

THE EFFECT OF CHORAL READING TECHNIQUE ON STUDENTS' ENGLISH CONSONANTS PRONUNCIATION

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ABSTRACT

Penelitian ini bertujuan untuk mengidentifikasi apakah ada efek yang signifikan dari penerapan *choral reading* pada pembelajaran pelafalan konsonan Bahasa Inggris. Dalam penelitian ini, desain yang digunakan adalah kuantitatif dengan *one group pretest posttest*. Subjek penelitian ini adalah siswa kelas VIII E di SMPN 1 Raman Utara tahun ajaran 2013-2014. Peneliti menggunakan tes pelafalan pada pretes dan postes dalam bentuk kata tunggal untuk sepuluh konsonan dalam Bahasa Inggris. Analisis data dengan menggunakan *t-test* untuk mengukur tingkat signifikansi antara pretes dan postes. Hasil penelitian menunjukkan bahwa nilai rata-rata siswa pada pretes adalah 11.15 dan pada postes 15.5, di mana peningkatannya adalah sebesar 4.35. Selain itu, dari hasil perbandingan antara pretes dan postes mencapai $p=0.00$ serta t -hasil 8.065 lebih besar dari t -tabel 2.093. Dari hasil tersebut dapat dikatakan bahwa teknik *choral reading* membawa efek yang signifikan pada pelafalan konsonan Bahasa Inggris siswa.

The objective of the research was to find out whether choral reading technique brought a significant effect on students' English consonant pronunciation. This research used quantitative design with one group pretest posttest design. The subject of the research was students of VIII E class as the second year students of SMPN 1 Raman Utara in academic year 2013-2014. The researcher used pronunciation test in form of isolated words for ten English consonants. The data was analyzed by utilizing *t-test* to prove the significance between pretest and posttest. The result showed that the mean score of students pronunciation in pretest as many as 11.15 while in posttest as many as 15.5 where the increase as many as 4.35. In addition, the value of $p=0.00$ also the t -value 8.065 was higher than t -table 2.093. From the result of data analysis, it can be stated that choral reading technique gives a significant effect on students' English consonants pronunciation.

Keywords: *Effect, Choral Reading, English Consonant, Pronunciation.*

INTRODUCTION

Language is needed by all human beings in order to communicate and to interact each other. But sometimes misunderstanding occurs when people are involved in conversation because the speaker pronounces the words wrongly. It may effect the communication. In line with the statements above, pronunciation is an important part of speaking. It has a role in producing sounds as well as in preventing misunderstanding of meaning. Thus, good pronunciation will lead someone to have good speaking ability, while mispronunciation of a word may lead to communication breakdown.

Pronunciation is one of many aspects of language that sometimes hinder people to make an effective communication in a foreign language. One way to overcome the difficulty in pronunciation is to begin teaching pronunciation as soon as the students start to learn the language.

Based on the pre-survey at the second grade of SMPN 1 Raman Utara in October 2013, the English teacher said that almost 50% of students had low ability to read aloud, specifically to pronounce words correctly. This might be caused by many factors, such as, the interference of mother tongue and lack of pronunciation practice. For example, the students mostly pronounced the word *very* by /'feri/ instead of /'veri/ since they are not familiar with English fricative labiodental sound /v/ and also in Indonesian there is no /v/ sound. Another example was that they tend to pronounce /seik/ for word *shake* instead of /ʃeik/, whereas the sound /seik/ is for word *sake*. The words *shake* (fricative palato-alveolar) and *sake*

(fricative alveolar) are two different words in English which have different meanings and different pronunciations as well. If it occurs continually, the possibility is that when they speak or read those words, the listener may not understand their meaning.

In contrast, 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. There are several words that are difficult for students to distinguish and pronounce minimal pair:

Sing /sɪŋ/	→	Sink /sɪŋk/
She /ʃi:/	→	See /si:/
Vase /veɪz/	→	Face /feɪs/

Another possibility is that the students lack practice of pronunciation in the class. It might be because by the fact that the teacher still used the conventional technique by commanding the students to read the text and answer the following questions without giving any interesting activity to motivate and tune up students' mood.

According to the problem above, this research was focused on consonants pronunciation. Brown (2001) states that a student can be said to have mastered a second language if he has mastered pronunciation and speaking approaching native-like. Then, it implies that there should be a sort of breakthrough in teaching pronunciation in that school.

Choral reading may help build students' pronunciation, fluency, self-confidence, and motivation, because the students are reading aloud together, those who may ordinarily feel nervous about reading aloud may have built-in support. By doing a group reading, the students may get the practice they need without having to feel anxious or embarrassed about their pronunciation. Giving them more opportunities to read aloud will bring them to position where they find that their pronunciation is better than it used to be.

Concerning the statements above, teacher should find an effective way of teaching-learning process. Choral reading might be a good technique to be applied in teaching pronunciation. For this research, the writer applied choral reading technique in order to help the students improve their pronunciation by reading aloud. Hopefully, this technique might make reading not only beneficial for them but enjoyable as well.

This research was carried out at SMPN 1 Raman Utara Lampung Timur. This school was chosen because almost 50% of the students still had low ability to pronounce English words, so their pronunciation needed to be improved. The time for conducting the research was in the second semester of second grade. It was because in this semester the students were taught about narrative text. As long as in the School Based Curriculum, the second year students in the even semester need to achieve the basic competence of reading which is reading aloud a functional text and short essay in form of recount and narrative with correct and acceptable pronunciation, stress, and intonation which relate to the daily life context. Hence, narrative text might be suitable as the instruments for implementing choral reading technique.

In this research, the focus is not all the English consonants, but only several consonants that do not exist in L1 and some others which are stated as the contrasts. The /v/, /θ/, /ð/, and /ʃ/ sounds do not exist in Indonesian language, that they may be difficult for the students to pronounce. Besides that, the /f/, /s/, /z/, /tʃ/, /dʒ/, and /w/ sounds are included to be the contrasts for other sounds. In brief explanation, /f/ and /w/ sounds are used to make contrast to /v/ sound, /s/ and /z/ sounds are the contrasts for the /ʃ/ sound, /θ/ is the contrast to /ð/ in written form, and the /tʃ/ become the contrast to /dʒ/ sound.

Choral reading is an activity which allows the students to read a text in unison together with friends or teacher, so that poor students may have the chance to improve their pronunciation by imitating others. In the same perception as Wood (2006) that choral reading is reading out loud with students, the same text at the same time. Teacher reads together in unison, and the students get to hear the voice, guiding and supporting, all the while.

Based on Barbara's statement (1996:326), by using a single selection with various choral reading types, students tend to learn about the various ways of expressing meaning. Thus, some types of choral reading are presented below:

1. The easiest way to learn pronunciation is *refrain*, in which the teacher reads most of the lines and the students read the refrain.
2. *Line-a- child reading*, individual student reads specific lines, while the entire group reads the beginning and ending of the selection.
3. *Antiphoral or dialog* is most appropriate for middle-or intermediate-level students. It enables reader to explore pitch and durations of sound.

4. *Unison* is the most difficult choral reading approach because the entire group speaks all of the lines.

In this study the researcher applied the unison type of choral reading in conducting the treatment as many as two times.

METHOD

The design of this research was quantitative. In conducting this research, the writer used one group pretest posttest design (Hatch and Farhady, 1982:20). This means one class was used as the subject of the research and the comparison of the gain score was between pretest and posttest. Pretest and posttest were administered to determine whether choral reading technique can be used to increase students' pronunciation. Pretest was administered before treatment to determine the students' standard of pronunciation. Posttest was administered after treatment was given to determine the increase of students' pronunciation ability after being taught through choral reading technique. The class had both pretest and posttest in two times treatments.

The design can be illustrated as follows:

T1 X T2

Where:

T1 : Pretest

X : Treatment (using choral technique)

T2 : Posttest

(Hatch and Farhady, 1982:20)

Pronunciation tests were used as the instruments to investigate whether or not there was significant improvement of students' consonants pronunciation. The tests consist of two types of test, pretest and posttest. The tests were in reading texts activity and it was recorded and crosschecked on the correction sheet. The pretest was held in order to find out the students' ability of pronunciation before treatment. The posttest was held at the end of treatments in order to find out the results of students' pronunciation after being taught through choral reading technique. The coverage of the test included the ten consonants of English in the form of isolated words.

RESULTS AND DISCUSSION

Result

The objective of the pretest in this research was to find out the students' pronunciation before the treatment. In the pretest, the researcher evaluated the students' pronunciation in form of isolated words. After the researcher conducted the pretest, the researcher found that the students' average score of the pretest in isolated words. The average score of isolated words is 11.15, meanwhile the maximum score is 30. The following is the table that shows the distribution of students pronunciation score in the pretest.

Table 1. The Distribution of The Pretest Score

No.	Score Interval	Frequency	Percentage
1.	1-6	0	0%
2.	7-12	15	75%
3.	13-18	5	25%
4.	19-24	0	0%
5.	25-30	0	0%
Total		20	100%

The mean score of students pronunciation of isolated words in posttest is 15.5. The distribution of students' pronunciation score after treatment is 3 students (15 %) who got score 7-12, 14 students (70%) who got score 13-18, and 3 students (15%) who got score 19-24. The total score of the posttest is 310, so the mean is 15.5. The highest score is 20, and the lowest score is 11. The median score is 15.5 and the modes are 13 and 16.

In testing the hypothesis, *t-test* was used and was also statistically tested by using statistical computerization (SPSS 16), in which the significance is determined by $p < 0.05$. Thus, there is a significant increase of the students' pronunciation through choral reading. In other words, H_0 is rejected and H_1 is accepted. Table 2 below serves the data of *t-test* in the pre-test and post-test.

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest.Isolated.Words - Posttest.Isolated.Words	-4.350	2.412	.539	-5.479	-3.221	-8.065	19	.000

Each isolated word consisted the 10 consonants which are fricative labiodental /v/ and /f/, fricative dental /θ/ and /ð/, fricative alveolar /s/ and /z/, fricative palato-alveolar /ʃ/, affricate palato-alveolar /tʃ/ and /dʒ/, and approximant bilabial /w/. For each consonants there were 3 words to be read by students. In terms of /s/, /f/,

and /w/ sounds, the students did not get difficulty to pronounce those sounds since they are exist in Indonesian language. As example, *sikat*, *efek*, and *awan*, the students easily pronounced those words because in both English and Indonesian those sounds exist with similar pronunciation.

Meanwhile, the students found it difficult to pronounce /v/, /θ/, /ð/, /ʃ/, /z/, /tʃ/, and /dʒ/. Substantively, Indonesia has /z/, /tʃ/, and /dʒ/ sounds. But, when it come to English, students made mistakes in pronouncing it especially in middle and final position, *achieve*, *arch*, *daisies*, *nose*, *bridge*, and *orange*. In addition, /v/, /θ/, /ð/, /ʃ/ sounds do not exist in Indonesia, then students pronounced those sounds as switched into Indonesian pronunciation.

- stove /stəʊv/ was pronounced as /stof/
- thirst /θɜ:st/ was pronounced as /tirs/
- though /ðəʊ/ was pronounced as /toug/
- rubbish /rʌbɪʃ/ was pronounced as / rabis/

Then, those sounds above increased in posttest after being given the treatment. It can be reported as follows:

In posttest, the students could pronounce /v/ sound correctly in some words although not all was correctly pronounced, the words *vest* was correctly pronounced as /vest/ and *devils* as /devls/. Less students pronounced /θ/ and /ð/ sounds as /t/. Meanwhile, the consonants /tʃ/ and dʒ/ were pronounced better in posttest, for examples the words *arch* and *bridge*. The /ʃ/ sounds were still difficult for students to correctly pronounce it.

Discussion

In accordance with the previous researches explained in chapter 2, the researcher found the increase of students' pronunciation after being taught by choral reading. Stang (2007), in her research, she found that choral reading definitely made better gains for those low readers by the increase of the amount of words read per minute and decreased the amount of mistakes made. Based on the results of the research, Stang (2007) suggested that choral reading is more effective for the low readers. Meanwhile, in this research, the researcher found that there was a significant increase of students' pronunciation after being taught by choral reading. As it can be seen on table of isolated words analysis (Appendix 8), the mean score in pretest of isolated words is 11.15 and in the posttest is 15.5 with $p=0.00$.

As it can be seen from the result of pretest that in terms of /s/, /f/, and /w/ sounds, the students did not get difficulty to pronounce since they exist in Indonesian language. As example, *sika*/, *efek*, and *awan*, the students easily pronounced those words because in both English and Indonesian those sounds exist with similar pronunciation. On the other hand, the students found it difficult to pronounce /v/, /θ/, /ð/, /ʃ/, /z/, /tʃ/, and /dʒ/. Substantively, Indonesia has /z/, /tʃ/, and /dʒ/ sounds. But, when it come to English, students made mistakes in pronouncing it especially in middle and final position, *achieve*, *arch*, *daisies*, *nose*, *bridge*, and *orange*. In addition, /v/, /θ/, /ð/, /ʃ/ sounds do not exist in Indonesian language, then students pronounced those sounds as switched into Indonesian pronunciation. They pronounced /v/ as /f/ in *stove* word, /θ/ and /ð/ as /t/ in *thirst* and *though*, also /ʃ/ as /s/ in *rubbish*.

After the treatment implementation, an improvement of students pronunciation seen from the increase of students score after posttest proves that choral reading made a better gain for students and decreased the amount of mistakes made. The students could pronounce /v/ sound correctly in some words although not all was correctly pronounced, the words *vest* was correctly pronounced as /vest/ and *devils* as /devls/. Less students pronounced /θ/ and /ð/ sounds as /t/. Meanwhile, the consonants /tʃ/ and dʒ/ were pronounced better in posttest, for examples the words *arch* and *bridge*. The /ʃ/ sounds were still difficult for students to correctly pronounce it.

This research focused on consonants pronunciation in order to make the students speaking more understandable as Ur (1996: 103) defines pronunciation as “to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable.” Then, the researcher used choral reading as the technique to improve the students’ pronunciation through reading activity in order to make their reading or speaking more understandable by others.

In isolated words, the students often mispronounced the words although the words have same letters as the construction. Students kept differentiating the sounds because they thought that it might be different in pronunciation. The first word was wrongly pronounced and the second one was correct in terms of /tʃ/ sound, as example, the sound /tʃ/ pronounced differently in words *arch* and *achieve*, they pronounced those words as /ark/ and /atʃif/. On the other hand, words which were written same as its sounds such as /f/ *knife*, /s/ *twist*, /w/ *wig*, and /z/ *buzzing* were

correctly pronounced since it exists in Indonesian language, their L1 as explained previously. After the treatment, the students pronunciation went better. They were able to pronounce words that does not exist in their L1 correctly although not all of the provided words.

Choral reading is a technique which can increase students' pronunciation. It might be caused the students listen to each other, those students who have natural expression and phrasing will model those characteristics for the other, more fluent readers provide support for less fluent readers, allowing less fluent readers to achieve success, even on difficult passages (Mc Cormack and Pasquarelli, 2010:57). In the learning process, less fluent readers participated without embarrassment as they read aloud in a group. Their friends who were more fluent helped them to pronounce even became the correctors for them when the mispronunciations occurred. This occurrence supports the Yoneoka's statement (1994) that choral reading develops awareness of the sounds of the language.

Based on the result of data analysis $p=0.00$ and the pretest mean score is 11.15 while the posttest is 15.5. It implies that there is significant insrease of students pronunciation in words in context after being taught through choral reading.

At first, they found difficulty to pronounce /tʃ/ in initial position, *church*. They often pronounced it as /k/, while in final position they pronounced as /k/ and /s/, *arch* and *snatch*. The consonants /dʒ/ also made them frustrated to pronounce, moreover in final position, *bridge* and *orange*. After they knew how to pronounce correctly and became aware each other, those difficulties decreased. This leads to a kind of *flash card* effect: the audio stimulus was perceived, comprehended,

correlated with the visual stimulus and reproduced more or less simultaneously (Yoneoka,1994). After the students listened, comprehended, and reflected it into responses such as read the text in correct pronunciation and became aware of mispronunciation.

In the first treatment, the students participated actively by listening the researcher read the text, tried to understand the meaning by comprehending each word in a sentence contextually, and tried to pronounce the words as the researcher did. As Yoneoka (1994) states choral reading provides a conducive setting to deriving meanings of unknown vocabulary from the context of the material, especially if the process is repeated several times.

As treatment given, the students became more confidence to read the text because the had already obtained the correct pronunciation also improved their understanding of the text. As stated by Ellis (2011) choral reading technique may build students' self confidence and motivation. However, the implementation of choral reading in SMPN 1 Raman Utara which was conducted by the researcher ran successfully since it could increase the students' pronunciation.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the data analysis and discussion, the researcher draws the conclusion as follows:

There is significant effect of choral reading implementation on students' English consonants pronunciation at second grade of SMPN 1 Raman Utara. As can be seen on table of isolated words analysis, the mean score in pretest of isolated words is 11.15 and in the posttest is 15.5 with $p=0.00$. The students are now able to pronounce the English sounds even which do not exist in their L1, Indonesia such as /v/, /θ/, /ð/, and /ʃ/ with some variant position, initial, middle, and final. The students comprehend more and are more aware on how to pronounce the words.

Suggestions

In line with the conclusion above, the researcher proposes some suggestions concerning the result of this research:

1. For Teacher
 - a. Since in conducting the treatment some students were difficult to handle by the teacher because they kept making noise and difficult to pay attention to their text, it is better for the teacher to bring the students' into attractive atmosphere. It can be done by giving brief explanation toward the material and the goal of learning material. Also the teacher should provide an interesting short passage to be read by students to avoid their

boredom and unconciousness. Besides that, the teacher needs to plan an active and attractive learning setting.

2. For Future Researchers

Since there may be some mistakes on this research because of limited of time, it is possible for the next researcher to do deeper analysis and focus more on students' activity in choral reading. Also the focus of the research may be on sentence form and different grade of students.

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