

**A DESCRIPTIVE STUDY OF THE MADURESE SECOND YEAR
STUDENTS' ABILITY IN PRONOUNCING ENGLISH WORDS AT
SLTPN 2 LARANGAN, PAMEKASAN IN THE 2003-2004
ACADEMIC YEAR**

THESIS

Presented to Fulfill One of the Requirements to Obtain the S-1 Degree
at the English Education Program Language and Arts Education Department
The Faculty of Teacher Training and Education, Jember University

By :

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**ENGLISH EDUCATION PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
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2004**

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MOTTO

It is a common sense to take a method and try it. If it fails admit it frankly
and try another.

But above all, try something.

(Franklin Delano Roosevelt)



DEDICATION

First and foremost, I would like to give praise to God for always blessing me, Alhamdulillah. There are many people who supported and helped me in the making of this thesis. My deeply and eternally thank you is dedicated for these lovely people:

- *My beloved Dad and Mom; Djamaluddin and Sunarti*
I cannot find another reason so that I can finally finish this thesis. It's all just because both of you; because your prayer to God, your patience and love. None of this would be possible without you! I appreciate everything you've done for me in the past, present, and future.
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Love doesn't need to explain by words, but I know you love me! Thanks for your care so far.
- *My younger brother; Ahmad Wahyudi*
This world is always surprising! I never imagines that you now '*older*' than me. Congratulation for your marriage, I hope you are success in your future. You were just becoming a husband, be wise and stronger! Thanks for being my friend so far and I wish that we will be like that forever. I love you!
- *Rosy;*
I do hope that you'll be a '*real rose*' in our family. Having you, I think Yudi was a luckiest man in this world.
- *My youngest brother; Jhony Hidayat*
For me, you're so amazing! And for you, I'll do everything you want me to, I love you so much.
- *The one who lives in my heart;*
Thanks for everything and sorry for everything.

CONSULTANT APPROVAL

A DESCRIPTIVE STUDY OF THE MADURESE SECOND YEAR STUDENTS' ABILITY IN PRONOUNCING ENGLISH WORDS AT SLTPN 2 LARANGAN, PAMEKASAN IN THE 2003-2004 ACADEMIC YEAR

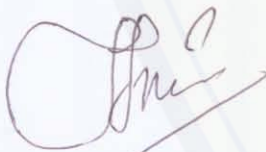
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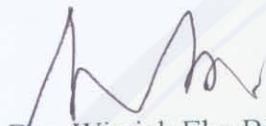
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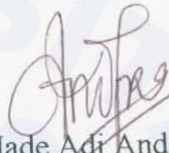
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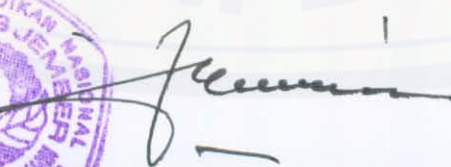
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October, 2004

The writer

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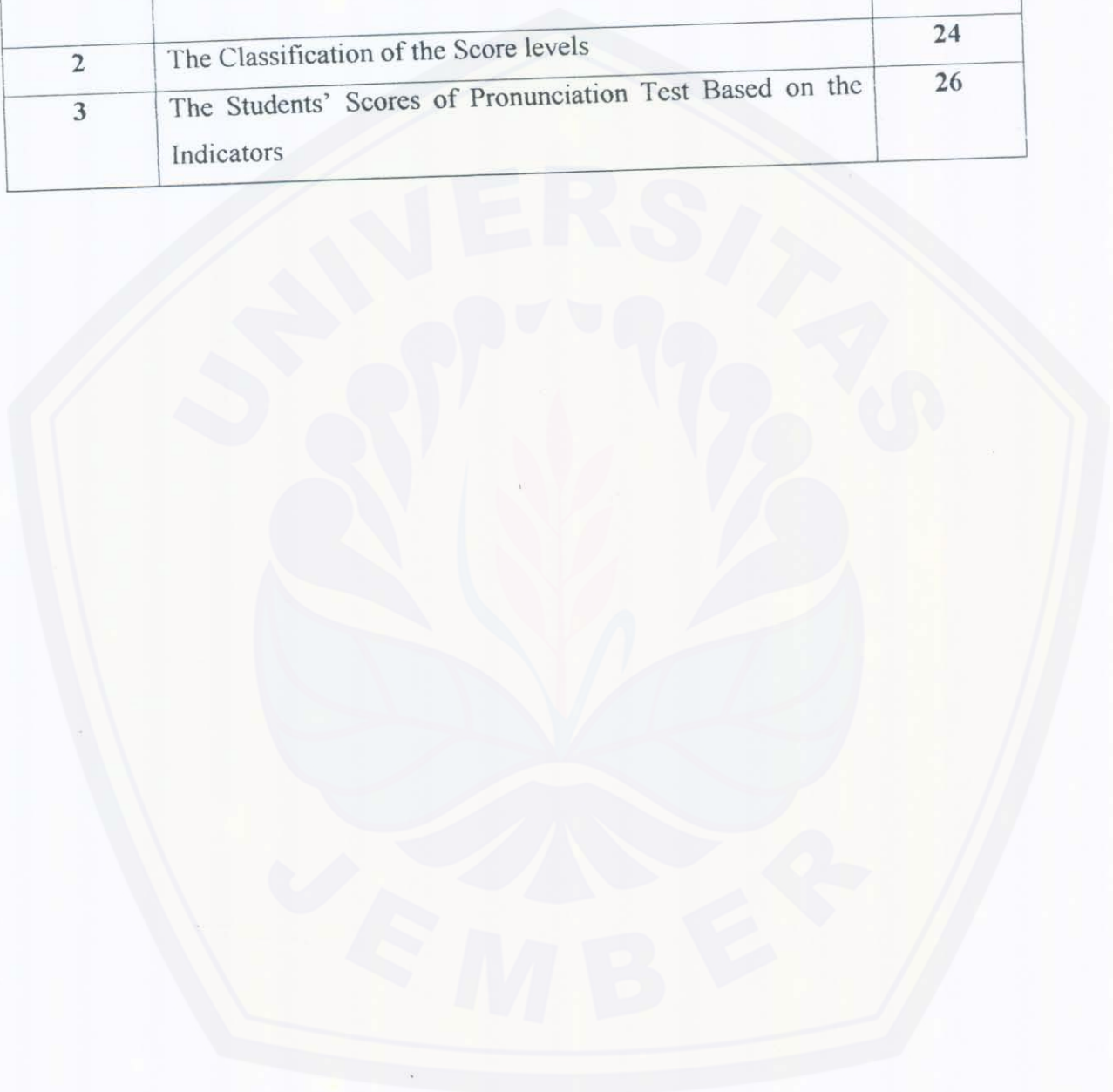
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ABSTRACT

Zaiful Imam, 1998, A Descriptive Study of the Madurese Second Year Students' Ability in Pronouncing English Words at SLTPN 2 Larangan, Pamekasan in the 2003-2004 Academic Year.

Thesis, English Program, Language and Art Department, Faculty of Teacher Training and Education, Jember University.

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(2) Dra. Made Adi Andayani T., M.Ed

Keywords: Pronunciation Ability, Pronouncing English Words, Bilabial Consonants

In general, this research was intended to describe the second year students' ability in pronouncing English words beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year. The specific objectives of the research were: (1) to describe the students' ability in pronouncing English verbs beginning with bilabial consonants, (2) to describe the students' ability in pronouncing English nouns beginning with bilabial consonants, and (3) to describe the students' ability in pronouncing English adjectives beginning with bilabial consonants. This research was conducted at SLTPN 2 Larangan, Pamekasan and the respondents were the second year students in the 2003-2004 academic year. The research design was descriptive quantitative. The respondent determination method was cluster random sampling by lottery. Pronunciation test was used to get the primary data while the supporting data were taken from the interview and documentation. The respondents were asked to pronounce the list of 60 English words consisting of 20 words of English verbs beginning with bilabial consonants, 20 words of English nouns beginning with bilabial consonants, and 20 words of English adjectives beginning with bilabial consonants. The main data were analyzed statistically by using the percentage formula. The results of the research showed that, on the average, the Madurese second year students' ability in pronouncing English words beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year was categorized as more than enough ($\Sigma=72\%$). In detail, the results showed that the most difficult words to pronounce were the adjective words. On the average, the students' ability in pronouncing English adjectives was categorized as enough ($\Sigma=64\%$). Pronouncing English verbs was the easiest words to pronounce for the students. On the average, the students' ability in pronouncing English verbs was categorized as good ($\Sigma=78.5\%$). On the average, the students' ability in pronouncing English nouns was categorized as more than enough ($\Sigma=74\%$). The results suggest that the students' ability in pronouncing English words should be improved since it is essential to be used as a means of developing speaking and reading skills.

I. INTRODUCTION

1.1 The Background of the Study

In Indonesia, English is considered as a foreign language learned by the students at schools. The government has put English as one of the compulsory subjects in Junior High School and Senior High School. Even since the 1994 Basic Education Curriculum, English has been taught at Elementary School as a local content subject. The teaching of English covers four skills, namely listening, speaking, reading, and writing.

In fact, many students still have problems in learning English because the difference in the system of the native language and English as a target language, especially the system of the spelling the letters, the speech sounds and the way of pronouncing the words. It is supported by Lado (1991:53) who says that foreign language learners are all familiar with interfering effects of their native language causing everything from accented speech to inappropriate non-verbal behavior.

Sometimes, when the students are involved in the real conversation with the native speaker, they are confused to each other. Perhaps the native speaker does not understand what the students say because of their bad pronunciation and the students may fail to get the meanings of the foreign speaker's words because the students are not used to listening to the foreigner's pronunciation. In line with this statement, Kenneth (1980:57) says that pronunciation is the production of speech sounds for communication, but to make the communication run well, those sounds must be comprehended by another person.

Many Indonesian students, especially beginner English learners, have difficulties in pronouncing English words. It is due to the differences of the sound systems between the sound of Indonesian as the native language and English as the target language. In English, there is a difference between the spelling of the words and their pronunciations. However, in Indonesian, there is no difference between the spellings of the words and their pronunciations. It means the word pronunciation of Indonesian is easier than English. For that reason, Indonesian

people will pronounce Indonesian words more easily rather than pronouncing English words.

The pronunciation of Madurese students is still interfered by their mother tongue. Madurese people usually give 'stress' on the consonant sounds, especially bilabial consonants (p,b,m). For example: when Madurese people pronouncing /b/ they will say /əbbe/ not /be/. When they pronounce the word 'bis' they will pronounce it as /əbbis/ instead of /bis/. Other examples are the pronunciation of the words 'pos' and 'map', Madurese people will pronounce it as /əppos/ not /pos/ and /əmmap/ not /map/. These conditions happen either in the pronunciation of individual word and the pronunciation of the word in the form of sentence. For example: Madurese people pronounce the word 'bis' as 'əbbis' and when they pronounce the sentence "Saya naik bis ke Situbondo", they will say "Saya naik əbbis (not bis) ke Situbondo". But in another case, especially the words which consist of more than one *syllables*, that phenomena doesn't happen. For example: Madurese people pronounce the word 'pasar' as 'əppasar' but they will pronounce it as 'pasar' (not əppasar anymore) when it stated in the form of sentence, 'Nani pergi ke 'pasar' (not əppasar) bersama ibunya.

It also important to note that the phenomena mostly happened only to Madurese people who live in a small village (rural district), not to Madurese people who live in a city (Madurese middle up class). Since these problems occur in pronouncing Indonesian words, the researcher wants to know whether it also happens in the pronunciation of English or not.

In this study, the writer wants to describe the Madurese second year students' ability in pronouncing English words beginning with bilabial consonants (p,b,m). The reason of choosing English beginning with bilabial consonants is the writer is a Madurese and find the fact that in their speaking habits, Madurese people are still interfered by their mother tongue, especially in pronouncing bilabial consonants.

By considering the descriptions above, it is necessary to conduct a research entitled: *A Descriptive Study of the Madurese Second Year Students'*

Ability in Pronouncing English Words at SLTPN 2 Larangan, Pamekasan in the 2003-2004 Academic Year.

1.2 Formulation of the Research Problem

Based on the background, the problems of the research were formulated in the form of general and specific problems.

1.2.1 General Problem

The general problem of this research was formulated as follow: How far the Madurese second year students' ability in pronouncing English words beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year was.

1.2.2 Specific Problems

Based on the general problem, the specific problems were formulated as follows:

1. How far the Madurese second year students' ability in pronouncing English verbs beginning with bilabial consonants was.
2. How far the Madurese second year students' ability in pronouncing English nouns beginning with bilabial consonants was.
3. How far the Madurese second year students' ability in pronouncing English adjectives beginning with bilabial consonants was.

1.3 The Limitation of the Problems

The limitation of the problems is necessary to avoid the broad problems. The problems investigated in this research were limited to pronouncing English words that cover verbs, nouns, and adjectives beginning with bilabial consonants (p,b,m). These problems were chosen because Madurese people are still interfered by their mother tongue when they pronounce the consonant sounds, especially bilabial consonants (p,b,m). Then, the respondents were limited to Madurese

people because the phenomena only happen to Madurese people, not to other people.

1.4 The Operational Definition of the Terms

Explaining operational definitions is necessary to give the readers a hint or guidance to grasp the meaning of the concepts used in this research and to make both the writer and the readers obtain mutual understanding of the meaning of the concepts used in this research.

The terms that need to be defined operationally is pronouncing English words, bilabial consonants, the English verbs beginning with bilabial consonants, the English nouns beginning with bilabial consonants, and the English adjectives beginning with bilabial consonants.

1.4.1 Pronouncing English Words

Pronouncing means to pronounce phonologically or to produce the sounds based on the correct place of articulation using the organ of speech. In other words, pronouncing English words is producing the sounds of English words with the correct place of articulation. In this research, pronouncing English words covers pronouncing English verbs, nouns, and adjectives beginning with bilabial consonants.

For examples:

Verbs: pay, play, produce, park, pick, put, push, back, bake, battle, beat, beg, begin, believe, borrow, break, breathe, bring, built, burn, buy, mail, made, mark, marry, match, measure, mention, modify, etc.

Nouns: page, paper, parent, part, peace, person, police, pupil, boy, bag, baby, bank, banana, bicycle, bird, boat, body, book, box, brain, magazine, market, member, milk, mouth, mother, morning, etc.

Adjectives: passive, painful, perfect, personal, polite, possible, pretty, productive, bad, beautiful, behavioral, big, black, brown, bloody, breathless, mature, maximum, meaningful, mental, manageable, marvelous, maritime, etc.

1.4.2 Bilabial Consonants

Consonants which are produced with vibration of the vocal cords are called voiced (weak) consonants. Consonants which are produced without vibration of the vocal cords are called voiceless (strong) consonants (Kusuma,1990:21).

Bilabial consonants are consonants based on the place of articulation. They are articulated by the two lips. [p], [b], [m] are the examples of bilabial consonants. [p] can be described as voiceless bilabial plosive consonant, [b] can be described as voice bilabial consonant, and [m] as voice bilabial nasal consonant. In this research, a list of English words, mainly verbs, nouns, and adjectives beginning with bilabial consonants are prepared by the researcher and the students are asked to pronounce them individually. Then, the students' pronunciations are tape recorded to make easier for the researcher to check.

1.4.3 The English Verbs Beginning with Bilabial Consonants

Verbs are words which indicate what somebody or something does, what state somebody or something in, or what is becoming of something or somebody (Hornby, 1987:53). In this research, pronouncing English verbs beginning with bilabial consonants (p,b,m) is investigated. Some examples of the verbs beginning with bilabial consonants are pay, play, produce, park, pick, put, push, back, bake, battle, beat, beg, begin, believe, borrow, break, breathe, bring, built, burn, buy, mail, made, mark, marry, match, measure, mention, modify, etc.

1.4.4 The English Nouns Beginning with Bilabial Consonants

Nouns are words which can function as the subjects or objects of preposition (Hornby, 1987:574). In this research, pronouncing English nouns beginning with bilabial consonants (p,b,m) is investigated. Some examples of nouns beginning with bilabial consonants are page, paper, parent, part, peace, person, police, pupil, boy, bag, baby, bank, banana, bicycle, bird, boat, body, book, box, brain, magazine, market, member, milk, mouth, mother, morning, etc.

1.4.5 The English Adjectives Beginning with Bilabial Consonants

Adjectives are words that name qualities, or define or limit nouns (Hornby, 1987:11). In this research, pronouncing English adjectives beginning with bilabial consonants (p,b,m) is investigated. Some examples of adjectives beginning with bilabial consonants are passive, painful, perfect, personal, polite, possible, pretty, productive, bad, beautiful, behavioral, big, black, brown, bloody, breathless, mature, maximum, meaningful, mental, manageable, marvelous, maritime, etc.

1.5 The Objectives of the Study

The objectives of the study cover the general objective and the specific objectives. Each of them was explained below.

1.5.1 The General Objective

The general objective of this research was to describe the Madurese second year students' ability in pronouncing English words beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year.

1.5.2 The Specific Objectives

Based on the general objective, the specific objectives of this research were as follows:

1. To describe the Madurese second year students' ability in pronouncing English verbs beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year.
2. To describe the Madurese second year students' ability in pronouncing English nouns beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year.
3. To describe the Madurese second year students' ability in pronouncing English adjectives beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year.

1.6 The Significances of the Study

The research results are expected to give contribution to the writer, the English teacher, the students and other researchers.

a. The Writer

As an English teacher to be, the results of this research will be useful as a guideline in teaching English, mainly in teaching speaking (pronunciations).

b. The English Teacher

The results of this study are useful as information or an input for the English teacher to know the students' ability in pronouncing English words, so the teacher can improve their students' pronunciation ability by giving more exercises of pronouncing English words through reading texts aloud.

c. The Students

The information of the research results are useful for the students to know their ability in pronouncing English words. It can be used as motivation to improve their pronunciation ability by doing a lot of exercises of pronouncing English words through English texts.

d. The Other Researchers

The results of this research can be used as information or a reference for the other researchers who want to conduct a further research with the problem of pronunciation by focusing on other sounds. They can also do a further research in pronunciation. For example, the interference of mother tongue (Madurese) into the pronunciation of English sentences or the interference of Madurese dialect into English.

II. REVIEW OF RELATED LITERATURE

The theory is very important in conducting the research, since the theory gives the information about the problem as well as the solution. So, the purpose of this chapter is to review the literature related to the research problems. The theories reviewed cover : (1) types of pronunciation, (2) the classification of sounds, (3) the definition of consonants (4) the classification of consonants and (5) bilabial consonants.

2.1 Types of Pronunciation

It is important to remember that the way a person speaks is a sign of their origin (Jones, 1995:3). Every languages in the world has different varieties and different accent. The way we speak is really a part of our identity (Kenworthy, 1987:11). For example; many German speakers of English substitute /v/ as in 'van' for /w/ as in 'will'. Listeners who are well-used to this will have few problems understanding utterances such as ' I *vant* to ask you' or ' I *vill* tell you tomorrow'. They 'know' the speaker's /v/ is counts as /w/ (Kenworthy, 1987:11). Another example is some Chinese speaker of English may use a kind of 'tag word' at the end of each phrase, a carry over from conversational Chinese. It sounds like 'la' and is roughly equivalent to the way English speakers interpolate 'OK?' into their speech. This unusual sound can confuse a native listener who may think it is an English word.

Every person has his/her own types of pronunciation. Chinese people have different pronunciations of English from Indonesian people. American people also have different pronunciation from Australian people. There are no people pronouncing exactly alike. There are some reasons why people have different pronunciations. Jones (1995 : 3) says that the differences arise from a variety of causes, such as, locality, early influences and social surroundings.

Because of those conditions people think that there should be a standard of English pronunciation. They think that standard pronunciations of English will be useful and give advantages to them. Jones (1995:4) says that the abilities to speak

in standard ways are considered to be advantageous by some of those whose home language is a distinctly local form of speech, for example, when their vocations require them to work on districts remote from their home locality, they would not be hampered by speaking in a manner differing considerably from the speech of those around them. Standard pronunciations would be useful to the foreign learners of English.

Jones also states that "Received Pronunciation" (abbreviated RP), or widely understood pronunciation, is the term that is called to be standard pronunciation. Although it is not a standard, it can at least be said to be easily understood throughout the speaking world, and attention is called to some of the more outstanding divergences commonly heard in various localities and to differences of style employed by individual speakers. From that reason, it can be said that "Received Pronunciation" is a standard English pronunciation which is used in all over the world.

Jones (1995 : 5) also states that *Good Speech* may be defined as a way of speaking which is clearly intelligible to all ordinary people. *Bad Speech* is a way of talking which is difficult for most people to understand. It is caused by mumbling or lacks of definiteness of utterance.

2.2 Classification of Sounds

The sounds which the organs of speech are capable of uttering are of many different kinds. Some of the continuous voiced sounds produced without obstruction in the mouth are called "pure musical sound" unaccompanied by any frictional noise. They are called vowels. All other articulated sounds are called consonants. Consonants include : (a) all breathed sounds, (b) all voiced sounds formed by means of an obstruction in the mouth, (c) all those in which there is a narrowing of the air passage giving rise to a frictional noise, and (d) certain sounds which are "gliding".

In conclusion, sounds can be classified into two kinds namely : vowel sounds and consonant sounds. The following parts will review the vowel and consonant sounds.

2.2.1 How to Produce Vowels

In the production of vowels, the tongue is held at such a distance from the roof of the mouth that there is no perceptible frictional noise. The tongue position for vowels are below the dotted line but yet do not touch the central line of the palate give rise to fricative consonants, when air is expelled with strong or moderate force of exhalation. When the tongue takes up a vowels position, a resonance chamber is formed and it modifies the quality of tone produced by the voice, and gives rise to a distinct quality or tamber which we called vowel.

(Taken from Tim Penyusun IC Program, 2002:9)

2.2.2 How to Produce Consonants

According to Haycraft (1985) consonants vary on the place and movement of the tongue, or whether the voice is used, and with some consonants, on positioning of the lips. From this come various terms.

- Voice and voiceless : These describe whether the voice is used, (i.e. whether the vocal cords vibrate) as it is in “v” in “vine”, or whether it does not, as in “f” in “fine”. (try saying “f” then “v” with your finger over our vocal cords. You can feel the difference)
- Plosive : Many consonants are formed by blocking the air stream and then releasing it suddenly. e.g. with the back of the tongue as in /k/, /g/, with the tongue tip as in /t/, /d/, or with the lips as in /p/, /b/, and /m/.
- Fricative : This describes a sound produced through the friction of the air stream against partial obstructions in various parts of the mouth, as in ‘s’ in ‘slim’ or ‘th’ in ‘three’.
- Nasal : This applies to consonants which are formed with the soft palate lowered so that the air stream passes through the nose : ‘m’ as in ‘mat’, ‘n’ as in ‘not’, and /ŋ/ as in ‘song’.

Several of these characteristics may be combined in a consonants like “ch” as in “chip”, which is plosive and then fricative.

The interrelation between voice, or absence of voice, and the way the mouth is formed and moves, can be seen in the following examples :

Consonants	Place	Manner	Voice
‘f’ far	labio dental	fricative	voiceless
‘k’ kick	velar	plosive	voiceless
‘d’ do	alveolar	plosive	voiced
‘ng’ song	velar	nasal	voiced
‘y’ yet	palatal	fricative	voiced

2.3 The Consonant Definition

Based on the types of sounds, this research focuses only on consonant sounds, mainly bilabial consonants.

A consonant is a sound in which the air from the lung is not allowed to pass out through the mouth without something interrupting it. In other words, we can say that a consonant is speech sound made by (partly stopping the breath with the tongue, lips, etc)

(Taken from Tim Penyusun IC Program, 2002:9)

2.3.1 The Speech Organs of Consonant Sounds

The speech organs of consonant sounds are as follows :

- a) The lungs give out the air we breathe in, it passes out the windpipe to the vocal cords.
- b) The vocal cords are very important; they may be open to make voiceless sounds or almost closed to make voiced sound. The air pushes through the vocal cords and this makes them vibrate and give us voice.
- c) The soft palate can move up and down. When it is down, the air can pass put through the nose and so it passes out through the mouth to make the other sounds.
- d) The tongue can move to touch the top of the mouth and the teeth, and so stops or slows down the air. The front of the tongue can move to touch the teeth or the alveolar ridge, and the back of the tongue can move to touch the soft palate.
- e) The lips can close together to stop the air, or the bottom lip can move to the top teeth to slow down the air. They can also make any different shapes, which are very important for vowel sounds.

(Taken from Tim Penyusun IC Program, 2002:9)

2.3.2 How The Consonants Sounds are Made ?

The consonants can be made in these ways :

- a) The air can be stopped in the mouth by the tongue touching the top of the mouth or by the lips closing together. It is then suddenly let out with an explosion. These consonants are called stop; some examples of stop are /t/, /p/, and /b/.
- b) The air can be made to pass through a very narrow space made by parts of the mouth moving close together. A noise is made as the air passes through the space. These consonants are called fricatives, for examples : /f/, /v/, /θ/, /ð/, /s/, /z/, /r/, /ʃ/, /ʒ/, /h/.
- c) The air can pass around the tongue without being stopped or forced through a narrow space; these sounds are made different by the shape and position of the tongue. These are the laterals or continuants, for examples /l/, and /r/.
- d) There are two consonants in English /tʃ/ and /dʒ/ which are made by a combination of 1 and 2. First, the air is stopped in the mouth, then it is let out slowly like fricatives. These sounds are known as affricatives, for examples : /tr/, /dr/, /tʃ/, /dʒ/.
- e) When part of the mouth is closed and the soft palate is down, the air is let out through the nose. It makes the nasal consonants. The nasal consonants are /m/, /n/, and /ŋ/.

2.4 Bilabial Consonants

A bilabial consonant is a consonant which its sounds articulated by the two lips. The examples of bilabial consonants are [p], [b], and [m].

1. Bilabial Plosive /p/ and /b/

Description

The soft palate being raised and the nasal resonator shut off, the primary obstacle to the air-stream is provided by the closure of the lips. Lung air is compressed behind this closure, during which stage the vocal cords are held wide apart for /p/, but may vibrate for all part of the compression stage for /b/ according

to its situation in the utterance. The air escapes with force when the lip closure is released.

Examples :

/p/

- a) Fortis (regularly spelt with 'P'; in 'hiccough', and silent 'p' in "pneumonia, psalm, receipt, cupboard", etc)
- b) Accented, aspirated : pin, pill, pain, appear, impatient, play, pray
- c) Accented after /s/, unaspirated : spin, spill, spain, spear, spray
- d) Weakly accented, relatively unaspirated : upper capable, opportunity, gospel, simply, apricot, champion
- e) Syllabic final : cheap, lip, lap, shape, pulp, pump, upright, upward
- f) With no audible release : captain, top coat, top girl, ripe cheese
- g) Followed by nasal consonants : top most, happen, half penny, cheap meat
- h) Followed by lateral consonants : apple, comple, please, up late

/b/

- a) Lenis (regularly spelt with 'b'; note silent 'b' in "limb, comb", etc and "debt, subtle, doubt")
- b) Initial, partially devoiced : big boss, boast, banana, begin, blew, brain, beauty
- c) Intervocalic, voiced : rubber, labour, harbour, husband, symbol
- d) Final, voiceless : rib, ebb, sob, robe, bulb
- e) With no audible release : obtain, sub concious, sobbitterly, Bob goes, object
- f) Followed by nasal consonants : submerge, ribbon
- g) Followed by lateral consonants : bubble, blow, rub lightly

/p/

Initial	Medial	Final
pen	sharpen	Cup
pound	expect	Rope
poor	repeat	Lip
post	separate	soap
pull	copy	deep

/b/

Initial	Medial	Final
bed	rubber	Lab
boy	cupboard	robe
baby	harbour	Rub
bad	labour	pub
bear	table	web

(Gimson, 1987:154 – 156)

2. Bilabial Nasal Consonants

Nasal

Nasal consonants resemble oral plosives in that a total closure is made within the mouth; they differ from such plosive in that the soft palate is in its lowered position, allowing an escape of air into the nasal cavity and giving the sound the special resonance provided by the naso-pharyngeal cavity. Since the air stream may escape freely through the nose, nasal consonants are *continuants*; they differ, however, from continuants such as fricatives in that no audible friction is produced and from the fact that they are usually voiced, without significant fortis/lenis or voiced/voiceless opposition.

(Taken from Gimson, 1987:186)

Description

The lips form a closure as for /p, b/; the soft palate is lowered, adding the resonance of the nasal cavity to those of the pharynx and the mouth chamber closed by the lips; the tongue will generally anticipate or retain the position of the adjacent vowel or /l/, except when partially devoiced by preceding voiceless consonant, e.g. initially-smoke, medially-top most, finally-cataclysm, /m/ is voiced.

Examples :

/m/

(regularly spelt with /m/, /mm/, eg. ‘meat, summer’; sometimes /mb/, /mn/, e.g. ‘comb, autumn’)

- a) Word initial : meal, mat, march, move, mirth, make, mouse, marry, male, mole, mother.
- b) Following word initial /s/ : smack, smock, smite, smoke, smear
- c) Word medial : demon, glimmer, lemon, salmon, Thomas, among, gloomy, summer, sermon, commit, omen, jumper, timber, empty, comfort, hamlet, simple, symbol, dismal, camel.
- d) Word final: seem, lamb, harm, warm, tomb, game.
- e) In final clusters : glimse, prompt, hymph, rhythm, prism.

/m/

Initial	Medial	Final
milk	swimmer	calm
mine	dimple	roam
miss	ramble	mime
maybe	common	mlimb
mister	almond	dime

(Gimson, 1987:189-190)

2.5 Classification of Consonants

Consonants are classified into voiced consonants and voiceless or breathed consonants (Kusuma, 1990:21).

A voiced consonants is a consonants produced with vibration of the vocal cords. A breathed or voiceless consonants is a consonants produced without vibration of the vocal cords. When a consonants is produced with a strong air stream we called strong consonants. When the air stream is weak, the result is a weak consonant. In English we may say that voiced consonants are always weak and breathed consonants are nearly always strong. Weak breathed consonants are sometimes called mediae.

Jones (1995 : 25-26) classify consonants into two kinds : (a) according to the organs which articulate them, and (b) according to the manner in which the organs articulate them.

2.5.1 Consonants Based on the Place of Articulation

According to the organs which articulate consonants, consonants are classified into seven main types as follows:

- 1) Labial or lip sounds, which may be subdivided into :
 - Bilabial consonants are sounds articulated by the two lips. Examples /p/, /b/, and /m/.
 - Labio dental consonants are sounds articulated by the lower lip against the upper teeth. For examples /f/, and /v/.
- 2) Dental Consonants are sounds articulated by the tip of the tongue against the upper teeth. For examples /θ/, and /ð/.
- 3) Alveolar consonants are sounds articulated by tip or blade of the tongue against the teeth ridge. For examples /t/, /d/, /n/, /l/, /s/, /z/, and /r/.
- 4) Palato alveolar consonants are sounds which alveolar articulation together with a simultaneous raising of the main body of the tongue towards the roof of the mouth. For examples /tʃ/, /dʒ/, /ʃ/, /ʒ/.
- 5) Palatal consonants are sounds are sounds articulated by the front of the tongue against the hard palate. For example /j/.
- 6) Velar consonants are sounds articulated by the back of the tongue against the soft palate. For examples /k/. and /g/.
- 7) Glottal consonants are sounds articulated in the glottis. For example /h/.

2.5.2 Manner of Articulation

According to the manner in which the organs articulate them, consonants are classified into eight main types. They are as follows: (Jones, 1995).

- 1) Plosive, formed by completely closing the air passage and suddenly removing the obstacle (or one of the obstacles), so that the air escape making an explosive sound. For examples /p/, /b/, /t/, /d/, /k/, /g/.

- 2) Affricate, resembling a plosive but with separation of the articulating organs performed less quickly, the result that a fricative sound is perceived during the process of separation. For examples /tʃ/, /dʒ/.
- 3) Nasal, formed by completely closing the mouth at some point, the soft palate remaining lowered so that the air is free to pass out through the nose. For examples /n/, /m/, and /ŋ/.
- 4) Lateral, formed by an obstacle placed in the middle of the mouth, the air being free to escape at one or both sides. For example /l/.
- 5) Rolled, formed by a rapid succession of taps of some elastic part of the speech mechanism. For example /r/.
- 6) Flapped, formed like rolled consonant but consisting of the single tap only. For example flapped /r/.
- 7) Fricative, formed by a narrowing of the air passage at some point so that the air in escaping makes a kind of hissing sound. For examples /f/, /v/, /θ/, /ð/, /s/, /z/, /ʃ/, /ʒ/, /h/.
- 8) Semi-Vowel, a gliding sound in which the speech organs start at or near a "close" vowel immediately move away to some other vowel (or occasionally to some other sounds of equal greater prominence, such as syllabic /l/). For examples /w/, and /j/.

The classification may be conveniently shown by arranging the consonants in a table, horizontal rows containing sounds articulated in the same manner, and vertical column containing sounds articulated by the same organs.

Table 1 : Classification of Consonants Based on the Manner of Articulation (Vertical Columns)

	Bilabial	Labio-Dental	Dental	Alveolar	Palato-Alveolar	Palatal	Velar	Glottal
Plosive	P b			t d			k g	
Affricate					t d			
Nasal	M			n				
Lateral				l			(l)	
Rolled				[r]				
Flapped				[r]				
Fricative		f v		s z r				h
Semi-Vowel	W					j	(w)	

(Taken from Jones, 1995:84)

Notes :

Consonants appearing twice on the chart have double articulation, the secondary articulation being shown by the symbol in (). Symbols enclosed in [] are unusual varieties in English.

III. RESEARCH METHODS

3.1 Research Design

A research design is a strategy to arrange the setting of the research in order to get the valid data suitable with the variable, characteristics and the objectives of the research. Arikunto (1993:41) states that a research design is a design of research made by the researcher as a guideline to carry out a research. In the descriptive study there is no treatment or control as in experimental studies. The purpose of descriptive research is to describe something factually, accurately that happens in the real situation. Further Arikunto says that descriptive study is a non-hypothesis study, so it does not need hypothesis.

Based on the idea, the research design in this research was descriptive because it was intended to describe the Madurese second year students' ability in pronouncing English words. There were three categories of the ability of pronouncing English words investigated in this research, namely, (1) the ability in pronouncing English verbs beginning with bilabial consonants, (2) the ability in pronouncing English nouns beginning with bilabial consonants, (3) the ability in pronouncing English adjectives beginning with bilabial consonants.

The procedures of the research design were as follows:

- a). Determining the research area by purposive method.
- b). Determining the respondents of the research by using cluster random sampling, that was one class from the three existing classes.
- c). Constructing the instrument (test of English pronunciation).
- d). Administering the try out test to the other students who were not the respondents.
- e). Collecting the primary data by testing pronunciation to the respondents.
- f). Recording the students' pronunciation.
- g). Scoring the results of pronunciation test.
- h). Transcribing the respondents' pronunciation results.
- i). Analyzing the collected data quantitatively in the percentage.

- j). Classifying the results of the data analysis quantitatively according to the classification of the score levels.
- k). Drawing a conclusion quantitatively to answer the research problems.

3.2 Area Determination Method

The research area is the place where the research is conducted. In this research, the research area was chosen purposively.

This research was conducted at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year. This school was chosen to conduct the research because of some reasons. The first reason was the research was intended to describe the Madurese second year students' ability in pronouncing English words. The second reason was pronouncing English words through texts or pronouncing individual words was often practiced by the English teacher to the students. The third reason was the school was near to the researcher's home, so it is easier to do the research.

3.3. Respondent Determination Method

Arikunto (1993) says that if the respondents are less than 100 persons, it would be better to take all of them. On the other hand, if the respondents are more than 100 persons, it is allowed to take 10% up to 15% or 20% up to 25% or more of the population as the samples.

This research was a sampling research due to the total number of the second year students of SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year was more than 100 students, it consisted of three classes (class IIA, IIB, and IIC). IIA consisted of 36 students, IIB consisted of 38 students, and IIC consisted of 35 students.

Mc. Millan (1992:73) states that when it is impossible or impractical to sample individual elements from the population as a whole, usually when there is no exhaustive list of elements, cluster random sampling by lottery is used.

The class that had been used as respondents of the research was taken randomly because the three classes had the same capability. It could be known

from the students' report scores in the first year. Then, the scores were analyzed statistically by applying Anova formula.

The results of Anova was consulted to the F-table with the level of significance 5% in order to prove whether the computation result was significant or not. Based on the results of the computation, the value of F-Computation (the result of Anova) was 0,0009 and the value of F-table with the significant level of 5% was 3,09. Having been compared, the value of F-Computation was lower than F-table ($0,0009 < 3,09$). It can be concluded that there were no significant differences on the means of the groups of the population. It means that the three classes (the population) were homogeneous. Finally, one class was taken randomly from the three classes as the respondents, that was class IIC which consisted of 35 students. The results and the data analysis of Anova can be seen on Appendix 7 and 8.

3.4 Data Collection Methods

In this research, there were two kinds of data, namely primary data and supporting data. The primary data were collected by using pronunciation test. The supporting data were collected by using interview and documentation.

3.4.1 Test

In this research, pronunciation test was used to collect the primary data about the Madurese second year students' ability in pronouncing English words. The test used in this research was a teacher-made test in which the materials had been consulted first to the English teacher. The test items were constructed based on the indicators and all words occurred in the test were taken from the compulsory book used by the students. The kind of the test was achievement test because the test was intended to know the students' achievement after being taught the pronunciation practiced by the English teacher. This test form was objective test because it dealt with the correct pronunciation of the words. The objective test is a kind of test in which the test takers answer the question based on the answer key provided (Arikunto, 1996:225). In this research, the objective

test in the form of pronunciation test was chosen because it was intended to measure the students' ability in pronunciation with the consideration that it can be scored easily. The researcher and the English teacher decided whether the respondents' pronunciation was correct or not based on the English phonetic transcription.

In the test, the students were asked to pronounce a list of 60 words consisted of 20 words of English verbs beginning with bilabial consonants, 20 words of English nouns beginning with bilabial consonants, and 20 words of English adjectives beginning with bilabial consonants. Then, the students' pronunciations were tape recorded to make easier for the researcher to collect the data. The students' test results were checked by replaying the tape recorder.

A test should be valid and reliable. A test is said to be valid if it can measure what is intended to measure. In line with this, Betty (1983:278) says that a test has a little validity if it measures something other than what it is supposed to measure. This research focused on content validity because it contained a proper sample of the thing measured. In other words, the test items were made by considering the materials stated in the compulsory book used by the teacher, to meet the content validity of the test.

Weir (1984:54) states that a valid test must be reliable; however a reliable test may be not valid at all. Reliability deals with the consistency of the results. A test is said to be reliable if it has likely the same result when it is given at another time. Dealing with this, Mc.Millan (1996:2) supported that reliability is a consistency of scores or the extent to which measures are free from error. If a measure has high reliability it has relatively little errors, and if it has low reliability, there is a great number of errors. Errors can be measured by how consistent a person's score will be from one occasion to the next. Based on the ideas, since the test was valid based on its content, it was also reliable. Therefore, the test of reliability was not used.

Betty (1983:286) says that there are four types of test items, those are completion test, multiple choice test, composition test, and oral production test. Further Betty divides oral production test into three categories; structured speech

sample, unstructured interview, and with pictures stimulus. In this research, oral production test with structured speech sample was used. In this test, the respondents were asked to pronounce 60 English words loudly. The students pronounce the words individually. The students' pronunciations were recorded. The time given to each student to pronounce the words was for about 2 minutes. Then, the results of the students' pronunciations were evaluated based on the correct pronunciation of the words by using the phonetic transcription of the words. Each correct item was scored 1 point. So the total scores of the test items was 60 point that was converted to be 100 point. The pronunciation test items are enclosed on Appendix 3. But before the pronunciation test was given to the respondents, it was tried out first to the other groups of students who were not respondents, who had the same level as the real respondents. The try out test was administered to make sure whether the test items was not too difficult or too easy, the instruction was understandable or not, and the allocated time was enough or not.

3.4.2 Interview

In this research, interview was conducted with the English teacher of SLTPN 2 Larangan, Pamekasan. It was used to get the supporting data about the curriculum used in teaching English, the technique used by the teacher in teaching pronunciation, and the book used by the teacher. The guide of interview is enclosed on Appendix 2.

3.4.3 Documentation

Arikunto (1993:202) states that documentation is used to obtain the data from documents such as books, magazines, regulations, diaries, newspapers, charts, etc.

In this research, documentation was used to get the supporting data about the list of the names of the respondents of SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year and the school facilities at SLTPN 2 Larangan. The documentation guide can be seen on Appendix 2.

3.5 Data Analysis Method

After the main data had been collected from pronunciation test, they were identified and classified based on the research indicators. Then, the errors of word pronunciations made by the respondents were counted. They deal with number, so they were analyzed quantitatively by using the following percentage formula:

$$E = n/N \times 100\%$$

Notes:

E: The percentage of the students' pronunciation abilities of each indicator.

n: The number of the correct pronunciation of each indicator obtained by the students.

N: The total number of the pronunciation items of each indicators.

(Adapted from Ali, 1993:186)

To make clearer, the steps of analyzing the data were as follows:

1. Checking the results of pronunciation test
2. Counting the test results based on the indicators
3. Scoring the students' results of each indicator
4. Analyzing them by using the percentage formula
5. Classifying the results data analysis quantitatively based on the classification of the score levels

Table 2: The Classification of the Students' Pronunciation Ability.

SCORES	Category	
	Indonesian	English
96%-100%	Sempurna	Excellent
86%-95%	Sangat bagus	Very good
76%-85%	Bagus	Good
66%-75%	Lebih dari cukup	More than enough
56%-65%	Cukup	Enough
46%-55%	Kurang	Poor
36%-45%	Sangat kurang	Very poor

26%-35%	Jelek	Bad
-25%	Sangat jelek	Very bad

(Adapted from Depdikbud, 1994:10)

3.6 The Procedures of Pronunciation Ability Analysis

There were some steps to analyze the students' pronunciation ability. They were as follows:

a) Recording the Students' Pronunciations

The first step in analyzing the students' ability in pronouncing English words was recording their pronunciations into a tape recorder when they were asked to pronounce 60 English words individually.

b) Identifying the Students' Pronunciation Errors

After the students' pronunciations were tape recorded, they were checked by replaying the cassette. The errors were found by listening to the tape. After that, the researcher transcribed the pronunciation errors made by the students.

c) Counting the Number of the Students' Pronunciation Errors

After writing down the number of the students' pronunciation errors, then the number of pronunciation errors were counted based on each indicator. So, the number of the students' pronunciation of each indicator was found.

d) Scoring the Students' Pronunciation Test Results

After finding the number of the correct pronunciation of each indicator by each student, the next step was scored the results of the pronunciation test of each indicator obtained by the students by using the percentage formula.

e) Classifying the Students' Pronunciation Test Results

After scoring the pronunciation test results obtained by the students, the results were classified quantitatively based on the classification of the score levels described above.

IV. RESULTS AND DISCUSSION

This chapter presented the results of the try out, the results of the main data, supporting data and discussion.

4.1 The Results of Try Out Test

Before the pronunciation test was given to the respondents, it was tried out first to the other groups of students who were not respondents, who had the same level as the real respondents (another class of the respondents). The try out was intended to know: (1) whether the allocated time was enough or not, (2) the test instruction was understandable or not, and (3) whether the test items was not too difficult or too easy.

The try out test was conducted on October 20th 2003. It was given to class IIA of SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year. The class consisted of 36 students.

From the results of the tried out, it was known that the time allocated for doing the test was enough, that was 2 minutes for each student. In addition, the test instruction was understandable because the students didn't ask about the instruction. It means that the test instruction was clear enough.

About the test items, it was found that among 60 English words, there were 11 words (18.33%) which were difficult for the students to pronounce. Those words were; breathe, measure, modify, birthday, building, market, mouth, popular, productive, bald, and maritime. There were 13 words (21.66%) which were easy for the students to pronounce. Those words were; play, pump, pack, pick, buy, bag, bank, book, boy, black, big, bad, and mad. There were 36 words (60%) could be categorized as sufficient. It means that the words were not too difficult and not too easy. Based on the results, the test items were not revised since the items covered difficult (18.33%), sufficient (60%), and easy (21.66%). It means that the test items which was given to the respondents was the same with the test items of the try out.

4.2 The Results of Main Data

The main data were the results of pronunciation test to measure the Madurese second year students' ability in pronouncing English words beginning with bilabial consonants. The pronunciation test was conducted on October 27th 2003.

In the pronunciation test, the students were asked to pronounce a list 60 English words, then the researcher analyzed the students' pronunciation results by (a) recording the students' pronunciation, (b) identifying the students' pronunciation errors, (c) counting the number of the students' pronunciation errors, and (d) scoring the students' pronunciation results.

The pronunciation test results were identified based on the research indicators. Then, the errors of word pronunciation made by the respondents were counted by using the percentage formula. The respondents' pronunciation test results are enclosed on appendix 6.

The results of the pronunciation test obtained by the students based on the indicators are presented in the following Table.

Table 3. The Students' Scores of Pronunciation Test Based on the Indicators

NR	PRONOUNCING ENGLISH WORDS									TOTAL		
	PEV			PEN			PEA			EWP	CP	TS
	TP	CP	EVS	TP	CP	ENS	TP	CP	EAS			
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)	(13)
1	20	16	80	20	17	85	20	12	60	60	45	75
2	20	18	90	20	14	70	20	10	50	60	42	70
3	20	14	70	20	14	70	20	14	70	60	42	70
4	20	18	90	20	16	80	20	9	45	60	43	71.66
5	20	13	65	20	18	90	20	10	50	60	41	68.33
6	20	19	95	20	18	90	20	13	65	60	50	83.33
7	20	14	70	20	16	80	20	13	65	60	43	71.66
8	20	16	80	20	16	80	20	19	95	60	51	85
9	20	19	95	20	16	80	20	17	85	60	52	86.66
10	20	15	75	20	13	65	20	13	65	60	41	68.33
11	20	20	100	20	18	90	20	17	85	60	50	83.33
12	20	15	75	20	14	70	20	14	70	60	43	71.66
13	20	8	40	20	11	55	20	7	35	60	26	43.33
14	20	13	65	20	13	65	20	13	65	60	39	65
15	20	13	65	20	10	50	20	11	55	60	34	56.66
16	20	16	80	20	16	80	20	10	50	60	42	70
17	20	18	90	20	17	85	20	13	65	60	48	80
18	20	20	100	20	16	80	20	16	80	60	52	86.66
19	20	12	60	20	9	45	20	7	35	60	28	46.66
20	20	15	75	20	13	65	20	10	50	60	38	63.33
21	20	18	90	20	19	45	20	16	80	60	53	83.33
22	20	16	80	20	16	80	20	15	75	60	47	78.33
23	20	18	90	20	17	85	20	17	85	60	52	86.66
24	20	17	85	20	13	65	20	15	75	60	45	75
25	20	12	60	20	12	60	20	11	55	60	35	58.33
26	20	14	70	20	13	65	20	12	60	60	39	65

27	20	17	85	20	13	65	20	11	55	60	41	68.33
28	20	16	80	20	18	90	20	13	65	60	47	78.33
29	20	19	95	20	19	95	20	13	65	60	51	85
30	20	17	85	20	14	70	20	14	70	60	45	75
31	20	15	75	20	16	80	20	13	65	60	44	73.33
32	20	17	85	20	14	70	20	13	65	60	44	73.33
33	20	12	60	20	14	70	20	13	65	60	39	65
34	20	12	60	20	9	45	20	13	65	60	34	56.66
35	20	18	90	20	16	80	20	12	60	60	46	76.66
Total	700	550		700	518		700	449		2100	1512	
Percentage	Verbs	E=78,5%		Nouns	E=74%		Adjectives	E=64%		Average	E=72%	

Note: NR : the number of students
 PEV : pronouncing English verbs (20 words)
 PEN : pronouncing English nouns (20 words)
 PEA : pronouncing English adjectives (20 words)
 TP : total pronunciation
 CP : correct pronunciation
 EWP : English words pronounced (60 words)
 EVS : English Verb Scores
 ENS : English Noun Scores
 EAS : English Adjective Scores
 TS : The Total Scores of Students' Pronunciation

Based on the results of the pronunciation tests presented above, the data were analyzed by using the percentage formula:

$$E = n/N \times 100\%$$

The following was the computation of the data of each indicator.

- On the average, the students' ability in pronouncing English verbs was:
 $E = 550/700 \times 100\%$
 $= 78,5\%$
- On the average, the students' ability in pronouncing English nouns was:
 $E = 518/700 \times 100\%$
 $= 74\%$
- On the average, the students' ability in pronouncing English adjectives was:
 $E = 449/700 \times 100\%$
 $= 64\%$

4. On the average, the students' ability in pronouncing English words was:

$$E = 1512/2100 \times 100\% \\ = 72\%$$

Based on the data analysis above, the students' ability in pronouncing English verbs was 78,5%. Specifically, their ability in pronouncing English nouns was 74% and their ability in pronouncing English adjectives was 64%. On the average, their ability in pronouncing English words was 72%.

Then, the results were classified quantitatively in order to know the quality of the students' pronunciation ability. The classification was based on the classification of the score levels.

Table 4. The Classification of the Score Levels

SCORES	Category	
	Indonesian	English
96%-100%	Sempurna	Excellent
86%-95%	Sangat bagus	Very good
76%-85%	Bagus	Good
66%-75%	Lebih dari cukup	More than enough
56%-65%	Cukup	Enough
46%-55%	Kurang	Poor
36%-45%	Sangat kurang	Very poor
26%-35%	Jelek	Bad
-25%	Sangat jelek	Very bad

(Adapted from Depdikbud, 1994:10)

From the Table of the classification of the score levels above, it was found that on the average, the students' ability in pronouncing English verbs was categorized as good (78,5%). On the average, their ability in pronouncing English nouns was categorized as more than enough (74%) and their average ability in pronouncing English adjectives was categorized as enough (64%). Based on the

results of data above, on the average, the Madurese second year students' ability in pronouncing English words was categorized as more than enough (72%).

4.3 The Results of Supporting Data

4.3.1 The Results of Interview

The interview was conducted with the English teacher on October 24th 2003 at SLTPN 2 Larangan. It was intended to get the supporting data about the curriculum used in teaching English, the technique used by the teacher in teaching pronunciation and the book used by the teacher.

According to the English teacher, English was taught to the students based on the 1994 English curriculum. The pronunciation materials which have been taught to the students have been in line with the theme and sub-theme of the 1994 English curriculum for second year students.

In the field of pronunciation, the students were trained to pronounce English words correctly. The activity was often carried out before and after the students did the reading activity. Before the students read the passage, the teacher asked the students the difficult words. Then, he explained how to pronounce them correctly. After that, he asked some students to read the passage one by one. Next, he wrote all difficult words on the blackboard and explained how to pronounce them. He asked the students to read the words after the teacher.

Concerning with the English book used, the teacher used the compulsory book which is published by PT.Grafindo Media Pratama and the supplementary book which is published by CV. AVIVA.

4.3.2 The Result of Documentation

Documentation was used to get the supporting data about the names of the respondents and the facilities provided at SLTPN 2 Larangan, Pamekasan.

1. The Respondents of the Research

The respondents of the research were the second year students of SLTPN 2 Larangan, Pamekasan in the 2003/2004 academic year. The total number of the

population was 109 students which were divided into three classes. Before the respondents were taken, the homogeneity test was done by using the students' English scores in their report of the second semester of the first year. The students' English scores were analyzed by using Anova formula. After that it was known that the population of the three classes of the second year students was homogeneous. The respondents were taken from the three classes randomly (by lottery). One of the three classes (IIC) was determined as the respondents of the research. The total number of the respondents was 35 students. The names of the respondents are enclosed on Appendix 5.

2. The Facilities of SLTPN 2 Larangan

The facilities of SLTPN 2 Larangan consisted of nine classes, the headmaster's room, the teacher's room, the administration staff room, the library, the guidance and counseling room, the UKS room, the laboratory room, the guest room, the toilet, the bathroom, the musholla, the parking area and the canteen.

4.4 Discussion

Based on the results of the data analysis among the English words, the most difficult words to pronounce was pronouncing English adjectives. On the average, the students' ability in pronouncing English adjectives was categorized as enough (64%). The easiest words for the students to pronounce was English verbs. On the average, the students' ability in pronouncing English verbs was categorized as good (78.5%). On the average, the students' ability in pronouncing English nouns was categorized as more than enough (74%).

From the test results, the researcher found that the English adjectives words were the most difficult words to pronounce and the English verbs and nouns were easily pronounce. It could happen because the English verbs and English nouns were often found in the compulsory book. The students could find the same words like; play, buy, make, parents, etc in the compulsory book (3 up to 5 times). On the other hand, the English adjectives words like; productive, memorable, mature, masterful, and maritime were rarely found in the compulsory book (it only showed one or twice). The other reason was because the students were not very familiar with English adjectives, because the English adjectives were rarely used in English daily conversation.

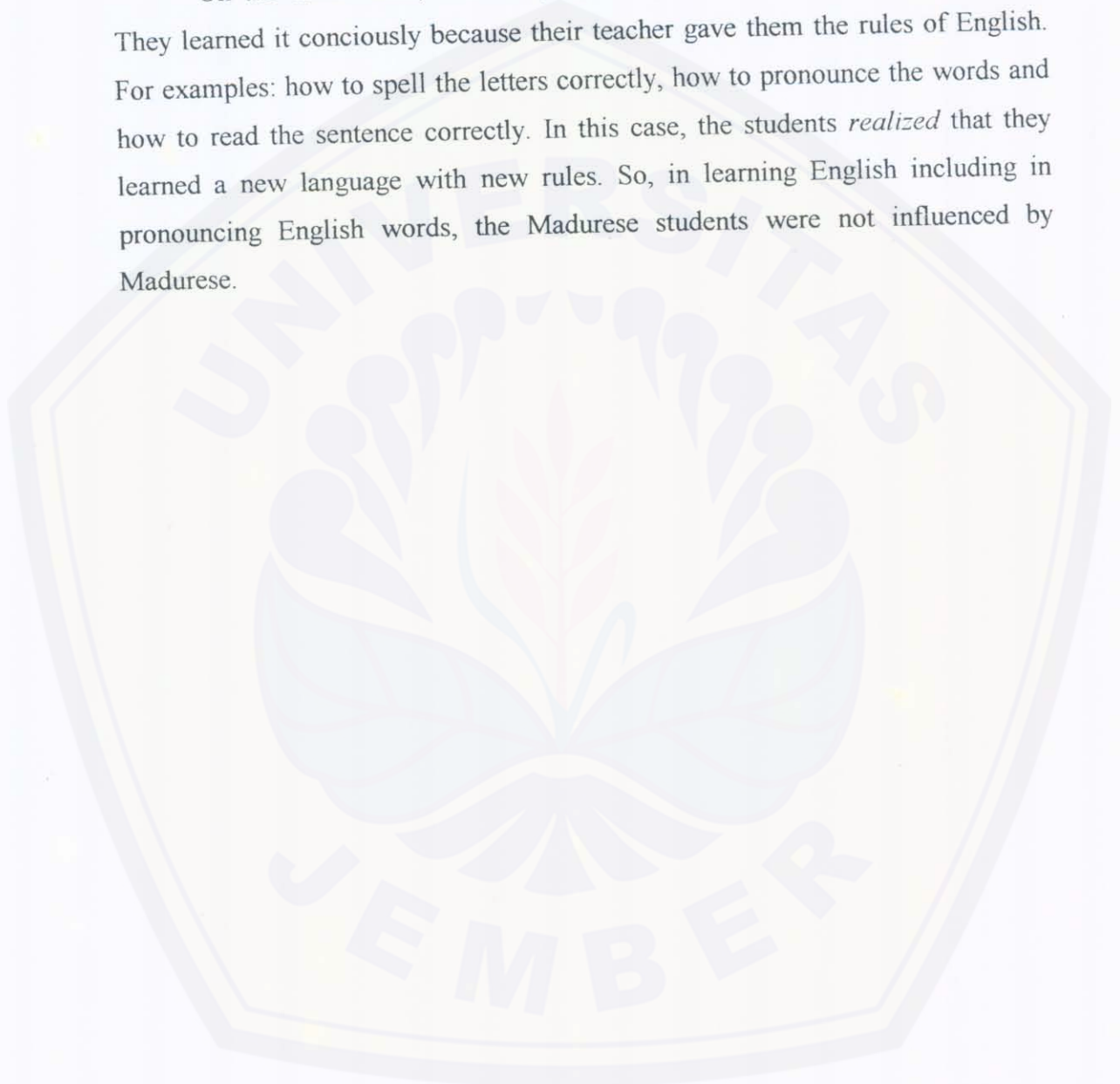
From the results of the test given, it was found that, on the average, the Madurese second year students' ability in pronouncing English words beginning with bilabial consonants was more than enough (72%). It means that their mother tongue (Madurese) didn't give much interference in pronouncing a foreign language (English words).

Madurese people gave stress when they were pronouncing Indonesian words especially the words beginning with bilabial consonants. On the other hand, this condition didn't happen when they were pronouncing English words beginning with bilabial consonants. Why could it happen?

According to Krashen and Terrel (1987:34) (in Nababan, 1992:42) this phenomenon could happen because the students got or learned the two languages in different ways.

Madurese people got or learned Indonesian at the same time as they learn Madurese. It means that, when they learned Madurese they also learned Indonesian. So, it was not surprising if Madurese people gave stress to the beginning of the Indonesian words.

On the other hand, Madure people learned English formally at school. They learned it consciously because their teacher gave them the rules of English. For examples: how to spell the letters correctly, how to pronounce the words and how to read the sentence correctly. In this case, the students *realized* that they learned a new language with new rules. So, in learning English including in pronouncing English words, the Madurese students were not influenced by Madurese.



V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the results of the data analysis and discussion above, it could be concluded that in general, the students' ability in pronouncing English words beginning with bilabial consonants was categorized as more than enough ($\Sigma=72\%$).

The following are the details of the result of each indicator.

1. On the average, the students' ability in pronouncing English verbs beginning with bilabial consonants was categorized as good ($\Sigma=78,5\%$).
2. On the average, the students' ability in pronouncing English nouns beginning with bilabial consonants was categorized as more than enough ($\Sigma=74\%$).
3. On the average, the students' ability in pronouncing English adjectives beginning with bilabial consonants was categorized as enough ($\Sigma=64\%$).

5.2 Suggestions

Based on the results of this research, some suggestions are given to the following people:

1. The English teacher is suggested to train the students more intensively in pronouncing English words and should pay attention to the students' mother tongue.
2. The students should minimize their mother tongue interference in pronouncing English words and they should increase to practice pronouncing English words to improve their pronunciation ability.
3. The other researchers are suggested to conduct a further research in pronunciation. For example, the interference of mother tongue (Madurese) in the pronunciation of English sentences or the interference of Madurese dialect in English.



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RESEARCH MATRIX

Problems	Variables	Indicators	Data Resources	Research Methods
<p>descriptive of the English Words at SLTPN 2 Larangan, Pamekasan in the 2003-2004 Academic year</p> <p>a. General Problem To know how far the madurese second year students' ability in pronouncing English words beginning with bilabial consonants at SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year is</p> <p>b. Specific problems</p> <ol style="list-style-type: none"> 1. To know how far the madurese second year students' ability in pronouncing English verbs beginning with bilabial consonants is 2. To know how far the madurese second year students' ability in pronouncing English nouns beginning with bilabial consonants is 3. To know how far the madurese second year students' ability in pronouncing English adjectives beginning with bilabial consonants is 	<p>The Madurese second year students' ability in pronouncing English words</p>	<ol style="list-style-type: none"> 1. Pronouncing English verbs beginning with bilabial consonants 2. Pronouncing English nouns beginning with bilabial consonants 3. Pronouncing English adjectives beginning with bilabial consonants 	<ol style="list-style-type: none"> 1. Respondents: The Madurese second year students of SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year 2. Infomant: The English teacher 3. Documents 	<p>1. Research Design: Descriptive Quantitative Research</p> <p>2. Research Area: Purposive Method</p> <p>3. Respondent Determination: Proportional Random Sampling</p> <p>4. Data Collection Methods: Primary data: Pronunciation test Supporting data: Interview Documentation</p> <p>5. Data Analysis Method: Statistical analysis by using percentage formula:</p> $E = \frac{n}{N} \times 100\%$ <p>Where:</p> <p>E: The percentage of the students' pronunciation abilities of each indicator.</p> <p>n: The number of the correct pronunciation of eac indicator obtained by the students.</p> <p>N: The total number of the pronunciation items of each indicators. (adapted from Ali, 1993: 186)</p> <p>The supporting data were analyzed descriptively</p>

Appendix 2

SUPPORTING DATA INSTRUMENTS

No	Interview Questions	Data Resources
1	What curriculum do you use in teaching English?	The second year English teacher of SLTPN 2 Larangan
2	What technique do you use in teaching pronunciation?	Idem
3	What kind of book do you use in teaching pronunciation?	Idem

Documentation Guide

No	The Supporting Data	Data Resources
1	The list of the names of the respondents	Document
2	The facilities of SLTPN 2 Larangan, Pamekasan in the 2003-2004 academic year	Document

Appendix 3

Kind of test : Oral Test
Subject : Pronunciation

Instruction:

1. Pronounce these following English correctly!
(ucapkanlah kata-kata dibawah ini dengan pengucapan yang benar)
2. Say your name first, but do not say the words number
(sebut nama kamu tapi tidak perlu menyebut nomer urut kata)

VERBS

1. Play
2. produce
3. pump
4. pack
5. pick
6. buy
7. bring
8. believe
9. begin
10. beat
11. break
12. bake
13. breathe
14. mention
15. measure
16. make
17. marry
18. modify
19. match
20. meet

NOUNS

1. parent
2. plane
3. picture
4. people
5. page
6. police
7. bag
8. bank
9. book
10. birthday
11. blackboard
12. building
13. boy
14. money
15. mother
16. market
17. milk
18. mouth
19. morning
20. magazine

ADJECTIVES

1. perfect
2. polite
3. pretty
4. popular
5. painful
6. productive
7. black
8. beautiful
9. busy
10. big
11. bad
12. brilliant
13. bald
14. mad
15. modern
16. mature
17. maritime
18. married
19. memorable
20. masterful

Appendix 4
Answer Key

VERBS		NOUNS		ADJECTIVES	
1. play	[pleɪ]	1. parents	['peərənts]	1. perfect	['pɜːfɪkt]
2. produce	[prə'djuːs]	2. plane	[pleɪn]	2. polite	[pə'laɪt]
3. pump	[pʌmp]	3. picture	['pɪktʃə(r)]	3. pretty	['prɪti]
4. pack	[pæk]	4. people	['piːpl]	4. popular	['pɒpjələ(r)]
5. pick	[pɪk]	5. page	[peɪdʒ]	5. painful	[peɪnfl]
6. buy	[baɪ]	6. police	[pə'liːs]	6. productive	[prə'dʌktɪv]
7. bring	[brɪŋ]	7. bag	[bæg]	7. black	[blæk]
8. believe	[bɪ'liːv]	8. bank	[bæŋk]	8. beautiful	['bjʊːtɪfl]
9. begin	[bɪ'gɪn]	9. book	[bʊk]	9. busy	['bɪzi]
10. beat	[bi:t]	10. birthday	['bɜːθdeɪ]	10. big	[bɪg]
11. break	[breɪk]	11. blackboard	[blækbɔːd]	11. bad	[bæd]
12. bake	[beɪk]	12. building	['bɪldɪŋ]	12. brilliant	['brɪljənt]
13. breathe	[briːθ]	13. boy	[bɔɪ]	13. bald	[bɔːld]
14. mention	['menʃn]	14. money	['mʌni]	14. mad	[mæd]
15. measure	['meʒə(r)]	15. mother	['mʌðə(r)]	15. modern	['mɔːdn]
16. make	[meɪk]	16. market	['mɑːkɪt]	16. mature	[mə'tʃʊə(r)]
17. marry	['mæri]	17. milk	[mɪlk]	17. maritime	['mæri'taɪm]
18. modify	['mɒdɪfaɪ]	18. mouth	[maʊθ]	18. married	['mæriəd]
19. match	[mætʃ]	19. morning	['mɔːnɪŋ]	19. memorable	['memərəbl]
20. meet	[mi:t]	20. magazine	[mægə'ziːn]	20. masterful	['mɑːstəfl]

Appendix 5

The list of the Names of the Respondents

No	Respondents
1	Abdussalam
2	Agus Istiqlal
3	Agus Yulianto
4	Ainul Yaqin
5	Ahmad Nasrullah
6	Aprianto Kusnaldi
7	Candra Irawan
8	Dedi alfian Putra
9	Eko Kurniawan
10	Eko wahyudi
11	Fathurrahman
12	Faridatul Hasanah
13	Febri Sintatika Putra
14	Feri Haryanto
15	Heni Budiatri
16	Iwan Darmawan
17	Joko Prinoto
18	Kuzairi
19	Latifah
20	M. Ramli
21	Mai Ayu N
22	Mukhlis Suaidi
23	Novita Wuansari
24	Nurudin
25	Purnawati
26	Qomariyah
27	Rahmad Hidayat
28	Ratna Komalawati
29	Rifki Fardiansyah
30	Rusliyanto
31	Suharyadi
32	Sulistiani Cipta N
33	Sutima
34	Yuliatin
35	Yuyun Nita Lusiana

Appendix 6
The Students' Pronunciation Results

21 | Mai Ayu N

VERBS	NOUNS	ADJECTIVES
1. play [pleɪ]	1. parents ['peərənts]	1 perfect ['pɜːfɪkt]
2. produce [prə'djuːs]	2. plane [pleɪn]	2 polite [pə'laɪt]
3. pump [pʌmp]	3. picture ['pɪktʃə(r)]	3 pretty [prɪti]
4. pack [pæk]	4. people ['piːpl]	4 popular ['pɒpjələ(r)]
5. pick [pɪk]	5. page [peɪdʒ]	5 painful [peɪnfl]
6. buy [baɪ]	6. police [pə'liːs]	6 productive [prɒdʊktɪv]
7. bring [brɪŋ]	7. bag [bæg]	7 black [blæk]
8. believe [bi'li:v]	8. bank [bæŋk]	8 beautiful [bju:tɪfl]
9. begin [bɪ'gɪn]	9. book [bʊk]	9 busy [bʌsi]
10. beat [bi:t]	10. birthday [bɜːθdeɪ]	10 big [bɪg]
11. break [breɪk]	11. blackboard [blækbɔːd]	11 bad [bæd]
12. bake [beɪk]	12. building [bɪldɪŋ]	12 brilliant ['brɪliənt]
13. breathe [briːθ]	13. boy [bɔɪ]	13 bald [bɔːld]
14. mention [menʃn]	14. money ['mʌni]	14 mad [mæd]
15. measure [meʒə]	15. mother ['mʌθə(r)]	15 modern [mɒdərən]
16. make [meɪk]	16. market ['mɑːkɪt]	16 mature [mə'tʃʊə(r)]
17. marry ['mæri]	17. milk [mɪlk]	17 maritime [mə'riːtɪm]
18. modify ['mɒdɪfaɪ]	18. mouth [maʊθ]	18 married ['mæriəd]
19. match [mætʃ]	19. morning ['mɔːnɪŋ]	19 memorable [memə'reɪbəl]
20. meet [mi:t]	20. magazine ['mægə'ziːn]	20 masterful ['mɑːstəfl]

Correct:
Error: 2

Correct:
Error: 1

Correct:
Error 4

Appendix 6

The Students' Pronunciation Results

22	Mukhlis Suaidi
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VERBS	NOUNS	ADJECTIVES
1. play [pleɪ]	1. parents ['peərənts]	1. perfect ['pɜːfɪkt]
2. produce [prə'djuːs]	2. plane [pleɪn]	2. polite [pə'laɪt]
3. pump [pʌmp]	3. picture ['pɪktʃə(r)]	3. pretty ['præti]
4. pack [pæk]	4. people ['piːpl]	4. popular ['pɒpjələ(r)]
5. pick [pɪk]	5. page [peɪdʒ]	5. painful [peɪnfl]
6. buy [baɪ]	6. police [pə'laɪs]	6. productive [prə'dʌktɪv]
7. bring [brɪŋ]	7. bag [bæg]	7. black [blæk]
8. believe [bəlɪf]	8. bank [bæŋk]	8. beautiful ['bjʊːtɪfl]
9. begin [bə'ɪn]	9. book [bʊk]	9. busy [bʌsi]
10. beat [bi:t]	10. birthday ['bɜːθdeɪ]	10. big [bɪg]
11. break [breɪk]	11. blackboard [blæk'bɔːd]	11. bad [bæd]
12. bake [beɪk]	12. building ['bɪldɪŋ]	12. brilliant ['brɪliənt]
13. breathe [brɪt]	13. boy [bɔɪ]	13. bald [bæld]
14. mention ['menʃn]	14. money ['mʌni]	14. mad [mæd]
15. measure [meʃə]	15. mother ['mʌðə(r)]	15. modern ['mɒdn]
16. make [meɪk]	16. market ['mɑːkət]	16. mature [mə'tʃʊə(r)]
17. marry ['mæri]	17. milk [mɪlk]	17. maritime [mæ'ɪtɪm]
18. modify ['mɒdɪfaɪ]	18. mouth [maʊθ]	18. married ['mæriəd]
19. match [mætʃ]	19. morning ['mɔːnɪŋ]	19. memorable ['memərəbl]
20. meet [mi:t]	20. magazine ['mægə'ziːn]	20. masterful [mæ'stɜːfəl]

Correct:

Correct:

Correct:

Error: 4

Error: 4

Error: 5

Appendix 6
The Students' Pronunciation Results

23 | Novita Wuansari

VERBS	NOUNS	ADJECTIVES
1. play [pleɪ]	1. parents ['peərənts]	1. perfect ('pɜːfɪkt]
2. produce [prə'djuːs]	2. plane [pleɪn]	2. polite [pə'liːt]
3. pump [pʌmp]	3. picture ['pɪktʃə(r)]	3. pretty ('prɪti]
4. pack [pæk]	4. people ['piːpl]	4. popular [pɒpjələ(r)]
5. pick [pɪk]	5. page [peɪdʒ]	5. painful [peɪnfl]
6. buy [baɪ]	6. police [pə'liːs]	6. productive [prə'dʌktɪv]
7. bring [brɪŋ]	7. bag [bæg]	7. black [blæk]
8. believe [bɪ'liːv]	8. bank [bæŋk]	8. beautiful [bjuːtɪfl]
9. begin [bɪ'gɪn]	9. book [bʊk]	9. busy [ˈbɪzi]
10. beat [bi:t]	10. birthday ['bɜːθdeɪ]	10. big [bɪg]
11. break [breɪk]	11. blackboard [blækbɔːd]	11. bad [bæd]
12. bake [beɪk]	12. building ['bɪldɪŋ]	12. brilliant [brɪljənt]
13. breathe [breɪθ]	13. boy [bɔɪ]	13. bald [bɔːld]
14. mention [menʃn]	14. money ['mʌni]	14. mad [mæd]
15. measure [meʒə]	15. mother ['mʌðə(r)]	15. modern [mɒdə(r)n]
16. make [meɪk]	16. market [mɑːkət]	16. mature [mə'tʃʊə(r)]
17. marry ['mæri]	17. milk [mɪlk]	17. maritime [mərɪ'taɪm]
18. modify ['mɒdɪfaɪ]	18. mouth [maʊθ]	18. married ['mæriəd]
19. match [mætʃ]	19. morning ['mɔːnɪŋ]	19. memorable [mə'mərəbl]
20. meet [mi:t]	20. magazine [mægə'zaɪn]	20. masterful ['mɑːstəfl]

Correct:
Error: 2

Correct:
Error: 3

Correct:
Error: 3

Appendix 6
The Students' Pronunciation Results

24 | Nurudin

VERBS		NOUNS		ADJECTIVES	
1. play	[pleɪ]	1. parents	['peərənts]	1. perfect	['pɜːfɪk]
2. produce	[prə'djuːs]	2. plane	[pleɪn]	2. polite	[pə'laɪt]
3. pump	[pʌmp]	3. picture	['pɪktʃə(r)]	3. pretty	['prɪti]
4. pack	[pæk]	4. people	['piːpl]	4. popular	['pɒpjələ(r)]
5. pick	['pɪk]	5. page	['peɪdʒ]	5. painful	['peɪnfl]
6. buy	[baɪ]	6. police	['pɔːlis]	6. productive	['prɒdʊktɪv]
7. bring	['brɪŋ]	7. bag	[bæg]	7. black	[blæk]
8. believe	[bɪ'liːv]	8. bank	[bæŋk]	8. beautiful	['bjuːtɪfl]
9. begin	[bɪ'ɡɪn]	9. book	[bʊk]	9. busy	['bɪzi]
10. beat	[bi:t]	10. birthday	['bɜːðdeɪ]	10. big	[bɪg]
11. break	['breɪk]	11. blackboard	['blæk bɔːd]	11. bad	[bæd]
12. bake	[beɪk]	12. building	['bɪldɪŋ]	12. brilliant	['brɪljənt]
13. breathe	['briːθ]	13. boy	[bɔɪ]	13. bald	[bɔːld]
14. mention	['menʃn]	14. money	['mʌni]	14. mad	[mæd]
15. measure	['meʒə]	15. mother	['mʌðə(r)]	15. modern	['mɒdn]
16. make	[meɪk]	16. market	['mɑːkɪt]	16. mature	['mætʃə(r)]
17. marry	['mæri]	17. milk	['mɪlk]	17. maritime	['mæɪrɪtɪm]
18. modify	['mɒdɪfaɪ]	18. mouth	['maʊθ]	18. married	['mæɪrɪd]
19. match	[mætʃ]	19. morning	['mɔːnɪŋ]	19. memorable	['memərəbl]
20. meet	[mi:t]	20. magazine	['mæɡə'ziːn]	20. masterful	['mɑːstəfl]

Correct:
Error: 3

Correct:
Error 7

Correct:
Error 5

Appendix 6 The Students' Pronunciation Results

25 | Purnawati

VERBS	NOUNS	ADJECTIVES
1. play [pleɪ]	1. parents [ˈpeərənts]	1. perfect [pɜːfɪkt]
2 produce [prɒdʌs]	2. plane [pleɪn]	2 polite [pəˈliːt]
3. pump [pʌmp]	2 picture [ˈpɪktʃər]	3. pretty [ˈprɪti]
4 pack [pæk]	4 people [ˈpeɪpəl]	4 popular [pɒpjələər]
5. pick [pɪk]	5 page [peɪdʒ]	5. painful [ˈpeɪnfl]
6 buy [baɪ]	6. police [pəˈliːs]	6 productive [prɒdʊktɪv]
7 bring [brɪŋ]	7. bag [bæg]	7. black [blæk]
8. believe [bɪˈliːv]	8. bank [bæŋk]	8. beautiful [ˈbjʊːtɪfl]
9. begin [bɪˈɡɪn]	9. book [bʊk]	9 busy [ˈbɪzi]
10. beat [biːt]	10 birthday [ˈbɜːθdeɪ]	10. big [bɪɡ]
11. break [breɪk]	11 blackboard [ˈblækboəd]	11. bad [bæd]
12. bake [beɪk]	12 building [ˈbɪldɪŋ]	12. brilliant [ˈbrɪljənt]
13 breathe [breɪð]	13. boy [bɔɪ]	13 bald [bɔːld]
14. mention [ˈmenʃn]	14. money [ˈmʌni]	14. mad [mæd]
15 measure [ˈmeɪʃər]	15. mother [ˈmʌðə(r)]	15. modern [ˈmɒdn]
16. make [meɪk]	16 market [ˈmɑːkɪt]	16. mature [ˈmæʃər]
17. marry [ˈmæri]	17. milk [mɪlk]	17 maritime [ˈmæriːtɪm]
18 modify [ˈmɒdɪfaɪ]	18. mouth [maʊθ]	18. married [ˈmæriəd]
19 match [mætʃ]	19 morning [ˈmɔːnɪŋ]	19 memorable [ˈmæmərəbəl]
20. meet [miːt]	20. magazine [ˈmæɡəziːn]	20 masterful [ˈmɑːstərful]

Correct:

Error: 8

Correct:

Error: 8

Correct:

Error: 9

Appendix 7

TABLE 4 THE STUDENTS' REPORT SCORES

No.	IA		IB		IC	
	x	X ²	X	X ²	X	X ²
1.	7	49	7	49	7	49
2.	6	36	7	49	6	36
3.	6	36	7	49	6	36
4.	6	36	7	49	6	36
5.	7	49	7	49	7	49
6.	7	49	7	49	8	64
7.	7	49	7	49	7	49
8.	6	36	6	36	7	49
9.	7	49	7	49	7	49
10.	7	49	6	36	8	64
11.	7	49	8	64	6	36
12.	7	49	7	49	6	36
13.	6	36	7	49	6	36
14.	6	36	7	49	7	49
15.	7	49	7	49	7	49
16.	6	36	7	49	6	36
17.	8	64	8	64	6	36
18.	6	36	8	64	7	49
19.	7	49	7	49	7	49
20.	6	36	8	64	8	64
21.	7	49	8	64	7	49
22.	8	64	7	49	7	49
23.	7	49	7	49	6	36
24.	7	49	7	49	7	49

No.	IA		IB		IC	
	X	X ²	X	X ²	X	X ²
25.	7	49	7	49	7	49
26.	7	49	7	49	6	36
27.	7	49	7	49	7	49
28.	7	49	7	49	7	49
29.	7	49	7	49	7	49
30.	6	36	7	49	6	36
31.	7	49	8	64	8	64
32.	6	36	6	36	7	49
33.	6	36	7	49	6	36
34.	6	36	7	49	6	36
35.	7	49	7	49	7	49
36.	8	64	7	49	6	36
37.	-	-	-	-	7	49
Σ	242	1.640	255	1.815	249	1.691

Appendix 8

TABLE 5 THE ANALYSIS OF VARIANCE COMPUTATION

	IA	IB	IC	TOTAL
N	36	36	37	109
Xn	242	255	249	746
Xn ²	58.564	65.025	62.001	185.590
M	6,72	7,08	6,72	20,52

$$\begin{aligned}
 1. \text{ SST} &= \sum X_n^2 - \frac{(\sum n)^2}{N} \\
 &= 185.590 - \frac{(746)^2}{109} \\
 &= 185.590 - 5.105,65 \\
 &= 180.484,35
 \end{aligned}$$

$$\begin{aligned}
 2. \text{ SSB} &= \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} - \frac{(\sum X_T)^2}{N} \\
 &= \frac{(242)^2}{36} + \frac{(255)^2}{36} + \frac{(249)^2}{37} - \frac{(746)^2}{109} \\
 &= 1.626,77 + 1.806,25 + 1.675,70 - 5.105,65 \\
 &= 3,07
 \end{aligned}$$

$$\begin{aligned}
 3. \text{ SSW} &= \text{TSS} - \text{SSB} \\
 &= 180.484,35 - 3,07 \\
 &= 180.481,28
 \end{aligned}$$

$$4. \text{MSB} = \frac{\text{SSB}}{K-1} = \frac{3,07}{3-1} = \frac{3,07}{2} = 1.535$$

$$5. \text{MSW} = \frac{\text{SSB}}{N-K} = \frac{180.481,28}{109-3} = 1.702,65$$

$$6. \text{Fo} = \frac{\text{MSB}}{\text{MSW}}$$

$$= \frac{1.535}{1.702,65}$$

$$= 0,0009$$

THE RESULTS OF ANOVA

Source of Variation	Students	Df	MS	F. Com	F. Table
SSB	3.07	2	1.535	0,0009	3,09
SSW	180.481,28	106	1.702,65	-	-
SST	180.484,35	108	1.704.185	-	-

Fo, (DFB) . (DFW) at the 5% of the significance level

Fo, (2) (106) = 3,09

The Value of Fo. Computation < T – table

$$0,0009 < 3,09$$

NOTE :

- SST : Sum of Squares Total groups
- SSB : Sum of Squares Between groups
- SSW : Sum of Squares Within groups
- dfB : degree of Freedom Between groups
- dfW : degree of Freedom Within groups
- MSW : Mean Squares Within
- MSB : Mean Squares Between

TABEL F
 Nilai-nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Kerata Pembilang									
	9	10	11	12	13	14	15	16	20	24
1	2,41	2,42	2,43	2,44	2,45	2,46	2,48	2,49	2,50	2,51
2	6,022	6,036	6,052	6,106	6,112	6,169	6,234	6,294	6,354	6,414
3	19,38	19,39	19,40	19,41	19,42	19,43	19,44	19,45	19,46	19,47
4	39,38	39,40	39,41	39,42	39,43	39,44	39,45	39,46	39,47	39,48
5	54,81	54,83	54,85	54,87	54,89	54,91	54,93	54,95	54,97	54,99
6	67,34	67,37	67,40	67,43	67,46	67,49	67,52	67,55	67,58	67,61
7	77,34	77,37	77,40	77,43	77,46	77,49	77,52	77,55	77,58	77,61
8	85,34	85,37	85,40	85,43	85,46	85,49	85,52	85,55	85,58	85,61
9	91,34	91,37	91,40	91,43	91,46	91,49	91,52	91,55	91,58	91,61
10	96,34	96,37	96,40	96,43	96,46	96,49	96,52	96,55	96,58	96,61
11	100,34	100,37	100,40	100,43	100,46	100,49	100,52	100,55	100,58	100,61
12	104,34	104,37	104,40	104,43	104,46	104,49	104,52	104,55	104,58	104,61
13	108,34	108,37	108,40	108,43	108,46	108,49	108,52	108,55	108,58	108,61
14	112,34	112,37	112,40	112,43	112,46	112,49	112,52	112,55	112,58	112,61
15	116,34	116,37	116,40	116,43	116,46	116,49	116,52	116,55	116,58	116,61
16	120,34	120,37	120,40	120,43	120,46	120,49	120,52	120,55	120,58	120,61

TABEL F
 Nilai F dengan taraf Signifikansi 5% (deretan atas) dan 1% (deretan bawah)

d.b. untuk KR Pembagi	d.b. untuk Kuadrat Kerata Pembilang									
	2	3	4	5	6	7	8	9	10	11
100	1,84	1,85	1,86	1,87	1,88	1,89	1,90	1,91	1,92	1,93
125	1,89	1,90	1,91	1,92	1,93	1,94	1,95	1,96	1,97	1,98
150	1,94	1,95	1,96	1,97	1,98	1,99	2,00	2,01	2,02	2,03
200	2,04	2,05	2,06	2,07	2,08	2,09	2,10	2,11	2,12	2,13
400	2,24	2,25	2,26	2,27	2,28	2,29	2,30	2,31	2,32	2,33
1.000	2,54	2,55	2,56	2,57	2,58	2,59	2,60	2,61	2,62	2,63
500	3,54	3,55	3,56	3,57	3,58	3,59	3,60	3,61	3,62	3,63

(bersambung)

(bersambung)

1% (deretan bawah)

d.b. untuk Kuantal Relat. Pembilang

U.S. Prob	1	2	3	4	5	6	7	8
32	4,15	3,30	2,90	2,57	2,51	2,40	2,32	2,25
	7,50	5,34	4,46	3,97	3,66	3,42	3,25	3,12
34	4,13	3,28	2,88	2,55	2,49	2,38	2,30	2,23
	7,44	5,29	4,42	3,93	3,61	3,38	3,21	3,04
35	4,11	3,26	2,86	2,53	2,48	2,36	2,28	2,21
	7,39	5,25	4,38	3,89	3,58	3,35	3,18	3,04
36	4,10	3,25	2,85	2,52	2,46	2,35	2,26	2,19
	7,35	5,21	4,34	3,86	3,54	3,32	3,15	3,02
37	4,08	3,23	2,84	2,51	2,45	2,34	2,25	2,18
	7,31	5,18	4,31	3,83	3,51	3,29	3,12	2,99
38	4,07	3,22	2,83	2,50	2,44	2,32	2,24	2,17
	7,27	5,15	4,29	3,80	3,49	3,26	3,10	2,96
39	4,06	3,21	2,82	2,48	2,43	2,31	2,23	2,16
	7,24	5,12	4,26	3,78	3,46	3,24	3,07	2,94
40	4,05	3,20	2,81	2,47	2,42	2,30	2,22	2,14
	7,21	5,10	4,24	3,76	3,44	3,22	3,05	2,92
41	4,04	3,19	2,80	2,46	2,41	2,30	2,21	2,14
	7,19	5,08	4,22	3,74	3,42	3,20	3,04	2,90
42	4,03	3,18	2,79	2,45	2,40	2,29	2,20	2,13
	7,17	5,06	4,20	3,72	3,41	3,18	3,02	2,88
43	4,02	3,17	2,78	2,44	2,38	2,27	2,18	2,11
	7,12	5,01	4,16	3,68	3,37	3,15	2,98	2,85
44	4,00	3,15	2,76	2,42	2,37	2,25	2,17	2,10
	7,08	4,98	4,13	3,65	3,33	3,12	2,95	2,82
45	3,99	3,14	2,75	2,41	2,35	2,24	2,15	2,08
	7,01	4,95	4,10	3,62	3,31	3,09	2,93	2,79
46	3,98	3,13	2,74	2,40	2,34	2,23	2,14	2,07
	7,01	4,92	4,08	3,60	3,29	3,07	2,91	2,77
47	3,96	3,11	2,72	2,38	2,33	2,21	2,12	2,05
	6,96	4,88	4,04	3,56	3,25	3,04	2,87	2,74

(bersembung)

Nilai F dengan taraf Signifikansi 5% (deretan atas) dan

1% (deretan bawah)

d.b. untuk Kuantal Relat. Pembilang

U.S. Prob	1	2	3	4	5	6	7	8
16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,60
	8,52	5,23	4,29	3,77	3,4	3,20	3,04	2,90
17	4,45	3,59	3,20	2,96	2,81	2,70	2,62	2,56
	8,40	5,11	4,17	3,65	3,34	3,10	2,94	2,80
18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,52
	8,28	5,01	4,07	3,58	3,25	3,01	2,85	2,71
19	4,38	3,52	3,13	2,90	2,74	2,63	2,55	2,49
	8,18	5,03	4,01	3,50	3,17	2,94	2,78	2,63
20	4,35	3,49	3,10	2,87	2,71	2,60	2,52	2,45
	8,10	5,05	4,04	3,48	3,10	2,87	2,71	2,56
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42
	8,02	5,08	4,07	3,47	3,06	2,84	2,68	2,51
21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42
	8,02	5,08	4,07	3,47	3,06	2,84	2,68	2,51
22	4,30	3,44	3,05	2,82	2,66	2,55	2,47	2,40
	7,94	5,02	4,02	3,46	3,01	2,79	2,63	2,45
23	4,28	3,42	3,03	2,80	2,64	2,53	2,45	2,38
	7,88	5,06	4,06	3,46	3,04	2,81	2,65	2,47
24	4,26	3,40	3,01	2,78	2,62	2,51	2,43	2,36
	7,82	5,01	4,02	3,42	2,99	2,76	2,60	2,42
25	4,24	3,38	2,99	2,76	2,60	2,49	2,41	2,34
	7,77	5,07	4,08	3,46	3,06	2,83	2,67	2,49
26	4,22	3,37	2,95	2,74	2,59	2,47	2,39	2,32
	7,72	5,03	4,04	3,44	3,02	2,79	2,63	2,45
27	4,21	3,35	2,95	2,73	2,57	2,46	2,37	2,30
	7,68	5,09	4,06	3,44	3,09	2,86	2,70	2,52
28	4,20	3,34	2,95	2,71	2,56	2,44	2,36	2,29
	7,64	5,05	4,02	3,40	3,05	2,82	2,66	2,48
29	4,18	3,33	2,93	2,70	2,54	2,43	2,35	2,28
	7,60	5,02	4,04	3,41	3,03	2,80	2,64	2,46
30	4,17	3,32	2,92	2,69	2,53	2,42	2,34	2,27
	7,56	5,04	4,02	3,41	3,00	2,77	2,61	2,43

(bersembung)

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Lampiran : Proposal
Perihal : Ijin Penelitian

Jember, ...14... Mei....., 2003

Kepada : Yth. Sdr. Kepala SLITPN 2 Jember
Parekasan
di. -
Tempat

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Jember menerangkan bahwa Mahasiswa tersebut di bawah ini :

Nama : Zaiful Imam
Nim : 98 - 1167
Jurusan/Program : P.B.S. / P.B. Inggris

Berkenaan dengan penyelesaian studinya, mahasiswa tersebut bermaksud melaksanakan penelitian dilembaga saudara dengan Judul :

A DESCRIPTIVE STUDY OF THE MADURESE SECOND YEAR STUDENTS' ABILITY IN PRONOUNCING ENGLISH WORDS AT SLITPN 2 HARAU, PAREKASAN IN THE 2003-2004 ACADEMIC YEAR

Sehubungan dengan hal tersebut kami mohon perkenan saudara agar memberikan ijin, dan sekaligus bantuan informasi yang diperlukannya. Demikian atas perkenan dan kerjasamanya kami mengucapkan terima kasih.

a.n. Dekan
Pembantu Dekan I,

MISNO AL, M.Pd
430 937 191



PEMERINTAH KABUPATEN PAMEKASAN
DINAS PENDIDIKAN DAN KEBUDAYAAN
SLTP NEGERI 2 LARANGAN

Jl. Raya Talang Larangan Pamekasan

SURAT KETERANGAN

No. 670/76/441.202/SLTP.25/2003

Yang bertanda tangan di bawah ini Kepala SLTP Negeri 2 Larangan Pamekasan, menerangkan bahwa :

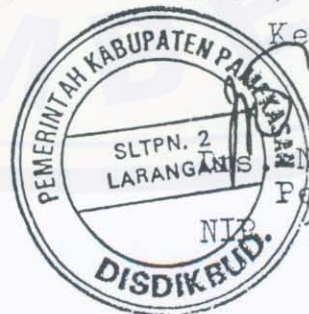
Nama : ZAIFUL IMAM
Nim : 980210401167
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Program Studi : Bahasa Inggris
Alamat : Jl. Karimata 1 No. 25 Jember

Telah mengadakan penelitian dalam rangka menyusun skripsi dengan Judul : A Descriptive Study of Madurese Second Year Students' Abilities in Pronouncing English Words at SLTPN. 2 Larangan in the 2003 - 2004 Academic Year.

Demikian surat ini dibuat dengan sebenarnya dan dapat digunakan sebagaimana mestinya.

Jember, 27 Oktober 2003

Kepala



MUR ALI
Pembina

NIP. 130799914

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 Pembimbing I : Dra. Siti Sundari, MA
 Pembimbing II : Dra. Made Adi Andayani T., M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	9-11-2-2002	pengajuan judul	PP
2	11-11-2002	matrix	PP
3	15-11-2002	revisi matrix	PP
4	24-11-2002	chapter I	PP
5	15-12-2002	revisi chapter I	PP
6	20-12-2002	chapter II	PP
7	15-1-2003	revisi chapter II	PP
8	10-2-2003	chapter III	PP
9	7-3-2003	revisi chapter III	PP
10	15-3-2003	chapter I, II, III	PP
11	7-4-2003	revisi chapter I, II, III	PP
12	19-5-2004	chapter IV dan V	PP
13	27-8-2004	revisi chapter IV dan V	PP
14	29-10-2004	revisi abstract, chapter I, II, III	PP
15		IV, dan V	PP

Catatan:

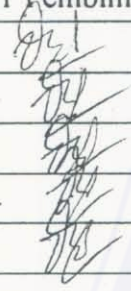
1. Lembar ini harus dibawa dan diisi setiap melakukan konsultasi
2. Lembar ini harus dibawa sewaktu Seminar Proposal Skripsi dan Ujian Skripsi

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 Pembimbing I : Dra. Siti Sundari, MA
 Pembimbing II : Dra. Made Adi Andayani T., M.Ed

KEGIATAN KONSULTASI

No	Hari/Tanggal	Materi Konsultasi	T.T Pembimbing
1	24 - 4 - 2004	Matrix, Chapter I, II, III	
2	17-5-2003	Revisi matrix, Chapter I, II, III	
3	20-9-2004	Chapter I, II, III, IV dan V	
4	22-9- 2004	revisi chapter IV dan V	
5	28-10-2004	Chapter I, II, III, IV dan V	
6	29-10-2004	revisi chapter I s/d V	
7			
8			
9			
10			
11			
12			
13			
14			
15			

Catatan:

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