

ABSTRACT

Wulandari, Cicik. 2010. The Description of Pronunciation Practice in the Classroom (A Case Study the Seventh Grade Students of RSBI Classes of SMP N 2 Wonosobo in the Academic Year of 2009/2010). Semarang: English Department. Languages and Arts Faculty. Semarang State University.

This final project is about the description of pronunciation practice in the classroom. The objectives of this study were to know whether English textbook used in the classroom provide pronunciation material and describe the way teacher conducts the material of English pronunciation practice in the classroom if it is offered in the textbook.

The population of this study was the 7A class of SMP N 2 Wonosobo in the academic year of 2009/2010. All the members of this class, numbering 22 students and an English teacher, were the population of this study since the total population sampling technique was used. The data of this study were obtained by analyzing textbook and video recording using the checklist. There were 123 pronunciation exercises which were found in the textbook entitled Bahasa Inggris Sekolah Menengah Pertama Kelas VII published by Pusat Perbukuan Departemen Pendidikan Nasional. Only 10% percent (12 data) were used as the data. In selecting these data it was used random sampling technique.

The results of the study showed that the textbook contained pronunciation exercises. The exercises are about some texts to be read aloud, dialogues to be practiced and lists of vocabulary which are equipped with phonetic transcription. Moreover, this study proves that the teacher conducted pronunciation practice in the classroom. She integrated pronunciation practice when she conducted the main

exercises. She gave a correct model to help students pronounce some words which are provided in the textbook correctly. Sometimes, she stopped for a while to correct students' pronunciation.

Based on the result above, it is concluded that the English textbook which is used contains pronunciation practice and the teacher teaches pronunciation exercises in the classroom. However, to improve students' pronunciation it is suggested the English teacher gives more time to teach pronunciation and the students should practice pronunciation more often.

