

# **THESIS**

## **STUDENTS' DIFFICULTIES IN READING ALOUD AT ELIM SENIOR HIGH SCHOOL MAKASSAR**



**WINDA NASTASYA NANNA SAMPE TONDOK  
1910621011**

**ENGLISH LITERATURE S1 DEPARTMENT  
ECONOMICS AND SOCIAL SCIENCES FACULTY  
FAJAR UNIVERSITY  
MAKASSAR  
2023**



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Submitted in partial fulfillment of the Requirements for the Bachelor Degree of  
English Literature in English Literature Department of Economics and Social  
Sciences Faculty at Universitas Fajar Makassar

**WINDA NASTASYA NANNA SAMPE TONDOK**  
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Written by

**WINDA NASTASYA NANNA SAMPE TONDOK**  
1910621011

Has been examined

Makassar, August 31<sup>st</sup>, 2023  
Advisor,



Dr. Ana Rosida S.S., M.Pd.

Head of S1 English Literature Department  
Economics and Social Sciences Faculty  
Universitas Fajar



Dr. Bahar, S.Pd., M.Hum.



THESIS

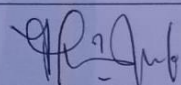
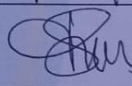
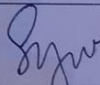
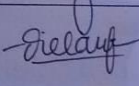
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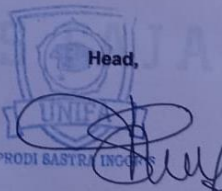
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Approved by  
Examiners Committee

Examiner	Position	Signature
Dr. Ana Rosida, S.S., M.Pd.	Head	
Dr. Bahar, S.Pd., M.Hum.	Secretary	
Syahruni Junaid, S.S., M.Pd.	Member	
A. ST. Aldillah Khaerana, S.S., M.Hum.	External	

English Literature S1 Department  
Economics and Social Sciences Faculty  
Universitas Fajar

Dean,  
  
UNIVERSITAS FAJAR  
Dr. Yusmanizar, S.Sos., M.I.Kom.

Head,  
  
PRODI SASTRANINGGA  
Dr. Bahar, S.Pd., M.Hum.



#### PERNYATAAN KEASLIAN

Saya yang bertanda tangan di bawah ini:

Nama: Winda Nastasya Nanna Sampe Tondok

NIM: 1910621011

Program Studi: Sastra Inggris

Dengan ini menyatakan dengan sebenar-benarnya bahwa skripsi yang berjudul **Students' Difficulties in Reading Aloud at Elim Senior High School Makassar** adalah karya ilmiah saya sendiri dan sepanjang pengetahuan saya di dalam naskah skripsi ini, tidak terdapat karya ilmiah yang pernah diajukan oleh orang lain untuk memperoleh gelar akademik ini di suatu perguruan tinggi, dan tidak terdapat karya atau pendapat yang pernah ditulis atau diterbitkan oleh orang lain, kecuali secara tertulis dikutip dalam naskah dan disebutkan dalam sumber kutipan dan daftar pustaka.

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Makassar, 31 September 2023



buat Pernyataan,

Winda Nastasya Nanna Sampe Tondok



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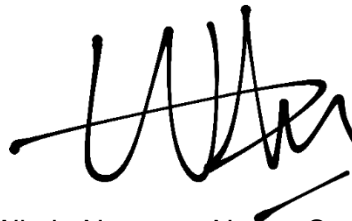


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I am aware that this thesis is far from perfect due to my limitations in knowledge and ability. Therefore, for any errors and shortcomings in this thesis, I apologize and am open to constructive criticism. Finally, my hope is that this thesis can provide benefit to anyone who reads it.

Makassar, September 26<sup>th</sup> 2023

Researcher,

A handwritten signature in black ink, consisting of stylized, overlapping loops and lines, positioned above the printed name.

Winda Nastasya Nanna Sampe Tondok



## **ABSTRACT**

### **STUDENTS' DIFFICULTIES IN READING ALOUD AT ELIM SENIOR HIGH SCHOOL MAKASSAR**

**Winda Nastasya Nanna Sampe Tondok  
Ana Rosida**

This study aimed to investigate the difficulties that students at Elim Senior High School in Makassar face when it comes to reading aloud short stories with fluency. The research utilized Pearson's (1989) reading aloud theory. To gather the necessary data, a descriptive qualitative method was employed, with interviews serving as the primary research tool. The population of the study consisted of 10th-grade students at the aforementioned school in Makassar. Purposive sampling was employed to select a sample of 10 students from 10th grade classes (2) and (3).

The findings of the study revealed several factors contributing to the difficulties students faced in reading aloud with fluency. Based on the interviews conducted, it was observed that students struggled due to a lack of vocabulary, particularly when encountering new words. Pronunciation also posed a challenge for students, as they often found it difficult to correctly say certain words. Additionally, many students admitted feeling nervous and insecure while reading aloud. Out of the 10 students interviewed, the majority struggled with feelings of nervousness, lack of confidence, and difficulty pronouncing new words.

In conclusion, this research sheds light on the difficulties faced by students at Elim Senior High School in Makassar when it comes to reading aloud short stories with fluency. The study highlights the issues of vocabulary knowledge, pronunciation skills, and the emotional factors of nervousness and insecurity. Understanding these difficulties can help educators develop strategies and interventions to improve students' fluency in reading aloud short stories.

**Keywords: Reading aloud, Difficulties, Elim Senior High School Makassar.**



## **ABSTRAK**

### **KESULITAN SISWA DALAM MEMBACA NYARING DI SMA ELIM MAKASSAR**

**Winda Nastasya Nanna Sampe Tondok**

**Ana Rosida**

Penelitian ini bertujuan untuk menyelidiki kesulitan yang dihadapi oleh siswa di Sekolah Menengah Atas Elim di Makassar ketika harus membaca cerita pendek dengan lancar. Penelitian ini menggunakan teori membaca secara nyaring dari Pearson (1989). Untuk mengumpulkan data yang diperlukan, digunakan metode deskriptif kualitatif dengan wawancara sebagai alat penelitian utama. Populasi penelitian terdiri dari siswa kelas 10 di sekolah tersebut di Makassar. Sampel sebanyak 10 siswa dari kelas 10 (2) dan (3) dipilih dengan menggunakan purposive sampling.

Hasil penelitian menunjukkan beberapa faktor yang berkontribusi pada kesulitan yang dihadapi siswa dalam membaca dengan lancar secara nyaring. Berdasarkan wawancara yang dilakukan, diketahui bahwa siswa kesulitan karena kurangnya kosakata, terutama saat menemui kata-kata baru. Pengucapan juga menjadi tantangan bagi siswa, karena seringkali mereka kesulitan mengucapkan kata-kata tertentu dengan benar. Selain itu, banyak siswa mengaku merasa gugup dan tidak percaya diri saat membaca secara nyaring. Dari 10 siswa yang diwawancarai, sebagian besar mengalami rasa gugup, kurangnya percaya diri, dan kesulitan dalam mengucapkan kata-kata baru.

Secara keseluruhan, penelitian ini memberikan pemahaman tentang kesulitan yang dihadapi oleh siswa di Sekolah Menengah Atas Elim di Makassar ketika harus membaca cerita pendek dengan lancar secara nyaring. Penelitian ini menyoroti masalah pengetahuan kosakata, keterampilan pengucapan, dan faktor emosional seperti rasa gugup dan kurangnya rasa percaya diri. Memahami kesulitan ini dapat membantu pendidik mengembangkan strategi dan intervensi untuk meningkatkan kemampuan siswa dalam membaca cerita pendek secara nyaring.

**Kata Kunci: Membaca Nyaring, Kesulitan SMA Elim Makassar.**



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## **CHAPTER I**

### **INTRODUCTION**

This chapter is isolated into five parts, research background, research questions, research objectives, research importance, and scope of the research. Each segment in this chapter will be clarified within the taking after way.

#### **1.1 Research Background**

Learning to read is getting to be progressively vital for understudies learning English. Comprehension of composed content, known as perusing comprehension, is basic to scholastic victory since it makes a difference understudies get it substance viably. Reading comprehension is required to understand the content. Here are some strategies students can use to improve their reading comprehension, silent reading, joint strategic reading, skimming and scanning, reading aloud, etc. This strategy helps students improve their reading comprehension. This strategy can be applied anywhere you read, not just at school or college, and you can even do it at home. Using a variety of reading strategies in the classroom can help improve your students' reading skills. Translating and asking questions are common strategies students often use, but they only help students reading slow paragraphs. Therefore, reading aloud strategies are very important when reading books to students (Khalid et al., 2019).

In addition, students should pay attention to pronunciation, articulation, fluency, intonation and comprehension while reading. These aspects are very important because if students read the texts with these aspects correctly, they will get the correct information from the texts. And it can also be understood by those listening to the reading. Pronunciation is an important rule for successful oral communication. This can be achieved by making some activities explicit rather than implicit. A clear approach here is to have students say the words out loud so that others can hear



them. Good pronunciation patterns indicate good knowledge and intelligence. This means that the communication process can be clarified (Jufri, 2019).

For students, reading is becoming an increasingly important skill in learning English and students need reading comprehension skills to understand texts. However, one of the problems students face when learning English is the pronunciation of English words. Students sometimes find it difficult to pronounce English words. For this reason, pronunciation plays an important role in communication. If you mispronounce a word, students will not understand the pronunciation. This has a great impact on students' conversations. Inconsistent pronunciation makes it very difficult to listen to the speaker, and listening to different standards is tiring.

Poor pronunciation can seriously hinder communication. In reading aloud, students experience difficulties in several ways such as difficulty in pronouncing sentences correctly and fluently because they are still not familiar with vocabulary. As for students obstacles in reading aloud are feeling insecure and anxious when performing in front of the class. Language itself, on the other hand, is a feature of language that easily makes a speaker recognizable as a non- native speaker because it can identify us as non-natives. Limitations: Students find it difficult to speak English because the environment does not support them speaking English on a daily basis. The target environment is like people outside the classroom, applying the learning methods offered by the teacher in teaching English and learning methods also play an important role in the teaching and learning process. If you apply the right study methods, you will definitely master English (Nofytasari, 2018).

Reading aloud means a movement by someone who reads aloud to be heard from a distant place or to be heard by other people. Reading aloud can also be



combined with reading activity strategies to train students' pronunciation. Reading aloud refers to the act of speaking words from a text out loud. It involves using one's voice to pronounce each word and to convey the meaning of the text through speech. This can be done for many reasons such as practicality pronunciation, improve reading fluency, improve comprehension or for entertainment purposes. When reading aloud, the reader can emphasize certain ideas words or phrases, use different tones and intonations, adjust pace and quantity depends on the context and target audience. Read aloud is possible done individually or in groups, such as in the classroom or in a story time (Guzzeti, 2002).

The reading aloud technique used is the most important and magical one how to improve students' English communication skills. It's okay to read it out loud techniques that allow you to learn spelling and pronunciation, the relationship between tense and tense, and the sound association between words in related statements. Reading aloud is also beneficial for learning foreign languages teach and practice pronunciation. Reading serves as a way to hone pronunciation. Once you examined out loud, it helps in upgrading your articulation, stretch, and sound. This hone is exceedingly successful for improving English discussion abilities because it empowers you to work on the relationship between words and their implications. Reading out loud not as it were made a difference in expressing thoughts clearly and certainly but moreover contributes to distant better, much better, higher stronger, improved" a stronger understanding of words. This method is important for learning remote dialects as well, because it makes a difference learners get a handle on the sounds and rhythms of a modern dialect. Through reading out loud, learners can refine their pronunciation, intonation, and capacity to produce different sound designs.



Reading out loud not as it were upgrades elocution aptitudes but moreover helps in creating a more profound understanding and familiarity in a language. Through this hone, learners can refine their perusing aptitudes and pick up certainty in their capacity to comprehend composed writings. Understand written text. Overall, reading aloud can be a valuable tool for improve English and foreign language conversation skills. Provide opportunities to practice pronunciation, stress and intonation, and understanding, reading aloud can help learners develop their overall abilities language proficiency (Wahyuni, 2022).

### **1.2 Research Question**

According to the research background, the research question found by the researcher is what are the causes of difficulties experienced by Elim Senior High School students' when reading aloud?

### **1.3 Research Objective**

In conducting the research, the researcher finds the objective to be achieved. The objective of the research has a purpose to answer the research question. The objective is to analyze the causes of difficulties experienced by students of Elim Senior High School when reading aloud.

### **1.4 Research Significance**

In this research, the researcher has found some significance that is related to the topic. This is divided into two. They are:

#### **1. Theoretical Significance**

Theoretically, this research is expected to contribute to understanding students' difficulties in reading, especially reading aloud and identifying the forms of students' difficulties in reading aloud.



## 2. Practical Significance

Practically, this research can be a reference for other students, especially for future graduate students of literature and become new knowledge about figurative language, especially on Students' Difficulties in Reading Aloud.

### **1.5 Research Scope**

In this study, researchers only focus solely on analyzing the causes of students' difficulty in reading aloud using theory of reading aloud by Pearson, (1989). In this study, students at Elim High School were used as test subjects. Fluency and intonation of the students' pronunciation were used to analyze the causes of students' difficulty in reading aloud. This can be a valuable step in identifying anomalies. By understanding the factors underlying reading difficulties, teachers and educators can tailor instruction to these issues and provide targeted support to students.



## **CHAPTER II**

### **LITERARY REVIEW**

This chapter consists of three sub-chapters which are previous studies, read aloud, and aspect of reading aloud.

#### **2.1 Previous Studies**

A literature review helps to establish the context and background for your research. It allows you to situate your study within the existing body of knowledge and understand how your research contributes to the field. Additionally, literary review gives explanations of previous researches and analyses. Thus, before this research is being conducted, the researcher has searched and analyzed some previous studies that are related to reading aloud. These previous studies will be compared with the researcher's own research in order to identify research gaps and research approaches. Here are several previous studies that have been searched and studied.

First, the research that was conducted by Nofytasari (2018), a student from Universitas Muhammadiyah Surakarta, entitled "An Analysis on Students' Difficulties in Reading Aloud at the Tenth Grade of SMK Muhammadiyah 4 Surakarta." The research used qualitative descriptive method to collect the data. Instruments to collect the data were observation and interview. The purpose of this research was to know the students' difficulties in reading aloud. After analyzing the research, the result shows that there are two main reasons why students found it difficult in reading aloud which were, first, students felt difficult to spell words, and second, students had limited vocabulary.

The second research entitled The Effects of Reading Aloud Strategies on "Text Level Difficulties, Reading Proficiency and Reading Comprehension Skill" was conducted by Kassim and Khalid (2019) which were students from University Malaysia



Pahang. In conducting the research, three research instruments were used. They are a reading test, a questionnaire, and an interview protocol for teachers and students. The Participants of this research were 30 postgraduate students who attended a foundation English course at a public university in Saudi Arabia. The research shows that reading aloud strategy (RAS) is an effective way for the low-skilled students when it comes to comprehension reading especially for the students of Saudi Arabia University.

The third research entitled “The Students’ Ability in Reading Aloud at English Department FBS Universitas Negeri Padang”. This was conducted by Jufri (2019) with the purpose to see and identify the ability of English Department FBS batch 2016 students from Padang State University in reading aloud. In order to work the study, the researcher used reading aloud test as the instruments and the sample was taken by using total sample technique. The sample of this study was taken from 44 students’ reading aloud test with four kinds of text namely narrative, descriptive, expository, and persuasive. Those 44 students were divided into two groups; group A and group B. As a result, both groups obtained grade approximately. The findings of the research indicated that most students had low ability in reading aloud. About 75 percents of the students were not fluent in reading and 70 percents of them made mistakes in pronunciation and articulation. Besides, they could not catch the writer’s message while doing reading aloud. The students also found problems in word stresses and intonation.

In this research, the researchers found similarities and differences with previous researchers. First, the similarity between this researcher and his predecessors is that he uses the same technique of reading aloud. The researchers noted differences and similarities with previous researchers. Notably, the first investigator, his Nofytasari



(2018), used qualitative descriptive methods for data collection, and the tools used for data collection were observations and interviews as well as researchers. The difference between this researcher and Nofitasari's work, on the other hand, is the year and location of the study. Next, his two previous studies by Khalid (2019) used reading test tools, questionnaires, and teacher-student interview protocols. The difference with researchers is that researchers give oral exams and the sample is only students. The difference between this researcher and the third researcher, Jufri (2019), is that the previous researcher conducted a study in the 2016 academic year of the Faculty of English, Padang State University, to observe and identify the reading skills of students in an FBS class. be. Researchers investigated what difficulties students had in reading aloud. The similarities between researchers and Jufri researchers are the use of narrative texts in data collection and random sampling in sampling techniques.

## **2.2 Theoretical Background**

### **2.2.1 Reading Aloud**

Reading aloud is a reading technique using a loud voice. This method is a method that is the most effective way of reading for children, because using this method can condition the child's brain to associate reading as one of the fun activities. This can also create knowledge that will be the foundation for children, then build a collection of words / vocabularies, and provide a good way of reading for children.

Reading aloud is reading aurally written text using your own voice. The aim is to pronounce words and sentences clearly and consistently so that others can hear and understand what they are reading. Reading aloud can be done individually or in groups and is often used for a variety of purposes, including to



improve reading comprehension, practice pronunciation, improve comprehension, or entertain others. This is a valuable technique that supports language development, communication, and engagement with written content. According (Rahmani, 2021), Reading aloud can be the simplest way for young learners to provide reading experiences between students and teachers to introduce literacy skills.

Many studies have argued the benefits of reading aloud for English language students, especially young learners. With so many positive arguments for reading aloud in EFL contexts, this study also sees the importance of reading aloud to provide a comprehensive summary of its definition, characteristics, systematic procedures for implementation, and a comprehensive summary of its benefits. Therefore, the study critically reviews the opinions of experts and previous studies to achieve these goals. The review will provide teachers and researchers with a comprehensive synthesis of the definition, characteristics, procedures, and benefits of reading aloud for young learners.

According to Guzzetti (2002), reading aloud is a technique of pronouncing words while paying attention to intonation, tone, inflection, stress, and pauses that present appropriate language and style to convey a message. In addition, this technique also allows students to listen to a very well written narrative that is spoken precisely with the right phrasing and also the right tempo (Schumn, 2006). In addition, reading aloud is the activity of reading sentences aloud, and by reading aloud with correct words and intonation, we can acquire more information and vocabulary and obtain more information. This reading strategy helps students understand the meaning of the text, comprehend the



text, acquire new vocabulary, improve pronunciation, build confidence, and helps students enjoy the teaching and learning process (Sofyan et al., 2021).

Huang (2010), stated that the time spent reading aloud is their precious time, which until now, reading aloud is one of the traditional and effective methods for mother tongue teaching. According to Huang (2010), most people think reading aloud is an important method of teaching. In the United Kingdom, reading aloud is a commonly used method in sound training, which to this day, is still used as the primary and magical way to improve students' spoken English.

According to Pearson, (1989) the importance of reading aloud in developing children's reading skills, reading aloud helps children develop text comprehension, improve reading skills, and build vocabulary. Reading aloud and hearing children read also identifies barriers to reading comprehension. This enables teachers to provide appropriate support to students who have reading difficulties. Pearson points out that reading aloud helps people understand that reading errors can actually occur. an overview of their text comprehension

Read aloud to students Research shows that reading aloud through student- teacher interaction on texts enhances the development of language and reading comprehension skills. Reading aloud techniques can also increase print awareness. For example, teachers and students discuss print concepts while reading. When students use reading techniques to talk about word usage, they learn new words and expand their vocabulary as they read. This means that reading aloud has many distinct advantages for both teachers and students when it comes to interacting and discussing texts (Hoffman, 2011).



### **2.2.2 Aspect of Reading Aloud**

As for several aspects of reading aloud, in which in this study the researcher used the theory of reading aloud from Pearson (1989) which discussed the importance of applying reading aloud.

#### **1. Pronunciation**

Pronunciation is the production of sounds to evoke meaning. These include segmental features, including sounds of specific languages, and hypersegmental features, including intonation, phrasing, stress, timing and rhythm. Furthermore, the scene is surrounded by gestures and facial expressions that are closely related to the way we generate language. Good pronunciation leads to correct meaning. However, understanding is guaranteed even if the speaker mispronounces. Therefore, good pronunciation is very important when pronouncing English words. Because of this, pronunciation is an essential part of reading aloud (Jufri, 2019).

On the other hand, according to (Gilakjani, 2012), part of communicative competence. Therefore, the purpose of these pronunciation tutorials is not to ask learners to pronounce like native speakers. Rather, understandable pronunciation should be the true goal of oral communication. If students want to change the pronunciation of English words, they have to change the way they think about the sounds of those words. This applies not only to individual sounds, but also to large parts of words such as syllables, stress patterns, and rhythms. Unfortunately, pronunciation instruction is often neglected in English classes. The researchers define pronunciation terms, then explain the purpose of English pronunciation, explain how pronunciation is important, then explain the teacher's



role in teaching pronunciation, and then explain the role of the teacher in teaching pronunciation.

According to (Pennington & Richards, 2014), Pronunciation should be taught as part of the means to creating referential and interactional meaning, not only as an aspect of the oral production of words and sentences. In older methods such as audiolingualism, pronunciation has largely been identified with the accurate production of isolated sounds or words, and this view is reflected in more contemporary methods such as silent way. The goals of language teaching have changed under the influence of the communicative view of language and interactive theories of language learning.

Pronunciation, traditionally viewed as a component of linguistic rather than communicative competence or as an aspect of accuracy rather than conversational fluency, has been given less importance in communication-oriented curricula. In addition, the value of instruction in pronunciation has been questioned by the limited success reported for direct teaching of this aspect of proficiency. A number of speech dimensions are included in description of pronunciation, or phonology. For most languages pronunciation is largely identified with the articulation of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language. This reflects traditional view that pronunciation is primarily related to expression of referential meaning and that individual sounds, or phonological segments, are the building blocks for higher-level meaning.

## **2. Articulation**

Articulation is the movement of the speech organs in producing speech. Language organs include the tongue, lips, jaws, etc. However, it takes a lot of



training to properly express this language tool. In addition, when students develop the habit of reading aloud, they will have good articulation. Therefore, when teachers use the method of reading aloud as a school routine or routine, the students' speech organs are usually trained to produce the sounds of the English language. In addition, articulation helps listeners understand and vice versa. Overall, articulation also plays an important role in reading aloud (Jufri, 2019).

On the other hand, according to (Parwati et al., 2018), articulation is also a new learning model. Syntax skills are very closely related to one aspect of language proficiency: speaking skills. However, there are some disorders that cause dysarthria, such as respiratory disorder. This may be due to respiratory dysfunction. B. Lung pain, pleuritis or inflammation of the lung mucosa, and damage to the structure of the lung. These include the connection of the lungs to the outside world, disorders of the respiratory muscles, and disorders of the nerves that properly stimulate the respiratory muscles and organs but do not function properly.

As for Rohana (2020), argues that articulatory learning in collaborative learning is a learning model that requires students to engage in active learning, learning a speaking activity, and the benefits of articulatory learning using collaborative learning models states that all students participate or can participate in role-playing, training students' motivation, training students' receptivity to others suitable for simple tasks, and then creating more natural interactions and increasing children's participation. However, it has the weakness that it can only be applied to specific topics, takes time, yields few materials, and produces few ideas. An advantage of articulated learning in a



collaborative learning model is increased student autonomy. Students are divided into groups to complete assignments. Rewards are more for groups than individuals. But beyond this, there is interaction between students in small groups, with each student having the opportunity to speak or appear in front of the class to convey the results of the group discussion.

### **3. Fluency**

One commonly used CBM technique is the assessment of language proficiency (Hasbrouck & Tindal, 2006). Oral Reading (ORF) focuses on two of three factors: proficiency level and accuracy. The teacher listens to the students reading aloud. Here we detail her standard CBM process for assessing oral reading fluency. Reading comprehension has recently become a focus of classroom reading instruction, Hasbrouck said, and there is a growing awareness of the link between reading comprehension and reading comprehension. Thus, helping students to become fluent readers is very important for proficient and aspiring readers. Yet reading fluency is only one of the most important skills in reading.

Reading is a complex process with various linguistic and cognitive challenges. The ability to read text easily, quickly, accurately, and expressively plays an important role in becoming a competent reader. Decades of research have explored the types of support students need to become proficient readers (screening), the strengths and individual needs of students with fluent reading skills (diagnosis), and their ability to excel in reading. It has been validated to use fluency-based measures to make important decisions about whether a person is fluent. Students are making progress. It is enough for the goal of improving reading comprehension. The National Standards for Oral Reading



Fluency serve as an important tool to help educators design, implement and evaluate effective instructional programs that help each student become a competent reading and lifelong learner.

Fluency is one of the factors in the reading process and it is very important to assess the role of fluency in comprehension. There are two main theories about the contribution of language proficiency to reader comprehension, each emphasizing one component of language proficiency. Of the two theories, the well-known first emphasizes the contribution of automatism to reading fluency, and the second focuses on the role of prosody. There seems to be a consensus about the main components of language proficiency when considering theories about the role of reading fluency in the process as a whole, it is important to recognize how these factors can contribute to learners' ability to interpret texts and their enjoyment of reading (Kuhn & Stahl, 2003).

Fluency has multiple meanings in language testing and assessment and is notoriously difficult to define, from overall speaking skills to a narrower definition that includes individual characteristics. For example, if no scale of language proficiency was designed specifically for language test raters, a single metric could focus on some of the other determinants of language proficiency in language testing. . Speech fluency can be divided into several domains such as time velocity, failure and repair, and Composite Measurements. However, the most commonly used method of calculating uniform velocity is the articulatory velocity of the speaker (Quaid & Barrett, 2021). As for the measuring tool to measure students' fluency, it is by using time to calculate the fluency of Elim students.



According to (Pearson, 1989) In the context of literacy and reading, the term “fluency” generally refers to a person's ability to read fluently and with good comprehension. David Pearson, as a literacy expert, may have viewed “mastery” as an important goal in learn to read. Here are some things that David Pearson might have are taken into account in relation to reading fluency skills:

- a) Current reading: Pearson may have been reflecting on the importance of being able reading fluency, when the reader can decode words efficiently and without considerable difficulty. This includes the ability to recognize words quickly and overcome obstacles that may arise when reading.
- b) Depth known: In addition to being able to read fluently, Pearson can also emphasize that reading fluency must be accompanied by a thorough understanding of document. Not only read each word but also understand its structure text, the meaning of its content and the context in which the text is presented.
- c) Adaptability: Pearson might assume that a fluent reader is also capable adapt to different text types and different language styles. This capacity allows one read fluently and without difficulty, even in more complex or unfamiliar texts.
- d) Associated with personal experience: Pearson can also point out importance of reading fluently in contexts that are meaningful to the reader. It can mean relating the text to their personal experiences, knowledge, and perspectives.

#### **4. Intonation**

Intonation is word stress that helps readers understand and understand what you are reading or saying. It is difficult for readers with intonation problems



to understand the text. When pronouncing the word, there must be a pitch change of syllable stress. This helps readers and listeners understand what they are saying and what they are reading. Tones can go down or up, and that makes sense. Words are usually spoken in an ascending pitch and this is the main idea the speaker wants to convey. On the other hand, tone of voice is just additional information about the main point. This is very helpful for the reader or listener to understand the ideas and understand what is being said (Jufri, 2019).

According to (Levis, 2012), intonation refers to the combination of acoustic parameters such as duration, intensity and pitch used to convey the meaning of discourse. Of course, this is different from intonation, which systematically uses intonation to distinguish lexical items. However, the most important parameter is that this pitch is defined by the fundamental frequency of the sound (F0), measured in hertz (Hz) or semitones. Pitch can only be measured in voiced intervals, as unvoiced segments have no pitch, leaving a gap in the pitch measurement. However, measurable deficiencies in the fundamental frequency can also arise from other characteristics of the audio signal, such as excessive squeak or insufficient volume.

According to (Nursyamsu & Argita Munif, 2013), tone groups are one of the intonation features, and this intonation includes three main systems: information units, information focus, and information status. This is related to the number of tone groups in an utterance, and each tone group is considered a "movement" in a speech act. Intonation, the division of discourse into discrete intonation units. Munif and Nurshams said that when we use clauses to convey information grammatically or we use concepts to describe situations, we use



intonation units to convey information phonologically. There are several types of intonation as follow:

a. Falling Intonation

Falling intonation is intonation where the last word of a sentence is the most emphasized word dropped at the end of the sentence. The dropping of the sentence at the end of the sentence is what is often called falling intonation type. The use of falling intonation is used in neutral and normal sentences. Not only that, using falling intonation is also related to several aspects, such as asking information questions, providing information, or making observations. The importance of falling intonation is that by using falling intonation, it can communicate clearly, signaling that we are finished with the thought. The importance of falling intonation is that by using falling intonation, it can communicate clearly, indicating that we are finished with the thought. As for using falling intonation correctly, there must be a contrast between emphasized syllables and emphasized syllables throughout the sentence.

Example:

“Wh” questions “who, what, where, when”

- Where are you from? Most statements in English
- I worked on Friday

Low energy emotions

- Not really (disinterest)
- Sure that would be great (sarcasm)
- It's nearly finished (boredom)



b. Rising Intonation

Rising intonation is intonation whose voice rises at the end of the sentence where rising intonation invites the speaker to continue speaking. This is inversely proportional to falling intonation where the final tone is decreasing then rising intonation has a final sentence tone that ends up rising.

Example:

Questions with a “Yes” or “No”

- Do you like it?

Requesting clarification, indicating uncertainty

- That’s not what you wanted, was it?

Express high energy emotions

- Oh My Gosh, that’s dangerous! (Excitement)
- Did you hear what happened! (Shock)

c. Non-final Intonation (Mixed Intonation)

Non-final intonation refers to ascending and descending tones within sentences. This type of stress is usually used for unfinished thoughts, introductory phrases, phrases, and also when expressing decisions.

Example:

Choice questions (up on the first, down for the second)

- Would you like full cream or light milk?



## **CHAPTER III**

### **METHODOLOGY**

This chapter is divided into the following section: Research Design, Data Resource, Data Collection Instrument, Data Collection Procedure, and Data Analysis Technique.

#### **3.1 Research Design**

This research is conducted by using descriptive-qualitative research because it describes about the students' reading aloud difficulties. According to Gay (2012), descriptive research is a survey research to collect data in order to answer questions about people's opinions on a particular topic or issue. Therefore, it can be concluded that descriptive research is also called as a survey research to collect data to answer the question about the correct status of the field study. This research is conducted descriptive qualitative research in order to explain and describe about the difficulty of students in reading aloud.

#### **3.2 Population and Sample**

##### **a) Population**

This research was conducted at Elim High School with a total number of students from grades 10, 11, 12, totaling 584 students. This school is located on Jalan Perintis Kemerdekaan, Makassar, South Sulawesi. The population of this study was the 10th grade students of Elim High School. There are four classes for grade 10, namely: 10 (1), 10 (2), 10 (3), 10 (4).

##### **b) Sample**

In obtaining the samples in this study, researcher uses purposive sampling techniques. According to Sugiyono (2017), sampling using certain



considerations in accordance with the desired criteria to be able to determine the number of samples to be studied. The research only takes 2 classes. Then for this research of 10th 2 and 10th 3 would take 5 students for two classes to be the sample, of this research. So the total sample of this research is 10 students that are carried out randomly without regard to the strata that exist in that population. The samples were taken by looking at their ability in English as these students are in the category of low class which is used by Elim Senior High School to measure their students' intelligences.

### **3.3 Data Collection Instrument**

This research instrument is reading text. Reading text is used as an instrument because applying reading text is very fitting to be used as a learning method, especially English lessons. The function of reading text themselves is, reading text function to increase vocabulary, phrases, to be good at stringing sentences that are pleasant to hear and read. Interview sheets, recorder and videos. In its implementation, the researcher will interview the samples by using semi structure interview method. Semi-structured interviews are a commonly used data collection method in qualitative research. In semi-structured interviews, a researcher has a list of pre-prepared questions, but also has the flexibility to dig deeper into topics that arise during the interview. The use of interviews sheets, record and videos as a research instrument will also be more effective in obtaining data related to the causes of students' difficulties in reading aloud.

### **3.4 Data Collection Procedure**

In the process of collecting data in this research, there are some procedures that needed to get the correct and accurate data which are:



1. Observing the samples of 10th (2) and 10th (3) grade students of Elim senior high school Makassar.
2. The researcher purposive sampling selects 5 students from grade 10th and divided them into two groups, namely group A and group B.
3. Interviewing students as the sample of the research through several questions that have been prepared by the researcher.
4. Collecting data that has been obtained from the results of student interviews which will then be processed to obtain complete and correct data results.
5. Analyzing the data based on David Pearson theory about reading aloud.

### **3.4 Data Analysis Technique**

Data analysis techniques use qualitative descriptive analysis techniques used by Jufri, (2019) to analyze the causes of students' reading aloud difficulties . Data analysis techniques were conducted by student interviews, and transcript processing of interview data. This analysis uses the analysis model etnografi by Spardley in (Wijaya, 2018). Data analysis is performed during data collection and after data collection is completed within a certain period of time. During the interview, the researcher analyzed the answers of previously interviewed students. In this interview, the researcher investigated the causes of difficulties reading aloud in students. First observe the population, and then determine the sample that has been determined according to the desired criteria so that the number of samples to be studied can be determined. Next, the researcher gives students a reading text to read in front of the class. Then use semi- structured interview method. A semi-directed interview is an interview that takes place according to an open-ended set of questions. This method



allows to generate new questions from the answers given by the respondents during the session information can be extracted more thoroughly.



## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSIONS**

This chapter presents an analysis the data about students' difficulties in reading aloud taken 10 from Elim Senior High School. All the data is presented in sub chapter research findings and is analyzed further in sub chapter research discussions.

#### **4.1 Research Findings**

According to research objectives, the researcher analyzes the difficulties of students in reading aloud. The researcher analyzes the data by giving short story for the students to read aloud and interviewing the students. In addition, this research using the theory of reading aloud by (Pearson, 1989).

##### **4.1.1 Observation**

From the observations conducted by the researcher, it was found that the students who were part of the research sample at Elim Senior High School had previously been given oral reading tests by their teacher. However, these sampled students were reluctant to read aloud because they felt embarrassed about being the center of attention, lacked confidence, and were afraid. Furthermore, from brief interviews conducted with the English language teacher, it was mentioned that "students tended to give up quickly when asked to read. Even when forced to read, they would not step forward to read aloud, citing reasons such as lack of self-confidence, embarrassment, and fear of making mistakes when reading sentences". This finding was further supported by the researcher during the oral reading tests.

Before the students read aloud, the subject teacher demonstrated the proper way to read aloud to the students. However, some students did give up early, and it was not uncommon for many students to voice that they couldn't read English, felt embarrassed, and were anxious when it was their turn to read in front of the class.



Additionally, observations of the students who were part of the sample revealed that some of them had a stumbling and sometimes paused at sentences they couldn't read. Some students also read with such a low volume that the researcher had to stand right next to them to hear their voices. Furthermore, some students, when reading, frequently took deep breaths, and when asked, these students mentioned that they were very nervous. There were also students who read fluently but occasionally paused at certain sentences that they couldn't read or found difficult. Some students also did not pay attention to punctuation marks in the provided text, causing them to read flatly and without expression.

#### **4.1.2 Interview Results**

##### **1. Whether the Students here Find Difficulties in Reading Aloud**

###### **Data 1**

**Student 1:** Yes, of course

Difficulty in reading aloud is a problem that some students can face. It can be caused by a variety of factors, and it is important to understand the cause in order to provide appropriate support to the student. Based on the results of the interview with student 1, he said that he had difficulty in reading aloud.

###### **Data 2**

**Student 2:** Of course I have

Difficulty when reading aloud is a challenge that some students may face. It can arise because of numerous reasons, and it is important to identify the cause in order to address the difficulty. Looking at the findings from the interview with student 1, he mentioned that he was encountering challenges when it comes to reading aloud.



### **Data 3**

**Student 3:** Yes I have

Students 3 faced several problems with reading aloud, and those problems can be caused by several factors.

### **Data 4**

**Student 4:** Yes

Most student face challenge or difficulty when it comes to reading aloud including student 4, and this difficulty can be caused by various factors.

### **Data 5**

**Student 5:** Of course I have

A common issue students face, including student 5, when reading aloud is stumbling over unfamiliar vocabulary because the lack of vocabulary a student may have.

### **Data 6**

**Student 6:** Yes I have

Reading aloud is a problem that plenteous students grapple with, mostly because of nervousness or self-consciousness.

### **Data 7**

**Student 7:** Of course

It is very common for students to struggle with reading aloud, especially when English is not a language they are fluent in, including student 7.

### **Data 8**

**Student 8:** Very many



Student 8 frequently encountered obstacles when reading aloud, such as mispronunciations and hesitations, which can impact their confidence in class. This can be happened due to several reasons.

#### **Data 9**

**Student 9:** Yes

Reading out loud can be hard for some students. There are different reasons why this happens, and it's really important to figure out why so we can help the student better. Student 1 said he has a tough time reading aloud when we talked to him.

#### **Data 10**

**Student 10:** Yes

Some students might have trouble when they read aloud. This happens for different reasons, and it's very important to find out why so we can help the student correctly. When the researcher talked to student 10, he said he finds it difficult to read out loud.

## **2. The difficulties faced by the students in reading aloud**

#### **Data 11**

**Student 1:** I feel nervous. First because I haven't read English for a long time

The interview of student 1, it said that the difficulty of students encountered was due to the nervous factor, when he asked to read in front of the class and then because the students did not practice speaking in English so that it became become a factor in making students feel anxious when reading aloud.

#### **Data 12**

**Student 2:** I'm having trouble with the way it's read and the punctuation.



Based on the results of the interview with student 2, he said that he had difficulty reading aloud in front because he had difficulty with how to read and punctuation.

#### **Data 13**

**Student 3: I'm hesitate** if what I said is correct or not.

From the results of the interview with student 3, said that the student's difficulty in reading aloud was due to doubts about what was said in the short story whether what was said was correct or not

#### **Data 14**

**Student 4: I have trouble reading some difficult words. Actually I know the meaning but I can't to**

From the results of the interview with student 4, it showed that the student had difficulty in reading aloud because student 4 had difficulty in reading some difficult words.

#### **Data 15**

**Student 5: There were some words that I struggled to read and some unfamiliar words** that I had just seen.

Based on the results of interviews conducted with student 5, it shows that the cause experienced by student 5 in reading aloud is that the student is limited in vocabulary and constrained by unfamiliar English vocabulary.

#### **Data 16**

**Student 6: there are new words that I read and don't understand.**

Based on the results of interviews conducted with student 6, it shows that the cause of the student's difficulty in reading aloud is the presence of new words that students see and do not understand the word.



#### **Data 17**

##### **Student 7: I can't read sentences in English fluently**

Based on interviews with student 7, shows that the cause of these students' difficulties in reading aloud is that these students feel they are not fluent in reading sentences in English.

#### **Data 18**

##### **Student 8: I'm hard to say the sentence that's why I stammered. There are also words that are similar so I'm confused about how to read it.**

Based on the results of interviews with student 3 said that the cause of the student's difficulty when reading aloud was that the student had difficulty reading sentences so that the student stammered in pronouncing it.

#### **Data 19**

##### **Student 9: Student: there are foreign words that I read so it makes me confused how to read it.**

Based on the results of interviews conducted with student 4, it shows that the cause of students' difficulties in reading aloud is that students are not used to listening to foreign English vocabulary so that students feel confused in pronouncing it.

#### **Data 20**

##### **Student 10: there are a few words that I just saw and there are a few words that seem a bit similar when pronounced. it makes me afraid to mispronounce.**

Based on the results of interviews conducted with student 5, said that the cause of this student's difficulty in reading aloud was the presence of foreign vocabulary that the student had just read. there are also words whose



pronunciation looks similar which makes students confused to pronounce it.

### **3. The factors that cause difficulties in reading aloud**

#### **Data 21**

**Student 1: I didn't practice speaking English, that's why I was nervous** when I read in front of class.

Student 1 expressed that their nervousness while reading in front of the class was due to a lack of practice in speaking English. This means that they hadn't spent much time practicing or speaking English, which resulted in them feeling anxious when they had to read aloud in front of their classmates. It's common for people to feel nervous when they are not confident in their language skills, and this statement highlights the importance of regular practice and building confidence in speaking English to overcome such nervousness in similar situations.

#### **Data 22**

**Student 2: I was nervous and shy.** I was embarrassed to be laughed at by my friends when I read in front of them.

As for other factors of students' difficulties in reading aloud, what makes it difficult for students to read aloud is nervousness and embarrassment when speaking in front of the class. Student 2 said that in addition to difficulties with reading and punctuation, another factor in causing students to feel difficulties when reading aloud is nervousness and shy.

#### **Data 23**

**Student 3: There are no obstacles, I just hesitate.**

When reading the short story, student 3 encountered difficulty with word recognition. Student 3 consistently hesitated and stumbled over words that



appeared to be beyond her current reading level. This resulted in frequent mispronunciations and an overall slowdown in her reading pace.

**Data 24**

**Student 4:** Yes. **I am not confident when asked to speak in English.**

Student 4 shared that she lacks confidence when it comes to speaking in English, especially when she has to do it in front of the whole class. This suggests that she may feel a bit nervous or unsure about their English speaking abilities, which can be a common challenge for language learners.

**Data 25**

**Student 5:** I was just a little **nervous**.

Student 5 said they felt nervous when reading in front of the class because they hadn't practiced speaking English much. This means they weren't used to speaking English, which made them anxious. It shows that practicing and becoming confident in speaking English can help reduce nervousness in such situations.

**Data 26**

**Student 6:** I don't seem to have any other factors **that cause me to struggle in reading aloud**.

Student 6 mentioned that they don't believe there are any additional reasons contributing to their difficulty when reading aloud. In other words, they feel that there are no other factors or issues that make it hard for them to read out loud.

**Data 27**

**Student 7:** Student: **I felt nervous and stiff** because I thought **speaking in English was difficult**.

Student 7 expressed that they experienced nervousness and stiffness when



it came to speaking in English. This apprehension stemmed from their belief that speaking in English was challenging.

**Data 28**

**Student 8: I can't if asked to stand in public. I'm embarrassed to be the center of attention.**

Student 8 feels uncomfortable reading aloud in public, especially when they have to stand in front of others. They are embarrassed to be the focus of everyone's attention when they read out loud.

**Data 29**

**Student 9: There isn't any. I am only constrained in the foreign words that I read.**

Student 9 faces a specific challenge when it comes to reading aloud. He does not encounter difficulties in general reading, but rather his struggle is limited to foreign words. This means that while reading text in his native language, they may do well, but when he encounters unfamiliar words from other languages, he encounters obstacles.

**Data 30**

**Student 10: I also feel nervous when asked to come forward,** especially since I'm not used to speaking English.

Student 10 said that he was feeling anxious when called upon to read the short story in front of the class, particularly because he is not ready to speak in English. This difficulty refers to the challenge of reading aloud since it involves not only pronouncing words but also the added pressure of doing so in front of others, especially in a language that he is not fluent in.



#### **4. Efforts to Overcome Students' Difficulties in Reading Aloud**

##### **Data 31**

**Student 1:** maybe I'll pray more

Student 1 has personal approach to deal with her difficulties in reading aloud by praying more. This shows a willingness to explore various strategies, such as seeking support through spiritual means.

##### **Data 32**

**Student 2:** I will practice reading more in English in the future.

Student 2 shows a proactive attitude towards improvement by expressing their intent to practice reading more in English in the future. This demonstrates a commitment to honing their skills and suggests they are willing to put in effort and time to overcome their challenges.

##### **Data 33**

**Student 3:** maybe I will practice speaking English more or join an English training course.

Student 3 expressed self-improvement in learning as the solutions to his difficulties when facing reading aloud. He expressed the possibility of practicing speaking English more and joining an English training course, it shows a good approach to addressing his challenges.

##### **Data 34**

**Student 4:** I don't know, maybe I will practice English every day

Student 4 acknowledges their challenge and suggests a solution by saying they will practice English every day. This commitment to daily practice reflects a determined effort to improve their reading skills over time.



### **Data 35**

**Student 5:** maybe perform more in front of the class to get used to it.

Student 5 is open to facing their difficulties by suggesting that performing more in front of the class might help them get used to reading aloud. This approach indicates a readiness to step out of their comfort zone and gradually build confidence through exposure.

### **Data 36**

**Student 6:** be more careful in reading and paying attention to sentences

This student is putting in a conscious effort to enhance their reading abilities by stressing the importance of reading attentively and paying closer attention to sentences. They recognize that being meticulous while reading is crucial to addressing their challenges.

### **Data 37**

**Student 7:** maybe learn more and ask for more sentences that you don't know.

Student 7 said a good approach by acknowledging the need to broaden her vocabulary and gain knowledge to unfamiliar sentences. Student 7 was willing to learn and actively seek out more sentences to tackle her difficulties effectively.

### **Data 38**

**Student 8:** I will learn a lot of vocabulary that sounds foreign to my ears

This student 8 is deeply committed to addressing the struggle he faced with vocabulary that sounds foreign to him. He has the initiative to educate himself and become more familiar with English words.



#### **Data 39**

Student 9: I will train my English to be better

Student 9 shows a strong dedication to self-improvement. Student 9 acknowledges the necessity of sharpening his English skills further, demonstrating a clear desire to overcome their reading difficulties through consistent practice and effort.

#### **Data 40**

Student 10: I will ask more questions about words that I don't know

This student is adopting a proactive approach by planning to inquire more about words they do not understand. Their readiness to seek clarification and comprehension demonstrates their commitment to enhancing their reading skills and grasping vocabulary more effectively.

### **5. Whether the Activity of Reading Aloud Is Important or Not and the Reasons**

#### **Data 41**

**Student 1:** important because it can train us to speak in English.

Student 1 believes that reading aloud is important because it helps them practice speaking in English. He sees it as a valuable exercise for improving his language skills.

#### **Data 42**

**Student 2:** important. Especially reading aloud like earlier it can train us

Student 2 emphasizes the importance of reading aloud, particularly for training in English. They view it as a beneficial exercise for skill development.

#### **Data 43**

**Student 3:** It is important because we can train our voice when one day we



are told to read again in front of the class.

Student 3 recognizes the significance of reading aloud because it prepares them for situations where they might have to read in front of the class. They see it as a way to practice and train their voice.

**Data 44**

**Student 4:** important, because the application of reading aloud will help train our public speaking.

Student 4 regards reading aloud as important because it contributes to the development of public speaking skills. They see it as a practical application that enhances their ability to communicate effectively in front of an audience.

**Data 45**

**Student 5:** Is very important so that we will be more confident in the future.

Student 5 emphasizes the importance of reading aloud in building confidence for the future. They view it as a confidence-boosting activity that prepares them for various speaking situations.

**Data 46**

**Student 6:** It is very important so that one day the listener will hear clearly what is said when reading in front of the class again.

Student 6 underscores the importance of clear communication when reading aloud in front of the class. They see it as a way to ensure that listeners can understand the content effectively.

**Data 47**

**Student 7:** is very important, so that when we meet strangers we can communicate well.

Student 7 believes that reading aloud is very important because it helps with



communication, especially when interacting with strangers. They see it as a valuable skill for effective communication in various social situations.

**Data 48**

**Student 8:** important because it trains us to be more confident in speaking English

Student 8 considers reading aloud important because it contributes to increased confidence in speaking English. They view it as a confidence-building exercise.

**Data 49**

**Student 9:** very important! Because it can train our way of speaking.

Student 9 places great importance on reading aloud, emphasizing that it helps in refining one's speaking style. They see it as a way to improve their articulation and fluency.

**Data 50**

**Student 10:** very important because reading in English can train students in public speaking

Student 10 deems reading aloud as very important, especially for training in public speaking. They view it as a practical way to develop effective communication skills when addressing an audience.

## **4.2 Research Discussions**

According to Pearson, (1989) the importance of reading aloud in developing children's reading skills, reading aloud helps children develop text comprehension, improve reading skills, and build vocabulary. Reading aloud and hearing children read also identifies barriers to reading comprehension. This enables teachers to provide appropriate support to students who have reading difficulties.



Reading aloud to students Research shows that reading aloud through student-teacher interaction on texts enhances the development of language and reading comprehension skills. Reading aloud techniques can also increase print awareness. For example, teachers and students discuss print concepts.

Based on the 50 data points outlined in the above findings, researchers can conclude that there are several factors causing students to struggle with reading aloud, including feeling nervous, anxious, scared, and shy. During the interview sessions, the researcher successfully obtained comprehensive data that can be attributed to the factors mentioned above. The researcher's interview questions were as follows:

1. Do you experience difficulty when reading aloud?
2. What kind of difficulties do you encounter when reading aloud?
3. Are there any other factors that make it difficult for you to read aloud?
4. What steps do you take when you find it challenging to read aloud?
5. In your opinion, is the practice of reading aloud important in the learning process, and why?

These five questions were posed to 10 students, each of whom provided a variety of responses, which will be detailed below.

Based on the theory explanation, Reading aloud involves verbally articulating written text using one's own voice. The goal is to enunciate words and sentences clearly and consistently to ensure that others can listen to and comprehend the content being read. Reading aloud can be carried out individually or in groups and serves various purposes, such as enhancing reading comprehension, refining pronunciation, increasing understanding, or entertaining others. This is a valuable method that promotes language development, effective communication, and active engagement with written materials. Reading aloud can serve as the most straightforward method



for young learners to facilitate reading interactions between students and educators, thereby introducing literacy skills.

Students 1 through 7 generally provided somewhat similar responses. Based on the data findings presented by the researcher, several students mentioned that they feel somewhat nervous when reading aloud. For example, Student 1 stated, "I feel nervous because I haven't read in English for a long time," while Student 2 said, "I'm having trouble with the way it's read and pronunciation." In addition, Student 3 said, "I just hesitate."

Based on these responses, the researcher can conclude that nervousness plays a central part within the students' challenges with perusing out loud, nearby different other contributing components. This nervousness can show in several shapes and circumstances. For occurrence, Understudy 4 communicated battling with complex words in spite of understanding their implications, driving to self-doubt. Understudy 5 too confronted challenges with troublesome and new words. Essentially, Students 6 and 7 reverberated comparative estimations, showing a common battle among students in managing with challenging lexicon amid perusing assignments. These responses highlight the reliable affected of anxiety and word trouble on students' capacity to examined out loud viably.

Furthermore, in the case of student 8, there are slightly different responses compared to the previous student regarding their difficulties in reading aloud. During the interview session, student 8 said, "I find it difficult to pronounce those sentences, which is why I stutter and it makes me a bit anxious when doing reading aloud." In addition, there are several factors that influence student 8, namely, "I feel very embarrassed when asked to stand in front of the public, and it makes me very uncomfortable." Based on the result the researcher conclude that anxious can be one



of the factors that influence the students in reading aloud, the statement was supported by the data in the data findings where the student 8 gave his answer in interview session. Therefore the researcher suggesting that to improve the reading aloud of the students is to be able to control our self in front of lot of people, besides that, to make a good improvement especially in reading skill, the researcher believe studying more for example is reading or writing which is give a huge impact on our pronunciation can be used to improve the students in reading aloud.

Moreover, in the case of student 9, during the interview session, they mentioned that the main difficulty of the students face in reading aloud is "the presence of many foreign words, which makes them confused when reading the sentences." The researcher concludes that a lack of vocabulary is one of the reasons for students' difficulties in reading aloud. In this regard, the researcher includes a lack of vocabulary as one of the contributing factors to students' challenges, alongside the nervousness experienced by some students earlier. As a solution to this, increasing practice activities such as reading can strengthen vocabulary and support students in improving their pronunciation skills.

Lastly, within the case of student 10, the analyst found a special reaction that contrasted from other understudies. This reaction was, "I am perplexed of misspeaking modern words since there are so numerous of them, and a few are very comparable." The analyst too famous that the fear of mispronouncing words could be a noteworthy calculate influencing understudies when reading out loud. In spite of appearing minor, this fear can prevent understudies from communicating themselves completely.

Moreover, the analyst postured an additional address to understudy 10: "How do you arrange to overcome this challenge?" The understudy reacted, "I will work on learning more words." Based on this, the analyst concluded that understudy



10 is additionally affected by a constrained lexicon. Besides, the analyst recommends the same arrangement of growing lexicon to handle this issue.

From interviews with 10 students, it was found that 7 of them battled with perusing due to feeling apprehensive when perusing out loud in lesson. These sentiments of apprehension or uneasiness can stem from different variables, and they vary from individual to individual. Stretch, which may be a sense of unease or worry, can arise completely different circumstances and may be a common encounter for numerous individuals in their ordinary lives.

Nervousness frequently brings intemperate fear and stress. On edge people may worry almost different angles, like their looks, capacities, or how others see them. Understudies tend to feel on edge when they're new with perusing out loud in course, need certainty in their appearance, fear going unnoticed, or loathe being the center of consideration. Pearson proposes that uneasiness emerges from unreasonable considerations driving to negative feelings. Cognitive Behavioral Treatment (CBT) makes a difference people recognize and alter these unreasonable considerations.

In summary, this discourse centers on three vital angles of dialect and communication elocution, verbalization, and familiarity. Articulation, which includes creating sounds to communicate meaning, is imperative in English dialect learning, emphasizing the significance of clarity over copying local speakers. Verbalization, which includes the development of discourse organs, can be improved through hones like perusing out loud. Dysarthria and collaborative learning are too critical contemplations in this setting. Familiarity, surveyed utilizing strategies like Verbal Perusing Familiarity (ORF), is basic for proficient reading and comprehension. There's a developing mindfulness of its importance within the classroom. Together, these



viewpoints emphasize the multifaceted nature of viable communication and dialect capability.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter discusses the conclusions and suggestions relevant to this study.

#### **5.1 Conclusions**

Based on the interview, it is concluded on students' reading aloud difficulties in fluency factors are limited vocabulary, found new vocabulary, nervous and insecure. That all students have difficulty reading aloud in English due to limited vocabulary and finding new words. All students have unique challenges when reading aloud, which can be similar. Students have difficulty reading English words aloud due to limited vocabulary and hearing new words. Other factors that explain students' difficulty when reading aloud are feelings of nervousness, lack of confidence, feelings of doubt, and confusion for fear of being laughed at when reading in front of the class. Second, the difficulty that students face when reading aloud is limited vocabulary. Students do not feel familiar with new words due to limited vocabulary. Third, students discover new vocabulary that makes it difficult for them to interpret a sentence. Fourth, the biggest difficulty that students face when reading aloud is. Students cannot read fluently because the words they receive are difficult to read and if the sentences are difficult to read, they are afraid to pronounce the word. Among other factors that explain students' lack of reading fluency is their failure to apply reading aloud exercises to them.

#### **5.2 Suggestions**

Based on the conclusions of this research, some suggestions will be addressed to students, and other researchers as references. Learners or students can read this research to understand more deeply about the importance of reading aloud for student life, especially for children. with the application of reading aloud, it can train self-



confidence, help train public speaking to be better. Research on students' difficulties in reading aloud is not only experienced by students but each of us must also experience difficulties in reading aloud especially for those of us who are not used to reading. Therefore, further research is needed regarding students' difficulties in reading aloud so that subsequent discoveries can complement this research which is at least imperfect.



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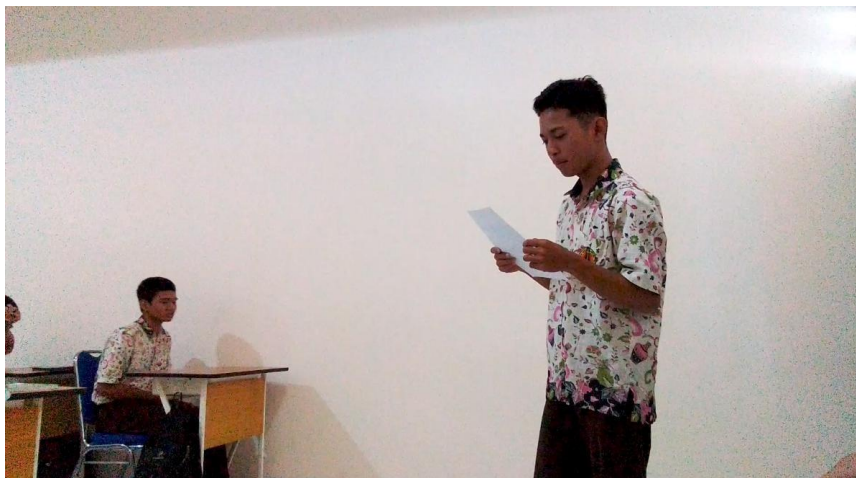
## Class 10 (2)



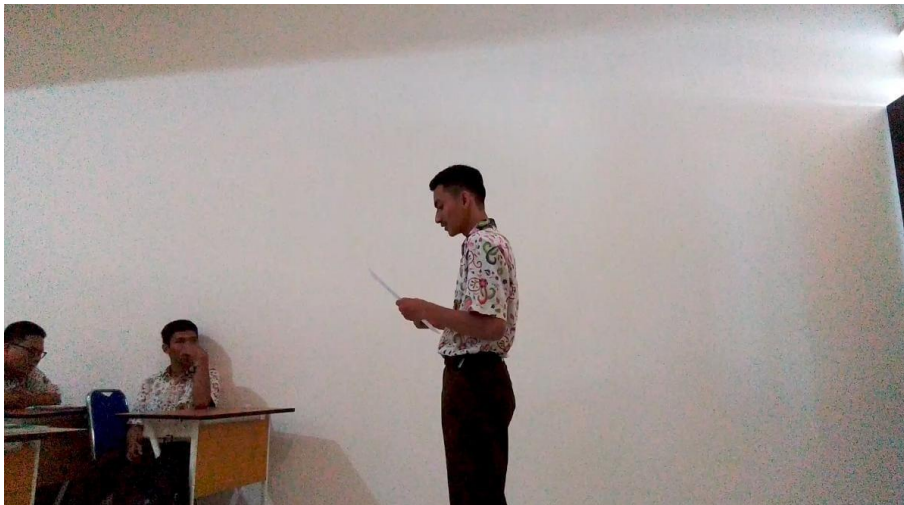




### Class 10 (3)











## Short Story

### The Kite

IT was the most tiresome kite in the world, always wagging its tail, shaking its ears, breaking its string, sitting down on the tops of houses, getting stuck in trees, entangled in hedges, flopping down on ponds, or lying flat on the grass, and refusing to rise higher than a yard from the ground.

I have often sat and thought about that kite, and wondered who its father and mother were. Perhaps they were very poor people, just made of newspaper and little bits of common string knotted together, obliged to fly day and night for a living, and never able to give any time to their children or to bring them up properly. It was pretty, for it had a snow-white face, and pink and white ears ; and, with these, no one, let alone a kite, could help being pretty. But though the kite was pretty, it was not good, and it did not prosper; it came to a bad end, oh! a terrible end indeed. It stuck itself on a roof one day, a common red roof with a broken chimney and three tiles missing. It stuck itself there, and it would not move; the children tugged and pulled and coaxed and cried, but still it would not move. At last they fetched a ladder, and had nearly reached it when suddenly the kite started and flew away right away over the field and over the heath, and over the far far woods, and it never came back again-never -never.



Dear, that is all. But I think sometimes that perhaps beyond the dark pines and the roaring sea the kite is flying still, on and on, farther and farther away, forever and forever.

**Question sheet**

1. Apakah anda mengalami kesulitan saat membaca nyaring?
2. Kalau iya, kesulitan apa yang kamu temui saat membaca nyaring?
3. Selain itu, apakah ada faktor lain yang menyebabkan anda kesulitan membaca?
4. Langkah apa yang anda ambil ketika anda merasa kesulitan dalam proses membaca nyaring?
5. Jadi menurut bapak apakah penerapan membaca nyaring itu penting dalam proses pembelajaran? Mengapa?