

**AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING  
THE ENGLISH "TH" SOUND  $\theta$ / AND  $\delta$ :  
A STUDY AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT  
OF STATE ISLAMIC INSTITUTE OF KERINCI**

**THESIS**



**ENGLISH EDUCATION PROGRAM  
FACULTY OF EDUCATION AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI  
ACADEMIC YEAR 2022/1443 H**

**AN ANALYSIS OF STUDENTS' ERRORS IN PRONOUNCING  
THE ENGLISH "TH" SOUND (θ/ AND/ð)  
(A STUDY AT THE FOURTH SEMESTER OF ENGLISH DEPARTMENT  
OF STATE ISLAMIC INSTITUTE OF KERINCI)**

**A THESIS**

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

**BY**

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**2023 / 2024**

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Sungai Penuh, April 2022  
To :  
The Rector of IAIN Kerinci  
At -  
Sungai Penuh

### **OFFICIAL NOTE**

*Assalamu'alaikumWarrahmatullahiWabarakatuh*

After guiding, analyzing, briefing, and correcting, the writing of Natasya Veronikaa's thesis (the student's number is 1810203060) entitled : **“An Analysis Of Student Errors In Pronouncing The English “TH” Sound (Θ/ and/ð) (A Study At The Forth Semester Of English Department Of State Islamic Institute Of Kerinci)”**, 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*

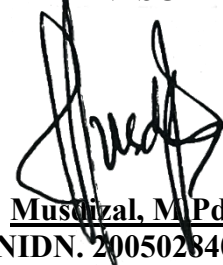
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## **CERTIFICATE OF ORIGINALITY**

The researcher hereby declares the thesis entitled “An Analysis Of Student Errors In Pronouncing The English “TH” Sound (θ/ and/ð) (A Study At The Forth Semester Of English Department Of State Islamic Institute Of Kerinci)” 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 assistance rom others in the project’s design and conception or style, presentation, and linguistic expression is acknowledged.

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## ABSTRACT

**Natasya Veronika, 2023** : **An Analysis Of Student Errors In Pronouncing The English “TH” Sound (Θ/ and/ð) (A Study At The Forth Semester Of English Department Of State Islamic Institute Of Kerinci)**

**Advisors** : **1. Prof. Dr. Dairabi Kamil, M.Ed**  
**2. Musdizal, M.Pd.**

**Key words** : *Studen Errors, Pronouncing, Sound (Θ/ and/ð)*

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 mispronunciations. The problem is that students do not know the difference between TH sounds and often misinterpret words that contain th sounds in the fricative sound. So based on the background above, the researcher obtained the following problems eighty percent of students majoring in English in their fourth semester mispronounce the sounds TH and t in English, this is based on a questionnaire that the researcher distributed through the fogle form by choosing the correct pronunciation answer. And the lack of understanding of English so that fourth semester students majoring in English often make mistakes in pronouncing TH. This research is a Mix Method research. Data collection techniques were carried out through observation, questionnaires, documentation, then analyzed using test analysis techniques using SPSS data and descriptions. The purpose of this study was to find out An Analysis Of Student Errors In Pronouncing The English “TH” Sound (Θ/ and/ð) (A Study At The Forth Semester Of English Department Of State Islamic Institute Of Kerinci). as for the research results are the frequent habit of omitting consonant letters, then some sounds in English have not been like "th" are not yet in the large Indonesian dictionary, the vowel and consonant system in English contains many sounds that are different from Indonesian and finally students lack of learning and practicing these words in everyday life.

## ABSTRAK

**Natasya Veronika, 2023**

**:Analisis Kesalahan Siswa Dalam Mengucapkan Bunyi “TH” Bahasa Inggris (Θ/ dan/ð) (Studi Pada Semester Keempat Jurusan Bahasa Inggris IAIN Kerinci)**

**Pembimbing**

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2. Musdizal, M.Pd.**

**Kata Kunci**

*:Kesalahan Siswa, Pengucapan, Suara (Θ/ dan/ð)*

Bahasa Inggris adalah bahasa internasional. Karena keragaman bahasa Inggris yang digunakan di berbagai belahan dunia, tidak ada kemurnian pengucapan. Oleh karena itu, banyak orang sering menjumpai pengucapan alternatif dan salah pengucapan. Permasalahannya adalah siswa tidak mengetahui perbedaan bunyi TH dan sering salah mengartikan kata-kata yang mengandung bunyi th pada bunyi frikatif. Maka berdasarkan latar belakang di atas, peneliti memperoleh masalah sebagai berikut delapan puluh persen mahasiswa jurusan bahasa Inggris semester empat salah melafalkan bunyi TH dalam bahasa Inggris, hal ini berdasarkan kuesioner yang peneliti sebarakan melalui bentuk fogle dengan memilih jawaban pengucapan yang benar. Dan kurangnya pemahaman bahasa inggris sehingga mahasiswa semester empat jurusan bahasa inggris sering melakukan kesalahan dalam pengucapan TH. Penelitian ini merupakan penelitian Mix Method. Teknik pengumpulan data dilakukan melalui observasi, angket, dokumentasi, kemudian dianalisis menggunakan teknik analisis uji dengan menggunakan data SPSS dan deskripsi. Tujuan dari penelitian ini adalah untuk mengetahui Analisis Kesalahan Siswa Dalam Mengucapkan Bunyi “TH” Bahasa Inggris (Θ/ dan/ð) (Studi Pada Semester Keempat Jurusan Bahasa Inggris IAIN Kerinci). Adapun hasil penelitian adalah kebiasaan yang sering menghilangkan huruf konsonan, kemudian beberapa bunyi dalam bahasa Inggris belum seperti “th” belum ada dalam kamus besar bahasa Indonesia, sistem vokal dan konsonan dalam bahasa Inggris mengandung banyak bunyi yang berbeda dengan bahasa Indonesia dan akhirnya siswa kurang mempelajari dan mempraktekkan kata-kata tersebut dalam kehidupan sehari-hari.

## DEDICATION AND MOTTO

### DEDICATION

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

*My loving mother (Deti Santi) and father (Sopan Sofyan) who always give a support for me.*

*My sister (Delta Sofyanti Anatisya) my brother (Mohd. Azaki Sofyan) who always help me when I need them.*

*My friends (Fadli Ihsan, M.Or) and (Nurul Oktavia, S.Pd).*

*My love families British English Course.*

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

### MOTTO

In surah Az-zumar verse 9 which reads.

أُولُو الْأَيْدِي أَمْ يَتَذَكَّرُ إِنَّمَا يَعْلَمُونَ نَالُوا الَّذِينَ يَعْلَمُونَ الَّذِينَ يَسْتَوِي هَلْ قُلْ

الْأَبَابِ (39:9)

**It means:**

*Say: "Are there people who know and people who don't know?" In fact, it is the intelligent person who can receive lessons. (QS. Azzumar: 9).*

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الْحَمْدُ لِلَّهِ, الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَ بِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ  
عَلَى أَصْرَفِ الْأَنْبِيَاءِ وَ الْمُرْسَلِينَ وَ عَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ. 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 "An Analysis Of Student Errors In Pronouncing The English "TH" Sound (θ/ and/ð) (A Study At The Forth Semester Of English Department Of State Islamic Institute Of Kerinci)", the researcher got difficulties but guidance, advice and encouragement from other parties, the researcher could finish this thesis.

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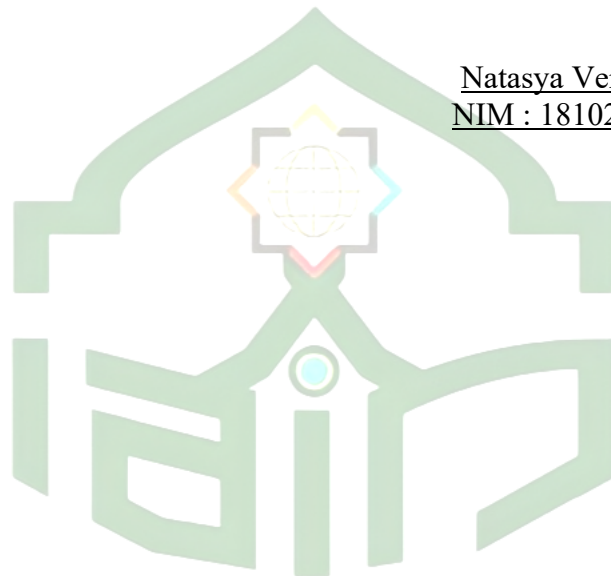
Eventually, the researcher would like to express the deepest gratitude to my beloved parents, my brothers, my sisters, my big family, Best Friends and all of people in my life who have given their endless love, affection, support, advices,

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At last, the reseacher pray in Allah SWT. may this thesis would be useful and god bless us, Aamiin.

Sungai Penuh, April 2023

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## 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 mispronunciations. However, no matter how common the incorrect pronunciation is, people always need to strive to acquire correct pronunciation. Many people learning and speaking 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 is less important than grammar and vocabulary.

However, the fact is 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 hear you speaking in English and thinking about your pronunciation skill. (Devi, 2015)

Furthermore, the important point in the pronunciation is how to pronounce the letter sound. The part of linguistics that talk about sound of word is phonology. Vocabulary plays important role in language learning.

Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feeling both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed. It means that even someone has good grammar but it will be useless if they do not know many vocabularies.

Based on the researcher's observations on the English department student of the fourth semester class it was found several problems when pronouncing the consonants. The problem was that students did not know the difference between TH sounds and often misinterpret words that contain the sounds in the fricative sound. For example, when students say the word "thank you", they interpret it as (tengkyu), the word "thick" as (tick), the word "true", as (tru), the word "tired", students interpret it like (tired). This was due to differences in mother tongue background, culture, habits, environment, and lack of practice using English in student classes, which makes students less confident when thinking about fricative consonants, and researchers also find students shy and hesitated when the researcher asked the students to say it in front of the class. So based on the background above, the researcher obtained the following problems based on initial observation most of the students majoring in English in the fourth semester mispronounce the sounds TH in English, this is based on a questionnaire that the researcher distributed through

the fogle form by choosing the correct pronunciation answer. And the lack of understanding of English so the fourth semester students majoring in English often make mistakes in pronouncing TH.

Furthermore, based on the opinions above those can be concluded that pronunciation is very important, Because the difference in pronunciation or sound will change the meaning. When we start speaking without a clear pronunciation, the message can be lost or confuse the listener or native speaker, because they do not understand what we are saying. In addition, pronunciation is not about removing the accent, it's about making English audible, so there is no misunderstanding of what we are saying. When we learn correct pronunciation, our English will become easier to understand. We will sound more natural. This will help us listen to English better , we will learn to identify and recognize sounds, our confidence will grow, exponentially. Then, when you can get your message across clearly (not perfect, but clear) and you can understand other English speakers more clearly, your confidence will grow. we'll start more conversations, get more practice in pronunciation. then our abilities will improve faster.

In line with learning English vocabulary, English vocabulary is different from Indonesian viewed from form, including pronunciation and spelling, meaning and the word use. In addition, the way of how pronouncing the word is quite different from writing. Therefore, people especially students who learn English often find difficulties in learning vocabulary. Thus, in this

research, the researcher wants to investigate the students' difficulties and factors causing difficulties in learning vocabulary.

Based on the research, the researcher interested to study **“An Analysis Of Student Errors In Pronouncing The English “TH” Sound  $\theta$ / and  $\delta$ : A Study At The Forth Semester Of English Department Of State Islamic Institute Of Kerinci”**

### **B. Identification of the Problem**

Based on the background above, the following problems are obtained:

1. Based on initial observation most of the student majoring in English in the fourth semester made error in pronouncing the sounds of TH in English.
2. So far no research has been conducted on the problem of errors in the pronunciation of the TH sound

### **C. Limitation of the Problem**

1. This research conducted at the Kerinci State Islamic Institute.
2. This study focuses on analyzing student problems in English pronunciation (TH) Case study in the 4th semester of the English department in Kerinci year 2022/2023.

### **D. Research Questions**

From the background above, the research questions in this study is as follows:

1. What error are made by the students in pronunciation sound TH in the Department of English Education at the Kerinci State Islamic Institute?
2. What are the possible factors caused the errors made by the students in pronouncing TH in English?

## **E. Purpose of the Research**

search From the formulation of the problem above, the objectives of this research are as follows:

1. To find out what error are made by the students in pronunciation sound TH in the Department of English Education at the Kerinci State Islamic Institute.
2. To find out what factors caused the errors made by the students majoring in English to make mistakes in pronouncing TH in English.

## **F. Significance of the Research**

The expected benefits of the research conducted are:

### **1. For teachers and principals**

Teachers and principals know the analysis of student problems in English pronunciation (TH) case studies on fourth semester students majoring in English education at the Kerinci State Islamic Institute in 2022/2023.

### **2. Researcher**

Get the results of data analysis and get an analysis of student problems in English pronunciation (TH) case studies for fourth semester students majoring in English education at the Kerinci State Islamic Institute in 2022/2023.

## **G. Definition of the Key Term**

### **1. Errors Analysis**

Error analysis is a technique for identifying, classify, and interpret systematically the errors that occur carried out by students who are learn a

foreign language or a second language by using theory or procedure linguistics. error analysis is everything form of error in language or not according to the rules of language use what is good and right that must be improved or corrected for better use and right (Richards, 1974: 25).

## **2. Pronunciation**

In learning any foreign language, a learner will surely meet with various kinds of language learning problems because there are always elements that are the same and different between the target language and their own language. Pronunciation is the form in which the symbols the basic symbols of language, segmental phonemes or speech sounds, appear and are arranged in patterns of tone, loudness and duration. Pronunciation is the act or result of speech sounds, including articulation, emphasis, and intonation, often with reference to some standard of truth or acceptance. (Face, 2006: 5).

## **3. TH sounds in English**

Th has two ways to pronounce it in English. Words like “Think” and “The” have different ways of pronouncing them. TH in the word "Think", the tip of your tongue is at the tip of the upper and lower teeth. If you put your hand in front of your mouth when you say the word, then you will feel the air coming out from between your right and left tongue, not from the front of the tongue.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Review of Related Theories

##### 1. The Importance of Error Analysis

Based on the statement above, error analysis is important both for the teachers and students. Error analysis will provide a chance for the teachers to observe and investigate how language is learned and acquired by learners. While for the students, error analysis can become a device to check their strength and weakness in studying a second language. In short, error can become a positive aid to learning and may actually be a necessary part of learning a language and that it helps teachers to see how learners process the second language and develop underlying systems of the rules. Based on the importance of error analysis mentioned above, the writer feels sure that the study of error or error analysis will contribute many useful things in language teaching. At least, by using this research, teachers of English will be able to measure and know how far the materials have been mastered by his learners, which has not been effectively taught and which teaching should be improved.

Analysis is crucial for a variety of reasons, including:

Decision making: Analysis provides important information that can aid in making informed decisions. It helps to identify patterns, trends, and insights that can inform the decision-making process.

**Problem solving:** Analysis is critical in identifying the root causes of problems and developing effective solutions. It helps to understand the problem and identify potential solutions based on the data.

**Performance evaluation:** Analysis is important for assessing performance and determining whether goals are being met. It helps to identify areas where improvement is needed and to evaluate the effectiveness of existing strategies.

**Risk management:** Analysis helps to identify potential risks and evaluate the likelihood and impact of those risks. This information can inform risk management strategies and help to minimize potential negative outcomes.

**Innovation:** Analysis can lead to new ideas and innovations by identifying patterns and trends that may not be immediately apparent. It can inspire creative thinking and help to identify new opportunities.

Overall, analysis is a critical tool for decision making, problem solving, performance evaluation, risk management, and innovation. Without analysis, we would be unable to make informed decisions or identify opportunities for improvement and growth.

Errors analysis is useful in second language learning because it reveals to us-teacher, syllabus designers and text book writers of what the attention on the trouble shooting' area as it were.

Corden(1967) states that errors are visible proof the learning is taking place. He has emphasised that errors, if studied systematically, can

provide significant insights into how a language is actually learned by a foreigner. He also agrees that studying students' errors of usage has immediate practical application for language teacher. In his view, errors provide feedback; they tell the teachers something about the effectiveness of the teaching.

According to Ancker (2000), making mistakes or errors is a natural process of learning and must be considered as part of cognition. Weir (1991) considers learners' errors to be of particular importance because the marking of errors is a device the learners use in order to learn. Weir says EA is a valuable aid to identify and explain difficulties faced by learners. He goes on to say that EA serves as a reliable feedback to design a remedial teaching method. This emphasizes that fact that problematic as the errors may be, when they are identified learners get helped and teachers find it easy to do remedial work.

Secombe (2000) explains that EA serves three purposes. Firstly, to find out the level of language proficiency the learner has reached. Secondly, to obtain information about common difficulties in language learning and thirdly, to find out how people learn language. From this statements it can be concluded that the study of errors should also be looked at as something positive both for learners and teachers.

Candlin (2001) considers EA as the monitoring and analysis of learners' language. He refers to an error as a deviation and adds that the L2

learners errors are potentially important for the understanding of the process of SLA.

## 2. Pronunciation Problem

If you are having pronunciation problems, there are a few things you can do to improve:

**Practice:** Pronunciation is a skill that can be improved with practice. Find a native speaker or a language tutor who can help you practice and give you feedback.

**Listen carefully:** Pay attention to how native speakers pronounce words and try to imitate them. You can also use online resources like Forvo or Youglish to listen to native speakers pronouncing words.

**Record yourself:** Record yourself speaking and listen back to identify areas where you need to improve.

**Break down words:** Focus on individual sounds within words and practice pronouncing them correctly. Use resources like the International Phonetic Alphabet (IPA) to help you identify and practice specific sounds.

**Slow down:** Speak slowly and deliberately to help you focus on individual sounds and improve your pronunciation.

Remember that improving your pronunciation takes time and practice, so be patient and persistent in your efforts.

Pronunciation is an important form of learning English language. Unlike in Indonesian language, English has a phoneme (sound of the word) and the pronunciation is 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 six aspects (James Emil Flege 2010).

a) Sounds/sound

It's very important for a language learner to be able to identify and define the sound of a language to write using phonetic symbol. In English, the symbols used are different depending on the accents (British, Australian, or America). The component of these sound are the vowels and consonants which are segmental features.

b) Rhythm

The rhythm of English words defined or rely on the unity of tone (word or group of words containing a subject stressed syllable). Example of said peter come and come here, please ! can be divided into two whole tones namely: peter come and come here, please ! where the emphasis is 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 interpreted as “ on flame or fire” when read with intonation while

decline could be in. Intonation involves pitch variations/fluctuations in an utterance or stretch of speech. The study of intonation is important because the pitch fluctuations help to 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, intonation 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 most prominent 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've been able to say a lot about pronunciation of our sentence just by looking at it by itself, 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 unstressed in a sentence, its pronunciation is often quite different from when it is stressed.

### 3. English Pronunciation

Students cannot pronounce an English word correctly based on its spelling. English spelling is only a poor representation of pronunciation although it must be admitted that there is much regularity between sounds and written symbols. The ordinary spelling of an English word sometimes has a little apparent relation to its sound. There is no one to one correspondence between the sound uttered and the letter which appears in the written word.

English pronunciation can be challenging because there are many words that are spelled differently than they are pronounced. However, there are some general rules and patterns that can help you improve your English pronunciation:

**Vowel sounds:** English has 12 vowel sounds, which can be short or long. For example, the "a" in "cat" is a short vowel sound, while the "a" in "cake" is a long vowel sound.

**Consonant sounds:** English has many consonant sounds, some of which can be difficult to pronounce for non-native speakers. For example, the "th" sound in "think" and "this" can be challenging.

**Stress and intonation:** English is a stress-timed language, which means that some syllables in a word are stressed more than others. This can affect the meaning of a word. Intonation also plays an important role in English, as it can convey emotion and emphasis.

**Silent letters:** English has many words with silent letters, such as "knight" and "debt." These can be tricky to remember and may affect the pronunciation of a word.

**Practice:** As with any language skill, practice is key to improving your English pronunciation. Listen to native speakers, watch videos or movies in English, and practice speaking as much as possible.

Remember that English pronunciation can take time and practice to master, so be patient with yourself and keep practicing.

The spelling of “o” in “**door**” and “**fool**” shows different pronunciations. The letter “o” in “**door**” is pronounced as [ɔ:]. On the other hand, the same sound may have various spelling as the sound [ɔ:] in “**port**,” “**stalk**,” and “**caught**.” The sound [ɔ:] is spelled inconsistently. It is represented by the letter “o” in “**port**,” “a” in “**stalk**,” and “au” in “**caught**.” We pronounce those words [p:t], [st:k], and [k:t].

#### 4. TH sounds in English

TH has two ways to pronounce it in English. Words like “Think” and “The” have different ways of pronouncing them. TH in the word “Think”, the tip of your tongue is at the tip of the upper and lower teeth. If you put your hand in front of your mouth when you say the word, then you will feel the air coming out from between your right and left tongue, not from the front of the tongue. Then the way to read it is as above. TH in this second way of pronouncing, the tip of your tongue touches the roots of your upper teeth (Putri, 2020: 4).

These words are examples of words spoken in this second way, They, There, Than. Whereas in English spelling the letter f is read as ti, the sound of the change in the letter f in various English words is as follows: the letter TH in English is read (TH) like the word but, hat in Indonesian but sounded with a kind of popping sound. (Jamin, 2018: 7).

The letter TH+ URE is read as Cara if it is in the final syllable, for example: culture/kalcar: culture. The letter f is read as Ty, C if there is an s before and after that there is a vowel (u) for example: studio/styudiou:

broadcast room. The full letter TH is read as TH if the sound pressure is rather sharp, for example: Thin/Thin: thin (Irianto, 2018: 19).

## **B. Review Of Related Findings**

To get maximum research results and can be clearly reached, a literature review of previous research is needed, so the author conduct a review of research that has relevance to the topic of discussion that the reseacher is researching.

1. A research result in the form of a thesis with the title "An Analysis of Students Errors in Writing Sentences" written by a student at Syarif Hidayatullah State Islamic University Jakarta Herlina is one of the studies that is relevant to the author's research. The research on Herlina's thesis has something in common, namely the analysis of student errors. Herlina's research focuses on sentence writing while her research focuses on pronunciation.
2. The next relevant research that the researcher uses as a reference for writing is a thesis entitled "An Analysis of Student Errors In Pronouncing English Vowelsh" written by a student at the State University of Semarang. In Tri Puspita's wasis research, it focuses more on analyzing student errors in pronouncing vowels, while the author's research focuses more on the sounds of TH.
3. The next relevant research that the author uses as a reference for writing is a journal entitled An Analysis Pronunciation :/TH/ and/0/ By The Students Of The English Education Study Program Of University Of Bengkulu. Written

by Nofian Adesta Irianto. In that journal, it focuses more on the sound of TH, while in the journal, the researcher focuses on the sound of Th . The similarities with the author's research are that they both discuss TH.

4. The next relevant research that the author uses is a journal with the title An Analysis Of Students Errors In Pronouncing English Consonants (A Case Study Of The Eleventh Grade Of SMA Negeri 1 Sumbul). What Evi Sri Winda wrote in the journal is relevant to the author's research, namely they both discuss An Analysis Students Error In Pronouncing. However, Evi Sri Winda's research focuses more on Consonants, while the researcher's research focuses on TH sounds.
5. The next relevant research that the author uses as a reference in this proposal is a thesis entitled Pronouncing Errors Made By The Fourth Semester Student. Written by Angelina Tienke Sugiarto, a student at Dian Nuswanto University. In Angelina's research, she focuses more on pronouncing errors, while in her thesis she focuses on the sounds of TH . While the similarities are both discussing Pronouncing errors.

### C. Conceptual Framework

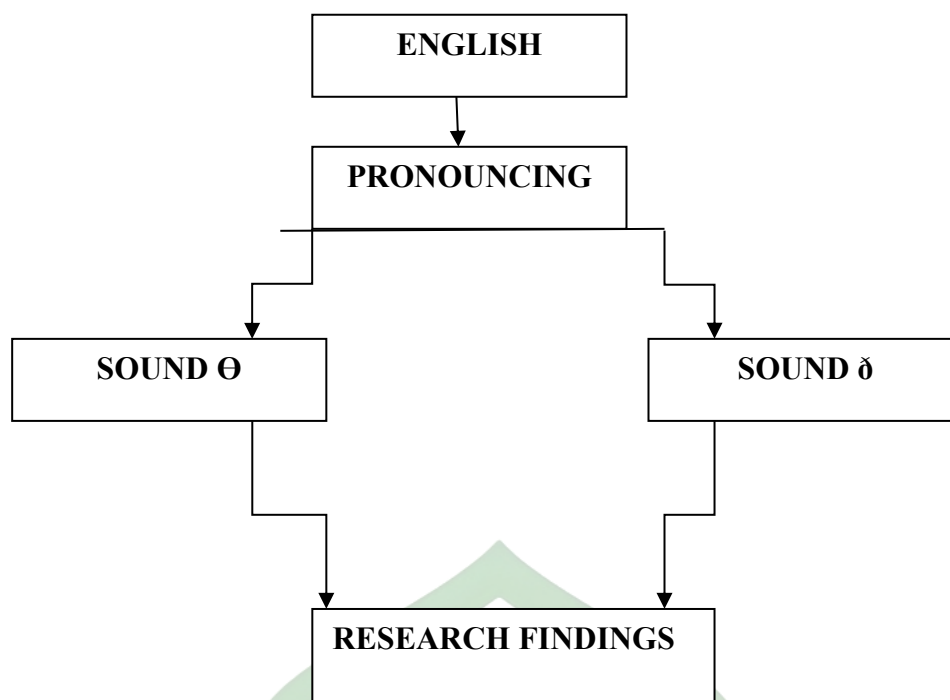


Figure 2.1 Conceptual Framework

English is taught as a foreign language in Indonesia. So, students only get English in school. This makes it difficult for them to learn this language. As a result, students make mistakes and mistakes in learning this language, both skills and components.

As a component of language, students need to know pronunciation. However, in reality, Indonesian learners cannot produce English words correctly. They get confused when producing English words. That's because there is a difference between Indonesian and English. Especially in the pronunciation of Th sounds.

The following will describe the framework of thinking that underlies this research. The basis for thinking will direct the author to find data and information in this study in order to solve the problems presented.

## **CHAPTER III**

### **RESEARCH METHOD**

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

This research used the mix method design that combines qualitative and quantitative method. (Moleong, 2000:51). Mixed research is a research approach that combines qualitative and quantitative research. According to Sugiono, the combination research method used research method between quantitative methods and qualitative methods to be used together in a research activity so that more comprehensive, valid, reliable and objective data are obtained (Sugiyono, 2012: 404).

#### **B. Setting Of The Study**

This reseach aims to obtain more complete picture and output, as well as allowing and easy for researcher to conduct observational research. Therefore, the researcher determines the research location is the place where the research will be carried out. In this case, the research location was in the English Department Of State Islamic Institute Of Kerinci which located in Sungai Liuk village. This research was conducted in December 2022.

Participants of this study were 4th semester students of English Department in State Islamic Institute Of Kerinci as key informants, then lecturers as supporting informants.

### **C. Data Source**

There were two types of data in general, namely quantitative data and qualitative data which will be explained below, the researcher focuses more on quantitative data in conducting this analysis (Siyoto, 2015: 34).

#### **1. Quantitative Data**

Quantitative data is data or information obtained in the form of numbers. In the form of this number, quantitative data can be processed using mathematical formulas or can also be analyzed with statistical systems. In this study Quantitative data comes from test that researchers distribute and test that researchers carry out.

#### **2. Qualitative Data**

Qualitative data is data in the form of words or verbal. How to obtain qualitative data can be done through interviews. qualitative data came from the results of interviews that researchers conducted with students.

#### **D. Research Instruments**

In accordance with the approach used, the instrument used to collect data is the researcher. The researcher is the key instrument or the main research tool, which means that the researcher must be able to express meaning, interact with local values where this cannot be done with a questionnaire, questionnaire or something else. Therefore, the presence of researchers at the research site is absolutely necessary in accordance with the principles of qualitative research, namely the researcher must create a good relationship with the research subject.

The test was carried out in two ways, namely interviews and a prepared vocabulary test. The interview consisted of 2 questions with a structured interview system. While the test is carried out by preparing several vocabulary related to research with several levels of difficulty.

With regard to using this, the researcher plans, implements, collects data, analyzes, interprets data, and covers the type of instrument, composes an instrument grid. The implementation includes observation or personal observation by observing the informants directly in the field. As well as interviews with 4Th semester students and also presenting written test questions and oral tests.

##### **1. Quantitative Data**

Quantitative data is data or information obtained in the form of numbers. In the form of this number, quantitative data can be processed using mathematical formulas or can also be analyzed with statistical systems.

Test can be interpreted as an activity whose main purpose is delivery (usually to the examiner). The researcher gave the test that the researcher gave, namely the word sound th, in the test there were 2 points where the answer was very good given a correct and the answer is not good given incorrect. The researcher invited the 4th semester students to read the word that had been provided and make a sound beam. After the test, the results will be processed by the researcher.

**Table 3.1 Test Instrument**

No	Word	Description	
		Correct	Incorrect
1.	Nothing		
2.	Thanks		
3.	Thought		
4.	With		
5.	Breath		
6.	Those		
7	Mother		
8	Other		
9	They		
10	Think		
11	There		
12	Father		
13	Their		
14	The		
15	Birth		

## 2. Qualitative Data

Qualitative data is data in the form of words or verbal. How to obtain qualitative data can be done through interviews.

An interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions (Meleong, 2001:35). In this case, the researcher uses semi structured interview, in which a interviewers get their own problems or questions that will be asked to seek answers to the hypotheses that are formulated strictly (Meleong, 2000: 138).

Interviews were conducted with the researcher first making research questions related to the problem being researched by the researcher. Then the researcher asked the respondents questions to find out how to pronounce t and th and what factors caused them to have difficulty and make mistakes in pronouncing the t and th sounds. Then the results of the interview the author wrote on the book to be processed.

Table 3.3 List Question Interview

<b>List Question</b>
----------------------

- |  |
|--|
| <ol style="list-style-type: none"><li>1. Do you find it difficult to pronounce the sounds th in English?</li><li>2. What causes you difficulty in sounding th?</li></ol> |
|--|

## **E. Data Collection Techniques**

Understanding data collection techniques is the ways that can be used by researchers to collect data, where these methods show an abstract, cannot be realized in visible objects, but can be displayed by users (Arikunto, 2002: 134).

In collecting this data, the researcher went directly to the object of research to obtain valid data, the researchers used the following methods:

### **1. Test**

The test technique includes a written test, a written test is a test carried out with answers using actions or actions. Written tests can be in the form of descriptions or objectives. Test instruments can be used in the form of exam questions (test questions) and inventory. The quantitative test is to find out the error while the qualitative test is to see the factors causing the error.

The researcher gave students test to analyze errors in the pronunciation of the sound Th. It's means, researcher gets a score in the test, the researcher recorded and then identified errors in the student's pronunciation then gave a score. the researcher prepared a simple vocabulary form, it was 15 items test for students.

### **2. Interview**

An interview is a conversation with a specific purpose carried out by two parties, namely the interviewer who asks questions and the interviewee who provides answers to the questions (Meleong, 20001:35). In this case, the researcher used structured interviews, in which a interviewers get their

own problems or questions that asked to seek answers to the hypotheses that are formulated strictly (Meleong, 2000: 138).

In carrying out the interview technique (interview), the interviewer must be able to create a good relationship so that the informant is willing to cooperate, and feels free to speak and can provide true information. The interview technique that the researcher used was structured (written) by first compiling some questions that submitted to the informants. The quantitative test is to find out the error while the qualitative test is to see the factors causing the error. This is intended so that the conversation in the interview is more focused and focused on the intended purpose and avoids the conversation being too broad. In addition, it is also used as a general benchmark and can be developed by researchers through statements that appear during the interview (Arikunto, 2002:203).

## **F. Data Analysis Techniques**

### **1. Quantitative Data analysis techniques**

Data analysis to answer research question 1 follows Corder (1967) who divided the conduct of the error analysis into three step:

#### **a. Collecting of a sample of learner language**

In this step, the research needed to collect a sample of learner language, to provide data for the error analysis.

#### **b. Identification of error**

After the collect of sample in this step, the researcher identified which parts made errors when pronouncing consonant vowels.

### c. Deskripsi of error

In this step, the research described the errors in the pronunciation of th sound

The data obtained were tabulated and the presentation sought was analyzed. Calculation with the formula:

$$P = \frac{\sum R}{N} \times 100\%$$

Keterangan: P = score presentation

$\sum R$  = total earning score

N = Total maximum score

Score	Classification
1	Correct
0	Incorrect

Source: (Gonzales, 2020)

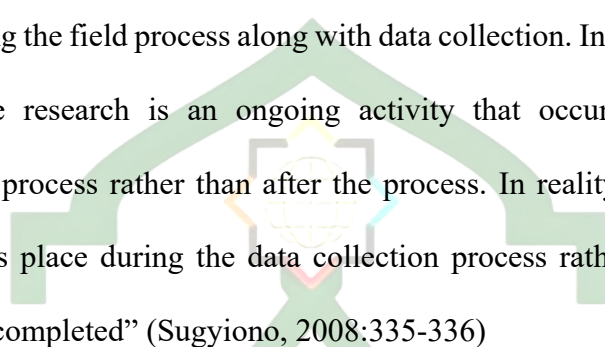
## 2. Qualitative Data Analysis Techniques

According to Miles and Huberman, there are 3 stages in qualitative analysis, namely the data reduction stage, the data presentation stage and the conclusion drawing stage. The stages explained as follows.:

The analysis of the data used descriptive analytical method, which describes the data collected in the form of words, pictures, and not numbers.

Data derived from manuscripts, interviews, field notes, documents, and so on, are then described so that they can provide clarity on reality or the truth (Sudarto, 1997:66).

Data analysis in qualitative research is carried out before going to the field. In this case, Nasution stated: "The analysis has started since formulating and explaining the problem, before going into the field and continuing until the writing of research results. Data analysis is a guide for further researchers to grounded theory. However, in qualitative research, data analysis is more focused during the field process along with data collection. In fact, data analysis in qualitative research is an ongoing activity that occurs throughout the investigative process rather than after the process. In reality, qualitative data analysis takes place during the data collection process rather than after data collection is completed" (Sugyiono, 2008:335-336)



The qualitative descriptive method using in this study is an analytical tool that includes an object in the current condition or event, the purpose of this analysis is to make a systematic and actual description, picture or painting of the facts in the field with theories, concepts exist in the relevant literature. Aims to find out the factors causing the error.

Data analysis is divided into three flow of activities, namely data reduction, data presentation, and drawing conclusions. These steps are as follows:

**a) Data reduction**

Data reduction is a simplification carried out through selection, focusing and the validity of raw data into meaningful information, making it easier to draw conclusions.

**b) Data presentation**

The presentation of data that is often used in qualitative data is in the form of narrative. Data presentations are in the form of a collection of information that is systematically arranged and easy to understand.

**c) Conclusions Drawing**

Conclusions Drawing is the final stage in data analysis which is carried out seeing the results of data reduction, still referring to the formulation of the problem in terms of the objectives to be achieved, the data that has been compiled is compared with one another to draw conclusions as answers to existing problems. (dadang kahmad, 2000)

### 3. Validity, Reliability and Trustworthiness

#### a. Validity and Reliability

##### 1) Validity test

Validity test is a measure that shows the extent to which the measuring instrument actually measures what is being measured. The problem of validity is not simple, it also involves the elaboration of concepts from theoretical to empirical (indicator) levels, but how come the research instrument must not be valid so that the results can be trusted.

The test uses the validity test with the person correlation method, namely by correlating the item score with the total score, namely the sum of all items in one variable. Then a significant test is carried out with the criteria using  $r$  table at a significant level of 0.10 with a 2-sided test. "If the value is positive and  $r_{\text{count}} > r_{\text{table}}$  then the item is declared valid. If  $r_{\text{count}} < r_{\text{table}}$  then the item is declared invalid (Dwi, 2014: 51).

##### 2) Reliability Test

Reliability is the accuracy or level of precision of a measure or measuring device (Najil, 2001:34). The instrument can be said to be reliable if the Cronbach Alpha value is greater than the critical moment product  $t$ , or we use certain limits such as 0.6. The criterion if the value in this study is  $< 0.6$  then the instrument is said to be unreliable, it can be tested by SPSS 2.3 (Gojali, 2006: 4). In testing reliability, the researcher used IBM SPSS Statistics version 25 to test the reliability of unreliable

data. As for the steps in the reliability test that the researcher did Open the data that you want to test for reliability in SPSS. Make sure the data is sorted correctly and no data is lost or incorrect.

### 3) Data validity tests

Data validity test in qualitative research according to Sugiyono (2016) include data credibility tests, transferability tests, dependability tests, and confirmability. In this study, data credibility tests were used to test data validity. Data credibility tests were carried out by triangulation. According to William Wiersma (Sugiono, 2016). Data triangulation is defined as checking data from various sources in various ways and at various times. In conducting the validity test, it is carried out with two symbols, namely symbols  $\Theta$  and  $\delta$  to find out whether a data distribution is valid or not.

- a). Triangulation of sources, namely checking data that has been obtained through various sources.
- b). Technical triangulation, namely data checking performed on the same data with different techniques. For example, data obtained from interviews is checked by observation, documentation or questionnaires.
- c). Time Triangulation Checking data with interviews, observation or other techniques in different times or situations.

b. Trustworthiness

There is a common technique which is usually used to increase the research data validity on qualitative research method. The technique is called Triangulation. According to Moleong (2006), Triangulation is explained as a technique of collecting data by combination of some different data sources. The aim of triangulation is to increase one understands of what ever being investigated. In this research, the researcher use a triangulation.. According to Denzin in Moleong (2006), triangulation is used to analyze data based on sources, method, investigator and theory. To achieve the validity of the contents of the data, researcher consult or evaluate to other people who are experts in the field concerned (expert judgment validity). Discussing with colleagues and consulting or evaluating to experts in the relevant. This will be done to check the truth of the interpretations that has been made.

Another type of reliability used in this study is inter-observer reliability and consensus among observers. It is carried out to get the data elasticity by examining the results of student thesis repeatedly to find as much data as possible and relevant aspects to the problem under study so as to obtain correct, accurate and normal data. To achieve data reliability researchers will read the same data over and over again, discuss with colleagues, and do counseling with the advisor.

## CHAPTER IV FINDINGS AND DISCUSSION

### A. Findings

#### 1. What Error are Made by the Student in Pronunciation Sound Th

The number of mispronunciations for each th sound (Θ/and/ð) was obtained based on the results of the pronunciation test. In analyzing the results of pronunciation errors, the researcher counted the number of mispronunciations of the th sound (Θ/and/ð) for each of 33 students, divided by the number correct and incorrect words, then multiplied by 100. The number of mispronunciations of the th sound" (Θ/and/ð) by each student is shown in the following table. In this section, the number of mispronunciations for each th sound" (Θ/ and/ð) is obtained based on the results of the pronunciation test. In analyzing the total mispronunciation results, the researcher counted the number of mispronunciations by the students, divided by the number of th" (Θ/and/ð) words, then multiplied by 100. The number of th" (Θ/and/ð) pronunciation errors by each students are shown in the following table:

##### a. Score By The Sound of th" Θ/ and/ð

##### 1) Initial Sound of th" Θ/ and/ð

No	Word	Number Correct Of Students	Number Incorrect Of Students
1	They	19	14
2	Think	23	10
3	There	19	14
4	Their	18	15
5	The	16	17

6	Those	15	18
7	Thanks	19	14
8	Thought	15	18



From the data above it can be seen that 19 students pronounce the word /They/ correctly and 14 students pronounce it incorrectly. The word /think/ was pronounced correctly by 23 students and 10 students mispronounced it. The correct word /there/ was uttered by 19 students and 14 students said it incorrectly. 18 students pronounce the word /their/ correctly and 15 students pronounce it incorrectly. The word /the/ which was pronounced correctly by 16 students and 17 students who were wrong. The word /those/ which was pronounced correctly by 15 students and 18 students who were wrong. The word /thanks/ which was pronounced correctly by 19 students and 14 students who were wrong. The word /thought/ which was pronounced correctly by 15 students and 18 students who were wrong. In conclusion, students are more precise at pronouncing the sound / of th" θ // and/ð at the initial position of the consonant of th" θ / and/ð in English.

## 2) Medial Sound of th" θ /and/ð

No	Word	Number Correct Of Students	Number Incorrect Of Students
1	Other	19	14
2	Mother	23	10
3	Father	23	10
4	Nothing	19	14

From the data above it can be seen that 19 students pronounce the word /other/ correctly and 14 students pronounce it incorrectly. The word /mother/ that they pronounced correctly was 23 students and 10 students mispronounced it. The word /father/ which they pronounce correctly is 23 students and 10 students pronounce it incorrectly. The word /nothing/ which they pronounce correctly is 19 students and 14 students pronounce it incorrectly. In conclusion, the

students mispronounce the sound / of th"  $\Theta$  // and/ð in the medial position / of th"  $\Theta$  // and/ð in English

### 3) Final Sound of th" $\Theta$ /and/ð

No	Word	Number Correct Of Students	Number Incorrect Of Students
1	With	16	17
2	Breath	21	12
3	Birth	20	13

From the data above it can be seen that 16 students pronounce the word /with/ correctly and 17 students pronounce it incorrectly. The word /breath/ was pronounced correctly by 21 students and 12 students mispronounced it. The correct word /birth/ was uttered by 20 students and 13 students said it incorrectly. In conclusion, students are more precise at pronouncing the sound / of th"  $\Theta$  // and/ð at the initial position of the consonant of th"  $\Theta$  / and/ð in English.

#### b. Percentase Of Responden Score By The Sound of th" $\Theta$ / and/ð

No	Respondet	Total Correct	Percentages
1	S1	10	67%
2	S2	8	53%
3	S3	9	60%
4	S4	12	80%
5	S5	13	87%
6	S6	10	67%
7	S7	9	60%

8	S8	7	47%
9	S9	6	40%
10	S10	10	67%
11	S11	8	53%
12	S12	9	60%
13	S13	12	80%
14	S14	13	87%
15	S15	10	67%
16	S16	9	60%
17	S17	7	47%
18	S18	6	40%
19	S19	10	67%
20	S20	8	53%
21	S21	9	60%
22	S22	12	80%
23	S23	13	87%
24	S24	10	67%
25	S25	9	60%
26	S26	7	47%
27	S27	6	40%
28	S28	13	87%
29	S29	10	67%

30	S30	9	60%
31	S31	7	47%
32	S32	6	40%
33	S33	13	87%

## **2. What are the Possible Factors Cause the Errors Made by the Student in Pronouncing Th**

In the qualitative research data, the researcher found that the average answer from respondents, namely 33 fourth semester students English Department in State Islamic of Kerinci, could say that it was quite difficult to pronounce the English sounds th and also the average answer from respondents was 33 fourth semester students majoring IAIN Kerinci English can be said to be quite difficult to pronounce the sound of the English words th because the pronunciation of both is in the form of consonants and another reason is because they are not used to it and do not know the correct standard of pronunciation according to the accent they know.

Based on the results of interviews conducted by researchers with 33 students of the fourth semester of the English department of the Kerinci State Islamic Institute for 2 types of structured interview questions that have been previously designed, there are results of answers from respondents that vary but lead to the same indicator for each answer or can also be referred

to as the average answer issued by respondents, the following is the average answer from respondents to 2 types of structured interviews.

- a. Do you find it difficult to pronounce the sounds th in English?

**S1:** .. “Iya, saya merasa kesulitan saat menyebutkan kata yang berakhiran th seperti breath”. (**S1:** .. “*yes, I find it difficult to say words that end in th like **breath***”).

**S2:** .. “Saya agak kesulitan memahami bunyi th dalam bahasa inggris tapi ada beberapa kata yang lebih mudah untuk saya”. (**S2:** .. “*i have a little difficulty understanding the th sounds in english but there are some words that are easier for me*”).

**S3:** .. “Saya merasa sulit untuk mengucapkan bunyi th, tetapi saya akan belajar lagi dengan memahami bunyi setiap kata yang menggunakan th”. (**S3:** .. “*I find it difficult to pronounce the th sounds, but I will learn again by understanding the sound of each word that uses th*”).

**S4:** .. “Saya tidak mengerti bahasa inggris, jadi sulit untuk mengucapkannya”. (**S4:** .. “*I don't understand english, so it's difficult to pronounce*”).

**S8:** .. “Saya tidak bisa mengucapkan Th diakhir sounds dengan benar”. (**S8:** .. “*I can't pronounce Th at the final sound correctly*”).

The average answer from respondents, namely 33 students of the fourth semester of the English department of the Kerinci State

Islamic Institute can say they are quite difficult to pronounce the sounds of the English words especially at the final sounds.

b. What causes you difficulty in sounding th?

**S1:** .. “Karena bahasa ibu, karena sering digunakan sehingga sangat berbeda dengan bahasa Inggris”. (**S1:** .. “*because my mother tongue is often used so it is very different from English*”).

**S2:** .. “Saya jarang berbicara bahasa Inggris jadi ketika saya mengucapkannya sangat jauh berbeda dari bahasa Inggris yang saya ucapkan”. (**S2:** .. “*I rarely speak English so when I pronounce it's very much different from the English I am pronouncing*”).

**S3:** .. “saya hanya mengikuti teori tanpa praktek langsung sehingga sulit untuk diucapkan”. (**S3:** .. “*i only follow the theory without direct practice so it was difficult to pronounce*”).

**S6:** .. “bahasa ibu seringkali menjadi penghalang”. (**S6:** .. “*mother tongue is often a barrier*”).

**S8:** .. “karena saya telah terbiasa menggunakan bahasa daerah dan bahasa Indonesia jadi saya merasa kesulitan dalam mengucapkan bahasa Inggris”. (**S8:** .. “*because I am used to using local languages and Indonesian so I find it difficult to pronounce English*”).

**S9:** .. “karena saya tidak menemukan huruf th dalam bahasa Indonesia, mungkin karena itu saya kesulitan dalam pengucapannya”. (**S9:** .. “*because I can't find the letter th in Indonesian, maybe that's why I have difficulty pronouncing it*”).

The average answer from respondents, namely 33 students of the fourth semester of the English department of the Kerinci State Islamic Institute can say they are quite difficult to pronounce the sounds of the English words th because the pronunciation of both is in the form of consonants and other reasons are because they are not accustomed to and do not know the correct pronunciation standards according to the accent they know and also because of the mother tongue factor and the absence of the letter th in the KBBI.

## **B. Discussion**

There are results from the instrument test test and its assessment combined with research from the results of interviews in the field, researchers can find out and analyze that the problems that occur in pronouncing the English word "th" include the following:

1. **Consonant Removal**

From the observation in the field, out of 15 English words "th", there is an incorrect way of omitting consonants. This type of error is like students forget to pronounce the first letter of the word like /t/ and /th/. In the middle of some words, students actually have to pronounce the /th/ sound, but they omit it. This type of error is forgetting to add the /t/ or /th/ sound to indicate the word they are producing or to indicate its plurality and correctness.

2. There is no pronunciation in the big Indonesian dictionary

Some sounds in English may not exist in Indonesian, or respondents may be confused in their pronunciation. One of them, the sounds [t] and [th], in the Big Indonesian Dictionary there is no word with the letter th, this may cause differences in the pronunciation of letters between the two languages, as well as the release of letters and sounds causing errors in pronunciation in English.

### 3. Different vowel and consonant systems

The vowel and consonant system in English contains many different sounds, as there are 44 phonemes considered by 24 consonants, 12 vowels, and 8 diphthongs. Moreover, English does not apply the rules of phonemic spelling.

### 4. Lack of familiarization

In addition to the three reasons above, there are also other reasons, namely that students do not familiarize themselves with the English vocabulary "t" and "th" both in pronunciation and intonation, this can also be caused by lack of practice.

### 5. Phonetic rules

Difficulties occur for English (especially Indonesian) users because English spelling does not apply phonetic rules like Indonesian. This difference is quite significant for Indonesian speakers because the Indonesian alphabet uses phonetic rules in a clear way. Most Indonesian alphabets have the same sound and spelling as the international phonetic alphabet (IPA).

## **BAB V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Based on the results of research and discussion of test instruments and interviews, it can be conclude.

##### 1. The Error Made by the Student in Pronouncing Sound Th

Difficulty in pronouncing the sound "th" (Θ/and/ð) is a common problem faced by fourth semester students majoring in English at the Kerinci State Islamic Institute. Pronunciation of the "th" sound (Θ/and/ð) in the initial position of a word tends to be more accurate than in the middle and final position.

There is variation in the accuracy of the pronunciation of the "th" sound (Θ/and/ð) among respondents, with the percentage of correct answers ranging from 40% to 87%. In general, the pronunciation of the sound "th" (Θ/and/ð) in the initial position of a word is better than in the middle and final position.

##### 2. The Possible Factors Caused the Errors Made by the Students in Pronouncing Th

The given qualitative research data focuses on the difficulty faced by 33 fourth semester English department students at State Islamic of Kerinci in pronouncing the English sounds "th." The researcher conducted two types of structured interviews to gather data from the respondents. The first question asked about the difficulty faced by students in pronouncing

the "th" sound, and the second question inquired about the factors causing the difficulty.

The average answer from the respondents indicates that students found it quite difficult to pronounce the "th" sound in English. Some respondents found it difficult due to the difference between their mother tongue and English, while others found it challenging due to the lack of practice or exposure to the language. Additionally, some respondents found it challenging because they were not familiar with the correct pronunciation standards according to the accent they know, and some respondents also highlighted the absence of the letter "th" in the KBBI (Indonesian dictionary).

In summary, the research data indicates that pronunciation difficulty in English sounds "th" is a common issue faced by the students, and the primary reasons for this difficulty are the differences in mother tongue, lack of practice, and exposure to the language, unfamiliarity with correct pronunciation standards, and absence of the letter "th" in the KBBI.

## **B. Suggestion**

Based on the research that has been conducted, there are several suggestions that can be given by researchers as an effort to develop English language skills, especially in correct pronunciation, researchers also expect that future researchers who will research on the same topic as this research, should be maximized to apply and collect data and expand respondents in order to enlarge the range of similar research, and finally students should learn

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### Appendix 1 List Question

3. Do you find it difficult to pronounce the sounds t and th in English?
4. What causes you difficulty in sounding th?

### Appendix 2 Percentase Of Respondet Score By The Sound of th" θ/ and/ð

No	Respondet	Total Correct	Percentages
1	S1	10	67%
2	S2	8	53%
3	S3	9	60%
4	S4	12	80%
5	S5	13	87%
6	S6	10	67%
7	S7	9	60%
8	S8	7	47%
9	S9	6	40%
10	S10	10	67%
11	S11	8	53%
12	S12	9	60%
13	S13	12	80%
14	S14	13	87%
15	S15	10	67%
16	S16	9	60%
17	S17	7	47%

18	S18	6	40%
19	S19	10	67%
20	S20	8	53%
21	S21	9	60%
22	S22	12	80%
23	S23	13	87%
24	S24	10	67%
25	S25	9	60%
26	S26	7	47%
27	S27	6	40%
28	S28	13	87%
29	S29	10	67%
30	S30	9	60%
31	S31	7	47%
32	S32	6	40%
33	S33	13	87%

Appendix 3 Table Responden

Table 4.1 Final Result of The Test

No	Respondent	Nothing	Thanks	Thought	With	Breath	Those	Mother	Other	They	Think	There	Father	Their	The	Birth	Total	Average
1	P1	0	0	1	0	0	1	0	1	1	0	0	0	0	1	1	6	40%
2	P2	1	0	0	0	1	0	1	0	1	1	1	0	1	1	0	8	53%
3	P3	0	0	0	1	1	1	1	1	0	0	1	1	0	0	1	8	53%
4	P4	1	0	0	1	0	0	1	0	1	1	0	1	0	0	1	7	47%
5	P5	1	1	1	1	0	0	1	1	0	1	1	0	0	1	1	10	67%
6	P6	1	1	0	0	1	1	0	1	0	1	0	1	0	1	1	9	60%
7	P7	0	1	1	1	1	1	0	0	1	0	0	0	1	0	1	8	53%
8	P8	0	1	1	0	0	0	0	1	1	1	0	1	1	1	0	8	53%
9	P9	1	0	1	0	1	0	1	1	0	1	1	0	1	1	0	9	60%
10	P10	1	0	0	1	1	1	0	1	0	1	1	0	0	1	1	9	60%
11	P11	0	1	0	1	0	0	1	1	1	0	0	1	1	0	0	7	47%
12	P12	1	0	0	0	0	0	1	1	0	1	0	1	0	1	0	6	40%
13	P13	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	12	80%
14	P14	0	1	0	1	1	1	1	1	1	1	0	1	0	0	1	10	67%
15	P15	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	10	67%
16	P16	0	0	0	1	1	1	1	1	0	1	0	0	0	1	1	8	53%
17	P17	1	0	1	0	1	1	0	0	1	0	1	1	1	0	1	9	60%
18	P18	0	1	0	0	1	0	1	0	1	1	0	1	0	0	0	6	40%
19	P19	0	1	0	0	1	0	0	0	0	1	1	1	0	1	1	7	47%
20	P20	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	12	80%
21	P21	1	0	0	0	1	1	1	0	1	1	0	1	1	1	0	9	60%
22	P22	0	1	0	0	0	0	1	1	1	1	0	1	0	1	1	8	53%
23	P23	1	0	1	0	1	0	1	1	1	1	0	0	1	1	0	9	60%
24	P24	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	10	67%
25	P25	0	1	1	0	0	0	1	1	0	0	0	1	0	0	1	6	40%
26	P26	1	0	0	1	0	0	1	1	0	1	1	1	0	0	1	8	53%
27	P27	0	1	1	0	1	0	1	0	1	1	0	1	0	1	1	9	60%
28	P28	1	1	1	1	1	1	1	1	0	0	0	1	0	1	1	11	73%
29	P29	1	1	0	1	1	0	0	0	1	1	0	0	1	0	1	8	53%
30	P30	0	0	1	1	1	0	1	0	1	0	1	1	0	0	1	8	53%
31	P31	1	1	0	1	1	0	1	0	0	1	1	1	1	1	0	10	67%
32	P32	1	0	1	0	0	0	0	0	0	0	1	1	1	1	0	7	47%
33	P33	1	1	1	0	0	0	1	0	0	1	1	1	1	1	0	12	80%
TOTAL		19	19	15	18	20	15	23	19	19	23	14	23	16	21	20	284	

### Appendix 4 Interview Result Of Students

**Date :**

**Place :**

1. Do you find it difficult to interpret the t and th sounds in English?

Student 1 : yes

Student 2: I have a little difficulty understanding the t and th sounds in English but there are some words that are easier for me

Student 3: I find it difficult to pronounce the t and th sounds, but I will learn again by understanding the sounds of each word that uses t and th.

Student 4: I don't understand English so it's difficult to pronounce

Student 5: I can pretty much vaporize the t and th sounds but not really

Student 6 : yes I can speak English quite well

Student 7: I can't speak English because I take lessons outside of the class schedule

2. What causes your difficulty in hearing it?

Student 1: What is a problem for me in pronouncing the t and th sounds is because my mother tongue is often used so it is very different from English.

Student 2 : I rarely speak English so when I pronounce Indonesian it is very much different from the English I use

Student 3: I rarely take part in learning English so it is very foreign to me

Student 4: maybe I should study more diligently

Student 5 : I only followed the theory without direct practice so it was difficult to pronounce

Student 6: I understand quite well but have difficulty in certain words

Student 7: mother tongue is often a barrier

## Appendix 5 Reliabilitas

### Reliability Statistics

Cronbach's Alpha	N of Items
.621	4

## Appendix 6 Validity Symbol $\delta$

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Mother	2.82	1.091	.012	-.145 <sup>a</sup>
Other	2.94	1.121	-.050	-.070 <sup>a</sup>
There	3.09	1.085	-.016	-.113 <sup>a</sup>
Father	2.82	1.216	-.110	-.002 <sup>a</sup>
Their	3.03	1.218	-.139	.041
The	2.88	.985	.100	-.269 <sup>a</sup>

## Appendix 7 Validity symbol $\Theta$

### Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Nothing	4.52	2.383	-.072	.193
Thanks	4.52	2.133	.094	.081
Thought	4.64	2.489	-.139	.235
With	4.55	1.943	.230	-.020 <sup>a</sup>
Breath	4.48	2.070	.145	.046
Those	4.64	1.864	.292	-.070 <sup>a</sup>
They	4.52	2.320	-.032	.167
Think	4.39	2.434	-.088	.197
Birth	4.48	2.258	.013	.137

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

**Appendix 8 Research Documentation**





