AN ANALYSIS ON STUDENTS' PRONUNCIATION FOR SPEAKING PRESENTATION OF TOURISM INDUSTRY AT THE SECOND GRADE IN SMK 1 GOWA

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ARTICLE INFO	ABSTRACT
	The purpose of this study was to find out how the pronunciation of students majoring in tourism when making English presentations and what factors influenced their presentations. This research is descriptive quantitative. The subjects of this study were students of class XI UPW 1 SMK 1 Gowa with a total of 29 students. The research instrument used was using questionnaires and interviews. The results showed that students' English pronunciation was still not good enough and it was influenced by internal and external factors experienced by students when they made presentations. There are several internal factors that greatly affect the quality of students' presentation. These include: students' motivation in learning English, students' interesting, students' mood, nervous, unconfident, and memory ability. In addition, external factors that have the potential to be experienced by students during presentations include the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack of practice.

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INTRODUCTION

English is needed to establish communication with other people in modern times like this. This also applies to students majoring in tourism where they will meet people from various backgrounds. Therefore, students majoring in tourism must be able to communicate using English which is an international language. In English there are 4 skills that must be known, namely listening, reading, writing and speaking. However, among the four skills, the skills most needed by students majoring in tourism are speaking skills.

Students who choose tourism majors already have passion to build and develop their abilities in the department because they already have the high passion. However, students in this department are required to practice more and speak in public. In speaking during presentation, students will usually find obstacles. These obstacles arise within or from outside the students.

RESEARCH METHOD

The researcher applied quantitative researchAccording to Creswell (2014), the notion of quantitative as an effort to investigate the problem. This is the problem that underlies the researcher taking data, determining variables and then measuring them with numbers so that analysis can be carried out in accordance with applicable statistical procedures. As for the purpose of conducting quantitative research, none other than helping in drawing conclusions or assisting in generalizing the right predictive theory.

RESULT AND DISCUSSION

The results of the data acquired from the interview and questioner were described in the findings. Discussion explains and contextualises the results. Based on the results of the interview, the teacher expresses a variety of perspectives and viewpoints, among them that English plays a significant role in the tourism industry. Lessons for other majors and for English are almost identical. Simply put, this department places a lot of emphasis on how well-written student presentations appear. Although the information provided to pupils is relevant, it still has to be complemented with information from other sources. Only a small percentage of students actively use English while learning it in class. The mother tongue is still having an impact on the others. The English pronunciation of students still needs improvement. Laziness to review the prior content and a lack of experience are two characteristics that affect student presentations, according to teacher observations made during instruction. Teachers can run into issues when trying to instruct inactive students in a classroom setting. In order to keep students motivated and from getting bored while they are learning, the teacher employs a way that is seen to be helpful. These strategies include learning while watching movies, reading books, and listening to music. Teachers employ a variety of media, including speakers, LCDs, social media, books, and magazines.

The researcher will discuss the research's findings based on its findings. The topic of discussion is students' pronunciation for speaking presentations and the factors affecting students' pronunciation. The researcher had to conduct an analysis of the data because it was still being collected after being described. It fits with the solution to the problem stated. When speaking English, the students in class XI UPW experience challenges. They are students' motivation in learning English, students' interesting, students' mood, nervous, unconfident, memory ability, the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack of practice. The following issues are a few that show the speaking presenting issues:

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The students found it challenging when they were learning to speak,. The study discovered that the fourth aspect factor, student interest, and student sociocultural it difficult for the students to speak in front of an audience. The researcher wants to speak about the issue based on Ahmadi's theory (2008: 78). The factors are internal factor and external factor.

1) Internal factor
   a. Students' motivation
      The first internal factor is student motivation, which comes from the students themselves. Some students aren't interested in learning English because they find it difficult, and they eventually become uncomfortable when they can't understand what the teacher is saying since the voice is indistinct and the teaching method is monotonous. It is appropriate with Ahmadi and Suriyono's statement (2008: 82). The difficulty of learning a lesson is increased if the students lack interest in it.

   b. The students' interest
      When a material interests them, students are delighted to learn; nevertheless, some students weren't as happy since they had difficulty pronouncing words, were timid, or found speaking to be difficult. They may feel dizzy if they are unable to understand the information being provided by the teacher because of the teacher's unclear voice, a slow internet connection when they use Google Meet to study English, and the teachers' tedious teaching strategies. It supports Ahmadi's (2008:78) claim that students will struggle to learn a lesson if they are not engaged in it The current interests of the pupils might be determined by their learning preferences or replies to the lecture.

   c. The students' emotional intelligence
      The ability to motivate oneself and the capacity to effectively manage emotions in interactions with others are examples of emotional intelligence. Emotional intelligence refers to a variety of abilities and skills that are related to the development of social relations with the environment. Achieving Emotional Literacy (1997) by Claude Steiner and Paul Perry also underlined that just having a high IQ does not automatically make a person clever, which helps to further demonstrate the significance of emotional intelligence. Without the capacity to comprehend and control our own emotions as well as those of others, our chances of leading happy lives become quite limited. A student will find it easier to accept criticism when they are in a state of flow, which is an example of how emotional intelligence is associated to achievement.

   d. The students' nervousness
      According to Oxford Dictionary, nerveous is anxious about something or afraid of something. Being the focus of attention in public, even for a brief while, may be highly stressful. There is an internal strain that tends to cause anxiety. Typically, only one thing can be envisioned in a situation like this. overcoming anxiety in circumstances that put mental fortitude to the test. No matter how intelligent a

person is, anxiety can cause problems. Many other factors might contribute to anxiety, including lack of support from loved ones, letting go of criticism, unrealistic expectations, feeling unprepared, and feeling inferior. All of those things may contribute to the development of anxiety. An insufficient presentation topic could lead to unnecessary nervousness. Worry can often turn into a depressing fantasy of scenarios that may or may not materialize.

e. The students' self-confidence

Students' lack of confidence in making presentations consists of several things including: fear of making mistakes, shyness, lack of pronunciation, lack of vocabulary and mother tongue.

- ✓ First factor is fear of making a mistake. The students admit that they worry about speaking English incorrectly. Because certain words, in their opinion, sound alike but have distinct meanings, and because it might be difficult for them to remember the proper pronunciation of terminology, they worry that their grammar and pronunciation are inaccurate. Students also struggle with word order when speaking in English because of the unfamiliar vocabulary and concern over making grammatical mistakes. Additionally, if children speak English improperly, they will feel ashamed. Many academics asserted that students' reluctance to speak in class in English is mostly caused by their worry about making a mistake. According to Juhana (2012: 101), Aftat's (2008) claim that this concern is related to the problem of correction by students' fear of

- ✓ The second factor is shyness and lack of confidence, both are interchangeable because students' reluctance to speak in English is a sign of their lack of confidence. This issue is still influenced by students' fear of making mistakes because embarrassing blunders when speaking English in front of friends. It supports Gebhard's (2000) claim in Juhana (2012: 101) Addressing this problem is essential to assisting the students in making excellent oral presentations in class because shyness is a problem in speaking classes as well.

- ✓ The third factor is lack of motivation, which significantly affects their command of the English language. As a result, individuals find it difficult to speak clearly and to construct coherent phrases. It supports Juhana's (2012) claim that motivation has an impact on how well a speaking performance turns out.

- ✓ The fourth factor is lack of pronunciation, Students' poor pronunciation was a result of their inability to pronounce words correctly; in their opinion, the pronunciation of English words differs when spoken. The pupils concur that one of their difficulties in learning to speak is not knowing how to pronounce English correctly. The claim made by Juhana (2012: 101) that pupils frequently struggle with pronunciation is accurate. Because of the

disparity between pronunciation and spelling in English, they found it challenging to pronounce several terms. Lack of vocabulary is the sixth problem, which is a major problem for students. Because they believe that English is a foreign language that is not frequently used, the majority of students are aware that their knowledge of the English language's vocabulary was lacking.

✓ The sixth factor is the use of the mother tongue. Because the students didn't use English in their regular activities, this issue might have developed. Because they are still unsure of how to grammatically construct their sentences and enunciate the appropriate terminology, it can also impede the pupils from thinking when the teacher asks them to speak. It makes sense in light of what Harmer (1991: 112) argues regarding the reasons why students use their native languages in the classroom.

f. Memory ability

Three types of memory exist: short-term memory, long-term memory, and sensory memory. The duration between when a stimulus enters and when it exits determines which of the three types of memory is being used. Short-term memory is defined as the portion of long-term memory that lasts longer than 30 seconds between the introduction of a stimulus and its retrieval as remembering the output (Kuorojaty, 2011). Students' inability to speak during presentations can be caused by their poor memory skills. When the teacher invites the students to talk in English, they find it difficult to concentrate (they have nothing to say).

2) External factors

The first external element is the class condition. When the teacher speaks in English and the students react in their native language, the pupils find it difficult to communicate because of the classroom setting. The students are unable to speak English fluently as a result. Since the classroom is often noisy, especially in online classes where students' internet connections are unpredictable, the students occasionally find it challenging to absorb the information that the teacher is presenting. The students are anxious as a result of this. If students feel uncomfortable during English lessons, they will not learn to speak fluently. It is acceptable in light of Ahmadi and Suriyono's remark (2008: 82). The setting in the classroom should be comfortable for the students.

The second component is the social environment of the students. The students' surroundings discouraged them from using the language because they lived in a village and all of their friends and neighbors spoke native Javanese. As a result, students find it difficult to learn speaking in class and are unable to practice speaking. It is accurate to say that activities in the social environment have an impact on students' learning, as stated by Ahmadi and Suriyono (2008: 82). As a straightforward illustration, students who belong to particular groups and have problems managing their time while learning may find it tough to master.

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CONCLUSION

Based on the findings and discussion of this research, the researcher conclude that the students' pronunciation for speaking preentation at the second grade of SMK 1 Gowa was:

1. Students' pronunciation at the time of presentation still really needs to be improved and trained again. This can be seen from direct observations, this is then noted using a checklist for observation in class and the results of the questionnaires that have been filled out by each students as a whole in class XI UPW 1.

2. Internal and external factors experienced by students greatly affect them when presenting English in class. These internal factors include students' motivation in learning English, students' interesting, students' mood, nervous, unconfident, and memory ability, while the external factors the students' social environment, the class condition, inadequate media, poor learning methods, incomplete facilities, lack of practice.

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