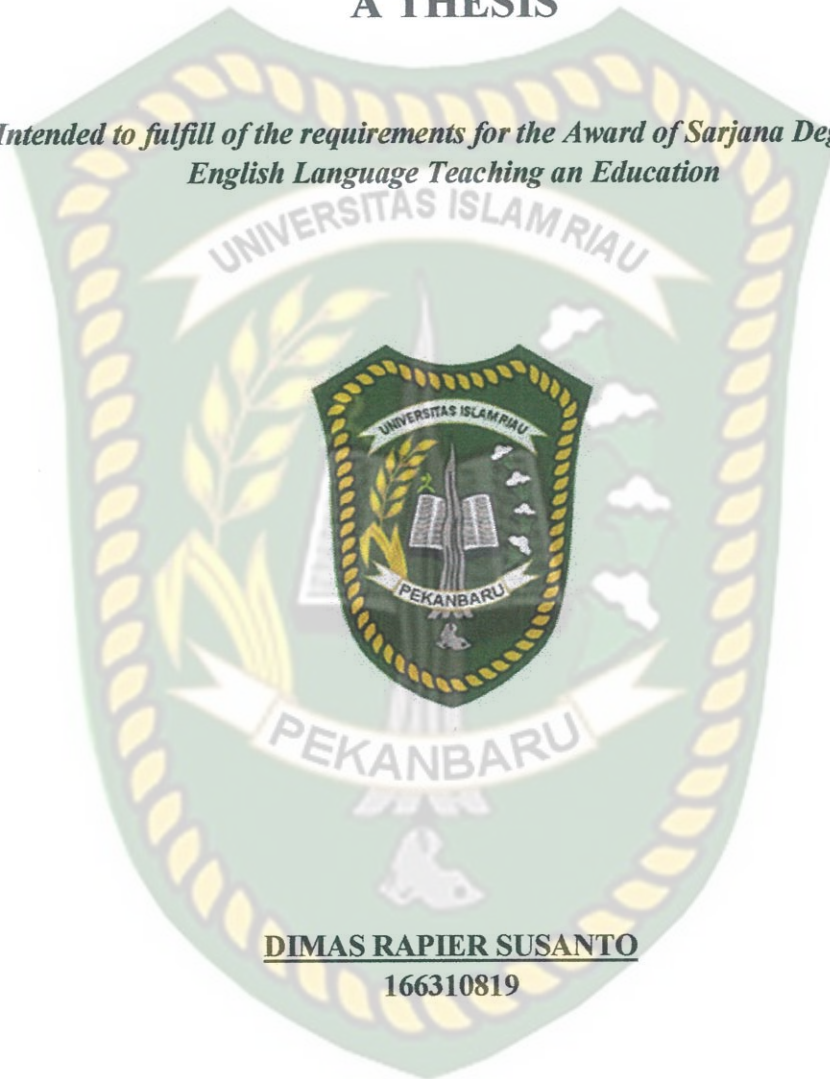


**An Analysis of Students' Pronunciation with Articulation Model  
in Speaking for Formal Setting Class at The Third Semester of  
English Language Education of UIR**

**A THESIS**

*Intended to fulfill of the requirements for the Award of Sarjana Degree in  
English Language Teaching an Education*



**DIMAS RAPIER SUSANTO**  
**166310819**

**ENGLISH STUDY PROGRAM  
TEACHERS TRAINING AND EDUCATION FACULTY  
ISLAMIC UNIVERSITY OF RIAU  
PEKANBARU  
TAHUN 2020**

**SKRIPSI APPROVAL**

**TITTLE**

**AN ANALYSIS OF STUDENTS' PRONUNCIATION WITH  
ARTICULATION MODEL IN SPEAKING FOR FORMAL SETTING  
CLASS AT THE THIRD SEMETER OF ENGLISH LANGUAGE  
EDUCATION OF UIR**

Name : DIMAS RAPIER SUSANTO  
Students Number : 166310819  
Study Program : English Language Education  
Faculty : Teacher Training and Education

**Advisor**



**Estika Satriani S.Pd., M.Pd**  
**NIDN.1010117003**

**Head of English Language Education**



**Muhammad Ilyas S.Pd., M.Pd**

**NPK. 160702565**  
**NIDN.1021068802**  
**Penata/IIIc/Lektor**

Skripsi submitted in partial fulfilment of the requirements for the Degree of  
Sarjana of Education in Universitas Islam Riau.

Pekanbaru, December 2020

The Vice Dean of Academic



**Dra. Hj. Tity Hastuti, M.Pd**

**NIP.195911091987032002**

**NIDN.00110959041**

**SKRIPSI**

**AN ANALYSIS OF STUDENTS' PRONUNCIATION WITH ARTICULATION MODEL IN SPEAKING FOR FORMAL SETTING CLASS AT THE THIRD SEMETER OF ENGLISH LANGUAGE EDUCATION OF UIR**

Name : Dimas Rapius Susanto  
Index Number : 166310819  
Study Program : English Language Education  
Faculty : Teacher Training and Education

**THE CANDIDATE HAS BEEN EXAMINED**

**Thursday, October 22<sup>th</sup> 2020**

**THE EXAMINERS COMMITTEE**

**Head Advisor**

**Estika Satriani S.Pd., M.Pd**  
NIDN.1010117003

**Examiners**

**Dra. Hi. Svofians Ismail., M.Ed**  
NIDN:0023045901

**Sri Wahyuni, S.Pd M.Pd**  
NIDN: 1021098901

The skripsi has been approved to be one of requirement for award as Sarjana Degree in English Study Program. Faculty of Teacher and Education Universitas Islam Riau

Pekanbaru, December 2020  
The Vice Dean of Academic

ah

**Dra. Hj. Tity Hastuti., M.Pd**  
NIP.195911091987032002  
NIDN.00110959041

## LETTER OF NOTICE

The advisor hereby notify that :

Name : Dimas Rapiel Susanto  
Index Number : 166310819  
Faculty : Teacher Training and Education  
Study Program : English Language Education  
Advisor : Estika Satriani S.Pd.,M.Pd

had been completely written a thesis which entitled :

**AN ANALYSIS OF STUDENTS' PRONUNCIATION WITH ARTICULATION MODEL IN SPEAKING FOR FORMAL SETTING CLASS AT THE THIRD SEMETER OF ENGLISH LANGUAGE EDUCATION OF UIR**

It has been examined. This letter is made to be used as it is needed.

Pekanbaru, December 2020

Advisor














**Estika Satriani S.Pd.,M.Pd**  
NIDN.1010117003

## THESIS GUIDANCE AGENDA

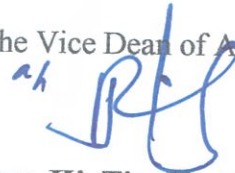
Thesis guidance has been done to:

Name : Dimas Rapiel Susanto  
 Students Number : 166310819  
 Study Program : English Language Education  
 Faculty : Teacher Training and Education  
 Advisor : Estika Satriani S.Pd.,M.Pd  
 Tittle : AN ANALYSIS OF STUDENTS' PRONUNCIATION WITH ARTICULATION MODEL IN SPEAKING FOR FORMAL SETTING CLASS AT THE THIRD SEMETER OF ENGLISH LANGUAGE EDUCATION OF UIR

No	Date	Guidance Agenda	Signature
1.	10/01/2020	Revised Tittle	
2.	20/01/2020	Revised Chapter I & II	
3.	03/02/2020	Revised Chapter II	
4.	05/02/2020	Revised Chapter III	
5.	11/02/2020	Scoring Rubric	
6.	22/05/2020	Approve to seminar	
7.	04/06/2020	Join To Seminar	
8.	15/07/2020	Revised Chapter IV	
9.	26/08/2020	Revised Chapter IV & V	
10.	17/10/2020	Approved to Join the Thesis Examination	
11.	22/10/2020	Join the Thesis Examination	

Pekanbaru, December 2020

The Vice Dean of Academic



**Dra. Hj. Tity Hastuti., M.Pd**

NIP.195911091987032002

NIDN.00110959041

## DECLARATION

Name : Dimas Rapier Susanto

Index Number : 166310819

Place/ date of birth : Rengat, 13 July 1997

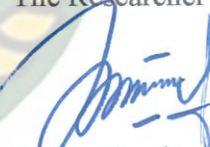
Study Program : English Language Education

(S1) Faculty : Teacher Training and Education

I hereby declare this thesis is definitely from my own ideas, except the quotations (directly or indirectly). Which were taken for various sources and mentioned scientifically. The researcher responsible for the data and facts provided in this thesis.

Pekanbaru, December 2020

The Researcher



Dimas Rapier Susanto  
NPM.166310819

## ACKNOWLEDGEMENT

Alhamdulillah, I would like to thank Allah SWT for his blessing and guidance in the process of completing this thesis. Invocation also goes to Muhammad SAW, the prophet, and his families. May Allah bless them and give them peace. I am very thankful and grateful for the precious learning and good experience which I got through the struggle of the thesis making process. Nevertheless, I realize that the thesis could not be done without any favors given to me by many individual and institution, particularly those with the deep foundation of friendly and caring love.

In this memorable moment, I would like to express my deepest gratitude to the very adorable.

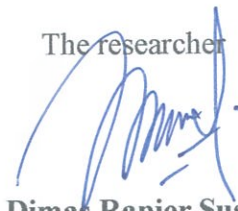
1. Muhammad Ilyas S.Pd., M.Pd as the Head of English Language Education and Sri Wahyuni, S.Pd., M.Pd as the Secretary of English Language Education who gave support and permission to write this thesis.
2. Estika Satriani S.Pd., M.Pd as the advisor, sponsor and the person who always push me to finish my obligation, believe in me, accept and sharing all of the ideas that we had and develop it into this thesis. Thanks for your valuable suggestion, critics, support, time, dedication, struggle, and advice. Hopefully, your kindness will be paid by Allah Subhanawata'ala. I can not thank you enough.

3. All lecturers in English Language Education of Teacher Training and Education Faculty of UIR who gave me so many lessons and experience during this course.
4. My Parents, Murdi Susanto and Sri Endang Setiawati as a my support system, thank you for the prays, loves, effort and who always believe in me and always say that I can do this. Same regards, would like to say to my siblings, Geby Picesia Puguh Murdikasari, thank you for your support. Hopefully, I will try to do my best to make you all proud of me.
5. Thank you for Venty Dwi Putri, a woman who always helps, accompanies and supports the process of completing the thesis. This excited me.
6. And also, members of A-class, thank you for helping me to collect the documents. I do appreciate.

Finally, I realize that this thesis is far from being perfect. Thus, I appreciate any criticism and suggestions for this thesis. However, I hope that this writing gives a worthwhile contribution to the improvement of the English teaching and learning process.

Pekanbaru, December 2020

The researcher



**Dimas Rapier Susanto**  
NPM:166310819



## TABLE OF CONTENT

<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
1.1. Background of The Study .....	1
1.2. Identification of The Problem .....	4
1.3. Focus of The Problem .....	5
1.4. Research Question .....	5
1.5. Objective of The Research .....	5
1.6. Significance of The Research .....	5
1.7. Definition of Terms.....	6
<b>CHAPTER II LITERATURE REVIEW .....</b>	<b>8</b>
2.1. Relevance Theories .....	8
2.1.1. Pronunciation.....	8
2.1.2. Articulation Models .....	16
2.1.3. Speaking for Formal Setting Class.....	20
2.2. Relevance Studies .....	25
2.3. Assumption .....	26
<b>CHAPTER III RESEARCH METHODOLOGY.....</b>	<b>27</b>
3.1. Research Design .....	27
3.2. Location and Schedule of Research.....	27
3.3. Population and Sample .....	28
3.4. Data Collection Technique .....	28
3.5. Data Analysis Technique.....	28
3.6. Research Instrument .....	30
<b>CHAPTER IV RESEARCH FINDING AND DISCUSSION .....</b>	<b>32</b>
4.1. Data Description .....	32
4.2. Data Presentation .....	42
4.3. Data Interpretation .....	44
4.4. Discussion.....	46
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>50</b>
5.1. Conclusion .....	50
5.2. Suggestion .....	51
<b>REFERENCES .....</b>	<b>52</b>
<b>APPENDICES.....</b>	<b>55</b>

## LIST OF TABLE

Table 3.1 Scoring Rubric of Pronunciation.....	30
Table 3.2 The Clasification of Students' Score.....	31
Table 4.1. Students' Pronunciation Score that Evaluated by Raters .....	32
Table 4.2. The Students' Classification Score Based on Rater 1 and Rater 2 ..	34
Table 4.3. The Students' Score of Pronunciation in Each Indicators (intonation).....	35
Table 4.4. Students' Pronunciation in Each Indicator ( Stress).....	36
Table 4.5. Students' Pronunciation in Each Indicator ( Vowel ).....	37
Table 4.6. Students' Pronunciation in Each Indicator ( Consonant ) .....	38
Table 4.7. Students' Pronunciation in Each Indicator ( Sound).....	40
Table 4.8. The Result of Mean Score in Each Indicators .....	44

## LIST OF CHARTS

Diagram 4.1. The analysis of Students' Pronunciation .....	41
Diagram 4.2 The Result of Students' Pronunciation on Articulation Model....	43
Diagram 4.3 The Result of Mean Score in Each Indicators.....	45



## LIST OF APPENDIX

APPENDIX 1 : Students' Transcript.....	56
APPENDIX 2 : Students' Score by Rater 1 .....	61
APPENDIX 3 : Students' Score by Rater 2 .....	62
APPENDIX 4 : The Indicators Score From two Raters .....	63



## ABSTRACT

**Dimas Rapiar Susanto 2020. An Analysis of Students' Pronunciation on Articulation Model in Speaking for Formal Setting Class at The Third Semester of English Education of UIR.**

*Pronunciation is the way in which a language or a particular word or sound is spoken. The aimed of this research was to know and measure the students' pronunciation on articulation model in speaking for formal setting class. This research was a quantitative research. The researcher calculated the students' pronunciation score from each indicator and found the mean score in each indicator. Then, got the category of the students in pronunciation. Based on the research finding, there were some conclusion as the answer of the research question of this research; First, there were 4 students in very good and 11 students less category in pronunciation. Then, there were 12 students in good category and 9 students is enough category. Last, there was no students that got fair category. Second, in each component of pronunciation, the students got mean score 2.68 in intonation component, 2.4 in stress component, 2.54 in vowel component, 2.55 in consonant component, and 2.7 in sound component. Thus, the total mean score of each components were 64.35 and it was in enough category.*

**Keywords; Speaking, Pronunciation, Articulation Model**

Dokumen ini adalah Arsip Miik :

Perpustakaan Universitas Islam Riau

## CHAPTER I

### INTRODUCTION

#### 1.1 The Background of Study

Language as a communication tool plays a very important role in social relations between humans. English as an international language is very important because it is needed as a communication bridge. In Indonesia, English is one of the compulsory subjects in universities as the first foreign language. English has become an international language that must be mastered by young people in facing global competition. One of materials in English that is often considered difficult is pronunciation. In this study, the writer focus on students' abilities, especially pronunciation.

Pronunciation is the way someone pronounces or produces sound from words. Pronunciation is a very important role in learning English because when grammar and vocabulary are used correctly, if vowels and consonants and aspects such as intonation, communication, rhythm, and stress are not produced accurately, the intended message cannot be conveyed in an accurate manner comprehensive. This leads to misunderstanding and failure to communicate, and in turn frustrates students.

According to Pourhosein Gilakjani (2016) defined pronunciation as a production of English sounds, pronunciation is learned by repeating sounds and correcting them when produced inaccurately. Having good pronunciation can help in normal communication, particularly, and intelligibility ( Derwing and Munro,

2005 ). We have should pronounce the words of English correctly because if their pronunciation is good, automatically the process of speaking is succeed.

One of the universities that applies the pronunciation material is Islamic University of Riau, English department, a speaking class in the third semester. Based on observations made, problems were found where most students could not recite words or sentences when the lecturer ordered to speak and convey their intentions. Here are some causes of weak pronunciation:

First, the lack of parental awareness in forming educational patterns in the family. Many parents who rely entirely on school education, but the role of parents is a very important part. Education was first built in a family. If the family, especially parents are able to create a spirit of learning in their children in daily life, it will be easier to accept and follow lessons received at school.

Second, less of practice. The reason is the small number of students who want to practice speaking English is because of the strong local languages they use everyday. This makes them less willing to feel the ability to practice speaking English. In addition, the use of regional languages makes them less aware of the importance of using English in the era of globalization as it is today.

Third, the habitability where students live. A good living environment is an environment that is able to foster a spirit of wanting to learn from them. The enthusiasm for learning is influenced by the way they get along, their playmates and social habits where they are.

To overcome these problems, the learning model that is considered suitable for improving pronunciation is the articulation model. The articulation model is

one of the cooperative learning models. The cooperative learning model is part of the learning approach that prioritizes student activities. Student centered learning has the potential to encourage students to learn more actively, independently, in accordance with their individual learning abilities, according to the development of students' age and learning ability. Students are always guided so they are dynamic and have a high level of competence.

The articulation model was originally designed to correct speech errors which ultimately prevent passive learning. Besides the articulation model is a learning model that requires students to be active in learning and this learning model begins with the delivery of subject matter by lecturers (lecturer centered) and further learning is carried out by students (student centered) where students are formed into small groups with each student in the group talking about the material being discussed.

The concept of understanding is very necessary in this model. The articulation model is suitable for a variety of subjects, especially English subjects that practice speaking which are very suitable for all students with high abilities and with low abilities. In line Huda (2013), stating the difference in the articulation model with other learning models lies in the articulation model where each student has the opportunity to express his group's opinion. Where the emphasis is on student communication with their group mates. Articulation models like to discuss with friends as a group. That is what is delivered by the lecturer. A student must continue and explain to other students (group pairs) like a chain message. This is the uniqueness of the Articulation model.



Further to Mustain (2010), articulation is what we define as structures in the brain that involve the ability to speak (speech area), read and process other words and additional areas of motion (writing, sketching, and moving). This means that articulation refers to everything related to talking or doing something as a result of brain processing.

From these problems, the researcher was interested in conducting a research entitled "An Analysis of Students' Pronunciation on Articulation Model in Speaking for Formal Setting Class at The Third Semester of English Education of UIR".

## **1.2 Identification of the Problem**

Based on the background of the problems and phenomena that have been presented, there are some problems that the students faced in their pronunciation at speaking class. First, sometimes students have less interest. There is a teaching system that is unattractive or disliked in a lesson or lecturer. The primary reason is that lectures do not enjoyed by students. So, students are not comfortable practicing their pronunciation in speaking class.

Second, some students are lack of motivation for English as a second language. Every students have different experiences and personalities, so that methods of motivation education should be different.

Third, students might have difficulties on learning English. On the other hand, students are less get the right media and support in learning English especially for speaking that can make it easier.

Last, the student do not fluent in English because it is not trained. So the pronunciation is incorrect or unclear which causes misunderstanding. In fact, pronunciation will be a problem if students are not accustomed to practice speaking English which makes English not interesting to learn.

### **1.3 Focus of the Problem**

Conducting research covering things stated previously will be very hard and long work and therefore will not be feasible for the researcher. Concerning the problem above the researcher is going to conduct the research to analyze articulation model students' toward pronunciation.

### **1.4 Research Question**

The problem of this research can be formulated as in the following question:

1. How are the students' pronunciation on articulation model in speaking for formal setting class at the third semester of English Education of UIR?"

### **1.5 The Objective of the Research**

Based on the formulation above the objective of the research is as follow :  
Find out how the students' pronunciation on articulation model in speaking for formal setting class at the third semester of English Education of UIR.

### **1.6 Significance of the Research**

Practically, the significant of this study are :

1. For the university it can be taken into consideration by educators to apply the development of articulation learning models to improve the learning abilities of students.

2. For lecturers, provide information about the development of articulation learning models that are oriented towards students activities.
3. For the students, the development of articulation learning models can improve the effectiveness of the learning process for students with high and low abilities and have the ability to express opinions, as well as providing alternatives in studying economic material and can increase students' learning motivation especially at the learning hours in sing days.
4. For further researcher, as a reference in developing further articulation models.

### **1.7 Definition of the Key Terms**

To make it easier in understanding this proposal, the researcher defines the key terms as follows:

1. Pronunciation: Pourhosein Gilakjani (2016) defined pronunciation as a production of English sounds, pronunciation is learned by repeating sounds and correcting them when produced inaccurates. It means, pronunciation is how we pronounce a word in English properly and correctly.
2. Articulation models: According to Huda (2013) the difference between articulation models and other learning models lies in the articulation model in which each student has the opportunity to express his group's

opinions. Where the emphasis is on students' communication to their group mates.



Dokumen ini adalah Arsip Miik :

**Perpustakaan Universitas Islam Riau**

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

##### 2.1.1 Pronunciation

###### 2.1.1.1 Definition of Pronunciation

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 a graphic representation of the way a word spoken, using phonetic symbols.

Further Pronunciation definition taken from Oxford Dictionary states pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation", then it refers to both within a specific dialect." A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Yates and Zelinski in Hasan (2014:31) state that pronunciation refers to how we produce the sound that we use to make meaning when we speak. It includes the particular consonants and vowels of a language (segments), aspects of speech beyond the level individual segments, such as stress, timing, rhythm, intonation, phrasing (suprasegmental aspects) and how the voice is projected (voice quality).

Pronunciation is an essential term in this research. It is, therefore, necessary to define it. In previous studies, even though pronunciation was noted, the detailed

definition in each might differ. In general, pronunciation assessment consists of accuracy in segmentals and suprasegmentals (Goodwin, 2013) and sometimes fluency (Kang, 2010; Kang, Rubin, & Pickering, 2010).

Gilakjani (2012:119) assems that pronuniciaton is a set of habits of producing sounds. The habits of producing a sound is acquired by repeating it over and over again by being corrected when it is pronounced wrongly. On the other hand, Dalton in Hasan (2014:32) defines the pronuniciaton as production of significant sound which is used a part of a code of particular language and to achieve meaning in the context of use. From the explanation previously, the researcher concludes that pronuniciaton is the way person utters a word or language.

In the current study, the definition of pronunciation corresponds with J. B. Gilbert (2008)'s view, which includes individual sounds and sound patterning beyond individual sounds. In the remainder of this section, the two dimensions of pronunciation, i.e. segmental and suprasegmentals.

Segmentals, known as individual sounds, are vowels and consonants. These components of the English language are frequently taught in pronunciation books (Celce-Murcia, Brinton, & Goodwin, 2010; J. B. Gilbert, 2012). Suprasegmentals. Along with segmentals, suprasegmental features are an integral part of communication (Celce-Murcia et al., 2010)

#### **2.1.1.2 The Indicators and Components of Pronuniciaton**

According to Djiwandono (2008), there are four indicators of pronunciation, there are intelligibility, fluency, accuracy and native-like.

- a. Intelligibility is pronounced of the whole text and its parts are heard clearly or not causing misunderstanding.
- b. Fluency is as a whole of text can be pronounced fluently.
- c. Accuracy is words and parts of text are pronounced accurately.
- d. Native-like is pronounced of the whole text and its parts are pronounced like native speaker.

From the explanation above, it can be concluded that in pronouncing the words, phrase and sentences, many efforts should be done in order to fulfill those four indicators so that language learners will be completely proficient in pronunciations.

The following components of pronunciation (Rika Safitri, 2015) :

1. Intonation

Intonation in language can be analogous to tone or deep tone music. These tones can go up or down. In English, intonation is categorized into two things. First the intonation shows the feelings of the speaker himself. Second, intonation as punctuation. If we read an article, a period (.) indicates that the sentence ends. However if the writing is spoken or pronounced the punctuation can be known from the rise or fall of the speaker intonation. In Language English, "comma" is more often pronounced with rising intonation and "period" with down intonation.

2. Stress and rhythm

Stress means that speakers of English make certain syllables and words. Stress is the amount of energy of effort that we use to pronounce words

that are more important in a sentence. In English, you need to use word and sentence stress correctly if you want your listeners to accurately understand the meaning of your words. The rhythm of a language is created by the strong stresses or syllables in a sentence.

### 3. Vowels

A vowel is a sound produced with a comparatively open configuration of the vocal tract. In everyday language, a vowel is a letter (sound) of the English alphabet that is not a consonant. There are five English vowels, A, E, I, O, U. Sometimes, Y can also function as a vowel, but it is not considered a vowel in and of itself.

### 4. Consonants

Vowels and consonants are two different sounds. A consonant is most often identified as a letter that is not a vowel. English consonants are: B, C, D, F, G, H, J, K, L, M, N, P, Q, R, S, T, U, V, W, X, Y (sometimes), Z. Consonants and vowels do not make syllables on their own. A vowel paired with a consonant makes a syllable.

### 5. Sound

There are several kinds of final sounds. For example, which are the `\s\` in `sings`, the `\z\` in `tells` and the `\is\` in `watches`. There are rules for using the final `\s\` sound, such as the voiceless ending `\s\` is used when the last sound in a word ends in a voiceless sound, and the voiced ending `\z\` is used when the last sound in the base word ends in a voiced sound.



Based on some of the theories above, the researcher used the theory as a pronunciation component of Rika Safitri (2015).

### 2.1.1.3 Pronunciaton Problems

Harmer (2007:249) explained that some problems in much pronunciaton teaching and learning; those are :

a. What students can hear

Some students have great difficulty in hearing pronunciaton features which want to reproduce. Frequently, speakers of different first language have problems with different sounds. There are ways of dealing with this. The first place, the teacher can show students how sounds are made through demonstrations, diagrams, and explanations. The teacher can also draw the sounds to their attention every time they appear on a recording or in conversation. In this way, the teacher gradually trains the students' ears. When the students can hear correctly

b. What students can say

All babies are born with the ability to make the whole range of sounds available to human beings. But as the students grow and focus on one or two languages, the students lose the habit of making some of those sounds. Learning a foreign language often presents the students with the problem of phsycal unfamiliarity (i.e. it is actually phsyically difficult to make the sound using particular parts of the mouth, uvula, or nasal cavity). To counter this problem, the teacher needs to be able to show and explain exactly where sounds are produce (e.g where is the tongue in

relation to the teeth? What is shape of the lips when making a certain vowel?

c. Intonation problems

For many teachers the most problematic area of pronunciation is intonation. Some of people (and many of students) find it extremely difficult to hear 'tones' or to identify the different patterns of raising and falling tones. In such situation, it would be foolish to try to teach the students.

This research attempts to identify the problem relates students' pronunciation, so it deals with how students produce sounds.

#### **2.1.1.4 Factors Causing The Pronunciation Problem**

Researchers and linguist have pointed some linguistic factors such as the differences of the sound system between the first language (L1) and second language (L2), the inconsistency of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation. These factors are known as linguistic factors, which are the main topic of this research, so all of them will be discussed separately in detail as follows:

1. Mother Tongue Interference

Ladefoged in Hasan (2014:33) showed that mother tongue has clear influence on learning L2 pronunciation. Where L1 and L2 rules are in conflict, errors are expected to be committed by foreign learners. All that can be linked to what is known as interference between L1 and L2.

Yule in Hassan (2014:33) reported that the main problem of English pronunciation is to build a new set of sounds corresponding to the sounds of English, and to break down the arrangement of sounds which the habits and the systems of our L1 have strongly built up. That means we use new ways of using our organs of speech. It is too difficult to change such habits which a learner has obtained since his childhood or at least it needs very long years to be changed.

## 2. Sound System Differences Between First Language and Second Language

Alkhuli in Hassan (2014:33) showed that the main problem in teaching and learning English pronunciation result from the differences in the sound system of English and the native language, so as a speaker of Indonesian is not accustomed to pronounce for instance sound, because they do not found in his native language. This means that the organs of speech of the learner are not trained to produce such sound system because they are unfamiliar to that. That is why people use the nearest sounds such as /d/.

## 3. Inconsistency of English Vowels

One of the important problems faced by the students of English in general is that each English vowel has more than just one pronunciation. This causes many difficulties to learners and leads them to a mispronunciation.

O'Connors in Hassan (2014:34) reported that is not simple to know the exact sounds of the letters in a certain word. The learner, who does not have sufficient knowledge of different pronunciations of the vowel, meets some difficulties, since he uses different variants of their pronunciation.

Moreover, Cruttenden in Hassan (2014:35) also states that the inconsistency of English vowels causes difficulties for other language learners of English. For instance, if we take /o/ in some words like some, move, home, women, in each word it has different pronunciation, so the English learners who don't have the mastery of the pronunciation of such words will also face difficulties.

#### 4. Influence of Spelling on Pronunciation

The sounds of spoken English do not match up with letters of written English. Some words which are ordinarily spelt in the same way, are different in their pronunciation, for example lead which is pronounced /li:d/ in a phrase lead the way, but /led/ in another phrase lead pipe. Also there are some words spelt differently, but sound the same, for instance rain and reign, both of them are pronounced /rein/. The learners who still do not have the mastery of pronunciation of such words, pronounce each of them by looking at its spelling. So, if the learner does not know such relationship between sound and spelling, he will mispronounce words by just looking at the spelling, Hassan (2014:35-36)

## **2.1.2 Articulation Models**

### **2.1.2.1 Definition of Articulation**

According to Mustain (2010) Articulation is what we define as structures in the brain that involve the ability to speak (the area of speech), read and process other words and additional areas of motion (writing, sketching and moving). This means that articulation refers to anything related to talking or doing something as a result of processing the workings of the brain. Articulation comes from the word Articulate translation in the dictionary is interpreted as a real thing, something that is properly taught which means to speak well, to say words clearly and cleverly issue and express thoughts or ideas.

### **2.1.2.2 The Characteristic of Articulation Models**

The character or difference of the articulation model with other learning models is the emphasis on students' communication with their group mates. In the articulation model there are activities of interviewing / listening to one group of friends as well as on how students deliver the results of the discussion in front of other groups. Each student has the opportunity to express their opinions and the opinions of their groups. Even this group consists of two people (Huda, 2013). Existing characters in students after the learning process in using this articulation model include:

1. Learners are more independent in opinion or discussion
2. Students work in groups to complete learning material
3. Rewards are more group oriented than individuals
4. Interaction between groups occurs

5. Each student has the opportunity to speak in front of the class to convey the results of their group discussions as well as expressing their opinions.

From some expert opinions it can be concluded that the articulation learning model has the characteristics of the ability of students to communicate and explain the material previously after being explained by the teacher to his friends.

### **2.1.2.3 The Purpose of Articulation Models**

Each learning model must have certain objectives in order to achieve learning objectives, as well as learning models of articulation. According Istarani (2012) articulation learning model aims to arouse the curiosity of students to ask questions. This technique can stimulate students' curiosity. This articulation learning model is best used to train the memory and absorptive capacity of students being taught.

Futher Ras Eko (2011), the articulation learning model has the aim to help students express how to express words clearly in developing knowledge. Through this learning model students are expected to be able to reason and communicate well in a problem. As a support to achieve the intended objectives of the basic concepts in articulation, namely:

1. Material.

Articulation is organized by selecting materials / indicators that vary between students in a group.

2. Connectedness.

Articulation emphasizes the significant interconnection between sub-points in one material.

### 3. Reasoning.

Articulation helps students to grow according to their ability to reason effectively by presenting information related to the material obtained by the teacher.

### 4. Technology

The articulation model approach reflects the process of acquiring information obtained and applying knowledge to solve problems.

Based on the above opinion it can be concluded that the purpose of the articulation learning model is to improve students' communication skills through understanding knowledge based on material in increasing self-confidence.

#### **2.1.2.4 Advantages and Disadvantages of The Articulation Models**

Each learning model has its own strengths and weaknesses in the process of achieving its goals. The following are the advantages and disadvantages according to Istarani (2012), the advantages of the Articulation model:

1. Can improve students' expression in presenting subject matter, because he repeats what the teacher has said;
2. Can sharpen the memory of students about the subject matter;
3. Can channel the aspirations of students when explaining the material taught by the teacher to him;
4. Involving students directly in studying and exploring teaching materials that have been submitted by the teacher;
5. All students get a role (involved)
6. Practicing students' readiness

7. Practicing the absorption of understanding from others;
8. Suitable for simple tasks;
9. Easier interactions;
10. Increase participation.

Disadvantages of articulation models:

1. It is difficult to monitor whether students repeat what has been previously explained with what is desired;
2. Learning becomes noisy because many students talk at once;
3. For certain subjects;
4. More time needed;
5. Less material is obtained;
6. Many groups report and need to be monitored;

Other opinions according to Barokah (2013) articulation learning model has the following advantages and disadvantages:

The advantages as follows:

1. All students are involved (get roles)
2. Practicing students' readiness
3. Practicing the absorption of understanding from others
4. Suitable for simple tasks
5. Easier interactions
6. It's easier and faster to shape it

Weaknesses as follows:

1. For certain learning models



2. A lot of time is needed
3. Less material is obtained
4. Many groups need to monitor
5. Fewer ideas emerge
6. If there is a dispute there is no mediator.

Based on the opinion above, the researcher concludes that this articulation model has many advantages, but there are also some weaknesses. The advantages of the articulation model include being able to improve students' memory and understanding, especially for subjects that are memorized and pronounced (English), train students' readiness, achieve learning objectives, train students' self-confidence, train their communication skills, shape their activities through active student interaction, and able to be followed by all students both students with low abilities and students with high abilities because first the subject matter is explained by the teacher. The weaknesses include the need for a long time, the number of groups that must be monitored, the material obtained is less, the learning process becomes noisy.

### **2.1.3 Speaking for Formal Setting Class**

#### **2.1.3.1 Definition of Speaking**

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey

something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purpose. As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

Keith and marrow said “Speaking is an activity to produce utterance to oral communication”. It means that this activity involves two or more people in whom the participants are both hearers and speakers having to react to whatever they hear and make their contribution a high speed, so each participant has intention or a set of intention that he wants. So, the English teacher should active the students speaking ability by providing communicative language activities in the classroom and then giving them the opportunities to practice their speaking skill as much as possible.

According to Bailey (2000), speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other

### **2.1.3.2 The Functions of Speaking**

Speaking is a purposeful activity. Just like other activities such as listening, reading, and writing. We have reasons and objectives in speaking, the objective of our speech can define the strategy we use to do it. Just as stated by Richards and

Renandya based on Asses English Journal from Herna Apriyanti and Apud that speaking is used for many different objectives and each objective involves different skill, the different objectives of speaking are as follows:

- a. In casual conversation, for example, our objective may be to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends.
- b. When engage in discussion with someone, the objective may be to seek or express opinions, to persuade someone about something, or to clarify information.
- c. In some other situations, we use speaking to describe things, to complain about peoples' behavior, or to make polite request. Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs.

Based on explanation above speaking has many functions formal or non-formal in every situation and in all aspect of human life, so it is very useful for people especially for students as second language learner or foreign language learner.

### **2.1.3.3 Principles of Teaching Speaking**

There are five principles of teaching speaking stated by Nunan such as :

1. Consider about second and foreign language learning context. It is to clarify about the target language of second language context is language of communications in the society since they use the target language

almost every day. Whereas in the foreign language context, the target language is not in the language of communication in the society. So that learning speaking in this context is very challenging.

2. Give the opportunities for the students to develop both fluency and accuracy. Fluency is the extent to which speaker uses the language quickly and confidently with few hesitation or unnatural pauses. Accuracy is the extent to which student's speech matches what people actually say when they use the target language.
3. Give the opportunity for the students to talk by using pair and group work. Those activities used to increase the time of students' speaking practice and to limit the teacher to talk.
4. Consider about the negotiating for meaning. It is to clarify and confirm whether the student have understood each other or not. It can be done by asking for clarification, repetition, or explanation during conversation to get the understanding.
5. Design the classroom activities involve guidance and practice in both transactional and interactional speaking. Transactional speaking involves communication to get something done, including the exchange of goods and services. Interactional speaking is communication with someone for special purpose. It includes both establishing and meaning social relationship.

#### 2.1.3.4 Teaching Speaking

Teaching speaking is to teach our learners to: a. Produce the English speech sounds and sound patterns. b. Use word and sentence stress, intonation patterns and the rhythm of the second language or foreign language. c. Select appropriate words and sentences according to the proper social setting audience, situation and subject matter. d. Organize their thoughts in a meaningful and logical sequence. e. Use language as a means of expressing values and judgments. f. Use the language quickly and confidently with few unnatural pauses, which is called as fluency. Based on explanation above teaching speaking is an activity to make students as second language learner or foreign language learner to produce their speech so, they can speak fluently and confident in front of people or other students.

#### 2.1.3.5 Speaking Materials

- a. Speech. Speech, language refer to the means of communication used by people. Speech is the expression of ideas and thoughts by means of articulate vocal sounds, or the faculty of thus expressing ideas and thoughts.
- b. Debate. debate is a formal discussion of the opposing sides of a specific subject or a formal contest of arguments.

In this study, researcher choose debate as a learning material used to assess the ability to speak English as an articulation model.

## 2.2 Relevance Studies

There were some researchers related to this research. In can be seen as in the following :

The first, a research by Hanif Jafri (2016), entitled Application Of Articulation Learning Models On Learning Mathematics Class X Students State 5 Padang High School. Based on the observations that had been done on SMA Negeri 5 Padang showed the result of learning process is less satisfied and the low percentage of students who reached the completeness of mathematics learning.

The second, a research by S. Santa (2019), entitled The Effect Of Articulation Learning Models On Students' Understanding In The Republic Indonesia Proclamation Of Independence Materials At 5th Grade Of Elementary School In Social Studies. The results showed that the articulation learning model in the experimental group can influence the understanding of elementary students about Republic Indonesia proclamation of independence materials.

The third, a research by Martina Tresoldi (2018) , entitled Normative and validation data of an articulation test for Italian-speaking children. Almost all Italian children in the sample produced vowels and approximants correctly. Singleton consonants were acquired before consonant clusters. Ages of acquisition of each consonant were presented: plosives and nasals were early mastered by Italian children, while dental affricates, alveolar fricatives and the palatal lateral were the latest. Acquired segments. All ICCs were superior to 0.9

(reliability). A statistically significant improvement in test score with age was found (construct validity).

Based on the studies, this research noticed that articulation model is strategy that could improve the students' ability in pronunciation to learning English, so the researcher interested by using articulation model to improve the students' pronunciation of the speaking class at the third semester of English education of UIR.

The difference between this research and relevance studies in this research using debate as a treatment in the experimental class to find out how well the students' pronunciation is in English. Debate can be used as a model of articulation which is students can express his opinion by speaking English to others.

### **2.3 Assumption**

The researcher assumed that the students have good pronunciation on articulation model in speaking for formal setting class.

## CHAPTER III

### METHODOLOGY RESEARCH

#### 3.1 The Research Design

The design of this research was quantitative research, the researcher analysed the students' pronunciation on Articulation model in speaking for formal setting class. The researcher used pronunciation scoring rubric to evaluate the students' pronunciation. Quantitative research is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

According to Aliaga and Gunderson (2002:81), Quantitative research is 'Explaining phenomena by collecting numerical data that are analysed using mathematically based methods (in particular statistics). In another definition according to Muijs (2004:2) quantitative research is essentially about collecting numerical data to explain a particular phenomenon.

#### 3.2 The Location and The Schedule of The Research

This research was conducted in the city of Pekanbaru. The subject of research is speaking class at the third semester of English Education of Islamic University of Riau. This research conducted from July until the time the research was carried out and was ready to be tested.



### **3.3 The Population and Sample**

#### **3.3.1 Population**

Before the sample was collected, the researcher had to determine the population. According to Sugiono (2010:117) Population is geographic generalization there are : object/subject has quality and certain of characteristic that set by researcher to learning then make the conclusion. The population of this research referred to speaking formal setting class at the third semester of English Education of Islamic University of Riau.

#### **3.3.2 Sample**

According to (Arikunto, 2013) sampling is the process of selecting observations. Based on the theory, selecting sample have a technique that provides the same opportunity for each member of the population to be selected as sample member. In this research, the research used purposive sample because the researcher choose a one class that have good ability in speaking. Therefore, there were 36 students as the sample of this research.

### **3.4 Data Collection Technique**

In collecting the data, the researcher collected the data by taken the video from the students' performance in speaking for formal setting class. The researcher recorded the students' performance in speaking class. The students were divided into ten groups that consisted of 3 to 4 persons.

### **3.5 Data Analysis Technique**

In this study, researchers used data analysis such as that given Miles and Huberman. Miles and Huberman (1984) stated that the activities in qualitative

data analysis are carried out interactively and take place continuously at each stage of the study so that it is complete, and the data was saturated. Activities in data analysis, namely data reduction, data display, and conclusion drawing / verification. The analysis steps were shown in the following figure:

1. Data reduction. The data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. As it has been said, the longer the researcher is in the field, the greater the amount of data, the more complex and complicated. For this reason, it is necessary to immediately analyze data through data reduction. Reducing data means summarizing, choosing the main points, focusing on the important things, looking for themes and patterns. Thus the data that has been reduced will provide a clearer picture, and make it easier for researchers to do further data collection, and look for it if needed.
2. Presentation of data. After the data has been reduced, the next step is to display the data. Presentation of data is done in the form of brief descriptions, graphs, charts, relationships between categories, and flowcharts. In this case Miles and Huberman (1984) states "the most frequent form of display data for qualitative research data in the past has been narrative text". The most often used to present data in qualitative research is tonarrative text. By displaying data, it will make it easy to understand what's happening, plan workthen based on what has been understood.

3. Conclusion drawing / verification. The third step in data analysis according to Miles and Huberman is drawing conclusions and verification. The initial conclusions put forward are still temporary, and will change if no evidence is found strong support in the next stage of data collection. But if the conclusions raised at an early stage, supported by valid and consistent evidence when the researcher returns to the field to collect data, the conclusions put forward are credible conclusions.

### 3.6. Research Instrument

In this research, the researcher used the test as the instrument of the research through students performance in speaking. The result of the students' test evaluated by the raters based on the pronunciation scoring rubric. The raters on this research were ; Ms. Suci Kartika, S.Pd.,M.Pd as the English Teacher of SMA SERIRAMA YLPI and Ms. Mursida, S.Pd., M.Pd., as the Pascasarjana Students at UIN SUSKA RIAU. Therefore, the scoring rubric can be seen in the following table;

**Table 3.1 Scoring Rubric of Pronunciation**

Criteria	Scores	Description
Intonation	1-4	The way the voice goes up and down in pitch when we are speaking and the rise and fall of our voice as we speak.
Stress	1-4	The amount of energy or effort that we use to pronounce words that are more important in a sentence.
Vowel	1-4	A sound in spoken language that is characterized by an open configuration of the vocal tract so that there is no build-up or air pressure above the glottis.

Consonant	1-4	A part of speech and sound that is articulated with complete or partial closure of the upper vocal tract.
Sound	1-4	Several kinds of final or initial sound.

(Adapted from Jurnal of Rika Safitri, 2019)

**Table 3.2 The Clasification of Students' Score**

Characteristics	Scores
Very good	80-100
Good	66-79
Enough	56-65
Less	40-55
Fail	30-39

(Adapted from Arikunto, 2010)

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

This chapter presented the finding of the students' performance on articulation model in speaking for formal setting class. The activity focus on students' pronunciation in speaking. The result of students score and intepretation data in pronunciation can be seen in the data description and interpretation in this chapter.

#### 4.1. Data Description

##### 4.1.1. Students' Pronunciation Score

The researcher collected the data from the students' performance in speaking for formal setting subject in a classroom. The researcher recorded the students' performance and evaluated the students' pronunciation. There were five indicators that build the speaking activity. They were intonation, stress, vowel, consonant and sound. In evaluating the students' pronunciation, the result of the students score were evaluated by raters. There were two raters in this research. The result score that evaluated by the raters can be seen in the table 4.1 below;

**Table 4.1. Students' Pronunciation Score that Evaluated by Raters**

No	Students	Scoring from the Raters		Average	Category
		Rater 1	Rater 2		
1	Student 1	50	55	53	Less
2	Student 2	80	75	78	Good
3	Student 3	45	50	48	Less
4	Student 4	80	75	78	Good
5	Student 5	60	60	60	Enough
6	Student 6	50	50	50	Less
7	Student 7	50	50	50	Less
8	Student 8	50	50	50	Less

9	Student 9	75	70	73	Good
10	Student 10	50	50	50	Less
11	Student 11	60	55	58	Enough
12	Student 12	75	75	75	Good
13	Student 13	90	80	85	Very Good
14	Student 14	95	75	85	Very Good
15	Student 15	60	55	58	Enough
16	Student 16	60	65	63	Enough
17	Student 17	60	60	60	Enough
18	Student 18	60	60	60	Enough
19	Student 19	75	65	70	Good
20	Student 20	50	50	50	Less
21	Student 21	85	70	78	Good
22	Student 22	80	75	78	Good
23	Student 23	80	70	75	Good
24	Student 24	80	75	78	Good
25	Student 25	75	75	75	Good
26	Student 26	50	50	50	Less
27	Student 27	60	60	60	Enough
28	Student 28	75	75	75	Good
29	Student 29	80	75	78	Good
30	Student 30	60	60	60	Enough
31	Student 31	50	50	50	Less
32	Student 32	45	45	45	Less
33	Student 33	90	75	83	Very Good
34	Student 34	60	60	60	Enough
35	Student 35	90	75	83	Very Good
36	Student 36	50	50	50	Less
<b>Mean Score</b>				<b>64</b>	<b>Enough</b>
<b>High Score</b>				<b>85</b>	<b>Very Good</b>
<b>Low Score</b>				<b>48</b>	<b>Less</b>

**Table 4.2. The Students' Classification Score Based on Rater 1 and Rater 2**

Category	Students	Range
Very Good	4	80 - 100
Good	12	66 - 79
Enough	9	56 - 65
Less	11	40 - 55
Fail	0	30 - 39

According to the table 4.2 above, it can be described that the result score of the students that were evaluated by two raters. It can be seen that there were four students that got very good category in range score 80 -100. The student 13 got mean score 85 in very good category. Then, the student 14 got mean score 85 in very good category. And then, student 33 and 35 got mean score 83 in very good category.

Furthermore, in good category in range score 66 - 79, there were eleven students that got good category in students' pronunciation. They were student 2, 21, 22, 24 and 29 that got score 78. Then, there were four students got score 75. They were student 12, 23, 25, and 28. And then, student 9 and 19 that got score 73 and 70. Therefore, the total of students that got good category was 11 students out of 36 students.

In addition, in enough category in range score 56 - 65 , there were six students that got enough category. The range score of the students in enough category were 58 up to 60. They were student 5, 11, 16, 27, 30 and 34. Last, in

less category in range score 40 - 55, there were ten students that got less category in range score 50 – 53. Therefore, the total mean score of all students that have evaluated from two raters were 64,58 in enough category. Thus, it can be concluded that the students’ ability in pronunciation was in enough category.

#### 4.1.2. Students’ score in Each Indicators of Pronunciation

In analysing the data, there were five indicators as the important points in pronunciation. They were intonation, stress, vowel, consonant, and sound. Further, the researcher analysed the students’ pronunciation according to the those indicators in order to know the students’ ability in each indicators. The result of the students’ score in each in dicators can be seen in the following table below;

**Table 4.3. The Students’ Score of Pronunciation in Each Indicators ( Intonation )**

Rater 1	Intonation Score	Rater 2	Intonation Score
0	1	0	1
14 Students	2	17 Students	2
16 Students	3	17 Students	3
6 Students	4	2 Students	4

According to table above, it can be seen that the students achievement in intonation indicator. From the table can be described that there were two raters that evaluated the students’ pronunciation. The rater 1 evaluated that there were 14 students that got score 2. There were 16 students that got score 3, and there were 6 students that got the perfect score 4. Then, the rater 2 got that there were 17 students that got score 2 and 3, and only 2 students that got score 4. The



students got score 2, it was caused by the students' intonation in stating the sentences were flat. For example : *“we will explain the expression of expressing wants and desired”* in that sentence, the students there was not used types of intonation. such as falling intonation, rising intonation, and fall rise intonation. The students In addition, Intonation described how the voice rises and falls in speech. The three main patterns of intonation in English are: falling intonation, rising intonation and fall-rise intonation. Based on the table above, if averaged from the rater 1 and rater 2, the mean score of students in intonation aspect was 2,67. It means that the students already know about how to pronounce the word in falling intonation, rising intonation, and fall-rise intonation, although there were some students that did not know about the way to pronounce some words such as when pronounce English words with falling intonation, they pronoun in rising intonation. Sometime, there were students that did not know about intonation. Therefore, the intonation become flat when did the speaking activity.

Table 4.4. Students' Pronunciation in Each Indicator ( Stress)

Rater 1	Stress Score	Rater 2	Stress Score
1 Student	1	1 Student	1
19 Students	2	24 Students	2
12 Students	3	11 Students	3
4 Students	4	0	4

From the table above, it can be seen that the students' ability in stress aspect. Based on the rater 1, from the 36 students, there was a student that got

score 1. There were 19 students that got score 2. Then, there were 12 students that got 3 score and there were 4 students that got score 4. Meanwhile, the rater 2 evaluated that there was a student that got low score. Then, there were 24 students that got score 2, and there were 11 students that got score 3. Generally, word stress is the emphasis we place in a specific syllable of a word when pronouncing it. In English words that have more than one syllable, the people or the learners usually did not pronounce every syllable with the same weight, so each syllable in a word can be stressed or unstressed. When the students spoke English words they did not pronounce with appropriate stress. for example in spoke the word “*expression*” “*example*” . Actually, the correct stress was “ik’spresheh” there was stress in word “pre”. Then “ig’zample” (*there was stress in “zam”* ). Actually, the students said with unstressed. Then, almost all words said by the students with unstressed. It can be seen in the result of the students’ score in stress aspect. All of the students got mean score were 2.4 from the two raters. It means that in speaking English, the students have the weaknesses in apply stress in pronounce English words.

**Table 4.5. Students’ Pronunciation in Each Indicator ( Vowel )**

Rater 1	Vowel Score	Rater 2	Vowel Score
0	1	0	1
17 Students	2	19 Students	2
16 Students	3	17 Students	3
3 Students	4	0	4

From the table 4.5. above it can be summarized that the students score in vowel aspect. The rater 1 evaluated that there were 17 students that got score 2. there were 16 students that got score 3, and there were three students that got highest score 4. While, the rater 2 evaluated that there was no students that got the highest score. There were 19 students that got score 2 and 17 students got score 3. Therefore, the averaged score of the students from the two raters, all of the students got mean score in this aspect were 2,54. It was higher than stress aspect. In fact, a vowel is particular kind of speech sound made by changing the shape of the upper vocal tract, or the area in the mouth above the tongue. In English it is important to know that there is a difference between a vowel sound and a [letter] in the [alphabet]. In English there are five vowel letters in the alphabet. Based on the result of the students performance, almost the students were able in pronoun vowel in English. But, sometime, there were some students that have mistake when pronounce the vowel, such as when pronounce word “a” always exchange with vowel word “e”, such as in word sad [sæd] the students said [sed]. . Then, the students still adopt the sounds based on their mother tongue.

**Table 4.6. Students’ Pronunciation in Each Indicator  
 ( Consonant )**

Rater 1	Consonant Score	Rater 2	Consonant Score
0	1	0	1
20 Students	2	18 Students	2
13 Students	3	17 Students	3
4 Students	4	1 Student	4

The table above explained the frequency of students' score from the raters. The rater one evaluated that there were 20 students that got score 2, there were 13 students that got score 3 and there were 4 students that got score 4. While, the rater two evaluated that there were 18 students that got score 2, 17 students got score three and one student got the highest score. The students' mean score from the two raters in consonant aspect was 2,5. It was same score with vowel sound. There were some students that have mistake in pronounce some consonant words. Such as when pronound "r" letter. The students said "ar" with the clear pronounce of "r". According to International Phonetic Alphabet(IPA, 2015) English has total consonants such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /m/, /n/, /ŋ/, /h/, /l/, /r/, /w/, /j/. From these consonants, some exist in Bahasa Indonesia such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /m/, /n/, /h/, /r/, /w/, /j/, but some are not. There are two consonants that do not exist in Bahasa Indonesia, those are /θ/ and /ð/. It makes Indonesian learners hard to find appropriate way to speak those consonant. For example word " Thank you" , there were some students pronounce "sang yu" "Sank yu" "Teng yu". There were the students' variation in pronounce the consonant word. However, all students almost able in pronouncing the consonant words in English.

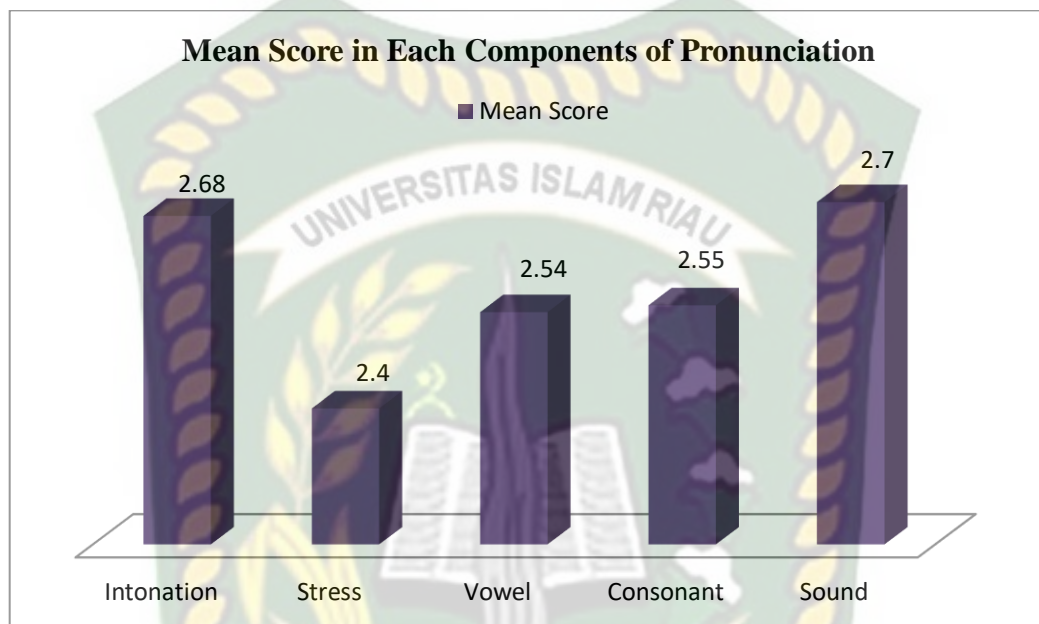
**Table 4.6. Students' Pronunciation in Each Indicator ( Sound)**

Rater 1	Consonant Score	Rater 2	Consonant Score
2 Students	1	2 Students	1
12 Students	2	10 Students	2
15 Students	3	20 Students	3
8 Students	4	4 Students	4

From the table above, it can be seen the students' frequency score of sound aspect. Based on the rater 1, there were 2 students that got score 1, 12 students got score 2, 15 students got score 3, and 8 students got score 4. Furthermore, according the rater 2, there were 2 students got score 1, 10 students got score 2, 20 students got score 3, and 4 students got score 4. From those frequency above, it can be calculated from two raters that the students' mean score of the sound aspect was 2.7. It was the highest score than the other indicators. It means that when the students pronounce the word or sentence in English, the students can pronounce the words according to the kinds of sound such as in final sound or initial sound. According to the data above, there were only two students that got score 1. They pronounce the words with unclear sound that make the listener misunderstanding about the meaning of they spoken. Furthermore, according to the five indicators that have explained before, the higher score was gotten by the students in pronunciation was in sound aspect. In fact, almost the students were able to speaking practice and can pronounce with clear sound, but they felt difficult to use the appropriate intonation, stress and sometime in vowel and

consonant. The differences of the all indicators, can be seen in the following diagram below;

**Diagram 4.1. The analysis of Students' Pronunciation**



From the diagram 4.1. above, it can be seen that there were five components in supporting pronunciation. There were intonation, stress, vowel, consonant, and sound. Firstly, in intonation component, the students got mean score was 2,68 out of 4 score maximum. It was the biggest score of the other components. It means that when the students spoke English, a half of the students were able to control their voice such as rise or fall of.

Secondly, the students got mean score was 2,4 in stress aspect. It was the important component that should be paid attention from the students, because in pronouncing some words in English have the different stress. In fact, there were some students that pronounce all words with the same stress. Therefore, it was difficult for students to apply it.

Then, in vowel and consonant component, the students got mean score were 2,54 and 2,55. It means that there were some students that not able to differ about how to pronounce the vowel and how to pronounce the consonant. The important thing for them was they have spoken the word and did not care about the error or mistake.

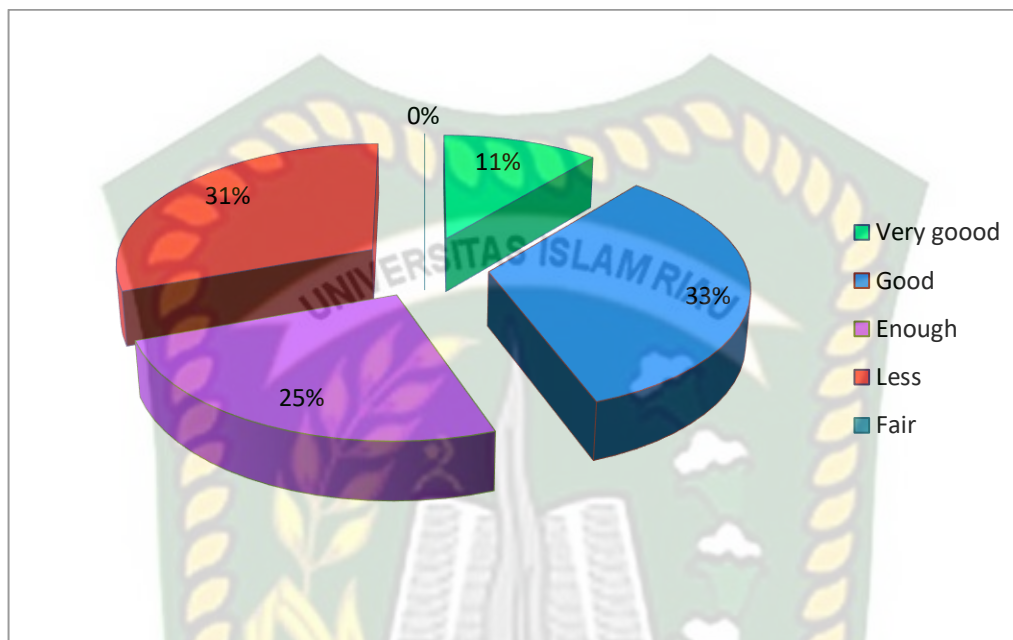
The last component was sound. The students got 2,7 mean score in sound component. It means that the almost students have understood about the final sound and initial sound when they spoke English. Then, they were some students that did not undertand about how to pronounce the final and initial sound. Sometime, the words that the students spoke was not clear. So it made the misunderstanding between the speaker and listener.

#### **4.2. Data Presentation**

According to the data description above, in this data presentation presented the students' result of pronounciation through articulation model speaking of third semester students at English department FKIP UIR. The students did the presentation with their group in front of the class. Then, researcher took the video and analysed with pronounciation indicators. Furthermore, the result of the students' speaking was analysed according to five items in pronounciation. They were; intonation, stress, vowel, consonant and sound. The result of students' pronounciation of articulation model on speaking, can be seen in the table and diagram below;

**Diagram 4.2**

**The Result of Students' Pronunciation on Articulation Model**



Based on the diagram above, it can be described that there were five category in analysing the students' pronunciation. First, there were 11% students got very good category. It means that there were only 4 students from 36 students that were able to pronounce the sentence by sentence in English according to the pronunciation components. It was caused by the students' difficulty in implementing each components such as stress, intonation, vowel, consonant, and sound. Second, there were 33% students in good category. There were only 12 students that got good category. It means that the students were able to pronounce the sentence, but their pronounce should be improve in few components. Third, in enough category, there were 25% students or 9 students that were enough capable to pronounce the sentences. It was caused by there were some components in pronunciation that difficult for students to did it. Therefore, there were some



mistakes faced by the students in pronounce the sentence by sentence. Furthermore, there were 11 students or 31% that have less category in pronounce some words in English. It means that almost all components in pronunciation were not able for the students to cover it. Last, beside there were any students that able and dissable to pronounce some words or sentence in English, there was no students that stay in fair category. It means that the third semester of the students were able in pronouncing their though in English, but it needed many of practices to improve their English pronounce.

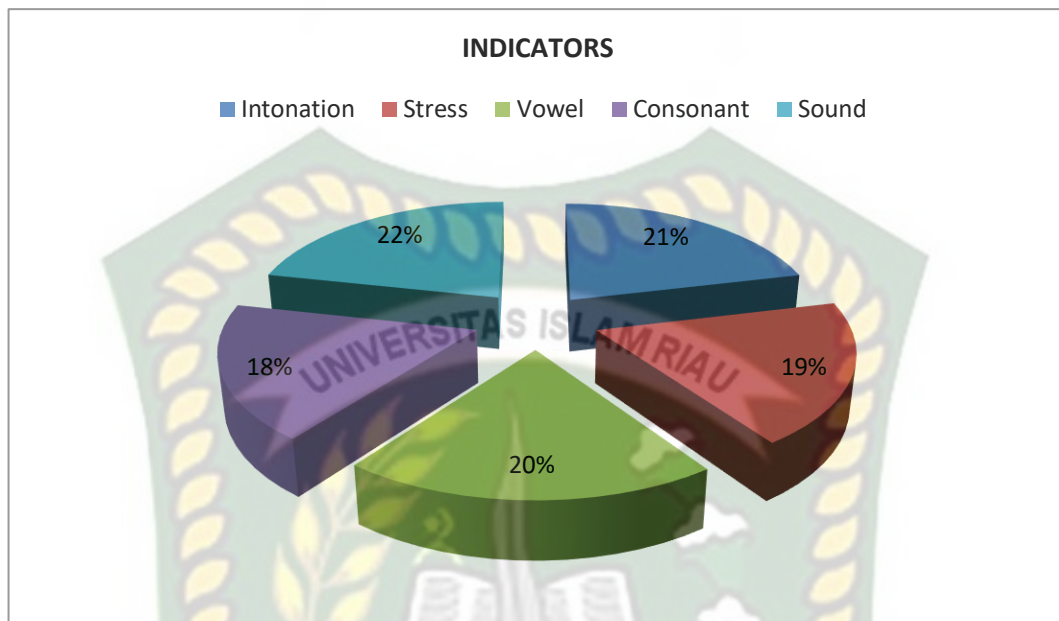
#### 4.3. Data Interpretation

In this sub heading, the researcher interpreted the data that have discussed in data description and the data presentation. The researcher explained the students' achievement in pronouncing English words. The result of the students score in each indicators and the students' ability in pronunciation that have been evaluated by the raters can be seen in the following table below;

**Table 4.7. The Result of Mean Score in Each Indicators**

No	Indicators	Mean Score	Percentage
1	Intonation	2,68	21%
2	Stress	2,4	19%
3	Vowel	2,54	20%
4	Consonant	2,55	18%
5	Sound	2,7	22%
Mean Score		<b>64,35</b>	
Category		<b>Enough</b>	

**Diagram 4.3 The Result of Mean Score in Each Indicators**



According to the table and diagram above, it can be described that the mean score of the intonation that have evaluated by the raters was 2,68 (21%) out of 4 maximum score. It means that the students intonation in pronouncing the words in English almost complete to the maximum score. Then, in stress indicators, the students got mean score was 2.4 (19%). It means that there were half of the students needed the improvement and add the knowledge about how to pronounce the words in appropriate stress. Further, in vowel indicators the students got mean score was 2,54 (20%). In pronounce the vowel in English words, there were the students who still confused in pronounce the vowel letter. And it was almost same in pronouncing the consonant . The students got mean score was 5,55 in percentage (18%). It was same condition in vowel indicators. There were some consonant letters that always wrong when the students pronounce it. Last, the students got mean score 2,7 (22%) in sound indicators. It

was the highest score than the other score. It means that almost of the students were able and comprehend the kinds of sound in pronunciation skill. Therefore, According to the mean score in each indicators, the researcher got the total mean score was 64,35 in enough category. It can be concluded that, the students' ability in pronunciation was enough category.

#### 4.4. Discussion

Based on the explanation in the previous sub-chapter above, it can be discussed that the students' ability in pronunciation was in enough category. According to the previous study, Kuku (2011), conducted the same research about the analysis of students' pronunciation. Based on the result of that study, the the pronunciation skill of fifth semester students of the English Department was very low. Then, Astutik (2017), also conducted the research about the analysis of students pronunciation. But, in this research, the author only focused on analysing the students' ability in pronouncing vowel. The result of the research showed that the students were incorrect in pronouncing it. The problems encountered by the respondents in pronouncing vowel /æ/, /ə/ and /ε/ may be caused by their lack of knowledge of the pronunciation of vowel /æ/, /ə/ and /ε/. It is also possible that they know the theory well, but they are not able to practice it orally.

Moreover, according to the result of this research, the researcher concluded that the result of this research can be seen in the five indicators of pronounce. Based on the previous data, the category of the students' pronunciation on articulation model was in enough category. It means that there

were some difficulties that students have in each indicators. The explanation of the students' indicators in pronouncing the word or sentence in English can be described in the following explanation below;

#### **a. Intonation**

In linguistics, intonation is variation of spoken pitch that is not used to distinguish words; instead it is used for a range of functions such as indicating the attitudes and emotions of the speaker, signaling the difference between statements and questions, and between different types of questions, focusing attention on important elements of the spoken message and also helping to regulate conversational interaction (Bolinger, 1951 as cited in Park, 2011: 1). Intonation is the main aspect in pronouncing a word. It is because intonation has a meaning. Traditionally, tones are linked with particular attitudes or emotions. Based on the researcher's observation in the classroom, there were some students that spoke in English with no variation. It means that when the pronounce the rise or fall intonation, the students pronounce the words with flat variation. Then, when the pronounce rise intonation, the students pronounce it with the fall intonation, and when pronounce the fall intonation, the studetns pronounce it with rise intonation.

#### **b. Stress**

Stress refers to the prominence given to certain syllables within words, and to certain syllables or words within utterances. It is signaled by volume, force, pitch change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. Based on the researcher's observation about the students presentation in English, in

word stress aspect, there were students still influenced with the Indonesian accent. Therefore, there was no difference in each words that spoken by the students. The words stres that pronounce by the students were same.

### c. Vowel

Generally, in phonological aspects, the Indonesian and English phonological systems are very different. English has 22 vowels and diphthongs and 24 consonants. Indonesian has only six vowels, which are [I], [ə], [ɑ], [o], [u], [e], and three diphthongs. In fact, based on the research finding the students were difficult and confused when pronounce the vowel words. for example when the students pronounce the word “*such as*”, the students pronounce this word with other variation like “*suches*”. “*sachas*” and others. It means that the students should give the additional knowlegde about the pronounce the word with the vowel sound.

### d. Consonant

In phonology subject, English students learn all of the English symbols such as vowels and consonants. According to International Phonetic Alphabet(IPA, 2015) English has total consonants such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/, /ʒ/, /tʃ/, /dʒ/, /θ/, /ð/, /m/, /n/, /ŋ/, /h/, /l/, /r/, /w/, /j/. From these consonants, some exist in Bahasa Indonesia such as /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /s/, /z/ /m/, /n/ ,/h/, /r/, /w/, /j/, but some are not. There are two consonants that do not exist in Bahasa Indonesia, those are /θ/ and /ð/. It makes

Indonesian learners hard to find appropriate way to speak those consonant. For example word “ Thank you” , there were some students pronounce “*sang yu*” “*Sank yu*” “*Teng yu*”. There were the students’ variation in pronounce the consonant word.

**e. Sound**

Based on the result of this research, they were some students that did not understand about how to pronounce the final and initial sound. For example, when the students pronounce word “and”, there were sound variation in initial sound, there were students said “an” and “en”. Further, the students should pronounce “/ænd/” . If the students’ pronounce “an” or “en” it will make the misunderstanding for the listeners.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1. Conclusion

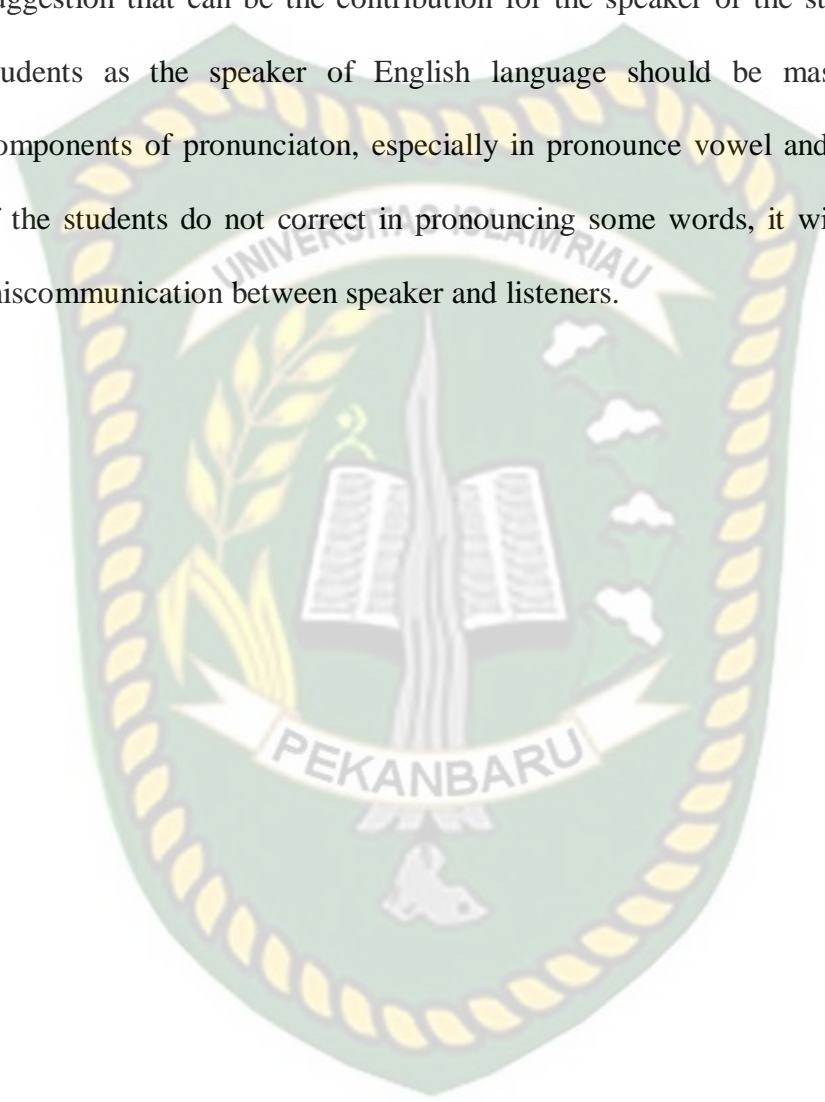
Pronunciation is the way a certain speech sounds in the mouth, pronunciation stresses more on the way of sounds are produced by the hearer. Pronunciation is important in English because mispronunciations will make the hearer misunderstand about the meaning of utterance. Pronunciation is one of the three components of languages, together with grammar and vocabulary. It plays an important part in listening, and speaking skill, so developing students pronunciation is one of the most important tasks for English teachers.

In this research, the researcher analyse the students' pronunciation based on the five components of pronunciation. Such as, intonation, stress, vowel, consonant, and sound. Based on the research finding, there were some conclusion as the answer of the research question of this research;

1. There were 4 students in very good and 11 students less category in pronunciation. Then, there were 12 students in good category and 9 students is enough category. Last, there was no students that got fair category.
2. In each component of pronunciation, the students got mean score 2.68 in intonation component, 2.4 in stress component, 2.54 in vowel component, 2.55 in consonant component, and 2.7 in sound component. Thus, the total mean score of each components were 64.35 and it was in enough category.

## 5.2. Suggestion

Based on the explanation of the conclusion above, there were some suggestion that can be the contribution for the speaker or the students. The students as the speaker of English language should be master the all components of pronuniciaton, especially in pronounce vowel and consonant. If the students do not correct in pronouncing some words, it will make the miscommunication between speaker and listeners.





## REFERENCES

- Anas Sudijono. (2010). *Pengantar Statistik Pendidikan*. Jakarta: Rajawali Press.  
Ariyadi Wijaya.
- Arikunto, S. 2010. *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Astutik, D. (2017). *An Analysis of Students' Ability in Pronouncing Vowel/æ/,/ə/and/ε/(A Quantitative Study of the Eighth Semester Students of English Education Department, IAIN Salatiga, Academic Year of 2016/2017)* (Doctoral dissertation, IAIN SALATIGA).
- Celce-Murcia, M. & Olshtain, E. (2013). *Teaching language through discourse*. Boston, MA: National Geographic Learning/Cengage Learning.
- David Nunan, *Practical English Language Teaching* (New York : Mc GrawHill, 2003), 54
- Djiwandono, Soenardi. (2008). *Tes Bahasa Pegangan Bagi Pengajar Bahasa*. Jakarta: Balai Pustaka.
- Emzir. (2007). *Metodologi Penelitian Pendidikan Kuantitatif dan Kualitatif*. Jakarta: PT. Raja Grafindo Persada.
- Gay, L.R., Mills, G.E., & Airasian, P. (2010). *Educationr Research: Competencies for Analysis and Applications* (Tenth).United States: Pearson Education, Inc. <http://doi.org/10.1017/CBO9781107415324.004>
- Gilakjani, A.P., & Sabouri N.B. (2016).” *A Study of Factors Affecting EFL Leaners' Reading Comprehension Skill and the Strategis for Improvement*”. *International Journal of English Lingustic*. Volume 6, Number 5, September 2016, pp.180-187.
- Gilbert, J. B. (2008). *Teaching pronunciation: Using the prosody pyramid*. New York, NY: Cambridge University Press.
- Gilbert, J. B. (2012). *Clear speech*. New York, NY: Cambridge University Press
- Goodwin, J. (2013). *Teaching pronunciation*. Boston, MA: National Geographic Learning/Cengage Learning.
- Harmer, J. (2007). *How To Teach Writing*. Pearson Education Limited.

- Herna Apriyanti and Apud, The Effectiveness Of Find Someone Who Game Toward Students' Speaking Skill. *Asses English Education Journal*, Vol.2, No.1, (January-June, 2016) p88.
- Iif Khoiru Ahmadi. Sofan Amri., 2014. *Pengembangan dan Model Pembelajaran Tematik Integratif*. Prestasi Pustaka, Jakarta.
- Istarani., 2012. *Model Pembelajaran Inovatif*. Media Persada, Medan.
- Jafri, Hanif. (2016). *Application Of Articulation Learning Models On Learning Mathematics Class X Students State 5 Padang High School*.
- Kang, O. (2010). Relative salience of suprasegmental features on judgments of L2 comprehensibility and accentedness. *System*, 38, 301-315. doi: 10.1016/j.system.2010.01.005
- Kang, O., Rubin, D., & Pickering, L. (2010). Suprasegmental measures of accentedness and judgments of language learner proficiency in oral English. *The Modern Language Journal*, 94, 554-566. doi: 10.1111/j.1540-4781.2010.01091
- M. Bailey Kathleen, *Practical English Language Teaching Speaking* (New York : The Mc Graw. Hill companies 2000), 25.
- Miftahul Huda., (2013). *Model-model Pengajaran dan Pembelajaran. Pustaka Pelajar*, Yogyakarta.
- Munib., (2016). *Pengembangan Model Pembelajaran Tematik Kelompok Mata Pelajaran Pendidikan Agama Islam Berbasis Artikulasi Untuk Mengembangkan Keterampilan Berfikir Kritis Peserta didik Kelas X Pada MAN I Kota dan MAN Sooko Mojokerto*. *Jurnal Ilmiah Pendidikan Agama Islam*. No 2 Volume 6. 2016: 93-101.
- Mustain, (2010). *Meningkatkan Hasil Belajar Ekonomi Melalui Model Pembelajaran Artikulasi Pada Siswa Kelas X Madrasah Aliyah (1 Raudhatul Mubtadiin Kundur Kecamatan Tebing Tinggi Barat Kabupaten Kepulauan Meranti (Skrispi)*. Universitas Islam Riau. Pekanbaru.
- Ngalimun., (2012). *Strategi dan Model Pembelajaran*. Aswaja Pressindo, Banjarmasin.

- Nicolosi, L., Harryman, E., & Keresheck, J. (1989). Terminology of communication disorders. Baltimore, MD: William & Wilkins.
- Perwira, Y. K. (2011). *Students' Pronunciation Ability in Reading Report Text (A Case Study of the Fifth Semester Students of the English Department of Semarang State University in the Academic Year of 2009/2010)* (Doctoral dissertation, Universitas Negeri Semarang).
- Ras Eko Boeddy., (2011). *Model Pembelajaran Artikulasi*. Graha Ilmu, Yogya.
- Rui Ma., (2015). *Jurnal "The Role of Pronunciation for Speaking Test"*.
- Sugiyono. (2013). *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Penerbit Alfabeta.
- Tresoldi, Martina. Maria Rosaria Barillari. (2018). *Normative and validation data of an articulation test for Italian-speaking children*. International Journal of Pediatric Otorhinolaryngology. Pedot 8990. 2018: 1-25.