

**THESIS**

**A STUDY ON THE PRONUNCIATION ABILITY OF  
THE EIGHTH GRADE STUDENTS OF SMP  
CATHOLIC SINT YOSEPH KUPANG IN THE  
SCHOOL YEAR 2014/2015**



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WIDYA MANDIRA CATHOLIC UNIVERSITY  
KUPANG  
2014**

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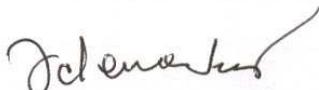
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LANGUAGE AND ART DEPARTMENT  
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WIDYA MANDIRA CATHOLIC UNIVERSITY  
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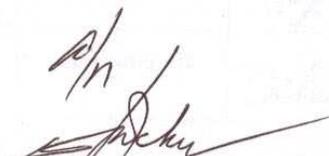
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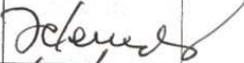
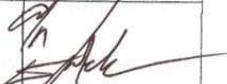
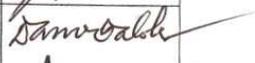
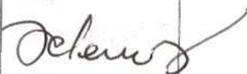
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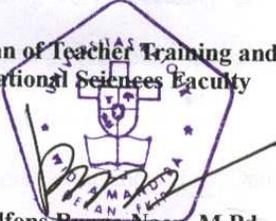
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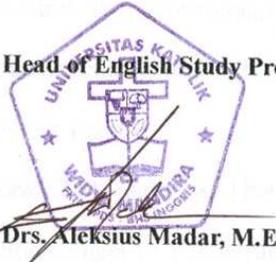
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The Head of English Study Program

  
Drs. Aleksius Madar, M.Ed

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Kupang, September 2014

The writer

## ABSTRACT

This study is entitled "A STUDY ON THE PRONUNCIATION ABILITY OF THE EIGHTH GRADE STUDENTS OF SMPK SINT YOSEPH KUPANG IN THE SCHOOL YEAR 2014/2015". It was conducted to answer the questions (1) Are the eighth grade students of SMPK Sint Yoseph Kupang able to pronounce English words correctly? (2) What are the area of difficulties faced by the eighth grade students of SMPK Sint Yoseph Kupang in pronouncing English words? The objectives of the study are as follows: (1) To find out whether or not the eighth grade students of SMPK Sint Yoseph Kupang able in pronouncing english words. (2) To identify the most difficult English words to be pronounced by the students. There were 63 eighth grade students of SMPK Sint Yoseph Kupang, but the writer only took 15 students as the subject of the study by employing random sempling technique by using cards from each class so the total number was 15 students. The instrument of the study was a text to be read loudly. The result of the study shows that the eighth grade students of SMPK Sint Yoseph Kupang have good pronuncia but based on the standard of measurement, the eighth grade students of SMPK Sint Yoseph Kupang are not able to pronounce the English words correctly. The level of the ability of the students is 6,3 and it is classified as average. The area difficulties faced by the students in pronouncing English words are long vowels /i:/, /ɔ:/, /ɑ:/, /u:/, /ɛ:/ and short vowels /ɪ/, /ʌ/, /ʊ/, /ʊ/, /ʊ/, /e/, /ə/ ; diphthongs /eɪ/, /eɪ/, /ɔɪ/, /ɔɪ/, /ɔɪ/, /ɔɪ/, /eɪ/, /ɔɪ/; consonants /b/, /d/, /g/, /l/, /m/, /n/, /v/, /w/, /r/, /z/, /ʃ/, /ʃ/, /ŋ/, /ð/, and /p/, /t/, /s/, /f/, /h/, /k/, /tʃ/, /tʃ/, /tʃ/ in initial, medial, final position. The most difficult words for the students to pronounced are 'also /ɔ:lso/, walk /wɔ:k/, work Work /wɔ:k/, actual /æktʃuəl/, tire /taɪ(r)/, square /skweɪ(r)/, location /lɔʃeɪʃn/, orange /ɔrɪn/, hanger /hæŋ(r)/, interest /ɪntrɪst/, invite /ɪn'vaɪt/, necklace /neklɪs/, pocket /pɒkɪt/, great /greɪt/, clothes /klɒðz/, think /ɪŋk/, and bother /bɒð(r)/. Based on the result of the study the writer would like to propose suggestions as follows: (1) The english teacher of the researched school should give more examples about how to pronounce the english words. (2) The english teacher should help the students in order to spell and to pronounce the words correctly; teacher must usually focus on the features such as vowel, consonants, diphthongs and consonant cluster.

## **MOTTO**

***“Nothing is impossible. Anything can happen  
as long as we believe in God.”***

# DEDICATION

**This thesis is especially dedicated to:**

- 1. My beloved father and mother, Julius Mamea and Alfonsina Mamea-Mateti (thelate)**
- 2. My beloved siblings and all of my relatives**
- 3. My Beloved lecturers**
- 4. My beloved almamater, *Widya Mandira Catholic University Kupang***

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