



**STUDENTS' ABILITY IN PRONUNCITION AT STATE
JUNIOR HIGH SCHOOL 8 PADANGSIDIMPUAN**

A THESIS

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

By :

NOVA SUGYARTI SIBORO

Reg. No: 08 340 0025

ENGLISH EDUCATION STUDY PROGRAM

**TARBIYAH DEPARTEMENT
STATE COLLEGE FOR ISLAMIC STUDIES**

(STAIN)

PADANGSIDIMPUAN

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Padangsidimpuan, 07 Juni 2013
Kepada Yth.
Bapak Ketua STAIN Padangsidimpuan
di.
Padangsidimpuan

Assalamu 'alaikum wr.wb.

Setelah membaca, meneliti dan memberikan saran-saran untuk perbaikan seperlunya terhadap skripsi a.n. Nova Sugiarti Siboro, yang berjudul “Students Ability In Pronunciation At State Junior High School 8 Padangsidimpuan”, maka kami berpendapat bahwa skripsi ini sudah dapat diterima untuk melengkapi tugas-tugas dan memenuhi syarat-syarat untuk mencapai gelar Sarjana Pendidikan Islam dalam Ilmu Tarbiyah pada Jurusan Tarbiyah STAIN Padangsidimpuan.

Untuk itu dalam waktu tidak beberapa lama, kami harapkan saudara tersebut dapat dipanggil untuk mempertanggung jawabkan skripsinya dalam sidang munaqasyah.

Demikian dan atas perhatian Bapak, kami ucapkan terima kasih.

Wassalamu 'alaikum wr.wb.

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Dengan ini menyatakan menyusun skripsi sendiri tanpa meminta bantuan tidak sah dari pihak lain, kecuali arahan tim pembimbing dan tidak melakukan plagiasi sesuai dengan Kode Etik Mahasiswa pasal 14 ayat 2.

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DECLARATION OF SELF THESIS COMPLETION

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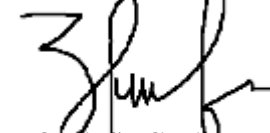
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JUNIOR HIGH SCHOOL 8 PADANGSIDIMPUAN**

**Ditulis oleh : NOVA SUGYARTI SIBORO
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Telah dapat diterima sebagai salah satu syarat memperoleh gelar
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In the name of Allah, the beneficent and the merciful

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

This thesis is submitted to the English Study Program Tarbiyah Department STAIN Padangsidempuan as a Partial Fulfillment of the Requirements for the Degree of Islamic Educational Scholar (S.Pd.I) in English Program.

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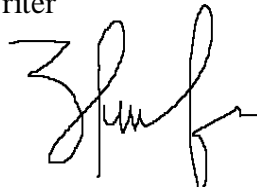
1. Dr. H. Ibrahim Siregar, S.Ag., MCL, as the headmaster of State College for Islamic Studies Padangsidempuan.
2. Mrs. Hj. Zulhimma, S.Ag., M.Pd, as the chief of Tarbiyah Faculty.
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The writer realizes this thesis is not perfect. Therefore, critics and suggestions are really needed to make this thesis is better.

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Writer



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ABSTRACT

This research is about the students’ ability in pronunciation. The formulation of the problem was talking about the: students’ ability in mastering pronunciation at State Junior High School 8 Padangsidimpuan, the difficulties that usually faced by the grade VII in State Junior High School 8 Padangsidimpuan. This research intended to describe the students’ ability in pronunciation at State Junior High School 8 Padangsidimpuan, to know the difficulties that usually faced by the grade VII students’ of State Junior High School 8 Padangsidimpuan in mastering pronunciation.

The kind of this research was quantitative research by using descriptive method. The population of this research was all of Grade VII of students in State Junior High School 8 Padangsidimpuan, the total of population was 320 students. Then, the sample of research was 32 students. Next, this research used test as instrument. Test about the students’ ability in pronounce English consonants. To analysis the data, the researcher used formulation mean score.

Based on the result of research, researcher found that the students’ ability in pronunciation at grade VII in State Junior High School 8 Padangsidimpuan was categorized enough score. In this occasion, mean score of pronunciation ability = 64.68%. The difficulties of grade VII students of State Junior High School 8 Padangsidimpuan in mastering pronunciation are: The students weakness of ability in pronounce: θ , δ , z , $tʃ$, $dʒ$, η , y , w . And the students strengths in pronounce: p , b , f , v , t , d , m , n , z , s , $ʃ$, k , g , h , l , r .

CURRICULUM VITAE

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C. Brother / sister

Brother's name : BAMBANG WIBOWO SATYA WIRA SIBORO
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3. Graduated from Senior High School / SMA Negeri 3Padangsidimpuan in 2005-2008
4. Be University student in STAIN Padangsidimpuan.

APPENDIX 1

LIST OF TEST

A. Introduction

1. The instrument is used to find out the students' abilities in pronunciation mastery. So, do by yourself.
2. Your answer will be kept for its confidentiality.

B. Guideline

1. If you have a question, ask to the researcher.
2. Time is given for 60 minutes only.

C. Indicator

1. Score of every item is 1.
2. Score of all items is 100

Name :
Class :

The questions list to know the students mastery of pronunciation

Pronounce and answer the suitable of phonetic symbol from this word bellow:

- | | |
|----------------------|---------------------|
| 1) Please / / | 10) Fifty / |
| / | |
| 2) Purple / / | 11) Raffle / |
| / | |
| 3) Apple / / | 12) Off / / |

- | | | | | |
|-------------------|---|---|---------------------|---|
| 4) Grape | / | / | 13) Vanilla | / |
| | / | | | |
| 5) Book | / | / | 14) Seven | / |
| | / | | | |
| 6) Noble | / | / | 15) Heavy | / |
| | / | | | |
| 7) Cabbage | / | / | 16) Five | / |
| | / | | | |
| 8) Web | / | / | 17) Thirty | / |
| | / | | | |
| 9) Five | / | / | 18) Nothing | / |
| | / | | | |
| 19) Author | / | / | 42) Please | / |
| | / | | | |
| 20) Path | / | / | 43) She | / |
| | / | | | |
| 21) They | / | / | 44) Mushroom | / |
| | / | | | |
| 22) Father | / | / | 45) Pressure | / |
| | / | | | |

23) Autumn	/	/	46) Radish	/
	/			
24) Breathe	/	/	47) Cache	/
	/			
25) Ten	/	/	48) Genre	/
	/			
26) Autumn	/	/	49) Seizure	/
	/			
27) Eighty	/	/	50) Fissure	/
	/			
28) Freight	/	/	51) Garage	/
	/			
29) Dish	/	/	52) Cheers	/
	/			
30) Widow	/	/	53) Artichoke	/
	/			
31) Adding	/	/	54) Picture	/
	/			
32) Guide	/	/	55) March	/
	/			

33) Center	/	/	56) Jump	/
	/			
34) Massage	/	/	57) Major	/
	/			
35) December	/	/	58) Badger	/
	/			
36) House	/	/	59) Cage	/
	/			
37) Miss	/	/	60) Bridge	/
	/			
38) Zero	/	/	61) King	/
	/			
39) Exit	/	/	62) Baker	/
	/			
40) Jazz	/	/	63) Rocket	/
	/			
41) Fuzzy	/	/	64) Pink	/
	/			
65) Good	/	/	88) Beautiful	/
	/			
66) Exotic	/	/	89) Hot	/
	/			
67) Foggy	/	/	90) History	/
	/			

68) Drag	/	/	91) Mishap	/
/				
69) May	/	/	92) Ahead	/
/				
70) Humid	/	/	93) Look	/
/				
71) Summer	/	/	94) Eleven	/
/				
72) Lamb	/	/	95) Fall	/
/				
73) Knife	/	/	96) Hello	/
/				
74) Raining	/	/	97) Red	/
/				
75) Sunny	/	/	98) Orange	/
/				
76) Green	/	/	99) Merry	/
/				
77) Singer	/	/	100) Purr	/
/				
78) Finger	/	/		
79) Spring/	/	/		
80) Thing	/	/		
81) Winter	/	/		
82) What	/	/		
83) Snowing	/	/		
84) Nowhere	/	/		
85) Yellow	/	/		
86) Unite	/	/		
87) Mayor	/	/		

APPENDIX 2

THE KEY ANSWER FOR MASTERING PRONUNCIATION

	Initial	Internal	Final
P	<u>please</u> (plɪz)	<u>purple</u> (pɜːpəl)	<u>grape</u> (greɪp)
		<u>apple</u> (æpəl)	
B	<u>book</u> (bʊk)	<u>noble</u> (nəʊbəl)	<u>web</u> (wɛb)
		<u>cabbage</u> (kæbɪdʒ)	
F	<u>five</u> (faɪv)	<u>fifty</u> (fɪfti)	<u>off</u> (ɔf)
		<u>raffle</u> (ræfəl)	
V	<u>vanilla</u> (vənɪlə)	<u>seven</u> (sɛvən)	<u>five</u> (faɪv)
		<u>Heavy</u> (heɪəvi)	
θ	<u>thirty</u> (θɜːti)	<u>nothing</u> (nʌθɪŋ)	<u>path</u> (pæθ)

		<u>Author</u> (ɔtθhʊɪ)	
ð		<u>father</u> (fɑðʊɪ)	
	<u>they</u> (ðeɪ)	<u>autumn</u> (ɔtəm)	<u>breathe</u> (brið)
T	<u>ten</u> (tɛn)	<u>autumn</u> (ɔtəm)	<u>freight</u> (freɪt)
		<u>eighty</u> (eɪti)	
D	<u>dish</u> (dɪʃ)	<u>widow</u> (wɪdʊ)	<u>guide</u> (gaɪd)
		<u>adding</u> (ædɪŋ)	
S	<u>center</u> (sɛntɪ)	<u>massage</u> (məsæʒ)	<u>house</u> (haʊs)
		<u>December</u> (dɪsɛmbɪ)	<u>miss</u> (mɪs)
Z	<u>zero</u> (zɪə)	<u>exit</u>	<u>jazz</u> (dʒæ)

(ɛgzɪt) z)

fuzzy (fʌzi) please (plɪz)

ʃ she (ʃi) mushroom (mʌʃrum) radish (rædɪʃ)

pressure (prɛʃʊɹ) cache (kæʃ)

ʒ genre (ʒɑnrə) seizure (siʒʊɹ) garage (gərəʒ)

fissure (fɪʒʊɹ)

tʃ cheers (tʃɪs) artichoke (ɑrtɪtʃoʊk) March (mɑrtʃ)

picture (pɪktʃʊɹ)

dʒ jump (dʒʌmp) major (meɪdʒʊɹ)

badger cage (keɪdʒ)

(bædʒʊ)

bridge
(brɪdʒ)

K king baker pink
(kɪŋ) (beɪkə) (pɪŋk)

rocket
(rɒkət)

G good exotic drag
(gʊd) (ɛgzɒtɪk) (dræg)

foggy
(fɒgi)

M May humid lamb
(meɪ) (hjuːmɪd) (læm)

summer
(sʌmə)

N knife raining green
(naɪf) (reɪnɪŋ) (grɪn)

sunny

(sʌni)

D singer spring
(sɪŋɜː) (sprɪŋ)

pink
(pɪŋk)

W winter snowing
(wɪntɜː) (snəʊwɪŋ)

what nowhere
(wʌt) (nəʊweɪ)

J yellow mayor
(jɛləʊ) (meɪɔː)

unite beautiful
(juːnɪt) (bjutɪfəl)

H mishap
(mɪʃæp)

hot
(hɒt)

ahead
(əheɪd)

History

(hɪstɔːri)

L look eleven fall
(lʊk) (əlevən) (fɔːl)

hello
(hɛləʊ)

r red orange purr
 (rɛd) (ɔɪəndʒ) (pʊɹ)

merry
(mɛɹi)

APPENDIX 3

The researcher calculated the score by using the formula:

$$\frac{\sum \text{score}}{\sum \text{responden} \times \sum \text{item} \times \text{nilai item tertinggi}} \times 100 \%$$
$$= \frac{2070}{32 \times 100 \times 1} \times 100 \%$$
$$= \frac{2070}{3200} \times 100 \%$$
$$= 64,68 \%$$

CHAPTER I

INTRODUCTION

A. Background of the Problem

Pronunciation is an essential part in a language, for the nature of language is spoken. But, most learners of English in the environment where a research was undertaken faced problems with the pronunciation of English. The important of pronunciation as a subcomponent of language skills is one of a number of serious problems faced by the learners of English as a foreign language.

The first important of pronunciation is to improving intelligibly ways of speaking. Lessons should engage learners in using sounds in more personalized ways and through more spontaneous ways of speaking. Being able to produce sounds in isolation is a far cry from being ability to use them intelligibly in connected streams of speech.

The second important of pronunciation is to keep affective considerations firmly in mind. It is essential to realize that pronunciation practice normally takes place in front of other students and teacher. This is an area in which teacher need to provide learners with generous degrees of effective support.

The third important of pronunciation is way to provide feedback on learner progress. Teachers need to support learners' efforts, guide them, and provide cues for improvement. Such feedback can be provided by you as the

classroom teacher, by peers, and through self-awareness training in conjunction with live analysis.

Practice is the key word for the four basic skills in English. Concerning with the speaking skill, the learners of English as the foreign language have to be able to pronounce the English vocabulary correctly when they practice this language. So, the problem is how well they pronounce all vocabularies which they use, so that their audience can understand what they mean. Mispronunciation will make miscommunication.

In fact, this problem is faced not only common speaker, but also this problem often faced by many students at State Junior High School 8 Padangsidimpuan. According to English teacher at State Junior High School 8 Padangsidimpuan said that the student cannot speak English well. The students pay full attention to the teacher and the subject. Among all of the problems, the most serious one is about pronunciation. The students tend to pronounce the English vocabularies as the phenomenon above. Mispronunciation is something happens frequently.

Actually, English language learning process is still un-effective. Most of students are not interested in learning English language. They say that English are not same as words writing and pronunciations. So, the students often get the difficulties in pronunciation. Student laziness to practice English words

pronunciation and makes them less self confidence in learning English especially in speaking. They would rather to keep silence than to try.

The researcher would like to give an example as the illustration of the pronunciation problem of the students. One of the students wants to make sure whether his friend will come today or no. He says '**Are you going here to die?**' Actually he wants to ask '**Are you going here today?**', but he mispronounces **day** as **die**.

He pronounces the word day as [dai] because he is influenced by his habit reading the word in the Indonesian language, there is no difference between spelling and pronunciation in Indonesian as their mother tongue. They tend to pronounce the words they use as what the spelling are. The mispronunciation cases as the example above happen frequently.

One way is to give learners opportunities to voice what they believe to be their strengths as speakers of English. Alternatively, teachers can ask learners to discuss problem areas and frustrations. The learners will be able to figure out how to pronounce English well with the place pronunciation teaching and with the problem solving. Lessons challenge learners to mimic, memorize, and in other ways practice language samples to the point of being able to reproduce them automatically. A problem is that learners differ in how effectively they are able to really listen to and discern the sound system of a new language.

Based on this case, the writer feels that this problem need to be researched, therefore the writer wants to conduct a research about “STUDENTS’ ABILITY IN PRONUNCIATION AT STATE JUNIOR HIGH SCHOOL 8 PADANGSIDIMPUAN”.

B. Identification of the Problem

Based on the researchers’ observation for students at State Junior High School 8 Padangsidimpuan the researcher found that students got difficulties in speaking, thus they are not interested in learning it. They regarded speaking as a difficult lesson because they just did not know the words or grammar they needed to express. There are many problems in the field of the students’ pronunciation in speaking. The first, mispronunciation is something happens frequently. The second, students tend to pronounce the words they use as what the spelling of the word. The last, students still have less problem pronunciation in differencing between spelling and pronunciation in Indonesian as their mother tongue.

C. Limitation of the Problem

Based on above identification of the problem, the researcher needs to limit of the problem which would be investigated. There are many problem includes in English pronunciation. It is impossible to research all, because of the limitation of the writers’ time, ability, and cost, so that the writer focus on describe of the

students' mastery in pronounce English Consonants treated by grade VII at State Junior High School 8 Padangsidimpuan 2012/2013 Academic Year.

D. Formulation of the Problem

To make the problem in this research clearer, the researcher formulates based on the background and identification above, where the problem are formulated to represent component of problem in order to state the problems in relation with them. Based on the above identification, the researcher formulates the problem as follows:

1. How is the students' ability to pronounce English Consonants at State Junior High School 8 Padangsidimpuan?
2. What are the student weakness and strengths English pronunciation at State Junior High School 8 Padangsidimpuan?

E. Purpose of the Research

Purpose is reason for which something is done or made and the ability to form plans and carry them out. So, the purpose of this research is based on the research question above:

1. To describe the students' ability in pronounce English Consonants at State Junior High School 8 Padangsidimpuan.

2. To described the students' weaknesses and strengths English pronunciation at State Junior High School 8 Padangsidimpuan.

F. Significance of the Research

There are many significances of this research, parts of them such as: to evaluate the researcher especially and whoever wants to be good speech, its mean the researcher self still lack of good pronounce, and often accept what is in print as true, without considering what she speaks with what she has pronounce.

Besides that, to motivate the students' to be more careful and selective in everything, sometimes students act without considering, whether it is good for them or not, so that, through the result of this research, can be used to make them more careful and selective to do or choose everything, and able to differ the best improving their quality of teaching pronounce English language.

The information that is acquired from this research can be used and considered by the lecturers as educators, from this research, the lecturers can see as far as their students' in ability something , especially in material of learning.

Last, as consideration and as example to make and help the next researcher easier, if they will do the case or research that is similar to this research.

G. Definition of Key Terms

To avoid ambiguity, there are the writer states some important terms as follow:

1. Students

According to Hornby states that the student is a person is studying at school or college¹. While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.² According to Ramayulisthat student is the member of society that effort to develop his/her self through education level process and kind of certain education.³ So, based of those definitions above, the writer concludes that the student is a person on grade of elementary, junior and senior high school not only on the formal educational institution but also on the informal educational. The student in this research is a person who studies at the VII Grade in State Junior High School 8 Padangsidempuan.

2. Ability

In Indonesian dictionary state that kemampuan adalah kesanggupan, kekuatan untuk melakukan sesuatu, kekayaan yang dimiliki (ability is power or a

¹A.S. Hornby. *Oxford's Learner's Pocket Dictionary*, (New York: Oxford University, 2003), p. 482.

²Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa. *Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

³Ramayulis. *Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

mental have someone to do something, a property that people).⁴ Ability is physical, mental or legal to perform (he has ability to accomplish whatever he sets his mind to).⁵ Based on definitions above, the researcher concludes that ability is a power or mental having someone to do something by hard.

3. Pronunciation is great skill in language to speak a word language.

While Nunan said that, the pronunciation is more than precise enunciations of individual vowel and consonant sound, but includes broader dimensions of spoken language such as speed of speech, tone, pausing patterns, intonation, and even the use of our whole bodies as complementary tools for getting spoken messages across.⁶

⁴Tim Prima Pena. *Kamus Besar Bahasa Indoensia*, (TT: Gita Media Press, tt), p. 511.

⁵A. Merriam Webster. *Webster's Collegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 33.

⁶David Nunan. *Practical English Language Teaching*, (America: The Mc Grow Hill Companies, 2003), p. 126.

H. Outline of Thesis

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

In chapter one, it is consist of background of problem, identification of problem, limitation of problem, focus of problem, purpose of research, significances of research, and definition of key terms, and outline of thesis.

In chapter two, it is consist of theoretical description, review of related finding and conceptual framework.

In chapter three, it is consist of research methodology. Research methodology consists of time and place of research, research design, population and sample, instrument, validity of instrument, technique of collecting data, and technique of data analysis.

In chapter four, it is consist of data analysis. It consists of description of data, discussion, and the treats of research.

And the last chapter, it is chapter five. Consist of closing; it is consists of conclusion and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

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

A. Theoretical Description

1. Definition of Students' Ability

Student is a person who is studying in a university or college.¹ While in Indonesia dictionary the student is a learner especially on the grade of elementary, junior and senior high school.² According to Ramayulis that student is the member of society that effort to develop his/her self through education level process and kind of certain education.³

So, based on above those definitions, the researcher concludes that the student is a person who lives together and studies in formal education and how is their relation as a member of society to develop education level process.

Then A.S. Hornby stated that ability is able to do, or a level of skill or intelligence.⁴ On Indonesia dictionary state that kemampuan adalah kesanggupan,

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

²Tim Penyusun Kamus Pusat Pembinaan dan Pengembangan Bahasa.*Kamus Besar Bahasa Indonesia*, (Jakarta: Balai Pustaka, 2001), p. 1077.

³Ramayulis.*Ilmu Pendidikan Islam*, (Jakarta: Kalam Mulia, 2010), p. 169.

⁴A.S.Hornby. *Op. Cit.*, p. 502.

kekuatan untuk melakukan sesuatu, kekayaan yang dimiliki (ability is power or a mental have someone to do something, a property that people). While A. Merriam Webster stated that ability is physical, mental or legal to perform (he has ability accomplish whatever he sets his mind to).⁵

Ability is the power to do something physical or mental. Means that we do something consist of physical or mental achievement. It' also can be determined as a skills, expertness or talent.⁶So, ability is a power, capacity or mental to do something.

Based on above those definitions, the researcher concludes that the students' ability is a power level of skill or intelligence of a person who is studying in a university or college in performing something.

2. Definition of Pronunciation

There are many definition about pronunciation, they are:

Pronunciation is way in which a language or a particular word or sound is spoken.⁷ According to A.S. Hornby said that pronunciation is the way a person speaks the words of a language, but it is improving.⁸ Pronunciation is the way a certain sound or sounds are produced.⁹ In other books, pronunciation is defined as

⁵A. Merriam Webster. *Webster's Collegiate Thesaurus*, (USA: Massa Chusetts, 1976), p. 33.

⁶Victoria Neufelat, David B. Guralmik. *Webstren New World Collage Dictionary* (USA: MacMillan, 1995), p. 2.

⁷ Oxford Learner's Pocket Dictionary, (London: Oxford University Press, 1991), p. 343.

⁸Ibid., p. 721.

⁹ Jack C. Richards et al. (*Longman Dictionary of Language Teach and Applied Linguistics* Longman, n.y) p. 296.

“A way of speaking a word, especially a way that is accepted or generally understood”.¹⁰ So Pronunciation is the way that the writer used by students to repair pronunciation better.

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

3. Sounds of the Pronunciation

There are two sounds of pronunciation, like segmental and supra segmental.

a. Segmental¹¹ also divided in three items such as:

1) Vowel

Vowel is sounds which are made without and kind of closure to the escape of air through the mouth. The tongue plays an essential role in forming vowels.

The English vowel is classified in three factors:

¹⁰Bolinger. *D.Aspect of Language*, (New York: Harcourt Brace Jovanovich, 1968), p. 51.

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

- a. The position of the tongue
- b. The height of the tongue raised
- c. The shape of the lip

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

The terms high, mid, and low refer to the difference in tongue height. High vowels are made with the greatest bunching of the tongue; low vowels are made with the least amount of bunching or arching. Mid vowels are made with a degree of tongue bunching somewhere between the high and low positions. The vowel /i:/ in **seat**, /e:/ in **set**, and /æ:/ in **sat** the position tongue arch moving progressively from a high to a mid to a low position.

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

2) Consonant

Consonant are the speech sounds which are produced with some kind of closure in the mouth, restricting the escape of air. According to Zainuddin, consonant are sounds produced by obstructing the stream of air coming out from the lungs by organs of speech somewhere in the mouth or nose.¹²The English consonants are classified according to the place of articulation and the manner of articulation.

Example:

- | | |
|---------------|-------------------|
| 1. /p/: pin | 13. /ʃ/: she |
| 2. /b/: but | 14. /ʒ/: pleasure |
| 3. /t/: time | 15. /tʃ/: chair |
| 4. /d/: do | 16. /dʒ/: judge |
| 5. /k/: come | 17. /h/: have |
| 6. /g/: go | 18. /m/: man |
| 7. /f/: fine | 19. /n/: nose |
| 8. /v/: vine | 20. /ŋ/: sing |
| 9. /θ/: thin | 21. /l/: land |
| 10. /ð/: they | 22. /r/: run |
| 11. /s/: sit | 23. /w/: win |
| 12. /z/: zoo | 24. /y/: yes |

The English consonants according to the place of articulation and the manner of articulation:

¹²Zainuddin. *English Pronunciation for Indonesian Students*, (Padng: FBSS Universitas Negeri Padang, 2002), p. 40.

a) Stops

Stops are sounds which are produced by stopping the air somewhere in the mouth or vocal passage and releasing it suddenly /p/ and /b/ are bilabial stops; /p/ is a voiceless bilabial stop and /b/ is a voiced bilabial stop. The other consonants are /t/, /d/, /k/, /g/.

b) Affricates

Affricates are sounds which are made up of two parts; a stop and a fricative. They are made by briefly stopping the airstream completely and then releasing the articulators slightly so that friction is produced. English has two affricates: /tʃ/ and /dʒ/.

c) Fricatives

Fricatives are sounds which are made by forming a nearly complete stoppage of the airstream. The opening through which the air escapes is so small that friction is produced. The fricative consonants are: /f, v, s, z, h, ʃ, θ, ð/.

d) Nasals

Nasals are sounds which are produced with the air going out through the nose or nasal cavity. Nasal consonants are normally voiced. English has a bilabial, an alveolar, and a velar nasal with the symbols /m, n, ŋ/.

e) Lateral

Laterals are sounds which are produced by having the air go out of the mouth from both sides of the tongue. Laterals are normally voiced. The only lateral according in English is the alveolar lateral /l/.

f) Semi vowels

Semi vowels are sounds which are considered half consonants and half vowels. The semivowels are /w/ and /y/ as in the words **win** and **yes**.

g) Consonant Clusters

A consonant cluster is a combination of two or more consonants pronounced in close succession. Clusters may occur at the beginning of words as /str/ in **street**, in the middle of words, as /gn/ in **signal** and at the end of words, as /ft/ in **soft**.

3) Diphthongs

A diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. The vowel /ai/ in **fine** is a diphthong; it starts from the /a/ position and glides upward smoothly and continuously to the position of /i/ within one syllable. The diphthong of English divided into three groups according to the vowel towards which the articulation of the diphthong moves. One group of diphthong is formed by the articulation moving towards a lowered and centralized front unrounded vowel /i/. Another group is when it

moves toward a lowered and centralized back rounded vowel /u/, and another group is when it moves towards the unstressed mid central unrounded vowel /ə/.

Example:

a. /ei/	: say	b. /au/	: now	c. /iə/	: here	
	/ai/	: bite	/æ/	: roar	/au/	: now
	/əi/	: boy		/uə/	: sure	
				/eə/	: there	

b. While, Supra segmental¹³ divided into four items such as:

1) Intonation and Pitch

a) Intonation

According to Daniel Jones, intonation is the pitch of the voice with which a voice sound is pronounced.¹⁴ An intonation unit is a piece of utterance, a continuous stream of sounds, bounded by a fairly perceptible pause. Pausing in some sense is a way of packaging the information such that the lexical items put together in an intonation unit form certain psychological and logic grammatical realities.

Typical example would be the inclusion of subordinate clauses and prepositional phrases in intonation units. Consider the example below, in which slashes correspond to pauses. The meaning is given in brackets.

¹³*Ibid.*, p. 23.

¹⁴Daniel Jones. *The Pronunciation of English*, (London: New York Cambridge University Press. 1983), p. 146.



- a. Those who sold quickly / made a profit.
- b. (A profit was made by those who sold quickly).
- c. Those who sold /quickly made a profit.
- d. (A profit was quickly made by those who sold).¹⁵

Intonation is the combination of musical tones (pitch) on which we pronounce the syllables that make up our speech. Intonation is important grammatically in distinguishing one type of sentence from another; and it is also important in signaling the attitude of the speaker in what the student is saying. There are two types of intonation that are most common: falling intonation and rising intonation.

b) Pitch

Pitch is one of the acoustic correlates of stress. From a physiological point of view, '...pitch is primarily dependent on the rate of vibration of vocal cords. When the vocal cords are stretched, the pitch of voice increases. Pitch variations in speech are realized by the alteration of the tension of vocal cords. The rate of vibration in vocal cords is increased by more air pressure from the lungs. In an overwhelming majority of syllables that are stressed, a higher pitch is observed. Therefore, loudness to a certain extent contributes to the make-up of pitch. That is, higher pitch is heard louder than lower pitch. Further, syllable length tends to

¹⁵ Peter Roach. *English Phonetic and Phonology*, (London: New York Cambridge University Press, 2008), p. 195.

contribute to the perfection of the utterance-final tonic stress more than pitch because of the natural decline of speech force as it comes to conclusion, contrary to acoustic facts.

The term 'key' can be described as utterance pitch; specific and/or meaningful sequences of pitches in an intonation unit. Keys that are linguistically meaningful and significant are worth being included in a syllabus. For a key to be significant,

- a. It should be under speaker's control
- b. It should be perceptible to ordinary speakers, and
- c. It should represent a contrast.

For each intonation unit, speaker must choose one of the three keys as required for the conversation. Most of the speech for a speaker takes place at the mid (unmarked) key, employed in normal and unemotional speech. In contrast, high and low keys are marked: high key is used for emotionally charged intonation units while use of low key indicates an existence of equivalence (as in appositive expressions), and relatively less significant contribution to the speech. The relationship between pitch and key is a comparative one in that syllabic pitch is always higher than the utterance pitch; in some sense, syllabic pitch is one step ahead of the utterances pitch.

2) Stress

This section addresses the notion of stress in words as perceived in connected speech. In addition, the existence and discovery of tonic stress is discussed, and the major types of stress are explicated. Four major types of stress are identified:

- a. Unmarked tonic stress.
- b. Emphatic stress.
- c. Contrastive stress.

An important prosodic feature, 'stress' applies to individual syllables, and involves, most commonly, loudness, length, and higher pitch. Each of these features may contribute in differing degrees at different times. 'Stress is the key to the pronunciation of an English word and the location of the stress should always be learned with the word. It is evident that not all syllables of a polysyllabic English word receive the same level of stress, in connected speech, usually two levels of stress appear to be perceptible, to nonnative speaker in particular, regardless of the number of syllables: stressed and unstressed. What is known as the primary stress is regarded as the stressed syllable while the rest, secondary, tertiary and weak are rendered as unstressed syllables. In other words, the items on the left hand column are not.

a) Tonic Stress

An Intonation unit almost always has one peak of stress, which is called ‘tonic stresses’ or ‘nucleuses’. Because stress applies to syllables, the syllable that receives the tonic stress is called, ‘tonic syllable’. The term tonic stress is usually preferred to refer to this kind of stress in referring, proclaiming, and reporting utterances. Tonic stress is almost always found in a content word in utterances final position. Consider the following, in which the tonic syllable is underlined:

- a. I’m going
- b. I’m going to **London**
- c. I’m going to London for a **holiday**

A question does arise as to what happens to the previously tonic assigned syllables. They still get stressed, however, not as much as the tonic syllable, producing a three level stress for utterances. Then, the following is arrived at, where the tonic syllables is further capitalized: I’m going to **London** for **holiday**.

b) Emphatic stress

One reason to move the tonic stress from its utterance final position is to assign an emphasis to a content word, which is usually a modal auxiliary, an intensifier, an adverb. Compare the following examples. The first two examples are adapted from Roach¹⁶:

¹⁶*Ibid.*, p.194.

- a. It was **very boring**. (unmarked)
- b. It was **very** boring (emphatic)

According to Brown said that some intensifying adverb and modifiers (or their derivatives) that are emphatic by nature are: Indeed, utterly, absolute, terrific, tremendous, awfully, terribly, great, grand, really, definitely, truly, literally, extremely, surely, completely, barely, entirely, very (adverb), very (adjective), quite, too, enough, pretty, far, especially, alone, only, own self.¹⁷

c) Contrastive Stress

In contrastive contexts, the stress pattern is quite different from the emphatic and non-emphatic stresses in that any lexical item in an utterance can receive the tonic stress provided that the contrastively stressed item can be contrastable in that universe of speech. Consider the following example:

- a. Do you **like this** one or **that** one?
- b. I **like this** one.

3) Pause

English is spoken in group of words which are separated by pauses. There are two kinds of pauses, a short one and final one. For example:

- a. Come/ he said //
- b. This/ however/ is very good //

¹⁷Brown. *Listening to Spoken English*, (Harlow) Essex : Longman 1977), p. 111.

4) Rhythm

Rhythm means the beat of language. In English, rhythm is stress-timed. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if, on the other hand, there is only a small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly. For example:

- a. Can you see the van?
- b. Can you see the red van?
- c. Can you see the red and beautiful van?

Because there are many sounds of pronunciation like that explained above. So, many things in pronunciation do not choosing all and just consonants that will be choose by the researcher.

4. Types of Pronunciation

According to Daniel, the following are the types of pronunciation:

- 1) No two people pronounce exactly alike. The differences arise from a variety of causes, such as locality, early influences and social surroundings; there are also individual peculiarities for which it is difficult or impossible to account.
- 2) Pronunciation is thought by many that there ought to exist a standard, and one can see from several points of view that a standard speech would have its uses. A standard pronunciation would also be useful to the foreign learner of English.
- 3) Pronunciation thought attempts have been made to devise and recommend standard, it cannot be said that any standard exists.
- 4) There are also styles of speech for each individual. There is Rapid colloquial style and slow formal style, and there are various shades between the two extremes.

- 5) The science dealing with such matters is Phonetics. An elementary manual of phonetics dealing particularly with the pronunciation of the English language, and the subject is treated from the view-point of the English student.
- 6) Nearly every reader is likely to find points in which his pronunciation differs from the Received Pronunciation. Pronunciation will probably be found in the majority of cases that the differences are not such as would cause them to be unintelligible in any part of the English-speaking world.¹⁸

B. Review of Related Findings

There are some findings related to this research. The first, Nurmila Sari with her script: *The Effect of Drill Method on Students' Pronunciation Achievement at Grade VII SMP Negeri 6 Padangsidimpuan*.¹⁹ The result of her research said that the students achievement pronunciation increase enough after using Drill Method based on the mean score 66,45. Discussion method that have the mean score is 78, 33. So, there is positive of significant effect.

The second is Sri Rahayu in her script: *The Analysis on Students' Ability in Mastering Reported Speech at Grade XI in SMA Negeri 3 Padangsidimpuan*.²⁰ The result of her research said that the students' ability in mastering reported speech, at XI grade in SMA N. 3 Padangsidimpuan can be categorized enough (57,41%).

¹⁸Daniel Jones. *Op. Cit.*, p. 3.

¹⁹Nurmila Sari. *The Effect of Drill Method on Students' Pronunciation Achievement at Grade VII SMP Negeri 6 Padangsidimpuan 2010/2011 Academic Year* (Unpublished Script). (Padangsidimpuan: STAIN, 2011).

²⁰Sri Rahayu. *The Analysis on Students' Ability in Mastering Reported Speech at Grade XI in SMA Negeri 3 Padangsidimpuan 2011/2012 Academic Year* (Unpublished Script). (Padangsidimpuan: STAIN, 2012).

The last, Nur Haida Lubis in her script: *The Correlation between Mastering Pronunciation and The Students' Ability in Speaking at MTs Swasta Tarwal Pulau Banyak*.²¹ Instrument that is used is interview and test, and analyzed by product moment correlation, and conclusion of her research are: there is a significant correlation between the students' ability in mastering pronunciation, then, hypothesis is accepted and its proved from the value of "r" observed which is higher than value of 'r' table 0,877.

In conclusion, from the description above, the researcher wanted to look for other information deeply. So that, the researcher interest to make the research about "STUDENTS' ABILITY IN PRONUNCIATION AT STATE JUNIOR HIGH SCHOOL 8 PADANGSIDIMPUAN".

²¹Nur Haida Lubis. *The Correlation Between Mastering Pronunciation and The Students' Ability in Speaking at MTs Swasta Tarwal Pulau Banyak 2009/2010 Academic Year* (Unpublished Script). (SU, Medan: IAIN, 2010).

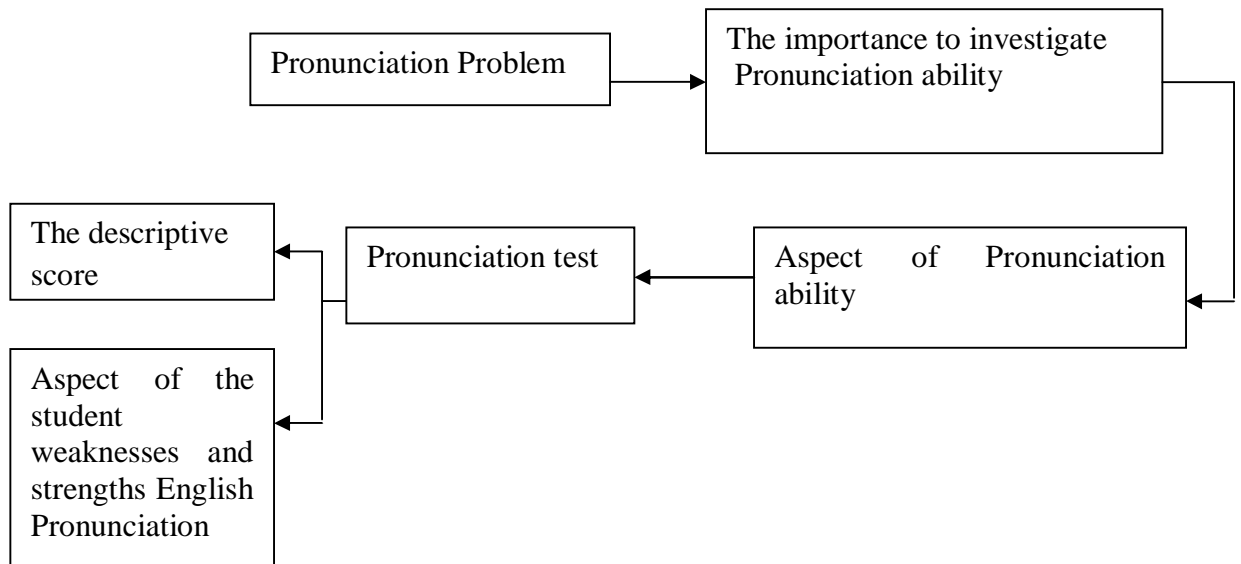
C. Conceptual Framework

The general goal of teaching English is the students can comprehend about the subject in reading, writing, listening and speaking. The students are hoped that they can communicate through orally.

Pronunciation is the one of the linguistic factors should become the learners' aim and the teacher's task. Pronunciation play the important role in English language because it is not also as a strategy but pronunciation also can help the learners to the production of sounds it can help student to understand the language.

The successful of learning Pronunciation depends on the researcher factor. One of them is how the teacher to teach English for students. The suitable method is very important to teach pronunciation. Pronunciation is way in which a language or a particular

This method has influence in teaching English, especially in learning Pronunciation. So, the cause is due to the fact that pronunciation is defined as a way to produce meaningful sounds.



CHAPTER III

RESEARCH METHODOLOGY

This chapter discuss about the method and the procedure of the research that will be used to answer the problem of the research in the previous chapter. The procedures consist of the time and place of research, research design, population and sample, instrument, technique of collecting data, technique of data analysis.

A. Time and Place of Research

This research had been done at Junior High School Negeri 8Padangsidimpuan. It is located at H.T Rizal Nurdin km. 8 streets, Padangsidimpuan ofNorth Sumatera. This subject of research was the first grade of student in State Junior High School 8 Padangsidimpuan. Time of this research started on Desember 2012 until June 2013 at State Junior High School 8 Padangsidimpuan.

B. Research Design

The method will be used in this research is quantitative research. It is an analysis research, here the researcher observes one variable and the type of the research was descriptive method. Quantitative method is a “Method witch describe condition of the present time naturally, descriptive is carried out to

obtain information about the references, attitudes, practices, or interest some group of people.¹

Descriptive method was not just asking some people with some questions and reporting answer, but descriptive method studies should have a set of basic steps, they are identify a topic problem, select an appropriate sample of participants, collect valid and reliable data, and analyze and report conditions. On the other words descriptive studies involve a number of unique problems”.²SumadiSuryabrata said “Penelitiandeskriptifadalahpenelitian yang bermaksuduntukmembuatdeskripsimengenaisituasi-situasiataukejadian-kejadian.³ “One descriptive method is a method which is carried out in order to make the description about situation and condition”.

C. Population and Sample

1) Population

There many perception about population that published by the experts. First, SuharsimiArikunto said who had been written in Encyclopedia of Educational Evaluation: “A population is a set (or collection) of all elements processing one or more attributes of interest”⁴. The second is Sukardi, he said

¹L. R. Gay. *Educational Research Competencies for Analysis and Application* (USA: New Jersey, 2000), p. 279.

² L. G. Ray. Loc.cit.

³SumadiSuryabrata. *MetodePenelitian*(Jakarta: Rajawali, 1983), p.18.

⁴SuharsimiArikunto. *ProsedurPenelitianSuatuPendekatanPraktik* (Jakarta: RinekaCipta, 2010), p. 173.

from Ary, dkk, that population is all members of well define class of people, events, or objects⁵. The third is Sugiyono, stated:

“Populasi adalah wilayah generalisasi yang terdiri atas: obyek/subyek yang mempunyai kualitas dan karakteristik tertentu yang ditetapkan oleh peneliti untuk dipelajari dan kemudian ditarik kesimpulannya”.

Population is generalization area that consist of objects or subject who has specific quality and characteristics that chosen by the researchers to be studied and then to be concluded⁶. Next, is Babies, he stated that population is the elements of research as target of result theoretically.⁷ And the last is L.R. Gay said that population is the group of interest to the researcher, the group to which would like the result of the study to be generalizable.⁸

From many statement and definition of the expert about population, the researcher concludes that population is generalization area that has characteristic and quality who want to be studied and want to be concluded by the researcher. In this research, the researcher chooses all of students who study in grade VII State Junior High School 8 Padangsidempuan. More details can be noted as below:

⁵Sukardi. *Metodologi Penelitian Pendidikan Kompetensi dan Praktiknya*, (Jakarta: Bumi Aksara, 2009), p. 53.

⁶Sugiyono. *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 1994), p. 45.

⁷Sukardi. *Op-Cit.*, p. 53.

⁸L.R. Gay and Peter Airasian. *Op-Cit.*, p. 14.

Table 1
Population of the Research
Grade VII State Junior High School 8 Padangsidempuan

No.	Class	Total of Students'
1	VII-1	32 Students'
2	VII-2	32 Students'
3	VII-3	32 Students'
4	VII-4	32 Students'
5	VII-5	32 Students'
6	VII-6	32 Students'
7	VII-7	32 Students'
8	VII-8	32 Students'
9	VII-9	32 Students'
10	VII-10	32 Students'
	Total	320 Students'

2) Sample

SuharsimiArikunto said that sample is a part or a substitution of the population that want to be researched.⁹ Moreover, he said:

“Apabilasubyeknyakurangdari 100, lebihbaikdiambilsemuasehinggapenelitiannyamerupakanpenelitianpopulasi.Selanjutnya, jikasubyeknyabesardapatdiambilantara 10-15 atau 20-25 ataulebih”. (If less than 100, it is better to take all of them as the sample, but if the total of population is more than 100 students' the sample can be taken about 10-15% or 20-25% or more appropriate with the researcher ability).¹⁰

⁹SuharsimiArikunto. *Op. Cit.*, p. 174.

¹⁰*Ibid.*,p. 21.

The second is Next is Sukardi, he states that sample is a part of population that choose as the source of data.¹¹ The third is Sogiyono, he stated that sample is part of quality and characteristic of population.¹² According to Gay and Airasian, “Sample comprises the individuals, items, or events selected from a larger referred to as a population”.¹³

If the number of population is relatively large, where are it is known that they are homogeneous. It is regarded important for the writer to limit into the smaller one. It means that the writer has to take a part of population or in other words it can be stated that the writer applies the sample research. So, if the number < 100 it is better to take all of population as the sample. But if the total population is > 100 students’ the sample can be taken about 10% from 320 students’. The sample number is: $320 \times 10 \% = 32$ students’.

Then, sample is taken by using purposive sampling technique. It is a technique used when the population has not the opportunities to choose as sample of research, and it’s also include in non probability sampling. The sample of the research was students from grade VII-1 with the total 32 students.

¹¹Sukardi.*Op-Cit.*, p. 54.

¹²Sugiono.*Op-Cit.*, p. 118.

¹³L. R Gay & Airasian. *Op-Cit.* p., 121.

D. Instrument of Data Collecting

A researcher must have an instrument in this research, because a good instrument can go guarantee for taking the valid data. In addition SuharsimiArikunto said "Instrumenadalahalat yang digunakanuntukmengumpulkan data".¹⁴ (Instrument of the research is a tool of facility is used by the researcher in collecting data). So that, the processes is easier and better with more careful, complete and systematic.

In this research, the researcher usedthe instrument for collecting the data by test. The test would be done by spelling or pronounce words and written the phonetics symbols from the word. To get the data from the students, the researcher collected by test. Test is some of consonant words and other tool used for measure skill, knowledge, and intelligence ability. In this research, the researcher used instrument to collect the data is test.

Test is some of pronounce the consonant word and other tool used for measure skill, knowledge, and intelligence ability. The researcher gave some test to the students and they have to answer directly at that time. In this test the researcher try to technique of test by pronunciation test.

¹⁴SuharsimiArikunto. *Op-Cit.*, p. 108.

a) Test Pronunciation

Pronunciation test to measure mastering pronunciation of the students, the researcher gave test. The students were answer test with written the phonetics symbol from the consonant word.

Data collection was conducted through a mastering pronunciation by giving a number of tests to 32 students. The number point of test for the pronunciation mastery as many as 100 points. Furthermore, data processing mastering pronunciation showed that the lowest score and the highest score.

Further, pronunciation ability is a great skill in language to speak a word language. The indicators of pronunciation ability:

- a. The students' ability to pronounce English word.
- b. The students' ability to write the phonetic symbol.

Table 2

Specification of Achievement in learning Consonant form words:

No.	Indicators	Score/Item	Number of the Test	Total Score
1.	Students are able to pronounce consonant /p/	1	1,2,3,4	4
2.	Students are able to pronounce consonant /b/	1	5,6,7,8,	4
3.	Students are able to pronounce consonant /t/	1	9,10,11,12	4
4.	Students are able to pronounce consonant /d/	1	13,14,15,16	4

5.	Students are able to pronounce consonant /k/	1	17,18,19,20	4
6.	Students are able to pronounce consonant /g/	1	21,22,23,24	4
7.	Students are able to pronounce consonant /f/	1	25,26,27,28	4
8.	Students are able to pronounce consonant /v/	1	29,30,31,32	4
9.	Students are able to pronounce consonant/θ /	1	33,34,35,36	4
10.	Students are able to pronounce consonant/ð/	1	37,38,39,40	4
11.	Students are able to pronounce consonant /s/	1	41,42,43,44,45	5
12.	Students are able to pronounce consonant /z/	1	46,47,48,49,50	5
13.	Students are able to pronounce consonant/ʃ/	1	51,52,53,54,55	5
14.	Students are able to pronounce consonant / dʒ/	1	56,57,58,59,60	5
15.	Students are able to pronounce consonant / tʃ/	1	61,62,63,64	4
16.	Students are able to pronounce consonant /ʒ /	1	65,66,67,68	4
17.	Students are able to pronounce consonant /h/	1	69,70,71,72	4
18.	Students are able to	1	73,74,75,76	4

	pronounce consonant /m/			
19.	Students are able to pronounce consonant /n/	1	77,78,79,80	4
20.	Students are able to pronounce consonant /ŋ/	1	81,82,83,84	4
21.	Students are able to pronounce consonant /l/	1	85,86,87,88	4
22.	Students are able to pronounce consonant /r/	1	89,90,91,92	4
23.	Students are able to pronounce consonant /w/	1	93,94,95,96	4
24.	Students are able to pronounce consonant /y/	1	97,98,99,100	4
		24	100	100

E. Instrumentation Validity

SuharsimiArikunto said that, Validity is the chance which shows the level of instrument something.¹⁵ There is validity of instrument:

1. Logical Validity is the instrument which done by analysis logically; it comfort content construct validity.

In this research, the writer used content validity to establish the validity of the instrument. The logical validity is done by divided variable to be sub variable and indicator of variable. The writer took content validity as the instrument because content validity refers to the extent to which instrument represents the

¹⁵SuharsimiArikunto. *Op-Cit.*, p. 98.

content of interest. In this case the researcher used pronunciation test was starting point of making the test. The pronunciation test means to analyze the items of the test comprehensively, and the basic question is: do the items of the test measure what is supposed to measure? In this case, because the test functions is to measure the students' pronunciation, so the test should test pronunciation itself. This process of analysis has showed the validity of the test, in other words, the researcher concluded that the pronunciation test has been valid. So that, the instrument used by researcher was valid.

F. The Technique of Data Analysis

After the collecting data, the researcher analyzed the data, the technique of data analysis in presented descriptive form.

The data was analyzed by the following procedure:

1. The researcher taking conclusion. It is done to concluding the discussion solidly and briefly.

In getting the percentage the researcher were calculated using the pattern:

$$X = \frac{\sum x}{N} \times 100\%$$

Where:

X : the mean of the students

$\sum x$: the total scores

N : the students' size

2. After calculating and scoring students' answer sheets then, their score are consulted into the criteria score interpretation on the table below:

Table3

Criteria Score Interpretation		
No	Percentage	Criteria
1	0% - 20%	Very low
2	21% - 40%	Low
3	41% - 60%	Enough
4	61% - 80%	High
5	81% - 100%	Very high ¹⁶

After the researcher found the mean scores of all students, it is consulted to the criteria as follows:

- a) If the value mean score 0-20, it can be categorized very low ability.
 - b) If the value means score 21-40, it can be categorized low ability.
 - c) If the value means score 41-60, it can be categorized enough ability.
 - d) If the value of mean score is 61-80, it can be categorized into high ability.
 - e) If the value of mean score is 81-100, it can be categorized into very high ability.
3. Finally, the researcher took conclusion. It is done to conclude the discussion solidly and briefly.

¹⁶Riduan.*Loc. Cit.*, p. 89.

CHAPTER IV

DATA ANALYSIS

As mentioned in earlier chapter, in order to know the pronunciation mastering at grade VII at State Junior High School 8 Padangsidempuan the researcher has calculated the data using pronunciation test. Applying quantitative analysis, the researcher used the formulation of Mean Score. Next, the researcher described the data as follow:

A. Description of Data the Students' Ability in Pronunciation

In this part, the show result of the research that has been done to the dependent variable that is pronunciation mastery. In this research, the researcher presents 100 items of questions in written phonetics symbols. For each number, the writer gives 1 score for each question. After calculating the scores, it was found that the highest score was 80 and the lowest score was 40. To complete this researcher, it was needed for the researcher to calculate the mean of the research result. Where mean was the score which represents the general value that was achieved by all the students of the class. So, the specification calculation score was described in the below table:

Table 4
 Test Score of Students' Ability in Pronunciation at State Junior High School 8
 Padangsidmpuan

No	Initial	Gender	Score
1	ANM	Female	66
2	AGM	Male	66
3	BZH	Male	62
4	BTG	Male	75
5	DED	Male	40
6	DIR	Male	47
7	DSR	Female	62
8	DVS	Female	80
9	EPL	Female	76
10	ERP	Female	40
11	FSS	Male	49
12	FML	Female	69
13	HKA	Female	80
14	HIH	Female	53
15	IDF	Female	67
16	IDW	Female	69
17	IKS	Female	43
18	KSE	Female	80
19	MSN	Female	70
20	NPL	Female	69
21	NST	Female	73
22	NHF	Female	40
23	OTN	Male	64
24	RMH	Male	62

25	RMS	Female	63
26	RSS	Female	69
27	SML	Female	80
28	STF	Female	60
29	SGH	Male	76
30	SYT	Female	69
31	VYS	Female	73
32	WDA	Female	78
	Total		2070
	Highest Score		80
	Lowest Score		40
	Mean		64.68

Based on above table, the sum score 2070, highest score was 80, lowest score was 40, and mean was 64.68. The students' ability score in mastering pronunciation at grade VII at State Junior High School 8 Padangsidempuan was 64.68%. Based on the criteria above, it can be categorized that the students' ability in mastery pronunciation is enough.

The description scores of VII Grade students' of State Junior High School 8 Padangsidempuan in mastering pronunciation can be seen in this following explanation. For question of the familiar consonant and the unfamiliar consonant, they are:

Table 5
The Ability of the students at State Junior High School 8 Padangsidimpun in
Pronounce Consonant

No.	Indicator of Test	Frequency	Percentage (%)
1.	Please	32	100%
2.	Purple	12	37%
3.	Apple	21	65%
4.	Grape	28	87%
5.	Book	32	100%
6.	Noble	27	84%
7.	Cabbage	20	62%
8.	Web	20	62%
9.	Five	32	11%
10.	Fifty	25	78%
11.	Raffle	22	68%
12.	Of	32	100%
13.	Vanilla	21	65%
14.	Seven	16	50%
15.	Heavy	16	50%
16.	Five	32	100%
17.	Thirty	15	48%
18.	Nothing	13	40%
19.	Author	3	9%
20.	Path	12	37%
21.	They	8	23%
22.	Father	3	9%
23.	Autumn	13	40%
24.	Breathe	15	48%
25.	Ten	32	100%
26.	Autumn	15	48%
27.	Eighty	15	48%
28.	Freight	27	84%
29.	Dish	19	59%
30.	Widow	15	48%
31.	Adding	17	53%
32.	Guide	22	68%
33.	Center	19	59%
34.	Massage	19	59%
35.	December	25	78%
36.	House	27	84%
37.	Miss	30	93%
38.	Zero	21	65%
39.	Exit	23	71%

40.	Jazz	23	71%
41.	Fuzzy	25	78%
42.	Please	32	100%
43.	She	32	100%
44.	Mushroom	25	78%
45.	Pressure	26	81%
46.	Radish	21	65%
47.	Cache	19	59%
48.	Genre	12	37%
49.	Seizure	16	50%
50.	Fissure	20	62%
51.	Garage	9	28%
52.	Cheers	20	62%
53.	Artichoke	15	48%
54.	Picture	12	37%
55.	March	18	56%
56.	Jump	28	87%
57.	Major	18	56%
58.	Badger	22	68%
59.	Cage	18	56%
60.	Bridge	24	75%
61.	King	19	59%
62.	Baker	12	37%
63.	Rocket	16	50%
64.	Pink	14	43%
65.	Good	32	100%
66.	Exotic	17	53%
67.	Foggy	28	87%
68.	Drag	27	84%
69.	May	30	93%
70.	Humid	29	90%
71.	Summer	20	62%
72.	Lamb	30	93%
73.	Knife	20	62%
74.	Raining	18	56%
75.	Sunny	29	90%
76.	Green	30	93%
77.	Singer	17	5%
78.	Finger	16	50%
79.	Spring	19	59%
80.	Thing	6	18%
81.	Winter	12	37%
82.	What	30	93%
83.	Snowing	14	43%
84.	Nowhere	15	46%

85.	Yellow	25	78%
86.	Unite	22	68%
87.	Mayor	13	40%
88.	Beautiful	15	48%
89.	Hot	31	98%
90.	History	15	48%
91.	Mishap	22	68%
92.	Ahead	17	53%
93.	Look	25	78%
94.	Eleven	17	53%
95.	Fall	26	81%
96.	Hello	25	78%
97.	Red	28	87%
98.	Orange	24	75%
99.	Merry	15	48%
100.	Purr	24	75%

To know the description about classification or the criteria of the ability of the students State Junior High School 8 Padangsidimpuan in pronunciation in 2012/2013 academic year, look the following table:

Table 6
The Criteria Score Interpretation

No.	Percentage	Criteria
1	0% - 20%	Very low
2	21% -40%	Low

3	41% - 60%	Enough
4	61% - 80%	High
5	81%-100%	Very High ¹

Table 7

The Classification of Students' Ability in Pronunciation at State Junior High School 8 Padangsidempuan

No.	Classification	Predicate	Total of student	Percentage
1	0% - 20%	Very low	0	0%
2	21% - 40%	Low	16	64,68%
3	41% - 60%	Enough	13	21,87%
4	61% - 80%	High	3	13.45%
5	81% - 100%	Very High	0	0%
	Total		32	100%

According to the previous classification, it can be seen that, there were 16 students that can be categorized into low category. It means that there were 64.68% of the students can be classified into low category. Then, there were 13 students that can be categorized into enough categories. It means that there were 21.87 of the students can be classified to the enough category. The last, there were 3 students that can be categorized in to weak category. It means that there were 13.45% of the students can be classified into the high category.

¹Riduwan, *Belajar Mudah Penelitian untuk Guru-Karyawan dan Penelitian Pemula*, (Bandung: Alfabeta), 2005 p.89.

B. Discussion

In this research, the researcher searched students' ability in pronunciation. The researcher wanted to know students' ability in pronunciation at Grade VII of State Junior High School 8 Padangsidimpuan. Pronunciation ability would make the students were better in understanding message.

After analyzing the data, it was gotten that the students' ability in mastering pronunciation can be categorized enough. It can be known from the score calculation that the students' ability in pronunciation at state junior high school 8 Padangsidimpuan is 64.68%.

The researcher was related to some previous research concluding. The first, Nurmila Sari in her research on the title *The Effect of Drill Method on Students' Pronunciation Achievement of Grade VII SMP Negeri 6 Padangsidimpuan* can be significant effect category (78.33).

Further, had found to Sri Rahayu in her research about *The Analysis on Students' Ability in Mastering Reported Speech at Grade XI in SMA Negeri 3 Padangsidimpuan* can be stated categorized enough (57.41). Next, had found to Nur Haida Lubis in her research about *The Correlation between Mastering Pronunciation and the Students' Ability in Speaking at MTs Swasta Tarwal Pulau Banyak* can be stated significant. So, in this research the students still weak in English pronunciation and the students have not mastered to pronounce English consonant. It concluded that students' ability in pronunciation had significant.

For supporting that, it was proved by mean score of this research, pronunciation ability had the significant to students' ability in pronounce English consonant at Grade VII of State Junior High School 8 Padangsidempuan.

C. The Threats of the Research

In this research, the researcher believed that there were many threats of the researcher. It started from the titled until the techniques of analyzing data, so the researcher knew that it was so far from excellence thesis and feels that research was still far from perfect.

This research still limited. They were many mistakes and weakness. Mistakes and weakness were caused by limitation of the researcher time, the original answers of the students. On doing the test, there were the weakness of time, because the students had activities, when they answered the tests they less concentrate test, increase of many task to fulfill for examination a head and also there were many weakness of the researcher that have not been know. The researcher cannot control the seriousness of the students in answering the test if they are seriously in answering the test or not.

The researcher was aware all the things would want to be searched but to get the excellence result from the research were more difficult because there were the threats the researcher. The researcher has searched this research only. Finally

this has been done because the helping from the entire advisors, principle and English teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

Based on the result of the test done by the researcher about the students' ability in pronunciation at state junior high school 8 Padangsidempuan, the researcher concluded as follow:

1. The students' ability in pronunciation at State Junior High School 8 Padangsidempuan can be categorized enough by getting Mean Score was 64.68%.
2. The weaknesses and strengths that faced by students in English pronunciation:
The students weaknesses of ability in pronounce consonants: θ , δ , z , $tʃ$, $dʒ$, η , y , w . And the students strengths in pronounce consonants: p , b , f , v , t , d , m , n , z , s , $ʃ$, k , g , h , l , r .

B. Suggestion

Based on the conclusions of the research we can get several suggestions that are useful for improving the students' achievement later, they are:

1. The headmaster of State Junior High School 8 Padangsidempuan always to motivate the English teacher to increase his ability in teaching English.
2. The English teacher to motivate the students to improve their abilities especially in pronunciation and in teaching must be done by inner feeling, so that the teacher always effort and the students can understand what do we say. And then the teacher should create the class comfortable for studying and do an improvisation to attract students' enthusiasm and motivation in teaching-learning process. Finally, the teacher should give more exercise and explanation about pronunciation English language to the students especially who got bad scores.
3. The students; they have to understand well how to use pronunciation in speaking and the audience can understand what they mean. Then, they will be able to figure out how to pronounce English well with the place pronunciation teaching.
4. The reader especially English learners more improve their knowledge in learning pronunciation.

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TABLE OF CONTENTS

PAGE OF TITLE.....	
LEGALIZATION ADVISOR SHEET.....	
AGREEMENT ADVISOR SHEET.....	
LEGALIZATION EXAMINER SHEET.....	
DECLARATION LETTER OF WRITING OWN THESIS.....	
AGREEMENT CHIEF SHEET.....	
ACKNOWLEDGEMENT.....	i
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
LIST OF TABLES.....	vi
LIST OF APPENDIX.....	vii
CHAPTER I. INRODUCTION	
A. Background of The Problem.....	1
B. Identification of The Problem.....	4
C. Limitation of The Problem.....	4
D. Formulation of The Research.....	5
E. Purpose of The Research.....	5
F. Significance of The Research.....	6
G. Definition of The Key Terms.....	7
H. Outline of Thesis.....	9
CHAPTER II. THEORITICAL DESCRIPTION	
A. Theoretical Description.....	10
1. Definition of the Students' Ability.....	10
2. Definition of Pronunciation.....	11
3. Sounds of the Pronunciation.....	12
a. The Segmental Sounds of English.....	12
1. The English Vowel.....	12
2. The English Consonant.....	14
3. The English Diphthong.....	16
b. The Supra Segmental Sounds of English.....	17
1. Intonation & Pitch.....	17
2. Stress.....	20
3. Pause.....	22
4. Rhythm.....	23
4. Types of Pronunciation.....	23
B. Review of Related finding.....	24
C. Conceptual Framework.....	26
CHAPTER III. RESEARCH METHODOLOGY	
A. Time and Place of Research.....	28
B. Research Design.....	28
C. Population and Sample.....	29

	D. Instrument of Data Collecting.....	33
	E. Instrumentation Validity.....	36
	F. The Technique of Data Analysis.....	37
CHAPTER IV.	DATA ANALYSIS	
	A. Description of Students' Ability in Pronunciation.....	39
	B. Discussion.....	46
	C. The threats of the Research.....	47
CHAPTER V.	CONCLUSION AND SUGGESTION	
	A. Conclusion	49
	B. Suggestion.....	50

REFERENCES

CURRICULUM VITAE

APPENDICES

LIST OF TABLES

Table 1	Population of Research	31
Table 2	The Indicator of Pronunciation ability	34
Table 3	Criteria Score of Interpretation.....	38
Table 4	The Score of Students' Ability in Pronunciation.....	40
Table 5	The Description Ability Score of Students in Pronunciation	42
Table 6	The Classification of Students' Ability in Pronunciation	45

LIST OF APPENDIX

Appendix 1 Instrument testing the Students Mastery of Pronunciation

Appendix 2 The Key Answer of Mastering Pronunciation

Appendix 3 The Calculation of the Result of Test