

AN UNDERGRADUATE THESIS

**AN ANALYSIS OF CONSONANT MASTERY
ON THE STUDENTS PRONUNCIATION
AMONG THE EIGHTH GRADERS AT SMPN 5 METRO
IN THE ACADEMIC YEAR OF 2019/ 2020**

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ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1441 H/ 2019 M**

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Presented as a Partial Fulfillment of The Requirement for The Degree of Sarjana
Pendidikan (S.Pd) in English Education Department

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

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Assalamu'alaikum Wr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka skripsi yang disusun oleh:

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Sudah kami setuju dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terima kasih.

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An Undergraduate thesis entitled: AN ANALYSIS OF CONSONANT MASTERY ON THE STUDENTS PRONUNCIATION AMONG THE EIGHTH GRADERS AT SMPN 5 METRO IN THE ACADEMIC YEAR OF 2019/ 2020, written by Dwi Lestari, student number 1501070244, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 26th December 2019 at 09.00 – 11.00 am.

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**AN ANALYSIS OF CONSONANT MASTERY
ON THE STUDENTS PRONUNCIATION
AMONG THE EIGHTH GRADERS AT SMPN 5 METRO
IN THE ACADEMIC YEAR OF 2019/ 2020**

ABSTRACT

**By:
DWI LESTARI**

The purpose of this study is to show the students' mastery in pronouncing the English stop consonant on the eighth graders of SMPN 5 Metro. The problems raised by the authors in this study related to speaking skill. This is based on the identification of problems that explains that students have a low desire to learn English.

This study uses descriptive qualitative analysis and analysis document to answer the research questions. The data in this study were from 8 words of stop consonant that containing errors by students. In collecting data, the author uses observation, documentation, field note, and interview. This research was conducted with an English teacher class eighth graders of SMPN 5 Metro named the teacher is Tri Wihar Susilowati.

Finally after the data was examined it can be concluded that students have made several types of errors when pronouncing stop consonant in speaking pronunciation. The analysis showed that there were 4 dominant errors out of 8 English stop consonant errors during the test was going on. They are stop consonant [t] 53.5%, stop consonant [d] 78.5%, stop consonant [dʒ] 57.1% and stop consonant [tʃ] 64.3%.

Keywords: *Speaking Pronunciation, Stop Consonant*

**ANALISIS PENGUASAAN KONSONAN
DALAM PENGUCAPAN SISWA
DI ANTARA SISWA KELAS DELAPAN DI SMPN 5 METRO TAHUN
AKADEMIK 2019/ 2020**

ABSTRAK

**Oleh:
DWI LESTARI**

Tujuan dari penelitian ini adalah untuk menunjukkan penguasaan siswa dalam mengucapkan konsonan berhenti bahasa Inggris pada siswa kelas delapan di SMPN 5 Metro. Permasalahan yang diangkat oleh penulis dalam penelitian ini berkaitan dengan kemampuan berbicara. Hal ini berdasarkan identifikasi masalah yang menjelaskan bahwa siswa memiliki keinginan yang rendah untuk belajar bahasa Inggris.

Penelitian ini menggunakan pendekatan kualitatif deskriptif dan analisis dokumen untuk menjawab rumusan masalah. Data dalam penelitian ini adalah dari 8 kata dari konsonan berhenti yang mengandung kesalahan oleh siswa. Dalam pengumpulan data, penulis menggunakan observasi, dokumentasi, catatan lapangan, dan wawancara. Penelitian ini dilaksanakan dengan guru mata pelajaran bahasa Inggris kelas delapan SMPN 5 Metro yang bernama Ibu Tri Wihar Susilowati.

Akhirnya setelah data diteliti dapat disimpulkan bahwa siswa telah melakukan beberapa kesalahan ketika mengucapkan konsonan berhenti dalam pengucapan. Pada analisa tampak bahwa ada 4 kesalahan yang menonjol dari 8 stop consonant bahasa Inggris pada tes yang telah diberikan. Diantaranya stop consonant [t] 53.5%, stop consonant [d] 78.5%, stop consonant [dʒ] 57.1% and stop consonant [tʃ] 64.3%.

Kata kunci: *Pengucapan Berbicara, Konsonan Berhenti*

STATEMENT OF RESEARCH ORIGINALITY

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The writer,



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

Metro, Desember 2019

Penulis,



Dwi Lestari

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MOTTO

AL INSYIRAH : 6

(٦) إِنَّ مَعَ الْعُسْرِ يُسْرًا

With difficult is surely easy (Al Insyirah : 6)

“A person who never made a mistake never tried anything new .”

(Albert Einstein)

DEDICATION PAGE

This piece of work is dedicated to:

1. Allah SWT and prophet Muhammad Saw, who always give me chance in every step I take and makes me stand up again after fail and fall many times.
2. My beloved parents, Mr. Tujiman and Mrs. Yatemi who always support me in their endless love.
3. My lovely families who have given wonderful motivation to me.
4. My excellent counsellors (Mr. Drs. Kuryani, M.Pd and Mrs. Trisna Dinillah Harya, M.Pd) and all of my beloved lectures of the IAIN of Metro.
5. My beloved friends Jamilatun Nikmah, Khoirul Munawaroh, Desi Lestari, Siti Nurjanah, Umi Khoiriah, Sri Rahayu, Tya Tiyul, Silipong, Kang Adi who always give me idea and suggestion.
6. My beloved almamater of State Institute For Islamic Studies Of Metro.

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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 finally can accomplish this undergraduate thesis, sholawat is also sent to prophet Muhammad SAW who had delivered the truth to human being in general and moslem in particular.

In the second place, the researcher would like to thanks to my parents for financial and spiritual support. The researcher's thanks also to Mr. Drs. Kuryani, M.Pd and Mrs. Trisna Dinillah Harya, M.Pd for being patient and efficiency during accomplished of this undergraduate thesis.

Last but not least, the researcher's deepest gratitude also to my classmate (Class D), my best friends, and all of the people in IAIN of Metro who involved directly and indirectly in making this undergraduate thesis. The researcher hopes that this undergraduate thesis will become good source for others.

Metro, December 2019



Dwi Lestari

NPM: 1501070244

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CHAPTER I

INTRODUCTION

A. Background of the Study

English is a primary language used in international communication. As an international language, English is almost used by all countries as the first, second or foreign language. In order to be able to communicate using English effectively, the language learners should try to comprehend and to practice not only four language skills including listening, speaking, reading, and writing but also the language components. One of the components of speaking is pronunciation.

Pronunciation has many great important roles in someone speaking performance. The wrong pronounced words cause negative impact to the misunderstanding in understanding the meaning. It is because wrong pronunciation changes the real word meaning. Pronunciation is how to pronounce or make the correct sound when mentioning a word.¹ It is generally recognised that pronunciation is the first and most important thing native speakers notice during a conversation. Knowing grammar and vocabulary is important but useless if the speaker is unable to pronounce those structures or words correctly. Additionally, native speakers are more likely to understand someone, even in spite of grammatical errors, if this person uses correct pronunciation. When mispronounced, the simplest words will prevent the speaker from communicating effectively.

¹ Gerald Kelly, *How to Teach Pronunciation* (England: Longman, 2000), p.3.

Achieving pronunciation which is good enough for students to be always understood should be one of the main goals of foreign language learners.

Pronunciation is influenced by several factors because pronunciation is not a component of language that can stand alone. There are many factors that influence a person's pronunciation quality. These factors can be classified into linguistic factors and non-linguistic factors. Linguistic factors that affect the pronunciation include of the intensity of obtaining vocabulary and sound input, the ability to distinguish phonetic symbols and saying them, the ability to understand the meaning of words according to the accent of pronunciation. While non-linguistic factors that affect the pronunciation include motivation to speak, media influence, and environmental support.

However, pronunciation is not easy. There are many barriers that language learners get in pronunciation. The general problems in pronunciation are low intensity of vocabulary input containing sound examples with correct pronunciation, difficulty in pronouncing words that have similar pronunciation accents, students' inability to read and write phonetic symbols of the words, inability to distinguish meaning of words that have similar pronunciation.

In line with the linguistic problems, the influence of accent that is too dominant in mother tongue is also an obstacle to sharpen the quality of pronunciation. The other problems arise from the support of parents and peers in their environment. Another problem is the limited media that

gives examples of proper pronunciation from native speakers. It will be very harmful if the mismatched media is used as an example of correct pronunciation because it is not taken from the pronunciation of native speakers.

Based on the pronunciation problems above, the writer conducted a pre-survey to find out the student's problem in English pronunciation. Pre-survey was conducted on Tuesday, November 06th, 2018 at SMPN 5 Metro. The pre-survey results is shown in the following table:

Table. 1
The Eighth Graders' Pronunciation Mastery at SMPN 5 Metro

No.	Students' Name	Grade	Criteria
1.	AJ	41.5	Fair
2.	ABS	58.5	Good
3.	AP	48	Fair
4.	AN	50	Fair
5.	DAA	56.5	Good
6.	FU	41	Fair
7.	FM	45.5	Fair
8.	MWU	50	Fair
9.	TAJ	47	Fair
10.	WAS	43	Fair

Source: Documentation of the Eighth Graders' Pronunciation Mastery at SMPN 5 Metro based on Weir Pronunciation Rubric

The pronunciation mastery of the eighth graders at SMPN 5 Metro was categorized in to four categories of pronunciation assessment, as follows:

Table. 2
Students' pronunciation mastery
at the eight grade at SMPN 5 Metro

No.	Grade	Number	Persentage	Criteria
1.	76-100	0	0%	Excellent
2.	51-75	2	20%	Good
3.	26-50	8	80%	Fair
4.	0-25	0	0%	Poor

Source: Documentation of the Eighth Graders' Pronunciation Mastery at SMPN 5 Metro based on Weir Pronunciation Rubric

Based on the data of pre-survey above, it is known that most students have inadequate pronunciation mastery because 80% students have fair criteria on their pronunciation skills. The eighth graders students at SMPN 5 Metro have problems in pronunciation since they have low intensity of vocabulary input containing sound examples with correct pronunciation. The students of eighth graders at SMPN 5 Metro have difficulty in pronouncing the words that have similar pronunciation accents. Students of eighth graders at SMPN 5 Metro are unable to read and to write phonetic symbols of the words, to distinguish meaning of words that have similar pronunciation.

Based on the result of pre-survey, the eighth graders students at SMPN 5 Metro have difficulty in pronouncing stop consonant. A consonant is any sound that a letter makes that is not a vowel sound.² Consonant is one of a class of speech sounds that are enunciated by constricting or closing one or more points of the breath channel. Examples include, c, d, n, p, etc. Consonant sounds are sounds whose articulation involves the contact of the organs of speech. This means that when we produce consonant sounds, our speech organs (our lips, teeth, tongue, alveolar ridge, hard palate, soft palate) make contact with each other.

Stop consonant is the sound made by completely blocking the flow of air and then releasing it. A stop is a consonant sound produced by stopping the airflow in the vocal tract. In phonetics, a stop is a consonant in which the vocal tract is blocked so that all airflow ceases. There are four pairs of phonemes containing stop /p, b/, /t, d/, /k, g/ and /tʃ, dʒ/, and like the friction consonants one of each pair is strong and the other is weak.

Based on the illustration above, it is very important to analyze the students' mastery in pronouncing stop consonants in order to gain the accurate data of students' condition. In this research, the writer would like to conduct a qualitative research in order to analyze the students' mastery in pronouncing stop consonants at SMPN 5 Metro. Therefore, the writer has outlined an undergraduate thesis in the title of An Analysis of Consonant

² Philip Lieberman and Sheila E. Blumstein, *Cambridge Studies in Speech Science and Communication: Speech Physiology, Speech Perception, and Acoustic Phonetics* (New York: Cambridge University Press, 1988), p.224.

Mastery on The Students Pronunciation Among The Eighth Graders at SMPN 5 Metro in The Academic Year of 2019/ 2020.

B. Focus of the Study

Based on the illustration of background of the study above, it is clear that there are many phenomena in students' pronunciation. The students tends to be difficult in pronouncing both of vowel and consonant sounds. In this research, the writer focuses on the students' problem in pronouncing stop consonant.

C. Research Question

Based on the consideration of background of the study above, the writer formulates a research question, as follows:

1. What are the students' difficulties in pronouncing the English stop consonants among the eighth graders at SMPN 5 Metro in the academic year of 2019/ 2020?
2. Why do the students get difficulties in pronouncing stop consonant among the eighth graders at SMPN 5 Metro in the academic year of 2019/ 2020?
3. How to solve the students' difficulties in pronouncing the English stop consonants among the eighth graders at SMPN 5 Metro in the academic year of 2019/ 2020?

D. Objective and Benefits of the Study

1. Objective of the Study

This research has three objectives, as follows:

- a. To investigate the students' difficulties in pronouncing the English stop consonants among the eighth graders at SMPN 5 Metro in the academic year of 2019/ 2020
- b. To know the causes that become the barriers in pronouncing stop consonant among the eighth graders at SMPN 5 Metro in the academic year of 2019/ 2020
- c. To investigate the solution to solve the students' difficulties in pronouncing the English stop consonants among the eighth graders at SMPN 5 Metro in the academic year of 2019/ 2020

2. Benefits of the Study

Hopefully, this research will be beneficial for the writer, the students, the teachers and the headmaster. The benefit of this research are, as follows:

a. For the Students

As the actual phenomena that provides students' better understanding about the pronunciation of English stop consonant.

b. For the English Teachers

As the information for the English teachers in getting better understanding of how far the students in capturing special subjects in stop consonant letter after the writer conducted the research.

c. For the Headmaster

As the consideration for the headmaster to find out how quickly students learn specifically in pronunciation of stop consonants, and will be evaluated together after the writer has conducted his research.

E. Prior Research

This study will be conducted by considering some prior resources as the guidance to analyze stop consonant in pronunciation. The first prior resource was done by Andi Retna Jaya in the research title of *The Students' Mastery in Pronouncing English Plosive Consonant [p, t, k, b, d, g]: An Error Analysis of The Fifth Semester Students of English Department of UNNES in the Academic Year 2008/2009*.³ This study and the prior research have similarity and differentiation. The similarity of both the study is the research method. Both of the studies use qualitative research method. In addition, both of the studies analyze the same topic that is the stop-consonant mastery in pronunciation.

³ Andi Retna Jaya, "*The Students' Mastery in Pronouncing English Plosive Consonant [p, t, k, b, d, g] (An Error Analysis of The Fifth Semester Students of English Department of UNNES in the Academic Year 2008/2009)*", Universitas Negeri Semarang, Downloaded on 02 November 2018.

Meanwhile, the differentiation of both the study is the sample. Both of the studies use different sample that the prior resource took 32 students of the fifth semester of English department of UNNES as the samples of research, whereas this study took 10 students of the eight grade of SMPN 5 Metro as the samples of research. Furthermore, the prior resource given the 30 test items containing words with English Plosive Consonants [p], [t], [k], [b], [d], and [g] to be pronounced by students and recorded, while this study just given 20 test items containing words with English Plosive Consonants [p], [t], [k], [b], [d], and [g]. It can be concluded that the results of both studies also have differences.

The other prior research was done by John R. Westbury and Patricia A. Keating in the research title of “On the Naturalness of Stop Consonant Voicing”.⁴ This paper focuses on the languages with no stop consonant voicing contrast, stops tend to be voiceless in all positions. Overall, contrast languages maintain contrasts of articulatorily simpler stops with somewhat more costly stops. Some languages favour voiceless unaspirated stops medially, while some favour voiced stops. The model finds more correspondence with natural language in predicting the occurrence of voiceless unaspirated stops in utterance-final position, where neutralization of voicing contrasts is most common. Limited acoustic data suggest that in some cases at least the details of model-based predictions-

⁴ John R. Westbury and Patricia A. Keating, “*On The Naturalness Of Stop Consonant Voicing*”, University of California: Cambridge University Press, *Journal of Linguistics*, Vol. 22, No. 1/Maret 1986), Downloaded on 11 November 2018, p. 145-166.

that final stops should be somewhat, but not greatly, voiced, and therefore acoustically distinct from both completely voiced and completely voiceless stops-are borne out. The articulatory model described in this report provides a forum within which a notion like ease of articulation can be explicitly defined and tested.

Based on all prior research that has been done by several researchers previously related to analysis stop consonant in pronunciation. The writer in this research used the research as material for consideration by examining the comparison of steps in analyzing the stop consonant in students' pronunciation. Therefore the writer took the point of view as one of the researchers who benefited from some of the prior research.

Based on the description of prior research above, the writer plans to conducted qualitative research to analyze the pronunciation of stop consonants in different samples, namely in SMPN 5 Metro in order to analyze the difficulties of students in the pronunciation of the English stop consonant at SMPN 5 Metro. In addition, the writer also analyzed the factors that become barriers in pronouncing of stop consonants at SMPN 5 Metro. The writer also examined how to solve the difficulties of student difficulties in the English pronunciation of stop consonants at SMPN 5 Metro.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Pronunciation

1. Pronunciation

a. The Definition of Pronunciation

According to Brown, pronunciation, also referred to as ‘Psychomotor skills’ is one element constituting communicative competence, which is said to be the ideal goal of every language instruction.⁵ Pronunciation is the psychomotor skill about the way to pronounce letter or language which has three essential aspects; they are sound, intonation and rhythm.

Moreover, Christiane Dalton and Barbara state that pronunciation in general terms as the production of significant sound in two senses. The first sense talks about pronunciation as the production and reception of sound speech. Then the second talks about pronunciation with reference to acts of speaking.⁶ In the simple word, pronunciation is a part of speaking skill that relates with how to make correct sounds in order to achieve meaning in context of use.

⁵ Brown H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman, 2001), 2nd Edition, p.283-284.

⁶ Christiane Dalton and Barbara Seidlhofer, *Pronunciation* (New York: Oxford University Press, 1994), p.3.

Furthermore, Hancock explain that pronunciation is often though through the teacher providing a model for learners to listen to and repeat.⁷ Pronunciation is some kind of exercise where the teacher provide the students in how the way the language spoken, so that the students are able to pronounce the words or sentences accurately.

Based on the explanation above, the researcher concludes that pronunciation is a process and act to making sounds of speech and use to make meaning, including articulation, stress, and intonation.

b. The Purpose of Pronunciation

The aim of pronunciation teaching must be that the students can produce English speech which is intelligible in the areas where they will use it.⁸ The teacher will have to concentrate on the important phonemic contrasts and select allophonic variations only to ensure intelligibility, not to achieve a total set of native-speaker-like variations.

In teaching the different uses of /t/ and /d/ to students who have difficulties with either or both, the distinction of voicing is a useful starting point and examples should be taken of these sounds

⁷ Mark Hancock, *Pronunciation Games* (Cambridge: Cambridge University Press, 1995), p.1.

⁸ Geoffrey Broughton et al., *Teaching English A Foreign Language* (New York: University of London Institute of Education, 1980), 2nd Edition, p.58.

used between two vowels, as in *rated, raided, sighting, siding, a tin, a din*, etc. In initial position preceding a vowel, the distinction must emphasise presence or absence of aspiration, and in final position lengthening of the vowel preceding /d/. Other allophonic possibilities such as lateral plosion (as in *little, puddle* or nasal plosion (as in *kitten, goodness*) are not crucial for the students' intelligibility, though they must be able to understand words said in this way.

Based on the explanation above, the researcher concludes that the main goal of learning pronunciation is when the students can produce English speech which is intelligible and understandable in the areas where they will use it.

c. The Aspects of Pronunciation

According to Jeremy Harmer, there are three areas we need to know about in the pronunciation of English – apart from speed and volume – which are intimately connected with meaning.

1) Sounds: words are made up of individual sounds (or phonemes). For example 'beat' = /b + t/ (i: is the symbol for the sound 'ee'). 'coffee' = /'kɒfi:/ and 'case' = /si:s/.⁹

Sounds (phonemes) are represented here by phonetic symbols (/b/, /i:/ and /k/ for example). This is because there is no one-to-

⁹ Jeremy Harmer, *How to Teach English* (New York: Longman Press, 2001), p.50.

one correspondence between written letters and spoken sounds. Thus the 'c' of 'cat' is pronounced differently from the 'c' of 'case', but is the same as the 'c' of 'coffee'. 'Though', 'trough', and 'rough' all have the '-ou-' spelling but it is pronounced differently in each case. Different spelling can have the same sound too: 'plane' and 'gain' both have the same vowel sound, but they are spelt differently.

- 2) **Stress:** the second area of importance is stress – in other words, where emphasis is placed in words and sentences. Stress is a feature of words not only when the word contrasts phonemically with its minimal pair partner, but also in giving shape to a word as spoken.¹⁰

The *stressed syllable* (the syllable which carries the main stress) is that part of a word or phrase which has the greatest emphasis because the speaker increases the volume or changes the pitch of their voice when saying that syllable, e.g. 'important', 'medicine' etc. and in many longer words, there is both a *main* stress and a *secondary* stress, e.g. interpretation, where 'ter' has the secondary stress and 'ta' the main stress. In addition, different varieties of English can often stress words differently. For example, British English speakers usually say 'adversisement' whereas some American speakers say

¹⁰ Geoffrey Broughton et al., *Teaching English...*, p.53.

‘advertisement’. The placing of the stress can also affect the meaning of word. For example, ‘import’ is a noun, but ‘import’ is a verb.

3) Pitch and intonation: *pitch* describes the level at which you speak. Some people have high-pitched voices, others say things in low-pitched voice. When we pitch the words we say, we may use a variety of different levels: higher when we are excited or terrified, for example, but lower when we are sleepy or bored. Intonation is often described as the music of speech. It encompasses the moments at which we change the pitch of our voices in order to give certain messages. It is absolutely crucial for getting our meaning across. The word ‘Yes’, for example, can be said with a falling voice, a rising voice or a combination of the two. By changing the direction of the voice we can make ‘Yes’ mean ‘ I agree’ or ‘Perhaps it’s true’ or ‘You can’t be serious’ or ‘Wow, you are so right’ or any number of other things.

Table. 3
Pronunciation Rubric¹¹

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

(Source: Analytic Pronunciation Rubric based on Weir)

No	Assesment for Pronunciation	
	Criteria	Grade
1	Excellent	76-100
2	Good	51-75
3	Fair	26-50
4	Poor	≤ 25

B. The Concept of Consonant

1. The Definition of Consonant

Consonant sounds are made by restricting or blocking the air flow in some physical way, and this restriction, or the release of the restriction, is what gives the consonant its characteristic sound. By

¹¹ Cyril J. Weir, *Language testing and validation*(New York: Palgrave Macmillan, 2005), p.196.

contrast, vowels require the vocal tract to be open so that the air stream escapes unobstructed.¹²

According to Celce-Murcia, consonants are phonemes that are not vowels, in other words are realized by obstruction. So the airflow through the mouth is blocked at places of articulation.¹³

P. Christophersen, a noted phonetician defines consonants as “sounds in the production of which there is no obstruction of the air passage. This obstruction is caused sometimes by another of the speech organs, and it amounts sometimes to a complete closure and all other time only to a partial one”.¹⁴

Based on the explanation above, the writer concludes that consonant is any sound made by a letter makes that is not a vowel sound and is one of a class of speech sounds pronounced by narrowing or closing one or more points of the airway.

2. Types of Consonants based on Manner of Obstruction

On the basis of the manner of obstruction, English has the following types of consonants:¹⁵

a. Plosive or Stop Consonants:

¹² Adrian Underhill, *Sound Foundations: Learning and Teaching Pronunciation* (UK: Macmillan, 2005), p.29.

¹³ Celce-Murcia, *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages* (London: Cambridge University Press, 1996), p.44.

¹⁴ P. Christophersen, *An English Phonetics Course* (New York: Longman, 1956), p.32.

¹⁵ Daniel Jones, *The Pronunciation of English Phonetics and Phonetic Transcriptions* (New York: Cambridge University Press, 1909), p.7-9.

The characteristics of stop consonants are as follows:

- 1) The air passage is completely closed at some point by two articulators, while at the same time the nasal cavity is also closed by raising the soft palate.
- 2) The closure or stoppage, which takes place for an appreciable period of time, is suddenly released so that the air escapes with a slight puff or explosive sound; this type of sound is called a plosive or stop; e.g. /p, b, t, d, k, g,/.

b. Affricate Consonants:

- 1) The way of production is the same as for a plosive in that there is a complete closure somewhere along the speech tract, while the nasal passage is also closed off.
- 2) The difference is only in the release of the stoppage for affricates; the stoppage is gradually released so that the plosive sound is immediately followed by a homorganic frictional sound (homorganic sounds are sounds produced by the same organs or at the same point of articulation)
- 3) Examples for English affricates: /tʃ, dʒ,/.

c. Fricative Consonants:

- 1) For fricatives the outgoing air is partially obstructed. The two articulators are brought close to each other in

such a way that there is some narrow opening left for the air to pass out. The air being forced to go through that small opening causes an audible frictional sound to be heard, called a fricative: the nasal passage is also closed by raising the soft palate;

2) Examples for English fricatives /f, v, θ, ð, r, h, ʃ, ʒ/.

d. Nasal Consonants:

The air passage is completely closed such as for plosives at some point in the oral cavity so that no air can pass out of the mouth. But the soft palate is lowered, and consequently the air is free to go out through the nasal cavity. Examples for English nasal consonants /m, n, ŋ/.

e. Lateral Consonants: (side consonants)

- 1) There is complete obstruction at the centre of the mouth by putting the tip of the tongue against the teeth-ridge.
- 2) The air meeting with complete obstruction at the centre of the mouth-passes out through one side or both sides of the tongue (unilateral or bilateral consonants); the nasal cavity is closed by raising the soft palate.

Examples for English lateral consonants /l/.

f. Rolled Consonants

- 1) The tip of the tongue is made to vibrate against the teeth ridge, that is, there is a rapid series of closing and

opening of the air passage at the alveolar point of articulation; the nasal passage is closed by raising the soft palate.

- 2) This lingual rolled consonant is used in Scotch dialect, Javanese, and Indonesian; a uvular rolled consonant is used in Dutch and some German dialects.
- 3) The initial consonant of the word 'red' in British English is a fricative, but it is a retroflexed consonant in American English, i.e. the tip of the tongue is curled backwards. So the English /r/ is not a rolled consonant.

g. Semi-Vowel or Glide Consonants:

- 1) Speech sounds that are called semi-vowels are on the borderline between vowels and consonants. The way of producing semi-vowels is the same as that of producing vowels: they are both oral, central and resonant; but semi-vowels function as non-syllabic sounds or consonants, while vowels function as syllabic sounds. A syllabic sound is distinguished from a non-syllabic sound in that it is more sonorous and has, accordingly, a greater carrying power;
- 2) A semi-vowel is basically a gliding vowel sound made from a closer vowel position to another more sonorous

vowel; but its lack of stress and its weak force it more consonantal rather than vowel like: e.g. /y, w,/.

3. Concept of Stop Consonant

1. Definition of Stop Consonant

Stop is a term used in the phonetic classification of speech sounds on the basis of their manner of articulation. It refers to any sound which is produced by a complete closure in the vocal tract, and thus traditionally includes the class of plosives.¹⁶

Stop Consonant is a consonant produced by stopping the airflow at some point and suddenly releasing it.¹⁷

A stop is a consonant sound produced by stopping the airflow in the vocal tract. In phonetics, a stop is a consonant in which the vocal tract is blocked so that all airflow ceases. There are four pairs of phonemes containing stop /p, b/, /t, d/, /k, g/ and /tʃ, dʒ/, and like the friction consonants one of each pair is strong and the other weak.¹⁸

¹⁶ Jack C. Richard and Richard Schmidt, *Longman Dictionary of Language Teaching and Applied Linguistics* (London: Pearson Education Limited, 2002), 4th edition, p.469.

¹⁷ J. D. O'Connor, *Better English Pronunciation* (London: Cambridge University Press, 1998), 2nd edition, p.39.

¹⁸ Peter Ladefoged and Sandra Ferrari Disner, *Vowels and Consonants* (UK: Wiley-Blackwell, 2012), 3rd edition, p.48.

Stop Consonant occur when a complete closure is made somewhere in the vocal tract. Air pressure increases behind the closure, and is then released explosively.¹⁹

Moreover, Daniel Jones states that stop consonant is a consonant that is produced by stopping the airflow using the lips, teeth, or palate, followed by a sudden release of air.²⁰

Based on the explanation above, the researcher concludes that stop consonant is all sounds in which the air meets with a complete stoppage or complete obstruction somewhere in the mouth or speech tract.

2. The Way of Producing a Stop Consonant

The way of producing a stop consonant is mainly characterized by a complete obstruction somewhere along the speech tract. And after which the air is suddenly released so that an explosive sound is heard.

Thus there are three stages in producing a stop:²¹

- 1) The closure, that is, the act of drawing together the two articulators in order to perform the complete obstruction.

¹⁹ Philip Lieberman and Sheila E. Blumstein, *Cambridge Studies in Speech Science and Communication: Speech Physiology, Speech Perception, and Acoustic Phonetics* (New York: Cambridge University Press, 1988), p.224.

²⁰ *Ibid.*, p.15.

²¹ Kenneth N Stevens, *Acoustic Phonetics* (New York: Cambridge University Press, 1988), p.323-325.

- 2) The stoppage, that is, the period during which the outgoing air is checked so that it can not pass out of the mouth.
- 3) The release, that is, the act of separating the two articulators from each other so suddenly that air escapes with a plosive sound.

One of these three stages may be missing such as when a stop is followed or preceded. By any other consonant, in which case the stop is called an in-complete stop. Consider the stop /p/ in 'lamp' and in 'post' in the compound word 'lamp-post'. The first /p/ lacks the release, while the second /p/ lacks the closure; thus the two stops are called 'incomplete plosives'. Since each of these lacks one of the stages of producing a plosive consonant they are pronounced as a stop with an abnormally long stoppage.

English has 6 stop consonants, produced respectively at bilabial point of articulation /b, p/, at alveolar point of articulation /d, t/ and at velar point of articulation /g, k/. we can identify the consonants that have a shortening effect on the preceding vowel as 'voice-less' sounds such as /p/, /t/, /k/ and /s/ and those that trigger lengthening as 'voiced' for instance /b/, /d/, /g/ and /z/. Try hissing a lengthened /sss/ and compare it with a lengthened buzzing /zzz/ : the difference between the two is the 'voicing' of the /z/, a vibration produced in the larynx which is perceived as a 'buzz'.

3. The Common Error in Pronouncing Stop Consonant

Common errors in pronouncing stop consonant, as follows:²²

- 1) Inter-lingual transfer is the negative influence of first language. Before the second language system is familiar for the learner. The first language is the only previous linguistic system which can be referred by the learner.
- 2) Intra-lingual transfer is the negative transfer within the target language itself. In other words, it's the incorrect generalization of rules within the target language.
- 3) Context of Learning is Context refers, for example, to the classroom with its teacher and its materials in the case of school learning or the social situation in the case of untutored second language learning. In a classroom context the teacher or the textbook can lead the learner to make faulty hypotheses about the language. In other words, the learners have wrong hypotheses of the teacher's explanation or the textbook which lead them to make problems.
- 4) Communication strategy is related to the learning style. Learners obviously use production strategies in order to enhance getting their messages across. However, at times these techniques can themselves become a source of problem.

4. The Factors that Cause Problems in Stop Consonants

²²Deliana Simarmata, Hilman Pardede, *Error Analysis Of Students' Pronunciation in Pronouncing English Vowels And Consonants* (Lampung: Journal Smart 4, No.1, 2018), p.3.

There are factor that cause problems in stop consonants, as follows:²³

- 1) Generalization includes errors in which the learner creates the same structure based on his experience in the structure of the target language, for example: / sta: tId / becomes / mæʃɪd / which should / mæʃt /.
- 2) Inaccuracies in rules. This relates to the failure to understand and apply the phonological structure that is in accordance with the environmental context of the phoneme. Example: /pIkt/ should /p^hKkt/ because /p/ according to the rules of phonetic variation in the initial position.
- 3) Application of incomplete rules. This error is due to the inability to present the level of development of a rule in producing speech, for example in the intonation that falls in paused sentences.
- 4) The hypothesis of the concept is wrong. This is an intralingual error related to learning based on a wrong rule. This occurs because misunderstandings in the differences in the target language may be due to teaching errors. For example high vocal on a KVK rule. Example: /si: t/ seat = seat, please sit and say: /p^hli: z si: t dawn/.

²³I Ketut Wardana, “Kesalahan Artikulasi Phonemes Bahasa Inggris mahasiswa Prodi Bahasa Inggris UNMAS Denpasar” (Bali: Jurnal Bakti Saraswati 3, No.2, 2014), p.79.

5. Solutions to Solve Student Problems Pronouncing Stop Consonants

The following is a solution to a stop consonant problem:²⁴

- 1) First, students search words consisting of various types of stop consonants.
- 2) Next, students write phonetic transcription of the words they are looking for until they are correct.
- 3) Students start take notes and say the words they are looking for well and correctly.
- 4) Students analyze errors both in writing and oral form.
- 5) Analysis of errors categorized into all types of stop consonants.
- 6) If students find out the error, they ask the teacher how to say correctly the words until they can recite it.

²⁴Novalina Sembiring, Fiber Yun Almada Ginting, *An Analysis of Pronunciation Errors Made by the Fourth Semester Students of English Education Study Program at UNIKA* (Semarang: Journal Suluh Pendidikan 3, No.40-53, 2016), p.50.

CHAPTER III

RESEARCH METHOD

A. Types and Characteristics of Research

The writer decided to use qualitative research to analyze the stop consonant mastery in students' pronunciation at the eighth graders of SMPN 5 Metro in the academic year of 2019/ 2020, and to know the causes that become the barriers in pronouncing stop consonant at the eighth graders of SMPN 5 Metro in the academic year of 2019/ 2020.

In addition, Gary Anderson and Nancy Arsenault explain that qualitative research is a form inquiry that explores phenomena in their natural settings and uses multi-methods to interpret, to understand, to explain and to bring meaning to them.²⁵ It can be further explained that qualitative research is used by the researcher to make an interpretation of the data.

According to Creswell, qualitative research is for exploring and understanding the meaning individual or group considered to social or human problem.²⁶ It can be said that qualitative research means investigating and understanding the problem of human or social by individual or groups.

²⁵ Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research* (US: Falmer Press, 2005), p.137.

²⁶John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (New Delhi: Sage Publications, 2003), 3rd Edition, p.4.

Qualitative research is a kind of research that aims to describe, to learn, and to explain the phenomenon. The understanding of phenomenon can be reached by describing and by exploring through narration. In qualitative research, a discussion about participants and site might include four aspects identified by Miles and Huberman, as follows:²⁷

1. Setting (where the research will take place)
2. The actors (who will be observed or interviewed)
3. The events (what the actors will be observed or interviewed doing)
4. The process (evolving nature of events undertaken by the actors within the setting).

Based on the quotation above, it can be inferred that the writer has to have four important aspects in conducting qualitative research. Hence, in qualitative research, the samples are likely to be chosen in a deliberate manner known as purposive sampling. The goal or purpose for selecting the specific study units is to have those that will yield the most relevant and plentiful data, given the topic of study.²⁸ In this cresearch, the writer chose the eighth graders of SMPN 5 Metro as the participants because they have errors of consonant mastery in English pronunciation.

²⁷ *Ibid.*, p.185.

²⁸ Robert K. Yin, *Qualitative Research from Start to Finish* (New York: The Guilford Press, 2011), p.88.

B. Data Resources

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

1. Primary sources

Primary sources are original materials on which research is based. They are testimony or direct evidence concerning a topic under consideration. They present information in its original form, neither interpreted nor condensed nor evaluated by other writers. The primary sources of this research is recorded the sound of students' stop consonant pronunciation mastery of the eighth graders students of SMPN 5 Metro. The total numbers of the students are 28 students.

2. Secondary sources

Secondary source offers interpretation or analysis based on primary sources. They may explain primary sources and often uses them to support a specific thesis or argument or to persuade the readers to accept a certain point of view. The secondary sources in this research is from documentation, the books, journals, e-books and articles that are related to the research.

C. Data Collecting Technique

In this research the writer use four techniques to collect the data, there are observation, documentation, field note, and interview.

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site.²⁹ As a form of data collection, observation has both advantages and disadvantages. Advantages include the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas (e.g., preschool children). Some of the disadvantages of observations are that you will be limited to those sites and situations where you can gain access, and in those sites, you may have difficulty developing rapport with individuals. This can occur if the individuals are unaccustomed to formal research (e.g., a non university setting). In this research, the writer observed the recorded data of students' stop consonant pronunciation at the eighth graders of SMPN 5 Metro. In order to analyse the students difficulties in pronouncing stop consonant, and the factors that cause the problem.

2. Documentation

Qualitative researcher may use written documents or other artifacts to gain an understanding of the phenomenon under study.³⁰ In this research, the writer used documents technique to collect the data. Documents can be a valuable source of information in qualitative research. Creswell cited that documents represent public and private

²⁹John W. Creswell, *Educational Research Planning Conducting and Evaluating Quantitative and Qualitative Research* (England: University of Nebraska, 2002), p.53.

³⁰*Ibid.*, p.432

documents. Public documents provide in the form of minutes from meeting, official memos, and newspaper. Example of private documents is personal journal and diaries, letters, and personal notes.³¹ Accordingly, the secondary data needed are documented as data resource in the form of documentation. Furthermore, the writer got the data form the result of students' pronunciation test.

3. Field Note

Field notes can be crucial to any qualitative research, regardless of data collection tool or methods used. In field notes, qualitative researchers record in-depth descriptive details of people (including themselves), places, things, and events, as well as reflections on data, patterns, and the process of research.³² In this research the writer used the field note to record the phenomena that occur in class eighth graders in SMPN 5 Metro associated with pronunciation of stop consonant.

4. Interview

Interview occurs when the writer ask one or more participants general, open-ended questions and record their answers.³³ It means that by interviewing the participants can best voice their experiences unconstrained by any perspectives of the researcher or past research findings. Interview provides useful information when the writer

³¹John W. Creswell, *Research Design* (California: Sage Publications , 2000), p.180.

³²Lisa M. Given, *The Sage Encyclopedia of Qualitative Research Methods* (London: Sage, 2008), p.341.

³³John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (New Delhi: Pearson Education, 2012), 4th Edition, p.217.

cannot directly observe participants, and the writer permits participants to describe detailed personal information. Therefore, in this research the writer used interview to collect the data from the students.

D. Data Analysis Technique

The important part in research study is analyzing data, because the result becomes a conclusion from all of the research. Analysis of data means studying the tabulated material in order to determine character facts or meanings. It involves breaking down existing complex factors into simple parts and putting the parts together in new arrangements for the purpose of interpretation. Qualitative data generally take the form of words (descriptions, observations, impressions, recordings, and the like). The researcher must organize and categorize or code the large mass of data so that they can be described and interpreted. In qualitative research, data analysis includes of two aspects, the aspects consists of text analysis and involve developing a description and themes.

The researcher would apply Miles and Huberman model to analyze the data.³⁴ The componets of this analysis model are pictured by this figure.

³⁴ Michael Huberman M. and Miles, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds.): Thousand Oaks, CA: Sage, 1994), p. 429

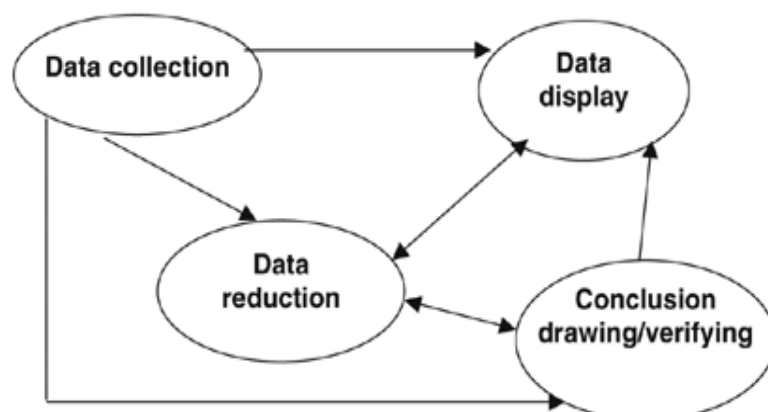


Figure 1. Analysis Components of Miles and Huberman Model

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

- 1) Data collection is the step when the researcher gather all data which are used to complete the research.
- 2) The researcher reduces the data he had gotten by summarizing and choosing specific things.
- 3) To display the data, the researcher usually uses graphics, figures, or charts. The display should be able to describe the content entire the data.
- 4) Lastly, the researcher verifies his research by making conclusion of data findings.

Therefore, it is concluded that the analysis of data has some functions in analyze research data that include in; to make the meaningful raw data, to test null hypothesis, to get the significant results, to describe inferences or to make generalization, and to calculate parameters.

E. Research Approach

In this research the writer used six steps in the process of research, as follows:³⁵

1. Identifying a Research Problem

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

2. Reviewing the Literature

The skills required for reviewing the literature develop over time and with practice. The writer learn how to locate journal articles and books in an academic library, access computerized databases, choose and evaluate the quality of research on topic, and summarize it in a review. Library resources can be overwhelming, so having a strategy for searching the literature and writing the review is important.

3. Specifying a Purpose for Research

If the research problem covers a broad topic of concern, the writer needs to focus it so that writer can study it. A focused restatement of the problem is the purpose statement. This statement conveys the overall objective or intent of the research. As such, it is the most important statement in writer's research study.

³⁵ *Ibid.*, p.7.

4. Collecting Data

Evidence helps provide answers to the research questions and hypotheses. To get these answers, the writer engages in the step of collecting or gathering data. Collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviors.

5. Analyzing and Interpreting the Data

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

6. Reporting and Evaluating Research

After conducting the research, the writer developed a written report and distribute it to select audiences (such as fellow teachers, administrators, parents, students) that can use the information.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Description of Research Setting

1. Description of SMP Negeri 5 Metro

a. The Brief History of SMP Negeri 5 Metro

This research was conducted at SMP Negeri 5 Metro, which was located at the Jl. Budi Utomo, village of Rejomulyo, districts of South Metro, Metro City. SMP Negeri 5 Metro was established on June 07th, 1986 which at that time was still involved with Central Lampung Regency before the regional division was formed. SMP Negeri 5 Metro has wide about 16.000 m² which at that time the land was the result of contributions from the community especially Rejomulyo South Metro. At the beginning of the admission of new students, SMP Negeri 5 Metro accepted 120 students, because at that time there were only 3 classes built, and until now SMP Negeri 5 Metro had built 20 classes and had 614 students. At that time, SMP Negeri 5 Metro was led by Mrs. Samsimar from 1986 to 1999 as the first headmaster, the following year 1999 to 2000 was led by Mr. Hermansyah as the second headmaster, the following year 2000 until 2004 led by Mrs. Sri Rahayu, S.Pd as the third headmaster, 2004 to 2006 was led by Mr. Drs. Suwilan as the fourth headmaster, 2006 to 2009 was led by Mr. Suwarno as the fifth headmaster, the following year 2009 to

2012 was led by Mr. Poniran, S.Pd as the sixth headmaster, and the following year 2012 was led by Suyono, S.Pd as the seventh headmaster and until now.

b. Profile of SMP Negeri 5 Metro

School : SMP Negeri 5 Metro
No. School Statistic/ NPSN : 201126105005/ 10807605
Address : Jl. Budi Utomo, Rejomulyo/ South
Metro, Metro City, Lampung
Geographical position
Latitude : -5,1601
Longitude : 105,3056
SK of school establishment : 0557/O/1984
Status : Government property
School Accreditation : A

c. Vision and Mission of SMP Negeri 5 Metro

1) Vision of SMP Negeri 5 Metro

“Realizing academic and sporting achievements based on IPTEK and IMTAQ environmentally friendly”

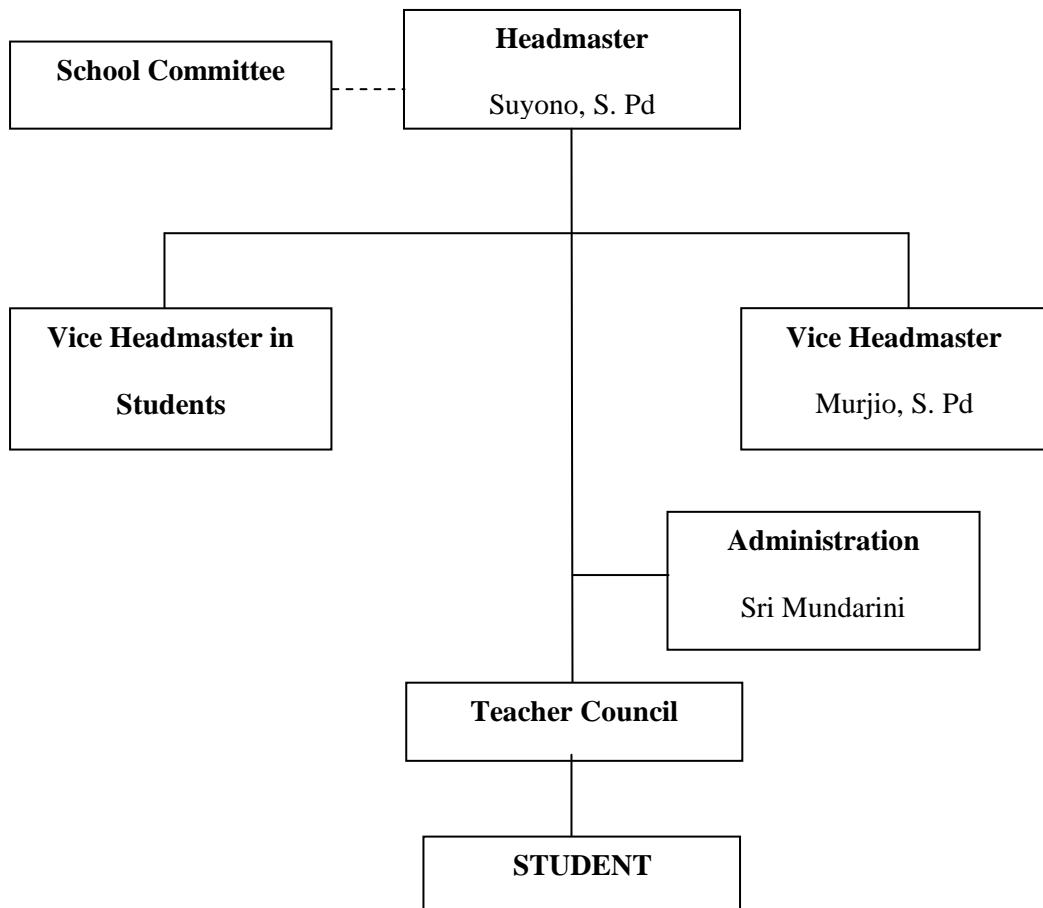
2) Mission of SMP Negeri 5 Metro

- a) Realize excellence in academic achievement
- b) Realize excellence in sporting achievements

- c) Realize excellence in curriculum development
- d) Realize excellence in the learning process
- e) Realize excellence in human resources
- f) Realize excellence in educational infrastructure
- g) Realize excellence in management of IT-based on school management
- h) Realize excellence in education finance and financing
- i) Realize excellence in educational assessment
- j) Realize excellence in personality based on national cultural values and religion
- k) Realize excellence in management, structuring and a culture of caring for a clean, healthy and beautiful environment (comfortable, cool, shady, beautiful)
- l) Excels in a culture of clean, healthy living in a beautiful environment (comfortable, cool, shady and beautiful)

d. Organization Structure of SMP Negeri 5 Metro**Figure. 2**

The Organization Structure of SMP Negeri 5 Metro



Source: Documentation of SMP Negeri 5 Metro in academic year 2019/2020

e. Condition of Teachers and Official Employees at SMP Negeri 5

Metro

The total of teachers and official employees in SMP Negeri 5 Metro in academic year 2019/ 2020 that can be identified as followed:

Table. 4

Condition of Teacher and Official Employees in SMPN 5 Metro

No	Name	Position	Subject
1	Suyono, S. Pd	Headmaster	Social Sciences
2	Dra. Siti Rahmawati	Teacher	BK
3	Jumat, S. Pd	Teacher	English
4	Dra. Hj. Siti Maisyaroh	Teacher	Religion
5	Syahril	Teacher	Natural Sciences
6	Suripto, S. Pd	Teacher	Physical Education
7	Drs. H. Pardi	Teacher	Natural Sciences
8	Dra. Hj. Siti Ngaisah	Teacher	Social Sciences
9	Margini	Teacher	Handicraft
10	Sutinem	Teacher	Local Content
11	Hj. Sugiarti, S. Pd	Teacher	Matematics
12	Sri Herlina HS, S. Pd	Teacher	Lampung Language
13	Hj. Asmonah, S. Pd	Teacher	Matematics
14	Ari Estiansih, S. Pd	Teacher	Natural Sciences
15	Muryati, S. Pd	Teacher	Matematics
16	Suparmi, S. Pd	Teacher	Civic Education
17	L. Supartini, S. Pd	Teacher	Music Art
18	Daryatun, S. Pd. I	Teacher	Indonesian
19	Sarinah, S. Pd	Teacher	Indonesian

20	Agus Sunyoto, S. Pd	Teacher	Matematis
21	Murjio, S. Pd	Teacher	Social Sciences
22	Drs. H. Prayitna Purnama	Teacher	Religion
23	Dra. Tri Maretyawati	Teacher	Social Sciences
24	Hj. Asih Kusminah, S. Pd	Teacher	English
25	Dra. Tri Heni. W	Teacher	BK
26	Yulidasari, S. Pd	Teacher	Lampung Language
27	Hj. Wasti, S. Pd	Teacher	Social Sciences
28	Tri Wihar Susilowati	Teacher	English
29	H. Nanang Priyatna	Teacher	Physical Education
30	Sri Supadmi, S. Pd	Teacher	Indonesian
31	Ridwan Yusuf	Teacher	Computer
32	Sri Hawati, S. Pd	Teacher	Physical Education
33	Supana, S. Pd	Teacher	Indonesian
34	Dra. Hj. Suratmi	Teacher	Indonesian
35	Eni Retno S, ST	Teacher	Natural Sciences
36	Susanti, S. Pd	Teacher	Social Sciences
37	Untung Basuki, S. Pd	Teacher	Social Sciences
38	Maria Woro, S. Pd	Teacher	Natural Sciences
39	Amelia Sari, S. Pd	Teacher	Social Sciences
40	Cindya Vitarani, S. Pd	Teacher	BK
41	Robertus Dwi V. S. Kom	Teacher	Computer
42	Budi Raharjo, S. Pd	Teacher	Art and Culture
43	Mayang Puspitasari, S. Si	Teacher	Laboratory Settings
44	Budiarti, S. Pd	Teacher	-
45	Suyatti, S. Pd	Teacher	Indonesian
46	Zaenal Arodin, S. Pd	Teacher	-
47	Drs. Sutrisno	Teacher	Matematis
48	Desi Oktaviani, S. Pd	Teacher	-
49	Reni Tristiawati, S. Pd	Teacher	Civic Education
50	Retnowati, S. Pd	Teacher	Civic Education
51	Refi Dwiyana, S. Pd	Teacher	-
52	Amin Efendi, S. Pd. I	Teacher	Religion

53	Dian Nur Pertiwi, S. Pd	Teacher	Social Sciences
54	Neni Mayasari, S. Pd	Teacher	-
55	Eliyanti, S. Pd	Teacher	Civic Education
56	Emawati, S. T	Teacher	-
57	Titik Purwantari, S. Pd	Teacher	Art and Culture
58	Nastiti Amrih Lestari, S. Pd	Teacher	Computer
59	Siti Solikah, S. Ag	Teacher	Religion
60	Heni Puspitasari, S. Pd	Teacher	-
61	Teti Dinianti, S. Pd	Teacher	BK
62	Tika Listiana, S. Pd	Teacher	Civic Education
63	Ardimas, S. Pd	Teacher	English
64	Rani Suwastika, S. Pd	Teacher	English
65	Dewi Sartika, S. Pd	Teacher	English

f. Facilities in SMP Negeri 5 Metro

The facilities of SMP Negeri 5 Metro have rooms division and building, there were:

Table. 5

The facilities in SMP Negeri 5 Metro

No	Infrastructure name	Length	Wide	Information
1	BK/BP	8	6	
2	Stockroom	4	4	
3	Teacher	22	10	
4	Headmaster	10	8	
5	Skills	10	10	
6	Cooperative	8	6	
7	Lab. Language	8	8	Use as an information inclusion service
8	Lab. Biological sciences	6	6	
9	Lab. Physics	8	8	
10	Lab. Social	8	6	

11	Lab. Computer	8	8	
12	Lab. Multimedia	12	8	
13	Prayer room	20	12	
14	Library	15	10	150 Meters
15	Classroom 7.1	12	10	
16	Classroom 7.2	10	9	
17	Classroom 7.3	10	9	
18	Classroom 7.4	12	10	
19	Classroom 7.5	12	10	
20	Classroom 7.6	12	10	
21	Classroom 7.7	10	8	
22	Classroom 7.8	10	8	
23	Classroom 8.1	12	10	
24	Classroom 8.2	12	10	
25	Classroom 8.3	12	10	
26	Classroom 8.4	12	10	
27	Classroom 8.5	12	10	
28	Classroom 8.6	12	10	
29	Classroom 8.7	10	8	
30	Classroom 8.8	10	8	
31	Classroom 9.1	10	8	
32	Classroom 9.2	12	10	
33	Classroom 9.3	12	10	
34	Classroom 9.4	12	10	
35	Classroom 9.5	12	10	
36	Classroom 9.6	12	10	
37	Classroom 9.7	12	10	
38	Classroom 9.8	10	8	
39	Sports column	6	6	
40	Teacher's PSB room	8	8	
41	Student's PSB room	8	6	
42	Toilet	4	4	
43	Toilet	4	4	
44	Administration	15	10	
45	UKS	8	8	
46	Male teacher's toilet	4	4	
47	Female teacher's toilet	6	6	
48	Female teacher's toilet	4	4	

49	Male student's toilet	4	4	
50	Female student's toilet	4	4	

g. Condition of Students in SMP Negeri 5 Metro

SMP Negeri 5 Metro in academic year 2019/ 2020 consist of 608 person. There were VII class consist of 175 students, VIII class consist of 199 students, and IX class consist of 234 tudents.

Table. 6

Condition of the students in SMPN 5 Metro in academic year of 2019/ 2020

No.	Class	Students
1.	VII	175
2.	VIII	199
3.	IX	234
Total		608

h. School Activities

Extracurricular and curricular activities in the SMP Negeri 5 Metro are as follows:

- 1) Flag Raisers
- 2) Scout
- 3) Islamic Spiritual
- 4) Taekwondo
- 5) Futsal
- 6) Badminton
- 7) Volleyball

B. General Description

This research specially analyzed the stop consonant mastery on the student's pronunciation among the eighth graders at SMP Negeri 5 Metro in the academic year of 2019/ 2020. This research was conducted on November 14th, 2019. In this part, the writer reported the research of the data. The writer use four steps to get the data they were observation, documentation, fieldnote, and interview. The first steps was the writer observed the recorded data of students' stop consonant pronunciation. The second data got by doing documentation. The third data got by record the phenomena that occur in the class. The last steps was the writer interview from the students and teacher. The data were taken purposive sampling from 28 students of SMP Negeri 5 Metro especially in class VIII A. Then the writer classified the kinds of stop consonant mastery on the student's pronunciation by the eighth graders students.

C. The Description of Data Analysis

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

1. Data Collection

This is first step before the data are directly analyzed. The writer collected many data which are greatly needed for this research. The writer got the data by interview the teacher and students. The writer

visiting the class and got some record. The writer observed 28 students on the eighth grader of SMP Negeri 5 Metro.

2. Data Reduction

Data reduction means the writer selected the most important part of main points of all data that gotten by summarizing and choosing specific things. There are four components of English speaking skill, they are: pronunciation, vocabulary, grammar, fluency and comprehension. The writer focus on pronunciation. There are six elements of pronunciation, they are: stress, intonation, features of connected speech, voice quality, vowel and consonant. In this research the writer just focus on consonant especially on stop consonant.

3. Data Display

From the data reduction, the writer show the stop consonant error in pronunciation among the eighth graders students. Based on the data from the observation, there are some results, shorted by the stop consonant error in pronunciation at the eighth graders of SMP Negeri 5 Metro.

Table 2
Types of Stop Consonant Test

No	Stop Consonant	Word
1	[p]	Paper
2	[b]	Club
3	[t]	Foot
4	[d]	Food
5	[k]	Back
6	[g]	Big
7	[dʒ]	Join
8	[tʃ]	Cheap

Table 3
The Students' Test

No	Students' Name	Stop Consonant							
		[p]	[b]	[t]	[d]	[k]	[g]	[dʒ]	[tʃ]
1	AH		X		X			X	
2	AS		X		X			X	X
3	BC			X	X				X
4	BD			X	X				
5	DZ				X			X	X
6	DI			X	X			X	
7	DR			X					X
8	ER			X	X		X		X
9	FR							X	X
10	GY		X	X			X	X	X
11	GS		X	X	X	X		X	X
12	HW			X	X				
13	HN					X	X	X	
14	LH				X			X	X
15	MB			X	X			X	X
16	NP				X				X
17	NA			X	X			X	
18	NS				X	X		X	X
19	NF			X					X
20	NT				X				
21	RY	X		X	X				X
22	RL			X	X			X	X
23	RR	X					X	X	
24	RI				X	X		X	
25	SM			X	X	X		X	X
26	SR		X	X	X				X
27	ST				X	X			X
28	WA	X			X	X			
ERROR		3	5	15	22	7	4	16	18
PERCENTAGE		10.7%	17.8%	53.5%	78.5%	25%	14.3%	57.1%	64.3%

CHART

Percentage

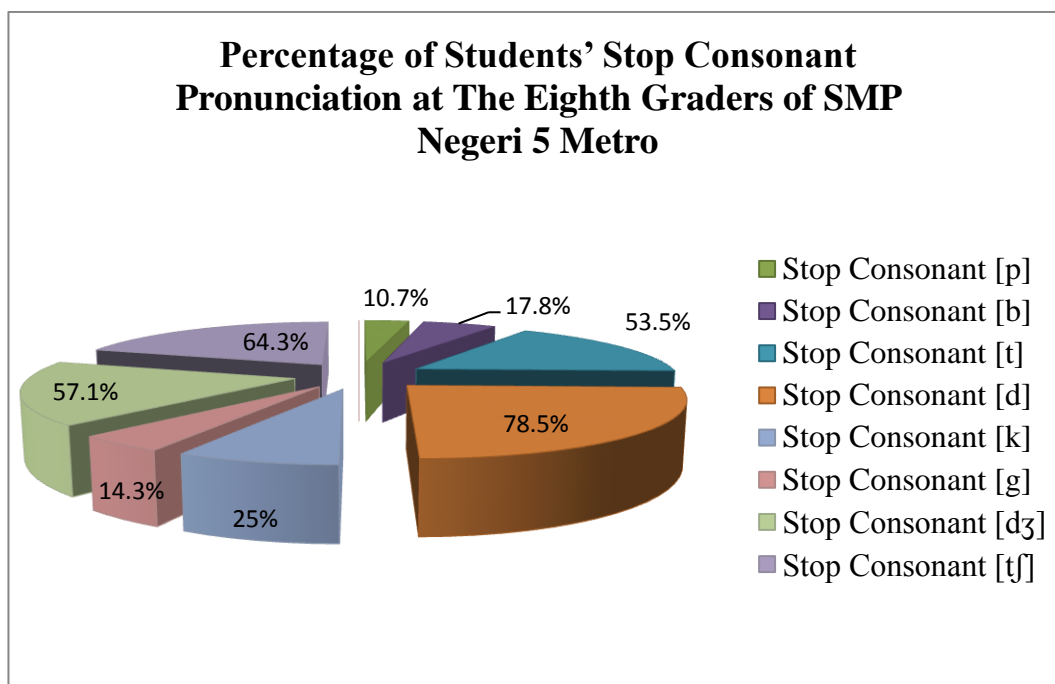


Figure 2. Chart of Percentages Students' Stop Consonant Pronunciation

Based on the data above, it can be seen that there were some common error of stop consonant in students' pronunciation. The result that there were 4 dominant errors out of 8 English stop consonant errors during the test was going on, they are stop consonant [t] 53.5%, stop consonant [d] 78.5%, stop consonant [dʒ] 57.1% and stop consonant [tʃ] 64.3%. The students must be active in learning English to improve their speaking pronunciation.

D. Interpretation of the Data

We have known from the students' test that the mean of the errors made by the 28 students in pronouncing the whole English stop consonants [p], [t], [k], [b], [d], [g], [dʒ], and [tʃ] was 40.1%. The frequency of the English stop consonant [p] pronounced by the whole students was 25; while the number of errors occurred was 3. It means that they made 10.7% of errors. In English stop consonant [t] there were 13 occurrences pronounced by the whole students; and 15 times of errors occurrences, the percentage of the errors was 53.5%. Then, in the English stop consonant [k] there were 21 occurrences pronounced by the whole students; and 7 times of errors occurrences, the percentage was 25%. In English stop consonant [b] there were 23 occurrences pronounced by the whole students with 5 times of errors occurrences, the percentage of the errors was 17.8%. In English stop consonant [d] there were 6 occurrences pronounced by the whole students; and 22 times of errors occurrences, the percentage of the errors was 78.5%. In English stop consonant [g] there were 24 occurrences pronounced by the whole students; and 4 times of errors occurrences, the percentage of the errors was 14.3%. In English stop consonant [dʒ] there were 12 occurrences pronounced by the whole students; and 16 times of errors occurrences, the percentage of the errors was 57.1%. And the last is the English stop consonant [tʃ]; there were 10 occurrences pronounced by the whole students, and 18 times of errors occurrences, the percentage of the errors was 64.3%. To know whether

each of these numbers is excellent, good, fair, or poor the following category is used:

No	Assesment for Pronunciation	
	Criteria	Grade
1	Excellent	76-100
2	Good	51-75
3	Enough	26-50
4	Bad	≤ 25

The result shows that the eighth grader students of SMP Negeri 5 Metro are enough in pronouncing stop consonant [p], [b] [k] and [g]. But they are fair in pronouncing stop consonant [t], [d], [dʒ], and [tʃ]. The students are good in pronouncing English stop consonant [p], [b] [k] and [g] because some of them such as [p], [t], and [k] are aspirated in Javanese. Therefore, they did not find much difficulty in pronouncing these sounds. The students are considered fair in pronouncing English stop consonants [t], [d], [dʒ], and [tʃ]. They do not find the sounds [t], [d], [dʒ], and [tʃ] pronounced with aspiration in Indonesia language or in their mother tongue. [d] is unaspirated in English but aspirated in Javanese. They do not get specific subject about English pronunciation, so that they read the English words as they are spelled.

E. Discussion

In teaching speaking in junior high school especially students at the eighth graders of SMP Negeri 5 Metro, based on pra-survey there were some problems like the students still have several errors. The students were still confused pronounce stop consonant in speaking pronunciation. Whereas, the students must know how to pronounce correct of stop consonant in the word because it was one of important thing to support their ability in speaking skill. It is revealed that there were some errors which were found in the students' pronunciation. Those errors were divided into eight kinds, namely: stop consonant [p], stop consonant [b], stop consonant [t], stop consonant [d], stop consonant [k], stop consonant [g], stop consonant [dʒ], and stop consonant [tʃ].

Furthermore, it was showed that there were 8 items such as stop consonant [p] 3 students errors pronounce (10.7%), stop consonant [b] 5 students errors pronounce (17.8%), stop consonant [t] 15 students errors pronounce (53.5%), stop consonant [d] 22 students errors pronounce (78.5%), stop consonant 7 students errors pronounce (25%), stop consonant 4 students errors pronounce (14.3%), stop consonant [dʒ] 16 students errors pronounce (57.1%), and stop consonant [tʃ] 18 students errors pronounce (64.3%).

The students have a low desire to learn English, especially in speaking pronunciation, on the other hand they have difficulties in mastering sound, stress, pitch and intonation. The finding showed that the

error frequently appeared about pronunciation was the area of error in stop consonant [t], [d], [dʒ], and [tʃ]. Based on the result of the data analysis, it proves that the students' pronunciation needs to be improved, not only in the students' ability in pronunciation, but also in their understanding the types of pronunciation that corresponds to the correct phonetic transcription.

CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the data analysis, the writer would like to take the conclusion as follows:

1. The students' get low score in their English speaking because of their pronunciation is error. It looked in the observation. The result that there were 4 dominant errors out of 8 English stop consonant errors, they are stop consonant [t] 53.5%, stop consonant [d] 78.5%, stop consonant [dʒ] 57.1% and stop consonant [tʃ] 64.3%.
2. From data above could be concluded that students have a low desire in learning English, especially in speaking pronunciation. They feel that English is difficult to learn and understand, there is no media to used as an appropriate examples for learning to speak English correctly.
3. The students should learn more about speaking especially in pronunciation, they must learn how to pronounce the correct word in English and the teacher must used suitable strategy, method, and media to make the students easy in learning process.

B. Suggestions

Based on the result of the research above, the writer would like to suggestion as follow:

1. For the Headmaster

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

2. For the English Teacher

- a. The English teacher should motivate in order to the students to be more active in English learning process by helping them.
- b. The English teacher should add media in order to make easy the students in understanding the correct pronunciation in speaking.
- c. The English teacher gives suggestion in order to the students to increase their ability in speaking pronunciation.

3. For the Students

- a. The students should enlarge knowledge about pronunciation more in order to have good speaking.
- b. The students are suggested in order to increase their mastery in speaking pronunciation.

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Observation Sheet of Students

School : SMP Negeri 5 Metro

Class/ Semester : VIII/ A

Subject : English

No	Student's Name	Stop Consonant Pronunciation			
		Paper /ˈpeɪpə(r)/	Club /klʌb/	Foot /fʊt/	Food /fu:d/
1	AH		X		X
2	AS		X		X
3	BC			X	X
4	BD			X	X
5	DZ				X
6	DI			X	X
7	DR			X	
8	ER			X	X
9	FR				
10	GY		X	X	
11	GS		X	X	X
12	HW			X	X
13	HN				
14	LH				X
15	MB			X	X
16	NP				X
17	NA			X	X
18	NS				X
19	NF			X	
20	NT				X
21	RY	X		X	X
22	RL			X	X
23	RR	X			

24	RI				X
25	SM			X	X
26	SR		X	X	X
27	ST				X
28	WA	X			X
ERROR		3	5	12	22
TRUE		25	23	16	6

Observation Sheet of Students

School : SMP Negeri 5 Metro

Class/ Semester : VIII/ A

Subject : English

No	Student's Name	Stop Consonant Pronunciation			
		Back /bæk/	Big /bɪg/	Join /dʒɔɪn/	Cheap /tʃi:p/
1	AH			X	
2	AS			X	X
3	BC				X
4	BD				
5	DZ			X	X
6	DI			X	
7	DR				X
8	ER		X		X
9	FR			X	X
10	GY		X	X	X
11	GS	X		X	X
12	HW				
13	HN	X	X	X	
14	LH			X	X
15	MB			X	X
16	NP				X
17	NA			X	
18	NS	X		X	X
19	NF				X
20	NT				
21	RY				X

22	RL			X	X
23	RR		X	X	
24	RI	X		X	
25	SM	X		X	X
26	SR				X
27	ST	X			X
28	WA	x			
ERROR		7	4	15	19
TRUE		21	24	13	9

Interview with the students of class VIII B

INTERVIEW

Place of Interview : Classroom
Date of Interview : November 14th, 2019
Name : Adel Hadi Sampurno
Class : VIII B

Question:

1. What do you know about speaking?
2. What do you know about pronunciation?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Speaking is talking with other people.
2. Pronunciation is speaking in English.
3. Yes.
4. Difficult to meaning in Indonesian.
5. Because don't know the meaning.

Interview with the students of class VIII B

INTERVIEW

Place of Interview : Classroom
Date of Interview : November 14th, 2019
Name : Berliana Cahya Ningrum
Class : VIII B

Question:

1. What do you know about speaking?
2. What do you know about pronunciation?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Speaking is talking with other people in English.
2. Pronunciation is good speaking in English.
3. Yes.
4. English is difficult to understand.
5. Because we never use English everytime.

Interview with the students of class VIII B

INTERVIEW

Place of Interview : Classroom

Date of Interview : November 14th, 2019

Name : Riani

Class : VIII B

Question:

1. What do you know about speaking?
2. What do you know about pronunciation?
3. Do you have some difficulties in learning English?
4. What are your difficulties?
5. What are the causes of difficulties in learning English?

Answer:

1. Speaking is speak English.
2. Pronunciation is speak in English.
3. Yes.
4. English is difficult to understand and complicated.
5. Because we never listen people speak English.

FIELD NOTE TABLE

Field Note Result				
No.	Teacher Activity	Good	Enough	Less
1.	Pre teaching			
	a. Prepare the lesson plan	✓		
	b. Prepare the material that will be given	✓		
	c. Ability in opening the learning process		✓	
2.	While teaching			
	a. Inform the objective of learning		✓	
	b. Explain the material chronological	✓		
	c. Guide the students follow the lesson		✓	
	d. Motivate the students to ask		✓	
3.	Post teaching			
	a. Conclude the result learning		✓	
	b. Close the learning activity	✓		

Tick (✓) for each positive activity

Collaborator



Tri Wihar Susilowati
NIP.-

Researcher



Dwi Lestari
NPM. 1501070244



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Nomor : B-3312/In.28.1/J/TL.00/10/2018
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA SMPN 5 METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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


Nama : **DWI LESTARI**
NPM : 1501070244
Semester : 7 (Tujuh)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **AN ANALYSIS OF CONSONANT MASTERY IN STUDENTS
PRONUNCIATION AT THE EIGHT GRADERS OF SMPN 5 METRO**

untuk melakukan *pra-survey* di SMPN 5 METRO.

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

Wassalamu'alaikum Wr. Wb.

Metro, 24 Oktober 2018
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 19750610 300801 1 014



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Perihal : **IZIN RESEARCH**

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di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3202/In.28/D.1/TL.01/10/2019,
tanggal 09 Oktober 2019 atas nama saudara:

Nama : **DWI LESTARI**
NPM. : 1501070244
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMPN 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONSONANT MASTERY ON THE STUDENTS PRONUNCIATION AMONG THE EIGHTH GRADERS AT SMPN 5 METRO IN THE ACADEMIC YEAR OF 2019/ 2020".

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

Wassalamu'alaikum Wr. Wb.



09 Oktober 2019

Wakil Dekan I,

[Signature]
Fati Fatonah MA

19670531 199303 2 003



DINAS PENDIDIKAN DAN KEBUDAYAAN,
UPTD. SMP NEGERI 5 METRO
"Terakreditasi A"



Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123

Nomor : 362 / 1.12.3.03 / KP / 2019
Lampiran : 1 Lembar
Hal : Pelaksanaan Pra-Survey

Metro, 16 Desember 2019

Kepada
Yth : Kepada
Yth : Sdr. Dekan IAIN Metro

Di -

Metro

Assalamu'alaikum Wr. Wb

Menindaklanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kota Metro Nomor : B-3312/In.28.1/J/TL.00/10/2018 Tanggal 24 Oktober 2018. tentang Izin Pra-Survey, dengan ini kami menerangkan bahwa Mahasiswa tersebut di bawah ini:

N a m a : DWI LESTARI
N P M : 1501070244
Program Studi : Bahasa Inggris
Fakultas : Tarbiyah IAIN Metro

Telah Melaksanakan Pra-Survey dengan judul : "AN ANALYSIS OF CONSONANT MASTERY IN STUDENTS PRONUNCIATION AT THE EIGHT GRADERS OF SMPN 5 METRO"

Demikian Surat ini dibuat atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Kepala UPTD SMPN 5 Metro

SUYONO, S.Pd
NIP. 19630717 198403 1 008



DINAS PENDIDIKAN DAN KEBUDAYAAN,
UPTD. SMP NEGERI 5 METRO
"Terakreditasi A"



Jl. Budi Utomo Rejomulyo Kec. Metro Selatan Kota Metro 34123

Nomor : 363 / 1.12.3.03 / KP / 2019
Lampiran : 1 Lembar
Hal : Pelaksanaan Penelitian

Metro, 16 Desember 2019

Kepada
Yth : Kepada
Yth : Sdr. Dekan IAIN Metro

Di -

Metro

Assalamu'alaikum Wr. Wb

Menindaklanjuti surat dari Dekan Fakultas Tarbiyah dan Ilmu Keguruan IAIN Kota Metro Nomor : B-3203/In.28/D.1/TL.00/10/2019 Tanggal 9 Oktober 2019. tentang Izin Penelitian, dengan ini kami menerangkan bahwa Mahasiswa tersebut di bawah ini:

Nama : DWI LESTARI
NPM : 1501070244
Program Studi : Bahasa Inggris
Fakultas : Tarbiyah IAIN Metro

Telah Melaksanakan Research / penelitian dengan judul : "AN ANALYSIS OF CONSONANT MASTERY ON THE STUDENT PRONUNCIATION AMONG THE EIGHTH GRADERS AT SMPN 5 METRO IN THE ACADEMIC YEAR OF 2019/2020"

Demikian Surat ini dibuat atas kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



Kepala UPTD SMPN 5 Metro

SUYONO, S.Pd

NIP. 19630717 198403 1 008



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

Nomor : B-3004 /In.28.1/J/PP.00.9/9/2019
Lamp : -
Hal : **BIMBINGAN SKRIPSI**

24 September 2019

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Dwi Lestari
NPM : 1501070244
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : An Analysis Of Consonant Mastery On The Students Pronunciation Among The Eighth Graders At SMPN 5 Metro In The Academic Year Of 2019/2020

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Ketua Jurusan TBI,

A. Subhan Roza, M.Pd
NIP. 19750610 2008011045



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBİYAH 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

SURAT TUGAS

Nomor: B-3202/In.28/D.1/TL.01/10/2019

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

Nama : **DWI LESTARI**
NPM : 1501070244
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMPN 5 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF CONSONANT MASTERY ON THE STUDENTS PRONUNCIATION AMONG THE EIGHTH GRADERS AT SMPN 5 METRO IN THE ACADEMIC YEAR OF 2019/ 2020".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Dikeluarkan di : Metro
Pada Tanggal : 09 Oktober 2019

Mengetahui,
Pejabat Setempat



Wakil Dekan I,

Dra. Isti Fatonah MA
19670531 199303 2 003



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.idE-mail: iainmetro@metrouniv.ac.id

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

Nama : Dwi Lestari
NPM : 1501070244

Jurusan : TBI
Semester : VIII/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	4 7 2019	✓		Revise Footnote	
2	8 7 2019	✓		Revise Chapter I	
3	15 7 2019	✓		Revise Chapter II	
4	22 7 2019	✓		Revise Chapter III	
5	28 7 2019	✓		Acc Seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Drs. Kuryani, M.Pd
NIP. 19620215199503 1 001



**KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: lainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Dwi Lestari
NPM : 1501070244

Jurusan : TBI
Semester : VII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 27/11-18		✓	Revise Background of Study.	
2.	selasa 09/12-18		✓	Revise data pre-survey	
3.	Selasa 19/12-18		✓	Elaborate more the problem that found by student in Consultant.	
4.	Rabu 6/3-2019		✓	Acc ch-I continue to ch-II	
5.	Rabu 27/3-2019		✓	Revise ch-II	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 197506102008011014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Dwi Lestari
NPM : 1501070244

Jurusan : TBI
Semester : VII/2018

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Rabu 22/3-19.		✓	Ace ch-IV Continue to ch. V.	
7.	15/4-19		✓	Revise ch. III.	
8.	Rabu 24/4-19		✓	Perbaiki teknik penulisan	
			✓	move <u>outline</u> on ch. II.	
9.	Rabu 15/5 19		✓	elaborate more about data analysis.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004



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

Nama : Dwi Lestari
NPM : 1501070244

Jurusan : TBI
Semester : VIII/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
10.	Rabu 9/6/19		✓	Acc ch. III . submit all chapter for next week .	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harva, M.Pd
NIP. 198305112009122004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Dwi Lestari
NPM : 1501070244

Jurusan : TBI
Semester : IX/ 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	30/9 2019	✓		- Rending Text - Temi Coverst skor - Pokon uswama.	
2	7/10 2019	✓		ACC CPD.	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing I,

Drs. Kurvani, M.Pd
NIP. 19620215199503 1 001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

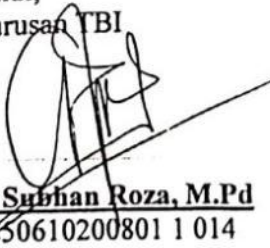
FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Dwi Lestari
NPM : 1501070244


Jurusan : TBI
Semester : IX/ 2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1-	Senin 30/9-19		✓	Acc 1 PD	

Mengetahui,
Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,


Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Kota Metro Lampung 34111

Telp. (0725) 41507 Fax. (0725) 47296 Email: tarbiyah.iain@metrouniv.ac.id website: www.tarbiyah.metrouniv.ac.id

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

Nama : Dwi Lestari

Fakultas/Jurusan : FTIK / TBI

NPM : 1501070244

Semester/TA : 9/ 2019

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	12/12/2019	✓		Swad bodor er selua bhur teled melchanda riset Foto kenag jeler - Data qum & fitur - Denda Lolan - Data Analisis be tergambur? - Disease	
2	15/12/2019	✓		Ace Managemen	

Mengetahui :
Ketua Jurusan TBI

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

Dosen Pembimbing I

Drs. Kuryani, M.Pd
NIP. 196202151995031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

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

Nama : Dwi Lestari
NPM : 1501070244

Jurusan : TBI
Semester : IX/2019

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat 22/11-19		✓	Revisi ch. IV	
2.	Senin 2/12-19		✓	Revisi figure 1.	
	Senin 9/12-19		✓	Ace ch. IV	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd
NIP. 19750610200801 1 014

Dosen Pembimbing II,

Trisna Dinillah Harya, M.Pd
NIP. 198305112009122004

DOCUMENTATION



The researcher recorded the students' voices



The researcher recorded the students' voices



The researcher recorded the students' voices



The researcher recorded the students' voices



The situation of students in the class



The situation of students in the class

CURRICULUM VITAE



The writer was born on December 23rd, 1997 in Suka Agung, Way Kanan, Lampung. Her name is Dwi Lestari. She is the second daughter of Mr. Tujiman and Mrs. Yatemi. She has older sister named Eka Fitriani.

In 2009, she graduated from SDN 1 Suka Agung, Buay Bahuga, Way Kanan. At the time 2012, she graduated from SMPN 2 Buay Bahuga, Way Kanan. Then she continued her study to SMAN 2 Buay Bahuga, Way Kanan and graduated in 2015. In the same year, she continued her study as students os S-1 English education programme in the State Institute for Islamic Studies (IAIN) of Metro.