

ABSTRACT

Umi Prabawati. 2010. Description of Pronunciation Produced by Javanese Students at the Tenth Year of Madrasah Aliyah Baburrahmah Lara 1 Thesis, English study Program of Educational Department in Sekolah Tinggi Agama Islam Negeri (STAIN) Palopo. Consultants: Dra. Jumharia Djamereng, M.Hum as the first consultant and Masruddin, S.S., M.Hum as the second consultant.

Key word : description of pronunciation, Javanese student at the tenth year of Madrasah Aliyah Lara 1.

This thesis focused on description of pronunciation produced by Javanese students' at the tenth year of Madrasah Aliyah Lara 1 in academic year 2010/2011. This thesis focuses on one question "How is description of pronunciation produced by Javanese students of Madrasah Aliyah Baburrahmah Lara 1 in using affricatives palato alveolar /d/ and approximant palatal /j/ in English pronunciation"

This research was undertaken on tenth year of students Madrasah Aliyah Baburrahmah Lara 1 2010/2011 academic year. The numbers of population were 48 students. The research took 20 students as sample using purposive sampling technique.

This research applied descriptive quantitative method. The research used reading task (word list reading task, sentence reading task, and passage reading task) and tape recorder as instrument for collecting data.

The result of this research that the average of the students score in word list reading task are 5.2, sentence reading task are 3.1 and passage reading task are 2. The target sound in word list reading task are higher than target sounds in sentence reading task appear downhill and passage reading task more downhill. The researcher make conclusion that description Pronunciation through affricatives palato alveolar /d/ and approximant palatal /j/ the students of Javanese it is very low because most of the students influence of affricatives palato alveolar /d/ and approximant palatal /j/ by their mother tongue when they pronounce affricatives palato alveolar /d/ and approximant palatal /j/

CHAPTER I

INTRODUCTION

A. Background

Language is the main instrument of communication in human life. Human beings communicate with one another primarily by speech and speech brings human being closer together than one might imagine.¹ Language is a media to talk everything such as social, cultural, politic, religion, to other people. Besides, language also used as a tool to get knowledge and cultural development. Without language we cannot interact with others in social life.

To understand people when they speak English, we should have a good pronunciation. It is very important because if a non native speaker has very bad pronunciation, he or she will not be able to communicate well no matter how she or he control their grammar and vocabulary. Rogova in Masruddin stated that good pronunciation is needed in order to avoid misunderstanding when people talk with one and another. It is clear that in learning foreign language, pronunciation is one of the main things that should be given more attention².

Rogova in Nurwati states that good pronunciation is needed in or to avoid misunderstanding when people with one another. From the about statement, it is clear that in learning foreign language, pronunciation in one of the main things that should be paid more attention.³

¹ Nurwati, *The Ability of the Second year students of MAN Palopo In Distinguishing Labiodental Phonemes*. (Palopo : STAIN, 2006)

² Masruddin, *The Realization of selected English Fricatives By Masamba Students; An Interlanguage Study*. (Makassar: Hasanudin University, 2004), p. 1

³ Nurwati, *The Ability of Second Year Student of MAN Palopo in Distinguishing labiodental phonemes*, (Palopo: STAIN, 2006),p.1

Some English learners who learn English as foreign language students are shy to embarrass and appear to be threaten by attention to their English pronunciation. They do not seem enjoying the phonology subject because they look it as a point not as a pleasure. Although, sometimes admitting privately that they have a bad accent or wrong pronunciation.

Each language has its own unique sound system, different from another language. Problems in pronouncing some English sounds faced by Indonesian people naturally, because many English sounds do not exist in their language. No two languages identical and it has been suggested, therefore, that people with different mother tongue will have different language. Just how to differentiate two languages may be illustrated by the common difficulty of translation from one tongue to another.

Javanese speakers commonly find difficulties in producing some phonemes, for example the tenth year of the students of MA Baburahmah Lara 1 still difficult to pronounce “d, j” example they often pronounce Do as [dthu], Jump as [djAm] The reality the students have been studying English for several years. The reason for this mispronunciation is that the phonemic inventory. Some experts state that the competence and ability of learner in acquiring as a first language or a second language covered similarity in producing errors as it is experienced by that cure in learning English as a second language

Based on the assumption above, the researcher will search about description of pronunciation produced by Javanese students of Madrasah Aliyah Baburrahmah Lara 1.

B. Problem Statement

Based on the fact stated in the background above, the researcher will formulate the problem below:

“How is description of pronunciation produced by Javanese students’ of Madrasah Aliyah Baburrahmah Lara 1 in using consonant [d],[j] in English pronunciation?”.

C. Objectives

Relevant to the researcher question above, the researcher will state the specific research as follow:

“To find out description of pronunciation produced by Javanese of Madrasah Aliyah Baburrahmah Lara 1 in using /d/, /j/.

D. Scope of the Research

The research will be focused on the problems faced by the Javanese students’ in pronunciation of phoneme [d], [j] in English.

E. Significant of the Research

1. Feedback for Javanese students of English specially in producing English Fricative [d], [j].
2. Improvement of the Javanese students in learning English pronunciation.

F. Definition of Term



The get general understanding about the main of the title the researcher will give explanation as follows:

Description is a statement of what somebody or something is like.⁴

Pronunciation is way I which a language or particular word or sound is spoken'⁵

Javanese students are the students of Madrasah Aliyah Baburrahmah Lara 1 who use Bahasa Indonesia and their local language bahasa java in their daily activities and also study English as a foreign language.



⁴ Oxford learners' pocket dictionary. P. 116

⁵ Martin H Manser, *Oxford Learners Pocket Dictionary* (New Edition,1991),p 343

CHAPTER II

REVIEW OF LITERATURE

A. Previous Research

They are several researches concern about the difficulty to pronounce English phonemes because of mother tongue.

Masruddin in research states that in pronouncing Masamba student are mostly influenced by their primary language. The productions of non target sound are commonly caused by the interference of their primary of second language particularly in terms of substituting to the close equivalent sounds for the target sound.¹ Labov in Masruddin thesis stated that in a study of language in its social context shows that the reading of a word list tended to elicit the most careful pronunciation, the reading of connected prose, less careful pronunciation, and free speech more casual pronunciation.²

In another research, Amalia Yahya states that students of Pesantren Datuk Sulaiman in Palopo in producing certain English fricatives can modify their production of sound so that their pronunciation comes closer to English pronunciation. This phenomenon happens because before learning English as a foreign language, Pesantren Datok Sulaiman students have learned Arabic languages before.³

¹ Masruddin, *The Realization of Selected English Fricatives By Masamba Students, An Inter Language Study*, (Makassar: UNHAS, 2004), P. 81.

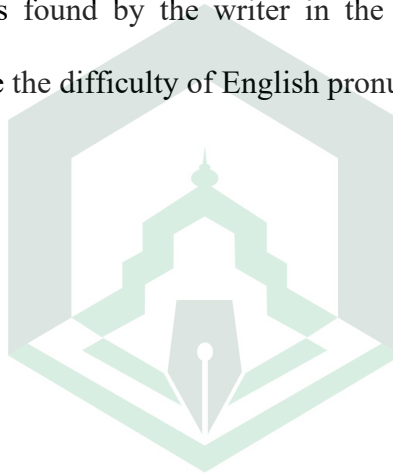
² *Ibid*, p. 18.

³Amalia yahya, *Varieties of Certain English Fricatives Produced By Student with Arabic Language Background Of Pesantren Datok Sulaiman In Palopo, An Interlanguage Phonological Point Of View*, (Makassar : UNHAS, 2004), p. 75.

Ekawati Abbas concluded in her research that the ability of the eight year students of M.Ts. Nurul Junaidiyah Burau in their English Pronunciation namely [v], [θ], [ð] is in poor category.⁴ Its mean that the more students pronounce word or sentences the more students fluently to pronounce the word or sentences

In another research, Nurwati in concluded in her research that the ability of the second year students of MAN Palopo in distinguishing labiodentals phonemes namely [f] and [v] are in poor category.⁵

This research will try to find more evidence to see whether the result of those research match with the reality that was found by the writer in the field. The writer also analyzes specifically the factors that cause the difficulty of English pronunciation.



B. Error Analysis

Error analysis is an effort to observe, analyze, and classify the errors the learners make to reveal something of the system operating with the learner.⁶

⁴Ekawati Abbas, *The Ability Of Buginese Toward Students English Pronunciation At The Eight Year Students Of M. Ts. Nurul Junaidiyah Burau, An Interlanguage Phonological Point Of View*, (Palopo : STAIN, 2008), p. 59.

⁵ Nurwati, *The Ability Of The Second Year Students Of MAN Palopo In Distinguishing Labiodental Phonemes*, (Palopo : STAIN, 2006), p.58

⁶ Douglas Brown, *Principle of Language Learning and Teaching*,(New Jersey: prentice Hall, Inc., Englewood Clifts,07632, 1980), p. 166

An error analysis can give a picture of the type of difficulty learners are experiencing. If it is carried out on a large scale such a survey can be helpful in drawing up a curriculum, and for the class teacher an error analysis can give useful information about a new class.⁷

Strevents hypothesizes that the error students commit shouldn't be viewed as a problem to be overcome, but rather as normal and inevitable features indicating the strategies that learners use.⁸

Based on some theories above, the researcher can conclude that error analysis is a study on the systematic error that students commit in acquiring a language into the target language.

1. Students' Error

Human learning is fundamentally process that involves the making of mistakes. Mistakes, misjudgments, miscalculation, and erroneous assumption form an important aspect of learning virtually any skill or acquiring information.⁹

Second language learning is a process that is clearly not unlike first language learning in its trial-and-error nature. Inevitably the learner will make mistakes in the process of acquisition, and indeed will even impede that process if he doesn't commit errors and then benefit in turn various forms of feedback on those errors¹⁰

Since this study analyzes learners' errors, it is appropriate to define what is meant by errors. The terms "mistake" and "error" are often used interchangeably. However, there is a clear difference between the two. Norrish makes a clear distinction between errors and mistakes. He stated errors a systematic deviation when a learner has not learnt something and consistently gets

⁷ John Norrish, *Language Learners and Their errors*, (London and basingstoke: The Macmillan Press Lmted., 1983), p. 80

⁸ Jack C. Richards, *Error Analysis Perspective on second Language Acquisition* (London: Longman group Limited, 1974), p. 4

⁹ Douglas Brown, *principle of Language Learning and Teaching*, p. 164

¹⁰ *Ibid.*

it wrong. He adds also that when a learner of English as second or foreign language makes an error systematically, it is because he has not learnt the correct form. Norrish then defines mistakes as “inconsistent deviation.” When a learner has been taught a certain correct form, and he uses one form sometimes and another at other times quite inconsistently, the inconsistent deviation is called a mistake.¹¹

In another source, Brown states that a mistake refers to performance error that is either a random guess or a “slip,” in that it is a failure to utilize a known system correctly, and says that an error is a noticeable deviation from the adult grammar of a native speaker, reflecting the interlanguage competence of the learner.¹²

2. Error Categories and Stages

Brown states some terms as a plausible tool for classifying errors, they are four Mathematical Categories (Addition, Omission, Substitution, and Ordering), four Linguistic Categories (Phonology or Orthography, Lexicon, Grammar, and Discourse), and three stages of error (Pre-Systematic Error, Systematic Error, and post-Systematic Error).¹³ Each of them is listed as follows:

a. The Mathematical Categories of Error

1. Addition. Addition is the act of adding something to something else.¹⁴

2. Omission. Omission is the act of not including somebody/something or not doing something.¹⁵

¹¹ John Norrish, *Language Learners and Their Errors*, p. 7

¹² Douglas Brown, *Principle of Language and Teaching*, p. 165

¹³ *Ibid*, p. 171

¹⁴ Hornby, *Oxford Advanced Learner's Dictionary*, (Ed.; Great Clarendon Street, Oxford OX2 6DP, Oxford University Press, 2003) p. 15

3.Substitution. Substitution means the act of putting one thing or person in the place of another.¹⁶

4.Ordering. Ordering means the way in something is ordered or arranged, or the act of putting something into an order. ¹⁷

b. The Linguistic Categories of Error:

1.Phonology or ortography. Phonology means the establishment and description of distinstive sound units of a language by means of distinctive features.¹⁸ It terms is also concerned with the study of word to word relations in sentences, and the investigation of intonation patterns.¹⁹ In addition, ortography is a term which used for representing the spelling in general, the correct or the standard spelling.²⁰

2.Lexicon; the word lexicon means the set of all the words and idioms in any languages.²¹ In this study, the use of lexicon terms is closely related to the lexicology which means the study of the vocabulary items of a language, including their meanings and their relations, and change in their form and meaning through time.²²

3.Grammar. Grammar is a description of the structure of a language and the way in which linguistic units such words and phrases are combined to produce sentences in the language, and in generative transformational theory, grammar means a set of rules and a lexicon which describes the knowledge (competence) which a speaker has of his or her langauge.²³

¹⁵ *Ibid*, p.921

¹⁶ <http://www.wordreference.com/definition/substitution>.

¹⁷ Hornby, *Oxford Advanced Learner's Dictionary*, p. 931

¹⁸ Jack C. Richards, *Error Analysis Perspective on second Language Acquisition*, p. 216

¹⁹ *Ibid*. p. 217

²⁰ *Ibid*. p. 203

²¹ *Ibid*. p. 165

²² *Ibid*.

²³ *Ibid*. p. 125

4. Discourse. In general terms, discourse means the language which has been produced as the result of an act of communication. It refers to the larger units of language such as paragraphs, conversations, and interviews.²⁴

c. The Stages of Error

1. Pre-Systematic Error. Pre-Systematic Error is the stage in which the learner is only vaguely aware that there is some systematic order to a particular class of items. Partial consistency can make a pre-systematic error.²⁵

2. Systematic Error. Systematic Error is a stage when the student has begun to discern a system, to be more consistent in patterning, and to exhibit rather consistent errors indicating internalization of rules, albeit "incorrect" rules by native speaker standards.²⁶

3. Post-Systematic Error. Post-Systematic Error is found when the learner is quite consistent in his speech, and when he makes an error he can both explain it and correct it. Though errors occur in this stage, they seem to be rather infrequent.²⁷

From the theories given above, the researcher considers that the phonology and discourse category won't be used in this case, because the instruments of this research will be in written form and will only be focused on lexicon and grammar categories, and also because this study will be limited to the error categories and error sources only, the researcher considers not using the three stages given above in this study.

3. Sources of Error

Many experts write about the sources of error, for example, five sources of errors reported by Selinker:

²⁴ *Ibid.* p. 83

²⁵ *Ibid.* p. 84

²⁶ *Ibid.*

²⁷ *Ibid.* p. 171

- a. Language transfer
- b. Transfer of training
- c. Strategies of second language learning
- d. Strategies of second language communication, and
- e. Overgeneralization of TL linguistic material.²⁸

Brown also writes that error – overt manifestation of learners’ system-arises from several sources: interlingual errors or interference from the native language, the sociolinguistic context of communication, psycholinguistic or cognitive strategies, and no doubt countries affective variables.²⁹ In the some sources, he then derives those sources as follow:

- a. Inter-lingual Transfer. The beginning stages of learning a second language are characterized by a good deal of interlingual transfer (from the native language). In this early stages, before the system of the second language is familiar the native language is the only linguistic system in previous experience upon which learner can draw.
- b. Intra-lingual Transfer. Intralingual errors or intralingual interference is the negative transfer of items within the target language, or put another way, and the incorrect generalization of rules within the target language. This is the major factor in the second learning. It has been found that the early stages of language learning are characterized by a predominance or interlingual transfer, but once the learner has begun acquire parts of the new system, more and more intra lingual transfer is manifested.
- c. Context of Learning. Context itself refers, for example, to classroom with its teacher and its materials in the case of school learning, or the social situation in the case of untutored second language learning. In classroom context, the teacher or the textbook can lead the

²⁸ Jack C. Richards, *Error Analysis Perspective on second Language Acquisitio*, p.35.

²⁹ Douglas Brown, *Principle of Language and Teaching*, p. 35

learner to make faulty hypothesis about the language. Students often make errors because of misleading explanation from the teacher, faulty presentation of a structure or word in text book, or because of a pattern that was rote memorized in a drill but not properly contextualized.

d. Communication Strategies. Communication strategy is the conscious employment of verbal or nonverbal mechanisms for communicating an idea when precise linguistic forms are for some reason not readily available to the learner at a point in communication. Communication strategy itself is divided into four. They are Avoidance, prefabricated Patterns, Cognitive and Personality styles, Appeal to Authority, and Language Switch.³⁰

Littlewood also writes that communication strategies is appropriate to a way the learners employ in which they can convey meanings which would otherwise be beyond his acquired competence.³¹

Furthermore, John Norrish writes some current theories of the causes of errors as follow:

- a. Contrastive Analysis ;
- b. General Order of difficulty;
- c. Overgeneralization ;
- d. Incomplete Application; of Rules
- e. Material-induced Error;
- f. Errors as part of Language creativity.³²

From several theories stated by some expert above, the researcher consider that the sources of errors which are given by Brown are more clear and simple,. Therefore, the

³⁰ William T. Littlewood, *Foreign and Second Language Learning*, (Ed. VI; Cambridge: Cambridge university Press, 1989), p. 31

³¹ Ibid. p. 173

³² John Norrish, *Language Learners and Their Errors*, p. 28

writer decides to use this theory as the standard theory in analyzing the students' sources of error in this study.

C. Phonology

Phonology is the systematic study of the meaningful sound of language. The sound of language divided into two parts, the elements of the sound system and the organizational patterns of these elements. It is concerned with the “grammar” of speech sounds.³³

Phonology is concern with the sound, structure of language. It involves studying a language to determine it is distinctive sounds and to establish a set of rules that describe the set of changes that take place in sounds when they occur in the different relationship with other sounds.

Lass argue that phonology proper in concerned with the function, behavior, and organization of sounds as linguistic item. Phonology describe about the sound and the rule. When the learners study phonology can avoid inter language or mispronounce directly.³⁴

According to Fromkin that the phonology is the sound pattern of language. It studies the way in which speech sounds from system and pattern in human language. It includes the inventory of phonemes, the phonetic segments that occur in the language and the ways in which they pattern.³⁵

Ladefoget says phonology is the description of the systems and patterns of sounds that occur in a language.³⁶

³³ Azhar Arsyad, *English Phonology and Introduction*. P. 6.

³⁴ Roger Lass, *Phonology and Introduction to Basic Concepts*, (Cambridge: Cambridge University Press, 1984), p. 1.

³⁵ Victory Fromkin, *An Introduction of Language*. (CBS, Collage,1983). P. 104.

³⁶ Peter Ladefoget, *English and Phonology*(Second Edition, Cambridge: University Press, 1991), p. 182.

Phonology, the sound system of language, is usually divided into two parts the elements of the sound system (called sound or phonemes from the Greek phone-meaning sound)/, and the organizational pattern of these element. The science of phonetics has as its main objective the identification of the sound find of language. A person who studies phonetics is a phonetician. Phonology is also concern with the “grammar” of speech sound; the patterns they enter into and the changes they undergo when juxtapose with the order sounds in the course of normal speech. Phonology rules also specific how sounds regularly change when spoken in a variety of context. The object of phonology and of other areas of language study as well, is to describe and ultimately to explain the knowledge speakers have which allows them to produce and to understand their language. This knowledge is called linguistic competence. In phonology, competence includes knowledge of the specific sound may be string together to form syllabus, word and longer utterances. Part of competence is knowing what is permissible in a language what is not, speakers of English “know” since it is part of their competence, that the initial sequence str- is possible, but the other combination, such as tri- and stem- are not. By far the greatest part of linguistic competence is unconscious, that is, it is difficult if not impossible to state overtly what the principles language are. Phonology is an attempt to make explicit one aspect of this linguistic knowledge.

Based on the definition above, the researcher makes conclusion that phonology is the the study of the relationship with sound system which occurred in language and the rules which occurred in the different sound. When people said it we call phonetic so in basically phonology is phonetic.

D. Phonetic

The purpose of phonetic is provided an inventory and description of the sound found in speech, there are several ways of looking at these sounds. First, sounds as generated by source; second, sounds as transmitted through a medium; and third, sounds as perceived by receiver.³⁷

Phonetic is the study of the production, transmission and reception speech sounds.³⁸ It is the basic of phonological analysis, analyzes the production of all human speech sound, regardless of language, the study of the sounds speech, phonemes and allophones and the way they are produced, transmitted and received from the listener³⁹.

In human communication, the first approach describes of speech sounds as the products of the vocal apparatus with produced them; the second, describe the nature of the sound waves resulting from speech sounds as they strike the listener eardrum and are the interpreted by the brain, however studies the way or ways of sounds is produced or articulated by speaker, the assumption being that individual qualities of speech sounds result from the particular configuration of the vocal apparatus as the sounds are being produced.

There has been same research dealing with the definition of phonetics. Ladefoged notes that phonetics is concernewith describing the speech⁴⁰

Crystal give definition phonetic is the science which studies the characteristic of human sound making; especially those sound us speech and provide methods for their description,

³⁷ Ashar arsyad. *English Phonology; an Introduction*. (Ujung Pandang; Fak.Tarbiyah.IAIN Alauddin. 1989), p. 3

³⁸ Ronald wardhaugh. *Introduction to Linguistics*. (New York; Mc. Graw hill 1981), p. 271

³⁹ Mary Finochiaro and Robert rodman. *an Introduction to Language*. (New York; Regents Pub. Company. Inc 1979), p. 281

⁴⁰ *Ibid*, p. 20

classification and transcription.⁴¹ All people have anatomic structure in producing sound and each word has way to produce the sound.

Gimson notes that phonetic is the basic of the linguistic unit (the phonemes) are derived by a process of abstraction from connected speech. We are dealing with a sound articulation continuum rather than with discrete units. If therefore, the utterance is analyzed in terms of a sequence of phonemes, account must be taken of the phonetic continuous elements exert upon.⁴²

Gimson argues the same sound could be written in a number of ways or the same spelling do service for several sound. So that the same word might be spelt in different ways by different writes.⁴³ It is according to linguistic rule that occur in any language, but some of it are differences for each language.

Mackay gives explanation that phonology is the scientific study of speech sounds and the “law” that describe their pattering.⁴⁴ Phonology sometimes called linguistic phonetic. Phonetic become important to be learned because sounds are the basic units of spoken language.

Mackay says phonetic and phonology are two ends of continuum and are never completely separate.⁴⁵ They have relationships because phonology study about the sound phonetic relate with the way to produce the sound.

This definition emphasized that phonetics in the scientific study of speech sounds that occurred in the language and the rule that describe their pattering. Furthermore speech sounds

⁴¹ David crystal, *A dictionary and Introduction To Basic concept*, (Cambridge: Cambridge University Press, 1984), p. 1.

⁴² A. C. Gimson, *An Introduction to the Pronunciation of English*, (London: Edward Arnold, 1980), p. 6.

⁴³ *Ibid*, p. 66

⁴⁴ Ian Mackay, R. A. *Introducing Partical Phonetics*. P. 27

⁴⁵ *Ibid*

are studied with a view to recording, describing, analyzing and categorizing them. And basically phonetics is phonology, because it is talk about speech sound that occurred in the language in practically is phonetics.

Phonetic refers to the study of speech sounds. A phonetician usually works in one or more of the following areas:

- a) The anatomical, neurological and Phiriological bases of Speech. (collectively known as Physiological Phonetics)
- b) The actions and movements of the speech organs in producing sounds larticulatory phonetics.
- c) The nature and acoustic of the sound waves which transinet speech (acoustic phonetic).
- d) How speech is received by the ears (auditory phonetics).
- e) How speech is perceived by the brain (perceptual phonetics).

Phonetics is a wide ranging field and if does not necessarily have a direct connection with the study of language it self. While the phonetic disciplines.

The concrete phonetic characteristic of the sounds used in language are:

- a. Acoustic Phonetic

The study of physical characteristic of sounds in language uses labrotarium instrument

- b. Auditory Phonetic

Studies the way of perception in produce sounds

- c. Articulator Phonetic

Studies the way in which speech sounds are made (articulated) by the vocal organs⁴⁶

⁴⁶ David Crystal. *A Dictionary of Linguistic and Phonetics* (Boston; Little Brown Company, 1978), p. 229

E. Phonemes

Phonemes are the different sounds within a language. Phonemes refer to the smallest segments of sound that grouped together. The set of phoneme consist of two categories: vowel sounds and consonant sounds. However, these do not necessarily correspond to the vowels and consonant we are familiar with in the alphabet. Vowel sound are all voiced, and may be single (like /e/, as in let), or a combination, involving a movement from one vowel sound to another (like /ei/, as in late), such combination are known as diphthongs. An additional term used is trip tongs which describes the combination of three vowel sounds (like /awə/ in our or power). Single vowel sound may be short (like /i/, as in hit) or long (like /i:/, as in heat). The symbol /:/ denotes a long sound.

At the phonological level, the commutation test allows the analyst to identify the phonemes of language. These are the basic units of sounds which enable the native speakers of a given language to recognize difference in meaning between words⁴⁷.

Under heading of phonology a brief look at what has traditionally been thought of as pronunciation, but devotes most of attention to intonation. This part because most of exciting developing in the analysis Discourse have been intonation studies, Traditionally pronunciation has founds strength in the ability of linguists to segments the sounds of language into discrete items called phonemes⁴⁸

⁴⁷ Renzo Titone, Marcel Danezi. *Applied Psycholinguistics; an Introduction to the Psychology of Language Learning and Teaching*. (Toronto; Toronto university press, 1987), p. 9

⁴⁸ Michael Mc Carthy. *Discourse Analysis for Language Teachers*. (Ed. I; Cambridge; Cambridge University Press 1991), p. 88

Consonant sound may be voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing (for example /f/, as in fan, and /v/, as in van).

Phonemes, as we have seen, are units of sound which can be analyzed. They are also known as segments. Supra segmental features as the name implies are features of speech which generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation and how sounds change in connected speech.

Gimson says that it is possible to establish the phonemes of a language by means of a process of communication or the discovery of minimal pairs. The minimal pairs of words which are different in respect of only one sound segment call phonemes⁴⁹

Katamba and Muhammad stated there are four points to identify sounds as one phoneme namely

- Minimal pairs is a method to identify the sounds of two words which are similar but different in meaning by identifying the phonemes. Example; [r] and [l] in read and lead, the distribution of phonemes starting from the front of words that uses as a difference function.
- The contrast of analogous environments is the method used to make differences in parts of sounds or segmentation as different phonemes but pronounced similar. Example; phonemes /f/ and /v/.
- A suspicious pair is the method used as a difference phoneme, as some sounds may only be a variation from other sounds, it cannot be called as different phonemes but it is different sounds. Example /k/ and /g/ it's different because of voicing but have a similar articulation that from velar stop.

⁴⁹ A.C. Gimson, *An introduction to the Pronunciation of English* (third Edition, London: University Collage London, 1980), p. 49

- Recapitulation the method uses based on perception from language learners (hearer), example sounds in phonemes /t/ it's different in meaning when there are sounds from /t/ is card, cart, tin, and thin⁵⁰.

The phoneme is the minimal unit in the sound system of a language and each language have own phoneme unit. But not two languages have the same phonemic system. The idea of phoneme is somewhat abstract. It meant that every word we use in every day conversation is abstract and we called phoneme. The function of phonemes is to avoid a mistake in pronouncing word, because there are two phonemes can be pronounced in same sound. It changes the meaning of word, for instance, [əə] the learner pronounced it the same way or substitute in [d,s] form, but virtually different.

Based on these definition above that in universally, every language has it own set of phonemes although each different in its quantity and special marking.

F. Pronunciation

In English, relationship between sound and spelling is very close. Word are very various, which are spelled in such a way as to conceal their correct pronunciation. In this case, the researcher going to give some definition about pronunciation, as follows:

1. Pronunciation refers to the way a word or language is spoken, or the manner in which someone utters a word.⁵¹
2. Pronunciation is way in which a language or word is pronounced.⁵²

⁵⁰ Muhammad, *Belajar phonetic dan fonologi bahasa inggris dengan gampang* (Cet.II; Yogyakarta: Liebe Book, 2007), p.79

⁵¹ Wikipedia, 2009, *pronunciation*, online: [Http://www.thefreecollegeencyclopedia.com/pronunciation](http://www.thefreecollegeencyclopedia.com/pronunciation), accessed December 5th, 2009.

⁵² Longman Handy Learner's, *Dictionary of American English*, (England; Pearson Education Limited,2000), p.330.

3. Pronunciation is one of the most important aspects that one has to master when learning English, the pronunciation system of English word is unique.⁵³

4. Pronunciation is:

- The act of uttering with articulation, the act of giving the proper sound and accent; utterance; as, the pronunciation of syllables of words; distinct pronunciation.
- The mode of uttering words or sentences.
- The act of manner of uttering a discourse publicly with propriety and gracefulness; now called delivery.
- The way of word or a language is customarily; “the pronunciation of chinese is difficult for foreigners”; “that is the correct pronunciation”
- The manner in which someone utters a word; “they are always correcting my pronunciation”⁵⁴

5. Pronunciation is :

- What you hear when someone says the word. Most words have only one pronunciation, but sometimes a word has two or more.
- Way the sound when they speak English.
- The way English words sound.
- The way of speaking a words sound.⁵⁵
- A way of speaking a word, especially a way that is accepted or generally understood.

⁵³ Charles Roring, 2000, *English pronunciation*, online; <http://www.Englishland.or.id/learning/04-reading/036-english-pronunciation.htm>, accessed on December 5th, 2009.

⁵⁴ Artdictionary,2008, *pronunciation*, online; <http://www.artdictionary.com/pronunciation/1275>, accessed on December 5th, 2009

⁵⁵ Antimoon, 2002, *Pronunciation*, online; <http://www.antimoon.com/words/pronunciation-n.htm>, accessed December 5th,2009.

- Pronunciation refers to the way a word or language is spoken, or the manner in which someone utters a word.⁵⁶

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

Pronunciation is the act or manner of pronouncing words; utterance of speech. A way of speaking a word, especially a way that is accepted or generally understood. And the graphic representation of the way a word is spoken, using phonetic symbols.⁵⁷

Pronunciation is a vital component of language competence. Every lesson is a pronunciation lesson, really, in the sense that the learners cannot speak without pronouncing, and whatever the main focus of a lesson or activity vocabulary, grammar, listening, discussion. There are opportunities for the voting attention to pronunciation, integrating it with the other aims, in ways which learners can see relevant in helping them to develop confidence in speaking intelligibly and in understanding when they listen to English.⁵⁸

Pronunciation is one area of teaching which is often neglected. This is evident in the way that pronunciation is treated in most course books. There are a number of reasons teaching pronunciation. First, many aspects of pronunciation are difficult to teach or at least that is the

⁵⁶ Wikipedia, 2009, *Pronunciation*, online: <http://www.thefreencyclopedia.com/pronunciation>. accessed December 5th, 2009.

⁵⁷ [Http://www.thefreedictionary.com/pronunciation](http://www.thefreedictionary.com/pronunciation)

⁵⁸ One Stop English *Pronunciation Skill* <http://www.Onestoenglish.com/pronunciation/skill.htm>.

perception. Secondly, unlike the grammatical or function area of language, it can be quite difficult to build a lesson around a pronunciation point and a lesson in the class.⁵⁹

Pronunciation is the act or manner of pronouncing words; utterance of speech. A way of speaking a word, especially a way that is accepted or generally understood. And the graphic representation of the way a word is spoken, using phonetic symbols.⁶⁰

Risal Sammara in research, conclude about pronunciation is a great related with the way expressing word sound, which has a meaning in utterance. Therefore, pronunciation cannot be separated with phonology.⁶¹

G. Consonant

Consonant articulations are relatively easy to feel and as a result most conveniently described in terms of place and manner of articulation.

According to position of the vocal cords the consonant can be divided by⁶²

- 1) Voiceless : p,t,k,f,s,*f*,*Ø*,h.
- 2) Voiced : the rest of consonant

Mackey finds that place of articulation is the exact point in the oral cavity at which the air stream is modified that is lips, teeth, alveolar ridge, gives a second dimension for classifying consonant⁶³.

⁵⁹ Adrian Tenan, *Pronunciation Matters*, <http://www.onestopenglish.com/section>.

⁶⁰ [Http://www.thefreedictionary.com/pronunciation](http://www.thefreedictionary.com/pronunciation)

⁶¹ Risal Sammara, *Pronunciation Problem faced By The Students of English Department of FKIP Unismuh Makassar*, (Makassar:UNISMUH,2006),p.6

⁶² David Crystal, *Op. cit.*, p.67

⁶³ Ian, Mackey R.A, *Op.cit.*, p. 115

The oral cavity means that a resonating chamber of primary importance to speech, since its size and shape can be modified so greatly. Its internal volume can be changed by modification in tongue and jaws position. In other words it means that our anatomic have important role in producing the sound. The classification of sound system relate with the articulators like tongue, lips, teeth, and vocal cord.

Steinberg argues the ability of person to develop and control the muscles of the body is an essential component of the speech production process.⁶⁴ In order to produce speech muscles must control all of articulator phonetic. The fact new skills become more difficult to acquire the early teens.

To describe consonant by position at which part of mouth come together to produce a closure, near closure that allow the passage of a narrow Stream of air. These position are called point of articulation, for English consonant there are seven primary of point from front to back, they are;

1. Bilabial (literally “two lips): the upper and lower lips.
2. Labia – dental: the upper teeth and lower lip.
3. Dental (interdentally): the upper teeth and the tip of the tongue.
4. Alveolar: the tooth, or gum, ridge behind the upper teeth and tip of the tongue
5. Palatal: the front part of the palate and the front part of the tongue.
6. Velar: the back soft palate or velum and the back of the tongue, the velum is the soft fleshy area directly behind the palate.
7. Glottal: The “h” sound is release of air through the vocal cord of glottis⁶⁵.

⁶⁴ D,Steinberg. *Psycholinguistic, Language, Mind, and World* (New York; Longman 1982), p. 176

⁶⁵ Ashar Arsyad.*Op. cit.*, p. 39

Manner of articulation is the air stream from the mouth, is modified (blocked, restricted, diverted, etc). Provide a means of classifying consonants. Based on definition of manner of articulation it the type of the closure of narrowing at the point of articulation it divided into five types.

Roach notes that consonant with characteristic that when they are produce, air escapes through a small passage and makes a rising sound. All language have fricative, fricative are continuant consonants, which means that you can continue making them without interruption as long as you have enough air in your lung.

Table of English Consonant phonemes

Place of articulation

Front → Back

	bilabial	labiodental	dental	alveolar	Palato alveolar	palatal	velar	glotal
Plosive	p b			t d			k g	
Affricatives					t d			
Fricatives		f	θ δ	s z	s ʒ			h
Nasal	m			n			ŋ	
Latera								
approximant	(w)				r	J	w	

Besides the place of articulation and the condition of the glottis (whether the sounds is voiced or voiceless) must be refer to a third characteristic in order to uniquely describe a speech sounds. This is the manner of articulation – the action of the vocal apparatus as sounds is being produced.

1. Stops a stop is produced by completely blocking the breath stream, then releasing it abruptly, there are six stops evenly divided among here points of articulation; the bilabial (p) and (b), the alveolar (t) and (d), and the velar (k) and (g).
2. Affricates; are complex sounds that merge two manner of articulation; a preceding stop and following fricative. Affricates appear initially in chin “chin” and “gin” and finally in “itch” and “edge”.
3. Fricatives: in producing the fricatives sound one of the articulation is brought close to one of the points of articulation creating a narrow opening.
4. Liquids: the liquids are l and r the word “liquid” its self is not descriptive term as “stop” or “nasal” rather its cover term used to group together two sounds which pattern similarly in many respect, l is sometime called lateral since the air flow around one or both sides of the tongue and r is sometime called a retroflex since the tongue tip is turned back during its production (both liquids are voiced).
5. Nasal: when the air is allowed to escape through the nose since the action of the tongue and the velum are independent of one another. We have nasal at various points of articulation in the oral cavity:
 - m is bilabial nasal
 - n is alveolar nasal
 - ŋ is velar nasal (all nasal are voiced)
6. Glides (also called Approximate or semi vowel) glides are sounds which provide transition to or from other sounds they appear following true vowel and at the end of such word as my, toy, now, and throw. My and toy end with a, y glide.

7. Sibilant; the fricative s, z, š, and ž are particularly noisy. These are sibilant since the affricates č and ĵ each and in a sibilant fricative they too called sibilants⁶⁶.

H. Javanese Consonant

The javanese consonant system resemble language of western indonesia. There are common to javanese and Madura language share a phonemic distinction palatal and retroflex stops. The voiced javanese are pronounced like voiceless breathy voice of the following vowel.⁶⁷

Table of Javanese Consonant

Consonant Type	Labial	Dental	Retroflex	Palatal	Velar
Voiceless Stops	p	T	t	C	k
Voiced stops	b	D	d	J	g
Nasal	m		n	P	h
Fricatives			s	Y	
Approximant	w		r, l		

Table of Javanese Vowel

Vowel Types	Front	Central	Back
High	I		U
Mid	E	o	Ō

⁶⁶ Ashar Arsyad. *Op. cit.*, p. 41

⁶⁷ Keith Brown, Sarah Olgilvie, *Consist Encyclopedia language of the world*, Elsevier Ltd, 2009.

Low		a	
-----	--	---	--

- The Javanese Fricatives

There are only two fricatives in Javanese, i.e. palatal /y/ and retroflex /s/ fricatives. These fricatives never occur in the final position of Javanese. The following are the phonemic distribution of the fricatives in Java.

Fricatives	Initial	Medial	Final
/s/	/siji/one	/mangan/eat	-
	/saiki/now	/jangan/vegetables	-
/y/	/yakin/sure	/mlebu/enter	-

I. Kinds of Language

1. Mother Tongue

Mother tongue should not be interpreted to mean that it is the language of one's mother. *Mother* in this context probably originated from the definition of mother as *source*, or *origin*; as in *mother-country* or *-land*.

In some countries such as Kenya and India, "mother tongue" is used to indicate the language of one's ethnic group (ethnic tongue), in both common and journalistic parlance. Also in Singapore, "mother tongue" refers to the language of one's ethnic group regardless of actual proficiency, while the "first language" refers to the English language.

One's mother tongue makes it possible for a child to take part in the knowledge of the social work. Another impact of the mother tongue is that it brings about the reflection and learning of successful social patterns of acting and speaking. It is basically responsible for differentiating the linguistic competence of acting.

But there are also many people who prefer to speak and communicate in their second language rather than their mother tongue. They feel more comfortable in the second language because their mother tongue might be very limited and does not provide a large number of words or expressions.

Language is a medium of communication within the family and society. Every tongue expresses the culture of society to the complete satisfaction of its members. The language an individual speaks is for him or her, the most expressive and often the most beautiful of all languages.

If language is denied to anyone, the following experiment will show what happens. Frederick II, Holy Roman Emperor (1194-1250), ordered some orphans to be brought to the palace where they should be observed while being brought up. He arranged every kind of physical care for the babies, but banned any kind of verbal or emotional physical contact. Thus he tried to find out which language the infants would speak naturally.

It was expected that it would be Hebrew, Greek or Latin, formerly regarded as the original languages. But it was none of these languages nor was it the language of the children's parents - the children did not speak any language at all.

This experiment shows, and it has been proved by several psychological studies, that language is not only a product of human life it is the prerequisite of it. Or in other words, human

beings require a human relationship to survive. These children were neither exposed to non-verbal expressions of emotions such as gestures, nor to speech

2. Native Language

One can have two or more native languages, thus being a native bilingual or indeed *multilingual*. The order in which these languages are learned is not necessarily the order of proficiency. For instance, a French-speaking couple might have a daughter who learned French first, then English; but if she were to grow up in an English speaking country, she would likely be proficient in English. Another example is India, where most people speak more than one language.

The Brazilian linguist Cleo Altenhofen considers the denomination "mother tongue" in its general usage to be imprecise and subject to various interpretations that are biased linguistically, especially with respect to bilingual children from ethnic minority groups. He cites his own experience as a bilingual speaker of Portuguese language and Riograndenser Hunsrückisch, a German-rooted language brought to southern Brazil by the first German immigrants. In his case, like that of many children whose home language differs from the language of the environment (the 'official' language), it is debatable which language is his 'mother tongue'. Many scholars gave definitions of 'mother tongue' through the years based on common usage, the emotional relation of the speaker towards the language, and even its dominance in relation to the environment. However, all of these criteria lack precision

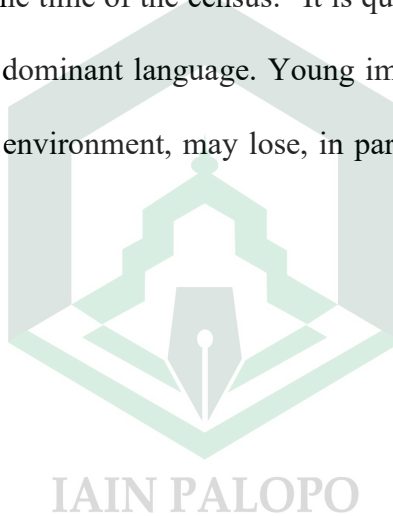
3. First Language and Second Language

Sometimes the term *first language* is used for the language that the speaker speaks best (his second language then being the language he speaks less well than his first language, etc).

Sometimes the term *native language* is used to indicate a language that a person is as proficient in as a natural-born inhabitant of that language's "base country", or as proficient as the average person who speaks no other language but that language.

Sometimes the term *mother tongue* is used for the language that a person learnt at home (usually from her parents). Children growing up in bilingual homes can according to this definition have more than one mother tongue.

In the context of population censuses conducted on the Canadian population, Statistics Canada defines *mother tongue* as "the first language learned at home in childhood and still understood by the individual at the time of the census." It is quite possible that the first language learned is no longer a speaker's dominant language. Young immigrant children, whose families have moved to a new linguistic environment, may lose, in part or in totality, the language they first acquired ⁶⁸



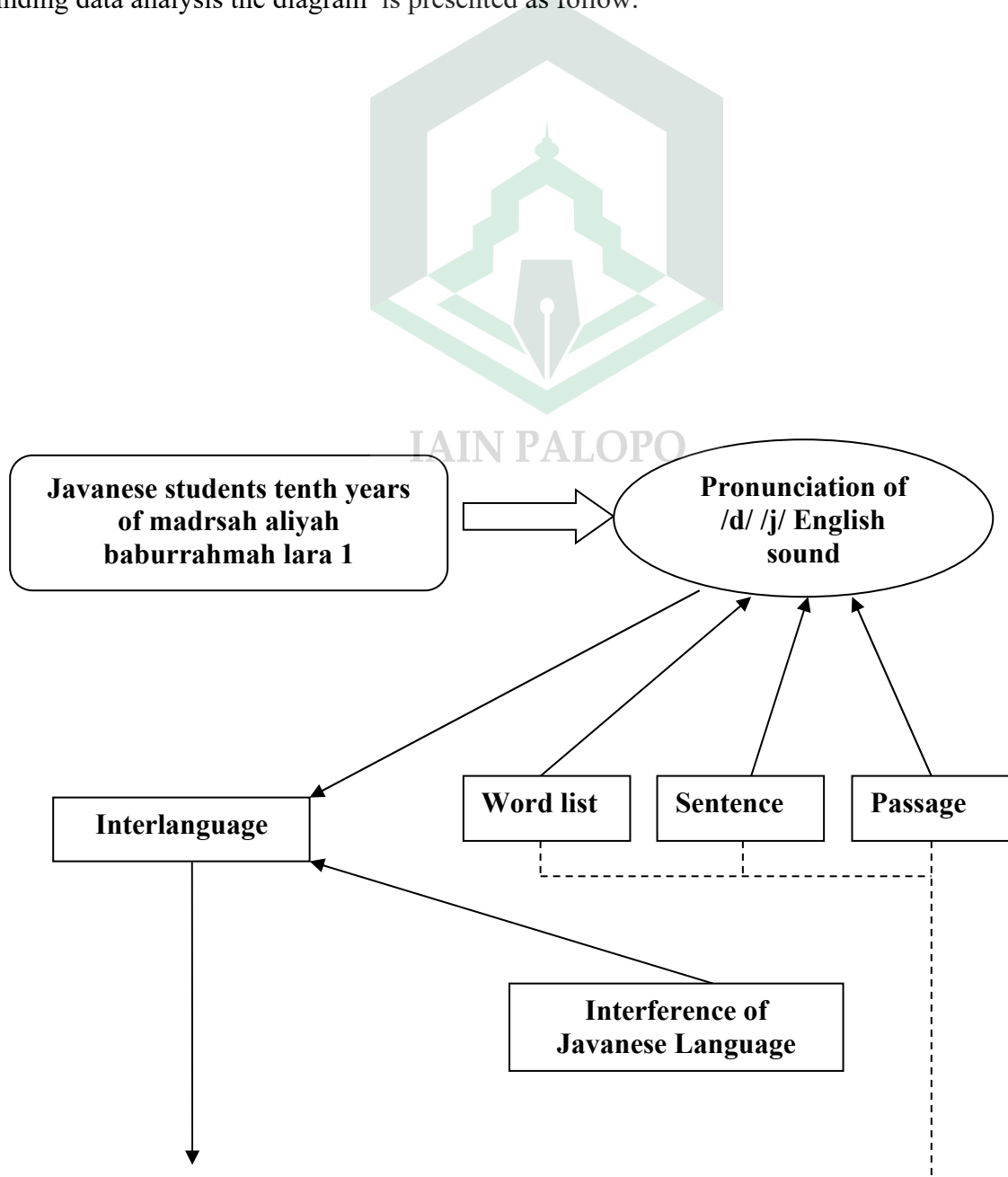
J. Conceptual Framework

Interlanguage is based on the theory that there is a "psychological structure latent in the brain" which is activated when one attempts to learn a second language. Interference. Larry Selinker proposed the theory of interlanguage, noting that in a given situation the utterances produced by the learner are different from those native speakers would produce had they

⁶⁸ Philip M. Adamek, Habits of Household Lingualism, <http://www.mothertongue.com>

attempted to convey the same meaning. This comparison reveals a separate linguistic system. This system can be observed when studying the utterances of the learners who attempt to produce a target language norm. Those utterances can be observed to be variable across different contexts; that is, interlanguage becomes more or less target-like when produced in different social contexts.

The conceptual framework in this research explain about the way that use to improve the students pronunciation. The research use reading task as instrument consist of word list, sentences and passage. Students variation in producing english consonant sound analyzed in finding data analysis the diagram is presented as follow.



Realization of /d/ /j/



IAIN PALOPO

CHAPTER III

RESEARCH METHOD

A. Research Method

This research applies descriptive quantitative method. It used to describe the influence of Javanese mother tongue toward students' English pronunciation of Madrasah Aliyah Baburrahmah Lara 1. this study used a direct observation method by recording the sound of certain English pronunciation by student of Madrasah Aliyah Lara 1.

B. Population and Sample

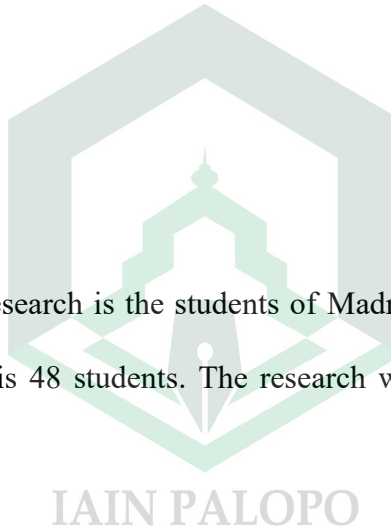
1. Population

The population of this research is the students of Madrasah Aliyah Baburrahmah Lara 1. And the number of population is 48 students. The research will take all class consist of three classes.

2. Sample

In this research, the researcher will use purposive sampling technique the number of sample is 20 students purposive sampling is collection sample purposively emphasize at consider certain characteristic from the subject of the research.

C. Instruments



The instrument used in this research is reading task consisted of three types of task. They are:

1. Word list reading task

The task that contains of English fricatives (d, j).

2. Sentences reading task

The sentence reading task is based on the word list. The entire word list is also found in the sentence of the sentence task.

3. Passage reading task

The passage reading contains words with the English fricatives sounds which is disturbed in the three word position. It should be noted that the words containing the sentences fricatives in each task is not in italicized format when they are given to the respondents to do the task in order to make their pronunciation more natural.

D. Collecting Data Procedure

In collecting data, the researcher recorded the respondents production by using a tape cassette-recorder through three steps, they were:

1. The researcher will give the students word list reading task, sentences reading task, and passage reading task which consisted of sound.
2. The researcher will give the students opportunity to read the task.
3. The researcher will call the students one by one to read the task while recording how to pronounce the task by using tape recorded.

E. Data Analysis Technique

The data of this research are analyze as follows:

1. The collected data were firstly transcribe
2. Then counting the rate percentage of realization based on position and task to the influence of pronunciation [d], [j] by the using following formula :

$$P = \frac{n}{N} \times 100\%$$

3. Scoring the students' correct pronunciation by using the following formula:

$$X = \frac{\text{Students correct answer}}{\text{The total test item}}$$

4. To analyze the distribution frequency of students the research will be use the percentage below:

Where: X = Mean Score

$\sum X$ = the total of score

N = indicate the level of students score the writer will use the following classification:

(9, 5-10) is categorized as excellent

(8, 5-9,0) is categorized as very good

(7, 8-8,4) is categorized as good

(6, 5-7, 4) is categorized as fairly good

(5.5-6, 4) is categorized as fair

(3, 6-5, 4) is categorized as poor

(0- 3, 5) is categorized as very poor's.¹

¹ Heaton,. *Writing in English*. (Combridge 1985). P. 35

CHAPTER IV

FINDING AND DISSCUSSION

After conducting the research to the elevent grade of PMDS Putri Palopo, the researcher found that the results of students' self concept and English speaking ability. The results of the test in this research were presented as follows:

A. Data Presentation

1. The result of students' self concept

To get the students' self concept score, the researcher gave the self concept questionnaire to the sample and the result can be seen in the following table:

Table 4.1

Self Concept Score

No	Self Concept Score
Subj ect	
1	73,33
2	88,33
3	65
4	63,33
5	60

6	78,33
7	65
8	85
9	61,66
10	61,66
11	75
12	50
13	83,33
14	65
15	71,66
16	58,33
17	78,33
18	68,33
19	58,33
20	81,66
21	76,66
22	48,33
23	78,33
24	76,66
25	60
26	65

27	71,66
28	55
29	63,33
30	83,33
31	71,66
32	83,33
33	80
34	71,66
35	53,33
36	65
37	68,33
38	65

2. The score of English speaking ability

The data of English speaking ability were collected by giving the sample speaking test where the result of speaking test scored into three criteria namely accuracy, fluency, and comprehensibility.

Table 4.2

English Speaking Ability Score

No	Accuracy	Fluency	Comprehensibility	Total
Subj ect				

1	3	4	4	11
2	3	3	4	10
3	3	3	3	9
4	3	3	3	9
5	3	3	2	8
6	3	3	4	10
7	2	3	3	8
8	4	4	4	12
9	4	3	3	10
10	3	3	3	9
11	3	3	3	9
12	2	2	2	6
13	3	3	3	9
14	3	3	3	9
15	3	4	4	11
16	2	3	3	8
17	3	3	3	9
18	2	3	3	8
19	3	3	3	9
20	3	4	4	11
21	3	4	4	11

22	2	2	2	6
23	4	4	4	12
24	3	4	3	10
25	3	3	3	9
26	3	4	3	10
27	4	3	4	11
28	2	3	2	7
29	3	4	4	11
30	4	4	4	12
31	3	4	4	11
32	4	4	4	12
33	2	3	3	8
34	3	3	3	9
35	2	2	2	6
36	4	3	3	10
37	3	2	3	8
38	4	3	3	10

3. Analysis on students' self concept and their English speaking ability

As what has been explained in chapter III, the researcher used SPSS 17 for the calculation to know the correlation between self concept and English students' speaking ability. The following table would show the computation result of the two variables.

Table 4.3

The result of Students' Self Concept and English Speaking Ability

No	X	Y
Su		
bje		
ct		
1	73,33	61,11
2	88,33	55,55
3	65	50
4	63,33	50
5	60	44,44
6	78,33	55,55
7	65	44,44
8	85	66,66
9	61,66	55,55
10	61,66	50
11	75	50

12	50	33,33
13	83,33	50
14	65	50
15	71,66	61,11
16	58,33	44,44
17	78,33	50
18	68,33	44,44
19	58,33	50
20	81,66	61,11
21	76,66	61,11
22	48,33	33,33
23	78,33	66,66
24	76,66	55,55
25	60	50
26	65	55,55
27	71,66	61,11
28	55	38,88
29	63,33	61,11
30	83,33	66,66
31	71,66	61,11
32	83,33	66,66

33	80	44,44
34	71,66	50
35	53,33	33,33
36	65	55,55
37	68,33	44,44
38	65	55,55
	ΣX = 2628,22	$\Sigma Y =$ 198 8,77

As what has been explained before, the researcher used SPSS 17 for windows to know the correlation between self concept and English speaking ability. The following table would show the computation of the two variables.

IAIN PALOPO

Table 4.4

Descriptive Statistics

	Mean	Std. Deviation	N
x	69.3829	10.01018	38
y	52.3361	9.19062	38

Table 4.5

Correlations

		X	y
x	Pearson Correlation	1	.682**
	Sig. (2-tailed)		.000
	N	38	38
y	Pearson Correlation	.682**	1
	Sig. (2-tailed)	.000	
	N	38	38

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.6

IAIN PALOPO

Statistics

X

N	Valid	38
	Missing	0
Mean		69.3829
Median		68.3300
Mode		65.00
Std. Deviation		10.01018
Minimum		48.33
Maximum		88.33
Sum		2636.55

Percentiles	25	62.9125
	50	68.3300
	75	78.3300

Table 4.7

		X			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	48.33	1	2.6	2.6	2.6
	50.00	1	2.6	2.6	5.3
	53.33	1	2.6	2.6	7.9
	58.33	2	5.3	5.3	13.2
	60.00	2	5.3	5.3	18.4
	61.66	2	5.3	5.3	23.7
	63.33	3	7.9	7.9	31.6
	65.00	6	15.8	15.8	47.4
	68.33	2	5.3	5.3	52.6
	71.66	4	10.5	10.5	63.2
	73.33	1	2.6	2.6	65.8
	75.00	1	2.6	2.6	68.4
	76.66	2	5.3	5.3	73.7
	78.33	3	7.9	7.9	81.6
	80.00	1	2.6	2.6	84.2

81.66	1	2.6	2.6	86.8
83.33	3	7.9	7.9	94.7
85.00	1	2.6	2.6	97.4
88.33	1	2.6	2.6	100.0
Total	38	100.0	100.0	

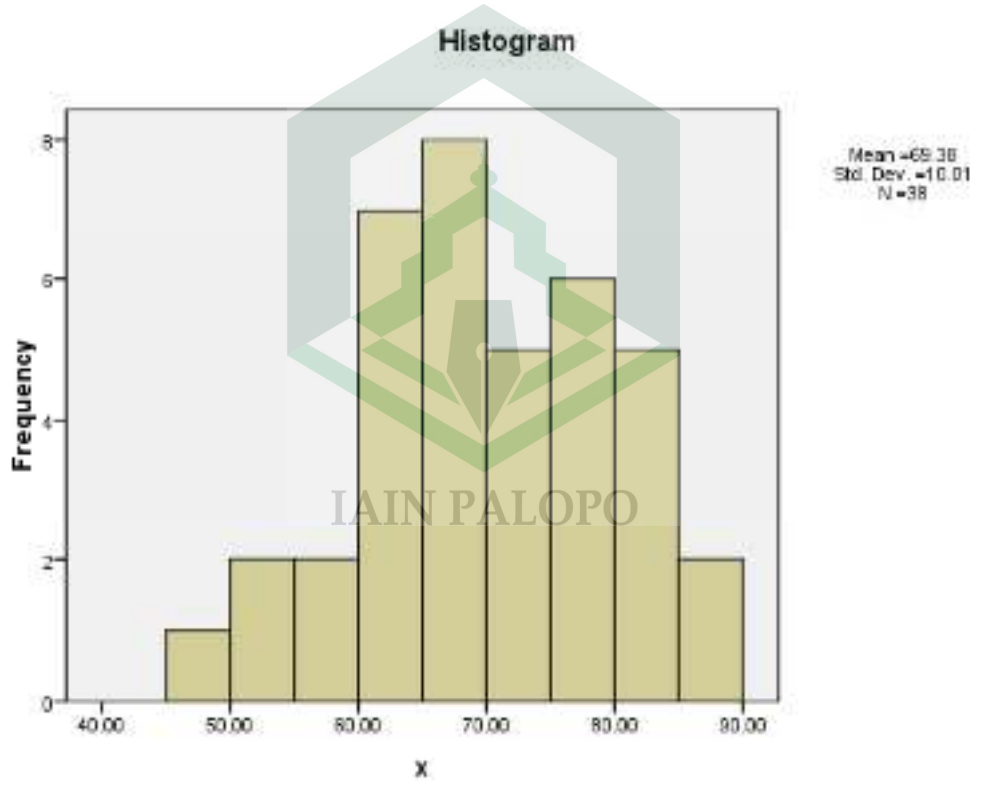


Table 4.8**Students' English interest**

No	Statement	Item of Choice	Frequency	Percentage
1.	I always get spirit learn English	Strongly	11	28,94%
		Agree	23	60,53%
		Agree	4	10,53%
		Disagree	-	0%
		Strongly disagree		
	Total		38	100%

The table above indicated that students' attitude in learning English is good. This case is proved by students' answer. 11 student or 28,94% choose strongly agree, 23 students or 60,53% choose agree, 4 students or 10,53% choose disagree and no students choose strongly disagree.

Table. 4.9**Students' braveness in speaking English**

No	Statement	Item of Choice	Frequency	Percentage
----	-----------	----------------	-----------	------------

2.	I am brave speak in the front of teacher and my friends	Strongly	10	26,32%
		Agree	20	52,63%
		Agree	8	21,05%
		Disagree	-	0%
		Strongly disagree		
	Total		38	100%

The table above indicated that students' braveness in speaking English is good. This case is proved by students' answer 10 students or 26, 32% choose strongly agree, 20 students or 52,63% choose agree, 8 students or 21,05% choose disagree and no students choose strongly disagree.

Table 4.10
Students' attitude in learning process

No	Statement	Item of Choice	Frequency	Percentage
3.	I am sure I can finish every taskses given by my	Strongly	7	18,42%
		Agree	17	44,74%
		Agree	9	23,68%
		Disagree	5	13,16%

	teacher lonely.	Strongly disagree		
	Total		38	100%

The table above indicated that students' attitude in finishing tasks given by the teacher is good. This case is proved by students' answer 7 students or 18,42% choose strongly agree, 17 students or 44,74% choose agree, 9 students or 23,68% choose disagree and 5 students or 13,16% choose strongly disagree.

Table 4.11
Students' self confidence

No	Statement	Item of Choice	Frequency	Percentage
4.	I have high self confidence so I am brave to practice my speaking English	Strongly	6	15,79%
		Agree	19	50%
		Agree	7	18,42%
		Disagree	6	15,79%
		Strongly disagree		

	ability			
	Total		38	100%

The table above indicated that students' self confidence in practicing English speaking is good. This case is proved by students' answer 6 students or 15,79% choose strongly agree, 19 students or 50% choose agree, 7 students or 18,42% choose disagree and 6 students or 15,79% choose strongly disagree.

Table 4.12
Students' effort in improving English speaking ability

No	Statement	Item of Choice	Frequency	Percentage
5.	I use a method that can motivate me to improve my English speaking skill	Strongly	10	26,72%
		Agree	19	50%
		Agree	9	23,68%
		Disagree	-	0%
		Strongly disagree		

	Total		38	100%
--	-------	--	----	------

The table above indicated that students' effort in improving English speaking ability is good. This case is proved by students' answer 10 students or 26,32% choose strongly agree, 19 students or 50% choose agree, 9 students or 23,68% choose disagree and no students choose strongly disagree.

Table 4.13

Students' weaknesses in improving English speaking ability

No	Statement	Item of Choice	Frequency	Percentage
6.	I am not brave introduce my self in English language	Strongly	6	15,79%
		Agree	8	21,05%
		Agree	14	36,84%
		Disagree	10	26,32%
		Strongly disagree		
	Total		38	100%

The table above indicated that most of students' are brave introduce their self in English. This case is proved by students' answer 6 students or 15,79% choose

strongly agree, 8 students or 21,05% choose agree, 14 students or 36,84% choose disagree and 10 students or 26,32% choose strongly disagree.

Table 4.14
Students' attitude in speaking English

No	Statement	Item of Choice	Frequency	Percentage
7.	In speaking, I speak as little as possible	Strongly	9	23,68%
		Agree	15	39,47%
		Agree	10	26,32%
		Disagree	4	10,53%
		Strongly disagree		
	Total		38	100%

The table above indicated that students' could speak English too much. This case is proved by students' answer 9 students or 23,68% choose strongly agree, 15 students or 39,47% choose agree, 10 students or 26,32% choose disagree and 4 students or 10,53% choose strongly disagree.

Table 4.15
Students' social relationship

No	Statement	Item of Choice	Frequency	Percentage
8.	I am not brave speak with people who I do not recognize	Strongly	7	18,42%
		Agree	16	42,11%
		Disagree	15	39,47%
		Strongly disagree	-	0%
		Total	38	100%

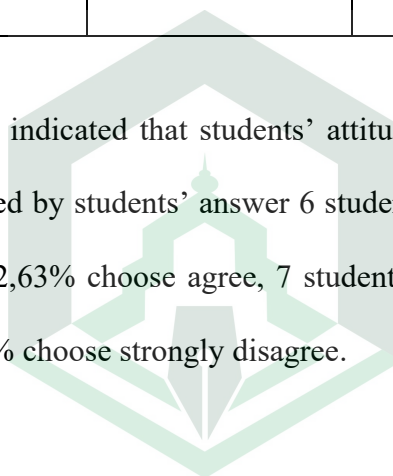
The table above indicated that students' social relationship with other people is low. This case is proved by students' answer 7 students or 18,42% choose strongly agree, 16 students or 42,11% choose agree, 15 students or 39,47% choose disagree and no students choose strongly disagree.

Table 4.16
Students' attitude in learning process

No	Statement	Item of Choice	Frequency	Percentage
----	-----------	----------------	-----------	------------

9.	I always give a question when I am given a chance by my teacher	Strongly	6	16,79%
		Agree	20	52,63%
		Agree	7	18,42%
		Disagree	5	13,16%
		Strongly disagree		
	Total		38	100%

The table above indicated that students' attitude in learning process is very good. This case is proved by students' answer 6 students or 16,79% choose strongly agree, 20 students or 52,63% choose agree, 7 students or 18,42% choose disagree and 5 students or 13,16% choose strongly disagree.



IAIN PALOPO

Table 4.17

Students' assessment in speaking English

No	Statement	Item of Choice	Frequency	Percentage
10.	I believe I can speak English	Strongly	10	26,32%
		Agree	13	34,21%
		Agree	9	23,68%

	fluently	Disagree Strongly disagree	6	15,79%
	Total		38	100%

The table above indicated that students' assessment in speaking English is good. This case is proved by students' answer 10 students or 26,32% choose strongly agree, 13 students or 34,21% choose agree, 9 students or 23,68% choose disagree and 6 students or 15,79 choose strongly disagree.

Table 4.18
Students' weaknesses in speaking English

No	Statement	Item of Choice	Frequency	Percentage
11.	I am afraid of my friends laugh me when I do mistake in speaking	Strongly	7	18,42%
		Agree	11	28,95%
		Agree	12	31,58%
		Disagree	8	21,05%
		Strongly disagree		
	Total		38	100%

The table above indicated that students' are brave to do mistake in speaking English. This case is proved by students' answer 7 students or 18,42% choose strongly agree, 11 students or 28,95% choose agree, 12 students or 31,58% choose disagree and 8 students or 21,05% choose strongly disagree.

Table 4.19
Students' weakness in learning process

No	Statement	Item of Choice	Frequency	Percentage
12.	I think other people have good capability than me	Strongly	6	15,79%
		Agree	7	18,42%
		Agree	17	44,74%
		Disagree	8	21,05%
		Strongly disagree		
	Total		38	100%

The table above indicated that students' attitude in learning process is very good. This case is proved by students' answer 6 students or 15,79% choose strongly agree, 7 students or 18,42% choose agree, 17 students or 44,74% choose disagree and 8 students or 21,05% choose strongly disagree.

Table 4.20
Students' worry in making mistake

No	Statement	Item of Choice	Frequency	Percentage
13.	I am worry in making mistake	Strongly Agree	6	15,79%
		Agree	17	44,73%
		Disagree	11	28,95%
		Strongly disagree	4	10,53%
		Total	38	100%

The table above indicated that one of students' weakness in learning process is worry to do mistake. This case is proved by students' answer 6 students or 15,79% choose strongly agree, 17 students or 44,73% choose agree, 11 students or 28,95% choose disagree and 4 students or 10,53% choose strongly disagree.

Table 4.21
People perception

No	Statement	Item of	Frequency	Percentage
----	-----------	---------	-----------	------------

		Choice		
14.	I am sometimes worry about people perception to me	Strongly Agree Agree Disagree Strongly disagree	4 17 13 4	10,53% 44,73% 34,21% 10,53%
	Total		38	100%

The table above indicated that students' are not confident about themselves. This case is proved by students' answer 4 students or 10, 53% choose strongly agree, 17 students or 44, 73% choose agree, 13 students or 34, 21% choose disagree and 4 students or 10, 53 choose strongly disagree.

IAIN PALOPO

Table 4.22

Students' perception in learning process

No	Statement	Item of Choice	Frequency	Percentage
15.	In the classroom, I prefer silent	Strongly Agree Agree	5 9 10	13,16% 23,68% 26,32%

	to talk	Disagree Strongly disagree	14	36,84%
	Total		38	100%

The table above indicated that students' are active in the classroom. This case is proved by students' answer 5 students or 13, 16% choose strongly agree, 9 students or 23, 68% choose agree, 10 students or 26, 32% choose disagree and 14 students or 36, 84% choose strongly disagree.

B. Discussion

Based on the result of data analysis, the researcher found out that the correlation between self concept and speaking ability at the eleventh grade students of PMDS putri is very low. The score of correlation is 0,01, it means that the influence of self concept through English speaking is not influence too much. This suggest that hypothesis is not effective.

Based on the finding of the research the students' perception is there is correlation between self concept and speaking ability. It can be seen through the total items found in the a available questionairre which represent all elements or aspects of perception, namely:

- a. There some respondents chosen that self concept can influence speaking ability which is explained in items number 2, 3, 4, 9 and 10.
- b. Speaking ability is not influenced by self concept which is explained in items number 7, 8, 11 and 14.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the research findings, the researcher concluded as below:

1. There was correlation between self concept and English speaking ability. The correlation was 0, 692 where it was in substantial or medium category (score between 0,600 – 0,800). It means that sometimes they were lack of confidence, afraid to make mistakes, have low motivation and pessimistic but sometimes they can overcome this all situation. In other word, there was still another room to be improved to have high self concept.

2. Based on the research finding, where there was a medium correlation between self concept and English speaking ability, the teachers were expected to put more attention to the self concept of the students as psychological factor that mean influence their ability in speaking English. Besides teaching the knowledge of English skill specially speaking, they should motivate the students to improve their self concept.

B. Suggestions

Based on the result of the research, the researcher proposes some suggestions in order to improve English speaking skill in concerning the research findings as follows:

1. For students, beside preparing idea to be conveyed when speaking, they also need to have high self concept. By having a high self concept, they will increase confidence and bravery and also be active when joining the conversation class and enable to speak well.

2. For English teachers, besides teaching the material about speaking, they also should be aware to the psychological factors that students have in improving English speaking skill, like self concept. In teaching English skill especially speaking skill, the teacher could give different treatment for students who have low self concept and they create interesting atmosphere in teaching and learning process. So, the students feel safe, not afraid to practice speaking English and finally can get a good achievement.

3. English teacher should be able to use every single chance for doing speaking practice in the class. For example, the teachers may use English when they teach or even just give the instruction in order to the students have a chance to improve their linguistic aspect (like vocabulary, fluency, pronunciation, etc) to practice their English too.

4. For future research, they can use this thesis as a literature to guide them when they want to do the similar research. Although this research has been done but because of limited time it still has many weaknesses. Therefore, any researcher interested to do the same research are suggested to do deep analysis and focus on academic self concept in order to give big contribution in academic life.

5. Finally, the researcher hopes that the information in this research become useful for teachers or students who read it, especially in teaching and learning process.



IAIN PALOPO