APPLYING READING ALOUD TECHNIQUE TO IMPROVE PRONUNCIATION OF SEVENTH GRADE STUDENTS AT SMP TUNAS KARYA BATANG KUIS

SKRIPSI

Submitted in Partial Fulfilment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)
English Education Program

By

DEWI ANJANI
NPM : 1402050091

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA

2018

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext, 22, 23, 30
Website: http:/www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

BERITA ACARA

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara

بسم الله الرحمن الرحيم

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Rabu, Tanggal 04 April 2018, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama   : Dewi Anjani
NPM   : 1402050091
Program Studi   : Pendidikan Bahasa Inggris
Judul Skripsi   : Applying Reading Aloud Technique to Improve Pronunciation of
                  Seventh Grade Students at SMP Tunas Karya Batang Kuis

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan   : (A) Lulus Yudisium
                  (   ) Lulus Bersyarat
                  (   ) Memperbaiki Skripsi
                  (   ) Tidak Lulus
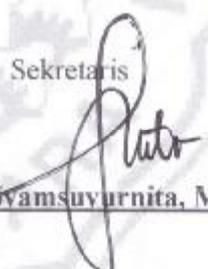
PANITIA PELAKSANA

Ketua   Sekretaris

Dr. Elfrianto Nasution, S.Pd, M.Pd   Dra. Hj. Syamsuyurnita, M.Pd

ANGGOTA PENGUJI:

1. Dra. Diani Syahputri, M.Hum   1.

2. Erlindawati, S.Pd, M.Pd   2.
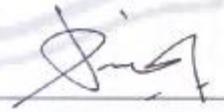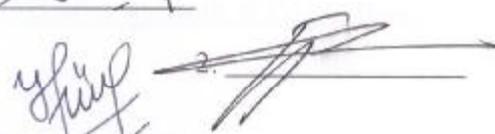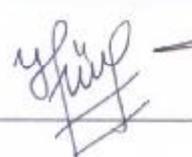
3. Yusriati, SS, M.Hum   3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

LEMBAR PENGESAHAN SKRIPSI

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama Lengkap   : Dewi Anjani

N.P.M   : 1402050091

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : Applying Reading Aloud Technique to Improve Pronunciation of Seventh Grade Students' at SMP Tunas Karya Batang Kuis

sudah layak disidangkan.

Medan, 2 Maret 2018

Disetujui oleh:

Pembimbing

Yusriati, SS, M.Hum

Diketahui oleh:

Dekan

Dr. Elfrianto Nasution, S.Pd, M.Pd

Ketua Program Studi

Mandra Saragih, S.Pd, M.Hum

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Dewi Anjani
N.P.M : 1402050091
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Applying Reading Aloud Technique to Improve Pronunciation of Seventh Grade Students at SMP Tunas Karya Batang Kuis

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
16-3-2018	Revise Chapter 4, Data Collecti, Data Analysis	
19-3-2018	Revise Chapter 5, abc. ack.	
21-3-2018	Revise the whole chapter	
26-3-2018	acc for the exam	

Medan, 26 Maret 2018

Diketahui oleh:
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Yusriati, SS, M.Hum)

SURAT PERNYATAAN

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap	:	Dewi Anjani
N.P.M	:	1402050091
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Applying Reading Aloud Technique to improve Pronunciation of Seventh Grade Students at SMP Tunas Karya Batang Kuis

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan,   Januari 2018
Hormat saya
Yang membuat pernyataan,

Dewi Anjani

Diketahui oleh Ketua Program Studi
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum

ABSTRACT

Anjani, Dewi NPM: 1402050091. Applying Reading Aloud Technique to Improve Students' Pronunciation at SMP Tunas Karya Batang Kuis. Medan. Skripsi, English Education Department, Teacher Training and Education Faculty, Muhammadiyah University of North Sumatera 2018.

Pronunciation is one of English components that should be mastered by the foreign learner in Indonesia, especially the students in Junior High School. The aim of this research was to know whether or not the use of reading aloud technique could improve the VII-UB grade students' pronunciation achievement at SMP Tunas Karya Batang Kuis. The research design used Classroom Action Research. The data of this research was taken from test, observation and questionnaire. The result of showed some improvements in each cycle. In Cycle I, there were about 45.83% students who were active in teaching learning activity. In Cycle II, 100% students who were active in teaching learning activity. In addition, there were 41.66% or 10 students who could achieve the target score in Cycle I. In Cycle II, there were 91.66% or 22 students who could achieve the target score. It indicated that the use of reading aloud technique could improve the students pronunciation achievement in descriptive text.

Keywords: English Pronunciation, Reading Aloud Technique, Classroom Action Research.

ACKNOWLEDGEMENTS

بِسْــــــمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

First of all, the researcher would like to thank to Allah SWT, the most precious and merciful who had given healthy and blessing to complete this study. Secondly, to our prophet Muhammad SAW who had brought us the human beings from the darkness into the brightness.

This study was concerned with the implemental of Reading Aloud Technique to improve pronunciation of seventh grade students at SMP Tunas Karya Batang Kuis. It was submitted to English Education Program of the Faculty of Teachers' Training and Education, University of Muhammadiyah Sumatera Utara in partial fulfillment of the requirement for the Degree of Sarjana Pendidikan.

There were many people who have assisted her in process of completing this study, especially her beloved parents, Juli and Sartimah for their pray, support, advice, and material during completing her study in University of Muhammadiyah Sumatera Utara.

Therefore, the researcher would like to express her gratitude and appreciation to:

1. Dr. Agussani, M.AP, Rector of University of Muhammadiyah SumateraUtara.

2. Dr. Elfrianto Nasution, S.Pd., M.Pd, the Dean of FKIP University of Muhammadiyah Sumatera Utara.

3. Mandra Saragih, S.Pd., M.Hum and Pirman Ginting, S.Pd., M.Hum, the Head and Secretary of English Education Program of FKIP University of Muhammadiyah Sumatera Utara for administrative service. So she could finish this study.

4. Yusriati, SS., M.Hum, as her supervisor who had given her guidance, suggestion and advice, so she could finish this study.

5. All lectures especially those for English Education Program for their guidance, advice, and suggestion during the years of her study.

6. Sri Hastuti, SH the Headmaster of SMP Tunas Karya Batang Kuis, Dwi Aricandi, SS the English teacher of SMP Tunas Karya Batang Kuis, other teachers and seventh grade students of SMP Tunas Karya Batang Kuis who have given a good cooperation and help during the experiment.

7. Her beloved brothers and sister, Winda, Junaidi and Selamat Harianto who always given supports, motivations, and spirit in finishing her study.

8. Her beloved cousins ever, Sita Istia and Alfiantoro, her beloved uncle and aunt, Sumanto and Yeni who always given supports, cares, and spirit in finishing her study.

9. Her beloved friends ever Afrilda Yuningsih, Citra Pakar Ningsih, Btari Dzakira Pangestika, Gita Sahfitri, Indah Dwi Permata, Khasina Nisa Soraya, Cut Sofia Iskandar, and Winni Wulandhari for having wonderful journey with her.

The researcher realized that her study was still far from being perfect. So, the researcher hoped suggestions and comments for all the readers of the researcher who wanted to study about this study, finally, the researcher expected that her study would be useful for the readers, especially the students of English Department who want to do similar and also for the researcher herself. May Allah the most almighty of the researcher and them

Medan,   March 2018
The Researcher,

Dewi Anjani

iv

TABLE OF CONTENTS

Page

vii

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

A. Background of the Study

Pronunciation is one of the important components in learning English which function to make a better communication by the speaker. Incorrect pronunciation will make ambiguity, misunderstanding, and different meaning when the communication happens. Pronunciation made the listener easy to understand and produce intelligible sounds. Kenworthy (1987:3) defined intelligibility as the situation when our speaking is being understood by a listener at a given time in a given situation. Intelligibility means that the speaker produces sound patterns that are recognizable as English.

As one of learning English components, the study of pronunciation has become an important aspect in teaching English as foreign language. Goodwin (2011:117) said that in teaching pronunciation, the goal of instructions threefold: (1) to enable our learners to understand and be understood, (2) to build their confidence in entering communicative situations, and (3) to enable them to monitor their speech based on input from the environment. Based on the statement, it showed that pronunciation is also very necessary for teaching English as a foreign language.

The correlation between to the teaching of English and the teaching of pronunciation was very important, especially in teaching learning English in the class. First, it was used for teaching students in reading class to apply reading

aloud. Second, in speaking for making conversation, and in listening for taking information, taking or listened from record tape, or teacher dictation. It means that the ability of students' pronunciation is very necessary, because the teacher will be teaching language skills that include the pronunciation. The students would be able to pronounce the words correctly and the students will be able to understand what they speaker said.

Based on the result of PPL II on July up to October 2017 at SMP Tunas Karya Batang Kuis at the seventh grade students, the researcher found that the students had problem. First, they were not able to pronounce the words correctly. When the teacher asked the students to read an English text, they did not read aloud because they were not able. They felt worried if they make errors in their pronunciation. Moreover, they were influenced by their regional language in their daily life as mother tongue. For example, they may pronounce the word *read* is said [red] not [reid], another example when they pronounced the word *like* is [lik] not [laik].

Second, the students were still lack in pronunciation knowledge. The teacher usually made a game before teach a material in class, when the researcher asked them to pronounce an alphabet A-Z. They pronounced it incorrectly

Third, the students felt bored (did not enjoy) during teaching and learning process. English teacher just used traditional technique in teaching pronunciation. They provided a worksheet and students reading text without know how to pronounce the word. The method was not interested in the speaking class. They needed learning variations in the class so that why they are not bored in the class.

From the reason above, the researcher needed to solve those problems immediately. The teacher had to consider another technique that can help students in solving their problem in order to have better in pronouncing. Relate to the situation, the research chosen Reading Aloud as a technique to solve the problems. Reading aloud technique was one of the techniques in pronunciation. As stated by Huang (2010:148), reading aloud technique was used as the major and magic way to improve students' oral-English. According to Scola (2009:16), reading aloud could help build linguistic reflexes, help the tongue adjust to the sound combinations, and get the brain used to word pattern. Therefore, by reading aloud, the students would be able to recognize how to produce the English sounds appropriately, and the researcher could easily know whether the sound that produced by the students is correct or not. For some students who did not have the confidence to practice spoken English, reading aloud also can help them to overcome this problem.

Moreover, Reading aloud was important in teaching pronunciation. Reading aloud was an interesting way to make the students enjoy in studying pronunciation. It gave the students an opportunity to practice English sound in a class and with this technique the students knew more about good English pronunciation that haven't learnt before. This technique led the students to read with correct pronunciation. Based on that explanation, the researcher selected reading aloud as the innovative teaching technique for improving the students' ability in pronunciation.

Based on the reason above, the researcher interested in conducting a research entitled **"Applying Reading Aloud Technique to Improve Pronunciation of Seventh Grade Students at SMP Tunas Karya Batang Kuis"**. The writer hoped that reading aloud could improve the students' ability in their pronunciation.

B. The Identification of the Problem

Based on the background of the study above, there were some problems that would be identified in this research:

1. The students were not able to pronounce the words correctly.

2. The students were still lack of knowledge about English correct pronunciation.

3. The students were bored the teaching and learning process.

C. The Scope and Limitation

The researcher was focused on the students' speaking in learning English. The problem that discussed was limited on the using of reading aloud technique to improve pronunciation in descriptive text of seventh grade students at SMP Tunas Karya Batang Kuis in the academic year 2017/2018.

D. The Formulation of the Problem

Based on the identification of the problem, the research question formulated as follows:

1. How were the students' pronunciation improvement by applying reading aloud technique?

2. How were the students' activity in learning English pronunciation by applying reading aloud technique?

E. The Objective of the Study

The objective of the study was:

1. To investigate the students' pronunciation improvement by applying reading aloud technique.

2. To describe the students' activity in learning English pronunciation by applying reading aloud technique.

F. The Significance of the Study

The researcher hopes that this study could be used and was useful for:

1. Theoretically

To add the knowledge, experience and insight how to improve students' pronunciation by applying reading aloud technique

2. Practically

    a. The students

       This study can help students improve their pronunciation ability and to develop students' communication ability.

    b. The English teacher

       The result of this study is expected to help English teacher to overcome the students' difficulties and it will support the teacher to be creative and innovative in teaching learning process to help their students' in learning English.

    c. The researcher

       Hopefully as the basic information to increase their knowledge in English.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This chapter presents a review of literature and explanation of the related materials. Some theories are conducted from other experts and researchers to strengthen this research.

1. Pronunciation

1.1 The Definition of Pronunciation

As one of the English components, pronunciation is considered as the tool for improving the ability of communication in an oral form. Webster (1988) defined pronunciation as the act or manner of pronouncing words articulate utterance or the way in which a unit of language is usually spoken. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. In addition, Seidlhofer (2001: 56) defined that pronunciation means the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use.

To sum up all the definitions above, it can be stated that pronunciation is the way in which we make the sounds of the words in order to make the meaning.

1.2 The Main Features of Pronunciation

What are the main features of pronunciation? In order to study how something works, it is often useful to break it down into its constituent parts.

Features of Pronunciation Diagram
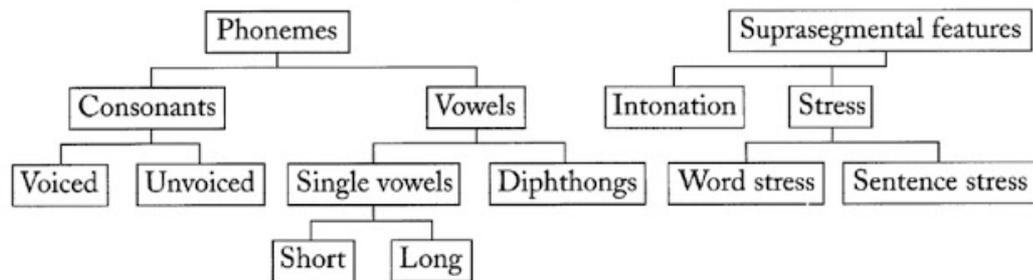
Figure 1: Taken from Kelly (2000: 1)

Based on diagram above, Kelly (2000: 1) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, they are consonants and vowels. The consonants consist of voiced and unvoiced, while vowels consist of single vowels and diphthongs, and the second is suprasegmental features. There are two kinds of suprasegmental features. They are intonation and stress. Stress consists of word stress and sentence stress. For the detail explanation of the phonemes and suprasegmental features, will be stated as follows:

1.2.1 Phonemes

In describing the sound-system of any language, it was necessary to understand what the phoneme is. According to Nurhayati (2011: 5), phoneme is class of sounds. A phoneme is one of set of abstracts unit that can be used for writing language down in systematic and unambiguous way. E.g. town-down /taun/-/daun/. According to George Yule (2006: 44), phoneme is the smallest meaning-distinguishing sound unit in the abstract representation of the sounds of language. The set of phonemes consists of two categories, consonant sounds and vowel sounds.

a) Consonant Sounds

In teaching pronunciation, the English consonants can be grouped according to their state of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows:

First, in their state of vocal cords, the vibration of vocal cords indicates the consonant. The position of vocal cords causes the difference between voiced and voiceless sound. Voiced sounds are produced in which the airstreams when passing the glottis makes the vocal cords vibrates. In short, a voiced consonant is a consonant produced with vibration of the vocal cords. In English the following consonants are voiced: [b], [d], [g], [v], [z], [ ], [ ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð]. While, voiceless sounds are speech-sounds in which the airstreams from the lung passes freely through the glottis without making the vocal cords vibrate. In short, voiceless consonant is a consonant produced without vibration of the

vocal cords. The following ones are voiceless consonants: [p], [t], [k], [f], [s], [ ],
[ ], [h] and [θ].

The distinction between voiced and voiceless consonant is quite
important in English pronunciation, such as by many pairs of sounds that differ
only in voicing. In the following examples, the first sound is voiceless, and the
other is voiced: *pie/buy*, *try/dry, clue/glue*. This distinction can also by make in
between two vowels: *rapid/rabid*, *metal/medal*, or at the end of a word: *pick/pig*,
leaf/leave, *rich/ridge*. Moreover, the distinction also can use between the first
sounds, for example is the words between *sue* and *zoo* that [s] is voiceless, [z] is
voiced. The same goes for *few* and *view*, [f] is voiceless, [v] is voiced. If you now
say [ssssszzzzzsssss] or [fffffvvvvvfffff] you can either hear the vibrations of the
[zzzzz] or [vvvvv] by closing your ears, or you can feel them by touching the
front of your larynx (the Adam's Apple).

In addition, in producing consonants needs the different power or energy.
For example, in producing [p] is greater than that used to produce [b]. The terms
that sometimes used are *fortis* and *lenis.* When a consonant is produced with a
strong air stream, we have a strong (*fortis*) consonant. It usually happens in
voiceless sounds. On the other hand, when a consonant is produced with a weak
air stream, we have a weak (*lenis*) consonant that usually occurred in voiced
sounds.

Second, the consonant sounds of English can also be classified according
to the place of articulation. It refers to the place in the vocal tract where the flow

of air is obstructed. Kelly (2000: 4) has stated the place of articulation (speech

organ) as follows:

1	Upper lip	10	Larynx
2	Nasal cavity	11	Lower teeth
3	Upper teeth	12	Lower lip
4	Alveolar ridge	13	Tongue
5	Hard palate		a tip
6	Soft palate		b blade
7	Uvula		c front
8	Pharynx		d centre
9	Glottis		e back
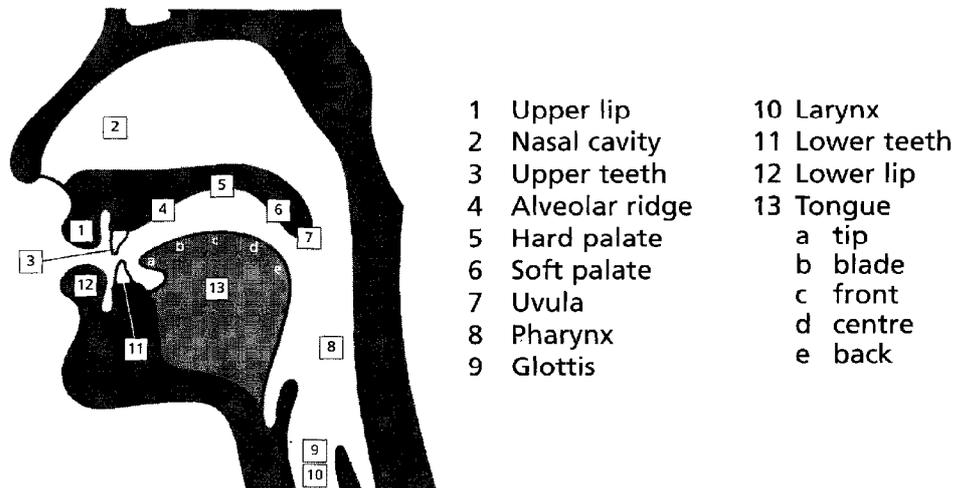
The Articulators

Figure 2: Taken from Kelly (2000:4)

By looking that picture, Kelly (2000: 6) summarized in the following

table:

Table 2.1: Place of Articulation

Place of Articulation	
Bilabial	Using closing movement of both lips, e.g. [p], [b], [w] and [m]
Labiodental	Using the lower lip and the upper teeth, e.g. [f] and [v]
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. [θ] and [ð]
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. [d], [n], [z], [l], [t] and [s]
Palatoalveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. [ ], [ ], [ ], [ ] and [r]
Palatal	The front of the tongue is raised close to the palate, e.g. [j]
Velar	The back of the tongue is used against the soft palate, e.g. [k], [g] and [ŋ]

| Glottal | The gap between the vocal cords is used to make audible friction, e.g. [h] |

Third, the English consonant sounds can be classified according to the manner of the articulation. It is defined as the way speech organs produced speech sounds. Based on the manner of articulations, the consonants are classified into some types. They will be explained in the following table (Kelly 2000: 6) :

Table 2.2 Manner of Articulation

Manner of Articulation	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised.. air pressure increase behind the closure, and is then released 'explosively'', e.g. [p], [b], [d], [t], [k] and [g]
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. [f], [v], [θ], [ð], [s], [z], [ ], [ ] and [h]
Affricate	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. [ ] and [ ]
Nasal	A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. [m], [ŋ] and [n]
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. [l]
Approximant	Vocal organs come near to each other, but not to close as to cause audible friction, e.g. [w] and [r]

Voicing, place of articulation, and manner of articulation are together summarized in the following table (Kelly, 2000: 7)

Table 2.3 English Consonant Phonemes

English Consonants Phonemes	

	Front ——————————————————————————————— Back													
	Bilabial		Labio-dental		Dental		Alveolar		Palato-Alveolar		Palatal		Velar		Glottal
	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V +V
Stops	p	b					t	d					k	g	
Fricatives			f	v	θ	ð	s	z							h
Affricatives															
Nasals		M						n				ŋ			
Lateral								l							
Glides		(w)								r		j	W		

In learning consonant sounds, we also recognize the term "consonant cluster". Consonant clusters are groups of two or more consonants that belong to one syllable. A consonant cluster can appear at the beginning, in the middle, or at the end of a word. A few examples are given here:

1. Initial cluster with two consonants, e.g. /pr/ prefers, /tw/ twelve

2. Initial cluster with three consonants, e.g. /skw/ square, /spr/ spring

3. Medial cluster with two consonants, e.g. /pt/ accepted, /rk/ working

4. Medal cluster with three consonants, e.g. /mpl/ complete, /nst/ constant

5. Medial cluster with four consonants, e.g. /nstr/ construct, /rldl/ wordly

6. Final cluster with two consonants, e.g. /rl/ girl, /rt/ start

7. Final cluster with three consonants, e.g. /ndz/ sounds, /sks/ desks

8. Final cluster with four consonants, e.g. /ksθs/ sixths, /rldz/ world.

2)   Vowel

Having described consonants above it, it is also important in teaching pronunciation to know about vowel. Kelly (2000: 29) describes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Meanwhile, Yule (2006: 38) states that vowels sounds are produced with a relatively free flow of air, jones in Nurhayati (2011: 100), vowels are speech-sounds in which the air stream can pass freely through and out of the mouth. (e.g. [a:], [i:], [u:], [o:], etc.) Kelly (2000: 2) added that vowel sounds are all voiced, and may be single (like /e/. as in l*e*t), or a combination, involving a movement from one vowel sound to another (like /ei/, as in l*ate*); such combination are known as diphthongs. An additional term used is triphtongs which describes the combination of three vowel sounds (like /a ə/ in *our* or *power*).

In articulating vowel sounds, Kelly (2000: 29) describes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Kelly also states that the characteristics of vowel include the following:

(a)   The pure vowels sounds

The word 'pure' here is used to differentiate single vowel sounds from dipthongs, which we will consider later.

(b) Close vowels

For close vowels the tongue is quite high in the mouth.. moving from /i/ through to /u:/, we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel. Table below show the close vowels and the characteristic.

Table 2.4 Close Vowels

i:	**Characteristics** The front of the tongue is slightly behind and below the close front position. (the 'close' position is where the tongue is closest to the roof of the mouth.) lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars.
	As in … *b<u>ea</u>d, k<u>e</u>y, ch<u>ee</u>se, sc<u>e</u>ne, pol<u>i</u>ce, p<u>eo</u>ple, qu<u>ay</u>*
I	**Characteristics** The part of the tongue slightly nearer the center is raised to just above the half-close position (not as high as in /i:/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars.
	As in … *h<u>i</u>t, saus<u>age</u>, b<u>igg</u>est, rh<u>y</u>thm, mount<u>ai</u>n, b<u>u</u>sy, wom<u>e</u>n, s<u>ie</u>ve*
	Characteristics The part of the tongue just behind the center is raised, just above the half-close position. The lips are rounded, but loosely so. The tongue is relatively relaxed.
	As in …. *B<u>oo</u>k, g<u>oo</u>d, w<u>o</u>man, p<u>u</u>sh, p<u>u</u>ll*
U:	**Characteristics** The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense.
	As in ….. *f<u>oo</u>d, r<u>u</u>de, tr<u>ue</u>, wh<u>o</u>, fr<u>ui</u>t, s<u>ou</u>p*

(c) Mid Vowel

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to /   :/, we also notice the different positions of tongue; /e/ is a

front vowel, and / :/ is a back vowel. The table below show the mid vowels and

the characteristic.

Table 2.5 Mid Vowels

	Characteristics
E	The front of the tongue is between the half-open and half-close positions. Lips are loosely spread. The tongue is tenser than for /I/, and the sides of the tongue may touch the upper molars.
	As in … *egg, left, said, instead, read, (past), head*
ə	Characteristics
	The center of the tongue is between the half-open position. Lips are relaxed, and neutrally spread.
	As in …. *About, paper, banana, nation.*
:	Characteristics
	The center of the tongue is between the half-close and half-open position. Lips are relaxed, and neutrally spread.
	As in …. *Shirt, word, further, pearl*
:	Characteristics
	The back of the tongue is raised to between the half-open and half-close positions. Lips are loosely rounded.
	As in…. *taught, bought, board, broad, horse.*

(d) Open vowels

For open vowels, the tongue is low in the mouth. Moving from /æ/ through

to / /, we also notice the different positions of the tongue; /æ/ is a front vowel,

and / / is a black vowel.

Table 2.6 Open Vowels

	Characteristics
Æ	The front of the tongue is raised to just below the half-open position. Lips are neutrally open.
	As in … *hat, attack, antique, plait*
Λ	Characteristics
	The center of the tongue is raised to just above the fully open position. Lips are neutrally open.
	As in … *run, uncle, front, come*
:	Characteristics
	The tongue, between the center and the back, is in fully open position. Lips are neutrally open.
	As in …. *Far, part, half, class, command, clerk, aunty*
	Characteristics
	The back of the tongue is in the fully open position. Lips are lightly rounded.

As in …. *Dog, often, cough, want, because*

The description of the vowels' characters in the above table is also present in the following diagram. It is very useful to point the position of the tongue for describing the differences between vowel sounds, and these are summarized:
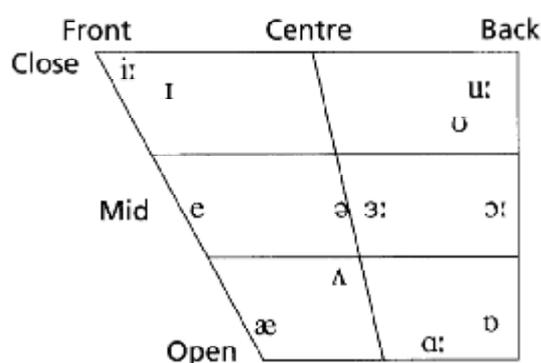
Figure 3: Taken from Kelly (2000: 5)

From the explanation and the diagram above, it can be concluded that vowels is articulated or produced in mouth cavity. There are also four characteristics of vowels, they are the pure vowel sounds, close vowel, mid vowel, and open vowel.

1.2.2 Suprasegmental Features

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes (Kelly, 2000: 3). The features that are important in English are intonation and stress.

1) Intonation

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of other (Kelly, 2000: 86).

2) Stress

The second features of suprasegmental feature of pronunciation is stress. According to Jones (1983, as cited in Nurhayati, 2011: 70), stress is the degree of force with which a sound or syllable is uttered. One of the syllables in each word will sound louder than others. The syllables indicated in capitals are the stressed syllables (Kelly, 2000: 66).

Every stressed syllable, in a word in isolation, also has a change in the pitch. The pitch of the sound (how high or low) is controlled by muscles which slacken and lengthen the cords for low tones, and shorten the cords, pulling them taut, for high-pitched tones (Kelly: 4).

1.3 The Technique of Teaching Pronunciation

There are many techniques to teach pronunciation that can be used by the teacher in the classroom. Kelly (2000: 15) explains the techniques for teaching pronunciation as follow:

a. Drilling

One of the main ways in which pronunciation is practiced 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 it. Drilling is fundamental to the teaching of word stress, sentence stress and intonation. In drilling technique, the teacher asks the students to listen what the teacher says carefully and then ask the students to speak the word. It was done separately to practice the difficult words.

b. Minimal pairs and related activities

Teacher can use minimal pairs to get good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. In this activity, the teacher gives a word which differ by only one phoneme.

c. Pronunciation and spelling activities

These may be used as the basic 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.

d. 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.

e. Listening activities

Listening comprehension exercises in book 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 pronunciation feature. In short, this activity was used when the students listened to the teacher as a model.

f. 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 s receptive activity (students receive the language rather than produce it),

and so it provides a suitable means of bringing language features to students' attention. In this case, most of the reading activity have done by reading aloud. So, teacher's reading aloud as the reception and the students' reading aloud as the production.

1.4 Testing of Pronunciation

Heaton (1990) as cited in Isnawati (2014) includes pronunciation into testing speaking skill. There are at least three techniques of testing pronunciation.

a. Pronouncing words in isolation

The importance of listening in almost all test of speaking, especially those of pronunciation, should never be underestimated. It is impossible for students to pronounce words correctly unless they first hear and recognize the precise sound of that word.

b. Pronouncing words in sentences

Students can also be asked to read aloud containing the problematic sounds which we want to test. For example:

Do you like this *sport*?   (sport/spot)

Are you going to *sail* your boat today?   (sail/sell

c. **Reading aloud**

Way of testing pronunciation provided that we give a student a few minutes to look at the reading text first. Meanwhile, Madsen (1983) as cited in Naim (2012: 21) states that on pronunciation test a variety of ways to evaluate

students' production and identification of the sounds, stress patterns, and intonation of English, are:

1. Individual testing: oral repetition

   Oral-repetition items are useful for students who cannot read or write English, because they can simply listen to what their teacher says to them and repeat it. Also oral-repetition can test virtually all pronunciation features.

2. Group testing: hearing identification

   Hearing identification is a kind of pronunciation test can be simple enough for little children and adult beginners. For beginners, the use of visuals in testing can emphasize the difference in meaning between words which sound similar.

3. Multiple-choice hearing identification

   In addition, students who can read some English may be evaluated by using multiple-choice hearing-identification items. These may be in either paraphrase or appropriate-response form.

4. Reading Aloud

   Reading aloud is a rather popular way to test the pronunciation of the students who can read English. Naturally it is an ideal way to test mastery of sound-symbol correspondence (for example, "said" = /sed/, not /sayd/.

   To measure students' understanding in pronunciation, the teacher can give a test for the students. From the score of test, the teacher can know how students' pronunciation ability. In obtaining reliable scoring of pronunciation, the process of scoring can be done either holistically or analytically. Hughes

(1989) in Isnawati (2014: 38) states that scoring will be valid and reliable only if clearly recognizable and appropriate description of criteria levels are written and scorers are trained to use them. Description of pronunciation consist of intelligibility mean not causing misunderstanding, fluency, accuracy, intonation, and stress.

2. Reading Aloud

This part discusses about the definition of reading aloud, purpose of reading aloud, advantages and disadvantages of reading aloud, and the way to apply reading aloud in classroom activity.

2.1 The Definition of Reading Aloud Technique

Reading aloud is one of the ways in which pronunciation is practiced in the classroom. Also reading aloud is simple technique in reading class which often used in class. Besides can improve students' ability in reading, this technique is also can improve students' pronunciation. Because the students must to read something loudly and it can make the teacher correct the students' pronunciation easier. It is supported by Huang (2010: 148) that reading aloud is used as the major and magic way to improve students' oral-English.

Meanwhile, Kailani (1998: 281) states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pause. Therefore, by reading aloud, the students will be able to recognize how to produce the English sounds appropriately, and the researcher can easily know whether the sound that produced by the students is correct or not.

Kelly (2000: 22) also says that reading aloud is classroom activity which has fallen in and out of favor with teachers at various time. 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; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

In short, the researcher concludes that reading aloud is very simple technique to practice in class and do not waste time to prepare it. The teacher only enough prepares the text which appropriate the students' level, the give a model how to read the text correctly, and then ask the students one by one to imitate what the teacher's say.

2.2 The Purpose of Reading Aloud Technique

The purpose of reading aloud technique according to Huang (2010: 149) Reading aloud technique has five functions in foreign language:

a. *Practice pronunciation*; reading aloud is a kind of comprehensive practice of pronunciation. Reading aloud can help them correct their dialect effectively.

b. *Improve oral English*; the students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who don't have the confidence to practice spoken English, reading aloud can help them

overcome the faults of disfluency, repeat, improper pause, and develop natural and good pronunciation habit.

c. ***Get deeper understanding***; in fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice.

d. ***Strengthen the knowledge***; we can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

e. ***Improve the classroom atmosphere***, in class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class. "During read-aloud, we share the excitement, the suspense, the emotion, and the sheer fun of a new book and its intriguing or annoying characters," said Nancy Lacedonia, who teaches in East Longmeadow, Massachusetts.

Based on the explanations above, it can be concluded that reading aloud very helpful to improve students' ability in their pronunciation.

2.3 The Advantages and Disadvantages of Reading Aloud Technique

There were some advantages of reading aloud technique that defined by Gibson (2008), such as:

1. Reading aloud can improve reading fluency

2. Reading aloud can monitor pronunciation

3. Reading aloud can reduce speaking anxiety as it controlled

4. Reading aloud is indirectly connected to writing via intonation

Kelly (2004: 22), also says 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; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud..

From these explanations above, it can be concluded that reading aloud gives many benefits. Beside has many advantages, reading aloud are also has disadvantages. Huang (2010: 148) stated that there are at least five disadvantages of reading aloud.

a. Reading aloud frequently will slow our reading speed that we always emphasize to improve.

b. Reading aloud only can give a few students chances of practice while the others feel bored.

c. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

d. Fourth, compared to conversation discussion, reading aloud skill has little practical value unless the student will be the announcer in the future.

e. This kind of reading is aimless. Every students have original material. As a result, only a few students can continue reading regardless of the embarrassed.

2.4 How to Apply Reading Aloud Technique in Classroom Activity

The following are the procedure in applying reading aloud technique:

a. The students got the explanation about pronunciation

b. The teacher gave the example about reading aloud of a familiar story by using correct pronunciation

c. The teacher divided the students into groups then allow the part of the groups to imitate the words after her loudly

d. The teacher gave the copy of story to the students

e. The students in the group discussed how to pronounce the story well

f. The teacher monitored the students.

g. The teacher asked each group of the student to come forward reading the story loudly corrected pronunciation.

h. The teacher gave command and suggestion.

i. The teacher gave an individual test to the student at the end of cycle.

B. Relevant Studies

The relevant studies based on the similarities in variables of study even in dependent variable although independent variable. Some of the relevant of the study with the research that had done as follow:

The first study was conducted by Yosep Kusuma Wibawa (2014) under the title "Improving Students' Pronunciation Through Role Plays For Class VII C at SMP N 3 Tempel in Academic Year of 2013/2014". In this study, the researcher success to build up students' confidence in pronounce English and also build up their motivation to study pronunciation. So, their ability in pronunciation can improve automatically.

The second was "The Effectiveness of Teaching English by Using Reading Aloud Technique Towards EFL Beginners" by World Conference on Educational Sciences (2015). The research said that reading aloud technique could be great benefit for learners who use English as a foreign language and also for the beginners.

The last study was "The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo" by Ayu Kemalasari Aditia (2014). She was a student from Jember University. She showed that reading aloud is very effective way to increase students' ability in pronunciation.

From the study above, the researcher wants to try the technique for seventh grade in teaching learning pronunciation.

C. Conceptual Framework

The action research was conducted in seventh grade of SMP Tunas Karya Batang Kuis. The teacher and the researcher used action research to improve students' pronunciation. We used reading aloud technique to improve students'

pronunciation. The steps of the research include planning, action, observation and reflection. The conceptual framework can be seen in the following figure.

```
┌──────────┐        ┌─────────────────────────────────────┐
│ Problem  │ ─────→ │   Students' pronunciation was low   │
└──────────┘        └─────────────────────────────────────┘
                                     ↓
┌──────────┐        ┌─────────────────────────────────────┐
│ Problem  │ ─────→ │       Reading Aloud Technique       │
│ solving  │        └─────────────────────────────────────┘
└──────────┘                         ↓
           ┌─────────────────────────────────────────────┐
           │  1. explain about pronunciation             │
           │  2. give the example about reading aloud    │
           │  3. divide the students into groups         │
           │  4. gives the copy of story to the students │
           │  5. discuss how to pronounce the story      │
           │     well                                    │
           │  6. ask each group of the student           │
           └─────────────────────────────────────────────┘
Cycle I                            ↓
        ┌────────┐   ┌──────┐   ┌─────────┐
        │ Action │ ← │ Plan │ → │ Observe │
        └────────┘   └──────┘   └─────────┘
                        ↓
Cycle II            ┌─────────┐
                    │ Reflect │
                    └─────────┘
                        ↓
        ┌────────┐ ┌─────────────┐ ┌─────────┐
        │ Action │←│ Revised Plan│→│ Observe │
        └────────┘ └─────────────┘ └─────────┘
                        ↓
┌────────────────┐  ┌─────────────────────────────────────┐
│ Expected result│→ │ Improvement of students' pronunciation│
└────────────────┘  └─────────────────────────────────────┘
```

Figure 4: Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Location of Research

This research was conducted to SMP Tunas Karya Batang Kuis in the academic year 2017/2018. The reason for choosing in this school because when the researcher PPL II at the school, the researcher found some problems of the students in pronunciation. The students' pronunciation was low that influenced the teaching technique in learning process.

B. Subject of Research

The subject of research was the seventh grade students of SMP Tunas Karya Batang Kuis in the academic year 2017/2018. The researcher took class VII-UB consist of 24 students as a research subject.

C. Research Design

This research was conducted by applying Classroom Action Research (CAR). Kemmis and McTaggart (1988) developed a concept for action research. They proposed a spiral model comprising four steps: planning, action, observation and reflection. This classroom action research conducted within two cycles. Each cycles consist of four steps as followed:

1. Planning

   In this stage the researcher conducted some activities to make the teaching and learning process interesting. The researcher arranged the lesson plan based on the material, improves the teaching technique, prepares the teaching aid and also prepares the sheet of the observation to observe teaching and learning process in this cycle.

2. Action

   Action was act to implement the plan. The researcher did the planning which had been made. The researcher carried out the lesson plan the researcher had made. In this research, the researcher used reading aloud technique in teaching and learning process in order to improve students' pronunciation.

3. Observation,

   Observation was a step where the researcher observed all activities happen in the classroom and make notes related to the process of teaching and learning. The researcher did observation during teaching and learning process.

4. Reflection

   Reflection was a step to reflect the effects of the action as the basis for further planning. Reflecting was needed as the basis for further planning. In this step the researcher reflected what the researcher has done through a secession of stages.

Through this research, the researcher was focused on the students' pronunciation low so the students' pronunciation could be improved by applying reading aloud technique. But, if it did not increase students' pronunciation, the cycle should continue on the next cycle until the result found. This research presented in schema as followed:
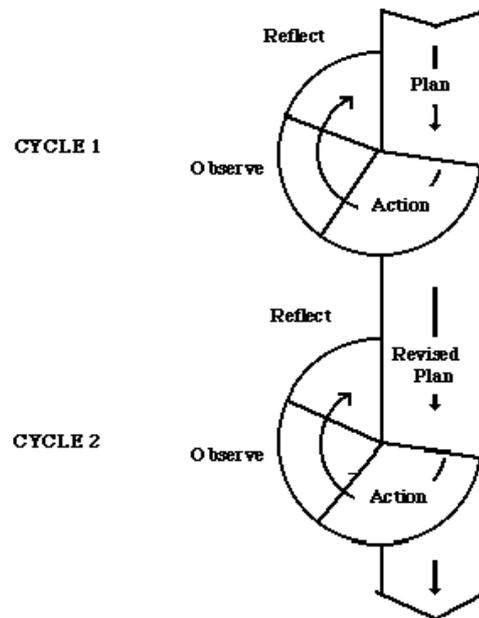
Figure 5: Classroom Action Research Cycles (Kemmis and Mc. Taggart: 1988)

D. Procedure of Research

The procedure of research conducted within two cycles as followed:

1. Cycle I

1.1 Planning

The researcher prepared lesson plans which use reading aloud technique and materials in the English text book for seventh grade and prepared the test to measure the result of the study. In the observation sheet the researcher chosen the

English teacher and the students. The activities of teacher in planning consisted of:

1) Arranging a teaching schedule

2) Preparing observation sheet and questionnaires

3) Preparing a lesson plan

4) Preparing learning materials for the students

5) Preparing exercises for the students

6) Preparing tests for the students.

1.2 Action

Action was a process of doing. It was careful and thoughtful variation of practice. It was the implementation of planning. In this phase, the researcher did everything be planned by reading aloud technique. The activities of this step consisted of:

a. The students got the explanation about pronunciation

b. The teacher gave the example about reading aloud of a familiar story by using correct pronunciation

c. The teacher divided the students into groups then allow the part of the groups to imitate the words after her loudly

d. The teacher gave the copy of story to the students

e. The students in the group discussed how to pronounce the story well

f. The teacher monitored the students.

g. The teacher asked each group of the student to come forward reading the story loudly with correct pronunciation.

h. The teacher gave command and suggestion.

i. The teacher gave individual test to the student at the end of cycle.

j. The teacher recorded the students' voice.

1.3 Observation

The function of observation was to find out the information in the classroom when the teaching and learning process in the class. The observation conducted to all the process and atmosphere of teaching-learning pronunciation by applying reading aloud technique. It meant that all activities students' and teacher.

1.4 Reflection

At this stage, the activity was focused on the effort to analyze. The researcher analyzed observation to know the effect of applying Reading Aloud in teaching pronunciation at class. The analyzing result was used to know whether the first cycle success or not in achieving the criteria of success. If the criteria of success could not be achieved by the first cycle, the researcher must be continued to the second cycle. Through this stage the researcher could find out whether there were new problems appear during the learning process. Besides, the researcher could make a decision whether continued to the next cycle or stop it.

2. Cycle II

Cycle 2 continued activity of the cycle 1. Actually, the activities in cycle 1 will be similar to the cycle 2, but there would be some revisions of planning based on the result of the cycle 1 that did in this cycle.

E. The Instrument of Collecting Data

For collecting the data, there were some instruments was used in this research as follow test, observation sheet and questionnaires

1. Test

The test was given in order to know the students' pronunciation ability. In assess students' pronunciation, the researcher used scoring rubric that adapting from Djiwandono (2008). The explanation of pronunciation rubric stated as followed:

Table 3.1 Scoring Rubric of Pronunciation Test

INTELLIGIBILITY	4	Produces clear sound in every word
	3	Produces a very few unclear sound in certain word
	2	Produces some unclear sound in some words
	1	Most of the words are produced unclearly
FLUENCY	4	The whole text is pronounced fluently without any hesitation
	3	The whole text is pronounced fluently, but there is little hesitation
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation
ACCURACY	4	Pronounces the whole words accurately and doesn't cause any misunderstanding.

	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding.
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.
INTONATION	4	Produces correct intonation tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.
STRESS	4	Uses good stress in each word and no error.
	3	Uses good stress but misuses in a few word that causes few error.
	2	Uses much incorrect stress that causes some error.
	1	Uses stress incorrectly in most of the words that causes definitely much error

Table 3.2 Level of Score

Final Score	Category
90-100	Very Good
80-89	Good
70-79	Average
60-69	Poor
≥60	Very Poor

2. Observation Sheet

The observation sheet was used to observe the teacher and students' action in the class before and after applying reading aloud technique which aims to investigate whether reading aloud technique can improve students' pronunciation or not.

3. Questionnaires

Questionnaires were any written questions which have purpose to get information from respondents. The researcher used questionnaire in order to obtain the students' development during teaching and learning by observing how their response feeling and students' opinion related to the pronunciation learning by applying Reading Aloud. The researcher made with 2 option; "Yes" and "No".

F. The Technique of Collecting Data

The researcher used some techniques in collecting the data which consisted of quantitative data and qualitative data as the following explanation:

1. Quantitative Data

The quantitative data was collected from the pronunciation test. There were some questions for each cycle. The test was implemented at the end of each cycle to get the cycle's result. This test was used to measure the students' pronunciation.

2. Qualitative Data

The qualitative data was used to describe the situation during the teaching process and by apply these data was expected to get the satisfying result. In the qualitative data, the researcher used the observation sheet and questioner in order to measure students' behavior, attitude, enthusiasm and participation during teaching and learning process. To make it clearer, here were the following details:

a. Observation sheet

In this technique, the data was taken from the observation sheet about everything happened during teaching learning process about the teacher's treatment to the students, which was how the teacher used the technique and how the process worked. The observation was about the students' responses and participation in teaching learning process. By direct observing, there were possibilities to take some behavior, development, and so on, which happen any time.

b. Questionnaire

In this collecting data technique, to get the data was conducted twice, pre-action and after applying reading aloud technique. It used structured questionnaire in a list which contained the questions then put a check mark on the column. In this technique, the students were supposed to choose and check according to their personal estimation of each question. After conducting this phase, it resulted a percentage of students' response. It was aim to support other data to get a valid research result.

G. The Technique of Data Analysis

Quantitative data was used in this study. It was used to analyze the student's score. The detail of scores' criteria of pronunciation test had explained in scoring rubric above. The quantitative data was analyzed by using formula as follows:

$$\bar{x} = \frac{\sum x}{N}$$

In which:

$\bar{x}$: The students' mean

$\sum x$: The total of Students' point

N : The total of students who followed the test

Next, to categories the number of the students who pass the test successfully, the researcher applied the following formula :

$$P = \frac{F}{N} \times 100\%$$

Where:

P   : Percentage of success

F   : The number of students who passed the test

N   : The total of students who followed the test

Qualitative data was used to get the students' development during teaching and learning by observing how their response feeling and students' opinion related

to the pronunciation learning by using Reading Aloud. the research applied the following formula:

$$P = \frac{F1}{N} \times 100\%$$

Where:

P : Percentage of students' questionnaire for each item

F1 : The number of students response

N : The total of students

The criteria of students' response based on the result formula above was categorized in the following table:

Table: Categorize of Students' Response

Final Score	Category
91%-100%	Very Good
81%-90%	Good
71%-80%	Average
61%-70%	Poor
≥51%-60%	Very Poor

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents description of subject of research, research finding and discussion of action research in the implementing of Reading Aloud Technique to improve students' pronunciation ability at SMP Tunas Karya Batang Kuis.

A. Description of Subject of Research

This research was conducted on January 31th 2018 until February 28th 2018. During the applying Reading Aloud Technique at the class, the researcher was conducted two cycles, cycle I and cycle II. Each cycle consisted of three meetings. The researcher described the condition during teaching learning process using reading aloud technique; first, the classroom is quite active, although there are some students who did not pay attention to the material given by the teacher. But, it did not make the teacher weak. The researcher was increasingly to deliver materials and implementing learning using reading aloud technique. It was characterized by the observation of which can be seen appendix 12 and 13.

Second, in addition to learning increases student interesting, the results of tests was conducted by the researchers, from the pre-test to test in cycle two, all of which have increased. Which were only ten students who passed KKM, Cycles II almost all of students who passed KKM. There were some students who did not improvement, because their mental delay in receiving learning.

So, after implementing the learning process using the reading aloud technique, the researcher concluded that there were students change in the themselves such as the increasing learning result, the more active learning activity, and the interest of learners in learning English especially pronunciation.

B. The Result of Pre Implementation of the Action

To know the students' pronunciation ability before applying reading aloud technique, the researcher conducted an instrument to students. They were observation, questionnaire and pre-test. Here was the result of the instrument pre implementation of the action.

1. The Result of Observation

This observation was conducted in order to know the teaching learning process directly before implementing the Classroom Action Research (CAR). Based on the observation before that the researcher found some problems. So, the researcher used the observation to see level of students' activities and teacher's activities during teaching learning process. The observation was focused on the situation of teaching learning process which action learning strategy was applied, students' activities and behavior, students' pronunciation ability in English Lesson and interaction between teacher and students.

2. The Result of Questionnaire

The questionnaire was conducted to know the students' response in teaching learning process, the students' result of pronunciation, and the solution of the problem in teaching pronunciation.

Based on the result of questionnaire before the implementation of CAR, the researcher gave some explanation: from the first statement they were only 9 (37,5) students who like learning English and 15 (62.5%) students who did not like learning English. The statement number 2 showed 15 (62.5%) students felt difficult to pronounce the word in English and 9 (37.5%) students did not feel difficult to pronounce the word in English.

Relating to the statement number 3, only 10 (41.66%) students who thought that they can learn pronunciation in English easily, it means that 14 (58.33%) students did not think that they can learn pronunciation in English easily. In statement number 4 was do you enjoy in learning speaking especially pronunciation?, only 9 (37.5%) students said Yes and 15 (62.5%) students said No. Then, in the statement number 5, 6 (25%) students said that they enjoyed during pronunciation test, and 18 (75%) students said they did not enjoyed during pronunciation test.

The response for the statement number 6 showed 8 (33.3%) students thought that learning English pronunciation was interesting and only 16 (66.6%) students said the other way. In the statement number 7, there were 10 (41.66%) students said NO and there were 14 (58.33%) students said YES. The last statement showed 12 (50%) students were shy to practice read aloud in front of the class and 12 (50%) students were not shy to practice read aloud in front of the class. (See appendix 18 and 19 for detail the result of questionnaire)

Related to the result of questionnaire, it could be concluded that the students' activity and motivation in learning English speaking especially

pronunciation was still low, there also needed to improve the students' positive response after the implementation of the action.

To know the result of students' questionnaire before applying Reading Aloud Technique, it can be seen the table below:

Table 4.1 The Result of the Students' Interest Before Applying Reading Aloud Technique

No	Questions	YES	NO
1	Do you like learning English?	62.5%	37.5%
2	Do you feel difficult to pronounce the word in English?	37.5%	62.5%
3	Do you think that you can learn pronunciation in English easily?	58.33%	41.66%
4	Do you enjoy in learning speaking especially pronunciation?	62.55%	37.5%
5	Do you feel enjoy during pronunciation test?	75%	25%
6	Do you think that learning pronunciation in English is interesting?	66.6%	33.3%
7	Do you think that you can understand better how to pronounce the words correctly without using a technique?	58.33%	41.66%
8	Are you shy to practice (read aloud) in front of the class?	50%	50%

3. The Result of Pre Test

The pre-test was conducted on the 31th 2018 to measure students' pronunciation ability at first, and it was done before implementing Classroom Action Research.

At pre-test, the students' pronunciation ability was not so good. It could be seen from the table list here in test pronunciation evaluation.

Table 4.2 The Students' Pronunciation Score of Pre-Test

No.	Students' Initial Name	Aspects					Total (N)	X	Classified
		I	F	A	I.t	S			
1.	AH	2	2	1	2	1	8	40	Failed
2.	AP	2	2	2	2	2	10	50	Failed
3.	DN	2	2	2	2	2	10	50	Failed
4.	DM	3	2	2	2	2	11	55	Failed
5.	DA	1	1	2	1	2	7	35	Failed
6.	DAL	2	2	2	2	2	10	50	Failed
7.	ESK	2	2	2	2	2	10	50	Failed
8.	FR	3	2	2	2	2	11	55	Failed
9.	F	1	1	1	2	1	6	30	Failed
10.	LMZ	2	2	2	2	1	9	45	Failed
11.	LAB	4	3	3	3	2	15	75	Passed
12.	MAR	3	3	3	3	3	12	60	Failed
13.	MAM	2	2	2	2	2	10	50	Failed
14.	MDAL	2	2	2	1	2	9	45	Failed
15.	MFR	2	2	2	2	2	10	50	Failed
16.	MK	1	1	2	2	2	8	40	Failed
17.	ND	2	2	2	3	2	11	55	Failed
18.	NRD	3	3	3	3	3	15	75	Passed
19.	PN	3	3	3	3	2	14	70	Failed
20.	RBG	2	2	2	2	2	10	50	Failed
21.	REK	2	2	2	3	2	11	55	Failed
22.	RTR	2	2	2	3	2	11	55	Failed
23.	SP	2	3	3	3	3	14	70	Failed
24.	SN	2	2	3	3	2	12	60	Failed
						Total	254	1270	

Student who pass the KKM

Based on the data above, the researcher highlighted the students who passed KKM (75), and to get the result of pre-test, firstly, the researcher calculated the mean score by employing the formula that has already been previously pointed out.

$$å \quad \frac{\text{Ʇ}}{\rule{2cm}{0.4pt}}$$

$$å \quad \frac{1270}{24}$$

$$= 52.91$$

The minimal mastery level criterion (KKM) was 75. From the analysis above, the students' pronunciation was low. The mean of students was 52.91. Only two students who passed the minimal mastery level criterion, and twenty students who not passed or failed the minimal mastery level criterion. The mean of students could be seen in the diagram below:

Figure 6: The Students' Mean of Pre-Test
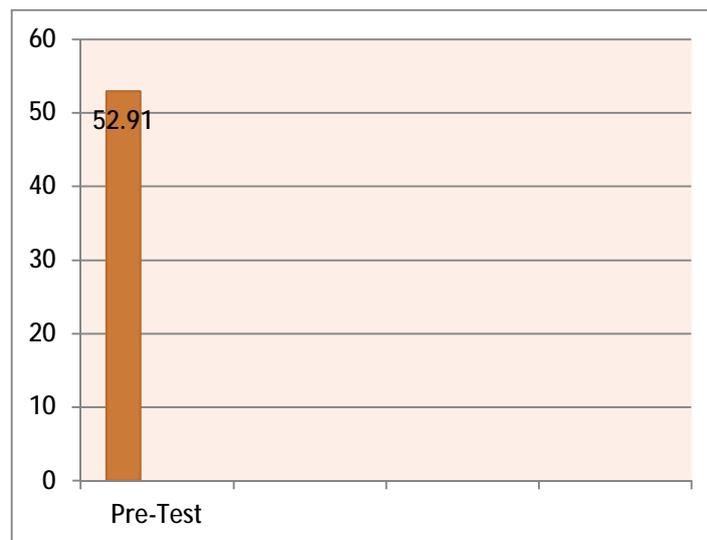
. Next, to know the class percentage that passed the target score of the minimal mastery level criterion-*Kriteria Ketuntasan Minimal* (KKM) the researcher used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{24} \times 100\%$$

P= 8.33 %

Based on the result of pre-test, the data showed that the mean score of pre-test was 52.91. There were only two students or 8.33% of students who got the score passed the minimal mastery level criterion (KKM). The percentage of students in pre-test can be seen in the diagram below:

Figure 7: The Students' Percentage of Pre-Test
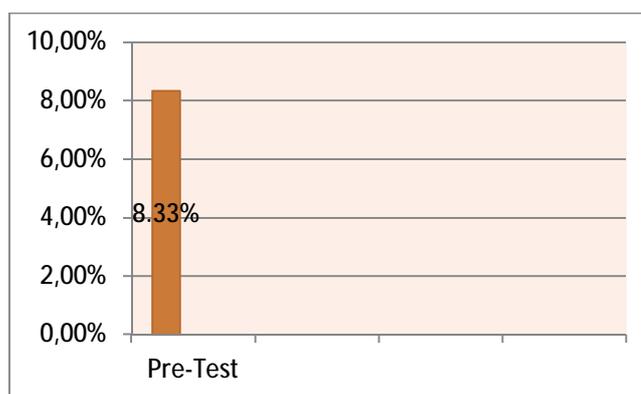
After the analyzing the result of pre-test, it could be concluded that most of the students at VIII-UB class of SMP Tunas Karya had difficulty in speaking ability. Here the researcher used 'Reading Aloud' technique in every cycle of Classroom Action Research to overcome the problem and to develop students' pronunciation.

C. The Result Implementation of the Action

The researcher and the English teacher as the collaborator arranged two cycle, Cycle I and cycle II and the procedure of classroom action research were

planning, action, observation, and reflection.

1. Cycle 1

This cycle consist of three meetings. It starts on February 7th 2018 and finish on April 14th 2018.

1.1 Planning

In this stage, the researcher designed the lesson plan for the action based on the problem faced by the students toward in pronunciation ability. The researcher arranged a lesson plan based on the teaching material. All of the detailed lesson plan can be seen in appendix 1. Besides that, the researcher also prepared the instruments, they are; questionnaire and observation checklist, and material needed during the teaching learning process.

The researcher also prepared the test in first cycle to collect the data to know whether there were some students' improvement in their score from test before cycle 1 to test after cycle 1. After preparing all of items, the researcher continued the next stage by implementing the lesson plan and the instruments made.

1.2 Action

There were three meetings in the cycle I which covered for teaching pronunciation by using Reading Aloud descriptive text and for pronunciation test by reading aloud descriptive text. Here the researcher acted as observer and the English teacher Mrs. Dwi Aricandi as teacher. The chronological activities in second meetings describe as follow:

a. Meeting 1

As the starting of the teaching learning process, the researcher gave the students motivation to build up their interest to the material. The researcher asked some questions related to the topic to stimulate the students' thought and invite the students to the topic.

In the first meeting, the researcher started from asked one of the students to read a simple text before explained about the material. After she/he have done to read, the researcher introduced the topic. The researcher showed the picture of features of pronunciation, then gave explanation. After that, the researcher gave the model how to read the text and asked the students to imitate. The text used in first meeting got from their text book. Before the researcher left the class, the researcher guided the students to draw conclusion and asked the students' difficulties or gave comments on the discussion process.

b. Meeting 2

In the second meeting, the researcher reminded again about the material studied in the first meeting. After that, the researcher asked to the students to make a group. Each group consist of 5-6 students. Here, the researcher gave the oxford dictionary to each group. The students asked to discuss how the word in the text pronounce correctly by looking for in dictionary. In second meeting, the researcher still used same of the text in first meeting. Then, the researcher asked the representative of group to read aloud a text as the result of discuss. After all of the representative delivered their

group result, the researcher invited the students to review the students' errors in pronouncing the words together and repeated the explanation about the material last meeting.

In the last main activity, the researcher gave the model how to read the text and asked the students to imitate together. Besides, the researcher also reminded to the students to give note or sign in a text for their understanding easier.

Before the researcher left the class, the researcher reminded the students try to read the text at home. Because in next meeting, they will be held pronunciation test by using read aloud the text.

c. Meeting 3

In the third meeting, the researcher held the test as post-test in the end of cycle I. It was by giving the simple descriptive text and students read aloud one by one in front of the class. This is to know the students' improvement of pronunciation ability by using reading aloud as the technique.

1.3 Observation

Observation was done at the same time with the implementation of Reading Aloud as the technique in teaching pronunciation. In this stage, the researcher used two instruments, they are; test, and observation sheet. From the test, the researcher knows the students' achievements in the pronunciation ability after taught by using Reading aloud.

From observation sheet, it did by the researcher. The researcher did observation during teaching and learning process of pronunciation. The researcher observed all the activities done by the students and the teacher. In the end, the researcher gave signature on the observation sheet suitable with her observation. After teaching and learning process done, the teacher also gave oral suggestion to the researcher if there is problem during teaching and learning process. The result of observation sheet cycle 1, can be seen in appendix 12.

In conclusion, from the result of those the researcher can revise the teaching scenario to achieve the teaching learning process more successful. The result of observation, was explained by researcher bellow:

a. **The Result of the Student' Pronunciation Test in Cycle 1**

The result of the students' pronunciation test in the cycle 1 can be seen in the table 4.2 below.

Table 4.3 The Result of the Students' Pronunciation Test in Cycle 1

No.	Students' Initial Name	Aspects					Total (N)	X	Classified
		I	F	A	I.t	S			
1.	AH	3	3	3	2	3	14	70	Failed
2.	AP	3	3	3	3	3	15	75	Passed
3.	DN	3	2	2	3	2	12	60	Failed
4.	DM	3	2	3	2	3	13	65	Failed
5.	DA	3	3	2	2	2	12	60	Failed
6.	DAL	2	2	3	2	2	11	55	Failed
7.	ESK	2	2	2	2	2	10	50	Failed
8.	FR	3	4	3	2	3	15	75	Passed
9.	F	2	2	2	1	1	8	40	Failed
10.	LMZ	3	2	2	3	2	12	60	Failed
11.	LAB	4	3	3	3	2	15	75	Passed
12.	MAR	3	3	3	3	3	15	75	Passed
13.	MAM	2	2	2	2	2	10	50	Failed
14.	MDAL	3	3	3	3	3	15	75	Passed
15.	MFR	3	2	3	3	3	14	70	Failed

16.	MK	3	3	2	2	3	13	65	Failed
17.	ND	3	3	3	3	2	14	70	Failed
18.	NRD	4	3	3	3	3	16	80	Passed
19.	PN	2	3	2	2	2	11	55	Failed
20.	RBG	3	3	3	3	3	15	75	Passed
21.	REK	3	3	3	3	3	15	75	Passed
22.	RTR	3	2	2	2	3	12	60	Failed
23.	SP	3	4	2	3	3	15	75	Passed
24.	SN	4	3	3	2	3	15	75	Passed
						Total	317	1585	

    Student who passed the KKM

From the table above, the researcher found that only ten students who passed the KKM of twenty four students. From the result of pre-test that only two students who passed KKM, the result of post-test cycle 1 showed there any improvement from pre-test to post-test cycle 1.

Next, the researcher calculated the mean of students' pronunciation score of cycle 1. It used the following formula:

$$\bar{x} = \frac{\sum x}{\;}$$

$$\bar{x} = \frac{1585}{24}$$

$$= 66.04$$

The minimal mastery level criterion (KKM) was 75. From the analysis above, the students' pronunciation was low. The mean of students was 66.04. Only ten students who passed the minimal mastery level criterion, and twelve students who not passed or failed the minimal mastery level criterion. The mean of students in cycle 1was showed in the diagram below:

Figure 8: The Students' Mean of Cycle 1
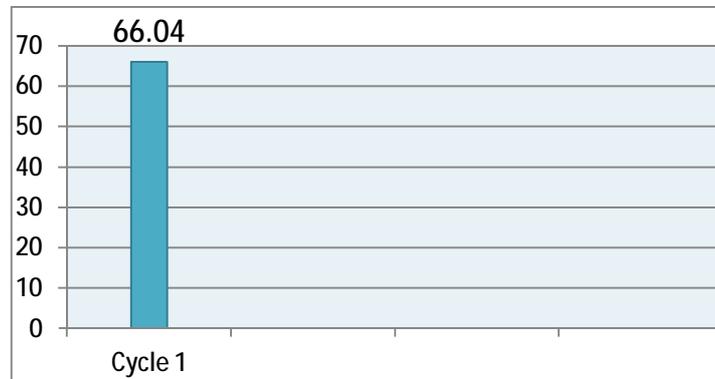
Then, to know the class percentage that passed the minimal mastery level criterion (KKM) the researcher used the following formula:

$$P = \frac{F}{N} \text{ x } 100\%$$

$$P = \frac{10}{24} \text{ x } 100\%$$

P= 41.66 %

From the result above, the students who passed the pronunciation tes-1 were 41.66% and 58.33% were unsuccessful. Whereas, the criteria of success that had been determined were 75%. It meant that the test result could not achieve the criteria of success.

Figure 9: The Students' Percentage of Cycle 1
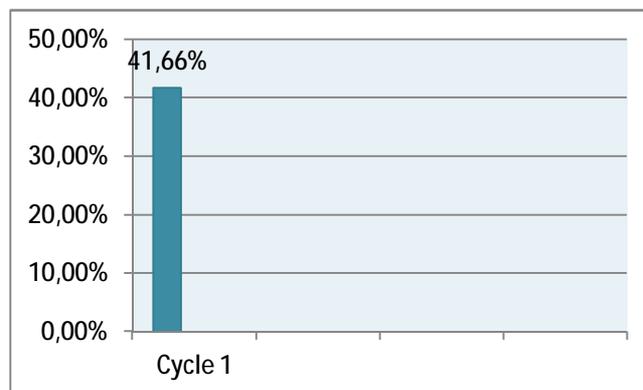
So, based on the calculation, the researcher knew that the mean of the students at cycle 1 was 66.04. The improvement is still not enough yet, since the target of action success was 75% passed the minimal mastery level criterion (KKM) students, here the students who passed the minimal mastery level criterion (KKM) only ten or 41.66%.

b. The Result of Observation sheet

This observation was conducted in order to know the teaching learning process. The researcher used the observation to see level of students' activities and teacher's activities during teaching learning process.

1) Observation activity of students in the learning process.

Students' activity was observed during the meeting in cycle 1 based on the criteria of very good, good, fair and less. It can be seen in the following table:

Table 4.4 The Score of Students' Activities in Cycle I

No	Students' Initial Name	Students' Activities				Score	Value (%)
		Int	Att	Part	Pres		
1.	AH	3	2	3	3	11	68.75
2.	AP	2	2	2	3	9	56.25
3.	DN	1	2	3	2	8	50.00
4.	DM	1	2	3	3	9	56.25
5.	DA	3	2	2	2	9	56.25
6.	DAL	2	3	3	2	10	62.50
7.	ESK	2	3	2	3	10	62.50
8.	FR	2	2	3	2	9	56.25
9.	F	1	2	2	1	6	37.50
10.	LMZ	3	3	3	3	12	68.75
11.	LAB	3	3	2	2	10	62.50
12.	MAR	1	2	3	2	8	50.00
13.	MAM	1	2	2	2	7	56.25
14.	MDAL	2	2	3	3	10	62.50
15.	MFR	3	2	2	3	10	62.50
16.	MK	2	2	2	3	9	56.25
17.	ND	2	3	2	3	10	62.50

No.	Name	Int	Att	Part	Pres	ΣX	Value
18.	NRD	3	4	4	3	12	62.50
19.	PN	2	3	2	2	9	56.25
20.	RBG	2	2	3	2	9	56.25
21.	REK	2	2	2	2	8	50.00
22.	RTR	2	2	3	3	10	62.50
23.	SP	2	2	3	2	9	56.25
24.	SN	2	2	3	3	10	62.50
	ΣX	49	56	61	64	224	1393.75
	X	2.04	2.33	2.5	2.6		
	Value	30.62	35	38.1	40.00		
	Where						Enough

Where:

Int: Interest   Part: Participation

Att: Attention   Pres: Presentation

The data above showed that the students the students' activities by reading aloud technique in pronunciation was enough. Where, number 4 meant very good, number 3 meant good, number 2 meant fair and 1 meant less. Based on the item of students interest in the class was fair. The students who got score 4 was zero, while the students who got score 3 only six students, whereas the students who got the score 2 was thirteen students, and got the score 1 was five students. So, the students' interest in the class of the cycle 1, it was found 2.04. From the criteria between 1 until 4, it was fair.

Next, the item of students' attention in the class during learning process was fair. It was showed from the mean of attention was 2.33. There was no one the students got the score 1 and only one student who got the score 4. The participation of students in learning process same with the others items. It was fair

category. From the twenty four students, the students who got the point 4 only one student, twelve students got the point 3, the student got point 2 was ten students and there was no student got the point 1.

The last item was presentation. The highest point of students' presentation was 3 and the lowest was 1. The mean of students' presentation in learning process of pronunciation was 2.6. It was fair.

From the explanation above, the researcher found that only eleven students who actively participated in teaching learning process of twenty four students. Next, to know the rating of class in the first cycle used the following formula:

Average Value $= \frac{\text{amount of value}}{\text{the number of students}} \times 100$

$$= \frac{11}{24} \times 100 = 45.83$$

The researcher concluded the students' activities in learning process of pronunciation in cycle 1 was Enough. It was showed with 45.83 as the average of value of class.

2) Observation of the teachers' activities in learning process

The result of the observation in teachers' activities in the learning process by applying reading aloud technique to teaching pronunciation outline in the table could be seen in the following table:

Table 4.5 The Score of Teacher's Activities
in the Learning Process of Cycle I

No	Activity	score
1	Apperception	3
2	Material explanation	3
3	Explanation of pronunciation and manner of articulation retell technique on pronunciation	3
4	Classroom management	2
5	Technique dividing groups	3
6	The use of media	2
7	Voice	3
8	Management of discussion	3
9	Guidance of groups	2
10	Away question or quiz	3
11	Ability to evaluate	3
12	Rewarding individual or groups	2
13	Determining score	2
14	Concluding learning materials	3
15	Closing the learning	3
	Total Score	**40**
	Value	**66.67**
	Category	**Good**

The exposure of the table above showed that the ability of the researcher in applying reading aloud technique of descriptive text already looked good. This was evident from the mean value of the observation of the teachers' activities, amounting to 66.67%, with the ideal score of 100%. It could be concluded that the teachers' activities in learning activities were quite good. The total score of teachers' observation can be seen in appendix.

1.4 Reflection

In this phase the researcher and the teacher discussed the strengths and the weakness of the actions and the first post-test. Based on data that have been

collected and analyzed by the researcher, it was found that students' pronunciation were still low. The students also still difficult to pronounce the words in English, so the researcher should give more attention and exercise to the students in order to make them braver and more confident to pronounce English word. (see appendix)

From the result of first post-test, it showed that only ten students (41.66%) who had passed the target score of the minimal mastery level criterion (KKM). So the researcher still needed at least (35%) who could pass the KKM since the target of action success as 75% students passed the minimal mastery level criterion (KKM).

Since both the observation and the test result indicated that the action in first cycle did not achieve the action success yet, so the researcher had to move to the next cycle.

2. Cycle 2

This cycle consist of three meetings. It starts on February 21th 2018 and finish on February 28th 2018.

2.1 Planning

The re-arranged a lesson plan based on the reflecting in cycle 1 was done. All of the detailed lesson plan in cycle 2 can be seen in appendix 2. Besides that, the researcher also prepared the instruments, they are; questionnaire and observation checklist, and material needed during the teaching learning process. The researcher also prepared the test in second cycle to collect the data to know

whether there are some students' improvement in their score from test in cycle 1 to test after cycle 2. After preparing all of items, the researcher continued the next stage by implementing the lesson plan and the instruments made.

2.2 Action

In cycle 2, there were three meetings done which covered two meetings for teaching pronunciation by using Reading Aloud descriptive text and one meeting for pronunciation test by reading aloud descriptive text. The chronological activities in cycle 2 described as follow:

a. Meeting 1

In this meeting, the researcher started the lesson by asking some questions to remind the students about the lesson in the first cycle. Then, asking one of them to try read the text one until three sentences. After that, the researcher began explaining the material. In cycle 2, the material was explained stronger. It purposes to give students more knowledge about pronunciation. After the explanation done, the researcher asks the students to find the difficult words then drill it repeatedly. The last of main activity, the researcher gives the model how to read the text and asks the students to imitate together.

Before close the lesson, the researcher is always asking the students' difficulties about the material. The last, the researcher was guiding the students to draw a conclusion.

b. Meeting 2

In the second meeting, the researcher starts the lesson by giving the other title of descriptive text complete with the transcription. Then, asking the students to make a group and discuss to find the difficult word. After that, the researcher was drilling those repeatedly. While drilling, the researcher also gives the explanation. The last of main activity is reading aloud. The researcher gives the modeling how to read the text sentence by sentence first, and then asks them to imitate.

Before the researcher left the class, the researcher reminded the students to try read the text at home. Because in next meeting, they will be held pronunciation test by using read aloud the text.

c. Meeting 3

In the third meeting, the researcher held the test as post-test in the end of cycle 2. It was same with the test in cycle 1. In cycle 2, the test was by giving the simple descriptive text and students read aloud the text in front of the class continually with their group. In short, the students come forward in grouping but they read the text individually and continually. This is to know the students' improvement of pronunciation ability by using reading aloud as the technique after revise the lesson plan in cycle 1.

2.3 Observation

In the observe step, the researcher still helped by the collaborator to fill the observation checklist. There were two observation checklist and field-notes; observation checklist for the teacher and observation checklist for the students.

The first was a researcher observation checklist. The researcher was done well in all aspects. The researcher control the whole of the students and the condition of the class was more effective than the cycle 1. The second was the student's observation checklist. The result showed that the students' attention and participation were better than cycle 1. The students paid attention to the teacher's explanation. They also asked actively to the materials that they did not understand. The students could follow the instruction from the researcher about the steps of using Reading Aloud Technique. In their each group, the student contribution showed positive. All members of the group were contributed in pronunciation in descriptive text. They were also active in the discussion in the group. In the cycle 2, the students showed more enthusiasm in teaching pronunciation.

In short, based on the teacher and the student's observation checklist, the teacher and the students shown improvement from the cycle 1.

a. The Result of the Student' Pronunciation Test in Cycle II

The result of the students' pronunciation test in cycle II can be seen in table 4.4 as follow:

Table 4.6 The Result of the Students' Pronunciation Test in Cycle II

No.	Students' Initial Name	Aspects					Total (N)	X	Classified
		I	F	A	I.t	S			
1.	AH	3	3	3	2	3	16	80	Passed
2.	AP	3	3	3	3	3	15	75	Passed
3.	DN	3	2	2	3	2	15	85	Passed
4.	DM	3	2	3	2	3	15	80	Passed
5.	DA	3	3	2	2	2	16	80	Passed
6.	DAL	2	2	3	2	2	17	85	Passed
7.	ESK	2	2	2	2	2	16	80	Passed
8.	FR	3	4	3	2	3	15	85	Passed
9.	F	2	2	2	2	2	10	50	Failed
10.	LMZ	4	4	4	4	3	19	90	Passed
11.	LAB	4	4	4	4	3	19	80	Passed
12.	MAR	3	3	3	3	3	15	75	Passed
13.	MAM	3	3	3	4	4	17	70	Failed
14.	MDAL	3	3	3	4	3	16	80	Passed
15.	MFR	3	3	3	3	3	15	75	Passed
16.	MK	3	3	3	3	4	16	80	Passed
17.	ND	3	3	3	3	3	15	80	Passed
18.	NRD	4	4	3	4	3	18	90	Passed
19.	PN	3	4	3	4	3	17	85	Passed
20.	RBG	4	4	3	4	3	18	90	Passed
21.	REK	3	4	3	4	3	17	85	Passed
22.	RTR	3	3	3	3	3	15	75	Passed
23.	SP	3	3	3	4	3	16	80	Passed
24.	SN	3	3	3	4	3	16	85	Passed
						Total		1920	

Student who pass the KKM

At the cycle II, the researcher calculated mean of students' score, the percentage of the students who pass the *minimum mastery level criterion*, and the improvement of students' score in pronunciation from the pre-test to the post-test cycle II.

First, calculating the mean of students in the second post-test result used the following formula:

$$\bar{x} \quad \dfrac{\displaystyle\sum}{}$$

$$\bar{x} \quad \dfrac{1920}{24}$$

$$= 80$$

From the analysis above, the students' pronunciation was high. The mean of students' pronunciation of cycle II was 80. The improvement from the result of post-test cycle 1 to post-test cycle 2 was significant. The students who passed the minimal mastery level criterion was twenty two, previously only ten students who passed the KKM. The mean of students in cycle II was showed in the diagram below:

Figure 10: The Students' Mean of Cycle II
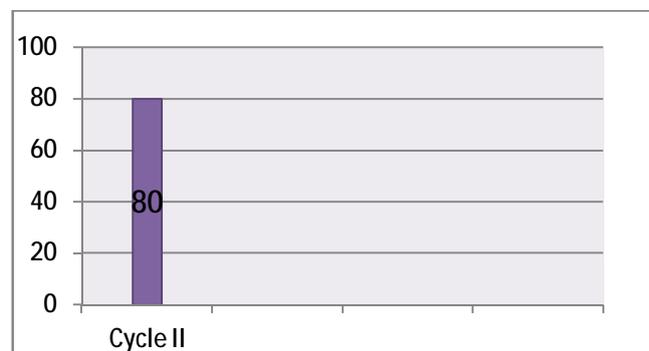
Second, the percentage of the students who pass the minimum mastery criterion. It used the following formula:

$$P = \dfrac{F}{N} \text{ x } 100\%$$

$$P = \dfrac{22}{24} \text{ x } 100\%$$

$$P = 91.66\ \%$$

From the calculation above, the researcher found that the mean of the students; second post-test result is 80, it also showed that twenty two students

(91.66%) who passed the minimal mastery level criterion So, it meant the action has met the requirement of action success which was 75% students passed the Minimum Level Mastery Criterion in the score of 75. In this case, those scores showed the successful of the classroom action research toward students of first grade of SMP Tunas Karya.

Figure 11: The Students' Percentage in Cycle II
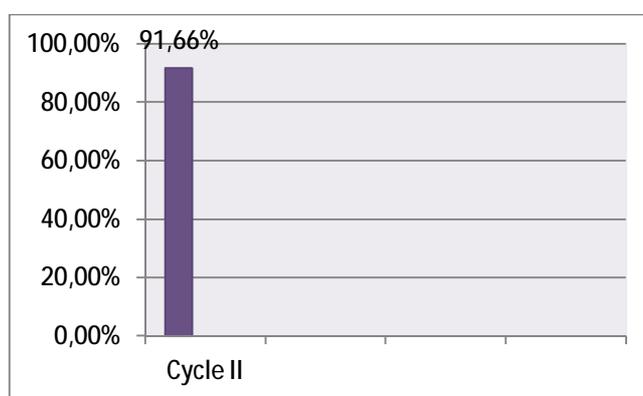
b. The Result of the Observation Sheet

This observation was conducted in order to know the teaching learning process in cycle II. The researcher used the observation to see level of students' activities and teacher's activities during teaching learning process.

1) Observation of students' activities in learning process of cycle II

Students' activity was observed during the second cycle. Based on the criteria of 4 (very good), 3 (good), 2 (fair), 1 (less). The score of students' activity can be seen in the table below:

Table 4.7 The Score of Students' Activities in Cycle II

No	Students' Initial Name	Int	Att	Part	Pres	Score	Value (%)
1.	AH	4	3	4	4	15	93.75
2.	AP	3	3	4	3	13	81.25
3.	DN	3	4	4	4	15	93.75
4.	DM	3	3	3	3	12	75
5.	DA	3	3	3	2	11	68.75
6.	DAL	3	4	3	4	14	87.5
7.	ESK	2	3	4	3	12	75
8.	FR	2	3	3	2	10	62.5
9.	F	3	2	3	2	10	62.5
10.	LMZ	4	3	3	4	14	87.5
11.	LAB	4	3	4	4	15	93.75
12.	MAR	3	2	3	4	12	75
13.	MAM	3	3	2	3	11	68.75
14.	MDAL	2	2	3	3	10	62.5
15.	MFR	3	3	4	4	14	87.5
16.	MK	3	2	3	3	11	68.75
17.	ND	2	3	2	3	10	62.5
18.	NRD	4	4	3	4	15	93.75
19.	PN	3	3	4	4	14	87.5
20.	RBG	4	3	3	3	13	81.25
21.	REK	3	2	2	3	10	62.5
22.	RTR	3	4	4	4	15	93.75
23.	SP	3	3	3	2	11	68.75
24.	SN	4	3	3	3	13	81.25
	ΣX	74	71	77	78	300	1393.75
	X	3	3	3.2	3.2		
	Where						Active

From the explanation above, the researcher found that all of the students were active participated in teaching learning process. Next, to know the rating of class in the first cycle used the following formula:

Average Value $= \frac{amount\ of\ value}{the\ number\ of\ students}$ x 100

$$= \frac{24}{24} \text{ x } 100 = 100$$

Based on the calculation above can be explained that in the process of teaching and learning activities of students had showed a good development with mean percentage was 100% with the four aspects of these observation, the interest of students in the class was 3, it meant good interest and the attention of class to the teacher and material was 3. It was good category. The aspect of participation of students in the class looked 3.2. and the presentation also looked good, it was showed from the mean of presentation was 3.

This was evident from the mean score of students' activities between the first cycle was 45.83 and second cycle was 100. The students' activities had improvement in learning process, it was enough to very active.

2) Observation of the teachers' activities in learning process

The result of the observation in teachers' activities in the learning process by applying reading aloud technique to teaching pronunciation outline in the table could be seen in the following table:

**Table 4.8 The Score of Teacher's Activities
in the Learning Process of Cycle II**

No	Activity	score
1	Apperception	4
2	Material explanation	4
3	Explanation of pronunciation and manner of articulation retell technique on pronunciation	3
4	Classroom management	3
5	Technique dividing groups	3
6	The use of media	3
7	Voice	4
8	Management of discussion	3
9	Guidance of groups	4
10	Away question or quiz	4

11	Ability to evaluate	3
12	Rewarding individual or groups	3
13	Determining score	3
14	Concluding learning materials	3
15	Closing the learning	3
	Total Score	**50**
	Value	**83.33**
	Category	**Very Good**

The exposure of the table above showed that the ability of the researcher in applying reading aloud technique of descriptive text already looked good. This was evident from the mean value of the observation of the teachers' activities, amounting to 83.33%, with the ideal score of 100%. It could be concluded that the teachers' activities in learning activities were quite very good. The total score of teachers' observation can be seen in appendix.

3) The Result of the Questionnaire

This activity have done in the last meeting. The questionnaire was conducted after cycle in order to know the improvement of students' interest before applying reading aloud technique and after applying reading aloud technique in teaching pronunciation. The result of students' interest can be seen in the table as follow:

Table 4.9 The Result of the Students' Interest After Applying Reading Aloud Technique

No	Questions	YES	NO
1	Do you like learning English especially pronunciation?	83.33%	16.66%
2	Do you feel difficult to pronounce the word in English after using this technique?	25%	75%
3	Do you think that you can learn pronunciation easily?	91.66%	8.33%
4	Do you enjoy in learning pronunciation by	87.5%	12.5%

	using reading aloud technique?		
5	Do you feel enjoy during pronunciation test through this technique?	91.66%	8.33%
6	Do you think that using this technique is more interesting in learning pronunciation?	95.83%	4.16%
7	Do you think that you can understand better how pronounce the words correctly by applying reading aloud technique?	87.5%	12.5%
8	Are you still shy to practice (read aloud) in front of the class?	83.33%	16.66%

Based on the result of questionnaire after the implementation of CAR, the researcher gave some explanation: from the first statement there were 20 (83.33%) students who like learning English especially pronunciation and 4 (16.66%) students did not like learning English pronunciation. The statement number two showed 6 (25%) students feel difficult to pronounce the words in English after applying this technique and 18 (75%) students still feel difficult to pronounce the words after applying this technique.

Relating to the statement number three, only 2 (8.33%) students did not think that learning pronunciation using this technique was easy, it means that 22 (91.66%) students thought that learning pronunciation easy by using this technique. In statement number four, only 3 (12.5%) students did not enjoy in learning pronunciation through this technique and 21 (87.5%) students feel enjoy in learning pronunciation. Then, in the statement number five, 2 (8.33%) students said that they did not enjoy during pronunciation test by applying reading aloud, and 22 (91.66%) students said they enjoy during pronunciation test.

The response for the statement number six showed 23 (95.83%) students thought that using reading aloud technique was more interesting in learning pronunciation and only 1 (4.16%) students did not think like that. In the statement number seven, there were 21 (87.5%) students said NO and there were 3 (12.5%) students said YES. The last statement showed 4 (16.66%) students still shy to practice read aloud in front of the class while 20 (83.33%) students were confident to practice reading aloud in front of the class. The students' interest of applying reading aloud technique was showed of the diagram below:

Related to the result of questionnaire after implementation of reading aloud technique, it could be concluded that most of the students gave a positive response in their speaking teaching-learning process, so from all the data above, it showed that applying reading aloud technique can develop students' pronunciation, besides the students also became more actively in teaching learning process and the researcher can stop the cycle. (See appendix 17 for detail the result of questionnaire)

2.4 Reflection

From the observation data and the post test result of cycle 2. The researcher felt satisfied to the action research result, because the implementation of reading aloud technique in teaching English especially teaching pronunciation showed amount changes than cycle 1. From the result of post-test 2, it showed that twenty two (80) who passed the target score of minimal mastery level criterion

(KKM). So, it met the requirement of action success which was 75% students passed the minimal mastery level criterion (KKM) students in the score of 75.

In addition, based on the analysis of observation checklist and questionnaire and the discussion with the collaborator, there were improvements both of the teacher and the students'' performance in the classroom. The teacher had successfully improved the students' ability in pronunciation by using Reading Aloud Technique that shown by the students who passed the standard score were 75%. It was achieved the indicator of success. In addition, the students' participation and attention from the start to the end of the lesson was better than the first cycle.

By analyzing all of the data, quantitative data of the students'' pronunciation test and qualitative data of observation checklist and questionnaire, the researcher found the improvement of the students' ability in pronunciation by using Reading Aloud Technique. The three indicator success of this research had been already achieved. Therefore, after having the discussion with the collaborator, the researcher decided to stop the cycle.

D. Discussion

This research was conducted to find out the improving of the students' pronunciation in English by using action learning . The action learning strategy was one of the strategy that could be used by the user in teaching English to improve the students' ability in pronunciation.

The research that had been done by the researcher indicated that action learning strategy was effective or could be used in teaching pronunciation. It could be seen from the table that showed us the increasing of students' score from pre-test, post-test I and post-test II. The increasing because of the teacher knew how control the class and created the active class. Besides that, the action learning technique helped the students to understand the subject easily.

So, it could be concluded that the result of the research showed that the implementation of action learning strategy could improve the students' ability in pronunciation. It could be seen from the percentage by prove the students' score got better in the post-test I than the pre-test, and the post-test II got better than the post-test I. another could be seen from the result of implementation of the action that showed the students' was active and spirit in teaching learning process.

**Table 4.10 The Result of Students' SCORE in Pre-test,
Cycle I, and Cycle II**

No.	Students' Initial Name	Pre-Test	Cycle I	Cycle II
1.	AH	40	70	80
2.	AP	50	75	75
3.	DN	50	60	85
4.	DM	55	65	80
5.	DA	35	60	80
6.	DAL	50	55	85
7.	ESK	50	50	80
8.	FR	55	75	85
9.	F	30	40	50
10.	LMZ	45	60	90
11.	LAB	75	75	80
12.	MAR	60	75	75
13.	MAM	50	50	70
14.	MDAL	45	75	80
15.	MFR	50	70	75
16.	MK	40	65	80

17.	ND	55	70	80
18.	NRD	75	80	90
19.	PN	70	55	85
20.	RBG	50	75	90
21.	REK	55	75	85
22.	RTR	55	60	75
23.	SP	70	75	80
24.	SN	60	75	85
	ΣX	**1270**	**1585**	1920
	X	**52.91**	**66.04**	80

From the table above, there were any improvement from pre-test, post-test cycle 1 and post-test cycle 2. Frist, the mean of pre-test was 52.91, while the minimum mastery level of criterion or KKM was 75, it meant less around 22.91. Second, the mean of post-test cycle 2 was 66.04. Same as the pre-test, post-test cycle I passed the KKM yet. But, from the pre-test to post-test 1 there was any improvement, it was 66.04-52.91=13.31.

Third, in post-test 2, the researcher found the significant improvement between post-test 1 was 66.04 to post-test 2 was 80. Remembered that the KKM was 75, it means post-test in cycle 2 passed the KKM. The researcher showed the result of students' score in pre-test, post-test cycle 1 and cycle 2 in diagram. It can be seen as the following diagram:

Figure 12 Students' Score Mean Improvement
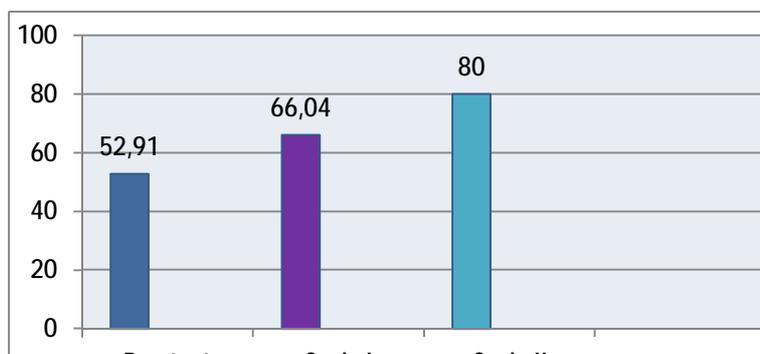
Beside the students' score improvement, the researcher also compared the percentage of students' score who passed KKM. It made in order to facilitate seen the comparison between pre-test, post-test 1 and post-test 2. The comparison of percentage of students' score can be seen in the diagram below:

Figure 13. The Students' Score Class Percentage who Passed KKM
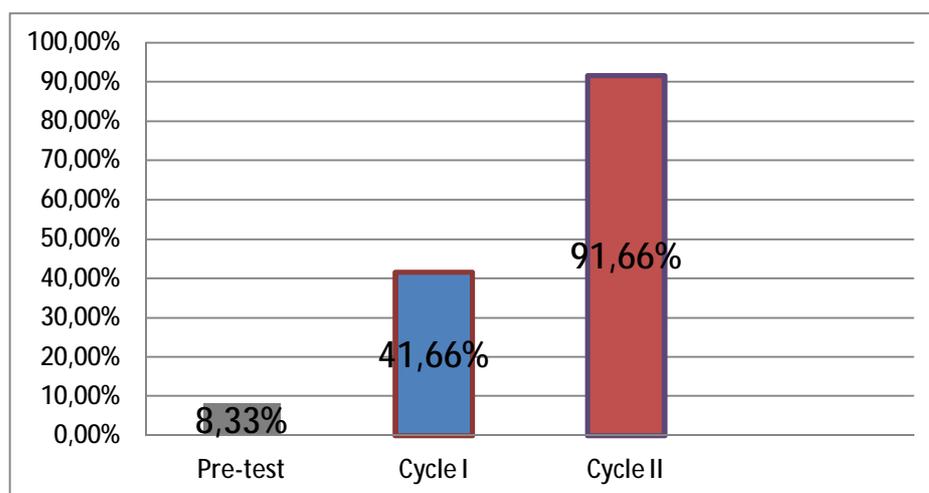
The diagram above showed the significant improvement from pre-test 8.33% to post-test cycle 1 41.66% and post-test cycle II 91.66%. the improvement from pre-test to post-test 1was 41.66%-8.33%= 33. There was any improvement in the amount of 33%. Next, from post-test 1 to post-test 2 was 91.66-41.66-50%. The amount of 50% was an improvement pronunciation in cycle 1 to cycle II. Then, from pre-test to post-test 2 was 91,66-8.33=83.33%.

The researcher also analyzed qualitative data to support research finding beside the quantitative data. The qualitative data were organized from the observation sheet and questionnaire. All of these data indicated that the students

given their attitude and responses during teaching-learning process. The result of qualitative data can be seen in diagram below:

Figure 14. The Result of Students' Activities in Learning Process in Cycle I until Cycle II
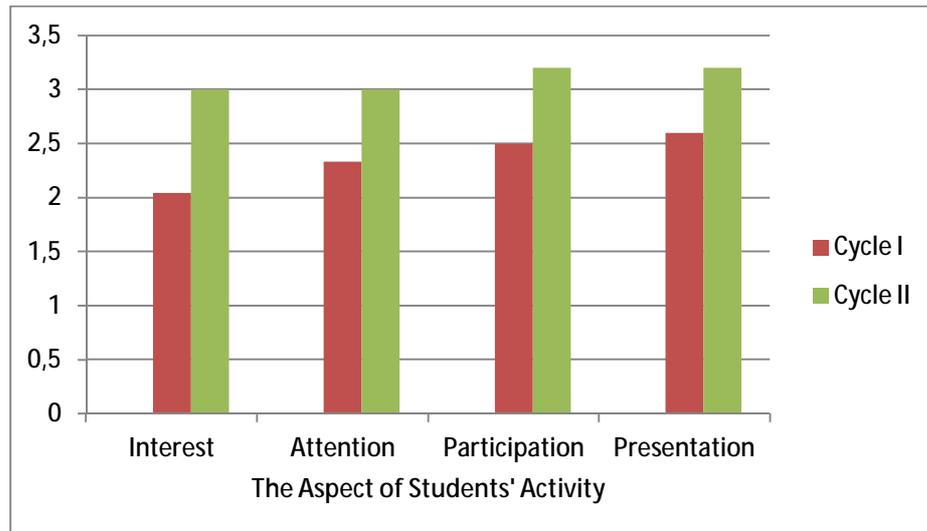
From the diagram above, it showed there was any improvement of students' interest. In the cycle 1, the students' activities was fair, but the cycle II, the students' activities was improve to be good.

Besides, there was any improvement in students' activities. The teacher in teaching and learning process also was improved. It looked the diagram below:

Figure 15. The Score of teacher in the Teaching and Learning Process in Cycle I until Cycle II
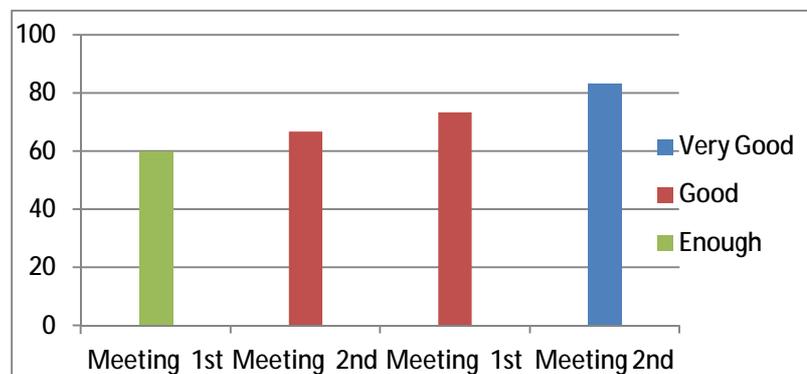
After the researcher knew the improvement of Students' and teachers' activities by observation sheet. Next, the researcher analyzed the question before and after applying reading aloud technique. The researcher found any improvement of students. Most of the students said they felt enjoy in learning pronunciation through reading aloud technique. The percentage of students' interest was showed by the diagram. It can be seen the following diagram:

Figure 16. The Percentage of Students' Questionnaire Before and After Applying Reading Aloud Technique
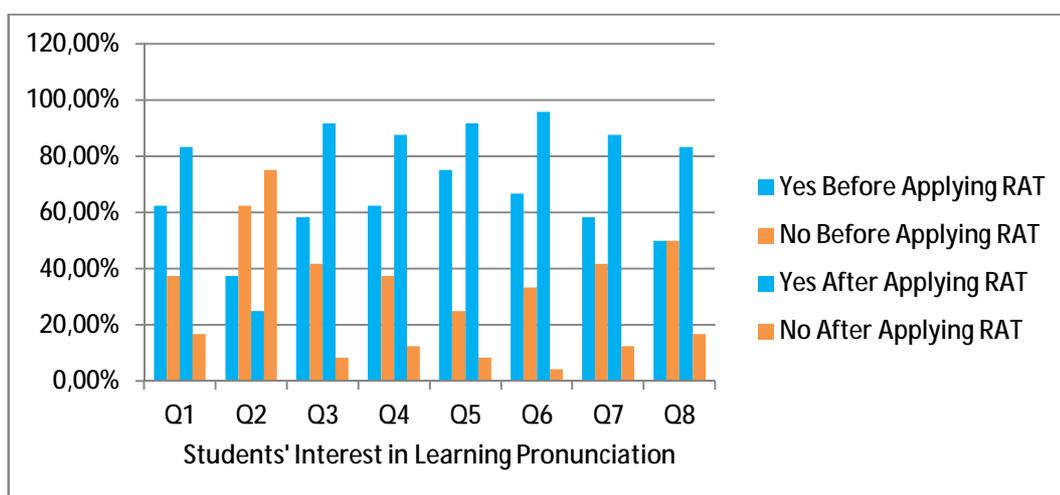
The result of applying the technique above, appropriate with some theories. First, according to Huang (2010:148), Reading aloud is used as the major and magic way to improve students' Oral-English. Gibson (2008) as cited in Adita (2014:28) also stated that reading aloud has many advantages in teaching and learning pronunciation. One of them is reading aloud can monitor pronunciation.

Reading aloud also offered 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; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud (Kelly, 2000:22). The previous study, Adita (2014:60) also showed that her research was successful using this strategy. The percentage in cycle showed that 65.22% students can pass the test. Meanwhile in cycle 2, the percentage of the students passed increase became 78,26%.

In addition, not only from the result of test that showed their score in pronunciation test could increase, but also from the result of students' questionnaire showed that their understanding of the material in learning pronunciation also easier. Automatically, the learning pronunciation makes the students enjoyable. In short, the all of criteria of success in this research could achieved. The result of students' questionnaire can be seen appendix 16 and 17.

Based on the discussions above, the researcher concluded that the applying reading aloud in descriptive text could improve the students' ability of VII-UB in pronunciation.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion and suggestions on the basis of research findings and discussion presented in the previous chapter.

A. Conclusion

After implementing Classroom Action Research at the seventh grade students of SMP Tunas Karya Batang Kuis and according to the result of any test, it could be summarized that there was a significant difference before and after applying reading aloud technique in teaching pronunciation. It means that using reading aloud in teaching pronunciation is helpful, especially in improving students' pronunciation of descriptive text. It can be shown from the result of pre-action test and some post-action test. According to the research finding, the researcher concludes as follows:

1. The students' improvement of pronunciation of descriptive text can be seen clearly in the students' improvement score of their achievement in pre-test and two post-tests. The result of pre-test and post-test was shown the significant improvement. The average score pre-test was 52.91. it means there were only 8.33% of the whole students could pass the KKM. The average score of post-test 1 was 66.04. It proved that 41.66% students passed KKM. The average score of post-test 2 was 80. Then, it was obtained that the percentage of students who could get the score above the KKM in post-test 2

was 91.66%. From this result, there was an improvement after being taught by using reading aloud technique.

2. The use of reading aloud technique could improve the students' participation in the teaching and learning process of pronunciation. The improvement can be seen from the result of observation. In the first cycle, there were 45.83% students who actively participated in teaching learning process. In the second cycle, 100% students who actively participated in teaching learning process.

So, according to descriptive about it can be conclude that the best way of Reading Aloud can be used to improve the students' ability in pronunciation. It means that, the researcher problem stated in the background of the study has been answered.

B. Suggestion

In this stage, the researcher would like to give some suggestions in a purpose of enriching pronunciation ability and they are shown as follows:

1. The English Teacher

It is suggested that the teachers should use Reading Aloud in several time for teaching and practicing pronunciation, considering that the Reading Aloud had been effective and simple way to apply. However, the teacher is hoped to use the other media in teaching learning process of English in order to avoid students' bored.

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.

3. The Further Researchers

The result can be used as valuable sources to conduct further research for the next researcher. The further researchers are hoped can find and or develop the other media in teaching English be better and easily.

REFERENCES

Aditia, A. K. 2014. *The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo.* Faculty of Teacher Training and Education: Jember University

Arikunto, S., Suhardjono. & Supardi., 2017. *Penelitian Tindakan Kelas.* Jakarta: Bumi Aksara

Arikunto, S., 2016. *Prosedur Peneltian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Ariyani, Dyna. 2012. *Improving Students' Pronunciation by Using Reading Aloud in Junior High School.* Pontianak: Tanjungpura University.

Djiwandono, M. S. 2008. *Tes Bahasa: Pegangan Bagi Para Pengajar Bahasa.* Malang. PT Macanan Jaya Cemerlang.

Gibson, S. 2008. *Reading Aloud: A Useful Learning Tool.* Available at ELT Journal, 62: 29-36. Retrieved on December 2017.

Harmer, J. 2007. *The Practice of English Language Teaching.* UK: Longman

Heaton, J. B.1990. *Classroom Testing.* New York. Longman.

Huang, L. 2010. Reading Aloud in the Foreign Language Teaching. *Journal Asian Social Science*, Vol. 6, no. 4, pp. 148-150 China: Zhenjiang Watercraft College of PLA.

Hughes, A. 2003. *Testing for Language Teachers.* Cambridge: Cambridge University Press.

Jones, R. H. (2002). Beyond listen and repeat: Pronunciation teaching materials and theories of second language acquisition. In J. C. Richards & W. A. Renandya, *Methodology in language teaching: An anthology of current practice.* Cambridge: Cambridge University, 105-118.

Kailani, T. 1998. Reading Aloud in a Foreign Language. Jordan: Al Quds Open University.

Kelly, G. 2000. *How to Teach Pronunciation.* Canada: Longman.

Kenworthy, J. 1987. *Teaching English Pronunciation*. Washington DC: Longman.

Nurhayati, D. A. W. 2011. *ENGLISH PHONETIC*. Tulungagung.

Pratiwi, M. R. 2010. *Improving Pronunciation Ability Using Cartoon Films.* Surakarta: Sebelas Maret University. Retrieved on December 2017.

Seidlhofer, B. 2001. *The Cambridge Guide To Teaching English To Speakers of Other Languages*. Cambridge: Cambridge University Press.

Sicola, L. 2009. *Reading Aloud and Pronunciation* (on line). Available at http://foreignlanguagecoach.blogspot.com/. Retrieved on December 2017.

Webster, M. 1988. *Pronunciation* (on line). Available at http://www.meriam-webster.com/. Retrieved on January 2018

Wibawa, Y. K. 2014. *Improving Students' Pronunciation Through Role Plays For Class VII C at SMP N 3 Tempel in Academic Year of 2013/2014.* Yogyakarta: Thesis. Yogyakarta University. Retrieved on December 2017.

World Conference on Educational Sciences (WCES). 2015. *The Effectiveness of Teaching English by Using Reading Aloud Technique Towards EFL Beginners.* Greece: Athens.

Yule, G. 2006. *The Study of Language.* New York: Cambridge University Press.

APPENDIX 3

<p align="center">**PRE-TEST**</p>

Read Aloud the text !!

<p align="center">**Mr. Parjo**</p>

Mr. Parjo has a Garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cuts the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr. Parjo often involves his children to take care together of the garden, so they will understand how to take care their environment. Many people tell Mr. Parjo how beautiful his garden is.

APPENDIX 4

POST-TEST

(CYCLE I)

Read Aloud the text !!

Mr. Parjo

Mr. Parjo has a Garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cuts the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr. Parjo often involves his children to take care together of the garden, so they will understand how to take care their environment. Many people tell Mr. Parjo how beautiful his garden is.

APPENDIX 5

POST-TEST

(CYCLE II)

Read Aloud the text !!

Mr. Parjo

Mr. Parjo has a Garden in his yard, and he likes to work there. He says it is fun. Today he is planting flowers in the garden. There is also an old mango tree in the yard. He always cuts the leaves and the branches in taking care of it. He said that the flowers must get more sun. Mr. Parjo often involves his children to take care together of the garden, so they will understand how to take care their environment. Many people tell Mr. Parjo how beautiful his garden is.

APPENDIX 6

THE STUDENTS' PRONUNCIATION SCORE OF PRE-TEST

No.	Students' Initial Name	Aspects					Total (N)	X	Classified
		I	F	A	I.t	S			
1.	AH	2	2	1	2	1	8	40	Failed
2.	AP	2	2	2	2	2	10	50	Failed
3.	DN	2	2	2	2	2	10	50	Failed
4.	DM	3	2	2	2	2	11	55	Failed
5.	DA	1	1	2	1	2	7	35	Failed
6.	DAL	2	2	2	2	2	10	50	Failed
7.	ESK	2	2	2	2	2	10	50	Failed
8.	FR	3	2	2	2	2	11	55	Failed
9.	F	1	1	1	2	1	6	30	Failed
10.	LMZ	2	2	2	2	1	9	45	Failed
11.	LAB	4	3	3	3	2	15	75	Passed
12.	MAR	3	3	3	3	3	12	60	Failed
13.	MAM	2	2	2	2	2	10	50	Failed
14.	MDAL	2	2	2	1	2	9	45	Failed
15.	MFR	2	2	2	2	2	10	50	Failed
16.	MK	1	1	2	2	2	8	40	Failed
17.	ND	2	2	2	3	2	11	55	Failed
18.	NRD	3	3	3	3	3	15	75	Passed
19.	PN	3	3	3	3	2	14	70	Failed
20.	RBG	2	2	2	2	2	10	50	Failed
21.	REK	2	2	2	3	2	11	55	Failed
22.	RTR	2	2	2	3	2	11	55	Failed
23.	SP	2	3	3	3	3	14	70	Failed
24.	SN	2	2	3	3	2	12	60	Failed
						Total	254	1270	

▨ *Student who passed KKM*

APPENDIX 7

THE STUDENTS' PRONUNCIATION SCORE OF POST-TEST
(CYCLE I)

No.	Students' Initial Name	Aspects					Total (N)	X	Classified
		I	F	A	I.t	S			
1.	AH	3	3	3	2	3	14	70	Failed
2.	AP	3	3	3	3	3	15	75	Passed
3.	DN	3	2	2	3	2	12	60	Failed
4.	DM	3	2	3	2	3	13	65	Failed
5.	DA	3	3	2	2	2	12	60	Failed
6.	DAL	2	2	3	2	2	11	55	Failed
7.	ESK	2	2	2	2	2	10	50	Failed
8.	FR	3	4	3	2	3	15	75	Passed
9.	F	2	2	2	1	1	8	40	Failed
10.	LMZ	3	2	2	3	2	12	60	Failed
11.	LAB	4	3	3	3	2	15	75	Passed
12.	MAR	3	3	3	3	3	15	75	Passed
13.	MAM	2	2	2	2	2	10	50	Failed
14.	MDAL	3	3	3	3	3	15	75	Passed
15.	MFR	3	2	3	3	3	14	70	Failed
16.	MK	3	3	2	2	3	13	65	Failed
17.	ND	3	3	3	3	2	14	70	Failed
18.	NRD	4	3	3	3	3	16	80	Passed
19.	PN	2	3	2	2	2	11	55	Failed
20.	RBG	3	3	3	3	3	15	75	Passed
21.	REK	3	3	3	3	3	15	75	Passed
22.	RTR	3	2	2	2	3	12	60	Failed
23.	SP	3	4	2	3	3	15	75	Passed
24.	SN	4	3	3	2	3	15	75	Passed
						Total	317	1585	

      Students who passed KKM

APPENDIX 8

THE STUDENTS' PRONUNCIATION SCORE OF POST-TEST

(CYCLE II)

No.	Students' Initial Name	Aspects					Total (∑N)	X	Classified
		I	F	A	I.t	S			
1.	AH	3	3	3	2	3	16	80	Passed
2.	AP	3	3	3	3	3	15	75	Passed
3.	DN	3	2	2	3	2	15	85	Passed
4.	DM	3	2	3	2	3	15	80	Passed
5.	DA	3	3	2	2	2	16	80	Passed
6.	DAL	2	2	3	2	2	17	85	Passed
7.	ESK	2	2	2	2	2	16	80	Passed
8.	FR	3	4	3	2	3	15	85	Passed
9.	F	2	2	2	2	2	10	50	Failed
10.	LMZ	4	4	4	4	3	19	90	Passed
11.	LAB	4	4	4	4	3	19	80	Passed
12.	MAR	3	3	3	3	3	15	75	Passed
13.	MAM	3	3	3	4	4	17	70	Failed
14.	MDAL	3	3	3	4	3	16	80	Passed
15.	MFR	3	3	3	3	3	15	75	Passed
16.	MK	3	3	3	3	4	16	80	Passed
17.	ND	3	3	3	3	3	15	80	Passed
18.	NRD	4	4	3	4	3	18	90	Passed
19.	PN	3	4	3	4	3	17	85	Passed
20.	RBG	4	4	3	4	3	18	90	Passed
21.	REK	3	4	3	4	3	17	85	Passed
22.	RTR	3	3	3	3	3	15	75	Passed
23.	SP	3	3	3	4	3	16	80	Passed
24.	SN	3	3	3	4	3	16	85	Passed
						Total		1920	

Students who passed KKM

APPENDIX 9

THE RESULT OF STUDENTS' SCORE IN PRE-TEST, CYCLE I, AND CYCLE II

No.	Students' Initial Name	Pre-Test	Cycle I	Cycle II
1.	AH	40	70	80
2.	AP	50	75	75
3.	DN	50	60	85
4.	DM	55	65	80
5.	DA	35	60	80
6.	DAL	50	55	85
7.	ESK	50	50	80
8.	FR	55	75	85
9.	F	30	40	50
10.	LMZ	45	60	90
11.	LAB	75	75	80
12.	MAR	60	75	75
13.	MAM	50	50	70
14.	MDAL	45	75	80
15.	MFR	50	70	75
16.	MK	40	65	80
17.	ND	55	70	80
18.	NRD	75	80	90
19.	PN	70	55	85
20.	RBG	50	75	90
21.	REK	55	75	85
22.	RTR	55	60	75
23.	SP	70	75	80
24.	SN	60	75	85
	ΣX	**1270**	**1585**	1920
	X	**52.91**	**66.04**	80

APPENDIX 16

QUESTIONNAIRE SHEET FOR THE STUDENTS BEFORE APPLYING READING ALOUD TECHNIQUE

Name   :

Subject   : English

Class   : VII-UB

Observer's Name : Dwi Aricandi

Teacher's Name   : Dewi Anjani

No	Questions	YES	NO
1	Do you like learning English?		
2	Do you feel difficult to pronounce the word in English?		
3	Do you think that you can learn pronunciation in English easily?		
4	Do you enjoy in learning speaking especially pronunciation?		
5	Do you feel enjoy during pronunciation test?		
6	Do you think that learning pronunciation in English is interesting?		
7	Do you think that you can understand better how to pronounce the words correctly without using a technique?		
8	Are you shy to practice (read aloud) in front of the class?		

APPENDIX 17

QUESTIONNAIRE SHEET FOR THE STUDENTS AFTER APPLYING READING ALOUD TECHNIQUE

Name   :
Subject   : English
Class   : VII-UB
Observer's Name : Dwi Aricandi
Teacher's Name : Dewi Anjani

No	Questions	YES	NO
1	Do you like learning English especially pronunciation?		
2	Do you feel difficult to pronounce the word in English after using this technique?		
3	Do you think that you can learn pronunciation easily?		
4	Do you enjoy in learning pronunciation by using reading aloud technique?		
5	Do you feel enjoy during pronunciation test through this technique?		
6	Do you think that using this technique is more interesting in learning pronunciation?		
7	Do you think that you can understand better how pronounce the words correctly by applying reading aloud technique?		
8	Are you still shy to practice (read aloud) in front of the class?		

APPENDIX 18

The Result of Students Questionnaire Before Applying Reading Aloud Technique

No	Questions	YES	NO
1	Do you like learning English?	62.5%	37.5%
2	Do you feel difficult to pronounce the word in English?	37.5%	62.5%
3	Do you think that you can learn pronunciation in English easily?	58.33%	41.66%
4	Do you enjoy in learning speaking especially pronunciation?	62.55%	37.5%
5	Do you feel enjoy during pronunciation test?	75%	25%
6	Do you think that learning pronunciation in English is interesting?	66.6%	33.3%
7	Do you think that you can understand better how to pronounce the words correctly without using a technique?	58.33%	41.66%
8	Are you shy to practice (read aloud) in front of the class?	50%	50%

APPENDIX 19

The Result of Students Questionnaire After Applying Reading Aloud Technique

No	Questions	YES	NO
1	Do you like learning English especially pronunciation?	83.33%	16.66%
2	Do you feel difficult to pronounce the word in English after using this technique?	25%	75%
3	Do you think that you can learn pronunciation easily?	91.66%	8.33%
4	Do you enjoy in learning pronunciation by using reading aloud technique?	87.5%	12.5%
5	Do you feel enjoy during pronunciation test through this technique?	91.66%	8.33%
6	Do you think that using this technique is more interesting in learning pronunciation?	95.83%	4.16%
7	Do you think that you can understand better how pronounce the words correctly by applying reading aloud technique?	87.5%	12.5%
8	Are you still shy to practice (read aloud) in front of the class?	83.33%	16.66%