

CHAPTER I

INTRODUCTION

This chapter researcher focuses on background of study, identification of the problem, scope and limitation of the problem, formulating of the research, objective of the research, significance of the research and scope of the research.

A. Background of the Study

Language, being the key to communication, plays a crucial part in revealing one's intention to another. Language may be used in a variety of contexts, including education, society, politics, economy, and culture. English is become a worldwide language. English is used in technology and the business sector. According to Harmer, many individuals study English because they believe it will be beneficial in some manner for international communication, and they want to be able to properly speak, read, listen, and write the language for wherever and whenever it may be useful to them.

English has been taught as a foreign language to students in Indonesia. As a result, our government establishes a policy on the usage of English in our educational system. According to the Junior High School content standards, the goal of English education in school is to help students to achieve a functional level of reading. The English curriculum focuses on practical language skills such as listening, speaking, reading, and writing. The curriculum for teaching English also contains linguistic components such as vocabulary, syntax, and pronunciation (in speech) or spelling (in writing) to help pupils improve their skills. So, acquiring not only the entire set of abilities, but also the entire set of components in teaching English is required to accomplish those talents.

Even though English has been taught since elementary school, many students in junior high still struggle to understand their pronunciation while communicating. It is not unexpected that a single word in English may have several meanings. Its meaning is determined on how the word is spoken. In other words, various pronunciations will have different meanings.

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The study of pronunciation, as one of the English components, has become an important aspect in teaching English as a foreign language. According to Goodwin, the goal of instructions in teaching pronunciation is threefold: to enable our students 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. According to that statement, pronunciation is also very important when teaching English as a foreign language.

Pronunciation is also very important, especially when teaching English in a classroom setting. For starters, it is used in reading classes to teach students how to read aloud. Second, in speaking for the purpose of conversation, and in listening for the purpose of obtaining information, taking or listening from a recorded tape, or teacher dictation. It means that students' ability to pronounce is critical, because the teacher will be teaching language skills that include pronunciation. As a result, the students will be able to comprehend what the speaker said.

Furthermore, students in junior high school, particularly in SMP Islam Gusdur Tuban, cannot pronounce English well. According to an interview with the English teacher, the seventh grade students of SMP Islam Gusdur Tuban frequently struggle with learning English, particularly with their pronunciation. First, the score of students' achievement in pronunciation that is involved in the speaking test is still poor or below the minimum of success. Second, the students' knowledge of pronunciation is still lacking, because during teaching and learning pronunciation, they simply gave some words and asked the students to imitate and drill them repeatedly, with no explanation about how to pronounce words correctly.

Based on the foregoing reasons and facts, the researcher would know the influence reading aloud technique for pronunciation. According to Kailani, reading aloud is distinguished by clear articulation of words, flexibility in stress, intonation, and rhythm, and effective use of pauses. As a result of reading aloud, the students will be able to recognize how to produce appropriate English sounds, and the researcher will be able to easily determine whether the sound produced by the students is correct or not. Furthermore, Huang claims that reading aloud has the ability to improve oral English and is beneficial for pronunciation practice. For some students who lack confidence in speaking English, reading aloud can help them overcome this obstacle. This strategy leads the students to read with correct pronunciation.

Furthermore, in his research on reading aloud, Huang (2003) at the English Department, Zhenjiang Watercraft College of PLA stated that "reading aloud to middle and high school students can motivate them to read by enticing them with a good short story and providing a model of excellent reading, phrasing, expression, and pronunciation. Reading aloud fluently is an important part of language teaching because it not only fosters reading ability and basic skills, but it also improves oral expression, particularly in students' pronunciation ability. Furthermore, the reading aloud technique was chosen because it allows for the investigation of the links between spelling and pronunciation, stress and intonation, and the linking sounds between words in connected speech. Furthermore, Huang claims that reading aloud can improve oral English and practice pronunciation.

Reading aloud also does not necessitate extensive preparation because the strategy is straightforward and simple for students to implement. As a result, this strategy is simple to implement and has numerous advantages for students, most notably improved pronunciation. Based on that explanation, the researcher chooses reading aloud as an innovative teaching strategy for improving students' pronunciation ability.

In relation to this research, the researcher took SMP Islam Gusdur Tuban how Using Reading Aloud technique toward students SMP Islam

Gusdur. The researcher gave the questionnaire to students and got a positive result. From the questionnaire, the researcher knows the reading aloud technique influences pronunciation ability or not.

Based on the reason above, the researcher is interested in conducting a research entitled **“Using Reading Aloud technique toward students’ Pronunciation Ability at the Eighth Grade of SMP Islam Gusdur Tuban”**. The writer hoped that Reading Aloud could improve the students’ ability in their pronunciation.

B. Formulation of the Research

The researcher identified the following problem:

1. How can Reading Aloud Technique be used to teach pronunciation ability toward SMP Islam Gusdur Tuban ?

C. Objective of the Research

Based on the formulation of the research problem, the objective of the study is to find out using reading aloud technique can teach students pronunciation ability toward SMP Islam Gusdur Tuban..

D. Significance of Research

The significance of this research is to carry out reading aloud technique in teaching pronunciation at SMP Islam Gusdur Tuban, this study is hoped, first, giving an additional source to the study of pragmatics especially in pronunciation ability.

The writer hopes that this research will be:

- a. Benefit to theoretical development of reading aloud technique in pronunciation.
- b. Useful for students who have difficulty in pronunciation, especially in communication
- c. Readers can understand the problems experienced by students who have difficulty in pronunciation and are able to provide solutions.

E. Scope and limitation of the Research

Below is the scope of the research the Subject of the Research was the eighth grade of SMP Gusdur Soko Tuban. The scope of this research is to examine reading aloud techniques, first, how to implement them for teaching at Gusdur Tuban Islamic Middle School, secondly, to identify how to apply reading aloud techniques to pronunciation, especially for Gusdur Tuban Islamic Middle School students. It is hoped that this theory can improve students' ability in pronunciation.

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.