THE EFFECT OF READING ALOUD STRATEGY ON STUDENTS' PRONUNCIATION ABILITY AT SMPT MADINATUL ULUM JENGGAWAH

THESIS

Submitted to State Islamic of Kiai Haji Achmad Siddiq Jember in partial fulfillment of the requirements of bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Education and Teacher Training
English Educational Department

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

By:
NurFitriah Fajriatul Masula
SRN: T20196038

ISLAMIC STATE UNIVERSITY
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION STUDY PROGRAM
JUNE 2024

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

THE EFFECT OF READING ALOUD STRATEGY ON STUDENTS' PRONUNCIATION ABILITY AT SMPT MADINATUL ULUM JENGGAWAH

THESIS

Submitted to State Islamic of Kiai Haji Achmad Siddiq Jember in partial fulfillment of the requirements of bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Education and Teacher Training
English Educational Department

By:
NurFitriah Fajriatul Masula
SRN: T20196038

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Has been approved by Advisor

Isnadi, S.S., M.Pd.
NIP: 19710610201411004

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

THE EFFECT OF READING ALOUD STRATEGY ON STUDENTS' PRONUNCIATION ABILITY AT SMPT MADINATUL ULUM JENGGAWAH

THESIS

This thesis has been examined and approved in Partial Fulfillment of the requirement of bachelor's degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Education and Teacher Training
English Educational Department

Day : Monday
Date : June, 24th 2024

The Board of Examiners

Chair,	Secretary,
Dr. Mohammad Zaini, S.Pd.I, M.Pd.I.	**Mega Faizlah Nur Humairoh, M.Pd.**
NIP. 198005072023211018	**NIP. 199003202019032010**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Members

1. Dr. Suparwoto Sapto Wahono, M.Pd. ( )
2. Isnadi, M.Pd. ( )

Approved by
Dean of Faculty of Education and Teacher Training

Dr. H. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

MOTTO

وَٱلَّذِينَ جَـٰهَدُوا۟ فِينَا لَنَهْدِيَنَّهُمْ سُبُلَنَا ۚ وَإِنَّ ٱللَّهَ لَمَعَ ٱلْمُحْسِنِينَ ٦٩

And those who strive for Us, We will surely guide them to Our ways. And indeed, Allah is with the doers of good. (Al-'Ankabut: 69)[1]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[1] Kementrian Agama, *Al-Qur'an* (Semarang, PT. Karya Toha, 2016).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

DEDICATION

For my beloved father (Choiri) and mother (Muslihanah) who has always been by my side for these 22 years under any circumstances. Thank you for the support and prayers that they have given to me so that I can finish this thesis.

For my lovely sisters (Nur Lailatuz Zuhro, Nur Maulidatun Nafilah, and Nur Aisyah Imroatul Hasanah). Thank you for always cheering me up with encouraging and positive words and giving me motivation when I'm down in life, so that I can smile again with a happy laugh. I love you all with all my heart forever.

For all my friends and teachers of TBI that have helped and guided me in my writing so this thesis can come into completion.

The proud alma mater UIN KHAS JEMBER have provided the opportunity to learn and gain knowledge from experts who are competent in their fields, thereby providing a lot of valuable learning and experience.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

ACKNOWLEDGEMENT

All praise the author convey to Allah SWT., because of His mercy and grace, the planning, implementation and completion of the thesis as one of the conditions for completing the undergraduate program, can be completed smoothly. This success can be obtained by the author because of the support of many parties. Therefore, the author realizes and expresses her deepest gratitude to:

1. Prof. DR. H. Hepni, S,Ag., M.M., CPEM. as the Rector of UIN KHAS Jember who has given the opportunity to the author to gain knowledge in this institution.
2. Dr. H. Abdul Mu'is, S.Ag., M.Si., as the Dean of the Faculty of education and Teaching Sciences who has made it easy for the author to study at this faculty.
3. Nuruddin, M.Pd.I., as head of the Islamic and Language Education Department of Faculty of Education and Teacher Training.
4. Dewi Nurul Qomariyah, S.S, M.Pd, as the Head of English Department who has motivated the author to learn English.
5. Isnadi, S.S., M.Pd. as my supervisor, thank you for always helping me and patiently guiding me to complete this thesis.
6. All Lecturers of Tadris English at the Faculty of Tarbiyah and Teaching Science Islamic State University of Kiai Haji Achmad Siddiq Jember.
7. Afifah, S.Pd. as an English teacher at SMPT Madinatul Ulum Jenggawah who always helped and motivated the author to complete this thesis.
8. Beloved students at SMPT Madinatul Ulum Jenggawah who have helped the author in the research process.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

The author realized that there were many shortcomings in this thesis. Therefore, constructive criticism and suggestions are highly expected. Hopefully this thesis can be useful for everyone to develop knowledge, especially with the development of education. Finally, I hope that all the good deeds that you have given to the writer will receive a good reward from Allah SWT.

Jember, June 24th 2024

NurFitriah Fajriatul Masula

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

ABSTRACT

NurFitriah Fajriatul Masula, 2024**:** *The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMPT Madinatul Ulum Jenggawah*

Keyword: *Pronunciation Ability, Reading Aloud Strategy*

Pronunciation is a very important aspect in English speaking, this is because in English there are many words that have spellings and sounds that are similar to each other. If even one letter is mispronounced, it changes the meaning of the entire word, so it is feared that misinterpretation will occur. One of the strategies that researcher used from many existing strategies to teach English pronunciation to students is the reading aloud strategy.

This research was conducted by the researcher with the aim of proving whether or not the reading aloud strategy has an effect on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah. This research used a quantitative approached. The design of this research was experimental design. The type of experimental design of this research was control group design. In this design, the researcher used two groups of classes. One group was used as the experimental class, in this case was 7A which consisted of 22 students. Another group was 7B used as the control class, which consisted of 22 students. The researcher used pre-test and post-test designs in both groups of classes. Only the experimental class received the treatment using reading aloud strategy while the control class did not. The researcher collected data from the students before and after they received a treatment. The data from the pre-test and post-test were used to see how the students were doing before and after the treatment. The researcher measured the students' pronunciation ability on the pre-test and post-test.

Based on data calculation and hypothesis testing, it was found that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. It can be seen from the mean post-test result of experimental class and control class. Where the mean of the experimental class was 73,86, higher than the mean of the control class which was 57,05. In addition the mean of the experimental class also exceeds the KKM score for English language subject of 65 at that school. According to the result of hypothesis testing, the significance value (sig. 2-tailed) was 0,000 which was lower than α (<α = 0,05), this indicates that the researcher's hypothesis was correct. The students who received the reading aloud strategy got better score than students who did not. From these results, it can be said that there was an effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

TABLE OF CONTENT

COVER ..... **i**
ADVISOR APPROVAL ..... **ii**
EXAMINER APPROVAL ..... **iii**
MOTTO ..... **iv**
DEDICATION ..... **v**
ACKNOWLEDGEMENT ..... **vi**
ABSTRACT ..... **vii**
TABLE OF CONTENT ..... **viii**
LIST OF TABLE ..... **x**
LIST OF APPENDIX ..... **xi**
CHAPTER I INTRODUCTION **1**
A. Research Background 1
B. Research Problem 5
C. Research Objective 5
D. Research Significances 6
1. Theoretical Significance 6
2. Practical Significance 6
E. Research Scope 6
1. Research Variables 6
2. Variable Indicators 7
F. Definition of Key terms 7
G. Research Assumption 8
H. Hypothesis 8
I. Systematic Discussion 8
CHAPTER II LITERATURE REVIEW **10**
A. Previous Research 10
B. Theoretical Framework 17
1. Pronunciation 17
2. Reading Aloud Strategy 27

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

CHAPTER III RESEARCH METHODS 33
A. Research Approach and Design 33
B. Population and Sample 34
C. Data Collection Technique and Instrument 35
1. Data Collection Technique 35
2. Instrument 35
D. Data Analysis 41
CHAPTER IV RESEARCH FINDING AND DISCUSSION 44
A. Research Finding 44
B. Hypothesis Testing 53
C. Discussion 53
CHAPTER V CONCLUSION AND SUGGESTION 57
A. Conclusion 57
B. Suggestion 58
REFERENCES 60
APPENDIX

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

LIST OF TABLE

2.1 Similarities and Differences of the Studies 11
3.1 Table of Research Design 27
3.2 Table of Population and Sample 28
3.3 Table of Scoring 30
4.1 Table Results of Experimental Class 36
4.2 Table Results of Control Class 37
4.3 Descriptive Statistics 39
4.4 Tests of Normality 40
4.5 Paired Samples Test 41
4.6 Test of Homogeneity of Variance 42
4.7 Independent Samples Test 43

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

LIST OF APPENDIX

APPENDIX 1 Letter of Permission
APPENDIX 2 Letter of Accomplishment
APPENDIX 3 Journal of Research
APPENDIX 4 SPSS Statistics 22 Output
APPENDIX 5 Instrument of the Test
APPENDIX 6 Result of The Experimental Class Pre-test
APPENDIX 7 Result of The Experimental Class Post-test
APPENDIX 8 Result of The Control Class Pre-test
APPENDIX 9 Result of The Control Class Post-test
APPENDIX 10 Letter of Validity Permission
APPENDIX 11 Validity Sheet
APPENDIX 12 Lesson Plan
APPENDIX 13 Documentation
APPENDIX 14 Curriculum Vitae

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

CHAPTER I

INTRODUCTION

A. Research Background

The most important thing for a human being is communication. People should have good pronunciation in order to understand each other and achieve the goal of becoming an understandable speaker. Good pronunciation will clearly carry out the oral skills required for information estimation, because incorrect pronunciation will make ambiguity, misunderstanding, and different meaning when the communication happens. Pronunciation made the listener easy to understand and produce intelligible sounds. Kenworthy defined intelligibility as the situation when our speaking is being understood by a listener at a given time in a given situation.[2] Intelligibility means that the speaker produces sound patterns that are recognizable as English. The conclusion is expect not only to focus only on the information we want to relay, but people understand what we really want to say.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

As one of learning English components, the study of pronunciation has become an important aspect in teaching English as foreign language. Goodwin said that in teaching pronunciation, the goal of instructions threefold: (1) to enable our learners to understand and be understood, (2) to build their confidence in entering communicative situations, and (3) to enable them to monitor their speech based on input from the environment.[3] Based on

[2] J. Kenworthy, *Teaching English Pronunciation* (Washington DC: Longman, 1987), 3.
[3] Goodwin, *Teaching Pronunciation* (New York: Longman, 2011), 117.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

the statement, it showed that pronunciation is also very necessary for teaching English as a foreign language.

Harmer pointed out that pronunciation teaching does not only make students aware of different sound and sound characteristics, but also greatly improve their speaking immasureably.[4] In speaking, teachers should also pay attention to micro skills. One of the micro skills is pronunciation. The pronunciation aspects that can be taught, such as vowels and consonants, diphthong and monophthong, and similar words. Pronunciation is a very important aspect in English speaking, this is because in English there are many words that have spellings and sounds that are similar to each other. If even one letter is mispronounced, it changes the meaning of the entire word, so it is feared that misinterpretation will occur. As explained in surah Al-Qasas verse 34:

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسِلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي ۖ إِنِّي أَخَافُ أَنْ يُكَذِّبُونِ

Meaning : *"And my brother Aaron is more fluent than me in tongue, so send him with me as support, verifying me. Indeed, I fear that they will deny me."*[5]

Based on the verse above, pronunciation is an important aspect for students to be able to speak English fluently and correctly. If students can pronounce English words or sentences fluently and correctly, you can be sure they will have confidence when asked to speak English. Conversely, students who can not speak clearly, they can not express their intentions and may lose

[4] J. Harmer, *The Practice of English Language Teaching* (UK: Longman, 2007).
[5] Kementrian Agama, *Al-Qur'an* (Semarang, PT. Karya Toha, 2016), 34.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

confidence. Aware of the importance of pronunciation, the teacher should be able to persuade students and make them willing to improve their English pronunciation.

However, based on the researcher's observation during the teaching practice program (PLP) at seventh-grade students of SMPT Madinatul Ulum Jenggawah, the students found the most difficult skill was to pronounce the words in English. So, the achievement that the students got from speaking skills was lower than other skills. This can be seen from the students' scores on the speaking aspect, the results were below average or can be said to be very far from the KKM score (65).[6] After the researcher took some observation in the school, there was the number of students has difficulties to improve and practice their English pronunciation ability because they were accustomed to using their native language in the daily context, whether to respond commands or ask some questions. The students were not confident to have a talk by English because the students were afraid of making mistakes, either in its pronunciation or in grammatical itself.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In addition to the above, when observing during the teaching practice program (PLP), the researcher also found that students felt afraid about what they meant to say was not understood by others particularly in pronunciation and also being too shy to speak English. In addition, the students also felt bored during teaching and learning process. English teacher just used traditional technique in teaching pronunciation. She provided a worksheet and

[6] Lailatul Hasanah, S.Pd., An English Teacher at SMPT Madinatul Ulum, 11 November 2022, *An Interview.*

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

students reading text without know how to pronounce the word. The method was not interested in the speaking class. They needed learning variations in the class so that why they were not bored in the class.

From the reason above, the researcher as the teacher, needed to solve those problems. The teacher had to consider another strategy that can help students solve their problems to have better pronounciation. One of the appropriate strategy to help students' pronunciation was reading aloud. This strategy's basic idea was that the students read aloud the texts several times, the teacher and the other students listen carefully. Reading aloud means an act of one who reads loudly to be heard from distant places or heard by others. Reading aloud can be combined with strategy of reading activity to practice pronunciation.

According to Sicola, reading aloud could help to build linguistic reflexes, help the tongue adjust to the sound combinations, and get the brain used to word pattern.[7] Therefore, by reading aloud, the students would be able to recognize how to produce the English sounds appropriately, and the researcher could easily know whether the sound that produced by the students was correct or not. For some students who did not have the confidence to practice spoken English, reading aloud also can help them to overcome this problem.

Moreover, Reading aloud was important in teaching pronunciation. Reading aloud was an interesting way to make the students enjoy in studying

[7] L. Sicola, *Reading Aloud and Pronunciation*, (New York: Longman, 2009), 16.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

pronunciation. It gave the students an opportunity to practice English sound in a class and with this strategy the students knew more about good English pronunciation that haven't learnt before. This strategy led the students to read with correct pronunciation. Kelly stated that at some stage, when a text was read aloud either by the teacher or the students, that pronunciation work can be integrated. Such text, as poems, rhymes, extract from plays, song lyrics, etc., can be used creatively in the classroom and can offer plenty of scope for pronunciation work.[8]

Based on that explanation and the problems experienced, the researcher selected reading aloud as one of teaching strategy for improving the students' ability in pronunciation. Based on the reason above, the researcher interested in conducting a research entitled *"The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMPT Madinatul Ulum Jenggawah"*. The researcher hoped that reading aloud strategy could improve the students' ability in their pronunciation.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

B. Research Problem

Is there any significant effect of using reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah?

C. Research Objective

To know whether or not there is significant effect of using reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

[8] G. Kelly, *How to Teach Pronunciation*, (Canada: Longman, 2000).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

D. Research Significances

1. Theoretical Significance

The result of the study is expected to confirm the theories related to the effectiveness of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah

2. Practical Significance

a. For Teacher

It is expected that the result of the study can be used as a reference by the teacher to know the students' pronunciation ability and also the procedure of the strategy in the study is expected can be adopted by the teacher to be implemented in her class.

b. For Other Researchers

It is expected that the result of the study can be used as reference for other researchers who conduct research with similar focus but probably have different research design.

c. For The Researcher

It is expected that the study can be useful for the researcher to have experience in conducting quantitative research (experimental research).

E. Research Scope

1. Research Variables

The study includes two variables (Independent variable and Dependent variable) which were measured to know their level of

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

relationship. The independent variable was reading aloud strategy, and the dependent variable was students' pronunciation ability. Both were obtained from the sevent-grade students in SMPT Madinatul Ulum Jenggawah.

2. Variable Indicators

The indicators of the research are obtained from the grand theory of the variables. Indicators for the independent variable, which was reading aloud strategy, that was done by dividing the seventh-graders into two groups, and each group was given a different strategy treatment. Meanwhile, indicators for the dependent variable, which was students' pronunciation ability, was have to pay attention to the suitable vowels in pronouncing the words.

F. Definition of Key Terms

1. Reading Aloud Strategy

The reading aloud strategy in this researh was the strategy used by the researcher to measure how effective the strategy was on students' pronunciation ability. Reading aloud strategy was reading a words by producing sounds audible to other. This strategy was carried out by dividing students into two groups, the first group was treated under the reading aloud strategy, while the other group was treated under the non-reading aloud strategy.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

2. Students' Pronunciation Ability

The students' pronunciation ability in this research was the pronunciation ability of the seventh-grade students at SMPT Madinatul Ulum Jenggawah. In doing pronunciation of the words, have to pay attention to the suitable vowels in pronouncing it. The results obtained from the treatment of the strategy given on students' pronunciation ability were the purpose of this research, namely to confirm the researcher' theories

G. Research Assumption

There is an effect of the use of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

H. Hypothesis

The two hypothesis on this research are : Alternative hypothesis (H_a) and null hypothesis (H_o)

H_a : There is significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah

H_o : There is no significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah

I. Systematic Discussion

Chapter I is introduction. It consisted of research background, research problem, research objective, research significances, research scope, definition of key terms, research assumption, hypothesis, and systematic discussion.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Chapter II is literature review which consist of previous studies and theoretical framework.

Chapter III is research methods. It contained research approach and design, population and sample, data collection technique and instument try out, and data analysis.

Chapter IV is research findings and discussion. It consisted of the description of data, data analysis, hypothesis testing, and discussion.

Chapter V is closing. It consisted of conclusion of the research and the suggestion for english teacher, students and further researcher.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

CHAPTER II

LITERATURE REVIEW

A. Previous Research

1. The Use of Reading Aloud Method to Improve Students' Pronunciation Ability: Indonesian Secondary School

The first previous study is The Use of Reading Aloud Method to Improve Students' Pronunciation Ability: Indonesian Secondary School. The study was written by Ismi Ayu Syiyami, Emi Haryanti, Dahlya Nurwanti, and Nia Kurniawati (2020) from UIN Sunan Gunung Djati. The aim of this research was to reveal how the use of reading aloud of narrative text improves the secondary students' pronunciation. The research approach used was quantitative with experimental method as its research design. The sample of this research is 70 students of grade VIII divided into two groups (experimental and control group). Furthermore, data were collected by providing pre-test and post-test, and the collected data were analyzed by using statistical formula. The results confirmed that teaching speaking by using reading aloud method can improve students' pronunciation ability.[9]

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[9] I. Syiyami, E. Haryanti, D. Nurwanti, and N. Kurniawati, *The Use of Reading Aloud Method to Improve Students' Speaking Ability: Indonesian Secondary School*, (Bandung: SCITEPRESS-Science and Technology Publications, 2020).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

2. Improving Students' Pronunciation Through Reading Aloud Strategy

The second previous study is Improving Students' Pronunciation Through Reading Aloud Strategy. The research was written by Andi Naniwarsih (2021) from Universitas Muhammadiyah Palu. The aim of this research was to prove that the implementation of reading aloud strategy can improve the students' pronunciation in junior high school. The population was the seventh grade of MTs Negeri Palu Barat. The Researcher took sample of this research by using cluster random sampling. Then, 38 students were as the experimental group and 37 students were as the control group. The instruments of collecting data were test and tape recorder. Tests were given to both groups twice, pre-test and post-test. Then, the data obtained were analyzed statistically in the pretest and posttest. Based on the data analysis results, it was found that the t-test value was 8,024. Compared with the t-table by applying degree of freedom (df) of 38+37-2=73 and 0,05 of critical value, so it was found that t-table value was 1,99. It shows that t-test value was higher than t-table. It means that the research hypothesis was accepted. It can be concluded that the implementation of reading aloud strategy can improve students' pronunciation of the seventh grade of MTs Negeri Palu Barat.[10]

[10] A. Naniwarsih, *Improving Students Pronunciation Through Reading Aloud Strategy*, (Palu: Journal of Foreign Language and Educational Research, 2021).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

3. Improving Students Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta

The third previous study is Improving Students Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta. The study was written by Syamsi Edi Bibyana (2022) from Universitas Pancasakti Bekasi. The research was conducted by the researcher to describe the impact of reading aloud against the English pronunciation skill of 8th grade students in SMP Widuri Jaya. The research used pre-experimental method consists of pre-test, treatment, and post-test. There are 17 students involved in pronunciation assessment of 9 fricative consonants. The score of Pre-Test and Post-Test classified into several criteria and analyzed to get the statistical comparison of prior treatment against after treatment. In the Pre-Test, students' pronunciation was very poor classified. After treatment, the mean score of the students increases for about 90% compared to the pre-test score. According to the Paired Sample t-test that used to validate the hypotheses of the research, it can be concluded that there is significant impact between reading technique against the student's improvement of English pronunciation. By consistently practicing reading aloud, the students' English pronunciation can be improved.[11]

[11] B. Syamsi Edi, *Improving Students Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta,* (Jakarta: Secondary Jurnal Inovasi Pendidikan Menengah, 2022).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

4. The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation

The fourth previous study is The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation by Putri Wahyuni (2022) from The University of Palangka Raya. This research was aim to know the effect of teaching reading aloud technique in improving English Pronunciation. This research used "One Group Pre-test and Post-test Design". The sample of this research was the ninth-grade students by taking 31 students. The result showed that the calculation of Wilcoxon Signed-Rank Test was 0.000. Since 0.000 < 0.05 even <0.001, the null hypothesis was rejected. In other words, there is a significant effect on students' pronunciation of English by teaching using reading aloud technique.[12]

5. The Effect of Reading Aloud Strategy to The Students' Pronunciation Ability for Grade Seven of SMP Negeri 3 Pematangsiantar

The fifth previous study is The Effect of Reading Aloud Strategy to The Students' Pronunciation Ability for Grade Seven of SMP Negeri 3 Pematangsiantar. The research was written by Mikhael Latin Siahaan, Seviana Napitupulu, and Tiarma Intan Marpaung (2022) from University of HKBP Nommensen Pematangsiantar. The aim of this research is to find out the effectiveness of students' pronunciation abiity that was

[12] P. Wahyuni, *The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation*, (Palangka Raya: Ebony, 2022).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

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 purposivey 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. In the data analysis, the data was obtained through students' pronunciation in reading a text that contains 25 (twenty five) regular verb in past tense. The students mean score in pre-test at experimental class was 62.96 and the student mean score in the pos-test was 81.13. while, 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-test 2.2 > t-table 1.672). It can be concluded that Ha was accepted and H0 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 strategy on student pronunciation on grade seven students.[13]

[13] M. L. Siahaan, S. Napitupulu, and T. I, Marpaung, *The Effect of Reading Alound Strategy to The Students' Pronunciation Ability for Grade Seven of SMP Negeri 3 Pematangsiantar*, (Pematangsiantar: Jurnal Ilmu Pendidikan dan Sosial (JIPSI), 2022).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Table 2.1

The Similarities and Differences of The Research

No.	(Title, Type, Year, Researcher)	Similarities	Differences
1.	The Use of Reading Aloud Method to Improve Students' Pronunciation Ability. (2020, Ismi Ayu Syiyami, Emi Haryanti, Dahlya Nurwanti, and Nia Kurniawati)	1. The same on research variables (Reading aloud and pronunciation ability) 2. The research design in both research is experimental research design	1. The type of instrument material of this research is narrative text, while in my research is introduction text 2. This research used statistical formula to analyzed the data, while my research used SPSS Statistics 22
2.	Improving Students' Pronunciation Through Reading Aloud Strategy. (2021, Andi Naniwarsih)	1. The same on research variables (Reading aloud and pronunciation ability) 2. The research design in both research is experimental research design	1. In selecting the research participants this research used cluster random sampling, while my research used total sampling 2. In analyzing the data collected, this research used statistical formula while my research used SPSS Statistics 22
3.	Improving Students Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta. (2022, Syamsi Edi Bibyana)	1. The research design in both research is experimental research design 2. The data collection instrument in both research is oral test	1. This research assessed how students pronounce the consonants in words correctly, whereas my research assessed the vowels 2. The grade level of the two research is different

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

No.	(Title, Type, Year, Researcher)	Similarities	Differences
4.	The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation. (2022, Putri Wahyuni)	1. The same on research variables (Reading aloud and pronunciation ability) 2. The data collection instrument of both research is oral test	1. The different research design of the two research 2. This research used "one group pre-test and post-test design", whereas my research used "two group pre-test and post-test design" 3. The grade level of the two research is different
5.	The Effect of Reading Aloud Strategy to The Students' Pronunciation Ability for Grade Seven of SMP Negeri 3 Pematangsiantar. (2022, Mikhael Latin Siahaan, Seviana Napitupulu, and Tiarma Intan Marpaung)	1. The grade level between the two research is the same 2. The research design in both research is experimental research design	1. In selecting the research participants this research used purposivey sampling technique, while my research used total sampling technique 2. The type of instrument material of this research is recount text, while in my research is introduction text

The conclusion that can be drawn from the table is that each researchers have different ways and treatments in using reading aloud strategy on students' pronunciation ability. It can be seen from sampling technique, type of the text, and assessment its different in the process, yet they have the same aim.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

B. Theoretical Framework

1. Pronunciation

a. Definition of Pronunciation

Pronunciation means how to pronounce or say the sounds of words. Most people speak the English language with an accent that refers to their country or lives in. Pronunciation sometimes means the act or how the word is said. The effect or result of speech sounds development, including articulation, stress, and intonation, often regarding some standard of correctness or acceptability. Pronunciation, in a brief definition, is the way every single word of a language is spoken. Oxford Advanced Learner's Dictionary describes pronunciation as how a specific word or sound is pronounced.[14] Based on this definition, pronunciation focused on people's way of expressing a phrase or words in spoken language.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Pronunciation is often known as how people say a word that someone else can understand. It refers to the meaning of pronunciation in the Longman Dictionary of Contemporary English. Pronunciation is how a specific or particular is pronounced, and how a single person is pronouncing words. Acharya stated in his CET Journal that pronunciation is the sound system in speaking, consisting of vowels, consonants, stress, rhythm and juncture, and

[14] A.S. Hornby, *Oxfords Advanced Learner's Dictionary*, (New York: Oxford University Press, 2015).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

sequences.[15] Yates described pronunciations are the production of the sound that we use to make perfect sense, including the general sound of the segmental language aspects and suprasegmental aspects.[16] When someone conveys a message to others through their voice, others will hear a message easily and understandably.

The speakers should be explicit about what they say to understand that the speaker is delivering the message. The segmental and suprasegmental elements of pronunciation play a significant part in the spoken message of the speaker. The segmental element of pronunciation includes vowels, consonants, and diphthongs. The suprasegmental element of pronunciation includes stress, rhythm, and intonation. Pronunciation is the use of the words to convey appropriate definition through sounds that have been said correctly or to create a sentence in a manner that sounded acceptable. Through the meanings above, it can be inferred that pronunciation is how we create sounds of words or pronounce the words that are relevant and correct to be heard by others in communication or the process of teaching-learning English.

b. Features of Pronunciation

Pronunciation has features that clarify how we create words or sentences that are relevant and correct to be understood by others. Ur claimed that there are three elements of pronunciation that are:

[15] Acharya, *Teaching Pronunciation*, (Nepal: CET, Journal Autumn Issue, 2010), 86.
[16] L. Yates, *What is Pronunciation?*, (AMEP Research Centre, 2002), 1.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

the sounds of the language (consonants, vowels, and diphthongs), stress, rhythm, and intonation.[17] Kelly clarified that stress, rhythm, intonation are components of pronunciation's suprasegmental features while the sounds of the language the same as other aspects of pronunciation that are phonemes.[18] Suprasegmental and segmental elements of pronunciation are operate in combination when we speak.

1) The sounds of the Language (Segmental Elements)

Language or phonology sounds are the study of all elements of the sounds, and the sound structure of a language involves both phonetic and phonemics. The sound system of English consists of phonemes or individual sounds that make a perfect sense. Phonemes are the various sounds in the language. Even if the way people communicate sounds is different, it can also be explained how each sound is made. Sounds are produced in all-vocal tracts, places of the body where vocal sounds are produced: mouth, lungs, larynx, lips, and nose. Phonemes or sounds are divided into three categories: consonant, vowel, and diphthong.

a) Consonant

Yates stated that the consonant made by causing a blockage or partial blockage in the mouth and vowels were

[17] P. Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1996).
[18] G. Kelly, *How to Teach Pronunciation*, (Canada: Longman, 2000).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

organized according to where they are made in the mouth.[19] Kelly clarified that the consonants could be voice or voiceless. It depends on the form of articulation.[20] Consonant sounds can be distinguished by three factors: by voice; whether the vocal cords are vibrating or not, by tongue shape; whether the tongue has a flat surface, a groove along the centerline or is curled on edge, by articulator; whether the lower lip, tongue tip, tongue front, or tongue back blocks the airstream as it goes.

The first aspect of the consonant voice is classified into two categories; voiced and voiceless. The voiced consonant is produced when there is a pressure on the 'Adam's Apple' or larynx when sounding, for example, [z] sound. On the other hand, the voiceless consonant produced when there is no pressure on the larynx, for example, where [s] sound is heard. The second aspect, by the tongue's shape, is formed by nasal or oral. The nasal consonant is created by channeling air only going through the nasal cavity for processing. For example, [m] and [n] are formed with air, only passing through the production's nasal cavity. On the other hand, oral consonant involves closing the nasal valve, such as sound [s]. The third aspect of the consonant is the

[19] L. Yates, *What is Pronunciation?*, (AMEP Research Centre, 2002).
[20] G. Kelly, *How to Teach Pronunciation*, (Canada: Longman, 2000).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

articulation. There are two articulators; active and passive articulators. The active articulator is located at the base of the vocal tract, and the passive articulator is located towards the top of the vocal tract. The articulation is classified into the manner and the place of articulation. There are three types of articulation: stops, fricatives, and approximants. There are eight articulations; bilabial, labio-dental, dental, alveolar, postalveolar, palatal, velar, and glottal. Here is the table of place and manner of articulation.

b) Vowel

Kreidler explained that there are several variations in the definition of the vowels. This variation is based on the various dialects of English having distinctions, and various linguists give more importance to various aspects.[21] English dialects have a different system of vowels as allophones, although there may be slight differences in articulatory. Currently, it does not represent the change in context. Kreidler also stated that there are three differences in vowels. There is an inventory of vowels, incidence, and phonetic realization.

The inventory of vowels is the number of vowel phonemes that contrast with one another. The incidence

[21] C. W. Kreidler, *Teaching Pronunciation of English*, (Oxford: Blackwell Publishing, 2004).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

refers to the presence of different vowels in a given series of words. Also, the phonetic realization is a variation in articulatory aspects of vowels. Vowels are articulated as the voice airstream is formed by the tongue and the lips to change the general form of the mouth. There are two types of the vowel, a single vowel sounds and a diphthong. A single vowel sound contains one morpheme in a word, or as it sounds, the diphthong contains a blend of various separate sounds.

c) Diphthongs

Diphthongs is two vowels become one sound. According to Kelly: "a crude definition of diphthongs might be a combination of two vowels sounds."[22] There are two types of diphthongs:

1. Centering Diphthongs

Centering diphthongs end with a glide toward /ə/, they are called centering, because /ə/ is a central vowel. They are /ɪə/, /ʊə/, /eə/.

2. Closing diphthongs

Closing diphthongs end with a glide toward /ɪ/, and toward /u/. The glide is towards a higher position in the mouth.

[22] G. Kelly, *How to Teach Pronunciation*, (Canada: Longman, 2000). 34

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Based on the explanation above, components of pronounciation like vowels, consonant and diphthongs are important to learn because those made students produce a right sound. In this research, researcher focused on students' vowel sounds.

2) Suprasegmental Elements

a. Stress and Rhythm

Stress is a suprasegmental pronunciation related to the differentiation of certain syllables within words or words within utterances. Stressed syllable in the word isolation had a difference in pitch or the speakers' voice leveland the vowel sound had been changed. Stress is shown by a change of volume, force, pitch, and syllable length, and it is often shown by visual clues, such as hand movements or facial movements. Stressed syllables or words sounds longer, louder, and at a different pitch, whereas unstressed ones are indifferent quality.

Stress is divided into two kinds of stress; word stress and sentence stress. Word stress related to dialect or emphasis is placed to a specific word syllable. The words with two or more syllables get a single stress. The stress can be in the beginning, in the middle, or the last part of the word. For instance, Hotel, baNAna, kangaROO, the stressed

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

syllable is shown by the capital letters. Gerrard Kelly, stated the rules of word stress in his book How to Teach pronunciation. The first is stressed syllable appears on a two-syllable noun or adjective, for instance, STUDent and FUNCtion. The second is prefixes or suffixes that are not stressed, for instance, QUIetly, oRIGinally. The third is in compound words or words created by combining two words that are typically stressed in the first syllable, for instance, SEAside and FOOTball. The last are words that can be used as noun or verb has a different rule of stress, and the noun will have stress on the first syllable, on the other hand, the verb has stressed on the last syllable, for example, EXport (n), exPORT (v) and DEcrease (n), decrease (v).

Sentence stress is essential aspect of a speech and allows listeners to grasp the message of the statement. The statement "*She* saw a movie." and "She saw a *movie*." Has various interpretations. The sentence "*She* saw a movie." shows that the speaker wants the audience to know that the person who saw a movie was *She*, not he or they. The sentence "She saw a *movie*" shows that the speaker saw a *movie*, not a concert.

The rhythm is another aspect of pronunciation. Kelly stated that rhythm is the phenomenon of stresses that stays

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

natural, an unstressed syllable is squashed in between the stress one, becoming shorter, and missing some integrity of the vowel of sound.[23] Rhythm may also be characterized as the pattern of occurrence in time of relatively 'strong,' stressed syllable, relatively 'weak' events, and unstressed syllable.

b. Intonation

The intonation refers to the pattern of the change of pitch over a word or speech. Intonation is important in indicating the context of the message while the speaker speaks. Ur said that intonation is an important feature of English pronunciation, and that intonation sometimes make a difference to meaning or implication.[24] Intonation is the ups and downs of the sound that makes up the utterance. Intonation is a central aspect of voicing our own emotions and niblings to perceive others. Intonation is determining the context of the spoken message and the grammar feature, the speaker's attitude and the intention of the speaker to communicate.

There are five main forms of patterns: fall, rise, fall-rise, rise-fall, and level. A falling pattern typically suggest that the speaker has finished the speech. Rising intonation

[23] G. Kelly, *How to Teach Pronunciation*, (Canada: Longman, 2000).
[24] P. Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge Unversity Press, 1996).

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

shows a question or continuation. The intonation will be rising on the yes-no question, while on the "why" question, the intonation will be falling. A fall-rise intonation implies an expression that will be followed by other information. A rise-fall intonation is usually to implies a strong feeling of surprise or agreement or disagreement. A level intonation indicates boredom, routine, or pettiness.

Intonation is one aspect of pronunciation that is as critical as stress because stress and intonation represent the context, behavior, and grammatical function of a speech. Intonation may imply whether the sentence is a question, order, or information. Consonant sounds are produced in the sound of the language by blocking the airflow somehow. Consonant sounds that mark the beginning of the ends of the syllable. There are 24 letters of consonants sounds from the IPA chart.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Our vocal tract is open in producing vowel sounds, so the circulation through the tongue is not obstructed. The vowel sounds are classified into monophthongs and diphthongs. Monophthongs includes one morpheme in a word or when it sounded, and diphthong includes a combination of two morphemes in a word. Like the other aspects of pronunciation, the stress and rhythm imply the

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

essential part of the word or sentence in a speech. The last aspects of pronunciation is intonation. Intonation implies the context of a word or sentence in a speech.

2. Reading Aloud Strategy

a. Definition of Reading Aloud

Reading aloud is a simply reading something with loud voice. According to Mantali: "reading aloud is an activity to read something loudly."[25] Tarigan (2008:23) also stated that: "reading aloud is an activity or activity which is a tool for teachers, students, or the reader together with others or listeners to catch and understand information, thoughts, and feelings writers."[26] Reading aloud is necessary to be learned, because it is an important part in education for all-around development, which has several functions in English teaching." In addition, reading aloud is a common practice in primary classroom and an important vehicle for vocabulary development. Huang said that: "reading aloud is a kind of comprehensive practice of pronunciation."[27]

Based on those explanations above, the researcher concluded that reading aloud is a classroom activity which students read text

[25] S. M. A. Mantali, *The Application of Reading Aloud Texhnique to Increase Students' Pronunciation*, (Gorontalo State University, 2009), 5.
[26] G. Henry Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008), 23.
[27] L. Huang, *Reading Aloud in the Foreign Language Teaching*, (Asian Social Science Journal, 2010), 149.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

loud and clear. It also has impacts on students' vocabulary and pronunciation.

b. Purpose of Reading Aloud

There are some purposes of reading aloud. There are five purposes of reading aloud according to Huang, those are:[28]

1) Practice pronunciation; reading aloud is a kind of comprehensive practice of pronunciation. Reading aloud can help them correct their dialect effectively.
2) Improve oral English; the students with perfect oral English should pronounce properly and speak fluently. Most students learn English with a focus on reading and writing skill. For some students who don't have the confidence to practice spoken English, reading aloud can help them overcome the faults of dis-fluency, repeat, improper pause, and develop natural and good pronunciation habit.
3) Get deeper understanding; in fact, reading aloud is reappearance of all the original content of idea, feeling, attitude and style in the form of voice.
4) Strengthen the knowledge; we can strengthen what we have learned by listening, speaking, reading and writing. Reading aloud, which has relevant to listening, speaking, reading, is the practice of pronunciation, grammar and vocabulary. General

[28] L. Huang, *Reading Aloud in the Foreign Language Teaching*, (Asian Social Science Journal, 2010), 149.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

oral English is an important method, but it has some restriction in vocabulary and structure. As a practice, reading aloud can make up with the lack of oral English, for its material has wide range in topic, vocabulary and grammar.

5) Improve the classroom atmosphere, in class, especially in intensive class, students may feel tired and dull after some time. At that time reading aloud can help them back to the class. "During read-aloud, we share the excitement, the suspense, the emotion, and the sheer fun of a new book and its intriguing or annoying characters.

Based on the explanations above, it can be concluded that reading aloud very helpful to improve students' ability in their pronunciation.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

c. Advantages of Reading Aloud

As a teaching strategy, reading aloud give advantages in teaching learning process. Teaching reading aloud can improve active pronunciation skills. There are some advantages of reading aloud that defined by Gibson, such as:[29]

1) Reading aloud can improve reading fluency
2) Reading aloud can monitor pronunciation
3) Reading aloud can reduce speaking anxiety as it controlled
4) Reading aloud is indirectly connected to writing via intonation

[29] S. Gibson, *Reading aloud: a useful learning tool?*, (ELT Journal, 2008).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

5) It is a useful proof reading tool
6) It can be done outside the classroom
7) Being able to read aloud is part of being proficient in a language

From these explanations above, it can be concluded that reading aloud gives many benefits in teaching learning process.

d. Disadvantages of Reading Aloud

There are some disadvantages of reading aloud, such as:

1) Reading aloud as a teaching strategy also has some disadvantages, which can be described as follows:
2) Reading aloud often reduces the reading speed that we have always emphasized to improve.
3) Reading aloud will only give some students the opportunity to practice, while others are bored.
4) It is easy to make students feel awkward when reading. When they are corrected by the teacher, their reading will be worse.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

e. Reading Aloud Strategy in Teaching and Learning Process

There are some important things that teacher should pay attention in reading aloud practice. According to Huang, these are some important things in reading aloud practice:[30]

1) Firstly, reading aloud should not be a hit-or-miss activity, we must fully prepare before reading

[30] L. Huang, *Reading Aloud in the Foreign Language Teaching*, (Asian Social Science Journal, 2010), 149-150.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

2) In addition, teacher must choose the reading material carefully
3) The reading purpose and approach must be authentic
4) In fact, reading aloud is an activity that uses pronunciation knowledge and skill based on the written language.

Beside those important things above, there are some other things that should do in reading aloud practice. Sicola said that there are some steps to take in reading aloud process, those are:[31]

1) Listen to pronunciation while reading aloud and try to immitate.
   While teacher give example of reading aloud, students should listen carefully and try to immitate what they hear.
2) Try to listen yourself while reading aloud.
   While reading aloud, students should not only focus on how they speak, but they should listen to how they pronounce word while they spoke.
3) Teacher should give corrective feedback.
   Teacher should give a corrective feedback to the students. What could be be improved, what is clear enough, or what is wrong.

f. Teaching Pronunciation Through Reading Aloud Strategy

Based on two statements above, reading aloud strategy gives effect on students' pronunciation because it imitated the pronunciation from the teacher.

[31] L. Sicola, *Reading Aloud and Pronunciation*, (New York: Longman, 2009).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

These are steps of pronunciation teaching that written in the researcher's lesson plan:

1) Researcher gives question as an apperception to bring the students into the material
2) Researcher read the text loudly with proper pronunciation to the students.
3) Students pay attention to the researcher and try to imitate researcher's pronunciation.
4) Researcher read the text more than once.
5) To ensure that the pronunciation of the words spoken is correct, the researcher used Google Translate as a supporting medium in implementing the reading aloud strategy in practicing pronunciation.
6) Students imitate on how the researcher read the text and read aloud the text more than one time to make them get use to read the text with proper pronunciation.
7) Researcher asked students to ask questions to check their understanding about the pronunciation of the text.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

CHAPTER III

RESEARCH METHODS

A. Research Approach and Design

This research used a quantitative approached. The design of this research was experimental design. The type of experimental design of this research was control group design. In this design, the researcher used two groups of classes. One group was used as the experimental class and another group was used as the control class. The researcher used pre-test and post-test designs in both groups of classes. Only the experimental class received the treatment using reading aloud strategy in teaching and learning process while the control class did not.

This research includes two variables, independent variable (X) and dependent variable (Y) which were measured to know their level of relationship. The independent variable (X) was reading aloud strategy, and the dependent variable (Y) was students' pronunciation ability.

The researcher collected data from the students before and after they received a treatment. The data from the pre-test and post-test were used to see how the students were doing before and after the treatment. The researcher also measured the students' pronunciation ability on the pre-test and post-test.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Table 3.1

Table of Research Design

CLASS	PRE-TEST	TREATMENT	POST-TEST
Experimental Class	X	A	Y
Control Class	X	B	Y

Source : Johnson&Christensen (2014. p.465)[32]

Notes :

X = Pre-test of experimental and control class

Y = Post-test of experimental and control class

A = Treatment of experimental class using reading aloud strategy

B = Treatment of control class using regular teaching

B. Population and Sample

A population is the entire set of items from which data is extracted for statistical research. It can be a group of individuals or a swarm of items. The population of this research was seventh-grade students of SMPT Madinatul Ulum Jenggawah. It was consisting of 44 students.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Table 3.2

Table of Population and Sample

Class	VII A VII B
Number of Students	22 22
Total	44

[32] Johnson and Christensen, *Educational Research*, 465.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Since the population of seventh grade students at this school consists of two classess and 44 students only, the researcher used total sampling to select research participants. Total sampling is a sampling technique where the number of samples is the same as the population said Sugiyono. [33]The reason for used total sampling is because according to Sugiyono if the population is less than 100, the entire population is used as a research sample. Therefore, the entire of seventh-grade students became thesample of this research.[34]

C. Data Collection Technique and Instrument

1. Data Collection Technique

To find out the effect of reading aloud strategy towards students' pronunciation ability, specifically the vowels (**a, e, i, o, u,** and sometimes **y**), the researcher used oral test instrument as data collecting technique. Test that used in this research were pre-test and post-test.

2. Instrument

a. Pre-Test

Pre-test were given before the treatment to experimental and control class. The test was an oral test. The students were asked to come forward one by one to read the test that has been given about introduction titled "Michael Jordan" to know the error of vowels of each students.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[33] Sugiyono, *Metode Penelitian Kuantitaif Kualitatif dan R&D*, (Bandung: Alfabeta, 2007).
[34] Sugiyono, *Metode Penelitian Kuantitaif Kualitatif dan R&D*, (Bandung: Alfabeta, 2007).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

b. Treatment

The treatment which is reading aloud strategy was given to the experimental class after the pre-test. Meanwhile, the control class did not received the treatment, the students were received a conventional or regular teaching. However, both experimental and control classes received the same material.

The topic material that the researcher used in this research was about introduction. The reason why the researcher chose this topic was because it adapted to the existing curriculum, apart from that, this topic was also felt to be suitable and in line with the use of reading aloud strategies in the process.

The researcher used reading aloud strategy in experimental class. First, researcher gave a text about introduction to read and then read the text to the students. Researcher should read the text with proper pronunciation, so that students can imitate the way researcher read the text. To ensure that the pronunciation of the words spoken is correct, the researcher used Google Translate as a supporting medium in implementing the reading aloud strategy in practicing pronunciation. After that students read aloud the text more than one time to make them get use to read the text with proper pronunciation. The last, researcher asked students to ask questions to check their understanding about the text. In control class, researcher gave the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

text to the students, and then continue teaching by applying the conventional or regular strategy.

c. Post-Test

Post-test was conducted after the treatment (reading aloud strategy) has been given. After explaining the material, the same test was given to both classes in order to know the average score of the experimental and control classes. The test is exactly the same as the pre-test. The test was an oral test about introduction, then students were asked to come forward one by one to read a text titled "Michael Jordan", then the researcher listened carefully to know the error of vowels of each students.

d. Scoring rubric of the test

The following table is pronunciation test scoring rubric which adapted from Djiwandono (2008: p.83 & 123)[35];

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Table 3.3
Table of Scoring

Indicator	Score	Aspect
Intelligibility	4	Produces clear sound in every word.
	3	Produces a very few unclear sounds in certain words.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.

[35] M. S. Djiwandono, *Tes Bahasa: Pegangan bagi Pengajar Bahasa*., (Jakarta: PT Indeks, 2008), p.83 & 123.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Indicator	Score	Aspect
Fluency	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
Accuracy	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only a few words pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.
Intonation	4	Produces correct intonation tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Indicator	Score	Aspect
Stress	4	Uses good stress in each word and no error.
	3	Uses good stress but misuses a few words that cause few errors.
	2	Uses much incorrect stress that causes some errors.
	1	Uses stress incorrectly in most of the words causes definitely much error.

To calculate the students' pronunciation ability score based on the table above, the total point is 4 items, hence 4×5 (highest statement response) = 20. The point obtained will be added up based on students response from point 1, 2, 3 and 4 in each item. The researcher will use the formula as follows: $\textbf{Score} = \frac{\textit{Total of Students' Point}}{20} \times 100$

To know whether the test is good or not, some criteria should be considered. The criteria of a good test are validity and reliability.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

1. Validity of the test

   According to Hughes, a test is said to be valid if it measures accurately what it is intended to measure.[36] Hatch and Farhady said there are two basic types of validity; content validity and construct validity.[37]

[36] Arthur Hughes, *Testing for Language Teacher*, (Cambridge: Cambridge University, 2003), 26.
[37] Hatch, E and Farhady, H, Research Design and Statistics for Applied Linguistics, Rowley Maschachussetts. Newsbury House.1982. p.132.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

a. Content Validity

Best and Kahn stated that content validity refers to the extent to which the test actually measures or specifically relates to the traits for which the test was designed. Content validity is based on careful examination of the textbook, syllabus, objectives and assessment of subject matter experts.[38] This means that to obtain content validity, the test is adjusted to the student's book, that is, according to the material taught to the student.

Therefore, the test instrument must be in accordance with the learning objectives at school based on the syllabus, because the test must be able to measure the pronunciation ability of seventh-grade students of SMPT Madinatul Ulum. Based on the explanation above, the researcher used content validity to measure whether the test in this research were valid or not. In other words, the test given to students are based on the material they have studied. In this case, the test instrument is a text with the topic of introduction.

b. Construct Validity

Construct validity focuses on the type of test used to measure ability. This means that the items must really test students. An instrument can be said to be valid if it can measure what is desired. In this research, the researcher made an oral test that can

[38] John W. Best and James V. Kahn, Research in Education, New Delhi, Pretice-Hall, 7th ed, 1995. p. 219.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

measure students' pronunciation. In this case, the researcher consulted with English teacher to measure the validity of the instrument.

2. Reliability of the test

Franenkel and Wallen stated that reliability refers to the consistency of the scores obtained-how consistent they are for each individual from one administration of an instrument to another and from one set of items to another.[39] In this research, the researcher used inter-rater reliability. This means that test scores are assessed by more than one person. In this research, students' pronunciation scores were evaluated by two raters. An instrument has a high level if the value of reliability r > 0,6. In measuring the reliability of this instrument using the *Cronbach Alpha* formula on SPSS Statistics 22.

D. Data Analysis

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

In analyzing the data, several steps were carried out, including normality testing, homogeneity testing, and hypothesis testing. The researcher calculated the data using SPSS Statistics 22. In parametric statistics, the researcher used t-test to analyze the students' pronunciation score of experimental and control classes. After calculating the normality test and homogeneity test, a t-test was carried out to obtain the statistical results of the data. In the last step, the researcher calculated the effect size to explain the significant effect of the data.

[39] Jack R. Fraenk4.el and Norman E. Wallen, Op. Cit. p. 154.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

1. Descriptive Statistics

Descriptive statistics are information coefficients that described a given data set, which can be a representation of the entire population or a sample of a population. The researcher used SPSS Statistics 22 to analyze the data.

2. Normality Test

Normality test is used to find out whether the data will be normally distributed. In this research the sample was less than 50 students, therefore the normality test used was Shapiro Wilk with α = 0,05. If the normality test result is lower than α (<α = 0,05), then the data is not normally distributed. Conversely, if the result is higher than α (>α = 0,05), then the data will be normally distributed. The researcher used SPSS Statistics 22 to analyze the data.

3. Paired samples T-test

Paired samples t-test is used by the researcher to compare data obtained from the pronunciation test through pre-test and post-test in the experimental class and control class. Widiyanto stated the paired sample t-test is one of the test methods used to test the effectiveness of a treatment, by marking the average difference before and after the treatment is given.[40] If the paired samples t-test result is lower than α (<α = 0,05), then there is a difference in the average pronunciation ability of students before and after the treatment is given. Conversely, if the result

[40] Agus Widiyanto, *Statistica Terapan: Konsep dan Aplikasi dalam Penelitian Bidang Pendidikan, Psikologi dan Ilmu Sosial Lainnya* (Jakarta: PT Alex Media Kompitudo, 2013).

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

is higher than α (>α = 0,05), then there is no difference in the average pronunciation ability of students before and after the treatment is given. The researcher also used SPSS Statistics 22 to compare the data.

4. Homogeneity Test

Homogeneity test is used to determine whether the data variance is homogeneous or not. The test uses Levene's statistical test with α = 0,05. Likewise with the normality test, if the homogeneity test result is lower than α (<α = 0,05) it means the data is inconsistent/heterogeneous. Conversely, if the result is higher than α (>α = 0,05), then the data is homogeneous. The researcher used SPSS Statistics 22 to analyze the data.

5. Independent Samples T-test

Independent samples t-test is used to compares the means of two samples to determine whether the associated population means are significantly different. If independent samples t-test result is lower than α (<α = 0,05), then there is a difference in the means students' pronunciation ability of two samples. Conversely, if the result is higher than α (>α = 0,05), then there is no difference in the means students' pronunciation ability of two samples. The researcher also used SPSS Statistics 22 to compare the data.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

CHAPTER IV
RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this chapter, the researcher presents the results of research data that was conducted for ±30 days at SMPT Madinatul Ulum Jenggawah, starting from 30 August 2023 to 17 September 2023. The research was conducted in two classes, the experimental class which received the treatment using reading aloud strategy, and control class that use conventional teaching. The experimental class was 7A which consisted of 22 students, while the control class was 7B which consisted of 22 students. English lesson was taught in two meetings a week and the time allocated for each meeting was 2x40 minutes. The following are the results of the pre-test and post-test scores in the experimental class and control class:

a. Experimental Class

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Table 4.1
Table Results of Experimental Class

No.	Name	Pre-test	Post-test
1.	Airin Dwi Wulandari	50	60
2.	Amita Dewi Muzaiyaroh	65	80
3.	Aqila Yusri Afifah	45	60
4.	Aurel Fityatus Soleha	75	85
5.	Ayatul Husna Ihsan	75	90
6.	Berlian Aini Zakiyah	50	70
7.	Erlina Nurul Aini	70	80
8.	Febria Putri Valentina	45	70

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

No.	Name	Pre-test	Post-test
9.	Garnita Anggraini	75	85
10.	Izza Afkarinatus Zahra	40	55
11.	Lolita Novalia Eka Putri	60	75
12.	Najua Sila Maulidia	35	60
13.	Naylah Sa'adatul Ulya	80	90
14.	Nur Halisah J.I.M.	50	65
15.	Riska Nur Indah	45	60
16.	Salsabila Annajwa	80	85
17.	Sarofah Wilda Aulia	65	80
18.	Silvin Nabila	70	85
19.	Suhrotul Aulia	50	65
20.	Verlin Kholidiah	75	80
21.	Zakiyatun Nafisah	60	75
22.	Zakiyatul Jamiati	55	70

Based on the table above, the scores shaded in yellow were students who scored above the KKM score of 65. In the experimental class pre-test there were 10 students who passed above the KKM score. On the other hand, the number of students who passed above the KKM score in the post-test experimental class after being treated with the reading aloud strategy increased to 17 students. Apart from that, it can be seen that students' scores have increased quite significantly in the post-test scores.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

b. Control Class

Table 4.2

Table Results of Control Class

No.	Name	Pre-test	Post-test
1.	Amelia Fairuz	40	45
2.	Amitatus Sa'adah	60	70
3.	Asilatul Fitriya	35	40
4.	Aurelia Dwi Agustin	50	50
5.	Azza Kamilia	65	75
6.	Chelsea Ayu Anggraini	30	40
7.	Fairus Nadirotul Alifah	65	65
8.	Fitriatur Robiah Arobiyah	75	80
9.	Ismi Salwa Alisyah	50	55
10.	Kamilatun Nikmah	80	80
11.	Musyaiyanah	50	55
12.	Nayla Hilyatul Ulya	75	70
13.	Nur Aini	40	50
14.	Nur Safika Aini	65	65
15.	Rizka Ony Putri	45	50
16.	Salsabila Najwa Istiana	35	45
17.	Shilvi Nur Atichoh Sari	80	80
18.	Silvina Kamilatun N.	50	55
19.	Ummu Salamah	35	40
20.	Zakiyatul Azkiya	45	50
21.	Zaskia Naysatun Nabila	35	35
22.	Zaura Fachriza Khoirun	65	60

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

In the control class, the number of students who passed the KKM score above 65 was 8 students. Meanwhile, the post-test score of control class that taught using conventional teaching also amounted to 8 students. In contrast to the experimental class which experienced a significant increase in post-test scores, the control class' post-test scores also increased, although only slightly, but there was also one student who experienced a decrease in post-test scores which was shaded in red.

The results of research that conducted for ±30 days at SMPT Madinatul Ulum Jenggawah, where 7A as experimental class and 7B as control class, the researcher analyzed the data above using SPSS Statistics 22, and the results were below:

1. Descriptive Statistics

In this stage, the researcher using SPSS Statistics 22 to calculated the data. The scores of pre-test and post-test of experimental class and control class were combined to obtain data calculations. The results were below:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Table 4.3

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Class	22	35	80	59,77	13,928
Post-test Experimental Class	22	55	90	73,86	10,903
Pre-test Control Class	22	30	80	53,18	16,002
Post-test Control Class	22	35	80	57,05	14,198
Valid N (listwise)	22				

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Based on the data in table 4.3, it can be seen that the minimum pre-test score for the experimental class was 35, while the maximum pre-test score for the experimental class was 80. The mean pre-test score for the experimental class was 59,77 with a standard deviation of 13,928. In the post-test experimental class, the minimum score was 55, while the maximum score was 90, and the mean score was 73,86 with standard deviation 10,903. The minimum pre-test score for the control class was 30, while the maximum pre-test score for the control class was 80. The mean pre-test score for the control class was 53,18 with a standard deviation of 16,002. In the post-test control class, the minimum score was 35, while the maximum score was 80, and the mean score was 57,05 with standard deviation 14,198. There was a significant difference between the pre-test and post-test scores of the experimental class with the pre-test and post-test scores of the control class. According to that, it can be said that there was an effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

2. Normality Test

There were two ways that can be used to calculate the data normality test using Kolmogorov-Smirnov and Shapiro-Wilk. Since the number of samples participating in this research was less than 50 participants, the researcher used Shapiro-Wilk.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Table 4.4

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation Test Result	Pre-test Experimental Class	,168	22	,109	,932	22	,133
	Post-test Experimental Class	,168	22	,109	,928	22	,114
	Pre-test Control Class	,170	22	,099	,921	22	,080
	Post-test Control Class	,148	22	,200*	,933	22	,142

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the normality test of the data above, it can be seen in the Shapiro-Wilk results that the significance value (sig.) in the experimental class and control class was higher than (>α = 0,05). It means that the experimental and control class research data was normally distributed.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

3. Paired Samples T-test

Paired samples t-test was used by the researcher to test the effectiveness of a treatment, by marking the average difference before (pre-test) and after the treatment was given (post-test).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Table 4.5

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre-test Experimental Class - Post-test Experimental Class	-14,091	5,032	1,073	-16,322	-11,860	-13,133	21	,000
Pair 2	Pre-test Control Class - Post-test Control Class	-3,864	4,612	,983	-5,908	-1,819	-3,930	21	,001

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

It can be seen in the table above that in pair 1 which contains the experimental class pre-test and experimental class post-test, the significance value (sig. 2-tailed) was 0,000 lower than α (<α = 0,05). Based on this significance value, it can be concluded that there was a difference in the average pronunciation ability of students in the pre-test and post-test of experimental class. Furthermore, it can also be seen that in pair 2 which contains the control class pre-test and control class post-test, the significance value (sig. 2-tailed) was 0,001 lower than α (<α = 0,05). As with the pre-test and post-test in the experimental class, there was a

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

difference in the average pronunciation ability of students in the pre-test and post-test of control class.

4. Homogeneity Test

Homogeneity test was conducted to determine whether the data variance was homogeneous. The test uses Levene's statistical test with α = 0,05. In this case, the researcher tested the experimental class post-test with the control class post-test to find out whether the two data were homogeneous or not.

Table 4.6

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pronunciation Test Result	Based on Mean	1,832	1	42	,183
	Based on Median	1,203	1	42	,279
	Based on Median and with adjusted df	1,203	1	36,693	,280
	Based on trimmed mean	1,815	1	42	,185

The table above shows that the significance value (sig.) of the experimental class post-test and control class post-test based on the mean was 0,183, which was higher than α (>α = 0,05). Based on that, it can be concluded the post-test data variance of experimental class and control class were homogeneous.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

5. Independent Samples T-Test

Independent samples t-test is conducted to find out whether the means of two samples are significantly different or not. To determine this, the researcher tested the experimental class post-test with the control class post-test to find out whether the two data were significantly different or not.

Table 4.7

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pronunciation Test Result	Equal variances assumed	1,832	,183	4,407	42	,000	16,818	3,817	9,116	24,520
	Equal variances not assumed			4,407	39,378	,000		3,817	9,101	24,536

It can be seen in the table above that the significance value (sig. 2-tailed) of the experimental class post-test and control class post-test was 0,000 which was lower than α (<α = 0,05). According to that, it can be

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

concluded that there was a difference in the means post-test of experimental class and control class.

6. Hypothesis Testing

H_a: There was significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

H_o : There was no significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

a. If significance value (sig. 2-tailed) lower than α (<α = 0,05), then H_a was accepted and H_o was rejected. It means there was significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

b. If significance value (sig. 2-tailed) higher than α (>α = 0,05), then H_o was accepted and H_a was rejected. It means There was no significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Based on the data obtained above, the significance value (sig. 2-tailed) was 0,000 which was lower than α (<α = 0,05). From this it can be concluded that there was significant effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

B. Discussion

This research was conducted by the researcher with the aim of proving whether or not the reading aloud strategy has an effect on students'' pronunciation ability, specifically in grade 7 at SMPT Madinatul Ulum

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Jenggawah. After conducting ±30 days of research, the result showed that students experienced an improvement in their English pronunciation when taught using the reading aloud strategy. This can be seen from the students' post-test result which was higher than the pre-test result. If we look at the pre-test score in the experimental class, the minimum score was 35 and the maximum score was 80 with a mean of 59,77, this was lower than the result of the post-test score in the experimental class with the minimum score was 55 and the maximum score was 90 with a mean of 73,86. It can be seen that there was a significant increase in the result of the mean experimental class pre-test and mean experimental class post-test. From these result, it can be stated that providing reading aloud strategy in teaching can improve students' pronunciation ability.

When conducting research in class 7 SMPT Madinatul Ulum, the students looked nervous and couldn't even pronounce English words properly and correctly. For the first meeting, the researcher provided and explained to the students what reading aloud was and the strategy for teaching pronunciation. It was felt that the students understood the concept of reading aloud strategy, at the second meeting the researcher conducted a pre-test in the form of a text with an introduction topic for the experimental class and control class. After the pre-test was carried out on both classes, the researcher then treated the experimental class with reading aloud strategy. The researcher wrote the underlined words on the board and showed the students how the sound was made, especially the vowels from the position of the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

tongue, lips, and others. To ensure that the pronunciation of the words spoken is correct, the researcher used Google Translate as a supporting medium in implementing the reading aloud strategy in practicing pronunciation. Next, the researcher asked students to repeat and read aloud the words they had learned.

At the end of the research, the researcher gave post-test to the experimental class and control class to measure whether there was an improvement in students' pronunciation ability after the treatment was given. Based on data calculation and hypothesis testing, it was found that the alternative hypothesis (H_a) was accepted, while the null hypothesis (H_o) was rejected. This can be seen from the mean post-test result of experimental class and control class. Where the mean of the experimental class was 73,86, higher than the mean of the control class which was 57,05, in addition the mean of the experimental class also exceeds the KKM score for English language subject of 65 at that school. Also seen from the result of hypothesis testing, the significance value (sig. 2-tailed) was 0,000 which was lower than α (<α = 0,05), this indicates that the researcher's hypothesis was correct. From these results, it can be said that students who received the reading aloud strategy got better score than students who did not.

It had supported by previous research conducted by Andi Naniwarsih (2021) from Universitas Muhammadiyah Palu entitled Improving Students' Pronunciation Through Reading Aloud Strategy. The aim of this research was to prove that the implementation of reading aloud strategy can improve the

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

students' pronunciation in junior high school. The population was the seventh grade of MTs Negeri Palu Barat. The Researcher took sample of this research by using cluster random sampling. Then, 38 students were as the experimental group and 37 students were as the control group. The instruments of collecting data were test and tape recorder. Tests were given to both groups twice, pre-test and post-test. Then, the data obtained were analyzed statistically in the pretest and posttest. Based on the data analysis results, it was found that the t-test value was 8,024. Compared with the t-table by applying degree of freedom (df) of 38+37-2=73 and 0,05 of critical value, so it was found that t-table value was 1,99. It shows that t-test value was higher than t-table. It means that the research hypothesis was accepted. It can be concluded that the implementation of reading aloud strategy can improve students' pronunciation of the seventh grade of MTs Negeri Palu Barat.[41]

From the statement above, the researcher can say that the reading aloud strategy was one of good strategy to used in teaching English, be it speaking, pronunciation, as above. Based on the result of research conducted by the researcher, it can be said that there was an effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[41] A. Naniwarsih, *Improving Students Pronunciation Through Reading Aloud Strategy*, (Palu: Journal of Foreign Language and Educational Research, 2021).

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

CHAPTER V
CONCLUSION AND SUGGESTION

In this chapter, the researcher presents research conclusions and suggestions. The conclusion summarizes all discussions that were directly related to the problem formulation and research objectives that has been described in the previous chapter, while suggestions refer to or originate from research findings, discussions and final research conclusions.[42]

A. Conclusion

Based on the research result in Chapter IV, it can be concluded that there was an effect of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah. This statement was proven by test result in the experimental class and control class. The mean pre-test of experimental class was 59,77 and the mean pre-test of control class was 53,18. After the reading aloud strategy treatment was given to the experimental class, a post-test was carried out on the experimental class and control class. The result obtained was the experimental class mean was 73,86 and the control class mean was 57,05. It can be seen from the comparison of the pre-test and post-test result that there was very significant difference between the two classes. The result of the experimental class was much higher compared to the control class.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

[42] Tim Penyusun Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember, Pedoman *Penulisan Karya Ilmiah,* (Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember: Jember, 2021), 85.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

In hypothesis testing it was stated that H_a was accepted and H_o was rejected, this was proven by the significance value (sig. 2 tailed) which was 0,000 lower than α (<α = 0,05). It means that the researcher's hypothesis was correct that reading aloud strategy have an effect on students' pronunciation ability. From the result of calculation and analysis carried out by the researcher, it can be said with certainty that there has been an increase in students' pronunciation ability after the reading aloud strategy was given to students. Therefore, the conclusion that can be drawn was that there was a significant effect of the reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum.

B. Suggestion

Since there was an influence of reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah, the researcher provide several suggestions to teachers, students and future researchers, including the following:

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

1. To the English Teacher

   The researcher suggested that the result of the research can be used as a reference by the teacher to know the students' pronunciation ability and also the procedure of the reading aloud strategy in the research is suggested can be adopted by the teacher to be implemented in her class.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

2. To the Students

The researcher suggested that when the teacher teach English using the reading aloud strategy, the students are expected to be able to participate and follow the learning process well and seriously, since the result of the research have proven to be good for the students, especially in improving pronunciation ability.

3. To the Further Researcher

The researcher suggested that the result of the research can be used as reference for further researcher who conduct research with similar focus, the same variables in hope that they can gain something important from the effect of reading aloud strategy on students' pronunciation ability which is the main discussion in this research.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

REFERENCES

Adita, A.K. 2014. *The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo*. Situbondo: Artikel Ilmiah Mahasiswa.

Arikunto, S., 2016. *Prosedur Peneltian Suatu Pendekatan Praktik.* Jakarta: Rineka Cipta.

Ariyani, D. 2012. *Improving Students' Pronunciation by Using Reading Aloud in Junior High School*. Pontianak: LLT Journal.

Bachman, L.F. and Palmer, A.S. 1996. *Language Testing in Practice*. New York: Oxford University Press.

Badawi, A.M.M. 2021. *The Role of Reading Aloud Strategy on Improving Reading and Pronunciation for EFL Pupils at Private Basic Schools: Teachers Perspectives*. Yogyakarta: LLT Journal: A Journal on Language and Language Teaching.

Basuki, Y. 2016. *The Use of Peer-Assessment of Reading Aloud to Improve The English Department Students' Motivation on Pronunciation Class of STKIP PGRI Trenggalek*. Trenggalek: Dewantara.

Brown, H.D. 2004. *Language Assessment: Principles and Classroom Practices*. White Plains, NY: Pearson Education.

Djiwandono, M. S. 2008. *Tes Bahasa: Pegangan Bagi Para Pengajar Bahasa*. Malang. PT Macanan Jaya Cemerlang.

Harmer. *The Practice of English Language Teaching*. Harlow: Longman, 2007.

Heaton, J.B. 1988. *Writing English Language Tests (New Edition)*. London: Longman.

Hughes, A. 1989. *Testing for language teachers*. Cambridge: Cambridge University Press.

Jufri. 2019. *The Students' Ability in Reading Aloud at English Department FBS Universitas Negeri Padang*. Padang: Atlantis Press.

Kementrian Agama, *Al-Qur'an*. Semarang, PT. Karya Toha, 2016.

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Maqbulin, A. 2022. *The Effectiveness of Reading Aloud to Improve Students' Reading Ability in Secondary School*. Nganjuk: Jurnal Diklat Keagamaan.

Muhammad Taqi'ud Din Al-Hilali and Muhammad Muhsin Khan, *Translation of The Meanings of The Noble Qur'an in The English Language*, (King Fahd Complex For The Printing of The Holy Qur'an: Madinah, K.S.A).

Naniwarsih, A. 2019. *Improving Students' Pronunciation Through Reading Aloud Strategy*. Palu: Journal of Foreign Language and Educational Research.

Sahara, A., Bahri, S., and Erdiana, N. 2020. *The Use of Reading Aloud in Teaching Reading Comprehension*. Banda Aceh: Research in English and Education (READ).

Sajid, M. K. M. & Kassim, H. 2019. *The Effects of Reading Aloud Strategies on Text Level Difficulties, Reading Proficiency and Reading Comprehension Skill*. Pohang & Alhasa: International Journal of Language Education and Applied Linguistic (IJLEAL).

Siahaan, M. L., Napitupulu, S., and Marpaung, T.I. (2022). *The Effect of Reading Alound Strategy to The Students' Pronunciation Ability for Grade Seven of SMP Negeri 3 Pematangsiantar*. Pematangsiantar: Jurnal Ilmu Pendidikan dan Sosial (JIPSI).

Sofyan, N., HJ Wahid, J., & Idris, N. 2021. *The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills*. North Maluku: Jo-ELT (Journal of English Language Teaching).

Supraba, A. 2020. *The Implementation of Reading Aloud in Developing Students' Speaking Skill*. Palopo: IDEAS-Journal of Language Teaching and Learning, Linguistics and Literature.

Syamsi Edi, B. 2022. *Improving Students Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta*. Jakarta: Secondary Jurnal Inovasi Pendidikan Menengah.

Syiyami, I., Haryanti, E., Nurwanti, D., and Kurniawati, N. (2020). *The Use of Reading Aloud Method to Improve Students' Speaking Ability: Indonesian Secondary School*. Bandung: SCITEPRESS-Science and Technology Publications.

Tim Penyusun Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember. Pedoman *Penulisan Karya Ilmiah*. Fakultas Tarbiyah dan Ilmu Keguruan UIN KHAS Jember: Jember, 2022. 85.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Tukiran., Hidayati Mustafidah. *Penelitian Kuantitatif*. Bandung: Alfabeta, 2012. 43.

Wahyuni, P. 2022. *The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation*. Palangka Raya: Ebony-Journal of English Language Teaching, Linguistics, and Literature.

Widiyanto, Agus. *Statistica Terapan: Konsep dan Aplikasi dalam Penelitian Bidang Pendidikan, Psikologi dan Ilmu Sosial Lainnya.* Jakarta: PT Alex Media Kompitudo, 2013.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

DECLARATION OF AUTHENTICITY

Undersigned below :

Name : NurFitriah Fajriatul Masula

SRN : T20196038

Program : English Education Department (TBI)

Faculty : Faculty of Education and Teacher Training

Institution : UIN KHAS Jember

State that thesis entitled **"The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMPT Madinatul Ulum Jenggawah"** is truly my original work. It does not incorporate any material previously written or published by another person except those indicated in quotation and bibliography. Do the fact I am the only person who is responsible for the thesis if there is any objection or claim for other.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

NurFitriah Fajriatul Masula
T20196038

Scanned with CamScanner

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 1

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-3359/In.20/3.a/PP.009/08/2023
Sifat : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMPT Madinatul Ulum
Jl. Tempurejo No 20 - 24 Cangkring, Kec. Jenggawah, Kab. Jember Prov. Jawa Timur.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	T20196038
Nama	:	NURFITRIAH FAJRIATUL MASULA
Semester	:	Semester sembilan
Program Studi	:	TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMPT Madinatul Ulum Jenggawah" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu M. Sofyan Nasir, S.Pd.

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 Agustus 2023
an. Dekan,
Wakil Dekan Bidang Akademik,

MASHUDI

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Scanned with CamScanner

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 2

YAYASAN PONDOK PESANTREN MADINATUL ULUM
SMP TERPADU MADINATUL ULUM
STATUS : TERAKREDITASI A, NSS: 202052410267
Alamat : JL. KH. ACHMAD SA'ID JATIREJO TELP 0331 757489 – 7794138
Email : smptmadinatululum08@gmail.com
Cangkring - Jenggawah - Jember – JawaTimur

SURAT KETERANGAN AKTIF SEKOLAH
No. : 021/C.1/20554190/IX/2023

Yang bertanda tangan dibawah ini :

Nama Lengkap	: M. SOFYAN NASIR,S.Pd.
NIP	: -
Jabatan	: Kepala Sekolah
Unit Kerja	: SMP Terpadu Madinatul Ulum

Menerangkan dengan sebenar – sebenarnya bahwa :

Nama	: NUR FITRIAH FAJRIATUL MASULA
NIM	: T20196038
Semester	: Semester Sembilan
Fakultas	: FTIK
Program Studi	: Tadris Bahasa Inggris
Universitas	: UIN KHAS Jember

Telah selesai melaksanakan penelitian di SMP Terpadu Madinatul Ulum selama 1 bulan, terhitung mulai tanggal 30 Agustus 2023 sampai dengan 17 September 2023 untuk memperoleh data dalam rangka penyusunan skripsi yang berjudul "THE EFFECT OF READING ALOUD STRATEGY ON STUDENTS' PRONOUNCIATION ABILITY AT SMP TERPADU MADINATUL ULUM JENGGAWAH"

Demikian Surat Keterangan ini dibuat dan diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Jenggawah, 17 September 2023
Kepala Sekolah

M. SOFYAN NASIR, S.Pd.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Scanned with CamScanner

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 3

JOURNAL OF RESEARCH

Researcher : NurFitriah Fajriatul Masula

NIM : T20196038

Title : The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMPT Madinatul Ulum Jenggawah

No.	Day/Date	Activity	Signature
1.	Wednesday, August 30th, 2023	Request permission and give a research permit letter	
2.	Saturday, September 2nd, 2023	Observe the classroom activity in learning English	
3.	Sunday, September 3rd, 2023	Pre-test of control group and experimental group	
4.	Saturday, September 9th, 2023	Teaching the control group	
5.	Sunday, September 10th, 2023	Post-test of control group	
6.	Saturday, September 16th, 2023	Teaching the experimental group using reading aloud strategy	
7.	Sunday, September 17th, 2023	Post-test of experimental group and end of the research	

Mengetahui,

Kepala Sekolah SMPT Madinatul Ulum

M. Sutyan Nasir, S.Pd.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 4

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Class	22	35	80	59,77	13,928
Post-test Experimental Class	22	55	90	73,86	10,903
Pre-test Control Class	22	30	80	53,18	16,002
Post-test Control Class	22	35	80	57,05	14,198
Valid N (listwise)	22				

NormalityTest

Case Processing Summary

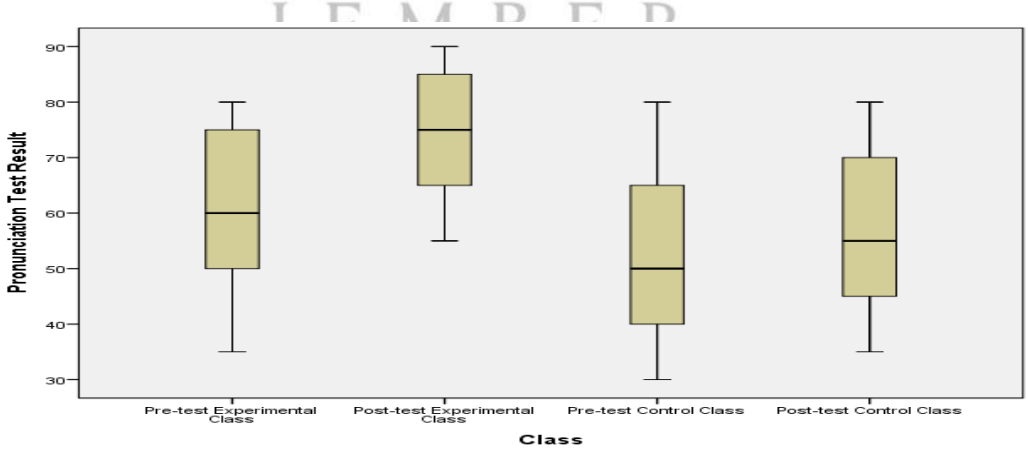
		Cases					
		Valid		Missing		Total	
	Class	N	Percent	N	Percent	N	Percent
Pronunciation Test Result	Pre-test Experimental Class	22	100,0%	0	0,0%	22	100,0%
	Post-test Experimental Class	22	100,0%	0	0,0%	22	100,0%
	Pre-test Control Class	22	100,0%	0	0,0%	22	100,0%
	Post-test Control Class	22	100,0%	0	0,0%	22	100,0%

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation Test Result	Pre-test Experimental Class	,168	22	,109	,932	22	,133
	Post-test Experimental Class	,168	22	,109	,928	22	,114
	Pre-test Control Class	,170	22	,099	,921	22	,080
	Post-test Control Class	,148	22	,200*	,933	22	,142

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Descriptives

	Class			Statistic	Std. Error
Pronunciation Test Result	Pre-test Experimental Class	Mean		59,77	2,969
		95% Confidence Interval for Mean	Lower Bound	53,60	
			Upper Bound	65,95	
		5% Trimmed Mean		60,00	
		Median		60,00	
		Variance		193,994	
		Std. Deviation		13,928	
		Minimum		35	
		Maximum		80	
		Range		45	
		Interquartile Range		26	
		Skewness		-,065	,491
		Kurtosis		-1,321	,953
	Post-test Experimental Class	Mean		73,86	2,325
		95% Confidence Interval for Mean	Lower Bound	69,03	
			Upper Bound	78,70	
		5% Trimmed Mean		73,99	
		Median		75,00	
		Variance		118,885	
		Std. Deviation		10,903	
		Minimum		55	
		Maximum		90	
		Range		35	
		Interquartile Range		21	
		Skewness		-,165	,491
		Kurtosis		-1,282	,953
	Pre-test Control Class	Mean		53,18	3,412
		95% Confidence Interval for Mean	Lower Bound	46,09	
			Upper Bound	60,28	
		5% Trimmed Mean		52,95	
		Median		50,00	
		Variance		256,061	
		Std. Deviation		16,002	
		Minimum		30	
		Maximum		80	
		Range		50	
		Interquartile Range		26	
		Skewness		,306	,491
		Kurtosis		-1,196	,953
	Post-test Control Class	Mean		57,05	3,027
		95% Confidence Interval for Mean	Lower Bound	50,75	
			Upper Bound	63,34	
		5% Trimmed Mean		56,97	
		Median		55,00	
		Variance		201,569	
		Std. Deviation		14,198	
		Minimum		35	
		Maximum		80	
		Range		45	
		Interquartile Range		25	
		Skewness		,310	,491
		Kurtosis		-1,074	,953

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experimental Class	59,77	22	13,928	2,969
	Post-test Experimental Class	73,86	22	10,903	2,325
Pair 2	Pre-test Control Class	53,18	22	16,002	3,412
	Post-test Control Class	57,05	22	14,198	3,027

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-test Experimental Class & Post-test Experimental Class	22	,947	,000
Pair 2	Pre-test Control Class & Post-test Control Class	22	,960	,000

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pre-test Experimental Class - Post-test Experimental Class	-14,091	5,032	1,073	-16,322	-11,860	-13,133	21	,000
Pair 2	Pre-test Control Class - Post-test Control Class	-3,864	4,612	,983	-5,908	-1,819	-3,930	21	,001

HomogeneityTest

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Class	N	Percent	N	Percent	N	Percent
Pronunciation Test Result	Post-test Experimental Class	22	100,0%	0	0,0%	22	100,0%
	Post-test Control Class	22	100,0%	0	0,0%	22	100,0%

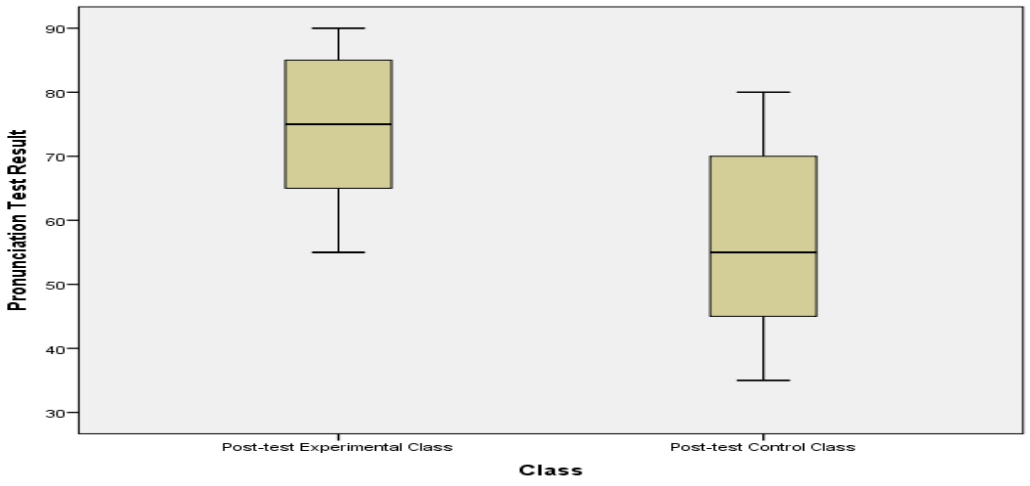
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Descriptives

	Class			Statistic	Std. Error
Pronunciation Test Result	Post-test Experimental Class	Mean		73,86	2,325
		95% Confidence Interval for Mean	Lower Bound	69,03	
			Upper Bound	78,70	
		5% Trimmed Mean		73,99	
		Median		75,00	
		Variance		118,885	
		Std. Deviation		10,903	
		Minimum		55	
		Maximum		90	
		Range		35	
		Interquartile Range		21	
		Skewness		-,165	,491
		Kurtosis		-1,282	,953
	Post-test Control Class	Mean		57,05	3,027
		95% Confidence Interval for Mean	Lower Bound	50,75	
			Upper Bound	63,34	
		5% Trimmed Mean		56,97	
		Median		55,00	
		Variance		201,569	
		Std. Deviation		14,198	
		Minimum		35	
		Maximum		80	
		Range		45	
		Interquartile Range		25	
		Skewness		,310	,491
		Kurtosis		-1,074	,953

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pronunciation Test Result	Based on Mean	1,832	1	42	,183
	Based on Median	1,203	1	42	,279
	Based on Median and with adjusted df	1,203	1	36,693	,280
	Based on trimmed mean	1,815	1	42	,185



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

T-Test

Group Statistics

	Class	N	Mean	Std. Deviation	Std. Error Mean
Pronunciation Test Result	Post-test Experimental Class	22	73,86	10,903	2,325
	Post-test Control Class	22	57,05	14,198	3,027

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pronunciation Test Result	Equal variances assumed	1,832	,183	4,407	42	,000	16,818	3,817	9,116	24,520
	Equal variances not assumed			4,407	39,378	,000	16,818	3,817	9,101	24,536

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 5

Instruction : Please read aloud this following text with a proper and correct pronunciation in front of the class through a fun way lottery game!

Michael Jordan

If you are a sports fan, you are **sure** to know the name **Michael** Jordan. He is probably the greatest **basketball** player the world has ever **seen**. **Although** his **career** as a player is over, his fame will **live** on for many years to **come**.

Michael Jordan certainly **looks** **like** a star. He is **tall**, **well-built**, and handsome, with friendly brown **eyes** and a **wide** grin. He always manages to look well-dressed, even in his casual clothes or smart **suits.**

His personality, too, is as outstanding as his playing ability. Michael is a very **determined** **person**. This has made him a **successfull** basketball star. He has given lots of **money** and **support** to charities.

All in all, Michael Jordan is not only a great **athlete**, but also a **warm**, caring person. Is it no wonder that so many boys have **dreamed** of growing **up** to be **just** like him.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ

Key words:

1. sure	11. tall	21. athlete
2. Michael	12. well-built	22. warm
3. basketball	13. eyes	23. dreamed
4. seen	14. wide	24. up
5. although	15. suits	25. just
6. career	16. determined	
7. live	17. person	
8. come	18. successfull	
9. looks	19. money	
10. like	20. support	

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 6

No.	Name	Indicator					
		Intelligibility	Fluency	Accuracy	Intonation	Stress	Total Score
1.	Airin Dwi Wulandari	2	2	1	3	2	50
2.	Amita Dewi Muzaiyaroh	2	3	3	3	2	65
3.	Aqila Yusri Afifah	2	1	2	2	2	45
4.	Aurel Fityatus Soleha	3	3	4	3	2	75
5.	Ayatul Husna Ihsan	3	3	3	3	3	75
6.	Berlian Aini Zakiyah	2	2	2	2	2	50
7.	Erlina Nurul Aini	2	3	2	4	3	70
8.	Febria Putri Valentina	3	1	2	1	2	45
9.	Garnita Anggraini	2	3	3	4	3	75
10.	Izza Afkarinatus Zahra	1	1	2	2	2	40
11.	Lolita Novalia Eka Putri	2	2	3	3	2	60
12.	Najua Sila Maulidia	1	1	1	2	2	35
13.	Naylah Sa'adatul Ulya	3	3	3	4	3	80
14.	Nur Halisah J.I.M.	2	2	2	1	3	50
15.	Riska Nur Indah	1	1	2	2	3	45
16.	Salsabila Annajwa	3	3	3	3	4	80
17.	Sarofah Wilda Aulia	3	2	2	3	3	65
18.	Silvin Nabila	2	3	2	4	3	70
19.	Suhrotul Aulia	2	1	2	3	2	50
20.	Verlin Kholidiah	2	4	3	3	3	75
21.	Zakiyatun Nafisah	2	2	3	3	2	60
22.	Zakiyatul Jamiati	1	2	3	2	3	55

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 7

No.	Name	Indicator					
		Intelligibility	Fluency	Accuracy	Intonation	Stress	Total Score
1.	Airin Dwi Wulandari	2	2	2	3	3	60
2.	Amita Dewi Muzaiyaroh	3	3	3	4	3	80
3.	Aqila Yusri Afifah	3	2	2	2	3	60
4.	Aurel Fityatus Soleha	3	3	4	4	3	85
5.	Ayatul Husna Ihsan	4	3	3	4	4	90
6.	Berlian Aini Zakiyah	3	3	2	3	3	70
7.	Erlina Nurul Aini	3	3	3	4	3	80
8.	Febria Putri Valentina	3	3	2	3	3	70
9.	Garnita Anggraini	3	3	3	4	4	85
10.	Izza Afkarinatus Zahra	2	2	2	3	2	55
11.	Lolita Novalia Eka Putri	2	3	3	4	3	75
12.	Najua Sila Maulidia	3	2	2	3	2	60
13.	Naylah Sa'adatul Ulya	4	3	3	4	4	90
14.	Nur Halisah J.I.M.	2	3	3	2	3	65
15.	Riska Nur Indah	3	2	2	2	3	60
16.	Salsabila Annajwa	4	3	3	3	4	85
17.	Sarofah Wilda Aulia	3	3	3	4	3	80
18.	Silvin Nabila	3	3	3	4	4	85
19.	Suhrotul Aulia	2	2	3	3	3	65
20.	Verlin Kholidiah	3	4	3	3	3	80
21.	Zakiyatun Nafisah	3	3	3	3	3	75
22.	Zakiyatul Jamiati	2	3	3	3	3	70

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 8

No.	Name	Indicator					
		Intelligibility	Fluency	Accuracy	Intonation	Stress	Total Score
1.	Amelia Fairuz	2	1	2	1	2	40
2.	Amitatus Sa'adah	2	3	3	2	2	60
3.	Asilatul Fitriya	1	1	2	1	2	35
4.	Aurelia Dwi Agustin	1	2	2	3	2	50
5.	Azza Kamilia	2	3	3	3	2	65
6.	Chelsea Ayu Anggraini	2	1	1	1	1	30
7.	Fairus Nadirotul Alifah	2	3	3	3	2	65
8.	Fitriatur Robiah Arobiyah	2	3	4	3	3	75
9.	Ismi Salwa Alisyah	2	3	2	1	2	50
10.	Kamilatun Nikmah	3	3	3	4	3	80
11.	Musyaiyanah	2	2	1	3	2	50
12.	Nayla Hilyatul Ulya	2	3	3	4	3	75
13.	Nur Aini	1	1	2	2	2	40
14.	Nur Safika Aini	2	3	2	3	3	65
15.	Rizka Ony Putri	3	2	1	1	2	45
16.	Salsabila Najwa Istiana	1	2	2	1	1	35
17.	Shilvi Nur Atichoh Sari	3	3	4	4	2	80
18.	Silvina Kamilatun N.	2	2	3	2	1	50
19.	Ummu Salamah	1	1	2	1	2	35
20.	Zakiyatul Azkiya	1	2	3	2	1	45
21.	Zaskia Naysatun Nabila	1	2	1	2	1	35
22.	Zaura Fachriza Khoirun	2	2	3	3	3	65

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 9

No.	Name	Indicator					
		Intelligibility	Fluency	Accuracy	Intonation	Stress	Total Score
1.	Amelia Fairuz	2	1	2	2	2	45
2.	Amitatus Sa'adah	3	3	3	3	2	70
3.	Asilatul Fitriya	2	1	2	1	2	40
4.	Aurelia Dwi Agustin	1	2	2	3	2	50
5.	Azza Kamilia	3	3	3	3	3	75
6.	Chelsea Ayu Anggraini	2	2	1	2	1	40
7.	Fairus Nadirotul Alifah	2	3	3	3	2	65
8.	Fitriatur Robiah Arobiyah	3	3	4	3	3	80
9.	Ismi Salwa Alisyah	2	3	2	2	2	55
10.	Kamilatun Nikmah	3	3	3	4	3	80
11.	Musyaiyanah	2	2	2	3	2	55
12.	Nayla Hilyatul Ulya	2	3	3	3	3	70
13.	Nur Aini	1	2	3	2	2	50
14.	Nur Safika Aini	2	3	2	3	3	65
15.	Rizka Ony Putri	3	2	1	2	2	50
16.	Salsabila Najwa Istiana	2	2	2	2	1	45
17.	Shilvi Nur Atichoh Sari	3	3	4	4	2	80
18.	Silvina Kamilatun N.	2	3	3	2	1	55
19.	Ummu Salamah	1	1	2	2	2	40
20.	Zakiyatul Azkiya	2	2	3	2	1	50
21.	Zaskia Naysatun Nabila	1	2	1	2	1	35
22.	Zaura Fachriza Khoirun	2	2	2	3	3	60

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 10

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-1137/In.20/3.a/PP.009/09/2023
Sifat : Biasa
Perihal : **Permohonan Menjadi Validator**

Yth. Afifah, S.Pd.
Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember

Bahwa dalam rangka menyelesaikan program S1 pada Fakultas Tarbiyah dan lmu Keguruan mahasiswa dipersyaratkan untuk menyusun skripsi sebagai tugas akhir. Sehubungan dengan hal tersebut, dimohon kepada Saudara Afifah, S.Pd. untuk menjadi Validator Ahli Media, mahasiswa atas nama :

NIM	: T20196038
Nama	: NURFITRIAH FAJRIATUL MASULA
Semester	: Semester sembilan
Program Studi	: TADRIS BAHASA INGGRIS
Judul Skripsi	: The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMPT Madinatul Ulum Jenggawah

Demikian atas kesediaan dan kerjasamanya disampaikan terimakasih

Jember, 2 September 2023
an. Dekan
Wakil Dekan Bidang Akademik,

MASHUDI

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 11

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Mataram No. 01 Mangli Telp (0331) 428104 Fax (0331) 427005 Kode Pos. 68136
Website www.http://ftik.uinkhas.jember.ac.id E-mail: tarbiyah.uinkhas@gmail.com

VALIDATION FORM OF TEST

Petunjuk pengisian format penelaahan tes:

Analisislah instrumen tes berdasarkan semua kriteria yang tertera di dalam format!

Berilah tanda cek (√) pada kolom "ya" bila tes yang ditelaah sudah sesuai dengan kriteria dan beri tanda cek (√) pada kolom "tidak" bila tes yang ditelaah tidak sesuai dengan kriteria. Kemudian tuliskan alasan pada kolom catatan atau pada teks soal dan perbaikannya.

No.	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah instrumen sesuai dengan kompetensi dasar dan indikator untuk siswa kelas 7 SMP?	✓		
2.	Apakah isi materi dan topik sesuai dengan jenjang sekolah dan tingkat kelas?	✓		
3.	Apakah instruksi dapat dipahami oleh siswa?	✓		
4.	Apakah instruksi telah sesuai dengan aspek yang diukur?	✓		
5.	Apakah instruksi telah sesuai dengan kisi-kisi?	✓		
6.	Apakah soal disusun dalam bentuk tes lisan untuk mengetahui kemampuan "pronunciation" siswa?	✓		
7.	Apakah pedoman penskoran untuk "pronunciation test" sesuai dengan rubrik skor yang telah ditetapkan?	✓		

Catatan:

.....

.....

Jember, 2 September 2023

Validator

Afifah, S.Pd

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
Scanned with CamScanner
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) I

Satuan Pendidikan : SMPT Madinatul Ulum Jenggawah

Kelas/Semester : VII/1

Materi Pelajaran : Bahasa Inggris (Pre-test)

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

KI3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dankejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar	Indikator Pencapaian
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks perkenalan (introduction text).	3.2.1 Mengidentifikasi ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari teks perkenalan (introduction text). 3.2.2 Menyebutkan ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari teks perkenalan (introduction text).
4.2 Memahami dan menganalisa teks perkenalan (introduction text).	4.2.1 Mempraktikkan teks perkenalan (introduction text) di depan kelas.

C. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, diharapkan siswa dapat:

1. Memahami dan menganalisa teks perkenalan (introduction text)
2. Mempraktikkan teks perkenalan (introduction text)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

D. MATERI PEMBELAJARAN

1. Pre-test

E. MODEL DAN METODE PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik
2. Model Pembelajaran : Discovery Learning
3. Metode Pembelajaran : Praktik

F. MEDIA PEMBELAJARAN

- Papan Tulis

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

G. SUMBER PEMBELAJARAN

- Buku LKS Bahasa Inggris Kelas VII Semester Ganjil
- Buku Paket Bahasa Inggris Kelas VII Penerbit Erlangga

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salamdan berdoa bersama. b. Memeriksa kehadiran siswa. c. Apersepsi. d. Menyiapkan secara singkat garis besar materi yang diajarkan. e. Menginformasikan tujuan yang akan dicapai selama pembelajaran.	10 menit
Kegiatan inti	*Pre-test* (Siswa diminta untuk membacakan sebuah introduction text di depan kelas untuk mengetahui dan mengukur pronunciation ability siswa).	60 menit
Penutup	a. Evaluasi kepada siswa mengenai pembelajaran yang telah dilakukan. b. Siswa melakukan refleksi manfaat dari kegiatan pembelajaran. c. Menutup pelajaran dengan berdoa bersama sama.	10 menit

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

I. ASSESSMENT

Siswa diminta untuk membacakan sebuah introduction text di depan kelas (Pre-test)

J. PENILAIAN

Score = $\frac{Total\ of\ Students' Point}{20} \times 100$

Jember, 3 September 2023

Mengetahui,

Guru Bahasa Inggris **Peneliti**

Afifah, S.Pd **NurFitriah Fajriatul Masula**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) II

Satuan Pendidikan : SMPT Madinatul Ulum Jenggawah

Kelas/Semester : VII/1

Materi Pelajaran : Introduction text

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secaraefektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dankejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar	Indikator Pencapaian
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks perkenalan (introduction text).	3.2.3 Mengidentifikasi ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari teks perkenalan (introduction text). 3.2.4 Menyebutkan ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari teks perkenalan (introduction text).
4.2 Memahami dan menganalisa teks perkenalan (introduction text).	4.2.2 Mempraktikkan teks perkenalan (introduction text) di depan kelas.

C. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, diharapkan siswa dapat:

1. Memahami dan menganalisa teks perkenalan (introduction text)
2. Mempraktikkan teks perkenalan (introduction text)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

D. MATERI PEMBELAJARAN

1. Introduction text

E. MODEL DAN STRATEGY PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik
2. Model Pembelajaran : Discovery Learning
3. Strategy Pembelajaran : Reading Aloud Strategy

F. MEDIA PEMBELAJARAN

- Papan Tulis

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

- Proyektor
- Speaker
- Google Translate

G. SUMBER PEMBELAJARAN

- Buku LKS Bahasa Inggris Kelas VII Semester Ganjil
- Buku Paket Bahasa Inggris Kelas VII Penerbit Erlangga

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salamdan berdoa bersama. b. Memeriksa kehadiran siswa. c. Apersepsi. d. Menyiapkan secara singkat garis besar materi yang diajarkan e. Menginformasikan tujuan yang akan dicapai selama pembelajaran.	10 menit
Kegiatan inti	a. Peneliti memberikan pertanyaan sebagai apersepsi untuk mengantarkan siswa pada materi b. Peneliti membacakan teks yang telah ditentukan dengan lantang (loudly) dan pengucapan yang benar kepada siswa. c. Siswa memperhatikan peneliti	60 menit

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	dan mencoba meniru pengucapan peneliti. d. Peneliti membaca teks yang telah ditentukan lebih dari satu kali. e. Untuk memastikan pengucapan kata yang diucapkan sudah benar, peneliti menggunakan Google Translate sebagai media pendukung dalam menerapkan strategi reading aloud dalam melatih pengucapan (prounciation). f. Siswa meniru cara peneliti membaca teks dan membacakan teks tersebut lebih dari satu kali agar terbiasa membaca teks dengan pengucapan yang benar. g. Peneliti meminta siswa mengajukan pertanyaan untuk memeriksa pemahaman mereka tentang pengucapan dalam teks.	
Penutup	a. Evaluasi kepada siswa mengenai pembelajaran yang telah dilakukan. b. Siswa melakukan refleksi manfaat dari kegiatan pembelajaran.	10 menit

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	c. Menutup pelajaran dengan berdoa bersama sama.	

I. ASSESSMENT

Siswa diminta untuk membacakan sebuah introduction text dengan melatih pengucapan kata yang benar pada teks tersebut

J. PENILAIAN

$$\textbf{Score} = \frac{Total\ of\ Students' Point}{20} \times 100$$

Jember, 16 September 2023

Mengetahui,

Guru Bahasa Inggris **Peneliti**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Afifah, S.Pd **NurFitriah Fajriatul Masula**

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) III

Satuan Pendidikan : SMPT Madinatul Ulum Jenggawah

Kelas/Semester : VII/1

Materi Pelajaran : Bahasa Inggris (Post-test)

Alokasi Waktu : 2 x 40 menit

A. KOMPETENSI INTI (KI)

KI1 : Menghargai dan menghayati ajaran agama yang dianutnya.

KI2 : Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secaraefektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3 : Memahami dan menerapkan pengetahuan factual, konseptual, procedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dankejadian tampak mata.

KI4 : Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari disekolah dan sumber lain yang sama dalam sudut pandang teori.

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

B. KOMPETENSI DASAR DAN INDIKATOR PENCAPAIAN

Kompetensi Dasar	Indikator Pencapaian
3.2 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks perkenalan (introduction text).	3.2.5 Mengidentifikasi ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari teks perkenalan (introduction text). 3.2.6 Menyebutkan ungkapan, fungsi sosial, struktur teks dan unsur kebahasaan dari teks perkenalan (introduction text).
4.2 Memahami dan menganalisa teks perkenalan (introduction text).	4.2.3 Mempraktikkan teks perkenalan (introduction text) di depan kelas.

C. TUJUAN PEMBELAJARAN

Setelah mempelajari materi ini, diharapkan siswa dapat:

1. Memahami dan menganalisa teks perkenalan (introduction text)
2. Mempraktikkan teks perkenalan (introduction text)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

D. MATERI PEMBELAJARAN

1. Post-test

E. MODEL DAN METODE PEMBELAJARAN

1. Pendekatan : Pendekatan Saintifik
2. Model Pembelajaran : Discovery Learning
3. Metode Pembelajaran : Praktik

F. MEDIA PEMBELAJARAN

- Papan Tulis

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

G. SUMBER PEMBELAJARAN

- Buku LKS Bahasa Inggris Kelas VII Semester Ganjil
- Buku Paket Bahasa Inggris Kelas VII Penerbit Erlangga

H. LANGKAH-LANGKAH PEMBELAJARAN

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
Pendahuluan	a. Membuka pelajaran dengan mengucapkan salamdan berdoa bersama. b. Memeriksa kehadiran siswa. c. Apersepsi. d. Menyiapkan secara singkat garis besar materi yang diajarkan e. Menginformasikan tujuan yang akan dicapai selama pembelajaran.	10 menit
Kegiatan inti	*Post-test* (Siswa diminta untuk membacakan sebuah introduction text (Michael Jordan) di depan kelas untuk mengukur pronunciation ability siswa setelah diterapkannya reading aloud strategy dalam pembelajaran).	60 menit
Penutup	a. Evaluasi kepada siswa mengenai pembelajaran yang telah dilakukan. b. Siswa melakukan refleksi manfaat dari kegiatan	10 menit

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI WAKTU
	pembelajaran. c. Menutup pelajaran dengan berdoa bersama sama.	

I. ASSESSMENT

Siswa diminta untuk membacakan sebuah introduction text (Michael Jordan) di depan kelas (Post-test)

J. PENILAIAN

$$\textbf{Score} = \frac{\textit{Total of Students' Point}}{20} \times 100$$

Jember, 17 September 2023

Mengetahui,

Guru Bahasa Inggris **Peneliti**

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Afifah, S.Pd **NurFitriah Fajriatul Masula**

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 13

Students draw lottery one by one to determine the order of calling

Students advance to the front of the class according to a lottery drawn randomly by the researcher

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Students read aloud the introductory text of "Michael Jordan."

The researcher listened carefully and then assessed the students' pronunciation, especially the vowels

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

APPENDIX 14

CURRICULUM VITAE

Name : NurFitriah Fajriatul Masula

NIM : T20196038

Place/Date of Birth : Jember/January 1st 2002

Address : Bringin Lawang, Wonojati, Jenggawah

Faculty : Faculty of Education and Teacher Training

Program : English Education Department

Email : nffm.nova02@gmail.com

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Educational Background

a. SDN Arjasa 01 (graduated in 2014)
b. MTsN 2 Jember (graduated in 2016)
c. MAN 2 Jember (graduated in 2019)

digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id