

Improving Students' English Pronunciation Through Reading Aloud

(Action Research at Twelfth Grade of SMA Warga Bakti Cimahi)

A RESEARCH PAPER

Submitted to the English Education Study Program Language and Arts
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STATEMENT

I hereby that this research paper entitled “IMPROVING STUDENTS’ ENGLISH PRONUNCIATION THROUGH READING ALOUD AT TWELFTH GRADE OF SMA WARGA BAKTI CIMAHI” is completely my own work, except where due references are made in the text and contains no material which has been submitted for the awards of any other Degree of Diploma in any University or Institution. I am fully aware that I have cited some statements and ideas from many sources, and all of the citations and properly acknowledged. If any claims related to this paper persist in the future, I will be fully responsible for clarification.

Cimahi, May 2017

Irma SitiMaesaroh

APPROVAL SHEET

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ABSTRACT

Irma SitiMaesaroh, (2017). Improving Students' Pronunciation Through Reading Aloud at Twelfth Grade at SMA WargaBaktiCimahi, Classroom Action Research.

Pronunciation is one of important abilities in learning English. Pronunciation has effect in understanding the meaning because when someone says some words but error in pronunciation, it can be giving different meaning. Based on this problem, the writer was interested to find an appropriate method to improve students' pronunciation. Reading aloud was chosen in conducting this research. The objective of the research entitled "Improving Students' English Pronunciation Through Reading Aloud" is to identify student' progress and students' responses in learning pronunciation by reading aloud. The method of the research was classroom action research (CAR). The subject of the research was the students at twelfth grade of SMA WargaBaktiCimahi academic year 2016/2017. The number of subject of the research was 13. The instruments were test of learning and observation lists to the students. The research was conducted in three cycles with procedure of the research consists of: 1) planning, 2) action, 3) observation and evaluation, and 4) reflection. From the data processing, the results were gained: 1) The use of reading aloud technique at twelfth grade at SMA WargaBaktiCimahi can improves students' pronunciation ability especially in diphthong vowels phoneme. It can be seen from the students' pronunciation improvement from pre-test and post-test in every cycle. 2) The students responded positively in learning English pronunciation using reading aloud technique based on the observation result in every cycle.

Key words: *Pronunciation Ability, Reading Aloud.*

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PREFACE

Bismillahirramanirrahim.

All praises to Allah SWT, The Lord of World, Alhamdulillahirrabil'alamin by His help the writer could complete writing this paper which entitled **“Improving Students’ English Pronunciation Through Reading Aloud at twelfth grade of SMA WargaBaktiCimahi”**.

The purpose of writing this paper is to fulfill one of the requirements for obtain *SarjanaPendidikan* Degree, at the English Department of STKIP Siliwangi Bandung.

The researcher hopes that the result of this paper would give contributions and useful for the readers and for those who are interested to this topic.

The researcher realize that this research paper is still far from being perfect. Any constructive suggestions, comments, and criticism from the readers are being waited forward.

Cimahi, May 2017

Irma SitiMaesaroh

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CHAPTER I

INTRODUCTION

In this chapter, the writer discusses background of the research, research questions, objective of the research, limitation of the problems, benefits, definition of key terms, and organization of the paper.

A. Background of the Research

Language is a tool of communication. Language is used to understand what is happening around us, to understand about the society and to make intercultural communication. As Brown (2000:5) stated “language is a system of arbitrary conventionalized vocal, written or gestures symbols that enable members of a community given to communicate intelligibly with one another”. To make a community, people need to have the same understanding and perception about their each other language so they can build a good communication. Kaswan & Suprijadi (2011; 11) claim one of the basic functions of language is establish and maintain social relations.

From the beginning independence of Indonesia, the government has understood how important its people to learn English. One of their efforts is they put English as a learning subject at school, started from elementary school until senior high school. The government always follows the improvement of methods and techniques in

teaching English from using direct method until now teaching using communicative approach.

Nowadays, the government of Indonesia decides Indonesian citizen ready to face AEC (ASEAN Economy Community). It means that all countries in ASEAN can share their territory, so the competitive of employment is getting higher. People from any parts of ASEAN can work anywhere no matter where they are coming from including for Indonesian citizen, they also can work in others ASEAN countries. The important thing is they need to have good quality. One of them is they need to be able to speak English as foreign Language.

However, in Indonesia for some students they usually think it is difficult thing to learn English. One of them is because English is different from their mother tongue so the most of Indonesian problem in learning English is pronunciation. According to Boyer (2008:1), pronunciation is defined as a necessary part of speaking (oral communication) involving three important items such as making correct sounds of a particular language, knowing how the sounds are put together in the flow of speech (not just in isolated words), and understanding how to stress words correctly and how to use intonation appropriately. Students in Indonesia are usually unaware about their pronunciation, whereas in English different pronunciation can have different meaning.

Kelly (2000: 11) also says that a consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basic on which to

asses why it is important to deal with pronunciation in the classroom. Pronunciation which led to a problem of reception, or comprehension of the meaning or function of an utterance.

Furthermore, there are many possibilities of Indonesian pronunciation problems. It can be because English teachers are using the technique or method which is monotonous, or teachers are ignore about lack of students' pronunciation skill, or maybe the teachers are also lack of teaching skill especially in pronunciation. These have impact in students' improvement in learning English language especially in pronunciation.

The subject of the research is students from twelfth grade of SMA Warga Bakti Cimahi. The writer found a case which was related to the lack of pronunciation ability. Most of students have pronunciation problems. The possibilities are they poor of vocabulary and lack of pronunciation ability. This situation caught the writer's attention and that the students' pronunciation ability should be increased through the right technique in teaching.

The researcher chooses reading aloud as a technique to solve the problems. According to Huang (2010: 148), reading aloud technique is used as the major and magic way to improve students' oral- English. Also strengthen by Gibson (2008: 30) that reading aloud is a technique which offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking sounds between words in connected speech. Regarding the situation, the researcher

would do a research entitled “Improving Students’ English Pronunciation Through Reading Aloud” at twelfth grade of SMA Warga Bakti Cimahi.

B. Research Questions

In order to get the objective of the study systematically, the following questions were raised:

1. How is the students’ progress by reading aloud in learning English pronunciation?
2. How are students’ responses in learning English pronunciation by reading aloud?

C. Objective of the Research

The objectives of this study could be stated as follows:

1. To identify the students’ progress in learning pronunciation through reading aloud strategy.
2. To know how students’ responses in learning English pronunciation through reading aloud.

D. Limitation of the Problem

The research would focus on identifying students' improving pronunciation ability with reading aloud technique in teaching English at twelfth grade of SMA Warga Bakti Cimahi in academic year 2016/2017.

E. Benefit of the Research

1. Learners

It can help them to improve their English pronunciation with fun method so that the learning activity will be more interesting.

2. Teachers

It can help them to teach their students in different way so that teaching and learning activity is not monotonous.

3. Other researchers

This research will be useful for those who want to do the research in teaching English pronunciation. The contribution of this study hopefully can help in doing their research.

F. Definition of Key Terms

1. According to Boyer (2008:1), pronunciation is defined as a necessary part of speaking (oral communication) involving three important items such as making correct sounds of a particular language, knowing how the sounds are put together in the flow of speech (not just in isolated words), and understanding how to stress words correctly and how to use intonation appropriately.
2. Reading is an active process of transferring knowledge, information and making meaning from print to visual from writer to the readers in written form that requires a great deal of practice and skill (Moreillon, 2007:68)
3. Reading aloud is a technique which offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking sounds between words in connected speech (Gibson, 2008:30)

G. Organization of the Paper

This final project has been organized from the first chapter until the last chapter.

These are the organization of the report.

Chapter I: Introduction

This chapter describes background of the research, research questions, objective of the research, limitation of the problem, benefit of the research, and the organization of the research paper.

Chapter II: Literature Review

Chapter III: Research Methodology

Chapter IV: Result and Discussion

Chapter V: Conclusion and Suggestion

CHAPTER II

LITERATURE REVIEW

In this literature review, the writer cited some theories which are related to the topic of the research, those are: pronunciation, reading, and reading aloud as a teaching strategy.

A. Pronunciation

1. Definition of Pronunciation

According to Boyer (2008:1), pronunciation is defined as a necessary part of speaking (oral communication) involving three important items such as making correct sounds of a particular language, knowing how the sounds are put together in the flow of speech (not just in isolated words), and understanding how to stress words correctly and how to use intonation appropriately.

2. Types of Pronunciation

Roach (1983: 16) cited there are some vowels phoneme and divided into:

6 short vowels phoneme:

/ɪ/ examples: it, bit, hit, etc.

/e/ examples: pet, pen, red, wet, etc.

/æ/ examples: cat, hat, black, bat, etc.

/ʌ/ examples: up, shut, cut, hut, etc.

/ɒ/ examples: pot, hot, top, fox, etc.

/ʊ/ examples: good, book, etc.

5 long vowel phonemes:

/i:/ examples: bee, see, knee, etc.

/ɜ:/ examples: burn, earn, learn, etc.

/ɑ:/ examples: barn, far, car, etc.

/ɔ:/ examples: born, corn, thorn, etc.

/u:/ examples: boon, soon, moon, etc.

8 diphthongs divided into three groups:

Three diphthong glide towards the ə:

/ɪə/ examples: ear, hear, tear, etc.

/eə/ examples: share, care, where, air, etc.

/ʊə/ examples: poor, tour, sure, etc.

Three diphthong glide towards ɪ:

/eɪ/ examples: bay, say, way, ray, etc.

/aɪ/ examples: buy, guy, shy, why, etc.

/ɔɪ/ examples: boy, toy, enjoy, etc.

Two diphthong glide towards ʊ:

/əʊ/ examples: no, show, so, though, etc.

/aʊ/ examples: now, about, aloud, etc.

3. Teaching and learning pronunciation

In teaching and learning pronunciation, there is not only teacher who has the role but the learners also have the important role to achieve the goals of teaching and learning pronunciation. Kenworthy (1987:1) says there are role of teacher and learners in teaching and learning pronunciation:

3.1 The teacher's role

a) Helping learners hear

Part of the role of the teacher is to help the learners perceive sounds. Learners will have a strong tendency to hear the sounds of English in terms of the sounds of their native language. Each language has its own set of categories. Teachers need to check that their learners are hearing sound according to the appropriate categories and help them to develop new categories if necessary.

b) Helping learners make sounds

Some sounds of English do not occur in other languages. Sometimes learners will be able to imitate the new sound, but if they cannot then the teacher needs to be able to give some hints which may help them to make the new sound(s).

c) Providing feedback

The teacher must provide them with information about the students' performance. In other cases, learners may over do something- they may make inaccurate assumptions about the way English is pronounced, perhaps because of the way it is written. This leads us to another task for the teacher.

d) Pointing out what is going on

Learners need to know what to pay attention to and what to work on. Because speaking is for the most part unconsciously controlled, learners may miss

something important. Teachers need to make learners aware of the potential of sounds- the resources available to them for sending spoken messages.

e) Establishing Priorities

Learners need the help of the teacher in establishing a plan for action, in deciding what to concentrate on and when to leave well enough alone.

f) Devising activities

In designing activities for learning, teachers must also keep in mind that certain activities suit the learning styles and approaches of some learners better than others.

g) Assessing progress

This is actually a type of feedback- learners find it difficult to assess their own progress so teachers must provide the information. Information about progress is often a crucial factor in maintaining motivation.

3.2 The learner's role

Having listed the various aspects of the teacher's role. We could say very simply that all learners to do is respond. This kind of attitude ignores the fact that ultimately success in pronunciation will depend on how much effort the learners puts into it. The teacher may be highly skilled at noticing mispronunciations and pointing

these out, but if learners take no action and do not try to monitor their own efforts, then the prospects of change or improvement are minimal.

4. Factors that affect the pronunciation learning

Kenworthy (1987:4) pointed there are some factors that affect the pronunciation learning, these are:

a) The native language

Because of the role that native language plays, there has been a great deal of research in which the sound systems of English and other languages are compared and the problems and difficulties of learners predicted. This applies not only to the individual sounds but also to combinations of sounds and features such as rhythm and intonation.

b) The age factor

Some researchers claim there is a sensitive period for language learning, and that biological changes take place in the brain after a certain age (usually said to be between 10 and 13 years). The claim is that people actually lose certain abilities after this age. In this case, the age factor would actually be closely related to the fact that children have had very recent exposure to new sounds because they have just learned their first language.

c) Amount of exposure

It is tempting to view this simply as a matter of whether the learner is living in an English- speaking country or not. If this is the case, then the learner is 'surrounded' by English and this constant exposure should effect pronunciation skills. If the learner is not living in an English- speaking environment, then there is no such advantage.

But it is obvious that we cannot talk simply in terms of residency. In addition, it is not merely exposure that matters, but how the learner responds to the opportunities to listen and to use English.

d) Phonetic ability

It is common view that some people have a 'better ear' for foreign language than others. This skill has been variously termed 'aptitude for oral mimicry', 'phonetic coding ability' or 'auditory discrimination ability'.

One study has indicated that those with good phonetics abilities benefit from pronunciation drills, task in which particular sounds are heard and the learner has to imitate again and again. Their innate abilities enable them to exploit all the opportunities to compare what they are doing with the model presented.

e) Attitude and identify

It has been claimed that factors such as a person's 'sense of identify' and feelings of 'group affiliation' are strong determiners of the acquisition of accurate pronunciation of a foreign language.

These also seems to be some evidence for these assumption. In many studies of attitude and motivation in learning, it has been shown that those learners who show positive feelings towards the speakers of the new language tend to develop more accurate, native- like accents. These positive feelings have been related to the 'integrative motivation'; the language learner is willing to be integrate into the nail speech community and is genuinely interested both in the speaker and in their culture.

f) Motivation and concern for good pronunciation

Some learners seem to be more concerned about their pronunciation than others. The desire to do well is a kind of 'achievement motivation'. Learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener.

Kenworthy (1987: 8) makes a conclusion that it would seem possible to affect one of the factors we have discussed- motivation and concern for good pronunciation. we can try to do this in the following ways:

- a) We can persuade learners of the importance of good pronunciation for ease of communication.

- b) We can continually emphasize that a ‘native- like’ accent will not be imposed as a goal. (intelligibility and communicative efficiency are the only realistic goals. They can be achieved as much, if not more, by the way the teacher reacts and the stance he or she adopts as by merely making statements).
- c) We can demonstrate concern for learners’ pronunciation and their progress in it.

B. Reading

Reading has important roles in learning English such as enlarge vocabulary, help in improving writing and speaking skill and also enlarge experience in learning foreign language (Mikulecky and Jeffries, 1986:1).

1. Definition of Reading

Reading is an active process of transferring knowledge, information and making meaning from print to visual from writer to the readers in written form that requires a great deal of practice and skills (Moreillon, 2007:68).

It is not only a communication tool but also one of important ways to improve general language skill in English.

2. Reading Aloud

2.1 Definition of Reading Aloud

Gibson (2008: 30) said that reading aloud is a technique which offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking sounds between words in connected speech.

Ariyani (2012:4) in her research about reading aloud said “Reading aloud is classroom activity which has fallen in and out of favor with teachers at various times. The main argument against it is that it can interfere with successful pronunciation; spelling clearly affects pronunciation performance adversely”

2.2 Functions of Reading Aloud

According to Huang (2010:149), reading aloud technique has four functions in foreign language:

- 1) Practicing pronunciation. When the students read aloud the text, they will learn how to pronounce the English words unintentionally.
- 2) Improving oral English. If the students are accustomed to reading aloud the text, they will increase their knowledge in brain then they can use that knowledge in communicating with other people.
- 3) Getting deeper understanding which means that the students are able to understand about the content they are reading aloud.

- 4) Increasing the knowledge. Reading will make the readers know everything that they never know before. That is why, reading aloud can add our knowledge not only about the content but also about the correct pronunciation of the words

From the theories above, it could be concluded that reading aloud gives many benefits in the teaching and learning process of pronunciation because it helps learners in improving their pronunciation ability.

C. Previous Studies

The use of reading aloud in improving students' pronunciation has been conducted by several researcher as follow:

1. Study of *Improving Pronunciation by Using Reading Aloud* has been conducted by Muflikhati (2013) using classroom action research method with the subject of the research was students of XI IPA 4 of SMA Negeri 2 kodus in academic year 2012/ 2013. The research was conducted in two cycles. From the observation and interview result, there was students' pronunciation improvement in every cycle. So, she made conclusion that reading aloud could improve the pronunciation ability.
2. Other research about improving pronunciation through reading aloud was also conducted by Adita (2014) in her research entitled *The Use of Reading Aloud*

Technique to Improve the VIII-A Grade Students' Pronunciation Achievement in Reading Narrative Texts at SMPN 1 Situbondo using classroom action research method conducted in two cycles. From the result she identified that the use of reading technique could improve the students' pronunciation achievement in reading narrative text and students' participation in teaching and learning process of pronunciation.

In the previous study above, there are a few research including the use of reading aloud in improving students' pronunciation. This research is better to know clearly about the way in conducting the research. On the other hand, the writer needs to increase knowledge about it, in order to find out a portrait the use of reading aloud technique in improving students' pronunciation ability.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher would present the method of study, which was important as a guideline to attain the objectivity of the study. It provided with research design, subject of study, source of data, instrument of study, technique of collecting data, procedure of collecting data in the action research, criterion of assessment and data processing.

A. Research Design

Research design or research methodology is the way to find the answer of the research questions and to reach the objective of the research. The method will be used Classroom Action Research (CAR). Classroom Action Research is used to identified the problem in the class then find out the wat to solve that problem. Classroom Action Research also can be used to improve the teacher professionalism in teaching.

According to Tavakoli (2012: 482) practical action research refers to a type of action research which is intended to address a specific problem within a classroom, school, university, or other community.

The purpose of the Classroom Action Research is to find out, analyze and solve the problem that found at the class in order to improve the quality of educational process in the class.

B. Setting of the Research

The research was held from 03 February 2017 until 24 March 2017 in second semester academic year 2016/ 2017 at SMA Warga Bakti Cimahi with subject research were students at twelfth grade with 17 students consist of 9 male students and 8 female students but there were 4 students who were never present when the research conducted. So, the subject of the research only focus to 13 students.

C. Factors which are Researched

There were two factors investigated in this research are as follows:

1. Students' factor investigated to find out whether reading aloud can improve their English pronunciation and identified how students' progress in scores and responses in learning English using reading aloud technique.
2. Teacher's factor investigated how was teacher mastered and prepare the material to teaching English pronunciation through reading aloud.

D. Procedures of the Research

This action research was conducted in three cycles which based on teacher's syllabus in teaching process. Each cycle held according to improvement that want to achieved. Before made action, researcher conduct pre- test to knew first students' pronunciation ability.

Kaswan & Suprijadi, D (2011: 67) write there are steps in conducting action research:

Cycle 1:

1. Reflect. Experience and perceptions are used to identify an area of focus based on a problem. Time is taken to review what is already known about the problem or focus area and to learn more about the problem. This may include a review of the literature. This phase is also referred to as *identifying and limiting the topic*.
2. Plan. A plan is developed for taking action and/ or for gathering information and data in order to observe or capture the experience or monitor the practice. In this phase that the research questions and methods are explicated.
3. Act. The researcher implements the plan or changes a practice and collects data. Data may be collected from a variety of source.
4. Observe. The researcher synthesizes and analyzes the data. Key issues related to the problem are identified. This leads to reflection once more.

Cycle 2:

1. Reflect. The researcher reflects on and interprets the information and communicates or reports it to others. A new understanding of the nature of the problem is developed. Actions are taken and a new area of focus is identified.
2. Plan. A new plan of action is developed to resolve or investigate the problem.

3. Act. A new action is taken and data are collected (perhaps the same types of data or perhaps something different).
4. Observe. The new data are analyzed, synthesized, and interpreted.

And then the researcher spirals of cycle back into the reflection process until the researcher has achieved the objective of the research.

E. Data and Data Collection Technique

1. Data resource was research personnel which consist of students and teacher.
2. Kinds of data is qualitative which gained through observation list and result of learning test.
3. Data collection technique.
 - a. Data about condition of teaching- learning implementation took with using observation page consist of observation about teacher and students.
 - b. Data about learning achievement took with using test consist of pre-test, post- test cycle I, post-test cycle II and post-test cycle III.

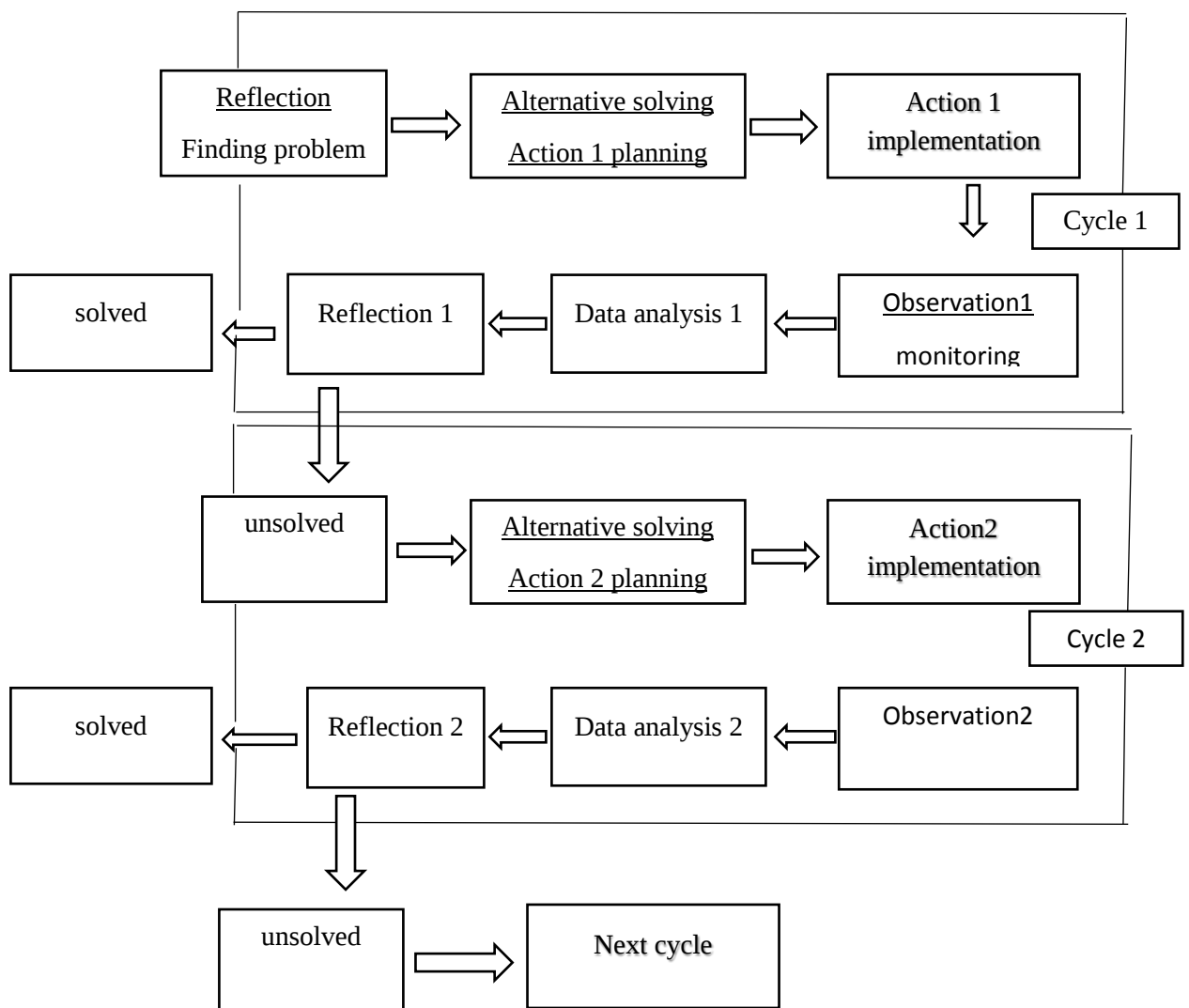
F. Performance Indicator

The success of this research was seen from two sides that is from process and result or progress which achieved by the students. In this research, the teacher and the

researcher determine criteria of successful action. The action's success was based on observation and post-test result in every cycle.

First, from process categorized success if there is minimum 75% action implementation process was appropriate with learning scenario. Second, from the result of action categorized success if there is minimum 75% the students were achieving minimum score 75 individually.

G. Action Research Cycle



CHAPTER IV

RESULT AND DISCUSSION

In this chapter, the writer would present the result of the research, all action activities in each cycle, the data which collected from the subject of the research.

A. Result of the Research

1. Preface Activity

The research began with observation activity towards English teacher at SMA Warga Bakti Cimahi on Friday, 03 February 2017 at the class of twelfth grade. From the first observation, the researcher seen that the students had no good responses when learning English especially when the teacher asked them to reading aloud.

Based on the first observation, the researcher and the teacher had agreed to improve English pronunciation by encouraging the students to read aloud more often in learning English to solve the English pronunciation problem. The researcher and the teacher had also agreed to practice English pronunciation material by using the modification syllabus from the teacher.

On Monday, 06 February 2017 the researcher had permission from the principal to do the research at SMA Warga Bakti Cimahi especially at twelfth grade, which

based on consideration to solve the teacher's problem by doing classroom action research.

On Friday 10 February 2017 the research held spoken pre- test to know students' pronunciation ability. The researcher held spoken pre- test with used two lesson hours and took place smoothly and in control. Pre- test given intended as reference to know how students' improving in learning English pronunciation as long as read aloud is used in the research.

Table 4.1 Pre-test Result

No	Student's Name	Score
1	A1	53,33
2	A2	73,33
3	A3	53,33
4	A4	80,00
5	A5	46,67
6	A6	46,67
7	A7	40,00
8	A8	73,33
9	A9	53,33
10	A10	46,67
11	A11	73,33

12	A12	46,67
13	A13	40,00
	Rate of score	55,90

From the table above, pre- test result showed that the students' pronunciation ability in twelfth grade is still low the students pronunciation errors rate is more than 50%, especially in pronounce diphthong vowels phoneme the rate score that the students get is 55,90. So, the researcher decides to focus in teaching diphthong pronunciation area.

2. Action Research Cycle I

a. Planning

After knowing about the classroom problem, the next step was made lesson plan based on the syllabus. According to the lesson plan in cycle I, lesson plan scenario arranged with the material about explanation text and pronunciation material about diphthong glide towards /ʊ/.

Next, the researcher made observation list for the students and designed evaluation device for post-test cycle I. Another preparation was consolidated of knowledge and teacher's understanding about teaching pronunciation

b. Action

Action step conducted on Friday, 17 February 2017 with material explanation text “Where Does Rain Come from?” and pronunciation material about diphthong vowels phoneme gliding to /ʊ/.

Teaching activities started with greeting and convey what will have learned by the students from the teacher. Then, the teacher did apperception that was connected the first concept which the students have about explanation text. The preference step done according to learning scenario with some conveying modifications which was not change the target of the action.

From the apperception, the teacher knew that some of the students were have no enough knowledge about explanation text. So, the teacher conveyed the main material about explanation text. In this section the teacher taught about the definition, general structure and example of explanation text in tittle “Where Does the Rain Come from?”. First, the teacher read the text as a role model and then asked some of the students to re- read the text.

Some of the students still made some mistakes in pronunciation, so the next thing was the teacher gave the pronunciation material about diphthong vowels phoneme glide towards /ʊ/. To made it easier, the teacher gave some examples of diphthong vowels phoneme from the text that has been read and asked the students to found another words which including to diphthong vowels phoneme. But some of students

still have no encourage to tried pronounce the words but the teacher gave them motivation and gave appreciation to the students which have encourage to tried to found the words.

Next, the teacher wrote some words on the white board and asked the students to pronounced the words to made sure that the students understood about the pronunciation material.

At the end of teaching activity, the teacher asked the students to mentioned the material which has been taught. And then the teacher gave motivation to students which still did not understand about the material and asked them to relearn at home or can ask to their friends if they felt shy to asked to the teacher. And teaching learning activities closed with greeting. During learning activity, the teacher made observation toward students with used observation list.

After teaching learning process the teacher made evaluation about some of deficiencies which happened during the taught in the classroom. From this evaluation, the teacher ready to fix the deficiencies at the next meeting.

c. Observation and Evaluation

1) Observation

The result of observation towards to the students showed the following matters:

- a) The students were seen uncomfortable when the teacher asked them to read aloud the text because the teacher was not often asked them to read aloud.

- b) At the beginning there were some students that not giving attention to the material that the teacher taught.
- c) Some of the students were less active in giving responses in apperception activities.
- d) The students were not maximal in making summarize about teaching material.
- e) The students were had no enthusiasm in put forward their difficulties in pronounce some words in the text.
- f) Majority of the students gave positive responses to the teacher, so there was a good interaction between students and the teacher.
- g) The students were still difficult to repeat or re-explain the knowledge that they had gained back.
- h) The students were still having no courage to asked about the material that were not clear.

Table 4.2 **Observation List towards the students**

No	The students' name	activeness	attention	response	Reflection
1	A1	-	√	-	-
2	A2	√	√	-	√
3	A3	-	√	-	-

4	A4	√	√	√	-
5	A5	-	-	-	-
6	A6	√	-	-	-
7	A7	-	-	-	-
8	A8	-	-	√	√
9	A9	√	√	-	√
10	A10	-	-	-	-
11	A11	√	√	-	√
12	A12	-	-	-	-
13	A13	-	√	-	-

Table 4.3 **result of observation towards to students in cycle I**

Result in percent	activeness	attention	Response	Reflection
Cycle I	38,46%	53,85%	15,38%	30,77%

2) Evaluation

After the teacher explained pronunciation material about diphthong vowels phoneme glide towards /o/, in the next meeting the teacher tried to re-explained about the material and then gave them some examples and how to

pronounce it and then conducted post-test cycle I on Friday, 24 February 2017. This activity conducted to knowing how far the students' mastery the pronunciation material about diphthong vowels phoneme glide towards /o/.

Table 4.4 Post-test Cycle I result compared with Pre-test result

No	Student's Name	Pre-test Score	Post-test cycle I score	Improvement
1	A1	53,33	55,56	2,23
2	A2	73,33	77,78	4,45
3	A3	53,33	55,56	2,23
4	A4	80,00	83,33	3,33
5	A5	46,67	55,56	8,89
6	A6	46,67	50,00	3,33
7	A7	40,00	50,00	10,00
8	A8	73,33	77,78	4,45
9	A9	53,33	61,11	7,78
10	A10	46,67	50,00	3,33
11	A11	73,33	77,78	4,45
12	A12	46,67	50,00	3,33
13	A13	40,00	50,00	10,00
	Rate of score	55,90	61,11	5,21

The result showed that most of the students were mastery the pronunciation material about diphthong glide towards /o/. However, there were some students who still not mastery the pronunciation material, it means the students were still need reaction. So that the teacher hopes all of students can mastery about the material. The score that the students gained in post-test cycle I, there were 9 got score under 75 and 4 students got minimum score 75.

Therefore, some of the students showed the improvement in learning pronunciation especially in diphthong vowels phoneme and rate of the score was increase from the pre-test. The rate score in post- test cycle I is 61,11. It showed that the score had increased 5,21 compared with the pre-test.

d. Reflection

In this step, the teacher made reflection about the weaknesses which are founded at the action step in the cycle I and will improved in cycle II. Some weaknesses are:

- 1) The teacher was still cannot organize the time very well in first meeting.
There some teaching scenario that still not conducted.
- 2) Not all of the students were active in learning activity because some of students were not giving attention to the teacher.
- 3) The students were still not maximal in making summarize the material.
- 4) The teacher was less giving a chance to the students to expressed their ideas

- 5) The teacher was less giving the students direction and guidance. Therefore, sometimes students were made some mistakes in giving the examples.
- 6) The students were less having courage to expressed their opinion about the material.
- 7) The students were still cannot making summarize about the material that have been taught.

With saw the score result from post- test cycle I, there was increase in mastery pronunciation material especially about diphthong vowels phoneme. But not all of the students got good score because there were 9 students from 13 who get score under 75. It still not showed the significant improvisation. The students' responses were still not good in first meeting because the teacher was still cannot mastery the class situation.

Because of there were a lot of weaknesses in action of cycle I and still not gained successes indicator in this research, so the research will continue in action in cycle II to more improve students' pronunciation especially in twelfth grade at SMA Warga Bakti Cimahi. The teacher hoped can have more effort to fix the action in next cycle.

3. Action Research Cycle II

a. Planning

According to observation result, evaluation and reflection in cycle I, the teacher made an action plan in cycle II, so that the weaknesses which were happen in cycle I can improved and gained the maximal result. The things that should improve by the teacher are:

- 1) The teacher should be able to organized the time well like planned in the lesson plan.
- 2) It is better if the teacher gave the chances to the students to expressed their idea so it will have increased the students spirit in learning English, especially in learning pronunciation.
- 3) The teacher should give guidance to the students either individually or in groups in learning process.

Beside the things above, the teacher should further have optimized all factors which effected the learning success, that was the teacher should give a chance to the students to asked if there is something that they need to asked because they did not understand about the material.

In this step, the teacher was doing the things below:

- 1) Made lesson plan for action in cycle II. Lesson plan made according to the syllabus. In the lesson plan there were some improvisation in teaching

pronunciation material. So the students were not bored in learning pronunciation.

- 2) Prepared attractive teaching media as other effort to made students more quickly in mastery the pronunciation material.
- 3) Prepared evaluation material for post- test in cycle II.

b. Action

Action step conducted on Friday, 03 March 2017 with discussion text entitled “Mobile Phone Good or Bad?” and pronunciation material about diphthong vowels phoneme gliding to /ɪ/.

Teaching activities started with opening teaching learning activities by the teacher with greeting and conveyed what will have learned by the students. After that, the teacher repeated the material that was taught in last meeting to reminded the students about explanation text and pronunciation material diphthong vowels phoneme glide towards /ʊ/. Next, the teacher did apperception which connected the students’ concept about discussion text. The preference step done according to learning scenario with some conveying modifications which was not change the target of the action.

From the apperception, the teacher starts to give material about discussion text including the definition, the characteristics, etc. After that, students asked to read

example of discussion text entitled “Mobile Phone Good or Bad?” the first thing was the teacher read the text and asked the students to listened carefully.

And then the teacher asked some of students to re-read the text. Some of students were still made some mistakes in pronounce some words, so the next thing was the teacher gave the pronunciation material again and in this meeting the material was about diphthong vowels phoneme glide towards /ɪ/. To make it easier the teacher gave some examples of diphthong vowels phoneme from the text that has been read and asked the students to found another words which included into diphthong vowels phoneme glide towards /ɪ/. In this meeting some of the students started have encourage to found the examples and tried to pronounce the words but some of the students were still have no encourage but the teacher gave them motivation and gave appreciation to the students who have encourage to tried to found the words.

Next, the teacher wrote some words on the white board and asked the students to pronounced the words which are written on the white board to made sure that the students understood about the pronunciation material.

At the end of teaching activity, the teacher asked the students to mentioned the material which has been taught. And then teacher gave motivation to the students who were still not understand about the material and asked them to relearn at home or can asked to their friends if they feel shy to asked to the teacher. And teaching learning activities closed with greeting. During learning activity, the teacher made observation toward students with used observation list.

After teaching learning process the teacher made evaluation about some of deficiencies which happened during the researcher teaching in the classroom. From evaluation, the teacher ready to fix the deficiencies on the next meeting

c. Observation and Evaluation

1) Observation

The result of observation towards to the students showed the following matters:

- a) The students started comfortable when the teacher asked them to read aloud the text.
- b) There were some students that still not giving attention to the material that the teacher taught but the teacher started can handle it.
- c) There were more students who active in giving responses in apperception activities.
- d) The students started have effort to tried to made summarize about teaching material.
- e) The students started having enthusiasm in put forward their difficulties in pronounced some words in the text.
- f) Majority of the students still gave positive responses to the teacher, so there was better interaction between the students and the teacher.

- g) Some of the students still were difficult to repeated or explained the knowledge that they have gained back.
- h) The students started have encouraged to asked about the material that were not clear.

Table 4.5 **observation list towards students in cycle II**

No	The students' name	activeness	attention	response	Reflection
1	A1	-	√	√	√
2	A2	√	√	√	√
3	A3	-	√	√	-
4	A4	√	√	√	√
5	A5	-	-	-	-
6	A6	√	√	-	-
7	A7	-	√	-	-
8	A8	√	-	√	√
9	A9	√	√	√	√
10	A10	-	√	-	-
11	A11	√	√	√	√
12	A12	-	√	-	-

13	A13	-	√	-	-
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Table 4.6 observation result towards the students in cycle II compared with cycle I

Result in percent	activeness	attention	response	Reflection
cycle I	38,46%	53,85%	15,38%	30,77%
Cycle II	46,15%	84,61%	53,84%	46,15%
improvement	7,69%	30,76%	38,46%	15,38%

2) Evaluation

After the teacher explained pronunciation material about diphthong vowels phoneme glide towards /ɪ/, in the next meeting the teacher tried to re-explained about the material and then gave them some examples and how to pronounce it and then conducted post- test cycle II on Friday, 10 March 2017. This activity conducted to knowing how far the students' mastery the pronunciation material about diphthong vowels phoneme glide towards /ɪ/.

Table 4.7 **Post-test cycle II result compared with post-test cycle I**

No	Student's Name	Post-test cycle I	Post-test cycle II	Improvement
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		Score	score	
1	A1	55,56	66,67	1,11
2	A2	77,78	80,00	2,22
3	A3	55,56	66,67	1,11
4	A4	83,33	86,67	3,34
5	A5	55,56	73,33	17,77
6	A6	50,00	66,67	16,67
7	A7	50,00	66,67	16,67
8	A8	77,78	86,67	8,89
9	A9	61,11	73,33	12,22
10	A10	50,00	66,67	16,67
11	A11	77,78	80,00	2,22
12	A12	50,00	66,67	6,67
13	A13	50,00	73,33	23,33
	Rate of score	61,11	73,33	12,22

The result showed that most of the students were mastery the pronunciation material about diphthong glide towards /ɪ/. However, there were some students were still not mastery the pronunciation material, so they were still need reaction to made the students can mastery about the material.

From the score that the students gained in post-test cycle II, there were significant improvements. It shows that some of the students started mastery the pronunciation material. Some of the students showed the improvement in learning pronunciation especially in diphthong vowels phoneme and rate of the score was increase from the post- test cycle I. The rate score in post- test cycle II is 73,33. It showed that the score has increased 12,22 compared with the post-test in cycle I.

According to the success indicator, the research will categorize success if 75% students gain the minimum score 75. Because of there were less of 75% students gain score 75 so, the action research will continue in cycle III.

d. Reflection

In cycle II, there were some positive improvement and good responses that showed by the students, but there were still some weaknesses in action in cycle II. The teacher made evaluation about the weaknesses which were founded at the action step in the cycle II and will improve in cycle III. Some weaknesses were:

- 1) In this cycle, time organize was better than before but there was some teaching scenario that was still not conducted.
- 2) There were some students who still did not giving attention in apperception process.

- 3) The students were still not maximal in making summarize the material.
- 4) The teacher started give the students direction and guidance but still not maximal.
- 5) The students are still cannot making summarize about the material that have been taught.

With saw the score result from post- test cycle II, there was improvement in mastery pronunciation material especially about diphthong vowels phoneme. But the research success indicator was still not achieved yet. Because of there were some weaknesses in action of cycle II and still not gained successes indicator in this research, so the research will continue in action in cycle III to more improved the students' pronunciation especially in twelfth grade at SMA Warga Bakti. The teacher hoped can have more effort to fix the action in next cycle.

4. Action Research Cycle III

a. Planning

According to observation result, evaluation and reflection in cycle II, the teacher made an action plan in cycle II, so that the weaknesses which were happened in cycle II can improved and gained the maximal result. The things that should improve by the teacher are:

- 1) The teacher should be better in organize the time like planned in the lesson plan.
- 2) It was better if the teacher combined apperception with attractive activity so the students would give more attention to what the teacher conveyed.
- 3) The teacher should give guidance to the students either individually or in groups in learning process.

Beside the things above, the teacher should further optimize all factors which effected the learning success, that was the teacher should give a chance to the students to asked if there is something that they need to asked because they did not understand about the material.

In this step, the teacher did the things below:

- 1) Made lesson plan for action in cycle III, it made according to the syllabus. In the lesson plan there were some improvisation in teaching pronunciation material. So the students were not bored in learning pronunciation.
- 2) Prepared attractive teaching media as other effort to made students more quickly in mastery the pronunciation material.
- 3) Prepared evaluation material for post- test in cycle III.

b. Action

Action step conducted on Friday, 17 March 2017 with material discussion text entitled “Abortion Controversial Issue” and pronunciation material about diphthong vowels phoneme gliding to /ə/. Teaching activities started with opening by the teacher with greeting and conveyed what will learn by the students. After that, the teacher repeated the material that was taught in last meeting to reminded the students about discussion text and pronunciation material diphthong vowels phoneme glide toward /ɪ/. Next, the teacher did apperception which connected the students’ concept about discussion text. The preference step done according to learning scenario with some conveying modifications which was not change the target of the action.

From the apperception, the teacher knew that some of the students were more understand about discussion text and pronunciation especially about diphthong vowels phoneme. After that, students asked to read another example of discussion text entitled “Abortion Controversial Issue” the first thing was the teacher read the text and asked the students to listened carefully.

And then the teacher asked some of students to re-read the text. Some of the students were still made some mistakes in pronounce some words, but the mistakes were fewer than before so the next thing was the teacher gave the pronunciation material again and in this meeting the material was about diphthong vowels phoneme glide towards /ə/. To make it easier, the teacher gave some examples of diphthong vowels phoneme from the text that has been read and asked the students to found

another words which included into diphthong vowels phoneme glide towards /ə/. in this meeting, there were more students have encouraged to found the examples and tried to pronounce the words. However, the teacher gave them motivation and gave appreciation to the students which have encourage to tried to find the words.

Next, the teacher wrote some words on the white board and asked the students to pronounced the words which were written on the white board to made sure that the students were understand about the pronunciation material.

At the end of teaching activity, the teacher asked the students to mentioned the material which has been taught. And then the teacher gave motivation to students which were still not understand about the material and asked them to relearn at home or can asked to their friends if they feel shy to asked to the teacher. And teaching learning activities closed with greeting. During learning activity, the teacher made observation toward students with used observation list. After teaching learning process the teacher made evaluation about some of deficiencies which happened during the teacher teaching in the classroom.

c. Observation and Evaluation

1) Observation

The result of observation towards to the students showed the following matters:

- a) The students were more comfortable when the teacher asked them to read the text aloud.

- b) The students were giving good response to the material that the teacher taught.
- c) Most of the students were active in giving responses in apperception activities.
- d) Most of the students have effort to tried to made summarize about teaching material.
- e) Most of the students have enthusiasm in put forward their difficulties in pronounce some words in the text.
- f) The students gave positive responses to the teacher, so there was better interaction between the students and the teacher.
- g) Some of the students were still difficult to repeat or explain the knowledge that they have gained back.
- h) Most of the students have encouraged to asked about the material that were not clear.

Table 4.8 **observation lists towards to the students in cycle III**

No	The students' name	activeness	attention	response	Reflection
1	A1	√	√	√	√
2	A2	√	√	√	√
3	A3	√	√	√	-

4	A4	√	√	√	√
5	A5	-	√	√	-
6	A6	√	√	√	-
7	A7	-	-	√	-
8	A8	√	√	√	√
9	A9	√	√	√	√
10	A10	-	√	√	-
11	A11	√	√	√	√
12	A12	-	-	√	-
13	A13	-	√	√	√

Table 4.9 **result of observation towards to the students in cycle III compared with cycle II**

Result in percent	activeness	attention	response	Reflection
Cycle II	46,15%	84,61%	53,84%	46,15%
Cycle III	61,54%	84,61%	100%	53,85%
improvement	15,39%	0%	46,16%	7,70%

2) Evaluation

After the teacher explained pronunciation material about diphthong vowels phoneme glide towards /ə/ in the next meeting teacher tried to re-explain about the material and then gave them some examples and how to pronounce it and then conducted post- test cycle III on Friday, 24 March 2017. This activity conducted to knowing how far the students' mastery the pronunciation material about diphthong vowels phoneme glide towards /ə/.

Table 4.10 **Post-test cycle III result compared with post-test cycle II result**

No	Student's Name	Post-test cycle II score	Post-test cycle III score	Improvement
1	A1	66,67	83,33	16,66
2	A2	80,00	91,67	11,67
3	A3	66,67	83,33	16,66
4	A4	86,67	91,67	5,00
5	A5	73,33	75,00	1,77
6	A6	66,67	75,00	8,33
7	A7	66,67	75,00	8,33
8	A8	86,67	91,67	5,00
9	A9	73,33	83,33	10,00

10	A10	66,67	75,00	8,33
11	A11	80,00	83,33	3,33
12	A12	66,67	75,00	8,33
13	A13	73,33	75,00	1,67
	Rate of score	73,33	81,41	8,08

The result showed that most of students were mastery the pronunciation material about diphthong glide towards /ə/ and most of the students were have positive responses in learning pronunciation about diphthong glide toward /ə/. From the score that the students gained in post-test cycle III, all of the students have score more than 75. It showed that most of students were mastery the pronunciation material. Some of the students showed the improvement in learning pronunciation especially in diphthong vowels phoneme and rate of the score was increased from the post- test cycle II. The rate score in post- test cycle III is 81,41. It shows that the score has increased 8,08 compared with the post-test in cycle II. According to the result, there were no one students who gained score under 75.

As it is showed at the success indicator, the research will categorize success if 75% students gain the minimum score 75 and in this post-test, the result showed that no one student got score under 75 all of the students gained

score minimum score or in other words, more than 75% students gained the minimum score. So it can be summarized that the research was successful.

d. Reflection

Reflection activity in this cycle, showed good result for the teacher. Observation result which conducted by the researcher as a teacher in twelfth grade at SMA Warga Bakti Cimahi showed that teaching pronunciation material about diphthong vowels phoneme through reading aloud gave good result.

Besides, there were improvement in number of the students who can pronounced the words especially which have diphthong vowels phoneme when they were read the text. There were more students who gave attention in apperception process, tried to mentioned the words which were including to diphthong vowels phoneme and pronounce the words correctly, summarized the material, asked to what they did not understand and re-explain about the material that have been taught. In globally, the weaknesses and the deficiencies which were exist in action in cycle I were improve in cycle II, and the weaknesses and deficiencies in action in cycle II were improve in cycle III.

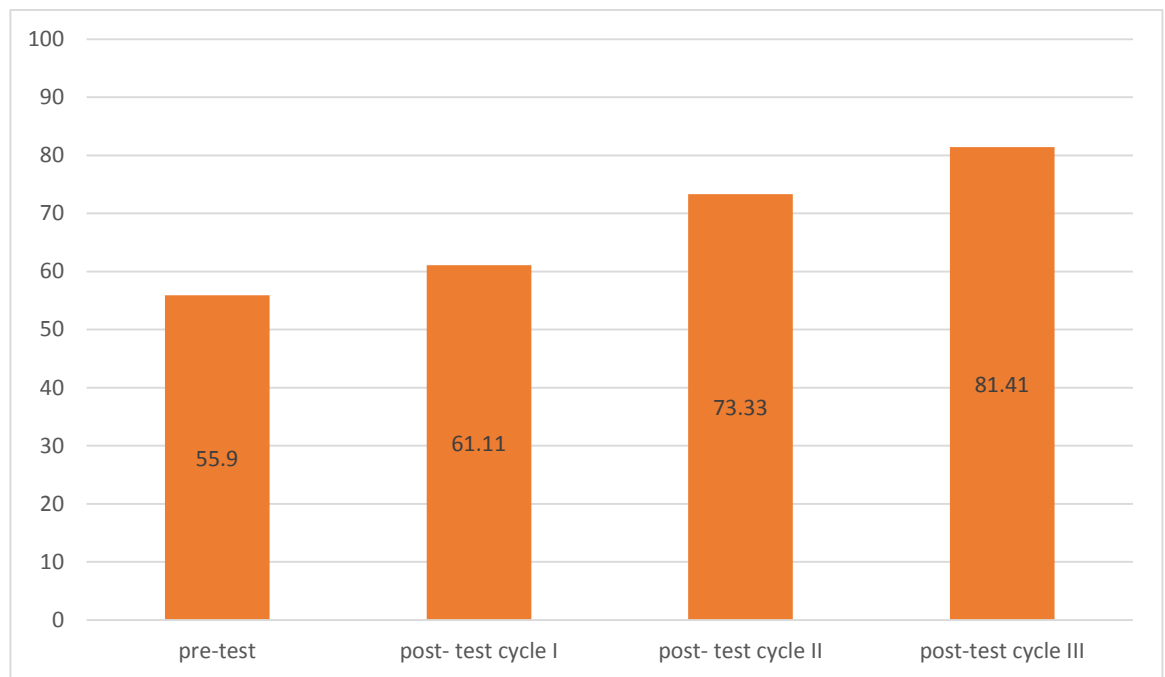
According to the result from post-test cycle III, there were more than 75% students who gained minimum score 75 in pronunciation test. So, we can summarize

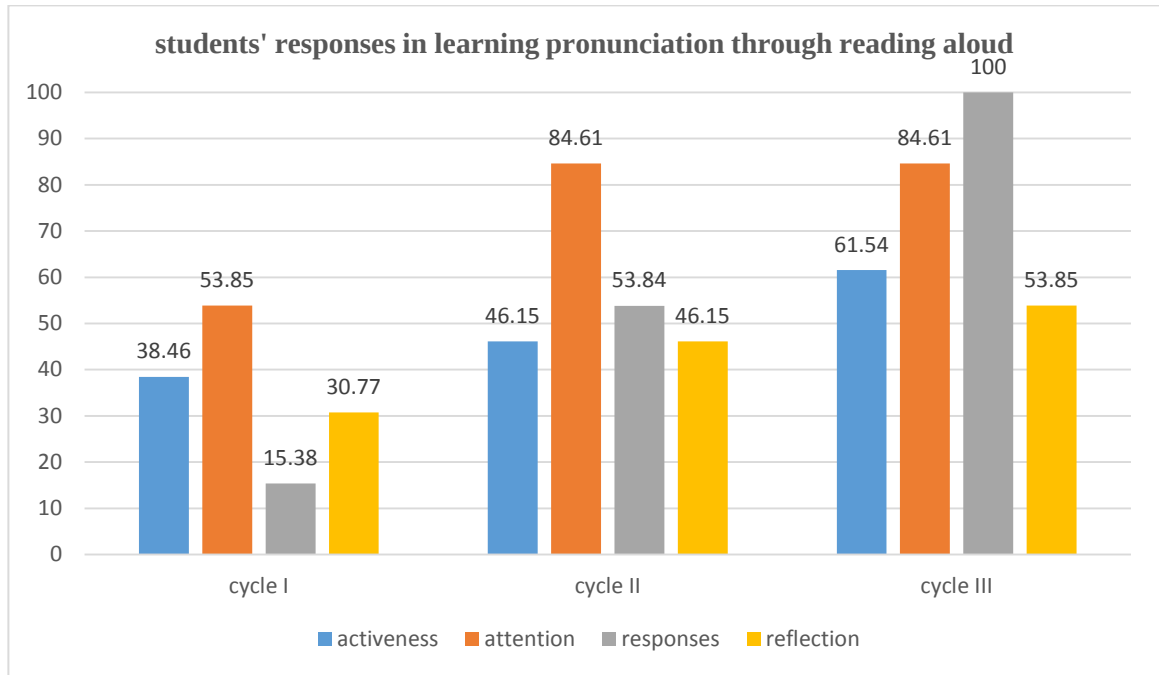
that the action in this cycle III was successful and the research will finish in this cycle.

So, the research questions of this research had answered that the students' pronunciation ability in twelfth grade at SMA Warga Bakti Cimahi had improved and the students' responded positively to the use of reading aloud technique in learning pronunciation.

Students' pronunciation ability and students' responses improvement also can be seen at the chart below.

students' pronunciation improvement in every cycle





B. Discussion

The research was conducted using classroom action research and applying reading aloud technique in improving students' pronunciation ability brought satisfying result both in term of the improvement of students' pronunciation ability and students' responses. The findings then can be theorized in two major points as follows: 1) reading aloud technique can improve students' pronunciation ability, and 2) reading aloud technique can improve students' responses in learning process.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter discusses about conclusion and suggestion based on the result of the research and discussion which presented in the previous chapter.

A. Conclusion

Based on result and discussion of the research, we can conclude that:

1. The use of reading aloud technique at twelfth grade at SMA Warga Bakti Cimahi can improves students' pronunciation ability especially in diphthong vowels phoneme. It can be seen from the students' pronunciation improvement from pre-test and post-test in every cycle. From pre-test result the rate of score was 55,97 compared to post-test cycle I result the score rate was 61,11 and the score improvement was 5,21. From post-test cycle I result compared to post-test cycle II result the score rate was 73,33 and the score improvement was 12,22. From post-test cycle II result compared to post-test cycle III result the score rate was 81,41 and the score improvement was 8,04. So, we can see that the students were showed pronunciation ability improvement in every cycle.

2. The students were response positively in learning English pronunciation using reading aloud technique. The students have good improvement in some aspects:

- Activeness. Students' activeness percentage has improvement in every cycle. It can be seen from action in cycle I result of students' activeness was 38,46% and then in cycle II students' activeness has improve in 7,69%, in cycle III it was improving in 15,39% with final result was 61,54%.
- Attention. Students' attention percentage has improvement in every cycle. It can be seen from action in cycle I the result of students' attention was 53,86% and then in cycle II students' attention has improve in 30,76%, in cycle III it was no improving in percentage but the final result was 84,61% it means that most of students was give attention to the material that the teacher gave. And the teacher can handle the students who did not give the attention.
- Response. Students' response percentage has improvement in every cycle. It can be seen from action in cycle I the result of students' response was 15,38% and then in cycle II students' attention has improve in 38,46%, in cycle III it was improving in 46,16% with final result was 100%. It means that all of students was giving positive response to the teacher instructions.

- Reflection. Students' reflection percentage has improvement in every cycle. It can be seen from action in cycle I the result of students' response was 30,77% and then in cycle II students' attention has improve in 15,38%, in cycle III it was improving in 7,70% with final result was 53,85%.

B. Suggestions

From the conclusion above, there are some suggestions that are proposed by the writer:

1. The teacher

The teacher, hoped can makes reading aloud as good habit in learning and gives positive feedback when the students make a mistake to motivate the students and in order to improve students' English pronunciation ability.

2. The students

The researcher hopes that the students can find the way to more improve their pronunciation ability in various ways for example by using reading aloud technique.

3. The further Researcher

For the further researchers who want to do a research which relevance with this research, the writer hopes the results of the research can use as a reference.

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