Correlational Study between Students' Reading Aloud Activity in the Classroom and Their Pronunciation

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Abstract
This research was purposed to find out the correlation between students' reading aloud activity in the classroom and their pronunciation. This research was correlational research. A total of 30 students of the nineth grade students in SMPN 1 Tanjung Baru were 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 that the students had to read a text given by the researcher. According to the result of this research, the correlation coefficient is 1.000 which is higher than 0.05. It means that in SMPN 1 Tanjung Baru, there is no correlation between students' reading aloud activity in the classroom and their pronunciation. According to further 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 in 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.

INTRODUCTION

One of the hardest skills to master is English 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). According to Çakır & Baytar (2014), students cannot learn pronunciation on their own; instead, they must make a specific effort. It means that pronunciation is crucial to learn. Pronunciation plays a significant role in developing intelligibility which is a necessary element of communication skill (Çakır & Baytar, 2014). The extent to which a listener can understand a speaker's utterance is known as intelligibility. It is important to make sure that someone's pronunciation sounds understandable and clear while pronouncing words. It is simpler for others to comprehend someone whose pronunciation sounds better. If someone pronounces something clearly enough, it signifies that people will be able to comprehend what they are attempting to convey. In some schools, there is one day which is mandatory to speak English. One of the schools is SMPN 1 Tanjung Baru. Thus, the students are necessary to communicate using English.

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. It can happen because English is a foreign language for them. The effect is that whenever they speak in English, they are influenced by their mother tongue; Indonesian. The English teachers in SMPN 1 Tanjung Baru are a little bit hard to understand what the students are trying to say. In short, the students' pronunciation needs to be improved.

There are some ways to improve pronunciation. The first technique that can be used to improve pronunciation is using song (Lengkoan, 2017). It is speculated that using this method will improve students' pronunciation. The study's findings indicate that using music as a teaching tool to help students with their pronunciation is effective. The second technique is using JOOX application (Rahmania & Mandasari, 2021). As a result of the study, the students were in agreement that the JOOX application's lyrical features had a significant positive impact on their ability to pronounce words correctly. The next technique is using film (Handayani, 2017). The result of this study says that watching film can make students' pronunciation improved. Then, the next technique is using tongue twister (Putri, 2020). The findings indicate that tongue twisters are effective in helping students with their pronunciation. Last, reading aloud is also an activity that the students can use to improve their pronunciation (Nurani & Rosyada, 2015). According to the findings, reading aloud improved the participants' pronunciation. Based on the ways of improving pronunciation that have been explained, the researcher chose reading aloud since SMPN 1 Tanjung Baru applies reading aloud as one of classroom activities.

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.

RESEARCH METHOD

The method used in this research was correlational study using quantitative approach. Quantitative research is the process to measure numerical data through polls, questionnaires, and surveys (Creswell, 2012). The procedure of gathering and interpreting numerical data is another definition of quantitative research. The research also focused on correlational study. A correlational study is a study which finds out any relationship between two or more variables (Creswell, 2012). Also, the data in a correlational study is not controlled or manipulated by the research.

FINDINGS AND DISCUSSION

To determine if the data was normally distributed or not, the normality test was utilized. The normality of the data was analyzed by the Kolmogrov Smirnov test in SPSS (29.0). The result of the normality test is explained in the table below.

Table 1. Normality Test

			Unstandardized Residual
N			30
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		4.55270557
Most Extreme Differences	Absolute		.483
	Positive		.483
	Negative		-.401
Test Statistic			.483
Asymp. Sig. (2-tailed)[c]			<.001
Monte Carlo Sig. (2-tailed)[d]	Sig.		<.001
	99% Confidence Interval	Lower Bound	.000
		Upper Bound	.000

The data has a normal distribution if the significance value is higher than 0.5. According to the results of the normality test performed on the data from the questionnaire on students' reading aloud activity and their pronunciation test results, the significance value is lower than 0.001, indicating that the data are not normally distributed.

In this research, correlation test was aimed to find out the correlation between students' reading aloud activity in the classroom and their pronunciation. Since the data was not normally distributed, the researcher used non-parametric statistic to test the data. The researcher tested the correlation by using Rank Spearman. The result of the correlation is performed in the table below:

Table 2. Correlation Test

			Reading Aloud	Pronunciation Test
Spearman's rho	Reading Aloud	Correlation Coefficient	1.000	-.054
		Sig. (2-tailed)	.	.778
		N	30	30

	Pronunciation Test	Correlation Coefficient	-.054	1.000
		Sig. (2-tailed)	.778	.
		N	30	30

Rank spearman correlation coefficient was used to examine the relationship between students' reading aloud activity (as determined by a questionnaire on students' reading aloud activity) and their pronunciation (as determined by students' pronunciation test). When value of sig 2-tailed value is lower than 0.05, a correlation exists between the two variables. According to the result of the correlation test which is performed in the table above, the correlation coefficient, which is 1.000, is higher than 0.05. It may be inferred that there is no relationship between the two variables (students' reading aloud activity in the classroom and their pronunciation).

According to the correlation test result which is performed above, the researcher found that there is no correlation between students' reading aloud activity in the classroom and their pronunciation. This can be seen from the result of Rank Spearman correlation value which is -0.543. The null hypothesis that said there is no correlation between the two variables was accepted while the alternative hypothesis that said there is a significant correlation between the two variables was rejected. In short, this research showed that there is no correlation between students' reading aloud activity in the classroom and their pronunciation which was supported with the data.

CONCLUSSION

This research was correlational research that had a purpose to find out the relationship between students' reading aloud activity in the classroom and their pronunciation. This research was conducted in SMPN 1 Tanjung Baru at grade 9. Based on the result of the data, it can be inferred that there is no correlation between students' reading aloud activity in the classroom and their pronunciation. It can be proven by the data findings and discussion. The correlation test in data findings showed that the significant value of 2-tailed was higher than 0.05 which means the null hypothesis in this research was accepted and the alternative hypothesis was rejected.

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