

AN ANALYSIS OF ORAL READING ERROR IN ENGLISH EDUCATION PROGRAM STUDENTS IN THE SEVENTH SEMESTER OF MUHAMMADIYAH UNIVERSITY OF BENGKULU

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ABSTRACT

This research was aimed to find out oral reading error made by English Education Program students in reading text of seventh semester of Muhammadiyah University of Bengkulu. Since this research is a descriptive study, the researcher used table of checklist to find out the types of oral reading errors based on Williams and Reiter (2003) who classified oral reading into four types, they are (1) Insertion, (2) Pause, (3) Omission, (4) Substitution. Subject of the research was the whole students of the seventh semester of English Language Education Study Program of UMB Bengkulu Academic Year 2019/2020. There were two findings of this research; (1) Oral reading errors made by first semester English students in University of Muhammadiyah Bengkulu were insertion, pause, omission, and substitution. The words which categorized as insertion errors were *cage, have, farmers, is, organic, talk to, eggs, and numerous*. Moreover, the words identified as pause were *talk to, farming, reduce, you may have, there are, which produces, free run eggs, description of, to practice with, a, charge, relatively*. The words identified as omission were *domesticated, have, on, talk to, there are, or free, practice, produces, farming, numerous*. And last, the words categorized as substitution were *a, this, charge, allows, organic, relatively, supermarket, feed, farming, seen, on*. (2) The most dominant oral reading error made by first semester English students in University of Muhammadiyah Bengkulu was substitution. It was suggested for the students to practice reading more and more to minimize the errors in oral reading. They can learn inside or outside the classroom by practicing to read text from many sources, such as internet. The students can practice their reading everyday inside or outside the classroom. Moreover, it was recommended for further researchers to conduct another research related to the causes and sources of oral reading errors since this present research found that the most dominant type of oral reading errors was substitution.

Key Words : Oral Reading Error, Reading Skill

A. INTRODUCTION

Teaching is Reading is one of English skills beside listening, speaking, and writing. It is one of important skills must be learned due to its important role in education Traves (1994:81). This skill supports students to get much information from what they have read. Reading skills are important for the individuals since they foster comprehension in reading. If the students do not have knowledge of reading skills, they cannot be expected to be successful readers. Thus, they cannot achieve the level of comprehension required to pass exams in reading class.

Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge. Harmer (2007) stated that reading is useful for language acquisition. Provided that students more or less understand what they read, the more they read. Reading also has a positive effect on student vocabulary knowledge, on their spelling or on their writing. Reading consist two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Meanwhile, comprehension is the process of making sense words, sentences and connected texts.

Oral reading is related to reading fluency. Reading fluency is defined as the skill of reading a text fast, accurate and with an appropriate expression (NICHD, 2000). Fluency is one of the five components of reading competency alongside with phonemic awareness, phonics, vocabulary and comprehension (National Reading Panel Report, 2000). In most reading instructions, the focus is invariably on reading comprehension and vocabulary. The aim of reading is generally to ensure that readers are able to comprehend a written text and could acquire a range of vocabulary at the end of the lesson. Although comprehension is the ultimate goal of reading, other skills cannot be neglected if one were to achieve the goal.

There are three subjects of reading in English Education Study Program in UMB, they are Intermediate Reading, Pre-Intermediate Reading, and Exstensive Reading. Intermediate reading course develops the students' knowledge about reading generally. In intermediate reading, the students just read the text generally. They find out the main idea, the specific information, and the vocabulary. Pre-intermediate reading course develops the students' knowledge of reading techniques and abouthow to read skill fully in understanding main idea of each paragraph in avarious types of texts. Extensive reading course develops the students' reading proficiency in English to post intermediate level comprehension of details, main ideas and simpler hetoric structures of texts, literal, inferential and evaluative comprehension of expository, narrative, descriptive and argumentative types of texts. The subject provides the students a general understanding of a usually somewhat longer text (book, long article, or essays, etc.). Most extensive reading is performed outside of class time. Pleasure reading is often extensive. Technical, scientific, and professional reading can, under certain special circumstances, be extensive when one is simply striving for global or general meaning from longer passages.

There are some researchers who conducted research related to oral reading errors. First, a study by Mirawati (2018) entitled Error Analysis On Student's Pronunciation In Reading Text At The Tenth Grade of SMK Batik 1 Surakarta In 2017/2018 Academic Year. The results of this study are the types of student errors in pronunciation on reading text namely: stress, and rhythm. Second, a study by Rismanita (2015) entitled Error Analysis Of Oral Production Made By English Department Students In Microteaching Class At Muhammadiyah University Of Surakarta. In the result of this study, the writer divided types of error into three classifications. They are speech error, morphological error, syntactical error. The sources of error are cognitive reason, psychological reason and social reason.

All of the previous studies showed that there were still some errors in oral

reading. Since oral reading is important to indicate the association between accuracy and understanding in reading process. Therefore, to know what extent the oral reading errors made by students, the researcher will conduct a research entitled "An Analysis of Oral Reading Error in English Education Program students in the seventh semester of Muhammadiyah University of Bengkulu". This research will use theory from Williams and Reiter (2003) theory who classified oral reading into four types, they are (1) Insertion, (2) Pause, (3) Omission, (4) Substitution. Moreover, the researcher will use kind of descriptive text to be read by the students.

B. METHODOLOGY

Since this research is a descriptive study, the researcher used table of checklist to find out the types of oral reading errors based on Williams and Reiter (2003) who classified oral reading into four types, they are (1) Insertion, (2) Pause, (3) Omission, (4) Substitution. Subject of the research was the whole students of the seventh semester of English Language Education Study Program of UMB Bengkulu Academic Year 2019/2020.

C. FINDING AND DISCUSSION

➤ Finding

. There were two findings of this research; (1) Oral reading errors made by first semester English students in University of Muhammadiyah Bengkulu were insertion, pause, omission, and substitution. The words which categorized as insertion errors were *cage, have, farmers, is, organic, talk to, eggs, and numerous*. Moreover, the words identified as pause were *talk to, farming, reduce, you may have, there are, which produces, free run eggs, description of, to practice with, a, charge, relatively*. The words identified as omission were *domesticated, have, on, talk to, there are, or free, practice, produces, farming, numerous*. And last, the words categorized as substitution were *a, this, charge, allows, organic, relatively, supermarket, feed, farming, seen, on*. (2) The most dominant oral reading error made by first semester English students in University of Muhammadiyah Bengkulu was substitution. It was suggested for the students to practice reading more and more to minimize the errors in oral reading. They can learn inside or outside the classroom by practicing to read text from many sources, such as internet. The students can practice their reading everyday inside or outside the classroom. Moreover, it was recommended for further researchers to conduct another research related to the causes and sources of oral reading errors since this present research found that the most dominant type of oral reading errors was substitution.:

➤ Discussion

The finding of this research showed that types of oral reading errors found in the first semester English students in University of Muhammadiyah Bengkulu were insertion, pause, omission, and substitution. Moreover, the most dominant type of oral reading errors was substitution.

This research finding was confirmed some theories from experts. Reading is regarded as one of psycholinguistics process because of the use of language. There is a process in comprehending a written language. The process involves two points, there are thought and language. It is commonly suggested

that miscue is used to measure text reading comprehension. "The miscues are revealing of the strategies each student tends to rely on when difficulties arise" (Hoffman & Baker, 1981). Miscue deals with the errors that appear while the reader reads the text (Nunan, 1999).

The findings showed that types of oral reading errors found in the seventh semester English students in University of Muhammadiyah Bengkulu were insertion, pause, omission, and substitution. The words which categorized as insertion errors were *cage, have, farmers, is, organic, talk to, eggs, and numerous*. Moreover, the words identified as pause were *talk to, farming, reduce, you may have, there are, which produces, free run eggs, description of, to practice with, a, charge, relatively*. The words identified as omission were *domesticated, have, on, talk to, there are, or free, practice, produces, farming, numerous*. And last, the words categorized as substitution were *a, this, charge, allows, organic, relatively, supermarket, feed, farming, seen, on*.

Moreover, the finding showed that substitution error as the most dominant error found. A substitution miscue is a substitution errors happens when a reader substitutes incorrect words or phrases to replace the correct text. Insertion errors is an insertion errors is when the reader reads words that are not in the text. Omission errors is omission error is when a reader does not read words that are in the text. Pause error is while reading some readers pause in front of words in the text.

Similarly, LaBerge and Samuels (1974) state that reading is a process of mastering small units of printed data before integrating them into larger units. These definitions emphasize data on the page rather than meaning of the text. Smith (1982) contends that readers bring concepts to written material to understand it. This means that readers utilize their prior knowledge to comprehend sentence structures or words. This view has been labelled as concept driven. In this perspective, Smith (1982) proposed the idea that reading is not passive but purposeful and rational, dependent on the prior knowledge and expectations of the reader.

Additionally, Rosenblatt (2004) proposed that the act of reading is transactional between the reader and the text that occurs within certain context. It appears that meaning does not reside in the text but the reader's interaction with it. Each reader may transact a text differently based on his or her prior knowledge. Goodman (1994) defines reading as a socio-psycholinguistic process and in this view; he highlights the idea of context. The term context that Goodman (1994) refers to is the cues from three linguistic systems: grapho-phonics, syntax, and semantics to make meaning. Hence, Goodman (1994) focuses on readers' background knowledge involving cues from three linguistic systems which are grapho-phonics, syntax, and semantics to make meaning.

This research finding was also in line with some relevant previous studies. First, a study by Mirawati (2018) entitled Error Analysis On Student's Pronunciation In Reading Text At The Tenth Grade of SMK Batik 1 Surakarta In 2017/2018 Academic Year. The results of this study are the types of student errors in pronunciation on reading text namely: stress, and rhythm. Second, a study by Rismanita (2015) entitled Error Analysis Of Oral Production Made By English Department Students In Microteaching Class At Muhammadiyah University Of Surakarta. In the result of this study, the writer divided types of error into three

classifications. They are speech error, morphological error, syntactical error. The sources of error are cognitive reason, psychological reason and social reason.

So, from the explanation above it can be conclude that first semester English students in University of Muhammadiyah Bengkulu were insertion, pause, omission, and substitution the teachers still rely on certain media to be utilized in each of comprehension aspect in English language teaching.

First, there are four out of ten media which are frequently used in enhancing the students' listening comprehension namely, audio recording, song, news report and video. Audio recording and song that dominant media that used by English teacher in teaching listening skill. Audio recording such as instruction narration, monolog and dialog are the most frequently used in the listening activity. By having audio recording intensively in the classroom, the teachers expected that the students used to English orally

Second, action toward media in dealing with improving the students' speaking comprehension. Most of them prefer to use pictures, video, song, news report and flash card to encourage the students' to speak English. Picture has become a priority for the teachers when it comes regarding mastering vocabulary. Additionally, Harmer (2001) who says that picture is really helpful in learning how to communicate the students' thought to one another.

Third result, however, the teacher only use four media in teaching reading they are: picture, song, flash card and chart. Picture is one of media that use all of English teacher in teaching reading skill. In line with Harmer's (2001) theory, in this case, picture play role as ornamentation. The teachers can use picture to affirm a given reading or passage. Picture also can be used to evaluate the students' reading comprehension. As the picture can be a representation of reading or passage read by the students, the teacher can ask the students to match what they read with the provided picture.

The last is media used in teaching writing skill. The researcher found the English teacher used five media they are: news report, picture, flashcard and chart. Again, in writing comprehension aspect, picture appears as the priority which used in English language teaching. Indeed, there are various activities can be done by using picture in the classroom. So, from the result and discussion above it can be concluded that the English teacher have very good perception about view and understang of ELT media in teaching English. But, in action or implimentation the English teacher only used few media in teaching English.

D. CONCLUSION

There were two conclusions of this research:

- 1) Oral reading errors made by first semester English students in University of Muhammadiyah Bengkulu were insertion, pause, omission, and substitution. The words which categorized as insertion errors *were cage, have, farmers, is, organic, talk to, eggs, and numerous*. Moreover, the words identified as pause were *talk to, farming, reduce, you may have, there are, which produces, free run eggs, description of, to practice with, a, charge, relatively*. The words identified as omission were *domesticated, have, on, talk to, there are, or free, practice, produces, farming, numerous*. And last, the words categorized as substitution were *a, this, charge, allows, organic, relatively, supermarket, feed, farming, seen, on*.

- 2) The most dominant reading error made by first semester English students in University of Muhammadiyah Bengkulu was substitution.

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