

# CHAPTER I

## INTRODUCTION

### A. Background of the Study

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 in Wardina A. Laadi, Josef Englebertus, and Hastini (2014:1) 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 and Celce-Murcia in Yosep Kusuma (2014:10) 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 [neim] and

[merk] (tense) but in fact they always pronounce [nəm] 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) in Ayu Kemalasar Adita, Wiwiek Eko Bindarti, Eka Wahyuningsih (2014:5). 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 ALOUD AT THE TENTH GRADE OF SMK MUHAMMADIYAH 4 SURAKARTA”**.

## **B. Scope of the Study**

The writer focuses on SMK Muhammadiyah 4 Surakarta in order to make the problem easy to be discussed.

### **C. Problem Statement**

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?

### **D. Objective of the Study**

The researcher proposes a major objective which is to identify the difficulties encountered by the students of tenth grade of SMK Muhammadiyah 4 Surakarta in reading aloud.

### **E. Significance of the Study**

The researcher expected that the research will bring significance:

#### 1. Theoretical Significance

This research gives reference to other researchers who are interested in observation about difficulties in learning pronunciation when reading aloud.

#### 2. Practical Significance

##### a. For the Teacher

Teaching English pronunciation when reading aloud is easier in the delivery of English language teaching material. It can be used for teacher knowing the other technique of teaching English.

##### b. For the Students

Students become easy to learn and understand the utterance that are difficult in the implementation of pronunciation.

##### c. For the Other Researcher

The result of this study can be useful as reference for the next researcher that wants a new research.

## **F. Research Paper Organization**

This research paper is divided into five chapters as follows:

Chapter I is introduction. It covers background of the study, scope of the study, problem statement, objective of the study, significance of the study and research paper organization.

Chapter II explains review of related literature which consists of previous study, pronunciation, difficulties of pronunciation, and reading aloud.

Chapter III is research method. This chapter deals with the research method covering type of the study, subject of the study, object of the study, research data and data source, method of collecting data, technique for analyzing data and credibility of the data.

Chapter IV presents the research result and discussion. It consists of research finding and discussion.

Chapter V is conclusion and suggestion.