



Improving Students Ability in Pronunciation Through Reading Aloud for the 8th Grade of SMPN 2 Bukittinggi

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ABSTRACT

This research aims to describe the improvement in students' pronunciation through reading aloud. Based on the problem found by the reseracher most of the students have difficulty in pronouncing some words in English such as minimal pairs. Many students did not achieve the completeness criteria namely 70, meanwhile the average students score was only 55,15. This research used classroom action research (CAR) that consisted of 2 cycles. The subjects of this research were grade 8 of SMPN 2 Bukittinggi consisted 32 students. The instruments used were oral tests and observations sheet. In analyzing the data, this research used quantitative and qualitative data. Quantitatively, data was obtained from student scores in pronunciation test. Qualitative data was obtained from the results of observation sheet. The results obtained in the first test cycle showed an average student score of 61,68, with a percentage of success only 37,5% or 12 out of 32 students who passed the, meanwhile in the second cycle the percentage of success in improving students' pronunciation was 81,25% with an average score of 76,15 where there was 26 students who passed the. The increased from cycle 1 to cycle 2 was 23,45%. In observations sheet, researcher found that used reading aloud can improve students' pronunciation abilities, seen from accuracy and fluency aspect. this was strengthened by observations that showed the classroom situation is also more conducive and students more interested and enthusiastic during the teaching and learning process. In other words, it can be concluded that reading aloud can improve students' pronunciation abilities.

Pronunciation, Reading Aloud, Students

ARTICLE INFO

Article history:

Received
21 May 2024
Revised
25 June 2024
Accepted
27 July 2024

Key Word

How to cite

Doi

<https://pusdikra-publishing.com/index.php/josr>

[10.51178/ce.v5i2.2038](https://doi.org/10.51178/ce.v5i2.2038)



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INTRODUCTION

Pronunciation is one of the important components in learning a language. As Nunan (1999) stated: "The ability to function in another language is generally characterized in terms of being able to speak that language." It means that, how good a foreign-learner's language mastery can be measured from how

good they are speaking is. In addition, Pronunciation is the way of language to be spoken. Mastering pronunciation can help students have a good speaking skills.

Pronunciation and speaking are aspects that are closely related to language learning and use. Where pronunciation is the process of producing the sounds and stress patterns of a word, while speaking involves using these sounds to form words and sentences (Burns, A., et all. 2019). To improve speaking skills, students must improve their pronunciation and understand the underlying language rules and patterns. Without a good pronunciation, it is difficult for listeners to understand the meaning or words spoken by the speaker. Wrong pronunciation will cause misunderstanding in the communication process.

Pronunciation is important for junior high school students in learning English. This is because students' pronunciation abilities will influence their learning understanding. The researcher found several problems faced by students related to pronunciation, namely pronunciation problems that come from within the students themselves are lack of motivation to learn pronunciation, feel nervous about trying to pronounce new words well, and have limited previous knowledge regarding pronunciation such as when the teacher explain the materials with speaking english the students are still not able to distinguish the sounds <s> and <ed> endings of the words. Some of the students are not able to pronounce all word with the correct of syllables such as watched, lives etc, and also some of the students are still not able to make different sounds of minimal pairs, such us "seat" and "sit", "good" and "food". Futhermore, the problem of pronunciation comes from outside the students is a non-conductive environment that influences students to practice pronunciation, limited learning media used to support pronunciation, because the teacher is only teaches pronunciation during the learning process, and does not teach pronunciation in depth.

Therefore to overcome the problems above, the researcher chose to use Reading aloud to improve students' pronunciation. Reading aloud is an activity of reading where someone reads aloud. Reading Aloud is a useful skill in reading activities. As Hancock (2006, p. 92) stated that "reading aloud is a good pronunciation practice". In other words, reading aloud can help students improve their pronunciation and show their expressiveness when reading the text aloud. This will help teachers convey the material and make it easier for students to master pronunciation. Based on the explanation above the researcher was interested in conducting the research entitled, "Improving

Students' Ability in Pronunciation through Reading Aloud for the 8th Grade oh SMPN 2 Bukittinggi".

RESEARCH METHOD

The design of this research was a classroom action research. The type of research used in this research is collaborative classroom action research, this research collaborated with the class VIII.3 English teacher at SMP 2 Bukittinggi, namely Essy Nusfa S.Pd, where the teacher will act as an observer, who provides input to the teacher when the action is carried out. Meanwhile, the researcher conducted the classroom action research, where the researcher will act as a teacher who teach pronunciation through reading aloud. According to Kemmis (2014) Classroom action research is a type of cyclical research, in one cycle there are 4 steps. the first is planning, in this step, the researcher prepares a lesson plan using reading aloud, with material in the 8th grade book. The second is action, as previously explained in this research, the teacher is carrying out the action here, in other words, the teacher will teach students using reading aloud and the researcher as an observer.

The third is observation, in this step the researcher analyzes and finds information related to the learning carried out in the classroom. This includes all teacher and student activities in the classroom during the learning process. And the last is reflection, teachers and researchers analyze the efforts that have been made, namely analyzing whether reading aloud can improve students' pronunciation abilities. In this step is also a determining stage, if the results obtained have not reached the success category then the research will continue to cycle 2, the cycle is to repeat the activities in cycle 1, until the results are categorized as successful. In this study, the researcher and observer used two instruments as tools to obtain data, quantitative data was obtained from the results of the pronunciation test and qualitative data was obtained from the results of the observation sheet filled in by the observer.

RESULTS AND DISCUSSION

Implementation Of Cycle 1

Meeting 1 in cycle I was held on May 8, 2024, on Wednesday and followed by 32 students. The second meeting was conducted on Tuesday, 14 May 2024, where at each meeting the teacher teach the material about a descriptive text entitled "My Mother" with steps for teaching pronunciation through reading aloud by Patel and Jain namely :

1. The first thing is, the teacher link the lesson to be learned with students experience.

2. The teacher show how to pronounce well to students.
3. During the reading aloud process the teacher must be careful and pay close attention to all the students.
4. When students make mistakes in pronunciation the teacher must correct them in a friendly manner.
5. The teacher's attention must be focused on all students.
6. Last the teacher must ensure that the text to be read is appropriate to the student's reading level.

Pronunciation test for the cycle 1 was carried out on Wednesday, May 15 2024. Where students are asked to read aloud the text entitled "Mr. Robert".

Table 1.
Recapitulation of Students' Score in Cycle 1

Total score / passed	1.974 / 12
Mean score	61,68
Percentage of success	37,5 %

Based on the result of the test in cycle 1, it showed that the total score of the students' was 1.974, with the mean socre of the students' was 61,68, where this figure does not reach the completenes criteria (KKM) namely 70. The number of students who succes the test still 12 from 32 students. The percentage of the students' score was 37, 5%. It could be seen that students' pronunciation improved after teaching pronunciation using reading aloud, compared to previous learning which had not used reading aloud, and the results have increased but the improvement in cycle 1 was still low.

The qualitative data was also obtained from observation, based on the observation sheet that has been filled in by the observer, the following are the deficiencies found during the first and second meetings in cycle 1, namely :

1. The condition of the students is not fully ready to learn so that the class conditions are not conducive.
2. The students do not pay attention to the teacher's explanation when teaching correct pronunciation. So that when asked to read aloud the text, the students do not yet have good articulation, fluency, intonation and comprehension.
3. In the first meeting of implementing reading aloud to improve pronunciation, teacher tend not to pay attention to students as a whole.
4. In the first meeting of implementing reading aloud to improve pronunciation, the teacher did not end the lesson well because there was not enough time.

5. When the students read aloud the text, students' pronunciation does not yet have the appropriate intonation.
6. Students read the text loudly but the stress is still lacking.
7. Students have not read aloud the text with correct enough articulation so the students' pronunciation is still not good.
8. When the students read aloud , there are still some students who do not understand the content of the text.
9. There are still many students who are not fluent when read aloud the text.

From the data above, it can be conclude that students' pronunciation ability was improved but still low. In other hand, it can be said, that the test in cylce 1 was categorized unsuccessfull. Where the quantitative and qualitative data obtained in the first cycle shows that by using reading aloud students' pronunciation abilities begin to show aspects intelligibility, because they are reading aloud they are required to make their sounds clearly, so that researcher can hear their pronunciation well. Some of the students are also starting to read the text fluently, but there are still many who haven't. However, many students still lack accuracy, they are not very precise in pronouncing some of the words in the text.

Based on the explanation above, researcher and observer continued the research into the second cycle. Where in the second cycle the researcher must be more careful so that the deficiencies that occurred in cycle 1 do not occur again in cycle 2, the researcher must pay attention to the students as a whole and carry out all the learning steps so that nothing is left behind.

Implementation Of Cycle 2

Researcher continued the research in the second cycle. The purpose of the second cycle is to increase students' scores in pronunciation ability in test cycle 1. There are several activities in cycle II that were also carried out during cycle 1. Meeting 1 in cycle 2 was held on 20 May 2024, Monday and was attended by 32 students. The second meeting was held on Monday 27 May 2024. each meeting on cycle 2, the teacher still teach the material about a descriptive text entitled "My Best Friend, Hann" in a first meeting and descriptive text entitled "Panda" in the last meeting.

Based on the result of reflection in cycle 1, the researcher prepares a lesson plan and prepares a text that is different from the previous meeting and is more focused on in the process of teaching pronunciation to students, the teacher prepare a text are easier for students to read namely the descriptive text used for the second cycle is shorter and has less vocabulary compared to the text used in the first cycle, the text also better suited to students' reading levels. This is used to attract students' interest in learning, so that the students are

expected to follow the teacher directions well during the learning process, and the students be able to read the text with a good pronunciation. The researcher also prepared everything that was still lacking namely students' pronunciation abilities especially in the accuracy aspect, and also students' attention to learning, that had not been implemented in cycle 1, where in cycle 2 the researcher tried to get all students to focus on learning so that all students could read aloud a text with a good pronunciation and also understand the material being studied. pronunciation test was carried out on Tuesday 28 May 2024. Where the text that will be read aloud by the students on this test is entitled "My Twin".

Table 2
Recapitulation of Students' Score in Cycle II

Total score / passed	2.437 / 26
Mean score	76,15
Percentage of success	81,25 %

Based on the result of test in cycle 2, the result showed that the total score of the students' was 2.437, with the mean score of the students' was 76,15, where this figure does reach the completeness criteria (KKM) namely 70. The number of students who succeed the test is 26 from 32 students. The percentage of the students' score was 81,25%. In other words, the test in cycle 2 was categorized successful.

The quantitative data above showed the improvement of the students' score from the test in cycle 1 and test in cycle 2. Where in the test on cycle 1 the total score of the students' was 1.974, with the mean score of the students' was 61,68 where this figure does not reach the completeness criteria (KKM) namely 70, and the percentage of the students' score was only 37,5%, consist of 12 students' who passed the test from 32 students. While in the test in cycle 2 showed that the total score of the students' was 2.437, with the mean score of the students' was 76,15, consist of 26 students who passed the test from 32 students. The percentage of the students' score was 81,25%.

Based on the explanation above, it can be concluded that most of students' score improved from the test in cycle 1 to the test in cycle 2, it can be seen from the following diagram.

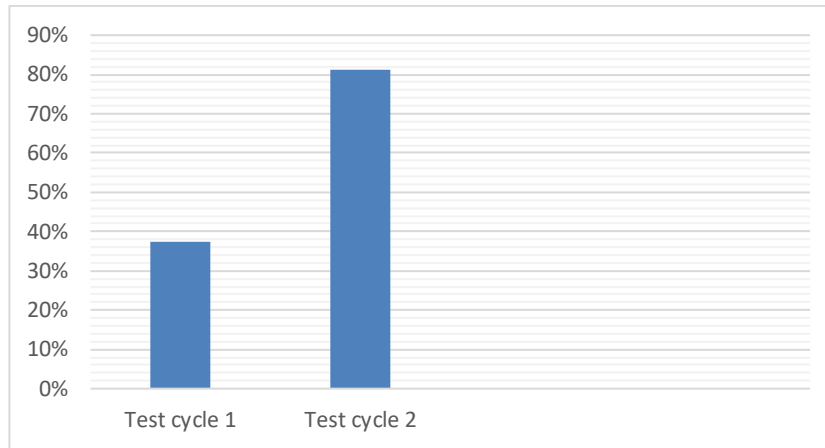


Figure 1.

Diagram 1 Percentage of Students' Score

Based on the result of the observation sheet, the following are several changes that occurred in cycle 2 , namely :

1. Students' begin to read aloud the text with the correct articulation and appropriate intonation.
2. Students Pronunciation begin clearly because show a stress, rhythm and pause aspects.
3. Most of the students have begun to fluently read aloud the text given.
4. Students follow the teacher direction well during learning process
5. Students ask the teacher how to pronounce difficult word.

However, there were still several shortcoming found in cycle 2 based on the result of the observation sheet, the following are the deficiencies found during the first and second meetings in cycle 2, namely :

1. Some students still pay little attention to the teacher when explaining good and correct pronunciation.
2. When the teacher ask students to follow the correct pronunciation, not all students follow the teacher, some of them are just silent.

Based on the quantitative and qualitative above, most of students' scores improved from the first test to the second test. Student scores in cycle II increased compared to cycle I. Based on the observation sheet in the second cycle, it also showed that students' pronunciation abilities have increased because students read aloud the text given by showing aspects of pronunciation, namely accuracy and fluency, which in cycle 1, the accuracy aspect is still very lacking, because many students still not pronounce several words correctly.

However in the second cycle, students' pronunciation abilities, especially in the accuracy aspect, increased. Students also read aloud the text with clear pronunciation, in other words there are aspects of stress, rhythm and pause.

This proves that the use of reading aloud in teaching can improve students' pronunciation skills. Therefore, it made researcher felt to stop until this cycle (cycle 2) because the students' scores in pronunciation was increased. The data show that use the reading aloud in learning, can motivate students to improve their pronunciation abilities and arouse students' interest in learning pronunciation so that the students' pronunciation ability improves. Reading aloud also can help the teacher to teach pronunciation to the students, because at school there no special learning for pronunciation.

CONCLUSION

Based on statistic analysis, study findings, and discussion, regarding improving students' ability in pronunciation using reading aloud, it can be concluded that, first, reading aloud can improve the pronunciation skills of class VIII.3 students at SMPN 2 Bukittinggi. This can be in cycle 1 and 2, namely in cycle 1 the students improvement in pronunciation is still low, meanwhile in cycle 2, based in the result of observation sheet, showed that students' motivation and interest in learning pronunciation is increasing and getting better. Students read the text aloud with clear and fluent pronunciation, the accuracy aspect of students' pronunciation has increased even though there are still some students who cannot pronounce words or sentences correctly.

Second, reading aloud can increase students' interest in learning pronunciation, thereby making students more active and interested during learning. Thirdly, some of the students, the pronunciation aspect, namely accuracy, is still very poor, this could be because English is a foreign language that is rarely used by students so they experience difficulties when pronouncing some words in English. This could be improved if the research continued to cycle 3, but due to the influence of sufficient time, the researcher decided to stop the research in the second cycle, however, it was clear that students' pronunciation abilities improved after using reading aloud.

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