THE STUDENTS' ABILITY TO PRONOUNCE VOICED AND VOICELESS SOUND OF ENGLISH WORDS AT NINTH GRADE OF MTs. MUHAMMADIYAH LEMPANGANG
(A Descriptive Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in Part Fulfillment of the Requirement for the Degree of Education in English Department

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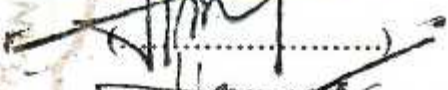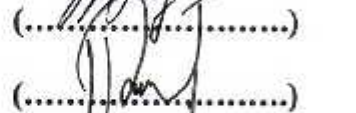# PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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MOTTOS

"GOD ALWAYS GIVES HIS BEST TO THOSE WHO LEAVE THE CHOICE WITH HIM"

(jim Elliot)

DEDICATIONS

In the name of Alloh, I dedicate my thesis for :

My beloved parents, H. Paileng and Hj. Sumrah

My best sister, Fitriani

And my best friends, Indra Asri Jufri, Hariati. Hb, Astri Safitri Said, Juswanto, Muchlisa, Nur Rahmi Rahmat, Sumarniati, Sulastiani, Indah Lestari, Ade Irma Wulandari, Rinilda Candra, Marisah and Homina.

You are my greatest rewards'

Thanks for always supporting me and standing by my side

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ABSTRACT

Mutmainna. 2017. *The Ability of Students to Pronounce Voiced and Voiceless Consonant of English Words*. Thesis. English Education Department, Faculty of Teacher Training And Education. Muhammadiyah University of Makassar. (Supervised by Andi Tenri Ampa and Nurdevi Bte Abdul)

This research aimed at describing the students' pronunciation in voiced consonant by the nine grade students of MTs Muhammadiyah Lempangan, the students' pronunciation in voiceless consonant by the nine grade students of MTs Muhammadiyah Lempangang.

The researcher used Descriptive Quantitative research where 60 students as sample by giving reading test. The data was gained by analyzing the students' voiced and voiceless sounds. To collect the data, the writer used pronunciation test and recording. Data processing in this research was divided into four stages; Making the transcript from of the recording result, identifying, analyzing, and describing. Then, all data were analyzed by using descriptive quantitative method.

The research findings indicated the students' ability to pronounce voiced and voiceless consonant were 72 and 71. Related to the results of gained data above, it could be concluded that students' ability of MTs Muhammadiyah Lempangan were average.

Keywords: Pronunciation, voiced, voiceless.

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بســـــمِ اللهِ الرَّحمنِ الرَّحِيم

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Makassar, Februari 2018

The Researcher

Mutmainna

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CHAPTER I

INTRODUCTION

A. Background

There are four skills that should be mastered in learning English: Speaking, reading, listening, and writing. One of the skills is speaking. Speaking is an important competence that should be mastered by students when they learn language. The ability of speaking can measure the success of learning language. Speaking skill should be taught and practiced in the language classroom. In reality, in human daily life people mostly write more than they speak, yet many English teachers still spend most of the class time on reading and writing practice and almost ignoring speaking.

Pronuntiation is one of language skills that must be mastered by students. When speaking, listener must understand what the speaker saying. The speakers have to know pronuntiation. Speaking without good pronuntiation just makes you look like joking and listeners cannot understand what do you talk about. The kind of knowledge that speaker brings to the skill of speaking comprise extra sounds of voice and voiceles, such as background knowledge of topic and culture, and English sounds, including discourse knowledge, speech act knowledge, and knowledge of grammar, vocabulary and phonology. Communicative competence includes four components of competence: grammatical competence, discourse competence, sociolinguistic competence, and strategic competence. As a result,

students must learn the knowledge before they speak. The knowledge can be learnt in other English skills, such as reading and listening.

Learning pronunciation is not a simple process of memorizing a number of items that can be mapped on to mother tongue. The students, in this case, need to understand the great range of pronunciation elements which include the sound and sounds combination of the target language they learn. In English foreign learners are required to know the English sourids which cover the production of sound, the classification of sounds and the place and manner of articulation which are very important to be understood by the students since they are the fundamental part of the English sounds.

However, there is problem that the students face in pronunce voiced and voicless. They still do not know and understand well about it. The problems are caused by diffrences of voiced and voicless in English words. Voiced consonants are that by putting our finger on our throat. Voiceless consonants do not use the voice, they are percussive and use hard sounds. A voiced consonant can be tested by putting the finger in throat, there is not vibration in throat just a short explosion of air.

In order for the communication process runs smoothly, there must be similarities within the language system speakers and listeners. The system of a language can be obtained by analyzing the sounds that exist in a language. For example, by analysis of the voiced sounds (analysis vocalist) and voicless sounds analysis (analysis consonants) Analyses are performed with contrasts and describe

of the sound contained in a language. Not all sound are articulated by a speaker can be described Therefore, to analyze the system of a language used are phonemes. In general, the phoneme is defined as sound which distinguishes meaning. Furthermore, the phonemes that have been identified to be classified and described in terms of its presence in the existing vocabulary in a language.

Based on the background above, the researcher hopes to carry out a research and to deeply investigate *"The Students Ability to Pronounce Voiced and Voicless Sounds of English Words at the ninth Grade Students Of MTs. Muhammadiyah Lempangang"*.

B. Problem Statement

Based on the background above, the rearcher formulates the problem statement;

1. How is the students' ability to pronounce voiced sounds of word?
2. How is the students' ability to pronounce voiceless sound of word?

C. Objective of the Research

Relating to the problem statement above, the researcher states that objective of the study was to know the students ability to pronounce Voiced and Voiceless Sounds of English Words at the ninth Grade Students Of MTs. Muhammadiyah Lempangang".

D. Significance of the Study

1. The students

In this study the students are expected to be able to improve their speaking skill ability by good pronunciation.

2. The teachers

This study is hoped to help teachers to increase student's speaking ability with right pronunciation.

3. The Readers

By reading this thesis, the readers are expected to cath any information in order to improve their knowledge.

4. The Writer

This thesis helps the writer to develop his knowledge and exprience in composing academic writing.

E. Scope of the Study

This research was restricted to know the difference between voiced and voiceless in English Words. There are many differences between pronuncing voiced and voiceless English Words. In this research, the researcher will be focus on six consonant sounds, namely;

a. Voiced Labiodental Fricatives /v/

b. Voiceless Labiodental Fricatives /f/

c. Voiced Dental Fricatives /ð/

d. Voiceless Dental Fricatives / /

e. Voiced Alveolar Fricatives /z/

f. Voiceless Alveolar Fricatives /s/

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Sound System of English

In human language, if it dealt only with sound, it can be meaningless, so that when some different sounds are put together, it can bear a meaning about something for example the sound /k/ if it stands alon it will not has any meaning. If there are sounds (/k/, /a/, and /n/), when three sounds are put together in a single words as 'can' it means a kind of milk place made of tin. In spoken language, people need to say the words that they desire to express or pronounced in different sound to diferentiate the meaning of every word, (Erickson, 2010).

Language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly one another." In addition, learning English as second language is a long and complex undertaking. Person need total commitment, total involvement, a total physical, intellectual, and emotional response to successfully send and receive messages in a second language.

The vowels in the phonemic chart are ordered according to where they are made in the mouth. Thus the top row of vowels are made high in the mouth, the middle row are made in the centre, and the bottom row are made low in the mouth. Similarly, the vowels on the left side of the chart are made

in the front of the mouth, the right-hand rows of the vowel section are made in the back of the mouth, and those in between are made in between. Thus the chart can serve as a useful reminder for both teacher and learner English may have many more vowel sounds or longer vowels than learners are used to in their first language, and so learners may need a lot of careful listening to vowel sounds, and to think about how to distinguish them, as well as where in the mouth they should make them.

Drawing on the developing fields of learning which could either be the focus of the lesson or from a component of any lesson is pronunciation. pronunciation refers to the *phonology* of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener. Pronunciation (also known as phonology), refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), which is the various features that make up production of sound in English are the segmental level, aspects of speech beyond the level of the individual sound such as intonation, phrasing, stress, timing, rhythm (as well as suprasegmental features), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Consonants are made by causing a blockage or partial blockage in the mouth, many learner will only come to say sounds intelligibly through careful listening and practice. Consonant may be classified into voice consonant and voiceless consonant. A voiced consonant is a sound produced when the vocal

cords are vibrating. While, voiceless consonants is a sound made with no vibration of the vocal cord Dale and Poem (2005: 116).The distinction between voiced and unvoiced sounds is often more clearly heard in the amount of aspiration or force heard (greater for unvoiced sounds) and the length of the vowel *before* the sound (longer before voiced sounds) rather than in the presence or absence of voicing. Consonant sounds may occur together in English to form clusters, which can pose particular difficulties for learners. Consonants is a sound, voiced and voiceless, in which the air stream is obstructed through a narrowing or complete closure of the mouth passage in the other words. The sound of a consonant depends on whether or not the vocal cords vibrate, where and how it is formed.

a) Voiced and Voiceless Sounds

Most of the consonant sounds have vahe voiced and voiceless sounds. If the vocal cords are apart, the air stream is not obstructed at the glottis and it passes freely into the parts of the vocal tract above the glottis. The sounds produced in this way called voiceless sounds. Say the sounds /s/ and /z/ and compare the process of producing of two sounds. In producing the /s/ sound, the glottis is open and causes the air stream passes freely and does not vibrate. In the case of /z/ sound, the vocal cords are brought together, so that the air stream forces its way through them and causes them vibrate. The sounds is categorized as a voiced sound. Voiced and voiceless sounds are respectively phonemes because they can diffrerentiate the meanings of words. for examples, the words 'sink' /si k/

and 'zinc' /zi k/ have diffrent meanings because of the diffrence from initial sounds of the words. in the first word, it is avoiceless sound and in the second one is voiced sound, (Ampa, 2014:13).

One of the problems that the students something face pronunciation is whather a consonant is voiced or voiceless. A simple explanation of voiced consonant is that by putting our finger on our throat. If we feel a vibration, the consonant sound and feel the vibration of your vocal cords. For example, they are : /z/ as in zoo, /v/ as in veal, / / as in they , /d/ as in die, and /g/ as in game

In other words, voiceless consonant do not use the voice. They are percussive and use hard sounds. A voicless consonants can be tested by putting our finger in our throat. We will feel no vibration in our throat, just a short explosion of air. Pronounce each of these consonant sounds and feel no vibration in your throat . compare the example above: /s/ as in see, /f/ as in feel, /Ɵ/ as in thing , /t/ as in ten, and /k/ as in cat

The quality of the consonant change in terms of voice and voiceless consonants when the consonants are put in groups of past form or past participle form of regular verb. For example, regular verbs are added '-ed' to end of the verb in past/past participle form, such as the following words. Live - lived -/-d/, clean - cleaned -/-d/, work - worked -/-t/, wash - washed -/-t/, and stay - stayed - /-id/

b) Consonant Sounds in English

1) The Places of Articulation

There are seven primary points of articulation from fronts to back in English consonants, namely;

a. Bilabial; articulated by two lips, the upper and lower lip. The sounds are; /p/, /b/, /m/, and /w/.

b. Labiodental; articulated by the upper teeth and lower lip. The sounds represented by bringing the lower lip into contact with the upper teeth. The sounds are, /f/ and /v/.

c. Dental; articulated by the upper teeth and the lip of the tongue. The sounds are / /, and /ð/.

d. Alveolar; articulated by the front part of the palate and front part of the tongue. The tongue touches the alveolar ridge, the sounds made in the alveolar area. The sounds are; /t/, /d/, /n/, /l/, /s/, /z/, and /r/.

e. Palatal; articulated by the front part of the palate and front part of tongue. The tongue does not touch strongly, but forms a narrow passage through which are escape. The sounds are; / /, / /, / /, /t /, and /y/.

f. Velar; articulated by the back (soft palate or velum) and the back of tongue. The velum is the soft freshly are directly behind the palate. Velar sounds are articulated by bringing the

back of tongue into contact with the velum. The sounds are; /k/, /g/, and / /.

g. Glotal; the sounds release of air through the vocal cords or glottis, the sounds is /h/.

2) The Manner of articulation

Based of the manner of articulation, consonants are classified into;

a. Stop (plosive), is produced by completely blocking the brath stream, and then is release abruptly. The plosive consonants are; /p/, /d/, /k/, /t/, /b/, and /g/.

b. Fricative, is produced by the two organts approximate to such extent that the air stream passes through them with friction (the flow of air is forced through an almost space). The fricative consonants are; /f/, /v/, / /, /ð/, / /, / /, /h/, /s/, and /z/.

c. Affricate; beins like the stop and the opening is relatively slow plus a movement through the pricative position (this is combination of plosive plus fricative). The affricate consonants are / /, and /t /.

d. Liquids, is the word 'liqud' is not descriptive term as 'stop' or 'nasal'. Rather is a term used to group together two sounds which pattern similarly in many respects. The liquid consonants are /r/ and /l/.

e. Nasal, there is complete closure at some point in the mouth but, the soft palate being lowered, the air escapes through the nose (the flower of air forced through the nasal cavity). The nasal consonants are /m/, /n/, / /.

f. Semivowel (glide), are sounds which provide transition from other sounds. Glides are sometimes refered to as semivowels because the toungue position in articulating the glides /y/ is similar to tongue position of of the vowel. The glide consonants are; /w/ and /y/.

B. English Pronunciation

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstand in communication using English language are caused mispronunciation made by the non-native English speaker. Rajadurai (2007. p.3) cited in (Shak, Lee, and Stephen 2016, p. 26) stated that "pronunciation is often taught with a rigid adherence to prescribed norms" due to the reasons as follows:

a. Pronunciation is viewed as a most resilient to change component in the second language (L2) due to the influences of age and the first language (L1), thus leaving teachers to have very little control in teaching.

b. As many ESL classrooms have embraced the communicative paradigm that emphasizes fluency, meaning and authenticity, the teaching of discrete sound elements does not seem to fit comfortably in those classrooms.

c. Teachers do not find themselves well-equipped and comfortable to teach pronunciation, and it is also hard for them to incorporate pronunciation with other language skills.

d. The oral proficiency of native speakers is used as the yardstick for many oral proficiency assessments.

e. Pronunciation is directly linked to social, cultural and individual identity issues.

Pronunciation is a way how sounds are articulated by speakers marking their social class, educational and so forth. According to Dalton and Seidlhoffer there are two ways how pronunciation as a production of significant sounds can be characterized: first, sound is significant because it is used as part of a code of a particular language. People can talk bout the distinctive sounds of English, French, Indonesian, and other languages. In this sense talk about pronunciation as the production and repetion of sounds of speech. Third sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible, (Ayan, 2008:8).

Pronunciation cannot be largely learn successfully by imitation and repetition. Therefore, teacher should have good standard of pronunciation in order that students can imitate their teacher in any teaching and learning pcocess, but we cannot expect the students to sound exactly like American and Britain because they have diffrent native language. The important thing in speaking activity is the sounds that people produce has meaning. Learning

to pronunce the sounds of English in natural speech is a crucial part of learning pronunciation in English. Many learners have difficulty with particular sounds, sound combination or with putting particular sounds in particular positions.

Pronunciation is a way how sounds are articulated by speakers marking their social class, education and so forth. There are two ways how pronunciation as a production of significant sounds can be characterized: *First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and repetition of sounds of speech. Second, sound is significant because it is used to achieve meaning in context of use. Here the code combines with other factors to make communication possible. In this sense we can talk about pronunciation with reference to acts of speaking (1994:3).*

When studying pronunciation we deal with a theoretical context of phonetics and phonology. Phonetics as *the study of the physiological, aerodynamic, and acoustic characteristics of speech-sounds. Whereas phonology studies how sounds are organized into systems and utilized in languages* If we want to study the functions of language and the pronunciation itself we have to break down the constituent units.

There are two main features of pronunciation- the segmental and suprasegmental features. Segmental features are sets of distinctive sounds of particular language and the suprasemental features are related to intonation; stress

and change of sounds in connected speech. *Phonemes are the minimal sequential contrastive unites of the phonology of language*. The contrastive function of phonemes is that there are the bits of sounds that differentiate one word from the other e.g. *pin* is differentiated from *bin* by the distinctive initial consonants /p/ and /b/. The sequential function means that *the phonological form of a word consists of a sequence of phonemes, and that every phoneme consists of a set of (simultaneous) distinctive features*. The minimal function of phonemes means that phonemes are the smallest units which cannot be further divided. Phonemes can be divided into two main categories, vowels, which are subdivided into monophthongs and diphthongs, and consonants, which are subdivided into voiced and unvoiced. Pronunciation problems may occur when non-native speakers communicate because speakers are used to sounds that exist in their mother tongue but may not exist in the target language.

According to Martha C Pennington, pronunciation is a part of phonological study. English phonology is a description of sound in English and their relationship and contrast with each other. More concretely, we can view the phonology of English or of any language or language variety as the pronunciation patterns of those who speak it.

Teaching pronunciation involves a variety of challenges. Since the learners need to know many elements of English such as sound, stress and intonation, meaning such as affixes, roots, the silent letters, voiced and voiceless consonant and the minimal pairs. Memorizing these can be bored unless the teachers can deliver them in fun way. Teachers often find that they do not have enough time in

class to give proper attention to this aspect of English instruction. As a result, when teachers give sound drilling they do not force the students to pronounce sound exactly the same as what the native speakers do. As long as the produced sound can be recognized and can be accepted, it is considered that the students are able to pronounce the sound.

According to Mauludiyah (2014) , there are three kinds of pronunciation, namely:

a. Native Pronunciation

Native pronuntiation is the way of expressing words by native speaker. The style of this pronunciation is a typical that in countries where English is used as the mother tongue.

b. Native like Pronunciation

Native like pronuntiation is the way of expressing words by non-native speaker that sound like a native one. The style of this pronunciation is usually found in the countries where English is thaugt and learned as a foreign language.

c. Non-ntive like Pronunciation

All English learners in the countries where English is used as a foreign language commonly use the English pronunciation that is involved in this category. The learners and the language users find it very difficult to use a native like pronunciation. Its use their own ability to pronounce the words. It can find the pronunciation like this in many countries in Asia.

Based on the previous research finding above, the researcher concludes that pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is said to have correct pronunciation, then it refers to both within a particular dialect. A word can be spoken in diffrent ways by various individuals or group.

C. Conceptual Framework
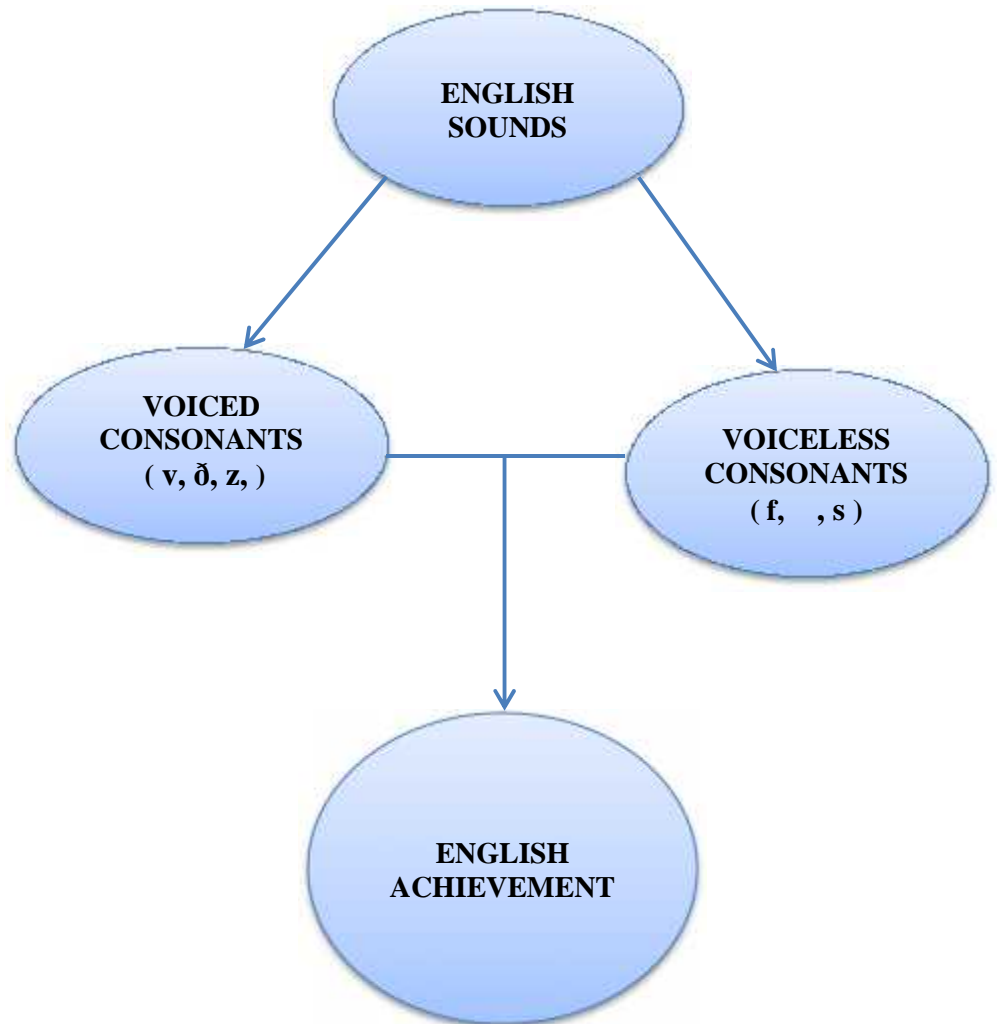
Figure 2.1 Conceptual Framework

In the conceptual framework above, the researcher uses descriptive quantitative research to find out the students ability in pronuncing voiced and voiceless sounds of English word. The researcher only focuses on voiced consonants and voiceless consonant to know the diffrences between the students pronuncing abilty.

CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the writer used descriptive quantitative. Hamjah (2012) define that quantitative research is research procedure which produces descriptive data such as written or pictures from the population and attitude which analyze. In line with that, Sudijono (2015) states that quantitative research is a research that used describe and analyze phenomena, event, social activity, attitude, belief, perception and people thinking either in individual or in a group represent with a number. The writer uses this method to describe the students accent of pronouncing the English phonemes.

B. Population and Sample

1. Population

   The population of this research was at MTs Muhammadiyah Lempangang, there are 2 classes. The numbers of the students are 60 students.

2. Sample

   The sample used in this research was proportional random sampling technique. Because the number of population was too large, the researcher took class XI.A and XI.B. Thus, the total of the respondent were 60 students.

C. Research Variable

The variable of this research was students' pronunciation in voiced and voiceless consonant sound.

D. Instrument for Collecting Data

In this research, the researcher used one instrument, namely pronunciation test and it was about reading test. In reading test, the researcher gave pronunciation test by using reading text to know their ability. The type of pronunciation test used in this research was descriptive reading form.

E. The Procedure of Data Collection

The researcher used some procedures in collecting the data. Such in the following:

1. Test

The researcher gave the test to students to find out their pronunciation of voice and voiceless. Test gave to students for getting information about students' ability in pronunciation voiced and voiceless. The procedures of collecting the data were as follows:

a. The researcher gave the students a descriptive test.

b. The researcher asked the students to read the descriptive text by attention the intonation and pronunciation based on the text.

c. The researcher recorded the students' pronunciation.

d. The researcher analyzed the diffrences between students ability in
    pronuncing voiced and voiceless English word.

2. Record

    The researcher records the students' pronunciation in English word to
    know the students ability in pronouncing voiced and voiceless sound. And the
    researcher analyzed it into descriptive quantitative research.

F. Data Analyzis

Table 3.1 Data Analyzis

Classification	Score	Criteria
Excellent	96 – 100	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors.
Very Good	86 - 95	Pronunciation is lightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct.
Good	76 – 85	Pronunciation is still moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion.
Average	66 – 75	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion.
Poor	36 – 65	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many "basic" grammatical and lexical errors.
Very poor	0 – 35	Serious pronunciation errors as well as many "basic" grammatical and lexical errors. No evidence of having mastered any of the language skills and areas practiced in the course.

Iskandar (2012: 53)

The test was analyzed by using formula:

$$P = \frac{F \times 100}{N}$$

(Sudjana, 1999)

Where:

P = of students' percentage

F = frequency of correct answers

N = number of students' sample

In analyzing the data, the steps were as follows:

1. Making the transcript from of the recording result. Before making transcript, the research subject are numbered to make the process of making transcript from easier.

2. Identifying the incorrect pronunciation only on the words that are included in word list reading task above.

3. Analyzing the result of identification (classify the voiced and voiceless consonant that produced by students).

4. Describing the result of identification analysis

To find out mean score of students, the researcher used the formula as follows:

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

(Gay, 1981:298)

Where: X = Mean Score

= Total Sum of All Score

N = Total Respondent

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings consisted of the data obtained through recording to know the voiced and voiceless students pronunciation in English sounds.

A. Findings

The findings presented in this section were based on the analysis of the data collected through recording technique. The findings are organized into two kinds by referring to research problem in the first chapter, namely (1) How is the students' ability to pronounce voiced consonants by the students of the nine grades at MTs. Muhammadiyah Lempangang? (2) How is the students' ability to pronounce voiceless consonants by the students of the nine grades at MTs. Muhammadiyah Lempangang?

To make the presentation of findings easier, the writer made the transcript of the students' participants' pronunciation on the English sounds which do not exist in voiced and voiceless sound system namely sound /v/, /f/, /ð/, /ɵ/, /s/ and /z/ based on the research instruments in the third chapter.

The findings are as follows the table of the percentages of the students' pronunciation in voiced and voiceless consonant sounds. There were 36 words that consisted of 18 word, 12 sentence, and 6 phrase.

The table shows the percentages of the students' pronunciation of voiced and voiceless in English consonants sound as follows.

I. **The Students' Ability to Pronounce Voiced and Voiceless Sounds.**

Table 4.1 The students' to pronounce voiced and voiceless sounds.

No	Pronounce	Score	Classification
1.	Voiced	72	Average
2.	Voiceless	71	Average

The table above shows the score of students' ability to pronounce voiced and voiceless sound. Based on the table the students' pronounce voiced 72 (Average) and voiceless 71 (Average). It means that students' ability is just Average.

Figure 4. 1 The Students Ability to Pronounced Voiced and Voiceless Sounds.
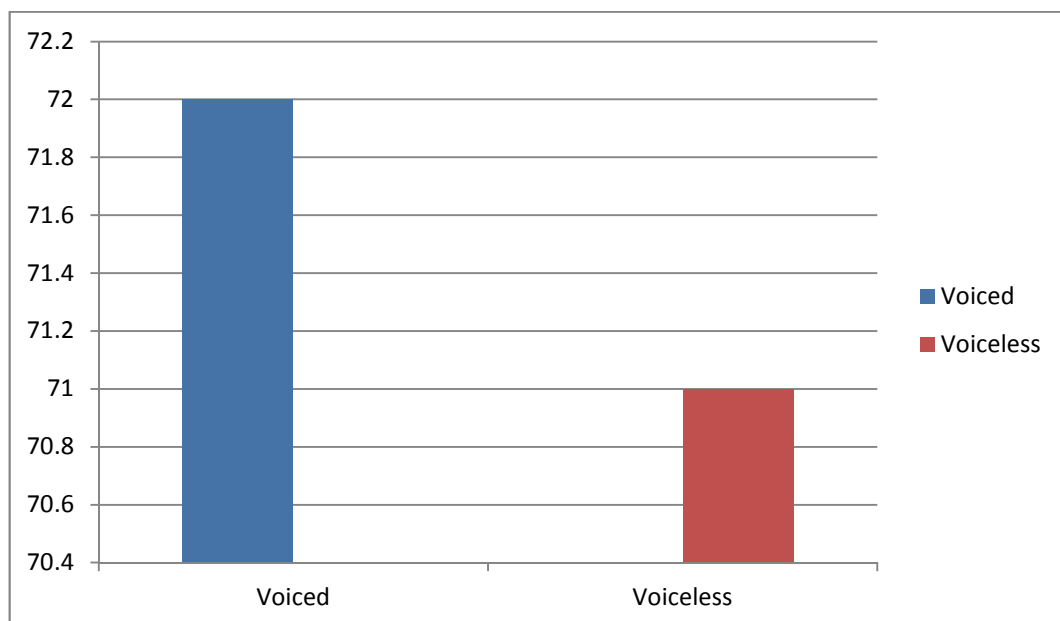
The Chart shows that students' ability to pronounce voiced and voiceless sound are Average.

1. The Students Ability to Pronounce Voiced Consonant Sounds

    a. The Students Pronunciation in Voiced Consonant [/v/]

Table 4. 2 The finding of the students' percentages in pronouncing [/v/] consonant sounds.

No	Word	Transcription	The Total Number of Students Who Pronounced Voiced	Percentages
1.	Vacation	/v ʼkei n/	45	75 %
2.	Wolves	/w lvz/	40	66.7 %
3.	Drive	/draIv/	44	73.3 %
4	Very	/ʻverI/	40	66.7 %
5	Five	/faIv/	38	63.3 %
6	Vine	/vaIn/	42	70 %
Total Score				**69.1%**

The table above shows the students' pronouncing [/v/] voiced consonant sound. There were 45 students pronounced /v ʼkei n/, there were 40 students pronounced /w lvz/, there were 44 students pronounced /draIv/, there were 40 students pronounced /ʻverI/, there were 38 students pronounced /faIv/, there were

42 students pronounced /vaIn/. The students' total score in pronouncing [/v/] sounds was 69.1%.

b. The Students Pronunciation of Voiced Consonant [/ð/]

Table 4. 3 The finding of the students' percentages in pronouncing [/ð/] voiced consonant sounds

No	Word	Transcription	The Total Number of Students Who Pronounced Voiced	Percentages
1.	Than	/ðæn/	49	81.6 %
2.	There	/ðe :/	50	83.3 %
3.	Thus	/ðΛs/	48	80 %
4	The	/ ð /	47	78.3%
5	Breathe	/bri:ð/	38	63.3%
6	They	/ðei/	45	75 %
Total Score				**79.9 %**

The table above shows the students' pronouncing [/ð/] voiced consonant sound. There were 49 students pronounced /ðæn/, there were 50 students pronounced /ðe :/, there were 48 students pronounced /ðΛs/, there were 47 students pronounced / ð /, there were 38 students pronounced /bri:ð/, there were 45 students pronounced /ðei/. The students' total score in pronouncing [/ð/] sounds was 76.9%.

c. The Students Pronunciation of Voiced Consonant [/z/]

Table 4. 4 The finding of the students' percentages in pronouncing

[/z/] voiced consonant sounds

No	Word	Transcription	The Total Number of Students Who Pronounced Voiced	Percentages
1.	Zero	/'zi r /	30	50 %
2.	Zoom	/zu:m/	35	58.3%
3.	Zinc	/zi k/	48	80 %
4	Zoo	/zu:/	47	78.3%
5	Waltz	/w :l(t)z/	35	58.3%
6	Zest	/zest/	38	63.3%
Total Score				**64. 7 %**

The table above shows the students' pronouncing [/z/] voiced consonant sound. There were 30 students pronounced /'zi r /, there were 35 students pronounced /zu:m/, there were 48 students pronounced /zi k/, there were 47 students pronounced /zu:/, there were 35 students pronounced /w :l(t)z/, there were 38 students pronounced /zest/. The students' total score in pronouncing [/z/] sounds was 6.47%.

To see clearly the students' ability to pronounced voiced consonant, following chart was presented:
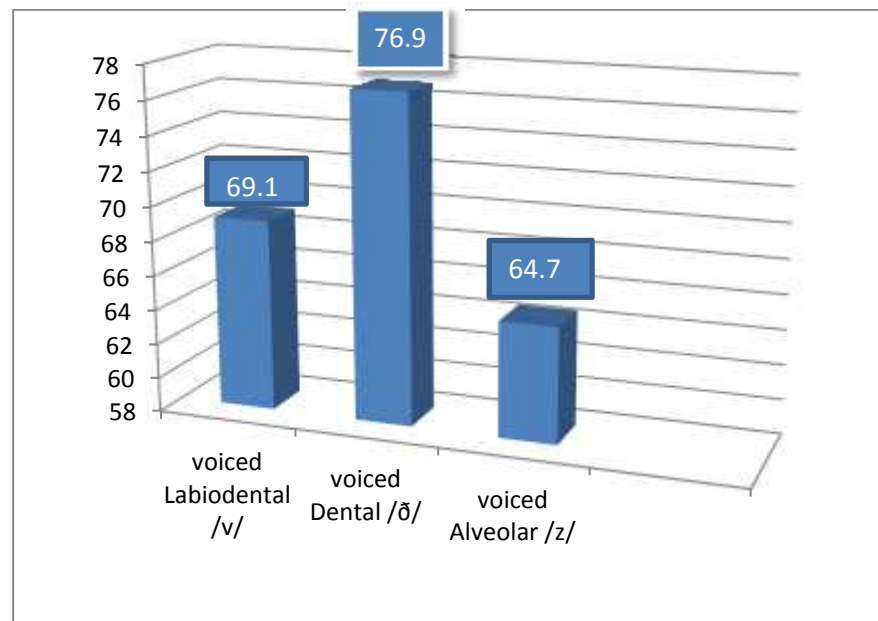
Figure 4. 2 The Students Ability to Pronounced Voiced Consonant Sounds.

The chart above showed the students' ability to pronounce voiced consonant sound. The students total score to pronounced /v/ consonant sound was 69.1%. The students total score to pronounced /ð/ consonant sound was 76.9%. And the students total score to pronounced /z/ sound was 64.7%.

2. The Students Ability to Pronounce Voiceless Consonant Sounds

a) The Students Pronunciation of Voiceless Consonant [/f/]

Table 4. 5 The finding of the students' percentages in pronouncing voiceless consonant [/f/] sounds.

No	Word	Transcription	The Total Number of Students Who Pronounced Voiceless	Percentages
1.	Family	/'faem lI/	49	81.6 %
2.	Four	/f :/	50	83.3 %
3.	Wife	/waIf/	48	80 %
4	Life	/laIf/	47	78.3 %
5	Fruit	/fru:t/	38	63.3 %
6	Fine	/faIn/	45	75 %
Total Score				**76. 9 %**

The table above shows the students' pronouncing [/f/] voiceless consonant sound. There were 49 students pronounced /'faem lI/, there were 50 students pronounced /f :/, there were 48 students pronounced /waIf/, there were 47 students pronounced /laIf/, there were 38 students pronounced /fru:t/, there were 45 students pronounced /fan/. The students' total score in pronouncing [/f/] sounds was 76.9%.

b) **The Students Pronunciation of Voiceless Consonant [/Ө/]**

Table 4. 6 The finding of the students' percentages in pronouncing voiceless consonant [/Ө/] sounds.

No.	Word	Transcription	The Total Number of Students Who Pronounced Voiceless	Percentages
1.	Think	/Өi k/	30	50 %
2.	Thank	/ Өæ k/	35	58.3%
3.	Earth	/ɜ:Ө/	36	60 %
4	Something	/sΛmӨin/	38	63.3 %
5	Mouth	/ma Ө/	36	60 %
6	Thin	/Өin/	34	56.7 %
Total Score				**58 %**

The table above shows the students' pronouncing [/Ө/] voiceless consonant sound. There were 30 students pronounced /Өi k/, there were 35 students pronounced / Өæ k/, there were 36 students pronounced /ɜ:Ө/, there were 38 students pronounced /sΛmӨin/, there were 38 students pronounced /ma Ө/, there were 34 students pronounced /Өin/. The students' total score in pronouncing [/Ө /] sounds was 58.0%.

c) The Students Pronunciation of Voiceless Consonant [/s/]

Table 4. 7 The finding of the students' percentages in pronouncing voiceless consonant [/s/] sounds.

No.	Word	Transcription	The Total Number of Students Who Pronounced Voiceless	Percentages
1.	Sack	/sæk/	45	75 %
2.	Sing	/ si /	48	80 %
3.	Sell	/sel/	47	78.3 %
4	Sad	/sæd/	46	76.7 %
5	Send	/send/	50	83.3 %
6	Simple	/'sImp( )l/	49	81.7 %
Total Score				**79.1 %**

The table above shows the students' pronouncing [/s/] voiceless consonant sound. There were 45 students pronounced /sæk/, there were 48 students pronounced /si /, there were 47 students pronounced /sel/, there were 46 students pronounced /sæd/, there were 50 students pronounced /send/, there were 49 students pronounced /'sImp( )l/. The students' total score in pronouncing [/s/] sounds was 79.1%.

To see clearly the students' ability to pronounced voiceless consonant, following chart was presented:
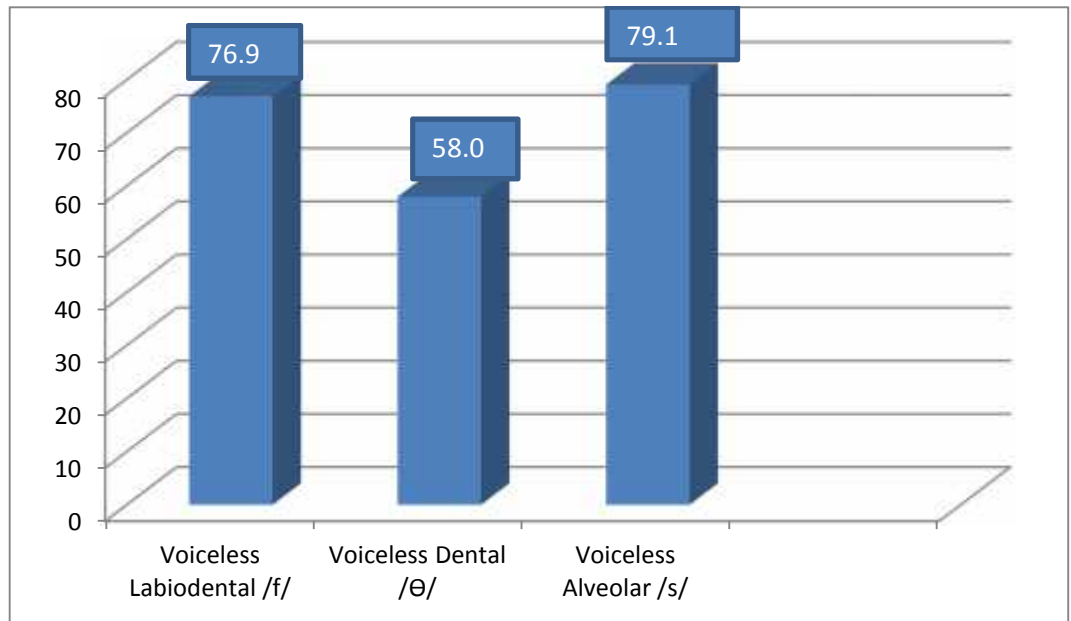
Figure 4. 3 The Students Ability to Pronounced Voiceless Consonant Sounds.

The chart above showed the students' ability to pronounce voiceless consonant sound. The students total score to pronounced /f/ consonant sound was 76.9%. The students total score to pronounced /θ/ consonant sound was 58.0%. And the students total score to pronounced /s/ sound was 79.1%.

To know the students' ability to pronounced voiced and voiceless consonant sound clearly, look at the following chart below:

II.   **The Students' Ability to Pronounced Voiced and Voiceless**

Figure 4. 4 The Students' Ability to Pronounced Voiced and Voiceless Consonant Sounds.
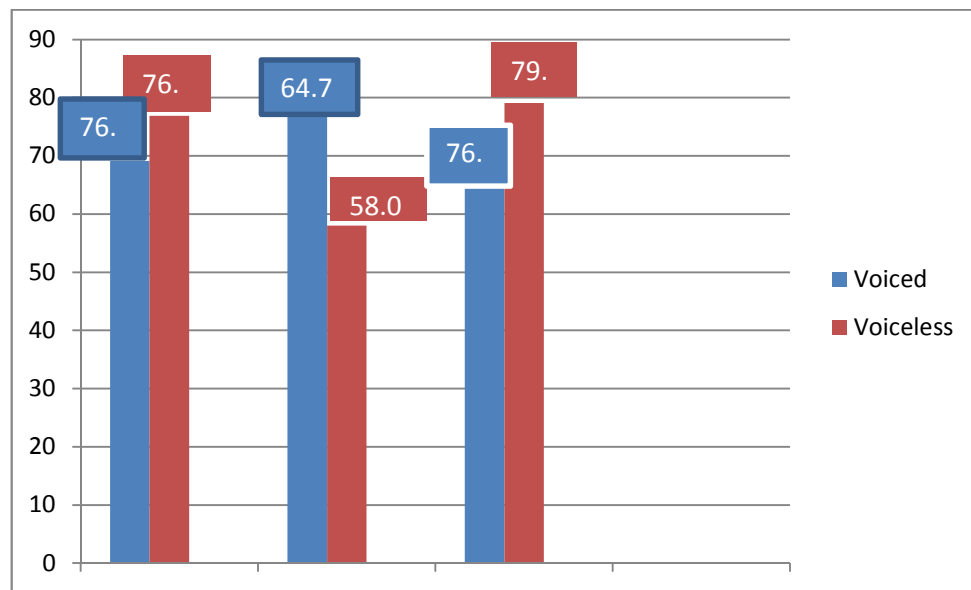
The chart above shows the percentage of the students' ability to pronounced voiced and voiceless consonant sounds. The percentage rates of students in pronouncing voiced sound /v/ was the same with students percentage in pronouncing voiceless sound. The percentage rates of students in pronouncing voiced sound /ð/ highest than the students percentage in pronouncing voiceless /θ/ sound. The percentage rates of students in pronouncing voiced sound /z/ lower than the students percentage in pronouncing voiceless /s sound.

B. Discussion

The result of this descriptive research dialed with the answer of the problem statement which aimed to know about the students' pronunciation in

voiced and voiceless sound. The data of voiced and voiceless consisted of English fricatives consonant sounds. There were six consonant sounds: /v/, /f/, /ð/, / /, /z/, and /s/.

Based on the analysis result, it can be seen that there were 60 students as the subject of the research that had made by pronunciation test.

1.The Students Ability to Pronounce Voiced consonant Sounds

  1) The Students Pronunciation Voiced consonant

    a. Consonant /v/

Word: Vacation

The word vacation is supposed to be pronounced /v ʼkei n/.

Data: based on the transcript of the students' pronunciation in previous chapter on the word list reading task, There were 45 students pronounced /v ʼkei n/, and there were 15 students who pronounced as /f ʼkei n/.

Word: Wolves

The word wolves are supposed to be pronounced /w lvz/. There were 40 students pronounced /w lves/, and there were 20 students who pronounced as /w lfes/.

Word: Drive

The word drive supposed to be pronounced /draIv/. There were 44 students pronounced /draIv/, and there were 16 students pronounced /draif/.

Word: Very

The word very supposed to be pronounced /ˈverI/. There were 40 students pronounced /ˈverI/, and there were 20 students pronounced /ˈferi/.

Word: Five

The word five supposed to be pronounced /faIv/. There were 38 students pronounced /faIv/, and there were 22 students pronounced /faif/.

Word: Fine

The word fine supposed to be pronounced /vaIn/. There were 42 students pronounced /vaIn/, and there were 18 students pronounced /fain/.

Analysis: The students difficult to differentiated between two sound (/v/, /f/) caused they were have the same pronunciation for them; students usually exchange the position of the word.

Conclusion: based on the analysis of data above, the writer concludes that the students' total score in pronouncing [/v/] sounds was 69.1%.

b. Consonant /ð/

Word: Than

The word Than supposed to be pronounced /ðæn/.

Data: based on the transcript of the students' pronunciation in previous chapter on the word list reading task, There were 49

students pronounced /ðæn/, and there were 11 students pronounced /Ɵæn/.

Word: There

The word there supposed to be pronounced /ðe :/.

There were 50 students pronounced /ðe :/, and there were 10 students pronounced /Ɵe (r)/.

Word: Thus

The word thus supposed to be pronounced /ðΛs/.

There were 48 students pronounced /ðΛs/, and there were 12 students pronounced /ƟΛs/.

Word: The

The word The supposed to be pronounced /ð /.

There were 47 students pronounced /ð /, and there were 13 students pronounced /Ɵ /.

Word: Breathe

The word breathe supposed to be pronounced /bri:ð/.

There were 38 students pronounced /bri:ð/, and there were 22 students pronounced /bri:Ɵ/.

Word: They

The word they supposed to be pronounced /ðei/.

There were 45 students pronounced /ðei/, and there were 15 students pronounced /Ɵei/.

Analysis: The students difficult to understand that sounds caused they were never found that sound in Indonesian.

Conclusion: based on the analysis of data above, the writer concludes that the students' total score in pronouncing [/ð/] sounds was 76.9%.

c. Consonant /z/

Word: Zero

The word zero supposed to be pronounced /'zi r /.

Data: based on the transcript of the students' pronunciation in previous chapter on the word list reading task. There were 30 students pronounced /'zi r /, and there were 30 students pronounced /'si r /

Word: Zoom

The word zoom supposed to be pronounced /zu:m/.

There were 35 students pronounced /zu:m/, and there were 25 students pronounced /su:m/.

Word: Zinc

The word zinc supposed to be pronounced /zi k/.

There were 48 students pronounced /zi k/, and there were 12 students pronounced /si k/.

Word: Zoo

The word zoo supposed to be pronounced /zu:/.

There were 47 students pronounced /zu:/, and there 13 students pronounced /su:/.

Word: Waltz

The word waltz supposed to be pronounced /wɔ:l(t)z/.

There were 35 students pronounced /wɔ:l(t)z/, and there 25 students pronounced /wɔ:ls/.

Word: Zest

The word zest supposed to be pronounced /zest/.

There were 38 students pronounced /zest/, and there were 22 pronounced /sest/.

Analysis: The students difficult to understand that sounds caused they have the same pronunciation; they were difficult to differentiate that sound.

Conclusion: based on the analysis of data above, the writer concludes that the students' total score in pronouncing [/z/] sounds was 6.47%.

2. The Students Ability to Pronounce Voiceless consonant Sounds

1. The Students Pronunciation Voiceless consonant

a. Consonant /f/

Word: Family

The word family supposed to be pronounced /ˈfaemɪlI/.

Data: based on the transcript of the students' pronunciation in previous chapter on the word list reading task. There were 49 students pronounced /ˈfaemlI/, and there were 11 students pronounced /ˈvaemli/.

Word: Four

The word four supposed to be pronounced /f :/.

There were 50 students pronounced /f :/, and there were 10 students pronounced /v :(r)/.

Word: Wife

The word wife supposed to be pronounced /waIf/.

There were 48 students pronounced /waIf/, and there were 12 students pronounced /waIv/.

Word: Life

The word life supposed to be pronounced /laIf/.

There were 47 students pronounced /laIf/, and there were 13 students pronounced /laiv/

Word: Fruit

The word fruit supposed to be pronounced /fru:t/.

There were 38 students pronounced /fru:t/, and there were 22 students pronounced /vru:t/.

Word: Fine

The word fine supposed to be pronounced /faIn/.

There were 45 students pronounced /faIn/, and there were 15 students pronounced /vain/.

Analysis: The students difficult to differentiated between two sound (/f/, v/) caused they were have the same pronunciation for them; students usually exchange the position of the word.

Conclusion: based on the analysis of data above, the writer concludes that the students' total score in pronouncing [/ð/] sounds was 76.9%.

b. Consonant /"/

Word: Think

The word think supposed to be pronounced /Ɵi k/.

Data: based on the transcript of the students' pronunciation in previous chapter on the word list reading task. There were 30 students pronounced /Ɵi k/, and there were 30 students pronounced /ði k/.

Word: Thank

The word thank supposed to be pronounced /Ɵæ k/.

There were 35 students pronounced /Ɵæ k/, and there were 25 students pronounced /ðae k/.

Word: Earth

The word earth supposed to be pronounced /ʒ:Ɵ/.

There were 36 students pronounced /ʒ:Ɵ/, and there were 24 students pronounced /ʒ:ð/.

Word: Something

The word something supposed to be pronounced /sʌmƟin/.

There were 38 students pronounced /sʌmƟin/, and there were 22 students pronounced /sʌmðin/.

Word: Mouth

The word mouth supposed to be pronounced /ma Ɵ/.

There were 38 students pronounced /ma Ɵ/, and there were 22 students pronounced /ma ð/.

Word: Thin

The word thin supposed to be pronounced /Ɵin/.

There were 34 students pronounced /Ɵin/, and there were 26 pronounced /ðin/.

Analysis: The students difficult to understand that sounds caused they were never found that sound in Indonesian.

Conclusion: based on the analysis of data above, the writer concludes that the students' total score in pronouncing [/Ɵ/] sounds was 58.0%.

c. **Consonant /s/**

Word: Sack

The word sack supposed to be pronounced /sæk/.

Data: related to the transcript of the students' pronunciation in previous chapter on the word list reading task, there were 45 students pronounced /sæk/, and there 15 students pronounced /zaek/.

Word: Sing

The word sing supposed to be pronounced /si /.

There were 48 students pronounced /si /, and there were 12 students pronounced /si g/.

Word: Sell

The word sell supposed to be pronounced /sel/.

There were 47 students pronounced /sel/, and there were 13 students pronounced /zel/.

Word: Sad

The word sad supposed to be pronounced /sæd/.

There were 46 students pronounced /sæd/, and there were 14 students pronounced /zaed/.

Word: Send

The word send supposed to be pronounced /send/.

There were 50 students pronounced /send/, and there were 10 students pronounced /send/.

Word: Simple

The word simple supposed to be pronounced /'sImp( )l/.

There were 49 students pronounced /'sImp( )l/, and there were 11 students pronounced /'zimpl/.

Analysis: The students difficult to understand that sounds caused they have the same pronunciation; they were difficult to differentiate that sound.

Conclusion: based on the analysis of data above, the writer concludes that the students' total score in pronouncing [/s/] sounds was 79.1%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Every language has its own sound. There are some sounds in English namely voiced and voiceless sound. The students' tend to make error in pronouncing the English words. It is because they difficult to differentiated the sounds.

The percentages of students pronunciation in voiced and voiceless sound at the nine grade MTs. Muhammadiyah Lempangang, namely as follows:

1. The Students Ability to Pronounce Voiced consonant

   The students total score in pronouncing /v/ voiced sound was 69.1 The students total score in pronouncing /ð/ voiced sound was 76.%. The students total score in pronouncing /z/ sound was 64.7%. The mean score of students in pronouncing voiced consonant sounds was 72.

2. The Students Pronunciation Voiceless consonant

   The students total score in pronouncing /f/ voiceless sound was 76.9. The students total score in pronouncing /Ɵ/ voiceless sound was 58.0%. The students total score in pronouncing /s/ voiceless sound was 79.1%. The mean score of students in pronouncing voiceless consonant sounds was 71.

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B. Suggestions

Based on the conclusion above, the writer suggests;

1. The students especially the students at the nine grade of MTs. Muhammadiyah Lempangang, should learn about the sound of every phoneme of English so as to be able to pronounced the English consonant sound.

2. Besides, the writer suggest the English teacher especially who teach the student at the nine grade of MTs Muhammadiyah Lempangang, to be more frequently giving the students practice in pronouncing the English sound especially in voiced and voiceless sound.

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APPENDIX 1

PRONUNCIATION TEST

1. **Pronounce the Following words.**

    a. Vacation   g. Sack   m. Thank

    b. Wolves   h. Sing   n. Think

    c. Drive   i. Sell   o. Earth

    d. Family   j. Zero   p. Than

    e. Four   k. Zoom   r. There

    f. Wife   l. Zink   s. Thus

2. **Read the Following Sentences**

    a. My Sphinx cat is **very** cute pet that I have.

    b. I have **five** sisters

    c. I want to **life** forever.

    d. My **fruit** all fresh

    e. I need **something** in the store.

    f. His **mouth** is very large.

    g. **The** cat has a little hair but is not totally hairless as he as peach fuzzle

        over much of his body.

    h. She **breathe** faster than normally

    i.   We sometimes go around in the **zoo**

    j.   He likes **waltz** in my house yard

    k. He was **sad**.

    l.   She **send** message to me

3. **Pronounce the Following Phrase**

    a. **Vine** is beautiful

    b. It's **fine**

    c. She was **thin**

    d. **They** was sleep

    e. **Simple** styles

    f. I'm **zest**

1. **Consonant**

    a. /v/ = 6

    - Vacation /v 'kei n/
    - Wolves /w lvz/
    - Drive /draIv/
    - Very /'verI/
    - Five /faIv/
    - Vine /vaIn/

    b. /ð/ = 6

    - Than /ðæn/
    - There /ðe ;/
    - Thus /ðʌs/
    - The / ð /
    - Breathe /bri:ð/
    - They /ðei/

    c. /z/ = 6

    - Zero /'zi r /
    - Zoom /zu:m/
    - Zinc /zi k/
    - Zoo /zu:/
    - Waltz /w :l(t)z/
    - Zest /zest/

    d. /f/ = 6

    - Family /'fæm lI/
    - Four /f :/

- Wife /waɪf/

- Life /laɪf/

- Fruit /fru:t/

- Fine /faɪn/

e. /Ɵ/ = 6

- Think /Ɵiŋk/

- Thank / Ɵæŋk/

- Earth /ɜ:Ɵ/

- Something /'sʌmƟiŋ/

- Mouth /maʊƟ/

- Thin /ƟIn/

f. /s/ = 6

- Sack /sæk/

- Sing / siŋ/

- Sell /sel/

- Sad /sæd/

- Send /send/

- Simple /'sImp(ə)l/

The Mean Score of Students in Pronouncing Voiced Consonant Sounds

Number of Students	Voiced (18)		X	Classification
	True	False		
1	11	7	61	Average
2	10	8	55	Poor
3	13	5	72	Average
4	14	4	77	Good
5	15	3	83	Good
6	13	5	72	Average
7	16	2	88	Very Good
8	15	3	83	Good
9	12	6	66	Average
10	12	6	66	Average
11	16	2	88	Very Good
12	14	4	77	Good
13	14	4	77	Good
14	17	1	94	Very Good
15	11	7	61	Poor
16	15	3	83	Good
17	13	5	72	Average
18	14	4	77	Good
19	15	3	83	Good
20	8	10	44	Very Poor
21	12	6	66	Average
22	8	10	88	Very Good
23	16	2	83	Good
24	15	3	77	Good
25	13	5	66	Average
26	13	5	66	Average
27	12	6	77	Good
28	15	3	77	Good
29	8	10	44	Very Poor
30	15	3	88	Very Good
31	14	4	77	Good
32	16	2	77	Good

33	8	10	44	Very Poor
34	16	2	88	Very Good
35	16	2	83	Good
36	15	3	83	Good
37	8	10	44	Very Poor
38	7	11	38	Poor
39	9	9	55	Poor
40	16	2	83	Good
41	17	1	94	Very Good
42	8	10	44	Very Poor
43	18	0	100	Excellent
44	16	2	88	Very Good
45	9	9	50	Poor
46	17	1	94	Very Good
47	15	3	83	Good
48	12	5	66	Average
49	17	1	94	Very Good
50	9	9	50	Poor
51	13	5	72	Average
52	12	6	66	Average
53	16	2	88	Very Good
54	8	10	44	Very Poor
55	13	5	72	Average
56	11	7	61	Poor
57	8	10	44	Poor
58	13	5	72	Average
59	13	5	72	Average
60	10	8	55	Poor
Total			4358	

$$X \quad = \quad \frac{X}{60}$$

$$= \quad \frac{4358}{60}$$

$$= \quad 72$$

The Mean Score of Students in Pronouncing Voiceless Consonant Sounds

Number of Students	Voiceless (18)		X	Classification
	True	False		
1	11	7	61	Poor
2	11	7	61	Poor
3	14	4	77	Good
4	11	7	61	Poor
5	14	4	77	Good
6	11	7	61	Poor
7	16	2	88	Very Good
8	16	2	88	Very Good
9	13	5	72	Average
10	13	5	72	Average
11	14	4	77	Good
12	12	6	66	Average
13	14	4	77	Good
14	16	2	88	Very Good
15	13	5	72	Average
16	15	3	83	Good
17	15	3	83	Good
18	14	4	77	Good
19	16	2	88	Very Good
20	9	9	50	Poor
21	13	5	72	Average
22	9	9	50	Poor
23	17	1	94	Very Good
24	16	2	88	Very Good
25	16	2	88	Very Good
26	11	7	61	Poor
27	11	7	61	Poor
28	13	5	72	Average
29	16	2	88	Very Good
30	11	7	61	Poor
31	15	3	83	Good
32	15	3	83	Good
33	16	2	88	Very Good

34	6	12	33	Very Poor
35	16	2	83	Good
36	17	1	94	Very Good
37	15	3	83	Good
38	9	9	55	Poor
39	11	7	61	Poor
40	14	4	77	Good
41	17	1	94	Very Good
42	16	2	83	Good
43	6	12	33	Very Poor
44	18	0	100	Excellent
45	6	12	33	Very Poor
46	17	1	94	Very Good
47	16	2	83	Good
48	6	12	33	Very Poor
49	18	0	100	Excellent
50	11	7	61	Poor
51	12	6	66	Average
52	13	5	72	Average
53	16	2	88	Very Good
54	11	7	61	Poor
55	12	6	66	Average
56	12	6	66	Average
57	10	8	55	Poor
58	14	4	77	Good
59	15	3	83	Good
60	13	5	72	Average
Total			4286	

$$X = \frac{X}{60}$$

$$= \frac{4286}{60}$$

$$= 71$$

APPENDIX II

Number of Students	Voiced Consonant Sounds																	
	Vacation	Wolves	Drive	Very	Five	Vine	Than	There	Thus	The	Breathe	They	Zero	Zoom	Zink	Zoo	Waltz	Zest
1		X		X	X		X				X					X	X	
2		X			X				X		X			X		X	X	X
3			X					X					X	X				X
4	X			X							X						X	
5								X						X				X
6			X					X			X		X				X	
7														X				X
8							X				X							X
9	X		X				X						X				X	X
10	X		X							X	X		X	X				
11	X						X											
12	X									X	X		X					
13				X									X	X			X	
14							X											
15	X		X							X	X		X	X			X	
16				X			X					X						
17						X							X	X			X	X
18						X						X	X	X				X
19	X													X				X
20		X	X		X		X		X		X	X	X			X	X	
21		X			X				X					X		X	X	
22		X	X	X	X	X	X		X					X		X	X	
23	X													X				

24	X		X										X				
25	X		X								X		X				X
26	X					X						X		X		X	
27			X								X			X	X	X	X
28						X						X		X			
29				X				X									X
30					X	X	X		X	X				X	X	X	X
31	X		X								X						
32			X					X						X		X	
33	X										X						
34					X	X	X		X	X			X	X	X	X	X
35	X										X						
36				X										X			
37	X							X			X						
38		X	X		X	X			X	X		X	X		X	X	X
39		X		X	X	X			X							X	X
40		X	X		X	X			X	X				X		X	X
41			X											X			
42						X											
43		X				X				X	X	X	X	X	X	X	X
44																	
45		X	X														
46															X		
47								X			X		X				
48		X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
49											X						
50			X	X				X			X			X	X	X	X
51			X							X			X	X	X	X	
52				X			X			X			X		X		X
53										X							X
54		X	X		X	X	X						X	X		X	X
55		X		X	X	X								X			

56		X		X	X	X									X	X	X	
57		X	X	X	X	X	X				X	X		X		X		
58		X	X	X		X	X											
59		X	X	X		X	X											
60		X	X	X	X	X	X				X	X					X	

= TRUE

X = FALSE

Number of Students	Voiceless Consonant Sounds																	
	Family	Four	Wife	Life	Fruit	Fine	Thank	Thing	Earth	Something	Mouth	Thin	Sack	Sing	Sell	Sad	Send	Simple
1		X		X	X		X				X	X				X		
2		X			X		X		X		X	X				X		
3								X		X		X	X					
4	X			X			X			X	X	X			X			
5								X		X		X			X			
6					X		X	X		X	X	X	X					
7					X					X								
8							X				X							
9	X				X		X					X	X					
10	X									X	X	X	X					
11	X				X		X					X						
12	X						X			X	X	X	X					
13				X								X	X				X	
14				X			X											
15	X									X	X		X				X	
16				X			X					X						
17						X							X				X	
18						X	X					X	X					
19	X						X											
20		X			X		X		X		X	X	X			X	X	
21		X			X				X							X	X	
22		X		X	X	X	X		X				X			X	X	
23							X											
24							X						X					

25											X		X		X				
26						X	X		X			X		X	X		X	X	
27			X						X		X		X	X	X		X	X	
28						X	X		X			X			X				
29				X				X											
30		X	X		X	X	X		X	X					X		X	X	X
31	X			X							X								
32			X					X										X	
33	X										X								
34		X	X		X	X	X		X	X		X			X	X	X		X
35	X										X								
36				X															
37	X							X			X								
38		X	X		X	X			X	X		X			X				X
39		X			X	X	X		X									X	X
40			X		X	X			X	X									X
41			X																
42							X		X										
43			X	X	X	X			X	X	X	X		X	X	X			X
44																			
45			X	X	X	X	X	X	X	X		X		X	X	X			
46																X			
47									X		X								
48			X	X	X	X	X	X			X	X		X	X	X			X
49											X								
50			X	X					X		X			X	X				X
51			X							X		X		X	X				
52				X						X		X		X					X
53										X									X
54			X		X	X			X			X			X	X			
55					X	X	X		X	X					X				
56					X	X			X	X					X	X			

	1	2	3	4	5	6	7	8	9	10	11	12	13	14
57				X	X		X	X	X	X		X		X
58					X		X	X	X					
59					X		X		X					
60				X	X		X		X	X				

= TRUE

X = FALSE

CURRICULUM VITAE

Mutmainna is the first child of H. Paileng and Hj. Sumrah She was born on December 13th 1995 in Bulukumba. She has one sisters, her name is Fitriani. She lives in Bulukumba, Sulawesi Selatan.

She registered at SD 331 Borong Tellu in 2001 and finished her study in 2007, she registered at SMPN 6 Bukit Tinggi in 2007 and finished in 2010, she registered at SMAN 8 Bulukumba in 2010 and finished in 2013. Then, she registered as one of the students of Muhammadiyah University of Makassar in English Education Department.