Chapter Four

Finding and Discussion

This chapter discusses the finding of the research. The researcher explores the students' perceptions on the implementation of the RAT in pronunciation at English Education Department of Universitas Muhammadiyah Yogyakata. The findings are based on the students' perceptions and are be supported by related researches. The researcher reveals the benefits and challenges of the RAT in learning pronunciation.

The Benefits of the RAT in Learning Pronunciation at English Education Department in Universitas Muhammadiyah Yogyakarta

At this point, the researcher found information about the benefits of reading aloud technique in pronunciation based on the students' perceptions in the interview. It involved four students of batch 2015. Those four students experienced the RAT which meant the students were the relevant sources for this research. From the interview, it revealed that the RAT is the right technique for the students to learn pronunciation. The researcher obtained six findings about the benefits of reading aloud technique that will be discussed below.

RAT provides opportunity for students to improve their pronunciation. There are three participants who believed that RAT gives benefit for them in term of improving pronunciation. The students stated that they focus on the pronunciation details such as stress, intonation, tempo, and phoneme in reading aloud technique. It is proven by the statements of participant 1 "I was too

fast in reading especially on the beat and more focus on the punctuation, stress, and other details like "s" or "ed"." (P1.5) and "Well, stress and tempo is more in reading well and correctly and well listened because most of people read too fast especially myself. Reading aloud can be used to correct our tempo, should be slow and calm as accordance with the beat, stress likes some words that are important in the paragraph". (P1.15). She also gave an example "The weather makes me. In 'makes', there is its "s", I miss the "s", less "s" or "ed". (P1.6). The participant believed that she improved her pronunciation because she focused on the pronunciation details. The other example also mentioned by the participant 2 on her statement "Let say when we read one sentence and we do not know yet where the stress and intonation are. However, by reading aloud technique, we can improve. For example, I read important flat, now I read it correctly (ɪmpɔrtənt)". (P2.5).

Furthermore, the students also mentioned about the use of dictionary in RAT make them be more aware on the pronunciation. It is because they find guidelines in dictionary. It is supported by the statements "There are sign in the dictionary, so we can check the mispronunciation in it and correct the stress and intonation part." (P2.6) and "It is not only about pronunciation, but also phoneme where the word is parted like lib ra ry, we cannot read it flat because I just got the knowledge in the second semester." (P3.1). In conclusion, the students improve their pronunciation by using the RAT.

These findings supported Romwapee (2012) who believed that RAT is one of the interesting techniques to develop the students' pronunciation ability.

Indeed, three out of four participants shared the same thoughts that the RAT helps them to improve their pronunciation. It is in line with Gabrielatos (2002) who stated students will be able to pronounce the words correctly using RAT because it gives opportunities to the students to practice their pronunciation.

Despite of improving the students' pronunciation by the practicing, the students can have opportunities to improve their pronunciation because the lecturer gives positive feedback to the students in RAT. One participant strongly believes that RAT gives benefit to her pronunciation. The teacher let the students know the mispronunciation that they make. After that, the teacher tells the right pronunciation. It is proven by the statements of participant 1 "Correct mispronunciation on the previous vocabularies, let's say genre (dʒəŋreI), actually genre (ʒɑːŋrə). It is a fatal mistake and when we use the reading aloud we find that how to pronounce it correctly is (ʒɑːŋrə). (P1.9). and "(lecturer) Corrects our pronunciation to be better because all the mistakes are corrected in reading aloud such as genre (ʒɑːŋrə) and (ˈwɛnzdeɪ) for wednesday". (P1.11). She argued that through the RAT she can correct her pronunciation by direct feedback given by the lecturer.

The RAT helps the in their pronunciation because of the feedback given by the lecturer. As stated in the statement of participant 1 "Pronunciation of vocabularies that become the common mistakes are corrected because after the reading aloud, we get feedback from the lecturer where the stress, tempo, and other pronunciation aspects are corrected". (P1.13).

These findings were in line with Adrian (2014) who stated that corrective feedback prevents the fossilized on the phonological aspects which increase the students' awareness on pronunciation. It is important since the students are not always right. As Adita, et al. (2014) mentioned that the students sometimes do not know that they are right or wrong. The RAT has feedback on its activity. It can be concluded that RAT helps the students correct their pronunciation through the lecturer's feedback.

RAT helps students practice their face expression. Two out of four participants stated that RAT helps them in practicing their expression. Reading aloud requiring the students to read using the appropriate expression. As stated by the participants "Practice our expression to speak in accordance with its pronunciation because sometimes we read happy with the unhappy expression." (P1.16) and "Our expression should be matched with what we say." (P1.17).

In addition, RAT even makes them more expressive. The reading should be match with their expression. They do not read the words on the passage flat. It is supported by the participants' statement "Be more expressive. Expressing!" (P4.4). This is also in line with this statement "Not flat, so there is up and down on our voice's tone when we are pronouncing the words. It should be match with the text. If we read it more spirited, it will be different. Reading aloud should be loud and accordance with the stress and intonation. (P4.5).

These findings were supported by Nurani and Rosyada (2015) who stated that students required read the text using gestures, intonation, and body movement. The students have opportunities in the RAT to practice their

expression in reading the text. The text should be matched with their expression. They do not read the text with that intonation. Based on the statement of the participant above, the researcher concludes that RAT helps the students practice their expression.

   RAT helps students improve the speaking fluency. From the data gathered, two out of four participants believed that RAT helps them improve their fluency and accuracy. They feel that their pronunciation is getting better. They speak fluently and also correctly. As proven in the statements "The speaking fluency is better because reading aloud has practice, so the pronunciation is correct and fluent." (P2.2). She added that in practice the RAT, her speaking is better in terms of its fluency. It is supported by the statement of "It does not only speaking, but also be fluent because already practice and also check the dictionary". (P2.3). In the other statement she mentioned "The accuracy in speaking is getting better." (P2.10). It means the RAT helps the students to improve their speaking fluency.

   Furthermore, the students have opportunities to check dictionary when they are practicing the RAT. It makes the students read the text more fluently. These findings were in line with Gabrielatos (2002) stated he students will be able to pronounce the words correctly using RAT because it gives opportunities to the students to practice their pronunciation. The students pronounce the words correctly in fluent reading. It is revealed by two out of four participants who shared the same thoughts that the RAT helps them to pronounce the words

fluently and accurately. It supported Mantali (2013) who argued that the RAT has benefit to help the students improve their reading fluency.

RAT facilitates the students to enrich their vocabularies. From the data analysis, one of the participants stated that RAT helps them enrich their vocabularies. It is proven by her statement "Add my vocabularies. I find some new words that are not familiar or even I never found before. For example, at that time if I am not mistaken, I do not know yet about what 'infer' means. After that, because of practicing and also check dictionary, I finally find it out." (P1.14). As mentioned in her statement, RAT lets her to explore the new words or unfamiliar words. It will help the students to add their vocabulary especially academic words.

These findings were supported by It supported Gabrielatos (2002) who said that teacher has to give time to the students to have preparation or rehearsal before doing the reading aloud performance. The students have time to explore more about the words in the text. As stated by the participant 1 that the RAT helps her to enrich her vocabulary. She has time to check the words in the dictionary and also practice to pronounce it well.

RAT helps students improve their confidence. From the data gained, three out of four participants shared the same impression about the benefit of RAT. They stated that their confidence improved because of RAT. They feel confident because the nature of reading aloud required the reader to speak loudly and also there is practicing time for them, so they know how to pronounce the words correctly. It is supported by the statement of participant 3 who said "Indirectly reading aloud requires us to be confident because it is not a reading

aloud if we are not confident. Not confident will disturb the reading aloud." (P1.7) and "confidence in my view is a must in reading aloud because we have to be ready and be brave to read aloud." (P1.8).

At this point, the students have opportunities to practice and also check the pronunciation in the dictionary. It makes them feel more confident because they feel they have prepared the reading. It is supported by the statement "I feel more confident. When we are practicing, we can check the dictionary. Especially if the text is long, and many words that are not familiar" (P4.6). Students feel confident when they are performing the reading aloud because they understand how to read the words correctly. As mentioned by the first participant "It makes us more confident to speak and read sentences that we find because we have basic knowledge especially reading English texts, although we never pronounce or listen about it." (P1.2). Furthermore, the students get used to speak as stated by the third participant "I get used to speak English in front of my friends and other people that I do not know yet. I feel more confident. (P3.2).

These findings were in line with Nurani & Rosyada (2015) who believed that clear pronunciation make the speaker feel confident to express and communicate with the others. In the RAT the students are required to speak confidently, because as mentioned by the participant 1, confidence is a must in the RAT. As stated by three out of the four participants that the RAT helps them to improve their confidence. In addition, Romwapee (2012) listed some benefits of RAT. One of them is RAT helps the students in increasing self-confidence in speaking. It is because they have time to practice and also have chance to check

dictionary in the RAT before performing. It is emphasized by Zaigham (2011) who stated that giving them time at least make the students feel that they have 'power to be confident' to speak and express themselves.

RAT helps students develop their predicting skill. Based on the data explored, one participant mentioned that RAT helps students trigger and develop their guessing skill. As stated in the statement "[benefit of RAT] Triger our guessing sense of new words. (P1.1) and "Guessing sense is developed, so we can guess." (P1.3). It shows that RAT gives benefits for the students in term of guessing skill.

Furthermore, it explains further that the students are able to predict how to pronounce words especially new words. It is very helpful since the students will never know what kind of text that they are going to have. It is proven by her statements "We get text from lecturer. We do not know what kind of text and vocabularies we get. Whether we ever know or hear about it before, so there are some words that I just found. Automatically we have to read based on our knowledge." (P1.4). It is supported by the statement "We try to guess how to read it correctly although we never find that vocabularies before." (P1.12).

These findings show that the RAT has some benefits because RAT helps the students trigger and develop their sense of guessing. The students can predict the pronunciation of the words that they read. It is because the students have the knowledge already which is taught by the lecturer. The lecturer introduced the International Phonetic Alphabet to the students in the RAT before the reading assessment. It helps the students in guessing the pronunciation of the words. It

could be concluded that one out of four participants involved in this research believed that the RAT is able to develop the students' sense of guessing in learning pronunciation.

The Challenges of the RAT in Learning Pronunciation at English Education Department in Universitas Muhammadiyah Yogyakarta

Based on the students' perceptions in the interview, besides the benefits of the RAT, it reveals that there are some challenges. In fact the students experienced some of challenges in dealing with the reading aloud technique. The researcher gained six findings about the challenges of reading aloud technique that will be discussed below.

Coping under pressure and handling anxiety. From the data gathered, it shows that all participants share the same challenges that they face. They stated that coping under pressure and handling anxiety are challenge in RAT. They even believed that all the students have had experienced this challenge. First, they are nervous because facing their lecturer. It is proven in the statements of participant 2 "Feeling nervous because when we are in the room with the lecturer for the reading aloud". (P2.14). It revealed that when they were performing the reading aloud they felt nervous. It is further explained by the statement of participant 1 "We were given time to practice but it is totally different when we practice alone and in front of the lecturer. Do not meet the lecturer yet, but I feel so nervous already. At first I can read it fluently and already check the dictionary. I think that it is correct from the pronunciation, stress, and intonation. However, in front of

the lecturer everything is dispersed because of nervousness." (P1.11). In fact, although the students already practiced to read the text, they would lose it when they faced the lecturer.

Furthermore, the students also feel nervous because of the environment and also seeing the other friends who have done with their reading aloud. It is revealed by their statements "See other friends get panic, the environment supports it." (P1.31) and "For some people feel nervous because not used to speak in front of others.(P3.6)". In addition, the participant 4 shared her thoughts that she felt nervous because of worry about her mistakes to the new words. It is revealed by her statement "First is nervous and then afraid to make mistakes. (P4.7) and "I feel nervous because I worry about the new words". (P4.10). She added "Feeling nervous because think about the words that I do not read it fluently". (P4.8). It meant that those new words made her feeling nervous because she thought she was not going to read it fluently.

In addition, the students feel nervous because thinking about their mistakes that they are going to make. The reasons are explained on the statements "Feeling nervous to make mistake." (P2.15). The participant 3 added "I feel nervous because I think "Can they listen to my voice?" or "do I speak clearly?". It becomes a burden and finally it happened, people think my voice is not aloud. However, after that I try to avoid that thoughts and I feel not that nervous. (P3.7). She felt nervous because she was worry that lecturer could not hear her during the reading aloud assessment. She thought that she did not read clearly.

Second, the participant 4 also shared that the direct feedback from the lecturer make them feel under pressure Then, in reading aloud, the lecturer gives direct feedback and face to face with him, so it feels like under pressure. (P4.12). At this point, direct feedback given by the lecturer made her feel under pressure because basically the student faced the lecturer directly in the assessment.

These findings were in line with Huang (2010) who revealed that the RAT increases the students' anxiety. In addition, data above also shows that students face challenges in coping with under pressure and handling their anxiety because of facing the lecturer in the room, see other friends who have done the reading aloud, and thinking about mistakes that they are going to make. It is very challenging because sometimes they practice well and finally when they face those three things, they will lose it. It supported Gabrielatos (2002) who found out that the students struggle in coping with the anxiety in the RAT.

Understanding unfamiliar reading texts. Since the students got the impromptu text during the assessment, the students had not known before what kind of text that they were going to read. It is revealed by the participant statement "Entering the room makes us nervous about what text that we are going to have." (P1.19). It is a challenge for the students to deal with the text. She added with statement "Be afraid to the text that I am going to read because we do not know what vocabularies and level that we get". (P1.24). The text was just given to the students at that time, so the student could not choose or request the text.

From the data analyzed, all of the four participants shared the same challenge of understanding the unfamiliar text. The text given by the lecturer is interesting text, however there are many unfamiliar words for the students. It is proven by the statement of participant 2 "the challenge is the text. It was not familiar with us because we just get the text at that time. We only have little time to practice. The lecturer gives text which is little bit tricky. It challenges us because the words are not familiar. (P2.16).

Furthermore, it is hard for the students to pronounce and understand the text with new vocabulary. As stated by the statement of participant 3 "There are long and short text. However it is not about its length, but the content is difficult. It is difficult to understand and I never hear about its pronunciation before. Or the words are not familiar with my background knowledge. That is the challenge about the unfamiliar text. (P3.9). it is supported by the statement of participant 4 "It is about the practice. The words are hard to be pronounced. Maybe the lecturer plans it to make us survive when he is assessing us. It is because he does not give the topic like daily activity which is familiar with us." (P4.14). It clearly reveals that the students read the unfamiliar words which were given by lecturer.

These findings were in line with Mantali (2013) who revealed that the students found the RAT text are in unfamiliar literature. All of the participants shared the same though that the text in the RAT is unfamiliar for them. As mentioned above, they thought the lecturer give the unfamiliar text deliberately to make them survive in reading the text. It supported Lane & Wright (2007) who stated that to maximize the RAT, the teacher should choose the right text and also

evaluate the book use in the class. It means that text used in RAT should be match with the students' level and ability. It is in line with Huang (2010) who suggest that the reading text must be authentic which means already familiar with the students' prior knowledge. In fact, the students believed that it was the teacher method to make the students learn how to pronounce the words correctly especially the new words. In conclusion, it is a challenge for the students to understand the unfamiliar text.

Reducing demotivation. One participant stated that the challenge in reading aloud is reducing demotivation. She argued that it happened because she saw the other friends who have done the reading aloud and also think too much about her performance in reading the text. It is revealed in her statement "Demotivated because maybe some of friends have good pronunciation and they look be more calm more than me. It makes me think too much, and finally I state that I can do it." (P1.23). In fact, seeing the others done the RAT makes the students feel demotivated.

These findings were revealed by the participants' experience. It happened without any reasons. She faced challenges of being demotivated because of seeing her friends who had done the reading aloud assessment. Beside that, the participant also feeling demotivated because think too much about her friends' looked. She thought that her friends done well, how she would do that. In conclusion, the students have challenge in reducing demotivation.

Adjusting with the time allocation. From the data gained, three out of four participants stated that adjusting with the time allocation is a challenge in RAT. It is revealed by statement of participant 2 "The challenge is the time". (P2.17). Good time management is needed in the RAT because it becomes the challenge for the students. She added in the statement "It makes us under the time pressure. I have to read based on the time required, automatically I am in hurry. So, I should have read it correctly, but the time is up". (P2.18). It means that the time allocated by the lecturer is not effective, since the students feel under the time pressure.

Furthermore, the time for practice is short for the students. It is revealed in the statements "The time. The time for present and practice. Maybe for the lecturer it is enough for us to adapt to the text. It in needed time to adapt our feeling because we need longer time.If it possible to have the text 30 minutes before or maybe 15-20 minutes and after that presenting. The previous is no more than 20 minutes, it is 10-15 minutes". (P1.32). It means the time allocation for practicing is too short. They need longer time to practice since there are many new and unfamiliar words in the text given by the lecturer. It is supported by the statement of participant 4 "Time for practicing is just a while, so it makes me in a hurry. Do not have enough time to check the new vocabularies or unsure about the pronunciation. It takes time. . . .However because of the limited time, I do not practice maximally, the whole practice". (P4.13).

Beside that, the students also need time to master the text that they are going to read. Students needs time to practice repeatedly to make their

performance better. As mentioned before, the text is unfamiliar, so the time is expected longer than before. The time to master the text that students have to read should be allocated appropriately. The students need to know their weak parts. Let say there are some vocabularies that the students never know. It is needed longer time to practice repeatedly and also learn more. It will make the students more confident than less practice.

These findings showed that the allocation time of RAT is not enough for the students. Teale (2003) who argued that it is highly recommended teacher to make sure the amount of time in the class spent wisely. Three out of four participants shared the same thoughts that the time allocation is too short. It becomes the challenge for the students to adjust the time given by the teacher.

Articulating the text loudly. Based on the data obtained, one out of four participants experienced the articulation challenge. She needed to articulate the text loudly since the activity of reading aloud acquired her to read the text loudly and clearly. It is proven in her statement "The challenge that I face in reading aloud is our voice should be loud and shrill. My personality in term of voice is soft. Sometimes I think my voice is loud, but people say that it is not loud. That is the challenge to loud my voice." (P3.4). She faced a challenging technique since her voice is soft, so it is quite hard for her to read the text loudly. She further explained in her statement "I am asked to read and I think it is loud already, but they ask me to repeat what I read. The, I read it louder but I need to repeat because basically my voice is soft. I have to struggle in it." (P3.5).

These findings showed that the students face challenge in articulating the text. The students should read loudly and clearly. However, some of the students have soft voice. The participant shared her experience in the RAT that she had to repeated read the text because her voice is soft. In addition, it impacted her performance. In conclusion, articulating the text becomes a challenge in the RAT.

Making appropriate face expression. From the data gained, there was one participant who shared that challenge in reading aloud is expressing the text. It is proven by her statement "Reading aloud is not only about reading, we have to use face expression, and it is difficult. Basically I am not an expressive person. My face is flat. My lecturer also says that what you read should be match with your face expression. Use our expression, that is my first challenge, then nervous because I should be expressive." (P3.8). Furthermore, expression becomes a challenge in RAT.

Despite of benefit of the RAT, the researcher found that the expression also becomes the challenge in the RAT. As mentioned by Nurani and Rosyada (2015) who stated that students are acquired to read the text using gestures, intonation, and body movement, so making the appropriate face expression is needed. It helps them not only to read loudly, but also expressively. However, it becomes challenges for the students. It is revealed by the participant 3 who experienced it. In conclusion, the challenge of the RAT is making appropriate face expression in reading the text.