



**THE USE OF READING ALOUD TECHNIQUE TO IMPROVE THE VIII-  
A GRADE STUDENTS' PRONUNCIATION ACHIEVEMENT IN  
READING NARRATIVE TEXT AT SMPN 1 SITUBONDO**

**THESIS**

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**ENGLISH EDUCATION PROGRAM  
FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY**

**2014**



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Presented as one of the requirements to obtain S1 Degree at English Education  
Program of Language and Arts Education Department of Faculty of Teacher  
Training and Education of Jember University

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## DEDICATION

Alhamdulillahirobbil ‘alamin, Praise is merely to the Almighty Allah SWT for the gracious mercy and tremendous blessing that enables me to accomplish this thesis entitled: The Use of Reading Aloud Technique to Improve the VIII-A Grade Students’ Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo. The greatest honor and appreciation would be finally dedicated to:

1. My beloved parents, my father Hery Budi Raharjo and my mother Ketut Sulastri. It is truly undoubted that loves, cares, spirits, motivation, patience and willingness to wait for my graduation and timeless prayers during days and nights are everything for me.
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6. All teachers in MTs Ibrahimy Walisongo.
7. All teachers in New Ways to English Course (NWE).

**MOTTO**

“THE GREAT DIFFICULTY IN EDUCATION IS TO GET EXPERIENCE OUT  
OF IDEAS”

(George Santayana)

“DON'T LET THE FEAR OF LOSING BE GREATER THAN THE  
EXCITEMENT OF WINNING”

(Robert Kiyosaki)



**CONSULTANTS' APPROVAL**

**THE USE OF READING ALOUD TECHNIQUE TO IMPROVE THE VIII-  
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READING NARRATIVE TEXT AT SMPN 1 SITUBONDO**

THESIS

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Jember, 24 Desember 2014

The Writer



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## SUMMARY

The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo, Ayu Kemalasaki Adita, 100210401011, 62 pages; English Education Program, Language and Arts Education Department, Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to know whether or not the use of reading aloud technique could improved the VIII-A students' pronunciation achievement in reading narrative texts at SMPN 1 Situbondo. The research design which was appropriate with the objective of the research was a classroom action research with cycle model which covered four stages of activities, namely: (1) planning the action, (2) implementing the action, (3) observing and evaluating and (4) analysing the data and reflecting the action. The primary data about students' pronunciation achievement were collected by using pronunciation tests and class observations. The criteria used as the main consideration to determine the success of the actions were as follows: (1) The use of reading aloud technique could improve the VIII-A grade students' pronunciation achievement in reading narrative text if at least 75% of the students got good score category in the pronunciation test, (2) The use of reading aloud technique could improve the VIII-A students' active participation in reading narrative text if at least 75% of the students were actively involved in pronunciation class. Meanwhile the supporting data were collected by using interview and documentation.

The results of the pronunciation test in Cycle 1 showed that the percentage of the students who got good score category ( > 70) was 60.87% (14 students of 23 students). This result did not reach the research target that at least 75% of the students got good score category. It means that the actions in Cycle 1 were not successful yet. Thus, the actions were continued to Cycle 2 by revising the weaknesses of the teaching techniques applied in Cycle 1.

Having conducted the action in Cycle 2, it was found out that the percentage of the students who got good score category ( $\geq 70$ ) was 78.26% (18 students of 23 students). It was higher than that in Cycle 1 in which it was 60.87% of the students got good score category. This result had reached the research target that was at least 70% or more students got good score category ( $\geq 70$ ). It means that reading aloud technique in Cycle 2 could improve the students' pronunciation achievement in reading narrative text.

The observation was conducted by using observation checklist. The observation checklist contained the indicators being observed which covered the students' participation in (1) doing pronunciation practice, (2) asking questions, (3) answering the teacher's questions, and (4) reading narrative text loudly. In Cycle 1, it was found out that there were 14 students of 23 students (60.87%) who actively participated in the first meeting. Meanwhile, in the second meeting, there were 16 students of 23 students (69.56%) who were actively involved in pronunciation teaching learning process through reading aloud technique. Therefore, it was found that the average result of the students' participation in Cycle 1 was 65.22%. It means that the results of observation checklist in Cycle 1 did not achieved the criteria of success yet.

Meanwhile the results of observation in Cycle 2 showed that the participation of the students who were actively involved in the first meeting were 17 students of 23 students (73.91%) and in the second meeting, there were 19 students of 23 students (82.61%) who were taking part in the teaching learning process. Thus, it could be obtained the average result of the students' participation was 78.26%. It means that the results of observation checklist in Cycle 2 achieved the target requirement of process evaluation, which means that is the research was considered successful as at least 75% of the students are actively involved in the teaching and learning process of pronunciation.

Based on the results above, it could be concluded that the use of reading aloud technique improved the VIII-A grade students' pronunciation achievement and their participation in reading narrative texts at SMPN 1 Situbondo.

## I. INTRODUCTION

This chapter presents the discussion of some issues related to the topics being studied. They are research background, research problems, research objectives, and the significance of the research.

### 1.1 Research Background

Many EFL students agree that English is not easy to be mastered. They find many difficulties in learning this foreign language. These difficulties include how to speak with others, how to write a good letter, how to understand someone's speaking and how to read an English text correctly. That is why, they need to master the four language skills in English, that is: listening, speaking, reading, writing, and the language components: grammar, vocabulary and pronunciation.

However, 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 did 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.

Based on a survey which was held by [Higgs Graph of Learner Needs](#) (2000) in America, it is said that pronunciation is something that is very important to beginning learners as it allows them to feel more comfortable when speaking; teachers must be aware, however, that the more sounds differ between the mother tongue and the second language, the higher the affective filter. It means that pronunciation is the first point that should be mastered by the students in order to feel free and confident in speaking English with another person. Then, English



teacher has to be smart and creative in improving students' pronunciation and to make their pronunciation as good as possible.

As one of the English components, pronunciation is considered as the device for developing the students' communication ability in an oral form. Moreover, learning pronunciation will give many benefits for the EFL students as, (1) learning pronunciation can improve the students' pronunciation achievement in pronouncing the English words as one of the indicators in speaking test, (2) learning pronunciation can build the students' confidence in reading the English texts aloud. Based on the advantages above, this research paid more attention to some problems relating to teaching pronunciation which is not applied effectively at Junior High Schools. The students usually do not have specific time to learn pronunciation because the English curriculum in Junior High School mostly focuses on the four language skills only, such as listening, speaking, reading, and writing.

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. Therefore, pronouncing English words correctly is very important in order to prevent misunderstanding between the speaker and the listener when they are talking about some issues. 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.

Based on preliminary study which was conducted through an interview with the English teacher and students at SMPN 1 Situbondo on February 17<sup>th</sup>, 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 ask the students to do pronunciation practice by doing drilling before the students did speaking practice. He also asked the students to find difficult vocabularies when they were reading a text. Then, the English teacher and the students discussed the meaning for each vocabularies.

There were two meetings in a week for the English subject. When the researcher asked the students about their difficulties in learning English, they said that pronunciation was the most difficult to be mastered. They said that they felt worried and nervous when they had to read some English texts aloud. They were afraid of making many mistakes in reading the English text aloud. That made them not want to communicate in English with other people because they were afraid of pronouncing the words incorrectly. It means that if they have good pronunciation, they will feel comfortable in speaking English with others. Hence, pronunciation is the key in order to make them active in speaking English.

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.

### 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/mat1/task2.htm](http://www2.jogjabelajar.org/web2009/smpbing/09_cinderella_story/mat1/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.

‘Sind rela

w ns ’p\_n tam/ ðea(r) w z bju:trɪfl g :l kɔ:ld ‘Sind rela// i: lɪvd  
wi h :r stepsɪst (r) nd stepm ð (r)// ðeɪ w (r) ‘veri b si// i: h d tu du:  
ɔ:l ð ha sw :k//

w n deɪ/ n ɪnvi'teɪʃn tu ð bɔ:l keɪm tu ð ‘f m li// h :r stepsɪst (r)  
dɪd n t let h :r ga / s ‘Sind rela w z ‘veri s\_d// ð stepsɪst (r) w :n tu ð  
bɔ:l wi a t h :r//

‘fɔ:t n tli/ ð ‘feəri g dm ð (r) keɪm nd helpd h :r tu get tu ð  
bɔ:l// t ð bɔ:l/ ‘Sind rela d :nsd wi ð prɪns/ hu: fel ɪn l v wi h :r/ n  
leɪtr hi: ‘m rɪd h :r// ðeɪ lɪvd ‘h pɪli ‘ev (r) ‘ :ft (r)// **(98 words)**

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

1. ‘upon’ was pronounced as [ju’pɔn] instead of [ ’pɔn]
2. ‘time’ was pronounced as [tem] instead of [tam]
3. ‘there’ was pronounced as [d (r)] instead of [ðe (r)]
4. ‘was’ was pronounced as [w s] instead of [w z]
5. ‘were’ was pronounced as [we(r)] instead of [w (r)]
6. ‘housework’ was pronounced as [hɔsw k] instead of [ha sw :k]
7. ‘ball’ was pronounced as [b l] instead of [bɔ:l]
8. ‘came’ was pronounced as [k m] instead of [keɪm]
9. ‘sad’ was pronounced as [s d] instead of [s ð]
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 well 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 their mother tongue.

Based on the previous research conducted by Fatimah Az Zahra entitled "Improving the Grade VIII Students' Accuracy in Pronouncing English Texts by the Teaching of Pronunciation through Reading Aloud Technique", it was found out that reading aloud technique was very useful in teaching learning process of pronunciation. The research was conducted at SMP Khadijah Surabaya in 2008/2009 academic year. She conducted a classroom action research by asking the students to read some descriptive texts aloud. 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.

Responding to the phenomena above, the researcher applied reading aloud technique in order to overcome the students' problems in pronouncing the English texts. As stated in the 2006 English Curriculum, the students should be given an opportunity to read the text aloud with correct and accurate pronunciation. Reading aloud technique is used as the major and magic way to improve students' oral-English (Huang, 2010:148). 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". Furthermore, reading aloud technique is chosen because it 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 include pronunciation. That is why, the researcher applied reading aloud technique in teaching learning process as a technique in teaching pronunciation.

Finally, 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.

### **1.2 Research Problems**

Based on the research background above, the problems of the research are formulated as follows.

1. Can the use of reading aloud technique improve the VIII-A grade students' pronunciation achievement in reading narrative texts at SMPN 1 Situbondo?
2. Can the use of reading aloud technique improve the participation of the VIII-A grade students at SMPN 1 Situbondo in the teaching learning process of pronunciation?

### **1.3 Research Objectives**

In line with the research problems, the objectives of the research are formulated as follows:

1. to improve the VIII-A grade students' pronunciation achievement in pronouncing the narrative texts at SMPN 1 Situbondo by the teaching of pronunciation through reading aloud technique.
2. to improve the participation of the VIII-A grade students at SMPN 1 Situbondo in the teaching learning process of pronunciation through reading aloud technique.

## **1.4 The Significances of the Research**

The results of this research are expected to give contributions to the English teacher, the students, and the future researchers.

### **1.4.1 For the English Teachers**

The results of this research can be used as valuable data for the English teachers in order to know the students' scores in pronunciation achievement test. Moreover, the English teachers can adapt this technique in the teaching and learning process. Hopefully, it can help the teacher in applying reading aloud technique in teaching pronunciation and makes the students feel enthusiastic in the teaching and learning process.

### **1.4.2 For the Students**

The students feel more comfortable in learning pronunciation by using reading aloud technique which can give positive condition in teaching and learning process. Furthermore, the students are expected to be able to get more pronunciation practices and experience in pronouncing the English texts accurately. Finally, the technique used in this research can improve their active participation in the teaching and learning process.

### **1.4.3 For Future Researchers**

The result of this research can be used as a reference for future researchers 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 students' pronunciation achievement. They are also able to use the same research design such as a classroom action research in different school in order to develop and improve the students' pronunciation achievement in pronouncing narrative texts by using reading aloud technique.

## II. RELATED LITERATURE REVIEW

This chapter consists of some aspects dealing with related literature review. The review covers: (1) The concept of pronunciation, (2) The goals of teaching pronunciation, (3) The roles in pronunciation class, (4) Features involved in teaching English pronunciation, (5) Factors that affect pronunciation teaching and learning, (6) The teaching techniques of pronunciation activities, (7) Reading aloud technique, (8) The advantages of reading aloud technique in teaching pronunciation, and (9) Action hypotheses.

### 2.1 The Concept of Pronunciation

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:

“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).

It means that pronunciation is a way of how to pronounce the words and it refers to the ability in using stress and intonation correctly, so that the listener can understand the content of the discussion well. Harmer (2004:183) states that “teaching pronunciation makes students aware of different sounds and sound features”. Morley (1993:71) says that “pronunciation (especially intonation) adds meaning in two ways: (1) it shows the relationship of words within and between sentences, (2) it tells something about the feelings of the speaker”. Therefore, a standard pronunciation will be useful to the foreign learners of English (Kusuma, 1990:4). Nevertheless, it cannot be said that any standard exists. For examples, Canadian speak in one way, American in another, Londoners in several other ways, and so on. Related to this opinion, Jones (1956) in Kusuma (1990:4) defines good pronunciation as a way of pronouncing which is clearly intelligible to all ordinary people. Intelligibility, being understood by a listener at a given

time in a given situation, is the same as ‘understandability’ (Kenworthy, 1987:13). Meanwhile, “bad” pronunciation is a way of pronunciation which is difficult for most people to understand. It is caused by mumbling or lack of definiteness of utterance.

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 pronunciation if they want to pronounce the words in English well. Those indicators are intelligibility, fluency, accuracy and native-like.



## 2.2 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 form 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.

### 2.3 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.

#### 2.3.1 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. Then, 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.

### **2.3.2 The Role of the Learners**

The learner's role is the same as in any other subject which means taking one's own responsibility and being 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.

### **2.4 Features Involved in English Pronunciation**

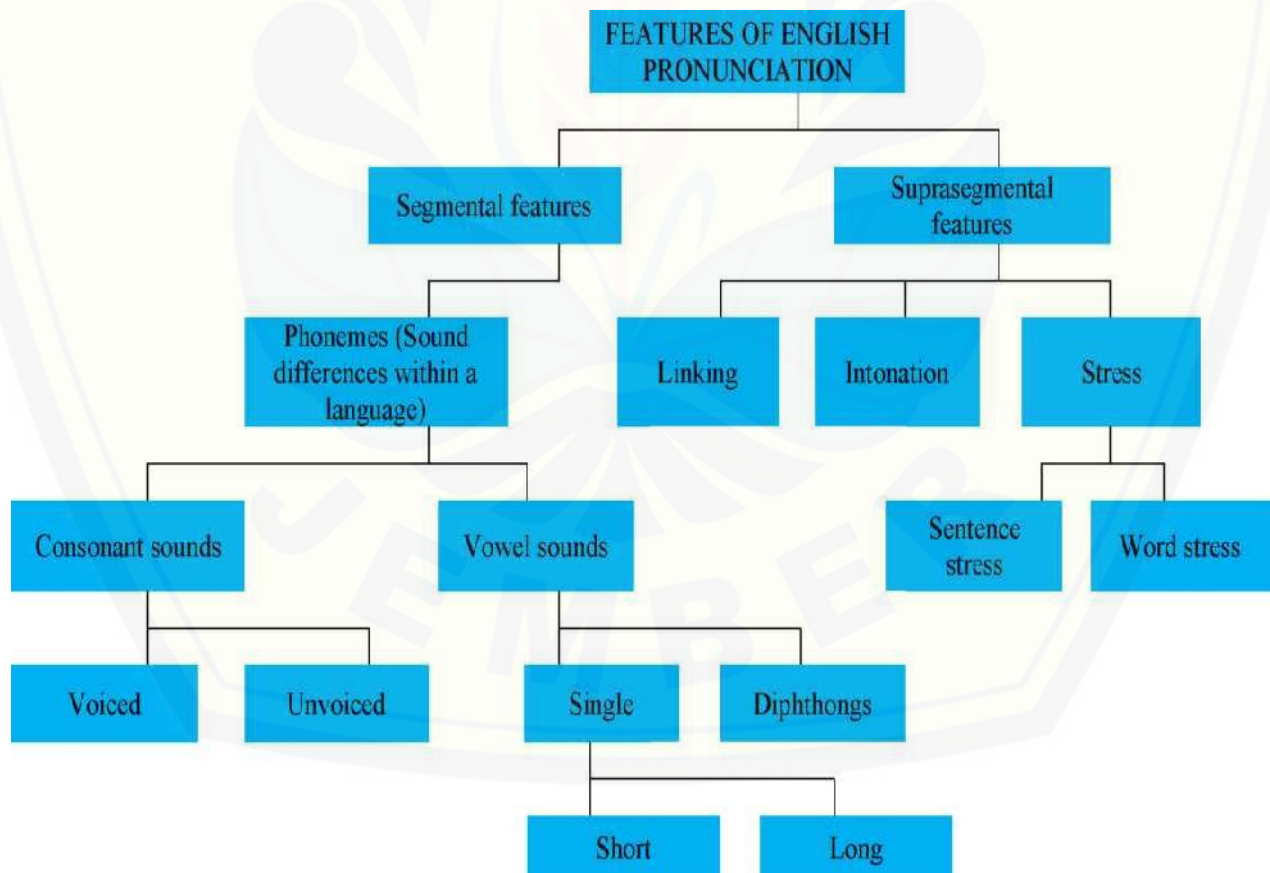
According to Burns (2003:5), it is more important that speakers of English achieve the following aspects.

- a. Intelligibility (the speaker produces sound patterns that are recognizable as English)
- b. Comprehensibility (the listener is able to understand the meaning of what is said)
- c. Interpretability (the listener is able to understand the purpose of what is said).

It means that the students have to learn and master those three aspects if they want to speak English fluently. Hence, pronunciation is the first component

to be learnt in order to master the three aspects above. That is why, pronunciation practice is very important to support our speaking. If we cannot pronounce the English words correctly, the listeners will sometimes get misunderstanding and the conversation will not run well.

For example, a speaker might say */I have a sheep/ [aɪ hæv ə 'ʃi:p]* for */I have a ship/ [aɪ hæv ə 'ʃɪp]* and */I need pepper/ [aɪ ni:d 'pep (r)]* for */I need paper/ [aɪ ni:d 'peɪp (r)]*. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener will not find the speaker comprehensible, because meaning is not appropriate. Thus, it is clear that accurate pronunciation is very essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2003:5). The various features that make up the production of sounds in English are illustrated in Figure 2. 1 below.



**Figure 2.1 Various Features of English Pronunciation (Burns, 2003:6)**

As the figure illustrates, pronunciation involves features of:

- a. the segmental (micro) level
- b. the supra-segmental (macro) level.

In former ESL approaches, segmental features are the major focus for pronunciation teaching (for example, minimal pairs such as /tree/ [tri:] /three/ [θri:]). While these features are important, more recent research has shown that when teaching focuses on supra-segmental features, learners' intelligibility is greatly enhanced. Thus, it is important, therefore, to provide activities at both levels (Burns, 2003:6).

#### 2.4.1 Segmental Features

According to Seferoglu (2005:305), segmental aspects of the sound system include individual vowels and consonants. Since segmental phonology is relatively more easily explained and taught than the supra-segmental features (Coniam, 2002:42), some studies focus on studying segmental phonology in preference to suprasegmental features. Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, /l/ as in *lamp*, /r/ as in *ramp*, /a/ as in *hat*). The sound systems of consonants, vowels or their combinations are called *phonemes*.

Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released suddenly - for examples, /v/ as in *van*, /b/ as in *bun*) - or unvoiced (air is pushed through a narrow part of the mouth - for examples: /f/ as in *fan*, /th/ as in *thin*). Vowel sounds are articulated as single sounds. They can be short (for example, /æ/ as in *cat*) or long (/a/ as in *cart*). Diphthongs are two vowel sounds which are put together (for examples: /ei/ as in *Kate* or /oi/ as in *boy*) (Burns, 2003:7).

#### 2.4.2 Supra-segmental Features

Supra-segmental features relate to sounds at the macro level. Advances in research have developed descriptions of the supra-segmental features of speech extending across whole stretches of language. Jenkins (2002:85) emphasizes that

effective communicative pronunciation competence can be achieved more through improving supra-segmental production in preference to segmental. Linking, intonation and stress are important features for effective pronunciation at the supra-segmental level (Burns, 2003:6).

#### 2.4.2.1 Linking

Burns (2003:7) states that linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether.

- a. consonant to vowel: /an Australian animal/ [n ˈstraliən ˈæniml]
- b. consonant to consonant: /next week/ [nekst wi:k]
- c. vowel to vowel. Some sounds such as /r/, /w/ and /y/ are inserted to link adjacent words ending and beginning with a vowel: Where are you?  
[we (r) : (r) ju:]
- d. Sounds that are left out. Some sounds are so short that they virtually disappear (become elided): /does he like soccer?/ [dʌz hi: laik ˈsɒk (r)?]

#### 2.4.2.2 Intonation

Intonation can be thought of as the melody of the language - the way the voice goes up and down according to the context and meanings of the communication (Burns, 2003:7). For example, note the differences in:

- Can you take the scissors? (rising pitch) – request (↗)
- Can you take the scissors (falling pitch) – command (↘)

Those two statements above have different function. In the first statement, the intonation of the speaker should be raised up because it is a request. Meanwhile in the second statement, the intonation of the speaker should be fallen down because it is a kind of command. It means that we are able to know what the speaker wants from the intonation of his speaking.

### 2.4.2.3 Word Stress

According to Burns (2003:7) word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey:

- a. the overall rhythm of the utterance
- b. the most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare the followings.

- a. Can YOU take the scissors? (not someone else)
- b. Can you take the SCISSORS! (not the knife)

Furthermore, Harmer (2004:184) stresses the need for making sure that students can always be understood and say what they want to say. They need to master “good pronunciation”, not perfect accents, that is, emphasis should be on suprasegmental features of pronunciation, not segmental aspects to help learners acquire communicative competence (Seferoglu, 2005:306). Moreover, Cheng (1998:71) reports that teachers should choose meaningful material to be used as models for practicing pronunciation aspects such as stress. Morley (1991:66) also recommends giving detailed attention to supra-segmental features of pronunciation and their functions in interactive discourse and stressed their application in communicative approaches to pronunciation learning and teaching.

Finally, in this research, the researcher focused on segmental features as the micro level of pronunciation and supra-segmental features as the macro level of pronunciation. The segmental features included individual vowels and consonants. The supra-segmental features included intonation and word stress. The researcher combined those two features in teaching pronunciation in order to improve the students’ pronunciation achievement. The researcher only chose two components on supra-segmental features because the subjects of the research were the VIII-A grade students of SMPN 1 Situbondo. They were still in the beginning level. That was why, the researcher only focused on intonation and word stress in order to make them easier in learning and doing pronunciation practice. Moreover, the researcher had limited time in the teaching and learning



process so that the researcher decided to focus in two components only on supra-segmental features.

## **2.5 Factors that Affect Pronunciation Teaching and Learning**

There are several factors which may affect students' pronunciation in teaching and learning process. Kenworthy (1987:4-8) writes several factors which may affect pronunciation namely the native language, the age, phonetic ability, motivation, and attitude and sense of identity.

### **2.5.1 The Native Language**

The influence of the native language is unquestioned. It involves the individual sounds as well as combinations of sounds and features such as rhythm and intonation. The more differences there are between the native and the target language, the more difficulties will be encountered by the learner. When a particular sound does not exist in the mother tongue, the learners tend to substitute it by the nearest equivalent from their native language. For example, the sound [ð] will often be substituted by [d] or [z] as these are the nearest. This first language application affects the rhythm and the intonation too. Moreover, Kelly (2000:12) adds that "aspects of the student's first language can interfere the pronunciation of a second language or a foreign language not only in terms of accent but also in terms of mood." For example, features of certain Javanese accents may lead to Javanese people sounding, completely unintentionally, 'disturb' when speaking in English.

In brief, learning English is not the same as learning Indonesian. There are so many English sounds which do not exist in Indonesian. That is why, the learners should be able to differentiate between English and Indonesian language. Finally, the students have to accustom to themselves listening, imitating and producing English sounds in order to make their pronunciation like the native speakers.

### 2.5.2 The Age

It is commonly assumed that the age factor has a great influence on pronunciation. If someone has a native-like pronunciation in a second language, they are very likely to have started learning it as children. And conversely, people who started to learn a second language in adulthood, will scarcely achieve a native-like accent, although their grammar and vocabulary may be perfect. The idea of pronunciation learning being somehow dependent on the age has been supported by some researchers who claim that language learning has a sensitive period and that after a certain age people lose some abilities. This certain age is said to be between ten and thirteen years (Kenworthy, 1987:6). The age-relation is supported also by others:

Pronunciation is one area where the younger-is-better assumption may have validity. Research (e.g., Oyama, 1976) has found that the earlier a learner begins a second language, the more native-like the accent he or she develops. (Snow, 1992:129)

From the teacher's point of view, we assume, that for learning pronunciation the age of primary and lower-secondary level pupils is more convenient, as they are less shy and often more willing to do activities which the adult learners may find strange or silly. In children, we can take the advantage of their spontaneity and willingness to sing and chant, which is often not appropriate in older learners. Research suggests that older students will show quicker gains, though younger children may have an advantage in pronunciation. (Snow, 1992:129) However, when the adult learners are motivated and want to approach native-like pronunciation, they are able to focus better on their problematic areas and this fixed-target acquisition may also be very efficient.

In short, children's age is the best moment in learning and memorizing English because kids never feel shy in speaking. They will say whatever they want to say. They will do whatever they want to do. Then, ten until thirteen years is the golden age for children in learning a language. However, adults will learn English better if they have motivation to achieve good pronunciation like native speakers.

### 2.5.3 Phonetic Ability

“Researchers have designed a test which measures phonetic ability and have demonstrated that some people are able to discriminate between two sounds better than others, and/or are able to mimic sounds more accurately” (Kenworthy, 1987:6). Furthermore Kenworthy (1987:7) divides the learners into poor discriminators and good discriminators and explains:

One study has indicated that those with good phonetic abilities benefit from pronunciation drills, tasks in which particular sounds are heard and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented. “Poor discriminators” do not seem to benefit from drills very much. In fact, drills seem to cause their attempts to stabilize before they reach an accurate production of a sound. Because of the complexities involved, this seems a factor which is very much out of the control of the teacher. We can only operate on the assumption that our learners have the “basic equipment” and provide a variety of tasks so that something will suit the needs and abilities of each learner.

From those idea, we can draw conclusion that phonetic ability comes naturally inside our brain. This ability is a gift that we have since we were born. Phonetic ability will make someone easier in learning a language. He can listen and imitate the sounds easily if he has phonetic ability. However, this ability is able to be mastered by having more practice in listening, imitating and pronouncing the English words. It will make our brain accustomed to memorizing the English sounds then trying to produce them.

### 2.5.4 Motivation

Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Marinova-Todd et al., 2000; Masgoret & Gardner, 2003; Bernaus, Masgoret, Gardner, & Reyes, 2004; Gatbonton et al., 2005). The review by Marinova- Todd et al. (2000:34) of research on adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Moyer (2007:503) found that experience with and

positive orientation to the language appears to be important factors in developing native-like pronunciation.

Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

### **2.5.5 Attitude and Sense of Identity**

In the acquisition of pronunciation of a foreign language the attitude and sense of identity of the learner plays a major role. It is a personality-determined factor and we can hardly predict whether people having come to the environment with different accent will modify their own. “Some seem to be “impervious” and even after a long time will absorb only some turns of phrase and the pronunciation of a few individual words; others seem very receptive and begin to change their accent almost as soon as they step off the plane” (Kenworthy, 1987:7).

Using or not using the accent may show different attitudes to people. When imitating or adopting the accent of the host country, we show our positive relation to their language and culture as well as respect for them as people. It is sign of how much we would like to integrate ourselves in the new place.

### **2.6 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 'r bɪt ɪz sɪk] or /my rabbit is thick/ [maɪ 'r bɪt ɪz θɪk].

### 2.6.1 The Teaching Steps of Pronunciation

Firstly, learners had to be familiarized with certain features of spoken English if they wanted to get many benefits from the teaching procedures. Gabrielatos (2002:54) recommends the following procedures that he adapted from Brown's theories (1975). The recommendations are as follows.

1. Indicate the pauses; or indicate meaningful parts of language (not necessarily complete sentence). They can also note the relative length of each pause. Pauses can be indicated by strokes or crosses (/ or + for a shorter pause, // or ++ for a longer pause).
2. Underline the stressed syllables.
3. Put unstressed vowels into brackets.
4. Cross out vowels/ consonants which are not pronounced.
5. Circle vowels/ consonant which have 'interacted' and produce a new sound and indicate the nature of this sound.

Secondly, to teach the pronunciation through reading aloud by using an English text, Haycraft (1980:37) suggests some steps applied by the researcher as follows.

1. The teacher reads the text first, allowing the students to perceive sounds.
2. The reading material should be read loudly.

3. The students should be helped through difficult sound clusters by practicing the words in isolated parts.
4. Regard reading not as 'reading practice' but as 'look and listen practice'. Thus, the students look at the English words in texts and listen to the model to figure out how to pronounce it.

During this period, according to Haycraft (1980:18-37), the teacher should avoid showing a student a sentence and saying "Begin reading here, please" without repeatedly reading aloud first; adding comments or directions before the student begins to read or while he or she is reading a sentence; and allowing the student to read the example without teacher repeating it at first.

Basically, applying reading aloud technique was very simple. There were some steps that had been applied by the researcher. The first step was giving model to the students. In this step, the students paid attention and tried to imitate the same sounds produced by the researcher. After that, the researcher gave chance to the students to read aloud the text together. From this step, the researcher knew some mispronunciations which were done by the students. Next, the researcher drilled the difficult sounds to the students. Finally, the students read the narrative text one by one in front of the class.

### **2.6.2 Selecting Reading Material**

According to Haycraft (1980:48), "In order to read really well, the student needs a stimulating text. In many instances, the students' current English textbook provides the sole reading material". The teacher must pick selections from it which make realistic reading. The selections should be appropriate to the students. The teacher should select reading material which is interesting for the students and suitable with their age and their ability.

For Junior High School students who are considered as beginning level, the researcher selected the texts which were familiar among the students. In this case, the genre of the texts was Narrative text because the students study this genre of text in the even semester. The types of the texts were legends, myths, fables, fairy

tales, and folktales. The total number of the words in the texts ranged from 98 up to 250 words. One of the examples was as follows.

#### **A COUNTRYMAN AND A SNAKE**

A countryman's son stepped on a snake's tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off part of the snake's tail. Then, the snake in revenge stung several of the farmer's cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its lair, and said to it, "Let's forget and forgive. Perhaps you were right to punish my son, and take revenge on my cattle, but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?" "No, no," said the snake. "Take away your gifts. You can never forget the death of your son, nor I the loss of my tail. Injuries may be forgiven, but not forgotten." **(155 words)**

[http://www.jogjabelajar.org/web2009/smpbing/09\\_animal\\_story/mat1/task2.htm](http://www.jogjabelajar.org/web2009/smpbing/09_animal_story/mat1/task2.htm)

#### **2.6.3 Pronunciation Exercises**

Kelly (2000:23) states that there are two key sides to pronunciation teaching namely, the teaching of productive skills and the teaching of receptive skills. In term of reception, students need to learn to hear the difference between phonemes, for instance. Then, they need to apply knowledge to their production. Kelly (2000:24-30) suggests these exercise forms for pronunciation practice as follows.

##### **1. Drilling**

One of the main ways in which pronunciation is practised in the classroom is through drilling. In its most basic form, drilling simply involves the teacher saying a word or structure, and getting the class to repeat. Drilling is fundamental to the teaching of word stress, sentence stress and intonation.

2. Minimal pairs and related activities

Teacher can use minimal pairs to good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students.

3. Pronunciation and spelling activities

These may be used as the basis of many types of activity, such as when, in the case of homophones, students listen to a sentence and have to choose which from a printed list of words they heard in the sentence.

4. Taping students' English

Taping learners' spoken English from time to time can pay dividends. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

5. Listening activities

Listening comprehension exercises in books are often designed to sound as realistic as possible, with the participant talking at a normal speed and using natural language. These can play a key role in helping the students to notice the existence of a pronunciation feature.

6. Reading activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated here too. Like listening, reading is a receptive activity (students receive the language rather than produce it), and so it provides a suitable means of bringing language features to students' attention.

The researcher used several forms of the exercise above with the explanation as follows.

1. Drilling

This exercise was done separately for practicing the difficult words.

2. Pronunciation and spelling activities

This activity was done for teaching word pronunciation.



### 3. Taping students' English

It was very useful for assessing students' progress. The researcher used this activity by recording the students' voice one by one in post-test.

### 4. Listening activities

This exercise was used when the students listened to the teacher as a model.

### 5. Reading activities (in this case reading aloud)

The last activity was used in teaching and learning process of pronunciation. Dalton (1997:37) also explains that the pronunciation exercise should be simple, accessible, fun and combine reception and production. Therefore, based on the idea above, the researcher decided to use the teacher's reading aloud as the reception and students' reading aloud as the production. The students' reading aloud was recorded on a tape, then the researcher and the English teacher evaluated them objectively to point out their progress. This idea is also supported by Haycraft (1980:58) who says that reading aloud should be recorded and then played back for further analysis and correction of faults.

## 2.7 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.

### **2.8 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 also supported by proverb which says “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 that their speaking 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 because it helps learners in improving their pronunciation achievement.

### **2.9 Action Hypotheses**

Based on the research problem and review of related literature review above, the action hypotheses of the research were formulated as follows.

1. The use of reading aloud technique can improve the VIII-A grade students’ pronunciation achievement in reading Narrative Texts at SMPN 1 Situbondo.
2. The use of reading aloud technique can improve the VIII-A grade students’ participation at SMPN 1 Situbondo in the teaching learning process of pronunciation.

## III. RESEARCH METHOD

This chapter presents some aspects dealing with the research methods used in this research that cover research design, area determination method, subject determination method, data collection methods and research procedures.

### 3.1 Research Design

The purpose of this research was to know whether or not the use of reading aloud technique could improve the VIII-A students' pronunciation achievement in reading narrative texts at SMPN 1 Situbondo. Therefore, the research design which was appropriate with the objective of the research was a classroom action research with cycle model. According to McMillan (1994:4), a classroom action research is a type of applied research with the purpose of solving a specific classroom problem or making a decision at a single local site. Furthermore, Carr and Kemmis (1986), in Oppie (2004:79) point out the essence of action research is that it enables a reflective cyclic process brought to bear on the understanding of the problem. In addition, Kemmis and McTaggart (1992:10), in Oppie (2004:79) state that to do action research is to plan, act, observe and reflect more carefully, more systematically, and more rigorously than one usually does in everyday life.

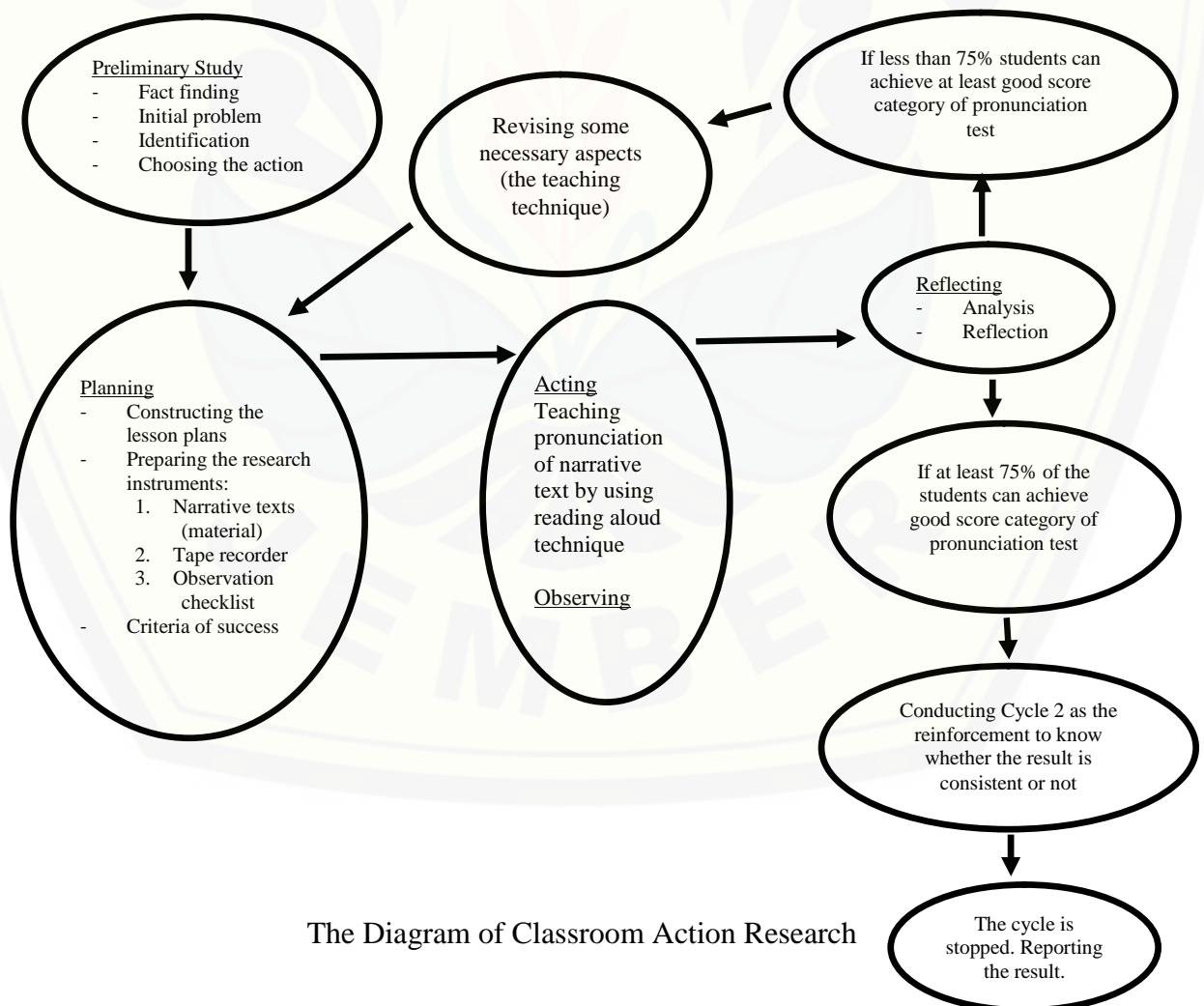
The classroom action research was conducted collaboratively with the English teacher of the VIII-A grade of SMPN 1 Situbondo. The preliminary study was carried out to get information about the problems faced by the students in learning pronunciation. Then, the design of the classroom action research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

This classroom action research was conducted in two cycles in which each cycle was done in two meetings with four stages of activities, namely: (1) planning the action, (2) implementing the action, (3) observing and evaluating and (4) analysing the data and reflecting the action (Elliot, 1993:70). In cycle 1, it was found out that the percentage of the students who got good score category ( > 70) was 60.87%. This result did not reach the research target that at least 75% of the

students got good score category. It means that the actions in Cycle 1 were not successful yet.

While from the observation checklist, it was found out that there were 14 students of 23 students (60.87%) actively participated in the first meeting. Meanwhile, in the second meeting, there were 16 students of 23 students (69.56%) were actively involved in pronunciation teaching learning process through reading aloud technique. Therefore, it was found that the average result of the students' participation in Cycle 1 was 65.22%. Thus, it could be concluded that the actions in Cycle 1 did not achieve the target of observation that 75% of the subjects actively participated in pronunciation teaching and learning process of narrative texts. Thus, the actions were continued to Cycle 2.

The design of the classroom action research in this study is illustrated in the following diagram (Lewin, 1980, in Elliot, 1993:70).



The Diagram of Classroom Action Research

Based on the research design above, the activities could be described as follows.

1. Interviewing the eighth grade English teacher in the preliminary study to find out the information in relation to the current condition of the teaching English pronunciation of the eighth grade classes.
2. Identifying the problem in teaching pronunciation
3. Planning the action by constructing the lesson plans for Cycle 1 (meeting I and meeting II) collaboratively with the English teacher.
4. Implementing the action of Cycle 1 (the teaching of pronunciation of Narrative text) done by the researcher in meeting I and meeting II. Meanwhile, the English teacher was observing the classroom activities while the researcher was implementing the actions in Cycle 1.
5. Giving pronunciation test to the research subjects after the actions were given in Cycle 1 by using a Narrative text that was read aloud and recorded by the researcher.
6. Scoring the results of pronunciation test by using the scoring guide of pronunciation.
7. Analysing the results of pronunciation test, then the scores were classified based on the classification of the score levels.
8. Reflecting the results of the observation and the pronunciation test in Cycle 1 by the researcher and the English teacher.
9. The result of pronunciation test in Cycle 1 did not achieve the objective of the research that was why the researcher and the English teacher designed the lesson plans for Cycle 2 (meeting I and meeting II) by revising the weaknesses of the teaching techniques applied and found in Cycle 1.
10. Observing the classroom activities (by the English teacher), while the researcher was implementing the actions in Cycle 2.
11. Giving pronunciation test to the research subjects after the actions were given in Cycle 2.

12. Analysing the results of observation and the results of pronunciation test in Cycle 2, then classifying the results of scores based on the classification of the score levels.
13. Reflecting the results of the class observation and the pronunciation test in Cycle 2 done by both the researcher and the English teacher.
14. Drawing a conclusion to answer the research problem.

### **3.2 Area Determination Method**

Area determination method was a method used in determining the area or the place where the research was conducted. This research used purposive method to determine the research area. According to Arikunto (2006:127), a purposive method is a method used based on a certain purpose and reason. Moreover, Fraenkel and Wallen (1996:101) state that purposive method is a method employed in choosing a research area based on a certain purpose or reason. This research was conducted at SMPN 1 Situbondo. There were some reasons of choosing this school as the research area. First, the eighth year students of SMPN 1 Situbondo still had difficulty in learning pronunciation. Second, based on the researcher's experience in observing the English teaching to the grade VIII students of SMPN 1 Situbondo, most of the VIII grade students were less confident in doing the pronunciation practice. Third, the Headmaster and the English teacher of SMPN 1 Situbondo gave permission to the researcher to conduct this research at school.

### **3.3 Subject Determination Method**

McMillan (1994:69) defines subjects as a group of elements or cases whether individuals, objects, or events that conform to specific criteria and to which the researcher intends to generalize the result of the research. The subjects of this research were determined purposively. The subjects of this research were the VIII-A students of SMPN 1 Situbondo. There were eight parallel classes which consisted of 23 students in each class. The researcher chose the students of VIII-A as the subjects of the research because of the consideration that the



students of this class had the lowest English mean score than those of the other classes. The VIII-A grade students consisted of 23 students. Their English mean score is 70.3.

They also had problems in learning pronunciation, especially in reading English text. These data were gotten by interviewing the English teacher and the document when the researcher did the preliminary study. The students' English mean scores could be seen and reported as follows.

**Table 3.1 The Results of Students' English Mean Scores of Mid- Term Test at SMPN 1 Situbondo**

<b>Class</b>	<b>Mean Scores</b>
VIII-A	70.3
VIII-B	80.2
VIII-C	78.7
VIII-D	76.5
VIII-E	76.9
VIII-F	76.8
VIII-G	74.7
VIII-H	75.8

### **3.4 Data Collection Methods**

Frankell and Wallen (1996:115) define data as the kind of information the researchers obtain from the subjects of the research. In conducting a research, it is important to collect the data needed because data will give information dealing with the subjects of the research. There were two kinds of data required in this research namely primary and supporting data. The primary data were taken from class observation and pronunciation test and the supporting data were obtained from interview and documentation.

### 3.4.1 Pronunciation Test

In this study, pronunciation test was the main method used to get the main data about the VIII grade students' pronunciation achievement in reading narrative text. It was done in each cycle after the actions were done. Dealing with test, Hughes (2003:9) says that there are four kinds of test. They are proficiency test, achievement test, diagnostic test and placement test. The achievement test was used because it was needed to measure the eighth grade students' pronunciation achievement after they were taught pronunciation through reading narrative text aloud in two cycles by the researcher. Hughes (2003:9-14) also confirms that achievement test directly relates to language courses, the purpose is to establish how successful individual students, group of students, or the courses themselves have been achieving the teaching objectives. Supporting this idea, Hughes (2003:26) explains that a good test should be valid and reliable. It is said that the test is considered to be valid if it measures accurately what is intended to be measured. Meanwhile, the reliability of the test is looked upon that the test has likely the same result when it is given at different time (Hughes, 2003:36). In this test, the researcher used English text based on the 2006 Curriculum for Junior High School to obtain the content validity. However, because they were not provided sufficiently in the students' textbook, the texts were also taken from the internet. The theme for the meetings in Cycle are fairy tale and myth. The title of texts are Cinderella which consist of 98 words and A Countryman and A Snake which consist of 155 words. While the theme for the meetings in Cycle 2 are anecdote entitled The Cap Seller and The Monkey which consist of 228 words and legend entitled Sangkuriang which consist of 250 words. There were two pronunciation tests which were done after each meeting. The theme of the first test was about a legend that consisted of 221 words entitled The Story of Toba Lake. The theme for the second test was a legend that consist of 188 words entitled The Legend of Sura and Baya.

In addition, to make the test more reliable, the researcher employed multiple, independent scoring. As Hughes (2003:50) suggests that all scripts should be scored by at least two independent scorers. Concerning with the scoring

system, there are two ways to score oral test, that is by using intra rater and inter rater. Hughes (2003:22) explains that to decrease subjectivity, the test can be scored by two different scorers (inter rater) or one scorer who scores the same test in different occasion (intra rater). 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. Afterwards, the average score was calculated from the two scores. The test was conducted twice, that was, in Cycle 1 and Cycle 2. It was conducted after the implementation of the actions in each cycle. The results of the pronunciation test in Cycle 1 did not achieve the research objective yet. Therefore the actions were continued to Cycle 2.

In the test, each students read a narrative text aloud consisting of 98 up to 250 words in a text and the result of their reading was recorded on the tape recorder by the researcher to recheck the students' pronunciation in reading the narrative text. The students' pronunciation was assessed based on the phonetic transcription of the text. When their pronunciation (including the stress) was not exactly the same as that provided in the phonetic transcription, it was considered as incorrect pronunciation. The scoring table of the test is as follows.

**Table 3.2 Word Pronunciation Scoring Table**

The Students' Numbers	The Number of the Correct Word Pronunciation	Score
1	A	$C = A/B \times 100$

Notes:

C = the students' scores of word pronunciation

A = the number of correct word pronunciation obtained by the students

B = the total number of the words in the text

This research applied inter rater system, in which two sets of scoring are summarized in the table below.

**Table 3.3 Table of Inter Rater Scoring**

The Students' Number	The English Teacher's Score (ET)	The Researcher's Score (R)	Average Score $\frac{ET + R}{2}$	Category
The percentage of the students who get good score category ( 75): $P = G/N \times 100\%$				

Notes:

P = the percentage of the students who got good score category ( 70) in pronunciation test

G = the total number of students who got good category ( 70)

N = the number of the research subjects

Then, the results of the students' scores of pronunciation test were classified qualitatively based on the classification of the score level that was used in this research as presented below.

**Table 3.4 The Classification of the Score Levels**

Score	Categories
81-100	Excellent
70-80	Good
60-69	Fair
40-59	Poor
0-39	Failed

(Depdiknas, 2004)

The indicators of the test were as follows.

1. Excellent : if the students pronounced 81-100 correct words from the total words in the recording
2. Good : if the students pronounced 70-80 correct words from the total words in the recording
3. Fair : if the students pronounced 60-69 correct words from the total words in the recording
4. Poor : if the students pronounced 40-59 correct words from the total words in the recording
5. Failed : if the students pronounced 0-39 correct words from the total words in the recording

The table above was used to classify the students' scores individually. Besides, it was used to decide whether the students' scores of pronunciation achievement were failed, poor, fair, good or excellent. Hence, before using the criteria stated in the table, the researcher counted the students' scores of pronunciation individually by using the formula of word pronunciation scoring (Table 3.1). Then, the result of that formula was classified into one category based on the table from Depdiknas (2004). If the student's score was more than 70, it means that his score was in a good criterion. But, if their score was less than 70, it means that they got fair, poor or failed criteria depending on the students' pronunciation exact scores. After that, the students who got good criteria were classified in a group to be counted by using data analysis formula used by Arikunto (2006:264).

This formula was used to know the percentage of the students who got good category in one class. For example, there were two students who got different scores in pronunciation test. The first student got 72, it means that her score was classified into good criteria and it was counted next by using data analysis formula (page 45). However, the second student got 69 as his pronunciation score and it was classified into "fair" criteria. It meant that his score did not reach good category, so it would not be counted by using data analysis

formula (page 45). If the result showed that more than 75% of the students could reach “good” category in one class, it means that the technique used by the researcher was successful. However, if the result showed that less than 75% of the students could reach “good” category in one class, it means that the technique used by the researcher needed to be revised in Cycle 2.

### **3.4.2 Observation**

In this action research, the process evaluation was in the form of class observation which was done in each meeting of each cycle. It aimed at recording the students’ activities in class during the pronunciation class. The explanation of the observation was discussed in details of the research procedures in classroom observation and evaluation part.

### **3.4.3 Interview**

McMillan (1992:132) confirms that interview is a form of data collection in which questions are asked orally and the subjects’ responses are recorded. According to Arikunto (2006:115) there are three kinds of interview as follows.

1. Unguided interview is an interview in which the interviewer carries out the interview freely without systematic plan of questions.
2. Guided interview is an interview in which the interviewer carries out the interview by using a set of questions arranged in advanced.
3. Free guided interview is an interview in which the interviewer uses a set of questions and the questions can be developed to obtain further specification on information.

In this research, the researcher used free guided interview in order to get the information from the English teacher to get the supporting data about the technique used by the teacher in teaching pronunciation to the VIII-A grade students of SMPN 1 Situbondo. The questions included the English curriculum used, the English textbooks and the students’ problem(s) in learning pronunciation.

#### **3.4.4 Documentation**

According to Arikunto (2006:158) documentation is used to find out the data in the forms of notes, transcripts, books, newspaper, magazines and daily news week, etc. In this research, documentation was used to find out the supporting data about the names of the research subjects and the curriculum and syllabus used by the English teacher. Therefore, in order to get the supporting data, the researcher asked the English teacher to provide the document about research subjects and the curriculum and syllabus used for the VIII-A grade students of SMPN 1 Situbondo.

#### **3.5 Operational Definition of The Key Terms**

The operational definitions of the key terms in the title were necessary to avoid misunderstanding of the concepts between the writer and the readers. The terms that were defined operationally in this classroom action research were the use of reading aloud technique in pronunciation teaching, the students' pronunciation achievement and narrative text.

##### **3.5.1 The Use of Reading Aloud Technique in Pronunciation Teaching**

Reading Aloud Technique is a technique which was used in this research in order to improve the VIII-A grade students' pronunciation achievement in reading narrative texts at SMPN 1 Situbondo. Reading aloud technique was chosen because this technique was never used before by the English teacher.

There were some steps that were applied by the researcher in the classroom. First, the researcher became a model in reading a narrative text in front the class. Then, the researcher asked the students to imitate the same sounds as the researcher produced. After that the researcher repeated some difficult words in order to make students' pronunciation better. Finally, the students should read the narrative text aloud one by one.

### **3.5.2 The Students' Pronunciation Achievement**

Pronunciation achievement in this research refers to the students' achievement of pronunciation after learning and doing pronunciation practices by using reading aloud technique in each cycle. It was indicated by the students' scores of pronunciation test in Cycle 1 and Cycle 2. Then, the scores of the pronunciation list were classified based on the classification of the score category which consisted of failed, poor, fair, good and excellent category.

### **3.5.3 Narrative Text**

In this research, the researcher only focused in narrative text as the text that should be read aloud by the students. The researcher chose narrative text because the students were studying this genre of text in the even semester. The types of the narrative texts were legend, myth, fairy tale, anecdote and fables. The total number of the words in the text ranged from 98 words until 250 words.

The narrative texts used in this research were taken from the internet. The researcher chose some texts that were familiar for the students. Cinderella and A Countryman and A Snake were two texts that used in Cycle 1. Cinderella consisted of 98 words in a text. A Countryman and A Snake consisted of 155 words in a text. While in Cycle 2, the researcher chose The Cap Seller and The Monkeys and Sangkuriang for each meeting. The Cap Seller and The Monkeys consisted of 228 words in a text. Sangkuriang consisted of 250 words in a text.

## **3.6 Research Procedures**

### **3.6.1 General Description of the Research**

The classroom action research was conducted in order to improve the students' pronunciation achievement through reading aloud technique. The actions were implemented in the form of cycles covering four stages of activities as follows.



1. Planning the action
2. Implementation the action
3. Class observation and evaluation
4. Data analysis and reflection of the action

(Kasbolah, 1999:80)

### **3.6.2 Details of the Research Procedures**

#### **3.6.2.1 The Planning the Action**

Before the actions were conducted, some activities were done as the preparation of the action. They were as follows.

1. Choosing the themes and sub themes of narrative texts which were taught in the 2013/ 2014 even semester.
2. Selecting the narrative texts as the genre of the text. The texts were used in teaching pronunciation taken from Junior High School textbook and the other books which were relevant.
3. Constructing the lesson plans collaboratively with the English teacher for the first and the second meetings.
4. Constructing the guide of observation in the form of checklist containing the indicators observed.
5. Constructing the pronunciation test by using the English text for the first and the second meetings taken from the students' textbooks in the form of narrative text.
6. Constructing the scoring guide to evaluate the students' pronunciation test.
7. Preparing the tape for recording the students' pronunciation test.

#### **3.6.2.2 The Implementation of the Action**

The implementation of the action was conducted during the school hours. The action was conducted in two cycles. The action given was teaching pronunciation of English texts through reading aloud technique. It was given to the research subjects in every meeting in each cycle in which the action was done

in two meetings, and then followed by the pronunciation test after the action was implemented. The actions of Cycle 1 were conducted during the school hours based on the schedule given by the English teacher of the VIII-A grade students of SMPN 1 Situbondo. The actions of Cycle 1 were done in two meetings and the pronunciation test in Cycle 1 was done in the third meeting. The action was conducted based on lesson plan 1 and lesson plan 2. The action in Cycle 2 was done because the results of the test in the first cycle did not meet the criteria of success. The doer of the action was the researcher. Meanwhile, the English teacher was a collaborator who did class observation and took notes about everything that occurred during the teaching learning process.

### **3.6.2.3 Class Observation and Evaluation of the Action**

Observation was an important step in this classroom action research to control the activities and the application of the actions. There were two kinds of observation such as: participant observation and stimulant observation (Djojuroto, 2000:9). Participant observation refers to an observation in which an observer participates in the activities to get the data. Meanwhile, in stimulant observation, an observer can stimulate the respondents to give the information or data that will be taken. In this research, participant observation was used since the researcher participated in the teaching and learning process and cooperated with the teacher who conducted the observation.

An observation guide in the form of checklist was used while observing the activities in class. The checklist contained the indicators being observed which covered the students' participation in (1) doing pronunciation practice, (2) asking questions, (3) answering the teacher's questions, and (4) reading narrative text loudly. The following is the format of the observation checklist.

**Table 3.5 Observation Checklist**

The Students' Number	Indicators				Active	Passive
	1	2	3	4		
1.						
2.						
3.						
4.						
5.						

Indicators:

1 = the students' participation in doing pronunciation practice

2 = the students' participation in asking questions

3 = the students' participation in answering teacher's questions

4 = the students' participation in reading narrative text loudly

In this action research, the students were classified as active students if they could do at least three of four indicators mainly points 1 and 4 and one other indicator (either point 2 or point 3). Conversely, they were classified as passive students when they performed fewer than three indicators or if they did not perform point 1 and 4. In conclusion, points 1 and 4 were obliged for the students to perform during the teaching learning process of pronunciation.

Observation was done by the English teacher during the pronunciation teaching and learning process. It was done twice in each cycle during pronunciation class. It was intended to evaluate the indicators of observation described above. Besides, product evaluation was conducted to evaluate students' pronunciation achievement in reading narrative text after they were taught pronunciation in two cycles in the form of pronunciation test. Finally, evaluation was done in order to know whether reading aloud technique could improve the students' pronunciation achievement and their participation in reading narrative text or not.

### 3.6.2.4 Data Analysis and Reflection of the Action

#### 1. Data Analysis

The primary data were collected from the pronunciation test and class observation. After getting the students' scores then the percentage of the students who got good scores were analysed using the formula below.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of students who get good score category ( 70)

n = the total number of students who get good score category ( 70)

N = the number of the research subjects

(Arikunto, 1996:264)

In analysing the collected data from observation, it was done by using checklist in each cycle and was analysed quantitatively to analyse the percentage of the students' participation in the teaching learning process by using checklist. The formula is as follows.

$$E = \frac{n}{N} \times 100\%$$

Notes:

E = the percentage of active students

n = the total number of active students

N = the total number of the research subjects

(Arikunto, 1996:264)

Then, the data collected from pronunciation test and class observation in each cycle were analysed descriptively to inform the results of class observation in each cycle.

1. The use of reading aloud technique could improve the VIII-A grade students' pronunciation achievement in reading narrative text if at least 75% of the students got good score category in the pronunciation test.

2. The use of reading aloud technique could improve the VIII-A students' active participation in reading narrative text if at least 75% of the students were actively involved in pronunciation class.

## 2. Reflection of the Action

Reflection was conducted to reflect the result of the actions in the first cycle collected from class observation and pronunciation achievement test. It was intended to know whether the actions given in each cycle could achieve the research objective. The function of reflection was to know whether there were some weaknesses or strengths in each cycle. After doing the reflection, the researcher and the English teacher did the discussion to find solution to solve the problems. Then, the result of reflection was used as a guide to revise the actions in the first cycle to produce the revised lesson plans for the second cycle.

## IV. RESEARCH RESULTS AND DISCUSSION

This chapter presents the result of the action in each cycle and the discussion. Both of them are presented in the following sections respectively.

### 4.1 The Results of the Action in Cycle 1

The actions in Cycle 1 were done in two meetings. The first meeting was done on May 13<sup>th</sup>, 2014 and the second meeting was done on May 17<sup>th</sup>, 2014. There were two kinds of data gathered in this action. The primary data were collected by applying observation that focused on students' participation in doing the pronunciation practice and they were also collected from the students' pronunciation test after having the action of pronunciation teaching of narrative text through reading aloud technique.

#### 4.1.1 The Results of Observation in Cycle 1

Observation was done by the English teacher during the teaching learning process of pronunciation through reading aloud technique in each meeting. Each meeting lasted for 80 minutes. The theme used in this cycle was fairy tale in the genre of narrative text. The titles for the meetings were Cinderella which consist of 98 words and A Countryman and A Snake which consist of 155 words in a text. Those text were taken from the internet. In cycle 1, the researcher conducted the action and the English teacher observed the students' activities. The observation checklist contained the indicators being observed that covered the students' participation in (1) doing pronunciation practice, (2) asking questions, (3) answering teacher's questions, and (4) reading narrative text loudly. The observation was done while the students were being taught pronunciation through reading aloud technique.

In this action research, the students were classified as active students when they did at least three of four indicators mainly points 1 and 4 plus one other indicators. Conversely, they were classified as passive students when they performed fewer than three indicators or if they did not perform points 1 and 4. In

conclusion, points 1 and 4 were obliged for the students to perform during the teaching learning process of pronunciation. The following were the result of students' observation checklist in Cycle 1.

**Table 4.1 The Result of Students' Observation Checklist in Cycle 1**

Subject	Meeting 1						Meeting 2						
	1	2	3	4	Passive	Active	1	2	3	4	Passive	Active	
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													
14													
15													
16													
17													
18													
19													
20													
21													
22													
23													
Total						<b>14</b>							<b>16</b>

Based on the result of observation checklist, there were 14 students of 23 students (60.87%) who actively participated in the first meeting. Meanwhile, in the second meeting, there were 16 students of 23 students (69.56%) who were actively involved in pronunciation teaching learning process through reading aloud technique. Therefore, it was found that the average result of the students' participation in Cycle 1 was 65.22%. Thus, it could be concluded that the actions in Cycle 1 did not achieve the target of observation that 75% of the subjects actively participated in pronunciation teaching and learning process of narrative texts.

#### 4.1.2 The Results of Pronunciation Test in Cycle 1

The pronunciation test was conducted at the third meeting of Cycle 1 on May 24<sup>th</sup>, 2014. The title of the narrative text is The Story of Toba Lake which was gotten from the internet and consist of 221 words in a text. The following table shows the results of pronunciation test in Cycle 1.

**Table 4.2 The Students' Pronunciation Test Scores in Cycle 1**

The Students' Numbers	The English Teacher's Scores (ET)	The Researcher's Scores (R)	Average Scores $\frac{ET + R}{2}$	Categories
1	71	74	73	Good
2	72	70	71	Good
3	52	46	49	Poor
4	62	66	64	Fair
5	65	65	65	Fair
6	58	54	56	Poor
7	81	79	80	Excellent
8	70	71	71	Good
9	65	65	65	Fair
10	51	54	53	Poor
11	74	75	75	Good
12	65	68	67	Fair
13	54	57	56	Poor
14	62	68	65	Fair
15	82	80	81	Excellent
16	74	71	73	Good
17	72	68	70	Good
18	75	75	75	Good
19	80	79	80	Good
20	75	77	76	Good
21	74	72	73	Good
22	86	89	88	Excellent
23	87	87	87	Excellent
The percentage of the students who got good score category ( 70): $14/23 \times 100\% = 60.87\%$				



Based on Table 4.2 it was found out that the percentage of the students who got good score category (  $\geq 70$ ) was 60.87%. This result did not reach the research target that at least 75% of the students got good score category. It means that the actions in Cycle 1 were not successful yet. Thus, the actions were continued to Cycle 2.

#### **4.1.3 The Results of Reflection in Cycle 1**

Since the results of observations and pronunciation test could not reach the research target, further actions were needed to improve students' pronunciation achievement by revising some activities/ weaknesses in the classroom. The results were caused by some factors as follows.

1. The students lacked practice of word pronunciation. This information was gotten by interviewing some students about their difficulties in reading the narrative text aloud. They said that they rarely did pronunciation practice in the classroom because the teacher mostly focused on listening, speaking, reading and writing only.
2. The students felt nervous and shy in reading the narrative text because they were afraid of making many mistakes. This reason was said by some students after they did reading aloud technique one by one in front of the class. They felt worry in pronouncing the English words wrongly so that they couldn't feel relaxed in reading the narrative text aloud. They were afraid of getting bad scores in reading the narrative text aloud.
3. The students got difficulties in imitating how to read the narrative text because the model only read the text twice. Most students couldn't produce the same sound as the model did because they were not accustomed to the English sounds.

From the problems above, the researcher discussed with the English teacher to revise the lesson plans in order to make the students achieve the target. The solutions were as follows.

1. The researcher drilled the students for some difficult words before they read aloud the narrative text.
2. The researcher gave suggestion to the students in order to feel relaxed in reading the narrative text.
3. The researcher read the narrative text three times in order that the students could understand well and were ready to read the text aloud.

The revisions above were intended to provide better learning atmosphere so that it could improve the percentage of the students who got good score category and gave more active participation in the classroom.

#### **4.2 The Result of the Action in Cycle 2**

The actions in Cycle 2 were done in two meetings. The first meeting was done on May 27<sup>th</sup>, 2014 and the second meeting was done on May 31<sup>st</sup>, 2014. The same as those in Cycle 1, there were two kinds of data gathered in the action. The primary data were collected by applying observation that focused on the students' participation in doing pronunciation practice and they were also collected from the students' pronunciation test after having the action of pronunciation teaching learning process of narrative text through reading aloud technique.

##### **4.2.1 The Results of Observation in Cycle 2**

Observation was done by the English teacher during the teaching and learning process of pronunciation through reading aloud technique in each meeting. Each meeting lasted for 80 minutes. The sub themes used in this cycle were The Cap Seller and The Monkey which consist of 228 words and Sangkuriang which consist of 250 words in a text. All text in Cycle 2 were taken from the internet. In Cycle 2, the researcher conducted the action and the teacher observed the students' activities. The indicators observed in Cycle 2 were the same as those in Cycle 1. They covered the students' participation in (1) doing pronunciation practice, (2) asking questions, (3) answering teacher's questions, and (4) reading narrative text loudly. The following were the result of students' observation checklist in Cycle 2.

**Table 4.3 The Result of Students' Observation Checklist in Cycle 2**

Subject	Meeting 1						Meeting 2					
	1	2	3	4	Passive	Active	1	2	3	4	Passive	Active
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
13												
14												
15												
16												
17												
18												
19												
20												
21												
22												
23												
						<b>17</b>						<b>19</b>

The results of observation in Cycle 2 showed that the participation of the students who were actively involved in the first meeting were 17 students of 23 students (73.91%) and in the second meeting, there were 19 students of 23 students (82.61%) who were taking part in the teaching learning process. Thus, it could be obtained the average result of the students' participation was 78.26%. It means that the results of observation checklist in Cycle 2 achieved the target requirement of process evaluation, which means that is the research was considered successful as at least 75% of the students are actively involved in the teaching and learning process of pronunciation. The students were more confident in asking questions and did the pronunciation practice. This atmosphere was occurred because the students were accustomed with pronunciation practice that they rarely did before. Most of them had also already understood how to imitate the sounds with the correct pronunciation. They were also diligent in finding the phonetic transcription of the English words in dictionary in order to check their pronunciation. Besides, they were braver to read the narrative text aloud in front of the class than that in Cycle 1. In conclusion, teaching pronunciation of narrative through reading aloud technique could improve students' pronunciation achievement and their active participation in the classroom. Moreover, most students were also interested in reading other texts loudly in order to drill and practice their pronunciation in producing the English words correctly.

#### **4.2.2 The Results of Pronunciation Test in Cycle 2**

The pronunciation test was conducted in the third meeting of Cycle 2 on June 03<sup>rd</sup>, 2014. The title of the narrative text was The Legend of Sura and Baya which consist of 188 words in a text. This text was gotten from the internet. The allocation time for the pronunciation test is 80 minutes. In this test, the students read the narrative text aloud one by one. Then, the researcher and the English teacher recorded their voice and assessed their pronunciation based on the phonetic transcription. The followings were the results of pronunciation in Cycle 2.

**Table 4.4 The Students' Pronunciation Test Scores in Cycle 2**

The Students' Numbers	The English Teacher's Scores (ET)	The Researcher's Scores (R)	Average Scores $\frac{ET + R}{2}$	Categories
1	83	86	85	Excellent
2	85	83	84	Excellent
3	61	64	63	Fair
4	63	67	65	Fair
5	85	89	87	Excellent
6	64	68	66	Fair
7	90	94	92	Excellent
8	80	88	84	Excellent
9	79	81	80	Good
10	70	68	69	Fair
11	82	82	82	Excellent
12	70	74	72	Good
13	75	79	77	Good
14	84	84	84	Excellent
15	87	91	89	Excellent
16	79	79	79	Good
17	78	81	80	Good
18	76	80	78	Good
19	88	87	88	Excellent
20	62	69	66	Fair
21	75	78	77	Good
22	92	96	94	Excellent
23	91	88	90	Excellent
The percentage of the students who got good score category ( 70): $18/23 \times 100\% = 78.26\%$				

Based on Table 4.4, it was found out that the percentage of the students who got good score category ( $\geq 70$ ) was 78.26%. It was higher than that in Cycle 1 in which it was 60.87% of the students got good score category. This result had reached the research target that was at least 70% or more students got good score category ( $\geq 70$ ). It means that reading aloud technique in Cycle 2 could improve the students' pronunciation achievement in reading narrative text.

#### **4.2.3 The Results of Reflection in Cycle 2**

The reflection in Cycle 2 was done after the results of observation and the results of pronunciation test were obtained. From the results of observation, it could be said that the students were actively involved in pronunciation teaching and learning process of narrative text. Based on the result of observation in Cycle 2, it was found out that there were 17 students of 23 students (73.91%) were actively participated in the first meeting. Whereas, in the second meeting, there were 19 students of 23 students (82.61%) were actively involved in teaching and learning process of pronunciation. In conclusion, there was 78.26% of the students who were actively participated in two meetings in Cycle 2. This progress occurred because some techniques were revised in Cycle 2 and made the students more active in pronunciation teaching and learning process of narrative text.

Besides, from the results of pronunciation test in Cycle 2, it was found out that the results of the students' pronunciation test were higher than that in Cycle 1. The percentage of the students who got good score category in the pronunciation test increased in Cycle 2 (78.26%) compared to that in Cycle 1 (60.87%). In summary, the results of the students' pronunciation test had achieved the research target that was at least 75% of the subjects got good score category in pronunciation test. It means that the teaching of pronunciation through reading aloud technique could improve the students' pronunciation achievement in reading the narrative text. Since the research target in Cycle 2 had been achieved, the actions were stopped.

There were some factors influenced the results. They dealt with revision of some activities in Cycle 1 and the application in Cycle 2. The brief description about the comparison between the teaching activities in Cycle 1 and Cycle 2 is as follows:

**Table 4.5 The Description of the Teaching Activities in Cycle 1 and Cycle 2**

Cycle 1	Cycle 2
The students were lack of practice of word pronunciation.	The researcher drilled the students for some difficult words before they read the narrative text aloud.
The students felt nervous and shy in reading the narrative text because they were afraid of making many mistakes.	The researcher gave suggestion to the students in order to feel relaxed in reading the narrative text.
The students got difficulties in imitating how to read the narrative text because the model only read the text twice.	The researcher read the narrative text three times in order that the students could understand well and were ready to read the text aloud.

### 4.3 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 the researcher gave 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, the researcher gave 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 [k m] instead of [keim], 'who' was pronounced as [wu:] instead of [hu:]. Next, the researcher drilled the incorrect pronunciations produced by the students. Finally, the students read the narrative text one by one in front of the class.

Based on the previous research conducted by Fatimah Az Zahra entitled “Improving the Grade VIII Students’ Accuracy in Pronouncing English Texts by the Teaching of Pronunciation through Reading Aloud Technique”, it was found out that reading aloud technique was very useful in teaching learning process of pronunciation. The research was conducted at SMP Khadijah Surabaya in 2008/2009 Academic Year. She conducted a classroom action research by asking the students to read some descriptive texts aloud. The result of the research showed that reading aloud technique improved the 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 participated in pronunciation teaching learning process of English texts.

The researcher chose reading aloud technique because of some reasons supported by experts. 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 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 applied reading aloud technique in the classroom.

Based on the preliminary study conducted through an interview with the the English teacher and the students at SMPN 1 Situbondo on February 17<sup>th</sup>, 2014, it was known that the English teacher of SMPN 1 Situbondo taught the English skills and components in integrated way. There are two meetings in a week for the English subject. Each meeting lasts for 80 minutes. When the researcher asked the students about their difficulties in learning English, they said that pronunciation



was the most difficult skill to be mastered. They were afraid of making many mistakes in pronouncing the English text. That makes them not want to communicate in English with other people. It means that if they have good pronunciation, they will feel comfortable in speaking English with others. Thus, teaching pronunciation is needed to solve the students' problems to improve their English pronunciation achievement since it affects their speaking skill.

From the discussion during the interview, the researcher proposed the suggestion to the English teacher to apply reading aloud technique in improving 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.

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 228 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 provide 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. “was” was pronounced as [w z], [w s] instead of [w z]
2. “passing” was pronounced as [p si ], [p ssi ] instead of [p :si ]
3. “jungle” was pronounced as [d u 'gl ], ['d gl ] instead of ['d gl]
4. “hour” was pronounced as [hɔr], [hɔ r] instead of ['a (r)]
5. “surprised” was pronounced as [s (r)pr isd], [s (r)praizd] instead of [s 'praizd]
6. “humble” was pronounced as ['humb], ['h :mbl] instead of ['h mbl]

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 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: "[d est (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 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' active 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 based on the 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.

## V. CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research and suggestions. The suggestions are given to the English teacher, the students and other researchers.

### 5.1 Conclusion

Based on the results of the pronunciation test in Cycle 1 and Cycle 2, it could be concluded that the use of reading aloud technique could improve the students' pronunciation achievement in reading narrative text. The improvement of the students' pronunciation achievement could be seen from the percentage of the students who got good score category ( 70) that improved from 60.87% in Cycle 1 to 78.26% in Cycle 2. It was because in Cycle 2, some revisions of the activities in the classroom were done which helped the students understand well about word pronunciation which had to be applied in reading the narrative text. The use of reading aloud technique also built the students' confidence in reading the narrative text.

Dealing with the students' active participation during teaching and learning process of pronunciation, the result of observation showed that the students' participation increased from 65.22% in Cycle 1 to 78.26% in Cycle 2. In Cycle 2, most of them were more active in doing pronunciation practice, asking questions, answering questions and reading aloud the narrative text compared to their activities in Cycle 1.

In short, the use of reading aloud technique could improve the VIII-A grade students' pronunciation achievement in reading the narrative text and their active participation in the teaching and learning process of pronunciation at SMPN 1 Situbondo.

## **5.2 Suggestions**

By considering the results that the use of reading aloud technique could improve the VIII-A grade students' pronunciation achievement in reading narrative text and their active participation in the teaching and learning process of pronunciation, some suggestions are given to the following people.

### **5.2.1 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.

### **5.2.2 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 text regularly and continuously to improve their pronunciation achievement.

### **5.2.3 The Other Researchers**

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 text by using reading aloud technique.

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**RESEARCH MATRIX**

Title	Problem	Variables	Indicators	Data Resources	Research Method	Hypotheses
The Use of Reading Aloud Technique to Improve the VIII-A grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo in the 2013/ 2014 Academic Year	<ol style="list-style-type: none"> <li>1. Can the use of reading aloud technique improve the VIII-A grade students' pronunciation achievement in reading narrative texts at SMPN 1 Situbondo in the 2013/ 2014 Academic Year?</li> <li>2. Can the use of reading aloud technique improve the active participation of the VIII-A grade students at SMPN 1 Situbondo in the 2013/ 2014 Academic Year in the teaching</li> </ol>	<ol style="list-style-type: none"> <li>1. Independent Variable:                             <ol style="list-style-type: none"> <li>a. The use of reading aloud technique in teaching pronunciation</li> </ol> </li> <li>2. Dependent Variables:                             <ol style="list-style-type: none"> <li>a. The students' English pronunciation achievement,</li> <li>b. The students participation in the teaching and learning process</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• The use of reading aloud technique in reading narrative text</li> <li>• The students' achievement in reading the Narrative Texts will improve if at least 75% of the students' average score of pronunciation test is in good score category ( 70)</li> <li>• The students participate actively during the teaching learning process if they reach 75% based on the criteria given</li> </ul>	<ol style="list-style-type: none"> <li>1. The Subjects: The VIII-A grade students at SMPN 1 Situbondo in the 2013/ 2014 Academic Year</li> <li>2. Informant and collaborator: The English teacher of the VIII-A grade at SMPN 1 Situbondo</li> <li>3. Document of the Research:                             <ul style="list-style-type: none"> <li>• Names of the Subjects</li> <li>• The Mean Score of the research Subjects</li> <li>• English Curriculum and Syllabus</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Research Design: Classroom Action Research with the cycle model (two cycles) The steps of the cycles are:                             <ol style="list-style-type: none"> <li>a. planning the action</li> <li>b. implementing the action</li> <li>c. observing and evaluating</li> <li>d. reflecting the result of the action</li> </ol> </li> <li>2. Area Determination Method: Purposive Method</li> <li>3. Research Subjects Determination Method: Purposive Method</li> <li>4. Data Collection Methods:                             <ol style="list-style-type: none"> <li>a. Primary Data: Pronunciation Test and Observation</li> <li>b. Supporting Data: Interview and Documentation</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. The use of reading aloud technique can improve the VIII-A grade students' pronunciation achievement in reading the Narrative Texts at SMPN 1 Situbondo in the 2013/ 2014 Academic Year.</li> <li>2. The use of reading aloud technique can improve the VIII-A grade students' active participation at SMPN 1 Situbondo in The 2013/ 2014 Academic Year in the teaching learning process of pronunciation.</li> </ol>

	<p>learning process of pronunciation?</p>				<p>5. Data Analysis:</p> <p>a. This is the formula to find the percentage of the students who reach good category in the test:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E = The percentage of students who get good score category ( 70)</p> <p>n = The total number of students who get good score category ( 70)</p> <p>N = The number of the research subjects</p> <p>b. For analyzing the observation result, the formula below is used:</p> $E = \frac{n}{N} \times 100\%$ <p>Notes:</p> <p>E = The percentage of active students</p> <p>n = The total number of active students</p> <p>N = The total number of the research subjects</p>	
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**Guide of Supporting Data Instruments**

a. The Interview Guide for the English Teacher

No.	Questions	Resources
1.	How often do you teach English in a week?	The English teacher of the VIII-A grade students of SMPN 1 Situbondo
2.	What English book do you use in teaching English?	
3.	What curriculum does the school use in the teaching and learning process of English?	
4.	What is the most difficult skill to be mastered by the students?	
5.	How often do you teach pronunciation in a week?	
6.	How do you teach pronunciation to the students?	
7.	What technique do you apply to teach pronunciation?	
8.	Have you ever used Reading Aloud technique in teaching learning process?	
9.	What is the students' problem in learning pronunciation?	
10.	How do you overcome the students' pronunciation problem?	

b. The Interview Guide for the Students

No.	Questions	Resources
1.	Do you like English?	The VIII-A grade students of SMPN 1 Situbondo
2.	Do you find some problems in learning English?	
3.	What are the problems?	
4.	What is the most difficult skill to be mastered in English?	
5.	What is the reason?	

c. The Documentation Guide

No.	The Supporting Data Required	Data Resource
	The names of the research subjects	Document

**The Answers of Guide of Supporting Data Instruments**

a. The Answers of Interview from the English Teacher

No.	Questions	Resources
1.	I teach English two times a week.	The English teacher of the VIII-A grade students of SMPN 1 Situbondo
2.	I use English textbook which published by Intan Pariwara and English worksheet (LKS).	
3.	The school uses the 2006 Curriculum for Junior High School.	
4.	The most difficult skill to be mastered by the students is speaking skill especially pronunciation	
5.	I always do pronunciation practice while the students prepare for their speaking.	
6.	I ask the students to repeat some difficult words three times.	
7.	I use drilling technique in teaching pronunciation.	
8.	I never use reading aloud technique in teaching learning process.	
9.	They feel shy and lazy in doing pronunciation practice. So they do not want to open their mouth widely.	
10.	By asking them to do drilling technique by themselves when they have spare time.	

b. The Answers of Interview Guide for the Students

No.	Questions	Resources
1.	We do not really like English.	The VIII-A grade students of SMPN 1 Situbondo
2.	Yes, we do.	
3.	Communicating with others, speaking in English, pronouncing English sounds correctly and writing an English text.	
4.	Speaking skill especially pronunciation.	
5.	We rarely do pronunciation practice and we are shy and nervous in speaking English.	

LESSON PLAN

CYCLE 1

(Meeting 1)

School	: Junior High School
Subject	: English
Grade/ Semester	: VIII/ II
Language Skill	: Reading
Language Component	: Pronunciation
Genre	: Narrative Text
Theme	: Fairy Tale
Sub Theme	: Cinderella
Time Allocation	: 2 x 40 minutes

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

**a. Product**

- 11.1.1 Reading the narrative text correctly based on the phonetic transcription



## **b. Process**

11.1.2 Indicating the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory

11.1.3 Imitating the model by reading the narrative text aloud

## **Affective**

11.1.4 Showing respect and responsibility in asking questions

11.1.5 Showing hard effort and enthusiasm in answering teacher's questions

11.1.6 Showing commitment of being cooperative in teaching and learning process

11.1.7 Showing careful work while pronouncing narrative text

## **IV. Learning Objectives**

### **Cognitive**

#### **a. Product**

11.2.1 Students are able to read the narrative text correctly based on the phonetic transcription.

#### **b. Process**

11.1.8 Students are able to indicate the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory.

11.2.2 Students are able to imitate the model by reading the narrative text aloud.

### **Affective**

11.2.3 Students are able to show respect and responsibility in asking questions.

11.2.4 Students are able to show hard effort and enthusiasm in answering teacher's questions.

11.2.5 Students are able to show commitment of being cooperative in teaching and learning process.

11.2.6 Students are able to show careful work while pronouncing narrative text.

## V. Learning Material

(Enclosed)

## VI. Teaching and Learning Strategy

Approach : Cooperative Teaching and Learning

Method : Task-Based Instruction

Technique : Questions - Answer

## VII. Teaching and Learning Activities

No.	Teacher' activities	Students' activities	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	2'
	Asking some leading questions related to the upcoming topic	Answering the leading questions	Question-Answer	2'
	Showing the picture of Cinderela	Paying attention		1'
	Stating the objectives	Paying attention		1'
<b>II.</b>	<b>Main Activities:</b>			
	Showing a narrative text	Paying Attention		1'

	entitled Cinderela on the slide			
	Giving the text to the students	Taking the text		1'
	Asking the students to work in pairs to give some signs into the text based on Brown's theory (indicating short and long pauses)	Working in pairs		5'
	Modelling how to read the text entitled Cinderela	Paying attention		3'
	Asking the students to imitate the model in reading the text aloud together	Reading the text aloud		5'
	Asking the students to read the text aloud one by one	Reading the text		50'
	Reviewing the students' errors in pronouncing the words	Paying attention		5'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to draw conclusion	Drawing conclusion	Question-Answer	2'
	Parting the students	Parting the teacher		1'

## VIII. Media and Sources

### 8.1 Media:

- LCD Projector
- Power Point Presentation
- Whiteboard
- Board Marker

### 8.2 Sources:

- [http://www2.jogjabelajar.org/web2009/smpbing/09\\_cinderella\\_story/mat1/task2.htm](http://www2.jogjabelajar.org/web2009/smpbing/09_cinderella_story/mat1/task2.htm)

## IX. Assessment

**Product assessment:** Students are able to pronounce the words of narrative text correctly based on the phonetic transcription.

The Students' Numbers	The Numbers of the Correct Word Pronunciation	Score
1	A	$C = A/B \times 100$

Notes:

C = the students' scores in pronouncing the narrative text

A = the number of correct words pronounced by the students

B = the total number of the words in the text

### Process assessment.

The Students' Numbers	Indicators				Active	Passive
	1	2	3	4		
1.						
2.						
3.						
4.						
5.						
...						

Indicators:

1 = the students' participation in doing pronunciation practice

2 = the students' participation in asking questions

3 = the students' participation in answering the teacher's question(s)

4 = the students' participation in reading narrative text aloud

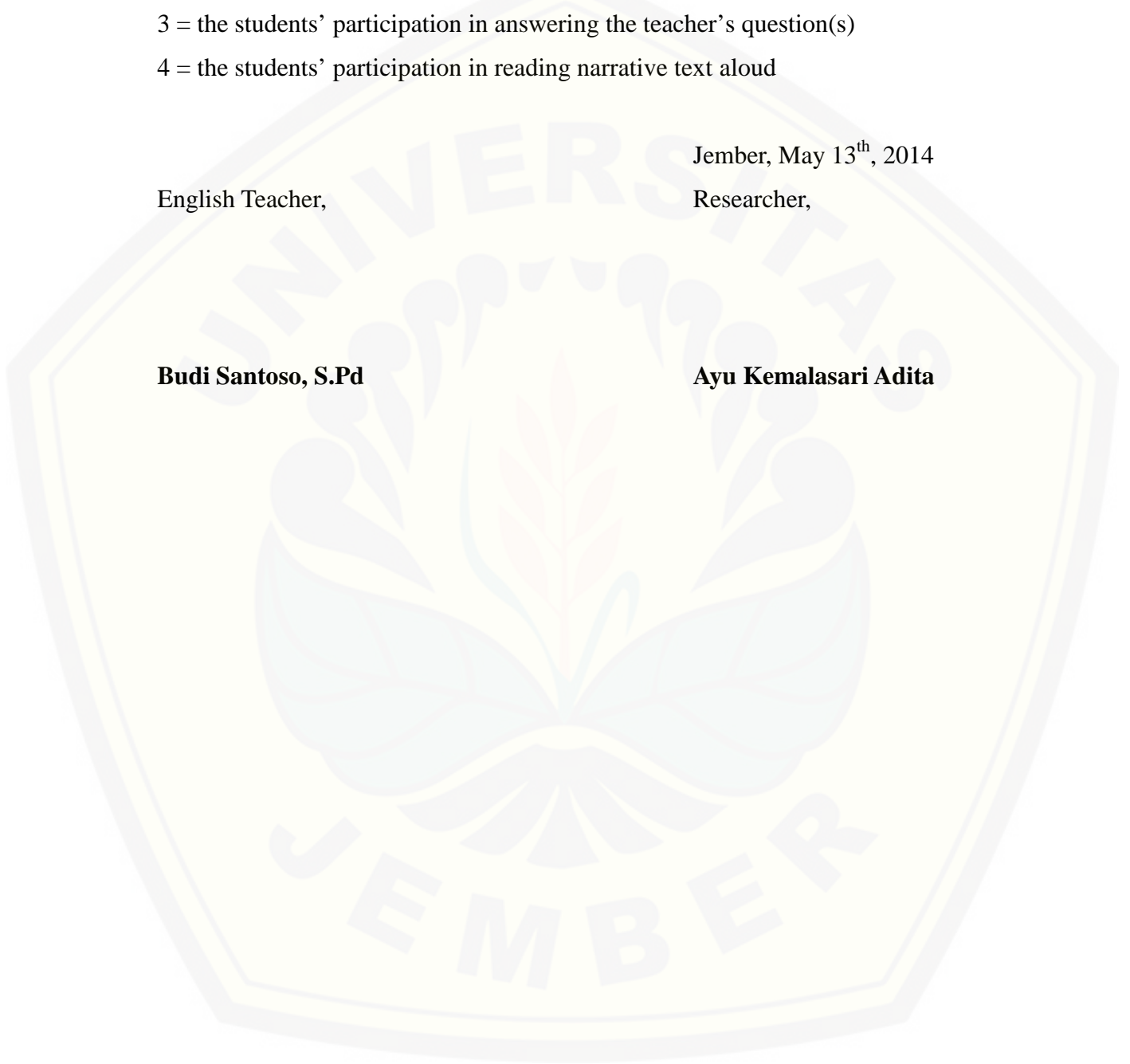
English Teacher,

**Budi Santoso, S.Pd**

Jember, May 13<sup>th</sup>, 2014

Researcher,

**Ayu Kemalasari Adita**



## V. Enclosure

### A. Pre Instructional Material

1. Leading Questions
  - a. Do you like reading a fairy tale?
  - b. Do you know the most famous fairy tale who lived with her stepsister and stepmother?
  - c. What picture is this?



### B. Main Activities

#### **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/mat1/task2.htm](http://www2.jogjabelajar.org/web2009/smpbing/09_cinderella_story/mat1/task2.htm)

C. Exercise

Ask the students to read the narrative text entitled Cinderella based on the phonetic transcription!

D. The Phonetic Transcription

'Sɪnd rela

w ns 'p n taim/ ðea(r) w z 'bjʊ:tɪfl g :l kɔ:ld 'Sɪnd rela// i: lɪvd wɪ  
h :r steɪsɪst (r) ɪnd steɪpm ð (r)// ðeɪ w (r) 'veri b si// i: h d tu du: ɔ:l ð  
ha sw :k//

w n deɪ/ n ɪnvi'teɪʃn tu ð bɔ:l keɪm tu ð 'f m li// h :r steɪsɪst (r) dɪd n t  
let h :r ga / s ʊ 'Sɪndərela wəz 'veri sæd// ðə steɪsɪstə(r) wɜ:n tu ðz bɔ:l wɪ a t  
h :r//

'fɔ:'t n tli/ ð 'feəri g d m ð (r) keɪm ɪnd helpd h :r tu get tu ð bɔ:l// t  
ð bɔ:l/ 'Sɪnd rela d :nsd wɪ ðə pɪns/ hu: fel m lʌv wɪ h :r/ ən leɪtr hi: 'mæɪrɪd  
h :r// ðeɪ lɪvd 'h pɪli 'ev (r) 'a:ft (r)//

LESSON PLAN

CYCLE 1

(Meeting 2)

School	: Junior High School
Subject	: English
Grade/ Semester	: VIII/ II
Language Skill	: Reading
Language Component	: Pronunciation
Genre	: Narrative Text
Theme	: Myth
Sub Theme	: A Countryman and a Snake
Time Allocation	: 2 x 40 minutes

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

**a. Product**

- 11.1.1 Reading the narrative text correctly based on the phonetic transcription



## **b. Process**

- 11.1.2 Indicating the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory
- 11.1.3 Imitating the model by reading the narrative text aloud

## **Affective**

- 11.1.4 Showing respect and responsibility in asking questions
- 11.1.5 Showing hard effort and enthusiasm in answering teacher's questions
- 11.1.6 Showing commitment of being cooperative in teaching and learning process
- 11.1.7 Showing careful work while pronouncing narrative text

## **IV. Learning Objectives**

### **Cognitive**

#### **a. Product**

- 11.2.1 Students are able to read the narrative text correctly based on the phonetic transcription.

#### **b. Process**

- 11.1.8 Students are able to indicate the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory.
- 11.2.2 Students are able to imitate the model by reading the narrative text aloud.

### **Affective**

- 11.2.3 Students are able to show respect and responsibility in asking questions.

11.2.4 Students are able to show hard effort and enthusiasm in answering teacher's questions.

11.2.5 Students are able to show commitment of being cooperative in teaching and learning process.

11.2.6 Students are able to show careful work while pronouncing narrative text.

## V. Learning Material

(Enclosed)

## VI. Teaching and Learning Strategy

Approach : Communicative Teaching and Learning

Method : Task-Based Instruction

Technique : Question - Answer

## VII. Teaching and Learning Activities

No.	Teacher' activities	Students' activities	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	2'
	Asking some leading questions related to the upcoming topic	Answering the leading questions	Question-Answer	2'
	Showing the pictures of a snake and a man	Paying attention		1'
	Stating the objectives	Paying attention		1'
<b>II.</b>	<b>Main Activities:</b>			
	Showing a narrative text	Paying Attention		1'

	entitled A Countryman and a Snake on the slide			
	Giving the text to the students	Receiving the text		1'
	Asking the students to work in pairs to give some signs into the text based on Brown's theory (indicating short and long pauses)	Working in pairs		5'
	Modelling how to read the text entitled A Countryman and a Snake	Paying attention		3'
	Asking the students to imitate the model in reading the text aloud together	Reading the text aloud		5'
	Asking the students to read the text aloud one by one	Reading the text		50'
	Reviewing the students' errors in pronouncing the words	Paying attention		5'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to draw conclusion	Drawing conclusion	Question-Answer	2'
	Parting the students	Parting the teacher		1'

## VIII. Media and Sources

### 8.1 Media:

- LCD Projector
- Power Point Presentation
- Whiteboard
- Board Marker

**8.2 Sources:**

- ([http://www.jogjabelajar.org/web2009/smpbing/09\\_myth\\_story/mat1/task2.htm](http://www.jogjabelajar.org/web2009/smpbing/09_myth_story/mat1/task2.htm))

**IX. Assessment**

**Product assessment:** Students are able to pronounce the words of narrative text correctly based on the phonetic transcription.

The Students' Numbers	The Numbers of the Correct Word Pronunciation	Score
1	A	$C = A/B \times 100$

Notes:

C = the students' scores in pronouncing the narrative text

A = the number of correct words pronounced by the students

B = the total number of the words in the text

**Process assessment.**

The Students' Numbers	Indicators				Active	Passive
	1	2	3	4		
1.						
2.						
3.						
4.						
5.						
...						

Indicators:

1 = the students' participation in doing pronunciation practice

2 = the students' participation in asking questions

3 = the students' participation in answering the teacher's question(s)

4 = the students' participation in reading narrative text aloud

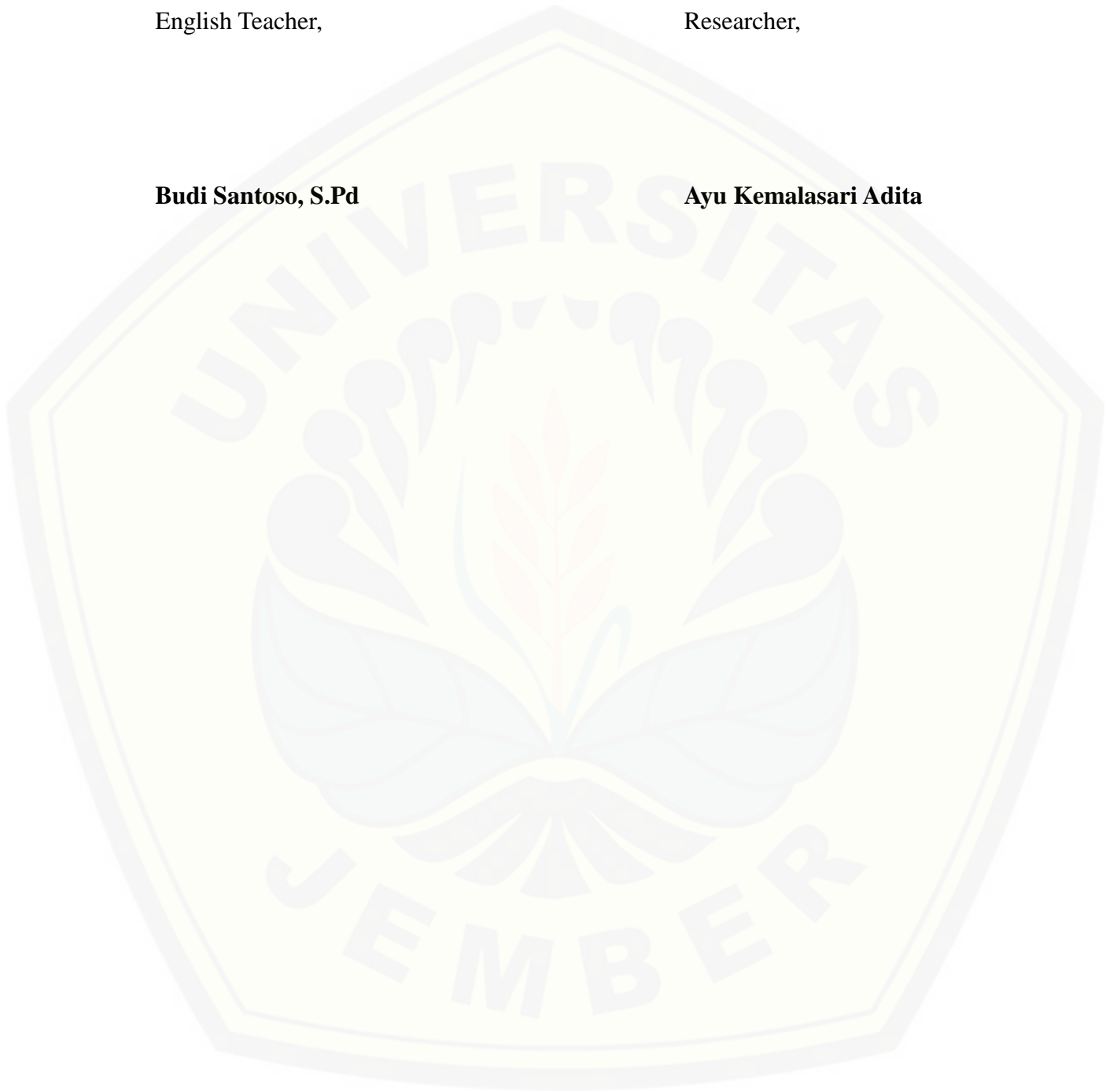
Jember, May 17<sup>th</sup>, 2014

English Teacher,

Researcher,

**Budi Santoso, S.Pd**

**Ayu Kemalasari Adita**



## V. Enclosure

### A. Pre Instructional Material

#### 1. Leading Questions

- a. Do you like reading?
- b. Do you know this picture?



- c. Are you familiar with the story of a man and a snake?

### B. Main Activities

#### **A COUNTRYMAN AND A SNAKE**

A countryman's son stepped on a snake's tail accidentally. The tail suddenly turned and hit him so that he died. The father was very angry so that he cut off part of the snake's tail. Then, the snake in revenge stung several of the farmer's cattle. It caused him great loss. However, the farmer decided to stop the fight with the snake. He brought food and honey to the mouth of its lair, and said to it, "Let's forget and forgive. Perhaps you were right to punish my son, and take revenge on my cattle, but surely I was right in trying to revenge him. Now that we are both satisfied, why should not we be friends again?" "No, no," said the snake. "Take away your gifts. You can never forget the death of your son, nor I the loss of my tail. Injuries may be forgiven, but not forgotten." **(155 words)**

[http://www.jogjabelajar.org/web2009/smpbing/09\\_myth\\_story/mat1/task2.htm](http://www.jogjabelajar.org/web2009/smpbing/09_myth_story/mat1/task2.htm)

C. Exercise

Ask the students to read the narrative text entitled A Countryman and a Snake based on the phonetic transcription!

D. The Phonetic Transcription

'k ntrim n nd sneik

'k ntrim ns s n step n sneiks teɪ// ð teɪl 's dnli t :n nd hɪt hɪm sa  
t hi: ded// ð 'f :ð (r) w z 'veri ' ri sa t hi: k t f p :t v ðə sneiks teɪ//  
n/ ð sneik in ri'vend st 'sevr l v ð f :me(r)s 'kæt// it kɔ:zd hɪm greɪt  
l s// ha 'ev (r)/ ð f :me(r) dɪ'saɪdɪd tu stɒpð ðə faɪt wɪ ðə sneik// hi: braʊ fu:d  
nd 'h ni tu ð ma ð v its le (r)/ nd seɪd tu ɪt/ lets f 'get nd f 'gɪv// p 'h ps  
ju: w (r) raɪt tu 'p nɪf maɪ s n/ nd teɪk ri'vend n maɪ 'k tɪl/ b t ju(r)li aɪ w z  
raɪt in traɪjɪ tu ri'vend hɪm// na t wi: (r) bɔ 's tɪsfaɪd/ waɪ ud n t wi:  
bɪfrendz 'g n/ nɔ/ nɔ/ seɪd ð sneik// teɪk 'weɪ jɔ:r gɪfts// ju: k n n v (r) f 'get  
ð de v jɔ:r s n/ nɔ:r aɪ ð l s v maɪ teɪl/ 'ɪnd rɪs meɪ bɪ f 'gɪv n/ b t n t  
f 'got n//

Pronunciation Test

(Cycle 1)

Subject : English  
Class/ Semester : VIII/ II  
Time : 2 x 40 minutes

Read aloud the words in narrative text entitled The Story of Toba Lake based on the phonetic transcription!

**The Story of Toba Lake**

Once upon a time, there was a man who was living in north Sumatra. He lived in a simple hut in a farming field.

One day, while the man was doing fishing, he caught a big golden fish in his trap. Surprisingly, this fish turned into a beautiful princess. He felt in love with her and proposed her to be his wife. She said "Yes, but you have to promise not to tell anyone about the secret that I was once a fish, otherwise there will be a huge disaster". The man made the deal and they got married, lived happily and had a daughter.

Few years later, the daughter would help bringing lunch to her father out in the fields. One day, his daughter ate her father's lunch. Unfortunately, he found out and shouted "You damned daughter of a fish". The daughter ran home. The mother started crying, felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a huge disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again and the man became the island of Samosir. **(221 words)**

[http://www.jogjabelajar.org/web2009/smpbing/09\\_legend\\_story/mat1/task2.htm](http://www.jogjabelajar.org/web2009/smpbing/09_legend_story/mat1/task2.htm)



**Phonetic Transcription**

ð 'stɔ:ri v Toba leik

w ns 'p n tam/ ðea(r) w z m n hu: w z livɪ m nɔ: Sumatra// hi:  
livd m 'simpl h t m f :mi fi:ld//

w n dei/ wail ð m n w z du:ɪ fiʃi / hi: ka t big 'g ld n fiʃ m hiz  
tr p// s 'praɪzɪ li/ ðis fiʃ t :nd 'mtu: 'bju:tɪfl prɪn'ses// hi: felt m l v wi h :r  
nd pr 'p zd h :r tu bi hiz waɪf// i: seɪd/ jes/ b t ju: h v tu 'pr mɪs nɔt tu tel  
'eniw n 'ba t ð 'si:kr t ð t aɪ w z w ns fiʃ/ ' ð waɪz ðea(r) wɪl bi hju:d  
di'z :st (r)// ðə mæn meɪd ð di:l nd ðei gɔt 'mæɪd/ livd 'hæpili ænd hæd ə  
'dɔ:t (r)//

fju: jɪə(r)s leɪtr/ ð 'dɔ:t (r) w d help brɪ ɪ l nt tu h :r f ð (r) a t m ð  
fi:lds// w n dei/ hiz 'dɔ:t (r) eit h :r f ð (r)s l nt // n'fɔ:t n tli/ hi: fa nd a t  
nd a td/ ju: dæm 'dɔ:t (r) v fiʃ// ð 'dɔ:t (r) ren h m// ð m ð (r) st :ted  
kraji: / felt s d ð t h :r 'h sb nd h d 'br k n hiz 'pr mɪs//

ðen i: tɔ:ld h :r 'dɔ:t (r) tu r n p ð hɪls br'k z hju:d di'z :st (r) w z  
'ba t tu k m// wen h :r 'dɔ:t (r) left/ i: preɪd// su:n ðea(r) w z big ' : kweɪk  
'f l baɪ nɔn st p pɔ:(r)ɪ rem// ð h l 'e ri gɔt fl ded nd bikeɪm Toba leik//  
i: t :nd 'mtu: fiʃ 'g n nd ð m n bikeɪm ð 'aɪl nd v Samosir//

LESSON PLAN

CYCLE 2

(Meeting 1)

School	: Junior High School
Subject	: English
Grade/ Semester	: VIII/ II
Language Skill	: Reading
Language Component	: Pronunciation
Genre	: Narrative Text
Theme	: Anecdote
Sub Theme	: The Cap Seller and the Monkeys
Time Allocation	: 2 x 40 minutes

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

**a. Product**

- 11.1.1 Reading the narrative text correctly based on the phonetic transcription

## **b. Process**

- 11.1.2 Indicating the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory
- 11.1.3 Imitating the model by reading the narrative text aloud

## **Affective**

- 11.1.4 Showing respect and responsibility in asking questions
- 11.1.5 Showing hard effort and enthusiasm in answering teacher's questions
- 11.1.6 Showing commitment of being cooperative in teaching and learning process
- 11.1.7 Showing careful work while pronouncing narrative text

## **IV. Learning Objectives**

### **Cognitive**

#### **a. Product**

- 11.2.1 Students are able to read the narrative text correctly based on the phonetic transcription.

#### **b. Process**

- 11.1.8 Students are able to indicate the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory.
- 11.2.2 Students are able to imitate the model by reading the narrative text aloud.

### **Affective**

- 11.2.3 Students are able to show respect and responsibility in asking questions.

11.2.4 Students are able to show hard effort and enthusiasm in answering teacher's questions.

11.2.5 Students are able to show commitment of being cooperative in teaching and learning process.

11.2.6 Students are able to show careful work while pronouncing narrative text.

## V. Learning Material

(Enclosed)

## VI. Teaching and Learning Strategy

Approach : Communicative Teaching and Learning

Method : Task-Based Instruction

Technique : Question - Answer

## VII. Teaching and Learning Activities

No.	Teacher' activities	Students' activities	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	2'
	Asking some leading questions related to the upcoming topic	Answering the leading questions	Question-Answer	2'
	Showing the pictures of a monkey and the cap seller	Paying attention		1'
	Stating the objectives	Paying attention		1'
<b>II.</b>	<b>Main Activities:</b>			
	Showing a narrative text	Paying Attention		1'

	entitled The Cap Seller and The Monkeys			
	Giving the text to the students	Receiving the text		1'
	Asking the students to work in pairs to give some signs into the text based on Brown's theory (indicating short and long pauses)	Working in pairs		5'
	Modelling how to read the text entitled The Cap Seller and The Monkeys	Paying attention		3'
	Asking the students to imitate the model in reading the text aloud together	Reading the text aloud		5'
	Asking the students to read the text aloud one by one	Reading the text		50'
	Reviewing the students' errors in pronouncing the words	Paying attention		5'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to draw conclusion	Drawing conclusion	Question-Answer	2'
	Parting the students	Parting the teacher		1'

## VIII. Media and Sources

### 8.1 Media:

- LCD Projector
- Power Point Presentation
- Whiteboard
- Board Marker

## 8.2 Sources:

- ([http://www.jogjabelajar.org/web2009/smpbing/09\\_anecdote\\_story//task3.htm](http://www.jogjabelajar.org/web2009/smpbing/09_anecdote_story//task3.htm))

## IX. Assessment

**Product assessment:** Students are able to pronounce the words of narrative text correctly based on the phonetic transcription.

The Students' Numbers	The Numbers of the Correct Word Pronunciation	Score
1	A	$C = A/B \times 100$

Notes:

C = the students' scores in pronouncing the narrative text

A = the number of correct words pronounced by the students

B = the total number of the words in the text

### Process assessment.

The Students' Numbers	Indicators				Active	Passive
	1	2	3	4		
1.						
2.						
3.						
4.						
5.						
...						

Indicators:

1 = the students' participation in doing pronunciation practice

2 = the students' participation in asking questions

3 = the students' participation in answering the teacher's question(s)

4 = the students' participation in reading narrative text aloud

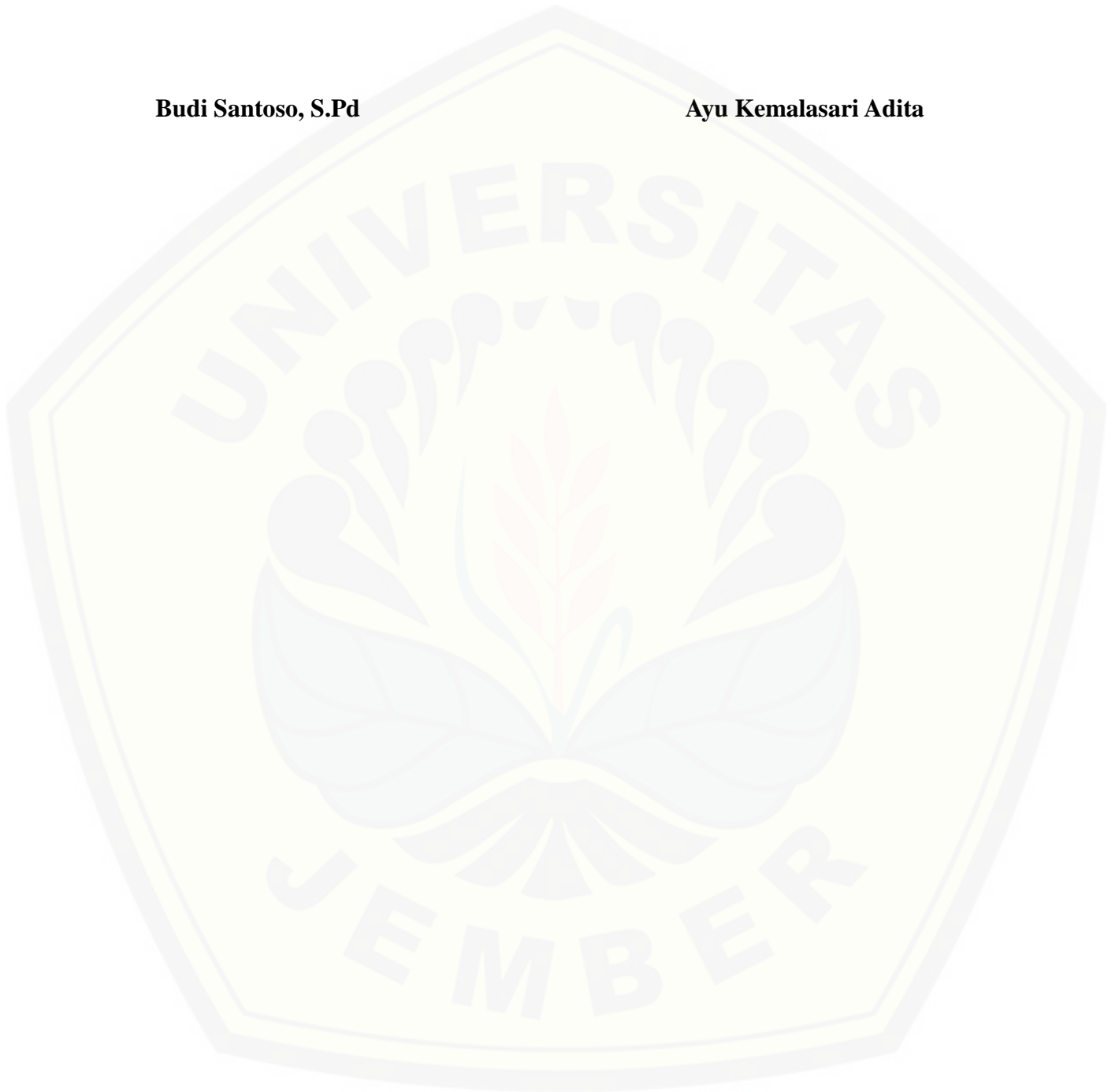
English Teacher,

**Budi Santoso, S.Pd**

Jember, May 27<sup>th</sup>, 2014

Researcher,

**Ayu Kemalasari Adita**



## V. Enclosure

### A. Pre Instructional Material

#### 1. Leading Questions

- a. Do you ever read funny story before?
- b. Do you know this picture?



- c. Do you know the story of the monkeys that imitate the cap seller?

### B. Main Activities

#### **The Cap Seller and the Monkeys**

Once, a cap seller was passing through a jungle. He was very tired and needed to rest. Then, he stopped and spread a cloth under a tree. He placed his bag full of caps near him and lay down with his cap on his head.

The cap seller had a sound sleep for one hour. When he got up, the first thing he did was to look into his bag. He was startled when he found all his caps were not there. When he looked up the sky, he was very surprised to see monkeys sitting on the branches of a tree, each of the monkeys is wearing a cap of on its head. They had evidently done it to imitate him. He decided to get his caps back by making a humble request to the monkeys. In return, the monkeys only made faces of him. When he begun to make gesture, the monkeys also imitated him.

At last he found a clever idea. "Monkeys are a great imitator," he thought. So he took off his own cap and threw it down on the ground. And as he had expected, all the monkeys took off the caps and threw the caps down on the



ground. Quickly, he stood up and collected the caps, put them back into his bag and went away. (228 words)

([http://www.jogjabelajar.org/web2009/smpbing/09\\_anecdote\\_story//task3.htm](http://www.jogjabelajar.org/web2009/smpbing/09_anecdote_story//task3.htm))

## C. Exercise

Ask the students to read the narrative text entitled The Cap Seller and The Monkeys based on the phonetic transcription!

## D. The Phonetic Transcription

ð k p seler nd ð 'm kis

w ns/ k p seler w z p :si ru: ə 'dʒʌŋg// hi: wəz 'veri 'taɪəd ænd ni:ded  
tu rest// n/ hi: st pd nd spred kl 'nd (r) tri:// hi: pleɪsd hɪz b g f l f  
k ps nɪə(r) hɪm nd lei da n wi hɪz k p n hɪz hed//

ð k p seler h d sa nd sli:p fɔ:(r) w n 'a (r)// wen hi: g t p/ ð f :st  
ɪ hi: dɪd w z tu l k 'ɪntu: hɪz b g// hi: w z 'st :tld wen hi: fəʊnd ɔ:l hɪz kæps  
w (r) nɒt ðea(r)//

wen hi: l kd p ð skai/ hi: w z 'veri s 'praɪzd tu si: 'm kis sɪtɪ ɔn ð  
br :nt es f tri:/ i:t f ðə 'mʌŋkɪs iz weə(r)ɪŋ ə kæp ɔn itz hed// ðeɪ hæd  
'evɪd ntlɪ d n it tu 'ɪmɪteɪt hɪm// hi: dɪ'saɪded tu get hɪz k p b k baɪ meɪkɪ  
'h mbl rɪ'kwɛst tu ð 'm kis// ɪn rɪ't :n/ ð 'm kis ' nli meɪd feɪses f hɪm//  
wen hi: br'g n tu meɪk 'd est (r)/ ð 'm kis 'ɔ:ls 'ɪmɪteɪtd hɪm//

t l :st/ hi: fəʊnd ə 'klevə(r) aɪ'dɪə// 'mʌŋkɪs ɑ:(r) ə greɪt 'ɪmɪteɪtər/ hi: ɔ:t//  
sa hi: tu:k f hɪz n k p nd ru: it da n ɔn ð gra nd// nd s hi: h d  
ɪk'speked/ ɔ:l 'm kis tu:k f ð k ps nd ru: ð k ps da n ɔn ð gra nd//  
kwɪkli/ hi: stʊ:d p nd k 'lekted ð k ps, put em b k 'ɪntu: hɪz b g nd w :n  
'weɪ//

LESSON PLAN

CYCLE 2

(Meeting 2)

School	: Junior High School
Subject	: English
Grade/ Semester	: VIII/ II
Language Skill	: Reading
Language Component	: Pronunciation
Genre	: Narrative Text
Theme	: Legend
Sub Theme	: Sangkuriang
Time Allocation	: 2 x 40 minutes

**I. Standard Competence**

11. Memahami makna dalam esei pendek sederhana berbentuk *recount*, dan *narrative* untuk berinteraksi dengan lingkungan sekitar

**II. Basic Competence**

- 11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

**III. Indicators**

**Cognitive**

**a. Product**

- 11.1.1 Reading the narrative text correctly based on the phonetic transcription

## **b. Process**

- 11.1.2 Indicating the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory
- 11.1.3 Imitating the model by reading the narrative text aloud

## **Affective**

- 11.1.4 Showing respect and responsibility in asking questions
- 11.1.5 Showing hard effort and enthusiasm in answering teacher's questions
- 11.1.6 Showing commitment of being cooperative in teaching and learning process
- 11.1.7 Showing careful work while pronouncing narrative text

## **IV. Learning Objectives**

### **Cognitive**

#### **a. Product**

- 11.2.1 Students are able to read the narrative text correctly based on the phonetic transcription.

#### **b. Process**

- 11.1.8 Students are able to indicate the pause in the text by giving cross signs (/ for a short pause and // for a long pause) in the narrative text given based on Brown's theory.
- 11.2.2 Students are able to imitate the model by reading the narrative text aloud.

### **Affective**

- 11.2.3 Students are able to show respect and responsibility in asking questions.

11.2.4 Students are able to show hard effort and enthusiasm in answering teacher's questions.

11.2.5 Students are able to show commitment of being cooperative in teaching and learning process.

11.2.6 Students are able to show careful work while pronouncing narrative text.

## V. Learning Material

(Enclosed)

## VI. Teaching and Learning Strategy

Approach : Communicative Teaching and Learning

Method : Task-Based Instruction

Technique : Question - Answer

## VII. Teaching and Learning Activities

No.	Teacher' activities	Students' activities	Technique	Time
<b>I.</b>	<b>Set Induction:</b>			
	Greeting the students	Responding greeting	Question-Answer	1'
	Checking students' attendance	Responding	Question-Answer	2'
	Asking some leading questions related to the upcoming topic	Answering the leading questions	Question-Answer	3'
	Stating the objectives	Paying attention		1'
<b>II.</b>	<b>Main Activities:</b>			
	Showing a narrative text entitled Sangkuriang	Paying Attention		1'
	Giving the text to the	Receiving the text		1'

	students			
	Asking the students to work in pairs to give some signs into the text based on Brown's theory (indicating short and long pauses)	Working in pairs		5'
	Modelling how to read the text entitled Sangkuriang	Paying attention		3'
	Asking the students to imitate the model in reading the text aloud together	Reading the text aloud		5'
	Asking the students to read the text aloud one by one	Reading the text		50'
	Reviewing the students' errors in pronouncing the words	Paying attention		5'
<b>III.</b>	<b>Closure</b>			
	Guiding the students to draw conclusion	Drawing conclusion	Question-Answer	2'
	Parting the students	Parting the teacher		1'

## VIII. Media and Sources

### 8.1 Media:

- LCD Projector
- Power Point Presentation
- Whiteboard
- Board Marker

### 8.2 Sources:

- [www.bandungtourism.com/home\\_legend\\_e.php](http://www.bandungtourism.com/home_legend_e.php)

**IX. Assessment**

**Product assessment:** Students are able to pronounce the words of narrative text correctly based on the phonetic transcription.

The Students' Numbers	The Numbers of the Correct Word Pronunciation	Score
1	A	$C = A/B \times 100$

Notes:

C = the students' scores in pronouncing the narrative text

A = the number of correct words pronounced by the students

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**Process assessment.**

The Students' Numbers	Indicators				Active	Passive
	1	2	3	4		
1.						
2.						
3.						
4.						
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...						

Indicators:

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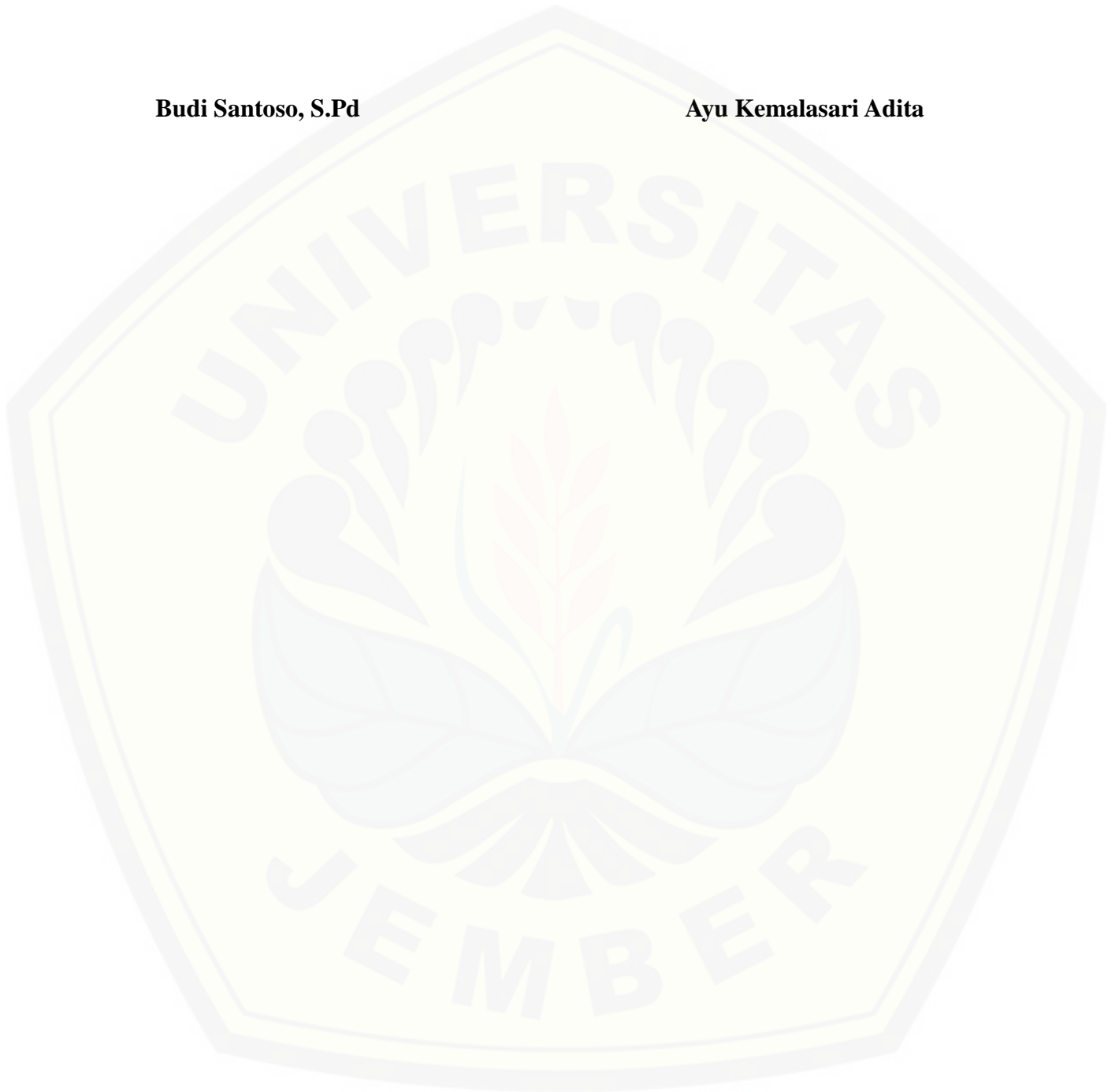
English Teacher,

**Budi Santoso, S.Pd**

Jember, May 31<sup>th</sup>, 2014

Researcher,

**Ayu Kemalasari Adita**



## V. Enclosure

### A. Pre Instructional Material

#### 1. Leading Questions

- a. Do you ever go to West Java?
- b. Do you know the most famous story from West Java?
- c. Do you know the story of a son who is falling in love with her mother?
- d. Are you familiar with the story of Sangkuriang?

### B. Main Activities

#### **Sangkuriang**

Once, there lived Dayang Sumbi and her child, Sangkuriang in Priangan Land.

One day, Dayang Sumbi asked Sangkuriang to go hunting with his dog, Tumang. After hunting all day, Sangkuriang began desperate because he hunted no deer. Then he thought to shoot Tumang. Then he took the dog's liver and carried home.

Soon Dayang Sumbi found out that it was not deer's liver but Tumang's. She was very angry and hit Sangkuriang's head. In that incident, Sangkuriang got wounded and scar then cast away from home.

Years go by, Sangkuriang had travel many places and finally arrived at a village. He met a beautiful woman and felt in love with her. When they were discussing their wedding plans, the woman looked at the wound in Sangkuriang's head. It matched her son's wound who had left several years earlier. Soon she realized that she felt in love with her own son.

She couldn't marry him but she couldn't say it. Then, she found a way. She needed a lake and a boat for celebrating their wedding day. Sangkuriang had to make them in one night. He built a lake. With a dawn just moment away and the boat was almost complete. Dayang Sumbi had to stop it. Then, she lit up the eastern horizon with flashes of light. It made the cock crowed for a new day.



Sangkuriang failed to marry her. He was very angry and kicked the boat. It felt over and became the mountain of Tangkuban Perahu. (250 words)

simplified from: [www.bandungtourism.com/home\\_legend\\_e.php](http://www.bandungtourism.com/home_legend_e.php)

## C. Exercise

Ask the students to read the narrative text entitled Sangkuriang based on the phonetic transcription!

## D. The Phonetic Transcription

ð 'stɔ:ri v Sa kuria

w ns ðea(r) lrvd Daya Sumbi nd h :r t aild/ Sa kuria m Pria an l nd//  
w n dei/ Daya Sumbi :skd Saŋkuriaŋ tu gəθ hΛntiŋ wi hiz dɔg/ Tumaŋ//  
' :ftə(r) hΛntiŋ ɔ:l dei/ Saŋkuriaŋ br'gæn 'despəret br'kɔz hi: hΛntəd nəθ diə(r)//  
ðen hi: ɔ:t tu u:t Tuma // n hi: tu:k ð d gs 'lrv (r) nd 'k rid h m//  
su:n Daya Sumbi fa nd a t ð t it w z nɔt diə(r)s 'lrv (r) b t Tuma s// i:  
w z 'veri ' ri nd hit Sa kuria s hed// m ð t 'msɪd nt/ Saŋkuriaŋ gɔt wu:nded  
nd sk :(r) ð n k :st 'wei fr m h m//  
ji (r)s g bai/ Sa kuria h d 'tr vl 'meni pleises nd 'fam li 'raivd t  
'vɪld // hi: met 'bju:tfl 'w m n nd felt m l v wi h :r// 'wen ðei w (r)  
di'sk sɪ ðei(r) 'wedɪ pl ns/ ð 'w m n l kd t ð wu:nd m Sa kuria s hed// it  
m t d h :r s ns wu:nd hu: h d left 'sevr l ji (r)s ' :lier// su:n i: 'ri: laɪz ð t i:  
felt m l v wi h :r ns n// i: k dn m ri him b t i: k dn sei it// ðen/ i: fa nd  
wei// i: ni:ded leik nd b t fɔ:(r) 'selibreitɪ ðei(r) 'wedɪ dei// Sa kuria  
h d tu meid ð m m w n nait// hi: bɪlt leik// wi dɔ:n d st 'm m nt 'wei  
nd ð b t w z ɔ:lm st k m'pli:t// Daya Sumbi h d tu st p it// ðen/ i: lit p  
ði i:stern h 'raizn wi fl es v laɪt// it meid ð k k kra ded fɔ:(r) nju: dei//  
Sa kuria feild tu m ri h :r// hi: w z 'veri ri nd kɪkd ð b t// it felt  
' v (r) nd bikeim ð 'ma nt n v ta kuban perahu//

Pronunciation Test

(Cycle 2)

Subject : English  
Class/ Semester : VIII/ II  
Time : 2 x 40 minutes

Read aloud the words in narrative text entitled The Legend of Sura and Baya based on the phonetic transcription!

**The Legend of Sura and Baya**

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark and Baya was a crocodile. They lived in a sea. Once Sura and Baya were looking for some foods. Suddenly, Baya saw a goat. “Yummy, this is my lunch,” said Baya. “No way! This is my lunch. You are greedy” said Sura. Then they fought for the goat. After several hours, they were very tired. Feeling tired of fighting, they lived in the different places. Sura lived in the water and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some foods in the river. He was very hungry and there was not much food in the sea. Baya was very angry when he knew that Sura broke the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya did the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy. **(188 words)**  
[http://www.jogjabelajar.org/web2009/smpbing/09\\_legend\\_story/mat1/task2.htm](http://www.jogjabelajar.org/web2009/smpbing/09_legend_story/mat1/task2.htm)

**Phonetic Transcription**

ð 'led nd v Sura nd Baya

l taim 'g / ðea(r) w (r) tu: ' nımls/ Sura nd Baya// Sura w z ð  
neim v :k nd Baya w z 'kr k darl// ðei livd in si:// w ns Sura nd Baya  
w (r) l kɪ fɔ:(r) s m fu:ds// 's dnl/ Baya sɔ: g t// j mɪ/ ðıs iz mar l nt / seɪd  
Baya// n wei// ðıs iz mar l nt // ju: : (r) gri:di/ seɪd Sura// ð n ðei fɔ t fɔ:(r) ð  
g t// ' :ft (r) 'sevr l 'a (r)s/ ðei w (r) 'veri 'taɪəd// 'fi:lɪ 'taɪəd v faitɪ / ðei  
livd in 'dɪfr nt pleɪsez// Sura livd in ð 'wɔ:t (r) nd Baya livd in ð l nd// ð  
'bɔ:d (r) w z ð bi:t / s ðei w d 'nev (r) fait 'g n//

w n dei/ Sura w :n tu ð l nd nd l kd fɔ:(r) s m fu:ds in ð 'rɪv (r)// hi:  
w z 'veri 'h ɪ ri nd ðea(r) w z nɔt m t fu:d in ð si:// Baya w z 'veri ' gri  
'wen hi: nju: ð t Sura br t ð 'pr mɪs// ðei fɔ t 'g n// ðei b hɪt i:t ' ð (r)//  
Sura bit Bayas teɪl// Baya dɪd ð sem ɪ tu Sura// hi: bit 'veri h :d ən'tɪl Sura  
'fam li geɪv p nd w :n b k tu ð si:// Baya w z 'h pi//

**The Results of the VIII Grade Students' English Mean Score of Mid- Term  
Test at SMPN 1 Situbondo**

VIII-A	VIII-B	VIII-C	VIII-D	VIII-E	VIII-F	VIII-G	VIII-H
74	87	79	75	72	57	78	65
67	72	76	89	79	54	77	86
64	84	91	87	70	78	90	82
84	64	91	72	72	83	77	79
78	82	89	76	63	86	70	72
65	70	89	88	78	92	71	86
68	100	92	75	79	74	77	74
79	86	96	71	73	76	66	62
68	78	90	72	78	82	67	64
79	67	78	84	81	63	81	75
63	69	79	77	73	68	76	76
83	74	80	73	75	76	78	87
78	80	67	69	87	78	67	83
62	87	65	54	70	83	82	67
82	86	70	71	69	66	80	75
45	68	69	83	97	86	60	74
76	77	60	90	89	80	80	82
74	86	84	89	75	84	43	76
65	75	95	63	79	61	75	78
66	77	85	76	68	81	84	76
88	89	73	82	89	80	87	58
57	93	75	60	66	86	78	79
52	81	52	57	67	76	81	76
<b>70.3</b>	<b>79.7</b>	<b>79.3</b>	<b>75.3</b>	<b>76</b>	<b>76.1</b>	<b>75</b>	<b>75.3</b>