SKRIPSI

THE IDENTIFICATION OF ENGLISH PRONUNCIATION ERROR ON VOWELS MADE BY STUDENTS AT THE TENTH GRADE OF ISLAMIC BOARDING SCHOOL LEBANI OF MAMUJU

By

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Reg. Number: 12.1300.139

ENGLISH PROGRAM TARBIYAH AND ADAB DEPARTMENTSTATE ISLAMIC COLLEGE (STAIN)PAREPARE

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Submitted to the English Program of Tarbiyah and Adab Department
of State Islamic Collage Parepare in Partial Fullfilment
of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd.)

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to

**ENGLISH PROGRAM OF TARBIYAH AND ADAB
DEPARTMENT STATE ISLAMIC COLLEGE
(STAIN) PAREPARE**

2017

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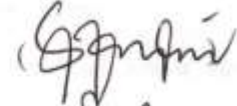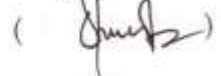
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Study Program	:	English Education
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ACKNOWLEDMENT

Bismi-llāhir-Rahmānir-RāhĪm, In the name of God, most gracious, most merciful, the writer expresses his sincere gratitude to the almighty God Allah swt, who has given guidance, mercy, and good health. So that the writer could finish writing this skripsi as partial fulfillment of the requirements for degree of Sarjana Pendidikan (S.Pd.) of State Islamic Collage (STAIN) of Parepare.Salam and shalawat are delivered to the final, Chosen, Religiouis massenger, the prophet Muhammad saw.

Many problems had been faced in manufacture this skripsi. And those problems would not have been solved without help, motivation, support, advice, and even critics from many people. It should be an honor to express the writer appreciation to all of them. The writer would like to dedicate thanks and appreciation to his beloved parents Budi Tagiling and Nurlailah, and also for my older brother Nadra, older sister Nahrang and my younger brother and sister Tegar, Gipran, Lilis Mutiara financial support, care during her study and always expected for the best of his pray all the time for the writer success.

His endless gratitude, special to friend, Zulfikar, Andi Muh. Syakir, zainal, johari, awaluddin, habirun, syaiful, ihsan, adzan and many others of her friend whose name cannot be mentioned one by one, who gave support to finish this skripsi writing.
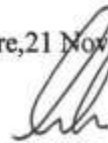
His great thanks are due to Hj Nurhamdah, S.Ag, M.P the first consultant and Mujahidah, S.Pd.I, M.Pd the second consultant who have given their valuable guidance, suggestions, and correction of this skripsi.

The writer also would like to express his greatest to them especially:

1. Dr. Ahmad Sultra Rustam, M.Si, who had educated and guided the writer during her study.

2. Bahtiar, S. Ag., M.A, as the chairman of Tarbiyah Department for his advices during the writer study.

3. Abdul Haris Sunubi, S.S., M. Pd as the chairman of English program for their help and guided during the years of writer's study.

4. H. Abdul Hadi, S.Pd, M. Si. as the headmaster and Umar, S.S , as the English teacher, who have kindly and enthusiastically participated in this researcher. All teacher and staff at Islamic Boarding School Lebani of Mamuju and the students at class Vlll. for their participation as the subject of this research. This skripsi would have not been possible without their participation.

Finally, for all persons who gave valuable suggestion, guidance, assistance, and advice to completion this skripsi may Allah swt be with us now and forever. Amen.

Parepare, 21 November 2016

MUHAMMAD IDHAR

DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI
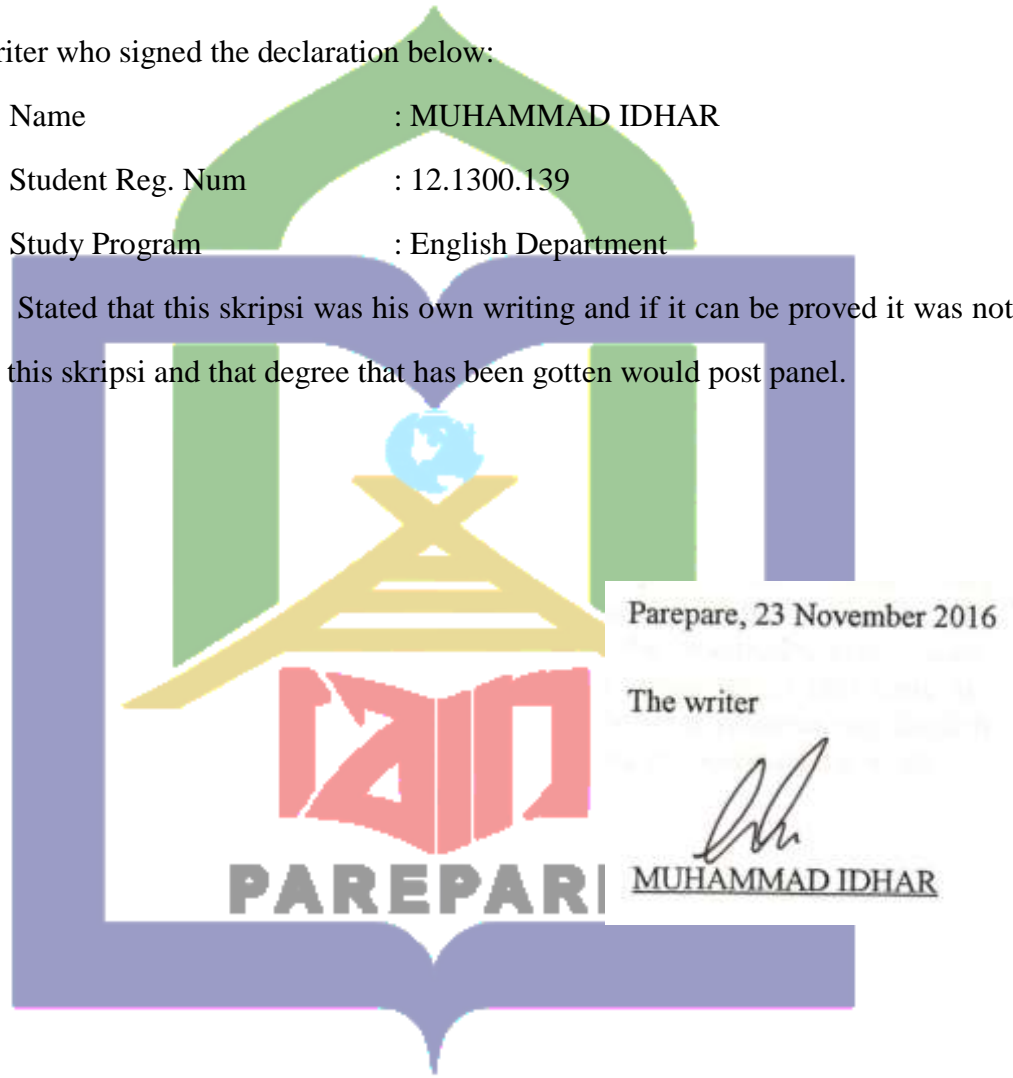
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Parepare, 23 November 2016

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ABSTRACT

Muhammad Idhar. 2017. *The Identification of English Pronunciation on Error on Vowels Made by students at the tenth grade of Islamic Boarding School of Mamuju.*(Supervised by Hj. Nurhamdah and Mujahidah).

The objective of this research is to find out the errors in pronunciation and the sources of errors in pronunciation at the tenth grade of Islamic Boarding School Lebani of Mamuju. This research is expected as guidance for the teacher to know about the students' errors in using English in conversation. So the teacher can formulate some methods or strategies in teaching English pronunciation.

The method of this research is the qualitative in order to interpret the data of the research. The population of this research was the tenth grade of Islamic Boarding School Mamuju. The writer chose the tenth grade as sample by using total sampling technique because of the population was less than one hundred students and the sample consists of 23 students. A test was applied as instrument in this research which is consisted of some words to be pronounced.

The writer interprete the data descriptively and the result shows that The Students of the Ten Grade Islamic Boarding School Lebani of Mamuju, most of them produced e r r o r s pronunciation on short and long vowels. It was proved in short vowel from the test that the maximum errors were 43,33% (13 students) of the sample and in the long vowel, the maximum errors were 48,3% (21 students). by analyzing the source the writer found that there are two sources of errors that students had; firstly, they were pronouncing English word as written and overgeneralization when they were pronouncing the word.

Keyword: Error, Pronounciation, Vowels

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INTRODUCTION

1.1 Background

Pronunciation is a part of language that is very important in communication. The listener cannot understand what the speaker says if the speaker's pronunciation is not good. By having good pronunciation, grammar and vocabulary, the speaker can speak fluently and accurately, thus interloculator can understand easily. When we talk about language, we have to talk about pronunciation too. Pronunciation is the foundation of speaking. Good pronunciation may make the communication easier and thus more successful. That is the reason why pronunciation is the most important aspect in acquiring English as foreign language because it is a core of language. It is impossible for us to use language in our communication if we do not know how to pronounce every words of that language. The speaking is disjointed and mispronounced, others might not understand the meaning.

The Indonesian students should study pronunciation more, remember how important pronunciation is as an element of English. Sometime the students still face

some problems in pronunciation or how to produce the words well, so the other people do not understand the point because the sounds are not clear or not

familiar and can make mispronounce each other. Example, the students want to

say: sink – think, sought –thought dare –there, dough – though, ladder – lather. [2]

About 90% of students said their biggest problems were pronunciation and speaking. They also understood that the basic knowledge of phonetics and pronunciation would be very important to them. If they didn't know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication.

Susan M and Larry Selingker Stated that, "Mistake are making to slip the tongue, they are generally one-time-only events. The speaker who makes mistakes is able to recognize it is mistake and correct it if necessary. An error, on the other hand, is systematic. It is likely to occur repeatedly and it is not recognized by the learner as an error." When someone makes an error, they think that they are saying is correct. They do not realize that it is incorrect, but they think they are correct, so even if they

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[2]Rasmi, ''Teaching Pronunciation (Interdental Sounds) Through English Pop Song Lyrics at The Second Year Students of SMPN 3 Duampanua Pinrang'' (Skripsi Sarjana; Jurusan Tarbiyah: STAIN Parepare, 2011), p.1.

proof read, they will not notice the error because they believe that they used the word or spelled it correctly.

The condition of pronunciation at Islamic Boarding School Mamuju is less because the students do not know how to spell correctly. They make error on read the word same with they read in their mother tongue (Bahasa Indonesia). The students are also less in their practice in using English in daily conversation. So, it becomes problem and the researcher need to know the students' error in English pronunciation especially students of at the tenth grade of Islamic Boarding School of Mamuju

Based on the explanation above, the researcher was motivated to carry out a research with the title "The Identification Error on English Pronunciation on Vowels Made by students at the tenth grade of Islamic Boarding School of Mamuju''

1.2 Problem Statement

Based on the background above, the researcher formulated a research questions as follows:

1. What are the pronunciation error made by students of the tenth grade of Islamic Boarding School Lebani of Mamuju?
2. What are the sources of pronunciation error made by the students of the tenth grade of Islamic Boarding School Lebani of Mamuju?

1.3 Objective of the Research

The objective of the research will find out the error in pronunciation and the sources of error in pronunciation at the tenth grade of Islamic Boarding School Lebani of Mamuju.

1.4 Significance of the Research

1.4.1 For English Teachers

This research was expected as guidance for the teacher to know about the students' errors in using English in conversation. So the teacher can formulate some methods or strategies in teaching English pronunciation.

1.4.2 For the students

This research will give contribution not only for the English teachers, but also for the students. It means that the students can enlarge their knowledge about the errors that they have made and they can avoid it so they can speak English well with good pronunciation.

1.4.3 For other researchers

Realizing that this research still needs critics and suggestion and it is far from the perfection, so it will be useful for the other researchers as a reference to begin their research, if they take a similar topic by study more deeply about error analysis of pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Previous Related Research Findings

Some researcher has been reported to expose identification of the students'

pronunciation ability in learning English make process more successful. Their

findings are consecutively presented below:

2.1.1   Jumiati in her research study of the pronunciation error analysis made by the

second year students of MTs Kalimbua found out The second grade students of Mts

Kalimbua Enrekang are difficult to differentiated, which one of the sounds are

phonemes should be changed, omit or have not changed when they pronounce the

words. They usually read or pronounce the English words or phonemes in the same

way they pronounce Indonesia phonemes or words, even though many sound in

English do not exist in Indonesia. For example the consonants /Ɵ/, /ʒ/, /ʃ/, /ð/.[3]

2.1.2   Kalsum, in her research showed that not all the Second Year Students of SMP

Negeri 2 Patampanua Pinrang in Pronouncing Vowel Sound made error. The

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[3]Jumiati, "The Pronunciation Error Analysis Made by the Second Years Students of MTs GuppiKalimbua" (Skripsi Sarjana; JurusanTarbiyah: Parepare, 2009), p. 36.

percentage is in 68 % from 38 total numbers of sample that was taken for this research and most of students' error such in ə, æ, and a vowel sound.2

After finding some related research, the writer concluded that the pronunciation is one of the subjects which difficult in learning English. But in this present study, the

researcher tries to analyze all aspects of pronunciation segmental and supra segmental they are sounds (vowel and consonant), stress, and intonation.

2.2 Some Pertinent Idea

2.2.1 The Concept of pronunciation

2.2.1.1 Definition of Pronunciation

2.2.1.1.1 Pronunciation is the way in which language or particular word or sound is spoken and pronunciation is the act or manner of pronouncing articulate utterance.[4]

2.2.1.1.2 Pronunciation is how to say a word in which it is made up of sound, stress, and intonation. Sound deals only with sound and can be meaningless, but if we put some sound together in certain order, that will hear a meaning about something. Stress is emphasis of the words then they are pronounced and indicated in writing. Probably the simplest way to do so is to write which carries the central stressed syllable. Some words are stressed in the initial syllable and some others at the end. Such as 'record and re´cord'. The change or stress in this word is caused by the

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[4]*Oxford Learner's Pocket Dictionary,*Third Edition (China:Oxford University Press,2003), p.343.

grammatical function as noun and the second is verb. This means that the words in English may change their stress, which means the tune you see when you are speaking, the music of speech.[5]

2.2.1.1.3 Pronunciation is the utterance of the words of a language. It includes articulation and accent.[6]

From some definition above, the researcher can conclude that pronunciation is the way a word or language is spoken or the utterance of the words.

2.2.1.2 Kinds of Pronunciation

Interference from mother tongue is clearly a major source of difficulty in second language learning. Many errors however, derive from the strategies employed by the learner in the language acquisition and from the mutual interference of item within the target language.

Interference is a factor, which may cause errors to exist. The other author suggest that many errors are due to over generalization of patterns, to interference between forms and function of the language being learned and to psychological causes such as inadequate learning.

There are four process focused the second or foreign language learning it is may contain that the most interesting phenomena in interlingua performances are those items, rules, and subsystem which are fossilize able. If it can be experimentally

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[5]Michael Vaughan, *Test Your Pronunciation* (London: Pearson Education Limited, 2002), p. 6.

[6]George S. Hillard, The Fourth Reader: *For the Use of Schools with an Introductory on Reading and the Training of the Vocal Organs* (Boston: Brewer and Tileston, 1863), p. 21.

demonstrated that fossilize able items, rules, subsystem which occur in interlingua performance are result of the native language, the dealt with the process of language transfer; if these fossilize able items, rules, subsystem which occur in interlingua performance are result of the native language, then dealt with the process of language transfer, If these fossilize able items, rules, and subsystems are result of identifiable approach by the learner to the material to be learnt, then dealt with strategy of second language learning, if the result of identifiable approach by the learner to communicate with native speaker of the target language, the dealt with strategy of second language communication: and finally,ifthey are result of a clear overgeneralization of linguistic material.[7]

There are three kinds of pronunciation namely, native pronunciation, native like pronunciation, and non-native like pronunciation.[8]

1. Native pronunciation

Native Pronunciation is the way in expressing words by native speaker. The style of this pronunciation is a typical one that is difficult for non-native to does the same thing.

2. Native like pronunciation

Native like pronunciation is the way of expressing words by non-native speaker but sounds like a native one. The style of this pronunciation is usually found in the countries where English is taught and learned as a second or a foreign language.

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[7]Jumiati, "The Pronunciation Error Analysis Made by the Second Years Students of MTs Guppi Kalimbua" (Skripsi Sarjana; Jurusan Tabiyah: Parepare, 2008) p. 24-25.

[8] Yapping In Syaiful, ''Improving Pronunciation Ability (A Study at Third Years Students Of Mas DDI Kanang Through Recorded Dialogue''2009). p.6.

3. Non-native like pronunciation

Non-native like pronunciation is all English learners in countries where English is used as a foreign language. The learners of the language find it very difficult to use a native like pronunciation. They use their own ability to pronounce the word as it is. For this kind, we can find it in many countries in Asia to do the same thing.[9]

From explanation above the researcher will explain the point of the three kinds of pronunciation. The simple meaning of native pronunciation is the words directly product by native speaker or original from west. Then native like pronunciation is the way of expressing words by non native speaker but sounds like a native speaker. The last is non native like pronunciation, this one explain about all English learners in countries where English is use as a foreign language. The learners of the language find it very difficult to use a native like pronunciation.

2.2.1.2 Part of Pronunciation

There are three parts of pronunciation: sounds, stress and intonation.[10]

2.2.1.2.1 Sound

Speech is incredibly complex activity. It involves coordinated efforts of all the participating part of the vocal tract. One of the basic exercises in voice control is breath control, which involves training certain muscles involved in air expulsion, the first step in producing sounds. Air proceeds from lungs through the trachea to the

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[9]Kalsum, "Error Analysis in Pronounsing Vowel Sounds (A Study at Second years students of SMP Negeri 2 Patampanua Pinrang", p.18.

[10]Jean Yates, *Pronounce It Perfectly in English* (United Stated of America: Barron's Educational Series, 1995), p.v.

larynx, commonly called the voice box, which houses the vocal cords. If the cords are slightly tensed, the passage of air sets the vocal cords vibrating, which gives a basic sound quality to the air stream, which continuous into the pharynx, where basic voice quality is established.

In the narrow sense, a vibration wave causing a disturbance in the pressure and density of the air and having a frequency within the range of 20 to 20,000 oscillations per second that are detectable by the organs of hearing.In the broader sense, general term for the smallest acoustic or articulator element of spoken language that can be perceived.[11]

2.2.1.2.2 Vowel

Vowels are voiced continuous sounds involving no interruption in the flow of air through the oral cavity. Different vowel sounds result from changing the shape of the mouth: each vowel is associated with a different configuration of the tongue and lips.[12]

Every vowel sound represents a syllable in a word. Syllables are either emphasized and "stressed" or weak and "unstressed". There are 17 different vowel sounds in English. They all have "voice" which occurs as the vocal cords vibrate, the tongue

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[11]Hadumod Bussmann, *Dictionary of Language and Linguistics,* (London and New York: Routledge, 1996), p.1094-1095.

[12]L. Ben Crane,Edward Yeager, dan Randal L. Whitman, *An Introduction to Linguistics* (Boston: Little, Brown and Company, 1981), p.64.

does not touch other parts of the mouth, teeth or lips, and the vowel sounds differ by the distance between the lips, the shape of the lips, and the length of time the sound is held[13]

English vowel sound has 4 types, those are:

1. Short Vowels

English has a large number of vowel sounds; the first one to be examined are short vowels. The symbols for these short vowels are:/ ɪ/e/æ/ʌ/ɒ/ʊ/[14]

2. Long Vowels

There are five long vowels; these are the vowels which tend to be longer than the short vowels in similar contexts. It is necessary to say "in similar contexts" because the length of all English vowel sounds varies very much according to context (such as the type of sound that follows them) and the presence or absence of stress. To remind you that these vowels tend to be long, the symbols consist of one vowel symbol plus a length-mark made of two dots:. Thus we have: /iː/ɜː/ɑː/ɔː/uː/

1. Diphthongs

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[13]Jean Yates, *Pronounce It Perfectly in English*, p. 2.

[14]Peter Roach, *English Phonetics and Phonology* (Cambridge: Cambridge University Press, 1987), p.15.

Received Pronunciation (RP) has a large number of diphthongs, sounds which consist of a movement or glide from one vowel to another. A vowel which remains constant and does not glide is called a pure vowel, and one of the most common pronunciation mistakes the result in a learner of English a "foreign" accent is the production of pure vowels where a diphthong should be pronounced.

In terms of length, diphthongs are like the long vowels describe above. Perhaps the most important thing to remember about all the diphthongs is the first part is much longer and stronger than the second part; for example, most of the diphthong aɪ (as in the word 'eye', 'I') consist of the a vowel, and only in about the last quarter of the diphthong does the glide to /I/ begin. As the glide to /I/ happens, the loudness of the sound decreases. As a result, the /I/ part is shorter and quieter. Foreign learners must, therefore, always remember that the last part of English diphthongs must not be made too strongly.

The total number of diphthong is eight. The easiest way to remember them is in terms of three groups divided as in this diagram:

Centring		closing

Ending in /ə/	Ending in /i/	Ending in /u/

↓	↓	↓
/ɪəeəʊə/	/eɪaɪɔɪ/	/əʊaʊ/
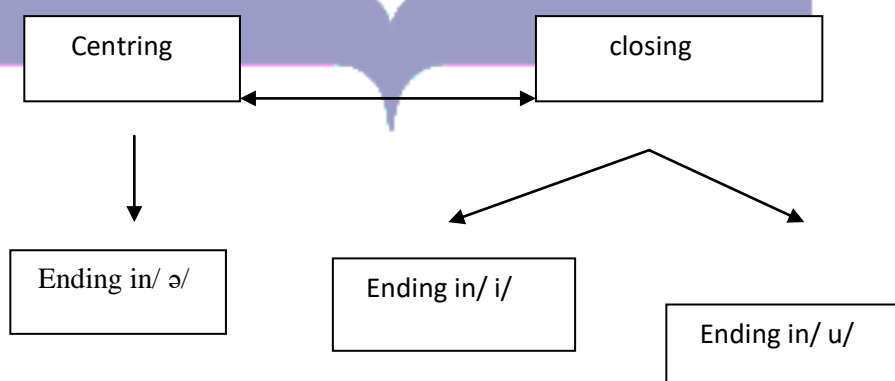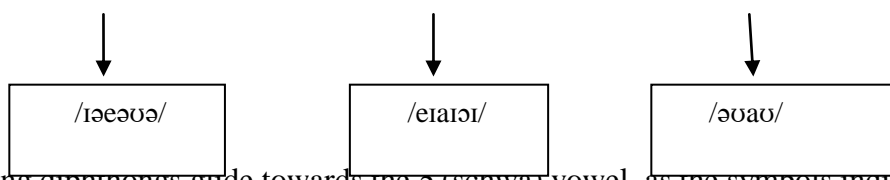
The centering diphthongs glide towards the ə (schwa) vowel, as the symbols indicate.

 2. Trip thongs

The most complex English sounds of the vowel type are the trip thongs. They can be rather difficult to pronounce, and very difficult to recognize. A trip thong is a glide from one vowel to another and then a third, all produced rapidly and without interruption. For example, a careful pronunciation of the word 'hour' begins with a vowel quality similar to ɑ:, goes on to a glide towards the back close rounded area (for which we use the symbol ʊ), then ends with a mid-central vowel (schwa, ə). We use the symbols əʊə to represent the way to pronounce 'hour', but this is not always an accurate representation of the pronunciation.

The trip thongs can be looked on as being composed on the five closing diphthongs, with ə added on the end. Thus we get:

eɪ + ə = eɪə   əʊ + ə = əʊə

aɪ + ə = aɪə   aʊ + ə = aʊə[15]

ɔɪ + ə = ɔɪə

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[15]Peter Roach, *English Phonetics and Phonology*, p.19-26.

Type of Vowel Sound	Sound	Examples
Short Vowels	ɪ, e, æ, ʌ, ɒ, ʊ	bit, men, ham, luck, rob, put
Long Vowels	i:, ɜ:, ɑ:, ɔ:, u:.	beat, hurt, heart, caught, root
Diphthongs	ɪə, eə, ʊə, eɪ, aɪ, ɔɪ, əʊ, aʊ	fierce, cared, fuel, mate, right, quoit, coat, loud
Trip thongs	eɪə, aɪə, ɔɪə, əʊə, aʊə	layer, liar, loyal, lower, tower

3. Consonant

Consonant sounds are determined by the position of the tongue, lips, and teeth, the way air is released, and the use of, or absence of, voice[16]

The consonant may be grouped according to how the sounds are produced. The sounds within these groups can be further classified according to the place of articulation, that is, the position of the lips or tongue as the sounds are made. English then has six groups of consonant sounds, as follows: Stops (by entirely closing of the flow of air at some point in the mouth, stops, or plosives are formed.), Fricatives (by

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[16]L. Ben Crane, Edward Yeager, and Randal L. Whitman, *An Introduction to Linguistics*, p. 59.

forcing air through a narrow opening in the oral cavity, a process that creates audible turbulence in the air stream, fricatives are made.), Affricates (the affricates are a special group of sounds that are formed by combining a stop and a fricative.), Nasals(In English, the three nasals, [m, n, ŋ], are made with the lips and tongue in the same respective position as they are for [p, t, k]: however, air pressure does not build up as it does in the stops.), Liquids (The consonants [I] and [r], as heard in *liIt* and *roar*, are called liquids. Both sounds are normally voiced. An [I] sound is formed by touching the tip of the tongue to the alveolar ridge and allowing air to escape to each side. The [r] sound in English is formed by curling the tip of the tongue up behind the alveolar ridge and flipping it forward and upward without actually touching the alveolar ridge.), and Glides (the last two consonants are the glides [w] and [y]. A [w] is formed with the back of the tongue arched high and the lips in a rounded position, much as they are in making the sound "oo". The [y] glide, much like the [w], is formed with the tongue and lips in the same position as they are when making the sound "ee".[17]).

Phonetic Representation of English Consonants

Type of Sound	Sound	Examples
Stop	p, t, k, b, d, g	*p*at, *t*in, *c*ame, du*b*, *d*in, *g*ame
Fricatives	f, θ, s, ʃ, h, v,	*f*ine, *th*in, *s*ink, pu*sh*, *h*and, lea*v*e,

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[17]L. Ben Crane, Edward Yeager, dan Randal L. Whitman, *An Introduction to Linguistics*, p.59-64.

	ð,z, ʒ	fa*th*er, *z*oo, mea*s*ure
Affricates	tʃ, j	*ch*ain, *J*ane
Nasals	m, n, ŋ	*m*an, *n*o, si*ng*
Liquids	l, r	*l*ap, *r*ap
Glides	w, y	*w*itch, *y*ou

4. Stress

Stress refers to the degree of force and loudness. It indicates the importance of a

syllable (a part of a word), and the importance of certain words in phrases and

sentences.[18]

1. Locating the Stressed Syllable

What is stress? In its simplest terms, it is an increase in the loudness of a word or

syllable. Let us look at a three-syllable word from the point of view of trying to find

which syllable is stressed: "discover." If you have a good ear for stress, you need

only to say the word (out loud or, better yet, to yourself) to find the stressed syllable.

If you are not used to locating the stress, you will need to use the test of stressing the

wrong syllable. Say the word "discover" three times, each time stressing a different

syllable: DIScover, disCOver, discoVER. The second sound should sound most

natural to you. After you have used this technique for a while, you should be able to

abandon it and be able to find stress in a word just by saying the word to yourself.

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[18]Gertrude F. Orion, *Pronouncing American English: Sound, Stress, and Intonation* (Boston: Heinle&Heinle Publishers, 1988), h.19.

2. The Phonetic Effects of Stress

The effect of stress is to: (1) increase the duration of the syllable, (2) increase the loudness (amplitude) of the syllable, and (3) increase the distinctness of the vowel quality. All these factors, or any combination of them, may play the role of signaling stress in any particular syllable. The changes in loudness and vowel quality are probably the easiest for us to hear, but, being used to normal English pronunciation, we often find even these features hard to hear.

By contrast, an unstressed syllable will tend to have: (1) a shorter duration, (2) less loudness (amplitude), and (3) a less distinct vowel (tending toward, but not always, schwa).

While stress may affect the entire syllable and all the phones in it, it affects the vowel most strongly. The consonants tend to be less modified by different degrees of stress.

3. Level of Stress

For most practical purposes, the continuum from strongest to weakest stress is divided into three identifiable levels of stress. The three levels are primary (the strongest), secondary (medium), and weak or tertiary.[19]

1) Word stress

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[19]Ian R. A. Mackay, *Introducing Practical Phonetics*(USA: Little, Brown and Company (Inc.), 1978), h.141-143.

Word stress means stressing the important words in a sentence, saying them with more force than other words, and holding them at a higher pitch. Word stress is very important. It gives meaning to the words you say.[20]

Each syllable in a word has a degree of emphasis called stress. There are three stress levels, primary stress *(I)* secondary stress *(I)*, and unstressed (-).9

1. Primary stress *(I)*

   Each word of two or more syllables has one syllable that is longer and louder than the others. It has primary stress. In the example that follows, these syllables are represented in extra bold letters. Say the extra bold letter little louder and longer than the other one.

2. Secondary stress

   Some two syllable words have primary stress *(I)* on the first syllable and secondary stress *(I)* on the second syllable. Say the first syllable strongly. Emphasize the second syllable a little less.[21]

3. Unstressed syllable

   There are many unstressed syllable in English. They have a short, soft vowel sound and may be difficult to hear at first.

3 Sentence stress

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[20]Nurlia, ''Pronunciation Skill of The Course Students (a Study at International English course Parepare)'' (Skripsi Sarjana; Jurusan Tarbiyah: Parepare, 2012), p. 23.

[21]Nurlia, ''Pronunciation Skill of The Course Students (a Study at International English Course Parepare)'' (Skripsi Sarjana; Jurusan Tarbiyah: Parepare, 2012), p. 23.

In the same way sentences have parts which are strong (sentence stresses) and parts which are weak (unstressed and sometime reduced words). Sentence stressed are the strong parts in the rhythm of the sentence. The speaker gives more strength to certain parts to help the listener get the sense (or the meaning) of the sentence.[22]

For example; if I say '' I can run '' I am probably only talking about ability to run. But if I say '' an run '' I am probably stressing the word can because somebody is suggesting that I am not able to run and I am vehemently denying it.

4. Intonation

Intonation is the "musical score" of a language. Each "tune" has a special meaning. By using different tones, the speaker gives meaning and expression to the words he says. The tones may be low or high (pitch); they may be rising or falling.[23]

1. Transcription of intonation

Most transcription conventions have been devised for describing one particular accent or language, and the specific conventions therefore need to be explained in the context of what is being described. However, for general purposes the International Phonetic Alphabet offers the two intonation marks shown in the box at the head of this article. Global rising and falling intonation are marked with a diagonal arrow rising left-to-right [↗] and falling left-to-right [↘], respectively. These may be written as part of a syllable, or separated with a space when they have a broader scope:

He found it on the street?

[hiː ˈfaʊndɪt | ɒnðə↗ˈˈstɹiːt ‖]

Here the rising pitch on *street* indicates that the question hinges on that word, on where he found it, not whether he found it.

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[22]Syaiful, ''Improving Pronunciation Ability of The Third Years Students' of MAS DDI Kanang through Recorded Dialogue'' (Skripsi Sarjana; Jurusan Tarbiyah: Parepare, 2009), p. 6.

[23]Gertrude F. Orion, *Pronouncing American English: Sound, Stress, and Intonation,* p.19.

Yes, he found it on the street.

[↘'jɛs ‖ hi 'faʊndɪt | ɒnðə↘'stɹi:t‖]

How did you ever escape?

[↗''haʊdɪdjuː | 'ɛvɚ | ə↘''skeɪp‖]

Here, as is common with *wh-* questions, there is a rising intonation on the question word, and a falling intonation at the end of the question.

In many descriptions of English, the following intonation patterns are distinguished: *Rising Intonation* means the pitch of the voice rises over time [↗];*Falling Intonation* means that the pitch falls with time [↘];*Dipping* or *Fall-rise Intonation* falls and then rises [↘↗]; and *Peaking* or *Rise-fall Intonation* rises and then falls [↗↘].

2. Function of Intonation

Many writers have attempted to produce a list of distinct functions of intonation. Perhaps the longest was that of W.R.Lee who proposed ten. J.C. Wells and E.Couper-Kuhlen) both put forward six functions. Walls's list is given as follow; the examples are not his: Attitudinal function ((for expressing emotions and attitudes). Example: a fall from a high pitch on the 'mor' syllable of "good morning" suggests more excitement than a fall from a low pitch), grammatical function((to identify grammatical structure). Example: it is claimed that in English a falling pitch movement is associated with statements, but a rising pitch turns a statement into a yes–no question, as in *He's going ↗home?*. This use of intonation is more typical of American English than of British. It is claimed that some languages, like Chickasaw and Kalaallisut, have the opposite pattern from English: rising for statements and falling with questions.), focusing((to show what

information in the utterance is new and what is already known). Example: in English *I saw a* ↘***man*** *in the garden* answers "Whom did you see?" or "What happened?", while *I* ↘***saw*** *a man in the garden* answers "Did you hear a man in the garden?"), discourse function((to show how clauses and sentences go together in spoken discourse). Example: subordinate clauses often have lower pitch, faster tempo and narrower pitch range than their main clause, as in the case of the material in brackets in "The Red Planet [as it's known] is fourth from the sun"), psychological function((to organize speech into units that are easy to perceive, memorize and perform). Example: the utterance "You can have it in red blue green yellow or ↘black" is more difficult to understand and remember than the same utterance divided into tone units as in "You can have it in ↗red | ↗blue | ↗green | ↗yellow | or ↘black"), indexical function (to act as a marker of personal or social identity). Example: group membership can be indicated by the use of intonation patterns adopted specifically by that group, such as street vendors or preachers. The so-called high rising terminal, where a statement ends with a high rising pitch movement, is said to be typical of younger speakers of English, and possibly to be more widely found among young female speakers.).

It is not known whether such a list would apply to other languages without alteration.[24]

2.2.1   The Concept of Error Analysis

[24]Jean Yates, *Pronounce It Perfectly in English*, p. 176.

2.2.2.1 Error

1. What is error?

Error is recognized as a deviation from accuracy or correctness, or generally defined as a mistake of the English. There are many definition about error by some linguist

Error is the condition of erring, or going astray from the truth, especially in matters of opinion or belief; also, deviation from a right standard of judgment or conduct, as through ignorance or inadvertence; mistake.[25]

1. Error is a mistake, especially one that causes problems or affects the result of something.[26]

2. An error is noticeable deviation from the adult grammar or native speaker, reflecting the interlingua competence of the learners.[27]

From some definition above, the researcher can conclude that error is deviation made by the students in pronunciation and the researcher will analyze the students' error in pronunciation.

2. Error and Mistake

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[25]Webster's, *Webster's Comprehensive Dictionary* (Columbia: Trident Press International, 2003), p. 431.

[26]Hornby, A S., *Oxford Advance Learner's* (New York: Oxford, 2000), p. 445.

[27]H.D Brown, *Principle of Language Learning and Teaching* (New York: Pearson Education, 2007), p. 170.

In order to analyze learner language in appropriate perspective, it is crucial to make a distinction between mistake and error, technically two very different phenomena. A mistake refers to a performance error that is either a random guess or a "slip", in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situation. Native speaker are normally capable of recognizing and correcting such "lapses" or mistakes, which are not to result of a deficiency in competence but the result of some sort of temporary breakdown or imperfection in the process of producing speech. This hesitations, slips of tongue, random ungrammaticalities, and other performance lapses in native speaker production also occur in second language speech. Mistakes, when attention is called to them, can be self-corrected.

Mistake must be carefully distinguished from errors of a second language learner, idiosyncrasies in the language of the learner that are direct manifestations of a system within which a learner is operating at the time. An error, a noticeable deviation from the adult grammar of a native speaker, reflects the competence of the learner.

Mistake is what researchers have referred to as performance (the learners know the system but fails to use it) and it can be self-corrected if the deviation is pointed out to the speaker, while the error is a result of one systematic competence (the learner's system is in correct) and it cannot be self-corrected.[28]

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[28]H.D Brown, *Principle of Language Learning and Teaching,* p..257-258.

3. Error Analysis

Error Analysis is the study of kind and quantity of error that occurs, particularly in the fields of applied mathematics (particularly numerical analysis), applied linguistics and statistics.

In essence, error analysis in a part interlingua study, error analysis focuses, on the made by the second language learners in understanding the rule of the target language. According to Hammerer in Unready and Roe Khan, error analysis is only concerned with the errors, whereas Corder to the same books exposed that, error analysis is a study of error that made by the second language learners in speaking and writing.

It was S.P Corder who first advocated in ELT/ applied linguistics community the importance of errors in language learning process. He mentions the paradigm shift in linguistics from a behaviorist view of language to a more rationalistic view and claims that in language teaching one noticeable effect is to shift the emphasis away from teaching towards a study of learning. He emphasizes great potential for applying new hypotheses about how languages are learned in L1 to the learning of a second language. He says "Within this context the study of errors takes on a new importance and will I believe contribute to a verification or rejection of the new hypothesis."[29]

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[29] S.p Corder, *Error Analysis and Interlingual*. p. 22.

Corder goes on to say that in L1 acquisition we interpret child's 'incorrect' utterances as being evidence that he is in the process of acquiring language and that for those who attempt to describe his knowledge of the language at any point in its development, it is the 'errors' which provide the important evidence. In second language acquisition, Corder proposed as a working hypothesis that some of the strategies adopted by the learner of a second language are substantially the same as those by which a first language is acquired. (It does not mean, however, the course or sequence of learning is the same in L1 and L2.) By classifying the errors that learners made, researchers could learn a great deal about the SLA process by inferring the strategies that second language learners were adopting. It is in this Corder's seminal paper that he adds to our thinking by discussing the function of errors for the learners themselves. For learners themselves, errors are 'indispensable,' since the making of errors can be regarded as a device the learner uses in order to learn.

Slinkier pointed out the two highly significant contributions that Corder made: "that the errors of a learner, whether adult or child, are (a) not random, but are in fact systematic, and are (b) not 'negative' or 'interfering' in any way with learning a TL but are, on the contrary, a necessary positive factor, indicative of testing hypotheses. Such contribution in Corder began to provide a framework for the study of adult learner language. Along with the influence of studies in L1 acquisition and concepts provided by Contrastive Analysis (especially language transfer) and by the interlingua hypothesis,(e.g. fossilization, backsliding, language transfer,

communication and learning strategies), this paper provided the impetus for many SLA empirical studies.[30]

Richards (1971), another critic of overreliance on contrastive analysis who was also a proponent of error analysis, propose a three-way classification of language-learning errors that he believed would both shed light on the second language acquisition process and better inform language teaching:

1. Interlingua errors: those errors caused by negative transfer from the learners' first language.

2. Intralingual errors: those errors stemming from marked or complex features in the structure of the target language itself and which thus seem to be committed by all second-language learners of the target language regardless of their native language.

3. Developmental errors: those second-language errors that reflect the same problems and strategies that young children encounter and use in acquiring the target language as their first language.[31]

Learning is fundamentally a process that involves the making of mistakes. Mistakes, misjudgments, miscalculations, and erroneous assumptions form an important aspect of learning virtually any skill or acquiring information. You learn to swim by first jumping into the water and flailing arms and legs until you discover that there is

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[30]Jumiati, "The Pronunciation Error Analysis Made by the Second Years Students of MTs Guppi Kalimbua" (Skripsi Sarjan; Jurusan Tarbiyah: Parepare, 2009), p. 20-23.

[31]Marianne Celce-Murcia. et.al, *Teaching Pronunciation A Course Book and Reference Guide,* (New York: Cambridge University Press. 2010), p.23.

combination of movements a structured pattern that succeed in keeping you afloat and propelling you through the water. The first mistakes of learning to swim are giant ones, gradually diminishing as you learn from making those mistakes. Learning to swim, to play tennis, to type, or to read all involve a process in which success comes by profiting from mistakes, by using mistakes to obtain feedback to make new attempts that successively approximate desired goals.[32]

Error analysis, a branch of applied linguistics, emerged in the nineteen sixties to demonstrate the learner errors were not only because of the learner's native language but also they reflected some universal learning strategies, as a reaction to contractive analysis theory, which considered language transfer as the basic process of second language learning, as behaviorist theory suggested. Error analysis, on the other hand, deals with learners' performance in terms of the cognitive processes they make use of in recognizing or coding the input they receive from the target language.[33]

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[32]H.D Brown, *Principle of Language Learning and Teaching*, p.257.

[33]Rahma Bakoko, "Common Grammatical Error Made by the Students in the Academic Years 2008" (Skripsi Sarjana; Jurusan Tabiyah: Parepare, 2010), p.7-8.

2.3 Conceptual Framework

The conceptual of this research will be presented as below

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┌─────────────────────────────────────────────────────┐
│        Students Of  The Tenth Grade of MA Mamuju      │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│        Recording the pronunciation test:              │
│                                                       │
│           1.  Description and Analysis.                │
│                                                       │
│           2.  Listening Discrimination                 │
│                                                       │
│           3.  Controlled Practice                      │
│                                                       │
│           4.  Guided Practice                          │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
┌─────────────────────────────────────────────────────┐
│   1.  Identifying Errors                               │
│   2.  Identifying The Sources of Pronunciation Error   │
└─────────────────────────────────────────────────────┘
                          │
                          ▼
              ┌───────────────────────┐
              │     Error Analysis     │
              └───────────────────────┘
                  │               │
                  ▼               ▼
    ┌──────────────────┐   ┌──────────────────┐
    │ Intralingual Errors │  │ Interlingual Errors │
    └──────────────────┘   └──────────────────┘
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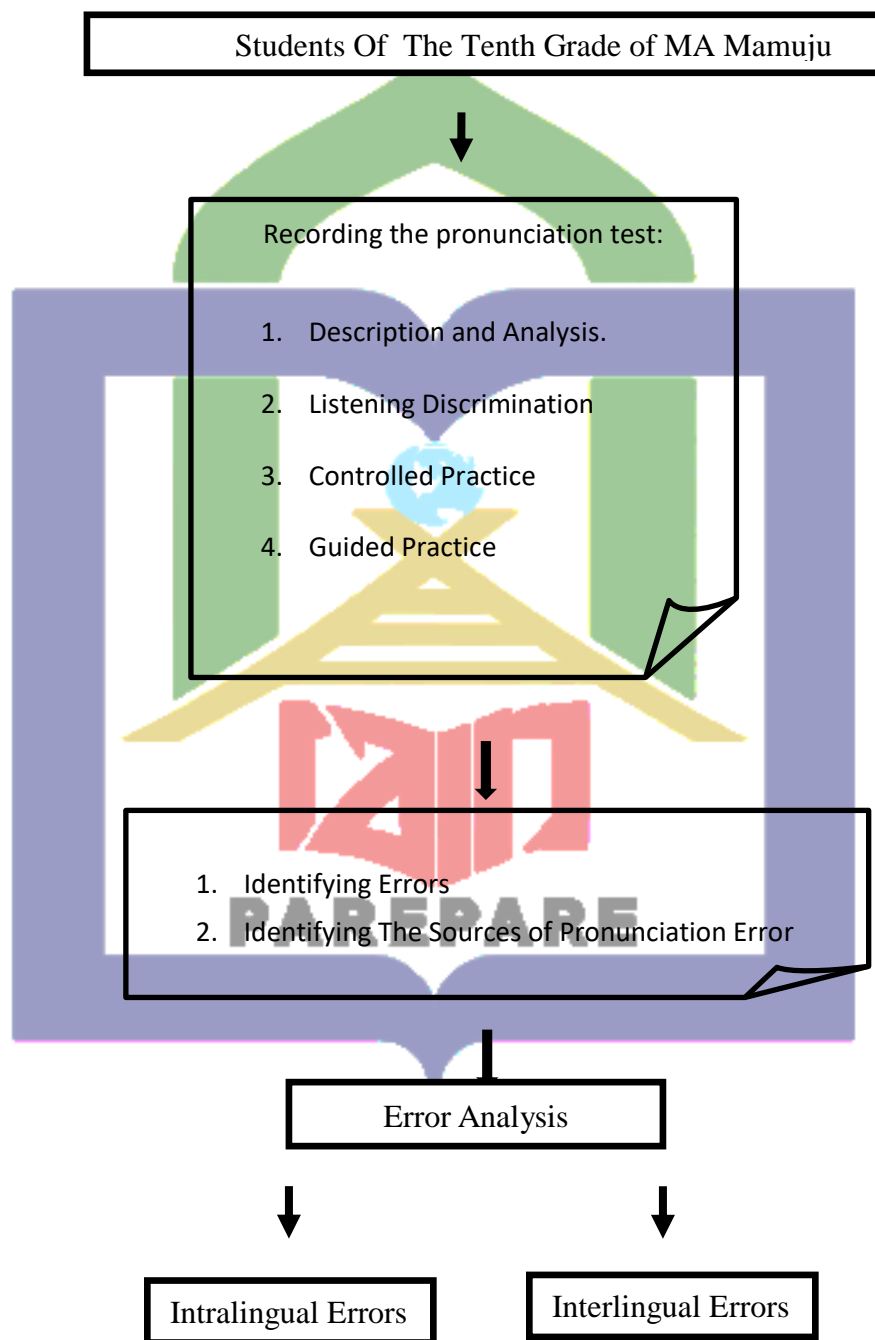
CHAPTER III

METHOD OF RESEARCH

This chapter discusses the method of research, operational definition, research design, population and sample, variable of research, research instrument and data collecting procedure, and technique of data analysis.

3.1 Research Variable and Operational Definition

3.1.1 Variable

This research had only one variable which is independent variable namely error analysis on English pronunciation produced by student of Mamuju at the tenth grade of MAS Mamuju. The errors about intralingual errors and interlingual errors.

3.1.2 Operational Definition

Error Analysis is a study of error that made by the second language learners in speaking or writing.

3.2 Method of Research

3.2.1 The Design of Research

In this research, the researcher applied the qualitative methods in conducting this research. The qualitative method used to interpret the data.

3.2.2 Location and Duration

3.2.2.1 Location

In this research, the researcher took location at Islamic boarding school of Mamuju. The researcher decided this location because this location is appropriate to be researched

3.2.2.2 Duration

The researcher decided time about one month. The researcher needed to recognize the students that as object.

3.2.3   Population and Sample

3.2.3.2 Population

The population of this research was the tenth grade of Islamic Boarding School Mamuju. There was only one class of the tenth grade student which consist of 23 students.

Table 3.1 Total Number of tenth grade student

Class	Total
X	23

3.2.3.3   Sample

The researcher used total sampling technique. The researcher took all of the students as the sample because of the population was less than one hundred students. So, the researcher took all of them.

Table 3.2 Total number of class XI

Class	Total
X	23

In this research, the researcher used total sampling technique, in which the student of the cl   reason of the researcher took one classes because the researcher believed that students who were in all of the classes can represent total population of all. The total of sample was 23 students.

3.3 Instrument of The Research

In this research especially in collecting data, the researcher applied test as an instrument which the form some words. Tape recorder is used also to support this research.

3.4 Procedure of Collecting Data

The procedure of collecting data of this research as follow: The researcher distributed the paper (pronunciation test) to students, the students are asked to read the words one by one, recording the students' voices, and analyzing the data.

3.5 Technique of Data Analysis

In this research, the researcher used pronunciation test. The data collected through the pronunciation test where the analysis is descriptive. The data were analyzed qualitatively.

CHAPTER IV

FINDING AND DISCUSSION

In chapter fourth, the researcher has described the methodology used in this research including research design, population and sample, procedure of collecting data and analysis technique. This chapter reveals the finding and discussion. The finding of the research covers the description of the research finding and discussion of the research finding. The finding and discussion present as follows:

4.1 Finding

After collecting data thorough pronunciation test, the researcher would like to present the finding of data collected through the test. The findings are presented based on the two problem statement of this research. Take a look at the following findings.

4.1.1 The Students' Identification Errors (Short and long Vowels)

4.1.1.1 Errors in pronouncing short vowels

According to the research, the researcher found some errors made by students at the tenth grade of Islamic Boarding School of Mamuju in pronouncing English short vowels.

For clear information, below are the table distributions of errors with each description.

Table 4.1 Errors Pronunciation of short vowel [I]

	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1	Become	/bɪˈkʌm/	/beˈkɒm/	E	2	4,6%
2	Beginning	/bɪˈgɪn.ɪŋ/	/bɪˈgaɪn.ɪŋ/	aɪ	2	4,6%
			/beˈgɪn.ɪŋ/		6	13,8%
			/bɪˈgen.ɪŋ/		3	6,9%
3	Milking	/ˈmɪl.kɪŋ/	/melkɪŋ/	E	3	6,9%
4	Himself	/hɪmˈself/	/haɪmˈself/	aɪ	3	6,9%
			/hemˈself/	E	1	2,3%

Table 4.1 above shows that the biggest errors in pronouncing short vowel of [I] were made by the students to the word "beginning" they pronounced it with /beˈgɪn.ɪŋ/. There are 6 from 23 students (13,8%) students had errors pronounciation. Then, the lower error in this pronounciation was the word "himself". 1 of students (2,3%) was error by pronouncing it "/hemˈself/".

Table 4.2 Errors Pronunciation of short vowel [ə]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 1	Among	/əˈmʌŋ/	/eˈmʌŋ/	E	1	2,3%
			/ʌˈmɒŋ/	ʌ	2	4,6%
2	Breakfast	/ˈbrek.fəst/	/ˈbrek.fest/	E	4	9,2%

Table 4.2 above shows that the biggest errors in pronouncing short vowel of [ə] were

made by the students to the word "breakfast" they pronounced it with /ˈbrek.fest/.

There are 4 from 23 students (9,2%) students had errors pronounciation. Then, the

lower error in this pronounciation was the word "among". 1 of students (2,3%) was

error by pronouncing it "/eˈmʌŋ/.

Table 4.3 Errors Pronunciation of short vowel [ʌ]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 1	Become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ	12	27,6%
			/beˈkɒm/	ɒ	2	4,6%

2	Amo ng	/əˈmʌŋ/	/ʌˈmɒŋ/	ɒ	2	5,6%
2 2	Doe s	/dʌz/	/dʊz/	ʊ	1	2,3%
			/dɒz/	ɒ	3	6,9%

Table 4.3 above shows that the biggest errors in pronouncing short vowel of [ʌ] were

made by the students to the word ''become'' they pronounced it with /bɪˈkɒm/. There

are 12 from 23 students (27,6%) students had errors pronounciation. Then, the lower

error in this pronounciation was the word "does". 1 of students (2,3%) was error by

pronouncing it "/dʊz/".

Table 4.4 Errors Pronunciation of short vowel [ɒ]

No	Words	Suggested Pronunciatio n	Sounds' Produced	Errors	Freq	Percentage
1 1 1	Crop	/krɒp/	/krəʊp/	əʊ	1	2,3%
			/krɔːp/	ɔː	3	6,9%
			/crʊp/	ʊ	5	11,5%

			/krɒp/	ʊ	1	2,3%
2 2	Livestock	/ˈlaɪv.stɒk/	/ˈlɪve.stʊk/	ʊ	5	11,5%
			/ˈlaɪv.stʊk/	ʊ	7	16,1%

Based on the table 4.4 above shows that the biggest errors in pronouncing short vowel of [ɒ] were made by the students to the word "livestock" they pronounced it "/ˈlɪve.stʊk/". There are 7 from 23 students (16,1%) students had errors pronounciation. Then, the lower error in this pronounciation was the word "crop". 1 of students (2,3%) was error by pronouncing it "/krɒp/".

Table 4.5 Errors Pronunciation of short vowel [æ]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 1	Planting	/ˈplæn.t ɪŋ/	/plʌn.tɪŋ/	ʌ	2	4,6%

Table 4.5 above shows that there 2 students were errors in pronouncing short vowel vowel of [æ] , they pronounce the word "planting" with "/ˈplæn.t ɪŋ/".

Table 4.6 Errors Pronunciation of short vowel [e]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 2	Fresh	/freʃ/	/freɪʃ/	eɪ	2	4,6%
2 2	Ready	/ˈred.i/	/ˈrɪd.i/	ɪ	13	29,9%
			/ˈreɪd.i/	eɪ	2	4,6%
			/ˈrəd.i/	ə	2	4,6%
			/ˈread.i/	Ea	2	4,6%
3	Himself	/hɪmˈself/	/hɪmˈsəlf/	ə	1	2,3%

Table 4.6 above shows that the biggest errors in pronouncing short vowel [e] were

made by the students to the word "ready" they pronounced it with /ˈrɪd.i/.. There are

13 from 23 students (29,9%) students had errors pronounciation. Then, the lower

error in this pronounciation was the word "himself". 1 of students (2,3%) was error

by pronouncing it /hɪmˈsəlf/.

4.1.1.2 Errors in pronouncing long vowels

According to the research, the researcher found some errors made by students at the tenth grade of Islamic Boarding School of Mamuju in pronouncing English long vowels.

For clear information, below are the table distributions of errors with each description.

Table 4.7 Errors Pronunciation of long vowel [ɜ:]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 2	Work	/wɜ:k/	/wɒk/	ɒ	21	48,3%
			/wɔ:k/	ɔ:	5	11,5%
22	Early	/ˈɜ:.li/	/ˈɪə(r).li/	ɪə	1	2,3%
			/ˈə(r).li/	ə	9	20,7%
			/ˈɪ(r).li/	ɪ	2	4,6%

Table 4.7 above shows that the biggest errors in pronouncing short vowel [ɜ:] were made by the students to the word "work" they pronounced it with /wɒk/.. There are 21 from 23 students (48,3%) students had errors pronounciation. Then, the lower error in this pronounciation was the word "early". 1 of students (2,3%) was error by

pronouncing it /ˈɪə(r).li/.

Table 4.8 Errors Pronunciation of long vowel [e]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 2	Outdoor	/ˈaʊtˌdɔː r /	/ˈaʊtˌdɒr/	ɒ	4	9,2%

Table 4.8 above shows that the biggest errors in pronouncing short vowel [e] were made by the students to the word "outdoor" they pronounced it with /ˈaʊtˌdɒr/. There are 4 from 23 students (9,2%) students had errors pronounciation.

Table 4.9 Errors Pronunciation of long vowel [u:]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 2	Usually	/ˈjuː.ʒu.ə.li/	/ʊsu.ʌ.li/	ʊ	4	9,2%
2 2	Noon	/nuːn/	/nʌn/	ʌ	1	2,3%
3	Duties	/ˈdjuː.tiz/	/ˈdaɪ.tiz/	aɪ	2	4,6%

2			/ˈduː.tiz/	ʊ	13	29,9%
2						

The data above shows that the biggest errors in pronouncing short vowel [u:] were made by the students to the word "duties" they pronounced it with /ˈduː.tiz//.. There are 13 from 23 students (29,9%) students had errors pronounciation. Then, the lower error in this pronounciation was the word "noon". 1 of students (2,3%) was error by pronouncing it /nʌn/.

Table 4.10 Errors Pronunciation of long vowel [i:]

No	Words	Suggested Pronunciation	Sounds' Produced	Errors	Freq	Percentage
1 2	Season	/ˈsiː.zn/	/ˈsezn/	E	1	2,3%
2 2	Field	/fiːld/	/feld/	E	6	13,8%
			/fɪl/	ɪ	2	4,6%
			/feɪl/	eɪ	2	2,6%
			/faɪld/	aɪ	5	11,5%

The data above shows that the biggest errors in pronouncing short vowel [i:] were made by the students to the word "field" they pronounced it with "/f<u>e</u>ld/" There are 6 from 23 students (13,8%) students had errors pronounciation. Then, the lower error in this pronounciation was the word "season". 1 of students (2,3%) was error by pronouncing /'s<u>e</u>zn/.

Table 4.11 Errors Pronunciation of long vowel [ɑ:]

No	Words	Suggested Pronunciation	Sounds' produced	Errors	Freq	Percentage
1	Harvest	/ˈhɑː.vɪst/	/ˈh<u>ʌ</u>r.vəst/	ʌ	10	23%
			/ˈh<u>ʌ</u>r.vest/	ʌ	16	36,8%
2 2 2	Barn	/bɑːn/	/b<u>ʌ</u>n/	ʌ	10	23%
			/b<u>e</u>n/	E	2	4,6%
3 2 2	Hard	/hɑːd/	/h<u>ʌ</u>d/	ʌ	1	2,3%
			/h<u>e</u>d/	E	3	6,9%

The data above shows that the biggest errors in pronouncing short vowel [ɑ:] were

made by the students to the word "harvest" they pronounced it /ˈhʌr.vest/. There are

16 from 23 students (36,8%) students had errors pronounciation. Then, the lower

error in this pronounciation was the word "hard". 1 of students (2,3%) was error by

pronouncing /hʌd/.

Based on the all data above, the researcher concludes that the pronounciation of

vowel:

[ɜ:]

It was the biggest error which the students students of the tenth grade Islamic

boarding school Lebani of Mamuju felt difficult to pronounce it such as the word

"Work" should be pronounced with "/w3:k/" but more than 40% of students were

errors in pronouncing it, they pronounced it with "/wɑ̄k/".

4.1.3 Description and interpretation of the sources of the students' pronunciation

errors

As stated in the previous chapter, the second objective of this research

was to find out the possible sources of the young students' pronunciation errors.

Here, the researcher tried to compare between the students English pronunciation

and students first language, in this case is Buginess. The researcher found two kinds

of errors; they were pronouncing English word as written, overgeneralization the sound. Below is the other data about the sources of students' pronunciation on vowels.

Tabel 4.12 Pronouncing English word as written

No	Words	Correct pronounciation	Sound produced	Errors	Freq	Percentage
1	Rainy	/ˈreɪ.ni/	/raɪni/	aɪ	14	46,67%
2	Year	/jɪə(r)/	/jeʌ(r)/	eʌ	2	6,67%
3	Planting	/ˈplæn.t ɪŋ/	/plʌn.tɪŋ/	ʌ	2	6,67%
4	During	/ˈdjʊə.rɪŋ/	/ˈdʊ.rɪŋ/	ʊ	10	33,33%
5	Ready	/ˈred.i/	/ˈread.i/	Ea	2	6,67%
6	Rainy	/ˈreɪ.ni/	/raɪni/	aɪ	14	46,67%
7	Plough	/plaʊ/	/plɒʊg/	ɒʊ	1	3,33%
8	Beginning	/bɪˈgɪn.ɪŋ/	/beˈgɪn.ɪŋ/	E	6	16,67%
9	Usually	/ˈjuː.ʒu.ə.li/	/ʊsu.ʌ.li/	ʊ	4	13,33%
10	Cow	/kaʊ/	/cɒʊ/	ɒʊ	3	10%
11	Livestock	/ˈlaɪv.stɒk/	/ˈlɪve.stɒk/	ɪ	11	36,67%

12	Barn	/bɑ:n/	/bʌn/	ʌ	10	33,33%
13	Among	/əˈmʌŋ/	/ʌˈmɒŋ/	ɒ	2	6,67%
14	Duties	/ˈdjuː.tiz/	/ˈdʊ.tiz/	ʊ	13	43,33%

Table 4.12 showed the students pronounced English as written. The students first language may affect those errors. It means that the learner's native language influenced the process of mastery of the language. The students said "Harvest" with /ˈhʌr.vest/. All of data avove showed that the 2-14 students pronounced the English word as written.

Tabel 4.13 Overgeneralization

No	Words	Correct pronounciation	Sound produced	Errors	Freq	Percentage
1	Rainy	/ˈreɪ.ni/	/reni/	E	5	16,67%
			/rɪni/	ɪ	3	10%
2	Year	/jɪə(r)/		ə	4	13,33%
			/j̲ə(r)/			
3	Field	/fi:ld/	/feld/	E	6	20%
			/fɪl/	ɪ	1	3,33%

4	Become	/bɪˈkʌm/	/bɪˈkɒm/	ɒ	12	40%
			/beˈkɒm/	ɒ	2	6,67%
5	During	/ˈdjʊə.rɪŋ/	/ˈdʌ.rɪŋ/	ʌ	16	53,33%
6	Ready	/ˈred.i/	/ˈrɪd.i/	ɪ	13	43,33%
			/ˈreɪd.i/	eɪ	2	6,67%
			/ˈrəd.i/	ə	1	3,33%
7	Crop	/krɒp/	/krɔːp/	ɔː	3	10%
			/crʊp/	ʊ	5	16,67%
			/krʊp/	ʊ	1	3,33%
8	Plough	/plaʊ/	/plɒg/	ɒ	28	93,33%
9	Work	/wɜːk/	/wɒk/	ɒ	21	70%
			/wɔːk/	ɔː	5	16,67%
10	Early	/ˈɜː.li/	/ˈə(r).li/	ə	9	30%
			/ˈɪ(r).li/	ɪ	2	6,67%
11	Cow	/kaʊ/	/kɒʊ/	ɒʊ	5	16,67%
12	Noon	/nuːn/	/nʌn/	ʌ	1	3,33%

13	Livestock	/ˈlaɪv.stɒk/	/ˈlɪv.stɒk/	ɪ	2	6,67%
14	Barn	/bɑːn/	/be̲n/	E	2	6,67%
15	Among	/əˈmʌŋ/	/e̲ˈmʌŋ/	E	1	3,33%
16	Duties	/ˈdjuː.tiz/	/ˈdʌ̲.tiz/	ʌ	12	40%

Table 4.13 showed that the other source of students' errors is the studnets over generalize the rules. The student's failure to adopt the target language system. For example sound /wᴰk/ in the word "work" has the similir sound with (o) so the students tend to pronounce like that word with "/wo̲k/".

4.2 Discussions

Based on the description in the data presentation, there are several things can be noted down. Most of the students still make errors in pronouncing English words on vowels. There are 2 kinds of pronunciation errors on vowels which occur in the students' utterance. They are errors in short vowel and long vowel.

The errors of short vowels are described clearly as follow, firstly based on Vlack in dictionary symbol, vowel /æ/ drawed as **'a'** and this is stressed front vowel. To pronounce it, the tongue is getting quite low here, but it still near the front of the

mouth. However, in pronouncing it the subject made two general errors that very difficult to be avoided. There are drawed as /ʌ/ and /ɛ/.[35]

These two vowels are stressed sound but they have different in articulation. Vowel /æ/ is stressed front vowel and vowel /ʌ/ is stressed central vowel therefore, the stressed of vowel /æ/ is more longer than vowel /ʌ/. However, the subjects produced vowel /æ/ as stressed central vowel so that it occurs a shortening sound of vowel /æ/ with /ʌ/. Two of the thirty subjects pronounced **land** as **'lʌnd'** and six out pronounced as **'lɛnd'**. This error occurs because those subjects read English phoneticly influenced by their native language. Actually, the place to articulate of vowel /æ/ is in central of vowel and the manner is in the middle. But, the subjects pronounced it in the front of vowel and the manner is in the middle. This indicates that, the subjects unsuccessfully produce sound based the place of articulation. To solve this error, the subjects need awareness about English phonetic and how to pronounce it correctly.

In dictionary symbol, vowel /ə/ drawed as ə and this is the unstressed central vowel. This vowel does not exist in the phonic system therefore, it is difficult for the students to pronounce it. In pronouncing vowel /ə/ , the subjects made four general errors. Basically, vowel / ə/ and / ʌ/ are the same sound but they have difference in stressed and unstressed. Therefore, when the subjects confuse to differ between stressed and unstressed sounds, it will occur shortening and lengtening voice. For

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[35] Vlack (2004,p.57)

example in the word difficult **/dɪfikalt/** four of the ten subjects pronunced as **'dɪfikalt'** therefore it occurs lengtening voice /ə/ with /ʌ/ . This lengtening voice caused the error in the manner of articulation. Actually , the place to articulate of vowel /ə/ is in central and the manner is low, but those four subjects produced in the central of vowel and the manner is in the middle. This indicates that, my subjects still confuse to differ stressed and unstressed sounds in English vowels. Solving these errors, the subjects should learn of how to differ stressed and unstresset sounds by watching native speaker's pronunciation, it makes them familiar how to pronounce vowel correctly.

The next is the error of vowel /ɚ/ drawed as ɜr and this is the r-colored unstressed central vowel with the tongue is twister when it pronounced. However, in pronouncing vowel/ɚ/ the subject made two general errors that very difficult to be avoided, they are drawed as **/ɛr/** and **/ʌr/.** This errors occours because the subject pronounced it phoneticly, therefore it occurs the substitution voices /ər/ with /ɜr/. For example in the word **father /'fa:ðə(r)/** five of the ten subjects were pronouncing it as „**fader'**, it is influenced by the first language interference because voice /er/ in the word father is indonesian or muna style. In addition, this substitutional voice caused by the error in the place of articulation. Actully, the place should be in central and the manner is in tha midlle but, threee of the ten subjects produced it in front of vowel and the manner is in the midlle. To solve this error, the subjects need to learn how to pronounce English sounds and try to differ it with their first language sounds.

Sound /ə/ is also unstressed central vowel and sound **/o/** is a central back vowel. Same subjects have done the error because they read English written form. It because of the influence of their firts language style. Five of the ten subjects read **develop /dɪ'veləp/** as **'devalop'** so that, it occurs the subtitution voice of vowel /ə/ with **/o/**. Moreover, the subjects are confusing to articulate it. Actually, the place sound articulate of vowel /ə/ is in central and the manner is low, some subjects produce it in the middle and the manner is back. This indicates that, the subjects are unsuccesfull in producing sound based on placing their language in articulation. To solve this error, the subjects need to learn how to pronounce English vowels correctly by watching native speaker's pronunciation carefully.

As conclusion, the description of the result above, it was known most of the students produce pronunciation error on short vowel [e]. It was proved in short vowel from the test that the maximum errors were 43,33% (13 students) of the sample got errors in pronouncing vowel [e], 13,8% (6 students) were errors in pronouncing vowel [I], Then 9,2% (6 students) were errors in pronouncing vowel [ə], and about 27,6% (12 students) were errors in pronouncing vowel [ʌ].

On the long vowels, the students at the tenth grade of Islamic Boarding School of Mamuju still had errors in pronouncing the sound of vowels especially for the long vowels. It was proved in long vowel from the test that the maximum errors were 48,3% (21 students) of the sample got errors in pronouncing vowel

[ɜ:], 29,9% (13 students) were errors in pronouncing vowel [u:], Then 13,8% (6 students) were errors in pronouncing vowel [ə], and about 36,8% (16 students) were errors in pronouncing vowel [ɑ:].

Making errors cannot be separated from the learning process particularly of languages as stated by Thornbury, "error seems to be an inevitable part of learning a language".[36] However, there should be attempts to eliminate the errors occurred otherwise the errors will be fossilized in the learners' mind. To do that, it is needed to know why the learners make such kind of errors. Knowing the sources of errors can help the teacher finding the best way to overcome the pronunciation problems faced by the students so that they systematically are able to avoid themselves from making the same errors on vowels in the next.

On the research, the researcher found two sources of errors; they were pronouncing English word as written and overgeneralization. Based on the researcher analysis, the learners pronounced English as written or substituted the vowel is affected by learner's native language, in this case is Buginess sound. For example the students said "Harvest" with /ˈhʌr.vest/. All of data avove showed that the 2-14 students pronounced the English word as written.

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[36] Scoot Thornbury, *How to Teach Grammar*, (England; Pearson Education Ltd. 1999), p. 133

Moreover, the other sources of students' errors are the students over generalize the rules and confuse the spelling rule. They transferred the rules of their first language into the target language. For example sound /wɒk/ in the word "work" has the similir sound with (o) so the students tend to pronounce like that word with "/wok/". This result in line with Richard's argument, "sentence in target language may exhibit interference from mother tongue, this is of course was considered to be major, but not the only, source of difficulty by linguist doing contrastive analysis".[37] It means mother tongue is a major source of the errors made by the students in pronouncing English word on vowel.

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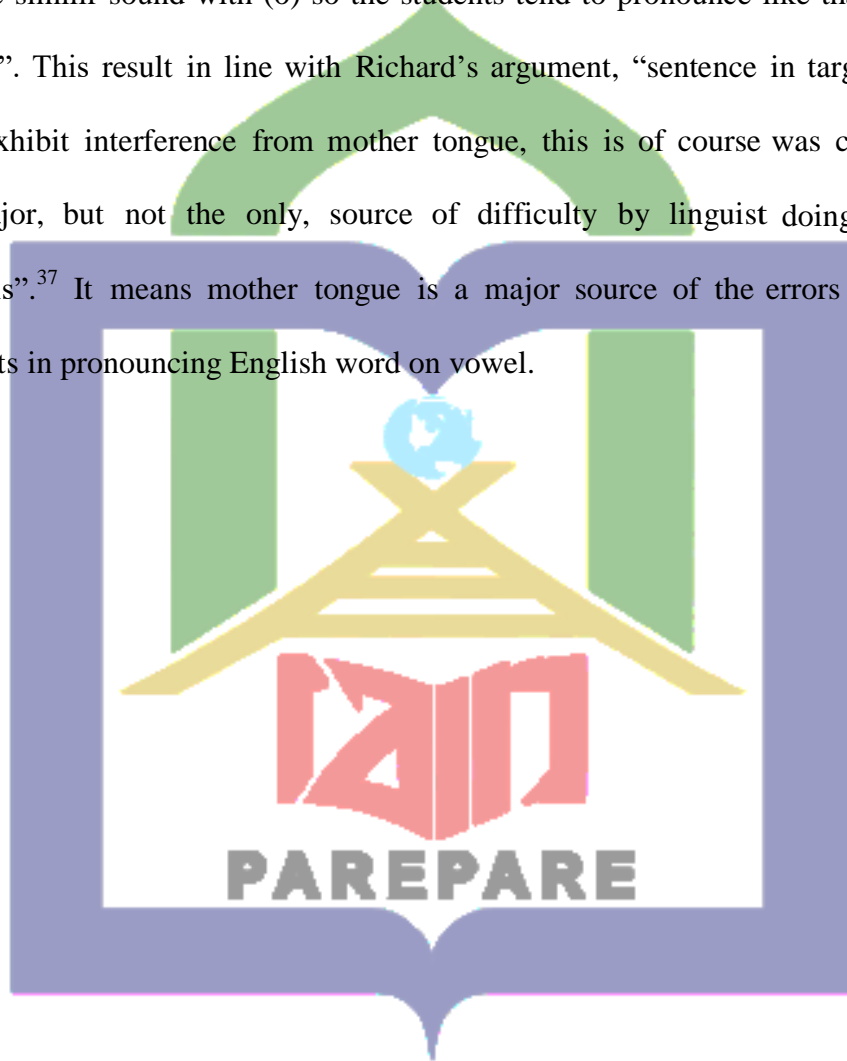
[37] Jahard(ed), *Error Analysis, Perspective on Second Language Acquisition*, (England: Longman, 1974), p.5

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusions and suggestions.

5.1 Conclusions

After conducting the research, finding the result of the data identification, and then discussing the result of data analysis, now the research comes to the conclusion. In the section, the research would like to put forward some conclusions as follow:

5.1.1 The Students of the Ten Grade Islamic Boarding School Lebani of Mamuju most of the students produce pronunciation error on short vowel [e]. It was proved in short vowel from the test that the maximum errors were 43,33% (13 students) of the sample got errors in pronouncing. So, the tenth grade of Islamic Boarding School Lebani of Mamuju 2016/2017 staying in category poor. The students on the long vowels also still had poor errors in pronouncing the sound of long vowels. It was proved in long vowel from the test that the maximum errors were 48,3% (21 students) of the sample got errors in pronouncing the vowels.

5.1.2 The researcher found two sources of errors; they were pronouncing English word as written and overgeneralization

5.2 Suggestion

Looking at the facts of his research shown on the datum he had gathered, and referred to the findings he had discussed in chapter IV, the researcher concluded two points, and from that points of conclusions, he suggest several items as follow:

5.2.1 The researcher suggested that every student should better listen to the native English speakers more often from any sources of media either from the English TV programs, English songs, English articles, even from the English themselves so the students would be adjusted to the English pronunciations and the words, phrases, clauses, and sentences will not be strange any more in their hearings even in their pronunciations. They could do that by applying a habitual formation method.

5.2.2 The researcher suggested that every student should understand the meaning of every word, phrases, clause, and sentence they read and the hear, so they will be able to pronounce them well in correct stressing and also with correct intonation. Because to pronounce the intonations correctly, we need to comprehend the meaning or the idea of one clause or one sentence to define whether we should pronounce them in imperative intonation, or interrogative intonation, or in interceptive intonation, or in affirmative intonation.

5.2.3 The researcher suggested that English teachers in Islamic Boarding School Lebani of Mamuju Regency should better accommodate their students' needs of English. In the example by activating English day, English camp, English contest, etc. they can make adjustment in English pronunciations start from the mastering of vocabulary.

5.2.4 The researcher suggested that the government in Mamuju regency west Celebes province should better try to manage the system of students exchange and contests either between schools on Mamuju regency (local schools exchange) or einternational exchange. The exchange could make circulations of educational condition each other. The good school could share their better condition to other school with minimum condition.

5.2.5 The researcher suggested that the next researchers should better take the next related research with the deeper scopes. This research still discuss over the narrow scopes because it still used descriptive method, so the data collected was still around the surface view of the field, in this case, it was still on what appeared on Islamic Boarding School Lebani of Mamuju especially their English pronunciation errors. The next researcher may take the other researcher methods like pre-experimental method by giving some treatments above (English day, English camp, English contest, and student's exchange) to the samples to find out whether they could increase the students pronunciation skill.

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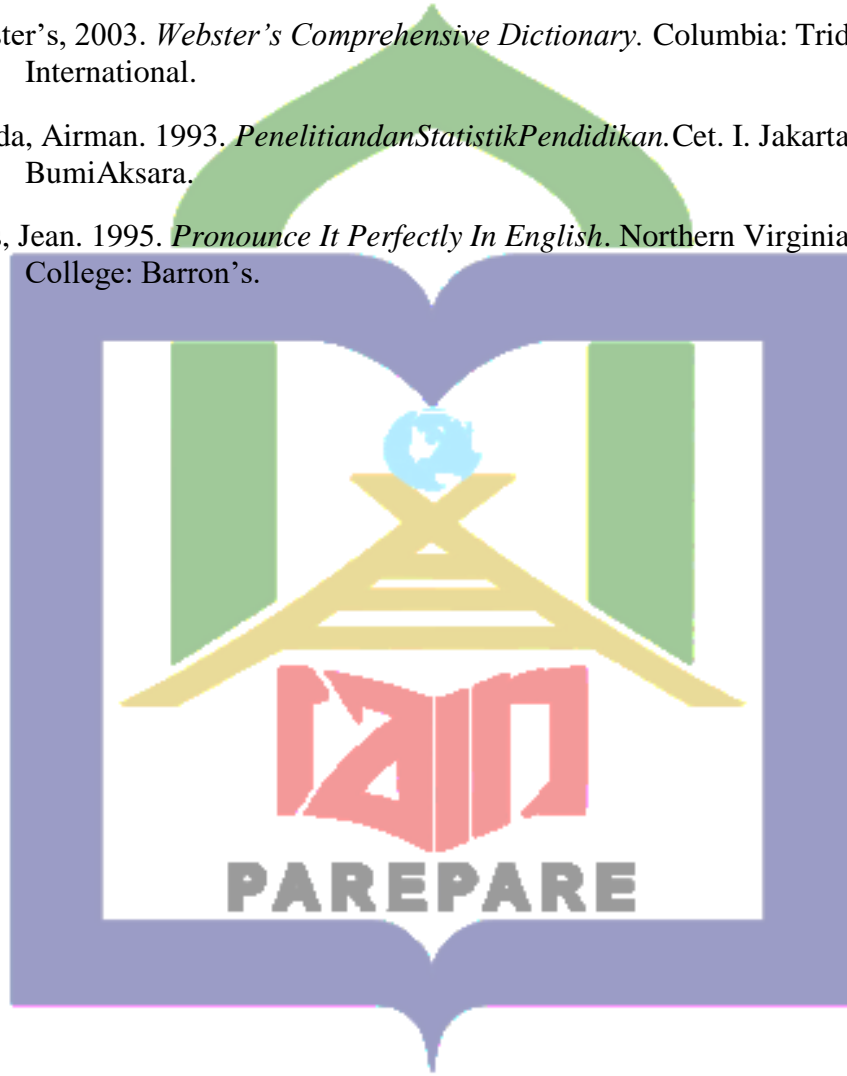
Appendix 1. Pronunciation Test

NO	Word/ Sentence	Correct Pronunciation
1.	Fine	
2.	I Have Breakfast	
3.	I' am fat	
4.	Live	
5	I' am very happy	
6	He has seven book	
7	Throw	
8	Think of something	
9	Thank you so much	
10	The	
11	That they say I hate you	
12	That is a table	
13	Sit	
14	I see you	
15	The horse is strong	
16	Zero	
17	Go to the zoo	
18	Watching news	
19	Wish	
20	She look at me	
21	You fishing in the lake	
22	Homework	
23	How can measure	
24	I find pleasure	
25	I am hungry	
26	It' s my home	
27	Hat	
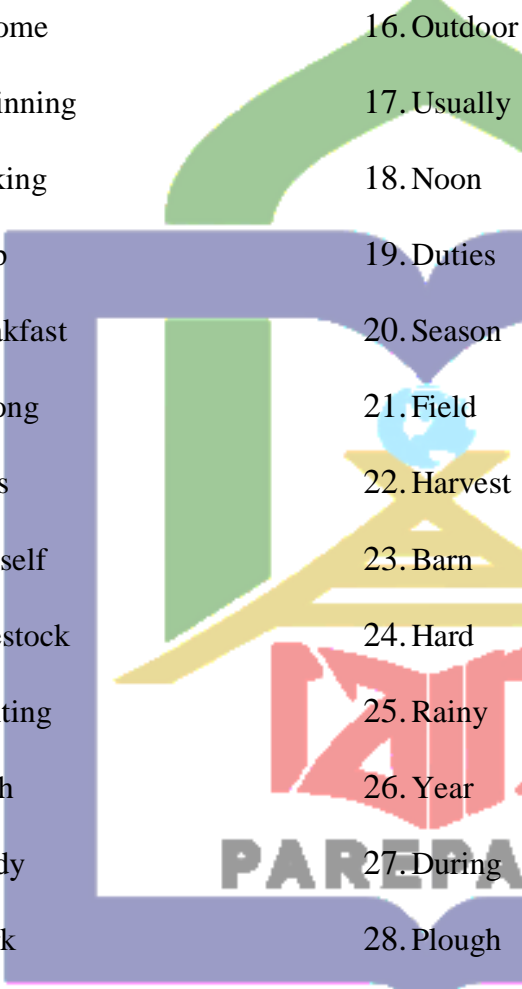
Appendix 2: Pronunciation Test

Key Answer

NO	Word/ Sentence	Correct Pronunciation
1.	Fine	Fain
2.	I Have Breakfast	Ai hæv brekfest
3.	I' am fat	Ai em fæt
4.	Live	Liv
5	I' am very happy	Ai em veri hæpi
6	He has seven book	Hi: hæs sevn buk
7	Throw	Θrəu
8	Think of something	θiŋk əv; sʌmθiŋ
9	Thank you so much	θæñk ju: səu mʌtʃ
10	The	ðə
11	That they say I hate you	ðət ðəi sei ai heit
12	That is a table	ðət is ə teibel
13	Sit	sit
14	I see you	ai si: ju
15	The horse is strong	ðə hɔ: s is stʊ :ŋ
16	Zero	ziərəu
17	Go to the zoo	gəu tə ðə zu:
18	Watching news	watʃing nju:z
19	Wish	wiʃ
20	She look at me	sʃ: luk ət mi:
21	You fishing in the lake	ju: fiʃing in ðə leik
22	Homework	hÕumw3:k
23	How can measure	hau kən; meʒə(r)
24	I find pleasure	ai faind pleʒə(r)
25	I am hungry	ai em hʌŋgri
26	It' s my home	it is mai həum
27	Hat	hæt

Appendix 3. Pronunciation Test

Please read the word below correctly with good pronounciation!

1. Become
2. Beginning
3. Milking
4. Crop
5. Breakfast
6. Among
7. Does
8. Himself
9. Livestock
10. Planting
11. Fresh
12. Ready
13. Work
14. Early
15. Happy

16. Outdoor
17. Usually
18. Noon
19. Duties
20. Season
21. Field
22. Harvest
23. Barn
24. Hard
25. Rainy
26. Year
27. During
28. Plough
29. Cow
30. Drying

Appendix 4. Name of Students

Number of Sample	Name	Class
1	Abdullah	X
2	Abdul Rafiq	X
3	Andi Rahmat	X
4	Budi Surahmat	X
5	Badruddin	X
6	Heruddin	X
7	Herwandi	X
8	Jumardin	X
9	Rahmat	X
10	Zulkarnain	X
11	Anis Azzahra	X
12	Arsita Kadir	X
13	Ayu Astari	X
14	Andi Muliana	X
15	Almaida Nur	X
16	Desy Susilawati	X
17	Hasnia H	X
18	Nurhidayah	X
19	Nurmadina	X
20	Munarsi jufri	X
21	Nirma handayani	X
22	Karmilawati	X
23	Upi Rahmawati	X

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Nomor   : B 19 52/Sti.08/PP.00.9/10/2016

Lampiran : -

H a l   : Izin Melaksanakan Penelitian

Kepada Yth.

Kepala Daerah KAB. MAMUJU

Cq. Badan Kesatuan Bangsa dan Politik

di

   KAB. MAMUJU

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) PAREPARE :

Nama	:	MUHAMMAD IDHAR
Tempat/Tgl. Lahir	:	MAMUJU, 26 April 1995
NIM	:	12.1300.139
Jurusan / Program Studi	:	Tarbiyah dan Adab / Pendidikan Bahasa Inggris
Semester	:	IX (Sembilan)
Alamat	:	LEBANI, KEC. TAPALANG, KAB. MAMUJU

Bermaksud akan mengadakan penelitian di wilayah **KAB. MAMUJU** dalam rangka penyusunan skripsi yang berjudul :

"THE IDENTIFICATION ERROR ON ENGLISH PRONUNCIATION MADE BY STUDENTS OF THE TENTH GRADE OF ISLAMIC BOARDING SCHOOL LEBANI OF MAMUJU"

Pelaksanaan penelitian ini direncanakan pada bulan **Oktober** sampai selesai.

Sehubungan dengan hal tersebut diharapkan kiranya yang bersangkutan diberi izin dan dukungan seperlunya.

Terima kasih,

20 Oktober 2016

A.n Ketua

Wakil Ketua Bidang Akademik dan Pengembangan Lembaga (APL)

h. Djunaidi

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REKOMENDASI PENELITIAN
Nomor : 070/ 25.8 /BKBP

1. Dasar : 1. Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014 tentang Perubahan atas peraturan Menteri Dalam Negeri Nomor : 64 Tahun 2011, tentang Pedoman Penerbitan Rekomendasi Penelitian.
   2. Peraturan Daerah Provinsi Sulawesi Barat Nomor : 8 Tahun 2012, tentang Perubahan Ketiga Atas Peraturan Daerah Provinsi Sulawesi Barat Nomor : 4 Tahun 2009, tentang Organisasi dan Tata Kerja Inspektorat, Badan Perencanaan Pembagian Penelitian dan Pengembangan daerah dan Lembaga Teknis Daerah Provinsi Sulawesi Barat (Lembaran Daerah Provinsi Sulawesi Barat Tahun 2009 Nomor : 4 Tambahan Lembaran Daerah Provinsi Sulawesi Barat Nomor 37).

2. Menimbang : 1. Surat Direktur Jenderal Politik dan Pemerintahan Umum Kementerian Dalam Negeri Nomor : 440.02/4278/Parpus, Tanggal 18 Desember 2015 tentang Rekomendasi Penelitian.
   2. Surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Pare-Pare, Nomor : B.1952/Sti.08/PP.00.9/10/2016 Tanggal 20 Oktober 2016. Perihal Permohonan Rekomendasi Penelitian.

MEMBERITAHUKAN BAHWA :

a. Nama/Objek : **Muhammad Idhar**
b. Jabatan/Tempat : Penelitian /Kel/Desa Lebani kec. Tapalang Barat Kab. mamuju /NIM : 12.1300.139
c. Untuk : 1) Melakukan Penelitian dengan proposal berjudul " **The Identification Error On English Pronunciation Made By Students Of The Tenth Grade Of Islamic Boarding School Lebani Of Mamuju**".
   2) Lokasi Penelitian : MA DDI Lebani Kec. Tapalang Barat Kab. Mamuju;
   3) Waktu/Lama Penelitian : 30 Oktober s/d 01 Desember 2016;
   4) Anggota Tim Peneliti : -
   5) Program Studi : Pendidikan Bahasa Inggris
   6) Status Penelitian : Baru.
d. Melaporkan hasil Penelitian kepada Gubernur Cq Badan Kesbang dan Politik Provinsi Sulawesi Barat, paling lambat 6 (Enam) Bulan setelah selesai penelitian.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Mamuju, 31 Oktober 2016
an. KEPALA BADAN
Ub.Kasubag. Program dan Pelaporan

EKA GENTA ASYUNI, SE
Pangkat : Penata Tk.I/III.d
NIP : 19830621 200604 2 016

DEPARTEMEN PENDIDIKAN AGAMA
MADRASAH ALIYAH LEBANI
Alamat: Desa lebani kec, Tapalang barat kab.Mamuju

SURAT KETERANGAN PENELITIAN
Nomor : Kd. 027-064/MA/DDI/DL/XI/2016

Yang bertanda tangan di bawah ini Kepala MA DDI Lebani, menerangkan bahwa :

Nama : MUHAMMAD IDHAR

CURRICULUM VITAE

The writer, Muhammad Idhar was born on April 26nd 1995 in Lebani kecamatan Tapalang Barat Kabupaten Mamuju, West Sulawesi Province. He is the four son from Budi and Nurlailah. He has four brother and two sister. His educational background, He began his elementary school in 2000 at SD Inpres Lebani and graduted in 2006. At the same year, she continued his study in junior high school of SMP Negeri 2 Tapalang Graduated in 2009, after that she continued his study in Senior High School of MA DDI Lebani and graduated in 2012. He enrolled and accepted studying in S1 English Program Of Tarbiyah Department at State Islamic College (STAIN) Parepare 2012 and completed her study in 2017 with his skripsi in title **" *The Identification of English Pronunciation Error on Vowels Made by the Students at Tenth Grade of Islamic Boarding School Lebani of Mamuju".***