

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. It consists of the data findings and the discussion of the research to answer the research questions that have been set out before. *The first*, What factors influence student's difficulties pronouncing the English vocabulary at SMA 7 Batanghari?, *Second*, How to overcome student's difficulties pronouncing English vocabulary at SMA 7 Batanghari?

In this research, Researcher has been collecting data through interview and documentation in the class. This interview took place from January 26, 2024 January 31, 2024. Then, the researcher was conducted the result of interview with teacher and some students that feel difficulties in pronouncing the English vocabulary in the tenth grade SMA 7 Batanghari. The following are the results of interviews conducted by researchers with English teachers and eleventh grade students at SMA 7 Batanghari.

4.1 Biographical Profiles of Participants

There six participants who have been interview by researcher. They are all students at eleventh grade at SMA N 7 Batanghari. They were given pseudonyms to keep the participants' privacy. Such as Adriana, Giselle, Naomi, Yasmeen, Behati, and Candice.

Table 4. 1 Biographical Profiles of Participants

No.	Name	Class
1.	Adriana	XI Science
2.	Giselle	XI Science
3.	Naomi	XI Science
4.	Yasmeen	XI Socials

No.	Name	Class
5.	Behati	XI Socials
6.	Candice	XI Socials

4.2 Factors influenced students' difficulties in learning English pronunciation at SMA 7 Batanghari

4.2.1 Internal Factors

4.2.1.1 Less of Information

There is many factors that influence for students' in pronouncing the English vocabulary from an interview list with students namely students do not know and not understand about how to pronounce and students are less confident. The researcher is also collect this result from an interview with teacher and students and observation checklist in the class. The first factors is students do not know and not understand about how to pronounce, according to Adriana as a student of elventh grade class A SMA 7 Batanghari:

"...kami di kelas sering berbicara bahasa daerah, kami berbicara bahasa inggris cuma ketika kelas mata pelajaran bahasa inggris dan itu juga cuma menghafal kosa kata untuk mengucapkannya kami masih merasa kesulitan. hampir semua siswa dikelas merasa tidak tahu bagaimana mengucapkan kosa kata bahasa inggris dengan baik dan benar".

(We often speak regional languages in class, we only speak English in English class and that's just memorizing the vocabulary to pronounce it, we still find it difficult. Almost all students in class feel they don't know how to pronounce English vocabulary properly and correctly).

Related to what was stated above, we also received information interview with Giselle a student of eleventh grade class A SMA 7 Batanghari:

".....menurut saya pengucapan bahasa inggris sangat sulit sekali karena sebagian besar kami belum menguasainya selain itu kami tidak mendapatkan latihan bahasa inggris diluar kelas mata pelajaran bahasa

inggris. karena itu kami merasa pengucapan bahasa inggris sangat sulit sekali”.

(In my opinion, English pronunciation is very difficult because most of us haven't mastered it, apart from that we don't get English practice outside the English subject class. because of that we find English pronunciation very difficult).

Moreover, it was found in an interview with Naomi as a student of eleventh grade class A SMA 7 Batanghari:

“kami merasa sangat Kesulitan pengucapannya. Tulisan dan cara membacanya sangat berbeda, seperti huruf H itu tidak selalu dibaca seperti huruf aslinya apalagi seperti bahasa daerah”.

(We find it very difficult to pronounce it. The writing and way of reading it are very different, for example the letter H is not always read like the original letter, let alone like the regional language).

Apart from the above, the researcher also conduct an interview with Yasmeeen as a student of eleventh grade class A SMA 7 Batanghari:

“....menurut saya mengapa kami kesulitan dalam pengucapan bahasa inggris karena pengucapan bahasa inggris itu bagi kami sangat asing sekali kadang apa yang kami dengar berbeda dengan artinya dan pengucapannya. salah pengucapannya maka maknanya juga bisa berubah. mungkin kami harus banyak lagi latihan diluar kelas terkait bahasa inggris”.

(In my opinion, why we have difficulty in pronouncing English is because English pronunciation is very foreign to us, sometimes what we hear is different from the meaning and pronunciation. If you pronounce it wrong, the meaning can also change. maybe we should do more practice outside of class regarding English).

Based on interview above, that teach the pronunciation just be doing when teacher has time to teach it like before sharing the material or after share that material. When teacher is also wants to pronounce with students it also make easy

for students in understanding and learning the material such reading text or exercises from English book for eleventh grade students.

According by Harmer as follow:

“Teacher ignore to teach about good pronunciation, cause it only wasting time in teaching English in the class.”

From according by Harmer above, it means that many teachers ignore to teach about good pronunciation is wasting time, because it makes her time in teaching English is reduce so that when share the material of meeting or teach it is not maximum. Besides, teacher just give some vocabularies to be pronounced together with students and ask to them to repeat after teacher. But, the students feels difficulty in pronouncing some vocabularies when they repeat after teacher.

Moreover, they still use some vocabularies that be related with the material of meeting just as added word in learning on the English book. However, students still has difficulty in pronouncing though it has taught in every meeting by their teacher because they do not know about the role of phonetic. Even, in Indonesia country, students does not be taught about how to pronounce by teacher.

This reason students does not be taught how to pronounce because the pronunciation has phonetic science and just be taught at college study for collegier is not in grade school such as elementary, junior, and senior high school for student.

4.2.1.2 Less Confident

The following are some answers from informants regarding factors that influence students' difficulty in pronouncing English at SMA 7 Batanghari, Most of the informants in this research answered that the difficulty in pronouncing English was due to less of confidence. as follows:

According to Yasmineen:

“....menurut saya faktor yang mempengaruhi kenapa siswa sulit belajar mengucapkan bahasa inggris selain faktor mereka tidak tau adalah karena mereka merasa kurang percaya diri hal ini dikarenakan kurangnya motivasi dari diri siswa dan dorongan guru bahasa inggris”.

(In my opinion, the factor that influences why students find it difficult to learn to pronounce English apart from the factor that they don't know is because they feel less confident, this is due to a less of motivation from the students themselves and encouragement from the English teacher).

The above was also confirmed by other students Giselle as follows:

“.....menurut saya faktor yang dominan dalam mempengaruhi seseorang pintar atau tidaknya dalam bicara bahasa inggris khususnya terkait pengucapan bahasa inggris adalah faktor kepercayaan diri. jika seseorang berani dan terlalu percaya diri pasti dia akan berhasil begitu juga sebaliknya”.

(In my opinion, the dominant factor in influencing whether someone is smart or not in speaking English, especially regarding English pronunciation, is the self-confidence factor. if someone is brave and overconfident he will definitely succeed and vice versa).

Based on several opinions above, it can be concluded that self-confidence is one of the factors that hinders someone from being good at English pronunciation at SMA 7 Batanghari. Researchers are of the opinion that to improve the English pronunciation skills of SMA 7 Batanghari students, a teacher is needed who is not only good at English but is also able to encourage and motivate students to be brave and confident in learning English pronunciation.

4.2.1.3 Low Motivation/Interest

There are several factors that cause students' difficulties in learning English, thereby weakening English language success, one of which is students' low motivation in learning English which leads to students' lack of language skills, for

example. This was demonstrated by the student as one of the respondents below:

According to student Candice:

“Kesulitan kami siswa dalam belajar bahasa Inggris adalah siswa tidak memiliki minat dan kemauan belajar Bahasa Inggris”.

(The difficulty us as student in learning English is that the students do not have interest and willingness to learn English language).

According to Giselle:

“Pada saat dijelaskan materi oleh guru, saya susah mengerti karena penjelasannya sangat sulit untuk dimengerti apalagi kalau guru menjelaskan menggunakan bahasa Inggris”.

(When the teacher explains the material, I find it difficult to understand because the explanation is very difficult to understand, especially if the teacher explains using English).

From the respondents' comments above, it is revealed that SMA 7 Batanghari students lack interest and desire to learn English. They are willing to learn unless asked by the teacher or parents, and when they are studying and have problems with material or a concept presented by the teacher, these students do not want to ask for clarification on a concept or material that is difficult or even difficult. said They just left it like that without being resolved. The statement was also confirmed by other respondents that the difficulty of the students due to the student lack of reading interest and lack of willingness to memorize vocabulary and also the students do not understand basic English grammar.

It was indicated by the following quotation,

According to Yasmeen student tent grade of SMA 7 Batanghari

“Saya tidak bisa mengartikan ke bahasa Indonesia sehingga susah mengerjakan soal-soal bahasa Inggris”.

(I can't interpret to Indonesian so it's hard to do English problems).

According to Candice:

“Kalau dalam masalah memahami saya bisa, tapi kalau membaca, dan mengartikan saya kurang. Pada saat menulis bahasa Inggris saya sangat kesulitan karena sangat sulit mengatur tata bahasa yang baik dan benar karena bahasa Inggris lain yang diucapkan lain yang ditulis”.

(If in a problem of comprehending I can, but if I read and interpret I am less.

At the time of writing my English it was very difficult because it was very difficult to set a good and correct grammar because English is different of spoken and the written).

From the respondents above, it was revealed that these students lack vocabulary, reading skills and mastery of grammar, so they cannot easily handle the tasks given by the teacher. The tasks are related to reading, grammar or writing. When doing English assignments, students must understand English vocabulary and grammar first.

In addition, students' lack of reading habits is visible when they are given assignments to complete at home or in class. They do not seem to show any desire to read or memorize English vocabulary. In short, students are not learning enough in English courses. Students at SMA Negeri 7 Batanghari show reluctance to learn English.

4.2.2 External factors of the students

4.2.2.1 Family Supports

In addition, students' lack of reading habits is visible when they are given assignments to complete at home or in class. They do not seem to show any desire to read or memorize English vocabulary. In short, students are not learning enough

in English courses. Students at SMA Negeri 7 Batanghari show reluctance to learn English.

According to Naomi:

“Saya merasa kesulitan belajar bahasa Inggris karena keluarga kurang memotivasi karena sibuk bekerja khususnya bapak dan ibu saya jadi tidak ada yang membantu saya.”

(I find it difficult to learn English because my family lacks motivation because they are busy working, especially my father and mother so no one help me).

According to student Adriana:

“Sejauh ini orangtua saya sangat mendukung untuk mempelajari pelajaran bahasa Inggris namun kurang memantau saya pada saat saya belajar di rumah”.

(So far my parents have been very supportive of studying English but have not monitored me enough when I study at home).

4.2.2.2 Teachers Strategies

Another external source of difficulty is teachers; Teachers also influence students' learning motivation. Students' interest in school and desire to learn is influenced by several factors such as teachers and school conditions in the classroom. However, in comparison, teachers are considered the most important factor because they play an important role in student learning. Teacher feedback influences students' learning motivation when they understand that the teacher is monitoring their individual development. Below the result of interview with the students as respondent:

According to Giselle student SMA 7 Batanghari:

“Untuk saya ketika dikelas, pada saat guru menjelaskan materi bahasa Inggris saya merasa kesulitan untuk mengerti apalagi kalau guru menjelaskan menggunakan bahasa Inggris secara cepat”

(For me, when in class, when the teacher explains English material, I find it difficult to understand, especially if the teacher explains in English quickly).

According to Yasmeeen student SMA 7 Batanghari:

“Menurut saya metode yang diajarkan oleh guru bahasa inggris masih dirasa kurang menyenangkan hal itu mempengaruhi pemahaman saya dalam belajar bahasa inggris khususnya terkait pengucapan bahasa inggris”.

(In my opinion, the method taught by the English teacher is still unpleasant, this affects my understanding of learning English, especially regarding English pronunciation).

Based on the data of interview it can be concluded a few things that factor affecting the student difficulty in Pronunciation English language were teacher teaching strategy, and parental support. Not all methods of instruction are equally effective in achieving particular goals in learning. Nor are all methods equally effective with all students. Problems in learning arise if inappropriate methods and teaching strategies are used, as happened in SMA Negeri 7 Batanghari. As Westwood implied that learning difficulties may be due to external aspects Such as socio-cultural drawbacks, restricted learning opportunities, lack of home care, ineffective curriculum, inadequate teaching.

4.3 The Solution to overcome student's difficulties in learning english pronunciation at SMA 7 Batanghari

4.3.1 Media

4.3.1.1 Movies, Songs and Videos

According to Behati:

“saya lebih senang mempelajari kosa kata atau pronunciation melalui menonton film atau musik”

(I prefer to learning vocab or pronunciation by watcing movies or listening song)

Watching English movie and video is the one of important for students to address difficulty in pronouncing. With watching English movie and video that, students can get some English words which these some words can help to increase students' pronunciation ability. Students can listen in word by word that there are inEnglish movie and video so that they can find these English words, and next they have to learn it with try to pronounce. This method can know pronunciation ability.

According to Naomi:

“menonton video singkat di social media yang menggunakan bahasa inggris kadang lebih membantu saya untuk tau bagaimana cara penyebutan sebuah kata”

(watching short video with english on social media more helping me to know how to prononce a word)

Listening with english song is also the one of important address students' difficulties in pronouncing the English vocabulary. Listening with English song is not too fast we can know about some English words which this method can increase about our listening and increase our know about some English words.

4.3.1.2 Students are downloading the English pronunciation application

Downloading the pronunciation application is the last of one of address students' difficulties in pronouncing the English vocabulary. We can download this application and next we can try to pronounce with use it. After that, we are correctingwith this application and then we listen it what that we pronounced. Besides that, downloading the pronouncing application can know some pronunciation correctly and appropriately.

According to Giselle:

“untuk mencari tau pengucapan yang benar saya lebih memilih menggunakan aplikasi google translate atau kamus bahasa inggris yang tersedia di playstore”

(for searching the right pronunciation, i choose to use google translate and application on playstore).

4.3.2 Practice

4.3.2.1 Repeating Practice

According to Behati:

“berlatih terus menerus dengan teman jauh lebih efektif karena tidak perlu merasa malu kalau salah”

(repeating practice with friend more efectiv bevause i dont feel embarassed if i wrong)

If the students hardly repetition in pronouncing the words, they are actual problematic to say and they remain inflexible in saying the pronunciation. other students Naomi also felt more comfortable when doing repeated exercises to remember the correct pronunciation. She felt that this could train her memory better.

Acording to Naomi:

”Kalau latihan sendiri lebih mudah ngingatnya karena bisa latihan berulang-ulang”

(If I practice alone, I feel that I can remember it more easily because I do it repeatedly.)

Candice also answered something similar:

”mending latihan sendiri terus terusan soalnya bisa dimana aja kapan ingat”

(It's better to keep practicing on your own because you can remember anywhere, anytime.)

4.3.2.2 Practice with someone or partner

Practicing with friends makes several students feel comfortable because they have someone to correct and remind them about the right pronunciation.

According to Yasmeen:

“saya lebih membutuhkan teman yang membantu mengoreksi jika saya salah dalam penyebutan”

(need more friends who correct the pronunciation when I make mistake).

In this case, students need a feeling of security and trust so that they can feel more comfortable in expressing themselves in practice. Friends are one alternative that they can ask for help in correcting mistakes in pronunciation.

Adriana also answering:

“berlatih dengan teman terasa lebih nyaman karena saya tidak perlu malu dan juga ada yang mengoreksi kesalahan yang saya tidak tau”

(Practicing with friends feels more comfortable because I do not have to be embarrassed and there is also someone who can correct mistakes that I don't know about.)

But on the other hand, they also complain about this difficulty because of their lack of knowledge in information about good and correct pronunciation in English. So sometimes they still doubt whether the pronunciation is correct or not even though it has been corrected by friends.