

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter present the finding and discussion of action research in the implementing of Reading Aloud to improve the students' pronunciation ability at SMPN 3 Kedungwaru Tulungagung.

A. Research Findings

The data presented in this study are data collected from the result of planning, implementing, observing, and reflecting in two cycles.

1. Cycle 1

This cycle consists of four meetings. It starts on April 12nd 2016 and finish on April 23rd 2016.

a. Planning

In this stage, the researcher design the lesson plan for the action based on the problem faced by the students toward in pronunciation ability. The researcher arranged a lesson plan based on the teaching material. All of the detailed lesson plan can be seen in appendix 11. Besides that, the researcher also prepared the instruments, they are; questionnaire and observation checklist, and material needed during the teaching learning process. The researcher also prepared the test in first cycle to collect the data to know whether there are some students' improvement in their score from test before cycle 1 to test after cycle 1. After preparing all of items, the researcher

continued the next stage by implementing the lesson plan and the instruments made.

b. Implementing

There were fourth meetings in the cycle 1 which covered three meetings for teaching pronunciation by using Reading Aloud descriptive text and one meeting for pronunciation test by reading aloud descriptive text. Here, the researcher acted as English teacher and the English teacher Mrs. Suprihatin as observer.

The chronological activities in fourth meetings describe as follow:

1) Meeting 1

As the starting of the teaching learning process, the researcher gave the students motivation to build up their interest to the material. The researcher asked some questions related to the topic to stimulate the students' thought and invite the students to the topic.

In the first meeting, the researcher started from asked one of the students to read one until three sentences before explained about the material. After she/he have done to read, the researcher introduced the topic. The researcher showed the picture of features of pronunciation, then gave explanation. After that, the researcher gave the model how to read the text and asked the students to imitate. The text used in first meeting got from their text book.

Before the researcher left the class, the researcher guided the students to draw conclusion and asked the students' difficulties or gave comments on the discussion process.

2) Meeting 2

In the second meeting, the researcher reminded again about the material studied in the first meeting. After that, the researcher asked to the students to make a group. Each group consist of 4-5 students. Here, the researcher gave the oxford dictionary to each group. The students asked to discuss how the word in the text pronounce correctly by looking for in dictionary. In second meeting, the researcher still used same of the text in first meeting. Then, the researcher asked the representative of group to read aloud a text as the result of discuss. After all of the representative delivered their group result, the researcher invited the students to review the students' errors in pronouncing the words together and repeated the explanation about the material last meeting.

In the last main activity, the researcher gave the model how to read the text and asked the students to imitate together. Besides, the researcher also reminded to the students to give note or sign in a text for their understanding easier.

Before the researcher left the class, the researcher guided the students to draw conclusion and asked the students' difficulties or gave comments on the discussion process.

3) Meeting 3

In the third meeting, the researcher reminded again about the material studied in the second meeting. After that, the researcher asked to the students to discuss in group again. The researcher gave the oxford dictionary to each group and asked them to discuss how the word in the text pronounce correctly by looking for in dictionary. In third meeting, the researcher used another title of descriptive text. Then, the researcher asked the each of group to read aloud a text as the result of discuss continually. After all of the group delivered their group result, the researcher invited the students to review the students' errors in pronouncing the words together and repeated the explanation about the material last meeting.

In the last main activity, the researcher gave the model how to read the text and asked the students to imitate together. Besides, the researcher also reminded to the students to give note or sign in a text for their understanding easier.

Before the researcher left the class, the researcher reminded the students to try read the text at home. Because in next meeting, they will be held pronunciation test by using read aloud the text.

4) Meeting 4

In the fourth meeting, the researcher held the test as post-test in the end of cycle 1. It was by giving the simple descriptive text and students read aloud one by one in front of the class. This is to know the students' improvement of pronunciation ability by using reading aloud as the technique.

c. Observing

Observation was done at the same time with the implementation of Reading Aloud as the technique in teaching pronunciation. In this stage, the researcher used three instruments, they are; test, questionnaire, and observation sheet. From the test, the researcher knows the students' achievements in the pronunciation ability after taught by using Reading aloud. From the questionnaire, the researcher knows the students' development during teaching and learning by observing how their response feeling and students' opinion related to the pronunciation learning by using Reading Aloud. The last is observation sheet. It did by English teacher as collaborator. She did observation during teaching and learning process of pronunciation. The English teacher observed all the activities done by the students and the researcher. In the end, the English teacher gave signature on the observation sheet suitable with her observation. After teaching and learning process done, she also gave oral suggestion to the researcher if there is problem during teaching and learning process. The result of observation sheet cycle 1, can be seen in appendix 6.

In conclusion, from the result of those the researcher can revise the teaching scenario to achieve the teaching learning process more successful. The result of observation, was explained by researcher bellow:

1) The Result of the Students' Pronunciation Test in Cycle 1

The result of the students' pronunciation test in the cycle 1 can be seen in the table 4.1 as follow:

Table 4.1 The Result of the Students' Pronunciation Test in Cycle 1

No.	Students' Initial Name	Aspects					Total (ΣN)	X	Classified
		I	F	A	I.t	S			
1.	AAM	3	3	3	2	3	14	70	Passed
2.	AM	4	3	3	3	3	16	80	Passed
3.	ANA	4	3	3	2	2	14	70	Passed
4.	AWI	3	3	2	3	3	14	70	Passed
5.	AVP*	3	3	2	2	2	12	60	Failed
6.	AFP	3	3	3	3	2	14	70	Passed
7.	BF*	2	2	2	1	2	9	45	Failed
8.	BRB*	3	3	3	3	2	14	70	Failed
9.	DYN*	3	2	2	3	2	12	60	Failed
10.	DF	3	3	3	2	3	14	70	Passed
11.	DNP	3	3	3	2	3	14	70	Passed
12.	DA	3	3	3	3	3	15	75	Passed
13.	EAZ*	3	3	3	2	2	13	65	Failed
14.	FK	4	3	3	3	3	16	80	Passed
15.	FEPD	3	3	3	3	2	14	70	Passed
16.	GP	3	3	3	3	2	14	70	Passed
17.	II	3	3	3	3	3	15	75	Passed
18.	KW*	3	2	2	2	2	11	55	Failed
19.	KEW	3	3	3	3	2	14	70	Passed
20.	MAF	3	3	3	2	3	14	70	Passed
21.	MMV*	2	2	2	1	1	8	40	Failed
22.	MFJP*	2	2	2	2	2	10	50	Failed
23.	MS*	3	3	3	2	2	13	65	Failed
24.	MFR*	2	2	2	2	2	10	50	Failed
25.	MRCP	3	3	3	2	3	14	70	Passed
26.	NNSS	3	3	3	3	3	15	75	Passed
27.	NWA	3	3	3	3	3	15	75	Passed
28.	OMD	3	3	3	3	3	15	75	Passed
29.	RRY	3	3	3	3	2	14	70	Passed
30.	RAY	3	3	3	2	3	14	70	Passed
31.	RAS	3	3	3	2	3	14	70	Passed
32.	SKN	3	3	3	3	3	15	75	Passed
33.	TAS	3	3	3	3	2	14	70	Passed
34.	TW	3	3	3	3	3	15	75	Passed
35.	WPS*	3	2	3	2	2	12	60	Failed

*) *Students who failed in test*

From the table above, it can be seen that there were 24 students who got score ≥ 70 and 10 students who get score ≤ 70 . In short, 24 students passed the test and 10 students failed because they could not achieve the Minimum

Completeness Criteria (KKM). The percentage of success of the students' pronunciation test in cycle 1 can be seen by calculating the formula as bellow:

$$\begin{aligned}
 P &= \frac{F}{N} \times 100\% \\
 &= \frac{24}{35} \times 100\% = 69\%
 \end{aligned}$$

Notes:

P = Percentage of success

F = The number of students who passed the test

N = The total of students who followed the test (35)

From the result above, the students who passed the pronunciation test-1 were 69% and 31% were unsuccessful. Whereas, the criteria of success that had been determined were 75%. It means that the test result could not achieve the criteria of success.

2) The Result of the Students' Questionnaire in Cycle 1

After the test have done, the researcher distributing the questionnaire to the students. The researcher gave some items in questionnaire to know the students' development during teaching and learning by observing how their response feeling and students' opinion related to the pronunciation learning by using Reading Aloud. The result of questionnaire, can be seen in the table as follow:

Table 4.2 The Result of the Students' Questionnaire in Cycle 1

No.	Questions	YES	NO
1.	Do you like learning English pronunciation by using this technique?	77,14%	22,86%
2.	Do you think that this technique, you can learn pronunciation easier?	74,28%	25,72%
3.	Do you think that by this technique, you can understand better of how pronounce words correctly?	80%	20%
4.	Are you shy to practice (read aloud) this technique in front of the class individually?	71,42%	38,38%
5.	Do you enjoy in teaching, learning, and exercising pronunciation through this technique?	60%	40%
6.	Do you think that by this technique, you can increase your ability in pronunciation?	80%	20%
7.	Do you think that this technique will be useful for you at next grade?	82,85%	17,15%

From the result of questionnaire above, the researcher conclude that the strategy need some improvements. It causes the percentage of students' questionnaire in about students' enjoyable was categorized average. Students enjoyable still need little improvement. It is because, some of students are difficult to distinguish how to pronounce the difficult words. For example between /nɒt/ and /ʃɔ:t/ (/ɒ/-/ɔ:/), then to say "she", "sharp", the students still familiar with "/si:/", "/sa:p/". In short, their difficulties in teaching, learning, and exercising reading aloud make they not enjoyable.

The result of students' questionnaire also can support the result of observing. Besides, it became reflecting for the researcher to finish or continue the strategy.

d. Reflecting

Reflecting was very significant to be done to repair the result in the next cycle. The researcher evaluated about conclusion of implementing action one by one. First, based on the result of pronunciation test in cycle 1 showed that the criteria of success could not yet be achieved because there were only 69% or 24 students who passed the test. Meanwhile, the action was success if the 75% of the students can get score 70 in their test. Although the result was not too good, it was still better than the result of pronunciation test in preliminary observation.

Second, from the questionnaire also showed that they not enjoy yet during teaching, learning, and exercising of reading aloud. The last, from observation sheet the observer found that there is miss activity before applying the strategy. In conclusion, the action in cycle 1 did not yet run successfully. From this, the researcher should make any change in teaching scenario or lesson plan in applying the technique in cycle 2. The researcher hoped in the cycle 2 could be conducted to gain the better result and handle the weakness in the previous cycle.

Revised Plan

After knowing the result of reflecting in cycle 1, the researcher rearranges the lesson plan which was used in the previous cycle with add some activities. First, in explaining about features of pronunciation. In cycle 2, the researcher adds some more explanation about the symbol phonetics in pronunciation.

The researcher also revises the test. In cycle 2, test was reading aloud the text in front of the class individually to reading aloud the text in front of the class continually with group themselves. In short, the students come forward in grouping but they read the text individually and continually. It was one of purposes to improve their enjoyable in exercising reading aloud in front of the class.

2. Cycle 2

This cycle consists of four meetings. It starts on April 26th 2016 and finish on May 07th 2016.

a. Planning

The re-arranged a lesson plan based on the reflecting in cycle 1 was done. All of the detailed lesson plan in cycle 2 can be seen in appendix 12. Besides that, the researcher also prepared the instruments, they are; questionnaire and observation checklist, and material needed during the teaching learning process. The researcher also prepared the test in second cycle to collect the data to know whether there are some students' improvement in their score from test in cycle 1 to test after cycle 2. After preparing all of items, the researcher continued the next stage by implementing the lesson plan and the instruments made.

b. Implementing

In cycle 2, there were fourth meetings done which covered three meetings for teaching pronunciation by using Reading Aloud descriptive text

and one meeting for pronunciation test by reading aloud descriptive text. The cycle 2 was done on Saturday, 07th May 2016. The action was implemented based on the lesson plan revised by the researcher shared with the English teacher. The chronological activities in cycle 2 described as follow:

1) Meeting 1

In this meeting, the researcher starting the lesson by asking some questions to remind the students about the lesson in the first cycle. Then, asking one of them to try read the text one until three sentences. After that, the researcher began explaining the material. In cycle 2, the material was explained stronger. It purposes to give students more knowledge about pronunciation. After the explanation done, the researcher asks the students to find the difficult words then drill it repeatedly. The last of main activity, the researcher gives the model how to read the text and asks the students to imitate together.

Before close the lesson, the researcher is always asking the students' difficulties about the material. The last, the researcher guiding the students to draw conclusion.

2) Meeting 2

In the second meeting, the researcher starts the lesson by giving the other title of descriptive text complete with the transcription. Then, asking the students to make a group and discuss to find the difficult word. After that, the researcher drilling those repeatedly. While drilling, the researcher also gives the explanation. The last of main activity is reading aloud. The researcher gives

the modelling how to read the text sentence by sentence first, and then asks them to imitate.

Before close the lesson, the researcher is always reminding the students to ask if they find difficulties about the material. The last, the researcher guiding the students to draw conclusion.

3) Meeting 3

The third meeting is still same with the second meeting. The researcher applying reading aloud after asks the students to make a group and discuss together to find the difficult words, then drill it repeatedly. But in third meeting, the researcher gives the other text of description text. The researcher also gives an explanation after drilling the difficult words.

Before the researcher left the class, the researcher reminded the students to try read the text at home. Because in next meeting, they will be held pronunciation test by using read aloud the text.

4) Meeting 4

In the fourth meeting, the researcher held the test as post-test in the end of cycle 2. It was different with the test in cycle 1. In cycle 2, the test was by giving the simple descriptive text and students read aloud the text in front of the class continually with their group. In short, the students come forward in grouping but they read the text individually and continually. This is to know the students' improvement of pronunciation ability by using reading aloud as the technique after revise the lesson plan in cycle 1.

c. Observing

In this stage, the researcher observed all activities during the teaching and learning process with the English teacher (Mrs. Suprihatin) as the collaborator. The English teacher observed all activities done by the students and the researcher by observation sheet. Then, gave the signature on the observation sheet suitable with her observation. The result of observation sheet in cycle 2, can be seen in appendix 7. Meanwhile, the researcher observed the all activities by the result of test and questionnaire to know the success or not of applying the strategy.

The result of observation, was explained by researcher bellow:

1) The Result of the Students' Pronunciation Test in Cycle 2

The result of the students' pronunciation test in the cycle 2 can be seen in the table 4.3 as follow:

Table 4.3 The Result of the Students' Pronunciation Test in Cycle 2

No.	Students' Initial Name	Aspects					Total (ΣN)	X	Classified
		I	F	A	I.t	S			
1.	AAM	4	3	3	2	3	15	75	Passed
2.	AM	4	3	4	3	3	17	85	Passed
3.	ANA	3	3	3	2	3	14	70	Passed
4.	AWI	4	3	3	3	3	16	80	Passed
5.	AVP	4	3	3	2	2	14	70	Passed
6.	AFP	4	3	3	2	2	14	70	Passed
7.	BF*	3	2	2	1	2	10	50	Failed
8.	BRB	3	3	3	2	3	14	70	Passed
9.	DYN	3	3	3	2	3	14	70	Passed
10.	DF	3	3	3	2	3	14	70	Passed
11.	DNP	3	3	3	2	3	14	70	Passed
12.	DA	3	3	3	3	3	15	75	Passed
13.	EAZ	3	3	3	2	3	14	70	Passed
14.	FK	4	3	4	3	3	17	85	Passed
15.	FEPD	4	3	4	3	2	16	80	Passed
16.	GP	4	3	3	3	2	15	75	Passed

17.	II	4	3	3	3	3	16	80	Passed
18.	KW*	3	2	3	2	2	12	60	Failed
19.	KEW	4	3	3	2	3	15	75	Passed
20.	MAF	3	3	3	2	3	14	70	Passed
21.	MMV*	3	2	2	1	1	9	45	Failed
22.	MFJP*	3	2	2	2	2	11	55	Failed
23.	MS	4	3	3	2	2	14	70	Passed
24.	MFR*	2	2	2	2	2	10	50	Failed
25.	MRCP	4	3	3	2	3	15	75	Passed
26.	NNSS	3	3	3	3	3	15	75	Passed
27.	NWA	4	3	3	3	3	16	80	Passed
28.	OMD	4	3	3	3	3	16	80	Passed
29.	RRY	3	3	3	3	2	14	70	Passed
30.	RAY	4	3	3	2	3	15	75	Passed
31.	RAS	3	3	3	2	3	14	70	Passed
32.	SKN	3	3	3	3	3	15	75	Passed
33.	TAS	4	3	3	2	2	14	70	Passed
34.	TW	3	3	3	3	3	15	75	Passed
35.	WPS*	4	2	3	2	2	13	65	Failed

*) *Students who failed in test*

From the table above, it can be seen that there were 29 students who got score ≥ 70 and 6 students who got score ≤ 70 . The percentage of success of the students' pronunciation test in cycle 2 was calculated as follows:

$$P = \frac{F}{N} \times 100\%$$

$$= \frac{29}{35} \times 100\% = 83\%$$

Notes:

P = Percentage of success

F = The number of students who passed the test

N = The total of students who followed the test (35)

From the result above, the students who passed the pronunciation test-2 were 83% and 17% were unsuccessful. Whereas, the criteria of success that

had been determined were 75%. It means that the test result could achieve the criteria of success. So, the pronunciation test in cycle 2 was successfully.

2) The Result of the Students' Questionnaire in Cycle 2

Like in cycle 1, the researcher distributing the questionnaire to the students after the test have done. The researcher gave some items in questionnaire to know the students' development during teaching and learning by observing how their response feeling and students' opinion related to the pronunciation learning by using Reading Aloud. The result of questionnaire, can be seen in the table as follow:

Table 4.4 The Result of the Students' Questionnaire in Cycle 2

No.	Questions	YES	NO
1.	Do you like learning English pronunciation by using this technique?	88,57%	11,43%
2.	Do you think that this technique, you can learn pronunciation easier?	85,71%	14,29%
3.	Do you think that by this technique, you can understand better of how pronounce words correctly?	94,28%	5,72%
4.	Are you shy to practice (read aloud) this technique in front of the class continually with your group?	17,15%	82,85%
5.	Do you enjoy in teaching, learning, and exercising pronunciation through this technique?	85,71%	14,29%
6.	Do you think that by this technique, you can increase your ability in pronunciation?	88,57%	11,43%
7.	Do you think that this technique will be useful for you at next grade?	94,28%	5,72%

From the result of questionnaire above, the researcher knows that there is an improvement of the students during teaching and learning process. It can be seen from the result of students' percentage between cycle 1 and cycle 2. In cycle 1 the result of students' response percentage was categorized average. Especially in students' enjoyable during teaching, learning, and exercising is need revise to improve it and in cycle 2 the result of students' response percentage was categorized good until very good in some items. It showed that there is significant improvement.

As the supporting data, the researcher concludes that by observing the result of questionnaire, implementing reading aloud in cycle 2 was success.

d. Reflecting

In this stage, the researcher analyzes the result of cycle 2. The researcher analyzed based on the result of test as the main data, and second from the result of students' questionnaire as supporting data. From test, showed that there were 29 students or 83% who got score ≥ 70 and 6 or 17% students who get score ≤ 70 . In short, the criteria of success (70% students can get score ≥ 70) in cycle 2 could achieved.

Then, from the result of students' questionnaire also presented that the students have good response during teaching and learning process. The learning pronunciation easier by using this strategy. They also enjoyable in teaching, learning, and exercising reading aloud.

Based on the result above, the researcher decided to stop the action because it had already succeeded.

B. Research Discussions

In this stage contain about the explanation of the data analysis based on the research finding and theory related to the research.

The observation conducted in two cycle. Each cycle consists of four meetings. Three meetings for teaching and learning the material by using Reading Aloud as the strategy, and one meeting for the test. In improving the success of applying the reading aloud as the strategy, the researcher revise the lesson plan in cycle 2. In cycle 2, the researcher adds the explanation about pronunciation. Then, the researcher also using drilling to overcome students' difficulty in distinguish the pronounce of difficult words. Besides that, in pronunciation test cycle 2, the researcher asks them to read aloud the text in front of the class continually with group themselves. In short, the students come forward in grouping but they read the text individually and continually. It is one of researcher' purpose to improve their enjoyable in exercising reading aloud in front of the class. It is appropriate with the Johnson's theory (1991) as cited in Education report of California State University, Los Angeles that grouping as the cooperative learning technique can avoid the embarrassment of the students who have not yet mastered all of the skills required. From it, the researcher concludes that by reading aloud the text in front of the class continually with group themselves can less their confidence and improve their enjoyable in exercising reading aloud in front of the class.

The observation's result showed that the students' pronunciation score from preliminary study, improving their pronunciation both on the cycle 1 and

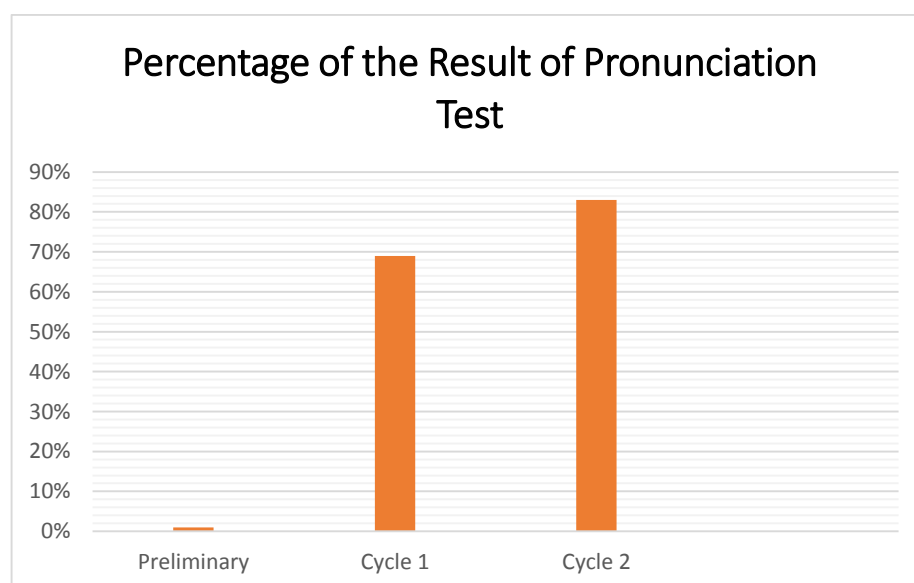
2, there was significant development of the success. The improvement of the students' pronunciation score from preliminary study to cycle 1 and cycle 2 can be seen in table 4.5 below:

Table 4.5 The Students' Pronunciation Test Score

No.	Student's Initial Name	Preliminary-Test	Pronunciation Test-Cycle 1	Pronunciation Test-Cycle 2
1.	AAM	45	70	75
2.	AM	50	80	85
3.	ANA	25	65	70
4.	AWI	45	70	80
5.	AVP	20	60	70
6.	AFP	30	70	70
7.	BF	20	45	50
8.	BRB	25	70	70
9.	DYN	20	60	70
10.	DF	30	70	70
11.	DNP	30	70	70
12.	DA	30	75	75
13.	EAZ	25	65	70
14.	FK	45	80	85
15.	FEPD	35	70	80
16.	GP	35	70	75
17.	II	40	75	80
18.	KW	20	55	60
19.	KEW	35	70	75
20.	MAF	35	70	70
21.	MMV	10	40	45
22.	MFJP	15	50	55
23.	MS	15	65	70
24.	MFR	10	50	50
25.	MRCP	35	70	75
26.	NNSS	30	75	75
27.	NWA	35	75	80
28.	OMD	30	75	80
29.	RRY	25	70	70
30.	RAY	25	70	75
31.	RAS	20	70	70
32.	SKN	35	75	75
33.	TAS	20	70	70
34.	TW	30	75	75
35.	WPS	25	60	65
	TOTAL	1000	2350	2480
	AVERAGE	28,57	67,14	70,85
	PERCENTAGE OF SUCCESS	0%	69%	83%

From the table above, it is clear that there is an improvement of the students' pronunciation ability from preliminary test to pronunciation test in cycle 1 and 2. There was significant improvement of the students' score. The percentage of success in cycle 2 also could achieved the criteria of success. Below is the diagram of the significant improvement of the students' percentage in their test:

Diagram 4.1 The Percentage of the Result of pronunciation



The result of applying the strategy above, appropriate with some theories. First, according to Huang (2010:148), Reading aloud is used as the major and magic way to improve students' Oral-English. Gibson (2008) as cited in Adita (2014:28) also states that reading aloud has many advantages in teaching and learning pronunciation. One of them is reading aloud can monitor pronunciation. Reading aloud also 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 (Kelly, 2000:22). The previous study, Adita (2014:60) also showed that her research was successful using this strategy. The percentage in cycle showed that 65.22% students can pass the test. Meanwhile in cycle 2, the percentage of the students pass increase became 78,26%.

In addition, not only from the result of test that showed their score in pronunciation test could increase, but also from the result of students' questionnaire showed that their understanding of the material in learning pronunciation also easier. Automatically, the learning pronunciation makes the students enjoyable. In short, the all of criteria of success in this research is could achieved. The result of students' questionnaire can be seen I appendix ().

Based on the discussions above, the researcher concluded that the applying reading aloud using descriptive text could improve the students' ability of VII-B in pronunciation.