AN UNDERGRADUATE THESIS

AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH

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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1443 H / 2021 M

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AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH

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in English Education Department

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AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH

ABSTRACT
BY:
MELIA WULANDARI

The purpose of the study was to find out pronunciation problem faced by the students of SMAN 1 Punggur. The researcher conduct this research base on the student's phenomena.

The method of this research is qualitative research method. The Primary source this research are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. The techniques of collecting the data observation, documentation, and interview.

The results of this research are that, the finding showed that the problems frequently appeared about problems pronunciation of problems pronunciation with symbol [ʤ], [ɜ], [ɵ], [f], and [ɑ:]. The result is that there are 5 dominant problems out of 10 pronunciation symbols during the test, the problem of symbol [ʤ] 35%, symbol [ɜ] 65%, symbol [ɵ] 55%, symbol [f] 75% and symbol [ɑ:] 60%.

Keywords: Pronunciation, Problems, and Solutions.

ANALISIS MASALAH PENGUCAPAN YANG DIHADAPI SISWA SMAN 1 PUNGGUR LAMPUNG TENGAH

**ABSTRAK**
Oleh:
MELIA WULANDARI

Tujuan dari penelitian ini adalah untuk mengetahui masalah pengucapan yang dihadapi oleh siswa SMAN 1 Punggur. Peneliti melakukan penelitian ini berdasarkan fenomena siswa.

Metode penelitian ini adalah metode penelitian kualitatif. Sumber utama penelitiannya adalah bahan asli yang menjadi dasar penelitian. Mereka adalah kesaksian atau bukti langsung mengenai topik yang sedang dipertimbangkan. Teknik pengumpulan data observasi, dokumentasi, dan wawancara.

Hasil dari penelitian ini adalah, temuan menunjukkan bahwa masalah yang sering muncul tentang masalah pengucapan adalah masalah pengucapan dengan simbol [ʤ], [ʒ], [ө], [f], dan [ɑ:]. Hasilnya terdapat 5 soal yang dominan dari 10 lambang pengucapan selama tes, soal lambang [ʤ] 35%, soal lambang [ʒ] 65%, lambang [ө] 55%, lambang [f] 75% dan lambang [ɑ:] 60%.

Kata kunci: *Pengucapan, Masalah, dan Solusi.*

MOTTO

فَسَنُيَسِّرُهُ لِلْيُسْرَىٰ ۝
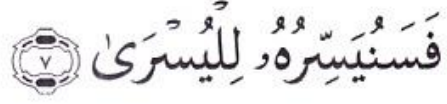
Surely We will ease his way into the state of easy (Happines).

(QS: Al-Lail:7)

You never know what life is gonna throw at you.

But you do know that you have two choices: run from it or run at it

(Max)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

My beloved parents, Mr. Suroto and Mrs. Rapiah, My beloved sister

and brother, who always pray and support in their endless love.

My beloved friends, Iqbal Rama Winandar, Sekar Winda Putri, Sintha

Putri Muliati, Nacha Angelia, Rahma Nurul Huda, Ananda Femiliana

and all of good people who always support me.

My beloved almamater of State Institute for Islamic Studies of Metro.

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Praise thanks to Allah who has been giving His blessing and mercy to the researcher to complete a research entitled "An Analysis of Pronunciation Problems Faced by the Students of SMAN 1 Punggur Lampung Tengah".

Sholawat and Salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world. In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Dr. Siti Nurjanah, M.Ag, as the Head of IAIN Metro Lampung.
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3. Andianto, M.Pd, as the chief of English Education Department of IAIN Metro Lampung.
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Last, but far from the end, sincere gratitude to those not mentioned in person here, without their patience, guidance, support and cooperation, this paper could never have been the researcher.

Metro, 24 September 2021
The researchers,

MELIA WULANDARI
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Metro, 24 September 2021
The Researcher

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, 24 September 2021
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NOTIFICATION LETTER

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                of Melia Wulandari

To: The Honorable,
the Dean of Faculty of Tarbiyah and
Teacher Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

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Students Number   : 1701070032
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                    BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG
                    TENGAH

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the Munaqosyah. Thank you very much.

Wassalmu'alaikum Wr. Wb

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NOTA DINAS

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Assalamualaikum Wr. Wb.

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Nama   : Melia Wulandari
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Sudah kami setujui dan dapat dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Wassalmu'alaikum Wr. Wb

Pembimbing

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APPROVAL PAGE

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To be discussed in the thesis (Munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

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CHAPTER I

INTRODUCTION

A. Background of the Study

As we know that in the era globalization, the language used in almost every country in the world is English, especially in Indonesia. English implementation is very beneficial in fulfillment of needs both verbally and in writing in all aspects of life which cover the fields of education, economics, politics, social culture, and security. English is regarded as a foreign language in Indonesia.[1] However, in Indonesia, English is a foreign language that has not been obtained by Indonesian people since the time of birth. In the daily life, they do not intersect in using English as a pattern of daily communication.

In addition, teaching English plays an important role that should be done in formal and informal institutions. Teaching English is a very meaningful effort that aims not only to transfer English knowledge but also to familiarize language learners to communicate using English in their daily lives. It is because English speaking ability has become a must, especially who wanted to advance in certain fields of human endeavor.[2] Teaching English includes four language skills which include listening, speaking, reading and writing.

[1] Masfa Maiza, *An Analysis of Students' Pronunciation Errors,* Journal of English Education and Literature, Vol. 1 No. 1, March 2020, p18.

[2] Maria Ramasari, Students' Pronunciation Error Made in Speaking for General Communication, Journal of Linguistics, English Education and Art (LEEA), Volume 1 No 1, Desember 2017, p37.

Furthermore, English in Indonesia is a foreign language that is not obtained by Indonesian society since the time of birth. Therefore, English must be taught both in formal or non-formal institutions. English teaching is a valuable effort that aims not only to transfer English knowledge but also to familiarize language learning to use English to communicate in the life of daily English both orally and in writing. Considers speaking as the most important skill among the three skills such as (listening, reading, and writing) he said that people who know a language are called is native speakers.[3] English teaching covers four skills that include of listening, reading, speaking, and writing.

Pronunciation is a speech organ to create a special sound. Therefore, good pronunciation will result in good communication[4]. As one of the important components in speaking, learning pronunciation has an important function as a goal of communication. To learn English must pay attention to pronunciation before they can speak fluently. Pronunciation is one of the important things in learning English in order to establish good communication. This is because to improve good communication it is necessary to pronounce the words correctly. Without the correct pronunciation there will be misunderstandings and communication ambiguity.

However, pronunciation in English is not an easy thing. There are many difficulties experienced by the non-native speakers in reciting words in

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[3]*Ibid.*

[4]Natalia Anggrarini, Lulu Istiqomah, *An Analysis of Pronunciation Errors of English Consonants Sounds Produced By English Department Students,* Vol.11, No.3 –September 2019, p42.

English. They get influence from the dominant mother tongue so that the pronunciation process is very rigid. Most non-active speakers also do not understand the concept of reciting the words of English with action that can be said. In addition, they also find it difficult to apply the concept of pronunciation correctly because of the limited number of partners who donate the intensity of practice to speak. Other problems are lack of motivation, and lack of confidence to recite English words constantly.

Currently in various countries there are cases caused by a very serious viral disease outbreak, COVID-19 virus pandemic. This comes from Indonesia's neighboring country, Wuhan China. In Indonesia, the cases that are currently occurring are in the serious category, because the rate of virus transmission that occurs every day continues to increase and has even entered a period of 1 year. This is very influential on activities, especially such as teaching and learning activities. Therefore, that occur at this time greatly affect these research activities.

Related to the pronunciation problems above, the researcher had conducted a pre-survey to find out the problem of student pronunciation Senior High School 1 Punggur. In line with the speaking problems above, the researcher conducted a pre-survey that was done on the date February 24th, 2021 at SMAN 1 Punggur Lampung Tengah. Pre-survey was conducted to find out the pronunciation problems faced by the students.

It is known that most students have inadequate pronunciation mastery because 100 % students have fair criteria on their pronunciation problems. The

result of the pre-survey stated that the students had not mastered pronunciation, because what they say is influenced by their mother tongue and pronunciation habits not in English.

Based on the whole illustration above, it can be concluded that the pronunciation problems faced by the students play an important role in the speaking ability of students. Factors in reciting letters that can hamper students 'speaking abilities should be minimized in order to improve students' speaking abilities. In this case, the researcher will analyze the students'' will analyze pronunciation problems faced by the students. Therefore researchers will conduct qualitative research entitled "An Analysis of Pronunciation Problems Faced by the Students of SMAN 1 Punggur Lampung Tengah.

B. Focus of the Study

Based on the illustration of background of the study above, students have inadequate pronunciation mastery because 100 % students have fair criteria on their pronunciation problems. In this research, the researcher focuses on the problems pronunciation faced by the students of SMAN 1 Punggur Lampung Tengah.

C. Research Question

The formulation of research questions is about:

1. What is the pronunciation problems faced by the students at SMAN 1 Punggur Lampung Tengah in the Academic Year of 2021 / 2022?

2. How to solve in pronunciation problems faced by the Students of SMAN 1 Punggur Lampung Tengah in the Academic Year of 2021 / 2022?

D. Objectives and Benefit of the Study

1. Objectives of the Study

   Based on the research questions above, research objectives are as follows:

   a. To investigate the problems pronunciation faced by the students of SMAN 1 Punggur Lampung Tengah in the Academic Year of 2021 / 2022.

   b. To investigate the solution for problems pronunciation faced by the students of SMAN 1 Punggur Lampung Tengah in the Academic Year of 2021 / 2022.

2. Benefits of the Study

   a. Theoretically

      This research is expected to have benefits not only for researchers, but also for students, English teachers and headmaster of SMAN 1 Punggur Lampung Tengah.

      1) For Students of SMAN 1 Punggur

         This research is expected to contribute positively to students in improving English language skills especially pronunciation. As learning that provides students can understand about their pronunciation skills. In addition, students sensitivity to reciting English can improve their ability as well.

2) For Teachers of SMAN 1 Punggur

As the information for English teacher in getting better understanding of how far factors do become the barriers in pronouncing English of SMAN 1 Punggur Lampung Tengah.

3) For the Headmaster of SMAN 1 Punggur

As the information to the headmaster to find out to solve the problems pronunciation faced by the students of SMAN 1 Punggur Lampung Tengah.

b. Practically

Hopefully this research is useful for students, especially on problems pronunciation and can give the next research will information and foundation in pronunciation.

E. Prior Research

The researchers got inspired to make a research script who's Title's An Analysis of Pronunciation Problems Faced by the Students of SMAN 1 Punggur Central Lampung. The first previous is according previous research from Abbas Pourhossein Gilakjani he wrote about the Study of the Situation of Pronunciation Instruction in ESL / EFL Classroom. He wrote about the pronunciation of language as a very interesting topic, but for decades it has been left behind due to changing times. He said teaching must be in accordance with the focus such as the needs, levels and abilities of students. ESL / EFL teachers should focus on the needs, levels and abilities of students, incorporating pronunciation into their oral skills. Pronunciation teaching

should focus on more than just the production of the individual spoken sounds. His research and mine have almost the same topic, about pronunciation and the object was conducted with the students.[5]

The second previous study is according by Maria Ramasari, she wrote about Students Pronunciation Error Made In Speaking For General Communication she said three explanations. She mentioned, there are three types of mistakes in students' pronunciation; pre-systematic error, systematic error, and post-systematic error. The most dominant error made by students in pre-systematic pronunciation. Furthermore she said, students also should be active learners in evaluating and correcting the pronunciation themselves. In this study, focus was on students 'pronunciation errors in speaking for general communication, but in this study the researchers only focused on problems pronunciation faced by the students. Researchers and authors both use qualitative research with students as objects.[6]

The last previous research was conducted by Dedy Kurniawan with the research title "Analysis of Dental Fricative Consonant Pronunciation Errors (θ /, $\eth$ /) by Students of the English Education Study Program, Faculty of Teacher Training and Education, Sriwijaya University".[7] The skill in this third study is speaking. The research conducted to analyze the fricative

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[5] Abbas Pourhossein Gilakjani, *A Study on the Situation of Pronunciation Instruction in ESL/EFL Classroom,* Journal of Studies in Education, ISSN 2162-6952 2011, Vol. 1, No. 1, 2011, p12.

[6] Maria Ramasari, *Students Pronunciation Error Made In Speaking For General Communication*, Journal of Linguistics, English Education and Art (LEEA), Volume 1 No 1, Desember 2017, p47.

[7] Dedy Kurniawan,"*The Error Analysis ofthe Pronunciation of Dental Fricative consonants (θ/, ð)by the Students of English Educaation Study Program Faculty of Teacher Training and Education Sriwijaya University"* Palembang: Journal of English Literal Education 3, no.2 (2016): 22.

consonants in speaking the method. The research used is a qualitative research method. The sample of the study took 120 students. The third previous research has a similarities and differences with researchers. The similarities between the previous third study and this study are about the language skills learned. It is related to the analysis of the pronunciation of fricative consonants in speaking, but in this research the researcher only focuses on pronunciation problems. Another equation is the research method; the method used is qualitative research. While the third difference in previous research is the difference in the place of the study, the time of the researcher, and the class studied by the researcher. The difference between the three previous studies conducted at Sriwijaya University with 120 students.

After searching and reading some of the above theses and journals, previous studies have provided a lot of input in conducting research because they have the same topic. In this study, the researcher tried to find out the problems in students' pronunciation and hoped to complete this research maximally. So the researcher tried to do the research an analysis of students' pronunciation problems, but the researcher only took one object which focused on problems pronunciation faced by the students.

CHAPTER II

THEORETICAL REVIEW

A. The Concept Of Pronunciation

1. The Definition of Pronunciation

Pronunciation is defined as the way language is pronounced.[8] What is meant is like the correct pronunciation of a word by words made a sentence that is pronounced by a native speaker. However, according to, defines some pronunciation as the production of sound that is significant to the senses.[9] First, the sound is important because of its use as one part of a particular language code. Second, sound to be important because used in order to achieve meaning in the context. The explanation concludes that pronunciation is a language code that is spoken to achieve a meaning or context.

Pronunciation is defined as a person's ability to use the three parts of the stress, rhythm and intonation of a spoken word correctly.[10] In other words, pronunciation is the speaking ability of a native speaker who is pronounced, understood, and can be used in general using spoken sounds. As contained in 3 parts, among others, are stress, rhythm and intonation.

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[8] Humiras Betty Marlina Sihombing, Desmalia Purba, *Improving Students Pronunciations Mastery Through Learning By Using Medias (English Songs and English Movies),* Jurnal Darma Agung, Volume XXVI, Nomor 1, Agustus 2018, p593.

[9]I*bid*

[10] Dyah Indri, Fitri Handayani, *Teaching English Pronunciation Using Film,* Journal of English and Education Vol. 5 No. 2, October 2017, p195.

Based on the definitions of the experts above, it can be concluded that pronunciation is native speakers which produces sentences, sounds, and rhythms that produces a meaning in pronunciation.

2. **The Purpose of Pronunciation**

According to Geoffrey Broughton et al, the purpose of pronunciation is so that, the students can produce English speech that can be understand when they are going to use it.[11] In other words, students must produce pronunciations that can be understood when they speak English. But on the other hand, not only students must purely understand the purpose of pronunciation, the teacher must help students concentrate on the English speech that is produced and is similar to native speakers. Of course there are differences when teaching the use of / t / and / d / to students in pronouncing the two letters.

The difference in sound that occurs is an exemplary and very useful starting point. An example is taken from the sound used between two vowels; ride, made, take etc. At the starting point occurring at the preceding the vowel, the different must occur and result in aspiration or not, and at the final position the extension of the vowel before / d /.

Researchers will concluded about, the main purpose of learning pronunciation was: students can produce English Pronunciation or

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[11]Geoffrey Broughton et all, *Teaching English as a Foreign Language,* Second Edition, (London and New York : University of London Institute of Education, 1980), p58.

Speeches that was intelligible and understandable in the areas where they would use it.

3. **The Principles of Pronunciation**

According to Geoffrey Boughtoon who wrote that, the pronunciation itself may be very short or possible sometimes occupying several minutes. In both cases, several key principles must be followed:

a. The practice of a confession must precede the practice of production.

b. Practices on production further reinforce recognition, in other words, the practices that are carried out can strengthen pronunciation recognition and do not need to wait for recognition before carrying out production.

c. Voice spoken as acknowledgment will be heard and pronounced must be clear as a result of the production, seen in a short speech.

d. When students are given the opportunity to hear the same sentence or word more than one sound, it can be said to be a model.[12] In other words, students should get lots of opportunities from listening to what someone has to say.

Based on the explanation above, the researchers concludes that students must create good pronunciation and students must know the correct way to pronounce English speech, the way used will affect their ability to produce good pronunciation.

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[12]*Ibid,* p62

4. The Aspect of Pronunciation

The teacher's role in making learners aware of pronunciation is very important. There isn't any salt on the table. First of all there are the sounds; these are two types, vowels and consonants. Vowel and consonant perform different functions in the syllable. Each syllable has vowel at its center and consonants „surround" the vowel, preceding it and cutting it off. As we see from the word „any", it is also possible to have a syllable with just a vowel.[13] It's mean that the components of pronunciation have two kind vowel and consonant.

The first thing that will be discussed is the sound. There are two types of sounds, namely, vowels and consonants. Of course, in the two types of sound in the vowel n consonants have different functions and pronunciation in the syllables. In the syllable the vowel has in the middle (salt, tab, etc.). Then the consonants have the function of 'surrounding' the vowels, preceding and cutting them off. But what are some aspects of ideal pronunciation? Each aspect of the pronunciation will be discussed in detail as follows:

a. Combination of Sounds

Sometimes voices appear in groups. What is meant is when students pronounce a sentence or word, the sound will appear from the group of sentences that are pronounced. Two consonants appearing at the end of the word 'salt' are called consonant cluster.

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[13]Joanne Kenworthy, *Teaching English Pronunciation,* Longman Inc, New York, 1987, p9-11.

b. Stress Word

What is meant by word stress is when a word in English has more than one syllable ('multi-syllable' word), one of which is the word Make, to stand out from the others. The pronunciation is done a little louder, holding the vowels a little longer, and the pronunciation of the consonants should be a little bit louder. Vowels and Consonants combine to give the syllable prominence or stress. In the words 'table', and 'not', and the first syllable is stressed.

c. Stress Sentences

When we learn pronunciation, stress sentences often come unnoticed. As far we 'he been learned, we can pronounce a lot about the pronunciation of sentences just by looking at it by itself, but for details related to the learning that is being carried out we have to go further in the context of the conversation, for example:

A: There is a lot of sugar.

B: There is no sugar in the jar.

From the two example sentences above, we often decide that we want to prominence one word. An 'A' example may be given less weight because the word has been brushed off, or it may be given more weight because the speaker wants to highlight it. In conversation, the 'B' might put extra emphasis on the meaning of 'jar'. From the two examples above, the speaker wants to show that

there is no sugar in a certain place (in the jar). In the explanation of the above aspects it is called *stress sentences*.

d. Rhythm

The pronunciation of English speech that we often say, sometimes resembles music that has a rhythm. There are syllable groups; this is like a music bar that contains beats (strong and weak beats) that are in prepositions, articles, and pronouns (words with a grammatical function).

e. Intonation

English speech can be said to be the same as music, because sometimes it requires a change of intonation. Changes in voice intonation can be made by the speaker while speaking. Determining the intonation higher or lower as desired. It can be said that English speech has a melody which is called *intonation*.

5. **Examples of Vowel and Consonant**

Some examples of vowel and consonant are stated, as follows:[14]

a. Vowel

Table. 1

The Example of vowel

No	Sound Symbol of Vowel	Example	Phonetic Symbol
1	[æ]	Match	mæt
2	[ə]	Away	əˈweɪ
3	[uː]	Food	fuːd

---

[14] Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000), p2.

4	[e]	Any	ʻeni
5	[ɑ:]	After	ˈɑftə(r)

b. Consonant

Table. 2

The Example of Consonant

No	Sound Symbol of Consonant	Example	Phonetic Symbol
1	[f]	Familiar	fəˈmɪlɪə(r)
2	[v]	Live	lʌɪv
3	[ʤ]	Gentle	dʒɛntl
4	[ʒ]	Pleasure	ˈplɛʒə(r),
5	[θ]	Think	θɪnk

6. The Assessment of Pronunciation

To measure students' pronunciation mastery, the researcher will use the pronunciation rubric as follows:[15]

Table. 3

The Pronunciation Rubric

No	Criteria	Point	Note
1	Words are unintelligible.	1	Poor
2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	2	Fair
3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	3	Good
4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	4	Excellent

(Source: Analytic Pronunciation Rubric based on Weir)

No	Assessment for Pronunciation	
	Criteria	Grade
1	Excellent	76-100

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[15] 8Cyril J. Weir, *Language Testing and Validation An Evidence-based Approach* (New York: Palgrave Macmillan Press, 2005), 196.

2	Good	51-75
3	Fair	26-50
4	Bad	≤ 25

B. The Concept of Problems

1. The Definition of Problems

The definition of a problem is supposedly stable and defines a "solution space" to be explored. State that any design problem is unique and the designer's qualities boil down to determining how each particular problem should be addressed. In order to describe how to fundamentally deal with a unique problem, proposes an alternative epistemology of practice, based on a constructionist view of human perception and thought process.[16]

2. The Problems in Pronunciation

In learning English often face some difficulties, especially in its pronunciation system. When a baby starts to talk, he does it by listening to the sound of his mother and he will automatically imitate his mother. He has been used to speaking his mother tongue since childhood. This mother tongue, according to Ramelan "has been deeply implanted in him as part of his habits.[17]" Moreover he says that "it will be difficult for him to change the habit of moving his speech organs in such a way as to

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[16] Renato Vizioli,Paulo Carlos Kaminski, *PROBLEM DEFINITION AS A STIMULUS TO THE CREATIVE PROCESS: ANALYSIS OF A CLASSROOM EXERCISE,* (Journal of Technology and Science Education JOTSE, 2017 – 7(3): 274-290 – Online ISSN: 2013-6374 – Print ISSN: 2014), p284.

[17] Ramelan, *English Phonetics*, (Semarang: IKIP Semarang Press, 1999), p10.

produce the foreign sounds." It is understandable since the movements of his speech organs have been set to produce the speech sounds of his own language.

Kelly says that "we all use the same speech organs to produce the sounds we become accustomed to producing.[18] " He adds that "the set of sounds we acquire, however, may vary: a child brought up in an English-speaking environment will develop the phonemes of English, a Frenchspeaking child will develop a different set, and so on." In other words, an Indonesian-speaking child, of course will develop the phonemes of Indonesian which are difficult for him to change.

3. **The Solutions to Solve Students in English Pronunciation**

The following is a solution to pronunciation problems:[19]

a. First, students search words consisting of various types of pronunciation.

b. Next, students write phonetic transcription of the words they are looking for until they are correct.

c. Students start take notes and say the words they are looking for well and correctly.

d. Students analyze the pronunciation problems both in writing and oral form.

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[18] Gerald Kelly, *How to Teach Pronunciation*, (Malaysia: Pearson Education, 2006), p120.
[19] Novalina Sembiring, Fiber Yun Almanda Ginting, *An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at UNIKA* (Semarang: Journal Suluh Pendidikan 3, No.40-53, 2016), p.50.

e. Analysis of pronunciation problems categorized into all type of pronunciation.

f. If students find out the pronunciation problems, they ask the teacher how to say correctly the words until they can recite it.

CHAPTER III

RESEARCH METHODOLOGY

A. The Types and Characteristics of Research

In this study, researchers analyzed and collected data from problems that had occurred before. From the existing data, there are problems with students' pronunciation. So the researcher should to analyze pronunciation problems faced by the students of SMAN 1 Punggur Lampung Tengah.

Qualitative research used by researchers use descriptive methods. Descriptive method is a method by describing the results of data collection by researchers.[20] Qualitative research is research that aims to analyze the problems that occur, then describe and understand them. Researchers start to analyze and collect data which was done by observing students in writing and orally. After the data has been collected, the researcher must make comparisons, evaluate and paraphrase using his or her own language.

Qualitative research is research that aims to analyze the problems that occur, then describe and understand them. Researchers start to analyze and collect data which was done by observing students in writing and orally. The characteristic of qualitative research is identifying problems and re-develop the phenomena that occur. The researcher is expected to have a literature review with a minor role and still confirm the problem. The objectives and questions are presented openly so that participants can gain experience. Then

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[20]Yusriati, Selamat Husni Hasibuan, *The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU*, Journal of English Education and Teaching, Volume 3 number 2, 2019, p236.

the researchers collected some data such as interviews and photos obtained from each individual. From the results that have been observed and obtained, the researcher begins to describe. The descriptive research carried out hopes to provide important information related to the object under study so that it can be useful for the research being carried out.[21]

Overall in the explanation, it can be concluded that this study emphasizes data description and data collection, to know about pronunciation of students at SMAN 1 Punggur Lampung Tengah.

B. Data Resources

In this study, the researcher divided the source in two items. They are primary and secondary:

1. Primary source

Primary source is pure data which is used as the basis for the research. The informants also didn't provide pure data in the original form summarized other researchers. It is direct testimony or evidence about a topic under consideration. In addition, researchers use old references because the research carried out has a lot of relevance to old references. The main source of this research is data from the pronunciation products of students at SMAN 1 Punggur.

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[21]GeoffreyMarczyket. al., *Essentials of Research Design and Methodology* (Noboken: John Wiley & Sons, Inc. 2005), p16.

2. Secondary sources

Secondary sources are the results of interpretation and analysis obtained from primary sources. Sources of data obtained are used to support certain research or arguments or to convince readers to accept a point of view. Secondary sources in this study are interviews, documentation, journals, e-books and related articles research.

C. Data Collecting Technique

Researchers used three techniques to collect the data; there are observation, documentation, and Interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at the research site.[22] In other words, observation is one of the techniques used by researchers in data collection by observing an object (students). Collecting data by observation has advantages and disadvantages. The advantage is that it makes it easier for researchers to explore information, to study actually behavior, and to study individuals who have difficulty expressing their ideas to be presented.

In addition to the advantages, the disadvantages that researchers will get in collecting data by observation are limited access and difficulty developing relationships with students. In this study, the researcher

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[22]John W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fifth Edition, (University of Nebraska-Lincoln: 2015), p211.

looked at the data on the pronunciation problems faced by the students of SMAN 1 Punggur, and to analyze the students' pronunciation problems.

2. Documentation

   Qualitative research can use documents that are a good source of text (word) data for qualitative studies. Researchers used documentation techniques to collect data in this study.[23] From the document sources obtained can help researchers understand the phenomenon under study. In addition, the documents consist of public and private records obtained by researchers. The intended public and private records are about a site or participant which includes newspapers, meeting minutes, private letters and journals. With the detailed explanation above, it is hoped that it can make it easier for researchers to get data in the form of student pronunciation test results.

3. Interview

   Interview occurs when the researcher asks a question to one or two participants.[24] Open-ended questions are conducted so that participants can express their best voices without any restrictions by the perspective of previous researchers or researchers. Then the researcher recorded the participants' answers. In other words, interviews can assist researchers in conducting research to obtain information from

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[23]*Ibid*, p.222.
[24]John W. Creswell, *Educational Research: Planning, Conducting and Evaluating Quantitative and Qualitative Research,* (Harlow; Pearson Education Limited: 2014), p.240.

participants. Therefore, researchers used interviews to collect data from students.

D. Data Analysis Technique

In this research, the most important part is analyzing the data. The results of data analysis are used to conclude the study. Data qualitative refers to the essence of people, objects and situations. Analysis as consisting of three concurrent flow activities: data reduction, data presentation and conclusion / verification. Then the researcher grouped the data, coded, and organized the data, in large quantities so that it was easy to describe and interpret. There are two aspects of data analysis in qualitative research, the aspect of text analysis and it involves developing descriptions and themes.

The researcher would apply Miles and Huberman model to analyze the data.[25] The component of this analysis model are pictured by this figure.
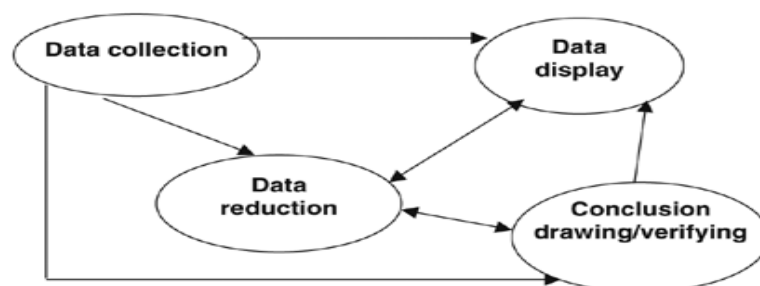
Figure I. *Analysis Components of Miles and Huberman Model*

Data analysis by Miles and Huberman model conducts the following steps:[26]

Steps in data analysis the following;

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[25]Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429.
[26]*Ibid,* pg.10-11.

1. Data collection

   Data collection is the step when the researcher gathered all data which are used to complete the research. Evidence helps provide answers to research questions. To get these answers, the researchers took steps to collects or collect data. Researchers collect this data by making observations, documentation, field note and interview. The data obtained from these activities will then be processed according to the needs of the researcher with data reduction, display data and conclusion drawing and verification.

2. Data Reduction

   Data reduction refers to the process of selecting, focusing, simplifying, and transforming data that appears in field notes or written transcriptions.[27] In data reduction, the researcher will reduce the data obtained by summarizing or paraphrasing and selecting certain things related to the problem of pronunciation among students.

3. Data Display

   The second major flow of analytical activity on qualitative data is data display. In the data display the researcher will explain the data obtained by using graphs, pictures or graphs. This view will be used to describe all data.

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[27]Michael Huberman M. and Miles, *Data Management and Analysis Methods,* In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), 429. Pg. 10-11.

4. Conclusion Drawing and Verification

   The third stream of analysis activity is conclusion drawing and verification. In this step, the researcher will draw conclusions about problems pronunciation of students based on the data obtained by the researcher, both from observation data, documentation, field note and interview. The data obtained by the researcher in the documentation will be used as verification and supporting evidence related to the conclusion drawn by the researcher. It can be concluded that overall, the data analysis used has some functions include in; making meaningful raw data, to get significant results, describe conclusions or make generalizations, and calculate parameters.

E. Research Approach

Researchers used six steps in the research process, as follows[28]:

1. Identifying a Research Problem

   The researcher begins a research study, first by identifying a topic to study, typically an issue or problem in education that needs to be resolved. The second time, the researcher identified the research problem consists of specifying an issue to study developing a justification for studying it, and suggesting the importance of the study for select audiences that will read the report.

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[28]John W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, fourth edition, (University of Nebraska–Lincoln: 2012), p7-10.

2. Reviewing the Literature

   The skills required for reviewing the literature develop over time and with practice. In other words, the importance of skills that researcher must possess to review the ever-growing literature. Researchers can also learn how to located journal articles and books in academic libraries, access computerized databases, choose and evaluate the quality of research on topic, and summarize it in a review. Not only that, researchers can use of library resources very much, so having a strategy for searching the literature and writing the review is important.

3. Specifying a Purpose for Research

   In determine the problem of study, there is research problem that covers a broad of topic, the researchers only need to focus in order to study it. The focus in question is restatement of the problem which is used as a statement of purpose. This statement of purpose conveys the overall objective or purpose of the research. In other words, this section is the most important statement in the research study of researchers.

4. Collecting Data.

   Evidence helps provide answers to research questions and hypotheses. To get this answer, the researcher is involved in the data collection or gathering data. Collecting data means identifying and selecting individuals for study, getting permission to study them, and gathering information by asking questions or observing their behavior.

5. Analyzing and Interpreting the Data

    During or immediately after data collection, the researcher needs to make sense of the information supplied by individuals in the study. Analysis consists of "taking the data apart" to determine individual responses and then "putting it together" to summarize it.

6. Reporting and Evaluating Research

    After conducting your research, the researcher will develop a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use your information

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Research Setting

1. Profile of SMAN 1 Punggur Lampung Tengah

a. The Historical Background of SMAN 1 Punggur

Prior to the division of sub-districts in Central Lampung Regency, Punggur District already had a State High School which was built in 1979 located in Kotagajah Village. To improve public services to the community, in 2001, Kotagajah became the definitive sub-district which was separated from Punggur District and the name Punggur Public High School changed to SMA Negeri 1 Kotagajah because it was located in the Kotagajah District, so that by itself Punggur District no longer had a State High School.

With the implementation of Regional Autonomy, the progress of development and the level of welfare of the people in the region are highly dependent on the quality of their human resources. In connection with this, the Punggur Sub-district Head (Drs. Rusnadi, M.Si) is trying hard to advance education in his working area, namely trying to build a State High School in Punggur District. The Punggur Camat's desire for a state high school in his working area was welcomed by the people of Nunggalrejo Village. So on February 26, 2002 the people of Kampung Nunggalrejo donated land in the village of Nunggalrejo covering an area of 1.5 hectares with a Land Grant

Deed Number: 04/PGR/2002 dated April 24, 2002 to the Central Lampung Regency Government. Department of Education, Tourism, Arts and Culture, to be used as the location of the SMA Negeri 1 Punggur Building. So in 2002 the Central Lampung Regency Government built the SMA Negeri 1 Punggur building on the land given by the Nunggalrejo village community. The existence of SMA Negeri 1 Punggur in Nunggalrejo village is expected to have a positive effect on improving the quality of education and income of the people of Nunggalrejo village, Punggur district.

SMA Negeri 1 Punggur began to accept new students based on the decision of the Head of Education, Tourism, Arts and Culture of Central Lampung Regency Number: 420/003/05/D.8/2003 dated March 17, 2003, thus the Learning and Teaching Activities of SMA Negeri 1 Punggur began on 2003/2004 Academic Year.

At the beginning of the establishment, the management and development of SMA Negeri 1 Punggur was carried out by the Head of SMA Negeri 1 Kotagajah (Drs. Syatbi Tahmid, M.M). Because SMA Negeri 1 Punggur does not yet have teachers and definitive administration, the Principal of SMA Negeri 1 Kotagajah assigned one of the deputy principals of SMAN 1 Kotagajah (Drs. Sontang Simanjuntak) to manage SMA Negeri 1 Punggur. The teachers come from several public schools and administrative staff as honorary staff from the Nunggalrejo village community.

Table. 4

The List of Teachers and Administration at the beginning of the establishment of

SMAN 1 Punggur, as follows**:**

NO	NAME	POSITION	DESCRIPTION
1	Drs. Syatbi Tahmid, M.M	Headmaster	SMAN 1 Kotagajah
2	Drs.Sontang Simanjuntak	Vice Principal	SMAN 1 Kotagajah
3	Budi Santoso Widiyanto	Teacher	SMAN 1 Kotagajah
4	Drs. Sumarjo	Teacher	SLTPN 3 Trimurjo
5	Hasan Mahfud, S.Pd	Teacher	SLTPN 1 Kotagajah
6	Drs. Suparno	Teacher	SLTPN 3 Trimurjo
7	Drs. Sarwoko Budi P	Teacher	SLTPN 3 Padang Ratu
8	Karmidi, S.Pd	Teacher	SMAN 1 Seputih Mataram
9	Dra. Tuti Supriyati	Teacher	SLTPN 2 Trimurjo
10	Drs. Bejan Santoso	Teacher	SLTPN 3 Seputih Banyak
11	Dra. Ade Nani Suryani	Teacher	SMAN 1 Kotagajah
12	Drs. Ahmad Qurniawan	Teacher	SMAN 1 Kotagajah
13	Dra. Trias Saminar	Teacher	SLTPN 1 Seputih Raman
14	Yuni Ekawati, S.Si	Teacher	Honorer
15	Sri Indah W, S.Pd	Teacher	Honorer
16	Ermayati, S.Ag	Teacher	Honorer
17	Sukamto, S.Pd	Head of Administration	Honorer
18	Yuyun Puspitasari	Staff of Administration	Honorer
19	Otto Sumantri	Staff of Administration	Honorer
20	Herni Sartika	Staff of Administration	Honorer
21	Sukamto	Gardener	Honorer

Source: Documentation of SMA Negeri 1 Punggur.

On August 5, 2003, in a meeting of student guardians, a school committee of SMA Negeri 1 Punggur was formed for the first time with the following composition of management:

Chairman   : Ipid Gandamana
Secretary   : Wiharjo
Treasurer   : Heriyadi
Member   : 1. Ngatiyo   6. Sahid Efendi
                  2. Drs. Ujang Holid   7. I Made Mudhana, S.Pd
                  3. Slamet Harsono   8. Sumijan
                  4. Ating. IS   9. Edi Sriwidodo
                  5. Acur Suryana   10. Drs. Sontang

b. Vision and Mission of SMAN 1 Punggur

1) Vision of School

    God-fearing, knowledgeable and virtuous

    Indicators:

    a) Excellent in belief and God-fearing.

    b) Excellent in knowledge and technology mastery.

    c) Excellent in attainment of final examination score.

    d) Being able to compete in the selection of new student college.

    e) Active in youth scientific work activity.

    f) Perceptive.

    g) Excellent in sports achievements.

    h) Highly disciplined and commendable.

2) Mission of School

    a) Forming students who have piety to God Almighty.

    b) Creating innovative, creative, and fun learning activities.

    c) Forming students who have the knowledge and skills.

    d) Preparing students to continue to higher education level.

    e) Develop a polite, ethical and aesthetic attitude and personality.

c. The Facilities and Condition Buildings of SMAN 1 Punggur

There are facilities at SMA Negeri 1 Punggur in supporting the headmaster, teacher, staff administration and students in conducting learning process. For getting the details of facilities, it can be shown in the table below:

Table. 5

The Facilities and Condition of buildings at SMAN 1 Punggur

No	Facilities	Total	Large (m2)
1	Classroom	28	2200
2	Physics Lab	1	150
3	Biology Lab	1	150
4	Chemistry Lab	1	150
5	Language Lab	1	150
6	Social Lab	1	150
7	Library	1	150
8	UKS Room	1	48
9	Computer Room	1	72
10	Cooperative Room	1	32
11	Counseling Room	1	32
12	Headmaster Room	1	32
13	Teacher Room	1	96
14	Clerical Room	1	40

15	OSIS Room	1	28
16	Mosque	1	-
17	Teacher Rest Room	4	12
18	Student Rest Room	5	12
19	Green House	1	32
20	Auditorium	1	-
21	Canteen	5	-
22	Basketball court	1	-
23	Volleyball court	1	-
24	Computer	50	-
24	LCD	10	-
25	Laptop	2	-
26	Typewriter	1	-
27	Calculating Machine	4	-
28	Mimeograph	1	-
29	Safe-deposit box (Brankas)	1	-
30	Cupboard	4	-
31	Filing Cabinet	2	-
32	Loudspeaker	1	-
33	Table	1000	-
34	Chair	1000	-
35	Lawn Mower	2	-

Source: Documentation of SMA Negeri 1 Punggur.

d. The Teacher List at SMAN 1 Punggur

The total of teacher in SMAN 1 Punggur in academic year 2021/2022 that can be identified as follows:

Table. 6

The Teacher list in SMAN 1 Punggur

No	Name	Position
1	Didi Nuryadi, M.Pd.	Headmaster
2	Drs. Haryanto	Sociology
3	Drs. Suparno	History
4	Budi Hardiantoro, S.Pd.	Physics

5	Budi Santoso, S.Pd.	Economy/ Accountancy
6	Dra. Halimah	Counseling
7	Dra. Ade Nani Suryani	B.Indonesia
8	Dra. Mizarni	Counseling
9	Hasan Mahfud, S.Pd.	Mathematics
10	Drs. Hery Subagyo	Geography
11	Harnanto, S.Pd.	Mathematics
12	Meridawati, S.Pd.	B.Indonesia
13	Dra. Tuti Supriyati	Biology
14	Purrwati, S.Pd.	Economy/ Accountancy
15	Karmidi, S.Pd	Biology
16	Dra. Trias Saminar	Biology
17	Drs. Indra Jaya	PPKN
18	Titin Sumiarti, S.Pd.	Art
19	Elva Yuli Susanti, S.Sos.	Sociology
20	Noto Margianto, S.Pd.	Mathematics
21	Surdai, SE. MM.	Economy/ Accountancy
22	Peni Asih, S.Pd.	English
23	Nurul Ekawati, S.Pdi.	Islam
24	Hendro Budoyo, S.Pd.	Physics
25	Apriliani Dwi Kurniasih, S.Pd.	English
26	Megawati Ciptaning, S.Si.	Chemistry
27	Patimah, S.Pd.	Economy/ Accountancy
28	Zulhana, S.Pd.	Biology
29	Enik Windayati, S.Pd.	Chemistry
30	Titin Suriati, S.Sos.	Sociology
31	Tri Wahyuningsih, S.Si.	Mathematics
32	Mustika Herlina, S.Pd.	PPKN
33	Sri Lestari, S.Pd.	B.Indonesia
34	Rini Sulistyowati, SE.	Geography
35	Suprapti, S.Pd.	B.Indonesia
36	Iman Abiworo, S.Si.	Chemistry
37	Dra. Liliy Firnis	History
38	Drs. Tri Hartoto, M.Pd.	History
39	Rantinita Saputri, S.Pd.	Library

40	Deliana Wardani, S.Pd.	English
41	Drs. Tugimin	B.Indonesia
42	Sri Susilowati, S.Pd.	History
43	Arie Alfia Aristha, S.Pd.	English
44	Pendi Hartanto, S.Pd.	Geograpy
45	Prastiwi, S.Pd.	Arabic
46	Muslimatun Nisa, S.Si.	Mathematics
47	Eni Handayani, S.Pd.	Physics
48	Bayu Sedyowoko W, S.Pd.	Sport
49	Yuni Ekawati, S.Si.	Chemistry
50	Novita Nugrahaning W, SE.	Economy
51	Lilis Surianti, S.Sos.	Sociology
52	Sri Indah M, S.Pd.	Economy
53	Sani Aris Duati, S.Pd.	Physics
54	Retno Dwi Hastuti, S.Pd.	Mathematics
55	Herlina Veronika, S.Sos.	Sociology
56	Lusi Marlina, S.Si.	Chemistry
57	Ani Rahmawati, S.Kom.	TIK
58	Heroyogi Sulendra, S.Kom.	TIK
59	Rissa Fitria Sari, S.Pd.	Biology
60	Lisa Oktaviani, S.IP. S.Pd.	Counseling
61	Intan Permata Kesuma, S.Pd.	Library
62	Ni Putu Yuli W, S.Ag.	Hinduism
63	Dra. Eko M, M.Pd.	Counseling
64	Aviva Amalia, S.Pd.	Counseling
65	Rusli Haikal A, S.Pd.	Biology
66	Nurhayati, S.Ag. M.Pd.I.	Islamic

Source: Documentation of SMA Negeri 1 Punggur.

e. **The Organization Structure of SMAN 1 Punggur**

Figure. II

BAGAN STRUKTUR ORGANISASI UNIT PELAKSANA TEKNIS SMA NEGERI 1 PUNGGUR TAHUN PELAJARAN 2021/2022
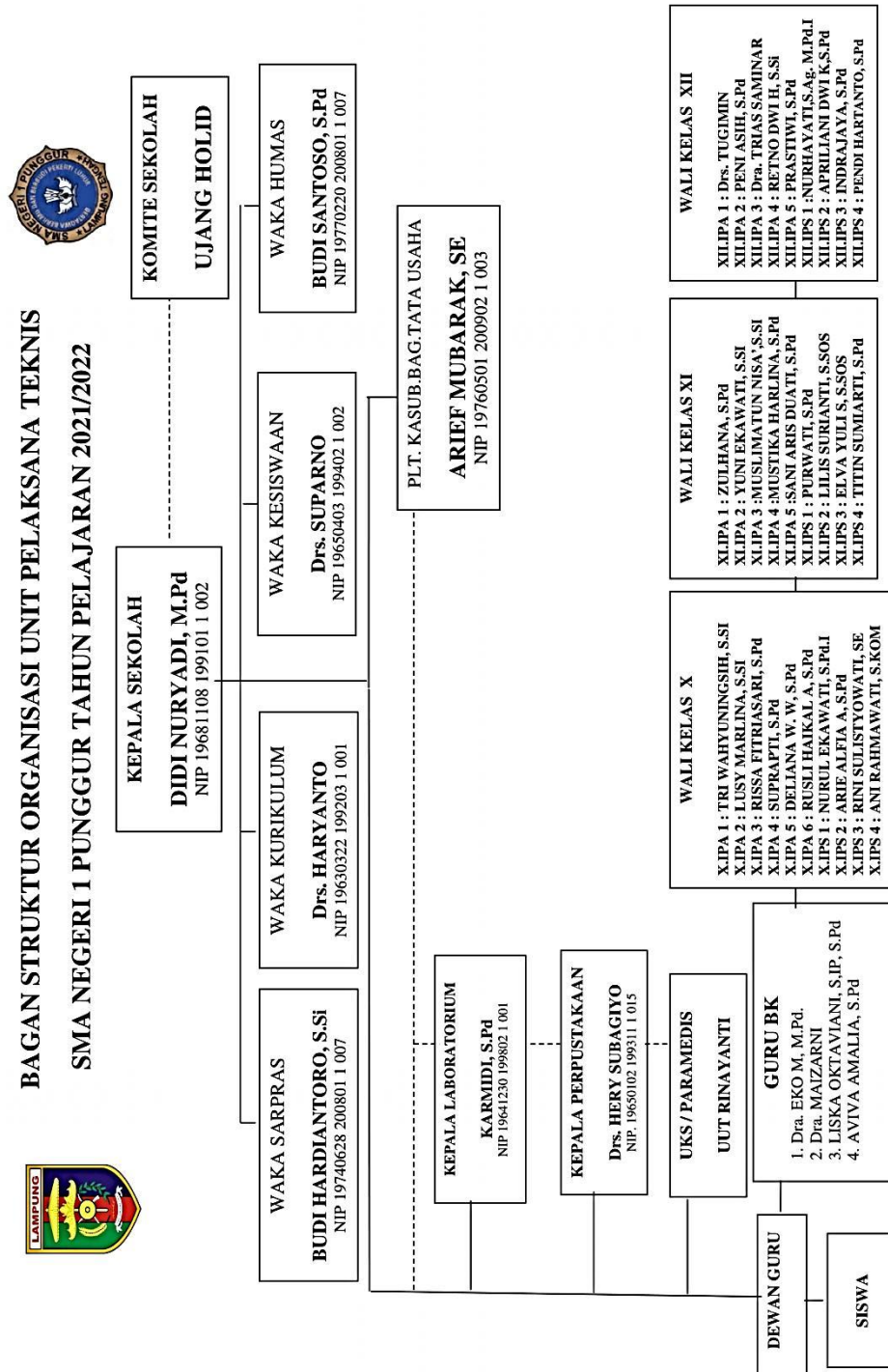
f. The Population of Students at SMAN 1 Punggur

Table. 7
Total Students at SMAN 1 Punggur

No	Class	Major		Amount
		MIPA	SOS	
1.	X	208	119	327
2.	XI	153	119	272
3.	XII	153	116	269
	TOTAL			868

Source: Documentation of SMA Negeri 1 Punggur.

g. Extracurricular at SMAN 1 Punggur

Table. 8
The Extracurricular List at SMAN 1 Punggur

No	Name
1	Paskibraka.
2	Marching Band.
3	PMR
4	Islamic Spiritual (ROHIS).
5	KIR.
6	Vocal Group.
7	English Club.
8	Hapkido.
9	Karate.
10	Table Tennis.
11	Badminton.
12	Basketball.
13	Volleyball.
14	Football.
15	Futsal.

Source: Documentation of SMAN 1 Punggur.

2. General Description

This research specially analyzed of problems pronunciation faced by the students in SMAN 1 Punggur in the academic year of 2021/ 2022. This research was conducted on Tuesday, August 24th, 2021. The research was conducted with online classes, because this condition is not possible to conduct research offline or face to face. However, online research is not much different from in-person research. Researchers to use research methods such as when meeting face to face. Opening the class by reading a prayer, saying greetings, checking the student attendance list, then starting the research by distributing research-related materials, giving some examples related to the material and asking questions with students and ending the class when the hours is over.

In this part, the researcher reported the research of the data. The researcher uses three steps to get the data they were observation, documentation, and interview. The first step was the researcher observed the recorded data of pronunciation problems faced by the students. The second data got by doing documentation. The last step was the researcher interview from students. The data were taken by systematic random sampling where from the student population the researcher only selected 20 students at the twelve graders of SMAN 1 Punggur Lampung Tengah with predetermined intervals or criteria. Then the researcher classified the pronunciation problems.

a. Description of Data Analysis

The data were analyzed based on the framework by Miles and Huberman model. This model consist of some steps to qualitative analyze the data findings. The steps are:

1) Data Collection

This is first step before the data are directly analyzed. The researcher collected many data which are greatly needed for this research. The researcher got the data by interview the students. The researcher visiting online class and got some record.

2) Data Reduction

Data reduction means the researcher selected the most important part of main points of all data that gotten by summarizing and choosing specific things. There are four components of English speaking skill, they are: pronunciation, vocabulary, grammar, fluency and comprehension. The researcher focus on pronunciation.

3) Data Display

From the data reduction, the researcher shows the pronunciation problems faced by the students. Based on the data from the observation, there are some results, shorted by the pronunciation problems faced by the students of SMAN 1 Punggur Lampung Tengah**.**

Table. 9

The Some Symbol of Pronunciation

No	Symbol of Pronunciation	Word
1	[ə]	Away
2	[v]	Live
3	[ʤ]	Gentle
4	[ɜ]	Pleasure
5	[ɵ]	Think
6	[æ]	Black
7	[f]	Familiar
8	[u:]	Food
9	[e]	Met
10	[ɑ:]	Father

Table. 10

The Students Test

No	Students Name	Pronunciation Symbol									
		[ə]	[v]	[ʤ]	[ɜ]	[ɵ]	[æ]	[f]	[u:]	[e]	[ɑ:]
1	AN				X	X		X			X
2	AEA			X		X		X	X		
3	A	X			X			X	X		
4	ASA				X	X				X	X
5	AP		X			X		X			X
6	AFR	X			X	X		X	X		
7	DI			X				X		X	X
8	DRE				X	X		X			X
9	DMF		X		X			X			X
10	DNP			X	X				X		X
11	EFF	X		X		X					
12	GCAD	X			X	X					X
13	LPS					X	X	X			
14	IA			X		X		X			X
15	MIRA	X			X			X			X

16	NNS		X	X	X						X
17	NPD				X	X		X			X
18	SK			X	X			X			
19	SPM				X			X			
20	YAP							X			
Total		5	3	7	13	11	1	15	4	2	12
Percentage		25%	15%	35%	65%	55%	5%	75%	20%	10%	60%

Based on the data above, it can be seen that there are some common pronunciation problems faced by students. The result is that there are 5 dominant problems out of 10 pronunciation symbols during the test, the problem of symbol [ʤ] 35%, symbol [ʒ] 65%, symbol [θ] 55%, symbol [f] 75% and symbol [ɑ:] 60% .Students have the most difficulty pronouncing the symbol[f] for the word "familiar", the symbol [ʒ] for the word "Pleasure", the symbol [ɑ:] for the word "Father", the symbol [θ] for the word "Think" and the symbol [ʤ] on the word "Gentle".

b. Description of the Result Data

We have known from the students" test that the mean of the problems made by the 20 students in pronouncing symbol [ə], [v], [ʤ], [ʒ], [θ], [æ], [f], [u:], [e], and [ɑ:] was 25,4%. The frequency of the pronouncing symbol [ə] pronounced by the whole students was 15; while the number of errors occurred was 5. It means that they made 25% error. In pronouncing with symbol [v] pronounced by the whole students was 17, and 3 of errors occurrences, the percentage of the errors was 15%. Then, in pronouncing

symbol [ʤ] there were 13 occurrences pronounced by the whole students; and 7 of errors occurrences, the percentage was 35%. In pronouncing symbol [ʒ] there were 7 occurrences pronounced by the whole students with 13 of errors occurrences, the percentage of the errors was 65%. In pronouncing symbol [ɵ] there were 9 occurrences pronounced by the whole students; and 11 of errors occurrences, the percentage of the errors was 55%. In pronouncing symbol [æ] there were 19 occurrences pronounced by the whole students; and 1 of errors occurrences, the percentage of the errors was 5%. In pronouncing symbol [f] there were 5 occurrences pronounced by the whole students; and 15 of errors occurrences, the percentage of the errors was 75%. In pronouncing symbol [u:] there were 16 occurrences pronounced by the whole students; and 4 of errors occurrences, the percentage of the errors was 20%. In pronouncing symbol [e] there were 18 occurrences pronounced by the whole students; and 2 of errors occurrences, the percentage of the errors was 10% And the last is the pronouncing symbol [ɑ:] there were 8 occurrences pronounced by the whole students, and 12 of errors occurrences, the percentage of the errors was 60%. To know whether each of these numbers is excellent, good, fair, or poor the following category is used:

No	Assessment for Pronunciation	
	Criteria	**Grade**
1	Excellent	76-100
2	Good	51-75

3	Fair	26-50
4	Bad	≤ 25

The result shows that the student of SMAN 1 Punggur Lampung Tengah is bad in pronouncing symbol [ʤ], [ɜ], [ɵ], [f], and [ɑ:]. But they are fair in pronouncing symbol [ə], [v], [æ], [u:], and [e]. The student is bad in pronouncing symbol [ʤ], [ɜ], [ɵ], [f], and [ɑ:] because some of them such as influenced they mother tongue. Problems in pronunciation that occur because mother tongue still greatly affects their way of speaking. The students have a low desire to learn English, especially in speaking pronunciation; on the other hand they have difficulties in mastering sound, stress, pitch and intonation. In addition, because students are accustomed to communicating with the surrounding environment using non-English language and what they hear usually does not match the spelling. Therefore, the students should be active in learning English pronunciation to improve their speaking pronunciation.

B. Discussion

In teaching pronunciation in senior high school especially students at the twelve graders of SMAN 1 Punggur Lampung Tengah, based on the description above there were some problems like the students still have several errors. The students were still confused in pronunciation. Whereas, the students must know how to pronounce correct of the word because it was one of important thing to support their ability in speaking skill. It is revealed that there were some errors which were found in the students' " pronunciation.

Those errors were divided into ten kinds: pronouncing symbol [ə], [v], [dʒ], [ʒ], [θ], [æ], [f], [u:], [e], and [ɑ:]

The students have a low desire to learn English especially in speaking pronunciation on the other hand they have difficulties in mastering sound, stress, pitch and intonation. The finding showed that the problems frequently appeared about pronunciation was the area of problems pronunciation symbol [dʒ], [ʒ], [θ], [f], and [ɑ:]. The result is that there are 5 dominant problems out of 10 pronunciation symbols during the test, the problem of symbol [dʒ] 35%, symbol [ʒ] 65%, symbol [θ] 55%, symbol [f] 75% and symbol [ɑ:] 60%. Students have the most difficulty pronouncing the symbol[f] for the word "familiar", the symbol [ʒ] for the word "Pleasure", the symbol [ɑ:] for the word "Father", the symbol [θ] for the word "Think" and the symbol [dʒ] on the word "Gentle".

Based on the result of the data analysis, it proves that the students" pronunciation needs to be improved, not only in the student's ability in pronunciation, but also in their understanding the types of pronunciation that corresponds to the correct spelling the symbol.

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter the researcher discusses about the conclusion and suggestion of this study entitled An Analysis of Pronunciation Problems Faced by the Students of SMAN 1 Punggur Lampung Tengah. The conclusion is concluded from the finding and discussion that had been analyzed by the researcher. This chapter also shows the suggestion related to the study.

A. Conclusion

Based on the results of qualitative research techniques of observation, interviews, and documentation carried out at SMAN 1 Punggur in academic years of 2021/2022 some conclusions can be drawn. The conclusion is presented as follows:

The researcher found the factor of pronunciation problems, from the result of the student score in English pronunciation, The result is that there are 5 dominant problems out of 10 pronunciation symbols during the test, the problem of symbol [dʒ] 35%, symbol [ʒ] 65%, symbol [ɵ] 55%, symbol [f] 75% and symbol [ɑ:] 60% .Students have the most difficulty pronouncing the symbol[f] for the word "familiar", the symbol [ʒ] for the word "Pleasure", the symbol [ɑ:] for the word "Father", the symbol [ɵ] for the word "Think" and the symbol [dʒ] on the word "Gentle".

From data above could be concluded at SMAN 1 Punggur that the students have a low desire to learn English especially in speaking

pronunciation on the other hand they have difficulties in mastering sound, stress, pitch and intonation. Based on the result of the data analysis, it proves that the students" pronunciation needs to be improved, not only in the student's ability in pronunciation, but also in their understanding the types of pronunciation that corresponds to the correct spelling the symbol.

The students should learn more about speaking especially in pronunciation, they must learn how to pronounce the correct word in English and the teacher must use suitable strategy, method, and media to make the students easy in learning process.

B. Suggestion

From the conclusion above, the researcher recommends some suggestion. The following suggestions are:

1. For the Headmaster

    The headmaster should support in order to the English learning process by preparing the facilitation and instrument of English learning completely.

2. For the English Teacher

    English teachers must motivate students to become more active in the process of learning English by helping them and adding media in the learning process to make it easier for students to understand the correct pronunciation. The best suggestions from the teacher are expected to help students in improving students' pronunciation.

3. For the Students

        The students should enlarge knowledge about pronunciation more in order to have good speaking. Students who have incorrect pronunciation have a lot to learn or practice every day. They must memorize the types of pronunciation and how to pronounce them. Students are required to use the oxford dictionary to make it easier to understand.

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APPENDICES

INSTRUMENT OF RESEARCH DATA

DOCUMENTATION SHEET

No	Documentation Points	Availability
1.	A profile of SMAN 1 Punggur	✓
2.	Vision and Mission of SMAN 1 Punggur	✓
3.	Organization Structure of SMAN 1 Punggur	✓
4.	Facilities of SMAN 1 Punggur	✓
5.	The Condition of Teacher at SMAN 1 Punggur	✓
6.	The Population of Student at SMAN 1 Punggur	✓
7.	Extracurricular at SMAN 1 Punggur	✓

Note.

-   (√) Tick for each positive avaibility

Punggur, 24 August 2021
The Researcher

Melia Wulandari
Npm: 1701070032

INTERVIEW SHEET

Place of Interview   : Online Classroom

Date of Interview   : August 24th, 2021

Name   : Iqbal Akromi

Question:

1. What do you know about speaking?

2. What do you know about pronunciation?

3. Do you know the aspect in pronunciation, please mention?

4. What are the students make difficulties in pronunciation?

5. Why the students make mistake in pronunciation?

Answer:

1. Speaking is the ability to pronounce articulation sounds or words to express thoughts, ideas and feelings.

2. Pronunciation is the way in which a language, words and sounds are spoken.

3. Aspect in pronunciation:

   a. Combination of Sounds

   b. Stress word

   c. Stress sentences

   d. Rhythm and

   e. Intonation

4. a) Become the subject of a friend's ridicule

   b) Limited Time to Study

c) Irrelevant Learning Methods

d) Explosive English Vocabulary

e) Diverse Pronunciation and Dialects of Languages

g) Low Confidence.

5. a) The native language

b) Phonetic ability

c) Attitude and Identity.

INTERVIEW SHEET

Place of Interview   : Online Classroom

Date of Interview   : August 24th, 2021

Name   : Dwi Istiqomah

Question:

1. What do you know about speaking?

2. What do you know about pronunciation?

3. Do you know the aspect in pronunciation, please mention?

4. What are the students make difficulties in pronunciation?

5. Why the students make mistake in pronunciation?

Answer:

1. Speaking is the delivery of language through the mouth.

2. Pronunciation is the way in which language or a particular word or sounds is spoken.

3. The aspect of pronunciation:

   - Combination of Sounds

   - Stress Word

   - Stress Sentences

   - Rhythm

   - Intonation

4. There are six factors influencing the students error in pronunciation stated by Joanne Kenworthy, as follows:

1) The native language

Because of the role of native language, there has been a great deal of research in which the sound system of English and other languages are compare and the problems and a difficulty of learners predicted.

2) The age factor

It is assumed that if someone pronounces a second language like a native that probably started learning it as a child.

3) Amount of exposure

This is tempting to view this simply as a matter of whether the learner is living in an English-speaking country or not.

4) Phonetic ability

It is a common view that some people have a better ear for foreign language than other.

5) Attitude and identity

It has been that claimed the factors such as a person's sense of identity or feeling of a group affiliation are strong determiners of the acquisition of accurate pronunciation of a foreign language.

6) Motivation and concern for good pronunciation

This concern is often expressed in statements about how bad their pronunciation is and in request for correction-both blanket requests and frequent pauses during speech used to solicit comment on the accuracy of pronunciation.

5. Because they are not used to communicating using English in everyday

    life.

INTERVIEW SHEET

Place of Interview   : Online Classroom

Date of Interview   : August 24th, 2021

Name   : Silviatara Putri Maharani

Question:

1. What do you know about speaking?

2. What do you know about pronunciation?

3. Do you know the aspect in pronunciation, please mention?

4. What are the students make difficulties in pronunciation?

5. Why the students make mistake in pronunciation?

Answer:

1. Speaking is the ability to pronounce articulation sounds or words to express thoughts, ideas and feelings.

2. A speech or pronunciation that is conveyed by mouth to someone or for someone.

3. There are four aspects in pronunciation:- Combination of Sounds- Stress Word- Stress Sentences - Rhythm- Intonation

4. a) Become the subject of a friend's ridicule, b).Limited Time To Study, c) Irrelevant Learning Methods, d) Explosive English Vocabulary, e) Diverse Pronunciation and Dialects of Languages, g) Low Confidence.

5. The results showed that, the pronunciation errors made by students from UKI Toraja as Toraja English speakers there were two types of errors,

namely Interlingua errors due to language switching and intralingua errors due to excessive generalization, ignorance of rule restrictions, incomplete application rules, and incorrect hypothetical concept.

INTERVIEW SHEET

Place of Interview   : Online Classroom

Date of Interview   : August 24th, 2021

Name   : M. Ilyas Rasyid Al Jundi

Question:

1. What do you know about speaking?

2. What do you know about pronunciation?

3. Do you know the aspect in pronunciation, please mention?

4. What are the students make difficulties in pronunciation?

5. Why the students make mistake in pronunciation?

Answer:

1. Speaking is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal chords, tongue, teeth and lips.

2. Pronunciation is the way in which language or a particularword or sounds is spoken.

3. The aspect of pronunciation:
   - Combination of Sounds
   - Stress Word
   - Stress Sentences
   - Rhythm
   - Intonation

4. Pronunciation includes language features (vocabulary and grammar) and skills (speaking and listening), making it a bit difficult to pronounce.

5. Because of their native language is low, of student feel that speaking English is difficult, because it is written and spelled differently.

Observation Sheet of Students' Pronunciation Problem

Student's Name   : Sendi Kurniawan

No	Sound Symbols	Example	Pronunciation Problems				Pronunciation Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar,	✓				
2	[v]	Live				✓	
3	[ʤ]	Large	✓				
4	[ʒ]	Pleasure	✓				
5	[θ]	Think		✓			
6	[æ]	Black		✓			
7	[ə]	Away			✓		
8	[u:]	Food				✓	
9	[e]	Met				✓	
10	[ɑ:]	Father		✓			

Skor siswa $= \frac{jumlah\ point\ yang\ didapat}{Total\ point\ ideal}$ x 100 $= \frac{24}{40}$ x 100 $= 60$

Observation Sheet of Students' Pronunciation Problem

Student's Name   : M. Ilyas Rasyid A J

No	Sound Symbols	Example	Pronunciation Problems				Pronunciation Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar	✓				
2	[v]	Live		✓			
3	[dʒ]	Large	✓				
4	[ʒ]	Pleasure	✓				
5	[θ]	Think			✓		
6	[æ]	Black				✓	
7	[ə]	Away		✓			
8	[u:]	Food				✓	
9	[e]	Met			✓		
10	[ɑ:]	Father	✓				

Skor siswa $= \frac{jumlah\ point\ yang\ didapat}{Total\ point\ ideal}$ x 100 $= \frac{22}{40}$ x 100 $= 55$

Observation Sheet of Students' Pronunciation Problem

Student's Name   : Elda Felani Febriana

No	Sound Symbols	Example	Pronunciation Problems				Pronunciation Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar			✓		
2	[v]	Live				✓	
3	[ʤ]	Large	✓				
4	[ʒ]	Pleasure		✓			
5	[θ]	Think	✓				
6	[æ]	Black			✓		
7	[ə]	Away	✓				
8	[u:]	Food		✓			
9	[e]	Met				✓	
10	[ɑ:]	Father		✓			

Skor siswa $= \frac{jumlah\ point\ yang\ didapat}{Total\ point\ ideal}$ x 100 $= \frac{18}{40}$ x 100 = 57,5

Observation Sheet of Students' Pronunciation Problem

Student's Name   : Dwi Istiqomah

No	Sound Symbols	Example	Pronunciation Problems				Pronunciation Point
			1 Point	2 Point	3 Point	4 Point	
1	[f]	Familiar	✓				
2	[v]	Live				✓	
3	[ʤ]	Large	✓				
4	[ʒ]	Pleasure	✓				
5	[θ]	Think	✓				
6	[æ]	Black				✓	
7	[ə]	Away			✓		
8	[u:]	Food				✓	
9	[e]	Met				✓	
10	[ɑ:]	Father			✓		

Skor siswa $= \dfrac{jumlah\ point\ yang\ didapat}{Total\ point\ ideal}$ x 100 $= \dfrac{26}{40}$ x 100 $= 65$

DOCUMENTATION RESEARCH

Picture 1
Name : Agil Pratama
Class : XII

Picture 2
Name : Geralda
Class : XII
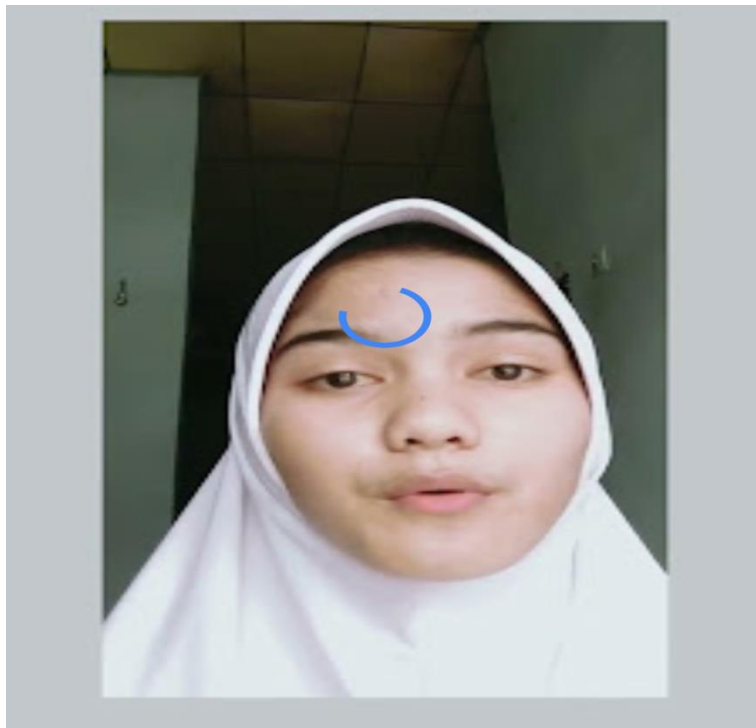
Picture 3
Name : Ahmad Solahudin
Class : XII

Picture 4
Name : Nadia Puspa Dewi
Class : XII
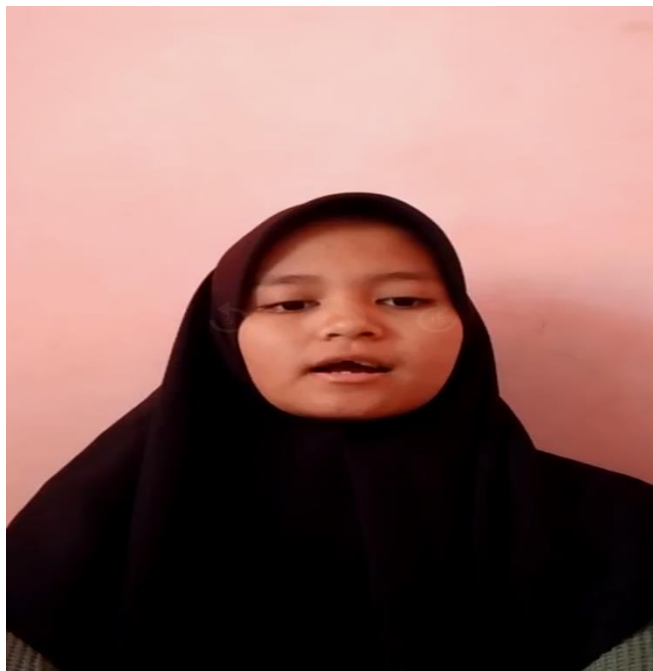
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Nomor   : B-0369/In.28.1/J/TL.00/02/2021
Lampiran : -
Perihal   : **IZIN *PRA-SURVEY***

Kepada Yth.,
KEPALA SMA NEGERI 1 PUNGGUR
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami;

Nama	:	**Melia Wulandari**
NPM	:	1701070032
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALISYS OF STUDENTS PRONUNCIATION PROBLEMS AT THE TEN GRADERS OF SMA N 1 PUNGGUR

untuk melakukan *pra-survey* di SMA NEGERI 1 PUNGGUR.

Kami mengharapkan fasilitas dan bantuan Bapak/Ibu untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 10 Februari 2021
Ketua Jurusan
Tadris Bahasa Inggris

Dr. Ahmad Subhan Roza, M.Pd.
NIP 19750610 200801 1 014

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10801962 NSS : 301120208048
AKREDITASI "A"
Alamat : JL. Raya Nunggalrejo Lampung Tengah (34152) Telp. (0725) 47413
Website : www.sman1punggur.sch.id Email : sman1punggur@yahoo.co.id

SURAT KETERANGAN
No : 423 / 040 / V.01 / SMA / 2021

Yang bertanda tangan di bawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah menerangkan bahwa :

Nama Mahasiswa	:	**MELIA WULANDARI**
NPM	:	1701070032
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris

Akan mengadakan Penelitian pada tahun pelajaran 2020 – 2021 untuk tugas akhir yaitu pembuatan skripsi dengan judul : **" AN ANALISYS OF STUDENTS PRONUNCIATION PROBLEMS AT THE TEN GRADERS OF SMA N 1 PUNGGUR ".**
Berdasarkan surat dari Kementerian Agama Republik Indoesia Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan Nomor : B- 0369/In.28.1/TL.00/02/2021, tertanggal : 10 Februari 2021 perihal permohonan izin Penelitian.
Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.
Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 24 Februari 2021
Kepala SMA Negeri 1 Punggur,

DIDI NURYADI, M.Pd.
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Nomor   : B-2442/In.28.1/J/TL.00/06/2021
Lampiran   : -
Perihal   : SURAT *BIMBINGAN SKRIPSI*

Kepada Yth.,
Ahmad Subhan Roza (Pembimbing 1)
Ahmad Subhan Roza (Pembimbing 2)
di-
      Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**Melia Wulandari**
NPM	:	1701070032
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 24 Juni 2021
Ketua Jurusan
Tadris Bahasa Inggris

Andianto, M.Pd
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Nomor : B-3256/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMA N 1 PUNGGUR
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3257/In.28/D.1/TL.01/08/2021, tanggal 05 Agustus 2021 atas nama saudara:

Nama	: **Melia Wulandari**
NPM	: 1701070032
Semester	: 9 (Sembilan)
Jurusan	: Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA N 1 PUNGGUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 05 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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SURAT TUGAS
Nomor: B-3257/In.28/D.1/TL.01/08/2021

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama   : **Melia Wulandari**
NPM   : 1701070032
Semester   : 9 (Sembilan)
Jurusan   : Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMA N 1 PUNGGUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 05 Agustus 2021

Mengetahui,
Pejabat Setempat

Wakil Dekan Akademik dan
Kelembagaan,

Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003

PEMERINTAH PROVINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 PUNGGUR
NPSN : 10501962   NSS : 301120208048
AKREDITASI " A "
Alamat : JL. Raya Nunggalrejo Kec. Punggur Kab. Lampung Tengah (34152) Telp. (0725) 47413
Website :Http://sman1punggur.sch.id Email : sman.punggur@gmail.com

SURAT KETERANGAN
No. 423.4 /258/V.01/SMA/2021

Yang bertanda tangan dibawah ini Kepala SMA Negeri 1 Punggur Kabupaten Lampung Tengah, menerangkan bahwa :

Nama Mahasiswi	:	**MELIA WULANDARI**
NPM	:	1701070032
Jurusan	:	Tadris BAHASA INGGRIS
Fakultas	:	FTIK – IAIN METRO.

Akan mengadakan Penelitian pada Tahun Pelajaran 2021/2022, untuk tugas akhir yaitu pembuatan Skripsi dengan judul : " **AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH "**.

Berdasarkan surat dari **FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO**. Nomor : B-3256/In.28/D.1/TL.00/08/2021, tertanggal :16 Agustus 2021, perihal **Permohonan Izin penelitian.**

Adapun waktu pelaksanaan penelitian dilakukan selama **Seminggu.**
Pada dasarnya kami mengizinkan sepanjang tidak mengganggu proses belajar mengajar di SMA Negeri 1 Punggur.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Punggur, 13 Agustus 2021
Kepala SMA Negeri 1 Punggur,

DIDI NURYADI, M.Pd
NIP. 196811081199101 1 002

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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Melia Wulandari   Jurusan   : TBI
NPM : 1701070032   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Rabu 3 Maret 2021	1	Judul + Prior Research	
2	Rabu 17 Maret 2021	1	Tambahan Bab II	
3	Kamis 1 April 2021	1	*(tanda tangan)*	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing

Ahmad Subhan Roza, M.Pd.
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
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IAIN METRO

Nama : Melia Wulandari   Jurusan : TBI
NPM : 1701070032   Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	28 Juni 2021 Senin	✓	Instruments	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Melia Wulandari   Jurusan   : TBI
NPM : 1701070032   Semester : IX

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Selasa 31 Agustus 2021	1	- Revisi Bab IV - Revisi Conclusion & Suggestion	
2	Kamis 2 September 2021	1	- Revisi Tabel, diagram, abstrak	
3	Senin 6 September 2021	1	Mm Mugoros	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP.198711022015031004

Dosen Pembimbing

Dr.Ahmad Subhan Roza, M.Pd
NIP.19750610 200801 1 014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-572/In.28/S/U.1/OT.01/06/2021

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: Mella Wulandari
NPM	: 1701070032
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2020 / 2021 dengan nomor anggota 1701070032

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 23 Juni 2021
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama   : Melia Wulandari

NPM   : 1701070032

Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/Prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, September 2021
Ketua Jurusan TBI

Andianto, M.Pd
NIP: 1987 1102 201503 1 004

AN ANALYSIS OF PRONUNCIATION PROBLEMS FACED BY THE STUDENTS OF SMAN 1 PUNGGUR LAMPUNG TENGAH

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CURICULUM VITAE

The name of researcher is Melia Wulandari. She was born in Tanggulangin, Punggur, Lampung, May 1, 1999. She is the last child of married couple Mr. Suroto and Mrs. Rapiah. She has graduated from Kindergarten Kartika Jaya, on 2004-2005. She continued of Elementary school SDN 1 Tanggulangin on 2005-2011. Then she continued her study at SMPN 1 Punggur on 2011-2014. She continued her study at SMAN 1 Punggur on 2014 and completed in 2017.

After graduating of SMAN 1 Punggur, the researcher continued her study at Kota Metro. In 2017, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the researcher takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.