

# CHAPTER I

## INTRODUCTION

### A. Background of Research

English is important to master or learn because English is an international language that connects to communicate with other countries that speak a different language. “Language is a purely human and non-instinctive method of communication ideas, emotion, and desires by means of system of voluntarily produced symbol”.<sup>1</sup> Mastering the English language will make communicating easier, and Indonesian English is a foreign language. Sooner or later, language proves to be a thorn in the flesh of all who govern, national or local.

Indonesia is the first language in our country, and English is a foreign language. Although a foreign language, Indonesian students learn English from elementary school to the university level.

In our country, Indonesia is the first language and English is foreign language. According Muhammad Ihsan says “In order to communicate well in a foreign language, students should acquire an adequate number of words and should know how to use them accurately”.<sup>2</sup> Although as

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<sup>1</sup> M.F.Petel & Praveen M. Jain, *English Language Teaching (Method, Tools, & Technique)*, (Jaipur: Sunrise Publisher, 2008), 28.

<sup>2</sup> Muhammad Ihsan, “Applying Think-Pair-Share Model In Vocabulary Learning”, In *Loquen: English Studies Journal*, Vol.12, No 1,(January-June,2019),12.

foreign language, Indonesian students learn English from elementary school up to university level.

Teaching the English language at school develops the students' language skills. Students should master four major English skills: listening, speaking, reading, and writing. One of the skills that cannot be ignored is reading skills because the success of their study depends on the greater part of their ability to read. Reading skills become very important in education. Students need to do and are trained to have good reading skills. Therefore, reading is essential not only to get the information but also to comprehend the text. Several texts are commonly used in teaching reading: descriptive text, report text, recount text, and narrative text.

Pronunciation is one of the important components of learning a language. The ability to function in another language is usually described as the ability to speak that language. It means that how good a foreign learner's language mastery can be measured by how good their speaking is. According to Brown, pronunciation is a key to gaining full communicative competence.<sup>3</sup> It means good communicative competence can be seen from how the speaker pronounces the word. It can be inferred that a student's pronunciation indicates a student's language proficiency level.

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<sup>3</sup> H. Douglas Brown, *"Language Assessment, Principle and Classroom Practices"* (California: San Francisco State University, 2003), 283.

Language is a collection of sounds that have a specific meaning and are structured according to grammatical rules. It's a means of communicating ideas, thoughts, feelings, and opinions. Language is crucial in this environment since it is used for interpersonal communication and learning facts, technology, and even culture. It's a means of communicating ideas, thoughts, feelings, and opinions. Language is essential in this environment since it is used for interpersonal communication and learning facts, technology, and even culture. English is taught in kindergarten as an introduction to Indonesia's first foreign language and as a local content subject in elementary school. At the same time, it is a compulsory subject from junior high school through university.

The learning process is the main content of education; therefore, the development shows that all components are contained in a dedicated education for the sake of the learners in the learning process.

Many of the benefits are derived from reading the correct pronunciation. Therefore, it is only fair students must do so based on need, not as a compulsion. If the students read the correct pronunciation based on their needs, they will get all the information they want. The information he obtained not be maximized.

In learning pronunciation comprehension, students often get into trouble. Some problems here can be caused by two factors: the first is the teacher factor, and the second is the

student factor. Factor teachers are not creative, lazy, and lack techniques or strategies in teaching. The student factors of They are caused by a variety of factors, such individual's birthplace, early influences, and social culture. The student factors of their condition are some reasons why the problem arises, such as difficult vocabulary. Sometimes students think that English pronunciation is very difficult because English is not their mother tongue. Their pronunciation comprehension is still very low in learning English, so there is a need for a method or strategy used by teachers. Thus the students' pronunciation is less on the material or text presented by the teacher. Therefore, teachers need a strategy or technique used by teachers to improve the pronunciation comprehension of students in learning English, especially pronunciation.

Therefore, many methods and strategies are used in teaching, but not all methods or strategies are used successfully. One strategy that can solve students' problems in pronunciation teaching is the reading aloud strategy.

The reading aloud strategy can help students understand the text. The reading aloud strategy was defined in greater detail as an approach intended to start with an evaluation of students' prior knowledge and conclude with an appropriate.

The researcher found several pronunciation problems when conducting a teaching program at VII A of SMP IT Al-Muqorrobin Cilegon. The student's English pronunciation is

still bad. They frequently make a mistake when pronouncing English words. For example, they answered in Bahasa when the teacher asked something in English. Another example is they pronounce a word according to what they see. For example, they read the word "student" to /Staden /, which should be read /stju:dənt/. Moreover, Students seem passive in teaching and learning in English. Sometimes, they could not respond when a teacher asked them to express their idea in English.

Various techniques and activities can use to teach pronunciation. According to Kelly, there are several techniques and activities in teaching pronunciation.<sup>4</sup> Drilling, limited pairs, pronunciation and spelling exercises, recording students' English, listening, and reading activities. The researcher will use reading aloud to teach students proper pronunciation in this research. Furthermore, Tarigan "stated that reading aloud is an activity or activity which is a tool for teachers, students, or the reader together with others or listeners to catch and understand information, thoughts, and feelings."<sup>5</sup> Reading aloud offers opportunities for the students to enhance their spelling, pronunciation, intonation and stress in foreign language.

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<sup>4</sup> Gerald Kelly, *How to Teach Pronunciation*. (London: Longman, 2003), p.16-22.

<sup>5</sup> Henry, Guntur, tarigan, *Membaca Sebagai Keterampilan Berbahasa*. (Bandung:Angkasa, 2008), p.23.

Pronunciation is an important aspect of speaking that students should learn, particularly in EFL classes. According to Ila Amalia “Pronunciation is a crucial component for the learning of oral skill in a second or foreign language”.<sup>6</sup> Choosing the best and most effective technique or practice for teaching pronunciation greatly influences pronunciation learning. As a result, the researcher studied whether or not reading aloud is an effective technique for teaching pronunciation.

Statement of The Problem According to the background of the problem, this researcher intended to answer the question:

Pronunciation is an important aspect of speaking that students should learn, particularly in EFL classes. Choosing the best and effective technique or practice for teaching pronunciation has a great influence on pronunciation learning. As a result, the researcher studied whether or not reading aloud is an effective technique for teaching pronunciation.

## **B. Statement of The Problem**

According to the background of problem, this researcher intended to answer the question:

1. What is the average value of the pre-test and post-test for classes that do not use the reading aloud technique in

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<sup>6</sup> Ila Amalia, “Integrated Lesson In Teaching Oral Skill”, In *Loquen: English Studies Journal*, Vol.12, No 1, (January-June, 2019), 44

the pronunciation of class VII students of SMP IT AL-Muqorrobín?

2. What is the average value of the pre-test and post-test of the class using the reading aloud technique in the pronunciation of the seventh-grade students of SMP IT AL-Muqorrobín?
3. How do the control class's learning outcomes differ from the experimental class on the pronunciation of VII students of SMP IT AL-Muqorrobín?

### **C. The Objective of the Research**

1. To know the average value of the pre-test and post-test for classes that do not use the reading aloud technique in the pronunciation of class VII students of SMP IT AL-Muqorrobín.
2. To know the average value of the pre-test and post-test of the class using the reading aloud technique in the pronunciation of the seventh-grade students of SMP IT AL-Muqorrobín.
3. The learning outcomes of the control class differ from the experimental class on the pronunciation of VII students of SMP IT AL-Muqorrobín.

### **D. Limitation of the Problem**

This research focused on finding out the influence of reading aloud technique toward students' pronunciation on vowel sound.

### **E. Significance of the Research**

The research result hopefully gives the benefit after arranging this this research which are follows:

1. For the researcher

This research helps a researcher fulfil a requirement for the Degree of Strata 1 (S1) in English Education Department and get new knowledge.

2. For the teachers

Hopefully, this study's result is useful for the teacher to improve teaching pronunciation through reading aloud technique to teach the teaching-learning process successfully.

3. For the Researchers

The other researcher can use this research a reference for further research which similar in the case of study.

### **F. Previous Study**

Some studies have looked for positive effects of using reading aloud towards students' pronunciation.

1. The first previous study is an experimental research by P Shak (2016) with entitled "*Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students.*" Pronunciation plays a vital part in employability. Graduates are often unfairly judged when they fail to convince others of their capabilities due to poor pronunciation and not having the language to express themselves well. The aim of this study is to



identify the specific sounds that are commonly mispronounced by low oral proficiency Malaysian students. This study employed the qualitative methodology. Based on the thematic analysis conducted, the sounds that were commonly mispronounced by the students were vowels (pure short vowels, pure long vowels and diphthongs), consonants (plosives, fricatives and affricates), silent letters, and the ‘-ed’ form. From the findings, this study recommends the use of the commonly mispronounced sounds as the content in producing an instructional pronunciation video for helping low oral proficiency students of the 21st century to address their pronunciation problems.<sup>7</sup>

2. The second previous study conducted by HD Pradana (2014). *Stressing, Pronunciation, and Speaking Exercises in “Pathway to English” Textbook*. The aim of this research is to investigate how the “Pathway to English” textbook facilitates students’ learning of speaking, specifically in pronunciation and stressing of words. Learning the English language involves four skills: speaking, listening, reading, and writing. As such, textbooks need to be equipped to facilitate the teaching of these skills. The results of this study shows that the textbook is inadequate to facilitate the learning of

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<sup>7</sup>Priscilla, Shak, Siew Lee Chang, and Stephen Jeannet. "Pronunciation Problems: A Case Study on English Pronunciation Errors of Low Proficient Students". *International Journal of Language Education and Applied Linguistics*, Vol.4, No 1, (September-April, 2016), 25-35

pronunciation and stressing, but it is equipped to facilitate the teaching of general English speaking skills. This means that English teachers in High Schools of Indonesia are expected to use supporting media to teach pronunciation and stressing when using the textbook.<sup>8</sup>

3. The third Cavus (2016) conducted an earlier study in Viena, Austria, with *The Development of an Intelligent Mobile Application for Teaching English Pronunciation Was the Title of the Study*. The researcher's findings indicate that the produced innovative mobile application will illuminate future research in this subject. Learners who want to improve their pronunciation may also find the produced intelligent mobile application useful and entertaining to use.<sup>9</sup>
4. *Four previous study was by Hismanoglu, Murat, and Sibel Hismanoglu (2010). "Language teachers' preferences of pronunciation teaching techniques: traditional or modern?".* At finding out pronunciation teaching techniques preferred by language teachers in either traditional or modern fashion. It summarizes the history and trends of pronunciation teaching in the world, lists traditional as well as modern techniques of

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<sup>8</sup> Harsya Danang, Pradana, "Stressing, Pronunciation, and Speaking Exercises in "Pathway To English" Textbook". *Journal of English Educational Study (JEES)*, Vol.3, No.1, (March-may, 2020), 42-50.

<sup>9</sup> Cavus, Nadire. "Development of an intellegent mobile application for teaching English pronunciation". *Procedia Computer Science* 102 (2016), 365-369.

teaching pronunciation, and tries to find out what three techniques language teachers prefer using most to teach pronunciation to their students. Further, it investigates whether there is a correlation between taking a pronunciation course in B.A education and three most frequently preferred pronunciation teaching techniques.<sup>10</sup>

5. Five previous study was by Suyeon Seo (2014) with entitled "*Does Reading Aloud Improve Foreign Language Learners' Speaking Ability*". Based on the result of the study, the findings suggest that reading aloud improves students' speaking abilities in two ways. First, the treatment group spoke for longer after the treatment than before. Meanwhile, the control group did not. Second, after therapy, the treatment group utilized a richer grammar, whereas the control group did not. Although many other factors such as class performance and activities, individual differences, students' personalities, and motivation to learn languages may have an impact on the study results, it is clear that reading aloud can be an effective method for students learning foreign languages in a non-immersion setting.<sup>11</sup>

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<sup>10</sup> Hismanoglu, Murat, and Sibel Hismanoglu. "Language Teachers' Preferences of Pronunciation Teaching Techniques: Traditional Or Modern?." *Procedia-Social and Behavioral Sciences*, Vol. 2, No. 2 (October-January, 2010): 983-989.

<sup>11</sup> Seo, Suyeon. "Does Reading Aloud Improve Foreign Language Learners' Speaking Ability?". *GSTF Journal on Education (JEd)* Vol. 2, No.1 (June, 2014), 46-50.

Based on the findings of the previous studies, the research concludes that using reading aloud as a technique had an impact on students' pronunciation in junior high school. It can be seen from the two previous studies mentioned earlier.

It can be concluded that this study is significantly different from previous studies. The difference is based on the subject matter and the level of ability shown. This study only focuses on teaching and learning pronunciation through reading aloud, while previous studies have focused on developing and improving pronunciation skills.