



**Students' Mastery Level
in Identifying and Pronouncing English Sounds [θ], [ð], and [t]
(A Case of Seventh Grade Students of SMP SEMESTA Semarang)**

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

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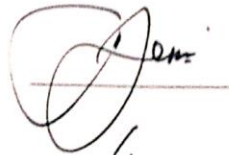
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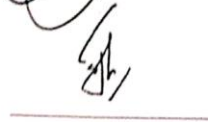
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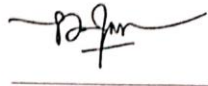
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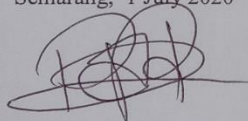
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Declare that the final project entitled “Students’ Mastery Level in Identifying and Pronouncing English Sounds [θ], [ð], and [t] (A Case of the Seventh Grade Students of SMP SEMESTA Semarang)” is my own work and has not been submitted in any forms of another degree or diploma at any universities or another institute of territory education. Information derived from the published and unpublished work of others has been acknowledged in this text and a list of references is given in the bibliography.

Semarang, 1 July 2020



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MOTTO AND DEDICATION

Stand up for what you believe in, even if you are standing alone (Sophie Scholl)

You can't connect the dots looking forward; you can only connect them looking backward. So you have to trust that the dots will somehow connect in your future.

(Steve Jobs)

But Allah is your protector, and He is the best of helpers. (Q.S Ali Imran 3:150)

This final project is dedicated to:

my parents (Mr. Kholidin and Ms. Fitria)

my beloved sister Tiara and my brother Althof, family, teachers, and friends for the knowledge, support, helps, prayers, cares, and love.

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Writer

ABSTRACT

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Some English sounds do not exist in Bahasa Indonesia. Those absences of some certain sounds may cause difficulties for students to produce those sounds. This study aimed to find out how well the students identify and pronounce English sounds [θ], [ð], and [t]. The participants of the study were 40 students of the seventh-grades of SMP SEMESTA Semarang. This research applied a descriptive qualitative method using the mastery level criterion suggested by Gronlund (1981) to determine the students' mastery. The data collection applied were the listening and pronunciation tests. The findings of this study indicated that the students' mastery level identifying sound [θ] was categorized as very good, sound [ð] was categorized as very weak, and sound [t] was categorized as satisfactory. While the students' mastery in pronouncing sound [θ] was categorized as unsatisfactory, sound [ð] was categorized as very weak, and sound [t] was categorized as outstanding. In addition, it can be concluded that the most problematic sound to be identified was the sound [ð] while the most problematic sound to be pronounced was the sound [θ]. It happened because those sounds do not occur in their mother tongue, so they tended to replace those sounds with the closest sounds that exist in Bahasa Indonesia.

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CHAPTER I

INTRODUCTION

This chapter presents an introduction that gives the general concept of the study. It consists of background of the study, the reason for choosing the topic, the research question, the research objective, the significance of the study, the limitation of the study, and the outline of the research.

1.1 Background of Study

English is considered as a foreign language in Indonesia. Because of the importance of English, the government of Indonesian has established to put English as one of the compulsory subjects which are taught since the kindergarten level until the university level. Many fields in human life especially education applies English as the language to communicate and to share knowledge and information. Therefore, English is an important subject to learn for all students in Indonesia. Nowadays, many occupations require people who have a great ability to communicate and write in English. This makes having a good understanding of English is a must for the students. Moreover, English is one of the international languages used as a means of communication. However, students should acquire the four basic English skills as listening, speaking, reading, and writing. One of the most difficulties for Indonesian students in mastering English is their difficulties in pronouncing English words. Most of the students cannot speak English in a good pronunciation. English is simply different from Bahasa Indonesia as the students' first language. This makes English is considered as difficult subjects for most of

Junior High School students in Indonesia. That is why there are some mistakes in producing oral English made by the students although they have been learned since primary school.

The main goal or achievement of language teaching is to enable the students to communicate with others using that language. Therefore, speaking is one of the most important skills to be mastered by English learners. To have good oral communication, we need to have good speaking skills too. The way we speak will convey the meaning that we will deliver to others. In oral communication, the clearness of our pronunciation is one of the necessary components. Someone's understanding of what we say depends on the clearness of our pronunciation. Some of English learners face lots of difficulties in pronouncing English sounds. There are many factors that caused errors in their pronunciation. Those factors may come from their mother tongue influence, lack of practice, lack of hearing English sounds, learning methods, and other factors.

In line with those statements above, the accurate pronunciation of English sound is important. Perfect or near-perfect control of the sound system of the target language is a goal in the second language learning process. Every student must learn to distinguish or differentiate between sounds of the target language and their own language. As a second language learner, students may find difficulties in producing several sounds that they do not have in their own language. In some non-English speaking countries, there are some English sounds that do not occur in their first language. It also happens in Indonesian, some English sounds do not occur in

Bahasa Indonesia. Those absence and different elements of some certain sounds may cause difficulties for students to produce those sounds.

Since there are some phonemes that do not exist in Bahasa Indonesia that makes it hard for Indonesian to pronounce, and learners commonly substitute some English sounds with the similar sounds that they have in their mother tongue. For instance, in the word “think”, the sound [θ] in this word does not exist in Bahasa Indonesia. Consequently, the students tend to pronounce it with [t] sound instead of [θ], since those two sounds similar. Then, in the word “although”. They tend to pronounce [ɑ:l'tou] rather than [ɑ:l'ðou].

In line with the statements above, many studies have been done by lots of researchers. Astuti (2014) found that the second problematic sound which caused the students' pronunciation mistake was the sound [ð], the students tended to pronounce [d] and [t] instead of the sound [ð]. This might happen because the sound [ð] does not occur in their first language and the students do not use sound [ð] in their daily communication. This finding gives evidence to the statement that nonexistence sound in the mother tongue may cause difficulties in pronouncing certain sounds. Those problems were also found by Wulandary (2018) in which the common error made by students is fricative [ð]. The students changed voiced dental fricative [ð] with alveolar plosive [t] and [d]. The subjects also changed sound [θ] as voiceless dental fricative with sound [t] as alveolar plosive sound.

Similar to the two previous studies, nonexistence sounds in the first language also cause difficulties for the students from other countries. A research conducted by Bui (2016) found that the substitution phenomenon was the highest problem in

the students' pronunciation of [θ] and [ð]. The consonant sound [θ] mostly mispronounced as Vietnamese [tʰ]. While the sound [ð] was most frequently replaced as [z]. The most common causes of their problems were the lack of English exposure and the lack of English practice. This view also supported by Rahimpour (2011), who found that English phonemes /θ/ and /ð/ are absent in Kurdish. There were substitution of Kurdish /s/ or /t/ for English /θ/ and substitution of Kurdish /z/ or /d/ for English /ð/.

Students often confuse when they try to pronounce the sounds [θ], [ð], and [t] that represent the letter "t" in the words. Base on the explanation above, it is important for the students to know their mastery level of English pronunciation. The researcher chooses students from SMP SEMESTA Semarang as a subject of the research because the researcher found that problems often happen in SMP SEMESTA. Students often replace the sound [θ] and [ð] with the sound [t] while they were talking to their teachers from Turkey that could not speak Bahasa Indonesia. Those replacement often make the teachers feel hard to understand what the students said. Moreover, SMP SEMESTA is considered as an international standard school that uses English as the main language in the learning process and it also has many foreign teachers which makes students often communicate in English. The frequency of speaking English for students in SMP SEMESTA is higher than the students from other schools, that is why a good pronunciation is needed to be mastered by the students in SMP SEMESTA. The researcher chooses the mastery level in identifying and pronouncing the English sound [θ], [ð], and [t]

as the object of the research since the sounds [θ] and [ð] are not found in Bahasa Indonesia and often being substituted by the sound [t].

A lot of studies have been done dealing with the problems that students face while pronouncing the English sound which does not exist in their mother tongue. Astuti (2014) conducted a study about the consonants pronunciation errors made by kindergarten students. Then it followed by Wulandary (2018) who also conducted a study about an analysis of Pattani's students' pronunciation in pronouncing English fricative consonants. Similarly, Bui (2016) examined the pronunciation of consonants /ð/ & /θ/ by adult Vietnamese learners of English. Then, supported by Rahimpour (2011) who attempted to compare and contrast the sound systems of Kurdish and English for pedagogical aims. However, they only focus on how the students produce or pronounce the English sound and try to analyze the errors made by the students. Therefore this present study will not only focus on the production of the sounds made by the students but also how they identify or perceive the English sounds through the listening test. This present study will also categorize the student mastery level or ability in identifying and pronouncing certain English sounds according to the criterion level suggested by Gronlund (1981), whether the students in outstanding, very good, satisfactory, very weak, or unsatisfactory level.

1.2 Reason for Choosing the Topic

Pronunciation plays an important role in communication. People will not understand what we mean if we make the wrong pronunciation. Since English has

many similar words and sounds, it is important to have a good level of pronunciation to make people understand what we say. If we have good pronunciation, our speaking will also be good and understandable by the native speaker. In other words, we can conclude that the students who have a good pronunciation will also have a good speaking ability.

Nowadays, in high school, teachers often measure the students' English comprehension through the final test or national exam. Many teachers or even the students themselves do not know how far their students' understanding of English or their level of English. Many students get a good score in English test but they are lack of English speaking ability. Most students also have low level confidence to speak. Many students think that if their score in English test is good, so they are good in English, but they do not really realize that there is a level of ability which they can achieve or improve.

The researcher chooses students from SMP SEMESTA Semarang as a subject of the research because the researcher found that the students on that school often replace the sound [θ] and [ð] with the sound [t] while they were talking to their teachers from Turkey that could not speak Bahasa Indonesia. Those replacement often make the teachers feel hard to understand what the students said. Moreover, SMP SEMESTA is considered as an international standard school that uses English as the main language in the learning process. The need of English speaking ability in SMP SEMESTA Semarang is very important. There are many foreign teachers in SMP SEMESTA Semarang. However, students have to have a good pronunciation in order to communicate with their teachers. Students in SMP

SEMESTA Semarang will have a high frequency of speaking English because SMP SEMESTA Semarang is a bilingual school which means that their Science and Mathematic lessons are delivered in English. Students will often ask questions using English while they are in the classroom. They also will often speak English outside the classroom with the foreign teachers who do not speak Bahasa Indonesia.

The reason why the researcher is going to analyze the students' mastery level in identifying and pronouncing English sounds [θ], [ð], and [t] is because many teachers and students do not care or pay attention on how well they can master English. In other words it can be concluded that many teachers and students do not know their level of ability in identifying and pronouncing English sounds.

Moreover, The reason why the researcher chooses the sounds [θ], [ð], and [t], it is because the sounds [θ] and [ð] are unfamiliar sounds that students do not have in their mother tongue. So it will be a problem for students to have a good level of pronunciation. Then, students tend to pronounce the sounds [θ] and [ð] with the closest sound [t] which exists in Bahasa Indonesia. This statement is needed to be analyzed and proven furthermore to know the students' mastery level in pronouncing those sounds encountered by the students in SMP SEMESTA.

1.3 Research Questions

Through this research, the researcher would like to know the answer to the following question: "In which level do the high school students master the pronunciation of English sounds [θ], [ð], and [t]?" More specifically, the problem was limited to the following questions:

- 1) In which level is high school students' ability to identify the English sounds [θ], [ð], and [t]?
- 2) In which level is high school students' ability to produce or pronounce the English sounds [θ], [ð], and [t]?

1.4 Research Objectives

The main objective of this research is to find out the level of the students' mastery in identifying and pronouncing English sounds [θ], [ð], and [t]. The objectives of this research based on the research questions are stated as follows:

- 1) To find out the ability level of high school students to identify the English sounds [θ], [ð], and [t]
- 2) To find out the ability level and to describe the high school students' ability in pronouncing English sounds [θ], [ð], and [t]

1.5 Significance of the Study

This study is expected to be able to give advantages for students, teachers, and other researchers. Firstly, the students can get benefits from the result of this study by knowing their pronunciation's level, so that they will have the motivation to improve their pronunciation. especially in pronouncing English sounds [θ], [ð], and [t]. Secondly, this study can help the teachers to develop students' ability in pronouncing English sounds [θ], [ð], and [t] in the learning process and to reduce errors in their pronunciation. The finding of this study also challenges the teacher to learn pronunciation more fluently. Lastly, the researcher hopes that the finding

of the study gives inspiration or references to other researchers to conduct research with a similar scope.

1.6 Limitation of the Study

This study tries to analyze the high school students' English pronunciation skills and their listening skills in perceiving English sounds. The data is limited to the pronunciation of certain English consonant sounds. There are three sounds, [θ], [ð], and [t]. The data are the students' mastery level in identifying and pronouncing English sounds [θ], [ð], and [t]. Therefore, it is not too wide and general.

1.7 Outline of the Research Report

The study consists of five chapters. Each chapter is presented as follows:

Chapter I is an introduction, containing the background of the study, reasons for choosing the topic, research questions, research objectives, significance of the study, limitation of the study, and outline of the research report.

Chapter II is a review of the related literature, containing a review of the previous studies and theoretical background. The theoretical background provides theories that support this study. There are the definitions of pronunciation, pronunciation problems, the production of speech sound, perception and production, mastery, English consonants, English dental fricative consonant, and English consonant [t]. In addition, it deals with the theoretical framework.

Chapter III is a research methodology, consisting of the research design, setting, participants, the object of the study, the role of the researcher, type of the data,

instruments of the research, procedures of collecting data, and procedures of analyzing data.

Chapter IV is findings and discussion, consisting of the general description and the results of the study. In detail, they are the description and the result of the students' ability in identifying and pronouncing English sounds [θ], [ð], and [t], and the discussions.

Chapter V presents conclusions and suggestions based on the research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents some theories that support this study. It consists of a review of the previous study, a review of the theoretical background, and a framework of analysis.

2.1 Review of the Previous Studies

Non-English speaking country students often face difficulties in pronouncing some sounds which do not occur in their mother tongue. Students sometimes replace the non-existence sounds with the sounds that they are familiar with and their mother tongue often influences the production of English sounds they made. Therefore, a lot of studies have been done dealing with those problems. There are some studies related to pronunciation that had been conducted to strengthen the statement above. Starting with a study by Xuan (2019) which explained English pronunciation problems at the segmental level of college students from Mainland China. The finding of this study showed that the two dental fricative sounds [θ] and [ð] were the most problematic sounds for most Chinese students to pronounce. According to the result of this research, most subjects of this study, faced difficulty in producing the correct pronunciation of the sound [θ] and sound [ð], they mostly adopt the substitution way to pronounce a near sound in Mandarin Chinese e.g. [s] to replace the sound [θ] as voiceless dental fricative sound in English. While for the sound [ð] as voiced dental fricative sound, it mostly substituted by the voiced alveolar stop [d] and voiced alveolar fricative [z], since these sounds could be taken

from Hanyu Pinyin. Those findings also happened in most other English learners whose first language is Mandarin Chinese. This finding is in agreement with Ho (2003). Chang (2001) also figured out that it is a shared problem among Mandarin Chinese speakers as those two sounds of [θ] and [ð] do not occur in Chinese.

Sometimes students face difficulties in producing English sounds that they are unfamiliar with or that they never hear and produce in their mother tongue. This view is also supported by another research conducted by Enxhi et al (2012), the research found that there is no voiced [ð] in Malay and Mandarin languages. For the speakers who speak Malay and Mandarin as their first language. Voiced [ð] is substituted with another voiced sound [d]. Then, for the sound [θ], it is replaced with the sound [t]. It is in line with a study conducted by Han (2013) which attempted to explore the pronunciation problems of Chinese learners of English. After analyzing the pronunciation problems, the results indicated that Chinese speakers generally have trouble with both voiceless and voiced dental fricatives [θ] and [ð] in English since there are no dental fricatives in Mandarin Chinese. Mostly, the two dental fricatives [θ] and [ð] are replaced with two similar alveolar fricatives [s] and [z]. Those findings showed that Chinese students faced difficulties in producing the sounds [θ] and [ð] because they are unfamiliar with the sounds. This relates to the present study which will try to analyze the pronunciation skills of certain English sounds made by Indonesian students which they also unfamiliar with those sounds.

Not only Chinese students who face the difficulties in producing the sounds [θ] and [ð] by replacing them with other sounds. Those problems were also found by

other researchers in different areas, a study conducted by Rahimpour (2011), which attempted to compare and contrast the sound systems of Kurdish and English for pedagogical purposes. In his research, he found the similarities and differences between the two sound systems of English and Kurdish and also the potential areas of difficulty in teaching English to students who speak Kurdish as their native language. In his research, he found that English phonemes [θ] and [ð] are nonexistent in Kurdish. The sound was substituted by the sounds of Kurdish [s] or [t] for English [θ]. While for English [ð], it was substituted by the sounds of Kurdish [z] or [d]. The previous studies above show that the absence of some English sounds in their first language causes difficulties in their production of those sounds, especially the sounds [θ] and [ð]. Most of the respondents substitute the absence sounds with the closest or similar sounds in their first language. The sound [θ] often replaced by the sound [s] or [t], while the sound [ð] often replaced by the sound [d] and [z]. Therefore in this present study, the researcher will figure out how well Indonesian high school students perceive and produce the English sounds [θ] and [ð] which also do not exist in their mother tongue.

Besides those problems, many students still have difficulties in pronouncing English sounds, so they still often make errors in pronouncing those English sounds. A lot of researchers also try to figure out the difficulties that students face in pronouncing English sounds. A study related to the pronunciation problem was conducted by Al Yaqoobi (2016), this study was about an analysis of errors made by Omani EFL learners in producing certain English consonant sounds. The objective of this study was to figure out the difficulties faced by Omani EFL

learners in producing certain English consonant sounds. The findings of this study revealed that the most pronunciation errors made by Omani students were the error in pronouncing consonant sounds of [p], [tʃ], [g], and [v]. Those sounds were usually pronounced as [b], [ʃ], [dʒ], and [f] respectively. While the most difficult pronunciation they faced was [p] sound. While the least difficult pronunciation is [v] sound. Among the factors contributing to the mispronunciation were first language interference, lack of interest among students to improve their pronunciation skills, and lack of exposure to an English-speaking environment. These findings were supported by the findings by Jdetawy (2011) and Rabab'ah (2003). From the studies above, the replacement of sounds still being the serious problem faced by students in pronouncing English sounds. This is relevant to the present study which will also analyze how well high school students pronounce certain English sounds.

Similarly, the substitution problems also found by students whose mother tongue is Arabic. A research conducted by Hago (2015), aimed to investigate the difficulties that students faced while pronouncing English consonants. The participants of this research were Saudi secondary school learners. Based on the data analysis, the researcher found that there was an error that happened on consonants and consonant clusters where some of them happened most frequently. The most common mistakes were the substitution of sounds [p] by [b] in all word positions, the replacement of sound [ŋ] sometimes by [n-k] and sometimes by [n-g], the replacement of final sound [ʒ] by [dʒ], the replacement of sound [v] by [f] and the confusion of the dark [ɫ] with the light [l]. The major factor contributing to

pronunciation problems seemed to come from the mother tongue interference. Furthermore, other studies related to the analysis of errors made by students also done by Shak (2016), did a case study on English pronunciation errors of low proficient students which aimed to know the specific sounds which are usually wrongly pronounced by low oral proficiency Malaysian students. The findings indicated that students had problems in producing fricatives [v], [θ], [ð], [z]. They also had problems in pronouncing plosives [t], [d], [g]. The problems also happened in pronouncing affricates [dʒ], pure short [ɪ], [e], [æ], [ɒ], [ʊ], [ə], silent consonant [w], long vowels [i:], [ɑ:], [ɔ:], [u:] and diphthongs [eɪ], [aɪ], [əʊ]. The results of this study supported the finding of a study conducted by Yong et al. (2012) where Malaysian undergraduates faced problems in substitutions of vowels [dʒ], [θ], [ð], [v], and omission of sounds. In the reading aloud test, the study found that the top three pronunciation errors made were fricatives with the percentage of 30.77%, diphthong with the percentage of 21.68%, and then followed by the third pronunciation errors which were pure short vowels with the percentage of 15.38%. From the study above, the sound [θ] and [ð] still become the most serious problems faced by students. It is in line with the present study that will focus on how well students perceive and pronounce the English sounds [θ] and [ð].

In addition, the difficulties in pronouncing English sounds are also faced by Indonesian students in central java who in their daily life often use Javanese in their communication. A study from Fauziah (2017) explained about pronunciation errors of English segmental sounds faced by Javanese students. The results of the study indicated that Javanese students had problems in pronouncing English consonant

and English vowel sounds. The results also showed that Javanese students made errors in nine problematic consonant sounds. Those nine consonants were [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [dʒ], [d], [z]. In dealing with the difficulty that they faced, the students did substitution and insertion in pronouncing some English sounds which are difficult for them. Furthermore, they did substitution in pronouncing vowel sounds which consist of a single vowel and diphthong. Moreover, intralingual and interlingual were the factors that caused their pronunciation errors. Therefore, the results of this study found that Javanese students still face difficulty in producing English segmental sounds, consonants, and vowels. They made errors by substituting the sound [θ] with the sound [t]. The results indicated that Javanese students made errors in producing [θ] in all positions that provided, which were initial, medial, and final positions. According to standard transcription, the word 'thinking' should be pronounced as /θɪŋkɪŋ/, but respondents pronounced it as /tɪŋkɪŋ/. They pronounced the [θ] sound by changing [θ] with [t] since the two sounds are voiceless. Then, Javanese students also made errors in pronouncing [ð] in initial and medial positions. Notably, Javanese students made four kinds of errors in pronouncing [ð] by changing [ð] with [d], changing [ð] with [d], changing [ð] with [t], and inserting [n] before [ð]. In line with the previous study, a study by Yazid (2017) explained pronunciation problems among KUIS students. The result of this study showed that the fricatives consonant is the most common error with 25.8%. The second highest error produced by the students is diphthong with 20.5%. Then it is followed by affricate consonant with 16.5% and pure short vowel with 15.4%. Based on the results of this study, it could be concluded that KUIS students

had difficulties to pronounce words in English correctly. It also found out that fricative consonants, pure short vowels, and diphthongs were the most common problem produced by the students in pronouncing words in English. The findings of this study also showed similarities with the findings of research done previously. For instance, Shak et al. (2016) and Kho (2011) who found that fricative consonants were the main problems faced by Malaysian students while pronouncing words in English. Therefore, in this present study, the researcher chooses the English sounds [θ] and [ð] to be produced by students is because those sounds are the main problems to many students in a non-English speaking country.

Some researchers also found that the influence of the students' mother tongue also caused difficulties in pronouncing English sound as their second language. This view was supported by Syed (2017), who did research about the perception and production of consonants of English by Pakistani speakers. Based on the findings, Dental fricatives [θ] and [ð] produced by native speakers of English were identified as [f z] or [s v] by Pakistani English (PakE) speakers. While in the pronunciation of the sounds, they produced these fricatives as stop. English voiceless dental fricative [θ] was pronounced as a voiceless aspirated dental fricative. While English voiced dental fricative [ð] was pronounced as a pre-voiced [d̪] under the influence of Pakistani languages. This was because of the orthography of English which represents voiceless English dental fricative with the letters "th". The occurrence of those phenomena above is claimed by Poetry (2019), who founds that the students' mastery in producing the sounds [θ] and [ð] was 44%. Therefore, it was categorized as fair. It happened because of the influence of their local

language sounds which made them tended to substitute the difficult English sounds with the closest sounds which they usually pronounce in Bahasa Indonesia. Furthermore, this view is also supported by Khan (2017), who did research about the articulation of English vowels, diphthongs, and consonants by Pashto speakers in Khyber Pakhtunkhwa, Pakistan. This research aimed to identify the articulation of English vowels, diphthongs, and consonants by Pashto Speakers in Khyber Pakhtunkhwa, Pakistan. This research also explored the difficulties they faced in their English articulation due to the influence of their first language. The results indicated that there were a distinct pronunciation pattern of [θ] and [ð] sounds made by Pashtun speakers while pronouncing English sound. Based on the findings of the data collected, which were gained from the recordings of 50 participants, they were produced as “dental plosives” instead of “dental fricatives”. The participants faced great problems in producing these English dental fricatives [ð] and [θ] sounds. There were also insurmountable problems that they faced in the regular plural forms. For instance, in the word “these”, which begin with sound [θ] as a dental fricative, the participants articulated it as voiceless alveolar as [t]. Pashto speakers tended to substitute the sound [θ] by [t] as a substitution because [θ] sound in the Pashto language is absent. And also the sound [ð] as voiced dental fricative phoneme of the English language was pronounced as [t] by the participants.

According to the previous studies mentioned, lots of students have difficulties in pronouncing some English sounds. Most of the subjects or participants in those studies explain the error in pronouncing dental fricative consonants [θ] and [ð]. It can be seen that the participants are influenced by their L1 and tend to substitute

the English sounds with the closest sound. Several factors underlined students' difficulties in pronouncing English sounds that Indonesian and other non-English speaking countries faced is there are sounds that do not exist in their first language (L1) and mother tongue influence. There are some similarities between those previous studies.

Besides those previous studies, there are some similar studies. Some researchers also try to find out the solution for the pronunciation problems faced by the students. On one hand, A study conducted by Jessica (2015) about improving the pronunciation through listening to English songs at SMP Katolik St. Paulus Palu. In her research, She found that The percentage of students who were not able to produce sound [θ] was 79.17%. The percentage of students who were not able to pronounce sound [ð] was 75%. The percentage of students who were not able to pronounce sound [ʃ] was 58.33%. While for the students who were not able to pronounce sound [ʒ] was 65.5%. The students were difficult to pronounce [θ] and [ð] sounds. They only pronounced the English words based on the written form of the words. For instance, the sound [θ] in the word "think" was pronounced /ting/ instead for /θɪŋk/. While for the sound [ð] in the word "that" was pronounced /dad/ instead for /ðæt /. It could be analyzed that some students only replaced unfamiliar sounds with the familiar sound. There was a significant improvement after the researcher gave a treatment. The researcher taught the eighth-grade students at SMP Katolik St. Paulus Palu by using English songs. On the other hand, those findings were different from an experimental study which was conducted by Carlsson (2015). He conducted research in an upper secondary school in the south of Sweden.

The research aimed to know whether singing could act as a tool for improving English pronunciation among Swedish learners between the ages of 16-17. The post-test results indicated small changes. Most of the problems occurred again in the post-test. The respondents were still faced difficulties in pronouncing the same type of th-phonemes. Mostly, the phoneme [ð] was pronounced like [d]. While the phoneme [θ] tended to be pronounced as either [f] or [t] in several cases. Instead of the results only showed small changes, songs might be a better solution for practicing students pronunciation. This is one of the ways that teachers or students can do to fix their problems in pronunciation. English songs can be the better choice to practice the students' pronunciation because they ask the students to speak in a pleasant way.

In line with the solutions to improve students' pronunciation which has already mentioned in the previous study above, not only by listening to the English sounds, there is another way to practice students' pronunciation. Putri (2015) also did a study about teaching students' English pronunciation through drama techniques. She found that language learners got trouble in pronouncing words that are totally different in pronunciation with their native language. It is merely because their native language does not have sounds like English does. Indonesian students have trouble distinguishing among certain sounds and their pronunciation. Instead of pronouncing /θ/ or /ð/, the students tend to say [t] and [d]. For example, in English, the word "thank" and "tank" have almost similar sound in pronunciation. The word "thanks" which is supposed to be pronounced as [θæŋks], was usually pronounced as [tæŋks] by the students. Another example is for the sound [ð]. The word "then"

which is supposed to be pronounced as [ðen], was usually pronounced as [den] by the students. Not only mentioning that the sound [θ] can be changed with [t] and the sound [ð] can be changed with [d], the sound [t] and [d] can also be mispronounced as well. For example, students commonly say the words “bedroom” and “bathroom” with the switched pronunciation. They tend to say them as [bedrɒm] for the word “bedroom” and even for the word “bathroom”. It was one of the serious problems that might be happened if someone was trying to convey a meaning to the listener while it led some other meanings to the listener. The finding of this research showed that teaching pronunciation through drama technique was effective to be applied to the sixth-semester students class A regular B of Teacher Training and Education Faculty in English Department at Tanjungpura University Pontianak in Academic Year 2014/2015. The study also indicated that drama technique was considered as an effective technique to teach pronunciation, especially to teach the sounds [t], [d], [θ], [ð], and [r]. This was another way that teachers or students could do to practice their pronunciation. Drama could be also a better choice because it makes students try to speak in a pleasant way and directly interact with other students. Therefore, they will find that they were happy while learning English sounds.

Considering all of the studies above, pronunciation still becomes a serious problem for the English learners. A lot of studies have been done dealing with the problems that students face while pronouncing the English sound which does not exist in their first language as their mother tongue language. However, they only focus on how the students produce or pronounce the English sound and try to

analyze the errors made by the students. Therefore this present study will not only focus on the production of the sound made by the students but also how they identify or perceive the English sound through the listening test. This present study will also categorize the student mastery level or ability in identifying and pronouncing certain English sounds, whether the students in outstanding, very good, satisfactory, very weak, or unsatisfactory level. This present study about English dental fricative sounds [θ] and [ð] because those sounds are unfamiliar to Indonesian students and often replaced by the sound [t]. Hence, the researcher is interested in investigating the students' mastery level in identifying and pronouncing English sound [θ], [ð], and [t] especially in SMP SEMESTA Semarang.

2.2 Theoretical Background

In this section, the researcher presents some concepts used in this study. Theories that are underlying the research explain the definition of pronunciation, pronunciation problems, the production of speech sound, perception and production, mastery, English consonants, English dental fricative consonant, and English consonant [t].

2.2.1 Definition of Pronunciation

“Pronunciation is the way in which a language or particular word or sound is pronounced” (Hornby, 2015, p.1194). Other points of view also argued that the process of producing a sound system that does not involve in communication either

from the listeners' or the speakers' viewpoint is called as pronunciation (Paulston & Burder, 1976, p.82).

Dalton and Seidlhofer (2001) state pronunciation in general terms as the production of significant sounds. In their opinion, the sound is significant in two senses.

“First, sound is significant because it is used as part of a code of a particular language. So we can talk about the distinctive sounds of English, French, Thai, and other languages. In this sense we can talk about pronunciation as the production and reception of sounds of speech. Second, sound is significant because it is used to achieve meaning in contexts of use. Here the code combines with other factors in order to make communication possible. In this term we can talk about pronunciation with reference to acts of speaking”. (p.3)

Moreover, Burns and Claire (2003, p.5) emphasize “pronunciation refers to the *phonology* of the language or the meaningful perception and production of the sounds of that language and how they impact on the listener”. In other definition, pronunciation is defined as an acceptable manner in the way of uttering a word (Otlowski, 1998). Furthermore, Pronunciation is defined as the method which is used in producing certain sounds (Richard & Schmidt, 2002, p.429).

According to the definition and explanation above, it could be concluded that pronunciation is the act of producing words. It can also be interpreted as a manner or a process of producing words or utterance of speech. It can also be said that it is a way in which people speak a word, especially a way which is accepted by other people or generally well understood by the listeners.

2.2.2 Pronunciation Problems

English pronunciation system is one of the difficult term faced by Indonesian learners while studying English. People try to start talking since they were a baby, they did it by listening to the sound produced by their mother. After they were listening to their mother's sounds, they will automatically imitate their mother. It proved that humans have been used to speaking their mother tongue as the language since childhood. According to Ramelan (2003, p.4), this mother tongue, has been deeply implanted in humans as part of their habits. Moreover he says that "it will be difficult for him to change the habit of moving his speech organs in such a way as to produce the foreign sounds." It is clearly understandable since the movements of humans' speech organs have been set to pronounce the speech sounds of their own language.

Ramelan (2003) determined the nature of pronunciation problems that occur in the process of learning a target language as follows.

"Firstly, the problem is concerned with the identification of the foreign sounds. Learners have to remember their acoustic qualities so that they will be able to directly identify them in an utterance. Secondly, the problem is concerned with the production of sounds by their speech organs. They should be able to hear and identify the acoustic quality of the foreign sounds in order to be able to produce them. The last problem is concerned with the production of suprasegmental features like stress, length, pitch, and intonation". (p.7)

Then, there are two reasons why English is considered as a difficult subject for Indonesian learners. The first reason, the irregular spelling of English caused most Indonesian learners to face difficulties while learning English. It offers poor guidance to its pronunciation. Then, the difficulties that Indonesian students faced

are because of the interference or negative transfer from Indonesian to the target language in this case English (Syafei, 1988, p.1).

Moreover, Syafei (1988, p.1) argues “the learners’ effort to learn the new language will meet with strong opposition from his old-established habits”. Meanwhile, Odlin (1993, p.2) defines it as “cross-linguistic influence” or “language transfer”. He argues transfer as “the influence resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired”.

2.2.3 Production of Speech Sound

According to Ladefoged and Johnson (2001, p.2) speech production is the result of the movement of the tongue and lips. He explains that the tongue and lips movements as gestures forming a particular sound. It is possible to convey meaning by a gesture of our hands that people can see. But it will be different while we are making a speech that people can hear. In this case, humans have found a marvelously efficient way to give information to other people. The gestures or movement of the tongue and the two lips are made audible, therefore they can be heard and recognized. He also states that in making speech gestures can be heard, it needs to push the air out of the lung while there is a production of a noise in which happened in the throat or mouth. These basic noises are produced or changed by the movements of the tongue and lips. So, it means that each sound is different because of the difference of the tongue and lips’ actions. He adds that the whole mechanism

of speech production indicates four main components. They are the articulatory process, the airstream process, the oro-nasal process, and the phonation process.

Moreover, Ramelan (2003, p.7) stated that “speech sounds are sounds produced by the speech or vocal organs, which include the mouth and the respiratory organs”. He divided the speech organs into three subdivisions based on their functions. The first is the initiator, which belongs to the speech organs which set air into motion for the speech sound production. In this case, the lung is the main initiator that can be used to initiate the movement of the air. The other initiators, which are considered not to have very important value in language, are the tongue and the larynx. The second is phonator, which is the vocal cords in the larynx. They are used to produce the speech sounds which well known as “voice”. Voice is important because the majority of sound production in speaking language uses it. Then the last, articulators, which are used to obstructing the outgoing air during the production of speech sounds. Depending on whether or not they can be moved. The kinds of articulators are divided into two types, namely *movable* and *unmovable* articulators. The example of the movable articulators are the lips, the uvula, the tongue, and the vocal cords. While for the unmovable articulators include the hard palate, the teeth and, the teeth ridge.

2.2.4 Perception and Production

Perception activity is relevant to the listening activity regarding the output, whereas the definition of speaking refers to a productive activity that could be empirically observed (Brown, 2004, p.140). Many researchers had demonstrated a

close correlation between perception and production. Perception is dealing with listening tasks or how the learners listen to the sound carefully while production is dealing with speaking tasks or how the learners produce the sounds by pronouncing them.

Troike (2012, p. 162) also argues that “in second language learning, there are two dimensions involving language uses, which are a perceptive and productive activity. Perceptive activity deals with the interpretation of the meaning of the words, while productive activity related to communication of it”.

According to the statement above, It can be concluded that perception is the ability to identify or perceive or discriminate a sound through listening, while production is the ability to produce or pronounce sounds in a correct way.

2.2.5 Mastery

Hornby (2015, p.928) in the Oxford Advanced Learners’s Dictionary states the definition of mastery as “great knowledge about or understanding of a particular thing”. It also means that mastery is like a construct that we cannot observe it directly. Although it cannot be directly observed, we can measure or know someone’s mastery by observing someone’s performance through a set of test items, questions, or tasks related to a certain concept, subject, or skills. In education fields, we can measure the mastery by giving someone a series of questions which they have to respond. The measurement also can be done by asking someone to perform a sequence of tasks. After that, we judge their responses on the questions

or we judge their performance by measuring it to a specific criterion. So in more simple words, mastery is determined or gained through some form of assessment.

Moreover, mastery is simply defined as reaching or obtaining a particular level of understanding or ability of specific content (Mohser, 2007). Mastery is a level of understanding about something or level of understanding of a particular thing. Mastery can be in the form of understanding and skills which allow someone to do something properly, use something properly, or understanding something very well. Mastery can also be defined as comprehension knowledge or skills in a certain subject. It can also be described as someone's achievement in a particular subject. According to the explanations about pronunciation and mastery, we can be concluded that pronunciation mastery belongs to the certain level of ability, knowledge or even a skills to understand about the act, way or manner in pronouncing certain words that consisted of some indicators namely sound, stress, intonation, phrasing, timing, and rhythm.

There are several ways to measure students' mastery, One of the ways to measure students' mastery is through a test. It is done by conducting tests and finding out the correct percentage that the respondents of the tests made.

According to the criterion to categorize ability level suggested by Gronlund (1981), mastery level can be described as the following table:

Table 2.1 Gronlund's criterion

The Percentage of Correct Answer	Level of ability	Grade
95-100 %	Outstanding	A
85-94 %	Very good	B
75-84 %	Satisfactory	C
65-74 %	Very weak	D
Below 64 %	Unsatisfactory	E

From the table above, it can be explained that if the percentage of students' correct answers reaches 95-100%, it means that the students' mastery level is outstanding. If it reaches 85-94%, so the students' mastery level is very good. If it reaches 75-84%, so the students' mastery level is satisfactory. Then if it reaches 65-74%, it means that the students' mastery level is very weak. When it falls below 64%, so it means that the students' mastery level is unsatisfactory.

2.2.6 English Consonant

Consonants are commonly classified on the basis of the following three variables. First, a consonant is classified as the location in which the optimum obstruction takes place, then it is called the place of obstruction or articulation point. In a simple example, the obstruction occurs or happens by the two lips or by the tip of the tongue and the upper teeth. Second, consonant is classified as the way where the air is obstructed by the articulators. This part is known as obstruction's manner or articulation type. The air can be obstructed completely or partially by the organs of speech. It can also be completely obstructed in the mouth but it is free to pass out through the nose. Third, the consonant is classified as the vocal cords' activity. It occurs whether the obstruction of the air above the larynx is accompanied by the vibration of the vocal cords or not. When the vocal cords are vibrating during the obstruction, so it is called as voiced. While the vocal cords are not vibrating, it is called as voiceless (Ramelan, 2003, p.100).

In his book, Ramlan (2003, p.100) also states that "the way of producing a consonant is characterized mainly by some obstruction above the larynx, especially

in the mouth cavity". He also adds that the wide variety of consonants that may be produced by a speaker is dependent upon the place of the manner of obstructing the air; the speech organs that are used to obstruct the out-going air are called articulators.

The English Consonants consist of:

[b], [t], [p], [d], [g], [k], [v], [f], [θ], [ð], [z], [s], [ʃ], [ʒ], [l], [tʃ], [dʒ], [n], [m], [ŋ], [h], [w], [r], and [y].

English consonants and Indonesian consonants are different. There are some sound systems that do not exist in Indonesia. According to a research conducted by Dewi (2015) stated that there were 12 vowels and 24 consonants in English. Meanwhile, there were only 6 vowels and 21 consonants in Indonesian. In this case, Indonesia has less sound system than English, which makes foreign speakers who are not familiar with these sounds difficult to pronounce the sounds.

2.2.7 Voiceless Dental Fricative Consonant [θ]

The sound of [θ] is called a voiceless dental fricative which means that it is formed when the tip of the tongue is put very close to the upper teeth then it forms a narrow passage through in which the air-stream escapes with an audible friction. Then, the soft palate is going up to close off the nasal passage and the vocal cords are not vibrating (Ramelan, 2003, p.130).

Voiceless dental fricative consonant is formed when sounds articulated by the tip of the tongue had contact with the upper teeth and the two vocal organs come close enough together in order to make the movement of air between them could be

heard, which the vocal cords are not vibrating (Kelly, 2000, p.47)

The sound [θ] is commonly spelled with the letter 'th', for example in the words; thin, thirst, method, sympathy, south, and smith. But the letter 'th' may also stand for [ð] and it causes some English learners faced difficulties in differentiating those two sounds.

Here are the examples of the sound [θ]:

Think	Throw	Thursday
Earth	Thumb	Both
Threat	Thunder	Nothing

2.2.8 Voiced Dental Fricative Consonant [ð]

The sound of [ð] is called a voiced dental fricative. The sound [ð] is the counterpart of the sound [θ], but with the vocal cords vibrating. It happens when the tip of the tongue is put very close to the upper teeth, then it formed a narrow passage through in which the air stream can escape with an audible friction. Then, the soft palate raised so as to close off the nasal passage (Ramelan, 2003, p.132).

Voiced dental fricative consonant is formed when sounds articulated by the tip tongue against the upper teeth, then the two vocal organs come close enough together in order to make the movement of the air between them can be heard, which the vocal cords are vibrating (Kelly, 2000, p.47)

The sound [ð] is commonly spelled with the letter 'th', for example in the words; then, though, rather, bother, breathe, and with. The learners should remember and understand whether 'th' in a certain word is to be pronounced as [θ] or [ð] since 'th'

may represent either of the two sounds.

Here are the examples of the sound [ð]:

Their	Them	Then	The
They	This	Though	Lather

2.2.9 Consonant [t]

The sound [t] is called as a voiceless alveolar stop. It is formed when the outgoing air is blocked completely by putting the tip of the tongue into close contact with the teeth-ridge (alveolum). Then, the soft palate is raised to close off the nasal cavity, therefore no air can pass 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 (Ramelan, 2003, p.114)

The sound [t] is spelled with the letter ‘t’, for example in the words; time, teh, task, tall, token, and tower. The sound [t] may also spelled with the letter ‘th’, for example in the words; Thames, Anthony, Esther, Thomas, asthma, and isthmus. Then, the letter t may be mute such as in; fasten, often, bustle, and Christmas (Ramelan, 2003, p.116)

Here are the examples of the sound [t]:

Try	True	Trust
Tumbler	Turn	Total
Tell	Team	Tail

2.3 Theoretical Framework

There are some relevant theories underlining this study. Started by theory about the definition of pronunciation which stated that “pronunciation is the way in which a language or particular word or sound is pronounced” (Hornby, 2015, p.1194). In line with that statement, there are some other theories about pronunciation which stated by Paulston & Burder (1976, p.82), Otlowski (1998), Dalton & Seidhlhofer (2001, p.3), and Richard & Schmidt (2002, p.429). Besides those theories about pronunciation, the researcher also presents some theories about pronunciation problems. There are two reasons which cause difficulties for Indonesian students in learning English. The irregular spelling of English is the first reason why English is difficult for students. The guidance to its pronunciation was poorly given. Then, the interference or negative transfer from Indonesian to English as the target language also causes difficulties for students (Syafei, 1988, p1). To support that statement, there are some other theories about pronunciation problems stated by Ramelan (2003, p.4) and Oldin (1993, p.2). Since there are some problems with pronunciation, the researcher also presents some theories about the production of speech sounds. Ramelan (2003, p.7) stated that “speech sounds are sounds produced by the speech or vocal organs, which include the mouth and the respiratory organs”. This view is also supported by Ladefoged & Johnshon (2001, p.2). This study will analyze the students’ ability level in perception and production of English sound. Therefore, the researcher presents a theory about perception and production which stated by Troike (2012, p.162), he argues that “in second language learning, there

are two dimensions involving language uses, which are a perceptive and productive activity. Perceptive activity deals with the interpretation of the meaning of the words, while productive activity related to communication of it". Then, to determine the level of ability or mastery, Mohser (2007) argues mastery in simple definition, he explains it as obtaining a certain level of knowledge or ability of a particular subject. This research will determine the students' mastery level with the level of ability that suggested by Gronlund (1981). As this study will focus on English sound [θ], [ð], and [t], the researcher adds some theories about English consonants which stated by Ramelan (2003, p.100).

This study focuses on the students' mastery level in identifying and pronouncing English sounds [θ], [ð], and [t]. The first way to observe is by making some test items for perception and production. After both of the tests are made, it is ready to be tested for students. The first test is for the perception test, it is a listening test. The students are asked to answer some random pairs of words and they are asked to write down the answer on the answer sheet by crossing the right option. The second test is a production test, it is a speaking test. The students are asked to read aloud some words, and then their voice is recorded. After getting the data from the listening and pronunciation test, the data were analyzed to determine the students' mastery level in identifying and pronouncing English sound [θ], [ð], and [t]. After getting the result, the researcher writes down the conclusions and suggestions based on the findings.

The framework of the study is described as follows:

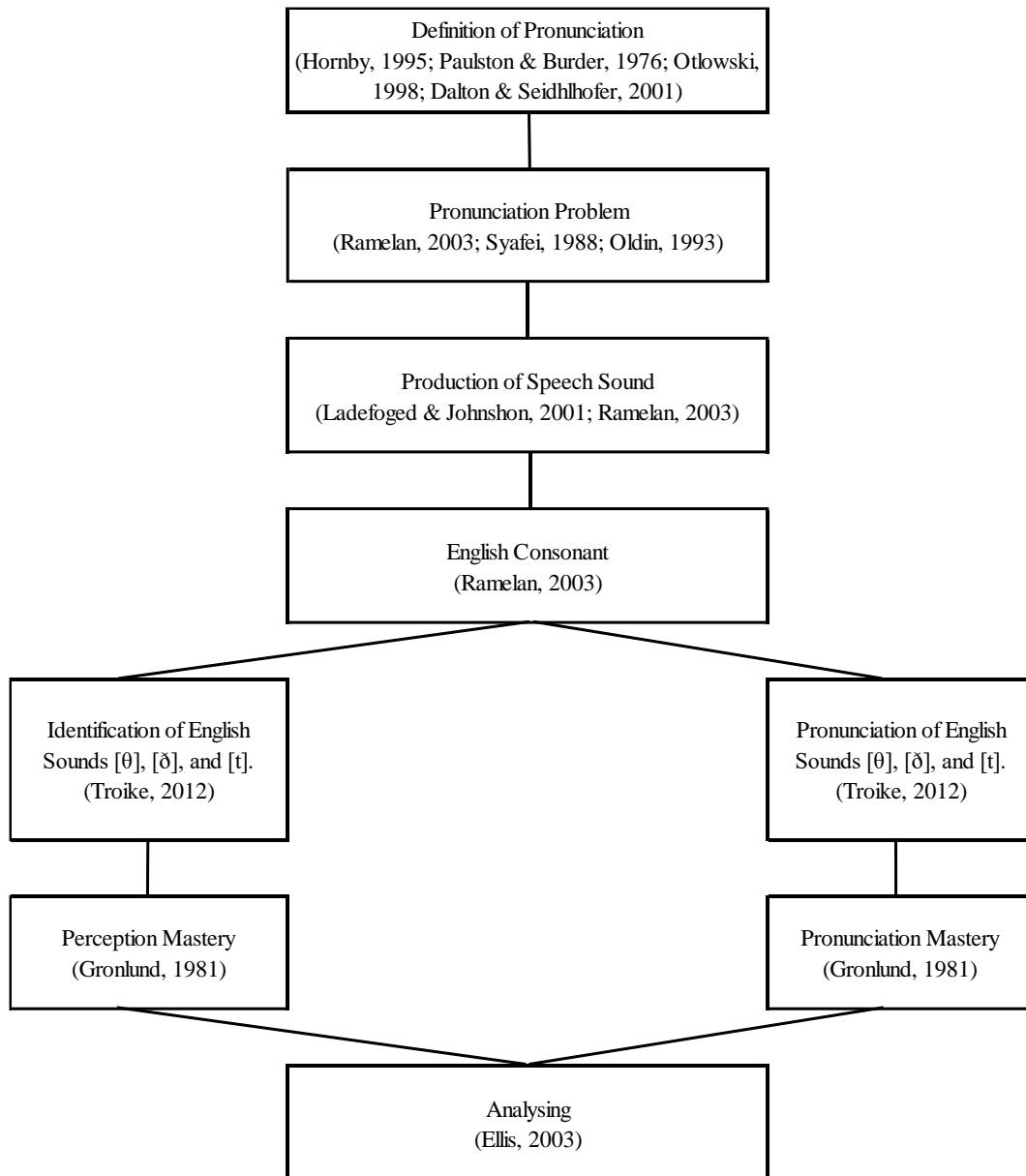


Figure 2.1
Theoretical Framework of the Study

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology and the sequence of the systematic process used in gathering the data. The process includes determining the participants of the research, the instruments of the research, the method to collect the required data, and the procedure of analyzing data. It contains ten sub-chapters. They are, research design, setting, participants of the study, the object of the study, the role of the researcher, data sources, type of data, the instrument of the research, procedures of collecting data, and procedures of analyzing data.

3.1 Research Design

This study applies a descriptive qualitative method to find out the level of the students' mastery in the identifying level (listening) and pronouncing level (speaking) of English sounds [θ], [ð], and [t] whether they are outstanding, very good, satisfactory, very weak, or unsatisfactory, and to count the proportion of correctness made by the students and conclude it whether in the level of perception or production. According to Cresswell (1998, p.15), "a qualitative study is defined as an inquiry process of understanding a social or human problem, based on building a complex, holistic picture, formed with words, reporting detailed views of informants, and conducted in a natural setting". This means that the researchers who conducted a qualitative research, study the object of their study in natural settings. Then, they try to make sense of or interpret the phenomena found in terms of the meanings which respondents bring to the phenomena (Denzin & Lincoln,

1994, p.2). Furthermore, Nassaji (2015) argues that “qualitative research is more holistic and often involves a rich collection of data from various sources to gain a deeper understanding of individual participants, including their opinion, perspectives, and attitudes”. In this study, the qualitative data are presented as the descriptions and interpretations of the participants’ scores in identifying and pronouncing English sounds [θ], [ð], and [t] by collecting the data. Then the data were analyzed. After that, the researcher draw the conclusion based on the data analysis.

3.2 Setting

The study is conducted at SMP SEMESTA in the academic year 2019/2020. This school is located in Semarang city. It is a bilingual boarding school, which there is also a senior high school in the same area and building. There are two classes for each grade in SMP SEMESTA. Each class consists of a maximum of 25 students. The classes are divided according to gender, there are boys classes and girls classes.

According to the resource and accessibility, the researcher chooses a bilingual high school that most likely has the lessons with English as the main language during the learning process. Hopefully this research in line with the need of the students in this school.

3.3 Participants of the Study

The subject of this research is seventh grades students of SMP SEMESTA Semarang in the academic year 2019/2020. There are two classes that participate in this study, 7A and 7B. 7A class consists of 22 students, while 7B class consists of 18 students. Most of them have been already learning English since the first grade of elementary school, two of them have started learning English since kindergarten. Half of the total students have had an experience of traveling abroad where they have to use English actively in the communications. In addition, nine of the students have ever joined to an English club in their elementary school. The researcher takes all the students from those two classes as the subject of this study. There are 40 students participate in this study.

The seventh grades students are chosen for the subject of this study because they have already learned English as their main language in the classroom for at least one semester. Then, they also have already had experience in communicating with foreigners for at least one semester. In their school, there are some teacher from Turkmenistan and Turkey that do not speak Bahasa Indonesia. In their dormitory also there are some dormitory officers from Turkmenistan. So this study will relevant to their needs in communicate in English.

3.4 Object of the Study

The object of this study is the students' mastery level in identifying and pronouncing English sounds [θ], [ð], and [t]. The students' mastery level in identifying the sounds is gained through the listening and for the students' mastery

level in pronouncing the sounds is gained through pronunciation test. The score of the listening test is obtained by calculating the correct answers each student has chosen which will be transformed into percentages. Then, the score of the pronunciation test is obtained by calculating the correct pronunciation of English sounds [θ], [ð], and [t] in the words that students have to pronounce which will be matched with the correct transcription based on the Oxford Advanced Learners' Dictionary. After that, the number of the correct pronunciation will be transformed into percentages as well.

3.5 Role of the Researcher

In conducting this research, the researcher acts two roles. The first role is as a data collector and the second role is as a data analyst. As the data collector, the researcher collects the data in the form of the students' listening test and the recording of the students' pronunciation test from students of seventh grade of SMP SEMESTA Semarang in the academic year of 2019/2020. Whereas, as the data analyst, the researcher finds out the answer to the problems stated, the researcher analyses the collected data to find the quality or ability level of students' pronunciation.

3.6 Sources of Data

In this research, there are two sources of data. The researcher gets the data by conducting tests. The researcher uses the listening test to find the students' mastery level in identifying the English sounds [θ], [ð], and [t] and the pronunciation tests

are used to find the students' mastery level in pronouncing English sounds [θ], [ð], and [t].

The first source of data is the scores of listening tests taken from students' listening answer sheets. From the listening scores, the researcher could find the number of correct answers made by each of the students in identifying English sounds [θ], [ð], and [t] which then put into a table. Then the researcher would analyze the errors made by students in identifying English sounds [θ], [ð], and [t].

The second source of data is the result of the pronunciation test or speaking test. Through the pronunciation test scores, the researcher could find the total number of correct pronunciations made by each of the students in pronouncing English sounds [θ], [ð], and [t] which then put into a table as well. The researcher could also analyze the errors made by students in pronouncing English sounds [θ], [ð], and [t].

3.7 Type of the Data

There are two types of data included in this study. There are qualitative and quantitative data. The qualitative data are obtained from the pronunciation test in which the data are in forms of words pronounced by the students and the interpretation of the result of the listening test done by the students. Meanwhile, the quantitative data are obtained from the students' scores in both listening (identifying) test and speaking (pronouncing) test. By comparing students' transcription to the correct phonetic transcription of each word in the list, the researcher counts the correct pronunciation by the students in the pronunciation test. After all of the answers in both tests are counted, they are put in the scores table

which shows the number of correct answers in both identification and pronunciation tests with the percentage.

3.8 Instrument of the Research

There are some instruments in this study, listening (identifying) test and speaking (pronouncing) test. Those tests are containing English sounds [θ], [ð], and [t]. Those instruments will be made by the researcher based on the Oxford Advanced Learners' Dictionary. Next, the result of the test is divided by level of criterion to interpret data based on the level criterion suggested by Gronlund (1981).

3.8.1 Listening Test

In this section, students were instructed to listen to the recording which is played by the researcher. It is containing some random pairs of words. Each number contains three similar words in which there are two words that have the same sound, and one word that is different. The students were asked to write down the answer on the answer sheet by crossing the right option which is the word that has different sounds. In the listening tests, the instruments needed are audio listening tests, a laptop, speakers, and students' worksheets.

Example of the listening test:

DIRECTION :

In this section of the test, you will hear some words spoken in English. The words will be spoken only one time. They will not be printed in your test book, so you must listen carefully to understand what the speaker says.

After you listen to the words spoken, find out the words that have the different sound by crossing the column A, B, or C in your test book.

Now listen to the sample question

1. You will hear: THEME TEAM THEME

From the words spoken, A and C have the same sound. Therefore, you must cross the column of B in your answer sheet.

Figure 3.1
Listening Test Instrument

3.8.2 Pronunciation Test

In the pronunciation test section, students were asked to read a list of words that should be pronounced correctly. There are several words containing English sounds [θ], [ð], and [t]. Students were asked to come in front of the class one by one and read the list of words that the researcher gave to them. As they pronounced those words, the researcher is recorded the students' pronunciation. In this pronunciation test, the instruments needed are a tape recorder and the list of words written in the pronunciation test sheet.

Example of the pronunciation test:

INSTRUCTION:		
<ul style="list-style-type: none"> • Mention your name, class and students number • Read the words below • Pronounce these words clearly and loudly • Good luck 		
THANK	THICK	THEM
THINK	THUMB	THING
THEME	TIN	TEA

Figure 3.2
Pronunciation Test Instrument

3.8.3 Criterion of Interpreting the Data

The further step in analyzing the result of the data is interpreting the data itself. This research uses a criterion in mapping the students' ability and also determining how well the students in identifying and pronouncing English sounds [θ], [ð], and [t]. The criterion used here as the instrument in interpreting the data is based on Gronlund (1981).

Here is the table of students' level ability:

The Percentage of Correct Answer	Level of ability	Grade
95-100 %	Outstanding	A
85-94 %	Very good	B
75-84 %	Satisfactory	C
65-74 %	Very weak	D
Below 64 %	Unsatisfactory	E

From the table above, it can be explained that if the percentage of students' correct answers reaches 95-100%, it means that the students' mastery level is

outstanding. If it reaches 85-94%, so the students' mastery level is very good. If it reaches 75-84%, so the students' mastery level is satisfactory. Then if it reaches 65-74%, it means that the students' mastery level is very weak. When it falls below 64%, so it means that the students' mastery level is unsatisfactory.

3.9 Procedures of Collecting Data

In collecting data, this research used some procedures including the use of some instruments. Since there are two instruments used in collecting the data, the researcher will explain the procedures of collecting the data separately based on the type of the test.

3.9.1 Listening Test

In the listening tests, the researcher firstly makes the test instrument containing random English sounds [θ], [ð], and [t]. The words are taken from the student's book. There were ten question of sound [θ], ten questions of sound [ð], and ten questions of sound [t]. Each number contains three words in which there are two words that have the same sound and one word that has different sounds. Next, the researcher makes a recording of the words and prepares the answer sheets. The recording are done by a native speakers. Afterward, the test is distributed to the students. Before students doing the test, the researcher explains how to do the test. The recording will be played only one time. While the researcher plays the recording, the students have to choose one word that has a different sound from the

other. The students choose the letter A, B, or C for the correct option in their answer sheet. Therefore, the data from the listening test would be in the form of scores.

3.9.2 Pronunciation Test

The next test given to the students is the production or pronunciation test. Firstly, the researcher prepares a list of words containing English sounds [θ], [ð], and [t] in initial, medial, and final positions of words on a piece of paper. The words are taken from student's book. It consists of ten words of sound [θ], ten words of sound [ð], and ten words of sound [t]. Afterward, the researcher distribute the paper to the students. Before doing the test, the researcher explains how to do the test. The students are asked to pronounce the words containing English sounds [θ], [ð], and [t] by reading aloud the words individually, while their pronunciations are recorded. After the students have understood how to do the test, the researcher calls each student randomly to come in front of the class and read the word loudly. Then, after all students have done the pronunciation test, the next step is making a phonetic transcription of the students' recordings by playing and listening to them carefully. After all the students' pronunciation tests are transcribed, it is compared with the correct one based on the Oxford Advanced Learners' Dictionary to count the errors. As a result, the data from the pronunciation test would be in the form of phonetic transcriptions and test scores.

3.10 Procedures of Analysing Data

According to Ellis (2003 p.15), in analyzing the data, it is needed to follow three steps which are identifying, describing, and explaining the data.

a) Identifying

The first step is identifying errors. In identifying errors we must have the knowledge or data of the correct form so that we can compare the students' work in learning English with the right one. By doing that we will know the errors the students' have made and how to correct them. So, the researcher makes the answer key for both listening and pronunciation test. In the listening test, the students' answer sheets are checked and counted to get the scores in the listening test. While in the pronunciation test, the researcher uses the Oxford Advanced Learners' Dictionary to make the correct phonetic transcriptions of the words which will be compared with students' phonetic transcription from their pronunciation tests' result. The recordings of students' pronunciations are played by the researcher in order to analyze the phonetic transcription of the words pronounced by the students. After that, the students' pronunciations were matched with the correct one based on the Oxford Advanced Learners' Dictionary to find out the errors they made.

b) Describing

The next step is describing the errors we have identified. We can describe the errors by classifying them into types. One of the examples of describing errors is by classifying them into grammatical errors. Besides

that, we can also try to identify general ways in which the students' pronunciations differ from the reconstructed target language pronunciation. In this research, the researcher uses MS. Excel as a tool to analyze the mean and also the percentage of students' scores in both identification and pronunciation tests. The errors made by students, then calculated and presented in the form of percentage as a quantitative data.

To know the scores of the listening and pronunciation tests, the researcher uses the formula:

$$S = \frac{\sum SCA}{\sum MCA} \times 100$$

In which,

S : Student's score

$\sum SCA$: The sum of the student's correct answer

$\sum MCA$: The maximum correct answer

After the scores are gained, it is transformed into a percentage to be matched with the level criterion suggested by Gronlund (1981) by using the formula:

$$SM = \frac{\sum SCA}{\sum MCA} \times 100\%$$

In which,

SM : Student's mastery

$\sum SCA$: The sum of student's correct answer

$\sum MCA$: The maximum correct answer

c) Explaining

The final step is explaining how well the students identify and pronounce the English sound [θ], [ð], and [t]. In the listening test, the scores

which are in a form of percentage are interpreted by matching with the mastery criterion suggested by Gronlund (1981) to get the result. It shows whether they are at the outstanding, very good, satisfactory, very weak, or unsatisfactory level.

Here is the table of students' level ability:

Table 3.2 Gronlund'd criterion

The Percentage of Correct Answer	Level of ability	Grade
95-100 %	Outstanding	A
85-94 %	Very good	B
75-84 %	Satisfactory	C
65-74 %	Very weak	D
Below 64 %	Unsatisfactory	E

While in the pronunciation test, based on the scores in each sound tested, the researcher made it in the form of percentage and then interpreted by matching with the mastery criterion suggested by Gronlund (1981) to get the result. The researcher also will explain each error made by students in pronouncing English sound [θ], [ð], and [t] and finds out the most common error that students made in pronouncing English sound [θ], [ð], and [t].

After the data are collected and analyzed. In the final step, the researcher makes the conclusion based on the result of data analysis.

3.11 Triangulation

The triangulation of this research was done by English teacher of SMP SEMESTA. Here the researcher asked the teacher to check the test result of the pronunciation tests which was in the form of students' recording and the phonetic transcriptions that the researcher made. The difference between researcher's

transcription and teacher's transcription only occurred in two numbers. The English teacher from SMP SEMESTA found two incorrect transcriptions that the researcher made while listening to the students' recording. Those words were the word *thank* from the student number 16 which the researcher wrote it as [tæŋk] while actually the student pronounced it as [θæŋk] and the word *wealthy* from the student number 9 that the researcher wrote it as ['wɛlti] while actually the student pronounced it as ['wɛlθi]. So, it becomes a correction for the researcher. While there was no correction for the other words that the researcher wrote in the form of phonetic transcriptions taken from the students' pronunciation. The researcher and teacher from SMP SEMESTA had the same phonetic transcription for the other words.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discusses the findings of the study. They are the results of identification (listening test) and pronunciation test (speaking test). The result of both tests shows how well the student identify and pronounce the English sound [θ], [ð], and [t]. At the end of this chapter, the researcher discusses the findings of the data.

4.1 Findings

This part explains all results of the research. It consists of descriptions and interpretations of students' mastery level in identifying and pronouncing English sounds [θ], [ð], and [t]. The data were gained from the results of the identification (listening) test and pronunciation (speaking) test. The proportion of correct answer was 79% and the students' mastery level in identifying the sounds was categorized as satisfactory (Gronlund, 1981). The most difficult sound to be perceived by the students was the sound [ð], then it is followed by the sound [t] and the students did better identification in the sound [θ].

While in the pronunciation test, the proportion of correct pronunciation of sounds [θ], [ð], and [t] was 66% and the students' mastery level in pronouncing the sounds was categorized as very weak (Gronlund, 1981). The sound [θ] was the most difficult sound to be pronounced well by the students where there were only 30%

correct pronunciation. Then it followed by the sound [ð] which showed that the proportion of correct answer of this sound was 67%. While students did not face any difficulty in pronouncing the sound [t] since there was no wrong pronunciation of that sound.

The researcher divides this part into two sections. They are the students' mastery level in identifying English sounds [θ], [ð], and [t] and the students' mastery level in pronouncing English sounds [θ], [ð], and [t].

4.1.1 Mastery Level of Seventh Grade Students of SMP SEMESTA in Identifying English sounds [θ], [ð], and [t]

In this section, the researcher explains the description and interpretation of students' accuracy in the identification of sounds [θ], [ð], and [t] made by the seventh grades students of SMP SEMESTA Semarang. The result of the test showed that there were different findings on each of the sounds. To get the score and to know the students' mastery level in identifying English sounds [θ], [ð], and [t], the researcher counted the correct numbers of the listening tests. There were thirty items that were listened by forty students in the listening test. There were 10 questions of sound [θ] which consisted of words *three* [θri:], *thumb* [θʌm], *through* [θru:], *throw* [θrəʊ], *healthy* [helθi], *nothing* ['nʌθɪŋ], *thousand* ['θaʊznd], *math* [mæθ], *breath* [breθ], and *something* ['sʌmθɪŋ]. Then there were 10 questions of sound [ð] which consisted of words *they* [ðeɪ], *thus* [ðʌs], *there* [ðɛr], *them* [ðəm], *this* [ði:z], *brother* ['brʌðɛr], *whether* ['weðɛr], *southern* ['sʌðən], *other* ['ʌðɛr], and *breathe* [bri:ð]. Then there were 10 questions of sound [t] which consisted of the

words *tea* [ti:], *try* [traɪ], *town* [taʊn], *sent* [sent], *letter* [letər], *ten* [ten], *master* [mɑ:stər], *slight* [slaɪt], *tame* [teɪm], and *tall* [tɔ:l]. In the listening test, the overall proportion of the correct answer was 79% and the students' mastery level in identifying the sounds was categorized as satisfactory (Gronlund, 1981). It was divided into 86% correct answers in the sound [θ], 73% correct answers in the sound [ð] and, 77% correct answers in the sound [t]. The comparison of the proportion of correct answers for each sound could be seen in the chart below:

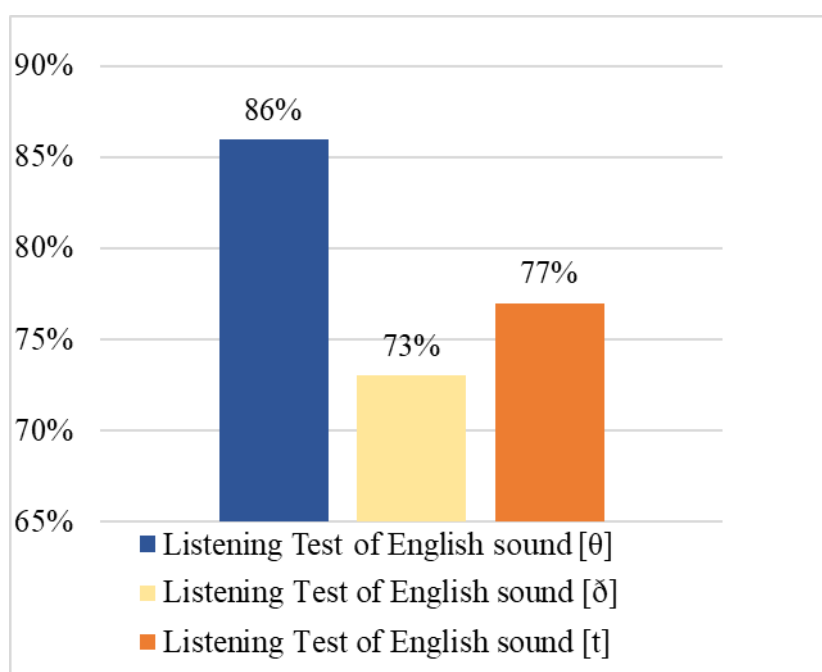


Figure 4.1

Comparison Between Students' Mastery Level in Identifying Each Sound

Based on the chart above, students' mastery level in identifying sound [θ] was categorized as very good (Gronlund, 1981). The most difficult word of sound [θ] to be perceived by the students were the words *healthy* [helθi] and *three* [θri:] which were perceived by the students as *helply* [helpli:] and *tree* [tri:]. Mostly, the students faced difficulties in differentiating between the sound [θ] and [t] in some words such as *three* [θri:], *thumb* [θʌm], *through* [θru:] and *something* ['sʌmθɪŋ]

which were perceived as *tree* [tri:], *time* [taɪm], *true* [tru:] and *some-team* ['sʌmti:m]. Then the students' mastery level in identifying sound [ð] was categorized as very weak (Gronlund, 1981). The most difficult word of sound [ð] to be perceived by the students were the words *other* ['ʌðər] and *breathe* [bri:ð] which were perceived by the students as *udder* ['ʌdər] and *breed* [bri:d]. Most of the students replaced the sound [ð] with [d] in some words such as *they* [ðeɪ], *thus* [ðʌs], *there* [ðər], *breathe* [bri:ð], *southern* ['sʌðən] and *other* ['ʌðər] which were perceived as *day* [deɪ], *dash* [dæʃ], *dear* [dɪər], *breed* ['bri:d], *sudden* ['sʌdn] and *udder* ['ʌdər]. While the students' mastery level in identifying sound [t] was categorized as satisfactory (Gronlund, 1981). The most difficult word of sound [t] to be perceived by the students were the words *try* [traɪ] and *town* [taʊn] which were perceived by the students as *dry* [draɪ] and *down* [daʊn]. Most of the students tended to hear the sound [d] instead of sound [t]. The results showed that the most difficult sound to be perceived by the students was the sound [ð], then it is followed by the sound [t] and the students did better identification in the sound [θ]. The detailed information would be described in the explanation below.

4.1.1.1 Students' Mastery in Identifying English sounds [θ], [ð], and [t]

In the listening tests of sound [θ], there were 345 correct answers from 400 questions of sound [θ]. The result explained that 86% question of sound [θ] were well mastered by the students which categorized as very good (Gronlund, 1981) and the rest, 14% of them were perceived incorrectly. The students' mastery in identifying sound [θ] can be seen in the table below.

Table 4.1 Students' Mastery in Identifying Sound [θ]

No	Students' Code	Students' Correct Answer	Total Sound	Score Percentage	Level	Grade
1	S-01	7	10	70%	Very Weak	D
2	S-02	1	10	10%	Unsatisfactory	E
3	S-03	10	10	100%	Outstanding	A
4	S-04	9	10	90%	Very good	B
5	S-05	10	10	100%	Outstanding	A
6	S-06	10	10	100%	Outstanding	A
7	S-07	7	10	70%	Very weak	D
8	S-08	10	10	100%	Outstanding	A
9	S-09	10	10	100%	Outstanding	A
10	S-10	7	10	70%	Very weak	D
11	S-11	9	10	90%	Very good	B
12	S-12	8	10	80%	Satisfactory	C
13	S-13	10	10	100%	Outstanding	A
14	S-14	9	10	90%	Very good	B
15	S-15	7	10	70%	Very weak	D
16	S-16	10	10	100%	Outstanding	A
17	S-17	6	10	60%	Unsatisfactory	E
18	S-18	10	10	100%	Outstanding	A
19	S-19	10	10	100%	Outstanding	A
20	S-20	10	10	100%	Outstanding	A
21	S-21	10	10	100%	Outstanding	A
22	S-22	3	10	30%	Unsatisfactory	E
23	S-23	10	10	100%	Outstanding	A
24	S-24	10	10	100%	Outstanding	A
25	S-25	10	10	100%	Outstanding	A
26	S-26	10	10	100%	Outstanding	A
27	S-27	9	10	90%	Very good	B
28	S-28	10	10	100%	Outstanding	A
29	S-29	8	10	80%	Satisfactory	C
30	S-30	9	10	90%	Very good	B
31	S-31	9	10	90%	Very good	B
32	S-32	4	10	40%	Unsatisfactory	E
33	S-33	10	10	100%	Outstanding	A
34	S-34	9	10	90%	Very good	B
35	S-35	8	10	80%	Satisfactory	C
36	S-36	8	10	80%	Satisfactory	C
37	S-37	10	10	100%	Outstanding	A
38	S-38	10	10	100%	Outstanding	A
39	S-39	9	10	90%	Very good	B
40	S-40	9	10	90%	Very good	B
AVERAGE		345	400	86%	Very good	B

Based on the table above, the students' score was 86. Therefore, the students' mastery level of seventh graders of SMP SEMESTA Semarang in identifying voiceless dental fricative consonant sound [θ] was categorized as very good (Grondlund, 1981). There were 19 students who could identify all numbers of sound [θ] correctly and were categorized as outstanding (Grondlund, 1981). Then, there were 9 students who got score 90 and were categorized as very good (Grondlund, 1981). Next, there were 4 students got score 80 and were categorized as satisfactory (Grondlund, 1981). Then, there were also 4 students who got score 70 and were categorized as very weak (Grondlund, 1981). For the rest, there were 4 students who got score below 64 and were categorized as unsatisfactory (Grondlund, 1981).

From the result of the listening test of the sound [θ], the researcher found that there were 345 correct answers in perceiving sound [θ] made by the students from the total 400 words of sound [θ] which were tested. It meant that there were 55 errors. It showed that 86% of the questions were answered correctly and 14% of the questions were answered wrongly. The errors were divided into 26 errors in perceiving sound [θ] in the initial position. There were 11 errors in identifying sound [θ] in the word *three* [θri:] which was perceived as *tree* [tri:], 5 errors in the word *thumb* [θʌm] which they tended to hear it as *time* [taim], 3 errors in the word *through* [θru:] that was identified as *true* [tru:], then 4 errors occurred in the word *throw* [θrəʊ] which compared with the word *draw* [drɔ:], and there were 3 errors happened in the word *thousand* ['θaʊznd] which the students perceived that it had same sound with the word *simpson* [sɪmsən]. Then there were 20 errors in perceiving sound [θ] in the middle position of the words. The results indicated that

there were 12 errors in the word *healthy* [helθi] which was perceived as *helply* [helpli:], then 3 errors occurred in the word *nothing* ['nʌθɪŋ] which the students identified it as *no-sing* [nɔsɪŋ] and there were 5 students who tended to hear the words *some-team* ['sʌmti:m] instead of *something* ['sʌmθɪŋ]. Then there were 9 errors in perceiving sound [θ] in the final position. 5 errors happened in the word *math* [mæθ] which was heard as *mad* [mæd], and there were 4 errors in the word *breath* [breθ] which the students tended to hear it as *bread* [bred].

It meant that 47% of errors happened in the initial position, 36% of errors happened in the middle position and 17% of errors happened in the final position of the words. Based on the total errors made by the students, it showed that the students faced more difficulties in perceiving sound [θ] in the initial position of the words *three* and in the middle position of the word *healthy*.

In the listening test of the sound [ð], there were 293 correct answers from 400 questions of sound [ð]. The result explained that 73% of questions of sound [ð] were well mastered by the students which categorized as very weak (Grondlund, 1981) and the rest, 27% of them were perceived incorrectly. It indicated that the sound [ð] was more difficult to be perceived than the sound [θ]. The students score in identifying English sound [ð] can be seen in the table below.

Tabel 4.2 Students' Mastery in Identifying Sound [ð]

No	Students' Code	Students' Correct Answer	Total Sound	Score Percentage	Level	Grade
1	S-01	6	10	60%	Unsatisfactory	E
2	S-02	7	10	70%	Very weak	D
3	S-03	8	10	80%	Satisfactory	C
4	S-04	8	10	80%	Satisfactory	C
5	S-05	8	10	80%	Satisfactory	C
6	S-06	9	10	90%	Very good	B
7	S-07	3	10	30%	Unsatisfactory	E
8	S-08	7	10	70%	Very weak	D
9	S-09	9	10	90%	Very good	B
10	S-10	6	10	60%	Unsatisfactory	E
11	S-11	7	10	70%	Very weak	D
12	S-12	8	10	80%	Satisfactory	C
13	S-13	9	10	90%	Very good	B
14	S-14	7	10	70%	Very weak	D
15	S-15	7	10	70%	Very weak	D
16	S-16	9	10	90%	Very good	B
17	S-17	5	10	50%	Unsatisfactory	E
18	S-18	8	10	80%	Satisfactory	C
19	S-19	9	10	90%	Very good	B
20	S-20	9	10	90%	Very good	B
21	S-21	7	10	70%	Very weak	D
22	S-22	6	10	60%	Unsatisfactory	E
23	S-23	6	10	60%	Unsatisfactory	E
24	S-24	6	10	60%	Unsatisfactory	E
25	S-25	7	10	70%	Very weak	D
26	S-26	9	10	90%	Very good	B
27	S-27	9	10	90%	Very good	B
28	S-28	9	10	90%	Very good	B
29	S-29	7	10	70%	Very weak	D
30	S-30	7	10	70%	Very weak	D
31	S-31	7	10	70%	Very weak	D
32	S-32	4	10	40%	Unsatisfactory	E
33	S-33	8	10	80%	Satisfactory	C
34	S-34	6	10	60%	Unsatisfactory	E
35	S-35	7	10	70%	Very weak	D
36	S-36	8	10	80%	Satisfactory	C
37	S-37	8	10	80%	Satisfactory	C
38	S-38	8	10	80%	Satisfactory	C
39	S-39	9	10	90%	Very good	B
40	S-40	6	10	60%	Unsatisfactory	E
AVERAGE		293	400	73%	Very weak	D

Based on the table above, the students' score was 73. However, the overall students' mastery level of seventh graders of SMP SEMESTA in identifying voiced dental fricative consonant sound [ð] was categorized as very weak (Grondlund, 1981). There were 10 students who got score 90 in identifying sound [ð] and were categorized as very good (Grondlund, 1981). Then, there were 9 students who got score 80 and were categorized as satisfactory (Grondlund, 1981). Next, there were 11 students who got score 70 and were categorized as very weak (Grondlund, 1981). For the rest of the students, there were 10 students who got score below 64 and were categorized as unsatisfactory (Grondlund, 1981).

Based on the result of the listening test of the sound [ð], there were 293 correct answers made by the students. It meant that there were 107 errors that they made. Most errors of the sound [ð] occurred in the initial position of words such as in the word *they* [ðeɪ] which was perceived as *day* [deɪ], then in the word *thus* [ðʌs] and *them* [ðəm] which the students tended to hear those words as *dash* [dæʃ] and *some* [səm]. There were also ten students who tended to hear word *dear* [dɪər] instead of the word *there* [ðeər], and there were also some errors made by the students in identifying word *this* [ði:z] which was perceived as *sis* [sɪs]. Then, it was followed by the errors of the sound [ð] which happened in the middle position of the words. It mostly occurred in the word *other* ['ʌðər] which was perceived as *udder* ['ʌdər], then also in word *brother* ['brʌðər] which was perceived as *batter* ['bætər]. Errors also found in each of the word *whether* ['weðər] and *southern* ['sʌðən] that were identified as *water* [wɔ:tər] and *sudden* ['sʌdn] and. Then there were 27 errors of sound [ð] in the final position of word *breathe* [bri:ð], most of the students tended to hear it as *breed* ['bri:d].

In other words, we can say that 38.3% of errors occurred in the initial position of the words, 36.4% of the errors occurred in the middle position of the sound and 25.3% of the errors occurred in the final position of the words. The most difficult words to be perceived by the students were the words *breathe* [bri:ð] and *other* ['ʌðər].

While in the listening test of the sound [t], students did better in the identification of sound [t] than they did in the identification of sound [ð]. There were 306 correct answers from 400 questions of sound [t]. The result explained that 77% of questions of the sound [t] were well mastered by the students which categorized as satisfactory (Grondlund, 1981) and the rest 23% of them were perceived incorrectly. The students' score in the listening test of the sound [t] can be seen in the table below.

Table 4.3 Students' Mastery in Identifying Sound [t]

No	Students' Code	Students' Correct Answer	Total Sound	Score Percentage	Level	Grade
1	S-01	7	10	70%	Very weak	D
2	S-02	5	10	50%	Unsatisfactory	E
3	S-03	9	10	90%	Very good	B
4	S-04	8	10	80%	Satisfactory	C
5	S-05	8	10	80%	Satisfactory	C
6	S-06	8	10	80%	Satisfactory	C
7	S-07	3	10	30%	Unsatisfactory	E
8	S-08	9	10	90%	Very good	B
9	S-09	9	10	90%	Very good	B
10	S-10	8	10	80%	Satisfactory	C
11	S-11	6	10	60%	Unsatisfactory	E
12	S-12	9	10	90%	Very good	B
13	S-13	9	10	90%	Very good	B
14	S-14	9	10	90%	Very good	B
15	S-15	9	10	90%	Very good	B
16	S-16	10	10	100%	Outstanding	A
17	S-17	5	10	50%	Unsatisfactory	E
18	S-18	10	10	100%	Outstanding	A
19	S-19	9	10	90%	Very good	B
20	S-20	9	10	90%	Very good	B
21	S-21	8	10	80%	Satisfactory	C
22	S-22	2	10	20%	Unsatisfactory	E
23	S-23	7	10	70%	Very weak	D
24	S-24	9	10	90%	Very good	B
25	S-25	7	10	70%	Very weak	D
26	S-26	8	10	80%	Satisfactory	C
27	S-27	6	10	60%	Unsatisfactory	E
28	S-28	8	10	80%	Satisfactory	C
29	S-29	7	10	70%	Very weak	D
30	S-30	8	10	80%	Satisfactory	C
31	S-31	7	10	70%	Very weak	D
32	S-32	4	10	40%	Unsatisfactory	E
33	S-33	9	10	90%	Very good	B
34	S-34	9	10	90%	Very good	B
35	S-35	6	10	60%	Unsatisfactory	E
36	S-36	7	10	70%	Very weak	D
37	S-37	9	10	90%	Very good	B
38	S-38	9	10	90%	Very good	B
39	S-39	8	10	80%	Satisfactory	C
40	S-40	9	10	90%	Very good	B
AVERAGE		306	400	77%	Satisfactory	C

Based on the table above, the students' score was 77. However, the students' mastery level of seventh graders of SMP SEMESTA in identifying consonant sound [t] was categorized as satisfactory (Grondlund, 1981). According to the results of the listening test, there were 2 students who could perceive all number of sound [t] correctly and were categorized as satisfactory (Grondlund, 1981). Then, there were 15 students who got score 90 and were categorized as very good (Grondlund, 1981). Next, there were 9 students who got score 80 and were categorized as satisfactory (Grondlund, 1981). Then, there were 6 students who got score 70 and were categorized as very weak (Grondlund, 1981). For the rest of the students, there are 8 students who got score below 64 and were categorized as unsatisfactory (Grondlund, 1981).

Based on the results of the listening test of the sound [t], there were 306 correct answers made by the students and there were 94 errors made by the students. It meant that 77% of the questions of sound [t] could be perceived correctly by the students and 23% of the questions were wrongly answered by the students. The errors happened in 64 sounds of [t] in the initial position of the words such as the word *tea* [ti:] which was perceived as *sea* [si:], the word *try* [traɪ] which the students heard as *dry* [draɪ], the word *town* [taʊn] which was identified as *down* [daʊn], the word *tame* [teɪm] which was perceived as *shame* [ʃeɪm], the word *ten* [ten] which was perceived as *send* [send] and in the word *tall* [tɔ:l] which the students tended to hear it as *fall* [fɔ:l]. Then there were 3 errors of sound [t] in the middle position of the words such as in the word *letter* [letər] which was perceived as *laser* [leɪzər] and 4 errors in the word *master* [mɑ:stər] which they heard as *muscle* [mʌsl]. Then

there were 23 errors of sound [t] in the final position of the words *sent* [sent] and *slight* [slait] which were perceived by the students as *send* [send] and *slide* [slaid]. It meant that 68.1% of the errors occurred in the initial position of the words, 7.4% of the errors occurred in the middle position of the words and 24.5% of the errors occurred in the final position of the words. The most difficult word which could not be perceived by the students was the word *try* [traɪ] which was perceived as *dry* [draɪ].

From the listening test which aimed to know the students' mastery level in identifying English sounds [θ], [ð], and [t], The results showed that the students' mastery level in identifying sound [θ] was categorized as very good (Gronlund, 1981), the students' mastery level in identifying sound [ð] was categorized as very weak (Gronlund, 1981), and the students' mastery level in identifying sound [t] was categorized as satisfactory. (Gronlund, 1981). Therefore, the most difficult sound to be perceived by the students was the sound [ð], then it is followed by the sound [t] and the students did better identification in the sound [θ].

4.1.1.2 Students' Wrong Perception in Identifying English Sounds [θ], [ð], and [t]

In the listening test which aimed to know the students' ability in differentiating English sounds, some students still faced difficulties while dealing with two sounds that had close characteristics. In the listening tests of sound [θ], the students tended to replace the sound [θ] with the sounds [t], [d], [s], [li:], and [tʃ]. The replacement of those sounds could be seen in the table below.

Table 4.4 Students' wrong perception in identifying sound [θ]

Total sound [θ]	Total ΣWA	Students' Identification							
		[t]		[d]		[s]		[li:]	
		ΣWA	%	ΣWA	%	ΣWA	%	ΣWA	%
400	55	24	43.6%	13	23.7%	6	10.9%	12	21.8%

Note :

ΣWA = sum of wrong answers

From the table above, it showed that the most problematic sound to be heard in identifying English sound [θ] by the students was sound [t] with the percentage of 43.6%. It occurred in the words *three* [θri:], *thumb* [θʌm], *through* [θru:] and *something* ['sʌmθɪŋ] which were perceived as *tree* [tri:], *time* [taɪm], *true* [tru:] and *some-team* ['sʌmti:m]. Then, the second problematic sound was [d] with the percentage of 23.7%. It happened in the words *throw* [θrəʊ], *math* [mæθ] and *breath* [breθ] which were perceived as *draw* [drɔ:], *mad* [mæd], and *bread* [bred]. Then, it was followed by the sound [li:] with the percentage of 21.8%. It happened in the word *healthy* [helθi] which was perceived as *helply* [helpli:]. The last was the replacement of sound [s] with a percentage of 10.9%. It occurred in the words *nothing* ['nʌθɪŋ] and *thousand* ['θaʊznd] which were perceived as *no-sing* [nɔsɪŋ] and *simpson* [sɪmsən].

The replacement phenomenon of sound [t], [s], and [d] also occurred in the listening tests of sound [ð]. Based on the listening test results, students tended to hear the sounds [t], [d] and [s] instead of sound [ð]. It meant that the students faced difficulties in differentiating between sound [ð] and sounds [t], [d] and [s]. The replacement of those sounds could be seen from the table below.

Table 4.5 Students' wrong perception in identifying sound [ð]

Total sound [ð]	Total Σ WA	Students' Identification					
		[t]		[d]		[s]	
		Σ WA	%	Σ WA	%	Σ WA	%
400	107	7	6.5%	92	86%	8	7.5%

Note :

Σ WA = sum of wrong answers

Based on the table above, mostly, the students faced difficulties in differentiating between the sound [d] and the sound [ð]. There were 92 errors which indicated that the students had difficulties in identifying between the sound [d] and the sound [ð]. Those errors occurred in the words *they* [ðəɪ] which was identified as *day* [deɪ], then in the word *thus* [ðʌs] which the students perceived it as *dash* [dæʃ]. The errors also happened in the word *there* [ðəɹ] which they tended to hear it as *dear* [diəɹ]. The students also tended to hear the word *breed* ['bri:d] instead of *breathe* [bri:ð]. While in the words *southern* ['sʌðən] and *other* ['ʌðəɹ], they perceived them as *sudden* ['sʌdn] and *udder* ['ʌdər]. Next, some students also faced difficulties in differentiating between the sound [s] and the sound [ð] which showed that there were 8 errors. It happened on the words *them* [ðəm] and *this* [ði:z] which were perceived as *some* [səm] and *sis* [sɪs]. Then some students also faced difficulties in differentiating between the sound [t] and the sound [ð] which showed that there were 7 errors. It occurred in the words *brother* ['brʌðəɹ] and *whether* ['weðəɹ] which were perceived as *batter* ['bætəɹ] and *water* [wɔ:təɹ].

While in the listening tests of sound [t], the students tended to hear sounds [s], [d], [f], [ʃ] and [z] instead of sound [t] in some words. In other words, it can be said that the students faced difficulties in differentiating between sounds [s], [d], [f], [ʃ],

and [z] with the sound [t]. The replacement of those sounds can be seen in the table below.

Table 4.6 Students' wrong perception in identifying sound [t]

Total sound [t]	Total Σ WA	Students' Identification									
		[s]		[d]		[f]		[ʃ]		[z]	
		Σ WA	%	Σ WA	%	Σ WA	%	Σ WA	%	Σ WA	%
400	94	11	11.7%	72	76.6%	4	4.3%	4	4.3%	3	3.1%

Note :

Σ WA = sum of wrong answers

Based on the table above, the sound [d] was the most common sound that students perceived or heard instead of sound [t] with a proportion of 76.6%. It occurred in the words *try* [traɪ], *town* [taʊn], *sent* [sent] and *slight* [slaɪt] which were perceived as *dry* [draɪ], *down* [daʊn], *send* [send], and *slide* [slaɪd]. Then it was followed by the sound [s] with the proportion of 11.7%. It happened in the words *tea* [ti:], *ten* [ten] and *master* [mɑ:stər] which were perceived as *sea* [si:], *send* [send], and *muscle* [mʌsl]. Then the replacement of sound [f] and [ʃ] with the proportion of 4.3% on each sound. It happened in the words *tall* [tɔ:l] and *tame* [teɪm] which were perceived as *fall* [fɔ:l] and *shame* [ʃeɪm]. The least wrong perception was the sound [z] with the proportion of 3.1%. It occurred in the word *letter* [letər] which was perceived as *laser* [leɪzər].

The data analysis showed that the students still faced difficulties in perceiving English sound [θ], [ð], and [t]. The most problematic obstructions for the sound [θ] was the sound [t], while the most problematic obstructions for the sound [ð] was the sound [d], and the most problematic obstructions for the sound [t] was the sound [d].

4.1.2 Mastery Level of Seventh Grade Students of SMP SEMESTA in Pronouncing English sounds [θ], [ð], and [t]

In this section, the researcher explains the description and interpretation of pronunciation mastery of sounds [θ], [ð], and [t] made by the seventh grades students of SMP SEMESTA Semarang. The result of the test showed that there were different findings on each of the sounds. To get the score and to know the students' mastery level in pronouncing English sounds [θ], [ð], and [t], the researcher counted the correct numbers of pronunciation tests. There were thirty items that were pronounced by forty students in the pronunciation test. There were ten words of sound [θ] which consisted of 4 words with sound [θ] in the initial position, they were the words *thank* [θæŋks], *three* [θri:], *theory* [θiəri], *thursday* ['θɜ:zdeɪ]. Then there were 3 words with sound [θ] in the middle position such as *anything* ['eniθɪŋ], *wealthy* ['welθi], and *sympathy* ['sɪmpəθi]. The rest 3 words were the words with sound [θ] in the final position, it consisted of *both* [bəʊθ], *path* [pɑ:θ], and *month* [mʌnθ]. Then, for the pronunciation test of sound [ð], the students had to pronounce the words *the* [ðə], *this* [ðɪ:z], *there* [ðer], *they* [ðei], *father* ['fɑ:ðər], *without* [wɪ'ðaʊt], *gather* ['gæðər], *although* [ɔ:l'ðəʊ], *mother* ['mʌðər] and *other* ['ʌðər]. While in the pronunciation test of the sound [t], there were ten words that consisted of sound [t] whether in the initial, medial, and final position of the words. those words are *suitable* ['sju:təbl], *afternoon* ['ɑ:ftə'nu:n], *tree* [tri:], *sister* ['sɪstə], *true* [tru:], *get* [get], *ten* [ten], *about* [ə'baʊt], *tank* [tæŋk] and *fat*

[fæt]. Every student's mastery level in pronouncing English sounds [θ], [ð], and [t] was determined by using the formula below.

$$SM = \frac{\sum SCA}{\sum MCA} \times 100\%$$

In which,

SM : Student's mastery

$\sum SCA$: The sum of the student's correct answer

$\sum MCA$: The maximum correct answer

From the overall performance of the students in pronouncing the English sounds [θ], [ð], and [t], the proportion of correct pronunciation was 66% and the students' mastery level in pronouncing the sounds was categorized as very weak (Gronlund, 1981). It was divided into 30% correct pronunciation in the sound [θ], 67% correct pronunciation in the sound [ð] and, 100% correct pronunciation in the sound [t]. The comparison of the proportion of correct pronunciation for each sound could be seen in the chart below:

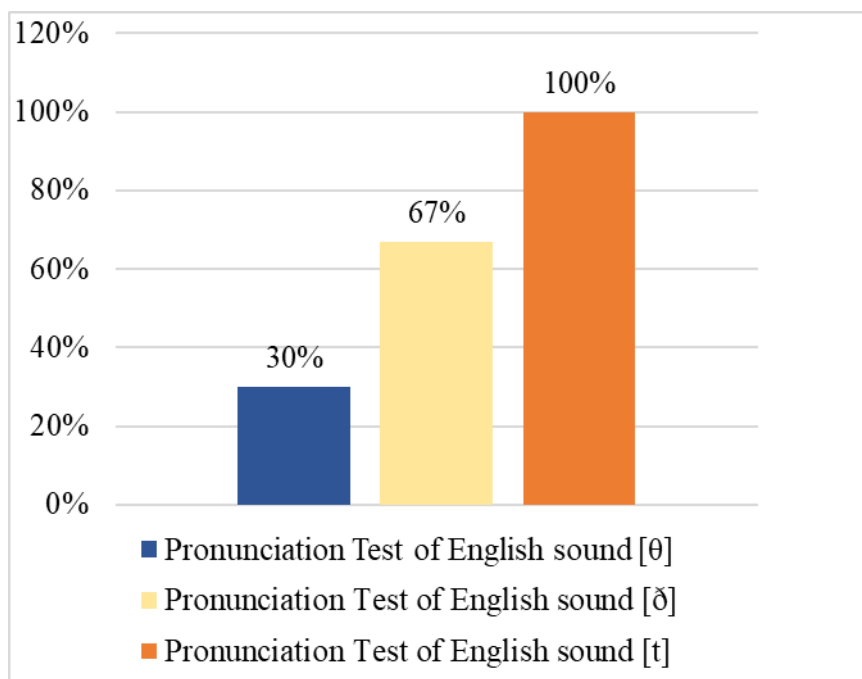


Figure 4.2

Comparison Between Students' Mastery Level in Pronouncing Each Sound

Based on the chart above, the sound [θ] was the most difficult sound to be pronounced well by the students where there were only 30% correct pronunciation. Therefore, the students' mastery level in pronouncing sound [θ] was categorized as unsatisfactory (Gronlund, 1981). The results indicated that the most difficult words to be pronounced by the students were the words *thank* [θæŋk], *anything* ['eniθɪŋ] and *sympathy* ['sɪmpəθi]. They tended to pronounce [tɛŋk] or [tæŋk] for the word *thank* instead of [θæŋk]. In the word *anything* ['eniθɪŋ], they pronounced it as ['eniɪŋ]. While most of the students also tended to replace the sound [θ] in the words *sympathy* ['sɪmpəθi] with the sound [t] as ['sɪmpɒti] or ['sɪmpeti]. It showed that most of the students tended to pronounce the sound [t] instead of sound [θ] in most of the words. Then, the second-highest problematic sound to be pronounced by the students was the sound [ð] which showed that the proportion of correct answer of this sound was 67%. Therefore, the students' mastery level in

pronouncing sound [ð] was categorized as very weak (Gronlund,1981). The result showed that the students tended to pronounce the sound [t] instead of sound [ð]. Mostly, the students faced difficulties in pronouncing the words *without* [wɪ'ðaʊt] and *although* [ɔ:l'ðəʊ]. The students tended to pronounce the word *without* as [wɪt'aʊt] or [wɪt'out] instead of [wɪ'ðaʊt]. They also tended to replace the sound [ð] in the word *although* [ɔ:l'ðəʊ] into [ɑ:l'touɔ] or [ɔ:l'tou]. While students did not face any difficulty in pronouncing the sound [t] since there was no wrong pronunciation of that sound. Therefore, the students' mastery level in pronouncing sound [t] was categorized as outstanding (Gronlund,1981). The more detailed information would be described in the two sections below

4.1.2.1 Students' Mastery in Pronouncing English sounds [θ], [ð], and [t]

There were 30 items that were pronounced by 40 students in the pronunciation test. Which meant that there were a total of 1200 utterances in the pronunciation test. While in the pronunciation test of the sound [θ], there were ten numbers of the consonant sound [θ] which consisted of the words *thank* [θæŋks], *three* [θri:], *theory* [θɪəri], *thursday* ['θɜ:zdeɪ], *anything* ['eniθɪŋ], *wealthy* ['welθi], *both* [bəʊθ], *path* [pɑ:θ], *sympathy* ['sɪmpəθi] and *month* [mʌnθ]. Which meant that there were a total of 400 utterances of sound [θ]. Based on the pronunciation test, there were 121 correct answers from 400 utterances of sound [θ]. The result explained that 30% utterances of the sound [θ] were well mastered by the students and the rest, 70% of them were pronounced incorrectly. According to the total correct pronunciation words, the students' mastery level of seventh-graders SMP SEMESTA in

pronouncing voiceless dental fricative consonant sound [θ] was categorized as unsatisfactory (Grondlund, 1981).

Tabel 4.7 Students' Mastery in Pronouncing Sound [θ]

Students' Code	Students' Pronunciation		Total of Sound [θ]	Score	Level	Grade
	Correct Pronunciation	Wrong Pronunciation				
S-01	1	9	10	10%	Unsatisfactory	E
S-02	0	10	10	0%	Unsatisfactory	E
S-03	9	1	10	90%	Very good	B
S-04	4	6	10	40%	Unsatisfactory	E
S-05	1	9	10	10%	Unsatisfactory	E
S-06	6	4	10	60%	Unsatisfactory	E
S-07	0	10	10	0%	Unsatisfactory	E
S-08	1	9	10	10%	Unsatisfactory	E
S-09	5	5	10	50%	Unsatisfactory	E
S-10	2	8	10	20%	Unsatisfactory	E
S-11	1	9	10	10%	Unsatisfactory	E
S-12	0	10	10	0%	Unsatisfactory	E
S-13	3	7	10	30%	Unsatisfactory	E
S-14	5	5	10	50%	Unsatisfactory	E
S-15	0	10	10	0%	Unsatisfactory	E
S-16	8	2	10	80%	Satisfactory	C
S-17	0	10	10	0%	Unsatisfactory	E
S-18	8	2	10	80%	Satisfactory	C
S-19	1	9	10	10%	Unsatisfactory	E
S-20	4	6	10	40%	Unsatisfactory	E
S-21	0	10	10	0%	Unsatisfactory	E
S-22	0	10	10	0%	Unsatisfactory	E
S-23	1	9	10	10%	Unsatisfactory	E
S-24	0	10	10	0%	Unsatisfactory	E
S-25	9	1	10	90%	Very good	B
S-26	6	4	10	60%	Unsatisfactory	E
S-27	2	8	10	20%	Unsatisfactory	E
S-28	10	0	10	100%	Outstanding	A
S-29	1	9	10	10%	Unsatisfactory	E
S-30	1	9	10	10%	Unsatisfactory	E
S-31	0	10	10	0%	Unsatisfactory	E
S-32	0	10	10	0%	Unsatisfactory	E
S-33	3	7	10	30%	Unsatisfactory	E
S-34	3	7	10	30%	Unsatisfactory	E
S-35	2	8	10	20%	Unsatisfactory	E
S-36	3	7	10	30%	Unsatisfactory	E
S-37	10	0	10	100%	Outstanding	A
S-38	3	7	10	30%	Unsatisfactory	E
S-39	7	3	10	70%	Very weak	D
S-40	1	9	10	10%	Unsatisfactory	E
AVERAGE	121	279	400	30%	Unsatisfactory	E

Based on the table above, the students' score was 30. However, the overall students' mastery level of seventh graders of SMP SEMESTA in pronouncing voiceless dental fricative consonant sound [θ] was categorized as unsatisfactory (Grondlund, 1981). According to the data, there were 2 students who could pronounce all number of sound [θ] correctly and were categorized as outstanding (Grondlund, 1981). Then, there were 2 students who got score 90 and were categorized as very good (Grondlund, 1981). Next, there were also 2 students who got score 80 and were categorized as satisfactory (Grondlund, 1981). Next, there was one student who got score 70 and was categorized as very weak (Grondlund, 1981). For the rest, there were 33 students who got score below 64 and were categorized as unsatisfactory (Grondlund, 1981).

The pronunciation made by the students were divided into 102 incorrect pronunciations of sound [θ] in the initial position of the words *thank* [θæŋks], *three* [θri:], *theory* [θɪəri] and *thursday* ['θɜ:zdeɪ]. In this case, the students pronounced the word *thank* as [tɛŋk] or [tæŋk] instead of [θæŋk]. In the word *three*, they pronounced it as [tri:] instead of [θri:]. In the word *theory*, they pronounced it as [teəri] instead of [θɪəri]. Most of them also pronounced the word *thursday* as ['tru:zdeɪ] or ['trɜ:sdeɪ] instead of ['θɜ:zdeɪ]. Then, there were 93 wrong pronunciations of sound [θ] in the middle position of the words *anything* ['eniθɪŋ], *wealthy* ['welθi], and *sympathy* ['sɪmpəθi]. In the word *wealthy*, they pronounced it as ['wɛlti] or ['wi:lɪ] instead of ['welθi]. In the word *anything*, they pronounced it as ['enɪtɪŋ] instead of ['eniθɪŋ]. While in the word *sympathy*, they tended to pronounce it as ['sɪmpɪti] or ['sɪmpɛti] instead of ['sɪmpəθi]. Then, there were 84

incorrect pronunciations of sound [θ] in the final position of the words *both* [bəʊθ], *path* [pɑːθ], and *month* [mʌnθ]. They pronounced *both* as [bɒʊt], [bɑːt] or [buːt] instead of [bəʊθ]. While in the word *path*, they pronounced it as [pɑːt] or [pæt] instead of [pɑːθ]. In the word *month*. They pronounced it as [mɒn], [mʌn] or [muːn] instead of [mʌnθ]. From the students' pronunciation result, it meant that 36.6% of incorrect pronunciations happened in the initial position of the words, 33.3% of incorrect pronunciations happened in the middle position of the words and 30.1% of incorrect pronunciations happened in the final position of the words. From the percentage of the incorrect pronunciation of the sound [θ] made by the students, it showed that the students faced more difficulties in pronouncing sound [θ] in the initial position of words such as in the words *thank* [θæŋks], *three* [θriː], *theory* [θiəri] and *thursday* ['θɜːzdeɪ].

Next, for the pronunciation test of sound [ð]. It gained different findings. The students did better pronunciation in the sound [ð] than in the sound [θ]. In the pronunciation test of sound [ð], there were ten numbers of the consonant sound [ð] which consisted of words *the* [ðə], *this* [ðɪːz], *there* [ðer], *they* [ðeɪ], *father* ['fɑːðər], *without* [wɪ'ðaʊt], *gather* ['gæðər], *although* [ɔːl'ðəʊ], *mother* ['mʌðər] and *other* ['ʌðər]. It meant that there were a total of 400 utterances of the sound [ð]. From the result of the pronunciation test, there were 268 correct answers from 400 utterances of sound [ð]. The result explained that 67% utterances of the sound [ð] were well mastered by the students and 33% of them were pronounced incorrectly. According to the total correct pronunciation words, the overall students' mastery level of seventh-graders SMP SEMESTA in pronouncing voiced dental fricative consonant

sound [ð] was categorized as very weak (Grondlund, 1981). The students' pronunciation test results can be seen in the table below.

Table 4.8 Students' Mastery in Pronouncing Sound [ð]

Students' Code	Students' Pronunciation		Total of Sound [ð]	Score	Level	Grade
	Correct Pronunciation	Wrong Pronunciation				
S-01	9	1	10	90%	Very good	B
S-02	7	3	10	70%	Very weak	D
S-03	8	2	10	80%	Satisfactory	C
S-04	8	2	10	80%	Satisfactory	C
S-05	9	1	10	90%	Very good	B
S-06	8	2	10	80%	Satisfactory	C
S-07	4	6	10	40%	Unsatisfactory	E
S-08	8	2	10	80%	Satisfactory	C
S-09	9	1	10	90%	Very good	B
S-10	3	7	10	30%	Unsatisfactory	E
S-11	7	3	10	70%	Very weak	D
S-12	8	2	10	80%	Satisfactory	C
S-13	6	4	10	60%	Unsatisfactory	E
S-14	8	2	10	80%	Satisfactory	C
S-15	8	2	10	80%	Satisfactory	C
S-16	9	1	10	90%	Very good	B
S-17	8	2	10	80%	Satisfactory	C
S-18	6	4	10	60%	Unsatisfactory	E
S-19	0	10	10	0%	Unsatisfactory	E
S-20	9	1	10	90%	Very good	B
S-21	8	2	10	80%	Satisfactory	C
S-22	2	8	10	20%	Unsatisfactory	E
S-23	5	5	10	50%	Unsatisfactory	E
S-24	8	2	10	80%	Satisfactory	C
S-25	8	2	10	80%	Satisfactory	C
S-26	8	2	10	80%	Satisfactory	C
S-27	4	6	10	40%	Unsatisfactory	E
S-28	9	1	10	90%	Very good	B
S-29	8	2	10	80%	Satisfactory	C
S-30	4	6	10	40%	Unsatisfactory	E
S-31	8	2	10	80%	Satisfactory	C
S-32	7	3	10	70%	Very weak	D
S-33	7	3	10	70%	Very weak	D
S-34	8	2	10	80%	Satisfactory	C
S-35	7	3	10	70%	Very weak	D
S-36	2	8	10	20%	Unsatisfactory	E
S-37	4	6	10	40%	Unsatisfactory	E
S-38	8	2	10	80%	Satisfactory	C
S-39	5	5	10	50%	Unsatisfactory	E
S-40	6	4	10	60%	Unsatisfactory	E
AVERAGE	268	132	400	67%	Very weak	D

Based on the table above, the students' score was 67. Therefore, the students' mastery level of seventh graders of SMP SEMESTA in pronouncing voiced dental fricative consonant sound [ð] was categorized as very weak (Grondlund, 1981). According to the result of the speaking test, there were 6 students who got score 90 and were categorized as very good (Grondlund, 1981). There 16 students who got score 80 and categorized as satisfactory (Grondlund, 1981). Then, there were 5 students who got score 70 and categorized as very weak (Grondlund, 1981). While the rest of the students, there were 13 students who got score below 64 and categorized as unsatisfactory (Grondlund, 1981).

Based on the results of the speaking tests, students made 132 incorrect pronunciations of the sound [ð]. There were 44 incorrect pronunciation of sound [ð] in initial position of words *the* [ðə], *these* [ði:z], *there* [ðer] and *they* [ðei]. For example, the students tended to pronounce the word *the* as [də] or [di:] instead of [ðə]. They pronounced the word *these* as [di:z] or [də:z] instead of [ði:z]. They also pronounced the word *there* as [der] or [deir] instead of [ðer]. In the word *they*, they tended to pronounce it as [dei] instead of [ðei]. Then, there were 88 incorrect pronunciation of the sound [ð] in the middle position of the words *father* ['fɑ:ðər], *without* [wi'ðaʊt], *gather* ['gæðər], *although* [ɔ:l'ðəʊ], *mother* ['mʌðər], and *other* ['ʌðər]. In the word *father*, they pronounced it as ['fɑ:dər] instead of ['fɑ:ðər]. They tended to pronounce the word *without* as [wit'aʊt] or [wit'out] instead of [wi'ðaʊt]. In the word *gather*, they pronounced it as ['gɛ:dər] or ['gætər] instead of ['gæðər]. They also tended to pronounce the word *although* as [ɑ:l'touɔ] or [ɔ:l'tou] instead of [ɔ:l'ðəʊ]. They also pronounced the word *mother* as ['mʌdər] instead of

['mʌðər]. Then, in the word *other*, they pronounced it as ['ʌdər] instead of ['ɒdər]. The explanation above showed that 33.3% of the incorrect pronunciations occurred in the initial position of the words and 66.7% of the incorrect pronunciation occurred in the middle position of the words. The most difficult words to be pronounced by the students were the words *without* [wɪ'ðəʊt] and *although* [ɔ:l'ðəʊ].

While in the pronunciation test of sound [t], the students did not face any difficulty. They pronounced all words of sound [t] correctly. In the pronunciation test of sound [t], there were ten numbers of consonant sound [t] which consisted of words *suitable* ['sju:təbl], *afternoon* ['ɑ:ftə'nu:n], *tree* [tri:], *sister* ['sɪstə], *true* [tru:], *get* [get], *ten* [ten], *about* [ə'baʊt], *tank* [tæŋk] and *fat* [fæt]. Which meant that there were a total of 400 utterances of the sound [t]. From the result of the pronunciation test, there were 400 correct answers from 400 utterances of sound [t]. The result explained that 100% utterances of the sound [t] were well mastered by the students and none of them was pronounced incorrectly. According to the total correct pronunciation words, the students' mastery level of seventh-graders SMP SEMESTA in pronouncing consonant sound [t] was categorized as outstanding (Grondlund, 1981). The students' score in the pronunciation test of sound [t] can be seen in the table below.

Table 4.9 Students' Mastery in Pronouncing Sound [t]

Students' Code	Students' Pronunciation		Total of Sound [t]	Score	Level	Grade
	Correct Pronun- ciation	Wrong Pronun- ciation				
S-01	10	0	10	100%	Outstanding	A
S-02	10	0	10	100%	Outstanding	A
S-03	10	0	10	100%	Outstanding	A
S-04	10	0	10	100%	Outstanding	A
S-05	10	0	10	100%	Outstanding	A
S-06	10	0	10	100%	Outstanding	A
S-07	10	0	10	100%	Outstanding	A
S-08	10	0	10	100%	Outstanding	A
S-09	10	0	10	100%	Outstanding	A
S-10	10	0	10	100%	Outstanding	A
S-11	10	0	10	100%	Outstanding	A
S-12	10	0	10	100%	Outstanding	A
S-13	10	0	10	100%	Outstanding	A
S-14	10	0	10	100%	Outstanding	A
S-15	10	0	10	100%	Outstanding	A
S-16	10	0	10	100%	Outstanding	A
S-17	10	0	10	100%	Outstanding	A
S-18	10	0	10	100%	Outstanding	A
S-19	10	0	10	100%	Outstanding	A
S-20	10	0	10	100%	Outstanding	A
S-21	10	0	10	100%	Outstanding	A
S-22	10	0	10	100%	Outstanding	A
S-23	10	0	10	100%	Outstanding	A
S-24	10	0	10	100%	Outstanding	A
S-25	10	0	10	100%	Outstanding	A
S-26	10	0	10	100%	Outstanding	A
S-27	10	0	10	100%	Outstanding	A
S-28	10	0	10	100%	Outstanding	A
S-29	10	0	10	100%	Outstanding	A
S-30	10	0	10	100%	Outstanding	A
S-31	10	0	10	100%	Outstanding	A
S-32	10	0	10	100%	Outstanding	A
S-33	10	0	10	100%	Outstanding	A
S-34	10	0	10	100%	Outstanding	A
S-35	10	0	10	100%	Outstanding	A
S-36	10	0	10	100%	Outstanding	A
S-37	10	0	10	100%	Outstanding	A
S-38	10	0	10	100%	Outstanding	A
S-39	10	0	10	100%	Outstanding	A
S-40	10	0	10	100%	Outstanding	A
AVERAGE				100%	Outstanding	A

Based on the table above, the students' score was 100 since there was no incorrect pronunciation of the sound [t]. Therefore, the students' mastery level of seventh graders of SMP SEMESTA in pronouncing consonant sound [t] was categorized as outstanding (Grondlund, 1981).

From the result of the pronunciation test of English sounds [θ], [ð], and [t], the sound [θ] was the most difficult sound to be pronounced well by the students where there were only 30% correct pronunciation. Then it followed by the sound [ð] which showed that the proportion of correct answer of this sound was 67%. While students did not face any difficulty in pronouncing the sound [t] since there was no wrong pronunciation of that sound.

4.1.2.2 Students' Incorrect Pronunciation in Producing English sounds [θ], [ð], and [t]

After analyzed the data, the researcher found that in dealing with the difficulties while pronouncing the sounds, the students did a substitution with the sound that they could easily pronounce. In the pronunciation test of sound [θ], the students tended to replace the sound [θ] with the sound [t], [ð], [s], [f], [d], [tʃ], and some students did not pronounce or skipped the sound [θ] in the final position of the words. The percentage of replacement of sound [θ] can be seen in the table below.

Table 4.10 Students' Incorrect Pronunciation in Sound [θ]

Total sound [θ]	Total Σ WP	Students' Pronunciation													
		[t]		[ð]		[s]		[f]		[tʃ]		[d]		Skip	
		Σ WP	%	Σ WP	%	Σ WP	%	Σ WP	%	Σ WP	%	Σ WP	%	Σ WP	%
400	279	245	87.8%	2	0.7%	3	1.1%	1	0.4%	7	2.5%	7	2.5%	14	5%

Note :

Σ WP = Sum of wrong pronunciation

From the table above the most incorrect pronunciation made by the students was the replacement of sound [t] instead of pronouncing sound [θ] which showed that there were 245 incorrect pronunciation of this sound. It occurred in the words *thank*, *three*, *theory*, *anything*, *thursday*, *wealthy*, and *sympathy*. They pronounced the word *thank* as [tɛŋk] or [tæŋk] instead of [θæŋk]. In the word *three*, they pronounced it as [tri:] instead of [θri:]. In the word *theory*, they pronounced it as [teəri] instead of [θiəri]. In the word *anything*, they pronounced it as ['eniŋ] instead of ['eniθŋ]. Most of them also pronounced the word *thursday* as ['tru:zdeɪ] or ['trɜ:sdeɪ] instead of ['θɜ:zdeɪ]. In the word *wealthy*, they pronounced it as ['welɪ] or ['wi:lɪ] instead of ['welθi]. While in the word *sympathy*, most students tended to pronounce it as ['sɪmpɪ] or ['sɪmpeti] instead of ['sɪmpəθi]. Some students also tended to pronounce sound [t] instead of sound [θ] in the final position of words *both* and *path*. They pronounced *both* as [boʊt], [bɑ:t] or [bu:t] instead of [bəʊθ]. While in the word *path*, they pronounced it as [pɑ:t] or [pæt] instead of [pɑ:θ]. The second highest wrong pronunciation made by the students was skipping the sound [θ] in the final position of the word *month*. They pronounced it as [mɒn], [mʌn] or [mu:n] instead of [mʌnθ]. Then, it was followed by some replacement of sounds [ð], [s], [f], [d] and [tʃ] instead of pronouncing sound [θ]. For example in the word *both*, some students pronounced it as [boʊs], [boʊf] or [bɒd] instead of [bəʊθ]. Then, in the word *path*, some students also pronounced it as [pæs] or [pætʃ]. There were also three students who mispronounced the word *three* as [ðer]. While in the final position of the word *month*, some students pronounced it as [mu:nd] or [mɒnd] instead of [mʌnθ].

Next, in the pronunciation test of sound [ð], the students tended to pronounced sound [t], [d], [h], and [θ] instead of sound [ð] in some words. The replacement of those sounds can be seen in the table below.

Table 4.11 Students' Incorrect Pronunciation in Sound [ð]

Total sound [ð]	Total Σ WP	Students' Pronunciation							
		[t]		[d]		[h]		[θ]	
		Σ WP	%	Σ WP	%	Σ WP	%	Σ WP	%
400	132	69	52.3%	61	46.2%	1	0.75%	1	0.75%

Note :

Σ WP = sum of wrong pronunciations

According to the table above, most of the students tended to pronounce the sound [t] instead of the sound [ð]. It occurred in the words *without*, *gather*, and *although*. The students tended to pronounce the word *without* as [wɪ'taʊt] or [wɪ'toʊt] instead of [wɪ'ðəʊt]. They pronounced the word *gather* as ['gætər] instead of ['gæðər]. They also tended to pronounce the word *although* as [ɑ:l'toug] or [ɔ:l'tou] instead of [ɔ:l'ðəʊ]. There were also two students who pronounced the word *these* as [teɪz] and [ti:z] instead of [ði:z] and there were three students who misspronounced the word *there* as [tri:]. Next, the second-highest wrong pronunciation was the replacement of the sound [ð] with the sound [d]. It occurred in the words *the*, *these*, *there*, *they*, *father*, *gather*, *mother*, and *other*. For example, they tended to pronounce the word *the* as [də] or [di:] instead of [ðə]. Then, they also pronounced the word *these* as [di:z] or [də:z] instead of [ði:z]. They also pronounced the word *there* as [der] or [deɪr] instead of [ðer]. In the word *they*, the students tended to pronounce it as [deɪ] instead of [ðeɪ]. In the word *father*, they pronounced it as ['fɑ:dər] instead of ['fɑ:ðər]. In the word *gather*, they pronounced

it as [ˈgɛ:dər] instead of [ˈgæðər]. There was also one student who pronounced the word *mother* as [ˈmʌdər]. Then, in the word *other*, they pronounced it as [ˈʌdər] instead of [ˈɔdər]. Then the difficulties that the students faced were followed by the replacement of the sound [ð] with the sound [h] and [θ] which showed the percentage of 0.75% on each of the sounds. It occurred in the word *without* which was pronounced as [wɪˈhaʊt] instead of [wɪˈðəʊt] and in the word *although* which was pronounced as [ɑ:lˈθəʊ] instead of [ɔ:lˈðəʊ].

While in the pronunciation of the sound [t], it found that there was no wrong pronunciation made by the students. The students could pronounce all words which contained sound [t] correctly. The findings showed that the replacement or substitution phenomenon was the most common way that students did in dealing with the difficulties in pronouncing certain sounds. For the sound [θ], students mostly substituted it with the sound [t]. This phenomenon also occurred in the sound [ð] where the students mostly substituted it with the sound [t].

4.2 Discussions

In this part, the researcher divides the discussion of the data analysis into two sections in which are based on the objective of this research. There are the students' mastery in identifying English sounds [θ], [ð], and [t] and the students' mastery in pronouncing English sounds [θ], [ð], and [t]. There are several things that the researcher finds from the results of both tests which have been explained above.

4.2.1 Students' Mastery in Identifying English Sound [θ], [ð], and [t]

From the listening test results, it showed that the most problematic sound to be perceived by the students was the sound [ð], the second problematic sound to be perceived by the students was the sound [t], and students did better in perceiving sound [θ]. It happened because the sound [ð] and [θ] were absent in Bahasa Indonesia and they were represented in the letter "t" which made students confuse while facing the words. They tended to replace the sound [θ], [ð] and [t] with other sounds which had similar characteristic that they often produce in their mother tongue. There were several previous studies whose findings support the finding of this present study. From the results of the listening tests, it showed that the students' mastery level in identifying sound [θ] was categorized as very good (Gronlund, 1981). The students faced more difficulties in perceiving sound [θ] in the initial position of words. It mostly happened in the word *three* [θri:] which students perceived it as *tree* [tri:]. Then, the second-highest wrong perception happened in the middle position of the word *healthy* [helθi] which students perceived it as *helply* [helpli:]. The students tended to hear or had difficulties in differentiating between the sound [θ] and the sounds [t], [d], [s] and [li:]

Most students tended to hear the sound [t] instead of the sound [θ] in words *three*, *thumb*, *through*, and *something*. They perceived that the word *three* [θri:] had same sound with the word *tree* [tri:], the word *thumb* [θʌm] had same sound with the word *time* [taɪm], the word *through* [θru:] had same sound with the word *true* [tru:], and the word *something* ['sʌmθɪŋ] had same sound with the words *some-team* ['sʌmti:m]. Most of the students also tended to hear the sound [d] instead of sound

[θ] in the words *throw*, *math*, and *breath*. They perceived that the word *throw* [θrəʊ] had the same sound with the word *draw* [drɔː], the word *math* [mæθ] had the same sound with the word *mad* [mæd], and the word *breath* [breθ] had the same sound with the word *bread* [bred]. Some students also tended to hear the sound [li:] instead of sound [θ] in the word *healthy*. They perceived that the words *healthy* [helθi] and *helply* [helpli:] had same sound. Then, the students also faced difficulties in differentiating between sound [θ] and sound [s] in the words *nothing* and *thousand*. They perceived that the word *nothing* ['nʌθɪŋ] had same sound with the word *no-sing* [nɔːsɪŋ] and the word *thousand* ['θaʊznd] had same sound with the word *simpson* [sɪmpsn].

The most common replacement of sound [θ] was the replacement with the sound [t]. It meant that the students faced difficulties in differentiating between sound [t] and [θ]. Then, it followed by the replacement of sound [d] instead of hearing sound [θ]. These findings were related to a study conducted by Fauziah (2017) who did a research about pronunciation problems among Javanese students. She found that the students made errors by replacing sound [θ] with sound [t]. It happened in all positions that the researcher provided. According to her research, it happened because the sound [θ] and the sound [t] were voiceless. In addition, this current research was also supported by Zhang (2014) who did research about Chinese university students' perception and production of English fricatives. The findings indicated that the participants had difficulties in distinguishing between sound [θ] with sound [s].

Next, in the listening tests of sound [ð], the students' mastery level in identifying sound [ð] was categorized as very weak (Gronlund, 1981). The results showed that the students faced more difficulties in perceiving sound [ð] in the initial position of words. The errors mostly happened in perceiving the word *they* [ðəɪ] which were perceived as [deɪ]. Then, the second-highest errors happened in the middle position of the word. It happened in the words *breathe* [bri:ð] and *other* ['ʌðər] which were perceived as [bri:d] and ['ʌdər]. The students tended to hear or had difficulties in differentiating between the sound [ð] and the sounds [d], [s], and [t].

Most students faced difficulties in differentiating between sound [ð] and sound [d]. It happened in the words *they*, *thus*, *there*, *breathe*, *southern* and *other*. Most of the students perceived that the word *they* [ðəɪ] had same sound with the word *day* [deɪ], the word *thus* [ðʌs] had same sound with the word *dash* [dæʃ], the word *there* [ðər] had same sound with the word *dear* [dɪər], the word *breathe* [bri:ð] had the same sound with the word *breed* ['bri:d], the word *southern* ['sʌðən] had the same sound with the word *sudden* ['sʌdn] and the word *other* ['ʌðər] had the same sound with the word *udder* ['ʌdər]. Then, some of the students faced difficulties in differentiating between sound [ð] and sounds [t]. It occurred in the words *brother* and *whether*. The students perceived that the word *brother* ['brʌðər] had same sound with the word *batter* ['bætər] and the word *whether* ['weðər] had same sound with the word *water* [wɔ:tər]. While some other students had difficulties in differentiating between sound [ð] and sounds [s]. It happened in the word *them* and *this*. The students perceived that the word *them* [ðəm] had the same sound with the

word *some* [səm] and the word *this* [ðɪ:z] had the same sound with the word *sis* [sɪs].

These findings were supported by a study conducted by Poetry (2019) which found that Indonesian students tended to hear the sounds [t], [d], and [z] instead of the sound [ð] in the listening test which was conducted. According to her study, the problems happened because the students were still influenced by their local language sounds. Fauziah (2017) also found that the changing of the sound [ð] with the sounds [t] or [d] also happened in her research about Javanese students pronunciation.

While in the listening test of the sound [t], the students' mastery level in identifying sound [t] was categorized as satisfactory (Gronlund, 1981). The results showed that the students faced more difficulties in perceiving sound [t] in the initial position of words. The students tended to hear or had difficulties in differentiating between the sound [t] and the sound [d], [s], [f], [ʃ], and [z]. The sound [d] was the most common sound that students perceived or heard instead of sound [t]. It happened in the words *try*, *town*, *sent*, and *slight*. Most of the students perceived that the word *try* [traɪ] and *dry* [draɪ] had the same sound, the word *town* [taʊn] and *down* [daʊn] had the same sound, the word *sent* [sent] and *send* [send] had the same sound and the word *slight* [slaɪt] and *slide* [slaɪd] has also the same sound. Then, some students also faced difficulties in differentiating between sound [t] and [s]. It happened in the words *tea*, *ten*, and *master*. The students perceived that the word *tea* [ti:] had same sound with the word *sea* [si:], the word *ten* [ten] had same sound with the word *send* [send] and the word *master* [mɑ:stər] had same sound with the

word *muscle* [mʌsl]. Next, some students also faced difficulties in differentiating between sound [t] and [f]. It happened in the word *tall*. Some students perceived that the words *tall* [tɔ:l] and *fall* [fɔ:l] had the same sound. Then, some students also faced difficulties in differentiating between sound [t] and [ʃ]. It occurred in the word *tame*. Some students perceived that the word *tame* [teɪm] had the same sound with the word *shame* [ʃeɪm]. The last wrong identification was the replacement of sound [t] with sound [z] in the word *letter*. The students perceived that the word *letter* [letər] had same sound with the words *laser* [leɪzər].

Although this finding was in contrary with other studies which found that students often face pronunciation problems with the sounds do not exist in their mother tongue, the results were in line with the statement that most Indonesian students faced difficulties in the pronunciation of English sound [d] with sound [t]. It happened since in their language, the corresponding voiced stop does not occur in their utterance final position and the English voiced alveolar stop [d] is partly unvoiced in utterance initial and final positions. The students would find difficulties in differentiating between words *send* [send] and *sent* [sent], *bid* [bɪd] and *bit* [bɪt], *cad* [kæd] and *cat* [kæd], and *try* [traɪ] and *dry* [draɪ] (Ramelan, 2003, p.123).

The students' mastery in identifying English sound [θ], [ð], and [t] showed that the most problematic sound to be perceived was the sound [ð] which there was only 73% correct answers from the total number of questions. The second problematic sound to be perceived by the students was the sound [t] which showed that there were 77% correct answers from the total questions. Then, students did better in perceiving sound [θ] which showed that there were 86% correct answers from the

total questions. In identifying the sounds, the students mostly tended to hear the sound [t] instead of sound [θ], the students mostly tended to hear the sound [d] instead of the sound [ð], and the students mostly tended to hear the sound [d] instead of the sound [t].

4.2.2 Students' Mastery in Pronouncing English Sound [θ], [ð], and [t]

From the result of the pronunciation test, it showed that the sound [θ] was the most difficult sound to be pronounced well by the students, then it followed by the sound [ð], while students did not face any difficulty in pronouncing the sound [t] since there was no wrong pronunciation of that sound. Those incorrect pronunciations might happen because the sound [θ] and [ð] were absent in Bahasa Indonesia and the students rarely produce those sounds in their daily conversation. Some previous studies also found that the absence of certain sounds in the students' mother tongue might cause a problem for them. For the pronunciation of the sound [θ], the students' mastery level in pronouncing sound [θ] was categorized as unsatisfactory (Gronlund, 1981). The findings showed that the students faced more difficulties in pronouncing sound [θ] in the initial position of words, for example in the words *thank* [θæŋks], *three* [θri:] and *theory* [θiəri]. The students tended to replace the sound [θ] with the sound [t], [ð], [s], [f], [tʃ], [d] and some students did not pronounce or skipped the sound [θ] in the final position of the words. Most of the students tended to pronounce sound [t] instead of sound [θ]. It occurred in the words *thank*, *three*, *theory*, *anything*, *thursday*, *wealthy*, and *sympathy*. They pronounced the word *thank* as [teŋk] or [tæŋk] instead of [θæŋk]. In the word *three*,

they pronounced it as [tri:] instead of [θri:]. In the word *theory*, they pronounced it as [teəri] instead of [θɪəri]. In the word *anything*, they pronounced it as ['eniŋ] instead of ['eniθɪŋ]. Most of them also pronounced the word *thursday* as ['tru:zdeɪ] or ['trɜ:zdeɪ] instead of ['θɜ:zdeɪ]. In the word *wealthy*, they pronounced it as ['welti] or ['wi:lti] instead of ['welθi]. While in the word *sympathy*, most students tended to pronounce it as ['sɪmpɒti] or ['sɪmpeti] instead of ['sɪmpəθi]. Some students also tended to pronounce sound [t] instead of sound [θ] in the final position of words *both* and *path*. They pronounced *both* as [boʊt], [bɑ:t] or [bu:t] instead of [bəʊθ]. While in the word *path*, they pronounced it as [pɑ:t] or [pæt] instead of [pɑ:θ]. In another finding, most of students did not pronounce the sound [θ] or tended to skip the sound [θ] in the final position of the word *month*. They pronounced it as [mɒn], [mʌn] or [mu:n] instead of [mʌnθ]. In some other words, there were some students who replaced the sound [θ] with the sounds [ð], [s], [f], [d] and [tʃ]. For example in the word *both*, some students pronounced it as [boʊs], [boʊf] or [bɒd] instead of [bəʊθ]. Then, in the word *path*, some students also pronounced it as [pæs] or [pætʃ]. There were also three students who mispronounced the word *three* as [ðer]. While in the final position of the word *month*, some students pronounced it as [mu:nd] or [mɒnd] instead of [mʌnθ].

Based on the data analysis, students mostly tended to pronounce [t] instead of sound [θ]. It can be proven based on the percentage of the replacement with sound [t] showed 87.8% which was the highest. The findings of this study were related to a study conducted by Rahimpour (2001) who found that phoneme [θ] was absent in Kurdish and being substituted by other sounds. The sound [θ] was often replaced

by the sound [t] or [s]. Next, this study also related to research done by Syaputri (2014) who found that students got difficulties in pronouncing sound [θ]. Most of the students could not pronounce sound [θ] in the words anything and although. They pronounced them as [enitɪŋ] and [ɔ:l'tog]. The replacement of sound [θ] with [t] was also found by a research conducted by Isnarani (2017). She conducted a study that focused on the description of fricatives consonants. The findings showed that the respondents replaced sound [θ] with [t]. One of the factors was the unfamiliarity of respondents to pronounce it in daily conversation. The findings in this present study were also supported by a study conducted by Fauziah (2017) who found that Javanese students pronounced the [θ] sound by replacing it with [t] in all positions. For example, in the word thinking which should be pronounced as [θɪŋkɪŋ], they pronounced it as [tɪŋkɪŋ]. In addition, a study conducted by Xuan (2019) which found that Chinese Learners had difficulty in pronouncing the correct sound of [θ], usually they substituted that sound with a near sound [s] in Mandarin Chinese. It was supported by Zhang (2014) who did research about Chinese university students' perception and production of English fricatives. The finding showed that the respondent substituted the sound [θ] with the sound [s]. Chang (2001) confirmed that it was a problem among Mandarin Chinese speakers as the sound [θ] does not occur in Chinese. The findings of this present study also showed that students had difficulties in pronouncing sound [θ] because it does not occur in Bahasa Indonesia as their mother tongue.

Next, in the pronunciation of the sound [ð], the students' score was better than what they did in the pronunciation of the sound [θ]. The students' mastery level in

pronouncing sound [ð] was categorized as very weak (Gronlund, 1981). The findings showed that the students faced more difficulties in pronouncing sound [ð] in the middle position of words. It mostly happened in the words *although* [ɔ:l'ðəʊ] and *without* [wi'ðaʊt]. The students tended to replace the sound [ð] with the sounds [t], [d], [h], and [θ]. Most students pronounced the sound [t] instead of sound [ð]. It happened in the words *without*, *gather*, and *although*. The students tended to pronounce the word *without* as [wit'aʊt] or [wit'out] instead of [wi'ðaʊt]. The students pronounced the word *gather* as ['gætər] instead of ['gæðər]. They also tended to pronounce the word *although* as [ɑ:l'toug] or [ɔ:l'tou] instead of [ɔ:l'ðəʊ]. There were also two students who pronounced the word *this* as [teɪz] and [ti:z] instead of [ði:z] and there were three students who mispronounced the word *there* as [tri:]. Next, some students also tended to pronounce sound [d] instead of sound [ð] in some words. It happened in the words *the*, *these*, *there*, *they*, *father*, *gather*, *mother*, and *other*. For example, they tended to pronounce the word *the* as [də] or [di:] instead of [ðə]. Then, they also pronounced the word *these* as [di:z] or [də:z] instead of [ði:z]. Some of them also pronounced the word *there* as [der] or [deɪr] instead of [ðer]. In the word *they*, the students tended to pronounce it as [deɪ] instead of [ðeɪ]. In the middle position of the word *father*, some students pronounced it as ['fɑ:dər] instead of ['fɑ:ðər]. In the word *gather*, some of them pronounced it as ['gɛ:dər] instead of ['gæðər]. There was also one student who pronounced the word *mother* as ['mʌdər]. Then, in the word *other*, some of them pronounced it as ['ʌdər] instead of ['ɔdər].

Based on the data above, students mostly tended to pronounce [t] instead of sound [ð]. Then it followed by the replacement of sound [d] instead of sound [ð]. The findings of this research were supported by a study conducted by Syaputri (2014) who found that Indonesian high school students got difficulties in pronouncing sound [ð]. Most of the students could not pronounce sound [ð] and replaced it by sound [d] *the, they, other, and that*. Next, this study also related to research done by Xuan (2019) who found that Chinese learners tended to pronounce sound [d] instead of the English sound [ð]. This view was also supported by another research conducted by Enxhi et al (2012), the research found that the sound [ð] was nonexistent in Malay and Mandarin language so it was replaced with another sound [d]. The replacement of sound [ð] with the sound [d] and the sound [t] were also found by a research conducted by Fauziah (2017). The replacement of sound [ð] with the sound [d] and the sound [t] happened in the production of English sound made by Javanese students. In addition, a study done by Isnarani (2017) also found that the replacement of sound [ð] with [d], [t], and [θ] happened in the students' pronunciation. She conducted a study that focused on the description of fricatives consonants. The findings showed that the respondents replaced sound [ð] with [d], [t], and [θ]. One of the factors was the unfamiliarity of respondents to pronounce it in daily conversation. The findings of this present study also showed that students had difficulties in pronouncing sound [ð] because it does not occur in Bahasa Indonesia as their mother tongue.

Moreover, in the pronunciation test of sound [t], the students did not make any error pronunciation like what they did in the pronunciation of the sound [θ] and [ð].

The researcher found different findings. It showed that the student did not find any difficulty in pronouncing sound [t] although they faced difficulties in identifying the sound [t]. It happened because the sound [t] also exist in Bahasa Indonesia as their mother tongue and the students were familiar with the sound [t] and use it in their mother tongue. Since there was no wrong pronunciation of sound [t], the students' mastery level in pronouncing sound [t] was categorized as outstanding (Gronlund, 1981). These findings were in line with research done by Widyaningtyas (2014). The results of the research showed that in the pronunciation of consonant made by students, the students did not make error in pronouncing consonants [b], [d], [f], [l], [m], [n], [p], [r], [s], [t], and [w]. Mulya (2018) also found similar findings in his research. The results of the research found that in pronouncing consonants, the students could pronounce English sound [t] properly because that consonant sound also existed in the Serawi Melayunese dialect. The existence of sound in their mother tongue made the students feel so easy to pronounce that sound. The findings of this current study were also supported by Fauziah (2017) who conducted a study about pronunciation problems faced by Javanese students in pronouncing English sounds. In English consonant sounds, the students did not face any difficulties in pronouncing the sound [t]. They only faced difficulties in pronouncing nine problematic consonant sounds, [v], [θ], [ð], [ʃ], [ʒ], [tʃ], [dʒ], [d], [z]. It explained that the students do not face any difficulty in producing sound [t]. This might happen because the sound [t] also exists in Bahasa Indonesia as their mother tongue and the students were familiar with the sound [t] and use it in their mother tongue.

The students' mastery in pronouncing English sounds [θ], [ð], and [t] showed that the most difficult sound to be pronounced by the students was the sound [θ] where there were only 30% correct pronunciation made by the students. Then it followed by the sound [ð] which showed that the proportion of correct answer of this sound was 67%. While students did not face any difficulty in pronouncing the sound [t] since there was no wrong pronunciation of that sound. In dealing with the difficulties in pronouncing English sound [θ] and [ð], most of the students tended to pronounce the sound [t] instead of the sound [θ] and [ð].

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher provides conclusions and suggestions based on the research findings. It is expected that the conclusions and suggestions can be useful for students and teachers in SMP SEMESTA Semarang in improving their pronunciation skills. The researcher also hopes that the conclusions and suggestions can also be useful for the readers and other researchers to do further research.

5.1 Conclusion

Based on the research findings in the previous chapter, from the data analysis of both listening and speaking tests, the researcher found different findings on each sound. In the listening test of the sound [θ], the students' score was 86 and the students' mastery in identifying sound [θ] was categorized as very good (Gronlund, 1981). In identifying sound [ð], the students' score was 73 and the students' mastery level in identifying sound [ð] was categorized as very weak (Gronlund, 1981). In identifying sound [t], the students' score was 77 the students' mastery in identifying sound [t] was categorized as satisfactory (Gronlund, 1981). From the results above, it can be concluded that the most problematic sound to be identified by the students was the sound [ð] which shows the lowest score. Then it followed by the sound [t] as the second-highest problematic sound to be perceived by the students. The sound [θ] was considered as the easiest sound to be identified by the students compared to other sounds in the listening test.

While in the pronunciation test, the researcher also found different findings on each sound. In pronouncing sound [θ], the students' score was 30 and the students' mastery in pronouncing sound [θ] was categorized as unsatisfactory (Gronlund,1981). In pronouncing sound [ð], the students' score was 73 and the students' mastery level in pronouncing sound [ð] was categorized as very weak (Gronlund, 1981). While in pronouncing sound [t]. The students' score was 100 and the students' mastery level in pronouncing sound [t] was categorized as outstanding (Gronlund, 1981). It meant that the most problematic sound to be pronounced by the students was the sound [θ] which showed the lowest score.

In addition, the students who perceived incorrectly had difficulties in distinguishing between sound [θ] with sounds [t], [d], [s], [li:], and [tʃ], sound [ð] with sounds [d], [s] and [t], and sound [t] with sound [d], [s] and [f]. While in pronunciation test of sound [θ], the students who pronounced incorrectly tended to pronounce sounds [t], [ð], [s], [f], and [tʃ] instead of sound [θ] and some students did not pronounce or skipped the sound [θ] in the final position of the words. Then, in the pronunciation of the sound [ð], the students who pronounced incorrectly tended to pronounce sounds [t], [d], [h], and [θ] instead of sound [ð]. It happened because the sound does not occur in their mother tongue.

5.2. Suggestions

Based on the research findings and conclusion, the researcher presents some suggestions for students, teachers, and future researchers to develop students'

ability in identifying and pronouncing English sounds for better achievement. The suggestions are as follows:

First, the students can get benefits from the result of this study by knowing their pronunciation's level, so that they will have more motivation to improve their pronunciation. especially in pronouncing English sounds [θ], [ð], and [t]. After knowing their pronunciation level, students have to be more care about their English skills. They can improve their pronunciation skills by listening and practicing English more. Listening to English audio sources like youtube videos, songs, and films is one of the ways that can be applied. Students can also create their own English environment with their friends by discussing and sharing something in English.

Second, for the teachers, the researcher hopes that this study will help the teachers to develop students' ability in pronouncing English sounds [θ], [ð], and [t] in the learning process and to reduce error in their pronunciation. The teachers need to care about the students' problems in the pronunciation of sounds [θ], [ð], and [t]. Therefore, the teachers should give an explanation about the possible mistakes that the students might make in the pronunciation of sounds [θ], [ð], and [t] and tell them to be more careful or more pay attention while facing those sounds. In the learning process, the teachers have to be more serious and careful to teach speaking without ignoring the pronunciation. From this present study, the teachers know their students' mastery level so that they must pay attention much more on students' comprehension of the pronunciation of the sound [θ], [ð], and [t] because it is one of the ways to make students easier to have a good speaking skills. While facing

words with sounds [θ], [ð], and [t], the teachers are suggested to focus and drill the students with the correct pronunciation of those words. The teacher also suggested to ask the students to practice by asking them to read or repeat and give a correction if there are still mispronounced words. Moreover, the result of this study also challenges the teacher to learn pronunciation more fluently. It is needed because the students often learn through the model given by the teachers.

Last, the suggestion is addressed to future researchers. It is expected that this research can be useful as an inspiration or reference for all people who want to do similar research which is about the students' problems in pronunciation of sound [θ], [ð], and [t]. It is suggested for future researchers to conduct research with a bigger sample size. It will help to obtain more data and a more concrete conclusion about the students' problems in the pronunciation of the the sounds [θ], [ð], and [t]. For future study, the future researcher is also suggested to provide more words and more combinations of the obstruction to get a better result in analyzing students' pronunciation. Moreover, the researcher hopes that there will be follow up studies about the pronunciation of sounds [θ], [ð], and [t] which will find different factors and different replacements that the respondents make so that those finding would support this study. It is also expected that this study can be the background study to conduct other research which will analyze more deeper about sounds [θ], [ð], and [t].

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APPENDICES

APPENDIX 1

List of Seventh Grade Students of SMP SEMESTA Semarang

No	Name	Students' Code
1	ABRISAM RAFAY	S-01
2	ACHMAD RAIHAN BRAMA PRADANA	S-02
3	ADAM GUEVARA	S-03
4	ADIYAN ANUNG ANINDHITO	S-04
5	ALIF RIZKI ADI PRATAMA	S-05
6	ALI GIBRAN	S-06
7	DANENDRA GHIFARI	S-07
8	DAFFA HAFRIN AVICENA AL AZIZI	S-08
9	DAUD ABDUL HAKIM NAUFAL	S-09
10	ELANG HAIKAL A	S-10
11	FAISHAL FALIH	S-11
12	FARES HOUZAM	S-12
13	FIRMANSHA RAMA PUTRA	S-13
14	MATAHARI TERBIT	S-14
15	MOCHAMMAD IZZA MAULANA	S-15
16	MUHAMMAD MAISAN MIRFAQO JAUHAR	S-16
17	MUHAMMAD NADHIR ABDILLAH	S-17
18	MUHAMMAD RIGEL RIHHADATUL AISY	S-18
19	MUSA YOGA GAOTAMA	S-19
20	NAUFAL HERDIZZA AKBAR PUTRA SULAIMAN	S-20
21	NURHUDA	S-21
22	DHIMASRIAN YUSUF SETYAWAN	S-22
23	AISHA RAHMA KAYANA	S-23
24	ALIEF NAJWA TSURRAYYA	S-24
25	AQELA SALSABILA PUTRI JANUARIANTO	S-25
26	AQILA TSAABITA NUGROHO	S-26
27	AURORA RAMADHANI WITANTO	S-27
28	CALLISTA ADITIA	S-28
29	CARISSA DHARA DWI FAUSTINA	S-29
30	GHADIZA ARDELIZZATI PRIYONO	S-30
31	ISNA ZAHROTUR RAMADHANI	S-31
32	NABILA FARREL RATNADITA	S-32
33	NAHARIR FASA BILQIS	S-33
34	NAZHIFA AQILA INDAYA	S-34
35	NAZRIN KHAMAMI	S-35
36	PUSPITA WIDIYAWATI	S-36
37	RIZQI HENNA PUTRI SUNANDA	S-37
38	SAFIRA PUTRI ERLANGGA	S-38
39	VALENTINA MARVELLYA	S-39
40	VEGA CHANDRA SALSABILA	S-40

APPENDIX 2**Listening Tests**

(Identify the English sounds [θ], [ð], and [t])

DIRECTION :

In this section of the test, you will hear some words spoken in English. The words will be spoken only one time. They will not be printed in your test book, so you must listen carefully to understand what the speaker says.

After you listen to the words spoken, find out the words that have different sounds by crossing the column A, B, or C in your answer sheet.

Now listen to the sample question

1. You will hear : THEME TEAM THEME

From the words spoken, A and C has the same sound. Therefore, you must cross the column of B in your answer sheet.

Number :

- | | | |
|---------------|-----------|-----------|
| 1. THREE | TREE | THREE |
| 2. TIME | THUMB | THUMB |
| 3. THROUGH | THROUGH | TRUE |
| 4. DRAW | THROW | THROW |
| 5. HEALTHY | HEALTHY | HELPLY |
| 6. NOTHING | NO SING | NOTHING |
| 7. THOUSAND | THOUSAND | SIMPSON |
| 8. MATH | MAD | MATH |
| 9. BREATH | BREATH | BREAD |
| 10. SOMETHING | SOMETHING | SOME TEAM |

11. THEY	DAY	THEY
12. THUS	THUS	DASH
13. THERE	DEAR	THERE
14. THEM	THEM	SOME
15. SIS	THIS	THIS
16. BROTHER	BATTER	BROTHER
17. WHETHER	WATER	WHETHER
18. SOUTHERN	SOUTHERN	SUDDEN
19. OTHER	UDDER	OTHER
20. BREED	BREATHE	BREATHE
21. TEA	SEA	TEA
22. DRY	TRY	TRY
23. TOWN	DOWN	TOWN
24. SENT	SEND	SEND
25. LETTER	LETTER	LASER
26. SEND	TEN	TEN
27. MASTER	MUSCLE	MUSCLE
28. SLIDE	SLIDE	SLIGHT
29. SHAME	TAME	TAME
30. TALL	TALL	FALL

APPENDIX 3

Pronunciation Test (Pronounce the English sounds [θ], [ð], and [t])

INSTRUCTION:

- Mention your name, class and students number
- Read the words below
- Pronounce these words clearly and loudly
- Good luck

- | | |
|-------------|---------------|
| 1. Thank | 16. Other |
| 2. Three | 17. Without |
| 3. Theory | 18. Gather |
| 4. Thursday | 19. Although |
| 5. Anything | 20. Mother |
| 6. Wealthy | 21. Tank |
| 7. Both | 22. Tree |
| 8. Path | 23. Sister |
| 9. Sympathy | 24. Fat |
| 10. Month | 25. Ten |
| 11. The | 26. True |
| 12. These | 27. Suitable |
| 13. There | 28. Afternoon |
| 14. They | 29. Get |
| 15. Fahter | 30. About |

APPENDIX 4

Answer Key of The Listening Test

1	B
2	A
3	C
4	A
5	C
6	B
7	C
8	B
9	C
10	C
11	B
12	C
13	B
14	C
15	A

16	A
17	B
18	C
19	B
20	A
21	B
22	A
23	B
24	A
25	C
26	B
27	A
28	C
29	A
30	C

APPENDIX 5

Answer Key of The Pronunciation Test

- | | |
|------------------------|-----------------------------|
| 1. Thank [θæŋks] | 22. Tree [tri:] |
| 2. Three [θri:] | 23. Sister ['sɪstə] |
| 3. Theory [θiəri] | 24. Fat [fæt] |
| 4. Thursday ['θɜ:zdeɪ] | 25. Ten [tɛn] |
| 5. Anything ['eniθɪŋ] | 26. True [tru:] |
| 6. Wealthy ['welθi] | 27. Suitable ['sju:təbl] |
| 7. Both [bəʊθ] | 28. Afternoon ['ɑ:ftə'nu:n] |
| 8. Path [pɑ:θ] | 29. Get [get] |
| 9. Sympathy ['sɪmpəθi] | 30. About [ə'baʊt] |
| 10. Month [mʌnθ] | |
| 11. The [ði:] | |
| 12. These [ði:z] | |
| 13. There [ðer] | |
| 14. They [ðei] | |
| 15. Fahter ['fɑ:ðər] | |
| 16. Other ['ʌðər] | |
| 17. Without [wi'ðaʊt] | |
| 18. Gather ['gæðər] | |
| 19. Although [ɔ:l'dəʊ] | |
| 20. Mother ['mʌðə] | |
| 21. Tank [tæŋk] | |

APPENDIX 6

Level of Each Student in Identifying Sound [0]

No	Students' Code	Students' Correct Answer	Total Sound	Score Percentage	Level	Grade
1	S-01	7	10	70%	Very Weak	D
2	S-02	1	10	10%	Unsatisfactory	E
3	S-03	10	10	100%	Outstanding	A
4	S-04	9	10	90%	Very good	B
5	S-05	10	10	100%	Outstanding	A
6	S-06	10	10	100%	Outstanding	A
7	S-07	7	10	70%	Very weak	D
8	S-08	10	10	100%	Outstanding	A
9	S-09	10	10	100%	Outstanding	A
10	S-10	7	10	70%	Very weak	D
11	S-11	9	10	90%	Very good	B
12	S-12	8	10	80%	Satisfactory	C
13	S-13	10	10	100%	Outstanding	A
14	S-14	9	10	90%	Very good	B
15	S-15	7	10	70%	Very weak	D
16	S-16	10	10	100%	Outstanding	A
17	S-17	6	10	60%	Unsatisfactory	E
18	S-18	10	10	100%	Outstanding	A
19	S-19	10	10	100%	Outstanding	A
20	S-20	10	10	100%	Outstanding	A
21	S-21	10	10	100%	Outstanding	A
22	S-22	3	10	30%	Unsatisfactory	E
23	S-23	10	10	100%	Outstanding	A
24	S-24	10	10	100%	Outstanding	A
25	S-25	10	10	100%	Outstanding	A
26	S-26	10	10	100%	Outstanding	A
27	S-27	9	10	90%	Very good	B
28	S-28	10	10	100%	Outstanding	A
29	S-29	8	10	80%	Satisfactory	C
30	S-30	9	10	90%	Very good	B
31	S-31	9	10	90%	Very good	B
32	S-32	4	10	40%	Unsatisfactory	E
33	S-33	10	10	100%	Outstanding	A
34	S-34	9	10	90%	Very good	B
35	S-35	8	10	80%	Satisfactory	C
36	S-36	8	10	80%	Satisfactory	C
37	S-37	10	10	100%	Outstanding	A
38	S-38	10	10	100%	Outstanding	A
39	S-39	9	10	90%	Very good	B
40	S-40	9	10	90%	Very good	B
TOTAL		345	400			
AVERAGE				86%	Very good	B

APPENDIX 7

Level of Each Student in Identifying Sound [ð]

No	Students' Code	Students' Correct Answer	Total Sound	Score Percentage	Level	Grade
1	S-01	6	10	60%	Unsatisfactory	E
2	S-02	7	10	70%	Very weak	D
3	S-03	8	10	80%	Satisfactory	C
4	S-04	8	10	80%	Satisfactory	C
5	S-05	8	10	80%	Satisfactory	C
6	S-06	9	10	90%	Very good	B
7	S-07	3	10	30%	Unsatisfactory	E
8	S-08	7	10	70%	Very weak	D
9	S-09	9	10	90%	Very good	B
10	S-10	6	10	60%	Unsatisfactory	E
11	S-11	7	10	70%	Very weak	D
12	S-12	8	10	80%	Satisfactory	C
13	S-13	9	10	90%	Very good	B
14	S-14	7	10	70%	Very weak	D
15	S-15	7	10	70%	Very weak	D
16	S-16	9	10	90%	Very good	B
17	S-17	5	10	50%	Unsatisfactory	E
18	S-18	8	10	80%	Satisfactory	C
19	S-19	9	10	90%	Very good	B
20	S-20	9	10	90%	Very good	B
21	S-21	7	10	70%	Very weak	D
22	S-22	6	10	60%	Unsatisfactory	E
23	S-23	6	10	60%	Unsatisfactory	E
24	S-24	6	10	60%	Unsatisfactory	E
25	S-25	7	10	70%	Very weak	D
26	S-26	9	10	90%	Very good	B
27	S-27	9	10	90%	Very good	B
28	S-28	9	10	90%	Very good	B
29	S-29	7	10	70%	Very weak	D
30	S-30	7	10	70%	Very weak	D
31	S-31	7	10	70%	Very weak	D
32	S-32	4	10	40%	Unsatisfactory	E
33	S-33	8	10	80%	Satisfactory	C
34	S-34	6	10	60%	Unsatisfactory	E
35	S-35	7	10	70%	Very weak	D
36	S-36	8	10	80%	Satisfactory	C
37	S-37	8	10	80%	Satisfactory	C
38	S-38	8	10	80%	Satisfactory	C
39	S-39	9	10	90%	Very good	B
40	S-40	6	10	60%	Unsatisfactory	E
TOTAL		293	400			
AVERAGE				73%	Very weak	D

APPENDIX 8

Level of Each Student in Identifying Sound [t]

No	Students' Code	Students' Correct Answer	Total Sound	Score Percentage	Level	Grade
1	S-01	7	10	70%	Very weak	D
2	S-02	5	10	50%	Unsatisfactory	E
3	S-03	9	10	90%	Very good	B
4	S-04	8	10	80%	Satisfactory	C
5	S-05	8	10	80%	Satisfactory	C
6	S-06	8	10	80%	Satisfactory	C
7	S-07	3	10	30%	Unsatisfactory	E
8	S-08	9	10	90%	Very good	B
9	S-09	9	10	90%	Very good	B
10	S-10	8	10	80%	Satisfactory	C
11	S-11	6	10	60%	Unsatisfactory	E
12	S-12	9	10	90%	Very good	B
13	S-13	9	10	90%	Very good	B
14	S-14	9	10	90%	Very good	B
15	S-15	9	10	90%	Very good	B
16	S-16	10	10	100%	Outstanding	A
17	S-17	5	10	50%	Unsatisfactory	E
18	S-18	10	10	100%	Outstanding	A
19	S-19	9	10	90%	Very good	B
20	S-20	9	10	90%	Very good	B
21	S-21	8	10	80%	Satisfactory	C
22	S-22	2	10	20%	Unsatisfactory	E
23	S-23	7	10	70%	Very weak	D
24	S-24	9	10	90%	Very good	B
25	S-25	7	10	70%	Very weak	D
26	S-26	8	10	80%	Satisfactory	C
27	S-27	6	10	60%	Unsatisfactory	E
28	S-28	8	10	80%	Satisfactory	C
29	S-29	7	10	70%	Very weak	D
30	S-30	8	10	80%	Satisfactory	C
31	S-31	7	10	70%	Very weak	D
32	S-32	4	10	40%	Unsatisfactory	E
33	S-33	9	10	90%	Very good	B
34	S-34	9	10	90%	Very good	B
35	S-35	6	10	60%	Unsatisfactory	E
36	S-36	7	10	70%	Very weak	D
37	S-37	9	10	90%	Very good	B
38	S-38	9	10	90%	Very good	B
39	S-39	8	10	80%	Satisfactory	C
40	S-40	9	10	90%	Very good	B
TOTAL		306	400			
AVERAGE				77%	Satisfactory	C

APPENDIX 9

The Students' Mastery in Identifying Test (Sounds [θ], [ð], and [t])

No	Students' Code	Listening Test					Total Listening Test	Level	Grade
		Correct Answer	Score Percentage	Wrong Answer	Score Percentage				
1	S-01	20	67%	10	33%	30	Very weak	D	
2	S-02	13	43%	17	57%	30	Unsatisfactory	E	
3	S-03	27	90%	3	10%	30	Very good	B	
4	S-04	25	83%	5	17%	30	Satisfactory	C	
5	S-05	26	87%	4	13%	30	Very good	B	
6	S-06	27	90%	3	10%	30	Very good	B	
7	S-07	13	43%	17	57%	30	Unsatisfactory	E	
8	S-08	26	87%	4	13%	30	Very good	B	
9	S-09	28	93%	2	7%	30	Very good	B	
10	S-10	21	70%	9	30%	30	Very weak	D	
11	S-11	22	73%	8	27%	30	Very weak	D	
12	S-12	25	83%	5	17%	30	Satisfactory	C	
13	S-13	28	93%	2	7%	30	Very good	B	
14	S-14	25	83%	5	17%	30	Satisfactory	C	
15	S-15	23	77%	7	23%	30	Satisfactory	C	
16	S-16	29	97%	1	3%	30	Outstanding	A	
17	S-17	16	53%	14	47%	30	Unsatisfactory	E	
18	S-18	28	93%	2	7%	30	Very good	B	
19	S-19	28	93%	2	7%	30	Very good	B	
20	S-20	28	93%	2	7%	30	Very good	B	
21	S-21	25	83%	5	17%	30	Satisfactory	C	
22	S-22	11	37%	19	63%	30	Unsatisfactory	E	
23	S-23	23	77%	7	23%	30	Satisfactory	C	
24	S-24	25	83%	5	17%	30	Satisfactory	C	
25	S-25	24	80%	6	20%	30	Satisfactory	C	
26	S-26	27	90%	3	10%	30	Very good	B	
27	S-27	24	80%	6	20%	30	Satisfactory	C	
28	S-28	27	90%	3	10%	30	Very good	B	
29	S-29	22	73%	8	27%	30	Very weak	D	
30	S-30	24	80%	6	20%	30	Satisfactory	C	
31	S-31	23	77%	7	23%	30	Satisfactory	C	
32	S-32	12	40%	18	60%	30	Unsatisfactory	E	
33	S-33	27	90%	3	10%	30	Very good	B	
34	S-34	24	80%	6	20%	30	Satisfactory	C	
35	S-35	21	70%	9	30%	30	Very weak	D	
36	S-36	23	77%	7	23%	30	Satisfactory	C	
37	S-37	27	90%	3	10%	30	Very good	B	
38	S-38	27	90%	3	10%	30	Very good	B	
39	S-39	26	87%	4	13%	30	Very good	B	
40	S-40	24	80%	6	20%	30	Satisfactory	C	
TOTAL		944	3147%	256	853%	1200			
AVERAGE			79%		21%		Satisfactory	C	

APPENDIX 10

Students' Answer in Identifying sound [θ]

1 = Correct Answer

0 = Wrong Answer

No	Students' Code	Three	Thumb	Through	Throw	Healthy	Nothing	Thousand	Math	Breath	Something
		1	2	3	10	11	17	18	19	23	24
1	S-01	0	0	1	1	0	1	1	1	1	1
2	S-02	1	0	0	0	0	0	0	0	0	0
3	S-03	1	1	1	1	1	1	1	1	1	1
4	S-04	1	1	1	1	0	1	1	1	1	1
5	S-05	1	1	1	1	1	1	1	1	1	1
6	S-06	1	1	1	1	1	1	1	1	1	1
7	S-07	1	1	1	0	1	1	1	0	1	0
8	S-08	1	1	1	1	1	1	1	1	1	1
9	S-09	1	1	1	1	1	1	1	1	1	1
10	S-10	0	1	0	1	0	1	1	1	1	1
11	S-11	1	0	1	1	1	1	1	1	1	1
12	S-12	0	1	1	1	0	1	1	1	1	1
13	S-13	1	1	1	1	1	1	1	1	1	1
14	S-14	1	1	1	1	0	1	1	1	1	1
15	S-15	0	1	1	1	0	1	1	0	1	1
16	S-16	1	1	1	1	1	1	1	1	1	1
17	S-17	1	1	1	1	0	0	0	1	0	1
18	S-18	1	1	1	1	1	1	1	1	1	1
19	S-19	1	1	1	1	1	1	1	1	1	1
20	S-20	1	1	1	1	1	1	1	1	1	1
21	S-21	1	1	1	1	1	1	1	1	1	1
22	S-22	0	0	1	1	0	1	0	0	0	0
23	S-23	1	1	1	1	1	1	1	1	1	1
24	S-24	1	1	1	1	1	1	1	1	1	1
25	S-25	1	1	1	1	1	1	1	1	1	1
26	S-26	1	1	1	1	1	1	1	1	1	1
27	S-27	1	1	1	0	1	1	1	1	1	1
28	S-28	1	1	1	1	1	1	1	1	1	1
29	S-29	0	1	1	1	1	1	1	0	1	1
30	S-30	0	1	1	1	1	1	1	1	1	1
31	S-31	0	1	1	1	1	1	1	1	1	1
32	S-32	0	0	0	1	1	0	1	1	0	0
33	S-33	1	1	1	1	1	1	1	1	1	1
34	S-34	1	1	1	1	1	1	1	1	1	0
35	S-35	0	1	1	1	0	1	1	1	1	1
36	S-36	1	1	1	0	0	1	1	1	1	1
37	S-37	1	1	1	1	1	1	1	1	1	1
38	S-38	1	1	1	1	1	1	1	1	1	1
39	S-39	0	1	1	1	1	1	1	1	1	1
40	S-40	1	1	1	1	0	1	1	1	1	1

APPENDIX 11

Students' Answer in Identifying sound [ð]

1 = Correct Answer

0 = Wrong Answer

No	Students' Code	They	Thus	There	Breathe	Them	This	Brother	Whether	Southern	Other
		4	5	6	9	14	15	16	25	26	27
1	S-01	0	1	1	0	0	1	1	1	1	0
2	S-02	1	1	1	1	1	0	1	1	0	0
3	S-03	0	1	1	0	1	1	1	1	1	1
4	S-04	0	1	1	0	1	1	1	1	1	1
5	S-05	1	1	1	0	1	1	1	1	1	0
6	S-06	1	1	1	1	1	1	1	1	1	0
7	S-07	0	0	0	1	0	0	1	0	1	0
8	S-08	0	1	1	0	1	1	1	1	1	0
9	S-09	1	1	1	1	1	1	1	1	0	1
10	S-10	0	1	0	0	1	1	1	1	1	0
11	S-11	1	1	1	0	1	1	1	1	0	0
12	S-12	1	1	1	0	1	1	1	1	1	0
13	S-13	1	1	0	1	1	1	1	1	1	1
14	S-14	0	1	1	0	1	1	1	1	1	0
15	S-15	0	1	1	0	1	1	1	1	1	0
16	S-16	0	1	1	1	1	1	1	1	1	1
17	S-17	1	1	1	0	1	1	0	0	0	0
18	S-18	1	1	1	0	1	1	1	1	1	0
19	S-19	1	1	1	1	1	1	1	1	1	0
20	S-20	1	1	1	0	1	1	1	1	1	1
21	S-21	0	1	1	0	1	1	1	1	1	0
22	S-22	1	0	0	0	0	1	1	1	1	1
23	S-23	0	1	1	0	1	0	1	1	1	0
24	S-24	0	1	1	0	1	0	1	1	1	0
25	S-25	1	1	1	0	1	1	0	1	1	0
26	S-26	0	1	1	1	1	1	1	1	1	1
27	S-27	0	1	1	1	1	1	1	1	1	1
28	S-28	0	1	1	1	1	1	1	1	1	1
29	S-29	0	1	1	0	1	1	1	1	1	0
30	S-30	0	1	1	0	1	1	1	1	1	0
31	S-31	0	1	1	0	1	1	1	1	1	0
32	S-32	0	0	0	0	1	0	1	0	1	1
33	S-33	0	1	1	1	1	1	1	1	1	0
34	S-34	0	1	1	0	1	1	1	0	1	0
35	S-35	0	1	1	0	1	1	1	1	1	0
36	S-36	1	1	1	0	1	1	1	1	0	1
37	S-37	0	1	1	1	1	1	1	1	1	0
38	S-38	0	1	1	1	1	1	1	1	1	0
39	S-39	1	1	1	0	1	1	1	1	1	1
40	S-40	0	1	1	0	1	1	1	0	1	0

APPENDIX 12

Students' Answer in Identifying sound [t]

1 = Correct Answer

0 = Wrong Answer

No	Students' Code	Tea	Try	Town	Sent	Slight	Tame	Tall	Letter	Ten	Master
		7	8	12	13	20	21	22	28	29	30
1	S-01	1	0	0	0	1	1	1	1	1	1
2	S-02	1	0	1	0	0	1	1	0	0	1
3	S-03	1	1	0	1	1	1	1	1	1	1
4	S-04	1	0	0	1	1	1	1	1	1	1
5	S-05	1	1	0	0	1	1	1	1	1	1
6	S-06	1	0	0	1	1	1	1	1	1	1
7	S-07	0	0	0	0	0	1	0	1	1	0
8	S-08	1	1	0	1	1	1	1	1	1	1
9	S-09	1	1	1	0	1	1	1	1	1	1
10	S-10	1	0	1	0	1	1	1	1	1	1
11	S-11	0	0	0	0	1	1	1	1	1	1
12	S-12	1	1	0	1	1	1	1	1	1	1
13	S-13	1	1	1	1	1	1	0	1	1	1
14	S-14	1	1	0	1	1	1	1	1	1	1
15	S-15	1	1	0	1	1	1	1	1	1	1
16	S-16	1	1	1	1	1	1	1	1	1	1
17	S-17	1	1	1	0	1	0	0	0	1	0
18	S-18	1	1	1	1	1	1	1	1	1	1
19	S-19	1	0	1	1	1	1	1	1	1	1
20	S-20	1	0	1	1	1	1	1	1	1	1
21	S-21	1	0	1	0	1	1	1	1	1	1
22	S-22	1	0	0	0	1	0	0	0	0	0
23	S-23	1	0	0	0	1	1	1	1	1	1
24	S-24	1	0	1	1	1	1	1	1	1	1
25	S-25	1	0	0	1	0	1	1	1	1	1
26	S-26	1	0	1	1	0	1	1	1	1	1
27	S-27	1	0	0	0	1	0	1	1	1	1
28	S-28	1	0	1	1	0	1	1	1	1	1
29	S-29	1	0	0	0	1	1	1	1	1	1
30	S-30	1	0	0	1	1	1	1	1	1	1
31	S-31	1	0	0	0	1	1	1	1	1	1
32	S-32	0	0	0	1	0	0	1	1	1	0
33	S-33	1	1	0	1	1	1	1	1	1	1
34	S-34	1	1	0	1	1	1	1	1	1	1
35	S-35	0	0	0	0	1	1	1	1	1	1
36	S-36	0	0	1	0	1	1	1	1	1	1
37	S-37	1	0	1	1	1	1	1	1	1	1
38	S-38	1	1	1	0	1	1	1	1	1	1
39	S-39	1	0	0	1	1	1	1	1	1	1
40	S-40	1	1	0	1	1	1	1	1	1	1

APPENDIX 13

Mastery Level of Each Student in Pronouncing Sound [θ]

No	Students' Code	Students' Pronunciation		Total of Sound [θ]	Score	Level	Grade
		Correct Pronunciation	Wrong Pronunciation				
1	S-01	1	9	10	10%	Unsatisfactory	E
2	S-02	0	10	10	0%	Unsatisfactory	E
3	S-03	9	1	10	90%	Very good	B
4	S-04	4	6	10	40%	Unsatisfactory	E
5	S-05	1	9	10	10%	Unsatisfactory	E
6	S-06	6	4	10	60%	Unsatisfactory	E
7	S-07	0	10	10	0%	Unsatisfactory	E
8	S-08	1	9	10	10%	Unsatisfactory	E
9	S-09	5	5	10	50%	Unsatisfactory	E
10	S-10	2	8	10	20%	Unsatisfactory	E
11	S-11	1	9	10	10%	Unsatisfactory	E
12	S-12	0	10	10	0%	Unsatisfactory	E
13	S-13	3	7	10	30%	Unsatisfactory	E
14	S-14	5	5	10	50%	Unsatisfactory	E
15	S-15	0	10	10	0%	Unsatisfactory	E
16	S-16	8	2	10	80%	Satisfactory	C
17	S-17	0	10	10	0%	Unsatisfactory	E
18	S-18	8	2	10	80%	Satisfactory	C
19	S-19	1	9	10	10%	Unsatisfactory	E
20	S-20	4	6	10	40%	Unsatisfactory	E
21	S-21	0	10	10	0%	Unsatisfactory	E
22	S-22	0	10	10	0%	Unsatisfactory	E
23	S-23	1	9	10	10%	Unsatisfactory	E
24	S-24	0	10	10	0%	Unsatisfactory	E
25	S-25	9	1	10	90%	Very good	B
26	S-26	6	4	10	60%	Unsatisfactory	E
27	S-27	2	8	10	20%	Unsatisfactory	E
28	S-28	10	0	10	100%	Outstanding	A
29	S-29	1	9	10	10%	Unsatisfactory	E
30	S-30	1	9	10	10%	Unsatisfactory	E
31	S-31	0	10	10	0%	Unsatisfactory	E
32	S-32	0	10	10	0%	Unsatisfactory	E
33	S-33	3	7	10	30%	Unsatisfactory	E
34	S-34	3	7	10	30%	Unsatisfactory	E
35	S-35	2	8	10	20%	Unsatisfactory	E
36	S-36	3	7	10	30%	Unsatisfactory	E
37	S-37	10	0	10	100%	Outstanding	A
38	S-38	3	7	10	30%	Unsatisfactory	E
39	S-39	7	3	10	70%	Very weak	D
40	S-40	1	9	10	10%	Unsatisfactory	E
TOTAL		121	279	400			
AVERAGE					30%	Unsatisfactory	E

APPENDIX 14

Mastery Level of Each Student in Pronouncing Sound [ð]

No	Students' Code	Students' Pronunciation		Total of Sound [ð]	Score	Level	Grade
		Correct Pronunciation	Wrong Pronunciation				
1	S-01	9	1	10	90%	Very good	B
2	S-02	7	3	10	70%	Very weak	D
3	S-03	8	2	10	80%	Satisfactory	C
4	S-04	8	2	10	80%	Satisfactory	C
5	S-05	9	1	10	90%	Very good	B
6	S-06	8	2	10	80%	Satisfactory	C
7	S-07	4	6	10	40%	Unsatisfactory	E
8	S-08	8	2	10	80%	Satisfactory	C
9	S-09	9	1	10	90%	Very good	B
10	S-10	3	7	10	30%	Unsatisfactory	E
11	S-11	7	3	10	70%	Very weak	D
12	S-12	8	2	10	80%	Satisfactory	C
13	S-13	6	4	10	60%	Unsatisfactory	E
14	S-14	8	2	10	80%	Satisfactory	C
15	S-15	8	2	10	80%	Satisfactory	C
16	S-16	9	1	10	90%	Very good	B
17	S-17	8	2	10	80%	Satisfactory	C
18	S-18	6	4	10	60%	Unsatisfactory	E
19	S-19	0	10	10	0%	Unsatisfactory	E
20	S-20	9	1	10	90%	Very good	B
21	S-21	8	2	10	80%	Satisfactory	C
22	S-22	2	8	10	20%	Unsatisfactory	E
23	S-23	5	5	10	50%	Unsatisfactory	E
24	S-24	8	2	10	80%	Satisfactory	C
25	S-25	8	2	10	80%	Satisfactory	C
26	S-26	8	2	10	80%	Satisfactory	C
27	S-27	4	6	10	40%	Unsatisfactory	E
28	S-28	9	1	10	90%	Very good	B
29	S-29	8	2	10	80%	Satisfactory	C
30	S-30	4	6	10	40%	Unsatisfactory	E
31	S-31	8	2	10	80%	Satisfactory	C
32	S-32	7	3	10	70%	Very weak	D
33	S-33	7	3	10	70%	Very weak	D
34	S-34	8	2	10	80%	Satisfactory	C
35	S-35	8	2	10	80%	Satisfactory	C
36	S-36	2	8	10	20%	Unsatisfactory	E
37	S-37	3	7	10	30%	Unsatisfactory	E
38	S-38	8	2	10	80%	Satisfactory	C
39	S-39	5	5	10	50%	Unsatisfactory	E
40	S-40	6	4	10	60%	Unsatisfactory	E
TOTAL		268	132	400			
AVERAGE					67%	Very weak	D

APPENDIX 15

Mastery Level of Each Student in Pronouncing Sound [t]

No	Students' Code	Students' Pronunciation		Total of Sound [t]	Score	Level	Grade
		Correct Pronunciation	Wrong Pronunciation				
1	S-01	10	0	10	100%	Outstanding	A
2	S-02	10	0	10	100%	Outstanding	A
3	S-03	10	0	10	100%	Outstanding	A
4	S-04	10	0	10	100%	Outstanding	A
5	S-05	10	0	10	100%	Outstanding	A
6	S-06	10	0	10	100%	Outstanding	A
7	S-07	10	0	10	100%	Outstanding	A
8	S-08	10	0	10	100%	Outstanding	A
9	S-09	10	0	10	100%	Outstanding	A
10	S-10	10	0	10	100%	Outstanding	A
11	S-11	10	0	10	100%	Outstanding	A
12	S-12	10	0	10	100%	Outstanding	A
13	S-13	10	0	10	100%	Outstanding	A
14	S-14	10	0	10	100%	Outstanding	A
15	S-15	10	0	10	100%	Outstanding	A
16	S-16	10	0	10	100%	Outstanding	A
17	S-17	10	0	10	100%	Outstanding	A
18	S-18	10	0	10	100%	Outstanding	A
19	S-19	10	0	10	100%	Outstanding	A
20	S-20	10	0	10	100%	Outstanding	A
21	S-21	10	0	10	100%	Outstanding	A
22	S-22	10	0	10	100%	Outstanding	A
23	S-23	10	0	10	100%	Outstanding	A
24	S-24	10	0	10	100%	Outstanding	A
25	S-25	10	0	10	100%	Outstanding	A
26	S-26	10	0	10	100%	Outstanding	A
27	S-27	10	0	10	100%	Outstanding	A
28	S-28	10	0	10	100%	Outstanding	A
29	S-29	10	0	10	100%	Outstanding	A
30	S-30	10	0	10	100%	Outstanding	A
31	S-31	10	0	10	100%	Outstanding	A
32	S-32	10	0	10	100%	Outstanding	A
33	S-33	10	0	10	100%	Outstanding	A
34	S-34	10	0	10	100%	Outstanding	A
35	S-35	10	0	10	100%	Outstanding	A
36	S-36	10	0	10	100%	Outstanding	A
37	S-37	10	0	10	100%	Outstanding	A
38	S-38	10	0	10	100%	Outstanding	A
39	S-39	10	0	10	100%	Outstanding	A
40	S-40	10	0	10	100%	Outstanding	A
TOTAL		400	0	400			
AVERAGE					100%	Outstanding	A

APPENDIX 16

Students' Mastery Level in Pronunciation Test (sounds [θ], [ð], and [t])

No	Students' Code	Pronunciation Test			Score	Level	Grade
		Correct Pronunciation	Wrong Pronunciation	Total Words			
1	S-01	20	10	30	67%	Very weak	D
2	S-02	17	13	30	57%	Unsatisfactory	E
3	S-03	27	3	30	90%	Very good	B
4	S-04	22	8	30	73%	Very weak	D
5	S-05	20	10	30	67%	Very weak	D
6	S-06	24	6	30	80%	Satisfactory	C
7	S-07	14	16	30	47%	Unsatisfactory	E
8	S-08	19	11	30	63%	Unsatisfactory	E
9	S-09	24	6	30	80%	Satisfactory	C
10	S-10	15	15	30	50%	Unsatisfactory	E
11	S-11	18	12	30	60%	Unsatisfactory	E
12	S-12	18	12	30	60%	Unsatisfactory	E
13	S-13	19	11	30	63%	Unsatisfactory	E
14	S-14	23	7	30	77%	Satisfactory	C
15	S-15	18	12	30	60%	Unsatisfactory	E
16	S-16	27	3	30	90%	Very good	B
17	S-17	18	12	30	60%	Unsatisfactory	E
18	S-18	24	6	30	80%	Satisfactory	C
19	S-19	11	19	30	37%	Unsatisfactory	E
20	S-20	23	7	30	77%	Satisfactory	C
21	S-21	18	12	30	60%	Unsatisfactory	E
22	S-22	12	18	30	40%	Unsatisfactory	E
23	S-23	16	14	30	53%	Unsatisfactory	E
24	S-24	18	12	30	60%	Unsatisfactory	E
25	S-25	27	3	30	90%	Very good	B
26	S-26	24	6	30	80%	Satisfactory	C
27	S-27	16	14	30	53%	Unsatisfactory	E
28	S-28	29	1	30	97%	Outstanding	A
29	S-29	19	11	30	63%	Unsatisfactory	E
30	S-30	15	15	30	50%	Unsatisfactory	E
31	S-31	18	12	30	60%	Unsatisfactory	E
32	S-32	17	13	30	57%	Unsatisfactory	E
33	S-33	20	10	30	67%	Very weak	D
34	S-34	21	9	30	70%	Very weak	D
35	S-35	19	11	30	63%	Unsatisfactory	E
36	S-36	15	15	30	50%	Unsatisfactory	E
37	S-37	24	6	30	80%	Satisfactory	C
38	S-38	21	9	30	70%	Very weak	D
39	S-39	22	8	30	73%	Very weak	D
40	S-40	17	13	30	57%	Unsatisfactory	E
TOTAL		789	411	1200			
AVERAGE					66%	Very weak	D


APPENDIX 17

Documentations



APPENDIX 18

Surat Keputusan


KEMENTERIAN RISTEK DAN PENDIDIKAN TINGGI
UNIVERSITAS NEGERI SEMARANG
FAKULTAS BAHASA DAN SENI
JURUSAN BAHASA & SASTRA INGGRIS
 Gedung B8-102, Kampus Sekaran, Gunungpati, Semarang 50229
 Telepon: 024-8508071
 Laman: <http://inggris.unnes.ac.id>, surel: inggris@mail.unnes.ac.id

Nomor :
 Lamp. :
 Hal : Usulan Pembimbing

✓

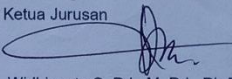
Yth. Dekan Fakultas Bahasa dan Seni
 Universitas Negeri Semarang


Merujuk Keputusan Rektor Unnes Nomor 164/O/2004 tentang Pedoman Penyusunan Skripsi Mahasiswa Program S1 pasal 7 mengenai penentuan pembimbing, dengan ini saya usulkan

Nama : Pasca Kalisa S.Pd., M.A., M.Pd.
 NIP : 198909062014042001
 Pangkat/Golongan : Penata Muda Tk. I - III/b
 Jabatan Akademik : Asisten Ahli
 Sebagai Dosen Pembimbing
 Dalam penyusunan Skripsi/Tugas Akhir untuk mahasiswa

Nama : RIZAL AINUR RAHMAN
 NIM : 2201416095
 Program Studi : Pendidikan Bahasa Inggris, S1
 Topik : THE STUDENTS' MASTERY IN IDENTIFYING AND PRONOUNCING ENGLISH SOUNDS /i:/ /i:/ AND /u/ (A Case of Students in SMP SEMESTA Semarang)

Untuk itu, mohon diterbitkan surat penetapannya.

Semarang, 14 November 2019
 Ketua Jurusan

 Widhiyanto S. Pd., M. Pd., Ph.D
 NIP. 197309052005011001



APPENDIX 19

Surat Keterangan Telah Melaksanakan Penelitian



YAYASAN AL FIRDAUS
SMP SEMESTA
BILINGUAL BOARDING SCHOOL

SURAT KETERANGAN

No.032/ D / 4 / SMST / II / 2020

Yang bertanda tangan di bawah ini :

Nama : **IRHAM NIARSIH, S.S, M.Pd.**
Jabatan : Kepala Sekolah
Satuan pendidikan : SMP Semesta Bilingual Boarding School Semarang


Menerangkan bahwa :

Nama : **RIZAL AINUR RAHMAN**
NIM : 2201416095
Program Studi : Pendidikan Bahasa Inggris, S1
Perguruan Tinggi : Universitas Negeri Semarang (UNNES)

Telah melaksanakan penelitian di SMP Semesta Bilingual Boarding School Semarang pada :

Tanggal : 7 Februari 2020
Judul Penelitian : "The Students' level Mastery in Identifying and Pronouncing English Sounds [ð] , [θ] dan [t] "

Demikian surat keterangan ini disampaikan untuk dipergunakan sebagaimana mestinya.

Semarang, 10 Februari 2020
Kepala Sekolah

IRHAM NIARSIH, S.S, M.Pd.

Homepage : www.semestashool.sch.id
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