

**AN UNDERGRADUATE THESIS**  
**AN ANALYSIS OF STUDENTS' PRONUNCIATION**  
**ABILITY IN SPEAKING ENGLISH FOR YOUNG**  
**LEARNERS AT SDN 6 METRO UTARA**

**BY :**

**BELLA CYNDRA**

**Student Number : 1901052007**



**TARBIYAH AND TEACHERS TRAINING FACULTY**  
**ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**  
**1444 H / 2023 M**

**AN UNDERGRADUATE THESIS**

**AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN  
SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6  
METRO UTARA**

Presented as a Partial Fulfillment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
In English Education Department

By:

BELLA CYNDRA  
Students ID: 1901052007

Tarbiyah and Teacher Training Faculty  
English Education Department

**Sponsor:** Syahreni Siregar, M.Hum

**STATE ISLAMIC INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2023 M**



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

Jalan Ki Hajar Dewantara Kampus 15 A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.ian@metrouniv.ac.id

APPROVAL PAGE

Title : AN ANALYSIS OF STUDENTS' PRONUNCIATION  
ABILITY IN SPEAKING ENGLISH FOR YOUNG  
LEARNERS AT SDN 6 METRO UTARA

Name : Bella Cyndra  
Student Number : 1901052007  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be examined in Munaqosyah in Tarbiyah Faculty of State Islamic Institute of  
Metro.

Head of English Education  
Departement

Andianto, M.Pd.  
NIP. 198711022015031004

Metro, 12 June 2023  
Sponsor

Svahreni Siergari, M.Hum  
NIP. 197608142009122004



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

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

Telepon (0725) 41507, Faksimili (0725) 47296, Website: www.tarbiyah.metrouniv.ac.id, e-mail: tarbiyah.iaim@metrouniv.ac.id

NOTIFICATION LETTER

Number :  
Appendix :  
Matter : **In order to hold the munaqosyah  
Bella Cyndra**

To :  
The Honorable of the Head of Faculty of  
Tarbiyah and Teacher Training  
State Islamic Institute of (IAIN) Metro

*Assalamu'alaikum, Wr. Wb*

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

Name : Bella Cyndra  
Student Number : 1901052007  
Department : English Education  
Faculty : Tarbiyah and Teaching Training  
Title : AN ANALYSIS OF STUDENTS' PRONUNCIATION  
ABILITY IN SPEAKING ENGLISH FOR YOUNG  
LEARNERS AT SDN 6 METRO UTARA

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

*Wassalamu'alaikum Wr. Wb*

Head of English Education  
Departement

**Andjanto, M.Pd.**

NIP. 19871102 201503 1 004

Metro, June 12<sup>nd</sup> 2023  
Sponsor

**Syahreni Siregar, M.Hum**

NIP. 19760814 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggmulyo 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

NOTA DINAS

Nomor :  
Lampiran : -  
Perihal : **Mohon Dimunaqsyahkan Skripsi  
Bella Cyndra**

Kepada Yth.,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN)  
di-Tempat

*Assalamu'alaikumWr.Wb.*


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

Nama : Bella Cyndra  
NPM : 1901052007  
Program Studi : Tadris Bahasa Inggris (TBI)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul Skripsi : AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN  
SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6  
METRO UTARA


Sudah kami setuju dan dapat dimunaqsyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.-

*Wassalamu'alaikumWr.Wb.*

Mengetahui,  
Ketua Program Studi TBI

  
**Andianto, M.Pd.**  
NIP. 19871102201503 1 004

Metro, 12 Juni 2023  
Pembimbing

  
**Syahreni Siregar, M.Hum**  
NIP. 19760814 200912 2 004



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

**RATIFICATION PAGE**

No. B - 4119 / M - 20.1 / D / P.P. 00 2 / 07 / 2023

An Undergraduate thesis entitled: AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA. Written by Bella Cyndra student number 1901052007, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Monday, June 26, 2023 at 10.00-12.00 a.m.

**BOARD OF EXAMINERS:**

Chairperson : Syahreni Siregar, M.Hum

Examiner 1 : Dr. Aria Septi Anggaira, M.Pd

Examiner II : Rika Dartiara, M.Pd

Secretary : Aisyah Sunarwan, M.Pd



The Dean of Tarbiyah and Teacher Training Faculty,



**Dr. Zuhatri, M.Ed.**

NIP. 19620612 198903 1 006

# **AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA**

## **ABSTRACT**

**By : Bella Cyndra**

This research has aims to identify the students pronunciation ability in speaking English for young learners at SDN 6 Metro Utara and find out to solve the students pronunciation in speaking at fifth grade of SDN 6 Metro Utara to overcome the students pronunciation ability in speaking English .

This type of research is qualitative research. The subjects of this research were fifth grade students and English teacher at SDN 6 Metro. Data were obtained through passive participant observation, structured interviews, documentation and recorder.

The result of this research can be concluded that the students pronunciation ability in speaking get the top 3 percentages are the use of vowel [aɪ] in the pronunciation of the word 'Island' occupies the top position with a total of 80% of students are on the 'Adequate' criteria. Then the use of vowel [ɔ:] in the pronunciation of the word 'Airport' occupies the second position with a total of 64% of students being on the 'Adequate' criteria. And the use of the consonant [θ] in the pronunciation of the word 'Month' occupies the third position with a total of 60% of students being on the 'Adequate' criteria. The difficulties of pronunciation in speaking that include of Mother tongue interference, Sound system differences between mother tongue and English, it is hard for the students to imitate the native speakers' accent, the students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation, the students have less motivation in practicing English Pronunciation, the students have limitation in exposure the pronunciation drill. To solve the students pronunciation in speaking for students' by providing the considerable drilling and repetition in English pronunciation practice, guidance intensively in pronunciation practice, guiding the students to listen the native speakers' sound, completing the curriculum design and material establish long range oral communication goals and objective.

***Keywords*** : *Students Pronunciation, English Young Learners, Qualitative Research.*

# AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA

## ABSTRAK

Oleh : Bella Cyndra

Penelitian ini bertujuan untuk mengidentifikasi kemampuan pengucapan siswa dalam berbicara bahasa Inggris untuk pelajar muda di SDN 6 Metro Utara dan mencari tahu untuk memecahkan pengucapan siswa dalam berbicara di kelas lima SDN 6 Metro Utara untuk mengatasi kemampuan pengucapan siswa dalam berbicara bahasa Inggris.

Jenis penelitian ini adalah penelitian kualitatif. Subjek penelitian ini adalah siswa kelas V dan guru bahasa Inggris SDN 6 Metro. Data diperoleh melalui observasi partisipan pasif, wawancara terstruktur, dokumentasi dan perekam.

Hasil penelitian ini dapat disimpulkan bahwa kemampuan pengucapan siswa dalam berbicara mendapatkan 3 presentase teratas yaitu penggunaan vokal [aɪ] dalam pengucapan kata 'Island' menempati posisi teratas dengan total 80% siswanya berada pada kriteria 'Adequate'. Kemudian penggunaan vokal [ɔ:] dalam pengucapan kata 'Airport' menempati posisi kedua dengan total 64% siswanya berada pada kriteria 'Adequate'. Dan penggunaan konsonan [θ] dalam pengucapan kata 'Month' menempati posisi ketiga dengan total 60% siswanya berada pada kriteria 'Adequate'. Kesulitan pengucapan dalam berbicara yang meliputi interferensi bahasa Ibu, perbedaan Sound system antara bahasa ibu dan bahasa Inggris, sulit bagi siswa untuk meniru aksen penutur asli, siswa tidak dapat memahami dan mempraktikkan stres, intonasi, dan ritme dalam pengucapan bahasa Inggris mereka, siswa kurang termotivasi dalam berlatih Pengucapan Bahasa Inggris, Para siswa memiliki keterbatasan dalam paparan latihan pengucapan. Untuk mengatasi pengucapan siswa dalam berbicara untuk siswa dengan menyediakan pendalaman dan pengulangan yang cukup besar dalam praktik pengucapan bahasa Inggris, bimbingan intensif dalam praktik pengucapan, membimbing siswa untuk mendengarkan suara penutur asli, menyelesaikan desain kurikulum dan materi menetapkan tujuan dan sasaran komunikasi lisan jangka panjang.

***Kata Kunci*** : *Pengucapan Siswa, Pembelajaran Muda Bahasa Inggris, Penelitian Kualitatif.*



## STATEMENT OF RESEARCH ORIGINALITY

These undersigned:

Name : Bella Cyndra

St. Number : 1901052007

Faculty : Tarbiyah and Teacher's Training

Department : English Education

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

Metro, Juni, 22<sup>th</sup> 2022

The Researcher



**Bella Cyndra**

St. Number 1901052007

## ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini:

Nama : Bella Cyndra

NPM : 1901052007

Fakultas : Tarbiyah dan Ilmu Keguruan

Jurusan : Tadris Bahasa Inggris

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

Metro, 22 Juni 2022

Peneliti



**Bella Cyndra**

NPM 1901052007

## MOTTO

الصَّابِرِينَ مَعَ اللَّهِ إِنَّ َّ وَالصَّلَاةَ بِالصَّبْرِ اسْتَعِينُوا ءَامِنُوا الَّذِينَ يَأْتِيهَا

"O believers, be patient and pray as your help, verily Allah with those who are patient."

(QS. Al-Baqarah [2]: 153).

## **DEDICATION PAGE**

This undergraduate thesis would highly dedicated to:

1. Allah SWT who always give His full Rahmah and blessing.
2. My beloved parents, Mr. Suyanto and Mrs. Fitri Anggraini who always educate me in doing good things. Thanks for all generosity, finance, and encouragement, and also thanks for your love, trust, and everlasting praying. Allah bless you mom and dad.
3. My beloved sister, Cyntha Lihar Ramanda for the support and prayer.
4. My Sponsor, Syahreni Siregar, M.Hum. Who always guide and give motivation to finish this thesis.
5. My beloved all of my family.
6. My beloved friends, they are Aqhella , Ervina, Intan, Kurniatul, Melisa, Mita, and Fighting Squad who have provided support, care, and help.
7. My beloved almamater IAIN Metro the place where I got much knowledge and good experience.
8. Especially to myself, thanks to me for completing this thesis, thanks to me for staying here, and thanks to me for always loving myself.

## ACKNOWLEDGEMENT

Assalamu'alaikum Warahmatullahi Wabarakatuh

In the name of Allah SWT, the beneficent and merciful. All praise is merely to The Mightiest Allah SWT, the lord of the worlds, for the gracious mercy and tremendous blessing that enable me to accomplish this research report. This research report entitled "AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA", is submitted to fulfill one of the requirements in accomplishing the Research Report at the Tarbiyah Department of English Education Study Program, IAIN Metro.

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

1. Prof. Dr. Hj. Siti Nurjanah, M. Ag., PIA, as the Rector of State Institute for Islamic Studies of Metro (IAIN)
2. Dr. Zuhairi, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty.
3. Andianto, M.Pd, as the Head of the English Education Study Program of State Institute for Islamic Studies of Metro (IAIN)
4. Syahreni Siregar, M.Hum, as the thesis supervisor who supports the completion of this thesis.

Hopefully, this script would give a positive contribution to the educational development or those who want to carry out further research.

Wassalamualaikum Warahmatullahi Wabarakatuh

Metro, February 01<sup>st</sup>, 2023



Bella Cyndra

Student Number : 1901052007

## TABLE OF CONTENT

<b>COVER .....</b>	<b>i</b>
<b>TITLE .....</b>	<b>ii</b>
<b>APPROVAL PAGE .....</b>	<b>iii</b>
<b>NOTIFICATION LETTER.....</b>	<b>iv</b>
<b>RATIFICATION PAGE.....</b>	<b>vi</b>
<b>ABSTRACT .....</b>	<b>vii</b>
<b>STATEMENT OF RESEARCH ORIGINALITY .....</b>	<b>ix</b>
<b>MOTTO .....</b>	<b>xi</b>
<b>DEDICATION PAGE.....</b>	<b>xii</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>xiii</b>
<b>TABLE OF CONTENT .....</b>	<b>xiv</b>
<b>LIST OF TABLE .....</b>	<b>xvii</b>
<b>LIST OF FIGURES .....</b>	<b>xviii</b>
<b>LIST OF APPENDICES.....</b>	<b>xix</b>
<b>CHAPTER I INTRODUCTION</b>	
A. Background of Study .....	1
B. Research Questions .....	3
C. Objectives and Benefits of the Study .....	3
D. Prior Research .....	4
<b>CHAPTER II THEORETICAL REVIEW</b>	
A. The Nature of Speaking .....	8
1. The Definition of Speaking.....	8
2. Component of Speaking Skill.....	10
3. Assessing Speaking .....	13
4. Problem of Students Speaking.....	14
B. The Nature of Pronunciation.....	16

1. The Definition of Pronunciation.....	16
2. Factors that Affect in Pronunciation.....	19
3. Problem in Pronunciation.....	20
4. Teaching Pronunciation .....	21
5. Aims of Teaching Pronunciation.....	22
C. The Nature of Young Learner.....	23
1. The Definition of Young Learner.....	23
2. The Characteristics of Young Learner.....	24

### **CHAPTER III RESEARCH METHOD**

A. The Type and Characteristics of Research .....	25
B. Data Resources.....	26
C. Data Collections Technique.....	27
D. Data Analysis Technique.....	29

### **CHAPTER IV RESEARCH RESULT AND DISCUSSION**

A. Research Result.....	31
1. Description of Research Location .....	31
2. Description of Research Data.....	34
B. Discussion.....	47
1. Students Pronunciation Ability in Speaking .....	47
2. The Difficulties of students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara .....	48
3. The solution to solve the students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara.....	50

### **CHAPTER V CONCLUSION AND SUGGESTION**

A. Conclusion .....	52
B. Suggestion.....	53

C. Recommendation ..... 54

**BIBLIOGRAPHY**

**APPENDICES**



## LIST OF TABLE

<b>Table</b>	<b>Page</b>
Table 2.1 Rubric of Measuring Speaking .....	12
Table 2.2 Consonant .....	18
Table 4.1 Classify the Students Score.....	34
Table 4.2 The Result of Observation .....	35
Table 4.3 The Result of Assessment Students Test .....	41

## LIST OF FIGURES

<b>Figure</b>	<b>Page</b>
Figure 3.1 Component of Data Analysis.....	29

## LIST OF APPENDICES

<b>Appendix</b>	<b>Page</b>
Appendix 1. Classify the Students Score .....	59
Appendix 2. The Result of Observation .....	59
Appendix 3. The Result of Assessment Students Test .....	60
Appendix 4. Research Instrument for Teacher .....	65
Appendix 5. Research Instrument for Students .....	67
Appendix 6. The Research Letter of Pra-Survey .....	92
Appendix 7. The Answered of Pra-Survey .....	93
Appendix 8. The Skripsi Counseling Letter .....	94
Appendix 9. The Research Letter .....	95
Appendix 10. The Answered of Research Letter .....	96
Appendix 11. The Research Assignment .....	97
Appendix 12. The Skripsi Counseling Card .....	98
Appendix 13. Surat Keterangan Bebas Pustaka IAIN .....	101
Appendix 14. Surat Keterangan Bebas Pustaka Jurusan .....	102
Appendix 15. Plagiarism .....	103
Appendix 16. Documentation .....	107
Appendix 18. Curriculum Vitae .....	110

# CHAPTER I

## INTRODUCTION

### **A. Background of Study**

In Indonesia, English is one of the compulsory subjects taught in Elementary School. There are four skills that should be mastered namely listening, speaking, reading, and writing. Speaking is considered as an important skill to be accomplished by students.

As a language is used as a tool of communication, the ability of speaking or communicating with others takes an important role. People should know how to express thoughts, opinions, feelings, and ideas through the language.

Furthermore, oral language is a very important link in the process of students' learning and thinking development. Oral language provides a foundation for the development of other language skills. As children talk about themselves and their experiences, they are learning to organize their thinking and to focus their ideas. It is important to provide opportunities for oral language to continue to grow in the classroom from those foundations. Before students achieve proficiency in reading and writing, oral language is one of the important means of learning and of acquiring knowledge. In fact throughout life, oral language skills remain essential for communication of ideas and intelligent conversations.

To achieve the literacy, especially in speaking, students should have good abilities in pronunciation, grammar, and expressing the ideas fluently with

appropriate word choices. In addition, they should also be aware of the social and cultural rules that apply in various context of communication as well as of the strategies employed during the process of communication.

Based on the results of the researcher pre-survey by interviewing an English teacher on February 11, 2023 which was held at English Teacher's home, the researcher assumed that students of SDN 6 Metro Utara had difficulty in learning English pronunciation because of the students of fifth grade at SDN 6 Metro Utara get a lack in pronunciation, worry to make a mistake in learning English, not confident in pronunciation, and not understand how to pronounce a word. The researcher found problems in pronunciation of students, the researcher found several problems that are often found in students pronunciation when they are speaking.

Based on explanation above, the researcher assumes that most of the student still make mistakes in pronunciation. Through this research, the researcher will analysis and identify the types of students errors pronunciation. The researcher want to conduct a study entitled “ AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA”.

## **B. Research Questions**

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

1. How the students' pronunciation ability in speaking at the fifth grade of SDN 6 Metro Utara?
2. What are the difficulties of students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara?
3. How to solve the students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara?

## **C. Objectives and Benefits of the Study**

### 1. Objectives of the Study

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

- a. To identify the types of students' pronunciation of the fifth Grade of SDN 6 Metro Utara.
- b. To investigate the cause of students' difficulty in pronunciation of the fifth grade of SDN 6 Metro Utara.
- c. To investigate the solution to solve the students' problem in pronouncing of the fifth grade at SDN 6 Metro Utara.

### 2. Benefits of the Study

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

a. For the Students

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

b. For the Teacher

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

c. For the Other Researchers

This research is expected to provide benefits for other researcher by not only providing information about the theory of students pronunciation but also types of pronunciation errors, causes and solutions for conducting research related to the topic. This means that through this research other researcher gets detailed information related to the theory of pronunciation.

#### **D. Prior Research**

This research will be conducted by considering several previous studies those are as follows :

The first prior research was conducted by Selfianti, Maria Arina Luardini, Natalina Asi with the research title Improving Students' Pronunciation Ability in

Speaking Using "Hello English" Application by the student of English Education Study Program, University of Palangka Raya.<sup>1</sup> The subject and setting of the research were Speaking 2 students of English Education Study Program, University of Palangka Raya. The result shows that the mean score of Pre-Action Test of 52.3 was lower than the minimum mean score 70. The data of cycle 1 show that the students' mean score was higher than minimum mean score (92.0) but there were some students who still had "fair" interest, activities, and ability when using HE application, which means one of the criteria of success was not passed and need some improvement in cycle 2. The results in cycle 2 show that the students' mean score was higher than minimum mean score (94.3) and all the students had "good" and "excellent" interest, activities and ability when using HE application. It can be concluded that "Hello English" application can improve the students' pronunciation ability by practicing it several times.

The second prior research was conducted by Des Adean Fitri with the research title An Analysis of Students Speaking Ability in Retelling Story on Descriptive Text at The Second Grade Students of SMP YLPI Pekanbaru by the student of Islam University Riau<sup>2</sup>. The focused of this research was to analyze the students' problems in speaking based on five components of speaking which are pronunciation, grammar, vocabulary, fluency and comprehension. The design of this research was a qualitative research. The researcher chose class II.2 as a sample

---

<sup>1</sup> Selfianti, Maria Arina Luardini, Natalina Asi : *Improving Students' Pronunciation Ability in Speaking Using "Hello English" Application*. (English Education Study Program, University of Palangka Raya, 2020).

<sup>2</sup> Des Adean Fitri. *An Analysis Of Students' Speaking Ability In Retelling Story On Descriptive Text Of The Second Grade Students At SMP YLPI Riau P. Marpoyan Pekanbaru*. (Other thesis, Universitas Islam Riau, 2020).



with the total number of the students were 28 students through purposive technique sampling. The researchers used speaking test as the instrument of research. From the results of this study, the researcher found that the students' speaking ability in retelling story had the average score of 3 and categorized as a good level. Finally, it can be concluded that the most dominant problem faced by students in speaking was the fluency component.

The third prior research was conducted by Fadilla Oktaviana with the research title *An Analysis of Students Difficulties in Pronunciation English Vowel in Their Speaking Skills Based On Mother Tongue* by the student of English Education Study Program, University of Banten Jaya, Banten.<sup>3</sup> The researcher interested to make the research about *An Analysis of Students' Difficulties in Pronouncing English Vowels in Their Speaking Skills Based on Mother Tongue at the First Grade of SMAN 6 Kota Serang*. The objectives of the research were to find what are the vowels difficulties, to know what kind of Students' mother tongue which has high difficulties in pronouncing English vowels and to know the factors of the students' difficulties. The result of the research shows the students difficulties in pronouncing English vowels in their speaking skill based on mother tongue. The researcher used the instrument of collecting data by using test and interview. The students can speak English but the Students' still difficult to pronounce the word of English and one of the factors Students' difficulties in pronouncing English vowels is caused by students' mother tongue has.

---

<sup>3</sup> Fadilla Oktaviana. *An Analysis of Students Difficulties in Pronunciation English Vowel in Their Speaking Skills Based On Mother Tongue*. (English Education Study Program, University of Banten Jaya, Banten, 2022).

Based on all previous studies that have been conducted by several previous researcher related to Student Pronunciation in Speaking. There are some differences between the researcher's research and the research of some of these researchers. Among others, in the form of methods used, how to collect data, the material discussed, to the object studied. The similarities of the research studied are in the form of data collection techniques, basic discussion and there are also studies that use the same method. Therefore the researcher took the point of view as one of the researchers who benefited from some of the prior research.

Based on the description of prior research above, the researcher plans to conduct qualitative research to analyze the pronunciation of student samples, namely in SDN 6 Metro Utara in order to analyze the students in the pronunciation. In addition, the researcher also analyzed the factors that become barriers in pronouncing at SDN 6 Metro Utara. The researcher also examined how to solve the difficulties of student difficulties in the English pronunciation of fifth grade in SDN 6 Metro Utara.

Based on the results of previous studies, research on speaking and pronunciation has been carried out. For this reason, the researcher wants to fill in the prior research by conducting research on "An Analysis Of Students' Pronunciation Ability In Speaking English For Young Learners At SDN 6 Metro Utara".

## CHAPTER II

### THEORETICAL REVIEW

#### A. The Nature of Speaking

##### 1. The Definition of Speaking

English is divided into four skills which are as follows: speaking, listening, reading, and writing; therefore, speaking is express ideas orally and has an important role in communication. By expressing what is in mind, a speaker can make somebody comprehend things inside in their mind. In order to make the others capture and understand what they expresses using orally, a student should needs to pay attention on the signs that should be fulfilled. There are some experts have purposed about definition of speaking. Speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language.<sup>1</sup>

Speaking is an activity in our information from the speaker to listener.<sup>2</sup> Speaking is process to collect the data of information and in accepting, produce and processes the data to be valid information and ready to deliver as good communication. Speaking skill is positioned in the first rank of education sector. Communication to be effective, the content needs to be clearly understood by other people, meaningful and interesting to the

---

<sup>1</sup> Jeremy Harmer. *The Practice of English Language Teaching* : Third Edition. (New York: Longman, 2001).

<sup>2</sup>Stephen D Boyd. *School for Champions: A Short Guide to Effective Public Speaking*. (2004).

audience.

It can be concluded that speaking is a process of collecting information from the speaker to the listener. It is a process of accepting, making, and processing the information so that it is accurate and ready to be communicated effectively. Speaking skill is highly important in education. For effective communication, content must be clearly understood by others and appealing to the audience.

Speaking is an important part of everyday to interact and most often the first impression of a person is based on their ability to speak fluently and comprehensively. If the speaker dominates these language features, it will help learners getting successful communication.

Two elements for speaking skill, there are; production skill and interaction skill. In production skill, speaking ability take place without the time limit and in interaction skill, there is a negotiation between learners. Both skills can help the learners to improve students speaking ability with easier. Speaking skill must be acquired by both teachers and students. Speaking is one of the most important skills to be developed and enhanced as means of effective communication. Speaking skill is regarded one of the most difficult aspects of language learning. Many language learners find it difficult to express themselves in spoken language. They are generally facing problems to use the foreign language to express their thoughts effectively.<sup>3</sup>

---

<sup>3</sup> Lai-Mei Leong & Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*. (Malaysia : Universiti Sains Malaysia, 2017).

## 2. Component of Speaking Skill

Speaking is the production skill that is included in two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities.<sup>4</sup> Here are five components of speaking comprehension, grammar, vocabulary, pronunciation and fluency.

### a. Comprehension

Comprehension is the way of understanding something, comprehension also important component in speaking because in conversation with others we must make them understand in our conversation. Comprehension points to the fact that members know the nature of the research assignment, even when the process are complicated and involve risk as a result, in understanding information additionally, it is purpose to create the listeners easily to receive some information from the speakers.<sup>5</sup>

### b. Grammar

Grammar is study of words, how students used in sentences. Grammar can be described as a principle of rule which can be used to make well-formed of grammatical utterance in that language. In addition, grammar can be defined that a set of rulers which let us to unite words in small

---

<sup>4</sup> Shafinaz Sikder. *Role of a Teacher in Teaching Speaking by Following a Communicative Approach: To What Extent is this Possible in an ESL Context like Bangladesh?*. (Bangladesh : BRAC University, 2016)

<sup>5</sup> L.Cohen, L. Manion, and K. Morrison. *Research Methods in Education: Fifth Edition*. (London: Routledge Falmer, 2005).

language into large units. Grammar is important to make sure that the students' ability is correct in oral and written aspect.

c. Vocabulary

Vocabulary is necessary for speaking. It can be shown that one of the key for success communicative is the power of words. Vocabulary is a fundamental building of language learning. Learners have to know words, meaning of the words, and how they are spelt. Many vocabularies it will be easier to state our ideas, thoughts and feeling both written or oral form. The vocabulary becomes familiar when we use in spoken language everyday.

d. Pronunciation

Pronunciation is one of the important components that a good English speaker used. Pronunciation includes all aspect of speech such as rhythm, phrasing, intonation, articulation more peripherally gesture, eye contact and body language.<sup>6</sup> Also include the segmental features: vowels and consonants and the intonation pattern).

e. Fluency

Fluency is the role of good communication in other words is the purpose of the students learns to speak. They do not need to spend a lot of time to share the information. They can speakerly and easily without many times to think as like "emh" and stop they speak. Fluency is

---

<sup>6</sup> H. Fraser. "ESL pronunciation teaching: Could it be more effective?". (Australian Language Matters 7, 2001).

capability to speak automatically and quickly. It means that speaker should be able to talk automatically and quickly.

### Rubric of Measuring Speaking

Aspect of Speaking	Indicators			
	4 (Excellent)	3 (Good)	2 (Adequate)	1 (Bad)
Fluency	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.	Words are unintelligible.
Vocabulary	Effective use of vocabulary for the task with few inappropriacies.	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.	Limited use of vocabulary with frequent inappropriacies.	Inappropriate and inadequate vocabulary.
Grammatical accuracy	Very few grammatical errors evident.	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.	Speech is broken and distorted by frequent errors.	Unable to construct comprehensible sentence.
Interactional strategies	Interacts effectively and readily participates and follows the scission.	Use of interactive strategies generally adequate but at times experiences some difficulty in maintaining interaction consistently.	Interaction ineffective. Can seldom develop an interaction.	Understanding and interaction minimal.

**Table 2.1** *Rubric of Measuring Speaking*

(Adapted from : Cyril J.Weir : *Language Testing and Validation. An Evidence-Based Approach*, (2005). P.195-196<sup>7</sup>)

<sup>7</sup> Cyril J.Weir : *Language Testing and Validation. An Evidence-Based Approach*, (2005). P.195-196.

### 3. Assessing Speaking

In learning and teaching process it plays an important part as the informer for both teachers and learners about how effective teachers performance and progress. Assessment can be shown the evidence available of learning activities which focus on students practice. Performance assessment refers to both the assessment task (public speech) and the scoring method used. However, a scoring rubric can affect the speaking assessment, as there may be an interaction effect between the rating criteria and examinees' performance. Assessing spoken language can be divided into two main ways. They are holistic scoring and analytic scoring.<sup>8</sup> In order that, teachers as students' assessors need to be familiar enough about creating rubric.

Rubric a guide to assist the marker to make consistent and reliable judgments about the quality of student work. They also can be used to provide feedback to students about the quality of their work and how they might improve. Rubrics can be adapted to different types of assignments such as essays, reports, oral presentations, group working, papers and etc. Above all, rubrics should be simple and clear so that students can readily understand and engage with them. Here the researchers use analytic scoring to calculate students' practice.

---

<sup>8</sup>L.F. Bachman. *Fundamental Consideration in Language Testing*. (New York: Oxford University Press, 1991).



The design of speaking assessment may vary; depend on the types of speaking assessed.

#### **4. Problem of Students Speaking**

In speaking activity the students should have more time to talk than the teacher. In the fact, many teachers still get a big part of classroom activity and the students just listen and worried to talk. Many researchers observe that speaking is the most difficult skill for learners, who they can learn it as a second or foreign language due to their low proficiency identifies factors causing speaking difficulties as: Students are worried about making mistakes of criticism in their conversation, or they still feel simply shy. Learners should take part in orally to exchange their spontaneously in second language speaking.

The numbers of students who learn English as a foreign language have difficulties to use word and expression to speak, so the problems of vocabularies occur when someone is lack of vocabulary needed to talk and does not know how combine the vocabularies into a good sentence.<sup>9</sup> He states that in his research that some of his participants have psychological problems in speaking. This emphasizes that psychological problems also affect students' performance in speaking, which often interfere the emotional or physical health. These psychological problems may bring negative effect towards student's speaking performance. In the traditional

---

<sup>9</sup> R.Khan. *English language assessment in Bangladesh: Developments and challenges. Language Assessment in Asia: Local, Regional, or Global?*. (Seoul: eduKLC, 2010).

methods, the speaking skill was ignored in the classrooms where the emphasis was on their reading and writing skills. For example, in The Grammar-Translation method, reading and writing were the important skills and speaking and listening skills were not of great significance for them. Of all the four language skills called listening, speaking, reading, and writing, speaking is the most important one that is very necessary for the effective communication.<sup>10</sup>

One of problems for student's speaking is their psychological, psychological problems are those problems which often interfere student's emotional and student's physical health, also with student's relationships, with their work, or and also with their life adjustment such as they are nervous, lack of themself-confident and afraid to speak. These problems may affect students' performance in their speaking. Students' participation in discussion causes other students to actively take part in negotiation; therefore, students become surprised about their ability and intelligence. The use of learner-centered in the classroom activities include are group discussions, speeches, storytelling, drama, debates, poem, songs, and tongue-twisters could alleviate the problem of low oral skills .<sup>11</sup>

---

<sup>10</sup> Penny Ur. *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press , 2000).

<sup>11</sup> D.W.Johnson, , Johnson, R., & Smith, K. *Active learning: Cooperation in the university classroom (3rd ed)*. (Edina, MN: Interaction, 2006)

## **B. Nature of Pronunciation**

### **1. The Definition of Pronunciation**

Learners who study English language are required to hear English pronunciation. They demanded to reproduce the foreign words and sounds. The writer is giving some definition to make clear understanding about pronunciation.

There some definition of pronunciation that might be useful to support the writer. Pronunciation is components of speech that range from the individual sound that make up speech, to the way in which pitch – the rise and fall of the voice – is used to convey meaning. It means that component in pronunciation is intonation which will make someone easily to understand speakers meaning.

Pronunciation is -to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sounds acceptable.<sup>12</sup> It means that people can express their feeling and convey their meaning by using speech right.

Meanwhile -Pronunciation is a feature of speech and spelling a feature of writing, spelling will often have an influence on the learning of pronunciation as the majority of learners use written texts in their studies.<sup>13</sup>

Spelling is one of important feature in pronunciation for students who is

---

<sup>11</sup>Penny Ur. *A Course in Language Teaching : Practice and Theory*. (Cambridge: Cambridge University Press, 2009), p. 103.

<sup>13</sup> Martin Hewings. *Pronunciation Practice Activities : A Resource Book of Teaching English Pronunciation*. (Cambridge : Cambridge University Press, 2004), p. 3-9.

learning written text.

Pronunciation is –an integrated system that consists of speaking and listening (or production and perception). It means, in speaking and listening skills, they are need pronunciation to produce and receptive.

Then, pronunciation is central to language use in social, interactive context because pronunciation embodies the way that the speaker and the hearer work together to establish and maintain common ground for producing and understanding each others utterances.

The last, pronunciation is –the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use.<sup>14</sup> It means pronunciation is part of language that used to receptive meaning of language.

From all definition above, the writer may conclude, pronunciation is a sound comes from vocal cords in the form of words or sentence that become one or important unit in the language to convey meaning from the speaker, even it was neglected by learners.

#### a. Feature of Pronunciation

There are some features of pronunciation that can make the learners to avoid being misunderstood in learning pronunciation, such as kinds of error that most likely to interfere with communication. This figure below will show the main feature of pronunciation. There are

---

<sup>14</sup> Ronald Carter and David Nunan. *The Cambridge Guide to Teaching English to Speakers of Other Language*. (Cambridge: Cambridge University Press, 2009), p. 56.

phoneme and supra segmental. Phoneme divide into 2 parts: consonants, that consist of voiced and unvoiced, and vowels that consist of single vowels (short and long) and diphthong. Furthermore, supra segmental consist of intonation and stress (word stress and sentence stress). All of this feature will explain above.

Still describe how they produce the sounds. Then, phoneme which makes connection between sounds and meaning. Phonemes consist of two categories: consonants and vowels.<sup>15</sup>

#### 1) Consonants

Consonants are a speech sound that is not vowel. In this situation, change one consonants with another is possible to make the communication breakdown than wrong vowel. There are three kinds that distinguish in consonants: *voice, tongue shape, and articulator.*

a) Voice: Vocal cords can be narrowed along their entire length so that they vibrate as the air passes through them.

Consonants			
P	<u>p</u> in, <u>p</u> ie, li <u>p</u>	S	<u>s</u> ue, <u>s</u> ee, bu <u>s</u>
B	<u>b</u> in, <u>b</u> oy, ca <u>b</u>	Z	<u>z</u> oo, goe <u>s</u>
T	to, toe, ca <u>t</u>	ʃ	<u>sh</u> e, <u>sh</u> y, di <u>sh</u>
Consonants			
D	<u>d</u> o, <u>d</u> og, be <u>d</u>	ʒ	mea <u>s</u> ure, lei <u>s</u> ure, beige
K	<u>c</u> ot, <u>c</u> at, ba <u>ck</u>	H	<u>h</u> ello, <u>h</u> is, a <u>h</u> ead

<sup>15</sup> Pamela Rogerson- Rovell,. 2011. English Phonology and Pronunciation Teaching. New York: Continuum.

G	<u>g</u> ot, <u>g</u> o, <u>b</u> eg	M	<u>m</u> ore, <u>m</u> e, <u>s</u> ee <u>m</u>
tʃ	<u>ch</u> urch, <u>ch</u> eck, <u>w</u> at <u>ch</u>	N	<u>n</u> o, <u>s</u> un
dʒ	<u>j</u> udge, <u>j</u> oy, <u>b</u> ud <u>g</u> e	ŋ	<u>s</u> ing, <u>s</u> inger
F	<u>f</u> an, <u>f</u> ill, <u>l</u> ife	l	<u>l</u> ive, <u>l</u> ong, <u>fu</u> ll
V	<u>v</u> an, <u>v</u> iew, <u>l</u> o <u>v</u> e	R	<u>r</u> ed, <u>r</u> un, <u>c</u> ar
θ	<u>th</u> ink, <u>th</u> in, <u>b</u> at <u>h</u>	Y	<u>y</u> es, <u>y</u> ou, <u>s</u> o <u>y</u> a
ð	<u>th</u> e, <u>ba</u> th <u>e</u>	W	<u>w</u> ood, <u>w</u> in, <u>a</u> way

**Table 2.2** *Consonants*

(Adapted from Martin Hewings: *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*, 2004, p. 15)<sup>16</sup>

Some of consonant are use vibration when pronounce or called voiced, and the other is not used vibration in pronounce words, called unvoiced.

## 2. Factors that Affect in Pronunciation

The native language has an important factor to pronounce English. Foreign accents have some characteristic of sound for the native language learners. There are seven factors that cause the students' difficulties in pronunciation:

- a. Mother tongue interference.
- b. Sound system differences between mother tongue and English.
- c. It is hard for the students to imitate the native speakers' accent.
- d. The students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation.
- e. The students have less motivation in practicing English Pronunciation.
- f. The students have limitation in exposure the pronunciation drill.

---

<sup>16</sup> Martin Hewings: *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*, 2004, p. 15

g. Foreign language instruction generally does not focus on pronunciation.<sup>17</sup>

### 3. Problem in Pronunciation

Pronunciation can help learners to speak English well, but when learners learn English language they have not received much information to understand pronunciation that needed in communication. So, some problems appear. First problem comes from individual sound. Sound or phoneme were made up by word and sentence. Both word and sentence should be combined so it will have word and phrase. For example: the phoneme /k/ for c in word can and /æ/ for a in can and /t/ for tooth are just sound, but when we put that phonemes together we will get /kæt/ = cat that recognizable a word.<sup>18</sup> That problem comes from the learners that hard to eliminate. All the learners that have different background in first language will have different problems, representing the contrast between the first and second language.

Stress in words can be problem because stress can change a word grammatical function, for example: export, if we stress word on the second syllable become export, the function is verb. But, when we stress word on the first syllable and become Export, the function is noun. The example shows the position of the stress change the grammatical function, in this

---

<sup>17</sup> Abbas Pourhossein Gilakjani. "Why is Pronunciation So Difficult to Learn?" English Language Teaching. Vol 4 no 3 (2011): 75.

<sup>18</sup> Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*. (New York: Longman, 2001), p. 29.

case, part of speech of the word. It becomes the consideration when students learn English. Teacher should make sure when learners learn new words and know where the stress of words.

Then, learners also should be able to recognize intonation of words. There are speech sound and intonation patterns that is not become part of *speech memory bank* when English is not become first language. Usually, some of vowels and consonants that used in English is not exist in our native language. Learners should have strong tongue and muscle movements for the rhythm patterns in original language in early age. They will have difficulty in pronunciation when their memory bank does not involve the sounds or rhythm patterns of English.<sup>19</sup>

#### **4. Teaching Pronunciation**

Learning pronunciation is a very complex task. The process of learning pronunciation can be facilitated if the task is structured. In this process, teachers, and learners, role is important, both of them is involved. The teachers, roles are helping learners hear and make sounds. In the helping learners hear, teacher need to check what the sounds that learners get and hear. Learners able to imitate new sounds. But, if they cannot teachers help them to giving some sign that can help them to make the new sound. In teaching learning process, learners only respond what the teacher ask. If learners no take action and no try to realize their effort, the improvement

---

<sup>19</sup> Sue.F Miller, *Targeting Pronunciation*(2005) .p. xi.



of them is minimal.

As mentioned above, teaching pronunciation have plans. First, teacher should be aware of learners, difficulties with particular first language groups and teacher should prepare the activities that focus on that problems. Second, teacher checked learners pronunciation weakness and give some activities that focus of that. The last, teachers identify what part that can be used on particular area of pronunciation.<sup>20</sup>

The teaching of pronunciation has always been involved with different perspective language from other language skill. The effect of first language in relation to pronunciation is bigger in contrast with acquisition of morphology and syntax.

## 5. Aims of Teaching Pronunciation

Pronunciation is one of the important things when we learn English language. If learners have a good skill in pronunciation, they can convey their meaning properly. Their partners also understand easily in speaking or spelling context. Learners is not only aware of sounds and sounds feature in learning pronunciation but also can improve their speaking ability.<sup>21</sup>

However, people in this time think that pronounce like a native is not their goals. For example, learners who learn English, they have specific purpose, such as; learners who want to work as telephone operators, they need to have pronunciation that easily understood in every condition. It

---

<sup>20</sup> Martin Hewings, *Pronunciation Practice (2004)*. p. 20.

<sup>21</sup> Jeremy Harmer, *The Practice of English (2001)*. p.183.

differs with learners who want to be an English teacher; they will need to have pronunciation like a native accent.

The others aims of teaching pronunciation is learners can speak clearly with non-native or native speakers and can help to increase their confidence and comfort level in speaking situation. A good pronunciation also improves our performance at work if needed.<sup>22</sup> It will support us when we looking for job.

## **C. The Nature of Young Learners**

### **1. The Definition of young learner**

The term young learner covers a wide age range. This can be anybody from the age of three to the age of eighteen. There is a big difference between what a –three-year-old child can do and what a child of fifteen can do. We should consider their development too. Some children develop faster, others need more time. The young learners are the students of the elementary school from the age of 6-12 years old. They can be subdivided into two group: they are younger group ‘6-8 years old’ and older group ‘9-12 years old’. According to their level, they are called as students of lower classes such as first, second and third years students and upper classes namely fourth, fifth and six years students.

---

<sup>22</sup> Sue.F Miller, *Targeting Pronunciation* (2005). p. xiii.

## **2. The Characteristic of Young Learner**

The characteristics of young learners as the active learners, learn through sensory and five senses, respond the language well through concrete things (visual things) rather than abstract things, interested in physical movements and real activities to stimulate their thinking. They will be enthusiastic if they are taught using fun activities or being involved in activities, love to play, and learn best when they are enjoying themselves.<sup>23</sup>

---

<sup>23</sup> Wendy A. Scott and L. H. Ytreberg. *Teaching English to Children*. (New York: Longman Inc, 1990)

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Type and Characteristics of Research**

In this research, the researcher examined the pronunciation errors. The researcher decided to use a qualitative research that is used to analyze the students' pronunciation at the fifth grade of SDN 6 Metro Utara.

A qualitative research study is needed to explore this phenomenon from the perspective of distance education students.<sup>1</sup> It can be concluded that this qualitative research reveals this phenomenon from the perspective of distance education.

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

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

It can be concluded that the purpose of this research is to find out the ability of students pronunciation, to find out the causes of difficulty in

---

<sup>1</sup> John W. Creswell, *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* 4 Ed (New Delhi: Sage Publications, 2012), 16.

pronunciation , and to find solution to students' pronunciation.

## **B. Data Resources**

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

### **1. Primary sources**

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

### **2. Secondary sources**

These are any data sources used to complete the main data. These are any data sources used to complete the main data. Secondary source offers understanding or analysis based on primary sources. They many explain primary sources and often use them to support a specific thesis or argument or to influence the student to accept a certain point of view. The secondary source in this research is from documentation, journals, e-booksand articles that are related to the research.

### C. Data Collection Technique

In the process of testing the data, the research collected data from pronunciation. In qualitative research the sampling techniques that are more often used are purposive sampling and snowball sampling. Purposive sampling is a data source sampling technique with certain considerations, for example, the person is considered to know best about what we expect. Snowball sampling is a data source sampling technique that initially has a small number, gradually becoming large. Meanwhile, in the most important sampling procedure is how to determine key informants or certain social situations that are full of information. Choosing a sample, in this case key informants or social situations is more appropriate to do deliberately or purposefully, namely by purposive sampling.<sup>2</sup>

This research uses purposive sampling technique. Because the researcher feels that the sample taken knows the most about the problem that the researcher will study. The use of purposive sampling in this study aims to find out how students can pronounce a word in the classroom at SDN 6 Metro Utara.

In the research, the researcher used three data collection techniques. There are observation, documentation and interview.

#### 1. Observation

Observation is the process of gathering open-ended, first-hand information by observing people and places at a research site. In collecting the data of this research, the researcher made observations on the student's

---

<sup>2</sup> Burhan Bungin. *Analisa Data Penelitian Kualitatif*. (Jakarta : Rajawali Pers, 2012).

voice related to efforts to analyze the form of students' pronunciation. The total number of students at grade fifth in SDN 6 Metro Utara are 26 students.

## **2. Documentation**

Researcher who use qualitative and use the method of written documents in order to understand the understanding of the phenomena they are researching.<sup>3</sup> In this study, researcher used documents to collect data. This document is one of the sources of information in qualitative research. Creswell has provided an example that documents represent both public and private. Public documents provided in the form of official memos and newspapers. Examples of personal documents are journals and diaries.<sup>4</sup> Therefore, secondary data is needed as a source of data in the documentation.

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

## **3. Interview**

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

---

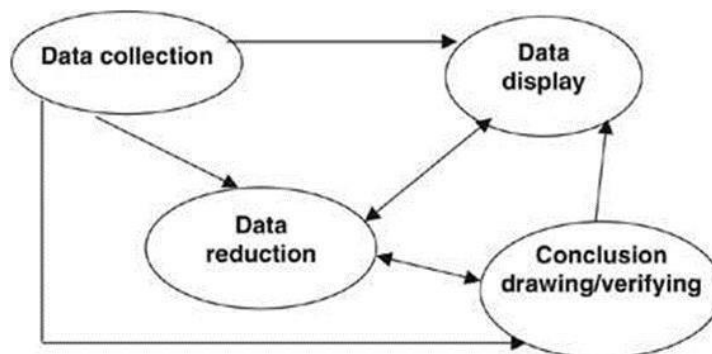
<sup>3</sup> Ibid., 432.

<sup>4</sup> Ibid., 180.

#### D. Data Analysis Technique

The researcher applied Miles and Huberman model to analyze the data.<sup>5</sup>

The components of this analysis model are pictured by this figure. Data analysis using the Miles and Huberman model performs the following steps:



**Figure 3.1** *Component of Data Analysis*  
**Miles and Huberman Data Analysis Technique**

1. Data collection is one of the steps when a researcher collects all the data used to complete the research.
2. The researcher reduces the data he had gotten by summarizing and choosing specific things.
3. To be able to display data, researcher usually uses graphical data, images, or graphs. This view must be able to describe the content of all data.
4. Lastly, the researcher verifies his research by making conclusion of data findings.

In analyzing the data, the first step that the researcher took to analyze was to collect data. Collecting research data by observing student assignment

---

<sup>5</sup> Matthew B. Miles and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds): Thousand Oaks, CA: Sage, 1994), 12.



documents in the form of English voice containing pronunciation and conducting interviews to see the use of pronunciation. After the data is found, the researcher perform data reduction by sorting and classifying important data in agreement with the research objectives. After sorting the data, the researcher displayed the data in narrative and table form. In the end, the researcher concluded whether the research results after answering the research objectives.

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

## **CHAPTER IV**

### **RESEARCH RESULT AND DISCUSSION**

#### **A. Research Result**

##### **1. Description of Research Location**

###### **a. A Brief History of SD Negeri 06 Metro Utara**

At that time it was still under Dutch colonialism, namely in 1938. It was established with the founding of Karangrejo Village. An education pioneer figure named Mr. Dul Majid, who is also known as the Elder Teacher, emerged. He was the first to establish the People's School in Karangrejo. Mr. Dul Majid or Guru Sepuh, he led the Karangrejo people's school from 1938 to 1943. At that time it was still the Japanese colonial period.

Furthermore, the leadership was continued by Mrs. Suyeti and assisted by teachers, namely Mr. Suparno, Mrs. Susminati, Mr. Gunarto, Mr. Sutikno, Mr. Hasanuri, Mrs. Suyatni and others. Mrs. Suyeti's leadership period was from 2009 to 2012.

###### **b. Vision, Mission and Purpose of SDN 6 Metro Utara**

###### **1) Vision of SDN 6 Metro Utara**

SDN 6 Metro Utara Kota Metro has set its vision, namely:

“The realization of schools that excel both in science and technology and care for the environment.”

## **2) Mission of SDN 6 Metro North**

- a) Improve academic and non-academic achievements in accordance with the development of science and technology and community demands.
- b) Implementing religious life and ethics through KBM.
- c) Carry out learning effectively so that students develop optimally in accordance with their potential.
- d) Improve basic knowledge: reading, writing and arithmetic.
- e) Fostering religious, disciplined and familial spirit in all school residents.
- f) Creating a school environment with 7 K cultural nuances.
- g) Fostering the skills of students through extracurricular activities.
- h) Fostering students in early age sports so that students excel in sports.
- i) Prepare students to be able to pursue higher education.
- j) Increase awareness of environmental pollution prevention.
- k) Utilizing garbage / waste into compost.
- l) Preserve and avoid environmental damage.

## **3) The Purpose of SDN 6 Metro Utara**

The purpose of Basic Education is to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and follow further education with environmental insight and national character.

General Purpose of Education SD Negeri 6 Metro Utara

Learning at SDN 6 Metro Utara is expected to realize several objectives including the following:

Students of SDN 6 Metro Utara can read, write and count quickly and precisely.

- a) Students can practice religion, ethics and manners.
- b) At the end of the academic year, grade VI students obtain UAS Scores which increase in year setup.
- c) Students are proficient in scouting, sports, skills and arts.
- d) Students can master the basics of science and technology as a provision to continue to higher school.
- e) Familiarize students to create a clean, healthy, safe, comfortable and pleasant school environment.
- f) Familiarize students with preserving and managing the environment optimally.
- g) Familiarize students not to damage the environment.

**c. Geographical Location of SDN 6 Metro Utara**

The location of SD N 6 Metro Utara is in the village of Karangrejo approximately kilometers from the Central Metro, with the following boundaries:

- 1) To the west, it borders the North Metro Police Station
- 2) To the east, it is bordered by Roads and Squares
- 3) To the north, bordering the road and people's houses
- 4) South, bordering the road

#### d. Human Resources of SDN 6 Metro Utara

Human Resources of SDN 6 Metro Utara led by Mr. Adi Firmansyah, S.Pd. can be seen in the employee data and the distribution of teacher duties consisting of 1 principal, 1 administrative staff and 21 teachers with a classification of 17 civil servant teachers and 6 honorary teachers. And the number of students in class I consists of 40 students, the number of students in class II consists of 47 students, the number of students in class III consists of 46 students, the number of students in class IV consists of 57 students, the number of students in class V consists of 52 students, and the number of students in class VI consists of 51 students. The total number of students in the 2022/2023 academic year is 293 students with a classification of 143 boys and 150 girls.

## 2. Description of Research Data

### a. Students Pronunciation Ability in Speaking

**Table 4.1**  
**Classify the Students Score**

Classification	Score	Criteria
Excellent	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
Good	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
Adequate	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
Bad	1	Words are unintelligible. <sup>1</sup>

*Rubric of Measuring Speaking*

*(Adapted from : Cyril J.Weir : Language Testing and Validation. An Evidence-Based Approach, (2005).*

<sup>1</sup> Cyril J.Weir : Language Testing and Validation. An Evidence-Based Approach, (2005).

**Table 4.2**  
**The Result of Observation**

No	Sound Symbol of Pronunciation	Example	Percentage	Criteria
1	[æ]	Carrot	52%	Adequate
2	[ɔ:]	Airport	64%	Adequate
3	[aɪ]	Island	80%	Adequate
4	[dʒ]	Large	52%	Adequate
5	[θ]	Month	60%	Adequate
6	[aʊ]	Flower	48%	Good
7	[ð]	Brother	44%	Bad
8	[i:]	Meatball	40%	Adequate
9	[eɪ]	Plane	48%	Bad
10	[ɪə]	Fire	52%	Bad

From the description above, it can be concluded that the top 3 percentages in this research are the use of vowel [aɪ] in the pronunciation of the word 'Island' occupies the top position with a total of 80% of students are on the 'Adequate' criteria in pronunciation. Then the use of vowel [ɔ:] in the pronunciation of the word 'Airport' occupies the second position with a total of 64% of students being on the 'Adequate' criteria in pronunciation. And the use of the consonant [θ] in the pronunciation of the word 'Month' occupies the third position with a total of 60% of students being on the 'Adequate' criteria in pronunciation. Thus, the average student is on the 'Adequate' criteria for pronouncing a word.

## **The Result of Interview**

### 1. Student's Problem in Learning English

“Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris? Aku nggak paham bagaimana cara mengucapkan kosakatanya.” (Appendix Interview CN)

From the result of the researcher's interviews with the students, fourteen out of twenty five students namely AZ, AY, AI, AU, AD, AJ, CN, DS, DL, JB, FR, LT, ZS, HN said that they can't understand how to pronounce the vocabulary. Six out of twenty five students, namely AM, DV, GB, ZV, RZ, BM said that Because of from young age I studied Indonesian, so it was rather difficult to pronounce. Other students , three out of twenty five students, namely AN, VZ, DH said that they can't confident in making pronunciation. And two out of twenty five students, namely AG and DG said that find it hard to imitate the original accent.

Based on interview above, it can be concluded that the problem in learning English is how to pronounce the vocabulary and the student's confident in making pronunciation.

### 2. Student's Difficulties in Pronounce a word

“Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?? Aku kesulitan mengatur nada dalam pengucapan..” (Appendix Interview CN)

From the result of the researcher's interviews with the students, five out of twenty five students , namely CN) DG, DS, LT, ZS have a difficulty to pronouncing a word because have a trouble setting the tone in pronunciation. Other students,

fifteen out of twenty five students namely AY, AN, AZ, AG, AU, AD, AM, BM, DV, GB, JB, VZ, ZV, HN have difficulty in pronouncing a word because usually there are the similar words but the pronunciation is different. And five out of twenty five students, namely MAKE AI, DH, DL, FR, RZ, AJ have a difficulty in pronouncing a word because of worry make a mistake in pronouncing a word.

When the researcher interviews with the teacher about the students difficulty in learning English. The teacher explain that students have difficulties in mother tongue inference because using Indonesian language in every day, have sound system differences between mother tongue and English, hard for the students to imitate the native speakers' accent, the students are unable comprehend and to practice the stress, intonation and rhythm in pronunciation, the students have the lack of motivation in practicing English pronunciation, the students have the limitation in exposure the pronunciation drill and the effect of infrequently pronouncing words is to make hesitate to speak for fear of making mistakes in English pronunciation.

### 3. Student's hesitate in pronouncing

“Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris? Aku takut membuat kesalahan dalam mengucapkan sebuah kata.”

(Appendix Interview DS)

From the result of the researcher's interviews with the students, fourteen out of twenty five students, namely DS, AZ, AG, AY, AD, BM, DH, DH, DS, DV, JB, VZ, LT, ZV, ZS, said that the hesitate in pronouncing English vocabulary is for fear of making mistakes in English pronunciation. Other students, eleven out of twenty



five students, namely AN, AI, AU, AM, AJ, CN, DL, GB, FR, RZ, HN said that they never speak English because not confident to speak English.

#### 4. Student's Comfortable in Learning Pronunciation

“Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris? Ketika mengucapkan kata-kata yang mudah..” (Appendix Interview AN)

The result of the interviews that the researcher conducted, ten out of twenty five students, namely AN, AG, AI, AU, AM, BM, GB, JB, VZ, HN said that a comfortable in learning English when pronouncing frequently used words. Other students namely AY, AZ, AD, AJ, CN, DH, DG, DS, DL, DV, FR, LT, ZV, ZS, RZ said that a comfortable in learning English when the teacher can make the class crowded and make English lessons fun.

#### 5. Pronounce English Words

“Bagaimana kamu mengucapkan kata-kata bahasa Inggris?? Perhatikan baik-baik jika ada yang berbicara bahasa Inggris.” (Appendix Interview AU)

From the result of the researcher's interviews with the students, Thirteen out of twenty five students, namely AU, AZ, AG, AY, AI, AJ, BM, DH, FR, LT, ZV, RZ, HN said that they are needed to pay close attention to know how to pronounce English word and learn more than their know. And the others, namely DS, AD, AM, AN, CN, DG, DL, DV, GB, JB, VZ, ZS ask to other people to know how to pronounce a word.

#### 6. Remembering the Meaning of a Word

“Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris? Dihafal sebaik mungkin.” (Appendix Interview AD)

From the result of the researcher's interviews with the students, fifteen out of twenty five students, namely AD, AG, AY, AU, AD, AM, AJ, CN, DG, DS, DV, VZ, LT, RZ, HN said that they are remember the meaning of a word by memorizing the word. Other students with ten out of twenty five students, namely AN, AZ, AI, BM, DH, DL, GB, JB, FR, ZV, ZS said that they are remembering the meaning of a word by write the word in the book.

Based on the interview, it can be concluded that the students remember the meaning of the word by memorizing and write down the word for memorizing in the word.

#### 7. Pronunciation in the Class

“Bagaimana cara guru mengajar Pronunciation di kelas ?? Guru melafalkan terlebih dahulu, kemudian siswa mengikuti sampai benar..” (Appendix Interview LT)

From the result of the researcher's interviews with the students, twenty five out of twenty five students, said that the teacher teach pronunciation is start from the teacher pronounce the word first after that students follow it until correct.

#### 8. Teacher's Direction

“Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris? Meminta kami untuk membawa LKS dan Kamus.” (Appendix Interview ZS)

From the result of the researcher's interviews with the students, 25 out of 25 students, said that teacher direct student in learning by using LKS(Student Worksheet) and dictionary for learning in the school and at home.

Based on interview above, can be concluded that the student in the class have to bringing the dictionary and LKS (Student Worksheet) for learning English in the

school and at home because two of that tool is important for students to know many things.

**Table 4.3**  
**The Result of Assessment Student Test**

No.	Name	Pronunciation										Total	Score
		Carrot	Airport	Island	Large	Month	Flower	Brother	Meatball	Plane	Fire		
1.	AN	3	2	2	2	2	3	3	4	3	2	26	2.6
2.	AZ	2	2	2	3	2	2	2	3	2	2	22	2.2
3.	AG	3	3	2	3	2	4	3	4	2	3	29	2.9
4.	AY	1	2	2	2	2	2	1	2	2	2	18	1.8
5.	AI	3	2	2	1	2	2	1	3	1	1	18	1.8
6.	AU	2	2	2	2	2	3	2	2	2	1	20	2
7.	AD	2	2	2	2	2	3	2	2	2	1	20	2
8.	AM	2	1	1	1	1	1	1	1	1	1	11	1.1
9.	AJ	2	2	1	2	2	2	1	2	1	2	17	1.7
10.	BM	3	2	2	1	2	4	3	2	2	4	25	2.5
11.	CN	1	2	1	1	2	3	1	2	1	1	15	1.5
12.	DH	2	2	2	1	1	1	1	1	1	1	13	1.3
13.	DG	2	2	1	2	2	3	1	1	2	2	18	1.8
14.	DS	2	2	2	1	1	2	1	3	1	1	16	1.6
15.	DL	1	2	2	1	1	1	1	1	1	1	12	1.2
16.	DV	4	3	2	4	1	3	1	2	1	1	22	2.2
17.	GB	2	1	2	2	1	3	1	1	1	1	15	1.5
18.	JB	2	2	2	2	3	3	2	1	1	1	19	1.9
19.	VZ	3	3	2	2	2	3	2	4	2	1	24	2.4
20.	FR	2	2	2	2	2	3	2	1	2	4	22	2.2
21.	LT	4	4	4	3	3	4	4	4	4	4	38	3.8
22.	ZV	2	2	2	2	1	3	2	2	1	4	21	2.1
23.	ZS	4	4	2	2	2	3	3	2	1	4	27	2.7
24.	RZ	2	1	2	2	1	1	2	1	2	2	16	1.6
25.	HN	3	1	2	1	2	4	2	1	4	1	21	2.1

1) Pronouncing [æ]

In the pronunciation of "carrot" using vowel [æ] there are 3 students who can pronounce with the criteria 'excellent' and get a score of 4, there are 6 students who can pronounce with the criteria 'good' and

get a score of 3, there are 13 students who can pronounce with 'adequate' and get a score of 2, and 3 people who pronounce with the criteria 'Bad' by getting a score of 1. It can be concluded that the average student in the VA class pronounces 'carrot' with adequate criteria.

2) Pronouncing [ɔ:]

In the pronunciation of 'Airport' which uses vowel [ɔ:], there are 2 students who can pronounce with the criteria 'Excellent' and get a score of 4, there are 3 students who can pronounce with the criteria 'good' and get a score of 3, there are 16 students who pronounce with the criteria 'Adequate' with a score of 2, and 4 students who pronounce with the criteria 'Bad' with a score of 1. It can be concluded that the average VA class student expresses 'Airport' with the criterion 'Adequate'.

3) Pronouncing [aɪ]

In the pronunciation of 'Island' using the vowel [aɪ], there is 1 student who can pronounce with the criteria 'Excellent' and get a score of 4, no students who pronounce with the criteria 'Good', there are 20 students who pronounce adequately with a score of 2, and there are 4 students who say with the criteria 'bad' and get a score of 1. It can be concluded that students have difficulty in pronouncing 'Island' well.

4) Pronouncing [dʒ]

In the pronunciation of 'Large' which uses the consonant [dʒ], there is 1 student who can pronounce with the criteria 'Excellent' and get a score of 4, there are 3 students who pronounce with the criteria 'Good'

and get a score of 3, there are 13 students who pronounce with the criteria 'Adequate' and get a score of 2, and 8 students who pronounce with the criteria 'bad' and get a score of 1. It can be concluded that many students have difficulty in pronouncing 'Large'.

5) Pronouncing [θ]

In the pronunciation of 'Month' which uses the consonant [θ], no student can pronounce with the criteria 'Excellent', there are 2 students who pronounce with the criteria 'Good' and get a score of 3, there are 15 students who pronounce with the criteria 'Adequate' and get a score of 2, and 8 students who pronounce with the criteria 'bad' and get a score of 1. It can be concluded that many students are mispronounced 'Month'.

6) Pronouncing [aʊ]

In the pronunciation of 'Flower' using the vowels [aʊ], there are 4 students who can pronounce with the criteria 'Excellent' with a score of 4, there are 12 students who say with the criteria 'Good' and get a score of 3, there are 5 students who say with the criteria 'Adequate' and get a score of 2, and 4 students who say with the criteria 'bad' and get a score of 1. It can be concluded that many students understand better in saying 'flower'.

7) Pronouncing [ð]

In the pronunciation of 'brother' which uses the consonant [ð], there is 1 student who can pronounce with the criteria 'Excellent' with a score of 4, there are 4 students who pronounce with the criteria 'Good'

and get a score of 3, there are 9 students who pronounce with the criteria 'Adequate' and get a score of 2, and 11 students who pronounce with the criteria 'bad' and get a score of 1. It can be concluded that there are still many students who are not able to pronounce 'brother' well.

8) Pronouncing [i:]

In pronunciation of 'meatball' using vowels 'i:', there are 4 students who can pronounce with criteria 'Excellent' with a score of 4, there are 3 students who pronounce with criteria 'Good' and get a score of 3, there are 9 students who say with criteria 'Adequate' and get a score of 2, and 9 students who say with criteria 'bad' and get a score of 1. It can be concluded that students' pronunciation ability is balanced between 'Adequate' and 'Bad'.

9) Pronouncing [eɪ]

In pronunciation of 'plane' using vowels [eɪ], there are 2 students who can pronounce with criteria 'Excellent' with a score of 4, there is 1 student who pronounces with criteria 'Good' and gets a score of 3, there are 10 students who say with criteria 'Adequate' and get a score of 2, and 12 students who say with criteria 'bad' and get a score of 1. It can be concluded that students' pronunciation ability is still a lot on the 'Bad' criteria.

10) Pronouncing [ɪə]

In the pronunciation of 'fire' using the vowels [ɪə], there are 5 students who can pronounce with the criteria 'Excellent' with a score of

4, there is 1 student who pronounces the criteria 'Good' and gets a score of 3, there are 6 students who say with the criteria 'Adequate' and get a score of 2, and 13 students who say with the criteria 'bad' and get a score of 1. It can be concluded that students' pronunciation ability is still a lot on the 'Bad' criteria.

b. The Difficulties of students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara

In analyzing the difficulties of students' pronunciation, the researcher used interview techniques to 25 students' the fifth grade students' of SDN 6 Metro Utara. The results of the interviews are as follows:

1) Mother tongue interference

Based on the interview result with the students, the difficulties in pronouncing English words are caused by the influence of the mother tongue the students use in their daily life. The students are used to speaking in their mother tongue, so it is difficult to pronounce English because they are not used to it.

2) Sound system differences between mother tongue and English.

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



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

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

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

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

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

Based on the interview result with the students, by getting motivation, the students are not ashamed to say words in English and tend to be able to learn to pronounce them correctly.

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

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

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

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

- c. The solution to solve the students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara

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

- 1) The students need the considerable drilling and repetition in English pronunciation practice.

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

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

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

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

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

- 4) The curriculum design and material establish long range oral

communication goals and objective.

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

## **B. Discussion**

### **1. Students Pronunciation Ability in Speaking**

Based on the results of the observations of each of students pronunciation in speaking, the top 3 percentages in this research are the use of vowel [aɪ] in the pronunciation of the word 'Island' occupies the top position with a total of 80% of students are on the 'Adequate' criteria in pronunciation. Then the use of vowel [ɔ:] in the pronunciation of the word 'Airport' occupies the second position with a total of 64% of students being on the 'Adequate' criteria in pronunciation. And the use of the consonant [θ] in the pronunciation of the word 'Month' occupies the third position with a total of 60% of students being on the 'Adequate' criteria in pronunciation. Thus, the average student is on the 'Adequate' criteria for pronouncing a word.

From explanation above, it can be concluded that the students pronunciation ability in speaking relative adequate because most students experience comprehension suffers due to frequent errors in rhythm, intonation and pronunciation in pronouncing a word.

## **2. The Difficulties of students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara**

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

### **a. Mother tongue interference**

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

### **b. Sound system differences between mother tongue and English.**

The modification of the sound organization among their mother tongue and English converts the source of students' problems in speaking English word. The mother tongue is the language presented by the parents and the environment. The mother tongue is explained into English that have problem.

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

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

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

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

- e. The lack of motivation in practicing English pronunciation cause the errors in English pronunciation

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

- f. The limitation in exposure the pronunciation drill causes the pronunciation errors.

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

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

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

Therefore, from the explanation above, it can be concluded that the cause of the difficulties of students pronunciation . Explanation of students in pronouncing English words is caused by several factors, research result points out the difficulties of pronunciation in speaking

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

### **3. The solution to solve the students' pronunciation in speaking at the fifth grade of SDN 6 Metro Utara**

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

- a. The students need the considerable drilling and repetition in English pronunciation practice.

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

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

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

English pronunciation errors.

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

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

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

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

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

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

The conclusion of this study describes the results of research related to the research objectives :

1. The top 3 percentages in this research are the use of vowel [aɪ] in the pronunciation of the word 'Island' occupies the top position with a total of 80% of students are on the 'Adequate' criteria in pronunciation. Then the use of vowel [ɔ:] in the pronunciation of the word 'Airport' occupies the second position with a total of 64% of students being on the 'Adequate' criteria in pronunciation. And the use of the consonant [θ] in the pronunciation of the word 'Month' occupies the third position with a total of 60% of students being on the 'Adequate' criteria in pronunciation. Thus, the average student is on the 'Adequate' criteria for pronouncing a word. The students pronunciation ability in speaking relative adequate because most students experience comprehension suffers due to frequent errors in rhythm, intonation and pronunciation in pronouncing a word.
2. The difficulties of pronunciation in speaking that include of Mother tongue interference, Sound system differences between mother tongue and English, it is hard for the students to imitate the native speakers' accent, the students are unable to comprehend and to practice the stress, intonation, and rhythm in their English pronunciation, the students have



less motivation in practicing English Pronunciation, the students have limitation in exposure the pronunciation drill.

3. To solve the students pronunciation in speaking for students' by providing the considerable drilling and repetition in English pronunciation practice, guidance intensively in pronunciation practice, guiding the students to listen the native speakers' sound, completing the curriculum design and material establish long range oral communication goals and objective.

## **B. Suggestion**

Researcher express suggestions from the results of this study to students, teachers, other researchers, students at IAIN Metro and lecturer at IAIN Metro, among others:

1. For the students

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

2. For the teacher

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

### 3. For Other Researchers

The researcher hopefully this research can be used by researchers else as information in educational research and there are next researcher will get information about pronunciation the English vocabulary.

## **C. Recommendation**

### 1. For Students at IAIN Metro

This research is written to give information for students at IAIN Metro as a recommendation to help the students in determining thesis topics about pronunciation that are in accordance with student competencies. So that the students can get what they are need in this research.

### 2. For Lecturer at IAIN Metro

In this research, the researcher hopefully that this thesis can help the lecturer can using this research to find out the students difficulty in pronunciation and how to solve the students pronunciation ability in speaking English.

## BIBLIOGRAPHY

- Bachman, L. F. *Fundamental Consideration in Language Testing*. New York: Oxford University Press, 1991).
- Boyd, Stephen D. *School for Champions: A Short Guide to Effective Public Speaking*. (2004).
- Bungin, Burhan. *Analisa Data Penelitian Kualitatif*. (Jakarta : Rajawali Pers, 2012).
- Carter, Ronalds and David Nunan. *The Cambridge Guide to Teaching English to Speakers of Other Language*. (Cambridge: Cambridge University Press, 2009).
- Cohen, L, Manion, L. and Morrison, K. *Research Methods in Education: Fifth Edition*. (London: Routledge Falmer, 2005).
- Creswell, John W. *Research Design : Qualitative, Quantitative and Mixed Methods Approaches 4 Ed*. (New Delhi : Sage Publications, 2002).
- Cyril J. Weir. *Language Testing and Validation. An Evidence-Based Approach*.
- Fitri, Des Adean. *An Analysis Of Students' Speaking Ability In Retelling Story On Descriptive Text Of The Second Grade Students At SMP YLPI Riau P. Marpoyan Pekanbaru*. (Other thesis, Universitas Islam Riau, 2020).
- Fraser, H. "ESL pronunciation teaching: Could it be more effective?", (Australian Language Matters, 2001).
- Gilakjani, Abbas Pourhossein. "Why is Pronunciation So Difficult to Learn?" *English Language Teaching*. Vol 4 no 3 (2011): 75.
- Harmer, Jeremy. *The Practice of English Language Teaching: Third Edition*. (New York: Longman, 2001).
- Hewings, Martin. *Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation*. (Cambridge: Cambridge University Press, 2004).
- Johnson, D. W., Johnson, R., & Smith, K. *Active learning: Cooperation in the university classroom (3rd ed.)*. (Edina, MN: Interaction, 2006)
- Khan, R. *English language assessment in Bangladesh: Developments and challenges. Language Assessment in Asia: Local, Regional, or Global?*.

Seoul: eduKLC, 2010).

Leong, Lai-Mei & Seyedeh Masoumeh Ahmadi. *An Analysis of Factors Influencing Learners' English Speaking Skill*. (Malaysia : Universiti Sains Malaysia, 2017).

Miles, Matthew B. and A Michael Huberman, *Data Management and Analysis Methods*, In N. K. Denzin and Y.S Lincoln (Eds): *Thousand Oaks*. (CA: Sage, 1994).

Miller, Sue F. *Targeting Pronunciation : Communicating Clearly in English*. (Houghton Mifflin Hifi, 2005).

Oktaviana, Fadilla. *An Analysis of Students Difficulties in Pronunciation English Vowel in Their Speaking Skills Based On Mother Tongue*. (English Education Study Program, University of Banten Jaya, Banten, 2022).

Purpura, J. *Assessing Grammar*. (Cambridge: Cambridge University Press, 2004).

Rogerson- Rovell, Pamela. *English Phonology and Pronunciation Teaching*. (New York: Continuum, 2011).

Scott, Wendy A. and L. H. Ytreberg. *Teaching English to Children*. (New York: Longman Inc, 1990).

Selfianti, Maria Arina Luardini, Natalina Asi : *Improving Students' Pronunciation Ability in Speaking Using "Hello English" Application*. (English Education Study Program, University of Palangka Raya, 2020).

Sikder, Shafinaz. *Role of a Teacher in Teaching Speaking by Following a Communicative Approach: To What Extent is this Possible in an ESL Context like Bangladesh?*. (Bangladesh : BRAC University, 2016).

Ur, Penny. *A Course in Language Teaching : Practice and Theory*. (Cambridge: Cambridge University Press, 2009).

# **APPENDICES**

**Table. 1**  
**Classify the Students Score**

<b>Classification</b>	<b>Score</b>	<b>Criteria</b>
Excellent	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
Good	3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
Adequate	2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
Bad	1	Words are unintelligible.

**Table.2**  
**The Result of Observation**

<b>No</b>	<b>Sound Symbol of Pronunciation</b>	<b>Example</b>	<b>Percentage</b>	<b>Criteria</b>
1	[æ]	Carrot	52%	Adequate
2	[ɔ:]	Airport	64%	Adequate
3	[aɪ]	Island	80%	Adequate
4	[dʒ]	Large	52%	Adequate
5	[θ]	Month	60%	Adequate
6	[aʊ]	Flower	48%	Good
7	[ð]	Brother	44%	Bad
8	[i:]	Meatball	40%	Adequate
9	[eɪ]	Plane	48%	Bad
10	[ɪə]	Fire	52%	Bad

**Table.3**  
**The Result of Assessment Students Test**

No.	Name	Pronunciation										Total	Score
		Carrot	Airport	Island	Large	Month	Flower	Brother	Meatball	Plane	Fire		
1.	AN	3	2	2	2	2	3	3	4	3	2	26	2.6
2.	AZ	2	2	2	3	2	2	2	3	2	2	22	2.2
3.	AG	3	3	2	3	2	4	3	4	2	3	29	2.9
4.	AY	1	2	2	2	2	2	1	2	2	2	18	1.8
5.	AI	3	2	2	1	2	2	1	3	1	1	18	1.8
6.	AU	2	2	2	2	2	3	2	2	2	1	20	2
7.	AD	2	2	2	2	2	3	2	2	2	1	20	2
8.	AM	2	1	1	1	1	1	1	1	1	1	11	1.1
9.	AJ	2	2	1	2	2	2	1	2	1	2	17	1.7
10.	BM	3	2	2	1	2	4	3	2	2	4	25	2.5
11.	CN	1	2	1	1	2	3	1	2	1	1	15	1.5
12.	DH	2	2	2	1	1	1	1	1	1	1	13	1.3
13.	DG	2	2	1	2	2	3	1	1	2	2	18	1.8
14.	DS	2	2	2	1	1	2	1	3	1	1	16	1.6
15.	DL	1	2	2	1	1	1	1	1	1	1	12	1.2
16.	DV	4	3	2	4	1	3	1	2	1	1	22	2.2
17.	GB	2	1	2	2	1	3	1	1	1	1	15	1.5
18.	JB	2	2	2	2	3	3	2	1	1	1	19	1.9
19.	VZ	3	3	2	2	2	3	2	4	2	1	24	2.4
20.	FR	2	2	2	2	2	3	2	1	2	4	22	2.2
21.	LT	4	4	4	3	3	4	4	4	4	4	38	3.8
22.	ZV	2	2	2	2	1	3	2	2	1	4	21	2.1
23.	ZS	4	4	2	2	2	3	3	2	1	4	27	2.7
24.	RZ	2	1	2	2	1	1	2	1	2	2	16	1.6
25.	HN	3	1	2	1	2	4	2	1	4	1	21	2.1

1) Pronouncing [æ]

In the pronunciation of "carrot" using vowel [æ] there are 3 students who can pronounce with the criteria 'excellent' and get a score of 4, there are 6 students who can pronounce with the criteria 'good' and get a score of 3, there are 13 students who can pronounce with 'adequate' and get a score of 2, and 3 people who pronounce with the criteria 'Bad' by getting a score of 1. It can be concluded that the average student in the VA class pronounces 'carrot' with adequate criteria.

2) Pronouncing [ɔ:]

In the pronunciation of 'Airport' which uses vowel [ɔ:], there are 2 students who can pronounce with the criteria 'Excellent' and get a score of 4, there are 3 students who can pronounce with the criteria 'good' and get a score of 3, there are 16 students who pronounce with the criteria 'Adequate' with a score of 2, and 4 students who pronounce with the criteria 'Bad' with a score of 1. It can be concluded that the average VA class student expresses 'Airport' with the criterion 'Adequate'.

3) Pronouncing [aɪ]

In the pronunciation of 'Island' using the vowel [aɪ], there is 1 student who can pronounce with the criteria 'Excellent' and get a score of 4, no students who pronounce with the criteria 'Good', there are 20 students who pronounce adequately with a score of 2, and there are 4 students who say with the criteria 'bad' and get a score of 1. It can be concluded that students have difficulty in pronouncing 'Island' well.



## 4) Pronouncing [dʒ]

In the pronunciation of 'Large' which uses the consonant [dʒ], there is 1 student who can pronounce with the criteria 'Excellent' and get a score of 4, there are 3 students who pronounce with the criteria 'Good' and get a score of 3, there are 13 students who pronounce with the criteria 'Adequate' and get a score of 2, and 8 students who pronounce with the criteria 'bad' and get a score of 1. It can be concluded that many students have difficulty in pronouncing 'Large'.

## 5) Pronouncing [θ]

In the pronunciation of 'Month' which uses the consonant [θ], no student can pronounce with the criteria 'Excellent', there are 2 students who pronounce with the criteria 'Good' and get a score of 3, there are 15 students who pronounce with the criteria 'Adequate' and get a score of 2, and 8 students who pronounce with the criteria 'bad' and get a score of 1. It can be concluded that many students are mispronounced 'Month'.

## 6) Pronouncing [aʊ]

In the pronunciation of 'Flower' using the vowels [aʊ], there are 4 students who can pronounce with the criteria 'Excellent' with a score of 4, there are 12 students who say with the criteria 'Good' and get a score of 3, there are 5 students who say with the criteria 'Adequate' and get a score of 2, and 4 students who say with the criteria 'bad' and get a score of 1. It can be concluded that many students understand better in saying 'flower'.

## 7) Pronouncing [ð]

In the pronunciation of 'brother' which uses the consonant [ð], there is 1 student who can pronounce with the criteria 'Excellent' with a score of 4, there are 4 students who pronounce with the criteria 'Good' and get a score of 3, there are 9 students who pronounce with the criteria 'Adequate' and get a score of 2, and 11 students who pronounce with the criteria 'bad' and get a score of 1. It can be concluded that there are still many students who are not able to pronounce 'brother' well.

## 8) Pronouncing [i:]

In pronunciation of 'meatball' using vowels 'i:', there are 4 students who can pronounce with criteria 'Excellent' with a score of 4, there are 3 students who pronounce with criteria 'Good' and get a score of 3, there are 9 students who say with criteria 'Adequate' and get a score of 2, and 9 students who say with criteria 'bad' and get a score of 1. It can be concluded that students' pronunciation ability is balanced between 'Adequate' and 'Bad'.

## 9) Pronouncing [eɪ]

In pronunciation of 'plane' using vowels [eɪ], there are 2 students who can pronounce with criteria 'Excellent' with a score of 4, there is 1 student who pronounces with criteria 'Good' and gets a score of 3, there are 10 students who say with criteria 'Adequate' and get a score of 2, and 12 students who say with criteria 'bad' and get a score of 1. It can be concluded that students' pronunciation ability is still a lot on the 'Bad'

criteria.

#### 10) Pronouncing [ɪə]

In the pronunciation of 'fire' using the vowels [ɪə], there are 5 students who can pronounce with the criteria 'Excellent' with a score of 4, there is 1 student who pronounces the criteria 'Good' and gets a score of 3, there are 6 students who say with the criteria 'Adequate' and get a score of 2, and 13 students who say with the criteria 'bad' and get a score of 1. It can be concluded that students' pronunciation ability is still a lot on the 'Bad' criteria.

### Research Instrument for Teacher

#### AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA

Name : Eva Yuliana, S.Pd  
Date : February, 11<sup>th</sup> 2023

Interview with the teacher about students' pronunciation ability in speaking and the strategies by teacher to solve the students pronunciation in speaking at SDN 6 Metro Utara.

No.	Question	Answer
1.	Bagaimana kemampuan berbicara siswa dalam pembelajaran bahasa Inggris di sekolah?	Perlu bimbingan lebih lanjut, karena 2 tahun sebelumnya terjadi pandemi COVID-19, siswa mengulang materi dari awal lagi.
2.	Apa masalah siswa dalam belajar bahasa Inggris?	Masalah siswa dalam belajar bahasa Inggris adalah Bagaimana membaca dan mengucapkan sebuah kata.
3.	Apa kesulitan siswa dalam mempelajari bahasa Inggris?	Siswa mengalami kesulitan dalam menyusun kosa kata dan pengucapan. siswa mengalami kesulitan dalam inferensi bahasa ibu karena menggunakan bahasa Indonesia setiap hari, memiliki sistem bunyi yang berbeda antara bahasa ibu dan bahasa Inggris, sulit bagi siswa untuk meniru aksen penutur asli, siswa tidak dapat memahami dan melatih tekanan, intonasi dan ritme dalam pengucapan, siswa memiliki motivasi yang kurang dalam berlatih pengucapan bahasa Inggris, siswa memiliki keterbatasan dalam melakukan latihan pengucapan dan efek dari kata-kata yang jarang diucapkan adalah membuat ragu untuk berbicara karena takut membuat kesalahan dalam pengucapan bahasa Inggris.
4.	Bagaimana siswa mengucapkan sebuah kata?	Dibantu oleh guru untuk melafalkan secara perlahan sampai benar, setelah

		dirasa siswa sudah mampu maka siswa akan diminta untuk melafalkan secara mandiri.
5.	Bagaimana kemampuan siswa dalam memaknai atau menerjemahkan sebuah kata?	Beberapa siswa menggunakan kamus untuk lebih memahami, dan beberapa tidak dapat berkonsentrasi pada proses pembelajaran.
6.	Bagaimana siswa belajar mengucapkan kosakata dalam bahasa Inggris?	Siswa diminta membaca pelan-pelan, kemudian belajar melafalkan sesuai lafal yang baik.
7.	Bagaimana sistem pembelajaran berbahasa Inggris yang digunakan di sekolah?	Sistem pembelajaran yang berlaku di sekolah adalah dengan menggunakan LKS.
8.	Berapa perkiraan persentase siswa yang mampu belajar bahasa Inggris di kelas?	Banyak siswa yang tidak mampu mempelajari bahasa Inggris dengan baik, sehingga persentase siswa yang sudah mampu sebanyak 20% dan yang belum mampu sebanyak 80%.

### Research Instrument for Students

Name : AN

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Pertanyaan	Menjawab
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Saya tidak punya teman untuk belajar dan saya tidak percaya diri.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Terlalu fokus pada kosakata.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata Bahasa Inggris ?	Saya tidak pernah berbicara bahasa Inggris, jadi saya tidak percaya diri untuk berbicara bahasa Inggris.
4.	Apa yang membuat kamu nyaman dalam belajar pengucapan dalam bahasa Inggris?	Saat mengucapkan kata-kata yang sering digunakan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Cek di google cara pengucapannya.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di buku saya.
7.	Bagaimana cara guru mengajar pengucapan di kelas ?	Menyuruh kami menuliskan cara membacanya di buku.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Guru memberi tahu kami kalau belajar Bahasa Inggris tidak sesulit yang kami pikirkan.

### Research Instrument for Students

Name : AZ

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku mengalami kesulitan dalam menghafal banyak kosakata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku ragu dengan pengucapan yang benar.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Karena aku masih sering lupa pengucapannya.
4.	Apa yang membuat kamu nyaman untuk belajar pronunciation dalam bahasa Inggris?	Ketika materi pembelajaran menyenangkan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Mengikuti apa yang aku dengar dari orang lain.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di buku dan tanya ke teman aku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Kadang diajak guru untuk mendengarkan sesuatu.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Diminta untuk mencatat, sering mendengarkan dan membaca.

### Research Instrument for Students

Name : AG

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Saya merasa sulit untuk meniru aksen aslinya.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Nggak tahu bagaimana cara mengucapkannya.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Takut salah.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Saat mempelajari materi yang nggak membuat saya pusing.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Membaca saja.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Dengan mengamati, memahami, menghafal dan mengingat.
7.	Bagaimana cara guru mengajar pengucapan di kelas ?	Diajarkan cara pengucapan.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Guru menyuruh belajar bahasa Inggris lagi di rumah.



### Research Instrument for Students

Name : AY

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Masalahnya adalah bahasa Inggris adalah bahasa asing, dan sangat sulit untuk mengucapkan sepatah kata pun dalam bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Hal itu karena biasanya ada kata yang sama tetapi pengucapannya berbeda.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Ragu karena takut salah arti nantinya.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Bisa jadi kalau gurunya yang bisa membuat kelas jadi seru, pelajaran bahasa Inggris akan jadi lebih menyenangkan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Aku merasa masih sering salah, karena ragu dan kurang percaya diri.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Biasanya pakai lagu bahasa Inggris, jadi lebih mudah diingat.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Kadang menyenangkan, kadang membosankan kalau belajarnya nggak diubah.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Menulis materi di papan tulis kemudian menjelaskan.

### Research Instrument for Students

Name : AI

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Pertanyaan	Menjawab
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Kesulitan dalam memahami dan mengucapkan kata-kata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Takut membuat kesalahan atau terdengar salah.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Karena aku kurang latihan dalam berbicara bahasa Inggris.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Kalau aku sering latihan belajar Pronunciation.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Latihan terus, dan mendengarkan contoh pengucapan yang baik.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Dengan melihat dan membaca kata-kata.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Dengan memberikan contoh pengucapan yang jelas.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Menyediakan materi dan sumber pembelajaran untuk kami.

### Research Instrument for Students

Name : AU

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Kesulitan dalam penulisan dan pengucapan.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Ketika penulisan dan pengucapannya berbeda.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Nggak mengerti bagaimana mengucapkan bahasa Inggris.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Jika belajar yang nggak membuat aku susah.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Memperhatikan baik-baik jika ada yang berbicara bahasa Inggris.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Dihafal terus menerus.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Menggunakan LKS dan kamus.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Harus sering berlatih pengucapan.

### Research Instrument for Students

Name : AD

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Pertanyaan	Menjawab
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Sulit untuk memahami pengucapan.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Sulit untuk mengucapkan kata-kata.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku takut salah bicara.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciatiom dalam bahasa Inggris?	Ketika kita belajar sambil bermain game.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Tanya ke seseorang yang lebih tahu.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Dihafal sebaik mungkin.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Guru mengucapkan terlebih dahulu, kemudian siswa mengikuti.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan memberikan tugas dan materi.

### Research Instrument for Students

Name : AM

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Karena dari kecil aku belajar bahasa Indonesia, jadi agak susah belajar bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Jika ada kata-kata yang sulit diucapkan.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku malu kalau aku salah dalam mengucapkan.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Jika kata-katanya mudah dipelajari.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Minta kakak aku untuk mengajari aku.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menghafalkan kosakata setiap hari.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Diminta untuk mengatakan bersama.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dijelaskan dan diberikan materi.

### Research Instrument for Students

Name : AJ

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku merasa bahasa Inggris itu sulit.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Banyak kosakata yang nggak dimengerti.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Pengucapannya membingungkan.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Saat mempelajari Pronunciation pakai lagu.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan membaca dan memahami cara pengucapannya.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Dihafal pelan-pelan.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Dengan cara diajak mengucapkan kosakata bersama guru.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan belajar dengan lebih baik.

### Research Instrument for Students

Name : BM

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak pintar dalam pelajaran bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Penulisan dan pengucapannya berbeda.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku khawatir pengucapannya salah.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Kalau gurunya sabar dan baik hati.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Belajar secara random kepada siapa pun tentang Pronunciation.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menuliskan dan menaruh di tempat yang bisa aku lihat.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Belajar mengucapkan dengan guru di kelas.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Diarahkan untuk sering membuka kamus untuk belajar.

### Research Instrument for Students

Name : CN

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak paham bagaimana mengucapkan kosakata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku kesulitan mengatur nada dalam pengucapan.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku nggak bisa berbicara dalam bahasa Inggris dengan baik.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Kalau guru mengajar dengan pelan-pelan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Tanya dulu ke guruku.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Sering membaca catatan agar cepat menghafal.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Guru akan mengucapkan terlebih dahulu, dan siswa akan mengulang setelah itu.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Guru mengajak siswa untuk belajar lebih banyak.



### Research Instrument for Students

Name : DH

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak punya teman untuk belajar bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku khawatir membuat kesalahan dalam pengucapan saya.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku nggak mengerti bagaimana cara mengucapkannya.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Nyaman jika belajarnya nggak menakutkan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Mengikuti pengucapan guru.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di buku saya.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Diajarkan untuk mengucapkan dengan benar oleh guru
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Guru memberi kami materi yang bagus.

### Research Instrument for Students

Name : DG

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku kesulitan dalam mengikuti aksen dari Bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Sulit untuk mengucapkan beberapa kata.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Melakukan pengucapan yang buruk.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Jika belajar dengan menyenangkan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan membaca di bukuku.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Belajar dari bukuku setiap hari .
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Guru akan mengajari kita dengan pengucapannya yang baik.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan kamus dan LKS.

### Research Instrument for Students

Name : DS

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak ngerti bagaimana mengucapkan sebuah kata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Kosakatanya sulit dipahami
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku khawatir membuat kesalahan dalam mengucapkan kata.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Belajar sambil bermain game.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Tanya ke orang lain.
6.	Bagaimana Kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menghafalkan dengan baik.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Belajar dan mengucapkan bersama-sama dengan guru.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan memberi kami materi.

### Research Instrument for Students

Name : DL

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku merasa sulit untuk mengucapkan kata yang berbeda dalam pengucapan.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku khawatir membuat kesalahan dalam pengucapan.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku nggak percaya diri.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Belajar dengan menyenangkan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan membaca di buku atau papan tulis.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di buku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Guru memberi tahu kami cara mengucapkannya.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan kamus.

### Research Instrument for Students

Name : DV

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak terbiasa menggunakan bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku bingung bagaimana mengucapkan kata itu.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku takut melakukan kesalahan.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Ketika Aku belajar sama temanku.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Baca kamus.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Belajar setiap hari.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Guru memberi tahu kami cara mengucapkan sebuah kata.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan kamus.

### Research Instrument for Students

Name : GB

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak suka belajar bahasa Inggris
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku nggak tahu bagaimana cara mengucapkan sebuah kata.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku malu kalau aku salah mengucapkan.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Jika belajar Pronunciation pakai lagu.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Tanya sama temanku.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulisnya di buku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Dengan mengucapkan kata bersama-sama.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Memberitahu kami untuk menggunakan kamus.

### Research Instrument for Students

Name : JB

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak tahu bagaimana mengucapkan sebuah kata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Ketika ada pengucapan kata-kata yang hampir mirip.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku takut untuk mengatakan kata-kata sulit.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Jika belajar dengan pelan-pelan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan menggunakan kamus atau tanya kepada orang lain.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di bukuku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Belajar Pronunciation bersama di kelas.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Membaca kamus dan LKS.

### Research Instrument for Students

Name : VZ

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak percaya diri untuk belajar bahasa Inggris.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Cara mengucapkan sebuah kata.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku takut membuat kesalahan dalam pengucapan.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Jika mengucapkan kata yang simpel.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Tanya sama guru dan orangtuaku.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Belajar dengan memakai kamus untuk menghafal.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Memberitahu kami untuk mengucapkan bersama.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan kamus.



### Research Instrument for Students

Name : FR

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak mengerti bagaimana mengucapkan sebuah kata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Aku khawatir membuat kesalahan.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku nggak percaya diri.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Saat belajar dengan permainan.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan membaca kamus.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di bukuku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Belajar bersama di kelas.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan LKS.

### Research Instrument for Students

Name : LT

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Susah kalau kita tidak tahu apa artinya dan mengucapkannya.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Ketika nggak bisa membaca.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Karena takut salah.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Saat guru tidak jahat dan kelas tidak ribut.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan menghafal dan mengerti.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Mengucapkan yang dihafal dan diulang.
7.	Bagaimana cara guru mengajar Pronunciatio di kelas ?	Guru mengucapkan terlebih dahulu, kemudian siswa mengikuti sampai benar.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Membawa kamus, membaca dan mengucapkan secara bersamaan.

### Research Instrument for Students

Name : ZV

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Nggak tahu tentang artinya.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Saat mengucapkan kata yang sulit.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Takut melakukan kesalahan.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Saat kita menikmati kelas.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Pahami cara pengucapannya.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Menulis di bukuku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Siswa mengikuti pengucapan guru.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan kamus.

### Research Instrument for Students

Name : ZS

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Sulit dalam memahami pengucapannya.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Bila ada kata yang sulit diucapkan.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku takut membuat pengucapan yang buruk.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Ketika kelasnya menyenangkan dalam pembelajaran.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Tanya ke temanku.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Tulis di bukuku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Siswa mengulang setelah pengucapan guru.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan LKS dan membaca kamus.

### Research Instrument for Students

Name : RZ

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Kesulitan menghafal banyak kosakata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Ragu dalam pengucapannya.
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku takut malu untuk mengucapkan kosakatanya.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Kalau kita bermain game dalam mempelajari Pronunciation.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan membaca kamus.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Belajar setiap hari..
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Siswa mengikuti pengucapan guru.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Dengan menggunakan kamus.

### Research Instrument for Students

Name : HN

Class : V<sup>A</sup>

Interviews with the students about students' pronunciation ability in speaking at fifth grade of SDN 6 Metro Utara.

No.	Question	Answer
1.	Kesulitan apa yang kamu dapatkan dalam belajar bahasa Inggris?	Aku nggak paham banyak kosa kata.
2.	Apa yang membuat kamu merasa sulit untuk mengucapkan sebuah kata dalam bahasa Inggris?	Saat mengucapkan kata yang sulit .
3.	Apa yang membuat kamu ragu dalam mengucapkan kosakata bahasa Inggris ?	Aku punya kepercayaan diri yang buruk.
4.	Apa yang membuat kamu nyaman untuk belajar Pronunciation dalam bahasa Inggris?	Ketika mendapatkan materi yang mudah tentang Pronunciation.
5.	Bagaimana kamu mengucapkan kata-kata bahasa Inggris?	Dengan membaca buku supaya tahu bagaimana cara mengucapkannya.
6.	Bagaimana kamu mengingat arti sebuah kata dalam bahasa Inggris?	Membaca kamusku.
7.	Bagaimana cara guru mengajar Pronunciation di kelas ?	Siswa mengulangi setelah pengucapan guru.
8.	Bagaimana guru mengarahkan siswa dalam belajar bahasa Inggris?	Membawa kamus dan LKS.



**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.iaim@metrouniv.ac.id

Nomor : B-0320/In.28/J/TL.01/01/2023  
Lampiran : -  
Perihal : **IZIN PRASURVEY**

Kepada Yth.,  
Adi Firmansyah SDN 6 METRO  
UTARA  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

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

Nama : **BELLA CYNDRA**  
NPM : 1901052007  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS PRONUNCIATION ABILITY  
: IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6  
METRO UTARA

untuk melakukan prasurvey di SDN 6 METRO UTARA, dalam rangka menyelesaikan 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, 30 Januari 2023  
Ketua Jurusan,



**Andianto M.Pd**  
NIP 19871102 201503 1 004



PEMERINTAH KOTA METRO  
DINAS PENDIDIKAN DAN KEBUDAYAAN

UPTD Sekolah Dasar Negeri 6 Metro Utara

Alamat: Jln. Dirun No.2 Karangrejo Metro Utara

Email : [sdnegeri6metroutara@gmail.com](mailto:sdnegeri6metroutara@gmail.com)

Nomor : 420/007/D.3-02/037/2023  
lampiran :  
Perihal : Balasan Izin Penelitian

Kepada  
Yth. Ketua Jurusan Fakultas Tadris  
Bahasa Inggris IAIN Metro  
di  
Metro

Dengan Hormat

Menindaklanjuti surat Istitut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan  
Nomor : B-0320/In.28/J/TL.01/01/2023 tanggal 30 Januari 2023 perihal " Izin Prasarvey", maka yang  
bertanda tangan di bawah ini :

Nama : ADI FIRMANSYAH, S.Pd  
NIP : 19830126 201001 1014  
Pangkat /gol : Penata Muda Tk.I/ III d  
Jabatan : Kepala SDN 6 Metro Utara

Menerangkan bahwa nama-nama di bawah ini :

Nama : BELLA CYNDRA  
NIM : 1901052007  
Jurusan : Tadris Bahasa Inggri

telah kami setuju untuk melaksanakan kegiatan tersebut di UPTD SD Negeri 6 Metro Utara.

Demikian balasan ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

Metro, 31 Januari 2023

Kepala UPTD SD N 6 Metro Utara

  
ADI FIRMANSYAH, S.Pd  
NIP. 19830126 201001 1014





**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](http://www.tarbiyah.metrouniv.ac.id); e-mail: [tarbiyah.iaim@metrouniv.ac.id](mailto:tarbiyah.iaim@metrouniv.ac.id)

Nomor : B-2555/In.28.1/J/TL.00/05/2023  
Lampiran :-  
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,  
Syahreni Siregar (Pembimbing 1)  
(Pembimbing 2)  
di-

Tempat  
*Assalamu'alaikum Wr. Wb.*

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

Nama : **BELLA CYNDRA**  
NPM : 1901052007  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : AN ANALYSIS OF STUDENTS PRONUNCIATION ABILITY IN  
SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO  
UTARA

Dengan ketentuan sebagai berikut :

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

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 24 Mei 2023  
Ketua Jurusan,



**Andianto M.Pd**



**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-1582/In.28/D.1/TL.00/05/2023

Lampiran :-

Perihal : **IZIN RESEARCH**

Kepada Yth.,

ADI FIRMANSYAH, S.Pd

SD NEGERI 6 METRO UTARA

di-

Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1583/In.28/D.1/TL.01/05/2023, tanggal 18 Mei 2023 atas nama saudara:

Nama : **BELLA CYNDRA**  
NPM : 1901052007  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SD NEGERI 6 METRO UTARA, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA".

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

*Wassalamu'alaikum Wr. Wb.*

Metro, 18 Mei 2023  
Wakil Dekan Akademik  
dan Kelembagaan,



**Dra. Isti Fatonah MA**

NIP 19670531 199303 2 003

**DINAS PENDIDIKAN DAN KEBUDAYAAN****UPTD Sekolah Dasar Negeri 6 Metro Utara**

Alamat: Jln. Dirun No.2 Karangrejo Metro Utara

NPSN : 10807670, NSS : 1011209002006

Email : [uptdsdn6mu@gmail.com](mailto:uptdsdn6mu@gmail.com)

Nomor : 420/030/D.3-02/037/2023  
lampiran :  
Perihal : Balasan Izin Penelitian

Kepada  
Yth. Ketua Jurusan Fakultas Tadris  
Bahasa Inggris IAIN Metro  
di  
Metro

Dengan Hormat

Menindaklanjuti surat Istitut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan

Nomor : B-1582/In.28/D.1/TL.00/05/2023 tanggal 18 Mei 2023 perihal " Izin Research", maka yang bertanda tangan di bawah ini :

Nama : ADI FIRMANSYAH, S.Pd  
NIP : 19830126 201001 1014  
Pangkat /gol : Penata Tk.I/ III d  
Jabatan : Kepala UPTD SDN 6 Metro Utara

Menerangkan bahwa nama di bawah ini :

Nama : BELLA CYNDRA  
NIM : 1901052007  
Jurusan : Tadris Bahasa Inggri

telah kami setuju untuk melaksanakan kegiatan tersebut di UPTD SD Negeri 6 Metro Utara.

Demikian balasan ini kami sampaikan, atas kerjasamanya kami ucapkan terima kasih.

Metro, 23 Mei 2023

Kepala UPTD SD N 6 Metro Utara

**ADI FIRMANSYAH, S.Pd**

NIP. 19830126 201001 1014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

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

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

**SURAT TUGAS**

Nomor: B-2914/In.28/D.1/TL.01/06/2023

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

Nama : **BELLA CYNDRA**  
NPM : 1901052007  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SDN 6 METRO UTARA, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "AN ANALYSIS OF STUDENTS PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

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

Mengetahui,  
Pejabat Setempat

\_\_\_\_\_

Dikeluarkan di : Metro  
Pada Tanggal : 06 Juni 2023

Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatmah 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.iaim@metrouniv.ac.id

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

Nama : Bella Cyndra  
 NPM : 1901052007

Program Studi : TBI  
 Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	23/2022 /05	1	Bimbingan judul dan sistematika Penulisan.	
2	13/02/2023	1	<ul style="list-style-type: none"> <li>- Perbaiki background of study.</li> <li>- Penambahan Rubric Measuring of speaking.</li> <li>- Perbaiki Research question.</li> <li>- Perbaiki Bab III</li> </ul>	
3	27/02/2023	1	<ul style="list-style-type: none"> <li>- Revise your problem formulation</li> <li>- Revise your footnote</li> <li>- Chapter III (How to get sample) / sampling technique.</li> </ul>	
4	13/03/2023	1	Revise again !	
5	27/03/2023		Acc	

Mengetahui  
 Ketua Program Studi TBI

Andianto, M.Pd  
 NIP. 198711022015031004

Dosen Pembimbing

Svahreni Siregar, M.Hum.  
 NIP. 197608142009122004





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

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id


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

Nama : Bella Cyndra  
 NPM : 1901052007

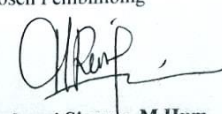
Program Studi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 15/05/2023	1	Acc Research Instrument	Cind

Mengetahui  
 Ketua Program Studi TBI

  
**Andianto, M.Pd**  
 NIP. 19871102 201503 1 004

Dosen Pembimbing

  
**Syahreni Siregar, M.Hum**  
 NIP. 197608114 2009122 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Inggimulyo Metro Timur Kota Metro Lampung 34111  
 Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

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

Nama : Bella Cyndra  
 NPM : 1901052007

Program Studi : TBI  
 Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Tuesday 7/06/2023	1	- Revise your abstract - " Chapter IV * * table * Discusson	
2	Tuesday 13/06/2023	1	- Revise again the abstract - tidy up the result table on page 39 - <del>insert</del> insert the result of interview in chapter IV	
3	Tuesday 19/06/2023	1	Acc	

Mengetahui  
 Ketua Program Studi TBI

Andaningsih, M.Pd  
 NIP. 198711102 201503 1 004

Dosen Pembimbing

Syahreni Siregar, M.Hum  
 NIP. 197608114 2009122 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

NPP: 1807062F0000001

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

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-790/In.28/S/U.1/OT.01/06/2023**

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

Nama : BELLA CYNDRA  
NPM : 1901052007  
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 1901052007

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, 13 Juni 2023  
Kepala Perpustakaan

*[Signature]*  
H. Masad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002





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

Jalan Ki. Hajar Dewantara Kampus 15A Inggmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail:  
[iaimetro@metrouniv.ac.id](mailto:iaimetro@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 : Bella Cyndra  
NPM : 1901052007  
Jurusan : Tadris Bahasa Inggris

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

Metro, 12 Juni 2023  
Ketua Jurusan TBI

**Andianto, M.Pd**  
NIP. 19871102201503 1 004

AN ANALYSIS OF STUDENTS'  
PRONUNCIATION ABILITY IN  
SPEAKING ENGLISH FOR  
YOUNG LEARNERS AT SDN 6  
METRO UTARA

*by* Bella Cyndra 1901052007

**Submission date:** 19-Jun-2023 02:11PM (UTC+0700)  
**Submission ID:** 2118880735  
**File name:** 152\_Bella\_Cyndra\_-\_1901052007.docx (1.98M)  
**Word count:** 18654  
**Character count:** 94896

0

AN UNDERGRADUATE THESIS  
AN ANALYSIS OF STUDENTS' PRONUNCIATION  
ABILITY IN SPEAKING ENGLISH FOR YOUNG  
LEARNERS AT SDN 6 METRO UTARA

BY :

BELLA CYNDRA

Student Number : 1901052007



TARBIYAH AND TEACHERS TRAINING FACULTY  
ENGLISH EDUCATION DEPARTMENT

STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO  
1444 H / 2023 M

## AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY IN SPEAKING ENGLISH FOR YOUNG LEARNERS AT SDN 6 METRO UTARA

### ORIGINALITY REPORT

<b>19%</b>	<b>20%</b>	<b>3%</b>	<b>7%</b>
SIMILARITY INDEX	INTERNET SOURCES	PUBLICATIONS	STUDENT PAPERS

### PRIMARY SOURCES

<b>1</b>	repository.metrouniv.ac.id Internet Source	<b>4%</b>
<b>2</b>	repository.uinjkt.ac.id Internet Source	<b>4%</b>
<b>3</b>	eprints.umg.ac.id Internet Source	<b>3%</b>
<b>4</b>	eprints.walisongo.ac.id Internet Source	<b>2%</b>
<b>5</b>	eprints.uny.ac.id Internet Source	<b>1%</b>
<b>6</b>	journal.uir.ac.id Internet Source	<b>1%</b>
<b>7</b>	jurnal.uinbanten.ac.id Internet Source	<b>1%</b>
<b>8</b>	files.osf.io Internet Source	<b>1%</b>
	repository.uinjambi.ac.id	

*o*

9	Internet Source	1 %
10	Submitted to Salem College Student Paper	1 %
11	e-journal.upr.ac.id Internet Source	1 %
12	lib.unnes.ac.id Internet Source	1 %

Exclude quotes  On

Exclude matches  < 1%

Exclude bibliography  On

## DOCUMENTATION











## CURRICULUM VITAE



The name of the researcher is Bella Cyndra. She was born in Metro, October 21<sup>th</sup> 2000 the first child from Mr. Suyanto and Mrs. Fitri Anggraini. She have 1 young sister, and her name is Cyntha Lihar Ramanda. She was enrolled her study at SDN 6 Metro Utara on 2007-2013. She continued her study at SMPN 10 Metro on 2013-2016. She continued her study at SMKN 1 Metro on 2016-2019.

After graduating from SMKN 1 Metro, the researcher continued her study at IAIN Metro. In 2019, she was registered as a student of S1 English Education Department State Institute for Islamic (IAIN) Metro. Then, the researcher takes study as an S1 Students of English Education Department State Institute for Islamic (IAIN) Metro.