AN UNDERGRADUATED THESIS

AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION OF THE SECOND SEMESTER OF IAIN METRO

By:
Rahma Putri Meilia
Student Number: 1801072029

TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE ISLAMIC STUDIES OF METRO
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AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION OF THE SECOND SEMESTER OF IAIN METRO

Presented as a partial fulfillment of the rquirements for the Degree of Sarjana Pendidikan (S.Pd) in English Education Department

BY:

RAHMA PUTRI MEILIA

STUDENT ID: 1801072029

Tarbiyah Department

English Education Study Program

Sponsor: Leny Setiyana, M.Pd

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1444 H/ 2022 M

NOTIFICATION LETTER

Number   :
Appendix   :
Matter   : **In order to hold the Munaqosyah**
               of Rahma Putri Meilia

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

Assalamu'alaikum, Wr. Wb

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

written by:

Name   : Rahma Putri Meilia
Students Number : 1801072029
Title   : AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION
                  OF THE SECOND SEMESTER OF IAIN METRO

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

Wassalmu'alaikum Wr.Wb

                                          Metro, December   2022
The Head of English Education Department   Sponsor

Andianto, M.Pd   **Leny Setiyana, M.Pd**
NIP. 19871102 201503 1 004   NIDN. 2016099101

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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

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Nomor   :
Lampiran :
Perihal   : **Mohon dimunaqosyahkan Skripsi**
            Rahma Putri Meilia

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Dekan Fakultas Tarbiyah dan Ilmu Keguruan
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Assalamualaikum Wr.Wb.

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

Nama   : Rahma Putri Meilia
NPM   : 1801071060
Judul Skripsi : AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION OF THE SECOND SEMESTER OF IAIN METRO
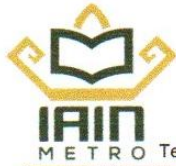
Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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Andianto, M.Pd.   **Legy Setiyana, M.Pd**
NIP. 19871102 201503 1 004   NIDN. 2016099101

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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

APPROVAL PAGE

Assalaamu'alaikum Wr. Wb

Title	:	AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION OF THE SECOND SEMESTER OF IAIN METRO
Name	:	Rahma Putri Meilia
Students Number	:	1801072029
Department	:	English Education
Faculty	:	Tarbiyah and Teacher Training

APPROVED BY:

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

Wassalaamu'alaikum Wr.Wb

Metro, December   2022

The Head of English Education Departement

Sponsor

Andianto, M.Pd

NIP. 19871102201503 1 004

Leny Setiyana, M.Pd

NIDN. 2016099101

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RATIFICATION PAGE
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An Undergraduate thesis entitled: AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION OF THE SECOND SEMESTER OF IAIN METRO. Written by: RAHMA PUTRI MEILIA, Student Number 1801072029, English Education Department had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, December 20th, 2022 at 13.00 – 15.00 a.m.
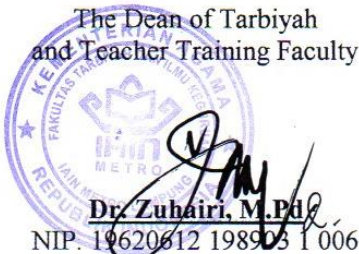
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Dr. Zuhairi, M.Pd
NIP. 19620612 198903 1 006

AN ANALYSIS OF VELAR CONSONANT IN PRONUNCIATION OF THE SECOND SEMESTER OF IAIN METRO

ABSTRACT

By:
RAHMA PUTRI MEILIA

The objectives of this research are to analyze the velar consonant pronounced by the students and to analyze the most dominant difficult syllable of velar consonant pronounced by the students of the second semester of IAIN Metro. This research was conducted on the basis of the phenomenon of PRONUNCIATION in speaking English.

The method of this research is qualitative research in the form of case study in the type of descriptive qualitative. The primary resources of this research are the 10 students of the second semester English education department IAIN Metro. The data were collected by observation, documentation, and interview.

Based on the result of the data analysis, the researcher would like to take the conclusion as follows: The students still find it difficult to pronounce, because of their lack of knowledge and their lack of understanding of letters or symbols in English. 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 use as an appropriate examples for learning to speak English correctly. 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

Keywords: Pronunciation, Velar, Conconant,

ANALISIS VELAR KONSONANT PADA PENGUCAPAN SEMESTER 2 IAIN METRO

ABSTRAK

Oleh:
RAHMA PUTRI MEILIA

Tujuan dari penelitian ini adalah menganalisis konsonan velar yang dilafalkan mahasiswa dan menganalisis suku kata yang paling sulit dilafalkan konsonan velar oleh mahasiswa semester genap IAIN Metro. Penelitian ini dilakukan atas dasar fenomena pengucapan dalam berbicara bahasa Inggris.

Metode penelitian ini adalah penelitian kualitatif dalam bentuk studi kasus dengan jenis deskriptif kualitatif. Sumber utama dari penelitian ini adalah 10 mahasiswa semester kedua jurusan Pendidikan Bahasa Inggris IAIN Metro. Pengumpulan data dilakukan dengan observasi, dokumentasi, dan wawancara.

Berdasarkan hasil analisis data, penulis ingin mengambil kesimpulan sebagai berikut: Siswa masih merasa sulit untuk melafalkan, karena kurangnya pengetahuan dan kurangnya pemahaman mereka tentang huruf atau simbol dalam bahasa Inggris. Dari data di atas dapat disimpulkan bahwa siswa memiliki keinginan yang rendah dalam belajar bahasa Inggris, khususnya dalam berbicara pengucapan. Mereka merasa bahasa Inggris sulit untuk dipelajari dan dipahami, tidak ada media yang dapat digunakan sebagai contoh yang tepat untuk belajar berbicara bahasa Inggris dengan benar. Para siswa harus belajar lebih banyak tentang berbicara terutama dalam pengucapan, mereka harus belajar bagaimana mengucapkan kata yang benar dalam bahasa Inggris dan guru harus menggunakan strategi, metode, dan media yang tepat untuk membuat siswa mudah dalam belajar.

Kata Kunci: Pengucapan, Velar, Konsonan

STATEMENT OF RESEARCH ORIGINALITY

The undergesigned:

Name	: Rahma Putri Meilia
Student Number	: 1801072029
Department	: Tadris Bahasa Inggris
Faculty	: Tarbiyah dan Ilmu Keguruan

States that this indergraduate thesis is the result of the researcher's research, with the exception of certain sections that are taken from the cited bibliographies.

Metro, November 22th 2022
The Researcher

Rahma Putri Meilia
NPM. 1801072029

ORSINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama	: Rahma Putri Meilia
NPM	: 1801072029
Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

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, 22 November 2022
Penulis

Rahma Putri Meilia
NPM. 1801072029

MOTTO

فَبِأَيِّ ءَالَآءِ رَبِّكُمَا تُكَذِّبَانِ ﴿١٣﴾

Then which of the favors of your Lord do you deny?

Maka nikmat Tuhanmu yang manakah yang kamu dustakan ?

(Q. S. Ar-Rahman ayat 13)

Setelah memaparkan nikmat dan anugerah-Nya, Allah lalu menantang jin dan manusia, "Wahai manusia dan jin, nikmat-nikmat Allah begitu banyak, maka nikmat Tuhanmu yang manakah yang kamu dustakan, Apakah nikmat yang sudah disebutkan ataukah yang lainnya?

DEDICATION PAGE

The piece of work is heartedly dedicated to:

1. Almighty Allah SWT, thanks God for all of the precious gift inside to me. My beloved parents (Dul Supardi, Sunarsih and Siti Saudah) who have always given me their support, money, counsel, and power in my life and education. Thank you so much for your unconditional love and constant prayer. May Allah SWT always bless you.

2. My Beloved Brother (Rahmat Frani Ikhsan Solikhin) and Sister (Ely Nur Baiti) who have provide such invaluable assistance and support.

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4. For Rhe Ararauna Al fazh, who always helping me during my process and listening all of my sigh.

5. My beloved lecturer Mrs. Leny Setiyana, M. Pd. Who has aided me and added value to my day throughout this period.

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I am very thankful to Allah SWT, who always gives the researcher blessing to complete a study under titled "AN ANALYSIS OF VELAR CONSONANT IN SPEAKING OF THE SECOND SEMESTER OF IAIN METRO." Shalawat and salam to our prophet Muhammad SAW, the lord of Muslims in the world, who has guided us from the darkness to the brightness.

At this time, the researcher would like to certain her most deep gratitude, especially to:

1. Dr.Hj. SitiNurjanah, M.Ag., as the Head of IAIN Metro Lampung.
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3. Andianto, M.Pd, as the Chief of English Education Department of IAIN Metro Lampung.
4. Leny Setiyana , M.Pd, as the guide provided valuable knowledge and support in finishing this research proposal

The researcher apologizes for all the mistakes that she has made in writing and finishing this research proposal. All criticisms and suggestions are expected to improve the quality of this research. Hopefully this research proposal can be useful for researcher especially, for our college and every reader.

Metro, November 22th, 2022

Researcher,

Rahma Putri Meilia
NPM. 1801072029

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CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is activity that people do by conveying some words to expressing, declaring, uttering ideas, and feelings verbally to other people. Speaker uses languagein communicating with other people. People can do communication between each other in sharing information, expressing opinion by speaking. Delivering the message orally is called speaking. It can be simply defined that speaking is one of the ways that people can do for communication in daily life as human being.

Moreover, it is very essential for people to have a good speaking performance in order to convey the message clearly then the messages from the speaker can be understood by listeners and there is no miscommunication happened. The speaking performance will be good when someone keep learning and practicing in speaking English frequently.

Furthermore, one of the important aspects in the process of speaking English is pronuncation. Pronunciation is one of the main factors that determine the quality of a person's speaking skills with a clear pronuncation it will minimize errors in the delivery of information from the process of oral speaking skills. The clarity of articulation of pronunciation will also beautify the quality of one's speech. One aspect of pronunciation is velar.

If one can apply velar pronunciation correctly, then the quality of his pronunciation will be better, it causes, the articulation is very clear. In reciting velar will improve the pronunciation quality of the speakers. The velar know the difference from the other use of consonants.

In line with this phenomenon, the researcher had conducted a pre-survey on IAIN Metro on November, 3rd 2021. In the pre-survey process, the researcher gets students English speaking score data from English teacher and gets the students video recording data in the form of their speaking performance. The results of the pre-survey are illustrated in this following table:

Table speaking 1.1
The data of Pre-Survey Result at the Second Semester of IAIN Metro

No.	Student's Name	Grade	Criteria
1.	TRP	75	Complete
2.	SM	75	Complete
3.	SO	70	Incomplete
4.	DPD	70	Incomplete
5.	A	70	Incomplete
6.	BR	70	Incomplete
7.	MDS	70	Incomplete
8.	MA	70	Incomplete
9.	FA	70	Incomplete
10.	F	75	Complete
Total		**715**	**Incomplete**
Average		**71,5**	

Table score 1.2
Categorization of Speaking The Second Semester of IAIN Metro

No.	Grade	Frequency	Percentage	Criteria
1	<75	7	70%	Incomplete
2	≥75	3	30%	Complete
Total		10	100%	

Source: Speaking Score Archieve from English Language Teacher at IAIN Metro

Figure 1.1
Students' Speaking Performance
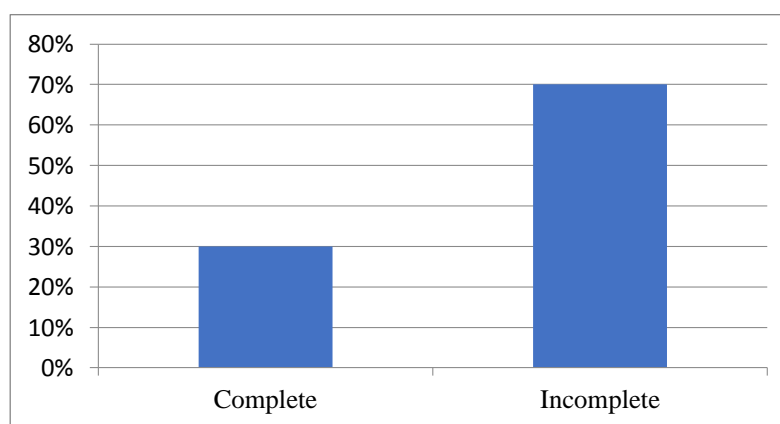
Based on pre-survey, the researcher got the information that the passing grade on English subject and also speaking of the Second Semester of IAIN Metro is 75%. Furthermore, supported by the students' data it can be confirmed that the students' speaking performance that reach the passing grade is lower than the student who did not reach the passing grade. From all of the ten students, it is only 25% students that able to reach the complete category.

Moreover,in the process of pre-survey, the researcher conducted interview with students and English teacher in order to know the other problems. From the pre-survey result it is known that students have problems and how of velar consonant by the students in English speaking because students have less attention in the process of speaking. Secondly, students are

not understand about speaking English fluently, nervous, feel embarrassed and fear when speaking English. Third, students have limited vocabulary mastery so they have many infrequent word especially related to words they use rarely. And velar become the serious problems because it can impact in their credibility in speaking.

In line with all the description above, the researcher intends to know more about the velar pronunciation in the video recording of students' speaking performance. The researcher wants to a analyze how velar consonant pronounced by the students of the Second Semester of IAIN Mertro. To analyze the most dominant difficult Syllable of Velar Consonant pronounced by the students of the Second Semester of IAIN Metro

In this case, the researcher will conduct a qualitative research entitled "An Analysis of Velar Consonant in pronunciation of the Second Semester of IAIN Metro"

B. Research Questions

1. How velar consonant pronounced by the students of the Second Semester of IAIN Metro?

2. What is the most dominant difficult Syllable of Velar Consonant pronounced by the students of the Second Semester of IAIN Metro?

C. Objectives and Benefits of the Study

1. Objectives of the Study

Based on problem formulation in this research, the objectives of research are listed below:

a. To know of velar consonant pronounced by the students of the by the students of the Second Semester of IAIN Metro

b. To analyze the most dominant difficult Syllable of Velar Consonant pronounced by the students of the Second Semester of IAIN Metro

2. Benefits of the Study

This research is hoped tobe useful not just for the researcher but for students, teachers, and other researchers. The benefits of the study in this research, includes:

a. For the Students

This research is expected to make a positive contribution to students. From this study, the students know about the reason why some student do velar, so the next time they need to be carefull not to do the same problem in their speaking. Students can take further action related to this pronunciation on their condition by continuing to practice English speaking frequently.

b. For the Teacher

This research is expected to give information about the problems that mostly students reason how the velar pronounced. The information that the teacher will get is related to velar facts in the students'

speaking performance. By knowing these facts, the teacher can take further action related to the velar pronunciation in students' speaking performance.

c. For the Other Researchers

This research is proposed to give benefit to other researchers who want toplan research on the same topic about velar pronunciation in speaking. Through this research, other researchers can obtain information related to velar theory. Therefore, this research is hoped to be a reference for other researchers.

D. Prior Research

This research will be conducted by considering several previous studies. The first prior research is done by Novalina and Yun with the research entitled An analysis of pronunciation errors made by the fourth semester students of englis education study program at UNIKA.[1] The language skill studied in the first prior research is speaking. The purpose of this research is to find out the pronunciation errors made by the fourth semester students of English eduction study program at UNIKA in terms of consonant, vowel, and diphthongs and find the reason of the student pronouncing the words in such a way. The research method used in this research is Qualitative.

The first prior research has similarity and differences with this research. The similarity between the first prior research and this research is about the

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[1] Novalina and Fiber Yun, "An analysis of pronouncation errors made by the fourth semester students of English education study program at UNIKA." *Jurnal Suluh Pendidikan FKIP-UHN* 3 no. 1 (2016):43

velar consonant. The next similarity of the research is the method, namely qualitative method. Both of the researches have different research sample. The first prior research involves a sample of students of Senior High School of Kartikatama Metro, while in this study involves the eleventh graders of Senior High School of Kartikatama Metro. Another differentiation is in the research objectives. The first prior research has aims to find out the pronunciation errors made by the fourth semester students of English eduction study program at UNIKA in terms of consonant, vowel, and diphthongs and find the reason of the student pronouncing the words in such a way. Meanwhile, this research has purpose to a analyze how of velar consonant pronounced by the students of the Eleventh graders at Senior High School of Kartikatama Metro To analyze the most dominant difficult Syllable of Velar Consonant pronounced by the students of the Eleventh graders at Senior High School of Kartikatama Metro

In addition, the second prior research is done by Fauzi with the research title Error analysis of sundanese English pronunciation on Fricatives sound.[2] The language skill in their research is speaking skill. The second prior research focus on find out the errors that commonly made by sundanese students of English letters department in the year 2013 who already taken a pronunciation class, in pronouncing a fricative sounds. The research method used in second prior research is qualitative method. The sample of the second prior research is the sixty students who took micro teaching subject.

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[2]Fakhri Fauzi. "Error analysis of sundanese English pronouncation on friactives sound," *Al-Turas* 20, no. 1 (2014):215.

The second prior research also has similarity and differences with this research. The similarity is the method namely qualitative method. Both of the researches have different research sample. The second prior research involves sample of sixty students who took micro teaching subject, while this study involves the eleventh graders of Senior High School of Kartikatama Metro.

The third prior research is done by Emiyati with the research title: English phonological problems encountered by buginese learners. That research of this paper is to present some of the difficulties the buginese learners usually face in learning English pronunciation.[3] That research employed a qualitative research design. The sample of that research is the lecturer from private college in Ciamis, while for the participants there were twenty two students which consist of nine male and thirteen female students inside at the first semester of the 2017-2018 education years.

The third prior research has similarity and differences with this research. The similarity between the third prior research and this research is The method of both research is same, it is use a qualitative method. Both of the researches have different research sample. The third prior research involves a sample of the lecturer from private college in Ciamis, while the participants were twenty two students which consist of nine male and thirteen female students at the first semester of the 2017-2018 education years. While in this research involves the eleventh graders at Senior High school of Kartikatama Metro. According from all the description that related to prior

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[3]Gusri Emiyati, "English phonological problems encountered by buginese learners" *Journal on English language teaching and learning linguistic and literature.* 3, no. 1 (2015):3.

research, it can be concluded that several researchers have conducted research with the topic of velar consonants in speaking English. In this case, the researcher will analyze how of velar consonant pronounced by the students of the second semester of IAIN Metro analyze the most dominant difficult Syllable of Velar Consonant pronounced by the students of the Second Semester of IAIN Metro Through qualitative research.

CHAPTER II

LITERATURE REVIEW

A. The Concept of Speaking

1. Nature of Speaking

Speaking is the active use of language to express meaning in order that other people can make sense of them.[4] It can be inferred that speaking is productive skill refers to the skill that enable speaker to produce language in spoken forms. In addition, speaking included expressing thoughts, expressing hopeandeagerness to do something, negotiating or solving amatter, or beginning and controlling social bonds and friendship.[5] In the same point of view, speaking can be interpreted as a delivery of speaker's intention such as expressing their thoughts and feelings with the aim that the intention of speaker can be understood by other people in spoken form.

Speaking is necessary element of everyday life.[6] In the other words, people in everyday life need language as a medium to speaking and speaking becomes a part of daily life because people can interact with other people in their surrounding environment by doing communication through speaking.

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[4] Lynne Cameron, *Teaching Languages to Young Learners* (Cambridge: Cambridge University Press, 2011), 40.

[5] JO McDonough, Christopher Shaw and Hitomi Masuhara, *Materials and Methods in ELT: A Teacher's Guide,* 3rd Ed (Chichester: John Wiley and Sons, Inc, 2013), 157.

[6] Scott Thornbury, *How To Teach Speaking* (Harlow, England: Longman, 2005), 1.

Based on the definition about speaking above, speaking is delivering an intention such as idea and feeling to another people verbally so that the intention can be understood by other people.

2. **The Functions of Speaking**

According to Richards,there are three functions of speaking, such as:[7]

a. Talk as Interaction

These deal with what people oridinarily said as conversation andreferring to how people attempt to say their message to another people. When people interact, they switchgreetings and involve in casual talk and tell about experiences, because they hope to be friendly and to reach a comfortable zone of interaction with other people. The mainconcern in this activity is social relationship.

b. Talks as Transaction

This kind of talk related to circumtances where the foccus is on exchange information and the main focus is making people understood clearly, rather than the participants and how they interact socially with each other. For example, classroom group discussions.

c. Talk as Performance

The lastis talk as performance. The type refers to public speaking. Speaker is transmitted information topublic such as morning talk, public announcements, and speeches.

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[7]Jack C. Richards, *Teaching Listening and Speaking: From Theory to Practice* (Cambridge: Cambridge University Press,2008), 21-27.

3. Aspects of Speaking

Weir's explanation about aspects of speaking, as follows:[8]

a. Fluency is an aspect of speaking that is measured more than one second in the category of not fluent.

b. Pronunciation is a very important aspect in speaking because the quality of the pronunciation can distinguish the clarity of meaning contained in a word.

c. Good vocabulary mastery in speaking is seen in fluency and natural use with a wide number of vocabulary that can be in the form of expression that succesfully fullfiled the requirements of the given set of task.

d. Grammatical accuracy is an aspect of speaking. Good quality can be seen by the least errors that appear in speaking.

e. Interactional strategies means using interactional strategies such as planning to conduct the discussion, asking for clarification, enlarging the topic, turn taking and concluding the discussion

4. Pronunciation

Teaching good pronunciation to students will affect to the improvement of students' ability in learning English. In accordance with the important of pronunciation. That English teachers found that emphasis on rhythm, word stress, sentence stress and intonation is the best way to

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[8] *Ibid.,*196.

teach pronunciation to non-native students. Pronunciation refers to the producing sounds in order to make meaning.

Pronunciation is knowledge of how to say a word, that is how to pronounce it. Individuals may be possible to pronounce a word differently at different times. The reason is human of speech organs cannot produce and reproduce sounds with exactly in the same qualities. Whereas, when the speaker pronounce a word inexactly, it will change the meaning or do not give the meaning and make confused and bring about misunderstanding to the hearer. They will face people that have different pronunciation in speaking. They have to learn how people pronounce inevitably. there are no two people who speak exactly alike. Differences in pronunciation between one speaker and another are caused by geographical, social and historical factors; or they may also be caused by individual peculiarities such as stuttering, lisping, or other speech deficiencies. Pronunciation is one of the important elements to convey idea or information in terms of oral way. Pronunciation is the manner where someone utters a word. "Pronunciation is the way of uttering a word in an accepted manner". [9]

5. **Aspects of Pronunciation**

Tuan's explanation about aspects of pronunciation, as follow:

a. Sounds of speech: vowels and consonants

    1) Vowel is a sound that passes through the vocal tract without being obstructed by any organs. A consonant, on the other hand, is

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[9] Masfa, Maiza," An Analysis of Students Pronouncation Errors". Jurnal of English Education and Literature. 1 No. 1 (2020): 18-23

produced when the flow of air is obstructed by certain organs, be it your lips, your teeth, or your tongue.

2) Intonation definition is completely satisfactory, but any attempt at a definition must recognize that the pitch of the voice plays the most important part. Only in very unusual situations do we speak with fixed, unvarying pitch, and when we speak normally the pitch of our voice is constantly changing.[10]

Number	Pronunciation Description
1	**Excellent Pronunciation** • Native-like pronunciation of individual sounds, word stress, word endings, intonation and rhythm • Native-like fluency; speaks smoothly without hesitation and with ease • pronunciation does not impede communication
2	**Good Pronunciation** • Accurate pronunciation of individual sounds, word stress, word endings, intonation and rhythm • Occasional non-native pauses and/or hesitations which do not interfere with comprehensibility • Pronunciation rarely impedes communication
3	**Satisfactory Pronunciation** • Fairly accurate pronunciation of individual sounds, word stress, word endings, intonation and rhythm • Some non-native pauses and/or hesitations which sometimes interfere with comprehensibility • Pronunciation occasionally impedes communication
4	Partially effective pronunciation • Inaccurate pronunciation of individual sounds,

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[10] Thrinh Nhat Tuan. "*The three main aspect of English pronouncation*". ELT. 1. No:2 (2021):7

	word stress, word endings, intonation and rhythm • Many non-native pauses and/or hesitations which can interfere with comprehensibility • pronunciation impedes communication
5	Ineffective pronunciation • Major inaccurate with pronunciation of individual sounds, word stress, word endings, intonation and rhythm, which cause significant problems in intelligibility • Significant pausing, hesitations, and/or short phrases which interfere with significantly with comprehensibility • pronunciation saverely impedes communication

6. **Consonant**

Consonants are sounds made with a lot of constriction in the mouth, so that the air coming up from the lungs gets squashed. Consonant is speech sound produced with some constriction of the air stream. Consonant in English pronunciation is included in segmental phoneme. In English, consonant divides into two basic positions: voiced and voiceless. The voiced sound is produced when the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect, meanwhile, the voiceless sound is produced when the vocal folds are spread apart, the air from the lungs passes between them unimpeded. Classified English consonants into three parameters: voicing, place of articulation, and manner of articulation. Voicing deals with whether or not the vibration occurs in the vocal cords. When the vocal folds vibrate during the consonant articulation, the consonant is called voiced, and if the vocal folds do not vibrate, it is called voiceless. Place of

articulation is a term where the sound is produced in the mouth, while the manner of articulation is how the airstream flows in the mouth during articulation. Place of articulation, which consists of seven places, deals with how airflow can be modified. Meanwhile, as conceptualized, a manner of articulation can be identified in a sound articulated. [11]

7. **Aspect of Classifying Consonant**

Tuan's explanation, as follow;

a. Place of articulation. A sound is produced when there's a flow of air going up from our lungs, through the larynx, and out through the mouth or the nasal cavity. If that flow of air is stopped by the closing lips, and then suddenly bursted when the lips open, it creates a /b/ or a /p/ sound. These two sounds are called bilabials, indicating that the articulators participating in this sound production process are the two lips, and this term also signifies the first dimension used in classifying consonants.

b. Manner of articulation, the two sounds /b/ and /p/ are similar not only because they have the same place of articulation, but also because they are produced in the same way: stopping the airflow and suddenly releasing it, creating a sort of blip. The consonants produced in this way are called plosives or stops, signifying the second dimension in classifying consonants,

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[11] Tomi Arianto, Ambalegin. "English Vowels and Consonant Misprouncation of the Seventh President of Republic of Indonesia in His Official English Speeches and its Influencing Factors.". Language Literacy journal of linguistic, literature and language teaching. 2 no. 2 (2018) : 111-125.

c. Voicing, the sound produced with the larynx vibration, is called voiced, and the other is called voiceless. This is the third dimension in classifying consonants.[12]

B. The Concept of Velar

1. Nature of Velar

Velar sounds, the actives articulator is the back of the tongue, and the passive articulator is the velum, or soft palate. The labial-velar approximant and fricative /w/ are not include here, as they were discussed above with the bilabials, however it should be remembered that these doubly-articulated sounds strictly belong under both headings. Similarly, although the 'dark' realization is also velar, it does not appear in the list below as it is an allophone /I/

There is further accent difference involving velar sounds: in some varieties of English, notably Scottish ones, there is a voiceless Velar fricative, /x/ : This is the sound at the end of Scots *locb* , which speakers of others accent typically replace with a [**k**].   /k/ cot: voiceless velar plosive. /**g**/ got: voiced velar plosive. / **ŋ** / ra**ng**: voiced velar nasal. /x/ loc**b**: voiceless velar fricative

Velar is a dorso articulation, using the back of the tongue. Palatal sounds are sometimes classified as coronal articulation and sometimes as dorsal articulations, a point to which we shall return. To get the feeling of different place of articulations, consider the consonant at the beginning of

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[12] *Ibid, 8-9*

each to the following word*: fee, theme, see, she.* Say these onsonant by themselves. Velar in *rang*, through alveolar in *ran,* to bilabial in *ram.* In each case, the air is prevented from going out through the mouth but is able to go out through the nose because the soft palate, or velum, is lowored. In the most speech, the soft palate is raised so that there is a velic closure.

Velars are consonants articulated with the back part of the tongue (the dorsum) against the soft palate, the back part of the roof of the mouth (known also as the velum).

Velar sounds are dorso-velar, with the back of the tongue articulating against in the velum. In English the velars are / **k g ŋ**./. These are the final consonant in the words sick, egg and sing. From the explanation from expert.[13]

2. **Velar Consonant Pronounced**

The velar consonant pronounced according to Laveda and Sophia:

For velar sounds, the active articulator is the back of the tongue, and the passive articulator is the velum, or soft palate. The labial-velar approximant and fricative /w/ are not included here, as they were discussed above with the bilabials; however, it should be remembered that these doubly-articulated sounds strictly belong under both headings. Similarly, although the 'dark l' realisation, is also velar, it does not appear in the list below as it is an allophone of /l/. There is a further accent

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[13] Colin Wilson. "*Learning phonology with substantive bias: an experimental and computational study of velar palatalization*". Department of Linguistic, UCLA. 1. No:3(2006):947

difference involving velar sounds: in some varieties of English, notably Scottish ones, there is a voiceless velar fricative, /x/: this is the sound at the end of Scots loch, which speakers of other accents typically replace with a [k]. /k/ cot voiceless velar plosive /g/ got voiced velar plosive [14]/ŋ/ rang voiced velar nasal /x/ voiceless velar fricative.

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[14] Nimas Thyara Laveda and Theresia Cicik Sophia. "Velar consonant sound production on the pronouncation of english education department students". International journal of research in education. 1. No. 2 (2021) :98.

CHAPTER III

RESEARCH METHOD

A. The Types and Characteristics of Research

Qualitative research, according to Creswell, is a kind of research method that explore understanding the meaning of an individual or group which is related to social or human problem.[15]It can be assumed that qualitative research is to investigate and understanding the problem of human or social byindividual or group. Qualitative research is a research that is designed to describe, learn, and explain aphenomenon. The researcher decides to use qualitative research to analyze velar conconant in pronunciation of the Second Semester of IAIN Metro.

The type of this qualitative research is a case study. A case study is a particular individual, program, or event are studied in-depth for a defined period of time.[16] In this case, the researcher has aims to use of velar consonant pronounced by the students of the Second Semester of IAIN Metro analyze the most dominant difficult Syllable of Velar Consonant pronounced by the students of the Second Semester of IAIN Metro

The characteristic in this research focuses on the descriptive qualitative research. Descriptive qualitative research is useful because it can

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[15]John W. Creswell, *Qualitative Inquiry and Research Design,*3rd Ed (Los Angeles: Sage Publications, Inc., 2013), 44.

[16]Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research: Planning and Design,*11th Ed (Boston: Pearson Education Limited, 2015), 271.

provide essential data about a group's average member.[17]The researcher in the research uses qualitative research because the researcher will reveal a real phenomenon that occurs naturally in the process of speaking English namely velar by concentrating on the research objective, which Analyze How of Velar Consonant Pronounced by the students of the Second Semester of IAIN Metro, Analyze the Most Dominant Difficult Syllable of Velar Consonant pronounced by the students of the Second Semester of IAIN Metro

B. Data Resources

The researcher separates the sources into two categories in this research, such as:

1. Primary Sources

Original resources on which research is conducted are known as the primary source.[18]They are direct evidence concerning aboutproblem being studied. The primary sources contain information in its original form. The primary sources of this research are five videos recording data that contain conversation from students of the by the students of the Second Semester of IAIN Metro. And the interview with the English teacher and students of the by the students of the Second Semester of IAIN Metro

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[17]Geoffrey Marczyk, David DeMatteo and David Festinger, *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), 16.
[18]Prabhat Pandey and Meenu Mishra Pandey, *Research Methodology: Tools and Techniques* (Buzau: Bridge Center, 2015), 79.

In addition, the researcher in this research will use purposive sampling. Purposive sampling is interpreted as a form selection of specific objects from the environment to represent a sample.[19]Furthermore,one of the sampling strategies is purposivesampling where groups participants are selected by researcher according to preselected criteria relevant to particular research question.[20]

This research particularly will be done to know the use of velar consonant do by students and to analyze how velar consonant pronounced by the of the Second Semester of IAIN Metro. Therefore, the researcher directly concerns to the eleventh graders who actively participate in English subject. One of the basic competencies in English subjectdirects the students to actively speak English.

2. Secondary Sources

Secondary sources provide second-hand data.[21]Secondary source presents explanation or analysis based on primary sources. In this research, secondary source is from documentation, journals, e-books and articles that are related to the research.

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[19]Shanti Bhushan Mishra and ShashiAlok, *Handbook of Research Methodology: A Compendium for Scholars and Researchers* (New Delhi: Educreation Publishing, 2017), 9.
[20]Natasha Mack et al., *Qualitative Research Methods: A Data Collector's Field Guide* (North Carolina: Family Health International, 2005), 5.
[21]Ranjit Kumar, *Research Methodology: A Step-by-step Guide for Beginners*, 3rd Ed (London: Sage Publications Ltd, 2011), 133.

C. Data Collection Technique

The data collection done for get research data that will be analyzed based on theory. Creswell states "in many qualitative studies, inquiries collect multiple forms of data and spend a considerable time in the natural setting gathering information."[22]The accumulation of specific evidence is related to data collection that will allow the researcher to properly analyze the results of allactivities through his research design and procedures.

In the process of collecting the data, the researcher collect the result of students' speaking performance how velar consonant pronounced by students of the by the students of the Second Semester of IAIN Metro. The researcher will use observation, documentation, and interview to collect the data.

1. Observation

Observation is the mechanism of gathering open-ended, primary information by observing people and places at research location.[23]In this research, the researcher will conduct observation by observing five students' video recording that contain of speaking activity or conversation do by ten students. After observing the video recording, the reseaercher will make transcription in order to gain data to analyze.

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[22]John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd Ed (Thousand Oaks: Sage Publications, Inc., 2009),178.
[23]John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4th Ed (Boston: Pearson Education, Inc., 2012), 213.

2. Documentation

Qualitative researcher may will use written documents or other artifacts to obtain an understanding of the phenomenon of research.[24]In this research, the researcher uses documentation technique to gain the data. In addition, the researcher will get the data from the document speaking activity results in the form of recording of by the students of the Second Semester of IAIN Metro

3. Interview

The interview is one of the common used and basic technique for gathering qualitataive data. Interview is used to collect data from people about thoughts, beliefs, and feelings about conditions in their own words.[25]

The interview techniques in this research will use a semi-structured interview. Semi-structured interview is very suitable for a number of important task especially when any of open-ended queries require further clarification.[26] It can be concluded that semi-structured interview includes a series of open-ended question based on the topic that the researcher wants to reveal and allows for more discussion between the researcher and informant.

In this research process, the researcher will conduct interviews with the English teacher and eleventh graders to get research data related to how

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[24]Donald Ary et al., *Introduction to Research in Education*, 8th Ed (Belmont: Wadsworth Cengange Learning, 2010), 442.

[25]*Ibid*., 438.

[26]William C. Adams, "Conducting Semi-Structured Interviews," In *Handbook of Practical Program Evaluation,* 3rd Ed, Joseph S. Wholey, Harry P. Hatry and Kathryn E. Newcomer (eds.) (San Fransisco: John Wiley & Sons Inc., 2010), 367.

velar consonant prounced carried out by students in the process of English speaking. The number of students who will be interviewed is ten students of the eleventh grade at Senior High School of Kartikatama Metro. The teacher who will be interviewed is Mrs. Lisa, she is the English teacher of the by the students of the Second Semester of IAIN Metro

D. Data Analysis Technique

Analyzing data is the precious aspect in research, because the result becomes a conclusion from all of the research. Qualitative data typicallyin form of words, descriptions, observations, impressions, recordings, and the like. To be described and interpreted, the researcher must organize and code the massive amount of information.

To examine the data, the researcher will use models by Miles and Huberman.[27] This picture shows the components of the analytical model.

Figure 3.1
Analysis Components of Miles and Huberman Model

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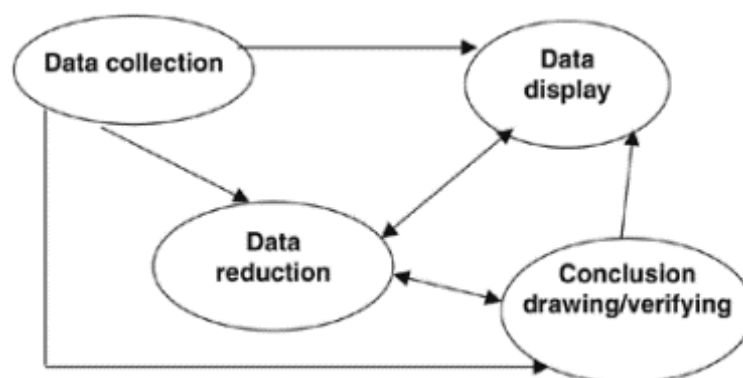
[27]Matthew B. Miles and A Michael Huberman, *An Expanded Sourcebook: Qualitative Data Analysis,* 2[nd](Thousand Oaks: Sage Publications, 1994), 12.

The Miles and Huberman model involves data analysis in the following steps:[28]

1. Data collection is the stage when researcher will collect all data which are used for complete the research.

2. The researcher will reduce the data by summarizing and choosing specific things.

3. To display the data, the researcher commonly will employ graphics, figures, or charts. The display should be able to describe the content of entire the data.

4. Finally, the researcher will verify the research by drawing conclusions based on the data findings.

In conducting this research, the researcher will collect the data in the form of ten recordings contain conversation of students' speaking. In addition, the data that will be collected is the result of interview with students and English teacher related to how velar consonant pronounced by the student. After obtaining the data, the researcher will reduce the data by referring to the research objectives including of the most dominant difficult Syllable do by students and in pronunciation of the eleventh graders at Senior High School of Kartikatama Metro. By doing the recoding. After getting the results of the analysis, the researcher will display the results of the study by describing in descriptive words and completed by the usage of diagrams to clarify the

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[28]*Ibid.,*10-11.

results of the research. In the end, the researcher will conclude the results of

the research which will directly answer the objectives of the research

CHAPTER IV

RESULT AND DISCUSSIONS

A. Description of Research

1. Description of Research Location

a. The Brief History of State Institute For Islamic Studies Of Metro State Islamic Institute (IAIN) Metro is located on Jl. Ki Hajar Dewantara No.15A, Iringmulyo, Kec. Metro Timur, Metro city, Lampung province. It was only one the State Institute for Islamic Studies in this city. This Islamic Institute which was one famous and favorite university. IAIN Metro has vision and mission. The vision of this university was become an innovative Islamic College of Education in socio1ecotechno-preneurship synergy based on Islamic values and Indonesian. Moreover, the application of the vision, it consists some missions, namely: implementation Islamic values in education, community service, research, develop a productivity, innovative academic in management resource through scientific research, learning method, growing socio1ecotechno-preneurship of academic in the application of three pillars of university, implementation a professional, and cultivated institutional management system based on information technology.

b. The English Education Department The application of English Education Department stands on its vision, as follow: the establishment of professional students in English Education which can

integrate the Islamic values and academic dimensions. As a result, the students have high bargaining. Meanwhile, the vision is enlarged in some missions as follow:

1) Increasing the students' performance through knowledge reinforcement and actualization toward religious, national, and civil life in the Islamic culture.

2) Building the atmosphere of the academic which is humanist, democratic and modern. 3) Growing the professionalism ethic through theoretical basic knowledge.

3) Giving qualified education service to train the candidate of educator which is smart and skillful that have good attitude.

4) Applying integrated educational system which is able to give significant input to development of education. That all about the vision and missions that included all of the students of English Education Department in State Islamic Institute of Metro. Furthermore, based on the vision and mission above, it is formulated to be three purposes of English Education Study Program, they are

5) To prepare the students, it is not only to be English Teacher who can applicate the social benefit values, science, technology, and art. but also be able to become agents of change in the society.

6) To prepare the students to be professional English Teacher who can applicate, establish, and enlarge English Education with high

spirit of Islamic English. In addition, English Education Study Program always tries to repair and develop the quality in teaching and learning process. In order to English Education to be better than before. In line with above statement, English study program always tries to develop the quality in the teaching and learning process. In addition, The total students from 2019 – 2020 of TBI are 1059 students and the lecturers are 26.

2. **English Education Study Program (TBI)**

English education program (TBI) is one of strata 1 (S1) majors of Tarbiyah faculty in State Institute for Islamic Studies Metro (IAIN) which has established in 2007. Historically, S1 TBI State Institute for Islamic Studies of Metro came from diploma 3 (D3) English education that was opened in 2002.

The legal and operational license of TBI based on the explanation letter of Islamic education general director no. Dj. I/220.C/2007 in Jakarta on May 28th, 2007. According the implementation license of study program from the general director, TBI is located in State Institute for Islamic Studies of Metro in Jl. Ki Hajar Dewantara 15A Metro City. English education study program (TBI has a vision in implementing education, namely: creating professional Descriptive Paragraph in English education who can integrate Islamic values and academic dimensions. The vision then is enlarged in some mission, those are: Developing the

Students' privacy through knowledge, reinforcement, and actualization toward religious, national, and civil life in Islamic culture.

a. Building and developing humanist, democratic, and modern academic atmosphere.

b. Growing the professionalism ethic through theoretical knowledge basic mastery.

c. Providing qualified service of education to produce smart and skillful educator candidates who have good attitude.

d. Applying integrated education system which is able to give a significant input for educational development.

Based on the statement above, English education study program (TBI) continuously tries to develop quality in learning and teaching process. Actually, it will be create dynamic, opened, and polite relationship among the stakeholders in TBI IAIN Metro.

Table 4.1
Total students of TBI 2018-2022-2022

Semester	Total
I	226
III	171
V	250
VII	276
IX	136
Total	1059

Observation of tate Islamic institute of metro in academic year 2019 2022

Figure 4.1
Graphic of Total Students of TBI 2020-2022
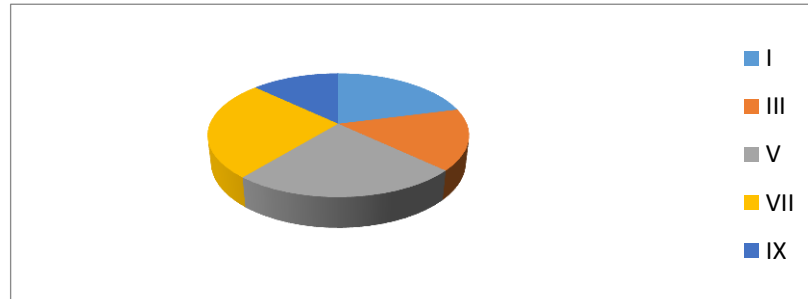
Table 4.2
Total Lecture of TBI based on Gender 2020-2022

Gender	Total
Male	7
Female	19
Total	26

Figure 4.2
Total Lecturers of TBI based on Education 2020-2022
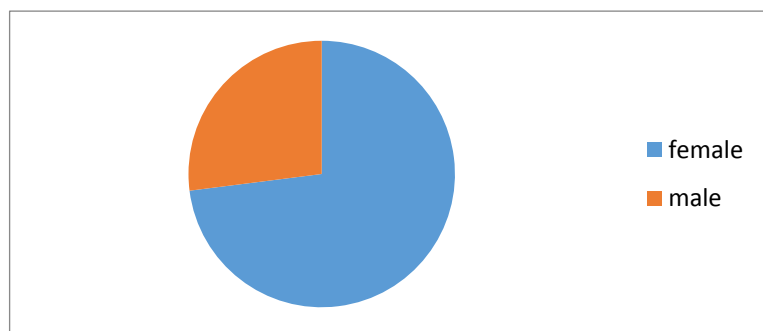
Table 4.3
Total Lecturers of TBI based on Education 2020-2022

Education	Total
S3	3
S2	23
Total	26

Figure 4.3
Total Lecturers of TBI based on Education 2020-2022
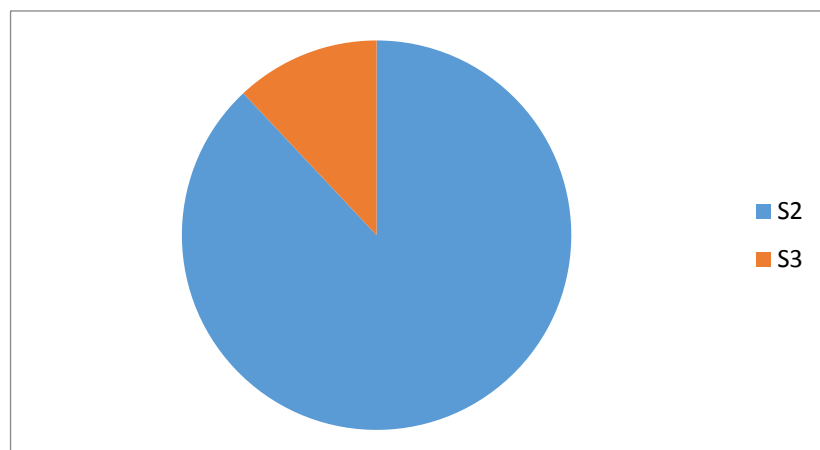
Source: Observation of State Islamic Institute of Metro in the academic year 2020-2022

3. **Description of Research Data**

   a. **General Description**

   This research specially analyzed the velar consonant pronounced by the students of the second semester of IAIN Metro. This research was conducted on November 2022. In this part, the researcher reported the research of the data. The researcher used three steps to get the data were observation, documentation, and interview. The first steps the researcher observed the recorded data of students velar consonant pronunciation. The second data got by doing documentation. The last steps the researcher interviewed the students and teacher. The data were taken purposive sampling from 10 students of class B English education department of IAIN Metro.

b. 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

The researcher collected many data which are greatly needed for this research. The researcher got the data by interview the teacher and students. The researcher visiting the class and got some record. The researcher observed 10 students on the second semester English education department of IAIN Metro.

2) Data Reduction

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

3) Data Display

The researcher show the Velar consonant pronounced by the students of second semester of IAIN Metro. Based on the data from the observation, there are some results, shorted by the most dominant difficult syllable of velar consonant pronounced by the students of the second semester of IAIN Metro.

List Interview Questions

No	Question Interview
1	What do you know about pronunciation?
2	how important pronunciation when you speaking english?
3	How the difficulties that you find in pronunciation when you speaking English?
4	If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?
5	What do you know about Velar Consonant?
6	How to pronounced: • Known, Knowledge • Get, Ghost • Ring, Sing

List interview Students:

SM

1. What do you know about pronunciation?	pronunciation is the way how we to spoke word or sentence with a clearly and its make the other people understand what we say.
2. How important pronunciation when you speaking English?	I think pronunciation is one of the most important way when we will speak with the correct pronunciation it makes the audience easy to understand.
3. How the difficulties that you find in pronunciation when you speaking English?	I think when I'm get the difficult in pronunciation cause we don't know the symbol of the word and its make we pronounced the word is in correct way and then when we will speak correctly we must check it on oxford.

4. If we don't understands the syllable of PRONUNCIATION, is that any connection in our speakings skill?	I think when we don't know the syllable of the word it will make a effect in our speaking cause when we don't know the syllable, we don't know how to pronounced correctly, and then it make our speaking is not good.
5. What do you know about Velar Consonant?	Sorry, I don't ever hear that before
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	*Nown, nowledge* ***Get, ghost*** ***Ring, sing***

SO

Question	Answer
1. What do you know about pronunciation?	pronunciation is English which include articulation and intonation
2. How important pronunciation when you speaking English?	I think its very important
3. How the difficulties that you find in pronunciation when you speaking English?	I think when I speaking in front of class I feel nervous
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	Yes
5. What do you know about Velar Consonant?	No

DPD

Question	Answer
1. What do you know about pronunciation?	pronunciation.. I think we're study about the how to spell the pronunciation well and to the good sounds
2. How important pronunciation when you speaking English?	I think pronunciation is important to communication with other people
3. How the difficulties that you find in pronunciation when you speaking English?	I think I difficult if I am cannot compare the between pronunciation

4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think that is any connection
5. What do you know about Velar Consonant?	Sorry I don't know
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	***Known, knowled*** Get***, gos*** Ring, sing

A

Question	Answer
1. What do you know about pronunciation?	The way we use to pronounced with English
2. How important pronunciation when you speaking English?	Yes, its very important
3. How the difficulties that you find in pronunciation when you speaking English?	Nervous
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think yes
5. What do you know about Velar Consonant?	No
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	***Kno, knowled*** Get***, ghos*** Ring, sing

BR

Question	Answer
1. What do you know about pronunciation?	Pronunciation is way to how we speak clearly
2. How important pronunciation when you speaking English?	I think its so important because when we pronunciation well the audience will understand what we're say
3. How the difficulties that you find in pronunciation	I think sounds alphabet its different with the "bahasa"

when you speaking English?	
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think ya
5. What do you know about Velar Consonant?	I don't ever hear the velar
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Now, nowledg Get, gos Ring, sing

MDS

Question	Answer
1. What do you know about pronunciation?	pronunciation in my opinion I think pronouncition is the art manner of pronouncing the word excellent of speech
2. How important pronunciation when you speaking English?	Practice, practice and practice
3. How the difficulties that you find in pronunciation when you speaking English?	My difficulties that a pronunciation maybe a word that I don't know how to pronouncing
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	Yes I think any connection in speaking
5. What do you know about Velar Consonant?	Sorry I don't understands
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Nown, nowledg Get, gos Ring, sing

MA

Question	Answer
1. What do you know about pronunciation?	I think pronunciation is the word and how to tell the word from the word
2. How important	Because that is about knowledge

pronunciation when you speaking English?	and that is very important if we want to talk something
3. How the difficulties that you find in pronunciation when you speaking English?	The difficulties is about a new word like the first word I hear
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	Yes, I think if we don't understand our speakings will be bad
5. What do you know about Velar Consonant?	Sorry I don't ever hear
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Nown, nowledg Get, gus Ring, sing

FA

Question	Answer
1. What do you know about pronunciation?	pronunciation is the way to make the sounds of word
2. How important pronunciation when you speaking English?	Its very important in speaking English
3. How the difficulties that you find in pronunciation when you speaking English?	I don't know how to pronounced, and I don't know the meaning
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think yes
5. What do you know about Velar Consonant?	No, I don't know
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Known, knowledge Get, gosh Ring, sing

F

Question	Answer
1. What do you know about pronunciation?	According to my understanding pronunciation is how to the word are pronouncing or spell it

2. How important pronunciation when you speaking English?	I think very important determine how good you speak
3. How the difficulties that you find in pronunciation when you speaking English?	I think the most difficult is knowing the symbol how to pronounced them
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think of course yes
5. What do you know about Velar Consonant?	Sorry
6. How to pronounced : - Known, Knowledge - Get, Ghost - Ring, Sing	Known, knowledge Get, gos Ring, sing

TRP

Question	Answer
1. What do you know about pronunciation?	I think pronunciation is the way to speak the word with the right way
2. How important pronunciation when you speaking English?	I think pronunciation is very important when we speak English because, we never we have a good we can be a good native speaker
3. How the difficulties that you find in pronunciation when you speaking English?	I think the difficult is to pronounced the same symbol still bad
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think yea, because the syllable we can pronounced well and if we don't know it will be wrong in pronunciation
5. What do you know about Velar Consonant?	Sorry I don't know
6. How to pronounced : - Known, Knowledge - Get, Ghost - Ring, Sing	Nown, nowledg Get, ghos Ring, sing

The main objectives of this research is to find out the velar consonant pronounced by the students, The researcher data collated by the researcher was carried out using a qualitative method. Students still do not understand a little about velar consonants in learning English. The reason is because in learning English they still don't understand about the existence of velar and the importance of velar. Their weakness is in the velar pronunciation, especially on the letter K*[k], known, [now] knowledge, [nowlej] knowledgeable, [nowledjbel]*. The pronunciation of these words should not need K to be read, but during this meeting, the reading of know, knowledge and knowledgeable, the reading of K was still being read by them. So that they still make a few mistakes in reading these words. They know that pronunciation in English is important especially in speaking subjects, but they still find weaknesses in the pronunciation of English letters, because according to them the symbols in English are still difficult to learn. They do not get specific subject about English pronunciation, so that they read the English words as they are spelled.

Based on the result of researcher through interviews with students, stated that students was pronounced the velar with a good pronunciation but, Students still do not understand a little about velar consonants in learning English. The reason is because in learning English they still don't understand about the existence of velar and the importance of velar. They have found learning about velar but they

still have difficulty in applying and pronouncing the letters. Their weakness is in the velar pronunciation, especially on the letter K *[k], known, [now] knowledge, [nowlej] knowledgeable, [nowledjbel].* The pronunciation of these words should not need K to be read, but during this meeting, the reading of know, knowledge and knowledgeable, the reading of [K] was still being read by them. So that they still make a few mistakes in reading these words. They know that pronunciation in English is important especially in speaking subjects, but they still find weaknesses in the pronunciation of English letters, because according to them the symbols in English are still difficult to learn.

The cause of another velar consonant is the nervousness that students experience because they are afraid of making the wrong pronunciation. Based on the research results, when students feel nervous in the process of speaking, they tend to be reluctant to say it again, it happens because fear is greater than their curiosity in pronouncing English letters, especially velar consonants.

In addition, students also feel that they still lack vocabulary in English. Sometimes they tend to speak less clearly in the pronunciation of words in English. After doing observations, the researcher found that the pronunciation of velar absolutely came from their mouths because they already felt that the pronunciation was correct, whereas if we checked in the dictionary the correct pronunciation was not what they said.

List Observation for the Students

Vocabulary		
K	**G**	**N(□)**
Key	Game	Ring
Kick	Gap	Nothing
Know	Garden	Morning
Knowledge	Garnish	Counting
Knife	Gentle	Supplying
Knite	General	Thing
Knee	Get	Washing
Knock	Ghost	Using
Knowledgeable	Give	Floating
Kneel	Gun	Making

List Observation Vocabulary Words

No	Name	Words	Utterance		
			K	**G**	**N (□)**
1.	TRP	Know, Knowledge , Knite , Knock	√		
		Gentle		√	
		Washing			√
2.	SM	Kneel, Knowledgeable	√		
		General		√	
3.	SO	Knite, Knife, Knee	√		
		Garden		√	
4.	DPD	Knowledgeable	√		
5.	A	Knowledgeable, Kneel, Knite	√		
		Gentle		√	
		Supplying			√
6.	BR	Knife, Knee, Knock	√		
		Garnish		√	
7.	MDS	Kneel, Knock, Knife	√		
		General		√	
8.	MA	Knee, Knowledgeable	√		
		General,		√	
9.	FA	Knowledgeable	√		
		Gentle		√	
		Using			√
10.	F	Knowledgeable, Kneel, Knock	√		
		Gentle , General		√	
		Using			√

From the result of the observations above, it was concluded that from the ten of students there were several students who found it difficult in pronounced velar consonant in the English learning process. One of the difficulties they experienced was pronouncing the velar sounds, students said that the velar sound are difficult and often gave the motivation before learning began. Complex learning content can be simplified with the help of knowledge. Can assist teachers in achieving competency development goals.

Based on the result of references through observations, it can be said that students have implemented the learning process. After doing the observation above, the students still do not understand about velar consonants in learning English. The reason is because in learning English they still don't understand about the existence of velar and the importance of velar. Their weakness is in the velar pronunciation, especially on the letter K*[k], known, [now] knowledge, [nowlej] knowledgeable, [nowledjbel].* And from the observations above, some of the dominant difficulties they found were in the letter K[k] in the pronunciation of this letter, found in the example words*: know, knowledge, knowledgeable, knife, knite, knee, knock and kneel.* What should be in this pronunciation they don't need to read the letter K[k].

After doing observations, the researcher that the pronunciation of velar absolutely came from their mouths because they already felt that the pronunciation was correct, whereas if we checked in the dictionary the correct pronunciation was not what they said.

B. Discussion

In teaching speaking in the second semester of English education department of IAIN Metro, based on pra-survey there were some problems like the students still have some lack of knowledge about velar consonant and pronounced the velar syllable. The students were still confused pronounced the velar consonant in pronunciation. Whereas, the students must know how to pronounce the velar 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 confused at how to pronounce the syllable of velar consonant which were found in the students pronunciation. Those difficult were divided into 3 kinds, namely: (K [k]) 6% of the 10% students are confused and difficult to pronounced the velar syllable, (G [g]) 2% of the 10% students are difficult to pronounced the velar syllable, (N [□]) 3% OF THE 10% students are difficult to pronounced the velar syllable. 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 60% difficult syllable frequently appeared about pronunciation was the area of velar consonant [K]. Based on the result of the data analysis, it proves that the students" pronunciation needs to be improved, and needs to be increase their knowledge about velar syllable, not only in the students" ability in pronunciation, but also in their understanding the types of pronunciation that corresponds to the correct phonetic transcription. The cause of another velar consonant is the nervousness that students experience because

they are afraid of making the wrong pronunciation. Based on the research results, when students feel nervous in the process of speaking, they tend to be reluctant to say it again, it happens because fear is greater than their curiosity in pronouncing English letters, especially velar consonants.

In addition, students also feel that they still lack vocabulary in English. Sometimes they tend to speak less clearly in the pronunciation of words in English. After doing observations, the researcher found that the pronunciation of velar absolutely came from their mouths because they already felt that the pronunciation was correct, whereas if we checked in the dictionary the correct pronunciation was not what they said.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

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

1. Based on the result of researcher through interviews with students, stated that students was pronounced the velar with a good pronunciation but, Students still do not understand a little about velar consonants in learning English. The reason is because in learning English they still don't understand about the existence of velar and the importance of velar. They have found learning about velar but they still have difficulty in applying and pronouncing the letters.

2. Based on the result of references through observations, it can be said that students have implemented the learning process. After doing the observation above, the students still do not understand about velar consonants in learning English. The reason is because in learning English they still don't understand about the existence of velar and the importance of velar. Their weakness is in the velar pronunciation, especially on the letter K*[k], known, [now] knowledge, [nowlej] knowledgeable, [nowledjbel].*

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 researcher 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 an instrument of English learning completely.

2. For the English Teacher

   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

   The finding showed that the most dominant difficult syllable frequently appeared about pronunciation was the area of velar consonant [K]. Based on the result of the data analysis, it proves that the students pronunciation needs to be improved, and needs to be increase their knowledge about velar syllable, not only in the students ability in pronunciation, but also in their understanding the types of pronunciation that corresponds to the correct phonetic transcription.

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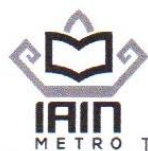
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FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4950/In.28/J/TL.01/12/2021
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
REKTOR IAIN METRO
di-
Tempat

Assalamu'alaikum Wr. Wb.

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

Nama	:	RAHMA PUTRI MEILIA
NPM	:	1801072029
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	

untuk melakukan prasurvey di IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 02 Desember 2021
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo 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
Nomor: B-1395/In.28.1/J/TL.00/04/2021

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Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : RAHMA PUTRI MEILIA

Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul ***"AN ANALYSIS OF VELAR CONSONANT IN PRONOUNCIATION OF THE SECOND SEMESTER OF IAIN METRO*** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

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Metro, 13 April 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 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-5216/In.28/D.1/TL.00/12/2022	Kepada Yth.,
Lampiran : -	KETUA PRODI TADRIS BAHASA
Perihal : **IZIN RESEARCH**	INGGRIS IAIN METRO
	di-
	Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-5215/In.28/D.1/TL.01/12/2022, tanggal 01 Desember 2022 atas nama saudara:

Nama	:	**RAHMA PUTRI MEILIA**
NPM	:	1801072029
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF VELAR CONSONANT IN PRONOUNCIATION OF THE SECOND SEMESTER OF IAIN METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Desember 2022
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

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

S U R A T T U G A S
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NPM	:	1801072029
Semester	:	9 (Sembilan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :

1. Mengadakan observasi/survey di PRODI TADRIS BAHASA INGGRIS IAIN METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF VELAR CONSONANT IN PRONOUNCIATION OF THE SECOND SEMESTER OF IAIN 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.

Dikeluarkan di : Metro
Pada Tanggal   : 01 Desember 2022

Mengetahui,
Pejabat Setempat

Andianto, M.Pd

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki. Hajar Dewantara 15A Iringmulyo 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
Nomor: B-4347/In.28.1/J/TL.00/09/2021

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Yang betanda tangan di bawah ini:
Nama   : Andianto, M.Pd
NIP   : 19871102 201503 1 004
Jabatan   : Ketua Jurusan
Jurusan   : Tadris Bahasa Inggris (TBI)

Menerangkan bahwa:
Nama   : RAHMA PUTRI MEILIA
NPM   : 1801072029
Jurusan   : Tadris Bahasa Inggris (TBI)
Fakultas   : Fakultas Tarbiyah dan Ilmu Keguruan
Instansi   : IAIN Metro

Mahasiswa di atas telah melaksanakan penelitian dengan judul **"AN ANALYSIS OF VELAR CONSONANT IN PRONOUNCIATION OF THE SECOND SEMESTER OF IAIN METRO`** yang bertempat di jurusan Tadris Bahasa Inggris (TBI) IAIN Metro.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebagaimana mestinya.

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Ketua Jurusan TBI

Andianto, M.Pd
NIP.19871102 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-5097/In.28.1/J/TL.00/11/2022
Lampiran : -
Perihal   : **SURAT** *BIMBINGAN SKRIPSI*

Kepada Yth.,
Leny Setiyana (Pembimbing 1)
(Pembimbing 2)
di-
    Tempat
Assalamu'alaikum Wr. Wb.

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

Nama	:	**RAHMA PUTRI MEILIA**
NPM	:	1801072029
Semester	:	9 (Sembilan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	AN ANALYSIS OF VELAR CONSONANT IN PRONOUNCIATION OF THE SECOND SEMESTER IAIN 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, 25 November 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

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

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

Nama : Rahma Putri Meilia   Jurusan : TBI
NPM : 1801072029   Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Jumat 18/6 21		Silahkan kerjakan bab 1	
2.	kamis 19/5 22		Revisi Bab 1, 2, 3	
3.	Jumat 3/6 22		Revisi 1. Nama kutipan 2. kerapihan tulisan	
9.	kamis 9/6 22		Acc seminar proposal	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Leny Setiyana, M.Pd
NIDN. 2016099101

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

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

Nama : Rahma Putri Meilia   Jurusan : TBI
NPM : 1801072029   Semester : VIII

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
5	Jumat 11/11 22	*(tanda tangan)*	Bimbingan Apd - Perbaiki pertanyaan wawancara	
6	Rabu 23/11 22	*(tanda tangan)*	Acc Apd. lanjutkan ke wawancara dan. analisis data	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Leny Setiyana, M.Pd
NIDN. 2016099101

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

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

Nama : Rahma Putri Meilia   Prodi : TBI
NPM : 1801072029   Semester :

No	Hari/Tanggal	Dosen Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	7/12 22		Daftar Pustaka Penulisan pronounciation Discusion harus ditambah korapihan tulisan.	
2.	12/12 22		Acc bab 4 dan 5 Abstrak oke lanjutkan munaqosah	

Mengetahui,
Ketua Prodi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing,

Leny Setyana, M.Pd
NIDN. 2016099101

OBSERVATION SHEETS

<table>
<thead>
<tr><th colspan="3">Vocabulary</th></tr>
<tr><th>K</th><th>G</th><th>N(ŋ)</th></tr>
</thead>
<tbody>
<tr><td>Key</td><td>Game</td><td>Ring</td></tr>
<tr><td>Kick</td><td>Gap</td><td>Nothing</td></tr>
<tr><td>Know</td><td>Garden</td><td>Morning</td></tr>
<tr><td>Knowledge</td><td>Garnish</td><td>Counting</td></tr>
<tr><td>Knife</td><td>Gentle</td><td>Supplying</td></tr>
<tr><td>Knite</td><td>General</td><td>Thing</td></tr>
<tr><td>Knee</td><td>Get</td><td>Washing</td></tr>
<tr><td>Knock</td><td>Ghost</td><td>Using</td></tr>
<tr><td>Knowledgeable</td><td>Give</td><td>Floating</td></tr>
<tr><td>Kneel</td><td>Gun</td><td>Making</td></tr>
</tbody>
</table>

List Observation Vocabulary Words

No	Name	Words	Utterance		
			K	G	N (ŋ)
1.	TRP	Know, Knowledge , Knite , Knock	√		
		Gentle		√	
		Washing			√
2.	SM	Kneel, Knowledgeable	√		
		General		√	
3.	SO	Knite, Knife, Knee	√		
		Garden		√	
4.	DPD	Knowledgeable	√		
5.	A	Knowledgeable, Kneel, Knite	√		
		Gentle		√	
		Supplying			√
6.	BR	Knife, Knee, Knock	√		
		Garnish		√	
7.	MDS	Kneel, Knock, Knife	√		
		General		√	
8.	MA	Knee, Knowledgeable	√		
		General,		√	
9.	FA	Knowledgeable	√		
		Gentle		√	
		Using			√
10.	F	Knowledgeable, Kneel, Knock	√		
		Gentle , General		√	
		Using			√

OBSERVATION LIST

No	Name	Utterance	Types of Velar		
			k	g	N
1.	TRP	• This sheep is found in every quarter of the *globe*		√	
		• Sheep-*washing* and *shearing* are busy times for the farmer			√
		• And are *interesting* sights			√
		• *Young* sheep are called			√
		• The gentle little *things skipping* about in the meadows			√
2.	BRD	• Every *morning* the sun shines through my window			√
3.	MA	• In *supplying* them with milk			
		• Their *young* ones are called calves			√
		• A *good* cow will *give* about fifteen or more quarts		√	
		• So that by *counting* the number of circles			√
		• Her age may be exactly *known*	√		
4.	SO	• But on *floating* ice several leagues out at sea			√
		• Eat many *kinds* of berries	√		
5.	FA	• Ultra large screens *using* super thin material			√
		• Individually *making* the image look *good* from almost every angle		√	√
6.	DPD	• I *got* this pet from my friend		√	
		• At the *beginning* of			√

		2009			
7.	ADW	• I'm afraid that he might *running* away			√
8.	MDS	• My first time *seeing* her is when she promotes a beauty product			√
		• I hear now she is *studying* somewhere			√
9.	SM	• Have you *known* a panda	√		
10.	F	• My friend *gave* me a dolphin doll		√	

STUDENTS SPEAKING SCRIPT:

Tandi Rahmanda Putra (2101052017)

The Sheep

The Sheep is found in every quarter of the *globe,* and is one of the most profitable animals that mankind possesses. His flesh is eaten by the inhabitants of all nations, and, as you know, is called mutton. The wool of the Sheep is very valuable, and most of our clothing is made from it: that produced by the breed called Merino sheep is particularly fine, and fetches a high price. The skin is also of service, and forms covers for many of your school-books. Sheep-*washing* and *shearing* are busy times for the farmer, and are very *interesting* sights. *Young* sheep are called lambs you have often seen the gentle little *things skipping* about in the meadows.

Bela Rahma Dani(2101051005)

The Bedroom

The bedroom is my favorite room. The wall color is blue, which is my favorite color. it's one snug bed that faces the window. Every *morning*, the sun shines through my window and wakes me up. I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments. My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop, stationery, and notebook. Although my room is tiny and straightforward, I notice it is terribly coz

Muhammad Abizard(2101051024)

THE COW

Cows are very useful to mankind, in *supplying* them with milk from which both butter and cheese are made. Their *young* ones are called calves, and the flesh of calves is veal. A *good* Cow will *give* about fifteen or more quarts of milk a day, but much depends upon the quality of the pasture she feeds upon. Her age is told by her horns after she is three years old a ring is formed every year at the root of the horn, so that by *counting* the number of circles, her age may be exactly *known*. Cows are sometimes prettily marked with black, brown, and yellow spots, and, as they lie scattered about a green meadow, add much to the charms of a landscape.

Fitri Anissa(2101050010)

TV Plasma

The new plasma TV has a screen as the largest regular TV set, but it is only 15 cm thick. It consists of hundreds of thousands of small cells that contain xenon and neon *gas*. The advantage of this plasma display technology is that you can produce ultra large screens *using* super thin material. The image is also very clear because each pixel is lit individually *making* the image look *good* from almost every angle.

Sindi Oselasari(2101051037)

The Polar Bear

The Polar Bear is *distinguished* for his tremendous ferocity. They are very numerous in the polar seas. There it is seen not only on land and fixed ice, but on *floating* ice several leagues out at sea. At sea, the food of this animal is fish, seals, and the carcases of whales; on land, it preys upon deer and other animals and will

like the Black Bear, eat many *kinds* of berries. In winter, it beds itself deeply under the snow or eminences of ice, and awaits, in a torpid state, the return of the sun. The Black Bear lives in the woods of the United States, and is not as large as the Polar or Brown Bear, but lives very much like the Polar bear

Diah Pravita Damayanti(2101051009)

My Dog

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes too. I *got* this pet from my friend at the *beginning* aof 2009. He bought it from a pet shop in this country. One a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

Siti Maksumah (2101051040)

Panda

Have you *known* panda? How are pandas look like? Panda has two dominant colors, white and black. Panda's fur is seen dominantly in white. While the legs, ears, eyes, and also the muzzle are covered with black fur. Formerly, panda lived in South and East China. It was also found in part of Myanmar and Vietnam. These days, panda can be seen a lot in forest area in Sinchuan, *Gangsu*, and Shaanxi of China.

LIST INTERVIEW FOR STUDENTS :

SM

1.	What do you know about pronunciation?	Pronunciation is the way how we to spoke word or sentence with a clearly and its make the other people understand what we say.
2.	How important pronunciation when you speaking English?	I think pronunciation is one of the most important way when we will speak with the correct pronunciation it makes the audience easy to understand.
3.	How the difficulties that you find in pronunciation when you speaking English?	I think when I'm get the difficult in pronunciation cause we don't know the symbol of the word and its make we pronounced the word is in correct way and then when we will speak correctly we must check it on oxford.
4.	If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think when we don't know the syllable of the word it will make a effect in our speaking cause when we don't know the syllable, we don't know how to pronounced correctly, and then it make our speaking is not good.
5.	What do you know about Velar Consonant?	Sorry, I don't ever hear that before
6.	How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	*Nown, nowledge* **Get, ghost** **Ring, sing**

SO

Question	Answer
1. What do you know about pronunciation?	pronunciation is English which include articulation and intonation
2. How important pronunciation when you speaking English?	I think its very important
3. How the difficulties that you find in pronunciation when you speaking English?	I think when I speaking in front of class I feel nervous
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	Yes
5. What do you know about Velar Consonant?	No
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing 7.	*Nown, nowledge* ***Get, ghost*** ***Ring, sing***

DPD

Question	Answer
1. What do you know about pronunciation?	Pronunciation.. I think we're study about the how to spell the pronunciation well and to the good sounds
2. How important pronunciation when you speaking English?	I think pronunciation is important to communication with other people
3. How the difficulties that you find in pronunciation when you speaking English?	I think I difficult if I am cannot compare the between pronunciation
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think that is any connection
5. What do you know about Velar Consonant?	Sorry I don't know
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	***Known, knowled*** Get*, gos* Ring, sing

A

Question	Answer
1. What do you know about pronunciation?	The way we use to pronounced with English
2. How important pronunciation when you speaking English?	Yes, its very important
3. How the difficulties that you find in pronunciation when you speaking English?	Nervous
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think yes
5. What do you know about Velar Consonant?	No
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	***Kno, knowled*** Get, ***ghos*** Ring, sing

BR

Question	Answer
1. What do you know about pronunciation?	Pronunciation is way to how we speak clearly
2. How important pronunciation when you speaking English?	I think its so important because when we pronunciation well the audience will understand what we're say
3. How the difficulties that you find in pronunciation when you speaking English?	I think sounds alphabet its different with the "bahasa"
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think ya
5. What do you know about Velar Consonant?	I don't ever hear the velar
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Now, nowledg Get, gos Ring, sing

MDS

Question	Answer
1. What do you know about pronunciation?	Pronunciation in my opinion I think pronouncition is the art manner of pronouncing the word excellent of speech
2. How important pronunciation when you speaking English?	Practice, practice and practice
3. How the difficulties that you find in pronunciation when you speaking English?	My difficulties that a pronunciation maybe a word that I don't know how to pronouncing
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	Yes I think any connection in speaking
5. What do you know about Velar Consonant?	Sorry I don't understands
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Nown, nowledg Get, gos Ring, sing

MA

Question	Answer
1. What do you know about pronunciation?	I Think pronunciation Is The Word And How To Tell The Word From The Word
2. How important pronunciation when you speaking English?	Because that is about knowledge and that is very important if we want to talk something
3. How the difficulties that you find in pronunciation when you speaking English?	The difficulties is about a new word like the first word I hear
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	Yes, I think if we don't understand our speakings will be bad
5. What do you know about Velar Consonant?	Sorry I don't ever hear
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Nown, nowledg Get, gus Ring, sing

FA

Question	Answer
1. What do you know about pronunciation?	Pronunciation is the way to make the sounds of word
2. How important pronunciation when you speaking English?	Its very important in speaking English
3. How the difficulties that you find in pronunciation when you speaking English?	I don't know how to pronounced, and I don't know the meaning
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think yes
5. What do you know about Velar Consonant?	No, I don't know
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Known, knowledge Get, gosh Ring, sing

F

Question	Answer
1. What do you know about pronunciation?	According to my understanding pronunciation is how to the word are pronouncing or spell it
2. How important pronunciation when you speaking English?	I think very important determine how good you speak
3. How the difficulties that you find in pronunciation when you speaking English?	I think the most difficult is knowing the symbol how to pronounced them
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think of course yes
5. What do you know about Velar Consonant?	Sorry
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Known, knowledge Get, gos Ring, sing

TRP

Question	Answer
1. What do you know about pronunciation?	I think pronunciation is the way to speak the word with the right way
2. How important pronunciation when you speaking English?	I think pronunciation is very important when we speak English because, we never we have a good we can be a good native speaker
3. How the difficulties that you find in pronunciation when you speaking English?	I think the difficult is to pronounced the same symbol still bad
4. If we don't understands the syllable of pronunciation, is that any connection in our speakings skill?	I think yea, because the syllable we can pronounced well and if we don't know it will be wrong in pronunciation
5. What do you know about Velar Consonant?	Sorry I don't know
6. How to pronounced : • Known, Knowledge • Get, Ghost • Ring, Sing	Nown, nowledg Get, ghos Ring, sing

Lecturer Text Interview :

(Mrs. Ning Setiyowati, M. Pd)

Question	Answer
1. How important pronunciation in speaking english?	Its very important, when the students didn't has good pronunciation i think that their speaking is not effective, it is the first reason. Why the pronunciation is very important and we know that pronunciation it is one of the indicator of the speaking, soit is very important.
2. Do students have problem in pronunciation?	Of course, almost the student has the biggest problem is about pronunciation. Sometimes, when they speak in english and they have a mistake or errors in pronunciation, it is a comon problem i think that every students always has a problem.
3. What do you know about velar consonant?	Velar consonant? Velar consonant is related to the sounds that has the sounds of consonant, like k,g,n. The example word like (know, knowledge)

4. Do students have difficulty when pronouncing velar consonant?	It is like the most problem, when the students pronounced like knowledge but they still pronounced knowledge. I always find this problem, especially from my students.
5. Does the lecture give the example of velar consonant pronouncing?	When we talk about velar consonant, actually that it is appropriate not for the speaking subject i think. Because, it most specific how to learn of the pronunciation of the word. In speaking process the students will learn but not specific than phonology, but in speaking process they just foccus on how to speak in english, when they can speaking english they can analys abou the pronunciation about the fluency, gramatically and vocabulary, as the indicator of speaking. It is different, so when you wan't to analys about this topic i think that is better on phonology subject.
6. Does the velar consonant is important when students speaking english?	Yes of course when we wan't to tag the effective of speaking as detail as possible all of the component all of the indicators should be perfect. But it is not easy on the reality.

DOCUMENTATION

KEMENTRIAN AGAMA REPUBLIK INDONESIA
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

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   : RAHMA PUTRI MEILIA
NPM   : 1801072029
Jurusan   : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.
Demikian surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Metro,   Juni 2022
Ketua Jurusan TBI

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

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

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1491/In.28/S/U.1/OT.01/11/2022

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

Nama	: Rahma Putri Meilia
NPM	: 1801072029
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1801072029

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, 30 November 2022
Kepala Perpustakaan

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

CURRICULUME VITAE

The name of the researcher is Rahma Putri Meilia. She was born on Metro, on 31 May 1999. The researcher is the second child of two children from Mr. Dul Supardi and Mrs. Sunarsih. In 2012 the researcher graduated from education at SD N 9 Metro Barat. Then, the researcher continued her studies at SMP Kartikatama Metro Lampung until graduated in 2015, then the researcher continued her education her education at SMA Kartikatama Metro until graduated in 2018. After graduating from Vocational High School, she decided to continued and take a major in English Education Department of State Islamic Studies (IAIN) of Metro. The researcher hopes that after graduating from IAIN Metro, she can use the knowledge that she obtained as well as possible. In addition, the researcher hopes to be a good teacher and role model for students.