

CHAPTER I

INTRODUCTION

A. Background of the Study

Since English becomes an international language, the government decides to use English as one of compulsory subjects from Junior High School up to the University. Therefore, the government provides a curriculum as the guidance of English teacher in teaching-learning process. In the English lesson curriculum 2013 for junior high school and senior high school, the four skills (listening, speaking, reading and writing) are taught integrated. It means, the learning activities of English lesson involve listening, speaking, reading and writing. Although English is focused on the four skills, pronunciation is not separately taught from the four skills.

Pronunciation hold an important role in English language teaching since most of country around the world has completely different pronunciation from English language including Indonesia. There are a lot of differences between English language and Indonesian language especially in its symbol and sound. Ramelan said the greater similarity between them, the less difficult it will be for the students to learn the foreign language.¹

For Indonesian students who used to their mother language that mainly different in sound and spelling from English language, they found out it is difficult for Indonesian students to pronounce English words correctly. For example, In

¹ Ramelan, *English Phonetics* (Semarang: IKIP Semarang Press, 1985), 5

English “Umbrella” pronounced /ʌ m'breɪə/ ² but Zidan Haikal pronounce it /umbrella/ the same as the written word. It is because he is used to speak with their mother tongue that mainly different from English pronunciation. Therefore, it is important to teach pronunciation. According to Harmer, for all those people who learn English, being made aware of pronunciation issues will give them benefit not only to their own production but also to their own understanding of spoken English.³ This means, the students who have good pronunciation are easy to understand the spoken English and being understood by the others.

Pronunciation is a key to gain full communicative competence. According to Kenworthy⁴, Gilbert⁵, and Kelly⁶ in their book, teaching English pronunciation correctly is unavoidably a crucial thing in EFL teaching because correct pronunciation is needed for someone to communicate and the incorrect pronunciation will affect listeners' understanding to what speaker say.

From the researcher observation and interview, the researcher is aware that currently ESL students in Indonesia, even after several years of EFL classes, are often far less proficient in the spoken language than in grammar, vocabulary, and literacy.⁷ They have been learning English from pre-elementary school up till now but their English pronunciation is far from being understood by the others even they have good

² Hornby, A.S., *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), 1292

³ Jeremy Hammer, *The Practice of Language Teaching* (Cambridge: Longman, 1998), 183

⁴ Joanne Kenworthy, *Teaching English Pronunciation* (New York: Longman. Inc, 1988), 3

⁵ Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid* (New York: Cambridge University Press, 2008), 2

⁶ Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 11

⁷ Based on Preliminary on 29th – 30th October - 2013

understanding in English grammar. This is particularly unfortunate as it is oral communication that is most critical to students' achievement of their goals in employment, education and other areas of life as spoken English is a lot more used than written English. This is because English-speaking listeners find it much easier to understand someone whose pronunciation is basically good but whose grammar remains weak than the reverse: excellent grammar can be completely masked by poor pronunciation⁸. This means that learners who have better pronunciation will have more opportunities to communicate naturally with native speakers – and this in itself is one of the surest paths to improvement in all aspects of language.

Mispronunciation in English word pronunciation can create misunderstanding and miscommunication. It is often found among Indonesian learners who learn English as a foreign language. For example, the word *paper* is pronounced as *pepper*, the meaning of *pepper* is a hot-tasting powder from the dried berries of certain plant uses to add flavor to food.⁹ Another example is the word *ship* that is pronounced as *sheep*, it will create the meaning of an animal with thick coat kept on farms for its meat or wool.¹⁰ This can be very frustrating for the learner who may have a good command of grammar but have difficulty in understanding and being understood by another language community. It means, if someone mispronounced English words, it

⁸ Helen Fraser, *Teaching Pronunciation: A handbook for teachers and trainers* (Canberra: DETYA, 2001), 5

⁹ Hornby, A.S., *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), 858

¹⁰ Hornby, A.S., *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), 1083

will has completely different meaning from what speaker means since English words have a lot of words that almost similar to each other in pronounce it.

It is obvious that pronunciation is a very important thing in English learning. The importance of pronunciation in English is in accordance with the aim of the school based curriculum on the aspect of speaking, reading, and listening which is stated in Competence Standard and Basic Competence of Indonesia National Curriculum. In this curriculum, pronunciation is always required by the students in order to express the meaning accurately and fluently in their communication and to achieve good communication, and it would be meaningless to teach English if student cannot speak, read and listen English fluently because of their poor pronunciation. Teacher should teaching pronunciation in class along with speaking, reading and listening to make students' skill better since good pronunciation will give students opportunities to communicate naturally to the listener with understandable pronunciation.

The aim of this research is not to sound exactly alike the native speaker but rather to be able to pronounce the words and the sentences clearly, and as near as possible to Standard English pronunciation.

Pronunciation skills need to be taught in active and communicative activity on Junior High School Students to make them more enthusiasts so they will have great interest to improve their pronunciation skills¹¹. However, in teaching English, the teachers should have several special tricks to make their students motivated to learn

¹¹ Gerald Kelly, *How to teach Pronunciation* (Edinburg Gate: Pearson Education Limited, 2000), 15

English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English

Reading aloud is one of the active and communicative teaching strategies. Junior High School Students will have more enthusiasm and interest to learn because adolescent learners have more spirit and energy if it doesn't leads in the right way students will get bored and make students think that English is hard to learn.

For all those reason that mentioned above, the researcher is interested to conduct a research to improve students' pronunciation through reading aloud at 8th grades of SMP Kyai Hasyim Surabaya. The researcher chooses SMP Kyai Hasim because an in every two week there is an English day club in every class that lead by teacher to improve their Enligh. And the reason for choosing the 8th grade of SMP Kyai Hasyim Surabaya because from the preliminary research, the researcher knows that most of students of 8th grade lost their interest in learning English that affect their English score. They said that English is hard to learn because of English words has different symbol and sounds, and also they used to spoke Indonesian and Javanese language that has completely different pronunciation.¹² It seems that the students are lack of practical in pronouncing English in school or their daily life, the teacher also rarely teaches them about English pronunciation. When their teacher gives them an English task or homework, they always copy the answers from their classmate who have good score in English.¹³ Derived from this problem, the researcher tries to offer

¹² Footnote based on the researchers' observation and interview conducted on 29th - 30th Oktober 2013

¹³ Based on the researcher observation and interview on October 8th 2013

a technique that may help then to practice English pronunciation. The technique itself is reading aloud. Through reading aloud, students get interactive learning activities that give them opportunity to practice what they learn during the class. Students not only have great opportunity to improve pronunciation skills but also get another benefit that is listening for listening good pronunciation and speaking for good spelling.

B. Research Question

The research questions of this research are:

1. Can Reading Aloud improve student's pronunciation at SMP Kyai Hasyim Surabaya?
2. What are the responses of the students SMP Kyai Hasyim Surabaya toward the use of reading aloud as a method in improving pronunciation skill?

C. Objective of the Study

The objectives of the study of this research are as follow:

1. To find out the improvement of the students' pronunciation through reading aloud and without reading aloud.
2. To know the students' responses towards the use of reading aloud to teach them pronunciation.

D. Significance of the Study

The result of this study can contribute some benefits to students and teachers. Here are the benefits:

1) Students

It improves their pronunciation. Since they find out that learning English pronunciation is not as hard as they think, they are more active and interested learning English.

2) Teachers

The research findings are expected to be used as a consideration in teaching pronunciation in the classroom.

E. Scope and Limitation

This research takes place at SMP Kyai Hasyim Surabaya. The population of this research is 8th Grade students of SMP Kyai Hasyim Surabaya. Since the research is an Experimental Research, the subject of this research is 8th Grade students of SMP Kyai Hasyim Surabaya and it is focused on improving pronunciation skills through reading aloud. The material that is taught in this research is limited to the pronunciation of short text given by researcher.

F. Definition of Key Term

1. Pronunciation is the way in which a language is spoken.¹⁴ In this research, pronunciation means students' pronunciation in pronouncing words or sentences in short text accurately and fluently, students' pronunciation are not expected to be exactly alike a native speaker but as near as possible to Standard English.
2. Reading aloud is someone reading a book, article or any other text out loud to another person.¹⁵ In this research, reading aloud means the teacher reads a short story aloud to the students and explains it then the teacher read it again and followed by students.
3. Improve is to become or make something better.¹⁶ In this research, improving means students have better score in pronunciation after reading aloud is conducted. The students' improvement can be seen from their score before and after reading aloud conducted.

G. Research Paper Organization

In order to make this research is easy to follow, the researcher organizes it as follows.

¹⁴ Hornby, A.S, *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), 928

¹⁵ Katrina L. Covert, *Reading Aloud in the High School Language Class: A Gateway to Cultural Awareness* (Pacific Lutheran University, 2008), 10

¹⁶ Hornby, A.S, *Oxford Advance Learners Dictionary*, (Oxford ; Oxford University Press, 1995), 598

Chapter I is introduction, which consists of background of the study, research question, objective of the study, significant of the study, scope and limitation of the study, and research organization.

Chapter II is underlying theory, involving the theories of teaching English pronunciation in EFL classroom, techniques and activities in teaching pronunciation, reading aloud, reading aloud for high school student, reading aloud in teaching pronunciation, the characteristic of junior high school student, and the previous of the study.

Chapter III is research method. This chapter is dealing with research design, setting of the study, data and source of data, data collection technique, variable, instrument, research procedure and data analysis technique.

Chapter IV is related to the process of improving students' pronunciation through reading aloud, to solve the problem of student's pronunciation and to describe the result of student's pronunciation through reading aloud.

Chapter v is related to the conclusion and suggestion from the research's result.