

**THE IMPLEMENTATION OF READING ALOUD IN
DEVELOPING STUDENTS' SPEAKING SKILLS
FOR EIGHTH GRADE AT
MTsN KOTA PALOPO**

A Thesis

*Submitted to the English Language Education Study Program of Education and
Teacher Training Faculty of State Islamic Institute of Palopo for Undergraduate
Degree in Education*



Composed by:

HASRIANI

20 0202 0052

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
STATE ISLAMIC INSTITUTE OF PALOPO
2025**

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**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
EDUCATION AND TEACHER TRAINING FACULTY
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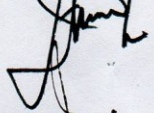
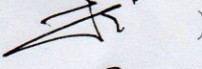


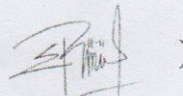
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THESIS APPROVAL

This thesis entitled "The Implementation of Reading Aloud in Developing Students' Speaking Skills for Eighth Grade at MTSN Kota Palopo" written by Hasriani, Registration Number 2002020052, the student of English Language Study Program of Education and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in *Munqasyah* session which is carried out on Wednesday, March 19th 2025 M. Coincided with 19 Ramadhan 1446 H. It is has been approved by the examiner as requirement to pursue the title of *Sarjana Pendidikan* (S.Pd).

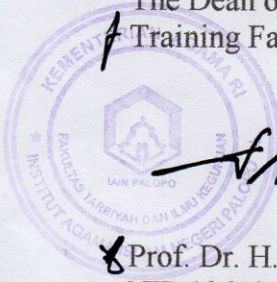
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Palopo, 17 February 2025

Researcher

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ABSTRACT

Hasriani. 2025. *"The Implementation of Reading Aloud in Developing Students' Speaking Skills for Eighth Grade at MTsN Kota Palopo"*. Thesis of English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, Institut Agama Islam Negeri (IAIN) Palopo. Supervised by Madehang and Ermawati.

The objectives of this study are: (a) to examine the implementation of reading aloud in developing students' speaking skills; and (b) to evaluate the effectiveness of this technique in improving students' speaking abilities. This study employed a pre-experimental design, specifically a one-group pre-test and post-test model, to measure the impact of the treatment. The population consisted of 288 eighth-grade students, with one class (Class C, consisting of 32 students) selected using purposive sampling. The selection was based on the consideration that students in Class C were perceived to have relatively higher speaking proficiency compared to other classes. Data collection involved three stages: pre-test, treatment, and post-test. The findings indicated that the implementation of reading aloud as an instructional strategy significantly enhanced students' speaking skills. This approach combined structured practice through reading aloud activities and oral question-and-answer sessions aimed at improving accuracy, fluency, and comprehension. The average pre-test score was 24.43, categorized as "Very Poor," while the average post-test score substantially increased to 44.71, indicating marked improvement. Statistical analysis using a paired sample t-test revealed a t-value of 24.328, far exceeding the critical t-table value of 2.093, with a p-value of 0.000, indicating statistical significance. Furthermore, a strong positive correlation ($r = 0.919$) between pre-test and post-test scores demonstrated the consistent effectiveness of the strategy across varying proficiency levels. Although the majority of students remained within the "Poor" category, the significant improvement suggests that reading aloud can serve as an effective pedagogical tool to enhance students' speaking skills in an EFL context.

Keywords: Reading Aloud, Speaking Skills, MTsN Kota Palopo

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ABSTRAK

Hasriani, 2025. "*Penerapan Membaca dengan Nyaring dalam Mengembangkan Keterampilan Berbicara Siswa Kelas VIII di MTsN Kota Palopo.*"
Skripsi Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Institut Agama Islam Negeri (IAIN) Palopo.
Dibimbing oleh Madehang dan Ermawati.

Tujuan penelitian ini adalah: a) untuk mengkaji implementasi membaca dengan nyaring dalam mengembangkan keterampilan berbicara siswa; b) untuk mengevaluasi efektivitas teknik ini dalam meningkatkan kemampuan berbicara siswa. Penelitian ini menggunakan desain pra-eksperimen, khususnya model tes awal dan tes akhir pada satu kelompok untuk mengukur dampak dari perlakuan. Populasi dalam penelitian ini terdiri dari 288 siswa kelas delapan dimana satu kelas (Kelas C, terdiri dari 32 siswa) dengan menggunakan Teknik *Purposive Sampling*. Hal tersebut berdasarkan pertimbangan bahwa kemahiran berbicara siswa kelas C dianggap relatif lebih tinggi dibandingkan dengan kelas lain. Pengumpulan data melibatkan tiga tahap: tes awal, perlakuan, dan tes akhir. Temuan menunjukkan bahwa penerapan membaca dengan nyaring sebagai strategi instruksional yang secara signifikan meningkatkan keterampilan berbicara siswa. Pendekatan ini menggabungkan praktik terstruktur melalui kegiatan membaca dengan nyaring dan tanya jawab lisan yang bertujuan untuk meningkatkan akurasi, kefasihan, dan pemahaman. Skor rata-rata tes awal adalah 24,43, dikategorikan sebagai "Sangat Buruk" sedangkan skor rata-rata tes akhir meningkat secara substansial menjadi 44,71, menunjukkan kemajuan yang nyata. Analisis statistik menggunakan uji-t sampel berpasangan untuk menguji efektivitas pengobatan dengan nilai-t 24,328 yang jauh melebihi nilai tabel-t kritis 2,093, dan nilai-p 0,000, menunjukkan signifikansi statistik. Selain itu, korelasi positif yang kuat ($r = 0,919$) antara tes awal dan skor tes akhir menunjukkan efektivitas strategi yang konsisten di berbagai tingkat kemahiran siswa. Meskipun mayoritas siswa tetap dalam kategori "Buruk", peningkatan yang signifikan menunjukkan bahwa membaca dengan nyaring dapat diterapkan sebagai media pedagogis yang efektif untuk meningkatkan keterampilan berbicara siswa dalam konteks EFL.

Kata kunci: Membaca Nyaring, Keterampilan berbicara, MTsN Kota Palopo

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الملخص

حسرياني، ٢٠٢٥م. "تطبيق القراءة الجهرية في تنمية مهارة التحدث لطلاب الصف الثامن في المدرسة المتوسطة الإسلامية الحكومية بمدينة فالوفو". رسالة جامعية في برنامج تعليم اللغة الإنجليزية، كلية التربية وعلوم التعليمية، الجامعة الإسلامية الحكومية فالوفو، تحت إشراف: مادهانغ وإرماواتي

يهدف هذا البحث إلى: أ) دراسة تطبيق القراءة الجهرية في تنمية مهارة التحدث للطلاب، ب) تقييم فعالية هذه التقنية في تحسين قدراتهم الشفوية. وقد اعتمدت الدراسة على تصميم شبه تجريبي، من خلال نموذج الاختبار القبلي والبُعدي لمجموعة واحدة، لقياس أثر المعالجة. تكونت عينة البحث من صف واحد (الصف "ج"، ويضم ٣٢ طالبًا) تم اختياره بطريقة العينة الهادفة من مجموع ٢٨٨ طالبًا في الصف الثامن، وذلك بناءً على الاعتبار بأن طلاب الصف "ج" يتمتعون بمستوى أعلى نسبيًا في مهارة التحدث مقارنةً بالصفوف الأخرى. شملت أدوات جمع البيانات ثلاث مراحل: اختبار قبلي، معالجة (تدريب)، واختبار بعدي. أظهرت النتائج أن تطبيق القراءة الجهرية كإستراتيجية تعليمية ساهم بشكل ملحوظ في تحسين مهارات التحدث لدى الطلاب. وقد دمج هذا الأسلوب بين الممارسة المنظمة من خلال القراءة الجهرية وجلسات الحوار الشفهي بهدف تعزيز الدقة والطلاقة والفهم. بلغ متوسط درجات الاختبار القبلي ٢٤,٤٣، وصُنِّفَ على أنه "ضعيف جدًا"، بينما ارتفع متوسط درجات الاختبار البُعدي بشكل ملحوظ إلى ٤٤,٧١، مما يدل على تطور واضح. كما أظهر التحليل الإحصائي باستخدام اختبار "ت" للعينات المرتبطة قيمة "ت" بلغت ٢٤,٣٢٨، وهي أعلى بكثير من القيمة الجدولية ٢,٠٩٣، مع قيمة "د" ($p-value$) تساوي ٠,٠٠٠، مما يشير إلى دلالة إحصائية عالية. إضافةً إلى ذلك، أظهرت النتائج وجود علاقة ارتباط قوية ($r = 0.919$) بين درجات الاختبارين، مما يدل على فعالية الاستراتيجية على مختلف مستويات التحصيل. وعلى الرغم من أن معظم الطلاب لا يزالون في فئة "الضعف"، إلا أن التحسن الملحوظ يُشير إلى أن القراءة الجهرية يمكن اعتمادها كوسيلة تعليمية فعّالة في تعزيز مهارة التحدث في سياق تعليم اللغة الإنجليزية كلغة أجنبية.

الكلمات المفتاحية: القراءة الجهرية، مهارة التحدث، المدرسة المتوسطة الإسلامية الحكومية بمدينة فالوفو

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CHAPTER I

INTRODUCTION

A. Background

In addition to reading, writing, and listening, speaking is an essential component of acquiring a language. The ability to communicate, especially in English, is crucial, as studies show that language is necessary for everyday interaction. Without communication skills, it becomes difficult to express our thoughts and emotions. In the modern era, being fluent in English is increasingly important, as it provides access to a wide range of job opportunities.¹

Speaking is one of the essential English skills that students are expected to master. It enables them to express themselves through basic interactive functions such as greeting others, apologizing, showing gratitude, introducing themselves, making requests, or offering help. Strong speaking skills often lead others to believe that someone is proficient in English. Speaking involves the construction and delivery of meaning through spoken language in various contexts. Based on this idea, effective speaking requires a conversational partner, as it allows individuals to share thoughts and emotions, thereby enhancing communication.

Speaking is the skill most commonly assessed in real-life situations. It plays a vital role in everyday communication, and a person's ability to speak clearly and effectively often shapes others' first impressions. As teachers, it is our responsibility to equip students with the skills needed to communicate in English beyond the

¹ Hermansyah Hermansyah, "Self Talk Strategy in Improving the Eleventh Grade Students' Speaking Ability," *Jurnal Smart* 7, no. 1 (2021): 1–6, <https://doi.org/10.52657/js.v7i1.1331>.

classroom and testing environment. Speaking, like swimming, driving, or playing table tennis, is a practical skill that requires consistent practice. Unfortunately, traditional English instruction has often focused primarily on grammar and vocabulary, neglecting the development of actual speaking ability.² Ligang describes speaking as a medium of language composed of sounds, emphasizing that we typically identify speech through listening and, at times, through physical cues.³

In the context of English as a Foreign Language (EFL), students frequently face difficulties in speaking due to limited language exposure beyond the classroom, low self-confidence, and a lack of sufficient practice. Several challenges were observed in classroom settings. Many students heavily relied on their native language, resulting in pronunciation issues and challenges in producing English sounds accurately. Moreover, students often lacked motivation and self-assurance, fearing errors in front of their classmates. The conventional teaching approaches previously employed failed to create interactive and engaging environments that support speaking practice, which further slowed students' development. Additionally, some students had trouble achieving fluency, as they tended to read in a monotonous manner without appropriate intonation and stress, making their speech sound unnatural.⁴ At MTsN Kota Palopo, the speaking skills of eighth-grade students remain underdeveloped. Therefore, the author focuses on speaking abilities

² Heini-Marja Pakula, "Teaching Speaking," *Apples - Journal of Applied Language Studies* 13, no. 1 (2019): 95–111, <https://doi.org/10.17011/apples/urn.201903011691>.

³ Ligang Han, "A Review of the Major Varieties of English Language," *International Education Studies* 12, no. 2 (2019): 93, <https://doi.org/10.5539/ies.v12n2p93>.

⁴ Indra Sudrajat and Hanni Apriliani, "Teachers' Strategies and Challenges in Teaching Speaking to Young Learners," *The Journal of English Language Teaching, Literature, and Applied Linguistics [JELAL]* 4, no. 1 (2022): 1–9.

to support students in communicating effectively and correctly in both spoken and written English.

Reading aloud is an effective technique for developing speaking skills. Whether used in small or large groups, it serves as a way to explore a topic by encouraging structured and purposeful expression of ideas to achieve mutual understanding, agreement, or resolution. When using discussion-based methods to tackle an issue, participants draw on argumentation principles to convince others to support a particular viewpoint. This strategy typically involves examining both the strengths and weaknesses of an idea before reaching a collective decision or conducting a vote.⁵ For teachers, reading aloud is a practical and beneficial method to support students in enhancing their speaking proficiency.

Reading aloud requires delivering a text with accurate pronunciation and intonation, allowing both the reader and the audience to grasp the writer's intended message—whether it reflects ideas, feelings, attitudes, or experiences. This activity emphasizes clear vocal expression, where "loud" does not imply shouting, but rather being audible enough for others to hear and understand. When reading aloud, attention must be given to pauses, pronunciation, and tone, ensuring that the delivery aligns with the meaning and content of the text.

Reading aloud is a learning strategy designed to engage students in discussions and promote a deeper understanding of complex and thought-provoking topics related to creativity. This technique also aims to foster students' ability to

⁵ Mona Nofya and Atmazaki Atmazaki, "Investigating the Effect of Inquiring Mind Want to Know Assissted by Audiovisual Media and Learning Motivation Students' Writing Skills," *Journal of Languages and Language Teaching* 12, no. 1 (2024): 379, <https://doi.org/10.33394/jollt.v12i1.9653>.

reflect on and appreciate different aspects of an issue. Through its application, students are encouraged to express their opinions verbally as part of the learning process.⁶

Reading aloud should be implemented because it serves as an effective strategy to enhance language comprehension and speaking proficiency. This technique actively engages multiple senses—particularly sight and hearing—which reinforces the processing of language input. By vocalizing the text, learners not only improve their pronunciation and intonation but also strengthen their auditory memory. The act of hearing their own voice while reading helps deepen understanding, making it easier to grasp the meaning of the content. Moreover, reading aloud builds confidence in speaking and promotes fluency through repeated practice in a structured and supportive manner.⁷

Drawing from the explanation above, the author intends to examine how the reading aloud technique is implemented to enhance the speaking skills of eighth-grade students at MTsN Kota Palopo.

B. Research Questions

Based on the background of the problem, the formulation of the research question in this study is as follows:

- 1) How is reading aloud applied to developing students' speaking skills for eighth grades at MTsN Kota Palopo?

⁶ Jennet Senawati et al., “The Benefits of Reading Aloud for Children: A Review in EFL Context,” *IJEE (Indonesian Journal of English Education)* 1, no. 1 (2021): 80–107, <https://doi.org/10.15408/ijee.v1i1.19880>.

⁷ Sam Duncan and Mark and Freeman, “Adults Reading Aloud: A Survey of Contemporary Practices in Britain,” *British Journal of Educational Studies* 68, no. 1 (January 2, 2020): 97–123, <https://doi.org/10.1080/00071005.2019.1610555>.

- 2) Is implementing reading aloud effectively improving students' speaking skills for eighth grades at MTsN Kota Palopo?

C. Research Objectives

Based on the description of the background and formulation of the research question, the objectives of this study can be stated as follows:

- 1) To find out the application of reading aloud in developing students' speaking skills for eighth grades at MTsN Kota Palopo.
- 2) To find out how implementing reading aloud effectively improves students' speaking skills for eighth grades at MTsN Kota Palopo.

D. Significance of the Research

This research is expected to provide benefits to improve speaking skills in the world of education.

1. Benefits for Teachers

- a. Improve teachers' ability to apply the method of reading aloud to develop students' speaking skills.
- b. Help teachers find solutions to improve students' speaking skills.
- c. Become a reference material for teachers regarding the learning method to read aloud so that students learn actively.

2. Benefits for students

- a. Improve students' speaking skills and activities through reading aloud.
- b. Students can instil an attitude of cooperation and carry out obligations in cooperation to make the knowledge gained more meaningful.

3. Benefits for researchers

- a. Can provide experience and knowledge in learning.
- b. It can add insight into applying theories obtained during college, especially in research.

E. Scope of the Research

This research focused on using reading aloud to improve students' speaking skills for eight grades at MTsN Kota Palopo.

F. Definition of Key Terms

To avoid doubts about different interpretations, the author needs to affirm the term or understanding in the title of this study as follows:

1. Speaking Skills

Speaking skills are defined as the skills which allow us to communicate effectively. Speaking skills allow us to convey information verbally and in a way that the listener can understand.

2. Reading aloud

Reading aloud is an activity carried out so that other people can hear it. Reading aloud activities also enable readers to read fluently and correctly.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Relevant Previous Studies

In this research, the author will use several references, either books, articles, or thesis, which already exist and are related to the discussion. These references will be used as a basis for theory and comparison in discussing problems related to this research. Here are several relevant previous studies:

The first is research conducted by Abbas Mukhar, Nagla Taha, Montaser Alamin and Sami Balla, " *The Role of Reading Aloud Strategy on Improving Reading and Pronunciation for EFL Pupils at Private Basic Schools: Teachers Perspectives.*" The study came up with results that reading aloud is beneficial to develop and promote pupils reading, as well as improving their pronunciation. The study mentioned some recommendations and suggested some points of studies which can convene futurity.⁸

The second is research conducted by Ainun Mardiah, Loli Safitri, Eliza, and Syahrul, " *Improving Students Ability in Pronunciation Through Reading Aloud for the 8th Grade of SMPN 2 Bukittinggi.*" The result showed the classroom situation is also more conducive and students more interested and enthusiastic

⁸ Abbas Mukhar Mohamed Badawi et al., "The Role of Reading Aloud Strategy on Improving Reading and Pronunciation for Efl Pupils At Private Basic Schools: Teachers Perspectives," *LLT Journal: Journal on Language and Language Teaching* 24, no. 2 (2021): 461–70, <https://doi.org/10.24071/llt.v24i2.2910>.

during the teaching and learning process. In other words, it can be concluded that reading aloud can improve students' pronunciation abilities.⁹

The third is research conducted by Bibyana and Syamsi Edi, "*Improving Student Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta*". The results concluded that there is significant impact between reading technique against the student's improvement of English pronunciation. By consistently practicing reading aloud, the students' English pronunciation can be improved.¹⁰

The fourth is research conducted by Ichsanul Faraby and Abdul Kamaruddin, "*Perceptions of EFL Learners on the Application of Reading Aloud Technique in Learning Pronunciation*." The results showed that the EFL learners who were interviewed in this research give satisfying answers. Most of the students perceive that the application of Reading Aloud Technique is good and important to support their pronunciation improvement. Also, most of the EFL learners' answers on the questionnaire, for items that require their perceptions on Reading Aloud Technique, are in SA (Strongly Agree) and A (Agree) answers. This can be implied that the students have positive responses toward the application of Reading Aloud Technique.¹¹

⁹ Ainun Mardiah et al., "Improving Students Ability in Pronunciation Through Reading Aloud for the 8th Grade of SMPN 2 Bukittinggi," *Continuous Education : Journal of Science and Research* 5, no. 2 (2024): 1–23.

¹⁰ Bibyana and Syamsi Edi, "Improving Student Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta," *SECONDARY: Jurnal Inovasi Pendidikan Menengah* 3, no. 3 (2023): 237–44.

¹¹ Ichsanul Faraby and Abdul Kamaruddin, "Perceptions of EFL Learners on the Application of Reading Aloud Technique in Learning Pronunciation," *E-Journal of ELTS (English Language Teaching Society)* 9, no. 1 (2021): 53–64, <https://doi.org/10.22487/elts.v9i1.1838>.

The fifth is research conducted by Sirul Bari and Selfi Usmani Putri, "*The Correlated of Students' Reading Aloud and the Pronunciation*." The results of this study show that reading aloud and pronunciation were positive significant, in English lesson as foreign language at the eleventh grade of SMK Negeri Kalibaru Banyuwangi.¹²

The difference between previous researchers and this researcher is that previous researchers conducted research in different schools, both vocational and junior high schools. This research will be conducted at the State Islamic Junior High School of Palopo. At the same time, the similarity aims to improve students' speaking skills. The preliminary research proves that reading aloud activity is an appropriate method for improving students' speaking skills.

B. Some Pertinent Ideas

1. The Concept of Speaking

a. Speaking skill

Speaking as a language skill is necessary for various purposes in everyday life, either directly or indirectly. You must have speaking skills so that it is necessary to convey information to anyone at any time.¹³ If someone does not have the skill to speak, he will find it difficult to understand his words, so communication does not go well (do not understand).

Speaking is fundamentally an instrumental act. Speaker talks to have some effect on their listeners. They assert things to change their state of knowledge. They

¹² Sirul Bari and Selfi Usmani Putri, "The Correlated of Students' Reading Aloud and the Pronunciation," *JOEY: Journal of English Ibrahimy* 4, no. 1 (2025): 31–39.

¹³ Stefan Collini, *Speaking of Universities* (Verso Books, 2017). P.7.

ask them to do things for them. And they promise, bet, warn, and exclaim to affect them in other ways.¹⁴

Speaking is like any other skill, such as driving or playing a musical instrument: the more practice you get, the more likely you will be able to chunk small units into large ones.¹⁵ Therefore, the more people try to practice speaking, the more they can speak English well.

We all have something to talk about, and everything we say has some influence. We may get others to agree or encounter resistance, but we do not cease to influence. If we are alive, we continue to communicate. When we talk, we communicate something.¹⁶

Speaking is the main component of English because most people can perform speaking, although they do not perform writing or other skills. According to F.R. Palmer, spoken language is at least four ways before or more basic than written language. They are:

- 1) The human race had speech long before it had written. And there are still many languages that have no written form.
- 2) The children learn to speak long before they learn to write
- 3) Speech plays a far greater role in our lives than writing or reading
- 4) Written language can be largely converted into speech without loss.

¹⁴ Geoffrey Beattie and Andrew W. Ellis, *The Psychology of Language and Communication* (Routledge, 2017). P. 5.

¹⁵ Rebecca Hughes and Beatrice Szczepek Reed, *Teaching and Researching Speaking* (Taylor & Francis, 2016). P. 21.

¹⁶ Quentin J Schultze, *An Essential Guide to Public Speaking: Serving Your Audience with Faith, Skill, and Virtue* (Baker Academic, 2020). P. 16.

But the converse is not true. If we write down what is said, we lose a great deal.¹⁷ Therefore, speaking is the most important language component because it happens in real-time. Without speaking, people cannot communicate or share with the other people.

Speaking consists of producing systematic verbal utterances to convey meaning (utterances are simply things people say). Flores said, "Speaking is an interactive process of constructing meaning that involves. Producing and receiving and processing information". Speaking in a language is especially difficult for foreign language learners because effective oral communication requires using language appropriate for social interaction. Diversity in interaction involved verbal communication and linguistic elements of speech, such as pitch, stress, and intonation.¹⁸ Speaking clearly and effectively is essential if your organization's personnel are to be perceived as competent and confident in their daily activity.

Speaking skills are like listening skills; they are often neglected in the classroom, and teachers assume that they are an area that does not require instruction or facilitation. To communicate effectively through speaking, children must exhibit fluency. Clarity and an awareness of the audience. Such verbal communication skills are learned through practising and observing an effective speaker like the teacher. Speaking enables the students to express meaning through a transactional and interpersonal conversation regarding suggestions, complaints,

¹⁷ Xiaolong Liu, Zhidong Deng, and Yuhua Yang, "Recent Progress in Semantic Image Segmentation," *Artificial Intelligence Review* 52, no. 2 (2019): 1089–1106, <https://doi.org/10.1007/s10462-018-9641-3>.

¹⁸ Dela Octavia Ayuningtias, Wulandari, and Yana, "The Use of Role Play to Improve Speaking Skill," *PROJECT (Professional Journal of English Education)* 2, no. 3 (2019): 416–20, <https://doi.org/10.22460/project.v2i3.p416-420>.

excuses, and possibilities contextually used in daily life.¹⁹ Dialogue using expression is one way to find people to respond and have conversations. Besides that, the student is also expected to improve their speaking skill.

Speaking skills are a matter that needs special attention. No matter how great an idea is, it cannot be effective if it is not communicated properly. Oral language or speaking is an essential tool for communicating, thinking, and learning powerful learning tool. It shapes, modifies, extends, and organizes thought. Oral language is the foundation of all language development; therefore, it is the foundation of all learning. Through speaking and listening, the student learns concepts, develops vocabulary, and perceives the structure of the English language as an essential component of learning. Students who have a strong oral language base have an academic advantage. School achievement depends on students' ability to display knowledge in a clear and acceptable form in speaking and writing.

Knowing whether the situation is formal or informal is important in communicating with others. Besides, it is also important to know that the language, in this case, English, can be standard or nonstandard so that they can communicate effectively. When speaking English as a foreign language, the speaker must try to speak it like native speakers. To speak English better, he needs to learn all four English and English phonetics skills because it is very helpful to learn the language quickly and successfully.

¹⁹ Dian Nadia, "Developing Task-Based Listening-Speaking Materials for Students," *International Journal of Social Science Research and Review* 3, no. 2 (2020): 46–60, <https://doi.org/10.47814/ijssrr.v3i2.67>.

The use of language or speaking skills is a matter of habit formation. In speaking, the speaker must implant the habit of fusing it for communication until it becomes deeply established. In conclusion, lexical speaking skill is the ability to utter words or sounds with an ordinary voice, communicate vocally, or have a conversation through practice, training, or talent.

b. The Main Aspect of Assessing Speaking Skill

The main objective of teaching spoken language is developing the ability to interact successfully in that language, which involves comprehension and production.²⁰ Testing students' spoken language command is one of the most important aspects of evaluating the student's language performance. According to Anabokay and Suryasa, speaking skills are divided into two features. The first is competency features that consist of fluency and accuracy. The second is a performance feature that consists of content and interaction.²¹

Appropriacy is the ability to use language generally appropriate to the function. Syah says that appropriacy is using lexical, phonological, and intonation properly and fairly based on the situation and condition of any translation. In this case, performance features are the appropriateness of using language.

c. Purpose of Speaking

English language learning goals set by the government through decree No. 22 in 2006 intended that learners have the following capabilities:

1) Developing competence to communicate in spoken and written form to achieve

²⁰ Laurence Anthony, *Introducing English for Specific Purposes* (Routledge, 2018). P. 26.

²¹ Yanrini Martha Anabokay and I Wayan Suryasa, "TEFL Methods in Indonesia," *International Journal of Linguistics, Literature and Culture* 5, no. 2 (2019): 13–24, <https://doi.org/10.21744/ijllc.v5n2.612>.

informational literacy.

- 2) Be aware of the nature and importance of English to improve the nation's competitiveness in global society.
- 3) Develop an understanding of the students about the relationship between language and culture.

Referring to the learning objectives of the above, it can be the common thread that all the English learning activities so that learners have the competencies of active communication both orally and in writing, with the ability to have the above-expected output competitiveness and playing an active role in the world arena that will be the winner in the understanding of global culture, because we are part of that society.²²

d. Kinds of Teaching Speaking Skill Method

The following discussion will discuss a variety of teaching methods as follows:

1) Project

A methods project or unit presents the lessons as the starting point of a problem and then discusses them so that the solution is meaningful. The surplus that can expand students' thinking can develop students to apply knowledge, attitudes, and skills. The disadvantage is that the current curriculum does not yet support the implementation of this method, the election topic is the right unit, and the facility is quite following the needs of students, which is not an easy job.

²² Anne Burns, "Concepts for Teaching Speaking in the English Language Classroom," *LEARN Journal: Language Education and Acquisition Research Network* 12, no. 1 (2019): 1–11, <https://doi.org/10.61587/mmit.uz.vi.31>.

2) Experiment

An experimental method (trial) presents the lesson in which students experiment with the experience and prove something learned. The advantages of this method are that it makes the students more confident in the correctness of experiments, develops students to make a breakthrough- a breakthrough with the discovery of the experiments, etc. The disadvantage of this method is that it is more appropriate to science and technology, which demands accuracy, tenacity, and fortitude. Each experiment should not give the expected results.

3) Tasks and Recitation

The recitation method (assignment) presents the material in which the teacher provides assignments for the student's learning activities. The advantages of this method are that it stimulates learning activities for students in individual or group settings. Students can develop their master's, develop their' creativity, and build responsibility and discipline students. The disadvantage is that students are difficult to control, whether they are working alone or not, and they are not easily given tasks according to the individual differences of students.

4) Discussion

The discussion method presents a lesson where students are exposed to a problem of refraction in the form of a statement or question to be discussed and solved together. The advantages of this method are that it develops respect for others, expands knowledge, and stimulates students' creativity. The disadvantage is that it is unusable for large groups. Participants received information limited to and controlled by a good speaker only.

5) Sociodramas

Sociodramas dramatize behaviour concerning social issues. The advantages of this method are that students can develop themselves to understand and remember the material content, students will be trained to take the initiative and be creative, cooperation between players can be grown and guided properly, as well as students acquire the habit to accept and share responsibility with others. The disadvantage is that it takes time and disturbs the other class.

6) Demonstration

The demonstration method presents lessons to students, a course, a process, a situation, or a particular object being studied. The advantages of this method are that the students can easily understand what is learned and that the teaching process is more interesting. Its weakness is that it requires special skills, and the facilities are not always available.

7) Problem-Solving

Problem-solving methods (problem-solving) is not just a method of teaching but also a method of thought because of using other methods that begin with the search data until conclusions. The advantage of this method is that it can make education in schools more relevant to life, familiarize the students with facing and solving problems, stimulate creative abilities development, and make students think thoroughly. The disadvantage is that the learning process often requires time-changing habits of students to learn by listening to and receiving information from the teacher.

8) Leisure

It said the techniques because teaching is a way to teach students in a place or a fixed object in the school to study/investigate something. The advantages of this method include modern teaching principles, more creativity students, and information as a subject equipment and actual. The disadvantages are the facilities, difficulty providing them by the student or school, need for considerable preparation, etc.

9) Question and Answer

The question-and-answer method presents a lesson in the form of questions to be answered, for example, teacher-to-student and student-to-teacher. The advantages of this method are that the question may attract and concentrate students, stimulate students to train and develop their power of thought, including memory, and develop their courage and skills. The disadvantage is that students feel afraid. It is not easy to make that question according to the level of students' thinking, which is often a waste of time.

The question-answer method is a method of teaching methods that allows direct communication that is two-way traffic because, at the same time, the dialogue between teachers and students. The teacher asks students to answer, or students ask the teacher to answer. In this communication, a reciprocal relationship is directly between teachers and students.²³

²³ Asma Ben Abacha and Dina Demner-Fushman, "A Question-Entailment Approach to Question Answering," *BMC Bioinformatics* 20, no. 1 (2019): 1–23, <https://doi.org/10.1186/s12859-019-3119-4>.

10) Training

Training methods are a good way of teaching and inculcating certain habits. The advantage is to acquire motor skills, mental, and in the form of associations are made. The disadvantages are inhibiting the talent and initiative of students, making habit forming, and can lead to verbal.

11) Lecture

The lecture method is similar to traditional methods because, for the first time, this method has been used as a means of oral communication between teachers and students in the teaching process. The advantage of this method is that it is easily mastered in the classroom, easily coordinates a seat, and can be followed by many students. The disadvantage is that it is easy to be verbal (sense of the words), its character is boring, it is difficult for students to understand, and students become passive.

The lecture method is the narrative of the lesson material orally. This method is not always bad when the user prepares well, is supported by tools and media, and pays attention to the limits of the possibility of their use. According to Ibrahim, the lecture method is a way of teaching used to orally convey information or a description of an issue and a concern.²⁴

²⁴ Mitra Safari, Behrouz Yazdanpanah, and Saphora Hatamipour, "Learning Outcomes and Perceptions of Midwifery Students About Peer-Teaching and Lecture Method in Gynecology and Infertility Course," *Journal of Pedagogical Research* 4, no. 3 (2020): 291–98, <https://doi.org/10.33902/JPR.2020063039>.

e. Ways to Improve Speaking Skill

1) Learning Speaking by Speaking

Learning a foreign language must be step by step. Learners must learn the language as they learn their native language when they are young. River says: "Other teachers persuade themselves that if they speak a new language exclusively in the classroom, the students will, at some time, begin to speak it fluently too. They justify the argument that students now have the opportunity to learn a second or third language as they learned their native language as a child".²⁵

The teacher will need to give their student much opportunity to practice speaking. From these experiments with the language, students become aware and have the potential to create new meanings of language. They realize language is an available tool that can be used in many ways for these reasons. Speaking the language should be natural from the first lesson. Speaking is the most important English skill that must be learned to communicate with other people or native speakers.²⁶

f. The Roles of Speaking in Communication

Speaking is a means of communication. Communication is contact relations between human beings in an individual or group. According to Sonia Nieto, speaking is one of the central elements of communication. The functions of spoken language are interactional and transactional because much of our daily

²⁵ Wilga M Rivers, *Teaching Foreign Language Skills* (University of Chicago Press, 2018). P. 43.

²⁶ Raruoalli Srinivas Rao, "The Importance of Speaking Skills in English Classrooms," *Alford Council of International English & Literature Journal (ACIELJ)* Vol 2, no. Issue 2 (2019): 14, www.acielj.com.

communication remains interactional.²⁷

As Nancy states, in speaking, we are not conveying to the receiver a meaning clothed in words, but by our words, we are arousing within the receiver association and expectation, which will enable that person to interpret our message's intention. Nancy maintains that message receivers often encode parallel messages as they listen. They choose from alternatives the meaning they think the emitter is trying to convey. In this case, Nancy is shown that listeners often use what they consider appropriate words when the speaker pauses.²⁸

Spoken language abilities involve a certain amount of knowledge about the language (grammar, vocabulary, use of appropriate forms with functions) and skills for communicating the message (use of verbal formulas and speech adjustments: rephrasing, repetition, Fillers, and hesitation devices). In interactive situations, students have to learn, among other things, how to negotiate meaning, introduce or change topics, and open and close conversations with different participants.²⁹

g. Components of Speaking Skill

Theory speaking by J.B. Heaton, a rating scale to value the digress learners' speaking ability, includes accuracy, fluency, and comprehensibility.

1) Fluency

Fluency is the ability to produce one wish to say smoothly and without hesitation. Speaking without too much effort with fairly wide ranges of expression

²⁷ Sonia Nieto, *The Light in Their Eyes: Creating Multicultural Learning Communities* (Teachers College Press, 2015). P. 21.

²⁸ Nancy Bonvillian, *Language, Culture, and Communication: The Meaning of Messages* (Rowman & Littlefield, 2019). P. 16.

²⁹ Rosamond Mitchell, Florence Myles, and Emma Marsden, *Second Language Learning Theories* (Routledge, 2019). P. 31.

in the past, researchers Tasyid and Nur found that in the students' speaking skills, they were fairly fluent in interaction with speaking 75-89 words per minute with no more than three false and repetition and not more seven fillers words per 100 words.

2) Accuracy

Accuracy is the ability to use target language intelligible pronunciation, particularly grammatical and lexical, and accuracy brown says is achieved too. Brown says that accuracy is achieved to some extent by allowing students to focus on phonology, grammar, and discourse in their spoken output. Extend by allowing students to focus on phonology, grammar, and discourse in the spoken output.

3) Comprehensibility

Comprehensibility is understanding the topic nomination readily and with considerable repetition. Comprehension is an exercise to improve one understanding.³⁰

h. Strategies For Developing Speaking Skills

Learning to speak a foreign language requires more than knowing it is grammatical and semantic rules. Learners must also learn how native speakers use the language in the context of structured interpersonal exchange, in which many factors interact. Therefore, it is difficult for English-speaking adults who are foreign languages to speak the target language fluently and appropriately. It is necessary to examine the factors affecting learners' oral communication, components underlying speaking proficiency, and specific skills or strategies used in communication to

³⁰ J.B. Heaton, "Communication in the Classroom," in *Bi-Annual Review of Education* (Singapore Offset, 1979). P. 43-44.

provide effective guidance in developing competent speakers of English.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language-learning process. Effective instruction teaches students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language.

1) Using Minimal Responses

One way to encourage such learners to begin participating is to help them build up a stock of minimal responses that they can use in different types of exchange. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses, enabling learners to focus on what the other participant is saying without having to plan a response simultaneously.

2) Recognizing scripts

Instructors can help students develop speaking ability by making them aware of the scripts for different situations to predict what they will hear and what they need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain.

3) Using Language To Talk About Language

Language learners are often shy about saying anything when they do not understand another speaker or when they realize that a conversation partner has not understood them.

Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any interaction, whatever the participants' language skill level. Instructors can also give students strategies to use for clarification and comprehension checks. By encouraging students to use clarification phrases in class when understanding occurs and responding positively when they do, instructors can create an authentic practice environment within the classroom. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations they encounter outside the classroom.

2. Reading Aloud

a. Definition of Reading Aloud

Reading aloud is a reading activity that involves reciting every word, group of words, and sentence from the reading we encounter so that others can hear and understand the essence of a text we read. Therefore, several things need to be considered when doing reading-aloud activities. According to Rahmanto, aspects that need to be considered when doing reading-aloud activities are: 1) Pronunciation is how a person pronounces language sounds. In reading aloud, attention must be paid to clarity and accuracy in pronouncing each letter, word, and sentence; 2) Intonation or sentence song is the high and low tone we use in conversations. Good intonation will make it easier for people or friends to listen to something read, and 3) Pause is a short pause in reading. Pauses influence changing the meaning of a reading for those who hear. Pauses also allow a reader to catch their breath more

regularly.³¹

Reading Aloud is understanding the content of what is written in a way that allows the sound to stand out more than the others. A rich reading-aloud program is needed because it helps students gain listening facilities, pay attention to things better, understand a story, and continuously remember the expression of new words that appear in other contexts. Reading a story aloud helps students increase their vocabulary, even if the teacher does not explain the words' meaning.³²

b. Purpose of Reading Aloud

The Reading Aloud strategy aims to motivate active learning individually and together. Ceyhan and Yıldız stated that the aims and benefits of reading using the Reading Aloud strategy are:³³

- 1) To arouse the enthusiasm of students to love reading, in addition to feeling the value of literature and aspects related to beauty.
- 2) To improve speech, justify reading, express something good, and be able to express the letters of the makhraj al-letter.
- 3) A medium for educators to find out the weak conditions of their students, individually, in pronouncing and providing solutions in the right conditions.
- 4) To find out their students' mistakes and a standard of success or failure in process activities learning of the material that has been presented.

³¹ Biya Ebi Praheto et al., "The Effectiveness of Interactive Multimedia in Learning Indonesian Language Skills in Higher Education," *Rupkatha Journal on Interdisciplinary Studies in Humanities* 12, no. 1 (2020): 1–11, <https://doi.org/10.21659/rupkatha.v12n1.34>.

³² Sharon Vaughn, Alison Boardman, and Janette K. Klingner, *Teaching Reading Comprehension to Students with Learning Difficulties* (Guilford Publications, 2024). P. 21.

³³ Sümeyra Ceyhan and Mustafa Yıldız, "The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency," *International Electronic Journal of Elementary Education* 13, no. 4 (2020): 421–31, <https://doi.org/10.26822/iejee.2021.201>.

- 5) To excite readers and listeners simultaneously so that both can internalize the reading material if the text is interesting.

c. Procedure of Reading Aloud

The procedure for implementing Reading Aloud is as follows:³⁴

- 1) Choose a text that is interesting enough to read aloud. Make sure the text is not too long.
- 2) Give the student a copy of the text if there is no textbook. Mark the points or interesting issues to discuss
- 3) Share reading text paragraphs or others
- 4) Ask several students to read different parts of the text.
- 5) As the reading progresses, stop at several places to emphasize certain points' importance, ask questions, or give examples. Allow enough time for discussion if they show interest in the point.
- 6) End the process by asking students what is in the text.

d. Advantages of Reading Aloud

Advantages of reading aloud:³⁵

- 1) Fostering and developing students' fantasy abilities.
- 2) Lessons can be presented more interestingly for students if they are presented through reading aloud.
- 3) Students are trained to be polite listeners.

³⁴ Tarja Alatalo and Barbro Westlund, "Preschool Teachers' Perceptions About Read-Alouds as a Means to Support Children's Early Literacy and Language Development," *Journal of Early Childhood Literacy* 21, no. 3 (2021): 413–35, <https://doi.org/10.1177/1468798419852136>.

³⁵ Steven Layne, *In Defense of Read-Aloud: Sustaining Best Practice* (Routledge, 2023). P. 13-15.

- 4) Students get the opportunity to experience entertainment.
- 5) Participants gain additional wealth of experience.
- 6) Passion and interest in a lesson that can be cultivated and developed.
- 7) Students can obtain inner satisfaction by reading the reading material aloud.
- 8) Provide a good example to other students on how to read well.

C. Conceptual Framework

The frame of mind is expected to make it easier to discuss the problems and direct the research so that the data obtained is valid. In this research process, the first thing a teacher will do is to motivate students to increase their interest in learning so that they do not feel bored following the learning process. After motivating students to increase their interest in learning Indonesian, teachers also train students' speaking skills using reading models. The reading model is used to make it easier for students to issue their arguments about the problems raised by the teacher.

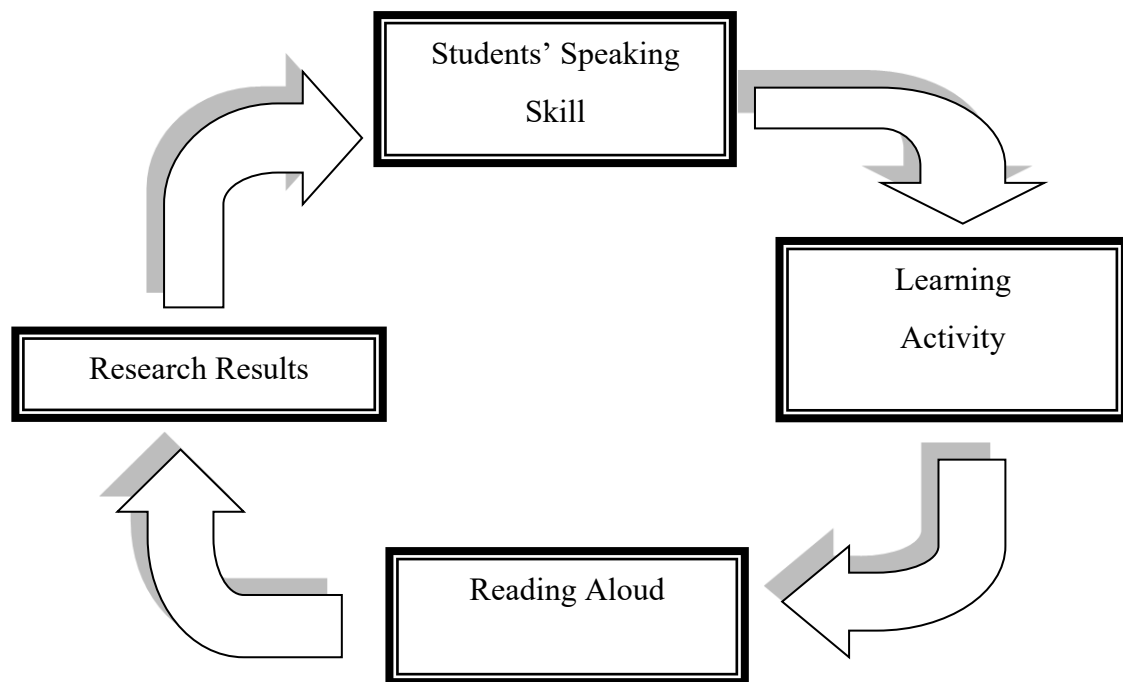


Chart 2.1 Conceptual Framework

D. Hypothesis

The research hypothesis is outlined based on the theory mentioned above.

1. H_1 : Reading aloud effectively improves students' speaking skills for eighth grade at MTsN Kota Palopo.
2. H_0 : Reading aloud is ineffective in improving students' speaking skills for eighth grade at MTsN Kota Palopo.

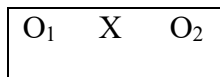
CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher used a pre-experimental design for those studies. The design is one group for pre-test and post-test design. It aims to describe the effectiveness of reading aloud in improving students' speaking skills for eighth grade at MTsN Kota Palopo.

The pattern of this research design is as follows :



Notes:

O_1 : Pre-test (Before treatment)

X: Treatment

O_2 : Post-test (After treatment)

B. Variables of the Research

In this research, there are two variables as follows:

1. The independent variable (x) is reading aloud in teaching and continuing to ask the students questions.
2. The dependent variable (y) is the speaking skill of the students.

C. Time and Location

The time of this research was from October to November 2024. English subjects are taught in three weeks with four meetings. This research is located at the MTsN Kota Palopo.

D. Population and Sample

1. Population

The population in this study was the Eighth Grade at MTsN Kota Palopo from a total class of 288 students.

2. Sample

In this research, the researcher applied a purposive sampling technique. The researcher took one class, class C, which consisted of 32 students. The sample was part of a population that could be representative of all. She chose this class because students have a speaking proficiency level compared to other classes.

E. Instruments of the Research

This research instrument involved administering random oral questions to assess students' speaking abilities before and after the treatment. The purpose of this trial was to gather information on their speaking skills. Prior to the treatment, the researcher conducted a pre-test using oral questions to evaluate the students' prior knowledge and proficiency in speaking. The questions focused on topics such as favorite tourist destinations, here are the questions:

1. Do you often go to tour?
2. Where is your favorite tourist spot?
3. Do you go there often? Where?
4. Why do you like that place?
5. Is there your favorite ride in that place?
6. What do you think about the ride?

Then researcher did the post-test with oral questions which is about food cafe/stall, such as:

1. Have you ever dine out?
2. Where is your favorite place to dine out?
3. With whom do you usually go there?
4. Why do you like that place?
5. What food do you often order?
6. What do you think about the food?

After that, researcher gathered the pre-test and post-test data used to assess the student's speaking skills. The instrument validation was conducted independently without adopting or referencing validation from previous research instruments. The instrument used in this study was an oral test. The validation process was carried out by a faculty member from the English Language Education Study Program at IAIN Palopo.

F. Validity of the Research

In this research, the researcher previously conducted research on eighth-grade students. The researcher considered the feasibility aspects regarding the validity of the test instrument. The researcher asked one of the experts to correct and fill in the eligibility aspects (English teacher at MTsN Kota Palopo).

G. The Procedure of Collecting Data

The steps used in data collection are collecting some results before and after the study as the final discussion in this study.

1. Pre-test

Before giving treatment, the researcher asked random questions to determine the speaking skill level of eighth-grade students at MTsN Kota Palopo.

2. Treatment

a. Opening Activity

- 1) The researcher opened the class by greeting the students and asked their condition.
- 2) The researcher checked the attendant list.

b. Whilst Activity

- 1) The researchers explained what students would do.
- 2) The researcher divided the students into several groups.
- 3) The researcher provided each group with a paragraph text with an educational theme.
- 4) The researcher asked students to read paragraph text aloud together.
- 5) The researcher asked students to discuss the paragraph text with their group.
- 6) The researcher asked students to conclude the results of the discussion.

c. Close Activity

- 1) Before the researcher ended the class, the researcher asked students whether they understood the material and closed the meeting with prayer.

The researcher conducted four class sessions to provide treatment to the students. Each meeting focused on a different theme for reading paragraph texts aloud together. The themes are as follows:

- 1) The first meeting: Educational
 - 2) The second meeting: Environmental
 - 3) The third meeting: Health
 - 4) The four meeting: Social Media
3. Post-test

After giving the treatment, the researcher asked oral questions to determine whether reading aloud could develop the speaking skills of eighth-grade students at MTsN Kota Palopo.

H. The Technique of Data Analysis

The researcher must define the scoring rubric for examining the data, including speaking the following steps to analyze the data.

1. Scoring Classifications

$$Score = \frac{\text{Students' score}}{\text{Maximum score (18)}} \times 100$$

2. Classifying the scoring aspect speaking of the student's answers.³⁶

Table 3.1 Categorize Speaking Skills

Categorize	Range of score
Excellent	86 - 100
Good	71 - 85
Average	56 - 70
Poor	36 - 55
Very Poor	≤ 35

³⁶ J.B. Heaton, *Writing English Tests* (New York, 1998). P. 56.

3. Calculating the mean score of a student's answer.

The SPSS program would calculate the percentage of students' scores on the pre-test and post-test speaking test.

4. Criteria of hypothesis acceptability.

$P > 0.05$: Reject null-hypothesis

$P > 0.05$: Receive null-hypothesis³⁷

After collecting the data by conducting the pre-test and post-test, which involved some instruments, the researcher focused on the data analysis. Therefore, there were some procedures done by the researcher, namely, determining the scoring classification to make the researcher give scores to the students, looking for the mean score to make the researcher calculate the data collected standard of deviation to know how far the students deviated in speaking and test of significance to know the result of the research for these.

Three criteria resided in speaking skills. These all will evaluate the following making scheme (using a 6-poin scale) as follow:³⁸

a. accuracy

Table 3.2 Accuracy Classification

Classification	Score	Criteria
Excellent	6	The mother tongue only slightly influences pronunciation—two or three minor grammatical and lexical errors.
Very Good	5	The mother tongue slightly influences pronunciation. There are minor grammatical and lexical errors, but most utterances are correct.
Good	4	Pronunciation is still moderately influenced by the mother tongue, but no serious phonological errors

³⁷ Suharsimi Arikunto, *Perosedur Penelitian Suatu Pendekatan Praktis* (Jakarta: Rineka Cipta, 2002). P. 69.

³⁸ Drew T. Ashby-King, Lindsey B. Anderson, and Melissa A. Lucas, "A Critical Systematic Review of Rubric Research in the Public Speaking Classroom," in *The Routledge Handbook of Public Speaking Research and Theory*, 1st Editio (New York: Routledge, 2024), 12, <https://doi.org/10.4324/9781003333777>.

Classification	Score	Criteria
		exist. There are a few grammatical and lexical errors, but only one or two major errors are confusing.
Average	3	The mother tongue influences pronunciation but only a few serious phonological errors. There are several grammatical and lexical errors, some of which confuse.
Poor	2	The mother tongue seriously influences pronunciation, and errors cause a breakdown in communication—many "basic" grammatical and lexical errors.
Very Poor	1	Serious pronunciation errors as well as well as many "basic" grammatical and lexical errors. There is no evidence of mastering any language skill, and errors were practiced in the course.

b. fluency

Table 3.3 Fluency Classification

Classification	Score	Criteria
Excellent	6	Speak without too great an effort and with a wide range of expressions. Searcher for words occasionally but only one or two unnatural pauses.
Very Poor	5	It has to be an affront at times to search for words. Nevertheless, there was a smooth delivery overall and only a few unnatural pauses.
Good	4	Although they must try and search for words, there are not too many unnatural pauses. It was a fairly smooth delivery, mostly. Occasionally fragmentary but succeeds in conveying the general meaning—fair range of expression.
Average	3	It has to be an effort for much of the time. Often, we must search for the desired meaning. Rather, halting delivery and fragmentary range of expression are often limited.
Poor	2	Long pauses while searching for the desired meaning. Frequently fragmentary and halting delivery. Almost gives up making the effort at times—the limited range of expression.
Very Poor	1	Full of long and unnatural pauses. It is a very halting and fragmentary delivery. At times gives up making the effort—a very limited range of expression.

c. Comprehensibility

Table 3.4 Comprehensibility Classification

Classification	Score	Criteria
Excellent	6	It is easy to understand the speaker's intention and general meaning. Very few interruptions or classifications are required.
Very Good	5	The speaker's intention and general meaning are clear. A few interruptions by the listener for the sake of clarification are necessary.
Good	4	Most of what the speaker says is easy to follow. His intention is always clear, but several interruptions are necessary to help them convey the message or seek clarification.
Average	3	The listener can understand much of what is said but must seek clarification from the constable. Cn does not understand many of the speaker's more complex.
Poor	2	Only small bits (usually short sentences and phrases) can be understood with considerable effort by someone who is used to listening to the speaker.
Very Poor	1	Hardly anything that is said can be understood. Even when the listener makes a great effort or interrupts, the speaker cannot clarify anything they seem to have said.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. The Result of Students' Pre-Test

Before administering the treatment, the researcher conducted a preliminary assessment (pre-test). Before implementing the treatment, the researcher thoroughly analyzed the pre-test results, focusing on accuracy, fluency, and comprehensibility. The data is presented in the table below:

Table 4.1 The Students' Pre-Test Score

No	Students	Aspects			Total Score	Classification
		Accuracy	Fluency	Comprehensibility		
1	AAA	1	1	1	16.66	Very Poor
2	AA	2	1	2	27.77	Very Poor
3	RAA	2	2	3	38.88	Poor
4	AFG	1	1	2	22.22	Very Poor
5	MQA	2	2	3	38.88	Poor
6	MAAY	1	1	1	16.66	Very Poor
7	MKI	2	2	3	38.88	Poor
8	NF	1	1	1	16.66	Very Poor
9	JR	1	1	2	22.22	Very Poor
10	MS	1	1	1	16.66	Very Poor
11	AA	1	1	2	22.22	Very Poor
12	MN	1	1	2	22.22	Very Poor
13	MF	2	3	3	44.44	Poor
14	NNSH	1	1	2	22.22	Very Poor
15	NI	2	2	2	33.33	Very Poor
16	MI	1	1	1	16.66	Very Poor
17	APY	1	1	2	22.22	Very Poor
18	A	1	1	1	16.66	Very Poor
19	ASM	1	1	1	16.66	Very Poor
20	MZ	1	1	1	16.66	Very Poor
Total Mean Score					24.43	Very Poor

The table above presents the students' pre-test performance, with scores ranging from 16.66 to a maximum of 44.44. The results were systematically analyzed based on three specific aspects: accuracy, fluency, and comprehensibility. This analysis provided insights into the students' vocabulary mastery before implementing the reading-aloud strategy. The pre-test's mean score for speaking skills was 24.44, classified as "Very Poor."

Table 4.2 Students' Frequency and Percentage in Pre-Test

Categorize	Range of score	Frequency	Percentage
Excellent	86 - 100	0	0%
Good	71 - 85	0	0%
Average	56 - 70	0	0%
Poor	36 - 55	4	20%
Very Poor	≤ 35	16	80%

Based on Table 4.2, the majority of students, totalling 16, scored in the "Very Poor" range (≤ 35), representing the highest frequency at 80% of the group. Four students, or 20%, scored in the "Poor" range (36–55). No students fell into the "Average" range (66–75), resulting in 0% in this category. Similarly, no students scored in the "Excellent" range (96–100), "Very Good" range (86–95), or "Good" range (76–85), each accounting for 0%. This distribution highlights that most students performed in the lower ranges, with the "Very Poor" category having the highest representation.

a. Accuracy

Below is the result of students' accuracy in the pre-test:

Table 4.3 Accuracy Scores in Pre-Test

No.	Student	Accuracy
1	AAA	1
2	AA	2
3	RAA	2
4	AFG	1
5	MQA	2
6	MAAY	1
7	MKI	2
8	NF	1
9	JR	1
10	MS	1
11	AA	1
12	MN	1
13	MF	2
14	NNSH	1
15	NI	2
16	MI	1
17	APY	1
18	A	1
19	ASM	1
20	MZ	1

Table 4.3 shows the students' accuracy scores in the pre-test. Most students' scores fall within the range of 1 to 3, indicating that they have difficulty conveying messages clearly and in a way that the listener can understand. The low level of comprehensibility suggests that students often require assistance to clarify their intentions. The percentage distribution of their accuracy scores is presented below to analyze students' performance further. It provides an overview of the proportion of students achieving each score level, offering additional insight into their overall accuracy:

Table 4.4 Percentage of Accuracy Scores in Pre-Test

No	Accuracy Score	Frequency	Percentage
1	1	14	70%
2	2	6	30%

Understanding the distribution of Accuracy scores among students provides valuable insights into their performance levels. The following diagram illustrates the percentage distribution, offering a clear visualization of the proportion of students achieving each score:

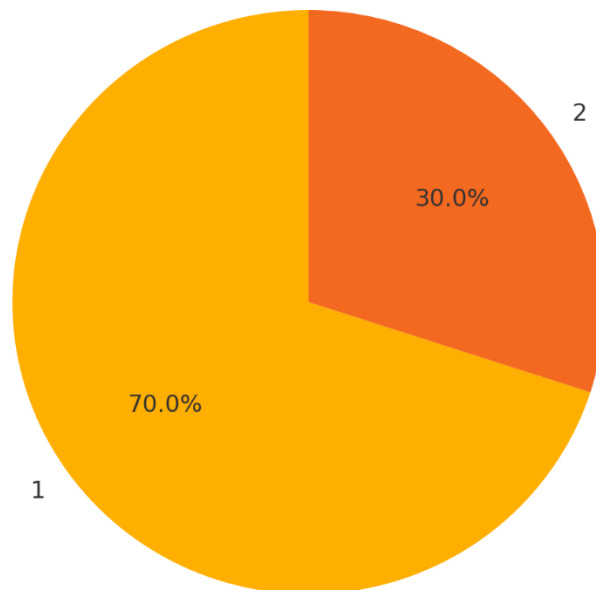
**Diagram 4.1 Percentage Distribution of Accuracy Scores in Pre-Test**

Table 4.4 and Diagram 4.1 present the percentage distribution of students' accuracy scores, offering a detailed breakdown of their performance levels. The table highlights the proportion of students achieving each score, providing a clearer understanding of the overall trends in accuracy within the group.

b. Fluency

Below is the result of students' fluency in the pre-test:

Table 4.5 Fluency Scores in Pre-Test

Ini.	Student	Fluency
1	AAA	1
2	AA	1
3	RAA	2
4	AFG	1
5	MQA	2
6	MAAY	1
7	MKI	2
8	NF	1
9	JR	1
10	MS	1
11	AA	1
12	MN	1
13	MF	3
14	NNSH	1
15	INI	2
16	MI	1
17	APY	1
18	A	1
19	ASM	1
20	MZ	1

Table 4.5 illustrates the students' Fluency scores before the treatment. Most students have scores of 1 to 2, indicating they struggle with speaking fluently. They often experience pauses or hesitation while speaking, which affects their ability to convey ideas continuously and naturally. The distribution of their fluency scores is analyzed to gain a deeper understanding of students' performance. The following table provides a breakdown of the percentage and frequency of each score, offering insights into the overall fluency levels demonstrated by the students:

Table 4.6 Percentage of Fluency Scores in Pre-Test

No	Fluency Score	Frequency	Percentage
1	1	15	75%
2	2	4	20%
3	3	1	5%

The distribution of fluency scores among students provides valuable insights into their ability to express ideas smoothly and effectively. The following diagram visually represents the percentage breakdown of these scores, highlighting the overall trends in fluency within the group:

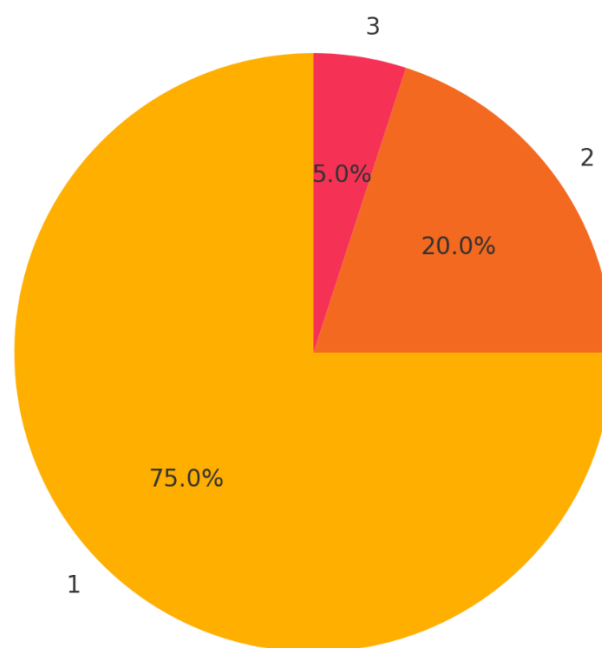
**Diagram 4.2 Percentage Distribution of Fluency Scores in Pre-Test**

Table 4.6 and Diagram 4.2 display the percentage distribution and frequency of students' Fluency scores, clearly depicting their ability to convey ideas smoothly and effectively. The majority of students (75%) received a score of 1, reflecting a low level of fluency. A score of 2 was achieved by 20% of students, while only 5% attained a score of 3, indicating better fluency skills.

c. Comprehensibility

Below is the result of students' comprehensibility in the pre-test:

Table 4.7 Comprehensibility Scores in Pre-Test

No.	Student	Comprehensibility
1	AAA	1
2	AA	2
3	RAA	3
4	AFG	2
5	MQA	3
6	MAAY	1
7	MKI	3
8	NF	1
9	JR	2
10	MS	1
11	AA	2
12	MN	2
13	MF	3
14	NNSH	2
15	NI	2
16	MI	1
17	APY	2
18	A	1
19	ASM	1
20	MZ	1

Table 4.7 shows the students' comprehensibility scores in the pre-test. Most students' scores fall within the range of 1 to 3, indicating that they have difficulty conveying messages clearly and in a way that the listener can understand. The low level of comprehensibility suggests that students often require assistance to clarify their intentions. The distribution of their comprehensibility scores is presented to analyze students' performance further. The following table provides a breakdown of the percentage and frequency of each score, offering insights into the students' ability to convey messages clearly and effectively:

Table 4.8 Percentage of Comprehensibility Scores in Pre-Test

No	Comprehensibility Score	Frequency	Percentage
1	1	8	40%
2	2	8	40%
3	3	4	20%

The distribution of students' comprehensibility scores provides important insights into their ability to convey messages clearly and effectively. The following diagram visually represents the percentage breakdown of these scores, highlighting the overall trends in students' comprehensibility levels:

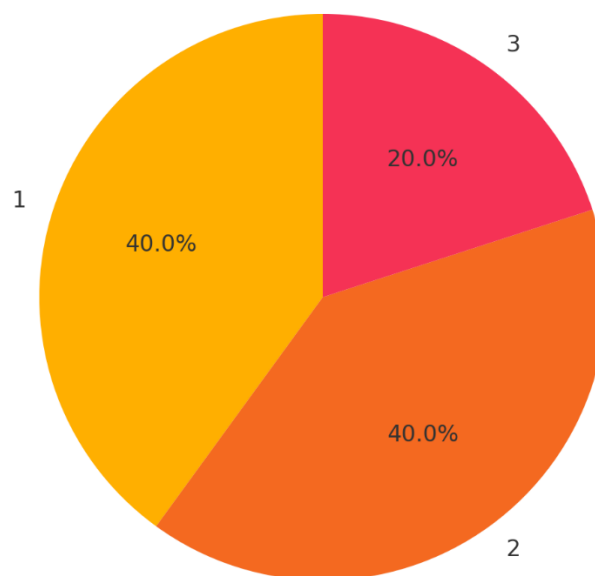
**Diagram 4.3 Percentage Distribution of Comprehensibility Scores in Pre-Test**

Table 4.8 and Diagram 4.3 show the percentage distribution and frequency of students' comprehensibility scores. A total of 40% students received a score of 1, indicating a low level of comprehensibility and frequent difficulty in conveying messages. Another 40% of students scored 2, suggesting a moderate level of comprehensibility. Meanwhile, only 20% of students attained a score of 3, reflecting a good level of comprehensibility.

2. The Result of Students' Post-Test

A post-test was administered following the incorporation of reading aloud into the treatment. Students were instructed to answer oral questions. After implementing the reading aloud, the researcher analysed the students' post-test results. The findings from this analysis are presented in the table below.

Table 4.9 The Students' Post-test Score

No	Students	Aspects			Total Score	Classification
		Accuracy	Fluency	Comprehensibility		
1	AAA	2	2	3	38.88	Poor
2	AA	3	2	3	44.44	Poor
3	RAA	4	3	4	61.11	Average
4	AFG	2	2	3	38.88	Poor
5	MQA	3	3	4	55.55	Poor
6	MAAY	2	2	3	38.88	Poor
7	MKI	3	3	4	55.55	Poor
8	NF	3	2	3	44.44	Poor
9	JR	3	2	3	44.44	Poor
10	MS	2	2	3	38.88	Poor
11	AA	2	2	3	38.88	Poor
12	MN	2	2	3	38.88	Poor
13	MF	3	4	4	61.11	Average
14	NNSH	2	3	3	44.44	Poor
15	NI	3	3	3	50	Poor
16	MI	2	2	3	38.88	Poor
17	APY	2	2	3	38.88	Poor
18	A	2	2	3	38.88	Poor
19	ASM	2	2	3	38.88	Poor
20	MZ	3	2	3	44.44	Poor
Total Mean Score					44.71	Poor

The results in Table 4.9 indicate an improvement in students' speaking skills, as reflected by their post-test mean score of 44.72, which falls within the "Poor" range. This outcome highlights the progress achieved by the students as a direct result of the treatment.

Table 4.10 Students' Frequency and Percentage in Post-Test

Categorize	Range of score	Frequency	Percentage
Excellent	86 – 100	0	0%
Good	71 – 85	0	0%
Average	56 – 70	2	10%
Poor	36 – 55	18	90%
Very Poor	≤ 35	0	0%

Based on Table 4.10, most students, 18, scored in the "Poor" range (36–55), representing the highest frequency at 90% of the group. Two students scored in the "Average" range (56–70), accounting for 10% of the total. No students fell into the "Good" range (76–85), "Very Good" range (86–95), or "Excellent" range (96–100), all of which accounted for 0%. Similarly, no students scored in the "Very Poor" range (0–35), resulting in 0%. This distribution indicates that most students scored in the "Poor" and "Average" categories, with no representation in the higher performance ranges.

a. Accuracy

Below is the result of students' accuracy in the post-test:

Table 4.11 Accuracy Scores in Post-Test

No.	Student	Accuracy
1	AAA	2
2	AA	3
3	RAA	4
4	AFG	2
5	MQA	3
6	MAAY	2
7	MKI	3
8	NF	3

No.	Student	Accuracy
9	JR	3
10	MS	2
11	AA	2
12	MN	2
13	MF	3
14	NNSH	2
15	NI	3
16	MI	2
17	APY	2
18	A	2
19	ASM	2
20	MZ	3

Table 4.11 shows the students' accuracy scores after the treatment (post-test). There is a significant improvement compared to the pre-test, with students' scores ranging from 2 to 4. It indicates that the "Reading Aloud" treatment helped students improve their pronunciation and reduce the influence of their mother tongue in speaking. The distribution of their accuracy scores is analysed to better understand students' performance. The following table presents the percentage and frequency of each score, offering insights into their ability to deliver accurate responses:

Table 4.12 Percentage of Accuracy Scores in Post-Test

No	Accuracy Score	Frequency	Percentage
1	2	11	55%
2	3	8	40%
3	4	1	5%

The distribution of students' accuracy scores provides valuable insights into their ability to deliver precise and correct responses. The following diagram

visually represents the percentage breakdown of these scores, highlighting the trends and frequency of each score level:

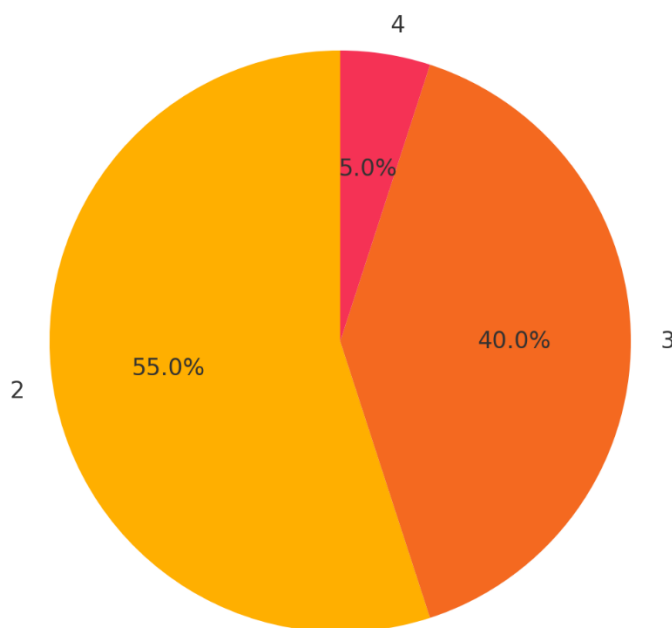


Diagram 4.4 Percentage Distribution of Accuracy Scores in Post-Test

Table 4.12 and Diagram 4.4 present the percentage distribution and frequency of students' Accuracy scores based on the latest data. A total of 55% of students received score of 2, indicating that the majority are a moderate level of accuracy. A score of 3 was achieved by 40% of students, reflecting a better accuracy level than a score 2. Only 5% of students attained a score of 4, demonstrating a high level of accuracy, though this is rarely observed in this group. **Fluency**

Below is the result of students' fluency in the post-test:

Table 4.13 Fluency Scores in Post-Test

No.	Student	Fluency
1	AAA	2
2	AA	2
3	RAA	3
4	AFG	2
5	MQA	3
6	MAAY	2
7	MKI	3
8	NF	2
9	JR	2
10	MS	2
11	AA	2
12	MN	2
13	MF	4
14	NNSH	3
15	NI	3
16	MI	2
17	APY	2
18	A	2
19	ASM	2
20	MZ	2

Table 4.13 illustrates the improvement in students' fluency after the treatment. Most students scored 2 to 4, indicating that students spoke more fluently after the treatment. They less frequently experienced pauses or difficulties finding the right words, which had previously been challenging. The distribution of their Fluency scores is presented to analyze students' fluency performance. The following table provides a breakdown of the percentage and frequency of each score, offering insights into their ability to express ideas smoothly and effectively:

Table 4.13 Percentage of Fluency Scores in Post-Test

No	Fluency Score	Frequency	Percentage
1	2	14	70%
2	3	5	25%
3	4	1	5%

The distribution of students' Fluency scores provides a clear understanding of their ability to articulate ideas smoothly and effectively. The following diagram visually represents the percentage breakdown of these scores, highlighting the overall trends and levels of fluency among the students:

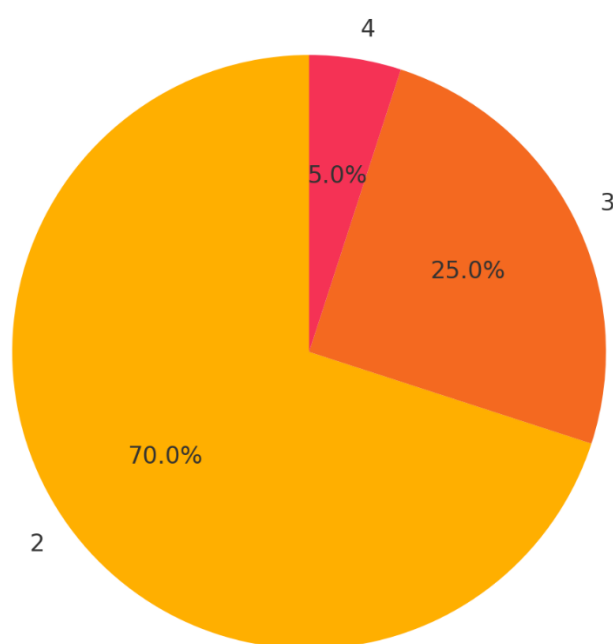
**Diagram 4.5 Percentage Distribution of Fluency Scores in Post-Test**

Table 4.13 and Diagram 4.5 present the percentage distribution and frequency of students' Fluency scores based on the latest data. A total of 70% of students received a score of 2, indicating that the majority are at a moderate level of fluency. A score of 3 was achieved by 25% of students, reflecting a better fluency

level than a score of 2. Only 5% of students attained a score of 4, demonstrating a very high level of fluency, though this is rarely observed in this group.

b. Comprehensibility

Below is the result of students' comprehensibility in the post-test:

Table 4.14 Comprehensibility Scores in Post-Test

No.	Student	Comprehensibility
1	AAA	3
2	AA	3
3	RAA	4
4	AFG	3
5	MQA	4
6	MAAY	3
7	MKI	4
8	NF	3
9	JR	3
10	MS	3
11	AA	3
12	MN	3
13	MF	4
14	NNSH	3
15	NI	3
16	MI	3
17	APY	3
18	A	3
19	ASM	3
20	MZ	3

Table 4.14 shows the improvement in students' Comprehensibility scores in the post-test. Most students' scores fall within the range of 3 to 4, indicating that students could better convey messages clearly and in a structured manner after the treatment. It demonstrates the success of the "Reading Aloud" strategy in helping students improve their ability to present ideas effectively. The distribution of their Comprehensibility scores is presented to analyze further students' ability to convey

messages clearly and effectively. The following table provides a detailed breakdown of the percentage and frequency of each score, offering valuable insights into their overall levels of comprehensibility:

Table 4.15 Percentage of Comprehensibility Scores in Post-Test

No	Comprehensibility Score	Frequency	Percentage
1	3	16	80%
2	4	4	20%

The distribution of students' comprehensibility scores provides valuable insights into their ability to communicate messages clearly and effectively. The following diagram visually represents the percentage breakdown of these scores, highlighting the overall trends in students' comprehensibility levels:

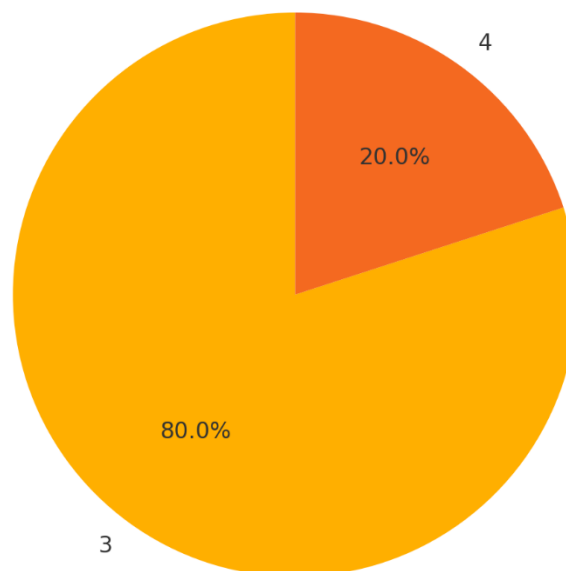


Diagram 4.6 Percentage Distribution of Comprehensibility Scores in Post-Test

Table 4.15 and Diagram 4.6 display the percentage distribution and frequency of students' Comprehensibility scores based on the latest data. 80% of students received a score of 3, indicating that the majority have a good level of

comprehensibility, although there is still room for improvement. Meanwhile, 20% of students achieved a score of 4, reflecting an excellent level of comprehensibility possessed by only a small portion.

3. The Statistic Analysis of Pre-Test and Post-Test Results

a. The Paired Sample T-Test of Pre-Test and Post-Test

Table 4.16 The Paired Sample Statistic Test of Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	24.43	20	9.26072	2.07076
	posttest	44.71	20	7.74993	1.73294

The paired sample statistics test outcomes are presented in the table below. According to the data, the total number of students (N) is 20. The pre-test results show a mean score 24.43 with a standard deviation of 9.26072. Meanwhile, the post-test results indicate a mean score of 44.71 with a standard deviation of 7.74993.

b. The Paired Sample Correlations of the Pre-Test and Post-Test

Table 4.17 The Paired Sample Correlation of Pre-Test and Post-Test

		N	Correlation	Sig.
Pair 1	pretest & posttest	20	.919	.000

Table 4.17 presents the results of the correlation analysis between the pre-test and post-test. The correlation coefficient between the two variables is 0.919, indicating a very strong positive correlation. The significance level is 0.000, confirming that the relationship is statistically significant. It indicates a strong association between students' speaking skills before and after the treatment, where higher pre-test scores are linked to higher post-test scores.

c. The Paired Sample Test of Pre-Test and Post-Test

Table 4.18 The Paired Sample Test of Pre-Test and Post-Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-20.27700	3.72749	.83349	-22.02152	-18.53248	-24.328	19	.000

The researcher found that Table 4.13 presents the results of the paired sample test, showing a t-count (t_o) value of 24.328 with a degree of freedom (df) of 19. The t-table (t_i) value at a 5% significance level (0.05) and $df = 19$ is 2.093. It indicates that the t-count is greater than the t-table value. Furthermore, the table shows a significant (2-tailed) value of 0.000, smaller than the standard significance level of 0.05. Therefore, the results in Table 4.7 confirm that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. This outcome demonstrates that reading aloud effectively improved the speaking skills of eighth-grade students at the State Islamic Junior High School of Palopo.

B. Discussion

The implementation of reading aloud to enhance students' speaking skills follows a structured procedure. The process begins with selecting an engaging and appropriately leveled text. The teacher ensures that the text is neither too long nor too difficult for students to read fluently. If students do not have access to the textbook, the teacher provides a copy of the text, marking important sections for

discussion. The next step involves dividing the reading material into paragraphs or sections, assigning different students to read each part aloud.

During the reading session, the teacher occasionally pauses to emphasize key points, ask questions, or provide examples. This helps students grasp the meaning of the text while also refining their pronunciation, intonation, and fluency. After the reading activity, a discussion is conducted to assess students' understanding of the content. The teacher asks comprehension questions and encourages students to share their thoughts on the text. This step ensures that students are not only practicing pronunciation but also actively engaging with the material.

In reading aloud, several crucial aspects must be considered. First, pronunciation must be clear and accurate, ensuring that words and sentences are articulated correctly. Second, intonation plays a vital role in conveying meaning, helping students express emotions and emphasize key points effectively. Third, pauses must be strategically placed to improve comprehension and allow for controlled breathing. These elements contribute to making students' speech more natural and comprehensible.

The effectiveness of reading aloud is evident in its ability to enhance students' motivation to read and speak in English. It improves pronunciation and fluency while providing teachers with a means to identify students' weaknesses in speech. However, research findings indicate that although students showed improvement, most remained in the "Poor" category in post-test results. Therefore, it is recommended to combine reading aloud with other speaking activities, such as

group discussions, pronunciation drills, and interactive role-plays, to maximize its benefits.

The findings of this study provide valuable insights into the impact of reading aloud as a treatment to improve students' speaking skills. The pre-test and post-test results and statistical analyses reveal several important points regarding the students' performance before and after implementing the reading-aloud strategy.

Before the treatment, the students' speaking skills were notably underdeveloped, as reflected in their pre-test results. The majority of the students, 80%, scored in the "Very Poor" range, with a mean score of 24.43, highlighting significant deficiencies in their ability to express themselves in English. This poor performance spanned all three evaluated aspects: accuracy, fluency, and comprehensibility. Accuracy issues likely stemmed from limited vocabulary and grammatical errors, while low fluency scores reflected hesitancy and lack of confidence in speaking.^{39,40} Similarly, poor comprehensibility scores suggested difficulty in producing clear and coherent speech, making it challenging for listeners to understand their intended message.⁴¹ These findings underscore the urgency of addressing these fundamental challenges to help students develop essential speaking skills.

³⁹ Ehsan Namaziandost, Arash Hashemifardnia, and Sajad Shafiee, "The Impact of Opinion-Gap, Reasoning-Gap, and Information-Gap Tasks on EFL Learners' Speaking Fluency," *Cogent Social Sciences* 5, no. 1 (2019): 1–16, <https://doi.org/10.1080/23311886.2019.1630150>.

⁴⁰ Ermawati, Nur Fadillah Nurchalis, and Ahmed Sardi, "Online EFL Teaching and Learning: Different Skills, Different Challenges," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 8, no. 2 (2020): 373–83, <https://doi.org/10.24256/ideas.v8i2.1660>.

⁴¹ Melissa M. Baese-Berk, Susannah V. Levi, and Kristin J. Van Engen, "Intelligibility as a Measure of Speech Perception: Current Approaches, Challenges, and Recommendations," *The Journal of the Acoustical Society of America* 153, no. 1 (2023): 68–76, <https://doi.org/10.1121/10.0016806>.

The distribution of scores also points to the widespread nature of the problem, with only four students achieving the "Poor" classification and none surpassing this level. It indicates that even the relatively better-performing students faced substantial difficulties. Such challenges are typical in EFL (English as a Foreign Language) classrooms, where limited exposure to the target language outside of the classroom and a lack of opportunities for authentic speaking practice often hinder students' oral proficiency.⁴²⁴³ Moreover, the results suggest that traditional teaching methods used before the treatment may not have adequately supported the development of these critical skills, necessitating a change in instructional strategies to address students' needs better.

These findings highlight the importance of implementing targeted treatments to improve students' speaking abilities. The very low pre-test scores reflect the students' struggles and emphasize the need for systematic and sustained efforts to build their confidence and proficiency in speaking English. Effective strategies, such as integrating engaging and interactive speaking activities, can help bridge these gaps by providing structured opportunities for practice and feedback.⁴⁴⁴⁵ Furthermore, these results serve as a baseline for evaluating the

⁴² Amalia Yahya, Andi Husni A. Zainuddin, and St Hartina, "Class Size in English Language Teaching: Teacher's Perspective," *Idea* 12, no. 1 (2024): 641–52, <https://doi.org/10.24256/ideas>.

⁴³ Madehang Madehang, Masruddin Masruddin, and Muhammad Iksan, "Reflecting on the Implementation of Online English Learning in Islamic Higher Education," *International Journal of Asian Education* 5, no. 3 (2024): 183–97, <https://doi.org/10.46966/ijae.v5i3.426>.

⁴⁴ Hidayah Hidayah, Sahraini Sahraini, and Jufriadi Jufriadi, "Bridging Cultures Through Language: Developing English-Speaking Materials for Multicultural Education Contexts," *Elsya: Journal of English Language Studies* 6, no. 3 (2024): 244–64, <https://doi.org/10.31849/elsya.v6i3.21270>.

⁴⁵ Theodorus Sulon Suban, "Teaching Speaking: Activities to Promote Speaking Skills in EFL Classrooms," *Lectio: Journal of Language and Language Teaching* 1, no. 1 (2021): 41–50.

impact of the treatment, offering a clear picture of students' initial struggles and the potential for growth with appropriate pedagogical approaches.

Following the implementation of the reading-aloud strategy, the results demonstrated a noticeable improvement in students' speaking skills. The post-test mean score increased to 44.71, as shown in Table 4.3, reflecting significant progress from the pre-test mean of 24.43. This improvement suggests that reading aloud effectively enhanced the students' accuracy, fluency, and comprehensibility, as their speaking performance showed measurable growth.⁴⁶ However, the mean score remained within the "Poor" range, indicating that while progress was achieved, there is still room for substantial improvement in students' speaking proficiency.⁴⁷ This finding underscores the value of reading aloud as an instructional approach and highlights the need for additional support to help students achieve higher performance levels.

A closer examination of the score distribution further illustrates the impact of the treatment. Two students advanced to the "Average" range in the post-test, marking a significant milestone, as no students had reached this level in the pre-test. This shift indicates that the reading-aloud strategy benefited the overall group and had a transformative effect on individual students.⁴⁸ Despite this progress, the

⁴⁶ Ardhy Supraba, Edi Wahyono, and Abdullah Syukur, "The Implementation of Reading Aloud in Developing Students' Speaking Skill," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 8, no. 1 (2020): 145–53, <https://doi.org/10.24256/ideas.v8i1.1319>.

⁴⁷ Abdurrahman Hi Usman and Adi F. Mahmud, "Addressing Low Speaking Proficiency in EFL Students: The Impact of Integrated Teaching Strategies in an Islamic Education Setting," *International Journal of Language Education* 8, no. 3 (2024): 503–19, <https://doi.org/10.26858/ijole.v8i3.66493>.

⁴⁸ Badawi et al., "The Role of Reading Aloud Strategy on Improving Reading and Pronunciation for Efl Pupils At Private Basic Schools: Teachers Perspectives."

majority of students—90%—remained in the "Poor" category, suggesting that while the strategy was effective in fostering improvement, it may not be sufficient to address the diverse needs of all students.⁴⁹ This outcome highlights the need for a more comprehensive approach, incorporating additional methods such as interactive speaking activities, peer feedback, and targeted pronunciation exercises to ensure broader and deeper improvements.

These findings highlight both the strengths and limitations of the reading-aloud strategy. While the noticeable progress in post-test scores demonstrates the strategy's potential to build foundational speaking skills, the persistence of most students in the "Poor" range suggests that reading aloud should be part of a multifaceted instructional approach. The strategy's impact on fluency and comprehension can be maximized by pairing it with complementary activities that promote active language use, such as role-playing or structured dialogues.⁵⁰ Furthermore, consistent practice and feedback mechanisms could help sustain and expand the gains observed.⁵¹ The results of this study affirm the effectiveness of reading aloud as a teaching method and serve as a call to action for educators to explore and implement a variety of treatments to address the complex challenges of language learning.

⁴⁹ Khalid Mehmood Sajid and Hafizoah Kassim, "Comparison of Reading Aloud Strategies Versus Silent Reading Strategies Used on Pakistani University Students' Reading Comparison for Reading Proficiency & Literal Reading Skills," *European Journal of Education Studies* 5, no. 9 (2019): 112–30, <https://doi.org/10.5281/zenodo.2541862>.

⁵⁰ Mikhael Latin Ahasweros Siahaan, Seviana Napitupulu, and Tiarna Intan Marpaung, "The Effect of Reading Aloud Strategy to the Students' Pronunciation Ability for Grade Seven of SMP Negeri 3 Pematangsiantar," *Jurnal Ilmu Pendidikan Dan Sosial* 2, no. 4 (2023): 428–37, <https://doi.org/10.58540/jipsi.v2i4.450>.

⁵¹ Husnaini et al., "Teachers' Strategies in Teaching Speaking at High Schools: Obstacles and Challenges," *Linguistics Initiative* 4, no. 2 (2024): 243–62.

The statistical analysis provides strong evidence of the effectiveness of the reading-aloud treatment in improving students' speaking skills. The paired sample statistics (Table 4.5) showed a substantial mean difference of 20.28 between the pre-test and post-test scores, reflecting significant progress in students' speaking abilities. This improvement suggests that the treatment successfully addressed key aspects of speaking, such as accuracy, fluency, and comprehensibility, which were the focus of the assessment. The increase in scores underscores the positive impact of the strategy in helping students develop their oral proficiency, even among those who initially struggled with speaking skills.

Further supporting this conclusion is the strong positive correlation (0.919) between the pre-test and post-test scores, as presented in Table 4.6. This high correlation indicates that students who demonstrated relatively better performance in the pre-test also showed greater improvement in the post-test, suggesting that the treatment built on their existing abilities and provided a scaffold for further development.⁵² Moreover, the correlation's statistical significance, with a p-value of 0.000, affirms that the relationship between the pre-test and post-test scores is not due to chance. This finding highlights the consistent effectiveness of reading aloud across different initial proficiency levels, making it a promising tool for fostering progress in diverse classroom settings.

The paired sample test (Table 4.7) further validates the statistical significance of the treatment's impact. The t-value of 24.328 far exceeded the

⁵² Kaharuddin et al., "Exploring How Reading Aloud and Vocabulary Enrichment Shape English Speaking Skills Among Indonesian Learners of English," *World Journal of English Language* 13, no. 8 (2023): 436–45, <https://doi.org/10.5430/wjel.v13n8p436>.

critical t-table value of 2.093, while the p-value of 0.000 confirmed that the observed improvement was highly significant at the 5% significance level. These results reinforce the conclusion that the reading-aloud strategy effectively enhanced students' speaking skills and that the observed gains were not random variations but the result of the targeted treatment. This statistical evidence strengthens the case for integrating reading aloud into language instruction, particularly for students with low speaking proficiency, as it demonstrates a measurable and meaningful impact on their performance.

The accuracy aspect shows the highest improvement compared to the other two items. Before the treatment, most students had very low scores on the pre-test, ranging from 1 to 2. It reflects pronunciation that is still heavily influenced by the mother tongue, including basic phonological errors and inaccurate grammar usage.⁵³ After the intervention, students' scores significantly improved, ranging from 2 to 4. Some students showed substantial improvement in pronunciation, which was closer to English language standards, with better intonation and clarity. It emphasizes that the "Reading Aloud" strategy effectively improves students' pronunciation.

The fluency aspect also significantly improved, though it ranked second after accuracy. In the pre-test, students faced many difficulties speaking fluently, with the majority of scores ranging from 1 to 2. Long pauses and difficulty finding the right words often hindered their speech flow. After the treatment, scores

⁵³ Listyani, Ardiyarso Kurniawan, and Andrew T. Thren, "The Influence of the Mother Tongue on English Pronunciation," *JET (Journal of English Teaching)* 10, no. 1 (2024): 61–75, <https://doi.org/10.33541/jet.v10i1.5488>.

increased to 2 to 4, showing a significant reduction in pauses and students' ability to speak with a more natural rhythm. The "Reading Aloud" strategy seems to have positively impacted speaking fluency by training students to read texts with consistency and good rhythm, helping them speak more confidently and fluently.⁵⁴

The comprehensibility aspect showed smaller improvements than accuracy and fluency but still demonstrated progress. In the pre-test, students' scores ranged from 1 to 3, with many struggling to convey clear and understandable messages to the listener. After the treatment, scores improved to the range of 3 to 4. Students showed better ability to organize their ideas in a structured manner, making them easier for the listener to understand. However, some students still needed clarification when expressing more complex ideas. Nevertheless, the "Reading Aloud" strategy proved helpful in enhancing students' ability to deliver messages more effectively.⁵⁵

Overall, the Accuracy aspect showed the most significant improvement compared to Fluency and Comprehensibility. Before the treatment, most students exhibited pronunciation errors influenced by their mother tongue, such as basic phonological mistakes and inaccurate grammar usage. After the intervention with Reading Aloud, students' scores in this aspect significantly increased, indicating that this strategy is highly effective in enhancing their pronunciation skills. This improvement occurred because Reading Aloud provided students with structured

⁵⁴ Supraba, Wahyono, and Syukur, "The Implementation of Reading Aloud in Developing Students' Speaking Skill."

⁵⁵ Maudy Yuniarti Putri and Muhammad Andriana Gaffar, "The Implementation of Reading Aloud Strategy to Develop Student Skill Responding to Expression of Giving Good and Bad News," *JlIP - Jurnal Ilmiah Ilmu Pendidikan* 6, no. 11 (2023): 8447–54, <https://doi.org/10.54371/jiip.v6i11.2603>.

and repetitive practice in producing English sounds. By reading texts aloud, students became more aware of intonation, word stress, and correct pronunciation. This study aligns with previous findings, which suggest that the Reading Aloud strategy helps students achieve more accurate pronunciation that closely resembles standard English.⁵⁶ Although Fluency and Comprehensibility also showed improvement, the dominant progress in Accuracy indicates that Reading Aloud is particularly effective in enhancing students' pronunciation.⁵⁷ However, it may need to be combined with other techniques to further develop fluency and comprehension in speaking.

The findings of this study provide strong evidence that Reading Aloud plays a significant role in enhancing students' speaking skills. The results demonstrate that structured oral reading practice contributes to the development of key speaking components, particularly pronunciation, fluency, and comprehensibility. One of the primary ways Reading Aloud supports speaking development is through pronunciation improvement. By vocalizing words and sentences repeatedly, students become more familiar with English phonemes, stress patterns, and intonation. This practice helps reduce pronunciation errors influenced by their native language and enables them to develop clearer articulation.⁵⁸

⁵⁶ Naomi Dalila Malau, Erni Erni, and Dahnilsyah Dahnilsyah, "The Effect of Reading Aloud Strategy for Developing Reading Habits," *DEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (2022): 1705–15.

⁵⁷ Mardiah et al., "Improving Students Ability in Pronunciation Through Reading Aloud for the 8th Grade of SMPN 2 Bukittinggi."

⁵⁸ Faraby and Kamaruddin, "Perceptions of EFL Learners on the Application of Reading Aloud Technique in Learning Pronunciation."

Additionally, Reading Aloud provides an opportunity for students to receive corrective feedback, which is essential for refining their pronunciation skills.⁵⁹ Furthermore, Reading Aloud contributes to fluency by training students to read smoothly and at a natural pace.⁶⁰ The structured nature of the activity encourages students to practice continuous speech, reducing hesitation and long pauses that often hinder spoken communication. Over time, this repeated exposure to spoken language patterns helps students internalize rhythm and sentence structures, leading to more confident speech production. Comprehensibility, another crucial aspect of speaking, also benefits from Reading Aloud. As students read aloud, they practice organizing their speech in a structured manner, improving their ability to convey clear and understandable messages. The activity encourages them to focus on coherence and expression, making their spoken output more intelligible to listeners.⁶¹

The overall improvement in students' speaking skills suggests that reading aloud can be a foundational tool in language instruction, particularly for students struggling with fluency and accuracy. The noticeable increase in post-test scores indicates that the treatment helped address key aspects of speaking proficiency, such as clarity, pronunciation, and the ability to articulate thoughts. However, the persistence of most students in the "Poor" range underscores the need for additional support to maximize their potential. While reading aloud provides a structured

⁵⁹ Bibyana and Edi, "Improving Student Pronunciation Skill Through Reading Aloud at 8th Grade Students of SMP Widuri Jaya Jakarta."

⁶⁰ Putri and Gaffar, "The Implementation of Reading Aloud Strategy to Develop Student Skill Responding to Expression of Giving Good and Bad News."

⁶¹ Senawati et al., "The Benefits of Reading Aloud for Children: A Review in EFL Context."

platform for practice, it may not fully address all dimensions of speaking proficiency, such as spontaneous conversation or nuanced language use.⁶²

Reading aloud not only enhances speaking skills but also significantly improves listening and comprehension. As students read aloud, they process language both visually and aurally, reinforcing word recognition, pronunciation, and intonation.⁶³ This dual engagement helps them internalize language patterns, improving their ability to understand spoken English. Additionally, listening to peers during reading sessions exposes students to different speech styles and accents, enhancing their comprehension and phonemic awareness.⁶⁴ By actively following along, students develop critical listening skills, focus, and contextual inference abilities, which contribute to better overall language proficiency.

Despite its effectiveness, the low post-test mean score highlights that reading aloud should complement other instructional strategies. Language learning is multifaceted, involving pronunciation, fluency, confidence, interaction, and contextual understanding.⁶⁵ Teachers could incorporate activities such as interactive dialogues, role-playing scenarios, and group discussions to create a more

⁶² Rodrigo A. Rodríguez-Fuentes and Luzkarime Calle-Díaz, "Fluency Development Beyond Speech Rate: A Study on the Effects of Read Aloud Protocols on EFL Learners," *Ampersand* 11, no. November (2023): 100133, <https://doi.org/10.1016/j.amper.2023.100133>.

⁶³ Eleanor B. Howe, "The Relationship Between Listening Comprehension and Reading Comprehension: Implications for Reading Aloud and Learning," *IASL Annual Conference Proceedings*, 2021, 57–73, <https://doi.org/10.29173/iasl8116>.

⁶⁴ Doris Luft Baker et al., "Effects of a Read Aloud Intervention on First Grade Student Vocabulary, Listening Comprehension, and Language Proficiency," *Reading and Writing* 33, no. 10 (2020): 2697–2724, <https://doi.org/10.1007/s11145-020-10060-2>.

⁶⁵ Nur Fadillah Nurchalis et al., "Language Laboratory to Overcome the Barrier of Classroom English Learning: Does It Exist and Is It Used in Islamic Schools of Majene?," *Elsya : Journal of English Language Studies* 3, no. 3 (2021): 183–94, <https://doi.org/10.31849/elsya.v3i3.6824>.

comprehensive approach.⁶⁶ These methods encourage active participation and provide opportunities for students to apply their language skills in diverse and dynamic settings, promoting deeper engagement and retention.

Another area of focus should be integrating vocabulary-building exercises and pronunciation drills alongside reading aloud. A strong vocabulary base enables students to express themselves more accurately, while targeted pronunciation practice can enhance their clarity and confidence.⁶⁷ For instance, teachers could design pre-reading activities introducing key vocabulary, followed by pronunciation workshops to familiarize students with challenging sounds. These supplementary strategies can work synergistically with reading aloud, providing students with the tools to succeed in structured and spontaneous speaking tasks.

Peer feedback and collaborative activities also hold promise as complementary strategies. Encouraging students to evaluate and support each other during speaking tasks can foster a sense of community and reduce the fear of making mistakes. For example, structured peer-review sessions after reading aloud can help students identify areas for improvement while celebrating progress. These interactions enhance language skills and build interpersonal communication abilities, which are essential in real-world scenarios. Combining reading aloud with

⁶⁶ Humaeroah Humaeroah, Ahmed Sardi, and Ermawati Ermawati, "Teacher Perspective: Managing Students' Behavior Problem in Teaching English at Primary School," *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature* 10, no. 2 (2023): 2113–21, <https://doi.org/10.24256/ideas.v10i2.3206>.

⁶⁷ Wienda Gusta, Dian Christina, and Shally Amna, "An Analysis of the Influence of Vocabulary Range on Students' Academic Performance in the English Department," *IMLAH: Islamic Manuscript of Linguistics and Humanity* VI, no. 2 (2024): 48–58.

peer-based activities can create a more holistic and effective learning environment.⁶⁸

Future research should explore the long-term effects of integrating reading aloud with diverse instructional approaches to identify the most effective combinations for language development. While this study demonstrated the immediate benefits of reading aloud, examining how sustained and varied treatments impact students over time is essential. Investigating student motivation, individual learning styles and classroom dynamics could provide deeper insights into tailoring language instruction to meet diverse needs. By leveraging a range of complementary strategies, educators can help students achieve proficiency, confidence, and fluency in their spoken language skills.

⁶⁸ Ceyhan and Yıldız, “The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency.”

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

This research concluded that implementing reading aloud as an instructional strategy effectively improved the speaking skills of eighth-grade students at the MTsN Kota Palopo. This strategy involved structured practice through reading aloud and oral question-and-answer activities, focusing on enhancing accuracy, fluency, and comprehensibility. Initially, the students performed poorly, with a pre-test mean score of 24.43, classified as "Very Poor." However, the post-test results showed significant improvement, with a mean score of 44.71, reflecting measurable progress. The paired sample t-test confirmed the effectiveness of the treatment, with a t-value of 24.328, significantly exceeding the critical t-table value of 2.093, and a p-value of 0.000, indicating statistical significance. Additionally, the strong positive correlation (0.919) between pre-test and post-test scores highlighted the consistent impact of the strategy across different proficiency levels. Although most students remained in the "Poor" category, the overall improvement underscores the potential of reading aloud as a valuable tool for developing speaking skills in an EFL context.

B. Suggestions

1. For Teacher

Teachers are encouraged to integrate reading aloud as a core component of their speaking instruction, particularly for students with low proficiency in English. Reading aloud should be supplemented with complementary activities such as vocabulary-building exercises, pronunciation drills, and interactive speaking tasks

like role-playing or group discussions to maximize its effectiveness. Teachers should also provide consistent and constructive feedback to help students recognize their strengths and areas for improvement. Creating a supportive and engaging classroom environment can encourage students to participate actively and build their confidence in using the language.

2. For Students

Students are encouraged to practice reading aloud regularly in and outside the classroom to improve their accuracy, fluency, and comprehensibility. They should actively engage with the feedback their teachers and peers provided to identify and address specific challenges in their speaking skills. Beyond classroom activities, students can enhance their learning by reading aloud materials that interest them, such as stories or news articles, to build confidence and familiarity with diverse vocabulary and sentence structures. Participating in group activities and speaking challenges can also help develop their skills in a supportive, collaborative setting.

3. For Future Researcher

Future researchers are encouraged to explore the long-term impact of reading aloud on speaking skills, particularly in comparison with other speaking-focused strategies. Investigating its effectiveness across different age groups and proficiency levels can provide broader insights into its applicability in diverse contexts. Researchers could also examine the integration of reading aloud with technology, such as using digital tools for feedback and interactive exercises to enhance student engagement and outcomes. Furthermore, qualitative studies

exploring students' and teachers' perceptions of reading aloud could provide deeper insights into its practical implementation and challenges in real classroom settings.

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A P P E N D I C E S

Appendix 1: Rencana Pelaksanaan Pembelajaran (RPP)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : MTSN Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : 1 (Pertama)
Materi Pokok : Materi Pengantar “Educational”
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik diharap mampu memahami materi Educational, dan dapat memahami kegiatan diskusi dalam meningkatkan Speaking Skill.

B. Model Pembelajaran

Tatap Muka

C. Media / Sumber Belajar

➤ Teks Paragraf

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan ice breaking kepada siswa.

Kegiatan Brainstorming (10 Menit)

1. Memberi gambaran tentang apa yang akan dipelajari

Kegiatan Inti (35 Menit)

1. Meembagi siswa menjadi beberapa kelompok.
2. Memberikan setiap kelompok sebuah teks paragraf dengan tema Pendidikan.

3. Meminta siswa untuk membaca teks paragraf dengan mmembaca nyaring Bersama-sama.
4. Meminta siswa untuk mendiskusikan teks paraagraf dengan kelompoknya.

Kegiatan Penutup (10 Menit)

1. Meminta siswa untuk menyimpulkan hasil diskusi.
2. Menanyakan kepada siswa apakah telah memahami materi yang diajarkan.
3. Menutup kelas dengan berdo'a dan salam.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi	: MTSN Palopo
Mata Pelajaran	: Bahasa Inggris
Pertemuan	: 2 (Kedua)
Materi Pokok	: Materi Pengantar “Environmental”
Alokasi Waktu	: 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik diharapkan mampu memahami materi Environmental, dan dapat memahami kegiatan diskusi dalam meningkatkan Speaking Skill.

B. Model Pembelajaran

Tatap Muka

C. Media / Sumber Belajar

➤ Teks Paragraf

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan *Ice Breaking* kepada siswa

Kegiatan Brainstorming (10 menit)

1. Memberi penjelasan tentang apa yang akan dipelajari

Kegiatan Inti (35 Menit)

1. Membagi siswa menjadi beberapa kelompok
2. Memberikan setiap kelompok teks paragraf dengan tema Lingkungan.
3. Meminta siswa untuk membaca teks paragraf dengan membaca nyaring bersama-sama.

4. Meminta siswa untuk mendiskusikan teks paragraf bersama kelompoknya.

Kegiatan Penutup (10 Menit)

1. Meminta siswa untuk menyimpulkan hasil diskusi.
2. Menanyakan kepada siswa apakah telah memahami materi yang diajarkan.
3. Menutup kelas dengan berdo'a dan salam

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : MTSN Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : 3 (Ketiga)
Materi Pokok : Materi Pengantar “Health”
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik diharapkan mampu memahami materi Health, dan dapat memahami kegiatan diskusi dalam meningkatkan Speaking Skill.

B. Model Pembelajaran

Tatap Muka

C. Media / Sumber Belajar

➤ Teks Paragraf

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan *Ice Breaking* kepada siswa

Kegiatan Brainstorming (10 menit)

1. Memberi penjelasan tentang apa yang akan dipelajari

Kegiatan Inti (35 Menit)

1. Memberikan teks paragraf dengan tema Kesehatan kepada siswa
2. Meminta siswa untuk membaca teks paragraf dengan membaca nyaring bersama.
3. Meminta siswa untuk mendiskusikan teks paragraf bersama teman sebangkunya.

Kegiatan Penutup (10 Menit)

1. Meminta siswa untuk menyimpulkan hasil diskusi.
2. Mengulas materi untuk mengetahui pemahaman siswa.
3. Menutup kelas dengan berdo'a dan salam

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Institusi : MTSN Palopo
Mata Pelajaran : Bahasa Inggris
Pertemuan : 4 (Keempat)
Materi Pokok : Materi Pengantar “Social Media”
Alokasi Waktu : 1x60 menit

A. Tujuan Pembelajaran

Setelah menyimak penjelasan materi, peserta didik diharapkan mampu memahami materi Social Media, dan dapat memahami kegiatan diskusi dalam meningkatkan Speaking Skill.

B. Model Pembelajaran

Tatap Muka

C. Media / Sumber Belajar

➤ Teks Paragraf

D. Tahap-Tahap Pembelajaran

Kegiatan Pendahuluan (5 Menit)

1. Membuka kelas dengan salam dan berdoa
2. Mengecek kehadiran siswa
3. Memberikan *Ice Breaking* kepada siswa

Kegiatan Brainstorming (15 menit)

1. Memberi penjelasan tentang apa yang akan dipelajari

Kegiatan Inti (35 Menit)

1. Membagi siswa menjadi beberapa kelompok
2. Memberikan teks paragraf dengan tema Media Sosial kepada siswa.
3. Meminta siswa untuk membaca teks paragraf dengan membaca nyaring bersama-sama.
4. Meminta siswa untuk mendiskusikan teks paragraf bersama dengan teman sebangkunya.

Kegiatan Penutup (10 Menit)

1. Meminta siswa untuk menyimpulkan hasil diskusi.
2. Mengecek pemahaman siswa tentang materi yang telah dipelajari.
3. Menutup kelas dengan berdo'a dan salam.

Appendix 2: Bahan Ajar

The Importance of Education for Teen

Education is an important thing for develop our self. Education is the tool for progress someone to be success. If we want to be success person. We have to looking for a knowledge as much as possible. Therefore, we as adult must adjust our self with the surrounding environment, and norms, values, customs, and ethics in the society. Adolescence is a period of transition between childhood to adulthood. At the time of development, teens start demand to be given the opportunity put his own opinion, like tell of his feelings. Then, teens also can rebellious because he feels that he is not a kid anymore. Usually, teenagers have much admired, but his attitude is not always negative. Teens are also interested in peer groups, seeking attention in the environment, the emotions that an overabundance and physical growth changes rapidly. Education for teens is for help him to show his skill. Skill is a deep knowledge about a specific field which can bring us to the spare of brilliant career. If we have many knowledge, we will get a decent job.

Health is Wealth

Health is wealth is a common saying that expresses a very simple meaning by comparing the value of health with wealth. It is said in this proverb that one's health is as important as wealth to live a healthy, peaceful, and prosperous life. Everyone knows that there is nothing more important in life than good health. No one can be happy and peaceful without good health. There is no success in a person's life if they suffer from poor health. Unhealthy people carry various diseases so that they cannot enjoy the true pleasure of being rich. Health is more valuable to a person than money because money cannot buy good health and happiness if a person is suffering from an untreatable disease, however, by using money a person can maintain his health. Money is just a resource to stay in a happy state. People who have good health enjoy their life in all aspects such as physical, mental, social, intellectual, and financial. Maintaining health is not so simple but it is not so easy either. Good or bad health depends on several factors including genetic conditions, healthy food, environment, lifestyle, sleeping habits, social status, psychological conditions, financial conditions, family status, air, water, and many other things.

The Importance of Protecting The Environment

The environment is the natural world around an organism that allows it to survive. The French word 'environ', meaning 'to surround', comes from the English word 'environment'. The environment consists of living creatures such as plants, animals and humans. The non-living elements of the environment are air, water and soil. Nature has designed their functions in such a way that they are all interdependent. Humans are the most powerful of all creatures who depend on and utilize the earth's natural resources. Air is needed for the survival of not only humans but also plants and animals. Without air, there would be no life on Earth. Humans themselves are responsible for environmental degradation. The atmosphere, hydrosphere, lithosphere, and biosphere are the different layers that make up the environment. Some gases, such as oxygen and nitrogen, necessary for life are found in the atmosphere. The hydrosphere consists of various water bodies like rivers, oceans, seas, etc. The lithosphere is the outermost layer of the earth, consisting of rock and soil. The biosphere is the home for all living things. The environment is influenced by various elements, some of which are natural and others are man-made.

Social Media in Everyday Life

Social media has been widely used from teenagers to adults. Social media is online media, which makes it easier for users to participate, share and socialize. Social media has content including blogs, social networks, Wikipedia, forums and virtual worlds. Social media also makes it easier for users to communicate and interact. Currently, there are many types of social media that we may already use, one of which is Instagram, YouTube, Facebook, Twitter, and so on. Social media has many benefits in our daily lives. An example as social interaction. In the world of communication, social media is useful as a means of building relationships or relationships. Even social media helps us to communicate long distances because social media has a global reach. Social media makes it easier for us to interact wherever we are. As entertainment media, currently there are many types of social media as entertainment media, one of which is YouTube. We can look for various things to entertain ourselves. Starting from funny stories and funny pictures. We can look for various interesting things on social networks to entertain us.

Appendix 3: Surat Keterangan Validasi

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : St. Hartina, S.Pd., M.Pd.
Jabatan/Pekerjaan : Dosen
Instansi Asal : IAIN Palopo

Menyatakan bahwa Instrumen Penelitian dengan judul:

The Implementation of Reading Aloud in Developing Students' Speaking Skills for Eighth Grade at State Islamic Junior High School of Palopo
dari mahasiswa:

Nama : Hasriani
Program Studi : Pendidikan Bahasa Inggris
NIM : 20 0202 0052

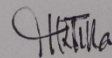
(sudah siap/~~belum siap~~) dipergunakan untuk penelitian dengan menambahkan beberapa saran sebagai berikut:

Jumlah pertanyaan masih bisa ditambahkan.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Palopo, 22 November 2024

Validator,




St. Hartina, S.Pd., M.Pd.

NIP. 19910909 201903 2 021

*coret yang tidak perlu

Appendix 4: Surat Izin Penelitian


PEMERINTAH KOTA PALOPO
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Jl. K. H. M. Hasyim, No. 5, Kota Palopo, Kode Pos: 91921
Telp/Fax : (0471) 326048, Email : dpmtsp@palopkota.go.id, Website : http://dpmtsp.palopkota.go.id

SURAT KETERANGAN PENELITIAN
NOMOR : 500.16.7.2/2024.1171/IP/DPMTSP

DASAR HUKUM :

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi,
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja,
3. Peraturan Mendagri Nomor 3 Tahun 2008 tentang Penerbitan Surat Keterangan Penelitian,
4. Peraturan Wali Kota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Penzinan dan Non Penzinan di Kota Palopo,
5. Peraturan Wali Kota Palopo Nomor 31 Tahun 2023 tentang Pelimpahan Kewenangan Penzinan dan Nonpenzinan Yang Diberikan Wali Kota Palopo Kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo

MEMBERIKAN IZIN KEPADA

Nama	: HASRIANI
Jenis Kelamin	: P
Alamat	: Salolo, Muladimeng, Kec. Ponrang, Kab. Luwu
Pekerjaan	: Mahasiswa
NIM	: 2002020052

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

The Implementation Of Reading Aloud In Developing Students Speaking Skills For Eighth Grade At State Islamic Junior High School Of Palopo


Lokasi Penelitian : Madrasah Tsanawiyah Negeri Palopo
Lamanya Penelitian : 20 November 2024 s.d. 20 Februari 2025

DENGAN KETENTUAN SEBAGAI BERIKUT :

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor kepada Wali Kota Palopo cq. Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Keterangan Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.


Diterbitkan di Kota Palopo
Pada tanggal : 20 November 2024


Ditandatangani secara elektronik oleh :
Kepala DPMTSP Kota Palopo
SYAMSURIADI NUR, S.STP
Pangkat : Pembina IV/a
NIP : 19850211 200312 1 002

Tembusan, Kepada Yth.

1. Wali Kota Palopo,
2. Dandim 1403 SWG,
3. Kapolres Palopo,
4. Kepala Badan Kesbang Prov. Sul-Sel,
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo,
6. Kepala Badan Kesbang Kota Palopo,
7. Instansi terkait tempat dilaksanakan penelitian

Dokumen ini ditandatangani secara elektronik menggunakan Sertifikat Elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE) Badan Siber dan Sandi Negara (BSSN)



Appendix 5: Surat Keterangan Selesai Meneliti



KANTOR KEMENTERIAN AGAMA KOTA PALOPO
MADRASAH TSANAWIYAH NEGERI KOTA PALOPO
Jl. Andi Kambo Kel. Salekoe Kec. Wara Timur Kota Palopo Telp. (0471) - 22263
KOTA PALOPO

Website : www.mtsnmodelpalopo.sch.id eMail : info@mtsmodelpalopo.sch.id NPSN : 40320333 NBM : 121173730001

SURAT KETERANGAN PENELITIAN

Nomor : B. 502/MTs.21.14.01/PP.01.1/12/2024

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri Kota Palopo memberikan keterangan kepada :

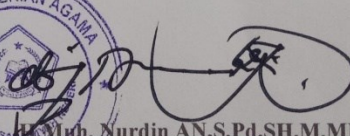
Nama : HASRIANI
NIM : 2002020052
Program Studi : PENDIDIKAN BAHASA INGGRIS
Pekerjaan : Mahasiswa
Alamat : Salolo, Desa Muladimeng, Kec. Ponrang, Kab. Luwu

Bahwa yang tersebut namanya diatas benar telah mengadakan Penelitian di Instansi kami sehubungan dengan Penyusunan Skripsi dengan judul *"The implementation of reading aloud in developing students' speaking skills for eighth grade at state Islamic junior high school of Palopo"*

Demikian surat keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Palopo, 12 Desember 2024

Kepala Madrasah


H. Muth. Nurdin AN,S.Pd,SH,M.MPd.,MH
701206 200012 1 002



Appendix 6 : Pre-Test & Post-Test

PRE-TEST

Answer the following questions orally!

Favorite Tourist Spot.

1. Do you often go to tour?
2. Where is your favorite tourist spot?
3. Do you go there often? When?
4. Why do you like that place?
5. Is there your favorite ride in that place?
6. What do you think about the ride?

POST-TEST

Favorite Food Café/Stall

1. Have you ever dine out?
2. Where is your favorite place to dine out?
3. With whom do you usually go there?
4. Why do you like that place?
5. What food do you often order?
6. What do you think about the food?

Appendix 7: Lembar Penilaian Pre-Test

PENILAIAN PRE-TEST

Hari/Tanggal : Jumat, 29 November 2024

Kelas : VIII-C

No.	Nama Siswa	Penilaian			Jumlah Nilai
		Accuracy	Fluency	Comprehensibility	
1.	Alif Akbar Abadi	1	1	1	16,66
2.	Astira Amnuddin	2	1	2	27,77
3.	Rafasya Alkhalifi. A	2	2	3	38,88
4.	Akhkar Fayim. G	1	1	2	22,22
5.	Muh. Ain Al-Ghafari	2	2	3	38,88
6.	Muh. Azril Adzan. Y	1	1	1	16,66
7.	Muh. Kiswa Ilham	2	2	3	38,88
8.	Naila Fitriyah	1	1	1	16,66
9.	Jihan Rezaqha	1	1	2	22,22
10.	Muli. Syafaat	1	1	1	16,66
11.	Abdul Apif	1	1	2	22,22
12.	Muh. Nurhaq	1	1	2	22,22
13.	Muh. Fikri	2	3	3	44,44
14.	Najla Nur Sakina. H	1	1	2	22,22
15.	Nur Istiyah	2	2	2	33,33

[illegible]

Appendix 8: Lembar Penilaian Post-Test

PENILAIAN POST-TEST

Hari/Tanggal : Kamis, 12 Desember 2024

Kelas : VIII-C

No.	Nama Siswa	Penilaian			Jumlah Nilai
		Accuracy	Fluency	Comprehensibility	
1.	Aliq Akbar Abadi	2	2	3	38,88
2.	Askia Aminuddin	3	2	3	44,44
3.	Rafasya Alkhalifi . A	4	3	4	61,11
4.	Akhtar Fayzin . G	2	2	3	38,88
5.	Muh. Qiu Al- Ghifari	3	3	4	55,55
6.	Muh. Azril Adzan . Y	2	2	3	38,88
7.	Muh. Kiswa Ilham	3	3	4	55,55
8.	Naila Fitriyah	3	2	3	44,44
9.	Jihan Rezaqia	3	2	3	44,44
10.	Muh. Syafaat	2	2	3	38,88
11.	Abdul Afif	2	2	3	38,88
12.	Muh. Nurhaq	2	2	3	38,88
13.	Muh. Pikri	3	4	4	61,11
14.	Najla Nur Sakona . H	2	3	3	44,44
15.	Nur Isyah	3	3	3	50

[illegible]

Appendix 9: Dokumentasi



Keterangan: Siswa sedang melakukan pre-test.



Keterangan: Peneliti sedang melakukan treatment ke siswa.



Keterangan: Siswa sedang melakukan post-test.



Keterangan: Peneliti dan siswa berfoto bersama.

CURRICULUM VITAE



Hasriani was born in Lara on August 4 2002. The author is the fifth of eight children of her father, Rikman, and mother, Maswati. The author's address is Muladimeng Village, Ponrang District, Luwu Regency, South Sulawesi Province.

The author completed his education from SDN 525 Labembe in 2014. In the same year, the author continued his education at SMPN 1 Bua Ponrang and finished in 2017. Then in the same year, the author continued his education at SMAN 15 LUWU until 2020. After graduating from SMAN 15 Luwu in 2020, the author continued his education at the English Language Education Study Program, Faculty of Tarbiyah and Teacher Training, State Islamic Institute Palopo (IAIN Palopo).