

The Correlated of Students' Reading Aloud and The pronunciation

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Abstract

The purpose of study to correlate of students' reading aloud and pronunciation at the eleventh TJKT 2 grade of SMK Negeri Kalibaru. The researcher applied a correlation method. The study was carried out into one class. The population of this research is 480 from all of eleventh class. The sampling consisted of 35 students of the eleventh TJKT 2 grade of SMK Negeri Kalibaru, researches used cluster sampling. The collecting data used questionnaire and oral test. The result of data used Pearson product moment SPSS 21. The finding of the reserch indicates that there were the significant and correlation between student's reading aloud and pronunciation. According to the level of Pearson correlation, r count $0,738 > r$ table $0,325$. There was high correlation between both of variables. There score sig was $0,000 < 0,005$. Alternative of hypothesis was accepted. It means reading aloud and pronunciation were positive significant, in English lesson as foreign language at the eleventh grade of SMK Negeri Kalibaru Banyuwangi.

1. Introduction

Communications is a particularly vital aspect of human existence. Language is one of the tools, to communicate an idea both orally or writing (Suherman, 2019).

EFL acquisition occur at settings where the language has no significant role in the community, and also usually used in the classroom, so that why student do not have fluency when using English language (Haghighi & Norton, 2017). Writing, speaking, listening, and reading are the four ability in English. Language understanding includes speaking, writing, listening, and reading. Reading is necessary for understanding a language. Reading is one of the a component of linguistic proficiency that requires an interactived approach to understand meaning and getting information taken from written materials. The student need abilities like analyzing and interpreting the text in order to get the meaning of the text (Sofyan et al., 2021). Types of reading divided into several types of reading (Patel & Jain, 2008). It is one of the most commonly used reading skill. This method can assist students in concentrating on the text's content. Reading aloud to students is crucial for their learning. (Junaid, 2017) Also, Speaking a text aloud is known as it. In addition to being a form of exercise where students must read a certain text aloud, reading aloud helps them with comprehending and pronunciation. (El Husna & Sari, 2023) . Being able for interaction with someone in the target language is a key goal of teaching and studying foreign languages. Communicating is the ability to comprehend and be interpreted. (Derwing & Munro, 2005). One aspect of language is pronunciation since clear speech makes it easier for listeners to understand what is being said, it refers to a person's pronunciation of a word or the way a phrase is said (Riyanto Setiana, 2023). Pronouncing words correctly in English is one of the most difficult things to learn, therefore students must invest a lot of attention into it (Gilakjani,2016). Students` has to be mindful of pronunciation when the students communicate in order to the student understand each other. It will be difficult if the students have poor pronunciation. Aspect of pronunciation like diphthongs, monophthongs, vowel sounds, and consonant sounds, among other such words.

The fact also found by the researcher, the students of SMK NEGERI Kalibaru have difficulty with pronunciation because they do not have fluency, also the student lack of practice, especially when reading aloud. They think pronunciation is the most difficult, and many students who do not active because English language incredibly boring and there is no expression and no intonation when reading aloud. The researcher to sum up on the point explained above, the researcher is interested to do the research to find out the correlated of students` reading aloud and pronunciation at SMK NEGERI Kalibaru. The objectives found in this study based on the problem statement are: to find out the correlated of students` reading aloud and pronunciation in eleventh tenth class at SMK NEGERI Kalibaru.

From the result (Parmawati, 2018) by There is no empirical data explicitly analyzing the relationship of reading habits and pronouncing proficiency among second-grade pupils in Indonesian educational contexts, despite the acknowledged significance of read habits in language acquisition, This study advances our

knowledge of language acquisition processes and highlights the need for teachers to use reading engagement tactics in order to enhance pronouncing results.

2. Methods

The researcher in this research used quantitative as this approach has been around for a while and has become typical of research techniques (Syahroni, 2022). This research is correlation design. Correlation research is deceptive research which is referred because it describes a relationship between two variables or more (Fraenkel et al., 1993). Correlation design is quantative method (Sugiyono Prof, 2011). This research only focuses on students' reading aloud and pronunciation. Then, the data from questionnaire and test to know that some significance correlated of students reading aloud, and pronunciation.

This research was carried out in SMK NEGERI Kalibaru which is located at Kalibaru, Banyuwangi, East java. The school has ten classes for the eleventh class. The class that has been researched is the eleventh class. The research during an educational the 1th Semester 2023/2024 and started on May based on the academic calendar and the schedule in the school. Population of this research has taken from the students of SMK NEGERI Kalibaru. Population of this research the eleventh classes was 480 students in academic year of 2023/2024. The totals sample of this research were 35 students at the eleventh grade of SMK NEGERI Kalibaru. The technique of sample used is cluster random sampling (Tamur et al., 2020). Cluster random sampling is used to determine the sample if the object to be used as a data source is very broad. The method is to randomly conduct one class as a research class (Sugiyono Prof, 2011) and (Wahyuni, 2022) the research study points out a serious flaw in conventional English learning strategies, which frequently overlook pronunciation drills, making Students feel bashful and uninspired when participating in reading assignments. Comprehensive research linking reading aloud to more general language abilities like listening and speaking, which are critical for complete language learning, is lacking. Some instruments can measure anything the researcher is interested in assessing, and The validity is a measure that shows how reliable an instrument is. (Sugiyono, 2018). it is used to determine whether a questionnaire question is appropriate for reading aloud. This test was counted by the researcher using SPSS 21. Based on the table , r count 0,616**, 0,588**, 0,761**, 0,624**, 0,763**, 0,722**, 0,528**, 0,644**, 0,726**, 0,497** > r table 0,396. Therefore, the variable X (Reading aloud) is valid. To calculate the reliability of the questionnaire the researcher used Alpha Coefficient. The test is reliable if r Alpha > 0,60. The test used SPSS 21. Based on the table above, it concluded Alpha of reading aloud 0,922 > 0,60. Therefore, variable X (Reading Aloud) is reliable. The student in this study was given a questionnaire by the researcher.

The researcher questionnaire used criteria scale of four items.

Table 1. Questioners of Reading Aloud (X)

No	Indicators	Total	Specification
1	Intonation	10	1,2,3,4,5,6,7,8,9,10
2	Expression	10	11,12,13,14,15,16,17,18,19,20
3	Fluency	10	21,22,23,24,25,26,27,28,29,30

The researcher used an oral exam to assess students' pronunciation, asking them to share their finest student stories with their friends. The person conducting the study will then use the following rubric to score the record.

Table 2. The Pronunciation Test of Item Grills

No	Aspect	Indicators	Time
1	Vowel	Student are able to pronounce vowels word	5 minutes
2	Diphthong	Students must be able to the difference pronounce	5 minutes
3	Consonant	Students are able to pronounce of consonant	5 minutes
4	Stress word	Students who are thought to able the difference kinds of stress	5 minutes

The score of student’s pronunciation in the test was being classified to determine their level of phonetic symbols. Following data collection, the researchers to assess the data to determine the findings of the teethe research. The researcher will do tests using the normality, linearity, and hypothesis tests and use SPSS.

3. Finding

Two variables and the correlation approach were employed from this research. Pronunciation was the variable of dependent, whereas reading aloud was the independent variable. The researcher administered an oral exam and a

questionnaire. The following could be the outcome of the pronunciation and reading aloud tests:

a. The result of Reading Aloud

The researcher gave questionnaires are 30 questions. The analysis of mean score of students reading aloud was 87.43, median score was 87.00, maximum score was 96, and minimum score was 82. The revealed the rate as a percentage of the 34 Students' reading aloud scores. With a student, the greatest frequency was 96, while with two students, the lowest score was 82.

b. The result of Pronunciation

The researchers make oral test. The study of the students' pronunciation found the mean result was 41.77, the median was 40.00, the mode was 40, the lowest was 40, and the maximum was 50. The pronunciation rate percentage of 34 students is given. The lowest score was 40 with 19 the students, and the maximum frequency was 50 with 2 students.

c. Normality Test

It is important to know related to truth of the selection of statistical test to be used that use kolmogorov-smirnov test for the results are as like:

Table 3. One-Sample Kolmogorov-Smirnov Test

		Unstandardize d Residual
N		35
Normal Parameters ^{a,b}	Mean	.00
	Std. Deviation	2.215
	Absolute	.213
Most Extreme Differences	Positive	.213
	Negative	-.121
Kolmogorov-Smirnov Z		1.260
Asymp. Sig. (2-tailed)		.083

Based on the table SPSS output above, the score of significance was $0.083 > 0.05$. This is result of reading aloud and pronunciation. Therefore, it could be concluded that the data was normally.

d. Homogeneity test

After doing the normality test, then the test homogeneity. The result of the its variance test are as like:

Table 2. Homogeneity Variances test

Reading Aloud			
Levene Statistic	df1	df2	Sig.
=1.511	1	68	.209

Its implicate that sig.0.209 > 0,05. This is result of reading aloud and pronunciation. Therefore, could be concluded that the data was homogeny.

e. hypothesis test

Hypothesis test was looking for the correlation. It used to know correlation between variable X and variable Y. Correlation used SPSS 21. The hypothesis test is performed using product moment correlation analysis

Table 3. Result of Reading aloud and Pronunciation

		Readingaloud	Pronunciation
	Pearson Correlation	1	.738**
Readingaloud	Sig. (2-tailed)		.000
	N	35	35
	Pearson Correlation	.738**	1
Pronunciation	Sig. (2-tailed)	.000	
	N	35	35

it concluded that r counts 0,738 > r table 0,325. Significancy .0.000 < 0,05. Therefore, there was the correlated of variable (Reading Aloud) and (Pronunciation) was high.

f. Data interpretation

The objectives of this study is to ascertain to correlated of student’s reading aloud and pronunciation. Based on the result of the test, the researcher concluded that the level correlation between reading aloud and pronunciation was high r count 0,738 > r table 0,325 with sig 0,000 < 0,05. From the significance. Therefore, the researcher concluded that there were high correlation and positive significance between reading aloud and pronunciation.

4. Discussion

In this research, there were two variables, reading aloud and the pronunciation. The variables is tested by using SPSS 21 of Person (product moment) correlation. It was known that the correlation of the variables proved positive and significant.

Reading aloud was as independent variable of this research. The questionnaire of students that has done has showed to result reading aloud of class XI TJKT 2 that the mean score of students is 87.43, the median score is 87.00, the mode score is 85, the score of minimum is 82 and the score maximum is 96.

Pronunciation was as dependent variable of this research. The researcher tested by oral test, asked the students to talk the best story of students one by one in front of the friends. The result of pronunciation of class XI TJKT 2 that the mean score of students is 41.77, the median score is 40.00, the mode score is 40, the minimum score is 40 and the maximum score is 50.

Data analysis from this research used normality test, linearity test, homogeneity test, t-test and correlation test by using SPSS 21. The result of normality test was $0,241 > 0,05$. Its conclusion that has normal data. The result from deviation from linearity of linear test was $\text{sig } 0,056 > 0,05$. It was linear. The result from significant homogeneity test was $0,209 > 0,05$. The data was homogeny. The result from analysis data was $0,000 < 0,05$. Therefore, the data was significance

5. Conclusion

Considering the findings of the study aimed to this research founding out correlated reading aloud and its pronunciation in SMK NEGERI Kalibaru Banyuwangi. The research used SPSS 21 to know the result of test. Acceptance of the hypothesis of alternatives (H_a) and based on analysis data the mean score of reading score was 87.43, median score was 87.00, maximum score was 96, and minimum score was 82. Therefore, it may be suggested by students' reading aloud was fine Meanwhile, the score of pronunciation showed that the mean score was 41.77, median score was 40.00, mode score was 40, minimum score was 40, maximum score was 50. It can be concluded that student of pronunciation was good.

1. Based on the Pearson formula in SPSS 21. The value of correlation is gotten r count $0,738 > r$ table $0,334$. Therefore, there was high correlation between reading aloud and pronunciation.
2. Based on the result of hypothesis test, alternative hypothesis was accepted and the t- test of value, the sig was $0,000 < 0,05$. it may be suggested by students that there was positive significance of reading aloud and pronunciation.

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