

**AN ANALYSIS OF STUDENTS' PRONUNCIATION IN PLOSIVE
VOICELESS CONSONANTS OF THE THIRD SEMESTER AT ENGLISH
LANGUAGE EDUCATION OF FKIP UIR**

A THESIS

*Intended to fulfill one of the Requirements for the Award of Sarjana Degree in
English Language Education Universitas Islam Riau*



By:

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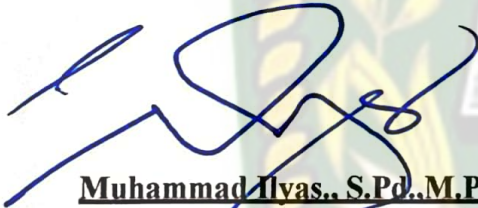
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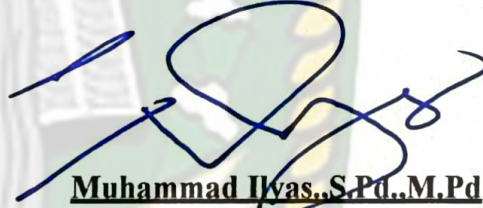
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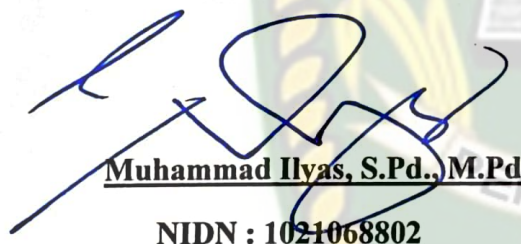
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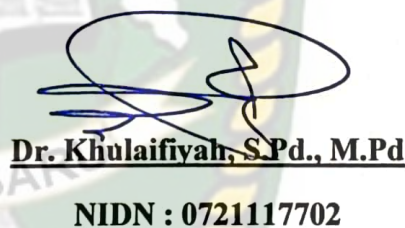
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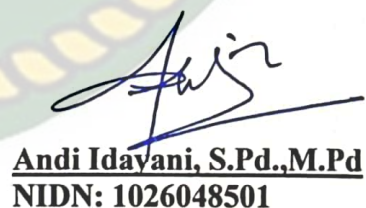
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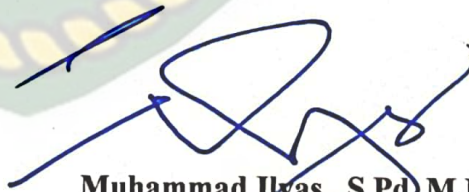
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NO	Hari/Tanggal Bimbingan	Materi Bimbingan	Hasil / Saran Bimbingan	Paraf Dosen Pembimbing
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First of all, from the sincere of heart, the researcher praises to Allah SWT, the Lord of the Universe, who has blessed and given an ability, healthy, and mercy to finish this thesis. The researcher also likes to send shalawat and salam to beloved prophet Muhammad SAW who has been showed in the best way to live.

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Finally, the research realized that there are many weaknesses on this paper. Therefore, constructive and suggestion are needed in order to improve this thesis and hopefully this research will be useful for the readers in improving their English knowledge and skills.

May Allah, the almighty, the lord of the universe always bless all of us, wherever and whenever we are, Aaamiin.

Pekanbaru, 10th November 2020
The researcher

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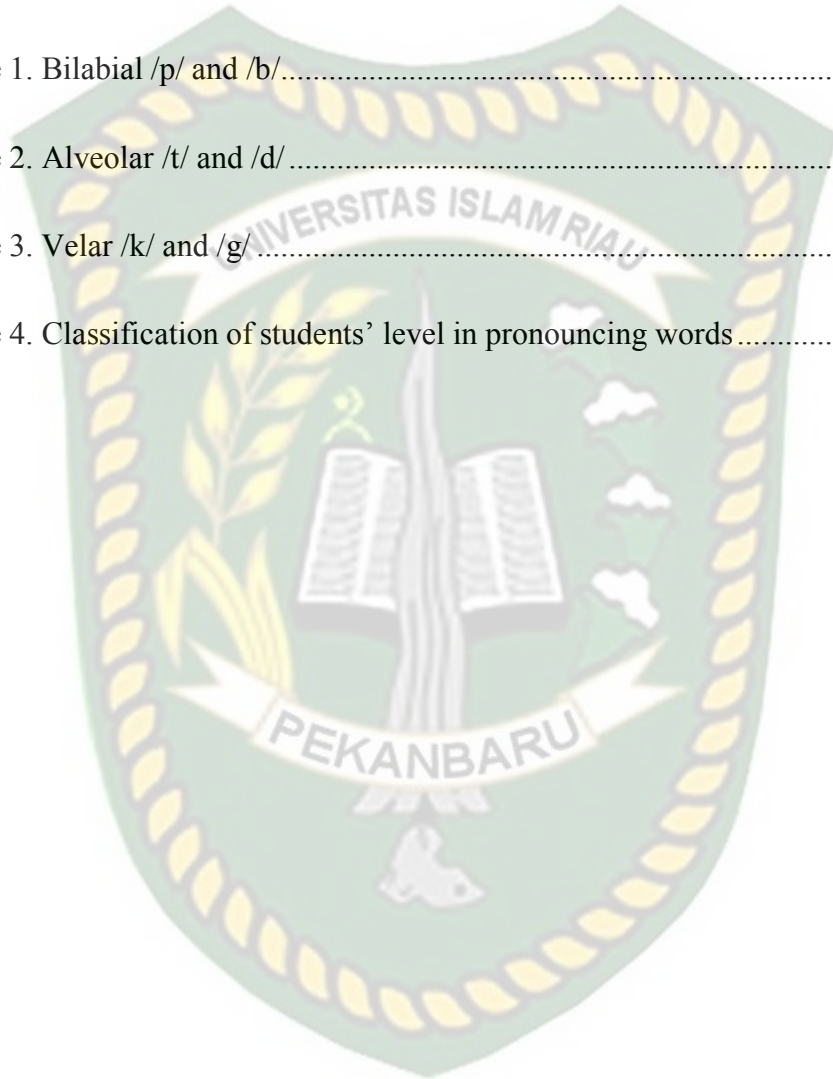
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Dokumen ini adalah Arsip Miik :
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ABSTRACT

A. Indah Sulistyowati, (2022). *An Analysis of Students' Pronunciation in Plosive Voiceless Consonants of The Third Semester at English Language Education of FKIP UIR.*

Keywords: Pronunciation, Plosive Voiceless Consonants (/p/, /t/, /k/)

This thesis is a study about an analysis of students' pronunciation in plosive voiceless consonants (/p/, /t/, /k/) with aspiration in initial, medial and final position at English Language Education of FKIP UIR. The student has some problem in pronouncing the words especially in pronouncing Plosive Voiceless Consonants (/p/, /t/, /k/) with aspiration in initial, medial and final positions. The design of this research is descriptive qualitative Research. There are two instrument, record and test, which the test consists of 25 words that took from Oxford Advanced Learner's Dictionary.

The population is 65 students, and the sample is 15 students from third semester at English Language Education of FKIP UIR. From 15 students known that, there are 4 students categorized "very good" ability, 4 students categorized "good" ability, 4 students categorized "fair" ability and 3 students categorized "bad" ability. Most of the students still have difficulty in pronouncing plosive voiceless consonants especially in initial position with aspiration.

The researcher hopes that the students can acquire the habit in using the correct pronunciation of English words containing English plosive voiceless consonants /p, /t/, /k/ with aspiration in initial positions correctly by checking Oxford Advanced Learner's Dictionary and practice to pronounce the word as often as possible. So, they could use effectively and understand English better.

CHAPTER I

INTRODUCTION

1.1 Background of the Problem

Pronunciation is one aspect that mostly supporting the English language skill due to speaking, the skills that we need to be successful users of a language. Pronunciation is the most important skill of spoken English (Gilakjani, 2011). Pronunciation is a part of speaking skill that should be learned and mastered about how to pronounce the word correctly to convey a clear meaning of what we say. In other words, good pronunciation makes communication easier, relax and useful. In pronouncing the word, it will produce the sounds of the words correctly by putting the organ speech in the right position of the words while producing through vocal folds communication.

According to Hornby (2015: 1217), pronunciation is the way in which a language or a particular word or sound is pronounced. Pronunciation is the way we say a word. Pronunciation refers to the production of sounds that is used to give understand or meaning about what we talk about. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental).

As known as the production of speech sounds through oral capacity, there are two features in pronunciation and those are phonemes and suprasegmental. Phonemes are different sounds within a language. Sounds can be voiced or

voiceless. Voiced sounds occur when the vocal folds in the larynx and vibrated, while the producing of voiceless sounds not feel the vibration. In English, the sounds /p/, /t/, and /k/ are voiceless stops (also called plosives). The sounds /b/, /d/, and /g/ are voiced stops.

Plosives are ‘maintainable’ stops because they can be held for a long time, and the closure portion arises from a deliberate articulation. The term ‘plosive’ relates to the way the stop is released, which sometimes called as an ‘explosion’. Stops (also called plosives): The airstream is blocked completely somewhere in the mouth, air pressure builds up, and then it is released, like a tiny explosion. The stops in English are /p/, /b/, /t/, /d/, /k/, and /g/.

Based on Hornby (2015: 1163) Plosive is a speech sound made by stopping the flow of air coming out of the mouth and then suddenly releasing it. it means, when we want to speak the words that include of plosive consonant sounds, we have to block the air first and hold it little bit, then flow the air with explosion. But sometimes, when students want to say something faster, most of them speak rather unclear than what should it be. So, the researcher interest to take this case at the time.

This research conducted at English language education study program of FKIP UIR Pekanbaru. The researcher wants to analyze the pronunciation of third semester students in pronouncing list of word. Based on researcher’s observation, students at third semester have been learning English, but the students still get problems in their pronunciation, especially when they are pronouncing words

including plosive voiceless consonants sounds /p/, /t/, /k/. Most of the students pronounced plosive consonants /p/, /t/, and /k/ with no explosion in initial, medial and final position. Parvis Birjandi and Mohammad Ali Salmani-Nodoushan (2005: 86) states that aspiration is builds up of air pressure in the oral cavity prior to the actual release of airstream at the place of articulation. Their error in pronunciation can be seen when they are pronouncing some list of English words. Based on the problems, it is very important to gather information the students' ability in pronouncing English words, especially in pronouncing plosive voiceless consonant sounds /p/, /t/, /k/.

In this study, the researcher took the sample by recording students' pronunciation in plosive voiceless consonant /p/, /t/, /k/ in initial, medial and final positions with aspiration /h/, which consist of 65 students of English study program. The researcher chooses this title because the researcher see when students want to say something faster, most of them speak rather unclear than what should it be, especially in pronouncing plosive voiceless /p/, /t/, /k/ in initial, medial and final positions. They pronounce it with no aspirations h. This research also can be reference to the lecturer to get better experience in teaching and learning process. So, the researcher interested to take this case at the time.

Referring to the reason above, this research focuses on analyze students' ability in pronouncing list of words especially in plosive voiceless consonants /p/, /t/, /k/ with aspiration in initial, medial and final positions at English language education of FKIP UIR Pekanbaru.

Therefore, the researcher was interested in conducting the research entitled: “AN ANALYSIS OF STUDENTS’ PRONUNCIATION IN PLOSIVE VOICELESS CONSONANTS OF THE THIRD SEMESTER AT ENGLISH LANGUAGE EDUCATION OF FKIP UIR”.

1.2 Setting of the Problem

Based on background of the problem, pronunciation is very important to master in learning English language. Speak English is compulsory in English Language Education of FKIP UIR, but researcher found that students still have problems in their pronunciation especially when they are pronouncing words including plosive voiceless consonant sounds /p/, /t/, /k/. Although they have learned and also taught by lecturers, they are still unable to pronouncing English words correctly. Most of the students pronounced plosive consonant sounds weakly, where the plosive consonant sounds /p/, /t/, and /k/ with no aspiration in initial, medial and final positions.

1.3 Focus of The Problem

This research focuses on analyzing the third semester students in pronouncing plosive voiceless consonant sounds /p/, /t/, /k/ in initial, medial and final positions at English study program of FKIP UIR.

1.4 Research Question

1. How good was students’ ability in pronouncing English words in plosive voiceless consonants /p/, /t/, /k/ with aspirated in initial, medial and final position ?

1.5 Objective of the research

Based on the research question, the main objective of this research is to find out how good was students' ability in pronouncing English words in plosive voiceless consonants /p/, /t/, /k/ with aspirated in initial, medial and final positions.

1.6 Significant of the Research

There are some needs of the study in this research, as follow:

1. Lecturer

This research is expected to be useful for English lecturers to improve and increase the quality of teaching and learning process in pronunciation especially in practicing and pronouncing plosive voiceless consonants sound. The researcher hopes this result will help lecturer to know students' ability in pronouncing English words especially in plosive voiceless consonant /p/, /t/, /k/. In addition, knowing the students' unnatural English sounds can help them to solve their problem especially in English plosive voiceless consonant /p/, /t/, /k/ sounds. Lecturer can determine the appropriate strategies or techniques in teaching and learning particularly where the students do incorrect English sounds.

2. Student

It can give input to improve and increase also optimize their pronunciation mastery. So, they can minimize their errors in pronouncing plosive voiceless consonant including aspiration /h/ and pronouncing English words correctly. This research is expected to give the students in generally references of pronunciation in

plosive voiceless consonant /p/, /t/, /k/. In addition, students get more knowledge about plosive consonant and they will be able to speak English better.

3. Researcher

Researcher hopes this research can be on of references by the other researchers to conduct better research at the same topic. In other hand, to get more information about how good was the students' ability in pronouncing English words in plosive voiceless consonant /p/, /t/, /k/ with aspiration in initial word. The researcher hopes that the research finding would be of precious contribution to Islamic University of Riau in general and the students of English study program in specific.

1.7 Definition of key terms

1.7.1 Pronunciation

Pronunciation is the production of English sounds (Cook: 1996 as cited in Pourhosein Gilakjani, 2016). In this research, the use of pronunciation here is to express the students' pronunciation ability.

1.7.2 Plosive

Plosive is a speech sound made by stopping the flow of air coming out of the mouth and then suddenly releasing it (Hornby: 2015). In this study, students will pronounce 25 list of words of English plosive voiceless consonants /p/, /t/, /k/ in initial, medial and final positions.

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Relevant Theory

This chapter presents a review of literature and explanation of related materials. Some theories are conducted from other experts and researchers to strengthen this research.

2.1.1 Phonology

According to Soenjono dardjowidjojo (2009: 14) states that Phonology is how the sounds are realized and arranged when used in actual speech. Based on Peter Roach (2014: 35) said that phonology is when we talk about how phonemes function in language, and the relationships among the different phonemes. Hornby (2015: 1138) said that “Phonology is the speech sounds of a particular language.

Phonology is the study of sound systems, that is about how the sound in language can be produced, patterned and functioned (Hyman, 1975; Catford, cited in Fikry, 1988; Collins et al., 2008). This means that learning phonology is important in order to know how to pronounce language correctly. From those statement the researcher concluded that Phonology is the study of sounds structure in language. In other word, phonology is the study of how speech sounds are organized in the mind and used to convey meaning.

Based on those explanations, researcher concluded that Phonology is the study of the sound systems of languages. It is distinguished from phonetics, which

is the study of the production, perception, and physical properties of speech sounds; phonology attempts to account for how they are combined, organized, and convey meaning in particular languages. Only a fraction of the human sounds can articulate is found in any particular language.

2.1.2 Pronunciation

According to Hornby (2015: 1217) states that pronunciation is the way in which a language or a particular word or sounds is pronounced: the way in which a particular person pronounces the words of a language. According to Yates (2002 as cited in Pourhosein Gilakjani, 2016), pronunciation is the production of sounds that is used for making meaning. English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016). Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Pourhosein Gilakjani, 2012).

Pronouncing a word becomes one of the important things for the speakers to be understood by the other people when the communication occurs. According to Brown (as cited in Anggraini, 2019), the goal of the language learners is to make sure that they can communicate what they have in mind effectively, they have to be understood when they uttering words. In this case, pronouncing words is a crucial thing.

Pronunciation is one of the most parts of English to communicate since there are differences between the symbol and its sounds. When we communicate with other people we should not only have a good vocabulary but also have good pronunciation. As Harmer (2000:183) states “that for all these people, being made aware of pronunciation issues will be of immense benefit not only to their own understanding of spoken English”.

Clear pronunciation presents the speakers the control to ensure whenever they communicate and demonstrate the communication with others (Zaigham 2011) although mispronunciation has a tendency to lead misperception. Consequently, pronunciation is the speakers’ concern because it presents rules to articulate words precisely (Harmer 2001). The communication success relies on the speaker, familiarity in articulating the words.

The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead, intelligible pronunciation should be the real purpose of oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm. Unfortunately, pronunciation instruction is sometimes ignored in English language teaching (Pourhosein Gilakjani, 2011; Pourhosein Gilakjani, 2016).

Based on those explanation above, the researcher concludes that pronunciation is the most important skill of spoken English in communication.

Pronunciation is the way when we speak to give understanding or meaning to the listeners about what we talk about. When we speak, we must have a good pronunciation to make the listener easier to understand what the speaker means. It causes every country even city has many different languages, makes somebody has each dialect and absolutely different pronunciation in speaking other language. Learning pronunciation is not easy, so, people must learn pronunciation continually to make a better ability in their speaking, because the key success in speaking is good pronunciation. The more speakers familiar in articulating the word, the more success the communication is.

2.3.1 Factors Affecting Pronunciation

People has their own native language and they are identifiable by those who are non-native speakers. The way we speak is different, because it is influenced by our native language. There are some factors that can affect pronunciation. Adapted from Abbas Pourhossein Gilakjani (2011: 75-78) factors affecting the learning of pronunciation as follows:

1. Accent

An accent is the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially. An understanding of the features of learner accents and their impact on intelligibility can help teachers identify and address characteristics of learner's pronunciations.

2. Stress, intonation, and rhythm

Teachers need to spend time teaching learners the rules for word stress, intonation, and rhythm in English, as well as focusing on individual sounds that may be difficult for the learners in their classes. Because, pronunciation research and teaching should focus both on the sounds of language (vowels and consonants) and on supra-segmental features. That is, vocal effects that extend over more than one sound such as stress, sentence and word intonation, and speech rhythm.

3. Motivation and exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation.

4. Attitude

Students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. Students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

5. Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level.

6. Age

The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation.

7. Personality

Non-linguistic factors related to an individual's personality and learning goals, attitude towards the target language, culture, native speakers, and type of motivation which are beyond the teacher's control, all have their share in the development of pronunciation skills.

8. Mother tongue influence

The sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents.

All of the factors above can open the understanding of learner's desire to improve their pronunciation. Teachers can help students against these factors.

2.3.2 Pronunciation Features

Based on Kelly (2000), pronunciation has two features and those are phonemes and suprasegmental. In describing the sound-system of any language, it is necessary to understand what the phoneme is. According to Kelly (2000: 1) Phonemes are the different sounds within a language. Although there are many slight differences in how individuals articulate sounds, we can still describe reasonably accurately how each sound is produced. When considering meaning, we see how using one sound rather than another can change the meaning of the word. This principle which gives us the total number of phonemes in a particular language. For example, the word rat has the phonemes /ræt/. Sounds may be voiced or unvoiced (sometimes referred to as 'voiceless'). Voiced sounds occur when the vocal cords in the larynx are vibrated, while unvoiced sounds is not.

The sets of phonemes consist of two categories: vowel sounds and consonant sounds. Vowel sounds are all voiced and may be single (like /e/, as in let), or a combination, involving a movement from one vowel sound to another (like /ei/, as in late); such combinations are called Diphthongs and the description of combination of three vowel sounds known as Triphthongs (like /aʊə/ in our or power). Single vowel sounds can be short (like /ɪ/, as in hit) or long (like /i:/, as in beat). The symbol (:) indicates a long sound.

Consonant sounds can be voiced or voiceless. In English, the sounds /p/, /t/, and /k/ are voiceless stops (also called plosives). The sounds /b/, /d/, and /g/ are voiced stops. it is simply to identify many pairs of consonants which are essentially

the same except for the element of voicing (example /f/, as in fan and /v/, as in van). For more example of a word in which each appear, see the table list of English phonemes below;

Table 2.1 List of English Phonemes

Vowels		Diphthongs		Consonants			
i:	<u>B</u> ead	eɪ	C <u>a</u> ke	P	<u>P</u> in	S	<u>S</u> ue
ɪ	H <u>i</u> t	ɔɪ	T <u>o</u> y	B	<u>B</u> in	Z	<u>Z</u> oo
ʊ	<u>B</u> ook	aɪ	H <u>i</u> gh	T	T <u>o</u>	ʃ	<u>S</u> he
u:	<u>F</u> ood	ɪə	<u>B</u> eer	D	<u>D</u> o	ʒ	M <u>e</u> asure
E	<u>L</u> eft	ʊə	<u>F</u> ewer	K	<u>C</u> ot	H	<u>H</u> ello
ə	<u>A</u> bout	eə	<u>W</u> here	G	<u>G</u> ot	M	<u>M</u> ore
ɜ:	<u>S</u> hirt	əʊ	<u>G</u> o	tʃ	<u>ch</u> urch	N	<u>N</u> o
ɔ:	<u>C</u> all	aʊ	<u>H</u> ouse	dʒ	<u>j</u> udge	ŋ	<u>S</u> ing
Æ	<u>H</u> at			F	F <u>a</u> n	L	L <u>i</u> ve
ʌ	<u>R</u> un			V	<u>V</u> an	R	<u>R</u> ed
ɑ:	<u>F</u> ar			θ	<u>th</u> ink	J	<u>Y</u> es
ɒ	<u>D</u> og			θ	<u>Th</u> e	W	<u>W</u> ood

(Pairs of consonants (voiced and voiceless) are thickly outlined. The boxes containing voiceless phonemes are shaded.)

Taken from Kelly (2000: 2)

Phonemes as the description before are units of sound which can be analyzed. They are also known as segments. Supra-segmental features, as the name

implies, are features of speech which generally apply to groups of segments, or phonemes. The features which are important in English are stress, intonation, and how sound change in connected speech.

Stress is a term that we apply to words in isolation which have more than one syllable. According to Peter Roach (1991: 85) states that we can study stress from the point of view of production and of perception; the two are obviously closely related, but are not identical. Stress is a cover term for the prosodic features of duration, intensity, and pitch; thus, the prominence of stressed syllables is generally manifested by their characteristics of being longer, louder, and higher in pitch than unstressed syllables.

While intonation as pitch variations that occur over a phrase or sentence. Intonation contours can be described in terms of tone groups or intonational phrases. A tone group is the part of a sentence over which an intonation contour extends. 'Intonation' means when, why and how a speaker chooses to raise or lower or sustain the pitch of her or his voice at particular points while speaking.

The way pitch is used linguistically differs from language to language. Tone refers to the changes of pitch within a single syllable that result in changes in meaning. Length, too, seems to play a role in stress. Generally, if one syllable has a longer length than the others in the word, then it is deemed to be the one carrying stress. Length is one of the more important determiners of stress.

The sounds that result from one chest pulse form a syllable. In its minimal form, a syllable consists of a vowel. In addition to the vowel a syllable may consist

of one or more consonants that appear on either or both sides of the vowel. A syllable is a phonological unit composed of one or more phonemes. Every syllable has a nucleus, which is usually a vowel (but which may be a syllabic liquid or nasal).

2.1.4.1 Consonants

According to Hornby (2015: 322) Consonant is a speech sound made by completely or partly stopping the flow of air being breathed out through the mouth. In addition, Kelly (2000) describes that consonant sound in terms of the force of articulation, the following terms are used: Fortis or strong and lenis or weak. When a consonant is produced with a strong airstream, we have a strong (fortis) consonant. It is usually happened in voiceless sounds. On the other hand, when a consonant is produced with a strong air stream, language users have leak (lenis) consonant that usually occurred in voiced sounds. In teaching pronunciation, English consonant can be grouped according to the sounds produced. According to Kelly (2000: 47) Consonants are formed by interrupting, restricting, or diverting the airflow in a variety of ways. In describing the consonant sounds, there are three ways:

1. The manner of articulation refers to the interaction between the various of articulators and the airstream. For example, with plosive sounds, the articulators act in such a way that the air is temporarily trapped, and then released suddenly. The various term used are explained in the following table, to presence or absence of voicing, consonants can be described in terms of the manner and place of articulation.

Table 2.2 Manner of Articulations

Manner of articulations	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released „explosively“, e.g. /p/ and /b/
Affricate	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /tʃ/ and /dʒ/
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/
Nasal	Closure is made by the lips or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/

1. Describing the consonant sounds in term of the place of articulation gives more information about what the various articulators actually do. With regard to the place of articulations, the following table are the summarizes the main movement of the various articulators:

Table 2.3 Place of Articulations

Place of Articulations	
Bilabial	Using closing movement of both lips, e.g. /p/ and /m/
Labio-dental	Using the lower lip and the upper teeth, e.g. /f/ and /v/
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/
Palato-alveolar	The blade (or tip) of the tongue is used just behind alveolar ridge, e.g. /tʃ/ and /dʒ/
Palatal	The front of the tongue is raised close to the palate, e.g. /j/
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/
Glottal	The gap between the vocal cords is used to make audible friction, e.g. /h/

3. With regard to the force of articulation, the following terms are used: fortis or strong, and lenis or weak. In spoken English, 'fortis' happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than 'lenis' sounds, which in English happen to be voiced. Voicing, manner and place of articulations are together summarized in the table 2.4.

Table 2.4 English Consonant Phonemes

Table of English consonant phonemes								
		Place of articulation						
		Front-----> Back						
		Bilabial	Labio-Dental	Dental	Alveolar	Palato-alveolar	Palatal	Velar
Manner of Articulation	Plosive	p b			t d			k g
	Affricate					tʃ dʒ		
	Fricative		f v	θ ð	s z	ʃ ʒ		h
	Nasal	m			n			ŋ
	Lateral				l			
	approximant	(w)				r	j	w

Taken from Kelly (2000:7)

(Unvoiced phonemes are on a shaded background. Voiced phonemes are on a white background.)

a. Plosive consonant

Hornby (2015: 1163) states that plosive is a speech sound made by stopping the flow of air coming out of the mouth and then suddenly releasing it, for example /t/ and /p/ in top. Which means the way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along the speech tract, and after

which the air suddenly released so that an explosive sound is heard. In addition, stops are made by complete obstruction of the air stream.

Peter Roach (1991) stated that a plosive is a consonant articulation with the following characteristics:

- a. One articulator is moved against another, or two articulators are moved against each other, so as to form a stricture that allows no air to escape from the vocal tract. The stricture is, then total.
- b. After this stricture has been formed and air has been compressed behind it, it is released, that is, air is allowed to escape.
- c. If the air behind the stricture is still under pressure when the plosive is released, it is probable that the escape of air will produce noise loud enough to be heard. This noise is called plosion.
- d. There may be voicing during part of all of the plosive articulation.

To give a complete description of a plosive consonant we must describe what happens at each of the following four phases in its production:

- a. The first phase is when the articulators move to form the stricture for the plosive. We call this the closure phase.
- b. The second phase is when the compressed air is stopped from escaping. We call this the hold phase.
- c. The third phase is when the articulators used to form the stricture are moved so as to allow air to escape. This is the release phase.

d. The fourth phase is what happen immediately after (c), so we will call it the post release phase.

English has six plosive consonants: /p/, /t/, /k/, /b/, /d/, /g/. the glottal plosive? occurs frequently but it is of less importance, since it is usually just an alternative pronunciation of p, t or k in certain contexts. The plosive has different places in articulation. The plosives p and b are bilabial since the lips is pressed together; t, d is alveolar since the tongue blade is pressed against the alveolar ridge. Normally the tongue does not touch the front teeth as it does in the dental plosives found in many languages. The plosive k, g is velar; the back of the tongue is pressed against the area where the hard palate ends and the soft palate begins.

b. Plosive consonant features

There are six consonantal sounds in English plosive phonemes, and those are /p/, /t/, /k/, /b/, /d/, /g/. the sounds /b/, /d/, /g/ are voiced and /p/, /t/, /k/ are voiceless sounds. The plosive voiceless /p/, /t/, /k/ are sometimes called fortis (meaning strong) and /b/, /d/, /g/ are then called lenis (meaning weak). According to Kelly (2000: 47) Plosive occur when a complete closure made somewhere in the vocal tract. Air pressure increases behind the closure, and is then released 'explosively. Plosive sounds are also sometimes referred to as stops. In stop consonant the breath is completely stopped at some point in the mouth, by the lips or tongue-tip or tongue-back, and then released with a slight explosion, there are three pairs of consonants, one of each pair is strong and the other is weak.

Figure 1. Bilabial /p/ and /b/



/p/ is a strong consonant and /b/ is a weak one. Below are the manners of articulation of these stops;

- a. The lips are closed firmly and the soft of palate is raised so that the breath cannot get out of either the nose or the mouth but is trapped for a short time.
- b. When the lips are opened suddenly the breath rushes out with a slight explosion or popping noise.
- c. Before the lips is opened, the rest of the mouth takes up the position for the following sound, a vowel position if a vowel follows, as in pool, or a consonant position if a consonant follows as in play. /p/ is a strong sound, like /f/ and /θ/ and /s/ and /ʃ/, but it has a special feature which this do not have: it causes the following sound to lose some of the voicing which it would otherwise have. For example in pu:l pool the first part of the vowel /u:/ has no voice, it consist of breath following through the mouth which is in position for /u:/. So that we may write this voiceless period like this: p^hu:l, where the represents a voiceless kind of /u:/. It is very important that the period of breath (which is called aspiration) should be there each time. It is this aspiration which mainly separates /p/ from /b/.

/b/ is a weak stop, and it never has aspiration. The vocal cords may or may not vibrate whilst the lips are still closed, but they must vibrate for the following sound, whether vowel or consonant. For example, as in *book* *book*, and make the /b/ very gentle and without aspiration. A following consonant is prepared for whilst the lips are closed and is voiced as soon as they open.

When /p/ occurs between vowels the aspiration may be less noticeable or even absent, but it will never do any harm to keep the aspiration in this position too. /b/ is of course never aspirated, but in this position it is usually voiced. The most important thing, as with the other weak consonants, is to make it very gentle and short. Some learners (e.g. Spaniards) have great difficulty in hearing and making a difference between /b/ and /v/ in this position, so that the words *marble* and *marvel* sound the same. They must take great care to close the lips very firmly for /b/, so that the sound makes an explosion and not a friction.

In final position (before a pause) /p/ is aspirated and shortens the vowel before it, whilst /b/ is particularly weak and makes only very little noise, but lengthens the vowel before it. For examples *rip* *rɪp*, *rib* *rɪb*, etc. When /p/ or /b/ are followed immediately by one of the other stop consonants /t, d, k, g/ or by /m/ or /n/ the sound is made a little differently. For example, as in *kept* and *act* *ækt*, the closure of the speech organs for the second consonant is made whilst the closure for the first consonants is still in position. In the sequence.

/pt/ this is what happens: the lips are closed for /p/ and air is compressed as usual by pressure from the lungs; then, with the lips still closed, the tongue-tip is

placed on the alveolar ridge ready for /t/, so that there are two closures. Then, the lips are opened, but there is no explosion of air because the tongue closure prevents the compressed air from bursting out of the mouth; finally, the tongue tip leaves the alveolar ridge and air explodes out of the mouth. So, there is only one explosion for the two stops; the first stop is incomplete.

The words follow are the example which containing /p/: page, paper, put, April, appear, open, sleep, cup, drop, hope, keep, rope, up, stop, etc. The words follow are the example which containing /b/: back, bad, bag, bath, February, habit, harbour, remember, table, job, rub, club, slab, grab, etc.

Figure 2. Alveolar /t/ and /d/



/t/ is a strong stop consonant and /d/ is a weak one. Below are the manner of articulation of these sounds of stops:

- a) The lips are closed firmly and the soft of palate is raised so that the breath cannot get out of either the nose or the mouth but is trapped for a short time.
- b) The soft palate is raised, so the breath cannot escape through either the nose or the mouth, but is trapped for a short time.

c) The sides of the tongue are firmly against the sides of the palate, so that the breath cannot pass over the sides of the tongue.

d) When the tongue-tip is lowered suddenly from the teeth ridge the breath rushes out with a slight explosion or popping noise.

The strong stop /t/ is aspirated in the same way as /p/ and this may be written in similar way, e.g. t^hu: too. Put the tongue tip on the very center of the alveolar ridge; be sure that only the very point of the tongue is in contact, not the blade; then allow the air to burst out with a voiceless vowel /u:/; do this several times before adding the normal.

Voiced vowel and be sure that when you do add the /u:/ the voiceless period is still there. Do this several times and each time check the exact position of the tongue-tip and the aspiration.

/d/ is short and weak and never aspirated. as with /p/, when /t/ occurs between vowels, the aspiration may be weaker or even absent, but it will never do any harm to keep the aspiration in this position too. /d/ in this position is usually voiced, but concentrate mainly on making it very gentle and short, and if it is voiced as well so much the better.

Figure 3. Velar /k/ and /g/



/k/ is a strong stop consonant and /g/ is a weak one. The position of the organ speech for these sounds. Below is the manner of articulation of these sounds:

- a. The back of the tongue is in firm contact with the soft palate, and the soft palate is raised, so that the breath is trapped for a short time.
- b. When the tongue is lowered suddenly from the soft palate, the breath rushes out of the mouth with a slight explosion or popping noise.

The strong stop /k/ is aspirated in the same way as /p/ and /t/, and this may be shown in a similar way, e.g. k^hu:l cool. /g/ is short and never aspirated. As with /p/ and /t/, when /k/ occurs between vowels the aspiration may be weaker or even absent, but it may be kept in this position too. On the other hand, /g/ is normally voiced in this position (and of course never aspirated), but concentrate mainly on making it gentle and short. Speakers who confuse /b/ and /d/ with v/ and /ð / in this position will also tend to make /g/ a friction sound instead of the correct stop sound. They must be sure to put the tongue into firm contact with the palate and let the breath out with a definite, though slight, explosion. In final position /k/ is aspirated and shortens the vowel before it, but /g/ is very gentle and lengthens the vowel

before it. For both consonants there must be a definite explosion, a strong one for /k/ and a weak one for /g/; a closure without explosion or a simple friction is not correct.

Some of the commonest words containing /k/ are: call, can, carry, because, become, cut, cup, ask, black, book, like, make, music, mistake, quick, etc. Some of the commonest words containing /g/ are: go, good, girl, green, again, ago, agree, angry, longer, language, big, dog, drug, etc.

In learning consonant sounds, language users also recognize the term “consonant cluster”. Consonant clusters are groups of two or more consonant that belong to one syllable. Kelly (2000) describes that consonant cluster is consonants sound which occur together. Consonant cluster can appear at the beginning, in the middle, or at the end of a word, for example in beginning scratch /skrætʃ/, in the middle matchbox /mætʃbɒks/, and in the end glimpsed /glimpst/.

According to the explanation above, consonant sounds can be voiced or voiceless. It became important to differentiate between voiced and voiceless consonant in English pronunciation, such as identifying many pairs of consonants which are essentially the same except for this element of voicing. The articulatory definition of plosive voiceless consonant /p/, /t/ and /k/ as follows;

1. /p/

/p/ is a voiceless bilabial stop. The articulatory descriptions are; the outgoing air is completely blocked up in the mouth by putting the two lips into tight contact, the soft palate is raised to close off the nasal passage so that no air passes out

through the nose, the vocal cords are not vibrating during the stoppage, when the two lips are suddenly opened (sudden release of the stoppage) the air escapes with a plosives sound, this voiceless stop is aspirated strongly stressed syllables and unaspirated in unstressed syllables.

2. /t/

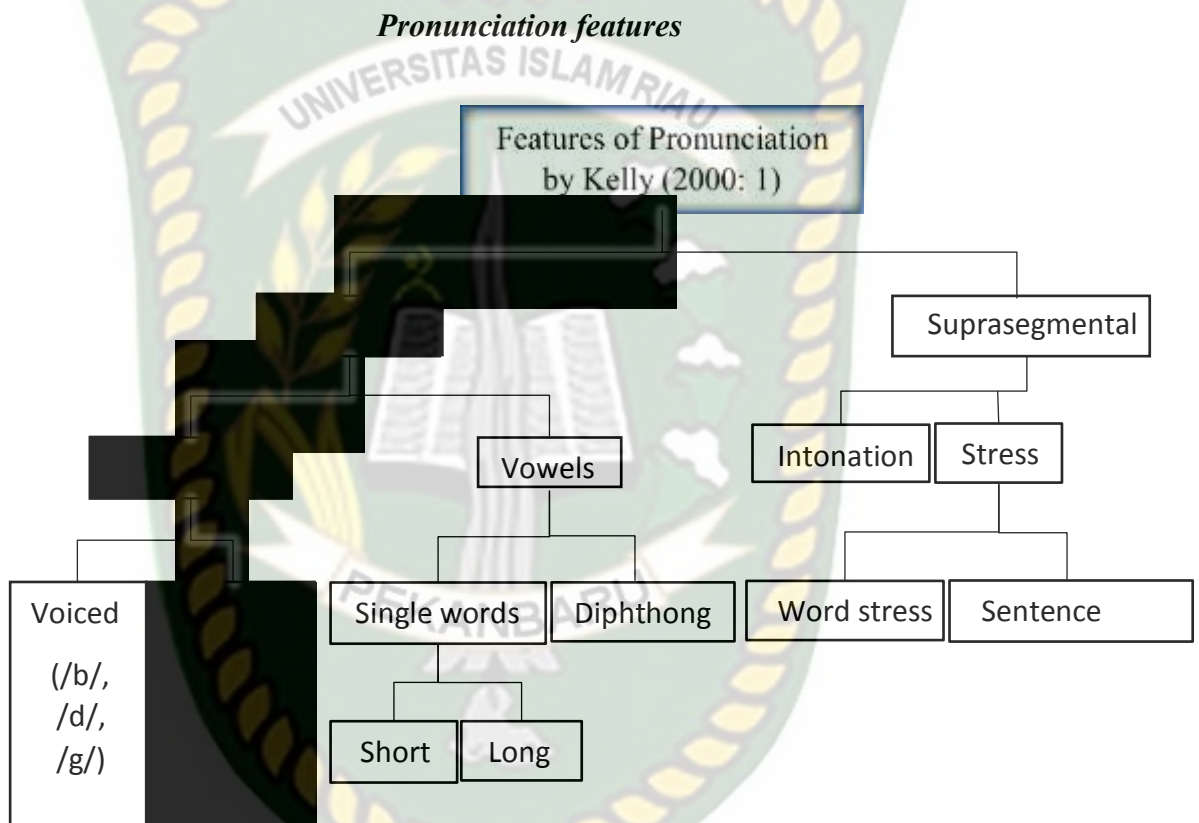
/t/ is a voiceless alveolar stop. The articulatory descriptions are; the outgoing air is completely blocked by putting the tip of the tongue into close contact with the teeth-ridge (alveolum), the soft palate is raised to close off the nasal cavity, so that no air passes out through the nose, the focal cords do not vibrate during the stoppage, when the tip of the tongue is suddenly is drawn away from the teeth-ridge (sudden release) the air escapes with a plosive sound, this voiceless stop is aspirated in strongly stressed syllables and unaspirated in weakly stressed syllables.

3. /k/

/k/ is a voiceless velar stop. The articulatory descriptions are; the outgoing air is completely blocked up by putting the back of the tongue into close contact against the soft palate (velum), at the same time the soft palate is also raised to close off nasal cavity so as to prevent the air from going out through the nose, the vocal cords are not in vibration during the stoppage, when the back of the tongue and the soft palate are suddenly separated from each other (suddenly release of the stoppage) the air escapes with a plosion, and this voiceless stop is aspirated in strongly stressed syllable and unaspirated in weakly stressed syllables.

2.2 Conceptual Framework

The framework is about plosive voiceless consonant. It needs to perceive how good was students' ability in pronouncing plosive voiceless consonant in sixth semester students at English language education study program of FKIP UIR.



As known as diagram above, there are main features of pronunciation that has been divided into two categories by (Kelly, 2000: 1). The first one is Phonemes, there are two branches of phonemes, they are consonants and vowels. The consonants consist of voiced and unvoiced, while the vowels consist of single vowels and diphthong, single vowels consist of short and long. Then the second is Suprasegmental features, there are two kinds of suprasegmental features, and they are Intonation and stress. Stress consists of word stress and sentence stress.

In this research, the researcher focuses on Pronunciation. According to Hornby (2015: 1217) stated that pronunciation is the way in which a language or a particular word or sounds is pronounced: the way in which a particular person pronounces the words of a language. In pronunciation, students learn about the way of speaking a word and the meaning of pronouncing word. There are two features in pronunciation, and those are Phonemes and Suprasegmental. In phonemes there are two branches, consonant and vowel. Consonant can be voiced or unvoiced (voiceless). English phoneme has the manner of articulation and those are plosive, affricate, fricative, nasal, lateral, and approximant. There are six consonantal sounds in English /p/, /t/, /k/, /b/, /d/, /g/. The sounds /b/, /d/, /g/ are voiced and /p/, /t/, /k/ are voiceless stops (also called plosives). The researcher focuses on plosive voiceless consonant /p/, /t/, /k/.

2.3 Relevant studies

The first previous research that related to the researcher's research was done by Agustina Mulia Sari (2016), entitled "An Analysis of Second Grade Students' Pronunciation at Islamic Senior High School (MAN) 1 Pekanbaru". This research was conducted by applying descriptive research, the objective of this research was describing the second grades students' pronunciation in pronouncing voiceless consonants. This research consists of one variable; it is students' voiceless consonant in English sounds through pronunciation, with 24 participants. And the results from 24 students there are 10 students in the entrance level good ability, 10 students in the entrance fair ability, and then 4 students in the entrance level bad ability.

The second, on the other research is conducted by Sri Wahyuni Azizah (2019), with the title is “An Analysis of Students’ Error in Pronouncing Plosive Voiceless Consonants At the Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019”. This research used a qualitative method. The focus of the research were types of error based on surface strategy taxonomy (omision, addition, misformation, misordering). In collecting the data, researcher used documentation as a technique. This kind of documentation was pronunciation task by giving 9 list of words, including plosive voiceless consonants /p/, /t/, /k/ with aspirated and unaspirated to read by the students at sixth semester on H class. And the results, in omission there are 110 items or 78,01%, in misordering there are 14 items or 9,93%, in misformation there are 11 items or 7,8%, and in addition there are 6 items or 4,26 %.

The third, other research is conducted by Andi Retna Jaya (2009), entitled “The Students’ Mastery in Pronouncing English Plosive Consonant [p, t, k, b, d, g] (An Error Analysis of the Fifth Semester Students of English Department of UNNES in the Academic Year 2008/2009)”. This research is kind of qualitative research and was focused on students’ pronunciation of English plosive sounds consonant (p, t, k, b, d, and g). In collecting the data the researcher used an achievement test, where the sample was given the test consisting of 30 sentences containing the words with English plosive sounds consonants (p, t, k, b,d, and g). The students pronounced the sentences while their pronunciations were recorded. The results is the fifth semester students of english department in UNNES are good

in pronouncing plosive consonant (p, t, b, g) but they are fair in pronouncing plosive consonant (k, g).

Based on the studies above, the researcher will focus on students' pronunciation in plosive voiceless consonant /p/, /t/, /k/ with aspirated in initial, medial and final positions. This research is kind of descriptive qualitative method. Which will be conducted at English language study program of FKIP UIR Pekanbaru. The researcher wants to analyze students' ability in pronouncing English words including plosive voiceless consonant /p/, /t/, /k/ with aspirated in initial, medial and final positions at English Language Education of FKIP UIR.

2.4 Assumptions

This study is aimed to determine the pronunciation of English for students. Which to find out the students' ability in pronouncing words including plosive voiceless consonants /p/, /t/, /k/ with aspiration in initial, medial and final positions. The researcher used test in form list of word and record as the technique and instrument. The use of this technique is intended, so that researcher can find out the students' errors and motivate them in learning process.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research design

Creswell (2012) stated that, research designs are the specific procedures involved in the research process: data collection, data analysis and report writing. The research design used in this research is qualitative research. Furthermore, Sugiyono (2010) stated that qualitative research is descriptive, in a natural setting, and concern in the process.

This research will be conducted by using qualitative descriptive research, describing students' ability in pronouncing plosive voiceless consonant /p/, /t/, /k/ in initial, medial and final positions in form list of word.

3.2 Source of Data

3.2.1 Location and Time of Research

The research will carry out at the faculty of teacher's training and education third semester of English language education of Universitas Islam Riau (UIR) which located on Jl. Kaharudin Nasution No. 113, Marpoyan Damai, Pekanbaru, Riau.

3.2.2 Population of the Research

According to Sugiyono (2006) cited in Putra (2016) population is a generalization region consisting of the object or subject of the research that has certain qualities and characteristics by researcher to learn and then drawn the

conclusion. Populations in this research were students of English Language Education at Islamic University of Riau. The third semester in English language education consist of 2 classes.

Researcher take students as populations or respondents because students are subject of pronunciation practice. In this research take 65 students from third semester of English Education to be populations. The detail information about the populations can be seen in the following table:

Table 3.1 The Population of the Research

Class	Students
3A	35
3B	30
Total	65

3.2.3 Sample of the Research

According to Iskandar (2009) in Khairunnisa (2012), the sample is a portion of the population concerned or as small part observed. Meanwhile, Sugiono in Khairunnisa (2012) argues that the sample is part of the number and characteristics possessed by the population. Besides, Slamet in Khairunnisa (2012) noted that the benefit of taking samples for population is to save time, energy and costs.

Based on those arguments above, it can be concluded that the sample is part of a subset or a huge or small populations. Therefore, it is possible to use a purposive sampling. Purposive sampling is a sampling technique that integrates in

consideration factors. This sample is more suitable for qualitative research or research that does not generalize, Sugiono (2006: 124). So, the sample on this research is 15 college students of third semester at English language study program of FKIP UIR.

3.2.4 Research instrument

According to Creswell (2012) documents consist of public and private record that qualitative research obtains about a site or participants in a study and they can include newspapers, minute of meetings, personal journals, and letters. This provides valuable information that easy for research to understand about central phenomena.

Arikunto (2008) stated that, test it means of collecting information, but when compared to other tool this test is more formally because it is full restrictions. The research instrument used in this research is test, and documentation (record). The researcher will give test in form list of words, there are 25 words that taken from Oxford Advanced Learner's Dictionary, those words should be pronounce by students and record the voice.

3.2.5 Data Collection Technique

Data collection technique is the first main step in this research because the main purpose of the research is to get data. Documentation is the technique used by the researcher in collecting data. In this research the researcher use recording as the way to collect the data. The data collected by using smartphone to record students' pronunciation. There are some steps in collecting the data, as follow:

1. The researcher contact the chairman of third semester at English study program of FKIP UIR by using WhatsApp.
2. The researcher introduce herself and give instructions to the chairman to inform his classmates to do test in form list of word, there are 25 words.
3. The researcher ask them in the test to pronounce those words and record their voice then please send to me as the researcher.

3.3 Data Analysis Technique

This research will be conducted in a descriptive qualitative manner, because it is an effort to find out the words spoken by students in English education.

Data analysis technique steps:

1. Gathering all the data about this research.
2. After gathering all the data, the researcher listens to the voice record.
3. The researcher analyzing the data by check each word in Cambridge online dictionary and write the phonetics transcription include its description.
4. In asses students' pronunciation, the researcher used scoring rubric which adapted from Djiwandono (2008: p.83 & 123). The explanation of pronunciation rubric as follows;

Table 3.2 Scoring rubric of pronunciation test

INTELLIGIBILITY	4	Produces clear sound in every word.
	3	Produces a very few unclear sounds in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
FLUENCY	4	The whole text is pronounced fluently without any hesitation.

	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
ACCURACY	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few words pronounced in accurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that is causes misunderstanding.
	1	Most of the words are pronounced inaccurately so it causes
INTONATION	4	Produces correct intonations tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.
STRESS	4	Uses good stress in each word and no error.
	3	Uses good stress but misuses in a few word that causes few errors.
	2	Uses much incorrect stress that causes some errors.
	1	Uses stress incorrectly in most of the words that causes definitely much error.

For the level of score, the researcher adapted from Arikunto (2000: 352), it can be seen on table 3.3.

Table 3.3 Level of score

Range of the score	Description
80- 100	Very good
65-79	Good
50-64	Fair
1-49	Bad

The researcher calculates the students' pronunciation by using scoring rubric, then analyzed the students' percentage who could past the test by calculating with the formula as follows;

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

Notes:

P= Percentage of success

F= The number of students who passed the test

N= The total of students who followed the test (35)

5. Giving the conclusion

Through all the data, researcher makes the conclusion of the research and and then states the answer of the question which finds before the research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter presents the research findings with the data analysis and interpretation, which has been taken from the participants. The data of this research is students' pronunciation in pronouncing list of words of English plosive voiceless consonant /p/, /t/, /k/ in initial, medial and final positions.

There are some steps that researcher did to get the data, as follows;

1. Giving list of word to the students, the students recorded their voice in pronunciation.
2. Then the researcher checked their pronunciation by using Cambridge online dictionary, to know whether they were correct or incorrect in pronouncing each word.
3. Analyzing students' pronunciation.

4.1 Data Descriptions

Here are the data description of students' pronunciation in pronouncing plosive voiceless consonants /p/, /t/, /k/ with aspiration in initial, medial and final position, can be seen in the table 4.1.

Table 4.1 Pronunciation test

No	Words	Phonetic symbols	Correct	Incorrect
1	Perfect	/pɜ:fɪkt/	0	15
2	Pray	/preɪ/	8	7
3	Peaceful	/pi:sfl/	5	10
4	Person	/pɜ:sn/	1	14
5	Helper	/helpə(r)/	0	15
6	Happy	/hæpi/	2	13
7	Map	/mæp/	3	12
8	Cup	/kʌp/	4	11
9	Tour	/tuə(r)/	9	6
10	Tea	/ti:/	11	4
11	Sent	/sent/	6	9
12	Bit	/bɪt/	5	10
13	Centre	/sentə(r)/	15	0
14	Rooftop	/ru:ftɒp/	6	9
15	Part	/pɑ:t/	3	2
16	Sit	/sɪt/	5	10
17	Key	/ki:/	6	9
18	Kind	/kamd/	13	2
19	Speak	/spi:k/	6	9
20	Luck	/lʌk/	10	5

21	Tent	/tent/	15	0
22	Snicker	/snɪkə(r)/	5	10
23	Taken	/teɪkən/	7	8
24	Cool	/ku:l/	7	8
25	Pocket	/pɒkɪt/	3	12

Here the blue print of test which categorized plosive voiceless consonants in initial, medial, and final position. It can be seen in the following table:

Table 4.2 Blue Print of Test

Plosive voiceless Consonants	Initial Position	Medial position	Final Position
/p/	Perfect, pray, peaceful, person	Helper, happy	Map, cup
/t/	Tour, tea	Centre, rooftop	Sent, bit, part, sit, tent
/k/	Key, kind, cool	Snicker, taken, pocket	Speak, luck

The analysis of the phonetic features of each plosive consonant produced by the students were all analyzed based on the researcher's intuitive perception but for the speech sounds produced by the subjects in pronouncing each word of English plosive voiceless consonants was merely determined and judged by using

Cambridge online dictionary. Correct pronunciation is annotated by using symbol (√), and incorrect pronunciation is annotated by using symbol (x). The students' pronunciations were then identified and analyzed so as to answer the research problem above. The data analysis was finished in accordance with the following procedures:

1. Identifying the features of voiceless consonants that occur in initial, medial and final position.
2. Find out the number of correct and incorrect pronunciation made by the students.
3. Draw the conclusion based on general patterns and number of correct and incorrect pronunciation produced by the students.

For more detailed, it can be seen in the following descriptions:

4.1.1 Pronunciation in plosive voiceless consonants /p/

Here are the table of percentage students' pronunciation in plosive voiceless consonants /p/, it can be seen in the following table:

Table 4.2 Plosive voiceless consonants /p/

Subject's pronunciation	Initial Position	Medial Position	Final position
Correct	Perfect 0%	Helper 0%	Map 3 (20%)
	Pray 8 (53,3%)	Happy 2 (13,3%)	Cup 4 (26,6%)
	Peaceful 5 (33,3%)		
	Person 1 (6,66 %)		

Incorrect	Perfect 15 (100%)	Helper 15 (100%)	Map 12 (80%)
	Pray 7 (46,6%)	Happy 13 (86,6%)	Cup 11 (73,3%)
	Peaceful 10 (66,6%)		
	Person 14 (93,3%)		

Based on the correct and incorrect pronunciation produced by the students, it was found that the students could not pronounce accurately, especially when they occurred in medial and final position. Referring to the pronunciation of the English plosive consonants /p/, it was found that the percentage of correct pronunciation was lower than the percentage of incorrectly.

4.1.2 Pronunciation in plosive voiceless consonants /t/

Here are the table of percentage students' pronunciation in plosive voiceless consonants /t/, it can be seen in the following table:

Table 4.3 Plosive voiceless consonants /t/

Subject's pronunciation	Initial Position	Medial Position	Final position
Correct	Tour 9 (60%)	Centre 15 (100%)	Sent 6 (40%)
	Tea 11 (73,3%)	Rooftop 6 (40%)	Bit 5 (33,3%)
			Part 3 (20%)
			Sit 5 (33,3%)
			Tent 15 (100%)
Incorrect	Tour 6 (40%)	Centre 0%	Sent 9 (60%)

	Tea 4 (26,6%)	Rooftop 9 (60%)	Bit 10 (66,6%)
			Part 12 (80%)
			Sit 10 (66,6%)
			Tent 0%

Based on the correct and incorrect pronunciation produced by the students, it was found that the students could not be pronounce accurately, especially when they occurred in initial position. Referring to the pronunciation of the English plosive consonants /t/, it was found that the percentage of correct pronunciation was lower than the percentage of incorrectly.

4.1.3 Pronunciation in plosive voiceless consonants /k/

Here are the table of percentage students' pronunciation in plosive voiceless consonants /k/, it can be seen in the following table:

Table 4.4 Plosive voiceless consonants /k/

Subject's pronunciation	Initial Position	Medial Position	Final position
Correct	Key 6 (40%)	Snicker 5 (33,3%)	Speak 6 (40%)
	Kind 13 (86,6%)	Taken 7 (46,6%)	Luck 10 (66,6%)
	Cool 7 (46,6%)	Pocket 3 (20%)	
Incorrect	Key 9 (60%)	Snicker 10 (66,6%)	Speak 9 (60%)
	Kind 2 (13,3%)	Taken 8 (53,3%)	Luck 5 (33,3%)
	Cool 8 (53,3%)	Pocket 12 (80%)	

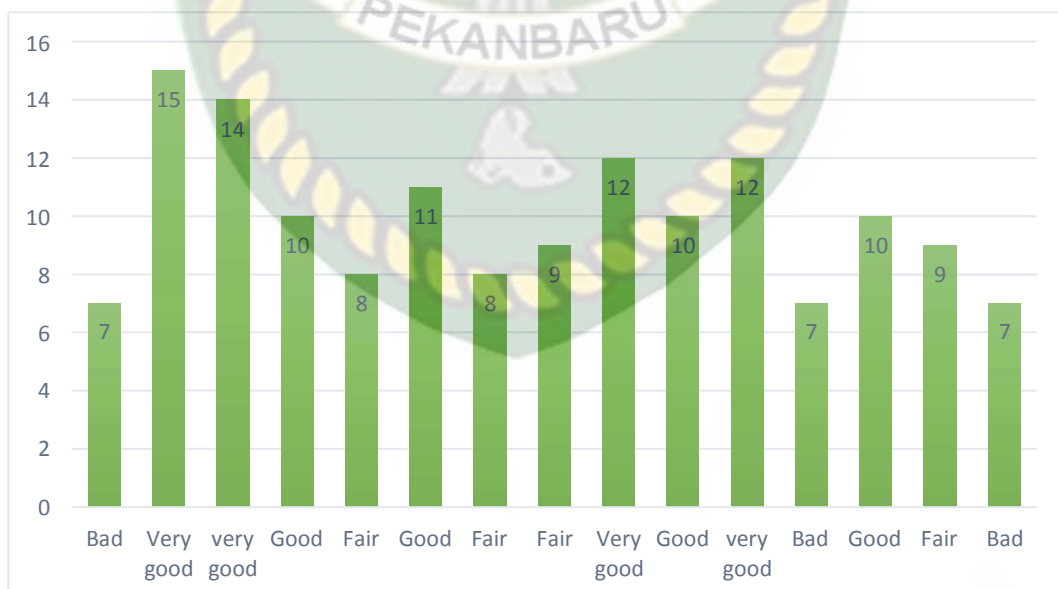
Based on the correct and incorrect pronunciation produced by the students, it was found that the students could not pronounce accurately, especially when they occurred in medial position. Referring to the pronunciation of the English plosive consonants /k/, it was found that the percentage of correct pronunciation was lower than the percentage of incorrectly. It seems that English plosive voiceless consonants /p/ with aspiration more difficult than English plosive voiceless consonants /t/ and /k/.

4.2 Data Analysis

Here the percentage of all the students' score, based on Graphic 4.1:

Graphic 4.1

Result of students' level



Based on graphic above, it showed the result of students' level, from 15 students there are 4 students are categorized "very good" ability, 4 students

categorized “good” ability, 4 students categorized “fair” ability and 3 students categorized “bad” ability.

As known as the graphic, the first student only could be pronounced seven words correct, the second students could be pronounced 15 words correct, the third student could be pronounced fourteen words correct, the fourth student could be pronounced ten words correct, the fifth student could be pronounced eight words correct, the sixth students could be pronounced eleven words correct, the seventh student could be pronounced eight words correct, the eighth student could be pronounced nine words correctly, the ninth student could be pronounced twelve words correctly, the tenth student could be pronounced ten words correctly, the eleventh student could be pronounced twelve words correct, the twelfth student could be pronounced seven words correctly, the thirteenth student could be pronounced ten words correct, the fourteenth student could be pronounced nine words correct, the fifteenth student could be pronounced seven words correctly.

There were twenty-five words that should be pronounce by the students correctly based on the phonetics symbol. Then, for more clearer about the analysis of student’s ability in pronouncing the words can be seen in the following description:

1. Perfect

In pronouncing this word, all of the students could pronounce correctly. none of them could not pronounced /p3:fikt/, but they

pronounced “/pəfik/. However, all of them incorrectly in pronouncing the word. The students got wrong in pronouncing the sounds of plosive voiceless consonants in initial position with aspiration.

2. Pray

Only eight students that could pronounce /prei/ correctly in pronouncing the sounds of plosive voiceless consonants in initial positions with aspiration. While seven students could not be pronounced correctly, they say /prei/. They got wrong because pronounced the word weakly with no aspiration.

3. Peaceful

In pronouncing this word, only five students who could pronounce /pi:sfl/ correctly. While the ten more could not pronounced the word correctly, they say /pɪsfl/ weakly also without aspiration in initial position.

4. Person

In pronouncing this word, only one student could pronounce correctly. Fourteen students got wrong because they say /pəsn/, while it should be pronounced /pɜ:sn/. They pronounced the plosive voiceless consonants in initial position weakly and no aspiration.

5. Helper

In this word, it should be pronounced /helpə(r)/. There is no one of student who could pronounce /helpə/ correctly. All of them pronounced this word with no aspiration in medial position. So, they got wrong.

6. Happy

This word should be pronounced /hæpi/. There are two students who could pronounce the word correctly, while twelve others could not. Twelve students pronounced incorrectly because they pronounced the word became /hepi/ without aspiration in pronouncing plosive voiceless /p/ in medial position.

7. Map

This word should be pronounced /mæp/. In pronouncing this word, only three students who could pronounce correctly. While twelve others, incorrectly in pronouncing the plosive voiceless consonants in final position. They pronounced /mʌp/ with no aspiration.

8. Cup

In pronouncing this word, there are four students who could pronounce /kʌp/ correctly with aspiration in final position. While the eleven others incorrectly. They pronounced /kap/ with no aspiration.

9. Tour

In this word, there are nine students could pronounce /tʊə(r)/ correctly. While six more could not pronounced correctly. They pronounce /tour/ with no aspiration in initial position.

10. Tea

In pronouncing this word, there are eleven students who could pronounce the word /ti:/ correctly, while four more could not. They pronounced /ti:/

weakly with no aspiration in initial position. As commonly known, the plosive voiceless consonant in initial position should be pronounced strongly.

11. Sent

In pronouncing this word, there are six students get correctly pronunciation, while the nine more get incorrectly. They get incorrectly because they pronounced /sent/ became /sen/ with no /t/ and without aspiration in final position.

12. Bit

In pronouncing this word, six of the students could pronounce /ti:/ correctly. Then nine students got incorrect because they pronounced /ti/ with no aspiration in final position, while this word is plosive voiceless consonant /t/ in final position.

13. Centre

In pronouncing this word, only five student who could pronounce /sentə(r)/ correctly. While ten students more incorrectly in pronouncing plosive voiceless consonants /t/ in medial position. They pronounced /sentr/ with no aspiration.

14. Rooftop

In pronouncing this word, six of the students could pronounce /ru:ftɒp/ correctly. While nine more got incorrectly, they say /ruftop/ with no aspiration in medial position.

15. Part

In pronouncing this word, there are three students who could pronounce /pa:t/ correctly. While twelve more got incorrectly, they pronounced /part/ with no aspiration in final position.

16. Sit

In pronouncing this word, five of the students could pronounce /sɪt/ correctly. And ten more pronounced incorrectly, they pronounced /sit/ with no aspiration in final position.

17. Key

This word should be pronounced /ki:/ with aspiration in initial position. There are six students could pronounce correctly while nine more could not. They pronounced /ki/ with no aspiration in initial position.

18. Kind

In pronouncing this word, there are thirteen students who could pronounce /kaɪnd/ correctly. While two others pronounce incorrectly. They pronounced /kain/ with no aspiration in initial position.

19. Speak

This word should be pronounced /spi:k/, six of the students could pronounce correctly. While nine students more could not, they pronounced /spik/ with no aspiration in final position.

20. Luck

There are ten students who pronounced /lʌk/ correctly and five students who pronounced incorrectly because they pronounced /lak/, with no aspiration in final position.

21. Tent

In pronouncing this word, all of the students could pronounce correctly /tent/ with aspiration in initial position. And there are no students who pronounced incorrectly.

22. Snicker

There are five students could pronounce /snɪkə(r)/ correctly. While ten more could not pronounced correctly. They pronounced /snikə/ with no aspiration in medial position.

23. Taken

In pronouncing this word, there are seven students who pronounced correctly. While eight more pronounced incorrectly, because they pronounced /teɪkən/ became /teɪkn/ with no aspiration in initial position.

24. Cool

In pronouncing this word, there are seven students could be pronounced /ku:l/ correctly. While eight more could not because they pronounced /kul/ with no aspiration in initial position.

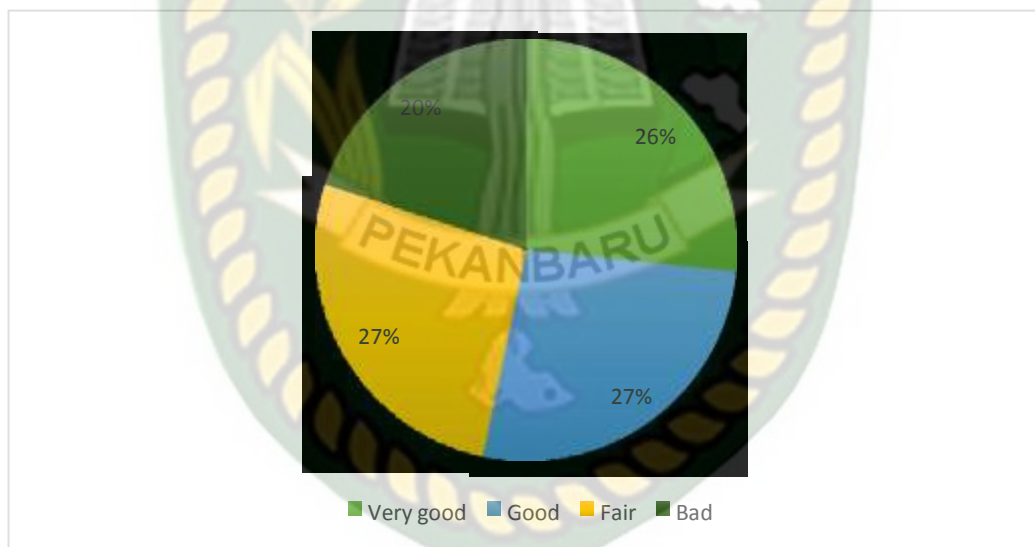
25. Pocket

This word should be pronounced /pɒkɪt/. There are three students who could pronounce the word correctly. While twelve students could not pronounce the word correctly, they pronounced /pɒkət/ with no aspiration in initial position.

4.3 Recapitulation

Here are the results of students' level, based on Figure 4:

Figure 4. Classification of students' level in pronouncing words



The result of students' level can be shows clearly by the picture above. From 15 students, there are 4 students are categorized very good ability, 4 students categorized good ability, 4 students categorized fair ability and 3 students categorized bad ability. The results were 15 (100%) students, which 4 (26%) students got very good category, 4 (27%) students got good category, 4 (27%) students got fair category, and 3 (20%) students got bad category.

CHAPTER V

CONCLUSSION AND SUGGESTION

Based on the discussion on the previous chapter, the researcher would like to presents the conclusion and suggestion as the results. The researcher will describe as follows:

5.1 Conclusion

After conducting the research on the analysis of students' pronunciations in pronouncing list of word at English study program of FKIP UIR, the researcher concluded that:

Pronunciation is the most supporting skills due to speaking, it is very important for learners, where the students should pay more attention in articulate the foreign words to communicate effectively. They have to understand that the key of successfully speaking is good pronunciation, good pronunciation makes the speaker also listener easier to understand the meaning of what they talked about.

Moreover, the students of English language education of FKIP UIR have learned pronunciation subject at the second semester in their college. Although they have learned about English, but they still get problems such as pronouncing English word in plosive voiceless consonants.

Additionally, the writer see that the most common errors made by the students' is pronouncing plosive voiceless consonants /p/, /t/, /k/ in initial positions. The students pronounced weakly with no aspiration. From the data

analysis, it can be seen that the results were 15 students, there are 4 students are categorized very good ability, 4 students categorized good ability, 4 students categorized fair ability and 3 students categorized bad ability.

5.2 Suggestions

Based on the result in this study, the researcher would like to present some suggestions, as follow:

1. For the lecturer

Pronunciation should be viewed as more than correct production of individual sounds or words. It should be viewed as an important part of communication that is incorporated into classroom activities. Pronunciation instruction is very important because it is the main source of understanding. If learners cannot utter the correct version of word, then they are not able to communicate correctly. Pronunciation instruction helps students to have a better understanding of native speakers and improves their ability to communicate easily and effectively.

Theory is important, but lecturers must realize that practice is important too. They have to apply every theory they teach to the students, automatically students really understand to pronounce English words especially in plosive voiceless /p/, /t/, /k/ in initial, medial and final positions.

This research is expected to be useful for English lecturers to improve and increase the quality of teaching and learning process in

pronunciation especially in practicing and pronouncing plosive voiceless consonants sound. The researcher hopes this result will help lecturer to know students' ability in pronouncing English words especially in plosive voiceless consonant /p/, /t/, /k/ with aspiration in initial, medial and final position. In addition, knowing the students' unnatural English sounds can help them to solve their problem and the lecturer can determine the appropriate strategies or techniques in teaching and learning particularly where the students do incorrect English sounds.

2. For the students

The students should be more aware about their pronunciation. They realize that pronunciation is important, but sometimes they ignore the error they made. Then the students should be more often to practice their pronunciation, check dictionary when they confused in pronouncing some words and the students should understand the theory of phonetics and phonology to make them easier in practicing the pronunciation effectively.

This research is expected to give the students in generally references of pronunciation in plosive voiceless consonant /p/, /t/, /k/ with aspiration in initial, medial and final position. In addition, students can get more knowledge about plosive voiceless consonant and it can give input to improve and increase also optimize their pronunciation mastery. So, they can minimize their errors in pronouncing plosive voiceless consonant

including aspiration and pronouncing English words correctly. Then, they will be able to speak English better.

3. For the next researcher

Researcher hopes this research can be on of references by the other researchers to conduct better research at the same topic. In other hand, to get more information about how good was the students' ability in pronouncing English words in plosive voiceless consonant /p/, /t/, /k/ with aspiration in initial word. The researcher hopes that the research finding would be of precious contribution to Islamic University of Riau in general and the students of English study program in specific.

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