

Introduction

The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo

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Abstract

Pronunciation is one of English components that should be mastered by the foreign learner in Indonesia, especially the students in Junior High School. The aim of this research was to know whether or not the use of reading aloud technique could improve the VIII-A grade students' pronunciation achievement in reading narrative text at SMPN 1 Situbondo. The research subjects were chosen by using purposive method. The research design used was Classroom Action Research. The data of this research was taken from test, observation, documentation and interview. The result showed some improvements in each cycle. In Cycle 1, there were about 65.22 % students who were active in teaching learning activity. In Cycle 2, there was 78.26% students who were active in teaching learning activity. In addition, there was 60.87% or 14 students who could achieve the target score in Cycle 1. In Cycle 2, there was about 78.26% or 18 students who could achieve the target score. It indicated that the use of reading aloud technique technique could improve the students' pronunciation achievement in reading narrative texts.

Keywords: *English Pronunciation, Reading Aloud Technique, Students' Pronunciation Achievement, Narrative Texts, Classroom Action Research.*

Most of the students feel afraid and worried in communicating with others. This phenomenon happens because they are afraid that the listener cannot understand well about the content of the discussion because of their bad pronunciation. Thus, pronunciation is probably one of the hardest skills in English to be learnt. The main reason is because the students often do not have sufficient background knowledge of English pronunciation which has different pronunciation from their mother tongue. Thus, it takes a lot of time and effort to improve students' pronunciation. That is why, teachers should be creative in designing the activities and the technique used in teaching pronunciation in order to make the students enthusiastic in the teaching and learning process.

In fact, there are still many EFL students who often make errors on pronunciation in reading the English texts because they do not have enough practice and experience on it. It means that by pronouncing the English words correctly, we can make intelligible communication with other people. Kenworthy (1987:3) defines intelligibility as the situation when our speaking is being understood by a listener at a given time in a given situation. Furthermore, Burns (2003:5) states that it is more important that speakers of English can achieve three following aspects such as intelligibility, comprehensibility and interpretability. Intelligibility means that the speaker produces sound patterns that are recognizable as English. Comprehensibility means that the listener is able to understand the meaning of what is said because of the speaker's correct pronunciation. Interpretability means that the listener is able to understand the purpose of what is said because what the speaker pronounces is clear and understandable.

The students often had some problems when they were communicating with others. There were many factors causing the problems. This case happened to the students of the VIII-A grade of SMPN 1 Situbondo. Based on the preliminary study that the researcher conducted at SMPN 1 Situbondo by interviewing the English teacher and the students in the teaching learning process directly, the students had problem when they were asked to read an English text because they were not able to pronounce the words correctly. It was difficult for them to produce correct English pronunciation.

Based on the preliminary study which was conducted through an interview with the English teacher and students at SMPN 1 Situbondo on February 17th, 2014, it could be reported that the English teacher at SMPN 1 Situbondo taught the English skills and components in integrated way. The English teacher mostly focused on listening, speaking, reading and writing skill only. Thus, he taught grammar after the students read a text. He asked the students to do pronunciation practice by doing drilling before the students did speaking practice.

In this research, the researcher only focused on narrative text which was chosen based on the Standard Competence and Basic Competence for the Eighth Grade Junior High School students for the even semester. Thus, in the preliminary study, the researcher asked five students as the samples to read a narrative text to check their pronunciation. The title of the narrative text was Cinderella. This text was taken from the internet consisting of 98 words. The students read the narrative text one by one. Then, the researcher checked their pronunciation and scored their pronunciation achievement based on the phonetic transcription provided. The narrative text is as follows.

CINDERELLA

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister and stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after. **(98 words)**

http://www2.jogjabelajar.org/web2009/smpbing/09_cinderella_story/mati1/task2.htm

After giving the narrative text to the students, the researcher asked them to read it aloud. Then, the researcher checked their pronunciation based on the phonetic transcription of the narrative text. The phonetic transcription of the text entitled "Cinderella" is as follows.

'Sindərela

wʌns ə'pɒn ə taɪm/ ðeə(r) wəz ə bju:tɪfl gɜ:l
kɔ:lð 'Sɪndərela// ʃi: lɪvd wɪθ hɜ:r steɪpsɪstə(r) ænd
steɪpmʌðə(r)// ðeɪ wə(r) 'veri bɒsi// ʃi: həd tu du: ɔ:l
ðə haʊswɜ:k//

wʌn deɪ/ ən ɪnvi'teɪŋ tu ðə bɔ:l/ keɪm tu ðə
'fæməli// hɜ:r steɪpsɪstə(r) dɪd nɒt let hɜ:r gəʊ/ səʊ
'Sɪndərela wəz 'veri sæd// ðə steɪpsɪstə(r) wɜ:n tu
ðə bɔ:l wɪθaʊt hɜ:r//

'fɔ:'tʃənətli/ ðə 'feəri gɒdmʌðə(r) keɪm ænd
helpd hɜ:r tu get tu ðə bɔ:l// ət ðə bɔ:l/ 'Sɪndərela
dɑ:nsd wɪθ ðə prɪns/ hu: fel ɪn lʌv wɪθ hɜ:r/ θən
leɪtɪr hi: 'mæɪrɪd hɜ:r// ðeɪ lɪvd 'hæpɪli 'evə(r)
'ɑ:ftə(r)//

(98 words)

The examples of the words that were mostly mispronounced by the students were:

1. 'upon' was pronounced as [ju'pɒn] instead of [ə'pɒn]
2. 'time' was pronounced as [tem] instead of [taɪm]
3. 'there' was pronounced as [də(r)] instead of [ðeə(r)]
4. 'was' was pronounced as [wʌs] instead of [wəz]
5. 'were' was pronounced as [we(r)] instead of [wə(r)]
6. 'housework' was pronounced as [hɔswək] instead of [haʊswɜ:k]
7. 'ball' was pronounced as [bʌl] instead of [bɔ:l]
8. 'came' was pronounced as [kʌm] instead of [keɪm]
9. 'sad' was pronounced as [səd] instead of [sæd]

10. 'who' was pronounced as [wu:] instead of [hu:]

The mispronounced words above showed that the students' pronunciation was not accurate. There were many English words which were not pronounced accurately by the students. They still had many errors in reading text aloud entitled Cinderella. The students said that they felt afraid of making mistakes in front of the teacher or being humiliated by their friends. Dalton (1997:54) states that those phenomena are caused by the personal psychology or culture or both. The other problem was that the students did not have sufficient background knowledge of English pronunciation which was different from that of their mother tongue.

Thus, to solve the problem above, a classroom action research was conducted for the purpose of improving students' pronunciation achievement and their participation in reading narrative texts. That was why, a research entitled "The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo" was conducted.

Reading aloud technique, one of the techniques in pronunciation, can solve the problem in reading narrative texts. As stated by Huang (2010:148), reading aloud technique is used as the major and magic way to improve students' oral-English. According to Sicola (2009:16) "reading aloud can help build linguistic reflexes, help the tongue adjust to the sound combinations, and get the brain used to word patterns". Reading aloud technique is a technique which offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking sounds between words in connected speech (Gibson, 2008:30). Thus, we can conclude that reading aloud technique is a useful technique that can help someone in improving their oral English including pronunciation. That is why, the researcher applied reading aloud technique in teaching learning process as a technique in teaching pronunciation.

In relation with the research on the reading aloud technique, Zahra (2010) conducted a study on the reading aloud technique through Classroom Action Research at SMP Khadijah Surabaya. The result showed that the reading aloud technique could improve the active participation of the students' and the students' pronunciation achievement. The result of the research showed that reading aloud technique improved students' pronunciation achievement significantly in Cycle 2 that was 75% students got good score category. Besides, the result of observation in Cycle 2 showed that the participation of the students who were actively participated in the first meeting was 71% and in the second meeting was 76% of students who were actively participated in pronunciation teaching learning process of English texts.

In addition, Mantali (2006) conducted an experimental research entitled The Application of Reading Aloud Technique to Increase Students' Pronunciation at SMP Negeri 1 Batudaa. The subjects of this research are the seventh grade of SMP Negeri 1 Batudaa which consists of 24 students. The method used in this research was quantitative method, notably pre- experimental method with used one group pre-test and post-test design. The result of

this research showed that reading aloud technique could help the students to improve their pronunciation. It was proven by seeing the last score of the research or the students' post-test score was higher than the pre-test score, which was the score of post-test was about 197 and the score of pre-test was only 115. Moreover, the last hypothesis of the research was received that was "Reading aloud technique can increase students' pronunciation significantly".

Therefore, a classroom action research entitled: *The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo* was conducted.

Literature Review

The Concept of Pronunciation

Adult Migrant English Program (AMEP) Research Center (2002) states that "pronunciation refers to the production of sounds that we use to make meaning". This idea is also supported by Djiwandono who says:

"The ability of pronunciation refers to the use of language with good pronunciation, understandable and acceptable. By doing pronunciation correctly toward the language sound, syllables, words, phrases, and sentences commonly, the content expressed by someone will be understood by the listener without having any misunderstanding" (2008:123).

According to Kusuma (1990:4), no two people pronounce exactly alike. There are six factors that influence learners' pronunciation, such as, mother tongue, locality, age, amount of exposure, phonetic ability, personality, and motivation. Those factors can raise pronunciation errors among EFL students. Kelly (2000:12) states that pronunciation errors can lead to a problem of reception, or comprehension of the meaning or function of an utterance. Furthermore, Djiwandono (2008:124-125) explains that there are four indicators of good and accurate pronunciation as follows.

- a. Intelligibility is pronouncing the whole text and its parts are heard clearly or not causing misunderstanding.
- b. Fluency is the learner's ability to pronounce the whole text fluently.
- c. Accuracy is words and parts of text which are pronounced accurately without any mistake.
- d. Native-like pronunciation is pronouncing the whole text and its parts as it is pronounced by a native speaker.

Based on the statements above, it can be concluded that pronunciation is the way how to pronounce words, sentences, or a text correctly so that another person can understand well about the content we are going to discuss. Learning pronunciation is very important for the students because it can help them learn and understand how to form sounds, words, phrases, and sentences which are not found in their mother tongue. However, there is no standard pronunciation that should be mastered by someone. Thus, the students have to fulfil the four indicators of

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pronunciation if they want to pronounce the words in English well. Those indicators are intelligibility, fluency, accuracy and native-like. Yet, in this research, the researcher taught the students by using American pronunciation. Then, the implication was the students were scored based on phonetic transcription of American pronunciation. The researcher only focus on American pronunciation in order to make the students easier in pronouncing the English sounds.

The Goals of Teaching Pronunciation

Kenworthy (1987:3) states that among the students, there will be some who may want to approach a native-like accent in order to be a real English speaker that is required for their work in the future. For instance, the ones who plan to become teachers of English will want to approximate a native accent, or students who want to work as telephone operators will need to have pronunciation which is easily understood by another person. Because of these situations, there is limited opportunity for repetition and second tries. Besides those goals, the students also have academic goals stated in the 2006 Junior High School Curriculum. The main goal is to reach functional level of communication dealing with how to survive and to solve problems in daily communication (2006:1). The specific goals are as follows (2006:2):

1. to develop students' communication ability in oral and written forms to reach functional level of communication
2. to build students' awareness about the importance of English in increasing the national competitiveness in global society
3. to build students' understanding of the correlation between the language and culture

From those three goals above, the first goal is the main goal in teaching pronunciation. Therefore, when we teach pronunciation to the students we hope that they can communicate with others and the listeners can understand the content of the discussion well. So that it will make them easier and more confident in speaking English.

Finally, the first thing that the students need to do in pronunciation class is responding. Responding means that they listen, imitate and produce the English sounds. However, Kenworthy (1987:2-3) reminds us that it is not as simple as what the teacher thinks. This attitude ignores the fact that the success in pronunciation will depend on how much effort the students put into it. The teacher may be highly skilled at noticing mispronunciations and pointing these out, but if the students take no action and do not try to monitor their own efforts, then the students' improvement will be minimum.

The Roles of Teachers and Learners in Pronunciation Class

Before teaching pronunciation, many aspects should be taken into account. Among the most important ones are the roles of the teacher and the learner. On one hand, what they aim to achieve and, on the other hand, what they are willing to give to succeed in achieving it. Before setting up goals and working out a plan, the teacher should know about the learners' skills and limitations. Needless to say, the overview of the various aspects of English pronunciation sounds, stress, and intonation are essential.

The Role of Teachers

As pronunciation is a very complex language component, there are many tasks for the teacher. Kenworthy (1987:1) determines the teacher's role as follows.

1. **Helping learners hear**
The teacher should help the students in perceiving sounds by modelling how to read the text first. Students will have a strong tendency to hear the sounds of English in terms of the sounds of their native language.
2. **Helping learners make sounds**
Some sounds of English do not occur in other languages. Sometimes, students will be able to imitate the new sounds, but if they can't do that then the teacher needs to give some hints or clues which may help them to make the new sounds.
3. **Providing feedback**
It often happens that the students cannot tell themselves whether they are right or wrong. That is why, a teacher must give comments or opinions about the students' performance. In other cases, students may overdo something. They may make inaccurate assumptions about the way English is pronounced, perhaps because of the way it is written. For example the word /time/ may be pronounced ['tim] because of its' writing. Another example is the word /ball/ may be pronounced ['bal] because of its writing too. Then, a teacher will give some feedback about the students' pronunciation.
4. **Pointing out what's going on**
Students need to know what they should pay attention to and what they should work on. A teacher needs to make the students aware of the potential sounds and the available resources for sending spoken messages.
5. **Establishing priorities**
Students will be aware of some features in their pronunciation which are 'different', but they will not be able to tell whether it is important or not. Teacher needs to help the students in establishing a plan for action and deciding what to concentrate on.
6. **Devising activities**
Learning pronunciation is so complex that the teacher must consider what types of exercises and activities will be helpful and useful for the students. That is why, a teacher has to be creative in designing what kind of activities provide much exploration, experimentation and opportunities for practice.
7. **Assessing progress**
This is a kind of feedback from the teacher to the students. When the students find some difficulties in assessing or scoring their own progress, the teacher will help them in doing this activity.

After recognizing the teacher's roles above, a teacher is expected to be smart and creative in selecting the techniques and activities in teaching pronunciation for the students. Ryan and Cooper (1998:149) suggest that to be able to recognize and interpret classroom events appropriately, a teacher should be familiar with theoretical knowledge and research about learning and human behaviour.

In this research, the researcher adapted the role of teachers as suggested by Kenworthy (1987:1). First, the researcher helped the students to perceive English words by modelling how to read the narrative text. Then, the researcher asked the students to read aloud the text together in order to help them in making correct English sounds. From this step, the researcher knew some mispronunciation words that the students mostly did. After that, the researcher gave feedback to the students by giving some corrections to their mispronunciation. The researcher drilled the students in order to make them familiar with the English sounds by asking the students to read the text aloud. Next, the students worked in pairs and asked their friend to listen and gave comment about their pronunciation. Finally, the researcher asked the students to come forward one by one to read the narrative text aloud. Then, the researcher recorded the students' voice and scored their pronunciation based on the phonetic transcription.

The Role of the Learners

The learner's role is the same as that in any other subject which means taking one's own responsibility and willing to learn. Adapted from Haycraft (1980:38) there are three roles that the students should do in the teaching and learning process. First, they should listen and pay attention to the model while he or she reads a narrative text in front of the class. Second, they try to imitate the same sounds like the model by reading the narrative text in pairs or in group. Third, they produce the sounds by reading aloud the narrative text given by the teacher individually.

The Teaching Techniques of Pronunciation

"Effective teaching is much more than intuitive process (Ryan and James, 1998:149)." Therefore, teachers are required to make any decisions as they plan for instruction, implement teaching strategies, and evaluate outcomes of their planning and strategy. A teacher should also have an intimate knowledge of the subject matter being taught, both the instructional content and the discipline from which it derives. Moreover, Ryan and James (1998:149) also add, "to be able to recognize and interpret classroom events appropriately, a teacher should be familiar with theoretical knowledge and research about learning and human behavior." Dalton (1997:36) says that there is also a tendency for a teacher to focus on production as the main problem affecting the students. Most researches, however, show clearly that the problem is more likely to be reception what you don't hear, you can't say. Moreover, if the English sound is not clearly received, the brain of the learner converts it into the closest sound in his or her own language. Kenworthy mentions this as *sound substitutions* (1987:17). One of the examples is a consonant substitution problem. Dalton (1997:36) points out many speakers whose native languages do not have the 'th' sound as in 'thick' will substitute the sound into /s/ as in 'sick' for it. The two words 'thick' and 'sick' will be pronounced exactly the same. Unless context helps the listener, or this feature of non-native speech is familiar, the listener will have to decide whether the speaker says /my rabbit is sick/ [maɪ 'ræbɪt ɪz sɪk] or /my rabbit is thick/ [maɪ 'ræbɪt ɪz θɪk].

Reading Aloud Technique

Reading aloud is necessary to be learned. It is supported by Huang (2010:148) that "reading aloud is an important part in education for all-around development which has several functions in English teaching". By using reading aloud technique, students can test themselves whether the pronunciation that they are saying is correct or not. If the pronunciation is not correct, it can be revised directly by the teacher. According to Subyakto & Nababan (1993:168) reading aloud can support pronunciation skill. Meanwhile, Huang (2010:148) states that "reading aloud is used as the major and magic way to improve students' oral-English".

Based on the explanations above, reading aloud is a technique to read something aloud. It is very important to be learnt because it will help the students to practice word stress, intonation, and pronunciation. In this research, reading aloud technique was used to improve students' pronunciation achievement as well as their participation in reading the narrative text.

According to Huang (2010:149), reading aloud technique has four functions in foreign language. The first function is practicing pronunciation. When the students read aloud the text, they will learn how to pronounce the English words unintentionally. The second function is improving oral English. If the students are accustomed to reading aloud the text, they will increase their knowledge in brain then they can use that knowledge in communicating with other people. The third function is getting deeper understanding which means that the students are able to understand about the content they are reading aloud. The last function is increasing the knowledge. Reading will make the readers know everything that they never know before. That is why, reading aloud can add our knowledge not only about the content but also about the correct pronunciation of the words.

Stanovich (1991:13) argues that making accurate connections between graphemes and phonemes is vital in reading in order to speed word recognition and to help pronounce and learn new words. Reading aloud forces readers to make and practice these connections. In silent reading, learners might try to skip this process and so be less likely to understand what they have read because they have not been able to make semantic propositions effectively. Birch (2002:11) recommends reading aloud as a practice so that the students have as much feedback as possible on their decoding skills. Students should read aloud the prepared texts at the appropriate level to the teacher and to supportive groups or other individuals. Reading aloud can also help to develop reading fluency. There are many kinds of re-reading activities. Some of these involve Reading Aloud, for example, paired re-readings, where students try to speed up their reading aloud by re-reading the same passage to each other for sixty seconds and try to get further each time. While Gabrielatos (2002) states that reading aloud as pronunciation practice may be able to help the learners pronounce words correctly while reading aloud.

In brief, reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should we pronounce every word properly, but also divide the meaning of groups correctly, and arrange the

pause based on the content. Meanwhile, we should apply suitable stress, intonation and rhythm. Therefore, reading aloud is very good for pronunciation practice. The students may come from many places and different background, some of them may have strong local accent. Reading aloud can help them correct their dialect effectively.

The Advantages of Reading Aloud Technique in Teaching Pronunciation

There are four advantages of reading aloud techniques which are adapted from Gibson (2008:30). The first advantage of reading aloud technique is improving reading fluency. The more the students practice reading aloud some texts, the better reading fluency they will have. It means that by doing some exercises in reading some texts aloud, students can improve their reading fluency because they are accustomed to reading it aloud. It is in line with a proverb saying "Practice makes perfect". The second advantage is monitoring pronunciation. When the students read aloud the text, they will be able to hear their own pronunciation. Thus, their brain and feeling will know whether their pronunciation is right or wrong. The third advantage is reducing speaking anxiety as it is controlled. Most of the students feel worried when they should speak in front of other people. They are afraid of their speaking which cannot be understood by the listener. That is why, by using reading aloud technique, it can help them decrease their speaking anxiety because they just focus on the text and read it aloud. The fourth advantage is indirectly connecting to writing via intonation. There were two components of pronunciation that will be focused in this research. They were intonation and word stress. Intonation is the melody of the language. Hence, by using reading aloud technique, the students need to control their intonation in pronouncing the English words. Then, from the intonation, the students will improve their ability in writing the English words because they can imitate the sound to the writing.

According to Hiser (2012:26) the advantage of reading aloud is "repeatable, so that the students can be reassessed at any future time to document progress". Repeatable means that the students can repeat reading the text in order to make their pronunciation better than before. Moreover, according to Sicola (2009:16) "reading aloud can help build linguistic reflexes, helping the tongue adjust to the sound combinations, and getting the brain used to word patterns". From the explanations above, it could be concluded that reading aloud gives many benefits in the teaching and learning process of pronunciation because it helps learners in improving their pronunciation achievement.

Research Method

The reserach design that was used in this research was Classroom Action Research. This research focused on the VIII-A grade students' pronunciation achievement in reading narrative texts. This research was conducted in cycle model. Each cycle consisted of planning the action, implementing the action, class observation and evaluation,

and reflecting the action.

The classroom action research was conducted collaboratively with the English teacher of the VIII-A grade of SMPN 1 Situbondo. The preliminary study was carried out to get first-hand information about the problems faced by the students in learning pronunciation and the English teacher in teaching pronunciation. Then, the design of the classroom action research was constructed with the English teacher after identifying and formulating the research problem.

The area of this research was SMPN 1 Situbondo. The subjects were chosen by using purposive method. The reason why SMPN 1 Situbondo was chosen was that the VIII grade students of SMPN 1 Situbondo showed that they still had some difficulties and problems in pronunciation practice in reading narrative text.

The subjects of this research were the VIII-A grade class of SMPN 1 Situbondo in the 2013/2014 academic year. This class consisted of 24 students. Based on the interview, the researcher suggested reading aloud technique to the VIII-A grade students because they still had a problem in pronunciation. Based on the preliminary study, the mean score was 70.3. It was still below the minimum score requirement (75). In addition, the Mid-Term score of this class was the lowest. It meant the VIII-A grade of SMPN 1 Situbondo still needed improvement. Therefore, they were selected as the research subjects.

There were two kinds of data in this research. They were primary data and supporting data. The primary data was collected from the result pronunciation test and the observation. The observation was used to get the result of students' active participation. The pronunciation test was used to measure the students' ability in reading narrative text after getting treatment. In addition, the interview was used to get the supporting data. Besides, the documentation was used to get the names of the subjects and the previous mid-term scores of VIII grade students.

Discussion

In this research, the researcher used reading aloud technique in the classroom by applying some steps in teaching and learning process. The first step was giving model to the students in producing correct pronunciation in English texts aloud. In this step, the students paid attention and tried to imitate the same sounds produced by the researcher. After that, giving chance to the students to read aloud the text together. From this step, the researcher found/heard some mispronunciations produced by the students. For example 'time' was pronounced as [tem] instead of [taim], 'came' was pronounced as [kɒm] instead of [keim], 'who' was pronounced as [wu:] instead of [hu:]. Next, drilling the incorrect pronunciations produced by the students. Finally, the students read the narrative text one by one in front of the class

The researcher chose reading aloud technique because of some reasons. According to Subyakto & Nababan (1993:168) reading aloud can support pronunciation skill. Reading aloud is necessary to be learned. It is also supported by Huang (2010:148) that "reading aloud is an important part in education for all-around development which has several functions in English

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teaching". By using reading aloud technique, students can test themselves whether the pronunciation that they produce is correct or not. If the pronunciation is not correct, it can be revised directly by the teacher. Meanwhile, Huang (2010:148) states that "reading aloud is used as the major and magic way to improve students' oral-English". Moreover, there were also some data which were gotten from the interview that made the researcher apply reading aloud technique in the classroom.

Based on the result of the preliminary study, there was only about 45% students who actively participated in the teaching learning activity. After giving the action in the first cycle, the students' active participation average result was 65.22%. This result did not achieve the target criteria of the research yet that was 75% of the students actively participated in the teaching learning process. Next, in the second cycle, the students' active participation average score was 78.26%. This showed that the students were more active in the teaching learning process. Therefore, it could be concluded that the use of reading aloud technique could improve the students' active participation.

In addition, the students' pronunciation achievement had also improved after applying reading aloud technique. In Cycle 1, there was 60.87% or 14 students who got the score at least 70 or higher in the first cycle. This result did not achieve the target score. Next, in Cycle 2, there were 18 students or 78.26% who got the score at least 70 or higher. The result in Cycle 2 achieved the target expected. It happened because the researcher made some revisions, especially in the process which was written in the lesson plans. It indicated that the use of reading aloud technique could improve the students' pronunciation achievement.

From the discussion during the interview, the researcher proposed the suggestion to the English teacher to apply reading aloud technique in the attempt to improve the students' pronunciation achievement in reading English texts. The English text used in this research were short narrative texts consisting of about 98 up to 250 words in a text based on the 2006 *KTSP* Curriculum. In this research, reading aloud technique was chosen as the reasons stated by Kelly (2000:2) who explains that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech.

In cycle 1, the researcher used Cinderella and The Countryman and A Snake as the instructional materials. Cinderella consisted of 98 words while The Countryman and A Snake consisted of 155 words. Both of them were taken from the internet. After doing the action in meeting 1 and meeting 2, the researcher took the students' pronunciation scores by asking them reading a narrative text entitled The Story of Toba Lake aloud which consisted of 221 words in a text. The researcher and the English teacher scored the students' pronunciation based on the phonetic transcription provided.

In this research, the researcher only focused in American pronunciation. Although there is no standard pronunciation exist, but in order to make the students easier in doing pronunciation practice, the researcher asked them to used and focused in American pronunciation only. They were still in beginning level. That was why, it would be

difficult for them to recognize many kinds of English pronunciation such as British, Australian, American and so on. Therefore, when the students pronounced a word by using British or Australian pronunciation, it was categorised as a mistake because the researcher have told them before that they should imitate and use the same pronunciation that the researcher have modelled before. This is the phonetic transcription of the text entitled *The Story of Toba Lake*.

ðə 'stɔ:ri əv Toba leɪk
wʌns ə'pɒn ə taɪm/ ðea(r) wəz ə məen hu:
wəz lɪvɪŋ ɪn nɔ:θ Sumatra// hi: lɪvd ɪn ə 'sɪmpl hʌt ɪn
ə fɑ:miŋ fi:ld//
wʌn dei/ wail ðə məen wəz du:ɪŋ fɪjɪŋ/ hi:
kɑ:ʊtʃ ə bɪg 'gəʊldən fɪj ɪn hɪz træp// sə'praɪzɪŋli/ ðɪs
fɪj tɜ:nd 'ɪntu: ə 'bju:tɪfl pɪrɪn'ses// hi: felt ɪn lʌv wɪθ
hɜ:r ænd prə'pəʊzd hɜ:r tu bi hɪz waɪf// ʃi: seɪd/ jes/
bʌt ju: hæv tu 'prɒmɪs nɒt tu tel 'eniwʌn ə'baʊt ðə
'si:kɾæt ðæt aɪ wəz wʌns ə fɪj/ 'lðəwaɪz ðea(r) wɪl bi
ə hju:dʒ dɪ'zɑ:stə(r)// ðə məen meɪd ðə di:l ænd ðei
gɒt 'mærid/ lɪvd 'hæpɪli ænd hæd ə 'dɔ:tə(r)//
fju: ʃi: jɪə(r)s leɪtr/ ðə 'dɔ:tə(r) wɒd help brɪŋɪŋ
lʌntʃ tu hɜ:r flðə(r) aʊt ɪn ðə fi:lds// wʌn dei/ hɪz
'dɔ:tə(r) eɪt hɜ:r flðə(r)s lʌntʃ// ʌn'fɔ:tʃənətli/ hi:
fəʊnd aʊt ænd ʃaʊtd/ ju: dəem 'dɔ:tə(r) əv ə fɪj// ðə
'dɔ:tə(r) ren hæʊm// ðə mʌðə(r) stɑ:ted kraɪ:ŋ/ felt
sæd ðæt hɜ:r 'hʌsbænd hæd 'brəʊkən hɪz 'prɒmɪs//
ðen ʃi: tɔ:ld hɜ:r 'dɔ:tə(r) tu rʌn ʌp ðə hɪls
bɪ'kɒz ə hju:dʒ dɪ'zɑ:stə(r) wəz ə'baʊt tu kʌm// wen
hɜ:r 'dɔ:tə(r) left/ ʃi: preɪd// su:n ðea(r) wəz ə bɪg
'z:θkweɪk 'fɒləʊ bæɪ nɒn stɒp pɔ:(r)ɪŋ reɪn// ðə hæʊl
'eəriə gɒt flæded ænd baɪkeɪm Toba leɪk// ʃi: tɜ:nd
'ɪntu: ə fɪj ə'gən ænd ðə məen baɪkeɪm ðə 'aɪlənd əv
Samosir// (221 words)

After conducting two meetings in Cycle 1, the results showed that the participation of the students in teaching learning process was not optimum yet. The observation checklist result indicated that the students' participation was only 60.87% in the first meeting and 69.56% in the second meeting. Thus, the average of the students' active participation in the pronunciation teaching and learning in Cycle 1 was 65.22%. It means that the result did not reach the research target that was at least 75% of the students were actively participated in teaching and learning process. This happened as the students were still lack of practice of word pronunciation and they were worried of making many mistakes when they were reading the narrative text aloud. Besides, the results of pronunciation test in Cycle 1 did not reach the target either, because only 65.22 % of the subjects got good score category (≥ 70). The test was conducted at the language laboratory in 80 minutes. Each student had to read aloud the narrative text provided and the researcher recorded the students' voice by using a tape recorder. Each student spent approximately 1 – 2 minutes in reading aloud the narrative text consisting of 221 words. The students' pronunciation was assessed based on the phonetic

transcription of the text provided. If their pronunciation was not exactly the same as that provided on the phonetic transcription, it was considered as incorrect pronunciation. In addition, if the students did not pronounce a word in a text, it was considered as incorrect as well. The words that were frequently mispronounced by the students in this test were:

1. "upon" was pronounced as [jʊpɒn], [ʊpɒn] instead of [ə'pɒn]
2. "was" was pronounced as [wʌz], [wɒs] instead of [wəz]
3. "time" was pronounced as [tem], [tɪm] instead of [taɪm]
4. "hut" was pronounced as [hɒt] instead of [hʌt]
5. "lunch" was pronounced as [lʊntʃ], [lɒntʃ] instead of [lʌntʃ]
6. "she" was pronounced as [si:] instead of [ʃi:]
7. "daughter" was pronounced as ['dɔ:tə(r)] instead of ['dɔ:tə(r)]
8. "lake" was pronounced as [læk], [laɪk] instead of [leɪk]

In conclusion, the low result (65.22%) of the test occurred because of some factors. First, the students were lack of practice in pronouncing English texts. Second, the students felt nervous and shy in reading the narrative text because they were afraid of making many mistakes. Third, the students got difficulties in imitating how to read the narrative text because the model only read the text twice.

Due to the results in Cycle 1, the researcher conducted a discussion in the reflection stage with the English teacher to make some revisions in some aspects (weaknesses) in order to improve the results and to overcome the problems occurred in Cycle 1. The result of the discussion were as follows. First, the researcher drilled the students for some difficult words before they read the narrative text aloud. Second, the researcher gave motivation to the students in order to feel relaxed in reading the narrative text. Third, the researcher read the narrative text three times in order that the students could pronounce the text better and were ready to read aloud the text. Both the English teacher and the researcher were willing to help the students cope with any problem occurred. This was important to ensure that the students would be able to practice pronunciation as well as they could.

After implementing the actions in Cycle 2 which was followed by administering the test, it was found out that the results of Cycle 2 improved compared to the results of Cycle 1. Students' participation reached 78.26% in the average after two meetings. In brief, in the first meeting 73.91% of the students participated actively during the action and 82.61% of the students participated actively in the second meeting. The students were not reluctant anymore in asking questions such as:

Student: "Bu, kalau ini bacanya apa?" (pointing to the word "gesture")

Teacher: "['dʒestʃə(r)]" (drilled several times and practiced it with the whole class)

On the other hand, the pronunciation test done in the third meeting in Cycle 2 obtained satisfactory result as well,

that was 78.26% of the students got good score category (≥ 70). The students felt more confident and more comfortable in reading the narrative text because they had learned from their mistakes in the previous meetings. In this test, the students should read a narrative text entitled The Legend of Sura and Baya aloud. This is the phonetic transcription of the text.

ðə 'ledʒənd əv Sura ænd Baya

ə lɒŋ taɪm ə'gəʊ/ ðea(r) wə(r) tu: 'æni:mɪs/ Sura ænd Baya// Sura wəz ðə neɪm əv ə ʃɑ:k ænd Baya wəz ə 'krɒkədail// ðei livd ɪn ə si:// wʌns Sura ænd Baya wə(r) lɒkɪŋ fɔ:(r) sʌm fu:ds// 'sʌdnli/ Baya sɔ: ə gəʊt// jʌmi/ ðɪs ɪz maɪ lʌntʃ/ seɪd Baya// nəʊ wei// ðɪs ɪz maɪ lʌntʃ// ju: ɑ:(r) gri:di/ seɪd Sura// ðən ðei fɔʊt fɔ:(r) ðə gəʊt// 'ɑ:ftə(r) 'sevrəl 'aʊə(r)s/ ðei wə(r) 'veri 'taɪəd// 'fi:lɪŋ 'taɪəd əv faɪtɪŋ/ ðei livd ɪn 'dɪfrənt pleɪsez// Sura livd ɪn ðə 'wɔ:tə(r) ænd Baya livd ɪn ðə lænd// ðə 'bɔ:də(r) wəz ðə bi:tʃ/ səʊ ðei wɒd 'nevə(r) faɪt ə'gən//

wʌn dei/ Sura wɜ:n tu ðə lænd ænd lɒkd fɔ:(r) sʌm fu:ds ɪn ðə 'rɪvə(r)// hi: wəz 'veri 'hʌŋri ænd ðea(r) wəz nɒt mʌtʃ fu:d ɪn ðə si:// Baya wəz 'veri 'æŋgri 'wen hi: nju: ðæt Sura brəʊt ðə 'prɒmɪs// ðei fɔʊt ə'gən// ðei bæʊθ hɪt i:tʃ 'lɒðə(r)// Sura bɪt Bayas teɪl// Baya dɪd ðə seɪm θɪŋ tu Sura// hi: bɪt 'veri hɑ:d ən'tɪl Sura 'faɪnəli geɪv ʌp ænd wɜ:n bæ:k tu ðə si:// Baya wəz 'hæpi//

(188 words)

In this research, inter rater was applied, that the pronunciation test was scored by the researcher and the English teacher after each post test in two cycles. The students' recordings were copied in order to make the correction easier and faster. Then, the researcher and the English teacher scored the results of pronunciation test independently based on the phonetic transcription of the narrative text. Thus, there were some different scores of students' pronunciation achievement between the researcher and the English teacher. In order to make it fair, the average score was calculated from the two scores.

In conclusion, the actions in Cycle 2 were successful because the results in Cycle 2 could reach the research target, that was at least 75% of the students got good score category (≥ 70) in pronunciation test and at least 75% of the students were actively participated in the pronunciation teaching and learning process.

Thus, the results of this action research in two cycles proved the action hypotheses that say:

1. the use of reading aloud technique could improve the VIII-A grade students' pronunciation

achievement in reading narrative texts at SMPN 1 Situbondo.

2. the use of reading aloud technique could improve the VIII-A grade students' participation at SMPN 1 Situbondo in the teaching and learning process of pronunciation.

One weakness of this classroom action research was that this research only scored the students' phonetic transcription of the words without measuring intonation and fluency. In order to measure all aspects of pronunciation, it is suggested to other researchers to conduct their research on the intonation and fluency as well.

Based on the explanation above, it proved that reading aloud technique could improve the students' active participation and the students' pronunciation achievement in reading narrative text.

Conclusion and Suggestion

Based on the data of analysis and discussion, it could be concluded as follows.

1. The use of reading aloud technique could improve the VIII-A grade students' pronunciation achievement in reading narrative texts at SMPN 1 Situbondo. The improvement can be seen from each cycle. In the first cycle there were 14 students or 60.87% achieved the target minimum score that was 70. Meanwhile, in the second cycle, there were 18 students or 78.26% who achieved the target score. From this result, there was an improvement after being taught by using reading aloud technique.
2. The use of reading aloud technique could improve the VIII-A grade students' participation at SMPN 1 Situbondo in the teaching and learning process of pronunciation. The improvement can be seen from the result of observation. In the first cycle, there were 65.22% students who actively participated in the teaching learning process. In addition, there were 78.26% students who actively took part in the teaching learning process.

In addition, by considering the results of the implementation of reading aloud technique in teaching pronunciation that could improve the students' achievement in reading narrative texts and their active participation, some suggestions are proposed to the following people:

1. The English Teacher

The English teacher is suggested to use reading aloud technique as an alternative technique in teaching pronunciation to improve the students' pronunciation achievement in reading narrative text or another genre of the text, since it provides pronunciation practices to the students and motivates the students in learning pronunciation.

2. The Students

The students are suggested to be more active in the classroom. They are also suggested to do pronunciation practice in reading aloud the English texts regularly and continuously to improve their pronunciation achievement.

3. The Other Researcher

The other researchers are suggested to use the result of

this research as a reference to conduct a further research dealing with teaching pronunciation by using different research design, such as an experimental research on the effect of reading aloud technique on the students' pronunciation achievement. They are also able to do the same research design such as a classroom action research in different school in order to develop and improve students' pronunciation achievement in reading narrative test by using reading aloud technique. They are suggested to score students' melody, fluency and intonation when they are reading the narrative texts.

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