

STUDENTS PERFORMANCE IN ENGLISH PRONUNCIATION

(A Descriptive Study at the Second Grade Students of SMA Negeri 1 Makassar)



A THESIS

*Submitted as the Fulfilment to Accomplish Bachelor Degree
at Faculty of Teacher Training and Education
Makassar Muhammadiyah University*

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2017**



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Motto

Self-motivation will make you easier for reaching something and always be positive thinking. Allah will always stay with us.

Ade Zuhriany R

ABSTRACT

Ade Zuhriany R. 2017. *The Students' Performance in English Pronunciation at the Second Grade Students of SMA Negeri 1 Makassar.* Thesis. English Education Department, Faculty of Teacher Training And Education. Muhammadiyah University of Makassar. (Supervised by Hj. Andi Tenri Ampa and Awalia Azis)

This research aimed at describing (1) the students correctly in pronouncing English sounds by the second grade students of SMA N 1 Makassar. (2) the students incorrectly in pronouncing English sounds by the second grade students of SMA N 1 Makassar.

The population of the research was the second grade of SMA Negeri 1 Makassar. Random sampling technique was used to take the sample of this research with the total sample were 30 students. To collect the data, the writer used reading test. The researcher analyzed the students' oral test based on the audio recording. The researcher identified which sounds pronounced by the students correctly and incorrectly. The researcher found the types of mistakes and types vowel and consonant pronounced by the students correctly though descriptive quantitative method.

Based on the findings, it was found that the students' performance in pronouncing English sound correctly was higher rather than incorrectly. It was proved by the percentage of students' scores in pronouncing English sounds correctly in the range of 71.6% - 85.2%. Moreover, for the percentage of students scores in pronouncing English sounds incorrectly was in the range of 14.8% - 39.4%. Furthermore, in pronouncing vowel sounds the students dominantly correct in pronouncing /e/sound with the total percentage 74.9%. Otherwise, in pronouncing consonant sounds the students dominantly correct in pronouncing /ð/ with the percentage 85.2%. Furthermore, in pronouncing vowel sound incorrectly students dominantly incorrect in pronouncing /ɜ/ sounds with the total percentage 28.3%. However, in pronouncing consonant sound incorrectly students dominantly incorrect in pronouncing /ʃ/ sounds with the total percentage 39.4%.

Keywords: *Students Performance, Pronunciation, English sound.*

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the name of Allah, the Beneficent, the Merciful.

Praise and graitude be to Allah for giving Strength and guidance for the researcher so that this thesis can be finished throughly. Peace and blessing be upon Prophet Muhammad SAW, his families, his relatives and all of his followers.

This thesis is written to fullfil one of requirements to obtain the scolar degree at the English Department of Faculty Teacher Training and Education, Muhammadiyah University of Makassar. Special thanks to:

1. The researcher's Great Parents Raynonto and Satriany.
2. Dr. H. Abd. Rahman Rahim, S.E M.M. as the Rector of Muhammadiyah University of Makassar,
3. Erwin Akib, M. Pd., Ph. D. As the Dean of Faculty of Teacher Training and Education, Muhammdiyah University of Makassar.
4. Ummi Khaerati Syam, S.Pd., M.Pd. as Head of the English Department of Faculty of Teacher Training and Education, Muhammdiyah University of Makassar.
5. The highest appreciatin and deepest thankful are due Dr. Hj. Andi Tenri Ampa, M. Hum as the first consultant and Awalia Azis, S. Pd., M.Pd as the

second consultant that always give motivation, suggestion, support, and advice in writing.

6. All of the lectures in the English Department, for teaching precious knowledge and for giving wonderful study experience.
7. Deepest thanks to Sulastiani for the great cooperation and fully support during this thesis writing
8. The researcher's beloved all of his relatives who support her.
9. The entire researcher's wonderful friends from the English Department , especially HOMINA Class that the researcher can not write all of their name.

Makassar, November 2017

The Researcher

Ade Zuhriany R

TABLE OF CONTENTS

COVER	i
TITLE PAGE	ii
COUNSELING SHEET	iii
APPROVAL SHEET	vii
SURAT PERNYATAAN	viii
SURAT PERJANJIAN	ix
MOTTO	x
ACKNOWLEDGEMENT	xi
ABSTRACT	xiii
TABLE OF CONTENT	xiv
LIST OF TABLES	xv
LIST OF APPENDICES	xvi
CHAPTER I: INTRODUCTION	
A. Background	1
B. Problem Statements	3
C. Objective of the Research	3
D. Significance of the Research	3
E. Scope of the Research	4
CHAPTER II: REVIEW OF THE LITERATURE	
A. Sound Pattern in English.....	6
1. The sound of English consonant	7
2. The sound of English vowel.....	11

B. English Pronunciation	12
a. The importance of Pronunciation.....	14
b. Factor that effect pronunciation	15
c. Conceptual framework	17

CHAPTER III: RESEARCH METHOD

A. Research Design	18
B. Population and Sample	18
C. Research Instrument	19
D. Technique of Collecting Data.....	19
E. Data Analysis Procedure	19

CHAPTER IV: FINDINGS AND DISCUSSION

A. The Findings	20
1. Sounds pronounced by students correctly.....	21
2. Sounds pronounced by students incorrectly.....	30
B. The Discussions	40
1. Sounds pronounced by students correctly.....	40
2. Sounds pronounced by students incorrectly.....	47

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusions.....	57
B. Suggestion.....	58

BIBLIOGRAPHY

APPENDICES

CURICULUM VITAE

LIST OF TABLES

Table	Page
Table 4.1 The students correct pronunciation of [/ e /] sound	22
Table 4.2 The students correct pronunciation of [/æ/] sound.....	23
Table 4.3 The students correct pronunciation of [/ɜ /] sound.....	24
Table 4.4 The students correct pronunciation of [/ə/] sound.....	25
Table 4.5 The students correct pronunciation of [/ɜ/] sound.....	26
Table 4.6 The students correct pronunciation of [/θ/] sound.....	26
Table 4.7 The students correct pronunciation of [/ð/] sound	27
Table 4.8 The students correctly in pronouncing [/dʒ/] sound.....	28
Table 4.9 The student correctly in pronouncing [/ʃ/] sound.....	29
Table 4.10 The Students correctly in pronouncing [/tʃ/] sound	30
Table 4.11 The students incorrectly in pronouncing [/ e /] sound.....	31
Table 4.12 The students incorrect pronunciation of [/æ/] sound.....	32
Table 4.13 The students incorrect pronunciation of [/ɜ /] sound.....	33
Table 4.14 The students incorrect pronunciation of [/ə/] sound.....	34
Table 4.15 The students incorrect pronunciation of [/ɜ/] sound.....	35
Table 4.16 The students incorrect pronunciation of [/θ/] sound	35
Table 4.17 The students incorrect pronunciation of [/ð/] sound	36
Table 4.18 The students incorrectly in pronouncing [/dʒ/] sound.....	37
Table 4.19 The student incorrectly in pronouncing [/ʃ/] sound.....	38
Table 4.20 The Students incorrectly in pronouncing [/tʃ/] sound	39
Table 4.21 The students' score in pronouncing correctly and incorrectly..	40

CHAPTER I

INTRODUCTION

A. Background

The sounds of every language are different, and those differences may produce different meanings. English and Indonesian languages have different sound patterns, so that the Indonesian learners may produce the English sounds based on the rules of Indonesian sounds (Ampa, 2014:3). That is the fact that the students might have difficulties in pronouncing English word because the differentiation of sound pattern. As cited in linguisticsunimet (2009) the one of the unit of the sound pattern of language is phonology. Phonology is essentially the description of the systems and pattern of speech sounds in a language. The phonology of the language includes the inventory of phones, the phonetic segment that occur in the language, and the ways in which their pattern. It is patterning that determines the inventory of the more abstract phonological unites. And parts of phonology are Phoneme. Phone and allophone Minimal pairs, Phonotactic, Syllable, Consonant clusters and Connected speech all of them are important for making English speaking especially pronunciation, and the speaker can pronounce and read a word in English well.

Pronunciation is a sub-skill of speaking. In speaking, pronunciation is more important, because if the speaker pronounces the word incorrectly, the listeners may not understand about what the speaker said. Fraser (2000)

explains that being able to speak English includes a number of sub-skills of which pronunciation is by far the most important (other sub-skills of speaking include vocabulary, grammar, and pragmatics). She argues that “with good pronunciation, a speaker is intelligible despite other errors; with poor pronunciation, understanding a speaker will be very difficult, despite accuracy in other areas” (Fraser, 2000). In fact, not all students can pronounce well, sometimes in one of presentation, answering, or giving opinion they make mistake in pronouncing of words, and in another occasion they also make the same mistake. It makes them unconfident to pronounce other words. This condition need attention from the teacher, because they are English learners, further they will be English teachers, hence if teacher neglect it, what they said cannot be understood by listeners because unintelligible and incomprehensible, or poorly they will teach their students with wrong pronunciation too.

Pronunciation is important because it deals with how to produce speech sound correctly, which is related to meaning. We need good pronunciation to avoid misunderstanding. In this high competitive environment students were demanded to have a good level of English since they are in the high school. In south of Sulawesi, exactly in Makassar, SMA NEGERI 1 Makassar known as one of national standard high school which have some achievements. Based on that issue, the researcher intended to find the students from national standard high school pronunciation performance

exactly pronounce English sound. The students' pronunciation performances as the basis in order to know the students ability in speaking English.

Based on the statements above, the researcher intends to focus the research about the Performance in English Pronunciation of student. This research entitled: *“Students Performance in English Pronunciation (A Descriptive Study at the Second Grade Students of SMA Negeri 1 Makassar)*

B. Problems Statement

Based on the statements above the research limit the discussion by stating the following research questions:

1. What sounds are pronounced correctly by the Second Grade Students of SMA Negeri 1 Makassar?
2. What sounds are pronounced incorrectly by the Second Grade Students of SMA Negeri 1 Makassar?

C. Objective of the Research

Based on the problem of the research, the objectives of the research are intends to know:

1. To know sounds pronounced correctly by the Second Grade Students of SMA Negeri 1 Makassar
2. To know sounds pronounced incorrectly by the Second Grade Students of SMANegeri 1 Makassar

D. Significance of the Research

Based on the objectives of the research, it is expected to be meaningful for some stakeholders:

1. The English Teachers

The result of the study might be useful for additional information in teaching English. The researcher also hoped the teachers not only gave information about language learning, especially in pronunciation, but also known the importance of English pronunciation.

2. The English Students

The result of this research could be useful as additional information in learning pronunciation. Students were motivated to do pronunciation practice so they could improve their speaking skill.

3. The Researcher

Arranging this research, the researcher could get many experiences that useful in the future as an English teacher. Also, the result of the study could be a reference in pronunciation practice.

E. Scope of the Study

The scope of this study was intended to analyze the Students Performance in English Pronunciation at the Second Grade Students of SMA Negeri 1 Makassar. The study was restricted to analyze the sound pattern of vowel and consonant pronounced by the students correctly and incorrectly. Where, in vowel consisting of front and central vowel (/e/, /æ/, /ɜ/, /ə/) while in consonants consisting of dental and palatal alveolar (/ʒ/, /θ/, /ð/, /d/, /f/, and /tʃ/)

CHAPTER II

LITERATURE OF REVIEW

A. Sound Pattern in English

Phonology is the description of the systems and patterns of speech sounds in a language. It's based on a theory in which every speaker of a language unconsciously knows about the sound patterns of their language. Then, phonology is related to the mental or abstract aspect of the sounds in language rather than with the actual physical articulation of speech sounds. Phonology is about the underlying design, the blueprint of the sound type that serves as the constant basis of all the variations in different physical articulations of that sound type in different contexts as cited in linguisticsunimet (2009). One of the goals of phonology is to define the space of possible sounds and sound structures that all human languages draw from, it is also a part of the structural linguistics that studies sound patterns of language, how sounds are organized and used in natural languages. Another goal of phonology is to account for the similarities among human languages. Even though the different languages have different sets of sounds and different ways of arranging and patterning those sounds; there are a number of similarities are called universals concerning that all consonant inventories have voiceless stops; all languages have syllables; and all inventories can be split into vowels and consonant (Ampa, 2014:3).

In English, Phonemes can be divided into consonants and vowels. In the articulation of consonants, the flow air from the lungs through the vocal apparatus is cut off or impeded. In the articulation of vowels sounds, the flow of air from the

lungs is impeded, but the vocal organs are used to change the shapes of the oral cavity and thus make different sounds for different vowels (Ampa, 2014;13).

1. The Sound of English consonants

a) Place of Articulations

When we produce and describe consonants, we use vocal track that contains some discrete physical landmarks. In describing the place of articulation, we are describing where in the vocal tract a sound is made.

Articulators are the parts of the oral tract that are used in producing speech sounds. There are two kinds of Articulations, active and passive articulation. Active articulators are ones that move: the tongue tip is an active articulator in sounds like [s t n], since it moves up to behind the teeth. Passive articulators are articulators that cannot move, but are the target for active articulators. In the case of sounds like [s t n], the passive articulator is the bony ridge behind the upper teeth, known as the alveolar ridge.

Most places of articulation are described by reference to the passive articulator. We start our description of them with the lips, working our way down the vocal tract. These are the abbreviated names for the places of articulation used in English:

a. Bilabial

The articulators are the two lips. English bilabial sounds include [p], [b], and [m].

b. Labio – dental

These sounds are formed with the upper teeth and the lower lip.

English labio-dental sounds include [f] and [v].

c. Dental

Dental sounds are formed with the tongue tip behind the upper front teeth.

d. Alveolar

These sounds are formed with the front part of the tongue on the alveolar ridge, which is the rough, bony ridge immediately behind the upper teeth. English alveolar sounds include [t], [d], [n], [s], [z], [l].

e. Palato Alveolar

The sounds formed by hard part in the roof of mouth called palate. Sound which is produced with the tongue at the in front of palate near alveolar ridge is called Palato Alveolar.

f. Palatal

These sounds are formed with the tongue middle and the palate.

g. Velars

The active articulator is the tongue body and the passive articulator is the soft palate or velum. Sounds produced with the back of tongue against the velum are called velars. English velars include [k], [g].

h. Glottal

Glottal sounds are made in the larynx. There are two other sounds which are produced without the active use of the tongue and other parts of the mouth. English glottals include [h].

b) Manner of Articulations

As well as knowing where a sound is made, we need to know how it is made. Consonants involve at least two articulators. When the articulators are brought closer together, the flow of air between them changes: for instance, it can be stopped or made turbulent. The channels between any two articulators govern the pressure and flow of air through the vocal tract, and in turn this affects the kinds of sound that come out. The way a sound is made (rather than where it is made) is called manner of articulation. Most manners of articulation are combinable with most places of articulation.

Consonants are sounds which involve full or partial blocking of airflow. In English, the consonants are p, b, t, d, ch, j, k, g, f, v, th, dh, s, z, sh, zh, m, n, ng, l, r, w, and y. They are classified in a number of different ways, depending on the vocal tract. According to the manner of articulation (how breath is used) the consonants are:

a. Stop

Stop also known as plosives. The air is blocked for a moment, and then released. The word stop refers to stopping the air, the word

plosives refers to the release the air. In English, they are p, b, t, d, k, and g.

b. Fricatives

Fricatives, these are sounds produced by having the air rub against some surface in the mouth causing friction. In English, these include f, v, th, dh, s, z, sh, zh, and h.

c. Affricates

Affricates are sounds that produced by made up of two parts a stop and fricative. In English, we have ch (unvoiced) and j (voiced). Many consider these as blends: t-sh and d-zh.

d. Nasals

Nasals are sounds made with air passing through the nose. In English, these are m, n, and ng.

e. Laterals

These sounds are produced by having the air go out of the mouth from both sides of tongue. In English, these include.

f. Vibrant

These are sounds produced by having the tongue vibrate in the mouth.

g. Semivowels

Semivowels are sounds that are, as half consonant and half vowel. In English, we have w and y, which you can see are a lot like

vowels such as oo and ee, but with the lips almost closed for w (bilabial) and the tongue almost touching the palate for y (palatal).

2. The sounds of English Vowels

Jackson cited in Ampa (2014;43) stated that there are three parameters that we should know in order to describe English vowels;

1. Height of the tongue and the openness of the mouth
2. The position of the tongue or general area of the mouth in which the vowels are made
3. The shapes of the lips

It is also important to distinguish between pure (simple) vowels and diphthongs. Simple vowels are made with the mouth taking up single positions during the articulations. Diphthongs are configuration of the mouth changes in the course of articulations (Jackson in Ampa,2014;43).

According to Gerald Kelly, et.al in Mayasari (2013) “Vowels are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth”. Some vowels tend to be characteristically longer or shorter than others, and other factors such as speed of speech, phonemic context, stress, etc further modify vowel length.

According to Richards, et.al cited in Mayasari (2013) state that “a speech sound produced without significant constriction of the air flowing

through the mouth". Vowel sounds can be divided into sets in a number of different ways:

- 1) In terms of voicing. In English, all vowels are voiced (except whenwhispering), but some languages, such as Japanese, have voice less vowels aswell.
- 2) In terms of which part of the tongue is raised, distinguishing between **frontvowels** (as in *eat*), in which the tongue is positioned forward in the mouth, **central vowels** (asin *cup*), and **back vowels** (as in *coop*), in which the tongue is positioned towards theback of the mouth.
- 3) In terms of how high the tongue is raised, distinguishing between **high vowels**(or close vowels) as in *beat*, **mid vowels** (or half-close vowels) as in *bait*, and **low vowels**(or open vowels) as in *bat*.
- 4) In terms of whether or not the vowel is **tense** or **lax** (see tense/lax).
- 5) In terms of whether or not the lips are **rounded** (as in *shoe*) or **unrounded** (asin *she*). In English, rounding is allophonic (back vowels are rounded; frontvowels are not), but some languages (such as French) contain front roundedvowels and some others (such as Turkish) contain back unrounded vowels.

From the statement above some continuous voice sounds are produced without obstruction in the mouth, unaccompanied by any frictional noises, they are calledvowels. In prediction of vowels, the tongue is held as such a distance from the roof of the mouth that there is no predictable noise. When ours tongue takes up a vowels position, a

resonance chamber in formed which modifies the quality of the tone produce by the vocal cord and give raise to distance quality or timber.

B. English Pronunciation

In many English language classrooms, teaching pronunciation is granted the least attention, because there are many students who have not been able to pronounce English vowels properly. Pronunciation is the production of sound by using our speech organs for communication. According to Mahuda M. and Endang Sri. S (2011:1) says that “Pronunciation is the production of speech sound for communication”. English pronunciation has problem also, for example a native speaker of English most often have to grapple with the spelling system of the language as writer, words whose meaning and pronunciation are well known have to be writer down, and it is this situation that native speakers become very conscious of the intricacies of the English spelling system. Only occasionally do we have attempted to write an unknown word. With non-native learners of English the predominant problem is usually how to pronounce an unknown word in a written text. According to Joanne, et.al (2002:97) says that “The English spelling system is rich in both regularities and irregularities which present problems to non-native learners (and to English– speaking children learning to write their language)”. General observation suggests that it is those who start to learn English after their school years are most likely to have serious difficulties in acquiring intelligible pronunciation, with the degree of difficulty increasing markedly with age.

a) The Importance of Pronunciation

There are some reasons why pronunciation is important; improved, pronunciation shows that students have become more native-like their categories perception of sounds. This means that they are more likely not only to sound like native when they speak, but also to understand which sound that in words that native to them (i.e. improved reading aloud). In addition, they are more likely to have improved phonetic spelling skill, and improved abilities to correctly sound out new words they read. Thus, more native-like speech sounds can lead to better listening skill, reading skill, and spelling skill. Pronunciation is generally much easier to learn at early age. The longer a teacher ignores the subject, the less his/her students will ever be able to learn about it. Thus, ignoring pronunciation skills until grammar and vocabulary have improved will often mean pronunciation together. Ignoring pronunciation means that for the most part, students will always have a foreign sounding accent. Granted, understanding what the students mean to communicate is much more important than the accent they use when communicating. As what Jones says: "However, the unfortunate is fact that when laypeople (non-language educators) listen to someone with a foreign accent speak, they tend to focus on how the message is expressed as much even more than on what is expressed. Communication suffers, because of the accent and the listeners. So, we can conclude that pronunciation is very important to improve communication skill, and it makes easily communication." (Jones, 2006:269).

b) Factors that Effect pronunciation learning

Many students have difficulty in pronunciation of the English Language, most likely due to many factors and specific effects that many students became difficult in pronunciation. There are several factors and the effect on student learning pronunciation is among them. According to Joanne (2002: 4) factors that affect pronunciation learning as follow:

- 1) The native language: the native language is an important factor in learning to pronounce.
- 2) The age factor: someone pronounces a second language like a native; they probably started learning it as a child.
- 3) Amount of exposure: it is tempting to view this simply as a matter of whether the learner is living in English speaking country or not.
- 4) Phonetic ability: it is commonly view that some people have a, better ear“ for foreign languages than others. This skill has been variously termed aptitude for oral mimicry, phonetic coding ability“ or auditory discrimination ability.
- 5) Attitude and identity: it has been claimed that factors such as a person’s sense of identity“ and feelings of group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.
- 6) Motivation and concern for good pronunciation some learners seem to be concerned about their pronunciation than others. From the above

statement states that the language factor will increase and pronunciation will change with age, because the more we mature, increasing the ability that we have.

Based on the previous research conducted by Isyuniandri (2014) on students' pronunciation error at ESP 2 program, he found that one of Indonesian students' problems in studying English is their poor pronunciation and sometimes they still pronounce the words in Indonesian style and they seldom speak up because they are afraid to make mistakes. In addition, Isyuniandri (2014) also found that 49.11% students got error in vowel, 18.70% in Consonant, and 32.18% in diphthong.

Next research conducted by saundz research team entitled "Students' Attitudes towards Learning English Pronunciation" in 2015 found that When asked the students to express their agreement or disagreement with the statement "Pronunciation is very important to me," majority of students expressed a strong agreement. Only about 8% of students said that they either disagree or don't know how they feel about this statement. 92% expressed agreement and strong agreement (in most cases). It indicates that learning pronunciation is very important and needed by the students in learning English.

C. Conceptual Framework

The schematic conceptual framework was presented as follows:

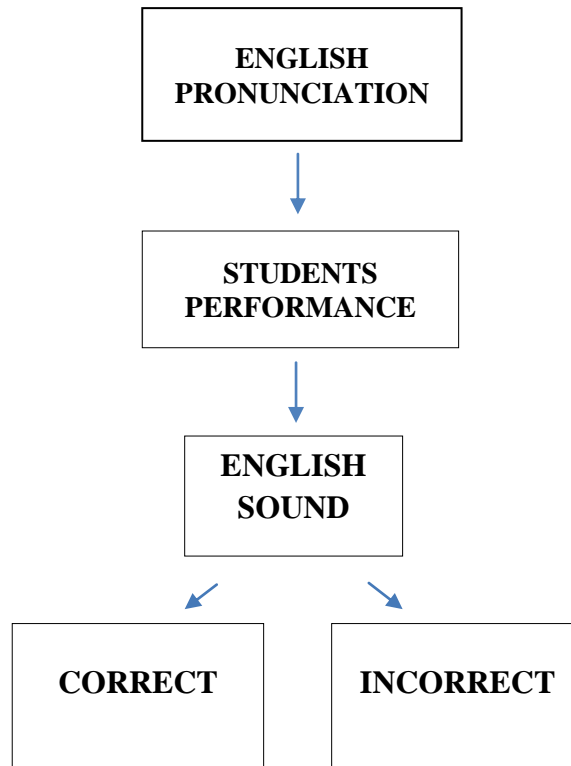


Figure 2.1 Conceptual Framework

In this research, the researcher was focused to analyze the how the students' performance in English pronunciation and will be further analyze whether the students sound pattern in English word pronounce correctly or not. This research was intends to find how the students ability in pronouncing English word as the English Department students which learn pronunciation practice subject. This research hopefully help English Pronunciation lecturer to know the appropriate adjustment and treatment in teaching English Pronunciation.

CHAPTER III

RESEARCH METHOD

A. Research Design

This research used descriptive quantitative method. It means the researcher described all the phenomena arose from the object of the research factually. Reading test was given to the students to fulfill the aim of the research which was to know the students English pronunciation performance and to know whether the sound pattern pronounced by students correct or not, the research held at the second grade students of SMA Negeri 1 Makassar.

B. Research Method

1) Population

The researcher took the population in the second grade students of SMA Negeri 1 Makassar. It consist of 115 students, they are from 3 classes

2) Sample

In this study, the researcher used random sampling technique. There are 30 students as sample. The researcher took 10 students in every class from 3 classes.

C. Instruments of the Research

The instruments used by the researcher in this research was reading test, the students read a text and pronounced some English words that provided by the researcher. To facilitate in analyzing the students' pronunciation test, the researcher took audio recording while the students having a test. It also aimed to prevent mistakes in analyzing the way students' pronounced English sounds.

D. Data Collection

This research specifically focused on performance in English Pronunciation. The researcher had some steps to collect the data in this quantitative research:

1. The researcher gave the students a text to read.
2. While students' read the text, the researcher took the audio recorder
3. After recording the students' pronunciation test, the researcher analyzed the students' performance in pronouncing English sounds

E. Data Analysis

The test was analyzed by using the following formula :

$$P = \frac{fq}{N} \times 100 \%$$

Where:

P = % of students' pronunciation

Fq = frequency of answers

N = number of students

(Sudjono, 2000:40).

By using the formula above, the writer identified the correctly and incorrectly of students in pronouncing English sounds.

In analyzing the data, the researcher adopted some following steps:

- 1) The researcher analyzed the students' oral test based on the audio recording
- 2) The researcher identified which sounds pronounced by the students correctly and incorrectly
- 3) The Researcher told about types of mistakes and types vowel and consonant pronounced by the students correctly and incorrectly

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter explained about the result of oral test to know the kind of sounds commonly pronounced correctly and incorrectly by students. Then finally at the end of this chapter the researcher discusses the findings of the data.

The data gained through oral test, it aimed to know the students' performance in pronouncing English sounds. The data got from the eleventh grade students of SMA Negeri 1 Makassar, the findings explained through the description of English sounds which pronounced by the students correctly and incorrectly.

A. Findings

1. Sounds Pronounced by the Students Correctly

The result of this aspect aimed to answer the first subsidiary research question: “*What sounds are pronounced correctly by the Second Grade Students of SMA Negeri 1 Makassar?*”

The result of the oral test provided the analysis of sound pronounced by the students correctly. The result analyzed through three tables based on the types of the test, there were three items in oral test, first was pronouncing word, phrases, then sentences. This study was describe the correct in pronouncing vowels and consonant /e/, /æ/, /ɜ/, /ə/, /ɜ/, /θ/, /ð/, /dʒ/, /ʃ/, and /tʃ/ in English. The data of this study were taken from 30 students of SMA Negeri 1 Makassar in pronouncing

four vowels and six consonant. Then, the researcher gave the subject a list of word, sentence, and phrases, the researcher asked them to pronounce it individually. There were 25 words that consisted of 10 word, 10 sentence, and 5 phrases. Before recording process, the researcher asked the subject to familiarize themselves with the word to avoid some mistakes because in this research just analyze the correctly. In pronouncing those words, the subject made various incorrectly. Depend on their knowledge and ability in pronouncing English. Some of students made the same correct in pronouncing a word and the others are do differences incorrectly.

a. The Student Performance in Pronouncing Vowel Sound Correctly

Table 4.1

The students correct pronunciation of [/ e /](front vowel) sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Edge	/edʒ/	22	73.3%
Effervescent	/efə'vesənt/	16	53.3%
Ten	/ten/	30	100%
Pepper	/pepə/	22	73.3%
Total Score			74.9%

The table above shows the students correctly in pronouncing word. There were 22 students who pronounced /edʒ/ correctly. There were 16 students who pronounced /efə'vesənt/ correctly. There were 30 students who pronounced /ten/

correctly. and the last was there were 22 students who pronounced /pepə/ correctly. The students total score in pronouncing [/ e /] sound was 74.9 %.

Table 4. 2

The students correct pronunciation of [/æ/] (front vowel) sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Crampon	/kræmpɒn/	25	83.3%
Lavatory	/lævət(ə)ri/	19	63.3%
Gas	/gæs/	23	76.6%
Campus	/kæmpəs/	26	86.6%
Can	/kæn/	21	70.0%
Lamb	/læm/	23	76.6%
Total Score			76.0%

The table above shows the students correctly in pronouncing word. There were 25 students who pronounced /kræmpɒn/ correctly. There were 19 students who pronounced /lævət(ə)ri/ correctly. There were 23 students who pronounced /gæs/ correctly. There were 26 students who pronounced /kæmpəs/ correctly. There were 21 students who pronounced /kæn/ correctly, and the last was there were 23 students who pronounced /læm/ correctly. The students total score in pronouncing [/æ/] sound was 76.0%.

Table 4. 3

The students correct pronunciation of [ɜ /] (central vowel) sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Earth	/ɜ:θ/	22	73.3%
Earnest	/ɜ:nɪst/	20	66.7%
Early	/ɜ:li/	21	70.0%
Guess	/gɜs/	23	76.7%
Total Score			71.6%

The table above shows the students correctly in pronouncing word. There are 22 students who pronounced /ɜ:θ/ correctly. There were 20 students who pronounced /ɜ:nɪst/ correctly, there are 21 students who pronounced /ɜ:li/ correctly, and the last was there are 23 students who pronounced /gɜs/ correctly. The students total score in pronouncing [ɜ /] sound was 71.6%.

Table 4. 4

The students correct pronunciation of [ə/] (central vowel) sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Apprentice	/ə'prentɪs/	24	80.0%
Atrocity	/ə'trɒsɪtɪ/	16	53.3%
Ago	/ə'gəʊ/	24	80.0%
About	/ə'baʊt/	27	90.0%
Occasion	/ə'keɪʒ(ə)n/	18	60.0%
Total Score			72.6%

The table above shows the students correctly in pronouncing word. There were 24 students who pronounced /ə'prentis/ correctly. There are 16 students who pronounced /ə'trɒsɪtɪ/ correctly. There were 24 students who pronounced /ə'gæʊ/ correctly. There are 27 students who pronounced /ə'baʊt/ correctly. There are 18 students who pronounced /ə'keɪz(ə)n/ correctly. The students total score in pronouncing [ə/] sound was 72.6%.

b. The Student performance in pronouncing Consonant sound Correctly

Table 4.5

The students correct pronunciation of [ʒ/] sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Beige	/beɪʒ/	22	73.3%
Garage	/gæɹɑ:ʒ/	21	70.0%
Total Score			71.6%

The table above shows the students correctly in pronouncing word. There are 22 students who pronounced /beɪʒ/ correctly, and the last was there are 21 students who pronounced /gæɹɑ:ʒ/ correctly. The students' total score in pronouncing [ʒ/] sound was 71.6%

Table 4. 6

The students correct pronunciation of [θ] sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Myth	/mɪθ/	17	56.6%
Throughout	/θru:ˈaʊt/	23	76.6%
Thought	/θɔ:t/	26	86.6%
Total Score			73.2%

The table above shows the students correctly in pronouncing word. There were 17 students who pronounced /mɪθ/ correctly. There are 23 students who pronounced /θru:ˈaʊt/ correctly, and the last was there are 26 students who pronounced /θɔ:t/ correctly. The students correctly in pronouncing [θ] sound was 73.2%.

Table 4.7

The students correct pronunciation of [ð] sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Although	/ɔ:lðəʊ/	21	70.0%
Father	/fɑ:ðə(r)/	26	86.6%
Weather	/weðə(r)/	23	76.6%
This	/ðɪs/	30	100.0%
The	/ðə/	28	93.3%
There	/ðeə(r)/	26	86.6%
Them	/ðəm/	25	83.3%
Total Score			85.2%

The table above shows the students correctly in pronouncing word. .There are 21students who pronounced /ɔ:lðəʊ/ correctly. There are 26 students who pronounced /fɑ:ðə(r)/ correctly There were 23 students who pronounced /weðə(r)/ correctly. There are 30 students who pronounced /ðɪs/ correctly. There were 28 students who pronounced /ðə/ correctly There were 26 students who pronounced /ðeə(r)/ correctly, and the last was there are 25 students who pronounced /ðəm/ correctly. The students correctly in pronouncing /ð/ sound was 85.2%.

Table 4.8

The students correctly in pronouncing [/dʒ/] sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Arrange	/ə'reɪndʒ/	21	70.0%
Ginger	/dʒɪndʒə/	18	60.0%
Change	/tʃeɪndʒ/	18	60.0%
Enlarge	/ɪnla:dʒ /	25	83.3%
Total score			68.3%

The table above shows the students correctly in pronouncing word. There are 21 students who pronounced /ə'reɪndʒ/ correctly. There are 18 students who pronounced /dʒɪndʒə(r)/ correctly. There are 18 students who pronounced /tʃeɪndʒ/ correctly, and the last was there are 25 students who pronounced /ɪnla:dʒ/ correctly. The students total score in pronouncing [/dʒ/] sound was 68.3%.

Table 4. 9

The student correctly in pronouncing [ʃ/] sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Extinguish	/ɪks'stɪŋwɪʃ/	13	43.3%
Sheep	/ʃi:p/	25	83.3%
Should	/ʃʊd/	20	66.7%
Total Score			64.3%

The table above shows the students correctly in pronouncing word. There are 13 students who pronounced /ɪks'stɪŋwɪʃ/ correctly. There are 25 students who pronounced /ʃi:p/ correctly, and the last was there are 20 students who pronounced /ʃʊd/ correctly. The students total score in pronouncing [ʃ/] sound was 64.3%.

Table 4.10

The Students correctly in pronouncing [tʃ/] sound

Word	Transcription	Quantity of Correctly students	Percentage (%) of Correctly Pronounced
Achieve	/ə'tʃi:v/	21	70.0%
Armchair	/ɑ:mtʃeə(r)/	19	63.3%
Cheap	/tʃi:p/	26	86.6%
Chops	/tʃɒps/	22	73.3%
Exchequer	/ɪks'tʃekə/	15	50%
Total Score			68.6%

The table above shows the students correctly in pronouncing word. There were 21 students who pronounced /ə'tʃi:v/ correctly. There are 19 students who pronounced /ɑ:mtʃeə(r)/ correctly. There are 26 students who pronounced /tʃi:p/correctly. There are 22students who pronounced /tʃɒps/ correctly, and the last was there were 15 students who pronounced /iks'tʃekə(r)/ correctly. The students total score in pronouncing [tʃ/] sound was 68.6%.

2. Sound Pronounced by the Students Incorrectly

The result of this aspect aimed to answer the first subsidiary research question:“*What sounds are pronounced incorrectly by the Second Grade Students of SMA Negeri 1 Makassar?*”

The result of the oral test provided the analysis of sound pronounced by the students incorrectly.

a. The Student performance in pronouncing sound Incorrectly of Vowel

Table 4. 11

The students incorrectly in pronouncing [/ e /] front vowel

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of incorrectly Pronounced
Edge	/edʒ/	8	26.7%
Effervescent	/efə'vesənt/	14	46.7%
Ten	/ten/	-	0.00%
Pepper	/pepə(r)/	8	26.7%
Total score			25.0%

The table above shows the students incorrectly in pronouncing word. There are 8 students who pronounced /edʒ/ incorrectly. There are 14 students who pronounced /efə'vesənt/ incorrectly. There was no students pronounced /ten/ incorrectly. And the last was there were 8 students who pronounced /pepə(r)/ incorrectly the students total score in pronouncing incorrectly [/ e /] sound was 25.0%.

Table 4. 12

The students incorrectly in pronouncing [/æ/] front vowel

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Crampon	/kræmpɒn/	5	16.7%
Lavatory	/lævət(ə)ri/	11	36.7%
Gas	/ gæs /	7	23.4%
Campus	/ kæmpəs /	4	13.4%
Can	/ kæn /	9	30%
Lamb	/ læm /	7	23.4%
Total Score			23.9%

The table above shows the students incorrectly in pronouncing word. There were 5 students who pronounced /kræmpɒn/ incorrectly. There were 11 students who pronounced /lævət(ə)ri/ incorrectly. There were 7 students who pronounced /gæs/ incorrectly. There were 4 students who pronounced /kæmpəs/ incorrectly. There were 9 students who pronounced /kæn/ incorrectly, and the last was there were 7 students who pronounced /læm/ incorrectly. The students total score in pronouncing [/æ/] vowel was 23.9%.

Table 4. 13

The students incorrectly in pronouncing [ɜ /ɜ] central vowel

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Earth	/ɜ:θ/	8	26.7%
Earnest	/ɜ:nɪst/	10	33.3%
Early	/ɜ:li/	9	30.0%
Guess	/gɜs/	7	23.3%
Total Score			28.3%

The table above shows the students incorrectly in pronouncing word. There were 8 students who pronounced /ɜ:θ/ incorrectly. There were 10 students who pronounced /ɜ:nɪst/ incorrectly, there were 9 students who pronounced /ɜ:li/incorrectly. The last was there were 7 students who pronounced /gɜs/ incorrectly. The students total score in pronouncing [ɜ /ɜ] sound was 28.3%.

Table 4.14

The students incorrectly in pronouncing [ə/ə] central vowel

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Apprentice	/ə'prentɪs/	6	20.0%
Atrocity	/ə'trɒsɪtɪ/	12	46.7%
Ago	/ə'gəʊ/	6	20.0%
About	/ə'baʊt/	3	10.0%
Occasion	/ə'keɪʒn/	12	46.7%
Total Score			28.6%

The table above shows the students incorrectly in pronouncing word. There are 6 students who pronounced /ə'prentɪs/ incorrectly. There are 12 students

who pronounced /ə'trɒsɪtɪ/ incorrectly. There are 6 students who pronounced /ə'gəʊ/ incorrectly, There are 3 students who pronounced /ə'baʊt/ incorrectly, and the last was there were 12 students who pronounced /ə'kerɪn/ incorrectly. The students' total score in pronouncing [ʌ] sounds incorrectly was 28.6%.

b. The Student performance in pronouncing sound Incorrectly of Consonant

Table 4. 15

The students incorrectly in pronouncing [ʒ] consonant

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Beige	/beɪʒ/	8	26.7%
Garage	/gæɾɑ:ʒ/	9	30%
Total score			28.3%

The table above shows the students incorrectly in pronouncing word. There are 8 students who pronounced /beɪʒ/ incorrectly, and the last was there are 9 students who pronounced /gæɾɑ:ʒ /incorrectly. The students total score in pronouncing [ʒ] consonant incorrectly was 28.3%.

Table 4. 16

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
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Myth	/mɪθ/	13	43.4%
Throughout	/θru:ˈaʊt/	7	23.4%
Thought	/θɔ:t/	4	13.4%
Total score			26.7%

The students incorrectly in pronouncing [θ] consonant

The table above shows the students incorrectly in pronouncing word. There are 13 students who pronounced /mɪθ/ incorrectly. There are 7 students who pronounced /θru:ˈaʊt/ incorrectly, and the last was there are 4 students who pronounced /θɔ:t/ incorrectly. The students total score in pronouncing [θ] consonant incorrectly was 26.7%.

Table 4.17

The students incorrectly in pronouncing [ð] consonant

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Although	/ɔ:lðəʊ /	9	30%
Father	/fɑ:ðə /	4	13.4%
Weather	/weðə /	7	23.4%
This	/ðɪs /	-	0.00%
The	/ðə /	2	6.77%
There	/ðeə(r) /	4	13.4%
Them	/ðəm /	5	16.7%
Total score			14.8%

The table above shows the students incorrectly in pronouncing word. There were 9 students who pronounced /ɔ:lðəʊ/ incorrectly. There are 4 students who pronounced /fɑ:ðə(r)/incorrectly There are 7 students who pronounced /weðə(r)/ incorrectly. There are no students who pronounced /ðɪs/ incorrectly.

There were 2 students who pronounced /ðə/ incorrectly There are 4 students who pronounced /ðeə(r)/ incorrectly, and the last was there are 5 students who pronounced /ðəm/ incorrectly. The students total score in pronouncing [/ð/] consonant incorrectly was 14.8%.

Table 4. 18

The students incorrectly in pronouncing [/dʒ/] consonant

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Arrange	/ə'reɪndʒ/	9	30.0%
Ginger	/dʒɪndʒə(r)/	12	40.0%
Change	/tʃeɪndʒ/	12	40.0%
Enlarge	/ɪnla:dʒ/	5	16.7%
Total score			31.6%

The table above shows the students incorrectly in pronouncing word.

There are 9 students who pronounced /ə'reɪndʒ/ incorrectly. There are 12 students who pronounced /dʒɪndʒə(r)/ incorrectly. There are 12 students who pronounced /tʃeɪndʒ/ incorrectly, and the last was there are 5 students who pronounced /ɪnla:dʒ/ incorrectly. The students total score in pronouncing [/dʒ/] consonant incorrectly was 31.6%.

Table 4. 19

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Extinguish	/ɪks'stɪŋwɪʃ/	17	56.7%

Sheep	/ʃi:p/	5	16.7%
Should	/ʃʊd/	10	33.4%
Total Score			35.6%

The students incorrectly in pronouncing [ʃ/] consonant

The table above shows the students incorrectly in pronouncing word. There were 17 students who pronounced /iks'stiŋwiʃ/ incorrectly. There were 5 students who pronounced /ʃi:p/ incorrectly, and the last was there were 10 students who pronounced /ʃʊd/ incorrectly. The students total score in pronouncing [ʃ/] consonant incorrectly was 35.6%.

Table 4.20

The students incorrectly in pronouncing [tʃ/] consonant

Word	Transcription	Quantity of Incorrectly students	Percentage (%) of Incorrectly Pronounced
Achieve	/ə'tʃi:v/	9	30%
Armchair	/ɑ:mtʃeə(r)/	11	36.7%
Cheap	/tʃi:p /	4	13.4%
Chops	/tʃɒps /	8	26.7%
Exchequer	/iks'tʃekə/	15	50%
Total score			31.3%

The table above shows the students incorrectly in pronouncing word. There are 9 students who pronounced / ə'tʃi:v/ incorrectly. There are 11 students who pronounced /ɑ:mtʃeə(r) /incorrectly. There are 4 students who pronounced /tʃi:p/ incorrectly. There are 8 students who pronounced /tʃɒps/ incorrectly, and the last was there are 15 students who pronounced /iks'tʃekə/ incorrectly. The students total score in pronouncing [tʃ/] consonant incorrectly was 24.7%

Table 4.21

Pronouncing vowel sound

Table 4.22

No	Sound	Word	Dictionary Transcription	Quantity		Percentage	
				Correct	Incorrect	Correct	Incorrect
1.	/e/	Edge	/ edʒ /	22	8	73.3%	26.7%
		Effervescent	/ efə'vesnt /	16	14	53.3%	46.7%
		Ten	/ ten /	30	-	100%	0.00%
		Pepper	/ pepə(r) /	22	8	73.3%	26.7%
2.	/æ/	Crampon	/ kræmpɒn /	25	5	83.3%	16.7%
		Lavatory	/ lævətɪ /	19	11	63.3%	36.7%
		Gas	/ gæs /	23	7	76.6%	23.4%
		Campus	/ kæmpəs /	26	4	86.6%	13.4%
		Can	/ kæn /	21	9	70.0%	30%
		Lamb	/ læm /	23	7	76.6%	23.4%
3.	/ɜ:/	Earth	/ ɜ:θ /	22	8	73.3%	26.7%
		Earnest	/ ɜ:nɪst /	20	10	66.7%	33.3%
		Early	/ ɜ:li /	21	9	70.0%	30.0%
		Guess	/gɜs/	23	7	76.7%	23.3%
4.	/ ə /	Apprentice	/ ə'prentɪs /	24	6	80.0%	20.0%
		Atrocity	/ ə'trɒsətɪ /	16	14	53.3%	46.7%
		Ago	/ ə'gəʊ /	24	6	80.0%	20.0%
		About	/ ə'baʊt /	27	3	90.0%	10.0%
		Occasion	/ə'keɪʒn/	18	12	60.0%	46.7%

Pronouncing consonant sound

No	Sound	Word	Dictionary Transcription	Quantity		Percentage	
				Correct	Incorrect	Correct	Incorrect
1.	/ ʒ /	Beige	/ beɪʒ /	22	8	73.3%	26.7%
		Garage	/ gæɹɑ:ʒ /	21	5	70.0%	30%
2.	/ θ /	Myth	/ mɪθ /	17	7	56.6%	43.4%
		Throughout	/ θru:ˈaʊt /	23	3	76.6%	23.4%
		Thought	/ θɔ:t /	26	4	86.6%	13.4%
3.	/ ð /	Although	/ ɔ:lðəʊ /	21	6	70.0%	30%
		Father	/ fɑ:ðə(r) /	26	4	86.6%	13.4%
		Weather	/ weðə(r) /	23	7	76.6%	23.4%
		This	/ ðɪs /	30	-	100.0%	0.00%
		The	/ ðə /	28	2	93.3%	6.77%
		There	/ ðeə(r) /	26	4	86.6%	13.4%
		Them	/ ðəm /	25	5	83.3%	16.7%
4.	/ dʒ /	Arrange	/ əˈreɪndʒ /	21	9	70.0%	30.0%
		Ginger	/ dʒɪndʒə(r) /	18	12	60.0%	40.0%
		Change	/ tʃeɪndʒ /	18	12	60.0%	40.0%
		Enlarge	/ ɪnla:dʒ /	25	5	83.3%	16.7%
5.	/ ʃ /	Extinguish	/ ɪksˈstɪŋwɪʃ /	13	17	43.3%	56.7%
		Sheep	/ ʃi:p /	25	5	83.3%	16.7%
		Should	/ ʃəd /	20	10	66.7%	33.4%
6.	/ tʃ /	Achieve	/ əˈtʃi:v /	21	9	70.0%	30%
		Armchair	/ ɑ:mtʃeə(r) /	19	11	63.3%	36.7%
		Cheap	/ tʃi:p /	26	4	86.6%	13.4%
		Chops	/ tʃɒps /	22	8	73.3%	26.7%
		Exchequer	/ ɪksˈtʃekə(r) /	15	15	50%	50%

Table 4.23

The students' score in pronouncing correctly and incorrectly

No.	Sound	Correctly	Incorrectly
1	/e/	74.9 %	25.0%
2	/æ/	76.0%	23.9%
3	/ɜ/	71.6%	28.3%
4	/ə/	72.6%	27.3%
5	/ɜ/	71.6%	28.3%
6	/θ/	73.2%	26.7%
7	/ð/	85.2%	14.8%
8	/dʒ/	68.3%	31.6%
9	/ʃ/	64.3%	35.6%
10	/tʃ/	68.6%	31.3%

B. Discussion

1. Sound Pronounced by the Students Correctly

a. Vowel [e/]

Word: edge

The word edge is supposed to be pronounced /edʒ/ and there are 22 students who made correctly in pronouncing that sound.

Word: effervescent

The word effervescent is supposed to be pronounced / efə'vesənt /and there are 16 students who make correctly in pronouncing that sound.

Word: Ten

The word ten is supposed to be pronounced /ten/ and there are all students who make correctly in pronouncing that sound.

Word: Pepper

The word pepper is supposed to be pronounced /pepə(r)/ and there are 22 students who make correctly in pronouncing that sound.

b. Vowel [/ æ /]

Word: Crampon

The word crampon is supposed to be pronounced /kræmpɒn/ and there are 25 students who make correctly in pronouncing that sound.

Word: Lavatory

The word lavatory is supposed to be pronounced /lævət(ə)ri/ and there are 19 students who make correctly in pronouncing that sound.

Word: gas

The word gas is supposed to be pronounced /gæs/ and there are 23 students who make correctly in pronouncing that sound.

Word: campus

The word campus is supposed to be pronounced /kæmpəs/ and there are 26 students who make correctly in pronouncing that sound.

Word: can

The word can is supposed to be pronounced /kæn/ and there are 21 students who make correctly in pronouncing that sound.

Word: lamb

The word lamb is supposed to be pronounced /læm/ and there are 23 students who make correctly in pronouncing that sound.

c. Vowel [ɜ:/]

Word: earth

The word earth is supposed to be pronounced /ɜ:θ/ and there are 22 students who make correctly in pronouncing that sound.

Word: earnest

The word earnest is supposed to be pronounced /ɜ:nɪst/ and there are 20 students who make correctly in pronouncing that sound.

Word: early

The word early is supposed to be pronounced /ɜ:li/ and there are 21 students who make correctly in pronouncing that sound.

Word: Guess

The word guess is supposed to be pronounced /gɜs/ and there are 23 students who pronounced that sound.

d. Vowel [ə /]

Word: apprentice

The word apprentice is supposed to be pronounced /ə'prentɪs/ and there are 24 students who make correctly in pronouncing that sound.

Word: atrocity

The word atrocity is supposed to be pronounced /ə'trɒsəti/ and there are 16 students who make correctly in pronouncing that sound.

Word: ago

The word ago is supposed to be pronounced /ə'gəʊ/ and there are 24 students who make correctly in pronouncing that sound.

Word: about

The word about is supposed to be pronounced /ə'baʊt/ and there are 27 students who make correctly in pronouncing that sound.

Word: occasion

The word occasion is supposed to be pronounced /ə'keɪʒn/ and there are 18 students who make correctly in pronouncing that sound.

e. Consonant[/ʒ/]

Word: beige

The word beige is supposed to be pronounced /beɪʒ/ and there are 22 students who make correctly in pronouncing that sound.

Word: garage

The word garage is supposed to be pronounced /gæɾɑ:ʒ/ and there are 21 students who make correctly in pronouncing that sound.

f. Consonant[/θ/]

Word: myth

The word myth is supposed to be pronounced /mɪθ/ and there are 17 students who make correctly in pronouncing that sound.

Word: throughout

The word throughout is supposed to be pronounced /θru:'aʊt/ and there are 23 students who make correctly in pronouncing that sound.

Word: thought

The word thought is supposed to be pronounced /θɔ:t/ and there are 26 students who make correctly in pronouncing that sound.

g. Consonant [ð /]

Word: although

The word although is supposed to be pronounced /ɔ:lðəʊ/ and there are 21 students who make correctly in pronouncing that sound.

Word: father

The word father is supposed to be pronounced /fɑ:ðə(r)/and there are 26 students who make correctly in pronouncing that sound.

Word: weather

The word weather is supposed to be pronounced /weðə/ and there are 23 students who make correctly in pronouncing that sound.

Word: this

The word this is supposed to be pronounced /ðɪs/ and there are all students who make correctly in pronouncing that sound.

Word: there

The word there is supposed to be pronounced /ðeə(r)/ and there are 26 students who make correctly in pronouncing that sound.

Word: them

The word them is supposed to be pronounced /ðəm/ and there are 25 students who make correctly in pronouncing that sound.

Word: thought

The word thought is supposed to be pronounced /θɔ:t/ and there are 26 students who make correctly in pronouncing that sound.

h. Consonant [dʒ]

Word: arrange

The word arrange is supposed to be pronounced /ə'reɪndʒ/ and there are 21 students who make correctly in pronouncing that sound.

Word: ginger

The word ginger is supposed to be pronounced /dʒɪŋdʒə(r)/ and there are 18 students who make correctly in pronouncing that sound.

Word: change

The word change is supposed to be pronounced /tʃeɪndʒ/ and there are 18 students who make correctly in pronouncing that sound.

Word: enlarge

The word enlarge is supposed to be pronounced /ɪn'lɑ:dʒ/ and there are 25 students who make correctly in pronouncing that sound.

i. Consonant [ʃ /]

Word: exchequer

The word exchequer is supposed to be pronounced /ɪks'tʃekə(r)/ and there are 15 students who make correctly in pronouncing that sound.

Word: extinguish

The word extinguish is supposed to be pronounced /ɪks'tɪŋgwɪʃ/ and there are 13 students who make correctly in pronouncing that sound.

Word: sheep

The word sheep is supposed to be pronounced /ʃi:p/ and there are 25 students who make correctly in pronouncing that sound.

Word: should

The word sheep is supposed to be pronounced /ʃʊd/ and there are 20 students who make correctly in pronouncing that sound.

j. Consonant [tʃ /]

Word: achieve

The word achieve is supposed to be pronounced /əˈtʃi:v/ and there are 21 students who make correctly in pronouncing that sound.

Word: armchair

The word armchair is supposed to be pronounced /ɑ:mtʃeə(r)/ and there are 19 students who make correctly in pronouncing that sound.

Word: cheap

The wordcheap is supposed to be pronounced /tʃi:p/ and there are 26 students who make correctly in pronouncing that sound.

Word: chops

The wordchops is supposed to be pronounced /tʃɒps/ and there are 26 students who make correctly in pronouncing that sound.

2. Sound Pronounced by the Students Incorrectly

a. Vowel [/e/]

Word: edge

The word edge is supposed to be pronounced /edʒ/ and there are 8 students who make incorrectly in pronouncing the sound. There are 7 students who pronounced /edʒ/ as /eidʒ/ and there is 1 student who pronounced /edʒ/ as /edge/

Word: effervescent

The word effervescent is supposed to be pronounced /efə'ves(ə)nt/ and there are 14 students who make incorrectly in pronouncing it such as:

There are 3 students who pronounced /efə'vesnt/ as /efə'vesent, there are 5 students who pronounced /efə'vesnt/ as /efe(r)'vesnt/ and there are 6 students who pronounced /efə'vesnt/ as /efəveskent/

Word: ten

The word ten is supposed to be pronounced /ten/ and there are no students who make incorrectly in pronouncing that sound.

Word: pepper

The word pepper is supposed to be pronounced /pepə(r)/ and there are 8 students who make incorrectly in pronouncing it such as: /pepə(r)/ as /peipə(r)/

b. Vowel [/ æ /]

Word: Crampon

The word crampon is supposed to be pronounced /kræmpɒn/ and there are 5 students who make incorrectly in pronouncing it such as: /kræmpɒn/ as /kreimpɒn/

Word: Lavatory

The word lavatory is supposed to be pronounced /lævət(ə)ri/ and there are 11 students who make incorrectly in pronouncing it such as: There are 6 students who pronounced /lævətri/ as /ləvətri/ and there are 5 students who pronounced /lævətri/ as /lavətəri/

Word: gas

The word gas is supposed to be pronounced /gæs/ and there are 7 students who make incorrectly in pronouncing it such as: There are 4 students who pronounced /gæs/ as /gəs / and there are 3 students who pronounced /gæs/ as /gAs/

Word: campus

The word campus is supposed to be pronounced /kæmpəs/ and there are 4 students who make incorrectly in pronouncing it such as: /kæmpəs/ as /kæmpʊs/

Word: can

The word can is supposed to be pronounced /kæn/ and there are 9 students who make incorrectly in pronouncing it such as: /kæn/ as /ken/

Word: lamb

The word lamb is supposed to be pronounced / læm /and there are 7 students who make incorrectly in pronouncing it such as: /læm/ as /leim/

c. Vowel [ɜ: /]

Word: earth

The word earth is supposed to be pronounced /ɜ:θ/ and there are 8 students who make incorrectly in pronouncing it such as: There are 5 students who pronounced /ɜ:θ/ as /ɜ:(r)/ and there are 3 Students who pronounced /ɜ:θ / as /ə:θ/

Word: earnest

The word earnest is supposed to be pronounced /ɜ:nɪst/ and there are 10 students who make incorrectly in pronouncing it such as: There are 3 students who pronounced /ɜ:nɪst/ as /ɜ:neɪst / and there are 7 students who pronounced /ɜ:nɪst/ as /ə(r)nɪst/

Word: early

The word early is supposed to be pronounced /ɜ:li/ and there are 9 students who make incorrectly in pronouncing it such as: There are 3 students who pronounced /ɜ:li/ as /e(r)li/ and there are 6 students who pronounced /ɜ:li/ as /ə(r)li/

Word: Guess

The word guess is supposed to be pronounced /gɜs/ and there are 7 students pronounced /gɜs/ as /ges/

d. Vowel [ə /]

Word: apprentice

The word apprentice is supposed to be pronounced /ə'prentis/ and there are 6 students who make incorrectly in pronouncing that sound.

Word: atrocity

The word atrocity is supposed to be pronounced /ə'trɒsɪtɪ/ and there are 14 students who make incorrectly in pronouncing it such as: There are 7 students who pronounced /ə'trɒsɪtɪ/ as /ə'trɒsəti/ and there are 7 Students who pronounced /ə'trɒsɪtɪ/ as /ə'trəʊsəti/

Word: ago

The word ago is supposed to be pronounced /ə'gəʊ/ and there are 6 students who make incorrectly in pronouncing it such as: There are 3 students who pronounced / ə'gəʊ/as / ə'gɔ: / and there are 3 students who pronounced / ə'gəʊ/as / ə'gau /.

Word: about

The word about is supposed to be pronounced /ə'baʊt/ and there are 3 students who make incorrectly in pronouncing it such as: /ə'baʊt/ as /ə'bəʊt /

Word: occasion

The word occasion is supposed to be pronounced /ə'keɪʒn/ and there are 12students who make incorrectly in pronouncing it such as: There are 7 students who pronounced /ə'keɪʒn/ as /e'keɪʒn/ and there are 5 students who pronounced /ə'keɪʒn/ as/ ə'kaɪʒn /

e. Consonant[/ ʒ /]

Word: beige

The word beige is supposed to be pronounced / beɪʒ / and there are 8 students who make incorrectly in pronouncing that sound.

Word: garage

The word garage is supposed to be pronounced / gæɾɑ:ʒ / and there are 9 students who make incorrectly in pronouncing it such as: There are 5 students who pronounced /gæɾɑ:ʒ/ as /gerɑ:ʒ/ and there are 4 students who pronounced /gæɾɑ:ʒ/ as /geɾɑ:ʒ/

f. Consonant[/θ /]

Word: myth

The word myth is supposed to be pronounced /mɪθ/ and there are 13 students who make incorrectly in pronouncing it such as: There are 7 students who pronounced /mɪθ/ as /maɪθ / and there are 6 students who pronounced /mɪθ /as /meɪθ/

Word: throughout

The word throughout is supposed to be pronounced / θru:ˈaʊt / and there are 7 students who make incorrectly in pronouncing it such as: There are 3 students who pronounced / θru:ˈaʊt / as θru:ˈəʊt / and there are 4 students who pronounced / θru:ˈaʊt / as / θrəʊt /

Word: thought

The word thought is supposed to be pronounced / θɔ:t / and there are 4 students who make incorrectly in pronouncing that sound.

g. Consonant [ð /]

Word: although

The word although is supposed to be pronounced /ɔ:lðəʊ/ and there are 9 students who make incorrectly in pronouncing it such as: There are 6 students who pronounced /ɔ:lðəʊ/ as /ɔ:lðəʊg/ and there are 3 students who pronounced /ɔ:lðəʊ/ as /ɔ:lðəʊ/

Word: father

The word father is supposed to be pronounced /fɑ:ðə(r)/ and there are 4 students who make incorrectly in pronouncing it such as: /fɑ:ðə(r)/ as /fɑ:ðe(r) /

Word: weather

The word weather is supposed to be pronounced /weðə(r)/ and there are 7 students who make incorrectly in pronouncing that sound.

Word: this

The word this is supposed to be pronounced /ðɪs /and there were no students who make incorrectly in pronouncing that sound.

Word: the

The word the is supposed to be pronounced /ðə/and there are 2 students who make incorrectly in pronouncing it such as: /ðə/ as /ðe/

Word: there

The word there is supposed to be pronounced /ðeə(r)/and there are 4 students who make incorrectly in pronouncing it such as: /ðeə(r)/ as /ðe(r)/

Word: them

The word them is supposed to be pronounced / ðəm / and there are 25 students who make correctly in pronouncing that sound.

h. Consonant [/dʒ/]

Word: arrange

The words arrange is supposed to be pronounced / ə'reɪndʒ / and there are 9 students who make incorrectly in pronouncing it such as: There are 8 students who pronounced / ə'reɪndʒ/ as / e'reɪndʒ / and there is 1 student who pronounced / ə'reɪndʒ/ as / ə'reɪŋ /

Word: ginger

The word ginger is supposed to be pronounced /dʒɪŋdʒə/ and there are 12 students who make incorrectly in pronouncing it such as: /dʒɪndʒə/ as /dʒɪndʒe(r)/

Word: change

The word change is supposed to be pronounced / tʃeɪndʒ / and there are 12 students who make incorrectly in pronouncing it such as: There are 8 students who pronounced /tʃeɪndʒ / as / tʃeɪnʒ / and there are 4 students who pronounced /tʃeɪndʒ/ as /tʃeɪŋ/

Word: enlarge

The word enlarge is supposed to be pronounced / ɪnla:dʒ / and there are 5 students who make incorrectly in pronouncing that sound.

i. Consonant [ʃ /]

Word: extinguish

The word extinguish is supposed to be pronounced /ɪks'tɪŋgwɪʃ/ and there are 17 students who make incorrectly in pronouncing it such as:

There are 7 students who pronounced /ɪks'tɪŋgdʒʊʃ/ and there were 10 students who pronounced /ɪks'tɪŋgwɪʃ/ as /eks'tɪŋgwɪʃ/

Word: sheep

The word sheep is supposed to be pronounced /ʃi:p/ and there are 5 students who make incorrectly in pronouncing such as: /ʃi:p/ as /ʃɪp/

Word: should

The word sheep is supposed to be pronounced /ʃʊd/ and there are 10 students who make incorrectly in pronouncing it such as: There are 1 student who pronounced /ʃəd/ as /ʃəd/, there are 2 students who pronounced /ʃəd/ as /ʃəʊd/ and there were 7 students who pronounced /ʃəd/ as /ʃad/

j. Consonant [tʃ /]

Word: achieve

The word achieve is supposed to be pronounced /ə'tʃi:v/ and there are 9 students who make incorrectly in pronouncing it such as: There are 4 students who pronounced /ə'tʃi:v/ as /eɪtʃi:v/ and there are 5 students who pronounced /ə'tʃi:v/ as /e'tʃi:v/

Word: armchair

The word armchair is supposed to be pronounced /ɑ:mʃeə(r)/ and there were 11 students who make incorrectly in pronouncing it such as:

There are 8 students who pronounced /ɑ:mʃeə(r)/ as /ɑ:mtseɪ(r)/ and there were 3 students who pronounced /ɑ:mʃeə(r)/ as /ɑ:mtsəɪ(r)/

Word: cheap

The word cheap is supposed to be pronounced /tʃi:p/ and there are 4 students who make incorrectly in pronouncing it such as: /tʃi:p/ as /tʃɪp/

Word: chops

The word chops is supposed to be pronounced /tʃɒps/ and there are 4 students who make incorrectly in pronouncing it such as: /tʃɒps/ as /tʃɒps /

Word: exchequer

The word exchequer is supposed to be pronounced /ɪks'tʃekə(r)/ and there are 15 students who make incorrectly in pronouncing it such as:

There are 10 students who pronounced /ɪks'tʃekə(r)/ as /ɪks'tʃɪkə(r)/ and there were 5 students who pronounced /ɪks'tʃekə(r)/ as /eks'tʃekə(r)/

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings and discussions in the previous chapter, the researcher drew the conclusion based on the analysis of the oral test. It is proven that the students pronounced correctly and incorrectly vowel and consonant sound, they were:

1. It was found that the students' performance in pronouncing English sound correctly was higher rather than incorrectly. It was proved by the percentage of students' scores in pronouncing English sounds correctly in the range of 71.6% - 85.2%. Moreover, for the percentage of students scores in pronouncing English sounds incorrectly was in the range of 14.8% - 39.4%.
2. In pronouncing vowel sounds the students dominantly correct in pronouncing /e/sound with the total percentage 74.9%. Otherwise, in pronouncing consonant sounds the students dominantly correct in pronouncing /ð/ with the percentage 85.2%. Furthermore, in pronouncing vowel sound incorrectly students dominantly incorrect in pronouncing /ɜ/ sounds with the total percentage 28.3%. However, in pronouncing consonant sound incorrectly students dominantly incorrect in pronouncing /ʃ/ sounds with the total percentage 39.4%.

3. Sounds pronounced by the students correctly.

The students total score in pronouncing /e/ sound correctly is 74.9%.

The students total score in pronouncing /æ/ sound correctly is 76.0%.

The students total score in pronouncing /ɜ/ sound correctly is 71.6%.

The students total score in pronouncing /ə/ sound correctly is 72.6%.

The students total score in pronouncing /dʒ/ sound correctly is 71.6%.

The students total score in pronouncing /θ/ sound correctly is 73.2%.

The students total score in pronouncing /ð/ sound correctly is 85.2%.

The students total score in pronouncing /ʒ/ sound correctly is 68.3%.

The students total score in pronouncing /ʃ/ sound correctly is 60.8%.

The students total score in pronouncing /tʃ/ sound correctly is 73.3%

4. Sounds pronounced by the students incorrectly.

The students total score in pronouncing /e/ sound incorrectly is 25.0%.

The students total score in pronouncing /æ/ sound incorrectly is 23.9%.

The students total score in pronouncing /ɜ/ sound incorrectly is 28.3%.

The students total score in pronouncing /ə/ sound incorrectly is 28.2%.

The students total score in pronouncing /ʒ/ sound incorrectly is 28.3%.

The students total score in pronouncing /θ/ sound incorrectly is 26.7%.

The students total score in pronouncing /ð/ sound incorrectly is 14.8%.

The students total score in pronouncing /dʒ/ sound incorrectly is 31.6%.

The students total score in pronouncing /ʃ/ sound incorrectly is 39.4%.

The students total score in pronouncing /tʃ/ sound incorrectly is 24.7%.

B. Suggestions

Based on the conclusion above, there were some suggestions given as follows:

1. For the teachers of pronunciation subject at the second grade Students at SMA N 1 Makassar
 - a) The teacher has to be a good model in pronouncing English sounds. In this case, they should explain more detail to the students about the consonant
 - b) The teacher should pay more attention to their students' pronunciation and teach them more about English sound.
2. For the students of pronunciation subject at the at the second grade Students at SMA N 1 Makassar
 - a) The students should be aware that the later, in the future time, they would be a model in speaking English. Therefore, they have to pay attention to their pronunciation.
 - b) The students should be learn and practice more about English sound to make their pronunciation better and improve their ability in pronouncing English sound.

LIST OF APENDICES

Appendix	Page
Appendix A Instrument.....	
Appendix B (Pronounced correctly by the Second Grade Students).....	
Appendix C Documentations	

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Appendices

APPENDIX

A. INSTRUMENT

- a. Pronounce the following words! There consist of vowels and consonants sounds.

- | | |
|---------------|--------------|
| 2. Edge | 6. Myth |
| Effervescent | Throughout |
| 3. Earth | 7. Although |
| Earnest | Weather |
| 4. Apprentice | 8. Arranging |
| Atrocity | Ginger |
| 5. Crampon | 9. Exchequer |
| Lavatory | Extinguish |
| 6. Beige | 10. Achieve |
| Garage | Armchair |

- b. Read the following sentences!

1. My mom up early and cooked breakfast quickly.
2. It occurred about ten days ago on this campus.
3. I guess the fire was caused by gas
4. Put the pepper on the paper.
5. I usually dress casually on this kind of occasion
6. The father was there with them.
7. Sheep are cheap in this country.
8. I thought about nothing but math today.
9. It's time to enlarge the garage.

10. Can I change my clam chowder for lamb chops?

c. Pronounce the following Phrases!

1. To say that we'd been robbed

2. It's fine

3. But it's true

4. should have been waiting

5. had cleaned

KEY ANSWER

A. Vowel

1) /e / = 4

- a. Edge / **edʒ** /
- b. Effervescent / **efə'vesnt** /
- c. Ten/ **ten** /
- d. Pepper/ **pepə(r)** /

2) /æ / = 6

- a. Crampon/ **kræmpɒn** /
- b. Lavatory/ **lævətəri** /
- c. Gas/ **gæs** /
- d. Campus / **kæmpəs** /
- e. Can/ **kæn** /
- f. Lamb/ **læm** /

3) /ɜ: / = 4

- a. Earth / **ɜ:θ** /
- b. Earnest / **ɜ:nɪst** /
- c. Early / **ɜ:li** /
- d. Guess/ **gɜ:s** /

4) /ə / = 5

- a. Apprentice / **ə'prentɪs** /
- b. Atrocity / **ə'trɒsəti** /
- c. Ago/ **ə'gəʊ** /

- d. About/ ə'baʊt /
- e. Occasion/ə'keɪʒn/

B. Consonant

5) / ʒ / = 2

- a. Beige / beɪʒ /
- b. Garage/ gæra:ʒ /

6) / θ / = 3

- a. Myth / mɪθ /
- b. Throughout / θru:'aʊt /
- c. Thought / θɔ:t /

7) / ð / = 7

- a. Although / ɔ:lðəʊ /
- b. Father / fɑ:ðə(r) /
- c. Weather / weðə(r) /
- d. This / ðɪs /
- e. the/ ðə /
- f. there / ðeə(r) /
- g. them / ðəm /

8) / dʒ / = 4

- a. Arrange/ ə'reɪndʒ /
- b. Ginger/ dʒɪndʒə(r) /
- c. Change/ tʃeɪndʒ /
- d. Enlarge/ ɪnla:dʒ /

9) /ʃ/= 3

- a. Extinguish /ɪks'stɪŋgwɪʃ /
- b. Sheep /ʃi:p /
- c. Should /ʃəd /

10) /tʃ/ = 5

- a. Achieve /ə'tʃi:v /
- b. Armchair /ɑ:mtʃeə(r) /
- c. Cheap /tʃi:p /
- d. Chops /tʃɒps /
- e. Exchequer /ɪks'tʃekə(r) /

No	Sound	Word	Transcription		Subject	The total number of students who pronounced				
			Dictionary Transcription	As recorded		Correctly	Incorrectly			
1.	/e/	Edge	/ edʒ /	/ edʒ /	1, 2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 24, 25, 27, 29	22				
				/ eidʒ /	13, 18, 22, 23, 26, 28, 30			7		
				/ edge /	5			1		
		Effervescent	/ efə'vesnt /	/ efə'vesnt /	1, 2, 3, 4, 5, 10, 13, 15, 18, 19, 21, 22, 23, 26, 27, 28	16				
					/ efə'vesent /				6, 29, 30	3
					/ efe(r)'vesnt /				7, 9, 12, 20, 25	5
					/ efəveskent /				8, 11, 14, 16, 17, 24	6
		Ten	/ ten /	/ ten /	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	30	-			
		pepper	/ pepə(r) /	/ pepə(r) /	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 17, 18, 19, 21, 22, 23, , 25, 29	22				
					/ peipə(r) /				15, 16, 20, 24, 26, 27, 28, 30	8

2.	Crampon	/ kræmpøn /	/ kræmpøn /	2, 3, 4, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28, 29, 30	25	
			/ kreimpøn /	1, 5, 6, 19, 23		5
	Lavatory	/ lævøtri /	/ lævøtri /	2, 3, 7, 8, 10, 11, 13, 14, 15, 16, 18, 19, 21, 23, 24, 25, 26, 27, 28	19	
			/ lævøtri /	1, 4, 5, 6, 9, 12		6
			/ lavatøri /	17, 20, 22, 29, 30		5
	Gas	/ gæs /	/ gæs /	1, 2, 4, 5, 9, 10, 11, 13, 14, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	23	
			/ gæs /	3, 7, 15, 18		4
			/ gAs /	6, 8, 12		3
	Campus	/ kæmpøs /	/ kæmpøs /	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 23, 24, 25, 27, 28, 29, 30	26	
			/ kæmpøs /	6, 7, 22, 26,		4
	Can	/ kæn /	/ kæn /	2, 3, 4, 5, 7, 8, 10, 13, 15, 16, 17, 19, 20, 21, 22, 24, 25, 27, 28, 29, 30	21	

				/ ken /	1, 6, 9, 11, 12,14, 18, 23, 26		9
		Lamb	/ læm /	/ læm /	1, 2, 3, 5, 6, 7, 8, 9, 11, 12, 13, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28	23	
				/ leim /	4, 10, 14, 15, 21, 29, 30		7
3.	ɜ:	earth	/ ɜ:θ /	/ ɜ:θ /	1, 2, 4, 6, 8, 9, 10, 11, 12, 13, 14, 16, 17, 20, 21, 24, 25, 26, 27, 28, 29, 30	22	
				ɜ:(r)	5,7,15,18,23	5	
				ə:θ	3, 19, 22		3
		earnest	/ ɜ:nɪst /	/ ɜ:nɪst /	1, 3, 4, 7, 8, 9, 10, 11, 12, 14, 16, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30	20	
				/ ɜ:nɛst /	5,13,25		3
				/ ə(r)nɪst /	2, 6, 10, 15, 17, 26, 30		7
		early	/ ɜ:li /	/ ɜ:li /	2, 3, 5, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 24, 25, 26, 28, 29, 30	21	
				/ e(r)li /	1, 4, 7	3	
				/ ə(r)li /	6, 8, 9, 12,		6

					23, 27		
		guess	/gʒs/	/gʒs/	4, 5, 6, 7, 8,9, 10, 11, 12, 13, 15, 16, 18, 20, 21, 22, 23, 24, 25, 27, 28, 29, 30	23	
				/gəs /	1, 2, 3, 14, 17, 19, 26,		7
4.	/ə/	Apprentice	/əˈprentɪs /	/əˈprentɪs /	2, 3, 4, 5, 7, 8, 9, 10, 12, 13, 14, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27 ,28, 29, 30	24	
				/eˈprentɪs/	1, 6, 11, 15, 17, 27		6
		Atrocity	/əˈtrɒsəti /	/əˈtrɒsəti /	2, 4, 5, 7, 8, 9, 10, 12, 14, 15, 16, 17, 20, 21, 22, 28	16	
				/əˈtrɒsɪti /	1, 3, 6, 11, 13, 23, 24		7
				/əˈtrəʊsəti /	18, 19, 25, 26, 27, 29, 30		7
		ago	/əˈgəʊ/	/əˈgəʊ/	3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 21, 22, 24, 25, 26, 27, 28, 30	24	
				/əˈgɔ: /	1, 2, 5		3
				/əˈgəʊ /	19, 23, 29		3

		about	/ə'baʊt/	/ə'baʊt/	2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	27	
				/ə'bəʊt/	1, 11, 17,		3
		occasion	/ə'keɪʒn/	/ə'keɪʒn/	3, 4, 6, 7, 8, 9, 11, 12, 13, 14, 15, 17, 18, 20, 21, 23, 24, 29	18	
				/e'keɪʒn/	1, 5, 10, 16, 26, 28, 30		7
				/ə'kaɪʒn/	2, 19, 22, 25, 27		5
5.	/ɜ/	Beige	/beɪʒ/	/beɪʒ/	1, 3, 4, 6, 7, 11, 12, 13, 14, 15, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 30	22	
				/beɪg/	2, 5, 8, 9, 10, 16, 21, 30		8
		Garage	/gæɾɑ:ʒ/	/gæɾɑ:ʒ/	2, 3, 4, 5, 6, 7, 9, 11, 14, 15, 16, 19, 21, 22, 23, 24, 25, 26, 27, 28, 30	21	
				/gɛɾɑ:ʒ/	1, 8, 12, 13, 18		5
				/gɛɾɑ:ʒ/	10, 17, 20, 29		4
6.	/θ/	Myth	/miθ/	/miθ/	3, 4, 7, 8, 10, 11, 14, 16, 18, 19, 21, 23, 24, 25, 26, 29, 30	17	
				/maɪθ/	1, 5, 9, 12, 15, 17, 28		7

				/meiθ/	2, 6, 13, 20, 22, 27		6
		Throughout	/θru:ˈaʊt/	/θru:ˈaʊt/	1, 2, 3, 4, 5, 6, 7, 9, 10, 11, 12, 13, 14, 15, 17, 21, 23, 25, 26, 27, 28, 29, 30	23	
				/θru:ˈəʊt/	8, 18, 22		3
				/θrəʊt/	11, 16, 19, 24		4
		thought	/θɔ:t/	/θɔ:t/	1, 2, 3, 4, 5, 6, 7, 8, 11, 12, 13, 14, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 30	26	
				/θaʊt/	9, 10, 15, 27		4
7.	/ð/	although	/ɔ:lðəʊ/	/ɔ:lðəʊ/	4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 18, 19, 21, 22, 23, 24, 25, 26, 30	21	
				/ɔ:lðəʊg/	1, 3, 16, 27, 28, 29		6
				/ʌlðəʊ/	2, 17, 20		3
		father	/fɑ:ðə(r)/	/fɑ:ðə(r)/	2, 3, 4, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	26	
				/fɑ:ðe(r)/	1, 5, 6, 11		4

		Weather	/ weðə(r) /	/ weðə(r) /	3, 4, 6, 7, 8, 10, 11, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22 23, 24, 25, 27, 29, 30	23	
				/ weðe(r) /	1, 2, 5, 9, 12, 26, 28		7
		This	/ ðɪs /	/ ðɪs /	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	30	-
		The	/ ðə /	/ ðə /	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30	28	
				/ ðe /	8, 9		2
		there	/ ðeə(r) /	/ ðeə(r) /	3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 27, 28, 29, 30	26	
				/ ðe(r) /	1, 2, 25, 26		4
		Them	/ ðəm /	/ ðəm /	1, 2, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 23, 25, 26, 27, 28, 29, 30	25	

				/ ðem /	3, 4, 5, 17, 24		5
8.	/ dʒ /	Arrange	/ ə'reɪndʒ /	/ ə'reɪndʒ /	3, 4, 6, 8, 9, 11, 12, 13, 14, 15, 17, 18, 19, 21, 23, 24, 25, 26, 28, 29, 30	21	
				/ e'reɪndʒ /	2, 5, 7, 10, 16, 20, 22, 27	8	
				/ ə'reɪŋg /	1		1
		Ginger	/ dʒɪndʒə(r) /	/ dʒɪndʒə(r) /	3, 4, 6, 7, 11, 14, 15, 16, 18, 20, 21, 22, 23, 24, 25, 26, 27, 29	18	
				/ dʒɪndʒe(r) /	1, 2, 5, 8, 9, 10, 12, 13, 17, 19, 28, 30		12
		change	/ tʃeɪndʒ /	/ tʃeɪndʒ /	3, 4, 6, 7, 8, 9, 11, 12, 13, 15, 16, 18, 22, 23, 24, 26, 28, 30	18	
				/ tʃeɪŋz /	2, 10, 17, 20, 21, 25, 27, 29	8	
				/ tʃeɪŋ /	1, 5, 14, 19		4
		enlarge	/ mla:dʒ /	/ mla:dʒ /	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 21, 22, 23, 24, 25, 26, 28, , 30	25	
				/ mla:d /	18, 19, 20, 27, 29		5
9.	/ f /	extinguish	/ ɪks'stɪŋwɪʃ /	/ ɪks'stɪŋwɪʃ /	4, 7, 8, 10, 11, 13, 14, 19, 20, 21, 24, 27, 30	13	

				/iks'stiŋgdʒʊf /	5, 9, 22, 23, 25, 28, 29		7
				/eks'stiŋwɪf /	1, 2, 3, 6, 12, 15,16, 17, 18, 26		10
		sheep	/ʃi:p /	/ʃi:p /	2, 3, 4, 6, 7, 8, 9, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23, 24, 26, 27, 28, 29, 30	25	
				/ʃɪp /	1, 5, 14, 21, 25		5
		should	/ʃəd /	/ʃəd /	4, 7, 8, 9, 10, 11, 12, 13, 14, 16, 17, 18, 19, 21, 22, 23, 24, 25, 28, 29,	20	
				/ʃɔ:d /	1		1
				/ʃəʊd /	3, 6		2
				/ʃʊd /	2, 5, 15, 20, 26, 27, 30		7
10.	/tʃ/	achieve	/ə'tʃi:v /	/ə'tʃi:v /	4, 6, 8, 9, 10, 12, 13, 15, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30,	21	
				/eɪtʃi:v /	2, 7, 11, 14		4
				/e'tʃi:v /	1, 3, 5, 16, 22		5
		Armchair	/ɑ:mtʃeə(r) /	/ɑ:mtʃeə(r) /	4, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 18, 19, 20, 21, 22, 24, 25, 27, 28	19	
				/ɑ:mtsei(r) /	1, 3, 5, 9, 17, 23, 26, 30		8
				/ɑ:mtsai(r) /	2, 10, 29		3
		Cheap	/tʃi:p /	/tʃi:p /	3, 4, 5, 6, 7, 8, 9, 11, 12,	26	

				13, 14, 15, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 27, 29, 30		
			/ tʃɪp /	1, 2, 10, 18		4
	chops	/ tʃɒps /	/ tʃɒps /	1, 2, 3, 4, 5, 8, 9, 11, 12, 13, 15, 16, 19, 21, 22, 23, 24, 25, 26, 27, 29, 30	22	
			/ tʃɒps /	6, 7, 10, 14, 17, 18, 20, 28,		8
	exchequer	/ ɪks'tʃekə(r) /	/ ɪks'tʃekə(r) /	4, 7, 8, 11, 12, 13, 15, 17, 19, 20, 23, 25, 26, 28, 30	15	
			/ ɪks'tʃɪkə(r) /	1, 2, 6, 9, 10, 16, 18, 22, 27, 29	10	
			/ eks'tʃekə(r) /	3, 5, 14, 21, 24		5

. DOCUMENTATION



CURRICULUM VITAE



Ade Zuhriany R is the second child of Raynonto and Satriany.

She was born on May 9th 1994 in Ujung pandang. She has one sister and one brother. They are, Dian Eka Wati Raynonto and Muhammad Yusril Raynonto. She lives in Gowa Makassar. She

began her study at play group Aisyiyah Makassar 1999, She registered at SD Inpres Batang Kaluku, Sungguminasa Gowa in 2000 and finished her study in 2006, she registered at SMP Perguruan Islam Makassar in 2006 and finished in 2009, she registered at SMKN 06 Makassar in 2009 and finished in 2012. Then, in 2013 she registered as one of the students of Muhammadiyah University of Makassar in English Education Department.