

**AN UNDERGRADUATE THESIS**

**AN ERROR ANALYSIS ON THE STUDENTS' READING PERFORMANCE  
AT THE TENTH GRADERS OF MA RAUDLATUL HUDA AL ISLAMI  
NEGERI KATON IN THE ACADEMIC YEAR OF 2013/2014**



**By:**

**ARLIA FEBRIANI**  
**STUDENT NUMBER.1064257**

**Tarbiyah Department**  
**English Education Study Program**

**STATE ISLAMIC COLLEGE (STAIN)**  
**JURAI SIWO METRO**  
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**By:**

**ARLIA FEBRIANI**  
**STUDENT NUMBER.1064257**

Tarbiyah Department  
English Education Study Program

Sponsor : Umi Yawisah M. Hum  
Co-Sponsor : Yerni Amir M.Pd

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**JURAI SIWO METRO**  
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**ABSTRACT**

**BY:  
ARLIA FEBRIANI**

This research is done based on the result of observation of teaching reading in MA Raudlatul Huda Al Islami Negeri Katon. This research is done because the researcher wanted to determine the ability of the students in the reading performance particularly pronunciation and fluency. The main problem found is most students do not know how to read English text correctly.

This research was aimed to figure out common mistakes in reading English text in MA Raudlatul Huda Al Islami Negeri Katon. A qualitative descriptive was used to approach the data. The data collecting methods used observation and documentation. The research was conducted toward the students at the tenth grade class of MA Raudlatul Huda Al Islami in the academic year of 2013/2014. Miles and Huberman model was used to analyze the data.

Regarding to the process of the researching, the researcher firstly, carried out the pre-survey to collect the sample from 5 students' tenth grade of MA Raudlatul Huda Al Islami Negeri Katon. Then, the researcher observed them by finding some mistakes. The error classifying into many points, pronunciation and fluency. Based on the result of research, in the reading on students of MA Raudlatul Huda Al Islami Negeri Katon they are still many mistake in the pronunciation and fluency, but the command error happen most is pronunciation.

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**ABSTRAK**

**Oleh:**

**ARLIA FEBRIANI**

Penelitian ini dilaksanakan berdasarkan hasil dari pengamatan pembelajaran reading di Ma Raudlatul Huda Al Islami Negeri Katon. Penelitian ini dilakukan karena penulis ingin mengetahui kemampuan siswa dalam reading performance khususnya pronunciation dan fluency. Masalah utama yang ditemukan adalah sebagian besar siswa tidak mengetahui bagaimana cara membaca teks bahasa Inggris dengan benar.

Penelitian ini bertujuan untuk mengungkapkan kesalahan-kesalahan dalam membaca teks bahasa Inggris di MA Raudlatul Huda Al Islami Negeri Katon. Mendeskripsikan data dilakukan peneliti secara kualitatif deskriptif. Teknik pengumpulan data menggunakan observasi dan dokumentasi. Penelitian ini dilakukan terhadap siswa kelas X MA Raudlatul Huda Al Islami Negeri Katon pada tahun Akademik 2013/2014. Sementara itu, peneliti menggunakan model Miles dan Huberman untuk menganalisis data.

Kronologi penelitian adalah sebagai berikut, pertama peneliti melakukan prasurvey untuk mengambil sampel dari 5 siswa kelas 10 MA Raudlatul Huda Al Islami Negeri Katon. Kemudian peneliti menganalisis hasil prasurvey tersebut dengan beberapa kriteria kesalahan. Kesalahan-kesalahan tersebut dikerucutkan pada beberapa poin, pronunciation and fluency. Berdasarkan hasil penelitian, dalam membaca pada siswa MA Raudlatul Huda Al Islami Negeri Katon masih terdapat banyak kesalahan, dan kesalahan-kesalahan tersebut meliputi pronunciation and fluency, tetapi kesalahan yang umumnya muncul adalah pronunciation.

## MOTTOS

“If we have a stright believe , we may find a bright way out”  
(Mahfuzhat)

## **DEDICATION PAGE**

**This undergraduate thesis is dedicated to:**

**My beloved family**

**(father: Sunarni, mother: Siti Halimah, brother: Geofani Sulaiman)**

**with their love and effort who always pray and support me**

**My honorable Friends**

**(Dinar, Evi, Winda, Nakum, Desi, Atik, Ayu, Dini, Erna, Vita and Eureka family)**

**My beloved almamater State Islamic Collage (STAIN)**

**Jurai Siwo Metro**

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Critical and suggestion to my thesis will be accepted with pleasure may the writer can correct all his weakness. Thus, end the thesis can benefit for the writer and for readers.

May the writer is not feeling full of the result and will be perfect for the future. The writer is indebted to many people whom he cannot mention one by one He realize the imperfectness of this work, nevertheless he hope that this little piece of work can contribute something to the betterment of English teaching and learning in general.

Metro, March 2014

The Writer

**ARLIA FEBRIANI**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of Study**

Language is a medium for communication among human being. It can be used to communicate, interact, and negotiate with others. We know that in this world there are many languages, but English is as the international language. It has become an international language that is almost used by all countries as the first, the second or the foreign language. Moreover, English has been declared as a formal language on International communication for a long time ago.

English is as a foreign language and compulsory subject in the school. Therefore, every school has English subject in its learning process. It is used to help the students in learning English as a foreign language and the graduated students are hoped to be able to communicate in English both in written and spoken forms, so that it is an important language that becomes a need for the students. In other words, they are prepared to be able to read, to listen, to speak and to write English well.

There are four basic skills of language that must be mastered by all language learners, these are listening, speaking, reading, and writing. Reading is one of the important skills which are taught in the school. It takes a very significant role in teaching English as a foreign or second language. Reading is the important activity in language learning success, because the

successfully of their study depends on the greatest part of their ability to read. If their reading is poor, it will be possible they will fail in their learning. Moreover, if they have a good ability to read, they will have better chances to succeed in their study.

As we know that reading is one of language skills which need more attention than the others language skills. Furthermore, the reading subject gives the contribution successfully in another aspect in learning language. In teaching learning process, reading has become the major skill. Since the students who have good capability in reading will be able to expand their knowledge more easily. Through reading the students can improve and compose their view of the knowledge and all of the things in their surroundings.

Based on the result of pre survey that is conducted by the researcher at the tenth grade class of MA Raudlatul Huda Al Islami of Negeri Katon on November 11th, 2013 indicates that the students' in MA Raudlatul Huda Al Islami of Negeri Katon contains a problem their performance in the reading subject very feeble especially their pronunciation. In reality only 9 students that are classified into good reading performance, and 6 students that are classified into fair reading performance, and also 22 students that are classified into poor reading performance specially of pronunciation.

Due to certain statements above, the researcher conclude that the problems which found on the pre survey setting need to be investigated more deeply. Therefore, the researcher would like to conduct a research in MA

Raudlatul Huda Al Islami of Negeri Katon with the title An Error Analysis on Students' Reading Performance.

### **B.Problem Identification**

The problems of the Tenth Grade Class of MA Raudlatul Huda Al Islami of Negeri Katon in the Academic Year 2013/2014 in teaching and learning process of reading subject especially reading performance are as follows:

- 1.How students ability at the tenth grade in the reading performance specially in pronunciation.
- 2.The students have a difficulty in pronunciation.

Pronunciation takes an urgent part of reading performance, without any correct pronunciation the meaning of the text sometimes is misleading.

### **C.Focus of the Study**

In this research, the researcher only focuses on students' pronunciation error at the Tenth Grade Class of MA Raudlatul Huda Al Islami of Negeri Katon in the Academic Year of 2013/2014.

#### **D.Problem Formulation**

Based on the background of the study, the researcher states the research problem as follow:

“What are the common error in reading performance at the Tenth Graders of MA Raudlatul Huda Al Islami of Negeri Katon?

#### **E.The Objective and Benefit of the Study**

##### **1.Objective of the study**

This research is aimed at finding out and describing the students' comprehension especially reading performance in MA Raudlatul Huda Al Islami of Negeri Katon. This study is aimed at:

- a.To know the students comprehension especially reading performance at the Tenth Grade Class of MA Raudlatul Huda Al Islami of Negeri Katon.
- b.To describe the difficulties in reading subject at the Tenth Grade Class of MA Raudlatul Huda Al Islami of Negeri Katon.

##### **2.Benefit of the Study**

In this research, there are two kinds of benefit, namely theoretical and practical benefit.

- 1) Theoretically, the result of the research paper can give the contributed additionally knowledge for the teacher about the reading performance.

2) Practically

- a. For the teacher, this research is supposed to give some information and knowledge about reading performance.
- b. For the student, after knowing the result of the study, it is expected that the students can get motivation and knowledge about new information from the text.

## **CHAPTER II**

### **REVIEW OF THE RELATED THEORIES**

#### **A. Prior Research**

Based on the special issue by Gayle K. Deutsch, Robert F. Dougherty, Roland Bammer, Wai Ting Siok, John D.E. Gabrieli and Brian Wandell, (Department of Psychology, Stanford University, Stanford, CA, USA; Department of Radiology, Stanford University, Stanford, CA, USA) entitled “Children’s reading performance is correlated with white matter structure measured by diffusion tensor imaging,” the results described investigated the white matter structure in children ( $n = 14$ ) with a wide range of reading performance levels using diffusion tensor imaging (DTI), a form of magnetic resonance imaging. White matter structure in a left temporal-parietal region that had been previously described as covarying with reading skill in adult readers also differs between children who are normal and poor readers. Specifically, the white matter structure measured using fractional anisotropy (FA) and coherence index (CI) significantly correlated with behavioral measurements of reading, spelling, and rapid naming performance. In general, lower anisotropy and lower coherence were associated with lower performance scores. Although the magnitude of the differences in children is smaller than those in adults, the results support the hypothesis that the structure of left temporal-parietal neural pathways is a significant component of the neural system needed to develop fluent reading. Consequently, the

researcher proposes a research related to an analysis on students' reading performance at MA Raudlatul Huda Al Islami Negeri Katon.

According to second research conducted in 2011 by Yousif Alshumaimeri from King Saud University, Saudi Arabia entitled "The effects of reading method on the comprehension performance of Saudi EFL students", the result described the relative effects of different reading methods on the comprehension performance of Saudi EFL 10th grade male students. The scores of participants who read three comparable passages in three ways (oral, silent and sub vocalizing) were compared. Results revealed a significant difference between oral reading and sub vocalization, and between oral reading and silent reading. Oral reading had the greatest effect on comprehension performance among the three reading methods examined. All groups reported that oral reading was the most preferred reading method with the majority of respondents feeling the style best supported comprehension. Feedback suggested that oral reading was preferred specifically because it helps in memorizing words and texts, concentration, and practicing and pronouncing words for real world encounters. It is recommended that second language teachers and students use all available reading methods in order to identify which method best serves their study objectives. Hence, the prior research conducted for the above phenomenon is as the result of the suitable method for reading performance.

## B. Definition of Error Analysis

Brown states that incorrectness, mistakenness, wrongness, erroneousness assumptions cocept a crucial part of knowing nearly some skill or get knowledge.<sup>1</sup> Moreover, Harmer says that error is slips which learners could not correctly themselves and needed justification. Based on the explanation above, error is component of learn to know proficiency learners' and it is slip that students cannot clear their problem themselves and they are required rationalization from the teacher.

Harmer additions that three stages to be understood by the tutor if error happened. The instructor tune pay attention to the pupils, then know the complications, and cope it right in the extremely organized way.<sup>2</sup> Actually the teacher must be a tutor to give instructions such as, knowing a problem that face the students and then the teacher identifies kinds of problem and the last the teacher solves the problem.

The fact that learners do make errors, and that these errors can be detected, evaluated, and ccategorized to explain something of the system operating within the learner, led to a surge of study of learnrs' error, named error analysis.<sup>3</sup> Besides, Corder notes: *a student's error... are important in [that] they give to the observer shown of how language is studied or developed.*

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<sup>1</sup> H. Douglas Brown, *principle of language and teaching*, fourth eddition, (Addison Wesley: Longman, 2000), p.217

<sup>2</sup> Mersin, *dictionary of language teaching and applied linguistics, issue 2 Volume 1*, (december 2005)

<sup>3</sup> H. Douglas Brown, *teaching by principle: an interactive approach to language pedagogy*, second addition, (addision Wesley:Longman 2001)

It can be inferred that error analysis can be observed, analyzed to explain something through learners' errors, and it functions to show how language is learned or developed.

### C. Definition of Reading

According to Jane, reading is a procedure of making sense of the twenty-six squiggles or alphabet. It is more than just to learn how to speak words. In addition, Reading is the involved thinking treatment of understanding an author's messages, to combine those messages to what you already know, and to manage all the messages so you are able to consider and to use it.<sup>4</sup> Therefore reading is a complex process of making sense which is not as simple as determining black signs upon a page.

As Peter and Margaret suggested that Reading is much more than the decoding of black signs upon a page. Moreover, it is an inspecting for sense and one which necessitates the reader to be an involved participant. It is a precondition of the glorious teaching of reading, especially in the expeditious stages, that anything techniques are given a lesson, or books elected for children's use, involved should always be in the foreground.<sup>5</sup> Thus, reading involves the inspecting for sense which needs the goal-achieved procedure and steps to producing meaning.

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<sup>4</sup> Jane L. McGrath. *building strategies for college reading, a text with thematic reader*, second edition. p. xxi

<sup>5</sup> Peter Guppy and Margaret Hughes. *The development of independent reading* reading support explained. p. 8

Stephen argued that reading is an objective and goal-achieved procedure. The context of depending on the situation not only apparatus parameters on the scope of involved and framework to be discovered, however it also attends as the very impetus for accomplishing with written discussion. Nonetheless, reading is a step of producing meaning, it is essential to begin to elaborate for the impetus that drives this step and ensue a reader to commence a conversation with a text.<sup>6</sup> Consequently, reading requires not only the objective and goal-achieved procedure to face the context of depending on the situation not only apparatus parameters but also impetus.

Based on the quotations above, reading is a complex process making sense which is decoding of black a signs upon a page. Moreover, it is a inspecting for sense and one which necessities the reader to be an involved participant that must have objective or goal-achieved procedure and pay attention the steps of producing meaning.

#### **D. Goal of Reading**

According to Jane, there are several basic roles in learning reading. Furthermore, the goal of reading is to make students become an active learners in reading and free learners who are capable to set and perform reading and study objectives.<sup>7</sup> Hence, the goal of reading is not only to make student an active but also completely involve the student in reading process.

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<sup>6</sup> Stephen b.kucer, *Dimensions of literacy* the conceptual base for teaching reading and writing in school settings third editions.p.136

<sup>7</sup> Jane L. McGrath, *Op.Cit.*, p.xvii

The aim of the preview is to motivate the students' desire in what they are reading, to energize active background knowledge, and to relieve the students' in manufacturing forecast about the text to be read. Students are given a lesson to examine the material quickly, looking for signs about the text, the context, the setting, the main characters, and the critical highlight of what they are going to read. Students are supplied with about 2 to 3 minutes to preview the text while searching for information to relieve them in formulating forecasts and connecting their background knowledge on the subject with their expectations of reading content. Students are then given about 6 minutes to discuss what they have learned, to develop forecasts, and to split up the connections they have made between their background knowledge and the current text. The goals of Preview are for students to (a) manufacture attention and enthusiasm for what they are about to read; (b) motivate their background knowledge, previous experiences, and vocabulary related to what they are about to read; and (c) supply an opportunity for them to manufacture hypotheses about what they will read and prediction about what they will learn.<sup>8</sup> Thus, based on the source above the goal of reading is to motivate and activate the students' desire in what they are reading and background knowledge.

Based on the quotation above, the goal of reading is to make the student active and involve fully in the teaching learning process, and also motivate their background knowledge.

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<sup>8</sup> <http://search.epnet.com/login.aspx?direct=true&db=aph&an=1818411> 4 desember 2013.p.4

### E. The Concept of Reading Performance

Variety of reading performance in the language classroom is derived more from the variety of texts to which you can expose students than from the variety of overt types of performance.<sup>9</sup>

#### 1) Oral and silent reading

Occasionally. You will have reason to ask a student to read orally. At the beginning and intermediate levels, oral reading can

- a) Serve as an evaluative check on bottom-up processing skills,
- b) Double as a pronunciation check, and serve to add some extra student participation if you want to highlight a certain short segment of a reading passage.

For advanced levels, usually only advantage (c) can be gained by reading orally. As a rule of thumb, you want to use oral reading to serve these three purposes because the *disadvantages* for too much oral reading can easily come into play:

- a. Oral reading is not a very authentic language activity.
- b. While one student is reading, others can easily lose attention (or be silently rehearsing the next paragraph!)
- c. It may have the outward appearance of student participation when in reality it is mere recitation.

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<sup>9</sup> Brown. Op.Cit, p.312

## **F. Types of Reading Performance**

### **1. Silent Reading**

Silent reading is reading without pronouncing words out loud. It is reading to oneself.<sup>10</sup> In other word, silent reading is read without be heard voice, and in condition reads to itself.

According to Yoon, Fostering a love for reading was the original purpose of sustained silent reading. Researchers have shown that when students are given choices in selecting texts, they are more motivated to read. More motivation leads to more time spent on-task reading. Additionally, the theory of self-determination and intrinsic motivation explains that children's desire to learn is fueled by a natural curiosity while the self-determination theory suggests that children are motivated when given choice and ownership in what they read. Both theories correlate with cultivating a love of reading. Therefore, silent reading was originally developed to promote a love of reading while simultaneously supporting student achievement in reading.<sup>11</sup>

### **2. Reading Aloud**

Reading Aloud is read a text strictly.<sup>12</sup> In other word, reading aloud making easy the researcher to know student ability in reading comprehension performance by sees pronunciation, intonation and

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<sup>10</sup> Wiki.answers.com/definitionofsilentreading.

<sup>11</sup> Yoon in book of Alison S. Rosseau, EFFECTS OF SILENT READING ON INTERMEDIATE STUDENTS' READING GROWTH, 2012, p.9

<sup>12</sup> Ismail SM, M. Ag, in book of Arif Wibowo. *upaya meningkatkan kemampuan sholat siswa kelas VII melalui metode demonstrasi dan reading aloud*. 2011. P 15

conversation in pronounced. Furthermore the researcher will use concept of reading aloud to analysis and describe for the research.

a. The Function of Reading Aloud

Reading aloud has five functions in foreign language teaching.<sup>13</sup>

1) Practice pronunciation

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should we pronounce every word properly, but we should divide the meaning groups correctly, arrange the pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is a very good pronunciation practice. Our students come from many places of the country, some of them have strong local accent. Reading aloud can help them correct their dialect effectively.

2) Improve oral English

The students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who don't have the confidence to practice spoken English, reading aloud can help them overcome the faults of dissiliency, repeat,

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<sup>13</sup> Liangguang Huang. *Reading aloud in the foreign language teaching*. Vol. 6, No. 4; April 2010. P. 2

improper pause, and develop natural and good pronunciation habit.

3) Get deeper understanding

In fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice. Therefore, standard reading not only can make the students keep great attention, arouse their sense and imagination, but help them understand original correctly and deeply.

4) Strengthen the knowledge

We can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

5) Improve the classroom atmosphere

In class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class. According to Nancy, During read-aloud, we share the excitement, the suspense, the emotion, and

the sheer fun of a new book and its intriguing or annoying characters.

b. Reading aloud strategy

Strategy is the method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.<sup>14</sup>

Whereas based on Oxford Advanced Learner's Dictionary, strategy can be defined as a plan of action designed to achieve long-term or overall aim.<sup>15</sup>

Strategy can also be defined as "a general direction set for the company and its various components to achieve a desired state in the future. Strategy results from the detailed strategic planning process".<sup>16</sup> Furthermore, Henry Mintzberg from McGill University defined strategy as "a pattern in a stream of decisions".<sup>17</sup>

From some definition above, the writer can conclude that strategy is a plan that has chosen to get one goal or purpose. In the case, to get a goal in reading side.

c. Pronunciation

1) What is Pronunciation

Boyer argued that pronunciation is a basic part of speaking (oral communication). It involves the right sounds of a

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<sup>14</sup> <http://www.businessdictionary.com/definition/strategy.html>

<sup>15</sup> As Hornby, *Oxford Advanced Learner's Dictionary of Current English*, Oxford University Press, New York, 2010, p. 854

<sup>16</sup> <http://www.managementstudyguide.com/strategy-definition.htm>

<sup>17</sup> <http://www.faculty.fuqua.duke.edu/charlesw/longstrat2010/papers/class%2010/patterns%20of%20strategy%20formulation.pdf>

particular language, as well as *how the sounds are put together* in the flow of speech.<sup>18</sup> It means that pronunciation is a crucial part in oral communication that engages the correct sound in pronouncing word.

According to Hillard, pronunciation is the words' expression of language. Articulation and accent are included in pronunciation.<sup>19</sup> To put it more simply pronunciation is conveying the words that included by articulation and accent.

As asserted by Appleton that pronunciation is the deed of giving the correct sound of letters in words, and the correct accent and quantity of syllables.<sup>20</sup> It would be better to say, pronunciation is action of giving the correct sound of the letters in words and the correct accent and quantity of syllables.

Fitzgerald pointed out that pronunciation is the manner of enouncing certain words and syllables. The stresses laid on particular syllebles or in a more enlarge meaning, the sound or expression of voice conveyed by sentences can be understood by accent.<sup>21</sup> In other words,pronunciation is the way of saying certain words and syllables. The meaning of the words and

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<sup>18</sup> Susan Boyer, *understanding English Pronunciation*. Francisco Blvd. East, San Rafael. 1895. P.1

<sup>19</sup> G.S. Hillard, *the fourth reader: for the use of school: with an introductory*, Boston: 1863. P. 21

<sup>20</sup> D. Appleton & Company, *A Hand-book of the engrafted words of the English language*, New York:1857,p.101

<sup>21</sup> The exhibition speaker: containing farces, dialogues, and tableaux p. 24 the soft-hearted scholar

sentences' sound are able to be understood by stressing and accent.

Kasihani K.E. explains pronunciation is how to pronounce the language words. English pronunciation is very different from mother tongue and Indonesian language pronunciation.<sup>22</sup> To put it more simply, pronunciation is manner of pronouncing the language words. English and Indonesian language have different pronunciation based on mother tongue.

From the some definitions, the researcher concludes that pronunciation is the way of producing sound by using speech organ (mouth) and the action of giving the correct sound of the letters in words and the correct accent and quantity of syllables; it is included by articulation and accent.

#### d. Fluency

According to oxford dictionary fluency is the ability to speak or writing a particular foreign language easily and accurately and the ability to express oneself easily and articulately.<sup>23</sup> In other word, fluency is the ability to speak or express oneself easily and articulately.

Standford argue that fluency in silent reading is the ability to read with sustained attention and concentration, ease and comfort, at

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<sup>22</sup> Suyanto, Kasihani K.E, *English for young learners*, jakarta: P.T. Bumi aksara, 2008,

<sup>23</sup> [www.oxforddictionaries.com](http://www.oxforddictionaries.com)

adequate reading rates (for various grade levels) and with good understanding.<sup>24</sup> Moreover, fluency is the read ability to be backed up by concentration, more attention and good understanding.

Based on the quotation above, the researcher conclude tha fluency is the read ability to speak and express oneself easily and articulately to be baked up by concentration, more attention and good understanding.

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<sup>24</sup> Stanford E. Taylor, *fluency in silent reading*.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Types and Characteristics Research

The design of this study is a qualitative research. As Creswell suggested that the researcher will make the explanation of the data. It includes developing a description of an individual or setting, analyzing data from themes or categories, and finally making the particular ways which are understood or drawn conclusions about its meaning personally and theoretically.<sup>1</sup> It means that qualitative research explores phenomena in their natural settings and uses multi-methods to interpret, understand, explain and bring meaning to them.

Qualitative research is the natural setting, trying to make sense or to construe phenomena in remark of the meanings people bring to students. Qualitative research is expected to be able to be understood to the deeper significance that the subject of the research ascribes to the topic being researched.<sup>2</sup> It means that qualitative research is expected to be understood by means of deepen the interpretation of the phenomena in opinion to them.

The case study is comprehensively believed as the type of this research. It is the study of specific field in which intensively done. Consequently, it is often regarded as same as the report about a case and the observation of a case. It is where the researcher explores deeply a program,

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<sup>1</sup> Jhon W. Creswell, *Research design : Qualitative, Quantitative, and mixed methods approaches* (2<sup>nd</sup> ED), New Delhi, Sage Publication, 2003, p. 182

<sup>2</sup> "Qualitative data Definition" Dalam [www.webcrawler.com/](http://www.webcrawler.com/) 21 November 2013

event, activity, a process, or one or more individuals. The case study (s) is bounded by time and activity, and researcher collects detailed information using variety of data collection procedures over a sustained period of time (Stake, 1995).<sup>3</sup> It means that using several different data collection procedures make clear the particular part of the research.

This research is to analyze students' reading performance error. The researcher wants to deeply review a series on students' ability that is done in order to achieve a particular result in reading performance. Accordingly, it is surely more suitable to use qualitative. Based on the explanations above, the researcher decides using qualitative research to analyze students' ability in reading performance in the MA Roudlatul Huda Al Islami.

## **B. Data Source**

There are two types of data source. They are primary source and secondary source. Berkeley argued that primary data enable the researcher to return as close as perhaps to what in fact happened as long as an historical occurrence or time period. Bowling green maintains that secondary source is the healing process of analysis or a restatement of primary source.<sup>4</sup> It means that primary source is the first rate even though secondary source is the suggestion or the statement will be used to sanction of primary source.

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<sup>3</sup> Jhon W.Creswell, *Op.Cit.*, P. 17

<sup>4</sup> UC Barkeley Library: Library research research and Bowling Green State University: library: "*Primary V.S Secondary sources*" dalam [www1.chapmen.edu/library/primary v.s secondary sources](http://www1.chapmen.edu/library/primary_v.s.secondary_sources) 26 November 2013

The primary data of the research would be used collected in MA Roudlatul Huda Al Islami in Negeri Katon in the form of the interpretation of students' reading performance in the second semester. Moreover, the other secondary sources are the history of MA Roudlatul Huda Al Islami in Negeri Katon, several books and journals produced by some experts that are related to this study and other comprehensive sources to complete the theory of the research.

### **C. Data Collecting Technique**

The data collecting steps include setting the observation, documentation and interview. Creswell said that in many qualitative studies, inquires collect multiple forms of data and spend a considerable time in the natural setting gathering information.<sup>5</sup> The researcher would collect the data by using several techniques as follows:

#### **a. Observation**

Observing method( observation) is the data collecting trick falls directly goes to field to object that is analyzed (population or sample). In this step the researcher would observe the process of teaching learning by using format observation, and the outlines of observation in this step such as, preparing about the material in the form text reading and then ask the students to read the text that are prepared by

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<sup>5</sup> John . W. Creswell, *Op.Cit.*, P. 185

the researcher to analyze the students' ability in the reading performance.

b. Documentation

The researcher would use documentation as data collection method. The researcher would record the students' name of MA Roudlatul Huda Al Islam. Then, the researcher would take data of English teacher, history of Ma Roudlatul Huda Al Islami and data result of the students. The researcher would take some images from the students.

c. Interview

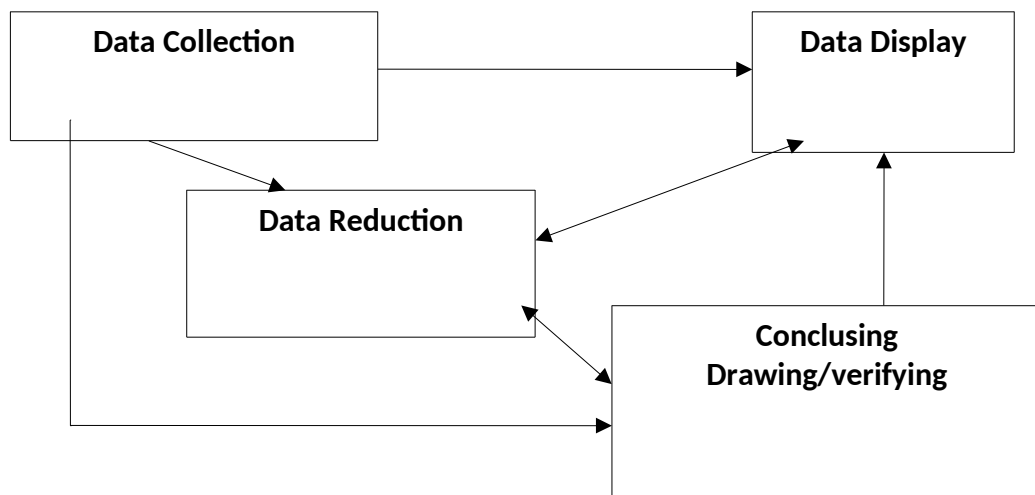
The researcher gives four of five questions to some students about reading subject and ask them the difficulties about reading performance. Afterwards, the researcher will conclude about all the answer to complete the research.

#### **D. Data Analysis Technique**

The process of data analysis involves making sense out of text as image data. As Miles and Huberman maintain that there are three steps of analysis that can be used, namely data collection, data reduction, data display, and conclusion drawing or verification<sup>6</sup>. The researcher would apply Miles and Huberman model to examine the gained data in this study.

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<sup>6</sup> Mathew B. Miles and A. Micael Huberman. *Qualitative data analysis*, London. Sage Publication, 1994, p. 10



**Figura I. Analysis Components of Miles and Huberman Model<sup>7</sup>**

According to Miles and Huberman, the researcher would apply the steps as follows:

- 1) The first is data collection. Tangible field collecting that in the form of word undertaken by observation and documentation. For this step, the researcher would be ready to use the data for analysis. The researcher would begin it by collecting data for a particular purpose of the research. The instruments are made by the researcher in the form of reading text.
- 2) The second is Data reduction, this step refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written up field notes or transcriptions. In this step, the researcher collected and selected some stories as the main object of research.

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<sup>7</sup> Prof.Dr.Sugiono, *Metode Kuantitativedan Kualitatif R & D*, (Jakarta: CV. Alfabeta, 2009).  
P. 247

- 3) The third is data display. Display here defined as the union of compiled information that gives possible any drawing conclusion and taking action. The researcher would make the longer piece of text or graphic or diagram to make it available for the students. From now, the researcher would use the graphic or diagram, the display should be suitable to describe the content of including of data.
- 4) The last step is conclusion drawing. Drawing conclusion, in this view only as of one whole configuration activity. Conclusions also verified up to research happens. The researcher would involve the result of the analyze data and conclude the data from the research. Verification integrally connects to conclusion drawings that involves revising data as many times necessary to cross-check or verify these emergent conclusions.

#### **E. Approach**

Field qualitative research is the method that the researcher would apply in this research. Because the researcher aims is to know common error in students' reading performance. Through this research, the researcher gives some information to the English teacher what kind of students' errors in reading performance.

## CHAPTER IV

### RESEARCH RESULT AND DISCUSSION

#### A. The Brief History of The School

A profil of MA Raudlatul Huda Al Islami

The Name of School : MA Raudlatul Huda Al Islamy

Adress : The street : Jl. Masjid Nurul Iman Sidomulyo

Kec. : Negeri Katon

Kab. : Pesawaran

NSM/NPSN : 13128090013/10816393

Acreditation : Not acreditation yet

The Date of Building : On Juni 05, 2011

The activity of school : Morning

Free day of school : Sunday

**Table 1**  
**The students state MA Raudlatul Huda Al Islami Negeri Katon**  
**Academic year of 2013/2014**

Clas s	Program	Total of student			Explanatio n
		Male	Female	Total	
X	Bersama	14	25	39	
XI	Agama	13	12	25	
XII	IPS	8	19	27	
XII	Agama	20	9	29	

<b>Total</b>	-	<b>55</b>	<b>65</b>	<b>120</b>	
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**Table 2**  
**List of Names Teacher and staff MA Raudlatul Huda Al Islami Negeri**  
**Katon Academic Year of 2013/2014**

<b>No</b>	<b>Name</b>	<b>Occupation</b>	<b>Subject</b>
1	Ahamad Safingi, S.Pd.I	Headmaster	Akidah Akhlak
2	Basirun	Waka of student + Teacher	Hadits
3	Hayatun Amanah, S.Ag	Teacher	Al Qur'an Hadits
4	Drs. Sarino	Teacher	Fiqh & Ushul Fiqh
5	Sukirno, S.Pd.SD	Teacher	Sejarah
6	M. Jawahir, A.Ma	Teacher	Tafsir & Ilmu Kalam
7	Agus Widodo, SE	Teacher	Ekonomi
8	Mudrikatul Khairiyah, S.T.P	Teacher	Biologi
9	Wastiah, S.Sos	Teacher	Sosiologi & Geografi
10	Sulistianingsih, S.Pd	Teacher	Matematika
11	Bambang H, Amd.Kom	Teacher	TIK
12	Sohibul Karomah	Teacher	BQK
13	Ahmad Rifa'I, S.Pd	Teacher	Penjas
14	Josantori, S.Pd.I	Teacher	PKn
15	Jon Maryono, S.Pd	Teacher	B. Indonesia
16	Assegaf	Teacher	Fisika
17	Waluyo Ari Wibowo	Teacher	PKn
18	Novita Pristiwanti.A, S.Pd	Teacher	B. Inggris
19	Minarsih, S.Pd	Teacher	B. Indonesia

20	Tiswadi, S.Sos.I	Teacher	SKI
21	Mashuri, S.Pd.I	Teacher	B. Arab
22	Lilin Indarwangi	Official Staff	-
23	Rian Kostyawan, S.Pd	Official Staff	-

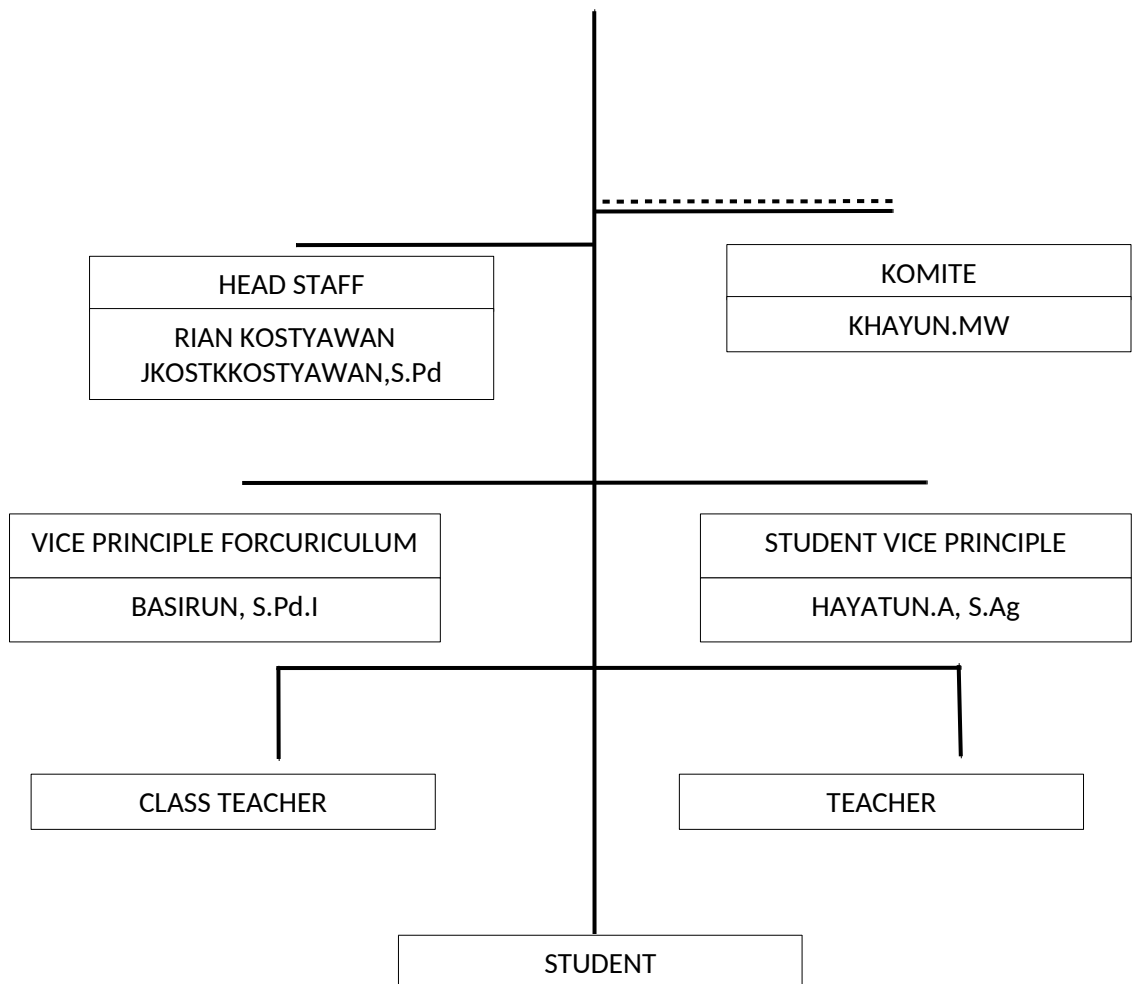
Solidarity of MA Raudlatul Huda Al Islami is built around by its vision and mission. The vision of MA Raudlatul Huda Al Islami is Realizing the next generation who have good moral, excellent and creative skill academically or non academically to continue the higher education. Moreover, the specific missions of MA Raudlatul Huda Al Islami are generated as follows:

The missions of MA Raudlatul Huda Al Islami:

- 1) Growing up the school cultivates pious citizens with a foundation of faith.
- 2) Carrying out the right orders and do not do anything wrong patiently.
- 3) Cultivating the habit quickly, precisely, the benefits in time, energy, thought and expense.
- 4) Growing up the diligent student and educating the competence student in achieving the achievement.
- 5) Growing up the work care with foundation of faith.

**Struktur Organisation of MA Raudlatul Huda Al Islami Negeri Katon**  
**Academic Year of 2013/2014**

HEADMASTER
AHMAD SAFINGI, S.Pd.I



## B. Description of Analysis Data

The data were analyzed based on the framework proposed by Miles and Huberman model. However, in analyzing the data, the writer consult to the measurement of reading performance. It is shown as the bellow table:

According to Miles and Huberman, qualitative data is more likely to be described by words than number. Meaning to say, qualitative research differs from quantitative research on the way to describe the data. Quantitative research requires the researcher to definitely use statistic formulas to analyze data which has been collected. Therefore quantitative research is always fulfilled by number. Qualitative research, on the contrary, frequently uses words to describe the result of analysis. Consequently, this research contains many words than numbers. The words explain and describe new perspectives.

However, the measurement of Reading Performance is also displayed as follows:

#### Measurement of Reading Performance

No	Aspect	Component	Range
1	Pronunciation	The students read by using words and and intonation well.	High
		The students read by using word and intonation well but there are some mistakes	Fair
		The students read by using word and intonation erros	Low
2	Fluency	The students read fluency	High

		The students read with some obstacle	Fair
		The students read do not fluently	Low

To analyze the data, therefore, the researcher applied Miles and Huberman model.

This model consists of some step to qualitatively analyze the data finding. The steps are:

#### 1. Data Collection

This is the first step before the data are lively analyzed. In line with that, the researcher collected many data are greatly needed for this research. The researcher got the recording from the students in MA Raudlatul Huda Al Islami about 5 students.

Here are the data collection of students' reading performance which are collected by the researcher.

#### Student 1

Pronunciation: student 1 read by using words and intonation errors. The errors can be shown in the table.

Word	Error
Were	<i>Wer</i>
Killed	<i>Kilt</i>
Collision	<i>Koliksen</i>
Bus	<i>Bus</i>
Car	<i>Kar</i>

Truck	<i>Truk</i>
10.35	<i>Fiveten fifti pe em</i>
Night	<i>Nik</i>
Dead	<i>Did</i>
Believe	<i>Belif</i>
Trying	<i>Tirti</i>
Struck	<i>Struk</i>
Opposite	<i>Opisait</i>
Driver	<i>Driver</i>
Using	<i>Using</i>
Lights	<i>Liks</i>
Approaching	<i>Eppiroching</i>
Should	<i>Solud</i>
Allowed	<i>Allowed</i>
Addition	<i>Adition</i>
Reported	<i>Reported</i>
Carrying	<i>Kering</i>
Known	<i>Now</i>

Fluency: the student 1 reads with some obstacle. These are some word not fluently pronounced; *passengers, by a truck, the police, five people, and are not fluency.*

## Student 2

Pronunciation: Student 2 read by using words and intonation well but there are some mistake. The mistake can be seen by the table.

Word	Error
Were	<i>Wer</i>
Killed	<i>Kil</i>
Truck	<i>Trek</i>
Dead	<i>Did</i>
Car	<i>Ker</i>
Struck	<i>Straik</i>
Coming	<i>Koming</i>
Opposite	<i>Oposait</i>
Using	<i>Using</i>
Lights	<i>Laik</i>
Driver	<i>Driver</i>
Should	<i>Soul</i>
Allowed	<i>Elowed</i>
Addition	<i>Adisyen</i>
Reported	<i>Riport</i>
Japanese	<i>Jepens</i>
Known	<i>Know</i>

Fluency: the student 2 read with some obstacle. The obstacle are in the first and fourth sentence. The student 2 read the word *10.35*, *the driver*, *approaching* unfluently.

### Student 3

Pronunciation: the student 3 read by using words and intonation well but there are some mistakes. The mistake can be shown by the table.

Word	Error
Seven	<i>Syeven</i>
People	<i>Pepel</i>
Collision	<i>Koleksyen</i>
Bus	<i>Bus</i>
Car	<i>Cer</i>
Truck	<i>Truk</i>
Night	<i>nik</i>
Believe	<i>beliv</i>
Coming	<i>koming</i>
Opposite	<i>oposit</i>
Driver	<i>driver</i>
Using	<i>using</i>
Lights	<i>liks</i>
Approaching	<i>aprosying</i>
Should	<i>sol</i>
Trying	<i>triyng</i>
Allowed	<i>allov</i>
Police	<i>polish</i>
Reported	<i>reported</i>
Known	<i>know</i>

Fluency: the student 3 read fluently with one obstacle in the first sentence; she does not read *10.3* fluently.

### Student 4

Pronunciation: student 4 read by using word and intonation error. The error can be seen by the table.

Word	Error
People	<i>Peple</i>
Were	<i>Wer</i>
Killed	<i>Killes</i>
Between	<i>Betswen</i>
Bus	<i>Bus</i>
Truck	<i>Truk</i>
10.35	<i>Aks ten terti for minuts</i>
Night	<i>Ninghats</i>
Dead	<i>Deds</i>
All	<i>Ar</i>
Passengers	<i>Basrangers</i>
Police	<i>Polits</i>
Believe	<i>Beliv</i>
Overtake	<i>Ovratak</i>
Struck	<i>Strak</i>
Coming	<i>Koming</i>
Opposite	<i>Opsit</i>
Direction	<i>Direnstion</i>
Driver	<i>Driv</i>
May	<i>Meni</i>
Using	<i>Using</i>
Lights	<i>Linghets</i>
As	<i>Us</i>
See	<i>se</i>
Approaching	<i>Approaching</i>
Said	<i>Seid</i>
Should	
Overtaking	<i>Solud</i>
Allowed	<i>Overtraking</i>
Addition	<i>Alwed</i>
Reported	<i>Adetion</i>
Japanese	<i>Reported</i>
Carrying	<i>Japanes</i>
Five	<i>Kariying</i>
Names	<i>Fif</i>

Fluency: student 4  
 does not read  
 fluently with some

obstacle. The obstacles are in the first, second, third, fourth, fifth, and sixth sentence. Student 4 read the words in wrong way *wbetween, 10.35, last night, passengers, believe, overtake, truck, have been, approaching, the police, overtaking, allowed, reported, Japanese*

### Student 5

Pronunciation: student 5 read by using words and intonation well but there are some mistakes. The mistake can be shown by the table.

Word	Error
Accident	<i>Ekciden</i>
Were	<i>Wer</i>
Killed	<i>Kiled</i>
10.35	<i>Sepuluh tiga lima</i>
All	<i>Al</i>
May	<i>May</i>
Trying	<i>Triying</i>
As	<i>As</i>
Truck	<i>Trek</i>
He	<i>Hey</i>
Approaching	<i>Approacing</i>
Should	<i>Sol</i>
Allowed	<i>Ellowid</i>
Addition	<i>Editsyen</i>
Reported	<i>Reported</i>
Small	<i>Smel</i>
More	<i>More</i>
Than	<i>That</i>
Known	<i>knon</i>

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Fluency: student 5 read with some obstacle. The obstacles are in the first and fourth sentence. Student 5 does not read the words *10.35, as the truck* fluently.

### **Interview**

The questions that given to the students during interview:

#### 1) Do you like English lessons?

Answer: student 1: yes, I do. Because English subject are easy and fun.

Student 2: yes I do

Student 3: yes, I do. Because when I live in *Pesantren*, I often learn English and remain more than 50 vocabularies.

Student 4: yes I do

Student 5: yes, I do

#### 2) Do you like to read English text?

Answer: student 1: yes, I do. Because I really like English

Student 2: yes, I do.

Student 3: yes, I do.

Student 4: no, I don't.

Student 5: yes, I do.

#### 3) What difficulties did you encounter in reading English texts?

Answer: student 1: yes, I have. Because language of English its very difficult to comprehend.

Student 2: language of English its very difficult to comprehend.

Student 3: I did not know the meaning of word

Student 4: I did not know the meaning of word

Student 5: I did not know the meaning of word

4) What did you do to overcome your difficulties?

Answer: student 1: open dictionary first, then I ask to the teacher.

Student 2: sometimes open the dictionary

Student 3: open dictionary and then remain the difficult word itself.

Student 4: ask to friend

Student 5: open the dictionary

5) Do you think if the book is used it is difficult to learn?

Answer: student 1: no, I don't

Student 2: no, I don't

Student 3: no, I don't

Student 4: no, I don't

Student 5: no, I don't

6) Whether the atmosphere of a support class in learning the English language?

Answer: student 1: sometimes support but sometimes its does not support

Student 2: supports

Student 3: really supports

Student 4: really supports

Student 5: supports

## 2. Data Reduction

Data reduction means the researcher select the most important parts of the main point of all data she had gotten by summarizing and closing specific things. Data reduction is conducted to make this research scientifically vivid and easy to be understood. The researcher also created some notes and codes to make easier control the data. So that researcher can produce the clearer description. The researcher here specified the reading performance which is read in English. Also the researcher focused in finding the mistakes from reading performance by the text.

- 1. Pronunciation:** the bellow table shows the error prononciation created by 5 students.

Word	Error	Word	Error
Trying	<i>Tirti</i>	Were	<i>Wer</i>
Struck	<i>Struk</i>	Killed	<i>Kil</i>
Opposite	<i>Opisait</i>	Truck	<i>Trek</i>
Driver	<i>Driver</i>	Dead	<i>Did</i>
Using	<i>Using</i>	Car	<i>Ker</i>

Lights	<i>Liks</i>	Coming	<i>Koming</i>
Approaching	<i>Eppiroching</i>	Addition	<i>Adisyen</i>
Should	<i>Solud</i>	Japanese	<i>Jepens</i>
Allowed	<i>Allowed</i>	Seven	<i>Syeven</i>
Addition	<i>Adition</i>	People	<i>Pepel</i>
Reported	<i>Reported</i>	Collision	<i>Koleksyen</i>
Carrying	<i>Kering</i>	Bus	<i>Bus</i>
Known	<i>Now</i>	Car	<i>Cer</i>
10.35	<i>Ten</i>	Night	<i>nik</i>
	<i>terti</i>	Believe	<i>beliv</i>
	<i>minuts</i>	Should	<i>sol</i>
Dead	<i>Deds</i>	Police	<i>polish</i>
All	<i>Ar</i>	Accident	<i>Ekциден</i>
Passengers	<i>Basrangers</i>	10.35	<i>Sepuluh tiga</i>
Overtake	<i>Ovratak</i>		<i>lima</i>
Direction	<i>Direnstion</i>	As	<i>As</i>
May	<i>Meni</i>	He	<i>Hey</i>
As	<i>Us</i>	Small	<i>sol</i>
See	<i>se</i>	More	<i>More</i>
Said	<i>Seid</i>	Than	<i>That</i>
Should	<i>Solud</i>	Japanese	<i>Japanes</i>
Overtaking	<i>Overtraking</i>	Five	<i>Fif</i>
Reported	<i>Reported</i>		
Names	<i>Nemes</i>		

## 2. Fluency:

- a. Student 1 : the student 1 read with some obstacle. The obstacle in the second, third, fifth, sixth, and the last sentence. The student 1 read the word *passengers*, *by a truck*, *the police*, *five people*, and *are not* fluent.

- b. Student 2: the student 2 read with some obstacle. The obstacle are in the first and fourth sentence. The student 2 read the word *10.35, the driver, approaching* not fluent.
- c. Student 3:: the student 3 read fluency with one obstacle in the first sentence, she read *10.35* does not fluently.
- d. Student 4 : the student read does not fluency with some obstacle. The obstacle are in the first, second, third, fourth, fifth, and sixth sentence. Student 4 read the words *between, 10.35, last night, passengers, believe, overtake, truck, have been, approaching, the police, overtaking, allowed, reported, japanese* unfluency.
- e. Student 5: student 5 read with some obstacle. The obstacle are in the first and fourth sentence. Student 5 read the words *10.35, as the truck* unfluency.

### Interview

The questions that given to the students during interview:

#### 1) Do you like English lessons?

Answer: student 1: yes, I do. Because English subject are easy and fun.

Student 2: yes I do

Student 3: yes, I do. Because when I live in *pesantren*, I often learn English and remand more than 50 vocabulary.

Student 4: yes I do

Student 5: yes, I do

2) Do you like to read English text?

Answer: student 1: yes, I do. Because I am very like English lesson.

Student 2: yes, I do.

Student 3: yes, I do.

Student 4: no, I don't.

Student 5: yes, I do.

3) What difficulties did you encounter in reading English texts?

Answer: student 1: yes, I have. Because language of English is very difficult to comprehend.

Student 2: language of English is very difficult to comprehend.

Student 3: I did not know the meaning of word

Student 4: I did not know the meaning of word

Student 5: I did not know the meaning of word

4) What did you do to overcome your difficulties?

Answer: student 1: open dictionary first, then I ask to the teacher.

Student 2: sometimes open the dictionary

Student 3: open dictionary and then remain the difficult word itself.

Student 4: ask to friend

Student 5: open the dictionary

5) Do you think if the book is used it is difficult to learn?

Answer: student 1: no, I don't

Student 2: no, I don't

Student 3: no, I don't

Student 4: no, I don't

Student 5: no, I don't

6) Whether the atmosphere of a support class in learning the English language?

Answer: student 1: sometimes support but sometimes its does not support

Student 2: supports

Student 3: really supports

Student 4: really supports

Student 5: supports

### 3. Data Display

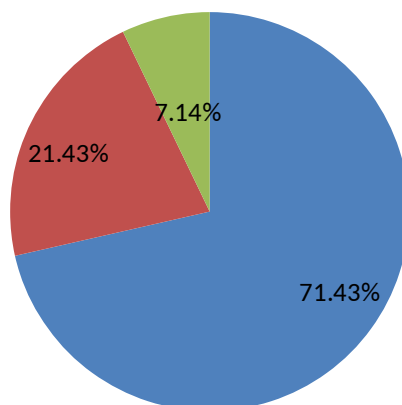
Data display is classifying the data recording according to certain types and groups. Using graphics or charts to display the data can be very good to make the data easy to be read. In addition, it should be able to describe whole or certain parts of the research.

Out of the 5 students taken from 1 class, the researcher found that the researcher found that common error in reading performance are

pronunciation and fluency, the following chart is to describe the analysis data result:

## Students' Reading Performance

■ pronunciation ■ fluency ■ accuracy ■ performance



It can be inferred that there are 93% pronunciation error and 29% fluency error.

### Data Analysis

**1. Pronunciation:** The annalysis of error pronunciation is reflected in bellow table:

Word	Error	Correction	Word	Error	Correction
Trying	<i>Tirti</i>	/traɪ/ kɪ/	Were	<i>Wer</i>	/wɪr/
Struck	<i>Struk</i>	/'strʌkt	Killed	<i>Kil</i>	/kɪl/ d/
Opposite	<i>Opisait</i>	/'ɒpəzɪt/	Truck	<i>Trek</i>	/trʌk/
Driver	<i>Driver</i>	/'draɪvə(r)/	Dead	<i>Did</i>	/ded/
Using	<i>Using</i>	/ju: kɪ/	Car	<i>Ker</i>	/kɑ:(r)/
Lights	<i>Liks</i>	/laɪt/	Coming	<i>Koming</i>	/kʌm/ kɪ/
Approachin	<i>Eppirochin</i>	/ə'prəʊtʃ/ kɪ/	Addition	<i>Adisyen</i>	/ə'dɪʃn/

g	g		Japanese	<i>Jepens</i>	/ˌdʒæpəˈniːz/
		/ʃəd/	Seven	<i>Syeven</i>	/ˈsevn/
Should	<i>Solud</i>	/əˈlaʊ/ t/	People	<i>Pepel</i>	/ˈpiːpl/
Allowed	<i>Allowed</i>	/rɪˈpɔːrt/ ə	Collision	<i>Koleksyen</i>	/kəˈlɪʒn/
		d/	Bus	<i>Bus</i>	/bʌs/
Reported	<i>Reported</i>	/ˈkæri/	Night	<i>nik</i>	/naɪt/
		kɪŋ/	Believe	<i>beliv</i>	/brɪˈliːv/
Carrying	<i>Kering</i>	/noun/	Police	<i>polish</i>	/pəˈliːs/
		/ten/	Accident	<i>Ekciden</i>	/ˈæksɪdənt/
Known	<i>Now</i>	ˈθɜːrti/	He	<i>Hey</i>	/hi/
10.35	<i>Ten</i>	/fɑːv/	Small	<i>sol</i>	/smɔːl/
	<i>terti</i>		More	<i>More</i>	/mɔːr/
	<i>minuts</i>		Than	<i>That</i>	/ðæn/
All	<i>Ar</i>	/ɔːl/	Five	<i>Fif</i>	/fɑːv/
Passengers	<i>Basrangers</i>	/ˈpæsɪndʒəz/			
		s/			
Overtake	<i>Ovratak</i>	/ˌoʊvərˈteɪk/			
Direction	<i>Direnstion</i>	/dɪˈrekʃn/			
May	<i>Meni</i>	/meɪ/			
As	<i>Us</i>	/əz/			
See	<i>se</i>	/siː/			
Said	<i>Seid</i>				
		/ˌoʊvərˈteɪk/			
Overtaking	<i>Overtrakin</i>	kɪŋ/			
	g	/rɪˈpɔːrt/ ə			
Reported	<i>Reported</i>	d/			
		/neɪm/ s/			
Names	<i>Nemes</i>				

## 2. Fluency:

- a. Student 1 : the student 1 read with some obstacle. The obstacle in the second, third, fifth, sixth, and the last sentence. The student 1 read the word *passengers, by a truck, the police, five people, and are not* fluent.
- b. Student 2: the student 2 read with some obstacle. The obstacle are in the first and fourth sentence. The student 2 read the word *10.35, the driver, approaching* not fluent.
- c. Student 3:: the student 3 read fluency with one obstacle in the first sentence, she read *10.35* does not fluently.
- d. Student 4 : the student read does not fluency with some obstacle. The obstacle are in the first, second, third, fourth, fifth, and sixth sentence. Student 4 read the words *between, 10.35, last night, passengers, believe, overtake, truck, have been, approaching, the police, overtaking, allowed, reported, japanese* unfluency.
- e. Student 5: student 5 read with some obstacle. The obstacle are in the first and fourth sentence. Student 5 read the words *10.35, as the truck* unfluency.

## Interview

The questions that given to the students during interview:

### 7) Do you like English lessons?

Answer: student 1: yes, I do. Because English subject are easy and fun.

Student 2: yes I do

Student 3: yes, I do. Baccuse when I live in pesantren, I often learn English and remaind more than 50 vocabulary.

Student 4: yes I do

Student 5: yes, I do

### 8) Do you like to read English text?

Answer: student 1: yes, I do. Because Iam very like English lesson.

Student 2: yes, I do.

Student 3: yes, I do.

Student 4: no, I don't.

Student 5: yes, I do.

### 9) What difficulties did you encounter in reading English texts?

Answer: student 1: yes, I have. Because language of English its very difficult to comprehend.

Student 2: language of English its very difficult to comprehend.

Student 3: I did not know the meaning of word

Student 4: I did not know the meaning of word

Student 5: I did not know the meaning of word

10) What did you do to overcome your difficulties?

Answer: student 1: open dictionary first, then I ask to the teacher.

Student 2: sometimes open the dictionary

Student 3: open dictionary and then remaind the diffcilt word it self.

Student 4: ask to friend

Student 5: open the dictionary

11) Do you think if the book is used it is difficult to learn?

Answer: student 1: no, I don't

Student 2: no, I don't

Student 3: no, I don't

Student 4: no, I don't

Student 5: no, I don't

12) Whether the atmosphere of a support class in learning the English language?

Answer: student 1: sometimes support but sometimes its does not support

Student 2: supports

Student 3: really supports

Student 4: really supports

Student 5: supports

#### 4. Drawing/Verifying

The result of this analysis describes that the fact there are some errors in reading performance. The researcher furthermore found two common errors, namely: pronunciation and Fluency. Accordingly, the errors repeatedly happen most are pronunciation.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the result of the data analysis in gathering this research on the usage of reading performance at the tenth grade of MA Raudlatul Huda Al Islami Negeri Katon in academic year 2013/2014 that the usage of reading performance is good enough. Nevertheless, the students did more errors in pronunciation in some words (such as *were, killed, bus, truck. Car, 10.30, night, dead* and many other) than the other abilities namely fluency (in some words such as *passengers, by truck, the police, five people, and are not*).

#### B. Suggestion

##### 1. For English Teacher

- a) The teacher should pronounce well before the students in order to creat the better reading performance for the the students.
- b) The teacher should explain the mastery clearly to make the students understood about the mastery. That the teacher should give support and some tasks for the students to make the students be active.

**2. For the Students**

The students should be able to build reading ability to master their target language and to communicate each other in their target language.

**3. For the Researcher**

The researcher has to enhance her knowledge about reading performance deeply in the way to support her research.