

CHAPTER I

INTRODUCTION

A. Rationale

Language is the component of communication that is used by people of the world to tell what are their minds to the others such as opinion, ideas, information, etc. By using language, we can easily communicate with other people in getting the best interaction. Badudu said that language is “attention, opinion, main, deliver a speech, converse.”¹

Beside that, people use language not only for communication, but for developing science and technology, art and culture. Especially in this globalization era. The existence of languages makes people to be a “community of human beings”. It is produced, built and developed by language as society unifier. Broom and Selzink also said “Language is an act Determining factor in human being society.”²

The fact said that language becomes unimportant thing for people. Language is a gift from the god for human, He created different language, so that language is part of his power, it is written in the Holy Qur’an Surah Ar-rum 22 :

¹ Js Badudu and Sultan Mahmud Zain, *Dictionary for Indonesian language*, (Jakarta : Pustaka Sinar Harapan, 1996) p. 182

² Sri Utami Subyakto, Nababan. *Psikolinguistics suatu Pengantar*, (Jakarta : PT Gramedia Pustaka Utama, 1992) p.2

وَمِنْ آيَاتِهِ خَلْقَ السَّمَوَاتِ وَالْأَرْضِ وَأَخْتَلَفُ الْأَلْسِنَتِكُمْ وَاللُّوَانِكُمْ إِنَّ فِي

ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ ﴿١٢﴾

Pronunciation is the general term for the part of language classes and courses that deals with aspect of the phonology of English. This includes the individual sounds (phonemes) of English, sounds in connected speech, word and sentence stresses, rhythm and intonation.³ sounds words are made up individual sounds or (phonemes), sentence stresses : in other word-where emphasis is placed in words and sentences, intonation is often described as the music of speech.⁴. Pronunciation is important for students because the competency of pronunciation is one aspect that determines the level of someone's speaking ability. A mistake that is made in pronouncing sounds may raise misunderstanding in communication. Because of its importance, pronunciation must be paid close attention in language teaching and learning. in the realm of pronunciation, the interrelation between teaching and learning are intricately entwined. Every word, every syllable, every sound uttered by the teacher may contribute to the learning of pronunciation. ⁵ However, english pronunciation is still difficult to be learnt by students. Many

³ Scott Thornbury. *An-A-z of ELTA Dictionary of Term and Concept Used in English language Teaching*, (Oxford : Macmillan, 2006)

⁴ Jeremy Harmer, *How to teach Pronunciation* (England : Longman, 1998) p. 51

⁵ Morley Joan, *Pronunciation Pedagogy and Theory* (USA : Library of Congress Catalog, 1994) p.67

students have problems when they want to pronounce some word like the sounds /v/ and /f/. In Banjarese language of the sounds /v/ and /f/ doesn't have differences, for example many people pronounce Television, in Banjarese language is "tipi" not tivi or tifi and than for the name of someone Devi the people will be pronounce "Depi" not Devi or Defi. So, in Banjarese language the sounds of /v/ and /f/ is the same but in english language the sound of /v/ and /f/ is different for example van and fan the sounds is similar but has different meaning.

Based on the description above, researcher is intended to conduct about the students problem at the Second Grade of MAN 2 MARABAHAN. Their title of this research is **“ A THE DESCRIPTIVE STUDY ON THE STUDENTS MASTERY IN PRONUNCIATION OF THE SOUNDS /v/ AND /f/ AT SECOND GRADE OF MAN 2 MARABAHAN BATOLA REGENCY ACADEMIC YEAR 2011-2012.**

To avoid misunderstandings the writer needs to clarify the title as follow:

1. Descriptive is giving a picture word, describing something, especially without expressing feeling or judging.⁶ Study in this research means the researcher describes the students' mastery of the pronunciation /v/ and /f/.
2. Mastery is great skill or knowledge.⁷
3. Pronunciation is way in which a language is spoken or way in which a word is spoken.

⁶ Hornby.A.S, *Oxford Advanced Learner's Dictionary*, (NewYork : Oxford University Press, 1995) p. 314

⁷ Martin H.Manner, *Oxford Learner'sPocket Dictionary*, (New York : Oxford Univercity Press.1980) P.256

4. The second grade of MAN 2 Marabahan means the students who are sitting in the second grade of MAN 2 Marabahan academic year 2011-2012.

B. Formulation of problems

The problems of the study can be formulated as follows:

1. How is the students' mastery in pronunciation of the sounds /v/ and /f/ at second grade of MAN 2 Marabahan Batola Regency academic year 2011-2012?
2. Do the students' at the second grade of MAN 2 Marabahan Batola Regency have problem in pronunciation of the sounds /v/ and /f/?

C. Reasons for Choosing the Title

The reasons for choosing the title as follow :

1. English is one of the required subject taught at school. So that, this must be paid attention more it.
2. Pronunciation is intregated with the skills in English. It is basically needed in listening, speaking, reading and writting.
3. The students still have problem in pronunciation of the sounds /v/ and /f/.
4. Pronunciation still difficult to be learnt, different pronounce different meaning.

D. Research Purpose

Based on the reason above, the purpose of this research is :

1. The researcher wants to know how the students' mastery in pronunciation of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan Batola regency academic years 2011-2012.
2. The researcher wants to know do the students' mastery in pronunciation of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan Batola Regency academic year 2011-2012

E. Research Significances

The significances of this research are :

1. Students

Students know that some of the English consonants are difficult to pronounce. That is why students need to practice more to pronounce them, especially /v/ and /f/ sounds.

2. Teacher

Particularly for the teacher of pronunciation practice course should give special attention to the teaching of consonants especially the sounds that are assumed difficult by students.

3. Next researcher

This research will give basic information for the next researchers who conduct the same research.

F. Organization of Writing

The research consists of five chapters, they are systematically arranged as follows:

The first chapter is introduction which consist of rationale, pormulation problems, reasons for choosing the title, research purposes, research significances and organization of writing.

The second chapter consists of sounds of the English language, English consonants, description of sounds, brief description of Banjarese sounds.

The third chapter contains method of the research which consists of subject and object of the research, data and source of data, techniques of collecting data, design of measurement, techniques of data processing and data analysis and research procedure.

The fourth chapter is report of the research which consists of general description of research, data presentation and data analysis.

The fifth chapter is closure which consists of conclusion and suggestion.

BAB II

THEORETICAL REVIEW

A. Sound of the English Language

Pronunciation is one of the most important aspects one has to master when learning English. The pronunciation system of English words is unique. That is the reason why many people say that the pronunciation of English language is difficult. The way we pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listen to the right pronunciation of English language.⁸

The study of pronunciation involves in two study phonetics and phonology. Phonology is the study and description of the pattering of the noises and silences of speech in regular ways within particular languages. Phonetics general and abstract pursuit than phonetics.⁹ Phonetics refers to the study of speech sounds. a phonetician usually works in one or more of the following areas:

- The anatomical, neurological and physiological bases of speech (collectively known as physiological phonetics)
- The action and movements of the speech organs in producing sounds (articulatory phonetics)

⁸ <http://englishland.or.id/learning/reading/-english-pronunciation.htm> on Wednesday, 19 October 2011 at 09.37 am.

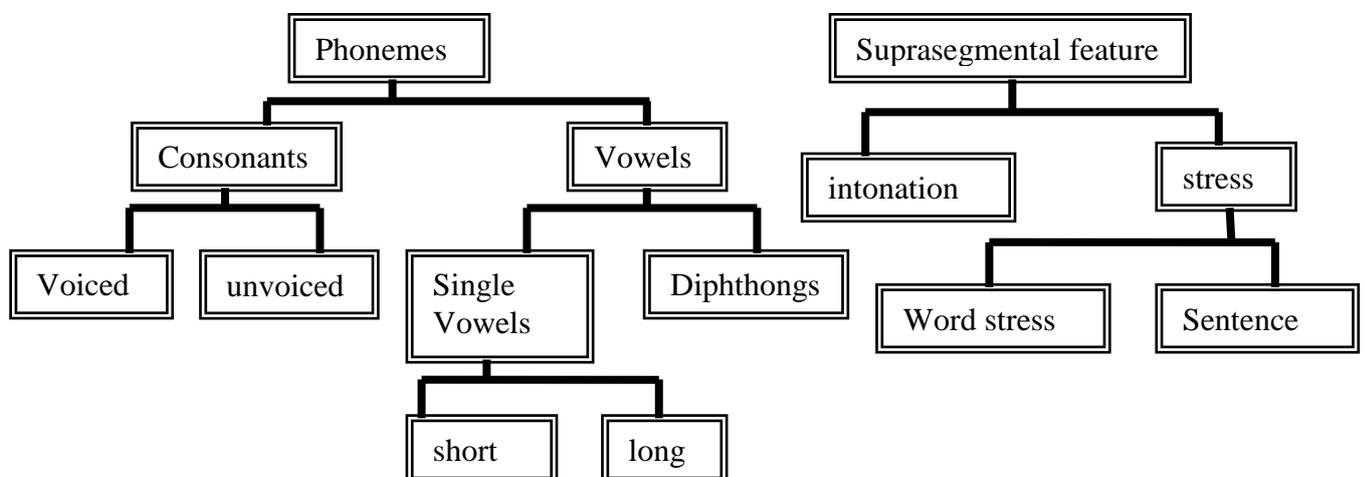
⁹ Martha C. Pennington. Phonology in English Language Teaching (New York : Longman Limited, 1996) p. 23

- The nature and acoustics of the sound waves which transmit speech (acoustic phonetics)
- How speech is received by the ears (auditory phonetics)
- How speech is perceived by the brain (perceptual phonetics)

Phonetics is a wide –ranging field, and it does not necessarily have a direct connection with the study of language itself. Of while the phonetic disciplines listed above can be studied independently of one another, they are clearly connected: speech organs move to produce sounds, which travel in sound waves, which are received by the ears and transmitted to the brain.

If phonetics deals with the physical reality of speech sounds, then phonology, on the other hand, is primarily concerned with how we interpret and systematise sounds. Phonology deals with the system and pattern of the sounds which exist within particular languages. The study of the phonology of English looks at the vowels, consonants and suprasegmental features of the language.

Features of pronunciation



1. Phonemes

Phonemes are the different sounds within a language. Although there are slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. It is this principle which gives us the total number of phonemes in a particular language.

The set of phonemes consist of two categories:vowel sounds and consonant sounds. However, these do not necessary corresponden to the vowels and consonants.¹⁰ Vowels are the principal sounds of syllables. The vowels are shown according to the positionof the tongue relativeto the roof of the mouth (high, mid, low) and to the position of the highest part of the tongue (front, central, back). The chart my be taken to represent a cross section of the oral cavity, facing left.¹¹ Vowel sounds are all voiced and may be single or a combination, involving a movement from one vowel sound to another (like/eI/, as in late) such combination with diphthongs. Diphtongs is a kind of glide of the tongue from one vowel position or region in the mouth to another position. Diphtongs are ideally trancribed as a sequence of two vowels that represent, as closely as possible, the pronunciation of each of the two targets. For many speakers of english (especially the upper

¹⁰ Jeremy Harmer. *How to Teach Pronunciation. Loc cit.* p.1

¹¹ Thomas Pyes and John Algeo. *The Origin And Development Of The English Language* (New York : Harcourt Brace Jovanovich, 1982) p. 31

midwest) the words “boy, buy, bout,” are pronounced / b /, / ba / and /ba t/ respectively.

Consonants sounds have different characteristics from vowel sounds and are described in different ways. Consonants obstruct the flow of air from the lungs, vowels do not. To describe consonants and how to make them, we describe where the tongue or lips move to, what this does to the airflow, and whether there is vibration of the vocal chords (voicing).

The place of articulation and manner of articulation of the English consonant sounds is summarised in table consonants, each of the 24 consonants can be described in terms of three parameters- place of articulation, manner of articulation, and voicing.¹²

2. Suprasegmental features

Phonemes, as we have seen, are units of sound which we can analyse. They are also known as segments. Suprasegmental features, as the name implies, are features of speech which are important in English are stress, intonation, and how sounds change in connected speech. Stress is word and sentence stress is very important in English. Consider the many ways we can say the following sentences to express different nuances of meaning.¹³ Intonation is the melody of speech. In studying intonation we study how the pitch of the voice rises and falls, and how speakers use this pitch variation to convey linguistic and pragmatic meaning. It also involves the study of the

¹² Graeme Kennedy. *Structure and Meaning In English A Guide For Teachers* (Hongkong : Pearson Education Limited. 2003) p. 21

¹³ Gerald Kelly. *How to Teach Pronunciation* (England : Longman,2000) p.1-3

rythem of speech and (in English at many rale) the study of how the onterplay of accented, stressed and unstressed syllables functions as a framework onto which intonation patterns are attched.¹⁴ Rythem is a fundamental componental component of much human activity, including speech. There is, however, considerable disagreement about its libuistic role and it is rarely taken into account in a formal way in phonological theory and description. Rythem is a matter of timing, but it is more than this; it involves regularity, such that there is a pattern of recurrence of some particular salient point in utterances, especially accent, but it may also be interpreted as coinciding with the beginning of speech unit such as syllable.¹⁵

B. English Consonants

Consonant sounds are characterized by place of articulation (where the sound is made), manner of articulation (how the sound is made) and voicing (wether the vocal cords are vibrating or not) these there dimensions are commonly. Illustrated in a consonant chart. The place of articulation is usually illustrated in a diagram called a sagittal section diagram, often reffed to as “The Organ of Speech”¹⁶

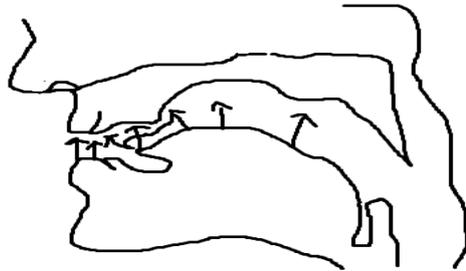
¹⁴ J.C. Wells. *English Intonation an Introduction* (New York : Cambridge, 2006) P.1

¹⁵ Anthony Fox. *Prosodic Features and Prosodic Structure The Phonology of Suprasegmental* (New York : Oxford University Press. 2000) p. 86

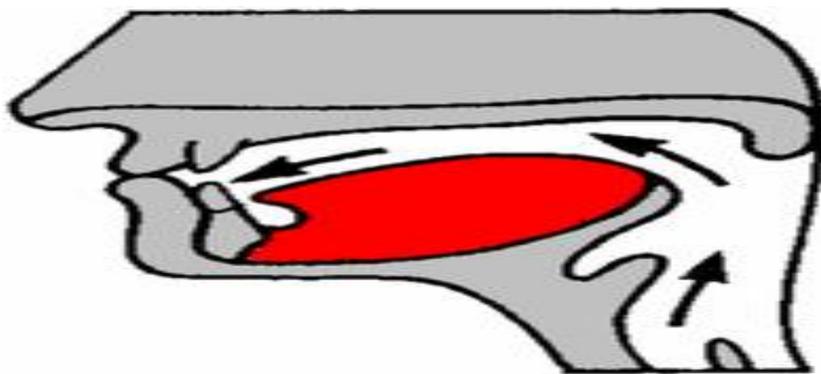
¹⁶ Marriane Celce, Murcia Editor. *Teaching English as a Second or Foreign Language*(United State of America: Thomson Learning, 2001)p. 122

a. Place of Articulation

The place of articulation is defined by the location of an active articulator functioning alone or in concert with another articulator. However, do not specify articulatory gestures in sufficient detail for manyphonetic purposes. More specific places of articulation or principal term for them are given below.

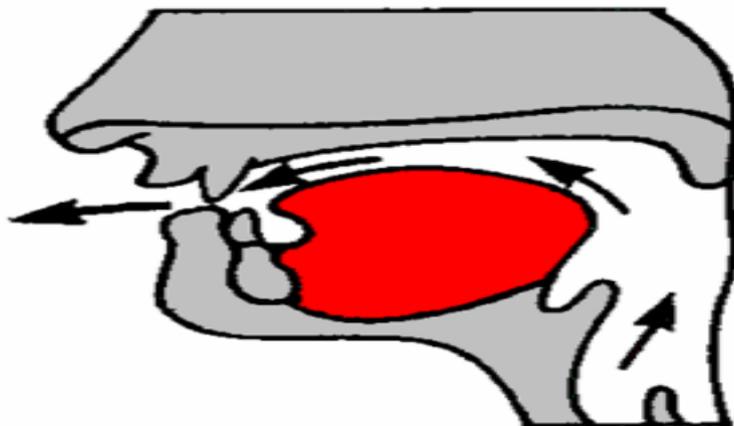


1. Bilabial (made with the two lips). Say words such as “pie, buy, my” and note how the lips come together for the first sounds in each of these words. Find a comparable set of words with bilabial sounds at the end, e.g. “tip, nib, him”.¹⁷



¹⁷ Peter Ladefoged. *A Course In Phonetics* (Los Angeles: Harcourt Brace Jovanovich, 1982).p.6

2. Labiodental (produced with the upper teeth and inner lower lip)¹⁸, in the production of the labiodental fricatives f and v the friction is created at the lips, where a narrow passage permits the air to escape.¹⁹ These are sounds formed with the upper teeth and lower tip. The initial sounds of the words fat and vat and the final sounds in the words safe and save are labiodentals. They are represented by the symbols [f], which is voiceless, and [v], which is voiced. Notice that the final sounds in the word cough, and the initial sound in photo, despite the spelling differences, are both pronounced as [f].²⁰



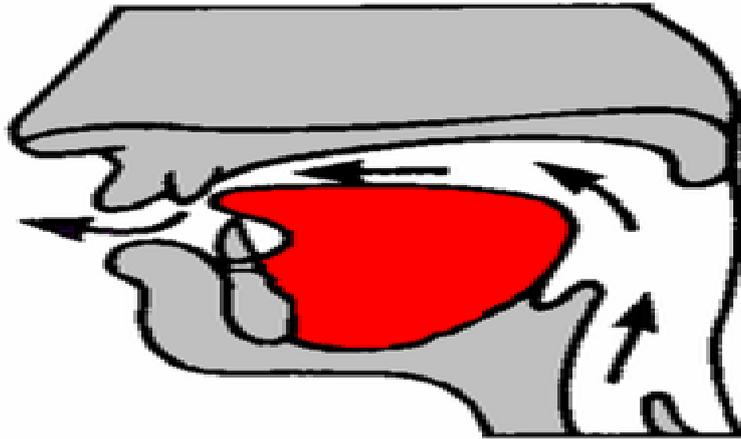
3. Dental (the tip of the tongue articulates with the back or bottom of the top teeth.) Say these words "thigh, thy." Most American English speakers protrude the tip of the tongue between the upper and lower front teeth; others

¹⁸ Marianne Celce-Murcia, dkk. *Teaching pronunciation a reference for Teachers of English to Speakers of other Language* (New York : Cambridge University Press, 1996) p. 43

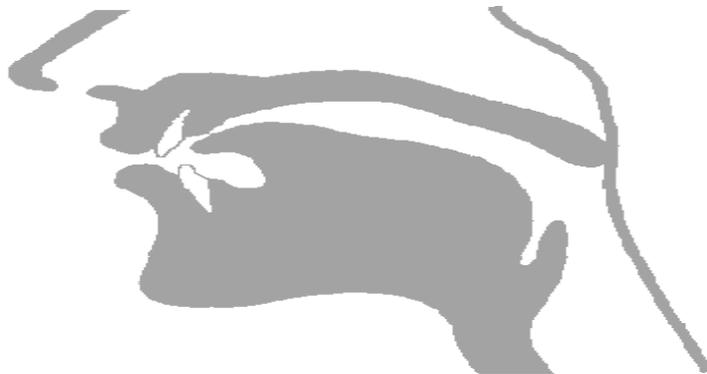
¹⁹ Promkin Rodman Collins Blair. *An Introduction to Language Second Australian Edition* (Australia : MEPPERSONS PRINTING GROUP, 1988) p. 32

²⁰George Yule. *The study of Language* (New York : Cambridge University Press) p.31

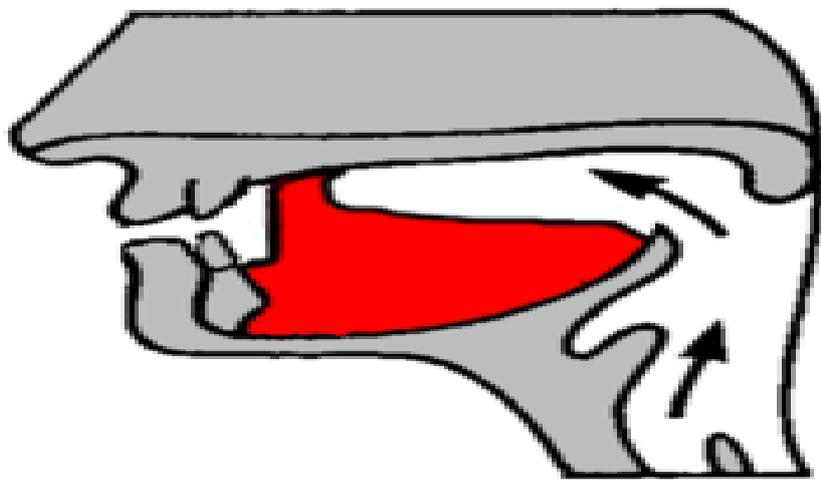
(most speakers of British English) have it close behind the upper front teeth. Some phoneticians use the term interdental to describe sounds which is produced by protruding the tongue between the teeth.



4. Alveolar (the tip or the blade of the tongue articulates with the forward part of the alveolar ridge.) sounds made with the tip of the tongue here is an apico-alveolar sound; one made with the blade, a lamino-alveolar. When saying words such as “tie, die, night, sigh, zeal, lie.” You may use the tip of the tongue or the blade of the tongue. Since there is a proximity between dental and alveolar, a good way of knowing or feeling the difference between the dental and alveolar sounds is to say “ten” and “tenth”.

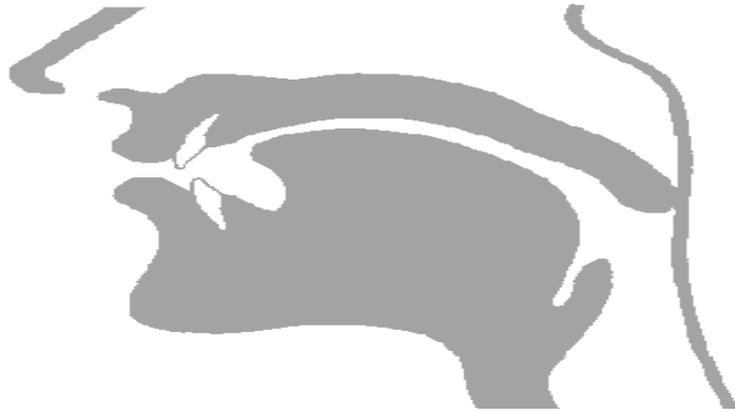


5. Retroflex (the tip or the tongue articulates with the back area of the alveolar ridge.) many speakers of English do not use retroflex sounds at all. But for some retroflex sounds occur initially in words such as “ rye, row, ray.” Note that the position if the tip of your tongue in these words. Speakers who pronounce r at the ends of words may also have retroflex sounds with the tip of the tongue raised in “ire, hour, air.”

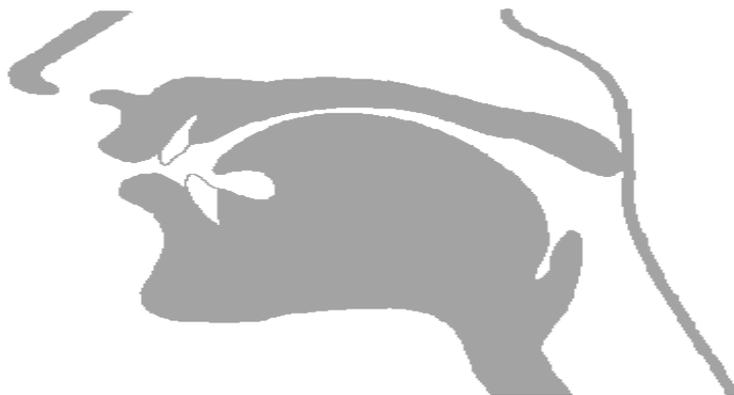


6. Palato – Alveolar (blade of the tongue articulates with the back of the alveolar ridge.) for example, the first sound of the words “ shy, she, show.” Are pronounced by having your tongue down behind the lower front teeth. Or it may be near thye alveolar ridge, but the blade of the tongue is always close to the back of part of the alveolar ridge. Try saying “shiphape” with the tongue tip up on one occasion and down on another. Note that the blade of the tobgue will always raised. You can also feel the place of the articulation mere distinctly if you hold the position while taking in a breath

through the mouth. The incoming air colls the blade of the tongue and the back part of the alveolar ridge.



7. Palatal (the front of the tongue articulates with the domed part of the hard palate) as in “you, yes, ya” when saying the first sound of these words you can feel that the front of the tongue is raised toward the hard palate. Try to hold tyhe consonants position and breath inward through the mouth. You will be able to feel the rush of cold air between the front of the tongue and the hard palate.



8. Velar (the back of the tongue articulates with the soft palate.) try to say these words “ call, calm, car, hack. Hag, hang.” In all these sounds, the back of the tongue is raised so that it touches the velum.

As far as the tongue position is concerned, the above descriptions tell us that the first two, bilabial and labiodental, can be classified as labial, involving at least the lower lip; the next five, dental, alveolar, retroflex, and palato alveolar, and palatal, are coronal articulations, with the tip or blade of the tongue raised; and velar is a dorsal articulation.



b. Manner of Articulation.

One of the main parameters in the phonetics or phonology. Classification of speech sounds, referring to the kind of articulatory process used in a sound's production. The distinction between consonant and vowel is usually made in terms of manner of articulation. Within consonants, several articulatory types are recognized, based on the type of closure or stricture made by the vocal organs.

There is considerable variation in the names applied to manner of articulation in the literature. In some cases different names are applied to the name to the same manner of articulation, whilst on other cases labels divided up consonants in different ways.

In the present course we will mostly use the following labels:

1. Oral stops

Oral stops have stop stricture and have a closed velum (no nasal airflow). Oral stops are sometimes referred to as “ plosives” or simply as “ stops”. Be warned that in the literature the term “ stop” can refer specifically to oral stops, to oral stops and nasal stops collectively, or to stop stricture. If there is a closure in the mouth, and the soft palate is raised so that the nasal tract is blocked off, then the airstream will be completely obstructed. Pressure in the mouth will build up and an oral stop is formed. When the articulators come apart, the airstream will be released in a small burst of sound. This kind of burst is the reason why oral stops are also referred as plosives. This kind of sound occurs in the consonants in the words”pie, buy” (bilabial closure), “tie, dye” (alveolar closure), “key, guy” (velar closure).

2. Nasal stops

Nasal stops have stricture and have an open velum. (nasal airflow and nasal resonance). Nasal stops are very often referred to simply as “nasals”. If the air is stopped in the oral cavity but the soft palate is down so that it can go out through

the nose, the sound produced is a nasal stop. This kind of sound occurs in the consonants in the word “my” (bilabial closure), and “nigh”, (alveolar closure), and at the end of the word “bang” (velar closure).

Although both nasal sounds and the oral sounds can be classified as stops, the term stop by itself is almost always used by phoneticians to indicate an oral stop, and the term nasal to indicate a nasal stop. Thus the consonants at the ends of the words “bad” and “ban” would be called an alveolar stop and alveolar nasal respectively.

3. Fricatives

Fricatives are consonants with fricative stricture or putting two articulators in close approximation so that the airstream is partially obstructed and turbulent airflow is produced. Examples of consonants produced with this kind of articulatory process are as in the words “fie, vie” (labiodental), “thigh, thy” (dental), “sigh, zoo” (alveolar) and “shy” (palato-alveolar).

In most of the course notes for this subject the central and lateral fricatives are included in a single manner category. Fricatives are sometimes referred to as “spirants” but this term is now considered obsolete. The strong fricatives, the ones made with higher-pitch or more obvious hiss; such as [s ʃ z ʒ] are often termed “sibilant” fricatives.

4. Affricates

Affricates are commonly described as a complex combination of stop plus fricative. Affricates can also be considered to represent one extreme end of a

continuum of stop aspiration. In this course we will treat affricates as a manner of articulation because this is the customary way of classifying /tʃ/ and /dʒ/ in English. The production of the first sounds of “church” and “judge” involves more than one of these manners of articulation. At the beginning, the tongue comes up to make contact with the back part of the alveolar ridge to form a stop closure. This contact is then slackened so that there is a fricative at the same place of the articulation. This combination of a stop immediately followed by a fricative is called an affricate, in this case a palato-alveolar affricate.

5. Approximants

Approximants are consonants with approximant stricture, although some approximants also commonly display resonant stricture. It is very easy to become confused about the terminology used in the literature when referring to this class of consonants. Very often approximants are divided into the following two sub-classes.

- a. Central approximants (e.g. English, [ɹ], [j] and [w]) are sounds made with an articulation in which one articulator is close to another, but without the vocal tract being narrowed to such an extent that a turbulent airstream is produced. When saying the first sound in “you” the front of the tongue is raised toward the palatal area of the mouth, but it does not come close enough for a fricative sound to be produced. The consonants in the word “we” (approximant between the lips and velar region) and, for some people, in

the word “raw” (approximant in the alveolar region) are also examples of approximants.

b. Lateral approximant

The consonants in the first sound of “lie” and “laugh” are alveolar lateral approximants, but they are usually called just alveolar laterals, their approximation status is just assumed. When saying these consonants you can feel how the tongue touches near the center of the alveolar ridge. Produce the initial consonants and note how, in spite of the closure formed by the tongue, airflows out freely, over the side of the tongue. This is why called lateral. Because there is no stoppage of the air, and not even any fricative noises, these sounds are classified as approximant.²¹

c. Voicing

Voiced or voicing is a term used in phonetics and phonology to characterize speech sounds. With sounds described as either voiceless (unvoiced) or voiced. The term, however, is used to refer to two separate concepts. Voicing can refer to the articulatory process which the vocal cords vibrate. This is its primary use in phonetics to describe phones, which are particular speech sounds. It can also refer to a classification of speech

²¹ Syaifuddin Ahmad Husin, *Phonology and Phonetics Course Book*, 2011

sounds that tend to be associated with vocal cord vibration but need not actually be voiced at the articulatory level. This is the term's primary use in phonology when describing phonemes or in phonetics when describing phones.²²

Any sound produced with the vocal cords vibrating is called a voiced sound. when the vocal cord do not vibrate, the sound called a voiceless sound. the voiceless consonants are /p/, /t/, /k/, /f/, /s/, /h/, /tʃ/, /θ/, and /f/. The voiced consonants are /d/, /b/, /g/, /v/, /z/, /l/, /r/, /ð/, /dʒ/, and /ʒ/.

²² http://en.wikipedia.org/wiki/voice_phonetics on 16 October 2011 at 21.09

THE SOUND OR PHONEMES IN BANJARESE LANGUAGE

| | Labial | Dental | Palatal | Velar | Glotal |
|-------------------|--------|--------|-----------------|-------|--------|
| Hambat ts | P | t | C | K | |
| Hambat bs | B | d | J | G | |
| Nasal | M | | ŋ | N | |
| Fricatif | | S | | | H |
| Lateral | | L | | | |
| Getar | | R | | | |
| Semi Vokal | W | | y ²³ | | |

There are distribution each consonants in banjarese words :

| Simbol fonetis | EjaanBanjar | Posisi awal | Posisi tengah | Posisi akhir |
|----------------|-------------|-------------|---------------|--------------|
| [a] | A | Abut | ba'ah | Tatamba |
| [i] | I | Isuk | Gisik | Wani |
| [u] | U | Undang | Buntut | Balu |
| [o] | O | Ojor | Longor | Soto |
| [é] | È | Éndék | Kolér | Sété |
| [au] | Aw | Awak | Sawrang | Jagaw |
| [ai] | Ay | Ayam | Payu | Wasay/wadai |
| [ui] | Uy | Uyah | Kuitan | Tutuy/tutui |
| [p] | P | Payu | Lapik | Kantup |

²³ Djantaragentar Kawi, Bahasa Banjar Dialek dan Subdialeknya (Banjarmasin, PT. Grafika Wangi Kalimantan, 2002).P. 35

| | | | | |
|------|----|--------|----------|-----------|
| [b] | B | Balu | Abah | Tidak ada |
| [t] | T | Tatak | Utak | Buntut |
| [d] | D | Dukun | Dadak | Tidak ada |
| [c] | C | Cikang | Bancir | Tidak ada |
| [j] | J | Jajak | Bujur | Tidak ada |
| [k] | K | Kalu | Akur | Mitak |
| [g] | G | Gayung | Tagal | Tidak ada |
| [m] | M | Masin | Amas | Banam |
| [n] | N | Nini | Kanas | Alon |
| [ng] | Ng | Ngalih | Tanggung | Lading |
| [ny] | Ny | Nyanya | Hanyar | Tidak ada |
| [s] | S | Sintak | Basuh | Batis |
| [h] | H | Harat | Tuha | Gaduh |
| [l] | L | Luang | Talu | Ganal |
| [r] | R | Rasuk | Warik | Cagar |
| [w] | W | Waluh | Awak | Jawaw |
| [y] | Y | Yato | Uyah | Mucay |

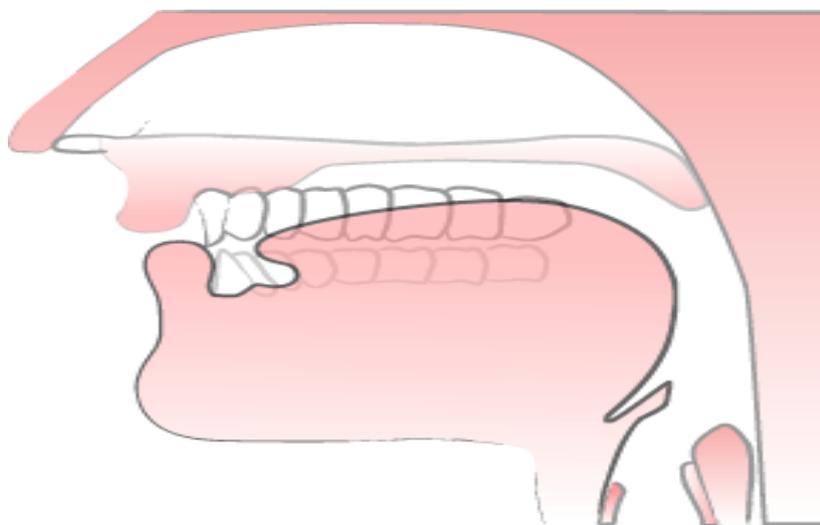
English Consonants

| | Bilabial | Lab- Dental | dental | Alveolar | Post- alveolar | Pal/alv | palatal | Velar | glotal |
|-----------|----------|----------------|--------|----------|-------------------|-----------------|---------|-------|--------|
| Plosive | P | | | T | | | | K | |
| Voiced | B | | | D | | | | G | |
| Fricative | | F | θ | S | | ʃ | | | H |
| Voiced | | V | ð | Z | | ʒ | | | |
| Affricate | | | | | | | tʃ | | |
| Voiced | | | | | | | dʒ | | |
| Nasal | | | | | | | | | |
| Voiced | M | | | N | | | | ŋ | |
| Liquid | | | | | | | | | |
| Voiced | | | | L | R | | | | |
| Glide | | | | | | | | | |
| Voiced | W | | | | | j ²⁴ | | | |

²⁴ Geoffrey Finch. *How to Study Linguistics A Guide to Understanding Language Second Edition* (New York : Palgrave Macmillan, 1991) p.74

C. Description of sounds /v/ and /f/

a. Description of /v/ sound



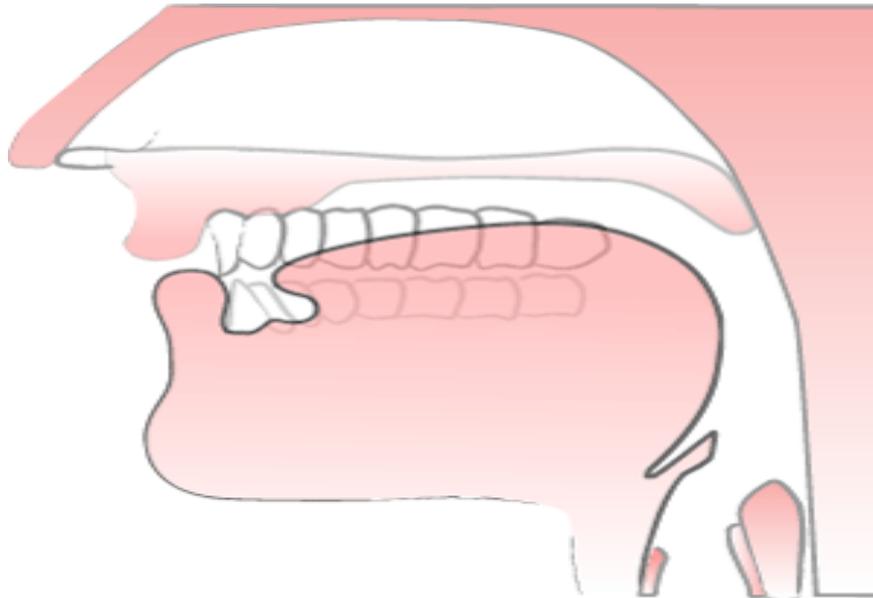
The *v sound* is voiced (the vocal cords vibrate during its production), and is the counterpart to the unvoiced *f sound*.

To create the *v sound*, the jaw is held nearly closed. The upper backside of the bottom lip is pressed very lightly into the bottom of the top teeth. Air is pushed out the mouth between the top teeth and the upper backside of the bottom lip. This sound is a continuous consonant, meaning that it should be capable of being produced for a few seconds with even and smooth pronunciation for the entire duration.

The lips are kept mostly relaxed during the *v sound*. A common error ESL/ELL students make is *overproducing* this sound by curling the bottom

lip under the top teeth. This creates problems when linking to and from the *v* sound.

b. Description of /f/ sound.



Pronunciation of the sound /f/ is a labiodental fricative consonants. The sounds unvoiced (the vocal cords do not vibrate during its production) and is the counterpant to the voiced *v* sound. /f/ is found in initial position in the word fish.²⁵

To created the *f* sounds, the jaw is held nearly closed. The upper backside of the bottom lip is pressed very lighty into the bottom, of the teeth. Air is pushed out the mouth between the teeth and the upper back side of the bottom lip. This sound is to be a continuous consonants, meaning

²⁵ Adrian Akmajian. Dkk. *Linguistics : An Introduction to language and communication* (England : Cambridge, 1979) p. 83

that it should be capable of being produced for a few seconds with even and smooth pronunciation for the entire duration.

The lips are kept mostly related during the production of the f sound. A common error ESL/ELL students make is overproducing this sound by curling the bottom lip under the top teeth. This creates problems when linking other sounds to and from the f sound.²⁶

D. Brief Description Banjarese Sounds.

The sounds of speech are all around us. We use them, we hear them, we enjoy them and suffer from them, but in general we know remarkable little about them. It seems worthwhile, therefore to attempt to explain how speech sounds can to some extent to studied. So that we may have a firmer foundation for understanding them. Sound is an element, because the sequence of the sound can form a language.

Every language has different system. people from different area of course have different accent in english pronunciation. In Banjarese language, the sound of /v/ and /f/ has similarity. for example :

²⁶ <http://www.pronuncian.com/Sounds/Default.aspx/sound>, on sunday, 13 November 2011 at 09.01.

| Indonesian Language | Banjarese Language |
|---------------------|--------------------|
| Tivi | Tipi |
| Vespa | Pespa |
| Aktif | Aktip |
| Devi | Depi |
| Fahmi | Pahmi |
| Foto | Poto |
| Idul fitri | Idul pitri |

In the fact, Banjarese people pronounce the sounds of /v/ and /f/ is similar with p. Especially for students, almost all students have problems when their pronounce /v/ and /f/ . They difficult to compare about /v/ and /f/ is different sounds. As we know, Maybe in Banjarese the sounds of /v/ and /f/ is the same but in english is really different, for example van and fan it has similar sound but different meaning, van is like a car but fan is kipas angin. In Banjarese, the word Tivi or Tifi is the same, the people will be pronounce tipi because for banjarese people /v/ and /f/ is /p/ sounds. This is the problem and difficult to change because it's a habit that influence the students in learning english.

BAB III

METHOD OF RESARCH

A. Subject and Object

1. Subject of the research

The subject of the research is all the students at the second grade of MAN 2 Marabahan Batola Regency academic year 2011-2012.

State Islamic Senior High school 2 Marabahan has two progame that are science and social programe. The total number of the students at second grade of MAN 2 Marabahan Batola Regency is 66 students.

TABLE 3.1 THE TOTAL NUMBER OF STUDENTS

| Academic Year | Class | Students | Total |
|---------------|--------------|----------|-------|
| 2011-2012 | XI SCIENCE | 22 | 66 |
| | XI SOCIAL I | 21 | |
| | XI SOCIAL II | 23 | |

2. Object of the research

The object of this research is English Pronunciation Mastery of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan Batola Regency academic years 2011-2012.

B. Data, Source of Data

1. Data

a. Primary Data

The data about how the students' mastery in pronunciation and do the students at the second grade of MAN 2 Marabahan Batola regency have problems in pronunciation of the sounds /v/ and /f/ .

b. Secondary Data

To complete the primary data,, the writer also collects the secondary data which are related to this research object, as follows:

1. Brief history aof the second grade of MAN 2 Marabahan.
2. The description about headmaster, teachers and administration staff at the second grade of Man 2 Marabahan.
3. The description about the students at the second Grade of Man 2 Marabahan.

2. Sources of data

For getting primary data and secondary data, this research adopt sources of data as follows:

- a. Respondent, students at the second grade of MAN 2 Marabahan.
- b. Informants, headmaster, administration staff at the second Grade of MAN 2 Marabahan.
- c. Documentation, all of the written reports and important documents.

C. Techniques of Data Collection.

To collect the data in this, research, the writer uses some techniques as the following:

a. Test

This technique is to get information about students' mastery in pronunciation of the sounds /v/ and /f/. The test applied in this research is a written test.

b. Interview

This technique which the writer interviews directly related people, such as English teacher, a head master and administration staff.

c. Documentary

This technique is aimed to look for all written report or documents that perhaps keep some of detail record or primary data and supporting data.

d. Observation

The technique is used to observe directly at MAN 2 Marabahan Batola Regency.

D. Design Measurement

This design of measurement is intended to know the students' mastery in pronunciation of the sound /v/ and /f/. In this research students will be given item of written and oral test. The Tests are aimed to know students' mastery in pronunciation of the sounds /v/ and /f/ , the tests are divided into parts as follow:

1. Check List

It consists of 20 questions. Every right answer will be scored 1 and wrong answer will be scored 0. Total right answer is 20.

2. Oral Test

It consists of 30 questions, if the students able to pronounce the score is 100 (excellent) but if the students cannot pronounce the score is 0 (very low).

The means of those score is got by the pattern:

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

M = Mean score

$\sum x$ = Accumulative score

N = Number of respondents.

d. Techniques of Data Processing and Data Analysis.

1. Data processing

- a. Editing

The technique is used for re-examining all the collected data to make certain whether they are already complete or not.

b. Coding

The writer makes certain code of all collected data to classify them into each certain category.

c. Interpreting

Then, the percentage is interpreted as below :

The students scores will be categorized into five level based on Book of David P. Harris as follows :

80 – 100 : Excellent

70 - < 80 : Good

60 - < 70 : Fair

50 - < 60 : Low

0 - < 50 : Very Low

2. Data Analysis

Data analysis was made by quantitative approach to get clear description. Data were attained by test.

Data analysis refers to shifting, organizing, summarizing and synthesizing the data so as to arrive at the results and conclusions of the research. After the data are collected and processed, then the data are analyzed descriptively and qualitatively . Afterwards, the conclusion is taken by inductive way that is to synthesize the fact from specific in to general conclusion.

e. Research Procedure

Some steps that are passed through in this research are as follow:

1. Preliminary step
 - a. To build a prior observation in this research object.
 - b. To discuss the result of the previous observation with the writer's academic advisor.
 - c. To make a research design proposal to be submitted to the Tarbiyah term to have approval.
2. Preparatory Step
 - a. To hold a seminar on the research design proposal.
 - b. To ask the Dean of Tarbiyah Faculty for written mandate to conduct the research.
 - c. To makes instruments of data collecting.
3. Research step
 - a. To meet all respondents and informants who are needed to obtain the data.
 - b. To collect all the needed data from the sources by using some techniques of data collecting.
 - c. To process the data in procedural way, then to analyze them properly.
4. Organization step
 - a. To arrange and to write the collected data in first draft.

- b. To consult it with the writer's advisor and his assistants to get some comments and contribution.
- c. To write the final draft after having approved by the writer's advisors.
- d. To be examined before the Team of Thesis Examiners of Islamic Education Faculty.

BAB IV

RESULT OF THE RESEARCH

A. Description of Research

1. Brief History of Man 2 Marabahan.

According to Headmaster ,administration staff and document of the MAN 2 MARABAHAN which is located on Jln. Gg. Darmawan Rt 09 Pulau Sugara Alalak subdistrict Barito Kuala Regency was established in 1988. MAN 2 MARABAHAN is located far from road and city. Therefore the condition is very comfortable in teaching learning process.

MAN 2 Marabahan built around 1994 under the department of Islamic Education. It has been led by 6 headmaster. Now days, the Headmaster of Man 2 Marabahan is Dra. Hj Naini Pristia.

B. Data Presentation

Here, the writer describes about result of research on the field that collected by techniques of data collection, they are written test and oral test.

English learning process at MAN 2 Marabahan for the second grade students have been done three times in a week. On Monday and Wednesday for class XI IPS2, on Wednesday and Thursday for class XI IPS1, and on Tuesday and Friday for class XI IPA, all students of the second grade have the same English teacher.

The writer did the research in September, 19th 2011 until November, 19th 2011(two months). In September, 19th 2011 the writer gave the research letter from Department of Religious Affairs in Marabahan City to the school or head master of MAN 2 Marabahan.

On Monday, 17 of October 2011, the writer did the research by giving the written test and oral test in class IPS2, on Tuesday, 18 of October 2011 in class XI IPA, and on Wednesday, 19 of October 2011 in class XI IPS1.

a. Written Test.

To know the students' mastery in pronunciation of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan, the writer carried out a written test in checklist consist of 20 questions, every test scored 1 for check list . There are 66 students of the second grade and the time provided for answering is 80 minutes. For written test the researcher asked the students to answer the questions about pronunciation /v/ and /f/ in the paper, The researcher used tape recorder to help the research, the students listened tape recorder about pronunciation of the sounds /v/ and /f/ and check list (✓) the correct answers. Based on the calculation, it is known that the highest score in check list is 100 and the lowest score is 35.

Table 4.1 The Score of The Students in Written Test

| Subject No | Students' score of mastery in pronunciation /v/ and /f/ |
|-------------------|--|
| 1 | 100 |
| 2 | 100 |
| 3 | 80 |
| 4 | 60 |
| 5 | 80 |
| 6 | 80 |
| 7 | 65 |
| 8 | 75 |
| 9 | 95 |
| 10 | 70 |
| 11 | 100 |
| 12 | 50 |
| 13 | 100 |
| 14 | 90 |
| 15 | 35 |
| 16 | 60 |
| 17 | 65 |
| 18 | 100 |
| 19 | 90 |
| 20 | 65 |
| 21 | 35 |
| 22 | 35 |

| | |
|----|-----|
| 23 | 100 |
| 24 | 100 |
| 25 | 65 |
| 26 | 35 |
| 27 | 85 |
| 28 | 90 |
| 29 | 55 |
| 30 | 50 |
| 31 | 60 |
| 32 | 85 |
| 33 | 80 |
| 34 | 65 |
| 35 | 80 |
| 36 | 60 |
| 37 | 90 |
| 38 | 75 |
| 39 | 75 |
| 40 | 60 |
| 41 | 80 |
| 42 | 55 |
| 43 | 100 |
| 44 | 100 |
| 45 | 100 |
| 46 | 100 |
| 47 | 45 |

| | |
|--------------|--------------|
| 48 | 95 |
| 49 | 100 |
| 50 | 85 |
| 51 | 90 |
| 52 | 55 |
| 53 | 100 |
| 54 | 100 |
| 55 | 60 |
| 56 | 100 |
| 57 | 100 |
| 58 | 90 |
| 59 | 85 |
| 60 | 100 |
| 61 | 90 |
| 62 | 85 |
| 63 | 70 |
| 64 | 100 |
| 65 | 95 |
| 66 | 70 |
| Total | 5190 |
| Mean | 78,63 |

Table 4.2 The Classification of Students' Ability in Pronunciation /v/ and /f/.

| No | Score | Category | Frequency |
|--------------|----------|-----------|-----------|
| 1 | 80 – 100 | Excellent | 39 |
| 2 | 70 - <80 | Good | 6 |
| 3 | 60 - <70 | Fair | 11 |
| 4 | 50 - <60 | Low | 5 |
| 5 | 0 - <50 | Very Low | 5 |
| Total | | | 66 |

Table 4.3 Percentage of Students' Score on pronunciation of the sounds /v/ and /f/

| Category | Frequency | Percentage |
|-----------|-----------|---------------|
| Excellent | 39 | 59.09% |
| Good | 6 | 9.090% |
| Fair | 11 | 16.66% |
| Low | 5 | 7.575% |
| Very Low | 5 | 7.575% |
| | 66 | 99,99% |

The classification shows that 39 students (59.09% from the total subject) classified into excellent category who got the score between 80 – 100, 6 students (9.090% from the total subjects) got the score between 70 - <80 are classified into good category, and 11 students (16.66% from the total

subjects) got score between 60 - <70 are classified into fair category, 5 students (7.575% from the total subjects) got score between 50 - <60 are classified into low category, also 5 students (7.575% from the total subjects) got score between 0 - <50 are classified into very low category. From the calculation is gotten that the mean of students' mastery in pronunciation of the sounds /v/ and /f/ is 78,63 gotten from the total score of students that is 5190 and divided with the number of students that are 66. Based on this result it can be said that the students' ability in pronunciation of the sounds /v/ and /f/ is included in good category. It means that the mastery in pronunciation /v/ and /f/ at the second grade of MAN 2 Marabahan academic years 2011/2012 in checklist test is good.

b. Oral Test.

To know the students' mastery in pronunciation of the sounds /f/ and /v/ at the second grade of MAN 2 Marabahan, the writer also carried out oral test . In this test consist of 30 questions, for this test the score only have two score 100 and 0 If the students able to pronounce the sounds of /v/ and /f/ the score is 100 (excellent) but if the students cannot pronounce the sounds of /v/ and /f/ the score is 0 (Very low). The test was done in a special class because the students needed silent situation. There are 66 students of the second grade and time provided for answering is 80 minutes. For this test the researcher gave the students 30 words that have connection with pronunciation of the

sounds /v/ and /f/ than invited the students one by one to pronounce the words. Based on the calculation, it is known that all students got 0 category.

Table 4.4 The Score of The Students in Oral Test

| Subject No | Students' score of mastery in pronunciation /v/ and /f/ | Interpreting |
|-------------------|--|---------------------|
| 1 | 0 | Very Low |
| 2 | 0 | Very Low |
| 3 | 0 | Very Low |
| 4 | 0 | Very Low |
| 5 | 0 | Very Low |
| 6 | 0 | Very Low |
| 7 | 0 | Very Low |
| 8 | 0 | Very Low |
| 9 | 0 | Very Low |
| 10 | 0 | Very Low |
| 11 | 0 | Very Low |
| 12 | 0 | Very Low |
| 13 | 0 | Very Low |
| 14 | 0 | Very Low |
| 15 | 0 | Very Low |
| 16 | 0 | Very Low |
| 17 | 0 | Very Low |
| 18 | 0 | Very Low |
| 19 | 0 | Very Low |
| 20 | 0 | Very Low |

| | | |
|----|---|----------|
| 21 | 0 | Very Low |
| 22 | 0 | Very Low |
| 23 | 0 | Very Low |
| 24 | 0 | Very Low |
| 25 | 0 | Very Low |
| 26 | 0 | Very Low |
| 27 | 0 | Very Low |
| 28 | 0 | Very Low |
| 29 | 0 | Very Low |
| 30 | 0 | Very Low |
| 31 | 0 | Very Low |
| 32 | 0 | Very Low |
| 33 | 0 | Very Low |
| 34 | 0 | Very Low |
| 35 | 0 | Very Low |
| 36 | 0 | Very Low |
| 37 | 0 | Very Low |
| 38 | 0 | Very Low |
| 39 | 0 | Very Low |
| 40 | 0 | Very Low |
| 41 | 0 | Very Low |
| 42 | 0 | Very Low |
| 43 | 0 | Very Low |
| 44 | 0 | Very Low |
| 45 | 0 | Very Low |

| | | |
|----|---|----------|
| 46 | 0 | Very Low |
| 47 | 0 | Very Low |
| 48 | 0 | Very Low |
| 49 | 0 | Very Low |
| 50 | 0 | Very Low |
| 51 | 0 | Very Low |
| 52 | 0 | Very Low |
| 53 | 0 | Very Low |
| 54 | 0 | Very Low |
| 55 | 0 | Very Low |
| 56 | 0 | Very Low |
| 57 | 0 | Very Low |
| 58 | 0 | Very Low |
| 59 | 0 | Very Low |
| 60 | 0 | Very Low |
| 61 | 0 | Very Low |
| 62 | 0 | Very Low |
| 63 | 0 | Very Low |
| 64 | 0 | Very Low |
| 65 | 0 | Very Low |
| 66 | 0 | Very Low |

Based on the table in oral test of pronunciation of the sounds /v/ and /f/ shows that the students have difficulties when they pronounce of the sounds /v/ and /f/ . from 66 students all students got 0 (very low) category, they have still problem when they pronounce /v/ and /f/ sounds, the students face difficulty to discriminate the sounds /v/ and /f/.

C. Data Analysis

The data have gotten whether from written test, oral tests, are processed and presented in the table and described in data presentation. Then the data is analyzed and reported systematically based on the statements of problem that is about the students' mastery in pronunciation of the sounds /v/ and /f/ at second grade of MAN 2 Marabahan Batola Regency academic year 2011/2012.

After the writer carried the written test to measure the students' mastery in pronunciation of the sounds /v/ and /f/ to the second grade students, it is obtained that the mean of the students' mastery in pronunciation of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan Batola Regency academic year 2011/2012 is 78,63. It means that the students' mastery in pronunciation of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan Batola Regency academic year 2011/2012 in checklist test is good category. It can be seen on table 4. 3, it is provided that 39 students got the score between 80 – 100 (excellent category 59.09% from the total

subject), 6 students (9.090% from the total subjects) got the score between 70 - <80 (good category), and 11 students (16.66% from the total subjects) got the score between 60 - <70 (fair category), 5 students (7.575% from the total subjects) got the score between 50 - <60 (low category), and 5 students (7.575% from the total subjects) got the score between 0 - <50 (very low category).

From the description, it can be known that the students' mastery in pronunciation of the sounds /v/ and /f/ at the second grade of MAN 2 Marabahan academic year 2011/2012 in checklist test is good category and in oral test is 0 (very low) category. From the classification can be seen that most of students have difficulties in oral test when they pronounce /v/ and /f/ sounds. We can see The score between check list and oral test really different. In check list the students easy to answer the test because it is easy, their only listened the type recorder and check list where is the correct answer, in this test the students only choose between /v/ and /f/ sounds but in oral test the students must to pronounce the sounds of /v/ and /f/ it is not easy for them, their must have good ability and know that /v/ and /f/ are different sounds. Almost all of them pronounce /v/ and /f/ with similar sounds that cause why all of the students got 0 (very low) category in oral test because oral test is difficult for them. Actually why the students got 0 (very low) category in oral test and difficult to pronounce of the sounds /v/ and /f/ because the students got influence from their environment. Then, the most important thing why the

students have a problem when they did the oral test because not only got influence from their majority but also the big influence that makes the students difficult to pronounce of the sounds /v/ and /f/ is the students influence from mother tongue that is Banjarese Language.

CHAPTER V

CLOSURE

A. Conclusion

Based on the research result of the second grade of MAN 2 Marabahan about the students' mastery in pronunciation of the sounds /v/ and /f/ academic year 2011-2012, it can be concluded that:

The students at the second grade of MAN 2 Marabahan do have problems in pronunciation of the sounds /v/ and /f/. The problem is especially in oral production test performance. The students got 0 (very low) category because the students cannot pronounce the sounds /v/ and /f/ well. In checklist the students got good category, it is based on the mean calculation of students score in pronunciation of the sounds /v/ and /f/ that is 78,63. It is interpreted as Good category. So, it can be concluded that the students mastery in pronunciation of the sounds /v/ and /f/ academic years 2011-2012 in oral test is 0 (very low) category and in checklist test is in Good category.

B. Suggestions

1. For the students of MAN 2 Marabahan, especially for the second grade students they should improve their ability in pronunciation of the sounds /v/ and /f/, diligent to read English books and find new words, so it can improve their

vocabularies and finally they can correctly to pronounce not only for sounds /v/ and /f/ but also for other sounds.

2. For English teacher it is worth to increase their teaching skills, invite the students to pronounce alphabet from A until Z it can help the students to know how to read kind of alphabet with different sound like /v/ and /f/ and also keep on give motivations to the students to improve their ability in Pronounce of the sounds /v/ and /f/ because it can improve their vocabularies and then will help easy to pronounce the word with good pronounce.
3. Teacher must be creative and able to make English interesting subject for the students, because many students think that English is difficult. So, according to the researcher when the teachers want to teach English not only by giving explanation and example but also invite the students to play games, sing a song together and use media like an interesting picture it is good for the students and doesn't make the class boring; in every meeting teachers should ask the students to read the text to help their pronunciation and then give the students memorization to add more vocabulary and make the students familiar with the word or sentence.