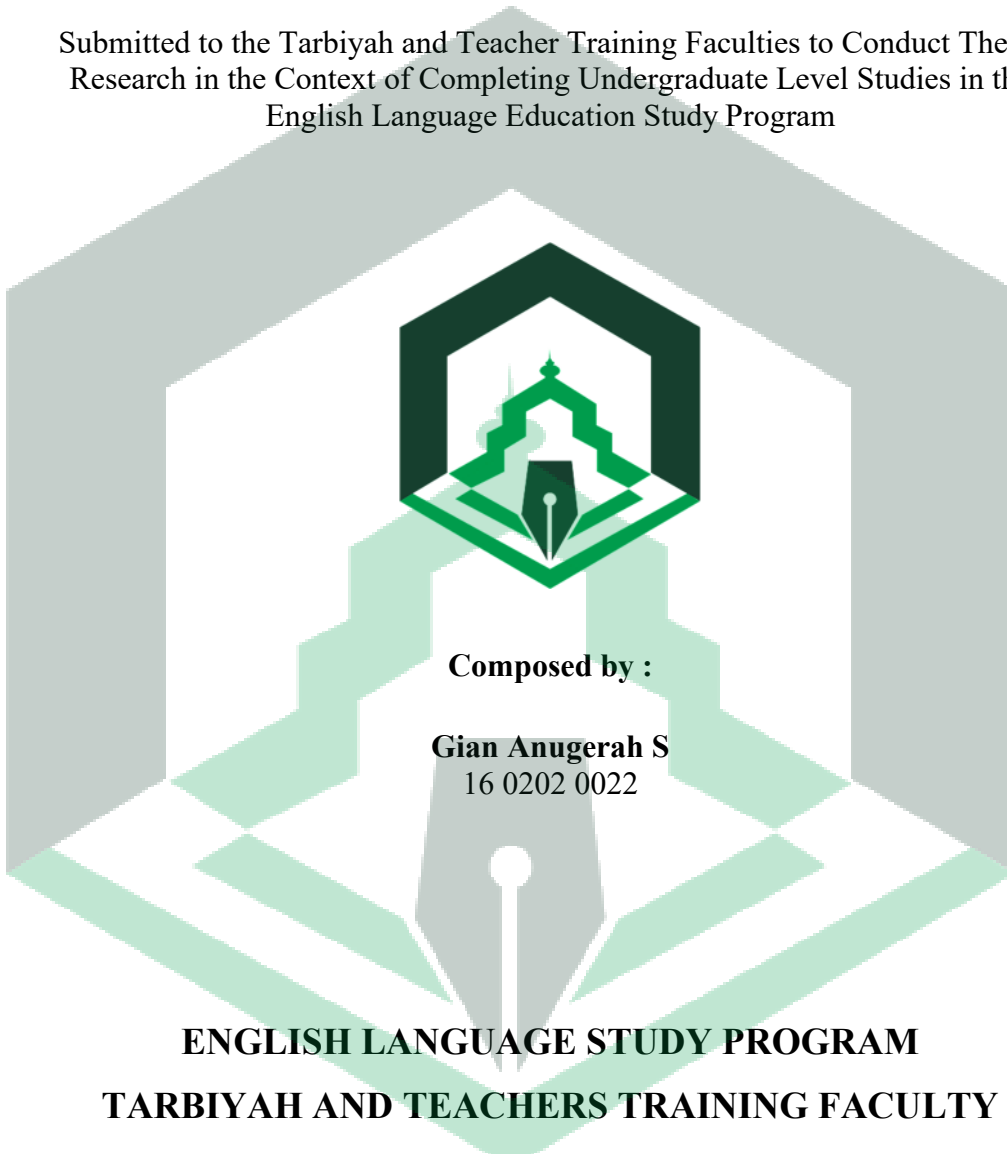


**AN ANALYSIS OF STUDENT'S PRONUNCIATION ABILITY OF  
INTERDENTAL SOUNDS AT THE ELEVENTH GRADE OF MAN  
PALOPO**

*Thesis*

Submitted to the Tarbiyah and Teacher Training Faculties to Conduct Thesis  
Research in the Context of Completing Undergraduate Level Studies in the  
English Language Education Study Program



**Composed by :**

**Gian Anugerah S**  
16 0202 0022

**ENGLISH LANGUAGE STUDY PROGRAM  
TARBIYAH AND TEACHERS TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

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**2023**

## PRONOUNCEMENT

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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in English Education Study Program Tarbiyah and Teachers Training Faculty State Islamic Institute of Palopo entitled "*An Analysis of Student's Pronunciation Ability of Interdental Sounds At The Eleventh Grade of MAN Palopo*" was truly my original work. It did not incorporate and materials previously written or published by another person except does indicate in quotations and bibliography. Do to this I am the only person responsible for this thesis if there is any objection and claim from other.

Palopo, 29 Agustus 2023

  
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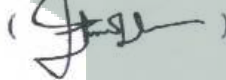
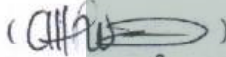
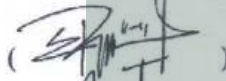
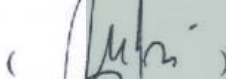
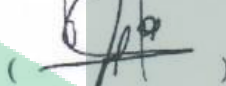


## THESIS APPROVAL

This thesis entitled *An Analysis of student's pronunciation ability of interdental sounds at the eleventh grade of MAN Palopo*, which is written by Gian Anugerah S, Registration Number 1602020022, the student of English Language Education Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo has been examined in Thesis Examination/*Munaqasyah* which was carried out on Thursday, 31<sup>th</sup> August 2023/Shafar 15<sup>th</sup> 1445 H. It has been approved by the examiners as requirement to pursue the title of *Sarjana Pendidikan (S.Pd)*.

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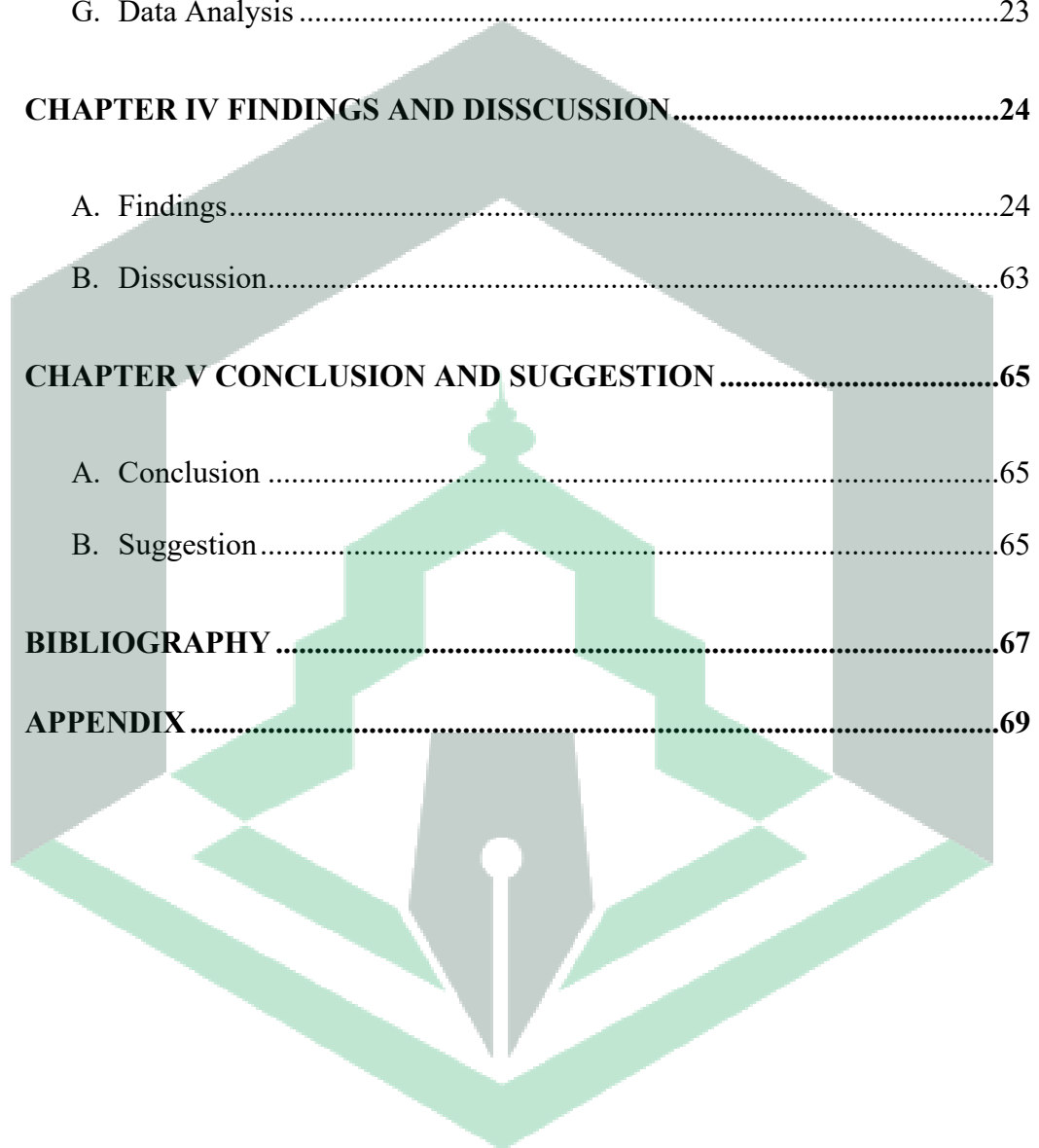
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**Gian Anugrah S, 2023,** “ *An Analysis of Student's Pronunciation Ability of Interdental Sounds At The Eleventh Grade of Man Palopo*”. Thesis English Study Program Educational Department in the State Islamic Studies Palopo Supervised by Dewi Furwana, S.Pd.I., M.Pd and Dr. Jufriadi, S.S., M.Pd.

This thesis attempted to find out the students Pronunciation ability in term of interdental sounds. This research applied descriptive quantitafif method. The location of this research was done at the Eleventh Grade students of Madrasah Aliyah Negeri Palopo with 29 students and standby one class using 40 test word of interdental sounds. The research instrument was used a test and record. The findings indicated that no one students' with the status of Easy to understand and has a native accent, 7 students with a status Easy to understand even with a certain accent, 21 students' status There are pronunciation problems that require the listener's full concentration and occasional misunderstandings, and 1 students' with a status Difficult to understand due to pronunciation problems, often asked to repeat and then no one students' have a status Serious pronunciation problems that cannot be understood. Which means that 72% students' There are pronunciation problems that require the listener's full concentration and occasional misunderstandings, 24% have a Easy to understand even with a certain accent, and 3% with the status Difficult to understand due to pronunciation problems, often asked to repeat which indicates that most students of MAN Palopo don't have pronunciation ability to interdental sounds.

**Keyword:** Pronunciation, Teaching Pronunciation, Interdental Sound

# CHAPTER I

## INTRODUCTION

### A. Background of the Research

English as an international language is used throughout the world. It is a first foreign language taught to the students in Indonesia as a foreign language. It is certainly not easy to study English and the English has very important roles to help the students to build up their language competence. As we know that the important thing in language if you are speaking with other people is you know what the people mean and other person know what do you say but how could it be the conversation will be fluency and continue if you don't know how to say the world with good pronunciation.

Good pronunciation is needed to avoid misunderstanding when people talk with one and another, especially when we give material to our student, Not only help and make us more confident in speaking but also in listening too. Someone who has a good pronunciation will easy to identify the words that they heard, they can differentiatife what words that the speaker mean so they will easy in listening.<sup>1</sup>

Language acquisition and proficiency encompass various aspects, among which pronunciation plays a critical role. Accurate pronunciation enhances communication and comprehension, making it a significant factor in language learning. Pronunciation difficulties often arise due to the existence of phonemes

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<sup>1</sup>Pipit suci anggriani, *teaching pronunciation through movie at the second year students of STAIN Palopo in 2012/2013 academic year* (Palopo: STAIN Palopo, 2012).

that are absent or uncommon in a learner's native language. One such set of sounds that commonly poses challenges for English learners is the interdental sounds.

Interdental sounds, particularly the voiced and voiceless dental fricatives /ð/ (as in "this") and /θ/ (as in "think"), are present in English but may not be present or distinguished in many other languages. This creates a substantial obstacle for non-native English speakers in achieving a native-like pronunciation. Mispronunciation of these sounds can lead to misunderstandings and hinder effective communication.

Interdental sounds present notable difficulties for non-native speakers due to their scarcity in languages worldwide and the intricate tongue placement required for their production. In English, these sounds are integral to comprehension, as their mispronunciation can lead to confusion or even altered meanings. The ability to master interdental sounds is thus pivotal for clear and effective communication, especially in professional contexts where precise language usage is paramount.

Learners often encounter numerous hurdles when attempting to acquire interdental sounds. These challenges stem from the physiological disparities between their native language and the target language. The tongue's positioning, airflow management, and articulatory muscle coordination required for these sounds can be unfamiliar, leading to persistent errors in pronunciation. Traditional teaching methodologies predominantly rely on visual or written descriptions,

which might not adequately address the intricate nature of these sounds and the specific mechanics involved in their articulation.

Based on the researcher pre observation on the pronunciation and interview at MAN Palopo, most of students get difficulties to speak English because they have lot of vocabularies and they do not know the way to pronounce it. Therefore, in today's globalized world, effective cross-cultural communication is essential for successful business, academia, and social interactions. The relevance of the proposed thesis lies in addressing a specific aspect of language learning – the interdental sounds – which can be a significant barrier to achieving clear and accurate pronunciation. As industries become more interconnected and diverse, the ability to communicate clearly and confidently in a second language is a valuable skill.

The effectiveness of language learning methodologies and the role of different variables in pronunciation acquisition have been widely studied. However, the specific area of interdental sound mastery among students remains relatively underexplored. This research aims to address this gap by conducting a comprehensive analysis of students' pronunciation proficiency in producing /ð/ and /θ/ sounds.

In conclusion, the proposed thesis, titled " an analysis of student's pronunciation mastery of interdental sounds at the eleventh grade of man palopo," aims to shed light on the extent of students' mastery of interdental sounds, the factors influencing their pronunciation proficiency, and the pedagogical strategies

that could enhance their pronunciation skills. Ultimately, this research has the potential to contribute significantly to the improvement of language instruction and learners' overall communication competence.

### **B. Problem Statement**

Based on the background above, the research question is formulated as follows is how is the students pronunciation ability of interdental sound?

### **C. The objective of the Research**

Based on this question above, the researcher stated the specific objectives of this research are to find out is students pronunciation ability of interdental sound at the eleventh grade of man palopo.

### **D. Significance of the Research**

The findings of this research will have several implications for language educators, learners, and researchers:

#### **1. Pedagogical Insights**

Educators will gain valuable insights into the challenges students face when learning and mastering interdental sounds. This understanding will enable them to design more targeted and effective pronunciation instruction.

## 2. Curriculum Enhancement

The research may contribute to the refinement of language curricula by identifying areas that need greater focus in order to improve overall pronunciation proficiency.

## 3. Learner Empowerment

Learners can benefit from understanding common mispronunciations and challenges associated with interdental sounds. This awareness can guide their self-directed learning efforts.

## 4. Research Advancement

The study will contribute to the existing body of knowledge concerning language acquisition, specifically in the context of interdental sound pronunciation.

## **E. Scope of the Research**

Based on the background and the problem statement above, the research is focused on the students' pronunciation ability of interdental sounds at the eleventh grade of MAN Palopo.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

In construction this research thesis, the research was considering some previous finding to support the researcher's thesis, especially in Pronunciation.

The first research by Winda Sasmita in her research "Enhancing the Ability of Students to Pronounce Interdental Sounds by Applying Audio-articulation Method" the findings shows that the application of AAM gives significant improvement to the students' ability to pronounce the interdental sounds. The mean score of the experimental group before the treatment is 8,93 while the control group's is 10,19. After the treatment, the mean score of the experimental group is 67,3 and the control group's is 19,2. It is also shown that the t-counted (8,565) is greater than the t-table (1,999). Thus, it can be concluded that the hypothesis is accepted. In other words, AAM can enhance the ability of the eleventh grade students to pronounce interdental sounds.<sup>2</sup>

The second research by Hismanoglu Murat with the title "The pronunciation of the interdental sounds of English: an articulation problem for Turkish learners of English and solutions" Results showed that language teachers prefer employing traditional classroom techniques, such as dictation, reading

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<sup>2</sup> Winda Sasmita, "Enhancing the Ability of Students to Pronounce Interdental Sounds by Applying Audio-articulation Method", *English Language Teaching Society Journal*, vol. 5, no. 4, 2017. <http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/9162>

aloud, and dialogues to a great extent to teach pronunciation to their students. However, they are reluctant to use modern techniques, such as computers, instructional software, and the internet. At this point, it should be stressed that the teachers should be motivated to make use of some computer-based pronunciation teaching programs that are available on the market. Moreover, language teachers are to be stimulated to use the Internet so as to improve their pronunciation teaching skills and bring a variety to the language classroom. At this juncture, language teachers may be informed of available pronunciation teaching sites on the Internet through teacher training programs, which can also raise their awareness for the selection of the appropriate pronunciation teaching sites.<sup>3</sup>

Felix Lie's the third research entitled "Improving Students' Pronunciation of Interdental Sounds (ð and θ)" states The writer firstly applied the first idea in which the students were asked to listen and to imitate native speaker's pronunciation of some words containing both interdental sounds from a mini speaker provided by the writer. Secondly, a unique technique requiring a combination of forefinger and tongue to make the students pronounce interdental sounds properly was applied. The first idea does not result significant result as the students were not able to pronounce the two sounds correctly. Meanwhile, the

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<sup>3</sup> Hismanoglu Murat, " The pronunciation of the interdental sounds of English: an articulation problem for Turkish learners of English and solutions " *Procedia Social and Behavioral Sciences*, vol. 1, no. 1, 2019. DOI 10.1016/j.sbspro.2009.01.301

second one reveals satisfying result as the students pronounced most words containing interdental sounds successfully.<sup>4</sup>

In this research, the researcher endeavors to provide a comprehensive analysis of students' pronunciation proficiency in interdental sounds. By investigating the factors influencing pronunciation accuracy and evaluating teaching strategies, the study aims to contribute to the improvement of language instruction and learners' overall communicative competence.

## **B. Some Partinents Ideas**

### **1. The Nature of Pronunciation**

#### **a. Definition of Pronunciation**

Pronunciation is one of the important aspects in English, especially in oral communication. Pronunciation is the process by which we generate sounds that convey meaning. It encompasses attention to the specific sounds of a language (segments), aspects of speech that extend beyond the level of the individual sound, such as intonation, phrasing, stress, timing, and rhythm (suprasegmental aspects), the way the voice is projected (voice quality), and, in its broadest definition, attention to gestures and expressions that are intimately connected to the way we speak a language.<sup>5</sup> Pronunciation is a method of expressing a word. Then, pronunciation is a way of uttering words, especially in an accepted manner.

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<sup>4</sup> Felix Lie, "Improving Students' Pronunciation of Interdental Sounds (ð and θ)", Methodist University of Indonesia, (2017):97.

<sup>5</sup> Lynda Yates, "Adult Migrant English Program (AMEP)," *AEA Randomized Controlled Trials* 42, no. 6(2021): 80.

Pronunciation is the act of producing speech sounds in a way that conveys meaning and facilitates effective communication. It is an essential aspect of language and plays a crucial role in ensuring that words and sentences are understood correctly by listeners. Proper pronunciation involves not only the accurate production of individual speech sounds (phonemes) but also the appropriate rhythm, stress, and intonation patterns of a language.<sup>6</sup>

The following things affect pronunciation:<sup>7</sup>

### 1) Phonemes and Phonetics

Phonemes are the smallest units of sound in a language that can change the meaning of a word. For example, the English words "pat" and "bat" differ only in the initial phoneme /p/ and /b/, which changes the entire meaning. Phonetics is the study of these speech sounds and how they are produced, transmitted, and perceived. It explores the articulation of sounds through the vocal tract, including factors such as the placement of the tongue, lips, and vocal cords.

### 2) Articulation and Speech Organs

Human speech is produced through the coordinated movement of various speech organs, including the tongue, lips, teeth, alveolar ridge, velum (soft palate), and vocal cords. Different sounds are produced by altering the position and movement of these organs. For instance, the /p/ sound is produced by briefly

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<sup>6</sup> Martha Pennington, "Teaching pronunciation: The state of the art 2021." *RELC Journal* Vol. 52, No. 1 (2021): 21. <https://doi.org/10.1177/00336882211002283>

<sup>7</sup>Marnie Reed and John M. Levis, *The handbook of English pronunciation*. Fourth Edition, (John Wiley & Sons publisher, 2019): 69.

closing the lips and then releasing them, resulting in a burst of air when the lips part.

### 3) Stress and Intonation

Stress refers to the emphasis placed on certain syllables within words or on certain words within sentences. It is an essential aspect of pronunciation as it helps convey meaning and grammatical relationships. Intonation, on the other hand, refers to the rise and fall in pitch during speech. It contributes to the emotional and grammatical nuances of sentences. For instance, a rising intonation at the end of a sentence can indicate a question, while a falling intonation can indicate a statement.

### 4) Regional and Social Variations

Pronunciation can vary widely based on geographical regions, social groups, and even individual idiosyncrasies. These variations are known as accents or dialects. Accents result from differences in pronunciation, while dialects encompass differences in pronunciation, vocabulary, and grammar. These variations can contribute to the rich tapestry of linguistic diversity but may also lead to misunderstandings if the differences are too pronounced.

### 5) Acquiring and Improving Pronunciation

Language learners often strive to achieve native-like pronunciation, but achieving this level of proficiency can be challenging. Many factors, such as age,

exposure, and individual aptitude, influence a person's ability to acquire pronunciation skills. Pronunciation can be improved through dedicated practice, listening to native speakers, and receiving feedback from language instructors or speech therapists.

#### b. Teaching Pronunciation

The English language necessitates the use of the spoken word. If a person can communicate effectively and fluently in English, he or she is said to have mastered the language. Structure, vocabulary, and pronunciation are the three components of language. The accurate creation of a word or the proper utterance of a word in its widespread usage is what pronunciation is all about.<sup>8</sup> The way a word or a language is normally uttered is called pronunciation.

When teaching students how to pronounce words correctly, the teacher should act as an exemplary role model. Structure, vocabulary, and pronunciation are the three components of English. Indeed, teachers of English tended to place a greater emphasis on structure and vocabulary than on pronunciation. Teachers typically ignore the necessity of instilling accurate pronunciation in their students. Furthermore, teaching pronunciation is a good method to start building students' English communication skills.

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<sup>8</sup> Kuan-yi Chao and Li-mei Chen, "A Cross-Linguistic Study of Voice Onset Time in Stop Consonant Productions," *Computational Linguistics and Chinese Language Processing* Vol.13, no. 2 (2008): 225. [https://doi.org/10.1163/2210-7363\\_ecll\\_com\\_00000058](https://doi.org/10.1163/2210-7363_ecll_com_00000058)

Teaching pronunciation, not only familiarizes and understands students with numerous sounds, but also improves their speaking abilities tremendously.<sup>9</sup> Because students will imitate what the teacher says, a teacher of pronunciation should be a good role model for his or her students. The students will mimic the teacher's good pronunciation; if the students imitate improper pronunciation, they will make blunders and mistakes. As a result, the teacher should teach students about sound production and how to correctly stress a word.

Teaching pronunciation is a critical aspect of language instruction, aiming to help learners achieve clear and effective communication. It involves guiding learners to produce accurate speech sounds, stress patterns, and intonation that align with the target language. Here are key concepts and strategies in teaching pronunciation:<sup>10</sup>

#### 1) Phonemic Awareness and Minimal Pairs

Learners need to become aware of the distinct phonemes of the target language. Minimal pairs, words that differ by only one phoneme (e.g., "pat" and "bat"), can help learners identify and differentiate these sounds. By practicing with minimal pairs, learners can develop their ability to hear and produce accurate phonemic distinctions.

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<sup>9</sup> Catherine J. Harmer et al., "Acute Administration of Citalopram Facilitates Memory Consolidation in Healthy Volunteers," *Psychopharmacology* Vol. 163, no. 1 (2002): 108. <https://doi.org/10.1007/s00213-002-1151-x>

<sup>10</sup> Andri Purwanto, "Teaching pronunciation using varieties of pronunciation teaching materials and practices," *Scope: Journal of English Language Teaching* Vol. 3. No. 2 (2019): 87. <http://dx.doi.org/10.30998/scope.v3i2.4129>

## 2) Articulation and Mouth Placement

Teaching learners how to position their speech organs (tongue, lips, etc.) correctly for specific sounds is crucial. Visual aids, diagrams, and physical demonstrations can help learners grasp the articulatory aspects of pronunciation.

## 3) Modeling and Repetition

Teachers can model correct pronunciation by enunciating words and sentences clearly. Learners then repeat after the teacher, allowing them to practice mimicking the correct sounds. Repetition helps reinforce muscle memory and sound recognition.

## 4) Phonetic Transcriptions

Using phonetic symbols or transcriptions can help learners understand the relationship between written letters and the corresponding speech sounds. This can be particularly helpful for languages with complex phonemic systems.

## 5) Stress and Rhythm

Teaching stress patterns and rhythm in sentences is important for natural and comprehensible speech. Activities like sentence stress drills and rhythmic exercises can help learners internalize the appropriate patterns.

## 6) Intonation Patterns

Guiding learners in understanding the intonation patterns of the target language helps convey meaning, emotion, and pragmatic nuances. Demonstrating rising and falling intonations in different contexts can aid learners in mastering this aspect.



### 7) Listening and Imitation

Exposure to native speakers' speech through recordings, videos, or live interactions is crucial for learners to develop an "ear" for correct pronunciation. Learners should practice imitating native speech patterns and sounds to refine their own pronunciation.

### 8) Error Correction and Feedback

Providing constructive feedback is essential for learners to identify and correct their pronunciation errors. Teachers can use audio recordings, live sessions, or peer assessments to help learners pinpoint areas that need improvement.

### 9) Technology and Speech Recognition Tools

Modern language instruction often incorporates technology, including speech recognition software. These tools provide learners with instant feedback on their pronunciation accuracy and can be used for individual practice.

### 10) Cultural Sensitivity to Accents

While teaching correct pronunciation, it's important to foster cultural sensitivity and respect for different accents and dialects. The goal is effective communication rather than complete eradication of accents.

## 2. Interdental sound

Interdental sounds are a group of speech sounds that are produced by placing the tip of the tongue between the upper and lower front teeth. These sounds are characterized by the contact between the tongue and the teeth, creating a distinctive fricative or approximant sound. The primary interdental sounds in the

International Phonetic Alphabet (IPA) are the voiceless interdental fricative [θ] and the voiced interdental fricative [ð]. These sounds are found in various languages and can contribute to distinct accents and dialects.<sup>11</sup>

a. Voiceless Interdental Fricative [θ]

The voiceless interdental fricative [θ] is commonly found in English, particularly in words like "thin" and "math." The tip of the tongue is placed between the upper and lower front teeth, and a slight airflow is forced through the narrow gap, producing a distinct "th" sound.

b. Voiced Interdental Fricative [ð]

The voiced interdental fricative [ð] is the voiced counterpart of [θ]. It is found in English words like "this" and "other." The tongue-tip is again placed between the upper and lower front teeth, but this time, the vocal cords vibrate, resulting in a voiced fricative sound.

### 3. Teaching Pronunciation by Using Interdental Sound

Dental sounds are produced by placing the tip of the tongue between the upper and lower front teeth. The active articulator may be either tip or (usually) the tongue blade- diacritic symbols can be used if it matters which. Extreme lamino- dental sounds are often called interdental. English interdental sounds include /θ/ /ð/ The example of the words are “thigh, thy” etc. For additional description, each of those sounds was then classified into three categories in relation to the positions of their occurrences: they are initial, medial and final positions.

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<sup>11</sup> Handbook of the International Phonetic Association A Guide to the use of the international phonetic alphabet, (Cambridge University Press, 2021): 53.

Moreover, the phonological environments of the deviations were also formulated with the intention that further explanation about the patterns of the deviations could be provided the analysis began with the identification to improve by comparing each students' actual pronunciation. This differs from dental consonants, which are articulated with the tongue against the back of the upper incisors. Interdental consonants are rare cross-linguistically. Interdental realisations of otherwise dental or alveolar consonants may occur as idiosyncrasies or as articulatory effects of a neighboring interdental sound. The most commonly occurring interdental consonants are the non-sibilant fricatives (sibilants may be dental, but do not appear as interdentals). Apparently, interdentals do not contrast with dental consonants within any language. Voiced and voiceless interdental fricatives [ð, θ] appear in American English as the initial sounds of words like 'then' and 'thin'. In British English, these consonants are more likely to be dental [ð, θ]. English Fricatives /ð/ (voiced dental fricative). This sound is made by the tip of the tongue makes light contact with the back of the top, front teeth. The common classification of /ð/ is identical with /θ/ except for the voicing. In order to see the production of final /ð/, it was used the word "Clothe" that phonetically should be pronounced as /kləvð/. The production of phoneme /ð/ in final position according to the findings is described below

English Word	Pronounced as
Clothe" /kləvð/	/kləvθ/

The finding shows that there was replacement of phoneme /ð/ to phoneme /t/. There were only 6 employees pronounced the word correctly. The error of /ð/ pronunciation in overall was similar to the error of fricative /θ/ pronunciation.

When teaching pronunciation, including interdental sounds, it's important to consider the following principles<sup>12</sup>:

a. Auditory Discrimination

Start by helping learners distinguish between the /θ/ and /ð/ sounds in minimal pairs such as "thin" and "sin," or "this" and "dis." Use activities that focus on listening and identifying the differences between these sounds.

b. Visual and Tactile Cues

Use visual aids such as diagrams or videos to show the correct tongue placement for producing /θ/ and /ð/. Encourage students to look in a mirror while practicing to ensure they're positioning their tongue correctly.

c. Exaggeration and Isolation

In the beginning, encourage learners to exaggerate the tongue placement to clearly differentiate the interdental sounds. Have them practice the sounds in isolation before integrating them into words and sentences.

d. Minimal Pairs and Contextual Practice

Provide practice with minimal pairs (words that differ only in one sound) to help students hear and produce the interdental sounds accurately. Gradually introduce these sounds in sentences and then in broader contexts to reinforce their usage.

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<sup>12</sup> Sarviniso Xamrakulovna, "Effective Ways of Teaching English Pronunciation," *International Conferences* Vol. 1, No. 13, (2022):55. <https://doi.org/10.24036/jelt.v8i3.105298>

e. Feedback and Self-Monitoring

Provide continuous feedback on students' pronunciation, focusing on their correct production of /θ/ and /ð/. Encourage self-monitoring by having them record their own speech and compare it to native speaker models.

f. Drills and Repetition

Use drilling exercises to help learners practice the challenging sounds repeatedly. This repetition can build muscle memory and improve accuracy over time.

g. Intelligibility vs Perfection

Emphasize that the goal is intelligible communication rather than achieving a perfect native accent. Encourage learners to focus on making themselves understood rather than sounding exactly like a native speaker.

**C. Conceptual Framework**

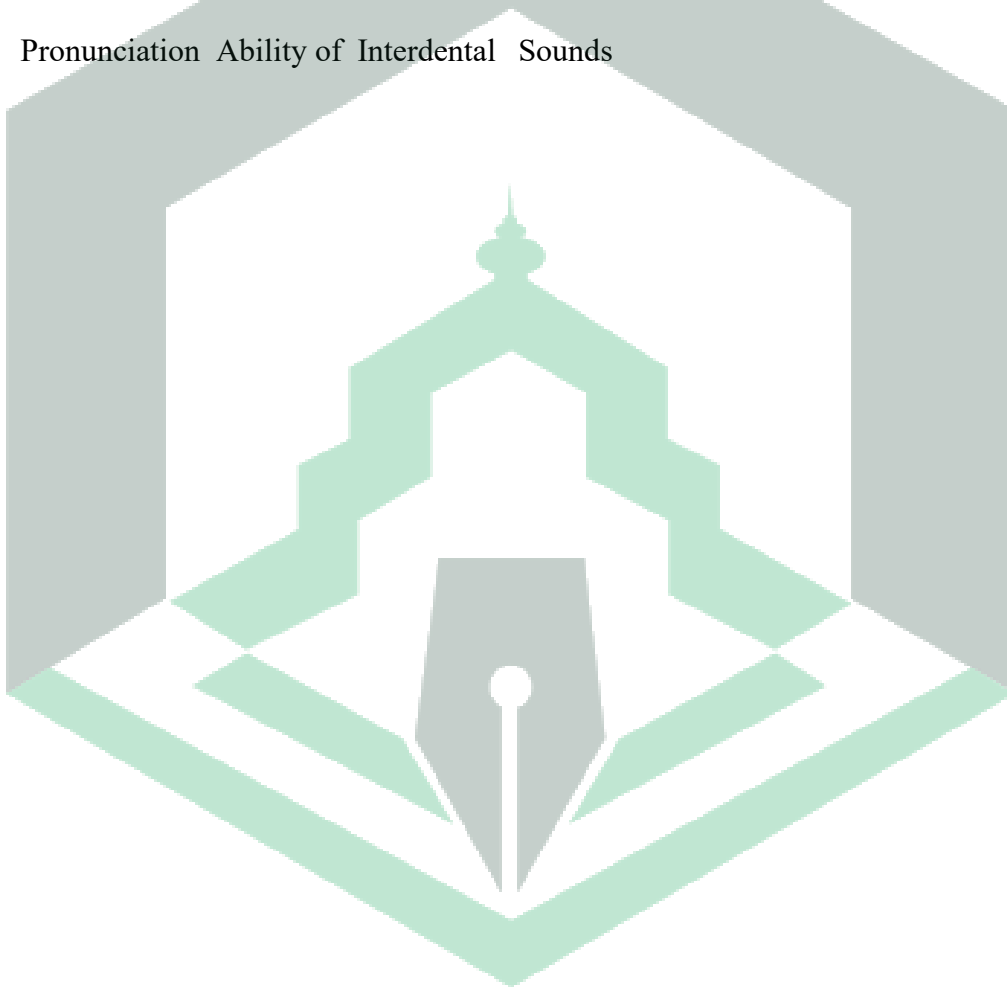
**Analysis Student's Pronunciation Ability of Interdental Sounds at the Eleventh Grade of Man Palopo**

Interdental Sounds

Voiceless Interdental Fricative [θ]  
dan  
Voiced Interdental Fricative [ð]

Find Out the Student's Pronunciation Ability  
of Interdental Sounds

The researcher analyzed the Student's Pronunciation Ability of Interdental Sounds. The design of this research is descriptive quantitative research. Then the researcher concerned with interdental sounds[ $\theta$  and  $\delta$ ]. After that, the researcher asked students to record their pronunciation tests. The researcher examined the students' pronunciation abilities by listening to the audio recording and the researcher drew a conclusion based on the researcher's data analysis of students' Pronunciation Ability of Interdental Sounds



## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Design

The design of this research is descriptive research with a quantitative approach. The term "quantitative research" refers to gathering, analyzing, and interpreting large amounts of narrative and visual data to obtain insight into a certain topic of interest. Naturalistic research, naturalistic inquiry, and field-oriented research are used to describe this type of research.

In this case, the researcher focused on exploring the students' Pronunciation ability of Interdental Sounds at the eleventh grade of MAN Palopo.

#### B. Location and Time of the Research

The study was about the an analysis pronunciation ability of interdental sounds of MAN Palopo at the tenth eleventh grade. The research takes place in Balandai, Palopo City. The place of the study was at MAN Palopo which located on street Dr. Ratulangi Balandai Bara Kota Palopo Sulawesi Selatan. The research had been done since August 25, 2023 until the data were fully collected.

#### C. Operational Definitions

The operational of variables as follow :

##### 1. Pronunciation

The term "pronunciation" refers to the way in which a word or language is spoken or articulated. It involves the correct arrangement and enunciation of sounds, stress, intonation, and rhythm that make up spoken communication. Proper pronunciation is important for effective communication, as it ensures that

others can understand and interpret what is being said accurately. Different languages and dialects have their own specific pronunciation rules and patterns.

## 2. Interdental Sounds

Interdental sounds, also known as interdental consonants, are a type of speech sound produced by obstructing airflow between the tip of the tongue and the upper front teeth or the alveolar ridge, which is the bony ridge just behind the upper front teeth. This obstruction of airflow creates a distinct sound.

## **D. Populasi and Sample**

### 1. Population

The population of this research is the students at the eleventh-grade students of MAN Palopo. The number of the population are 112 students.

### 2. Sample

The sample of this research is class XI consist of 29 students. The sample is taken by using a purposive sampling technique where the researcher focused on one class to make it easier in doing the test and record.

## **E. The Technique of Collecting Data**

Methods of data collection include observation, interview, and the collection and review of related document. In this study, the researcher gived the students pronunciation test and interview to collect the data through the recording.

The steps in collecting the data are as follows:



### 1. Pronunciation Test

A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain. A test is first a method. It is an instrument (a set of techniques), procedures, or items (that requires performance) on the part of test-taker. Second, a test must measure. Some tests measure general ability, while others focused on very specific competencies or objectives. A test measured an individual's ability, knowledge, or performance.

In this research, the researcher gave familiar words to read. The words were given for the students to read individually, and they were told that their pronunciation would be recorded and their recordings would be used in this research. The words included the Interdental sounds.

### 2. Recording

Samples of pronunciations can be repeated as many times as we need and this will enable for the researcher to identify the students' pronunciation mastery when the students pronouncing the interdental sounds.

## **F. The instrument of the Research**

To reach the aims of the research, there are three instruments that was applied in this research. They are as follows:

1. The researcher will give pronunciation test.
2. Finally, the researcher ask the student one by one to pronounce the word and record the students utterance.

## G. Data Analysis

In this study, after collecting the data from the students, the researcher analyzed it carefully. The researcher used descriptive qualitative method. The steps to analyze the data are as follows:

### 1. Pronunciation Test

After the researcher gave the pronunciation test for the students, she analyzed the pronunciation mastery of interdental sounds through the recorder.

Classifying the students' score into the following criteria:<sup>13</sup>

**Tabel 3.1 Pronunciation Rubrics of Scoring**

Aspect	Score	Indicator
Pronunciation	> 81	Easy to understand and has a native accent
	61-80	Easy to understand even with a certain accent
	41-60	There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.
	21-40	Difficult to understand due to pronunciation problems, often asked to repeat
	< 20	Serious pronunciation problems that cannot be understood

The tabulation result is calculated using the following formula:

$$score = \frac{\text{students' correct answer}}{\text{the total number of item}} \times 100$$

2. The researcher drew a conclusion based on the researcher's data analysis of students' ability to pronounce interdental sounds.

<sup>13</sup> Ali Mustadi, "Communicative Competence Based Language Teaching," *Universitas Negeri Yogyakarta*. Vol. 3, no. 2 (2012): 56. <https://doi.org/10.1037/e610152012-028>.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consist of two sections. The first section deals with data analysis through test of interdental pronunciation. The data consist the result of test interdental sounds. The second section deals with discussion.

#### A. Findings

##### 1. Students 1

Name : WNP

Class : XI

Tabel 4.1 The result of pronunciation of interdental sound by students 1

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those	√	

24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe	√	
28	Breather	√	
29	Thy	√	
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe		√

Based on the results of the research described in the table above, student 1 correctly pronounced word were 27 and the word incorrectly pronounced were 13, That means that student 1 get a score 68 which means Easy to understand even with a certain accent.

## 2. Students' 2

Name : MF

Class : XI

Tabel 4.2 The result of pronunciation of interdental sound by students 2

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	

11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length		√
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those		√
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe	√	
28	Breather	√	
29	Thy		√
30	With		√
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe	√	

Based on the results of the research described in the table above, student 2 correctly pronounced word were 26 and the word incorrectly pronounced were 14, That means that student 2 get a score 65 which means Easy to understand even with a certain accent.

## 3. Students' 3

Name : NS

Class : XI

Tabel 4.3 The result of pronunciation of interdental sound by students 3

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty		√
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length		√
20	Wreath	√	
21	Sheath		√
22	Heath		√
23	Those		√
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe	√	
28	Breather	√	
29	Thy		√
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	

36	Thence		√
37	Loathe	√	
38	There	√	
39	Other	√	
40	Writhe		√

Based on the results of the research described in the table above, student 3 correctly pronounced word were 25 and the word incorrectly pronounced were 15, That means that student 3 get a score 63 which means Easy to understand even with a certain accent.

#### 4. Students' 4

Name : DS

Class : XI

Tabel 4.4 The result of pronunciation of interdental sound by students 4

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug	√	
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length		√
20	Wreath	√	

21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe	√	
28	Breather	√	
29	Thy		√
30	With	√	
31	Thine	√	
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe		√

Based on the results of the research described in the table above, student 4 correctly pronounced word were 28 and the word incorrectly pronounced were 12, That means that student 4 get a score 70 which means Easy to understand even with a certain accent.

#### 5. Students' 5

Name : AKAI

Class : XI

Tabel 4.5 The result of pronunciation of interdental sound by students 5

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy	√	



6	Healthy		√
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine		√
32	Worthy		√
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe	√	
38	There		√
39	Other		√
40	Writhe		√

Based on the results of the research described in the table above, student 5 correctly pronounced word were 23 and the word incorrectly pronounced were 17, That means that student 5 get a score 58 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

## 6. Students' 6

Name : NAM

Class : XI

Tabel 4.6 The result of pronunciation of interdental sound by students 6

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy		√
6	Healthy	√	
7	Width		√
8	Breath		√
9	Worth		√
10	Bath		√
11	Thug	√	
12	Cloth		√
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe	√	
28	Breather	√	
29	Thy	√	
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus		√
35	Than		√

36	Thence	√	
37	Loathe		√
38	There		√
39	Other	√	
40	Writhe	√	

Based on the results of the research described in the table above, student 6 correctly pronounced word were 24 and the word incorrectly pronounced were 16, That means that student 6 get a score 60 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 7. Students' 7

Name : AJ

Class : XI

Tabel 4.7 The result of pronunciation of interdental sound by students 7

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath		√
9	Worth		√
10	Bath	√	
11	Thug	√	
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length		√
20	Wreath	√	

21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather		√
26	Mother		√
27	Clothe	√	
28	Breather	√	
29	Thy		√
30	With	√	
31	Thine	√	
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe		√

Based on the results of the research described in the table above, student 7 correctly pronounced word were 24 and the word incorrectly pronounced were 16, That means that student 7 get a score 60 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 8. Students' 8

Name : MHB

Class : XI

Tabel 4.8 The result of pronunciation of interdental sound by students 8

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem	√	
5	Wealthy	√	

6	Healthy		√
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank		√
14	Faith		√
15	Oath		√
16	Teeth		√
17	Death		√
18	Tenth		√
19	Length		√
20	Wreath	√	
21	Sheath	√	
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe	√	
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe		√

Based on the results of the research described in the table above, student 8 correctly pronounced word were 23 and the word incorrectly pronounced were 17, That means that student 8 get a score 58 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

## 9. Students' 9

Name : JP

Class : XI

Tabel 4.9 The result of pronunciation of interdental sound by students 9

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy		√
6	Healthy	√	
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug	√	
12	Cloth		√
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length		√
20	Wreath		√
21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine		√
32	Worthy	√	
33	Bathe	√	
34	Thus	√	
35	Than	√	

36	Thence	√	
37	Loathe		√
38	There		√
39	Other	√	
40	Writhe	√	

Based on the results of the research described in the table above, student 9 correctly pronounced word were 24 and the word incorrectly pronounced were 16, That means that student 9 get a score 60 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 10. Students' 10

Name : N

Class : XI

Tabel 4.10 The result of pronunciation of interdental sound by students 10

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty		√
2	Thought		√
3	Method		√
4	Anthem		√
5	Wealthy	√	
6	Healthy		√
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank		√
14	Faith		√
15	Oath		√
16	Teeth		√
17	Death		√
18	Tenth		√
19	Length		√
20	Wreath	√	

21	Sheath	√	
22	Heath		√
23	Those		√
24	That		√
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe	√	
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe		√

Based on the results of the research described in the table above, student 10 correctly pronounced word were 15 and the word incorrectly pronounced were 25, That means that student 10 get a score 38 which Difficult to understand due to pronunciation problems, often asked to repeat.

#### 11. Students' 11

Name : IB

Class : XI

Tabel 4.11 The result of pronunciation of interdental sound by students 11

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem	√	
5	Wealthy	√	



6	Healthy		√
7	Width		√
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those		√
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than		√
36	Thence		√
37	Loathe	√	
38	There	√	
39	Other	√	
40	Writhe	√	

Based on the results of the research described in the table above, student 11 correctly pronounced word were 22 and the word incorrectly pronounced were 18, That means that student 11 get a score 55 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

## 12. Students' 12

Name : SA

Class : XI

Tabel 4.12 The result of pronunciation of interdental sound by students 12

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty		√
2	Thought		√
3	Method	√	
4	Anthem	√	
5	Wealthy	√	
6	Healthy	√	
7	Width	√	
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those		√
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than		√

36	Thence		√
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe		√

Based on the results of the research described in the table above, student 12 correctly pronounced word were 20 and the word incorrectly pronounced were 20, That means that student 12 get a score 50 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

### 13. Students' 13

Name : US

Class : XI

Tabel 4.13 The result of pronunciation of interdental sound by students 13

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy		√
6	Healthy	√	
7	Width	√	
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith		√
15	Oath		√
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√

21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than	√	
36	Thence	√	
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe	√	

Based on the results of the research described in the table above, student 13 correctly pronounced word were 21 and the word incorrectly pronounced were 19, That means that student 13 get a score 53 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 14. Students' 14

Name : MA

Class : XI

Tabel 4.14 The result of pronunciation of interdental sound by students 14

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy		√

6	Healthy	√	
7	Width	√	
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith		√
15	Oath		√
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than	√	
36	Thence	√	
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe	√	

Based on the results of the research described in the table above, student 14 correctly pronounced word were 21 and the word incorrectly pronounced were 18, That means that student 14 get a score 53 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

## 15. Students' 15

Name : AR

Class : XI

Tabel 4.15 The result of pronunciation of interdental sound by students 15

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method		
4	Anthem		√
5	Wealthy	√	
6	Healthy		√
7	Width		√
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath	√	
21	Sheath	√	
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than	√	

36	Thence		√
37	Loathe		√
38	There	√	
39	Other		√
40	Writhe	√	

Based on the results of the research described in the table above, student 15 correctly pronounced word were 22 and the word incorrectly pronounced were 17, That means that student 15 get a score 55 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 16. Students' 16

Name : SA

Class : XI

Tabel 4.16 The result of pronunciation of interdental sound by students 16

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty		√
2	Thought		√
3	Method	√	
4	Anthem	√	
5	Wealthy	√	
6	Healthy		√
7	Width		√
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√

21	Sheath		√
22	Heath		√
23	Those		√
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than		√
36	Thence		√
37	Loathe	√	
38	There		√
39	Other		√
40	Writhe	√	

Based on the results of the research described in the table above, student 16 correctly pronounced word were 18 and the word incorrectly pronounced were 21, That means that student 16 get a score 45 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 17. Students' 17

Name : DAF

Class : XI

Tabel 4.17 The result of pronunciation of interdental sound by students 17

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	



6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe	√	
28	Breather		√
29	Thy		√
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe		√

Based on the results of the research described in the table above, student 17 correctly pronounced word were 24 and the word incorrectly pronounced were 16, That means that student 17 get a score 60 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

## 18. Students' 18

Name : FM

Class : XI

Tabel 4.18 The result of pronunciation of interdental sound by students 18

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug	√	
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath	√	
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe	√	
28	Breather		√
29	Thy		√
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	

36	Thence		√
37	Loathe		√
38	There		√
39	Other	√	
40	Writhe		√

Based on the result of the research describe in the table above, students 18 correctly pronounced word were 26 and the word in correctly pronounced were 14, that means the students' 18 get a score 65 which easy to understand even with a certain accent.

#### 19. Students' 19

Name : PA

Class : XI

Tabel 4.19 The result of pronunciation of interdental sound by students 19

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath		√
9	Worth		√
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	

20	Wreath		√
21	Sheath	√	
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe	√	
28	Breather		√
29	Thy		√
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence	√	
37	Loathe	√	
38	There	√	
39	Other	√	
40	Writhe		√

Based on the result of the research describe in the table above, students 19 correctly pronounced word were 25 and the word in correctly pronounced were 15, that means the students' 19 get a score 63 which easy to understand even with a certain accent.

20. Students' 20

Name : AM

Class : XI

Tabel 4.20 The result of pronunciation of interdental sound by students 20

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√

5	Wealthy		√
6	Healthy	√	
7	Width	√	
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith		√
15	Oath		√
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than	√	
36	Thence	√	
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe	√	

Based on the result of the research describe in the table above, students 20 correctly pronounced word were 21 and the word in correctly pronounced were 18, that means the students' 20 get a score 53 which There are pronunciation

problems that require the listener's full concentration and occasional misunderstandings.

### 21. Students' 21

Name : MK

Class : XI

Tabel 4.21 The result of pronunciation of interdental sound by students 21

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem	√	
5	Wealthy	√	
6	Healthy	√	
7	Width	√	
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith		√
15	Oath		√
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	

32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence	√	
37	Loathe	√	
38	There	√	
39	Other		
40	Writhe	√	

Based on the result of the research describe in the table above, students 21 correctly pronounced word were 23 and the word in correctly pronounced were 17, that means the students' 21 get a score 58 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 22. Students' 22

Name : MFB

Class : XI

Tabel 4.22 The result of pronunciation of interdental sound by students 22

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth		√
10	Bath		√
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	

15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe	√	
28	Breather		√
29	Thy		√
30	With	√	
31	Thine		√
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe		√

Based on the result of the research describe in the table above, students 22 correctly pronounced word were 23 and the word in correctly pronounced were 17, that means the students' 22 get a score 58 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

23. Students' 23

Name : MPR

Class : XI



Tabel 4.23 The result of pronunciation of interdental sound by students 23

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy		√
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine		√
32	Worthy		√
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe	√	
38	There		√
39	Other		√
40	Writhe		√

Based on the result of the research describe in the table above, students 23 correctly pronounced word were 23 and the word in correctly pronounced were 17, that means the students' 23 get a score 58 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 24. Students' 24

Name : MR

Class : XI

Tabel 4.24 The result of pronunciation of interdental sound by students 24

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	Correct	Incorrect
2	Thought	√	
3	Method		√
4	Anthem		√
5	Wealthy		√
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug	√	
12	Cloth		√
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death	√	
18	Tenth		√
19	Length		√
20	Wreath	√	
21	Sheath	√	
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	

27	Clothe	√	
28	Breather		√
29	Thy	√	
30	With	√	
31	Thine		√
32	Worthy		√
33	Bathe		√
34	Thus		√
35	Than	√	
36	Thence	√	
37	Loathe		√
38	There	√	
39	Other		√
40	Writhe		√

Based on the result of the research describe in the table above, students 24 correctly pronounced word were 24 and the word incorrectly pronounced were 16, that means the students' 24 get a score 60 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 25. Students' 25

Name : FM

Class : XI

Tabel 4.25 The result of pronunciation of interdental sound by students 25

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty		√
2	Thought		
3	Method	√	
4	Anthem		√
5	Wealthy	√	√
6	Healthy		√
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	

11	Thug		√
12	Cloth	√	
13	Thank		√
14	Faith		√
15	Oath		√
16	Teeth		√
17	Death		√
18	Tenth		√
19	Length		√
20	Wreath	√	
21	Sheath	√	
22	Heath		√
23	Those		√
24	That		√
25	Weather		√
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe	√	
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe	√	
38	There	√	
39	Other		√
40	Writhe		√

Based on the result of the research describe in the table above, students 25 correctly pronounced word were 16 and the word incorrectly pronounced were 24, that means the students' 25 get a score 40 which Difficult to understand due to pronunciation problems, often asked to repeat.

#### 26. Student's 26

Name : AMA

Class : XI

Tabel 4.26 The result of pronunciation of interdental sound by students 26

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy		√
6	Healthy	√	
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug	√	
12	Cloth		√
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length		√
20	Wreath		√
21	Sheath		√
22	Heath	√	
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother		√
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine		√
32	Worthy	√	
33	Bathe	√	
34	Thus	√	
35	Than	√	
36	Thence	√	
37	Loathe		√
38	There		√
39	Other	√	
40	Writhe	√	

Based on the result of the research describe in the table above, students 26 correctly pronounced word were 24 and the word incorrectly pronounced were 16, that means the students' 24 get a score 60 which There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 27. Student's 27

Name : AF

Class : XI

Tabel 4.27 The result of pronunciation of interdental sound by students 27

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought		√
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy	√	
7	Width		√
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug	√	
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath		√
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length		√
20	Wreath	√	
21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	

27	Clothe	√	
28	Breather	√	
29	Thy		√
30	With	√	
31	Thine	√	
32	Worthy	√	
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe		√
38	There	√	
39	Other	√	
40	Writhe		√

Based on the result of the research describe in the table above, students 27 correctly pronounced word were 28 and the word incorrectly pronounced were 12, that means the students' 27 get a score 70 which Easy to understand even with a certain accent.

#### 28. Student's 28

Name : AM

Class : XI

Tabel 4.28 The result of pronunciation of interdental sound by students 28

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty		√
2	Thought		√
3	Method	√	
4	Anthem	√	
5	Wealthy	√	
6	Healthy		√
7	Width		√
8	Breath		√
9	Worth	√	
10	Bath		√
11	Thug		√
12	Cloth	√	

13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death	√	
18	Tenth	√	
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those		√
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather		√
29	Thy		√
30	With		√
31	Thine	√	
32	Worthy		√
33	Bathe		
34	Thus		√
35	Than		√
36	Thence		√
37	Loathe	√	
38	There		√
39	Other		√
40	Writhe	√	

Based on the result of the research describe in the table above, students 28 correctly pronounced word were 18 and the word incorrectly pronounced were 22, that means the students' 28 get a score 45 There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

#### 29. Student's 29

Name : YH

Class : XI



Tabel 4.29 The result of pronunciation of interdental sound by students 29

No.	Interdental Sounds	Correction	
		Correct	Incorrect
1	Thirsty	√	
2	Thought	√	
3	Method	√	
4	Anthem		√
5	Wealthy	√	
6	Healthy		√
7	Width	√	
8	Breath	√	
9	Worth	√	
10	Bath	√	
11	Thug		√
12	Cloth	√	
13	Thank	√	
14	Faith	√	
15	Oath	√	
16	Teeth	√	
17	Death		√
18	Tenth		√
19	Length	√	
20	Wreath		√
21	Sheath		√
22	Heath		√
23	Those	√	
24	That	√	
25	Weather	√	
26	Mother	√	
27	Clothe		√
28	Breather	√	
29	Thy	√	
30	With		√
31	Thine		√
32	Worthy		√
33	Bathe		√
34	Thus	√	
35	Than	√	
36	Thence		√
37	Loathe	√	
38	There		√
39	Other		√
40	Writhe		√

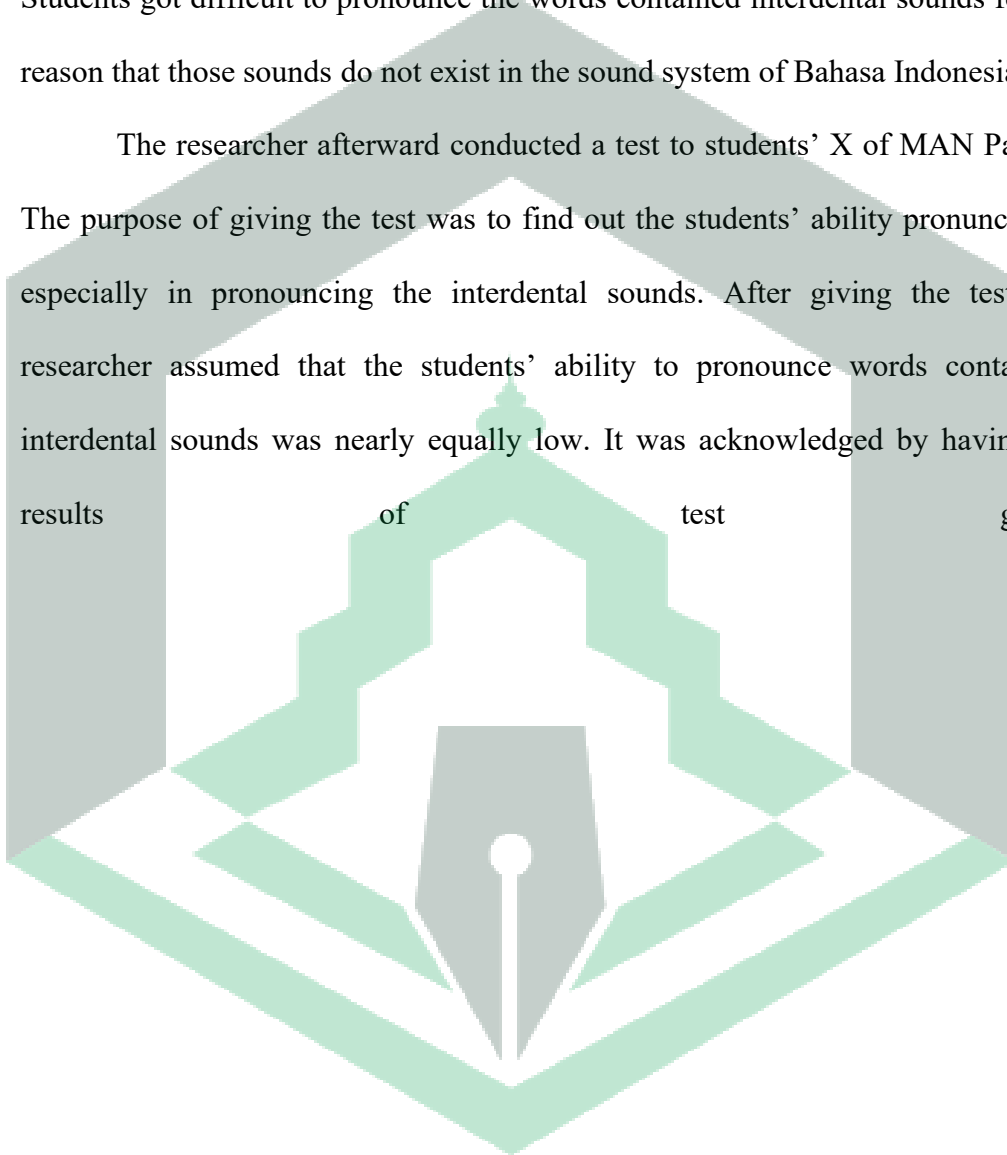
Based on the result of the research describe in the table above, students 29 correctly pronounced word were 23 and the word incorrectly pronounced were 17, that means the students' 29 get a score 45 There are pronunciation problems that require the listener's full concentration and occasional misunderstandings.

## **B. Discussion**

Based on the findings that have been described by the researcher, it shows that there is one research problem statement that have been carried out by researchers as presented in chapter one. The researcher discusses analyzing how is the students pronunciation ability of interdental sound. Based on the findings that have been described by the researcher from a test and recording showed that no one students' with the status of Easy to understand and has a native accent, 7 students with a status Easy to understand even with a certain accent, 21 students' status There are pronunciation problems that require the listener's full concentration and occasional misunderstandings, and 1 students' with a status Difficult to understand due to pronunciation problems, often asked to repeat and then no one students' have a status Serious pronunciation problems that cannot be understood. Which means that 72% students' There are pronunciation problems that require the listener's full concentration and occasional misunderstandings, 24% have a Easy to understand even with a certain accent, and 3% with the status Difficult to understand due to pronunciation problems, often asked to repeat which indicates that most students of MAN Palopo don't have pronunciation ability to interdental sounds.

This research was started with preliminary research which was done before the researcher conducted this research. Then, the researcher found out that there were many students found it difficult to pronounce interdental sounds. Students got difficult to pronounce the words contained interdental sounds for the reason that those sounds do not exist in the sound system of Bahasa Indonesia.

The researcher afterward conducted a test to students' X of MAN Palopo. The purpose of giving the test was to find out the students' ability pronunciation especially in pronouncing the interdental sounds. After giving the test, the researcher assumed that the students' ability to pronounce words containing interdental sounds was nearly equally low. It was acknowledged by having the results of test given.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Based on the result of data analysis in chapter four, the researcher presents there were 29 numbers of English interdental sounds [θ] and [ð] in a test, the highest percentage pronunciation of the students in interdental sounds ([θ] and [ð]) was 72% students' based on the criterion of the data that is There are pronunciation problems that require the listener's full concentration and occasional misunderstandings. 24% have a Easy to understand even with a certain accent, and 3% with the status Difficult to understand due to pronunciation problems, often asked to repeat which indicates that most students of MAN Palopo don't have pronunciation ability to interdental sounds.

#### B. Suggestions

Based on the result of the study, the writer would like to give some suggestions which hopefully will give valuable and useful contribution to the teachers and students in English pronunciations, especially in pronouncing English vowel.

1. Teachers should:

- a. give more practice in speaking English to their students in order to make them more fluent in interdental sounds
- b. give more drills and practice to the students' in pronouncing interdental sounds

c. be careful in providing and selecting pronunciation materials to improve their students' ability in pronouncing interdental sounds words.

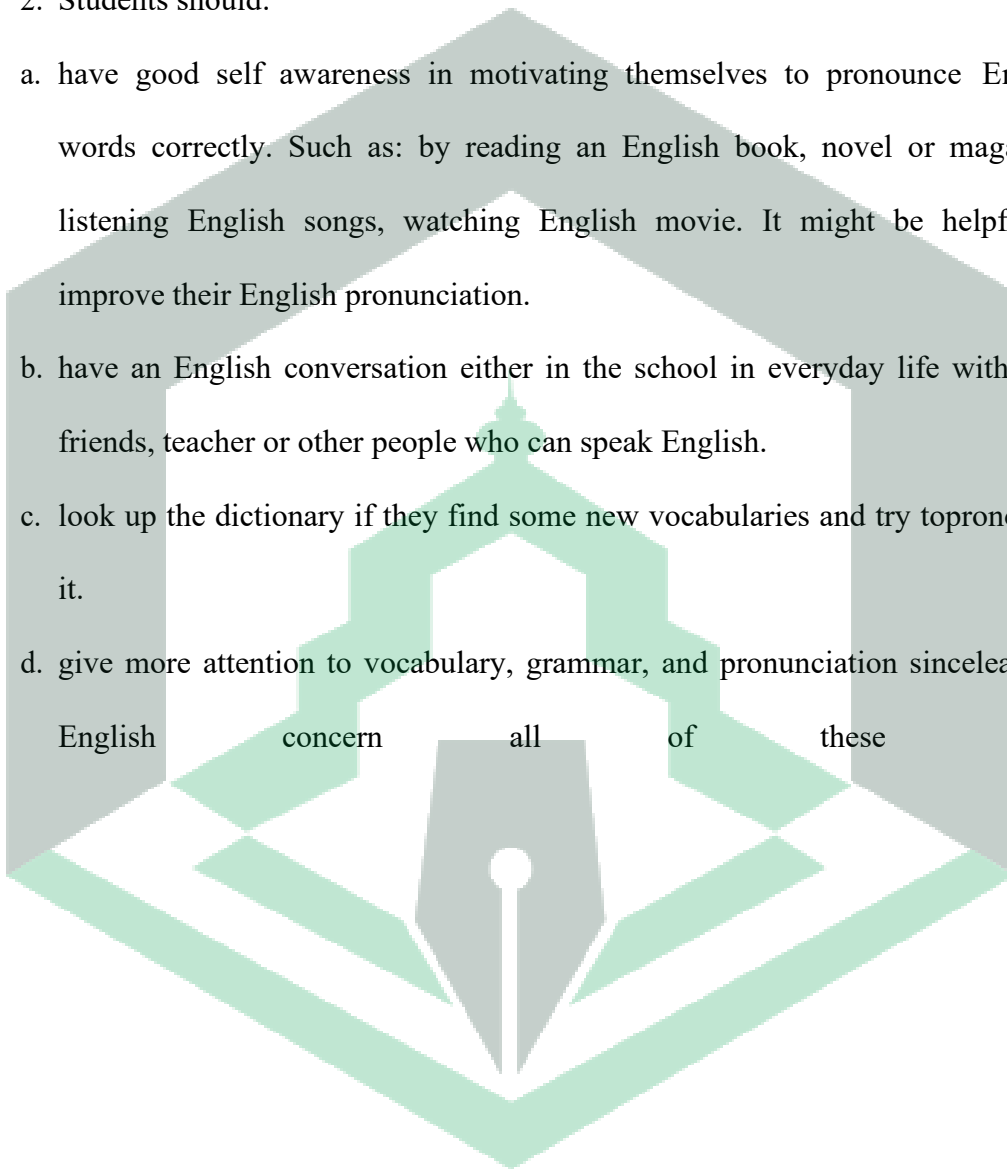
2. Students should:

a. have good self awareness in motivating themselves to pronounce English words correctly. Such as: by reading an English book, novel or magazine, listening English songs, watching English movie. It might be helpful to improve their English pronunciation.

b. have an English conversation either in the school in everyday life with their friends, teacher or other people who can speak English.

c. look up the dictionary if they find some new vocabularies and try to pronounce it.

d. give more attention to vocabulary, grammar, and pronunciation since learning English concern all of these skills



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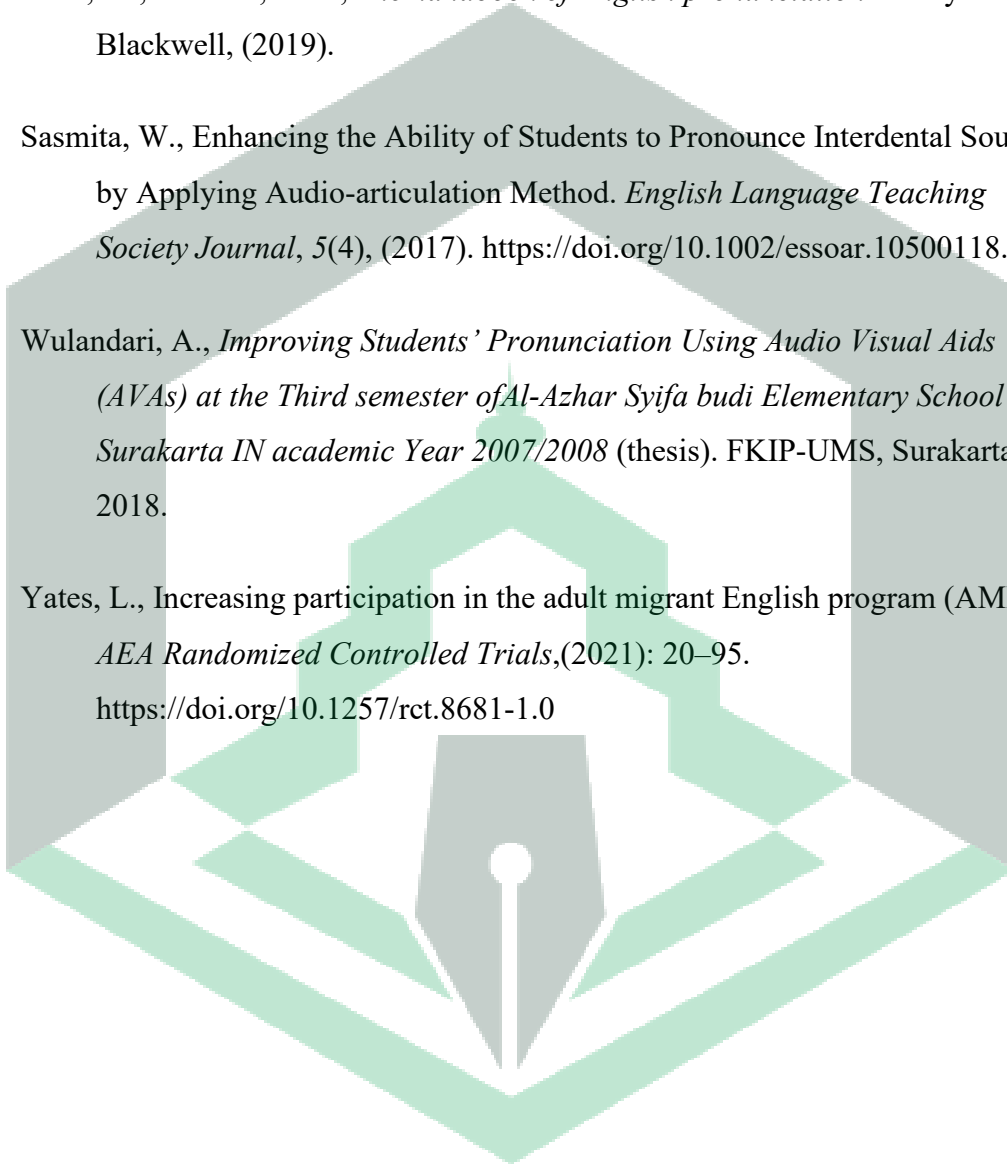
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## APPENDIX

## THE INSTRUMENT

## AN ANALYSIS OF STUDENT'S PRONUNCIATION ABILITY OF INTERDENTAL SOUNDS AT THE ELEVENTH GRADE OF MAN PALOPO

## Instruction :

- ✓ Study Them Carefully
- ✓ Notice the Interdental Sound in those words
- ✓ Pronounce Them Carefully
- ✓ Good Luck !!!

- |            |              |            |
|------------|--------------|------------|
| 1. Thirsty | 18. Tenth    | 35. Than   |
| 2. Thought | 19. Length   | 36. Thence |
| 3. Method  | 20. Wreath   | 37. Loathe |
| 4. Anthem  | 21. Sheath   | 38. There  |
| 5. Wealthy | 22. Heath    | 39. Other  |
| 6. Healthy | 23. Those    | 40. Writhe |
| 7. Width   | 24. That     |            |
| 8. Breath  | 25. Weather  |            |
| 9. Worth   | 26. Mother   |            |
| 10. Bath   | 27. Clothe   |            |
| 11. Thug   | 28. Breather |            |
| 12. Cloth  | 29. Thy      |            |
| 13. Thank  | 30. With     |            |
| 14. Faith  | 31. Thine    |            |
| 15. Oath   | 32. Worthy   |            |
| 16. Teeth  | 33. Bathe    |            |
| 17. Death  | 34. Thus     |            |



**Tabel 3.2 Assessment Sheet**

<b>Aspect</b>	<b>Score</b>					<b>Total</b>
	> 81	61-80	41-60	21-40	< 20	
Pronunciation						

