

CHAPTER II

TEACHING PRONUNCIATION USING READING ALOUD TECHNIQUE

A. The Concept of Pronunciation

As one of the key elements in oral communication, pronunciation is considered a basic skill for speaking in English and other languages (Huang, & Radiant, 2009). Since the purpose of learning English is to assist students in speaking accurately and fluently, which leads to students easily understanding speech and producing understandable sounds, perfect English pronunciation is essential.

Pronunciation is the way of pronouncing words in English. The Oxford Dictionary explains that pronunciation is the way words and sounds are pronounced in a language. As already mentioned, "pronunciation is the way in which a language or a particular word or sound is pronounced".

Harmer (2004:183) also states that "Teaching pronunciation can make students aware of different sounds and voice features". Morley (1993:71) says that "pronunciation (especially intonation) will add meaning in two ways, namely: (1) it shows the relationship of words within and between sentences, (2) it tells something about the speaker's feelings". Therefore, standard pronunciation will be useful for foreign learners of English (Kusuma, 1990: 4). However, it cannot be said that there is no standard. For example, Canadians speak one way. Americans speak another way, Londoners another way, and so on. In relation to this opinion, Jones (1956) in Kusuma (1990:4) defines that good pronunciation as a clear way of pronouncing so that it can be understood by everyone. Good intelligibility, which can be understood by listeners at a certain time and in a certain situation, is the same as 'understandability' (Kenworthy, 1987:13). In addition, 'bad' pronunciation is a way of pronunciation that is difficult for most people to understand. It is caused by mumbling or a lack of firmness of pronunciation.

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, amount of exposure, phonetic ability, personality, and motivation. These factors are factors that can increase pronunciation errors among EFL students. Kelly (2000) states that pronunciation errors can cause problems with reception, or understanding the meaning or function of an utterance. In addition, in pronouncing words, students also have some problems. The students need more practice in the early stage of learning. It can be said that it is difficult for students to achieve perfect pronunciation. Therefore, Djwandono (2008:124-125) explains that there are four indicators of good and accurate pronunciation as follows:

1. Intelligibility is the pronunciation of the whole text and its parts sounding clear or not causing misunderstanding
2. Fluency is the learner's ability to pronounce the whole text fluently
3. Accuracy is the words and parts of the text that are pronounced correctly without errors.
4. Native-like pronunciation is the pronunciation of the whole text and its parts as spoken by native speakers.

Based on statements from experts, it can be concluded that pronunciation is a way of pronouncing words, sentences, or a text properly and correctly so that others can understand well about the content to be discussed. Learning pronunciation is said to be very important for students because it can help them learn to understand how to form sounds, words, phrases, and sentences that are not found in their native language. However, there is no specific standard pronunciation that one should master when learning pronunciation. Therefore, students must fulfill the four indicators of pronunciation if they want to pronounce English words well. Those indicators are clarity, fluency, accuracy, and native-like.

B. The Goals of Teaching Pronunciation

The goal of teaching is to improve the teaching that is taught to students. The goal of teaching pronunciation according to Kenworthy (1987:3) is to state that among the students, there will be some students who will

approach native-like accents to become real English speakers. As one example of the purpose of learning pronunciation for students, those who plan to become English teachers want to approach native accents, or students who have aspirations to work as telephone operators must have pronunciation that is easily understood by others. In addition to these goals, there are some other goals such as students also have academic goals which are stated in the 2013 Junior High School Curriculum. The main objective is to grasp the meaning contextually related to the social function, text structure and linguistic elements of oral and written descriptive texts.

From the above objectives the main goal in teaching pronunciation. The linguistic elements that are assessed are speech, stress, intonation, spelling, punctuation and handwriting. Therefore, when we teach pronunciation to students, we hope that they can fulfill the objectives of the teaching and can communicate with others and listeners can understand the content of the conversation well. It will make them easier and more confident in speaking English.

Finally, the first thing that students need to do in a pronunciation class is to respond. By responding, it can be said that they are listening, imitating, and producing English sounds. However, Kenworthy (1987:2-3) warns that this is not as simple as teachers think. So success in pronunciation will depend on how much effort the students put in. Teachers may be very skillful in noticing pronunciation errors and pointing them out, but if students do not take action and do not try to make their own efforts, then students' improvement will be minimal.

C. The Roles of Teacher and Learners in Pronunciation Class

Before teaching pronunciation, there are several aspects to consider. Among them, the most important ones are the roles of teachers and learners. In addition, what they want to achieve and, on the other hand, what they are willing to give to successfully achieve these aspects. Therefore, before setting goals and drawing up plans, teachers must know the abilities and limitations of

students. As for an overview of the various aspects, the pronunciation of English sounds, stress, and intonation are very important.

1. The Role of Teacher

Since pronunciation is a very complex component of language, there are many tasks for teachers. The tasks according to Kenworthy (1987:1) are as follows:

a. Helping learners to hear

Teachers are obliged to help students in understanding sounds by modeling how to read the text first. Not a few students have a strong tendency to listen to the sounds of English in relation to the sounds of their native language.

b. Helping students make sounds

Some English sounds do not appear in other languages. So sometimes, students can imitate the new sounds, but if they cannot, then the teacher needs to give some clues that can help them to make the new sounds.

c. Providing feedback

Often students cannot determine whether they are correct or incorrect in their pronunciation. Hence, a teacher should give comments or opinions on the students' pronunciation. In other cases, students may overpronounce. This will make the meaning of the word inaccurate. For example, the word "time" may be pronounced ['tim] because of the way it is written. It is in this situation that the teacher is in charge of providing feedback on the mispronunciations made by the students.

In this study, the researcher applied the teacher's role as suggested by Kenworthy (1987:1). First of all, the researcher helped the students to understand the words in English by modeling how to read the descriptive text. After that, the researcher asked the students to read the text aloud together to help them in making the correct English sounds. From this step, the researcher found some word pronunciation mistakes that were often made by the students. Then, the researcher gave feedback to the students by

giving some corrections to the mispronunciations made by the students. The researcher also trained the students to get used to listening to English sounds by asking the students to read the text aloud. Finally, the researcher asked the students to come forward one by one to read the descriptive text aloud. Then, the researcher recorded the students' voices and assessed their pronunciation based on the phonetic transcription.

2. The Role of Learners

The role of learners in pronunciation classes is the same as the role of learners in other subjects, which is to be responsible and motivated to learn. Adapted from Haycraft (1980: 38), there are three important roles performed by students in the teaching and learning process. First, they must listen and pay attention to the researcher when they practice reading descriptive texts in front of the class. Second, they are required to try to imitate the same sounds as the researchers by reading descriptive texts in pairs or groups. Third, students produce these sounds by reading the descriptive text given by the teacher individually.

D. Features Involved in English Pronunciation

The various features that make up sound production in English are illustrated in Figure 2. Below:

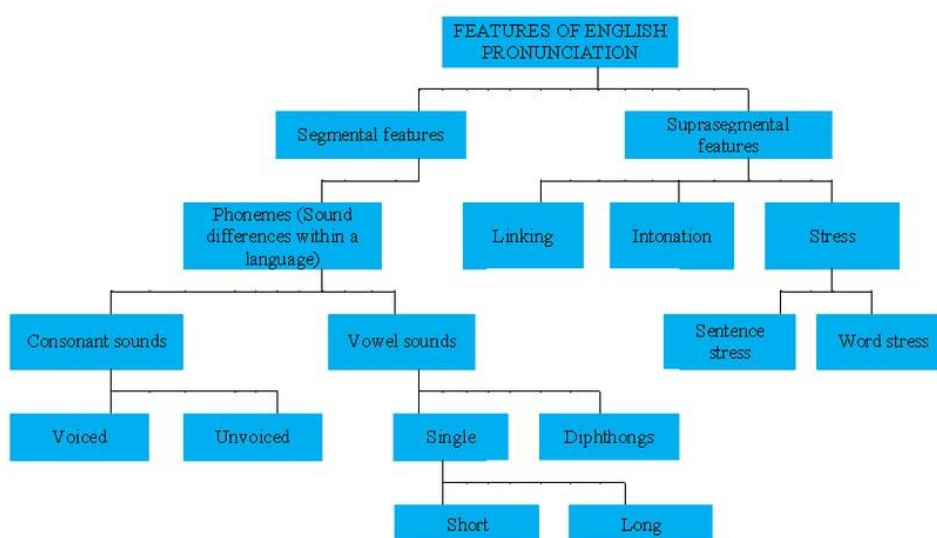


Figure 2.1 : Various Features of English Pronunciation (Burns, 2003:6)

As illustrated by the figure, pronunciation involves the following features:

1. Segmental (micro) level
2. Supra-segmental (macro) level.

In previous ESL approaches, segmental features are the factors that have the main focus on teaching pronunciation (for example, minimal pairs such as /tree/ [tr]/three [or]). While these features are important, recent research has shown that when teaching focuses on supra-segmental features, learners' intelligibility improvement is greatly enhanced. Therefore, it is important for researchers to prepare activities at both levels (Burns, 2003:6).

1. Segmental Features

According to Seferoglu (2005:305), the segmental aspect of the sound system consists of individual vowels and consonants. Since segmental phonology is relatively easier to explain and teach than suprasegmental features (Coniam, 2002:42), some research also focuses on studying segmental phonology rather than suprasegmental features. Segmental features relate to sounds at the micro level. These features include specific sounds in words (e.g. // as in lamp, Iras in street, a in hat). Sound systems of consonants, vowels, or combinations thereof are called phonemes.

Consonant sounds can be voiced (part of the mouth is closed and the air behind it is released suddenly, for example, /v/ as in the word van, /b/ as in the word bunj-or unvoiced (air is pushed through a narrow part of the mouth - for example: fas in the word fan, th' in the word thin). Vowel sounds are articulated as single sounds. They can be short (for example, ael as in cat) or long (a as in cart) Diphthongs are two vowel sounds joined together (for example: /es/ in kate or los in boy) (Burns, 2003: 7).

2. Supra-segmental Features

Supra-segmental features are features that relate to sounds at a macro level. In other words, advances in research have developed descriptions of supra-segmental features of speech that extend across the entire range of language. Jenkins (2002-85) argues that effective communicative

pronunciation competence can be achieved more through improving supra-segmental than segmental production. Linking, intonation and stress are important features for effective pronunciation at the supra-segmental level (Burns, 2003:6).

a. Linking

Burns (2003:7) states that linking refers to the way the last sound of one word is combined with the first sound of the next word. To be able to produce connected speech, we run words together to link consonants with vowels, consonants with consonants, and vowels with vowels. As well as shortening some sounds and omitting others.

- 1) consonant to vowel: /an Australian animal lover nstralian 'animl]
- 2) consonant to consonant: /next week/ [nekst wɪk]
- 3) vowel to vowel. Some sounds like /r/. /w/ and /y/ are inserted to connect adjacent words that end and begin with the vowel Where are you? [wea(r)a(r)ju:]
- 4) Omitted sounds. Some sounds are so short that they almost
- 5) disappear (become elided), does he like soccer? [dʒ hi lask 'sko(r)?

b. Intonation

Intonation is also known as the melody of language, which is the way the voice rises and falls according to the context and meaning of communication (Burns, 2003:7). For example, notice the difference in the sentence

Can you take the scissors? (rising tone) - request ()

Can you take the scissors (tone down)-command ()

The two statements above have different functions. In the first statement, the speaker's intonation should be raised because it is a request. Whereas in the second statement, the speaker's intonation should be lowered because it is a kind of command. This means that we can tell what the speaker wants from their intonation.

c. Word Stress

According to Burns (2003:7) word stress relates to the emphasis given to certain words in an utterance. These focus words are stressed (made long and loud) to convey:

- 1) the overall rhythm of an utterance
- 2) the most meaningful part of the utterance.

At the meaning level, some words are emphasized more than others to highlight which meanings are important.

For example, compare the following.

- 1) Can YOU pick up the scissors? (not someone else)
- 2) Can you pick up the scissors! (not the knife)

Furthermore, Harmer (2004: 184) emphasizes the need to ensure that students are always understandable and say what they want to say. They need to master "good pronunciation", not perfect accents, i.e. emphasis should be placed on suprasegmental features of pronunciation, not segmental aspects to help students acquire communicative competence (Seferoglu, 2005-306). In addition, Cheng (1998: 71) says that teachers should select meaningful materials to be used as models to train pronunciation aspects such as stress. Morley (1991: 66) in Ayu Kemalasari also recommends paying detailed attention to the suprasegmental features of pronunciation and their functions in interactive discourse as well as emphasizing their application in the communicative approach in learning and teaching pronunciation.

And finally, in this research, the researcher focuses on segmental features and supra-segmental features in pronunciation teaching. The segmental features include individual vowels and consonants. While supra-segmental features include intonation and word stress. So that in the process of teaching pronunciation students get maximum results, the researcher combines the two features. The reason why the researcher only chose these two features is because the research subjects are seventh grade students of SMPN 1 Sungai Kakap. Because they are still at the

initial level. Therefore, the researcher focused on intonation and word stress to make it easier for them to learn and practice pronunciation. In addition, there is limited time owned by researchers in the teaching and learning process so that researchers decided to focus on only two components, namely supra-segmental features.

The two special problems that often occur in teaching and learning pronunciation by Harmer (1998: 184) are as follows:

- 1) What students can hear: Some students have difficulty hearing features of speech which are the things they want to imitate.
- 2) The intonation problem: for many teachers the most problematic field of pronunciation is intonation.

In this case, the researcher only used three pronunciation indicators in this study. The researcher chose three indicators in pronunciation to be used to assess students' pronunciation improvement, this was also based on the level of students' difficulty in pronunciation. The pronunciation indicators used in this study consist of intelligibility, fluency, and accuracy. The following will describe the pronunciation indicators used, namely:

- 1) Intelligibility

Intelligibility in pronunciation is one thing that is very important. This is important because, According to Burns (2003), Intelligibility is a speaker's sound pattern that can be recognized in English. From this statement, the researcher concludes that intelligibility is a very important part of pronunciation that must be improved because intelligibility must be based on sound, stress, and intonation accurately.

- 2) Fluency

In pronunciation, besides intelligibility, fluency is also a indicator in assessing pronunciation. As for according to Ricards quoted in Syafryadin (2013) fluency is an ability to produce written or spoken language easily as well as good speaking skills. Suggesting

that fluency means that 'planning and pronunciation activities can be carried out almost simultaneously by speakers of the language'. This is also in accordance with Skehan cited in Smith (2013), who defines that according to Kormos cited in Smith (2013), the term fluency is generally used for two meanings: global oral proficiency and the ability to produce pronunciation fluently within the time limit of communication. in real life.

3) Accuracy

According to Bryne quoted in Syafryadin (2013) accuracy is an activity that refers to the correct use of speech without errors related to phonological, syntactic, or semantic features or language discourse. Students also need to know that they have to pronounce words accurately.

Therefore, in this study, the researcher used three indicators of pronunciation as a reference for assessment in an effort to improve students' pronunciation. Which, when students master the three pronunciation indicators, students are said to be able to pronounce words well and clearly.

E. Reading Aloud Technique

Reading aloud is one technique used by teachers to improve students' pronunciation. According to Harmer (1998: 230) reading aloud is an innovative activity, when done with conviction style, the teacher reads aloud to a class. Reading aloud or 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 scholars. Gibson quotes, quoted from Romwapee (2012). According to Ariail and Albright (2006) Reading Aloud refers to teachers who read texts such as fiction and non-fiction literature, poetry, magazines, newspapers, etc. to students. Besides can help in the pronunciation of students reading aloud can also increase students' confidence in speaking,

can be used as a tool to proofreading, and can be used as an approach to self-determination (Gibson, 2008) quoted in Romwapee.

According to Tam quoted in Romwapee (2012) states that reading aloud makes people to be stressed on pronunciation and quality of voice. Huang (2003) says "reading aloud to middle and high school students can motivate them to read, exciting them with a good short story and providing a model of excellent reading, phrasing, expression, and pronunciation".

The advantages mentioned above are in accordance with Acton cited in Romwapee (2012) that reading aloud can make students pay attention to accuracy in pronunciation, make them listen and try to understand their speech every day, and can help students to be able to control the rhythm of English. . Therefore, reading aloud or oral reading is one of the interesting techniques used to improve students' pronunciation. Shaw quotes from Mantali (2013) "Teaching reading aloud can improve active pronunciation skills". In addition, according to Huang (2010: 149) reading aloud serves to improve spoken English and can practice pronunciation. According to Subyako & Nababan (1993: 168) reading aloud can support pronunciation skills.

Those are some of the reasons why researchers use aloud reading techniques to improve students' pronunciation because this technique is considered suitable for teaching and learning pronunciation.

1. The Function of Reading Aloud

One of the functions of reading aloud is to find out errors in pronunciation, reading speed, and much more. According to Lianguang Huang (2014) reading aloud has five functions in teaching foreign languages including, 1). To practice pronunciation, 2). To improve oral English, 3). To get a deeper understanding, 4). To strengthen knowledge and 5). To improve the classroom atmosphere. The following is an explanation of the five functions above:

a. To practice pronunciation

Reading aloud is a comprehensive type of pronunciation practice. While the reading material used is reading with certain content and

conditions. In practicing it we not only pronounce each word correctly, but we also have to be able to divide the groups of meaning correctly and set pauses based on their content. Meanwhile, we also have to apply stress, intonation, and rhythm correctly. Therefore, reading aloud is also a better pronunciation practice. The students at the school come from various regions, some of whom have very strong local accents. Applying the reading-aloud technique is expected to help them improve their dialect effectively.

b. To improve oral English

To be able to speak perfect spoken English, you have to pronounce words correctly and speak fluently. Most students in learning English focus on reading and writing skills. This becomes a mistake in learning English. Also, for some students who also do not have the confidence to practice spoken English, reading aloud can help them overcome non-fluency, repetition, and pause errors, and develop good, experienced pronunciation habits. And try to read with expression, changing the pitch (high-low), pitch (soft-coarse), and volume (soft-loud) of our voices to show different characters or create moods. Reading aloud can not only help us open our mouths but can also improve our spoken English.

c. To get deeper understanding

Basically reading aloud is the re-emergence of all the original contents of ideas, feelings, attitudes, and styles in sound form. Therefore, reading aloud can not only make students pay close attention, and awaken their feelings and imagination but also help them understand the meaning of reading correctly and deeply.

d. To strengthen knowledge

We can reinforce what we have learned through listening, speaking, reading, and writing. Reading aloud is relevant to listening and speaking. However, reading is an exercise in pronunciation, grammar, and vocabulary. Speaking English orally in public is an important

method, but it has some limitations in terms of vocabulary and structure. As a practice, reading aloud is considered to be able to make up for the lack of spoken language, because the material covers a wide range of topics, vocabulary, and grammar.

e. To improve the classroom atmosphere

During class, especially in intensive classes, some students may feel tired and bored after studying for some time. This is a good time to apply reading-aloud techniques to help them refocus on class. “During aloud reading we share the excitement, suspense, emotion, and joy of a new book and its interesting or annoying characters,” says Nancy Lacedonia, who teaches in East Longmeadow, Massachusetts. Later, Mary Bowman-Kruhm told Education World, “I read to graduate students at the beginning of class because it gives them time to calm down and clear their minds of the day's activities.” “As a beginning teacher,” he continues, “I quickly realized that reading aloud in class had its benefits. My students became very quiet, they heard some good literature. And they read the whole book. One student said it was the first book he had read in its entirety since first grade.

From the five functions of reading aloud according to Liangguang Huang (2014) described above, researchers apply reading aloud as a technique in improving pronunciation based on the function as to improve students' oral English. Because in learning English, we should focus too much on writing and reading skills. But we also have to focus on improving students' pronunciation. One of the functions of reading aloud itself is as a means or way or technique that can be applied to improve student pronunciation. With the implementation of reading aloud, researchers and teachers can easily find out the fluency, intelligibility, and accuracy of students when reading a text.

2. Procedure of Reading Aloud

Procedure is an implementation procedure or sequence of an activity. The following is the procedure for reading aloud. According to James (2014) reading aloud has several procedures including:

a. Selecting a text

There are not a few texts that can be used as reading material aloud. Texts that attract the attention of some students are texts that are no more than 1 page. However, a very interesting story can also attract students' attention to read it. Use your knowledge of the technique or way of teaching so that students feel interested, coupled with the attractiveness of the text, then choose readings of the appropriate length.

In this study, researchers will use narrative text as an exercise pronunciation test. The narrative text is in the form of text contained in the school worksheet book.

b. Reading aloud

When doing a read-aloud activity, it is best if students are required to have a copy of the text read so they can follow along, or if students are asked to take notes while listening. The teacher or researcher can start reading the vocabulary list. When students read aloud in front of the class, other students are asked to listen or pay attention to avoid noise in the class. After that, if students make mistakes in pronouncing words, other students make notes according to the pronunciation exemplified by the teacher.

c. Pausing for comment

This can be done according to the length of a passage. You may want to pause at each paragraph as you read to check to understand, clarify misunderstandings in pronunciation, and ask students to make predictions.

d. Re-read sections of the text

If you feel that there are some very important parts of the material presented, you can ask students to reread that part. It is not uncommon

for students to catch different ideas and words when they listen to a text read more than once. If not, after reading the word aloud, you can ask students to silently re-read the text independently.

By applying these four procedures, it is hoped that it can help and make it easier to apply the reading-aloud technique to students in class. And can make it easier for students to understand the procedures for implementing the reading-aloud technique.

3. The Advantages and Disadvantages of Reading Aloud

In the reading-aloud technique there are several advantages and disadvantages in the application process. The advantages and disadvantages can be explained as follows:

a. The Advantages of Reading Aloud

There are several advantages to reading aloud as defined by Gibson quoted in Mantali (2013), namely as follows: 1) reading aloud can improve reading fluency, 2) reading aloud can monitor pronunciation, 3) reading aloud can reduce anxiety in speaking as controlled, 4) reading aloud is indirectly related to writing through intonation, 5) it can be used as a tool for correcting pronunciation, 6) it can be done outside the classroom, and 7) being able to read aloud is part of language acquisition. According to Kelly (2004) "when a text is read either by the teacher or students, the pronunciation can be integrated".

From the several advantages stated by Gibson quoted from Mantali (2013) above, it can be concluded that there are several important points that can support improving pronunciation by using the reading-aloud technique. Among them, namely, reading aloud can monitor pronunciation and reduce anxiety in controlled speaking.

b. Disadvantages of Reading Aloud

Huang quoted in Mantali (2013) states that there are approximately five deficiencies in reading aloud. First, too much reading aloud can slow down students' reading speed which teachers always encourage to increase. Second, reading aloud is also considered to only

provide opportunities for some students to practice. Third, students will feel nervous and not confident when reading. They will also read less fluently when corrected by the teacher. Fourth, compared to conversation and discussion, aloud reading skills are of relatively little interest unless students have aspirations to become broadcasters in the future. Finally, this type of reading is aimless. Each student has original materials. Lastly, it can be said that only a few students can continue reading even though students are not confident.

The disadvantages of reading aloud aim to anticipate when teachers encounter this problem during learning activities. Teachers should know what to do when students are not interested and confident when reading aloud in front of the class. For example, teachers do not give long texts to students when they read in front of the class even though the texts have deep meanings to be known. So teachers must find ways to overcome these problems. One way that can be used is to make the class more exciting, apply ice breaking, and make the text used interesting for students.

F. Previous Study

To support the research ideas carried out by researchers, researchers make several studies that have been conducted by previous researchers as references and information. The following are some previous studies used as references by researchers in research:

1. The Use of Reading Aloud Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Text at SMPN 1 Situbondo (Ayu Kemala Adita, 2014)
2. Improving Pronunciation Mastery Through Reading Aloud Among the Eight Graders of Mts Riyadlatul Ulum of East Lampung (Afif Azizah, 2018)
3. Improving Students' Pronunciation Through Reading Aloud Strategy (Andi Naniwarsih, 2019)

4. The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation (Putri Wahyuni, 2022)
5. The Application of Reading Aloud Technique to Increase Students' Pronunciation (Sri Melda A. Mantali, 2013)

The first is, Ayu Kemala Adita (2014) with the title "The Use of Reading Aloud Technique to Improve The VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Text at SMPN 1 Situbondo". In his research, he used the technique of reading aloud to improve the pronunciation of class VIII-A students of SMPN 1 Situbondo. By using a pronunciation test that uses narrative text as a tool to measure student pronunciation. In addition to using the pronunciation test in the data collection method, researchers also used observation supported by documentation and interviews to strengthen data sources. The method used in this research is classroom action research using 2 cycles. After applying the reading-aloud technique through 2 cycles of meetings, students are said to be able to read narrative text well, students are more active in class, and can understand the learning material explained well.

The second is Afif Azizah (2018) with the title "Improving Pronunciation Mastery Through Reading Aloud Among The Eight Graders of Mts Riyadlatul Ulum of East Lampung". In this study, researchers used classroom action research research methods. By using reading aloud technique in an effort to improve student pronunciation. For data collection techniques, researchers use observation, documentation, tests and field notes. The test is divided into pre-test and post-test. In the pre-test and post-test there are 12 words, then students will be given the opportunity to read these words in front of the class one by one. For the data analysis technique, the researcher uses observation and field notes as analytical material to make the data.

The third is Andi Naniwarsih (2019) with the title "Improving Students' Pronunciation Through Reading Aloud Strategy". In this study, researchers used experimental research methods. Which, in this experiment, the researcher applied two groups consisting of the Experimental Group and the Control

Group. As for the function of each mass group, namely, Experimental Group is the group that received the treatment from researchers, namely reading aloud as an approach in teaching pronunciation. Meanwhile, the Control Group is a group that does not give experimental treatment or reading-aloud techniques. The instrument used in this study is by using a tape recorder and a test consisting of a pre-test and a post-test.

The fourth, Putri Wahyuni (2022) with the title "The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation". Pre-experimental is the method of choice used by researchers in this study. For data collection techniques used are pre-test and post test. Unlike the previous research, Andi Naniwarsih (2019) used two groups for his research, but in this study the researcher only used one group to apply the technique.

Fifth, Sri Melda A. Mantali (2013) with the title "The Application of Reading Aloud Technique to Increase Students' Pronunciation". This study also uses pre-experimental as a method for research. The purpose of this research is to see whether the reading aloud technique can provide a significant increase in students' pronunciation. The instrument used is reading text as an oral test used for data collection.