AN UNDERGRADUATE THESIS

AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO

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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO

Presented as a Partial Fulfillment of the Requirements
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By:

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The Honorable the Head of Tarbiyah Department
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Assalamu'alaikum, Wr. Wb

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

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

Wassalmu'alaikumWr. Wb

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Assalamualaikum Wr.Wb.

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

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Judul Skripsi	:	AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO

Sudah kami setujui dan dapat diajukan untuk dimunaqosahkankan, demikian harapan kami atas perhatiannya kami ucapkan terimakasih.

Wassalmu'alaikumWr. Wb

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An Undergraduate thesis entitled: AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLOTUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO. Written by: Khusnul Khotimah, Student Number 1701070026, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Thursday, December 02, 2021 at 13:00 – 15.00 p.m.

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vi

AN ANALYSIS OF THE STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO

ABSTRACT
By: Khusnul Khotimah

The purposes of this study were to identify the types of pronunciation errors of seventh grade students, to investigate the causes of seventh grade students' pronunciation errors, and to analyze the solution to salve the students' pronunciation errors. The researcher analyzed this phenomenon based on the consideration of students' problems in pronouncing English which were investigated in the pre-survey process.

This research method was a qualitative research in the form of case study conducted at the seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro. The main source of this research is the 10 students of class at the seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro. The researcher used observation, documentation, interview in collecting data. This research was conducted to find out the causes and solutions of students' pronunciation errors.

The research results include of the types of students' errors in English pronunciation that consist of errors in pronunciation of vowels (32%), consonants (33%), first because of being influenced by the mother tongue (18%) and final consonants (18%). In addition, the second research result points out the causes of students' pronunciation error that include of mother tongue interference, sound system differences between mother tongue and English, being hard to imitate the native speakers' accent, being unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation, having less motivation in practicing English Pronunciation, having limitation in exposure the pronunciation drill. Moreover, the third research result emphasizes the solution for students by providing the considerable driling and repetation in English pronunciation practice, guidance intensively in pronunciation practice, guiding the sudents to listen the native speakers' sound, completing the curriculum design and material establish long range oral communication goals and objective.

Keyword: analysis, pronunciation errors, qualitative research

ANALISIS KESALAHAN PELAFALAN PADA SISWA KELAS TUJUH ROUDLATUL QUR'AN ISLAM DI METRO

ABSTRAK
Oleh: Khusnul Khotimah

Tujuan dari penelitian ini adalah untuk mengidentifikasi jenis kesalahan pengucapan siswa kelas tujuh, untuk menyelidiki penyebab kesalahan pengucapan siswa kelas tujuh, dan untuk menganalisis solusi untuk mengatasi kesalahan pengucapan siswa. Peneliti menganalisis fenomena ini berdasarkan pertimbangan masalah siswa dalam melafalkan bahasa inggris yang diselidiki dalam proses pra-survey.

Metode penelitian ini adalah penelitian kualitatif berupa studi kasus yang dilaksanakan di kelas VII Pondok Pesantren Roudlatul Qur'an Metro. Sumber utama penelitian ini adalah 10 siswa kelas VII Pondok Pesantren Roudlatul Qur'an Metro. Peneliti menggunakan observasi, dokumentasi, wawancara dalam mengumpulkan data. Penelitian ini dilakukan untuk mengetahui penyebab dan solusi kesalahan pengucapan siswa.

Hasil penelitian meliputi jenis kesalahan pengucapan bahasa Inggris siswa yang terdiri dari kesalahan pengucapan vokal (32%), konsonan (33%), pertama karena dipengaruhi oleh bahasa ibu (18%) dan konsonan akhir (18%). Selain itu, hasil dari poin kedua menunjukkan penyebab kesalahan pengucapan yang meliputi gangguan bahasa ibu, perbedaan tata suara antara bahasa ibu dan bahasa Inggris, siswa sulit meniru aksen penutur asli, siswa tidak mampu memahami dan melatih tekanan, intonasi, dan ritme dalam pengucapan bahasa Inggris mereka, siswa memiliki motivasi yang kurang dalam berlatih Pengucapan Bahasa Inggris, siswa memiliki keterbatasan dalam paparan latihan pengucapan. Selain itu, hasil penelitian ketiga menekankan solusi bagi siswa dengan memberikan latihan dan pengulangan yang cukup dalam latihan pengucapan bahasa Inggris, bimbingan secara intensif dalam latihan pengucapan, membimbing siswa untuk mendengarkan suara penutur asli, menyelesaikan desain kurikulum dan materi membangun lisan jarak jauh.Tujuan dan sasaran komunikasi.

Kata kunci: analisis, kesalahan pengucapan, penelitian kualitatif

STATEMENT OF RESEARCH ORIGINALITY

The Undersigned:

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State that this undergraduate thesis is originally the result of the researcher research, in expectation of certain parts which are exceped from bibliographies mentioned.

Metro, 02 November 2021
The researcher,

Khusnul Khotimah
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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk sumbernya dan disebutkan dalam daftar pustaka.

Metro, 02 November 2021
Yang membuat pernyataan,

Khusnul Khotimah
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MOTTO

إِنَّ مَعَ ٱلْعُسْرِ يُسْرًا ٦ (سورة الـشرح,٦)

Artinya: *sesungguhnya sesudah kesulitan itu ada kemudahan.*[1]

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[1] Q.S. Ash-Sharh [94]: 6

DEDICATION PAGE

This undergraduate thesis would highly dedicated to:

Allah SWT who always give His full Rohmah and blessing.

My beloved parents, Mr. Amir Mahmud and Mrs. Eni Sulistiowati who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.

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My beloved friends, they are Nurul Humayroh, Irma, Isnak, Luluk, Anita, Erwin, Ariyanti, Ganja Squad, and Gerbang Squad who have provided support, care, and help.

My beloved almamater IAIN Metro the place where I got much knowledge and good experience.

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To start with, the researcher would like to extend her gratitude to Allah SWT for blessing, health, and also mercy because the researcher can finally accomplish an undergraduate thesis entitled An Analysis of Students' Pronunciation Errors at The Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro. Shalawat is also revealed to Prophet Muhammad SAW who had delivered the truth to human beings in general and Muslim in particular.

In this opportunity, the researcher would like to express her deepest gratitude especially to:

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The researcher do apologizes for all mistakes that she has made in writing and presentation items. All comment and criticizes are really welcomed to lighten up the quality of this a research.

Metro, 02 November 2021
The researcher,

Khusnul Khotimah
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xiv

TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIX

CHAPTER I

INTRODUCTION

A. Background of Study

English is an international language used by people all over the world. English is important because it is used as a medium in information sharing, commerce, marketing, education, and many others. In Indonesia, English is an important foreign language for Indonesian students to learn. English is one of the subjects that must be studied until now. English takes an important role in schools as a subject that provides space for students to access more knowledge.

In learning English, pronunciation is one of the skills that must be mastered by English learners. It is known that the main purpose of language is communication, so using language to communicate that involves pronunciation should be central in all instructional language classes.

Pronunciation is an important part for someone in society that is used in the speaking process. Pronunciation is a way of producing sounds from various words because pronounciation is a bridge or road between speakers in everyday English pronunciation. Pronunciation is the most difficulty thing for someone to understand to produce good pronunciation.

Furthermore, Pronunciation is very important in communication to understand what is being said. The researcher said that pronunciation, people can easily understand the content of the conversation so it is very easy to

communicate with other people. Without proper and correct pronunciation, a person find it difficult to understand what is said and heard because English pronunciation is very different from Indonesian. In English, one has to really understand the spoken words.

In addition, with pronunciation learning, the speakers easily learn English well so that they can present and pronounce words easily and clearly. Therefore, speakers should learn the pronunciation of words in English so that they can practice conversation in English well.

However, pronunciation in English is very easy, because there are so many mistakes in the pronunciation process. The main problem is that many people ignore the importance of pronunciation pronunciation. A very common problem and problem is the difference in sound system between English and Indonesian. Because in English the pronunciation and the words are different. The meaning is different. So it is very difficult to understand the pronunciation. Sometimes what we say does not match what we hear, as well as what we say does not match the meaning and writing.

In connection with the pronunciation, the researcher has conducted a pre-survey on April 20, 2021 in Roudlatul Qur'an, in the pre-survey process, that is sound students make errors in the pronunciation. The results of the pre-survey are illustrated in the following table:

Table 1
The Data of Pre-Survey Research of Error Pronunciation
The Seventh Graders at Roudlatul Qur'an
Islamic Boarding School in Metro.

No	Grade	Frequency	Percentage	Criteria
1.	86-100	2 students	8%	Very Good
2.	68-85	5 students	17%	Good
3.	45- 67	7 students	25%	Poor
4.	0 – 46	14 students	50%	Very Poor
total of the students		28 students	100%	

Based on the information from the table, it is known that most of the students' pronunciation errors are categorized as very poor. This shows that the quality of students' pronunciation is still low. In addition, based on the results of interviews with the person in charge of the language in the pre-survey process, the researcher found the fact that students had errors in pronunciation. Due to limited vocabulary, lack of pronunciation practice.

In addressing the phenomena that the researcher found in the pre-survey, the written intend to analyze the phenomenon of pronunciation errors more intensively.In response to the phenomena that the researcher found in the pre-survey, the researcher intends to analyze the phenomenon of pronunciation errors more intensively. Pronunciation is defined as the way a person or group of people pronounce the sounds of a language. So pronunciation can be interpreted as a way of pronouncing the sound of a word. If someone is wrong in pronunciation it means someone has a pronunciation error.

Student assessment is important. Because if students have many mistakes, it is difficult for someone to understand what is said and interpreted. Many students experience pronunciation errors. English writing and writing

have a lot of differences. So have a lot to understand what the pronunciation error is.

Based on the description above, the researcher intends to analyze more deeply the students' pronunciation errors. In this case the researcher conducted qualitative research in the form of case studies. Therefore, the researcher compiled a research proposal entitled *An Analysis of the students Pronunciation Errors at the seventh grade of Roudlatul Qur'an Metro Islamic Boarding School in Metro.*

B. Research Questions

To achieve the research objectives, the researcher sets research question, are as follows:

1. What kind of the students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro?

2. What are there students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro?

3. How to salve the students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro?

C. Objectives and Benefits of the Study

1. Objectives of the Study

Based on the research question, the researcher determines the research objectives, including:

a. To identify the types of students' pronunciation errors of the Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro.

b. To investigate the cause of students' pronunciation errors of the seventh grade of Roudlatul Qur'an Islamic Boarding School In Metro.

c. To salve the students' pronunciation errors of the seventh grade of Roudlatul Qur'an Islamic Boarding School In Metro.

2. **Benefits of the Study**

This research is expected to provide benefits, not only for researcher but for students as well as teachers and other researcher.

a. **For the Students**

This research is expected to provide benefits to students by providing information about errors in student pronunciation, students understand what types of errors in pronunciation are, and to find out the causes of pronunciation errors, besides providing information related to how to solve students' pronunciation errors.

b. **For the Teacher**

Through this research, the teacher gets information about errors in pronunciation and the types of errors in pronunciation in students. In addition, the teacher can also find out what causes students' pronunciation errors. By knowing this, the teacher can help students to find a solution for how students' do not make mistakes in pronunciation.

c. **For the Other Reseachers**

This research is expected to provide benefits for other researcher by not only providing information about the theory of

pronunciation errors but also types of pronunciation errors, causes and solutions for conducting research related to the topic. This means that through this research other researcher gets detailed information related to the theory of pronunciation errors.

D. Prior Research

The first prior research was conducted by Novalina and Viber Yun with the research title an analysis of pronunciation errors made by the fourth semester students of English education study program at UNIKA.[2] The research method used is a qualitative method. With the aim of the research, namely to find out the pronunciation errors made by the fourth semester students of the English Education Study Program at UNIKA in terms of consonants, vowels, and find the reasons for the students pronouncing these words in such a way. Thus the results of this study indicate that the pronunciation error of consonants is 32%, vowel pronunciation is 31% and diphthong pronunciation is 32%. Students pronounce mistakes in such a way because they are unfamiliar with words, lack of practice. English words and pronunciation subject understanding.

This research has similarities and differences with this research. The similarity lies in the topic and research method. This is because the research topic of the two written is pronunciation errors and using qualitative research methods. So the difference between the two studies lies in the research objectives. This is because the aim is to find out the pronunciation errors made

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[2] Novalina Sembiring and Fiber Yun, *"An Analysis of Pronunciation Error Made by The Fourth Semester Students of English Education Study Program at Unika",* FKIP- UHN No.3/Maret 2016.

by the fourth semester students of the UNIKA English Education Study Program in terms of consonants, vowels, and to find out why students pronounce these words in such a way. Meanwhile, in this study, it focused on the type pronunciation errors in students', the causes of pronunciation errors in students' and how to solve students' pronunciation errors.

The second prior research was conducted by Agnes Maria Diana Rafael with the research title analysis on pronunciation errors made by first semester students of English Department STKIP CBN.[3] The research method used is a qualitative method. The purpose of this research is to find out the pronunciation errors made by the first semester students of the Department of English Education at STKIP CBN. Thus the results of this study are nine types of pronunciation errors made by the subject. The first error is that the subject replaces the vowels /æ/ and the six consonants /kj/, /tʃ/, / ʃ/, / dʒ / and /ʒ/ with Indonesian sounds. The second error is the subject changing some English vowels into Indonesian vowels. The third error is the case of cognate words. The fourth is language disorders. The fifth is to pronounce the silent consonant /h/. The sixth mistake is Deleting or omitting some consonants that appear at the end of some English words. The seventh error is that the subject is pronounced the silent consonant /t/ in the word "often". The eighth error is that the subject adds a consonant /r/ to a word whose word does not require a consonant /r/. The last error is that some subjects seem to generalize the pronunciation of past tense morphemes that end with the bound morpheme

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[3] Agnes Maria Diana Rafael, *"Analysis on Pronunciation Errors Made by First Semester Students of English Department STKIP CB",* Jurnal Ilmiah, Vol.x No.x/April,2012

/ed/. There are three causes of pronunciation errors that students make in speaking English, namely the first is interference error, the second is intra-language error and the last is developmental error.

This study has similarities and differences with this study. The similarity lies in the topic and research method. This is because the research topic of the two written is pronunciation errors and uses qualitative research methods. So the difference between the two studies lies in the purpose of the research. This is because the aim is to find out the pronunciation errors made by first semester student of the Department of English Education at STKIP CBN. Meanwhile, in this study, it focused on the types of pronunciation errors in students, the causes of pronunciation errors in students and how to overcome students' pronunciation errors.

The third prior research was conducted by Nofpian Andesta Irianto with the research title an analysis of pronunciation errors of English consonants: /θ/ and /ð/ by the students of the English education study program of The University of Bengkulu. [4]The research method used is qualitative and quantitative methods. Thus the results of this study are the results of this study show that most of the English students mispronounce the English consonants /θ/ and /ð/. It shows that students are not good at pronouncing English consonants /θ/ and /ð/ if they are in the middle or in the end of the words. Based on the findings, the study concluded that errors were caused by: several reasons such as the sounds /θ/ and /ð/ which are not in Indonesian, the effect

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[4] Nofpian Andesta Irianto, *"An Analysis of Pronunciation Errors of English Consonants: /Ɵ/ and /Đ/ by the Students of Tthe English Education Study Program of the University of Bengkulu"*, Journal of English Education and Teaching (JEET) Vol.2.No.3.2018.

of sound similarity with Indonesian consonants /t/ and /d/, as well as carelessness.

This study has similarities and differences with this study. Similarities lie in the research topic. This is because the research topic of the two written is pronunciation errors. So the difference between the two studies lies in the methods and objectives of the research. This is because the research methods are qualitative and quantitative while this research only focuses on qualitative research methods, while the aim is to find out and analyze how English students at Bengkulu University, English Education Study Program class A and B for the 2015/2016 academic year are spoken in English consonants /θ/ and /ð/. While in this study, the focus is on the types of pronunciation errors in students, the causes of pronunciation errors in students and how to overcome students' pronunciation errors.

Based on all the descriptions above, the researcher decided to follow up on the first research that was conducted by Novalina and Viber Yun. This is due to the similarity of research methods and also the similarity of research objectives. More specifically, the purpose of the first research of previous studies is the same as this study, namely the analysis of pronunciation errors. The only difference is that the research is focused on students and this research is focused on students.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Error Analysis

1. The Definition of Error Analysis

Learning foreign language is different from learning mother tongue. That is why it is natural and inevitable when the students or language learners make error in learning foreign language. Error in foreign language teaching, especially in English, there are the cases which are difficult to avoid. Harmer stated that errors are parts of the students' interlingual that is the version of the language which a student has at any one stage of development.[5] Then, written Dulay also stated that errors are the flawed side of learner speech or writing.[6] According to the fact that the students can make errors and these errors can be observed led to a study of students' errors analysis.

To know errors which are made by students, it should be done an error analysis. There are several experts conveyed the concept of error analysis. One of them is H. Douglas Brown. He stated that error analysis is a branch of applied linguistics where teacher can observe, analyze, and classify errors that students made to reveal something of the system

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[5] Jeremy Harmer, *The Practice of Language Teaching,* (London: Longman, 2001), 100.
[6] Heidi Dulay et.al,.*Language Two,* (New York: Oxford University Press, 1982), 138.

operating within the learner, led to a surge of study of learners' errors.[7] According to Rod Ellis, error analysis was one of the first methods used to investigate learner language. It achieved considerable popularity, replacing contractive analysis. Whereas Susan and Selinker explained that error analysis is a type of linguistic analysis that focuses on the errors learners make. While Carl James stated that error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language.[8]

Based on the theories from the experts above, the researcher can draw a conclusion that error analysis is an activity to identify, classify and interpreted or describe the errors made by students or language learners and it is arranged to find out causes why they make errors.

2. Step in Error Analysis

In analyzing learners' errors, there are some steps which have to be followed. Many linguists have already discussed how to analyze students' errors in their book. Corder in Ellis' book, he suggested five steps in analyzing students' errors.[9] They are:

a. Collection of Sample of Learner Language

The first step of analyzing errors which suggested by Corder is collecting samples. The starting point in this step is the researcher

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[7] Nursahadah, *An Analysis on Students' Error in Using Personal Pronoun*,(2014), An Analysis Undergraduate Thesis on Department of English Education Faculty of Tarbiyah and Teachers' Training Syarif Hidayatullah State Islamic University, Unpablished, 7.
[8] *Ibid*, 8.
[9] Rod Ellis, *The Study of Second Language Acquisition,* (New York: Oxford University Press, 2008), 2nd Edition, 48.

should decide what samples of language learner to use for the analysis and how to collect these samples. The researcher should decide a number of students which is being sample for the research. Then, they are given regular examination in order to get the data.

b. Identification of Errors

After the samples have been collected, the errors have to be identified. In identifying the errors, the researcher must compare between the sentence produced by students and the correct sentence in the target language.

By comparing two sentences, it can be seen that the student produced an error in changing the verb in past sentence.

c. Description of Errors

After identifying errors, the next step is description of errors. In this step, all errors that have been identified, then they are described and classified into the types of errors. An alternative in classifying the errors is to use surface strategy taxonomy by Dulay, Burt, and Krashen.

d. Explanation of Errors

In this step, the researcher tries to explain why errors occur. The explanation is concerned with determining the source of the errors. As Taylor points out, the error source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure.

e. Evaluation of Errors

In this step, the researcher must decide the criteria of errors which are corrected because some errors can be considered more serious than others. The aim of evaluating errors is to distinguish which errors are corrected.

B. Concept of Pronunciation

1. Definition of Pronunciation

Pronunciation is a much more important and pervasive feature of communication that is generally recognized. It is crucial starting point for all spoken language, since thoughts must be articulated in sound in order to be heard and so to become a message that can be communicated to another person. Pronunciation is required not merely for talking, but for communicating and making sense to another person, that is, for making meaning in both an audible and understandable form.[10] This means that pronunciation is a tool used for communication with other people who use spoken language and not only that it can be by voice or anything else. Pronunciation itself is a very important starting point to use for learning spoken language. Pronunciation is not only used for speaking but is used for communication with other people by understanding its meaning.

Pronunciation constitutes one of the most relevant aspects of oral communication. The quality and correctness of pronunciation impact, to a large extent, the intelligibility and comprehensibility of speech.[11] This

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[10] Martha C. Pennington and Pamela Rogerson- Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 1.

[11] Anna Zarosz, *English Pronunciation in L2 Instruction: The Case of Secondary School Learners* (Cham: Springer, 2019), ix.

means that pronunciation is the aspect used to communicate well or verbal communication used to talk to other people. Because the pronunciation of the pronunciation itself must be clear in the words and must be complete in the pronunciation method. Because if it is mispronounced it can be wrong in interpreting it and the pronunciation must also be clear. Because if it's not clear someone doesn't understand what is being said.

Pronunciation refers not only the what the month is shaped during the production of consonants and vowels, but also to a system of stress and intonation, and to general articulation habits.[12] It can be interpreted that the pronunciation is not only the oral procedure in speaking but the pronunciation makes the mouth when pronouncing the intonation fit and there are no errors in the pronunciation of the words themselves and the pronunciation is not wrong.

Pronunciation is not only a central and necessary aspect of communication to master, but in the best case is an aspect of spoken language that can result in positive interactions and add value and impact in aspects of life that depend on language and effective interaction with others. It is therefore an important basic as well as value added factor for much as social, academic, and professional life centering on spoken language communication.[13] It can be said that pronunciation is not only an important tool. Because pronunciation is the part that must be mastered by

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[12] Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), vii.

[13] Martha C. Pennington and Pamela Rogerson- Revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 23.

someone so that someone does not have difficulty communicating. So that the pronunciation itself is a good factor because it makes it easier for a person to have positive interactions. Because get good grades in one's life and make one dependent on pronunciation. If they don't know the pronunciation it makes them difficult to interact.

2. **The Importance of Pronunciation**

a. Pronunciation has great importance in communication; it is a major aspect of understanding and interpreting spoken language and speakers, intentions.[14] It can be interpreted in words if pronunciation is the primary means of communication. In order for people to understand what is interpreted in spoken language and understand what the person is talking about.

b. The importance of pronunciation in language teaching and communication. It aims to situate pronunciation teaching and research with in a wider context that includes language learning theory, language assessment, technological developments, and the broader revelance of pronunciation in both education and employment.[15] It can be said that pronunciation in language learning is very important because it aims to place research in a very broad context of pronunciation and many theories in language learning itself, as well as being able to see technological developments and a wider experience

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[14] Martha C. Pennington and Pamela Rogerson- revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 6.
[15] *Ibid*, iv.

of pronunciation in the field of education. And to assess the language used to read the pronunciation.

c. Pronunciation is important not only for clarity of message and denotative meaning (the type of meaning conveyed in dictionary definitions of words), but also for subtleties of message meaning and connotation (the type of meaning conveyed by the associations of words in their contexts of use) and in conveying a certain impression of the speaker.[16] It can be said the importance of pronunciation is not only in the clarity of explaining the message and meaning that is conveyed in a large dictionary. But an important role in the meaning of connotations or meanings conveyed in the context of their use and with it has the impression of its own delivery.

d. Viewed as a communication resource, pronunciation is a key aspect of communicative competence that goes far beyond being understood in the sense of speaking in such a way that the audience is able to recognize the words being spoken (i, e, intelligibility): it incorporates being understood in the broader sense of speaking in such a way that the audience is able to interpret many things about the speaker's nature and orientation.[17] It can be said that it is important if the correct pronunciation is one of the sources of communication, and is the key to a much better communicative. By having a lot of understanding in

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[16] Martha C. Pennington and Pamela Rogerson- revell, *English Pronunciation Teaching and Research: Contemporary Perspectives* (London: University of London, 2019), 6.
[17] *Ibid.*

speaking, someone easily understands the meaning better and interprets the words more easily has been spoken by the audience.

e. Another reason for the special role of pronunciation is it as personality marker. Listeners make judgement on the basis of pronunciation skill, a speaker's image, professionalism, and even personality and intelligence are gauged through their pronunciation in particular.[18] It can also be an important role in pronunciation, namely as a sign of personality. With this the listener hears and assesses the pronunciation skills and thus be able to measure specific pronunciation.

3. The Aspects of Pronunciation

Pronunciation is an atypical aspect of language learning. It distinguishes learner on the basis of skills other than the academic. First of all, it involves control over many tiny muscles in the speech tract, and is in that respect more practical and physiological than other linguistic skills. It is also different because it is an uncomfortable skill to same. Second language pronunciation often involves imitating both the pronunciation and subtle communicative habits of real or prototypical speakers.[19] Pronunciation is one aspect of language learning. With this, students can distinguish basic and academic levels. This phenomenon involves many muscles in the speech channel. With that it is more practical than language skills. Because there are so many pronunciation imitation.

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[18] Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), vii.
[19] Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), vii.

Pronunciation is the act of using the muscles in your speech tract in such a way that speech sounds come out of it for others to hear and interpret. Before one is ready to improve one's pronunciation, it is useful to learn how one can use one's physique and psyche to words natural and understandable pronunciation. The physiological conditions that determine weather one is successful in acquiring a good pronunciation consist of breathing technique, body language, body posture and movement, facial expression, eye contact, and for instance hand gestures.[20] It can be denied that the act of always using the muscles in speaking so that the sound that comes out can be heard and interpreted by others is often called pronunciation. So that pronunciation usually uses physical for pronunciation. The and that pronunciation produces various kinds, such as body movements, breathing techniques and many more.

Prosody refers mainly to the music and rhythm of one's pronunciation. It includes intonation, loudness, speech tempo, and rhythm. The most well known and largest varieties of English share two basic intonation patterns according to most sources that were consulted, and these two patterns have been used as a model. Tips about tempo and silences are from sources with a more general approach to English pronunciation or pronunciation in general.[21]

If one is ready to start a pronunciation course, then a pronunciation model is needed as a focus consonants and vowals. The consonants and

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[20] *Ibid.*
[21] Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), viii.

vowals of all kinds of native English have been described in detail in many sources. This course does not explicitly follow a narrow native speaker model from one of these sources.[22]

The speech sounds dealt with in this book are common reasons for miss communication among large groups of learners. Rather that only presenting speech sounds as individual targets for learners to focus on, each of the sounds this book discusses is compared with one or more other sounds that are articulatory similar.[23]

Pronunciation does not focus on the pronunciation of sounds for aesthetic effect or to show off your pronunciation and at the same time pass judgements on your interlocutor's pronunciation. Instead, gouging and adjusting to the interlocutor is treated as part of the skill of pronouncing English clearly and as a determinant of pronunciation quality.

Speakers with different cultural and linguistic backgrounds need to learn to understand each other and get along on equal terms. To that end, interlocutors need to accommodate to each other, which is conducive to natural and equal communication. Each chapter in Part B, C, and D not only introduces a specific issue and enables you to test whether you suffer from the issue at hand.[24] So the pronunciation itself is not too focused on the voice alone, but at the same time gives value to the interlocutor. So each opponent who speaks must equally understand what is being said and give the value that was said by the opponent.

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[22] *Ibid*, ix.
[23] *Ibid*, x.
[24] Dick Smakman, *Clear English Pronunciation: A Partical Guide* (New York: Routledge Taylor and Francis Group, 2020), xi.

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.[25] Its mean tha t 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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[25] 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*.

4. **International Phonetic Alphabet (IPA)**

IPA is the abbreviation of 'International Phonetic Alphabet. IPA is a standard phonetic symbol for every alphabet in English language. It is usually written using Latin language. The IPA is defined as the standard sound representation for oral language. The first idea of making this IPA was first suggested by Otto Jespersen in a letter to Paul Passy and was developed by Alexander John Ellis, Henry Sweet, Daniel Jones, and Passy (IPA in the Encyclopedia Britannica).

The IPA is intended to be a flexible system of notation, which can be used for a wide variety of purposes. By making full use of the available diacritics, it is possible to represent a good deal of detail about pronunciation in an unbiased way (so far as that is humanly possible). This is usually done as a first step in analysing the phonological system of a language, particularly if the language has not been described before.

A more common use of the IPA has been to provide symbols for phonemic (systematic) representation, allowing the user to define conventions which will apply in the interpretation of various symbols and to take account of variation between individuals or between dialects. This kind of usage is found in the 'Illustrations of the IPA', which are published regularly in the Journal of the International Phonetic Association. For example, in the Illustration the conventions note that while the sound, represented as /r/, is usually an alveolar trill ([r]) in the Oriental dialect, it is usually a uvular approximant in the Non-Oriental dialect. The same symbol, /r/, is used in the example texts for both dialects.

The fact that individual symbols can be re-defined in this way sometimes gives the impression that some practitioners of IPA transcription are not really committed to IPA usage. However, flexibility has been the Alphabet's strength. It has allowed the Association to be a 'broad church' as regards what we might call the 'philosophy of transcription'. It has also made the IPA very useful for practical applications, such as representing pronunciation in dictionaries or

languageteaching, where typographical simplicity may be a factor in choosing a system of national.

5. Phonetic Symbol and their Value

The following is a list of phonetic symbols of English speech sounds together with the key-words to show their values. The use of symbols is a matter of general practice and sometimes of arbitrariness: the following symbols are mainly adopted from the International Phonetic Alphabet, which are widely used in the world but adjusted here for ease of typing.

The phonetic symbols between the slanting lines on the left symbolize the speech sounds represented by the Italicized letters) of the key words, which are spelled in orthography.[26]

a. Vowel Sound

Vowel is also different from a consonant in terms of its way of production. Vowel way be defined as a voiced sound during the production of which the air passes out freely and continuously throughout the middle of the mouth without such narrowing as would cause any ibl audible friction.

Some basic characteristics of a vowel sound can be deduced from the definition above such as 'oral', voiced', and 'central'. Any sound that meets these three requirements is a vowel sound, and con-versely, any sound which lacks at least one of these basic features is

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[26] Prof. Dr. Ramelan,M.A, *(English Phonetics)*, IKIP Semarang Press:1999.hlm 11-12.

not a vowel, but a consonant. Vowel sound is oral because in the production of it the air goes out through the mouth, and not through the nose. [27]

Vowel is sound in which there is no obstruction to the flow of air as it passes from the larynx to the lips.[28]

We have already said that vowels are classified using dimensions different from those used to classify consonants. This is because of the difficulties involved in identifying a vowel's place of articulation. For example, in the English word sad, it is easy to feel that the [s] and the [d] involve contact between the tongue and the alveolar ridge, but the vowel in between is not so readily placeable.

Vowels are the most intense of speech sounds. Accordingly, it might be expected that phase-locking should be important for conveying information about the spectral structure of vowels. Experimental studies have confirmed this expectation.

1) Short Vowels

Short vowel is a simple (non-complex) vocalic segment occurring within the nucleus of a syllable.[29]

Table 2.
Short Vowels

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[27] Prof. Dr. Ramelan,M.A, *(English Phonetics)*, IKIP Semarang Press:1999.hlm 50.
[28] Peter. Roach,*(English Phonetics and Phonology A Partical Course),* Mexico City: Cambridge University Press, 2000
[29] Chris. McCully, *(The Sound Structure of English: An Introduction),* Cambridge University Press: New York.Hlm 201

IPA Symbol	Word examples
e	Went, intend, send, letter.
æ	Cat, hand, nap, flat, have.
ʌ	Fun, love, money, one, London, come.
ʊ	Put, look, should, cook, book, look.
ɒ	Rob, top, watch, squat, sausage.
ə	Alive, again, mother.

2) Long Vowels

Long vowels are vowels associated with two X-slots within the syllabic nucleus.[30]

Table 3
Long Vowels

IPA Symbol	Word examples
i:	Need, beat, team.
ɜ:	Nurse, heard, third, turn.
ɔ:	Talk, law, bored, yawn, jaw.
u:	Few, boot, lose, gloomy, fruit, chew.
ɑ:	Fast, car, hard, bath.

3) Dipthong Vowels

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[30] Ibid, 202

Diphtong vowel is a vowel phoneme whose quality changes during the pronunciation of the vowel.[31]

Table 5.
Dipthong Vowels

IPA Symbol	Word examples
ɪə	Near, ear, clear, tear, beer, fear
eə	Hair, there, care, stairs, pear
eɪ	Face, space, rain , case, eight
ɔɪ	Joy, employ, toy, coil, oyster.
aɪ	My, sight, pride, kind, flight
əʊ	No, don't, stones, alone, hole
aʊ	Mouth, house, brown, cow, out

b. **Consonant Sounds**

Consonant is a phoneme whose articulation 'involves some audible obstruction in the oral cavity.[32] When pronouncing a consonant sound, it is usually possible feel, and sometimes also to see, that two (or, in some cases, more) parts of the mouth are touching or in any case are very close to one another. These are the articulators for the consonant. The target position which they assume is called the articulation. For example, for the /p/ of English the articulators are the two lips and they come together to

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[31] Ibid, 203
[32] Ibid, 203

form an articulation involving complete closure. No air can escape through the mouth until the lips are opened again, in other words until the closure is released. The vocal folds are not vibrating. These observations give us the basis for a three-dimensional classification of p. The first dimension is voicing, which distinguishes between voiced sounds (produced with vocal fold vibration) and voiceless sounds (produced without vocal fold vibration). English /p/ is voiceless because the vocal folds are not vibrating. The second dimension is place of articulation, i.e. where in the mouth and by means of which articulators is it produced. In this case, the articulators are the for consonants, the tongue, as it were, puts into port some where on the coastline of the mouth space, defined by the roof of the mouth.

Table 6.
English Consonants

	Bilabial	Labio-dental	Dental		Alveolar		Post-alveolar		Palatal		Velar	Glotal
Plosives	p	b					t	d				k
Fricatives Affricates Nasals	m		f	v	θ	ð	s	z	ʃ tʃ	ʒ dʒ		ŋ
							n					
Lateral												
Approximants	w								r		j	

1) Consonants Sounds: Fricatives

The rasping sound associated with fricative consonants is due to turbulent air flow, which occurs when the airstream emerges from the narrow constriction formed by the articulators. Accordingly, fricative consonants are defined acoustically by constriction intervals which are filled with noise rather than with silence.

Table 7.
Consonants Fricatives

IPA Symbol	Word examples
f	Full, Friday, fish, knife.
v	Vest, village, view, cave.
θ	Thought, think, Bath.
ð	There, those, brothers, others.
z	Zoo, crazy, lazy, zigzag, nose.
ʃ	Shirt, rush, shop, cash.
ʒ	Television, delusion, casual
h	High, help, hello.

2) Consonants Sounds: Plosives

Table 8.
Consonants Plosives

IPA Symbol	Word examples
p	Pin, cap, purpose, pause.
b	Bag, bubble, build, robe.
t	Time, train, tow, late.
d	Door, day, drive, down, feed.

k	Cash, quick, cricket, sock.
g	Girl, green, grass, flag.

3) Consonants Sounds: Affricates

In purely phonetic terms, an affricate is a sequence of stop followed by fricative at the same place of articulation. As would be expected, the constriction interval for a voiceless affricate consists of two parts: silence followed by friction.The release burst of the stop provides a boundary between the two.

Table 9.
Consonants Affricates

IPA Symbol	Word examples
tʃ	Choose, cheese, church, watch.
dʒ	Joy, juggle, juice, stage.

4) Consonants Sounds: Nasals

From an articulatory point of view, nasals are very similar to voiced stop consonants. The only difference is the lowered position of the soft palate. Accordingly, a nasal consonant will show stop-like formant transitions on either side of the constriction interval. The beginning of the constriction interval is typically marked by an abrupt reduction in amplitude and a sudden shift in the formant pattern. At the end of the constriction interval, the shift back to a vowel-like spectrum is generally equally abrupt.

Table 10.
Consonants Nasals

IPA Symbol	Word examples
m	Room, mother, mad, more.
n	Now, nobody, knew, turn.
ŋ	King, thing, song, swimming.

5) Consonants Sounds: Approximants

Table 11.
Consonants Approximants

IPA Symbol	Word examples
r	Road, roses, river, ring, ride.
j	Yellow, usual, tune, yesterday, yard.
w	Wall, walk, wine, world.
l and ł	Law, lots, leap, long, pill, cold, chill, melt.

6. The Kinds of Pronunciation Errors

There are kind of pronunciation errors:

a. The students are confused in differentiating English vowel.

b. Students have errors with some English consonants.[33]

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[33] Elkhair Muhammad Idriss Hassan. "*Pronunciatuon Problem: A Case Study of English Language Students at Sudan University of Science and Technology*". English Language and Literature Studies, Vol 4. No 4, (2014): 31-32.

c. Students have errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.

d. Students have errors in pronouncing a particular sound such as final consonant problem.[34]

7. **The Factors that Cause the Students' Error in Pronuncation**

There are seven factors that cause the students' error pronunciation**:**

a. Mother tongue interference.

b. Sound system differences between mother tongue and English.[35]

c. It is hard for the students to imitate the native speakers' accent.

d. The students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation.

e. The students have less motivation in practicing English Pronunciation.

f. The students have limitation in exposure the pronunciation drill.

g. Foreign language instruction generally does not focus on pronunciation.[36]

8. **The Solution to the Students' Errors in Pronunciation**

There is the solution of students' error pronunciation:

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[34] Abbas Pourhossein Gilakjani. "*Why is Pronunciation So Dificult to Learn?*" English Language Teaching.Vol 4 no 3 (2011): 75.

[35] Elkhair Muhammad Idriss Hassan. *"Pronunciatuon Problem: A Case Study of English Language Students at Sudan University of Science and Technology*". English Language and Literature Studies, Vol 4. No 4, (2014): 75.

[36] Abbas Pourhossein Gilakjani. "*Why is Pronunciation So Dificult to Learn?*" English Language Teaching.Vol 4 no 3 (2011): 76

a. Students need considerable driling and repetation in English pronunciation practice.

b. Students need the teacher's guidance intensively in pronunciation practice.

c. Students need to listen the native speakers' sound.

d. The curriculum design and material establish long range oral communication goals and objectitve.[37]

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[37] Ibid, 77-78.

CHAPTER III

RESEARCH METHOD

A. The Type and Characteristics of Research

In this research, the researcher examined the pronunciation errors. The researcher decided to use a qualitative research that is used to analyze the students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School in metro.

According to Creswell, a qualitative research study is needed to explore this phenomenon from the perspective of distance education students.[38] It can be concluded that this qualitative research reveals this phenomenon from the perspective of distance education.

This type of research is a case study because to achieve the objectives of this research, the researcher must collect data from the research location. This is because the main data taken at school is in the form of data on pronunciation errors.

This research is very focused on qualitative research. Researcher conducted a survey used to describe the phenomenon. The purpose of the survey for descriptive research is to get clarity on the steps that are good and right. This analysis should include present data.

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[38] John W. Creswell, *Research Design: Qualitative, Quantitativeand Mixed Methods Approaches 4 Ed (*New Delhi: Sage Publications, 2012), 16.

It can be concluded that the purpose of this research is to find out the types of pronunciation errors in students, to find out the causes of pronunciation errors, and to find solution to students' pronunciation errors.

B. Data Resources

In this research the researcher divided the sources into two items. They are primary and secondary.

1. Primary sources

The main source is the original material on which the research is based. This is testimony and direct indication on the topic under consideration. This primary source presents information in its original form, not summarized or evaluated by researcher. The main sources of this research include recordings of students' pronunciation for use in the analysis of students' pronunciation errors. In addition, the main source of this research is the results of interviews with students to find out students' pronunciation errors. In addition, the source of this research is the result of interviews with English teacher regarding students' miss pronunciation solutions.

2. Secondary sources

These are any data sources used to complete the main data. These are any data sources used to complete the main data. Secondary source offers understanding or analysis based on primary sources. They many explain primary sources and often use them to support a specific thesis or argument or to influence the student to accept a certain point of view. The

secondary source in this research is from documentation, journals, e-books and articles that are related to the research.

C. Data Collection Technique

In the process of testing the data, the research collected data from pronunciation errors. In the research, the researcher used three data collection techniques. There are observation, documentation and interview.

1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site.[39] In collecting the data of this research, the researcher made observations on the student's voice recording documents related to efforts to analyze the form of students' pronunciation errors. In the pandemic era, the effort to carry out this observation was carried out offline carried out at the Roudlatul Qur'an Islamic Boarding School of Metro. Researcher observed 10 students' English assignments in the form of recorded documents related to speaking competence.

2. Documentation

Researcher who use qualitative and use the method of written documents in order to understand the understanding of the phenomena they are researching.[40] In this study, researcher used documents to collect data. This document is one of the sources of information in qualitative research. Creswell has provided an example that documents represent both

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[39] John W. Creswell, *Education Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: Pearson Education, 2002), 53.
[40] *Ibid,*. 432.

public and private. Public documents provided in the form of official memos and newspapers. Examples of personal documents are journals and diaries.[41] Therefore, secondary data is needed as a source of data in the documentation.

Furthermore, the researcher collected research document data to support the research results consisting of school history documents, a profile of the school's organizational structure, the quantity of teachers and students and a sketch of the school location.

3. **Interview**

Interview is a conversation between two or more people and takes place between the source and the interviewer. In this research, the writer will use interview as a technique to collect data about errors in pronunciation of English words.

D. **Data Analysis Technique**

The researcher applied Miles and Huberman model to analyze the data.[42] The components of this analysis model are pictured by this figure. Data analysis using the Miles and Huberman model performs the following steps:

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[41] *Ibid,*.180.
[42] Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds): Thousand Oaks, CA: Sage, 1994), 12.
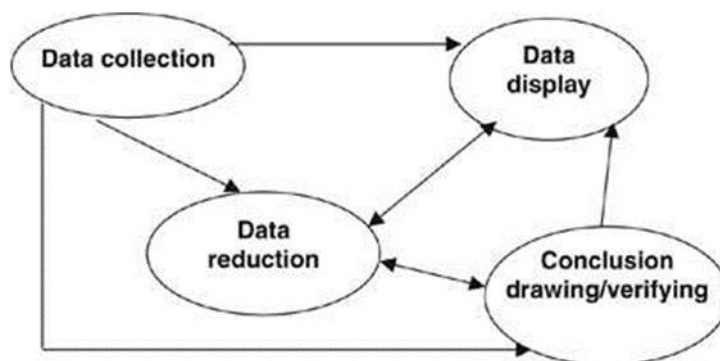
Figure 1
Miles and Huberman Data Analysis Technique

1. Data collection is one of the steps when a researcher collects all the data used to complete the research.

2. The researcher reduces the data he had gotten by summarizing and choosing specific things.

3. To be able to display data, researcher usually uses graphical data, images, or graphs. This view must be able to describe the content of all data.

4. Lastly, the researcher verifies his research by making conclusion of data findings.

In analyzing the data, the first step that the researcher took to analyze was to collect data. Collecting research data by observing student assignment documents in the form of English voice recordings containing error pronunciation and conducting interviews to see the use of error pronunciation. After the data is found, the researcher perform data reduction by sorting and classifying important data in agreement with the research objectives. After sorting the data, the researcher displayed the data in narrative and table form. In the end, the researcher concluded whether the research results after answering the research objectives.

Therefore, it can show that data analysis has several functions in analyzing data including, making meaning to be complete data, to get significant results, describing several reports or being able to make generalizations, and can calculate parameters.

CHAPTER IV

RESULT OF THE RSEARCH AND DISCUSSON

A. Result of The Research

1. Description of the Research Setting

a. History of SMP TMI Roudlatul Qur'an Metro

SMP TMI Roudlatul Qur'an is one of Islamic Junior High School in West Metro, Metro City. It is located on Mukti Praja Street 16 C West Metro, Metro City. SMP TMI is school under the Islamic Boarding School of Roudlatul Qur'an. Roudlatul Qur'an was established on 2021 and Drs. KH. Ali Khomaruddin MM. Al-hafidz as the leader. SMP TMI was established on 2004 and Mr. M. Iqbal Beny Saputra, M.Pd as the head master of SMP TMI Roudlatul Qur'an now.

SMP TMI Roudlatul Qur'an Metro has 30 rooms which consist of 18 classroom, a computer and language laboratory, a teacher room, a headmaster room, a vice headmaster room, a library, 2 student toilets, 2 teacher toilets, as OSIS room, an UKS/BP room, and a warehouse. The total of the teachers are 34 teachers, 1 officer and the total of the students are 510 students divided into three classes.

b. The Condition of the Teacher and Thesis Education Background of AMP TMI Roudlatul Qur'an Metro.

There are 34 teachers in SMP TMI Roudlatul Qur'an. The thesis Education Background of SMP TMI Roudlatul Qur'an Metro all

the teachers have passed in S1 and S2. There are 4 teachers passed in Magister or S2, and 30 teacher's graduation in S1. Based on the data, the researcher use pie diagram to make it easire. This the data teachers and the thesis educational background in academic year of 2021/2022 is identifed as follow:

Figure 2
Percentage of Teacher and Thesis Education
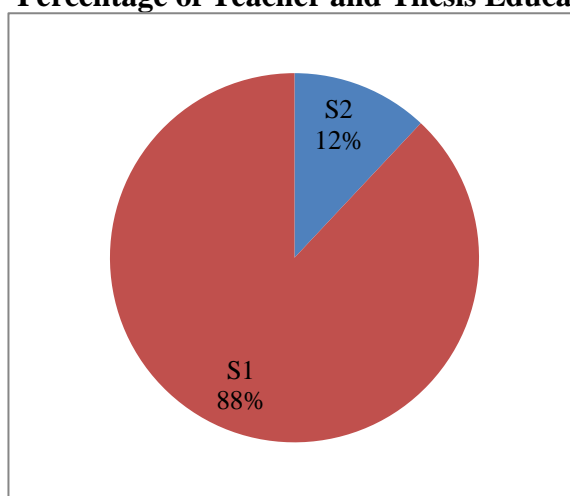
c. The Quantity students of SMP TMI Roudlatul Qur'an in academic years 2021/2022

   The quantities of the students of SMP TMI Roudlatul Qur'an Metro in academic year of 2021/2022 are 510 students that can be identified as follows:

Table 11
The Quantity of the Students at SMP TMI Roudlatul Qur'an Metro

No	Class	Amount
1.	VII	218
2.	VII	137
3.	IX	155
	Total	510

Source: documentation result at SMP TMI Roudlatul Qur'an Metro on November 11th, 2021.

d. The facilities and the location of SMP TMI Roudlatul Qur'an Metro

Figure 3
The location of SMP TMI Roudlatul Qur'an Metro

GATE

	OFFICE

IX A	LAB. COMPUTER
IX B	
IX C	
IX D	VII A
LIBRARY	VII B

LABORATORIUM SAINS

VIII A	VIIIB	VIII C	VIII D
VII C	VII B	VII E	VII F
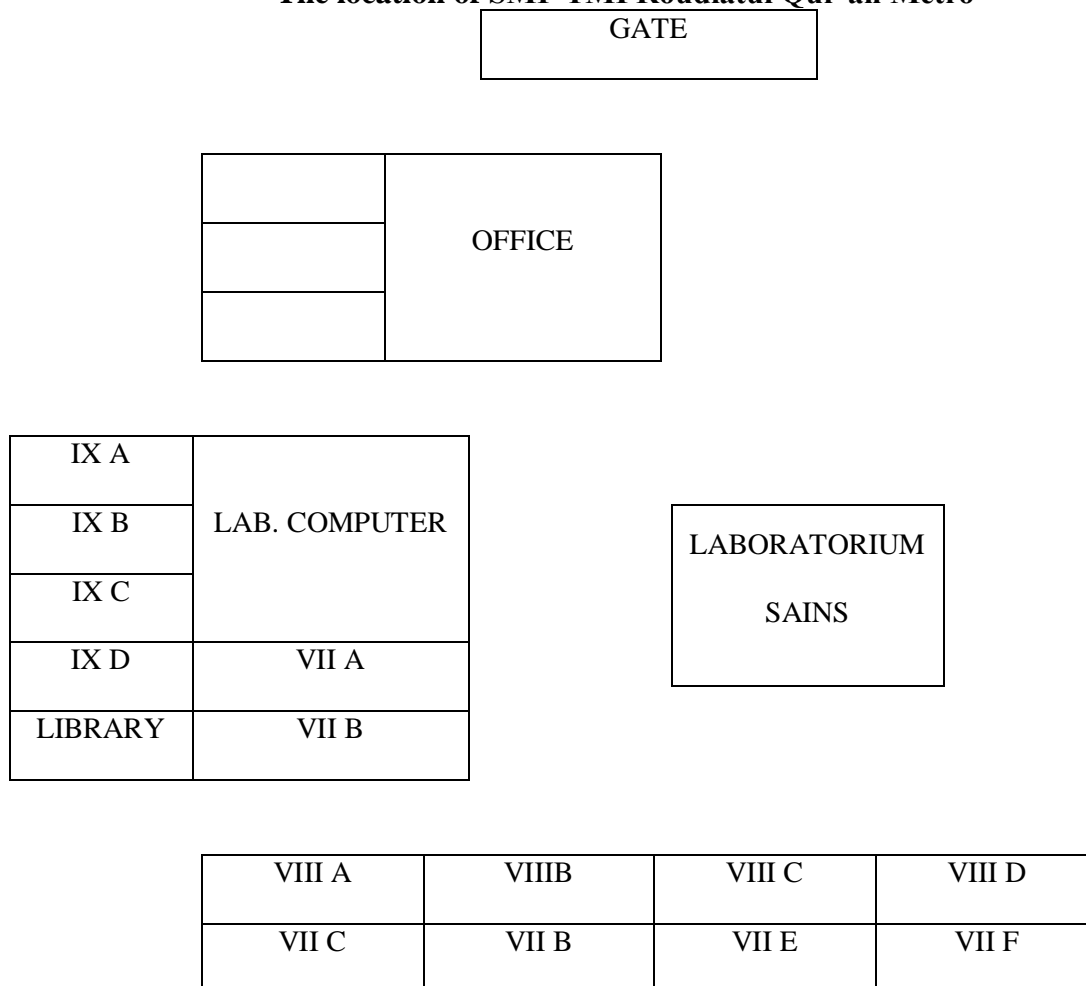
2. Description of Research Result

The description of the researcher results refers to the research objectives which include *to identify the types of students' pronunciation errors at the Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro, to investigate the cause of students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School In Metro, to*

salve the students' pronunciation errors at the seventh grade of Roudlatul

Qur'an Islamic Boarding School In Metro.

a. The types of students' pronunciation errors at the Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro

No.	Kind of students' pronunciation errors	Frequency	Percentage
1	Being confused in differentiating English vowel.	56	32 %
2	Errors with some English consonants.	57	33%
3	Errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.	32	18%
4	Errors in pronouncing a particular sound such as final consonant problem.	33	19%
Total		**178**	

In examining the types of student pronunciation errors, the researcher observed the English voice recordings on the pronunciation of the seventh grade students, in the total of 10 students. The results of students' speaking activities are in the form of dialogues in English with the theme about the taste of food in the Roudlatul Qur'an Metro Islamic boarding school. The results of the study are shown in the following data:

1) Adelia Disti Salsabila Maharani (ADSM data)

In the data of Adelia Disti Salsabila Maharani (ADSM data), the researcher found that there were 22 pronunciation errors. 7 errors in the form of confusing in differentiating English vowels, 7 errors in the form of errors with some English consonants, 4

errors in the form of errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood, and 4 errors in the form of errors in pronouncing a particular sound such as final consonant problem.

a) **The form of ADSM errors in pronouncing vowels can be seen in the following expressions:**

*If you may **know**, do you think the food in this boarding school is good or not?*

The statement above is pronounced with the wrong vowel because ADSM pronounces vowel *know* with *noon*, while the correct pronunciation is *nō*.

b) **The form of ADSM errors in pronouncing English consonants can be seen in the following expressions:**

*If you **may** know, do you think the food in this boarding school is good or not?*

The statement above which is pronounced with errors with some English consonants by ADSM pronounces the consonant *may* with *mai,* while the correct pronunciation is *mā.*

c) **The form of ADSM error in pronouncing the first language can be seen in the following expressions:**

*If you may know, do you think **the** food in this boarding school is good or not?*

The statement above which is pronounced with error the first language by ADSM pronounces the first language with *the* with *dee,* while the correct one in pronunciation is *the*.

d) **The form of ADSM errors in pronouncing final consonants can be seen in the following expressions.**

*If you may know, do you think the food in this boarding school is **good** or not?*

The statement above which is uttered with errors in pronouncing a particular sound such as final consonant problem by ADSM pronouncing final consonant *good* with *goot* while the right one in pronouncing it is *good.*

2) Alfira Putri Ramadhani (APR data)

In the data of Alfira Putri Ramadhani (APR data), the researcher found 14 pronunciation errors. 6 errors in the form of confusing in differentiating English vowels, 3 errors in the form of errors with some English consonants, 2 errors in the form of errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood, and 3 errors in the form of errors in pronouncing a particular sound such as final consonant problem.

a) **The form of APR errors in pronouncing vowels can be seen in the following expressions:**

*It's delicious, it's **just** because you're not used to it,so it's not comfortable.*

The statement above is pronounced with the wrong vowel because APR pronounces the vowel *just* with *does*, while the correct pronunciation is *jəst.*

b) **The form of APR errors in pronouncing English consonants can be seen in the following expressions:**

*It's **deliciou**s, it's just because you're not used to it, so it's not comfortable.*

The statement above is pronounced with the wrong English consonant, APR pronounces the consonant *delicious* to be *delisius*, while the correct pronunciation in pronouncing it is *də'liSHəs.*

c) **The form of APR errors in pronouncing the first language can be seen in the following expressions:**

*Not long **ago***

The statement above is pronounced with the wrong first language speech in APR to pronounce the first consonant with *ago* becomes *ago* while the correct pronunciation is *ə'gō.*

d) **The form of APR errors in pronouncing final consonants can be seen in the following expressions:**

*It's delicious, it's just because you're not **used** to it, so it's not comfortable.*

The statement above is pronounced with the final consonant, which is wrong in APR pronouncing the final consonant with *used* as *uset,* while the correct pronunciation in pronouncing it is *yoozd.*

3) Aura Syaputri (AS data)

In the data of Aura Syaputri (AS data), the researcher found 23 pronunciation errors. Errors in the form of 8 confusing in differentiating English vowels, 7 errors in the form of errors with some English consonants, 4 errors in the form of errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood, and errors in the form of 4 errors in pronouncing a particular sound such as final consonant problem.

a) **The form of AS errors in pronouncing vowels can be seen in the following expressions:**

*Hi, what do you **want** to ask!*

The statement above is pronounced with the wrong vowel pronunciation in the AS pronounce the vowel with *want* to be *wan* while the correct pronunciation in that is *wänt.*

b) **The form of AS errors in pronouncing English consonants can be seen in the following expressions:**

*I think it's **pretty** good, because I don't like all vegetables.*

The above statement is pronounced by saying the wrong English consonant in the AS to pronounce the English consonant with *pretty* being *pritii* while the correct one in pronouncing it is ˈ*pridē*

c) **The form of AS errors in pronouncing the first language can be seen in the following expressions:**

*Yes, because we live far away from our **parents.***

The statement above is spoken in the wrong first language in the AS, the first language is pronounced with *parents* being the *parent,* while the correct one is ˈ*perənts.*

d) **The form of AS error in pronouncing the final consonant can be seen in the following expressions:**

*I think it's pretty good, because I don't like all **vegetables.***

The statement above is said with a final consonant, which is wrong in the AS saying the final consonant with *vegetables* as *vegetales*, while the correct one is ˈ*vejtəb(ə)ls.*

4) Dewi Lestari (DL data)

In the data of Dewi Lestari (DL data), the researcher found 20 spelling errors. Errors in the form of 7 confusing in differentiating English vowels, 6 errors in the form of errors with some English consonants, 3 errors in the form of errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood, and errors in the form

of 4 errors in pronouncing a particular sound such as final consonant problem.

a) **The form of DL errors in pronouncing vowels can be seen in the following expressions:**

*Thank God, if it's delicious, I **like** the food here.*

The statement above is pronounced with the wrong vowel in DL pronouncing the vowel with *like* being *lik* while the right one in pronouncing it is *līk.*

b) **The form of DL errors in pronouncing English consonants can be seen in the following expressions:**

*Who did you **come** here with?*

The statement above is pronounced with the wrong vowel in DL pronouncing the vowel with *come* to *com* while the correct one in pronouncing it is *kəm.*

c) **The form of DL errors in pronouncing the first language can be seen in the following expressions:**

*Thank **God**, if it's delicious, I like the food here.*

The statement above is said with the wrong first language utterance in DL pronouncing the first language with *god* being *gat* to be and the reading is too medok, while the right one in pronouncing it is *gad.*

d) **The form of DL errors in pronouncing final consonants can be seen in the following expressions:**

*Thank God, if it's delicious, I like the **food** here.*

The statement above is pronounced with the final consonant, which is wrong in DL pronouncing the final consonant with *food* being *fod*, while the correct pronunciation in pronouncing it is *fo͞od.*

5) Jessika Audya Fransiska (JAF data)

   In the data of Jessika Audya Fransiska (JAF data), the researcher found 15 pronunciation errors. Errors in the form of 4 confusing in differentiating English vowels, 6 errors in the form of errors with some English consonants, 3 errors in the form of errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood, and errors in the form of 2 errors in pronouncing a particular sound such as final consonant problem.

   a) **The form of JAF errors in pronouncing vowels can be seen in the following expressions:**

   *I think it's pretty **good**.*

   The statement above is pronounced with the wrong vowel, JAF pronounces the vowel *good* to be *gad,* while the correct one in pronouncing it is *go͝od.*

   b) **The form of JAF errors in pronouncing English consonants can be seen in the following expressions:**

   *Not long **ago** it was only the moon.*

The statement above is pronounced with the wrong vowel in JAF pronouncing the vowel with *ago* becoming *ago,* while the correct pronunciation in pronouncing it is *ə ˈgō*

c) **The form of JAF error in pronouncing the first language can be seen in the following expression:**

*I'm from **South** Lampung.*

The statement above was said in the wrong first language, JAF pronounces first language *south* by being *sot* and it reads too much, and the right one in reciting it is *sawth*.

d) **The form of JAF error in pronouncing the final consonant can be seen in the following expression:**

*My father and my **mother***

The statement above was said in the wrong final consonant at JAF pronouncing the final consonant with *mother* being the *motder* while the correct one in pronouncing it was *ˈmə<u>TH</u>ər.s*

b. **The causes of students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro**

In analyzing the causes of students' pronunciation errors, the researcher used interview techniques to 10 students' the seventh grade students' of Roudlatul Qur'an Islamic Boarding School in Metro. The results of the interviews are as follows:

1) **Mother tongue interference**

Based on the interview result with the students, the errors in pronouncing English words are caused by the influence of the

mother tongue the students use in their daily life. The students are used to speaking in their mother tongue, so it is difficult to pronounce English because they are not used to it.

2) **Sound system differences between mother tongue and English.**

Based on the interview result with the students, the difference of the sound system between their mother tongue and English becomes the cause of students' difficulties in pronouncing English words. The mother tongue is the language introduced by the parents and the environment. The mother tongue is translated into English that have difficulties.

3) **It is hard for the students to imitate the native speakers' accent.**

Based on the interview result with the students, pronounciation of native speker is difficult to follow. When imitating the native speakers' accent, the difficulty is that the intonation used by the native speakers is more difficult.

4) **The students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation.**

Based on the interview result with the students, it is very influential because it is difficult to adjust the tone of speaking.

5) **The lack of motivation in practicing English pronunciation cause the errors in English pronunciation**

Based on the interview result with the students, by getting motivation, the students are not ashamed to say words in

English and tend to be able to learn to pronounce them correctly.

6) **The limitation in exposure the pronunciation drill causes the pronunciation errors.**

Based on the interview result with the students, the influence of the infrequent practice of pronouncing English is the lack of new vocabulary, being insecure when speaking in public and others.

7) **The effect of infrequently pronouncing words is to make us hesitate to speak for fear of making mistakes in English pronunciation.**

Based on the interview result with the students, if the pronunciation is not trained, the students are difficult to pronounce. Pronouncing words correctly requires frequent practice.

c. **The solution students' pronunciation errors at the seventh grade of Roudlatul Qur'an Islamic Boarding School In Metro**

In analyzing the solutions to students' pronunciation errors, the researcher interviewed English teachers, while the results of the interviews were as follows:

1) **The students need the considerable driling and repetation in English pronunciation practice.**

If the students rarely practice in pronuncing the words, they are very difficult to pronounce and they are stiff in pronouncing the pronunciation.

2) The students need the teacher's guidance intensively in pronunciation practice.

The intensive teacher guidance is needed in correcting students' English pronunciation errors. It is very important because the teacher here is the role of a substitute parent. Therefore, the teacher is very important in guiding students in correcting the students' English pronunciation errors.

3) The students need to listen the native speakers' sound intensively.

If the students are directed to listen to their speakers, they are very difficult in pronouncing English. Furthermore, they have a lot of mistakes in pronunciation and they are messy in pronunciation.

4) The curriculum design and material establish long range oral communication goals and objectitve.

The role of curriculum design and material determination is a solution for dealing with the students' errors in English pronunciation.

B. Discussion

1. The Types of Students' Pronunciation Errors at the Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro.

The types of students' pronunciation errors were analyzed based on the observation and instrument, the analysis of the types of students' pronunciation was done by observing the students' voice recordings

containing the English pronunciation given by the English teacher as an archive of assignments for English subjects. The basis for the formation of observational instruments from the theory taken by Elkhair Muhammad Idriss Hassan and Abbas Pourhossein Gilakjani are as follows:

a. The students are confused in differentiating English vowel.

b. Students have errors with some English consonants.[43]

c. Students have errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.[44]

d. Students have errors in pronouncing a particular sound such as final consonant problem.

Based on the results of the observations of each of the types of students' pronunciation errors, among others:

a. The percentage of being confuse in differentiating English vowel is 56 (32%).

b. The percentage of errors with some English consonants is 57 (33%).

c. The Percentage of errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood is 32 (18%).

d. The Percentage of errors in pronouncing a particular sound such as final consonant problem is 33 (19%).

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[43] Elkhair Muhammad Idriss Hassan. "Pronunciatuon Problem: *A Case Study of English Language Students at Sudan University of Science and Technology*". English Language and Literature Studies, Vol 4. No 4, (2014): 31-32.

[44] Abbas Pourhossein Gilakjani. "*Why is Pronunciation So Dificult to Learn?*" English Language Teaching.Vol 4 no 3 (2011): 75.

Figure 4
Percentage of Results
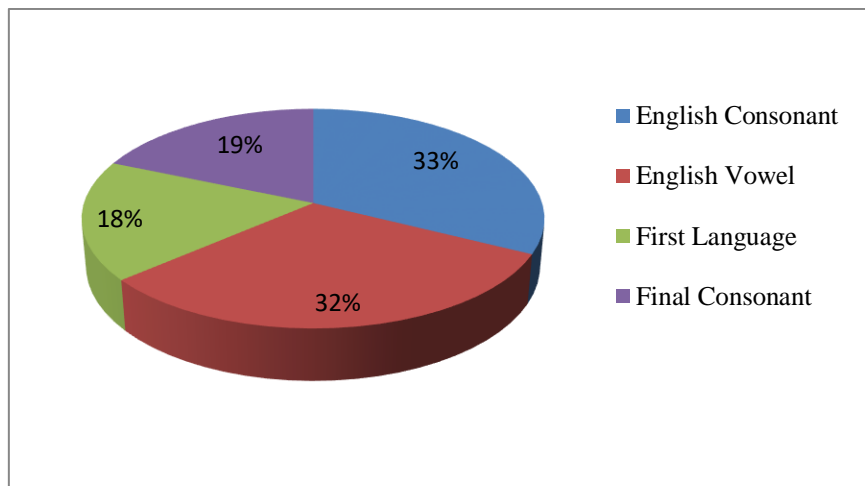
Based on the results of this study, it can be seen that the type of student errors in pronunciation are dominated by errors in errors with some English consonants (33%), being confused in differentiating English vowels (32%), while other errors are errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood (18%), and errors in pronouncing a particular sound such as final consonant problem (19%).

Therefore, based on the discussion above, the type of student errors in English pronunciation consist of errors in pronouncing vowels, consonants, intonation by the first language, and final consonants.

2. **The Cause of Students' Pronunciation Errors at the Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro.**

The causes of students' pronunciation errors were analyzed based on student interview instruments. It was carried out by 10 students'

seventh grade of Roudlatul Qur'an Islamic Boarding School in Metro. Based on the theory expressed by Abbas Pourhossein Gilakjani.[45]

a. Mother tongue interference

b. Sound system differences between mother tongue and English.

c. It is hard for the students to imitate the native speakers' accent.

d. The students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation.

e. The students have less motivation in practicing English Pronunciation.

f. The students have limitation in exposure the pronunciation drill.

Foreign language instruction generally does not focus on pronunciation.

The results of the research in the form of interviews with students related to the causes of pronunciation difficulties are shown in the following explanation:

1) **Mother tongue interference**

The problems in articulation English words are caused by the effect of the mother tongue the students use in them everyday life. The students remain used to speaking in their mother tongue, so it is trying to pronounciation English because they are not used to it.

2) **Sound system differences between mother tongue and English.**

The modification of the sound organization among their mother tongue and English converts the source of students' problems in

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[45] Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.vol 4 no 3 (2011): 76

speaking English word. The mother tongue is the language presented by the parents and the environment. The mother tongue is explained into English that have problem.

3) **It is hard for the students to imitate the native speakers' accent.**

Pronounciation of natural speaker is problematic to follow. When copying the natural speakers' accent, the struggle is that the intonation used by the natural speakers is more difficulties.

4) **The students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation.**

It is actual important for it is problematic to correct the character of speaking.

5) **The lack of motivation in practicing English pronunciation cause the errors in English pronunciation**

By receiving inspiration, the students are not embarrassed to about words in English and incline to be intelligent to study to say their absolutely

6) **The limitation in exposure the pronunciation drill causes the pronunciation errors.**

The effect of the scarce exercise of speaking English is the want of new language, actuality unconfident once talking in community and others.

7) The effect of infrequently pronouncing words is to make us hesitate to speak for fear of making mistakes in English pronunciation.

Unknown the articulation is not competent, the students are problematic to pronounce. Speaking words appropriately needs recurrent practice.

Therefore, from the explanation above, it can be concluded that the cause of pronunciation errors. Explanation of students in pronouncing English words is caused by several factors, research result points out the causes of pronunciation error that include of Mother tongue interference, Sound system differences between mother tongue and English, it is hard for the students to imitate the native speakers' accent, the students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation, the students have less motivation in practicing English Pronunciation, the students have limitation in exposure the pronunciation drill.

3. **The Solution of the Students' Pronunciation Errors at the Seventh Grade of Roudlatul Qur'an Islamic Boarding School in Metro.**

Solutions for students' pronunciation errors were analyzed based on interview instruments compiled from the Abbas Pourhossein Gilakjani the theory as follos: [46]

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[46] Abbas Pourhossein Gilakjani. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 77-78.

a. Students need considerable driling and repetation in English pronunciation practice.

b. Students' need the teacher's guidance intensively in pronunciation practice.

c. Students' need to listen the native speakers' sound.

d. The curriculum design and material establish long range oral communication goals and objectitve.

To collect data related to the solution to pronunciation errors, the researcher conducted interviews with English teachers, while the research data related to the solutions included:

a. The students need the considerable driling and repetation in English pronunciation practice.

If the students hardly repetition in pronuncing the words, they are actual problematic to say and they remain inflexible in saying the pronunciation.

b. The students need the teacher's guidance intensively in pronunciation practice.

The concentrated teacher direction is wanted in modifying students' English pronunciation errors. It is actual significant because the teacher here is the character of a auxiliary parent. So, the teacher is actual significant in supervisory students in modifying the students' English pronunciation errors.

c. The students need to listen the native speakers' sound intensively.

If the students are focused to listen to their speakers, they are very problematic in pronouncing English. Forwand, they have a ration of errors in pronunciation and they are messy cutting-edge pronunciation.

d. The curriculum design and material establish long range oral communication goals and objectitve.

The person of program strategy and physical resolve is a solution for commerce with the students' errors in English pronunciation.

Based on all the above discussion, it can be concluded that the solution for students' by providing the considerable driling and repetation in English pronunciation practice, guidance intensively in pronunciation practice, guiding the sudents to listen the native speakers' sound, completing the curriculum design and material establish long range oral communication goals and objectitve.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The conclusion of this study describes the results of research related to the research objectives. The first research result the types of students' errors in English pronunciation that consist of errors in pronouncing English vowels 32%, English consonants 33%, first because of being influenced by the mother tongue 18%, and final consonants 19%.

In addition, the second research result points out the causes of pronunciation error that include of Mother tongue interference, Sound system differences between mother tongue and English, it is hard for the students to imitate the native speakers' accent, the students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation, the students have less motivation in practicing English Pronunciation, the students have limitation in exposure the pronunciation drill.

Moreover, the third research result emphasizes the solution for students by providing the considerable driling and repetition in English pronunciation practice, guidance intensively in pronunciation practice, guiding the sudents to listen the native speakers' sound, completing the curriculum design and material establish long range oral communication goals and objective.

B. Suggestion

Researcher express suggestions from the results of this study to students, teachers and Head master, among others:

1. For the students

It is recommended for students to be more intensive in practicing pronouncing words in English regularly and regularly so that students have better English skills. In addition, students can use various kinds of efforts that can motivate their passion in pronouncing English.

2. For the teacher

Teachers are advised to motivate students more in the process of learning to pronounce and practice English words so that students are more excited about learning and pronouncing English. In addition, after the teacher knows the forms of errors or students' difficulties in pronouncing English words, the teacher is advised to take appropriate measures to address these problems.

3. For the Headmaster

Headmaster is advised to facilitate English language learning by using more complete English teaching media. In addition, Headmaster can also implement some teaching training so that teachers are more creative in the process. Headmaster is advised to facilitate English learning by using more complete English teaching media. In addition, the Headmaster can also implement some teaching training so that teachers are more creative in the process of learning English.

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APPENDICES

1. **Blue Print Observation Sheet**

Aspect	Sub- aspects	Reference
Kinds of Pronunciation Error	The students are confuse in differentiating English vowel.	Hassan, Muhammad Elkhair Idriss. "Pronunciatuon Problem: A Case Study of English Language Students at Sudan University of Science and Technology". English Language and Literature StudieS, vol 4. No 4, (2014): 31-32.
	Students have errors with some English consonants.	Muhammad, Elkhair Idriss Hassan. "Pronunciatuon Problem : A Case Study of English Language Students at Sudan University of Science and Technology". English Language and Literature Studies, Vol 4. No 4, (2014): 31-32.
	Students have errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.	Gilakjani, Abbas. "Why is Pronunciation So Difficult to Learn?" English Language Teaching. Vol 4 no 3 (2011): 75.
	Students have errors in pronouncing a particular sound such as final consonant problem.	Gilakjani, Abbas. "Why is Pronunciation So Dificult to Learn?". English Language Teaching. Vol 4 no 3 (2011): 75.

2. **Blue Print of Interview**

No.	Aspect	Sub- aspects	Reference
1.	The factors that cause the students' error in pronunciation	Mother tongue interference	Hassan, Muhammad Elkhair Idriss. "Pronunciatuon Problem: A Case Study of English Language Students at Sudan University of Science and Technology". English Language and Literature Studies, vol 4. No 4, (2014): 33.
		Sound system differences between mother tongue and English	Hassan, Muhammad Elkhair Idriss. "Pronunciatuon Problem: A Case Study of English Language Students at Sudan University of Science and Technology". English Language and Literature Studies, vol 4. No 4, (2014): 34.
		It is hard for the students to imitate	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult

		the native speakers' accent.	to Learn?" English Language Teaching.vol 4 no 3 (2011): 75
		The students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 75
		The students have less motivation in practicing English Pronunciation.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 76
		The students have limitation in exposure the pronunciation drill.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 76
		Foreign language instruction generally does not focus on pronunciation.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 77
2.	The solution to overcome the students' errors in pronunciation	Students need considerable driling and repetation in English pronunciation practice.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 77
		Students' need the teacher's guidance intensively in pronunciation practice.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 77
		Students' need to listen the native speakers' sound.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 77
		The curriculum design and material establish long range oral communication goals and objectitve.	Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Dificult to Learn?" English Language Teaching.Vol 4 no 3 (2011): 78

3. **Interview Sheet**

a. **The Factors that Cause Students' Errors in Pronunciation**

The questions are given to students' of the seventh grade of Roudlatul Qur'an Islamic Boarding School of Metro to find out the factors that cause student errors in pronunciation.

1. Do you have difficulty in memorizing words in English?

Answers:

1) Yes

2) Not if you hear it often

3) It's not difficult for words that are often heard or used

4) Yes, that's right, I'm having a lot of trouble

5) Yes it is very difficult

6) Yes, we as students have difficulty memorizing English Yes, it is difficult to memorize

7) Yes because I have a hard time memorizing

8) It's really hard

9) Yes it's hard for me

10) Yes, it is very difficult because I lack understanding in memorizing

2. Why do you the difficulty in pronouncing English words?

Answers:

1) Due to lack of practice and already accustomed to everyday pronunciation

2) Because the writing and reading are different

3) Because what is written is different when it is spoken

4) Because what is said does not match what is written

5) Because it's different

6) Because writing and reading are not the same

7) Because reading and writing are not the same

8) Because there are very different ways of writing and reading it

9) Because it's different, it makes pronunciation difficult

10) Because the way of writing and reading is different

3. Are the errors in pronouncing English words caused by the influence of the mother tongue you use in your daily life?

   Answers:

   1) Yes

   2) No

   3) Yes very influential

   4) Yes, because I am used to speaking in my mother tongue, so it is difficult to pronounce English because I am not used to it

   5) No, because we practice pronunciation more often, we will add new languages/new word cities.

   6) Not really, along with getting used to often saying English sentences or hearing English songs, someone will be fluent in that language.

   7) No, because pronunciation does not always come from the mother tongue.

   8) Can or can not yes, only part of the word.

   9) It might be said so

   10) Yes it is possible, but not all words contain mother tongue.

4. Does the difference of the sound system between your mother tongue and English become the cause of your difficulties in pronouncing English words?

   Answer:

   1) It could be

   2) No

   3) Yes, that's the cause of difficulty speaking English

   4) 4) yes that's the cause

   5) No, just not getting used to using English.

   6) Because the mother tongue is the language introduced by parents, the mother tongue has many languages such as the language used around the environment while English is an international language

when the mother tongue will be translated into English will have difficulties.

7) Yes that is the main cause

8) Yes it is the cause of difficulty in pronunciation

9) Yes

10) No, because the main cause of difficulty is rarely learning English pronunciation.

5. How does the difficulty of imitating the native speakers affect your English pronunciation errors?

Answer:

1) Yes

2) It's really hard because it's so different

3) It's really hard because we can't surf it

4) Yes it's difficult, can't imitate exactly

5) Pronounciation that is difficult to follow when imitating

6) The difficulty is that the intonation used by native speakers is more difficult.

7) Sentences that is too complicated.

8) The sentence is difficult to understand

9) The sentences are difficult to understand

10) The sentences are very difficult to imitate.

6. Is your inability to understand and to practice the concepts of stress, intonation and rhythm the cause of your English errors?

Answer:

1) No

2) Yes

3) Yes, it is very influential because it is difficult to adjust the tone of the tone

4) Yes, that includes the cause

5) Yes it becomes a big influence

6) Yes, because it is very difficult to set the tone

7) Yes, because the intonation is difficult to practice

8) It could be, because controlling your breath is not easy

9) Yes, because it is often empty

10) Yes, because the breath is heavy

7. Why does the lack of motivation in practicing English pronunciation cause the errors in English pronunciation?

Answer:

1) Because if you make a mistake, you are immediately ridiculed, so you are ashamed to learn to speak English

2) Because by giving motivation, I am not ashamed to say words in English and tend to be able to learn to pronounce them correctly

3) Because if you don't get motivated, it's very difficult to try to memorize.

4) Because I'm not used to saying English sentences so it's hard to pronounce them

5) Because often practicing English pronunciation can make us more confident and can add new vocabulary.

6) Due to the lack of a student's vocabulary and lack of environmental support, students are less motivated to speak English.

7) Because if we don't practice we won't be able to speak English.

8) Because if we are not motivated to practice we will find it difficult to speak English.

9) Because if we practice often we will be fluent in pronunciation

10) Because when we speak English incorrectly, friends who can always laugh at us.

8. What is the effect of infrequent practice of pronouncing English words on English pronunciation errors?

Answer:

1) Less familiar with words, causing frequent mistakes

2) Very influential if you don't practice speaking English often

3) Rarely pronouncing words in English can make me forget how to pronounce right and wrong.

4) The effect is lack of vocabulary and pronounce it incorrectly

5) The effect is the pronunciation that sounds very stiff and the pronunciation is not right.

6) The influence of the infrequent practice of pronouncing English is the lack of new vocabulary, being insecure when speaking in public and others.

7) The effect of rarely pronouncing words will make it difficult for us to speak English.

8) The effect of infrequently pronouncing words is to make us hesitate to speak for fear of making mistakes in English pronunciation.

9) The influence is very big, because it's a way for us to easily speak English.

10) The effect is that if you rarely learn English, you will be stiff if you want to speak English.

9. Does English instruction that does not focus on pronunciation cause the errors in English pronunciation?

Answer:

1) Yes, if the pronunciation is not trained then the students are difficult to pronounce

2) Influential, because pronouncing the pronunciation correctly requires frequent practice

3) Very influential

4) Very influential

5) Yes, because if we don't focus, it's also difficult for us to understand

6) Yes, it is very influential, if no one teaches us we don't understand

7) Yes, because for our age children we need guidance

8) Yes, it really affects, because it is the most important thing

9) That's the main reason because it's impossible for us to do without being taught

10) It's very influential

b. The solution that Solve Students' Errors in Pronunciation

The following questions are given to the English teacher of the seventh grade at Roudlatul Qur'an Islamic Boarding School of Metro to find out solutions to overcome the students' errors in English pronunciation.

1. Do students often make errors in pronouncing English?

Answer: Yes, very often, because children are less concerned with pronunciation and the names of children who are still learning so there are still many mistakes.

2. Why do the students have errors in English pronunciation?

Answer: Because students lack practice.

3. How is the solution in dealing with the students' errors in English?

Answer: In my opinion, the solution is often to ask students to learn to pronounce so they don't make mistakes in pronunciation. So from this school, pronunciation has been provided before starting to learn they must deposit memorization of Arabic and English. Because even the boarding house has provided something like this. This is how we do it at this school. To train students in pronunciation.

4. What is the effect of English pronunciation practice exercises and repetation on the quality of English pronunciation?

Answer: Very influential, because if students rarely practice they will be very difficult to pronounce and maybe they will be stiff in pronouncing the pronunciation.

5. Is the intensive teacher guidance needed in correcting students' English pronunciation errors?

Answer: It is a must and it is very important because the teacher here is the role of a substitute parent, because they live in a

boarding house and they have no one to supervise. So the teacher is very important in guiding students in correcting students' English pronunciation errors.

6. Why do students need to be directed to listen intensively to native speakers?

   Answer: Because if students are directed to listen to their speakers, they are very difficult in pronouncing English. And they will have a lot of mistake in pronunciation and they will be messy in pronunciation.

7. What is the role of curriculum design and material determination as a solution for dealing with student errors in English pronunciation?

   Answer: The role is very important because in the curriculum there is a lot of teaching that makes students understand more than before and the role is for teachers to be able to teach children in an orderly way and make it easier to teach students. And make it easier for students to learn.

4. Observation Sheet

	Data	Confuse in different iating English vowel.	Errors with some English consonants.	Errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.	Errors in pronouncing a particular sound such as final consonant problem.	Total
1.	ADSM	7	7	4	4	22
2.	APR	6	3	2	3	14
3.	AS	7	7	1	3	18
4.	AS	8	7	4	4	23
5.	DL	7	6	3	4	20
6.	JAF	4	6	3	2	15
7.	MIS	5	5	4	4	19
8.	NTR	5	6	5	4	20
9.	RA	5	5	2	2	14
10.	RP	2	5	4	3	14
Total		56	57	32	33	

Table of Figure.1

The teacher and officer of SMP TMI Roudlatul Qur'an Metro

No	Name	OCCUPATION
1	M.Iqbal Beny Saputra,M.Pd.I	Head Master
2	Laila Rismadiati,S.Pd.I	Islamic Education Teacher
3	Siti Jubaidah, S.Pd.I	Islamic Education Teacher
4	Ahmad Surahman, S.Pd.I	Islamic Education Teacher
5	Syamsuri, S.Pd	Civic Education Teacher
6	Millatun Yuniati, S.Ag	Civic Education Center
7	Sukirno, S.Pd	Indonesian Language Teacher
8	Sudarmi, S.Pd	Indonesian Language Teacher
9	Leny Widyastuti, S.Pd	Indonesian Language Teacher
10	Aulia Rahmawati, SS	English Teacher
11	Lena Hendiana, S.Pd	English Teacher
12	Arlina Septilia, S.Pd	English Teacher
13	Deni Endri Saputra, S.Pd	Sport Teacher
14	Restu Kumalasari, S.Pd	Mathematics Teacher
15	Dra. Irmi Hasni	Mathematics Teacher
16	Sutarno, S.Pd	Science Teacher
17	Samadi, S.Pd	Science Teacher
18	Heni Lidiyanti, S.Pd	Science Teacher
19	Eka Oktaviana, S.Pd	Science Teacher
20	Winda Pratiwi, S.Pd	Social Teacher
21	Ujang Kartono, M.Pd	Social Teacher
22	Dra. Indri Rahayu	Social Teacher
23	Nurhayati, S.Pd	Social Teacher
24	Ali Yusuf, S.Pd	Art and Culture Teacher
25	Eddy Priyanto,S.Pd	Sport Teacher
26	Juariyah, M.TI	Computer Teacher
27	Mohamad Komarudin, S.Pd	Arabic Teacher
28	Adi Sahroni	Arabic Teacher
29	Dra. Evi Hariyanti	Lampung Language Teacher
30	Aji Mubarok. S.Pd	Counseling Guidance
31	Willy Perdana Putri, S.Pd	Counseling Guidance
32	Siti Anjarwati, S.Pd.I	Muthola'ah Teacher
33	Fajar Lutfi, S.Pd	Conversation Teacher
34	Sulaiman	Fiqih Teacher

CONVERSATION

Pair 1: Adelia Disti Salsabila Maharani and Alfira Putri Ramadhani

Adelia Disti Salsabila Maharani	: Good afternoon, Disti?
Alfira Putri Ramadhani	: Eh, Good afternoon, Putri?
Adelia Disti Salsabila Maharani	: What are you doing?
Alfira Putri Ramadhani	: Reading a book.
Adelia Disti Salsabila Maharani	: Can I sit down?
Alfira Putri Ramadhani	: You can sit down.
Adelia Disti Salsabila Maharani this boarding school is good or not?	: If you may know, do you think the food in
Alfira Putri Ramadhani used to it, so it's not comfortable	: It's delicious, it's just because you're not
Adelia Disti Salsabila Maharani	: Oh yes, because I just live here
Alfira Putri Ramadhani	: Yes, because it's possible
Adelia Disti Salsabila Maharani	: Oh, how long have you been here?
Alfira Putri Ramadhani	: Not long ago.
Adelia Disti Salsabila Maharani	: I hope you feel comfortable living here.
Alfira Putri Ramadhani	: Amiin, bismillah, may you feel at home.
Adelia Disti Salsabila Maharani	: Yes, you have to feel at home.

N o	Speaker	Script	confuse in differentiating English vowel.	errors with some English consonants .	errors in changing a conceptual pattern that is appropriate for their first language that they have internalize d since their childhood.	errors in pronouncing a particular sound such as final consonant problem.
	Adelia Disti Salsabila Maharani	Good afternoon, Disti?	-	-	-	√
	Alfira Putri Ramadhan i	Eh, Good afternoon, Putri?	-	-	-	-
	Adelia Disti Salsabila Maharani	What are you doing?	√	√	-	-
	Alfira Putri Ramadhan i	Reading a book.	√	-	-	-
	Adelia Disti Salsabila Maharani	Can I sit down?	√	√	√	-
	Alfira Putri Ramadhan i	You can sit down.	√	-	√	√
	Adelia Disti Salsabila Maharani	If you may know, do you think the food in this boarding school is good or not?	√	√	√	√
	Alfira Putri Ramadhan	It's delicious, it's just	√	√	√	√

i	because you're not used to it, so it's not comfortable.				
Adelia Disti Salsabila Maharani	Oh yes, because I just live here	√	√	-	-
Alfira Putri Ramadhani	Yes, because it's possible	√	√	-	-
Adelia Disti Salsabila Maharani	Oh, how long have you been here?	√	√	√	√
Alfira Putri Ramadhani	Not long ago	√	-	√	-
Adelia Disti Salsabila Maharani	I hope you feel comfortable living here.	√	√	-	-
Alfira Putri Ramadhani	Amiin, bismillah, may you feel at home	√	√	-	√
Adelia Disti Salsabila Maharani	Yes, you have to feel at home	√	√	√	√

Assyifa Syalma   : Hi, do you want to ask?

Aura Syaputri   : Hi, yes, what do you want to ask!

Assyifa Syalma   : What do you think about the food here?

Aura Syaputri   : I think it's pretty good, because I don't like all vegetables.

Assyifa Syalma   : Do you still eat or not?

Aura Syaputri   : Yes, you can still eat it.

Assyifa Syalma   : I don't think it's eaten.

Aura Syaputri   : If I don't eat it, what do I eat?

Assyifa Syalma   : Yes, yes because we have to learn independently

Aura Syaputri   : Yes, because we live far away from our parents.

Assyifa Syalma   : Do you like living here?

Aura Syaputri   : I feel at home now that I can't sleep at first

Assyifa Syalma   : Maybe because they are not used to it.

Aura Syaputri   : Yes, I want to go to the canteen first.

Assyifa Syalma   : Yes, be careful okay?

Aura Syaputri   : Yes, thank you

N o.	Speaker	Script	confuse in differentiating English vowel.	errors with some English consonants.	errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.	errors in pronouncing a particular sound such as final consonant problem.
	Assyifa Syalma	Hi, do you want to ask?	√	√	-	-
	Aura Syaputri	Hi, What do you want to ask!	√	-	-	-
	Assyifa Syalma	What do you think about the food here?	-	√	-	√
	Aura Syaputri	I think it's pretty good, Because I don't like all vegetables.	√	√	√	√
	Assyifa Syalma	Do you still eat or not?	√	√	-	√
	Aura Syaputri	Yes, you can still eat it?	√	√	√	√
	Assyifa Syalma	I don't think it's eaten.	√	√	-	-
	Aura Syaputri	If I don't eat it, what do I eat?	√	√	-	√
	Assyifa Syalma	Yes, because we have to learn independently.	√	√	-	-
	Aura Syaputri	Yes, because we live far away from our parents.	√	√	-	√

Assyifa Syalma	Do you like living here?	-	√	√	-
Aura Syaputri	I feel at home now that I can't sleep at first	√	√	√	-
Assyifa Syalma	Maybe because they are not used to it.	√	√	-	-
Aura Syaputri	Yes, I want to go to the canteen first.	√	√	-	-
Assyifa Syalma	Yes, be careful okay?	√	√	-	√
Aura Syaputri	Yes, thank you	-	-	√	-

Dewi Lestari : Good morning,

Jessika Audya Fransiska : Eh, good morning

Dewi Lestari : How are you?

Jessika Audya Fransiska : I am fine, and you?

Dewi Lestari : I'm fine too

Jessika Audya Fransiska : May I sit?

Dewi Lestari : Oh ok, please!

Jessika Audya Fransiska : Where are you from?

Dewi Lestari : I am from way kanan, and you?

Jessika Audya Fransiska : I am from South Lampung,

Dewi Lestari : Who did you come here with?

Jessika Audya Fransiska : My father and my mother

Dewi Lestari : Oh, how long have you been here?

Jessika Audya Fransiska : Not long ago it was only the moon bacanya ago

Dewi Lestari : Ohh, what do you think about the food menu here?

Jessika Audya Fransiska   : I think it's pretty good,

Dewi Lestari   : Thank God, if it's delicious, I like the food here.

Jessika Audya Fransiska   : I like it, so I'm used to being independent.

Dewi Lestari   : I hope you feel comfortable living here.

Jessika Audya Fransiska   : Amiin, I hope not, okey!

Dewi Lestari   : okay

No.	Speaker	Script	confuse in differentiating English vowel.	errors with some English consonants.	errors in changing a conceptual pattern that is appropriate for their first language that they have internalized since their childhood.	errors in pronouncing a particular sound such as final consonant problem.
	Dewi Lestari	Good morning!	-	-	-	-
	Jessika Audya Fransiska	Good morning!	-	-	-	-
	Dewi Lestari	How are you?	√	-	-	√
	Jessika Audya Fransiska	I am fine, and you?	-	√	-	-
	Dewi Lestari	I'm fine too	√	-	-	-
	Jessika Audya Fransiska	May, I sit?	-	-	-	-
	Dewi Lestari	Oh Ok, please!	-	-	-	-
	Jessika Audya Fransiska	Where are you from?	-	-	-	-
	Dewi Lestari	I'm fromWay Kanan, and you?	√	√	√	-

	Jessika Audya Fransiska	I'm from South Lampung.	-	√	√	-
	Dewi Lestari	Who did you come here with?	√	√	-	-
	Jessika Audya Fransiska	My father and my mother	√	√	-	√
	Dewi Lestari	Oh, how long have you been here?	√	√	-	√
	Jessika Audya Fransiska	Not long ago it was only the moon.	√	√	-	-
	Dewi Lestari	Ohh, what do you think about the food menu here?	-	√	-	-
	Jessika Audya Fransiska	I think it's pretty good,	√	√	√	-
	Dewi Lestari	Thank God, if it's delicious, I like the food here.	√	√	√	√
	Jessika Audya Fransiska	I like it, so I'm used to being independent	√	√	√	√
	Dewi Lestari	I hope you feel comfortable living here.	√	√	-	-
	Jessika Audya Fransiska	Amiin, I hope not, okey!	-	-	-	-
	Dewi Lestari	Okey!	-	-	-	-

SILABUS

Satuan Pendidikan : SMP
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VII/1 (Ganjil)
Jumlah Pertemuan : ....
Standar Kompetensi (KI) :
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Chapter : I | Alokasi Waktu : 12 JP (6 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.1	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, serta menanggapinya, sesuai dengan konteks penggunaannya	**Fungsi sosial** ✓ Berkenalan, memperkenalkan diri sendiri/orang lain. **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya	• Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan penting • Menanyakan hal-hal yang tidak diketahui	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah.
4.1	menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa, berpamitan, mengucapkan terimakasih, dan meminta maaf, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks	✓ Verba: *be*, *have*, *go*, *work*, *live* (dalam *simple present tense*) ✓ Subjek Pronoun: *I, You, We, They, He, She, It* ✓ Kata ganti possessive *my*, *your*, *his*, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik**	atau yang berbeda • Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya • Memaparkan jati dirinya		Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan :Pusat Kurikulum dan

		Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkanperilaku yang termuat di KI	yang sebenarnya • Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya • Melakukan refleksi tentang proses dan hasil belajarnya		Perbukuan, Balitbang, Kemdikbud.

Chapter   : 2 | Alokasi Waktu : 16 JP (8 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.2	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, sesuai dengan konteks penggunaannya. Perhatikan unsur kebahasaan dan kosa kata terkait hubungan keluarga; pronoun (*subjective, objective, possessive*)	**Fungsi sosial** ✓ Berkenalan, memperkenalkan diri sendiri/orang lain. **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Sebutan anggota keluarga inti dan yang lebih luas dan orang-orang dekat lainnya ✓ Verba: *be, have, go, work, live* (dalam *simple present tense*) ✓ Subjek Pronoun: *I, You, We, They, He, She, It* ✓ Kata ganti possessive *my, your, his*, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Deskripsi diri sendiri sebagai bagian dari keluarga: ayah, ibu, kakak, adik,yang dapat menumbuhkanperilaku yang termuat di KI	• Menyimak dan menirukan beberapa contoh pemaparan jati diri, dengan ucapan dan tekanan kata yang benar • Mengidentifikasi ungkapan-ungkapan penting • Menanyakan hal-hal yang tidak diketahui atau yang berbeda • Mempelajari contoh teks pemaparan jati diri oleh figur-figur terkenal tentang keluarganya • Memaparkan jati dirinya yang sebenarnya • Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan :Pusat Kurikulum dan Perbukuan,
4.2	menyusunteks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dansesuaikonteks				

			• Melakukan refleksi tentang proses dan hasil belajarnya		Balitbang, Kemdikbud.

KompetensiDasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.3	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, sesuai dengan konteks penggunaannya. (Perhatikan kosa kata terkait angka kardinal dan ordinal)	**Fungsi sosial** ✓ Menyebutkan/ menanyakan waktu dari keadaan/peristiwa/kegiatan **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Pernyataan dan pertanyaan terkait hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun ✓ Angka ordinal dengan *the* untuk menyebut tanggal (lisan): a.l. *the first*, *the second*, *the twenty third*, *the thirty first of May*) ✓ Angka ordinal tanpa *the* untuk menyebut tanggal (lisan): a.l. *1st*, *2nd*, *23rd*, *31st*, *of May*) ✓ Waktu (lisan): *at one*, *at two fifteen*, *at ten to seven*, *at a quarter past eight* ✓ Waktu (tulis): *01:00; 02:15; 06:50; 08:15* ✓ Artikel the untuk menyebut waktu dalam hari, *in the morning*, *in the afternoon*, *in the* evening ✓ Preposisi untuk *in* (bulan, tahun, waktu dalam hari), *on* (hari dan tanggal), *at* (jam, *at noon*, *at night*) ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Waktu kejadian/peristiwa/kegiatan terkait kehidupan di sekolah, rumah, dan lingkungan sekitarsiswayang dapat menumbuhkanperilaku yang termuat di KI	• Menyimak dan menirukan pemaparan tentang waktu terjadinya keadaan/kejadian/peristiwa, mencakup nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun • Menyebutkan semua nama hari, bulan, tanggal 1-31, waktu, bagian hari, tahun dengan ucapan dan tekanan kata yang benar, satu per satu. • Menyatakansecara lisanwaktu terjadinya berbagai keadaan/peristiwa/ kegiatan • Menanyakan hari, tanggal, bulan, dan waktu terjadinya keadaan/peristiwa/ kegiatan dengan unsur kebahasaan yang benar • Membuat tulisan tentang waktu-waktu terjadinya peristiwa penting yang diketahui umum. Hasilnya dipublikasikan di kelas atau di majalah dinding sekolah • Melakukan refleksi tentang proses dan hasil belajarnya	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
4.3	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama hari, bulan, nama waktu dalam hari, waktu dalam bentuk angka, tanggal, dan tahun, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks				

Chapter : 4 | Alokasi Waktu : 24 JP (12 Pertemuan)

KompetensiDasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.4	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, danbangunanpublik yang dekat dengan kehidupan siswa sehari-hari, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan dan kosa kata terkait *article a* dan *the*, *plural* dan *singular*)	**Fungsi sosial** ✓ Mengidentifikasi dan menyebutkan berbagai benda, binatang, dan bangunan umum di lingkungan sekitar. **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Pernyataan dan pertanyaan terkait benda, binatang, bangunan publik ✓ Penyebutan benda dengan *a*, *the*, bentuk jamak (*-s*) ✓ Penggunaan kata penunjuk *this*, *that*, these, *those* ... ✓ Preposisi untuk *in, on, under* untuk menyatakan tempat ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Benda, binatang, dan bangunanyang biasa dijumpai dalam kehidupan nyata di rumah, sekolah, dan lingkungan sekitar siswayang dapat menumbuhkanperilaku yang termuat	• Mencermati beberapa teks pendek berisi penyebutan benda-benda di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar • Menyimak dan menirukan guru menanyakan dan menyebutkan benda-benda yang terdapat di dalam kelas dan di sekolah, dengan tata bahasa, ucapan dan tekanan kata yang benar • Bertanya jawab tentang beberapa benda di dalam dan sekitar rumah • Membaca beberapa teks pendek tentang rumah dan sekitarnya, terutama keberadaan benda dan binatang • Bertanya jawab tentang beberapa bangunan dan benda-benda dan binatang-binatang di dalam dan sekitarnya	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis : Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang,
4.4	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait nama dan jumlah binatang, benda, dan bangunan publik yang dekat dengan kehidupan siswa sehari-hari, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks				

		di KI	• Melakukan refleksi tentang proses dan hasil belajarnya		Kemdikbud.

SILABUS

Satuan Pendidikan   :   SMP
Mata Pelajaran   :   Bahasa Inggris
Kelas/Semester   :   VII/2 (Genap)
Jumlah Pertemuan   :   ....
Standar Kompetensi (KI)   :   1.   Menghargai dan menghayati ajaran agama yang dianutnya

2.   Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percayadiri, dalam berinteraksi secara efektif dengan lingkungan sosial dana lam dalam jangkauan pergaulan dan keberadaannya

3.   Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

4.   Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Chapter : 5 | Alokasi Waktu : 20 JP (10 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.5	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan *be, adjective*)	**Fungsi sosial** ✓ Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan**	• Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis :Siti Wachidah, Asep

| 4.5 | menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks | ✓ Pernyataan dan pertanyaan terkait sifat orang, benda, binatang
✓ Kosa kata, terkait dengan ciri fisik (a.l. *red*, *big*, *dark*, *loud*), selera (a.l. *nice*, *beautiful*, *cute*), mental (a.l. *clever*, *smart*), psikologis (a.l. *happy*, *sad*, *disappointed*, *angry*, *wild*), budi (a.l. *kind*, *good*, *polite*)
✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan
Topik
✓ Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI | sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar
• Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar
• Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah
• Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya
• Bertanya jawab tentang sifat orang, benda, binatang terkenal
• Melakukan refleksi tentang proses dan hasil belajarnya | | Gunawan, Diyantari, Yuli Rulani Khatimah.

Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati.

Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. |

Chapter : 6 | Alokasi Waktu : 20 JP (10 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.6	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat *declarative, interrogative, simple present tense*)	**Fungsi sosial** ✓ Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda ✓ Kalimat deklaratif (positif dan negatif) dalam simple present tense ✓ Kalimat interogatif: *Yes/No question*; *Wh-question* ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI	• Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar • Didiktekan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar • Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal • Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. • Melakukan refleksi tentang proses dan hasil belajarnya	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
4.6	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaikonteks				

Chapter : 7 | 28 JP (14 Pertemuan)

Kompetensi Dasar			Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya		**Fungsi sosial** ✓ Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik **Struktur teks** **1. Dapat mencakup:** ✓ identifikasi (nama keseluruhan dan bagian) ✓ sifat yang menjadi pencirinya ✓ fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. **2. Unsur kebahasaan** ✓ Kalimat deklaratif (positif dan negatif), dan interogatif (*Yes/No question*; *Wh-question*), dalam *simple present tense* ✓ Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their*, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publikyang dapat menumbuhkanperilaku yang termuat dalam KI	• Membaca beberapateks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik • Bertanya tentang informasi yang terkait di dalam teks tersebut. • Menggunakan alat analisis (tabel atau bagan *mind-map*) untuk mempelajari sistematika deskripsi yang diterapkan • Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll.Untuk mengritik/menyatakan kekaguman/ mempromosikan • Dalam kelompok membuat proyek kecil: dengan bantuan *mind-map*, membuat teks deskripsi tentang kota atau desanya untuk	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis :Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
4.7	Teks Deskriptif					
	4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda				
	4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks				

				mempromosikan		
				• Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya		
				• Melakukan refleksi tentang proses dan hasil belajarnya		

Chapter 8 | alokasi Waktu : 4 JP (2 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.8	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan *passive voice*)	**Fungsi sosial** ✓ Mendeskripsikan, memaparkan secara obyektif **Struktur teks** ✓ Memulai ✓ Menanggapi (diharapkan/di luar dugaan) **Unsur kebahasaan** ✓ Kalimat *deklaratif* dan *interogatif* dalam *passive voice* ✓ Preposisi*by* ✓ *Nomina singular* dan *plural* dengan atau tanpa *a, the, this, those, my, their*, dsb. ✓ Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan **Topik** ✓ Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkanperilaku yang termuat diKI	• Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif • Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar • Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif • Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar • Melakukan refleksi tentang proses dan hasil belajarnya	✓ Sikap social dan spiritual : observasi ✓ Pengetahuan: Tulis PG ✓ Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3, 2016 (Edisi Revisi) Penulis : Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. Penelaah : Rd. Safrina Noorman, Helena Indyah Ratna Agustien, dan Ouikurema Purwati. Penyelia Penerbitan : Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud.
4.8	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dansesuaikonteks. (perhatikan unsur kebahasaan *passive voice*)				

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NPM : 1701070026   Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	15/6 2021	✓	- Cover - Penulisan (writing) - Footnote - Research Question	*(tanda tangan)*
2.	19/06 2021	✓	- Fotenote - Teori BAB II - Adding BAB I prior Research footfoote.	*(tanda tangan)*
3.	22/06 2021	✓	- Revisi Bibliography	*(tanda tangan)*
4.	23/06 2021	✓	Acc Seminar	*(tanda tangan)*

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Semester : VIII / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	16/08 2021	C	An Instruments	*(tanda tangan)*

Mengetahui,
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INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41057 faksmili (0725) 47296; Website: tarbiyah.iain@metrouniv.ac.id;E-mail:
www.tarbiyah.metrouniv.ac.id

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

Nama : Khusnul Khotimah   Jurusan : Tadris Bahasa Inggris (TBI)

NPM : 1701070026   Semester : IX / 2021

No	Hari / Tanggal	Pembimbing I	Materi Yang Dikonsultasikan	Tanda Tangan Mahasiswa
1.	Monday, 25/10 2021		- Perbaiki Gerammar - Perbaiki Abstrak	
2.	Monday, 08/11 /2021		- Tambahkan pie diagram - Perbaiki footnote. - Appendix.	
3.	Monday 15/11 2021			

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing I,

Dr. Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-0908/In.28.1/J/TL.00/04/2021
Lampiran : -
Perihal   : IZIN *PRA-SURVEY*

Kepada Yth.,
KEPALA SMP TMI ROUDLATUL QURAN METRO
di-
    Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	**KHUSNUL KHOTIMAH**
NPM	:	1701070026
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Pendidikan Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS BILABIAL SOUNDS PRONUNCIATION ERROR AT SEVENTH GRADE OF ROUDLATUL QURAN ISLAMIC BOARDING SCHOOL IN METRO

untuk melakukan *pra-survey* di SMP TMI ROUDLATUL QURAN METRO.

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, 05 April 2021
Ketua Jurusan
Tadris Bahasa Inggris

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

تربية المعلمين والمعلماتاالإسلامية

معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO

(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699   NSS : 202126103024   TERAKREDITASI A

Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125

Email: smptmimetro@gmail.com website: www. Smptmimetro.sch.id, www.pprq.or.id

---

Nomor   : 079/ SMP-TMI RQ/IV/2021

Lampiran   : -

Prihal   : Izin Pra-Survey

Kepada

Yth   : **Ketua Jurusan Tadris Bahasa Inggris IAIN Metro**

            Di,

               Metro

Assalamualiakum Wr. Wb

      Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

      Berdasarkan surat Lembaga Pendidikan IAIN Metro Nomor : B-0908/ln.28.1/J/TL.00/04/2021 tentang Izin Pra Survey. Dengan ini Kepla Sekolah SMP TMI Roudlatul Qur'an Metro memberikan izin kepada :

      Nama   : KHUSNUL KHOTIMAH

      NPM   : 1701070026

      Jurusan   : Pendidikan Bahasa Inggris

      Program Study   : Tarbiyyah dan Ilmu Keguruan

      Untuk melakukan Pra-Survey di SMP TMI Roudlatul Qur'an Metro

      Demikian surat izin ini dibuat dan dapat dipergunakan sebagaimana mestinya

Wassalamualaikum Wr.Wb

                                       Kepala Sekolah

                                   SMP TMI Roudlatul Qur'an

                                   M. Iqbal Beny Saputra M. Pd. I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3227/In.28.1/J/TL.00/08/2021
Lampiran   : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

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

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

Nama	:	**KHUSNUL KHOTIMAH**
NPM	:	1701070026
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT THE SEVENTH GRADE OF ROUDLATUL QURAN ISLAMIC BOARDING SCHOOL IN METRO

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, 04 Agustus 2021
Ketua Jurusan,

Andianto M.Pd

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1076/In.28/S/U.1/OT.01/11/2021

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

Nama	: Khusnul Khotimah
NPM	: 1701070026
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1701070026

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 02 November 2021
Kepala Perpustakaan

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Inngmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

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   : Khusnul Khotimah

NPM   : 1701070026

Jurusan   : Tadris Bahasa Inggris (TBI)

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

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.

Metro, 16 November, 2021
Ketua Jurusan TBI

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

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website:* www.tarbiyah.metrouniv.ac.id; *e-mail:* tarbiyah.iain@metrouniv.ac.id

Nomor   : B-3381/In.28/D.1/TL.00/08/2021
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP TMI ROUDLATUL
QURAN METRO
di-
   Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3382/In.28/D.1/TL.01/08/2021, tanggal 19 Agustus 2021 atas nama saudara:

Nama	:	**KHUSNUL KHOTIMAH**
NPM	:	1701070026
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP TMI ROUDLATUL QURAN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT THE SEVENTH GRADE OF ROUDLATUL QURAN ISLAMIC BOARDING SCHOOL OF METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 19 Agustus 2021
Wakil Dekan Akademik dan
Kelembagaan,

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

تربية المعلمين والمعلمات الإسلامية
معهد روضة القرآن الإسلامي

SMP TMI ROUDLATUL QUR'AN METRO
(PROGRAM SEKOLAH BERBASIS PONDOK PESANTREN)

NPSN : 10809699   NSS : 202126103024   TERAKREDITASI A
Jl. Mukti Praja 16 B Kel. Mulyojati Kec. Metro Barat Kota Metro (0725) 41442 Kode Pos. 34125
Email: smptmimetro@gmail.com website: www. Smptmimetro.sch.id, www.pprq.or.id

Nomor   : 124/ SMP-TMI RQ/VIII/2021   Metro, 26 Agustus 2021

Perihal   : Keterangan Melaksanakan Research

Assalamualiakum Wr. Wb

Salam silaturahmi kami sampaikan, semoga kita selalu dalam lindungan allah SWT, Amin.

Menindak lanjuti perihal surat tugas dari Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.

Nama   : KHUSNUL KHOTIMAH

NPM   : 1701070026

Semester   : 9 (SEMBILAN)

Jurusan   : Tadris Bahasa Ingris

Dengan ini memberikan izin, untuk melaksanakan Research di SMP TMI Roudlatul Qur'an Metro dengan judul "AN ANALYSIS OF STUDENT PRONUNCIATION ERROR AT THE SEVENTH GRADE OF SMP TMI ROUDLATUL QUR'AN METRO"

Demikian surat ini kami sampaikan, atas kerjasamanya kami ucapkan terimakasih..

Wassalamualaikum Wr.Wb

Kepala Sekolah
SMP TMI Roudlatul Qur'an

M. Iqbal Beny Saputra M. Pd. I

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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SURAT TUGAS
Nomor: B-3382/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	:	**KHUSNUL KHOTIMAH**
NPM	:	1701070026
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di SMP TMI ROUDLATUL QURAN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS PRONUNCIATION ERROR AT THE SEVENTH GRADE OF ROUDLATUL QURAN ISLAMIC BOARDING SCHOOL OF METRO".

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.

Mengetahui
Pejabat Setempat

M. 12bal, M.Pd.i

Dikeluarkan di : Metro
Pada Tanggal : 19 Agustus 2021

Wakil Dekan Akademik dan Kelembagaan,

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

AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO

by Khusnul Khotimah 1701070026

AN UNDERGRADUATE THESIS

AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS
AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN
ISLAMIC BOARDING SCHOOL IN METRO

By:

KHUSNUL KHOTIMAH
Student Number: 1701070026

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1443 H / 2021 M

AN ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS AT THE SEVENTH GRADE OF ROUDLATUL QUR'AN ISLAMIC BOARDING SCHOOL IN METRO

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2019
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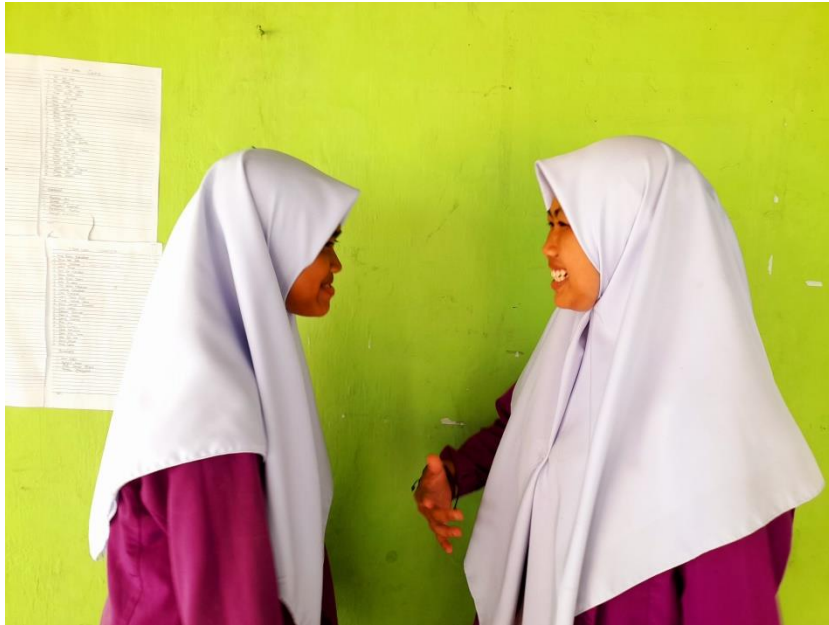Exclude quotes   Off   Exclude matches   < 1%
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CURRICULUM VITAE

The name of the researcher is Khusnul Khotimah. She was born in Pekurun Selatan, July 24, 1999. She is the first child in her family. Her parents are Mr. Amir Mahmud and Mrs. Eni Sulistiowati. She was enrolled her study at SDN 02 Subik on 2005-2011. She continued her study at SMP N 02 Abung Tengah on 2011-2014. She continued her study at SMA N 03 Kotabumi on 2014 and completed in 2017.

After graduating of SMA N 03 Kotabumi. The researcher continued her study at IAIN 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.