

CHAPTER 1

INTRODUCTION

This introduction discusses about the research. In this chapter the introduction is important for the opening of the research. This chapter consisted of background of the problem, setting of the problem, limitation of the problem, formulation of the problem, purpose of the research, significance of the research, and definition of the key terms.

A. Background of the Research

Language is used to share information, feeling, and thought. Language is very important in human life. One of the important of language is used as a tool of communication. By communication someone can easily interacts each other. So, language is a tool of communication for human being in the world. There are many language in the world, one of them is English.

In learning English, students learn about basic language skills such as listening, speaking, reading and writing. Speaking includes in productive skill and it cannot be separated from listening skill. While speaking people produce utterance and it should be meaningful. Speaking is an activity where people can communicate each other at least there are two person who are involved in this activity as a speaker and as a listener.

Speaking is one of English language skill. If students want to speak English fluently they have to be able to pronounce correctly. It is also productive skill because when people speak they produce the language. It is not easy for

students to speak in English fluently, because speaking is productive skill when students must be able to produce word to communicate with each other.

One of Indonesian difficulties in learning speaking English is how to pronounce English sounds correctly. Cruthers, (1987:191) explains the reasons why learning another language pronunciation are difficult: first, some sounds of the new or target language do not exist in the learner's native language. The second is in the different of distribution between native language and target language. Dalton and seidlhover (2005) distribute speech sounds belong to one or other the four main classes knows as vowels, consonants, diphthong and triphthongs.

Roach (2009) defines consonant as a sounds, voice and voiceless, in which the airstream an obstructed through a narrowing or complete closure of the mouth passage. In English, consonant is divides into two basic positions: voiced and voiceless. The voiced sounds is produced when the vocal folds are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, creating a vibration effect, meanwhile, the voiceless sound is produced when the vocal folds are spread apart, the air from the lungs passes between them unimpeded (Yule, 2014:27).

Based on preliminary, the researcher observed on the second semester of English study program at University of Pasir Pengaraian, many students could not pronounce words correctly, many students pronounced the vocabulary incorrectly, and also many students were still low and had difficulties in pronunciation when speaking and there were still many mistakes in pronunciation.

Based on explanation above, the researcher is interested to doing research on the students difficulties pronouncing in consonant. That was why the research entitled “ *An Analysis of Students’ Difficulties Pronouncing Consonant at the second semester of English study program at University Of Pasir Pengaraian*”

B. Setting of the Research

Pronunciation of consonant is difficult for students of second semester of English Study Program at University of Pasir Pengaraian. Knowing the difficulties in pronunciation help the students in improving their speaking. This research is focused on the students’ difficulties in pronouncing consonant.

C. Limitation of the Research

Based on the background of the research explained above, the researcher limited this research on students’ difficulties pronouncing consonant. The researcher analyzed English consonants at the second semester of English Study Program at University of Pasir Pengaraian.

D. Formulation of the Research

From the stated above, the researcher formulated the problem of this research. This research could be formulated as the following the question: What are the students’ difficulties in pronouncing consonants at the second semester of English Study program of University of Pasir Pengaraian.?

E. Purpose of the Research

In this research the researcher tries to found out the purpose of the research, the purpose of this research is “To found out the students’ difficulties in pronouncing English consonant at the second semester of English Study Program at University of Pasir Pengaraian.

F. Significance of Research

Some significances at research could be found in this research, whether it is for the researcher and students.

1. For the Researcher:

This research will be useful, because the researcher become a teacher, the teacher already know the lacks of students so that could make the students well and able to make the students interested to learn pronounce.

2. For the student:

This research will be useful for the students as the purpose of this research. The purpose is to invite the student learn pronounce to be focus, improve the pronouncing, understand the voice and voiceless.

G. Definition of The Key Terms

In this research, some terms the used in this research to make research more clear or to more understand and to avoid misinterpretation. Here is the definition of on this research.

1. Pronunciation

According to Harmer (2007:281) pronunciation is the way we make sounds of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what the mean. In pronunciation, there are so many aspects or elements to be known. In supra-segmental aspects, there are stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, triphthongs and consonant.

2. Consonant

Underhill (2005:29) explains consonant into two meanings. The first meaning of consonant is the sounds which are made by restricting or blocking the air flows some physical way, and this restricting which makes the consonant its characteristic sounds. The second meaning is consonant marks the beginning and the end of syllable.

3. Difficulties

Harisson (2009) states that difficulties are related to learning disabilities students have, thus in this aspect they feel greater uncertainly than some of their classmates. It means the difficulties is disabilities that every students have in learning process.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter contains about review of related theories, review of related findings, and conceptual framework. The review of related theories explains about definition of pronunciation, problems of pronunciation, factors influencing pronunciation, difficulties pronunciation, and consonant. The conceptual framework provides at the end of this chapter.

A. Review of Related Theories

1. Definition of Pronunciation

Pronunciation is one of the important elements to convey idea or information in terms of oral way. Pronunciation is the manner where someone utter a word. Gilakjani (2016 : 2)states, “Pronunciation of the way of uttering a word in an accepted manner”. He further states ”Pronunciation instruction is very important for oral communication, and it is also a significant part of communicative competence.

According to yates and Zielinski (2009), English pronunciation has a key role in English. If teachers don't present the general rules and principles toward comprehensible pronunciation to their EFL learners, nobody will certainly do it. This is the responsibility of EFL teacher to do this by teaching the new sounds, words, sentences, and phrases and arranging appropriate materials for understandable pronunciation in their EFL classes. EFL teacher should explore the new ways of indicating, practicing, and giving feedback English pronunciation

that are actually appropriate for learners to learn English pronunciation easily and effectively.

According to Hismanoglu (2006), pronunciation is very important for oral communication. It is also a significant part of communicative competence. Although the role of English pronunciation is important in English language, many teacher do not pay enough attention to this important skill. The problem of pronunciation instruction have been demonstrated by some researcher. Morley (1991) said that is necessary foe teacher to teach English in ESL and EFL classes although many teacher do not pay attention to it in their instruction.

Pronunciation can also be helped through a deliberate focus on individual sounds, consonants clusters, and supra-segmentals. Fluency activities may also have a role to play in the improvement pronunciation. Because fluency and accuracy effect each other, working on very easy tasks to improve fluency may also have a positive effect on pronunciation accuracy, although this remains to be researched (I.S.P Nation and Jonathan Newton, 2009 : 96).

Cook said, pronunciation is a set of habits of producing sounds. The habit of producing a sound is acquired by repeating it over and over again and by being corrected when it is pronounced wrongly. Learning to pronounce a second language means building up new pronunciation habits and overcome the bias of the first language (Abbas Pourhosein Gilakjani, 2012 : 96)

Cook (1996 as cited in Pourhosein Gilakjani, 2016), defined pronunciation as the production of English sounds. Pronunciation is learnt by repeating sound and correcting them when produced inaccurately. When learners start learning

pronunciation they make new habits and overcome the difficulties resulting from the first language. According to Yates (2002, as cited in Pourhosein Gilakjani, 2016), pronunciation is the production that is used for making meaning.

Based on the definitions above, pronunciation is a way of saying a word in an accepted manner and also can help students' to increase their pronounce in speaking, and pronunciation is very important in communication.

2. Factors Influencing Pronunciation

Ambalegin & Suryani (2018, p. 66) showed, "mother tongue has clear influence on learning L2 pronunciation, while mother tongue-like accent is interfering the English pronunciation; on the other hand, phonology deals with one's knowledge of the sound system of a language, then it concerns with a competence". Kenworthy (1987, 4-7) mentioned there are factors that affect pronunciation.

A. The native language

The more differences of sound characteristics of the native language from English, the more difficulties L1 speakers will find to pronounce English.

B. The age factor

This factor is contradictory. Some researchers found that age determines the accuracy of a learner's pronunciation; other researchers argued that age confers no immediate advantage in pronouncing foreign sounds.

C. Amount of exposure

It is tempting to view this simply as a matter of whether the speaker is living in an English-speaking country or not. If this is the case, then the speaker is 'surrounded' by English and this constant exposure should affect pronunciation skills.

D. Phonetic ability

This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability'. Researchers have designed a set of tests which can measure this ability and have demonstrated that some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately.

E. Attitude and identity

It has been claimed that factors such as a person's 'sense of identity' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language.

Based on explanation above, there are factors that affect pronunciation. Factors that affect pronunciation is the original language, age factors, the total of exposure, Phonetic ability and the last is Attitude and Identity.

3. Difficulties pronunciation

In addition, Jones (1997) as cited in Hassan (2016) explained that there are five natures of pronunciation difficulties, they are as follow:

- (1) Ear training or more accurately cultivating at the auditory memory.
- (2) A matter of gymnastics of the vocal organs or mouth-gymnastic to form the speech sounds of foreign language. The learners have to put their tongue, lips, and other organs of speech into certain positions, or to perform with certain action.
- (3) A matter of memorizing.
- (4) The difficulty which concerned with the production of supra-segmental features (stress, length, pitch, and intonation).
- (5) The last is the difficulty which concerned with fluency.

Based on explanation above, The first pronunciation difficulties is listening practice or auditory memory processing. Second, the problem of gymnastics of mouth to form the speech sounds of foreign language. Third, the problem of memorizing. Fourth, difficulties associated with production supra-segmental features. The last is the difficulties associated with fluency.

Based on the interview there are three aspects of students difficulties in pronunciation, those are:

1. Pronunciation Based on the theory that tested the pronunciation, the researchers found some students have difficulty in pronunciation such as, it is difficult to distinguish words that are almost the same pronunciation, rarely practice, lack vocabulary, carried regional accent, shame and difficult to say sentences rarely found. Based on interviews conducted by

researchers obtained from 15 students studied, 6 students have similar difficulties.

2. Intonation Based on the theory that tested the intonation, the researchers found some students who are difficult in adjusting intonation such as, nervous, often carried away regional accent, lack of understanding of the content in question. Based on interviews conducted by researchers obtained from 15 students studied, 5 students have similar difficulties.
3. Liaisons Based on the theory that examined the liaison, the researcher found 4 students who had no difficulty in liaison. They tend not to eliminate liaison when speaking in English and interact with friends. While on documentation researcher obtained students' data from tests distributed to their pronunciation.

4. Definition of Consonant

Underhill (2005:29) explains consonant into two meanings. The first meaning of consonant is the sounds which are made by restricting or blocking the air flows some physical way, and this restricting which makes the consonant its characteristic sounds. The second meaning is consonant marks the beginning and the end of syllable.

According to Yule (1996) Phonology is the study of the systems, patterns and use of sounds that occur in the languages in the world. In line with this theory, phonology is important for English education students in order to know how to pronounce English words properly and know its phonetics form. *Journal of English Education and Teaching (JEET) Vol.2.No.3.2018 19.*

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

(Dalton & Seidlhofer, 1994, p. 3) According to Kristina, Diah, et al (cited in Pratiwi, 2012; p. 12), pronunciation is the act or manner of pronouncing words; utterance of speech. In other words, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood.

Kelly (in Sihombing 2014) stated that pronunciation is the ability to use the correct stress, rhythm, and intonation of a word in a spoken language. Lindsay

also said that pronunciation includes supra-segmental features and they are: sounds of the language, stress and rhythm, intonation (cited in Jahan, 2011; p.36).

From the definitions above it can be concluded that pronunciation is a way of speaking that is generally accepted and understood using the sounds of the language, correct stress, rhythm, and intonation. It is an essential component not only of learning a language but also of using that language (Bilash, 2009). Without proper pronunciation, people will be misunderstood by others and they will be judged as incompetent, uneducated or lacking in knowledge. It is also mentioned in AMEP research centre (2002) that learners with good pronunciation are easier to be understood even if they make errors in other areas, even if their grammar is perfect.

The twenty-five distinct consonant phonemes of NAE can be distinguished along three main dimensions: voicing (whether the vocal cords are vibrating), place of articulation (where the sound is made), and manner of articulation (how the airflow is affected). Voicing Before proceeding with a more complete description of the place and manner of articulation of NAE consonants, we need to discuss the phenomenon of voicing: whether or not the vocal cords are vibrating. In English, consonants are produced at eight places of articulation. Since we have now covered all the other articulatory parameters required to describe consonants, introducing and defining these places will allow us to build up a complete consonant phoneme system for English.

A. BILABIAL

For a bilabial sound, the active articulator is the bottom lip, and the passive articulator is the top lip.

/p/ pie voiceless bilabial plosive

/b/ by voiced bilabial plosive

/m/ my voiced bilabial nasal

This additional articulation takes place at the velum, so that [w] is not simply a labial sound, but a labial-velar one. In some accents of English, notably those spoken in Scotland and New Zealand, this /w/ contrasts with the voiceless labial-velar fricative, which tends to occur in words spelled *w*. If you have the same pronunciation for *witch* and *which*, or *Wales* and *whales*, then you have only /w/; if these are consistently different for you, then these minimal pairs establish a contrast of /w/.

/w/ witch voiced labial-velar approximant

B. LABIO-DENTAL

For labio-dental sounds, the active articulator is again the bottom lip, but this time it moves up to the top front teeth. Note that these sounds are labio-dental, while /w/ and // are labial-velar, because in the first case, articulation takes place only at a single location, while in the second, there are two separate, simultaneous articulations.

/f/ fat voiceless labio-dental fricative

/v/ vat voiced labio-dental fricative

C. DENTAL

In most English sounds, and most speech sounds in general, the active articulator is part of the tongue; to avoid confusion, places of articulation where the tongue is involved are therefore generally called after the passive articulator. For the two dental fricatives, it follows that the passive articulator is the top front teeth; the active articulator is the tip of the tongue. The tongue itself is conventionally divided into the tip (the very front); the blade (just behind the tip, and lying opposite the alveolar ridge); the front (just behind the blade, and lying opposite the hard palate); the back (behind the front, and lying opposite the velum); and the root (right at the base, lying opposite the wall of the pharynx).

[θ] thigh voiceless dental fricative

[ð] thy voiced dental fricative

D. ALVEOLAR

Alveolar sounds are produced by the tip or blade of the tongue moving up towards the alveolar ridge, the bony protrusion you can feel if you curl your tongue back just behind your top front teeth.

/t/ tie voiceless alveolar plosive

/d/	die	voiced alveolar plosive
/n/	nigh	voiced alveolar nasal
/s/	sip	voiceless alveolar fricative
/z/	zip	voiced alveolar fricative
/r/	rip	voiced alveolar central approximant
/l/	lip	voiced alveolar lateral approximant

E. POSTALVEOLAR

If you move your tongue tip back behind the alveolar ridge, you will feel the hard palate, which then, moving further back again, becomes the soft palate, or velum. Postalveolar sounds are produced with the blade of the tongue as the active articulator, and the adjoining parts of the alveolar ridge and the hard palate as the passive one. They include two fricatives, and the affricates introduced in the last section.

/ʃ/	ship	voiceless postalveolar fricative
/ʒ/	beige	voiced postalveolar fricative
/tʃ/	chunk	voiceless postalveolar affricate
/dʒ/	junk	voiced postalveolar affricate

F. PALATAL

Palatals are produced by the front of the tongue, which moves up towards the hard palate. We have so far encountered two palatal sounds: the approximant /j/ in *yes*, and the voiceless palatal stop [ç] in *kitchen*. Recall, however, that [ç] is the allophone of /k/ found before certain vowels; velar [k] appears elsewhere. There is a similar pattern for /g/, which has as allophones velar [g] in *garden* and palatal [ç] in *give*. Since we are constructing a phoneme system here, these allophones are not included in the list.

/j/ *yes* voiced palatal approximant

G. VELAR

For velar sounds, the active articulator is the back of the tongue, and the passive articulator is the velum, or soft palate. The labial-velar approximant and fricative /w/ and /ɣ/ are not included here, as they were discussed above with the bilabials; however, it should be remembered that these doubly-articulated sounds strictly belong under both headings.

/k/ *cot* voiceless velar plosive

/g/ *got* voiced velar plosive

/ŋ/ *rang* voiced velar nasal

/x/ *loch* voiceless velar fricative

H. GLOTTAL

Glottal sounds are in the minority in articulatory terms, since they do not involve the tongue: instead, the articulators are the vocal folds, which constitute a place of articulation as well as having a crucial role in voicing. English has two glottal sounds. The first is allophonic, namely the glottal stop, [ʔ], which appears as an intervocalic realisation of /t/ in many accents, as in *butter*. The glottal stop is technically voiceless, though in fact it could hardly be anything else, since when the vocal folds are pressed together to completely obstruct the airstream, as must be the case for a stop sound, air cannot simultaneously be passing through to cause vibration. The second, the voiceless glottal fricative [h], is a phoneme in its own right.

/h/ high voiceless glottal fricative

To produce any consonant, an active articulator, usually located somewhere along the base of the vocal tract, moves towards a passive articulator, somewhere along the top. Where those articulators are, determines the consonant's place of articulation, as we shall see in the next section. How close the active and passive articulators get, determines the manner of articulation. There are three main manners of articulation, and one subsidiary case which in a sense is intermediate between the first two.

A. STOPS

If the active and passive articulators actually touch, stopping airflow through the oral cavity completely for a brief period, the sound articulated is a stop. If you put your lips together to produce [p] pea, and hold them in that position, you will feel the build-up of air which is then released when you move from the stop to the following vowel. Further back in the vocal tract, [t] tea and [k] key are also stop sounds. More accurately, all these are plosives, the term for oral stops produced on a pulmonic egressive airstream, just as clicks are stops produced on a velaric ingressive airstream, for instance. Plosives may be voiceless, like [p], [t] and [k], or voiced, like their equivalents [b], [d] and [g].

B. FRICATIVES

During the production of a fricative, the active and passive articulators are brought close together, but not near enough to totally block the oral cavity. This close approximation of the articulators means the air coming from the lungs has to squeeze through a narrow gap at high speed, creating turbulence, or local audible friction, which is heard as hissing for a voiceless fricative, and buzzing for a voiced one. English [f] five and [s] size are voiceless fricatives, while [v] five and [z] size are voiced.

C. APPROXIMANTS

It is relatively easy to recognise a stop or fricative, and to diagnose the articulators involved, since these are either touching or so close that their location can be felt. In approximants, on the other hand, the active

and passive articulator never become sufficiently close to create audible friction. Instead, the open approximation of the articulators alters the shape of the oral cavity, and leads to the production of a particular sound quality. There are four approximant consonant phonemes in English: /j/ yes, /w/ wet, /r/ red (although as we have seen, /r/ may have a tapped allophone for some speakers) and /l/ let. All these approximants are voiced.

Based on explanation above, there is 24 letters of consonant and Consonants as discussed above are classified in terms of: Voicing, Place of articulation and Manner of articulation. On the basis of voicing, consonants are divided into voiced consonants and voiceless consonants. Place of articulation are divided into Bilabial, Labio-dental, Dental, Alveolar, Post alveolar, Palatal, Glottal, Velar and manner of are divided into Stops, Fricatives, Approximants, Affricates and Nasal.

B. Review of Related Findings

In review of related findings, the researcher reviewed other researchers findings. The first, (Aliaga García, 2007; Martínez-Flor et al. 2006; Pourhosein Gilakjani, 2016) as cited in Gilakjani (2016) conducted a research *is The Difficulties of producing English Consonant Sound for EFL Sundanese Students (A Case Study of the Eleventh Grade Students of SMA N 1 Ciamis in the Academic Year 2018/2019)*. The research was design as a descriptive qualitative method, explained stated that pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. In Indonesia, English as a Foreign language, the English learners were still

producing as the way they pronounced English words based on their language in their countries.

The second, , Heaton (1990 as cited in Isnawati 2014) the research was *An Analysis of Students' Errors in Pronouncing English Consonants at Senior High School Muhammadiyah 1 Pekanbaru*. They said there are three techniques of testing pronunciation. First, (Pronouncing words in isolation. The importance of listening in almost all test of speaking, especially those of pronunciation, should never be underestimated. It is impossible for students to pronounce words correctly unless they first hear and recognize the precise sound of that word). Second, (Pronouncing words in sentences Students can also be asked to read aloud containing the problematic sounds which we want to test). Third, Reading aloud. (Way of testing pronunciation provided that we give a student a few minutes to look at the reading text first.)

The third, (Crystal, 2008, p.365), conducted research with title: *English Pronunciation Problem Encountered By Indonesian Advanced Students*, was design as an descriptive qualitative research. In this research he explained phonology is concerned with the range and function of sounds in specific language and with the rules which can be written to show the types of phonetic that related and contrast words and other linguistics units.

Fourth, Eatrada& Streiff (2002) conducted research with title: *An Analysis of Students' Ability in Pronouncing Closing Diphthong (A Study on the Students of International Class Program batch 2016 on IAIN Salatiga)*, the research was design as an descriptive qualitative research. In this research he explained found

the findings about students level of pronunciation. In the findings, they categorized the students pronunciation's level into three levels. For the first, the students who did pronunciation errors more than seven times were categorized as low level. The second, students who did pronunciation errors between 4 until 7 times were categorized as intermediate level. And the third, students who did pronunciation errors between 1 until 3 times were categorized as advance level.

Fifth, Jones (1972: 26) conducted research with title: *An Analysis Of Fricatives Consonants Pronounced by The Sixth Semester Students Of English Education Department Of IAIN SALATIGA in The Academic Year Of 2017/2018*, the research was design as an descriptive qualitative research. In this research he explained found fricatives are formed by narrowing of the air passage at the some points so that, when air is expelled by pressure from lungs, it escapes with a kind of hissing sound. Fricatives are the sounds that are accompanied by a continuous noise. Fricatives are produced with a continuous airflow through the mouth.

Based on the previous researchers' finding above, the researcher make better to the students. But, this research was difference from the others research. In this research, to make the students more interested to learning pronunciation. Helped the students to more understand what their hears.

C. Conceptual of Framework

In this research, the researcher included the conceptual of framework, it can case easy the readers to see the plan of research. The steps of the research can be seen in the following figure.

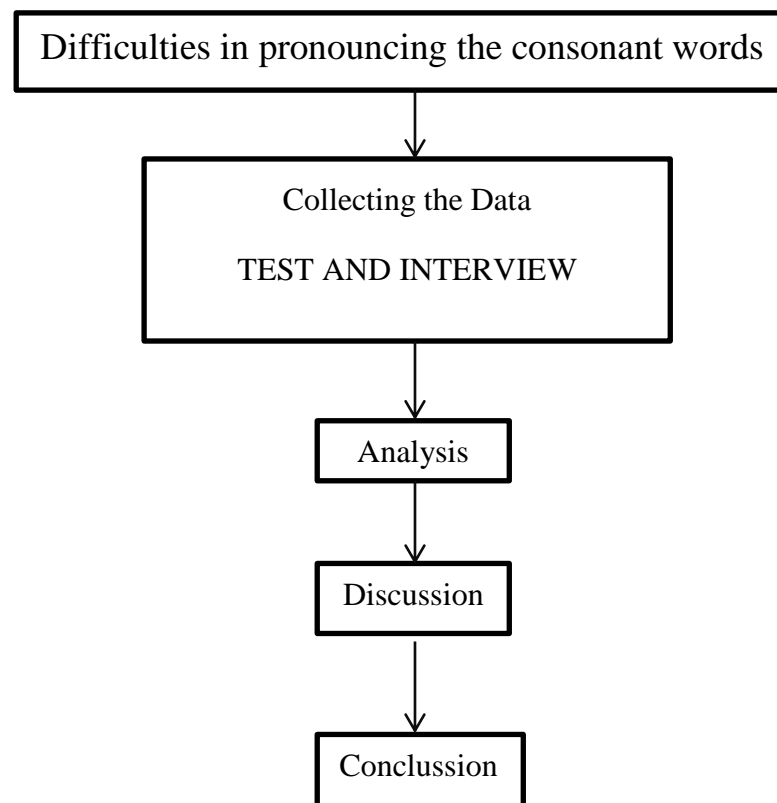


Figure 1. Conceptual Framework of the Research

Having good pronunciation is not easy for foreign language learners. They tend to face difficulty in pronouncing English sounds. This research is to found out students difficulties in pronouncing English consonants. The sample of the research if the second semester students of English study program of university of pasir pengaraian. In collecting the data, the research will give the test to samples. And to get more data, the researcher also interview samples. After collecting the

data, researcher analyze the data and discuss with the previous research finding or theory. The last, the researcher conclude the research.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents about the research methodology. It consists of research design, setting of the research, instrumentation, procedure of the research, technique of analyzing the data. In the setting of the research, describes about the population, and the sample.

A. Research Design

The research design in this research is descriptive qualitative research. According to Dornyei (2007:38), qualitative research involves the research process with a completely open mind and without setting out to test preconceived hypotheses. Qualitative research works with arrange of data including recorded interviews, various types of texts and images. It describes social phenomena as they occur naturally, take place in natural setting without any attempts to manipulate the situation under the study.

B. Setting of the Research

This research was conducted at University of Pasir Pengaraian.. It is located at Tuanku Tambusai Street, Rambah Hilir Sub District of Rokan Hulu Regency.

1. Population

According to Arikunto (2013:173), population is a set or collection of all elements possessing one or more attributes of interest. The population in this research is all of the students at second semester of English Study Program at University of Pasir Pengaraian. The number of population is 39 students.

2 Sample

According to Arikunto (2013:174) sample is a part of the population which is investigated. Sugiono (2015:85) states” saturated sampling is a sampling technique when all members of the population is relatively small, less than 30 people, or if the study is to make generalizations with very few errors. Another term saturated sampling is census, where all members of the population are sampled. So, in taking the sample of the research, the researcher used the saturated sampling method, it is caused by the number of the participants is less than 100 students. The number sample of this research is 39 students.

C. Instrumentation

According to Arikunto (2013), research instrument is a device by the researcher while collecting data to make the work becomes easier and get a better result, complete and systematic. The instrument used in this research was test.

According to Kurniawan and Puspitaningtyas (2016 : 81) Instruments test is a series of questions or exercises or other tools used to measure skills, intelligence knowledge, abilities or talents possessed by individuals or groups. The researcher gave test for students at second semester in University of Pasir Pengaraian. The test consisted of pronunciation test for students to assess consonant in pronunciation.

Table 1. Pronunciation score descriptor used in the current study

5	Speech is generally clear and requires little or no listener effort. Only one listening required.
4	Speech is generally clear with some fluidity of expression, but it exhibits minor difficulties with pronunciation and may require some listener effort at times, Only one listening required.
3	Speech is clear at times, although it exhibits problem with pronunciation and so may require more listener effort. It was necessary to listen more than once before attempting to complete the gap fill.
2	Consistent pronunciation difficulties cause considerable listener effort throughout the sample. It was necessary to listen more than once before attempting to complete the gap fill.
1	Cannot comprehend at all.

.Adopted from the TOEFL iBT Speaking Scoring Rubric, Independent Tasks (Educational Testing Service, 2015:189-190).

D. Technique of Collecting the Data

According to Sugiyono (2015) data collecting technique are the most strategies step in the study, because the purpose of the study was to get the data. Data of this research came from test and interviews, which was gathered through several techniques of data collection. The purpose of collecting data is to find the data and get information about the research. The procedure of collecting data were as in the following:

1. The researcher gave the test to the students
2. The researcher gave the students time to read the test
3. The researcher asked students to read the test and the researcher recording when students read the test.

E Technique of Analyze the Data

Miles and Huberman in Sugiyono (2015) stated that the activity of analyzing the data for qualitative is done by interactive and continue until finished. The data in this research comes from students pronunciation test.

Then the score of the students pronouncing consonant is classified and to determine their level of scale of students score, the classification as follow:

Table.2. Student's Score Category

Level Of Mastery	Letter case	Criteria
80- 100	A	Excellent
66 -79	B	Good
56 – 65	C	Fair
40 -45	D	Poor
0 – 39	E	Very Poor

(Kurniawan and seprizanna, 2016)