

**CORRELATIONAL STUDY BETWEEN STUDENTS' READING ALOUD
ACTIVITY IN THE CLASSROOM AND THEIR PRONUNCIATION
IN SUPRASEGMENTAL FEATURES**

A Thesis

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ABSTRACT

Husna, Ilhami El (2023). Correlational Study between Students' Reading Aloud Activity in the Classroom and Their Pronunciation in Suprasegmental Features. Thesis, Padang: English Department. Faculty of Language and Art. Universitas Negeri Padang

This research was purposed to find out the correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features. This research was correlational research. A total of 30 students of the ninth grade students in SMPN 1 Tanjung Baru, Tanah Datar regency, Sumatera Barat province was chosen using random sampling. Questionnaire and pronunciation test were used as the instruments to collect the data. The questionnaire was made up 20 close-ended questions related to reading aloud activity in the classroom while the test was a pronunciation test to assess their pronunciation in suprasegmental features that the students had to read a text given by the researcher. According to the result of this research, the correlation coefficient is 0,778 which is higher than 0.05. It means that at SMPN 1 Tanjung Baru, there is no correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features. After getting the data of the research, the researcher did a small scale of interview in order to confirm the students' answers in questionnaire. According to the result of the interview with the students as the sample of this research, the researcher found that the students did not feel that reading aloud activity in the classroom help them in their vocabulary, confidence, motivation, fluency, and reading comprehension since reading aloud activity was not applied well in the classroom. Even though the result of this research which was conducted at SMPN 1 Tanjung Baru is that there is no correlation between the two variables, this research was not purposed to generalize that the result of the research will be the same if it is conducted in other schools.

Keyword: *Correlational research, reading aloud, pronunciation in suprasegmental features*

ABSTRAK

Husna, Ilhami El (2023). Penelitian Korelasional di antara Aktivitas Membaca Keras Siswa di dalam Kelas dan Pengucapan Siswa pada Fitur Suprasegmental. Tesis, Padang: Jurusan Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang

Penelitian ini bertujuan untuk mengetahui korelasi antara aktivitas membaca nyaring siswa di kelas dan pengucapan mereka terhadap kelancaran membaca. Penelitian ini merupakan penelitian korelasional. Sebanyak 30 siswa kelas sembilan SMPN 1 Tanjung Baru, Kabupaten Tanah Datar, Provinsi Sumatera Barat dipilih dengan menggunakan random sampling. Kuesioner dan tes pengucapan digunakan sebagai instrumen untuk mengumpulkan data. Kuesioner terdiri dari 20 pertanyaan tertutup yang berkaitan dengan aktivitas membaca nyaring di kelas, sedangkan tesnya adalah tes pengucapan mereka pada aspek suprasegmental sehingga siswa harus membaca teks yang diberikan oleh peneliti. Berdasarkan hasil penelitian, koefisien korelasinya sebesar 0,778 lebih besar dari 0,05. Artinya di SMPN 1 Tanjung Baru, tidak ada korelasi antara aktivitas membaca nyaring siswa di kelas dan pengucapan pada aspek suprasegmental. Setelah mendapatkan data penelitian, peneliti melakukan wawancara skala kecil untuk mengkonfirmasi jawaban siswa dalam kuesioner. Berdasarkan wawancara lebih lanjut dengan siswa sebagai sampel penelitian ini, peneliti menemukan bahwa siswa tidak merasa bahwa aktivitas membaca dengan suara keras di kelas membantu mereka dalam kosa kata, kepercayaan diri, motivasi, kelancaran, dan pemahaman membaca karena aktivitas membaca dengan suara keras adalah hal yang penting. belum diterapkan dengan baik di kelas. Meskipun hasil penelitian yang dilakukan di SMPN 1 Tanjung Baru tidak terdapat korelasi antara kedua variabel, namun penelitian ini tidak bertujuan untuk menggeneralisasi bahwa hasil penelitian akan sama jika dilakukan di sekolah lain.

Kata Kunci: Penelitian Korelasional, membaca keras, pengucapan terhadap kelancaran membaca.

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CHAPTER I

INTRODUCTION

1.1 Background of the Problem

One of the hardest skills to master in learning English is pronunciation, therefore students should dedicate a lot of effort to getting it right (Gilakjani, 2016). People must pay attention to pronunciation when they are communicating. It will be difficult to comprehend what others are saying if they have a poor pronunciation. Otherwise, if individuals pronounce words well, it will be easy to comprehend. Pronunciation is the production of sounds in a language, the placement of word and sentence emphasis, and the use of tone and intonation to express emotion (Harmer J, 2007).

Not only in communicating, pronunciation is also crucial in reading especially in suprasegmental features. According to Gorsuch & Taguchi (2010), more than merely learning individual sounds is required for good pronunciation. Additionally, it involves recognizing intonation (the inclination of the voice) and stress (the tendency of some sounds to be louder or clearer than others in phrases and sentences).

According to Nordquist (2020) in particular, suprasegmentals are useful for indicating speakers' attitudes or postures toward the subject of their speech or the person they are speaking to, as well as for indicating the relationship between one utterance and another (e.g., a continuation or a disjunction).

In some schools, reading aloud activity is applied to improve the students' pronunciation in suprasegmental features. One of them is SMPN 1 Tanjung Baru. Based on the discussion with the English teachers in SMPN 1 Tanjung Baru, it is found that students in SMPN 1 Tanjung Baru are not really good at pronouncing words when reading texts. It can happen because English is a foreign language for them. The effect is that whenever they read an English text, they cannot read it fluently. In short, the students' pronunciation needs to be improved.

According to Richard (2010, p.483), reading aloud is speaking printed text out loud. Reading aloud is a type of practice where students are required to read a certain material out loud. For those who instruct in the teaching of foreign languages, reading aloud is closer to pronunciation and comprehension. Students should be able to read effectively in order to read accurately, pronounce words correctly, and comprehend the ideas in the text. (Broughton, 2017). Reading aloud assessments can be a tool to improve English pronunciation of adult ESL (Nurani & Rosyada, 2015). The data was collected by observation, note taking, and test.

There were several research about reading aloud activity in the classroom and students' pronunciation but most of the research were only purposed to find out the correlation between reading aloud activity and pronunciation in general. The researcher made it more specific by limiting the pronunciation only in the features of suprasegmental. Thus, the researcher conducted a correlational study between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features.

1.2 Identification of the Problem

Based on the background that is stated above, the researcher conducted research related to students' reading aloud activity in the classroom and their pronunciation in suprasegmental features. There are some problems found. First, students may have some troubles in their pronunciation in reading English texts. Second, pronunciation is a crucial thing for students in learning English. Last, there are several ways to improve students' pronunciation in suprasegmental features. One of them is reading aloud activity.

1.3 Limitation of the Study

In order to make this research not too broad, the researcher limited the discussion. This research was limited to investigate the correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features. The pronunciation in this research was also limited to only discuss about the suprasegmental features. The population was students grade 9 at SMPN 1 Tanjung Baru. The reasons why the researcher chose students grade 9 was that the students in grade 9 have done the reading aloud activity in various types of texts when they were in grade 8.

1.4 Research Question

Is there any correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features?

1.5 Purpose of the Research

Based on the research question above, the purpose of this research is to find out whether there is any correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features or not.

1.6 Significance of the Research

The first significance is for teachers. This research provides the information about correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features. Accordingly, the finding of this research is hoped to be used by English teachers to find other ways besides reading aloud activity to improve students' pronunciation in suprasegmental features.

Then, the second significance can be given for the students. This research is expected that the students can realize how important pronunciation is in learning English and try to find out other ways to improve their pronunciation in in suprasegmental features.

Last, the significance is for other researchers. This research is hoped to be useful for the other researchers as a reference to help them do research on the same subject. The information about the correlation between students' reading aloud activity in the classroom and their pronunciation in suprasegmental features can be used as a basic knowledge to expand the ideas for their research.

1.7 Definition of Key Terms

1.7.1. Reading aloud

Reading aloud in this research refers to a classroom activity which is done by students. Reading aloud activity is a kind of classroom activity that the students have to read a text out loud in front of the class.

1.7.2. Pronunciation

Pronunciation in this research refers to the students' pronunciation in the features of suprasegmental. It is also described as the way of the students pronounce words/phrase/sentence in reading English texts.