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IMPROVING STUDENTS' PRONUNCIATION THROUGH READING ALOUD STRATEGY

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Abstract

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

Keywords: *Improving, pronunciation, reading aloud, strategy*

BACKGROUND

Pronunciation is one of three English language components that sometimes obstruct people to make effective communication in English. Harmer (2007:248) states that some language groups may have particular intonation or stress patterns in phrase and sentence which sound strange when replicated in English and there are many individual sounds which cause difficulty for speakers of various different first languages. It means that it is rather hard to students especially for Indonesia students who learn English as a foreign language.

From junior high school to university level, students learn English as one of compulsory subjects. In Curriculum 2013 e.g KD 4.1 for the same level students are expected to construct simple verbal text to utter and to respond greeting, taking leave, thanking, and apology, by noticing social functions, text structures, and language features in which pronunciation presents which are correct and according to context (Kemendikbud, 2014a: 3, 178-179). It means that teaching and learning pronunciation is one of important things for students. Yet many students face problems especially in learning pronunciation.

Firstly, many students have low motivation in learning English. They are reluctant and lack confidence to master English pronunciation. They are rigid and unusual to produce new words or phrases so the experience of pronunciation some words or phrases are less.

Secondly, it was about lesson time in which only has twice meetings per week English lesson in school. English materials were learned generally without focused on

pronunciation. So they don't have enough time to learn about English pronunciation.

Thirdly, teacher used monotonous technique or method so they get bored and less paid full attention what was taught by teacher.

Based on pre observation at the seventh grade students of MTs Negeri Palu Barat that conducted by researchers, some problems in students' English pronunciation were identified. Firstly, the students had low ability to pronounce words correctly caused by some factors such as mother tongue interference and lack pronunciation practice. For example, the students mostly pronounce the word *very* by /'feri/ instead of /'veri/ since they are not familiar with English fricative labio-dental sound /v/ and consonant do not exist in Indonesian language, like /v/ sound.

In other hand, for Indonesian language, the sounds /s/ and /ʃ/ do not change the meaning of the words. The example is when someone pronounces /saya/ with /ʃaya/ other people are still able to understand that the meaning refers to himself/herself. There are several words that are difficult to distinguish and pronounce for the students namely; sound /Ɵ/ for word /*think*/ and sound /ð/ for word /*they/* and sound /ʧ/ for word /*chair/*.

Another possibility was that the students' lack practice of pronunciation in the classroom. It happened because the teacher still used the monotonous technique by commanding the students to read the text and answer the following questions without giving any interesting or challenging activity to motivate and tune up students' mood.

Based on the problems, the researchers were interested in conducting a research about pronunciation with focus on consonants pronunciation only. The focus is not all the English consonants, but only several consonants that do not exist in Indonesian language namely; /v/, /ð/, /Ɵ/, /ʃ/ and /ʧ/ sound. The sounds are still difficult for the students to pronounce well. Therefore, based on the problems mentioned, the researchers offered a solution to solve this problem by using reading aloud as a technique to improve students' pronunciation.

Reading aloud is an activity to read something loudly. Reading aloud is necessary to be learned. It also has function for increasing oral English and it is good for pronunciation practice. It is supported by Huang (2010: 148) stated that reading aloud is an important part in education for all-around development, which has several functions in English teaching. As Indriani (2001:1) stated in her book pronunciation is one of the most difficulties areas of English language. Because of that the researchers need a solution to minimize that difficulty, one of them is reading aloud.

By reading aloud, students can test themselves whether the pronunciations that they are saying correct or not. In addition, Huang also said that reading aloud is used as the major and magic way to improve students' oral English.

Reading aloud is a simple way to learn faster and better and it is easy to be done by students. For some students who do not have the confidence to practice spoken English, reading aloud also can help them to overcome this problem. Moreover, Reading aloud is important in teaching pronunciation. Reading aloud is an interesting way to make the students enjoy in studying pronunciation. It gives the students an opportunity to practice English sound in a class and with this technique the students will know more about good English pronunciation that have not be learnt before. This technique leads the students to read with correct pronunciation. Reading in loud voice is intended to be pronouncing the words, phrases, and sentences with correct pronunciation. Besides, reading aloud technique did not need a big preparation because to do this technique is very simple and the students

are easy to do this. Therefore, this technique is easy to practice and has many benefits for students, notably in their pronunciation ability. Based on that explanation, the researchers selected reading aloud as the innovative teaching technique for improving the students' ability in pronunciation by using narrative text in improving pronunciation.

Narrative text is a constructive format (as a work of writing) that describes a sequence of non-fictional or fictional events. Narrative text is telling a story what happened in the past. It can also make the students add their knowledge in narrative text. According to Kurniawati et al. (2009:8) stated that narrative text is arranged to entertain or tell fiction stories to readers.

As mentioned previously, the students face problem in pronunciation, therefore the researchers want find out whether or not reading aloud technique can improve the students' pronunciation of the seventh grade at MTs Negeri Palu Barat.

METHOD OF THE RESEARCH

This research is a true experimental research in her research. There are two groups, namely Experimental Group (EG) and Control Group (CG). EG is the group that received the treatment from researchers, namely reading aloud as an approach in teaching pronunciation. Whereas the CG is a group that does not given to the experimental treatment or reading aloud technique. Both of groups were tested before and after the treatment. This research used by formula of Arikunto (2006:86) as follows:

Experimental group	O1 X O2
Control Group	O3 X O4

Where:
O1, O3= Pre-test
x = Treatment
O2, O4= Post-test

The population of this research was all of students of the seventh grade of MTs Negeri Palu Barat. There are six classes of the seventh grade in MTs Negeri Palu Barat. They were class VIIA up to VIIF in which consisted of 36 until 38 students in each class.

The sample was divided in two classes: experimental group and control group. The sample was selected by cluster random sampling. It used only two classes of six classes available, randomly. The ways of selecting the sample as follows; the first, the researchers rolled the six pieces of paper, which contained the six classes' names and put them in a box, and shake them several times. After that, the researchers took two of them from the box. The first paper taken was the experimental group and the second paper taken was control group.

The instruments used in this research were tape recorder and test in consisting of pre-test and post-test. In pre-test, the researchers gave a list of words and sentences to pronounce in English. The researchers asked them one by one to read them. It aimed to find out whether the students had known how to pronounce some words and sentences in English or not yet. The pronunciation test of words got one score for one correct item while the pronunciation test of sentences got three scores for one correct item. To make it clear, the researchers drawn the following table:

Table 1. The scoring system of the test

No	Name of test	Number of test items	Score per item	Maximum score
1.	Pronunciation test of words	ʃ = 5 ð = 5 ϴ = 5 'v = 5 ʧ = 5	1 1 1 1 1	5 5 5 5 5
2.	Pronunciation test of sentences	5	3	15
	Total			40

The test was given to the students after six times treatment. The test was the same

level as the pre-test. It aims at finding out the significant result after using reading aloud technique. For gathering significant result, the researchers asked students to read one by one a list of words and sentences in English in front of the class loudly then using tape recording and the students' pronunciation were analyzed by replaying their voice recording.

The researchers analyzed the data statistically. Firstly, the researchers computed students' Individual Score (IS), the researchers was applying the formula proposed by Purwanto (2008:102) as follows:

$$S = \frac{R}{N} X\ 100$$

Where:
S = Number of scores' needed
R = Number of students' score
N = Maximum score of test

After computing the Individual Score (IS), the researchers computed students' mean both of pre-test and post-test. It is formulated as follows:

a. Mean of Variable 1

$$M_x = \frac{\sum \chi}{n}$$

b. Mean of Variable 2

$$M_y = \frac{\sum y}{n}$$

Where: M = Mean (Average score all of students)
$\Sigma\chi$ = The total scores of all of students in variable 1
Σy = The total score of all of students in variable 2
n = The number of students

c. Determining the standard of deviation of variable 1

$$SD_x = \sqrt{\frac{\sum x^2}{n}}$$

d. Determining the standard of deviation of variable 2

$$SD_y = \sqrt{\frac{\sum y^2}{n}}$$

Where:
SD = Standard of deviation
$\sum x^2$ = Sum of deviation of the total score of all of students in variable 1
$\sum y^2$ = Sum of deviation of the total score of all of students in variable 2
n = The number of students

e. Determining the standard error mean of variable 1

$$SE_{Mx} = \frac{SD_x}{\sqrt{n-1}}$$

f. Determining the standard error mean of variable 2

$$SE_{My} = \frac{SD_y}{\sqrt{n-1}}$$

Where :
SE = Standar Error mean
SD_x = The total score of standar deviation in variable 1
SD_y = The total score of standar deviation in variable 2
n = The number of students
1 = Valid number

g. Determining the standard error mean difference of M_1 and M_2

$$SD_{Mx-My} = \sqrt{{SE_{Mx}}^2 + {SE_{My}}^2}$$

Where :
SD_{Mx-My} = Standard error of difference between variable 1 and variable 2
${SE_{Mx}}^2$ = The total score of standard error in variable 1
${SE_{My}}^2$ = The total score of standard error in variable 2

h. Determining t_o with the formula

$$t_o = \frac{M_x - M_y}{SE_{Mx-My}}$$

Where :

t_o = t-test value
M_x = Mean of students' score in variable 1
M_y = Mean of students' score in variable 2
SE_{Mx-My} = The total score of standard error of difference between variable 1 and variable 2

(Sudijono, 2007: 311)

In proofing the effectiveness of using reading aloud technique, the researchers tested the hypothesis if it is accepted or rejected. If t_o value is higher than t_{table}, the alternative hypothesis (Ha) is accepted. In other word, the use of reading aloud technique should be effective to improve the students' pronunciation. On the other hand, if the t_o value is lower than t_{table}, the hypothesis (Ha) is rejected. It means that the use of reading aloud technique does not improve the students' pronunciation.

FINDING AND DISCUSSION

The researchers present result of pre-test of experimental group and control group in the table. The first one was the result of pre-test of experimental group and the second one was the result of control group.

The Result of Pre-Test

The result of pre-test of experimental group can be seen in the following table:

Table 2. The result of pre-test of experimental group

No	Initial	Obtained Score			Individual Score
		Pronun-ciation of Words	Pronun-ciation of Sentences	Total	
		25	15	40	
1	AG	4	7	11	27.5
2	AV	18	7	25	62.5
3	AA	6	7	13	32.5
4	DS	12	6	18	45
5	H	10	7	17	42.5
6	IW	8	8	16	40
7	IB	11	5	16	40
8	IN	8	6	14	35
9	IA	7	8	15	37.5
10	K	10	8	18	45
11	LT	7	6	13	32.5
12	MK	9	5	14	35
13	M	6	7	13	32.5
14	MA	12	6	18	45
15	MI	12	8	20	50
16	MF	4	5	9	22.5
17	MR	8	8	16	40
18	MI	10	5	15	37.5
19	MH	11	6	17	42.5
20	MFI	7	7	14	35
21	MA	9	6	15	37.5
22	MD	8	7	15	37.5
23	MZ	12	8	20	50
24	MY	4	5	9	22.5
25	MN	7	5	12	30
26	NH	8	6	14	35
27	NI	7	5	12	30
28	NF	10	8	18	45
29	NIK	9	10	19	47.5
30	RA	10	7	17	42.5
31	RFS	9	6	15	37.5
32	RZ	6	5	11	27.5
33	RA	7	8	15	37.5
34	S	5	6	11	27.5
35	SH	8	6	14	35
36	TAP	6	5	11	27.5
37	RW	7	6	13	32.5
38	CL	8	7	15	37.5
Total				568	

In table 2, it is seen that the score of AV was 62.5. His score was the highest score among all of students. Meanwhile, the lowest score was 22.5, they were MF and MY's score. Further, the mean calculation was as follows:

$$M = \frac{\Sigma \chi}{n}$$

$$\mathrm{M} = \frac{1420}{38} = 37.36$$

The mean score of experimental group in pre-test was 37.36. It indicated that the students' pronunciation ability of MTs Negeri Palu Barat was low before treatment.

The result of pre-test of control group can be seen in the following table:

Table 3. The result of pre-test of control group

No	Initial	Obtained Score			Individual Score
		Pronun-ciation of Words	Pronun-ciation of Sentences	Total	
		25	15	40	
1	AAR	8	7	15	37.5
2	AR	6	5	11	27.5
3	AFL	7	5	12	30
4	AR	8	7	15	37.5

5	A	11	8	19	47.5
6	AH	9	7	16	40
7	AR	5	5	10	25
8	AN	12	7	19	47.5
9	BA	10	8	18	45
10	CN	12	8	20	50
11	DZ	4	5	9	22.5
12	EZ	5	5	10	25
13	FF	8	6	14	35
14	GA	7	7	14	35
15	H	9	5	14	35
16	JM	7	6	13	32.5
17	LA	7	5	12	30
18	L	9	6	15	37.5
19	MH	13	8	21	52.5
20	MN	5	5	10	25
21	MS	6	6	12	30
22	MA	10	7	17	42.5
23	MY	7	7	14	35
24	MF	9	7	16	40
25	MN	8	7	15	37.5
26	NJ	9	6	15	37.5
27	NN	6	5	11	27.5
28	QR	8	5	13	32.5
29	RR	7	5	12	30
30	RH	9	6	15	37.5
31	RL	8	6	14	35
32	RM	6	5	11	27.5
33	RN	7	5	12	30
34	RW	7	5	12	30
35	SF	10	7	17	42.5
36	T	8	7	15	37.5
37	ZF	7	7	14	35
Total				522	∑1305

From the table, the score of A and AN were 47.5. Their score were highest score among all of students. Meanwhile, the lowest score was 22.5, it was DZ's score. Further, to find out the mean score of the control group in pre-test, the researchers applied the formula as stated in previous chapter. The mean score calculation as follows:

$$M = \frac{\Sigma y}{n}$$

$$M = \frac{1305}{37} = 35.27$$

The mean score of control group in pre-test was 35.27. It indicated that the pronunciation ability of the students of Mts Negeri Palu Barat was low the same as the score of experimental group in pre-test before treatment.

From both calculations, the differences between the mean score of both groups in pre-test were nearly equal before conducting the treatment.

The Result of Post-Test

On the next step, the researchers gave post-test to the students to measure their ability in pronunciation after applying her technique. The result of post-test of experimental group can be seen in the following table:

Table 4. The Result of Post-test of Experimental Group

No	Initial	Obtained Score			Individual Score
		Pronun-ciation of Words	Pronun-ciation of Sentences	Total	
		25	15	40	
1	AG	20	10	30	75
2	AV	25	13	38	95
3	AA	18	12	30	75
4	DS	24	12	36	90
5	H	19	10	29	72.5
6	IW	17	11	28	70
7	IB	22	12	34	85
8	IN	21	13	34	85
9	IA	20	11	31	77.5
10	K	23	14	37	92.5
11	LT	18	10	28	70
12	MK	18	13	31	77.5
13	M	16	13	29	72.5
14	MA	25	12	37	92.5
15	MI	23	13	36	90
16	MF	18	11	29	72.5
17	MR	19	12	31	77.5
18	MI	23	10	33	82.5
19	MH	21	13	34	85
20	MFI	19	13	32	80
21	MA	18	11	29	72.5
22	MD	20	14	34	85
23	MZ	25	13	38	95
24	MY	18	10	28	70
25	MN	19	12	31	77.5
26	NH	20	13	33	82.5
27	NI	20	11	31	77.5
28	NF	23	13	36	90
29	NIK	21	14	35	87.5
30	RA	20	13	33	82.5
31	RFS	19	12	31	77.5
32	RZ	18	10	28	70
33	RA	20	13	33	82.5
34	S	17	12	29	72.5
35	SH	19	13	32	80
36	TAP	22	10	32	80
37	RW	20	11	31	77.5
38	CL	21	13	34	85
Total				1225	∑3062.5

On the table above, the highest score of post-test's result of experimental group was 95, it was possessed by AV and MZ. On the other hand, the lowest score was showed by IW, LT, MY, RZ, and namely 70 scores.

Further, to find out the mean score of the experimental group in post-test, the mean calculation as follows:

$$M = \frac{\sum x}{n}$$

$$\mathrm{M} = \frac{3062{,}5}{38} = 80.59$$

The mean score in post-test of experimental group was 80.59. It indicated that it had a significant progress of mean score from 37.36 in the pre-test to 80.59 in the post-test. On the contrary, their pronunciation improved after applying technique. As a result, the researchers conclude that reading aloud technique can improve students' pronunciation.

Table 5. The Result of Post-test of Control Group

No	Initial	Obtained Score			Individual Score
		Pronun-ciation of Words	Pronun-ciation of Sentences	Total	
		25	15	40	
1	AAR	20	12	32	80
2	AR	18	10	28	70
3	AFL	19	10	29	72.5
4	AR	21	12	33	82.5
5	A	22	13	35	87.5
6	AH	19	11	30	75
7	AR	15	10	25	62.5
8	AN	21	10	31	77.5
9	BA	18	12	30	75
10	CN	21	10	31	77.5
11	DZ	16	8	24	60
12	EZ	13	8	21	52.5
13	FF	15	9	24	60
14	GA	17	10	27	67.5
15	H	18	10	28	70
16	JM	18	9	27	67.5
17	LA	17	8	25	62.5
18	L	17	11	28	70
19	MH	21	12	33	82.5
20	MN	16	8	24	60
21	MS	15	8	23	57.5
22	MA	20	12	32	80
23	MY	17	10	27	67.5
24	MF	19	9	28	70
25	MN	18	7	25	62.5
26	NJ	15	7	22	55
27	NN	16	8	24	60
28	QR	18	10	28	70
29	RR	19	9	28	70
30	RH	14	6	20	50
31	RL	18	8	26	65
32	RM	14	7	21	52.5
33	RN	17	8	25	62.5
34	RW	18	8	26	65
35	SF	22	8	30	75
36	T	16	6	22	55
37	ZF	14	8	22	55
Total				994	∑2485

As seen on the table, the highest score of post-test's result of control group was 87.5 it was possessed by A. On the other hand, the lowest score was showed by RH namely 50 scores. Further, to find out the mean score of the control group in post-test, the researchers applied the formula as stated in previous chapter. The mean calculation as follows:

$$M = \frac{\sum y}{n}$$

$$\mathrm{M} = \frac{2485}{37} = 67.16$$

The mean score in post-test of control group was 67.16. It showed that the mean score of control group also increased from 35.27 in the pre-test to 67.16 in the post-test.

The Result of Experimental Group and Control Group

Table 6. Scores of Pronunciation of the Students in Experimental Group and Control Group

No.	Score		*x*	*y*	x^2	y^2
	EG(*x*)	CG(*y*)	(EG)	(CG)		
1	75	80	-5.59	12.84	31.2481	164.8656
2	95	70	14.41	2.84	207.6481	8.0656
3	75	72.5	-5.59	5.34	31.2481	28.5156
4	90	82.5	9.41	15.34	88.5481	235.3156
5	72.5	87.5	-8.09	20.34	65.4481	413.7156
6	70	75	-10.59	7.84	112.1481	61.4656
7	85	62.5	4.41	-4.66	19.4481	21.7156
8	85	77.5	4.41	10.34	19.4481	106.9156
9	77.5	75	-3.09	7.84	9.5481	61.4656
10	92.5	77.5	11.91	10.34	141.8481	106.9156
11	70	60	-10.59	-7.16	112.1481	51.2656
12	77.5	52.5	-3.09	-14.66	9.5481	214.9156
13	72.5	60	-8.09	-7.16	65.4481	51.2656
14	92.5	67.5	11.91	0.34	141.8481	0.1156
15	90	70	9.41	2.84	88.5481	8.0656
16	72.5	67.5	-8.09	0.34	65.4481	0.1156
17	77.5	62.5	-3.09	-4.66	9.5481	21.7156
18	82.5	70	1.91	2.84	3.6481	8.0656
19	85	82.5	4.41	15.34	19.4481	235.3156
20	80	60	-0.59	-7.16	0.3481	51.2656
21	72.5	57.5	-8.09	-9.66	65.4481	93.3156
22	85	80	4.41	12.84	19.4481	164.8656
23	95	67.5	14.41	0.34	207.6481	0.1156
24	70	70	-10.59	2.84	112.1481	8.0656
25	77.5	62.5	-3.09	-4.66	9.5481	21.7156
26	82.5	55	1.91	-12.16	3.6481	147.8656
27	77.5	60	-3.09	-7.16	9.5481	51.2656
28	90	70	9.41	2.84	88.5481	8.0656

29	87.5	70	6.91	2.84	47.7481	8.0656
30	82.5	50	1.91	-17.16	3.6481	294.4656
31	77.5	65	-3.09	-2.16	9.5481	4.6656
32	70	52.5	-10.59	-14.66	112.1481	214.9156
33	82.5	62.5	1.91	-4.66	3.6481	21.7156
34	72.5	65	-8.09	-2.16	65.4481	4.6656
35	80	75	-0.59	7.84	0.3481	61.4656
36	80	55	-0.59	-12.16	0.3481	147.8656
37	77.5	55	-3.09	-12.16	9.5481	147.8656
38	85		4.41		19.4481	
n = 38 and ı = 37	∑x = 3062.5	∑y = 2485	∑x= 0.08	∑y = 0.08	∑x= 2030.428	∑y= 3252.027

Then, the researchers computed mean (M) both of experimental group (x) and control group (y) as follows:

Mean of experimental group =

$$\frac{\Sigma x}{n} = \frac{3062.5}{38} = 80.59$$

Mean of control group =

$$\frac{\Sigma y}{n} = \frac{2485}{37} = 67.16$$

Further, we compute Standard Deviation (SD) both of experimental group (x) and control group (y) as follows:

SD of variable x (EG) = $\sqrt{\frac{\Sigma x^2}{n}} = \sqrt{\frac{2030.428}{38}} = \sqrt{53.432} = 7.309 = 7$

SD of variable y (CG) = $\sqrt{\frac{\Sigma y^2}{n}} = \sqrt{\frac{3252.027}{37}} = \sqrt{87.892} = 9.375 = 9$

By obtaining Standard Deviation (SD) both of experimental group and control group, the researchers computed SE (standard error) of M_x and M_y both of experimental group (x) and control group (y) as follows:

SE of variable x = $\frac{SD_x}{\sqrt{n-1}} = \frac{7}{\sqrt{38-1}} = \frac{7}{\sqrt{37}} = \frac{7}{6.082} = 1.150$

SE of variable y = $\frac{SD_y}{\sqrt{n-1}} = \frac{9}{\sqrt{37-1}} = \frac{9}{\sqrt{36}} = \frac{7}{6} = 1.166$

Having obtained SD*x* and SD_y, the researchers computed SE (standard error) of difference between M_x and M_y using the following formula:

$SD_{Mx-My} = \sqrt{SE_{Mx}{}^2 + SE_{My}{}^2} = \sqrt{1{,}150^2 + 1{,}166^2} = \sqrt{1{,}3225 + 1{,}3595} = \sqrt{2{,}682} = 1{,}637$

Having got the result of SE_{Mx} - SE_{My} then we justify the value of $t_{o,}$ that is:

$$t_o = \frac{M_X - M_Y}{SE_{MX-MY}} = \frac{80.59-67.16}{1.637} = \frac{13.43}{1.637} = 8.204$$

t_o value, df = ($N_X + N_Y =$ 38+37-2=73).

Discussion

The main purpose of conducting pretest and posttest in this research was to find out whether or not the use of reading aloud technique in teaching English pronunciation to the seventh grade students of MTs Negeri Palu Barat is effective. The pretest was done before the treatment. It aims at measuring the students' ability in English pronunciation especially in consonant sounds. After giving the treatment, the researchers conducted posttest to know the students' ability in English pronunciation.
During conducting this research, the researchers got one difficulty when applying the treatment. She had to extraordinary concern to manage the many students in the class, so the students were focused by the material that given. This treatment required the students paid more attention in listening when the researchers explained how to say every consonant sound, but they can overcome.

The result of pretest and posttest were then analyzed by using statistical analysis. The result of the pretest in experimental group showed that the mean score of students was 37.36 while the result of the posttest showed that the students' mean score was 80.59. The result of pre-test in control group showed that the mean score of the students was 35.27 while the result of the posttest showed that the mean score of the students was 67.16.

In order to prove that the hypothesis of the research was accepted or rejected, the researchers tested the hypothesis. The researchers had analyzed the data by using

formulation of t_{table}. By looking at the procedure of computation previously, the researchers presented that interpreting t_o value = (N_X + Ny = 38+37-2=73) is consulted with t-table of both levels of significances 5% = 1.99 and 1% = 2.64. Since the t_o value (8.204) is higher than t-table value, Ha was stated that there is a difference of improving pronunciation between the both of groups is accepted. This means that the application of reading aloud technique and conventional technique in improving the students' pronunciation have different significance. In the other words, the use of reading aloud technique was accepted to improve the students' pronunciation of the seventh grade of MTs Negeri Palu Barat.

CONCLUSION AND SUGGESTION

Conclusion

After analyzing the data, the researchers concluded that there was a significant difference between the students' mean value of the pre-test (before treatment) and post-test (after treatment) in the experimental group. It can be concluded that the use of reading aloud technique was effective in teaching English pronunciation to the seventh grade students of MTs Negeri Palu Barat. In control group there were some different scores as well between the students' mean value of pre-test and post-test, but, there is a score enhancement only slightly.

The data result of this research proved that the value of t_o (8,204) was higher than the value of t_{table} (5% = 1,99 and 1% = 2,64). It indicated that using reading aloud technique can improve the student's pronunciation of the seventh grade of MTs Negeri Palu Barat.

Suggestion

Through this research, the researchers provided some suggestion for the English teacher. The suggestions are:

1. The English teacher should apply reading aloud technique as one of the ways in teaching and learning achievement in English pronunciation.
2. The English teacher should motivate the students to learn English and provide them more classroom practices with using reading aloud technique. They should also solve the students learning problem. Such as pronouncing some words in the sentence, in order that they may easily improve their English pronunciation or applying some interesting games dealing with producing English words.
3. The teacher should help the students if the students make wrong pronunciation in both reading and speaking.

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