Analysis of Word Pronunciation Errors in the Reading of Speech Texts of Class VI Students of Pakuhaji V Elementary School as an Alternative to Making Speech Learning Media in Elementary Schools

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Abstract

Reading comprehension is an important life skill. Reading is receptive. It is said to be receptive because through reading, a person can get information, add insight, add new knowledge and experience. Reading learning must continue to be improved to be more effective given the importance of reading in Indonesian language learning. As language learners, students often make mistakes in the pronunciation of reading speech texts. This is due to student's lack of mastery of good and correct pronunciation of Indonesian words. So that the error will take place continuously until it finally becomes a habit made by both teachers and students. To find out the level of student's abilities and skills in reading speech texts, the researcher is interested in studying research on word pronunciation error analysis and intends to develop appropriate learning media to anticipate the emergence of similar errors in the future. After observing the current situation of grade VI elementary school students. The researcher used the method of analyzing word errors in the form of documents (audio) then analyzed using language error analysis techniques described by Tarigan, then in this study the researcher used a synchronic approach. This study found 263 errors. For grade VI elementary school, the researcher made speech learning media as an alternative to analyzing the data findings.

Keywords: language, speech, pronunciation errors.

A. INTRODUCTION

Indonesian is the official language of the country. In addition to being the national language, one of the subjects covered in the national curriculum from elementary to high school is Indonesian. Listening, speaking, reading and writing are four skills that students must have and should be mastered to learn Indonesian. The researcher focuses this research on word pronunciation errors in the reading of speech texts. One of the most important skills to have in life is the ability to read. The next generation will be critical, creative, and intelligent because of reading. Reading allows one to gain knowledge and information from various parts of the world. Reading learning must continue to be improved to be more effective considering the importance of reading in Indonesian language learning. Moreover, when the researcher conducted a pre-research interview with the homeroom teacher, namely Mrs. Laela, S. Pd. in the research class, information was obtained that in learning the teacher only used teaching materials sourced from student books.

Curriculum, teachers, students, goals, methods, materials, learning media, and evaluation are examples of educational components. Each of these parts is connected to one another. In the classroom, teachers are in charge of teaching and learning. Teachers as educators at school play an important role in the learning system. According to Katz in

Nujanah (2016), teachers function as communicators, friends who offer advice, motivators who inspire and encourage, mentors who help students develop positive attitudes, behaviors, and values, and people who teach subject matter.

Apart from teachers, learning media is also equally important in the learning system. Teachers use learning media to help students understand the material they teach. Teaching methods are more varied, and student's increasingly participate in learning activities because they are doing things like watching videos, drawing, and doing something other than listening to the teacher explain the lesson.

In addition to building student's enthusiasm for seeking knowledge and even having an impact on student's congnitives, student's enthusiasm and interest can be aroused by the teaching and learning process with learning media. Media is expected when used as a teaching tool will produce ideal learning, learning motivation, increased absorption, and concrete understanding.

The ideal type of education is one that is conducive to the creativity of the whole child, engages students in efficient learning, and takes place in a pleasant atmosphere. An ideal teacher is necessary for ideal learning to occur. If a teacher has the ability to condition the class and make learning fun, then the learning process becomes smooth.

The data examined in this study are voice recordings of grade V students of SDN Pakuhaji V reciting speeches. In the 6th grade Indonesian language subject, to be precise theme 7 subtheme 1 there is Basic competency 4.3 Delivering a speech of personal work using standard vocabulary and effective sentences as a form of self-expression.

Based on the above background, it is necessary to conduct in-depth research on the pronunciation of words on student voice recordings which can later be used as an alternative media for learning speech in elementary schools.

Therefore, the title of this research is "Analysis Of Word Pronunciation Errors In The Reading Of Speech Texts Of Class VI Students Of Pakuhaji V Elementary School As An Alternative To Making Speech Learning Media In Elementay school" This research was conducted to find the vulnerable areas formed when students read so that it can be used as an alternative teaching media in elementary schools in class VI speech learning.

B. METHODS

In this research, a synchronic approach is used, especially in the field of linguistics. This study was conducted by observing phenomena in the field of linguistics in a short period of time. According to Soeparno (2002), this approach has advantages because the data analyzed is data that is really real at that time, data that existed at the time the research was conducted. According to Syafrizal in the book Introduction to Social Science (2021), the synchronic approach means narrowing in time and widening in space. The term synchronic comes from the Greek, syn means with, and khronos means time and period. The synchronic approach deals with events that occur in a limited time. Then according to Mahsun (2005) Synchronic linguistics is a branch of linguistics that looks at language structures at a certain time. Thus, synchronic linguistic studies examine language periods, while diachronic linguistic analysis examines language development.

In conducting the research, the researcher used the method of language error analysis, which attempts to carry out research from the data of student voice recordings reading the speech text. Learning language errors is a process that affects students in learning the language. As Dulay, Burt, and Krashen (1982: 277) said "Error is a part of a

conversation that deviates from some selected norm of natural language performance". This research uses language error analysis method.

Language error analysis (Anakes) is a working procedure commonly used by researchers and language teachers that includes collecting samples, identifying errors in the sample, explaining the error, categorizing the errors based on their causes, and evaluating or assessing the seriousness of the error (Ellis, 1986). This research tool is used to determine the errors made by students in word pronunciation during the reading of speech texts. Content analysis has a broad scope so that in this deepening it has an important role in order to reveal the meaning of the analysis carried out. Its role is really important in educational research because it describes each writing in detail so that the results obtained are also in detail and can be used as a reference for better learning in the future by reflecting on the results obtained from the language error analysis method. According to Lennon in Mantasiah and Yusri (2020) language errors are not merely to be avoided, but rather a phenomenon that can be studied by teachers.

The respondents in this study were grade VI students of SDN Pakuhaji V, Tangerang Regency. In obtaining data, the researcher relates to teachers and students. Researchers recorded students reading speeches during learning and then researchers transcribed the speeches, then analyzed them using modified data analysis techniques according to Tarigan (1995).

The instrument used in the implementation of this research is the researcher himself, the data collection technique obtained from grade VI elementary school students. The data obtained were then collected, identified and analyzed by the researcher.

There are 3 data analysis procedures carried out including the prefix stage, the implementation stage, and the conclusion drawing stage. In the prefix stage, researchers carried out licensing to schools to be able to obtain the data needed in the study and see the syllabus used by the school. Then at the implementation stage, the researcher analyzes the data findings by first reducing the data and then presenting it in tabular form. And finally in the conclusion stage, the researcher draws conclusions and then makes learning media based on the results of the research that has been analysed.

C. RESULT AND DISCUSSION

In this study, the researcher obtained the overall analyzed findings data from SDN Pakuhaji V, Pakuhaji Village, Pakuhaji District, Tangerang Regency. Based on the data collected, namely voice recordings of elementary school students reading speech texts. Researchers obtained 57 student voice recordings, but at the data transcription stage only 44 students who made pronunciation errors could continue to the analysis stage. This happened, among others, because there were no pronunciation errors in 10 students, only mistakes during reading.

In analyzing the data findings in the form of student voice recordings, the researcher used content analysis. The data obtained from grade VI elementary school students, namely.

1. The addition of phonemes at the end of words
2. Changes in phonemes at the beginning of words
3. Changes in phonemes in the middle of words
4. Changes in phonemes at the end
5. Allophone errors.

After the researchers collected the findings data obtained from the students, then the researchers carried out data analysis. In analyzing the data, the researcher presented it in the form of a table. The data obtained by the researcher is in student voice recordings, without reducing anything and without eliminating anything so that the data rewritten by the researcher is the original data without being manipulated.

Data Findings

In the transcription of student's speeches in the pronunciation of semuanyah [sɛmuaɲah], it can be seen the error of adding phonemes at the end of the word. in accordance with the opinion of Muslich (2008) the pronunciation is wrong because students add the /h/ sound at the end of the word. The error of adding phonemes at the end ranks fifth based on the recapitulation of the frequency of word pronunciation errors presented, which is 0.3% or 1 time. Then students pronounce the word pasilitas with [pasĨlĨtas] in accordance with the opinion of Muslich (2008) the pronunciation is wrong because there is a change in the phoneme /f/ to /p/ at the beginning of the word. The error of phoneme change at the beginning ranks fourth based on the recapitulation of the frequency of word pronunciation errors presented, which is 3% o`r 8 times. Students pronounce the word bersih to [bɛrsĨh] in accordance with the opinion of Muslich (2008) the pronunciation is wrong because in the middle of the word there is a change of phoneme /∂/ to /ɛ/, the error of phoneme change in the middle of the word ranks first based on the recapitulation of the frequency of word pronunciation errors presented, namely 71% or 187 times. Students pronounce the word kalo into [kalO] in accordance with the opinion of Muslich (2008) the pronunciation is wrong because at the end of the word there is a change of phoneme /aw/ into /O/. The error of phoneme change at the beginning ranks fourth based on the recapitulation of the frequency of word pronunciation errors presented, which is 3% or 8 times. Students pronounce the word bapak as [bapak'] in accordance with the opinion of Muslich (2008) the word father should use the glottal sound (hamzah) Ĩ with the phoneme /ʔ/ at the end of the word. The allophone selection error ranks second based on the recapitulation of the frequency of word pronunciation errors presented, which is 19% or 50 times.

Table 1. Identification and Frequency Classification of Vulnerable Areas

Identification and Classification	Intensity Pronunciation error	Intensity Correct pronunciation	Frequency of vulnerable areas
Final Phoneme Addition	1	142	1143×100%=0.7%
Initial Phoneme Change	8	19	827×100%=29,6%
Phoneme change in the middle	187	1.273	1871.460×100%=14,9%
Phoneme change at the end		61	1778×100%=21,8%

	17		
Allophone Selection	50	34	$\frac{50}{84} \times 100\% = 59,5\%$

Learning Media for Speech Text Reading

In speech script writing lessons, interactive learning media are needed to support the learning process to make it easier. According to Sanaky (2009), learning media is an educational tool used as an intermediary during the learning process to increase effectiveness and efficiency in achieving teaching goals. Heinich, Molenda, Russel (1996: 8) state that: "A medium (plural media) is a channel of communication, examples include movies, television, diagrams, printed materials, computers, and instructors".

Based on the above definition that media is a channel of communication including movies, television, diagrams, printed materials, computers, and instructors. This shows that the role of learning media is very important as an intermediary in the learning process.

In this study, the learning media to be designed has a relationship with Indonesian language learning in grade VI elementary school, namely by utilizing the results of the analysis of word pronunciation errors in the reading of speech texts of grade VI students at Pakuhaji V Elementary School. In making learning media, researchers start by reviewing the curriculum, then outlining the Core Competencies (KI), Basic Competencies (KD), and Indicators that will be achieved later will be formed into a learning media.

The content of the learning media that will be designed in accordance with the 2013 curriculum in the grade VI Indonesian language learning unit in semester 2 is Theme 7 Subtheme 1 Lesson 1 regarding Leadership and Leaders Around Me.

Learning Design

The following is a learning media design designed by the author in the form of a learning video designed using the Canva application which aims to facilitate the author in being creative so as to produce a learning media design that is increasingly attracting students and teachers in the learning process. The learning media that researchers make is a speech reading learning video for grade VI elementary school students entitled "Grade 6 Speech Learning Media" this video is 5 minutes 33 seconds long. Researchers make illustrated animated learning videos to attract student's interest as well as audio explanations that researchers record about speech material along with reading examples in order to minimize pronunciation errors. The learning media that researchers have uploaded on the YouTube platform https://youtu.be/unPBYFXeq4w which can be accessed by all teachers and students.

This learning media is made as an alternative for students in learning speeches so that students pay attention to proper pronunciation, in this media given examples of reading speeches and things that need to be considered when reading speeches. So that students will be more prepared in learning speeches. Learning media can stimulate new desires and interests during the learning process, motivate students to engage in learning activities, and even have a psychological effect on students. According to Kemp and Dayton (1985: 28), it can fulfill three main functions when the media is used for

individuals, groups, or large groups of listeners, motivating interest or action, b. Presenting information, and giving instructions.

If when reading speech material is previously practiced and paying attention to things that need to be done as contained in the learning media and done more than once, then students begin to be assigned to read speeches in order to determine student's abilities in speech reading skills.

The learning media can be considered by teachers to be used in teaching speech learning in grade VI elementary school. Through the viewing of the learning media, it is hoped that it can anticipate student's difficulties in reading speeches and learning objectives can be achieved optimally.

D. CONCLUSION

Based on the results of the analysis that has been carried out, conclusions are obtained that can answer the formulation of research problems as follows. Further research was conducted through other research methods. Language errors made by grade VI students of SDN Pakuhaji V in the pronunciation of speech texts adapted to the 2013 Curriculum Theme 7 Subtheme 1 Learning 1 grade VI. From the results of the analysis that has been carried out by researchers, it is concluded that students do not really understand the things that need to be considered when reading speeches, it is evident that there are still many levels of errors in the pronunciation of words made by grade VI students of SDN Pakuhaji V. There were 1 error located in the addition of phonemes at the end of the word, 8 errors located in phoneme changes at the beginning of the word, 187 errors located in phoneme changes in the middle of the word, 17 errors located in phoneme changes at the end of the word, and 50 errors in allophone selection. From these classifications and numbers, it can be concluded based on the recapitulation of the most frequent error-prone areas, namely allophone selection. This means that pronunciation should be the main focus of teachers in speech learning, not just the writing or structure. pronunciation is also very important because pronunciation is the most prominent part of this learning. often teachers are only concerned with other parts so that they put pronunciation aside.

Learning media is a physical means of delivering subject matter and is a messenger technology that can be utilized for educational purposes. Print, vision, and hearing, as well as hardware technology, are all forms of learning media. The learning media designed by the researcher is the result of the analysis of pronunciation errors in the reading of speech texts of grade VI students of SDN Pakuhaji V in the form of learning videos which are expected to anticipate the emergence of errors in the pronunciation of words made by grade VI elementary school students.

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