AN ANALYSIS ON STUDENTS' ABILITY IN SYLLABIFYING ENGLISH WORDS THE FIFTH SEMESTER AT TBI 4 IN IAIN PADANGSIDIMPUAN

A THESIS

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

Written by

WILDA CHAIRANI RAMBE
Reg. Number: 12 340 0080

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY STATE INSTITUTE FORI SLAMIC STUDIES PADANGSIDIMPUAN 2017

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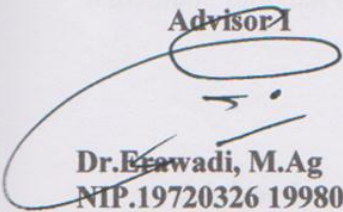
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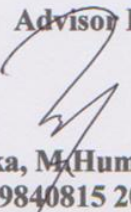
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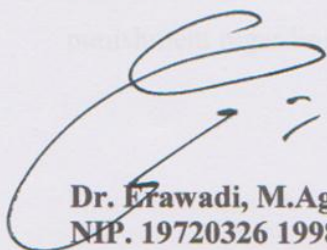In-
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    After reading studying and giving advice for necessary revise on the thesis belong to **Wilda Chairani Rambe**, entitled *"An Analysis on Students Ability in Syllabifying English Words of the Fifth Semester of TBI 4 in IAIN Padangsidimpuan "*, we assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Department of Tarbiyah and Teacher Training Faculty of IAIN Padangsidimpuan.

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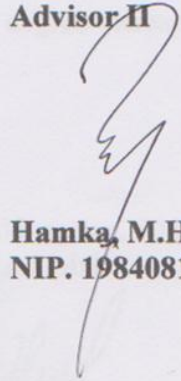
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DECLARATION OF SELF THESIS COMPLETION

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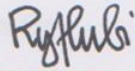Signed

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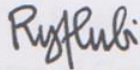Chief   secretary
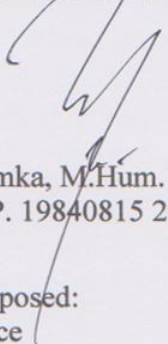
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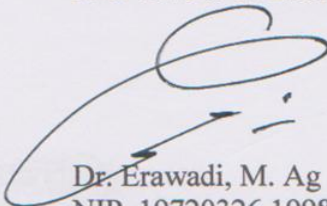
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The thesis had been accepted as a partial fulfillment of the requirement for the Degree of Graduate of Education (S.Pd) in English.

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ABSTRACT

This research is about an analysis on students' ability in syllabifying English words the fifth semester at TBI 4 in IAIN Padangsidimpuan. The students still have difficulties in syllabifying English words. The objective of the research were to describe the students' ability in syllabifying English words, to find the students' dominant problems in syllabifying English words and to explain the students' problems in syllabifying English words the fifth semester at TBI 4 in IAIN Padangsidimpuan.

The research was conducted by qualitative approach and descriptive method. The research started in September 5th 2016 until December 3th 2016 in IAIN Padangsidimpuan. The sources of data for this research were students' the fifth semester at TBI 4 in IAIN Padangsidimpuan as primary source and the Pronunciation lecturers as secondary source. There were 2 instruments in collecting data, there are documentary study and interview. Data was processed and analyzed with qualitative process.

Based on the result of research, researcher found the students' ability in syllabifying English words was 34.22% and can be categorized low score. The reasons of students' problem in syllabifying English words the fifth semester at TBI 4 in IAIN Padangsidimpuan was the students have a problem in transcription especially in nucleus (vowel sounds), they were could not transcribe a word because lack in practice, low motivation and don't care when teacher explained the subject. The effort is students must review the lesson about phonemes especially in vowel and consonant made to English standard, so are not confused.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيمِ

Firstly, researcher would like to thank to Allah SWT who has given researcher can to finish this thesis. *Secondly,* blessing and peace be upon to Prophet Muhammad SAW, who has brought human being from the dark era to the bright era.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is the expression of human communication through which knowledge, belief, and behavior that can be experienced, explained and shared. This sharing is based on systematic, conventionally used signs, sounds, gestures, or marks that convey understood meanings within a group or community. Language is a system of arbitrary vocal symbol used for human communication. When a person needs to deliver his/her messages to other people, he/she needs a media or tool to deliver it.

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

Pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Having good pronunciation skills is an important part of every ESL (English Second Language) students' ability to communicate in English. Abbas PourhosseinGilakjani said that with good pronunciation, a speaker is intelligible despite other errors, but with poor

pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas.[1] So, the speakers have to have good pronunciation, so that their speech will be understandable to the listeners. There are many pronunciation categories that must be learnt by students. For example, phonetics, vowels, syllable, stress and intonation. But, the most important category of pronunciation is syllable. The following illustration will present some significance of syllable learning for the life.

The syllable is a very important unit. Most people seem to believed that, even if they cannot defined what a syllable is, they can count how many syllables there are in a given word or sentences. If they are asked to do this they often tap their finger as they count, which illustrates the syllable importance in the rhythm of speech. As a matter of fact, if one tries the experiment of asking English speakers to count the syllable in, say a recorded sentences, there is often a considerable amount of disagreement.

Syllable is a unit relatively easy to identify and segmental if the splitting rules stipulated by the language orthography are followed.a syllable is defined so that its nucleus, canonically a vowel, constitutes a peak in the curve of audibility that is preceded (onset) and/or followed (coda) by a sequence of segments (none or more consonants), with progressively

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

decreasing sonority values. The nucleus and coda are sometimes lumped together to form what is called the rhyme.

Syllable is a basic unit of speech studied on both the phonetic and phonological levels of analysis. Syllable is part or element of sounds in a word to identify how a word is sounded with reference to phonetic symbol.

Furthermore, syllable is seen as a unit of neural programming rather than primarily muscular or acoustic events. If an error is made in the duration of a phoneme, the error is compensated for within the syllabic unit suggesting that articulatory events are programmed in terms of higher-level articulatory units rather than single phonemes. However, in IAIN Padangsidimpuan have found that many students still have difficulties in syllabifying English words. They difficulty in deciding how many syllables a given word of their language contains, they have difficulties count how many syllable in a word, they still confuse transcript the English word and determine place of onset, nucleus and coda in syllable.

In addition, especially English Education Department the Fifth semester in IAIN Padangsidimpuan the researcher found that the score of pronounciationstudents' average score of TBI-1 score is (79.67),

TBI-2 score is (67.82), TBI-3 score is (56.87), and last TBI-4 score is (54.55). So, it can be concluded that TBI-4 has the lowest ability among TBI classes.[2]

Based on the explanation and problems above, the researcher interest in conducting the research with title **" An analysis on Students' Ability in Syllabifying English Words of the Fifth Semester of TBI 4 IAIN Padangsidimpuan".**

B. The Focus of the Problem

The researcher focuses about an analysis onstudents' ability in syllabifying English words, whereas just analyzed about indentifying sounds in a words by onset and rhyme (nucleus, coda) the fifth semester of TBI 4 IAIN Padangsidimpuan.

C. The Definition of the Key Terms

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

1. Students' ability

Students' ability comes from two words; students and ability. Student according to Hornby stated "student is a person who is studying at

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[2]Document,Result   Students'   Score   from   TBI-1   until   TBI-4.DaftarHadir/NilaiUjianMahasiswaJurusanTadris/PendidikanBahasaInggrisFakultasTarbiyahdanIlmu KeguruanInstitut Agama Islam NegeriPadangsidimpuantahunakdemik 2013/2014.

a university or collage".[3] A student is a learner or someone who attends and educational institution. According to Hornby "ability is the mental or physical capacity, power or skill required to do".[4] So 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.

2. Syllabifying

Syllabifying is the separation of a word into syllables, whether spoken or written. Syllabifying is to divide a word into syllables, to syllabicate, to syllabize.

3. English words

English words come from two words; English and words. English is an international language and use as a tool of communication either oral or written. In Indonesia, English is taught foreign language. So, speaking English is a process of giving information to someone or group with English as the tool in communication.

Word is a sound or combination of sounds that has a meaning and is spoken or written. Word is a speech sounds or series of speech sounds that symbolizes and communicates a meaning usually without being divisible into smaller units capable of independent use. So, English words

[3]A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press,1995), p. 1187.

[4]A.S. Hornby, *Ibid.,*p.2.

are a single unit of language that has meaning and can be spoken or written.

D. The Formulation of the Problem

Based on the above background and focus of the problem, the researcher formulated the problems of the research as follow:

1. How are the students' ability in syllabifying English words of the fifth semester of TBI 4 IAINPadangsidimpuan?

2. What are thestudents' problems in syllabifying English words of the fifth semester of TBI 4 IAIN Padangsidimpuan?

3. Why do the students'have problems in syllabifying English words of the fifth semester of TBI 4 IAINPadangsidimpuan?

E. The Objectives of the Research

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

1. To describe the students' ability in syllabifying English words of the fifth semester of TBI 4 IAIN Padangsidimpuan.

2. To find the students' dominant problems in syllabifying English words of the fifth semester of TBI 4 IAIN Padangsidimpuan.

3. To explains the students problems in syllabifying English words of the fifth semester of TBI 4 IAIN Padangsidimpuan.

F. The Significances of the Research

The researcher hopes this research can be useful for:

1. The Chief of English Education Department, to develop and encourage in teaching syllabifying English words.

2. English lecturer, to develop their capability in teaching syllabifying English words.

3. Students, to broaden their knowledge about syllabifying English words.

4. The researcher, to develop the researcher knowledge about syllabifying English words and as a partial fulfillment of the degree of Education (S.Pd) in English Program.

G. The Outlines of Thesis

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

Chapter one, consists of background of the problem, the focus of the problem , the defenition of the key terms, the formulation of the problem, the objectives of the research, the significances of the research and the outlines of the thesis.

Chapter two consist of theoretical Study,theoretical description; literature review; the syllable in English , definition of syllable, rules for syllabification, syllable type, the structure of syllable, evaluation of ability in syllabifying English words.

Chapter three, consists of research methodology. Research methodology consists of time and place of research, research design,sources of data, instrument of collecting data, technique of data analysis and technique of checking trustworthiness.

Chapter four, consists of result of the research thediscuss about the description of the data,findings .Chapter five, consists of conclusion and suggestion.

CHAPTER II

THEORITICAL DESCRIPTION

A. Theoretical Study

1. The Syllable in English

The syllable in that it may be defined both phonetically and phonologically. Phonetically that is, in relation to the way we produce them and the way they sounds. Phonetically is a spelling system can be describe as phonetic if you can understand how words are pronounced simply by looking at their spelling.[1] So, phonetically is relating speech sound and how to produce.

Phonologically might be a kind of minimal a phonotactic unit say with a vowel as a nucleus, flanked by consonantal segments or legal clustering or the domain for stating rules of accent, tone, quantity, and the like.[2] Phonologically is about how phonemes function in language, and the relationships among the different phonemes, in other words, we study the abstract side of sounds of language we are studying a related but different subject.[3] According to Meriam Webster phonology is the science of speech sounds including especially the history and the theory of sound

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[1] Retrieved on 08:30 pm, from http://dictionary.cambridge.org>dictionary /acsessed at September 5, 2016.

[2] Roger Lass, *Phonology:an Introduction to Basic Concept* (New York: Cambridge University Press, 1984), p. 250.

[3] Peter Roach, *English Phonectics and Phonology, a Practical Course*, (New York:Cambridge University Press,1983), p. 44

chance in a language or in two or more related languages. So, phonologically is how sound organized and the sounds pattern of a particular language.

Syllables are usually described as consisting of a centre which has little or no obstruction to airflow and which sounds comparatively loud; before and after this centre (that is, at the beginning and end of the syllable) there will be greater obstruction to airflow and/or less loud sound. We will look at some examples :

1) What we might call a minimum syllable would be a single vowel in isolation, e.g. the words 'are' **ɑ:, '**or' **ɔ:,** 'err' **ɜ:.** These are preceded and followed by silence. Isolated sounds such as **m**, which we sometimes produce to indicate agreement, or **ʃ,** to ask for silence, must also be regarded as syllable.

2) Some syllables have an **onset** (that is, they have more than just silence preceding the centre of the syllable):

   'bar' **bɑ:**   'key' **ki:**   'more' **mɔ:**

3) Syllable may have no onset but have a **coda:**

   'am' **æm**   'ought' **ɔ:t**   'ease' **i:z**

4) Some syllables have onset and coda:

   'run' **rʌn**   'sat' **sæt**   'fill' **fil**[4]

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[4]Peter Roach, *English Phonetic and Phonology :a Practical Course* (New York: Cambridge University Press, 1983), p. 70-71.

From the definition and example above researcher concludes that the phonological We find that the word can begin with a vowel, or with one, two or three consonants. No word begins with more than tree consonants. In the same way, we can look at how a word ends when it is the last word spoken before a pause; it can end with a vowel or with one, two, three, or (in a small number of cases) four consonant. No word ends with more than four consonants.

2. Defenition of Syllable

Syllable is a very important unit. Most people seem to believed that, even if they cannot defined what a syllable is, they can count how many syllables there are in a given word or sentences. If they are asked to do this they often tap their finger as they count, which illustrates they syllable's importance in the rhythm of speech.[5]It's mean syallble is important to know how many syllable in a words and how to count.

Syllable is the most basic element in this constituent structure. It has psychological reality is a unit that speakers of a language can identify. Speakers are able to count the number of syllables in a word and can often tell where one syllable ends and the next begin.

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[5]Peter Roach, *English Phonology* …….. , p. 70.

Syllable is the way that words are organized into syntactic constituents (such as phrase and sentences).[6] Syllable is seen as a unit of neural programming rather than primarily muscular or acoustic events. If an error is made in the duration of a phoneme, the error is compensated for within the syllabic unit suggesting that articulatory events are programmed in terms of higher level articulatory units rather than single phoneme.

Furthermore, syllable is any of units into which a word is divided, containing a vowel sound and usually one or more consonant.[7] Syllable is part or element of sounds in a word to identify how a word is sounded with reference to phonetic symbol.

Syllabification is the process of dividing a word into its constituent syllables.[8] So, based on explanation above, the researcher concludes syllables are a basic element in a word to identify how a word is sounded or articulation with reference to phonetic symbol and syllabification is dividing a word.

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[6]Philip Carr, *English Phonetic and Phonology: an introduction* (USA : Blackwell publishers), p. 66.

[7] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press,1995), p. 1514.

[8]Chandan Sharma, et.al, "A Rule Basic Algorythm for Automatic Syllabification of a Words Bodo Language", *English Language Teaching Journal*, Volume 1, no. 2, September-oktober 2012, p. 53, http://ejournal, .unp.ac.id accessed at juli 30th, 2016 retrieved on 09: 00 pm.

3. **Rules for Syllabifying**

Every syllable has one vowel sound. The number of vowel sounds in a word equals the number of syllables.

1) A one syllable word is never divided (safe, car, plane).

2) Divided a compound word between the words that make up the compound word (rail • road, air • port, play • ground, foot • ball, tooth • brush).

3) When a word has a suffix with a vowel sound in it, devide the word between the base word and the suffix (help • ing, leav • ing, kind • ness, thank • full).

4) When a word has a prefix, devide the word between the prefix and the based word (re • fress, dis • count, mis • fit, un • tie).

5) When two or more consonants come between to vowels in a word, the word is usually divided between the first two consonants (don • key, sis • ter, but • ter, hun • gry).

6) Consonant blends and diagraphs are never separated (rest • ting, bush • el, reach • ing).

7) When a word has a **ck** or an **x** in it, the word is usually divided after the **ck** or **x** (nick • el, tax • i).

8) When a single consonant comes between two vowels in a word, it isusually divided after the consonant if the vowel is short (lev • er,cab • in, hab • it).

9) When a single consonant comes between two vowels in a word, it isusually divided before the consonant if the vowel is long (ba • sin, fe • ver, ma • jor).

10) When two vowels come together in a word, and are sounded separately, divide the word between the two vowels (ra • di • o, di • et, i • de • a).

11) When a vowel is sounded alone in a word, it forms a syllable itself (grad • u • ate, a • pron, u • nit).

12) When be, de, ex, and re are at the beginning of a word, they make a syllable of their own (be • came, de • fend, ex • hale, re • main).

13) When a word ends in le, preceded by a consonant, the word is divided before that consonant (pur • ple, fum • ble, mid • dle).

14) When a word ends in -ed, it forms a syllable ONLY when preceded by d or t (start • ed, found • ed).

15) When ture and tion are at the end or a word, they make their own syllable (lo • tion, pos • ture).

16) Divide between two middle consonants. Split up words that have two middle consonants (hap • pen, bas • ket, let • ter, sup • per, din • ner).[9]

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[9]Simonds, ''16 rules of syllabification" http://www.sjusd.org.simonds.docs.16 rules of syllabification.pdf accessed at 30 ,juli, 2016 retrieved on 5 pm.

Based on rules above, the researcher concludes that the rules for syllabification one syllable can not divided, if suffix and prefix devide the word between the base word the suffix and the prefix, when two or more consonant is usually divided between the first two consonants, a word has a **ck** or an **x** in it, the word is usually divided after the **ck** or **x,** if a single consonant comes between two vowels in a word, it isusually divided after the consonant if the vowel is shortan long, and if two vowels come together in a word, and are sounded separately, divide the word between the two vowels.

4. **Syllable Types**

Many pronunciation problems result from ESL students' inability to produce the different syllable types of English. A consideration of this syllable types and how they differ from those of other languages will help in understanding these difficulties.

Some examples of the syllable types of English are provided below:[10]

Word	Transcription	syllable type
See	[si:]	C(onsonant) V(owel)
Sit	[sit]	CVC
Spit	[spit]	CCVC

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[10]Peter Avery and Susan Ehrlich, *Teaching American English Pronounciation*, (New York: Oxford University Press, 1992), p. 53.

Spits	[spits]	CCVCC
Sprint	[sprint]	CCCVCC

The word 'see' has a CV syllable, the most common syllable type among the languages of the world. This is reffered to as an open syllable because it ends with a vowel. The word 'sit' has a CVC syllable, also common among the language of the world. This is reffered to as a closed syllable because in the ends with a consonant. The word 'spit' has a CCVC syllable with consonant cluster /sp/. The word 'spits' has a CCVCC syllable with consonant cluster at the beginning and the end. A consonant cluster at the beginning of a word is a final cluster. The word 'sprint' has a CCCVCC syllable. In this case the initial cluster has tree consonants and the final cluster his two consonants.[11] The syllables types that is:

1) Closed syllable

Closed syllable have one vowel, followed by one or more consonant. The vowel has a short sound.

Example: **i**n, **o**n c**a**t, h**i**m, p**o**t, tr**a**sh.

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[11]*Ibid.,* p.53

2) Open syllable

An open syllable ends in one vowel and the vowel says its name (long sounds).[12]

Example: m**e**, s**o**, **I**, fl**y**, sh**e**, Fl**u**

3) Vowel-consonant-E syllable (commonly known as silent E syllable)

In this syllable type, there is a vowel followed by a consonant and silent e. The silent e makes the vowel before it say its name (long sounds).

Example: h**ate**, m**ile**, h**ole**, gr**ape**.

4) Vowel team syllable

This syllable type contains two vowels next to each other. The vowels make one soundabout fifty percent of the time, this rule will apply to double vowels: If two vowels go walking, the first one does the talking and says its name. The other vowel stays quiet. You can compare it to a bully. The first vowel shouts its name and the second one is quiet.

Examples: W**ai**t, B**ea**ch,B**ee**t,Pl**ay**.

5) R-controlled syllable

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[12]Peter Avery and Susan Ehrlich, *Teaching American English Pronouncitation*, (New York: Oxford University Press, 1992), p. 53

In r-controlled syllable types, a vowel is followed by the letter r. The r "controls" vowel, and gives it a different sound that is neither long or short.

Example :

Car, bar, tar: Ar sounds like the name of the letter R. You don't hear the A at all.

Er, ir, ur: Often sounds like ER as in her

Or sounds like the word or.

Any of the R controlled syllables (ar, er, ir, or, ur) can sound like ER when it appears at the end of words and is not accented.

Example : sailor, regular, grammar.

6) Consonant-le syllable

Consonant-le syllables are normally found at the end of a word. They consist of a consonant followed by the letters le. The le sounds like UL.

Example :tur/tle, lit/tle, sta/ble.[13] So, consonant-le syllable followed letters le and we find at the end of a word.

---

[13]*Ibid.,* p. 55

5. The structure of a syllable

The syllable can be structured hearchically into the following components :

Syllable

```
        Onset              Rhyme
          |                 /\
          |                /  \
          |          Nucleus    Coda
          |             |         |
          |             |         |
         CC             V         C

         pl             æ         nt
```
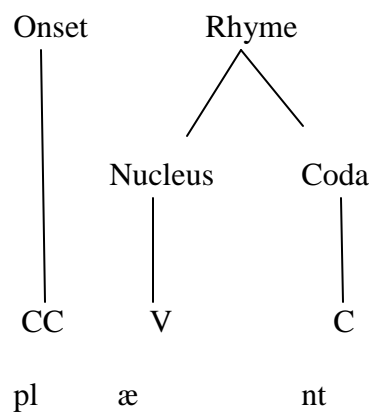
Figure 1. English syllable structure of Jhonatan Harrington and Robert Mannel.

From figure 1 above, the English syllable structure of Jhonatan Harrington and Robert mannel the structure consist onset (have two consonant), nucleus (one vowel), and coda (one consonant).

In other words, the English syllable can consist minimally of one vowel (e.g. I,oh, ow) and maximally of three initial consonants and a

vowel followed by four consonants the latter cluster configuration is extremely rare.[14] The structure below :

Minimal syllable structure   Maximal syllable Structure

V   CCCVCCCC

The structure of the syllable can be represented as shown in figure 2 and for example in the word strands, /str/ is the syllable **onset**, and /ændz/ is the **rhyme,** which consist of the syllable nucleus /æ/ and the syllable coda /ndz/. The only obligatory element here is the syllable nucleus, normally a vowel. If there is no vowel, then certain consonants can function in its place (see below).[15] It's mean that The syllable onset is an optional element, as is the syllable coda. The syllable nucleus plus the syllable coda provide the potential for words to rhyme in poetry; hence the term 'rhyme'.

Syllable onset is an optional element, as is the syllable coda. The syllable nucleus plus the syllable coda provide the potential for words to rhyme in poetry; hence the term 'rhyme'.

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[14]Marianne Celce-Murcia, Donna M. Brinton and etc, *Teaching Pronounciation, a Course Book and Reference Guide*, (New York: Cambridge University Press, 2010), p. 463.
[15]Baverly Collins and Inger M. Mees, *Practical Phonetic and Phonology*, (New York: First Published, 2009), p. 73.

```
                    ┌──────────────┐
                    │   Syllable   │
                    │              │
                    │  /Strændz/   │
                    └──────────────┘
                       ╱        ╲
              ┌──────────────┐  ┌──────────────┐
              │Syllable onset│  │    Rhyme     │
              │              │  │              │
              │    /str/     │  │   /ændz/     │
              └──────────────┘  └──────────────┘
                                   ╱        ╲
                        ┌──────────────┐  ┌──────────────┐
                        │Syllable nucleus│ │Syllable coda │
                        │              │  │              │
                        │     /æ/      │  │    /ndz/     │
                        └──────────────┘  └──────────────┘
```
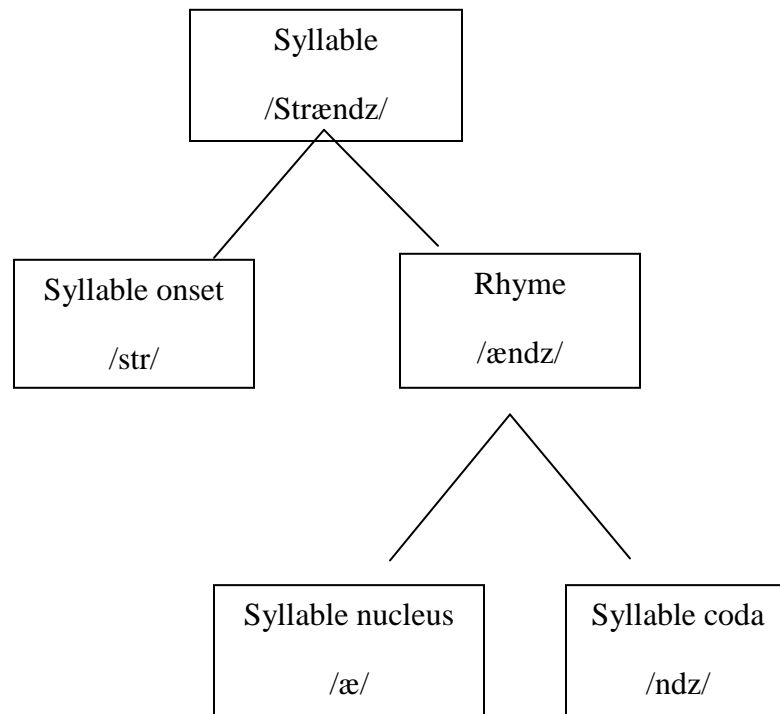
Figure 2**.**structure of a syllable (strands)

The other syllable structure from Persian learners syllabification. A syllable consists of an onset (O) and a rhyme (R); and the rhyme of a peak (P) and a coda (Co). Any of these categories except P may be empty (e.g. oh, ah). This is naturally expressed as a form of constituency: a syllable can be represented as a branching tree.[16] The explanation is below :

1) The onset

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[16]Roger Lass, *Phonology an Introduction to Basic Concepts* , (New York: Cambridge University Press, 1984), p. 252.

Onset is consonant sounds before nucleus, the onset proper consist of maximally two consonant position is that the /s/ in /str/, /spr/, /st/ etc.[17] Can be said that onset is consonant postions in the onset.

2) The rhyme

The rhyme of a syllable, as was noted before, is a unit that consist of the peak and the coda.[18]The peak and coda fuction together rather than separately in a number of ways.

3) The peak

The peak of the syllable contains the 'syllabic' element: the segment that is more sonorous than both is neightbours.[19] The peak consist vowels and positions in beside coda.

4) The coda

The coda of the syllable is the consonant or sequence of consonant that follows the peak.[20] The coda can contain one, two or three consonant position.

The coda of the syllable is the consonant or sequence of consonant that follows the peak.[21] The coda can contain one, two or three consonant position.

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[17]Heinz J. Giergerich, *English phonology an Inroduction*, (New York: Cambridge University Press, 1992), p. 138.

[18] Heinz J. Gieterich, English phonology,… p. 143

[19] Heinz J. Giergerich, *Ibid*., p. 140

[20]*Ibid.,* p. 139

Example :

```
                σ
               / \
              /   \
             /     \
            O       R
            |      / \
            |     /   \
            |    P     Co
            |    |      |
            |    |      |
            C    V      C
            |    |      |
            |    |      |
            k    æ      t
```
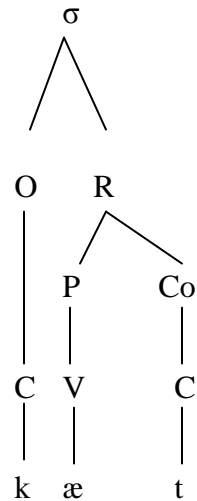
Figure 3.structure of a syllable Persian learner's syllabification word cat

The structure of Persian Learner's syllabification a syllable, consist onset, rhyme, peak and coda. Which contains one consonant in onset, one vowel in peak and one consonant in coda.

Such as this, which contains one or more consonants in coda position, is called a closed syllable; as in the word bile, whereas a syllable which doesn't not contain any consonants in coda position is reffered to as an open syllable; as in the word buy.[22] See the below:

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[21]*Ibid.,* p. 139
[22]Philip Carr, *English Phonetic and Phonology an Introduction*, (USA: First Publisher, 1999), p. 67.

1) Bile   2) buy

```
        σσ
       / \
      O   R                                  O       R
          |\                                 |       |
          N  C                               |       |
          |  |                               |       |
   b    ai    l                            b        ai
```

Figure 4.structure of a closed syllable and open syllable

Based on explanation and example above the researcher concludes that The structure of syllable consist Onset, Rhyme (nucleus, coda). Onset is consonant sounds before nucleus. Rhyme is a unit that consist of the nucleus and the coda. Nucleus is vowel sound as a symbol of syllable. Coda is consonant sounds after nucleus or follow the nucleus.

6. **Evaluation of Ability in Syllbifying English Words**

Evaluation of ability in syllbifying English words is how to evaluate students ability in syllbifying English words, there are transcrpition, onset, ryhme (nucleus and coda).

1. Transcription

Transcription is the act or an intance of transcribing or the state of being transcribed.

2. Onset

   Onset is consonant sounds before nucleus, the onset proper consist of maximally two consonant position.

3. Ryhme

   Ryhme is a unit that consist of the nucleus and the coda.

   a. Nucleus

      Nucleus is vowel sound as a symbol of syllable.

   b. Coda

      Coda is consonant sounds after nucleus or follow the nucleus.

   So, evaluation in syllabifying English fist identify words to transcription, and made to stucture of syllble that is Onset, Ryhme (nucleus and coda).

7. Review of Related Findings

There are some related findings to this research. The first a script of Tracey Elen Taylor " the effect of teaching two syllable types and one syllabication rule on the spelling achievement on the students with learning disabilities".[23] Based on the research his Seven fifth-grade students with

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[23]Tracey Elen Taylor, "the effect of teaching two syllable types and one syllabication rule on the spelling achievement on the students with learning disabilities" (script the graduate faculty at Grand Valley State University, 1997). http://scholarworks.gvsu.edu/theses/391/pdf, accessed at 30 ,juli, 2016 retrieved on 5 pm.

learningdisabilities from western-lower Michigan participated in this study.Thestudents were given a ten word spelling test on Monday of each week. To determinespelling achievement, the students were evaluated for both word accuracy and syllableaccuracy. The results showed a substantial increase in spelling achievement for boththe closed syllable spelling test and the silent-e syllable spelling test.

The second, a script of Daniel Trinh "the role of the phonological in English word recognition" based on the research is experiment examined the role of syllable during English visual word recognition. He found indicates that English readers process phonological information early during word recognition, even during silent reading, the phonological processing does not seem to include syllable information. He found English readers do not parse words according to the Boos boundary or maximal onset boundary during word recognition.[24] Based on research above, the researcher conclude that he had done research These findings present a challenge to the CDP++ model which includes a graphemic parser that syllabifies disyllabic words according to the maximal onset principle. The current study presents the kind of data that are important to enhancing theories of English word recognition, and the refinement of computational models of multisyllabic word recognition.

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[24]Daniel Trinh, "the role of phonological syllable in English word recognition".(script the universityofwesternOntario,2014).http://www.psychology.uwo.ca/faculty/lupker/conferences/presentations2013/trinh.pdf, accessed at 30 ,juli, 2016 retrieved on 5 pm.

Based on related findings above, the researcher want to research the student' ability in syllabifiying English words the fifth semester in IAIN Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of Research

This research conducted in Institute for Islamic Studies (IAIN) Padangsidimpuan. It is located on Jl. H.Teungku Rijal Nurdin KM.4,5 Sihitang, Padangsidimpuan Selatan, Kotamadya Padangsidimpuan North Sumatera, Indonesia. This subject of the research is the fifth semester of TBI in IAIN Padangsidimpuan. Time of the research started on September 2016 until Desember2016.

B. Research Design

Based on the analysis of data, this research used qualitative approach with descriptive method. Qualitative research is the research that's means to understand the phenomena about what is the subject research undergone by using natural method.[1] Qualitative approach is based on the collection and analysis of non numerical data such as observations, interviews, and other more discursive sources of information.[2] It means in qualitative non numerical data just describe phenomena.

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[1]Lexy J. Moleong, *PenelitianKualitatif*, (Bandung :RemajaRosdakarya, 2009), p. 126.
[2]L. R Gay and Peter Airasian, *Education Research*, (USA :Printice Hall Incorporate, 2009), p. 8.

Based on the method, this research used descriptive method. L. R. Gay said that descriptive research is a descriptive study determines and describes the way things are may also compare how subgroups such as males and females or experienced and inexperienced teachers view issues and topics.[3] In other word qualitative research is not concerned simply with describing the way things, they also wish to provide insight into what people believe and feel about the way things.

Based on the explanation above, the researcher used Qualitative Descriptive Method to describe and analyze the students' ability in syllabifying English words the fifth semester at TBI 4 in IAIN Padangsidimpuan.

C. Sources of Data

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

1. Primary participant were TBI4 the fifth semester students inState Institute For Islamic Studies (IAIN) Padangsidimpuan. The research used purposive sampling. Riduan said "Purposive sampling is one of technical that can be used by researcher, if researcher have some of

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[3]L. R. Gay and Peter Airasian, *Educational Research*: *Competencies for Analysis and Application* (USA; New Jersey, 2000), p. 275.

considerations took the certainly sampling to got the aim".[4] Actually researcher took all students from TBI 4 class based on score prounouciation, which the students of the minus score in this research. The researcher got the data from office English education department. Because it can be representative to take the result of research, furthermore it gave the research was more accurate.

2. The secondary sources of data were gained from lecturer of TBI V Semester in State Institute for Islamic Studies (IAIN) Padangsidimpuan.

D. Instrument of Collecting Data

Sugiyono said that there are steps in collecting data of qualitative research include: setting the boundaries of study, collecting information trough unstructured (or semi structured), observations and interview, document and visual materials.[5] So to get an accurate data ,The researcher of collecting data would be used in this research is:

1. Documentary study

Documentary study is a technique collecting data these may be public document from newspaper, minutes of meeting, official report, or private document (e.g., personal journal and diaries, letters, e-

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[4]Riduan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Peneliti Pemula*(Bandung: Alfabeta, 2005), p. 63.

[5]Sugiyono, *MetodePenelitianKuantitatifKualitatifdan R & D* (Bandung: Alfabeta, 2009), p. 145.

mails).[6] Documentary is a record of events that have already passed, documentary could have shaped the writing, pictures, works of monumental from someone, diary entry, policy and other.[7] So, documentary can get from where have you been.

From the definition above researcher concludes that documentary is one of technique collecting data to find and describe the data from picture, official report and other sources as private document. From the data it researcher analyze and concludes the ability in syllabifying English words from students.

2. Interview

According Hornby interview is to talk somebody and ask his/her questions at a formal meeting to find out if he/she is suitable for job or study".[8] Interview is a purposeful interaction usually between two people, focused on one person trying to get information from the other person.[9]It means interview is a process where someone gives question to another person to get information about something need and another person that interview would given a response about the question.

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[6]John W.Creswell, *Research Design :qualitative, quantitative and mixed methods approaches*, (USA : Cambridge university press, 1990), p. 21.
[7]Sugiono, *MetodePenelitianKuantitatifKualitatifdan R&D* (Bandung: Alfabeta, 2009), p. 240
[8]AS. Hornby, *Oxford Advenced Learner's Dictionary*(New York: Oxford University Press, 1995), p. 788.
[9]L.R.Gay and Peter Airasian, *Educational Research*, (USA: Printice Hall Incorporate, 2000), p.8.

This interview used to get the data of the reason students' ability in syllabifying English words the Fifth semester at TBI-4 in IAIN Padangsidimpuan.

The researcher will interview students of TBI-4 the Fifth semester to explain their problem in syllabifying English words. Then the researcher will interview the English lecturer he is Hamka, M.Hum to explain the students ability in syllabifying English words.

E. **Technique of Data Analysis**

In research, after collecting data, the researcher analyzed the data. The technique of data analysis will be presented in descriptive form. The researcher will analyze by using some steps. That are:

1. Identifying the students' ability in syllabifying English words at TBI the fifth semester in IAIN Padangsidimpuan.

2. Finding problems of the students in syllabifying English words at TBI the fifth semester in IAIN Padangsidimpuan.

3. Talking about percentage of the data to calculated using the formula

$$M = \frac{\sum X}{N}$$

Note : M = mean score

N = sum of respondent

$\sum X$ = total of the result

4. Description of data, it is done do describe to interpretd data that have been collected systematically.

5. Finally, the researcher explain the reason given in interview as the conclusion from students.[10]

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[10]AnasSudijono, *Pengantar Statistik Pendidikan*, (Jakarta:RajaGrafindoPersada, 1991), p.43.

CHAPTER IV

RESULT OF THE RESEARCH

A. Findings

Findings includes how are the students' ability in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan, what are the students problem in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan, why do the students have problems in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan.

Described about the data description from the document and interview. Researcher described them in below:

1. Description of students' ability in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan

Based on the result research, the fifth semester total of TBI 4 were 30 students. As stated at the previous chapter that the instrument of the research were documentary and interview.

Based on explanation before that an analysis on students' ability in syllabifying English words the fifth semester of TBI 4 in IAIN Padangsidimpuan. Here the researcher described as follow:

Table 1

The Score an Analysis on Students' Ability in Syllabifying English Words of the Fifth Semester of TBI 4 in IAIN Padangsidimpuan

NO.	INITIAL NAME	1		2				3				4			5		TOTAL SCORE	PERCEN-TAGE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	AM	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
2	AW	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
3	AD	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	6	40.00
4	DG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
5	DW	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	5	33.33
6	FKD	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	8	53.33
7	FM	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	7	46.67
8	HM	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	13.33
9	ISS	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	9	60.00
10	LD	1	0	1	1	1	0	1	0	0	0	0	0	0	1	0	6	40.00
11	MRA	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
12	MSW	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
13	MD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
14	MKS	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
15	MY	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
16	NS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
17	NH	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
18	NHDH	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	6	40.00
19	NM	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	7	46.67
20	NMSD	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	6	40.00
21	NS	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	6	40.00
22	NK	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
23	RH	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	5	33.33
24	RA	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	5	33.33
25	RSL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
26	SD	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
27	SA	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
28	WHD	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
29	YPPD	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	6	40.00
30	YH	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	7	46.67
TOTAL		26	23	26	25	21	0	15	5	0	1	7	1	0	4	0	154	1026.67
		24.50		18.00				5.25				2.67			2.00			
MEAN SCORE		86.67	76.67	86.67	83.33	70.00	0.00	50.00	16.67	0.00	3.33	23.33	3.33	0.00	13.33	0.00		34.22
		81.67		60.00				17.50				8.89			6.67			

From the data above, it can be known that first, the students are able syllabifying English words one syllable (S^1) with g0t 2 points consist of 24 students, got 1 points consist 3 students, and got 0 points consist of 3 students.So,in the one syllable (S^1) the mean score of students is got 81,67.

Second, students are able syllabifying English words two syllable (S^2) with got 4 points consist of 0 students, get 3 points consist of 21 students, got 2 points consist of 4 students, got 1 points consist of 2 students, and got 0 points consist of 3 students. So, in the two syllable (S^2) the mean score of students is got 60,00.

Third, students are able syllabifying English words three syllable (S^3) with got 4 points consist of 0 students, got 3 points consist of 0 students, got 2 points consist of 5 students, got 1 points consist of 11 students, and got 0 points consist of 14 students. So, in the three syllable (S^3) the mean score of students is 17,50.

Four , students are able syllabifying English words four syllable (S^4) with got 3 points consist of 0 students, got 2 points consist of 1 students, got 1 points consist of 9 students, and got 0 points consist of 20 students. So, in the four syllable (S^4) the mean score of students is 8,89.

And last, students are able syllabifying English words five syllable (S^5) with got 2 points consist of 0 students, got 1 points consist of 3

students, and got 0 points consist of 27 students. So, in the five syllable

(S^5) the mean score of students is 6,67.

To determine an analysis on students' ability in syllabifying English

words the fifth semester in IAIN Padangsidimpuan. Based on criteria score

interpretation, the result can be seen in the following table:

Table 3
Criteria result

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

Based on the calculating score the students' ability in syllabifying

English words the fifth semester at TBI 4 in IAIN Padangsidimpuan was

34,22 %. So, it can be categorized that the students' ability in syllabifying

English words the fifth semester at TBI 4 in IAIN Padangsidimpuan was

into low categories.

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[1]Riduan ,*Belajar Mudah Penelitian Untuk Guru-Karyawan dan Penelitian Pemula,* (Bandung:Alfabeta.2005), p.89.

2. The students' problem do in Syllabifying English Words the Fifth Semester of TBI 4 IAIN Padangsidimpuan

Based on the result research of test given to respondents, it can be seen the mark of respondents between 0,00 up to 60,00 mark. It means that the highest mark got by respondents was 60,00 mark and the lowest mark was 0,00 mark.

Fifteen English words in syllable test has given to the fifth semester at TBI 4 in IAIN Padangsidimpuan. In the one syllable (S^1) there were 51 total students' right in syllabifying English words and the mean score is got 81,67. In the two syllable (S^2) there were 73 total students right in syllabifying English words and the mean score is got 60,00.In the three syllable (S^3) there were 21 total students right in syllabifying English words and the mean score is got 17,50. In the four syllable (S^4) there were 11 total students right in syllabifying English words and the mean score is got 8,89. In the five syllable (S^5) there were 11 total students right in syllabifying English words and the mean score is got 6,67.

1) One syllable (S^1)

Based on the result, in the one syllable (S^1) the fist levels 24 students got 60 score, 3 students get 30 score, and 3 students get 0 score. So, there were 51 total students right in syllabifying English words and the total mean score is got 81,67.

Based on the explanation above, the researcher concluded that in the one syllable 30 students of TBI 4 they have not problem in one syllable (S^1).

2) Two syllable (S^2)

Based on the result, in the two syllable (S^2) the second levels 21 students got 90 score, 4 students got 60 score, 2 students got 30 score, and 3 students get 0 score. So, there were 73 total students right in syllabifying English words and the total mean score is got 60,00.

Based on the explanation above, the researcher concluded that in the two syllable 30 students of TBI 4 they have problem in two syllable (S^2).

3) Three syllable (S^3)

Based on the result, in the three syllable (S^3) the third levels 5 students got 60 score, 11 students get 30 score, and 14 students get 0 score. So, there were 21 total students right in syllabifying English words and the total mean score is got 17,50.

Based on the explanation above, the researcher concluded that in the three syllable 30 students of TBI 4 they have problem in three syllable (S^3).

4) Four syllable (S^4)

Based on the result, in the four syllable (S^4) the fourth levels 1 students got 60 score, 9 students got 30 score, and 20 students got 0

score. So, there were 11 total students right in syllabifying English words and the total mean score is got 8,89.

Based on the explanation above, the researcher concluded that in the four syllable 30 students of TBI 4 they have problem in four syllable (S^4).

5) Five syllable (S^5)

Based on the result, in the five syllable (S^5) the fifth levels 4 students got 30 score, and 26 students got 0 score. So, there were 4 total students right in syllabifying English words and the total mean score is got 6,67.

Based on the explanation above, the researcher concluded that in the five syllable 30 students of TBI 4 they have problem in five syllable (S^5).

So, based on explanation of the problem above, the researcher concluded that the problem dominantly do on students ability in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan that is in two syllable (S^2), three syllable (S^3), four syllable (S^4), and five syllable (S^5). The describe can be seen in this following explanation.

The first from the students fifth semester of TBI 4 IAIN Padangsidimpuan named AM with Reg. Number 14 203 00002[2], based on

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[2]AM, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the twosyllable "beautiful" [bjutifl]. The respondents syllabifying it with [bjutiful].In thethree syllable "information' [infɔ:meiʃn], "beautifuli" [bjutifli], organize [ɔ:gənɒiz], organist [ɒgɒnist]. The respondents syllabifying it with [infɔ:meʃn], [bju:tifuli], [ɔ:gənɒiʒ], [ɒgɒnist]. In the Four syllable "informally" [infɔ:məli], "unbeautifully" [ʌnbjutifli] and "organization" [ɔ: gənɒizeiʃn]. the respondents syllabifying it with [infɔ:mæli], [ʌnbju:tifli], [əgənaijeiʃn]. Then in the Five syllable "informality" [infɔ:mæləti] and "disorganization" [disɔ:gənɒizeiʃn].the respondents syllabifying it with [infɔ:mæliti] and [disɔ:gənizeiʃion].

The second from the students fifth semester of TBI 4 IAIN Padangsidimpuan named AW with Reg. Number 14 203 00005[3] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "organize" [ɔ:gənɒiz] and "organist" [ɔ:gənist]. The respondents syllabifying it with [ɔ:gənəiz] and [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], "unbeautifully" [ʌnbju:tifli], "organization" [ɔ:gənaizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ʌnbjutifli], [əgənəizeiʃn].Then in the five syllable "informality" [infɔ:mæləti] and

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"disorganization" [disɔːgənɒizeiʃn]. The respondents syllabifying it with [infɔːmələti] and [disɔːgənəizeiʃn].

The third from the students fifth semester of TBI 4 IAIN Padangsidimpuan named AD with Reg. Number 14 203 00020[4] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "organize" [ɔːgənɒiz] and "organist" [ɔːgənist]. The respondents syllabifying it with [ɔːgənaiz] and [ɔːgəniʃ]. In the four syllable "informally" [infɔːməli] and organization [ɔgənaizeiʃn]. in the five syllable "informality" [infɔːmæləti] and "disorganization" [disɔːgənɒizeiʃn]. The respondents syllabifying it with [infɔːmæliti] and [disɔːgənaizeiʃn].

The fourth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named DG with Reg. Number 14 203 00022[5] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the one syllable until five syllable .the respondents wrong in anwer all the test.

The fifth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named DW with Reg. Number 14 203 00028[6] based on

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[4]AD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[5]DG, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[6]DW, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka,M.Hum , 2013.

the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the one syllable "form" [fɔ:m]. The respondents syllabifying it with [fo:m]. In the three syllable "organize" [ɔ:gənɒiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [ɔ:gənəiz], [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ɔ:gənəizeiʃn]. In the five syllable "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [disɔ:gənəizeiʃn].

The sixth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named FKD with Reg. Number 14 203 00038[7] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable " information" [infɔ:meiʃn], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ:məʃn], [ɔ:gəniʃ]. In the four syllable "organization" [ɔ:gənɒizeiʃn]. The respondents syllabifying it with [ɔ:gənəizeiʃn]. In the five syllable "informality" [infɔ:mæləti], "dis organization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:məliti], [disɔ:gənəizeiʃn].

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[7]FKD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka,M.Hum, 2013.

The seventh from the students fifth semester of TBI 4 IAIN Padangsidimpuan named FMD with Reg. Number 14 203 00039[8] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the three syllable " information" [infɔ:meiʃn], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ:məʃn], [ɔ:gəniʃ]. In the four syllable "organization" [ɔ:gənɒizeiʃn]. The respondents syllabifying it with [ɔ:gənəizeiʃn]. In the five syllable "informality" [infɔ:mæləti], "dis organization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:məliti], [disɔ:gənəizeiʃn].

The eighth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named HM with Reg. Number 14 203 00044[9] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the two syllable "beauty" [bju:ti]. The respondents syllabifying it with [bijuti]. In the three syllable "information" [infɔ:meiʃn], "beautiful" [bju:tifl]. The respondents syllabifying it with [infɔ:məiʃn], [bjutiful]. In four syllable "informally" [infɔ:məli], "beautifully [bju:tifli]. The respondents

[8]FMD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[9]HM, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

syllabifying it with [infɔːmeli], [bjuːtifuli]. In the five syllable "informality" [infɔːmælǝti]. The respondents syllabifying it with [infɔːmeliti].

The ninth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named ISS with Reg. Number 14 203 00055[10] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "information" [infɔːmeiʃn], organize [ɔːgǝnʋiz], "organist" [ɔːgǝnist]. The respondents syllabifying it with [infɔːmǝʃn], [ɔːgǝnaiz], [ɔːgǝiniʃ]. In the four syllable "organization" [ɔːgǝnʋizeiʃn]. The respondents syllabifying it with [ɔːgǝnizǝiʃn]. In the five syllable "informality" [infɔːmælǝti], "disorganization" [disɔːgǝnʋizeiʃn]. The respondents syllabifying it with [infɔːmǝliti], [disɔːgǝnǝizǝiʃn].

The tenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named LD with Reg. Number 14 203 00061[11] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the one syllable "beau" [bjuː]. The respondents syllabifying it with [biuː]. In the three syllable "beautifully" [bjuːtifli], "organize" [ɔːgǝnʋiz], "organist" [ɔːgǝnist]. The respondents syllabifying it with [bjutifli],

[10]ISS, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka,M.Hum, 2013.
[11]LD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka,M.Hum, 2013.

[ɔ:gənəiz],[ɔ:gənist]. In the four syllable "informally" [infɔ:məli]. The respondents syllabifying it with [[infɔ:mæli]. In the five syllable "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [disɔ:gənaizeiʃn].

The eleventh from the students fifth semester of TBI 4 IAIN Padangsidimpuan named MRA with Reg. Number 14 203 00079[12] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the three syllable "information" [infɔ:meiʃn], beautiful [bju:tifl], "organize" [ɔ:gənɒiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ:meʃn], [bju:tiful], [ɔ:gɔnɒiz], [ɒ:gɒnist]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ə:gənizeiʃn]. in the five syllable "informality" [infɔ:mælɜti], "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:mæliti], [disɔ:gənizeiʃn].

The twelfth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named MS with Reg. Number 14 203 00080[13] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the

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[12]MRA, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka,M.Hum, 2013.

[13]MS, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

three syllable "information" [infɔ:meiʃn], beautiful [bju:tifl], "organize" [ɔ:gənʋiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ:meʃn], [bju:tiful], [ɔ:gɔnʋiz], [ʋ:gʋnist]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənʋizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ə:gənizeiʃn]. in the five syllable "informality" [infɔ:mæləti], "disorganization" [disɔ:gənʋizeiʃn].The respondents syllabifying it with [infɔ:mæliti], [disɔ:gənizeiʃn].

The thirteenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named MD with Reg. Number 14 203 00082[14] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the one syllable until five syllable .the respondents wrong in anwer all the test.

The fourteenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named MKS with Reg. Number 14 203 00084[15] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "information" [infɔ:meiʃn], "beautiful" [bju:tifl], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ:məiʃen], [bju:tiful], [ɔ:dʒəinist]. In the four syllable "beautifully" [bju:tifli], "unbeautifully"

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[14]MD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[15]MKS, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[ʌnbju:tifli], "organization" [ɔ:gənɑizeiʃn]. The respondents syllabifying it with [bju:tifuli], [ʌnbju:tifuli], [ɔ:gənizəiʃen]. In the five syllable "unbeautfully" [ʌnbju:tifli], "disorganization" [disɔ:gənɑizeiʃn]. The respondents syllabifying it with [ʌnbju:tifuli], [disɔ:gənizəiʃən].

The fifteenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named MY with Reg. Number 14 203 00086[16] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "information" [infɔ:meiʃn], "beautiful" [bju:tifl], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ:məiʃen], [bju:tiful], [ɔ:dʒəinist]. In the four syllable "beautifully" [bju:tifli], "unbeautifully" [ʌnbju:tifli], "organization" [ɔ:gənɑizeiʃn]. The respondents syllabifying it with [bju:tifuli], [ʌnbju:tifuli], [ɔ:gənizəiʃen]. In the five syllable "unbeautfully" [ʌnbju:tifli], "disorganization" [disɔ:gənɑizeiʃn]. The respondents syllabifying it with [ʌnbju:tifuli], [disɔ:gənizəiʃən].

The sixteenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NS with Reg. Number 14 203 00091[17] based on the result test in syllabifying English words, with the total test 15 in

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[16]MY, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[17]NS, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

syllable. It can be found the variation of mistakes of the respondents. In the one syllable until five syllable .the respondents wrong in anwer all the test.

The eighteenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NDH with Reg. Number 14 203 00092[18] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "organize" [ɔ:gənɒiz] and "organist" [ɔ:gənist]. The respondents syllabifying it with [ɔ:gənaiz] and [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli] and organization [ɔgənaizeiʃn]. in the five syllable "informality" [infɔ:mæləti] and "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:mæliti] and [disɔ:gənaizeiʃn].

The nineteenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NLT with Reg. Number 14 203 00095[19] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the two syllable "beautiful" [bju:tifl]. The respondents syllabifying it with [bjutifl]. In the three syllable "beautifully" [bju:tifli], "organist" [ɔ:gənist]. The respondents syllabifying it with [bjutifli], [ɔ:gənist]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənɑizeiʃn]. The respondents

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[18]NDH, the fifth semester at TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[19]NLT, the fifth semester at TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

syllabifying it with [infɔ:mæli], [ɔ:gənaizeiʃn]. in the five syllable "informality" [infɔ:mæləti], "disorganization" [disɔ:gənɑizeiʃn]. The respondents syllabifying it with [infɔ:mæliti], [disɔ:gənaizeiʃn].

The twentieth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NSD with Reg. Number 14 203 00096[20] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the one syllable "beau" [bju:]. The respondents syllabifying it with [biu:]. In the three syllable "beautifully" [bju:tifli], "organize" [ɔ:gənɒiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [bjutifli], [ɔ:gənəiz],[ɔ:gənist]. In the four syllable "informally" [infɔ:məli]. The respondents syllabifying it with [[infɔ:mæli]. In the five syllable "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [disɔ:gənaizeiʃn].

The twenty-one from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NS with Reg. Number 14 203 00097[21] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "beautifully" [bju:tifli], "organize" [ɔ:gənɑiz], "organist"

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[20]NSD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[21]NS, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[ɔːgənist]. The respondents syllabifying it with [bjuːtifli], [ɔːgənəiz], [ɔːgəniʃ]. In the four syllable "informally" [infɔːməli], " organization" [ɔːgənɑizeiʃn]. The respondents syllabifying it with [[infɔːmæli], [ɔːgənəizeiʃn]. In the five syllable "informality" [infɔːmæləti], "disorganization" [disɔːgənɑizeiʃn]. The respondents syllabifying it with [infɔːmæliti], [disɔːgənəizeiʃn].

The seventeenth from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NH with Reg. Number 14 203 00100[22] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the three syllable "information" [infɔːmeiʃn], "beautifully" [bjuːtifli], "organist" [ɔːgənist]. The respondents syllabifying it with [infɔːməʃn], [bjutifli], [ɔːganiz]. In the four syllable "unbeautifully" [ʌnbjuːtifli], "organization" [ɔːgənɑizeiʃn]. The respondents syllabifying it with [ʌnbjuːtifli], [ɔːgənɑizeiʃn]. In the five syllable informality [infɔːmæləti], "disorganization" [disɔːgənɑizeiʃn]. The respondents syllabifying it with [infɔːmɑliti], [disɔːgənɑizeiʃn].

The twenty-two from the students fifth semester of TBI 4 IAIN Padangsidimpuan named NK with Reg. Number 14 203 00103[23] based on

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[22]NH, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[23]NK, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the three syllable "information" [infɔ:meiʃn], "beautifully" [bju:tifli], "organize" [ɔ:gənɑiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [infə:meiʃn], [bju:tifli], [ɔ:gənəiz], [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], " organization" [ɔ:gənɑizeiʃn]. The respondents syllabifying it with [[infɔ:mæli], [ɔ:gənəizeiʃn]. In the five syllable "informality" [infɔ:mæləti]. The respondents syllabifying it with [infɔ:mæliti].

The twenty-three from the students fifth semester of TBI 4 IAIN Padangsidimpuan named RH with Reg. Number 14 203 00125[24] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the one syllable "form" [fɔ:m]. The respondents syllabifying it with [fo:m]. in the three syllable "organize" [ɔ:gənʋiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [ɔ:gənəiz], [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənʋizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ɔ:gənəizeiʃn]. In the five syllable "disorganization" [disɔ:gənʋizeiʃn]. The respondents syllabifying it with [disɔ:gənəizeiʃn].

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[24]RH, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

The twenty-four from the students fifth semester of TBI 4 IAIN Padangsidimpuan named RA with Reg. Number 14 203 00118[25] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents.In the three syllable "organize" [ɔːgənʋiz], "organist" [ɔːgənist]. The respondents syllabifying it with [ɔːgənəiz], [ɔːgəniʃ]. In the four syllable "informally" [infɔːməli], "organization" [ɔːgənʋizeiʃn]. The respondents syllabifying it with [infɔːmæli], [ɔːgənəizeiʃn]. In the five syllable "disorganization" [disɔːgənʋizeiʃn]. The respondents syllabifying it with [disɔːgənəizeiʃn].

The twenty-five from the students fifth semester of TBI 4 IAIN Padangsidimpuan named RSL with Reg. Number 14 203 00126[26] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the one syllable until five syllable .the respondents wrong in anwer all the test.

The twenty-six from the students fifth semester of TBI 4 IAIN Padangsidimpuan named SD with Reg. Number 14 203 00134[27] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the three syllable "beautifully [bjuːtifli] "organize" [ɔːgənʋiz], "organist"

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[25]RA, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[26]RSL, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[27]SD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[ɔ:gənist]. The respondents syllabifying it with [bjutifli], [ɔ:gənəiz], [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ɔ:gənəizeiʃn]. In the five syllable "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [disɔ:gənaizeiʃn].

The twenty-seven from the students fifth semester of TBI 4 IAIN Padangsidimpuan named SA with Reg. Number 14 203 00141[28] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the two syllable "beauty" [bju:ti]. The respondents syllabifying it with [bijuti]. In the three syllable "beautifully [bju:tifli] "organize" [ɔ:gənɒiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [bjutifli], [ɔ:gənəiz], [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənɒizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ɔ:gənəizeiʃn]. In the five syllable "disorganization" [disɔ:gənɒizeiʃn]. The respondents syllabifying it with [disɔ:gənaizeiʃn].

The twenty-eight from the students fifth semester of TBI 4 IAIN Padangsidimpuan named WHD with Reg. Number 14 203 00151[29] based on the result test in syllabifying English words, with the total test 15 in

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[28]SA, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

[29]WHD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

syllable. It can be found the variation of mistakes of the respondents.In the three syllable "information" [infɔ:meiʃn], "organize" [ɔ:gənʋiz], "organist" [ɔ:gənist]. The respondents syllabifying it with [infɔ: məʃn] [ɔ:gənaʃ], [ɔ:gəniʃ]. In the four syllable "informally" [infɔ:məli], "organization" [ɔ:gənʋizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ɔ:gənəizeiʃn]. In the five syllable "disorganization" [disɔ:gənʋizeiʃn]. The respondents syllabifying it with [disɔ:gənəizeiʃn].

The twenty-nine from the students fifth semester of TBI 4 IAIN Padangsidimpuan named YPPD with Reg. Number 14 203 00154[30] based on the result test in syllabifying English words, with the total test 15 in syllable. It can be found the variation of mistakes of the respondents. In the two syllable "beautiful" [bjutifl). The respondents syllabifying it with [bjutiful]. In the three syllable "information' [infɔ:meiʃn], "beautifuli" [bjutifli], organize [ɔ:gənʋiz], organist [ʋgɒnist]. The respondents syllabifying it with [infɔ:meʃn], [bju:tifuli], [ɔ:gənʋiʃ], [ʋgɒnist]. In the Four syllable "informally" [infɔ:məli], "unbeautifully" [ʌnbjutifli]   and "organization"   [ɔ: gənʋizeiʃn]. The respondents syllabifying it with [infɔ:mæli], [ʌnbju:tifli], [əgənaizeiʃn]. Then in the Five syllable "informality" [infɔ:mæləti] and "disorganization" [disɔ:gənʋizeiʃn]. the respondents syllabifying it with [infɔ:mæliti] and [disɔ:gənizeiʃion].

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[30]YPPD, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

The thirty from the students fifth semester of TBI 4 IAIN Padangsidimpuan named YNL with Reg. Number 14 203 00155[31] based on the result test in syllabifying English words, with the total test 15 in syllable. it can be found the variation of mistakes of the respondents. In the three syllable "beautifully" [bjuːtifli], organize [ɔːgənʋiz], organist [ɔːgənist]. The respondents syllabifying it with [bjutifli], [ɔːgənəiz], [ɔːgənis]. In the four syllable "informally" [infɔːməli], unbeautifully [ʌnbjuːtifli]. The respondents syllabifying it with [infɔːmæli], [ʌnbjutifli]. In the five syllable "disorganization" [disɔːgənɑizeiʃn]. The respondents syllabifying it with [disɔːgənaizeiʃn].

The conclusion on the data analysis it appear that the students ability in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan. Particulary English language education study minus to syllabifying English words from on the description above, it can be seen that the students in syllabifying English words have a problem in transcription especially in nucleus (vowel sounds), it can be categorized that the students in language pronounciation English syllable of syllabifying English words ability is minus.

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[31]YNL, the fifth semester of TBI 4 IAIN Padangsidimpuan, document from Hamka, M.Hum, 2013.

3. The Reasons of students' problem in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan.

Based on the interview, the five students they are DeniGunawan, HabibatulMardiah, Muhammad Daud, NoviyanaSiregar and Rizki Sarah Lubis the fifth semester at TBI 4 In IAIN Padangsidimpuan. The reasons of students' problem it can be seen on the below:

First, DG is one of students the fifth semester of TBI 4[32]. He had 0 score with the fifteen total test in syllable , it can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondent said that the reasons the problem in syllabifying English words when transcribe the words and deciding the right syllable without looking dictionary.

Based on the result interview, the researcher concluded that respondent of DG, it is because he could not transcribe a words with the right in to syllable without looking dictionary to help her when transcribe a words.

Second, HM is one of students the fifth semester of TBI 4[33]. She had 2 score with the fifteen total test in syllable , it can be found the variation of mistakes of respondents in the one syllable until five syllable,

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[32]DG, the fifth semester of TBI 4 IAIN Pdangsidimpuan, interview, September, 2016.
[33]HM, the fifth semester of TBI 4 IAIN Pdangsidimpuan, interview, September, 2016.

the researcher found many mistakes in transcription especially in nucleus (vowel voice). After the researcher interview, respondents said that the reasons the problem in syllabifying English words when deciding the right syllable without looking dictionary and don't understand how to divided.

Based on the result interview, the researcher concluded that respondent of HM , it is because she could not deciding the right syllable without looking dictionary and don't understand how to divided.

Third, MD is one of students the fifth semester of TBI 4[34]. He had 0 score with the fifteen total test in syllable , it can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondents said thatthe reasons the problem in syllabifying English words when determine nucleus (vowel voice).

Based on the result interview, the researcher concluded that respondent of MD, it is because he could not determine nucleus (vowel voice) in syllabifying English words.

Fourth, NS is one of students the fifth semester of TBI 4[35]. She had 0 score with the fifteen total test in syllable , it can be found the variation of mistakes of respondents in the one syllable until five syllable, the

[34]MD, the fifth semester of TBI 4 IAIN Padangsidimpuan, interview, September, 2016.
[35]NS, the fifth semester of TBI 4 IAIN Padangsidimpuan, interview, September, 2016.

researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondents said that the reasons the problem in syllabifying English words when transcription, she was could not transcribe the word without looking dictionary when studied pronounciation they could not open dictionary.

Based on the result interview, the researcher concluded that respondent of NS , it is because he could not transcribe the word without looking dictionary when studied pronounciation they could not open dictionary.

The last, RSL is one of students the fifth semester at TBI 4[36]. She had 0 score with the fifteen total test in syllable , it can be found the variation of mistakes of respondents in the one syllable until five syllable, the researcher found many mistakes in transcription especially in nucleus (vowel voice) and coda. After the researcher interview, respondent said that he reasons the problem in syllabifying English words is she never understand about syllable because can not looking dictionary.

Based on the result interview, the researcher concluded that respondent of RSL, it is because she could not never understand about syllable because can not looking dictionary.

Based on the explanation above, the researcher concluded that from five students' the fifth semester at TBI 4 the reasons problem in syllabifying

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[36]RSL, the fifth semester of TBI 4 IAIN Pdangsidimpuan, interview, September, 2016.

English words it is because they could not transcribe a word and diciding the right syllables without looking dictionary.

Additionaly, based on the interview with the pronunciation lecturer of English education department IAIN Padangsidimpuan, the problems about students' could not transcribe a word and deciding the right syllables without looking dictionary, the lecturer said that they still have problem not in syllabification actually but have a problem in the segment of phoneme that is vowel and consonant. So, it means that students' problem not in looking could not looking dictionary but don't know the segment of phoneme that is vowel and consonant.

Based on the result of interview that were gave to the fifth semester at TBI 4 in IAIN Padangsidimpuan, there were many difficulties were appear such how to transcribe a word to the right syllable without looking to the dictionary. It is difficult for them to transcribe a word it how to differentiate the vowel sounds in nucleus. They are confused. So, it makes students are confuse to differentiate it, they are also said to be easy if they are when to transcribe a word looking to the dictionary.

While, based on the result interview with the pronounciation lecturer of English education department IAIN Padangsidimpuan, the problems dominantly done by the students in syllabifying English words can be seen from the segment of phoneme, phoneme they are vowel and consonant. They say have a problem in transcription it means the problem is not about

the syllabification, the problem still far at the beginning about segment the vowels and consonant.

In fact, this problem is faced not only common students, but also this problem faced by a lecturer. Actually, before come to syllable learning lecturer focus on segment on pronounciation practice class they are vowel and consonant. The students knowing the vowels and consonant make to the English standart not related to someone says, but related to standart. They can compare what they have transcribe to oxford dictionary then they said to the lecturer that the differences between what they have transcribe and looking from the oxford dictionary not to far this a little bit. So when they study syllable the missyllabifying cases the not focus on segment of pronunciation that is vowel and consonant. So, the reason students can not syllabifying English words in transcription without looking to the dictionary it is the problem still far at the beginning about segment the vowels and consonant.

From the explanation above, the researcher concluded thing made students thought syllabifying English words is difficult were transcribe a word to the right syllable especially in nucleus (vowel sounds). This was the general problem in syllabifying English words. For solving the problem, lecturers had the effort to focus on the segment of phoneme that is vowel and consonant before talk about syllable.

B. Discusssion

In this research, the researched students ability in syllabifying English words researcher wanted to know students ability in syllabifying English words the fifth semester of TBI 4 in IAIN Padangsidimpuan. Syllable ability would make the students were better in understanding message.

After analyzing the data, it was gotten that the students ability in syllabifying English words can be categorized minus the research was related to some previous research concluding the first a script of Tracey Elen Taylor " the effect of teaching two syllable types and one syllabication rule on the spelling achievement on the students with learning disabilities"[37]. Based on the research his Seven-fifth grade students with learning disabilities from western-lower Michigan participated in this study.The students were given a ten word spelling test on Monday of each week. To determine spelling achievement, the students were evaluated for both word accuracy and syllable accuracy. The results showed a substantial increase in spelling achievement for boththe closed syllable spelling test and the silent-e syllable spelling test.

The second, a script of Daniel Trinh "the role of the phonological in English word recognition" based on the research is experiment examined the

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[37]Tracey Elen Taylor, "the effect of teaching two syllable types and one syllabication rule on the spelling achievement on the students with learning disabilities" (script the graduate faculty at Grand Valley State University, 1997). http://scholarworks.gvsu.edu/theses/391/pdf, accessed at 30 ,juli, 2016 retrieved on 5 pm.

role of syllable during English visual word recognition.[38] He found indicates that English readers process phonological information early during word recognition, even during silent reading, the phonological processing does not seem to include syllable information. He found English readers do not parse words according to the Boos boundary or maximal onset boundary during word recognition. Based on research above, the researcher conclude that he had done research These findings present a challenge to the CDP++ model, which includes a graphemic parser that syllabifies disyllabic words according to the maximal onset principle. The current study presents the kind of data that are important to enhancing theories of English word recognition, and the refinement of computational models of multisyllabic word recognition.

C. Threats of the research

In this research, there were many threat that the researcher done in this research. The researcher was aware about that. It started from the title up to techniques of analyzing data. So the researcher knew that this researcher was so far from the perfect thesis the researcher done maximally to produce a good thesis but there were many threat anywereand researcher believed that nobody perfect in the world perfect justfor our god Allah SWT.

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[38]Daniel Trinh, "the role of phonological syllable in English word recognition".(script the universityofwesternOntario,2014).http://www.psychology.uwo.ca/faculty/lupker/conferences/presentations2013/trinh.pdf, accessed at 30 ,juli, 2016 retrieved on 5 pm.

In searching the data, there were many weakness of time because the students had activities. They have many task and it harden to the researcher to interview the students.While interviewing the researcher felt they less concentrate and serious in answer the researcher' question. So the researcher must be patient to confront them.

In this research, there were many problems but the researcher attempted to do the best as able as the researcher do. The researcher was aware all the things would want to be searched but to get the excellence result from the research were the threat of the researcher.

Eventhought there were so many problems but the researcher attempted to do the best so some weaknesses and decreases the meaning of this research were finished by consultation with the advisors because the good control from the pronounciation lecturers this research can be finished by the researcher.

CHAPTER V

CONCLUSIONS AND SUGGESTION

A. Conclusion

Based on the result after treating the collecting data, the next steps were taking the conclusions of this research. It is regarded important because it can be describe the final research itself. The conclusions of this research as following:

1. The students ability in syllabifying English words the fifth semester of TBI 4 IAINPadangsidimpuan was 34,22% and can be categorized low score. Based on the result found problems in two syllable (S^2) with the mean score is 60,00 can be categorized enough. Three syllable (S^3) with the mean score is 17,50 can be categorized very low. Four syllable (S^4) with the mean score is 8,89 can be categorized very lowand in five syllable (S^5) with the mean score is 6,67 can be categorized very low.

2. Based on the result the data analysis the it appear that the students ability in syllabifying English words the fifth semester of TBI 4 IAIN Padangsidimpuan,particulary English language education study low to syllabifying English words from on the description, the students in syllabifying English words have a problem in transcription a word to the right syllable especially in nucleus (vowel sounds).

3. The result interview students the fifth semester of TBI 4 IAIN Padangsidimpuan, the researcher concluded the difficulties of students when

syllabifying English words is to transcribe a word to the right syllable especially in nucleus (vowel sounds) because lack in practice syllabifying English words, low motivation, don't care when teacher explain the subject of syllable. The effort to solve it students enrich their practice about segment of phonemes that are vowel and consonant, Growing up the students' motivation to learn syllabifying English word.

B. Suggestion

To complete this research and after formulating the conclusions, the researcher wants to give the suggestions concern with the result of the research. It can be seen as follows:

1. The researcher on this occasion hopes to students of the fifth semester of TBI 4 to learn again about syllabifying especiallyin two syllable (S^2), three syllable (S^3), four syllable (S^4), and five syllable (S^5). It is to help them pronunciation be better.

2. Students of the fifth semester at TBI 4 have problem in Nucleus (vowel sounds). So the researcher hopes to students of the fifth semester of TBI 4 focused again in the segment of phonemes that are vowel and consonant. Because nucleus it is important thing in syllable.

3. To the English lecturers, the researcher hopes to motivate students the fifth semester of TBI 4 in learning syllabifying again and review about all of lesson related to pronunciation.

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CURRICULUM VITAE

A. Identity

Name	:	WILDA CHAIRANI RAMBE
Place and birthday	:	Padangsidimpuan, Juni 11th 1994
Sex	:	Female
Religion	:	Moslem
Address	:	Jln. Mustafa Hrp, Aek Tampang.

B. Parents

Father's name	:	Ahmad Jumadi Rambe
Mother's name	:	Nelli Ati Pane

C. Education Background

1. Elementary School at SD Negeri 200205 Aek Tampang, 2006
2. SMP Negeri 2 Padangsidimpuan, 2009
3. SMA Negeri 3 Padangsidimpuan, 2012

Student of English Section at State Institute for Islamic Studies (IAIN) Padangsidimpuan 2012-2016.

APPENDIX I

INTERVIEW QUESTION

I.   INTERVIEW TO THE STUDENTS

1. Have you studied of syllable?

2. What is the difficulties in syllabifying English words?

3. What kinds of problem dominant do in syllabifying English English words?

4. Why are the problem domiant?

APPENDIX II

INTERVIEW TO THE PRONOUNCIATION LECTURER

1. After the researcher interview 5 five students have a low ability the fifth semester at TBI 4, the five students said that they are difficulties in transcription when deciding the right syllable without looking dictionary, why like that?

2. How are you effort to solve the problem?

APPENDIX III

Written
Identifying sounds in a word to syllable :

1. a. form
   b. inform
   c. information
   d. informally
   e. informality

2. a. beau
   b. beauty
   c. beautiful
   d. beautifully
   e. unbeautifully

3. a. organ
   b. organize
   c. organist
   d. organization
   e. disorganization

APPENDIX IV

INTERVIEW ANSWER FROM THE FIFTH STUDENTS AT TBI 4 IN IAIN

PADANGSIDIMPUAN

The list of respondent's identity:

1. Name : Deni Gunawan

   Nim   : 14 203 00022

   The Question List

   1. Have you studied of syllable?

      Answer :

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

   2. What is the difficulties when you syllabifying English words?

      Answer :

      The difficulties when I syllabifying English words is deciding the right syllables without looking dictionary

   3. What kinds of problem dominant do in syllabifying English words?

      Answer :

      The problem dominant do in syllabifying English words when transcribe the words.

4. Why are the problem dominant?

   Answer :

   Because I don't understand how to transcribe the words without looking into

   dictionary.

The list of respondent's identity:

2. Name : Habibatul Mardiah

   Nim   : 14 203 00044

The Question List

1. Have you studied of syllable?

   Answer :

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

2. What is the difficulties when you syllabifying English words?

   Answer :

   The difficulties when I syllabifying English words is deciding the right
   syllable without looking dictionary.

3. What kinds of problem dominant do in syllabifying English words?

   Answer :

   The problem dominant do in syllabifying English words in written the
   transcription.

4. Why are the problem dominant?

   Answer :

   Because I don't understand how to devide the syllable without looking
   dictionary.

The list of respondent's identity:

3. Name : Muhammad Daud

   Nim   : 14 203 00082

   The Question List

   1. Have you studied of syllable?

      Answer :

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

   2. What is the difficulties when you syllabifying English words?

      Answer :

      The difficulties when I syllabifying English words is determine nucleus or vowel voice.

   3. What kinds of problem dominant do in syllabifying English words?

      Answer :

      The problem dominant do in syllabifying English words in written the transcription.

4. Why are the problem dominant?

   Answer :

   Because when I transcribe the words must be looking into dictionary, when studied pronounciation can not looking dictionary.

The list of respondent's identity:

4. Name : Noviyana Siregar

   Nim   : 14 203 00091

   The Question List

   1. Have you studied of syllable?

      Answer :

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

   2. What is the difficulties when you syllabifying English words?

      Answer :

      The difficulties when I syllabifying English words is deciding the right syllables without looking dictionary

   3. What kinds of problem dominant do in syllabifying English words?

      Answer :

      The problem dominant do in syllabifying English words in written the transcription.

   4. Why are the problem dominant?

      Answer :

      Because when I transcribe the words must be looking into dictionary, when studied pronounciation can not looking dictionary.

The list of respondent's identity:

5. Name : Rizki Sarah Lubis

    Nim   : 14 203 00126

The Question List

1. Have you studied of syllable?

    Answer :

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

2. What is the problem when syllabifying English words?

    Answer :

    The problem when I syllabifying English words is I never understand about syllable and write syllable.

3. What kinds of problem dominant do in syllabifying English words?

    Answer :

    The problem dominant do in syllabifying English words in written the syllable.

4. Why are the problem dominant?

    Answer :

    Because when I syllable the words I must looking dictionary. Because can not looking dictionary I never understand syllabifying English words.

APPENDIX V

INTERVIEW ANSWER FROM ENGLISH PRONOUNCIATION LECTURER

1. After the researcher interview 5 five students have a low ability the fifth semester at TBI 4, the five students said that they are difficulties in transcription when deciding the right syllable without looking dictionary, why like that?

   Answer :

   It means that when they can not transcribe a word and they just said dictionary to transcribe and they get the true transcription it means the still have problem not in syllabification actually have a problem the segment of phoneme, segment of phoneme they are vowel and consonant. So, when they say have a problem in transcription it means the problem is not about the syllabification, the problem still far at the beginning about segment the vowels and consonant.

2. How are you effort to solve the problem?

   Answer :

   To solve the problem, it must be studied from when the way when they would be in the third semester about pronounciation practice. So right now, I just focus on segment on pronounciation practice class they are vowel and consonant. I do not tell them about syllable, stress and intonation for pronounciation practice. I just focus on vowel and consonant. But after I ask the students right now not the students what you have a research. They have a new experience, such as knowing the vowels and consonant make to the English standart not related to someone

says, but related to standart. They can compare what they have transcribe to oxford dictionary then they said me that the differences between what they have transcribe and looking from the oxford dictionary not to far this a little bit and not the dominat problem. So it means thus the new one I focus on vowel and consonant in class pronounciation practice, but for phonetics and phonology class I will focus for them syllabification, stress and intonation at the beginning I talk them again and I will tell them again introduction for vowel and consonant but not to long, I will focus on syllables, stess and intonation.

The Score an Analysis on Students' Ability in Syllabifying English Words of the Fifth

Semester of TBI 4 in IAIN Padangsidimpuan

NO.	INITIAL NAME	1		2				3				4			5		TOTAL SCORE	PERCEN-TAGE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	AM	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
2	AW	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
3	AD	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	6	40.00
4	DG	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
5	DW	1	0	1	1	0	0	1	0	0	0	0	0	0	1	0	5	33.33
6	FKD	1	1	1	1	1	0	1	1	0	0	1	0	0	0	0	8	53.33
7	FM	1	1	1	1	1	0	0	1	0	0	0	0	0	1	0	7	46.67
8	HM	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	2	13.33
9	ISS	1	1	1	1	1	0	1	1	0	0	1	1	0	0	0	9	60.00
10	LD	1	0	1	1	1	0	1	0	0	0	0	0	0	1	0	6	40.00
11	MRA	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
12	MSW	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
13	MD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
14	MKS	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
15	MY	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
16	NS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
17	NH	1	1	1	1	1	0	1	0	0	0	1	0	0	0	0	7	46.67
18	NHDH	1	1	1	1	1	0	0	0	0	1	0	0	0	0	0	6	40.00
19	NM	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	7	46.67
20	NMSD	1	1	1	1	1	0	0	0	0	0	1	0	0	0	0	6	40.00
21	NS	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	6	40.00
22	NK	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
23	RH	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	5	33.33
24	RA	1	1	1	1	0	0	1	0	0	0	0	0	0	0	0	5	33.33
25	RSL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0.00
26	SD	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
27	SA	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
28	WHD	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	5	33.33
29	YPPD	1	1	1	1	0	0	1	1	0	0	0	0	0	0	0	6	40.00
30	YH	1	1	1	1	1	0	1	0	0	0	0	0	0	1	0	7	46.67
TOTAL		26	23	26	25	21	0	15	5	0	1	7	1	0	4	0	154	1026.67
		24.50		18.00				5.25				2.67			2.00			
MEAN SCORE		86.67	76.67	86.67	83.33	70.00	0.00	50.00	16.67	0.00	3.33	23.33	3.33	0.00	13.33	0.00		34.22
		81.67		60.00				17.50				8.89			6.67			

The researcher calculated the score by using the formula :
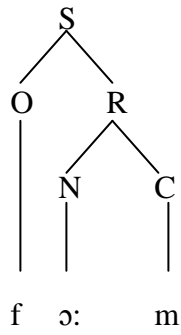
$$M = \frac{\sum X}{N}$$
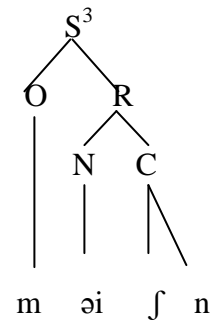
$$= \frac{1026.67}{30}$$

$$= 34.22$$
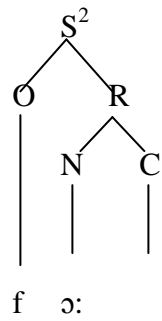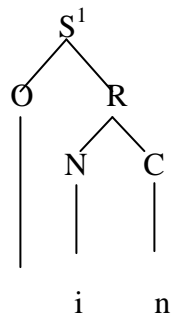
1. a. form [fɔ:m]   b. inform [in'fɔ:m]
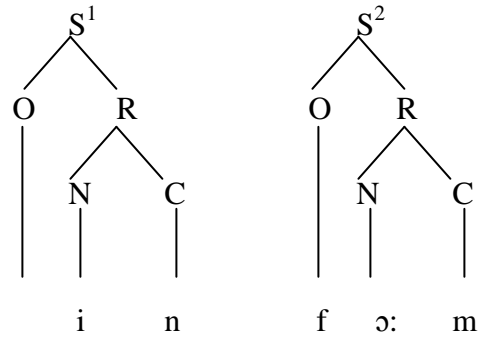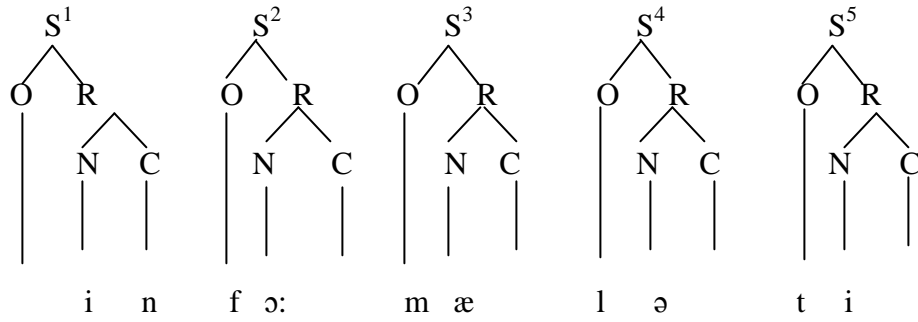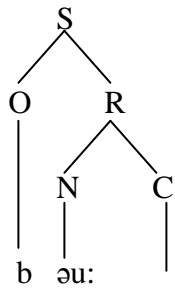
```
              S                                          S¹                      S²
            /   \                                      /   \                   /   \
          O      R                                   O      R                O      R
          |     / \                                  |     / \               |     / \
          |    N   C                                 |    N   C              |    N   C
          |    |   |                                 |    |   |              |    |   |
          |    |   |                                 |    |   |              |    |   |
          f    ɔ:  m                                 i    n                 f    ɔ:  m
```

c. information ['infɔ:'meiʃn]

```
              S¹                         S²                           S³
            /   \                      /   \                        /   \
          O      R                   O      R                     O      R
          |     / \                  |     / \                    |     / \
          |    N   C                 |    N   C                   |    N   C
          |    |   |                 |    |   |                   |    |  / \
          |    |   |                 |    |   |                   |    |  |  \
          i    n                     f    ɔ:                      m    əi  ʃ  n
```

d. informally [infɔ: məli]

e. informality [infɔ:mæləti]

2. a. beau [bəu:]

S
├── O
│   └── b
└── R
    ├── N
    │   └── əu:
    └── C

b. beauty [biu:ti]

S¹
├── O
│   └── b
└── R
    ├── N
    │   └── iu:
    └── C

S²
├── O
│   └── t
└── R
    ├── N
    │   └── i
    └── C

c. beautiful [biutiful]

S¹
├── O
│   └── b
└── R
    ├── N
    │   └── iu
    └── C

S²
├── O
│   └── t
└── R
    ├── N
    │   └── i
    └── C
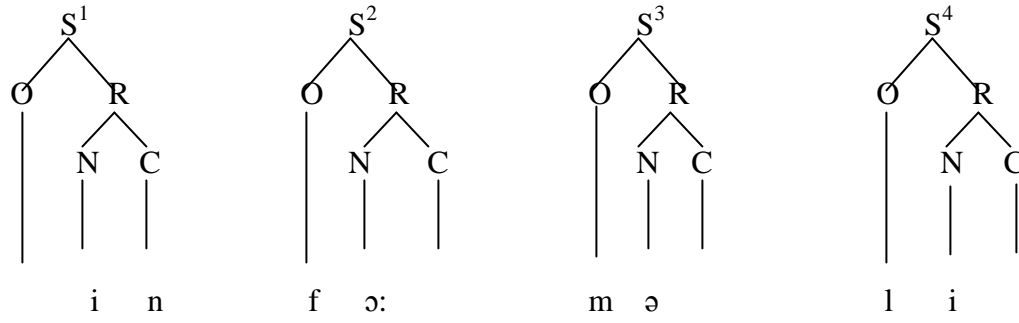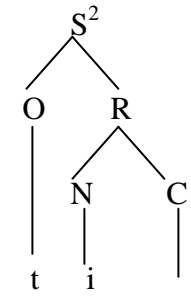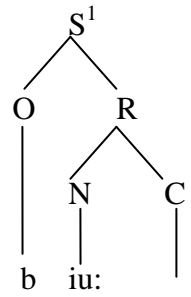
S³
├── O
│   └── f
└── R
    ├── N
    │   └── u
    └── C
        └── l
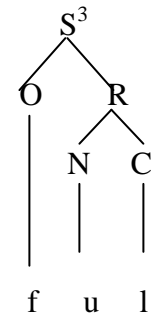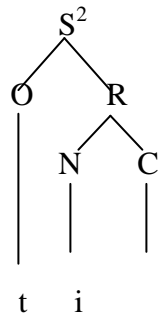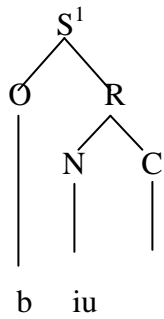
d. beautifully [biutifuli]
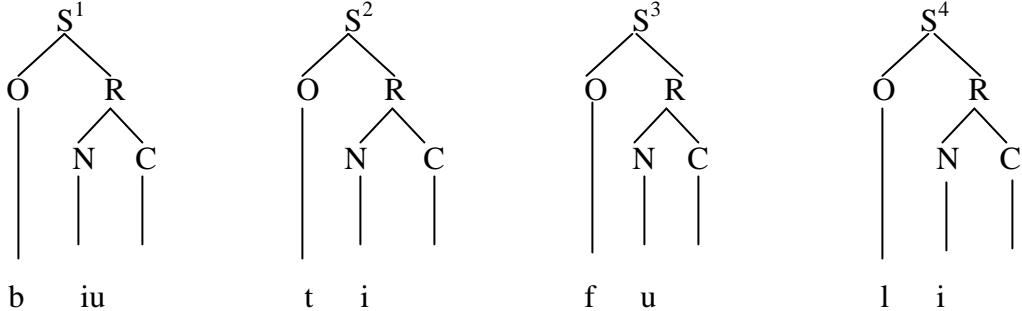
e. unbeautifully [ʌnbiutifuli]
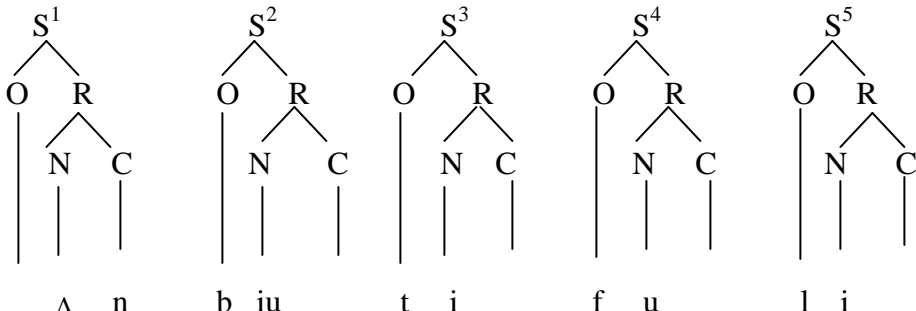
3. a. organ [ɔ:gən]
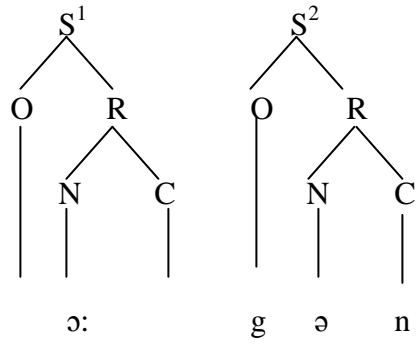
b. organize [ɔ:gənɒiz]
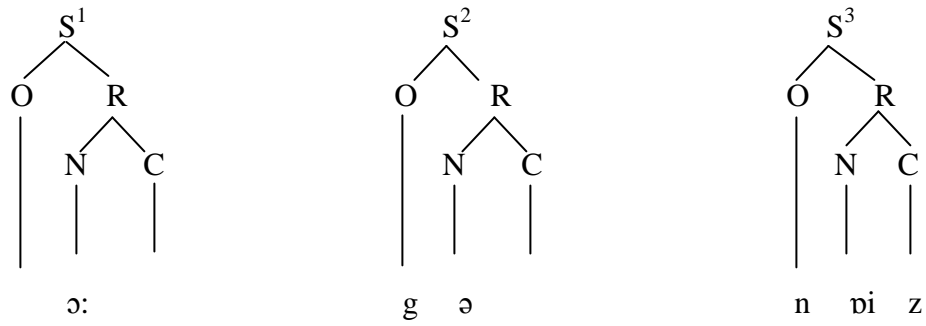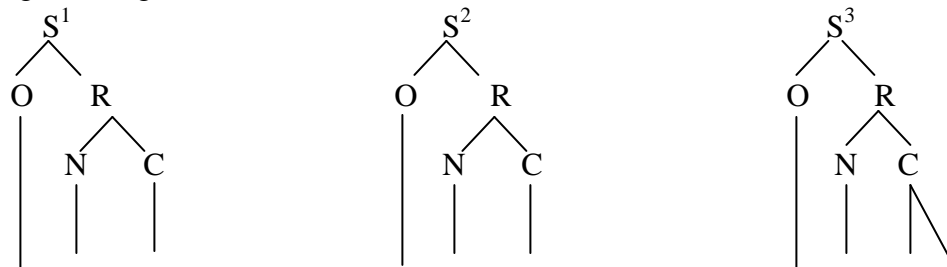
c. organist [ɔ:gənist]

ɔ: g ə n i s t

d. organization [ɔ:gənizeiʃn]

S¹ O R N C   ɔ:

S² O R N C   g ə

S³ O R N C   n i

S⁴ O R N C   z ei ʃ n

e. disorganization [disɔ:gənɒizeiʃn]

S¹ O R N C   d i s

S² O R N C   ɔ:

S³ O R N C   g ə

S⁴ O R N C   n i
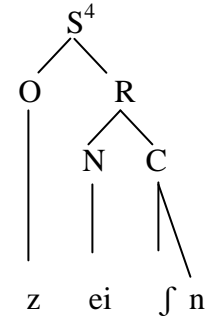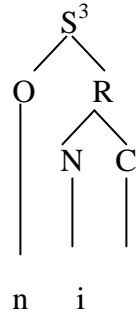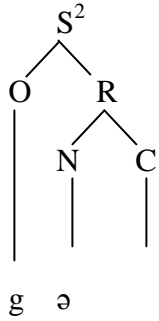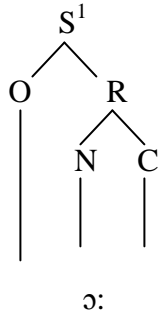
S⁵ O R N C   z ei ʃ n
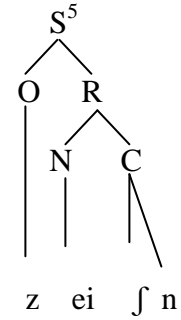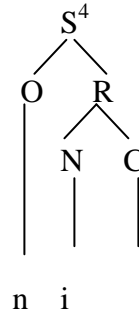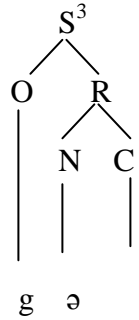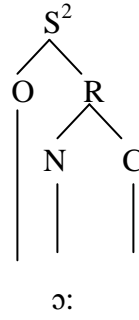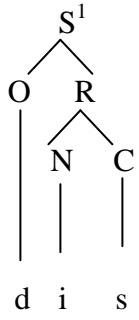
Interview with the fifth semester at TBI 4 in IAIN Padangsidimpuan

Interview with the Pronounciation Leturer
(Mr. Hamka M.Hum)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telephone (0634) 22080 Faximile (0634) 24022

SURAT KETERANGAN PENELITIAN
Nomor : 95 /In.14/E.6c/TL.00/11/2016

Ketua Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan menerangkan bahwa:

Nama : **WILDA CHAIRANI RAMBE**

NIM : 12 340 0080

Fakultas/Jurusan : Tarbiyah dan Ilmu Keguruan / TBI

Alamat : Jln. Mustofa Hrp, Aek Tampang

benar telah melakukan penelitian di Jurusan Tadris/Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidimpuan mulai tanggal 15 November 2016 sampai dengan 17 November 2016 dengan judul:

"An Analysis on Students' Ability in Syllabifying English Words the Fifth Semester at TBI-4 in IAIN Padangsidimpuan".

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

Padangsidimpuan, 18 November 2016
Ka. Jurusan TBI

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Nomor : B - 2446 /In.14/E.4c/TL.00/11/2016   17 Nopember 2016
Hal   : **Izin Penelitian**
          Penyelesaian Skripsi.

Yth. Ketua Jurusan TBI Fakultas Tarbiyah dan Ilmu Keguruan
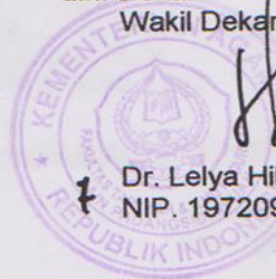IAIN Padangsidimpuan

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

Nama   : Wilda Chairani Rambe
NIM   : 123400080
Fakultas/Jurusan   : Tarbiyah dan Ilmu Keguruan/TBI
Alamat   : Jln. Mustafa Hrp, Aek Tampang

adalah benar Mahasiswa IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "An Analysis on Students' Ability in Syllbifying English Words the Fifth Semester at TBI-4 in IAIN Padangsidimpuan". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

Padangsidimpuan 17 Nopember 2016
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si.
NIP. 19720920 200003 2 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telephon 0634- 22080 Faximile 0634- 24022

Nomor	: In. 19/E.6a/PP.00.9/ /2016	Padangsidimpuan, 28 Juni 2016
Sifat	: Biasa	
Lamp	: -	
Perihal	: *Pengesahan Judul dan Pembimbing Skripsi*	

Kepada Yth Bapak/Ibu;

1. **Dr.Erawadi, M.Ag**   **(Pembimbing I)**
2. **Hamka, M.Hum**   **(Pembimbing II)**

di-

Padangsidimpuan

Assalamu' Alaikum Wr. Wb

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

Nama/NIM : Wilda Chairani Rambe/ 12 340 0080

Jurusan : Tadris Bahasa Inggris-2

Fakultas : Tarbiyah dan Ilmu Keguruan

JudulSkripsi :AN ANALYSIS ON STUDENTS' ABILITY IN SYLLABIFYING ENGLISH WORDS OF THE FIFTH SEMESTER OF TBI 4 IAIN PADANGSIDIMPUAN

      Demikianlah surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.
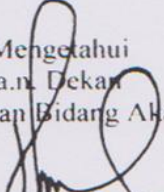
Ketua Jurusan Tadris Bahasa Inggris   Sekretaris Jurusan Tadris Bahasa Inggris

Rayendriani Fahmei Lubis, M. Ag   **Fitri Rayani Siregar, M. Hum**
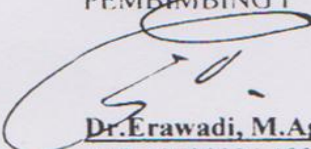NIP. 19710510 200003 2 001   NIP. 19820731 200912 2 004
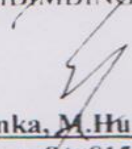
Mengetahui
a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Pernyataan Kesediaan Sebagai Pembimbing

BERSEDIA/TIDAKBERSEDIA   BERSEDIA/TIDAK BERSEDIA
PEMBIMBING I   PEMBIMBING II

Dr.Erawadi, M.Ag   **Hamka, M.Hum**
NIP.19720326 199803 1 002   NIP. 19840815 200912 1 005