



**THE STUDENTS' MASTERY IN PRONOUNCING
ENGLISH PLOSIVE CONSONANT [p, t, k, b, d, g]**

**(An Error Analysis of the Fifth Semester Students of English Department of
UNNES in the Academic Year 2008/2009)**

**a final project
submitted in partial fulfillment of the requirements
for the degree of *Sarjana Pendidikan* in English**

PERPUSTAKAAN
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ABSTRACT

Retna Jaya, A. 2008. *THE STUDENTS' MASTERY IN PRONOUNCING ENGLISH PLOSIVE CONSONANT [p, t, k, b, d,g] (an error analysis of the Fifth Semester Students of English Department of UNNES)*. Final Project, English Department, Faculty of Languages and Arts, Semarang State University. First Advisor: Drs. Amir Sisbiyanto, M. Hum., second Advisor: Drs. Alim Sukrisno, M.A.

Keywords: Mastery, Plosive Consonant.

The purpose of this final project is to find the percentage of students' mastery in pronouncing English Plosive Consonants [p], [t], [k], [b], [d], and [g] by the fifth semester students of English Department of UNNES in academic year 2008 – 2009. Besides, this study is also conducted to find out the dominant errors most often made by the students.

The population of this research was the fifth semester students of English Department of UNNES in academic year 2008-2009. I only took 32 students or 19.88% students out of the total number of the 161 students as the samples of this research. These samples were chosen by selecting one class. They were then given the 30 test items containing words with English Plosive Consonants [p], [t], [k], [b], [d], and [g] to be pronounced and recorded. Their recorded pronunciations were used as the source of the data collection.

After gathering the data from the students, I then analyzed it so that the main purpose of this study could be achieved. The result of the investigation shows that the students' mastery level in pronouncing English plosive consonant [p], [t] [b] and [g] is good. But they are fair in pronouncing plosive consonant [k] and [d].

Based on fact, the students are considered fair in pronouncing English plosive consonants [k] and [d]. It might be caused they do not find the sounds [k] and [d] pronounced with aspiration in Indonesia language or in their mother tongue. They do not get specific subject about English pronunciation, so that they read the English words as they are spelled.

Based on the result obtained, I suggest that the students need to learn and practice more about English sound to improve their ability in pronouncing English sounds. For the teachers, it is suggested that they should be the good model, from whom the students can learn how to pronounce English words correctly, not only for phonetic teacher but also other teachers should give a good example of pronouncing English words correctly and pay more attention to their students' pronunciations.

Fa innama'al 'Usri yusro, innama'al 'Usri yusro

(Q.S Al Insyirah : 5-6).



This final project is dedicated to:

- my beloved parents,
- my beloved sister and brother, and
- all my friends.

PERNYATAAN

Dengan ini, saya

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Fakultas Bahasa dan Seni Universitas Negeri Semarang menyatakan dengan sesungguhnya bahwa skripsi / *final project* yang berjudul:

**THE STUDENTS' MASTERY IN PRONOUNCING ENGLISH PLOSIVE
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yang saya tulis dalam rangka memenuhi salah satu syarat untuk memenuhi gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan analisa, bimbingan, diskusi dan pemaparan / ujian. Semua kutipan baik yang diperoleh dari sumber kepustakaan, media elektronik, maupun sumber-sumber yang lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana lazimnya dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi / *final project* ini membubuhkan tanda tangan keabsahannya, seluruh isi skripsi / *final project* ini tetap menjadi tanggung jawab saya sendiri. Jika di kemudian hari ditemukan pelanggaran terhadap konvensi tata tulis di dunia perguruan tinggi, saya bersedia menerima akibatnya.

Demikian, harap pernyataan ini dapat digunakan sepenuhnya.

Semarang,

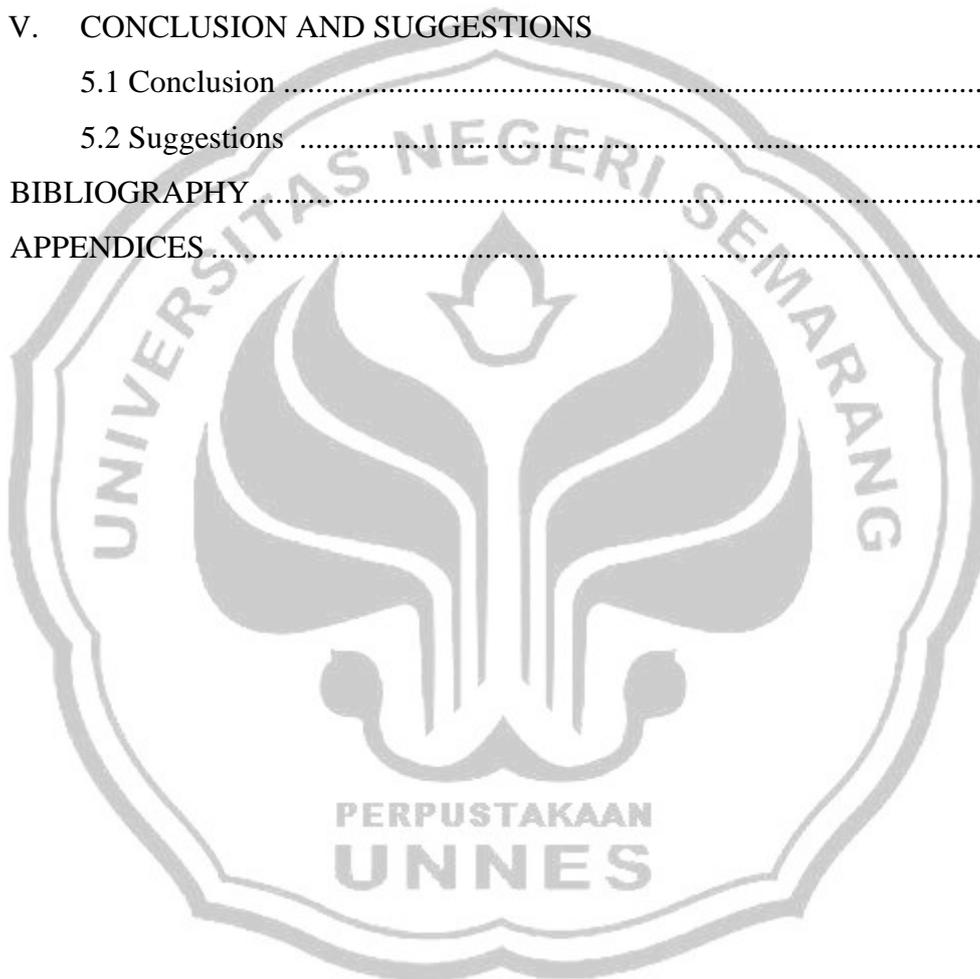
Yang membuat pernyataan,

ANDI RETNA JAYA

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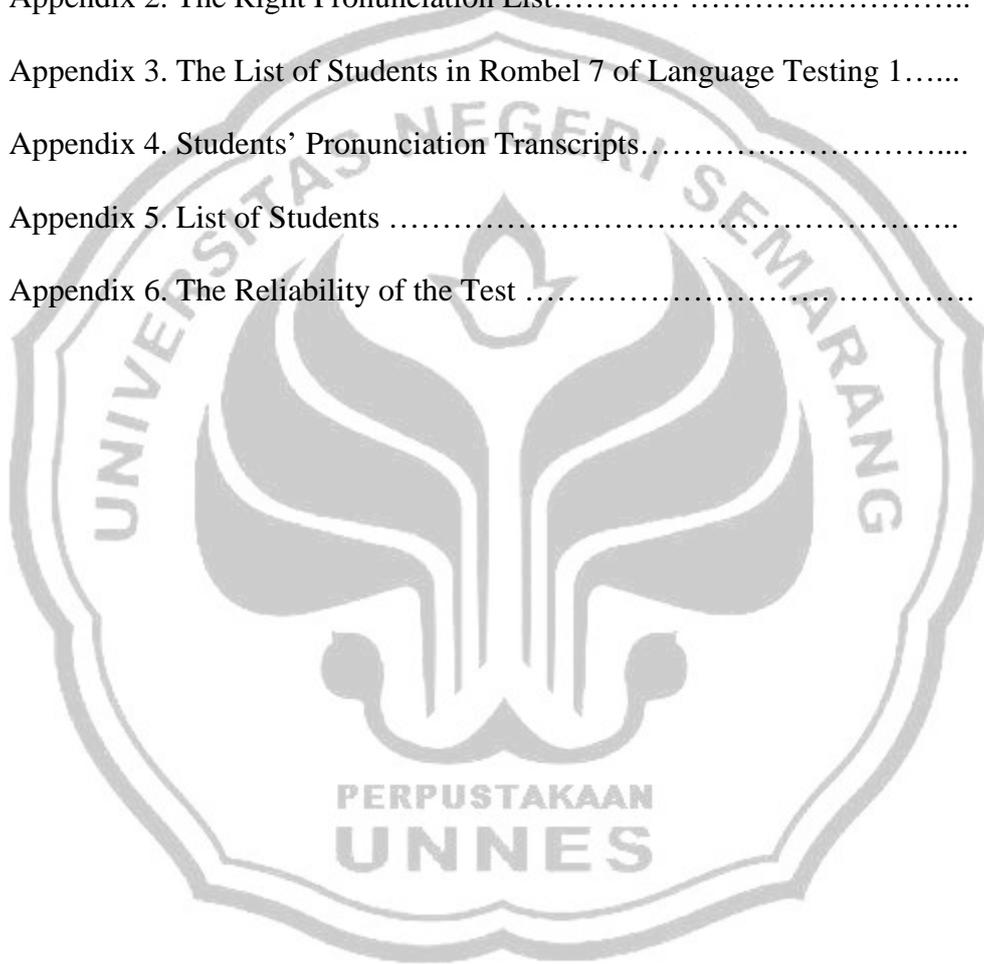
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CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the most widely used international languages both as a means of oral communication, and as a means of written communication, including the writing of newspapers, magazines, and books on science and technology. Many people in the world speak English today. As an international language, it has many important roles in international diplomacy, commerce, or finance, etc. therefore, people who want to be acquainted with technological and scientific advances have to master the language well since it is much used in science and technology.

Since English is an international language, it is used to communicate among nations all over the world. People feel that English is getting more and more important, especially in this free-trade era. Globalization era demands people all over the world to communicate in English to improve their economic growth, social progress, and cultural development.

Generally, many learners of English as a foreign language face difficulty in pronunciation. The difficulty of pronouncing foreign sounds encountered by student in learning a foreign or second language and the target language. For several learners, producing plosive sounds is difficult. It may be caused by their

culture and behavior in their first language. Ramelan (1977: 9) states that the degree of the difficulty in learning is also determined by the degree of similarity between the two languages. The greater the similarity between them, the easier it would be for the students to learn the language.

That is why many Indonesian students find it difficult to learn some English sounds as they do not find the English sound features in their own language and also because they have not been trained to produce this new set of sounds. The habits of speaking their native language have quite strongly been built up. Establishing new ways of hearing new sounds and new ways of using speech organs and new speech habits is a way to solve the problem of English pronunciation.

1.2 Reason for Choosing the Topic

Mastering English orally is very important for every learner. The learners may deal with pronunciation problems. Therefore, s/he should be able to solve problems in his English learning. It is important for every student to master adequate pronunciation, especially when s/he communicates with foreigners.

It is possible that every student will get difficulties with the English word pronunciation. So, I am interested in knowing about the problems and the causes of the problems in pronouncing English plosive sounds encountered by the fifth semester students of English Department of UNNES in the hopes of presenting a clear picture of their pronunciation ability in plosive sounds.

1.3 Statement of the Problem

This study discusses the problems concerning the pronunciation of the English plosive sounds:

- 1) What are the dominant errors made by students in pronouncing the English plosive sounds?
- 2) What are the causes for the difficulties in pronouncing those plosive sounds?
- 3) What are the possible factors causing the students' errors in pronouncing English plosive sounds?

1.4 Objective of the Study

Based on the problems stated above, there are some objectives in this study. They are:

- 1) to find out certain kind of plosive sounds in which the students mostly make mistake in pronunciation,
- 2) to find out the dominant errors most often made by students in pronouncing words containing English plosive sounds,
- 3) to find out the possible factors causing the students' errors in producing English plosive sounds, and
- 4) to identify the difficulty level of the students in pronouncing plosive sounds.

1.5 Significance of the Study

After I conduct the research, I hope that the research findings would be of valuable contribution to UNNES in general and the students of English Department in particular, with regard to the problems of pronunciation especially in pronouncing plosive sounds. Also, to help teachers to predict about the errors that may be made by the students in pronouncing plosive sounds.

For the students, the result of this research is expected to be useful for students to improve their mastery of the English pronunciation. Besides, the students are also expected to be able to practice the English sounds correctly in real conversation.

The result of the study is expected to give useful contribution to English language learning, both for teacher and students English department of UNNES that the pronunciation can be used part of the measure of their strength as well as their weakness of their language skills and motivate them to improve themselves.

1.6 Outline of the Study

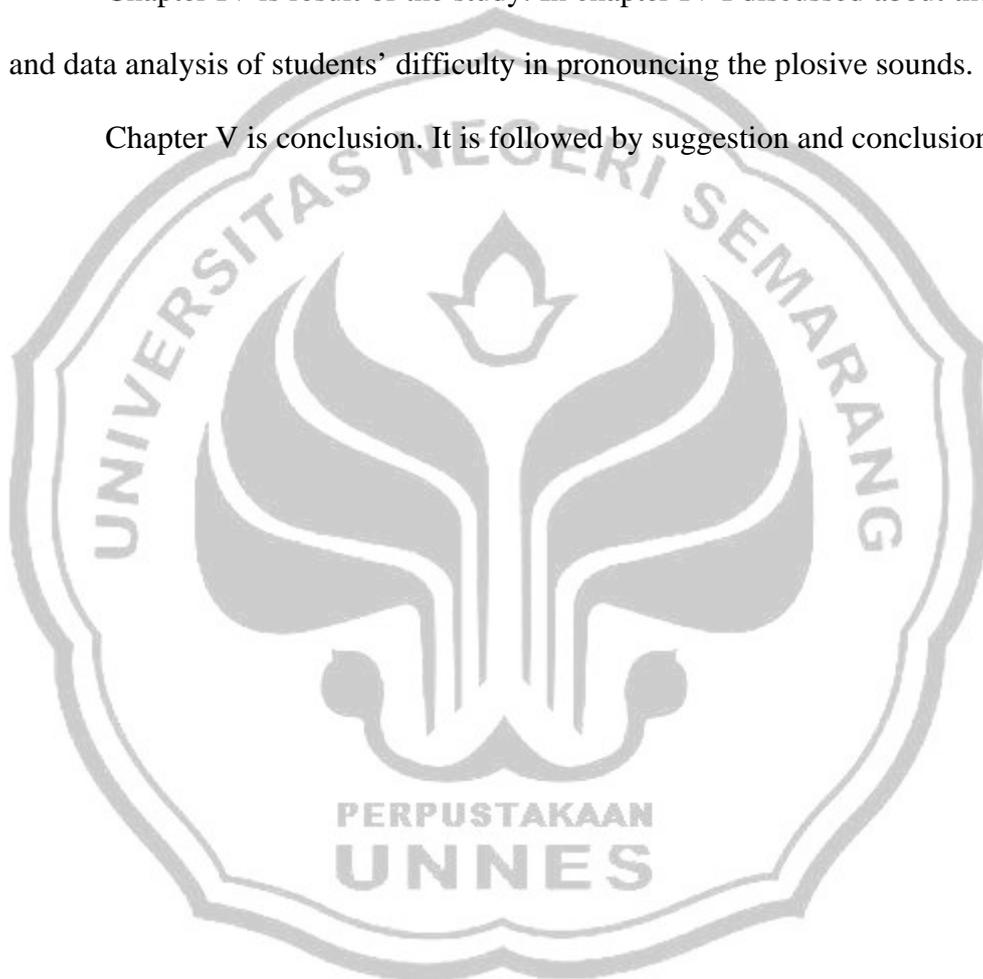
Chapter I is introduction. It consists of background of the study, reasons for choosing the topic, statements of the problem, objective of the study, significance of the study and the outline of the study.

Chapter II is review of related literature. It consists of some important explanation that was found in some literatures. They are pronunciation and identity, linguistics, phonetics, phonetic transcription, plosive consonant, plosive consonant features [p, t, k, b, d, g, ?], neutralization of phonemes and the influence factors.

Chapter III is method of investigation. It is supported by research design, population, sample, instrument of collecting the data, data analysis (including coding, data organizing, counting, tabulation and criterion of interpreting the data), and reliability of the test.

Chapter IV is result of the study. In chapter IV I discussed about the result and data analysis of students' difficulty in pronouncing the plosive sounds.

Chapter V is conclusion. It is followed by suggestion and conclusion.



CHAPTER II

REVIEW RELATED OF LITERATURE

In doing this activity, I have read some literature as the references. In this chapter, I want to show the reader about the finding theories. Some theories here have close relationship with the topic which is discussed.

2.1 Error

Learning a foreign language means learning the vocabulary items, rules or structure, sound system, and other aspect of language which are different from those of the mother tongue. Lado in Richard (1985: 46) states that “those [vocabulary, structure, sound system] elements that are similar to the (learner’s) native language will be simple for him, and those areas that are different will be difficult”. The difficulty in learning a foreign language can cause the learner to make errors and it is very common top happen among the language learners. The errors they make may be in vocabulary, structure, pronunciation, and spelling which are known as the language components.

Ellis (1997: 15) states that “at first sight, it may seem rather odd to focus on what learners get wrong than they get right. However there are good reasons for focusing errors”. First, they are a conspicuous feature of learner language, raising the important question of ‘Why do learners make errors?’ second, it is useful for teacher to know what errors learners make. Third, paradoxically, it is

possible that making errors may actually help learners to learn when they self-correct the errors they make.

2.1.1 Errors Analysis

In learning English as a foreign language, some language learners are afraid of practicing this language with other people. One of the reasons is their fear of making mistake and errors. Some linguists use error analysis as a strategy to manage this problem. Brown (1980: 166) states that error analysis the study of students' errors which can be observed, analyzed, and classified to reveal something of the system operating within the learners. The students' errors mean that there are some problems within their learning of the target language. It I very important for teacher to analyze the errors the students make. According to Johansen (1975: 248), "an analysis of the learner's errors gives the teacher evidence of the learner's competence in the foreign language." The students' errors show teacher their mastery and knowledge of the target language they are learning. These are useful information for teacher to understand their students' understanding about the English language.

Error analysis is useful for teacher to know his students' achievement in their English language, to make the planning of courses and to construct teaching materials. For the students themselves, they can learn their own lack of knowledge of the target language. It can also motivate them to gain or improve their skill while they are learning the foreign language.

2.1.2 Error and Mistake

People are sometimes confused about mistake and error. Some of them think that mistakes and errors are different and some other considers that they are the same. In fact, error and mistake are different. Some linguists explain about the distinguish errors and mistakes. Ellis (1997: 17) states, we need to distinguish errors and mistakes. Error reflect gaps in learner's knowledge; they occur because the learner does not know what is correct. Mistake reflects occasion lapses in performance; they occur because in a particular instance, the learner is unable to perform what he or she knows. He also explained how to distinguish errors and mistakes. Errors and mistakes can be checked by analyzing the consistency of their performance in using a language. For example, when they are supposed to pronounce 'determine' [di'tə:min] correctly while they constantly pronounce [di'tə:man] for the expected pronunciation, this would indicate a lack of knowledge or what is said to be an error. However, if they sometimes pronounce [di'tə:min] and sometimes [di'tə:man], this would suggest that they possess knowledge of the correct form and are just slipping up. This is what is called mistake. Where they are unable to, the deviations are errors; where they are successful they are mistake.

Based on the explanation above, it is clear that error and mistake are different. Errors in pronunciation occur when someone incorrectly pronounces a word because of their lack of knowledge about the theory or the way of how the word is supposed to be pronounced. On the other hand, pronunciation mistake happens when someone incorrectly pronounces a word, just because he is slipping

up, while he has actually known how to pronounce it correctly. So, we cannot say that error and mistake are the same.

2.2 The Influencing Factors

The factors that might influence the student's pronunciation are:

- 1) The students' lack of knowledge of correct pronunciation and meaning of English words.
- 2) The students' tendency to pronounce word the way it is spelled.
- 3) The students' inability to recognize the words in a sentence readily.
- 4) The usage of the students' mother tongue in pronouncing English words.

2.3 Linguistics

Linguistics is the scientific study of language, encompassing a number of sub-fields. An important topical division is between the study of language structure (grammar) and the study of meaning (semantics). Grammar encompasses morphology (the formation and composition of words), syntax (the rules that determine how words combine into phrases and sentences) and phonology (the study of sound systems and abstract sound units). Phonetics is a related branch of linguistics concerned with the actual properties of speech sounds (phones), non-speech sounds, and how they are produced and perceived.

Over the twentieth century, following the work of Noam Chomsky, linguistics came to be dominated by the Generativist school, which is chiefly concerned with explaining how human beings acquire language and the biological

constraints on this acquisition. Generative theory is modularizing in character. While this remains the dominant paradigm, Chomsky's writings have also gathered much criticism, and other linguistic theories have increasingly gained popularity; cognitive linguistics is a prominent example. There are many sub-fields in linguistics, which may or may not be dominated by a particular theoretical approach: evolutionary linguistics attempts to account for the origins of language; historical linguistics explores language change and sociolinguistics looks at the relation between linguistic variation and social structures.

2.4 Phonetics and Phonology

Phonetics and phonology are concerned with speech, with the ways in which humans produce and hear speech. Talking and listening to each other are so much part of normal life that they often seem unremarkable. Yet, as in any scientific field curious investigator finds complexity beneath the surface. Even the simplest of conversation, an exchange of short greeting, for example, presupposes that the speaker and hearer make sense each other and understand each other. Their ability to communicate in this way depends in turn on proper bodily functioning and on interpreting the sound waves that travel through the air. The fact that a total outsider, unfamiliar with the language, will find even a simple conversation bewildering our organization and control of talking and listening within particular social and linguistic conventions.

Phonetics is a branch of linguistics. As a branch of linguistics, phonetics however, only deals with the spoken language. Sahulata (1981: 32) refer to phonetics as the study of phonic medium. By phonic medium meant the sounds

that the human beings produce by means of a set of speech organs further more these sounds are produced as components of languages. The individual sounds within the range of phonic medium are called speech sounds.

Brown (1970 : 38) states as follows:

The studies of human speech are the units, nature, structure and modification of language. languages or a language including especially such factors as phonics, phonology, morphology, accent, syntax, semantics, general of philosophical grammar, and the relation between writing and speech

The term Phonology is often associated with the study of this 'higher' level of speech organization. Thus phonology is often said to be concern with the organization of speech within specific languages, or with the systems and patterns of sounds that occur in particular languages. On this view, a general description of how vowel sounds and consonants can be made and perceived might be the province of phonetics while the analysis and description of the English vowels right be assigned to phonology. But both phonetics and phonology have been variously defined and it is impossible to consider such definitions without touching on fundamental questions about the nature of reality and its scientific exploration.

2.5 English Pronunciation

People from any counties use language to communicate with others. The languages used by those people are varied from one country to another country and even from one region to another region in the same country. The variations of these languages are varied in their components; they are vocabulary, structure, and

pronunciation, etc. These components will always be found by language learners when they learn a foreign language, likewise when non English speakers learn English.

Pronunciation is one of the language components which are considered very important. Some cases of language misunderstanding in communication using English language are caused by mispronunciation made by the non native English speaker. It is mainly caused by different sound system found between the English language and the non English language. It is very important to realize that every language has its own sound system which can gives big influence on the process of learning and producing the foreign sounds when someone is learning a foreign language such as English.

2.5.1 Pronunciation Features

How the word is said in general is called pronunciation. Hornby (1974: 497) defines pronunciation as the way in which language is spoken. Pronunciation is the way a word or a language is usually spoken, the manner in which someone utters a word. (<http://en.wikipedia.org/wiki/chant>).

According to Ramelan (1994) there are two features in English pronunciation. Those features are segmental and suprasegmental. English segmental features, which refer to the second units arranged in sequential order, consist of consonants and vowels. They are:

a. 24 consonants.

- voice consonants : [b, d, g, v, ð, z, r, , m, d , n, l, w, y, ŋ]

- voiceless consonants: [p, t, k, f, s, , t , h, θ]

b. 12 vowels. : [i, i:, ε, æ, a:, ʌ, , :, U, u:, ə, ə:]

c. Diphthong : [ɪə], [ə], [ə], [eɪ], [ɪ], [aɪ], [o], [a], []

They are called segmental features because they can be segmented and chopped up into isolated features. The classification of speech, sounds into vowels and consonants is based on the differences in their function in an utterance and their way of production.

Suprasegmental features always accompany the production of segmental. They refer to such features as stress, pitch, length, intonation. Suprasegmental cannot be studied in isolation into its constituting suprasegmentals, without reference to the segmental features they accompany.

2.5.1.1 Stress

Ramelan (1994: 25) defined stress as the degree of force or loudness with which a syllable is pronounced so as to give it prominence. While according to Ladefoged (1982: 224) stress is suprasegmental feature of utterances. It applies not only to individual vowels and consonants but also to whole syllable. A stress syllable is pronounced with a greater amount of energy than unstressed syllable.

2.5.1.2 Length

According to Ramelan (1994: 29) length refers to the period of time during which a sound is produced in a given utterance. When the length of a sound is measured comparatively in relation to the other sounds in the same utterance for instance the sound /a: / is longer than / ʌ / in *mother*.

2.5.1.3 Pitch

Pitch means the voice of the speaker goes up and down in tone at different syllables which are said with some degree of lowness or highness of tone. The pitch of the voice is determined by several factors. The most important is the tension of the vocal cords. If the vocal cords are stretched, the pitch of the sound will do up.

The other meaning of pitch is the frequencies variations that occur in speech. There may be as many degrees of pitch levels as there are syllables in utterance but for practical purposes we distinguish only four significant pitch levels. Those are lowest pitch level used to end a sentence, mid pitch level used to start an utterance, high level of pitch, commonly used to accompany the strongest stress in a sentence, the highest pitch level, normally used in an emphatic speech.

2.5.1.4 Intonation

Intonation may be defined as the variations, which take place in the pitch of the voice in connected speech (Jones, 1987: 275). It means that speaking is not singing. Syafei (1988:22) says, intonation is the tone of what we say. More specifically, it is the combination of musical tones (pitch) with which we pronounce the syllable that makes up our speech. As defined by Ramelan (1994: 32) that intonation is the going up and down of pitch over different syllables in an utterance. Intonation may also be called the melody of speech.

2.5.2 Learning Problems in Pronunciation.

Indonesian students might find many difficulties in learning English, such as less of vocabulary knowledge, the difficulty of listening English words and how to pronounce English words as naturally as native speaker.

According to Ramelan, the pronunciation problems of Indonesian students are the different language features and allophone between English and mother tongue. The problems come because there are always similar and different elements between the target language and their own language. The problems here can be understood since their mother tongue has been deeply implanted in them as part of their habits. The elements, which cause the problems are grammatical and sound systems. The similar elements usually do not cause problems, while the different ones usually do. There are many differences between Indonesian and English and so the learners have to make much effort to overcome the problems they meet. English sound systems which are different to Indonesian are found segmental and suprasegmental.

2.5.3 Nature of Pronunciation Problems

If we consider the nature of pronunciation problems involved in learning a foreign language, it will appear that each problem is different in nature, and accordingly, need a different way of tackling by the student.

One problem is concerned with the identification of the foreign sounds. This has to remember their acoustic qualities so that he will be able to directly identify them in an utterance. This is a matter of ear-training, which means that

his ears must be trained and drilled in hearing the sound in question again and again till they get familiar with it and can remember its acoustic quality.

Another problem has to do with the production of the foreign sounds by his organs of speech. Ability in hearing and identifying the acoustic quality of the foreign sounds is prerequisite for the ability in producing them. This is a matter of training to move the speech organs, or also called mouth-gymnastics, which should be practiced over and over again.

Ability in identifying and producing the foreign sounds involves not only sounds in isolation, but also sounds occurring in a connected speech. Familiarity with phonetic symbols is also very important, since they represent speech sounds more consistently than the letters in the orthography. Untiring imitation and disciplined practiced will help the student to produce the suprasegmental feature correctly.

2.6 Phonetic Transcription

We need to write down the words that are spoken in order to identify what sounds are produced by using certain symbols. Writing down the pronunciation of an utterance with these symbols is known as transcription (Syafei, 1985 : 3). It is very helpful in describing what kinds of plosive voice feature of sounds that are produced by the speech organs. So, when we find an unfamiliar word and do not know how the words are pronounced, we can check it in a dictionary to see how it is pronounced by looking at the phonetic transcription of the words. However, we

need to be familiar with phonetic symbols which represent the words, so we will not mispronounce the words.

A symbol in phonetic transcription represents one sound only. However, English has a poor reflection of spelling to its pronunciation. As an example of phonetic symbol, [t] only represents the sound that is spelt t in the word ‘tent’ [tent] and never represent the one in the word ‘through’ [θru:]

The symbols used in transcribing English pronunciation in this study refer to Hornby’s *Oxford Advanced Learner’s dictionary of current English*. The following vowels and consonants are used in Hornby’s *Oxford Advanced Learner’s dictionary of current English*.

Most of the students of English Department of Languages and Art Faculty of UNNES use Hornby’s *Oxford Advanced Learner’s Dictionary of Current English*. However they also Use Ramelan’s English Phonetics as their handbook. There are differences between Hornby’s Oxford Advanced Learner’s Dictionary of Current English and Ramelan’s English Phonetics in writing phonetics symbols.

Since the writer chose the students’ mastery of the fifth semester student of the English Department of UNNES in the academic year 2008/2009 in pronouncing English plosive voice, the topic of the study. Further discussion is limited on English plosive voice.

2.7 Plosive Consonant

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract. And after which the air is suddenly released so that an explosive sound is heard.

Thus there are three stages in producing a stop,

- 1) The closure, that is, the act of drawing together the two articulators in order to perform the complete obstruction.
- 2) The stoppage, that is, the period during which the outgoing air is checked so that it can not pass out of the mouth.
- 3) The release, that is, the act of separating the two articulators from each other so suddenly that air escapes with a plosive sound.

One of these three stages may be missing such as when a stop is followed or preceded. By any other consonant, in which case the stop is called an incomplete stop. Consider the stop [p] in 'lamp' and in 'post' in the compound word 'lamp-post'. The first [p] lacks the release, while the second [p] lacks the closure; thus the two stops are called 'incomplete plosives'. Since each of these lacks one of the stages of producing a plosive consonant they are pronounced as a stop with an abnormally long stoppage.

English has 6 plosive consonants, produced respectively at bilabial point of articulation [b, p,], at alveolar point of articulation [d, t,] and at velar point of articulation [g, k]. we can identify the consonants that have a shortening effect on the preceding vowel as 'voice-less' - sounds such as [p], [t], [k] and [s] – and those that trigger lengthening as 'voiced' – for instance [b], [d], [g] and [z]. Try hissing

a lengthened [sss] and compare it with a lengthened buzzing [zzz] : the difference between the two is the ‘voicing’ of the [z], a vibration produced in the larynx which is perceived as a ‘buzz’.

2.8 Plosive consonant features

2.8.1 [p]

Articulatory Definition:

[p] is a voiceless bilabial stop.

Articulatory description is as follows:

- the outgoing air is completely blocked up in the mouth by putting the two lips into tight contact.
- the soft palate is raised to close off the nasal passage so that no air passes out through the nose.
- the vocal cords are not vibrating during the stoppage.
- when the two lips are suddenly opened (sudden release of the stoppage) the air escapes with a plosive sound.

Word for pronunciation practice :

- | | |
|-----------|----------|
| - piece | - speak |
| - peanuts | - apple |
| - piston | - copper |
| - pencil | - plays |

this voiceless stop is aspirated strongly stressed syllables and unaspirated in unstressed syllables.

2.8.2 [t]

Articulatory Definition:

[t] is a voiceless Alveolar stop.

Articulatory description is as follows:

- the outgoing air is completely blocked by putting the tip of the tongue into close contact with the teeth-ridge (alveolum)
- the soft palate is raised to close off the nasal cavity, so that no air passes out through the nose.
- the vocal cords do not vibrate during the stoppage.
- when the tip of the tongue is suddenly drawn away from the teeth-ridge (sudden release) the air escapes with a plosive sound
- this voiceless stop is aspirated in strongly stressed syllables and unaspirated in weakly stressed syllables.

Words for pronunciation practice:

- tea
- bitter
- time
- utter
- train
- street
- toast
- try

2.8.3 [k]

Articulatory Definition

[k] is a voiceless velar stop.

Articulatory Description is as follows:

- the outgoing air is completely blocked up by putting the back of the tongue into close contact against the soft palate (velum),
- at the same time the soft palate is also raised to close off the nasal cavity so as to prevent the air from going out through the nose,
- the vocal cords are not in vibration during the stoppage,
- when the back of the tongue and the soft palate are suddenly separated from each other (sudden release of the stoppage) the air escapes with a plosion, and
- the voiceless stop is aspirated in strongly stressed syllables, and unaspirated in weakly stressed syllables.

words for pronunciation practice :

- | | |
|--------|----------|
| - key | - castle |
| - case | - scream |
| - cord | - school |
| - cry | - cattle |

2.8.4 [b]

Articulatory Definition.

[b] is a voiced Bilabial Stop.

Articulatory Description is as follows:

the mechanism of producing [b] is the same as that of [p]

- the vocal cords are vibrating during the stoppage ; the breath force of [b] is weaker than that of [p] (a lenis consonant) and the stop is not aspirated.

Words for pronunciation practice:

- | | |
|--------|-----------|
| - cub | - bring |
| - robe | - blame |
| - rib | - obvious |
| - cab | - sob |

2.8.5 [d]

Articulatory Definition

[d] is a voiced Alveolar Stop.

Articulatory Description is as follows:

The way of producing [d] is the same as that of [t].

The vocal cords are vibrating during the stoppage.

- the breath force is weaker and is not aspirated.

Words for pronunciation practice :

- | | |
|--------|--------|
| - cad | - send |
| - bid | - down |
| - dry | - kids |
| - code | - beds |

2.8.6 [g]

Articulatory Definition

[g] is a voiced velar stop

Articulatory Description is as follows:

- the way of producing [g] is the same that of [k].
- the vocal cords are vibrating during the stoppage.
- the breath force is weaker and is not aspirated.

Words for pronunciation practice :

- bag
- dog
- pig
- league
- gray
- grow
- glue
- girl

2.8.7 [ʔ]

Articulatory Definition

[ʔ] is defined as a (voiceless) glottal stop.

Articulatory Description is as follows:

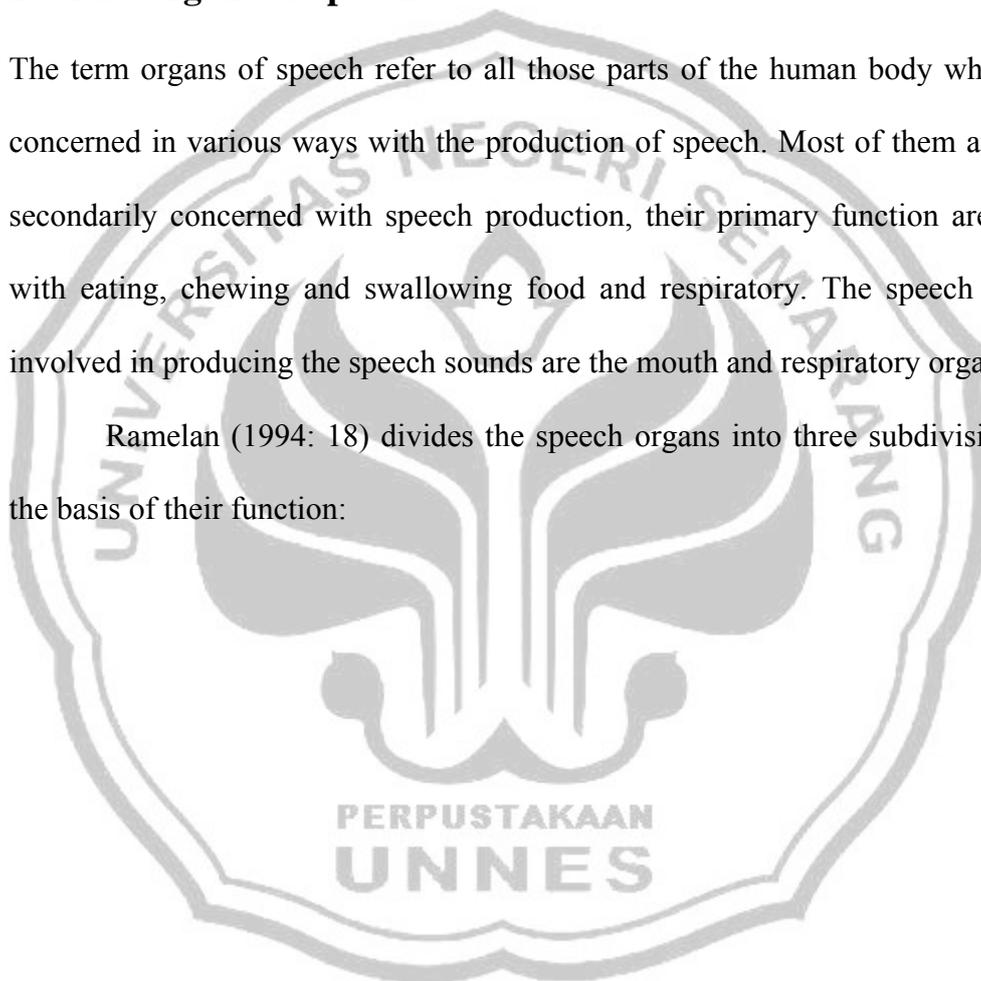
- the out going air is completely blocked up by putting the two vocal cords in the larynx into close contact.
- the soft palate is simultaneously raised to close off the nasal passage.
- the vocal cords cannot be made to vibrate, since they are already put into close contact for the production of [ʔ]
- when the two vocal cords are suddenly separated (sudden release of the stoppage) the air escapes with a plosive sound.
- no aspiration is produced with a glottal stop.

In this research, I will not include the glottal [ʔ]. I will limit the research in the mastery plosive voice [p, t, k, b, d, g]

2.9 The Organs of Speech

The term organs of speech refer to all those parts of the human body which are concerned in various ways with the production of speech. Most of them are only secondarily concerned with speech production, their primary function are to do with eating, chewing and swallowing food and respiratory. The speech organs involved in producing the speech sounds are the mouth and respiratory organs.

Ramelan (1994: 18) divides the speech organs into three subdivisions on the basis of their function:



CHAPTER III

METHOD OF INVESTIGATION

The third chapter concerns with the things related to the research methods. In this chapter the writer tells about the sequence of the systematic process used in gathering the required data. The process includes determining the population and the sample, the instruments of the study, and the method used to gather the data. Also in this chapter, the writer tells about the try out test he held, the formula used to analyze the data, and the criterion of interpreting the data

3.1 Population

Population refers to the subject of an investigation. Population is a set of all elements possessing one or more attributes of interest (Arikunto, 2002: 108). Similarly, Tuckman says, "Population refers to the establishment of boundary condition that specify who shall be included in or excluded from the population." The population used in questionnaire or interview study is that group which the researcher is interested in gaining information and drawing conclusion. In other words, they give the data sources in many ways depending on the instruments used by the researcher in doing his research (Tuckman, 1978: 227).

The population chosen in this research was the third semester students of English Department of UNNES in the Academic Years 2008/2009.

3.2 Sample

By observing the characteristic of the sample, the researcher can make certain interferences about the characteristic of population, from which it is drawn.

Since the population in this research was large enough, I took some members of the population as the sample. According to Arikunto (2002: 112), a researcher may take 10% - 15%, or 20% - 25%, or more of the population used as the sample.

The purpose of sampling technique is to be able to make generalization about the population based on scientifically selected subject of that population.

“Sampling is necessary because it is generally not practical or feasible to seek information from every member of population” (Rea and Parker, 1997: 97).

Considering about the big number of the population, I used the proportional random sampling technique to choose the sample. Sample is part of the population that represents the whole population in a study. Hadi (2004: 336) states that “random sampling technique is the technique of choosing the sample, so that it can be the representative of the whole population and give the accurate statistical result”. By using this technique, all the members of the population have the same chance to be in this research as the sample.

3.3 Instrument of Collecting the Data

These are some explanation about what instrument is. One of them is taken from Tuckman (1998:51) He states that:

Instrument is a device or a facility used by a researcher in collecting or gathering the data or information so that the researcher can be easily done

and the result can be better, then, the researcher and the result will be more systematic, complete, and correct and easier to understand.

“There are two kinds of instruments: test and non-test instrument” (Arikunto2002:127). Test is a sequence of questions or exercise and other instruments which are used to measure skill, intelligence, aptitude/talent that is had by an individual or group.

An achievement test indicates the extent to which an individual has mastered the specific skills or body of information acquired in a formal learning situation.

In this case, an achievement test was used to get the required data. This test was a kind of pronunciation test and all their pronunciations were recorded. The instrument used in this final project consists of a test, a tape recorder, and some blank cassettes, which were used to record the student’s pronunciation. In order to get the required data I used a tape-recorder, a ninety minutes blank cassette, pronunciation test items, and a Hornby’s Oxford Advanced Learner’s Dictionary of Current English as the instrument of the research.

3.4 Method of Collecting the Data

After all the research preparation was ready, the next thing to do was collecting the data. It was the most significant part in the research process. A researcher must apply the proper method in order to get the complete and accurate data.

To get data for this study, I did both the library activity and the field activity. The library activity was done to search for the test materials from various sources. After all the materials for the test were completed, I held field research.

This research was carried out in a sequence of process. First, the sample students were given the test consisting of 30 sentences containing the words with English plosive sounds consonants [p], [t], [k], [b], [d], and [g]. Second, the students pronounced the sentences while their pronunciations were recorded. Third, I played the cassettes and identified the students' recorded pronunciations here the writer focused on their pronunciation of English plosive sounds consonant [p], [t], [k], [b], [d] and [g]. Next, he transcribed their pronunciations into symbols of transcriptions. The last thing he did was analyzing the errors they made so that the information needed in this research was obtained.

3.5 Data Analysis

After the pronunciation test was conducted, the recorded data was analyzed. According to Saleh (2001: 39-40) these are four ways in analyzing the data.

1) Coding

Coding means to change the information into symbols either in letter or in number. It is necessary to organize the data and to make them easier to be analyzed. Here, I transcribed the students' pronunciation into phonetic transcription based on Hornby's Oxford Advanced Learner's Dictionary of Current English. The students' mistakes in pronouncing English plosive sounds could be identified after listening to the students' pronunciation from the recorded data several times.

2) Data Organizing

After the data are coded, they must be organized. The data which are not organized properly will be difficult to be read and understood. After I identified the students' mistakes in pronouncing English plosive sounds, I then grouped them into separate divisions, the correct pronunciation and the wrong pronunciation.

3) Counting

After the students' mistakes in pronouncing English plosive sounds had been grouped into separate division, I employed the percentage of each kind of plosive sounds mistake. Norrish as cited by Wahyuni (2005:24) suggested that we use preselected category approach as follows:

$$x = \frac{\sum Er}{\sum w} \times 100\%$$

where :

x : the percentage of error proportion

Er : frequency of each kind of plosive mistakes occurrence

w : Plosive sounds

\sum : the sum of

4) Tabulation

It is an activity of summarizing all the data which are put into a table. It can be done only when the coding, the organizing and the data are finished. Sometimes the counting of the data can be done at the same time with tabulation.

The data which have been analyzed will give us an abstract description about the matter we should to know.

5) Criterion of Interpreting the Data

I used certain criterion based on Tinambuan's criterion as cited by Tartiasih (2003: 34) in order to know how the students' pronounce the English plosive sounds.

Number of errors in percentage	Level of ability
0 – 25%	excellent
26 – 50%	good
51 – 75%	fair
76 – 100%	poor

3.6 Reliability of the test

Reliability is general quality of scores regardless of what the test measured.

According to Heaton (1984: 157), the reliability of the whole test can be estimated by using the formula:

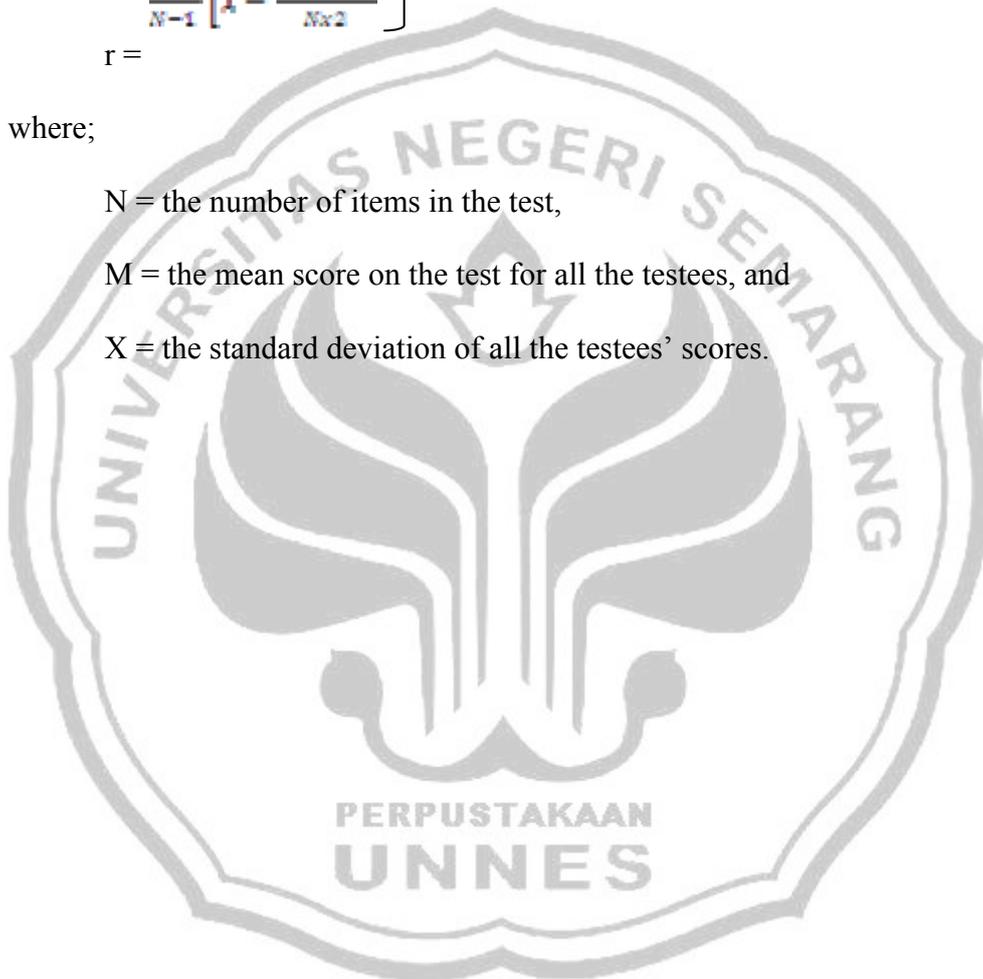
$$r = \frac{N}{N-1} \left[1 - \frac{m(N-m)}{N\sigma^2} \right]$$

where;

N = the number of items in the test,

M = the mean score on the test for all the testees, and

X = the standard deviation of all the testees' scores.



CHAPTER IV

ANALYSIS AND INTERPRETATION OF THE DATA

4.1 The Process of Analyzing the Data

After the 30 test items were tried out, I computed the reliability of the items based on the data obtained from the try out test. The result of the computation was that the entire items being tried out were reliable. However, only those which were valid could be used as the instruments of this research. Those test items were then administered to the chosen samples. The sample, the instruments, and the process of obtaining the data have been described in the previous chapter. After I obtained all the data, he started to do the data analysis. In this study, he focused his analysis on the errors made by students. He mostly focused on the aspirated sound to determine whether the students' pronunciation is correct, though he also applied other criteria.

I firstly counted the percentage of the correct and incorrect pronunciation made by the students. In this research the number of the words used as the pronunciation tests related to the topic was 30 words. From this data I was able to compute the percentage of the number the right and wrong pronunciations. The following table, Table 1, shows the number and the percentage of the right and wrong pronunciations.

Table 1

**The Proportion of Right and Wrong Pronunciation of Each Word Made by
the Students**

The Tested words	Students' Pronunciation			
	Right		Wrong	
	number	percentage	number	percentage
Pencil	19	59	13	41
Pepper	22	69	10	31
Power	27	84	5	16
Play	4	13	26	87
Peanut	18	56	15	44
Time	25	78	3	22
Tea	22	69	10	31
Tire	12	38	20	62
Tower	25	78	7	22
Task	9	28	23	72
Cry	7	22	25	78
Comfort	17	53	15	47
Kettle	28	48	4	52
Kidneys	11	34	21	66
Kind	10	31	20	69
Knob	23	72	12	28
Bank	25	78	8	22
Beats	9	28	23	72
Cub	15	47	17	53
Bomb	16	50	14	50
Slide	15	47	17	53
Lead	5	16	27	84
Cod	21	66	11	34
Dry	13	41	19	59
Deal	20	63	12	37
Bag	28	88	4	12
Glued	16	50	15	50
Flag	13	41	19	59
Green	10	31	20	69
game	24	75	8	25
Total	509	1553	451	1447

The mean of the correct pronunciation is $1553 : 30 = 51.7 \%$

The mean of the incorrect pronunciation is $1447 : 30 = 48.3 \%$

From the table above, we can see that the number of the wrong pronunciation is less than the right ones. Obtaining the number and the percentage of the right and wrong pronunciation, I also computed the proportion of errors made by each student in pronouncing the word containing English plosive consonants [p], [t], [k], [b], [d], and [g]. In counting these errors I also used the following formula:

$$x = \frac{\sum Er}{\sum W} \times 100\%$$

The computation of the error proportion is as follows:

$$x = \frac{\sum Er}{\sum W} \times 100\%$$

$$= \frac{431}{960} \times 100\%$$

$$= 46.9 \%$$

The result of this computation is the same as the one obtained from table 1 above. Then, I provided a table, table 2, showing the proportion of errors made by students. The table is as follows:

Table 2**The Proportion of Error Frequency Made by the Students**

Student's Code	Number of words	Frequency of Error	Proportion (%)
S – 1	30	18	60
S – 2	30	6	20
S – 3	30	16	53
S – 4	30	24	80
S – 5	30	22	73
S – 6	30	16	53
S – 7	30	24	80
S – 8	30	19	63
S – 9	30	9	30
S – 10	30	6	20
S – 11	30	2	6
S – 12	30	20	66
S – 13	30	2	6
S – 14	30	10	33
S – 15	30	6	20
S – 16	30	6	20
S – 17	30	3	10
S – 18	30	10	33
S – 19	30	6	20

S – 20	30	9	30
S – 21	30	9	30
S – 22	30	18	60
S – 23	30	18	60
S – 24	30	9	30
S – 25	30	23	76
S – 26	30	15	50
S – 27	30	19	63
S – 28	30	24	80
S – 29	30	13	43
S – 30	30	20	66
S – 31	30	17	56
S - 32	30	23	76
Total		442	1466

From the computation on the table above, I counted the mean of the error proportion by dividing the percentage of the total errors, which is 1466 by the total number of the students that is 32. Using this formula I found that the mean or the average proportion of the students' errors is 48.3%. This result is also the same as the one resulted from Table 1.

4.2 Interpretation of the Data

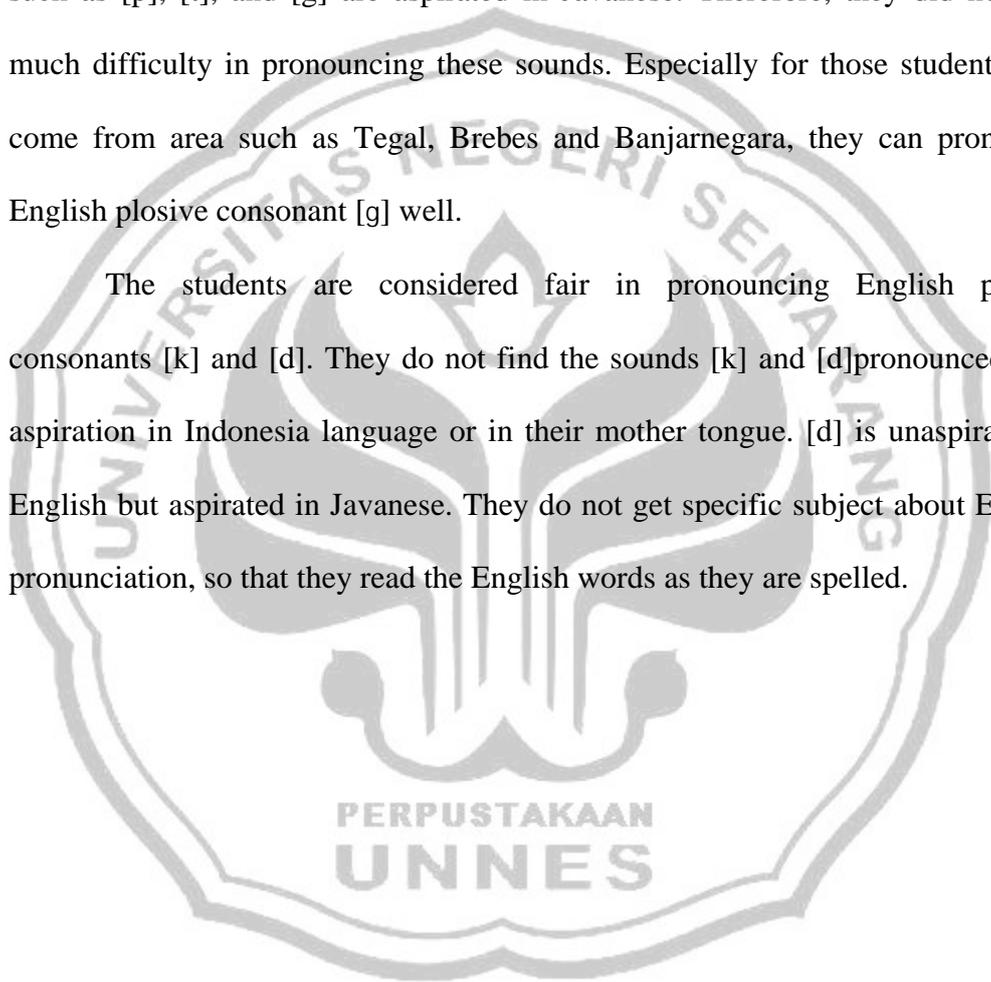
We have known from the computation that the mean or proportion of the errors made by the 32 students in pronouncing the whole English plosive consonants [p], [t], [k], [b], [d], and [g] was 48.3%.

The frequency of the English plosive consonant [p] pronounced by the whole students was 160; while the number of errors occurred was 69. It means that they made 43.1% of errors. In English plosive consonant [t] there were 160 occurrences pronounced by the whole students; and 63 times of errors occurrences, the percentage of the errors was 39.4%. Then, in the English plosive consonant [k] there were 160 occurrences pronounced by the whole students; and 85 times of errors occurrences, the percentage was 53.1%. Using the same computation, in English plosive consonant [b] there were 160 occurrences pronounced by the whole students with 74 times of errors occurrences, the percentage of the errors was 46.2%. In English plosive consonant [d] there were 160 occurrences pronounced by the whole students; and 86 times of errors occurrences, the percentage of the errors was 53.7%. And the last is the English plosive consonant [g]; there were 160 occurrences pronounced by the whole students, and 66 times of errors occurrences, the percentage of the errors was 41.2%. To know whether each of these numbers is excellent, good, fair, or poor the following category is used:

Number of errors in percentage	Level of ability
0 – 25%	excellent
26 – 50%	good
51 – 75%	fair
76 – 100%	poor

The result shows that the fifth semester students of English Department in UNNES are good in pronouncing plosive consonant [p], [t] [b] and [g]. But they are fair in pronouncing plosive consonant [k] and [d]. The students are good in pronouncing English plosive consonant [p], [t] [b] and [g] because some of them such as [p], [t], and [g] are aspirated in Javanese. Therefore, they did not find much difficulty in pronouncing these sounds. Especially for those students who come from area such as Tegal, Brebes and Banjarnegara, they can pronounce English plosive consonant [g] well.

The students are considered fair in pronouncing English plosive consonants [k] and [d]. They do not find the sounds [k] and [d] pronounced with aspiration in Indonesia language or in their mother tongue. [d] is unaspirated in English but aspirated in Javanese. They do not get specific subject about English pronunciation, so that they read the English words as they are spelled.



CHAPTER V

CONCLUSION AND SUGGESTION

Based on the data analysis, some conclusions can be made. I hope that the conclusion and the suggestions given in this chapter will be useful for the teacher and the students of English Department of UNNES. Hopefully, it will give much contribution to improve the students' mastery of English pronunciation.

5.1 Conclusion

In this research the writer analyzed the errors the students made in pronouncing the English plosive consonants [p], [t], [k], [b], [d], and [g]. Based on the data analysis the writer found that the students made 451 errors out of the total number of the 300 words containing English plosive consonants [p], [t], [k], [b], [d], and [g]. The error proportion of the 32 students is 48.3%. Based on the criterion of the data interpretation, this percentage shows that the pronunciations of the fifth semester English Department students of English plosive consonants [p], [t], [k], [b], [d], and [g] are considered good.

In the further analysis, the writer divided the sounds of English plosive consonants [p], [t], [k], [b], [d], and [g] into six categories, they are English plosive consonant [p], English plosive consonant [t], English plosive consonant [k], English plosive consonant [b], English plosive consonant [d], and English plosive consonant [g]. He did it in order to get the proportion of dominant errors made by the students. The writer also counted the proportion of errors of each

category. For the first category that is English plosive consonant [p], he obtained 43.1% errors out of the whole occurrence [p]. The second category that is English plosive consonant [t], he obtained 39.4% errors out of the whole occurrence [t] that pronounced by the whole students. The third category that is English plosive consonant [k], he obtained 53.1% errors. The fourth category is English plosive consonant [b], he obtained 46.2% errors. The fifth category is English plosive consonant [d], he obtained 53.7% errors. The sixth category is English plosive consonant [g], he obtained 41.2% errors out of the whole occurrence [g] pronounced by the whole students.

This result shows that the fifth semester students of English Department of UNNES are good in pronouncing plosive consonant [p], [t] [b] and [g]. But they are fair in pronouncing plosive consonant [k] and [d].

Based on fact, there are some factors that influence the students' ability in pronouncing English plosive consonant [p], [t], [k], [b], [d], and [g]. They are as follows:

- (1) The students are good in pronouncing English plosive consonant [p], [t] [b] and [g] because they find them the same as the sounds of [p], [t] [b] and [g] in Indonesian. Therefore, they did not find much difficulty in pronouncing these sounds. Especially for those students whom are comes such as from Tegal, Brebes and Banjarnegara, they can pronounce English plosive consonant [g] well.
- (2) The students are considered fair in pronouncing English plosive consonants [k] and [d]. It might be caused by the following reason.

They do not find the sounds [k] pronounced with aspiration in Indonesia language or in their mother tongue. [d] is unaspirated in English but aspirated in Javanese. They do not get specific subject about English pronunciation, so that they read the English words as they are spelled.

5.2 Suggestions

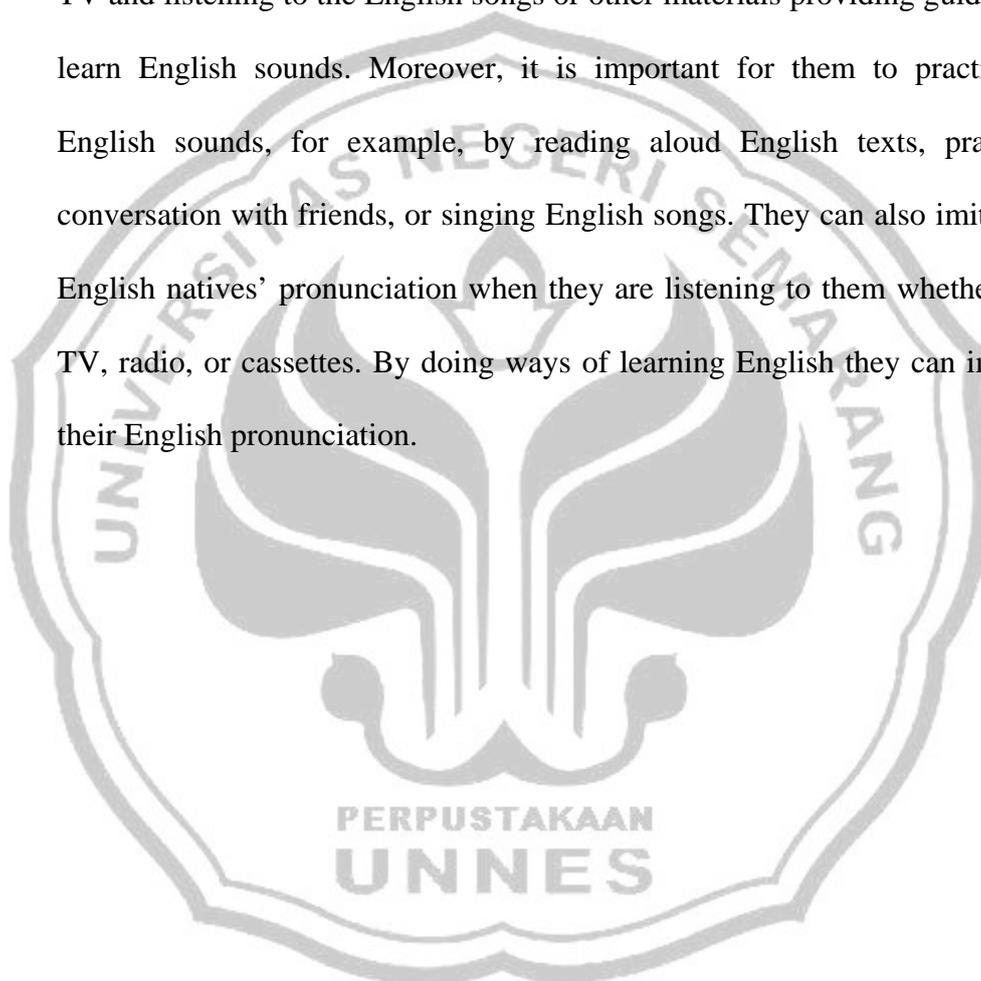
Based on of the conclusions most of them made errors in pronouncing English plosive consonants [k] and [d] and few of them made errors in pronouncing some English plosive consonants [p], [t] [b] and [g]. In connection with this case, the writer would like to give some suggestions for both teachers and students.

(1) For English Teachers

Teachers play an important role in teaching and learning process. Since there are many English sounds which are not found in Indonesian language and needed to be taught to their students they must train the students to improve their pronunciation. The teachers should always be the good model, from whom the students can learn how to pronounce English words correctly, not only for phonetic teacher but also other teachers should give a good example how to pronounce English words correctly. The teacher sometimes asks the students to drill the English words in order to make them familiar and pronounce them correctly. Besides, they can also give some assignments to their students related to the pronunciation, such as having group conversation, reading aloud the English text, etc. Here the teacher must pay attention to the students' pronunciation.

(2) For the students

Students who are learning English need to know how to pronounce English well and correctly. Besides learning the English sounds from their teacher in the classroom, they can learn English sounds by watching English program on TV and listening to the English songs or other materials providing guidance to learn English sounds. Moreover, it is important for them to practice the English sounds, for example, by reading aloud English texts, practicing conversation with friends, or singing English songs. They can also imitate the English natives' pronunciation when they are listening to them whether from TV, radio, or cassettes. By doing ways of learning English they can improve their English pronunciation.



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APPENDIX 1

Read the following sentences with the good pronunciation!

[p]

1. Put the pencil from the pencil case.
2. Please add pepper in my meatball soup!
3. The power of love is you.
4. The children play kite in the yard.
5. The peanut cookies are delicious.

[t]

6. Don't waste your time!
7. I am thirsty; I want a cup of tea.
8. Change the tire, please!
9. Eiffel tower remains me to you.
10. The task is difficult to be understood.

[k]

11. Don't cry for me, darling.
12. He works in his comfort room.
13. Suzie uses an electric kettle to boil the water.
14. Every human being has a pair of kidneys.
15. Ana is a kind girl.

[b]

16. Don't touch anything on the knob.
17. The bank was robbed last night.
18. The home team beats the away team successfully.

19. The **cub** is learning to hunt.

20. The police find the **bomb** inside the building.

[d]

21. The dollar continued its **slide** on the foreign exchange.

22. The wishes **lead** you into the future.

23. Do you like **cod** fish?

24. **Dry** season makes the farmer collapse.

25. The company had a great **deal** with foreign investors.

[g]

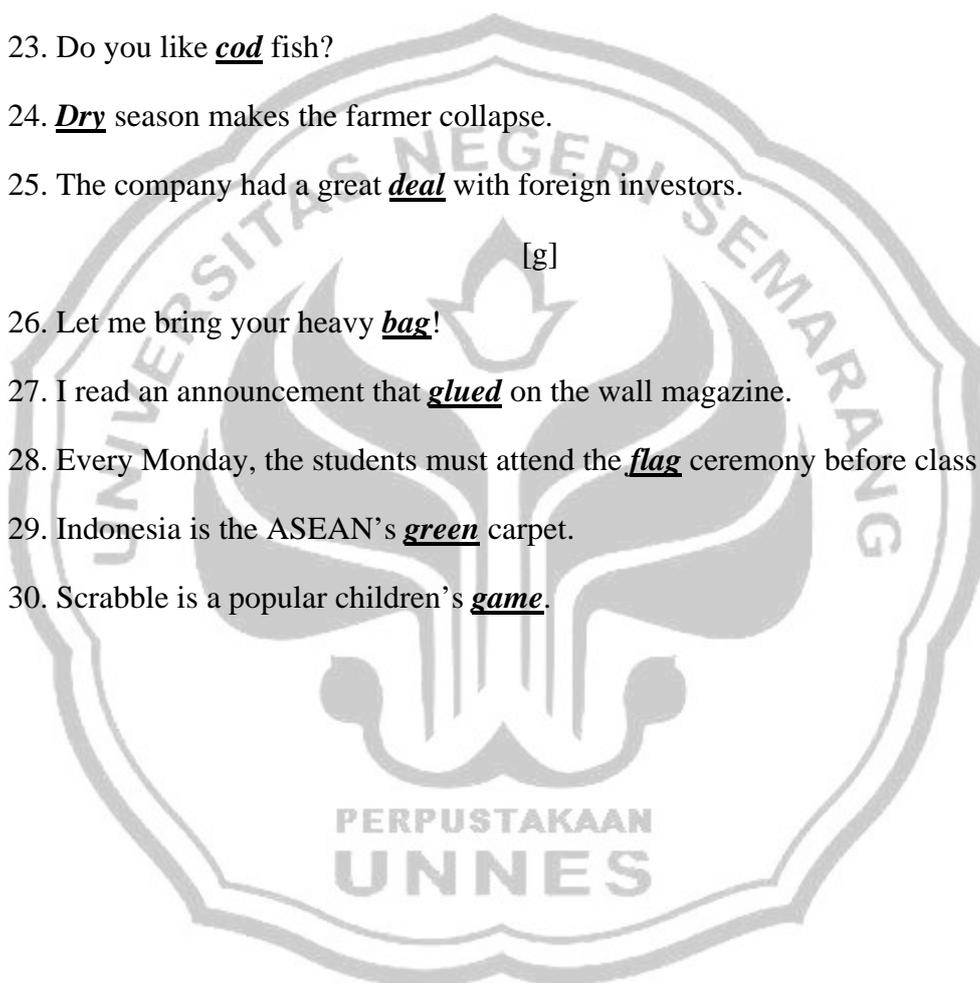
26. Let me bring your heavy **bag**!

27. I read an announcement that **glued** on the wall magazine.

28. Every Monday, the students must attend the **flag** ceremony before class begin

29. Indonesia is the ASEAN's **green** carpet.

30. Scrabble is a popular children's **game**.



APPENDIX 2

The right pronunciations list

No	Words	Phonetic Transcription
1	pencil	
2	pepper	
3	power	
4	play	
5	peanut	
6	time	
7	tea	
8	tire	
9	tower	
10	task	
11	cry	
12	comfort	
13	kettle	
14	kidney	
15	kind	
16	knob	
17	bank	
18	beats	
19	cub	
20	bomb	
21	slide	
22	lead	
23	cod	
24	dry	
25	deal	
26	bag	
27	glued	
28	flag	
29	green	
30	game	

APPENDIX 3

DAFTAR PESERTA MATA KULIAH SEMENTARA
YANG SAH TERDAFTAR DI SISTEM AKADEMIK
UNIVERSITAS NEGERI SEMARANG

Fakultas : Bahasa dan Seni
Prog. studi : Pendidikan Bahasa Inggris, S1
Kode Jadwal : 220243 Rombel : 07(22014007)
Kode MK. : KK222372 SKS : 2
Nama MK. : Language Testing 1
Dosen : Amir Sisbiyanto
Semester : Gasal tahun 2008/2009
Peserta : 34 orang

NO.	NIM	NAMA	STATUS	WALI
1.	2201406555	AGUNG DEWANTORO	BARU	BLM SETUJU
2.	2201406556	NATRIA RATNANINGTYAS	BARU	BLM SETUJU
3.	2201406558	TEGAR ANDIKA PRASETYAWAN	BARU	BLM SETUJU
4.	2201406559	MUHAMMAD KHOIRUL FUADI	BARU	BLM SETUJU
5.	2201406562	YULIA NURFAJAR AINI	BARU	BLM SETUJU
6.	2201406563	NOORMA AGUSTIN	BARU	BLM SETUJU
7.	2201406564	ASRI TIARA FARHATI	BARU	BLM SETUJU
8.	2201406565	RATNA KUSUMAWARDANI	BARU	BLM SETUJU
9.	2201406566	FITRIANI MEISYA RATRI	BARU	BLM SETUJU
10.	2201406567	SRI WAHYUNI	BARU	BLM SETUJU
11.	2201406568	FIRDA ZULIANA ROSITA	BARU	BLM SETUJU
12.	2201406569	TANIA OKTO RACHMA	BARU	BLM SETUJU
13.	2201405064	RM ARIO ADITYO	MENGULANG	SETUJU
14.	2201405587	HAYUK DINING TYASTUTI	MENGULANG	SETUJU
15.	2201405617	ARIF SAEFUROHMAN	MENGULANG	SETUJU
16.	2201405628	ANDHANI MAYANGSARI	MENGULANG	SETUJU
17.	2201405654	KUSMIATI	BARU	SETUJU
18.	2201406507	DWI YULIANA	BARU	SETUJU
19.	2201406517	JELISHA ERLYSTYANA	BARU	SETUJU
20.	2201406522	SILFIANA	BARU	SETUJU
21.	2201406524	TRI BUDI SETIYANINGSIH	BARU	SETUJU
22.	2201406526	YENNY PUSPITA RINI	BARU	SETUJU
23.	2201406527	MARIZKA PRATIDINA	BARU	SETUJU
24.	2201406531	YANUARRIA KUKUH PERWIRA	BARU	SETUJU
25.	2201406535	PRATIKA AYUNINGTYAS	BARU	SETUJU
26.	2201406537	FISKA PRAMANINGRUM	BARU	SETUJU
27.	2201406541	UMMI HANIEK	BARU	SETUJU
28.	2201406542	WINARTI	BARU	SETUJU
29.	2201406543	IKA LISNIDA	BARU	SETUJU
30.	2201406545	DWI ARNI SITI MARGIYANTI	BARU	SETUJU
31.	2201406547	NURRIA YUNI ASTUTI	BARU	SETUJU
32.	2201406548	ASWIN KUMALASARI	BARU	SETUJU
33.	2201406549	IRENNA RATIH ARMINANTI	BARU	SETUJU
34.	2201406553	SISKA SRI WIJAYANTI	BARU	SETUJU

Catatan :

1. Mahasiswa yang tidak tercantum di dalam daftar format ini, keikutsertaannya pada mata kuliah dinyatakan TIDAK SAH. Dosen berhak menolak mahasiswa untuk mengikuti kuliah, kecuali ada ijin khusus dari PR I
2. Mulai semester Genap 2006/2007, BAAK TIDAK AKAN menerbitkan Daftar Peserta Mata Kuliah susulan!

APPENDIX 4

DAFTAR PESERTA MATA KULIAH SEMENTARA YANG SAH TERDAFTAR DI SISTEM AKADEMIK UNIVERSITAS NEGERI SEMARANG

Fakultas : Bahasa dan Seni
Prog. studi : Pendidikan Bahasa Inggris, S1
Kode Jadwal : 220097 Rombel : 01(22014001)
Kode MK. : KK222632 SKS : 2
Nama MK. : English Phonology 2
Dosen : Amir Sisbiyanto
Semester : Gasal tahun 2008/2009
Peserta : 27 orang

NO.	N I M	N A M A	S T A T U S	W A L I
1.	2201407226	EKA NOVANTINI	BARU	BLM SETUJU
2.	2201404651	MUHAMMAD ASROR	MENGULANG	SETUJU
3.	2201404655	RATIH WIJAYANTI	MENGULANG	SETUJU
4.	2201405003	ZUHRIAN IVAN ARVIANTO	MENGULANG	SETUJU
5.	2201405671	HARIS RIZQI ARIFIN	MENGULANG	SETUJU
6.	2201406050	VIRGIAWAN LISTANTO	MENGULANG	SETUJU
7.	2201406053	ERWIN SIH UTOMO	MENGULANG	SETUJU
8.	2201407003	VINA MARIANA	BARU	SETUJU
9.	2201407024	RYAN MARINA	BARU	SETUJU
10.	2201407026	ROSSY OKTAVIANI	BARU	SETUJU
11.	2201407032	IVONE HIMAWATI	BARU	SETUJU
12.	2201407034	ROSALINDA AYU PURBASARI	BARU	SETUJU
13.	2201407048	SITI NUR FITHRIYATI	BARU	SETUJU
14.	2201407050	ANNY SULISTYO RINI	BARU	SETUJU
15.	2201407062	VALENTINUS GILANG PRATIDINA	BARU	SETUJU
16.	2201407064	DAH WULANSARI HUDAYA	BARU	SETUJU
17.	2201407133	WIDIANTO	BARU	SETUJU
18.	2201407179	ARFINDRA BAGUS SAPUTRO	BARU	SETUJU
19.	2201407184	EKA PUJI AMNESTI	BARU	SETUJU
20.	2201407200	SITI MUZASYAROH	BARU	SETUJU
21.	2201407203	SITI ALFIYAH	BARU	SETUJU
22.	2201407209	IUD CHANDRA MUKTI	BARU	SETUJU
23.	2201407211	NUR LAILATUL QODRIYAH MARFU	BARU	SETUJU
24.	2201407220	NOOR AINI DHIAH WULANDARI	BARU	SETUJU
25.	2201906006	SUBAGYO	MENGULANG	SETUJU
26.	2201906008	ARI SUMARSIH	MENGULANG	SETUJU
27.	2201906019	ANDREA EKA MAULANA	MENGULANG	SETUJU

Catatan :

1. Mahasiswa yang tidak tercantum di dalam daftar format ini, keikutsertaannya pada mata kuliah dinyatakan TIDAK SAH. Dosen berhak menolak mahasiswa untuk mengikuti kuliah, kecuali ada ijin khusus dari PR I
2. Mulai semester Genap 2006/2007, BAAK TIDAK AKAN menerbitkan Daftar Peserta Mata Kuliah susulan!

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**DAFTAR PESERTA MATA KULIAH SEMENTARA
YANG SAH TERDAFTAR DI SISTEM AKADEMIK
UNIVERSITAS NEGERI SEMARANG**

Fakultas : Bahasa dan Seni
 Prog. studi : Pendidikan Bahasa Inggris, S1
 Kode Jadwa : 220161 Rombel : 01(22014001)
 Kode MK. : KK222372 SKS : 2
 Nama MK. : Language Testing 1
 D o s e n : Amir Sisbiyanto
 Semester : Gasal tahun 2008/2009
 Peserta : 35 orang

NO.	N I M	N A M A	STATUS	WALI
1.	2201404600	YANIT OKTAFANINGRUM	MENGULANG	BLM SETUJU
2.	2201405053	NAELA KHIKMAH	BARU	BLM SETUJU
3.	2201406554	AAN SAFUROH	BARU	BLM SETUJU
4.	2201403082	AHMAT SAIFUDIN	MENGULANG	SETUJU
5.	2201403638	WISNU AJI DHARMA	MENGULANG	SETUJU
6.	2201404633	MUHAMMAD FAIZ JAWAHIR	MENGULANG	SETUJU
7.	2201405085	WAHYU UTAMI	BARU	SETUJU
8.	2201406020	KUSNIAWAN PRATAMA	BARU	SETUJU
9.	2201406037	ANISA EKA TRIHASTUTI	BARU	SETUJU
10.	2201406040	EVA AMALIA	BARU	SETUJU
11.	2201406045	FERA LEUK MAHESA	BARU	SETUJU
12.	2201406046	M RIFQI FAIZ	BARU	SETUJU
13.	2201406048	WIDYA OKTARINA	BARU	SETUJU
14.	2201406051	FARIDA LIYANA	BARU	SETUJU
15.	2201406052	WIGIT FITRIANI	BARU	SETUJU
16.	2201406053	ERWIN SIH UTOMO	BARU	SETUJU
17.	2201406055	NINDYA PRADITA	BARU	SETUJU
18.	2201406057	HARINDA RARASATI	BARU	SETUJU
19.	2201406059	TAUFIQ HIDAYAT	BARU	SETUJU
20.	2201406064	RIZQI RAHMANI	BARU	SETUJU
21.	2201406072	HENI PURWO ASTUTI	BARU	SETUJU
22.	2201406073	ANIS ZUL FAIZAH	BARU	SETUJU
23.	2201406078	SLAMET RUSDIYANTO	BARU	SETUJU
24.	2201406082	SITI AFIFAH	BARU	SETUJU
25.	2201406090	VENY NUR AINI	BARU	SETUJU
26.	2201406091	FERI NUR HIDAYATI	BARU	SETUJU
27.	2201406502	INDRA DHANI KUSUMA	BARU	SETUJU
28.	2201406503	EVI USWATUN KHASANAH	BARU	SETUJU
29.	2201406509	RIZKI CANDRA	BARU	SETUJU
30.	2201406551	DHIAN SETYARINI	BARU	SETUJU
31.	2201406578	AHMAD TAUFIQ ISMAIL	BARU	SETUJU
32.	2201406599	SEPFIANA ARUM DIAS WORO	BARU	SETUJU
33.	2201406601	FATONA SURAYA	BARU	SETUJU
34.	2201406603	RINA ANGGARANI	BARU	SETUJU
35.	2201406631	AINURROHMAH	BARU	SETUJU

Catatan :

- Mahasiswa yang tidak tercantum di dalam daftar format ini, keikutsertaannya pada mata kuliah dinyatakan TIDAK SAH. Dosen berhak menolak mahasiswa untuk mengikuti kuliah, kecuali ada ijin khusus dari PR I
- Mulai semester Genap 2006/2007, BAAK TIDAK AKAN menerbitkan Daftar Peserta Mata Kuliah susulan!

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**DAFTAR PESERTA MATA KULIAH SEMENTARA
YANG SAH TERDAFTAR DI SISTEM AKADEMIK
UNIVERSITAS NEGERI SEMARANG**

Fakultas : Bahasa dan Seni
 Prog. studi : Pendidikan Bahasa Inggris, S1
 Kode Jadwal : 220173 Rombel : 02(22014002)
 Kode MK. : KK222372 SKS : 2
 Nama MK. : Language Testing 1
 Dosen : Amir Sisbiyanto
 Semester : Gasal tahun 2008/2009
 Peserta : 32 orang

NO.	N I M	N A M A	S T A T U S	W A L I
1.	2201403673	NANIK DIYAN PONCOWATI	MENGULANG	BLM SETUJU
2.	2201404584	IMA SHOFIYANA	MENGULANG	BLM SETUJU
3.	2201404006	TEGUH SETIYO PURNOMO	MENGULANG	SETUJU
4.	2201404073	SEPTI GILANG SETYANI	MENGULANG	SETUJU
5.	2201404079	EKA DYAH PUSPITASARI	MENGULANG	SETUJU
6.	2201404085	LILIK SETYABUDI	MENGULANG	SETUJU
7.	2201404640	WAHID KURNIADI S	MENGULANG	SETUJU
8.	2201404666	AZIZA RESTU FEBRIANTO	MENGULANG	SETUJU
9.	2201405552	TAUFIK PRIMA SUSANTO	MENGULANG	SETUJU
10.	2201405575	MEDINA RAHMAH	MENGULANG	SETUJU
11.	2201406006	MARISATUL KHASANAH	BARU	SETUJU
12.	2201406025	TATIK WIJAYANTI	BARU	SETUJU
13.	2201406038	KHARISMA CLEVERIAN	BARU	SETUJU
14.	2201406044	DWI RAHAYU	BARU	SETUJU
15.	2201406054	HERLINA DYAH M	BARU	SETUJU
16.	2201406067	LULUK ALAWIYAH	BARU	SETUJU
17.	2201406081	WINARNI	BARU	SETUJU
18.	2201406580	IVA ISTIANA	BARU	SETUJU
19.	2201406584	RATNAWATI	BARU	SETUJU
20.	2201406593	KUN AISYAH SEPTIYANI	BARU	SETUJU
21.	2201406607	YUNIAR AYU HAFITA	BARU	SETUJU
22.	2201406619	BAYU ARKO ANGGORO	BARU	SETUJU
23.	2201406635	PRAPASA AJI SETIAWAN	BARU	SETUJU
24.	2201906001	ROWARIN HANJAYANI	MENGULANG	SETUJU
25.	2201906003	WIGATI	MENGULANG	SETUJU
26.	2201906011	NINING FITRIANI	MENGULANG	SETUJU
27.	2201906013	RINAMUTIA TRIWIANA	MENGULANG	SETUJU
28.	2201906017	HEPY YUDA HARTOTO	MENGULANG	SETUJU
29.	2201906018	YANNES DWI SETIANI	MENGULANG	SETUJU
30.	2201403662	KHOIRUL ZAIZIN	MENGULANG	ANTRE-1
31.	2201404573	LULUT HARCITO	MENGULANG	ANTRE-2
32.	2201404623	RETNO HARTANTI	MENGULANG	ANTRE-3

Catatan :

- Mahasiswa yang tidak tercantum di dalam daftar format ini, keikutsertaannya pada mata kuliah dinyatakan TIDAK SAH. Dosen berhak menolak mahasiswa untuk mengikuti kuliah, kecuali ada ijin khusus dari PR I
- Mulai semester Genap 2006/2007, BAAK TIDAK AKAN menerbitkan Daftar Peserta Mata Kuliah susulan!

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**DAFTAR PESERTA MATA KULIAH SEMENTARA
YANG SAH TERDAFTAR DI SISTEM AKADEMIK
UNIVERSITAS NEGERI SEMARANG**

Fakultas : Bahasa dan Seni
 Prog. studi : Pendidikan Bahasa Inggris, S1
 Kode Jadwal : 220198 Rombel : 03(22014003)
 Kode MK. : KK222372 SKS : 2
 Nama MK. : Language Testing 1
 Dosen : Amir Sisbiyanto
 Semester : Gasal tahun 2008/2009
 Peserta : 33 orang

NO.	N I M	N A M A	S T A T U S	W A L I
1.	2201406035	SITI WATI AZIZAH	BARU	SETUJU
2.	2201406060	UMMI ASHIM AZZAHRA	BARU	SETUJU
3.	2201406063	ETIK EKTAFIA S	BARU	SETUJU
4.	2201406068	AHMAD FITRI AL AMIN	BARU	SETUJU
5.	2201406070	NUR FATONI	BARU	SETUJU
6.	2201406075	ANITA KUSUMASTUTI	BARU	SETUJU
7.	2201406077	LINA PUSPITA DEWI	BARU	SETUJU
8.	2201406079	UMI HIKMAWATI	BARU	SETUJU
9.	2201406083	RATIH RESPITA DEWI	BARU	SETUJU
10.	2201406085	FACHRY DODY P	BARU	SETUJU
11.	2201406086	YENY KURNIAWATI	BARU	SETUJU
12.	2201406088	LILIK LUTFIANI	BARU	SETUJU
13.	2201406089	ADITYA RAHMAN	BARU	SETUJU
14.	2201406092	HIMMAH ULYANA	BARU	SETUJU
15.	2201406093	SURYATI	BARU	SETUJU
16.	2201406505	NOVA PRASETYANINGRUM	BARU	SETUJU
17.	2201406508	OCTAVI RIDNA DEWI	BARU	SETUJU
18.	2201406513	SATITI AYU KUSUMAWATI	BARU	SETUJU
19.	2201406515	IBTIDAUROHMAH	BARU	SETUJU
20.	2201406519	PUTRI NOVITA ATFAL	BARU	SETUJU
21.	2201406520	DINI AGISTA	BARU	SETUJU
22.	2201406521	RETNO UNUN PRATIWI	BARU	SETUJU
23.	2201406525	DIAN KHOIRUN NIKMAH	BARU	SETUJU
24.	2201406528	FIDYA MARTIYANI PRIHATININGSIH	BARU	SETUJU
25.	2201406529	DYAH KARTIKA SARI	BARU	SETUJU
26.	2201406534	RIA NURUL FAIZA	BARU	SETUJU
27.	2201406572	TRIANA WULANDARI	BARU	SETUJU
28.	2201406579	SITI MUKHOYYAROH	BARU	SETUJU
29.	2201406585	ZENITA FARADISAH UTAMI	BARU	SETUJU
30.	2201406594	AHMAD ZAKKI MUCHIBBUDIN	BARU	SETUJU
31.	2201406595	DIAN ANNISA MAYASARI	BARU	SETUJU
32.	2201404655	RATIH WIJAYANTI	MENGULANG	ANTRE-1
33.	2201404635	ANUNG SETIAWAN	MENGULANG	ANTRE-2

Catatan :

- Mahasiswa yang tidak tercantum di dalam daftar format ini, keikutsertaannya pada mata kuliah dinyatakan TIDAK SAH. Dosen berhak menolak mahasiswa untuk mengikuti kuliah, kecuali ada ijin khusus dari PR I
- Mulai semester Genap 2006/2007, BAAK TIDAK AKAN menerbitkan Daftar Peserta Mata Kuliah susulan!

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**DAFTAR PESERTA MATA KULIAH SEMENTARA
YANG SAH TERDAFTAR DI SISTEM AKADEMIK
UNIVERSITAS NEGERI SEMARANG**

Fakultas : Bahasa dan Seni
 Prog. studi : Pendidikan Bahasa Inggris, S1
 Kode Jadwal : 220243 Rombel : 07(22014007)
 Kode MK. : KK222372 SKS : 2
 Nama MK. : Language Testing 1
 D o s e n : Amir Sisbiyanto
 Semester : Gasal tahun 2008/2009
 Peserta : 34 orang

NO.	NIM	NAMA	STATUS	WALI
1.	2201406555	AGUNG DEWANTORO	BARU	BLM SETUJU
2.	2201406556	NATRIA RATNANINGTYAS	BARU	BLM SETUJU
3.	2201406558	TEGAR ANDIKA PRASETYAWAN	BARU	BLM SETUJU
4.	2201406559	MUHAMMAD KHOIRUL FUADI	BARU	BLM SETUJU
5.	2201406562	YULIA NURFAJAR AINI	BARU	BLM SETUJU
6.	2201406563	NOORMA AGUSTIN	BARU	BLM SETUJU
7.	2201406564	ASRI TIARA FARHATI	BARU	BLM SETUJU
8.	2201406565	RATNA KUSUMAWARDANI	BARU	BLM SETUJU
9.	2201406566	FITRIANI MEISYA RATRI	BARU	BLM SETUJU
10.	2201406567	SRI WAHYUNI	BARU	BLM SETUJU
11.	2201406568	FIRDA ZULIANA ROSITA	BARU	BLM SETUJU
12.	2201406569	TANIA OKTO RACHMA	BARU	BLM SETUJU
13.	2201405064	RM ARIO ADITYO		MENGULANG SETUJU
14.	2201405587	HAYUK DINING TYASTUTI		MENGULANG SETUJU
15.	2201405617	ARIF SAEFUROHMAN		MENGULANG SETUJU
16.	2201405628	ANDHANI MAYANGSARI		MENGULANG SETUJU
17.	2201405654	KUSMIATI	BARU	SETUJU
18.	2201406507	DWI YULIANA	BARU	SETUJU
19.	2201406517	JELISHA ERLYSTYANA	BARU	SETUJU
20.	2201406522	SILFIANA	BARU	SETUJU
21.	2201406524	TRI BUDI SETIYANINGSIH	BARU	SETUJU
22.	2201406526	YENNY PUSPITA RINI	BARU	SETUJU
23.	2201406527	MARIZKA PRATIDINA	BARU	SETUJU
24.	2201406531	YANUARRIA KUKUH PERWIRA	BARU	SETUJU
25.	2201406535	PRATIKA AYUNINGTYAS	BARU	SETUJU
26.	2201406537	FISKA PRAMANINGRUM	BARU	SETUJU
27.	2201406541	UMMI HANIEK	BARU	SETUJU
28.	2201406542	WINARTI	BARU	SETUJU
29.	2201406543	IKA LISNIDA	BARU	SETUJU
30.	2201406545	DWI ARNI SITI MARGIYANTI	BARU	SETUJU
31.	2201406547	NURRIA YUNI ASTUTI	BARU	SETUJU
32.	2201406548	ASWIN KUMALASARI	BARU	SETUJU
33.	2201406549	IRENNA RATIH ARMINANTI	BARU	SETUJU
34.	2201406553	SISKA SRI WIJAYANTI	BARU	SETUJU

Catatan :

- Mahasiswa yang tidak tercantum di dalam daftar format ini, keikutsertaannya pada mata kuliah dinyatakan TIDAK SAH. Dosen berhak menolak mahasiswa untuk mengikuti kuliah, kecuali ada ijin khusus dari PR I
- Mulai semester Genap 2006/2007, BAAK TIDAK AKAN menerbitkan Daftar Peserta Mata Kuliah susulan!

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APPENDIX 5

LIST OF STUDENTS

GROUP 1

No	Code
1	S - 1
2	S - 2
3	S - 3
4	S - 4
5	S - 5
6	S - 6
7	S - 7
8	S - 8

GROUP 2

No	Code
1	S - 9
2	S - 10
3	S - 11
4	S - 12
5	S - 13
6	S - 14
7	S - 15
8	S - 16
9	S - 17

GROUP 3

No	Code
1	S - 18
2	S - 19
3	S - 20
4	S - 21
5	S - 22
6	S - 23
7	S - 24

GROUP 4

No	Code
1	S - 25
2	S - 26
3	S - 27
4	S - 28
5	S - 29
6	S - 30
7	S - 31
8	S - 32
9	S - 33

