

CHAPTER I

INTRODUCTION

A. Background of The Research

As an international language, English has an important position in any sphere of activities : either social, economic or political in most of the countries in the world, including in Indonesia. English which is taught in that countries cover listening, speaking, reading and writing skill. All of these four skills are important support the study of language, since they are related to teach other. This language is also used as a way to express ideals, feelings, and thoughts to the listener. Pei said that “Language is a system of communication by sound, operating through the organ of speech and hearing among members of a given community and using vocal symbols processing arbitrary conventional meaning.”¹ This mean

¹ Pei, M. *How To Learn Language and What Language To Learn*, (New York : Harper and Row) Publisher, 1966) P. 141

that the language is very important because we use language to share information with people around us.

According to Gilakjani, English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve their pronunciation. Understandable pronunciation is one of the basic requirements of learners' competence and it is also one of the most important features of language instruction. Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning.²

Pronunciation is basic science beginning to learn English, but most students having trouble reading English text, and result in the interest of students to learn English very decreased. It is no wonder that the students are having trouble reading English text, for that researcher help students in order to read English text through the pronunciation by repeated reading on narrative text. Narrative text that contains stories/ legend that can make

²Abbas Pourhosein Gilakjani. *English Pronunciation Instruction: A Literature Review.* (Iran : Islamic Azad University, 2016)

students interested in reading, especially on the junior high school students.

Repeated reading is a method that allows the reader to read and re-reading a readings several times to understand to reading. In implementing them method to the students, researcher using paired repeated reading. Before activities re-read started, students will be given a basic knowledge of the pronunciation and will then be described on the symbol and how to read it. This activity train students to the discussion independently with a small group that they will pairs then they will be given narrative text. Researcher will observe the process and directing students' pronunciation.

Based on previous observation by researcher, students at MTs Anwarul Hidayah having problemsin read english text especially in the second grade.It could be that the students are still lazy to read, especially lazy to read the dictionary, whether it is to find the meaning of the word or just to find out how to pronunciation a word.

Proved that the low of students' pronunciation when students are allowed to read English text and some among them looked hard in pronunciation of the word, for example on the word of *today, time, water, table*, and many other mistakes. They read it not based on the symbol of pronunciation /tə' deɪ // taɪ m// ' wɔ : tər// ' teɪ bl/.

One of the cause of the low students' pronunciation that is not exactly the method used by teacher when teaching in the class. Researcher see that teacher using traditional method or lectures method, it can make the students saturated in learning and the absence of an increase in the English lessons especially in the students' pronunciation, therefore researcher is trying to apply a new method for increasing students' pronunciation that by using the method of repeated reading.

Repeated reading is re-reading aloud, the same passage of text until the reading becomes smooth and sounds more like conversation than reading printed text.³

Repeated reading on narrative text will improve students' pronunciation, when students straight to repeated reading with the specified time then student will be easier to pronounce english words, so that can improve students' pronunciation. And not only that, if increasingly used to repeated reading students will be easier to remember text read from the word order and word pronunciation.

Researcher using the CAR (Classroom Action Research), researcher will collaborate with teachers concerned at the same time will help to research soon resolved and help the teacher to apply this method to the students are so that the student will not feel difficulty again to read english text.

³Jeanne Shay Schumm , *Reading Assessment And Instruction For All Learner*, (New York : The Guilford Press), 2006

B. The Statement of The Problem

The Statement of The Problem in this research is :

Is repeated reading on narrative text can improve students' pronunciation at second grade A of MTs.
Anwarul Hidayah Ciputri-Menes?

C. The Objective of The Study

Based on the statement of the problems above, the researcher's objective of study is :

To improvestudents' pronunciation through repeated reading on narrative text at second grade A of MTs.
Anwarul Hidayah Ciputri – Menes

D. The Important of The Research

In the research important of the research is :

1. The Researcher

The researcher can know that repeated reading is a strategy for improving students' pronunciation.

2. Teacher

Teacher can use and applied for teaching in the class, that repeated reading very needed for improving students' pronunciation.

3. Student

Student will be more easily and fluent on reading a text, if a student straight repeated reading for train and straight to applied so students' pronunciation will be more increased from the previous.

E. Previous Study

There are some researchers who conduct the title which closed to the title above. But the researcher only take three researcher else as comparison in doing the research.

The first research by Lili Chauliyah, entitled Improving English Language Proficiency Using Slient Card Shuffle Technique (SCST), conducted Classroom Action Research of Students Grade VIII SMP Negeri 8

Ciamis, in the academic year of 2017/2018. Based on her research, using silent card shuffle technique could improve the English language proficiency.

The second research by Isnani, Iwan Supardi, Zainal Arifin entitled *Improving Students' Pronunciation By Using Minimal Pairs Drill In Junior High School*. The subject of this research was the eight grade students in class F of SMP Negeri 2 Pontianak in the academic year 2016/2017. Minimal pairs drill is one of a good and interesting technique to be applied in the teaching learning of language, and can help the students to communicate to each other directly and orally with the result that could improve students' pronunciation by using minimal pairs drill.

The third research by Imam Shodiqin, Rahayu Apriliaswati, Eusabinus Bunau, entitled *Improving Students' Pronunciation By Listening To The Audio Visual And Its Transcription Of The Narrative Text*, using Classroom Action Research of eight grade students of

SMP S Khatulistiwa Jungkat in academic year 2013/2014. Based on their research that audio visual and its transcription helped improved students' pronunciation.

Based on those three previous study, the researcher does want to conduct a research in the same field. What makes it different is that in this study the researcher applies repeated reading on narrative text by students' pronunciation in MTs Anwarul Hidayah Ciputri – Menes

F. Organization of Writing

This paper consist of five chapter, as follows :

Chapter I is introduction : this chapter elaborates the background of the research, statements of the problem, the objectives of the research, the important of the research, previous study and the organization of writing.

Chapter II is theoretical framework : this chapter it contain pronunciation (definition of pronunciation, elements of pronunciation, aspect of pronunciation, and

types of pronunciation), definition repeated reading and definition of narrative text.

Chapter III is research methodology : it contain about the method of the research, place and time of the research, research subject, technique of data collection, instrument of data,and technique of data analysis.

Chapter IV is the result of the research : it contain description of the data, and interpretation of the data.

Chapter V is conclusion : it contain about conclusions and suggestions.

CHAPTER II

THEORITICAL FRAMEWORK

A. Students' Pronunciation

1. Definition of Pronunciation

Gilakjani defined pronunciation as “ the production of English sounds”⁴. Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately. When learners start learning pronunciation they make new habits and overcome the difficulties resulting from the first language.⁵

According to Jack C. Ricard, Pronunciation covered the segmental and suprasegmental features they are : segmental features includes the individual sounds and sound segments. While suprasegmental features includes the stress, rhythm and intonation. Based on the fact, EFL (English Foreign Language) students can't

⁴Abbas Pourhosein Gilakjani. *English Pronunciation Instruction: A Literature Review.*(Iran : Islamic Azad University, 2016)

⁵Abbas Pourhosein Gilakjani. *English Pronunciation Instruction: A Literature Review*

change their accent as like as native speaker because it sometimes viewed as a care part of their cultural identify.⁶

Pronunciation is an essential component not only of learning a language but also of using that language. According to Lado in cited of the Isnani's journal, "Pronunciation is the use of a sound system in speaking and listening."⁷ Based on his statement, pronunciation is merely treated as the act that happens in speaking and listening.

Besides that, Dalton stated that pronunciation is the production of significant sound in two senses. First, sound is significant because it is used as a part of a code of a particular language. Second, sound is significant because it is used to achieve meaning in contexts of use. So, the sound is very important in pronunciation because

⁶Jack C. Ricard and Willy A Renandya, *Methodology in Language Teaching* : Cambrige University Pers, 2002. P.175

⁷Isnani, *et al*, *English Education Study Program : Improving Students' Pronunciation by Using MinimalPairs Drill in Junior High School* (FKIP Universitas Tanjungpura Pontianak, 2016)

the sound is used as the code of language and contained a specific meaning.⁸

2. The Elements of Pronunciation

According to Amef Research, pronunciation include two elements important is suprasegmental and segmental features. Although different aspect, both of these features are very important to remember because they are in combination as part inseparable from spoken language.⁹

As for a wide kinds that is as follows :

1) Suprasegmental aspect of pronunciation

a) *Stress*

Many teachers advocate starting with stress as the basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within words, and to certain syllable or words within utterance.

⁸Isnani, *et al*, *English Education Study Program : Improving Students' Pronunciation by Using Minimal Pairs Drill in Junior High School*

⁹Amef Research Centre, *Pronunciation 1 : Adult Migrant English Program Research Centre*, October, 2002,
<http://www.nceltr.mq.edu.au/pdamep>

b) Intonation

Intonation, or change of pitch, is crucial in signaling speaker meaning, particularly interpersonal attitudes. As we saw in the previous section, pitch changes are crucially linked with stress.

c) Feature of connected speech

In English we link and blend sounds between words in a way which is quite distinctive from that of other languages, and these features help us to manage the patterns of stress, unstress and pitch change discussed above.

d) Voice quality

Voice quality has received little attention in L2 learning, although actors may be quite familiar with the concept.

2) Segmental aspect of pronunciation

Learning to pronounce the sounds of English in natural speech is a crucial part of

learning pronunciation in English. Many learners may have difficulty with particular sounds, sound combinations or with putting particular sounds in particular positions.

a) Consonant

Consonant are made by causing a blockage or partial blockage in the mouth, and these are usually described in term of :

- Where the sound is made in the mouth, or place of articulation
- How the sound is made, or the manner of articulation
- Whether or not the vocal cords vibrate or voicing

b) Vowels

Vowels are usually described in terms of :

- Length, although remember that length depends on stress, and that even short

vowels in English may seem rather long when stressed.

- The position in the mouth in which they are made
- The degree to which the lips are rounded, spread or neutral.

3. Aspect of Pronunciation

a) Vowel

Vowel sounds are all voiced. vowel are produced when the airstream is voiced through the vibration of the vocal cords in the larynx, and then shaped using the tongue and the lips to modify the overall shape of the mouth.¹⁰ Vowel may be single or diphthongs (combination, it is involving a movement from one vowel sound to another). Vowel related to consonant, because from both include how the word can say better.

¹⁰Daniel Jones, *The pronunciation of English*, (New York : Cambridge University Press, 1956)

b) Consonant

Consonant maybe voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing. The letters which can not result the sound without helping other letters.¹¹

c) Intonation

Speech is also like music in that uses changes in pitch; speakers can change the pitch of their voice as the speak. Making it higher or lower in pitch at will. They can even jump up suddenly in pitch as singers do.¹²

d) Word stress

When an english word has more than one syllable (a 'polysyllabic' word) one of these made to stand out more than the other(s). This is done by saying that syllable slightly louder, holding the vowel a little longer, and pronouncing the consonant very clearly.¹³

¹¹Daniel Jones, *The pronunciation of English*

¹²Daniel Jones, *The pronunciation of English*

¹³Daniel Jones, *The pronunciation of English*

e) Rhythm

English speech resembles music in that it has a beat. There are groups of syllables, just like bars of music, and within each group there are strong and weaker beats.¹⁴ There is a tendency in English for the strong beats to fall on nouns, verbs, adjectives, and adverbs (words that carry a lot of meaning) and for pronouns (words with grammatical function). If we apply this to our sentence.

f) Sentence stress

Sentence stress is the decision from speaker which word may be given less weight because it has been said already to a particular word, or it may be given more weight because the speaker wants to highlight it. This aspect of pronunciation is called sentence stress.¹⁵

¹⁴ Kenworthy Joanne, *Longman Handbooks for Language Teacher : Teaching English Pronunciation* (New York : Longman, University Press, 1987), P.10

¹⁵ Kenworthy Joanne, *Longman Handbooks for Language Teacher : Teaching English Pronunciation*

4. Types of Pronunciation

The types of pronunciation¹⁶ divided into two kinds, there are :

a) Good Speech

According to Jones that “good speech defined as a way of speaking which is clearly intelligible to all ordinary people”. It is mean who speak and their speaking is understood by their partner of communication, it is good speech because when speakers are mistake is their speech while to the meaning.

b) Bad Speech

Another way Jones tells about bad speech. He said that bad speech is a way of taking which is difficult for most people to understood. It is mean who speak and their speaking is difficult to be understood by their partner of communication called bad speech.

¹⁶ Daniel Jones, *The pronunciation of English*, (New York : Cambridge University Press, 1956), P.3

B. Repeated Reading on Narrative Text

1. Definition of Repeated Reading

First popularized by Samuels of the book's Joshua Cohen¹⁷, RR was initially designed for special needs students in first language (L1) settings. The method was so successful that it is now used widely with developing L1 readers. For over 30 years it has been used extensively in L1 environments to help build fluency and its supported by research.¹⁸

RR works as a scaffold for struggling readers by providing them with short-term, achievable minigoals such as completing a passage in faster time (speed), increasing words read correctly (accuracy), and reading for a better understanding of the text (comprehension). The resulting success learners experience through RR builds their confidence and encourages them to

¹⁷Joshua Cohen, *English Teaching Forum : Building Fluency through the Repeatedn Reading Method*(Japan : Univesity in Japan), 2011, P.21

¹⁸Joshua Cohen, *English Teaching Forum : Building Fluency through the Repeatedn Reading Method*

invest more time and effort into achieving the skill of reading fluently.¹⁹

Repeated reading is a general term that means just that—the reading of a text more than once. Several of the strategies discussed so far fall into the category of repeated reading. Structured repeated reading is a one-on-one strategy used with students to motivate them toward progress while engaging them in a rereading of a text. It is considered “structured” because students keep a chart that shows the progress they make (noting miscues and words per minute) each time they read.²⁰

2. Procedure of Repeated Reading

According to Jeane Shay Schumm that Allington²¹ found that this was particularly effective in

¹⁹Joshua Cohen, *English Teaching Forum : Building Fluency through the Repeated Reading Method*

²⁰Jeanne Shay Schumm , *Reading Assessment And Instruction For All Learner*, (New York : The Guilford Press), 2006

²¹Jeanne Shay Schumm , *Reading Assessment And Instruction For All Learner*,

fostering fluent reading in struggling readers. In order to use structured repeated reading, you need time to work one-on-one with a student. The following steps have been summarized from *Fluency: Questions, Answers, Evidence-Based Strategies* :

- Select a brief passage (50–200 words) at the student’s instructional level and have the student read it orally.
- Note the student’s miscues and time (in seconds) it took to read the passage.
- Ask the student to retell the story (to monitor comprehension).
- To determine the words per minute (wpm), multiply the number of words in the passage by 60 and then divide by the time (in seconds).
- Encourage the student to practice rereading the passage independently for the next few days and then repeat this process, checking for improvement.

Students can practice by rereading on their own, silently or orally, at home or at school. Students may

choose to practice repeated-reading passages during independent reading time.

3. Definition of Narrative Text

Narrative text type tells a story, in doing so, entertains the audience, makes the audience think about an issue, teaches them a lesson, or excites their emotions.²² In other words, it can be said that a narrative text is retelling a story that is told by the doer or other person's point of view. If the narrator is one of the characters in the story, the story is being told in the first person and if the narrator is from outside of the story, then the story is being told in the third person. This kind of the story is very familiar and very easy to find in daily life, because the themes of this story have a close relationship with human life and human characteristics.

²²AnnisaRakhmi, *Let's Narrate A Text!*, (Jakarta Timur : BalaiPustaka), 2012

Three Point of Pronunciation

1. Social Function: Narrative is a text focusing specific participants. Its social function is to tell stories or past events and entertain the readers.
2. Generic Structures :
 - a. Orientation : Introducing the participants and informing the time and the place
 - b. Complication : Describing the rising crises which the participants have to do with
 - c. Resolution : Showing the way of participant to solve the crises, better or worse
3. Language Features :
 - a. Using Processes Verbs
 - b. Using Temporal Conjunction
 - c. Using Simple Past Tense

CHAPTER III

METHODOLOGI OF THE RESEARCH

A. Method of The Research

In this paper, the researcher uses qualitative research by using classroom action research. It is intended to make better the learning and teaching process in class. It is expected to get continuous quality improvement in learning program. Classroom Action Research is also a new concept of teaching program in a class which invites teachers as participants to reflect what they have taught.

Classroom Action Research is one of the strategic used by teachers to improve educational services to be held in the context of classroom learning and improving quality of the overall school program. This can be done considering the purpose of classroomaction research to improve and enhance classroom teaching practices on going basis. John W.

Creswell said “Action Research is explore partial problem with an aim toward developing a solution to problem.”²³

The goal of classroom action research is to improve teachers own teaching in his own classroom, department, or school. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom action research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. Validity is achieved through the triangulation of data. The focus is on the practical significance of findings, rather than statistical or theoretical significance. Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.

²³John W.Creswell, *Educational Research, Planning, Conducting and evaluating Quantitative and Qualitative Research*, (Boston : University of Nebraska, 2012), P.576

There are three elements that should be considered in the classroom action research by Mohammad Asrori²⁴, that is :

1. Giver action that teacher
2. Subject action that students
3. Action in the form of something activities to be carried out by the students as subject of action, and the action be referring to the students to make improvements.

According to Jack Richard²⁵, there are three characteristics of classroom action research. Such as the following :

1. Classroom action research has purpose to improve teaching and learning in the schools and it apply during the learning and teaching process in the schools.

²⁴ Mohammad Asrori, *Penelitian Tindakan Kelas* (Bandung : CV Wacana Prima) 2007, P.12

²⁵Jack C. Richard and Thomas S.C. Farrel, *Proffesional Development for Language Teaching*, (Cambridge : Cambridge University Press) 2005, P.171

2. It has a goal besides to improve the learning activity, but it conduct for giving problem solving in process of learning and teaching in the schools
3. Classroom action research can be help by individual teacher or collaboration teacher

According to Burns, there are four step in conducting an action research. Those four steps are : planning, acting, observing, and reflecting.²⁶

1. Planning

Planning is the first phase of the action research process. When planning a lesson, teachers establish learning goals, create an assessment plan, and design their instructional activities. When planning an action research study, teachers should decide on the goals and purposes of the study, decide on a research question to guide the study, select theresearch participabts and determine the method of data collection.

²⁶Burns. A, *Collaburative Action Research for English Language Teachers* (Chambridge : University Press) 2003, P.32

2. Acting

During the data collection phase, action are taken to carry out your action research project. This action includes implementing new teaching strategies and collecting data on them. Data collection could include administering test and observing students.

3. Observing

Observation is activity to collect data that is related to the application of writing, the strategies and the way of teacher in solving the problem and students' work. Observation will be done during the teaching and learning process in conducted.

4. Reflecting

Reflecting on the effects as a basis for futher action enhances informs decisions making. The researcher and the observer will work together

to find out the mistakes or obstacle they have during the action is conducted.

There are many concepts that are explored by expert about classroom action research. In this research, the researcher focus on O’Leary’s cycle of research is action research cyclic that takes shapes as knowledge emerges. In O’Leary’s cycle have four steps in classroom action research there are : plan (strategic action plan), act (implementation), observe (research/data collection), reflect (critical reflexivity).

B. Scoring

The test focus on two component they are accent and fluency. This score adapted by Arthur Hughes²⁷

Proficiency description	Score
Accent	
1. Pronunciation frequently unintelligible	0
2. “ frequent gross” errors and very heavy accent	

²⁷Arthur Hughes. Testing for language teacher, cambridge University (press,2003). Second edition, 131.

<p>make understanding difficult, require frequent repetition</p>	1
<p>3. Foreign accent requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.</p>	2
<p>4. Marked foreign accent and occasional mispronunciations which do not interfere with understanding.</p>	2
<p>5. No conspicuous mispronunciations, but would not be taken for a native speaker.</p>	3
<p>6. Native pronunciation, with no trace of “foreign accent”</p>	4
<p>Fluency</p>	
<p>1. Speech is so halting and fragmentary that conversation is virtually impossible.</p>	2
<p>2. Speech is very slow, uneven expect for short or routine sentences.</p>	4

3. Speech is frequently hesitant jerky; sentence may be left uncompleted	6
4. speech is occasionally hesitant, with some unevenness caused by rephrasing and groping for word	8
5. speech is effortless and smooth, but perceptively non native in speed and evenness.	10
6. Speech on all profesional and general topics as effortless and smooth as a native speaker's.	12

WEIGHTING TABLE						
	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Fluency	2	4	6	8	10	12
Total						

Note : The relative weightings for the various components .

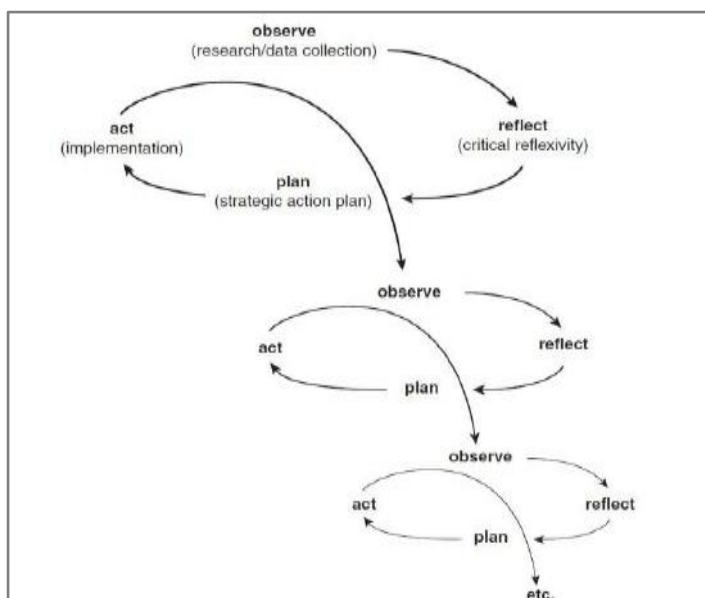
1 = Less score

4 = Good Score

2	= Low Score	5	= Very Good Score
3	= Enough Score	6	= Excellent Score

Table 3.1

O'Leary's cycles of research²⁸



First Cycle

1) Plan (Strategic Action Plan)

In this step the researcher identify a problem or issue and develop a plan of action in

²⁸ Valsa Koshy, *Action Research for improving Practice*, (London : Paul Chapman Publishing), 2005, P.7

order to bring about improvements in specific area of the research context. The researcher prepared everything related to the topic as follow :

- a. Preparing the material (making a lesson plan and designing the step in doing action).
- b. Preparing teaching material
- c. Preparing test (for knowing improvement students' pronunciation)

2) Act (Implementation)

The plan is a carefully considered one which involves some deliberate interventions into your teaching situation that you put into action over an agreed period of time. In this step the researcher implement teaching learning activity of pronunciation by repeated reading on narrative text on the lesson plan.

- a. The researcher give a narrative text for all students

- b. The students reading a narrative text
- c. The researcher provide the direction to read text in accordance the pronunciation
- d. The researcher read the text and students to follow

3) Observe (Research/Data Collection)

This step the researcher involves in observing systematically the effects of the action and documenting the context, action and opinion of those involved.

4) Reflect (Critical Reflexivity)

After doing the observation, in this step the researcher reflect on evaluate and describe the effects of the action research in order to make sense of what has happened and to understand the issue you have explored more clearly. It is important to know strengths and the weakness the result of this cycle.

Second Cycle

1) Plan (Strategic Action Plan)

The researcher plan the second cycle to be done to overcome the difficulties students during first cycle with hopes of increasing students learning outcomes. The researcher design a more interesting learning activities, preparing, guidance and treatment more specifically on students who have not been seen participation.

2) Act (Implementation)

In this step, the researcher does the second action according the second plan

- a. The researcher make a small group / a pair
- b. The researcher give a narrative text
- c. The students reading a narrative text
- d. One of students re-read a text and one other students listening and justify the pronunciation

3) Observe (Research/Data Collection)

In this step on second cycle the researcher makes identification and deciding an alternative problem solution. The researcher observe the second act to be done to overcome the difficulties students during cycle the researcher hopes of in creasing students learning outcomes.

4) Reflect (Critical Reflexivity)

In this step that is focus to improvement students' pronunciation, analyze how far the activity in first cycle and to evaluate the result in second cycle.

C. Place and Time of The Research

This research take place in Junior High School (MTs. Anwarul Hidayah Ciputri), the located in Ciputri-Menes Pandeglang. The researcher choose this school because find a problem about students' pronunciation with interests student in English lesson high enough, researcher trying to provide solution through repeated reading to improve students'

pronunciation. And researcher will hold this research on the September 10, 2018 until this research is finished.

D. Research Subject

The subject of this classroom action research is students second grade A of MTs. Anwarul Hidayah Ciputri-Menes by the number of 25 students. The class is managed in order to observe the implementation of small group interaction in teaching pronunciation. There is no population, which means this research was conducted based on real class. So the research look in one class with the real situation rather in contrive situation.

E. Technique of Data Collecting

The instruments used to support the research by collecting the data from teacher, students, and teaching leaning process. In this research the researcher uses several steps in collecting the data is test.

Test is method use researcher is test of measuring a person ability, knowledge, or performance in given domain to get data of students' pronunciation.

F. Instrumen of The Research

Instruments used in this research is test. The researcher take the objective test as one of the instrument used. To measure the level of knowledge and skill of pronunciation and it was the question to measure the srudents' ability before and after learning.

G. Technique of Data Analyzing

After collecting data, the researcher process, analyze, interpretation and finally concluded. The researcher will apply the followings techniques :

- 1) Computing the students' correct to repeated reading on the test
- 2) Collecting and scoring the students' test sheet
- 3) To indetify the students' pronunciation
- 4) To interpret the student

CHAPTER IV

THE RESULT OF RESEARCH

A. Description of The Data

After conducted the research, the researcher would like to analyze the improvement of students' pronunciation in each cycle of action and the result of the test.

In this chapter the researcher identified a problem or issue and developed a plan of action in order to bring about improvements in a specific area of the research context. After it, the researcher doing teaching learning activity, especially teaching pronunciation. Then, researcher observed the effects of research, reflected on evaluation and describing the effect of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.

The researcher analyzed the data of improving students' pronunciation through repeated reading on narrative text using test in cycle I and cycle II.

First Cycle

After conducted the classroom action research the researcher would like to analyze the development of students' pronunciation in classroom learning process. The researcher conducted two meetings, prepared a daily activities that test preparation, and prepared observation sheet for the assessment of students result in learning and the assessment of students' pronunciation assessed by researcher.

1. Plan (Strategic Action Plan)

The first step researcher makes a lesson plan, then set up device learning about the pronunciation and preparing sample of narrative text as testing students' pronunciation by using repeated reading method to know the extent to which pronunciation students prior to learn and know how to pronounce of

the text in accordance with symbol that will be given by researcher.

2. Act (Implementation)

In the early learning, the researcher encourages students to more enthusiasm in learning in particular to learn english by providing some motivations. The researcher makes a small group / paired with students each other to correct when other friend is reading narrative text. The students are given narrative text and then read aloud.

3. Observe (Research/Data Collection)

Researcher observe students' pronunciation through repeated reading method before given learning about the pronunciation. This is done so that researcher can know the extent of the students' pronunciation skills. Then after knowing the data of students who are able to read English text is narrative, then the researcher provide treatment about how to

pronounce words English in accordance with the symbol contained in the oxford dictionary.

At the time researcher gave treatment and gave an example of how to pronounce the words English in accordance with the symbol, then the data students followed what had been said by the researcher using a repeated reading. After that students are given the opportunity to pronounce the English word by themselves without following the words of the researcher in advance / without being guide by the researcher and students continue to use repeated reading method.

To analyze the qualitative data that collected thought students' score from the pronunciation test and the interview to gather the information.

The test focus on two component they are accent and fluency. This score adapted by Arthur Hughes²⁹

²⁹Arthur Hughes. Testing for language teacher, cambridge University (press,2003). Second edition, 131.

In the end of cycle I the researcher conducted evaluation of test. The result of test showed that there weremany students got low score. For details, this following table :

Table 4.1

The Result of Students' Score in Cycle 1

No	Initial Name	Indicator		Score
		Accent	Fluency	
1	AFR	2	8	10
2	AA	2	8	10
3	AAU	2	6	8
4	AF	2	8	10
5	DN	2	8	10
6	EM	2	8	10
7	FY	2	8	10
8	GNR	2	10	12
9	HF	2	8	10

10	HNL	2	8	10
11	IFM	2	8	10
12	IZ	2	12	14
13	JN	2	8	10
14	JJ	2	8	10
15	NR	2	12	14
16	NF	2	8	10
17	N	2	6	8
18	RNH	2	8	10
19	RP	2	6	8
20	SH 1	2	6	8
21	SMS	2	12	14
22	SH 2	2	8	10
23	SRN	2	8	10
24	S	2	8	10
25	VFC	2	8	10
26	ZN	2	8	10
27	AFF	2	8	10

Total Score	54	222	276
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4. Reflect (Critical Reflexivity)

Based on research in the first cycle, the researcher have been measured the extent to which students' pronunciation when students given the treatment by the researcher about learning pronunciation and test in a way to read and translate narrative text. Researcher concluded that students difficulty in pronounce text less 50% while the difficulty in translating text only 25% regardless dictionary, researcher believed that the students are visible able to translate compared to pronunciation.

Second Cycle

1. Revised Planning

In the second cycle , almost the same as the plan previous cycle, in the second cycle implemented of improvement in previous cycle.

- a. The researcher improved to explain the materials more clearly and loudly voice
- b. The researcher gives examples how to read the narrative text in accordance with the pronunciation good
- c. The researcher makes seating position of students as small group / partner

2. Plan (strategic action plan)

The researcher revised learning of exercises pattern of pronunciation. The researcher gives test in second cycle by repeated reading on narrative text.

3. Act (implementation)

In the early learning, researcher encourages students conversation as greeting by english language. Researcher set sitting students based small group/partner, each students as a good listener and correction and other students read the text a loud.

When test begin in small group/partner, student I read the narrative text aloud then student II

listening well and correcting, if there is pronunciation of word that is not appropriate then corrected by student II and repeated reading by student I until to student I read properly as did the next alternately.

4. Observe (research / data collection)

Having observed the activity, the researcher inferred that the increase of the students learning English. And re-observe students' pronunciation through repeated reading on narrative text is improved.

Table 4.2

The Result of Students' Score in Cycle II

No	Initial Name	Indicator		Score
		Accent	Fluency	
1	AFR	2	10	12
2	AA	3	10	13
3	AAU	3	10	13
4	AF	3	12	15

5	DN	3	10	13
6	EM	2	12	14
7	FY	2	12	14
8	GNR	3	10	13
9	HF	3	12	15
10	HNL	3	10	13
11	IFM	2	10	12
12	IZ	3	12	15
13	JN	2	10	12
14	JJ	3	10	13
15	NR	3	12	15
16	NF	2	12	14
17	N	2	8	10
18	RNH	3	12	15
19	RP	3	12	15
20	SH 1	2	10	12
21	SMS	2	12	14
22	SH 2	3	12	15

23	SRN	2	12	14
24	S	3	12	15
25	VFC	2	10	12
26	ZN	2	10	12
27	AFF	2	10	12
Total Score		68	294	335

5. Reflection

The activity in the second cycle or the last cycle looked more active and more enthusias than before, 95% of students got good the scores more KKM. The researcher sincerely hope that repeated reading can continue to be applied in learning english because of this method is very helpful and can train students in pronouce of english text and can make students more confident when read english text or speak english.

B. Interpretation of The Data

In this study, the researcher intended to describes the result of students' pronunciation. After the study done that through repeated reading on narrative text that students' pronunciation is improve, we can see the comparison of the cycle I and cycle II. As the following table below:

Table 4.3

The Result of Evaluation Test in Each Cycle

Category	First Cycle	Second Cycle
SUM	276	335
MIN	8	10
MAX	14	15
AVARAGE	10,2	12,4
LEVEL	1	2

The table above explains the comparison between cycle I and cycle II that in cycle II there is an increase from cycle I because in cycle I test is done before students

given treatment, this is done so that researcher can know the extent of the students' pronunciation skills until students can't pronounce the text given by researcher, meanwhile in cycle II students were first given a pronunciation treatment and the researcher gave an example of how to pronounce words in English in accordance with the symbol, then the students followed what had been said by the researcher using a repeated reading method. So students' pronunciation through repeated reading on narrative text is improve, especially at the second grade of MTs. Anwarul Hidayah Ciputri.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that carried out in the second grade of MTs. Anwarul Hidayat Ciputri in academic year 2018 – 2019, the researcher concluded that Students' pronunciation through repeated reading on narrative text is improved. The result of this research are cycle I the result is 276, the highest score in cycle I is 14 and lowest is 8. And cycle II the result is 335, the highest score is cycle II 15 and lowest is 10.

B. Suggestion

After consulted the result of the research, the researcher has some suggestions as follows:

1. Teacher should use repeated reading in teaching pronunciation. Because it can be attract the students' interest in learning pronunciation. Because the repeated reading method proved should developed

students' pronunciation and make students more active in teaching and learning English process.

2. The teacher should recognize all the student's difficulties in English pronunciation in order to correct all their mistakes when they produce or pronounce the word.
3. Teacher of English should master the method introducing intonation, in order to get more interesting atmosphere of learning and teaching process.
4. Choosing a method in teaching pronunciation is very important because some students consider that English pronunciation is very difficult. Therefore, the teacher must have appropriate strategy, make situation enjoyable to teaching English and give more understanding to the students about the important of the pronunciation.
5. The students must pay attention to the teacher in teaching and learning process, the students should

develop their pronunciation to find the comfortable in make conversation.

6. For other researcher, can use this method in teaching pronunciation
7. The researcher realized that it still less perfect. So, to collect the data for farther test an observation, the written hopes this result of the research can be used as contribution for someone who interesting to get information.
8. And the writer hope the next researcher can add intonation and stressing on assessment pronunciation