Chapter 1

Introduction

A. Basic Consideration

Pronunciation is a fundamental aspect that important in part of learning English. Because of this aspect is important, so we not only learning a language but also using that language. And it has to be mastered by the beginner learners English so they will be familiar to pronounce words, phrases and sentences.

Furthermore pronunciation is the way to pronouncing the words and it refers to the ability to use stress and intonation correctly so the listener can be understand the content. According to Djiwandono (2008, p.123) "ability of pronunciation refers to use of language with good pronunciation, understandable and acceptable. By doing pronunciation correctly toward on language sound, syllable, words, phrases, and sentences commonly, the content expressed by someone will understand the listener without misunderstanding". While Harmer (2004, p.183) stated that teaching pronunciation makes students aware of different sounds and sounds features.

Based on the statements above, pronunciation is necessary because helps students learn and understanding how to form sounds, words, phrases, and sentences that are not found in their mother tongue. Besides that, if they can produce good pronunciation they cannot found misunderstanding with the other people.

In relation to the teaching of English at Junior High School, the teaching of pronunciation is very important, notably it is used for teaching students in reading class for reading aloud, in speaking for making conversation, in listening for taking

information, taking or listened from recorded tape, or teacher dictation. It is appropriate with curriculum of Junior High school especially in teaching English reading in reading aloud.

In the curriculum of the second semester of Junior High School for seventh grades there are the standard competence and basic competence of reading at seven grades of Junior High School. Solikan (2012) explained that the content of standard competence and basic competence of seventh grades students of Junior High School, there are: The standard competence: 11. Memahami makna dalam teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive dan prosedur yang berkaitan dengan lingkungan terdekat. The sentences above is translated literary in English; (understanding the meaning of written text functional and simple short essay in descriptive and procedure form that correlate with close environment). In basic competence: 11.3 Membaca nyaring bermakna teks fungsional dan esai pendek sangat sederhana berbentuk descriptive dan prosedur dengan ucapan, tekanan dan intonasi yang berterima. It is translated in literary English; (Read aloud the text that means the functional text simple short essay in descriptive and procedure form with pronunciation, stress intonation that acceptable) (as cited Talib, et al 2011, p.18).

Based on the statements from the experts and what has been underlined in the curriculum referring to the point that reading aloud can be used and maximized to improve students' pronunciation.

It is means that the ability of students' pronunciation not would be afraid, because the teachers will be teaching language skills that include the pronunciation.

The students will be able to pronounce the words correctly. They will understand what they say, either from intelligibility, fluency, and accuracy.

But the fact their ability is not optimal yet. It is like my experience when I was in practice teaching 2 at SMP Negeri 1 Batudaa on October-February 2012. I found that when I ask the students to read aloud the English text, the students cannot read with good pronunciation yet. It is signed by the students read aloud the text without pay attention to the indicators of pronunciation.

For examples; they only read the text based on what is written in the text or they read unclearly. Because they read the text unclearly so it can be influence to their accuracy in read the text. Moreover they always read the text with long stop or not fluency. Besides that, they didn't attention how to read aloud by considering the stress and intonation. Furthermore, with paying attention how to pronounce the word and phrase in the text according to the rule of English pronunciation they will be able to read the text well.

By looking the fact above, this is probably caused of the technique that the teacher uses in teaching reading to the students is not optimal especially the way of teaching reading aloud. Therefore the students have less motivation to read aloud and the negative effect appear on students. This means that their ability in pronounce the words still low; in other side the technique that given by the teacher is not make them interest to learn pronunciation even in obeyed. To anticipate the problems, I want to improve the students' pronunciation. In this case I choose reading aloud technique to increase students' pronunciation. I choose reading aloud technique because it's in line

with curriculum of teaching English in second semester of Junior High School. Beside that reading aloud is easy to apply and it can help to practice pronunciation.

Shaw (2002, p.2) "teaching reading aloud can improve active pronunciation skills" (as cited Djunaedi, 2010, p. 4). Besides that, according to Huang (2010, p.149) reading aloud has function to increasing oral English and can practice pronunciation.

Based on the views of these some experts above that reading aloud can be increase students' pronunciation,

Therefore, I formulated my research with the title *"The Application of Reading Aloud Technique to Increase Students' Pronunciation".*

B. Problem Statement

Based on the basic consideration that explains above, so the problem statement in this research is: "Do the application of reading aloud technique can increase significantly students' pronunciation at SMP Negeri 1 Batudaa?"

C. Objective of Research

As the problem statement above, the objective of this research is to find out whether reading aloud technique can increase significantly students' pronunciation or not.

D. Significance of Research

The significances of this research are dealing with teachers, students, English Department and further researcher. For the teachers, the result of this research will help them in teaching reading especially how to apply reading aloud technique in

teaching reading in order to improve students' pronunciation. For students, this research are hoped to increase their pronunciation by reading aloud. For English Department, it will give contribution to a valuable technique of teaching reading aloud. In addition, science for the further researcher is to be good information in doing the similar research for the next time.

E.   The Scope and Delimitation

To give a brief limitation to this research, this research focuses on reading aloud to increase students' pronunciation. As in the basic competence of seven grades of Junior High School, so I focus on words (word classes, there are noun, verb, adjective, and adverb) and phrase. Djiwandono (2008, p.125) divides 4 indicators of assess the pronunciation, there are; intelligibility, fluency, accuracy and native-like. Based the on the statement that, I focus on intelligibility, fluency and accuracy. I am not taking the fourth indicator (native-like) because for Junior High School it was higher level for them.

F.   The Limitation of Conducting Research

The focus of this research is the application of reading aloud technique in teaching reading. I use the reading aloud technique to increase students' pronunciation. I have opinion that there is other variable that can give opportunity for the next researcher to solve the problem.

The sampling of this research is the seventh grade students of SMP Negeri 1 Batudaa in 2013/2014 academic year (152 students). In this research, I only take one

class as my sample, namely class VII^6 that consists of 24 students. Therefore the result of this research is dealing with the sample. There is still opportunity to tale large sample.

The instrument of this research is a text as oral test, in order to improve students' pronunciation. Furthermore, the indicators of pronunciation only limited 3 indicators; there are intelligibility, fluency and accuracy. Moreover, the limitation of test only limited on words and phrases, so for the next researcher can be seen their pronunciation in clauses, sentences and a whole of text.

G. The Reason for Choosing The Topic

In studying English, pronunciation is very important to be master. The beginner learners should be learning how to pronounce the words and phrases correctly. In this case reading aloud is very help to improve students' pronunciation in learning reading.

The reason I choose this topic because the students have less pronounce in pronouncing the word and phrase. Therefore, I want to use reading aloud to improve their pronunciation in learning reading.