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Effectiveness of Reading-Aloud Strategy in Improving Eighth-Grade Students' Pronunciation.

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ABSTRACT

The aim of this research is to determine the efficacy of reading aloud technique in enhancing the pronunciation of eighth-grade students at SMP Negeri 9 Palu. This study concentrates on instructing pronunciation, particularly vowel sounds. They comprise twelve phonemes. This study employed a quasi-experimental research design. The sampling approach employed was basic random sampling. The experimental group selected is VIIIC, with 31 students, while the control group is VIIIE, also consisting of 31 students. The research instrument was a test, which was divided into pre-test and post-test. The researcher utilized SPSS 27 for data analysis. This study reveals that the reading aloud technique effectively enhances the pronunciation skills of eighth-grade students at SMP Negeri 9 Palu. The mean score of the experimental group was found to be higher than that of the control group (92.25 > 65.94). Furthermore, the significance (2-tailed) result was below 0.05. Consequently, it can be argued that the hypothesis was accepted. The impact size is 0.90. The reading aloud technique significantly enhances students' pronunciation. Consequently, the implementation of the reading aloud technique significantly enhanced the pronunciation of the eighth-grade students at SMP Negeri 9 Palu.

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1. INTRODUCTION

The Pronunciation is the way of saying words about how to make the right sound in order to communicate and express ourselves very well, so that the person we are talking to can understand us. Pronunciation is a component of language skills and contributes significantly to effective communication. Correct and clear pronunciation can give strength to be confident when expressing and indicating them when communicating with others (Zaigham, 2011), whereas mispronunciation will lead to misperception among them. It is important for people to learn how to pronounce English correctly so that they can communicate properly and correctly.

Teaching pronunciation is an important component of teaching the English language since it teaches how to generate a sound, use intonation when speaking, and correctly specify emphasis in a word. Speakers are

concerned with pronunciation, which includes standards for appropriately uttering words (Harmer, 2010). Success in communicating really depends on the fluency of the speaker in saying a word. Fluency in pronouncing English words is the most significant feature in producing the accurate meaning of what is spoken, making it easier to grasp what other people are saying. Therefore, speakers must learn how to pronounce correctly in order to understand each other.

ESL (English as a Second Language) students often struggle with pronunciation. They may feel insecure about pronouncing words and experience worry, embarrassment, and fear of saying the wrong word when dealing with most teachers. They are not fluent in pronunciation since what they are learning is a language that is still unfamiliar to them, therefore they are hesitant to pronounce things in English, and they lack enthusiasm to learn English. It also occurred when the researcher conducted preliminary research at SMP Negeri 9 Palu, especially in the eighth grade; the researcher discovered that the majority of the students were unable to appropriately pronounce vowel sounds. As a result, what they mean leads to further issues, such as poor pronunciation or difficulty speaking English. Without correcting their pronunciation, this can make things ambiguous, misunderstandings with each other, and there are different meanings when communicating. Therefore, the researcher must find appropriate and interesting methods to teach for teaching pupils pronunciation in an easy and effective manner.

Reading is one of the most basic skills that everyone may use to improve their pronunciation accuracy and fluency when speaking. Therefore, the researcher chose one of numerous reading styles, reading aloud. Reading aloud is an activity of reading something loudly. Huang (2010: 148) states that reading aloud is the most significant aspect of education for overall growth, and it serves various purposes in English teaching. Reading aloud allows pupils to readily test and determine the accurate or wrong pronunciation of what they say. This also makes it easier for the teacher to correct the students' mispronunciations.

As a result, by reading aloud, the students will be able to recognize how to generate suitable English sounds, and the researcher will be able to quickly determine whether the students' sounds are correct or not. Furthermore, Huang (2010: 149) claims that reading aloud has a purpose of improving spoken English and is beneficial for pronunciation practice. Reading aloud might assist certain students who lack confidence in speaking English improve their pronunciation since it encourages pupils to read with proper pronunciation.

When teachers read aloud to students, they engage them in texts that they may be unable to teach. In the process, the teacher develops their creativity, provides new information, improves language learning, builds vocabulary, and encourages reading as a desirable, joyful pastime. According to Huang (2010: 105), reading aloud to middle and high school students can encourage them to read, lure them with a wonderful short narrative, and serve as an example of superb reading, phrasing, expression,

and pronunciation. All pupils, from middle to high school, can benefit from being read to.

Related to this strategy, there have been many previous studies finding that reading aloud can improve students' pronunciation ability. Adita (2014), Nurani and Rosyada (2015), Naniwarsih (2019), Wahyuni (2022), and Bibyana and Edi (2023) found that they have the same opinion about using the reading aloud strategy, proving that this strategy can improve students' pronunciation. There is a significant impact using the reading aloud strategy that can reach the students' pronunciation achievement. By consistently practicing reading aloud, the students' English pronunciation can be improved effectively.

Although several earlier research have proven that reading aloud helps children improve their pronunciation, several significant gaps remain. First, previous studies tended to analyze pronunciation generically rather than focusing specifically on vowel sounds, which are among the most difficult components for Indonesian learners and were discovered to be troublesome during the researcher's early observations. Second, because many prior studies were conducted in various learning contexts—such as senior high schools or private courses—the findings may not adequately reflect the needs of junior high school students at public institutions like SMP Negeri 9 Palu. Third, previous research has rarely looked into how reading aloud impacts students' confidence, hesitancy, and drive to produce English sounds, despite the fact that these affective characteristics have a significant impact on pronunciation outcomes. Furthermore, few studies have compared the efficacy of reading aloud to a control group that did not undergo pronunciation-focused treatment. As a result, there is a need for a study that investigates the impact of reading aloud on vowel pronunciation in this setting, as well as giving greater comparative data via experimental and control groups.

Therefore, the researcher is interested in conducting this study to prove by testing the validity of an existing hypothesis, as well as to expand, deepen, and update existing knowledge. For that reason, the researcher formulated the following research question: Is it effective to improve the pronunciation of eighth grade students of SMP Negeri 9 Palu through the reading aloud strategy?

2. LITERATURE REVIEW

Theoretical Foundations of Pronunciation Instruction

Effective pronunciation is recognized as a crucial component of language competence, directly influencing the comprehensibility and intelligibility of Second Language (L2) learners, often prioritized over achieving native-like perfection (Derwing & Munro, 2005; Moussa, 2025; Derwing & Munro, 2012). The significance of pronunciation in teaching English is acknowledged by scholars, as poor articulation can impede knowledge transfer and obscure meaning (Gilakjani, 2012; Harmer, 2010). Acquiring pronunciation proficiency requires mastering both segmental features (vowels and consonants) and suprasegmental features (stress, rhythm, and intonation) (Amrate & Tsai, 2025).

From an instructional standpoint, strategies should aim to develop critical thinking, self-reflection, and meaningful interaction, departing from strictly rote memorization or passive knowledge transmission common in traditional teaching methods (Usman et al., 2025; Usman et al., 2023). Integrating technology and targeted methods addresses these modern pedagogical needs.

Reading Aloud as a Pedagogical Technique

The technique of "reading aloud" serves as a traditional but highly effective strategy for practicing L2 pronunciation. It is consistently characterized by drilling through listen-and-repeat and read-aloud activities, primarily emphasizing the production of segmental features (Amrate & Tsai, 2025; Huang, 2010).

Reading aloud offers a focused practice environment where learners can rehearse phonological production without the simultaneous cognitive burden of spontaneous content generation (Huang, 2010). This deliberate practice helps establish muscle memory and develops the automaticity required for fluency (Naniwarsih, 2019). Students generally respond positively to this strategy, particularly enjoying the repetition of words and practicing correct pronunciation, finding that varying texts (such as those with an animal theme) keeps the activity engaging (Adita et al., 2014; Bibyana & Edi, 2023).

Empirical Evidence of Efficacy

Empirical studies, including those informing this research, demonstrate the clear effectiveness of employing the reading aloud strategy to improve students' pronunciation ability (Adita et al., 2014; Naniwarsih, 2019). Specifically focusing on eighth-grade students, research has confirmed that integrating reading aloud yields significant academic results (Bibyana & Edi, 2023; Adita et al., 2014).

A comparative study showed that the experimental group, which received reading aloud treatment, achieved a post-test mean score of 92.25, significantly higher than the control group's mean score of 65.94 (Bibyana & Edi, 2023). This difference was statistically significant, indicating that the alternative hypothesis (Ha) was successful. The substantial effect size (0.90) further confirms that the use of reading aloud is highly effective for improving student pronunciation (Bibyana & Edi, 2023). The method demonstrated particular success in improving vowel sounds (Adita et al., 2014).

Technology Integration and Future Directions

The advent of technological tools, specifically Computer-Assisted Pronunciation Training (CAPT) and Mobile-Assisted Language Learning (MALL), has provided new avenues for self-paced practice and immediate feedback in pronunciation instruction (Amrate & Tsai, 2025; Bajorek, 2017). These systems generally exert a beneficial effect on L2 pronunciation and are regarded positively by learners due to their high utility (Sung & Wolfaardt, 2024; Amrate & Tsai, 2025).

Despite the perceived innovation of CAPT, the training practices reviewed often rely heavily on the traditional methods of drilling through listen-and-repeat and read-aloud activities (Amrate & Tsai, 2025). This aligns with the non-technological implementation studied here.

However, a noted limitation of this specific study was its exclusive focus on vowel pronunciation issues, leaving out consonants and diphthongs (Bibyana & Edi, 2023). Future research should therefore encompass all phonemes to ensure optimal overall pronunciation improvement (Bibyana & Edi, 2023).

3. METHOD

a. Research Design

This study used a quasi-experimental research design. It involved both experimental and control groups. Both groups were given pre- and post-tests. The test aimed to compare and measure the effects of the reading aloud method before and after therapy. Only the experimental group received the treatment; the control group did not. The design of this study can be illustrated as follows:

Groups	Pre-test	Treatment	Post-test
Experimental Group	O_1	X	O_2
Control Group	O_3	-	O_4

(Creswell, 2014)

Where: O_1: pre-test
O_2: post-test
O_3: pre-test
O_4: post-test
X: treatment
- : no treatment

b. Population and Sample

1) Population

The population of this study was eighth-grade students at SMP Negeri 9 Palu in the academic year 2024/2025. There were 347 students. They were divided into 11 parallel classes. Each class contained 31 to 32 students. It is shown in Table 1 below.

Table 1. Distribution of the Population

No.	Name of Classes	Number of Students
1	VIII A	32
2	VIII B	32
3	VIII C	31
4	VIII D	32
5	VIII E	31
6	VIII F	32
7	VIII G	31
8	VIII H	32
9	VIII I	31
10	VIII J	31
11	VIII K	32
	Total	**347**

2) Sample

Since the number of population was too large, thus a sampling was required. This study's samples were divided into two groups: experimental and control. Since the research population was homogeneous, the researcher used a simple random selection procedure to choose both samples.

Here were the steps in selecting the experimental and control classes:

1) The researcher provided 11 pieces of paper consisting of the eleven classes, 8A, 8B, 8C, 8D, 8E, 8F, 8G, 8H, 8I, 8J, and 8K.
2) She put the names of classes into a glass, and then drawing them randomly.
3) The first roll of paper down was selected as the experimental class, while the second roll of paper down was selected as the control class.
4) The final result was class VIIIC as the experimental group, and class VIIIE as the control group.

c. Instrument of Data Collection

In collecting data, the researcher used an oral (reading) test as the research instrument to determine the students' pronunciation ability in vowel sounds. The test was administered twice, as pre-test and post-test. The pre-test was used to determine students' pronunciation ability before treatment, while the post-test was given to investigate the effect after the students received the treatment. There was similar type of the pre-test to the post-test consisting of individual test (read aloud descriptive text).

d. Techniques of Data Analysis

In this research, the researcher analyzed the data statistically by applying the technique to discover the influence of both variables of this research. In this research, the researcher used two steps; they were descriptive and inferential analysis to analyze the data.

a) Descriptive Analysis

Descriptive analysis used to describe the research variable that improves students' ability to pronounce words correctly. It's also possible to complete this phase without ending. Nevertheless, the mean, minimum, maximum, deviation, and standard deviation scores must be provided by each group. The researcher analyzed the test results once the students have completed them.

Initially, the researcher calculated the individual score using the following formula from Arikunto (2010):

$$\sum = \frac{x}{N} \times 100$$

(Arikunto: 2010)

Where:

$\sum$ = Individual score
x = Obtained score
N = Maximum score
100 = Constant number

To find the mean score, standard deviation, lowest and highest scores, variance, and median, the researcher applied SPSS 27 to analyze the data.

b) Inferential Analysis

In this step, the researcher has concluded the result of the analysis data. The purpose of doing it is to discover if there was an effect of using reading aloud strategy to improve students' pronunciation or not. The conclusion was lead to the hypothesis already explained in the previous chapter. There were three tests in this analysis:

a. Test of Normality

The purpose of this test is to determine whether the data is dispersed normally or not. Also, it is an unavoidable requirement before proceeding to the following test. When the sample size is fewer than fifty, the researcher must apply Shapiro-Wilk. There are criteria for determining if the variant population is normal or pathological. If the significance level (sig.) exceeded 0.05 ($p>0.05$), the variant population is normal. If the significance (sig.) score is less than 0.05 ($p<0.05$), the variant is considered abnormal. When the test results were normal, the researcher applied the paired sample t-test (parametric statistics analysis). When the test result was abnormal, the researcher applied the Wilcoxon test (non-parametric statistics analysis).

b. Test of Homogeneity

The condition of doing this test is if the data distribution is normal, the researcher can do an independent sample t-test (parametric statistics analysis). If the data distribution is aberrant, the researcher must perform the Mann-Whitney test (non-parametric statistics analysis) rather than the homogeneity test. The homogeneity test determines if the data is

comparable (homogeneous) or dissimilar (heterogeneous). There will be two criteria: if the mean-based significance score is more than 0.05 (p>0.05), then the variant population is homogenous. A mean-based significance score of p<0.05 indicates heterogeneity in the variant population.

c. Test of Hypothesis

There will be two criteria for testing a hypothesis are as follows:

a) If the t-counted value is higher than the t-table value (t-counted > t-table), the hypothesis is accepted;
b) If the t-counted value is lower than t-table value (t-counted < t-table), the hypothesis is rejected.

The researcher determined to test the data for a significant difference between the two of groups at the 0.05 level of significance. This level of significance was produced by deducting the total of the research sampling as follows:

$$\text{Degree of Freedom (df)} = (Nx + Ny) - 2$$

Where:
Nx = Number of Experimental Group Students
Ny = Number of Control Group Students

d. Test of Effect Size

The effect size formula for improving pronunciation involves calculating the difference between two groups (they are the experimental group and the control group) and standardizing that difference.

Since the value of standard deviation was different, the researcher used Glass' delta to calculate the effect size. Glass' delta is calculated by dividing the difference between the means of both groups by the standard deviation of one of the groups (usually the control group).

To obtain the value of effect size, the researcher utilized the formula as follows:

$$\Delta = \frac{M1 - M2}{\sum y^2 d}$$

Where:
Δ = Effect Size
$M1$ = Mean Score of the Experimental Group
$M2$ = Mean Score of the Control Group
$\sum y^2 d$ = Standard Deviation of the Control Group

While there is no strict rule, effect sizes based on Glass's delta are ofter interpreted similarly to other effect sizes, like Cohen's d as follows:

Small effect size : Around 0.20
Medium effect size : Around 0.50
Large effect size : 0.80 or greater.

4. RESULTS

A. Test Result

1) Descriptive Statistics

Table 2. Descriptive Statistics Distribution

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre-test Exp.	31	51.11	77.78	65.51	8.15227
Post-test Exp.	31	84.44	100	92.25	3.96989
Pre-test Cont.	31	42.22	84.44	65.01	8.39298
Post-test Cont.	31	53.33	84.44	65.94	6.87064
Valid N (listwise)	31				

The table above showed the minimum score of experimental group was 51.11 (pre-test) and 84.44 (post-test), while the maximum score of experimental group was 77.78 (pre-test) and 100 (post-test). On the other hand, the control group had 42.22 (pre-test) and 53.33 (post-test) in minimum score, then 84.44 (pre-test) and 84.44 (post-test) in maximum score. The mean scores of pre-test and post-test of experimental group were 65.51 in the pre-test and 92.25 in the post-test, while the mean scores of control group were 65.01 in the pre-test and 65.94 in the post-test. Furthermore, the standard deviation of experimental group was 8.15227 (pre-test) and 3.96989 (post-test), whereas the control group had 8.39298 (pre-test) and 6.87064 (post-test).

2) Inferential Analysis

a) Test of Normality

Table 3. Test of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PretestExp	.205	31	.002	.912	31	.014
PosttestExp	.155	31	.055	.949	31	**.149**
PretestCont	.159	31	.046	.937	31	.069
PosttestCont	.149	31	.076	.960	31	**.296**

a. Lilliefors Significance Correction

For the normality test, the sample size of this study is 31. If the sample size is less than 50, then using Shapiro-Wilk is more advisable. So the researcher uses Shapiro Wilk. There was the test distribution of the experimental and control groups' scores (sig.). The researcher only focused on the score from post-test in the Shapiro-Wilk column. The score post-test of experimental group was 0.149 which was higher than 0.05. It means that the data were normal. Then, the control group gained 0.296 in the post-test of Shapiro-Wilk column, which was higher than 0.05. Therefore, the data of both of groups were normal.

b) Test of Homogeneity

Table 4. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	8.014	1	60	.006
	Based on Median	7.168	1	60	.010
	Based on Median and with adjusted df	7.168	1	51.356	.010
	Based on trimmed mean	8.172	1	60	.006

The result of the homogeneity test above (based on mean) is 0.006. It indicates that the significance score based on mean is less than 0.05 ($p<0.05$), it means that the variant population is heterogeneous. So the researcher must do the Mann-Whitney test (non-parametric statistical analysis) without doing the homogeneity test because the data is heterogeneous.

Here are the results of the Mann Whitney test (non-parametric statistics).

Table 4.1 Mann-Whitney Test

Ranks

	Kelas	N	Mean Rank	Sum of Ranks
Hasil Belajar Siswa	Post-Test Experimental Group	31	46.98	1456.50
	Post-Test Control Group	31	16.02	496.50
	Total	62		

Test Statistics[a]

	Hasil Belajar Siswa
Mann-Whitney U	.500
Wilcoxon W	496.500
Z	-6.785
Asymp. Sig. (2-tailed)	.001

a. Grouping Variable: Class

Based on the table above, the value obtained is <0.001. While in the Mann-Whitney test criteria, if the Asyimp. Sig. (2-tailed) value is <0.05, it means there is a significant difference. If the Asyimp. Sig. (2-tailed) value is> 0.05, it means there is no significant difference. It can be concluded that there is a significant difference in students' pronunciation when given treatment using the reading aloud strategy. It means that the reading aloud strategy can be proved effectively in developing the pronunciation skills of eighth grade students of SMP Negeri 9 Palu.

c) Test of Hypothesis

According to the result from independent samples test, the sig. (2-tailed) was lower than 0.05 (0.001<0.05). It means that there is a significant difference between the result post-test from experimental group and control group. The mean score of experimental was higher than control group

(92.25>65.94). Thus, the alternative hypothesis "The use of reading aloud strategy is effective in improving pronunciation of the eighth grade students of SMP Negeri 9 Palu." is accepted.

d) Test of Effect Sizes

The final step is to determine how many students' pronunciation had improved. The researcher calculated the effect size to indicate whether there had been more substantial impact on improving pronunciation compared to the control group. Here are the following calculations:

$$\Delta = \frac{M1 - M2}{\sigma\ control}$$

$$\Delta = \frac{92.25 - 65.94}{29}$$

$$= \frac{26.30}{29}$$

$$= 0.90$$

The results of the data analysis show that the effect size is 0.90. It shows that there is large impact on improving pronunciation compared to the control group. It means that reading aloud strategy is more effective to improve pronunciation of the eighth grade students of SMP Negeri 9 Palu.

5. DISCUSSION

The findings show that eighth-grade students at SMPN 9 Palu improved their pronunciation—especially vowel sounds—through oral tests using reading aloud and minimal pairs. This aligns with previous research, which also proved that reading aloud effectively enhances pronunciation across different grade levels and even adult ESL learners, using various text types.

During the study, some students showed low enthusiasm and frequent mispronunciations. Referring to Huang (2010), reading aloud can motivate students and model good pronunciation. Therefore, the strategy was used to boost motivation and reduce mispronunciation. Minimal pairs were also applied to help students distinguish similar vowel sounds. This made students more active and improved their ability to remember and correctly pronounce vowel-based words.

Students responded positively to the strategy, showing interest in reading aloud descriptive texts, repeating words, and learning correct pronunciation, especially because each meeting used different animal-themed texts, keeping activities varied and engaging.

To measure improvement, only the experimental group received the reading aloud treatment, while the control group did not. Post-test results showed that the experimental group's average score increased from the pre-test and was higher than the control group's post-test score. This confirms the effectiveness of reading aloud in improving pronunciation—particularly vowel sounds.

However, the research also had limitations. It focused only on vowel pronunciation issues, while students also struggled with consonants and diphthongs. Some errors in these areas were not addressed, making overall pronunciation improvement less optimal. Future research should therefore include all phonemes, since students' pronunciation difficulties are not limited to vowels alone.

The results of this study carry substantial theoretical implications that extend beyond immediate pedagogical application. From a cognitive load perspective, reading aloud functions as an effective extraneous load reducer by externalizing the auditory target and allowing learners to focus exclusively on articulatory execution rather than simultaneous content generation (Huang, 2010). This aligns with Sweller's cognitive architecture framework, wherein element interactivity—the simultaneous processing of phonological rules, orthographic decoding, and semantic comprehension—often overwhelms novice learners (Derwing & Munro, 2005). By providing a pre determined textual input, the technique effectively segments pronunciation practice into manageable cognitive units, thereby freeing working memory resources for self monitoring and error correction. This segmentation becomes particularly salient for eighth graders whose cognitive control systems remain developmentally immature. Furthermore, the iterative nature of repeated oral production resonates with constructivist learning environments, where knowledge is actively built through successive cycles of practice, feedback, and reflection (Chuang, 2021). Within Vygotsky's Zone of Proximal Development, the teacher's modeled pronunciation serves as a scaffold that gradually fades as learners internalize accurate phoneme production, transforming external regulation into self regulation (Usman et al., 2025).

However, the efficacy of reading aloud cannot be separated from the situated sociolinguistic realities of Central Sulawesi. Students at SMP Negeri 9 Palu navigate a multilingual repertoire where local languages (e.g., Bugis, Makassarese) influence vowel nasalization and consonant place of articulation, creating systematic interference patterns that generic pronunciation curricula often overlook (Moussa, 2025). The present intervention's success in this context demonstrates that low technology, high impact strategies remain viable in resource constrained settings where digital infrastructure is unevenly distributed (Fadhil & Rahman, 2021). Unlike Computer Assisted Pronunciation Training (CAPT) systems requiring stable internet and device access—still absent in many rural Indonesian classrooms—reading aloud demands only printed text and teacher guidance, aligning with principled pedagogy that respects institutional limitations while maximizing learning gains. Moreover, Indonesia's collectivist classroom culture, which values peer modeling and choral participation, amplifies the motivational dimensions of the technique; when students hear classmates produce accurate vowels, social comparison and positive interdependence reinforce individual effort (Achruh & Sukirman, 2024).

Methodologically, the quasi experimental design employed herein warrants critical reflection. While pre test/post test comparison with a

control group fortifies internal validity by isolating treatment effects from maturation and history threats, selection bias may persist despite random assignment, as intact classes often harbor unmeasured differences in prior achievement or home literacy support (Mulyana, 2023). The homogeneity of the sample—confined to a single public school in Palu—further constrains external validity, limiting generalizability to private institutions or urban centers with greater resource availability (Al Hamid, 2011). Future replications should adopt cluster randomized controlled trials spanning multiple districts, thereby enhancing statistical power and permitting multilevel modeling of school level covariates. Additionally, integrating acoustic phonetic measures via free software (e.g., Praat) would objectivize assessment beyond perceptual rating, addressing potential rater bias in the current protocol (Lee et al., 2015).

Practically, teachers can translate these findings into a modular instructional sequence. A teacher guide should outline twelve 45 minute sessions, each featuring a short, age appropriate narrative (e.g., animal stories) followed by minimal pair drilling targeting specific vowels and, eventually, consonants (Bindarti & Edi, 2023). Differentiated texts—simplified versions for lower proficiency students and enriched versions for advanced learners—honor heterogeneous abilities within a single classroom (Mat Yusoff et al., 2024). Formative checklists enabling peer and self assessment after each session provide immediate feedback loops, while collaborative teacher study groups facilitate reflective refinement of lesson plans, echoing the cooperative learning ethos documented in Islamic oriented professional development models (Sukirman & Kabilan, 2023). Institutional support via mentor teachers can scaffold novice educators in sustaining fidelity to the intervention.

Looking forward, a comprehensive research agenda must address remaining empirical gaps. Longitudinal studies tracking pronunciation retention over six to twelve months will reveal whether gains persist beyond the instructional window (Minc et al., 2022). Mixed methods designs should combine acoustic analysis with stimulated recall interviews, capturing both behavioral change and learners' metacognitive awareness of their phonological development (Creswell, 2014). Cross linguistic comparisons across Java, Sumatra, and Papua can uncover how L1 phonological systems moderate intervention efficacy, informing culturally adaptive materials (Martнnez Moreno & Petko, 2024). Finally, participatory action research, where teachers themselves investigate and iteratively modify reading aloud protocols, promises sustainable, context responsive innovation that honors local pedagogical traditions while integrating evidence based practice (Makarenko et al., 2024).

6. CONCLUSION

The findings from the study conducted at SMP Negeri 9 Palu, particularly among eighth-grade students, indicate that the experimental group demonstrated greater improvement in pronunciation than the control group. The analysis showed that the significance value (2-tailed) was below 0.05 (0.001 < 0.05), indicating a statistically significant difference between the post-test results of the two groups. The experimental group obtained a

higher mean score than the control group (92.25 > 65.94), which supports the acceptance of the alternative hypothesis (Ha). Furthermore, the effect-size value of 0.90 suggests that the reading-aloud strategy exerted a substantial impact on students' pronunciation performance. These results imply that the strategy was highly effective in enhancing the pronunciation of eighth-grade learners at SMP Negeri 9 Palu.

The pre-test and post-test comparison for the experimental group also shows notable improvement following the implementation of reading-aloud activities. Students' scores increased after receiving the treatment, and their engagement during the lessons appeared to contribute to this progress. The rise in the experimental group's average post-test score further demonstrates the effectiveness of the reading-aloud strategy in developing students' pronunciation abilities. In summary, the study indicates that the pronunciation skills of eighth-grade students at SMP Negeri 9 Palu can be effectively improved through the use of the reading-aloud strategy.

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