DIFFICULTIES FACED BY MIDDLE SCHOOL STUDENTS IN ENGLISH PRONUNCIATION

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Abstract:
Pronunciation for students is one of the important parts in learning English. The students often find a problem with pronunciation when they speak, read, or listen in English word. They still have poor pronunciation. It can be seen in the daily teaching and learning process, especially in speaking class. It is difficult for the students to pronounce English words. The problem was most of the student's pronunciation was likely to be influenced by their first language., in this case, madurase language. This research aims to investigates two problems which become the main discussion of this research. The first is to describe students difficulties in English pronunciation and to know the solution of students difficulties in English pronunciation. This research is qualitative research by using descriptive case study. The participant of this research are students in first grade of SMP Negeri 2 Kedungdung. the data were collected by using observation and some interview between the researcher and students, and also the researcher and the teacher. The result of this research showed that the word difficult to pronunciation by students is "wanted" and "remembers". All of the students make mispronunciation in "wanted" and 16 students make mispronunciation in "remembers" word. The factors students difficult to pronounce English word is the different between lettering and pronouncing, English in not their mother tongue, and the students did not practice English in their daily activity. The possible solution from the researcher to resolve the students difficulties in English pronunciation: the teacher can give motivation to the students about English is interesting to study, the students can listening English music and practice it, and the teacher make strategies to teach English lessons that make students interesting to study.

Keywords: *students difficulties, English pronunciation.*

Introduction

English is one of the languges in the world. English have four language skills namely speaking, writing, reading, and listening. Then to support the four language skills, some basic language components like vocabulary, structure, pronunciation, and spelling are also given in teaching English for young learners.

From the four components above, there is a component of the language that has very important role in learning English, especially in speaking and listening. The component is pronunciation. Pronunciation is a necessary part of speaking (oral communication). Pronunciation refers to the way a word or a language is spoken. It can also be defined as the accepted standard of sound and rhythm for words in a given language.

Pronunciation for students is one of the important parts in learning English. The students often find a problem with pronunciation when they speak, read, or listen in English word. They still have poor pronunciation. It can be seen in the daily teaching and learning process, especially in speaking class. It is difficult for the students to pronounce English words. The problem was most of the student's pronunciation was likely to be influenced by their first language., in this case, madurase language. Their accent and intonation were still thick with their mother tongue, so when the pronounce English words they often made mistakes, and have an impact to their pronunciation.

A consonant is a speech sound that is not a vowel. It also refers to letters of the alphabet that represent those sounds. Not all the consonant in English are read, for instance, "LISTENING" word almost the

students read all the consonant but the correct pronounce is " li-Suh-nuhng", different with pronouncing the Indonesian language, all the consonant is read, for instance, "TAHU" all the consonant is read cleary "T-A-H-U". And the difference pronunciation makes student mistake to pronounce English correctly, the other example of error pronunciation is when the students playing online game they are said "INVITE" but the pronounce they say "INVIT", eventhough the correct pronounciation is "ɪn'vaɪt" .

In facts the learners may face some the difficulties in the pronunciation when they find new sounds in target language. A lot of errors made by the students especially to produce English letter, often the students read all the –s letters in the ending of word is the same, but in the case there are three ways to pronounce –s ending in English words, that is / ɪz /, / s /, and / z /. Example : "buses" the correct pronounce is "bʌsez", because in last letter before S is a sibilant sound. Sibilant sound is the sound produced by forcing air out toward the teeth.

The other difficult English word to pronounce by students is –ed ending. Ed ending appears at the end of regular verb in the past tense, sometimes in adjectives ending and as well as in some past participles. Almost students read all ed ending in English word is the same, but pronounce ed ending there are three different ways to pronounced : / id /, / t /, / d /. Example : "wanted" almost students read (wanted) just only say ed in the last, but the correct pronounced is "wɒntɪd", using id in the last, because the last letter of wanted before ed is T, in this case the ed ending read / id / when the last letter of the word is D or T.

This research investigates students difficulties English pronunciation in middle school, the first class in midddle

school is students who have just graduated from elementary school whose English lessons are still basic to understand. And in the elementry school usually, do not have a teacher who focused on the English knowledge. For this reasons, the researcher has decided to this research on " DIFFICULTIES FACED BY MIDDLE SCHOOL STUDENTS IN ENGLISH PRONUNCIATION"

Reseach Methodology

Research design is general description of the research to be carried out by researchers to achieve certain goals. Definition of research design according Jhon deRoche and Maxwell, Joseph A. (1996) in *Qualitative Research Design: An Interactive Approach,* Research design (in holistic sense), planning all components and steps of the research, while taking account of ethics, resources and contingencies, so that you will produce meaningful, important, and credible knowledge claims about the empirical world.

This study is qualitative research by using descriptive case study. Qualitative research is research approaches aimed at achieving goals obtain an in-depth explanation of the application of a theory. Case study in Qualitative research is an in-depth exploration of a bound system. It can also be an activity, event, process or individual, based on extensive data collection (Creswell, 1997).

This chapter shows that the researcher has been in the next steps beginning to see what happen in the field or doing research observation. The researcher will collect, analyze, and interpretation the data.

The researcher investigates at SMP Negeri 2 Kedungsung. The research conducted in the English class of the first grade students of SMP Negeri 2 Kedungdung after getting on agreement from the English teacher and the

headmaster of SMP Negeri 2 Kedungdung. The reason the researcher choos SMP Negeri 2 Kedungdung to research, bescause the reseacher know students pronunciation in SMP Negeri 2 Kedungdung is bad, so the researcher want to know the difficulties of English pronunciation in SMP Negeri 2 Kedungdung.

In the data of collection research, the researcher was collecting data from the first grade students of SMP Negeri 2 Kedungdung in their Engish class. According to Arikunto (2010:197) define data collection techniques as a method used by researchers to collect data that shows data in the abstract.

a) Observation

Observation is the activity of a process or object with the intention of feeling and then understanding the knowledge of a phenomenon based on knowledge and ideas that have been previously known, to obtain the information needed to continue a study. The researcher do observation to middle school students about their difficulties in English pronunciation.

b) Interview

According to wikipedia, Interview is essentially a structured conversation where one participant asks questions, and the other provides answers. According to Sugiyono (2011 : 138) Interview can be conducted in a structured or unstructures manner. This research the researcher use structured interview. Structured interviews are used as data collection techniques if researchers already know for certain what information will be obtained. Therefore in conducting interview, researcher have prepared research instruments in the form of written questions.

The researcher with the English teacher and first grade students in SMP Negeri 2 Kedung. The first, the researcher interview with English teacher about the factors that make students difficult to pronounce Engih and what about the teacher do to overcome the students difficulties in English pronunciation.

The researcher also interview with the first grade students in SMP Negeri 2 Kedungdung. the first researcher ask to the students to read the –ed and –s ending words that has designed by the researcher. There were 10 –ed ending words and 10 –s ending words. After students read the list of –ed and –s ending words, the researcher ask about difficulties to pronounce English word to the students.

The researcher has designed some questions for English teacher and students intended to get some data about difficulties faced by middle school students in English pronunciation at SMP Negeri 2 Kedungdung. The interview with English teacher can look at appendix interview.

c) Documentation

Documentation is very important in every reseach that conducted by every reseacher. The researcher used audio recorder while doing interviews with the participants.

Data analysis is a process of analyzing the data that will collected, then organizing them into the category and the unit of basic analysis. In analyzing, will take some steps as follow:
a) Give the English word that have been prepared by the researcher to sthe students in WhatsApp class group.
b) The researcher ask students to read the English words and record it.
c) Analyze the students pronunciation from the audio record.
d) The researcher ask the students about the difficulties English pronunciation when they read the English words.
e) Ask the teacher why students can find it difficult to pronounce English .

f) Find a solution to the problem of students who have difficulty pronuncing English.

g) Take a conclusion. The reseacher will conclude after found the aim to investigate difficulties faced in middle school students English pronunciation at SMP Negeri 2 Kedungdung.

Research Findings and Discussion

This section describes the data that is strengthened using data collected as following the researcher uses observation, interview, and documentation with research subject at the first grade students of SMP Negeri 2 Kedungdung.

The government publish about covid 19 at 2th March 2020 for the first time. There are two person that positive covid 19 in Indonesia. And at 16th March 2020 the government determine study at home to the students and teacher, that is because pandemic covid 19.

Study at home since pandemic covid 19, the students study via online class, they are using WhatsApp application and some of students and teachers use zoom application for the face to face class, and that will make students understanding of the material provided. Even though some schools did not use the zoom application for several reasons.

The researcher do a research about students difficulties in ed ending and s ending pronunciation at the first grade SMP Negeri 2 Kedungdung, and SMP Negeri 2Kedungdung just only use WhatsApp application for teaching and learning process at home. The researcher have a problem to do a research because the pandemic covid 19. Because of that the researcher using WhatsApp application to do a research.

The schools carries out a learning process that moves from class to home. Materials and assignments are provided online, through various platforms provided by the government and the private sector.

The researcher also do a research via online, because students of SMP Negeri 2 Kedungdung also study at home via online. The researcher join class group to get the data for the research.The English teacher at the first grade of SMP Negeri 2 Kedungdung give a time for researcher to get the data.

The researcher sent some of English words that have been prepared by researcher to the class group. And the English words contains about ed ending and s ending words. Then, the researcher ask the students to read the words when they are read the English words.

According to chapter III in data collection technique, the researcher used audio recorder in documentation. Because pandemic covid 19 that all of students must to study at home, the researcher used voice note in WhatsApp application. Students can read the English words while turn on the voice note to recording the audio.

The researcher prepared –ed ending words is 9 words and –s ending words is 6 words. The reason is researcher had given English text but none of the students wanted to read and there were also students who read half of the text. Students reason is because the English text is too long. The researcher also gave 20 –s ending words and 20 –ed ending words, but students only read 10 words and even students only read 4 words of the –s ending and –ed ending prepared words. The researcher also try to give the English text, but the students just read three lines and there were students only read one paragraph.

After a view days letter, just only 3 students that sent the recoding in the class group. The researcher ask again in the class group to the students sent the recording, but the students still didn't sent the recording to the class group. They were had many reasons, and the reasons is their felt shyness to sent the recoding because fear of mistake and afraid of being ridiculed by the other friends, and also some of students have many problem to sent the recording that is

their didn't have they don't have enough internet quota to sent the recording and also there were the students sharing the mobile with the others friend.

The researcher confused about the students problem that can't sent the recording because don't have enough internet quota. Therefore, the researcher only ask students who can collect the recording via private chat and there is no more reason for shy and fear of mistake.

After the researcher ask about collect the recording via private chat, the students sent their recording via private chat and only 15 students sent the recording via private chat and 3 students more sent in class group of 22 students in first grade of SMP Negeri 2 Kedungdung, but it is enough for researcher to know the difficulties English pronunciation in first grade of SMP Negeri 2 Kedungdung.

The researcher understand that students who cannot collect the recording because they don't have enough internet quota and the students who don't have a mobile phone. Because the school that the object of this research is in the village, many students are less able to have a mobile phone and moreover they are still 13 years old who just graduated from the elementary school and they are still in first grade of junior high school.

-ed ending can be pronounced in three different ways: as / id /, / t / or / d /. If the last letter of the word is spelled with d or t, the ed is pronounced as a separate syllable with /id/ sound. If the last consonant of the word is voiceless, then the ed is pronounced as a /t/. If the last letter of the words ends a voiced consonant or sound, then the ed is pronounced like /d/.

The first word of –ed ending words is "wanted" all of the students make mispronunciation in this word, many kinds of students pronunciation in this word that is 4 the students pronounce /wɑntəd/, there were 8 students pronunce /wʌnted/, there were 3 students pronounce /wɑnd/, there were 1 student pronounce /wʌnəd/, and there were 2 students pronounce /wʌntəd/ in this word. All of the students pronounce –ed ending in this word is /ed/. The correct pronunciation from this word is /wɒntɪd/ the ed ending pronunciation is /ɪd/, because the last letter of the base word is "t" so the pronounce of –ed ending in this word using /ɪd/.

The researcher prepared 3 words that using /ɪd/ pronunciation of –ed ending word. The second words is "needed" there were 8 students pronounce this word /nɪdəd/ that is wrong pronunciation, there were 4 students pronounce /nɪd/ and this is also wrong pronunciation, but there were 6 students that pronounce /ni:dɪd/ and that pronounce is correctly, the word "needed" using / ɪd/ pronunciation for the –ed ending, because the last letter of base word is "d".

The third words is "waited" almost the students make mistake in this word, there were 7 students pronounce /weɪtəd/, there were 3 students pronounce /wetəd/, there were 4 students pronounce /weɪt/, and there were 1 student pronounce /wʌɪtɪd/, but there were 3 students that have good pronunciation in this word /weɪtɪd/, this word using / ɪd/ in –ed ending pronunciation because the last leter of the base word is "t". Pronunciation –ed ending for the last consonant of the base word voiceless is /t/.

The next words is "talked", almost the students mispronunciation in this word, there were 1 student pronounce /tɔlkɪt/, there were 3 students pronounce /tɔlkd/, and there were 10 students pronounce /tɔlkəd/ this is wrong, there were 4 students pronounce /tɔ:kt/ is correct–ed ending in this word. The students pronounce all of the consonant in this word.

Fifth words is "helped" the –ed ending pronunciation this word is /t/ because the last consonant of the base word is voiceless (p) there were 8 students have good pronounce /hɜlpt/, but there were 10

students pronounce this word /helpəd/ this is wrong.

Sixth word that using / t / for –ed ending pronunciation is "parked", there were 8 students pronounce /pʌrkəd/, there were 2 students pronounce /pʌrkɪt/, and there were 2 students pronounce /pʌrk/, but there were 6 students have good pronunciation in this word /pɑ:kt/.

If the last consonant of the base word is voiced consonant then the –ed ending pronunciation is /d/. Seventh words is "played" almost students mispronunciation in this word, there were 3 students pronounce this word is /plʌyəd/, there were 7 students pronounce /pleyəd/ and this is wrong pronunciation, but there were 8 students that good pronunciation in this word /pleɪd/ is correct pronunciation.

The next word is "opened" in this word there were 5 students pronounce /'əʊpənd/ this is good pronunciation of "opened" word. But there were 10 students pronounce /ɔpənəd/, there 2 students pronounce /ɔpənd/, there were 1 student pronounce /ɔpɪnɪd/ and that is wrong pronunciation.

The eight word is "lived" almost the students mispronunciation in this word, there were 3 students pronounce /laɪdəd/, there were 2 students pronounce /laɪvɪd/, there 2 students pronounce /laɪv/, there were 6 students also pronounce the –ed ending in this word same with the others word /lɪvəd/, only five students that have good pronunciation /lɪvd/. This word pronounce the –ed ending is /d/ because the last consonant is voiced consonant (v)

Pronunciation –ed ending after a vowel sound or voiced consonant, the students tended to pronounce /t/ to replace /d/. it might naturally occur since in their native language there is no such /d/ sound at the end of a word. Even, in the word ending with –d, like "abad", Indonesian speakers will pronounce the –d /t/. the problems also occurred when the students pronounces the –ed ending after voiced and

voiceless consonant. In pronouncing –ed ending after voiced consonant, their dominant mistakes are leaving the /d/ sound out. Some of them prounced ed ending /t/ instead of /d/. when they were to pronounce the –ed ending after a voiceless consonant, half of those who mispronounced the words left the /t/ sound out, while the other half replaced /t/ with /d/, in this case, the students may not know the theory of pronouncing –ed ending after a voiced and a voiceless consonant well. It is also possible that the student know the theory well, but they are not able to pronounce it orally.

The –s ending word "maps" only 2 students make mispronunciation in this word, there were 15 students pronounce /meps/ and this is good pronunciation, but there were 2 students pronounce /mʌp/, and there were 1 student pronounce /mʌps/ that is wrong pronunciation.

The second words is "books" almost student have good pronunciation in this word, there were 17 students pronounce /bʊks/ in this word and this is good pronunciation, but there were 1 student make mispronunciation pronounce /bʊk/ in this word..

The third words is "students" half of the students pronounce correctly /'stju:dənts/, but there were 6 students pronounce /studənts/, and there were 3 students pronounce /studən/ nothing –s ending in the last pronunciation. This word pronounce the –s ending ending /s/, because the last consonant of the word is voiceless consonant, so –s ending pronunciation is /s/.

The next words is "dictionaries", there were 6 students that make mispronunciation this word, almost the students pronounce /dɪktionərɪs/ in this word and the 8 students pronounce /dɪksənəris/ this is also mispronunciation, but there were 4 students pronounce correctly pronunciation in this word is /dɪkʃənərɪz/. this word also using the –s

ending ending /s/, because the last consonant before –s ending in this word is voiceless consonant.

the fifth words is "remembers" there were only 2 students have good pronunciation /rɪmɜmbərz/ in this word and the other students make mispronunciation /rɪmembers/ their pronounce the –s ending /s/ this is wrong, because the last consonant in this word is "r" (voiced consonant) then the –s ending pronounce /z/.

The sixth words is "begs" almost the students make mispronunciation in this word, there were 12 students pronounce /beks/ this is wrong, and there were 1 student pronounce /bʌk/, but there were 5 students have the correct pronunciation is /bɜgz/ in this word. –s ending pronunciation in this word is /z/, because the last consonant of the base word is voiced consonant.

The –s ending pronunciation if the last consonant of the base word is sibilant sound (a hissing or bussing sound) /ɪz/. the next words is "buses" there were 4 students mispronunciation in this word /bʌsəs/, there were 1 student pronounce /bʊs/, there were 4 students pronounce /buːsəs/, and there were 2 students pronounce /bʌs/ that is wrong. But there were 7 students have good pronunciation in this word /bʌsɪz/.

The eight words is "boxes" the students also pronounce the –s ending /s/ in this word, but there were 4 students have good pronunciation /bɒksɪz/ in this word. There were 6 students pronounce /bɔks/, there were 2 students pronounce /bʊksəz/, there were 2 students pronounce /bɔksət/, there were 2 students pronounce /bɔksəz/ in this word and that is mispronunciation, because the last consonant in this word is sibilant sound, so the correct –s ending pronunciation in this word is /ɪz/.

The last word is "misses" almost the student make mispronunciation in this word, there were 5 students pronounce this word /mɪsɪs/ this is wrong, there were 4 students pronounce /mɪsəs/, there were 6

students pronounce /mɪsəz/, and there were 1 student pronounce /mɪs/ his is also wrong pronunciation. only 2 students have good pronunciation /mɪsɪz/.

Many kinds of students pronunciation in –ed and –s ending, from the discussion above, almost the students pronounce all the consonant. The –ed and –s ending also pronounce by the students, and the pronunciation of –ed and –s ending pronunciation is all the same by the students. The most mispronunciation of –ed and –s ending by the students is "wanted" word, all of the students make mispronunciation in this word.

The researcher get factors that make students difficult to pronounce English word:

1. The different between grammar in English and Indonesian. In Indonesia nothing add –s or –ed ending, but in English grammar the pronunciation of –s ending can add in plural nouns, verbs in third person, and as a part of the possessive case. Pronunciation of –ed ending in English grammar can add in regular verb, adjectives, and past participles.

2. The teacher lack of attention for students about English pronunciation, the teacher does not consider pronunciation important for students, when the students mispronounce English it is left by the teacher there is no improvement by the teacher.

3. The curriculum, in k13 there is no subject that specifically gives an explanation of pronunciation, only focuses on grammar and tenses.

4. the habit of students not reading English text and not practicing English in daily lives. The students lack of knowledge of English pronunciation because in the school the teacher only focuses students on grammar and the activeness speaking English.

Conclusion

Based on the finding of the research and discussion, the researcher concluded that the students difficult to pronounce –ed ending, they were though about if the last word is –ed, their pronounce the –ed letter. In their mother tongue that use in daily activity every word is pronounce.

The –ed ending pronunciation in word "wanted" is the most students mispronounce, all of the students make mispronunciation in this word the students pronounce /wʌntəd/ and many students pronounce /wɒntəd/ in this word. The students pronounce all the consonant in the word "wanted" because they habitual pronounce Indonesian that all of the consonant is pronounce.

The –s ending pronunciation in word "remembers" is the most students mispronounce than the others word. There were 16 students make mispronounce in this word their pronounce is /rɪmembers/ the students pronounce the –s ending /s/, buut there were 2 students that have good pronunciation in this word /rɪmɜmbərz/ the –s ending pronunciation is /z/ because the laast consonant before –s ending is voiced consonant.

Causing factors students difficulties in English pronunciation :
1. The different between lettering and pronouncing, that is make the students confuse to pronounce the words.
2. The students hard to pronounce the English words because the word made their tongues twisted.
3. The students did not practice English in their daily activity.
4. The students rarely read English text.

The teacher do to overcome students difficulties in English Pronunciation:
1. The teacher must be have extra patient in teaching and learning process.
2. The teacher look for strategies or learning methods that are suitable to attract the students attention and to make the students learning English serious but relax.

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