CHAPTER I
INTRODUCTION

A. Research Background

Language is a tool to communicate with each other, communicating of course requires good language skills, especially in learning English. So there are several aspects that must be mastered to be able to communicate well in English. According to Kusuma (1990-4), no two people pronounce exactly the same. Therefore, there are six factors that affect learners' pronunciation, namely mother tongue, region, age, number of exposures, phonetic ability, personality, and motivation. Pronunciation is one of the important components of the spoken form and is considered a basic ability for speaking English and other languages (Huang, & Radant, 2009). Pronunciation in English is very important because the target of learning English is to be able to imitate native speakers in speaking. In addition, it helps students speak accurately and fluently so that students can easily understand speech and produce the right sounds to be understood. Learning the pronunciation aspect is important in teaching English as a foreign language. In the learning process, students will face difficulties. And these difficulties are very important to explain and analyzed. One of them is the difficulty in pronouncing English words.

Pronunciation is currently a major problem in learning a foreign language. This is reasonable in the early stages of the second or foreign language learning process. Goodwin (2001: 117) states, in the teaching of pronunciation, the purpose of the instruction is three times: to enable students to understand and be understood, to build their trust in entering a communicative situation, and to enable the environment. To achieve these goals, the authors describe tools that can be used to teach pronunciation systematically and principally. In the majority of the language that we learn, including Indonesian, pronunciation follows the predicted spelling rules but not in learning English. Spelling is not a reliable guide to finding out how the

word is spoken. English has a ranking among the most annoying languages in terms of pronunciation. This happens because it causes so many problems for students.

The ideal problem that often occurs to students as foreign language learners is a lack of confidence when pronouncing words in a foreign language, especially English. In addition, intelligibility in pronouncing English words is also a major problem. Because intelligibility in pronouncing words greatly influences the meaning and intent of these words. Thus, intelligibility in pronunciation can be said to be the main point in assessing the pronunciation of foreign languages, especially English. In this case, the problem of English pronunciation is not only intelligibility. However, fluency and accuracy are also major components of pronunciation. Accuracy refers to the correct pronunciation according to the characteristics of phonology, syntax, semantics or language discourse. Problems with fluency often occur due to a lack of accuracy and intelligibility in pronouncing words in English.

Because in reality, based on the researcher's initial observation at SMPN 1 Sungai Kakap. Researchers have also done teaching practice during PLP 2 in this class. And the pronunciation problem was known by the researcher when they were asked to read a text. One example of a word that is often wrong when pronounced is the word "to" which should be read as "tu" not "to". In addition, students are also unsure of what they say. The main problem in learning English is the accuracy and clarity in pronouncing English words. Therefore, it is necessary to improve pronunciation skills in English learning so that these conditions can be resolved. One of the ways is to use the reading-aloud technique on the vocabulary list to find out the location of pronunciation errors that occur in students. The problem in learning is caused by the lack of student activeness in class and the lack of confidence in expressing opinions, which causes the accuracy and clarity in the pronunciation of English words to be incorrect. This is due to the lack of technical approach for students and teachers.

In this case, a technique is needed that is considered capable of overcoming the pronunciation problems faced by students. Reading aloud is considered capable of overcoming these problems. Reading aloud is a technique of reading aloud so that it is easy to find errors in pronunciation. In this study, the researcher used this technique to overcome students' pronunciation problems by using descriptive text as the main instrument in assessing their pronunciation. However, there is a slight difference with the previous study, because in this study, besides assessing pronunciation, the researcher also assesses students' confidence so that students will be given instructions to read aloud in front of the class.

From the 5 previous studies above, researchers used the reading-aloud technique to improve students' pronunciation skills. However, there are also differences in the research design used by previous researchers. Each of them used an experimental research design for classroom action research. In addition to differences in research design, data collection techniques also have some differences, namely in this study, researchers used observation checklists and pronunciation tests using descriptive text in the assessment. The reason the researcher used this technique was because it had never been applied at SMPN 1 Sungai Kakap. Therefore, the researcher hopes that the results of the application of the reading aloud technique can improve students' pronunciation skills, especially at SMPN 1 Sungai Kakap.

B. Research Question

Based on the background above about improving the pronunciation of students within the reading-aloud technique, the research question is How can Reading-Aloud technique improve the seventh-grade students' pronunciation at SMPN 1 Sungai Kakap in the academic year of 2022/2023?

C. Research Purpose

From the research questions above, this research is intended to investigate (how) the reading-aloud technique can improve seventh-grade

students' pronunciation at SMPN 1 Sungai Kakap in the academic year of 2022/2023.

D. Scope of The Research

This part will clarify the term of the study used in this research which consists of research variables and terminology.

1. Research Variables

In this study, the researcher used action hypothesis. The hypothesis of this study is that the Reading Aloud technique can improve student pronunciation. Namely in class VII students of SMPN 1 Sungai Kakap in the 2022/2023 school year.

2. Terminology

The research terminology contains a brief explanation of the keywords in the research. The keywords can be explained as follows:

a. Pronunciation

Pronunciation is one of the most important areas in L2 language acquisition. Pronunciation is an act or way of pronouncing words, speech utterances and ways of pronouncing words. Teaching and learning are activities that support students in practicing their pronunciation. Especially in terms of reading which is found in the syllabus on learning activities where students are instructed to read some descriptive texts.

b. Seventh-Grade Students

Seventh graders are students registered in the first year of school in the academic year of 2022/2023. At this age, they are just learning about new things that exist in schools today. Therefore, extra guidance is needed in teaching and learning activities in the classroom. Like one of them in shaping confidence in expression during the lesson. The technique that will be used by researchers in improving pronunciation in learning English, this technique is also expected to increase students' confidence during lessons.

c. Reading-Aloud Technique

Read aloud is one of the techniques used by teachers to improve students' pronunciation. According to Harmer (1998: 230) reading aloud is an innovative activity, when done in a conviction style, the teacher reads aloud to the class. Oral reading is one of the many approaches or techniques that teachers can use to train students' pronunciation, although it is not recommended by some experts. Gibson's quote, cited in Romwapee (2012). According to Ariail and Albright (2006) Reading Aloud refers to teachers reading texts such as fiction and non-fiction literature, poetry, magazines, newspapers, and others to students. Besides being able to help in students' pronunciation reading aloud can also increase students' confidence in speaking, can be used as a tool for correcting, and can be used as an approach to self-determination (Gibson, 2008) cited in Romwapee.

Which in this reading activity is done in a loud voice. It begins with the teacher reading the text first with good and correct pronunciation. Then the students reread the text the teacher read. By reading aloud, students can test themselves whether the pronunciation they say is correct or not. If the pronunciation is wrong, the teacher can revise it.

E. Significance of Research

1. Theoretical Significance

Theoretically, the results of the findings of this study can assist students in learning good and correct pronunciation. By using reading-aloud techniques to help them understand and gain confidence when pronouncing English vocabulary. Pronunciation is said to be very important because in pronouncing words in English there are several words that are spelled the same but how to pronounce them are different. So, the importance in improving pronunciation is so that you don't misinterpret a word in English.

2. Practical Significances

Practically this research can provide benefits to :

a. To Students

  For students, the researcher hopes they can improve their pronunciation in reading texts. Therefore, they can also understand pronunciation. They can know the importance of pronunciation in reading out the vocabulary list through the read-aloud technique. This is also expected to be an anticipation for students in pronouncing vocabulary where they can find out what their difficulties are in pronouncing a word in English.

b. To Teacher

  For teachers, the researcher hopes to provide information related to teaching techniques in pronunciation when reading vocabulary lists. In addition, the teacher can also find out what difficulties students have in reading texts in English. They can also find the essence of pronunciation in reading texts and words in English, and can also find out the factors that cause students to experience difficulties in pronunciation when reading texts. And can find the right way to solve this problem.

c. To School

  After conducting this research, the researcher hopes that schools will be interested in the teaching techniques used in this study. This can also be a reflection of efforts to improve effective and efficient teaching. And can make innovative teaching.

d. To Other Researcher

  The researcher hopes that this research can provide benefits for other researchers in finding references with the same type of research in finding information about data assessment and others.

F. Action Hypothesis

The hypothesis of this study is that the Reading Aloud technique can improve students' pronunciation. Namely in class VII students of SMPN 1 Sungai Kakap in the academic year 2022/2023.