ABSTRACT

Nadilatul Jannah, 2025. *The Effect Of Oral Reading On Students' Pronunciation Performance In Vocational High School. Thesis.* English Language Education Program. Faculty of Teacher Training and Education, Muhammadiyah University of Jember. Advisors: (1) Dr. Hanafi, M.Pd. (2) Fitrotul Mufaridah, M.Pd

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Pronunciation is an important aspect of English language acquisition, especially for high school students. However, many students still have difficulty pronouncing words correctly due to a lack of practice and habituation, direct guidance from teachers, and ineffective teaching strategies. This difficulty was also found in class XI of SMK Negeri 1 Wringin, where many students had difficulty pronouncing English words correctly. This study tries to answer the question: "Is there a significant effect between oral reading and students' pronunciation skills?". This study aims to test the effect of oral reading techniques on improving students' pronunciation skills, especially phonemes, articulation, and intonation and rhythm. This study used a quasi-experimental design with a pre-test and post-test control group model. The instrument used was an oral reading test with 2 exposition texts. The sample in this study was class XI at SMKN 1 Wringin, namely XI-TKJ2 as the experimental group (27 students) and XI-TAV as the control group (23 students), with a total of 50 students.

The experimental group was given treatment using the oral reading technique with a focus on the accuracy of phoneme pronunciation, clarity of articulation, and the use of appropriate intonation and rhythm. Meanwhile, the control group did not receive any treatment; in other words, they followed the learning as usual (silent reading). Data were collected through an oral reading test and analyzed using the Independent Two-Sample for Means T-test statistical test. The results showed that there was a significant increase in the pronunciation score of the experimental group, with an average score increase of 28.2 points, compared to the control group with an average score of only 11.1. The results of the t-test (sig. 0.001 <0.05) were significantly smaller than the general level of significance of 0.05. This shows that the oral reading technique has a statistically positive significant effect.

This study concluded that oral reading techniques are effective in improving students' pronunciation performance on phoneme pronunciation accuracy, articulation clarity, and intonation and rhythm. The findings of this study suggest that teachers apply oral reading techniques routinely in English learning so that students can pronounce English words correctly. Further research is recommended to explore the effects of this technique on different levels of students and types of texts.