

**AN ANALYSIS ON STUDENT'S DIFFICULTIES IN READING ALOUD AT
THE TENTH GRADE OF SMK MUHAMMADIYAH 4 SURAKARTA**



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

by
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Abstrak

Tujuan dari penelitian ini adalah untuk mendeskripsikan kesulitan siswa kelas sepuluh dalam melafalkan kata atau kalimat Bahasa Inggris di SMK Muhammadiyah 4 Surakarta. Jenis penelitian ini adalah deskriptif kualitatif. Subjek dari penelitian ini adalah 25 siswa dari kelas X F2 di SMK Muhammadiyah 4 Surakarta. Data dalam penelitian ini diperoleh dari wawancara dengan para siswa serta guru bahasa Inggris dan observasi yang dilaksanakan saat pembelajaran bahasa Inggris dikelas. Hasil penelitian ini adalah jenis kesulitan siswa dalam melafalkan kata atau kalimat Bahasa Inggris ketika membaca dengan keras adalah melafalkan (pronunciation), kosa kata minim, mengeja kata (spelling) and penekanan (stress).

Kata kunci: pengucapan, kesulitan siswa, membaca keras

Abstract

This purpose of this study is to describe the student's difficulties in learning pronunciation on reading aloud. This study is descriptive qualitative research. The subjects of this study were 25 students from class X F2 in SMK Muhammadiyah 4 Surakarta. The data in this study were obtained from interview with student's and English teachers and observations carried out when learning English in the class. The results of this study show the student's difficulties in reading aloud is pronunciation error, limited vocabulary, spell words and stress.

Keywords: pronunciation, student difficulty, reading aloud

1. INTRODUCTION

One of the problems that students face when learning English is to pronounce English words. Sometimes, the students find that it is very difficult to pronounce words in English. Pronunciation is language component which plays an important role in communication. Students will not understand pronunciation, if they are wrong in pronouncing the word. It will impact the conversation. As Lewis and Hill (1992:72) argue "it is extremely difficult to listen to a speaker when pronunciation is inconsistent and it is tiring to listen which varies from standard. Bad pronunciation can be seriously blocking the communication. Meanwhile, Goodwin as cited in Celce-Murcia (2006:1177) states that pronunciation is a language feature that easily identifies speakers as

non-native. Since it can identify us as non-native, we do not need to say like the way native speaker does it. However, we must be minimally understood when speaking.

Students feel difficulties in speaking English, this is because the environment does not support students to speak English regularly. The environment in question is people outside the class. These people might think that students just want to show off when they speak English for everyday conversation. The responses that students get make them lose their confidence to improve their speaking skills. The solution is a way for teachers to do it. It is necessary for the teacher to force students to only speak English in class and keep repeating.

The learners of English are mostly wrong in pronouncing the words, especially in pronouncing the vowels sound. It is caused by several problems. The common problem faced by the learners of English especially Indonesian is that they do not pronounce some vowels or diphthongs “tense and lax” with an enough duration. They still get confused whether the vowels or diphthongs are pronounced tense or lax. For instance, when they say the word “name” and “make” which should be pronounced [neɪm] and [meɪk] (tense) but in fact they always pronounce [nɛm] and [mɛk] (becomes lax). It is caused by there is a differentiation between English and Indonesian. Indonesian has 6 vowels (a, i, u, e, ə, and o) while in English there are 12 vowels which contain tense and lax sounds.

Teachers have many techniques that can be used in teaching pronunciation of English vowel sound to solve those problems. One of them is reading aloud. Reading-aloud or oral reading is one of the many approaches used by teachers to train students' pronunciation even though it is not recommended by some scholars (Gibson, 2008: 4). However, a number of studies show that reading aloud can benefit students. For example, reading-hard can increase students' confidence in speaking, can be used as a tool to read evidence, and can be used as a self-determined approach (Gibson, 2008:

4). Therefore, reading aloud or oral reading is one of the interesting techniques for developing student's pronunciation.

The researcher is interested in pronunciation and intends to analyze the problem to find out on how to solve it. The reason why the researcher chooses this skill as research paper because speaking skill especially pronunciation is the basic skill that has to be accomplished before going to the next skill, and it is very necessary for the teacher to find out the problems and find out how to solve it.

Based on the previous background, the writer tried to raise the case research entitled; **“AN ANALYSIS ON STUDENT’S DIFFICULTIES IN READING AT THE TENTH GRADE OF SMK MUHAMMADIYAH 4 SURAKARTA”**. Based on the previous description, the researcher formulates the problem statement as follows “What are difficulties encountered by the students of tenth grade of SMK Muhammadiyah 4 Surakarta in reading aloud?”

2. METHOD

This research used qualitative descriptive to collect the data. The researcher conducting the research for the purpose knowing the students' difficulties in reading aloud at the tenth grade students of SMK Muhammadiyah 4 Surakarta. The object this study was student's difficulties in reading aloud at the SMK Muhammadiyah 4 Surakarta. SMK Muhammadiyah 4 Surakarta. SMK Muhammadiyah 4 Surakarta is located in Jalan Slamet Riyadi No.443, Padang, Laweyan, Pajang, Laweyan, Kota Surakarta, Jawa Tengah 57146. The school is located in a city. The accreditation of this course institution is “B”.

There are two methods for collecting data in this study, namely: observation and interview. The data were from interview transcripts and observation through students and English teachers in SMK Muhammadiyah 4 Surakarta. The goal from interview was to find out truthful information about the

student's difficulty and the classroom practices on learning pronunciation in SMK Muhammadiyah 4 Surakarta. Meanwhile, the purpose of observation is to gather information about students' difficulties in pronouncing English words or sentences.

Technique for analyzing data is "a process of arrange and sort the data into patterns, categories, and description of the basic unit" (2006:208). There were two techniques for analyzing data in the methods of collecting data, namely: observation and interview. There were five steps for analyzing data from interview and observation, namely: rereading, classification, data reduction, and data display and drawing conclusion.

3. FINDING AND DISCUSSION

Based on the research finding, the writers discussed the finding on dimension of the analysis on student's difficulties in learning pronunciation when reading aloud in English class.

3.1 Students felt difficult to spell words.

There were 5 students common that they had difficulties in spell words. Two of the students said:

Students 1 : "Sulit untuk mengucapkan kata-kata Bahasa Inggris yang sulit"

(It is difficult to pronounce English words)

Student 2 : "Tidak bisa membaca ejaannya mbak"

"Malu sama teman-teman. takut diketawain mbak"

(Can not read the spelling)

(Embarrassed by friends, I'm afraid to laughed with friends)

Based on the interview above, students are still confused to read difficult vocabulary. Students are also still confused about spelling words in English. They feel embarrassed and afraid to speak

in learning activities in the class. Thus, they cannot pronounce English words properly and correctly.

The first problem is pronunciation still error. Mustari in ST. Rahmatia Razak (2010:8) stated that pronunciation is the way in which a sound, word, or language is articulated, especially in conforming to an accepted standard, can also the act of articulating a sound or word. Learning pronunciation of a second language possesses a problem that is different to a problem that speakers face when they learn their first language. In the process of learning English, pronunciation is one of the most important learning processes. The correct pronunciation of English is to help the students to pronounce correctly. The students can improve their communication skill from learning pronunciation. However, there are still many students who are wrong in speaking English words. This makes them difficult to learn English, especially in pronunciation that relies on their speaking skills. This research has similarities with previous research. The results are in line with the findings of Dyna Ariyani, Rismaya Marbun, and Dwi Riyanti (2014) which show that the similarity between this study and previous research lies in the type of error.

3.2 Students have very limited vocabulary

There were 3 students says that they had difficulties in vocabulary. the teacher also says that students have difficulties in limited vocabulary. The teacher and two of the students said:

Teacher : *Biasanya siswa kalau disuruh ngomong Bahasa Inggris itu susah ya basicnya kembali lagi penguasaan vocab mereka masih terbatas yang kedua mereka jarang mau menggunakan padahal namanya Bahasa*

itu kan dari kebiasaan misalnya dari hal terkecil saja "say hello" itu kan hal yang termudah tapi kalo siswa tidak terbiasa menggunakan kan tetep susah. Kadang guru yang harus mengawali, kita ingatkan tapi tetep basicnya vocab mereka masih minimalis dan mereka jarang aplikasinya. Jadi efeknya ke pembelajaran Bahasa Inggris.

Usually students if told to speak English is difficult, the basic is to return to mastery of their vocab is still limited, the second is they rarely want to use even though the name of the language is from habits, for example the smallest thing "say hello" is the easiest thing using it is still difficult. Sometimes the teacher who has to start, we remind, but still the basic vocab is still minimalist and they are rarely the application. So, the effect is to learn English.

Student 1 :*"Penguasaan kosa kata saya masih kurang mbak, makanya waktu saya disuruh maju ke depan bingung gimana cara membacanya. Saya juga bingung mau ngomong apa didepan temen-temen soalnya pakai Bahasa Inggris.*

(My vocabulary mastery is still lacking so when I was told to come forward, I was confused about how to read it. I am also confused about what to talk to in front of friends because use English)

Student 2 :*"Sebenarnya saya itu kepingin sekali bisa lancar mengucapkan kalimat bahasa Inggris, tetapi saya kadang gak tahu kosa kata gitu".*

**(Actually I really want to be able to smoothly say
English sentences but I do not know vocabulary)**

Based on the interview above, it can be concluded that students are still confused to say English sentences. Sometimes students cannot continue to pronounce their English sentences because they don't know what to say. The reason they still have a very limited vocabulary and many foreign words that have never been heard.

The second problem is vocabulary. According to Zimmerman, Coady and Huckin (1998) as cited in Mofareh Alqahtani (2015:25), vocabulary is central to language and of critical importance to the typical language learning. In this study vocabulary is the most important thing for learning English, especially in pronunciation. Students find it difficult to pronounce English sentences because of the lack of vocabulary shown from the interviews with English teachers and some students. Before English lessons begin, the teacher gives instructions to students to read and interpret some of the words in the package. This can increase students' vocabulary mastery. It is expected that by adding this vocabulary can help on student's difficulties in learning pronunciation when reading aloud.

4. CONCLUSION

Based on the finding and discussion of the research, it can be concluded that the student's difficulties in reading aloud when learning pronunciation in English class by the tenth grade students of SMK Muhammadiyah 4 Surakarta in 2017/2018 academic year.

The finding of the study showed that all students have difficulty when reading aloud in English words are pronunciation still error, limited vocabulary, spell words and stress. All of students have their own difficulties in reading aloud which might similar to each other. students have difficulty reading aloud the English words because pronunciation is still a lot wrong.

They are afraid and nervous to recite a word because students feel afraid of being wrong when reciting words. Second, the difficulties faced by students when reading aloud are limited vocabulary. Students feel unfamiliar with the new word because the vocabulary they learn is still limited. Third, the difficulty most students experience when reading aloud is spelling words. Students cannot spell words correctly because words are difficult to pronounce and vocabulary is new to them. Finally, the difficulties faced by students are stress.

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