

**AN ANALYSIS OF THE SECOND YEAR STUDENTS' ABILITY IN  
READING SHORT STORY ALOUD AT THE ENGLISH DEPARTMENT  
OF BUNG HATTA UNIVERSITY**

**THESIS**



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PADANG  
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*Submitted an Partial Fulfillment of the Requirements for the S1 (Sarjana)  
Degree at the English Department of Bung Hatta University*



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Padang, July 2017

The Researcher

## **SURAT PERNYATAAN**

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Dengan ini saya menyatakan bahwa skripsi yang berjudul “An Analysis of the Second Year Students’ Ability in Reading Short Story Aloud at English Department of Bung Hatta University” adalah benar hasil karya sendiri.

Sepanjang sepengetahuan saya, dalam skripsi ini tidak terdapat karya atau pendapat yang ditulis atau diterbitkan oleh orang lain, kecuali sebagai acuan dengan mengikuti tata penulisan karya ilmiah yang lazim.

Demikian surat pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Padang, 11 July 2017  
Saya yang menyatakan

Lailitha Ovie Fernani

## ABSTRACT

**Fernani, Lailitha Ovie. 2017. “An Analysis of the Second Year Students’ Ability in Reading Short Story Aloud at the English Department of Bung Hatta University “**

**Advisor I : Drs. Khairul Harha, M.Sc.**

**Advisor II : Dr. Adzanil Prima Septy, M.Pd.**

The purpose of this research was to describe the ability of the second year students’ in reading short story aloud at the English Department of Bung Hatta University. The design of this research was descriptive. Population of this research was the second year students of the English Department of Bung Hatta University. The total number of population members of this research was 26 students. The instrument of this research was reading aloud test. The reliability index of the test was 0,93 (Appendix 4).

Based on the result of analyzing the data, it was found the students’ ability in reading short story aloud was moderate. It was indicated by the fact that the majority of the students had moderate in fluency, intonation and juncture, but got high in pronunciation. There were 61.54 % students who had moderate ability in fluency, 65.38 % students who had moderate in intonation, 42.31 % who had moderate in juncture, and 46.15% students who had high in pronunciation (Appendix 9).

Referring to the findings of this study, it can be concluded that the ability of the second year students at the English Department of Bung Hatta University in reading short story aloud was moderate. Relating to this, the researcher suggests to the lecturers to give more exercise for students about the way of pronouncing the word, producing sound, grouping word in a sentence on purpose of improving students’ ability in reading short story aloud. The students are suggested to study more about the way of pronouncing the word, producing sound, grouping word in a sentence and do more practices. The next researchers are suggested to do a research dealing with the factors making students get difficulties to read aloud and to use this research finding as reference in conducting it.

***Keywords: Reading, Reading Aloud, Short Story***

## TABLE OF CONTENTS

<b>ACKNOWLEDGMENTS .....</b>	<b>i</b>
<b>SURAT PERNYATAAN .....</b>	<b>iii</b>
<b>ABSTRACT .....</b>	<b>iv</b>
<b>TABLE OF CONTENTS.....</b>	<b>v</b>
<b>LIST OF TABLE .....</b>	<b>vii</b>
<b>LIST OF APPENDICES .....</b>	<b>viii</b>
<b>CHAPTER I: INTRODUCTION</b>	
1.1 The Background of The Problem.....	1
1.2 The Identification of The Problem.....	2
1.3 The Limitation of The Problem.....	4
1.4 The Formulation of The Problem.....	4
1.5 Research Questions .....	4
1.6 The Purposes of The Research.....	5
1.7 The Significance of The Research .....	5
1.8 The Definition of Key Term .....	6
<b>CHAPTER II: REVIEW OF RELATED LITERATURE</b>	
2.1 The Definition of Reading .....	7
2.2 The Kinds of Reading .....	9
2.3 Reading Aloud .....	10
2.3.1 The Definition of Reading Aloud .....	10
2.3.2 The Technique of Reading Aloud.....	11
2.3.3 The Benefit of Reading Aloud.....	12
2.4 Short Story .....	12
2.4.1 The Nature of Short Story.....	12
2.4.2 The Component of Short Story .....	13

### **CHAPTER III: RESEARCH METHOD**

3.1 Research Design.....	16
3.2 Population and Sample.....	16
3.3 Instrumentation .....	17
3.4 The Techniques of Gathering Data .....	19
3.5 The Techniques of Analyzing Data.....	21

### **CHAPTER IV: FINDINGS AND DISCUSSIONS**

4.1 Findings.....	23
4.1.1 Students' Ability to Read Short Story Aloud .....	23
4.1.2 Students' Ability to Read Short Story Aloud in Terms of Fluency .....	24
4.1.3 Students' Ability to Read Short Story Aloud in Terms of Pronunciation.....	24
4.1.4 Students' Ability to Read Short Story Aloud in Terms of Intonation.....	25
4.1.5 Students' Ability to Read Short Story Aloud in Terms of Juncture.....	25
4.2 Discussions.....	26
4.2.1 Students' Ability to Read Short Story Aloud .....	26
4.2.2 Students' Ability to Read Short Story Aloud in Terms of Fluency .....	26
4.2.3 Students' Ability to Read Short Story Aloud in Terms of Pronunciation.....	27
4.2.4 Students' Ability to Read Short Story Aloud in Terms of Intonation.....	27
4.2.5 Students' Ability to Read Short Story Aloud in Terms of Juncture.....	28



## **CHAPTER V: CONCLUSIONS AND SUGGESTIONS**

5.1 Conclusions .....	29
5.2 Suggestions .....	30
<b>REFERENCES.....</b>	<b>31</b>
<b>APPENDICES .....</b>	<b>35</b>
<b>LEMBAR PENGESAHAN.....</b>	<b>ix</b>

## **LIST OF TABLE**

Table 3.1: Scoring Criteria.....	19
Table 4.1 : Students' Reading Aloud Ability in Fluency.....	24
Table 4.2 : Students' Reading Aloud Ability in Pronunciation .....	24
Table 4.3 : Students' Reading Aloud Ability in Intonation .....	25
Table 4.4 : Students' Reading Aloud Ability in Juncture .....	28

## **LIST OF APPENDICES**

Appendix 1: Reading Aloud Test.....	34
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Appendix 2 : The Students' Scores in Reading Aloud by First Scorer.....	35
Appendix 3 : The Students' Scores in Reading Aloud by Second Scorer .....	36
Appendix 4: The Reliability Index of The Reading Aloud Test.....	37
Appendix 5:The Students' Average in Fluency.....	39
Appendix 6 : The Students' Average in Pronunciation .....	41
Appendix 7 : The Students' Average in Intonation .....	43
Appendix 8 : The Students' Average in Juncture .....	45
Appendix 9 : The Percentage of the Students' Ability in Reading Aloud.....	47

# **CHAPTER I**

## **INTRODUCTION**

In this chapter, the researcher discusses some aspects of the research. They are the background of the problem, the identification of the problem, the limitation of the problem, the formulation of the problem, the research questions, the purposes of the problem, the significance of the research, the definition of key terms.

### **1.1 The Background of The Problem**

In learning English, there are four language skills that should be processed by the students, and all of the skills are integrated to each other. They are Listening, Speaking, Reading and Writing. It means that having one of these language skills will make the students easier in learning the other skills.

Reading is one of the language skills that should be mastered by the students. Reading becomes important skills for the students because by reading they can get many information, can get knowledge, pleasure, and many more. Through reading we can find new hobbies within it.

Reading is the most important skill in teaching learning institutions because through it one can get information(Kouti and Goui, 2012: 483). According to Leipizing(2007:1), reading is multifaceted process word recognition, comprehension, fluency, and motivation. Farrel(2009:20) states that reading is the process of constructing meaning through the dynamic interaction among the reader's existing knowledge, the information suggested by the written language, and the context of reading information. It means that the process for getting

information from reading text is influenced by the background knowledge that the readers have about it, so that the readers know what the writer suggested in reading.

In general reading is divided into two categories, first is reading comprehension and second is reading aloud. Reading aloud plays an important role in the English learning process. Reading a text needs an ability to read a text fluently. One of the ways to read a text fluently is by reading a text loudly. Reading aloud exposes students to read independently. According to Aguswuryanto (2011:2) there are four indicators or aspects of reading aloud, they are fluency, accuracy, pronunciation, and intonation.

However, based on the result of interview that researcher did toward some second year students at The English Department of Bung Hatta University, it was found that many students still had problems in reading aloud. The students have difficulties in sentences word in fluency, pronunciation, juncture and intonation.

Based on the description the researcher is interested in conducting a research about ability of the second year students at Bung Hatta University to read aloud entitled with “An Analysis of the Second Year Students’ Ability in Reading Short Story Aloud in English Department of Bung Hatta University”.

## **1.2 The Identification of The Problem**

There are four skills of language in learning English. They are listening, speaking, reading and writing. Reading is one of the four skills that should be mastered by the student. In general reading divided into two, there are reading

comprehension and reading aloud. Reading aloud allows the students to hear the teacher fluency and intonation. It make the students interest to hear the text. It is a great opportunity to demonstrate how reading is a source of enjoyment, humor, learning, communication, and fun (Laminack and Wadsworth. 2006 : 1).

There are four indicators or aspects of reading aloud. First is fluency and it is a ability to produce speech in the language and be understood its speakers. Fluency means being able to communicate your ideas without having to stop and think too much about what you are saying. Second is accuracy, it isthe ability to read without errors of pronunciation and intonation. Third is pronunciation, and it deals with the way of producing sound. People with a good pronunciation can read each word clearly. Pronunciation is the act or manner of speaking a word. The fourth is intonation and it is a word used to refer to how a sentence sounds. How a sentence sound in a question sound is different from how a sentence sounds in a statement. If you say a sentence out aloud, first as a question and then as a statement, you will hear the different pronunciation (Aguswuryanto ;2011).In addition is juncture and it deals with the pause, but influent speech there is no obligatory gap between words to signal this information(Peggy Moka, Jane Setterb& Ee Ling Lowc. August : 2011)

One of the ways to improve students reading aloud skill is by reading a short story. According to Irshad and Ahmed (2015: 27), a short story comprises the basic elements namely theme. The spin of short story (plot, characters), context and setting (time periode). Also short story are devided into characters, irony, plot, point of view, setting, symbol and theme (Braiman, 2007: 1).

Waty (2010: 9) states that a short story is form of short fictional narrative prose. Short story tend to be more concise and to point that longer work fiction, such as novellas and novel. It consists of main characters, problem, resolution, and setting.

### **1.3 The Limitation of The Problem**

Based on the identification above, the researcher limits the analysis on “An Analysis of the second year students’ ability in reading short story aloud at The English Department of Bung Hatta University”. This study is focused on the aspects of fluency, intonation, juncture and pronunciation.

### **1.4 The Formulation of The Problem**

Based on the limitation of the problem, the researcher formulates the problem as follows; “How is the second year students’ ability in reading short story aloud at The English Department of Bung Hatta University?”

### **1.5 Research Questions**

In accordance with the formulation of the problem the research questions of this study are:

- 1) How is the second year students’ ability to read short story aloud in terms of pronunciation at the English Department of Bung Hatta University?
- 2) How is the second year students’ ability to read short story aloud in terms of fluency at the English Department of Bung Hatta University?

- 3) How is the second year students' ability to read short story aloud in terms of juncture at the English Department of Bung Hatta University?
- 4) How is the second year students' ability to read short story aloud in terms of intonation at the English Department of Bung Hatta University?

### **1.6 The Purpose of The Research**

The general purpose of this research is to describe the students' ability in reading short story aloud of the second year students of The English Department of Bung Hatta University. Specifically, it is aimed to describe:

- 1) Read short story aloud ability of the second year students at The English Department of Bung Hatta University in terms of pronunciation.
- 2) Read short story aloud ability of the second year students at The English Department of Bung Hatta University in terms of fluency.
- 3) Read short story aloud ability of the second year students at The English Department of Bung Hatta University in terms of juncture.
- 4) Read short story aloud ability of the second year students at The English Department of Bung Hatta University in terms of intonation.

### **1.7 The Significance of The Research**

As already discussed previously , this study is aimed to get empirical data on information students' ability in reading aloud. Therefore, it is regarded as important one to provide significant information to the lecturer, the students, and the researcher. For the lecturer, they will know the students' ability in read short



story aloud. Such information can be input for improve their teaching process. For the students, they will know more about their own ability inread short story aloud. This research is also useful to increase researcher's knowledge in doing research in the future.

### **1.8 The Definition of Key Terms**

There are some key terms in this research that should be clarified in order to avoid misunderstanding about them. The terms can be defined as follows:

1. Ability is skill of the second year students at English Department of Bung Hatta University in readtext loudly.
2. Reading aloud is the activity of reading using loud and clear voice.
3. Short story is short fictional narrative prose.
4. Fluency is ability to produce speech in the language and be understood its speakers.
5. Pronunciation is the way of pronouncing english sound.
6. Juncture is a temporary terminal or pause in reading aloud.
7. Intonation is combination of several speech, falling or raising sound.