

## Demonstrating Reading Aloud in Improving EFL Students' Pronunciation

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**Abstract.** The pronunciation of the English phonemes /ʃ/, /ð/ and /θ/ remains challenging for EFL learners in Indonesia due to the absence of these sounds in the Indonesian Phonological system. A preliminary study conducted with eleventh-grade students at SMK Al-Mu'ien revealed that the average pronunciation score was only 46.97, which was far below the minimum criterian of success (70). This classroom action research aimed to determine how to improve students' pronunciation by applying the Reading Aloud technique to XI grade students at SMK Al-Mu'ien in Jember. Data were collected through a pronunciation test to measure students' accuracy in pronouncing 51 targeted phonemes. Classroom observations were done to document the application of the Reading Aloud technique during each cycle. The data were then analyzed quantitatively to evaluate the improvements the students have made in their pronunciation and to capture how the learning process has taken place. The finding countinous improvement from the preliminary study (46.97) to Cycle 1 (53.38) and Cycle 2 (66.39), with 63.63% of students achieving the success criteria. The result suggest that the use of Reading Aloud, supported by teacher modeling, corrective feedback, and repetitive practice can significantly enhance students' pronunciation. This study contributes to the growing body of literature on pronunciation teaching and highlights the pedagogical value of Reading Aloud for EFL learners.

**Keywords:** Reading Aloud, Pronunciation, EFL learners

## Introduction

Pronunciation is the key of learning English Language as a foreign language. (Radant et al., 2009) Reports ronunciation is critical factor for speaking and the proficiency of English learners. Mistakes in pronunciation can lead to misunderstandings in communication and prevent the exchange of dialog among speakers. (Kustila et al., 2025) States that a speaker who pronounces words correctly can be better understood, even when making errors in other aspects of speaking (vocabulary, grammar, and pragmatics). For example, a poor articulator be more difficult to understand, even if they are accurate in other aspects. It does mean that pronunciation is very important in language learning, especially for learners to express themselves and receive a massage. However, many students still struggle to pronounce some English sounds accurately.

It also happened at SMK Al-Mu'ien. A preliminary study at the school showed that students' average pronunciation score was 46.97. This score does not meet the criteria of success (70). This low performance suggests that students lack practice and exposure to correct pronunciation models. This caused students to feel reluctant to speak, read, and pronounce words in English. Celce-Murcia et al. (2010) recommended that it should be modified as

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pronunciation is one of the challenging areas for EFL learners. These barriers are road blocks to their communication and ability to speak English with confidence.

A lot of things explain those problems. (Mardiah et al., 2024) did however notice intrinsic problems such as lack of motivation, nervousness and absence of phonetic knowledge. They also discovered that pronunciation practice is usually underestimated in EFL classes with more teachers concentrating on reading comprehension at the expense of explicit teaching to improve pronunciation. Such findings suggest that students' pronunciation difficulties are not so much a result of linguistic limitations, but more the consequence of classroom procedures that do not allow for systematic pronunciation practice. Consequently students feel self conscious and unconfident to read aloud, speak or perform oral activities. The solutions to these problems are the teaching approaches that will help close this gap and enhance the students' pronunciation.

Reading Aloud (RA) is one of the approaches that can be used to mitigate these problems. Therefore, the RA method is used in this study to help students pronounce words correctly. RA is important because it directly engages learners in producing English sounds clearly and consistently, while also allowing teachers to monitor and correct errors in real time. These techniques have also been utilized in classroom teaching. According to (Kustila et al., 2025) Said that the advantage of reading aloud is that it is an easy technique that can improve students' understanding of language and give them practice in pronouncing words correctly. (Gibson, 2008) Also mentioned that RA made teacher easy to identify and correct the errors in pronunciation. Through RA, students are given repeated practice with words and sentences, which helps them strengthen their articulation of difficult phonemes and develop greater confidence in oral performance. This activity also promotes learner awareness of pronunciation, since students can hear themselves and reflect on how sounds should be produced. (Latifah & Apsari, 2024) Found in their study about student perceptions reveals that students are assured that reading aloud has helped them recognize and correct their pronunciation mistakes. Hancock, (2012) Added that the use of reading aloud help learners (EFL) to rehearse with pronunciation regarding articulation, stress and intonation. A teacher's cone is also used to provide both practice and feedback distances for RA. Accordingly, RA is of great importance in EFL settings where many students have little access to authentic pronunciation input.

Previous research stated that the RA technique offers several benefits. (Badawi et al., 2021) Reported that 58% of teachers strongly agree that reading aloud increases students' exposure to phonics, and 70% believe it allows students to practice and learn correct pronunciation. From the previous data, we can conclude that not only students who have a good perception but teachers also think that reading aloud has a positive impact on student pronunciation. (Siyami et al., 2021) Discovered that RA can increase classroom enjoyment and decrease boredom. (Huang, 2010; Ninsuwan, 2015) it also brought up the fact RA enhances their motivation and gives opportunities for pupils to hear accurate English pronunciation that will give some kind of confidence to read English text. So, RA not only benefits the teachers' teaching but also enables students to be active.

Although read-aloud techniques have been widely researched, most of the studies use only to test the significance of quantitative experimental designs, while classroom action research is still limited. Such as (Wahyuni, 2022) with the title The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation and (Aini et al., 2025) with a its paper entitled Innovative Reading Aloud Approach for Enhancing Pronunciation and Speaking Fluency of Students, who also used pre-experimental design. (Bibyana & Edi, 2023) also did research under title Improving Student Pronunciation Skill Through Reading Aloud At 8th Grade Students of Smp Widuri Jaya Jakarta by using experimental design. In addition, very few studies have targeted the phonemes /ʃ/, /ð/, and /θ/, even though errors in the pronunciation of these sounds can lead to misunderstanding of meaning and cause serious communication barriers. This shows that there is still a gap in research, particularly in applying

reflective classroom-based interventions to improve learners' accuracy in pronouncing these sounds. Hence, this study aims to investigate how the RA technique helps students to improve the pronunciation of the phonemes /ʃ/, /ð/, and /θ/ among eleventh-grade EFL students at SMK Al-Mu'ien Jember by using classroom action research. The research question of this study is how the RA technique can improve the pronunciation of /ʃ/, /ð/, and /θ/ sounds among eleventh-grade EFL students at SMK Al-Mu'ien. The uniqueness of this study lies in its attempt to systematically apply the Reading Aloud technique in classroom action research (CAR) to improve students' pronunciation accuracy of the sounds /ʃ/, /ð/, and /θ/. Unlike previous studies, which mostly examined the general results or significance of the reading aloud technique, this study integrated the application of this technique to improve student pronunciation.

## Theoretical Framework

### Pronunciation

Pronunciation is widely recognized as one of the core components of communicative competence in a second language. Pronunciation is a very important aspect for achieving understanding in communication. (Kenworthy, 1987) Defines pronunciation as the way in which a particular language or word is spoken, emphasizing that clear and easily understood pronunciation is essential for successful communication. Previous findings also mentioned that one of the most crucial aspects of oral communication and a necessary ability for proficient English speaking is pronunciation (Plailek & Al, 2021) Therefore, we would think that pronunciation is a critical skill in language learning because bad pronunciation can cause comprehension breakdown and ultimately reduce the efficiency of communication between speakers.

(Celce-Murcia et al, 2010) explains that the goal of pronunciation teaching is not to make students sound like native English speakers. A more realistic goal is to help students move beyond the basic level so that their pronunciation does not hinder their ability to communicate. Therefore, it is important to teach pronunciation so that students understand how English sounds are produced, how the speech organs function, and how errors in sound production can hinder communication. In addition, pronunciation also has a psychological impact on learners. Frequent pronunciation errors also make speakers feel insecure when communicating, with the result that they choose to remain silent and are reluctant to communicate. As found by (Arsi et al., 2025) Pronunciation affects students' confidence in speaking. This means that when students' pronunciation is weak, their speaking ability and willingness to communicate also decrease. Therefore, teaching pronunciation serves as a foundation for speaking skills, while also increasing students' confidence when they have to use English in oral communication.

Previous studies in that Indonesian learners especially struggle with relatively difficult English speech sounds, which do not occur in their own system. Because these sounds are absent in Indonesian, learners tend to replace them with the closest sounds found in their first language. Flege, (1995) explains that this difficulty arises due to L1 transfer, which is the tendency of learners to produce foreign language sounds using the sound categories of their first language. Several consonants in English are absent from Indonesian, such as /ʃ/, /ð/ and /θ/. So, The researcher choose the three sound /ʃ/, /ð/ and /θ/ to be attentional error in initial experiment as well as need training based on preliminary study result that showing student are still mispronunciation on those three sounds. (Merrita, 2021) it is also reported in their research that Indonesian EFL learners tend to replace /θ/ of English with /t/ and /ð/ with /d/ due to the phonological influence from their mother tongue. Furthermore, (Anjani et al, 2023) also mentioned that /ʃ/ is one of the problematic sounds. From the findings of the preliminary study, the /ʃ/ sound often changes to "s".

In recent years pronunciation teaching has gravitated from aiming for native-like levels of accuracy to the goal of being people can understand. (Derwing, 2023) Contends that

students' pronunciation should be judge on the extent to which their speech is comprehensible as opposed to native speaker-like. He asserts that the main goal of pronunciation teaching is not to eliminate foreign accents, but to improve intelligibility and comprehensibility, the extent to which a speaker's speech can be easily understood by listeners. In the case of EFL teaching, teaching is aimed at achieving intelligibility and not native-like accuracy. Consequently, in this research pronunciation simply refers to proficiency of students in reproducing phonemes three /ʃ/, /ð/ and /θ/. Good pronunciation refers to learners' capacity of articulating the target sound/s correctly, coherently and without interfering with interpretation.

### **Reading Aloud**

Reading skills are very important for students' achievement in the language learning process, especially in English. Reading skills play a crucial role in language learning since they not only develop comprehension but also contribute to pronunciation improvement. In turn, pronunciation also plays an important role in reading, namely connecting written symbols (graphemes) with the correct sound representations (phonemes). (Ehri, 1995) emphasizes that reading ability is highly dependent on decoding, which is the ability to convert letters into the correct sounds. Without proper control of the articulation sound, students will have difficulty reading words accurately, which can hinder comprehension. One of the successful techniques to improve reading and pronunciation skills is Reading Aloud (RA). This technique involves students reading texts aloud so their pronunciation can be monitored and corrected by teachers or peers. According to (Syakur et al, 2020) Reading Aloud can encourage learners to consciously identify and correct their own mispronunciation, since they are paying attention actively as spoken words, which is a good strategy in pronunciation practice. Through this technique, teachers can easily identify students' pronunciation errors. This is consistent with (Gibson, 2008) Who noted that reading aloud makes it easy for teachers to identify and correct pronunciation errors.

The reason the researcher chose the Reading Aloud technique to improve students' pronunciation is that this method is one of the simplest and most practical to apply in the learning process. Recent studies have expanded our understanding of RA beyond its role as a pronunciation exercise. Inayah et al., (2016) reported that reading aloud greatly increases students' phonological awareness, their capacity to identify and manipulate English sounds which leads to higher accuracy and fluency in spoken communication. Phonological awareness is knowledge of phonology, including the ability to discriminate and manipulate language sounds (Gail Gillon, 2018). When students read aloud, they listen more carefully to the relationship between sound and letter, which make it easier for them to hear produce tricky English phonemes like /ʃ/, /ð/, and /θ/.

In relation to pronunciation learning, previous findings also show positive results, students considered features of RA to be an effective technique in proving their pronunciation accuracy. In addition to improving fluency, RA also helps students comprehend the text better and enables teachers to perform more effectively in the classroom.

Physical response as a feature of its linguistic advantages, Reading Aloud also brings learners' numerous effective effects. It can build students' confidence in speaking foreign languages. Latifah & Apsari, (2024) Describe in their study that students responded positively to the use of the read-aloud technique in pronunciation learning. In their study, students found it easier to correct their mistakes so that they knew how to read English words properly. Students also enjoyed reading aloud in class and engaging in group learning. Similar findings are also reported in the study of (Aini et al, 2025) when students read aloud, it not only help to enhance their pronunciation but will also raise their motivation and self-confidence to use English for oral communication. Based on these findings, investigators suggest that the reading aloud approach can assist students in practicing their pronunciation with ease and accuracy.

### Conceptual Framework of This Study

In this study, we investigate the Read Aloud activity as the independent variable and students' pronunciation accuracy, specifically for those of /ʃ/, /θ/, and /ð/, as dependent variables. Former studies have highlighted that the Read Aloud method can help learners develop pronunciation by making them concentrate on sound articulation, stress and intonation. Further research (Badawi et al, 2021) also reveal that reading aloud activities can also help enhance students' accuracy and confidence in oral language use.

The theoretical proposition of this study is that the organized application of the Reading Aloud Techniques will enhance students' pronunciation skills in challenging English phonemes. This assumption is supported by (Bibyana & Edi, 2023) who reported that reading aloud enables Indonesian EFL learners to have problems in pronunciation. Based on the theories explained above, Reading Aloud is assumed to influence pronunciation accuracy through several theoretical mechanisms. First, RA increases phonological awareness, enabling students to better recognize and distinguish English sounds that do not exist in Indonesian. Second, this technique trains students' articulation through repeated oral reading activities, allowing students to adjust their articulatory movements for more accurate sound production.

The hypothetical relationship among the variables in this study can be illustrated as follows:

Reading Aloud (IV) —————→ (DV) Accuracy of Students' Pronunciation

As such, the theoretical framework of this study underpins the notion that by introducing Reading Aloud technique can attack these three troublesome sounds /ʃ/, /ð/ and /θ/ in a targeted manner among learners at all levels would help bridge the gap between theory and practice.

### Material and Method

This study employs mix mixed-method quantitative and qualitative approach with a Classroom Action Research (CAR) design by (Kemmis, McTaggart, & Nixon, 2014) Objective to improve students' pronunciation ability by implementing Reading Aloud technique is targeting three phonemes /ʃ/, /ð/, and /θ/. The car model consists of four sections: planning, action, observation, and reflection. The study involved eleventh-grade students from SMK Al-Mu'ien. These students were chosen by using purposive sampling, since they have met specific criteria observed during the preliminary study.

The selection was based on two considerations: 1. the students showed low motivation and willingness to participate in English oral activities. 2. They experienced consistent difficulties in pronunciation, especially in pronouncing the target phonemes /ʃ/, /ð/, and /θ/. Two types of data analysis are used in this study: qualitative and quantitative. Qualitative data was taken during the process of study using an observation checklist to record the implementation of the Reading Aloud technique during the teaching and learning process. The checklist data were analyzed through descriptive analysis to describe classroom activities, teacher-student interaction, and learning achievement. Quantitative data were taken from pronunciation tests in Cycles one and two. The pronunciation tests were conducted during the fourth meeting in Cycle 1 and the third meeting in Cycle 2. Then the average test scores and the percentage of students who achieved the minimum passing grade were compared.

This study used a pronunciation test as an instrument to evaluate students' ability in pronouncing certain targeted phonemes correctly. The pronunciation test focused on students' accuracy in articulating the target sounds /ʃ/, /ð/, and /θ/ when pronouncing words. The test is in the form of reading text, in which it has 51 words as the targeted words to be pronounced correctly. The targeted words consist of 24 words containing the /ð/ sound, 10 words

containing the /θ/ sound, and 17 words containing the /ʃ/ sound. The validity test uses content validity. And the reliability test was conducted with Cronbach's Alpha. The result was 0.950, which indicates that the instrument is suitable for use in this research and reliable for assessing students' pronunciation skills. The data were the pronunciation scores of English words by the students. The scoring rubric on the pronunciation test was modified from the rubric used by (Wahyuni, 2022), which was originally adapted from Djiwandono, 2008 as follows:

**Table 1.**  
Scoring Rubric of Pronunciation Test

Pronunciation Aspect	Score	Description
Accuracy	4	Pronounces the targeted words accurately and causes no misunderstanding.
	3	Pronounces the targeted words almost accurately and causes no misunderstanding.
	2	Pronounces the targeted word with a slight misunderstanding
	1	The targeted word is pronounced inaccurately. So, it causes misunderstanding.

Then, to convert students' raw pronunciation scores into a standardized 0–100 scale, this study employed the formula proposed by (Purwanto, 2000)

$$\text{Score} = \frac{R \text{ (students' raw score based on the rubric)} \times 100}{204 \text{ (the maximum score for the test)}}$$

The observation checklist consists of three aspects to be observed those are teaching preparation and content, teaching process, and teacher–student interaction. The aspects were analyzed with three categories: goal achieved, need improvement, and not achieved. Goal achieved is recorded when the teacher fully implements the planned learning indicator. While further work is used when the teacher has implemented most of the indicators, but still needs improvement to be more optimal. And not achieved is used when the teacher has not implemented the indicator at all, or the implementation is very lacking. These categories were used to help the researcher observe the study activities.

## Results and Discussion

### Results

This study reveals several findings based on the instruments used. The data sources include Student Pronunciation Test Results and Classroom Observations Results.

### Preliminary Study

Before conducting treatment in Cycle 1, the researcher conducted a preliminary study to determine the participants' initial ability after making observations. The preliminary study was administered using the reading-aloud technique. The researchers provided a text containing 51 sounds, including /ʃ/, /ð/, and /θ/, without instructing the participants on how to pronounce them correctly. Therefore, the scores reflect the students' actual abilities.

**Table 2.**  
Score in preliminary study

NO	Student Accuracy	Accuracy score	Converted Score
1.	XI 1	59	33.3
2.	XI 2	58	23.4

3.	XI 3	87	42.6
4.	XI 4	102	50
5.	XI 5	120	58.8
6.	XI 6	125	61.2
7.	XI 7	93	45.5
8.	XI 8	90	44.1
9.	XI 9	98	48.0
10.	XI 10	88	43.1
11.	XI 11	126	61.7
Total			516.7
Average			46.97
Percentage of Success			-

Table 2 shows that after the preliminary study was conducted, it was found that the students' pronunciation skills were far below the expected standard. The mean score was 46.97 which did not meet the criteria of success (70). Therefore, the first cycle was implemented using the reading aloud technique.

### Cycle 1

After administering the treatment, the researcher gave a test in Cycle 1. The results were then analyzed to determine the improvement in students' pronunciation and the success or failure of the learning strategy. See Table 3.

**Table 3.**  
Score in Cycle 1

NO	Student Accuracy	Accuracy score	Converted Score
1.	XI 1	59	33.3
2.	XI 2	58	28.4
3.	XI 3	72	35.2
4.	XI 4	144	70.5
5.	XI 5	129	63.2
6.	XI 6	135	66.1
7.	XI 7	142	69.6
8.	XI 8	105	51.4
9.	XI 9	120	58.8
10.	XI 10	85	41.6
11.	XI 11	141	69.1
Total Score			587.2
Average			53.38
Percentage of success			9.0 %

Table 3 shows the average score for Cycle 1 as 53.38. Out of 11 students, only one student met the criteria of success (70). The success indicator was not achieved, as seen from the student pass rate in Cycle 1, which was only 9.0 %. However, the average score increased from the preliminary study to Cycle 1. These findings show that Reading Aloud improved students' pronunciation, although the success criteria were not fully met.

Qualitative data was also obtained through observations during the lesson. Table 4 shows the results of the observation checklist for each cycle.

**Table 4.**  
Observation checklist of Cycle 1

Teaching Steps	Teacher Activity	Students' Activity	Observation Result
A. Pre-Teaching	Preparing suitable text and material	Students read the text.	Achieved: Teacher brought appropriate text and material.
	Introducing lesson	Students listen to the lesson to be learned.	Needs improvement; Teacher is not motivating enough, resulting in low engagement.
	Presenting the targeted phonemes	Students listen to the explanation.	Achieved: Clear introduction of sound.
B. While Teaching	Models the pronunciation of the targeted words.	Students repeat the text read by the teacher	Needs improvement: Students repeat hesitant pronunciation, still mispronounce sound and unconfident.
	Teacher ask students to practice individually and in groups	Students read aloud the text individually and in groups.	Needs Improvement: Student participation still limited (due to hesitant to try) and practice is still limited.
	Teachers provide corrective feedback.	Students receive corrective feedback.	Needs improvement: Teacher provides feedback at the end, not immediately.
	The teacher repeats target words to model pronunciation.	Students practice pronouncing target sounds repeatedly.	Needs improvement: The repetition was insufficient, occurring only a few times.
C. Post-Teaching	The teacher gives motivation.	Students respond and do what the teacher instructs.	Needs improvement: Teacher lack motivation, so only a few appear enthusiastic, while others seem passive.
	Gives students a pronunciation test.	The student take the test.	Needs improvement: Many students still mispronounced sounds.

From Table 4, we can see that, although most basic learning aspects have been implemented by teachers, some aspects still need improvement. During the pre-teaching stage, the teacher had carried out most of the activities, such as selecting suitable texts, preparing materials for students, and explaining the learning objectives clearly. Most students paid attention and listened carefully, but their enthusiasm was still low. Only a few students responded when the teacher asked questions or invited them to participate in the discussion. Then, during the teaching stage, the teacher demonstrated the pronunciation of the target sounds and asked the students to repeat them. Some students attempted to reproduce the teacher's pronunciation but they did not manage because most of them committed errors for instance /ʃ/, /ð/ and θ/. The students were very shy, and did not have confidence with reading. The teacher corrects students at the end of the activity, but feedback is not provided instantly, so some students forget correcting their errors and instead, make them again. Student engagement during the reading aloud exercise is also limited; only a few students actively participate, while others remain passive. This is because the teacher has not provided optimal motivation and encouragement during reading activities, so some students seem less enthusiastic about participating. Although some students were willing to read aloud, this opportunity was not evenly distributed among all learners.

After teaching, the teacher administered pronunciation tests to test students' comprehension of the target sounds. Findings revealed that overall, most students were found to continue experiencing problems with the correct pronunciation of /ʃ/, /ð/ and /θ/. The disadvantages outlined above help explain, in part, why only one student met the criterion of success even though there was significant improvement in average score (46.97 and 53.38). Lack of immediate feedback and inadequate repetition practice are considered as inhibiting factors in student learning, as this makes students make these mistakes over and over again. In addition, Low student motivation is also a major inhibiting factor for students. Low motivation makes students even less interested in learning English. Previous findings reinforce that one of the most important factors affecting pronunciation problems is low motivation (Antaris & Omolu, 2019). Therefore, some reflections from Cycle 1 are important to improve in the next cycle, including providing motivation and support to increase students' confidence when reading aloud. Then, provide direct feedback and direct response to students who have difficulty reading words so that students know the error. And inviting students to group words according to their respective sounds, then asking students to say the target word many times. It is hoped that these improvements will result in a more significant increase in scores and the number of students who successfully reach the criteria of success in Cycle 2.

## Cycle 2

Based on the reflection on Cycle 1, which revealed that the learning objectives had not been met, the researcher continued the action to Cycle 2 to improve students' pronunciation scores on the Cycle 1 test. Cycle 2 consisted of three meetings with different texts. The same activities as in Cycle 1 were also carried out in this Cycle, with the improvements based on previous reflections. The results of the test are presented in the following:

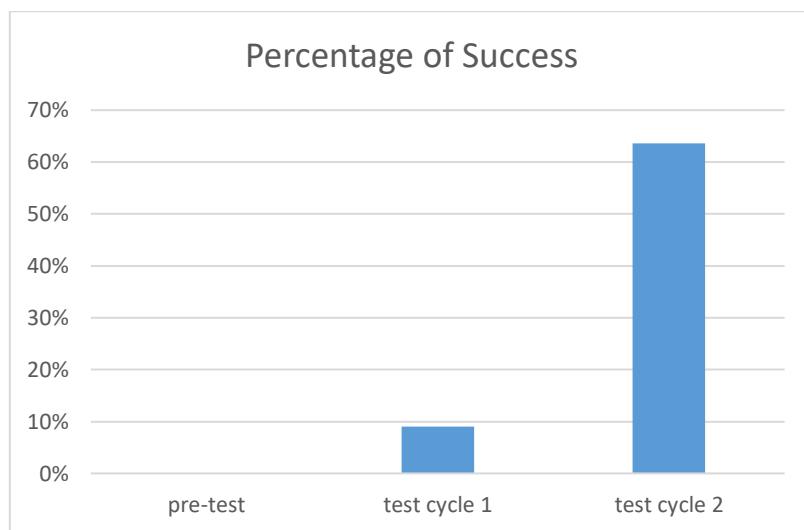
**Table 5.**

Score in Cycle 2

No	Student Accuracy	Accuracy score	Converted Score
1.	XI 1	97	41.5
2.	XI 2	61	29.9
3.	XI 3	108	52.9
4.	XI 4	166	81.3
5.	XI 5	171	83.8
6.	XI 6	166	81.3
7.	XI 7	160	78.4
8.	XI 8	143	70.0
9.	XI 9	145	71.0
10.	XI 10	97	47.5
11.	XI 11	177	86.7
Total		730.3	
Average		66.39	
Percentage of Success		63.63%	

Table 5 shows that the average score of Cycle 2 is 66.39. This represents an improvement over the previous cycle. Seven out of eleven students reached the criteria for success (70), resulting in a 63.63% success rate. These findings show that using the Reading Aloud method to improve students' pronunciation accuracy was successful, in line with the research objective to enhance their mastery of the /ʃ/, /ð/, and /θ/ phonemes after implementing the previous reflection.

This leads to the conclusion shown in the following graph. From the preliminary study to the Cycle 1 and Cycle 2 tests, the majority of students' scores have increased.



**Figure 1.**  
Diagram 1: Percentage of Students' Scores

Figure 1 illustrates the progression and success rates of students' pronunciation scores across the preliminary study, Cycle 1, and Cycle 2. In the preliminary study, no improvement was observed since no intervention had been implemented; this stage only measured students' initial abilities. After Cycle 1 was conducted, the average score rose from 46.97 to 53.38, marking a 13.64% increase. However, only one out of eleven students (9.0%) met the criteria of success (70). After reflecting on Cycle 1 and making instructional adjustments, Cycle 2 saw the average score increase from 53.38 to 66.39. An increase of 24.37% from the previous cycle. In this step, seven learners met the success threshold (70) making 63.63% successful. Although the average was still at a level of non-success (70), compared with the preliminary study (46.97) there seemed to be an overall 41.34% increase in scores reaching towards success between Cycle 2 and the preliminary study. Such advancements are substantial enough to show that the reading aloud treatment worked in improving students' production of target phonemes as expected by this study. These results confirm that the method has a positive impact on students' pronunciation.

**Table 6.**  
Observation checklist of Cycle 2

Teaching Steps	Teacher Activity	Students' Activity	Observation Result
A. Pre-Teaching	Selected suitable text	Students read the selected text.	Achieved: The selected text was appropriate.
	Reviewed the focus sounds (/ʃ/, /ð/, /θ/) explicitly.	Paid attention and tried to imitate the sounds correctly.	Achieved: Better understanding with sufficient motivation at the beginning of the lesson.
B. While Teaching	Models the Pronunciation.	Students repeat after the teacher.	Achieved: Students repeated enthusiastically and actively.
	Ask students to practice individually and in groups	Students read aloud the text individually and in groups.	Achieved: Students' participation and student confidence increased.
	Gives immediate corrective feedback.	Students tried to correct their mistakes.	Achieved: Teacher gives corrective feedback directly.
	Teacher encouraged students to practice	Students practiced repeatedly.	Achieved: Students actively practice pronunciation and

	several times. Ask student to group the targeted words.	group words by sound, then read the grouped words.
	Teacher gives motivation during the activity.	Students respond positively.
C. Post-Teaching test	Gives students a pronunciation test.	The student take the test.

### Discussion

Cycle 1 consisted of four meetings, with each meeting focusing on a different narrative text and targeting specific sounds. The learning stages were adopted from the procedure proposed by Patel and Jain, as reported in (Mardiah et al., 2024). First, the teacher relates the lesson in which they are about to learn. The lesson will then be introduced where the teacher presents the sounds that are to be practiced, and guides students in proper pronunciation as they practice reading aloud. Students are then prompted to read on their own. Throughout the reading aloud process the teacher closely observes all students' pronunciation and gives correction and feedback. Finally, the teacher checks on the fact that the text is manageable for his/her students' reading level.

The results of Cycle 2 revealed significantly better results when compared with Cycle 1, indicating that the teacher had achieved the study indicators. Based on the analysis of Cycle 1, some modifications were made mainly regarding lesson planning, materials and classroom control. The teacher also put more thought into the learning materials and selected texts that suited the students' language capabilities. Narrative texts were used because they are familiar and emotionally engaging for students, and they made students more interested in reading aloud. This finding supports (Hamzah et al., 2025) Who found that students' motivation to learn English increased from moderate to high when narrative texts were used, as the students found the lessons more interesting and can help students to connect emotionally with the material and facilitated their reading comprehension. In this study, narrative texts also helped students pronounce words more confidently since they already understood the story context.

The successful execution of Cycle 2 actions is evidenced by the fulfillment of all indicators on the observation checklist and the improvement in students' test results. The Reading Aloud Technique, combined with appropriate supporting activities, successfully improved students' pronunciation skills. Several activities that help improve in Cycle 2. First, the teacher consistently motivated students at every meeting either at the beginning or during the learning process, which increased their interest and emotional engagement in learning. This aligns with (Dörnyei, 2001) Who emphasized that motivation is one of the strongest predictors of successful language learning. Highly motivated students tend to achieve better results because they show more effort and persistence during learning activities. In addition, Amelia et al., (2024) Mentioned that motivation is a key factor in a person's choices, level of effort, and willingness to commit to a task. This statement shows that motivation has a strong influence on how students engage in the learning process. When students are highly motivated, they tend to show greater perseverance, enthusiasm, and effort to achieve their learning goals. On the contrary, low motivation of students will result in passive responses and an unwillingness to become involved with the learning process.

Second, teacher feedback was provided at the time of the reading activity such that students could identify and remedy pronunciation errors directly. This sort of feedback is minimally essential for students to bridge the sound perception–production gap in real time—to “hear themselves” vs. “hear the target model” directly, while they still have a clear memory of what they just did and contrast it with what should have been done. This result is in line with (Mahdi & Saadany, 2013) who argued that immediate feedback can assist learners to increase pronunciation accuracy better than delayed correction. Also, (Saito et al., 2022) stated that feedback support the learners to develop linkage between their perception of sound and the production of speech. In the present study, immediate feedback also served as motivator. Participants felt they were being led and not judged since they would receive an alternative explanation to the item if their answer was wrong, which reduced their anxiety level and facilitated a more active involvement in the activity.

Third, that repeated exposure and sorting several words based on target sound could assist students in producing difficult phonemes such as /ʃ/, /ð/ and /θ/. It enabled students to differentiate between similar sounds and improved their pronunciation. The finding supports the result of (Djuhari & Faridah, 2024) who concluded that practice and repetition help learners to develop fluency, confidence, sound memory. Larosa & Qamariah, (2020) The repetitive practice in the classroom builds a student's fluency and accuracy of speaking English. With repeated practice students can internalize the correct sounds and it is easier for them to remember how to pronounce words in English. Repetition doesn't just continue to strengthen their articulation patterns, it enhances phonological memory as well, which makes it easier for them to hear the relationship between sounds and spelling. The results of this study suggested that those students who practiced reading aloud frequently made significant improvement in fluency and pronunciation.

Although the teacher has improved the way they teach, a few students still showed low participation during learning activities. Some remained passive and less attentive when the teacher explained pronunciation. This could be due to exogenous and students' motivation factors. While the teacher promoted student involvement in Cycle 2, a small number of students still showed passive response and this increased was to be expected. This could be because the environment doesn't support learning English as a second language, making it hard for students to improve even after using this method many times. As stated by (Gapasin, 2025) The surrounding environment also affects students' motivation and learning styles. (Waheeb S. Albiladi, 2019) Said, students learning English in countries where it isn't spoken often feel uninterested and unmotivated. (Akbari, 2015) Also said that the big problem is the lack of resources to learn native English. He added that the biggest challenge is not having an environment that helps students get used to English like their mother tongue. Therefore, despite the teacher's efforts to encourage active learning, students who are not surrounded by an English-rich environment tend to show slower progress and lower confidence in improving their pronunciation skills.

Apart from motivational and environmental factors, the examination of test results and observation also reveals that of the three targeted sounds, the /θ/ sound shows a lower increase compared to the other sounds. We may conclude that the difficulty is higher for this sound than the other two. (Adara et al., 2023) discusses English fricatives /θ/ as not found in Indonesian sound system. (Plailek & Al, 2021; Trysnawati et al., 2020) Also notes that Indonesian learners of English tend to produce /θ/ as /t/. For instance, they might say “think” as “trɪŋk” or ‘through’ as “tru”. Which means most people who speak Indonesian don't even know how to pronounce it properly. Consequently, sounds in the target dialect which are not found in the learner's first language may need to specific teaching methods. According to (Saito & Lyster, 2025) Teaching that concentrates on articulation, for example mouth diagrams or showing where the tongue should be while pronouncing a sound, can help English as a foreign language (EFL) learners overcome sounds they are not familiar with. In the current study, some of these students had difficulty with /θ/ and /t/, as both are articulated in a similar location

of the tongue, but different air movement. As a result, researchers can offer visual models or phonetic training to the infants for better identifying and producing these sounds.

Overall, the findings of this research suggest that Reading Aloud may be effective in enhancing students' pronunciation, particularly of weak English sounds such as /ʃ/, /ð/ and /θ/. This improvement occurred because the technique was combined with several supporting activities, such as giving students repeated opportunities to listen, imitate, and practice pronunciation guidance from a teacher. In addition, consistent pronunciation modeling, immediate feedback after each reading activity, motivation during learning, and repeated practice also contributed to the success of this technique. Through these activities, students become more aware of their pronunciation errors and are increasingly motivated to speak with confidence. Therefore, the Reading Aloud technique can be considered a simple yet effective method for improving students' pronunciation accuracy, fluency, and confidence in classroom learning.

### **Conclusion**

This Classroom Action Research is conducted to know the effectiveness of the Reading Aloud technique in improve students' pronunciation on English Phonemes /ʃ/, /ð/ and /θ/ at the Tenth Grade Students of Al-Mu'ien Vocational School. The performance improves steadily over two passages. Student's average score raised from the preliminary study (46.97) to Cycle 1 (53.38) and even more to Cycle 2 (66.39). Furthermore, the number of students who met the minimum mastery criteria also improved which proved that utilizing Reading Aloud helped them develop their pronunciation. These findings suggest that the Reading Aloud strategy is an effective technique in enhancing student's pronunciation accuracy especially those related to sounds not found in the Indonesian phonological system. The improvement was because Reading Aloud methods has integrated some of the useful classroom activities. Those are, teacher demonstration of pronunciation, immediate corrective feedback during reading practice, repetitive practice and incentives applied systematically to the learning schedule. These activities supported students to identify and remediate their pronunciation problems, raise awareness of sound articulation, and gain confidence in speaking English aloud. Yet the study also found that the /θ/ remained most difficult to produce accurately, which indicates that more direct articulatory instruction should be provided for foreign/troublesome sounds. Based on the findings, it may be concluded that Reading Aloud can be accepted as a simple but systematic way to enhance students' pronunciation accuracy, fluency and confidence in their English speaking skill. This promotes students' active involvement in pronunciation learning and self-evaluation that positively affects EFL learners both cognitively and affectively. In this respect, teachers are urged to integrate reading aloud into pronunciation classes, with frequent feedback and motivation. Future research could replicate the effect found in this study by applying the method over a larger number of subjects, different phonemes or in combination with visual articulatory training.

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