

THE EFFECT OF READING ALOUD STRATEGY TO THE STUDENTS' PRONUNCIATION ABILITY FOR GRADE SEVEN OF SMP NEGERI 3 PEMATANGSIANTAR

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui efektivitas kemampuan pengucapan siswa yang diajarkan dengan menggunakan strategi membaca nyaring. Metode penelitian yang digunakan dalam penelitian ini adalah metode kuantitatif, dan desain penelitiannya adalah eksperimen semu. Ada dua kelompok yang terlibat dalam penelitian ini, yaitu kelas eksperimen dan kelas kontrol dimana masing-masing kelas telah memberikan pre-test dan post-test. Pengambilan sampel menggunakan purposive sampling technique, sampel yang digunakan dalam penelitian ini terdiri dari dua kelas, yaitu VII-1 sebagai kelas eksperimen berjumlah 32 siswa dan VII-2 sebagai kelas kontrol berjumlah 32 siswa di SMP Negeri 3 Pematangsiantar. Jadi, jumlah sampel yang digunakan peneliti adalah 64 siswa. Sampel dipilih sebagai kelas eksperimen yang memiliki strategi membaca – nyaring sebagai perlakuan di kelasnya. Dengan demikian, kelas kontrol diajarkan dengan menerapkan metode konvensional. Dalam analisis data, data tersebut diperoleh melalui pronuncian siswa dalam sebuah teks yang berisi 25 (dua belas five) verb reguler di tense sebetulnya. Hal ini dilakukan setelah para researcher mengajarkan keterampilan-keterampilan berhubungan kepada kelompok eksperimen dengan menggunakan Strategi Reading Aloud dan teaching konvensional kepada kelompok kontrol. Nilai rata-rata siswa pada pretest di kelas eksperimen adalah 62,96 dan nilai rata-rata siswa pada post-test adalah 81,13. Sedangkan rata-rata pre-test siswa di kelas kontrol adalah 62 dan post-test adalah 77,7. Peneliti menemukan setelah menghitung rumus uji-t, t-hitung lebih tinggi dari t-tabel (t-hitung 2,2 > t-tabel 1,672). Dapat disimpulkan H_a diterima dan H_0 ditolak. Sebagai kesimpulan, strategi Membaca dengan lantang mempunyai pengaruh yang signifikan terhadap pengucapan siswa pada siswa kelas tujuh di SMP Negeri 3 Pematang Siantar. Oleh karena itu, strategi membaca dengan lantang dapat digunakan sebagai strategi pengajaran pengucapan siswa pada siswa kelas tujuh.

Kata kunci: Membaca dengan Keras; Strategi Pengajaran; Pengucapan

Abstract

The purpose of this research is to find out the effectiveness of students' pronunciation ability that was taught by using reading-aloud strategy. The research method that used in this research was a quantitative method, and the research design was quasi-experimental. There are two groups that involve in this research, the experimental class and the control class where each class has given a pre-test and post-test. The sampling technique used is purposive sampling technique, the sample used in this research consisted of two classes, namely VII-1 as the experimental class were consist of 32 students and VII-2 as the control class were consist of 32 students at SMP Negeri 3 Pematangsiantar. Thus, the total of the sample used by researcher was 64 students. The sample was choose as experimental class has a reading – aloud strategy as a treatment in their class. Thus, control class was taught by applying the conventional method. In the data analysis, the data was obtained through students' pronuncian in reading a text that contains 25 (twenty five) regular verb in past tense. It was taken after the researcher taught the reading skills to the experimental group by using the Reading Aloud Strategy and the conventional teaching to the control group. The students mean score in pretest at experimental class was 62.96 and the student mean score in the pos-test was 81.13. whie, the mean students

in pre-test at control class was 62 and the post -test was 77.7. the researcher found after calculating the t-test formula, t-test is higher than t-table ($t\text{-test } 2.2 > t\text{-table } 1.672$). It can be concluded that H_a was accepted and H_0 was rejected. For the conclusion Reading-aloud strategy had a significant effect on students' pronunciation for grade seven students at SMP Negeri 3 Pematang Siantar. Therefore, reading-aloud strategy can be used as teaching strategi on student pronunciation on grade seven students.

Keywords: Reading-Aloud; Teaching Strategy; Pronunciation

INTRODUCTION

Since humans are social creatures, communication is the most crucial aspect of existence. Everyone uses communication as a means of interacting with people in social situations. A successful communication process depends on mutual understanding between the sender and the recipient. As a result, effective communication requires effective communication skills (Umara & Lestari, 2020). In communication, people should have good pronunciation in order to understand each other. One of the key components of learning English is pronunciation, which helps the speaker communicate more effectively. When communication occurs, mispronounced words create confusion, misunderstandings, and alternative meanings (Khoiriyah, 2020). Good pronunciation can achieve the goal of becoming an understandable speaker. Good pronunciation also will clearly carry out the oral skills required for information estimation. Furthermore, anticipate that others will comprehend what we are truly trying to express in addition to us concentrating just on the information we wish to convey (Dheghu, Mata, & Rita, 2021).

English is not the native tongue in Indonesia; it is a foreign language. The study of pronunciation, one of the components of learning English, has grown in importance in the context of teaching English to speakers of other languages. According to Goodwin (2011:117), the purpose of pronunciation instruction is threefold: (1) to help students understand and be understood; (2) to increase their self-assurance when engaging in communication; and (3) to help students monitor their speech in response to environmental cues. The comment demonstrated the importance of pronunciation in teaching English to non-native speakers (Darmawan & Prischilla, 2019).

Based on the result of teaching learning practice on October 2022 - February 2023 at SMP Negeri 3 Pematangsiantar at the seventh grade students, the researcher found that the students have various kinds of problems. First, they are not able to pronounce the words correctly. When the teacher asks the students to read the text in English, the students will read the words contained in the text, according to the writing listed (Supena, Darmuki, & Hariyadi, 2021). In other words, students are unable to pronounce words in English with the correct pronunciation. For example, they may pronounce the word table is said [table] not [teibe], another example when they pronounced the word like is [lik] not [laik]. In this case, it can be happened because, the students felt if they mispronounced words. Additionally, the students' native tongue or regional language had an impact on them, which is Indonesian and Batak language in their daily life (Fitria, 2021).

Second, student's pronunciation skills continue to be lacking. When the teacher made an ice breaking before doing teaching and learning process in the classroom to pronounce an alphabet A-

Z, most of the students pronounced it incorrectly. Alphabet pronunciation is the most basic thing in learning a language. However, in reality, there are still many students who have not been able to. This proves that there is still a lack of students in English pronunciation (Sutrisno, 2020).

Third, the process of teaching and learning did not excite the students or make them feel bored. It's the reason Pronunciation lessons are typically taught by English teachers using only conventional methods. In order to practice pronouncing words correctly, the students read a worksheet and the text aloud (Birnie, Hundert, Lalloo, Nguyen, & Stinson, 2019). The speaking class did not pique the method's interest. This causes a decrease in students' interest and enthusiasm in learning English. Monotonous and rigid learning activity makes students think that the learning process is just passing by. Therefore, In order to prevent boredom throughout the learning process, the students require a variety of learning experiences in the classroom (Arivazhagan et al., 2019).

From some problems that can be identified above, In order to help students improve their pronunciation, the teacher had to think of a strategy that would enable them to handle such challenges quickly and precisely. In consideration of the circumstances, the researcher selected reading aloud as a strategy to help children pronounce words correctly (Azhari & Adnan, 2018).

Reading aloud is the practice of speaking aloud while reading. Reading aloud is a skill that must be acquired. It is useful for practicing pronunciation and has the ability to improve spoken English as well. Huang (2010: 148) asserted that reading aloud serves a number of purposes in the teaching of English and is a crucial component of education for overall development. According to Indriani (2001:1), one of the hardest things about the English language is pronunciation. Reading aloud is one of the solutions the researchers require to lessen that difficulty because of this.

Reading aloud can help develop linguistic reflexes, help the tongue respond to new sound combinations, and acclimate the brain to word patterns, according to Scola (2009:16). As a result, through reading aloud, the students would learn how to make the proper English sounds, and the researcher would be able to quickly determine whether or not the students' sounds were correct. Reading aloud can also assist those students who lacked the confidence to practice speaking English in public.

One engaging strategy to help children enjoy learning pronunciation is to read aloud to them. It provides an opportunity for students to practice speaking English in a classroom setting. By using this strategy, students are also more knowledgeable about the pronunciation of the English language than they were previously. Using this strategy helped students read aloud correctly. Based on that justification, the researcher proposes the Reading Aloud strategy as an innovative way of instruction to help students become more proficient pronouncers (Nabila, 2022).

Reading Aloud is successfully implemented in this study on pronunciation. This is supported by some relevant researches, such as Wibawa (2014), Sciences (2015) and Aditia (2014) which the effectiveness of Reading Aloud strategy to improve the students' pronunciation. They found that there was a significant effect on student learning pronunciation outcomes using this strategy.

For the reasons mentioned above, the researcher is willing to carry out a research entitled "The Effect of Reading Aloud Strategies to the Students' Pronunciation Ability for Grade Seven of SMP

Negeri 3 Pematangsiantar". The researcher hopes that Reading Aloud can improve the students' ability in students' pronunciation.

METHOD

The research method is a quantitative method used to determine the causes and significant effects between variables. According to Creswell, this method tests objective theories by examining the relationships between variables. Fraenkel, Wallen and Hyun believe that experimental research is the best way to establish causal relationships between variable. Quasi-experimental research is particularly suitable for studying the effects of educational interventions, such as school improvement plans or professional development plans. In quasi-experimental research, participants are pre-assigned to groups based on predetermined characteristics or qualities (Afriyuninda & Oktaviani, 2021).

The sample is part of the number and characteristics possessed by a population (Ary et al., 2014). In this research, the sampling technique used is purposive sampling technique. According to Creswell (2012) Purposive sampling means that a non-probability method for obtaining a sample where researcher use their expertise to choose specific participants that will help the study meet its goals. These subjects have particular characteristics that the researchers need to evaluate their research question. In other words, the researchers pick the participants "on purpose." By using purposive sampling technique, the sample used in this research consisted of two classes, namely VII-1 as the experimental class and VII-2 as the control class at SMP Negeri 3 Pematangsiantar

The research instrument is a research tool used to measure variables under study. According to Ary et al., (2014:27) quantitative collect the data using a variety of tools, including test, questionnaires, ratings, and attitude measures. The research instrument also serves to retrieve data that is used as material for processing the results of the research conducted. Instruments are available to measure almost any characteristic of interest in the research (Fonda & Sumargiyani, 2018).

In this research the researcher decides to use test including pre-test and post-test. The same pre-test and post-test will be given to the experimental and control class. According to Fraenkel et al., (2012:128) test is a series of questions or exercise to measure the students' skill, intelligence and talent. The pre-test measure of the control and experimental groups will be compared using a one-way method. In this research, the researcher will ask the students one by one in front of the class to read 25 words of regular verb in past tense loudly. The researcher will do the test for about one hour twenty minutes or 2x40 minutes. The researcher will record the students' voice by using recorder in cellular phone (Fitria, 2018).

The post-test uses to see the effects on the independent variable, then see the effect on the groups. The researcher will give the post-test after applying the treatment to test the students' pronunciation skill after getting treatment. The procedure of the post-test will be same as the pre-test but using the different regular verb words.

Data analysis is needed in quantitative research. Data analysis is carried out after the required data will have completely collected from the list of values of the pre-test and post-test from both of experimental and control group. To analyse the data, the researcher takes some formulas through mean of variable, standard deviation and the t-test formula (Stehle & Peters-Burton, 2019).

RESULT AND DISCUSSION

This chapter presents about the result of the research which consists of data analysis, research finding and discussion. The researcher has given the test as an instrument to the grade seven students to measure the student's pronunciation in teaching reading.

Data Analysis

The data was obtained from grade seven students of SMP Negeri 3 Pematangsiantar. The research sample consists of 60 students. Students of class VII-1 as the experimental group, and students of class VII-2 as the control group. The data was obtained through students' pronunciation in reading a text that contains 25 (twenty five) regular verb in past tense. It was taken after the researcher taught the reading skills to the experimental group by using the Reading Aloud Strategy and the traditional teaching to the control group. Both classes the same test, namely the pre-test of 25 questions and the post-test of 25 questions.

Mean Score of Pre-Test and Post-Test in Experimental Class (X1)

The experimental class for this research includes 30 students from grade VII-1 in SMP Negeri 3 Pematangsiantar. The research used Reading Aloud as a learning strategy in the experimental class. The table shows the results of pre-test and post-test on students' pronunciation.

Table 1. Score of the Pre-Test and Post Test in Experimental Class

NO	Name of Students	Pre-test (X ₁)	(X ₁) ²	Post-test (X ₂)	(X ₂) ²	Range
1	ACF	54	2916	73	5329	19
2	AS	60	3600	78	6084	18
3	AMS	60	3600	81	6561	21
4	CFW	73	5329	95	9025	22
5	CQS	68	4624	83	6889	15
6	ES	59	3481	78	6084	19
7	FAP	61	3721	75	5625	14
8	FI	63	3969	75	5625	12
9	FADH	40	1600	73	5329	33
10	FS	61	3721	77	5929	16
11	FHS	67	4489	80	6400	13
12	FNH	66	4356	82	6724	16
13	GQT	62	3844	85	7225	23

14	GSS	72	5184	90	8100	18
15	HAL	70	4900	85	7225	15
16	IB	68	4624	79	6241	11
17	IZBB	40	1600	72	5329	32
18	JOH	79	6241	94	8836	15
19	JBR	73	5329	88	7744	15
20	KJS	71	5041	86	7396	15
21	KT	64	4096	80	6400	16
22	NI	64	4096	82	6724	18
23	NMS	62	3844	78	6084	16
24	PSP	50	2500	75	5625	25
25	RFS	66	4356	79	6241	13
26	RGS	62	3844	75	5625	13
27	SNP	67	4489	89	7921	22
28	TAPH	69	4761	90	8100	21
29	TAS	58	3364	77	5929	19
30	ZCW	60	3600	80	6400	20
N = 30		$\Sigma X_1 =$	$(\Sigma X_1)^2 =$	$\Sigma X_2 =$	$(\Sigma X_2)^2 =$	545
		1889	121.119	2434	198.749	
Mean		X₁ = 62.96		X₂ = 81.13		18.16

According to Table above, which compares pre- and post-test results, 3 (three) students scored a KKM score of 73 on the pre-test, while 4 (four) students had the median score of 69. Additionally, 23 (twenty three) students received a score that is less than 69. The results in the table also revealed that the experimental class's overall pre-test score is 1889, with an average of 62.96. Meanwhile, 29 (twenty nine) students outperform the KKM of 73 on the post-test findings, while 1 (one) student received less than 73. The table also showed that the total score of the experimental class was 2434 and the average score -average was 81.13 (Simamora & Saragih, 2019).

Data Analysis Using T-Test Formula

The data was calculated using the T-test formula to determine how much the effect of using the Reading Aloud for students' pronunciation as a strategy in teaching learning:

$$T_{\text{test}} = \frac{\bar{X}_e - \bar{X}_c}{SE(X_e - X_c)}$$

$$T_{\text{test}} = \frac{81.13 - 77.7}{1,54}$$

$$T_{\text{test}} = \frac{3,43}{1,54}$$

$$T_{\text{test}} = 2,2$$

Where:

\bar{X}_e = Mean of Post-Test in Experimental

\bar{X}_c = Mean of Post-Test in Control

SE ($X_e - X_c$) = standard error

After obtained the t-test result of 2.2, the researcher estimated the degree of freedom (df) using the formula shown below:

$$Df = (N_e + N_c - 2)$$

$$Df = (30 + 30 - 2)$$

$$Df = 58$$

After applied the data into the t-test procedure, the t_{test} is 2.2 and the t_{table} value was 1.672. If the t_{test} is greater than the t_{table} referring to this, the null hypothesis is rejected, hence the hypothesis was created as follows:

$$t\text{-test} > t\text{-table of } 5\%$$

$$2,2 > 1.672$$

The test results showed that using the Reading Aloud for students' pronunciation as a strategy in teaching reading has significant effects on grade seven students at SMP Negeri 3 Pematangsiantar.

Research Findings

Based on the findings of the data analysis, the researcher discovers that using the Reading Aloud Strategy has significant effects students' pronunciation on grade seven in teaching reading at SMP Negeri 3 Pematangsiantar. The researcher dreams the finding as follows

1. The students' scores taught by using the Reading Aloud as a Strategy is higher than taught by using conventional technique. It can be demonstrated by the fact that the mean of the experimental group in pre-test is 62.96 and the mean of the control group in pre-test is 62 and the mean of the control group in post-test is 77.7. The post-test experimental class has 2434 squares of respondents and the post-test control class has 2331 squares of respondents. The standard deviation of the experimental group is 6.18 and, while the standard deviation of the control group is 5.79. It is discovered that students in the experimental group scored higher than those in the control group.
2. The t_{table} for a two-tailed test at a level of significance of 5% is 1.672, and the degree of freedom (df) is 58. At the 5% level of significance, the alternative hypothesis is accepted because the t-test is higher than the t_{table} ($2.2 > 1.672$). It indicates that using the Reading Aloud for students' pronunciation as a Strategy in teaching speaking on grade seven students improve their test scores significantly in SMP Negeri 3 Pematangsiantar. As a result, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected.

Discussion

Pronunciation is one of the most important assessments in teaching speaking. For this reason, teachers must provide appropriate and effective strategy to teach students, especially in teaching speaking. Pronunciation is important because the speaker must convey the sounds and pronunciation of words or sentences correctly so that listeners can listen and catch the correct meaning of the speaker (Susanty, Sholihah, Pramesworo, Telaumbanua, & Basir, 2021). For this reason, from the data found by researcher after conducting research related to problems faced, the Reading Aloud as a strategy used by researcher as treatment on grade eight at SMP Negeri 3 Pematang Siantar is effective as an English language learning media in teaching reading, as proven by the alternative hypothesis is accepted (H_a) and the null hypothesis is rejected (H_0), namely $2.2 > 1.672$. Apart from that, the researcher found the weaknesses and strengths of the Reading Aloud Strategy, namely that there are still many long-distance advertising features, so that when using this strategy, the cellphone runs slowly and takes up learning time in class (Uktolseja, Sujaja, & Matinahoru, 2019). Apart from that, the Reading Aloud Strategy provides many interesting advantages, namely fostering and developing students' fantasy abilities, lessons can be presented more interestingly for students if they are presented in form of Reading aloud (Fitria, 2020). To determine the effect of using the Reading Aloud as a Strategy on students' achievement in pronouncing English Vowel in teaching reading, the researcher provided an essay test in pre-test and post-test (Nadirah, Tahir, & Asrifan, 2019). The researcher obtained data in the form of pre-test and post-test scores after administering the post-test. The data was evaluated using the t-test (Murtisari, Widiningrum, Branata, & Susanto, 2019). The score of students in the post-test from 30 students using the Reading Aloud Strategy is higher ($\Sigma X_2=2434$) with a total mean of 81,13 than the score of students in the post-test without using the Reading Aloud Strategy ($\Sigma X_2=2331$) with a total mean of 77.7 is average (Kardiansyah & Salam, 2020). The mean of the pre-test and post-test results showed that students' pronunciation. Following data analysis, the researcher showed by using the Reading Aloud Strategy as an educational tool is more effective in improving students' pronunciation on grade seven in teaching reading at SMP Negeri 3 Pematangsiantar.

CONCLUSION

The researcher identified that using the Reading Aloud Strategy as a learning media in educational activities has significant effects on grade seven for students' pronunciation. In addition, the used of Reading Aloud Strategy makes it easier for students to understand learning materials, made students more active in class, and created an atmosphere of learning activities that stimulate student interest. It is proved by alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected. T-test > Ttable ($2.2 > 1.672$), according to the analysis results at the 5% significance level.

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