ABSTRACT


The problem of this research is do the application of reading aloud technique can increase students’ pronunciation or not. The objective of this research is to find out whether reading aloud technique can increase significantly students’ pronunciation or not. The subject of this research is the seventh grade of SMP Negeri 1 Batudaa at class VII which consists of 24 students.

The method that used in this research is quantitative method, notably pre-experimental method with used one group pre-test and post-test design. And the analyzed the data by using t-test.

The result of this research shows that the application of reading aloud technique can increase students’ pronunciation. The criteria used to verify the hypothesis, $H_0$ is rejected if $t_{count}$ bigger than $t_{list}$ or ($t_{count} > t_{list}$) and accepted $H_a$. In this case, I found that $t_{count}$ is 10, 3766. Whereas, $t_{list}$ 2, 069 with df = n-1 = 24-1 = 23, so $t_{0.05} = 2, 069$. From the result of $t_{count}$ and $t_{list}$ above, it can be seen that $t_{count}$ $(10, 3766) > t_{list}$ $(2, 069)$ therefore, $H_0$ is rejected and accepted $H_a$. It means that, there was difference significantly between pre-test and post-test. On the other hand, the application of reading aloud technique can increase significantly students’ pronunciation.

Key words: Reading Aloud Technique, Pronunciation.