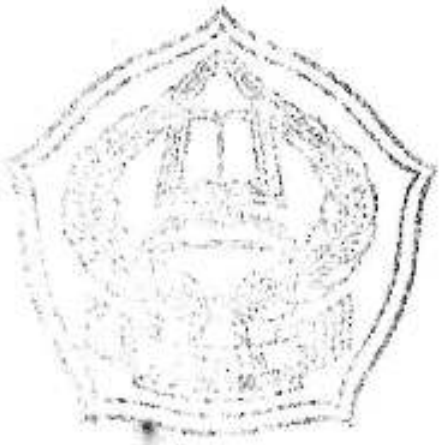
PERPUSTAKAAN STAIN JURAI SIWO METRO

AN UNDERGRADUATE THESIS

THE INFLUENCE OF READING ALOUD TOWARDS STUDENTS' PRONUNCIATION ABILITY AT SMP N 1 BATANGHARI IN ACADEMIC YEAR 2012/2013

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1434 H / 2013 M

THE INFLUENCE OF READING ALUOD TOWARDS STUDENTS' PRONUNCIATION ABILITY AT SMP N 1 BATANGHARI IN ACADEMIC YEAR 2012/2013

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Study Program

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PENGARUH MEMBACA KERAS TERHADAP KEMAMPUAN PENGUCAPAN SISWA SMP NEGERI 1 BATANGHARI TAHUN AJARAN 2012/2013

ABSTRAK

Oleh:
Revi Lustina

Tujuan penelitian ini untuk mengetahui pengaruh tekhnik membaca keras terhadap kemampuan pengucapan siswa kelas VII SMP Negeri 1 Batanghari. Namun kenyataannya banyak siswa kelas VII SMP Negeri 1 Batanghari mengalami kesulitan dalam mengucapakan kata dalam bahasa Inggris. Dalam kasus ini, para siswa masih rendah dalam pengucapan, para siswa tidak pernah menggunakan membaca keras tekhnik dalam belajar kemampuan pengucapan, dan para siswa membutuhkan teknik yang sesuai untuk meningkatkan kemampuan pengucapan siswa..

Penelitian ini merupakan penelitian eksperimental, jumlah siswa kelas VII SMP Negeri 1 Batanghari adalah 186 dan sampel diambil 32 siswa di kelas eksperimen dan 32 siswa di kelas kontrol dengan cluster random sampling. Penelitian ini merupakan penelitian eksperimental dengan menggunakan bentuk rancangan eksperimental murni yang terdiri dari kelompok kontrol Pre-Test Post-Test. Variable penelitian adalah memberikan tekhnik membaca keras dan kemampuan pengucapan siswa. Variabel terikat adalah kemampuan pengucapan siswa dan variabel independen adalah tekhnik membaca keras. Instrument ini menggunakan uji tes terdiri dari membaca teks.

Untuk menjawab pertanyaan penelitian, data dilakukan dengan menggunakan T-Test. Dalam penelitian ini peneliti menggunakan dua kelas. Mereka adalah kelas eksperimen dan kelas kontrol. Dengan pengujian peneliti mendapat nilai rata-rata kelas eksperimen pada Pre-Test adalah 58,9 dan pada Post-Test adalah 78,1. Sedangkan di kelas kontrol pada Pre-Test adalah 59,85 dan pada Post-Test adalah 65,9. Setelah pengujian data menggunakan T-Tes peneliti mendapat df = 62, t-observasi (t_o) adalah 8,2, t-tabel = 3,42. Akhirnya, data membuktikan bahwa T-observasi > T-tabel, 8,2 > 3,42. Kemudian Ho ditolak dan Hi diterima. Kemudian dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan tekhnik membaca keras terhadap kemampuan pengucapan siswa kelas VII SMP Negeri 1 batanghari tahun ajaran 2012/2013.

THE INFLUENCE OF READING ALUOD TOWARDS STUDENTS' PRONUNCIATION ABILITY AT SMP N 1 BATANGHARI IN ACADEMIC YEAR 2012/2013

ABSTRACT

By:
Revi Lustina

The objective of this research are to investigate the influence of reading aloud towards Students' pronunciation ability among the seventh graders of Junior High School Number 1 Batanghari. In the reality many students of Junior High School Number 1 Batanghari are difficulty in pronounce English well. It's caused they are still low in pronunciation, they never use reading aloud technique in learning pronunciation ability, and they need suitable technique for improving students' pronunciation ability.

This research is experimental research, the amount of population of the seventh grade of junior high school number 1 Batanghari are 186 and sample taken 32 students in experimental class and 32 students in control class with cluster random sampling. This research is an experimental research by using true experimental design which consists of control group Pre-Test Post-Test design. Variable research is giving reading aloud technique and students' pronunciation ability. The dependent variable is students' pronunciation ability and independent variable is reading aloud technique. The instrument is using items test consists of reading text.

To answer the research question, the data is done using T-Test. In this research the researcher uses two classes. They are experimental class and control class. By testing the researcher got mean in experimental class on Pre-Test is 58,9 and on Post-Test is 78,1. Whereas in control class on Pre-Test is 59,85 and on Post-Test is 65,9. And the difference mean on experimental class is 19,2 and on control class is 6,1, after testing the data using T-Test the researcher got df = 65, T-observation (t_o) is 8,2, T-table = 3,42. Finally, the data prove that the T-observed > T-tables, 8,2 > 3,43. So Ho is rejected and Hi is accepted. So can be concluded that there is significant influence of using reading aloud technique toward students' pronunciation ability of junior High School Number 1 Batanghari in Academic Year 2012/2013.

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To :
The Honorable the Head of Tarbiyah Departement State Islamic College (STAIN) of Jurai Siwo Metro

Assalmu'alaikum, Wr. Wb
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It has been agreed so it can be continued to the Tarbiyah Department in order to be discussed on the Munaqosah. Thank you very much.
Wassalmu'alaikumWr.Wb

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Metro, Juli 2013

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Study that this undergraduate thesis is original except certain part of it quoted from bibliography mentioned.

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MOTTO

اَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنسَانَ مِنْ عَلَقٍ ﴿٢﴾ اَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾

الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ الْإِنسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

Al Alaq 1-5:

1. Read in the Name of Allah, Who has created (everything).
2. He created man from a hanging mass (clinging) like a leech(in the mother's womb)
3. Read and your Lord is Most Generous,
4. Who taught man (reading and writing) by the pen,
5. Who (besides that) taught man (all that) which he did not know.

"A little knowledge that acts is worth infinitely more than much knowledge that is idle."

(Khalil Gibran)

DEDICATION PAGE

This undergraduate thesis would highly be dedicated to:

1. *Allah SWT, the most gracious and most merciful who always gives all need.*

2. *My beloved Muhammad SAW who bring us from the draknees to the lightness.*

3. *My beloved mother, Ngatinah for the deeper prayer, the endless loving and the great support and hope to finish this paper and my careful father, Tulus Setiawan as spirit of my life who always support, protect and advise me. Thanks for your everlasting love, and incessant prayer. You always hear my sigh in every single of time.*

4. *My beloved sister Dina Ova Lustiana and my beloved brother Taka Ranolf Lustian, who have given motivation and support to finish this undergraduate thesis. Thanks' for your attention and kindness.*

5. *My sponsor Dr. Zainal Abidin and my co-sponsor Johan Wibowo, M.pd, MM, M.Si*

6. *My good listeners, Endang Pratiwi gegerizm, Fiamay Elysa gegerizm you all have been my inspiration, certainly, without you all I feel alone.*

7. *All of my lectures in STAIN Jurai Siwo Metro and all of the teachers in Junior High School Number 1 Batanghari, thanks you.*

8. *The beloved people who have supported until the writer finished this undergraduate thesis that can't be mentioned one by one.*

9. *My beloved Almamater State Islamic collage of STAIN Jurai Siwo Metro.*

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The name of Allah, the most gracious, the most merciful. Praise is to Allah, the lord of world whom without His Mercy and Blessing, none of these world be possible. May peace will not stop be upon our prophet Muhammad SAW, who has led us from the darkness to the lightness. Thank to Allah the writer could finish the research thesis entitled "The Influence of Reading Aloud towards the Students' Pronunciation Ability at SMP N 1 Batanghari in the Academic Year 2012/2013".

The writer cannot stand alone, there were many persons who contributed their meaningful hands in accomplishing her research thesis that the writer could not mention one by one. The writer thanks to Dr. Zainal Abidin, M.Ag, as the first advisor who has contributed his expertise and idea to assist the writer. The writer also wishes to express her thanks fullness to Mr. Johan Wibowo, M. Pd. MM. M. Si as the second advisor who has given knowledge and experience in finishing this thesis.

Hopefully, this research proposal can be a meaningful benefit for the writer especially and for our campus and all readers generally.

Metro, July 2012

The writer,



Revi Lustina

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CHAPTER I

INTRODUCTION

A. Background of study

English has been widely used for international communication. It is used by all people in the world to communicate each other in knowledge, science, and technology as well as education, business, transaction, and other activity in the world. moreover, it is used by many people for the different purposes such as studying, travelling, getting job in certain country.

In indonesia English plays a role as a foreign language. it mean that English has become a compulsary subject that have been taught to learners in every level of education such as elementary school,junior high school, senior high school, and university. The goverment realizes that English is very important for developing indonesian learners.

English language teaching has identified the "four skills" listening, speaking, reading and writing.[1]Speaking is very important because by mastering speaking skill, people can carry out conversation with others, give the ideas and exchange the information with others.

The Other skills of language is reading. As a part of language skills, reading plays an important role for the success of language learning. In reading

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[1]Dougls Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy*, second Edition, Addison Wesley Longman, Inc, San Fransisco,2001, p.232.

activity, we are not reading the text, but also trying to understand what we are reading.Reading can help much more if we can read well.

In teaching learning process, there are three terms in language teaching, approach, method and technique. According to Anthony in Setiyadi, "the three have hierarchical arrangement. Approach is the level of theories, method is the plan of language teaching which is consistent with the theories, and techniques carry out a method".[2]

At the school of SMP N 1 Batanghari, especially in the first class, students have problems in learning activity, they are: 1) students do not have much motivation to read the English text, 2) students have low pronunciation ability, 3) The students have low vocabulary, 4) the students need suitable technique for improving studens' pronunciation ability,

Based on the result of pre-survey on April26th, 2013 at the seventh graders of SMP N 1 Batanghari, it can be seen that the highest score was 84,the lowest score was 48, and the average score was 59,62.The completness minimal criteria of SMP N 1 Batanghari for English lesson is 68. The measurement from the data above, it appears that 22 students get $\geq$ 68 (31%) that they were pass, and 10 students get < 68 (69%) they were fail. So, it can be assumed that

[2] Bambang Setiyadi, *Teaching English as a Foreign Language*, Yogyakarta: Graha Ilmu, 2006, p.20

students' pronunciation at the seventh graders of SMP N 1 Batanghari ~~is~~ was still low.

Based on the explanation above, the researcher interest to investigated whether the influence of reading aloud toward students' pronunciation at the seventh graders of SMP N 1 Batanghari.

B. Problem Identification

Based on the background above, the researcheridentifed the problems as follow:

1. Students do not have much motivation to read the English text
2. The students have low pronounciation ability.
3. The students have low vocabulary.
4. The students need suitable technique for imprufing students' pronunciation bility.

C. Problem Limitation

Based on the problem identification above the researcher gave limitation of the problem on the influence of reading aloud towards student's pronunciation ability at the seventh graders of SMP N 1 Batanghari in academic year 2013

D. Problem Formulation

Based on the background of study and problems identification above, the researcher formulates the problem in this research is "Is there any positive and significant influence of reading aloud towards Students's pronunciation

ability at the Seventh Graders of SMP N 1 Batanghari in Academic Year of 2012/2013 ?".

E. Objective and Benefits of theresearch

1. Objectives of the research is:

The objective of this research is to know is there any influence ofreading aloud towards students' pronunciation ability at SMP N 1 Batanghari.

2. Benefits of the research:

a. For the Teachers:

1) To give information to English teacher if Reading aloud practicecan be effectiveness to influence students' pronounciation ability.
2) To enable give English teacher some ideas of various way of teaching pronunciation in classroom.

b. For the students:

1) To give motivation for the students to learning reading.
2) To give motivation for the students to learning pronounciation.
3) To encourage the students to learn English more seriously so that they can master English well

c. For the headmaster

1) To enable the institution create good generation in learning English.
2) To enable to the school to support the English learning process
3) To enable the headmaster to make the furher research about the inflience of reading aloud towards students' pronunciation ability.

d. For the Other Researchers

By this research may add new kowledge for the other researcher. To enable the researcher have experience and developing knowledge.


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CHAPTER II

REVIEW OF RELATED THEORIES

A. Treoritical Review

The problem that is often experienced by the Indonesian people is easily satisfied. When they have been mastering the grammar or already understand what other peoplesays, they belief thattheyhave been able to proficient English well, however it is wrong.

1. Reading Aloud

a. The definition of Reading Aloud

Bridge, winoggrad and smith in emily add "Reading aloud is especially beneficial for low achievers and works to increase student's comprehension and vocabulary test score".[1] It means that reading aloud is one of the way student's who had low achievers to increase their knowledge.

Reading aloud is reading diretly from a given text.[2]It can amsumsed when the teacher give the text to the students, the students read the text with a sound.Whereas Scott ststes"Reading aloud is the nature 'next step' betwen writing and speaking."[3] It means who

---

[1] Calhoun Emily.F, *Teaching Beginning Reading and Writing*,Alexandria,Virginia USA,P.116

[2] H. Douglas Brown, *teaching by Principles an Interactive Approuch to Language Pedagogy*(second edition),San fransisco, State University, 2001, P.134

[3] Thornbury scott, *How to Teach Speaking*, logman,P.70

someone reading aloud he does not only study about reading but also study about writing and speaking so its can make the students easily in study English.

Based on the Theories above, it can be assumed that reading aloud is reading activity using sound that can increase students knowledge.

b. Tips and Variations for Read-Alouds

1) There are many ways to read aloud. Generally, teachers read and students listen without following along in the text.
2) The teacher reads aloud but stops periodically to ask a question to students.
3) The teacher should consider how a read-aloud selection will supportenhance the students' independent reading.
4) Teachers should also choose texts that reflect the culture.
5) Teachers should read aloud from various genres: fiction, nonfiction, poetry, informational text, and children's books. This shows the students how different genres sound.
6) Teachers can let the students choose read-aloud selections.
7) Read-aloud sessions should be kept to 20 minutes or less.
8) The listening environment should be as comfortable as possible.

9) Many teachers mark their texts to remind themselves where they will pause and think aloud.

10) Reading texts that contain unfamiliar names or words, readers should research and note their pronunciation.[4]

Base on explanation above we can resume that tips for reading aloud are the teacher read the text and the students listen it, the teacher can stop periodeccally, support the students to independet reading, choos the culturetext and varian genres, read aloud selection about 20 minuts, the environment should be comfortable, make a mark in the text and using unfamiliar word.

c. **The advantage of Read-Alouds**

1) Read-alouds enable teachers to offer texts with more challenging concepts and/or language than students can read independently.

2) The read-aloud helps English-language learners develop new vocabulary.

3) Reading aloud builds good reading habits.

4) Read-alouds show students how to question, visualize, and make predictions while they read.[5]

---

[4] http://www.learner.org/workshops/tml/workshop7/teaching2.html

Base on the explanation above we can resume the advantages of reading alout are: the teacher can give the challenging text order the students can read independently, can get a new vocaburary, build a good reading habits, help the students to make a prediction the text.

d. The disadvantage of reading aloud

1) Students main concern when reading aloud is to struggle with the script to decode it. Little attention is on meaning.
2) The activity is done by one student. The other students are passively listening (if they are listening at all)
3) Students don't understand the purpose of the reading aloud activity, They just read.
4) It is a huge waste of precious time.[6]

Base on the explanation above we can resume the disadvantages of reading alout are: the studens can't understand about content of the text, proces learning is not activly, students don't understand the purposeof the text, and it's waste the time.

---

[5]http://www.teachingenglish.org.uk/forum-topic/reading-out-loud

[6]http://myenglishpages.com/blog/reading-aloud/

e. The procedure of teaching reading aloud

The first step in implementing an interactive read aloud is selecting a text that is appropriate for the age, grade-level, and content level of the students. Books for read-alouds can be selected at a level slightly above the students' independent reading level.

The next step is to select points during the story (or short text) that the teacher will stop to ask a question. The teacher should ask questions that will stimulate responses specific to the lesson objectives, and questions that will promote higher order thinking. Questions should help students understand. The function of print, as well as literary notions such as plot and character, but most importantly questions should promote comprehension and an appreciation for reading.

The next step is to actually read the story or text to students, after briefly discussing the text and introducing the content when necessary. While reading,the teacher should stop at predetermined points. The teacher should also stop during reading when he or she notices that the students are having problems understanding something, keeping in mind that stopping too frequently may interrupt the flow of the story. After reading, the teacher may opt to reread the

story. In any case, summary discussion and questions should always be included.[7]

2. Pronounciation Ability

a. The definition of pronounciation

Pronunciation is one of speaking aspects. Pronunciation is the most important in speaking in order the foreigner or native speaker is able to understand what we say. Many people know many vocabularies, but they do not really know how to pronounce it.

Pronunciation the way in wich a language or a particular word or sound is pronounced.[8] It means that pronunciation is the way how we pronunced a word. The relationship between spelling and pronunciation is not clear so we must study hard to pronunced the word right.

Pronunciation is general quality of voice varies from one individual to another.[9] It means that pronunciation is everybody heve a different vareis of voice. Pronunciation teaching not only make students aware of different sound, but can also improve their speaking immeasurable.[10]

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[7] http://ruby.fgcu.edu/courses/iosceola/tsl/sardinas.htm

[8] A.s. Hornby, Oxford Advanced Learner's Dictionary of Current English, London, Oxford University, 1948. P.1057

[9] Jones Daniel, *The pronunciation of English*,universitas Press Cambridge, 1986, p.11

[10] Jeremi Harmer, The Practice of English Language Teaching, England, Longman, p.183

Based on quotation above, we can conclude that Pronunciation is the way in which we pronounce a worduse the correct stress, rhythm, and intonation of a word in a spoken language.

b. Reading Tips to Improve Pronunciation

1) Choose a paragraph and read aloud.
2) Choose a paragraph and mark each sentence with a sound script
3) Choose a few sentences from your reading material.
4) Once you become comfortable reading a single paragraph aloud, read an entire page by reading a paragraph aloud and then reading one silently.
5) Choose some nursery rhymes to practice. They will help you with pronunciation through rhythm.
6) Read a short story or a few paragraphs to a friend who is also studying English.
7) Choose a paragraph, short article or newspaper story with new vocabulary.
8) Read a play with some friends. Each friend takes a different part. Start with short scenes.[11]

[11]http://www.teachingenglish.org.uk/forum-topic/reading-out-loud

Base the explanation above we can resum that the tips reading are: choose the paragrap with a sound script, choose a few sentence, reading comfortable, find a friend to join, choose a new vocabulary, and disscuse with your friend.

c. Aspects of pronunciation

Pronunciation is important in spoken language. It can influence the meaning of words. Harmer pointed out that in English there are three areas that we have to know in English pronunciation[12], as follows:

1) Sound

According to Oxford Learner's Dictionary, sound is something that you can hear[13]. Soun are hear. Letter are seen.[14] The sound of the language is important. " sound use in a language are therefore distingtive so that words can be distinguished fron each other when heard just as they can be distinguished when written".[15] Its means that sound is different when in speech, heard, and written.

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[12] Jeremy Harmer, How to Teach English, England: Logman,2001,p.50
[13] As, Hornby, Op.Cit,p.1.284
[14] Daniel Johanes, The Pronunciation of English, London, Cambridge University,1909,p.11
[15] Geoffrey broughton, et all. Teaching English as a foreign language Secon Edition. (New York, University of London Institute of education,1980) p.51

2) Stress

The secon area of importance is stress. Stress is an extra force used when pronouncing a particular word of syllable.[16] According to harmer, stress is term we use to describe the point in a word or phrase where pitch change, vowels lengthen, and volume increase.[17]

3) Pitch and Intonation

Pitch illustrates the level at which you say something. Some people have high- pitched voice, other say thing in a low-pitched voice. Intonation is often illustrated of the music of speak. According to Danil Johanes "the pitch of the voice with which a voiced sound is pronunced is called intonation" its means that intonation is the rising and falling sounds of the voice when speaking.[18]

d. Symbol of Pronunciation

Relationship between English spelling and English pronunciation is not very clear. English dictionaries, need another way to show the pronunciation of English words. Most dictionaries use a variation of the character proposed by the IPA (International Phonetic

[16] As, Hornby Op.Cit.p.1.338
[17] Jeremy Harmer Op.Cit.p.32
[18] Daniel johanes Op.Cit.p.149

Alphabet) to show english pronunciation. Here are the some IPA symbols for the common sounds of english[19]

1) Vowel

IPA symbol	example
æ	fat
□:	her
□	up
θ	until
I	bin

2) Dipthongs

IPA symbol	example
eI	stay
aI	try
au	mouth
eə	there
Iə	fear

[19] Suparni Hd, *Vocabulary & Pronunciation*, English Education study program,STAIN,P.41

3) Consonants

IPA symbol	excample
p	plan
b	boy
t	test
d	desk

B. Theoretical Framework and Paradigm

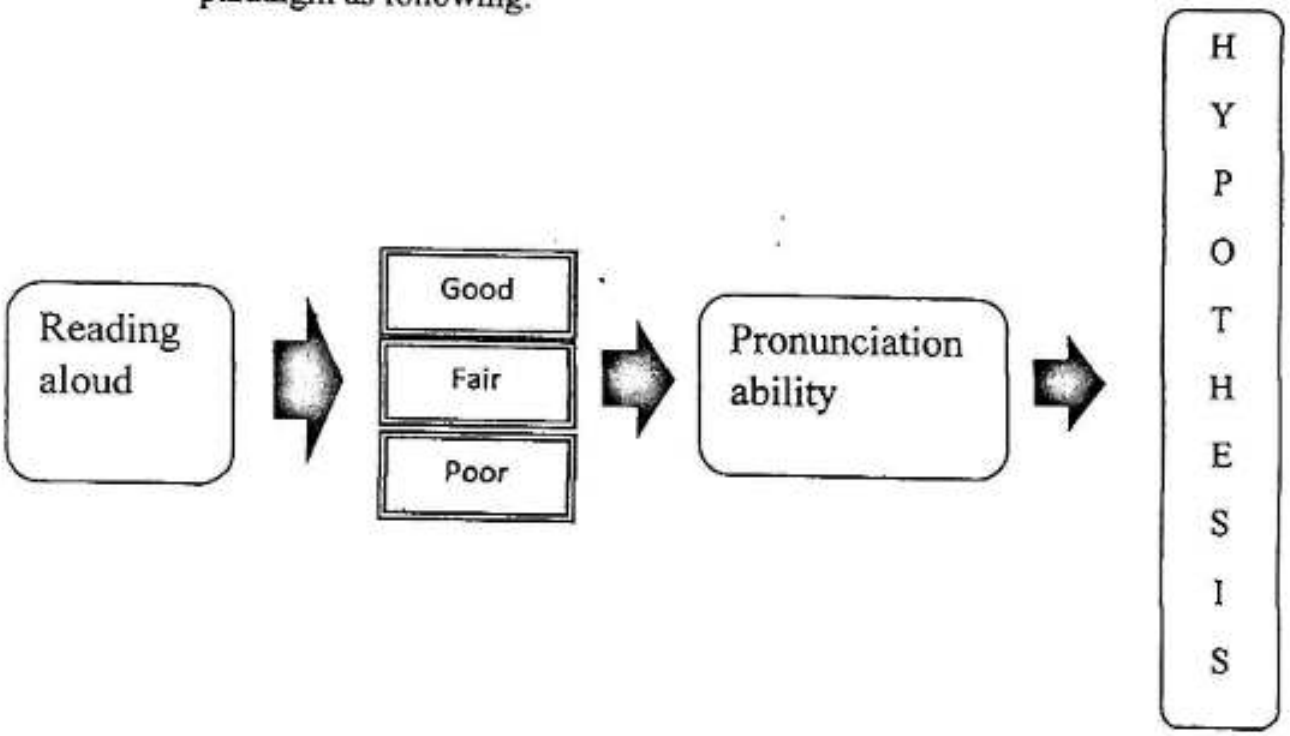
1. Theoretical Framework

There are two variable in this research. They are Independent Variable (X) and Dependent Variable (Y). The Independent Variable (X) is the reading aloud and the Dependent Variable (Y) is pronunciation ability.

Reading aloud is reading activity using sound that can increase students knowledge.Pronunciation is the way we pronounce a worduse the correct stress, rhythm, and intonation of a word in a spoken language.

2. Paradigm

Based on theoretical framework above the researcher can describe the paradigm as following:



The criteria of paradigm can describe: if the grades of reading aloud is good, the grades of pronunciation ability is also good, so there isa positive and significant influence of reading aloud toward pronunciation ability. But, if the grades of reading aloud are poor, the grades of pronunciation ability are also poor so there is not a positive and significant influence of reading aloud toward pronunciation ability.

C. Hypothesis Formulation

Based on theoretical framework and paradigm above the researcher formulates the hypothesis as follow:

"There is a positive and significant influence of reading aloud toward pronunciation ability at the seventh grade of SMP N 1 Batanghari at the Academic year 2012/2013".

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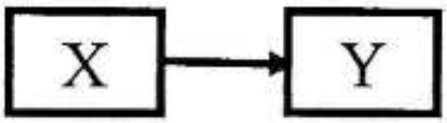
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RESEARCH METHODOLOGY

A. Research Design

In this research the writer took place at SMP N 1 Batanghari. The researcher used the quantitative research. S.Margono defines quantitative research as "the process which uses numeric data to find knowledge."[1]

Based on explanations above, researcher define this research as a descriptive quantitative type. Quantitative research examining among variable is central to answering question and hypotheses through surveys and experiments.[2] In this research, the researcher will describe the fact base on the collected data only. The data will be found from the school as a field of the research. There are two variables in this research, the reading aloud as the independent variable and the pronunciation ability as dependent variable. The relationship between the two variables can be described as follow:



This research was an experiment research which would be conducted a descriptive quantitative research. In this research, the researcher will be use the

[1] S.Margono, *Metode Penelitian Pendidikan*, (Jakarta:Rineka Cipta,1997),p.105

[2] John W.Cresweel, reserch design qualitative, quantitative, and mixed methods approahes, sage publications, p.153

term of Pre Experimental Design or Quasi Experiment. "This research design also called as kinds of experiment which is not fulfill requirement of scientific experiment."[3] In this research design there are three categories they are: one shot case study, pre-test and post-test group, and static group comparison. In this research, the researcher use pre-test and post-test Group.

This research is to know the reading aloud technique can be used to increase the student's pronunciation ability. To investigate the achievement of the research, firstly the students was given the oral test from the teacher to know the students' pronunciation ability in the pretest, the teacher got the pretest score from the student and teacher found the students who get the low scores and high scores. After the teacher knew the score of the students, the teacher made the treatment for all students by reading aloud technique and pronunciation to increase their knowledge. The teacher explained more about reading aloud technique and how to pronounce the word.

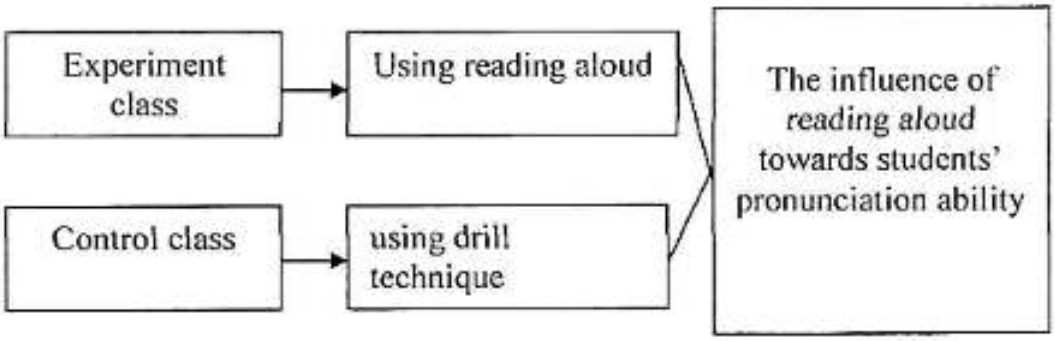
After the treatment has been conducted, the researcher administered the posttest to know the result from the treatment. The researcher identified the students' achievement in pronunciation ability. If the score were higher than posttest, it indicated that the reading aloud technique can't be used to increase the pronunciation ability. But if the score were higher than pretest, it showed that the

[3] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2010), p.123

reading aloud technique influenced the students pronunciation ability in the seventh graders of SMP N 1 Batanghari.

In this research the researcher uses two class, the first as an experimental class that receives the treatments that is reading aloud. And the second is the control class that does not treatment.

The design is follows:



The research will be conducted in junior high school for studies.In this research; the researcher will investigate seventh graders of SMP N 1 Batanghari the academic year of 2012/2013.

B. Population Sample and Sampling Technique

1. Population

Definition of population is the subjects in a reseach that have a specific character.[4] It means that population was all subject that would be observed in this research. The population of research is all of seventh graders

[4] STAIN jurai siwo metro, Pedoman Penulisan Karya Ilmiah(edisi revisi), metro,2010,p.

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of SMP N 1 Batanghari at the Academic year 2012/2013, they are six classes consist of 186 students.

2. Sample

Sample is "the part of population that will be researched".[5] That is similar with S.Margono statement, that sample is the part of population as an example that choosing with specific way.[6] The researcher ~~takes~~ took one class from six class of the seventh graders it is VII d class at SMP N 1 Batanghari to become respondent in this research. It consists of 32 students.

3. Sampling Technique

In this case the researcher using random sampling technique. Random sampling technique is choosing sample of population using random way..[7] It means that the researcher has to random 6 classes in order to get one class to be a sample. From this method, the writer got class VII d which consisted of 32 students as sample.

C. The Operational Definition of Variables

Operational definition is indicate how to measure a variable.[8] It can be inferred that the operational definition of variable is the indication of how to measure the variable. Based on the statement, the variables in this research are

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[5]Suharsimi Arikunto,*procedure penelitian Suatu Pendekatan praktik*,Jakarta,PT Rineka Cipta,2006,p.131

[6] S.Margono Op.cit p.121

[7] S. Margono, *Op. Cit.*, p. 125

[8] *STAIN, Op. Cit,p.45*

consist of reading aloud technique and students' pronunciation ability. The operational defines as follows:

1. Independent Variable

Independent Variable of this research is reading aloud (X). the indicator of variable (X): 1) students can read the text fluenly, 2) The students can read the text with good accuracy, 3) the studens can read the text with good pronunciation, 4) the students can read the text with good intonation

2. Dependent Variable

Dependent Variable of this research is pronunciations ability (Y). To measure pronunciations ability of students, the writer takes oral test by giving an English text and ask the students to reading aloud. The indicators of the student's pronunciations ability are: 1) the students can read clarity the text, 2) the students can read the text with hard voice, 3) the students can read fluency the text , 4) the students can comprehent the meaning the text.

D. Reseach Instrumen

Suharsimi Arikunto defines instrument as a tool of the research which is used to collect and process the data.[9] Its mean that the instrument is the frame of questions for assessment based on the theory which use to measuring phenomena.

The research instrument in this research will be the tests which will be described as follow:

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[9] Suharsimi Arikunto, *op.cit*, p. 203

1. Instrument Blueprint

Instrument in this research was designed and adjusted with the indicators which have been specified. Moreover, instrument used was oral test. Furthermore, there were two tests in this research. The first test was pre-test and the second test was post-test.

In addition, the writer demonstrated the research instrument in the form of grilles as follows:

Table. 1
The instrument grilles test

NO	Variable	Indicatore	Kind of test
1	Reading aloud (variable X)	a. students can read the text fluenly b. the students can read the text with good intonation c. the students can read the text with clarity d. the students can read as a foreign accent.	Oral test
2	Pronunciation ability (variable Y)	a. the students can read clarity the text, b. the students can read the text with good stress c. the students can read fluency the text d. the students can read the text with goog intonation	Oral test

3. Instrument Calibration

Instrument calibration is the scale of measurement which will be used to decide the instrument standard. The researcher use oral test. The teacher give text to the students and they read one by one and the measure is:

Table. 1
The measurement of reading aloud

VARIABLE	SCORE	ASPECT
Reading aloud	20	Fluency
	30	Accuracy
	30	Pronunciation
	20	Clarity

Table. 1
The measurement of pronunciation

	Poor 1-2	Fair 3	Good 4	Excellent 5
Clarity	Poor All questions and answers were awkward and incomprehensible.	Fair Questions and answers were awkward and incomprehensible to understand at times.	Good Questions or answers were awkward at times but always understandable.	Excellent Questions and answers were clear and comprehensible.
Voice/Non-verbal Communication	Poor Pronunciation, inflection, and/or expression confused communication. Student may have been very difficult to hear and couldn't express himself	Fair Some communication problems arose due to unclear pronunciation and/or lack of inflection and/or expression. Student may have been	Good No serious problems arose, but better pronunciation, inflection, and/or non-verbal communication could have made communication	Excellent Pronunciation was clear, inflection and expressions were used to enhance communication.

	correctly.	difficult to hear and had problems to express himself correctly..	more efficient.	
Fluency	Poor *Much effort was* required to maintain the conversation. There were many long pauses.	Fair *Some effort was* required to maintain the conversation. There may have been long pauses.	Good *Some minor* difficulties maintaining the conversation were evident. There may have been a few pauses.	Excellent *Student acted as a* facilitator, helping the conversation flow and develop. No pauses were present at all.
Comprehension	Poor Student was unable to comprehend questions. Questions were repeated more than one time.	Fair The student showed little comprehension of questions. Questions had to be repeated.	Good The student understood most of what was asked. Questions were only asked once.	Excellent The student fully understood the questions asked and answered correctly.

Score = $\frac{\text{the score gained by studen (1-20)}}{\text{Maximum score}} \times 100$[10]

D. Data Collection Method

1. Test

Test is amount of questions or statements that are used to measure the skills, knowledge, intelligence or talent which is possessed by individual of group.[11] The test consist of two part of test, they are pre-test and post-test.

a. Pre-test: the researcher gives the pre-test to the students. The purpose of the test is to know how far the students English mastery before giving treatment.

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[10] Nana syaodih sukmadinata.metode penelitian pendidikan.PT.remaja rosda karya,bandung: 2011, p. 153

[11] Suharsimi Arikunto, Op. Cit p.150

b. Post-test: the researcher administrates the post-test after giving the treatment to know the result at the end the research.

2. Documentation

Edi Kusnadi defines documentation as the method which is used to get information from written language or documents (for example; books, magazine, rulle, note and others.).[11] So can conclude that documentation method is noting of explanation that documentation.

The researcher uses the documentation method to get detail information about reading aloud technique, pronunciation and the data about the school of SMP N 1 Batanghari.

F. Data Analysis Technique

To investigate whether there is a positive and significant the influence of reading aloud technique toward student's pronunciations ability, the result of the pre-test and post-test will be analyzed data by using T-test formula. The formula is :

$$t = \frac{M_X \quad M_Y}{\sqrt{\frac{\sum X^2 + \sum Y^2}{N_X + N_Y \quad 2} \quad \frac{1}{N_X} + \frac{1}{N_Y}}}$$

Note:

M_y : Mean sample experiment

[11] Edi Kusnadi,*Metode Penelitian Ramayana pers & STAIN metro,2008*,p.108

M_x : Mean sample control

N_x : Number study control

N_y : Number study experiment

$\sum X$: Deviation of each X_2 and X_1

$\sum Y$: Deviation of each Y_2 and Y_1


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CHAPTER IV

RESULT OF THE RESEARCH

A. Description of Data

1. Research settig

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely history of school, geography of school, building condition of school, and structure of organization.

a. The History of SMP N 1 Batanghari

Junior High School 1 of Batanghari is located on Jl. Kapten Harun 46B, Banarjoyo Village, District of Batanghari that has wide about 8.190m^2. It is having a distance about 100 m from district office of Batanghari southbound. For the beginning, Junior High School of Batanghari to be named as preparation of Junior High School that was built on April 02 1981. The contrivance of this school is initiated by the figures of society there. It was under progress during two years. It has been changed as the Junior High School 1 of Batanghari since 1983.

Since it was established the leader headmaster of the school had been changed as follow:

a. Mr. Drs. Baharudin Harahap, (1983 until 1990)

b. Mr. Drs. Hasan Basri, (1990 until 1997)

c. Mr. Sugeng R, (1997 until 1998)

d. Mr. Drs. Edi Sutrisno, MM, (1998 – 2006)

e. Mr. Sugeng S.Pd, (2006 – 2007)

f. Mr. Drs M Ngadenan, (2007 – 2009)

g. Mr. Drs Sunardi.M.MPd, (2009 – 2011)

h. Mr. Suroso, S.Pd.M.Si, (2011 until now)

b. Building Condition and School Facilities

Junior High School 1 of Batanghari has a satisfy facilities to support both the learning activity and extracurricular program. It provides some extracurriculars such as :

1) OSIS, PMR, UKS, Scouting Movement, KIR, wall magazine, culture gallery, and self defence program.
2) Sport programs like basketball, volleyball, football, table tennis, and badminton.

Specifically, the facilitaties in Junior High School 1 of Batanghari as follows:

1) The headmaster's room
2) The vice headmaster's room
3) The administration room
4) Two teachers' room

c. The Total of the teachers and the students at SMP N 1 Batanghari in the academic year of 2012/2013

SMP N 1 has 55 teachers, staff teacher and 586 students. The total of the students divided some classes that can be identified as follow:

Table 2
The Number of SMP N 1 Batanghari students in the academic year of 2012/2013

No	Class	Sex		Amount
		Male	Female	
1	VII (Seven)	80	106	186
2	VIII (Eight)	79	88	167
3	IX (Nine)	109	124	233
Amount				586

Source: Documentation of SMP 1 Batanghari in the academic year 2012/2013

d. The Vision and Mission of SMP N 1 Batanghari

1) Vision of Junior High School 1 Batanghari

" To Make Junior High School Of Batanghari Foremost And Religiously In Some Aspects Such As Technology, Sports, And Art"

Indicated by:

a) Foremost in academic achievement (Average of UN, US)

b) Foremost in non academic achievement:

(1) Sports Aspect

(2) Art and culture Aspect

(3) Religion Aspect

(4) Scout Aspect

(5) Health School Aspect

2. Mission of Junior High School 1 Batanghari

a. Guiding the students in arranging scientific writing based on technology, conducting the learning program regularly and contextually.

b. Improving the capability of students in sports aspect.

c. Improving the aptitude of the students in art and culture aspect.

d. Motivating the students' self confidence to accomplish tuition in religion.

e. Improving the aptitude of the students in Scout aspect.

f. Improving an awareness of the students about health.

e. The Condition of SMP N 1 Batanghari in the Academic Year 2012/2013

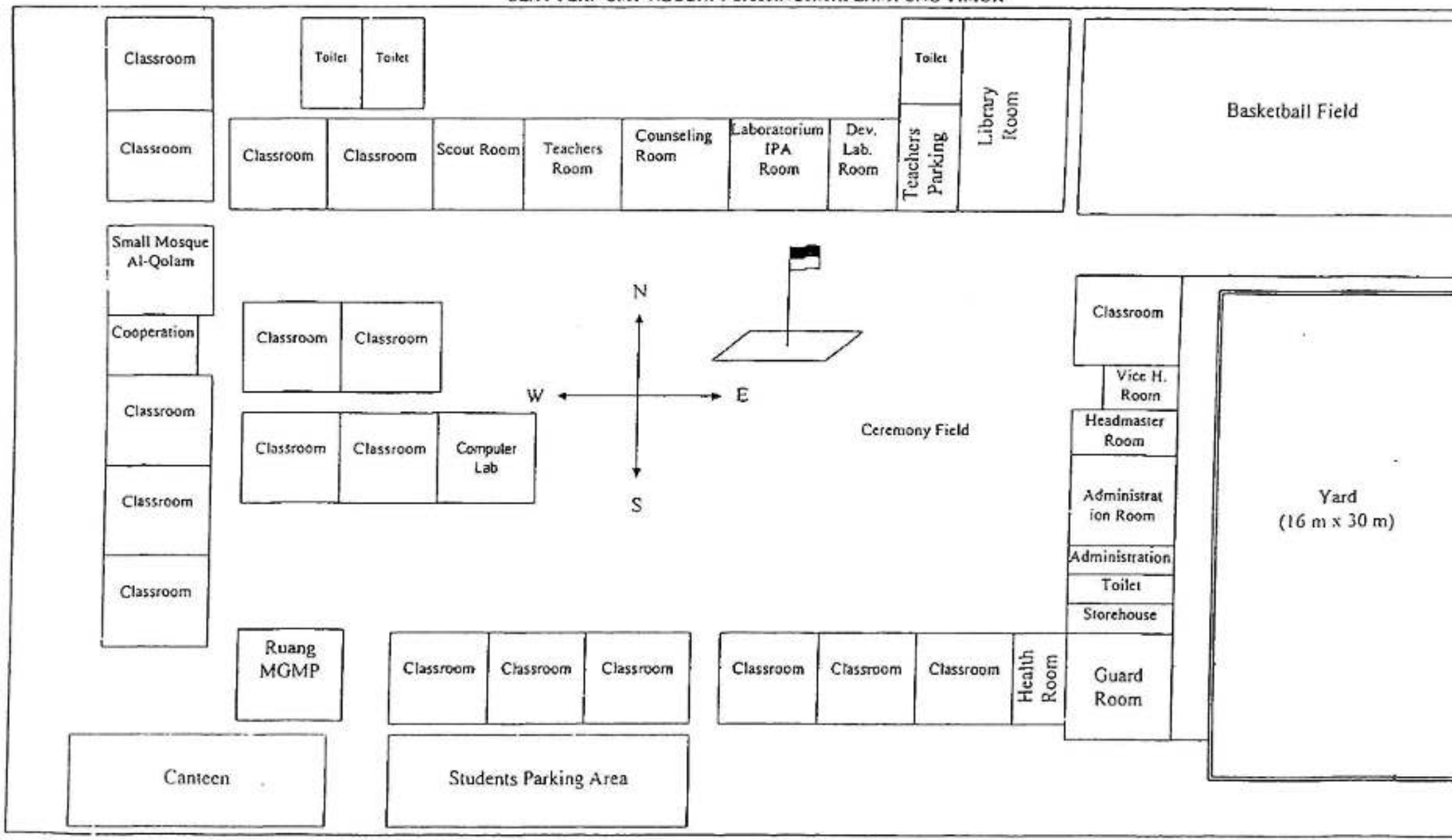
1) School's name : SMP N 1 Batanghari East Lampung

2) School's address : Kapten Harun 46 Banarjoyo, Batanghari, East Lampung

3) The status : State

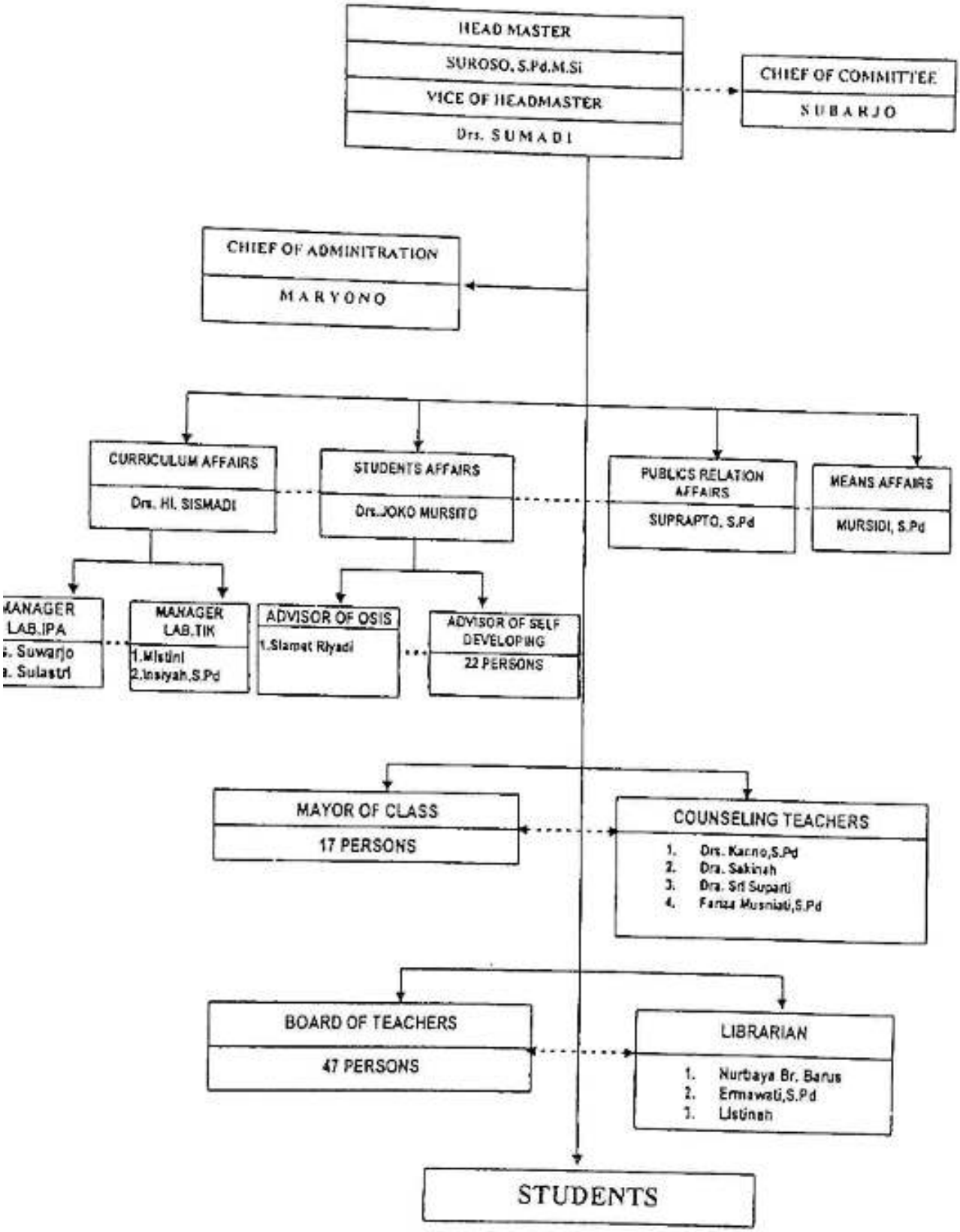
4) School map :

Figure 1
SLAT PLAN SMP NEGERI 1 BATANGHARI LAMPUNG TIMUR



e. The structural school's of SMP N 1 Batanghari in the academic year 2012/2013.

Figure II
Structure Organization of Junior High School 1 Batanghari
In academic years 2012/2013



ote :

→ : Coordination Line

- - - - - - - - - - → : Commando Line

1. Research Data

a. Result of Pre Test

The researcher got some scores from both control and experiment class at the seventh graders of Junior high school number 1 Batanghari in the academic year of 2012/2013 as follows:

Table 7
The result of **PRE-TEST** at the seventh Grade Students **(EXPERIMENTAL CLASS)** by using Reading Aloud Technique toward the Students Pronunciation Ability
at Junior High School Number 1 Batanghari

No.	Name	1	2	3	4	Total Score
1	AS	2	3	3	2	50
2	AI	3	4	2	1	50
3	AP	4	3	3	2	60
4	AB	3	4	2	2	55
5	AD	2	4	2	4	60
6	AN	4	2	3	2	55
7	AA	1	3	3	4	55
8	AH	3	3	4	4	70
9	DR	2	4	3	2	55
10	DM	3	1	3	4	55
11	DN	2	3	2	3	50
12	DA	3	4	3	2	60
13	EP	4	3	4	2	65
14	ET	1	4	4	3	60
15	FA	2	2	3	3	50
16	FO	3	4	2	3	60
17	GJ	2	3	4	2	55
18	GA	4	3	4	3	70
19	GE	2	2	4	3	55

20	HK	3	1	4	3	55
21	KT	1	4	2	3	50
22	LM	2	2	3	3	65
23	MW	3	4	4	4	75
24	MA	4	3	4	1	60
25	PC	3	3	3	2	55
26	RR	3	3	4	4	70
27	RA	4	3	2	2	55
28	RS	2	2	3	4	55
29	SK	2	4	2	4	60
30	VG	3	3	3	3	60
31	VY	4	3	4	3	70
32	YV	3	3	3	4	65
TOTAL SCORE						**1885**
HIGHEST SCORE						**75**
LOWEST SCORE						**50**
AVERAGE						**58,9**

Source: The Result of Pre-Test (Experiment Class) by using Reading Aloud Technique toward the Students' Pronunciation Ability on May , 2013

Note:

Indicator of Assessment

It like on indicator of pre-test

1 = Clarity

2 = Voice

3 = Fluency

4 = Comprehension

Based on the table above, the researcher measured the class interval.

R = The Highest Score − The Lowest Score

$= 75 - 50$

$= 25$

$K = 1 + 3{,}3 \log n$

$= 1 + 3{,}3 \log 32$

$= 1 + 4{,}9669$

$= 5{,}49669 \rightarrow 6$

$P = \frac{R}{K}$

$= \frac{25}{6}$

$= 4{,}17 = 4$

After knowing the result of pre test, the data was put on the table of frequency distribution and it base category score as follows:

Table 8
Frequency Distribution of Students' score in Pre-Test
(Experiment Class)

Class Interval	Frequency	Percentage (%)
90 - 99	0	0 %
80 - 89	0	0 %
70 - 79	5	15,6 %
60 - 69	11	34,4 %
50 - 59	16	50 %
Total	**32**	**100 %**

The result of pre test can be identified as follows on the table to show that 27 students (84%) have score minimum standard (KKM) that is 68 of the students who are successful in mastering the material. The Average Score of pre-test is 58,9. It shows that the result of the students' translation ability in pre-test was not satisfactory. It is one reason why the researcher uses the reading aloud technique an alternative technique to teach pronunciation ability. The researcher has done Pre-Test to the Control Class too.

Table 9
The result of **PRE-TEST** at the seventh Grade Students (**CONTROL CLASS**) by using Reading Aloud Technique toward the Students Pronunciation Ability at Junior High School Number 1 Batanghari

No.	Name	1	2	3	4	Total Score
1	AS	3	4	1	2	50
2	AP	2	4	2	3	55
3	AL	4	3	2	4	65
4	AW	2	3	3	4	55
5	BA	3	3	3	3	60
6	DP	3	2	3	4	60
7	EN	4	3	1	3	55
8	EY	2	3	3	4	55
9	EI	3	3	3	4	65
10	FF	3	3	3	4	65
11	LI	4	3	3	4	70
12	LM	4	3	2	3	60
13	LW	2	3	3	4	60
14	LT	3	3	3	3	60
15	LM	3	3	3	4	65

16	MM	3	3	2	2	50
17	MU	4	2	3	2	55
18	MA	4	2	4	2	60
19	NL	3	2	3	2	50
20	NK	3	3	3	3	60
21	RS	4	4	3	3	70
22	RD	2	3	2	3	50
23	RM	3	4	3	4	70
24	RF	2	3	2	4	55
25	RH	3	4	4	4	75
26	ST	2	2	3	3	50
27	SR	3	3	3	3	60
28	SS	4	3	3	4	70
29	SA	4	3	4	4	75
30	YD	3	3	2	2	50
31	YA	3	2	2	4	55
32	ZM	4	2	4	2	60
TOTAL SCORE						**1915**
HIGHEST SCORE						**75**
LOWEST SCORE						**50**
AVERAGE						**59,85**

Source: The Result of Pre-Test (control Class) by using Reading Aloud Technique toward the Students' Pronunciation Ability on May , 2013

Note:

Indicator of Assessment

It like on indicator of pre-test

1 = Clarity

2 = Voice

3 = Fluency

4 = Comprehension

Based on the table above, the researcher measured the class interval.

R = The Highest Score – The Lowest Score

= 75 – 50

= 25

K = 1 + 3,3 log n

= 1 + 3,3 log 32

= 1 + 4,9669

= 5,49669 → 6

$P = \frac{R}{K}$

$= \frac{25}{6}$

= 4,17 = 4

After knowing the result of pre test, the data was put on the table of frequency distribution and it base category score as follows:

Table 10
Frequency Distribution of Students' score in Pre-Test
(Experiment Class)

Class Interval	Frequency	Percentage (%)
90 - 99	0	0 %
80 - 89	0	0 %
70 - 79	6	18,75 %
60 - 69	13	40,625 %
50 - 59	13	40,625 %
Total	**32**	**100 %**

The result of pre test can be identified as follows on the table to show that 26 students (81,25%) have score minimum standard (KKM) that is 68 of the students who are successful in mastering the material. The Average Score of pre-test is 59,85. It shows that the result of the students' translation ability in pre-test was not satisfactory. It is one reason why the researcher uses the reading aloud technique an alternative technique to teach pronunciation ability.

b. The Result of Post-Test

After applying three times treatment by using tongue twisters technique for the experiment class then the post-test was given both of experiment and control class. The type of pre-test and post-test was the same.

Table 11
The result of **POST-TEST** at the seventh Grade Students **(EXPERIMENTAL CLASS)** by using Reading Aloud Technique toward the Students Pronunciation Ability
at Junior High School Number 1 Batanghari

No.	Name	1	2	3	4	Total Score
1	AS	3	4	5	3	75
2	AI	5	3	4	3	75
3	AP	4	5	5	3	85
4	AB	5	4	3	2	70
5	AD	3	5	3	4	75
6	AN	5	3	3	4	75

7	AA	3	4	3	5	75
8	AH	3	5	4	5	85
9	DR	3	5	4	3	75
10	DM	3	1	3	4	70
11	DN	3	2	3	4	60
12	DA	4	5	3	4	80
13	EP	5	4	4	3	80
14	ET	1	4	4	3	65
15	FA	3	3	4	5	75
16	FO	4	4	4	5	85
17	GJ	4	4	4	3	75
18	GA	5	4	3	4	80
19	GE	3	3	5	5	80
20	HK	4	3	5	4	80
21	KT	3	4	3	4	70
22	LM	4	5	4	4	85
23	MW	3	5	4	5	85
24	MA	4	5	4	3	80
25	PC	5	4	5	3	80
26	RR	4	4	5	5	90
27	RA	5	4	4	3	80
28	RS	4	4	3	5	85
29	SK	4	5	4	5	90
30	VG	4	4	4	4	80
31	VY	5	5	4	3	85
32	YV	4	4	3	3	70
TOTAL SCORE						**1885**
HIGHEST SCORE						**90**
LOWEST SCORE						**50**
AVERAGE						**78,13**

Source: The Result of Pre-Test (Experiment Class) by using Reading Aloud Technique toward the Students' Pronunciation Ability on May , 2013

Note:

Indicator of Assessment

It like on indicator of pre-test

1 = Clarity

2 = Voice

3 = Fluency

4 = Comprehension

Based on the table above, the researcher measured the class interval.

R = The Highest Score − The Lowest Score

$= 90 - 50$

$= 40$

$K = 1 + 3{,}3 \log n$

$= 1 + 3{,}3 \log 32$

$= 1 + 4{,}9669$

$= 5{,}49669 \rightarrow 6$

$P = \frac{R}{K}$

$= \frac{40}{6}$

$= 6{,}67 = 7$

After knowing the result of pre test, the data was put on the table of frequency distribution and it base category score as follows:

Table 12
Frequency Distribution of Students' score in Pre-Test
(Experiment Class)

Class Interval	Frequency	Percentage (%)
90 - 99	2	6,25 %
80 - 89	16	50 %
70 - 79	12	37,5 %
60 - 69	2	6,25 %
50 - 59	0	0 %
Total	**32**	**100 %**

The result of pre test can be identified as follows on the table to show that 2 students (6,25%) have score minimum standard (KKM) that is 68 of the students who are successful in mastering the material. The Average Score of pre-test is 78,13.

Table 13
The result of **POST-TEST** at the seventh Grade Students (**CONTROL CLASS**) by using Reading Aloud Technique toward the Students Pronunciation Ability at Junior High School Number 1 Batanghari

No.	Name	1	2	3	4	Total Score
1	AS	4	4	4	2	70
2	AP	3	4	3	4	70
3	AL	4	3	3	4	70
4	AW	3	3	4	3	65
5	BA	3	3	3	3	80
6	DP	3	2	3	4	60
7	EN	4	3	3	2	60
8	EY	3	3	3	4	65
9	EI	3	4	3	4	70
10	FF	2	5	3	3	65
11	LI	4	3	4	4	70

12	LM	4	3	3	3	65
13	LW	3	3	3	4	65
14	LT	3	3	3	3	60
15	LM	4	4	4	3	75
16	MM	4	4	3	3	70
17	MU	3	3	3	2	55
18	MA	5	3	4	2	70
19	NL	3	2	3	2	50
20	NK	3	3	3	3	70
21	RS	4	4	3	3	70
22	RD	2	3	2	4	55
23	RM	3	4	3	4	75
24	RF	2	3	2	4	55
25	RH	3	4	4	4	75
26	ST	3	3	3	3	60
27	SR	3	3	3	3	60
28	SS	4	3	4	4	75
29	SA	4	3	4	4	75
30	YD	3	2	2	4	55
31	YA	3	2	2	4	55
32	ZM	4	3	4	4	75
TOTAL SCORE						**2110**
HIGHEST SCORE						**80**
LOWEST SCORE						**50**
AVERAGE						**65,94**

Source: The Result of Post-Test (control Class) by using Reading Aloud Technique toward the Students' Pronunciation Ability on May , 2013

Note:

Indicator of Assessment

It like on indicator of pre-test

1 = Clarity

2 = Voice

3 = Fluency

4 = Comprehension

Based on the table above, the researcher measured the class interval.

R = The Highest Score – The Lowest Score

$= 80 - 50$

$= 30$

$K = 1 + 3{,}3 \log n$

$= 1 + 3{,}3 \log 32$

$= 1 + 4{,}9669$

$= 5{,}49669 \rightarrow 6$

$P = \frac{R}{K}$

$= \frac{30}{6}$

$= 5$

After knowing the result of pre test, the data was put on the table of frequency distribution and it base category score as follows:

Table 14
Frequency Distribution of Students' score in Pre-Test
(Experiment Class)

Class Interval	Frequency	Percentage (%)
90 - 99	0	0 %
80 - 89	0	0 %
70 - 79	16	50 %
60 - 69	10	31,25 %
50 - 59	6	18,75 %
Total	**32**	**100 %**

The result of pre test can be identified as follows on the table to show that 16 students (50%) have score minimum standard (KKM) that is 68 of the students who are successful in mastering the material. The Average Score of pre-test is 65,9. It shows that the result of the students' translation ability in pre-test was not satisfactory. It is one reason why the researcher uses the reading aloud technique an alternative technique to teach pronunciation ability.

B. Hypothesis Testing

After applying test technique, the researcher analyzed the data by using analysis of T-test in order to prove whether there is significant Influence of Tongue Twister technique on the Students' Pronunciation Ability at the Eighth Graders of Junior High School Number 3 Batanghari.

1. Preparing the table in order to prove whether there is any difference of Pre-test and Post test at Junior High school Number 1 Batanghari.

Table 15

The Authentic Table of the Differences
Between Control Class and Experiment Class
At the Eighth Graders of Junior high school number 3 Batanghari
In the academic year of 2012/2013

NO	Control Class					NO	Experiment Class				
	Subject	Pre-Test (X1)	Post-Test (X2)	Gain (X)	X2		Subject	Pre-Test (Y1)	Post-Test (Y2)	Gain (Y)	Y2
1	AS	50	70	20	400	1	AS	50	75	25	625
2	AP	55	70	15	225	2	AI	50	75	25	625
3	AL	65	70	5	25	3	AP	60	85	25	625
4	AW	55	65	10	100	4	AB	55	70	15	225
5	BA	60	80	20	400	5	AD	60	75	15	225
6	DP	60	60	0	0	6	AN	55	75	20	400
7	EN	55	60	5	25	7	AA	55	75	20	400
8	EY	55	65	10	100	8	AH	70	85	15	225
9	EI	65	70	5	25	9	DR	55	75	20	400
10	FF	65	65	0	0	10	DM	55	70	15	225
11	LI	70	70	0	0	11	DN	50	60	10	100
12	LM	60	65	5	25	12	DA	60	80	20	400
13	LW	60	65	5	25	13	EP	65	80	15	225
14	LT	60	60	0	0	14	ET	60	65	5	25
15	LM	65	75	10	100	15	FA	50	75	25	625
16	MM	50	70	20	400	16	FO	60	85	25	625
17	MU	55	55	0	0	17	GJ	55	75	20	400
18	MA	60	70	10	100	18	GA	70	80	10	100
19	NL	50	50	0	0	19	GE	55	80	25	625
20	NK	60	70	10	100	20	HK	55	80	25	625
21	RS	70	70	0	0	21	KT	50	70	20	400
22	RD	50	55	5	25	22	LM	65	85	20	400
23	RM	70	75	5	25	23	MW	75	85	10	100
24	RF	55	55	0	0	24	MA	60	80	20	400
25	RH	75	75	0	0	25	PC	55	80	25	625
26	ST	50	60	10	100	26	RR	70	90	20	400

27	SR	60	60	0	0	27	RA	55	80	25	625
28	SS	70	75	5	25	28	RS	55	85	30	900
29	SA	75	75	0	0	29	SK	60	90	30	900
30	YD	50	55	5	25	30	VG	60	80	20	400
31	YA	55	55	0	0	31	VY	70	85	15	225
32	ZM	60	75	15	225	32	YV	65	70	5	25
The Result		**1915**	**2110**	**$\sum X$ = 195**	**$\sum X^2$ =2475**	**The Result**		**1885**	**2500**	**$\sum Y$ = 615**	**$\sum Y^2$ = 13125**

2. Putting the data above and into the formula of t-*test* in order to get t-*observation*.

$$Mx = \frac{X}{N}$$

$$= \frac{195}{32}$$

$$= 6{,}09$$

$$X^2 = X^2 - \frac{(X)^2}{Nx}$$

$$= 2475 - \frac{(195)^2}{32}$$

$$= 2475 - \frac{38.025}{32}$$

$$= 2475 - 1188{,}28$$

$$X^2 = 1286{,}72$$

$$X = \sqrt{1286{,}72}$$

$$= 35{,}87$$

$$My = \frac{Y}{N}$$

$$= \frac{615}{33}$$

$$= 19{,}21$$

$$Y^2 = Y^2 - \frac{(y)^2}{Ny}$$

$$: 13125 - \frac{(615)^2}{32}$$

$$= 13125 - \frac{378.225}{32}$$

$$: 13125 - 11819{,}53$$

$$Y^2 = 1305{,}47$$

$$Y = \sqrt{1305{,}47}$$

$$= 36{,}13$$

Furthermore,theresearcheraccounted by using t-testformula:

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum X^2 + \sum Y^2}{N_x + N_y - 2}\right)\left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

$$= \frac{6,09 \ -19,21}{\sqrt{\left(\frac{1286,72+13 \quad ,47}{32+3}\right)\left(\frac{1}{32} + \frac{1}{32}\right)}}$$

$$= \frac{13,12}{\sqrt{\left(\frac{2592,19}{62}\right)(0.031 + 0.031)}}$$

$$= \frac{13,12}{\sqrt{41,80\ x\ 0,062}}$$

$$= \frac{13,12}{\sqrt{2,59}}$$

$$= \frac{13,12}{1,6}$$

$$= 8,2$$

Therefore, $t_{observed}$ is 8,2 based on the computation above

C. Interpretations

1. Interpretation of" $t_{observed}$"

   If $t_{observed} > t_{table}$, Hi is accepted and Ho is rejected

If $t_{observed} < t_{table}$, *Hi* is accepted and *Ho* is accepted.

The critical value" $t_{observed}$" is 8,2 if the researcer in to pretest it based on the statement above, it can be inferred that there is significant differences between experimental and control groups at the seventh grade students Junior High school Number 1 Batanghari in the academic year of 2012/2013.

2. Statistical Significant

The hypothesis applied in present research is the alternative hypothesis (Hi, that is: "There is a positive and significant different between the experimental group (class using of reading aloud in learning pronunciation) and the control group (class without using reading aloud in learning pronunciation) at the seventh grade student of Junior High school Number 1 Batanghari in the academic year of 2012/2013.

To know the critical value of t_{test} ($t_{observed}$). The writer firstly counted df, df is degree of freedom. The formulation of df = p x t py -2

df =p x + t y - 2

=32 + 32 – 2

= 62

After considering the t_{test} table by using df 62, the writer did not find it in t_{table}. So it's done interpolation because 62 are higher than 60 and smaller than 120.

Table 16
Critical Value of t_{table}

	5 %	1 %	0,1 %
Df 60	2,000	2 ,660	3,460
Df 120	1,980	2,617	3,373

Source: Burhan Nurgiyantoro. 2001. *Penelitian dalam Pengajaran Bahasa dan Sastra* Yogyakarta ; BPFE, UGM,P.383

Table 17

Interpolation

	5%	1/%	0.1%
df 40 + df 60/2	2,000+1,980/2	2,660+2,617/2	3,460+3,373/2
	=2,99	=2,64	=3,42

From all of data analysis above,it can be know that :

$t_{Observed}$: 8,2

t_{Table} : 2,99 (5%), 2,64 (1%) and 3,42 (0.1%)

The data confirmed that "$t_{Observed}$ is higher than t_{Table}. Therefore it can be inferred that Hi is accepted and Ho is rejected. It means that there is a positive and significant different between experimental group and control group at the seventh grade student of Junior High school Number 1 Batanghari in the academic year of 2012/2013.

D. Limitation

However, after conducting the research and gaining the data from test, the researcher found some problems faced by the students, as follows:

1. Problem in interpreting using reading aloud as technique
   a. In the first treatment "Cleopatra" the writer faced difficulty in managing the class for example when the attention, most of the students seemed very busy with themselves, the class was so noisy.
   b. The passive students under pressure to follow it
2. The Limitation of Research Result

   Although the result of this research is has proved that using reading aloud as technique is the effective technique for teaching English and has a significant influence especially for students at the eighth grade students of Junior High School Number 1 Batanghari, but it is limited for the other students and schools generally, may be for the other school the using reading aloud as technique is not the effective learning method.


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CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The focus of the study is to explore the use of reading aloud technique in teaching English to the seventh greders of the SMP N 1 Batanghari. The researcher use of reading aloud technique in teaching English can increase students' pronunciation ability. The researcher taugh the students through the reading aloud technique.

Teaching English through the reading aloud can make the students interested in the learning process, because they have a new experience in learning. The reading aloud can attract the children interest. The researher conducted that the seventh greders of the SMP N 1 Batanghari got interesting experiences in learning English through the reading aloud.

After considering the t-test table by using df.62, the researcher not found it in the table. So it's done interpolation because 62 is higher than 60 and smaller than 120, and as the result, from interpolation by using df 62, it can be known that the critical value of t_{table} for the 5% level is 2.99, the critical value of t_{table} for the 0.01% level is 3,42. From those all of the data analysis, it can be seen that $t_{observed}(8,2)$ is higher than t_{table} (5% = 2.99, 0.01% = 3.42).

The data confirm that $t_{observed}$ is higher that t_{table}, therefore it can be inferred that Hi is accepted and Ho is rejected. It means that there is significant influence of reading aloud through the students' pronunciation ability at the seventth graders of Junior High School Number 1 Batanghari, in the academic year of 2012/2013.

B. Suggestion

After the researcher had done the research at the seventh grade of Junior high school number 1 Batanghari, the researcher would like to give some suggestion as follows:

1. For the Students
   a. It is suggested to increase their ability in pronunciation.
   b. This technique can increase their ability in studying English, especially to pronunciation.
2. For the English Teacher
   a. The English teacher can use reading aloud technique in English learning in the class.
   b. The teacher gives motivation to the students to be active in teaching and learning process.

3. For the Headmaster or the School

   a. It is suggested for the headmaster in order to persuade the teachers to use this technique it can be enjoyed by the students and efficient in teaching English.

   b. It is suggested in supporting the English learning process by preparing the facilitation and instrument completely.

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CURRICULUM VITAE



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She was enrolled he study in kindergarten at TK Aisyah Sumbergede on 1995 and graduated on 1996. She continued her study at State Elementary School 1 Giri Klopomulyo on 1996 and graduated on 2002. In line with her focus of the study, she continued her study at SMP N 1 Sekampung on 2002 and graduated on 2005. Then she continued her study at SMA N 4 Metro on 2005 and graduated on 2008. In 2009 she was resgitered as a S-1 student of English Education Study program of State Islamic College (STAIN) Jurai Siwo Metro.

PERPUSTAKAAN STAIN JURAI SIWO METRO METRO