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ANANALYSIS OF STUDENTS' ERROR IN PRONOUNCING ENGLISH CONSONANT OF SENIOR HIGH SCHOOL 1 SUNGAI MANDAU

BY

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By

SUCI NURAINI

SIN. 11513200266

Thesis
Submitted in Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education
(S.Pd.)

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATION AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

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Certify that this skripsi entitled **"An Analysis of Students' Errors in Pronouncing English Consonant of Senior High School 1 Sungai Mandau"** is certainly my own work and it does not consist of other people work. I am entirely responsible for the content of this *skripsi*. Others' opinion finding include in this *skripsi* are quoted in accordance with ethical standards.

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Finally, the researcher realizes that this thesis is still far from perfections. Therefore, constructive comments, critiques and suggestions are appreciated very much. May Allah Almighty the lord of universe blesses them all. Amin.

Pekanbaru, 30th August 2020

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ABSTRACT

Suci Nuraini (2022) :The Analysis of Students' Error in Pronouncing English Consonants at State Senior High School 1 Sungai Mandau.

The purpose of this research was to find out the students' errors obtained in pronouncing English consonants (vocal words) in analytical exposition text at State Senior High School 1 Sungai Mandau. Therefore, this research aims to find out the most frequent error appears in the recording of English consonant pronunciation in analytical exposition text done by students of State Senior High School 1 Sungai Mandau. This research was conducted by employing descriptive quantitative method. This research was conducted on February 25, 2021. The population in this research were grade X students of State Senior High School 1 Sungai Mandau consisted of 4 (four) MIA classes with total 122 students and the samples were 20 students selected through simple random sampling. Then, the data of this research were collected through test. In the test, the students read analytical exposition text then recorded it. Based on the result of data analysis, the researcher found that the most frequent type of error done by the students at State Senior High School 1 Sungai Mandau in reading analytical exposition text was in the sound of "sh" [ʃ] namely in the amount of 45,0%.

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ABSTRAK

Suci Nuraini (2022) : AnalisisKesalahan-Kesalahan Siswa dalam Melafalkan Konsonan Bahasa inggris di SMAN 1 Sungai Mandau.

Tujuanpenelitianiniadalahuntukmengetahuikesalahan-kesalahansiswa yang terdapatpadapengucapankonsonanbahasainggris (vocal cords) dalamteks analytical expotitionmereka di SMAN 1 Sungai Mandau. Oleh karenapenelitianinibertujuanuntukmenemukaneror yang paling seringmunculpadarekamandalammelafalkankonsonanbahasainggrispadateks analytical exposition siswa SMAN 1 Sungai Mandau. Penelitianinimerupaknpenelitian yang menjelaskansituasiataufenomena yang terjadi di SMAN 1 Sungai Mandau.Penelitianinitelahdiselenggarakanmenggunakanmetodedeskriptifkuantitatif. Populasidalampenelitianiniadalahsiswakelas XI SMAN 1 Sungai Mandau terdiridari 4 (empat) MIA denganjumlahsiswa 122 siswadansampelnyaadalah 20 siswayang diambilsecara simple random sampling. Selanjutnya, data penelitianinitelahdikumpulkanmelaluites.Testersebutberupasiswamembacateks analytical exposition lalumerekamnya.Berdasarkanhasil data analisistersebut, penelititelahmenemukanbahwatipeeror yang paling banyakdilakukanolehparasiswadalammembacateks analytical exposition adalahpadabunyi “sh” [ʃ] yaitusebanyak 45,0% erorterhadapsiswa di SMAN 1 Sungai Mandau.

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ملخّص

سوجي نور عيني، (٢٠٢١): تحليل أخطاء التلاميذ في نطق الحروف الساكنة الإنجليزية بالمدرسة الثانوية الحكومية ١ سونجاي مانداو

هذا البحث يتعلق بأخطاء التلاميذ في نطق الحروف الساكنة الإنجليزية في نص العرض التحليلي. وهذا البحث يهدف إلى معرفة أكثر الأخطاء التي تظهر في التسجيلات في نطق الحروف الساكنة الإنجليزية في نص العرض التحليلي لدى تلاميذ المدرسة الثانوية الحكومية ١ سونجاي مانداو. وتم إجراء هذا البحث باستخدام طريقة الوصف الكمي. وعدد أفراده ١٢٢ تلميذا. وحصلت الباحثة على عينات البحث من خلال أسلوب العينات العشوائية فعددها ٢٠ تلميذا للفصل الحادي عشر لقسم العلوم الطبيعية. وتم جمع بياناته من خلال الاختبار. وفي الاختبار قام التلاميذ بقراءة نص العرض التحليلي وتسجيل أصواتهم. وبناء على نتيجة تحليل البيانات عرفت الباحثة أن أكثر الأخطاء التي ارتكبها التلاميذ عند قراءة نص العرض التحليلي هو في نطق حرف "ش" بعدد ٤٣،٦٢٪ من الأخطاء.

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CHAPTER I
INTRODUCTION

A. Background of the Problem

Pronunciation is also the most crucial thing to learn when studying English in order to make good oral communication, because pronunciation it self is one part of English components. According to Hismanoglu (2006) in Gilakjani (2016,p.2) pronunciation instruction is very important for oral communication. Good communication needs to pronounce the words correctly and clearly, because in English when someone mispronounces, the meaning can be wrong.

Looking at the issues about pronunciation, Indonesia for example, the students in Indonesia may still face pronunciation hardships particularly in vowels. They don't concern on their pronunciation. It can be proven by the fact based on researcher's teaching experience in teacher training program in one of senior high schools. It is known that most of students wh o were asked to read a text aloud were not able to pronounce some of English words correctly and properly.

Based on preliminary research, the students still need teachers to help them on their pronunciation because they still difficulties dealing with consonant but they can write the spelling correctly. Such as the word "thin", for instance, is pronounced by some of them in inappropriate way. It seemed that they took the way they speak in native language along when they were pronouncing that word. Finally, they mispronounced the word, thin /øɪn/ has been pronounced as /tin/. The students pronounce a particular consonant as

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same as the spelling, such as the word *wind*, it should be pronounced /*w*ɪndλ/ but the students still pronounced spelling by the word

Senior High School 1 Sungai Mandau is one of Senior High Schools in Siak Regency. As a formal education, English is one of the foreign languages taught in high schools. The students have one meeting to learn English lesson in week. This school has implemented 2013 curriculum since 2015 where students are expected to be more active than teachers. The passing grade of English subject is 75.00.In English syllabus for 2013 curriculum, it is stated that pronunciation, intonation, spelling, punctuation, and handwriting is the target materials of teaching. It means that pronunciation is among those goals, which are demanded to master.

However, based on researcher's preliminary study at the school, interviewing the English teacher to know students' difficulties in English pronunciation, it is found that students still deal with pronunciation problems, one of which they tend to pronounce several English words in a way what the words are written. Some of students still confused in pronouncing some sound such as [ʃ], [ʧ], and [θ] Pronunciation as an aspect of the language has a great influence on our successful communication but it is still ignore by teachers, who rather pay attention to teaching grammar as they feel more important. Besides, curriculum of teaching English deals with skills of practical language; like listening, speaking, reading and writing. For expanding the students' skills, the curriculum of the teaching English also includes the language components like vocabulary, grammar and

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pronunciation. The teacher teach pronunciation in the class by repetition practice method where the teacher try to demonstrate short text, and read it aloud for students to imitate an d repeat. In essence, it could possible one of students' difficulties to achieve students passing grade, 78 points. These problems can specifically be seen below:

a. The students pronounced a particular consonant as same as the written text.
b. The students made mistakes in pronunciation.
c. The students failed to identify a particular consonant that should be shortened or lengthened.
d. The students made error in pronouncing English consonant.

The phenomena above indicate that some of the students still faced problem in pronunciation. Thus, it is important to conduct a study entitled **An Analysis of Students' Errors in Pronouncing English consonant at Senior High School 1 Sungai Mandau.**

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B. Problem

1. Identification of the Problem

a. Why did the students pronounce a particular consonant as same as the written text?
b. What did the factors cause the students' errors?
c. Why did the students fail to identify a particular consonant that should be shortened or lengthened?

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d. Which error sound did the students make in pronouncing English consonant?

2. Limitation of the Problem

The researcher did not discuss the problem much broadly in this research. In this research, the writer limited the problems to students' error in pronouncing English consonant, especially focusing on the vocal cords that consist of nine type of errors in pronunciation[p], [t], [k], [f], [s], [ʃ], [ʧ], [h] and [θ].

3. Formulation of the Problem

Based on limitation of the problem, thus the problem of this research the researcher formulate in the following the questions:

1. What is the most common type of students' errors in pronouncing English consonant at the eleventh students of Senior High School 1 Sungai Mandau?

C. Objective and Significance of the Research.

1. Objective of the Research

a. To find out the most common type of students' errors in pronouncing English consonant at the eleventh students of Senior High School 1 Sungai Mandau?

2. Significant of the Research

a. These research findings are expected to be useful and valuable, especially for students.

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b. Hopefully,this research gives contributions and helps the teacher in increase pronunciation. It is able to benefit the researcher as a novice researcher especially in learning how to conduct the research.

c. Besides, there research findings are also expected to be positive and valuable information to teacher and students, especially for those who are concerned in the world of teaching and English as a foreign language.

d. Finally, these research findings are also expected to be the practical and theoretical information to the development of theories on language teaching.

D. Reason for Choosing the Title

There are some reasons why the researcher is interested in carrying out this research. The reasons are as follows:

1. The title of the research is relevant to the writer's status as a student of English Education Department
2. The location of the research facilitated the writer to conduct the research.

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E. Definition of the Term

There so many terms involving in this research. In order to avoidmisunderstanding toward the term used, thus following term were needdefined :

1. Error, Corder (1968) error is natural part of learning a language and can work as an insight into the tools and the process used to learn a

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language. In addition like due of skills and competences. The students will make error if they do not know the correct one.

2. Pronunciation, pronunciation is a core in contribute and apply Englishspoken appropriately, Natasha (2011). And Murcia, at al (1996) suggest that one of necessary components of oral communication. Hence, pronunciation is needed to creat good and productive comnnunication.

3. English Consonants, Suparmanin Afifah (2012) consonants is a sound, voiced and voiceless, in which the airstream an abstructed through a narrowing or complete closure of the mouth passage". The consonant sounds are produced by closing off completely the flow of the air, letting pressure buildup behind the closure, and then releasing it suddenly in a burst.

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CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Nature of pronouncing

According to Encarta dictionary in Mustari (2010, p. 10) said that pronunciation is the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard, can also the act of articulating a sound or word.As Morley (1991) in Gilakjani (2016) argues that pronunciation is required in learning English for ESL/EFL learners and it should gain attention in the teaching process. But, the reality learning pronunciation is not as easy as we know. Some of the students cannot produce English words correctly. It is because there are many aspects which have to be considered for effective communication such as the difference between Bahasa Indonesia and English.

a. Aspects of Pronunciation Pronunciation is one of the important components in language that is should be owned to support English speaking skill. According to Lestari and Subandowo (2018, p. 16) pronunciation is one of the important aspects that have to learn to improving English speaking skill. It includes attention to the particular sounds of language (segments), and also the level of individual sound, such as, intonation, phrasing, stress, timing, rhythm (supra segmental aspects). It is supported by Sembiring and Ginting (2016) those segmental features which have to be considered in

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learning 10 pronunciation are: consonant sound, voiced and voiceless, place of articulation, manner of articulation, vowel and diphthong. Voiced and voiceless or voicing is whether the vocal cords are vibrating or not. Then, the place of articulation is the description of where the obstruction occurs in the vocal tract. Manner of articulation is another distinguishing feature of how consonants are produced. Marza (2014) says that segmental and supra segmental are the aspects required in oral communication beside correct grammar and lot of vocabulary.

b. Importance of English Pronunciation Pronunciation is used to make meaning clear in speaking in order how the words is spoken in particular way. Pronunciation is one of the important things that can make language element active. Rini (2016) says that pronunciation is important in oral form because if the pronunciation is bad it can make a misunderstanding in communication even though the speaker has good grammar and a lot of vocabulary. Pronunciation is important in English because mispronunciations will make hearer misunderstand about the meaning of utterance.

As Lynch and Anderson (2012) in Handayani (2017, p. 194) stated that there are two important things relating to pronunciation; (1) International students do not need native-like pronunciation of English sounds in order to be comfortably understood and (2) other aspects of

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pronunciation are actually more important for the listeners than the sounds of non-native speakers‟ make.

Furthermore many cases of misunderstanding in communication are caused by mispronouncing of some words or 11 improper intonation of the words. If someone pronounces the words see and sea, cut and cot, pull and pool, for example, with relatively no differences, in some cases can lead to a misunderstanding. Even when the non-native speakers‟ vocabulary and grammar are excellent, but their pronunciation is bad, they are unable to communicate efficiently and effectively. It means that the way to make a good communication is should know how to pronounce the words correctly and appropriately.

Pronunciation is the way to pronounce words.Cook (1996) in Gilakjani (2016) defines that pronunciation is as result of English sound. It is similar with Richard and Schmidt (2002) in Gilakjani (2011) states that pronunciation is a form of method to get product the sound. In addition, pronunciation is a way how sounds are spoken by speakers. And pronunciation is perception of the important sounds in order meaning in the context of language. That is why, people need to master pronunciation. Finally, pronunciation is one of the aspects of English that have to master and when we pronounce is not only to get the sounds but also the meaning so that able to increase and create good communication. Because, in pronunciation we produce the sound that create the meaning directly, Yates, (2002) inGilakjani(2016).

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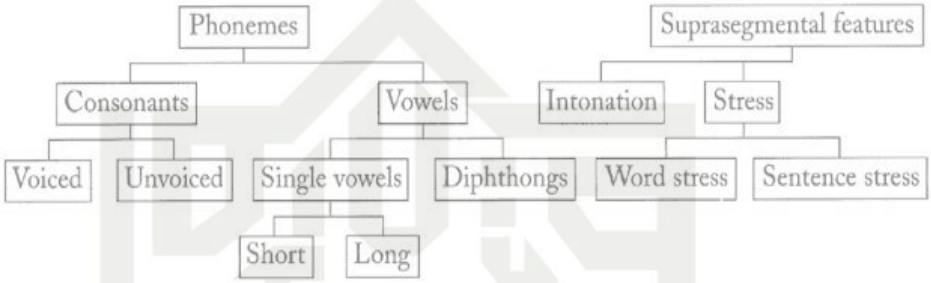
The following diagram shows a breakdown of the main features of pronunciation.

Features of Pronunciation Diagram



Kelly (2000, p.1)

Based on diagram above, it has divided the main aspect of pronunciation into two categories. The first is phonemes, there are two sections of phonemes, and they are consonants and vowels. The consonants consist of voiced and voiceless, meanwhile vowels consist of single vowels and diphthongs, and the second is suprasegmental features. Then there are two kinds of suprasegmental features. They are intonation and stress. Stress consists of word stress and sentence stress. Even many main aspects of pronunciation but this research focuses on consonants especially errors in pronouncing consonants.

a. Teaching Pronunciation with International Phonetic Alphabet

International phonetic alphabet or IPA is known as a system that represents phonetic sounds with symbol based primarily on the latin script. This is important because letters in English has different phonetic sound and no sound at all. Therefore, spelling is not a reliable source for pronunciation. In teaching pronunciation, it is important to introduce the

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IPA symbol as it can guide leaners how to sound words without pronouncing as the word is written. According to (Murcia, at al. 1996) teachers utilizes IPA symbol to describe how a word is sounded. Phonetic transcript is used based on IPA to guide in pronouncing words in dictionary. The IPA symbol can be seen below:

a. Consonant

Figure III.1

Place →	Labial			Coronal					Dorsal			Laryngeal	
Manner ↓	Bilabial	Labio-dental	Linguo-labial	Dental	Alveolar	Post-alveolar	Retro-flex	Palatal	Velar	Uvular	Pharyn-geal/epi-glottal	Glottal
Nasal	m̥ m	ɱ	n̼		n̥ n		ɳ̊ ɳ	ɲ̊ ɲ	ŋ̊ ŋ	ɴ		
Plosive	p b	p̪ b̪	t̼ d̼		t d		ʈ ɖ	c ɟ	k g	q ɢ	ʡ	ʔ
Sibilant fricative					s z	ʃ ʒ	ʂ ʐ	ɕ ʑ				
Non-sibilant fricative	ɸ β	f v	θ̼ ð̼	θ ð	θ̻ ð̻	ɹ̝̊ ɹ̝	ɻ̝	ç ʝ	x ɣ	χ ʁ	ħ ʕ	h ɦ
Approximant		ʋ̥ ʋ			ɹ̥ ɹ		ɻ̊ ɻ	j̊ j	ɰ̊ ɰ			ʔ̞
Tap/flap		ⱱ̟ ⱱ	ɾ̼		ɾ̥ ɾ		ɽ̊ ɽ			ɢ̆	ʡ̆	
Trill	ʙ̥ ʙ				r̥ r		ɽ͡r̥ ɽ͡r			ʀ̥ ʀ	ʜ ʢ	
Lateral fricative					ɬ ɮ		ɭ̊˔ ɭ˔	ʎ̊˔ ʎ˔	ʟ̝̊ ʟ̝			
Lateral approximant					l̥ l		ɭ̊ ɭ	ʎ̊ ʎ	ʟ̥ ʟ	ʟ̥		
Lateral tap/flap					ɺ̥ ɺ		ɭ̆	ʎ̆	ʟ̆			

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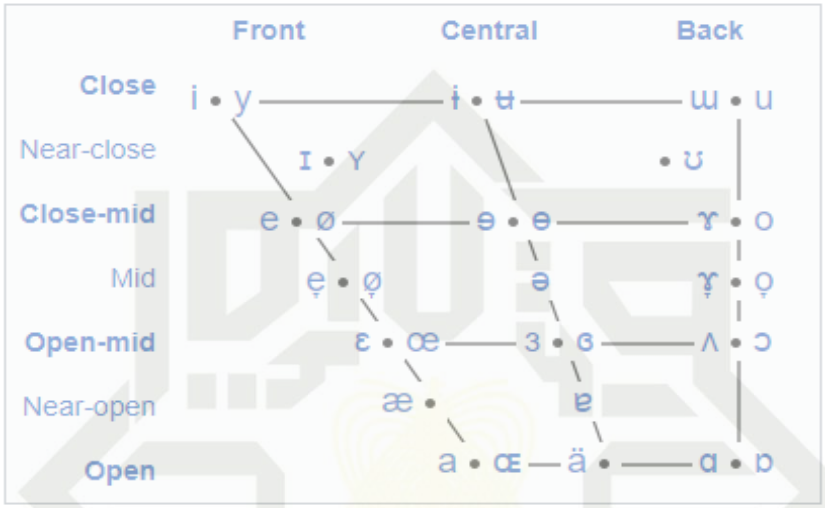
b. Vowel

Figure III.2



It is concluded that to see the correct pronunciation, it needs to rely on the IPA symbol as how it is suppoesed to be pronounced. In other word, a proper prounounciation of a word is generated from phonetic transcript which is based on IPA symbol.

b. The Importance of English Pronunciation

Pronunciation is an important when in oral communication. It is also significant part in communicative competence.Morley (1991) in Gilakjani (2016) states that in good communication pronunciation is needed a clear pronunciation from speaker because without that skill the learners will not be able to communicative effectively. Furthermore, to make a good communication needs to pronounce the words correctly needs to pronounce the words correctly. Although pronunciation is important in English language, many teacher still ignore and do not pay attention especially to this skill. Hismanoglu (2011) in Gilakjani (2016)

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suggest that many teachers teach about grammar, vocabulary and four skills in English language without compare English pronunciation. Hence, this responsibility of teacher to help the students learn to pronounce English correctly. If the students do not practice good pronunciation in learning proses they will get wrong or error. Indeed damage their success in future. So the conclusion, pronunciation is very important pronounced correctly and it is useful for students to understand the meaning of English pronunciation. But in reality students feel pronunciation is not important to learn, the most important they understand the meaning.

Due to the importance of pronunciation in speaking, the need for pronunciation accuracy is still the focus in conveying the meaning, especially for non-native English which English letters sound are unfamiliar compared to their own language.

c. Techniques of Testing Pronounciation

Heaton (1988) said that includes pronunciation into testing speaking skill. There are at least three techniques of testing pronunciation.

a. Pronouncing words in isolation

The importance of listening in almost all test of speaking, especially those of pronunciation, should never be underestimated. It is impossible for students to pronounce words correctly unless they first hear and recognize the precise sound of that word.

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b. Pronouncing words in sentences

Students can also be asked to read aloud containing the problematic sounds which we want to test. For example:

Do you like this *sport*? (sport/spot)

Are you going to *sail* your boat today? (sail/sell)

c. Reading aloud

Way of testing pronunciation provided that we give a student a few minutes to look at the reading text first. In this research explores the strategy of reading aloud carried out by students when reading text in the learning process. Reading aloud is one of the ways in to practice of pronunciation in the classroom. Also reading aloud is familiar technique that is often used in class. According to (Murcia, at al. 1996) state that reading aloud is a form of technique in practice for learners. Besides it can improve students' ability in reading skill especially, this technique can also increase students' pronunciation because the students must read something loudly and it can make the teacher correct the students' pronunciation easily. Another opinion from Brown (2003) states that the test taker (students) sees independent letters, word, and/or short sentence and read aloud one by one.

Reading aloud is easily used technique that teacher can use to know students' pronunciation ability in the class. As for teaching pronunciation, it works by focusing on word by word that is

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pronounced by students can help the teacher correct their mistakes or error, so that the students can improve and will not stay incorrect about ways of pronouncing it.

d. Nature of Consonants

Consonants include in kind of teaching pronunciation. In teaching pronunciation is grouped by sound produced. Before it is discussed one by one, better to know what the meaning of consonants generally. Consonant is a kind of sound that utterance in speaking or reading something. Kelly (2000, p.47). Consonants are sounds that are produced with closed or nearly closed articulations and formed by interrupting, restricting or diverting the airflow in variety of ways

Table II.I
English Consonant

Sound	Examples	Sound	Examples
/b/	Boy, cab	/ʃ/	Shy, dish
/p/	Pie, lip	/h/	His, ahead
/d/	Dog, bed	/ʧ/	Cheek, watch
/t/	Toe, cat	/ʤ/	Joy, budge
/g/	Go, beg	/m/	Me, seem
/k/	Cat, back	/n/	No, sun
/v/	View, love	/ŋ/	Sing, singer
/f/	Fill, life	/l/	Long, full
/ð/	The, bathe	/r/	Run, car
/θ/	Thin, bath	/w/	Win, away

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/z/	Zoo, goes	/hw/	Which, what
/s/	See, bus	/y/	You, soya
/ʒ/	Leisure, beige		

(Murcia, at al. 1996 p.39)

Based on table above, there so many consonant sounds. Each sound has different pronounce. In addition, it has different about how to produce. Therefore, consonants can be grouped of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows:

a. Vocal Cords

The position of vocal cords causes the difference between voiced and voiceless sound. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded and it does not make the vocal cords vibrates is called voiceless. So, voiceless consonant is a consonant produced without vibration of the vocal cords. The following ones are voiceless consonants [p], [t], [k], [f], [s], [ʃ], [ʧ], [h] and [θ]. Meanwhile, voiced is when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, and it can make the vocal cords vibrates. So, a voiced consonant is a consonant produced with vibration of the vocal cords. In English the following consonants are voiced: [b], [d], [g], [v], [z], [ʒ], [ʤ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

Based on explanation above, the researcher concludes that consonants sounds may be voiced or voiceless. When a consonant is

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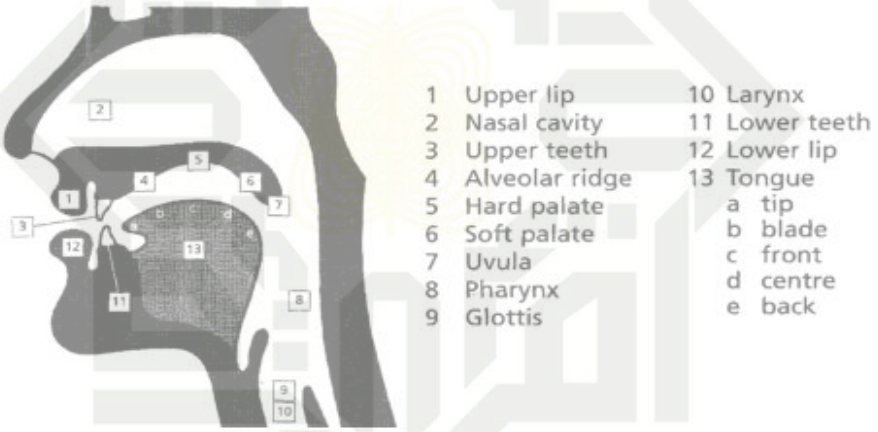
produced with a strong air stream, we have a strong consonant. It usually happens in voiceless sounds. On the other hand, when a consonant is produced with a weak air stream, we have a weak (lenis) consonant that usually occurred in voiced sounds.

b. Place of Articulation

Place of articulation refers to the place in the vocal tract where the flow of air is obstructed. The place of articulation as follows:



(Natasha, 2011)

Based on the picture above, it is summarize from the picture. Natasha (2011) states that there are eight places of articulation produced as consonant sound. And McMahon (2002) explains about place of articulation as follow:

1. Bilabial

   A bilabial sound is produces by using the bottom lip as the active articulator and the top lip as the passive articulator. And it can be using closing movement of both lips. The example are /p/ in *pie* as

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the voiceless bilabial plosive, /b/ *by* as the voiced bilabial plosive, and /m/ in *my* as the voiced bilabial nasal.

2. Labio-dental

   Labio-dental can be produced when the active articulator would be the bottom lip, meanwhile the passive articulator would be the top front teeth. Or it can be summarize like using the lower lip and upper teeth. The sound included /f/ *fat* as the voiceless labio-dental fricative and /v/ *vat* as the voiced labio-dental fricative.

3. Dental

   Dental will be produced by using the top front teeth as a passive articulator and the tip of the tongue would be the active articulator. Or the tongue tip is used either between the teeth or close to the upper teeth, the example of sound are. /θ/ think as a voiceless dental fricative and /ð/ thy as a voiced dental fricative.

4. Alveolar

   Alveolar sound is produced by the tip or blade of the tongue moving up towards the alveolar. It can feel when the tongue back just behind on top front teeth. It can be states the blade of the tongue is used close to the alveolar ridge. The sound included /t/ tie as the voiceless alveolar plosive, /d/ voiced alveolar nasal, /s/ as voiceless alveolar fricative, /z/ voiced alveolar fricative, /r/ voiced alveolar central approximant, and /l/ voiced alveolar lateral approximant.

5. Post alveolar

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It will be produced when the blade of the tongue as the active articulator, meanwhile the passive articulator would be the adjoining parts of the alveolar ridge and the hard palate. Or the blade (or tip) of the tongue is used just behind the alveolar ridge. The example of sound are /ʒ/ beige voiced post alveolar fricative, /ʧ/ *chip* voiceless post alveolar affricate, and /dʒ/ junk voiced post alveolar fricative.

6. Palatal

   The front of the tongue is raised close to the palate. Palatal sound are produced by the font of tongue, moving up towards the hard palate. The two palatal sounds would be the approximant /j/ in *yes*, and the voiceless palatal stop [c] in *kitchen*. Yet, [c] is as the allophone of /k/ which would not be included here.

7. Velar

   It can be produced when the back of the tongue is used against the soft palate. in addition, the active articulator of velar sound be the back of tongue, and the passive articulator would be the velum, or soft palate. the sound of /x/ is included within Scottish as a voiceless velar fricative at the end of Scots *loch*, which commonly replace with a [k]. the rest of the sound include /k/ *cot* as a voiceless velar plosive. /g/ *got* as a voiced velar plosive, / ŋ/ *rang* as a voiced velar nasal, and /x/ I loch I as a voiceless velar fricative.

8. Glottal

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There are two glottal in English; allophonic, the glottal stop, which appear as an intervocalic realization of /t/ in many accent, as in the word *butter*. Technically, this sound is voiceless, yet, in fact, when thw vocal folds are pressed together, air cannot be passing through simultaneously to cause vibration. The second one is phoneme in it is own right, the voiceless glottal fricative [h] *high.*

c. Manner of Articulation

Manner of consonants is pronounced. Categorizing in the sounds that same in the place of articulation are differ in manner of articulation classify from special standard. It is easily to know how to distinguish between the sounds of letters when we have understand this manner of articulation terms. According to Murcia, at al (1996) states that the kinds of manner of articulation, those are:

1. Stops

   On this kind of sound, the airstream will be looked as if they stopped or blocked when the consonant is pronounced. Two articulators are moved against each other so that there is nospace for the airstream to out for a while**.**Lateron, we let the airstream to go outabruptly. Up to this phase e, the plosive orthe stop effect sound will be heard. The sound of [p], [b], [t], [d], [k], and [g] arethe set of the stop sounds

2. Fricatives

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The typical of the fricatives sound is the consonant will let the air flowoutthrough the small passage. When thesound is pronounced, it will be heardlikehissing sound and we can feel the pushedair as we put our hand in front of themouth. This set of the sound [f], [v], [s], [z],[f], and are part of the fricatives sound.

3. Approximants

This sound is similarly to the fricatives sound. The different is that approximant is not let the vocal tract being narrow so that a turbulent airstream will not be produced. Sometimes, approximant is called as glide due to a tongue movement which is glided approaching to or from the position of vowel or semi-vowel. The consonant which classified to this kind of sounds are [w] and [y]. Look at the words *"we", "wet", "you"* and *"yacht"*. The initial sounds of these words are known as glide or approximants' sound.

4. Affricates

When the stops sound followed by the fricatives, the sound which causes somefriction sound, it will make new soundcalled affricates. The process of thissound production is almost the same withthe fricative sounds. We might be met the words of*"cheap", "church", "chin","June", "jeep", "joke"* and so on as we read some texts in book. The sounds thatoccur in the beginning of those words areclassified as affricates sound. It issymbolized with [ʧ], and [ʤ].

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5. Nasals

The most soundsare pronounced with raised the velum position. It usuallyprevents the airstream to flow to the nasalcavity.Meanwhile, these three sounds areopposite to another sound. The airstream is obviously let in to the nasal cavity and out through it. That is why this is called nasals sound. The sounds are represented by the symbol [n], [m], and [g]. We can meet these sounds as in the initial sound of words *"name", "make",* both initial and final sounds of *"man", "morning",*and final sound of words *"ring"* and *"sing*".

These pronunciation manners of articulation play the central part in the pronunciation accuracy, because the proper pronunciation is produced from sounds coming out from the letters pronounced in the speaker's month. Therefore, in order to have proper pronunciation, these manners of pronunciation articulation should be learned in the first stage of language learning.

d. Nature of Error

In learning language, the learners or the students face problem or error exactly, because it is not their mother tongue. For example:when the students produce language. Corder in Mathew (1997)states that an error is a place where 'the learner's utterances are not same from native speaker. Errors are the deviation of the rules which is made by learners

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or students caused by lack of understanding. In the context of second language learning, errors can be interpreted as the deviation from the second language norm produced by second language learners. While Brown in Fauzi (2013) states that error is a noticeable deviation from the adult grammar of native speaker, reflects the competence of the learner. Another opinion comes fromCorder in Fauzi(2013) which stated that errors were the result of interference in the learning of a second language from the habits of the first language. In conclusion, we can see that whenever we try to apply our first language habit to the second language that we will try to get is affected toward the process of acquiring the second language.

Corder (1982) in Fauzi(2013, p.209) divided error into two kinds of errors, these are:

1. The first one is overt errors where the erroneous utterances are unquestionably ungrammatical at the sentence level.
2. The second one is covert errors. This kind of error is grammatically well formed at the sentence level, but inappropriate in the context of communication.

The problems faced by the students are caused by two sources of errors. According to Richard (1971) as follows:

1. Inter-language errors are caused by negative transfer or the effect of his/her mother tongue.

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2. Intra-lingual errors means that that the students do not know the target language well,

Beside the sources of errors above, the learners make errors caused by two factors. Mulansari (2014) explain that there are internal and external factors. Internal factor refers to the students' motivation in learning English while the external factor refers to the environment of the learner.internal factors refer to the factors inside the students themselves which play an important role in learning English. Meanwhile, external factors are the factors outside the students that influence them in learning English. They are time, frequency of the learners' contact with the language, and number of students in the classroom.

Error is usual to happen in the process of learning language due to the nature of errors itself, yet in the improvement of language learning it is important to address the issues why errors is happening to language learners. By learning from the nature of error, educator and learner are most likely to improve the teaching and learning foreign language.

B. Relevant Research

The first previous study is a research entitled "Error Analysis on English Consonant ". It conducted in year 2014. The research is arranged by

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Widyaningtyas (2014) .The research is descriptive qualitative research and using test.

The researcher found that some of students still errors in pronouncing thirteen (13) consonants, there are /g/, /h/, /j/, /v/, /z/, /z/, /ʤ/, /ʧ/, /ɵ /, /ð/,/ŋ/, /ʒ/, and /ʃ/. Meanwhile, for consonants such as /b/, /d/, /f/, /l/, /m/, /n/, /p/, /r/,/s/, /t/, and /w/ are consonants that lack of errors in pronouncing. In addition, the hardest of English consonants for student is /v/.

The previous researcher also found three causes that effect toward students' errors in pronouncing, these are interference from first language (mother tongue) to the second language, formal instruction, and explanation of number in using second language.

Another research was done by Widyaningtyas(2014) that conducted a research entitle *error analysis on english consonants pronunciation* the writer conducted her research using qualitative approach. In collecting the data, the writer firstly recorded the pronunciation of second semester students of Study Program of English UniversitasBrawijaya when they read the pronunciation tasks provided. Then, she transcribed their pronunciations.

The result showed that the students produced phonological errors in pronouncing thirteen consonants, those are /g/, /h/, /j/, /k/, /v/, /z/, /ʤ/, /ʧ/, /ɵ /, /ð/, /ŋ/, /ʒ/, and /ʃ/. Meanwhile, for the other consonants such as /b/, /d/, /f/, /l/, /m/, /n/, /p/, /r/, /s/, /t/, and /w/ are consonants which are error-free in pronunciation. Additionally, the most troublesome English consonant for the students is /v/. The writer also found 3 causes which give certain effect toward

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students' error in pronunciation, those are the interference of L1 into L2, formal instruction, and the amount of L2 use.

C. Operational Concept

Operational concept is used to measure problem from variable that should be empirically Syafi'I (2017, p.110). In this research, the researcher used one variable. It is error pronunciation of consonants especially in vocal cord that have become variable (X). And the researcher devided indicator in to nine symbols. According to (Murcia, at al. 1996), these are:

1. The students pronounce the English consonants [θ] appropriately.
2. The students pronounce the English consonants [p] appropriately.
3. The students pronounce the English consonants [t] appropriately.
4. The students pronounce the English consonants [k] appropriately.
5. The students pronounce the English consonants [f] appropriately.
6. The students pronounce the English consonants [s] appropriately.
7. The students pronounce the English consonants [ʃ] appropriately.
8. The students pronounce the English consonants [ʧ] appropriately.
9. The students pronounce the English consonants [h] appropriately.

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CHAPTER III

METHOD OF THE RESEARCH

A. Research Design

This research isdescriptive quantitative research method consist of one variable that is Students' Errors in pronouncing English Consonants at the Senior High School 1 Sungai Mandau .The researcher focuses on component English skill of students especially on pronunciation at Senior High School 1 Sungai Mandau. According to (Cresweel 2012,p.13) states that quantitative research identify a research problem based on trend in the field or on the need to explain why something occurs. It aims to analyze the error that students do in pronouncing English consonants.

The researcher concluded that descriptive research describe andInterprets the condition or relationship that exist, opinions that are held, theprocess that are going on, effects that are evident or trends that are developing.So, the researcher used quantitative method in this study, to make it easier tocollect data.

B. Time and Location of the Research

This research was conducted at SMAN 1 Sungai Mandau. The research was conducted on February 2021

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1. Subject of the Research

The subjects of this research were the eleventh grade students of Senior High School of 1 Sungai Mandau in the Academic Year 2020/2021.

2. Object of the Research

The object of this research is an analysis of student's error in pronouncing English consonants.

C. Population and the Sample of the Research

1. Population of the Research

Creswell (2012) stated that population is group of individuals that have same characteristic which make them different from others group.

The population of this research was the students at eleventh grade of Senior high school of 1 Sungai Mandau. It consisted of 4 classes. The total number of the students at the eleventh grade of Senior high school of 1 Sungai Mandauwas 122 students. It consisted of 57 male students and 65 female students.

Table III.1
Total Population of the Students at eleventh Grade Senior High School 1 Sungai Mandau

No	Classes	Male	Female	Total
1	XI MIA 1	14	17	31
2	XI MIA 2	12	19	31
3	XI MIA 3	12	20	32
4	XI MIA 4	19	9	28
5	TOTAL	57	65	122

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2. Sample of the Research

In this research, the researcher used simple random sampling. It helped the researcher to take participants. The researcher created a lottery and wrote down the name of students on a piece of paper as a lottery. The researcher used simple random sampling because each of students the eleventh grade had some opportunity to be participants.

According to Arikunto (2006) if the number of population less than 100, it have to take 50% but if population more than 100, the sample is taken 15-25 %. Because the population more 100, so the researcher took 17%. The total number is 20 students as sample.

Table III.2
Total Sample of the Students at Eleventh Grade Senior High School 1 Sungai Mandau

No	Classes	Male	Female	Total	Sample
1	XI MIA 1	14	17	31	5
2	XI MIA 2	12	19	31	5
3	XI MIA 3	12	20	32	5
4	XI MIA 4	19	9	28	5
5	TOTAL	57	65	122	20

1. Technique of Collecting the DataTest

A test is instrument or technique in collect the data of the research. Brown (2003) state that test is instrument that provides an accurate and real measure of test-taker of person ability. In this research, the data scored by two raters. The raters would check and score them based on the scoring rubric of pronunciation adopted from the expert. The steps of test as follows:

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In times of COVID 19 Pandemic, the researcher earned the data online. The researcher wrote the instruction and questions on the test using WA.

1. The researcher explained the direction on Whatsapp group.
2. The researcher gave an text which is analytical exposition text to the students (the text is set to include consonant word as the focus of the error in pronunciation in this research)
3. The researcher gave maximum 10 minutes to students for recording their voices when reading the text.
4. Then, the researcher asked the students sent their recording to Whatsapp group.
5. Finally, the researcher obtained the data and sent to the raters to be analyzed Via Whatsapp.

Table III.3
Blue Print of Consonant

No	Indicators	Focus Words	Text number
1	The students are able to pronounce the English consonants [p].	People	4
		Possible	2
		Person	1
		Pain	2
		Happen	3
2	The students are able to pronounce the English consonants [θ]	Fifth	1
		With	2

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3	The students are able to pronounce the English consonants [t]	Getting	1
		Time	2
		To	30
4	The students are able to pronounce the English consonants [k]	Create	1
		Can	1
		Contsantly	1
		Come	1
		Cuts	1
		Classmates	4
		Case	2
		Call	1
5	The students are able to pronounce the English consonants [f]	For	2
		First	1
		Funny	2
		From	3
		Fear	2
		Feel	2
		Few	2
6	The students are able to pronounce the English consonants [s]	So	3
		Seen	1
		Senior	1
		Some	3
7	The students are able to pronounce the English consonants [ʃ]	She	3
		Shown	1
		Share	1

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		Should	3
		Shape	1
		Rushed	1
8	The students are able to pronounce the English consonants [h]	Had	1
		Her	6
		Who	1
		He	1
		Has	8
9	The students are able to pronounce the English consonants [ʧ]	Choose	1
		Which	1
		Children	4
		Child	1

2. Validity and Reliability

1. Validity of the Test

Creswell (2012) reveal that the individual's score from an instrument that make sense, meaningful; enable you, as the researcher, to draw conclusion from the sample you are studying to the population. It means that validity is the extent to which inference made from assessment result is appropriate, meaningful, and useful in the terms of the purpose of the assessment.

To analyze the validity of pronunciation test, the researcher conducted try out to 48 items by handing them to 20 students who are not included in the research sample. The researcher used SPSS 20.0 program to analyze the data. The researcher compared r value to rt at significant level 5% is

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0,561(df=N-2=18). The r value of each item should be higher than the rt to be considered as valid question. Items declared invalid if the r value less than r table, and must be corrected or removed.

The result of the analysis showed that there were 4 invalid questions and the others were valid. Invalid items are statement number 8, 13, 22 and 30. These items were removed because the score are under 0,444. Thus, there are 44 items of words used to find out students' error in pronunciation based on items test.

Table III.4
The Validity of Students' Error in Pronunciation

Item No	R_{tabnle}	R_{value}	Status	Decision
Item 1	0.444	0.637	Valid	Used
Item 2	0.444	0.597	Valid	Used
Item 3	0.444	0.741	Valid	Used
Item 4	0.444	0.657	Valid	Used
Item 5	0.444	0.775	Valid	Used
Item 6	0.444	0.645	Valid	Used
Item 7	0.444	0.690	Valid	Used
Item 8	0.444	-0.115	Invalid	No
Item 9	0.444	0.605	Valid	Used
Item 10	0.444	0.764	Valid	Used
Item 11	0.444	0.741	Valid	Used
Item 12	0.444	0.884	Valid	Used
Item 13	0.444	-0.283	Invalid	No
Item 14	0.444	0.741	Valid	Used
Item 15	0.444	0.846	Valid	Used
Item 16	0.444	0.668	Valid	Used
Item 17	0.444	0.595	Valid	Used
Item 18	0.444	0.884	Valid	Used
Item 19	0.444	0.775	Valid	Used
Item 20	0.444	0.552	Valid	Used
Item 21	0.444	0.884	Valid	Used
Item 22	0.444	-0.141	Invalid	No
Item 23	0.444	0.469	Valid	Used
Item 24	0.444	0.846	Valid	Used
Item 25	0.444	0.636	Valid	Used
Item 26	0.444	0.846	Valid	Used
Item 27	0.444	0.704	Valid	Used
Item 28	0.444	0.763	Valid	Used
Item 29	0.444	0.686	Valid	Used

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Item 30	0.444	-0.227	Invalid	No
Item 31	0.444	0.605	Valid	Used
Item 32	0.444	0.629	Valid	Used
Item 33	0.444	0.721	Valid	Used
Item 34	0.444	0.633	Valid	Used
Item 35	0.444	0.629	Valid	Used
Item 36	0.444	0.662	Valid	Used
Item 37	0.444	0.472	Valid	Used
Item 38	0.444	0.626	Valid	Used
Item 39	0.444	0.884	Valid	Used
Item 40	0.444	0.690	Valid	Used
Item 41	0.444	0.744	Valid	Used
Item 42	0.444	0.751	Valid	Used
Item 43	0.444	0.741	Valid	Used
Item 44	0.444	0.751	Valid	Used
Item 45	0.444	0.775	Valid	Used
Item 46	0.444	0.884	Valid	Used
Item 47	0.444	0.552	Valid	Used
Item 48	0.444	0.846	Valid	Used

2. Reliability of the Test

Reliability has to do with accuracy of measurement. This kind of accuracy was reflected in obtaining the similar results when measurement was repeated on different or by different person. Brown (2003) says that the characteristic of reliability is sometimes termed consistency. This research is internal consistency reliability. According to Creswell (2012), internal consistency reliability is the instrument administered once; using one version of the instrument.

The table below was the categories of reliability test used in determining the level of reliability of the test:

Table III.5
The level of Acceptable Reliability

Reliability	Validity
>0.90	Very high

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0.80-0.90	High
0.70-0.79	Reliable
0.60-0.69	Marginally/Minimally
<0.60	Unacceptably low

(Cohen, et. al 2007, p.506)

To obtain the reliability of test given, the researcher used SPSS 20.0 Program to find out whether the test was reliable or not.

Table III.6
The Reliability Statistic

Cronbach's Alpha	N of Items
,969	48

From the table above, it can be seen the value of Cronbach's alpha is 0.969. The value is higher than the standard Cronbach's alpha which is 0.60. Therefore, it can be concluded the test is reliable, and the level of reliability is very high.

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D. Technique of Analyzing the Data

In this study, the researcher was needed by two raters to identify students' errors in pronouncing English consonant to avoid bias in these research findings.

Hence, to analyze students' errors in pronouncing English consonant, Corder in Ellis (1999, p. 48) suggests that the following stepsin error analysis research:

1. Collecting the data of the sample

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2. Identification of errors

3. Explaining the errors

The researcher calculated each percentage of students' errors in pronouncing English consonant by using a formula from Sudijono (2009, p.43) as follows:

$$P = \frac{F}{N} \; x \; 100\ \%$$

In which: P = Percentage of students' error

F = Frequency of incorrect answer

N = Total of errors

100% = Constant value

The researcher has used scale to classify the students' error in pronounciation:

Score	Category
80-100	Very high
66-79	High
56-65	Medium
46-55	Low
0-45	Very Low

Arikunto(2006)

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research used descriptive quantitative method. It is kind of research that content the data are presented descriptively based on condition. It is usually about factual and real issue that happen in the past but still happen in influence this time. The issue of the research was error in pronunciation. And in English consonants especially. It has already found and face early but still happen now. The purpose of this research was identifying and investigated errors produced by samples in pronouncing English consonants.

The researcher did the research and got the complete data from all the research instrument test. Then the researcher analyzed errors in pronouncing English consonants which were made by eleventh grade of Senior High School 1 Sungai Mandau. In collect the data, in times of covid 19 pandemic,the researcher earned the data online, the researcher wrote the instructions on the test using WA. The researcher selected five students in each class. After that, researcher started the test by gave them an analytical exposition in one piece of paper. The text was contained of 44 focus word the researcher researched. The word based on the error in nine English consonants.

Based on the analysis, it can be concluded from percentage students that obtained in words English consonant are [p]: 3.0%, [θ]: 18.0% [t]: 0%,

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[k]: 9.0%, [f]: 3.0%, [s]: 2.0%, [ʃ]: 45.0%, [h]: 5.0%, and [ʧ]: 15.0%. The highest errors occurred in "sh" [ʃ] consonant with score 45.0%.

Meanwhile the lowest errors occurred in [t] consonant with score 0%. Based on the table above it show that the most common errors of students' in English consonant was [ʃ] with 45.0%.

And it is clear enough that diphthong /sh/ that dominant error made by students of the eleventh grade at Senior High School 1 Sungai Mandau.Therefore, students' pronunciation at Senior High School 1 Sungai Mandau can be categorized as high error pronunciation in English Consonants.

1. Suggestion

After the researcher carried out the research, she would like to give some suggestion related to this result findings. Hopefully it can be applied easily in teaching learning activity to decrease the errors.

1. For teacher
   a) The English teacher should explain recount text briefly and clearly to make students understand it.
   b) The English teacher should be able to motivate and get students' attention toward English reading activity especially for pronouncation.
   c) Students' pronouncation should be taught and noticed by the English teacher implicitly, because there were many pronouncation errors

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that found in students' analytical exposition text reading, especially in vocal cords.

2. For students

a) Students should practice in reading, speaking and listening to help them decrease the errors. It can start from simple thing such as: read English text, listening native speaker from youtube, and conversation daily activities.

b) Students should learn more about how to pronounce English word, they can see in oxford dictionary.

3. For future researcher

The researcher suggests for the future researcher to conduct a research in researching what the causes of students' errors in pronouncing English consonant. Why couldbecome the most students' common error in this research?. In addition, Future researcher can add interview as an instrument in collecting the data to support it.

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APPENDICES

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NO	WORDS/STUDENTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	to	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
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		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
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		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
2	Has	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
3	Her	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

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4	classmates	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
5	had	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
6	Case	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
7	She	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
8	constatnly	v	x	v	v	v	v	v	x	v	x	v	v	v	v	v	v	v	x	v	v
9	Some	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
10	senior	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
11	rushed	x	x	v	x	x	x	x	x	x	x	x	v	x	v	v	x	x	x	v	x
12	With	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
13	he	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
14	fifth	v	v	v	v	x	v	x	v	v	v	v	x	x	v	v	x	v	v	x	v
15	first	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
16	call	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

17	**Few**	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
18	**Time**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
19	**From**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
20	**seen**	v	v	v	x	x	v	v	v	v	x	v	v	v	v	v	v	v	v	v	v
21	**child**	x	x	v	x	x	v	x	v	x	v	x	v	x	v	v	v	x	v	x	x
22	**shown**	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
23	**People**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
24	**Who**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
25	**Feel**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
26	**share**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
27	**For**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
28	**children**	v	v	v	v	v	v	v	v	v	v	x	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

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		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
29	Fear	x	v	v	v	v	v	x	x	x	v	v	v	v	v	v	x	v	v	x	v
		x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
30	choose	v	x	x	x	x	x	v	x	x	x	x	v	v	v	v	x	x	v	x	x
31	Should	x	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	x	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
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		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
32	possible	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
33	shape	x	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	x	v
34	funny	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	x	v	v	v	v	v	v	v
35	person	x	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
36	can	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
37	create	v	v	x	v	x	x	v	v	x	x	x	v	x	v	v	x	x	v	v	v
38	pain	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	x	v	v

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		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
39	**cuts**	v	v	x	v	v	v	x	v	x	v	v	v	v	v	v	v	x	x	x	v
40	**which**	v	v	v	v	v	v	v	v	v	v	x	v	v	v	v	v	v	v	v	v
41	**Happen**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
42	**So**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
43	**come**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
		v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v
44	**getting**	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v	v

rater

Rizki Amelia, M.Pd

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NO	WORDS/STUDENTS	Ainun 1	Deni 2	Devita 3	Diana 4	Ilma 5	Jefri 6	Joya 7	Meiliana 8	Nofriadi 9	Nurfadilla 10	Putra 11	Putri Ma. 12	Randy 13	Revi 14	Rizwan 15	Sandra 16	Sherli 17	Sulaiman 18	Tri 19	Zubaidah 20
1	to	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	has	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
3	her	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
4	classmates	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
5	had	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
6	case	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
7	she	0	0	0	0	0	0	0	0	0	0	1	1	1	1	0	0	0	0	0	0
8	constatnly	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
9	some	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
10	senior	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11	rushed	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	with	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0
13	he	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
14	fifth	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
15	first	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
16	call	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
17	few	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1
18	time	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
19	from	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	seen	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
21	child	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
22	shown	1	0	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	0	0	0
23	people	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
24	who	1	1	0	0	1	0	0	1	0	1	1	1	1	1	1	0	0	0	0	0
25	feel	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
26	share	1	0	1	0	1	0	1	0	0	0	0	1	1	1	0	1	0	0	0	0
27	for	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
28	children	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
29	fear	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
30	choose	1	0	0	0	0	0	0	1	0	0	1	1	1	1	0	0	0	1	0	0
31	should	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	D	0	0
32	possible	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
33	shape	1	0	1	0	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0
34	funny	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
35	person	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
36	can	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
37	create	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
38	pain	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
39	cuts	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1
40	which	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	0	1
41	happen	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
42	so	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
43	come	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
44	getting	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1

Rater,

Yuni

Kurnia Budiyanti, M.Pd

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Bullying:
A cancer that must be eradicated

A tragic end to an education that has barely begun -13-year-old Kiki stopped schooling because her classmates used to make fun of her relentlessly. They had accidentally discovered her humble backround, her father being a street vendor. In another case,15-year-old Dinda could not take it anymore. She was constantly teased by her classmates for falling in junior high school.

And in yet another, more recent case,some senior students of a junior high school took seven junior students,and subjected them to violent beatings. Sherry, one of the junior students,was rushed to hospital with bruises on his abdomen. He is extremely scared to go to school. Julie, a 10-year-old, fifth grade student, states that her first two years of elementary school were a traumatic experience. She sadly remembers being cruelly bullied by her male classmates because she was overweight. They used to call her *Sumatran elephant,baboon,gentong*and many other names.

These are few cases out of hundreds of similar cases and the number is increasing over the time. In Indonesia, bullying exists in every form,from teasing to extreme abuse. Even though incidents of bullying are common,unfortunately it is not seen as a major problem. A recent survey conducted by the National child protection commission has shown that more than half of bullying incidents go unreported due to the fact that it is considered normal in some parts of the society. Also the people who get bullied are either unwilling to report it because they feel it will “make a big deal”. Or worse, they are so scared that they don’t trust anyone and do not want to share their plight with anyone . The issue of bullying has been a problem for years but recently it got limelight from news media when a few cases were reported.

Bullying affects the children both pshychologically and physically. It is estimated that hundreds of children miss school every day due to the fear of being mistreated by other students and, in some extreme cases, they choose to home school, or in serve circumstances, they stop studying altogether.

Children should not be living constants fear. They shouldn’t be afraid. On the contrary, they should look forward to every day of school and enjoy school life. According toaa research, bullying has always existed in Indonesian society, but it has come to surface due to the recent proliferation of media technologies (craig 2019). Since bullying is prevalent in our society, it is important that everyone should be made aware of this social evil. There should be campaigns to increase awareness. Everyone should be working together, against it, to stop it. It is distressing to see our children being isolated from society because they are treated badly. I am of the opinion that no one has any right to harass or make people feel interior. No one should have that kind of power. These children are our future and we should make every possible effort to stop bullying.

I would like to point out that bullying is everyone’s problem and responsibility. if you condone bullying in any way, shape or form,it means you are

taking part in it, whether it is directly or indirectly, by being silent. The majority of people agree that we have to work together towards eliminating this problem.

Some people may consider taunting someone as funny, even though it is anything but funny to the person who is at the receiving end. Minor taunts can create a lot of pain and suffering. While it may seem innocent, the cumulative effect could be gighly damaging. In addition to that, as the pain increases, each instance cuts a little deeper which eventually becomes a sore.

It is highly possible that bullying might happen in your school, so it is the liability of every student to protect their classmates and try to stop bullying . If it doesn't work, then you should inform your teachers or parents.

Not many of us think of stopping it. As long as it doesn't happen to us, why should we get involved, why should we bother? but the time has come for us to be actively involved in eradicating bullying (Farrington, 1993).

So, next time, if you see someone getting bullied, would yo try to stop it or let it happen? Remember, bullying is everyone's problem ; therefore, everyone has to be the part of the solution.

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No	Indicators	Focus Words	Text number
1	The students are able to pronounce the English consonants [p].	People	4
		Possible	2
		Person	1
		Pain	2
		Happen	3
2	The students are able to pronounce the English consonants [θ]	Fifth	1
		With	2
3	The students are able to pronounce the English consonants [t]	Getting	1
		Time	2
		To	30
4	The students are able to pronounce the English consonants [k]	Create	1
		Can	1
		Contsantly	1
		Come	1
		Cuts	1
		Classmates	4
		Case	2
		Call	1
5	The students are able to pronounce the English consonants [f]	For	2
		First	1
		Funny	2
		From	3

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		Fear	2
		Feel	2
		Few	2
6	The students are able to pronounce the English consonants [s]	So	3
		Seen	1
		Senior	1
		Some	3
7	The students are able to pronounce the English consonants [ʃ]	She	3
		Shown	1
		Share	1
		Should	3
		Shape	1
		Rushed	1
8	The students are able to pronounce the English consonants [h]	Had	1
		Her	6
		Who	1
		He	1
		Has	8
9	The students are able to pronounce the English consonants [ʧ]	Choose	1
		Which	1
		Children	4
		Child	1

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KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

1. Jenis yang dibimbing :
   a. Seminar usulPenelitian :
   b. PenulisanLaporanPenelitian :
2. NamaPembimbing : Cut RaudhatulMiski,M.Pd
   a. NomorIndukPegawai (NIP) : 197901092009012011
3. NamaMahasiswa : SuciNuraini
4. NomorIndukMahasiswa : 11513200266
5. Kegiatan : BimbinganSkripsi

No	TanggalKonsultasi	MateriBimbingan	TandaTangan	Keterangan
1	20 September 2020	Instrument penelitian		
2	25 September 2020	Revisiintrumenpenelitian		
3	4 Februari 2021	Revisi Bab 1-bab 3		
4	13 Februari 2021	Revisi formulation of the problem		
5	17 Februari 2021	Revisi Bab 4		
6	14 April 2021	Revisibab 3 danbab 5		
7	13 Mei 2021	ACC		

Pekanbaru, 23 Ju2021

Pembimbing,

Cut RaudhatulMiskiM.Pd

NIP.19790109200901201

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DAFTAR NILAI SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN KEGURUAN UIN SUSKA RIAU

NO	NAMA	NIM/BP	NILAI ANGKA/HURUF	KETERANGAN
1	SuciNurainai	11513200266	73	

Pekanbaru, 25Juli 2021
DosenPembimbing

Cut RaudhatulMiski,M.Pd
NIP.197901092009012011

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CURRICULUM VITAE

Suci Nuraini was born on August 04th1997 in Sungai Mandau, Riau. She is the seventh daughter of Mr. Nasrun and Mrs. Indah. She also has two brothers and four sisters. She finished study at State Elementary School 003 Sei.Selodang and she continued her school to Junior High School 1 Satu Atap Olak, then she finished her study at State Senior High School 1 Sungai Mandau on 2015. She entered UIN SUSKA Riau in the same year and she took English Education Department as her major. Then, she liked literature so much. She had joined the kind of that competition such as Atlet Karate.

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