
THE ANALYSIS OF STUDENTS' PRONUNCIATION ERRORS IN READING ALOUD

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A B S T R A C T

It was aimed to identify students' pronunciation errors in reading aloud by finding out how far the students' pronunciation errors in reading aloud and kind of words which are pronounced by the students through reading aloud. Qualitative method was used to find out the fact and the evidence of students' pronunciation errors in reading aloud. The observation and the interview were conducted to explore the student's experience and their problems in pronouncing English. The findings revealed that there were satisfactory results proved that the students made pronunciation errors in six part of speech; Nouns, Verbs, Adjectives, Adverbs, Prepositions and Conjunction. It was found that 26 pronunciation errors in noun (26.8%), 49 pronunciation errors in verb (50.5%), 6 pronunciation errors in adjective (6.2%), 12 pronunciation errors in adverb (12.4%), 3 pronunciation errors in preposition (3.1%) and 1 pronunciation error in conjunction (1.03%) from 7 students who had read the same narrative text. The reasons why the students made errors in pronouncing the words were the students have difficulties in pronouncing and spelling the words with affixes and prefixes in consonants, vowels, and diphthongs. They are: upon, aunt, lived, died, answered, knocked, cottage, dwarf, enough.

1. INTRODUCTION

Reading is one of four skills in English language among writing, speaking and listening. It is not denied that all of English language skills can influence someone capability in English language. Reading on text or book in English language form, is so hard for the students in Indonesia. Many of them distracted with its pronunciation. Pronunciation is probably the most neglected aspect of English language teaching (Haycraft, 1978:55).

In this paper, the writer concerns with reading and pronunciation. Pronunciation is very influent on reading quality. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (L.Stoller, 2002). Besides, pronunciation refers to the ability to use the correct stress, rhythm, and intonation of a spoken English. A word can be spoken in different ways by various individual groups, depending many factors, such as ; the area in wich they grow up, the area in which they now live, their ethnic group, their social class, or their education.

Based on the problem above, the writer is interested in doing research about how far the students' pronunciation errors in reading aloud are, thus the writer entities the research "The Analysis of Students' Pronunciation Errors in Reading Aloud at the second Grade of SMAN 13

Garut.

2. METHOD

This study investigated the students' pronunciation error analysis and how it is used. In this research the writer used the qualitative research. Qualitative research is research that involves analyzing and interpreting texts and interviews in order to discover meaningful patterns descriptive of a particular phenomenon (Auerbach & Silverstein 2003). Qualitative research explores attitudes, behavior and experiences through such methods as interviewers or focus groups (Dawson, 2002).

The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors and inductive style, a focus on individual meaning, and the importance of rendering to complexity of a situation.

Based on the theory above, the researcher used this method in conducting this research. The data will be described as the findings of this study. She involved herself as the human instrument for collecting data.

In this case, the writer conducted the research at the senior high school students in SMAN 13 Garut. The populations will be the second grade in the year of 2018/2019 .

The writer took purposive sampling in this research. Purposive sampling is a technique that it allows the researcher to decide the sample size from the population. The writer chose the sample based on her consideration. In brief, the researcher determined the sample size based on McMillan and Schumacher (2001) who clarified the purposeful samples can range from an n= 40 or more. Consequently, this research took 7 samples (students) for her research approach.

3. RESULTS AND DISCUSSION

3.1 The Students' Pronunciation Errors

The writer gave a text to the participants. Each participant was asked to read the text. After the participant read the text, she identified the students' reading aloud. These are the result of students' pronunciation errors:

1. Pronunciation error in Noun	$F = \frac{E}{\sum E} \times 100$ F = 26.8 %
2. Pronunciation error in Verb	$F = \frac{E}{\sum E} \times 100$ F = 50.5 %
3. Pronunciation error in Adjective	$F = \frac{E}{\sum E} \times 100$ F = 6.2 %
4. Pronunciation error in Adverb	$F = \frac{E}{\sum E} \times 100$ F = 12.4 %
5. Pronunciation error in Preposition	$F = \frac{E}{\sum E} \times 100$ F = 3.1 %
6. Pronunciation error in Conjunction	$F = \frac{E}{\sum E} \times 100$ F = 1.03 %

3.2 The Result of The Interview

The researcher interviewed 7 students by giving 4 questions. After analyzing the interview result, she concluded all the answer from sample and found out the problem that existed on students' reading error pronunciation.

Questions!

a. Do you like English language?

Based on the result of the answer from all samples, most of them like English because English is international language. They think they have to conquer it.

The writer concludes that from the result of data analysis, their desire to conquer English language is proved with less missing pronouncing on the text above.

b. Do you like to read English text?

Based on their answer, most of them love reading English text. They usually read articles from internet, the stories and any of them reads English text from the lyric from English song.

The writer concludes, most of them who have less missing pronouncing, like reading English text. And yet, they proved it on their reading skill in the class.

c. From the narrative text called "Snow White", which is the word that you think difficult to read?

Based on the interview, most of them have difficulties in pronouncing and spelling the words with affixes and prefixes in consonants, vowels, and diphthongs form. They are: upon, aunt, lived, died, answered, knocked, cottage, dwarf, enough.

The writer concludes, they are never being taught how to read the words with past participle form. So that they have difficulties in reading each word which are formed in past participle.

d. How does your English teacher teach reading?

Based on their answer, unfortunately, their teacher rarely teaches how to read the new vocabulary. The teacher just gives the text and asks them to read it then give them test.

4. CONCLUSION

The researcher has completed all procedures. She included the part of speech pronounced by the students and then she found 97 pronunciation errors from 7 students that had been tested. Based on the previous findings, she found the students' pronunciation errors in six part of speech; Nouns, Verbs, Adjectives, Adverbs, Prepositions and Conjunction. She found 26 pronunciation errors in noun (26.8%), 49 pronunciation errors in verb (50.5%), 6 pronunciation errors in adjective (6.2%), 12 pronunciation errors in adverb (12.4%), 3 pronunciation errors in preposition (3.1%) and 1 pronunciation error in conjunction (1.03%) from 7 students who had read the same narrative text. In conclusion, the highest frequencies of errors made by the students were verbs, nouns, adverbs, adjectives, prepositions and conjunction.

Besides, the writer interviewed 7 students who had been asked to read the text loudly. She asked four questions to them so that she found some important points. First, the students like English because English is international language. They think they have to master it. Second, Based on their answer, most of them love reading English texts. They usually read articles from internet,

the stories and any of them reads English text from the lyric taken from English song. Third, the students have difficulties in pronouncing and spelling the words with affixes and prefixes in consonants, vowels, and diphthongs. They are: upon, aunt, lived, died, answered, knocked, cottage, dwarf, enough. The last, their teacher rare to teach how to read the new vocabulary. The teacher just gives the text and asks them to read it then give them the test.

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