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AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING ENGLISH CONSONANTS AT SMAN 7 PEKANBARU



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AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING ENGLISH CONSONANTS AT SMAN 7 PEKANBARU



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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
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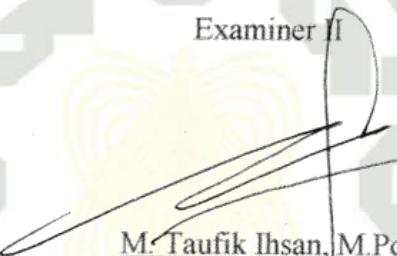
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ABSTRACT

Miftahul Fauziah, (2025): “An Analysis of Students’ Error in Pronouncing English Consonants at SMAN 7 Pekanbaru”.

The purpose of this research was to find out the students’ errors obtained in pronouncing English consonant sounds in analytical exposition text at State Senior High School 7 Pekanbaru. Therefore, this research aimed to find out the most dominant sound errors appeared in the recording of English consonant pronunciation in analytical exposition text done by students of State Senior High School 7 Pekanbaru. This research was conducted on November 18, 2024. The population in this research were grade XI students of State Senior High School 7 Pekanbaru consisted of 9 (nine) classes with total 298 students and the samples were 75 students selected through simple random sampling. Then, the data of this research were collected through a pronunciation test. Based on the result of data analysis, the researcher found that the most dominant sound errors made by the students in pronouncing consonant sounds at the eleventh grade of State Senior High School 7 Pekanbaru in reading analytical exposition text was in the sound of “th” [θ] with the percentage of errors 91%. So, it can be concluded most of the students’ made errors in pronouncing Dental sounds “th” [θ].

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ABSTRAK

Miftahul Fauziah, (2025): “Analisis Kesalahan Siswa Dalam Melafalkan Konsonan Bahasa Inggris di SMAN 7 Pekanbaru”.

Tujuan penelitian ini adalah untuk mengetahui kesalahan siswa dalam pengucapan bunyi konsonan Bahasa Inggris pada teks eksposisi analitis di Sekolah Menengah Atas Negeri 7 Pekanbaru. Oleh karena itu, penelitian ini bertujuan untuk mengetahui kesalahan bunyi paling dominan muncul dalam rekaman pengucapan konsonan Bahasa Inggris pada teks eksposisi analitis yang dilakukan oleh siswa Sekolah Menengah Atas Negeri 7 Pekanbaru. Penelitian ini dilakukan tanggal 18 November 2024. Populasi dalam penelitian adalah siswa kelas 11 (Sebelas) Sekolah Menengah Atas Negeri 7 Pekanbaru yang terdiri dari 9 (Sembilan) kelas dengan jumlah 298 siswa, sampelnya adalah 75 siswa yang diambil secara simple random sampling. Selanjutnya, data penelitian ini dikumpulkan melalui tes. Berdasarkan hasil analisis data, penelitian ini menemukan bahwa kesalahan bunyi yang paling banyak dilakukan oleh siswa dalam mengucapkan bunyi konsonan di kelas 11 Sekolah Menengah Atas Negeri 7 Pekanbaru dalam membaca teks eksposisi analitis adalah pada bunyi “th” [θ] dengan persentase kesalahan 91%. Jadi dapat disimpulkan sebagian besar siswa melakukan kesalahan dalam pengucapan bunyi Dental “th” [θ].

ملخص

مفتاح الفوزية، (٢٠٢٥): تحليل أخطاء التلاميد في نطق الحروف الساكنة في اللغة الإنجليزية في المدرسة الثانوية الحكومية ٧ بيكنبارو

هدف هذا البحث هو معرفة أخطاء التلاميد في نطق الأصوات الساكنة في اللغة الإنجليزية عند قراءة نصوص العرض التحليلي في المدرسة الثانوية الحكومية ٧ بيكنبارو. لذلك، يسعى البحث إلى تحديد أكثر الأخطاء الصوتية شيوعاً التي تظهر في تسجيلات نطق الحروف الساكنة الإنجليزية أثناء قراءة النصوص التحليلية من قبل تلاميد المدرسة الثانوية الحكومية ٧ بيكنبارو. أُجري هذا البحث في ١٨ نوفمبر ٢٠٢٤. تكون مجتمع البحث من تلاميد الصف الحادي عشر في المدرسة الثانوية الحكومية ٧ بيكنبارو، والذين يتوزعون على ٩ فصول بإجمالي ٢٩٨ تلميذاً، وعدد عينة البحث ٧٥ تلميذاً تم اختيارهم باستخدام تقنية العينة العشوائية البسيطة. وتم جمع بيانات البحث من خلال اختبار نطق. بناءً على تحليل البيانات، توصل البحث إلى أن الخطأ الأكثر شيوعاً الذي ارتكبه تلاميد الصف الحادي عشر في نطق الحروف الساكنة عند قراءة نصوص العرض التحليلي هو في نطق صوت "th" [θ]، حيث بلغت نسبة الخطأ ٩١%. وبالتالي، يمكن الاستنتاج بأن غالبية التلاميد يواجهون صعوبة في نطق الصوت السني "th" [θ] بشكل صحيح.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

We use English to communicate to other foreign language because English is international language so we should be able to communicate in English. The success of English learning was usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life. There were four main skills that must be mastered to be able communicate well in English. Those are listening, speaking, reading, and writing. Speaking is one of the important elements in English language. Speaking plays an essential role in communication and as English students who are prepared to continue the language relay, this ability is very crucial because it directly related to us and it has an attachment in our daily basis and also the future. According to (Tarigan :2006) Speaking is one of the important and essential skills that people must practice. Lacking the ability to communicate orally, people cannot be successful in school or in society.

In learning English language there are some advantages from doing speaking activities. First, speaking provides the example of good pronunciation in English. Second, students can also learn about intonation, stress, accent and speed. Third, students can learn grammar directly. When students are speaking English language, they subconsciously learn the grammar.

Pronunciation is a part of speech and it is very crucial. Mancer (1991) stated that the pronunciation of English cannot be separated from aspect of

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speech, an activity carried on by people who use English for communicating.

It is very important to study pronunciation as the pronunciation is reflection to the meaning of something. The different sounds even in a word will cause misunderstanding in the meaning of the spoken words.

Pronunciation is a part of language that is very important in communication the listener cannot understand what the speaker says if the speaker pronunciation is not good. By having good pronunciation, grammar and vocabulary, the speaker can speak fluently and accurately, thus interlocutor can understand easily. When we talk about language, we have to talk about pronunciation too. Pronunciation is the foundation of speaking. Good Pronunciation may make the communication easier and thus more successful. That is the reason why pronunciation is the most important aspect in acquiring English as foreign language because it is a core of language. It is impossible for us to use language in our communication if we do not know how to pronounce every word of that language. The speaking unjoined and mispronounced, others might not understand the meaning, Kenworthy, J. (1987).

Non-native learners may find the difficulties in learning pronunciation. According to Djajaningrat (2011) “The English learners in Indonesia sometimes make mistake in the pronunciation English sounds. It is known as English pronunciation is difficult to learn” Many learners do errors in articulating several sounds in English. Dulay, Burt & Krashen (1982) said that first language is one of the factors that influences learners to make errors.

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Errors analysis is the type of study and cause of language errors, especially in obtaining a second language and error analysis is the study and evaluation of uncertainty measurement. Error analysis emphasize the significance of learners in second language. It is important to note here that interferences from the learners' mother tongue is not only reason for committing errors in his target language.

According to Brown (2000), a learner's errors are significant in that they provide to the researcher evidence of how language is learned or acquired, what strategies or procedures the learner is employing in the discovery of the language. Thus, description the error of analysis is important because give the purpose to researcher about how to learn language or how to get strategy to use by notaries to find language.

Ellis (2005) stated that the description of errors are essentially a comparative process, the data being the original erroneous utterances. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learners native-speaker counterparts. It focuses on the surface properties of learner utterances.

Edgein Harmer (2007) suggested that mistake has three categories that are: "Slips" (that is mistakes cannot get the points of students' mistakes), "Errors" (mistake which students cannot be correct and cannot back explain what the teacher say) "Attempts" (that is when the students tries to say something but cannot say with good pronunciation). Error and mistake are different. In order to analyze learners' errors in proper perspective, it is important to differentiate the errors and mistakes. Mistakes are skin to slip of tongue and rec-

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ognizable (by the mistakes maker), error is systematic in which it is likely to occur repeatedly and is not recognized by learner.

Based on practical field experience while teaching at the SMAN 7 Pekanbaru, When the researcher asked students to read the descriptive text that was being studied the researcher found that many students experienced difficulties in pronouncing consonants in English and they made errors in pronouncing English sounds when they were speaking English.

Many studies have focused on pronunciation. The identification of English pronunciation error vowels made by students at the tenth grade of Islamic boarding school Lebanon of Mamuju (Muhammad Idhar:2017). The English pronunciation problems of EFL students speaking (Ninin Jariyah:2020). An analysis of students' pronunciation in speech of third semester students at English language education study program of FKIP UIR (Rizky Kusuma Dewi:2022). Previous research focused on identifying and discussing several problems in students' pronunciation. previous studies which focused on discussing consonants Muhammad Ishak, (2021) entitled "Analysis of Students Error in Pronouncing English Consonants at The Fifth Semester of English Education Study Program at Islamic University Sulthan Thaha Saifuddin Jambi The result of the research showed they most problematic sound word Dental and Labiodental.

Based on the previous studies the researcher found that there is a gap between this research and previous ones. Their population or sample consisted of 5th-semester students at Sultan Thaha Saifuddin University in Jambi. In contrast, this study uses high school students as the sample. Additionally, the

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researcher observed that research on consonants was still quite limited, highlighting the need for further studies in this area.

Based on the statement above, the researcher is interested in conducting research entitled **“AN ANALYSIS OF STUDENTS’ ERROR IN PRONOUNCING ENGLISH CONSONANTS AT SMAN 7 PEKANBARU”**

B. Problem of the Research

1. Identification of the Problem

Based on the practical field experience at SMAN 7 Pekanbaru and previous studies, the identified problem revolves around studies experiencing difficulties in pronouncing consonants in English, resulting in errors in pronunciation of students speaking skill.

2. Limitation of the Problem

After describing identification of the problem above, it needs to limit and focus the problem of this study. This research is focused on analysis of student errors in pronouncing consonants sound.

3. Formulation of the Problem

Based on the limitation of the problems stated above, the researcher formulates the problems as follows: What is the most dominant sound errors made by the students in pronouncing consonant sound at the eleventh grade of SMAN 7 Pekanbaru?

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C. The Objective and Significance of the Research

1. The Objective of the Research

The purpose of this study is to describe the most dominant sound errors made by the students in pronouncing consonant sound at the eleventh grade of SMAN 7 Pekanbaru. By knowing the most dominant sound errors in pronouncing English consonant English teacher can implement targeted strategies to address students' difficulties in pronouncing consonant sounds. Focused pronunciation practice and phonetic awareness activities should be incorporated into lessons to help students understand the articulation of these sounds.

2. The Significance of the Research

The research significance stems from practical observations at SMAN 7 Pekanbaru, revealing students struggles with English consonant sound, impacting their spoken language accuracy. By addressing this issue, the study aims to improve student pronunciation proficiency, enhancing their overall English communication skills. Additionally, it contributes valuable insights to language teaching practices and understanding language acquisition complexities.

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D. Definition of the Term

1. Analysis

According to Wiradi (2006:103), analysis is an activity that contains a number of activities such as mastering, differentiating, sorting

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things to be classified and regrouped according to certain criteria, then looking for relationships and interpreting their meaning.

2. Errors

According to Webster, (2003) error is the condition of erring, or going astray from the truth, especially in matters of opinion or belief. Also, deviation from a right standard of judgement or conduct, as through ignorance or inadvertence mistake. In this research, error refers to when the students cannot pronounce English word correctly in speaking English.

3. Pronunciation

According to Hornby, pronunciation is defined as the way of how a language is spoken. It means that pronunciation is the speech production that creates meanings. In this research, pronunciation refers to the way the student how to pronounce English word in speaking English.

4. Consonant

In his book "A Dictionary of Linguistics and Phonetics", David Crystal defines a consonant as a sound produced by obstructing part or all of the airflow in the vocal tract. It can be concluded that consonants are vibrations of the vocal cords that encounter obstructions or obstructions and inhibit the air currents that vibrate the vocal cords.

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CHAPTER II**LITERATURE REVIEW****A. Theoretical Framework****1. Error Analysis**

Errors analysis is the type of study and cause of language errors, especially in obtaining a second language and error analysis is the study and evaluation of uncertainty measurement. Errors analysis emphasizes the significance of learners' error in second language. It is important to note here that interferences from the learner mother tongue is not only reason for committing errors in his target language. Error analysis is the first approach the study of SLA which includes an internal focus on learner creative ability to construct language. It is based on the description and analysis of actual learner error in L2, rather than on idealized linguistic structure attributed to native speaker of L1 and L2. Saville in Mustika (2005).

The first, Brown (2012, p. 26) stated that "Error analysis as the process to observe, analyze, and classify the deviations of the rules of the second language and then reveal the system operated by learner". Thus, an error analysis as the second language for learners to apply English language.

Secondly, Cristal (cited in Salwameh, 2013) Stated that "Error analysis is study of the unacceptable forms produced by someone learning language especially a foreign language". However, the learners cannot accept material from the result study of foreign language, but the learners still use the foreign language to speak English.

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The third, James (cited in Salwameh, 2013) Stated that “Error analysis in the study of linguistic ignorance, the investigation of what people do not know and how they attempt to cope with their ignorance. In brief, error analysis is one of the most influential theories of second language acquisition to analyze and observe students’ errors. Moreover, Erdogan (2005) explains that error analysis does not regard them as the persistence of old habits, but rather as signs that the learner is internalizing and investigating the system of the new language.

Finally, in the Dictionary of Linguistics and phonetics, Crystal (2008) defines error analysis as “a technique for identifying, classifying, and systematically interpreting the unacceptable forms produced by someone learning a foreign language using any of the principles and procedures provided by linguistics”. In the field of error analysis, it is important to make a distinction between errors and mistakes.

a. The Theory of Error Analysis

According to Rika Diyana (2012, p.4), in order to provide a broader understanding of error analysis, the researcher presents some underlying theories. Brown (2000) emphasizes the significance of learner errors, as they offer evidence to researchers regarding the process of language acquisition and the strategies employed by learners in discovering a language. Therefore, describing error analysis is crucial as it enables researchers to understand how language is learned and what strategies or procedures learners employ. This knowledge aids re-

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searchers in facilitating language learning and developing effective strategies for language acquisition.

Similarly, Ellis (2005) argues that the description of errors is essentially a comparative process, where the data consists of the original erroneous utterances. Describing learner errors involves identifying the differences between the forms produced by the learner and those produced by native speakers. This approach focuses on the surface properties of learner utterances and helps researchers analyze and comprehend the specific areas where learners deviate from the language norms established by native speakers.

b. Type of Errors

Three types of errors are proposed by Corder (1974:56), those were pre-systematic, systematic, and post-systematic. Pre-systematic error mostly happened once the learners are ignorant of the presence of a specific guideline in the language they targeted. These often occurred in irregular circumstance. The students usually could not give some record of why a specific structure is picked; (2) Systematic occurred once the learner found a standard yet it was an inappropriate. The students do not really know how to fix the errors but there are able to clarify the type and mistaken precept used, (3) Post systematic error occurred when the learner has known the correct rule of a target language but they used it inconsistently (commits a mistake).

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2. The Concept of Pronunciation

a. Definition of Pronunciation

According to Pardede (2007, p. 4), pronunciation is a crucial component of communication competence. Willing in Chongning (2009, p. 39) emphasizes that mastering the sounds and pronunciation of the target language, particularly English, is of high importance for English speakers. Pronunciation plays a significant role when learners speak and listen to the language.

Pronunciation refers to the manner in which words are spoken or uttered in speech. It can be understood as the accepted or generally understood way of speaking a word. Witaningsi (2013, p. 4) asserts that English pronunciation is a fundamental and essential skill for effective communication in the language. Pronunciation involves both recognizing and producing sounds.

Shaw (1970:355) in Triyani (2000) provides a similar definition, stating that pronunciation refers to the way a word sounds when spoken. Lado (1979:70) defines pronunciation as the use of the sound system in speaking or listening. In essence, pronunciation involves the production of speech sounds. Pronouncing a foreign language is a dual process that includes the receptive aspect of recognizing sounds as well as the productive aspect of producing sounds (Wallace, 1988:128). Emphasizing both sound recognition and production assists students in comprehending the language more easily and speaking it more accurately.

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In conclusion, pronunciation is a vital aspect of effective communication, especially when learning a foreign language. It encompasses the way words are spoken and understood, and it involves both recognizing and producing speech sounds.

b. The Importance of Pronunciation

According to Joanne Kenworthly (1987), there are several reasons why pronunciation is important. Firstly, improved pronunciation indicates that students have achieved a more native-like perception of sound categories. This means that they are not only more likely to sound like native speakers when they speak but also to recognize the specific sounds that are native to the language. Secondly, improved pronunciation is associated with enhanced phonetic spelling skills, enabling students to accurately sound out new words they encounter while reading. Consequently, achieving more native-like speech sounds can lead to improved listening, reading, and spelling abilities.

c. Factors that Affect Pronunciation Learning

Various factors influence the learning of pronunciation in students, as highlighted by Joanne Kenworthly (1987). These factors include:

- a) Native language: The native language plays a significant role in learning pronunciation. It affects how students perceive and produce sounds in a second language.
- b) Age factor: Individuals who achieve native-like pronunciation in a second language often started learning it during childhood. Age can impact the ability to acquire accurate pronunciation.

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- c) Phonetic ability: It is commonly believed that some individuals possess a "better ear" for foreign languages. This skill, often referred to as aptitude for oral mimicry, phonetic coding ability, or auditory discrimination ability, influences the ease of learning pronunciation.
- d) Attitude and identity: Factors such as a person's sense of identity and feelings of group affiliation can strongly influence the acquisition of accurate pronunciation in a foreign language. Attitude towards language learning and cultural identity impact the motivation to develop good pronunciation skills.
- e) Motivation and concern for good pronunciation: Some learners display a greater concern for achieving good pronunciation compared to others. Motivation and the desire to sound proficient in the language can influence the effort invested in improving pronunciation.

Overall, these factors contribute to the complexities of pronunciation learning and affect students' ability to acquire accurate pronunciation in a second language.

d. Aspects of Pronunciation

According to Joanne Kenworthy (1987), the aspects of pronunciation in English can be summarized as follows:

- a) Linkage sounds: English speakers tend to connect words together without pausing between each word. This creates a smooth flow of speech.

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- b) Word stress: In English, when a word has multiple syllables, one syllable is emphasized or stands out more than the others. This creates a rhythmic pattern in speech.
- c) Rhythm: English speech has a musical quality as it follows a beat or rhythm. Similar to music, there is a sense of timing and pattern in spoken English.
- d) Weak forms: Unstressed single-syllable words in English often undergo changes in pronunciation compared to when they are stressed. They may be pronounced differently to accommodate the overall flow and rhythm of the sentence.
- e) Intonation: Intonation refers to the changes in pitch and tone while speaking. Speakers can deliberately raise or lower the pitch of their voice, giving emphasis or conveying different meanings through intonation.

These aspects give the voice a distinct character when speaking English. The language has a musicality to it, with a tendency to follow specific patterns and rhythms. Understanding and applying these aspects contribute to natural and fluent English pronunciation.

3. Speech Organ

The sounds we produce when speaking are actually generated through the movement of air. As mentioned by Syafei (1988, p. 4), English speech sounds are created by the airflow that originates from the lungs, passes through the throat, and then exits through either the mouth or the

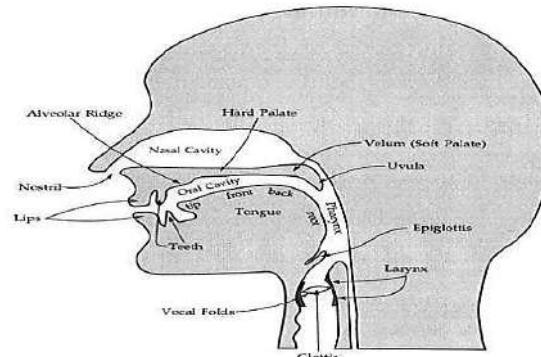
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nose. Consequently, the role of speech organs is crucial in producing these sounds.

Sari (1988, p. 105) uses the term "vocal tract" to describe the collection of speech organs. She highlights the significance of the vocal tract for two main reasons. Firstly, delivering speech would be impossible without the presence of the vocal tract. Secondly, and more importantly, she suggests that the term "vocal tract" is utilized to describe the physical properties of the vocal system, which are essential units in the study of phonology.

Vocal tract



- a. Lips
- b. Teeth
- c. Tongue
- d. Alveolar ridge, the bony ridge right behind the upper teeth
- e. Palate, the bony dome constituting the roof of the mouth
- f. Velum, the soft tissue immediately behind the palate
- g. Uvula, the soft appendage hanging of the velum
- h. Pharynx, the back wall of the throat behind the tongue

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- i. Epiglottis, the soft tissue which covers the vocal cords during eating, thus protecting the passage-way to the lungs
- j. Esophagus, the tube going to the stomach
- k. Larynx, containing the vocal cords
- l. Trachea, the tube going to the lungs

4. Classification of English Sounds

Sahulata (1988) classifies English sounds into three categories.

They are consonants, vowel, and diphthong.

a. Consonants System

Consonant sounds can be compared to solid building blocks that we use to construct words, phrases, and sentences. These blocks are joined or connected by a more flexible or fluid substance. In the English language, there are a total of 24 consonant sounds, as stated by Ramelan (1999, p. 12). The complete set of consonant phonemes found in Native American English is presented in table II.1

Table II.1
Complete Set of Consonant Phonemes

Sound	Examples	Sound	Examples
/b/	Boy, cab	/ʃ/	Shy,dish
/p/	Pie, lip	/h/	His, ahead
/d/	Dog, bed	/ʒ/	Cheek, watch
/t/	Toe, cat	/dʒ/	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
/z/	Zoo,goes	/hw/	Which, what
/s/	See,bus	/y/	You, soya
/ʒ/	Leisure,beige		

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Furthermore, Ramelan (2003, p. 100) categorized consonants into three types according to the following criteria:

- a) Classification based on the location of the primary obstruction:
This includes bilabial consonants, labiodental consonants, dental or interdental consonants, alveolar consonants, palatal consonants, velar consonants, and glottal consonants.
- b) Classification based on the manner in which the airflow is obstructed by the articulators: This includes plosive or stop consonants, affricate consonants, fricative consonants, and nasal consonants.
- c) Classification based on the activity of the vocal cords: This includes voiced consonants and voiceless consonants. In this way, consonants can be categorized and described based on their specific characteristics and features.

b. English Vowels

English is characterized by the presence of 12 pure vowels, as noted by Ramelan (1999, p. 57). These vowels are represented by the symbols [i:], [ɪ], [ɛ], [æ], [ɔ], [ɔ:], [ʊ], [u:], [ʌ], [ə], [ə:]. Jackson (1980, p. 20) further classified vowels into three categories: front vowels, central vowels, and back vowels.

- a) Front vowels: English includes four front vowels, all of which are articulated with spread lips. These vowels are the close front spread vowel [i:], the lowered and centralized close front spread vowel [ɪ],

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the mid front spread vowel [ɛ], and the open front spread vowel [æ].

- b) Back vowels: The back area of the mouth produces five vowels. These include the close back rounded vowel [u:], the lowered and centralized close back rounded vowel [U], the mid back rounded vowel [ɔ:], the open back rounded vowel [ɔ], and the open back spread vowel [a:].
- c) Central vowels: Three vowels are produced in the central area of the mouth. These include the open central spread vowel [ʌ], the mid central spread vowels [ə:] and [ə], as well as the schwa vowel found in unstressed syllables.

This classification helps to categorize and describe the distinct vowel sounds present in English based on their articulatory characteristics.

1. Diphthong

In accordance with Ramelan (1999, p. 81), a diphthong is a particular type of vowel sound that possesses a distinct characteristic: it involves a deliberate gliding movement from one vowel position to another within a single syllable. Ramelan further categorized diphthongs into two groups: closing diphthongs and centering diphthongs.

Closing diphthongs occur when the tongue's movement is directed from an open vowel position to a closer vowel position. English has five closing diphthongs, namely [ɛɪ], [ɔU], [aɪ], [aU], and [ɔɪ]. On the other hand, when the tongue's movement is directed towards the central vowel

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[ə], the diphthong is referred to as a centering diphthong. There are four centering diphthongs in English: [ɪə], [ʊə], [ɔə], and [ɛə] (Ramelan, 1999).

2. Voiced and Voiceless

When you place your fingers on your "Adam's apple" or voicebox (technically called the larynx) and produce a long [zzzzzzz] sound, you will feel vibrations, indicating that [z] is a voiced sound. Conversely, when you produce a long [sssssss] sound, you will not feel the same vibration; this indicates that [s] is a voiceless sound.

3. Manner of Articulation

According to McMahon (2002), the production of consonant sounds involves an active articulator moving towards a passive articulator along the vocal tract. The specific locations of these articulators determine the place of articulation for each consonant sound. This characteristic is known as the manner of articulation. There are three manners of articulation: Stops, Fricatives, and Approximants (McMahon, 2002, p.28).

a) Stops

Stops occur when the active and passive articulators make complete contact, momentarily blocking the airflow through the oral cavity. For example, when you close your lips to produce the sound [p] in the word "pea" and hold that position, you will feel the buildup of air that is released when you transition to the following vowel. Stops

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involve a complete closure, preventing any air from passing out of the mouth. In English, examples of stops are /p t k b d g/.

b) Fricatives

Fricatives are produced with a narrow opening that allows air to escape with audible friction. The escaping air creates a turbulent and noisy sound, known as friction. During the production of a fricative, the active and passive articulators are brought close together but not close enough to completely block the oral cavity. This close approximation of the articulators forces the air from the lungs to squeeze through the narrow gap at high speed, resulting in turbulence or audible friction. Voiceless fricatives, such as [f] in "five" and [s] in "size," produce a hissing sound, while voiced fricatives, such as [v] in "five" and [z] in "size," create a buzzing sound.

c) Approximants

In contrast to fricatives, approximants do not create audible friction because the active and passive articulators do not come close enough to cause it. Instead, the open approximation of the articulators alters the shape of the oral cavity, producing a specific sound quality. Approximants are consonants with a greater opening in the vocal tract compared to fricatives. In English, there are four approximant consonant phonemes: /j/ in "yes," /w/ in "wet," /r/ in "red" (although some speakers may have a tapped allophone for /r/), and /l/ in "let." All of these approximants are voiced.

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4. Place of Articulation

The place of articulation describes where the obstruction occurs in the vocal tract. It specifies which lower articulator interacts with which upper articulators. In English, consonants are produced at eight places of articulation. Understanding these places, along with the other articulatory parameters, allows for the complete description of the consonant phoneme system in English.

a) Bilabial

A bilabial sound involves the bottom lip as the active articulator and the top lip as the passive articulator. In English, the bilabial sounds are /p b m/.

/p/ is a voiceless bilabial plosive (sound made by a complete closure and release of airflow)

/b/ is a voiced bilabial plosive

/m/ is a voiced bilabial nasal

These sounds are produced by fully closing the lips. /p/ is voiceless, while /b/ and /m/ are voiced.

b) Labiodental

Labiodental sounds also involve the bottom lip as the active articulator, but this time it moves up to touch the upper front teeth. English has two labiodental sounds: /f v/, as in the initial sounds of "feel" and "veal." When pronouncing these sounds, the lower lip makes contact with the upper teeth. /f/ is voiceless, and /v/ is voiced.

Examples:

/f/ in "fun," "daffy," "laugh"

/v/ in "veal," "movie," "glove"

c) Dental

In most English and general speech sounds, the active articulator is usually a part of the tongue. To avoid confusion, places of articulation involving the tongue are referred to by the passive articulator. For the two dental fricatives, the passive articulator is the top front teeth, while the active articulator is the tip of the tongue. The tongue itself is divided into the tip, blade, front, back, and root.

Example:

[θ] is the voiceless dental fricative, as in "thigh."

[ð] is the voiced dental fricative, as in "thy."

d) Alveolar

Alveolar sounds are produced by raising the tip or blade of the tongue towards the alveolar ridge, the bony protrusion felt by curling the tongue back just behind the top front teeth. English has more consonants produced at the alveolar place of articulation than any other.

/t/ is the voiceless alveolar plosive (e.g., "tie").

/d/ is the voiced alveolar plosive (e.g., "die").

/n/ is the voiced alveolar nasal (e.g., "nigh").

/s/ is the voiceless alveolar fricative (e.g., "sip").

/z/ is the voiced alveolar fricative (e.g., "zip").

/l/ is the voiced alveolar lateral approximant (e.g., "lip").

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e) **Postalveolar**

Moving the tongue tip back behind the alveolar ridge brings it to the hard palate, which further back becomes the soft palate or velum. Postalveolar sounds are produced with the blade of the tongue as the active articulator and the adjoining parts of the alveolar ridge and hard palate as the passive articulator. This category includes fricatives and affricates mentioned in the previous section.

Examples:

/ʃ/ in "ship"

/ʒ/ in "beige"

/tʃ/ in "chunk"

/dʒ/ in "junk"

f) **Retroflex**

The initial sound in "red" is called retroflex. It is produced by curling the tip of the tongue up and back towards the rear edge of the alveolar ridge. The tongue tip does not actually touch the back of the alveolar ridge but approaches it. An example of a retroflex sound is /r/ in "run" and "airy."

g) **Palatal**

Palatal sounds are produced when the front of the tongue articulates against the palate. The only palatal sound in English is /j/, which is the initial sound in "yes." It is commonly represented by the letter "y" but can also be found in words like "use," "few," and "ewe." To

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differentiate the sound /j/ from the letter "j," it is denoted by the phonetic symbol /j/ and referred to as "yod."

h) Velar

Velar sounds involve the back of the tongue as the active articulator and the velum (soft palate) as the passive articulator. In English, the velar sounds are /k g ɲ/. These sounds are found as the final consonants in words like "sick," "egg," and "sing."

Examples:

/k/ in "kiss," "locker," "sock"

/g/ in "gun," "rugger," "sag"

/ŋ/ in "singer," "bang"

i) Glottal

The glottal stop /h/ is produced in the larynx by tightly closing the vocal folds, preventing air from escaping. For example:

/h/ in "high" (voiceless glottal fricative).

B. Relevant Research

The first relevant research by Muhammad Ishak, (2021) entitled "Analysis of Students Error in Pronouncing English Consonants at The Fifth Semester of English Education Study Program at Islamic University Sultan Thaha Saifuddin Jambi" this research was intended to identify the students' errors in pronouncing English consonants that consist of Labiodental, Dental, Postaveolar and Velar sounds of English Education Study Program at Islamic University Sultan Thaha Saifuddin Jambi. The research used descriptive

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qualitative and simple random sampling technique as a technique sampling and also the subject used 24 students that consisted of 4 classes. Each class was taken 6 students. The instrument of this research text recording from the observation. The result of the research showed they most problematic sound word Dental and Labiodental.

Meanwhile, according to Muhammad Idhar (2017), this research is to find out the errors in pronunciation and the sources of errors in pronunciation at the tenth grade of Islamic Boarding School Lebani of Mamuju. This research is expected as guidance for the teacher to know about the students' errors in using English in conversation. The method of this research is the qualitative in order to interpret the data of the research, the population of this research was the tenth grade of Islamic Boarding School Mamuju. The tenth grade as sample by using total sampling technique because of the population was less than one hundred students and the sample consists of 23 students. The result shows that the students of the Tenth Grade of Islamic Boarding School Lebani of Mamuju, most of them produced errors pronunciation on short and long vowels.

Another research from Ninin Jariyah (2020), the purpose of this research is to explain the pronunciation problem made by the fourth semester students English Education department at Universitas Walisongo Semarang, in terms of consonants, vowels and also explain the factors can affect the pronunciation problem. The method of research was qualitative using case study

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research design. The participant of this research were 37 students who are still in the fourth semester English Department Students by C class. The data collected through recording test and interview. The methods of analyzing data were the techniques proposed by Miles and Huberman, namely data reduction, data display, and conclusion drawing. The result of research showed that the pronunciation problems word in segmental features included the problems with consonant sounds were (v), [ð], [θ], [tʃ], (z), and deletion the sounds [k], [g], [t], and [s] and the vowel sounds were [i:], [ɛ], [ʌ], [ə] and [ɔ:].

Dewi Zulfa (2016), in this research entitled “An Analysis of Pronunciation Error in Speaking Performance Among the Ninth Graders Students of MTS AL Asror Sekampung East Lampung”. The objectives of this research are to know the pronunciation error on the students and to know the students English speaking ability.

Qualitative research is tradition in social science which fundamental, the data collection from subject research in areas themselves and their interaction with other people. There are four steps in qualitative analysis, they are: data collection, data reduction, data display and conclusion. The subject of this research was the ninth graders of MTs Al Asror Sumbersari. The writer used observation, interview, and documentation to collecting data. While, to analyze the data the writer used record of students speaking. The analysis showed that there were 4 dominant errors out of 8 English vowels errors, They are vowel [ʌ] 53,33%, [ɔ:] 73,33%, [i:] 60%, and [ei] 50%. The writer suggest that the students must be active in learning process especially English subject.

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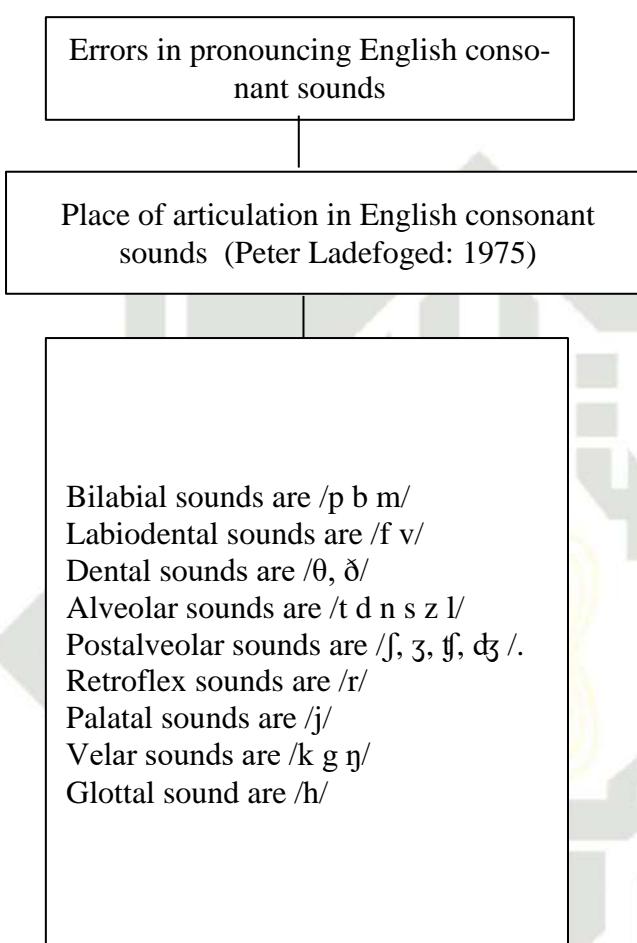
Futhermore, Rizky Kusuma Dewi (2022) in this research aimed to identify the students' vowel pronunciation in speech of the third semester students at English Language Education study program of FKIP UIR. This research used qualitative research, the sample of this study consisted of 15 students was chosen based on random sampling. For the instrument, it analyzed based on online speech test and used pronunciation application and assessment to measure students' ability. The research found is a problem in pronouncing diphthong words due to interlingual and intralingua aspects. In interlingual aspect, it is because our first language has different rules in pronouncing words while in intralingua aspect, it appears because of the struggle faced by EFL or second language students during the learning process and the difficulty of the language itself.

Based on the above findings, the researcher decided to focus on what is the most dominant sound errors made by the students in pronouncing consonant sounds at eleventh grade of SMAN 7 Pekanbaru.

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C Operational Concept

Table II.2
Indicator Place of Articulation



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CHAPTER III

RESEARCH METHOD

A. Research Design

In this study, the researcher used descriptive quantitative research method consist of one variable that was students' errors in pronouncing English consonants at the Senior High School 7 Pekanbaru. Cresweel 2012, p13) states that quantitative research characteristic is describe a research problem through a description. Quantitative research characteristics aim to obtain data that describes the characteristics of objects, events or situations (Sekaran & Bougie, 2016:43). The researcher used the descriptive quantitative because the researcher wants to describe the students' errors in pronouncing English consonants at the Senior High School 7 Pekanbaru. In accordance with Gay (1992), in Nuardi (2015), the descriptive method is to get a deeper understanding and quickly analyze data.

B. Time and Location of the Research

This research was conducted on October until December 2024. The research was conducted at the Senior High School 7 Pekanbaru. It is located at Jl. Kapur Gg. Kapur No.7 Kec. Senapel, Pekanbaru.

C. Participant and Sample

1. Population of the Research

The population of this research were the Eleventh grade students at Senior High School 7 Pekanbaru.

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According to Creswell (2012), population refers to a group of individuals who share a common characteristic. For instance, all teachers constitute the population of teachers, while all high school administrators within a school district form the population of administrators. Population can vary in size, ranging from small to large group. It is essential to determine which specific group you intend to study based on your research focus. In this research, the population were the students of the eleventh grade at Senior High School 7 Pekanbaru. The total of the classes were 8 classes and consisted of 295 students. The specification of the population in this research can be seen as follows:

Table III.1
Population of the Students at the Eleventh
Grade of SMAN 7 Pekanbaru

No	Classes	Total of Students
1.	XI.1	41
2.	XI.2	36
3.	XI.3	36
4.	XI.4	40
5.	XI.5	37
6.	XI.6	35
7.	XI.7	35
8.	XI.8	35
Total of Students		298

2. Sample of the Research

According to Creswell (2012), sample is a subset of the target population that the researcher intends to study in order to make generalization

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about the entire target population. Ideally, the researcher selected individuals for the sample who are representative of the entire population.

According to Arikunto (2006), if the research subjects are fewer than 100 individuals, it is preferable to include all of them, thereby constituting a population study. However, if the number of subjects are large, a sample of between 10-15% or 20-25% or more can be taken, depending on at least the following factors: the researchers' capabilities, financial resources, and time constraints; the breadth of the observation area for each subject, as it relates to the abundance or scarcity of data; and the magnitude of risks borne by the researchers. This perspective remains general and does not provide detailed guidelines on how samples from a population should be selected. Therefore, it is advisable to determine samples from a population as follows: a. population below 50 individuals are all included, b. population between $50-100 = 50\%$, c. population between $100-300 = 25\%$, d. population between $300-500 = 10-20\%$, e. population of 500 and above are sample at 5-15%.

Based on statements, the researcher took 25% of the total population as a sample. So the samples of this research were 75 students. In this study, the sampling technique in this study used the random sampling technique, which involves taking sample members from the population randomly without paying attention to the strata in the population, (Sugiyono;2017). By making a lottery, students who got paper with (P) written on it were the population and students who get (S) were the students who became as the sample of this research.

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Table III.2
Sample of the Research

No	Classes	Total of Students
1.	XI.1	10
2	XI.2	10
3.	XI.3	10
4	XI.4	10
5	XI.5	10
6	XI.6	10
7	XI.7	10
8	XI.8	5
Total of Students		75

D. Technique of Data Collection

1. Documentation

The researchers use documentation of test results from teachers. A test was instrument or technique in collecting data of the research. According to Brown (2003) a test is instrument that provides an accurate and real measure of test-taker of person ability. The researcher collected data in the form of voice recordings along with photo documentation during the test process, and other photos to support the research results.

To get the data, the researcher used both recording and note to get objective data based on the correctness that happen in that online observation. The recording was run by recorder equipments, such as video recorder or voice recorder. Finally, to ensure the obtained data, the researcher compares both the fieldnote and the recording.

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The researcher collected the data by using steps namely:

Firstly, the researcher asked the student to read the text. The second, the researcher recorded the students voice while reading the text. Then, the researcher submitted the recording to the rater to be evaluated.

E. Technique of Data Analysis

In quantitative data analysis, Creswell (2012) suggests utilizing statistical methods to interpret research findings. After all the recordings were recorded, the record. Then, identified pronunciation errors made by students.

The researcher used some steps to analyze as follows:

1. Identifying Errors

The researcher made phonetic transcript of English and phonetic transcript of student. After that the researcher listened to the student's pronounce in form of audio and the researcher compared the sounds of students with the correct phonetic transcription repeatedly.

2. Classifying errors

Based on written data of student's pronunciation, the researcher classified the error in each letter of consonants. Then, it concludes into table.

3. Quantifying errors

The final step in the data carried out by using formula from Sudjono (1989 in Mulansari et al. p.3)

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

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In which:

P = percentage of error

f = frequency of incorrect error

n = number of students

100% = constant value

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

Table III.3
Scale of Category

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

B. Suggestion

For the English teacher should implement targeted strategies to address students' difficulties in pronouncing dental consonant sounds. Focused pronunciation practice and phonetic awareness activities should be incorporated into lessons to help students understand the articulation of these sounds. Visual aids, such as diagrams and videos, can effectively demonstrate correct tongue and lip positions. Additionally, listening and imitation exercises, minimal pair activities, and interactive games can reinforce proper pronunciation. Regular feedback and individualized guidance are essential to monitor progress, while encouraging students to practice outside the classroom using online resources and apps. These approaches aim to improve students' pronunciation skills and reduce errors in these challenging sounds.

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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, the most dominant sound error made by the eleventh-grade students of SMAN 7 Pekanbaru in pronouncing consonant sounds occurred in the Dental consonant [θ], with the focus word “through” showing a total error rate of 91%. This result indicates that Dental sounds represent the primary area of pronunciation errors among the students, highlighting the need for targeted practice and focused instruction in this specific sound category to improve their pronunciation skills.

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For the students must try to learn how to pronounce a word in English, it can be by listening some English songs, short movies or films in English, short daily communication and practice it orally with your friends.

The researcher suggests for the future researcher to conduct a researcher in researching what the causes of students' error in pronouncing English consonants? In addition, future researcher can add interview as an instrument in collecting the data support it.

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APPENDIX 1

Lesson Plan

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© **Hak Cipta Pembelajaran**
Text Legend (Reading)

Topik
Topik Pengantar
Topik Pengantar mengikuti pembelajaran pada unit ini, siswa diharapkan dapat:

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengertian bermakna
b. Pengertian tidak merugikan keperintahannya

Mengkomunikasikan ide dan pendapat secara verbal dalam berbagai kegiatan.

Siswa dapat menanyakan dan memberikan pendapat mengenai narrative text dalam cerita legenda.

Metode Pembelajaran
Cooperative Learning

Pertanyaan Pemantik
Do you still remember what is a legend story?

A. Kegiatan Pendahuluan (20 menit)

Siswa merespon salam dari guru.

Guru membuka pembelajaran dan melakukan doa bersama.

Guru mengecek kehadiran siswa.

Guru mengulas balik pembelajaran minggu lalu, memberikan pertanyaan apa saja yang telah dipelajari sebelumnya

Siswa diberikan waktu untuk menjawab pertanyaan tersebut dengan bimbingan guru.

Perwakilan siswa mengemukakan jawaban atas pertanyaan tersebut.

Guru memberikan penguatan atas jawaban siswa dan menghubungkannya dengan materi.

B. Kegiatan Inti

Guru mengarahkan siswa untuk mengingat Kembali pelajaran sebelumnya.

Siswa diminta melanjutkan kelompok selanjutnya untuk mempresentasikan hasil dari tugas kelompok.

Tiap kelompok diminta untuk mempresentasikan cerita legenda dan menentukan bagian characterization, orientasi, complication, climax, resolution, dan moral.

Setelah semua kelompok menampilkan hasil diskusi dari berbagai cerita legenda kemudian guru memberikan pertanyaan apa saja moral dari cerita legenda.

Guru memberikan pertanyaan kepada beberapa siswa untuk memastikan bahwa siswa mendengar dan memperhatikan.

C. Kegiatan Penutup (10 menit)

Siswa dan guru membuat kesimpulan pembelajaran hari ini.

Guru bersama siswa melakukan refleksi pembelajaran.

Guru menginformasikan kegiatan pembelajaran pada pertemuan berikutnya.

Guru menutup pembelajaran dengan mengucap syukur dan salam.

PERTEMUAN 5

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Text, Legend (Listening)

Hak

Cipta

Bahan

Ajar

UIN

Suska

Riau

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Hak Cipta Bahan Ajar UIN Sultan Syarif Kasim Riau

Topik Pengembangan bermakna
1. Barang-barang yang dikenal dengan nama N'daung Snake. Guru memberikan pertanyaan mengenai cerita legenda yang mereka dengar.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

PERTEMUAN 5

©

Hak

Cipta

Bahan

Ajar

UIN

Suska

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APPENDIX 2

Instrument of The Research

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Approved for doing the research! Muf 17/sept-2024

At Crestwood Academy, Mrs. Thompson's classroom was buzzing with excitement as the new school year began. She had planned an innovative project to teach her students about different cultures through creative activities. Each student was assigned a country to research and present, and their presentations would include various elements from their assigned cultures. Sarah, assigned Japan, began by creating a colorful poster featuring a pagoda and a traditional kimono. As she worked, she explained to her classmates about Japanese culture, using a pen to point out details on her poster. She emphasized the significance of ceremonial tea, which involved using a teapot and she wanted to measure the proper amount of tea leaves for authenticity.

Next, Jake focused on Brazil. He made a vibrant collage depicting the Carnival with brightly colored feathers and a drum set. He also showcased the Amazon rainforest with a drawing of a capybara and a macaw, using a glue stick to attach everything to his board. Emily's project on Egypt featured pyramids and a sphinx, with a camel in the background. She created a timeline of ancient Egyptian history, emphasizing the importance of hieroglyphics. Her display included a model of a mummy and a reproduction of ancient artifacts.

In the back of the room, Tom worked on a presentation about Australia. His display included a koala and a kangaroo, as well as a map showing the Great Barrier Reef. He used a marker to highlight key facts about Australian wildlife and climate. Meanwhile, Maria researched Italy. Her project featured a pizza, a pasta dish, and a famous landmark—the Colosseum. She had pictures of scenic views and cultural festivals, along with a model of a Venetian gondola.

When the students began their presentations, the classroom was filled with energy. Jack's presentation on Greece included a statue of Zeus and a Greek column, while Lily's project on France showcased the Eiffel Tower and a croissant.

Consonant:

/p/ pagoda, point
/b/ Brazil, background,
/m/ mummy, model
/f/ festival, facts,
/v/ vibrant, view,
/θ/ through
/ð/ the, their
/t/ teapot, timeline
/d/ drum, display,
/n/ new, next,
/s/ students,
/z/ Zeus, using
/l/ landmark

/ʃ/ - showcased, showing
/ʒ/ - measure
/tʃ/ - teach, culture
/dʒ/ - project, energy
/r/ - research
/j/ - Japan, Jack,
/k/ - kimono, climate
/ŋ/ - sphinx, everything
/g/ - glue, gondola,
/h/ - highlight, history

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No	Indicator	Focus Word	Text number
1. Hak cipta milik UIN Suska Riau	The students are able to pronounce the English consonants Bilabial sound /p b m/ v/	Pagoda	1
		Point	1
		Brazil	1
		Background	1
		Mummy	1
2. State Islamic University of Sultan Syarif Kasim Riau	The students are able to pronounce the English consonants Labiodental sounds /f v/	Model	2
		Festival	1
		Facts	1
		Vibrant	1
3. State Islamic University of Sultan Syarif Kasim Riau	The students are able to pronounce the English consonants Dental sounds /θ ð/	View	1
		Through	1
		The	12
4. State Islamic University of Sultan Syarif Kasim Riau	The students are able to pronounce the English consonants Alveolar sounds / t d n s z l/	Their	3
		Teapot	1
		Timeline	1
		Drum	1
		Display	1
		New	1
		Next	1

<p>© Hak cipta milik UIN Suska Riau</p>	<p>The students are able to pronounce the English consonants Postalveolar sounds /ʃ, ʒ, ʃ, dʒ/</p>	Students	3
		Zeus	1
		Using	2
		Landmark	1
		Showcased	2
		Showing	1
		Measure	1
		Teach	1
<p>6. The students are able to pronounce the English consonants Retroflex sound /r/</p> <p>7. The students are able to pronounce the English consonants Palatal sound /j/</p> <p>8. The students are able to pronounce the English consonants Velar sounds / k g ŋ/</p>	<p>Research</p> <p>Japan</p> <p>Jack</p> <p>Kimono</p> <p>Climate</p> <p>Glue</p> <p>Gondola</p> <p>Sphinx</p> <p>Everything</p>	Culture	2
		Project	4
		Energy	1
		Research	2
		Japan	1
		Jack	2
		Kimono	1
		Climate	1

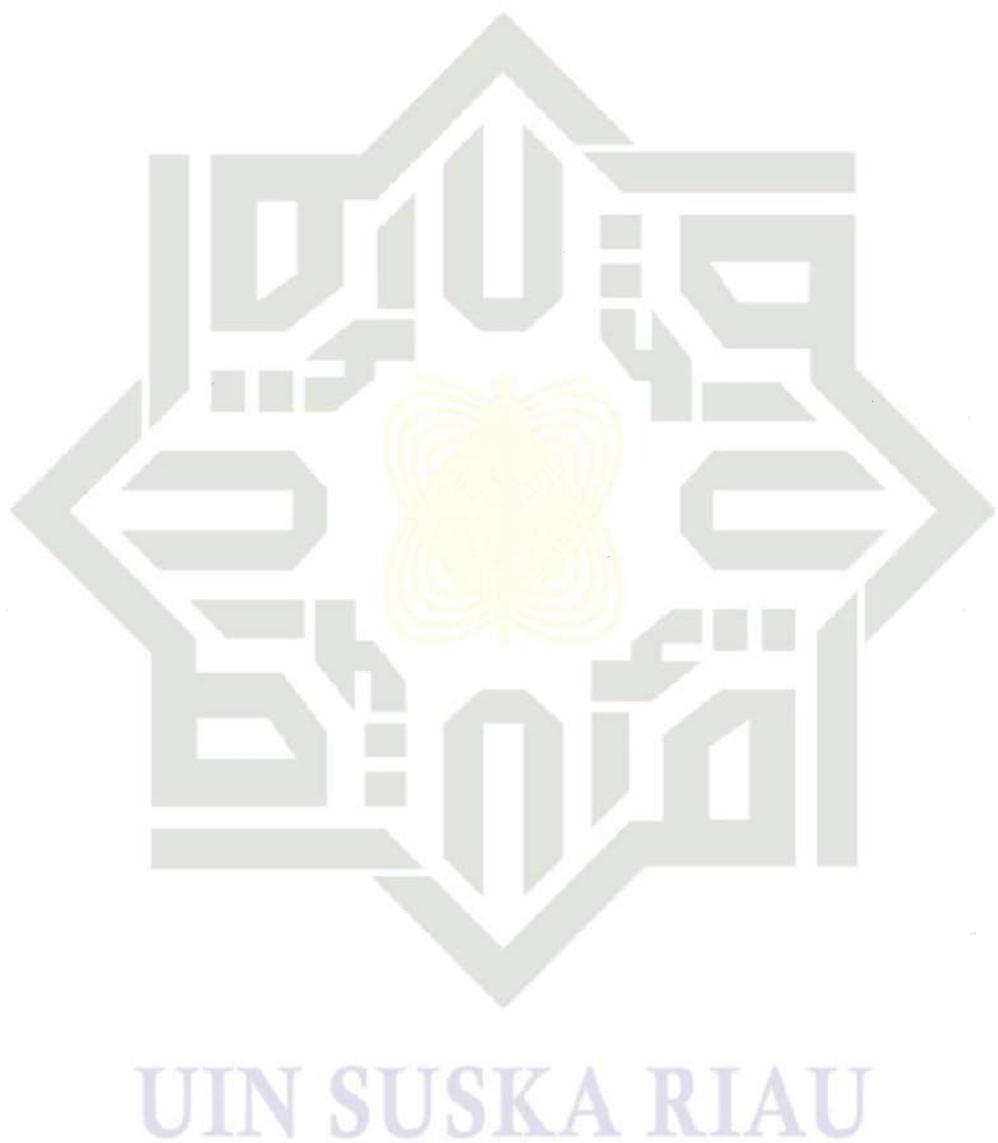


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9. © Hak cipta milik UIN Suska Riau	The students are able to pronounce the English consonants Glottal sounds /h/	Highlight	1
		History	1

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APPENDIX 3

Result From Raters

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1	Pagoda	/pə'gəudə/	
2	Point	/pɔɪnt/	
	Brazil	/brə'zil/	
	Background	/'bækgraond/	
1.	Hak		
2.	Teapot	/'ti:pɔt/	
3.	Time	/'taɪmlam/	
4.	Drum	/'drʌm/	
5.	Display	/'dɪ'splaɪ/	
6.	Kimono	/kɪ'moʊnəʊ/	
7.	Climate	/'klæmət/	
8.	Glue	/glu:/	
9.	Gondola	/'gɔndələ/	
10.	Festival	/'festɪvl/	
11.	Facts	/fækt/	
12.	Vibrant	/'vaibrənt/	S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75
13.	View	/vju:/	
14.	Student	/'stju:dnt/	S66, S68, S67, S19, S45, S47, S48, S50, S60, S65
15.	Zeus	/zeus/	
16.	Using	/'ju:zing/	S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S75
17.	Highlight	/'haɪləit/	
18.	History	/'hɪstri/	
19.	New	/nju:/	
20.	Next	/nekst/	
21.	Showcased	/'ʃəʊkeɪs/	S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75
22.	Showing	/'ʃəʊɪŋ/	
23.	Measure	/'meʒə(r)/	S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75
24.	Project	/'prɒdʒekt/	

Energy

/'enədʒi/

S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75

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Through

/θru:/

S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75

The

/ðə/

The

/ðeə(r)/

S8, S11, S12, S13, S14, S15, S16, S17, S18

Japa

/je'pæn/

Jack

/'jack/

Sphinx

/sfɪŋks/

S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S29, S30, S31, S32, S33, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75

Everything

/'evriθɪŋ/

Teach

/tɪ:tʃ/

S1, S2, S3, S69

Culture

/'kʌltʃə(r)/

S1, S2, S3, S4, S5, S6, S7, S8, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S62, S63, S64, S65, S66, S67, S69, S73, S74, S75

Landmark

/'lændmɑ:k/

Mummy

/'mʌmi/

Model

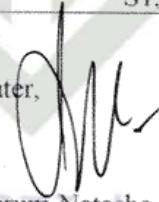
/'modl/

Research

/'ri:sə:s:tʃ/

S1, S29

Rater,


 Harum Natasha, M. Pd

Words

 Phonetic
Transcription

Mispronounced

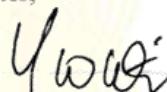
1	Pagoda	/pə'gədə/	
2	Point	/pɔɪnt/	
	Brazil	/brə'zil/	
b	Background	/bækgraʊnd/	
3. a.	Teapot	/ti:ppt/	
b	Timeline	/taɪmlain/	
4.	Drum	/drʌm/	
5.	Display	/dɪ'spleɪ/	
6.	Kimono	/ki'mənəʊ/	
7.	Climate	/klaɪmət/	
8.	Glue	/glu:/	
9.	Gondola	/gəndələ/	
10.	Festival	/'festɪvl/	
11.	Facts	/fækt/	
12.	Vibrant	/'vaibrənt/	
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13.	View	/vju:/	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75
14.	Student	/'stju:dnt/	
15.	Zeus	/zeus/	
16.	Using	/ju:zing/	
17.	Highlight	/'haɪlaɪt/	
18.	History	/'hɪstri/	
19.	New	/nju:/	
20.	Next	/nekst/	
21.	Showcased	/'ʃəʊkeɪs/	S1, S2, S3, S6, S7, S8, S10, S11, S12, S13, S14, S15, S16, S17, S20, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32,
22.	23. 24. Dilarang mengumumkan dan memperbanyak sebagian atau seuruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.		satu masalah.

© Hak Cipta milik UIN Suska Riau	Showing Measure	/ʃəʊɪŋ/	S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S45, S46, S48, S50, S52, S53, S54, S55, S56, S57, S58, S59, S60, S62, S65, S66, S67, S68, S69, S71, S72, S73, S75
Hak Cipta Dilindungi Undang-Undang	Project Energy	/meʒə(r)/	S2, S3, S6, S7, S8, S12, S13, S14, S15, S17, S20, S22, S23, S24, S26, S27, S28, S29, S30, S31, S32, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75
1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak me	Through	/θru:/	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.	The	/ðə/	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75
30	The	/ðə/	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S43, S44, S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75
31	The	/ðə(r)/	S1, S2, S3, S4, S5, S6, S7, S8, S9, S10, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34, S35, S36, S37, S38, S39, S40, S41, S42, S44,

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Japan	/dʒə'pæn/	S45, S46, S47, S48, S49, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S67, S68, S69, S70, S71, S72, S73, S74, S75
Jack	/dʒæk/	
Sphinx	/sfɪŋks/	
Everything	/'evriθɪŋ/	
Teach	/ti:tʃ/	
Culture	/'kʌltʃə(r)/	S1, S2, S3, S5, S6, S7, S8, S9, S11, S12, S13, S14, S15, S16, S17, S18, S19, S20, S21, S22, S23, S24, S26, S27, S28, S29, S30, S31, S32, S34, S35, S36, S37, S38, S39, S41, S42, S43, S44, S45, S46, S47, S48, S50, S51, S52, S53, S54, S55, S56, S57, S58, S59, S60, S61, S62, S63, S64, S65, S66, S68, S69, S70, S71, S72, S73, S75
Landmark	/'lændma:k/	
Mummy	/'mʌmi/	
Model	/'mɒdl/	
Research	/'ri:sə:tʃ/	

Rater,



 Kurnia Budiyanti, M. Pd



UIN SUSKA RIAU

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State Islamic University of Sultan Syarif Kasim Riau

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 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
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APPENDIX 4

Research Letters

UIN SUSKA RIAU



UIN SUSKA RIAU

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a. Pengutipan hanya dilakukan dalam bentuk apapun tanpa izin UIN Suska Riau.
b. Pengutipan hanya dilakukan dalam bentuk apapun tanpa izin UIN Suska Riau.

UIN SUSKA RIAU
Cipta
Hak Cipta
1004/PP.00.9/4375/2024
Biasa
Pembimbing Skripsi
Kepada
Yth. Mainar Fitri, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Pekanbaru, 13 Februari 2024

Assalamu'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : MIFTAHUL FAUZIAH
NIM : 12010426989
Jurusan : Pendidikan Bahasa Inggris
Judul : ANALYSIS OF PRONUNCIATION ERRORS ON STUDENTS
SPEAKING SKILL
Waktu : 6 Bulan terhitung dari tanggal keluarnya surat bimbingan ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris Redaksi dan teknik penulisan skripsi, sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terimakasih.

UIN SUSKA RIAU

Wassalam

an. Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag.

NIP. 19721017199703 1 004



2. Dilakukan pengembangan dan pengembangan yang wajar UIN Suska Riau.

3. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.

4. Penggunaan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

5. Pengupayaan tidak diizinkan.

6. Hal ini tidak mengurangi kepentingan yang wajar UIN Suska Riau.

04/F.II.4/PP.00.9/25355/2024

Pekanbaru, 31 Desember 2024

Pembimbing Skripsi (Perpanjangan)

Kepada

Yt.

1. Mainar Fitri, M.Pd

Dosen Fakultas Tarbiyah dan Keguruan UIN Suska Riau
Pekanbaru

Assalamu 'alaikum warhmatullahi wabarakatuh

Dengan hormat, Fakultas Tarbiyah dan Keguruan UIN Suska Riau menunjuk Saudara sebagai pembimbing skripsi mahasiswa :

Nama : Miftahul Fauziah

Nim : 12010426989

Jurusan : Pendidikan Bahasa Inggris

Judul : Analysis Of Pronounciation Errors On Students Speaking Skill

Waktu : 3 Bulan Terhitung Dari Tanggal Keluarnya Surat Bimbingan Ini

Agar dapat membimbing hal-hal terkait dengan Ilmu Pendidikan Bahasa Inggris dan dengan Redaksi dan Teknik Penulisan Skripsi sebagaimana yang sudah ditentukan. Atas kesediaan Saudara dihaturkan terima kasih.

W a s s a l a m
UIN SUSKA RIAU

an. Dekan

Wakil Dekan I

Drs. Zarkasih, M.Ag.

NIP. 19721017 199703 1 004



Tembusan :

Dekan Fakultas Tarbiyah dan Keguruan UIN Suska Riau



2. Dilatasi

a. Pengutipan halaman
b. Pengutipan gambar
c. Dilarang mengutip

Un.04/F.II.3/PP.00.9/20966/2024

Pekanbaru, 11 September 2024

Mohon Izin Melakukan PraRiset

Kepada
Yth. Kepala Sekolah
SMAN 7 Pekanbaru
di **S**
Empat

Assalamu'alaikum warhmatullahi wabarakatuh

Dekan Fakultas Tarbiyah dan Keguruan UIN Sultan Syarif Kasim Riau dengan ini memberitahukan kepada saudara bahwa :

Nama : Miftahul Fauziah
NIM : 12010426989
Semester/Tahun : IX (Sembilan)/ 2024
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

ditugaskan untuk melaksanakan Prariset guna mendapatkan data yang berhubungan dengan penelitiannya di Instansi yang saudara pimpin.

Sehubungan dengan itu kami mohon diberikan bantuan/izin kepada mahasiswa yang bersangkutan.

Demikian disampaikan atas kerjasamanya diucapkan terima kasih

Wassalam
a.n. Dekan
Wakil Dekan III

Dr. Amirah Diniaty, M.Pd. Kons.
NIP. 19751115 200312 2 001



UIN SUSKA RIAU

PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
JL. CUT NYAK DIEN NO. 3 TELP. (0761) 22552 / 21553
PEKANBARU

Pekanbaru, 16 OCT 2024

400.3.11.2/Disdik/1.3/2024/ 16072
Biasa

Izin Riset / Penelitian

Kepala SMAN 7 Pekanbaru

Tempat

Berkenaan dengan Surat Rekomendasi dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/69306 Tanggal 10 Oktober 2024 Perihal Pelaksanaan Izin Riset, dengan ini disampaikan bahwa:

Nama : MIFTAUL FAUZIAH
NIM/KTP : 120104269890
Program Studi : PENDIDIKAN BAHASA INGGRIS
Jenjang : S1
Alamat : PEKANBARU
Judul Penelitian : AN ANALYSIS OF STUDENTS' ERROR IN PRONOUNCING ENGLISH CONSONANTS AT SMAN 7 PEKANBARU
Lokasi Penelitian : SMAN 7 PEKANBARU

Dengan ini disampaikan hal-hal sebagai berikut :

- Untuk dapat memberikan yang bersangkutan berbagai informasi dan data yang diperlukan untuk penelitian.
- Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan dan memaksakan kehendak yang tidak ada hubungan dengan kegiatan ini.
- Adapun Surat Izin Penelitian ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dibuat.

Demikian disampaikan, atas perhatian diucapkan terima kasih.



EDI RUSMA DINATA, S.Pd, M.Pd
Pembina Tingkat I (IV/b)
NIP. 19720822 199702 1 001

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a. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber.
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PEMERINTAH PROVINSI RIAU
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 7 PEKANBARU
AKREDITASI: A



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ekanbaru@yahoo.co.id wb: www.sma7pekanbaru.sch.id Telpn.0761-36772 Fax.0761-36772
NSS:30096002033 NPSN :10404018

: 424/SMAN7/2024/ 686

Pekanbaru, 17 September 2024

: Izin Riset

Ran Fakultas Tarbiyah dan Keguruan
Ijam Negeri Sultan Syarif Kasim Riau

lanjuti surat izin riset Fakultas Tarbiyah dan Keguruan Universitas Islam Negeri Sultan Syarif Kasim Riau Nomor: Un.04/F.II.3/PP.00.9/20966/2024, tanggal 11 September 2024, untuk Melakukan Kegiatan PraRiset.

an dengan hal tersebut diatas kami memberikan izin melakukan Riset/Penelitian di
peri 7 Pekanbaru. Kepada :

Nama : Miftahul Fauziah
NIM : 12010426989
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan

Demikianlah contuk dapat Bapak maklumi, atas perhatian dan bantuannya kami ucapkan terima kasih.

Amri, M.Pd
Pembina Utama Muda / IVc
NIP. 196804201994121002



UIN SUSKA RIAU

PEMERINTAH PROVINSI RIAU

DINAS PENDIDIKAN

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Suska Riau

State Islamic University of Sultan Syarif Kasim Riau

: 00/SMAN7/2025/ 002

Pekanbaru, 8 Januari 2025

: Pernyataan Selesai Riset

Yth,
Bapak/Ibu Dekan Fakultas Tarbiyah dan Keguruan
Universitas Islam Negeri Sultan Syarif Kasim Riau

Empat

Lantik

Keperluan

Bapak/Ibu

Ungkap

Pengetahuan



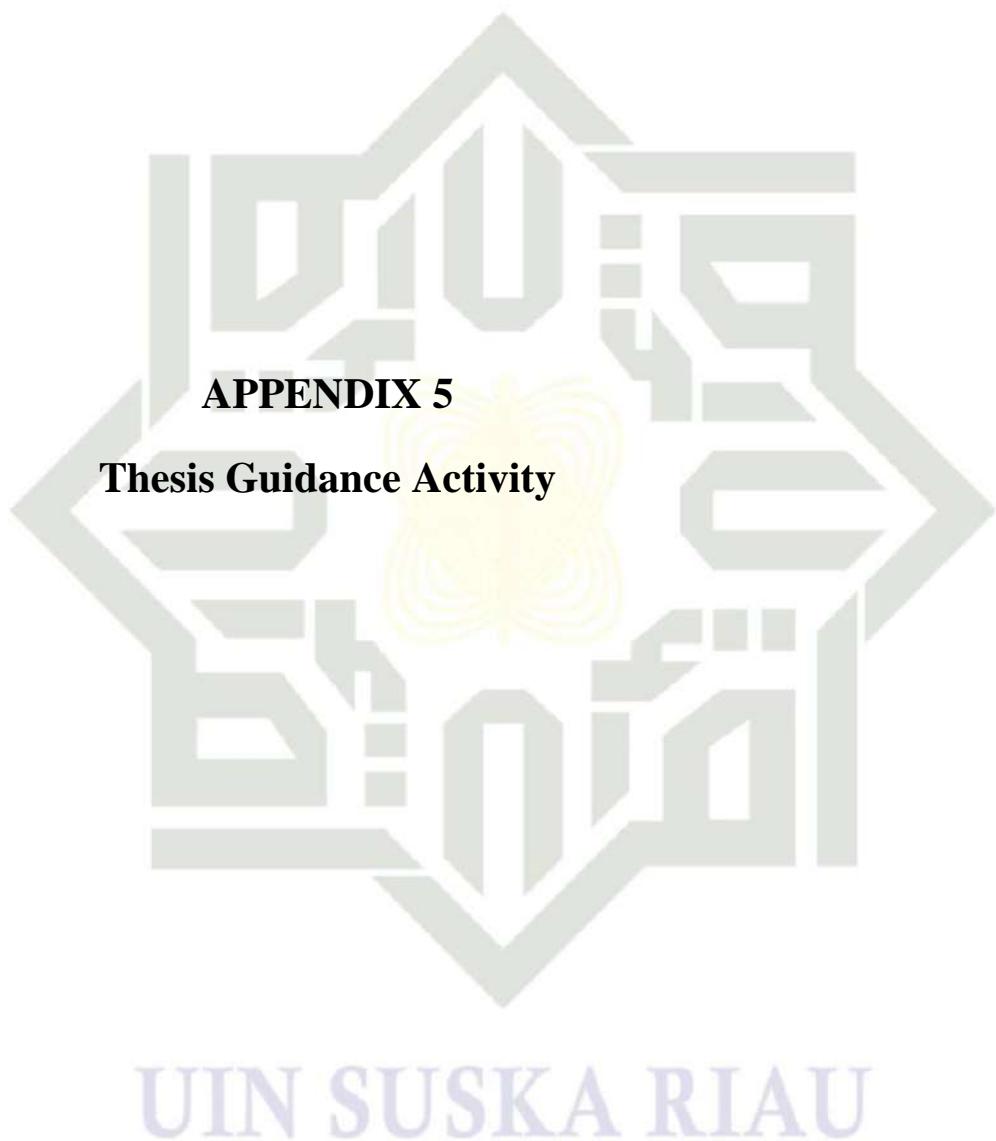
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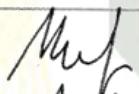
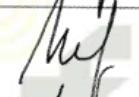
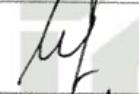
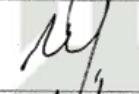
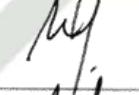
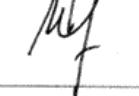
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KEGIATAN BIMBINGAN MAHASISWA PROPOSAL MAHASISWA

Materi Bimbingan	Tanda Tangan	Keterangan
Revisi Bab I		
Revisi Bab 1		
Revisi Bab 1,2		
Revisi Bab 2,3		
Revisi Bab 3		
Acc		

Pekanbaru, 01 Juli 2024

Pembimbing,

Mr.
Mahar Film S.p.l., M.p.l
NIP.

NIP



**LAMPIRAN BERITA ACARA
UJIAN PROPOSAL**

: Miftahul Faiziah

: 12010426989

: 08 July 2024

: An Analysis of Students' Error in Pronouncing English Cconsorants at SMAN 7 Pekanbaru.

URAIAN PERBAIKAN

Pekanbaru, 08 Juli 2024
Penguji II

Dedy Wahyudi, M.Pd

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Penguji I

Abdul Syabbi, M.A., Ph.D

Note:

Dengan harapan Dosen Pembimbing dapat memperhatikan keputusan seminar ini dalam memperbaiki proposal mahasiswa yang dibimbing



PENGESAHAN PERBAIKAN

UJIAN PROPOSAL

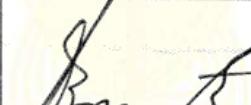
: Miftahul Fauziah

：12010426989

• Senin, 08 Juli 2024

ANALYSIS OF STUDENT'S ERROR IN PRONOUNCING ENGLISH CONSONANTS AT SMAN 7 PEKANBARU

: Proposal ini sudah sesuai dengan masukan dan saran yang dalam ujian proposal

NAMA	JABATAN	TANDA TANGAN	
		PENGUJI I	PENGUJI II
Abdul Hadi, M.A.,Ph.D	PENGUJI I		
Stage Islam Dedy Wahyudi, M.Pd	PENGUJI II		

Pekanbaru, 29 Juli 2024

Peserta Ujian Proposal

Mengetahui

dan Dekan

Wakil Dekan I

Dr. Zarkasih, M.Ag
NIP. F9721017 199703 1 004

Miftahul Fauziah
NIM. 12010426989



KEGIATAN BIMBINGAN MAHASISWA
SKRIPSI MAHASISWA

Hak Cipta Dilindungi Undang-Undang

1. Jenis yang dibimbing : Skripsi
 a. Seminar usul Penelitian
 b. Penulisan Laporan Penelitian

2. Nama Pembimbing : Mainar Fitri, M.Pd.
 a. Nomor Induk Pegawai (NIP) : 198105192014112001

3. Nama Mahasiswa : Miftahul Faiziah
 a. Nomor Induk Mahasiswa : 12010426989

4. Kegiatan : Bimbingan skripsi

:
 :
 :
 : Mainar Fitri, M.Pd.
 : 198105192014112001
 : Miftahul Faiziah
 : 12010426989
 : Bimbingan skripsi

No	Tanggal Konsultasi	Materi Bimbingan	Tanda Tangan	Keterangan
	2 Agustus 2024	Bimbingan Instrument	<i>Muf</i>	Polised
	11 September 2024	Revisi Instrument	<i>Muf</i>	Polised
	17/ September 2024	Revisi Instrument	<i>Muf</i>	Polised
	8/ Januari 2025	Bimbingan Bab IV	<i>Muf</i>	Revised
	22/ Januari 2025	Revisi Bab IV & V	<i>Muf</i>	Polised
	23/ Januari 2025	Revisi Bab IV & V	<i>Muf</i>	Polised
	30/ Januari 2025	Revisi Bab IV & V	<i>Muf</i>	Polised
	3/ Februari 2025		<i>Muf</i>	Acc

Pekanbaru, 3 Februari 2025
 Pembimbing,

Muf
 Mainar Fitri, M.Pd.
 NIP. 198105192014112001

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APPENDIX 6

Research Documentaries

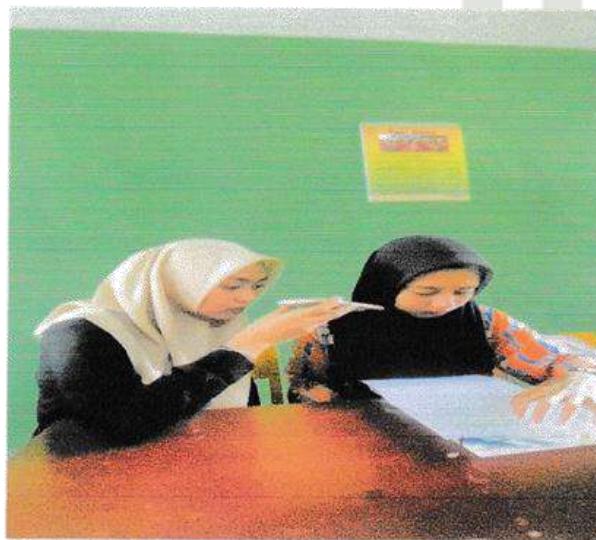
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DOKUMENTASI



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CURRICULUM VITAE

Miftahul Fauziah is the younger daughter of Mr. Azwir and Mrs. Asra Russiam. She was born in Panggahan, 9 March 2001. In 2013, she graduated from SDN 181 Pekanbaru. She completed her studies at MTS Al-Huda Pekanbaru in 2016, and SMK Muhammadiyah 2 Pekanbaru in 2019. In 2020, she was accepted as a student in the Department of English Education, Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau. On July 2023, she is implementing a KKN (Kuliah Kerja Nyata) program in Bengkolan Salak, Rokan Hulu. Then she took part in the Pre-Service Teacher Practice (PPL) program at SMAN 7 Pekanbaru from September to November 2023. To fulfill the requirements for earning an undergraduate degree in English Education, she conducted research and completed his thesis entitled "An Analysis of Students' Error in Pronouncing English Consonants at SMAN 7 Pekanbaru.

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