

**THE INFLUENCE OF READING ALOUD TECHNIQUE
TOWARD STUDENTS' PRONUNCIATION ABILITY
AT THE EIGHTH GRADE OF SMP NEGERI 2
PESAWARAN IN 2017/2018
ACADEMIC YEAR**

(A Thesis)

Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

THE INFLUENCE OF READING ALOUD TECHNIQUE TOWARD STUDENTS' PRONUNCIATION ABILITY AT THE EIGHTH GRADE OF SMP NEGERI 2 PESAWARAN IN 2017/2018 ACADEMIC YEAR

**By
M. Iqbal Pratama**

In teaching and learning process in the class, many students found difficulties in learning English. One of the difficulties was the students had problem with pronunciation. The students have problem to pronounce the word correctly. Therefore the writer offered reading aloud to improve it. The objective of this research was to know whether reading aloud technique has any influence toward students' pronunciation ability at the eighth grade of SMP Negeri 2 Pesawaran.

In this research, the researcher used quantitative research, in the form of quasi experimental research. The researcher used the experimental design because it investigated the influence of using reading aloud technique towards students' pronunciation ability. The Population of this research was eighth grade of SMP Negeri 2 Pesawaran. The sample of this research was Class VIII A as experimental class and Class VIII B as control class. There was 40 students in each class. To collect the data, the researcher used an objective test that was an oral test in which the students had to read a narrative text.

From the data analysis, it was found that the result of T-test was 2,46. Since there is no $df = 78$ in table t, so between 78 and 100, the nearest value of df is taken. That is 100. The value of the $t_{critical}$ at df 100 and at the significant 5% (0.05) is 1.66. Since $2.46 > 1.66$, there is significance difference. It means that there is significance influence of Reading Aloud technique toward Students' Pronunciation Ability. Based on the result of T-test shows that the results of those who were taught by using reading aloud technique had influence on students' pronunciation ability. So in this case, the hypothesis was accepted.



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DECLARATION

I hereby declare that this thesis entitled “The Influence of Reading Aloud Technique toward Students’ Pronunciation Ability at The Eighth Grade of SMP Negeri 2 Pesawaran in 2017/2018 Academic Year” is completely my own work. I am fully aware that I have quote some statements and theories from several sources and they are properly acknowledged in the text.



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DEDICATION

From deep of my hearth, this thesis is dedicated to everyone who cares and loves me.

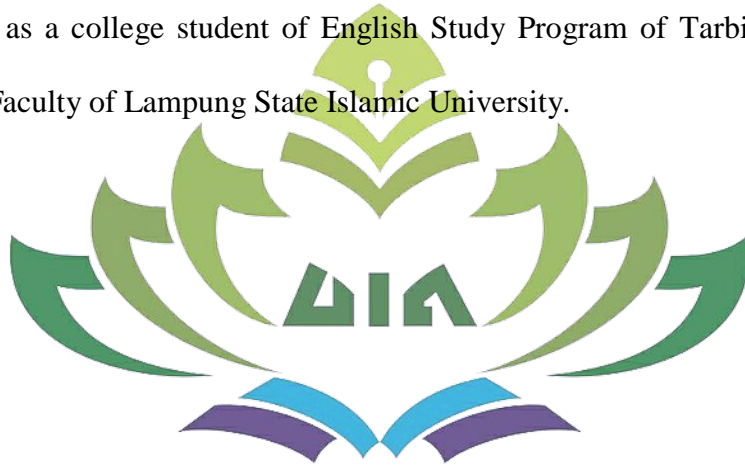
I would like to dedicate this thesis to:

1. My beloved parents, Mr. Muhammad Thohir, S.E and Mrs. Herlidasari who always love me and to keep on praying for my life and success.
2. My beloved sister, Mutiara Indah Sari, M.Pd, who always support and give me suggestion for my success.
3. My beloved Almamater UIN Raden Intan Lampung



CURRICULUM VITAE

The name of the researcher is M. Iqbal Pratama. He was born in Teluk Betung on 11th July 1992. He is the first child of two children of Mr. M. Tohir and Mrs. Herlidasari. He studied at Elementary School of SD 1 Teluk Pandan and graduated in 2004. Then, he continued in Junior High School of SMP Negeri 3 Bandar Lampung and finished in 2007. After that, he continued his studied in Senior High School of SMA Negeri 8 Bandar Lampung and graduated in 2010. In the same years, he was registered as a college student of English Study Program of Tarbiyah and Teacher Training Faculty of Lampung State Islamic University.



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Praise be to Allah the Almighty, the Most Merciful, the Most Beneficent who always gives His blessing and mercy to the writer during his study to complete this final project. Peace be upon the great messenger Prophet Muhammad, his families, companies, and followers until the end of life.

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Finally, none or nothing is perfect and neither is this final project. Any corrections, comments and criticism for the betterment of this final project are always open hearthly welcome.



Bandar Lampung,
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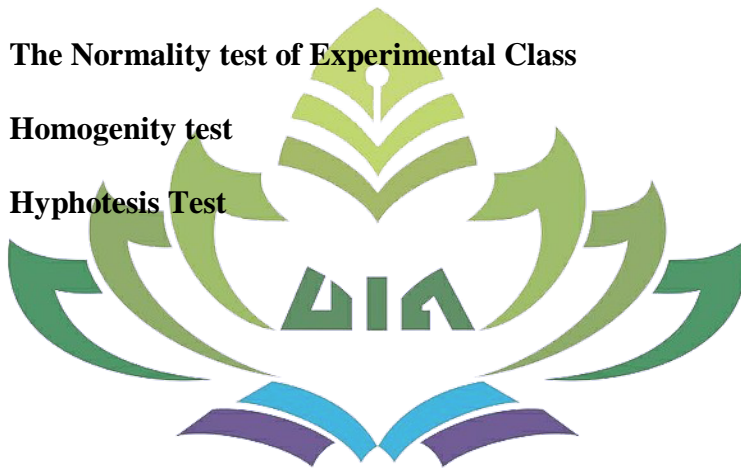
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CHAPTER I INTRODUCTION

A. Background of The Problem

It is generally believed that when people learn a language, they want to be able to use it for communication. The most common form of daily communication is interpersonal, that is face-to-face communication at the same time and in the same place. In terms of having an interpersonal communication in a foreign language, a learner must not only consider the basic competence of communication but also the language itself including how it is articulated which is related to intonation, stress, and pronunciation.

In Indonesia, English is used as a foreign language (EFL) and taught as a compulsory subject. It is stated in KTSP for Senior High School that Indonesian learners have to learn English as the International Language. Besides, if someone learns English, it involves pronunciation which cannot be avoided since it is one of the most important components of language when he/she is speaking. However, people, nowadays, who use English as a means of communication with the others have forgotten the importance of pronunciation in interaction. It is very crucial to apply correct pronunciation because wrong pronunciation will cause misunderstanding and misinterpretation. Correct pronunciation can also give a plus value to those who master it. Correct pronunciation ability can give the speaker more self-confidence

when he or she speaks in front of many people. Therefore, it has become more and more obvious that pronunciation cannot be neglected. It must become speaker's priority while he/she is learning English. At least, the learner of English should give the same proportion of time and attention to pronunciation as they do to other language components such as grammar and vocabulary. He/she should be able to imitate native speaker in order to be able to produce the sound correctly or at least nearly the same as that the native speaker does. However, most of students at school still get difficulties in pronouncing English words correctly.

Based on the preliminary research conducted at SMP Negeri 2 Padang Pesawaran Lampung on January 12, 2017, it was found that most of the eighth grade students had problems with their pronunciation. They speak English with poor pronunciation. From the interview with the English teacher Maryani, S.Pd., it was found that most of the students had difficulties in pronouncing words correctly since they lacked practices in pronouncing words and they were less motivated to learn pronunciation. They were unable to produce sounds like English vowels and consonants correctly.¹ On the other side, the researcher also interviewed some of the eighth grade students and gained the information that most of them had problems with pronunciation because they were less motivated to learn pronunciation. They said that they felt bored of the technique the teacher used for teaching pronunciation. He used drilling

¹ Maryani, S.Pd., An English Teacher at SMPN 1 Pesawaran, January 12, 2017, *An Interview*.

technique to teach them pronunciation and it was monotonous and boring to them.² As a result, they got difficulties in speaking, particularly in producing English words correctly and they surely could not have a good achievement in English. This influences the gaining of their English score. When the teacher gave them an English test, most of them got scores below the criteria of minimum mastery 70. See the table below.

Table 1
Students' score for Pronunciation Test at the Eighth Grade of SMP Negeri 2 Pesawaran Lampung in 2017/2018 Academic Year

No.	Criteria of Minimum Mastery (KKM)	Number of Students	Percentage
1.	≤70	106	66%
2.	>70	54	33%
		160	100%

Source: Students' score for English Test at the Eighth Grade in 2016/2017 Academic Year

From the table above, it can be seen that most of the students or 106 students (66%) still have problems with their Pronunciation. They gained the score for the test below the criteria of minimum mastery. In other words, it can be said that the number of students who could gain the scores above the criteria of minimum mastery 70 is smaller than that who gained the scores below the criteria of minimum mastery. In short, it can be concluded that their achievement in Pronunciation is still poor.

² Nurdiana, Ardiansyah, Hermansyah, Merry Merian, Titin fitri, Magdalena, Halimah Tusa'diah, Muhibah, Asep Kusnandar, Babay Rohaili, Suhaiti, Masisyono, Siti Munawaroh, Agus Sabirin, Dedi Muhaidi, Rika Alfiolita, Rahmawati, Aprilia, Asmiati, Zaenal Imron, Tiara Dwi Cahyati, Khoirunnisa, Siti Nur Jannah

Regarding the problems stated previously, the researcher assumes that when the students have problems with language component mastery in this case pronunciation, they will have difficulties in mastering the language skill(s) in this case speaking and at the end it will influence their achievement in Pronunciation. Besides, he also finds out that the technique the teacher uses in teaching English particularly in teaching pronunciation is of main factors causing the problem. To minimize the difficulty of pronunciation from mispronunciation, the students should have more practices pronouncing the words correctly and the English teacher should help them have more practices of speaking and reading aloud. He should select an appropriate technique that can be used to improve students' pronunciation ability such as reading aloud.

Previous research about reading aloud had been conducted by Sri Melda A. Mantali at University of Gorontalo. She implemented the application of reading aloud technique to increase students' pronunciation. The result of her research showed the differences between the post-test score is higher than the pre-test score, which is score of post-test is about **197** and the score of pre-test only **115**. So, the students' pronunciation increased after applying reading aloud technique in teaching reading.

Based on previous research above and the problems faced by the students in pronouncing English words, the researcher was interested in conducting a research regarding a technique used by the teacher that can improve students' ability for pronouncing English words. Thus the researcher used Reading Aloud as a technique. In the research the researcher found out the influence of using Reading Aloud toward

students' pronunciation ability. Therefore, this research entitled: The Influence of Reading Aloud technique toward Students' Pronunciation at the Eighth Grade of SMPN 2 Pesawaran in 2017/2018 Academic Year.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the following problems:

- a. The students were less motivated to learn pronunciation
- b. The students were not able to pronounce words correctly.
- c. The technique used by the teacher was monotonous and boring.

C. Limitation of the Problem

In this research, the researcher focused on the influence of reading aloud toward students' pronunciation ability specifically on consonant sounds. There are 24 consonant sounds; they are /b/, /p/, /t/, /d/, /k/, /g/, /m/, /n/, /l/, /r/, /f/, /v/, /s/, /z/, /h/, /w/, /tʃ/, /dʒ/, /θ/, /ð/, /j/ and /ŋ/. But the researcher only analyzed 3 consonants classification base of the place of articulation : Bilabial (/p/, /b/, /m/, /w/), Alveolar (/t/, /d/, /s/) and Dental (/θ/, /ð/) because when the researcher did pre-research at the eighth grade of SMP Negeri 2 Pesawaran, the researcher found that most of the students can't pronounce consonants sound correctly and the limitation of the researcher's skill made the researcher limited the problem.

D. Formulation of the problem

In the research, the researcher formulated the problems as follows:

Is there any influence of reading aloud technique on students' pronunciation at the eighth grade of SMP Negeri 2 Pesawaran ?.

E. Objective of the Research

The objective of the research was to know whether there was a positive influence of reading aloud technique towards students' pronunciation at the eighth grade of SMP Negeri 2 Pesawaran in 2017/2018 academic year.

F. Uses of the Research

The researcher hopes that the result of the research can be used:

- a. Practically, to give a contribution for the teacher and the students in solving problems of the students in pronunciation, to give information to the teacher that there is an appropriate technique that can be used to improve students' pronunciation.
- b. Theoretically, to contribute to the previous research.

G. Scope of the Research

Below is the scope of the research:

1. Subject of the Research

The subject of the research was the eighth grade students of SMP N 2 Pesawaran in 2017/2018 academic year.

2. Objects of the Research

The objects of the research were reading aloud technique and students' pronunciation.

3. Place of the Research

The research was conducted at SMP Negeri 2 Pesawaran Lampung.

4. Time of the Research

The research was conducted in 2017/2018 academic year.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Concept of Teaching English as a Foreign Language

In Indonesia, English is used as a foreign language. It is not used by the people in their daily communication. English is taught as a subject from elementary school to university. As a matter of fact, teaching English as a foreign or second language is not as simple as teaching English as the first language. Setiyadi states that language teaching is influenced by ideas on the nature of language (language theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning mother tongue. It may be argued that the actual teaching of English in Indonesia may differ from the English teaching in Malaysia or teaching English in the United State of America, where the people should learn English in the condition where the language is used for communication in their daily lives.¹

¹ Ag. Bambang Setiyadi, *Teaching English As a Foreign Language*, Graha Ilmu, Yogyakarta, Ed. I, 2006, p.20

Related to the statement above, it can be said that the learners of English are expected to be able to use English in their daily lives. Furthermore, they are expected to be able to use it as a means of communication. Teaching is facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instructions, guiding in study of something, proving with knowledge, causing to know or understand.² Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experiences, knowledge, and materials.

Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned. It means that the students who learn English as a foreign language have little opportunities to use their English in real life situation. As it is known that the objective of teaching a foreign language is to provide the students with the skills which enable them to communicate orally with the speakers of other nationalities who also learn this language.³

B. Concept of pronunciation

Jones states that pronunciation is defined as the way in which a language is spoken. It is a production of phonemes, which is of accurate standard for certain group of

²H.D. Brown. *The Principle of Language Learning and Teaching*, New Jersey. Prentice Hall. 2000.p.7

³ D.A. Wilkins, *Lingusitics in Language Teaching*, London, Edward Arnold Publisher.1980.p.7

people.⁴ In addition, Hornby defines pronunciation as a way in which a language is spoken, person's way of speaking a language or words of language.⁵ It means that the learners need to know how to pronounce words of language when they learn a foreign language. By knowing how to pronounce words of language, the learners can speak the language well.

Jones also states that good pronunciation may be defined as a way of speaking which is clearly intelligible to all ordinary people, and it covers good sound, intonation, and rhythm of language. The view has sometimes been expressed that for speech to be 'good' it must not only be clearly intelligible but also 'pleasing' to the bearer.⁶ Pronunciation consists of organized sounds that are produced by the air that gets through the organs of articulation such as vocal cord, teeth, tongue, and nose.

In this case, the researcher will limit the research on consonant sounds in which students commonly have trouble in pronouncing them correctly. The consonant sounds are /b/, /p/, /t/, /d/, /k/, /g/, /m/, /n/, /l/, /r/, /f/, /v/, /s/, /z/, /h/, /w/, /tʃ/, /dʒ/, /θ/, /ʃ/, /ð/, /j/ and /ŋ/.

1. Consonants in English

A consonant is a speech sound produced when the speaker either stops or obstructs the airflow in vocal abstract. Boey states that the idea by defining consonants in the

⁴ Daniel Jones, *An Outline of English Phonetics*, Cambridge University Press, Cambridge, 5th ed. 1983, p.14

⁵ As. Hornby, *Oxford Advanced Learners' Dictionary of current English*, Oxford University Press, Oxford, 1948, p.670

⁶ *Ibid.*

segments of speech marked by interruption of the air stream, and they may be produced with or without vibration.⁷

Furthermore Boey adds that consonants are actually different from vowels. Consonants are speech sounds made by (partly) stopping the breath with tongue, lips, and etc, and the letters used in representing there are : e.g. *b, c, d, p, t, k, g, m, n, l, r, f, v, s, z, h, w, t, dʒ, θ, ð, j and η*, while vowels are speech sounds, which are made without stopping the breath by tongue, lips, etc, and the letters used are *a, e, i, o, u*. Consonants are divided in two classes: the voiceless sounds and the voiced sounds. Voiced sounds are the name given to consonants which can be sounded to a slight extent without the help of a vowel, while the voiceless sounds are when the vocal cords do not vibrate.⁸ Divisions of consonants, consonants are grouped based on:

1. the place of articulation,
2. the manner of articulation and
3. the position of the vocal cords.

Based on the Place of Articulation

According to the place of articulation, Jones states that consonants can be classified into as many places of articulation as there are in the mouth.

⁷ Lim Kiat Boey, *An Introduction to Linguistic for the Language Teacher*, Encyclopedia Ed. Singapore, Singapore University Press, 1975, p.16

⁸ *Ibid.* p.14

Nevertheless, as far as the English are concerned, the consonants can be classified into:⁹

- a. *Bilabial* (*bi* = two, *labia* = lips): articulated by two lips. They are /p/, /b/, /m/ and /w/.
- b. *Labio-dental* (*lip and teeth*) : articulated by lower lip against the upper teeth. They are /f/ and /v/.
- c. *Alveolar* (*alveolum* = teeth ridge) : these are articulated by the tip of tongue against teeth ridge. For example : /t/, /d/, /s/.
- d. *Dental* (*dens* = teeth) : articulated by placing the tip of the tongue against the upper teeth. They are /θ/ and /ð/.
- e. *Post alveolar* (*post* = after) : these are articulated by the tip of the tongue against the back part of the teeth ridge. The sound is /r/.
- f. *Palate alveolar* (*palate and teeth ridge*) : these are articulated by the blade of the tongue against the teeth ridge with raising of the main body of tongue towards the palate. They are /tʃ/, /dʒ/, /ʃ/ and /ʒ/.
- g. *Palatal* : these are articulated by the front of the tongue against the hard palate. The sound is /j/.
- h. *Verbal* (*velum* = soft palate) : these are articulated by the back of the tongue against the soft palate. For example : /k/ and /g/.

⁹ Jones. Op. Cit. p. 14

- i. *Glotal* : these are articulated in the glottis. This is the sound of glottal stop /ʔ/ which is not essential in received pronunciation.

Based on the Manner of Articulation

According to the manner of articulation, Jones states that consonants can be classified into as many as the mouth are capable of doing. But as far the English consonants are concerned, consonants can be classified into six classes:¹⁰

- a. *Plosive*: these are shaped by full closure of the air passage and escape of closure creates a sound that explodes, e. g. /p/ and /b/.
- b. *Affricatives* (*affricatus = rub against*): these are formed still by closure, yet the separations of organs that articulate are relatively lower, that the fricative can be heard clearer. They are: /tʃ/, /dʒ/.
- c. *Nassals*: these are formed a full closed position in the mouth, yet the set palate is in the lower state. Consequently, the air can pass out freely through the nasal cavity. They are /m/, /n/ and /ŋ/.
- d. *Lateral* (*latus = side*): these are formed by giving obstruction in the middle of the air channel, yet there is a free passage left for air on one or all sides of the obstruction. The sound is /l/.
- e. *Fricative*: these are formed by narrowing the air passage to a certain level, finally they are cause friction that can be heard. For example: /f/, /v/, /s/, /z/ and /r/.

¹⁰ *Ibid.*

f. *Semi vowel (semi = half)*: in the sense that they are half vowel and half consonants. They start from the position for /u:/ or /i:/ approximately, then the tongue immediately glides to the position for some other vowels. The sounds are /w/ and /j/.

Chart of English consonants phonemes

	Bilabial	Labiodental	Dental	Alveolar	Postalveolar	Retroflex	Palatal	Velar	Uvular	Pharyngeal	Glottal
Plosive	p b			t d				k g			ʔ
Nasal		m			n				ŋ		
Trill											
Tap or Flap					r						
Fricative		f v	θ ð	s z	ʃ ʒ						h
Lateral fricative											
Approximant											
Lateral approximant					l						

Where symbols appear in pairs, the one to the right represents a voiced consonant. Shaded areas denote articulations judged impossible.

Based on the Position of the Vocal Cords

According to the position of the vocal cords Jones states that the consonants can be classified into:¹¹

- a. *Voiced consonants*, in the production of which the vocal cords vibrate. For example /b/, /d/, /g/ and /z/.
- b. *Voiceless or breathed consonants*, in the formation of which the vocal cords do not vibrate. Example: /f/, /k/, /s/, /t/.

¹¹ *Ibid.*

2. Vowels in English

Jones states that a vowel is as a voiced sound in which the air issues in a continuous stream through the pharynx and the mouth, there being no obstruction and no narrowing such as would cause audible friction.¹² While Boey states that vowels are the segmental of speech which are produced without any interruption or stoppage of the air stream. In brief, vowel is a language sound which is produced without obstruction of the air flow as it passes from the larynx to the lips. Example of vowels : /i:/, /ɪ/, /ʊ/, /u:/, /e/, /ə/, /ɜ:/, /ɔ:/, /æ/, /ʌ/, /ɑ:/.¹³

Jones states that there are two major features of vowels: quality and quantity.¹⁴ The quality of vowels is its sounds quality which is determined by the shape of the resonance chamber in the mouth. For example, the sound /i:/ and /u:/ are different in their quality. While the quantity of a vowel is the length of time during which it is held on. Thus, the sound /i:/ and /ɪ/, are different in both quality (the sound) and quantity (the length). There are two speech organs that determine the shape of chamber of resonance; they are the positions of the tongue and the lips.

The difference between /i:/ and /e/, for example, is caused by the height of the tongue in the mouth. The part of the tongue raised highest is the same, that is, the front. On the other hand, the sound /i:/ is different from /u:/, because of difference in the part of

¹² Raharjo. Op.Cit. p.14

¹³ Boey. Op. Cit. p.16

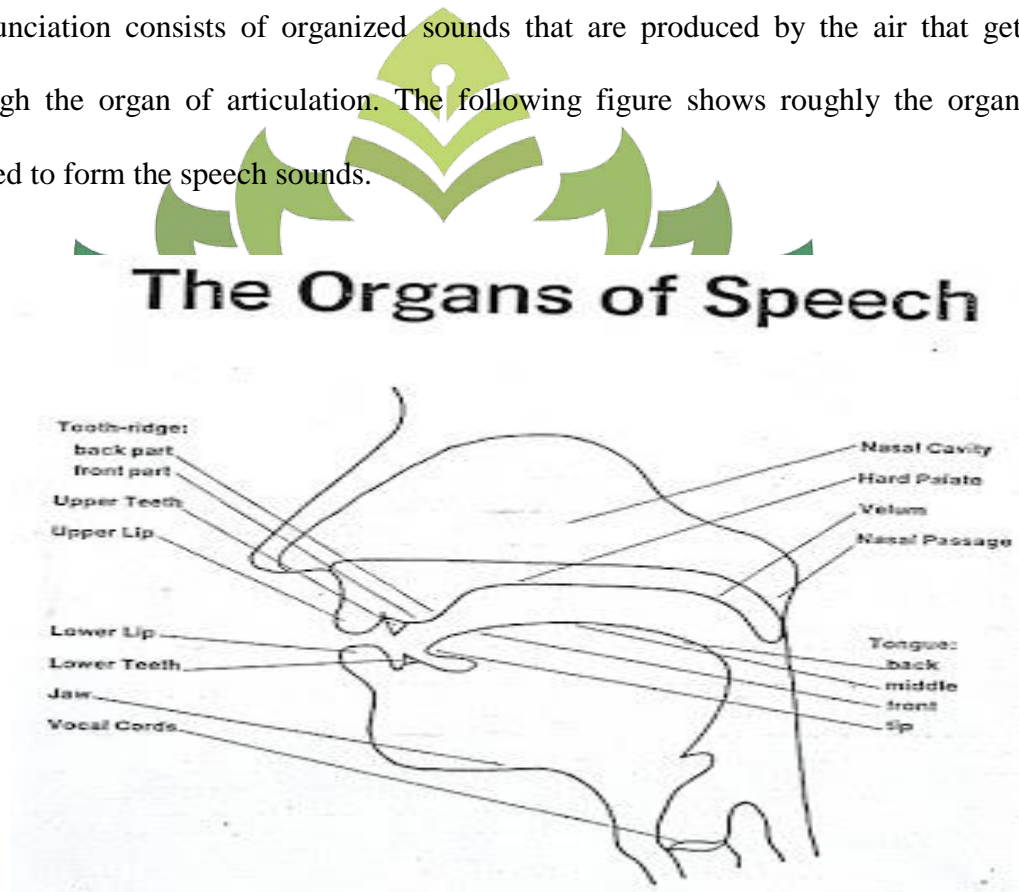
¹⁴ Jones. Op. Cit. p. 14

the tongue raised highest. The highest of tongue is the same, that is, close. Therefore, the quality of a vowel is determined by:

1. The height to which the tongue is raised,
2. The part of the tongue raised highest and
3. The position of the lips.

3. Speech Apparatus

Pronunciation consists of organized sounds that are produced by the air that gets through the organ of articulation. The following figure shows roughly the organs needed to form the speech sounds.



The organs are vocal cord, teeth, tongue, nose and so on. According to Bowen pronunciation is usually presented by quick run through the alphabet to illustrate the

characteristic sounds associated with each other.¹⁵ Moreover, Lado states that there are three essentials in a good pronunciation, they are sound of language, intonation of language, and rhythm of language.¹⁶

Speech organs that belong to the articulation system :

Lips : they serve for creating different sounds – mainly labial, bilabial (e.g. /p/, /b/, /m/ and /w/) and labio-dental consonant sounds (e.g. /f/ and /v/) and thus create an important part of the speech apparatus.

Teeth : small whitish structure found in jaws. It is responsible for creating sounds mainly the labio-dental (e.g. /f/ and /v/ and lingua-dental (e.g. /θ/ and / ð /).

Tongue : with its wide variety of possible movements, it assists in forming the sounds of speech.

Alveolar Ridge : hard ridge behind the upper front teeth. It is between the roof of the mouth and the upper teeth. For the sound /s/, air from the lungs passes continuously through the mouth, but the tongue is raised sufficiently close to the alveolar ridge (the section of the upper jaw containing the tooth sockets) to cause friction as it partially blocks the air that passes.

¹⁵ Bowen. Op. Cit. p. 63

¹⁶ Lado. Op. Cit. p.

Hard Palate : a thin horizontal bony plate of the skull, located in the roof of the mouth. The interaction between the tongue and the hard palate is essential in the formation of certain speech sounds, notably /t/, /d/ and /j/.

Velum : it should have holes forming that function during speech to separate the oral cavity (mouth) from the nose, in order to produce the oral speech sound. If this separation is incomplete, air escapes through the nose during speech and the speech is perceived as hyper nasal.

Uvula : it functions in tandem with the back of the throat, the palate and the air coming up from the lungs to create a number of gluttural and other sounds. In many language, it closes to prevent air escaping through the nose when making some sounds.

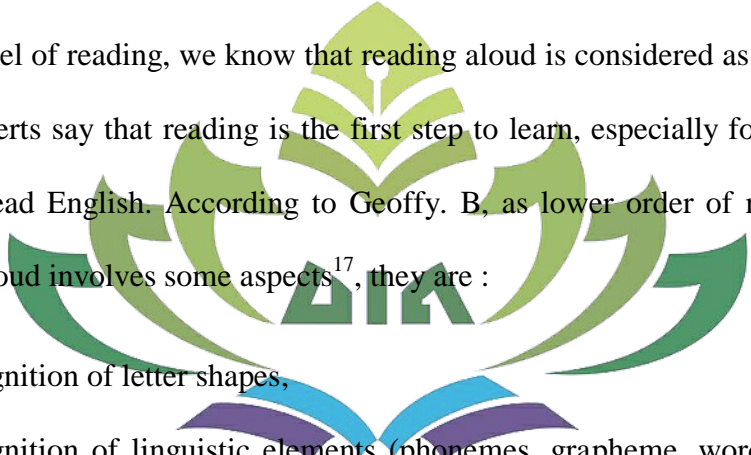
Glottis : combination of vocal folds and space in between the folds. As the vocal folds vibrate, the resulting vibration produce a “buzzing” quality to the speech called voice or voicing or pronunciation. Sound production involving only the glottis is called glotal. Example is the sound /h/.

C. Concept of Reading Aloud

Reading aloud is one of the most important things teachers can do with their students. Reading aloud builds many important foundational skills, introduces vocabulary, provides a model of fluent, expressive reading, and helps children recognize what reading for pleasure is all about. Reading aloud is widely used in first-language

teaching at the initial stages of reading programmed in order to help children match sounds with the symbols of written language; either by combining the sounds of single letters or letter clusters, or decoding the whole word, the learners may be able to pronounce words correctly while reading aloud. Some teachers might argue then, that reading aloud provides good pronunciation practice. The term is sometimes understood by EFL teachers as referring only to the ‘correct’ pronunciation of individual sounds and words in isolation.

On the level of reading, we know that reading aloud is considered as a lower ordered. Some experts say that reading is the first step to learn, especially for beginners who learn to read English. According to Geoffy. B, as lower order of mechanical skill, reading aloud involves some aspects¹⁷, they are :

- 
- a. Recognition of letter shapes,
 - b. Recognition of linguistic elements (phonemes, grapheme, word, phrase, clause pattern, sentences, etc),
 - c. Recognition of sound/letter spelling pattern correspondence,
 - d. Slow reading speed.

Spache mentions reasons of using reading aloud as oral reading for students. First, it reinforces the student’s effort to recognize word by their sounds. Second, permits teacher observation of student’s knowledge of reading vocabularies. Third, permits

¹⁷ B. Geoffry, *Teavhing English as a foreign language*, London; London Routledge and Kejan Poul, Ltd, 1978, p.211

teacher observation of student's error in oral reading. Fourth, provides repetitive practice in reading, thus strengthening student's reading development.¹⁸ Hence, by doing so, teacher as full authority party in educating students will be easily recognizing types of error made by his/her students during reading activity.

From the descriptions above the researcher assumes that English reading aloud is basically a complex skill. It can be used to improve the students' pronunciation, and it can also be given as a message to the other students. The readers need an understanding of linguistic and grammatical elements in oral production in order to produce the right sounds so that people will not get the wrong interpretation of what they read.

D. Improving Pronunciation through Reading Aloud

Reading aloud is known as a mechanical skill of reading. Dobson states that reading aloud in any foreign language is nevertheless an excellent way for students to improve his pronunciation the teacher should capitalize on this aspect of reading using reading as basis for practice on pronunciation, stress, intonation, and juncture.¹⁹

Reading aloud is a kind of comprehensive practice of pronunciation. The material for reading aloud is the passage with certain content and circumstances. Not only should the students pronounce every word properly, but the students should also divide the

¹⁸ Spache, *Second Language Pronunciation: State of the Art in Instruction*. Madrid: BBC. 1973.

¹⁹ J. Dobson, *Extensive Reading in the Second Language Classroom*, London: Cambridge Language Education, 1978, p. 155

meaning groups correctly, arrange the pause based on the content. Meanwhile, the students should apply suitable stress, intonation and rhythm. It means that when the students reading aloud without stress, intonation, and rhythm, it can make misunderstanding to catch the idea what they read. The students come from many places of the country, some of them have strong local accent. Reading aloud can help them correct their dialect effectively.

Reading aloud can be justified as an excellent way or students to improve his/her pronunciation in addition, of course to targeted pronunciation activities. Reading aloud enables the teachers to diagnose difficulties in word recognitions skills and to reinforce the visual image of the word during the early stages of reading. Reading aloud can improve students' pronunciation because it involves the elements such as stress, intonation, juncture, rhythm, tone, and fluency. When the students read aloud, they automatically learn about those elements. Dobson also adds that there are five steps to improve student's pronunciation. They are as follows:

1. Training the students to pronounce English accurately.
2. Training the students to pronounce English words with the accurate stress.
3. Training the students to read with appropriate sentences intonation.
4. Training the students to use English by using punctuation perfectly.
5. Training the students to read English fluently.²⁰

²⁰ *Ibid.*

E. Advantages and Disadvantages of Reading Aloud toward Students' Pronunciation

1. Advantages of Reading aloud

Below are the advantages of reading aloud technique toward students' pronunciation:²¹

- a. The students are able to build listening and comprehension skills through reading aloud.
- b. The students can increase their vocabulary foundation by hearing words in context.
- c. They can improve their memory and language skills as they hear a variety of writing styles and paraphrase their understanding.

2. Disadvantages of Reading aloud

The disadvantage of reading aloud technique toward students' pronunciation is that particularly in a classroom setting, when the whole class is reading a big book together, without a particular student being called on to read, there will be students being left behind. Additionally, a student may become frustrated if she is trying to participate -- for example, to produce the next phrase -- but cannot keep up with quicker students.

F. Frame of Thinking

²¹http://www.education-world.com/a_curr/curr213.shtml.

Pronunciation is the way in which a language is spoken, person's way of speaking a language or words of language. In other words, pronunciation is the way to produce sounds of words or languages that are used to make meanings. In fact, in learning pronunciation, students sometimes find some difficulties. They usually have problems with pronouncing words correctly. One of the factors causing them to have difficulties in pronouncing words correctly is that they are shy to pronounce the words. Moreover, they are afraid to produce speech sounds correctly.

Therefore, the researcher assumed that there should be a technique that can be used to help the students to have a good pronunciation. In this research, the researcher used reading aloud as a technique. It was used for teaching pronunciation since reading aloud can be used to engage the students with developing background knowledge, increasing comprehension skills, and fostering critical thinking.

G. Hypothesis

Based on the theories and the frame of thinking, the researcher formulated the hypotheses as follows:

H₀: There is no significant influence of reading aloud toward students' pronunciation.

H_a: There is a significant influence of reading aloud toward students' pronunciation.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

The researcher used quantitative research, in the form of quasi experimental research. The researcher used the experimental design because it investigated the influence of using reading aloud technique towards students pronunciation ability. An experimental design is the general plan for carrying out study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.¹

Quasi experimental research design is similar to randomized experimental design in that they involve an independent variable but differ in that subjects are not randomly assigned to treatment groups. Because the quasi-experimental design does not provide full control, it is extremely important that researchers be aware of the threats to both internal and external validity and consider these factors in their interpretation.²

¹Ag. Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing*, Yogyakarta. Graha Ilmu.2006.p.135

²Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education*, Canada. Wadsworth Cengage Learning, 6thed.p.301

The variety of quasi experimental design can be divided into two main categories, they are post-test control group design and pre-test-posttest group design. In this research the researcher applied quasi-experimental pre-test-posttest group design. Creswell states that we can apply the pre-test and post-test approach to a quasi-experimental design.³

Consequently, the researcher employed two classes of students, one class as an experimental class and the other as a control class. In this research, the students in the experimental class were given the treatment (X) by using reading aloud and the students in the control class (O) were given treatments by using drilling technique.

The design is illustrated below:

G1 = T1 X T2

G2 = T1 O T2

Notes:

G1 = The first group (experimental class)

G2 = The second group (control class)

T1 = Pre-test

T2 = Post-test

X = Treatment through reading aloud.

O = Treatment through drilling technique⁴

³John W. Creswell, *Educational Research*, Boston. Pearson Education, 4th ed. 2008. p.305

⁴Ibid. p.22

B. Variables of the Research

In this research, there are two variables; they are as follows:

1. The independent variable of the research is using reading aloud symbolized with (X).
2. The dependent variable of the research is students' pronunciation ability symbolized with (Y).

C. Operational Definition of Variables

The operational variables in this research are as follows:

1. Reading Aloud (X)

Reading aloud is a planned oral reading of a book or print excerpt.

2. Pronunciation Ability (Y)

The students' pronunciation ability is the students' capability to produce sounds system.

D. Population, Sample, and Sampling Technique

1. Population of the Research

Arikunto states that population is the total number of students in the research.⁵

The population of this research was the eighth grade students of SMP Negeri 2

Pesawaran in 2017/2018 academic year. They were 160 students distributed in 4

⁵Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (Edisi Revisi VI)*, Jakarta, Reneka Cipta, 2007. p.271

classes. The distribution of the population of the research can be seen in the following table:

Table 1
The Total Number of the Eighth Grade Students of SMP Negeri 2
Pesawaran in 2017/2018 Academic Year

No.	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	8A	23	17	40
2	8B	22	18	40
3	8C	24	16	40
4	8D	22	18	40
		91	69	160

Source: Documentation at the eighth grade students of SMP Negeri 2 Pesawaran in 2017/2018 academic year

2. Sample of the Research

A sample is a subset of individuals or cases from a population. Sample enables a writer to collect and organize the data efficiently and practically.⁶ Thus, in this research, the researcher took two out of four classes as the sample of this research, one as experimental class and another one as control class.

3. Sampling Technique

To determine the experimental class and the control class, the researcher applied cluster random sampling technique because the population of the research was in homogeneous groups. As Hadi states that in cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure using cluster random sampling can be used with lottery, ordinal and

⁶Ibid,p.272

randomly⁷. Additionally, Setiyadi says that the sample in cluster sample can be determined by using random sample or systematic sample⁸.

Here were the steps in determining the experimental and control classes:

1. The researcher provided 4 pieces of paper consisting of the four classes, 8A, 8B, 8C and 8D.
2. The researcher took the first rolled paper as the experiment class and the second rolled paper as the control class. The class 8A as experimental class and the class 8B as control class.

E. Data Collecting Technique

To collect the data, the researcher used an objective test that was an oral test in which the students had to read a narrative text.

A. Pre-test

Pre-test was administered to the students in the experimental class and the control class to find out the students' pronunciation ability before the treatments.

B. Post-test

Post-test was administered in order to investigate the effect of the treatments towards students' pronunciation ability after the treatments.

F. Instrument of the Research

⁷Sutrisno Hadi, *Metodologi Riset*. Yogyakarta, Andi, 2004.p.94

⁸Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*. Edisi Pertama, Graha Ilmu.2006.p.42

The research instrument is a device used by the researcher in collecting data by which the work is easier as the data complete and systematic.⁹ In this research, the instrument was an oral (reading) test.

Specification of test.

No.	Topic	Consonants	Items number	Total
1	Place Narrative Text "The Legend of Toba Lake"	p	2, 16, 22	3
2		b	4, 10, 17	3
3		m	7, 15, 23	3
4		w	1, 5, 13	3
5		t	6, 12, 20	3
6		d	8, 19, 24	3
7		s	11, 14, 25	3
8		θ	18, 26	2
9		ð	3, 9	2
Total number of Items		9		25

G. Research Procedure

In this research, the researcher conducted three steps; they were as follows:

1. Planning

Before the researcher applied the research procedure, he had made some planning to run the application well. There were some steps that were planned.

The procedure of making the planning of the research can be seen as follows:

a. Determining the subject

The researcher determined the subject, in this case the researcher chose the eighth grade students of SMP Negeri 2 Pesawaran as the subject of the research.

⁹Margono, S. *Metodelogi Penelitian Pendidikan*, Rineka Cipta. 2007.p.155

There was one class taken as control class and the other class as experimental class.

b. Preparing the tryout

The researcher prepared a tryout that was given to the students. The researcher prepared it for the pre-test.

c. Preparing Pre-test

The researcher prepared a pre-test that was given to the students. He needed an instrument that had already been tried-out before.

d. Determining the material to be taught

The researcher determined the material that was taught to the students.

e. Preparing the Post-test

The researcher prepared a post-test that was given to the students. By giving the post-test, the researcher knew whether the students could increase their pronunciation ability.

2. Application

After making the planning, the researcher tried to apply the research procedure that had been planned before. There were some steps in doing this research:

- a. In the first meeting, the researcher gave a tryout.
- b. In the second meeting, the researcher gave pre-test

- c. After giving the pre-test to the students, the researcher conducted the treatment in the control class and experimental class. In the control class, the class teacher conducted the treatment by using drilling technique, while in the experimental class; the researcher gave the treatment by using reading aloud. Both control class and experimental classes were given three treatments.
- d. In the last meeting, the researcher gave the post-test.

3. Reporting

The last point that had to be done in the research procedure was reporting. There were three steps to be done in reporting. They were as follows:

- a. Analyzing the data that had already been received from the tryout.
- b. Analyzing the data that was received from pre-test and post-test.
- c. Making a report on the findings.

H. Scoring Scale for Evaluation Students' Pronunciation

The criterias of pronunciation that can be measured they are, consonant of phonemes or segmental features, intonation and stress of suprasegmental features.

The following table is pronunciation assessment by Brown.¹⁰

¹⁰ H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, San Fransisco, Longman. 2003. p. 148

Table of Scoring

Pronunciation	
Point	Comment
1	Frequent phonemic errors and stress and intonation patterns that cause the speaker to be unintelligible.
2	Frequent phonemic errors and stress and intonation patterns that cause the speaker to be occasionally unintelligible.
3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
4	Occasionally non-native pronunciation errors, but the speaker is always intelligible.

I. Validity and Reliability of the Test

To know whether the test is good or not, some criteria should be considered.

The criteria of a good test are validity and reliability. According to Hatch and Farhady, there are two basic types of validity; content validity and construct validity¹¹.

1. Validity of the Test

Frankel and Wallen say that validity refers to the appropriateness, meaningfulness, correctness and usefulness of the inference a researcher makes.¹²

¹¹Hatch, E and Farhady, H, *Research Design and Statistics for Applied Linguistics*, Rowley Maschachusetts. Newsbury House.1982. p.132

While Setiyadi says that generally validity is a measurement to show how far the measurement measures something that must be measured.¹³ To measure whether the test has good validity or not, the researcher used content validity and construct validity.

a. Content Validity

Best and Kahn stated that content validity refers to the degree to which the test actually measure, or is specifically related to, the traits for which it was designed. Content validity is based upon careful examination of course textbooks, syllabi, objectives and the judgements of subject matter specialists.¹⁴ It means that to get the content validity, the test adapted with the student's book, that is suitable with the material that teach to the students. Therefore, the instrument of the test must be agreement with the objectives of learning in the school which is based on the syllabus, because the test must be able to measure the students' pronunciation ability at eighth grade of junior high school.

b. Construct Validity

Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Construct validity focuses on the kind of the test that is used to measure the ability. It means that the items should

¹²Jack R. Frankael, Norman E, Wallen, *How to Design and Evaluate research in Education (Six Edition)*, New York, Mc Graw. Hill Inc, 2003. p.150

¹³Bambang Setiyadi, Op. Cit.p.22

¹⁴John W. Best and James V. Kahn, *Research in Education*, New Delhi, Pretice-Hall, 7th ed, 1995. p. 219

really test the students. An instrument can be called valid when it can measure what is wanted. In this research, the researcher made an oral test that could measure the students' pronunciation. In this case, the researcher consulted the English teacher to measure the validity of the instrument.

2. Reliability of the Test

Franenkel and Wallen state reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.¹⁵ Besides having high validity, a good test must have high reliability too. To get the reliability of the test, the researcher used inter rater reliability. This inter rater reliability counts level of reliability based on two series of score that are gotten by two raters or more simultaneously.

The statistical formula for counting the reliability was variant formula as follows:

$$R = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)}$$

Note:

R = reliability of the test

d = the differences of rank correlation

N = number of students

¹⁵ Jack R. Fraenkel and Norman E. Wallen, *Op. Cit.* p. 154

The criteria of reliability test are:

0.800 – 1.000 : very high

0.600 – 0.800 : high

0.400 – 0.600 : medium

0.200 – 0.400 : low

0.00 – 0.200 : very low¹⁶

J. Data Analysis

1. Fulfillment of Assumptions

a. Normality Test

To know whether data from the sample are normal or not, the researcher used Liliefors formula with the criterion test as follows:

1. Observing X_1, X_2, \dots, X_n made into standard number Z_1, Z_2, \dots, Z_n by using the formula

$$Z_i = \frac{x_i - \bar{x}}{s} \quad (\bar{x} \text{ and } S \text{ are mean and standard deviation of sample})$$

2. For each standard number (Z) uses normal distribution table, then count the probability of $F(Z_i) = P(Z \leq Z_i)$

3. Counting $S(Z_i)$

$$S_{(z_i)} = \frac{Z_1, Z_2, \dots, Z_3}{n}$$

¹⁶Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2010), p.319

4. Counting the difference $|F_{(zi)} - S_{(zi)}|$

Determining the highest number of the difference standard number. It is called L_o

b. Homogeneity Test

To measure the homogeneity test, the researcher used the formula as follows:

$$F_{\text{observed}} = \frac{\text{the biggest variance}}{\text{the smallest variance}}$$

2. Hypothetical Test

To measure the hypothesis, the researcher used t-value of the test as follows:

$$t\text{-test} = \frac{|Mx - My|}{\sqrt{\left(\frac{\sum X^2 + \sum y^2}{Nx + Ny - 2}\right) \left(\frac{1}{Nx} + \frac{1}{Ny}\right)}}$$

where :

M = mean of pre-test and post-test

N = number of students

X = deviation each score X_2 and X_1

Y = deviation each score Y_2 and Y_1

The criteria are :

H_a is accepted if t_{observed} is higher than t_{critical} , or ($t_{\text{observed}} > t_{\text{critical}}$)

H_o is rejected if t_{observed} is lower than t_{critical} , or ($t_{\text{observed}} < t_{\text{critical}}$)

CHAPTER IV RESULT AND DISCUSSION

A. Result of the Research

1. Result of Pre-Test

As stated in the previous chapter, before conducting the treatment, the researcher gave a pre-test. The purpose was to know how far the students could pronounce English words by read the words with good pronunciation. The scores of the students' in the pre-test can be seen in Figure 1 and 2.

a. Result of Pre-test in Control Class

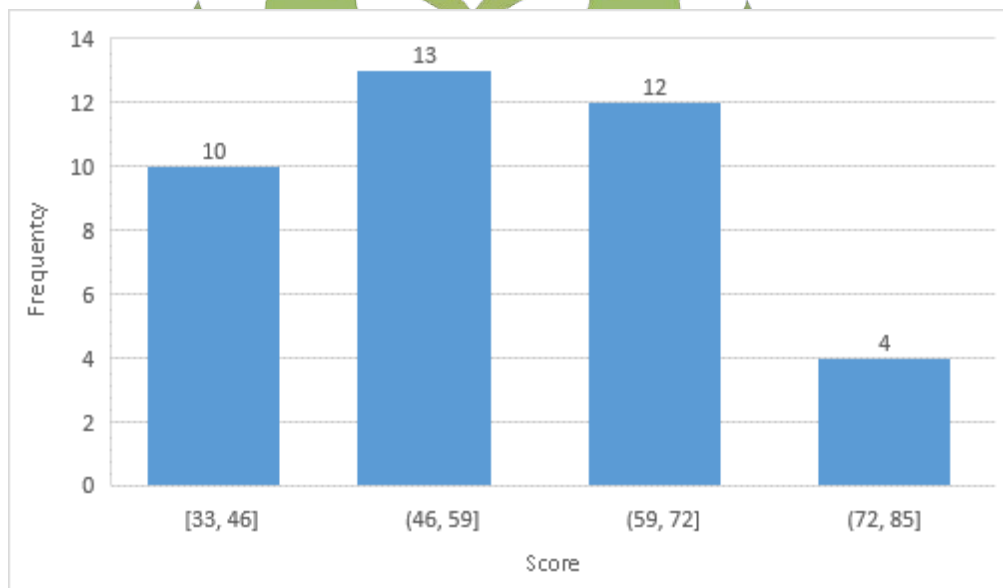


Figure 1

The Result of Pre-test in Control Class

Based on figure 1, the mean of students in control class:

$$= \frac{\text{The scores of the students}}{\text{The number of the students}}$$

$$= \frac{2235}{40}$$

$$= 55.87$$

b. Result of Pre-test in Experimental Class

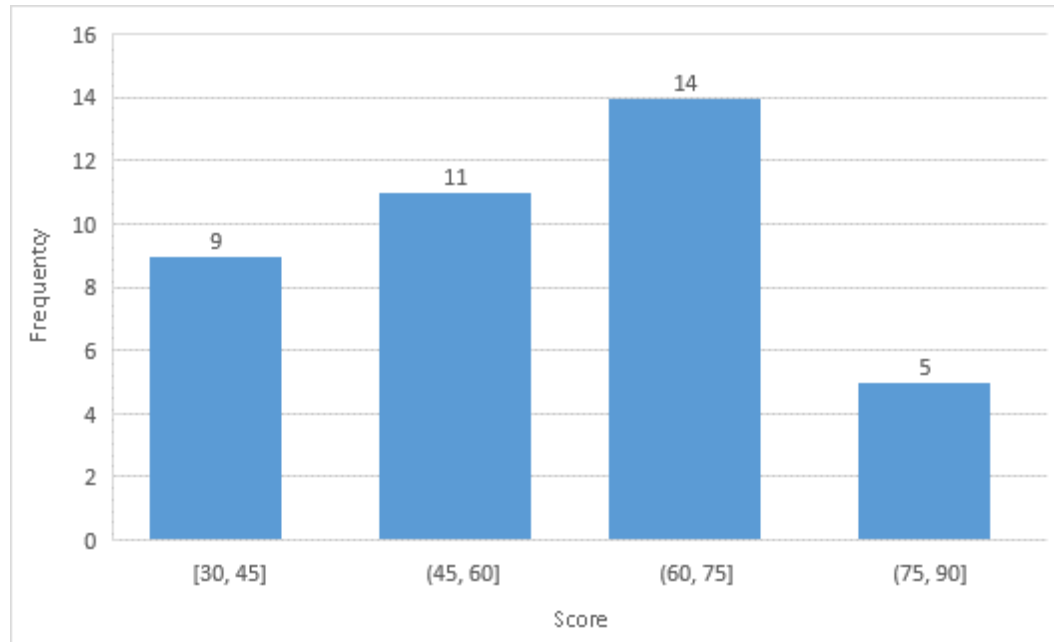


Figure 2

The Result of Pre-test in Experimental Class

Based on figure 2, the mean of students in experimental class:

$$= \frac{\text{The scores of the students}}{\text{The number of the students}}$$

$$= \frac{2365}{40}$$

$$= 59.12$$

From the analysis above, the average achievement of the students' pre-test was **55.87** in control class and **59.12** in experimental class. The researcher concluded that the students had difficulties to pronounce English words.

2. Result of Data Analysis

Analysis means categorizing, ordering, manipulating and summarizing of reading test. The purpose of analysis is to reduce data to be intelligible and interpretable so that the relation of research problem can be studied.

a. Result of Reliability Test

Reliability Test shows that the instrument can be believed to be used as tool of data collecting technique when the instrument is good enough.

$$\begin{aligned} \text{Reliability of Pre-test} &= R = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)} \\ &= R = 1 - \frac{6 (103)}{20 (20^2 - 1)} \\ &= R = 1 - \frac{618}{7980} \\ &= R = 1 - 0.077 \\ &= R = 0.923 \end{aligned}$$

From the calculation above, the result of pre-test of try out is 0.923. It means that the instrument has very high reliability.

$$\begin{aligned} \text{Reliability of Post-test} &= R = 1 - \frac{6 (\sum d^2)}{N (N^2 - 1)} \\ &= R = 1 - \frac{6 (85)}{20 (20^2 - 1)} \\ &= R = 1 - \frac{510}{7980} \\ &= R = 1 - 0.064 \\ &= R = 0.936 \end{aligned}$$

From the calculation above, the result of post-test of try out is 0.936. It means that the instrument has very high reliability.

b. Result of Normality Test

Normality test is used to know whether the population is in normal distribution or not. The following is calculation result of data normality test of control class' pre-test.

H_0 = The sample taken from the population which has normal distribution.

H_a = The sample taken from the population which does not have normal distribution.

The criterion test: H_0 is accepted if $L_o < L_{table}$ or

H_0 is rejected if $L_o > L_{table}$

Result of Normality Test

Class	Pre-test		Post-test		Conclusion
	L_o	L_{table}	L_o	L_{table}	
Control	0.0808	0.1401	0.0925	0.1401	Normal
Experimental	0.0816	0.1401	0.1160	0.1401	Normal

Based on the table, it was found at significance level of 0.05 (5 %) that $L_o < L_{table} (\alpha=0.05)$. So, the hypothesis was accepted. It means that the data had normal distribution. (See appendices)

c. Result of Homogeneity Test

Homogeneity test is used to know whether the variance of the data is homogenous or not. The criteria of homogeneity test are as follows:

$F_{\text{observed}} < F_{\text{critical}}$, it means that the population is homogeneous

$F_{\text{observed}} > F_{\text{critical}}$, it means that the population is not homogeneous

Result of Homogeneity Test

Class	The biggest variant	The smallest variant	F_{observe}	F_{critical}	Conclusion
Control	177.19	125.37	1.41	1.69	Homogeneous
Experimental	215.53	152.99	1.41	1.69	Homogeneous

From the table above, we can see that F_{observed} is 1.41 while the F_{critical} at significance level of 5% (0.05) is 1.69. it means that $F_{\text{observed}} < F_{\text{critical}}$ = 1.41 < 1.69. It proves that the variance of the data of experimental class is homogeneous. (See appendices)

3. Result of Post Test

In the last activity, the students did a post test. The activities could run well. The students came forward one by one and got the turn to pronounce the words well. The researcher recorded the students' voice and analysis their utterances. The scores of the students' in the post-test can be seen in Figure 3 and 4.

a. Result of Post-test in Control Class

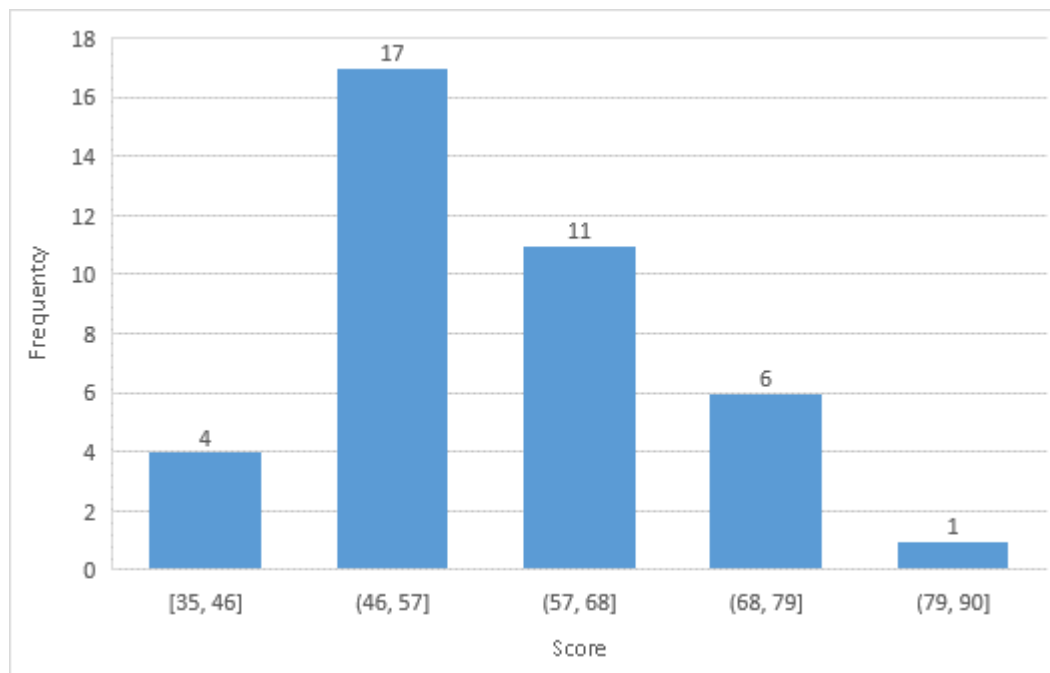


Figure 3

The Result of Post-test in Control Class

Based on figure 3, the mean of students in control class:

$$= \frac{\text{The scores of the students}}{\text{The number of the students}}$$

$$= \frac{2276}{40}$$

$$= 56.7$$

b. Result of Post-test in Experimental Class

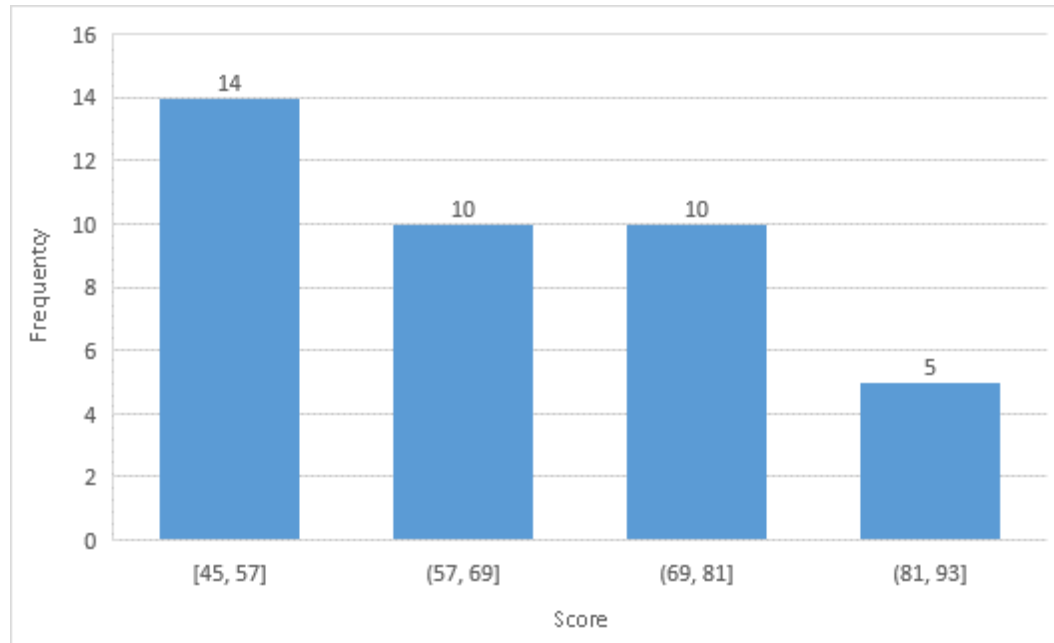


Figure 4

The Result of Post-test in Experimental Class

Based on figure 4, the mean of students in experimental class:

$$= \frac{\text{The scores of the students}}{\text{The number of the students}}$$

$$= \frac{2599}{40}$$

$$= 64,97$$

From Figure 3 and 4, the average achievement of the students' post-test was **56,7** in control class and **64,97** in experimental class. The researcher concluded that the students achievement in pronunciation ability by using reading aloud technique had significant influence.

B. Result of Hypothesis Test

Based on the previous explanation that reliability, normality and homogeneity test were satisfied. Therefore, after getting the t-value, the researcher consulted the critical value on the t-table to check whether the difference was significant or not before the experiment was conducted, the level of significance to be used in the experiment has been divided first. For this experiment, the researcher used the 5% (0.05) alpha level of significance as usually used in psychological and educational research.

The number of subjects in this experiment was 80. The degree of freedom (df) was $df = N_x + N_y - 2 = 40 + 40 - 2 = 78$. For five percent alpha level and 78 degree of freedom, there was no definite critical value in the table. It was necessary to find the definite value in order to get the closest of critical value in the table. Since there is no $df = 78$ in table t, so between 78 and 100, the nearest value of df is taken. That is 100. The value of the $t_{critical}$ at df 100 and at the significant 5% (0.05) is 1.66, so the T-value was higher than the critical value, that is $2.46 > 1.66$.

Ho: There is no significant influence of students' pronunciation ability before and after treatment.

Ha: There is significant influence of students' pronunciation ability before and after treatment.

Criterion for accepting the hypothesis test was if T-value was higher than T-critical at certain level of significant. The criterion for rejecting the hypothesis test was if T-value was lower than T-critical at certain level of significant.

Based on the result the computation of T-test, it showed that T-value was higher than T-critical, that is $2.46 > 1.66$. It means H_a was accepted.

C. Discussion

The present research has shown that the students who were taught by using reading aloud technique can improve their pronunciation ability. It can be seen that the result of students' post-test was higher than pre-test.

Based on the result of pre-test before reading aloud was implemented, students' pronunciation ability was lower than after reading aloud was implemented. It can be seen from the mean in pre-test score of control class was 55.87 and the post-test was 56.7 while the mean of pre-test score of experimental class 59.18 and in the post-test was 64.97. It means that the most improvement was in the experimental class. According to the researcher, students looked nervous and could not even pronounce English word well. For the first treatment the researcher gave and explained reading aloud, the technique in teaching pronunciation.

In the first treatment, the researcher gave the same narrative text as the pre-test.

Then the researcher write the underlined word on the board, write the phonetic symbol of each word and show the students how the sound was made-the position of the tongue, lips, etc. The first treatment, the researcher limited the first eight words only. For the second meeting, it was better than the first because the students did not look nervous anymore. They felt enjoyable with the technique that the researcher was used. In the second treatment, the researcher also limited the second word only. Then the researcher write the underlined word on the board, write the phonetic symbol of each word and show the students how the sound was made-the position of the tongue, lips, etc. It was better than the last two treatment because the students felt accustomed in learning pronunciation through reading aloud. It was same as before, the researcher limited the last seven words. The researcher write the underlined word on the board, write the phonetic symbol of each word and show the students how the sound was made-the position of the tongue, lips, etc. After the students know how the sound was made for the last seven words. Then the researcher write all the underlined words on the board and review how the sound was made for all the underlined words.

At the end of the research, post-test was given to measure the improvement of students' pronunciation ability both classes after the treatment done. Based on the analysis of the data and the testing hypothesis. The result of the calculation was found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) was accepted. From the analysis above, we know that the students who got high frequency of using reading aloud got better score than the students without using

reading aloud. It was proved by the improving average score in the experimental class. The mean score of the experimental class was 64.97. So, it can be concluded that reading aloud is one of good technique in teaching pronunciation.

It had supported by the previous research conducted by Sri Melda A. Mantali at University of Gorontalo. She implemented the application of reading aloud technique to increase students' pronunciation. The result of her research showed the differences between the post-test score is higher than the pre-test score, which is score of post-test is about **197** and the score of pre-test only **115**. So, the students' pronunciation increased after applying reading aloud technique in teaching reading.

From the explanation above, The result of the data analysis showed that the use of reading aloud technique on pronunciation ability seem to be applicable for eight grade of SMP N 2 Pesawaran. The technique made improvement on students' pronunciation ability. It means that this research enriches the previous research that was conducted by Sri Melda A. Mantali which already mentioned above.

So in this case, the researcher would like to say that using reading aloud technique is one of good techniques in motivating students to learn English, especially in pronunciation ability. So it can be said that there is significant influence of reading aloud towards students' pronunciation ability at the eighth grade of SMP N 2 Pesawaran in 2017/2018 academic year.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the description in Chapter IV, it is concluded that average score of students who are taught by using reading aloud technique is higher than who are taught by drilling technique. It could be seen that the mean score of post-test in the experimental class is higher than the mean score of post-test in control class. And there is significant influence of reading aloud technique towards students' pronunciation ability. Because by seeing the result of the data calculation in the previous chapter where hypothesis null (H_0) is rejected and alternative hypothesis (H_a) is consequently accepted.

It means that the researcher's assumption is true- that is to say, reading aloud is effective technique in teaching pronunciation and can improve the students' pronunciation ability. It is supported by the scores that the students achieved, in which they receive higher score after the researcher gave the treatment "Reading Aloud Technique)". T-test showed the result 2.46. The critical value for two tailed test for 78 degree of freedom (df) 0.05 level significant was 1.66. In other words, reading aloud technique had significant influence in students' pronunciation ability at eighth grade of SMPN 2 Pesawaran.

B. The Suggestion

To motivate the students in learning English, interesting technique or strategy can help motivate them. One of strategies is by using reading aloud technique. In this case the researcher would like to give some suggestions of this research, they are:

1. Suggestion for the Students

- a. The students should read English literary books to enrich their ability in English.
- b. The students should pay attention to the English teacher when he/she explained the lesson because some students sometimes not focus teaching learning process.
- c. The students must start to use English in their communication.

2. Suggestion for the Teachers

- a. It is suggested to English teacher to use reading aloud as an alternative technique to help the students in learning pronunciation.
- b. It is suggested to English teacher to use reading aloud because it can help students easier to understand how to pronounce the new word in learning pronunciation.

3. Suggestion for the School

- a. The school should provide some more English books to be read by the students, so they can increase their knowledge.

- b. The school should provide another facility for students to practice their English competency (Multimedia room, tape recoder and TV).



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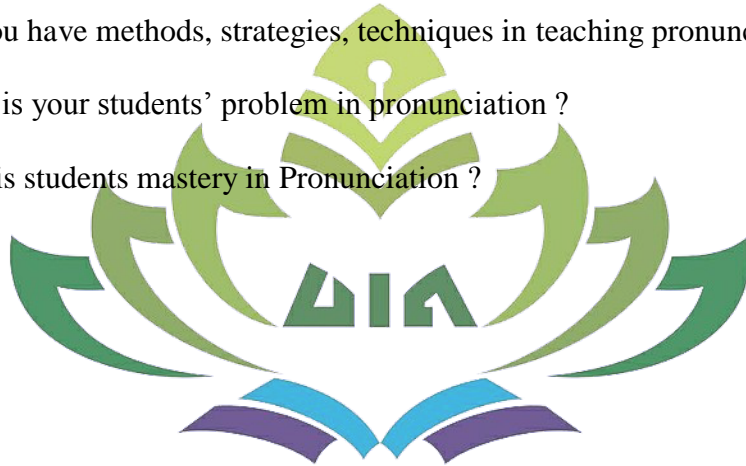


APPENDICES

Appendix 1

Interview for the teacher in Preliminary Research

1. How long have you been teaching English ?
2. What is your experience in teaching English, especially in teaching Pronunciation ?
3. Do you have methods, strategies, techniques in teaching pronunciation ?
4. What is your students' problem in pronunciation ?
5. How is students mastery in Pronunciation ?



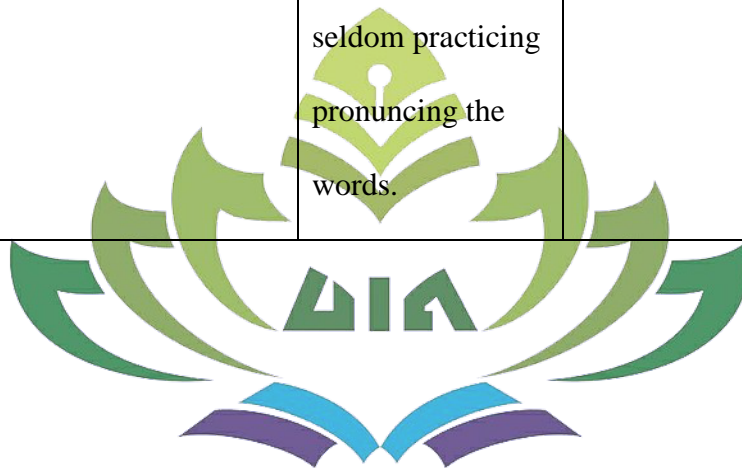
Appendix 2

THE RESULT OF INTERVIEW WITH ENGLISH TEACHER IN PRELIMINARY RESEARCH

Interview for the Teacher

NO.	QUESTION	ANSWER	CONCLUSION
1.	How long have you been teaching English ?	I have been Teaching English about fifth year	Based on the preliminary research, the teacher has teaching English quite long.
2.	What is your experience in teaching English, especially in teaching Pronunciation ?	I feel so fun, good and the best if I experience in teaching English especially in teaching Pronunciation.	The teacher said that she felt so fun in teaching English, especially in teaching pronunciation.
3.	Do you have methods, strategies, techniques in teaching pronunciation ?	Yes, I have. Usually I used drilling technique for teaching.	Based on the preliminary research, the teacher only used drilling technique to teaching pronunciation.
4.	What is your students'	Most of the	Based on preliminary

	problem in pronunciation ?	students to say some words well.	research, Most of the students have difficulties to say some words well.
5.	How is students mastery in Pronunciation ?	The students have low mastery in pronunciation because they seldom practicing pronouncing the words.	Based on preliminary research, the students mastery in pronunciation is low.



Appendix 3

QUESTIONNAIRE FOR THE STUDENT IN PRELIMINARY RESEARCH

NAMA :

NIS :

Jawablah pertanyaan dibawah ini berdasarkan kemampuanmu, dengan memilih pilihan A,B,C atau D !

1. Apakah anda suka membaca teks berbahasa Inggris ?
- a. Ya b. Tidak

Alasan :

2. Bagaimana penguasaan anda dalam Pengucapan Kata dalam Bahasa Inggris?
- a. Rendah b. Cukup baik c. Sangat baik d. Tidak bisa

3. Apakah anda kesulitan dalam pengucapan kata ? jika ya berikan alasanmmu.
- a. Ya b. Tidak

Alasan :

4. Ketika anda belajar Pengucapan Kata tanpa guru, bisakah anda belajar dengan teman ?
- a. Ya b. Tidak

5. Apakah anda menikmati dalam melakukan Pengucapan Kata dalam Bahasa Inggris ?

Appendix 4

THE RESULT OF INTERVIEW WITH THE STUDENTS IN PRELIMINARY RESEARCH

Questionnaire for the Students

NO.	Questionnaire	Yes	No	Conclusion
1.	Apakah anda suka membaca teks berbahasa Inggris ?			
2.	Bagaimana penguasaan anda dalam Pengucapan Kata dalam Bahasa Inggris?			
3.	Apakah anda kesulitan dalam pengucapan kata ? jika ya berikan alasanmu.			
4.	Ketika anda belajar Pengucapan Kata tanpa guru, bisakah anda belajar dengan teman ?			
5.	Apakah anda menikmati dalam melakukan Pengucapan Kata dalam Bahasa Inggris ?			

Appendix

EXPERT VALIDATION FORM FOR PRONUNCIATION TEST

Petunjuk pengisian format penelaahan butir soal :

Analisislah instrument soal berdasarkan semua kriteria yang tertera didalam format!

Berilah tanda cek (√) pada kolom “ya” bila soal yang ditelaah sudah sesuai dengan kriteria.

Berilah tanda cek (√) pada kolom “tidak” bila pada soal yang ditelaah tidak sesuai dengan kriteria, kemudian tuliskan alasan pada ruang catatan atau pada soal teks soal dan perbaikannya.

No.	Aspek	Ya	Tidak
1.	Apakah instrument sesuai dengan kompetensi dasar dan indikator untuk siswa kelas VIII di semester II ?		
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah atau tingkat kelas ?		
3.	Apakah instruksi dapat dipahami siswa ?		
4.	Apakah instruksi sudah sesuai dengan aspek yang akan diukur ?		
5.	Apakah instruksi sudah sesuai dengan kisi-kisi ?		
6.	Apakah soal sudah sesuai dengan objektif dari pronunciation ?		

Catatan :

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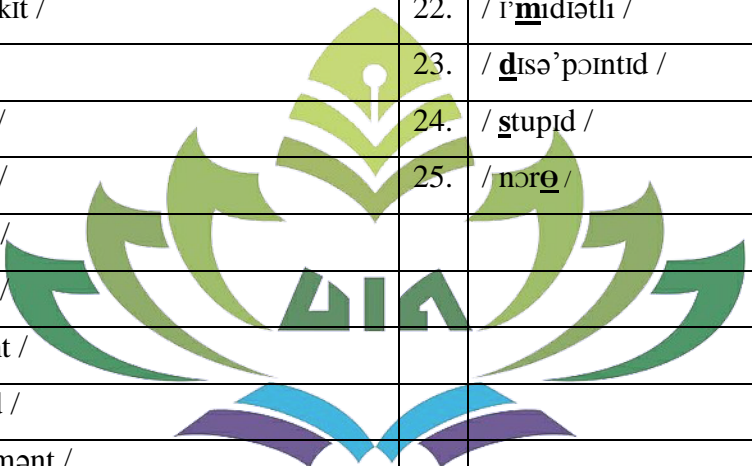
Validator,

.....

Appendix

Key word for the Pre-Test

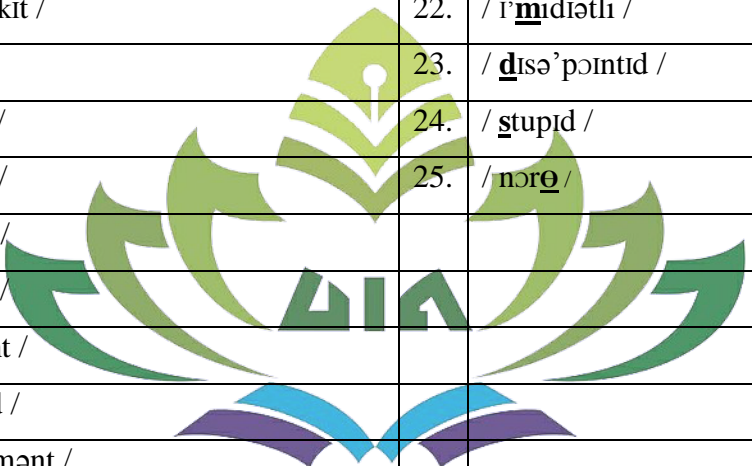
1.	/ <u>w</u> ʌns /	16.	/ <u>p</u> ɑ:dn /
2.	/ <u>p</u> rəspərəs /	17.	/ <u>b</u> lɪkʌm /
3.	/ <u>ð</u> ə /	18.	/ <u>θ</u> æŋk /
4.	/ <u>b</u> aɪ /	19.	/ <u>d</u> rɪvəd /
5.	/ <u>w</u> ɜ:kt /	20.	/ <u>t</u> ɒkt /
6.	/ <u>t</u> u: /	21.	/ ʌ <u>p</u> /
7.	/ <u>m</u> a:kɪt /	22.	/ ɪ <u>m</u> ɪdiətli /
8.	/ <u>d</u> e /	23.	/ <u>d</u> ɪsə'pɔ:ntɪd /
9.	/ <u>ð</u> ɛr /	24.	/ <u>s</u> tupɪd /
10.	/ <u>b</u> ɪg /	25.	/ nɔ:ɹ <u>ə</u> /
11.	/ <u>s</u> ʌn /		
12.	/ <u>t</u> ɒk /		
13.	/ <u>w</u> ʌnt /		
14.	/ <u>s</u> tɒd /		
15.	/ <u>m</u> ɒmənt /		



Appendix

Key word for the Post-Test

1.	/ <u>w</u> ʌns /	16.	/ <u>p</u> ɑ:dn /
2.	/ <u>p</u> rɑ:spərəs /	17.	/ <u>b</u> lɪkʌm /
3.	/ <u>ð</u> ə /	18.	/ <u>θ</u> æŋk /
4.	/ <u>b</u> aɪ /	19.	/ <u>d</u> rɪvəd /
5.	/ <u>w</u> ɜ:kt /	20.	/ <u>t</u> ɔ:kt /
6.	/ <u>t</u> u: /	21.	/ ʌ <u>p</u> /
7.	/ <u>m</u> a:kɪt /	22.	/ ɪ <u>m</u> ɪdiətli /
8.	/ <u>d</u> e /	23.	/ <u>d</u> ɪsə'pɔ:ntɪd /
9.	/ <u>ð</u> ɛr /	24.	/ <u>s</u> tupɪd /
10.	/ <u>b</u> ɪg /	25.	/ nɔ:ɹ <u>ə</u> /
11.	/ <u>s</u> ʌn /		
12.	/ <u>t</u> ɔ:k /		
13.	/ <u>w</u> ʌnt /		
14.	/ <u>s</u> tɔ:d /		
15.	/ <u>m</u> ɒmənt /		



Appendix

Instrument for the Post-Test

Read the narrative text below aloud!

The Legend of Toba Lake

(1).**Once** upon a time there was a (2).**prosperous** village in a far away island called Sumatra. In northern part of (3).**the** island, lived a farmer whose name was Toba. He lived alone in a hut (4).**by** a small forest. He (5).**worked** on his farmland (6).**to** grow rice and vegetables that he sells to local (7).**market**. Once (8).**day** he wanted to catch some fish so he went to a river and fished (9).**there**. He was very surprised when he got a (10).**big** fish. The fish was as big as human being. (11).**Soon** he went home and put the fish in his kitchen. He planned to cook the fish for his dinner that night. When he got to his house that afternoon he (12).**took** a bath. Then as he walked into his bedroom after taking a bath Toba was very shocked. Do you (13).**want** to know what happened? There (14).**stood** in his living room a very beautiful girl. The girl greeted him nicely. For a (15).**moment** Toba was speechless. When he could control his emotion he asked her.

‘Who are you? What’s your name? Why suddenly you are here in my house?’

‘(16).**Pardon** me if I surprised you Mr. Toba, but you took me here. I was the fish that you caught in the river. Now that I (17).**become** a human being again, I would like to (18).**thank** you and I will be your servant to express my thankfulness’

‘Were you the fish?’

‘Yes, I was the fish. Look at your kitchen’.

Toba immediately rushed to his kitchen and the fish was nowhere to be seen. He saw some gold coins instead.

‘Whose coins are these? Why there are some coins here?’

‘Those coins are mine. As I changed into human being my scales changed into gold coins’

‘Ok you can live here and work for me. Your room is over there’

‘Thank you very much Mr. Toba’

Since that day the beautiful girl lived in Toba’s house. Since she was very beautiful Toba fell in love with her and not long after that they got married. The girl married to Toba on one condition that he would never tell anybody about her past. Toba agreed to the condition. Several months later Toba’s wife (19).**delivered** to a baby boy. Their son was healthy. Soon he grew up into a handsome boy. Toba named him Samosir. Unfortunately Samosir was a lazy boy. He did not want to work at all. When his father worked hard in his rice field and farm, Samosir just slept. When he was awake he (20).**talked** a lot and he ate a lot. Toba was very disappointed with his son’s nature. He hoped that one day Samosir would change into a diligent boy. Day in and day out but Samosir never changed.

Toba used to go to his farm and rice field early in the morning. Then at midday his wife would bring him food. They used to eat lunch at their farm. As he was a teenager Toba and his wife tried to change his behavior. They ordered Samosir to bring food for his father for lunch while her mother stayed at home to do household chores. But Samosir never did his duty well. He always woke up very late. He woke (21).**up** after midday. Then one day his mother forced him to bring the food.

‘Sam, wake up. Go to the farm and bring the food for your father. He must be very tired and hungry now’
But Mom, I am tired and hungry too’

‘What makes you tired? You just wake up. Go now. Your father needs the food’

Toba reluctantly went to the farm. But he did not go to the farm (22).**immediately**. He stopped somewhere in the street and ate the food. It was already late afternoon when he got to the farm. His father was (23).**disappointed**. Then he was angry as he realized that his son had eaten his food. He said sarcastically.

‘O, you are (24).**stupid** lazy boy. You are son of a fish!’

Samosir was hurt. He went home right away and as he got home he told his mother about his father’s words. Samosir’s mother was shocked. She was also deeply hurt.

‘O Toba. You break your promise so I cannot live with you here anymore. Now you have to accept to consequence of what you did. Samosir, now go to the hill, find the tallest tree and climb it’

‘Why mom? What will happen?’

‘Just do it, never ask any question. Good bye’

As soon as she finished saying that suddenly the weather changed. Sunny day suddenly turned into cloudy day. Not long after that the rain poured heavily. The rain last for several days. Consequently the area was flooded. The whole area became a big lake. Then it was called Lake Toba and in the middle of the lake there is an island called Samosir Island. Meanwhile Toba's wife disappeared.

Lake Toba is located in the province of (25).**North** Sumatra, Indonesia. Today it becomes a tourist destination.

1. <u>Once</u>	11. <u>Soon</u>	21. <u>Up</u>
2. <u>Prosperous</u>	12. <u>Took</u>	22. <u>Immediately</u>
3. <u>The</u>	13. <u>Want</u>	23. <u>Disappointed</u>
4. <u>By</u>	14. <u>Stood</u>	24. <u>Stupid</u>
5. <u>Worked</u>	15. <u>Moment</u>	25. <u>North</u>
6. <u>To</u>	16. <u>Pardon</u>	26.
7. <u>Market</u>	17. <u>Become</u>	27.
8. <u>Day</u>	18. <u>Thank</u>	28.
9. <u>There</u>	19. <u>Delivered</u>	29.
10. <u>Big</u>	20. <u>Talked</u>	30.



Appendix

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'Why mom? What will happen?'

'Just do it, never ask any question. Good bye'

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3. <u>The</u>	13. <u>Want</u>	23. <u>Disappointed</u>
4. <u>By</u>	14. <u>Stood</u>	24. <u>Stupid</u>
5. <u>Worked</u>	15. <u>Moment</u>	25. <u>North</u>
6. <u>To</u>	16. <u>Pardon</u>	26.
7. <u>Market</u>	17. <u>Become</u>	27.
8. <u>Day</u>	18. <u>Thank</u>	28.
9. <u>There</u>	19. <u>Delivered</u>	29.
10. <u>Big</u>	20. <u>Talked</u>	30.



Appendix

Table of Scoring

Pronunciation	
Point	Comment
1	Frequent phonemic errors and stress and intonation patterns that cause the speaker to be unintelligible.
2	Frequent phonemic errors and stress and intonation patterns that cause the speaker to be occasionally unintelligible.
3	Some consistent phonemic errors and foreign stress and intonation patterns, but the speaker is intelligible.
4	Occasionally non-native pronunciation errors, but the speaker is always intelligible.

In order to transform the scores in the table above into than score in the range of 1-100, the researcher will use th following formula :

$$\text{Score} = \text{Students score (1-4)} \times \text{Total words (25)}$$

The Population Based on the Number and Gender

Of the eighth grade students

SMP Negeri 2 Pesawaran

No.	CLASS	GENDER		TOTAL
		MALE	FEMALE	
1	8A	23	17	40
2	8B	22	18	40
3	8C	24	16	40
4	8D	22	18	40
TOTAL		91	69	160

