


The Effect of Using Reading Aloud on Pronunciation Ability

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A B S T R A C T

This research investigated the effect of the reading aloud technique on the pronunciation ability of seventh-grade EFL students at SMPN 6 Cempaga. A quasi-experimental design was applied, involving 70 students who were divided into two groups: an experimental group taught through the reading aloud strategy and a control group taught using conventional methods. Data were collected through oral pre-tests and post-tests and were analyzed with non-parametric tests (Wilcoxon and Mann-Whitney) due to the non-normal data distribution. The results showed that the experimental group's mean pronunciation score improved from 55.64 to 73.29, while the control group's score increased from 54.00 to 67.79. Statistical analysis confirmed a significant difference ($p < 0.05$) between the two groups. The findings demonstrated that the reading aloud technique effectively enhanced students' English pronunciation. Therefore, it was recommended that teachers adopt reading aloud as a regular classroom practice to foster learners' oral proficiency and confidence.

Keywords: *Effect, Reading Aloud, Pronunciation Ability*

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INTRODUCTION

In most languages, including the Indonesian language, pronunciation follows predictable rules but not in English. Spelling is not a reliable guide to know how a word is pronounced (Wahyuni, 2022). In the teaching-learning process, the students seldom get the exercise about pronunciation. In teaching, the teacher just reads the text, explains the material, and ask students to read and answer the question in individual or pairs without explaining how to pronounce it well

Pronunciation is a fundamental aspect of oral communication and one of the most challenging components for EFL learners to master. Unlike Indonesian, English pronunciation is not governed by consistent phonetic rules – spelling often does not correspond directly to sound (Wahyuni, 2022). This inconsistency makes it difficult for learners to predict how words are pronounced merely by looking at their written form. Consequently, many students rely on orthographic representations, which leads to mispronunciations such as saying “staden” for “student”.

Good pronunciation is essential for effective communication, as it determines intelligibility – the extent to which a speaker can be understood by listeners (Khoiriyah, 2020). Mispronunciation can cause confusion, misunderstanding, or even misinterpretation of meaning. Therefore, achieving accurate pronunciation is crucial for EFL learners who aim to communicate meaning clearly and confidently (Dheghu, Mata, & Rita, 2021).

However, pronunciation is often neglected in EFL classrooms. Teachers tend to emphasize reading and grammar over oral practice, offering limited opportunities for students to develop articulatory competence (Wahyuni, 2022). This leads to anxiety and reluctance to speak among learners, as they fear making pronunciation mistakes. In this context, teaching

methods that actively engage students in vocal practice—such as reading aloud—are particularly beneficial.

Reading aloud provides a structured, repetitive, and interactive environment where learners can focus on sound recognition, intonation, and stress patterns while receiving immediate feedback from teachers. As Huang (2010) asserts, reading aloud is “a comprehensive practice of pronunciation,” supporting both linguistic development and communicative competence. Furthermore, as Scola (2009) explains, it helps the tongue adapt to new sound combinations and builds students’ confidence in producing English sounds publicly.

In sum, pronunciation plays a vital role in developing communicative ability in EFL contexts. Difficulties arise due to the irregular relationship between English spelling and sound, the lack of pronunciation-focused instruction, and learners’ limited exposure to spoken English. Strengthening pronunciation teaching through interactive and auditory-based strategies like reading aloud helps bridge these gaps, fostering???

Therefore, when the teacher asks them to read the text the students felt shy and worry about their pronunciation and they always read in a whisper. The smart students listened to the teacher and did the task easily, while the others who did not understand what the teacher was explaining would get trouble in doing task, so they were not interested in doing the task and copied their friends’ answer without understanding it. Not all of students took part actively in this teaching learning process especially when the teacher asks them to read the text, they get bored because they always get same instructions from the teacher. The students less motivated in learning (Wahyuni, 2022)

Several problems of pronunciation were found by the researcher when conducting teaching program at VII A of SMPN 6 cempaga. Students’ English pronunciation is still bad. They frequently made a mistake when pronouncing English words. For example, when the teacher asked something in English, they answered in Bahasa. Another example is they pronounce a word according to what they see. For example, they read the word “student” to /staden/ which should be read /stju:dənt/. Moreover, students seem passive in teaching and learning in English.

Sometimes, Students could not respond when teacher asked them to express their idea in English. There are several techniques and activities in teaching pronunciation. Reading aloud can be defined as an activity 'that provides a context in which adults and children share a common focus, providing an opportunity for children to participate in increasingly sophisticated conversations that move beyond a perceptual focus to encompass conceptually oriented discussions' (Senawati et al., 2021). It is support by Huang (Huang, 2010) “reading aloud is an important part in education for all-around development, which has several functions in English teaching. Huang (Huang, 2010) said that: “reading aloud is a kind of comprehensive practice of pronunciation.” The most important thing for a human being is communication. People should have good pronunciation in order to understand each other and achieve the goal of becoming an understandable speaker. Good pronunciation will clearly carry out the oral skills required for information estimation. In addition, expect not only to focus only on the information we want to relay. But people understand what we really want to say.

Choosing the proper and efficient technique or activity in teaching pronunciation will also provide a big impact in pronunciation learning. Thus, by conducting this research, the researcher investigated whether reading aloud is an effective to teach pronunciation or not. Since humans are social creatures, communication is the most crucial aspect of existence. Everyone uses communication as a means of interacting with people in social situations. A successful communication process depends on mutual understanding between the sender and the recipient. As a result, effective communication requires effective communication skills (Umara & Lestari, 2020).

In communication, people should have good pronunciation in order to understand each other One of the key components of learning English is pronunciation, which help the

speaker communicate more effectively. When communication pronounced words create confusion, misunderstandings, and alternative meanings (Khoiriyah, 2020). Good pronunciation can achieve the goal of becoming an understandable speaker. Good pronunciation also will clearly carry out the oral skills required for information estimation. Furthermore, anticipate that others will comprehend what we are truly trying to express in addition to us concentrating just on the information we wish to convey (Dheghu, Mata, & Rita, 2021).

Second, student's pronunciation skills continue to be lacking. When the teacher made an ice breaking before doing teaching and learning process in the classroom to pronounce an alphabet A- JIPSI (*Jurnal Ilmu Pendidikan dan Sosial*) Vo. 2 No. 4 Januari 2024 | 430 Z, most of the students pronounced it incorrectly. Alphabet pronunciation is the most basic thing in learning a language. However, in reality, there are still many students who have not been able to. This proves that there is still a lack of students in English pronunciation (Sutrisno, 2020).

Third, the process of teaching and learning did not excite the students or make them feel bored. It's the reason Pronunciation lessons are typically taught by English teachers using only conventional methods. In order to practice pronouncing words correctly, the students read a worksheet and the text aloud (Mikhael Latin Ahasweros Siahaan et al., 2023).

Reading aloud can help develop linguistic reflexes, help the tongue respond to new sound combinations, and acclimate the brain to word patterns, according to Scola (2009:16). As a result, through reading aloud, the students would learn how to make the proper English sounds, and the researcher would be able to quickly determine whether or not the students' sounds were correct. Reading aloud can also assist those students who lacked the confidence to practice speaking English in public.

Reading Aloud is successfully implemented in this study pronunciation. This is supported by some relevant researches, such as Wibawa (2014), Sciences (2015) and Aditia (2014) which the effectiveness of Reading Aloud strategy to improve the students' pronunciation. They found that there was a significant effect on student learning pronunciation outcomes using this strategy.

pronunciation habits. Huang (2010) emphasized that reading aloud is a comprehensive practice of pronunciation, meaning that this activity reinforces the connection between written and spoken forms of words through continuous vocal repetition. This process helps learners internalize sound patterns, resulting in greater pronunciation accuracy and fluency.

From the perspective of phonological awareness, reading aloud enhances learners' sensitivity to the sound system of English, including stress, rhythm, and intonation. When students read texts aloud, they become more conscious of English phonemes that differ from their first language, such as /θ/, /ð/, and vowel length contrasts. Senawati et al. (2021) noted that reading aloud fosters an interactive context that encourages learners to attend to both form and sound, promoting deeper phonological understanding. This awareness is essential for improving intelligibility and communicative effectiveness.

In summary, the effectiveness of reading aloud in pronunciation instruction can be explained through four theoretical dimensions. (1) Systematic repetition reinforces accurate phonetic habits. (2) Enhanced phonological awareness develops sensitivity to rhythm, stress, and intonation. (3) Direct articulatory training improves speech organ control and accuracy. (4) Increased confidence and motivation promote active participation in oral communication.

Therefore, reading aloud is not merely a pronunciation practice activity but a comprehensive pedagogical technique that integrates cognitive, phonological, and affective aspects of EFL learning (Huang, 2010; Senawati et al., 2021; Scola, 2009).

Several previous studies have investigated the use of the reading aloud technique in improving students' pronunciation skills. For instance, Huang (2010) found that reading aloud functions as a comprehensive pronunciation practice that helps learners internalize English sound patterns and rhythm. Similarly, Senawati et al. (2021) concluded that reading aloud promotes phonological awareness and supports learners' active engagement in language learning. Research by Wibawa (2014), Aditia (2014), and Sciences (2015) also

confirmed the effectiveness of reading aloud in enhancing pronunciation accuracy and fluency among EFL learners. Furthermore, studies by Badawi et al. (2021) and Naniwarsih (2019) demonstrated that this technique not only improves pronunciation but also builds students' confidence in speaking English.

Research Hypothesis

Null Hypothesis (H₀):

There is no significant difference in the pronunciation ability of students taught using the reading aloud technique and those taught using conventional methods.

Alternative Hypothesis (H₁):

There is a significant difference in the pronunciation ability of students taught using the reading aloud technique and those taught using conventional methods

METHOD

This study employs a quantitative research methodology with a quasi-experimental design, namely the design of the pre- and post-test control group. The population is made up of 70 students from SMPN 6 Cempaga, a seventh class, who are divided into two classes for the 2024–2025 academic year. Using purposive sampling, class VII-A (35 students) is categorized as an experimental group and taught using the nyaring technique, while class VII-B (35 students) functions as a control group and is taught through traditional discussion. Data is gathered using the oral pronunciation test that is provided prior to and in accordance with the tasks. The instrument focuses on students' ability to understand English words, especially vowel sounds. Data analysis includes normality and homogeneity checks, which are performed using non-parametric statistical tests (Wilcoxon Signed Rank Test and Mann-Whitney U Test) using SPSS because the data does not support the normal distribution assumption.

The duration of the treatment is 15 minutes, they read the text by coming forward with a loud voice and the text used in reading is :

“Once upon a time, in a village full of rivalry, there lived two sisters, Bawang Merah and Bawang Putih. Bawang Merah, who was jealous of Bawang Putih's kindness, always tried to hurt her sister. One day, Bawang Merah tricked their mother and told Bawang Putih to go to the forest to look for fruits. In the forest, Bawang Putih met various strange creatures, but she remained patient and kind. Finally, Bawang Putih managed to get the fruits and returned home. Bawang Merah's mother realized that Bawang Putih was a good child, and Bawang Merah regretted her actions”.

Name	Accuracy	Intonation

Respondents

This study's respondent is a seventh-grade student in SMPN 6 Cempaga for the 2024–2025 academic year. There are 70 students in total, divided into two groups: VII-A, which has 35 students (15 men and 20 women), and VII-B, which has 35 students (25 men and 10 women). Using purposive sampling, class VII-A is identified as an experimental group and class VII-B as a control group. Accordingly, the respondents analyzed a sample of SMP students with a wide range of settings that were suitable for the study's focus on improving English language proficiency using nyaring study techniques.

Instruments

The instrument used in this study is a verbal test designed to improve students' writing skills, namely in the area of vocalization. This is done in two stages: the first and the last. In the first test, the team of experimenters and the control group carefully read the short's text in order to identify any issues with it. After completion, the final test is conducted using different texts but also linguistic features that are used to assess the growth of the pronunciation. The oral test provides a silent method of student work that enables researchers to identify changes

before and according to the technique of analyzing aloud in an experimental group compared to a control group that is taught using a traditional method.

Procedures

The three main stages of this research process are pre-test, treatment, and post-test. Initially, the goal of the experiment and control group was to study the literature in order to determine their initial performance. Following this, the experiment group received assistance through a strategy for studying aloud, in which students were given texts, encouraged to follow the teacher's advice, and then had to study aloud occasionally under the teacher's guidance. On the other hand, the control group is taught using a traditional method that involves discussing small groups without engaging in loud study activities. Following a successful session, both groups are given new assignments with identical levels to help them improve their pronunciation. This procedure enables researchers to compare the effectiveness of a strategic learning approach with traditional teaching methods.

Data analysis

Based on the descriptive analysis, for the experimental group consisting of 70 respondents, the pretest score indicates a minimum score of 35 and a maximum score of 75, with a mean of 55.64 and a standard deviation of 10.069. This indicates that before a task is given, the student's achievement level is based on a category that has a relatively large score. Following the completion of the task, the results of the experiment showed an increase, with a minimum score of 60 and a maximum score of 85, a mean of 73.29, and a standard deviation variation of 6.477. This indicates that there is a significant increase in learning outcomes that is accompanied by a more uniform score distribution. Conversely, in the control group, which also consisted of 70 respondents, the pretest score ranged from at least 35 to at most 70, with a standard deviation of 9.985 and a mean of 54.00. In posts, the minimum score is 50, while the maximum score is 85, with a mean of 67.79 and a standard deviation of 9.034. Even while there is an increase in learning outcomes in the control group, this increase is not significant in the experimental group. As a result, it can be concluded that the activities conducted in the experimental group had a greater positive impact on the growth of student learning outcomes than those conducted in the control group.

	N	Descriptive Statistics			
		Minimum	Maximum	Mean	Std. Deviation
Pretest Experimen	70	35	75	55,64	10,07
Postest Experimen	70	60	85	73,29	6,48
Pretest Control	70	35	70	54,00	9,99
Postest Control	70	50	85	67,79	9,03
Valid N (listwise)	70				

Source : Processed by Researchers 2025

class	Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk			
	Statistic	df	Sig.	Statistic	df	Sig.	
mark	Pretest-Experiment	,138	70	,002	,951	70	,008
	Post-Experiment	,167	70	,000	,928	70	,001
	Pretest-Control	,122	70	,012	,930	70	,001
	Post-Control	,131	70	,005	,950	70	,007

a. Lilliefors Significance Correction

Based on the above, it can be seen that the significance level (sig) for all data, whether in Shapiro-Wilk or Kolmogorov-Smirnov tests, is approximately 0.05. Because of this, it may be concluded that the data from the study does not follow a normal distribution. Because of this, non-parametric statistical methods, particularly the Mann-Whitney and Wilcoxon tests, are used to analyze research data.

mark	Test of Homogeneity of Variance				
	Levene Statistic	df1	df2	Sig.	
Based on Mean	5,26	3	2	0,01	
Based on Median	4,99	3	2	0,01	

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Based on Median and with adjusted df	4,99	3	259,506	0,01
Based on trimmed mean	5,25	3	2	0,01

Based on the results in the table above, the significance value (sig) is 0.12, which is greater than 0.05. Therefore, it can be concluded that the variances of the post-test data in the experimental class and the control class are heterogeneous or not equal.

The Wilcoxon test aims to determine whether there is a difference in the mean between two paired samples. As part of non-parametric statistical tests, the Wilcoxon test does not require the research data to be normally distributed. It is used as an alternative to the paired sample t-test when the research data are not normally distributed.

		Ranks		
		N	Mean Rank	Sum of Ranks
Postest Experimen - Pretest Experimen	Negative Ranks	0 ^a	,00	,00
	Positive Ranks	69 ^b	35,00	241,00
	Ties	1 ^c		
	Total	70		
Postest Control - Pretest Control	Negative Ranks	0 ^d	,00	,00
	Positive Ranks	69 ^e	35,00	241,00
	Ties	1 ^f		
	Total	70		

- a. Postest Experimen < Pretest Experimen
 b. Postest Experimen > Pretest Experimen
 c. Postest Experimen = Pretest Experimen
 d. Postest Control < Pretest Control
 e. Postest Control > Pretest Control
 f. Postest Control = Pretest Control

The results from the experimental class show that negative ratings, or negative differences between pre-test and post-test learning outcomes, are 0 for N, mean rating, and number of ratings. Conversely, positive ratings, or positive differences between pre-test and post-test scores, show that there are 69 positive data points (N), indicating that there is no decrease from pre-test to post-test scores. In the experimental class, one student had the same score both before and after the test.

	Test Statistics ^a	
	Postest Experimen - Pretest Experimen	Postest Control - Pretest Control
Z	-7,25 ^b	-7,27 ^b
Asymp. Sig. (2-tailed)	,000	,000

- a. Wilcoxon Signed Ranks Test
 b. Based on negative ranks.

Based on the SPSS output in the test statistics above, it was shown that the Asymp. Sig (2-tailed) value is 0.000. Since this value is less than 0.05 ($0.000 < 0.05$), it can be concluded that there is an effect of reading aloud on students' pronunciation skill

The purpose of the Mann-Whitney test is to determine whether there is a mean difference between the two independent samples. As a component of nonparametric statistics, the Mann-Whitney test does not indicate that the data is normally distributed or homogeneous. This test also serves as an alternative to independent t-test in cases where the data from the study is not normally distributed and homogeneous

	Test Statistics ^a	Nilai
Mann-Whitney U		330,000
Wilcoxon W		2815,000
Z		-8,921
Asymp. Sig. (2-tailed)		,000

- a. Grouping Variable: class

Based on the results in the table above, the Asymp. Sig (2-tailed) value is 0.000, which is less than 0.05. Therefore, it can be concluded that there is a difference in the effect of reading aloud on students' pronunciation skills. Since the difference is significant, it can be stated that reading aloud is important variable to improve on students' pronunciation skills

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FINDINGS AND DISCUSSION

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Experiment class

No	Name	Pre-Test	Post-Test
1	Ade Al Rahman	55	65
2	Ahmad Jayini	65	75
3	Albertus Lelo	45	70
4	Almadina Nur Sabila	65	75
5	Anggerson	60	80
6	Azqia Nurmeyrisa	45	70
7	Ezra Ricardo Mihing	55	65
8	Fajar Suwarsa	60	75
9	Flora Aftania	65	65
10	Fransiskus Joshe	70	85
11	Jesu Goldian	65	70
12	Jiyshua Ahmad Fadali	50	65
13	Lendra	45	70
14	M. Ilham Fahrezianur	35	65
15	Mixsen	60	70
16	Muhammad Toha Anwar	50	75

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17	Muhammad Arifin Ilham	55	65
18	Muhammad Hilman	75	85
19	Muhammad Rangga	65	75
20	Muhammad Syahid	55	70
21	Norayini	45	80
22	Nur Albiah Ilmi	70	75
23	Ranum	65	70
24	reza	55	65
25	Selawati	60	75
26	Serilia	35	65
27	Stefhany Arista	65	75
28	Tara Aulia	50	70
29	Yehezkiel Christian Oktoberus	45	60
30	Yongki Febrian	60	75
31	Zainal Ilmi	65	70
32	Adelia Naura Kamila	75	85
33	Aisya Nabila	70	80
34	Al Hadi	65	75
35	Albertus Haidit	50	70
36	Amira	45	65
37	Billy Clarimod	55	75
38	Dani	45	85
39	Djanaka Satrio	50	75
40	Epan Setiawan	60	70
41	Muhammad Nasih	35	75
42	Muhammad Rehan	50	85
43	Muhammad Rivaldo	45	65
44	Nada Natalia	65	70
45	Nur Soleha	60	85
46	Rafael Choto	60	75
47	Ranie	55	70
48	Regina Juliani	70	80
49	Riki	65	75
50	Seni Aulia	55	65
51	Tiara	45	70
52	Aldi Tangkasiang	65	80
53	Alosius Jebri Anus	35	75
54	Andra	50	80
55	Ardiansyah Kristina Setiamy	50	70
56	Aulidah	45	75
57	Dano	55	70
58	Emanuela Dasa Augusta	50	60
59	Felie Syahputri	65	75
60	Filliu	70	85
61	Kevin Arjuna	55	75
62	Laomisa Marsa	60	80
63	Muhammad Agip	50	70
64	Muhammad Riski	65	75
65	Nur Atikah	45	75

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66	Ricky Aditya	55	85
67	Salasiah	35	65
68	Sanatana Darma	65	75
69	Sulistiawati	50	70
70	Tasya Aprilianti	55	80

Control Class

No	Name	Pre-Test	Post-Test
1	Ade Al Rahman	45	65
2	Ahmad Jayini	55	60
3	Albertus Lelo	65	70
4	Almadina Nur Sabila	35	65
5	Anggerson	60	75
6	Azqia Nurmeyrisa	70	85
7	Ezra Ricardo Mihing	55	65
8	Fajar Suwarsa	65	75
9	Flora Aftania	45	55
10	Fransiskus Joshe	65	70
11	Jesu Goldian	55	65
12	Jiyshua Ahmad Fadali	45	55
13	Lendra	35	50
14	M. Ilham Fahrezianur	70	80
15	Mixsen	50	65
16	Muhammad Toha Anwar	45	55
17	Muhammad Arifin Ilham	60	70
18	Muhammad Hilman	55	75
19	Muhammad Rangga	35	65
20	Muhammad Syahid	50	75
21	Norayini	65	70
22	Nur Albiah Ilmi	70	85
23	Ranum	60	75
24	reza	50	60
25	Selawati	65	70
26	Serilia	55	75
27	Stefhany Arista	35	65
28	Tara Aulia	60	75
29	Yehezkiel Christian Oktoberus	50	65
30	Yongki Febrian	55	55
31	Zainal Ilmi	65	75
32	Adelia Naura Kamila	50	65
33	Aisya Nabila	35	50
34	Al Hadi	50	70
35	Albertus Haidit	65	85
36	Amira	45	65
37	Billy Clarimod	60	75
38	Dani	55	65
39	Djanaka Satrio	50	55
40	Epan Setiawan	55	60
41	Muhammad Nasih	35	55
42	Muhammad Rehan	50	65

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43	Muhammad Rivaldo	45	75
44	Nada Natalia	65	85
45	Nur Soleha	50	60
46	Rafael Choto	55	70
47	Ranie	45	55
48	Regina Juliani	65	75
49	Riki	55	60
50	Seni Aulia	50	75
51	Tiara	35	55
52	Aldi Tangkasiang	50	65
53	Alosius Jebri Anus	60	75
54	Andra	65	70
55	Ardiansyah Kristina Setiamy	45	55
56	Aulidah	55	65
57	Dano	50	60
58	Emanuela Dasa Augusta	60	75
59	Felie Syahputri	70	85
60	Filliu	65	70
61	Kevin Arjuna	35	55
62	Laomisa Marsa	55	70
63	Muhammad Agip	65	75
64	Muhammad Riski	60	80
65	Nur Atikah	45	65
66	Ricky Aditya	50	60
67	Salasiah	65	70
68	Sanatana Darma	55	65
69	Sulistiawati	65	75
70	Tasya Aprianti	60	80

Reading aloud enhances pronunciation because it combines repetition, auditory feedback, articulatory practice, and phonological awareness, which are all grounded in well-established learning theories. From a behaviorist perspective, as proposed by Skinner, learning occurs through repetition and reinforcement. When students repeatedly read aloud, they practice producing sounds, stress, and intonation patterns until correct pronunciation becomes a habitual response. Each accurate production is reinforced by the teacher's feedback, helping students replace incorrect pronunciation habits with correct ones (Huang, 2010; Senawati et al., 2021).

Comparison with Previous Studies

The findings of this study align with and reinforce the results of several previous investigations on the effectiveness of the reading-aloud technique in improving pronunciation among EFL learners. The significant improvement observed in the experimental group's mean score – from 55.64 to 73.29 – supports Huang's (2010) assertion that reading aloud serves as a comprehensive practice of pronunciation, allowing learners to strengthen the connection between spoken and written forms through repeated articulation. Similarly, the results correspond with those of Senawati et al. (2021), who concluded that reading aloud enhances phonological awareness by encouraging learners to focus on rhythm, stress, and intonation patterns. These findings also mirror the outcomes of Wibawa (2014) and Aditia (2014), who found significant improvements in students' pronunciation accuracy and fluency through consistent implementation of the reading-aloud strategy. Moreover, studies by Badawi et al. (2021) and Naniwarsih (2019) emphasized that reading aloud not only improves pronunciation skills but also increases students' self-confidence and motivation to speak.

English. Compared with those studies, the present research further confirms that reading aloud provides learners with systematic repetition, real-time feedback, and meaningful auditory experience that collectively enhance their pronunciation performance. Therefore, the consistency of these findings across multiple contexts validates the conclusion that reading aloud is an effective pedagogical technique for improving EFL students' pronunciation accuracy, fluency, and overall oral proficiency.

Pedagogical Implications

The results of this study carry several important pedagogical implications for EFL teachers seeking to enhance students' pronunciation skills through practical classroom activities. Since reading aloud has proven effective in improving pronunciation accuracy, stress, and intonation, teachers should integrate it as a regular component of speaking and reading instruction. Reading aloud provides learners with structured opportunities to practice English sounds repeatedly, helping them internalize correct pronunciation patterns through consistent auditory and articulatory exposure.

First, teachers can implement guided reading aloud sessions, where students read selected texts while the teacher models correct pronunciation, stress, and intonation beforehand. This modeling phase is crucial for establishing accurate phonetic input. Next, during student practice, teachers should provide immediate corrective feedback, helping learners recognize and adjust errors in real time. This feedback supports both auditory awareness and behaviorist reinforcement, ensuring that correct pronunciation habits are formed through repetition and positive feedback.

Second, teachers are encouraged to select contextually engaging and level-appropriate texts, such as short stories, dialogues, or narrative passages familiar to students' cultural background. Using meaningful content enhances students' motivation and reduces anxiety when speaking aloud in front of peers. Teachers can also rotate reading roles – individual, pair, and group reading – to balance participation and reduce performance pressure.

Third, incorporating technology-assisted tools (e.g., audio recorders, pronunciation apps, or speech recognition programs) can provide additional auditory feedback, allowing students to listen to their own voices and compare them with native or model pronunciation. This self-monitoring process enhances learner autonomy and promotes independent pronunciation practice outside the classroom.

Finally, reading aloud activities should be integrated with communicative tasks such as role plays, dialogues, or storytelling to transfer pronunciation practice into authentic communication contexts. This approach helps students move beyond mechanical repetition toward fluent and expressive speech.

In summary, teachers can maximize the pedagogical value of reading aloud by combining it with explicit pronunciation instruction, real-time feedback, and engaging materials. When systematically implemented, reading aloud not only improves students' pronunciation accuracy and fluency but also builds their confidence and willingness to communicate in English.

Discussion

The results of this study indicate that the reading aloud strategy significantly improves students' English pronunciation skills. In the experimental group, the average post-test score increased from 55.64 to 73.29, while in the control group, it rose from 54.00 to 67.79. Although both groups showed improvement, the experimental group achieved greater gains, suggesting the effectiveness of the treatment. This finding aligns with previous studies (e.g., Badawi et al., 2021; Naniwarsih, 2019), which concluded that reading aloud enhances students' pronunciation by encouraging active vocal practice, improving confidence, and allowing real-time teacher feedback.

Putri Wahyuni (2022) from The University of Palangka Raya. This research was aim to know the effect of teaching reading aloud technique in improving English Pronunciation. In other words, there is a significant effect on students' pronunciation of English by teaching using reading aloud technique

Through reading aloud, students not only practice articulating English sounds but also develop awareness of rhythm, intonation, and stress patterns. Statistical analysis using the Wilcoxon Signed-Rank Test and Mann-Whitney U Test showed significant differences ($p < 0.05$), confirming that the observed improvement was not due to chance. Despite the limitation of normality in the data distribution, the use of non-parametric tests ensured reliable interpretation of the results. However, it is important to note some limitations. A few students felt nervous when reading aloud in front of peers, and the repetitive nature of the activity could potentially lead to disengagement if not managed creatively. Therefore, teachers should select appropriate, engaging texts and foster a supportive classroom environment.

In summary, reading aloud is an effective instructional strategy for improving pronunciation among EFL students, especially at the junior high school level. It provides structured, repetitive, and contextualized exposure to spoken English, helping learners become more intelligible and confident speakers.

CONCLUSIONS

The study examined the effect of using the reading aloud technique on the pronunciation ability of seventh-grade EFL students at SMPN 6 Cempaga. Employing a quasi-experimental design with 70 participants divided into an experimental and a control group, the research collected data through oral pre-tests and post-tests. Statistical analysis using the Wilcoxon Signed-Rank Test and Mann-Whitney U Test revealed a significant improvement in the experimental group's pronunciation scores—from a mean of 55.64 to 73.29—compared to the control group's increase from 54.00 to 67.79. These results indicate that reading aloud effectively enhances students' pronunciation accuracy, stress, and intonation. The improvement is attributed to the repetitive and auditory nature of the activity, which strengthens phonological awareness, articulatory control, and confidence in speaking English. The study concludes that reading aloud is a valuable pedagogical technique for improving EFL learners' pronunciation and recommends that teachers incorporate it regularly into classroom practice to foster oral proficiency and learner engagement. The findings of this study provide several practical implications for English teachers who aim to improve students' pronunciation skills effectively. First, teachers are encouraged to integrate reading aloud activities regularly into their English lessons. This technique allows students to practice the articulation of sounds, stress, rhythm, and intonation in a structured and supportive environment. By reading texts aloud, learners become more aware of the relationship between spelling and sound, which enhances both pronunciation accuracy and fluency. Second, teachers should act as models of correct pronunciation before students begin reading. Demonstrating how to pronounce challenging words and sentences helps learners build accurate sound patterns. During students' reading practice, teachers should provide immediate and constructive feedback, correcting mispronunciations gently and reinforcing correct production. Third, teachers can select engaging and level-appropriate reading materials, such as short stories, dialogues, or poems, to maintain students' motivation and interest. Pair or group reading activities can also reduce anxiety and encourage participation among shy learners. Additionally, teachers may incorporate technology-based tools, such as speech recognition apps or voice recorders, to give students extra opportunities for self-assessment and improvement outside the classroom. Finally, reading aloud can be combined with communicative speaking tasks, such as role plays or storytelling, to ensure that pronunciation practice is applied in meaningful communication. Through consistent and creative implementation, teachers can use reading aloud not only to improve students' pronunciation but also to enhance their confidence, listening skills, and overall oral proficiency in English.

Although the findings of this study demonstrate the effectiveness of the reading aloud technique in improving students' pronunciation, several limitations should be acknowledged. First, the study was conducted with a limited sample size of seventy

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students from a single school, which may restrict the generalizability of the results to broader EFL contexts. Second, the duration of the treatment was relatively short, providing limited exposure for students to fully develop long-term pronunciation improvement. Third, the study focused mainly on quantitative data, without exploring students' perceptions, motivation, or emotional responses to the reading aloud activity. For future research, it is recommended that similar studies be conducted with larger and more diverse samples across different educational levels to confirm the findings. Researchers could also employ mixed-method approaches to gain deeper insights into students' attitudes and engagement during reading aloud activities. Moreover, future investigations may explore the integration of technology-assisted reading aloud techniques, such as digital pronunciation tools or speech recognition software, to enhance the effectiveness and sustainability of pronunciation learning.

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