

ABSTRACT

Sari, K. P. A., 2018. *The Teaching of English Pronunciation by Native Speaker at Bule House Pare Kediri*. Thesis, English Education Program Study, Faculty of Teacher Training and Education. Advisor (1) Drs. Musta'in Abbas, M. Pd, (2) Kristanti Yuntoro Putri, M.Pd.

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Language has pronunciation, vocabulary, and grammar. Thus, it is reasonable that language is interesting to analyze. There are many phenomena of language use which happen, around people. Pronunciation is one of those phenomena. Pronunciation is one of the most important things that students have to master in order to communicate appropriately and fluently. If a person speaks and he cannot be understood easily, he is cut off from conversation with native speakers. A native speaker is someone who speaks a language as his or her first language or mother tongue. English is no longer spoken only by its native speakers in the United Kingdom, North America, Australia and New Zealand. From this problem, a lot of institute includes of English course in Pare which offers English pronunciation program to solve this problem. One of English course which has a native speaker as the teacher is Bule House Course Pare.

The aim of this study is to find out about the teaching of English pronunciation by native speaker at Bule House Course Pare. Those are including of: the teaching of English pronunciation by native speaker (in the term of syllabus, lesson plan, technique, media, material, teaching learning process, and evaluation model), students' difficulties toward the teaching of English pronunciation by native speaker, the tutor's solution of the difficulties faced by students, students' perception toward the teaching of English pronunciation by native speaker, and the students' pronunciation skill. Interview was used for collecting data about the program of English pronunciation at Bule House Course Pare. Observation was used to collect some information about English pronunciation program. Documentation was used for collecting documents which are related to English pronunciation program. Questionnaire was used to get students' perception in teaching learning process at English pronunciation program. The data analysis was based on three concurrent flows of activities, they were: data reduction, data display, and verification. Data reduction was used to classify, direct, and organize the data obtained from interviews, observations, and documentations. Data display was used to present the data in the form of brief description, charts, and relationship between categories. Verification was used to present preliminary conclusion which is still tentative and needed evidence to support strong data collection.

The result of this study showed that the teaching of English pronunciation by native speaker at Bule House Course was good because it had been supported by appropriate matters. Those are the technique, media, material, teaching learning process, evaluation model, students' difficulties, tutor's solution, students' perception and and result of students' pronunciation skill. The technique used

were discussion, listening and drilling. The media is using whiteboard and book which was written by the owner. The material which was used for pronunciation program came from book and internet. The teaching learning process was very good because it had pre teaching, teaching and post teaching. The evaluation model was also good, although the syllabus and lesson plan in this program were nothing. The students' difficulties was high because almost all of the students had difficulties in accent and vocabulary. The tutor's solution of the difficulties faced by students was very good because the tutor always responded what the students asked. The students' perception was very good because the students were very interested with tutor, class' atmosphere, tutor's motivation, tutor's tips and trick, tutor's explanation and teaching learning process in English pronunciation class. The result of students' pronunciation skill was good because there were 7 (47 %) students that got A (Excellent), 8 (53 %) students that got B (Very Good) and no one got C (Good) but the technique of test was not good because the score was not a number which was uncertain value. Based on the findings above The Teaching Pronunciation by Native Speaker at Bule House Course Pare was good because just one point that was not maximal and the other was maximal and appropriate