

**AN ANALYSIS OF STUDENTS' PRONUNCIATION ABILITY:
A STUDY OF SECOND GRADE STUDENTS AT SMA N 1
PARIAMAN**

Thesis

*Submitted as Partial Fulfillment of the Requirement
to Obtain Strata One (S1) Degree*



By:
GUSTI HAFSARI
2011 / 1100990

Advisors:
Dr. Zul Amri, M.Ed
Dra. Aryuliva Adnan, M.Pd

ENGLISH DEPARTMENT
FACULTY OF LANGUAGES & ARTS
UNIVERSITAS NEGERI PADANG
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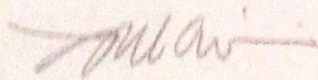
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Judul : An Analysis of Students' Pronunciation Ability: A
Study of Second Grade Students at SMA N 1 Pariaman
Nama : Gusti Hafsari
NIM/BP : 1100990 / 2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 28 Januari 2016

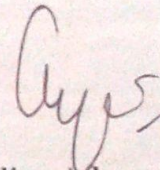
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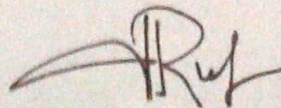
Dr. Zul Amri, M. Ed.
NIP. 19600505 198503 1 004

Pembimbing II,



Dra. Aryuliva Adnan, M. Pd.
NIP. 19630701 198803 2 001

Ketua Jurusan,



Dr. Refnaldi, S. Pd., M. Litt.
NIP. 19680301 199403 1 003

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

Dinyatakan Lulus setelah Dipertahankan di Depan Tim Penguji Skripsi
Jurusan Bahasa dan Sastra Inggris Fakultas Bahasa dan Seni
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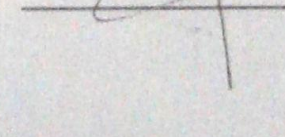
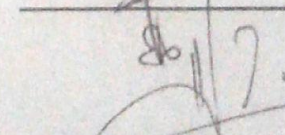
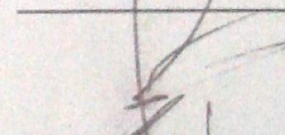
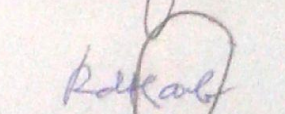
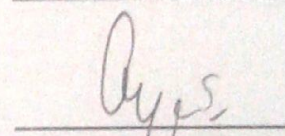
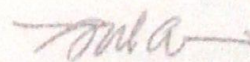
An Analysis of Students' Pronunciation Ability: A Study of Second Grade
Students at SMA N 1 Pariaman

Nama : Gusti Hafsari
NIM/BP : 1100990 / 2011
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 28 Januari 2016

	Tim Penguji
Nama	
1. Ketua	: Dr. Zul Amri, M. Ed.
2. Sekretaris	: Dra. Aryuliva Adnan, M. Pd.
3. Anggota	: Prof. Drs. Rusdi, M.A., Ph.D.
4. Anggota	: Drs. Jufri, M. Pd
5. Anggota	: Delvi Wahyuni, S. S., M. A.

Tanda Tangan





UNIVERSITAS NEGERI PADANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA DAN SASTRA INGGRIS
Jl. Belibis, Air Tawar Barat, Kampus Selatan FBS UNP Padang Telp/Fax. (0751) 447347

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Nama : Gusti Hafsari
NIM/TM : 1100990 / 2011
Program Studi : Pendidikan Bahasa dan Sastra Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : FBS UNP

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Ketua Jurusan Bahasa dan Sastra Inggris

Dr. Refnaldi, S. Pd., M. Litt.
NIP. 19680301 199403 1 003

Saya yang menyatakan,



Gusti Hafsari

ABSTRAK

Hafsari, Gusti. 2016. "An Analysis of Students' Pronunciation Ability : A Study of Second Grade Students at SMA N 1 Pariaman" *Skrinsi*. Padang: Jurusan Bahasa Inggris Fakultas Bahasa dan Seni Univer Negeri Padang.

Abstrak

Penelitian ini merupakan penelitian tentang kemampuan pengucapan Bahasa Inggris oleh siswa kelas XI SMA berdasarkan aspek yang termuat dalam kemmpuang pengucapan. Kemampuan mereka dianalisis melalui rubrik pengucapan yang memuat tiga aspek yaitu *vowels*, *consonants* dan *intonation*. Penelitian ini bertujuan untuk mengetahui tingkat kemampuan para siswa dalam hal pengucapan kata-kata dalam Bahasa Inggris. Desain penelitian yang digunakan adalah penelitian deskriptif (*descriptive research*). Populasi dari penelitian ini adalah seluruh siswa kelas XI di SMA Negeri 1 Pariaman tahun ajar 2015-2016 yang terdiri dari 8 kelas. Pengambilan sampel dilakukan dengan menggunakan teknik *cluster sampling* sehingga didapat 68 orang siswa dari kelas XI.IPA.2 dan XI.IPA.4 sebagai sampel. Instrument yang digunakan adalah tes pengucapan dalam bentuk dialog. Pengucapan siswa dianalisis menggunakan rubrik pengucapan yang dikemukakan oleh Henrichson. Berdasarkan hasil penelitian ini, persentase yang dihasilkan adalah 43%, dimana itu berarti bahwa rata-rata siswa memiliki kemampuan pengucapan kata-kata Bahasa Inggris yang buruk, terutama dalam pengucapan *vowels* dan penggunaan *intonation*. Kemampuan pengucapan mereka ini dipengaruhi oleh berbagai hal diantaranya adalah pengaruh dari Bahasa Indonesia yang digunakan sehari-hari dan juga dipengaruhi oleh familiaritas mereka terhadap kata-kata Bahasa Inggris tersebut. Untuk itu diharapkan pada siswa untuk terus memiliki motivasi dalam memperbaiki pengucapan Bahasa Inggris mereka, sehingga nantinya pengucapan mereka mudah untuk dipahami. Disamping itu, guru diharapkan juga dapat berperan aktif dalam membimbing siswa untuk memiliki pengucapan yang baik melalui teknik-teknik pengajaran yang mudah dimengerti siswa.

Kata kunci : kemampuan pengucapan, *vowels*, *consonants*, *intonation*

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Let's praise to Allah SWT who has given the researcher strength and chance in finishing this thesis entitled "An Analysis of Students' Pronunciation Ability: A Study of Second Grade Students at SMA N 1 Pariaman". Shalawat and greeting may be upon the prophet Muhammad SAW.

The researcher has worked with a number of people who deserved special mention in accomplishing this thesis. The researcher would like to dedicate the great gratitude to her both advisors, Dr. Zul Amri, M.Ed. and Dra. Aryuliva Adnan, M.Pd who have given great deal of guidance and valuable advices to supervise the researcher in finishing this thesis. An appreciation is also expressed to Prof. Drs. Rusdi Thaib, Ph.D, Dr. Ratmanida, M.Ed, Drs. Jufri, M.Pd, Drs. Don Narius, M.Si, and Delvi Wahyuni, S.S., M.A. as the reviewers and examiners, for their good comments and suggestion for the researcher to make this thesis better. The researcher also addresses great thanks toward Dr. Refnaldi, S. Pd. M.Litt. as the head of English department and Fitrawati, S.S., M.Pd. as the secretary of English department for their contribution in finishing this thesis.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Speaking is a skill which is expected to be mastered by students whenever they learn English. It is due to the fact that a good speaking skill is necessary for the students as they may use it for their communication tool inside or outside their classes. People at all times also think that someone's speaking skill describes their proficiency in English or how good they are in English. In conclusion, good speaking skill holds a crucial role as it may become a sign whether someone is proficient or not in English and also it left a good impression whenever the listeners listen and talk with them.

Pronunciation is one of the important indicators which exists within speaking skill along with four other major indicators; vocabulary, grammar, fluency and comprehension (Harris, 1974:4-11). The communication between speakers who have good pronunciation will flow smoothly as they clearly hear and understand what they are saying. In contrast, a bad pronunciation will create misunderstanding as certain words might be wrongly pronounced and make the meaning also changes.

In order to master pronunciation skill and avoid a fossilized pronunciation, students should learn and practice from the early ages or at least when they are entering middle and high school. However it is not an easy thing to do. Many factors contribute to unsuccessful pronunciation learning like

exposure to the language, native language of the speaker, and also the age of the speakers (Lane, 2010:4). The first two reasons obviously show that the students may not use English frequently because their surrounding does not help them to do so. Oxford (1990:6) says that a foreign language tends to not having an immediate social and communicative functions because the language is only used to communicate elsewhere rather than around the speakers'. This fact is related with the condition where the students unconsciously become a passive speaker rather than an active speaker because of their surrounding does not help them to actively interact in the target language.

Mastering English pronunciation somehow becomes a big burden to every students despite they have already learned English since their first year of junior high school and maybe some of them have already learned it since elementary school. They do not know how to pronounce certain words in English, so it makes them avoid using the words in their speaking activities in the classroom or their daily communication and also if they are brave enough to pronounce the word, the result is a bad pronunciation that creates maybe a misunderstanding between them and the listener, so that means the purpose of communication is unachievable.

Furthermore, students need to have a good pronunciation as they are demanded to be able to carrying out several speaking activities like role play, discussion, and simulation. Those speaking activities only can flow smoothly if the participants understand each other and of course, pronunciation holds a crucial part on it. The second grade students mostly learn about how to carry

out the interactional and interpersonal conversation on the first half year. It means that the activity which is often used is role play activity, either it is scripted or unscripted. It is also common for the teachers to measure students' speaking, especially pronunciation ability, through this activity.

Based on a preliminary observation which were conducted by the writer in a senior high school where she was a student-teacher, in the process of doing the role play activity, the students said that they do not know how to pronounce some words when they are going to have a dialogue or role play practice and it makes them embarrassed to show their practice in front of the class as their friends might laugh and mock them. The students also often pronounce the words wrongly because in their mother language certain consonants, vowels or diphthongs might not exist and they have difficulties in pronounce it. An interview with the teachers who have taught the class also support the findings because they also said that the students mostly did not pronounce the words accurately and properly when they were participating in class activities that obligate them to speak.

In conclusion, it is crucial to know the ability of students' pronunciation ability. The preliminary research might give a bit information about the students' pronunciation ability, however it did not show in which aspects contained in pronunciation skill that the students are very lack of. Therefore, in order to find out the students' pronunciation ability viewed from aspects contained in pronunciation skill, an intense research should be conducted. Then, the research

is entitled “An Analysis of Students’ Pronunciation Ability; A Study of Second Grade Students at SMA N 1 Pariaman”.

B. Identification of the Problem

Based on background of the problem above, there were some possible problems that can be identified. First, the real ability of the students’ pronunciation ability. Another problem that can be identified was the factors that might influence the ability of students’ pronunciation. Lastly, the problems that the students face in pronouncing English.

C. Limitation of the Problem

Based on the identification of the problems above, this research were limited on the analysis of pronunciation ability of second grade students’ at SMA N 1 Pariaman.

D. Formulation of the Problem

The problem of this research was formulated in this following question:
 “How is the pronunciation ability of second grade students at SMA N 1 Pariaman?”

E. Research Questions

The problem of this research was elaborated in the following questions:

1. How is the pronunciation ability of the second grade students at SMA N 1 Pariaman viewed from vowels aspect?

2. How is the pronunciation ability of the second grade students at SMA N 1 Pariaman viewed from consonants aspect?
3. How is the pronunciation ability of the second grade students at SMA N 1 Pariaman viewed from intonation/pitch aspect?

F. Purpose of the Research

Based on the research questions given, the purpose of this research were:

1. To find out the pronunciation ability of second grade students' at SMA N 1 Pariaman viewed from vowels aspect.
2. To find out the pronunciation ability of second grade students' at SMA N 1 Pariaman viewed from consonant aspect.
3. To find out the pronunciation ability of second grade students' at SMA N 1 Pariaman viewed from intonation aspect.

G. Significance of the Research

This research is contributed to theory and practice. Theoretically, this research is contributed to apply the linguistic theory especially in learning English as a foreign language. Through this research, the finding of students' speaking ability in performing role play in term of pronunciation is expected to give significant contribution to the development of teaching speaking, especially the pronunciation

Practically, this research is expected to give the advantage for students, teachers, and other researchers. As for students, this research is expected to help

them realize and know their English pronunciation ability. As for teacher, the real condition of students' pronunciation ability is useful for them to improve their teaching in senior high school. Then, for other researchers, this research is expected to be a reference to create a better result.

H. Definition of Key Terms

1. Pronunciation : The way a word or a language is spoken, or the manner in which someone utters a word.
2. Consonants : A sound which is produced by closing off completely the flow of the air, letting pressure build up behind the closure, and then releasing it suddenly in a burst
3. Vowels : Sounds produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth
4. Intonation : The way voice goes up and down during speaking which is usually influenced by the speakers' intention and emotion.

CHAPTER V

CONCLUSION

A. Conclusions

As mentioned in Chapter I, the purpose of this research is to answer the question of how is the ability of senior high school students in pronouncing words viewed from three aspects of pronunciation. Their abilities were viewed from the students' performance of role play. The scores were obtained through the students' score which was rated based on pronunciation rubric. The rubrics were made up of three aspects; vowels, consonants, and intonation.

After the scores had been calculated, the percentage of second grade students' pronunciation ability viewed from three pronunciation aspects was obtained and it was 43%. Based on the percentage scale, 43% is categorized into poor pronunciation. The students' pronunciation ability in each aspect was also obtained; the students were categorized into category 2 for their vowels pronunciation and intonation and were categorized into category 3 for their consonants pronunciation. Poor pronunciation means that the students are difficult to be understood because there are problems in their pronunciation and the frequency of mispronunciation is high.

B. Suggestions

In line with the conclusion above, the researcher would like to propose some suggestions as follow:

1. Due to the result of this research that the students had poor pronunciation ability, it is better for the teachers to improve their way in teaching English pronunciation. They should guide their students to regularly shape their pronunciation.
2. It is better for the teacher to continuously motivate students to shape their pronunciation because motivation is one of the factor that can influence students' pronunciation.
3. Teachers should encourage the students to continuously contact their dictionary which contains the way to pronounce the words, so that the students know the correct way of words' pronunciation.
4. It is suggested for the next researcher to find out or to analyze the cause of the problems and others factors that can influence the students' pronunciation ability.

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