

CHAPTER I

INTRODUCTION

A. The Background of the Problem

We know that language has four elements. Both Indonesia and English Language have four elements, they are listening, speaking, reading, and writing. As one of the four-language skills, reading is the most necessary for independent learning, through reading, student can gain access to further knowledge, both about the language and other subject.

This modern world cannot be separated from book world. As Levefre (1964:15) said that "Reading, we are told, can be a golden key to open golden door". Reading is the key of science, through reading a person be more critical, and organize more the contribution effectively from many sources, and reading permits adjustment to individual needs and understandings. Moreover, in reading the students learn to associate a written (visual) symbol with the vocal symbol.

Reading a foreign language is different from reading a native language, because those two languages have many differences in pronunciation, although they have the same alphabet. Reading foreign language, the students must understand about system, pronunciation, and many others. Learning to read is not always an easy task. It is not like to walk. As we have known that reading is the oldest lesson in formal school and for most of education institution of Indonesia, reading is the first goal of English teaching learning.

In relation to second language learning, the differences between first and second language cause difficulties and then mistakes inevitably arise. The mistakes, which are made by the student are usual thing in leaning foreign language process, even the linguists think that the foreign language Mistake is natural and part of the learning process itself.

In learning language, it is possible to make mistake at first and none of the student never make mistake in their learning reading. As a motto says "The student who never said anything never made a mistake to see the reality: The student who never made a mistake never learned anything". (Lewis Michael, 1993:15).

In Reading process we have two methods, silent reading, and oral reading (reading aloud). Reading is an active process, not a passive process. Oral reading (reading aloud) suggest the student to be active, because in this technique the student have to recognize the symbol, the sign, and have to know how to spell it (to pronounce it written symbol) with the vowel symbol. Through this technique, the teacher know the students' ability in their reading learning. Unfortunately, in using oral reading, the students frequently make a mistake. As Tarigan quoted from Broughton (1978:91) that:

Oral reading (membaca nyaring) merupakan keterampilan yang rumit, kompleks, banyak seluk beluknya. Pertama-tama menuntut pengertian terhadap aksara di atas halaman kertas dan sebagainya, dan kemudian terhadap suara yang tepat dan bermakna. Jangan lupakan bahwa oral reading pada hakikatnya merupakan suatu masalah lisan atau oral matter. Oleh karena itu, maka khusus dalam pengajaran bahasa asing, aktivitas oral reading lebih dekat atau ditujukan pada ucapan (pronunciation) dari pada pemahaman (comprehension). Mengingat hal itu, maka

bahan bacaan haruslah dipilih yang mengandung isi bahasa yang relatif mudah dipahami.

(Oral reading is a difficult and complex skill, with its complication. First of all, it demands for understanding of letter on print and others, and then for understanding of appropriate and meaningful sound. Remember, that oral reading is actually an oral matter. Consequently, especially in teaching foreign language, oral reading activity is closer or directed to pronunciation rather than comprehension. So that, the reading material should be chosen which) has relatively understandable language content)

The kind and the number of students' mistake have to be observed and classified. As Kusuma quotes from Brown (1999:1) "bahwa sumber kesalahan itu tidak mungkin diperinci, secara garis besar sumber-sumber itu memang dapat diidentifikasi (That source mistake could be broken down into the smallest one, generally it could be identified). And the kind of mistake that has been found are vary from one study to the others.

For the student of second grade of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu, oral reading is the problem during the English language lesson. Unfortunately, both the teacher and the students did not realize the mistakes they made while they were reading aloud. Based on the problem above, the writer tries to improve the students' mistakes on oral reading that made by the student of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu in second year.

B. The Formulation of the Problem

It is essential to limit this problem, and the problem is students' mistakes that are made by the second year students of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu in their reading through oral reading.

To focus the object of this writing, the writer formulates the discussion of students' mistakes at the second year students of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu in oral reading.

To formulate the problem of the research, the writer has divided into three main parts as follows:

1. Identification of the Research

a. The field of the research

The field of the research in this thesis is reading comprehension (Students' Mistakes on Oral Reading).

b. The approach of the research

The approach of this research is a descriptive approach. In this way the writer collects, organizes, analyzes, compares, and summarizes the data. These are to make systematic, valid, and reasonable indicators of the events and situation.

c. Kinds of the problem

The kinds of the problem in this research are to get the students' mistakes on oral reading, the factors coming up from the students' which make they

difficult on oral reading, and to get the English teacher's efforts to overcome the problem.

2. Limitation of the Problem

To avoid the problem from misunderstanding and misinterpreting, the writer has to limit the problem as follows:

- a. The students' mistakes in learning English, especially some mistakes on oral reading.
- b. The factors that caused the students' mistakes on oral reading.
- c. The efforts carried out by the English teacher to overcome students' mistakes on oral reading.

3. Question of the Research

The questions of the research, which must be described by the writer, are based on the limitation of the problem above. They are as follows:

- a. What difficulties do the second year students of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu find on oral reading?
- b. What factors that caused the students' mistakes on oral reading?
- c. What efforts has the English teacher done to overcome the students' mistakes on oral reading?

C. The Aims of the Research

1. To find out the data of some mistakes found by the students of the second year of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu of oral reading.
2. To find out the data of the factors that caused the students' mistakes on oral reading.
3. To find out the data of the efforts which have been done by the English teacher of the second year of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu to overcome some mistakes of oral reading.

D. The Frame of Thinking

Reading is an active process. It does not happen to the students and it is not done by them. A reading goal is one level of purpose for the guidance of educational, activity, statements of goals imply both values and commitment of instruction for their attainment. Teachers are stating reading goals when they say that reading should be taught in the interest of improving one-self, obtaining the job, or enjoying a good story.

Currently there are two emphases in the teaching of reading. One of these focuses on the development of the intellectual skills involved in reading, word recognition skills and comprehension skills, such as the ability to identify a statement considering the purpose for which those skills ultimately will be used. The other emphasis focuses on the specific situation in which the pupil is to apply

reading skills : reading signs, labels, want ads, yellow pages, dictionaries, and newspapers. The latter emphasis reflects a concern about students who are functionally illiterate, those who lack the reading competencies necessary to function successfully in contemporary society.

To read, however, they must learn how these some intonation patterns are signaled by printed symbols. In addition, the language of spontaneous speech has a less redundancy, thus making it easier to comprehend. Cohen cited by P. Istiarto Djiwandono (2001:76), said that the first time the reader reads any reading text he or she will decide whether to skim or scan, to read responsively or just fun, and so on. While Schmit cited by P. Istiarto Djiwandono (2001:76), in his book, said divides the activities of reading into three; before reading, during reading, and after reading.

As an Oral language activity, oral reading, of course, is even more importance in the case of second language learners, since they promote their ability and proficiency in reading skill. The purpose of English language teaching is to make the students able to read and understand the text correctly. Oral reading is a central means for introducing student to text of all sorts. Reading is used as a means of communication between the readers and the writer, as Tarigan (1979:22) defined:

Membaca nyaring (reading aloud) adalah suatu aktivitas atau kegiatan yang merupakan alat bagi guru, murid ataupun pembaca bersama-sama dengan orang lain atau pendengar untuk menangkap serta memahami informasi, pikiran dan perasaan seorang pengarang.

Oral reading is an activity which is as tool for the teacher, the student and the reader with other person or listener together to comprehend and understand the information, idea and the feeling of the writer.

From the definition above, we can conclude that oral reading is a tool for the students to examine their oral reading ability, such as pronunciation, word recognition, fluency of individual student and others.

E. The Steps of the Research

The steps of the research carried out by the writer are as follows:

1. Data Resources

a. Theoretical Data Resource

The writer read English reading books, English scientific books on teaching English as a foreign language, and other books that relevant to the topic of this research.

b. Empirical Data Resource

To get the empirical data, the writer has interviewed the headmaster, the English teachers, and the students of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu in order to get the valid data.

2. Populations and Sample

a. Population

Hadari Nawawi (1995:141), states that populasi adalah keseluruhan obyek penelitian yang dapat terdiri dari manusia, benda-benda, hewan, gejala-gejala, nilai tes atau peristiwa-peristiwa sebagai sumber data yang memiliki karakteristik tertentu dalam suatu penelitian. Population is all research objects consists of men, things, animals, phenomena, test score, or events as the source of data, which has a certain characteristics in research.

In this research that becomes the population is the second year students of SMP NU Yahimu Tenajar Kidul Kertasemaya Indramayu is about 230 students.

b. Sample

According to S. Margono (1997:121), sample is a part of population as a sample taken by using contains ways. Here, the writer will take sample based on Suharsimi Arikunto's opinion (1997:107) as follows :

Penelitian boleh dilakukan apabila populasi benar-benar homogen. Untuk sekedar ancang-ancang, maka apabila subyeknya kurang dari 100, lebih baik diambil semua, sehingga penelitiannya merupakan penelitian populasi totalitas. Selanjutnya jika subyeknya lebih besar, dapat diambil antara 10 – 15 % dan 20 – 25 % atau lebih tergantung kemampuan peneliti.

The research may be carried out if the population is really homogeneous. If the subjects of the population are less than 100 it would be better for the researcher to take all the number of them if necessary, so that the research becomes a total population research. And if the subjects of population are more than 100, the researcher may take 10 – 15 % and 20 – 25 % or more from the population, it depends on the researcher's ability.

Based on the opinion above, the writer takes 30 students who carried out the test as the sample of the research.

3. Techniques of Data Collection

The techniques of collecting the data, which have been done by the writer, are as follows:

- a. Observation, that is the writer has carried out an observation to find out the data of the objective condition of the school, the teachers, the students, and the facilities, which belong to the school.
- b. Interview that is the writer interviewed the staff administration of the school, the English teachers and the students to obtain the data of the objective process of teaching and learning, especially the process of English teaching and learning.
- c. Questionnaire, that is the writer has given out sheets of paper in which the questionnaire is offered to students who have been taken as the sample of the research. The questions in the questionnaire are written in Indonesian to make the students understand each question easily and answer it clearly.

d. Test

According to Finochiaro and Mary Bonomo (1984:278), says that test (oral, written, short answer, essay, etc) and other measurement such as observations and or questionnaire is a means to ascertain results being achieved and progress being made towards objectives of language learning.

To obtain the data about some mistakes in learning reading through oral reading, the writer uses the reading test.

4. Data Analysis

To analyze the data, which have been collected, the writer uses the following procedures:

a. Qualitative Data Analysis

These data are analyzed based on the objective condition of the school, the teachers, the students, the facilities and the equipment of the school. They are analyzed based on the real present existence data.

b. Quantitative Data Analysis

These data are analyzed based on the results of the questionnaire and the results of the test on some mistakes of oral reading. They are analyzed by means of percentage calculation with the following formula:

$$\frac{F}{N} \times 100 \% = P, \text{ in which :}$$

F = Frequency (the number of respondents' answers),

N = The number of respondents,

100 % = Round number,

P = The percentage of the expected answers.

To interpret the percentage of the expected answers above, the writer uses the following formulation.

100 % = all respondents

90 % - 99 % = almost all respondents,

60 % - 89 % = most of respondents,

51 % - 59 % = more than half of respondents,

50 % = half of respondents,

40 % - 49 % = almost half of respondents,

10 % - 39 % = a small part of respondents,

1 % - 9 % = very few of respondents,

0 % = none of respondents.

(Ahmad Supardi and Wahyudin Syah, 1984:52).

And to estimate the above percentage, the writer uses the standard measurements as follows:

81 - 100 % = very high (excellent),

61 - 80 % = high (good),

41 - 60 % = low (sufficient),

21 - 40 % = lower (bad),

0 - 20 % = the lowest (very bad).

Nasrun Harahap (1982:27)