Siti Mutia Sari	S2- UNIMED	History of English
15.	Surya Sagiro Batubara, M.Pd.	S2-UNP	Teaching Media Micro Teaching
16.	Choiriyah Sofiyah, M.Pd.	S2-UNI.	Micro Teaching
17.	Mahyudin, M.Hum.		Semantic Pragmatic
18.	Ahmad Rifai Hasibuan, M.Hum.	S2- UNIMED	Language Testing &Evaluation

19.	Habib Rahmansyah, M. Hum	S-2 UNIMED	English for Specific Purpose
20.	Rini Ermina Ritonga, S.PdI.	S1-STAIN PSP	TIK/ Computer
21	Rizki Zarti Sikumbang, S.PdI	S1-STAIN PSP	TIK/ Computer

Source: *Database of TBI lecturers 2013.*

The table above was description of lecturers who teach in English education study program STAIN Padangsidimpuan. So, all of lecturers in this year are 15 lecturers which consist of 6 men and 9 women. Actually, all lecturers had been qualified in teaching because they had mostly post graduated degree. As like Government regulation, a lecturer must have post graduated degree, but there was still lecturer in English education study program with the first degree. Additionally, some of the lecturers were assistance status. As conclusion, the lecturers in English education study program were not enough yet. This condition might decrease the effectiveness of teaching and learning activities that could not achieve the purposes of education particularly.

c. The Condition of the Students.

In learning 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:

Table 3: Situation of Students²

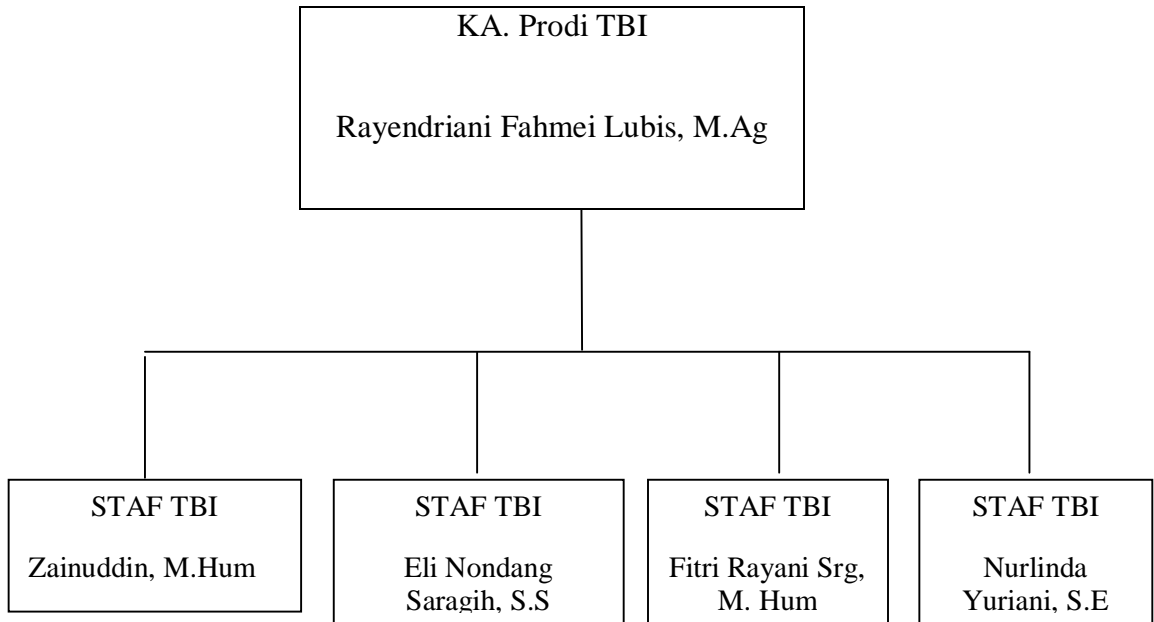
No	Class	Male	Female	Total
1	TBI-1	4	34	38
2	TBI-II	11	30	41
3	TBI-III	2	39	41
Total		17	103	120

Based on the description of the table above, all of the students were 120 students which consist of 17 male and 103 female in 2012/2013 academic year. The researcher found that there were many different numbers between male and female.

²The Result of Observation at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidempuan, 29 May 2013.

d. Structure Organization of English Education Study Program (TBI)

STAIN Padangsidimpuan.



A. Specific Findings

The specific finding in this research was consisted of the answers for formulations of the problem that was discussed in the chapter one. They were some realities in the field that were found by the researcher. So, the researcher described them as follow:

1. Students' English consonants Ability at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidempuan

Based on the result of the analysis data which was student's in the pronounce English consonants with the total word 71 in a song the title My Heart Will Go On.

The students are able to description, perceive and practicing place of articulation, manners of articulation and vocal qualities of consonants at fourth semester students of TBI STAIN Padangsidempuan in spoken language pronunciations in English consonants ability can be seen in these following explanations.

The description scores technique of data analysis at the fourth semester of students TBI STAIN Padangsidempuan English consonants ability can be seen in these following explanations.

From the students TBI the named Mardiah with nim:11 340 0033³ at semester fourth, in the spoken English consonants at a song with the title my Hear Will Go On. Based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri; mz, [dri; mz], niər [niə], hiər [hiə], wan [wʌnz], fir [fiə], Lov [Lʌv], hev [hæv], das [dʌz], far [fa:], as [ʌz], wir [wi:ə(r)], is [iz], dor [dɔ:],

³Mardiah.op,cit

sef [seiv] It means that the enough.because they are not usually pronounce words language English in speak with friend in class although in speak todays. They are not motivation from lecture or the school. Not any believe myself, and then felt ashamed in the pronounce sounds.

The second from the students namedMaslijahNasution with nim:11 340 0015⁴. at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability.That a student's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri;mz, [dri;mz], spesis [speses],niər [niə], fir [fiə], Lov [LΛv],hev [hæv],far [fa:], as [z], wir [wi:ə(r)],dor [dɔ:] It means that the good.

Three from the students namedNursalimah with nim:11 340 0029⁵ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability.That a student's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri;mz, [dri;mz], sepsis [sepses], hiər [hiə],fir [fiə], Lov [LΛv],hev [hæv],das [dΛz],as [Λz], wir [wi:ə(r)], det[dæt] it means that thegood.

⁴Maslijahnasution ,op,cit

⁵Nursalimahop,cit

The fourth from the students named Nirwana Putri with nim:11 340 0017.⁶ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song,. Between they are word false that: dri; mz, [dri; mz], hiər [hiə], wan [wʌnz], fir [fiə], Lov [Lʌv], hev [hæv], das [dzʌ], as [ʌz], wir [wi:ə(r)], kam [kʌm] nir [niə], tac [tʌtʃ], far [fa:], densis [distəns], leif [laif], the [thə:z] ken [kæn], niver⁷ [nevər], forever [fər'evə(r)]. it means that the good

The five from the students named Fenny Happy Royani with nim:11 340 0099⁸ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song,. Between they are word false that: dri; mz, [dri; mz], hiər [hiə], wan [wʌnz], fir [fiə], Lov [Lʌv], hev [hæv], das [dʌz], is [iz], wir [wi:ə(r)], kam [kʌm] nir [niə], tac [tʌtʃ], far [fa:], hev [hæv], leif [laif], the [thə:z], wai [wei], forever [fər'evər], kan [kæn], wel [will]. it means that the good.

The six from the students named Ummi Fadilah with nim:11 340 0134⁹ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce

⁶Nirwanaputri .op,cit

⁷Fenni poppy putrid, po,cit

⁸Penni poppy royani.op,cit.

⁹Ummifadilah,op.cit

English consonants with the total word 71 in a song,. Between they are word false that: dri;mz, [dri;mz], nir [niə], hiər [hiə],wan [wʌnz],fir [fiə],hev [hæv],ken [kæn], det [dæt], far [fa:]it means that the good

The seventh from the students namedCiciHafsah with nim:11 340 0129¹⁰ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability.That astudent's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri;mz, [dri;mz],hiər [hiə],wan [wʌnz],fir [fiə], Lov [Lʌv],hev [hæv], das [dʌz],is [iz], wir [wi:ə(r)], nir [niə], tac [tʌt],far [fa:],the [thə:z], wai [wei], forever [fər'evər],dat [dæt],ken [kæn], sou [ʃəu]it means that the enough.

The eight from the students namedTentyErnisyah with nim:11 340 0133.¹¹ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability.That astudent's in the pronounce English consonants with the total word 71 in a song,. Between they are word false that: dri;mz, [dri;mz],hiər [hiə],wan [wʌnz],fir [fiə], Lov [Lʌv],hev [hæv], das [dʌz],is [iz], wir [wi:ə(r),] kam [kʌm] nir [niə], tac [tʌt],far [fa:], , dat [dæt],ken [kæn], it means that the good.

¹⁰Cicihafsahp.Op,cit

¹¹Tentyarnisah.op,cit.

The nine from the students named UmmiSaleha with nim:11 340 0056¹² at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri;mz, [dri;mz], wan [wʌnz], fir [fiə], hev [hæv], nir [niə], hev[hæv], the [thə:z] it means that the good.

The Ten from the students named EliaKalsum with nim:11 340 0045¹³ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song,. Between they are word false that: dri;mz, [dri;mz], wan [wʌnz], fir [fiə], hev [hæv], is [iz], nir [niə], hev [hæv]. it means that the good.

The Eleventh from the students named YusrinaElinyPutri with nim:11 340 0045¹⁴ at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri;mz, [dri;mz], hiər [hiə], wan [wʌnz], fir [fiə], Lov [Lʌv], hev [hæv], das [dʌz], is [iz], wir [wi:ə(r)], nir [niə], tac [tʌtʃ], far [fa:],

¹²Ummisaleha.op,cit.

¹³Eliakalsum.op,cit

¹⁴Yusrinaeliakalsum.op,cit.

hev [hæv], the [thə:z], ar [a], dat [dæt], ken [kæn], wherever [wer'evə(r)] it means that the good

The twenty from the students named Mardiana Lisa with nim:11 340 0023 at semester fourth, based on the result the data analysis in spoken language pronunciations English consonants ability. That a student's in the pronounce English consonants with the total word 71 in a song, Between they are word false that: dri:mz, [dri:mz], hiər [hiə], fir [fiə], Lov [Lʌv], hev [hæv], dat [dæt], is [iz], wir [wi:ə(r)], nir [niə], tac [tʌt], far [fa:], forever [fər'evə(r)]. it means that the good. So, from the students 12 the research can be seen from categories enough research data analysis in spoken language English consonants ability.

And the conclusion on data analysis the it appear that students' in spoken language English consonants ability at fourth semester of students TBI STAIN Padangsidimpuan. Particular English language education study good to a song from on the description above, it can be categorized that the students in language pronunciations English consonants ability is good.

2. Dominants difficulties English consonants ability at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidimpuan

One of the aims in this research was to know the students' the dominants difficulties in English consonants at the fourth semester students of English education study program (TBI) STAIN Padangsidimpuan. The instruments that used to find those difficulties are data analysis. Based on the result of observation to students, there were students' the dominants difficulties in English consonants:

Based on the result of observation had done by the researcher, when the researcher gave them the a song , many students didn't know how to pronounced sounds with right. Even though the researcher gave a chance for them opened the dictionary, but they were lazy to open the dictionary.

So, students the dominants difficulties in English consonants ability there are with can be seen explanation something students of pronouncesounds consonants. The under dominants difficulties of consonants at the fourth semester students of TBI STAIN Padangsidimpuan

from result of analysis data was found that there are 7(seven) students false for sounds (e) with the total of false 21(twenty one), there are one students false for sounds (o), the total of false is one, there are seven students

false for sounds (s) with the total of false thirty seven, there are six students

false for sounds (r) the total of false twenty eight

Total dominants difficulties of consonants in
Onset and coda

No	Name	Onset			Coda		
		True	False	Total	True	False	Total
1	Maslijah Nst	æ	e	3	z	s	4
2	Nursalimah	əu	o	1	:	r	4
3	Elia Kalsum				ə	r	4
4	Nurhalimah				:	r	4
5	Ummi Saleha	æ	e	3	z	s	5
6	Mince	æ	e	3	z	s	5
7	Tenty Arnisyah				:	r	5
8	Cici Hafsah	æ	e	3	z	s	6
9	YE Putri				:	r	5
10	Mardiah	æ	e	3	z	s	5
11	Nirwana Putri	æ	e	3	z	s	6
12	Fenni Happy	æ	e	3	z	s	6
					r	r	6
		8	8	22	13	13	65

3. The dominants reason of the difficulties English consonants ability at the fourth semester students of TBI STAIN Padangsidimpuan

Based on the result observation with at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidimpuan.the reasons that they are stated in the difficulties pronounce English consonants at in sounds very the difficulties, because they are not usually pronounce words language English in speak with friend in class although in speak todays. Students did not have an interest to pronounce consonants.Because of some students were lazy,

busy, and there is no support and motivation from their environment. It can be evidenced by finding some students used Indonesian and Batak language in class.

C. Discussion

1. Based on the result of the analysis data which was student's in the pronounce English consonants with the total word 71 in a song the title My Heart Will Go On. The students are able to description, perceive and practicing place of articulation, manners of articulation and vocal qualities of consonants at fourth semester student of TBI STAIN Padangsidimpuan in spoken language pronunciations in English consonants ability can be seen in these following explanations.

2 . Based on the result of observation with students to dominants the difficulties in English consonants ability are with sounds. The under can be explanation something sounds pronounce students dominants difficulties of consonants at the fourth semester students of TBI STAIN Padangsidimpuan. From result of analysis data was found that there are seven students false for sounds (e) with the total of false twenty one, there are one students false for sounds (o), the total of one, there are seven students false for sounds (s) with the total of false thirty seven, there are six students false for sounds (r) the total of false twenty eight.

3. Based on the result observation with at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidimpuan. The fact that

students of TBI STAIN Padangsidempuan they are in condition of shying when a song and not believe self. that they are says in the pronounce English consonants at in sounds very the difficulties, because they are not usually pronounce words language English when they are speak with friend in class, and speak to days. Therefore, students must at stic as more study hard and given more fasilities so that the students can pronounce with fluance and right esspecially to at the Fourth Semester Students of English Education Study Program (TBI) STAINPadangsidempuan.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. **The Conclusions.**

Based on the result of the technique data analysis done by students, the research given a song with the title My Heart Will Go On. To students grade at fourth semester of students TBI STAIN Padangsidimpuan. Based on the criteria above, it can be seen categorized the students' in spoken language pronunciations in English consonants ability is enough.

TBI STAIN Padangsidimpuan the writers conclude as follow:

1. The students in English consonants ability at the fourth semester of students TBI STAIN Padangsidimpuan can be categorized enough. Because in pronounce sounds they are abilities in the pronounce sounds example: (z), (æ),(j),(r),(Λ). But it is pronounce of sound false are (s),(ə),(y),(i),(o). it is means that the highest score is gotten by pronounce (6) and the lowest score is (1)
2. The dominants difficulties English consonants ability at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidimpuan. Based on the result of observation with students to dominants the difficulties in English consonants ability are with sounds They are that. (z), (æ),(j),(r),(Λ).

3. Based on the result observation with the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidimpuan, the reasons that they are said in the pronounce English consonants at in sounds very the difficulties, because they are not usually pronounce words language English in speak with friend in class although in speak today's.

B. The Suggestions

Based on the conclusions above, the writer gives some suggestions to:

1. So that can be increase achievement study of students at suggestion to material lesson English consonants for the completed media and books as supported.
2. The lectures must be after to knowledge result studied the students still lowers, the lecture must be look to strategy the exact and ready planed the well strategies approach the teaching method and studied source.
3. The lectures must be studied look solution for the increase achievement studied English consonants.
4. The English lectures to motivate the students to improve their in spoken language English pronunciations English consonants abilities especially in consonants. So that the lectures always effort as the students can understand about English consonants. And then the lecture should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching-learning process. Finally, the lectures

should give more exercise and explanation about English consonants to the students especially who got bad scores.

5. The reader's especially English learners more improve their knowledge in learning English consonants.

REFERENCE

- A,Baker.*Introducing English Pronunciation*. Cambridge University Press,1982.
- Demonstration Method On Speaking Ability Deaf Child at Brazes VII SMP LB B YPSLB GemolongSragen*, script.
- Elder, A.D.C.*The Handbook of Applied Linguistics. Editors*, Blackwell Publishing, 2002
- Heidi, H.*English WordsALinguisticIntroduction,University Press.Australia*,2006.
- Hornby,A.S.*Oxford Advanced Learner's Dictionary*, University Press. New York. 2003
- Hamka, *English phonetic and phonology* (as introduction) unpublished handbook, STAIN Padangsidempuan
- InfanAntoni, University Surabaya, *The Effectiveness of English Songs As Media to Enhance Students Ability to Pronounces English Voiced Plosive Consonants* (B, D ,G), script.
- Kencono,D.1988.*Dasar-DasarLinguistikUmum*,”di 22.47Kirimkan Ini lewat EmailBlogThis!Berbagi ke TwitterBerbagi ke Facebook, accessed on thurtday, january 31th 2013 at. 11.30¹
- L.R Gay & peter Airasian, *educational research :competencies for analysis and application*..(brazil ; 2000).
- McMahon,A.*An Introduction to English Phonology*, Edinburgh University press.2002.
- M, D. *Psikologi Pendidikan* (Jakarta: PT Rineka Cipta, 1997)
- Muhibbin, S, *PsikologiBelajar*(Jakarta: PT. RajaGrafindoPersada, 2003)
- Marison University surabaya,*An Error Analysis of English Voiceless Plosive Consonants (P,T,K)*.scrip
- Peter,A. & susan, E. *Teaching American English Pronuonciation*,Oxford University Press:1992.

- Peter, R. *English Phonetics And Phonology*, Cambridge University Press. Australia. 1991
- Peter, L. *Vowel And Consonant*, University Of California, Los Angeles. 1988.
- Syafei, A. *English Pronunciation Theory and Practice*. Depag. Jakarta. 1988
- Sumadi, S. *Psikologi Pendidikan* (Jakarta: PT. Raja Grafindo Persada, 2002)
- Siti Komariah, University Surabaya, *Consonantal Speaking Skill Trainings Through Script*
- Verhaar, J. W. M. *Asas-Asas Linguistik Umum*. Gadjah Mada University Press. Yogyakarta. 1999 (<http://www.scribd.com/doc/13416756/phoneticandphonology>)
- Zainuddin, H. *Pronunciation For Indonesian Students*. Universitas Padang. 2004.

TABLE OF CONTENT

	Page
PAGE OF TITLE	
LEGALIZATION ADVISOR SHEET	
AGREEMENT OF ADVISOR SHEET	
DECLARATION LETTERS OF WRITING OWN THESIS	
AGREEMENT OF EXAMINERS	
LEGALIZATION OF CHIEF SHEET	
ABSTRACT.....	i
ACKNOWLEDGEMENT.....	ii
TABLE OF CONTENT.....	iii
LIST OF TABLES	iv
LIST OF APPENDICES.....	v
CHAPTER I INTRODUCTION	
A. The Background of the Problem	1
B. The Focus of the Research	2
C. The Definition of Terminologies	3
D. The Formulation of the Problem	4
E. The Objectives of the Research	5
F. The Significances of the Research	6
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Theoretical Description	7
1. Consonant	7
1.1 Places of Articulation	8
1.2 Manners of Articulation	10
1.3 Vocal Quality	14
a. Voiced	15
b. Voiceless	15
1.4 Consonant Chart	16

1.5 Perception of Consonant	18
2. Ability of consonants problem.....	19
a. Silent Letters.....	19
b. Different Consonants Sounds.....	20
c. Slurring of Words.....	20
d. Different Cultures.....	21
B. Review of Related Finding	21
C. Conceptual from work.....	22

CHAPTER III RESEARCH METHOD

A. The Setting of the Research	23
B. The Research Design	23
C. The Sources of the Research	24
D. The Technique of Collecting Data	25
E. The Technique of Data Analysis	27

CHAPTER IV RESULT OF RESEARCH

A. General Findings	30
B. Specific Findings.....	36
1. Students' English consonants Ability at the Fourth Semester Students of English Education Study Program (TBI) STAIN Padangsidempuan.....	37
2. The dominants difficulties English consonants ability at the Fourth Semester Students of English Education Program TBI STAIN Padangsidempuan.....	43
3. The dominants reason of the difficulties English Consonants ability at the fourth semester students of TBI STAIN Padangsidempuan.....	44

CHAPTER V CONCLUSIONS AND SUGGESTIONS

A. The Conclusions..... 45
B. The Suggestion 46

REFERENCES

CURRICULUM VITAE

APPENDICES

LIST OF TABLE

Table 1. Voice and Voiceless Consonants.....	17
Table 2. Consonants Chat.....	18
Table 3. Analysis True False Students TBI STAIN Padangsidimpuan	25
Table 4. Criteria Result	28

LIST OF APPENDIX

Appendix 1. Maslijah Nasution

Appendix 2. Nursalimah

Appendix 3. Elia kalsum

Appendix 4. Nurhalimah

Appendix 5. Ummi saleha

Appendix 6. Mince

Appendix 7. Cicci hafsah

Appendix 8. Tenty arnisyah

Appendix 9. Yusrina eliny putri

Appendix 10. Mardiah

Appendix 11. Nirwana purti

Appendix 12. Fenny happy royani

Appendix 13. Total Score Results at Fourth the Semester of tbi Stain
Padangsidimpuan