CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents and analyzes the data. Those are collected from the pretest score and the posttest score. The researcher discusses the finding and answers the problem about research finding collected by the researcher. Then, the researcher analyzes it and answer the question. That is the improvement of students' pronunciation at 8th grade of SMP Kyai Hasyim Surabaya which is taught using reading aloud. The researcher presents it with calculating the data that is taken from the result of students' score. The research gives pretest and post test to students to collect the students' score.

A. Research Findings

1. The Result Score of Students' Pretest and Posttest

In this research, the researcher focuses on improving students' pronunciation through reading aloud at SMP Kyai Hasyim Surabaya. The researcher analyzes and presents the finding with calculating statistic that is taken from the result of students' score.

The researcher takes 2 groups from 8th grade for the research study. The researcher chooses students from VIII A class and VIII B class, the experimental group is VIII A class and the control group is VIII B class. The researcher only takes 20 students for each group, they are chosen with lottery that the researcher made.

On the first meeting, the researcher conducts pretest for experiment group and control group which is held on November 4th, 2013. Both of groups were given the same oral test for pretest using the same short story. The aim of the pretest is to know students' pronunciation. For the experiment group, the pretest is for measuring students' pronunciation score before the experiment conducted. After giving the pretest to experiment group and control group, the researcher collects their data and calculates students' means score of experiment group and control group.

The next meeting, the researcher gives material for the experiment group and their English teacher teaches the control group using the same material. The researcher gives the experiment group treatment for improving their pronunciation skill through reading aloud. On the other hand, the control group taught by their teacher using conventional treatment. The meaning of conventional treatment is the control group is taught using the same material through non reading aloud teaching strategy.

The treatment is given for 3 times. It is done on November 7th, 2013 (treatment 1), November 11th, 2013 (treatment 2), and on November 14th, 2013 (treatment 3). For the first treatment, the researcher uses short story entitled " Bayuwangi". It is taken from Scaffolding Grade VIII page 154. The second is about "The Legend of Nyi Roro Kidul" also taken from Scaffolding Grade VIII page 149 – 150. Meanwhile, the third treatment is short story about "The Prince and His Best Friends" taken from English in Focus 2 page 92-93. During the treatment teacher

always involving in reading aloud by ask them to follow the researcher's reading aloud and sometime drill the students some vocabulary that troubled them.

After conducting the treatment, the researcher does the posttest for experiment group and the control group to know the result from the treatment. The posttest is conducted on November 16th, 2013.

Meanwhile, the control group is also given the material three times. It is done on November 8th, 2013, November 12th, 2013 and on November 14th, 2013. The materials and topics are the same with the treatment group. In addition, it takes 2x35 minutes. During the class, the teacher only gives students the related vocabulary then reads the text and explains it. The teacher doesn't involve the students during the lesson and he doesn't practice reading it with appropriate pronunciation.

After all those activities that mention above is done. The researcher collects and arranges the data from pretest score and posttest score of both groups, then the researcher calculates it as follow:

a. The students' score of pretest and posttest

The table below shows the students' score of pretest and posttest on experimental group and controlled group.

Table 4.1
The calculation score between pretest and post test for control group can be seen in table below:

No	Name	Pre-Test Score	Post-Test Score
1	Adam Nur Oktavian	60	60
2	Agung Guntur Wahyudi	60	55
3	Anggara Saputra	65	65

4	Dewi Kharomah	60	60
5	Febi Alan Pradana	55	60
6	Feni Amilia	65	60
7	Giki Ardiansyah	65	55
8	Irvan Achmad Affandi	50	60
9	Joko Taruno	60	60
10	Moch. Ferri Angriawan	60	60
11	Muhammad Cahyo Ainun I	55	60
12	Muhammad Eka Ramadani	55	55
13	Munjidah	60	55
14	Nanda Satria Utama	65	60
15	Primus Setiawan	50	55
16	Reziana tri Andini	60	60
17	Siti Suci Wulandari	55	65
18	Tania Rizky Pitaloka	65	65
19	Vina Aprilyanigrum	65	60
20	Zidan Haikal	60	65
Total Score		1190	1195
		Mc = 59,5	Mc = 59,75

Table 4.2
The calculation score between pretest and post test of experimental group can be seen in table below:

No	Name	Pre-Test Score	Post-Test Score
1	Achmad Erland Saifullah	55	75
2	Agus Sanjaya	50	75
3	Dea Tri Utami	60	70
4	Eva Safitri	55	70
5	Ibnu Abas	65	80
6	Indra Dwi Atmajaya	60	75
7	Juniar Cristiawan	60	75
8	Mellynia Febrianti	55	70
9	Miftakhul Khamdan	65	80
10	Moh. Firmansyah	50	75
11	Muhammad Abi As’ad	50	70
12	Nafis Rahmatullah	65	75
13	Nelly Agustina Sri R	60	75
14	OvyLita Kumalasari	65	70
15	Piya Melliani Nuristiqomah	65	75

16	Rini Dwi Oktavia	55	70
17	Syaifullah Noer	50	75
18	Tasnaldi Rega Sampurna	60	80
19	Umi Maulidia	55	75
20	Vicky Awang Lazuardi	50	70
Total Score		1150	1480
		Me = 57,5	Me = 74

From the table score above, the researcher conclude that the control groups' score is higher than experiment groups' score. Nevertheless, the experiment groups' score is higher than the control groups' score on the posttest score.

b. Calculation between two means

Mean is the average value of the scores.[1] In order to know the significant difference of the experiment could be seen through the difference of the two means from the posttest score on both groups; experiment group and control group.

$$Me = \frac{\sum xe}{N}$$

$$Mc = \frac{\sum xc}{N}$$

Where:

Me : the mean scores of the experiment group

$\sum Xe$: the sum of all scores of the experiment group

Mc : the mean scores of the control group

$\sum xc$: the sum of all scores of the control group

[1] mk

N : the number of the subject sample

The calculation of the scores of the experiment group and control group is calculated as follows:

$$Me = \frac{\sum xe}{N}$$

$$= \frac{1480}{20}$$

$$= 74$$

The mean posttest of control group is 74

$$Me = \frac{\sum xe}{N}$$

$$= \frac{1195}{20}$$

$$=59.75$$

The mean posttest of experiment group was 59.75

If we compared the two means it is clear that the mean of the experiment group is higher than that of the control group. The difference between the two means is 14.25.

To the analysis the hypothesis and makes the research more reliable, t-test formula is used.[2]

$$t = \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\left(\frac{1}{Ne}\right) + \left(\frac{1}{Nc}\right)\right)}}$$

[2] Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV. Alfabeta, 2007), 124

Where:

t: t-test

Me: the mean difference of the experiment group

Mc: the mean difference of control group

Sse: sum of quadrate deviation of the experiment group

Ssc: sum of quadrate deviation of the control group

Ne: the number of experiment group

Nc: the number of control group

For applying the t-test formula above, we must find Sse and Ssc first.

To find Sse and Ssc, the formula is:

$$Ssc = \sum xc - \frac{(xc)^2}{Nc}$$

$$Sse = \sum xe - \frac{(xe)^2}{Ne}$$

From the formula and based on the data in the table below:

Table 4.3
The calculation of the significant difference between pretest and post test of control group can be seen in table below:

No	Name	Pre-Test Score	Post-Test Score	D	d^2	
1	Adam Nur Oktavian	60	60	0	0	3600
2	Agung Guntur Wahyudi	60	55	-5	25	3025
3	Anggara Saputra	65	65	0	0	4226
4	Dewi Kharomah	60	60	0	0	3600
5	Febi Alan Pradana	55	60	5	25	3600
6	Feni Amilia	65	60	5	25	3600

7	Giki Ardiansyah	65	55	10	100	3025
8	Irvan Achmad Affandi	50	60	10	100	3600
9	Joko Taruno	60	60	0	0	3600
10	Moch. Ferri Angriawan	60	60	0	0	3600
11	Muhammad Cahyo Ainun I	55	60	5	25	3600
12	Muhammad Eka Ramadani	55	55	0	0	3025
13	Munjidah	60	55	-5	25	3025
14	Nanda Satria Utama	65	60	5	25	3600
15	Primus Setiawan	50	55	5	25	3025
16	Reziana tri Andini	60	60	10	100	3600
17	Siti Suci Wulandari	55	65	10	100	4225
18	Tania Rizky Pitaloka	65	65	0	0	4225
19	Vina Aprilyanigrum	65	60	-5	25	3600
20	Zidan Haikal	60	65	5	25	4225
Total Score		1190	1195	50	625	71625
		Mc = 59,5	Mc = 59,75	Mc = 2,5		

Table 4.4
The calculation of the significant difference between pretest and post test of control group of experimental group can be seen in table below:

No	Name	Pre-Test Score	Post-Test Score X	d		
1	Achmad Erland Saifullah	55	75	20	400	5625
2	Agus Sanjaya	50	75	25	625	5625
3	Dea Tri Utami	60	70	10	100	4900
4	Eva Safitri	55	70	20	400	4900
5	Ibnu Abas	65	80	15	225	6400
6	Indra Dwi Atmajaya	60	75	10	100	5625
7	Juniar Cristiawan	60	75	15	225	5625
8	Mellynia Febrianti	55	70	15	225	4900
9	Miftakhul Khamdan	65	80	15	225	6400
10	Moh. Firmansyah	50	75	25	625	5625
11	Muhammad Abi As’ad	50	70	20	400	4900

12	Nafis Rahmatullah	65	75	10	100	5625
13	Nelly Agustina S R	60	70	10	100	4900
14	OvyLita Kumalasari	65	75	10	100	5625
15	Piya Melliani Nuristiqomah	65	75	10	100	5625
16	Rini Dwi Oktavia	55	70	15	225	4900
17	Syaifullah Noer	50	75	25	625	5625
18	Tasnaldi Rega Sampurna	60	80	20	400	6400
19	Umi Maulidia	55	75	20	400	5625
20	Vicky Awang Lazuardi	50	70	20	400	4900
Total Score		1150	1480	310	6000	
		Me = 57,5	Me = 74	Me = 15,5		

From table score above, the researcher can find deviation of value from experiment and control group.

$$Ssc = \sum xc - \frac{(\sum xc)^2}{Nc}$$
$$= 625 - \frac{(50)^2}{20}$$
$$= 625 - \frac{2500}{20}$$
$$= 625 - 125$$
$$= 500$$

The deviation of each value of the experiment group is 500

$$Ssc = \sum xc - \frac{(\sum xc)^2}{Nc}$$
$$= 6000 - \frac{(310)^2}{20}$$
$$= 6000 - \frac{96100}{20}$$
$$= 6000 - 4805$$
$$= 1195$$

The deviation of each value of the experiment group is 1195

After the writer get the Sse and ssc, then he calculates the t-test. The result is:

$$t = \frac{Me - Mc}{\sqrt{\left(\frac{Sse + Ssc}{Ne + Nc - 2}\right)\left(\left(\frac{1}{Ne}\right) + \left(\frac{1}{Nc}\right)\right)}}$$

$$t = \frac{15.5 - 2.5}{\sqrt{\left(\frac{1195 + 500}{20 + 20 - 2}\right)\left(\left(\frac{1}{20}\right) + \left(\frac{1}{20}\right)\right)}}$$

$$= \frac{13}{\sqrt{\left(\frac{1695}{38}\right)\left(\frac{2}{20}\right)}}$$

$$= \frac{13}{\sqrt{(44.606)(0.1)}}$$

$$= \frac{13}{\sqrt{4.461}}$$

$$= \frac{13}{2.113}$$

$$= 6.153$$

c. Test of Significance

To check the difference between two means of the experiment group and the control group is statistically significant and to analyze the hypothesis, whether the Null Hypothesis (H_0) is rejected and Alternative Hypothesis (H_a) is accepted or t the Null Hypothesis (H_0) is accepted and Alternative Hypothesis (H_a) is rejected, the obtained t value should be consulted with the critical value in the t-table.

Before the experiment is conducted, the level of significance should have been decided first so the decision making would not be influenced by the result of the experiment.

Generally, for subjects which are require fixed computation such as mathematics and physics the 1 percent (0.1) alpha level of significance can be used. While, for the psychological and educational cycles the 5 percent (0.5) alpha level of significance since this thesis dealt with the educational circle.

In this experiment, there were 20 students as experiment group and 20 students too as control group. So, the number of the both groups was 40 students. From the number we can know that the degree of freedom (df) was 38, which was obtained from the formula Ne+Nc-2=38.

The critical value with the df 38 at 5 percent alpha level of significance is 2.024. The obtained t value is 6.153 so the t value is higher than the critical value (6.153 > 2.024). It is concluded that there is a significant difference between teaching pronunciation using reading aloud and without using reading aloud. This also means, the Null Hypothesis (H_o) is rejected and Alternative Hypothesis (H_a) is accepted. Thus, there is positive significant difference between teaching using Reading Aloud and without Reading Aloud.

2. The Result of The Questionnaire

To know the students' responses through reading aloud as a technique, the researcher uses questionnaire to get the data. There are 10 questions in the

questionnaire. Researcher uses linkert scale questionnaire to get the data.. This instrument is given in the end of the last meeting, on 16th, November 2013.To count the percentage, researcher uses the formula:

$$\frac{\text{Students' Statements}}{\text{Total Students}} X100\%$$

Table 4.5
The result of questionnaire

No.	Number of anwer			
	A	B	C	D
1	1	14	4	1
2	2	13	3	2
3	-	15	3	2
4	-	7	12	1
5	13	4	3	-
6	10	7	3	-
7	10	7	3	-
8	9	8	3	-
9	10	7	3	-
10	11	8	1	-

Note:

A: Sangat Suka/ menarik C: Kurang Suka/ menarik

B: Suka/ menarik D: Tidak Suka/ menarik

After collecting the questionnaire sheet, the researcher makes tabulation and formulates the result of questionnaire in the percentage form. To count the

percentage, the researcher use a certain formula. The result of questionnaire is presented as follow:

Table 4.6
The students' opinion about study English

No.	A	B	C	D
1.	5%	70%	20%	5%
2.	10%	65%	15%	10%

Based on the table above, it can be seen that the percentage of the students who like study English is higher than those who dislike it. However, the percentage related the activity of English study in class is not higher than the percentage of the respondent who loves English.

Table 4.7
The students' opinion about pronunciation activity

No.	A	B	C	D
3.	-	75%	15%	10%
4.	-	35%	60%	5%

Table 4.3 above shows that there are a lot of students who are want to improve their pronunciation. Unfortunately, there are many of them who dislike the activity of learning pronunciation in their class.

Table 4.8
The students' opinion about the important of pronunciation

No.	A	B	C	D
5.	65%	20%	15%	-

Based on the table 4.6, it can be seen that most of the students believed that pronunciation has a very important role in mastering a language. The incorrect English pronunciation will affect listeners' comprehension to what speaker say. Therefore they admit that mastering pronunciation is a must for them.

Table 4.9
The students' opinion about the use of *Reading aloud* in teaching pronunciation.

No.	A	B	C	D
6.	50%	35%	15%	-
7.	50%	35%	15%	-
8.	45%	40%	15%	-

The table 4.7 shows that there are many students like to learn pronunciation by implementing reading aloud. Most of students like reading activity, although there is few of students stating that they are not really like it. More than a half the students agree on reading aloud is such kind of good technique and makes them interest in improving pronunciation.

Table 4.10
The students' opinion about the benefit of implementing reading aloud

No.	A	B	C	D
9.	50%	35%	15%	-
10.	45%	40%	5%	-

Table 4.8 shows that there are many students realize that reading aloud can help them in mastering pronunciation skill. They also agree that through this technique they can get great opportunity to practice speaking as well. However, a few of them argue that reading aloud is not helpful enough for them.

B. Discussion of Research Findings

1. Discussion of Students' Score

It this research, the researcher focuses on improving students' pronunciation through reading aloud. The research is conducted using quasi experimental research design that uses two groups, there are experiment group and control group. During the research, the researcher uses reading aloud to improve students' pronunciation in experimental group. On the other hand, the control group taught by their English teacher using conventional treatment. The meaning of conventional treatment is the control group is teaches using the same material through non reading aloud. In the control group, the teacher teach the student use his usually methods which is the teacher only read the text, give them the related vocabularies, and then translate it.

In the pre-test, the average score of the experiment group is 57.5 is lower than the control group 59.5 (see in Table 4.1 and Table 4.2). Meanwhile, the result of the post-test of the experiment group is 74 higher than the result of the control group 59.75 (see in Table 4.3 and Table 4.4). The significant difference between experiment group and control group of pretest and posttest also shown the significant.

The result difference indicates that after getting treatment the experiment group got better score than control group. It can be seen that there is significant difference in the improvement of students' pronunciation using reading aloud and without using reading aloud. The t value is t value > t 0,05 (6,153 > 2,024).

From the result above, the students show better pronunciation after the treatment is conducted. It means, reading aloud that the researcher implemented has

positive influence in improving students' pronunciation. It can be seen from the students mean's score of the experiment group before the treatment is 57.5 but after the treatment is 74. All those result that mentioned above are in line with Sally Gibson, he claims that reading aloud can help student practice and improve their pronunciation.[3] He also states, having the text to read can relieve the burden of having to remember it or what to say, thereby allowing more attention to be directed to oral or aural concern. In this kind of situation, where comfortable environment created, it will help reduce students' anxiety.[4] So the student feel more secure to takes part in reading aloud together that instructed by the researcher and then improve their pronunciation.[5] For example, according to the English teacher, Mellyna Febrianti and Syaifullah Noer are the shy-type student and they are usually do not take participation during the lesson. But during the treatment they are active to take part in reading aloud together to practice pronunciation. In result, before the treatment they are troubled in pronouncing the vocabularies that end in –ed such as 'called' in form of verb II, they pronounce it /*caled /*, the same as the written word that different from what it is pronounced it English pronunciation but the right pronunciation of 'called' in English pronunciation is / *ka:ld* /. During the treatment they are active to take part in practicing pronunciation through reading aloud that instructed by the researcher and for the result they are able to pronounce /*ka:ld*/ correctly. In conclusion, from all

[3] Sally Gibson, *Reading Aloud: A Useful Learning Tool?*. ELT Journal volume 62/1 January 2008 (New York: Oxford University Press, 2008), 31
[4]Gerald Kelly, *How to Teach Pronunciation*, (Edinburgh: Pearson Education Limited, 2000), 22
[5] K. Foss and Reitzel. A, *A Relational Model for Managing Second Language Anxiety, (TESOL Quarterly 22/3: 45 –75)*

the result above, the mean score and the t-test value, it gives clear prove that reading aloud is able to improve student pronunciation.

2. Discussion of The Result of The Questionnaire

a. The students' opinion about studying English

Based on the result of the first question of the questionnaire, most of the eight grade students of SMP Kyai Hasyim love to learn English. It can be seen in the tabulation that 70% of students like English subject, while the 25% of them do not really like it. Those who love to learn English tend to have high motivation to learn it deeply. Thus, they will try hard to master four English skills including the pronunciation skill by learning it seriously in their class.

b. The students' opinion about English pronunciation activity

However, the number of students who love to learn pronunciation is not extremely much more than those who like English. There were (65% like, 25% like enough) of students to learn pronunciation. There is only 10% of learners who love to learn pronunciation much or find that practical pronunciation is exciting. Those students argue that pronunciation is absolutely difficult but they just find it as a challenge that must be subjected. A small number of students (10%) who dislike pronunciation class finds that pronunciation is something difficult that really hard to be defeated. These 2 students do not find any challenge but the boredom.

For many students pronunciation is stressful and, therefore, potentially de-motivating, however many of them (75% like, 15% like enough) to the pronunciation activity in their class.

c. The students' opinion about the important of pronunciation

When students are questioned on their own perceptions of pronunciation, they respond in a variety of ways. Table 4.8 shows that most of the students (65% always & 35% sometimes) are aware of the importance of pronunciation. However, there are still a number (15%) of students who do not highly evaluate the role of pronunciation.

d. The students' opinion about the use of reading aloud in teaching pronunciation.

Dealing with the use of reading aloud, the result of questionnaire shows that there are (50% like it much, 35% like, 15% like enough) of pronunciation as their technique in learning pronunciation.

Most of students like to improve their pronunciation by implementing reading aloud because this program does not make them bored. In addition, thing that make them love this technique because they do not only just learn how to pronounce correctly, but they also can improve their reading comprehension.

There were only 15% of students who dislike reading aloud as their technique to improve their pronunciation skill. They consider this technique as energy drain and brain racking time because they really need to understand about what is being said by the informant.

e. The students' opinion about the benefit of using reading aloud

Reading aloud is one of the active and communicative teaching strategies. There are (50% always, 35% often, 25% sometime) of the eighth grade students who like to implementing reading aloud. Those students have a high confidence and also

have a strong will to practice, not only in reading but also in speaking. Anderson and Lynch stated that the successfulness in speaking is based on the successfulness of pronunciation. Therefore, it can be concluded that reading aloud is a helpful technique for students of SMP Kyai Hasyim to get succeeded in pronunciation.

Such conclusion is supported with the students' statement on the questionnaire dealing with students' improvement in pronunciation. There is 19 students who feel that their pronunciation is getting better. While 1 other student say that their pronunciation did not get any improvement after implementing the reading aloud.