

Chapter One

Introduction

In this chapter, the researcher discusses various points. First, research background explains related information about this study, previous study analysis, the goal, and the importance of this research. Furthermore, in the identification of the problem there is a discussion of what happened at the research location. Subsequently, the extent and the study focus are present at the delimitation of the research. In the next section, about the research questions that stimulate the study analysis. This section is followed with specific objectives of the research. Next, the importance of the research will be spotlighted. Finally, a description of each chapter is presented at chapter organization.

Background of the Study

Read aloud is the process of reading with high volume of voice which involves seeing, speaking, and hearing simultaneously. According to Hanxiong (2009) reading aloud is a process of reading vocal as well as a process of people initiatively turn word symbols into phonetic symbols. This process is highly exerting and influenced by all the senses including hearing, touching, vision, etc. The combination of emotion and understanding will also change in the use of reading aloud. Then, by reading aloud students can get several advantages to speaking skills as well as vocabulary increase, developing students' knowledge, understanding the meaning of book clearly, and learning about intonation, stress and pronouncing word. Based on Pergams (2018), reading aloud is a strategy to develop language comprehension skills on young learner and to assist the mastering to pronunciation of words, intonation and grammar for literacy and a language courses.

From those advantages of reading aloud above, it is perhaps that reading aloud can help EFL learners' pronunciation ability. Pronunciation is one of the important components in communication, especially for EFL learners. According to Wahyuni (2022), the correctness pronunciation of English is highly necessary because EFL learners' target are to speak fluently and accurately which makes learners are easy to comprehend the utterances and generate intelligible sounds. The power to be confident when expressing and showing that they are communicating with others is obtained from clear pronunciation (Zaigham, 2011), while misperception will be exits when there is a mispronunciation.

Many students may have difficulty in pronouncing English which is very important to be analyzed and described. In English, the guide to knowing how vocabulary is pronounced is not in the spelling. Certainly, it has caused so many challenges and troubles for EFL learners. And back to Pergams (2018), theory that reading aloud is a strategy to develop language comprehension skills to assist the mastering to pronunciation of words, therefore, this can be best alternative to assist students' needs in learning pronunciation. There are so many benefits of reading aloud. According to Huang (2010), there are five functions of reading aloud in language learning. There is pronunciation practice that applies appropriate intonation, rhythm, and stress. Secondly, improve oral English that build confidence to practice English and improve English speaking effectively. Third, receive deeper understanding of the original correctly by their sense and imagination. Fourth, strengthen knowledge about grammar, vocabulary, and pronunciation. And last, the function of reading aloud in language teaching can improve the classroom atmosphere by raising students' attention.

Reading and speaking foreign languages with good pronunciation is not an easy skill for EFL students. But, with the right technique it will be easy to master. This statement is related to the previous study during teaching reading aloud technique at University of Palangka Raya. The researcher found some factors that can improve pronunciation of EFL learners such as pronouncing difficult words trial. Because it was found that reading errors in some vocabularies were caused by a lack of reading practice especially of reading aloud practice (Wahyuni, 2022).

In another previous study at IT Engineer of Networking Operation Center of Statistics Data Center (BPS), researchers found that reading aloud technique made EFL Learners have a joyful learning pronunciation experience. All skills of language competence and performance are integrated on reading aloud. Researchers also found that reading aloud is useful to increase motivation in pronunciation learning (Nurani & Rosyada, 2015).

However, there are so many EFL learners who do not know that reading aloud can help their pronunciation ability. And, in the teaching and learning process, reading aloud usually was not applied by teachers or lecturers. Based on those problems the researcher is then interested in finding out the impact between reading aloud technique and their pronunciation ability at one of private junior high schools in Yogyakarta.

Identification of the Problem

Learning pronunciation on foreign language problem would be very different from learning the first language. Based on the researcher's observation in one of private junior high schools in Yogyakarta, there are a few problems. First, students' motivation

for pronunciation appeared to be low. Because students are terrified about making mistakes in grammar and pronunciation. This fear creates a sense of anxiety and reluctance among students to actively engage in pronunciation practice activities. Despite recognizing the importance of pronunciation for effective communication, students' apprehension about potential errors impedes their willingness to participate fully in pronunciation exercises. Consequently, this reluctance to engage with pronunciation practice negatively impacts their overall language learning experience and proficiency.

Another notable issue is the lack of vocabulary and the consequent inability of students to express themselves effectively. This limitation is exacerbated by the insufficient time allocated for pronunciation practice during class sessions. With limited opportunities to practice pronunciation, students struggle to reinforce their language skills, particularly in terms of vocabulary acquisition and linguistic fluency. As a result, their ability to articulate thoughts and ideas coherently is hindered, leading to challenges in communication both in academic settings and real-life situations. Addressing this issue requires a holistic approach that includes allocating adequate time for pronunciation practice and integrating vocabulary-building activities into the curriculum to enhance students' language proficiency and communication skills.

This research is aimed to see whether there is an impact between students' reading aloud technique on their pronunciation ability at one of private junior high school in Yogyakarta. The populations in this study will be participated by some 7th grade students at a private junior high school in Yogyakarta.

Delimitation of the Problem

From the identification in the previous section, there are many problems with the research topic that the researcher discussed. This research focused on researching students' pronunciation skill before and after the treatment with reading aloud. The research participants are one group class of 7 grade students from a private junior high school in Yogyakarta.

Research Questions

Based on the background research, this study is aimed to investigate the following research questions:

1. How are the students' pronunciation skills before using reading aloud techniques?
2. How are the students' pronunciation skills after using reading aloud techniques?
3. Are any significant differences between students' pronunciation before and after using reading aloud techniques?

The Objectives of the Study

This research purpose is followed by the research question:

1. To investigate the students' pronunciation skills before using reading aloud techniques.
2. To investigate the students' pronunciation skills after using reading aloud techniques.

3. To investigate the significant differences between students' pronunciation before and after using reading aloud techniques.

The Significance of the Study

This research is expected to give some benefits. For scientific contribution, this study adds to the literature on pronunciation and provides empirical data that can be used by other researchers as a reference for further research. For teachers, the practical benefits are providing insight for educational institutions, especially for English teachers regarding the importance of reading aloud habits in improving students' pronunciation skills and providing practical recommendations for curriculum development and teaching methods.