



THE PRONUNCIATION ERRORS OF ENGLISH WORDS IN THE DIALOGUE MADE
BY MADURESE TENTH YEAR STUDENTS AT SMAN 1 BLUTO SUMENEP IN THE
2011-2012 ACADEMIC YEAR

THESIS

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ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY

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Presented as One of the Requirements to Obtain S1 Degree of The English Education program
of the language and Arts Education Department of
Faculty of Teacher Training and Education
Jember University

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DEDICATION

This thesis is dedicated to:

1. My beloved father *Sukirno* and my beloved mother *Indrawati*.
2. All of my family.
3. All of my friends who have supported me to finish my thesis.



MOTTO

An honest friend words greater than the price of property that is inherited from ancestors

(Saidina Ali)

Be carefull although just a word

(AA Gym)



CONSULTANTS APPROVAL SHEET

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THESIS

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at the English Education Program, Language & Arts Education Department,
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SUMMARY

The Pronunciation Errors Of English Words In The Dialogue Made By Madurese Tenth Year Students at SMAN 1 Bluto Sumenep In The 2011-2012 Academic Year; Indra Yulia Rahma Fitri; 050210401307; 43 pages; English Education Program Faculty of Teacher Training and Education University of Jember; 1. Dra.Siti Sundari, M.A, 2. Dra. MusliAriani, M.App.Ling.

This research was a descriptive research. It was intended to describe the kinds of pronunciation errors made by the Madurese tenth grade students in the dialogue SMA Negeri 1 Bluto. The subjects were limited to the tenth grade at SMA Negeri 1 Bluto in the 2011-2012 academic year. The research subject chosen because pronouncing English words through the dialogue or pronouncing individual words were often practiced by the English teacher to the students, the students at the school are Madurese and The pronunciation of English word of Madurese students were mostly interfered by their mother tongue.

This research was conducted in some steps. They were as follows: Recording the Students' Pronunciations, Identifying the Students' Pronunciation Errors, Counting the Number of the Students' pronunciation Errors, Classifying the Students' pronunciation Test results, scoring the Students' pronunciation Test Results

This research used test, documentation and interview as the data collection method. Pronunciation test was used to collect the primary data about the Madurese tenth year students' ability in pronouncing English words. The interview in this research was to get the supporting data, such as school curriculum, guided book used by the teacher in teaching English, and the number of students, the level of classes and the techniques used by the teacher in teaching English pronunciation. Documentation was used to get the supporting data about the facilities in the school, the list of the names of the subjects.

the students made errors in pronouncing English words were vowels was 53,2%, consonants was 17,7%, diphthongs was 16,5% and other categories was 11,5%. The most pronunciations errors vowel sounds was /i/. it is 17,4%, example: 'exactly', 'example'. The students pronounced it with [ɛksʌkli], [ɛksʌmpəl]. The most pronunciation errors consonants sounds were /θ/, it was 23.9%, examples: "thank", students' pronunciation [tɛŋ], The most pronouncing English diphthong errors is /ai/ sounds. It was 27.8% from the total pronunciation errors, example: 'lie', 'find'. The students pronounced it with [li], [fin].

In this research, the writer found some errors in pronouncing others English words. The students gave 'stress' before the first letter. For examples: word [yeah], the speaker pronounced it ['iyah], [right] was pronounced [ərait]. This case is the example that their mother tongue is very interference their foreign or second language.

In conclusion, the tenth grade students of SMAN 1 Bluto, Sumenep had problems in pronouncing the English words. It could be seen from the results of pronunciation test, the students made errors in producing vowels sounds, consonants sounds, diphthongs sounds or other categories of errors. Therefore, the tenth grade English teacher should give the students more practice to make them able to pronounce the English words correctly and minimize their errors in producing the vowels, consonants, diphthongs sounds, and other categories of errors.

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5. The Chairperson of the English Program of the Faculty of Teacher Training and Education.
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I do realize that this thesis might have some weaknesses. Therefore, I really hope there will be some suggestions from the readers to make this thesis well improved. I also hope that this thesis can be useful for the readers later.

Jember, October 2012

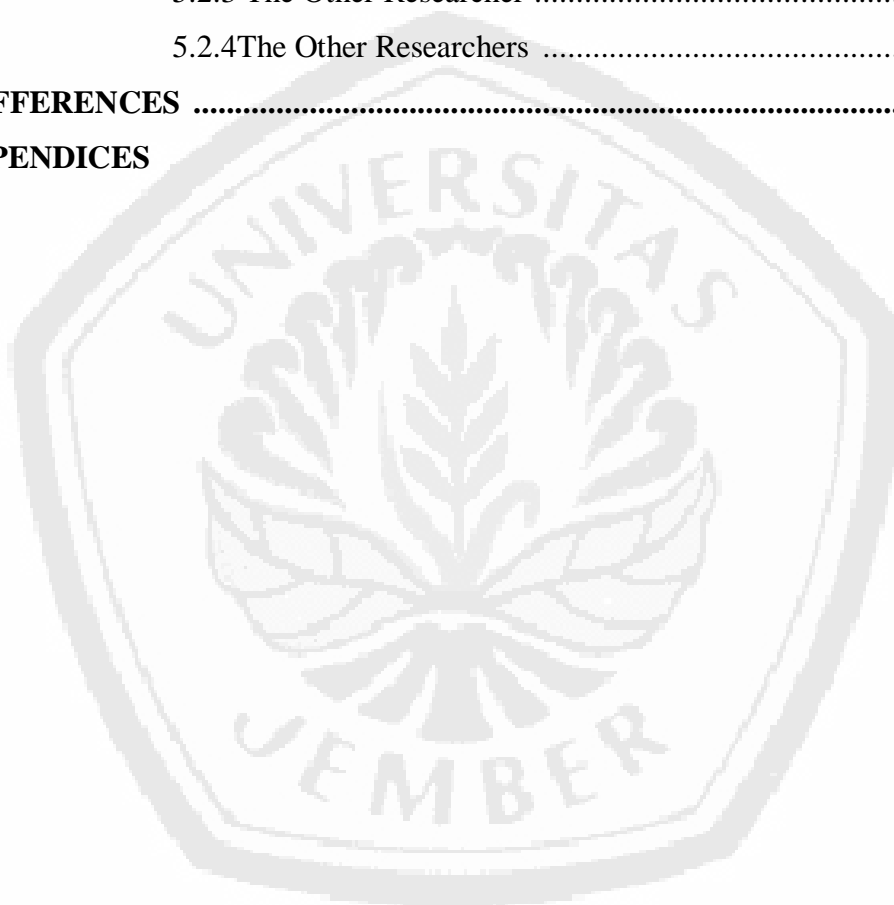
The writer

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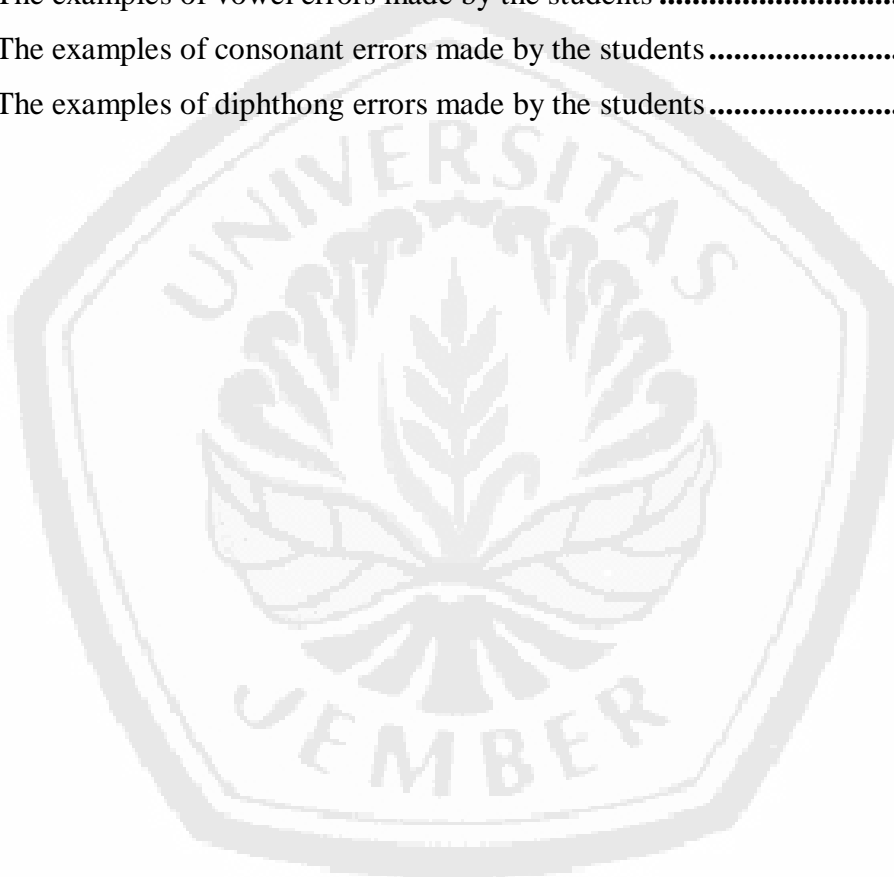
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