

**ERROR ANALYSIS ON STUDENT'S PRONUNCIATION IN READING
TEXT AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA
IN 2017/2018 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

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APPROVAL

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ABSTRAK

Penelitian ini bertujuan untuk meneliti jenis kesalahan siswa kelas X DKV di SMK Batik 1 Surakarta dalam membaca teks. Penelitian ini bersifat deskriptif kualitatif. Data diperoleh dengan cara observasi, wawancara, dan rekaman. Data yang diperoleh peneliti yaitu kesalahan mengucapkan siswa dalam membaca teks. Hasil penelitian ini adalah jenis kesalahan mengucapkan siswa dalam membaca teks yaitu penekanan (stress), dan irama (rhythm).

Kata kunci: kesalahan pengucapan, membaca teks

ABSTRACT

This study aims to describe the students' errors in pronunciation on reading text. This study is qualitative descriptive research. The data obtained by the researcher is from observation, interview, and recording method. The data are the students' errors in pronunciation on reading text. The results of this study are the types of student errors in pronunciation on reading text namely: stress, and rhythm.

Keywords: pronunciation error, reading text

1. INTRODUCTION

Pronunciation is sounds of language. In pronunciation, the students should have a competence to utter a sound. Pronunciation is learned by understanding not only the content of sound but also the intonation, vowels, consonants, diphthongs, triphthong and the stress. To be effective in pronunciation, students should often speak English.

Dalton and Seidhofer (1994: 3) in Dyah (2013: 11) stated that pronunciation is defined in general term as 'the production of significant sound in two senses'. For the first reason, it is used as part of code of a particular language. In this reason, pronunciation is as the production and the reception of sounds of speech. The second reason, it is used to achieve meaning in contexts of use. The reason of pronunciation is in with reference to act of speaking. As the learners from Indonesia especially in learning English, certainly they are lack of grammar and vocabulary capacity.

Pronunciation is an aspect of language difficult to acquire. The difficulties are the fact that spelling of the English can make errors in their speaking.

Learning English is fundamentally a process that involves the making error. Dullay (1982: 138) in Angelina (2013: 9) defines errors as the flawed side of learner speech or writing. They are those parts of conversation or composition that delicate from some selected norm mature language performance. In other words, reading text can be used for practicing pronunciation because reading text is oral matter to produce which has meaning and sense of the context in the text. In teaching reading, the teacher has to be concerned with a good pronunciation because a teacher is a model for the students. So, pronunciation is important of language especially in communication process.

Based on the researcher's observation, students have lacks to pronounce especially in stress and rhythm, because they do not know what they should pronounce and also they are afraid of making pronunciation mistake.

From the previous explanation, the researcher knows that pronunciation is important. At SMK BATIK 1 SURAKARTA, the students have many errors in pronunciation. Based on the reason the researcher wants to describe student's pronunciation errors in reading text .

Based on the statement above the writer wants to do deeper about **ERROR ANALYSIS ON STUDENT'S PRONUNCIATION IN READING TEXT AT THE TENTH GRADE OF SMK BATIK 1 SURAKARTA IN 2017/2018 ACADEMIC YEAR.**

2. RESEARCH METHOD

According to Denzin and Lincoln (2000: 3) qualitative research is a situated activity that locates the observer in the world. It consists of a set of interpretive, material practise that makes the world visible. The practise turns the world into a series of representations including fieldnotes, interviews, conversations, photographs, recordings, and memos. At this level, qualitative research involves an interpretive, naturalistic approach to the world. This

means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms, of the meanings people bring to them.

The researcher uses three methods to collect the data as follows:

2.1 Observation

The researcher came to field, got the students reading through some texts and made recording when the students read the text. The concern of this research is to find out the students' pronunciation errors done by students in reading text.

2.2 Interview

The researcher interviewed the teacher and the students to gain the data. The students are forced indirectly to give some explanation about the pronunciation and what are the kinds of students' pronunciation in reading text.

2.3 Recording

The researcher uses record when the students read the text in the classroom. The writer has to listen again and to be able to identify and to find the pronunciation error made by students.

The researcher uses the descriptive qualitative data analysis. The stages are as follows:

- 1) Analyzing the data from interview and observation about students' pronunciation errors uttered in reading text at the tenth grade of SMK BATIK 1 SURAKARTA,
- 2) Describing the students' pronunciation errors at the tenth grade of SMK BATIK 1 SURAKARTA, and
- 3) Concluding and giving suggestion.

3. RESEARCH FINDING AND DISCUSSION

Based on the research finding, the kinds of errors in student's pronunciation in reading text at the tenth grade of SMK BATIK 1

SURAKARTA are stress, and rhythm. In the discussion the researcher discussed as follow.

3.1 Stress

In the stress, the researcher found that the students make pronunciation errors in reading text. The pronunciation errors in stress are as follows: 1) *celebrates*, 2) *remembrance*, 3) *bloody*, 4) *surrender*, 5) *allied*, 6) *defiant*, 7) *revolutionary*, 8) *important*, 9) *battle*, and 10) *misunderstanding*. The researcher concludes that the students make errors in pronunciation especially in stress. The students make errors because the words are not familiar to pronounce and cannot be understood so they make errors in stress.

3.2 Rhythm

In the rhythm, the researcher found that the students make pronunciation errors in reading text. The pronunciation errors in rhythm are as follows: 1) *On 10 November, Indonesia celebrates Hari Pahlawan or Hereoes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945*, 2) *The bloody battle took place because Indonesians refused to surrender their weaponry to British Army*, 3) *The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle*, 4) *It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. WS. Mallaby*, 5) *Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya*, 6) *The agreement stated that British would not ask Indonesia troops and militia to surrender their weapons*, 7) *However, a British plane from Jakarta dropped leaflets all over Surabaya*, 8) *The leaflet told Indonesians to do otherwise on 27 October 1945*, 9) *This action agreed the Indonesian troops and militia leaders because they left betrayed*, 10) *On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops post near Jembatan Merah or Red Bridge, Surabaya*, 11) *There were many reports about the death, but it was widely believed that the Brigadier was*

murdered by Indonesian militia, 12) Looking at this situation, Lieutenant General Sir Philip Christison brought in Reinforcements to siege the city, 13) In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment, 14) Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks, 15) In total, between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2000, 16) Battle of Surabaya caused Indonesia to lose weaponry which hampered this country's independence struggle, 17) However, the battle provoked Indonesian and international mass to rally for the country's independence which made the battle especially important for Indonesians national revolution.

The data show the students make errors in rhythm. When the students pronounce, they lack in pronouncing. The students do not pay attention in the teaching learning process. The students are not confident to pronounce the words and do not want to ask the teacher about the materials. It makes the students confused when they want to pronounce.

From explanation above the researcher concludes that the students make errors in pronunciation especially in stress and rhythm. The researcher concludes that students do much pronunciation errors in stress, and rhythm.

4. CONCLUSION

From the research findings and discussion, there are some conclusions which can be drawn. The conclusions are as follows.

The student's pronunciation errors in reading text at the tenth grade of SMK Batik 1 Surakarta, are in stress, and rhythm. In teaching learning processes, students have difficulty in stress and rhythm. The students do not pay attention when the teachers teach. The students are not confident when they read and pronounce the words. So, it makes students difficult to pronounce in reading text. The students have errors in stress, because the

students do not know about the stress that they make. The students have errors in rhythm, when the students pronounce the word in reading text and they always pronounce incorrectly.

Based on the result of the research, the researcher concludes that error in student's pronunciation was dominant in stress and rhythm. The students do not know the right word to pronounce and they do not understand of the materials when the teaching learning process continued especially in pronunciation in reading text. It cannot improve speaking skill and make the students not confident when they read and pronounce of reading text.

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