

**THE EFFECTIVENESS OF READING ALOUD ACTIVITY IN
IMPROVING STUDENTS' PRONUNCIATION SKILL AT
MTs DDI PARIANGAN**



THESIS

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Skripsi yang berjudul, "The Effectiveness Of Reading Aloud Activity In Improving Students' Pronunciation Skill At MTs DDI Pariangan", yang disusun oleh saudari Sartika Abdullah, NIM : 10256121029, Mahasiswa Program Studi Tadris Bahasa Inggris pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Jumat, 19 September 2025 M Bertepatan Dengan 26 Rabiul Awal 1447 H dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh gelar Sarjana Pendidikan (S.Pd) pada Jurusan Tarbiyah dan Keguruan Sekolah Tinggi Agama Islam Negeri Majene, dengan beberapa perbaikan.

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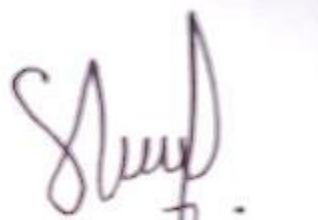
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ABSTRACT

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Title : **The Effectiveness of Reading Aloud Activity in
Improving Students' Pronunciation Skill at MTs
DDI Pariangan**

Many students find it difficult to improve their English pronunciation due to internal factors such as lack of confidence and fear of making mistakes, and external factors such as conventional teaching methods that are passive and less engaging. This study aims to examine the effectiveness of reading aloud activity in improving students' pronunciation skills. The research employed a *pre-experimental* method with a one-group *pre-test* and *post-test* design. It was conducted at MTs DDI Pariangan involving eighth-grade students. Data were collected through an oral reading aloud test and analyzed using SPSS 25. The hypothesis of this study states that the reading aloud activity has a significant effect on improving students' pronunciation skills. The results revealed that the students' mean score increased from 11.71 on the *pre-test* to 16.36 on the *post-test*, indicating a significant improvement. The reading aloud activity created an interactive learning atmosphere that enabled students to practice pronunciation directly, receive feedback, and build self-confidence. Therefore, the use of reading aloud activity is effective in enhancing pronunciation skills and promoting active student participation in learning.

Keywords: Reading Aloud Activity, Pronunciation Skills, Pre-Experimental Design, MTs DDI Pariangan

ABSTRAK

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Banyak siswa mengalami kesulitan dalam meningkatkan kemampuan *pronunciation* bahasa Inggris karena faktor internal, seperti kurangnya rasa percaya diri dan takut melakukan kesalahan, serta faktor eksternal, yaitu metode pengajaran konvensional yang cenderung pasif dan kurang menarik. Penelitian ini bertujuan untuk mengetahui efektivitas *reading aloud activity* dalam meningkatkan kemampuan *pronunciation* siswa. Metode yang digunakan adalah *pre-experimental* dengan desain satu kelompok *pre-test* dan *post-test*. Penelitian dilakukan di MTs DDI Pariangan dengan subjek siswa kelas VIII. Data dikumpulkan melalui tes lisan *reading aloud* dan dianalisis menggunakan SPSS 25. Hipotesis penelitian ini menyatakan bahwa *reading aloud activity* berpengaruh signifikan terhadap peningkatan kemampuan *pronunciation* siswa. Hasil penelitian menunjukkan bahwa rata-rata skor siswa meningkat dari 11,71 pada *pre-test* menjadi 16,36 pada *post-test*, yang berarti terjadi peningkatan signifikan. Kegiatan *reading aloud* menciptakan suasana belajar yang interaktif dan memberikan kesempatan bagi siswa untuk berlatih pengucapan secara langsung, memperoleh umpan balik, serta meningkatkan kepercayaan diri. Dengan demikian, *reading aloud activity* efektif dalam meningkatkan kemampuan *pronunciation* siswa dan mendorong keterlibatan aktif dalam pembelajaran.

Kata Kunci: Reading Aloud Activity, Pronunciation Skills, *Pre-Experimental Design*, MTs DDI Pariangan

CHAPTER I

INTRODUCTION

A. Background

English has become an international language that plays a pivotal role in various domains, including education, technology, commerce, politics, and global communication. In Indonesia, English is taught from the primary level through higher education with the objective of equipping learners with sufficient communicative competence to participate in a globalized world.

In the field of English language education, there are four essential skills that learners are expected to master: listening, speaking, reading, and writing. Among these, speaking is often regarded as the most essential skill, as it serves as a direct means of communication in daily life. Effective speaking, however, requires not only knowledge of vocabulary and grammar but also mastery of pronunciation, which enables the speaker to be clearly understood by the listener.

Pronunciation, therefore, plays a crucial role in determining the success of oral communication. Harmer (2007) argues that inaccurate pronunciation may lead to misunderstanding and communication breakdown, even if the speaker's grammar and vocabulary are correct. Conversely, accurate pronunciation facilitates clarity, fluency, and confidence in communication.

Despite its importance, pronunciation is often neglected in the Indonesian EFL classroom. Instruction tends to emphasize grammar, vocabulary, and reading comprehension, while pronunciation receives relatively limited attention. As a result, many students are able to construct sentences in writing but struggle to

produce accurate oral communication. This imbalance constrains their ability to interact effectively in real-life situations.

Several linguistic and psychological factors contribute to students' difficulties in pronunciation. Phonologically, the English sound system is more complex than that of Indonesian. For instance, learners often fail to differentiate between short and long vowels (*ship* vs. *sheep*) or to pronounce interdental sounds such as /θ/ in *think* and /ð/ in *this*, which do not exist in Indonesian. Psychologically, students frequently experience anxiety and lack of confidence when speaking in front of others, which further hinders their oral performance.

Preliminary observations at MTs DDI Pariangan revealed that many eighth-grade students exhibited weaknesses in articulation, misplaced word stress, and monotonous intonation. In addition, students tended to be reluctant to participate in oral activities due to fear of making mistakes. These findings suggest that pronunciation requires more focused and systematic instructional attention.

Previous studies provide empirical support for the use of reading aloud in pronunciation learning. Hidayati (2020) found that it improved students' articulation and boosted their confidence. Rahman (2021) reported that reading aloud enhanced stress and intonation accuracy among high school learners. Similarly, Sari and Putri (2022) concluded that reading aloud not only improved pronunciation but also reduced speaking anxiety. These studies collectively demonstrate the potential of reading aloud as a low-cost yet effective approach to pronunciation teaching.

However, English instruction at MTs DDI Pariangan still relies heavily on conventional methods such as lectures and written exercises, which limit students' opportunities to actively practice speaking. Therefore, it is necessary to apply alternative strategies that engage students in active pronunciation practice.

Martínez (2019) emphasized that the planned implementation of reading aloud tasks can effectively enhance students' pronunciation skills, particularly in the aspects of articulation, stress placement, and intonation. In his study, the activity was conducted through two stages noticing and awareness during which students received direct feedback on their pronunciation errors. The findings revealed a significant improvement in pronunciation performance after the treatment, indicating that reading aloud serves as an interactive and communicative approach that fosters students' engagement and pronunciation development. In line with these findings, the present study aims to examine the effectiveness of reading aloud activity in improving students' pronunciation at MTs DDI Pariangan. It is hypothesized that the use of reading aloud activity has a significant positive influence on students' pronunciation achievement.

Based on these considerations, the researcher conducted a study entitled: "The Effectiveness of Reading Aloud Activity in Improving Students' Pronunciation Skill at MTs DDI Pariangan." The study is expected to provide empirical evidence on the effectiveness of reading aloud in enhancing pronunciation and to offer practical insights for teachers in designing more effective speaking instruction.

B. Problem Statement

Based on the background that has been explained, the problem formulation in this research is: "Is reading aloud activity effective in improving students' pronunciation skill at MTs DDI Pariangan?"

C. Research Objective

Based on the background that has been explained, the problem formulation in this research is: "To investigate the effectiveness of reading aloud activity in improving students' pronunciation skill at MTs DDI Pariangan."

D. Research Significance

The researcher provides theoretical and practical significance based on the research:

1. Theoretical Significance

The findings of this study are expected to make a meaningful contribution to the body of knowledge in the field of English language education, particularly in the area of pronunciation teaching. Specifically, the results are anticipated to strengthen theoretical perspectives on the effectiveness of Reading Aloud Activity as an instructional technique for improving learners' pronunciation skills. Furthermore, this research provides empirical evidence that supports the integration of oral practice-based strategies into pronunciation pedagogy. In this way, the study not only confirms but also expands existing theories regarding the role of systematic oral practice in enhancing students' speaking performance.

2. Practical Significance

The results of this study are also expected to provide practical implications for various stakeholders in the field of education.

a. For Teachers

This study offers an alternative pedagogical strategy that can be integrated into classroom practice to improve students' pronunciation. By employing Reading Aloud Activity, teachers can create more engaging and interactive lessons that encourage student participation, reduce speaking anxiety, and provide opportunities for immediate feedback.

b. For Students

The implementation of Reading Aloud Activity can help learners develop greater confidence and awareness in their oral production. Through repeated practice, students are expected to improve their articulation, stress, intonation, and fluency, which ultimately contribute to clearer and more effective communication in English.

c. For Other Researcher

The findings of this study may serve as a useful reference for further investigations on pronunciation skills. Future studies could replicate the current research with larger sample sizes, different age groups, or varied contexts, thereby contributing to a broader understanding of the effectiveness of reading aloud in language learning.

E. Research Scope

This research is delimited to several aspects in order to maintain clarity and focus. First, the study specifically examines students' pronunciation skills, which are operationalized through five indicators: articulation, word stress, intonation, fluency, and accuracy. Other aspects of speaking ability, such as vocabulary, grammar, and pragmatic competence, are beyond the scope of this study. Second, the treatment applied is limited to the use of Reading Aloud Activity as the primary instructional technique. The activity was conducted in six sessions and designed to provide students with repeated oral practice, feedback, and opportunities for self-monitoring. Third, the participants of this study were confined to one group of 14 eighth-grade students at MTs DDI Pariangan, selected purposively to represent the target population. Therefore, the results of this study should be interpreted within this specific context and may not be generalized to all EFL learners. Fourth, the research design employed was a pre-experimental design, specifically the one-group pre-test and post-test design. This design was considered appropriate for small-scale classroom research, though it may limit the extent of causal inferences compared to more advanced experimental models. Finally, the data collection instrument consisted of an oral reading test, and the data were analyzed using descriptive statistics and a paired sample t-test. The focus of analysis was strictly on pronunciation outcomes as measured by the rubric, without extending to other speaking components.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Studies

In order to strengthen the foundation of this research, it is necessary to examine previous studies that are relevant to the use of Reading Aloud Activity in improving students' pronunciation skills. Reviewing related studies provides valuable insights into how this technique has been implemented in different contexts, the extent to which it has been effective, and the research gaps that remain to be addressed. The following are several studies that have explored the role of reading aloud in English language learning, particularly in relation to pronunciation.

1. Mustafa (2023) conducted a study entitled: "The Effect of Reading Aloud on University Students' Pronunciation Performance"

This study investigated the impact of reading aloud on undergraduate EFL learners' pronunciation skill. The findings revealed that reading aloud facilitated students' self monitoring of pronunciation, particularly when combined with teacher feedback and peer correction. Students became more aware of their errors in articulation and stress, which led to significant improvement in overall pronunciation accuracy. The study emphasized that reading aloud not only enhances oral practice but also fosters learner autonomy in language learning.

2. **Sari & Putri (2022) carried out a study entitled: "The Role of Reading Aloud in Reducing Speaking Anxiety and Improving Pronunciation"**

This study, conducted in a vocational school in Jakarta, explored the psychological and linguistic impact of reading aloud. The findings revealed that reading aloud improved students' pronunciation accuracy while also reducing their speaking anxiety. This indicates that the technique is effective not only for linguistic development but also for enhancing learners' confidence.

3. **Rahman (2021) conducted a study entitled: "The Effectiveness of Reading Aloud in Teaching Pronunciation: An Experimental Study at a Senior High School in Makassar"**

This research investigated the effect of reading aloud on students' stress and rhythm. The experimental group practiced reading aloud three times per week for a month, while the control group received conventional teaching. The results demonstrated that the experimental group showed greater improvement in stress patterns and rhythm compared to the control group.

4. **Hidayati (2020) presented a study entitled: "Improving Students' Pronunciation through Reading Aloud: A Classroom Action Research at a Junior High School in Yogyakarta"**

This study focused on the implementation of reading aloud in a junior high school classroom. The findings showed significant improvement in students' pronunciation, particularly in articulation and intonation.

Moreover, students reported higher confidence when performing oral tasks. The study concluded that reading aloud is an effective and practical technique for pronunciation instruction at the secondary level.

Several previous studies have shown that Reading Aloud Activity is effective in improving students' pronunciation skills, particularly in terms of articulation, word stress, and intonation. However, the majority of these studies were conducted in senior high schools, vocational schools, or universities, and focused mainly on pronunciation improvement in general EFL contexts. Few studies have specifically examined the use of reading aloud in madrasah settings, where students may face different linguistic, cultural, and resource-related challenges. Therefore, this research seeks to address that gap by investigating the effectiveness of Reading Aloud Activity in enhancing pronunciation skills among eighth-grade students at MTs DDI Pariangan.

Although the aforementioned studies have demonstrated the effectiveness of Reading Aloud Activity in enhancing pronunciation skills, most of them were conducted in different educational settings, such as senior high schools, vocational schools, and universities (e.g., Rahman, 2021; Sari & Putri, 2022; Mustafa, 2023). In contrast, this study focuses specifically on eighth-grade students at an Islamic junior high school (MTs DDI Pariangan), a context that has received limited attention in prior research. Moreover, while earlier studies tended to emphasize either the linguistic outcomes (such as articulation, stress, or intonation) or psychological aspects (such as reducing speaking anxiety), this research examines both linguistic and confidence-related improvements within a small class rural

school environment. Thus, the present study aims to fill the gap by providing empirical evidence from a unique educational context and by highlighting how Reading Aloud Activity can serve as a practical and low-cost technique for improving pronunciation skills in resource limited classrooms.

B. Some Pertinent Ideas

1. Reading Aloud Activity

a. Definition

Reading aloud is an instructional activity in which learners vocalize written texts for the purpose of practicing oral language skills. According to Nation and Newton (2009), reading aloud enables learners to rehearse pronunciation features such as articulation, stress, rhythm, and intonation through repeated and meaningful oral practice. They explain that this activity helps learners develop better control over the sound system of English by linking sounds with their written forms. Moreover, reading aloud provides opportunities for learners to receive feedback from teachers and peers, allowing them to identify pronunciation errors and make necessary corrections. Thus, reading aloud can be regarded as a pedagogical technique that integrates practice and feedback to enhance learners' oral proficiency.

b. The Benefits of Reading Aloud in Pronunciation Learning

Reading aloud has been widely acknowledged as a beneficial technique for improving learners' pronunciation in EFL contexts. Several advantages can be identified:

1) Improvement of Articulation

Reading aloud provides structured opportunities for students to practice producing English sounds accurately. Through repeated exposure to written texts, learners can refine the articulation of consonants and vowels, particularly those that are absent in their first language (Kelly, 2000).

2) Development of Stress, Rhythm, and Intonation

Effective oral communication requires not only accurate sounds but also appropriate prosodic features such as stress, rhythm, and intonation. Reading aloud allows learners to pay attention to these suprasegmental aspects, which significantly contribute to speech intelligibility (Celce-Murcia, Brinton, & Goodwin, 2010).

3) Enhance of Fluency

Through repeated practice of reading aloud texts, learners gradually reduce pauses and hesitation, resulting in a more natural and coherent flow of speech. This consistent rehearsal enables them to internalize pronunciation patterns and rhythm, which contributes to greater confidence and spontaneity in oral communication (Nation & Newton, 2009).

4) Increased Awareness and Self Monitoring

Reading aloud enables students to become more conscious of their pronunciation. When combined with teacher feedback or peer correction, learners can identify their errors and monitor their

progress. Mustafa (2023) highlights that reading aloud fosters learner autonomy in pronunciation learning.

5) Reduction of Speaking Anxiety

One psychological benefit of reading aloud is that it provides a controlled environment where students can practice without the pressure of spontaneous conversation. This reduces speaking anxiety and builds confidence, as shown in the study by Sari and Putri (2022).

6) Suitability for Resource Limited Classrooms

Reading aloud requires minimal resources and can be implemented in classrooms with limited technological support. This makes it particularly valuable in rural or madrasah settings, where access to modern teaching aids may be restricted.

In sum, reading aloud offers both linguistic and psychological benefits for learners. It improves articulation, stress, rhythm, intonation, and fluency while simultaneously fostering confidence and reducing anxiety. These benefits make reading aloud a practical and effective strategy for enhancing pronunciation skills in EFL classrooms.

c. Steps in Implementation Reading Aloud Activity

Reading Aloud Activity can be effectively implemented in the classroom through a series structured steps. According to Nation and Newton (2009) and Celce Murcia, Brinton, and Goodwin (2010), reading aloud should not merely involve students vocalizing a text, but

should be designed systematically to include modeling, guided practice, repetition, feedback, and reflection. These stages ensure that students not only practice articulation but also develop awareness of stress, rhythm, and intonation. The following are the recommended steps for implementing Reading Aloud Activity in pronunciation learning:

1) Preparation of Materials

The teacher selects appropriate texts based on the students' proficiency level. Texts should not be too long or too complex, and may include short stories, dialogues, or descriptive passages that provide opportunities to practice articulation, stress, rhythm, and intonation.

2) Teacher Modeling

The teacher begins by reading the text aloud with correct pronunciation, stress, and intonation. This provides a model for the students to imitate and helps raise their awareness of the sound system of English.

3) Choral Reading

Students read the text aloud together as a class. This stage reduces individual anxiety, creates a supportive environment, and allows learners to practice pronunciation collectively before attempting individual performance.

4) Guided Individual Reading

Selected students read parts of the text aloud individually. At this stage, the teacher provides immediate corrective feedback on articulation, stress, and intonation. Peer correction may also be encouraged to foster collaborative learning.

5) Repeated Reading

Students are asked to reread the text multiple times, either individually or in pairs. Repetition reinforces correct pronunciation and builds fluency by reducing hesitation and increasing automaticity.

6) Recording and Self Monitoring

Students may be asked to record their reading using mobile phones or other devices. By listening to their recordings, they can monitor their own pronunciation errors and observe their progress over time.

7) Feedback and Reflection

At the end of the session, the teacher provides overall feedback and highlights common errors observed during the activity. Students are encouraged to reflect on their performance, noting both improvements and areas that still require practice.

8) Extension Activities

As a follow up, students may be assigned short texts to practice at home, or asked to perform oral tasks in the next session to consolidate their learning.

2. Pronunciation Skill

a. Definition

Pronunciation skill refers to the ability to produce sounds, stress patterns, rhythm, and intonation of a language accurately and intelligibly. Kelly (2000) defines pronunciation as the way in which a language or a particular word is spoken. Harmer (2007) further emphasizes that good pronunciation is crucial because inaccurate pronunciation may hinder communication even if vocabulary and grammar are correct. In this study, pronunciation skill is measured through five indicators: articulation, word stress, intonation, fluency, and accuracy.

b. Role of Reading Aloud Activity in Language Learning

Reading Aloud Activity plays a significant role in language learning, particularly in the development of oral communication skills. According to Nation and Newton (2009), reading aloud provides learners with structured opportunities to practice key pronunciation features such as stress, rhythm, and intonation within meaningful contexts. This activity allows learners to actively engage with the spoken form of the language, thereby bridging the gap between written input and oral production.

In the EFL classroom, reading aloud functions not only as a pronunciation exercise but also as a medium for improving fluency and confidence. Harmer (2007) emphasizes that learners who regularly engage in oral practice become more comfortable with producing language spontaneously. By vocalizing texts, students internalize sound–symbol

correspondences and acquire prosodic features that are essential for comprehensibility.

Furthermore, reading aloud serves as a valuable pedagogical tool because it incorporates feedback and monitoring. Through teacher modeling, peer correction, and repeated practice, learners can identify and correct their pronunciation errors (Mustafa, 2023). This reflective process enhances students' awareness of their strengths and weaknesses, promoting autonomy in language learning.

Psychologically, reading aloud also reduces speaking anxiety. As noted by Sari and Putri (2022), structured oral activities like reading aloud provide a safe and supportive environment for learners to practice, gradually building their confidence in speaking English. In contexts such as madrasah, where students may have limited exposure to English outside the classroom, reading aloud is particularly relevant because it requires minimal resources yet offers substantial linguistic and affective benefits.

In sum, Reading Aloud Activity plays a dual role in language learning: it develops learners' pronunciation and fluency on the linguistic level while also enhancing motivation and confidence on the psychological level. These features make it an effective and accessible technique for improving students' speaking performance in EFL contexts.

3. Reading Aloud and Pronunciation Development

Reading aloud has been widely recognized as an effective technique for developing pronunciation in second and foreign language learning. According to

Nation and Newton (2009), reading aloud offers learners repeated exposure to sound symbol correspondences, enabling them to internalize key phonological features of English such as articulation, stress, rhythm, and intonation. Through vocalizing written texts, learners not only practice the segmental aspects of pronunciation (individual sounds) but also the suprasegmental features that enhance overall speech intelligibility and communicative competence.

One of the key contributions of reading aloud is that it enables learners to strengthen the connection between written and spoken forms of language. Kelly (2000) argues that pronunciation instruction is most effective when learners are given opportunities to actively produce sounds rather than merely listening. Reading aloud creates such opportunities, as it encourages learners to articulate words and sentences in a structured manner, thereby reinforcing accurate pronunciation patterns.

Furthermore, reading aloud plays an important role in building fluency and confidence. Through repeated oral practice, learners reduce hesitation, become more comfortable with rhythm and intonation, and gradually achieve a smoother flow of speech (Harmer, 2007). In addition, the activity provides a safe environment for practice, which helps reduce speaking anxiety. This is particularly important for learners in EFL contexts who often lack opportunities for authentic communication outside the classroom.

Another benefit of reading aloud is its potential for self-monitoring and corrective feedback. Mustafa (2023) highlights that when students engage in reading aloud combined with teacher or peer feedback, they develop greater

awareness of their errors and become more autonomous in their learning. This process enables learners to refine their pronunciation over time, leading to measurable improvement in clarity and accuracy.

In conclusion, reading aloud contributes significantly to pronunciation development by combining linguistic practice with psychological support. It enhances articulation, stress, rhythm, intonation, and fluency while simultaneously fostering confidence and reducing speaking anxiety. These advantages make reading aloud an essential and practical technique for pronunciation learning in EFL classrooms, including in resource limited contexts such as madrasah.

a. Factors that Influence Pronunciation

Pronunciation is a complex aspect of language learning that is influenced by a variety of linguistic, cognitive, and affective factors. Understanding these factors is essential for both teachers and learners in order to design effective instructional strategies.

1) Native Language (L1 Interference)

The most influential factor in pronunciation learning is the learners' first language. According to Ellis (2003), the phonological system of the native language strongly affects how learners perceive and produce sounds in the target language. For example, Indonesian learners often find it difficult to distinguish between short and long vowels (*ship* vs. *sheep*) or to pronounce interdental sounds (/θ/ and /ð/), which do not exist in Indonesian.

2) Age of Learners

Age plays a significant role in pronunciation acquisition. As noted by Scovel (2000), younger learners tend to achieve more native-like pronunciation due to greater neuroplasticity, while older learners may face more challenges but can still improve with practice and explicit instruction.

3) Exposure to the Target Language

The frequency and quality of exposure to English significantly affect pronunciation development. Learners who are frequently exposed to authentic English input through media, interaction with proficient speakers, or classroom practice are more likely to develop accurate pronunciation patterns (Derwing & Munro, 2005).

4) Motivation and Attitude

Motivation is a powerful factor influencing pronunciation learning. Learners with strong integrative or instrumental motivation are more likely to put effort into improving their pronunciation. Positive attitudes toward the target language and culture also facilitate greater willingness to practice (Gardner, 1985).

5) Instructional Techniques

The methods and strategies employed by teachers greatly impact learners' pronunciation outcomes. Techniques such as reading aloud, drilling, minimal pairs, and phonetic training have been shown to

enhance students' ability to produce accurate sounds and prosodic features (Celce-Murcia, Brinton, & Goodwin, 2010).

6) Psychological Factors

Affective elements such as self confidence, anxiety, and willingness to communicate also influence pronunciation performance. Learners who experience high levels of anxiety may avoid oral practice, while those with higher confidence are more likely to take risks in speaking and consequently improve their pronunciation (Horwitz, 2001).

In sum, pronunciation is shaped by multiple interrelated factors including native language background, age, exposure, motivation, instructional techniques, and psychological aspects. Recognizing these factors is crucial for teachers in designing effective pronunciation instruction, and for learners in developing strategies to overcome their individual challenges.

b. Pronunciation in Language Learning

Pronunciation is a fundamental aspect of language learning that directly influences learners' ability to communicate effectively. It refers to the production of sounds, stress, rhythm, and intonation in spoken language (Kelly, 2000). In the context of English as a Foreign Language (EFL), pronunciation is often regarded as one of the most challenging skills to master, yet it plays a crucial role in determining the intelligibility and clarity of speech.

The importance of pronunciation lies in its impact on communication. Harmer (2007) argues that inaccurate pronunciation may lead to misunderstanding even when grammar and vocabulary are correct. Conversely, clear and accurate pronunciation helps learners convey their intended message more effectively, thereby fostering confidence in oral communication. Pronunciation also contributes to fluency, as the mastery of stress and intonation patterns enables learners to speak more naturally and rhythmically.

Despite its significance, pronunciation has often been neglected in classroom instruction, particularly in EFL contexts such as Indonesia. Teachers tend to focus more on grammar, vocabulary, and reading comprehension, leaving pronunciation with minimal instructional time. This imbalance results in learners who may perform well in written tasks but struggle to express themselves orally with fluency and accuracy.

According to Celce-Murcia, Brinton, and Goodwin (2010), effective pronunciation instruction should address both segmental features (individual sounds such as vowels and consonants) and suprasegmental features (stress, rhythm, and intonation). While segmentals are important for producing recognizable words, suprasegmentals play an equally critical role in ensuring overall speech intelligibility and naturalness.

Furthermore, pronunciation learning is influenced by several factors, including learners' first language background, age, exposure to English, motivation, and classroom strategies (Derwing & Munro, 2005).

Instructional techniques such as reading aloud, drilling, minimal pair practice, and the use of audio-visual media have been found to enhance learners' pronunciation competence.

In sum, pronunciation is not a supplementary skill but an integral part of language learning. Without sufficient pronunciation competence, learners may face barriers to effective communication, regardless of their grammatical or lexical knowledge. Therefore, pronunciation should be given greater emphasis in EFL classrooms, supported by systematic and practical instructional techniques such as Reading Aloud Activity.

c. Role of Media in Pronunciation Learning

Media plays a crucial role in supporting the teaching and learning of pronunciation. By providing models, guidance, and interactive input, media helps students practice language features more effectively. One of the most relevant forms is the use of audio and video. Audio provides learners with correct pronunciation models, enabling them to focus on intonation, word stress, and rhythm, while also offering opportunities to recognize and correct errors. On the other hand, video delivers visual support that demonstrates the movement of the mouth, tongue, and lips when producing particular sounds. This allows students not only to hear the pronunciation but also to observe how it is physically articulated.

When combined, audiovisual media provide a more effective learning experience because they create a multisensory environment that is clearer, more interactive, and more engaging. This multisensory approach enables

learners to connect auditory and visual cues, leading to better pronunciation acquisition. Mulia's (2022) research supports this view, showing that audiovisual media facilitated students' understanding of English vowel sounds and improved their accuracy in pronunciation.

In relation to Reading Aloud Activity, audiovisual media can serve as a pre-model for students before they practice reading aloud. By listening to audio recordings or watching video demonstrations, students acquire correct examples of pronunciation, stress, and intonation. They can then imitate these models during the reading aloud practice, which strengthens both their listening and speaking skills. Thus, media and reading aloud complement each other: media provides the model, while reading aloud allows for active practice and reinforcement of pronunciation skills.

C. Relevant Theoretical Perspectives

To strengthen the theoretical foundation of this study, several theories and perspectives related to pronunciation learning and the use of Reading Aloud Activity are discussed below.

1. Communicative Competence Theory

Hymes (1972) introduced the concept of *communicative competence*, which goes beyond grammatical knowledge and emphasizes the ability to use language appropriately and intelligibly in real communication. Within this framework, pronunciation is an essential component because inaccurate pronunciation may hinder intelligibility and disrupt communication even if

grammar and vocabulary are correct. This perspective highlights the need for pronunciation to be integrated into communicative English language teaching.

2. Input Hypothesis (Krashen, 1982)

Krashen's *Input Hypothesis* emphasizes that learners acquire language when they are exposed to comprehensible input slightly above their current proficiency level ($i + 1$). Reading aloud supports this theory by transforming written input into oral practice, making learners more aware of the phonological features of the language while receiving comprehensible input through teacher modeling and peer practice.

3. Output Hypothesis (Swain, 1985)

Swain argues that producing language (output) is as important as receiving input. Pronunciation improvement requires learners to actively produce sounds, test their hypotheses about the language, and receive feedback. Reading aloud directly supports this hypothesis, as learners engage in active oral production that enables them to refine their pronunciation.

4. Sociocultural Theory (Vygotsky, 1978)

From the sociocultural perspective, learning occurs through social interaction and scaffolding. Reading aloud provides a social learning environment where teachers and peers serve as mediators, offering corrective feedback and support within the learners' Zone of Proximal Development (ZPD). This perspective emphasizes that pronunciation development is not an isolated process but is fostered through interaction.

5. Behaviorist Theory (Skinner, 1957)

Behaviorist perspectives highlight the importance of habit formation through repetition and reinforcement. Reading aloud aligns with this theory as it involves repeated oral practice, which helps learners form accurate pronunciation habits. Corrective feedback serves as reinforcement that strengthens correct articulation and discourages errors.

6. Pronunciation Teaching Perspective (Celce Murcia, Brinton, & Goodwin, 2010)

Celce-Murcia et al. emphasize that effective pronunciation instruction should address both *segmental features* (vowels and consonants) and *suprasegmental features* (stress, rhythm, intonation). Reading aloud is relevant to this perspective because it provides a context for practicing both levels simultaneously, thereby improving overall intelligibility.

These theories and perspectives collectively underline the importance of pronunciation in communication and justify the use of Reading Aloud Activity as an instructional strategy. While communicative and cognitive theories emphasize the role of input, output, and interaction, behaviorist and pronunciation teaching perspectives highlight the role of repetition, feedback, and systematic practice. Together, they provide a comprehensive rationale for the present study.

D. Conceptual Framework

Based on the theories and previous studies discussed above, this research is grounded in the assumption that pronunciation skills can be significantly improved through structured oral practice. Pronunciation involves both segmental

features (individual sounds such as vowels and consonants) and suprasegmental features (stress, rhythm, and intonation), all of which contribute to intelligibility in communication (Celce-Murcia, Brinton, & Goodwin, 2010).

Reading Aloud Activity can be viewed as a structured form of oral practice that allows learners to strengthen pronunciation accuracy and fluency. Nation and Newton (2009) emphasize that repeated oral practice such as repetition tasks and reading aloud helps learners internalize correct pronunciation patterns and develop control over stress, rhythm, and intonation. Furthermore, teacher modeling and feedback play an important role in guiding learners toward more accurate pronunciation. Similarly, Sari and Putri (2022) found that reading aloud reduces speaking anxiety by providing a supportive and controlled environment in which students can build confidence gradually.

In the context of MTs DDI Pariangan, where students have limited exposure to English outside the classroom, Reading Aloud Activity serves as a practical and low-cost technique for improving pronunciation. By engaging students in structured reading tasks, the activity is expected to enhance their articulation, stress, intonation, fluency, and overall accuracy in pronunciation.

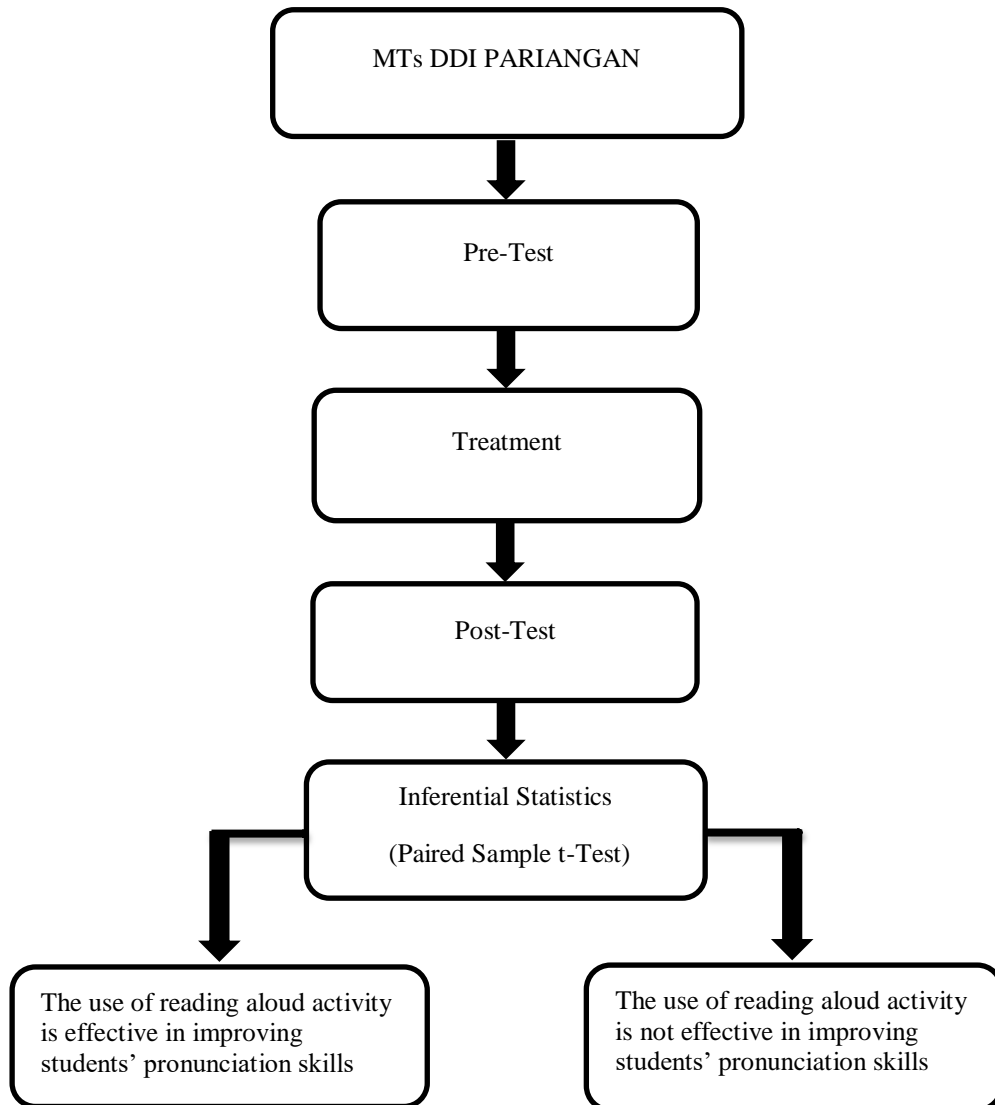
The framework of this study can therefore be described as follows:

1. Input: Students' initial pronunciation skills (as measured in the pre test).
2. Process (Treatment): implementation of Reading Aloud Activity, including teacher modeling, choral reading, individual reading, feedback, and repeated practice

3. Output: Improved pronunciation skills, specifically in articulation, stress, intonation, fluency, and accuracy (as measured in the post test).

Thus, this conceptual framework illustrates the relationship between the independent variable (Reading Aloud Activity) and the dependent variable (Students' pronunciation skills). It also reflects the theoretical foundation that repeated oral practice, feedback, and reduced anxiety contribute to significant improvements in learners' pronunciation.

E. Theoretical Framework



F. Hypothesis

Based on the conceptual framework described above, the hypothesis of this study is formulated as follows:

1. Null Hypothesis (H₀):

The use of reading aloud activity is effective in improving students' pronunciation skills.

2. Alternative Hypothesis (H₁):

The use of reading aloud activity is not effective in improving students' pronunciation skills.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research used a quantitative method with a pre-experimental design. It aimed to determine the effectiveness of reading aloud activity in improving students' pronunciation skills. One group of students was given a pre-test and a post-test to measure the improvement in their pronunciation abilities after the treatment was administered.

The study used a one-group pretest-posttest design, which falls under the category of pre-experimental research. In this design, one group of students was observed before and after receiving treatment. First, the students were given a pre-test to measure their initial pronunciation ability. Then, they received the treatment: learning using reading aloud activity. After that, the students were given a post-test to assess the improvement in their pronunciation ability.

The research design model was described as follows:

$$\mathbf{O_1} \rightarrow \mathbf{X} \rightarrow \mathbf{O_2}$$

Where:

$\mathbf{O_1}$ = Pre-test

\mathbf{X} = Treatment using reading aloud activity

$\mathbf{O_2}$ = Post-test

This design was chosen because it allowed researcher to measure changes in students' pronunciation abilities after the implementation of reading aloud activity, even though it did not involve a control group or random sampling.

B. Population and Sample

1. Population

The population in this study was all eighth-grade students of MTs DDI Pariangan for the 2024/2025 academic year. The number of students was 28, consisting of 14 students in VIII A and 14 students in VIII B. This population was chosen because they were at a level of English language learning suitable for the focus of the research, which was pronunciation skills. Additionally, eighth-grade students were considered to have a sufficient foundation in English language skills to engage in learning using reading aloud activity

2. Sample

The samples in this study were selected using a purposive sampling technique, which was based on certain considerations. The criteria for sampling were students who had never received English language instruction using reading aloud activity. Based on these criteria, one class, consisting of 14 students, was selected as the sample. All students in the sample took a pre-test, received treatment, and participated in a post-test.

C. Research Variable

This study employed two main variables, namely the independent variable and the dependent variable. As Creswell (2012) explains, the independent variable is the factor that is intentionally manipulated or applied by the researcher in order to observe its effect, while the dependent variable is the outcome or response that is measured to determine the influence of the treatment. In the context of this research, the independent variable was the implementation of reading aloud

activity, where as the dependent variable was the students' pronunciation skills, which, included articulation, stress, intonation, fluency, and accuracy.

1. Independent Variable

The independent variable in this study was the reading aloud activity. This instructional activity was implemented by asking students to read texts aloud under the guidance of the teacher. It aimed to provide structured opportunities for students to practice pronunciation, including articulation, stress, intonation, fluency, and accuracy. Through teacher modeling, choral reading, individual practice, repetition, and feedback, Reading Aloud Activity was expected to create a more engaging and supportive learning atmosphere. This activity also encouraged students to become more confident and active participants in the learning process, as they were given consistent opportunities to monitor and improve their oral performance.

2. Dependent Variable

The dependent variable in this study was the students' pronunciation skills. Pronunciation skill refers to the ability of learners to produce English sounds, stress patterns, rhythm, and intonation accurately and intelligibly so that their speech can be understood by others. In this study, students' pronunciation was assessed based on five main aspects: The measurement of this variable was carried out through a pronunciation test administered before pre test and after post test the treatment using reading aloud activity.

D. Research Instrument

The main instrument used in this study was a pronunciation-based speaking test, specifically designed to assess students' pronunciation skills before and after the implementation of the Reading Aloud Activity. The test required students to read aloud a short descriptive text prepared by the researcher. All speaking performances were audio-recorded to ensure accurate analysis and assessment. To evaluate the recordings, the researcher used a pronunciation rubric adapted from Brown (2004) and Gilakjani (2012), which included five essential criteria: sound articulation (both consonants and vowels), word stress, sentence intonation, fluency and intelligibility, and overall pronunciation accuracy. This rubric provided a comprehensive and objective measurement of students' pronunciation proficiency. The same test and rubric were used in both the pre-test and post-test to ensure consistency and validity in the assessment process.

E. Technique of Data Collection

The data collection techniques in this research were conducted through three main stages: pre-test, treatment, and post-test. These stages were designed to measure the improvement in students' pronunciation skills after they were taught using the Reading Aloud Activity. In the pre-test stage, students' initial pronunciation performance was recorded and assessed. During the treatment stage, Reading Aloud Activity was implemented over six meetings, providing students with structured oral practice and feedback. Finally, in the post-test stage, students' pronunciation skills were reassessed using the same instrument to determine the extent of improvement. As Cohen, Manion, and Morrison (2007)

emphasized, structured data collection procedures are essential to ensure the validity and reliability of experimental research.

1. Pre-test

Before the treatment was administered, the students took a pre-test to identify their initial ability in English pronunciation. The test required students to read aloud a short story text provided by the teacher, and their voices were recorded using their mobile phones. The recordings were then assessed using five indicators: articulation, word stress, intonation, fluency, and overall accuracy. The purpose of this pre-test was to obtain baseline data on students' pronunciation skills before the implementation of the Reading Aloud Activity. Brown (2004) emphasizes that pre-tests are essential for establishing initial benchmarks that can later be compared with post-test results. Similarly, Creswell (2012) explains that pre-tests provide critical baseline information about participants' ability levels before an intervention is applied, thereby strengthening the validity of experimental studies.

2. Treatment

The treatment stage was carried out over six meetings using digital storytelling as the main learning medium. In this stage, students were guided to write story scripts, practice pronunciation, and record their voices to produce reading aloud works. This process emphasized repeated speaking practice, feedback provision, and student engagement with authentic materials. Sadik (2009) stated that reading aloud could be an effective learning tool in language skill development through multimedia production created by the students.

a. First Meeting (Self Introduction)

In the first meeting, students were introduced to the Reading Aloud Activity. The teacher began by explaining the purpose of reading aloud as a way to improve pronunciation and speaking confidence. To provide a simple starting point, students were asked to prepare a short self-introduction text (5–7 sentences) containing basic information such as their name, age, place of residence, and hobbies. After the text was prepared, the teacher guided students to practice pronunciation, focusing particularly on articulation and clarity. The teacher modeled the pronunciation of difficult words, and students repeated them several times. Finally, each student read their self-introduction text aloud in front of the class, while their voices were recorded for evaluation. This initial activity served as a foundation for the following sessions of Reading Aloud practice.

b. Second Meeting (Family and Hobbies)

The second meeting focused on the theme of family and hobbies. Students were asked to prepare 4–6 sentences describing their family members and favorite hobbies. The pronunciation practice emphasized articulation and accuracy, especially with vocabulary related to family (e.g., *father, mother, brother, sister*) and common verbs used to describe hobbies (e.g., *play, read, watch*). The teacher modeled the pronunciation of these words and guided students through repetition drills. Afterward, students practiced reading their sentences aloud in pairs, providing

feedback and correction to each other under the teacher's supervision. Finally, each student read their short descriptions aloud individually while being recorded. This activity aimed to reinforce correct articulation and encourage students to read more confidently in front of others.

c. Third Meeting (Daily Activities)

The third meeting aimed to train students to narrate their daily routines. Students were asked to write short texts (5–7 sentences) in the simple present tense, describing their activities from morning until evening. In this session, pronunciation practice was directed toward sentence stress and intonation. The teacher demonstrated how stressing different words could change the meaning of a sentence, and how intonation patterns (rising and falling) could make speech more natural and understandable. Students then practiced reading their texts aloud, both individually and in pairs, while receiving feedback from the teacher and peers. Finally, each student read their daily routine aloud and had their performance recorded for evaluation. This activity helped students develop better control of stress and intonation while reading connected sentences.

d. Fourth Meeting (Describing a Favorite Person)

The fourth meeting focused on describing a person the students admired, such as a parent, teacher, or famous figure. Students were asked to write a short descriptive text (5–6 sentences) including the person's name, characteristics, and the reasons why they admired them. The pronunciation practice in this session emphasized adjectives, such as *kind*,

diligent, friendly, and honest. The teacher first modeled the correct pronunciation of these words, and students repeated them several times until they were able to pronounce them accurately. After sufficient practice, students read their descriptive texts aloud, both in pairs and individually, while receiving feedback from the teacher and peers. Finally, each student recorded their reading aloud performance for evaluation. This activity helped students enrich their vocabulary and improve their articulation of descriptive words in English.

e. Fifth Meeting (Describing a Favorite Place)

The fifth meeting focused on describing a favorite place. Students were asked to write short texts (5–6 sentences) about a place they liked, such as their school, a park, or a mosque. Their descriptions typically included details about the location, atmosphere, and reasons why they liked the place. The main pronunciation goals in this session were clarity and fluency. Students were encouraged to read their texts repeatedly until they could deliver them smoothly and confidently, with minimal hesitation. Pair practice was also conducted, where students read their texts aloud to each other and provided peer feedback on pronunciation errors. Finally, each student performed their reading aloud individually and recorded their performance for evaluation. This activity helped students become more fluent and clear in their oral reading.

f. Sixth Meeting (Finalizing and Presenting My Digital Story)

The seventh (final treatment) meeting was dedicated to consolidating and presenting the results of the Reading Aloud Activity. Students selected one of the texts they had practiced in the previous sessions (such as self-introduction, family and hobbies, daily routines, favorite person, or favorite place) and rehearsed it again. The teacher guided students to review all aspects of pronunciation: articulation, stress, intonation, fluency, and accuracy. After sufficient rehearsal, students performed their reading aloud individually in front of the class, while their voices were recorded for evaluation. During this session, the teacher provided constructive feedback on each performance, and peers were encouraged to give appreciation and supportive comments. This stage became the culmination of the treatment, as students were able to demonstrate their improvement in pronunciation through a structured and confident oral performance.

3. Post-test

After completing the treatment, the students took a post-test with the same format as the pre-test. They were asked to read aloud a short story text provided by the teacher, and their voices were recorded using their mobile phones. The recordings were then assessed using the same five indicators of pronunciation: articulation, stress, intonation, fluency, and overall accuracy. The purpose of the post-test was to evaluate the extent to which students' pronunciation had improved after being taught through the Reading Aloud Activity. Cohen, Manion, and Morrison (2007) emphasize that post-tests are crucial for determining whether

an intervention has produced significant changes by comparing the outcomes with pre-test results. In this study, the comparison between pre-test and post-test scores served as the basis for measuring the effectiveness of the Reading Aloud Activity in improving students' pronunciation performance.

F. Technique of Data Analysis

This study employed a quantitative data analysis technique to determine the effectiveness of the Reading Aloud Activity in improving students' pronunciation skills. The data were collected from the pre-test and post-test administered before and after the treatment. By comparing the test results, the researcher was able to determine whether there was a significant improvement in pronunciation after students had engaged in learning through the Reading Aloud Activity.

The techniques used in analyzing the data include:

1. Descriptive Statistics

The first step in data analysis was descriptive statistical analysis, which aimed to describe the mean, highest score, lowest score, and standard deviation of the students' pronunciation test results. This analysis provided a general overview of the students' overall performance and the extent of their improvement after the treatment. According to Creswell (2012), descriptive statistics are useful for summarizing data and identifying patterns or tendencies within a group. In the context of this study, descriptive analysis was applied to both pre-test and post-test scores to present a clear picture of students' pronunciation development through the implementation of the Reading Aloud Activity.

The descriptive analysis in this study began with calculating the final score obtained from five aspects of pronunciation assessment: sound articulation, word stress, sentence intonation, fluency, and overall pronunciation accuracy. Each aspect was rated on a scale of 1 to 5, so the maximum total score a student could achieve was 25 points. The scores from these five aspects were then summed to produce a single final score for each student. This final score represented the overall level of students' pronunciation ability and served as the basis for classifying their level of pronunciation mastery in both the pre-test and post-test.

$$\text{Final Score} = (\text{Total Score Obtained} / \text{Maximum Score}) \times 25$$

2. Classification of Students' Pronunciation Scores

To interpret the students' pronunciation performance more systematically, the scores obtained from the pronunciation test were classified into several categories. The classification was based on the range of scores that reflected the level of students' mastery. Referring to Brown (2004) and adapted to the scoring system of this study (maximum score = 25), the classification was established as follows:

Table 3.1 Classification of Students' Pronunciation Scores

Score	Category	Description
21 -25	Excellent	Pronunciation is highly accurate, with clear articulation, correct stress, natural intonation, fluent delivery, and minimal errors.
16 – 20	Good	Pronunciation is generally accurate, though some minor errors in articulation, stress, or intonation may occur without hindering intelligibility.

11 – 15	Fair	Pronunciation shows frequent errors in articulation, stress, or intonation, sometimes affecting fluency and requiring effort to understand.
6 – 10	Poor	Pronunciation contains many serious errors, speech is unclear, and intelligibility is often compromised.
1 – 5	Very Poor	Pronunciation is highly inaccurate, with persistent errors in all aspects; speech is hardly understandable.

(Adapted from Brown. 2004)

This classification helped the researcher to determine not only the average level of students' pronunciation skills but also the distribution of their performance across categories. In this study, both the pre-test and post-test results were interpreted using this classification to observe changes in students' pronunciation mastery after the implementation of the Reading Aloud Activity.

In order to assess students' pronunciation performance systematically and objectively, the researcher employed a scoring rubric specifically designed for pronunciation skills. The rubric provided clear criteria to evaluate five essential aspects of pronunciation: articulation, word stress, intonation, fluency, and overall accuracy. Each aspect was rated on a scale from 1 to 5, with detailed descriptors to guide the scoring process. This scoring system ensured that students were evaluated fairly and consistently, while also allowing the researcher to identify specific strengths and weaknesses in their pronunciation. By using this rubric, the assessment results could be more reliable and valid, supporting the overall analysis of the effectiveness of the Reading Aloud Activity in improving students' pronunciation skills.

Table 3.2 Rubric for Pronunciation Assessment through Reading Aloud

Aspect	Score 5 (Excellent)	Score 4 (Good)	Score 3 (Fair)	Score 2 (Poor)	Score 1 (Very Poor)
Articulation	All consonants and vowels pronounced clearly and correctly.	Mostly correct, with only minor errors that do not affect clarity.	Some frequent errors, but speech is still understandable.	Many mispronunciations; speech is often unclear.	Almost all sounds mispronounced; speech is hardly understandable.
Word Stress	Word stress always correct and natural.	Stress usually correct with rare mistakes.	Stress sometimes misplaced, affecting rhythm.	Stress often misplaced, creating unnatural speech.	Stress never applied correctly; no awareness of stress patterns.
Intonation	Intonation is natural and appropriate; meaning conveyed clearly.	Generally correct intonation with minor errors.	Some errors in rising/falling tones; speech sounds less natural.	Intonation mostly flat or misplaced; hard to follow meaning.	Intonation completely absent or incorrect; speech monotone and confusing.
Fluency	Speech flows smoothly with no hesitation.	Few hesitations; speech mostly smooth.	Some hesitation and pauses, but ideas still clear.	Frequent hesitation and repetition; speech fragmented.	Constant hesitation; speech unclear and disconnected.
Accuracy	Almost no pronunciation errors; highly accurate.	Few errors, but they do not affect understanding.	Noticeable errors, but message still understandable.	Many errors that make comprehension difficult.	Persistent errors; speech unintelligible.

To objectively assess the students' pronunciation performance, this study employed a pronunciation scoring rubric that was adapted from Brown (2004), Gilakjani (2012), and Celce-Murcia, Brinton, & Goodwin (2010). These scholars emphasize that pronunciation assessment should consider both segmental features (such as consonant and vowel articulation) and suprasegmental features (such as word stress, intonation, rhythm, and overall fluency).

Based on these theoretical foundations, the rubric in this study was developed with five key aspects: articulation, word stress, intonation, fluency and

clarity, and overall accuracy. Each aspect was rated on a five-point scale (1–5) with detailed descriptors provided at every level. This system ensured that teachers did not assign scores arbitrarily but rather based on observable and measurable indicators. By applying this rubric, the evaluation of students' pronunciation could be conducted fairly, consistently, and transparently, while also offering a more accurate picture of their strengths and weaknesses in pronunciation.

3. Inferential Statistics (Paired Sample t-Test)

Next, a paired sample t-test was employed to determine whether there was a statistically significant difference between the pre-test and post-test scores. This test was appropriate for a one-group pre-experimental design that measured students' performance before and after the treatment. If the significance value (p-value) from the t-test results was less than 0.05, it indicated that the Reading Aloud Activity had a significant effect on improving students' pronunciation skills. According to Gay, Mills, and Airasian (2012), the t-test is an effective statistical procedure for examining changes in educational experiments where two related measurements such as pre-test and post-test are compared.

In addition, qualitative data from classroom observations and teacher notes during the treatment process were also analyzed descriptively to support the quantitative results. These data provided additional insights into students' pronunciation improvement, including aspects such as their motivation, confidence in speaking, and recurring pronunciation difficulties identified during the Reading Aloud Activity sessions. The combination of quantitative and qualitative analysis offered a more comprehensive understanding of the impact of using the Reading Aloud Activity in enhancing students' pronunciation learning.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the research findings that address the problem formulation stated in Chapter I, namely to determine whether the use of the Reading Aloud Activity can improve students' pronunciation skills. The results of the data analysis were derived from the pre-test and post-test scores administered by the researcher. The pre-test was conducted to measure the students' initial ability in pronunciation before the treatment, while the post-test was conducted after the treatment to examine whether there was an improvement in students' pronunciation skills as a result of the implementation of the Reading Aloud Activity.

The collected data were analyzed following the research procedure to determine the development of students' pronunciation skills. The data were obtained through two stages of testing: the pre-test and the post-test. The pre-test measured the students' initial pronunciation ability before they received treatment through the Reading Aloud Activity, while the post-test measured their learning outcomes after the treatment was completed. The results of both tests were then compared to determine the extent of improvement in students' pronunciation performance as a result of the Reading Aloud Activity.

This chapter presents the research findings based on the data collected from the students' pronunciation tests. The data consist of the pre-test and post-test results, which were administered to measure the students' pronunciation skills

before and after the implementation of the Reading Aloud Activity. The pre-test was conducted to determine the students' initial ability in pronunciation, while the post-test was administered to identify the improvement of their pronunciation skills after the treatment.

This section presents the results in detail through tables and supporting explanations. The analysis includes the students' individual scores in the pre-test and post-test, the comparison of both results, and the average score for each indicator of pronunciation performance, namely sound articulation, word stress, intonation, clarity and fluency, and overall accuracy. By comparing the data, the researcher aims to provide a clear picture of the students' progress in pronunciation skills. Furthermore, these findings directly address the research problem formulated in Chapter I, specifically whether the Reading Aloud Activity is effective in improving students' pronunciation skills.

1. Pre-test result

The pre-test measured students' pronunciation skills before the implementation of the Reading Aloud Activity. This stage aimed to obtain initial data based on five pronunciation indicators: articulation, word stress, intonation, clarity and fluency, and overall accuracy. The pre-test results served as a baseline to evaluate students' initial ability and to determine the extent of improvement in their pronunciation skills after receiving the treatment through the Reading Aloud Activity.

This section presents the students' pre-test scores, which indicate their level of pronunciation ability before receiving treatment through the Reading

Aloud Activity. The pre-test was administered on August 03, 2025, and the results provided initial data regarding students' strengths and weaknesses in pronunciation prior to the implementation of the treatment.

The pronunciation test administered to the participants consisted of five indicators: articulation, word stress, intonation, clarity, and accuracy. The data were collected from 14 students who participated in this research. Each indicator had a total score (T), which was the sum of the scores obtained from the assessment scale, while the Total column in the table represented the combined scores of all five indicators for each student.

In the pre-test, the total scores obtained by students ranged from 10 to 15. The minimum score recorded was 10, the maximum score was 15, and the overall mean score was 11.6. These results indicate that students' pronunciation abilities varied prior to the treatment. Some students showed relatively low performance in pronunciation, while a few demonstrated better accuracy and fluency. Overall, the findings from the pre-test confirmed that the majority of students still faced challenges in achieving clear and accurate pronunciation before the implementation of the Reading Aloud Activity.

Before the treatment was conducted, the researcher administered a pre-test to identify the students' initial pronunciation ability. The pre-test was designed to measure five key indicators of pronunciation: articulation, word stress, intonation, fluency, and overall accuracy. The results of the pre-test provided baseline data that reflected the students' strengths and weaknesses in pronunciation prior to the

implementation of the Reading Aloud Activity. The detailed results of the pre-test are presented in the following table:

Table 4.1 Students' Pre-Test Result

No	Students	Sound Articulation	Word Stress	Intonation	Fluency	Overall Accuracy	Total	Category
1	S1	3	2	2	3	2	12	Fair
2	S2	3	2	3	3	2	13	Fair
3	S3	2	2	3	2	2	11	Fair
4	S4	2	2	2	2	2	10	Poor
5	S5	3	2	3	3	2	13	Fair
6	S6	3	3	3	3	3	15	Fair
7	S7	2	2	2	2	2	10	Poor
8	S8	3	3	3	2	2	13	Fair
9	S9	2	2	2	3	2	11	Fair
10	S10	2	2	3	3	2	12	Fair
11	S11	2	2	2	2	2	10	Poor
12	S12	3	2	2	3	2	12	Fair
13	S13	2	2	2	2	2	10	Poor
14	S14	3	2	2	3	2	12	Fair

From the table above, it can be seen that the students' pronunciation ability before the treatment was still relatively low. A total of five students (35.71%) were in the *Poor* category, while the majority fell into the *Fair* category. The most problematic aspects were sound articulation, word stress, and overall accuracy, where many students only achieved a score of 2. This indicates that students still had considerable difficulty in pronouncing English words clearly, applying correct stress patterns, and maintaining accurate pronunciation in their speaking performance.

2. Treatment

The pre-test results indicated that the students' pronunciation ability was still relatively low. Following the administration of the pre-test, the researcher

provided treatment to the students through the implementation of the Reading Aloud Activity. The learning materials used during the treatment were adapted from the Grade VIII English curriculum, focusing on topics that had previously been introduced to the students. This approach allowed students to build upon their prior knowledge while concentrating on improving their pronunciation skills, particularly in articulation, word stress, intonation, fluency, and accuracy.

The selected learning topics included self-introduction, family and hobbies, daily activities, and describing a favorite person and place. The treatment was carried out over six meetings, from August 3, 2025, to August 21, 2025, at MTs DDI Pariangan, with the detailed schedule presented in the following table:

Table 4.2. Schedule of Treatment Implementation

Meeting	Day/Date	Topic	Activity
1	Wednesday/ August 06, 2025	Self-Introduction	Students wrote a short self-introduction text and practiced pronunciation.
2	Thursday/ August 07, 2025	Family and Hobbies	Students described their family and hobbies, focusing on articulation and accuracy.
3	Wednesday/ August 13, 2025	Daily Activities	Students narrated daily routines with stress and intonation practice.
4	Thursday/ August 14, 2025	Describing a Favorite Person	Students described someone they admire, emphasizing adjective pronunciation.
5	Wednesday/ August 20, 2025	Describing a Favorite Place	Students described their favorite place, focusing on fluency.
6	Thursday/ August 21, 2025	Final Reading Aloud Activity	Students combined their texts, recorded, and presented a complete reading aloud activity

3. Post-test result

The post-test measured the students' pronunciation skills after receiving treatment through the Reading Aloud Activity. It was conducted on August 22,

2025, following the completion of six treatment sessions. The scores obtained from the post-test of the eighth-grade students were then calculated and analyzed to determine the extent of improvement in their pronunciation ability compared to the pre-test results.

After the treatment, a post-test was administered to measure the students' improvement in pronunciation skills. The post-test was designed to evaluate the same five indicators as the pre-test: articulation, word stress, intonation, fluency, and overall accuracy. The results of the post-test provided data to determine the extent of students' progress after the implementation of the Reading Aloud Activity. The detailed results of the post-test are presented in the following table:

Table 4.3 Students' Post-Test Result

No	Students	Sound Articulation	Word Stress	Intonation	Fluency	Overall Accuracy	Total	Category
1	S1	4	3	3	4	3	17	Good
2	S2	4	3	4	4	3	18	Good
3	S3	3	3	4	3	3	16	Good
4	S4	3	3	4	4	3	17	Good
5	S5	4	3	4	4	2	17	Good
6	S6	3	3	3	3	4	16	Good
7	S7	3	2	3	3	3	14	Fair
8	S8	4	3	4	4	3	18	Good
9	S9	3	3	2	3	3	14	Fair
10	S10	3	3	3	3	3	15	Fair
11	S11	4	3	3	3	3	16	Good
12	S12	4	3	3	4	3	17	Good
13	S13	4	3	3	4	3	17	Good
14	S14	4	3	3	4	3	17	Good

The table indicates that the students' pronunciation ability improved considerably after the treatment. A total of eleven students (78.57%) reached the *Good* category, while only three students (S7, S9, and S10) remained in the *Fair* category. Importantly, none of the students were left in the *Poor* category. This

finding demonstrates that repeated practice through the Reading Aloud Activity effectively enhanced students' pronunciation, word stress, intonation, fluency, and overall accuracy.

a. Comparison of Pre-Test and Post-Test

To provide a clearer picture of the students' progress, a comparison between the pre-test and post-test scores is presented in the following table. This comparison highlights the differences in students' pronunciation performance before and after the implementation of the Reading Aloud Activity, thereby showing the extent of improvement across the five indicators of pronunciation: articulation, word stress, intonation, fluency, and overall accuracy.

Table 4.4 Comparison of Pre-Test and Post-Test Results

No	Students	Pre-Test	Category	Post-Test	Category	Improvement
1	S1	12	Fair	17	Good	+5
2	S2	13	Fair	18	Good	+5
3	S3	11	Fair	16	Good	+5
4	S4	10	Poor	17	Good	+7
5	S5	13	Fair	17	Good	+4
6	S6	15	Fair	16	Good	+1
7	S7	10	Poor	14	Fair	+4
8	S8	13	Fair	18	Good	+5
9	S9	11	Fair	14	Fair	+3
10	S10	12	Fair	15	Fair	+3
11	S11	10	Poor	16	Good	+6
12	S12	12	Fair	17	Good	+5
13	S13	10	Poor	17	Good	+7
14	S14	12	Fair	17	Good	+5

From the table above, it is evident that almost all students' scores improved after the implementation of the Reading Aloud Activity. In the pre-test, five students (35.71%) were categorized as *Poor* and nine

students (64.29%) were in the *Fair* category. However, in the post-test, no student remained in the *Poor* category; three students (21.43%) were still in the *Fair* category, while eleven students (78.57%) successfully reached the *Good* category. The highest improvement was achieved by S4 and S13, who both increased by +7 points, while the lowest improvement was observed in S6, who increased by only +1 point. These results indicate that consistent practice through Reading Aloud significantly enhanced students' pronunciation skills across different aspects.

The comparison between the pre-test and post-test scores clearly demonstrates that all students experienced improvement, although the level of progress varied among them. In the pre-test, many students struggled with almost all pronunciation indicators, particularly sound articulation, word stress, and overall accuracy. For instance, Student 1 (S1) initially obtained a total score of 12 (*Fair*), with noticeable weaknesses in word stress, intonation, and accuracy. However, in the post-test, S1 improved to 17 (*Good*), showing clearer articulation, more accurate word stress, and smoother fluency. A similar case was observed with S2 and S3, who began with *Fair* scores due to weaknesses in stress and clarity, but demonstrated significant progress in the post-test, successfully reaching the *Good* category. These findings confirm that the Reading Aloud Activity provided consistent opportunities for practice, which contributed to gradual improvement across all aspects of pronunciation.

Students who initially obtained the lowest scores, such as S4, S7, S11, and S13, were categorized as *Poor* in the pre-test because they performed weakly across all indicators, with most of their scores dominated by “2” in each aspect. However, after the treatment, these students demonstrated remarkable improvement. For example, S4 and S13 achieved the highest gains of +7 points, moving from the *Poor* to the *Good* category, with significant progress in intonation, articulation, and overall fluency. Meanwhile, S7, although still categorized as *Fair* in the post-test, managed to improve in clarity and articulation, raising the total score from 10 to 14. Similarly, S11 also progressed from *Poor* to *Fair*, showing better control of articulation and stress compared to the pre-test. These findings highlight that the Reading Aloud Activity was effective in helping even the lowest-performing students to make meaningful progress in their pronunciation skills.

Some students, such as S6, already had relatively higher pre-test scores compared to their peers, obtaining 15 (*Fair*). In the post-test, the improvement was modest (+1 point), but this was sufficient for the student to move into the *Good* category, primarily due to better accuracy and more consistent pronunciation. Similarly, S9 and S10 demonstrated limited progress, each improving by only +3 points. Although both students remained in the *Fair* category, their post-test performances showed noticeable progress in articulation and fluency, indicating that the Reading

Aloud Activity helped them refine certain aspects of pronunciation even if their overall improvement was less substantial compared to other students.

Most students, including S5, S8, S12, and S14, demonstrated consistent development throughout the treatment. They initially fell into the *Fair* category in the pre-test but successfully reached the *Good* category in the post-test. Their progress was particularly evident in articulation, intonation, and fluency, which contributed to more natural, accurate, and confident speech. For instance, S8 improved from a score of 13 (Fair) to 18 (Good), showing significant gains in intonation and fluency, which made the student's speech smoother and more intelligible. These findings highlight that the Reading Aloud Activity provided consistent practice that helped students gradually improve across multiple aspects of pronunciation.

The comparison shows that the Reading Aloud Activity effectively improved students' pronunciation ability. Students who were initially categorized as *Poor* managed to move into the *Fair* or even the *Good* category, while most of those who started in the *Fair* category successfully advanced to *Good*. This progress was observed across all pronunciation indicators articulation, word stress, intonation, fluency, and overall accuracy confirming that the Reading Aloud Activity provided meaningful support for students' improvement in producing clearer, more accurate, and more fluent speech.

b. Average Score of Each Indicator

In addition to the individual comparisons, the researcher also calculated the average score of each pronunciation indicator in both the pre-test and post-test. This analysis was conducted to identify which aspects of pronunciation showed the most significant improvement and which aspects demonstrated relatively lower progress after the implementation of the Reading Aloud Activity. By comparing the mean scores of articulation, word stress, intonation, fluency, and overall accuracy, the researcher was able to provide a more detailed picture of students' development in specific areas of pronunciation.

Table 4.5 Mean Score of Pre-Test and Post-Test

No	Indicator	Pre-Test	Post-Test	Improvement
1	Sound Articulation	2.57	3.64	+1.07
2	Word Stress	2.21	2.93	+0.72
3	Intonation	2.50	3.36	+0.86
4	Clarity & Fluency	2.57	3.50	+0.93
5	Overall Accuracy	2.21	3.00	+0.79
	Total Average	12.07	16.43	+4.36

The table shows that every indicator of pronunciation skill increased after the implementation of the Reading Aloud Activity. The most significant improvement was observed in sound articulation (+1.07), followed by fluency (+0.93) and intonation (+0.86). Although word stress and overall accuracy demonstrated comparatively smaller improvements, they still contributed to the overall enhancement of students' pronunciation performance. These findings suggest that repeated practice through reading aloud was especially effective in helping students articulate sounds

more clearly and deliver their speech with greater fluency and natural intonation.

The results of the indicator analysis reveal that sound articulation experienced the highest improvement. This may be attributed to the nature of the Reading Aloud Activity, which requires students to repeatedly pronounce words and sentences. Frequent practice helped students become more familiar with English phonemes, reducing errors in consonant and vowel production.

Fluency also improved significantly, as reading aloud encouraged students to practice speaking continuously without frequent pauses. This repeated exposure helped them to develop smoother delivery and greater confidence in pronouncing sentences. Similarly, intonation showed notable progress, as students were guided to read sentences with appropriate rising and falling tones, making their speech sound more natural.

On the other hand, word stress and overall accuracy demonstrated smaller improvements. This could be explained by the fact that stress patterns in English are often irregular and unfamiliar to Indonesian learners, making them more challenging to master. Likewise, achieving complete accuracy in pronunciation typically requires longer practice and deeper exposure to authentic English input. Nevertheless, the progress observed across all five indicators confirms that the Reading Aloud Activity was effective in enhancing various aspects of students'

pronunciation skills, even though some aspects may need further reinforcement.

1. Descriptive statistics

The descriptive analysis of the mean, maximum, minimum, and standard deviation values for the pre-test and post-test results was conducted using the SPSS application, as suggested by Sugiyono (2017). This analysis aimed to provide an overview of the data distribution and the central tendency of students' pronunciation outcomes. The descriptive statistics helped the researcher to identify the overall development of students' abilities before and after the implementation of the Reading Aloud Activity. The results of the descriptive analysis are presented in the following table.

Table 4.6 descriptive statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pre-Test	11.71	14	1.494	0.399
Post-Test	16.36	14	1.286	0.344

Based on the descriptive statistics table, the mean score of the pre-test was 11.71 with a standard deviation of 1.494, while the post-test mean score was 16.36 with a standard deviation of 1.286. This shows that the mean post-test score was higher than the pre-test score, indicating that students' pronunciation skills improved after being taught through the implementation of the Reading Aloud Activity.

Based on the table above, the mean score of the post-test is higher than that of the pre-test. The maximum score obtained by students in the post-test also

increased compared to the maximum score in the pre-test. Similarly, the minimum score in the post-test is higher than that of the pre-test. In addition, the standard deviation in the post-test is relatively smaller, indicating that the distribution of post-test scores is more homogeneous than that of the pre-test. These findings suggest that learning through the Reading Aloud Activity effectively improved students' pronunciation skills.

2. Paired test

The t-test was employed to address the research problem formulated in Chapter I. A Paired Sample t-test was conducted on the pre-test and post-test results to determine whether there was a significant difference in students' pronunciation skills before and after the treatment using the Reading Aloud Activity. The results of the paired sample t-test are presented in the following table:

Table 4.7 Results of Paired Sample t-test

	Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Pre-Test – Post-Test	-4.64	1.602	0.428	-10.87	13	0.000

Based on the results of the Paired Sample t-test, the calculated t value was -10.87 with $df = 13$ and a significance value (*Sig. 2-tailed*) of $0.000 < 0.05$. This indicates that there was a statistically significant difference between the students' pre-test and post-test scores. The Mean Difference value of -4.64 shows that the mean post-test score was 4.64 points higher than the mean pre-test score. These

results confirm that the implementation of the Reading Aloud Activity had a positive and significant effect on improving students' pronunciation skills.

If calculated in percentage terms, the average pre-test score increased by 36.11% in the post-test. Thus, it can be concluded that students' pronunciation skills significantly improved after being treated using the Reading Aloud Activity. This result also confirms that the research hypothesis stating that "the Reading Aloud Activity is effective in improving students' pronunciation skills" is accepted.

Based on the results of the Paired Sample t-test presented in the table above, the significance value (*Sig. 2-tailed*) = $0.000 < 0.05$, indicating that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. Therefore, it can be concluded that there is a significant difference between the students' pre-test and post-test results. This finding proves that the implementation of the Reading Aloud Activity effectively improves the pronunciation skills of the eighth-grade students at MTs DDI Pariangan.

B. Discussion

Reading Aloud Activity is one of the effective learning approaches to improve students' pronunciation skills in English. In this study, the Reading Aloud Activity was applied to help students practice producing English sounds, stress patterns, and intonation in a more structured manner. According to Nation (2009), reading aloud provides opportunities for learners to focus on accuracy and fluency in oral production, which are essential for pronunciation development. This finding is in line with Gilakjani (2012), who explained that repeated oral

practice through reading aloud enhances learners' articulation, fluency and confidence in speaking. Moreover, this study supports Ur (1996), who emphasized that reading aloud activities in the classroom can create meaningful opportunities for students to practice authentic language use, improve intelligibility, and actively engage in the learning process.

The results of this study show a significant improvement in students' pronunciation skills after being taught through the Reading Aloud Activity. The mean score of the students' pre-test was 11.71, which increased to 16.36 in the post-test, with an mean gain of 4.64 points. The Paired Sample t-test also revealed a significance value (*Sig. 2-tailed*) of $0.000 < 0.05$, indicating a significant difference between the pre-test and post-test results. Therefore, it can be concluded that the application of the Reading Aloud Activity positively impacted the pronunciation performance of the eighth-grade students at MTs DDI Pariangan.

This result is consistent with Nation's (2009) assertion that Reading Aloud helps students enhance their pronunciation skills while fostering accuracy and fluency. Implementing the Reading Aloud Activity enabled students to be more actively involved in the learning process, both in practicing sound articulation and in presenting their readings to the class. This finding also aligns with constructivist theory, which emphasizes that knowledge is built through direct experience and active engagement. Through reading aloud activities, students not only practiced producing sounds, stress patterns, and intonation but also developed greater confidence in speaking and conveying messages clearly.

In addition to supporting theoretical perspectives, this study is consistent with previous research. Gilakjani (2012) found that practicing pronunciation through repeated oral activities, such as Reading Aloud, improved students' articulation, fluency, and confidence in speaking. Similarly, Ur (1996) emphasized that Reading Aloud activities provide meaningful opportunities for learners to practice authentic language use in the classroom, which enhances intelligibility and promotes active participation. In other words, the findings of this study reinforce existing evidence that the Reading Aloud Activity is an effective instructional strategy in English language learning, particularly in improving students' pronunciation skills.

Practically, the findings of this study provide important implications for English language teaching at the junior secondary school level. For teachers, the Reading Aloud Activity can serve as an effective instructional strategy that encourages students to be more active and confident in practicing English pronunciation. For students, engaging in reading aloud activities helps to strengthen their motivation, improve their fluency, and build greater self-confidence in speaking. Meanwhile, for schools, this study highlights the importance of supporting pronunciation-focused activities by providing sufficient time allocation, appropriate learning materials, and continuous encouragement so that the Reading Aloud Activity can be implemented optimally in the teaching and learning process.

The use of audio and video in language learning is closely related to the improvement of pronunciation skills. Audio provides students with correct

pronunciation models that enable them to practice intonation, word stress, and rhythm, while also allowing them to identify and correct errors. Meanwhile, video offers visual support by showing the movement of the mouth, tongue, and lips when pronouncing particular words. In this way, students not only hear the sounds but also observe how they are physically produced. When combined, audiovisual media create a more effective learning environment for pronunciation because they provide a clearer, more interactive, and engaging multisensory experience. This is supported by Mulia's (2022) research, which demonstrated that the use of audiovisual media made it easier for students to understand and accurately produce English vowel sounds.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to investigate the effectiveness of Reading Aloud Activity in improving students' pronunciation skills at MTs DDI Pariangan. The findings revealed that students showed a significant improvement in pronunciation after being taught through Reading Aloud Activity. The quantitative analysis indicated that the mean score of the pre-test was 11.71, which increased to 16.36 in the post-test. The result of the Paired Sample t-test showed a significance value of $0.000 < 0.05$, demonstrating a statistically significant difference between the pre-test and post-test scores. Therefore, the null hypothesis was rejected, and the alternative hypothesis was accepted.

These results confirm that the use of Reading Aloud Activity is effective in improving students' pronunciation skills, particularly in the aspects of articulation, stress, intonation, and overall accuracy. Based on the findings, it can be concluded that Reading Aloud Activity provides meaningful practice and contributes to better pronunciation performance among eighth-grade students at MTs DDI Pariangan.

B. Suggestions

Based on the findings and conclusions of this study, several suggestions are proposed as follows:

1. For Teachers

English teachers are encouraged to integrate Reading Aloud Activity more frequently into classroom practice. This technique should not only be used for pronunciation training but also combined with other speaking tasks, such as dialogue practice or role-play, to create a more communicative environment. Teachers are also advised to provide constructive feedback and use audio models to guide students in improving their pronunciation

2. For Students

Students are recommended to practice reading aloud regularly, both in class and at home, as a way to strengthen their pronunciation skills. They should take advantage of audio resources, such as online recordings or dictionary applications, to imitate correct models of pronunciation. Students also need to be more confident and willing to accept feedback from teachers and peers to overcome pronunciation difficulties.

3. For Schools

Schools are expected to provide sufficient support by facilitating access to learning resources, such as English reading materials, audio-visual media, and language laboratories if available. Furthermore, schools should encourage teachers to implement innovative teaching methods, including Reading Aloud Activity, as part of the speaking curriculum.

4. For Future Researchers

Future researchers may conduct studies on Reading Aloud Activity with a larger sample size or in different educational contexts (e.g., senior high schools or

universities) to strengthen the generalizability of the findings. It is also suggested to combine this activity with technology-based tools, such as speech recognition applications or digital storytelling platforms, to examine their combined effect on students' pronunciation and speaking fluency.

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Appendix

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) KURIKULUM 2013

(KELAS VIII) SMP/MTs

MATA PELAJARAN : BAHASA INGGRIS

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Reading Aloud Activity (Pronunciation Focus)
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 1 (Pre-Test)

II. KOMPETENSI INTI (KI)

- **KI 3:** Memahami dan menerapkan pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora.
- **KI 4:** Mengolah, menyaji, dan menalar dalam ranah konkret dan abstrak terkait pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

III. KOMPETENSI DASAR (KD)

- **3.4** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional lisan dan tulis terkait jati diri.
- **4.4** Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana tentang jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Melalui kegiatan reading aloud, peserta didik diharapkan mampu:

1. Membaca teks perkenalan diri dengan lantang.
2. Menunjukkan pengucapan yang jelas (sound articulation, stress, intonation).
3. Menampilkan kemampuan awal reading aloud dalam bentuk rekaman (pre-test).

II. MATERI POKOK

1. Teks sederhana tentang perkenalan diri.
2. Fokus pada pronunciation (sound articulation, stress, intonation).

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru menyapa siswa dan memeriksa kehadiran.
- Guru menjelaskan tujuan pembelajaran dan pentingnya pengucapan (pronunciation) dalam berbicara.
- Guru memberikan motivasi pentingnya membaca lantang

Kegiatan Inti (60 Menit)

- Guru membagikan teks pendek perkenalan diri dalam bahasa Inggris.
- Siswa membaca teks perkenalan diri secara bergiliran dengan suara lantang
- Guru merekam bacaan siswa sebagai Pre Test
- Guru tidak memberikan koreksi langsung karena ini merupakan pre-test untuk menilai kemampuan awal siswa.
- Guru mencatat catatan umum terkait pelafalan yang umum dilakukan siswa.

Kegiatan Penutup (10 Menit)

- Guru menyampaikan apresiasi terhadap usaha siswa.
- Guru memberikan pengantar tentang pembelajaran reading aloud activity yang akan dilakukan dalam pertemuan selanjutnya.
- Guru memberi motivasi dan harapan terhadap perkembangan pronunciation skills siswa ke depan.

IV. PENILAIAN

Aspek yang dinilai:

Jenis Penilaian: Pre-test Reading Aloud Activity

Metode: Observasi langsung dan rekaman suara siswa

Instrumen: Rubrik penilaian pronunciation berikut:

Aspek	Skor (1–5)	Deskripsi
Sound articulation	1–5	Kejelasan pelafalan konsonan dan vokal.
Word stress	1–5	Penempatan tekanan suku kata yang tepat.
Intonation	1–5	Penggunaan naik-turun suara yang sesuai konteks kalimat.
Clarity & Fluency	1–5	Kelancaran dan kejelasan berbicara.
Overall accuracy	1–5	Kesesuaian dan kealamian keseluruhan pengucapan.

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Self Introduction
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 2 (Treatment 1)

I. KOMPETENSI DASAR (KD)

- **3.4** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional tentang jati diri.
- **4.4** Menyusun teks perkenalan diri secara lisan dan tulis dengan memperhatikan unsur kebahasaan dan pengucapan.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Melalui PjBL dan media digital storytelling, siswa diharapkan mampu:

1. Membuat teks sederhana tentang jati diri (nama, asal, hobi).
2. Mempraktikkan pengucapan kosakata terkait dengan pronunciation yang tepat.
3. Merekam pengucapan mereka sebagai bagian dari proyek digital storytelling.

II. MATERI POKOK

- 1) Vocabulary: Name, age, hobbies, family, origin.
- 2) Pronunciation focus

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru menyapa dan mengondisikan kelas.
- Apersepsi: menayangkan video pendek perkenalan diri dari native speaker.
- Guru menjelaskan tujuan pembelajaran dan kaitannya dengan reading aloud activity

Kegiatan Inti (60 Menit)

- Siswa diminta membuat teks perkenalan diri berdasarkan contoh.
- Guru membimbing siswa untuk mengidentifikasi kata-kata sulit dan melatih pelafalannya.
- Siswa bekerja berpasangan untuk membaca teks dan saling merekam suara.
- Guru memberikan bimbingan terkait pengucapan dan intonasi yang benar.

Kegiatan Penutup (10 Menit)

- Refleksi bersama tentang kesulitan pengucapan.
- Guru memberikan umpan balik lisan dan motivasi.

IV. PENILAIAN

Aspek yang dinilai:

Jenis Penilaian: Formatif (proses proyek)

Metode: Observasi dan rekaman suara

Instrumen: Rubrik penilaian pronunciation berikut:

Aspek	Skor (1–5)	Deskripsi
Sound articulation	1–5	Kejelasan pelafalan konsonan dan vokal.
Word stress	1–5	Penempatan tekanan suku kata yang tepat.
Intonation	1–5	Penggunaan naik-turun suara yang sesuai konteks kalimat.
Clarity & Fluency	1–5	Kelancaran dan kejelasan berbicara.
Overall accuracy	1–5	Kesesuaian dan kealamian keseluruhan pengucapan.

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Family & Hobbies
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 3 (Treatment 2)

I. KOMPETENSI DASAR (KD)

- **3.4** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks interaksi transaksional terkait jati diri dan hobi.
- **4.4** Menyusun teks interaksi lisan tentang hobi dan keluarga dengan pengucapan dan intonasi yang benar.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Dengan menggunakan digital storytelling, peserta didik mampu:

1. Menyusun paragraf pendek tentang keluarga dan hobi.
2. Mengidentifikasi dan melafalkan kata-kata dengan intonasi dan stress yang tepat.

II. MATERI POKOK

1. Vocabulary: father, mother, siblings, playing football, reading books, cooking, etc.
2. Pronunciation focus: word endings (-s/-es), intonation for listing, stress in compound nouns.

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pelajaran dengan menampilkan video storytelling bertema keluarga.
- Siswa merefleksikan isi dan pengucapan video tersebut.
- Guru menjelaskan bahwa hari ini siswa akan memperluas cerita mereka dengan bagian tentang keluarga dan hobi.

Kegiatan Inti (60 Menit)

- Siswa menulis lanjutan teks cerita tentang keluarga dan hobi.
- Guru membimbing pelafalan dan stress kata tertentu (contoh: '*reading books*', '*cooking with mother*').
- Siswa berlatih pengucapan menggunakan aplikasi perekam suara atau bimbingan guru.
- Siswa merevisi rekaman mereka jika diperlukan untuk bagian ini.

Kegiatan Penutup (10 Menit)

- Guru memberikan pujian terhadap siswa yang menunjukkan peningkatan pelafalan.
- Diskusi kelas kecil: bagian mana yang sulit diucapkan?

IV. PENILAIAN

Aspek yang dinilai:

Jenis Penilaian: Penilaian proses

Metode: Observasi, rekaman suara, dan catatan guru

Instrumen: Rubrik pronunciation

- Penekanan pada peningkatan dari pertemuan sebelumnya
- Guru menilai pelafalan kata baru dan stress kata

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Daily Activities
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 4 (Treatment 3)

I. KOMPETENSI DASAR (KD)

- **3.4** Menerapkan fungsi sosial dan unsur kebahasaan dari teks lisan sederhana tentang kebiasaan sehari-hari.
- **4.4** Menyusun teks lisan sangat sederhana yang berkaitan dengan aktivitas harian, dengan memperhatikan pengucapan.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Dengan menggunakan digital storytelling, siswa diharapkan dapat:

1. Menyusun narasi sederhana tentang kegiatan harian menggunakan kalimat simple present.
2. Melafalkan kalimat-kalimat tersebut dengan intonasi dan pelafalan yang tepat.
3. Merekam dan mengevaluasi kembali bagian cerita yang telah disusun.

II. MATERI POKOK

- Vocabulary: wake up, take a bath, go to school, study, pray, sleep.
- Pronunciation Focus:
 1. Intonation in simple present sentences.
 2. Ending sounds: /s/, /z/, /ɪz/ (third person verbs).
 3. Stress in routine phrases.

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pelajaran dengan pertanyaan reflektif: “What do you do every day?”
- Guru menayangkan video pendek tentang daily routines dari penutur asli.
- Diskusi ringan mengenai pengucapan dan irama kalimat.

Kegiatan Inti (60 Menit)

- Siswa menambahkan bagian daily activities ke dalam cerita mereka.
- Guru membantu melatih pengucapan bentuk kerja orang ketiga tunggal (e.g., *She goes to school*).
- Siswa membaca bagian tersebut dengan rekaman suara dan memperhatikan intonasi naik-turun.
- Guru memberikan umpan balik langsung terhadap pelafalan dan ritme bicara.

Kegiatan Penutup (10 Menit)

- Siswa menyampaikan kesulitannya selama latihan pronunciation.
- Guru memberikan saran dan motivasi peningkatan.

IV. PENILAIAN

Jenis Penilaian: Proses dan Produk Sementara

Metode: Observasi, rekaman suara, umpan balik

Instrumen: Rubrik pronunciation

- Fokus penilaian pada clarity of intonation, correct endings, dan stress accuracy.
- Guru mencatat peningkatan dan bagian yang perlu diperbaiki untuk revisi mendatang.

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Describing My Favorite Person
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 5 (Treatment 4)

I. KOMPETENSI DASAR (KD)

- **3.4** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan tentang orang yang dikagumi.
- **4.4** Menyusun teks deskriptif sederhana dalam bentuk lisan dan tulisan dengan pelafalan yang baik dan benar.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Melalui proyek digital storytelling, peserta didik diharapkan dapat:

1. Menyusun deskripsi tentang orang yang dikagumi menggunakan kalimat yang tepat.
2. Menggunakan intonasi dan pelafalan yang sesuai dalam menyampaikan deskripsi.
3. Merekam narasi mereka dan memperbaiki kesalahan pengucapan berdasarkan umpan balik.

II. MATERI POKOK

- Vocabulary: kind, smart, tall, friendly, generous, helpful.
- Grammar: Simple present (is, has), adjective order.
- Pronunciation Focus:
 1. Adjective stress patterns
 2. Linking sounds
 3. Final sounds clarity

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru mengajak siswa berdiskusi tentang siapa orang yang mereka kagumi dan mengapa.

- Guru menampilkan contoh video storytelling dari siswa internasional yang mendeskripsikan tokoh favorit mereka.
- Guru menjelaskan bahwa bagian cerita minggu ini adalah mendeskripsikan orang yang dikagumi.

Kegiatan Inti (60 Menit)

- Siswa menyusun paragraf pendek tentang orang yang dikagumi.
- Guru membimbing dalam pengucapan kata sifat, linking sounds, dan clarity.
- Siswa membaca teks secara bergiliran, lalu merekam bagian ini sebagai lanjutan dari proyek mereka.
- Guru memberikan umpan balik langsung dan membimbing siswa untuk merevisi pelafalan yang kurang tepat.

Kegiatan Penutup (10 Menit)

- Refleksi tentang bagian yang sulit diucapkan.
- Guru memberi saran teknik latihan pronunciation di rumah.
- Guru menyemangati siswa untuk terus meningkatkan pelafalan cerita mereka

IV. PENILAIAN

Jenis Penilaian: Penilaian Kinerja

Metode: Observasi, analisis rekaman suara

Instrumen: Rubrik pronunciation (berbasis aspek: clarity, stress, linking, fluency)

- Guru mencatat pencapaian individu dan kelompok, termasuk revisi hasil rekaman.

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Describing My Favorite Place
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 6 (Treatment 5)

I. KOMPETENSI DASAR (KD)

- **3.4** Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan tentang tempat favorit.
- **4.4** Menyusun teks deskriptif lisan yang pendek dan sederhana tentang tempat favorit dengan pengucapan yang tepat.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Melalui media digital storytelling, siswa diharapkan mampu:

1. Menulis deskripsi tempat favorit dengan kalimat sederhana.
2. Melafalkan nama tempat, preposisi, dan kata sifat dengan intonasi dan artikulasi yang benar.
3. Merekam bagian cerita mereka dan memperbaiki kesalahan pelafalan berdasarkan umpan balik guru.

II. MATERI POKOK

- Vocabulary: beach, mosque, mountain, library, peaceful, beautiful, clean, crowded.
- Grammar: There is/There are, prepositions (in, on, near, behind).
- Pronunciation Focus:
 1. Word endings /t/, /d/, /s/, /z/
 2. Intonation in descriptive sentences
 3. Sentence rhythm and stress

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pelajaran dengan menampilkan gambar beberapa tempat populer.
- Diskusi: “What is your favorite place and why do you like it?”
- Guru menjelaskan bahwa siswa akan menambahkan bagian “my favorite place” ke dalam cerita mereka.

Kegiatan Inti (60 Menit)

- Siswa membuat teks pendek tentang tempat favorit mereka.
- Guru membimbing pelafalan deskriptif dan preposisi dengan latihan klasikal dan berpasangan.
- Siswa membaca dan merekam bagian ini secara individual.
- Guru memberikan umpan balik pada pelafalan dan intonasi, serta menyarankan perbaikan.
- Siswa melakukan revisi dan menyimpan versi rekaman akhirnya.

Kegiatan Penutup (10 Menit)

- Guru memfasilitasi refleksi dan diskusi tentang perbedaan pengucapan dalam deskripsi tempat.
- Menyampaikan pentingnya intonasi dalam menyampaikan makna deskriptif.
- Guru memberi motivasi dan preview untuk cerita final minggu berikutnya.

IV. PENILAIAN

Jenis Penilaian: Penilaian proses (formatif)

Metode: Observasi langsung, rekaman suara, peer feedback

Instrumen: Rubrik pronunciation

- Fokus penilaian: intonasi, ending sounds, kelancaran berbicara, ketepatan stress.
- Guru mulai mengidentifikasi bagian yang perlu ditingkatkan dalam presentasi final siswa.

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Finalizing and Presenting My Digital Story
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 7 (Treatment 6)

I. KOMPETENSI DASAR (KD)

- **3.4** Menganalisis unsur kebahasaan dan struktur teks deskriptif sederhana.
- **4.4** Menyusun dan mempresentasikan cerita digital secara lisan dengan pengucapan yang tepat.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran ini, peserta didik diharapkan mampu:

1. Menyusun dan menyusun kembali narasi cerita dari awal hingga akhir.
2. Mempraktikkan pengucapan yang tepat pada setiap bagian cerita.
3. Menyajikan cerita secara lisan dengan kepercayaan diri dan intonasi yang sesuai.

II. MATERI POKOK

- Vocabulary dan struktur dari seluruh proyek: self-introduction, hobbies, family, favorite person, favorite place, daily activities.
- Pronunciation Focus:
 1. Konsistensi pelafalan antar bagian
 2. Stress, rhythm, dan intonation
 3. Fluency dan kejelasan bicara secara keseluruhan

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru menyapa dan menyampaikan bahwa hari ini siswa akan memfinalisasi dan mempresentasikan cerita mereka.
- Apersepsi: Guru menampilkan contoh storytelling siswa dari luar negeri yang berhasil.

- Guru memberi semangat dan panduan singkat dalam hal pelafalan dan ekspresi.

Kegiatan Inti (60 Menit)

- Siswa menyusun narasi lengkap dari cerita mereka (jika belum selesai).
- Guru memberi waktu latihan terakhir kepada siswa untuk mempersiapkan pelafalan.
- Siswa mempresentasikan proyek mereka secara lisan di depan kelas, dan direkam oleh guru
- Guru menilai pengucapan siswa menggunakan rubrik pronunciation.
- Teman sekelas memberikan tepuk tangan dan umpan balik sederhana.

Kegiatan Penutup (10 Menit)

- Refleksi bersama: bagian mana yang paling sulit dan paling disukai.
- Guru memberikan penguatan dan mengapresiasi kerja keras siswa selama proses cerita
- Memberi preview bahwa minggu depan akan ada post-test untuk mengukur peningkatan pronunciation.

IV. PENILAIAN

Jenis Penilaian: Penilaian Kinerja (Summatif Tahap 1)

Metode: Presentasi lisan

Instrumen: Rubrik pronunciation

- Fokus penilaian: intonasi, kejelasan, kelancaran, stress, articulation
- Guru mencatat performa siswa untuk dibandingkan dengan post-test

INFORMASI UMUM

I. IDENTITAS RPP

Nama Penyusun	: Sartika Abdullah
Satuan Pendidikan	: MTs DDI Pariangan
Kelas / Semester	: VIII (Delapan) / Ganjil
Mata Pelajaran	: Bahasa Inggris
Materi Pokok	: Post-Test – Pronunciation Performance
Model Pembelajaran	: Project Based Learning (PjBL)
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 8 (Post-Test)

I. KOMPETENSI DASAR (KD)

- **3.4** Menganalisis struktur dan unsur kebahasaan dari teks lisan pendek dan sederhana.
- **4.4** Menyampaikan secara lisan teks yang telah dipelajari dengan pengucapan yang baik dan benar.

KOMPONEN INTI

I. TUJUAN PEMBELAJARAN

Setelah mengikuti proses pembelajaran selama 7 pertemuan, pada pertemuan ke-8 ini siswa diharapkan mampu:

1. Menampilkan kemampuan akhir mereka dalam berbicara dengan fokus pada pengucapan yang benar.
2. Menunjukkan peningkatan dalam intonasi, stress, articulation, dan fluency secara menyeluruh.
3. Mendemonstrasikan hasil dari latihan reading aloud secara individual melalui post-test.

II. MATERI POKOK

- Narasi singkat yang terdiri dari gabungan materi sebelumnya: self-introduction, daily activities, favorite person, etc.
- Pronunciation Focus:
 - Stress and rhythm
 - Intonation patterns
 - Word endings & linking sounds

III. KEGIATAN PEMBELAJARAN

Kegiatan Pendahuluan (10 Menit)

- Guru membuka pelajaran dengan menjelaskan tujuan post-test dan format penilaian.
- Guru menyampaikan bahwa siswa akan berbicara secara individu dengan rekaman sebagai dokumentasi.

Kegiatan Inti (60 Menit)

- Siswa diberikan teks pendek yang sama seperti saat pre-test atau narasi yang telah mereka susun sebelumnya.
- Siswa bergiliran tampil di depan kelas atau masuk ke ruang rekaman untuk membaca narasi dengan pelafalan terbaik.
- Guru menilai menggunakan rubrik pronunciation yang telah disiapkan.
- Guru mengamati kemajuan masing-masing siswa dibandingkan dengan hasil pre-test.

Kegiatan Penutup (10 Menit)

- Guru memberikan apresiasi atas kerja keras siswa selama proses reading aloud activity.
- Guru memberikan umpan balik umum dan menanyakan perasaan siswa terhadap peningkatan kemampuan mereka.
- Penutupan dan refleksi: Apa yang dipelajari siswa tentang pronunciation dan berbicara dalam bahasa Inggris?

IV. PENILAIAN

Jenis Penilaian: Post-Test (Pronunciation)

Metode: Penampilan individu dan rekaman suara

Instrumen: Rubrik penilaian pronunciation

Aspek	Skor (1–5)	Deskripsi
Sound articulation	1–5	Kejelasan dalam mengucapkan vokal dan konsonan
Word stress	1–5	Penempatan tekanan suku kata yang benar
Intonation	1–5	Pola naik-turun nada yang sesuai dalam kalimat
Clarity & Fluency	1–5	Kelancaran berbicara tanpa jeda yang tidak alami
Overall accuracy	1–5	Kesesuaian pengucapan secara keseluruhan

APPENDIX

APPENDIX 1

LEMBAR KERJA PESERTA DIDIK (LKPD)

LKPD Pertemuan Ke-1

Topik: *Pre-Test – Speaking Pronunciation*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja + perekam suara

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menyampaikan teks lisan pendek dengan pengucapan yang wajar.
- Menunjukkan kemampuan awal dalam berbicara Bahasa Inggris, khususnya aspek pronunciation (pelafalan).

B. Petunjuk Pengerjaan

1. Bacalah teks perkenalan berikut ini secara perlahan.
2. Latihlah pengucapan Anda sebelum direkam.
3. Rekam suara Anda menggunakan HP atau alat perekam.
4. Setelah merekam, jawab pertanyaan refleksi di bagian bawah.

C. Aktivitas

Teks Latihan Pre-Test

Hello! My name is [your name]. I am thirteen years old. I live in Pariangan. I go to MTs DDI Pariangan. My favorite hobby is reading books. I have two brothers and one sister. My favorite person is my father because he is kind and hardworking. My favorite place is the mosque near my house. Every day, I wake up at 5 o'clock and help my mother. Thank you!

Langkah:

- Bacalah teks di atas dengan intonasi dan pelafalan yang tepat.
- Rekam suara Anda dengan durasi sekitar 1–2 menit.
- Simpan rekaman untuk penilaian guru.

D. Refleksi Singkat

Jawablah pertanyaan berikut secara jujur:

1. Apa bagian tersulit saat membaca teks di atas?
2. Bagaimana perasaanmu saat berbicara Bahasa Inggris?
 Sangat gugup Gugup Biasa saja Percaya diri
3. Menurutmu, bagian pengucapan mana yang perlu kamu perbaiki?

LKPD Pertemuan Ke-2

Topik: *Self-Introduction*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, perekam suara, kamus digital

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menulis teks perkenalan diri dalam Bahasa Inggris secara sederhana.
- Melafalkan kalimat perkenalan dengan pelafalan yang benar.
- Merevisi hasil rekaman berdasarkan umpan balik guru atau teman.

B. Petunjuk Pengerjaan

1. Tulislah teks perkenalan diri (5–7 kalimat) berdasarkan panduan yang tersedia.
2. Latihlah cara pengucapan setiap kalimat dengan benar.
3. Rekam suara saat membaca teks tersebut.
4. Dengarkan kembali hasil rekamanmu, lalu perbaiki jika diperlukan.

C. Aktivitas

1. Tuliskan teks perkenalan dirimu dalam Bahasa Inggris!

Contoh panduan:

- My name is...
- I am ... years old.
- I live in...
- My favorite food is...
- I like...
- I study at...

- I want to be a...

✍️ Tulis di bawah ini:

2. Latihan Pengucapan

Lingkari kata-kata di bawah ini yang menurutmu sulit diucapkan:

- name – years – live – favorite – study – want – like – school

Jika ada kata sulit lainnya, tuliskan: _____

3. Rekaman Suara

- Gunakan HP untuk merekam suara saat membaca teksmu.
- Simpan file rekaman dengan nama: Nama_LKPD2.mp3

D. Refleksi Singkat

1. Bagaimana perasaanmu saat memperkenalkan diri dalam Bahasa Inggris?
2. Apakah kamu merasa ada peningkatan dari pre-test kemarin?
 Ya Belum Tidak tahu
3. Apa yang akan kamu latih lebih banyak minggu ini?

□ **LKPD Pertemuan Ke-3**

Topik: *My Family and Hobbies*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, perekam suara, kamus digital

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menulis deskripsi sederhana tentang keluarga dan hobi.
- Mengucapkan kalimat dengan pelafalan yang tepat (khususnya kata kerja dan kata benda).
- Merekam narasi suara untuk bagian kedua reading aloud activity

B. Petunjuk Pengerjaan

1. Tulis 2–3 kalimat tentang keluargamu dan 2–3 kalimat tentang hobimu.
2. Latihlah pengucapanmu dengan memperhatikan intonasi dan stress.
3. Rekam narasi yang kamu buat dan simpan dalam format audio.
4. Cek kembali pengucapanmu setelah mendengarkan rekaman.

C. Aktivitas

1. Tulis Teks Narasi Tentang Keluarga dan Hobimu

Contoh panduan:

- I have two sisters and one brother.
- My father is a teacher.
- My hobby is drawing.
- I play badminton every Sunday.

✍ □ Tulis di bawah ini:

2. Fokus Pelafalan

Beri tanda centang (✓) pada kata-kata yang sulit kamu ucapkan:

- sister
- brother
- teacher

- drawing
- playing
- Sunday
- hobby
- others: _____

3. Rekaman Suara

- Rekam suara saat membacakan narasimu.
- Simpan file rekaman dengan nama: Nama_LKPD3.mp3

D. Refleksi Singkat

1. Bagian mana yang paling sulit kamu ucapkan dengan benar?
2. Apakah kamu sudah bisa berbicara lebih lancar daripada minggu lalu?
 Ya Belum Tidak yakin
3. Apa yang ingin kamu latih lebih baik minggu depan?

□ **LKPD Pertemuan Ke-4**

Topik: *My Daily Activities*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, perekam suara, kamus digital

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menulis narasi pendek tentang kegiatan sehari-hari dalam Bahasa Inggris.
- Melafalkan kalimat dengan benar, termasuk penggunaan *simple present tense*.
- Merekam dan memperbaiki pengucapan dalam narasi tentang aktivitas harian.

B. Petunjuk Pengerjaan

1. Tulis 5–6 kalimat tentang aktivitas sehari-harimu.
2. Latih pengucapan setiap kalimat, terutama kata kerja dan waktu.
3. Rekam suara saat membacakan narasimu.
4. Dengarkan kembali dan revisi jika perlu.

C. Aktivitas

1. Tulis Narasi Tentang Kegiatan Sehari-harimu

Contoh panduan:

- I wake up at 5 a.m.
- I take a shower and help my mother.
- I go to school at 7 a.m.
- I study English in the morning.
- In the afternoon, I play football with my friends.
- I go to bed at 9 p.m.

✍ □ Tulis narasimu di bawah ini:

2. Fokus Pronunciation

Pilih kata-kata yang menurutmu sulit diucapkan dan beri tanda centang (✓):

- wake up
- shower
- school
- study
- football
- afternoon
- others: _____

3. Rekaman Suara

- Bacakan narasimu dengan percaya diri.
- Simpan rekaman suara dengan nama file: Nama_LKPD4.mp3

D. Refleksi Singkat

1. Apakah kamu merasa lebih percaya diri saat berbicara hari ini?
 Ya Belum Tidak yakin
2. Sebutkan satu kata yang menurutmu pengucapannya masih sulit:
3. Apakah kamu ingin menambahkan lebih banyak aktivitas minggu depan?
 Ya Tidak

□ LKPD Pertemuan Ke-5

Topik: *Describing My Favorite Person*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, perekam suara, kamus digital

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menulis teks deskriptif tentang seseorang yang dikagumi.
- Melafalkan kata sifat (adjectives) dan struktur kalimat dengan benar.
- Merekam suara dan melakukan perbaikan pelafalan berdasarkan umpan balik.

B. Petunjuk Pengerjaan

1. Pilih satu orang yang kamu kagumi (ayah, ibu, guru, teman, dll).
2. Tulis deskripsi singkat (5–6 kalimat) tentang orang tersebut.
3. Latih pengucapanmu terutama pada kata sifat dan struktur kalimat.
4. Rekam dan simpan hasil bacaanmu.

C. Aktivitas

1. Tulis Deskripsi Singkat Tentang Orang yang Kamu Kagumi

Contoh panduan:

- My favorite person is my mother.
- She is very kind and caring.
- She always helps me with my homework.
- I love her because she is patient and smart.
- She works as a teacher.

✍️ Tulis narasimu di bawah ini:

2. Fokus Pronunciation

Berikan tanda centang (✓) pada kata sifat yang menurutmu sulit diucapkan:

- kind
- caring
- patient
- hardworking
- honest
- others: _____

Latih pengucapan 2–3 kali sebelum merekam.

3. Rekaman Suara

- Bacakan narasimu dengan pengucapan terbaik.
- Simpan dengan nama file: Nama_LKPD5.mp3

D. Refleksi Singkat

1. Siapa orang yang kamu pilih dan mengapa kamu memilihnya?
2. Bagian mana dari teks yang paling sulit kamu ucapkan?
3. Apakah kamu merasa pronunciation-mu semakin baik?
 Ya Belum Tidak yakin

□ **LKPD Pertemuan Ke-6**

Topik: *Describing My Favorite Place*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, perekam suara, kamus digital

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menulis deskripsi tempat favorit dalam kalimat sederhana.
- Melafalkan kata benda, preposisi, dan frasa lokasi dengan benar.
- Merekam dan menilai kembali pelafalan mereka secara mandiri.

B. Petunjuk Pengerjaan

1. Pikirkan tempat favoritmu (contoh: masjid, taman, perpustakaan, rumah nenek).
2. Tulis deskripsi singkat tentang tempat tersebut dalam 5–6 kalimat.
3. Latih pengucapanmu terutama pada kata benda dan preposisi.
4. Rekam dan simpan narasimu.

C. Aktivitas

1. Tulis Narasi Singkat Tentang Tempat Favoritmu

Contoh panduan:

- My favorite place is the mosque near my house.
- It is big and clean.
- I go there every day to pray.
- It has a large yard and beautiful lamps.
- I feel peaceful when I am there.

✍️ Tulis narasimu di bawah ini:

2. Fokus Pronunciation

Centang kata atau frasa yang menurutmu sulit diucapkan:

- mosque
- library
- peaceful
- near
- in front of
- behind
- clean
- others: _____

Latih pengucapan 2–3 kali sebelum rekaman.

3. Rekaman Suara

- Bacakan narasimu dengan suara yang jelas dan pelafalan yang tepat.
- Simpan file dengan nama: Nama_LKPD6.mp3

D. Refleksi Singkat

1. Mengapa kamu memilih tempat tersebut?
2. Apakah kamu merasa pronunciation-mu lebih baik daripada minggu lalu?
 Ya Belum Tidak yakin
3. Apa tantangan utama saat berbicara hari ini?

□ LKPD Pertemuan Ke-7

Topik: *Finalizing and Presenting*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, laptop/HP, audio editor (jika tersedia)

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah mengerjakan LKPD ini, siswa diharapkan mampu:

- Menyusun ulang dan menggabungkan seluruh bagian narasi digital storytelling.
- Melakukan latihan pengucapan terakhir secara menyeluruh.
- Menyajikan cerita digital secara lisan dengan percaya diri dan pelafalan yang tepat.

B. Petunjuk Pengerjaan

1. Kumpulkan semua bagian narasi yang telah kamu tulis di pertemuan sebelumnya.
2. Gabungkan bagian-bagian tersebut menjadi satu cerita lengkap.
3. Latihlah pengucapanmu dari awal hingga akhir.
4. Rekam dan tampilkan cerita final kamu (lisan dan video).

C. Aktivitas

1. Tulis atau Susun Narasi Final ceritamu

Gabungkan narasi dari:

- Self-introduction
- Family and hobbies
- Daily activities
- Favorite person
- Favorite place

✍️ Tulis ulang narasi lengkapmu:

2. Checklist Pronunciation

Sebelum merekam, cek kembali pelafalanmu:

- Artikulasi suara jelas
- Stress pada suku kata benar
- Intonasi kalimat alami
- Tidak terburu-buru saat berbicara
- Pelafalan kata kunci sudah tepat

3. Rekaman Akhir / Presentasi

- Gunakan HP atau alat perekam untuk merekam cerita secara lengkap.
- Jika memungkinkan, sertakan gambar atau video untuk mendukung narasi.
- Simpan file dengan nama: Nama_FinalStory.mp3 atau .mp4

D. Refleksi Singkat

1. Bagaimana perasaanmu setelah menyelesaikan proyek digital storytelling?
2. Apa yang paling kamu pelajari selama 6 pertemuan terakhir?
3. Seberapa percaya dirimu saat berbicara dalam Bahasa Inggris sekarang?
 Sangat percaya diri Cukup percaya diri Masih ragu-ragu

LKPD Pertemuan Ke-8

Topik: *Post-Test – Pronunciation Performance*

Kelas/Semester: VIII / Ganjil

Waktu: 2 x 40 menit

Media: Kertas kerja, alat perekam, rubrik penilaian

Nama Siswa: _____

Tanggal: _____

A. Tujuan Pembelajaran

Setelah menyelesaikan LKPD ini, siswa diharapkan mampu:

- Menunjukkan peningkatan kemampuan pelafalan Bahasa Inggris setelah proses pembelajaran digital storytelling.
- Menerapkan intonasi, penekanan kata, dan kejelasan pengucapan dalam berbicara.
- Menampilkan kemampuan berbicara Bahasa Inggris dengan percaya diri dalam konteks narasi.

B. Petunjuk Pengerjaan

1. Bacalah teks yang diberikan oleh guru secara mandiri.
2. Latihlah pengucapanmu beberapa kali.
3. Rekam suara saat membaca teks tersebut.
4. Kirim hasil rekaman kepada guru untuk dinilai.

C. Aktivitas

1. Teks Post-Test

Bacalah teks di bawah ini dengan suara jelas dan pelafalan yang tepat.

Hello, my name is [your name]. I am a student at MTs DDI Pariangan. Every day, I wake up early and help my parents. I go to school by motorcycle. My favorite person is my mother because she is kind and caring. I love going to the mosque near my house. It is a peaceful place where I can pray and reflect. On weekends, I like drawing or reading books. I hope to become a teacher in the future.

 Kamu juga boleh menambahkan 1–2 kalimat sendiri jika ingin.

2. Latihan Pronunciation Mandiri

Centang aspek yang telah kamu latih sebelum merekam:

- Artikulasi suara (consonant & vowel sounds)
- Intonasi (naik turun nada)

- Penekanan suku kata (stress)
- Kecepatan bicara tidak terlalu cepat/lambat

3. Rekaman Suara

- Rekam dirimu membaca teks tersebut dengan HP atau alat lain.
- Kirim file rekaman kepada guru (format file: Nama_PostTest.mp3)

D. Refleksi Siswa

1. Apakah kamu merasa pengucapanmu sudah lebih baik dibanding saat pre-test?
 Ya Belum Tidak yakin
2. Sebutkan satu hal yang paling kamu pelajari tentang pronunciation:
3. Apakah kamu merasa lebih percaya diri untuk berbicara Bahasa Inggris sekarang?
 Ya Belum Tidak yakin

APPENDIX 2**RUBRIK PENILAIAN SPEAKING PRONUNCIATION PRE-TEST**

Aspek	Skor (1–5)	Deskripsi
Sound articulation	1–5	Kejelasan pelafalan konsonan dan vokal.
Word stress	1–5	Penempatan tekanan suku kata yang tepat.
Intonation	1–5	Penggunaan naik-turun suara yang sesuai konteks kalimat.
Fluency	1–5	Kelancaran dan kejelasan berbicara.
Overall accuracy	1–5	Kesesuaian dan kealamian keseluruhan pengucapan.

Appendix 3

The result of Pre-test

No	Students	Sound articulation	Word stress	Intonation	Fluency	Overall accuracy	Total	Category
1	S1	3	2	2	3	2	12	Fair
2	S2	3	2	3	3	2	13	Fair
3	S3	2	2	3	2	2	11	Fair
4	S4	2	2	2	2	2	10	Poor
5	S5	3	2	3	3	2	13	Fair
6	S6	3	3	3	3	3	15	Fair
7	S7	2	2	2	2	2	10	Poor
8	S8	3	3	3	2	2	13	Fair
9	S9	2	2	2	3	2	11	Fair
10	S10	2	2	3	3	2	12	Fair
11	S11	2	2	2	2	2	10	Poor
12	S12	3	2	2	3	2	12	Fair
13	S13	2	2	2	2	2	10	Poor
14	S14	3	2	2	3	2	12	Fair

The result Of post-test

No	Students	Sound articulation	Word stress	Intonation	Fluency	Overall accuracy	Total	Category
1	S1	4	3	3	4	3	17	Good
2	S2	4	3	4	4	3	18	Good
3	S3	3	3	4	3	3	16	Good
4	S4	3	3	4	4	3	17	Good
5	S5	4	3	4	4	2	17	Good
6	S6	3	3	3	3	4	16	Good
7	S7	3	2	3	3	3	14	Fair
8	S8	4	3	4	4	3	18	Good
9	S9	3	3	2	3	3	14	Fair
10	S10	3	3	3	3	3	15	Fair
11	S11	4	3	3	3	3	16	Good
12	S12	4	3	3	4	3	17	Good
13	S13	4	3	3	4	3	17	Good
14	S14	4	3	3	4	3	17	Good



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**
Jln. Manunggal No.11 Pekkabata Polewali, Kode Pos 91315
Website: dpmptsp.polmankab.go.id Email: dpmptsp@polmankab.go.id

IZIN PENELITIAN
NOMOR: 500.16.7.2 /0759/IPL/DPMPTSP/VII/2025

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan:
 - a. Surat permohonan sdr SARTIKA ABDULLAH
 - b. Surat rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor: B-0759/Kesbangpol/B.1/410.7/VII/2025, Tgl. 29-07-2025

MEMBERIKAN IZIN

Kepada: **Nama** : SARTIKA ABDULLAH
NIM/NIDN/NIP/NPn : 10256121029
Asal Perguruan Tinggi : STAIN MAJENE
Fakultas : -
Jurusan : TADRIS BAHASA INGGRIS
Alamat : DESA PUSSUI KEC. LUYO
KAB. POLEWALI MANDAR

Untuk melakukan penelitian di MTS DDI Pariangan Kabupaten Polewali Mandar yang dilaksanakan Pada bulan Agustus 2025 Sampai Selesai dengan Proposal berjudul "THE EFFECTIVENESS OF USING DIGITAL STORYTELLING LEARNING MEDIA IN IMPROVING STUDENTS' SPEAKING PRONUNCIATION SKILLS AT MTS DDI PARIANGAN "

Adapun izin penelitian ini dibuat dengan ketentuan sebagai berikut:

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil penelitian kepada Bupati Polewali Mandar up.Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian izin penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar,
Pada tanggal 1 Agustus 2025
Kepala Dinas Penanaman Modal Dan Pelayanan
Terpadu Satu Pintu,



I NENGAH TRI SUMADANA, AP, M.Si

Pangkat : Pembina Utama Muda

NIP : 197605221994121001

Tembusan :
1. Unsur forkopin di tempat

DOCUMENTATIONS







CURRICULUM VITAE



Sartika Abdullah was born in Pariangan, Pussui Village, Luyo District, Polewali Mandar Regency, West Sulawesi on April 21, 2002. She began her formal education at SDN 053 Inp. Pariangan graduated in 2015. She then completed her studies at MTs DDI Pariangan in 2017. Afterwards, she studied at Pondok Pesantren Syekh Hasan Yamani for several months before moving to MA Nurul Ma'arif Pariangan, graduating in 2020.

In 2020, the researcher pursued higher education at Universitas Al-Asyariah Mandar Polewali for two semesters. Later, in 2021, she participated in the entrance selection through the UMPTKIN program and was admitted to STAIN Majene, Faculty of Tarbiyah and Teacher Training, English Education Study Program (Tadris Bahasa Inggris). As a student, she actively participated in campus organizations, including UKM Pers Lima Sidik, where she served as the General Treasurer.