

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Results

The findings of this research present the data about students' problems in reading recount text of the 8th graders at HA Islamic Junior High School, the kinds of students' pronunciation errors, and the factors caused students' pronunciation errors in reading recount text of the 8th graders at HA Islamic Junior High School. The data findings that the researcher found are described as follows :

1. The Problems Faced by The Students in Reading Recount Text

In English teaching and learning process, pronunciation is very significant aspect to learn. Students communicate with others by speaking, automatically the pronunciation is needed to avoid misunderstanding. The misunderstanding between speakers is usually caused by the learners' pronunciation errors. Based on the interview with the 8th graders of HA Islamic Junior High School, the researcher found that some students got difficulties and problems in reading the recount text.

The researcher discovered the first problem, that the students had difficulties in pronouncing the English words. Some students felt that English pronunciation was too hard to learn. The students used to speak Javanese, so some English vocabularies are not familiar in their ears. Moreover the English words are different with the spelling sound. As it is stated by student 5 below.

“English words are difficult to pronounce. Some English words sounded similar each other. I rarely practice to pronounce English words.”⁵⁸

Based on the interview with student 5, she agreed that the English words could not be differentiated since some words were sounded similar for her. For instance, the word 'brought' and 'bought', 'come' and 'came in the text. Those words sounded similar for the students who were not accustomed in practicing English pronunciation. They did not know that the different pronunciation of a word would produce the different meaning, so some students did not really pay attention to the pronunciation of every word.

The researcher also found that, there were several terms within the text that the students could not pronounce it. So they

⁵⁸ Student 5, interview by the researcher, interview 7, transcript, June 10, 2023

found it difficult to read the recount text. A student even read the English word in Indonesian. For instance student 7 did not know how to pronounce 'iPhone 14', he could not mention the number 'fourteen' in the text. It can be seen from the statement as follows.

"I do not understand about English pronunciation and maybe the recount text is difficult to read. There is a word like 'iPhone 14' that I do not know how to pronounce."⁵⁹

Based on the observation carried out by the researcher, many students still struggled with the English pronunciation. Most of the students read the recount text slowly and carefully. The students even turned their voice down when they read the recount text, whereas they had loud and clear voice when they spoke to their friends. It was totally different voice when the students pronounced English words and when they had a normal talk.⁶⁰ It is in line with the statement from Mr. S below.

"In my opinion, most of students at HA Islamic Junior High School have less level in pronouncing English words. The difficult words make the students feel hard to learn. When the students mispronounce English words, I just tried to fix it by warning them and telling them the correct pronunciation. But there also some students who have good and correct pronunciation."⁶¹

According to the above statement from Mr. S, the English teacher of the 8th graders at HA Islamic Junior High School stated that most of the students had less level in pronunciation because the difficult English words. When the students mispronounced English word, the teacher tried to fix it by correcting them directly. The headmaster of HA Islamic Junior High School also confirmed the lack of students' pronunciation level. He added that students' pronunciation sounded similar to the written text. Most of the students read the text based on the written words not the correct pronunciation. It can be seen from the statement as follows.

"The school admit that the students' English pronunciation level is lack. In my opinion, the way students pronounce English words was similar to the written words. For instance the word 'one' was read as /one/ not /wan/."⁶²

⁵⁹ Student 7, interview by the researcher, interview 9, transcript, June 10, 2023

⁶⁰ The results of observation carried out by researcher, June 10, 2023

⁶¹ Mr.S, interview by the researcher, interview 2, transcript, June 10, 2023

⁶² Headmaster of HA Islamic Junior High School, interview by the researcher, interview 1, transcript, June 10, 2023

The second problem in reading recount text faced by the 8th graders of HA Islamic Junior High School was the less pronunciation practice. Most of the students only practice pronunciation in class and not that often. The students did not think that they need to practice it because they considered it would not be used as their dialy conversation. Based on the interview with the students, student 12 stated that he never practice English pronunciation and he did not have a friend or partner to practice to. It can be seen from the statement as follows.

“ I never practice English pronunciation. I don't have a partner or a friend to practice my English pronunciation . So I think I need extra time to practice it.”⁶³

Some students guessed that their time in learning pronunciation at class was not enough to improve their pronunciation skills. They had to upgrade their pronunciation skills by practicing regularly. According to the interview with the student 11, he said that he needed extra time to practice English pronunciation. He had a classmate that helped him to practice pronuniation and he only practiced it in the class. As it is mentioned by student 11 below.

“ For me, I need more time to practice English pronunciation. I have a classmate that help me to practice, but we practice it not that often, only in English class.”⁶⁴

Based on the English teacher's point of view, the less practice becomes one of the problems faced by the students of HA Islamic Junior High School. The teacher said he only selected pronunciation instruction during the teaching and learning process, not specifically pronuniation material. So students only had little time and little environment to practice English pronunciation. Actually, the teacher had prepared several media to improve the students' pronunciation skills such as Youtube videos and fun games. However, most of the students were not interested in practicing pronunciation. It can be seen from the statement as follows.

“I have not taught English pronunciation instruction specifically. But I always try to select English pronunciation in every teaching and learning. So in my opinion, most of the students only learn pronunciation in English class and not that often. I just warn the students if they mispronounce English words and then I

⁶³ Student 12, interview by the researcher, interview 14, transcript, June 10, 2023

⁶⁴ Student 11, interview by the researcher, interview 13, transcript, June 10, 2023

correct them by giving the correct example. Sometimes the students did not pay attention to the teacher's explanation, whereas I applied some medias during the learning process by using Youtube videos and some fun games"⁶⁵

The headmaster of HA Islamic Junior High School also confirmed the lack of students practice in pronunciation. He stated that the school did not have any facilities to improve students' pronunciation skills. He added that the school had no language lab and extracullicular that could support students' pronunciation skills. The school also did not apply rules which could improve the students' pronunciation skills, such as a rule to speak English as daily conversation at school in particular days. As it is stated by the headmaster of HA Islamic Junior High School below.

"HA Islamic Junior High School has no enough facility, such as language laboratory which could assist in improving students' pronunciation skills. The school has not appllied a rule to manage the language for students' conversation like another schools, for example a rule to speak English and Arabic in specific or special days."⁶⁶

The last problem in reading recount text faced by the 8th graders of HA Islamic Junior High School was students' understanding. The level of understanding of every student was different. Everyone had different skills in understanding something. In terms of pronunciation, there were only some students who really understood and comprehended several things in pronunciation, such as intonation and word stress.

Based on the result of the interview with the students, student 3 stated that she felt difficult in reading the recount text. She could not understand what intonation and word stress was because she had never learned it in the class. In intonation, she did not know which part that sould be read as rising and falling. As it is mentioned by student 3 below.

" I got some difficulties in reading the text. I do not understand how to pronounce the English words."⁶⁷

The student also could not understand the meaning of the words in the text, maybe it was because the lack vocabularies that he gained in learning English, in addition he had never practice to

⁶⁵ Mr.S, interview by the researcher, interview 2, transcript, June 10, 2023

⁶⁶ Headmaster of HA Islamic Junior High School, interview by the researcher, interview 1, transcript, June 10, 2023

⁶⁷ Student 3. Interview by the researcher, interview 5, transcript, June 10, 2023

pronounce it. Based on the result of interview with student 10 the researcher found out that the student got difficulty to understand the recount text. He had never practice English pronunciation, this caused the student could not understand some terms in pronunciation, such as intonation and word stress. It can be seen from the statement as follows.

“I never learn about intonation and word stress in English pronunciation. I also never practice pronunciation so it is difficult for me to understand the recount text. I do not even understand the meaning of the English words in the text.”⁶⁸

According to the English teacher, he stated that every student had different level of understanding. HA Islamic Junior High School had the grading system that based on the students’ academic performance or the results of the learning process. This research was conducted to the 8E students which was the last grading level of 8th grade, so their level of understanding is less than other classes. As it is mentioned by Mr. S below.

“I just taught the material about recount text in the last meeting and maybe there are some students that still do not understand how to read the text correctly. Every student has different level of understanding. This school has the grading system that based on the students’ academic performance or scores in the learning report. In this case, we did this study in 8E which is the last grading level of 8th grade. So their level of understanding especially in English pronunciation is less than other classes.”⁶⁹

Based on the observation carried out by the researcher, the students’ understanding in English pronunciation of 8E students was less than the other classes. When the researcher did PPL in HA Islamic Junior High School, the researcher ever taught to the 8E students as well as the other classes, those are 8B, 8C, and 8D. From the observation, the researcher found that the students of 8E were quite type and more passive during the teaching and learning process. The students’ interest in English was a bit low and their level of understanding the material was less than the students of 8B, 8C, and 8D.⁷⁰

⁶⁸ Student 10. Interview by the researcher, interview 12, transcript, June 10, 2023

⁶⁹ Mr.S, interview by the researcher, interview 2, transcript, June 10, 2023

⁷⁰ The results of observation carried out by researcher, June 10, 2023

2. Kinds of Students’ Pronunciation Errors in Reading Recount Text

This research was focused on analyzing the students’ pronunciation errors in word stress and intonation. Word stress and intonation are the significant aspects in delivering a message through conversation. The misplaced word stress and errors in intonation may lead to misunderstanding the meaning of the word. The way pronounce English words are totally different with Indonesian words, speakers may not just pronounce English word as the written text since it will produce the different meaning.

Based on the results of the oral test that had given to the 8th graders of HA Islamic Junior High School, the researcher discovered two kinds of students’ pronunciation errors in reading recount text, namely misplaced word stress and errors in intonation.

a. Misplaced Word Stress

Some English words are needed to be suppressed in the particular parts in order to avoid misunderstanding, especially the meaning of the word. As EFL speakers, the 8th graders of HA Islamic Junior High School certainly did some misplaced word stress because they were not used to pronounce it. They could not pronounce like the way native speakers did.

Moreover, the students rarely practiced their pronunciation in dialy life. The students even had not got material about word stress in English class. So most of them did not understand what word stress was. The students just tried to pronounce a word without knowing which part that should be suppressed.

Based on the results of the oral test, the researcher discovered that some students made misplaced stessing especially in word stress. The misplaced stressing ocured to the two-syllable, three-syllable, four-syllable, and five-syllable. The students even did the similar misplaced word stress. Several students even misplaced the same word stress. Here are the samples of students’ errors based on the syllables:

Table 4.1 The misplaced word stress in two-syllable

Two-Syllable	
Correct	Students’ Errors

'Birth-day	Birth-'day
'Ha-ppy	Hap-'py
Re'-ceive	Re-'ceive
New'-est	New-'est
'Se-ries	Se-'ries
'I-phone	I-'phone
Four-'teen	'Four-teen
'Co-lour	Co-'lour
'Pur-ple	Pur-'ple
'In-side	In-'side
'Po-cket	Po-'cket
A'-mong	A-'mong
'Stan-ding	Stan-'ding
'Nor-mal	Nor-'mal
A'-rrive	A-'rrive
'No-thing	No-'thing
Con'-fuse	Con-'fuse
'Ha-ppened	Ha-'ppened
'A-fraid	A-'fraid
'Ma-ma	Ma-'ma
'Pro-mise	Pro-'mise
'Care-ful	Care-'ful

According to the results of the oral test, most of the word stress in the text were in the form of two-syllable. The example of misplaced in two-syllables ; student 1 pronounced the word /ə'raɪv/ with /arri'ved/, student 2 pronounced /rɪ'si:v/ with /re'ceive'/, student 3 pronounced /_m'saɪd/ with /inside'/, student 4 pronounced /ə'mʌŋ/ with /among'/. Some students even misplaced the same words, for instance ; student 4 and student 5 pronounced /ə'mʌŋ/ with /among'/, student 8, student 9, and student 11 pronounced /rɪ:əlaɪz/ with /re'alized/.

Table 4.2 The misplaced word stress in three-syllable

Three-Syllable	
Correct	Students' Errors
'Fa-vo-rite	Fa-'vo-rite
'Pa-ssa-nger	Pa-'ssa-nger
'E-very-thing	E-'very'-thing
Al'-rea-dy	Al-'re-dy

Based on the oral test that was given to the students, there were five word stresses within the text which was in the form of three-syllable. Few students got difficulties when they pronounced it. For example student 7 pronounced /'pæsɪndʒərs/ with /passa'ngers/, student 6 pronounced /'evriθɪŋ/ with /every'thing/, student 9 pronounced /ɔ:l'redi/ with /alrea'dy/, and student 1 pronounced /'feɪvərɪt/ with /favo'rite/. Few students who did the same misplaced to the sam words, for example ; student 1 and student 2 pronounced /'pæsɪndʒərs/ with /passa'ngers/, student 1 and student 4 pronounced /'feɪvərɪt/ with /favo'rite/.

Table 4.3 The misplaced word stress in four-syllable

Four-Syllable	
Correct	Students' Errors
Se'-cu-ri-ty	Se-cu'-ri-ty
A'-po-lo-gized	A-po-lo-'gized

Based on the results of the oral test, many students misplaced the word stress in the form of four-syllable. The students who misplaced the word stress, those are ; student 4 pronounced /sɪ'kjʊrəti/ with /secu'urity/, student 7 pronounced /ə'pɑ:lədʒaɪz/ with /apolo'gized/. Few students misplaced to the same words such as ; student 7 and student 9 pronounced /ə'pɑ:lədʒaɪz/ with /apolo'gized/, student 3 and student 9 pronounced /sɪ'kjʊrəti/ with /secu'urity/.

Table 4.4 The misplaced word stress in five-syllable

Five-Syllable	
Correct	Students' Errors
An'-for-tu-nate-ly	An-fo <u>r</u> '-tu-nate-ly

According to the results of the oral test, the researcher found that there were only one word stress in the form of five-syllable within the text. Several students who misplaced the word stress were student 2 pronounced /ʌn'fɔ:rtʃənətli/ with /'unfortuna'tely/ student 4 pronounced /ʌn'fɔ:rtʃənətli/ with

/un'for'tunately/, student 6 pronounced /ʌn'fɔ:rtʃənətli/ with /unfor'tunately/, and student 9 pronounced /ʌn'fɔ:rtʃənətli with /unfor'tunate'ly/.

b. Errors in Intonation

In doing a conversation or reading a text, the use of intonation is also needed in delivering the messages. Speakers usually uses intonation in the end of a sentence. Intonation of a sentence is also a crucial part because it expresses emotions, feelings, and attitudes. It is also used to express the different shades of meaning. Errors in intonation could lead to misunderstandings the meaning of the sentence. So that, speakers and readers should give the suitable intonation while speaking or reading a text.

Based on the observation conducted by the researcher, the 8th graders of HA Islamic Junior High School had never learned about intonation. Most of the students read the text with flat sounds without noticing the intonation of every sentence. They even did not understand what a sentence was, so they kept reading the text without stopping in every punctuation mark.⁷¹

In accordance with the results of the oral test, the researcher discovered that the 8th graders of HA Islamic Junior High School did some errors in intonation. The intonation errors occurred to the rising and falling intonation. Many students ended the sentences flat, some of them had more troubles in imitating the rising than the falling intonation.

1) Errors in Rising Intonation

Based on the results of the oral test, most of the students did the errors in rising intonation. They did not notice that the commas mark stated rising intonation. The students read it with falling intonation instead. For instance student 2 read the sentence '*Its colour was dark purple,*' with falling intonation. The commas indicated that the sentence had not ended, it had the continuation sentence. Student 3 also did the same errors in rising intonation, she read the sentence '*The bus was so full,*' with falling intonation. Student 5 also read the sentence '*But when my mama came,*' with falling intonation.⁷² Most of the students did the same errors in the same sentences.

⁷¹ The results of observation carried out by researcher, June 10, 2023

⁷² The documentation, Oral Test

Table 4.5 The errors in rising intonation

Rising Intonation	
The Sentences	Students' Errors
Its colour was dark purple,	Falling
One day I went to mall in the town,	Falling
The bus was so full,	Falling
But when I would pay the book that I bought,	Falling
I ran to catch the bus but unfortunately,	Falling
But when my mama came,	Falling

2) Errors in Falling Intonation

There were few students' errors in reading the sentences with falling intonation. Since most of the students pronounced it flat, so the intonation of the sentences sounded falling. For instance ; student 4 read the sentence *'I got a new phone from my mom.'* with rising intonation, student 6 read the sentence *'It was the newest series of iPhone 14.'* with rising intonation, student 10 read the sentence *'This phone was my dream phone.'* with rising intonation, student 11 read the sentence *'I was so afraid that my mom would be mad at me.'* with rising intonation, student 11 read the sentence *'I was so confuse where my phone was.'* with rising intonation.⁷³

Table 4.6 The errors in falling intonation

Falling Intonation	
The Sentences	Students' Errors
I got a new phone from my mom.	Rising
My mom gave me a new phone as my birthday gift.	Rising
I was so happy to receive it.	Rising

⁷³ The documentation, Oral Test

This phone was my dream phone.	Rising
It was the newest series of iPhone 14.	Rising
My favorite colour.	Rising
I went there by a bus.	Rising
I brought my phone inside my pocket.	Rising
I did not get a seat so I stood among the standing passengers.	Rising
Everything was normal when I arrived at the mall.	Rising
I just realized that my phone was lost.	Rising
I found nothing inside my pocket.	Rising
I was so confuse where my phone was.	Rising
It was already gone.	Rising
I cried in front of the mall.	Rising
A security came and asked me what just happened.	Rising
Then he lent me his phone to call my mom.	Rising
I was so afraid that my mom would be mad at me.	Rising
She tried to calm me down.	Rising
I told her how I lost my phone.	Rising
I apologized to my mom and I promised that I would be more careful.	Rising

Based on the results of the oral test that had given to the 8th graders of HA Islamic Junior High School, the researcher gained the recapitulation and percentage of students' errors. The following table shows the detailed data :

Table 4.7 The recapitulation of students' errors

Respondents	Classification of errors	
	Word Stress	Intonation
Student 1	9	5
Student 2	16	9
Student 3	13	7
Student 4	12	9
Student 5	14	7
Student 6	22	9
Student 7	15	12
Student 8	4	7
Student 9	24	11
Student 10	9	6
Student 11	5	8
Student 12	4	4
Total	147	94

The percentage of students errors :

a) Word Stress

$$P = \frac{147}{360} \times 100 = 40,83 \%$$

b) Intonation

$$P = \frac{94}{312} \times 100 = 30,12 \%$$

Based on the table of students' errors in stressing word and intonation above, it can be stated that :

- a. The total of students' errors in word stress are 147 errors, total errors on percentage 40,83 %
- b. The total of students' errors in intonation are 94 errors, total percentage 30,12 %

According to the results of the oral test on the table above, the researcher found that there were 147 students' errors in stressing word. In this point, the researcher found that there were several students made some misplaced in word stress. The word stress that misplaced by the students which were simple words such as ; *happy, already, mama, favorite, and colour*. There were also some words that were misplaced, which were actually familiar to them, but are rarely practiced in daily life, such as *realized, unfortunately, apologized, and promised*.

In intonation part, the researcher found that there were 94 students' errors or 30,12 % errors in the placement of intonation. The researcher only analyzed two types of intonation, namely rising and falling. Nevertheless, the students still made many errors in the placement of intonation. Many students could not differentiate which word or sentence should be read rising and falling.

3. The Factors That Caused Students' Pronunciation Errors

Learners of English as a foreign language aims to speak English as fluently and accurately as native speakers do. However, some English learners have to face variety of factors that caused the difficulties in pronunciation. Based on the results of the interview with the participants, the researcher found that there were several factors that caused students' pronunciation errors, such as mother tongue, social environment, and students' motivation. For the detailed information, the researcher explained the results of the interview and observation in the form of discussion below.

The first factor caused students' pronunciation errors was mother tongue. Mother tongue was obviously became the main influential factor that could affect students' pronunciation errors. English as the global language, contained various elements of phonological elements. Those would cause some difficulties for the students to pronounce English words, because the students did not speak English which was the foreign language for them. Students needed to overcome those difficulties by having awareness and effort to learn English and adapting their mother tongue with some English words.

Based on the results of interview with the students, the researcher found that most of the students got difficulties in

pronouncing English words because their mother tongue. Student 8 stated that he was used to speak Javanese in daily life. So when he was requested to pronounce English words, he felt that English words were difficult. It can be seen from the statement as follows.

“I usually speak in Javanese not in English , so my mother tongue affect my pronunciation skills.”⁷⁴

Most of the 8th graders of HA Islamic Junior High School agreed that their mother tongue could affect the way they pronounce English words. All students spoke in Javanese at home and even at school, so their mother tongue was not used to pronounce English words. Therefore, they needed to learn English pronunciation which was completely different with Javanese. Student 4 stated that she was confused to pronounce English words in the recount text, this was because she never practice English as daily conversation since she only spoke Javanese. As it is mentioned by student 4 below.

“Yes, it affected. Sometimes, the way I pronounce English words was similar to the way I pronounce Javanese words. So my Javanese is stronger, that is why I feel difficult in pronunciation.”⁷⁵

English was something new for the students to learn. According to the observation carried out by the researcher, some students felt difficult to adjust their tongue with English words. They felt comfort speaking in Javanese. So when students were ordered to pronounce English words, they needed to adapt and adjust those words in order to get accustomed and familiar with English word which was considered very difficult for them.⁷⁶

According to the English teacher’s point of view, he confirmed that students’ mother tongue could affect the students’ English pronunciation skills. The mother tongue of the avareng students of HA Islamic Junior High School were Javanese and Indonesian, most of them were Javanese. The English teacher said that the students needed to practice to learn and adapt with English pronunciation. It can be seen from the statement as follows.

“ Mother tongue really gives the big impact for students’ pronunciation skill. In this case, our school is totally different from the other best school which implemented English and Arabic to be

⁷⁴ Student 8, interview by researcher, interview 10, transcript, June 10, 2023

⁷⁵ Student 4, interview by researcher, interview 6, transcript, June 10, 2023

⁷⁶ The results of observation carried out by researcher, June 10, 2023

an obligation for students to speak. They have some special days to speak in Arabic and English for their everyday conversation. Therefore, their mother tongue is naturally trained to speak in English or Arabic. While our school still implements Javanese and Indonesia for teaching and learning process, we even have a special subject that must be delivered in Javanese, namely Salaf. In conclusion, I do agree that mother tongue could affect the students' pronunciation skill."⁷⁷

The second factor that affected the students' pronunciation skills was social environment. Social environment had significant role for the students' pronunciation skills. The students' social environment included family, friends, teachers, society, and neighbors. Students on their ages were easily influenced by what people around them did. They would follow and imitate what they saw and heard from the people in their environment, then they implemented it and this became the students' behavior.

Social environment had a great chance to expose the students' pronunciation skills to the target language. For example, a student who lived in America would probably have more exposure in pronouncing English than a student who lived in Indonesia. Family and teachers should give support and contribution to the students' learning process, especially in learning English. A student also had to choose people in their environment, in order to avoid the negative impacts that could obstruct the students' learning process.

According to the results of the interview with the 8th graders of HA Islamic Junior High School, the researcher concluded that students' environment could affect pronunciation skills. Especially the environment of family and friendship who gave the big impact for students to speak. Student 3 stated she had friends and partners that asked them to practice English pronunciation, she often got used to listening to English songs which could help her pronouncing English words. As it is stated by student 3 below.

"Maybe social environment could affect pronunciation skills. I have a partner that invite me to practice my English pronunciation at home. I often do it in my spare time, I have no strategy and specific day to practice. So in my opinion friendship or relation with people also could affect our pronunciation skills in

⁷⁷ Mr. S, interview by the researcher, interview 2, transcript, June 10, 2023

English. I also like listening to English songs to improve my pronunciation skills.”⁷⁸

Most of the students stated that their family and friends never practiced English pronunciation. So they were influenced to not practice it. Because sometimes, teenagers quickly just took part and imitated what their environment do. Student 4 said that she needed extra time to practice pronunciation because her circle of friendship never practiced English. As it is mentioned by student 4 below.

“I rarely practice my English pronunciation. In my circle of friendship never use English to speak.”⁷⁹

According to the interview with the English teacher, he confirmed that students’ social environment was hard to be managed. Because students socialized with many people in their dialy life with different personalities and lifestyle. The teacher said that every student had their own social life and environment. Students had various type of family, friends, and relations. They were easily influenced by their social relations, so the students had to filter and choose the righ path for the good result to their English pronunciation skills. It can be seen from statement as follow.

“ The students’ social environment is hard to manage. Because they socialize with their family and their friends who have different type of personalities and lifestyle. It is hard to maintain the learning process. Our time is running out just to handle that.”⁸⁰

The last factor that caused students’ pronunciation errors in reading the recount text was students’ motivation. Probably, it was the strongest factor that could influence students’ pronunciation of all the other factors. Motivation was the power that encouraged person to achieve the goal. If a student had a strong interest in pronunciation, he would have strong motivation to do well in pronunciation. Learners would achieve pronunciation like native speakers if they had strong motivation. On the contrary, if they did not pay attention to English pronunciation, they would not be motivated to do well in practicing pronunciation.

⁷⁸ Student 3, interview by the researcher, interview 5, transcript, June 10, 2023

⁷⁹ Student 4, interview by the researcher, interview 6, transcript, June 10, 2023

⁸⁰ Mr. S, interview by the researcher, interview 2, transcript, June 10, 2023

According to the results of the interview with the 8th graders of HA Islamic Junior High School, the researcher found out that most of the students had low motivation to learn English pronunciation. Student 9 stated that he had no motivation in learning pronunciation because no one asked them to practice it. He thought that he did not need to practice it anymore. It can be seen from the statement as follows.

“I am less in training and practicing English pronunciation. There is no one who ask me to practice it. I do not think I will practice it again.”⁸¹

Motivation did not only come from oneself, but it also could come from one’s family, friends, teachers, and society. That was why, student who had low motivation in learning, he automatically would felt less in getting lesson. Student 10 added that he did not have partner to practice his pronunciation. He did not have interest in learning pronunciation. He also added that he rarely practice English pronunciation because he was lazy and confused to practice it. As it is stated by student 10 below.

“ I have no friends who invite me to practice pronunciation, so for me I am little bit lazy to learn it because I do not understand much about pronunciation. I think I do not need more time to learn it again.”⁸²

Based on the researcher’s observation, students even gave up and did not want learn pronunciation anymore. They only relayed on the teacher’s explanation about pronunciation.⁸³ In which, it was not enough to always relay on it, whereas students could easily get knowledge by themselves nowadays. It is in line with the statement from Mr. S as follows.

“In my opinion, the students’ motivation to learn English is weak. Some English teachers here often obstructed to deliver the material to the students because it seems like they have no interest in English. Maybe if the students’ skills are trained more, they can understand English better. I think the students are not challenged to learn English. If they have desire to learn English, there are many medias that they can use to learn, for example Youtube videos. If they have willingness to learn, they can utilize that by learning

⁸¹ Student 9, interview by the researcher, interview 11, transcript, June 10, 2023

⁸² Student 10, interview by the researcher, interview 12, transcript, June 10, 2023

⁸³ The results of observation carried out by researcher, June 10, 2023

English videos. So maybe the students' motivation is my biggest challenge now in teaching English. It is started from the students' intention and motivation."⁸⁴

Based on the results interview with Mr.S, the English teacher of HA Islamic Junior High School, confirmed that students' motivation was the biggest challenge in teaching English pronunciation. Many students did not have intention and less motivation to learn English. Most of them even did not interested in learning English. The students found difficulties and gave up at the first time they learned. So, the English teacher was obstructed to teach them because the students had no willingness to learn.

B. Discussion

1. The Problems Faced by Students in Reading Recount Text

Based on the results of interview with the 8th graders of HA Islamic Junior High School, the English teacher, and the headmaster, there are several problems that faced by the students in reading the recount text. Those problems will be explained by the researcher as follows :

a. The Difficulty in Pronouncing English Words

The first problem faced by the students was the students' difficulty in pronouncing English words. Some students who are not familiar with English words got difficulties when pronouncing those words. As Bobby said that many learners of English as foreign language have major difficulties in pronouncing English words.⁸⁵

Students who live in English speaking environment gained better pronunciation because they are used to practice it. Every student has different ability, some students are better at imitating sounds than others. But in this case, students are used to speak Javanese as dialy conversation. If the students are asked to pronounce English words, they will find it difficult. Most of students are confused to pronounce English words because it is different between the written and the pronunciation.

⁸⁴ Mr. S, interview by the researcher, interview 2, transcript, June 10, 2023

⁸⁵ Bobby Pramjit, "Does Mother Tongue Affect The English Pronunciation?", *International Conference on Language, Education, Humanities and Innovation* (2016): 121

English has many special syllables that do not exist in other languages, for instance there are vowels, consonants, and others. If a speaker do not pronounce the words correctly, the listener will get misunderstanding the meaning. Some students of HA Islamic Junior High School considered that English words are confusing and complicated for them because the vowels and consonants system has the distinct sounds.

The above statement is in line with Dahlan in her research, that some students still had difficulties in pronouncing English words with the correct intonation and word stress. She used English conversation text as the oral test and gained the data by interviewing the students. While in this research, the researcher used recount text as the oral test and gained the data by interviewing the students, the English teacher, and the headmaster.⁸⁶

b. The Less Practice

The second problem was the less pronunciation practice. Several students rarely practice their English pronunciation skills. Some of them have no friend or partner to practice to. Many students even do not pay attention to their pronunciation practice. This is in accordance with Antaris in his research that one of the factors caused pronunciation errors was the lack practice.⁸⁷

The less students' practice is also caused by the lack facility of the school. The school do not provide language laboratory that could help the students in improving English pronunciation. Besides that, the school has not applied a kind of rules that could manage students' pronunciation practice such as a rule to speak in English in particular days. The school also do not have an extracullicular that could assist in improving English pronunciation, such as English Conversation Club.

A way undertaken by students as effort to improve their pronunciation skills was practicing with their friends or classmates. Besides that students also could practice pronunciation by using google translate or google voice, a wise

⁸⁶ Khuzaimah Dahlan, "The Analysis of Students' Pronunciation Errors in Reading English Conversation at Muhammadiyah University of Makassar" *A thesis presented to the Faculty of Teacher Training and Education in Muhammadiyah University of Makassar* (2015): 41

⁸⁷ Ian Antaris and Fikriani Aminun, "Factors Affecting Pronunciation Difficulties of 8th Grade Students of MTsN Palu Barat", *Journal of Foreign Language and Educational Research*, Vol 2 No 2 (2019) : 18

word said that practice makes perfect.⁸⁸ But most of them do not really pay attention to the significance role of parting pronunciation in their dialy life. Some students do not have concern to practice English pronunciation because they considered that English would not be used to speak as dialy conversation. Students do not think that they will need it in the future.

c. Students' Understanding

The third problem faced by the students was the students' understanding. Every student has different level of understanding. The average of 8E graders of HA Islamic Junior High School have the less understanding, especially in English pronunciation. Some students do not understand what pronunciation was. They also do not understand how to pronounce English words.

Children were born to gain any languages around them. They have different level of abilities due to biological and physiological differences.⁸⁹ This caused the different level of students' understanding. Most of students do not pay attention to English pronunciation, but there are also a few students that have better pronunciation than others.

Students with good understanding in English pronunciation will learn faster. Students who are interested in improving their pronunciation often improve it. The English teacher should give pronunciation instruction to the students regularly. Students need to practice their English pronunciation to understand better.

2. The Kinds of Students' Pronunciation Errors in Reading Recount Text

As the researcher described in the research findings, that there were two kinds of pronunciation errors when the students read the recount text. The two kinds of the students' errors were misplaced word stress and errors in intonation. To analyze the

⁸⁸Yusriati and Hasibuan, "The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU", *Journal of English Education and Teaching*, Vol 3, No 2 (2019): 242

⁸⁹Zahir Adam Ahmed, "Difficulties Encountered by EFL Students in Learning Pronunciation: A Case Study of Sudanese Higher Secondary Schools", *International Journal of English Linguistics*; Vol. 7, No. 4 (2017) : 78

results of the oral test data, the researcher used a percentage. In this case, the researcher employed calculation technique by Arikunto.⁹⁰

a. Misplaced word stress

Understanding about word stress could assist students to recognize words when listening. The stress pattern also could assist students to remember the pronunciation of the new words. Pressing word stress on the wrong syllable may lead to misunderstanding and unclear speech. Students could improve the English pronunciation by listening how native speakers pronounce English words.

The researcher found that the total percentage errors made by the students were 40,83 % in stressing word or 147 errors. The misplaced stressing occurred in two-syllable words, such as ; (*'Birth-day, 'Ha-ppy, Re'-ceive, New'-est, 'Se-ries, 'I-phone, Four'-teen, 'Co-lour, 'Pur-ple, 'In-side, 'Po-cket, A'-mong, 'Stan-ding, 'Nor-mal, A'-rrive, 'No-thing, Con'-fuse, 'Ha-p-pened, 'A-fraid, 'Ma-ma, 'Pro-mise, 'Care-ful*), three-syllable words such as ; (*'Fa-vo-rite, 'Pa-ssa-nger, 'E-very-thing, Al'-rea-dy*), four-syllable words such as ; (*Se'-cu-ri-ty, A'-po-lo-gized*), and five-syllable words such as ; (*An'-for-tu-nate-ly*).

The 8th graders of HA Islamic Junior High School should improve their pronunciation skills especially in the word stress in order to produce the clear pronunciation and to avoid misunderstandings. This is in line with Wike and Hidayat's statement that word stress is one of the significant features in English pronunciation because if non-native learners produced a word with the wrong word stress pattern, an English listener would find difficulties in understanding the word.⁹¹

Word stress were considered as the most difficult aspect of English features. This is in accordance with Jenkins' theory that word stress was the most difficult element for learners of English as foreign language.⁹² Students only focused to pronounce the English words correctly without employing the correct word stress to deliver the correct meaning. So that,

⁹⁰ Suharsimi Arikunto, "Prosedur Penelitian Suatu Pendekatan Praktik", revised edition, (Jakarta : PT Rineka Cipta, 2010) 9

⁹¹Wike Asrianti Prayitno, Dayat Hidayat, and Yousef Bani Ahmad, "Investigation of Students' Pronunciation of Word Stress In English Online Class", *ISLLAC : Journal of Intensive Studies on Language, Literature, Art, and Culture*, Vol 6, No 1 (2022) : 25

⁹² Jennifer Jenkins, *The Phonology of English As An International Language: New Models, New Norms, New Goals* (Oxford : Oxford University Press, 2009) 88

students need to improve their pronunciation skills, especially in word stress, because it could mark the meaning of the word.

b. Errors in intonation

The results of the oral test shows that the students' still made some errors in intonation. The percentage of students' errors in intonation was 30,2 % or 94 errors. The researcher found that the students made errors in rising and falling. The rising errors made by students such as ; (1) [*Its colour was dark purple.*], (2) [*One day I went to mall in the town.*], (3) [*The bus was so full.*], (4) [*But when I would pay the book that I bought.*], (5) [*I ran to catch the bus but unfortunately.*], (6) [*But when my mama came.*]. The falling intonation errors such as ; (1) [*I got a new phone from my mom.*], (2) [*My mom gave me a new phone as my birthday gift.*], (3) [*I was so happy to receive it.*], (4) [*This phone was my dream phone.*], (5) [*It was the newest series of iPhone 14.*], (6) [*My favorite colour.*], (7) [*I went there by a bus.*]

The 8th graders of HA Islamic Junior High School had not learned about intonation. Whereas intonation was also important to help the correct pronunciation. This is in line with Purba and Hutahaean's statement that intonation is significant to express someone's mind.⁹³ Intonation could express the emotion, feelings, and attitudes of a speaker. So intonation is used to differentiate what kind of expressions of a speaker in pronouncing English words or sentences.

Teacher should discover a falling intonation from a rising intonation in his own voice as well as in a student's. When the teacher practice intonation, he could show the intonation patterns by moving his arm or drawing the intonation on the board. Last but not least, the teacher should speak and read at normal speed in order to be easily understood by the students.

3. Factors Caused Students' Pronunciation Errors

Based on the interview with the 8th graders of Islamic Junior High School A and the English teacher, there are several factors that caused students' pronunciation errors in reading recount text. The factors will be explained by the researcher as follows :

a. Students' Mother tongue

⁹³ Christian Neni Purba, David Togi Hutahaean, and Hilman Pardede, "An Analysis of Students' Difficulties In Using English Intonation at Grade Eight of SMP Negeri 2 Pematangsiantar", *Wiralodra English Journal*, Vol 4, No 1 (2020): 50

Most of the students spoke in Javanese in their daily life, so they did not feel comfortable instead got difficulties in pronouncing English words. Obviously, the native language was the most influential factor that affects learner's pronunciation skills. According to Bobby that the more differences of sound characteristics between the native language and English, the more difficulties that the learners will have in pronouncing English words.⁹⁴

Students' mother tongue have not adapted with English words which are totally different. Mostly, the students' pronunciation errors are caused by the difference in the sound system and spelling symbols between English words and mother tongue. The students even applied some language features of their Javanese on English pronunciation. So the students need to adjust the way they pronounce English words by listening native speakers do to improve their pronunciation skills.

The above statement is in line with the opinion of Aldo and Kamagi in their study that one of the factors caused pronunciation errors was mother tongue. They said that the errors occurred because of the students' native language disorder, where students tend to apply the linguistic features of their native language on language features of the target language.⁹⁵

b. Social environment

The second factor that caused students' pronunciation errors was students' social environment. The students had their own social life, they had friends, family, relations, and others. The students are easily influenced by the people around them. So, the students' language, life style, environment depended on their interaction with the people in their daily life. Kramsch stated that language had become a media for human to communicate in a community where people interact in social life.⁹⁶ So if the

⁹⁴Bobby Pramjit, "Does Mother Tongue Affect the English Pronunciation?", *International Conference on Language, Education, Humanities and Innovation* (2016), 217

⁹⁵ Aldo E. Legi, Sanerita T. Ollie, and Sarah Kamagi, "An Analysis of Pronunciation Errors Made by The Fourth Semester Students of English Education Department", *Journal of Teaching English, Linguistics, and Literature*, Vol.01, No 04 (2022) : 447

⁹⁶Claire Kramsch, *Language and Culture*, Edited by H.G. Widdowson Series (Oxford: Oxford University Press, 1998) 3

people around them rarely practiced English pronunciation or even never implemented in social life, clearly it would affect the students' pronunciation errors.

The 8th graders of HA Islamic Junior High School considered that their society are lack in giving attention and concern to English pronunciation practice. The people around them seem like they do not care about students' pronunciation learning. This could influence students' pronunciation skills because they think that their social environment do not support them in learning pronunciation.

The above statement is in line with Antaris in his research that the influences of social environment could affect students' pronunciation errors. The students have no environment that could support in improving their pronunciation skills whether in the class or out of the class.⁹⁷

c. Students' motivation

The last factor caused students' pronunciation errors was the students' motivation in learning pronunciation. Most of the students were lack in motivation. Some of them even did not interest in learning English pronunciation. Students' motivation could influence the learning process, skills, the strategies learnt previously.⁹⁸ If the students did not have motivation and intention to learn pronunciation, the English pronunciation would be harder to learn.

In learning pronunciation, students should have strong motivation in order to understanding better and get to master it. According to Ahmadi, motivation could help both students' performance and understanding in learning.⁹⁹ If students do not have strong motivation to learn English pronunciation, then they will not get to understand and always create pronunciation errors.

Teachers also should motivate students to learn English pronunciation with good spirit and advices. This could help students to be more active in learning English in the class. If

⁹⁷ Ian Antaris and Fikriani Aminun, "Factors Affecting Pronunciation Difficulties of 8th Grade Students of MTsN Palu Barat", *Journal of Foreign Language and Educational Research*, Vol 2 No 2 (2019) : 18

⁹⁸ D. H., Pintrich, Schuck and Meece, J. L., "*Motivation In Education Theory, Research, and Application*", Third Edition (Upper Saddle River, N.J : Person Prentice Hall, 2008) 12

⁹⁹ Reza Ahmadi, "The Impacts of Motivation in Reading Comprehension", *International Journal of Research in English Education* (2017): 5

students have big motivation and spirit to learn pronunciation, they will have awareness in understanding the importance of pronunciation skills. When teachers motivated the students, this make them learn better than the students who have no interest in learning pronunciation.

