

**THE ANALYSIS OF STUDENTS' DIFFICULTIES IN PRONOUNCING THE ENGLISH  
VOCABULARY AT MA DARUL HUDA PONOROGO**

**THESIS**



**By**

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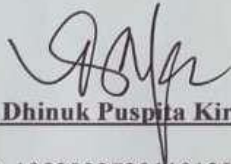
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## ABSTRACT

**Azizah, Lailatul**, 2022, *The Analysis of Students' Difficulties in Pronouncing The English Vocabulary At MA Darul Huda Ponorogo*, Thesis of English Education Department Faculty of Tarbiyah and Teacher Training State Institute Islamic Studies of Ponorogo, Advisor Dr. Dhinuk Puspita Kirana, M.Pd.

**Key Words:** *Analysis, Students, Difficulty, Pronouncing, English vocabulary.*

In this milenial era many people use English as the communicational language that is related with other people in Indonesia country and many countres in the world. Besides that, they feel difficulty in using English for example when students has difficult in pronouncing, especially students has study about English from elementary until to be college students school. This difficulties in pronouncing that make them to feel so difficult to communicate. Students are also learn English in everyday at school but students can not understand what students has learned. Moreover, their difficulty in pronouncing are too based by many factors such as circle, less knowledge about how to pronounce correctly and appropriately, and less learn about English.

This research was aimed to (1) To find out the English vocabulary are difficult to be pronounced by students at MA Darul Huda Ponorogo, (2) To determine the factors that influence students' difficulties pronouncing English vocabulary at MA Darul Huda Ponorogo, (3) To investigate the solution to the students' difficulties in pronouncing English vocabulary at MA Darul Huda Ponorogo.

In this research, to answer from the questions above, researcher has conducted by designing was qualitative descriptive method about case study at MA Darul Huda Ponorogo. The subject in this research use students of the tenth grade of F religion department class. Technic was be used in collecting data are interview, observation, and documentation and use Analysis data of method from Miles and Huberman, which includes collecting data, reduction data, presentation data and next conclusion so that get the best result.

The result showed that Students' difficulties in pronouncing the English vocabulary, namely: (1) English vocabulary are difficult to be pronounced by students at MA Darul Huda Ponorogo there are Chapter II : Convenient, Flying color, To board, Deck, To queue, Passanger. Chapter III: Grueling, To Anchor, Unguided, To Bisect, Aviator. Chapter IV: To Appoint,

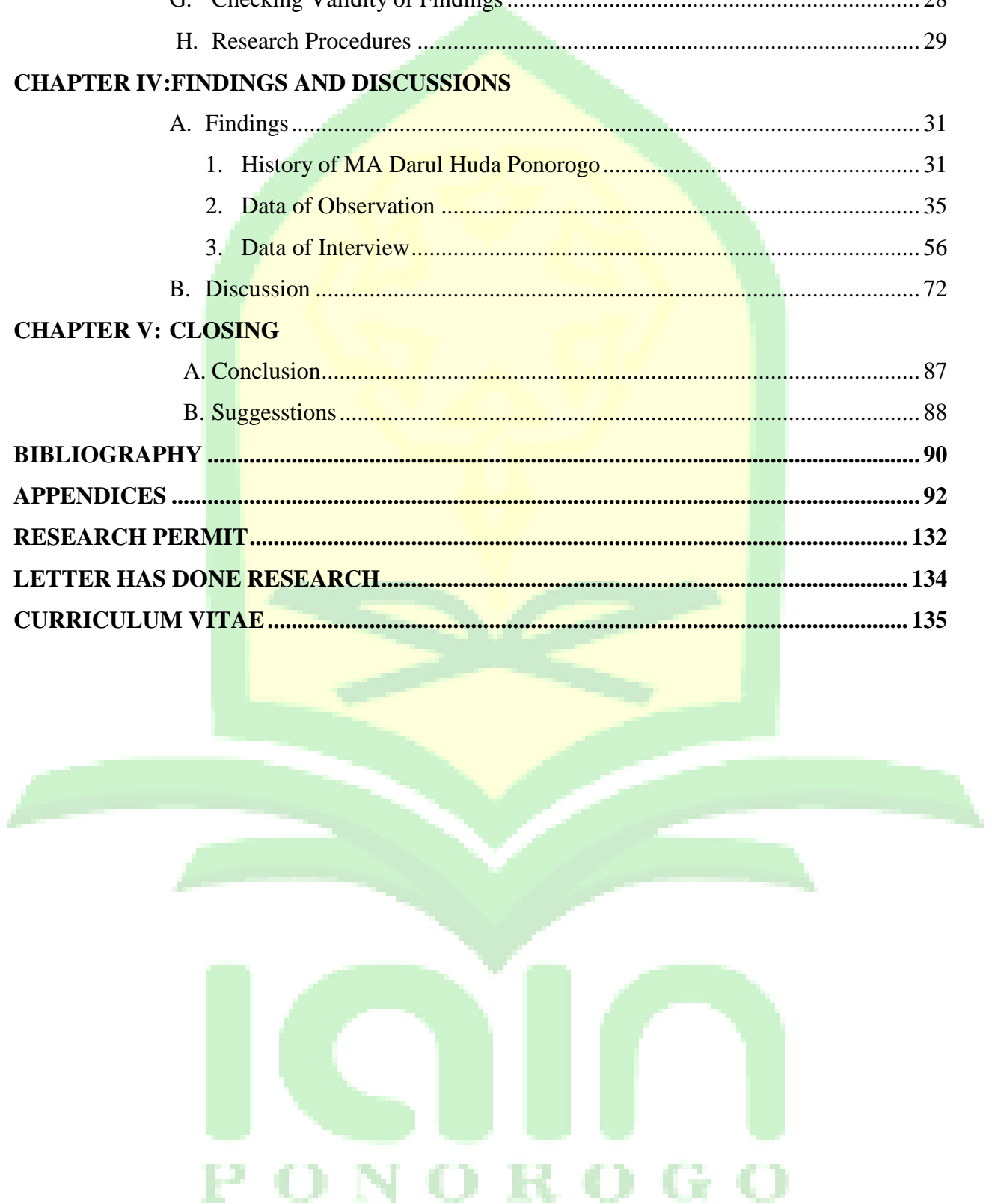
Career, To represent, To establish, Achievement, To oppose, Stature, To retire, Cemetery.  
Chapter V: Constantly, Fearsome, Apperentice, Swirled, Sustained, Speckled, Embraced,  
Boundary. (2) factors influence students' difficulties pronouncing the English vocabulary at MA  
Darul Huda Ponorogo are Unknown and not understanding about role of phonetic, and less  
confident. (3) Address students' difficulties pronouncing English vocabulary at MA Darul Huda  
Ponorogo there are Watching English movie and video, knowing the native speaker's method,  
practicing with record their voice, listening with slow the English song is not too fast, practice  
with someone or partner, watching the English news, and downloading the pronunciation  
application.



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# CHAPTER I

## INTRODUCTION

This chapter is an introduction of first pattern of research that consist of background of study, research focus, research objectives, significance of the study, and organization of the thesis.

### A. Background of the study

In this milenial era many people use English as the communicational language that is related with other people in Indonesia country or many countries in the world. Besides that, students feels difficulty in using English for example when they have difficult in pronouncing, especially students has study English from elementary untilcollege students. This difficulties in pronouncing that make students to feel so difficult to communicate. Moreover, their difficulty in pronouncing are too based by many factors such as circle, less knowledge about how to pronounce correctly and appropriately, and less learn English.

Moreover, in Indonesia there are many difficulties in pronouncing words for many people such students that still study in the school. Besides that, there is problem that occur in Indonesia that is students still difficulties in learning English at school. Students has learned English in everyday at school but students can not understand what they have learned. Students has difficulty in mastery the fourth of main skill such as reading, writing, listening and speaking. This difficulty show that less their motivation and confident to learn English especially in pronouncing words. But, if the students still hasdifficult in pronouncing in order to students have to correct by themselves. Therefore, pronunciation is correct and appropriate it is so easebe understood by listener.

In Indonesia, there are many people who such as students learns English in the school has experienced difficulty. In the fact, in Indonesia there are still much from children until adult has difficulty to communicate with use English. They have difficulty which they often experienced that is their less knowledge with four main skill in English. This four main skill in English they are reading, speaking, writing, and listening. Furthermore, Speaking skill is very difficult to mastery than other skill. In addition, in speaking skill there is phonetic science in pronouncing to make our be easy to pronounce it. In the case, pronunciation has been becoming the one of difficulties learning at this era by many students which they have lack in learning pronunciation. Likewise, in this problem they have factors that make them difficulties such as they have not motivation, less confidence, they do not know how to

pronounce by correctly and appropriately, and still less their knowledge toward pronunciation.

Pronunciation is the one of main components in oral language.<sup>1</sup> Pronunciation is the procedures to express word by word in certain way which those words can be used in oral communication with others. Pronunciation is correctly can make own our good words in communicating and makes ease for listener when hear what that we have pronounced. In the fact, pronunciation ability has been becoming difficult ability to learn by everyones with include many students.

In addition, pronunciation can be defined as the method that producing meaningful, certain sounds to be understood by everyones in oral communication.<sup>2</sup> It means that, pronunciation is the one of key to achieve in mastery to speak English as foreign language that is pronunciation is correctly and appropriately. Moreover, English pronunciation mastery is more important in the share of process through oral activity with use English language correctly.

Pronunciation is main of the language components which are considered is more important.<sup>3</sup> It means that, pronunciation is the one of components of speaking in English language. Some cases of language misunderstand in communication using English language are caused mispronunciation made by the non native English speaker. Pronunciation is one of the most important skills in English Language Teaching.<sup>4</sup> If speakers have very bad pronunciation, so that their speech will not be understandable to the listeners.

Furthermore, Pronunciation is one of the main components of language that help learners to communicate in English as foreign language. The pronunciation system of English words is unique. That is the reason many people speak pronunciation in English is often very difficult for non-native speaker of English. The way people pronounce English words depends on how the words are heard in our ears. Therefore, it is important to listen the right pronunciation of English as foreign language.

In the research by Bowo Imanola (2019) in the research about the students' difficulties in pronouncing problems the English fricative consonant at the eleventh grade students of SMA N 1 Kibang at West Lampung in learning English language. In his result of

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<sup>1</sup> Selamat husni hasibuan and Yusriati, *The Analysis of English Pronunciation Errors by English Education Students of FKIP UMSU*, (Sumatera Utara, University of Muhammadiyah Sumatera Utara, 2019), Page. 234.

<sup>2</sup> Dr. Dhinuk Puspita Kirana, Eva Leosina, *Shadowing Technique For Pronunciation Development*, (Ponorogo, Institut Agama Islam Negeri (IAIN) Ponorogo, 2021), page 33.

<sup>3</sup>Sumarniati, *An Analysis Of Students` Errors In Pronouncing English Fricatives*, Muhammadiyah University Of Makassar, 2017, page 07. .

<sup>4</sup> Ibid., page 7.

research, the first research problem has showed the result that are students' problems in pronouncing of English fricative consonant is belongs to the fair criteria. For the second question has resulted of research show that the factors that become the causes of students' problem in pronouncing as follow: /ʃ/ and /tʃ/, /f/ and /v/, /s/ and /z/, /θ/ and /ð/, /s/ and /ʃ/, [ʒ] and [ʒ], /[dʒ]and /tʃ/. and for the third question has resulted of research show that there are some of solve the students' problem such as the students making prolonged which students place their fingers lightly on their throat, they are using minimal pairs which to provide comprehension and production practice of voiced/voiceless distinction, they have to practice the pronunciation of the plural in English, and making the vowel longer before voice fricative to help them to distinguish between minimal pairs.

Related to the problem above, the researcher had done the first observation when does real teaching in MA Darul Huda Ponorogo. Furthermore, the researcher had conducted preliminary study was find out students' problem are difficulties in pronouncing the English vocabulary. Moreover, the problem was known about the students' difficulties in pronouncing the English vocabulary, from there that most students have less pronunciation mastery because they have 100% low criteria about know the pronunciation correctly so that they have the problems in pronouncing the English vocabulary by which they still have low intensity of English vocabulary with vocabulary pronunciation. In the study, research had done research that there is weakness in English in speaking especially pronunciation ability by students. According with that, students has difficulties in pronouncing because they is not taught about how to pronounce so that they was experience difficult in pronouncing the English vocabulary. From the description above, the researcher want to conduct the research under the title: *“The Analysis of Students’ Difficulties in Pronouncing The English Vocabulary At MA Darul Huda Ponorogo”*.

## **B. Research focus**

In this study, the researcher focused on the students' difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo in the tenth grade of F religion class in academic year 2021/2022.

## **C. Research questions**

1. What English vocabulary are difficult to be pronounced by students at MA Darul Huda Ponorogo?

2. What factors influence students' difficulties pronouncing the English vocabulary at MA Darul Huda Ponorogo?
3. How to solution students' difficulties pronouncing English vocabulary at MA Darul Huda Ponorogo?

#### **D. Research objectives**

The purpose of this research to analysis of students' difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo to fulfill the following objectives:

1. To find out the English vocabulary are difficult to be pronounced by students at MA Darul Huda Ponorogo?
2. To determine the factors that influence students' difficulties pronouncing English vocabulary at MA Darul Huda Ponorogo
3. To investigate the solutionto the students' difficulties in pronouncing English vocabulary at MA Darul Huda Ponorogo

#### **E. Significances of the study**

From this study, researcher have there are benefits that expected to figured out for them as follow:

This research is expected can give the benefits to:

1. For Institutions

For institution expected can help for teacher to teach how to pronounce correctly for students and this result can be given by researcher about students' difficulties in pronouncing the English vocabulary because this is important to improve their own pronunciation to support students' speak in learning and communicating by English.

2. For teachers

For teachers can be help students' difficulties in pronouncing especially the English vocabulary and can be given the motivation by teacher to improve students' pronunciation to be good and right.

3. For the Students

As from information, the student will get better understanding about pronunciation the English vocabulary and how to pronunciation correctly and suitably.

4. For future researchers

At the information, the researcher hopefully this research can be used by other next researchers as additional information in educational research and there are next researcher will get information about pronunciation the English vocabulary.

#### **F. Organization of the Thesis**

1. The first chapter is an introduction. There are contents of this chapter are background of study, research focus, research questions, research objectives, significance of study, and organization of the Thesis.
2. The second chapter is review of literature. In this chapter, it confirm with the review of literature where grand theories on the topic of the study are provided for the writer to make analysis about the students' difficulties of different writers or experts. A number of relevant studies are also included to support the research where the writer can see the similarities and differences between the findings of other people studies and the writers. There are three concepts of theory to be discussed in this study; difficulty, pronouncing, and English vocabulary. Then, this chapter also explains the conceptual framework of the study and indicators. To make a clear understanding about this study, it is important to understand the concept of the study. In this capture, the major section concepts will be explained.
3. The third chapter is a research method. There are contents of this chapter are research design, data resources, data collection, and data analysis and in this chapter there is the one of important in this research.
4. The fourth chapter. In this chapter, it confirms how the data is processed.
5. The fifth chapter. In this chapter, there are conclusions and suggestions.

## CHAPTER II

### REVIEW OF LITERATURE

In this chapter, it consist of previous related study, literature review, there are three concepts of theory to be discussed in this study; difficulty, pronouncing, and English vocabulary, and conceptual framework of the study and indicators.

#### **A. Previous related study and literature review**

##### **1. Review of related literature**

###### **a. TEFL (Teaching English Foreign Language)**

###### **1) The Definition of TEFL (Teaching English As Foreign Language)**

TEFL is a same acronym that is abbreviation for Teaching English as a Foreign Language. Besides, According to Brown that people who teach is also presenting or helping someone who want to study how to do something giving and guiding instruction with knowledge to understand what that has teach.<sup>5</sup> It means that teach can share, provide, giving, and guiding instruction that be related with information so that student can be understand and develop their own knowledge easily. Moreover, teaching English is a process sharing idea knowledge that occur by teacher to learner which can become the learner to develop their thinking skill, some skill is also change their behavior to become good attitude.

Moreover, Smith states about teaching English that teaching as the process of do activity that experience that has proven effective in making student to learn.<sup>6</sup> Besides, Nilsen and Albetalli states that teaching is a stage of process in learning where a teacher shares and guides a learner to add or increase their knowledge components, or skill. In addition, TEFL has contain of several language skill and language component. The language skill in TEFL they are main four skill in English such reading, writing, speaking, and listening. Moreover, the language component in TEFL they are vocabulary, pronunciation, and grammar.

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<sup>5</sup>Ledy Mardiah, *Students Teachers' Difficulties In Teaching English As A Foreign Language During Teaching Practice*, State Institute For Islamic Studies Batusangkar, 2020, page 7.

<sup>6</sup>Ibid., page 7.

### a. Language skills

In the language skills has some skill that be related with TEFL, they are Writing, Reading, Listening, and Speaking.

#### a) Writing

Writing is the part of method of representation language in the visual form. Writing uses set of symbol to be voice replacement and moreover as punctuation and number. Linse states about writing that writing is productive activity to product the information. But the people who write have to have much time to think what that they want to say than they are speaking about it.<sup>7</sup>

#### b) Reading

Reading is an activity that has famous by many people know it. Reading is also an activity that more enjoy and relax if we read. By reading, so that we can get many words, information, messages which all of them can make us to know, develop, and increase about knowledge what that we have read.

In addition, Reading is the receptive skill of four basic language skill in English. Reading can help us to build some vocabulary that help understand about listening comprehension. According to Grabe and Stoller that Reading is teach of strategy as the way to got information which this information from text then become interpretation of information.<sup>8</sup>

#### c) Listening

Listening has defined by experts. Chastain define about listening that listening has become as the ability to understand native speaker's speech with normal speed.<sup>9</sup> Morley is also said that listening involves discrimination of hearing, grammar, choose the necessary information, remember it, and relate it to the process between sound and form means.<sup>10</sup>

#### d) Speaking

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<sup>7</sup>Kristy Dwi Pratiwi, *Students' Difficulties In Writing English (A Study at The Third Semester Students of English Education Program At University of Bengkulu Academic Year 2011-2022)*, Bengkulu University, 2016, page 1.

<sup>8</sup>Dasrul Hidayati, *Students Difficulties In Reading Comprehension At The First Grade Of SMAN 1 Darussalam, Ar-Raniry State Islamic University Darussalam*, 2018, page 1.

<sup>9</sup>Abbas Pourhosein dkk., *Learners' Listening Comprehension Difficulties in English Language Learning: A Literature Review*, Islamic Azad University, 2016, page 124.

<sup>10</sup>Ibid., page 124.

Speaking is an important skill in language skill of English which people who want to speak is also have to master. Within speaking we can know people's ability to produce and share their own idea to reach the target language, it is English. Besides, speaking is the skill that can share thought or idea to express or convey using talk to another people.

According to Bailey, speaking is the process to interact which this process through producing, receiving, processing the information to build meaning of word.<sup>11</sup> It means that speaking is an important skill where this skill through producing, receiving, and processing to product and build meaning the word. Keith and Marrow are also states about speaking that Speaking is the skill to activity that producing the expression to verbal communication.<sup>12</sup>

Moreover, in speaking there is parts that be related express namely pronunciation. Pronunciation is the one of main part of speaking. This is because pronunciation can help and make it easy in speaking. However, if pronunciation is not appropriate or incorrect so that it makes speaking is not well while pronunciation is good will make speaking is good appropriately so that can be understand by listener.

#### **b. Language components**

In the language component has some component that be related with TEFL, they are Vocabulary, pronunciation, and grammar.

##### **a. Vocabulary**

Vocabulary is related to words or lexis. Vocabulary is the list of words and means. John Read states about vocabulary that vocabulary is about knowing mean the words.<sup>13</sup> Vocabulary from the word of "Vocabulary" in generally is arrangement in particular language. Joklova said that the one of vocabulary item has consist of more than one word.<sup>14</sup> It means that vocabulary is the structure that consist of one or more words where those words collect be one an unit that can be the word phrase.

In addition, David Wilkims has claimed that in language without grammar that very little can be expressed, and without vocabulary that

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<sup>11</sup>Muh. Saefullah Al Fauzan, *Improving Student's Speaking Ability Through Mobile Social Networking*, Muhammadiyah University of Makassar, 2019, page 37.

<sup>12</sup>Ibid., page 37.

<sup>13</sup>Kuswatun, *The Effectiveness of Using Synonym In Learning Vocabulary*, State Islamic University Syarif Hidayatullah Jakarta, 2017, page 6.

<sup>14</sup>Ibid., page 6.



nothing can be expressed.<sup>15</sup> It means that vocabulary is more important because with words of vocabulary, people can share through saying what they want, but with grammar they can only say small things because they speak in the least grammatical words.

b. Pronunciation

Pronunciation is one of the biggest of English to communicate with another person since there are differences between sound and symbols. When we communicate with another person we must not only have some good vocabularies but also have good pronunciation. Therefore, it is important to teach pronunciation. Harmer also states that “for all these people, be made to realize pronunciation problem will be of big advantage not only for their production but also for their own understanding of speaking in English.”<sup>16</sup>

Pronunciation is an act that gives sound of letters in words, and many true accents and number of syllables. Pronunciation refers to skill to use (tekanan), rhythm, and intonation of words correctly in oral language. Besides that, pronunciation is an act or result of producing the words of sounds such as articulation, intonation, but often with refers to some true standard. Moreover, pronunciation is the way to speak by somebody that be expressed with they are speaking the word. According to Hornby that pronunciation is the way which the language is spoken, the way which the word is spoken, the way a person is speaking words in language.<sup>17</sup>

c. Grammar

Studying English as a foreign language at a university that is specified in the department, namely the department of languages English means to learn all the ins and outs associated with the language. Unlike in the school where learning English is integrated, English lessons in English departments or study programs are studied separately. It means that at least four main skills such as reading, listening, speaking, and writing are explored by students who in the form of separate courses. The knowledge that supports and must be mastered if you want to have these four main skills well is a good mastery of grammar. This is because grammar plays an

<sup>15</sup>Ibid., page 1.

<sup>16</sup>Devi Mulatsih, *Pronunciation Ability By Using English Song in Indonesian Student of Inswagati Cirebon*, Swadaya Gunung Jati University Cirebon, 2015, page 294.

<sup>17</sup>Ibid. page 296.

important role in almost all parts of the language. According to Kalmer, Schulz and Volpe explain that grammar in English is how a phrase is pronounced, where it is in a sentence, what it means and its effect on the social context.<sup>18</sup> It can be understood that grammar is knowledge that must be master by somebody if they want to master the tarhet language.

In addition, Radford states about grammar that traditionally grammar is not only concerned with determining the principles of the arrangement of words, phrases and sentences, but also the principles that govern their interpretation.<sup>19</sup> So grammar learns about the principles how the language can be used well.

## **b. The concept of vocabulary**

### **1) The definition of vocabulary**

According to Richards and Renandya that vocabulary is the main component from the language ability and give many bases to how the learners to speaking, listening, reading, and writing in learning English language.<sup>20</sup> It means that vocabulary is very important for learners as main component in learning English. Moreover, without vocabulary it is does not be able to mastery the language ability.

Moreover, according to Roche and Harrington that vocabulary related by the academic and IPK written. In addition, vocabulary has viewed as the prior ability that must be mastered to increase another language ability. Roche and Harrington are also give opinion that the knowledge of vocabulary was a precondition for the other abilities.<sup>21</sup> It means that vocabulary can be as important things that can be increase people's ability in mastery English language.

The other definition of vocabulary states from Hatch and Brown, they said that vocabulary refers to a set words for particular language which might use by individual speakers of English language.<sup>22</sup> It means that vocabulary can be used by another speakers with a few words or a set word easily in communicating the English language. Montgomery is also states that, people that wants to able in

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<sup>18</sup>Dhini Aulia, dkk. *Meningkatkan Kemampuan Mahasiswa Dalam Memahami Grammar Dengan Menggunakan Portofolio Pada Mata Kuliah Grammar Di Jurusan Bahasa Inggris Politeknik Negeri Padang*, English Department Politeknik Negeri Padang, 2015, page 1.

<sup>19</sup>Ibid., page 74.

<sup>20</sup>Rohmatillah, *A Study on Students Difficulties in Learning Vocabulary*, Institut Agama Islam Negeri Raden Intan Lampung, 2014, page 70.

<sup>21</sup> Santiago, page 15

<sup>22</sup>Ibid., page 70.

vocabulary mastery they should mastery at least 200 words of english in order to ease in communication in English.<sup>23</sup>Moreover, the vocabulary become the words teach to students that must be defined and memorized by them in order that can be understand when learn English as foreign language.

In addition, the English vocabulary can be said as central of second language, and without the vocabulary as words that contain of means it is can not happen to be good relation in communicate, so that with vocabulary the communication with any person can be understand and to be good communicate between the speakers and listeners.

## 2) Types of vocabulary

According to Hiebert and Kamil that vocabulary has two forms, the first is oral vocabulary means a set the word which we can know about the meanings when we speak up or read orally. The second is print vocabulary means include the words which we can know about the meanings when we read and writing silently.<sup>24</sup> In addition, there are four types of vocabulary as follow:

### a) Productive Vocabulary

Productive vocabulary is the word when the learner use in writing or speech. Moreover, these words are used frequently, has known by everyones, and familiar.<sup>25</sup>

### b) Receptive or recognition vocabulary

Receptive or recognition vocabulary is the word when the learner can give meanings in listening or reading. These words are less to know by everyones, less frequently, and less familiar than productive vocabulary. However, there are learner is encounter with these words when they are hearing these words, but they can recognize them though if so imperfectly for they.<sup>26</sup>

### c) Active vocabulary

Active Vocabulary is the set a words by which the listener and writer is often to use it to completely their understood. Moreover, these words are often in using when a listening and speech situation so that these words are recalled.<sup>27</sup>

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<sup>23</sup>I.G.G.A.A. Putra, Sudirman, N.K. Wedhanti, "Improving Students' Vocabulary Mastery Through The Implementation of Word Mixing Technique for VII C Students of SMP Negeri 5 Denpasar in The Academic Year 2013/2014", Universitas Pendidikan Ganesha Vol 7 No. 2 (2019), 32.

<sup>24</sup> Ibid., page 73.

<sup>25</sup> Ibid., page 73.

<sup>26</sup> Ibid., page. 73

<sup>27</sup>Saniago Dakhi, Tiara Nur Fitria, *The Priciple and Teaching of English Vocabulary: A Review*, (Journal of English Teaching, Surakarta, 2019), Page.19.

d) Passive vocabulary

Passive vocabulary is the set a words by which these words are not completely understood, so that these words are seldom in use when writing and speaking. But, related to this that these words can be conducted as precondition of the active vocabulary.<sup>28</sup>

3) The Important of vocabulary

Vocabulary is the important of word in English. Without vocabulary we can not to communication and sharing about information with other people and can not understood what we say it. Therefore, vocabulary is so important for us in English. Vocabulary has many important, there are four important of vocabulary such as vocabulary as base for communicating in English, vocabulary as the reflection of social reality interaction, vocabulary as an emotion enhancer, vocabulary as an academic ability of predictor.<sup>29</sup> It means that English vocabulary has many important for us in learning English.

**c. The concept of pronunciation**

1) The nature of pronunciation

Pronunciation is the one of important components in language that very useful in language.<sup>30</sup> It means that the pronunciation is more important in grammatical of speaking ability. Without pronunciation, we can not use the word of English to express with speaking skill.

According to Encarta Dictionary in Mustari that Pronunciation is the procedure in the word, sound, and language that conformed by standard, and can also as the articulating the word and sound.<sup>31</sup> It means that the pronunciation is the way articulation of sound or word which using it as the someone's manner to utter word or sound in communication. Moreover, According to Hornby that, Pronunciation is the way a person which the word are spoken, pronounced, and speaks the word of language to can communicate.<sup>32</sup> Besides that, it means pronunciation is the way to a person to ease in communicating of language.

<sup>28</sup>Ibid., page 19.

<sup>29</sup>Ibid., page 16-18.

<sup>30</sup> Sumarniati, *An Analysis Of Students` Errors In Pronouncing English Fricatives*, Muhammadiyah University Of Makassar, 2017, page 07.

<sup>31</sup> ST Rahamtika Razak, pg. 8

<sup>32</sup>Agung Teguh Santoso, *“Improving the Students’ pronunciation through the use of text-to-Speech Software (A Pre-Experimental Research At Tenth Grade Students of SMAN 8 Makassar)”*, Muhammadiyah University of Makassar (November 2019), 8.

Furthermore, pronunciation is the way in sounds, and more important skill in English learning teaching which if the speaker have bad in pronouncing, so that their speech will not understand to the listener. The fact that, the pronunciation is so difficult in English learning teaching, but in many classroom teaching of ESL/EFL has given at least attention.<sup>33</sup>

## 2) Component of ideal of pronunciation

There is teacher's role in learning that make learners to aware by themselves of pronunciation is most important. The first of all in the sounds there are vowels and consonants that is two types of sounds. Both vowel and consonant has different functions in the syllable. The syllable has each syllable which has vowel in the centre while the consonants in the round the vowel. In the word that we see the word "any" it means possible to have the one syllable with just a vowel in the word.<sup>34</sup> It means that the components of ideal pronunciation has two types these are vowel and consonant.

Moreover, vowel is sounds that be made without there any of closure to out the air through the mouth and the tongue plays an important role in form of vowel. While the consonant is at the phonetics, that segmen that arculation through the air flow in the vocal. In the phonology, a segment that fulfill the syllabic margin.<sup>35</sup>

### d. Difficulties

According to Oxford Dictionary, Difficulty is the thing, situation, or event that are happen is caused there is problem.<sup>36</sup>

In according to Webster Dictionary that the difficulty is causing difficult the positive result in achieve the purpose is caused there is negative result which become many factors causing them.<sup>37</sup> Moreover, according by Hornby that difficulty is situation or quality that being hard to do something or understand.<sup>38</sup> Furthermore, difficulty is many mistake that be occur by students in teaching and learning process.

<sup>33</sup> ST Rahmatika Razak, page 8.

<sup>34</sup> Bowo Imanola, page. 12

<sup>35</sup> Ibid., page 14.

<sup>36</sup> ST. Rahmatia Razak, *The Students' Difficulties In Pronouncing The English Vowel At The Third Year Of Sman 1 Pitumpanua Wajo Regency*, State Islamic University Of Alauddin Makassar, 2010, page 07.

<sup>37</sup> Ibid., page 07.

<sup>38</sup> Dasrul Hidayati, *Students Difficulties In Reading Comprehension At The First Grade Of SMAN 1 Darussalam Aceh Besar*, State Islamic University Darussalam, 2018, page 6.

From that, because students are confused, do not know and understand about the material that has been taught or explained.

#### e. Error

English is a foreign language for every learner, so that making them difficult to learn English. This difficulty that sometimes makes some error that can not be avoided by students. Richard states that communication strategy is a strategy used by students to overcome problems in order to convey their intended goals.<sup>39</sup> Moreover, according to Erdogan as the research assistant of Mersin University that error is considered as the cause or problem that comes from the persistence of existing the mother tongue habit in the new language like English language.<sup>40</sup> Hubbard is also added about error that errors can be caused by not understanding and lack of knowledge about the foreign language (English) or by incorrect hypothesis about it.<sup>41</sup> Moreover, John Norrish states that the error can be called a systematic deviation which the learner has not learned something that he wanted to learn so that he consistently gets it wrong.<sup>42</sup>

From some definitions by experts above that error is the work that can not be accepted of students' work that is found regularly and they can not correct their wrong or mistake by themselves.

### B. Review of previous studies

There are many researchers who have investigated their research about the difficulties in pronouncing. Many research findings of related has shown as follows.

Bowo Imanola (2019) in the research about the students' difficulties in pronouncing problems the English fricative consonant at the eleventh grade students of SMA N 1 Kibang at West Lampung in learning English language. He formulated the research problems statement: 1) What are the students' problems in pronouncing of English fricative consonant among the Eleventh Grade of SMAN 1 Kibang East Lampung?, 2) What factors do become the causes of students' problems in pronouncing fricative consonants among the Eleventh Graders at SMAN 1 Kibang East Lampung? And 3) How to solve the students' problems in pronouncing the English fricative consonants among the eleventh

<sup>39</sup> Puji Lestari, Chyntia Heru Woro, dkk., "Error Analysis in Pronunciation Made By Second Semester Students IKIP PGRI Bojonegoro", IKIP PGRI Bojonegoro (Agustus 2020), 11.

<sup>40</sup> Eliya Hidayatur Rohimah, *Grammatical Error Analysis On Narrative Text In The Fourth Semester Student Of English Education Department At Tarbiyah And Teacher Training Faculty Of IAIN Ponorogo In Academic Year 2017/2018*, State Institute Of Islamic Studies Ponorogo, 2018, page 17.

<sup>41</sup> Ibid., page 17.

<sup>42</sup> Ibid., page 17-18.

graders at SMAN 1 Kibang East Lampung?. In his result of research, the first research problem has showed the result that are students' problems in pronouncing of English fricative consonant is belongs to the fair criteria. For the second question has resulted of research show that the factors that become the causes of students' problem in pronouncing as follow: /ʃ/ and /tʃ/, /f/ and /v/, /s/ and /z/, /θ/ and /ð/, /s/ and /ʃ/, [ʒ] and [z], /dʒ/ and /tʃ/. and for the third question has resulted of research show that there are some of solve the students' problem such as the students making prolonged which students place their fingers lightly on their throat, they are using minimal pairs which to provide comprehension and production practice of voiced/voiceless distinction, they have to practice the pronunciation of the plural in English, and making the vowel longer before voice fricative to help them to distinguish between minimal pairs.

The another research that Sumarniati (2017), from her research, the title about "An Analysis of Students' Errors In Pronouncing The English Fricative" that conducted from at Second semester of English students department in Muhammadiyah Makassar University. This research has formulated the research problem statement: 1) What kinds of errors are made by second students of English department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds? And 2) What sources of errors are made by second students of English department in Muhammadiyah University of Makassar in pronouncing English fricatives sounds?. In her research, the writer find out the result of first question has showed that there are kinds of errors are made by students such as omission error (23), addition error (106), and misordering error (123). From this indicated that most of misordering error is most high percentage than addition error. The second question, the writer was find out the result of her first question has showed that the omission with (23 or 8.36%), misformation with (128 or 46,5%), and addition with (106 or 38,5%), and misordering with ( 18 or 6,54%).

From the previous research above, the researcher want to find out the many factor that influence students' difficulties in pronouncing the English vocabulary. Besides, the researcher also want to investigate the source of students' difficulties in pronouncing the English vocabulary. The similarity between two research that presenting study about difficulties and problem in pronouncing. From that the two of previous study has occurred by the students in the school which they are difficult in pronouncing especially in the English word.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter is concerned with the basic of the inquire about four parts: Research design, data sources, data collection, and data analysis.

#### **A. Research approach and design**

In this research, the type of this research use the qualitative research that is the research doing in the field or the community. Moreover, the researcher use the descriptive research. The descriptive research is the type of qualitative data. The researcher used descriptive research because this research was aimed to describe many factors and address the students' difficulties in pronouncing the English vocabulary at of MA Darul Huda Ponorogo. Furthermore, the researcher was have the six steps that used in the process of research, as follow:

1. Identifying the research problem or question

Researcher begins a research study by identifying the research problem and question by which the research problem that needs to be resolved. Identifying the research problem or question has consists of deciding an issue to study.

2. Reviewing the Literature

In this research, the researcher can study how to find out journal articles and many book in the academic library, choose and try to evaluate the quality of research on your topic, and making summarize it in a review. Furthermore, library resources can be having a strategy for searching the review or literature that is important.

3. Determine Purpose for The Research

In determine purpose for the research, writer needs to focus on the research problem which if has topic of concern, so that writer can study it. A focused on restatement of the problem is the purpose of statement. This statement conveys of all the purpose or intent of the study. Similary, that is statement that more important in the research study.

4. Gathering Data

In gathering data, the evidence can help to give the answers for the research questions. The researcher got these data should engages in many steps of collecting data such as observing their behaviours in the case.

5. Analyzing the Data



After gathering data, the researcher needs to make understand of the information given by individuals in the research. In the analyzing data has consists of taking data apart in order to specify the individual responses and then combine them to summarize them.

#### 6. Reporting and Evaluating Research

After conducting the study, the researcher want to develop a written research and divide it to select participants such as teachers, administrators, students that can use the information.

### **B. Research's role**

In the study, the researcher as the instrument. Therefore, the researcher as the instrument is also must be validationed how far the qualitative of researcher is ready to conduct the next research in the field.<sup>43</sup> The qualitative researcher as the human instrument, to function to set the research function, to choose information as an evidence of data, doing gather the data, to assess the quality data, analysis of data, interpret data and to make the conclusion in all the found.<sup>44</sup> As being the instrument, the researcher must collect the data with be interviewing in order to get the data from the students in the tenth grade religion of department at MA Darul Huda Ponorogo.

### **C. Research setting**

In the study, the research was taken the location in MA Darul Huda Ponorogo. The researcher was conducted this research at the student in the tenth grade religion F of department as the subjects.

### **D. Data source**

In this research, there are two items that the research has divided the sources that are primary and secondary sources.

#### 1. Primary source

Primary source is the main material that which to be based of research. In this source there are testimony and direct evidence about the topic that is considered, so that they presents information in it the real form, neither summarized and evaluated by other researchers.<sup>45</sup> It means that the primary source only use directly in field especially the school that want to be researched and this primary source to be the main source which

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<sup>43</sup>Prof. Dr. Sugiyono, *Metode Penelitian Kuantitatif, kualitatif, dan R&D*, (Bandung: Alfabeta), 2016, page. 222.

<sup>44</sup>Ibid., page. 222.

<sup>45</sup>Bowo Imanoela, page 27.

has testimony and direct evidence with to give information in original form. The primary source of this research is pronunciation results of the tenth grade students at MA Darul Huda Ponorogo. The total of students are 30 students in the tenth of religion F department class.

## 2. Secondary source

Secondary source is the interpretation and analyze based the primary source. They may clarify the primary source and often use it to support the thesis or a specific argument or to ask the reader to accept the certain point of view. In the study, the secondary source is interview, documentation, e-thesis, e-book, journal that are related to the research.<sup>46</sup> Therefore, the researcher using primary and secondary source to collect data.

## E. Data collection technique

In the study, the researcher has taken the qualitative research as the type of study. Qualitative research and quantitative research method has often paired with traditional method and new method; positivistic method, and postpositivistic method; scientific and artistic methods confirmation methods and findings; and quantitative and interpretive.<sup>47</sup> It means that the quantitative research is often named the traditional method, positivistic, scientific and discovery method. While qualitative research is often named as the new methods postpositivistic; artistic; and interpretive research.

Furthermore, According to Catherine Marshall Gretchen B. Rossman that the basic methods in often using by qualitative research to collect data are observation directly, interview, and document.<sup>48</sup> It means that qualitative data in collecting data doing on the natural setting, primer source of data, and technic of collecting data is more in the observation, interview, and documentation. Therefore, the researcher want to take documents to collect data from the results of pronunciation by students which to analyze the using of pronunciation the English vocabulary. In this study, the researcher want to collect data by using three techniques, they are observation, interview, and documentation.

### 1. Observation

According to Nasution that observation are the basic of all knowledge. The scientist just can work in according the data, that is the fact about the real of world that

<sup>46</sup>Ibid., page 28.

<sup>47</sup> Ibid., page 28.

<sup>48</sup> Prof., Dr. Sugiyono, page. 225.

obtained through observation.<sup>49</sup> As the form of data collection, there are advantages and disadvantages of observation in collecting data. Advantages of observation in collecting data are:

- a) With observation in field the researcher is more be able to understand the contexts data in the all social situation, thus will be obtained the view that holicitic or comprehensive.
- b) With observation then you will get direct experience, so that will be probably the researcher use the inductive approach, thus it is not influenced by concepts and view previously. Inductive approach is opening possibility of making discovery.
- c) With observation, the researcher can see things that less or not viewed by other people, especially the people who in those surroundings, because that has been considered “normal” and that will not revealed in the interview.
- d) With observation, the researcher can find out things perception outside responden, so that researcher obtain more comprehensive picture.
- e) Through observation in the field, the researcher not only collect rich power, but also get impressions self, and feel the atmosphere of the social situation that researched.

Whereas, observation is also disadvantages that you will be limited in the situs and the situation where you can obtain access, and in those situations. May be you feel difficult to develop the good relation with the individulas. This can occur if the individuals does not habit with formal of research.<sup>50</sup>

## 2. Interview

According to Esterberg that interview is the meeting between two persons which they exchange about information and idea through question and answer, so that can be constructioned the means in the topic.<sup>51</sup> As that known, the interview used as collecting data technique if the researcher wants to study of introduction to find out the problem that must be researched. but also if the researcher wants to know about things from responden more deeply. This collecting data technique is based on report about self or self-report, or on the knowledge and or self-belief. In the qualitative research, the interview as the secondary data that needed the form of valid data will be data resourse. The researcher got the data through interview of teacher and students’ conversation with give them by opened-closed question and answer then record them for as data.

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<sup>49</sup> Ibid., page. 226.

<sup>50</sup>John W. Creswell, *Educational Research (Planning, Conducting, and Evaluating Quantitative and Qualitative Research)*,US: University of Nebraska-Lincoln, page 212.

<sup>51</sup>Prof. Dr. Sugiyono, page 231.

### 3. Documentation

Documentation is the note events that ago. Document can be the form of written, picture, or the monumental arts from person. Document that the form of written as example field note, history of life, criteria, biography, roles, policy. Document that the form of picture as example picture, life picture, scetsa, and etc. document that the form of arts as example artworks; picture, statue, movie, and etc. Documentation is complete from use the observation method and interview in the qualitative research. Accordingly, the third data that the researcher got the data with the form of documentation from students' pronounciation.

### F. Data analysis technique

According to Nasution that, doing the analysis is more difficult profession, to need hardwork. There is no the specific of way that can be followed to analyze, so that every researcher must find out by themselves the method appropriately with the nature of the research. The same material can be clarificated otherwise by the different researcher.<sup>52</sup> It means that in the analysis must be have hardwork in processing to analysis data because to analysis the data that is not the easy work so that the researcher must need abilty to seek the method that approprite with their content of research.

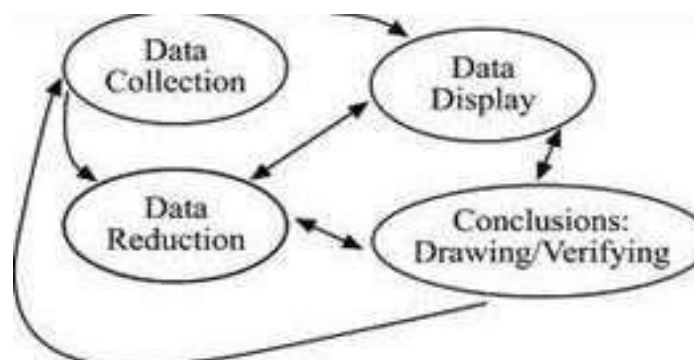
As from information above, the data analysis can be that analysis of data is the searching process and structuring with data systematic that obtained from the results of interview, field note, and documentation, with the organized of way data to inside categorize, to describe into units, doing synthesis, to structure into the pattern, to choose which the important and will be learned, and to make the summarize so that can be easy understood by self and other person.

Furthermore, this data analysis is the more important of part in the qualitative research. In this part of data analysis can be find out the results which can become the conclusion from in this contain of the research. This research, the researcher will apply the analysis data of Miles and Huberman method. In this method by Miles and Huberman has components in analyzing data by this figure:

P O N O R O G O  
P O N O R O G O

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<sup>52</sup> Ibid., page 244.



**Figure 3.1.**

### **Analysis Components Data of Miles and Huberman (Interactive Model)**

As the figure above, in the analysis by Miles and Huberman of method has many components of data they are reduction of data, display of data, and conclusion: drawing/verification. The researcher has many steps in analysis of data as follow:

- 1) Data collection means as the steps by researcher is collecting the all of data that used to finish the study. The researcher comes to the MA Darul Huda Ponorogo to gather data and in the case that researcher get the voices from students that they have difficult in pronouncing the English vocabulary related to learning English.
- 2) After collect the data the researcher begin to reduce the data which the researcher has obtained with the sum up of way and to choose the specific of things. In the case, the researcher do to note the students' data be focused on three from researchers' questions, such as the students' problem in pronouncing the English vocabulary, many factors that influence the students' difficult in pronouncing the English vocabulary, and solution the solving problem of research.
- 3) The next part after reduces the data, the researcher display the data with uses figure/picture, table. in the display of data that is must describe the all of contain the data. In this display of data, the researcher uses the form of tables as results.
- 4) Lastly, the researcher makes the results of data by conclusion that has finded.

Furthermore, it is can concluded that the analysis of data has several functions in the analyzing data research including; to make the real data appropriate, to get the significant of results, to describe the summarize.

### **G. Checking validity of findings**

In the qualitative research, validation is more important needed in the research. Validation is the degree of accuracy between the data that occur in object of research with

potency that can be reported by researcher.<sup>53</sup> Therefore, the valid of data is the different of data between data that reported by researcher and the data that actually happened to the object of research. If the researcher to make the report that not appropriate what is happening to the object, so that data is invalid.<sup>54</sup> The researcher use some of components in checking the valid data as follow:

1. Observation of extention

With observation of extention means the researcher come back to school to do reobserving. Observation of extention aim to check what there is the weakness in the early observation, if there is the weakness could be added in the second of research.

2. Increased persistence

By increased persistence, the researcher can be rechecked whether the obtained data is wrong or correct. The researcher must increase persistence with reading many faithful references in the finding.

3. Triangulation

According to William that the triangulation in the credibility test it means as the checking data from various results with multiple ways, and multiple time.<sup>55</sup> Moreover, triangulation has three types they are result triangulation, technic triangulation, and time of triangulation.

Furthermore, the researcher apply the time triangulation from the one off all triangulation types. In the time triangulation which involves interviewing both teacher and students by the researcher is giving some question related to what English vocabulary are difficult to be pronounced by students, whatfactors influence students' difficulties in pronouncing the English vocabulary, and how to address students' difficulties in pronouncing English vocabulary. In this time, the researcher was conducts by triangulation to investigatethe address students' difficulty in pronouncing the English vocabulary at tenth grade of F religion students of MA Darul Huda Ponorogo.

## H. Research procedures

Research procedures in this research there are three stages and added with the last stage from research, as follow:

1. Stage of pre-field

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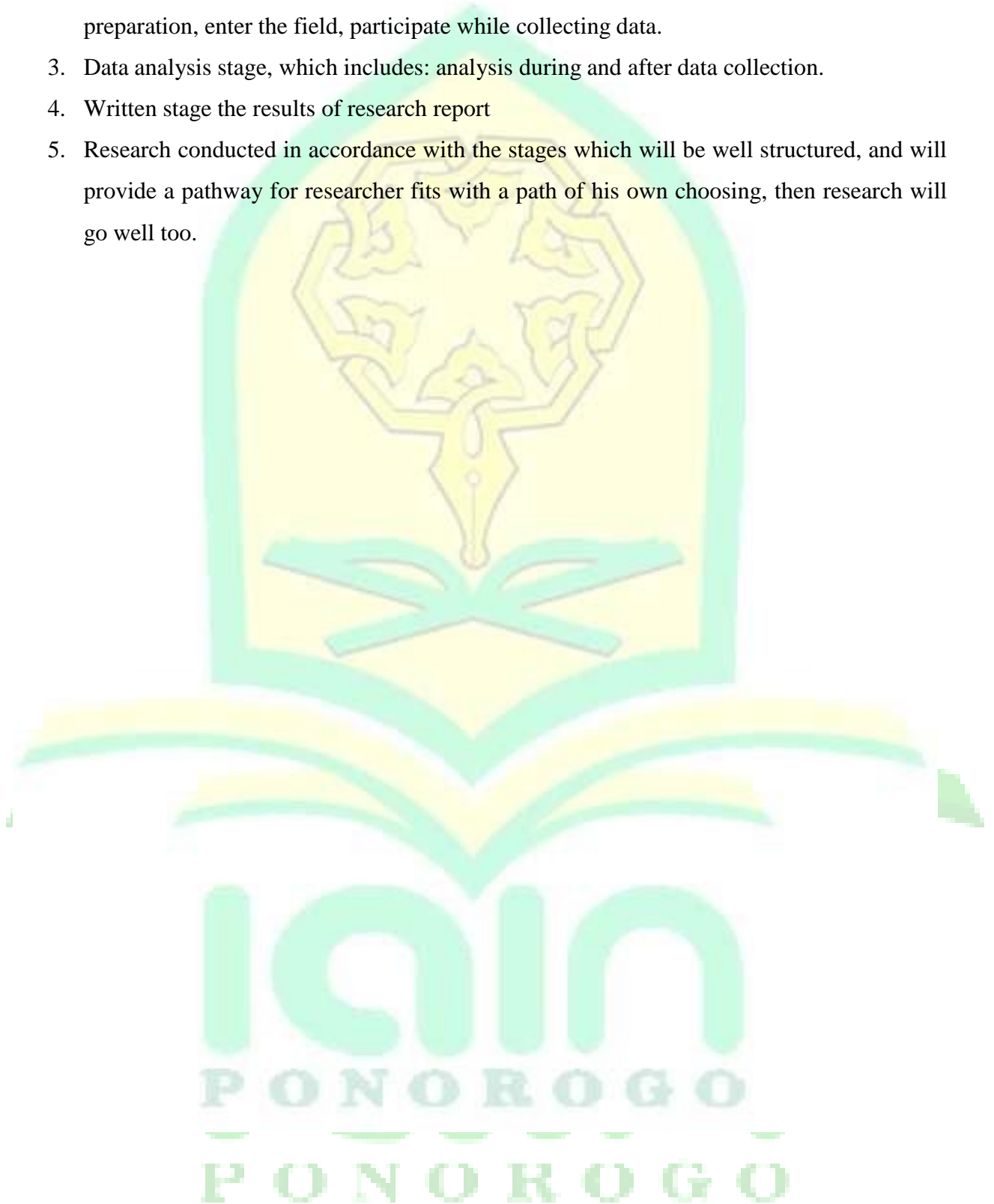
<sup>53</sup>Prof. Dr. Sugiyono, page 267.

<sup>54</sup>Ibid., page 267.

<sup>55</sup>Prof. Dr. Sugiyono, page 272.

In this stage pre-field, the researcher structure the research design selecting research findings taking care of permits exploring and assessing the situation field, selecting and utilizing information, prepare research equipment, and ethical issues research.

2. Stage of field work, which includes: understand the background of research and early preparation, enter the field, participate while collecting data.
3. Data analysis stage, which includes: analysis during and after data collection.
4. Written stage the results of research report
5. Research conducted in accordance with the stages which will be well structured, and will provide a pathway for researcher fits with a path of his own choosing, then research will go well too.



## CHAPTER IV

### FINDING AND DISCUSSIONS

In this chapter contains of description such Findings, and Discussion. The explanation of this section is as follows:

#### A. Findings

##### 1. History of MA Darul Huda Ponorogo

Madrasah Aliyah is a secondary education institution under the auspices of the Ministry of Religion Ponorogo regency. At a relatively young age thanks to the tireless enthusiasm and hard work of all its citizens, it has now shown itself to be a modern Islamic institution, especially when viewed from its physical and academic appearance. Until now, Madrasah Aliyah apart from having facilities and infrastructure to support the scientific development needed, also has quite reliable teaching staff, both in terms of quality and quantity such as laboratorium, library, mosque, dormitories, learning resource centers, arts and sports facilities.

Madrasah Aliyah Darul Huda which was established on September 29<sup>th</sup> 1989. Madrasah Aliyah has the operational permit number W.n. 06.04/00.0352/58.14/1989 and under the auspices of the Darul Huda Islamic Boarding School foundation. Madrasah Aliyah darul huda is one of the many Madrasah Aliyah in Ponorogo regency. Madrasah Aliyah Darul Huda as well as the Darul Huda Islamic Boarding School foundation where it is sheltered, uses methods "على زهج السنوية الحديثة" with understanding "المحافظة على القديم" "الصالح والالخذ بالجديد الصالح" which means preserving the good old methods and adopting new, better ones. This method is expected to be in accordance with the direction of government policy regarding the current character-based Education Unit Level Curriculum (KTSP).

Madrasah Aliyah Darul Huda since its inception in accordance with the Madrasah establishment permit from the regional office of the Republic Indonesia, No.W.n. 06.04/00.0352/58.14/1989 dated 29 september 1989. With Madrasah Statistics Number (NSM) 312 350 216 280 registered Status in accordance with the level of accreditation from the Ministry of Religion of the Republic of Indonesia number: E.IV/29/1994 dated 24 March 1994 Madrasah Aliyah Darul Huda has a recognized status.

According to the certificate of School Identity Number (NIS) National Education Office of Ponorogo Regency number: 421 / 1228 / 405.17 / 2003. Madrasah Aliyah Darul



Huda is registered with School Identity Number (NIS) 31 00 50, and finally according to the level of accreditation carried out by the Madrasah accreditation council of East Java Province number: B/Kw.13.4/MA/182/2005. As an accredited madrasah, in accordance with the Madrasah Operational Permit Charter number: kw.13.4/4/PP.00.6/868/2010 The Office of the Ministry of Religion of the Republic of Indonesia updated the Madrasah Statistics Number (NSM) to: 131235020027, Madrasah Status update from the National Accreditation Board (BAN-SM) on October 30, 2010 accredited with predicate B with a score of 81, valid until 2015, accreditation on October 25, 2016 accredited with predicate A with a score of 89, reaccreditation in 2021 with a predicate of A with a score of 94.

Madrasah Aliyah Darul Huda Ponorogo and accredited with A predicate, has three years education level with the 2013 curriculum, starts in the morning starting at 07.00 WIB until 13.00 WIB with specialization programs:

- 1) Religion (IIA)
- 2) Natural Science and Mathematics specialization (MIPA)
- 3) Social Science (IPS)

**a) Vision, mision, and objectives of MA darul huda ponorogo**

1) MA darul huda's vision

Vision is a distant view of a company or company institutions and others. For schools, vision is a moral imagination that uses the desired profile of the school in the future. In determining this vision, schools must taking into account future developments and challenges. Here is the vision of MA Darul Huda Ponorogo: Knowledgeable, Charity, Faithful, and Moral Karimah. Madrasah vision indicators:

- 1) Knowledgeable: Having quality knowledge to increase faith and piety (IMTAQ) and broad-minded to support knowledge and technology (IPTEK).
- 2) Charity: Skilled in carrying out duties as a servant (Hablun Minallah), and flexible in society (Hablun Minannas).
- 3) Faithful: Upholding honesty and truth, rejecting lies and violations, when alone or with others, in religious norms and social rules.
- 4) Morals: Prioritizing peace, avoiding hostility with anyone and anywhere.

2) MA Darul Huda Ponorogo's Mission

Mission is a statement about what the company or institution must do in an effort to realize the vision. This mission was carried out by MA Darul Huda Ponorogo, namely:

- 1) Equipping Students, Knowledge that is Amaliyah
- 2) Familiarize students, do scientific charity
- 3) Instilling faith and faith in Allah SWT
- 4) Cultivating Islamic religious attitudes and practices
- 5) Optimizing the enrichment of religious values
- 6) Deliver cadres who are self ready, intelligent, independent, knowledgeable, and professional and with a national perspective.
- 7) Implement learning and guidance effectively, skilled, creative, so that each student can develop optimally, according to their potential, both spiritually, science and technology and morality.
- 8) Fostering and collaborating with the community
- 9) Encourage and help each student to recognize himself and his potential, so that it grows and develops as a whole and optimally.
- 10) Increase awareness of environmental cleanliness.

### 3) The purpose of MA darul huda ponorogo

Objective is a description of the mission statement or something that will be achieved within a predetermined period of time determined. Goal setting is generally based on key success factors that are carried out after establishing the vision and mission.

Goals will direct the formulation of policy targets, program activities in order to realize the mission. Therefore, the objectives must be able to provide a solid basis for setting indicators. While the purpose of secondary education is to increase intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. So it is necessary to formulate the objectives of the MA Darul Huda Ponorogo namely:

- 1) Improve the quality of scientific knowledge for Madrasah residents.
- 2) Improving the quality of scientific charity for Madrasah residents.
- 3) Improving the quality of Islamic religious attitudes and practices madrasah residents.

- 4) Increase the awareness of madrasah residents towards. Cleanliness and beauty of the madrasah environment.
  - 5) Improve the quality and quantity of facilities and infrastructure and facilities that support the improvement of academic and non-academic achievements.
- 4) Target of MA darul huda ponorogo
- 1) The creation of activities in Madrasah that are planned and directed with good management references.
  - 2) Improving the quality of teachers and other madrasah managers, thus enabling the creation of a conducive teaching and learning process and creating reliable outputs.
  - 3) The functioning of educational units both related to the activities of students, teachers and school principals as well as all levels of management and community, both organizational and functional units, thus enabling good cooperation and the establishment of a shared sense of responsibility.

The target of this education quality management improvement activity is education management run by Madrasah. Therefore, all the components involved in it, starting from the principal, teacher, students and all levels of Madrasah committee managers and the community in the surrounding Madrasah environment. all of uses developed and what components are involved will be explained further in the next chapter.

Thus, the activities of improving the quality of education management are comprehensive, not only improving the quality of teaching and learning as a single tool but also all supporting factors both internally and externally. Therefore, to establish cooperation with various parties is also an unforgettable part of this activity.

## **2. Data of observation**

In findings there are the objectives of study that aimed to find out the English vocabulary are difficult by students at MA Darul Huda Ponorogo. The result of objectives of study presented from the research findings that there are some difficulty types when the students asked to pronounce the English vocabulary, and also it showed that some sources difficulty that made by the students at MA Darul Huda Ponorogo when conducting observation and interview with teacher and students in the class.

Material : Chapter 2

Time : Thursday, 26<sup>th</sup> February 2022

Place : Madrasah Marwah of Class

No	Observed Aspects	Appearance of Observation Results		Explanation
		Yes	No	
1.	The teacher gives example on how to pronounce correctly and appropriately	✓		Teacher gives some examples on how to pronounce so that it can be easily practiced in pronouncing by students
2.	Students practice in pronouncing some vocabularies that have been given by teacher	✓		They have practiced in pronouncing what that has been given by teacher
3.	The teacher checks students' pronunciation one by one	✓		So that it can be known which the students that still feel difficulty in pronouncing
4.	The teacher corrects students' pronunciation that is incorrect and correct it	✓		With correct students' pronouncing it makes students knows their own pronounce
5.	The teacher gives instructions to students how to pronounce the English vocabulary?	✓		Teacher gives instructor so that it make students knows how to pronounce correctly.
6.	Some vocabulary is given randomly by teacher to students?		✓	Because, teacher follows what that according in the book
7.	Some vocabulary is given in a structured by teacher to students?	✓		Because, teacher follows what that according in the book
8.	The teacher uses the method or way to make active	✓		Teacher uses the method to make active students talk with choose one

No	Observed Aspects	Appearance of Observation Results		Explanation
		Yes	No	
	students talk			by one from some students to try to talk.
9.	The teacher actively speaks English in the class	✓		Teacher actively speaks English so that it easily students in listening many vocabulary from what that has been teacher said.
10.	The teacher actively speaks English aloud and translates it to Indonesia language	✓		With actively speaks English and translate it to Indonesia so that it students can know the means of vocabulary.

**Table 4.1**

**Observation with teacher and students in the class use chapter 2 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2 )**

In first observation on February, 26<sup>th</sup> 2022. The researcher was doing observation in tenth grade students of F IIA (Religion department) the class at First floor of Madrasah Marwah with 09:40-10.30 time. When researcher was observing and found out there are some activity in every course. Teacher was doing activity in the class such taught how to learn English easily and well, guided with give motivation for students, and shared some materials to students about material in the chapter.

Next, researcher has known some activities for learn English in the class at Tuesday February, 26<sup>th</sup> 2022 as follow:

1. Opening

In this class teacher always before going to study for every meeting to pray together with Al-fatihah.

2. Teacher always gives motivation to learn English for student

Teacher gives motivation for student so that they can study with fun and cheerfull does not fell nervous and afraid when study English in the class.

3. Teacher gives material that be related with the chapter from LKS book.

every meeting in the class the teacher always gives material from chapter in the LKS book. Beside that, teacher is also gives instructions with some methods and ways how to learn English well to be easy accepted by students.

4. Teacher gives instructions about pronunciation with some vocabularies

After gives material for this meeting, teacher gives instructions about pronunciation with many method and way to pronounce. In this session is the main of research which researcher need to collect data such recorder or take video the result from this observation. This activity was following by students and they are enthusiastic with this though they still wrong in pronouncing English vocabulary.

5. Teacher gives homework in the form of assignment

Teacher gives assignment to students to ask them to read material that has been learning together and then next meeting will be reviewed again.

6. Closing

Teacher was closing this meeting with students to say basmalah and to pray kafaratul majelis.

Furthermore, material in Thursday, February 26<sup>th</sup> 2022 with second chapter about “Memorable Moments” that has contained some materials such Recount text, grammar (past verbs and was/were + adjective. Beside that, in the second chapter there are some vocabularies that related with this chapter as follow:

- Convenient
- Harbour
- To board
- Cargo
- To queue
- Site
- Flying color
- Deck
- Crane
- Passanger

Teacher is also add some vocabularies that related with this chapter as follow:

- Graduated
- Accepted
- Included
- Arrived

- Asked
- Lined

In the first observation column there are some questions such as the teacher gives example on how to pronounce correctly and appropriately, students practice in pronouncing some vocabularies that have been given by teacher, the teacher checks students' pronunciation one by one, the teacher corrects students' pronunciation that is incorrect and correct it, the teacher gives instructions to students how to pronounce the English vocabulary, some vocabulary is given randomly by teacher to students, some vocabulary is given in a structured by teacher to students, the teacher uses the method or way to make active students talk, the teacher actively speaks English in the class, and the teacher actively speaks English aloud and translates it to Indonesia language.

**The Analysis of Observation with teacher and students in the class use chapter 2 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2 )**

In this first observation checklist, there are some results which it be aimed that teacher has been done some activity in class such as gives example on how to pronounce correctly and appropriately so that it can be easily practiced by students, teacher checks students' pronunciation one by one so that it can be known who else from students that feel difficulty to pronounce, the teacher corrects students' pronunciation that is incorrect and correct it and it makes students knows their own pronounce.

Moreover, the teacher gives instructions to students how to pronounce the English vocabulary so that it make students knows how to pronounce appropriately the teacher gives some vocabulary is given randomly but has been given in a structured to students which teacher has reason that teacher follows what that according in the book, the teacher uses the method or way to make active students talk with choose one by one from some students to try to talk, the teacher actively speaks English aloud and translates it to Indonesia language in the class so that it easily students in listening many vocabulary from what that has been teacher said and students can know the means of vocabulary.

Material : Chapter 3

Time : Sunday, 13<sup>rd</sup> March 2022

Place : Madrasah Marwah of Class

No	Observed Aspects	Appearance of Observation Results		Explanat ion
		Yes	No	
1.	The teacher gives example on how to pronounce correctly and appropriately	✓		Teacher still gives some examples to pronounce so that it makes students can do like his
2.	Students practice in pronouncing some vocabularies that have been given by teacher	✓		Student always follow what that his gives example, and they has been practiced some vocabulary
3.	The teacher checks students' pronunciation one by one	✓		This way to know how far they mastery in pronouncing English vocabulary
4.	The teacher corrects students' pronunciation that is incorrect and correct it	✓		
5.	The teacher gives instructions to students how to pronounce the English vocabulary?	✓		
6.	Some vocabulary is given randomly by teacher to students?		✓	Because, teacher gives some vocabulary by structured
7.	Some vocabulary is given in a structured by teacher to students?	✓		
8.	The teacher uses the method or way to make active students talk		✓	Because. It is has given by teacher ago
9.	The teacher actively speaks English in the class		✓	Sometimes, teacher just speak English with translate it in Indonesia language, if teacher active speak English it makes students are difficult in meaning some



				words what that his said.
10.	The teacher actively speaks English aloud and translates it to Indonesia language	✓		Teacher always translate English in Indonesia language so that it makes students can know meaning some vocabulary.

**Table 4.2.**

**Observation with teacher and students in the class use chapter 3 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2)**

In second observation on March, 13<sup>rd</sup> 2022. The researcher was doing observation in tenth grade students of F IIA (Religion department) the class at First floor of Madrasah Marwah with 08:40-09:30 time. When researcher was observating and found out there are some activity in every course. Teacher was doing activity in the class such taught how to learn English easily and well, guided, and shared some materials to students about material in the chapter. This material in sunday, March 13 2022 with first chapter about "This Day in History" that contained some material such Historical recount text, grammar (When and While). Next, researcher has known some activities for learn English in the class at Sunday march, 13<sup>rd</sup> 2022 as follow:

1. Opening

In this class teacher always before going to study for every meeting to pray together with Al-fatihah.

2. Teacher always gives motivation to learn English for student

Teacher gives motivation for student so that they can study with fun and cheerfull does not fell nervous and afraid when study English in the class.

3. Teacher ask students about material in the last meeting

Teacher ask that material to students in last meeting to know they has read or not.

4. Teacher gives material that be related with the chapter from LKS book.

every meeting in the class the teacher always gives material from chapter in the LKS book about "This Day in History". Beside that, teacher is also gives instructions with some methods and ways how to learn English well to be easy accepted by students.

5. Teacher gives instructions about pronunciation with some vocabularies

After gives material for this meeting, teacher gives instructions about pronunciation with many method and way to pronounce. In this session is the main of research which researcher need to collect data such recorder or take video the result from this observation. This activity was following by students and they are enthusiastic with this though they still wrong in pronouncing English vocabulary.

6. Teacher gives homework in the form of assignment

Teacher gives assignment to students to ask them to read material that has been learning together and then next meeting will be reviewed again.

7. Closing

Teacher was closing this meeting with students to say basmalah and to pray kafaratul majelis.

Beside that, in the third chapter there are some vocabularies that related with this chapter as follow:

- Vanished
- Gruelling
- To anchor
- Aviator
- Quest
- Equator
- Unguided
- Obsession
- Atoll
- To bisect

In the second observation colomn there are some questions is same with first column such as the teacher gives example on how to pronounce correctly and appropriately, students practice in pronouncing some vocabularies that have been given by teacher, the teacher checks students' pronunciation one by one, the teacher corrects students' pronunciation that is incorrect and correct it, the teacher gives instructions to students how to pronounce the English vocabulary, some vocabulary is given randomly by teacher to students, some vocabulary is given in a structured by teacher to students, the teacher uses the method or way to make active students talk, the teacher actively speaks English in the class, and the teacher actively speaks English aloud and translates it to Indonesia language.

**The Analysis of Observation with teacher and students in the class use chapter 3 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2 )**

In this observation, researcher is still use observation checklist, there are some results which it be aimed that teacher has been done some activity in class such as gives example on how to pronounce correctly and appropriately so that it can be easily practiced by students. It means that teacher always gives example on how to pronounce to students that will be practiced by students to repeat after teacher. Teacher checks students' pronunciation one by one so that it can be known who else from students that feel difficulty to pronounce. And it also can know as how far as students' ability in pronouncing the English vocabulary that has been learned in the class. The teacher corrects students' pronunciation that is incorrect and correct it and it makes students knows their own pronounce and it also know more about how to pronounce correctly and appropriately.

Moreover, the teacher gives instructions to students how to pronounce the English vocabulary so that it make students knows how to pronounce appropriately, and the teacher gives some vocabulary is given randomly but has been given in a structured to students which teacher has reason that teacher follows what that according in the book, this reason is same with the first observation. The teacher uses the method or way to make active students talk but in second observation is no because at last meeting teacher has given some method or way to make active students talk so that it is considered has used that method or way that has been given by teacher. The teacher actively speaks English aloud and translates it to Indonesia language in the class so that it easily students in listening many vocabulary from what that has been teacher said and students can know the means of vocabulary. moreover, it also this way can be understood by students when they are learning English in the class.

Material : Chapter 4

Time : Thursday, 17<sup>th</sup> March 2022

Place : Madrasah Marwah of Class

No	Observed Aspects	Appearance of Observation Results		Explanation
		Yes	No	
1.	The teacher gives example on how to pronounce correctly and appropriately	✓		This way still be given by teacher to student

2.	Students practice some vocabularies that have been given by teacher	✓		Teacher always practice in every new vocabulary in the chapter at meeting
3.	The teacher checks students' pronunciation one by one	✓		Teacher still checks students' pronunciation . and in this observation there are difficulties in pronouncing the English vocabulary by students
4.	The teacher corrects students' pronunciation that is incorrect and correct it	✓		Teacher always corrects students' pronunciation and correct as well as.
5.	The teacher gives instructions to students how to pronounce the English vocabulary?	✓		Teacher always gives instructions to students well
6.	Some vocabulary is given randomly by teacher to students?		✓	Teacher gives randomly some vocabulary to student so that it makes easy by students can follow in the English book
7.	Some vocabulary is given in a structured by teacher to students?	✓		Teacher gives in structure to students by according the book
8.	The teacher uses the method or way to make active students talk		✓	This way has been given by teacher in last meeting
9.	The teacher actively speaks English in the class	✓		Teacher always actively speaking English in every meeting in the class
10.	The teacher actively speaks English aloud and translates it to Indonesia language	✓		Teacher always actively speak English and translate it in Indonesia language in every meeting in the class.

**Table 4.3.**

**Observation with teacher and students in the class use chapter 4 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2)**

In third observation on March, 17<sup>th</sup> 2022. The researcher was doing observation in tenth grade students of F IIA (Religion department) the class at First floor of Madrasah Marwah with 09:40-10.30 time. When researcher was observating and found out there are some activity in every course. Teacher was doing activity in the class such taught how to learn English easily and well, guided, and shared some materials to students about material in the chapter. This material in Thursday, March 17<sup>th</sup> 2022 with fourth chapter about "Prominent Figures" that contained some material such Biographical recount text, grammar ). Next, researcher has known some activities for learn English in the class at Thursday March, 17<sup>th</sup> 2022 as follow:

1. Opening

In this class teacher always before going to study for every meeting to pray together with Al-fatihah.

2. Teacher always gives motivation to learn English for student

Teacher gives motivation for student so that they can study together with fun and cheerfull does not feel nervous and afraid when study English in the class.

3. Teacher ask students about material in the last meeting

Teacher ask that material to students in last meeting to know do they has read or not.

4. Teacher gives material that be related with the chapter from English lks book.

In every meeting in the class the teacher always gives material from chapter in the LKS book about "Prominent Figures". Beside that, teacher is also gives instructions with some methods and ways how to learn English well to be easy accepted by students.

5. Teacher gives instructions about pronunciation with some vocabularies

After gives material for this meeting, teacher gives instructions about pronunciation with many method and way to pronounce. In this session is the main of research which researcher need to collect data such recorder or take video the result from this observation. This activity was following by students and they are enthusiastic with this though they still wrong in pronouncing English vocabulary.

6. Teacher gives homework in the form of assignment

Teacher gives assignment to students to ask them to read material that has been learning together and then next meeting will be reviewed again.

7. Closing

Teacher was closing this meeting with students to say basmalah and to pray kafaratul majelis.

Beside that, in the third chapter there are some vocabularies that related with this chapter as follow:

- Foreign
- To appoint
- Career
- Represent
- Establish
- Achievement
- Oppose

- Stature
- Retire
- Cemetery

Teacher is also add some vocabularies that related with this chapter as follow:

- July
- Became
- Work
- Appointed
- Quit, quite, and quiet

In the third observation column there are some questions is same with first column such as the teacher gives example on how to pronounce correctly and appropriately, students practice in pronouncing some vocabularies that have been given by teacher, the teacher checks students' pronunciation one by one but in this observation there are difficulties which some vocabularies that be pronounced by students are wrong. So that teacher must to reteach those difficulties to students, the teacher corrects students' pronunciation that is incorrect and correct it, the teacher gives instructions to students how to pronounce the English vocabulary, some vocabulary is given randomly by teacher to students, some vocabulary is given in a structured by teacher to students, the teacher uses the method or way to make active students talk, the teacher actively speaks English in the class, and the teacher actively speaks English aloud and translates it to Indonesia language.

**The Analysis of Observation with teacher and students in the class use chapter 4 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2)**

In this third observation, there are some results which it be aimed that teacher has been done some activity in class such as:

1. Teacher gives example on how to pronounce correctly and appropriately.

This way still be given by teacher to student so that it can be easily practiced by students. It means that teacher always gives example on how to pronounce to students that will be practiced by students to repeat after teacher.

2. Students practice some vocabularies that have been given by teacher

Teacher always practice in every new vocabulary in the chapter at meeting. This way by teacher is the easy way to recognize to students how to pronounce the

new English vocabulary so that they get knowledge about how to pronounce the English vocabulary.

3. Teacher checks students' pronunciation one by one

Teacher always checks students' pronunciation because teacher must know anyone who is still feel difficulty in pronouncing. But in this observation there are difficulties which some vocabularies that be pronounced by students are wrong. So that teacher must to reteach those difficulties to students. Furthermore, it also can know as how far as students' ability in pronouncing the English vocabulary that has been learned by teacher in the class.

4. The teacher corrects students' pronunciation that is incorrect and correct it

Teacher always corrects students' pronunciation and correct as well as. As we know that teacher always corrects students' pronunciation because this activity can make students knows their own pronunciation the English vocabulary is false or true. Students is also know more about how to pronounce correctly and appropriately what that has been corrected by teacher.

5. The teacher gives instructions to students how to pronounce the English vocabulary

In every meeting the teacher always gives instructions well. This instructions such teacher shows his presentation by LCD projector with some vocabularies that from the English books and his own vocabularies. With like this, the students want to study to look at LCD projector so that it make students knows how to pronounce appropriately and wants to try pronounce it.

6. The teacher gives some vocabulary is given randomly

In this third observation, the teacher is not give randomly the English vocabulary to students but has been given in a structured to students which teacher has reason that teacher follows what that according in the book, this reason is same with the first observation.

7. Some vocabulary is given in a structured by teacher to students

Teacher is give some vocabularies in structure because has reason that still according in the English book.

8. The teacher uses the method or way to make active students talk

In third observation that teacher use the method or way because at last meeting teacher has given some method or way to make active students talk so that it is considered has used that method or way that has been given by teacher.

## 9. The teacher actively speaks English in the class

In this part, teacher always actively speaking English in the class because it makes students to add knowledge new vocabulary what that teacher says. This reason that teacher is also wants to students can listen some words in teacher's speak so that it easy for them to master their own listening ability through teacher's English speaking.

## 10. The teacher actively speaks English aloud and translates it to Indonesia language

In the class, that it easily students in listening many vocabulary from what that has been teacher said and students can know the means of vocabulary so that they does not be confused when they want to mean some words to translate in Indonesia. Moreover, it also this way can be understood some words by students when they are learning English in the class.

Material : Chapter 5

Time : Saturday, 20<sup>st</sup> March 2022

Place : Madrasah Marwah of Class

No	Observed Aspects	Appearance of Observation Results		Explanation
		Yes	No	
1.	The teacher gives example on how to pronounce correctly and appropriately		✓	Because has been given by teacher to students last meeting
2.	Students practice some vocabularies that have been given by teacher	✓		Student looks at LCD projector that contains of some vocabularies at this meeting
3.	The teacher checks students' pronunciation one by one		✓	Teacher only give some vocabularies but does not checks to them
4.	The teacher corrects students' pronunciation that is incorrect and correct it		✓	Teacher only gives some vocabularies
5.	The teacher gives instructions to students how	✓		Teacher always gives instructions in every



No	Observed Aspects	Appearance of Observation Results		Explanation
		Yes	No	
	to pronounce the English vocabulary?			meeting in pronouncing practice
6.	Some vocabulary is given randomly by teacher to students?		✓	Teacher still follow by according in English lks book so that just be given in structure
7.	Some vocabulary is given in a structured by teacher to students?	✓		Teacher follows by according in English lks book
8.	The teacher uses the method or way to make active students talk		✓	This method has used by teacher in every his teach
9.	The teacher actively speaks English in the class	✓		Teacher always actively speaks English in every meeting of his course in the class
10.	The teacher actively speaks English aloud and translates it to Indonesia language	✓		This reason that it easy for them in understanding about many words of English

**Table 4.4.**

**Observation with teacher and students in the class use chapter 4 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2)**

In fourth observation on March, 20<sup>st</sup> 2022. The researcher was doing observation in tenth grade students of F IIA (Religion department) the class at First floor of Madrasah Marwah with 08:40-09:30 time. When researcher was observing and found out there are some activity in every course. Teacher was doing activity in the class such taught how to learn English easily and well, guided, and shared some materials to students

about material in the chapter. This material in Sunday, March 20<sup>st</sup> 2022 with fifth chapter about “The Legend of The Komodo Dragons” that contained some material such Narrative text, and direct and indirect speech. Next, researcher has known some activities for learn English in the class at Sunday March, 20<sup>st</sup> 2022 as follow:

1. Opening

In this class teacher always before going to study for every meeting to pray together with Al-fatihah.

2. Teacher always gives motivation to learn English for student

Teacher gives motivation for student so that they can study together with fun and cheerfull does not feel nervous and afraid when study English in the class.

3. Teacher ask students about material in the last meeting

Teacher ask that material to students in last meeting to know do they has read or not. Then teacher was giving some material thas must be learned about mid-test for students after teach the last chapter before mid-test in this fifth meeting.

4. Teacher gives material that be related with the chapter from English lks book.

Every meeting in the class, the teacher always gives material from chapter in the LKS book about “The Legend of The Komodo Dragons”. Beside that, teacher is also gives instructions with some methods and ways how to learn English well to be easy accepted by students.

5. Teacher gives instructions about pronunciation with some vocabularies

After gives material for this meeting, teacher gives instructions about pronunciation with many method and way to pronounce. In this session is the main of research which researcher need to collect data such recorder or take video the result from this observation. This activity was following by students and they are enthusiastic with this though they still wrong in pronouncing English vocabulary.

6. Teacher gives homework in the form of assignment

Teacher gives assignment to students to study some material that be related with mid-test that has been learning together by started from chapter 2 until 5 and then next meeting is middle test.

7. Closing

Teacher was closing this meeting with students to say basmalah and to pray kafaratul majelis.

Beside that, in the fourth chapter there are some vocabularies that related with this chapter as follow:

- Bay
- Constantly
- Fearsome
- Nomadic
- Clashing
- Bounty
- Plentiful
- Platforms
- Apprentice
- Steady
- Swirled
- Sustained
- Boundary
- Embraced

Teacher is also add some vocabularies that related with this chapter as follow:

- Creatures
- Community
- Attacked
- Made
- Cultivate
- Built
- Pregnant
- Deliver

In the third observation column there are some questions is same with first meeting in column such as the teacher gives example on how to pronounce correctly and appropriately, students practice in pronouncing some vocabularies that have been given by teacher, the teacher checks students' pronunciation one by one, the teacher corrects students' pronunciation that is incorrect and correct it, the teacher gives instructions to students how to pronounce the English vocabulary, some vocabulary is given randomly by teacher to students, some vocabulary is given in a structured by teacher to students, the teacher uses the method or way to make active students talk, the teacher actively speaks English in the class, and the teacher actively speaks English aloud and translates it to Indonesia language. Therefore, teacher always use this activities for meeting from the first until last meeting in the class.

**The Analysis of Observation with teacher and students in the class use chapter 5 from the English book of PR (Buku interaktif Bahasa Inggris untuk SMA/MA Kelas X semester 2)**

In this fourth observation, there are some results which it be aimed that teacher has been done some activity in class such as:

1. Teacher gives example on how to pronounce correctly and appropriately.

In this last meeting before middle test teacher has been given by teacher to students last meeting, This way always be given by teacher to student so that it can be easily to them to be practiced and then they is also get knowledge about how to pronounce about some vocabularies in this meeting. It means that teacher always gives example on how to pronounce to students that will be practiced by students to repeat after teacher.

2. Students practice some vocabularies that have been given by teacher

Student practice some vocabularies with they look at LCD projector that contains of some vocabularies at this meeting. Teacher is also practice new vocabulary in the fifth chapter at meeting after presenting some material and many vocabularies on the lcd of projector that be related in this chapter. This way by teacher is also be easy way to recognize to students how to pronounce the new English vocabulary so that they get knowledge about how to pronounce the English vocabulary.

3. Teacher checks students' pronunciation one by one

In this meeting, teacher is not checks students' pronunciation, because teacher only give some vocabularies but does not checks to them. Teacher just consider that the students already has master pronunciation. Moreover, teacher can know as how far as students' ability in pronouncing the English vocabulary that has been learned by teacher in the class.

4. The teacher corrects students' pronunciation that is incorrect and correct it

Teacher only gives some vocabularies. As we know that teacher has been correcting students' pronunciation, because in every meeting the students has practiced as well. Furthermore, this activity is also can make students knows their own pronunciation the English vocabulary is false or true. Students is also know more about how to pronounce correctly and appropriately what that has been corrected by teacher.

5. The teacher gives instructions to students how to pronounce the English vocabulary

Teacher always gives instructions in every meeting in pronouncing practice. In every meeting the teacher is also gives instructions such teacher shows his presentation by LCD projector with some vocabularies that from the English lks book and his own

vocabularies. With like this, the students want to study to look at LCD projector so that it make students knows how to pronounce appropriately and wants to try pronounce it.

6. The teacher gives some vocabulary is given randomly

In the last observation, that teacher is not giving some vocabularies is given randomly, but teacher still follow by according in English lks book so that just be given in structure in a structured to students which teacher has reason that teacher follows what that according in the book, this reason is same with the last observation.

7. Some vocabulary is given in a structured by teacher to students

Teacher gives some vocabularies in structure because has reason that still follow according in the English book.

8. The teacher uses the method or way to make active students talk

In this meeting, teacher was not use the method or way to make active student talk, because at last meeting before in this meeting that teacher has given some method or way to make active students talk so that it is considered has used that method or way that has been given by teacher.

9. The teacher actively speaks English in the class

In this part, teacher always actively speaks English in every meeting of his course in the class because it makes students to add knowledge new vocabulary what that teacher says. This reason that teacher is also wants to students can listen some words in teacher's speak so that it easy for them to master their own listening ability through teacher's English speaking.

10. The teacher actively speaks English aloud and translates it to Indonesia language

In the class, that it easily students in listening many vocabulary from teacher's speak and students can know the means of vocabulary so that they does not be confused when they want to mean some words to translate in Indonesia. Moreover, it also this way can be understood some words by students when they are learning English in the class.

### 3. Data of Interview

In this research, Researcher has been collecting data through observation, interview, and documentation in the class. Then, the researcher was conducted the result of interview with teacher and some students that feel difficulties in pronouncing the English vocabulary in the tenth grade of F religion class at MA Darul Huda Ponorogo. The result was collected data on march 21<sup>st</sup> 2022 in location at Madrasah

Marwah of first floor class. These results contains of some recorders which these recorders there are teacher's recorder, and students' recorder which amount 6 students feels difficulties in pronouncing are 30 students in the class. At follow of results the interview:

### 1) What are English vocabulary difficult to be pronounced by students at MA Darul Huda Ponorogo

In the first question there are some vocabularies that are difficult to be pronounced by students. Some vocabularies are difficult to be pronounced as follow:

#### a. Chapter 2

Based on the researcher's interview and observations, some vocabularies are difficult to be pronounced by students in the second chapter those are:

##### a) Convenient /kən'vi:.nəns/

An interview with Diyah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*"Bab dua, vocabulary yang sulit nomer satu Convenient.*

(Second chapter, the vocabulary that so difficult is number one is Convenient."<sup>56</sup>

Besides, it was also found in interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*"Di bab dua, yaitu nomer satu Convineint, nomer sembilan To queue, nomer 10 passanger.*

(In second chapter, that are number one is Convenient, number nine is To queue, number 10 is passanger)."<sup>57</sup>

Furthermore, it was found by Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*"bab dua, nomer satu Convenient saja.*

(The second chapter, number one is only Convenient)."<sup>58</sup>

<sup>56</sup>See Appendix II.

<sup>57</sup>See Appendix II.

**b) Flying color /'flaɪ.ɪŋ 'kʌl.ə/**

An interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab dua nomer lima to board, nomer sembilan to queue, nomer empat flying color.*

(The second chapter number five is to board, number nine is to queue, number four is flying color).”<sup>59</sup>

**c) To board /tu: bɔ:rd/**

An interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab dua nomer lima to board, nomer sembilan to queue, nomer empat flying color.*

(The second chapter number five is to board, number nine is to queue, number four is flying color).”<sup>60</sup>

**d) Deck /dek/**

An interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab dua ada, nomer 10 Passanger, dan nomer enam itu Deck.*

(The second chapter there are, number 10 is passanger, and number six is deck).”<sup>61</sup>

**e) To queue /tu: kju: /**

An interview with Dian Nisa Putri as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

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<sup>58</sup>See Appendix II.

<sup>59</sup>See Appendix II.

<sup>60</sup>See Appendix II.

<sup>61</sup>See Appendix II.

*“Vocabulary yang sulit untuk dilafalkan di bab 2 hanya To Queue.*

(The Vocabulary that so difficult to be pronounced in the second chapter is only To queue).”<sup>62</sup>

Besides, it was also found in interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Di bab dua, yaitu nomer satu Convineint, nomer sembilan To queue, nomer 10 passanger.*

(In second chapter, that is number one is Convenient, number nine is To queque, number 10 is passanger).”<sup>63</sup>

**f) Passanger /'pæs.ən.dʒə/**

An interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab dua ada, nomer 10 Passanger, dan nomer enam itu Deck.*

(The second chapter there are, number 10 is passanger, and number six is deck).”<sup>64</sup>

Besides, it was also found in interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Di bab dua, yaitu nomer satu Convineint, nomer sembilan To queue, nomer 10 passanger.*

(In second chapter, that are number one is Convenient, number nine is To queque, number 10 is passanger).”<sup>65</sup>

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<sup>62</sup>See Appendix II.

<sup>63</sup> See Appendix II.

<sup>64</sup>See Appendix II.

<sup>65</sup>See Appendix II.



## b. Chapter 3

### a) Grueling /'gru:ə.lɪŋ /

An interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab ke tiga yang nomer empat Grueling, nomer delapan unguided, nomer 10 aviator.”*<sup>66</sup>

(The third chapter that are number four is grueling, number eight is unguided, number ten is aviator).<sup>66</sup>

### b) To Anchor /tu: 'æŋ.kə /

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab tiga itu nomer 7 (To anchor), enam (Atoll), sembilan (To bisect).”*

(The third chapter that are number seven (To anchor), six (Atoll), nine (To bisect)).<sup>67</sup>

Furthermore, it was found by Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 10 (Aviator), sembilan (To bisect), tujuh (To anchor).”*

(Number ten (Aviator), nine (To bisect), seven (To anchor)).<sup>68</sup>

### c) Unguided /ʌŋɡaɪdɪd /

An interview with Dian Nisa Putri as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Di bab 3, unguided nomer 8.”*

(In the third chapter, unguided is number eight).<sup>69</sup>

<sup>66</sup>See Appendix II.

<sup>67</sup>See Appendix II.

<sup>68</sup>See Appendix II.

<sup>69</sup>See Appendix II.

Besides, then the interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab ke tiga yang nomer empat Grueling, nomer delapan unguided, nomer 10 aviator.”*

(The third chapter that are number four is grueling, number eight is unguided, number ten is aviator).<sup>70</sup>

**d) To Bisect /tu: bar'sekt /**

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab tiga itu nomer 7 (To anchor), enam (Atoll), sembilan (To bisect).”*

(The third chapter that are number seven (To anchor), six (Atoll), nine (To bisect)).<sup>71</sup>

Next, it was found the interview with Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 10 (Aviator), sembilan (To bisect), tujuh (To anchor).”*

(Number ten (Aviator), nine (To bisect), seven (To anchor)).<sup>72</sup>

**e) Aviator /'ei.vi.ei.tæ /**

An Interview with Furthermore, it was found by Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 10 (Aviator), sembilan (To bisect), tujuh (To anchor).”*

(Number ten (Aviator), nine (To bisect), seven (To anchor)).<sup>73</sup>

Besides, then the interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

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<sup>70</sup>See Appendix II.

<sup>71</sup>See Appendix II.

<sup>72</sup>See Appendix II.

<sup>73</sup>See Appendix II.

*“Bab ke tiga yang nomer empat Grueling, nomer delapan unguided, nomer 10 aviator.”*<sup>74</sup>

(The third chapter that are number four is grueling, number eight is unguided, number ten is aviator).<sup>74</sup>

### c. Chapter 4

#### a) To Appoint /tu:ə'pɔɪnt /

An interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 3 (Career), empat (To represent), tujuh (To oppose), dan Sembilan (To retire) di bab 4.*

(Number three (Career), number four (To represent), number seven (To oppose), and number nine (To retire)).<sup>75</sup>

#### b) Career /kə'rɪr /

An interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 3 (Career), empat (To represent), tujuh (To oppose), dan Sembilan (To retire) di bab 4.*

(Number three (Career), number four (To represent), number seven (To oppose), and number nine (To retire)).<sup>76</sup>

#### c) To represent /tu: rep.rɪ'zent /

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer empat (To represent), lima (To establish), sepuluh (Cemetery) bab 4 sudah tidak ada.*

(Number four (To represent), five (To establish), ten (cemetery) the four chapter already not available.<sup>77</sup>

<sup>74</sup>See Appendix II.

<sup>75</sup>See Appendix II.

<sup>76</sup>See Appendix II.

<sup>77</sup>See Appendix II.

**d) To establish /tu: r'stæb.liʃ/**

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer empat (To represent), lima (To establish), sepuluh (Cemetery) bab 4 sudah tidak ada.*

*(Number four (To represent), five (To establish), ten (cemetery) the four chapter already not available).”<sup>78</sup>*

Besides, it was found in interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab empat nomer lima (To establish), tujuh (To oppose), juga sepuluh (cemetery).*

*(The four chapter are number five (To establish), seven (To oppose), ten (cemetery) too).”<sup>79</sup>*

**e) Achievement /ə'tʃi: v.mənt /**

An interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Hanya Achievement yang nomer enam.*

*(Just Achievement that is number six).”<sup>80</sup>*

**f) To oppose /tu: ə'pəʊz /**

An interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 3 (Career), empat (To represent), tujuh (To oppose), dan Sembilan (To retire) di bab 4.*

*(Number three (Career), number four (To represent), number seven (To oppose), and number nine (To retire)).”<sup>81</sup>*

Besides, it was found in interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

<sup>78</sup>See Appendix II.

<sup>79</sup>See Appendix II.

<sup>80</sup>See Appendix II.

<sup>81</sup>See Appendix II.

*“Bab empat nomer lima (To establish), tujuh (To oppose), juga sepuluh (cemetery).*

(The four chapter are number five (To establish), seven (To oppose), ten (cemetery) too).”<sup>82</sup>

**g) Stature /'stætʃ. ə/**

An interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab empat itu nomer delapan (Stature).*

(The four chapter that is number eight (Stature)).”<sup>83</sup>

**h) To retire /tu: ri'tair /**

An interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 3 (Career), empat (To represent), tujuh (To oppose), dan Sembilan (To retire) di bab 4.*

(Number three (Career), number four (To represent), number seven (To oppose), and number nine (To retire)).”<sup>84</sup>

**i) Cemetery /'sem.ə.ter.i /**

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer empat (To represent), lima (To establish), sepuluh (Cemetery) bab 4 sudah tidak ada.*

(Number four (To represent), five (To establish), ten (cemetery) the four chapter already not available.”<sup>85</sup>

Besides, it was found in interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab empat nomer lima (To establish), tujuh (To oppose), juga sepuluh (cemetery).*

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<sup>82</sup>See Appendix II.

<sup>83</sup>See Appendix II

<sup>84</sup>See Appendix II

<sup>85</sup>See Appendix II

(The four chapter are number five (To establish), seven (To oppose), ten (cemetery) too).”<sup>86</sup>

#### d. Chapter 5

##### a) Constantly /'kɑ:n.stənt.li /

An interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 14, dan dua sudah itu saja.*

*(Number 14 (Embraced), and two (Constantly)).”<sup>87</sup>*

##### b) Fearsome /'fir.səm /

An interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 ada, nomer 3 (Fearsome), 15 (Boundary), 14 (Embraced).*

*(The fifth chapter is there are number three (Fearsome), 15 (Boundary), 14 (Embraced)).”<sup>88</sup>*

##### c) Apperentice /ə'pren. tɪs /

An interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“bab 5 yaitu nomer 14 (Embraced), dan nomer sembilan (Apperentice).*

*(The fifth chapter are number 14 (Embraced), and number nine (Apperentice)).”<sup>89</sup>*

##### d) Swirled /swɜ:ld /

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 itu nomer 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled).*

<sup>86</sup>See Appendix II.

<sup>87</sup>See Appendix II.

<sup>88</sup>See Appendix II.

<sup>89</sup>See Appendix II.

(The fifth chapter that are number 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled)).”<sup>90</sup>

**e) Sustained /sə'steɪndɪd /**

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 itu nomer 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled).*

(The fifth chapter that are number 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled)).”<sup>91</sup>

**f) Speckled /'spek.\*ɪd/**

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 itu nomer 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled).*

(The fifth chapter that are number 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled)).”<sup>92</sup>

Furthermore, it was found in interview with Nuri Azizah is also as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 13 (Speckled), 15 (Boundary), dan 14 (Embraced).*

(Number 13 (Speckled), 15 (Boundary), and 14 (Embraced)).”<sup>93</sup>

**g) Embraced /ɪm'breɪsd /**

An interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 14, dan dua sudah itu saja.*

(Number 14 (Embraced), and two (Constantly)).”<sup>94</sup>

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<sup>90</sup>See Appendix II.

<sup>91</sup>See Appendix II.

<sup>92</sup>See Appendix II.

<sup>93</sup>See Appendix II.

Next, it also found interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“bab 5 yaitu nomer 14 (Embraced), dan nomer sembilan (Apperentice).*

(The fifth chapter are number 14 (Embraced), and number nine (Apperentice)).”<sup>95</sup>

Besides, An interviewis is also with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 itu nomer 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled).*

(The fifth chapter that are number 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled)).”<sup>96</sup>

Furthermore, it was found in interview with Nuri Azizah is also as as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 13 (Speckled), 15 (Boundary), dan 14 (Embraced).*

(Number 13 (Speckled), 15 (Boundary), and 14 (Embraced)).”<sup>97</sup>

The last, it was found in interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 ada, nomer 3 (Fearsome), 15 (Boundary), 14 (Embraced).*

(The fifth chapter is there are number three (Fearsome), 15 (Boundary), 14 (Embraced)).”<sup>98</sup>

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<sup>94</sup>See Appendix II.

<sup>95</sup>See Appendix II.

<sup>96</sup>See Appendix II.

<sup>97</sup>See Appendix II.

<sup>98</sup>See Appendix II.



#### h) **Boundary /'baun.d\*r.i /**

An interview with Nuri Azizah is also as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Nomer 13 (Speckled), 15 (Boundary), dan 14 (Embraced).*

*(Number 13 (Speckled), 15 (Boundary), and 14 (Embraced)).”<sup>99</sup>*

The last, it was found in interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bab 5 ada, nomer 3 (Fearsome), 15 (Boundary), 14 (Embraced).*

*(The fifth chapter is there are number three (Fearsome), 15 (Boundary), 14 (Embraced)).”<sup>100</sup>*

## 2) **Factors are influence students’ difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo**

In the second question, the researcher was found that there are some factors influence students’ difficulties pronouncing the English vocabulary those are Unknown about role of phonetic and less confident

### a. **Students do not about how to pronounce**

An interview with Dian Nisa Putri as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Faktor kesulitannya yaitu dalam pengucapan pelafalannya susah, jadi kalo bacanya dalam bahasa Inggris tidak sama dengan bahasa Indonesia seperti huruf A dalam bahasa Inggris tidak dibaca A, jadi seperti itu yang membuat susah. Sedangkan, bahasa Indonesia membacanya sama dengan tulisannya. Kadang-kadang aturannya banyak, yaitu aturan cara membaca/melafalkannya karna kita masih belum mengetahui aturan cara melafalkannya.*

(Factors of difficulties namely in pronouncing is difficult, so that if read it in English language is not same with Indonesia language such A word in English language does not read A, so that like that makes be difficult. While, Indonesia language read it is same as writing. Sometimes the role is much, namely the rules of how to

<sup>99</sup>See Appendix II.

<sup>100</sup>See Appendix II.

read or pronounce because we still have not known the roles to how to pronounce it).”<sup>101</sup>

It was found in interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Pelafalan dan penulisannya yang berbeda, jadi masih membuat bingung.*

*(The Pronounce and write that are different, so it’s still confusing).”<sup>102</sup>*

It also was found in interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Kesulitannya yaitu masih belum memahami aturan dalam pelafalan yang benar.*

*(The difficulties that is still have not be understood the role in pronouncing correctly).”<sup>103</sup>*

Moreover, it was found in an interview with Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Kesulitan pengucapannya. Tulisan dan cara membacanya berbeda, seperti huruf A itu tidak selalu dibaca seperti huruf aslinya.*

*(Difficult pronouncing. Writing and the way to read it is different, such A word is not always be read like the real of word).”<sup>104</sup>*

Besides, it also in interview with Luthfi lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

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<sup>101</sup>See Appendix II.

<sup>102</sup>See Appendix II.

<sup>103</sup>See Appendix II.

<sup>104</sup>See Appendix II.

*“Kesulitan cara bacanya, ada tulisan yang sama tapi tidak tahu artinya. Melafalkannya juga tidak percaya diri.*

(Difficult to how to read it, there is writing that is same but do not know mean. Pronouncing is also not be confident).”<sup>105</sup>

Furthermore, an interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Faktor yang membuatnya itu pelafalannya, yaitu tulisannya sama tapi pelafalannya yang berbeda.*

(Factors that makes is pronounce it, namely writing is same but pronouncing is different).”<sup>106</sup>

#### **b. Students are less confident**

An interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Sulit bacanya. maksudnya cara membacanya terbelit-belit, saya sendiri kurang percaya diri karna kalau salah malu.*

(Difficult reading. It’s means that how to read is (terbelit-belit), I am not confident myself because if it’s wrong is shy).”<sup>107</sup>

Besides, it was found in an interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Kesulitannya yaitu pelafalannya sulit, ketika membacanya itu takut salah arti jadi kurang percaya diri.*

(The difficulties is difficult pronouncing, when reading is so afraid be wrong mean so that less confident).”<sup>108</sup>

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<sup>105</sup>See Appendix II.

<sup>106</sup>See Appendix II.

<sup>107</sup>See Appendix II.

<sup>108</sup>See Appendix II.

Furthermore, it also in interview with Luthfi lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Kesulitan cara bacanya, ada tulisan yang sama tapi tidak tahu artinya. Melafalkannya juga tidak percaya diri.*

*(Difficult to how to read it, there is writing that is same but do not know mean. Pronouncing is also not be confident).”<sup>109</sup>*

### **3) Solution the problem in pronouncing English vocabulary at MA Darul Huda Ponorogo**

In the third question, the researcher was found from interview with teacher and many students that there are some address students' difficulties pronouncing the English vocabulary from LKS English book for tenth grade students by Intan Pariwara. those are Watching the English movie and video, to know the native speaker's method, practicing with record their voice, listening the slow the English song is not too fast, practice with someone or partner, watching the English news, downloading the pronunciation application.

The researcher was found the source via an interview with Mr. Taufiq Hidayat as English teacher at MA Darul Huda Ponorogo which was be conducted on Tuesday, 21<sup>st</sup> 2022:

*“Pada saat menemui kesulitan, solusi saya yaitu: Harus mengetahui aksen orang luar dengan cara melihat video atau film bahasa inggris, harus mengetahui metode bicara yaitu sering sering mengetahui metode bicara otomatis jadi kebiasaan anak meniru yang sudah mengetahui dari native speaker, ketika menemukan kosa kata yang dilafalkan maka anak harus tau kosa kata tersebut dengan memecah syllable (kata yang panjang) seperti apa, jangan terlalu tergesa-gesa dlm belajar bahasa inggris harus sabar, membaca dengan suara yang bisa didengar oleh telinga kemudian merekamnya yang nantinya kita samakan dengan native speaker atau aplikasi pronunciation, mendengarkan lagu-lagu inggris yang slow tidak terlalu cepat, practice with someone ini salah satu cara meningkatkan kualitas*

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<sup>109</sup>See Appendix II.

*speaking dan pronunciation anak, membaca berita/menonton berita inggris, jika mempunyai hp disarankan mendownload aplikasi pronunciation untuk dapat meningkatkan pronunciation.*

(When I encounter difficulties, my solution is: you have to know the accent of outsiders by watching English video or movie, you have to know the method of speaking which is often knowing the automatic speech method so that children's habit imitate what they already know from native speaker., when to find out the vocabulary that is pronounced, the children must know the vocabulary with breaking down syllable (long word) like what, do not be too hasty in learning English so you have to be patient, read in a voice that can be heard by the ear and then record it which we will equate with native speaker or pronunciation application, listening the slow English songs is not too fast, practice with someone is one of the way to improve the quality of children's speaking and pronunciation, reading news or watching English news, if you have a cellphone it is recommended to download the pronunciation application to increase pronoununciation).<sup>110</sup>

Besides, it was found in an interview with Dian Nisa Putri as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Diberanikan saja, maksudnya kalau salah dibenarkan.*

*(Just be brave, it means that if wrong to be corrected).<sup>111</sup>*

Next, an interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“ketika memebaca kosa kata lebih sering membaca agar meminimalisir kesalahan dalam pelafalan., lebih sering berlatih bahasa inggris dengan temannya yaitu dialog.*

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<sup>110</sup>See Appendix II.

<sup>111</sup>See Appendix II.

(When to read the vocabulary is more often to read so that can be minimize the error in pronouncing, more often to practice the English with friend that is dialogue).”<sup>112</sup>

Next, the interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Lebih sering berlatih, agar dapat mengetahui kesalahannya yang mana.*

(More often to practice, so can know where is wrong).”<sup>113</sup>

Next, an interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Sering latihan membaca”*

(Often to read practice).”<sup>114</sup>

Furthermore, in an interview with Nuri Azizah Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Bertanya kepada orang yang bisa, kalau sudah bertanya harus belajar membaca.*

(Asking to people who can, if you have asked so must to read study).”<sup>115</sup>

The last, an interview with Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Solusinya yaitu bertanya kepada yang bisa, mendengarkan orang bilang bahasa inggris, dan sering mendengarkan lagu inggris.*

(The solution that are asking to people who can, listening with people who speak English, and often to listen the English song).”<sup>116</sup>

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<sup>112</sup>See Appendix II.

<sup>113</sup> See Appendix II.

<sup>114</sup>See Appendix II.

<sup>115</sup>See Appendix II.

<sup>116</sup>See Appendix II.

## B. Discussion

In this study, the researcher has conducted the observation, interview with teacher and students, and documentation that next to analyze the result from instrument of data those. Moreover, the researcher will be analyzing those data to answer the research problem. The result of this research will answer the research problem as follow:

### 1. What are English vocabulary difficult to be pronounced at MA Darul Huda Ponorogo

In this research, the result of English vocabulary are difficult to be pronounced by students from LKS English book for tenth grade students by Intan Pariwara at MA Darul Huda Ponorogo as follows:

1.	Chapter II	Convenient
		Flying color
		To board
		Deck
		To queue
		Passanger
2.	Chapter III	Grueling
		To Anchor
		Unguided
		To Bisect
		Aviator
3.	Chapter IV	To Appoint
		Career
		To represent
		To establish
		Achievement
		To oppose
		Stature
		To retire
		Cemetery
4.	Chapter V	Constantly
		Fearsome
		Apperentice
		Swirled

	Sustained
	Speckled
	Embraced
	Boundary

**Tabel 4.5**

### **Vocabularies from Students' difficulties**

From the table above that the English vocabularies are difficult to be pronounced by students at MA Darul Huda Ponorogo is the result of answer from the questions of interview with students. These vocabularies are difficult to pronounce by students because they have some difficult that can make them so difficult in pronouncing it.

According to Chens that:

*“There are difficulties in speaking namely less confident, less fluency, and less vocabulary mastery.”<sup>117</sup>*

Moreover, it also according that Megawati as follow:

*“There are language element that important in supporting four skill (Listening, Reading, Writing, and Speaking) that, namely pronunciation, vocabulary, and grammar, it is become the obstacle to learn English.”<sup>118</sup>*

Furthermore, this result from students that difficult experience in pronouncing the English vocabulary as follow:

#### **1) Chapter II**

In the chapter II, there are some vocabularies that difficult to pronounce by students such as Convenient, flying color, to board, deck, to queue, and passanger. This is according to the interview with students as follow:

An interview with Diyah Veri Mahmudah as a student of F

<sup>117</sup>Nurhadiah Fitri, *An Analysis On Students' Difficulties In Speaking English At Islamic Senior High School Kotrabaru Seberida*, (Pekanbaru: State Islamic University Of Sultan Syarif Kasim Riau), page 10.

<sup>118</sup>I Gusti Ayu Agung Dian Susanthi, *Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya*, (Denpasar: Warmadewa UNiversity), page 66.



religion tenth grade class on Tuesday, 21st March 2022:

*“Second chapter, the vocabulary that so difficult is number one is Convenient”.*

The interview also with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“In second chapter, that are number one is Convenient, number nine is To queque, number 10 is passanger”.*

Next, the interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The second chapter, number one is only Convenient”.*

Next, the interview with Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The second chapter number five is to board, number nine is to queue, number four is flying color”.*

Next, the interview with Indriani as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The second chapter there are, number 10 is passanger, and number six is deck”.*

An interview with Dian Nisa Putri as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The Vocabulary that so difficult to be pronounced in the second chapter is only To queue”.*

Based on the result from the interview that, some vocabularies that more so difficult to be pronounced by student are convenient and to queue where there are three children each. Then, for flying color of word is one student. For deck of word is one student. For to board of word is one student. And the last for passanger of word are two students.

## 2) Chapter III

In the chapter II, there are some vocabularies that difficult to pronounce by students such as Grueling, to anchor, unguided, to bisect, aviator. This is according to the interview with students as follow:

An interview with Indriani as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“The third chapter that are number four is grueling, number eight is unguided, number ten is aviator.”*

Besides that, in an interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2002:

*“The third chapter that are number seven (To anchor), six (Atoll), nine (To bisect).”*

Furthermore, it was found by Lili Rahmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“Number ten (Aviator), nine (To bisect), seven (To anchor).”*

An interview is also with Dian Nisa Putri as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“In the third chapter, unguided is number Eight.”*

Based on the result from the interview that, there are some vocabularies that more so difficult to be pronounced by student namely for gruelling of word is one student. For atoll of word is one student. For to anchor of word is

two students. For unguided of word is two students. For to bisect of word is two students. And the last aviator of word is two students.

### 3) Chapter IV

In the chapter IV, there are some vocabularies that difficult to pronounce by students such as To Appoint, career, to represent, to establish, achievement, to oppose, stature, to retire, cemetery. This is according to the interview with students as follow:

An interview with Nuri Azizah as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“Number three (Career), number four (To represent), number seven (To oppose), and number nine (To retire).”*

Next, an interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“Number four (To represent), five (To establish), ten (cemetery) the four chapter already not available.”*

Next, an interview is also with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“Just Achievement that is number six.”*

Besides, the interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21<sup>st</sup> March 2022:

*“The four chapter are number five (To establish), seven (To oppose), ten (cemetery) too.”*

Furthermore, an interview is also with Indriani as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The four chapter that is number eight (Stature).”*

Based on the result from the interview that, there are some vocabularies that more so difficult to be pronounced by student namely to appoint of word

is one student. For career of word is one student. For to represent of word is one student. For to establish of word is one student. For achievement of word is one student. For to oppose of word is two students. For stature of word is one student. For to retire of word is one student. For cemetery of word is two students.

#### 4) Chapter V

In the chapter V, there are some vocabularies that difficult to pronounce by students such as constantly, fearsome, apperentice, swirled, sustained, speckled, embraced, boundary. This is according to the interview with students as follow:

An interview with Diah Veri Mahmudah as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“Number 14 (Embraced), and two (Constantly).”*

Next, an interview with Lili Rohmawati as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The fifth chapter is there are number three (Fearsome), 15 (Boundary), 14 (Embraced).”*

Then, an interview with Indriani as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The fifth chapter are number 14 (Embraced), and number nine (Apperentice).”*

An interview with Luthfi Lizza Maudita as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“The fifth chapter that are number 11 (Swirled), 12 (Sustained), 14 (Embraced), 13 (Speckled).”*

Furthermore, in interview with Nuri Azizah is also as a student of F religion tenth grade class on Tuesday, 21st March 2022:

*“(Number 13 (Speckled), 15 (Boundary), and 14 (Embraced).”*

Based on the result from the interview that, there are some vocabularies that more so difficult to be pronounced by student namely constantly of word is one student. Fearsome of word is one student. Oppertence of word is one student. Swirled of word is one student. Sustained of word is one student. Speckled of word is two students. Embraced of word is five students. And the last boundary of word is two students.

Moreover, from the result of interview that they have difficulty in pronouncing some vocabulary in the English lks book for tenth grade students in second semester. Furthermore, the researcher will show the result of observation checklist that follows in every meeting until fourth meeting in the class. The result of first semester in observation checklist shows that there are difficulties which some vocabularies that be pronounced by students are wrong after teacher checks students' pronunciation one by one. Next, teacher must correct and reteach some difficult vocabularies to students.

## **2. What factors are influence students' difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo**

As we know, learning pronunciation for students is difficult. It means that, the students learns English such pronunciation is also difficult experience it because of they are still use main language in the school namely Indonesia language. It is according Ramely states that has done the research about pronunciation and has found that the difficulty by students in pronouncing the English word caused from mother language.<sup>119</sup> It means that, every student has factors influence in learning English especially pronunciation caused from their born language is mother language.

### **1) Students do not know and not understand about how to pronounce**

The factors influence students' difficulties pronouncing the English vocabulary from an interview list with students namely students do not know and not understand about how to pronounce and students are less confident. The researcher is also collect this result from an interview with teacher and students and observation checklist in the class. The first factors is students do not know

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<sup>119</sup>Novra Melisa P. Hutabarat, A Study on Students' Difficulties in Pronouncing English Words in English Study Program of University of HKBP Nommensen Pematangsiantar, page 35.

and not understand about how to pronounce, such according by Indriani as a student of F religion tenth grade class that:

*“still not understanding the role in pronouncing is correct.”*

From the result of interview above, that the one of factors influence students' difficulties is students do not know and not understand about how to pronounce. From this, the researcher analyses it that in the school especially at MA Darul Huda Ponorogo in every grade of class that teacher has limited time to teach about pronunciation. It means that teacher just ask to students to repeat some vocabularies that be related with material of meeting to pronounce it. This is according by Mr. Taufiq Hidayat as English teacher at MA Darul Huda Ponorogo as follow:

*“For the difficulty that I experienced in the first teaching, namely in terms of time, why is time a difficulty? It means that in learning English in the class that pronunciation to be taught in a limited portion.”*

Based on interview above, that teach the pronunciation just be doing when teacher has time to teach it like before sharing the material or after share that material. When teacher is also wants to pronounce with students it also make easy for students in understanding and learning the material such reading text or exercicesfrom LKS English book for tenth grade students by Intan Pariwara.

Accord by Harmer as follow:

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

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

Moreover, they still use some vocabularies that be related with the material of meeting just as added word in learning on the English lks book. However, students still has difficulty in pronouncing though it has taught in every meeting by their teacher because they do not know about the role of phonetic. Even, in Indonesia country, students does not be taught about how to pronounce by teacher. This reason students does not be taught how to pronounce because the pronunciation has phonetic science and just be taught at college study for colleger is not in grade school such as elementary, junior, and senior high school for student. this is also from according by Mr. Taufiq in the interview as follow:

*“The second, difficulty in teaching the pronunciation that problem of book or Modul. It means, that on the English book from government it is there is not for special contain of about pronunciation science, pronunciation science is there not. Only in the class tenth MA/SMA book it when there is reading text there is a punctuation mark.”*

From interview above, that students in the class tenth of F IIA does not be taught pronunciation science, if teacher teach about pronunciation science to students when teacher just teach that accord by English book from government that there is not pronunciation science only there is reading text that contain punctuation mark.

## **2) Student are less confident**

The answer from the result of interview after unknown and not understand about role of phonetic then less confident. Less confident in learning English is general problem for language learners that wants to learn English. Besides, that many students feels difficulty in pronouncing the English vocabulary because of they have not motivation so that it makes them less confident to learn it.

According to Darsiana that:

*“Factors that influence in learning English so difficult for students namely: First, Less English speaking skill because is not habitual. Second, Part of students is reluctant and even close their mouth if they*

*invited to speak in English. Third, feeling difficulty in speaking English so that they have not be able communication.*"<sup>120</sup>

From collaborate between the result of interview, observation checklist, and expert that, factors that influence the students difficulty in pronouncing the English vocabulary such less confident. Besides that, students feels less confident because less their motivation in learning English. Moreover, less confident is caused from they still feel wrong when they are trying to pronounce the English vocabulary though just one said. From the first until fourth observation checklist that researcher find out the result from these observations. This finding was found when the researcher collect the data through observate in the class, namely students still less confident with their pronunciation ability which they are also learn with their teacher.

According to interview with Diah Veri Mahmudah as a student of tenth grade of F religion class as follow:

*"Difficult reading. It's means that how to read is difficult,, I am not confident by myself because if it's wrong is shy."*<sup>121</sup>

Based on that interview above that, less confident by students is caused difficult of how to pronounce correctly and if they are wrong in pronouncing. They feel not be confident so that it makes them so afraid wrong to pronounce it and become be shy. This factor already exists for students since they begin to learn English and is also feel so difficult to learn English especially pronunciation with the English vocabulary. Moreover, they are also still not try yet to pronounce what that be taught by their teacher with correctly and appropriately.

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<sup>120</sup>I Gusti Ayu Agung Dian Susanthi, *Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya*, (Denpasar: Warmadewa UNiversity), page 67.

<sup>121</sup>See Appendix III, 3.



### **3. How to solution the problem in pronouncing English vocabularyat MA Darul Huda Ponorogo**

In the third question, the researcher has found that there are some solutions the problem in pronouncing the English vocabulary. Those are Watching the English movie and video, to know the native speaker's method, practicing with record their voice, listening the slow the English song is not too fast, practice with someone or partner, watching the English news, downloading the pronunciation application.

Moreover, according to Sari and Lestari that, there are some method to ease speaking especially in pronouncing English as follows: increase vocabulary, read with loud voice, knowing of grammar, read an English written, speaking English, listen to English song, watching English movie, and so happy to learn English.<sup>122</sup> From the accord by Sari and Lestari that, this method to ease help the students to learn English especially pronunciation.

Furthermore, from an interview with Mr. Taufiq Hidayat as English teacher that there are many solutions the problem in pronouncing the English vocabulary namely Watching the English movie and video, to know the native speaker's method, practicing with record their voice, listening with slow the English song is not too fast, practice with someone or partner, watching the English news, downloading the pronunciation application.

#### **1) Student are watching English movie and video**

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

#### **2) Student are knowing the native speaker's authentic voice**

Knowing the native speaker's method, students can know how to pronounce correctly by native speaker. Besides that, with know the native speaker's method

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<sup>122</sup>I Gusti Ayu Agung Dian Susanthi, *Kendala Dalam Belajar Bahasa Inggris Dan Cara Mengatasinya*, (Denpasar: Warmadewa UNiversity), page 61-62.

the student tries some native speaker's method which these methods can be tried by student if they pronounce what suits native speaker said.

**3) Students are practicing with by recording the students' voice**

Practice with record their voice is the one of address students' difficulties in pronouncing the English vocabulary. Practicing with this method, we can know our voice of pronunciation is true or not about our pronunciation. Besides that, we must try to practice with record voice which next after that we can know and then can be corrected it. After corrected about our pronunciation, we can try to repronounce correctly and appropriately.

**4) Student are listening with slow the English song is not too fast**

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

**5) Student are practice with someone or partner**

Practice with someone or partner is the one of address students' difficulties in pronouncing the English vocabulary. Even, practice with someone or partner is the good method that very good to help their pronunciation and speak. Practice with someone or partner with English speak for one month it will make our pronunciation and speak is more effective.

**6) Student are watching the English news**

Watching the English news is the one of address students' difficulties in pronouncing the English vocabulary. Besides that, watching the English news can increase our listening and we get some vocabularies contained in English news. Moreover, we are watching the English news with listen it so that we have gotten some vocabularies and pronunciation about these vocabularies to be learned.

**7) Student are downloading the English pronunciation application**

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

## CHAPTER V

### CLOSING

This chapter is the last in this study. Moreover, this chapter contains about conclusion and suggestion about student's difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo.

#### A. Conclusion

Based on from discussion above that, conclusion in this study there are three from answer in the fourth chapter as follows:

#### 1. What are English vocabulary difficult to be pronounced at MA Darul Huda Ponorogo

##### a. Chapter II

There are English Vocabulary difficult to be pronounced in the Chapter II namely: Convenient, flying color, to board, deck, to queue, passanger.

##### b. Chapter III

There are English Vocabulary difficult to be pronounced in the Chapter III namely: Grueling, to anchor, unguided, to bisect, aviator.

##### c. Chapter IV

There are English Vocabulary difficult to be pronounced in the Chapter IV namely: to appoint, career, to represent, to establish, achievement, to oppose, stature, to retire, cemetery.

##### d. Chapter V

There are English Vocabulary difficult to be pronounced in the Chapter V namely: Constantly, fearsome, apperentice, swirled, sustained, speckled, embraced, boundary

#### 2. What factors are influence students' difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo

- 1) Students do not know and not understand about how to pronounce
- 3) Students are less confident

#### 3. How to solution the problem in pronouncing English vocabulary at MA Darul Huda Ponorogo.

- 1) Watching English movie and video

- 2) Knowing the native speaker's method
- 3) Practicing with by recording the students' voice
- 4) Listening with slow the English song is not too fast
- 5) Practice with someone or partner
- 6) Watching the English news
- 7) Downloading the pronunciation application

## **B. Suggestions**

### **1. For the teacher**

For the teacher of students' difficulties in pronouncing the English vocabulary at MA Darul Huda Ponorogo

- a. The teacher must be good in pronouncing which it will be practiced to their students' pronunciation.
- b. The teacher must pay attention to their students so that the teacher can teach more good about english vocabulary in pronouncing

### **2. For the students**

For the student of students' difficulties in pronouncing the English vocabulary.

- a. The student should pay attention about teacher's pronunciation so that they can practice that has taught by their teacher.
- b. The student must learn and practice more about English pronunciation vocabulary by themselves that has taught with their teacher so that they can get knowledge about that and it make more effective, good and better to improve their pronunciation.

### **3. For the future researchers**

The researcher hopefully this research can be used by researchers else as information in educational research and there are next researcher will get information about pronunciation the English vocabulary.

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