

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, formulation of the problem, objective of the study, significance of the study, scope and limitation of the study, the definition of key terms, and the organization of the study.

A. Background of the Study

As the key of communication, language has an important role to reveal an intention to someone else. Language can be applied in many aspects, such as: education, society, politics, economics, and culture. Now, English is an international language. Even technology and working world use English. Harmer (2007: 11) stated that many people learn English because they think it will be useful in some way for international communication, wish to learn to speak, read, listen and write the language effectively for wherever and whenever things might be useful for them.

In Indonesia, the learners have been studied English as foreign language. Because of it, our government makes a policy about the use of English in our education system. The standart of content for the Junior High School states that the target of English instruction in school is to enable the student to gain functional level of literacy (Depdiknas, 2006: 277). The curriculum of teaching English deals with skills of practical language; like listening, speaking, reading and writing. For expanding the students' skills, the curriculum of the teaching English also includes the language components like

vocabulary, structure and pronunciation (in speech) or spelling (in writing) (Lado, 1983: 168). So, not only mastering the whole skills, but the whole components in teaching English is need to complete those skills.

Even though, English has been taught since elementary school, many students in junior high school still face problems in comprehending their pronunciation in carrying out communication. It is not surprising in English a word can obtain a lot of meaning. Its meaning is based on the pronunciation of the word itself. In other words, we can say that different pronunciation will have different meaning.

Pronunciation is one of components in English which have important function as communication purpose. Without correcting pronunciation will make ambiguity, misunderstanding, and different meaning. Clear pronunciation makes the listener easy to understand and produce intelligible sound. Nunan (1999: 105) states that this is probably due to the fact that the influence of the first language seems to be more apparent in the case of pronunciation than for grammar and vocabulary.

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

that pronunciation is also very necessary for teaching English as a foreign language.

Pronunciation is also very important especially in teaching learning English in the class. First, it is used for teaching students in reading class to apply reading aloud. Second, in speaking for making conversation, and in listening for taking information, taking or listened from recorded tape, or teacher dictation. It means that the ability of students' pronunciation is very necessary, because the teacher will be teaching language skills that include the pronunciation. So, the students will be able to understand what they speaker said.

Moreover, students of junior high school especially in SMPN 3 Kedungwaru Tulungagung can not pronounce English well, and in fact they are not paying attention that their pronunciations are incorrect. In preliminary study on November 2015, the researcher found that the students of SMPN 3 Kedungwaru Tulungagung still face many difficulties to pronounce each word well. They can not distinguish how to pronounce one word with another. Thus, when the researcher try to ask them to pronounce English words in short conversation, only some students who want to pronounce it.

Besides, based on interview with the English teacher, the seventh grade students of SMPN 3 Kedungwaru often find difficulties in learning English, especially in their pronunciation. First, the score of students' achievement in pronunciation that involved in speaking test is still poor; the result shows that on the 40 % of the students get score under the criteria

minimum of success. Second, the students' knowledge about pronunciation is still lack, because during teaching and learning pronunciation itself, they just gave some words then asked to imitate and drill repeatedly, without any explanation about how to pronounce words well. Third, the students felt bored (not enjoyable) during teaching and learning process. They considered that strategy used by the teacher was monotonous.

From those reason and the fact above, the researcher wants to develop reading aloud as the enjoyable teaching strategy. Kailani (1998: 281) states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pauses. Therefore, by reading aloud, the students will be able to recognize how to produce the English sounds appropriately, and the researcher can easily know whether the sound that produced by the students is correct or not. Besides, Huang (2010: 149) says that reading aloud has function for increasing oral English and it is good for pronunciation practice. For some students who do not have the confidence to practice spoken English, reading aloud also can help them to overcome this problem. This strategy leads the students to read with correct pronunciation.

According to the previous research conducted by Ayu Kemalasari Adita entitled "The Use of Reading Aloud Technique to Improve the VIII-A Grade Students Pronunciation Achievement in Reading Narrative Text at SMPN 1 Situbondo" the researcher concludes that reading aloud technique was very useful in teaching learning process of pronunciation. The research was

conducted a classroom action research by asking the students to read some narrative texts aloud. The result of the research showed that reading aloud technique can improve students' pronunciation. Besides, Huang (2003) at English Departement, Zhenjiang Watercraft College of PLA in his research about reading aloud said "reading aloud to middle and high school students can motivate them to read, enticing them with good a short story and providing a model of excellent reading, phrasing, expression, and pronunciation. As the important part of language teaching, reading aloud fluently not only helps to foster reading ability and basic skill, but helps to improve oral expression especially in students' pronunciation ability. Furthermore, reading aloud technique is chosen because it is a technique which offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking sounds between words in connected speech (Gibson, 2008: 30). Besides that, Huang (2010: 149) also states that reading aloud has function to increasing oral English and can practice pronunciation.

Reading aloud is also does not need a big preparation because to do this strategy is very simple and the students are easy to do this. Therefore, this strategy is easy to practice and has many benefits for students, notably in their pronunciation ability. Based on that explanation, the researcher selects reading aloud as the innovative teaching strategy for improving the students' ability in pronunciation.

Related to this strategy, here the researcher chooses the short text to practice the strategy. Many kinds of text are taught in Junior High School, they

are descriptive text, procedure text, narrative text and recount text. From these kind of text, the researcher only focused on descriptive text which was chosen based on the Standard Competence and Basic Competence for the Seventh Grade Junior High School students for this semester. Second reason, descriptive text has simple structure, there are two parts namely identification for first paragraph, and description for next paragraph. Other reason is descriptive text using simple present tense, so make its word very easy.

In relation to this research, the researcher took SMPN 3 Kedungwaru Tulungagung as the setting of the study due to some reason. First, the researcher have done preliminary study over there and get the result that the students' pronunciation is still low. Second, the researcher get many information about students' weakness in their pronunciation from the English teacher. Thus, the researcher chose one classroom as the subject of the study, that was the first grade in VII-B class based on English teacher's suggestion.

Based on the reason above, the researcher is interested in conducting a research entitled **“Improving Students' Pronounciatio by Using Reading Aloud at VII-B grade students of SMPN 3 Kedungwaru Tulungagung”**. The writer hoped that Reading Aloud could improve the students' ability in their pronunciation.

B. Formulation of the Research Problem

Based on the objective of Classroom Action Research that it is intended to overcome the problem of learning in the classroom and develop

learning the strategy, so the formulation the research problem is “How can the students’ ability in pronunciation be improved by using reading aloud?”

C. The Purpose of the Study

Based on the formulation of the research problem, the purpose of the study is the researcher wants to improve students’ ability in pronunciation by using reading aloud.

D. The Significance of the Study

The researcher hopes that this study can be used and is useful for:

1. The Students

The thesis will give contribution to present the effective teaching method. It can help students reduce their problems in learning reading and improve their pronunciation ability. It can also make them mastery the meaning well.

2. The English teacher

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

3. The next researcher

It is hoped that the result of this study will contribute the next researcher to conduct other research in similar study.

E. Scope and Limitation of the Study

The scope of this study is about reading aloud in teaching pronunciation of the VII grade at SMPN 3 Kedungwaru Tulungagung. However, in order to get focus in conducting the study, the writer limited the study on:

1. Teaching pronunciation by reading aloud using descriptive text.
2. Some considerations, the writer chooses descriptive text are:
 - a. Based on the Standard Competence and Basic Competence for the Seventh Grade Junior High School students for this semester.
 - b. Descriptive text has simple structure, there are two parts namely identification for first paragraph, and description for next paragraph.
 - c. Descriptive text using simple present tense, so make its word very easy.

F. Definition of Key Terms

1. Pronunciation

Harmer (2007: 281) states pronunciation is the way we make sound of the language how and where we place the stress, and how we use pitch and intonation to show how we are feeling and what we mean.

2. Reading Aloud

Kailani (1998: 281) states that reading aloud is characterized by the clear articulation of words, flexibility in stress, intonation, and rhythm, and the effective use of pauses.

G. Organization of the Study

This thesis is written systematically using the following structure and organization. It is divided into five chapters. Chapter one is introduction. It deals with the background of the study, the statement of the research problem, the objective of the study, the limitation of the study, the significance of the study, the definition of key terms and the organization of the study.

Chapter two discusses about review of related literature that support this research.

Chapter three is research method. It describes about the research design, the setting and subject of the study, research procedures, data and source of data, data collection method, and data analysis method.

Chapter four talk about research findings and discussion. It presents about the data presentation, data analysis, and discuss the result of the study.

Chapter five is conclusion and suggestion. It presents the concluding of the result of the study and gives suggestion based on the conclusion.