

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter presents some theories that are relevant with the research. The researcher divides the chapter into two parts. The first part will present about pronunciation, the second part will present about reading aloud, and each part is presented as follow:

A. Pronunciation

As one of the English components, pronunciation is considered as the tool for improving the ability of communication in an oral form. There are no two persons of the same nationality who pronounce their own language exactly alike. English pronunciation of Manchester is different from that Exeter, Edinburgh, or London. American speech too is very different. (Nurhayati, 2011:2)

1. The Main Features of Pronunciation

In order to study how something works it is often useful to break it down into its constituent parts. The following diagram shows a breakdown of the main features of pronunciation.

Features of Pronunciation Diagram

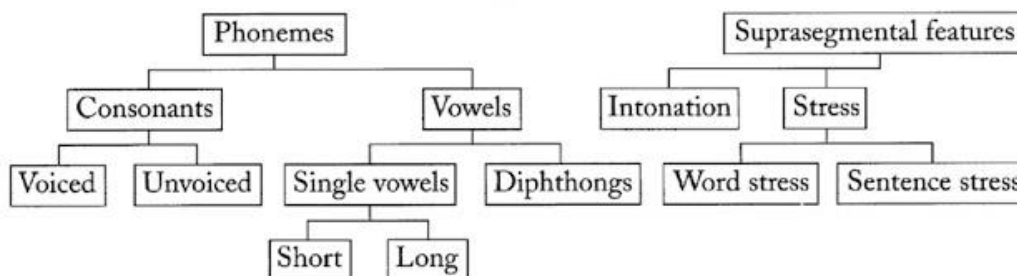


Figure 1: Taken from Kelly (2000: 1)

Based on diagram above, Kelly (2000: 1) has divided the main features of pronunciation into two categories. The first is phonemes, there are two branches of phonemes, they are consonants and vowels. The consonants consist of voiced and unvoiced, while vowels consist of single vowels and diphthongs, and the second is suprasegmental features. There are two kinds of suprasegmental features. They are intonation and stress. Stress consists of word stress and sentence stress. For the detail explanation of the phonemes and suprasegmental features, will be stated as follows:

a. Phonemes

In describing the sound-system of any language, it is necessary to understand what the phoneme is. According to Nurhayati (2011: 5), phoneme is a class of sounds. A phoneme is one of set of abstracts unit that can be used for writing language down in systematic and unambiguous way. E.g. town-down /taun/-/daun/. Yule (2006: 44) also states that phoneme is each one of these meaning-distinguishing sounds in language. The basic phonemes of English are listed in the consonant and vowel.

1) Consonant

In teaching pronunciation, English consonants can be grouped according to the sounds produced. Before we discuss one by one, we must know the meaning of consonants generally. Consonants are kind of sounds that produced by interrupting, restricting or diverting the airflow in some ways. Consonants can be grouped of vocal cords, place of articulation, and manner of articulation. The description of each group is stated as follows:

First, in their state of vocal cords, the vibration of vocal cords indicates the consonant. The position of vocal cords causes the difference between voiced and voiceless sound. When the vocal cords are spread apart, the air from the lungs passes between them unimpeded and it does not make the vocal cords vibrates is called voiceless. So, voiceless consonant is a consonant produced without vibration of the vocal cords. The following ones are voiceless consonants [p], [t], [k], [f], [s], [ʃ], [tʃ], [h] and [θ]. Meanwhile, voiced is when the vocal cords are drawn together, the air from the lungs repeatedly pushes them apart as it passes through, and it can make the vocal cords vibrates. So, a voiced consonant is a consonant produced with vibration of the vocal cords. In English the following consonants are voiced: [b], [d], [g], [v], [z], [ʒ], [dʒ], [ŋ], [l], [r], [j], [w], [m], [n], and [ð].

According explanation above, consonants sounds may be voiced or voiceless. It becomes important to distinguish between voiced and voiceless consonant in English pronunciation, such as by identifying many pairs of

consonants which are essentially the same expect for the element of voicing. Kelly (2000: 2) gives an example /f/, as in fan, and /v/, as in van.

In addition, Kelly (2000: 47) describes that consonant sounds in terms of the force of articulation, the following terms are used: fortis or strong, and lenis or weak. When a consonant is produced with a strong air stream, we have a strong (fortis) consonant. It usually happens in voiceless sounds. On the other hand, when a consonant is produced with a weak air stream, we have a weak (lenis) consonant that usually occurred in voiced sounds.

Second, the consonant sounds of English can also be classified according to the place of articulation. It refers to the place in the vocal tract where the flow of air is obstructed. The place of articulation (speech organ) as follows:

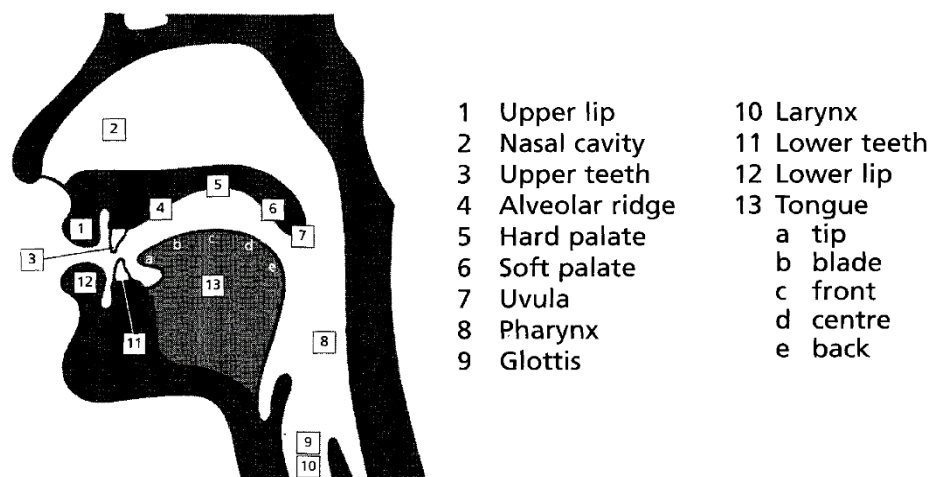


Figure 2: Taken from Kelly (2000: 4)

By looking that picture, Kelly (2000: 6) summarized in the following table:

Table 2.1 Place of Articulation

Place of Articulation	
Bilabial	Using closing movement of both lips, e.g. /p/ and /m/.
Labiodental	Using the lower lip and upper teeth, e.g. /f/ and /v/.
Dental	The tongue tip is used either between the teeth or close to the upper teeth, e.g. /θ/ and /ð/.
Alveolar	The blade of the tongue is used close to the alveolar ridge, e.g. /t/ and /s/.
Palato-alveolar	The blade (or tip) of the tongue is used just behind the alveolar ridge, e.g. /dʒ/ and /tʃ/.
Palatal	The front of the tongue is raised close to the palate, e.g. /j/.
Velar	The back of the tongue is used against the soft palate, e.g. /k/ and /ŋ/.
Glottal	The gap between the vocal cords is used to make audible friction, e.g. [h].

Third, the English consonant sounds can be classified according to the manner of the articulation. It is defined as the way speech organs produced speech sounds. Based on the manner of articulations, the consonants are classified into some types. They will be explained in the following table (Kelly, 2000: 6) :


Table 2.2 Manner of Articulation

Manner of Articulation	
Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively', e.g. /p/ and /b/.
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/.
Affricate	A complete closure is made somewhere in the mouth, and the

	soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /dʒ/ and /tʃ/.
Nasal	A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g. /m/ and /n/.
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g. /l/
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/.

Voicing, place of articulation, and manner of articulation are together summarized in the following table (Kelly, 2000: 7):

Table 2.3 English Consonants Phonemes

English Consonants Phonemes																
	Front  Back															
	Bilabial		Labio-dental		Dental		Alveolar		Palato-alveolar		Palatal		Velar		Glottal	
	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V	-V	+V
Stops	p	b					t	d					k	g		
Fricatives			f	v	θ	ð	s	z	ʃ	ʒ						h
Affricatives									tʃ	dʒ						
Nasals		m						n					ŋ			
Lateral								l								
Glides		(w)								r		j	W			

In learning consonant sounds, we also recognize the term “consonant cluster”. Consonant clusters are groups of two or more consonants that belong

to one syllable. Kelly (2000: 57) describes that consonant cluster is consonants sounds which occur together. Consonant cluster can appear at the beginning, in the middle, or at the end of a word. For example, in beginning *scratch* /skrætʃ/, in the middle *matchbox* /mætʃbɒks/, and in the end *glimpsed* /glimpst/.

2) Vowel

Having described consonants above, it is also important in teaching pronunciation to know about vowel. Kelly (2000: 29) describes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Meanwhile, Yule (2006: 38) states that vowel sounds are produced with a relatively free flow of air. Jones in Nurhayati (2011: 10), vowels are speech-sounds in which the air stream can pass freely through and out of the mouth. (e.g. [a:], [i:], [u:], [o:], etc.). Kelly (2000: 2) added that vowel sounds are all voiced, and may be single (like /e/, as in *let*), or a combination, involving a movement from one vowel sound to another (like /eɪ/, as in *late*); such combinations are known as diphthongs. An additional term used is triphthongs which describes the combination of three vowel sounds (like /aʊə/ in *our* or *power*).

In articulating vowel sounds, Kelly (2000: 29) describes that vowels are articulated when a voiced airstream is shaped using the tongue and the lips to modify the overall shape of the mouth. Kelly also states that the characteristics of vowel include the following:

(a) The pure vowel sounds

The word ‘pure’ here is used to differentiate single vowel sounds from diphthongs, which we will consider later.

(b) Close vowels

For close vowels the tongue is quite high in the mouth. Moving from /i:/ through to /u:/, we also notice the different positions of the tongue; /i:/ is a front vowel, and /u:/ is a back vowel. Table below show the close vowels and the characteristic.

Table 2.4 Close Vowels

i:	<p>Characteristics</p> <p>The front of the tongue is slightly behind and below the close front position. (The ‘close’ position is where the tongue is closest to the roof of the mouth.) Lips are spread. The tongue is tense, and the sides of the tongue touch the upper molars.</p> <p>As in ... <i>be<u>a</u>d, ke<u>y</u>, chee<u>s</u>e, sce<u>n</u>e, pol<u>i</u>ce, peo<u>p</u>le, qu<u>a</u>y</i></p>
I	<p>Characteristics</p> <p>The part of the tongue slightly nearer the centre is raised to just above the half-close position (not as high as in /i:/). The lips are spread loosely, and the tongue is more relaxed. The sides of the tongue may just touch the upper molars.</p> <p>As in ... <i>hi<u>t</u>, sausa<u>g</u>e, bigge<u>s</u>t, rhy<u>th</u>m, moun<u>t</u>ain, bu<u>s</u>y, wome<u>n</u>, sie<u>v</u>e.</i></p>
U	<p>Characteristics</p> <p>The part of the tongue just behind the centre is raised, just above the half-close position. The lips are rounded, but loosely so. The tongue is relatively relaxed.</p> <p>As in ... <i>boo<u>k</u>, goo<u>d</u>, wome<u>n</u>, pu<u>s</u>h, pu<u>l</u>l.</i></p>

u:	Characteristics The back of the tongue is raised just below the close position. Lips are rounded. The tongue is tense.
	As in ... <i>food, rude, true, who, fruit, soup</i> .

(c) **Mid Vowel**

For mid vowels the tongue is neither high nor low in the mouth. Moving from /e/ through to /ɔ:/, we also notice the different positions of tongue; /e/ is a front vowel, and /ɔ:/ is a back vowel. The table below show the mid vowels and the characteristic.

Table 2.5 Mid vowels

E	Characteristics The front of the tongue is between the half-open and half-close positions. Lips are loosely spread. The tongue is tenser than for /ɪ/, and the sides of the tongue may touch the upper molars.
	As in ... <i>egg, left, said, instead, read (past), head</i> .
ə	Characteristics The centre of the tongue is between the half-open position. Lips are relaxed, and neutrally spread.
	As in ... <i>about, paper, banana, nation</i> .
ɜ:	Characteristics The centre of the tongue is between the half-close and half-open position. Lips are relaxed, and neutrally spread.
	As in ... <i>shirt, word, further, pearl</i> .
ɔ:	Characteristics The back of the tongue is raised to between the half-open and half-close positions. Lips are loosely rounded.
	As in ... <i>taught, bought, board, broad, horse</i> .

(d) Open vowels

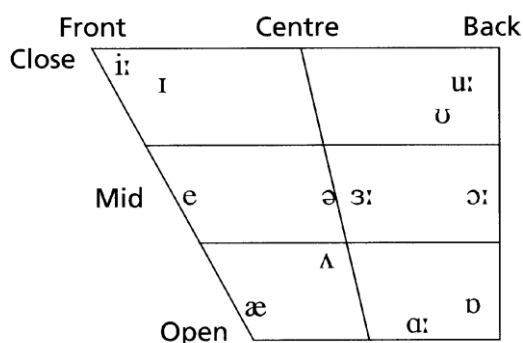
For open vowels, the tongue is low in the mouth. Moving from /æ/ through to /ɒ/, we also notice the different positions of the tongue; /æ/ is a front vowel, and /ɒ/ is a back vowel.

Table 2.6 Open Vowels

æ	Characteristics The front of the tongue is raised to just below the half-open position. Lips are neutrally open.
	As in ... <i>h<u>at</u>, att<u>a</u>ck, <u>an</u>tique, pl<u>ai</u>t.</i>
ʌ	Characteristics The centre of the tongue is raised to just above the fully open position. Lips are neutrally open.
	As in ... <i>r<u>u</u>n, <u>u</u>ncle, fr<u>o</u>nt, c<u>o</u>me.</i>
ɑ:	Characteristics The tongue, between the centre and the back, is in fully open position. Lips are neutrally open.
	As in ... <i>f<u>a</u>r, p<u>a</u>rt, h<u>a</u>lf, cl<u>a</u>ss, comm<u>a</u>nd, cl<u>e</u>r<u>k</u>, <u>a</u>un<u>t</u>y.</i>
ɒ	Characteristics The back of the tongue is in the fully open position. Lips are lightly rounded.
	As in ... <i>d<u>o</u>g, <u>o</u>ften, c<u>o</u>ugh, w<u>a</u>nt, bec<u>a</u>use.</i>

The description of the vowels' characters in the above table is also present in the following diagram. It is very useful to point the position of the tongue for describing the differences between vowel sounds, and these are summarized:

Figure 3: Taken from Kelly (2000: 5)



From the explanation and the diagram above, it can be concluded that vowel is articulated or produced in mouth cavity. There are also four characteristics of vowels, they are the pure vowel sounds, close vowel, mid vowel, and open vowel.

3) Diphthong

In teaching pronunciation, besides consonants and vowel, we must also to recognize about diphthong. According to Kelly (2000: 34), diphthong might be a combination of vowel sounds that there is a glide (or movement of the tongue, lips and jaw) from one pure vowel sound to another. In diphthong, the first sound of each phoneme is longer and louder than the second sound in English, not in other language. If we listen the word 'house' /haʊs/ (the diphthong in this word is /aʊ/), we can hear that the /a/ part of the sound is longer than the final /u/ part.

English is usually described as having eight diphthongs, and they can be grouped in the following way: The first is **centring** diphthongs end with a glide towards /ə/. They are called 'centring' because /ə/ is central vowel. Then, the second is **closing** diphthongs end with a glide towards /ɪ/ or towards /ʊ/.

The following table is classifying the characteristics of diphthong:

(a) **Centring Diphthongs**

Table 2.7 Centring Diphthongs

Iə	Characteristics The glide begins in the position for /ɪ/, moving and back towards /ə/. The lips are neutral, but with a small movement from spread to open.
	As in ... <i>beer</i> , <i>beard</i> , <i>fear</i> , <i>here</i> , <i>idea</i> .
ʊə	Characteristics The glide begins in the position for /ʊ/, moving forward and down towards /ə/. The lips are loosely rounded, becoming neutrally spread.
	As in ... <i>moor</i> , <i>tour</i> , <i>obscure</i> .
Eə	Characteristics The glide begins in the position for /e/, moving back toward /ə/. The lips remain neutrally open.
	As in ... <i>where</i> , <i>wear</i> , <i>chair</i> , <i>dare</i> , <i>there</i> .

(b) **Closing Diphthongs**

Table 2.8 Closing Diphthongs

Closing diphthongs ending in /ɪ/.	eɪ	Characteristics The glide begins in the position for /e/, moving up and slightly back towards /ɪ/. The lips are spread.
		As in ... <i>cake</i> , <i>way</i> , <i>say</i> , <i>pain</i> , <i>they</i> , <i>vein</i> .
	ɔɪ	Characteristics The glide begins in the position for /ɔ:/, moving up and forward towards /ɪ/. The lips start open and rounded, and change to neutral.
		As in ... <i>avoid</i> , <i>voice</i> , <i>enjoy</i> , <i>boy</i> .

	aɪ	<p>Characteristics</p> <p>The glide begins in an open position, between front and centre, moving up and slightly forward toward /ɪ/. The lips move from neutral, to loosely spread.</p> <p>As in ... <i>high, tie, buy, cry, eye, kite.</i></p>
Closing diphthongs ending in /ʊ/.	əʊ	<p>Characteristics</p> <p>The glide begins in the position for /ə/, moving up and back toward /ʊ/. The lips are neutral, but change to loosely rounded.</p> <p>As in ... <i>go, snow, home, hello, although.</i></p>
	aʊ	<p>Characteristics</p> <p>The glide begins in a position quite similar to /a:/, moving up toward /ʊ/. The lips start neutral, with a movement to loosely rounded. The glide is not always completed, as the movement involved is extensive.</p> <p>As in ... <i>house, loud, down, how, bough.</i></p>

b. Suprasegmental Features

Suprasegmental features are features of speech which generally apply to groups of segments, or phonemes (Kelly, 2000: 3). The features that are important in English are intonation and stress.

1) **Intonation**

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of other (Kelly, 2000: 86).

2) **Stress**

The second features of suprasegmental feature of pronunciation is stress. According to Jones (1983, as cited in Nurhayati, 2011: 70), stress is the degree of force with which a sound or syllable is uttered. One of the syllables in each word will sound louder than others. The syllables indicated in capitals are the stressed syllables (Kelly, 2000: 66).

Every stressed syllable, in a word in isolation, also has a change in the **pitch**. The pitch of the sound (how high or low) is controlled by muscles which slacken and lengthen the cords for low tones, and shorten the cords, pulling them taut, for high-pitched tones (Kelly: 4).

2. **The Technique of Teaching Pronunciation**

There are many techniques to teach pronunciation that can used by the teacher in the classroom. Kelly (2000: 15) explains the techniques for teaching pronunciation as follow:

a. **Drilling**

One of the main ways in which pronunciation is practiced in the classroom is through drilling. In its most basic form, drilling simply involves the teacher saying a word or structure, and getting the class to repeat it. Drilling

is fundamental to the teaching of word stress, sentence stress and intonation. In drilling technique, the teacher asks the students to listen what the teacher says carefully and then ask the students to speak the word. It was done separately to practice the difficult words.

b. Minimal pairs and related activities

Teacher can use minimal pairs to get good advantage in the classroom as a way of focusing on sounds which have been causing difficulties for students. In this activity, the teacher gives a word which differ by only one phoneme. For example: soap /səʊp/ and soup /su:p/. By using this activities, the teachers' hope that their students can distinguish of words' sounds based on the meaning of words itself.

c. Pronunciation and spelling activities

These may be used as the basis of many types of activity, such as when, in the case of homophones, students listen to a sentence and have to choose which from a printed list of words they heard in the sentence.

d. Taping students' English

Taping learners' spoken English from time to time can pay dividends. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.

e. Listening activities

Listening comprehension exercises in book are often designed to sound as realistic as possible, with the participant talking at a normal speed and using natural language. These can play a key role in helping the students to notice the existence of pronunciation feature. In short, this activity was used when the students listened to the teacher as a model.

f. Reading activities

In reading activities, although the medium is the written word, work on pronunciation can be successfully integrated here too. Like listening, reading is a receptive activity (students receive the language rather than produce it), and so it provides a suitable means of bringing language features to students' attention. In this case, most of the reading activity have done by reading aloud. So, teacher's reading aloud as the reception and the students' reading aloud as the production.

3. Testing of Pronunciation

Heaton (1990) as cited in Isnawati (2014) includes pronunciation into testing speaking skill. There are at least three techniques of testing pronunciation.

a. Pronouncing words in isolation

The importance of listening in almost all test of speaking, especially those of pronunciation, should never be underestimated. It is impossible for

students to pronounce words correctly unless they first hear and recognize the precise sound of that word.

b. Pronouncing words in sentences

Students can also be asked to read aloud containing the problematic sounds which we want to test. For example:

Do you like this *sport*? (sport/spot)

Are you going to *sail* your boat today? (sail/sell)

c. Reading aloud

Way of testing pronunciation provided that we give a student a few minutes to look at the reading text first.

Meanwhile, Madsen (1983) as cited in Naim (2012: 21) states that on pronunciation test a variety of ways to evaluate students' production and identification of the sounds, stress patterns, and intonation of English, are:

1) Individual testing: oral repetition

Oral-repetition items are useful for students who cannot read or write English, because they can simply listen to what their teacher says to them and repeat it. Also oral-repetition can test virtually all pronunciation features.

2) Group testing: hearing identification

Hearing identification is a kind of pronunciation test can be simple enough for little children and adult beginners. For beginners, the use of visuals in testing can emphasize the difference in meaning between words which sound similar.

3) Multiple-choice hearing identification

In addition, students who can read some English may be evaluated by using multiple-choice hearing-identification items. These may be in either paraphrase or appropriate-response form.

4) Reading aloud

Reading aloud is a rather popular way to test the pronunciation of the students who can read English. Naturally it is an ideal way to test mastery of sound-symbol correspondence (for example, “said” = /sed/, not /sayd/.

To measure students’ understanding in pronunciation, the teacher can give a test for the students. From the score of test, the teacher can know how students’ pronunciation ability. In obtaining reliable scoring of pronunciation, the process of scoring can be done either holistically or analytically. Hughes (1989) in Isnawati (2014: 38) states that scoring will be valid and reliable only if clearly recognizable and appropriate description of criteria levels are written and scorers are trained to use them. Description of pronunciation consist of intelligibility mean not causing misunderstanding, fluency, accuracy, intonation, and stress.

B. Reading Aloud

This part discusses about the definition of reading aloud, purpose of reading aloud, advantages and disadvantages of reading aloud, and the way to apply reading aloud in classroom activity.

1. The Definition of Reading Aloud

Reading aloud is one of the ways in which pronunciation is practiced in the classroom. Also reading aloud is a simple technique in reading class which often used in class. Besides can improve students' ability in reading, this technique is also can improve students' pronunciation. Because the students must to read something loudly and it can make the teacher correct the students' pronunciation easier. It is supported by Huang (2010: 148) that reading aloud is used as the major and magic way to improve students' oral-English.

Meanwhile, 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. Kelly (2000: 22) also says that reading aloud is a classroom activity which has fallen in and out of favor with teachers at various time. Reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

In short, the researcher concludes that reading aloud is very simple technique to practice in class and do not waste time to prepare it. The teacher only enough prepares the text which appropriate the students' level, then give a

model how to read the text correctly, and then asks the students one by one to imitate what the teacher's say.

2. Selecting the Material for Reading Aloud

There are many kind of materials that selected in reading aloud. The teacher can choose suitable text to read aloud, for example read aloud a news, letters, instruction or story. It is useful to imagine what they know based on their actually situations.

Based on 2006 curriculum, the target of learning English in seventh grade of Junior High School is that students are able to understand two kinds of text, they are Descriptive and Procedure text. From these text, the researcher act the teacher chooses descriptive text as the material to read aloud. In addition, descriptive text has simple structure, descriptive text also includes the short text that use noun, adjectives, noun phrases, and verb in form verb 1.

3. The Purpose of Reading Aloud

The purpose of reading aloud according to Huang (2010: 149) Reading aloud has five functions in foreign language:

- a. ***Practice pronunciation***; reading aloud is a kind of comprehensive practice of pronunciation. Reading aloud can help them correct their dialect effectively.
- b. ***Improve oral English***; the students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who don't have

the confidence to practice spoken English, reading aloud can help them overcome the faults of disfluency, repeat, improper pause, and develop natural and good pronunciation habit.

- c. ***Get deeper understanding***; in fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice.
- d. ***Strengthen the knowledge***; we can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.
- e. ***Improve the classroom atmosphere***; in class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class. "During read-aloud, we share the excitement, the suspense, the emotion, and the sheer fun of a new book and its intriguing or annoying characters," said Nancy Lacedonia, who teaches in East Longmeadow, Massachusetts.

Based on the explanations above, it can be concluded that reading aloud very helpful to improve students' ability in their pronunciation.

4. The Advantages and Disadvantages of Reading Aloud

There were some advantages and disadvantages of reading aloud. Gibson (2008) as cited in Adita (2014: 28) states that there are four advantages of Reading Aloud, such as:

- a. Reading aloud can improve reading fluency.
- b. Reading aloud can monitor pronunciation.
- c. Reading aloud can reduce speaking anxiety as it controlled
- d. Reading aloud is indirectly connected to writing via intonation.

Kelly (2000: 22) also says that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through reading aloud.

From these explanations above, it can be concluded that reading aloud gives many benefits. Beside has many advantages, reading aloud are also has disadvantages. Huang (2010: 148) stated that there are at least five disadvantages of reading aloud.

- a. Reading aloud frequently will slow down our reading speed that we always emphasize to improve.
- b. Reading aloud only can give a few students chances of practice while the others feel bored.
- c. The students are easy to be embarrassed when reading. They will read worse when being corrected by teacher.

- d. Fourth, compared to conversation and discussion, reading aloud skill has little practical value unless the student will be the announcer in the future.
- e. This kind of reading is aimless. Every student has original material. As a result, only a few students can continue reading regardless of the embarrassed.

C. Previous Research

There are some previous studies which are similar or in line related to the teaching of Pronunciation. Here, the researcher summarizes some previous studies that can be use as guidelines for the researcher in conducting the new one, and explaining the way this study is different from the previous ones.

The first study was conducted by Pratiwi (2010) under the title “Improving Pronunciation Ability Using Cartoon Films”. This study used Classroom Action Research (CAR) design in which conducted at SMPN 1 KALIWARO in 2009/2010. In this study, the researcher success to build up students’ confidence in pronounce English and also build up their motivation to study pronunciation. So, their ability in pronunciation can improve automatically.

The second study is “Improving Students’ Pronunciation Through Role Plays for Class VII C at SMPN 3 TEMPEL in Academic Year of 2013/2014”. The researcher is the students of Yogyakarta States University. The researcher also implementing reading aloud first before implementing role plays.

The last is the research under title “The Use of Reading Aloud Technique to Improve the VIII-A Grade Students’ Pronunciation Achievement in Reading Narrative Text at SMPN 1 SITUBONDO” by Adita 2014. She was a student from Jember University. She shows that reading aloud is very effective way to increase students’ ability in pronunciation.

From the last previous study above, the researcher wants to try the technique for seventh grade by using descriptive text. The differences between the previous study from Adita is the assessment. Adita assess the students’ pronunciation by using correct words which can pronounce by students in whole text. Meanwhile, the researcher use scoring rubric to assess the students’ pronunciation.