

STATEMENT OF ORIGINALITY

Herewith I declare that the paper I wrote as a partial fulfillment of the requirements for the Sarjana degree and submitted to the English Education Departement, Faculty of Education and Teacher Training, is the original owner of this scientific work I made.

As the other persons' work whose ideas are quoted in this paper have been referred to appropriately in accordance with the prevailing legal and intellectual ethic in the world of scientific writing tradition.

However, if the originality of this paper, either partially or wholly, is later proved or falls under convincing plagiarism, I would be prepared to receive any consequences in the form of any sanction, such as losing my related academic degree obtained from the institution, as well as other rules prevailing in Indonesia.

Serang, July 10th, 2024



Amia Windy Fajrina

SRN. 201230048

ACKNOWLEDGMENT

In the name of Allah, the Most Merciful and the Most Compassionate, the All-Sufficient, the Master of the Universe.

There is nothing more that can be uttered to Allah Subhanahu Wa Ta'ala, the proprietor of the earth and all in it. Remember, the shalawat and salutations that scholars have directed towards the Prophet Muhammad Sallallahu 'alaihi Wassalam, who is his people's global messenger of peace and truth. The researcher expresses immense gratitude to Allah for all the blessings bestowed upon her, enabling her to finish this research work thoroughly and effectively. Without the assistance of those who have significant positions in both my life and the lecture industry, this research paper would not be close to being ideal. Thus, in order to express my gratitude and admiration for them:

1. Prof. Dr. H. Wawan Wahyudin, M.Pd., as the Rector of The State Islamic University Sultan Maulana Hasanuddin Banten.
2. Dr. Nana Jumhana, M.Ag., as the Dean of Faculty of Education and Teacher Training.
3. Dr. Hj. Anita, M.Pd., as the Head of English Education Department.
4. And to my advisor Dr. M. Noor Anzali, M.Pd. and Dr. Purnama Rika Perdana, M.Pd., M.Hum. for suggestions, corrections and criticism in writing this research paper.
5. All of the lectures in the English Education Departement and all staff who helped the researcher process the paper administration and who have transferred their knowledge and experiences to the researcher.
6. My first support system. Father and Mother the researcher's big family (*Mr. Imron and Mrs. Masnah*). Thanks for supporting, praying for the researcher and financing all the needs in making this research paper.
7. My brother, my sister and nephew girl (Amir Mukmin, Firda Ainiyah, and Adreena Zea Almahyra) thanks for supporting the researcher.
8. My younger sister and younger brother (Nazmi Nur Laila and Muhammad Abyan Dzakir) thanks for being present in the world to support the author so that the author can complete this researcher.

9. My special to thanks Dewi Kania Cahyani, Nisa Nurpadlah, Raudatul Jannah, Maliatusoliha, Nana Fathiyatul Liana, Windy Agustin, Nida Haifa nd also all the researcher friends namely (TBI B 2020) (*Benevolent Class*). Thank you for being in my life and accompanying the researcher through the process of making this research paper.
10. Wasilah, S.Pd. as the English teacher of SMPN 2 Cilegon and the students of seven grade. Thank you for your help in the data collection process for this research paper.
11. The researcher herself. Thank you for sticking around, keeping your spirits up and fighting the good fight.

Finally, the researcher give the special thanks to everyone who has helped the researcher in completing her final research paper. The last but not least, there is nothing perfect in this world because perfection belongs only to Allah, as well as this research paper. Therefore, the researcher is very receptive to criticism and suggestions so that in the future the researcher can correct herself and improve her writing skills. The researcher hopes that this final research paper will be useful for readers and the next researchers.

Serang, July 10th , 2024

The writer,



Amia Windy Fajrina

SRN. 201230048

ABSTRACT

Amia Windy Fajrina. SRN. 201230048. The Use Of A Read Along Application To Improve Students' Pronunciation.

This study aims to enhance students' English pronunciation skills through the use of the Read Along application. The research focused on seventh-grade students at SMPN 2 Cilegon during the 2023/2024 academic year. The participants were 34 students from class VII B. The methodology employed was Classroom Action Research (CAR) as developed by Kemmis and McTaggart, conducted in two cycles each consisting of planning, action, observation, and reflection. Data collection involved both qualitative and quantitative methods. Qualitative data was gathered using observation sheets, while quantitative data was obtained through tests. The application usefulness was hampered in cycle I initial test by problems like slow internet connectivity and low student participation. The first was for the students to open the application, which they did without any problems. However, only about 20% of students were able to grasp the second level's features. This was due to the students' inexperience with the technology of the application, which made it take longer for them to get used to. With an average score of 62.41, only 6 students (17.65%) passed the Minimum Completion Criteria (KKM). After resolving these issues, demonstrated significant improvements in the second test of cycle II, there was significant improvement, with 29 students (85.30%) meeting the Mastery Minimum Criteria (KKM) and an average score of 82.05. The study concludes that the Read Along application is effective in improving the English pronunciation of seventh-grade students at SMPN 2 Cilegon.

Keyword: Pronunciation, Read Along application.

THE ADVISERS' APPROVAL

This is to certify the undergraduate research paper of
Amia Windy Fajrina SRN. 201230048 entitled
"The Use Of A Read Along Application To Improve Students'
Pronunciation (*An Classroom Action Research (CAR) at the seventh grade
studnets of SMPN 2 Cilegon*)."
has been approved by the research paper advisers for further approval by
the board of Examiners.


Serang, July 10th, 2024

Adviser I,

Adviser II,




Dr. M. Noor Anzali, M.Pd.
NIP. 19710828 200003 1 000



Dr. Purnama Rika Perdana, M.Pd. M.Hum.
NIP. 1990010 202012 2 004

Acknowledged by:
The Head of the English Departement,



Dr. Hj. Anita, S.S., M.Pd.
NIP. 19770410 200312 2 001

**THE USE OF A READ ALONG APPLICATION TO IMPROVE
STUDENTS' PRONOUNCIATION**

*(An Classroom Action Research (CAR) at the seventh grade studnets of
SMPN 2 Cilegon).*

By:


**Amia Windy Fajrina
SRN. 201230048**

Under the Supervision of:

Adviser I,

Adviser II,


Dr. M. Noor Anzali, M.Pd.
NIP. 19710828 200003 1 000



Dr. Purnama Rika Perdana, M.Pd. M.Hum.
NIP. 1990010 202012 2 004

Acknowledged by:

**The Dean of Education and Teacher
Training Faculty**

The Head of English Departement


Dr. Nana Gunbana, M.Pd.
NIP. 19711029 199703 3 002


Dr. Hj. Anita, S.S., M.Pd.
NIP. 19770410 200312 2 001

THE BOARD OF EXAMINERS' APPROVAL

This is so that the undergraduate research paper of Amia Windy Fajrina has been approved by the board of Examiner as a partial fulfillment of the requirement for the degree of Sarjana in English Education.


Serang, July 18th, 2024

The Board of Examiners:


Dr. Hj. Anita., S.S.M.Pd.
NIP. 19770410200312 2 001

Chair person, 

Monalisa, M.Pd.
NIDN. 2009109002

Secretary, 

As'ari, S.S., M.Si.
NIP. 19741029 200003 1 002

Examiner I, 

Hj. Eulis Rahmawati, M.Pd.
NIP. 19790713 200312 2 002

Examiner II, 

Dr. M. Noor Anzali, M.Pd.
NIP. 19710828 200003 1 000

Adviser I, 

Dr. Purnama Rika Perdana, M.Pd. M.Hum.
NIP. 1990010 202012 2 004

Adviser II, 

DEDICATION

This research paper is especially dedicated to: her beloved parents Imron and Masnah, who always give her support, love, spirit, and have never stopping sending pray for the writer to become the better person in life. Then, the writer dedicated this research to her brother, sister, younger sister, younger brother and nephew girl (Amir Mukmin, Firda Ainiyah, Nazmi Nurlaila, Muhammad Abyan Dzakhir and Adreena Zea Almahyra). Thank you for always accompanying and comforting the writer as long as you are present in this world. The writer hopes you grow up to be a good and great person like mom.

MOTTO

“So remember me, I will remember you.
And be grateful to Me and do not deny Me.”
(Q.S. Al-Baqarah: 152)

A BRIEF BIOGRAPHY

The writer's name is Amia Windy Fajrina. She was born in Cilegon, April 18th 2002. She is a girl who have big dreams and always want to learn new things. She is the two daughter of four siblings of Mr. Imron and Mrs. Masnah. She was one brother, Named Amir Mukmin, One sister Firda Ainiyah, one younger sister named Nazmi Nur Laila, one younger brother Muhammad Abyan Dzakir and one Nephew girl named Adreena Zea Almahyra .

She finished his elementary education at SDN Cikuasa 1 in 2012, Whereas his junior high education was finished at MTSN 3 Cilegon in 2016, And senior high education was finished at SMKN 3 Cilegon in 2020. She continued his education program of English Education Departement, Faculty of Education and Teacher Training, State Islamic University of "Sultan Maulana Hasanuddin" Banten.

TABLE OF CONTENT

STATEMENT OF ORIGINALITY	i
ACKNOWLEDGMENT.....	ii
ABSTRACT.....	iv
THE ADVISERS' APPROVAL.....	v
THE BOARD OF EXAMINERS' APPROVAL.....	vi
DEDICATION.....	viii
MOTTO	ix
A BRIEF BIOGRAPHY	x
TABLE OF CONTENT.....	xi
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF APPENDICES.....	xv
CHAPTER I INTRODUCTION.....	1
A. Background Of Study	1
B. Identification Of Problem	5
C. Focus of Study	5
D. Formulation Of Problem.....	5
E. Objectives Of Study.....	6
F. Significance Of Study.....	6
G. The Previous Studies.....	7
H. Writing Organizations.....	10
CHAPTER II THEORETICAL FRAMEWORK.....	11
A. The Concept Of Pronunciation	11
1. The Nature Of Pronunciation.....	11
2. Features Of Pronunciation.....	12
3. Teaching Pronunciation.....	28

4. Factors That Affect Pronunciation Learning.....	29
5. The Problem Of Learning Pronunciation.....	31
B. The Concept Of Read Along Application.....	31
CHAPTER III METHOD OF THE RESEARCH	36
A. Research Design.....	36
B. Place and Time of the Reseach	39
C. Participants.....	39
D. Data Collection Technique	39
E. Indicator Of Success.....	45
F. Data Analysis Technique	45
CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS	48
A. Decription Of The Data	48
B. The Implementation of Classroom Action Research.....	48
1. Cycle I.....	49
2. Cycle II.....	57
C. Research Findings.....	63
1. Finding after Implementing Read Along application in Classroom Action Research (CAR).....	63
2. The Result Of Test.....	67
a. The Result Of Students' Pronunciation Test I (Cycle I)	67
b. The Result Of Students' Pronunciation Test II (Cycle II)	70
D. Disscussion	75
CHAPTER V CONCLUSION AND SUGGESTION	82
A. Conclusion	82
E. Suggestion.....	83
BIBLIOGRAPHY.....	85
APPENDICES	88

LIST OF TABLES

Table 3.1 The assessment indicators for Pronunciation.....	40
Table 3.2 Score of Students' Classical Achievement in Pronunciation.....	45
Table 4.1 The Cycle I Result	67
Table 4.2 The Cycle II Result	70
Table 4.3 The Comparison Students Test Result.....	73
Table 4.4 Number of Students Who Got Score >75	74

LIST OF FIGURES

Figure 2.1 Pronunciation Features	12
Figure 2.2 Conventionalized Diagram Of Vowel Positions	17
Figure 2.3 Types of Lip-Rounding	18
Figure 2.4 lists English phonemes	19
Figure 2.5 Consonant Lesson.....	20
Figure 2.6 Categorizest Voiced and Voiceless Consonant	21
Figure 2.7 Classification of Consonants	24
Figure 2.8 And 2.7 Application	34
Figure 2.9 Application	34
Figure 2.10 Application	34
Figure 3.1 Cyclical AR model based on Kemmis and McTaggart	37
Figure 4.1 The Result Test 1 Cycle I	69
Figure 4.2 The Result Test 2 Cycle II.....	72

LIST OF APPENDICES

Appendix 1: Teacher's Interview the background students'	89
Appendix 2 : Instrument Test Cycle I and Cycle II.....	92
Appendix 3: Attendance list students'	97
Appendix 4: Modul Of study 1 meeting - 4 meeting.....	99
Appendix 5: Observation Sheet Of Teacher's And Students' Activity Of Cycle I and Cycle II.....	117
Appendix 6: Data Assessment Students' Test Cycle I and Cycle II.....	121
Appendix 7: The Dcision Letter From Dean Faculty	122
Appendix 8: Recommendation Of Research.....	124
Appendix 9: The Statement Letter From The Principles Of SMPN 2 Cilegon	125
Appendix 10: The Consultation Book	126
Appendix 11: Picture Of Students Learning Cycle I And Cycle II	109