AN ANALYSIS OF STUDENT'S PRONUNCIATION FRICATIVE CONSONANT SOUND IN THE FIFTH SEMESTER OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI IN ACADEMIC YEAR 2022/2023

A THESIS

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FACULTY OF EDUCATION AND TEACHER TRAINING
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A THESIS

Submitted as a Partial Fulfillments of The Requirements For Undergraduate Degree at English Education Program in Faculty of Education and Teacher Tarining State Islamic Institute of Kerinci

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OFFICIAL NOTE

Assalamu'alaikumWarrahmatullahiWabarakatuh

After guiding, analyzing, briefing, and correcting, the writing of Nurul Okaviaa's thesis (the student's number is 1810203043) entitled : **"An Analysis of Students' Pronouncing Fricative Consonant Sound in the Fifth Semester of Kerinci in Acadmic Year 2022/2023"**, we are of the opinion that thesis has met the qualification as one partial fulfilment of the requirements for undergraduate degree of English Education Department in Faculty of Teacher Training at State Islamic Institute (IAIN) of Kerinci.

Thus, we proceed this thesis to the faculty for immediate administrative process for the final examination.

Wassalamu'alaikumWarrahmatullahiWabarakatuh

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The researcher hereby declares the thesis entitled "An Analysis of Students' Pronouncing Fricative Consonant Sound in The Fifth Semester of English Department of State Islamic Institute Of Kerinci in Academic Year 2022/2023 " is the researcher's work and that to the best of the researcher's knowledge and belief, it contains no material previously published or written by another person, or material which to a substancial extent has been accepted for the ward of any other educational institutions, except where due acknowledgment is made in this thesis. Any contribution made by the researcher by others, with whom the researcher has worked at the Stated Islamic Institute of Kerinci or else where is fully acknowledged.

The researcher also declares that the intellectual contento this thesis is product o the researcher's work, except to the extent that assistence rom others in the project's design and conception or style, presentation, and linguistic expression is acknowledged.

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APPROVAL AND ACCEPTANCE

This thesis which entitled of **AN ANALYSIS OF STUDENTS' PRONONOUNCIATION FRICATIVE CONSONANT SOUND IN THE FIFTH SEMESTER OF ENGLISH DEPARTMENT OF STATE ISLAMIC INSTITUTE OF KERINCI IN ACADEMIC YEAR 2022/2023** by **Nurul Oktavia** with students' number **1810203043** has been examined in the viva voce help by Faculty of Education and Teacher Training at State Islamic Institute of Kerinci on This thesis is submitted as a partial fulfillment of the requirements for undergraduate Degree at English Education ProgramFaculty of Education and Teacher Training StateIslamic Institute of Kerinci.

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ABSTRACT

Nurul Oktavia, 2022 **:An Analysis of Students' Pronunciation Fricative Consonant Sound in The Fifth Semester of English Department of State Islamic Institute Of Kerinci in Academic Year 2022/2023**

Advisors **: 1. Dr. Toni Indrayadi, M. Pd**
2. Musdizal, M.Pd.

Key words **:***Mispronounce,EnglishFricative econsonant*

This study aims to know students' mispronounce in pronouncing fricative consonant sounds in English. Furthermore, the researcher also wanted to formulate the problem into one research question, what problem are made by students in pronunciation fricative consonant in the sound f and v and in what is the level students' pronunciation fricative consonant in English which only focus on the sound f and sound v in English in the fifth semester students at IAIN Kerinci. The purpose of this study is to find empirical evidence of students' problem in pronouncing English fricativeconsonant in fifth semester English students at IAIN. This research was a quantitative research. The subject of this study was students in the fifth semester of English at IAIN, meanwhile the object of this research was students' problem in pronouncing English consonant fricatives which only focused on the f and v sounds in the fifth semester of English at IAIN. This researcher used a total sampling technique to take samples. There weree 30 students as sample. Then, to collect data, the researcher used the test as an instrument to find errors. The test was in the form of 25 fricativeconsonant words in English. This test was conducted to find out the mispronounce made by students in pronouncing English fricative consonant. From the result of mispronounce fricative consonant the researcher found that misspronounce occurred in English fricative showed that the average students score is 50%, it means the level of the students when they pronounce english fricative consonant in the sound f and v are "Fear". It means students from English students really need lots of practice and improve in learning and pronouncing English fricative in the sound f and v.

ABSTRAK

Nurul Oktavia, 2022 **:Analisis Siswa dalam Melafalkan Bunyi Frikatif Konsonan pada Semester Lima Jurusan Bahasa Inggris IAIN KerinciTahunAjaran 2021/2022.**

Pembimbing **: 1. Dr. Toni Indrayadi, M. Pd**
2. Musdizal, M.Pd.

Kata Kunci :*Kesalahan, Inggris Frikatif Consonant*

Penelitian ini bertujuan untuk mengetahui kesalahan pengucapan siswa dalam melafalkan bunyi konsonan frikatif dalam bahasa Inggris. Selain itu, peneliti juga ingin merumuskan masalah menjadi dua pertanyaan penelitian, apa saja kesalahan pengucapan siswa dalam mengucapkan konsonan frikatif bahasa Inggris dan di tingkat mana siswa mengucapkan konsonan frikatif dalam bahasa Inggris yang hanya berfokus pada bunyi f dan bunyi v. Tujuan dari penelitian ini adalah untuk menemukan bukti empiris kesalahan pengucapan siswa dalam mengucapkan konsonan frikatif bahasa Inggris Penelitian ini merupakan penelitian kuantitatif. Subjek penelitian ini adalah mahasiswa semester lima bahasa Inggris di IAIN, sedangkan objek penelitian ini adalah kesalahan pengucapan mahasiswa dalam pengucapan frikatif konsonan yang hanya terfokus pada bunyi f dan v.Peneliti ini menggunakan teknik total sampling untuk mengambil sampel. Ada 30 siswa sebagai sampel. untuk mengumpulkan data, peneliti menggunakan tes sebagai instrumen untuk menemukan kesalahan. Tes berupa 25 kata konsonan frikatif dalam bahasa Inggris. Tes ini dilakukan untuk mengetahui kesalahan pengucapan yang dilakukan siswa dalam pengucapan konsonan frikatif bahasa Inggris. Dari hasil kesalahan pengucapan konsonan frikatif peneliti menemukan bahwa kesalahan pengucapan yang terjadi dalam bahasa Inggris frikatif menunjukkan bahwa nilai rata-rata siswa adalah 50%, artinya tingkat siswa ketika mereka mengucapkan konsonan frikatif bahasa Inggris pada bunyi f dan v adalah “Fear”. Artinya siswa dari siswa bahasa Inggris sangat membutuhkan banyak latihan dalam mempelajari dan melafalkan bahasa Inggris fricative pada bunyi f dan v dengan baik

DEDICATION AND MOTTO

DEDICATION

I dedicated this thesis for my beloved Allah SWT, and prophet Muhammad SAW.

My loving mother (Misdar) and father (Amris) who always give a support for me.

My older sister (Ririn Handayani, S.PdI) my older brother (Hengki Andri) who always help me when I need them.

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The important one is for myself who always strong and who always working hard.

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MOTTO

﴿ فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ۝٥ إِنَّ مَعَ الْعُسْرِ يُسْرًا ۝٦ ﴾

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا

Meaning:So veril, with the hardship, there is relief verily, with the hardship, there is relief

Artinya: Maka, sesungguhnya beserta kesulitan ada kemudahan.

(Q.S. Al-In-Syirah:5)

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الحَمدُ لِله رَبِّ العَالِمِيْنَ وَ بِهِ نَسْتَعِيْنُ عَلَى أُمُورِ الدُّنْيَا وَالدِّيْنِ وَ الصَّلاَةُ وَ السَّلاَمُ عَلَى أَصْرَفِ الأَنْبِيَاءِ وَ المُرْسَلِيْنَ وَ عَلَى أَلِهِ وَالصَّحْبِهِ أَجْمَعِيْنُ. أَمَّا بَعْدُ

Praise be to Allah SWT. Who has given mercies and blessing, so the researcher could finish this thesis as one of partial fulfillment of requirements for undergraduate degree of English Education Program in Faculty of Education And Teacher Training at State Islamic Institute of Kerinci.Sholawat and greetings are hopefully given to the greatest hero in the world is our beloved prophet Muhammad SAW. Who has guide the humans from the darkness to the brightness namely Islam religion with Al-Qur'an as the foundation of the life.

Additionally, while completing this thesis entitled entitled "An Analysis of Student's Proficiency in Pronouncing Fricative Consonant Sound in The Fifth Semester of English Department of State Islamic Institute Of Kerinci in Academic Year 2022/2023 ", the researcher got difficulties but guidance, advice and encouragment from other parties, the researcher could finish this thesis.

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Sungai Penuh, Desember 2023

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INSTITUT AGAMA ISLAM NEGERI
KERINCI

TABLE OF CONTENTS

PAGE OF THE TITLE ..... **i**

OFFICIAL NOTE ..... **ii**

CERTIFICATE OR ORIGINALITY ..... **iii**

APPROVAL AND ACCEPTANCE ..... **iv**

ABSTRACT ..... **v**

ABSTRAK ..... **vi**

DEDICATION AND MOTTO ..... **vii**

ACKNOWLEDGMENT ..... **viii**

TABLE OF CONTENTS ..... **xi**

LIST OF APPENDICES ..... **xiv**

CHAPTER I INTRODUCTION

A. Background of The Problem 1

B. Identification of The Problem 3

C. Limitation of The Research 4

D. Research Question 4

E. Purposes of The Research 4

F. Significances of The Research 5

INSTITUT AGAMA ISLAM NEGERI
KERINCI

G. ..... Definition of Key Terms 6

CHAPTER II REVIEW OF RELETED LITERATURE

A. ..... Review Related Theory 8
1. ..... Pronunciation 8
a. ..... Definition of Pronunciation 6
2. ..... Phonology 7
3. ..... Place of articulation 7
4. ..... Manner of Articulation 12
5. ..... The Production of Fricative Sound f and v 16
6. ..... Component of Pronunciation 19
B. ..... Review Releted Finding 21
C. ..... Conceptual Framework 25

INSTITUT AGAMA ISLAM NEGERI
KERINCI

CHAPTER III RESEARCH METHOD

A. ..... Research Method 27

B. ..... Population,Sampel and Rater 27

C. ..... Research Instrument 29

D. ..... Procedure of Research..... 30

E..... Technique of Data Analysis 30

CHAPTER IV FINDING AND DISCUSSION

A. ..... Finding..... 32

1. ..... Score by First Rater 33

2. ..... Score by Second Rater 38

B. ..... Discussion 42

CHAPTER V CONCLUSION AND SUGGESTIONS

A. Conclusion 48

INSTITUT AGAMA ISLAM NEGERI
KERINCI

B. ..... Sugg

estions 49

BIBLIOGRAPHY 50

APPENDICES 54

LIST OF APPENDICES

Appendix I (*Insrument of pronunciation's test*) 55

Appendix II (*Score Pronunciation's test by first rater*) 57

Appendix III *(Score Pronunciation's test by second rater)* 58

Appendix IV(*Documantation*) 59

Appendix V(*Curriculum Vitae*) 66

Appendix VI *(SK IzinPenelitian)* 67

Appendix VII *(SK SelesaiPenelitian)* 68

INSTITUT AGAMA ISLAM NEGERI
KERINCI

INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

CHAPTER I

INTRODUCTION

A. Background of The Problem

English is an international language. Because of a variety of English spoken in different parts of the world, there is no purity of pronunciation. Therefore, many people often come across alternate pronunciation and mispronunced. However, no matter how common the incorrect pronunciation is, people always need to strive to acquire correct pronunciation. (Gilakjani, 2016) said that good pronunciation leads to succesful learning, while poor pronunciation causes great difficulties in language learning. Many people learned and spoke English language often do not focus on their pronunciation. Some of them underestimate it and ignore it. They think that pronunciation is not as important as speaking and pronunciation was less important than grammar and vocabulary.

However, pronunciation is very important. In many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. For example, if someone pronounces the words fog and fox, see and she, sick and six with relatively no differences, in some cases can lead to a misunderstanding. In addition, good pronunciation can also give a plus value to those who master it. People get amazed of your English language when they heard you spoke in English and thinking about your pronunciation skill. **Error! Reference**

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INSTITUT AGAMA ISLAM NEGERI
K E R I N C I

Furthermore, the important point in the pronunciation is how to pronounce the letter sound. The part of linguistics that talked about sound of word is phonology. **Error! Reference source not found.** defines phonology is the branch of linguistics which investigates the ways in which sounds are used systematically in different languages to form words and utterances. In order to understand phonology, one must have a grasp of the basic concepts of phonetics, the study of the inventory of all speech sound which humans are capable of producing. Students need to know the reason why sounds are important and how they can impact while they communicate. Both reception and production of the sound were equally important. To simplify, applying phonetics for language learning can help eliminate the confusion in pronunciation and it can also facilitate to grasp stress and intonation of sound which are major components of pronunciation.

Based on observations by researcher directly at the fifth semesters' class on May 19, 2022, the researcher chosen the fifth semester of english department because they already study about the pronunciation, And the specifacally in some pronunciations of English Fricative in the sound and v, the researcher found some problems when they pronouncing those sound. The problems were students do not know what was difference between sound f and sound v and they often mispronounce the words the contain sound f and v in fricative sounds. For example, when they pronounce the word "voice", they pronounce it as (poice), the word "very"

as (peri), the word “advance”, as (adfens), the word “believe”, they pronounce it as (belip). And also, Error! Reference source not found. said that the sounds English that Indonesian students often mispronounce f and v.

Furthermore, in Indonesia, English is as the foreign language. Learning pronunciation is a little bit difficult for Indonesian learners because it is not their mother tongue Corder (1974:29, culture, habits, environment, and less of practice using English in their class, so that made them have less self-confidence when pronounce in fricative consonant, and researcher also found students were shy and nervous when the researcher asked them to pronounce in front of class.

Furthermore, based on the data above those can be concluded that pronunciation was very important, because the difference in pronunciation or sound will change the meaning. For start speaking without a clear pronunciation, the message can be lost or confused the listener or native speaker, because they do not understand what we were saying. In addition, pronunciation was not about removing the accent, it's about making English audible, so there was no misunderstanding of what we are saying. When we learned correct pronunciation, our English will become easier to understand. This will help us listen to English better, learn to identify and recognized sounds, our confidence will grow, exponentially. Then, when the learners can get your message across clearly (not perfect, but clear) and the learners can understand other English speakers more clearly, your confidence will grow. If start more conversations, got more practice in pronunciation thenour abilities will improve faster. **Error! Reference**

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K E R I N C I

source not found.

Based on the background of problems above, the researcher interested to study **"An Analysis Student's Pronouncing a Fricative Consonant Sound in the Fifth Semester of English Department Students at State Islamic Institute of Kerinci Academic Year 2022/2023"**

B. Identification of The Problems

Based on the background of the problem mentions above, the researcher also identified several problems in pronounce fricative in English in the fifth semester of English department at State Islamic Institute of Kerinci. The first problem was many of students do not know what was difference between sound f and sound v, and the last was they often misspronounce some words when pronounce sound f and v. Because of that reasons the researcher wanted to know more about in what fricative consonant are mispronounced by fifth semester students English Department.

C. Limitation of The Problems

Based on the identification of the problems above, the researcher limited this research according to the ability of the researcher, to focused on the an analysis student's in pronouncing the words that contains the sound "F" and "V" in the fifth semester of English department students of State Islamic Institute Kerinci Academic Year 2022/2023.

D. ResearchQuestion

Based on the background of the researcher, the rsearcher question can be formulatated as follow**:**

1. What problems are made by the students in pronunciation fricative consonant in thefifth semester students of English Department State Islamic Institute Kerinci?
2. What is the level of the student's pronuncaition of fricative consonant in the sound f and v by fifth semester students of English Department State Islamic Institute Kerinci?

E. Purpose of The Research

Based on the research question above, the purpose of this study were to find out:

1. To know what the problems are made by the students in pronunciation fricative consonant in the sound f and v by fifth semester students of English Department State Islamic Institute Kerinci.
2. To know in what level student's pronunciation in fricative consonant in the sound f and v by fifth semester students of English Department State Islamic Institute Kerinci.

F. Significances of The Research

This research expected to give contribution and information to the teachers, students, and researcher about analysis of fricative consonant.

1. For the Teacher

   Provided the data to know what the problem in fricative consonant

by students.

2. For the Students

   To improve the pronunciation in fricative consonant.

3. For the Researcher

   This research help the researchers to understand about fricative consonant.

G. Definition of Key Terms

1. Pronunciation is the way of producing the sounds that are used to make meaning when speakers speak.**Error! Reference source not found.**,
2. Fricatives are sounds which are produced with this kind of constriction entail a bringing together of the two articulators to the point where the airflow is not quite fully blocked enough of a gap remains for air to escape. **Error! Reference source not found.**
3. Consonants are produced by obstructing in some way the flow of air through the vocal tract. **Error! Reference source not found.**

CHAPTER II

REVIEW RELATED LITERATURE

A. Review Related Theories

1. Definition of Pronunciation

Error! Reference source not found. states that pronunciation is when we use all the same organs of speech to produce the sounds in a particular way. Furthermore, pronunciation is the way in which a word is pronounce. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language. A consideration of learner's pronunciation errors and of how these can in hibit successful communication is a useful basis on which to assess why it was important to deal with pronunciation.

2. Phonology

Pronunciation is closely related to phonology. **Error! Reference source not found.** states that phoneticsis provides objective ways of describing and analysing the range of sounds humans use in their languages. More specifically, articulatory phonetics identifies precisely which speech organs and muscles are involved in producing the different sounds of the world's languages. Those sounds are then transmitted from the speaker to the hearer, and acoustic and auditory phonetics focus on the physics of speech as it travels through the air in the form of sound waves, and the effect those waves have on a hearer'sears and brain.

3. Place of Articulation

Articulators are the parts of the oral tract that are used in producing speech sounds. They are often grouped into two kinds, active and passive. Active articulators are ones that move: the tongue tip is an active articulator in sounds like [s t n], since it moves up to behind the teeth. Passive articulators are articulators that cannot move, but are the target for active articulators. In the case of sounds like [s t n], the passive articulator is the bony ridge behind the upper teeth, known as the alveolar ridge. Most places of articulation are described by reference to the passive articulator. We start our description of them with the lips, working our way down the vocal tract.

a. Bilabial

Bilabial sounds are sounds made at the lips. 'Bi-' means 'two', and 'labial' is an adjective based on the Latin word for 'lips'. In English, the sounds [p b m] are bilabial. If you say [apaabaama] and look in the mirror, you will see that they look identical. If you say the sounds silently to yourself and concentrate on your lips, you will feel that the two lips touch one another for a short period, and the action is basically the same for all three sounds.

b. Labiodental

Labiodental sounds are made with the upper teeth ('dental') against the lower lip ('labio'). In English the labiodental sounds [f v] occur. Logically speaking, labiodental sounds could involve the lower

teeth and the upper lip, but this is difficult for most people to do: it involves protruding the jaw, and most people have upper teeth that sit in front of the lower teeth.

Labiodental sounds can be made with the teeth against either the inside surface of the lip (endolabial) or the outside edge of the lip (exolabial). For labio-dental souds, the active articulator is again the bottom lip, but this time it moves up to the top front teeth. Note that these sounds are labio-dental, while /w/ is labial-velar, because in the first case, articulation takes place only at a single location, while in the second, there are two separate, simultaneous articulations. /f/ fat voiceless labiodental fricative. /v/ vat voiced labio-dental fricative.

c. Dental

Dental sounds involve an articulation made against the back of the upperteeth. [θ ð] in English (as in the initial sounds of ‘think’ and ‘then’) are often dental; they can also be interdental, that is, produced with the tongue between (‘inter’ in Latin) the teeth, especially in North America. Dental forms of [l] and [n] are used in words like ‘health’ and ‘tenth’, where they are followed by a dental; and dental forms of [t] and [d] are regularly used in many varieties of English (e.g. some forms of Irish or New York English, and in Nigeria) as forms of [θ ð].

d. Alveolar

Alveolar sounds are made at the alveolar ridge. This is a bony ridge behind the upper teeth. If you rest your tongue on the upper teeth

then gradually move it backwards, you will feel a change in texture from the smooth enamel to the bumpier gum. Just behind the teeth you should be able to feel the alveolar ridge. This sticks out a bit just behind the teeth.

People's alveolar ridges are very variable: some are very prominent, others hardly noticeable. Alternatively, try isolating the consonant sounds in the word 'dent', and you should feel that the tongue tip is making contact with the alveolar ridge. Sounds with an alveolar place of articulation in most varieties of English are [t d n l r s z].

e. Postalveolar

Postalveolar sounds are made just behind ('post') the alveolar ridge. There are four of these in English, [ʃ] , the sounds spelt <sh> in 'ship', [ʃip], and <si> in 'invasion', and the sounds as in 'church' and 'judge'. It can be hard to feel the difference in place of articulation between alveolar and postalveolar sounds, but if you produce a [s] sound, then a [ʃ] sound, and suck air in immediately after each sound, you should feel that part of the roof of the mouth which goes cold and dry is further back for [ʃ] than for [s].

f. Retroflex

Retroflex sounds are made with the tongue curled ('flex') back ('retro') to the hard palate. (This is one case where the 'place of articulation' refers to the active articulator.) The symbols for retroflex sounds are easy to remember: they all have a rightward-facing hook on

the bottom

Retroflex are frequently used in Indian varieties of English instead of alveolars for the sounds [t d n]. (Many Indian languages have dental and retroflex or postalveolar sounds, but not alveolar.) The retroflex fricative sound also occurs in some varieties of English, notably some Scottish and North American varieties, as a combination of [r] + [s], as in ‘of course’, [əvkɔ]. And many varieties of American English use for the r-sound; this is also known as ‘curled-r’.

g. ‘Coronal’

On the IPA chart, sounds are described according to where in the mouth they are made; but it is equally important to think about which part of the tongue is used to make them. Dental, alveolar, postalveolar and retroflex sounds are all made with the front part of the tongue, the tip (the very frontmost part of the tongue) or the blade (the part just behind the tip). There is a lot of variability among English speakers as to which part of the tongue they use to articulate dental, alveolar and postalveolar sounds, so usually this factor is ignored, since it seems to play no linguistic role for English. In the phonology literature, sounds made with the front part of the tongue are often called coronal, a term which does not appear on the IPA chart. (The Latin word ‘corona’ means ‘crown’; this is the term used to refer to the front part of the tongue.)

h. Palatal

Palatal sounds are made with the tongue body, the massive part of the middle of the tongue, raised up to the hard palate, or the roof of the mouth. Palatal sounds aren't common in English, except for the sound [j], which is usually spelt <y>, as in 'yes', 'yacht', 'yawn'; or as part of the sequence [ju] represented by the letter <u> in words like 'usual', 'computer'.

i. Velar

Velar sounds are made with the tongue back (or dorsum) raised towards the soft palate. The soft palate is at the back of the roof of the mouth, and is also known as the velum

j. Uvular

Uvular sounds are made with the uvula (which is Latin for 'little egg', the shape of the uvula). The uvula is the little fleshy appendage that hangs down in the middle of your mouth at the back. If you gargle, the uvula vibrates. French, German, Dutch and Danish all use uvular articulations for orthographic <r>; and in fact, one variety of English (around the north east of England) has, in its more archaic forms, a uvular sound too in this position.

k. Pharyngeal

The pharynx is the cavity behind the tongue root and just above the larynx. Pharyngeal sounds are made by constricting the muscles of the neck and contracting the pharynx; this kind of articulation occurs rarely in English.

l. Glottal

Glottal sounds are made at the glottis, the space between the vocal folds, which are located at the larynx. English uses a number of such sounds: [h] as in ‘head’ and its voiced equivalent between two vowels, [fi], as in ‘ahead’; and the glottal stop , which is often used alongside or in place of [t] (as in many Anglo-English – that is, the English of England –pronunciations of words like ‘water’, and in words that begin with vowels (as in many American and Australian pronunciations of phrases like ‘the (apple’).

4. Manner of Articulation

As well as knowing where a sound is made, we need to know how it is made. Consonants involve at least two articulators. When the articulators are brought closer together, the flow of air between them changes: for instance, it can be stopped or made turbulent. The channels between any two articulators govern the pressure and flow of air through the vocal tract, and in turn this affects the kinds of sound that come out. The way a sound is made (rather than where it is made) is called manner of articulation. Most manners of articulation are combinable with most places of articulation.

a. Stop articulation

Stop articulations are those sounds where a complete closure is made in the oral tract between two articulators; this stops the air

moving out of the oral tract. Stop articulations include a whole range of sound types, which vary according to the kind of airflow (oral vs. nasal) and whether the closure can be maintained for a long time or not.

1) Plosives

Plosive consonants are made by completely blocking the flow of air as it leaves the body**,** normally followed by releasing the air. English pronunciation contains 6 plosive phonemes /p,b,t,d,k,g/. The sounds /b,d,g/ are voiced; they are pronounced with vibration in the vocal cords. /p,t,k/ are voiceless; they are produced with air only. The voiceless plosives are often aspirated (produced with a puff of air) in English pronunciation.

Plosives are made with a complete closure in the oral tract, and with the velum raised, which prevents air escaping through the nose. English plosives include the sounds [p t k b d]. Plosives are 'maintainable' stops because they can be held for a long time, and the closure portion arises from a deliberate articulation. The term 'plosive' relates to the way the stop is released – with what is sometimes called an 'explosion'.

2) Nasals

In phonetics, a nasal, also called a nasal occlusive or nasal stop in contrast with an oral stop or nasalized consonant, is an occlusive consonant produced with a lowered velum, allowing

air to escape freely through the nose. The vast majority of consonants are oral consonants. Examples of nasals in English are [n], [ŋ] and [m], in words such as *nose*, *bring* and *mouth*. Nasal occlusives are nearly universal in human languages. There are also other kinds of nasal consonants in some languages.

Nasals are made with a complete closure in the oral tract, but with the velum lowered so that air escapes through the nose. For English there are three main nasal sounds, [m n ŋ], bilabial, alveolar and velar respectively. Nasals are usually voiced in English.

3) Trills

In phonetics, a trill is a consonantal sound produced by vibrations between the active articulator and passive articulator. Standard Spanish ⟨rr⟩ as in *perro*, for example, is an alveolar trill. A trill is made by the articulator being held in place and the airstream causing it to vibrate. Usually a trill vibrates for 2–3 contacts, but may be up to 5, or even more if geminate.[1] However, trills may also be produced with only one contact. While single-contact trills are similar to taps and flaps, a tap or flap differs from a trill in that it is made by a muscular contraction rather than airstream.

Trills are rare in English, but they are one form of 'rolled r':

they involve the tongue tip striking the alveolar ridge repeatedly (usually three to four times). They have a very restricted occurrence in English, primarily among a very particular kind of theatrical performer, though they are often thought of as typically Scottish.

4) Taps

Taps on the other hand are quite common in English. These consist of just one short percussive movement of the tongue tip against the alveolar ridge. They occur in many varieties of English, but are especially well known as kinds of [t] or [d] sound in many North American varieties in words like 'bu[ɾ]er', 'wri[ɾ]er', 'a[ɾ]om'.

Fricative articulations are the result of two articulators being in close approximation with each other. This is a degree of stricture whereby the articulators are held close enough together for air to pass between them, but because the gap between them is small, the airflow becomes turbulent and creates friction noise. (In lay terms, we might talk about a 'hissing' sound.) Fricatives in English include [f vθ ðs zʃ], the sounds represented orthographically by the underlined portion: fish, vow, think, then, loose, lose, wish, vision. Notice that there are not very consistent representations particularly for the sounds [ʃ] in English spelling. Fricative articulations can be held for as long as there is sufficient

air to expel. The amount of friction generated depends on the amount of air being forced through the stricture and on the degree of stricture. If you produce a [s] sound and then push more air out, you will notice an increase in the loudness (intensity) of the friction. If you do this and at the same time make the tongue tenser, the intensity of the friction will increase and the friction will sound ‘sharper’. On the other hand, if you relax the articulators in producing a [s] sound, you will notice that the friction gets quieter and that it changes quality, becoming ‘flatter’. Affricates are plosives which are released into fricatives. English has two of these: [tʃ /d/], both postalveolar, as in ‘church’ and ‘judge’. The sounds [/h/] as in ‘heart’ and ‘ahead’ are voiceless and voiced glottal fricatives respectively. These sounds are produced with friction at the glottis.

5) Fricative articulations

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5. The production of fricatives sound f and v

There is a lot of opinions from expert about how to produce sound f and v. Some of them **Error! Reference source not found.** said labiodental sounds aremake with the upper teeth ('dental') against the lower lip ('labio'). In English the labiodental sounds [f v] occur. Logically speaking, labiodental sounds could involve the lower teeth and the upper

lip, but this is difficult for most people to do. It involves protruding the jaw, and most people had upper teeth that sit in front of the lower teeth. Labiodental sounds can be make with the teeth against either theinside surface of the lip (endolabial) or the outside edge of the lip (exolabial).

Furthermore, **Error! Reference source not found.** said that labiodental consonant, or simply a "labiodental" [from Latin *labialis,* 'of the lips', and *dentalis,* 'of the teeth']. Labiodental sounds were produced by a movement of the lower lip against the upperteeth. There was one fortis labiodental in English, *f* as in *film,* and one lenis labiodental, /v/ as in *video.* The bilabials and labiodentals form one larger group, the labials, because they all make use of the lips. The place of articulation names the speech organs that are primarily involved in the production of a particular sound. To produce a consonant, there is usually one active, mobile, lower speech organ that moves and made contact with a passive, immobile, upper speech organ.

In addition, labiodental fricatives f and v do not show a great deal of assimilation, though (v) may often become voiceless word-finally preceding a voiceless obstruent, as in ‘ha*(f)* to (have to), ‘mo(f)e slowly (move slowly), o*(f)* course. Indeed, in faster speech, the sound may be lost altogether in unstressed function wordssuch as *“of”* and *“have”* as in piece of cake or could have been, where “of” and “have” the same pronunciation as the unstressed article “a” (the symbol for this (ə), known

as schwa. This loss of a segment was known aselision. Error! Reference source not found..

Based on the opinions above those, the researcher conclude that the consonants [f] and [v] were known to form labiodental fricative sounds in the English language. The sounds of these consonants are made with top teeth on the bottom lip. The sounds thus produced were called labiodental sounds. The voiced labiodental fricative was a kind of consonantal sound utilized in some communication in languages. The image in the International Phonetic Alphabet that speaks to this sound is V We can check if a sound was voiced or voiceless by placing our fingers on the front of our throat. If we feel some vibrations, then the sound can be categorized as the voiced sounds. These are a few examples of words that contain the phoneme voiced labiodental fricative.

Image 2.1 The Sound f

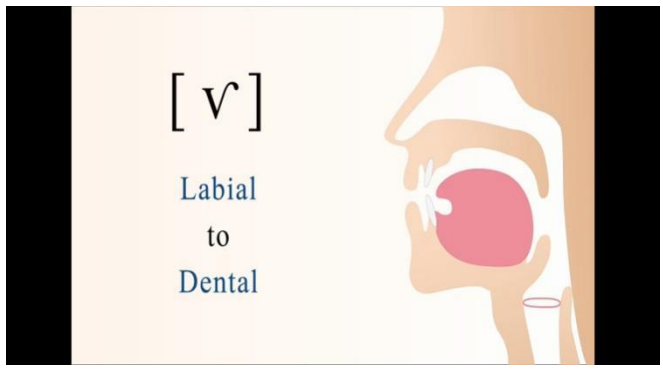

Image 2.2. The Sound V

6. Compenent of Pronunciation

Pronunciation is an important form of learning English language Unlike in Indonesian language, English has ahoneme (sound of the word) and the pronunciation was difficult to produce. Describe in the Oxford dictionary that pronunciation is the way in which a language, spoken word or sound. As mentioned "pronunciation : way in which a language, spoken or sound. The scope of pronunciation consist of sixaspects. **Error! Reference source not found.**.

a) Sounds/sound

It was very important for a language learner to be able to identify and define the sound of a language to wrote used phonetic symbol. In English, the symbols used were different depending on the accents (British, Australian, or America).The component of these sound were the vowels and constatns which were segmental featurs.

b) Rythm

The rhythm of English words defined or rely on the unity of tone

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(word or group of words containing a subject pressed syllable).Example of said peter come and come here, please ! can be devided into two whole toones namely: peter come and come here, please ! where the emphasis was first on peter and second word in the here. Rhythm is a product of word stress and the way in which important items are foreground through their occurrence on a strong beat, and unimportant items are backgrounded by their occurrence on a weak beat.

c) Intonation

Intonation is rising and falling tone. This will greatly affect the tone meaning. For example the word fire! which if read rising intonation can be interpretedas " on flame or fire"when read with intonation while decline could be in. Intonation involves pitch variations/fluctuations in an utterance or stretch ofspeech. The study of intonation is important because the pitch fluctuations helpto give prominence to particular syllables and, at least in some native varieties of English, help to convey different meanings within the utterance. As a result, intonational form and function do impact intelligibility when speakers from different varieties of English communicate with each other.

d) Word Stress

When an English word has more than one syllable, one of these is made to stand out more than the others. This is done by saying that syllable

slightly louder, holding the vowel a little longer, and pronouncing the consonants very clearly. Correct word stress patterns are essential for the learner's production and perception of English. If a non native speaker produces a word with the wrong stress pattern, an English listener may have great difficulty in understanding the word, even if most of the individual sounds have been well pronounced. We call the mostprominent syllable the one carrying the primary stress and the next most prominent syllable the one carrying secondary stress. In the case of the word *examination,* primary stress is on -*na*- and secondary stress is on *xa*-,

e) Sentence Stress

In spoken English there are various ways in which a speaker gives the listener information about the relative importance of different parts the message. One way of doing this is to put stress on the words which carry the most information. So far we have been able to say aa lot about pronunciation of our sentence just by looking at it by it self, but to go any further we must put it into a conversational context. In the example sentence *John likes green bicycles,* neutral stress will be placed on *bi*- giving us *John likes green BIcycles*. However, emphatic/contrastive stress can be placed anywhere else as the speaker deems fit. For example, if the speaker wishes to emphasise that John only likes green bicycles, not bicycles in any other colour, then the stress will be placed on *green* as in *John likes GREEN bicycles.*

f) Weak Forms

Weak forms are syllable sounds that become unstressed in connected speech and are often then pronounced as a schwa.When a word with only one syllable is unstresses in a sentence,its pronunciation is often quite different from when it is stressed.

Table 4.1 The fricatives Consonant in Mispronounce by first Rater

No	Respondent	Total Correct	Percentages	Grade
1	S1	9	36%	Fear
2	S2	14	56%	Fear
3	S3	13	52%	Fear
4	S4	9	36%	Fear
5	S5	10	4%	Fear
6	S6	10	4%	Fear
7	S7	13	52%	Fear
8	S8	17	68%	Fear
9	S9	12	48%	Fear
10	S10	11	44%	Fear
11	S11	3	12%	Fear
12	S12	10	4%	Fear
13	S13	11	44%	Fear
14	S14	15	6%	Fear
15	S15	11	44%	Fear

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16	S16	10	4%	Fear
17	S17	9	36%	Fear
18	S18	5	2%	Fear
19	S19	12	48%	Fear
20	S20	9	36%	Fear
21	S21	13	52%	Fear
22	S22	9	36%	Fear
23	S23	9	36%	Fear
24	S24	7	28%	Poor
25	S25	5	2%	Poor
26	S26	7	28%	Poor
27	S27	14	56%	Fear
28	S28	12	48%	Fear
29	S29	6	24%	Fear
30	S30	8	32%	Fear
Average		10,1	33%	fear

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Table 4.1 The fricatives Consonant in Mispronounce by Second Rater

No	Respondent	Total Correct	Percentages	Grade
1	S1	9	48%	Fear
2	S2	14	56%	Fear
3	S3	13	52%	Fear

4	S4	9	56%	Fear
5	S5	12	48%	Fear
6	S6	10	48%	Fear
7	S7	14	56%	Fear
8	S8	18	68%	Good
9	S9	12	64%	Fear
10	S10	11	48%	Fear
11	S11	3	2%	Poor
12	S12	10	4%	Fear
13	S13	12	44%	Fear
14	S14	15	8%	Fear
15	S15	11	48%	Fear
16	S16	11	48%	Fear
17	S17	12	4%	Fear
18	S18	7	24%	Poor
19	S19	12	6%	Fear
20	S20	11	44%	Fear
21	S21	13	56%	Fear
22	S22	9	52%	Fear
23	S23	9	4%	Fear
24	S24	7	32%	Fear
25	S25	5	36%	Poor

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26	S26	7	32%	Poor
27	S27	14	64%	Fear
28	S28	12	48%	Fear
29	S29	6	32%	Poor
30	S30	8	4%	Fear
Average		10,5	35%	Fear

From the result of 30 students test above, the average between rater 1 and rater 2 that was 33% and 35%, the average was only 50%. It means the fricative consonant mispronounce were still "Fear" in pronouncing English Fricative, and it really concern for fifth semester because they were already at the end of their study and still had a fear skill in pronouncing words specially in English fricative.

B. Review the Related findings

There were several studies that have conducted research related to this research, including the following:

The first thesis is from **Error! Reference source not found.** the pronunciation of English Fricative by Makassarese Students in Second Semester of English and Literature Department of Adab and Humanities Faculty Academic Year 2013-2014, descriptive qualitative method. Makassarese students in the second semester of English and literature department, adab and humanities faculty in uin Alauddin Makassare, 16 students the makassarese student of English and literature department. The

result of fricative consonant in the initial position. In this section the writer gave the sentence to student included fricative consonant in the initial position, they are: first, My father has two ***f****avorite* animals. They are ***h****orse* and ***z****ebra*. Second, I have big affection to my father. Third, He is professional teacher. Fourth, Wave seismic is one of the effects of earthquake. Fifth, Everything is ***s****ame* with business. Sixth, ***Th****ey* wash the car. Seventh, I ***th****ink* we can measure the student in the half of this semester. Eight, She is ***s****hy* to take ***v****egetable* in my garden. Ninth, My dog is so difficult to breathe, so we have to take him to rehabilitate because of his sickness. Tenth, When winter comes, the weather is freeze in garage of my house.

The second researcher is from **Error! Reference source not found.**, An error analysis of english fricative sound pronounced by gayonese students. Qualitative method, a case study SMA 1 Takengon, students in the second grade, 20 respondents. The researcher calculated the amount in each fricative sounds of errors pronounced by 20 students, divided by the number of fricative words that have been multiplied by 20, then multiplied by 100. From the twenty respondents, the table shows that respondents revealed the sound /f/ as much as 38% and /z/ as much as 10%. Also, almost all respondents pronounced more errors in pronouncing the sounds /v/ of 79%, /ʃ/ of 62%, /ʒ/ of 77%, /θ/ of 87%, and /ð/ of 76%. Furthermore, to present detailed data, the pronunciation of each sound and its deviation will be presented.

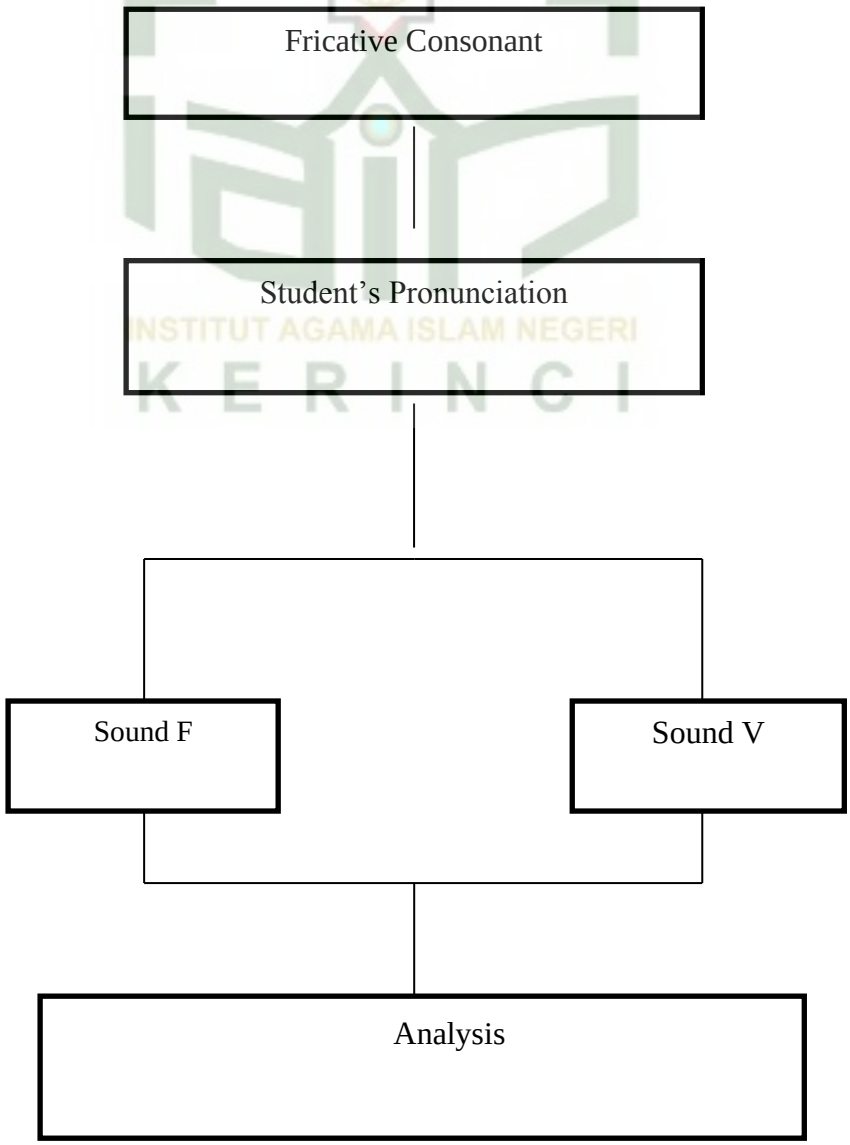
The last thesis by **Error! Reference source not found.**, the problem in pronouncing english fricatives at the fifth semester students of english

education department of unismuh Makassar, qualitative research, descriptive. Students of English department uin Makasaar in the fifth semester20 students. From the result of 20 students test above, the average was only 75%. that means the fricative consonant mispronounce were still “good” in pronouncing English fricative, and it really concern for fifth semester because they were already at the end of their study and still had a good skill in pronouncing words specially in English fricative. From test, the researcher found that some students were still having difficulty in pronouncing fricative and spell some different words with same sound. One of major pronunciation failure made by the students pronouncing fricative: [q], [v], [ð], [z]. The students faced biggest problem in pronouncing the fricative [z]. The chance of the students’ fail in pronouncing the fricative [z] large enough. This is considered “good” for the students in pronouncing the fricative [z]. They tended to pronounce [z] as [s], [z] or [ʃ].

Meanwhile, the researcher will conduct research about “ An Analysis of Students’ in Pronouncing Fricative Consonant Sound in The Fifth Semester of Engllish Department of State Islamic Institute of Kerinci in Academic Year 2022/2023”. The similarities of this reseach with previous research is discussed about English Fricative Consonant. However, the differences of this research with previous research are where in this research, the researcher do not use qualitative methods and case study, the researcher used descriptive quantitative.

Furthermore, in this research, the researcher do not focused with all sound in English Fricative Consonant such us /f/ /v/ /s/ /z/ /sy/ /kh/ and /gh/. But, in this research, the researcher only focused with sound /f/ and sound /v/.

C. Conceptual Framework



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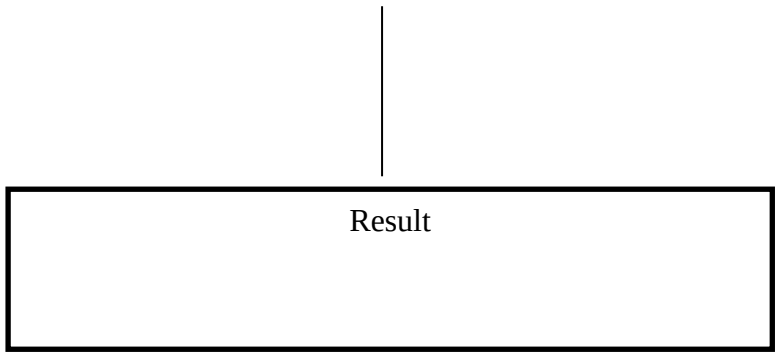

Based on the conceptual framework above, Fricatives consonant are sounds which are produced with this kind of constriction entail a bringing together of the two articulators to the point where the airflow is not quite fully blocked enough of a gap remains for air to escape. **Error! Reference source not found.**. Then, from the data the researcher analyzed the students' pronunciation in fricative consonant. From the test, the researher found that some students were still having difficulty in pronouncing fricative consonant that focused only sound /f/ and sound /v/. That means students from English study education really need lots of practice in learning and pronouncing English fricative well.

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CHAPTER III

METHODE OF THE RESEARCH

A. Research Design

In this research, the researcher used quantitative method. Quantitative method is one type of research that the specifications are systematic, planned, and clearly structured from the startto the research design. Another definition mentions quantitative research is a research that requires a lot of use of numbers, starting from collecting data, interpretation of the data, and the appearance of the results. **Error! Reference source not found.**

This quantitative method consist only one of variable that was students' problem in pronounciation English fricative consonants in the sound f and v at the fifth semester of English department at State Islamic Institute of Kerinci.

B. Population, Sample and Rater

1. Population

Populationis the whole of the unit in study. Population is a collection of individuals with quality characteristics which has been set. Population is a group of people, events or things that have characteristics. (Kurniawan, 2016). The population of this research was the students at the fifth semester of English Department in State Islamic Institute of Kerinci. There were two classes for the fifth semester. The total of the population in this research were 30 students.

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Table 3.1 The population of the fifth semester students

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No	Class	Males	Females	Number students
1	V A	8	7	15
2	V B	10	5	15
TOTAL				30

2. Sampel

The sample is the group elements or a single element from which samples (group of subjects from data are obtained). **Error! Reference source not found.**, states that sample is a subgroup of the target population that the researcher plans to study for the purpose of making generalizations about the target population. Based on the definition above, ideally, the sample has to be representative. It means that the sample in the research must be able to generalize all of the population.

Referring to the number of population, it can be seen that number of population. The researcher need to take a sample. In this research, the researcher took all of the classes as the participants or sample of this research. The total of sample of the students atthe fifth semester students were 30 students. Total sampling is a sampling technique where the number of sampel is the same as the population, because the total population is less than 100, the entire population is used as a reseacrh sampel (Sugiyono,2015)

Table 3.2 The sample of the fifth semester students

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No	Class	Males	Females	Number students
1	V A	8	7	15
2	V B	10	5	15
TOTAL				30

a. Rater

The first rater is a lecturer in IAIN Kerinci, and the second rater is researcher in this research that also as a student of English department that is Nurul Oktavia.

C. Data Collection Technique

The researcher collected the quantitative data through test. A test can be defined as an activity whose main purpose is o deliver,usually to eamines. (Kurniawan, 2016) defines a test is a a series of question which is used to measure the skill, knowledge or ability that is possessed by individual or group.

Furthermore, the researcher gave a test to students, there are 25 words English Fricative Consonant in sound f and v, the researcher only focus with sound /f/ and sound /v/ in the initial, medial and final position, where when the correct pronunciation was given a score 1, then the incorrect pronunciation was given a score 0. Morever, the researcher asked the sudents to read the test and record their voice in researcher's phone. After the test is done, the result will be processed by the researcher.

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D. Research Instrument

(Sugiyono,2015) said that instrument is a tool used to measure observed natural and social phenomena. Furthermore, the researcheradept the words (Syarifuddin2014), **Error! Reference source not found.**, and Maulidiana (2020).

E. Procedure of Research

In conducting this research, the researcher applied the following procedures:

1. The researcher prepared the room before the test
2. The researcher gave greeting to the students
3. The researcher explained about the purpose of the research
4. The researcher distributed the test of English fricative consonants to the students
5. The researcher asked students to read the test before they record their voice
6. The researcher call one by one of the students
7. The resercher asked the students to record their voice in researcher's phone
8. The researcher gave times to record about 1 minues 30 second
9. The researcher only focused on the sound f and v.
10. The researcher left the class

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F. Technique of Data Analysis

The result is calculated by using the formulation

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

F = Frequency of corret

N = Total of students

100% = Constant value

Score	Classification
1	Correct
0	Incorrect

Source: ***Error! Reference source not found.***

Table 3.1

Percentage of respondents fricatives abilities of pronouncing text

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No	Number of error in percentage	Level of ability
1	76-100%	Excellent
2	51-75%	Good
3	26-50%	Fear
4	0-25%	Poor

*Source:****Error! Reference source not found.***

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CHAPTER IV

FINDINGS AND DISUSSION

This chapter presents and describes the result of this study. The data obtained from the the test were analyzed and elaborated to answer the research problems mentioned in chapter I. The researcher reported the findings and also adds the theories to support this research and to attain the answer of the research question in the discussion. In the test, the fricative sounds that tested represented by three different positions: initial, middle, and final. This test only focused of sound f and v .The total number of words in a test containing fricative sounds is twenty five words. With details, 12 words of sounds /f/, and 13 words of sounds /v/.

A. FINDINGS

In this part, the total of mispronounce for each fricative sounds was obtained based on the result in pronunciation tests. In analyzed the total mispronounce of result, the researcher calculated the total numer of mispronounces by students, divided by the total of students, then multiplied by 100. The number of errors in fricative sounds pronounced by each student showed in the following table:

1. Score by the first rater

a) Initial Sound /f/

No	Fricative Words	Number correct of students	Number incorrect of students

1	Father	19	11
2	Force	20	10
3	Forget	19	11
4	Feel	18	12

From the data above, it shows that students pronounce the word /father/ correctly as much as 19 students and they misspronounce as much as 11 students. The word /force/ they pronounce correctly as much as 20 students and they mispronounce as much as 10 students. The word /forget/ they pronounce correctly as much as 19 students and they mispronounce s much as 11 students. The last is the word /feel/ they pronounce correcly as much as 18 students and they mispronounce as much 12 students. In conclusion, the students pronounce more correctly in sound /f/in the initial position of English fricative consonant

b) Medial sound /f/

No	Fricative Words	Correct	Incorrect
1	Nephew	5	25
2	Influence	17	13
3	Difficult	13	17
4	Traffic	17	13

From the data above, it shows that students pronounce the word

/nephew/ correctly as much as 5 students and they misspronounce as much as 25 students. The word /influence/ they pronounce correctly as much as 17 students and they mispronounce as much as 13 students. The word /difficult/ they pronounce correctly as much as 13 students and they mispronounce s much as 17 students. The last is the word /traffic/ they pronounce correcly as much as 17 students and they mispronounce as much 13 students. In conclusion, the students pronounce more incorrectly in sound /f/ in the medial position of English fricative consonant

c) Final sound /f/

No	Fricative Words	Correct	Incorrect
1	Enough	13	17
2	Life	16	14
3	Chef	7	23
4	Leaf	9	21

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From the data above, it shows that students pronounce the word /enough/ correctly as much as 13 students and they misspronounce as much as 17 students. The word /life/ they pronounce correctly as much as 16 students and they mispronounce as much as 14 students. The word /chef/ they pronounce correctly as much as 7 students and they mispronounce s much as 23 students. The last is the word /leaf/ they pronounce correcly as much as 9 students and they mispronounce as much

21 students. In conclusion, the students pronounce more incorrectly in sound /f/ in the final position of English fricative consonant

a. Initial sound /v/

No	Fricative Words	Correct	Incorrect
1	Vain	15	15
2	Version	13	17
3	Van	14	16
4	Voice	17	13
5	Very	16	14

From the data above, it shows that students pronounce the word /vain/ correctly as much as 15 students and they misspronounce as much as 15 students. The word /version/ they pronounce correctly as much as 13 students and they mispronounce as much as 17 students. The word /van/ they pronounce correctly as much as 14 students and they mispronounce s much as 16 students. The word /voice/ they pronounce correcly as much as 17 students and they mispronounce as much 13 students. The last the word /very/ they pronounce correctly as much as 16 students and they mispronounce as much as 14 students. In conclusion, the students pronounce more incorrectly in sound /v/ in the initial position of English fricative consonant

b. Medial sound /v/

No	Fricative Words	Correct	Incorrect
1	Review	15	15
2	Prevent	10	20
3	Undercover	9	21
4	Advance	7	12

From the data above, it shows that students pronounce the word /review/ correctly as much as 15 students and they misspronounce as much as 15 students. The word /prevent/ they pronounce correctly as much as 10 students and they mispronounce as much as 20 students. The word /undercover/ they pronounce correctly as much as 9 students and they mispronounce s much as 21 students. The last is the word /advance/ they pronounce correcly as much as 7 students and they mispronounce as much 12 students. In conclusion, the students pronounce more incorrectly in sound /v/ in the medial position of English fricative consonant

c. Final sound /v/

No	Fricative Words	Correct	Incorrect
1	Survive	4	26

2	Believe	2	28
3	Deserve	4	26
4	Improve	3	27

From the data above, it shows that students pronounce the word /survive/ correctly as much as 4 students and they misspronounce as much as 26 students. The word /believe/ they pronounce correctly as much as 2 students and they mispronounce as much as 28 students. The word /deserve/ they pronounce correctly as much as 4 students and they mispronounce s much as 26 students. The last is the word /improve/ they pronounce correcly as much as 3 students and they mispronounce as much 27 students. In conclusion, the students pronounce more incorrectly in sound /v/ in the final position of English fricative consonant

2. Score by the second rater

a) Initial Sound /f/

No	Fricative Words	Correct	Incorrect
1	Father	19	11
2	Force	20	10
3	Forget	19	11
4	Feel	18	12

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From the data above, it shows that students pronounce the word /father/ correctly as much as 19 students and they misspronounce as much as 11 students. The word /force/ they pronounce correctly as much as 20 students and they mispronounce as much as 10 students. The word /forget/ they pronounce correctly as much as 19 students and they mispronounce s much as 11 students. The last is the word /feel/ they pronounce correcly as much as 18 students and they mispronounce as much 12 students. In conclusion, the students pronounce more correctly in sound /f/ in the initial position of English fricative consonantMedial sound /f/

No	Fricative Words	Correct	Incorrect
1	Nephew	5	25
2	Influence	17	13
3	Difficult	13	17
4	Traffic	17	13

From the data above, it shows that students pronounce the word /nephew/ correctly as much as 5 students and they misspronounce as much as 25 students. The word /influence/ they pronounce correctly as much as 17 students and they mispronounce as much as 13 students. The word /difficult/ they pronounce correctly as much as 13 students and they mispronounce s much as 17 students. The last is the word /traffic/ they

pronounce correcly as much as 17 students and they mispronounce as much 13 students. In conclusion, the students pronounce more incorrectly in sound /f/ in the medial position of English fricative consonant

b) Final sound /f/

No	Fricative Words	Correct	Incorrect
1	Enough	13	17
2	Life	16	14
3	Chef	7	23
4	Leaf	9	21

From the data above, it shows that students pronounce the word /enough/ correctly as much as 13 students and they misspronounce as much as 17 students. The word /life/ they pronounce correctly as much as 16 students and they mispronounce as much as 14 students. The word /chef/ they pronounce correctly as much as 7 students and they mispronounce s much as 23 students. The last is the word /leaf/ they pronounce correcly as much as 9 students and they mispronounce as much 21 students. In conclusion, the students pronounce more incorrectly in sound /f/ in the final position of English fricative consonant

a. Initial sound /v/

No	Fricative Words	Correct	Incorrect
1	Vain	15	15

2	Version	13	17
3	Van	14	16
4	Voice	19	11
5	Very	16	14

From the data above, it shows that students pronounce the word /vain/ correctly as much as 15 students and they misspronounce as much as 15 students. The word /version/ they pronounce correctly as much as 13 students and they mispronounce as much as 17 students. The word /van/ they pronounce correctly as much as 14 students and they mispronounce s much as 16 students. The word /voice/ they pronounce correcly as much as 19 students and they mispronounce as much 11 students. The last the word /very/ they pronounce correctly as much as 16 students and they mispronounce as much as 14 students. In conclusion, the students pronounce more incorrectly in sound /v/ in the initial position of English fricative consonant

b. Medial sound /v/

No	Fricative Words	Correct	Incorrect
1	Review	15	15
2	Prevent	10	20
3	Undercover	9	21
4	Advance	7	23

From the data above, it shows that students pronounce the word

/review/ correctly as much as 15 students and they misspronounce as much as 15 students. The word /prevent/ they pronounce correctly as much as 10 students and they mispronounce as much as 20 students. The word /undercover/ they pronounce correctly as much as 9 students and they mispronounce s much as 21 students. The last is the word /advance/ they pronounce correcly as much as 7 students and they mispronounce as much 23 students. In conclusion, the students pronounce more incorrectly in sound /v/ in the medial position of English fricative consonant

c. Final sound /v/

No	Fricative Words	Correct	Incorrect
1	Survive	5	25
2	Believe	3	27
3	Deserve	5	25
4	Improve	3	27

From the data above, it shows that students pronounce the word /survive/ correctly as much as 5 students and they misspronounce as much as 25 students. The word /believe/ they pronounce correctly as much as 3 students and they mispronounce as much as 27 students. The word /deserve/ they pronounce correctly as much as 5 students and they mispronounce s much as 25 students. The last is the word /improve/

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they pronounce correcly as much as 3 students and they mispronounce as much 27 students. In conclusion, the students pronounce more incorrectly in sound /v/ in the final position of English fricative consonant.

Table 4.1 The fricatives Consonant in Mispronounce by first Rater

No	Respondent	Total Correct	Percentages	Grade
1	S1	9	36%	Fear
2	S2	14	56%	Fear
3	S3	13	52%	Fear
4	S4	9	36%	Fear
5	S5	10	4%	Fear
6	S6	10	4%	Fear
7	S7	13	52%	Fear
8	S8	17	68%	Fear
9	S9	12	48%	Fear
10	S10	11	44%	Fear
11	S11	3	12%	Fear
12	S12	10	4%	Fear
13	S13	11	44%	Fear
14	S14	15	6%	Fear
15	S15	11	44%	Fear
16	S16	10	4%	Fear

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17	S17	9	36%	Fear
18	S18	5	2%	Fear
19	S19	12	48%	Fear
20	S20	9	36%	Fear
21	S21	13	52%	Fear
22	S22	9	36%	Fear
23	S23	9	36%	Fear
24	S24	7	28%	Poor
25	S25	5	2%	Poor
26	S26	7	28%	Poor
27	S27	14	56%	Fear
28	S28	12	48%	Fear
29	S29	6	24%	Fear
30	S30	8	32%	Fear
Average		10,1	33%	fear

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Table 4.1 The fricatives Consonant in Mispronounce by Second Rater

No	Respondent	Total Correct	Percentages	Grade
1	S1	9	48%	Fear
2	S2	14	56%	Fear
3	S3	13	52%	Fear
4	S4	9	56%	Fear

5	S5	12	48%	Fear
6	S6	10	48%	Fear
7	S7	14	56%	Fear
8	S8	18	68%	Good
9	S9	12	64%	Fear
10	S10	11	48%	Fear
11	S11	3	2%	Poor
12	S12	10	4%	Fear
13	S13	12	44%	Fear
14	S14	15	8%	Fear
15	S15	11	48%	Fear
16	S16	11	48%	Fear
17	S17	12	4%	Fear
18	S18	7	24%	Poor
19	S19	12	6%	Fear
20	S20	11	44%	Fear
21	S21	13	56%	Fear
22	S22	9	52%	Fear
23	S23	9	4%	Fear
24	S24	7	32%	Fear
25	S25	5	36%	Poor
26	S26	7	32%	Poor

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27	S27	14	64%	Fear
28	S28	12	48%	Fear
29	S29	6	32%	Poor
30	S30	8	4%	Fear
Average		10,5	35%	Fear

From the result of 30 students test above, the average between rater 1 and rater 2 that was 33% and 35%, the average was only 50%. It means the fricative consonant mispronounce were still "Fear" in pronouncing English Fricative, and it really concern for fifth semester because they were already at the end of their study and still had a fear skill in pronouncing words specially in English fricative.

Table 4.2 All students' Grade in English Fricative Test by all rater

No	Grade	Students
1	Excellent	-
2	Good	1
3	Fear	24
4	Poor	5
Total		30

From the table only 1 student got grade "Good", that's indicate fifth semester pronouncing skill just a several student understand and pronounce well in English fricative. Morever, from 30 students got grade "Fear" are just 24 students, 5 students who got grade "Poor"", and

the last no students who got grade “Excellent”.

B. Discussion

In this session, the researcher presents a discussion based on the findings of the study in the previous session. Then, those findings are related to theories in some sources, this discussion deals with the research question mentioned in chapter I. That was “What problem are made by the students in pronunciation fricative consonant in the sound f and v at the fifth semester students of English Department State Islamic Institute of Kerinci? And in what is the level student’s prononunciation in fricative consonant in the sound f and v by fifth semester students of English Department State Islamic Institute of Kerinci? ”

From the result of mispronounce fricative consonant the researcher found that misspronounce occurred in only 1 student got grade “Good”, that’s indicate fifth semester pronouncing skill just a several student understand and pronounce well in English fricative. Morever, from 30 students got grade “Fear” are just 24 students, 5 students who got grade “Poor’”, and the last no students who got grade “Excellent”.

Furthermore, the researcher found the students’ tendency to pronounce a word the way it is pronounce. First, Most of the students unable to pronounce the word “Nephew” correctly. They pronounced (nepew) as how it is pronounce instead of /ˈnefjuː/. Second, Most of the students unable to pronounce the word “enough” correctly. They pronounced (inouk) as how it

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is pronounce instead of /ɪˈnʌf/. Third, the students unable to pronounce the word “very” correctly. They pronounced (peri) as how it is pronounce instead of /ˈverɪ/. Fourth, the students unable to pronounce the word “believe” correctly. They pronounced (belip) as how it is pronounce instead of /bɪˈliːv/. The last the students unable to pronounce the word “voice” correctly. They pronounced (pois) as how it is pronounce instead of /vɔɪs/

Furthermore**, Error! Reference source not found.** states that pronunciation is when we use all the same organs of speech to produce the sounds in a particular way. Furthermore, pronunciation is the way in which a word is pronounce. Pronunciation is not an optimal extra for the learners anymore than grammar, vocabulary or any other aspect of language. A consideration of learner’s pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it was important to deal with pronunciation.

However, pronunciation was very important. In many cases of misunderstanding in communication were caused by the mispronouncing of words or the improper intonation. For example, if someone pronounces the words fog and fox, see and she, sick and six with relatively no differences, in some cases can lead to a misunderstanding. In addition, good pronunciation can also give a plus value to those who master it. People get amazed of your English language when they heard you spoke in English and thinking about your pronunciation skill. **Error! Reference source not found.**

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In addition, Fricatives are sounds which are produced with this kind of constriction entail a bringing together of the two articulators to the point where the airflow is not quite fully blocked enough of a gap remains for air to escape.**Error! Reference source not found.**.. The production sound f and sound,There is a lot of opinions from expert about how to produce sound f and v. Some of them **Error! Reference source not found.** said labiodental sounds are make with the upper teeth (‘dental’) against the lower lip (‘labio’). In English the labiodental sounds [f v] occur. Logically speaking, labiodental sounds could involve the lower teeth and the upper lip, but this is difficult for most people to do. It involves protruding the jaw, and most people had upper teeth that sit in front of the lower teeth.Labiodental sounds can be make with the teeth against either theinside surface of the lip (endolabial) or the outside edge of the lip (exolabial).

Furthermore, **Error! Reference source not found.** said that labiodental consonant, or simply a "labiodental" [from Latin *labialis,* 'of the lips',and*dentalis,* 'of the teeth']. Labiodental sounds were produced by a movement of the lower lip against the upperteeth. There was one fortis labiodental in English, *f* as in *film,* and one lenis labiodental,/v/ as in *video.*The bilabials and labiodentals form one larger group, the labials, because they all make use of the lips.Theplaceofarticulationnames the speech organs that are primarily involved in the production of a particular sound.To produce a consonant, there is usually one active, mobile, lower

speech organ that moves and made contact with a passive, immobile, upper speech organ.

In addition, labiodental fricatives f and v do not show a great deal of assimilation, though (v) may often become voiceless word-finally preceding a voiceless obstruent, as in ‘ha*(f)* to (have to), ‘mo(f)e slowly (move slowly), o*(f)* course. Indeed, in faster speech, the sound may be lost altogether in unstressed function wordssuch as *“of”* and *“have”* as in piece of cake or could have been, where “of” and “have” the same pronunciation as the unstressed article “a” (the symbol for this (ə), known as schwa. This loss of a segment was known aselision. Error! Reference source not found..

Based on the opinions above those, the researcher conclude thatthe consonants [f] and [v] were known to form labiodental fricative sounds in the English language. The sounds of these consonants are made with top teeth on the bottom lip. The sounds thus produced were called labiodental sounds. The voiced labiodental fricative was a kind of consonantal sound utilized in some communication in languages. The image in the International Phonetic Alphabet that speaks to this sound is V We can check if a sound was voiced or voiceless by placing our fingers on the front of our throat. If we feel some vibrations, then the sound can be categorized as the voiced sounds. These are a few examples of words that contain the phoneme voiced labiodental fricative.

Furthermore, **Error! Reference source not found.** said that Having

a good speaking like native speakers is one dream of foreign language students including for Indonesian students who learn English as foreign language. However, to realize it is not easy. One of Indonesian difficulties in learning English speaking is how to pronounce English sounds correctly.

Morever, **Error! Reference source not found.** said that the sounds in English that Indonesian students often mispronounce f and v. Then **Error! Reference source not found.** said that. Basically, English speech sounds can be classified into consonants and vowels. Consonants are the speech sound produced with obstruction in the organs of speech. It can be classified in terms of the voicing, place, and manner of articulation. Voicing is a term used to characterize speech sounds into voiced and voiceless. Voiced consonants are the consonants that are produced with more vibration in the vocal folds. Voiceless sounds do not apply vocal folds in their productions sound f and v.

Furthermore, In Indonesia, English is as the foreign language. Learning pronunciation is a little bit difficult for Indonesian learners because it is not their mother tongue. Generally, the students will make blunders or errors during speaking exercises, particularly when pronouncing words. The students may make errors and mistakes as a result of the diverse linguistic systems. To learn English as a Foreign Language, it is necessary to analyze pupils' pronunciation errors. It is critical to distinguish between mistakes and errors. Errors are often created by people

who do not yet fully command some institutionalized language system, according to Corder (1974:29); actual errors are a marker of the student's ability. A mistake is an evident grammar from a native speaker's adult grammar, demonstrating the learners' inter-language skill (Brown, 2014)

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CHAPTER V

CONCLUSION AND SUGESSTION

This chapter present conclusion and suggestions that are derived from the research findings.

A. Conclusion

Based on the result of the analysis and discussion in the pronouncing fricative consonant sound in the fifth semester of English Department of State Islamic Institute of Kerinci, the fricative consonants in the sound f and v mispronounced, that in general the ability of fifth semester to pronounce English Fricative consonant in the sound f and v on average is a 50 "Fear" from the both rater

1. First rater get 33% percentages of misspronounced by the students
2. Second Rater get 35% percentages of misspronounced by the students
3. The level of the students when pronouncing fricative consonant sound f and v from the both rater were fear

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B. Suggestion

Based on the above conclusions, here are some inputs will be submitted by the researcher

1. For student

   Based on the findings at the previous chapter, the researcher mention a suggestion to the students, from this research, the researcher hopes that the students will improve to learn pronounce fricative consonant in the

sound f and v

2. For researcher

   For the future researcher, they have to further deepen understanding especially about analysis and evaluation of the data from pronouncing fricative consonant

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APPENDICES

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APPENDIX 1

Instrumentt of Students' Pronunciation Test

Direction:

- Pronounce the following words correctly
- Record your voice in 1 minute 30 seconds

1. Father
2. Force
3. Forget
4. Feel
5. Nephew
6. Influence
7. Difficult
8. Traffic
9. Enough
10. Life
11. Chef
12. Leaf
13. Vain
14. Version
15. Van
16. Voice
17. very

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18. Review
19. Prevent
20. Undercover
21. Advance
22. Survive
23. Believe
24. Deserve
25. Improve

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APPENDIX 1I

Students' Pronunciation Score by First Rater

No	Respondent	Father	Force	Forget	Feel	Nephew	Influence	Difficult	Traffic	Enough	Life	Chef	Leaf	Vain	Version	Van	Voice	Very	Review	Prevent	Undercover	Advance	Survive	Believe	Deserve	Improve	Total	Average
1	S1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	9	0,36
2	S2	1	0	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	0	14	0,56
3	S3	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	1	13	0,52
4	S4	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	9	0,36
5	S5	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	0	0	1	1	10	0,4
6	S6	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	10	0,4
7	S7	1	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	13	0,52
8	S8	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	0	0	17	0,68
9	S9	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0	0	12	0,48
10	S10	0	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	11	0,44
11	S11	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0,12
12	S12	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	10	0,4
13	S13	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	11	0,44
14	S14	0	0	1	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	15	0,6
15	S15	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	11	0,44
16	S16	0	1	1	1	0	0	1	1	0	0	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	10	0,4
17	S17	1	1	0	1	0	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	0	9	0,36
18	S18	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5	0,2
19	S19	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	12	0,48
20	S20	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	0	0	9	0,36
21	S21	1	1	1	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	0	0	13	0,52
22	S22	0	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	9	0,36
23	S23	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	9	0,36
24	S24	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0,28
25	S25	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5	0,2
26	S26	1	1	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7	0,28
27	S27	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	14	0,56
28	S28	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	12	0,48
29	S29	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0,24
30	S30	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	0	8	0,32

INSTITUT AGAMA ISLAM NEGERI KERINCI

APPENDIX 1II

Students' Pronunciation Score by Second Rater

No	Respondent	Father	Force	Forget	Feel	Nephew	Influence	Difficult	Traffic	Enough	Life	Chef	Leaf	Vain	Version	Van	Voice	Very	Review	Prevent	Undercover	Advance	Survive	Believe	Deserve	Improve	Total	Average
1	S1	0	1	1	0	1	1	0	1	0	0	0	1	0	0	0	0	1	1	0	1	0	0	0	0	0	9	0,36
2	S2	1	0	0	1	0	1	0	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	0	0	14	0,56
3	S3	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	0	1	1	1	0	1	0	0	0	1	13	0,52
4	S4	0	0	1	0	0	1	0	1	1	0	0	0	1	0	1	0	0	1	0	0	0	0	0	1	1	9	0,36
5	S5	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	1	12	0,48
6	S6	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	1	0	0	0	0	0	0	0	0	0	10	0,4
7	S7	1	1	0	0	0	0	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0	14	0,56
8	S8	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	0	1	0	1	0	18	0,72
9	S9	1	1	1	0	1	1	0	1	0	0	1	0	1	1	1	1	0	0	0	0	1	0	0	0	0	12	0,48
10	S10	0	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	11	0,44
11	S11	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0,12
12	S12	1	1	1	1	0	0	1	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	10	0,4
13	S13	1	1	1	1	1	0	0	1	1	1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	11	0,44
14	S14	0	0	1	0	0	1	1	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	15	0,6
15	S15	1	1	0	1	0	1	0	1	0	1	0	0	1	1	1	1	1	0	0	0	0	0	0	0	0	11	0,44
16	S16	0	1	1	1	0	0	1	1	0	0	0	0	1	1	1	0	1	0	1	0	0	0	0	0	0	10	0,4
17	S17	1	1	0	1	0	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	0	9	0,36
18	S18	1	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	5	0,2
19	S19	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	12	0,48
20	S20	1	0	0	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	0	0	9	0,36
21	S21	1	1	1	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	0	0	1	0	0	0	0	13	0,52
22	S22	0	0	0	1	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	0	0	0	0	9	0,36
23	S23	1	1	1	0	0	0	1	0	0	1	0	0	0	0	0	1	1	0	0	1	0	0	0	1	0	9	0,36
24	S24	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	7	0,28
25	S25	0	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	5	0,2
26	S26	1	1	1	1	0	0	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	7	0,28
27	S27	0	0	0	0	0	0	1	0	1	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	0	14	0,56
28	S28	1	1	1	1	1	0	1	1	0	1	0	0	1	1	1	1	0	0	0	0	0	0	0	0	0	12	0,48
29	S29	0	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0,24
30	S30	0	1	1	0	0	1	0	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	0	0	0	8	0,615385

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