

THESIS

**A STUDY ON ENGLISH WORDS PRONUNCIATION
OF THE TENTH GRADE STUDENTS OF SINT
CAROLUS CATHOLIC SENIOR HIGH SCHOOL
KUPANG IN THE ACADEMIC YEAR 2013/2014**



MARIA ELEONORA MOGI

**TEACHER TRAINING AND EDUCATIONAL SCIENCES FACULTY
WIDYA MANDIRA CATHOLIC UNIVERSITY
KUPANG
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**Presented in Partial Fulfillment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

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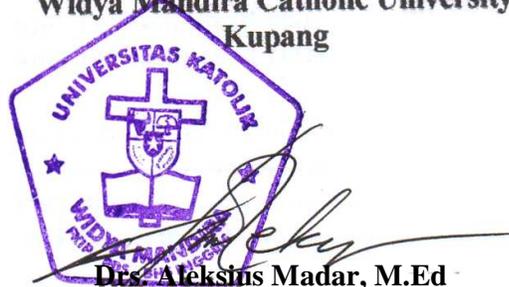
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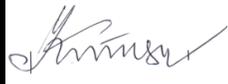
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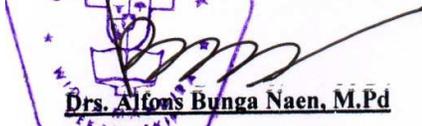
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Kupang, May 2014

The Writer

ABSTRACT

This study entitled “ **A Study on English Words Pronunciation of the Tenth Grade Students of Sint Carolus Catholic Senior High School Kupang in the Academic Year 2013/2014** “ to answer following problems: 1) What is the ability level of the tenth grade students of Sint Carolus Catholic Senior High School Kupang in English pronunciation?, and 2) What are the difficulties faced by the tenth grade students of Sint Carolus Catholic Senior High School Kupang in English pronunciation?. The objectives of this study are 1) To identify the ability level of tenth grade students of Sint Carolus Catholic Senior High School Kupang in English pronunciation, and 2) To identify the difficulties faced by the tenth grade students of Sint Carolus Catholic Senior High School Kupang in pronouncing the English words. This study belongs to qualitative study and the writer used descriptive method to analyze and describe the findings of this study. The subjects of this study were the tenth grade students where the population of the students was 81 persons, they were divided into three classes and the writer chose 10 students randomly by using cards from each class so the total number was 20 students. Pronunciation test was applied in order to test both the ability level and the difficulties faced by the students in pronouncing English words. There were 117 words had been used for the test. The results of this study are 1) The ability level of the tenth grade students of Sint Carolus Catholic Senior High School Kupang is 3.59 and it is classified as very poor according to the standard measurement applied. 2) The difficulties faced by the students lies in the English words with long vowels /i:/, /a:/, /ɔ:/, /u:/, /ɜ:/; the English words with short vowels /ɪ/, /ʌ/, /ɒ/, /ʊ/, /ə/, /e/, /æ/; the English words with diphthongs /eɪ/, /əʊ/, /aɪ/, /aʊ/, /ɔɪ/, /Iə/, /eə/, /ʊə/; and the English words with consonants /b/, /d/, /g/, /l/, /m/, /n/, /v/, /w/, /r/, /z/, /dʒ/, /ʒ/, /ŋ/, /ð/, and /p/, /t/, /s/, /f/, /h/, /k/, /θ/, /ʃ/, and /tʃ/ in initial, medial, and final positions.

Referring to the results of the study, the writer suggests: a) For the English teachers should pay attention to their own pronunciation so that the student could get the best model to imitate. b) For the students they should practice more to pronounce the English words correctly by using suitable dictionary that contained the phonetic symbols and ask the teacher how to pronounce those symbols.

MOTTO

Most assuredly, I say to you, unless a grain of wheat falls into the ground and dies, it remains alone; but if it dies, it produces much grain.”

(John, 12: 24)

DEDICATION

This thesis is especially dedicated to:

My beloved mother and father, *Maria Mame* and *Baltasar Gabhe*

My beloved parents, *Mama Etha* and *Bapak Samson*

My beloved grandmother, *Moni Anu*

My beloved siblings and all of my relatives

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