

ABSTRACT

Zebua, Luwini. Registration Number 07218830020. The English Pronunciation of Students of English Department of IKIP Gunungsitoli, Nias. A Thesis. English Applied Linguistics Study Program, Postgraduate School, State University of Medan, 2011.

This qualitative research addresses the English mispronunciation, which was aimed at (1) discovering the typical of English mispronunciation of Consonants and Vowels of the students of English Department, Institute of Teacher Training and Education (Institut Keguruan dan Ilmu Pendidikan : IKIP) Gunungsitoli, Nias, (2) discovering how the English mispronunciation of consonants and vowels of the students of IKIP Gunungsitoli, Nias were produced, and (3) discovering the causes of mispronunciation of English Consonants and Vowels of the students of English Department IKIP Gunungsitoli, Nias. The research was conducted to Semesters III and V students of English Department of IKIP Gunungsitoli, Nias. The population were 100 students. Each class consisted of 50 students. Based on random sampling technique, 16 students from Semester III and 16 students from Semester V were chosen as the sample. The instruments used to collect the data were three conversation topics : 1) At the Fruit Shop, 2) At the Garage, and 3) At the Post Office. The students were asked in pairs to take part in the conversations. These activities were carried out in front of the class. The conversation were recorded by using a tape recorder and digital camera. The conversation done by the students were analyzed and written in phonetics transcriptions. The analyses were based on Miles and Hubermans's (1984) model. The findings show that the mispronunciation of English consonant consisted of the dental fricative consonant, the voiced palato-alveolar fricative consonant, the unvoiced aspirated consonant, the voiced word-final consonant, the change sound unvoiced alveolar fricative consonant, consonant [t] as a glottal stop [ʔ], syllabic consonant, and the change of sound /ed/ in regular verb. On the other hand, the vowel mispronunciations were the diphthong, long and short vowels. Based on the findings it can be concluded that this results seen from the factors of linguistic, functional, social, facilities, environmental, psychological, articulation and pre- knowledge. The implication is that phonetically the lecturers should be trained and given adequate practice to pronounce the English consonants, and vowels. Therefore, it is suggested that English lecturer should give intensive exercise their students in pronouncing the correct words so that the correct speaking can be achieved.

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