

**THE ABILITY OF JUNIOR HIGH SCHOOL STUDENTS IN  
PRONOUNCING THE ENGLISH VOCABULARY AT MTS  
ALWATHANIYAH PERAWANG**



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PEKANBARU  
1432 H / 2011 M**

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Thesis

Submitted to Fulfill One of Requirements for  
Undergraduate Degree in English Education



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## SUPERVISOR APPROVAL

The thesis entitled *The Effectiveness of Reciprocal Teaching to Improve Students' Reading Comprehension at Grade VIII of MTs TI Ranah, Air Tiris*, is written by Martono Z., NIM. 10314021974. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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## EXAMINER APPROVAL

The thesis entitled *The ability of Junior High School Students in Pronouncing the English Vocabulary at MTs Al Wathaniyah Perawang*, is written by Kiki Arissa, NIM. 10314022007. It is approved and has been examined by the final examination committee of undergraduate degree at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau to be submitted to fulfill one of the requirements for the Undergraduate Degree (S. Pd) in English educational.

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Kiki Arissa

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## ABSTRACT

This research is entitled “The Ability of Junior High School Students in Pronouncing the English Vocabulary at Mts Al Wathaniyah Perawang”. The main purpose of this research was intended to find out the ability of students in pronouncing the English vocabulary and to obtain the group of vocabulary is easier to pronounce. The design of this research was descriptive qualitative with percentage, which described qualitative study focusing on just one variable.

The subject of the research is the First grade of MTS Al Wathaniyah Perawang in academic year 2008-2009. This research only takes one class; the total numbers of populations were 30 students. The location of this research is in Mts Al Wathaniyah Perawang.

Data for this study was collected during four weeks. That is one instruments technique used to gather the data, the test is oral test and this technique was used to find out the information about the students’ ability in pronouncing the vocabulary.

After analyzing the data, the researcher found that the mean score of the students’ ability in pronouncing one syllable words at Mts Al Wathaniyah Perawang was 71.83. the mean score of the students’ ability pronouncing multi syllable words at Mts Al Wathaniyah was 63-66. The writer can be concluded that the highest of mean score is students’ ability in pronouncing one syllable words, while the lower is students’ ability in pronouncing multi syllable words. So, the students are easy to pronounce the one syllable words of English vocabulary



## **ABSTRAK**

Judul penelitian ini adalah “Kemampuan siswa sekolah menengah pertama dalam mengucapkan kosakata bahasa inggris di Mts Al Wathaniyah Perawang”. Tujuan utama penelitian ini adalah untuk menentukan kemampuan siswa dalam mengucapkan kosakata bahasa inggris dan untuk menentukan kelompok kosakata yang lebih mudah untuk diucapkan. Penelitian ini adalah deskriptif kualitatif dengan persentase., dimana deskripsi kualitatifnya fokus hanya pada satu variabel.

Subjek penelitian adalah siswa kelas I Mts Al Wathaniyah Perawang. Penelitian ini hanya menggunakan satu kelas dengan jumlah populasi 30 siswa. Lokasi penelitian ini adalah Mts Al Wathaniyah Perawang.

Data dikumpulkan selama 4 minggu. Test lisan digunakan untuk mendapatkan keterangan tentang kemampuan siswa dalam mengucapkan kosakata bahasa inggris.

Setelah menganalisa data, peneliti menemukan nilai mean dari kemampuan pengucapan 1 kosakata bahasa inggris siswa adalah 71.83. Dan pengucapan banyak kosakata nilai meannya adalah 63.66. Penulis juga menyimpulkan bahwa siswa lebih mudah mengucapkan kosakata yang terdiri dari 1 bagian kata.

## ملخص

موضوع في هذا البحث " قدرة الطلاب في مرحلة الثناوية على نطق المفردات اللغة الإنجليزية في المدرسة المتوسطة الوطنية باروانج". و الغاية الأولى في هذا البحث لإدراك قدرة الطلاب في نطق المفردات اللغة الإنجليزية و لإدراك فرقة المفردات أسهل لنطق. هذا البحث هو الوصفية القيمة بالمائة، أي الوصفية القيمة تدل على المتغير واحدا. و أفراد البحث بالفصل الأولى في المدرسة المتوسطة الوطنية باروانج. و تستعمل باحثة فصلا واحدا بعدد المجتمع ٣٠ طالبا. مكان البحث في المدرسة المتوسطة الوطنية باروانج.

يجمع البيانات ٤ أسبوع. يجعل الإمتحان الشفوي لتجد البيانات عن قدرة الطلاب في نطق المفردات اللغة الإنجليزية. قد تحليل البيانات، وجدت الباحثة نتيجة من قدرة الطلاب في نطق المفردات واحدا باللغة الإنجليزية ٨٣،٧١. و نطق المفردات كثير نتیجتها ٦٦،٦٣. تلخص الباحثة أن الطلاب أسهل في نطق المفردات التي تتكون المفردات واحدا.

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# CHAPTER I

## INTRODUCTION

### **A. The Background**

Nowadays, English become an International language that used for communication all over the world. It also used to get information of language, technology, cultural and art. By studying English course, it will be easier to know the important information from other countries.

In Indonesia English course has been study from elementary school until University, because English language has an important role in the world affairs. English used for interact or communicate with the other people in other country.

To master English, the language learner or student needs to master the language components. The language components are sentence pattern, sound system, and vocabulary, (Harris 1969:5). Mastering the language components will influence the ability to master English language skills.

One of the language components that has important role is vocabulary. Vocabulary will have influence in mastering the English language skills. Four language skills are supposed to be master by the students who learn English. They are listening, speaking, reading and writing (Oxford, 1990:151). Speaking is one of language skills that will be influenced by the mastering vocabulary, because in speaking mastering the vocabulary will influence us in pronouncing the vocabulary correctly.

In speaking competence, many factors influence someone in speaking. One of the important factors is pronunciation. According to Hornby (1989:998), “pronunciation is the way in which a language is spoken”. Therefore, that pronunciation is very important to convey meaning, because most of English sounds never been heard in their native language

In teaching and learning process, a teacher is the main factors that influence many results of teaching and learning process. The teachers, successful in teaching is not only determined by the application of teaching and learning process generally, but also determined by the teachers’ efforts in increasing the students’ interest in learning English and achieving the objectives of teaching listening. As we know that the listening is difficult, but it be the important part in communication, the good in absorbing the point in communication process that will make the communication running well. Vocabulary is one of the important elements in listening.

To speak English well someone need many vocabularies in order to express the idea to another.

The teaching vocabulary is divided into two parts, the first part deals with “Unplanned Vocabulary Teaching” that is extemporaneous teaching of problem vocabulary items that come up without warning in the course of a lesson. The second part deals with “Planned Vocabulary Teaching” that is, where the teacher goes into the classroom with an item or a set of vocabulary items that she/he has decided beforehand will be though during the course of the lesson. (Mariane: 1991: 298)

Vocabulary is also very important in speaking because by using vocabulary we can convey our ideas. Vocabulary as a tool to transfer our idea in

to speaking and vocabulary mastery is one of the crucial aspects that influence the language skills.

The most people, mastering the art of speaking is the single most important aspect of learning a second of foreign language and success is measured in terms of the ability to carry out a conversation in the language.

The main aim of a speaking component in a language class should be encouraging the acquisition of communication skills and to foster real communication in and out the classroom.

In teaching pronunciation, the teacher has important role. Teacher is a very important agent in bringing and transferring knowledge to the students. According to Usman, (1995:5): “Teacher is a position or profession that needs skill as a teacher”. This work cannot do by people who do not have skill or ability to do achieving activities and duties as a teacher. According to Hamalik (1974:44) ”alteration and development knowledge are based on the teacher in the process, because the teacher is an innovator and they are responsible for giving new ideas to the students in teaching and learning process”.

In teaching pronunciation teacher also have to have a good technique. Little Wood (1991:44) says that techniques used in the classroom will influence the students’ achievement in English. Therefore, the teachers have to have a good technique in teaching pronunciation. According to Brown (1990:20), “The purpose of teaching pronunciation should be more realistically focused on clear, comprehensible pronunciation”. It means that in teaching pronunciation the

teacher should focus on teaching students' clearance in pronouncing the words and can be understood by the addressers.

Moreover, the students has been use curriculum based competence (KBK) and continued by KTSP in which the English teacher using it in teaching learning process to the students. Where, KTSP is operational curriculum that is arranged and executed by each set of education. Besides, the English teacher graduated from English Education Department of Education And Teacher Training at University in the program of degree and was obtain experiences in teaching learning English. Furthermore, students are active during teaching learning process and every students supported by handbook, from aid of school operational (BOS) in order to make students comprehend in reading the text. Nevertheless, in the real condition showing that, many students have low ability in speaking.

All of us really understand that listening is more difficult course rather than other ones, because:

1. Almost speakers have difficulties in comprehending the passage that is read by the native speaker particularly because they are not common to the word and to speak it.
2. Speaker should be master reading and structural course to understand a passage easily before mastering speaking skill.

The teachers must do some efforts to achieve the objectives of teaching speaking, such as, teacher ask the students to memorize some word that related to the topic. In teaching and learning process some students are not interested in studying speaking because they cannot understand what their teacher say in the

class. Furthermore, speaking is the activity of paying attention to and trying to get meaning from something we hear. With mastering English vocabulary the students will be motivated to learn and understand English easier than before.

According to Mary Underwood (1989:4) “since the students need to learn to use more than their knowledge of the language they should be able to listen successfully, they need not to fathom out what is meant by the words spoken but also to establish or elaborate the context to which it related”.

Mts Al Wathaniyah is one of the Junior High School that learns English as a foreign language like other schools in Perawang. Pronunciation is become a problem of students. Some of students do not like studying English just because of English pronunciation. They do not know how to pronounce the English vocabulary correctly. The teacher has some method in teaching pronunciation to make students able to pronounce the English vocabulary correctly. However, in fact some students still get some difficulties to pronounce English vocabulary correctly. The problems can be seen in the following phenomena:

- Some of students make some mistakes in pronouncing some English vocabulary.
- Some of students allow themselves to feel afraid to pronounce the English vocabulary.
- Some of students are not interested to study English.
- Some of students barely use English language in English classroom.

Base on the phenomenon above, the writer is interested in conducting a research to know the ability of the students and find the good conclusions for



them. The research entitles The Ability of Junior High School Students in Pronouncing the English Vocabulary at Mts Al Wathaniyah Perawang.

## **B. The Definition of Terms**

In order to avoid misunderstanding and misinterpretation in reading this study, so the following are the definition of key terms:

1. *Ability* refers to the fact that somebody or something is able to do something (Hornby, 2000:2). According to Chaplin (200:1) states that “ability is the capacity of someone to do something, which it said innate capacity or the result of practice”. In this research, ability means the students able to pronounce the English vocabulary.
2. *Pronouncing (pronunciation)* is making the sound of a word, letter, or way in which a language is spoken (way a person speaks). (Manser, 1991:331). Pronunciation here means that how to pronounce the vocabulary correctly.
3. *Vocabulary* is a list or collection of words and phrases, usually alphabetically arranged and explained or defined (Webster, 1953:955). According to Hornby, 1987:959, vocabulary means total number of words, which (with rules for combining them) make up language.

## **C. The Problems**

### **1. The Identification of the Problems**

The problems mentioned above can be identifying as follows:

- a. What are the factors that caused of students feel afraid to pronounce the vocabulary?
- b. Why the students are not interested in study English?
- c. Why the students never use English language in English classroom?

### **2. The Limitation of the Problems**

To avoid misunderstanding and misinterpretation about the problems in this research, so it is important for writer to limit the problems. This research will be limited to the students' ability in pronouncing English vocabulary.

### **3. The Formulation of the Problems**

Base on the problems that have been limited, the research will be formulated in the following research questions:

- a. How is the students' ability in pronouncing English vocabulary?
- b. Which group of vocabulary is easier to pronounce?

(One syllable words such as: go, to, swim etc or multi syllable words such as comprehension, vocabulary etc).

## **D. The Objectives and Needs of the Research**

### **1. The Objectives of the Research**

- a. To find out the ability of students in pronouncing the English vocabulary.
- b. To obtain the group of vocabulary is easier to pronounce

### **2. The Needs of the Research**

- a. As a scientific contribution for the students to increase the ability in pronouncing the vocabulary
- b. To motivate the students to learn English especially in pronouncing the vocabulary

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. The Theoretical Framework**

##### **1. Pronunciation**

###### **a. The Nature of Pronunciation**

Pronunciation is the way a word or a language is usually spoken; the manner in which someone utters a word. ([en.Wikipedia.org/wiki/pronunciation](http://en.Wikipedia.org/wiki/pronunciation)). In line with the definitions above, Hornby (1995:928) says that pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of a language. In short, pronunciation is how to pronounce the words correctly and clearly. In pronouncing the words, we produce the sound of the words correctly that is by putting the organ of speech in the right position of the words. Fortunately, the sound will be pronouncing correctly, clear and can be understand by the addresser. As to understand about the pronunciation, it is necessary to know the definition of pronunciation. There are some definitions of pronunciation:

- 1). Pronunciation is the way in which a language is spoken (Hornby, 1995:928).
- 2) Pronunciation is the act or manner of articulating speech (Morris,1979:1047).

- 3) Pronunciation is the way in which something is pronounced (Longman, 1983:538).
- 4) Pronunciation is the act or manner of pronouncing something (Merriam-Webster, 1986:1816).

From the definitions above, it can be concluded that pronunciation is the way of making the sounds in terms of language.

In Indonesia, English is taught as a foreign language. Some of Indonesian people use it for communication. To communicate in English, we have to have good pronunciation (in order to deliver the message successfully to interlocutor and to avoid misunderstanding), which is called standard speech.

As Brounstein (1960:9) says that, "The standard speech described the socially acceptable patterns of speech as used by the educated person of any community. Manser (1991:331) defines pronunciation as the way in which a language is speak or way in which a word is speak.

According to Jones (1975:1) speech-sounds are certain acoustic effects voluntarily produced by the organs of speech; they are result of define actions performed by these organs. A glide is the incidental transitory sound produced when the organs of speech are passing from the position for one speech-sound to that another by the most direct route. Beside that, Yate (2002:1) state that pronunciation refers to the production of sounds that we use to make meaning.

## **b. Teaching Pronunciation**

Many factors influence language teaching especially English pronunciation teaching. Besides teacher should select the media that suitable to be applied in teaching English pronunciation, they also should know how to teach pronunciation well. By knowing the good way in teaching English pronunciation, the result that is achieved will be more maximal. The following Jeremy Harmer's alternatives in pronunciation teaching (2002:1883):

“There are three alternatives are conveyed by Harmer. First, whole lesson: making pronunciation the main focus of lesson does not mean that every minute of the lesson has to be spent on pronunciation work. Second, discrete slots: some teachers insert short, separate bits of pronunciation work into lesson sequences. And the last alternative is integrated phases: many teachers get students to focus on pronunciation issues as an integrated part of lesson”.

In this case, teacher should decide what alternative he chooses. By deciding the alternatives he uses in teaching English pronunciation, he can make a strategy based on the alternative to get a maximum result.

Moreover, the most important thing of the teaching and learning process is the understanding of the students about the lesson. Cameron (2001:40) says that “it is a crucial thing for teachers to take the responsibility for checking whether their pupils understand the language being used and the purpose of activities being carried out”. In this case, the teacher should let the students know that they are studying about pronunciation and they are expected to be able to pronounce English words correctly.

### **c. Difficulties of Pronunciation**

According to Jones (1975:2), the student of spoken English or any other spoken language is faced at the outset with difficulties of five kinds in the matter of pronunciation. They are follows:

- 1) He must learn to recognize readily and certainly the various of speech sounds accruing in the language, when he hear them pronounced; he must more ever learn to remember the acoustic qualities of those sounds.
- 2) He must learn to make the foreign sounds with his own organs of speech.
- 3) He must learn to use those sounds in their proper places in connected speech
- 4) He must learn to proper usage in the matter of the 'sounds-attributes' or prosodies as they are often called (especially length, stress and voiced pitch).
- 5) He must learn to connect sounds, i.e. to join each sound of a sequence on to the text. And to pronounce the complete sequence rapidly and without stumbling.

Furthermore, ability to speak a language and understand it when spoken does not involve the ability to read or write in the conventional way. One may learn to speak English perfectly without ever seeing ordinary English orthography. And conversely it is possible to learn to read and write the language without being able to pronounce it.

In learning any foreign language, a learner will certainly meet with any kinds of learning problems since there are always similar and different elements between the target language and his/her own language. The problem here can be understood since his/her mother tongue has been deeply implanted in him as part of his/her habits. The elements, which cause the problems, in this case can be the grammatical or the sound systems. The similar elements usually do not cause problem, while the

different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet. The differences between Indonesian and English sound systems are found in both segmental and suprasegmental features. In the classification of the Indonesian sound system, there are 6 pure vowels, 23 consonants, and 3 diphthongs (Nikelas, 1988:39-42), whereas English has 12 pure vowels, 24 consonants, and 9 diphthongs (Ramelan, 1994:12-13). Furthermore, Ramelan (1985:6-8) says English causes problems for Indonesian learners since there are sounds in English that do not exist in their native language. For examples, when they want to pronounce English words like “she” [ʃi] and “thin’ [ In], they tend to say [si:] and [tin]. It is clear that pronunciation problems faced by foreign language learners are caused by differences found between the learners’ language and the target language.

We cannot pronounce an English word correctly based on its spelling. English spelling is only a poor representation of pronunciation although it must be admitted that there is much regularity between sounds and written symbols. The ordinary spelling of an English word sometimes has a little apparent relation to its sound. There is no one to one correspondence between the sound uttered and the letter which appears in the written word. The spelling of “o” in “**door**” and “**fool**” shows different pronunciations. The letter “o” in “**door**” is pronounced as [ɔ:]. On the other hand, the same sound may have various spelling as the sound [ɔ:] in



“**port**,” “**stalk**,” and “**caught**.” The sound [ɔ:] is spelled inconsistently. It is represented the letter “**o**” in, “**port**,” “**a**” in “**stalk**,” and “**au**” in “**caught**.” We pronounce those words [pɔ:t], [stɔ:k], and [kɔ:t]. Therefore, it is necessary for the learners to have a clear understanding of the distinctive sounds that appear in English.

#### d. Differentiation between Indonesian and English Vowels

In Indonesian, vowel [i:] may have two allophones [i:] and [ɪ]: vowel [u] can be [u] which similar to English [u:]; vowel [o] can be [ɔ] and [ɔ:]; vowel [e] can be [e], [ɛ], and [æ]. Vowel sound [a] just has one allophone. The Indonesian vowels are:

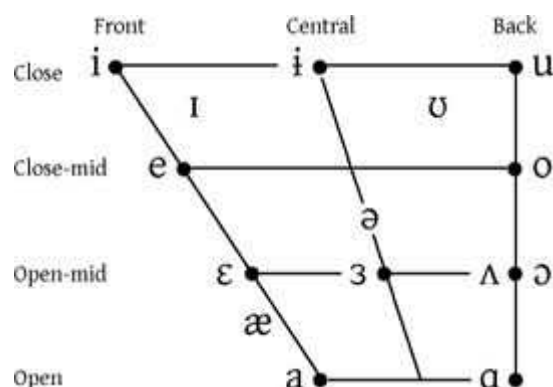
Sounds	Allophone	Example
[ɪ]	[i:]	dari [dari:]
	[ɪ]	tarik [tarɪk]
[e]	[e]	sore [sore]
	[æ]	nenek [nænæk]
	[ɛ]	emas [ɛmas]
[u]	[u:]	cucu [cu:cu:]
	[u]	tahun [taun]
[o]	[ɔ:]	toko [tɔ:kɔ:]
[ɔ]	kokoh	[kɔkɔh]
[a]	[a]	kamar [kamar]

(Nikelas, 1988:43)

English vowels are divided into two major classes, simple vowels (also called pure vowels or monophthongs) and diphthongs (William, 1997: 36). Simple vowels do not show a noticeable change in quality, the vowels of *pit*, *cat*, *dog*, *set*, *but*, *put*, and the first vowel of *suppose* are all simple vowels. Diphthongs are vowels that exhibit a change in quality within single syllable. According to Daniel (1962), a vowel is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing. According to Kelly (2001: 5), vowel sounds are, therefore, classified and described on the basis of the following variables:

1. Which part of the tongue is raised
2. How high in the mouth some part of the tongue is raised (the degree of the raising the tongue).
3. The position of the two lips, that is, whether the two lips are rounded or unrounded.

The following is a vowel diagram and the description of each of the English vowel as Kelly (2001: 5) presents them:



The diagram is a representation of 'vowel space' in the centre of the mouth where vowel sounds are articulated.

- 1) 'Close', 'Mid' and 'Open' refer to the distance between the tongue and the roof of the mouth.
- 2) 'Front', 'Centre' and 'Back' and their corresponding 'vertical' lines refer to the part of the tongue.
- 3) The position of each phoneme represents the height of the tongue, and also the part of the tongue which is (however relatively) raised.

(Kelly, 2001: 5)

#### e. **The Factors that Influence Pronunciation Ability**

There are two factors influence pronunciation. They are internal factors and external factors. Depend on Worthy (2987:4-8) in H. Douglas Brown (1994:160-1) identifies six internal factors affecting pronunciation:

##### 1) *Native language*

Native language will be the most influential factor affecting a learner's pronunciation. Native language often interferon the second language acquisition to pronunciation skill and it might be influenced by the differences of both language. Behaviorist believe that similarity between two language make learner learn the language easier.

##### 2) *Age*

Critical period hypothesis stated that there is time in human development when the brain is predisposed for success in language.

##### 3) *Exposure*

The quality and intensity of exposure is more important than the more length of time. If class time spent, focusing on pronunciation demands the full attention and interest of your students. Then, they stand a good chance of reaching their goals.

4) *Phonetics ability*

Some people have good ability in phonetic but not in others. Their organ form supports them to pronounce each word correctly.

5) *Identify and language ego (attitude)*

Attitude and identify have positive relationship to pronunciation ability. Someone who has positive attitude toward English might be able to pronounce English well.

6) *Motivation and concern for good pronunciation*

The motivation is relate to success in learning second language and foreign language.

The external factors consist of society, surroundings, family, friends, teachers and method or technique of teaching. Modern-minded society might encourage students to speak English well. Family has the same function as the society. Friends who speak with good pronunciation will influence students to do the same.

Teachers have significant influence towards students' pronunciation. Students tend to imitate their teachers' pronunciation because they got the lesson from them. Therefore, pronunciation teachers are demanded to have good pronunciation. Besides teacher, method and technique should concern the place of pronunciation teaching, accuracy and fluency, affective factors and interaction affect.

(Brown, 1994:254)

## **2. The Definition of Vocabulary**

Vocabulary is the total words known to or used by a person in trade, profession etc that make up a language. Vocabulary is the important key to get success in communicates to others. English has an enormous pool of vocabulary. No one, even native speakers, is able to know them all. Fortunately, we do not need to know them all in order to use English. We only need to know those that are relevant to our practical purposes. Students whom English are not first language – particularly native Indonesian speakers - make up an increasing proportion of our school-age population. Many of these students have difficulty comprehending what they hear about. A major cause of this difficulty is their lack of understanding of abstract English words.

To get success in learning English students must have large vocabulary because it is the main key, especially in learning a foreign language, particularly English at the educational institutions in Indonesia. This statement suits with has been pointed out by S.H. Burton in Emmy (205:14) who says that you cannot do well in comprehension without a large vocabulary.

### **a. What is Vocabulary**

Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in

reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert).

Adding further complexity, in education, the word *vocabulary* is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with “sight vocabulary” by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers’ upper elementary and secondary school students, *vocabulary* usually means the “hard” words that students encounter in content area textbook and literature selections.

According to Brown (1994:365) states vocabulary was also the focus of drill, exercise and memorization effort. Bellow some guidelines for the communicative treatment of vocabulary instruction.

- 1) Allocated specific class time to vocabulary learning
- 2) Help students to learn vocabulary in context
- 3) Play down the role of bilingual dictionaries

- 4) Encourage the students to develop strategies for the determining the meaning of word.

Based on statement above, teaching and learning vocabulary must have drill, memorization effort and do exercises to remember vocabulary that have been learned. There four guidelines in teaching vocabulary. They are, the first, giving specific class time to vocabulary learning. The second, helping the students to learn vocabulary in context to which they apply. The third, decreasing using bilingual dictionaries, which can help the students to be not depending on their bilingual dictionaries. The forth, giving motivation to the students to develop strategies for determining of words.

**b. How many words do students need to know?**

Over the years, estimates of students' vocabulary size have varied greatly, hindered in part by issue such as the types of vocabularies being considered (e.g., receptive/productive or oral/print). Depending on how they approached such as issues, early vocabulary researchers reported figures ranging from 2,500 to 26,000 words in the vocabularies of typical grade 1 students and from 19,000 to 200,000 words for college graduate students (Beck & McKeown, 1991). As researchers began to define more for clearly what they meant by vocabulary size, the estimates became more precise. At the present time, there is considerable consensus among researchers that students add approximately 2,000 to 3,500 distinct words

yearly to their reading vocabularies (Anderson & Nagy, 1992; Anglin, 1993; Beck & McKeown, 1991)

From the statement above we can understand that every man have different level and size of vocabulary. The level of vocabulary that have by the students is being consider by types of vocabulary, clear types of vocabulary oral, print, receptive and productive vocabulary.

Kathleen T.McWhorter (in Jazuli, 2004:4) says that actually everyone has at least four levels of vocabulary and each varies in strength:

1) Words you use in everyday speech or writing

Example: decide death, daughter, damp, date

2) Words you know but seldom or never use in your own speech or writing.

Example: document, disregard, destination, demon, dense.

3) Words you have heard or seen before but cannot define completely.

Example: denounce, deficit, decadent, deductive, decisive

4) Words you have never hear or seen before.

Example: doggerel, dogma, denigrates deleterious, diastrophism.

From the statement above we can understand there is four level of vocabulary, we can develop the Students' vocabularies by made them familiar to the word, check, determine and remember the meaning of the word. According to Ivan Pavlov (in Muhibbin Syah, M.Ed. 2003:95) says that learning is a process to build a behavior by repeating the same condition.



The strong and established relationship what they listening places a heavy demand on classroom teachers, curriculum planners, program developers, organizers of staff development plans, reading researchers, and on parent outreach programs. The demand is the significant attention is given to the development of students' vocabulary knowledge. Much is know from research about how young children acquire words and how they learn to use them in spoken language.

One of the most important elements of the language is vocabulary. Hornby (1989:1425) defines that vocabulary is the total number of words that make up a language. The main key to mastering English language is vocabulary.

From the definition above, vocabulary indicates that it has least embraces two meaning. It deals with a particular person's knowledge of words; and the other deals with explanations of the meaning of words.

As English language students, they need to learn what words are used they have to master as many asa possible vocabularies in order to make easier in listening, speaking, reading and writing. As Burton (1982:83) says the mark of a good speaker or writing is the use of words. The types of word and how they are used into create vivid image and convey precise meaning.

Vocabulary can be approached in number of ways, such as: giving the meaning of new words, or let the students spend their time with a dictionary to find the meaning of words. Not only that, in teaching English

vocabulary, teacher is requested to consider what the students have to know, such as: meaning, word use, word formation, and grammar.

To master something or lesson, the student needs to have the vocabularies as better as possible. To increase the vocabulary based on Rose Wassman and Ann Rinsky (2000:36) there are some ways, there are:

- a) Learn to use the context efficiently
- b) Use the word parts (prefixes, suffixes, and roots) you already know and apply them to unknown words. Learn additional common words parts.
- c) Develop a systematic way of your own to collect words you read hear but whose meaning is unclear.
- d) Use mnemonic with visualization and association.
- e) Use the dictionary routinely to help you pronounce words and understand their meaning.
- f) Use the sources to find synonyms and antonyms.

In terms of meaning, vocabulary is related to the three aspects of meaning. The first aspect concerns the definition provided in a dictionary. This aspect probably is the most common way where vocabulary is studied. A language teacher often asks his/her students to look up their dictionary to know what a word means.

The second aspect is the meaning in the mental image. Persons who know the meaning of words often associate the meaning into their image of the things represented by the words. The mental image, however

it does not always guarantee that there always associate between words and the image.

Vocabulary knowledge is not something that can ever be fully mastered, it is something that expands and deepens over the course of the life time. Instruction in vocabulary involves far more than looking up words in a dictionary and using the words in a sentence.

Good dictionary can tell you a lot more about a word than just its meaning, including (among other things).

- a) Synonyms and their differences, e.g. mislay and lose
- b) Antonyms (opposites), e.g. friend, enemy/foe.
- c) Pronunciation: this will mean learning some symbols which are different from the letters of the English alphabet.

th in thick	a in bad
sh in she	u in put
ng in ring	i in bird
o in form	ch in church
u in up	s in pleasure
th in then	o in top
j in jam	a in about

In addition, to master vocabulary, Akhlish and Sosiowati (1998:365) say that we have to manage the words so that we understand it. Generally, the management of words can be divided into eight parts of

speech: noun, pronoun, adjective, adverb, preposition, conjunction and interjection.

According to Chitravelu, et al (1995:251 – 255) the common techniques for teaching vocabulary are as follow:

1) *Visual techniques*

There are two activity types in using visuals for teaching of vocabulary. They are: word picture associations and using diagrams.

2) *Verbal techniques*

There are some varieties of verbal techniques we can use. They may include the following: use of synonyms and definitions, use of antonyms and contrasts, use of context, word part clues, and vocabulary group.

3) *The use of dictionary*

This way is useful as a means of confirming contextual guesswork. More importantly, it can be used as a source to clarify uncertainty in areas of word meaning, pronunciation, grammar and spelling.

4) *Translation*

Translation is probably best used where there are no contextual clues, where explanation of the meaning of the word may be long and involved or where the English word and first language word refer to the something.

## **B. The Relevant Research**

According to Syafi'i (2007:122) states that relevant research required to observe some previous researchers conducted by other researcher in which they are relevant to our research it self. Besides, we have to analyze what the point that was focused on, inform the designs, finding and conclusion of the previous research.

There are some previous researches concerning with the vocabulary. One of which was conducted by Zul Fikri Harahap (2005). In his research, he focuses on the correlation between frequency of listening to discourse (English songs and English programs) and ability to identify the minimal pairs of English words of the second year students of English education department at UIN Suska Riau. In his research, he found out that in listening students feel very complicated. Zul Fikri Harahap concluded that:

- a. Learning listening is very complicated. Students should understand the words, sounds, clauses, sentences, intonation, grammatical structure and other component of spoken language, in other to understand the message of the speaker.
- b. Listening English songs and English program is one of the strategy to increase listening skill.

The almost comparable research was also conducted by Arsyad Thamrin Daulay (2003). In his descriptive research, he focuses his research on students' ability in mastering English vocabulary of social science students of Masmur Senior High school. Based on the research above, it's clear that in teaching

vocabulary a teacher usually uses various way or method. As English teacher must be able to choose the suitable way that will case the students to catch them, so that an English teacher must be creative.

Junainah (2008). In her research, she focuses on the students' ability in listening comprehension at the second year students of the English education department of UIN SUSKA Riau. She is concluding that the students' ability of the second year students of the English education department of Tarbiyah and teachers training faculty of state Islamic University is categories as bad. Therefore it can be obtained the students ability in listening of the second year students of English education department is bad because it is the highest percentage. Her research finding shows that there are two factors that influence the students in listening. They are:

- a. The students' concentration in listening is bad. It can be seen that the percentage of this item is 37.14%.
- b. The students' attention in listening is bad. It can be seen that the percentage of this item is 45.71%.

Jazuli (2004). In his research, he focuses on the correlation between vocabulary mastery and reading comprehension of the second year students of English education department at State Islamic University SUSKA Riau. After analyzing the data by using SPSS for windows he conclude that  $H_a$  is accepted and the correlation is strong or higher correlation. The mean of variable X (vocabulary mastery) is (57.22) higher than the mean of reading comprehension achievement as variable Y (55.44). In addition the degree of the correlation

between variable X and Y  $r^2$  is 0.920 or around 90%. He also concluded that the internal factors of the students are very dominant to the students reading comprehension. The internal factors are facility, motivation, intelligence and attitude.

Riski Gushendra (2003). In his research, he focused on the correlation between the students' mastery of grammar-conditional sentences and the achievement in listening for second year students of English education of Tarbiyah Faculty IAIN SUSQA Pekanbaru. His hypothesis is accepted by using the SPSS for windows at the level 0.01 level (2 tailed)  $r= 0.950$ . Which is mean an increase in X (students' mastery in English grammar-conditional sentence) will also increase in the value of variable Y (the achievement in listening-conditional sentences).

Sulastri (2007) conducted a research entitled "The correlation between students' achievement in learning listening and their achievement in pronunciation and dictation at the first of English Education Department of Tarbiyah Faculty of UIN SUSKA Riau". This research is equivalent with this topic since it is about students' ability in pronouncing the English vocabulary

### **C. The Operational Concept**

Concept is a main element to avoid misunderstanding and misinterpreting in a specific study as a concept is still operate in an abstract from the research planning which to be interpreted into particular words in order to be easy to

measure. It means that operational concept is needed to avoid misinterpretation about the thesis content.

Operational is action. It means as special sense that are only use in this thesis. Based on the statement above, the writer concludes that there are some factors to be operating that describe in the operational concept.

The indicators of the ability of Junior High School students in pronouncing the English vocabulary are:

1. The students are able to pronounce one-syllable words.
2. The students are able to pronounce multi syllable words.
3. The students are easier to pronounce one-syllable words than multi syllable words.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Research Design**

This research is a descriptive study, with a quantitative approach, the using of quantitative approach here only as a supporting about the condition of the object of the research that is students' ability in pronouncing English vocabulary.

#### **B. The Location and Time of the Research**

This research will be conduct at the First grade of MTS Al-Wathaniyah Perawang. The time of this research will be conduct on May until July 2009.

#### **C. The Subject and Object of the Research**

The subject of this research is the first grade students of MTS Al Wathaniyah Perawang. The object of this research is the ability of the students in pronouncing English vocabulary.

#### **D. The Population**

The target population of this study includes all the first grade students of MTS Al Wathaniyah Perawang. The total numbers of students were 30 persons, they were homogenous, and the writer selects 30 respondents as the total sampling.

**Table III.1**  
**The Research Population and Sample**

CLASS	POPULATION	SAMPLE		TOTAL
		MALE	FEMALE	
VII	30	10	20	30

### E. The Techniques of Data Collecting

To get the data needed in this research, the writer applied Test techniques. The test is oral test and this technique was used to find out the information about the students' ability in pronouncing the vocabulary.

### F. The Technique of Data Analysis

This study is analyzed descriptively. Therefore, to analyze the data, methods used are field research. Field research is to collect the data from the research area. Then, the data gathering should be qualitatively and is compare with the expected number in which the percentage is interpreted into qualitative words that consist of five categories: excellent, good, fair, and poor.

In order to get description of answers given by the students, the formula used is as follow:

- To get score 0 – 100 for the students' ability in pronouncing the English vocabulary, the writer use formula:

$$S = \frac{R}{N} \times 100\%$$

Where: S : Individual score                      N : Number of Items  
R : Right answer                                100% : Standard Mark

2. To find out the percentage of the student's ability in pronouncing the English vocabulary, the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

P = the Percentage

F = the Frequency

N = The Number of students

(Sudijono, 2003:40)

**Table III.2**  
**The standard level of the ability**

<b>NO</b>	<b>The Score of The Mastery</b>	<b>Category</b>
1.	80 – 100	Excellent
2.	60 – 79	Good
3.	40 – 59	Fair
4.	20 – 39	Poor

3. To find out the average score of the student's ability in pronouncing the English vocabulary by Using formula:

$$M = \frac{\sum fx}{N}$$

Where: M = Mean/ Average score

$\sum fx$  = The sum of frequency time to score

N = Number of cases

(Sudijono, 2003:45)

## **CHAPTER IV**

### **DATA PERSENTATION AND DATA ANALYSIS**

#### **A. Data Presentation**

##### **1. Description of the Research**

In this chapter the writer present the result of the test has been carried out. The research title is “The Ability of Junior High School Students in Pronouncing the English Vocabulary at Mts Al Wathaniyah Perawang”. The result of the statistical analysis will be presented based on the operational concept. The data students’ scores of pronouncing the English vocabulary have 30 students and the students scores were taken from individual correct answer. There are two formulations of the problems that should be analyzed in this chapter to find the answer in this study. The formulations of the problems are as follows:

1. How is the students’ ability in pronouncing English vocabulary?
2. Which group of vocabulary is easier to pronounce?

(One syllable words such as: go, to, swim etc or multi syllable words such as comprehension, vocabulary etc)

##### **2. Data Presentation of the Oral Test Result**

After the data have been collected, the next step is to present the data that has obtained through oral test. The data presentations of the test result are shown in the table below:

**a. Students' Score in Pronouncing One Syllable Words of Vocabulary**

**Table IV.1**

**The Students' Scores in Pronouncing One Syllable Words of Vocabulary**

<b>Students No.</b>	<b>Correct Pronounce</b>	<b>Number of Vocabulary</b>	<b>Total Score</b>	<b>Level</b>
Student 1	19	20	95	Good
Student 2	18	20	90	Good
Student 3	17	20	85	Good
Student 4	17	20	85	Good
Student 5	16	20	80	Good
Student 6	16	20	80	Good
Student 7	16	20	80	Good
Student 8	16	20	80	Good
Student 9	16	20	80	Good
Student 10	16	20	80	Good
Student 11	15	20	75	Average
Student 21	15	20	75	Average
Student 13	14	20	70	Average
Student 14	14	20	70	Average
Student 15	14	20	70	Average
Student 16	13	20	65	Average
Student 17	13	20	65	Average
Student 18	13	20	65	Average
Student 19	13	20	65	Average
Student 20	13	20	65	Average
Student 21	13	20	65	Average
Student 22	13	20	65	Average
Student 23	13	20	65	Average
Student 24	13	20	65	Average

Student 25	13	20	65	Average
Student 26	13	20	65	Average
Student 27	13	20	65	Average
Student 28	11	20	55	Poor
Student 29	11	20	55	Poor
Student 30	11	20	55	Poor

**Table IV.2**

**The Range Total Frequency of One Syllable Words of Vocabulary**

No	Score	Frequency	Total
1.	95	1	95
2.	90	1	90
3.	85	2	170
4.	80	6	480
5.	75	2	150
6.	70	3	210
7.	65	12	780
8.	60	3	180
		f = 30	fx = 2155

**Table IV.3**

**The Percentage Obtained of One Syllable Words of Vocabulary**

No	Classification	Frequency	Percentage
1.	Good	10	33.3 %
2.	Average	17	56.6 %
3.	Poor	3	10.1%
4.	Very poor	0	0 %
		30	100%

From the table is know that there are 10 students (33.3%) in good category, 17 students (56.6%) average category, 3 students (10.1%) poor category, 0 student (0%) in very poor category.

**b. Students' Score in Pronouncing Multi Syllable Words of Vocabulary**

**Table IV. 4**  
**The Students' Scores in Pronouncing Multi Syllable Words of Vocabulary**

<b>Students No.</b>	<b>Correct Pronounce</b>	<b>Number of Question</b>	<b>Total Score</b>	<b>Level</b>
Student 1	17	20	85	Good
Student 2	16	20	80	Good
Student 3	16	20	80	Good
Student 4	14	20	70	Average
Student 5	13	20	65	Average
Student 6	13	20	65	Average
Student 7	13	20	65	Average
Student 8	13	20	65	Average
Student 9	13	20	65	Average
Student 10	13	20	65	Average
Student 11	13	20	65	Average
Student 21	13	20	65	Average
Student 13	13	20	65	Average

Student 14	13	20	65	Average
Student 15	13	20	65	Average
Student 16	13	20	65	Average
Student 17	13	20	65	Average
Student 18	13	20	65	Average
Student 19	13	20	65	Average
Student 20	12	20	60	Average
Student 21	12	20	60	Average
Student 22	12	20	60	Average
Student 23	12	20	60	Average
Student 24	12	20	60	Average
Student 25	12	20	60	Average
Student 26	11	20	55	Poor
Student 27	11	20	55	Poor
Student 28	10	20	50	Poor
Student 29	10	20	50	Poor
Student 30	10	20	50	Poor

**Table IV.5**

**The Range Total Frequency of Multi Syllable Words of Vocabulary**

No	Score	Frequency	Total
1.	85	1	85
2.	80	2	160
3.	70	1	70



4.	65	15	975
5.	60	6	360
6.	55	2	110
7.	50	3	150
		f = 30	fx = 1910

**Table IV.6**

**The Percentage Obtained of Multi Syllable Words of Vocabulary**

No	Classification	Frequency	Percentage
1.	Good	3	10.1%
2.	Average	22	73.3 %
3.	Poor	5	16.6%
4.	Very poor	0	0 %
		30	100%

From the table is known that there are 3 students (10.1%) in good category, 22 students (73.3%) average category, 5 students (16.6%) poor category, 0 students (0%) in very poor category.

**B. Data Analysis**

**1. Data Analysis of the Test**

In data presentation, the writer has presented the data gathered in the research. So that, the writer will analyzing them based on the last chapter. According to the title of this chapter “The Ability of Junior High School Students in Pronouncing the English Vocabulary at MTS Al – Wathaniyah

Perawang”, the writer will analyze students’ ability in pronouncing the English vocabulary.

The writer will analyze data that was presented in preceding chapter. To analyze data, the following statistically formula was used to get the mean score (M).

**a. The Mean Score of Students’ Ability in Pronouncing One Syllable Words of Vocabulary**

Mean Score

$$M = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average score

$\sum fx$  = The sum of frequency time to score

N = Number of cases

$$M = \frac{2155}{30}$$

$$M = 71.83$$

So, the mean score of the students’ ability in pronouncing one syllable words of vocabulary was 71.83. (Category: good. Range 60-79).

**b. The Mean Score of Students’ Ability in Pronouncing Multi Syllable Words of Vocabulary Mean Score**

$$M = \frac{\sum fx}{N}$$

Where:

M = Mean/ Average score

$\sum fx$  = The sum of frequency time to score

N = Number of cases

$$M = \frac{1910}{30}$$

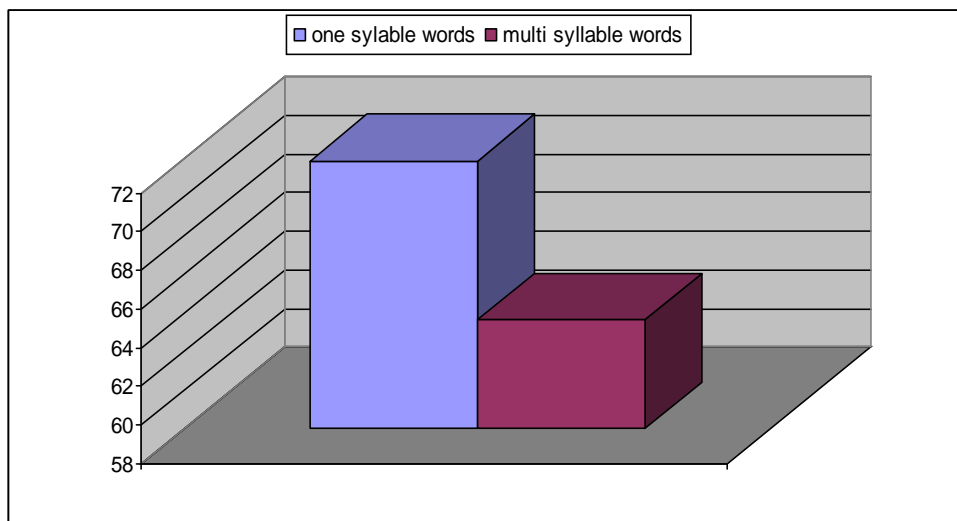
$$M = 63.66$$

So, the mean score of the students' ability in pronouncing multi syllable words of vocabulary was 63.66. (Category: good. Range: 60-79)

The mean of students' score in pronouncing one syllable words and multi syllable words of vocabulary can be seen in Table below

**Table IV.7**

**Chart**



Based on the mean score in above it can be concluded that the higher of mean score is students' ability in pronouncing one syllable

words, while the lower is students' ability in pronouncing multi syllable words.

### **C. Interpretation of the Data**

After presenting the data on the tables above, the writer made the interpretation of data on the students' ability in pronouncing the English vocabulary as in the following:

#### **1. The Result of the Test**

- a.
  - 1) The mean score of the students' ability in pronouncing one syllable words at Mts Al – Wathaniyah Perawang was 71.83.
  - 2) The mean score of the students' ability in pronouncing multi syllable words at Mts Al – Wathaniyah Perawang was 63.66.
- b.
  - 1) The percentage of the students' ability in pronouncing one syllable words 10 students (33.3%) in good category, 17 students (56.6%) average category, 3 students (10.1%) poor category, 0 student (0%) in very poor category.
  - 2) The percentage of the students' ability in pronouncing multi syllables words are 3 students (10.1%) in good category, 22 students (73.3%) average category, 5 students (16.6%) poor category, 0 students (0%) in very poor category.
- c. The writer can be concluded that the highest of mean score is students' ability in pronouncing one syllable words, while the lower is students'

ability in pronouncing multi syllable words. So, the students are easy to pronounce the one syllable words of English vocabulary.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

In this chapter, the writer made the conclusion of data on the students' ability in pronouncing the English vocabulary at MTs Al – Wathaniyah Perawang as in the following:

1.
  - 1) The mean score of the students' ability in pronouncing one syllable words at MTs Al – Wathaniyah Perawang was 71.83.
  - 2) The mean score of the students' ability in pronouncing multi syllable words at MTs Al – Wathaniyah Perawang was 63.66.
- b.
  - 1) The percentage of the students' ability in pronouncing one syllable words 10 students (33.3%) in good category, 17 students (56.6%) average category, 3 students (10.1%) poor category, 0 student (0%) in very poor category.
  - 2) The percentage of the students' ability in pronouncing multi syllables words are 3 students (10.1%) in good category, 22 students (73.3%) average category, 5 students (16.6%) poor category, 0 students (0%) in very poor category.
- c. The writer can be concluded that the highest of mean score is students' ability in pronouncing one syllable words, while the lower is students' ability in pronouncing multi syllable words. So, the students are easy to pronounce the one syllable words of English vocabulary.

## **B. Suggestion**

### **1. Suggestion to the Teacher**

- a. The Headmaster of MTs Al – Wathaniyah Perawang is suggested to provide the facilities of learning in order to support the teaching and learning process.
- b. The teacher need to be able to provide a variety of suitable or interesting technique to implement the technique in teaching pronunciation and the teacher uses a good strategy in teaching and learning to make learning effective, enjoyable and impressive.

### **2. Suggestion to the Students**

- a. The students must be able to choose method based on their purpose of study, so that they will be easy to learn pronunciation in learning, they are confident to be active learner.
- b. They should read many books written in English, so they will be familiar with English words.

Finally, the writer hopes that all this research findings, conclusions and suggestion will be beneficial contributions especially for both English Teachers and students of Mts Al – Wathaniyah Perawang, and all readers.

## **LIST OF APPENDICES**

- Appendix 1    The Test Result of One Syllable Words
- Appendix 2    The Test Result of Multi Syllable Words



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