

**THE IMPLEMENTATION OF READING ALOUD STRATEGY
USING AUDIOBOOK IN TEACHING PRONUNCIATION**

THESIS



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

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OF KIAI HAJI ACHMAD SHIDDIQ JEMBER
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM**

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THE IMPLEMENTATION OF READING ALOUD STRATEGY USING AUDIOBOOK IN TEACHING PRONUNCIATION

THESIS

Submitted to Islamic State University of Kiai Haji Achmad Siddiq Jember
To fulfill the requirement of Bachelor Degree (S. Pd)
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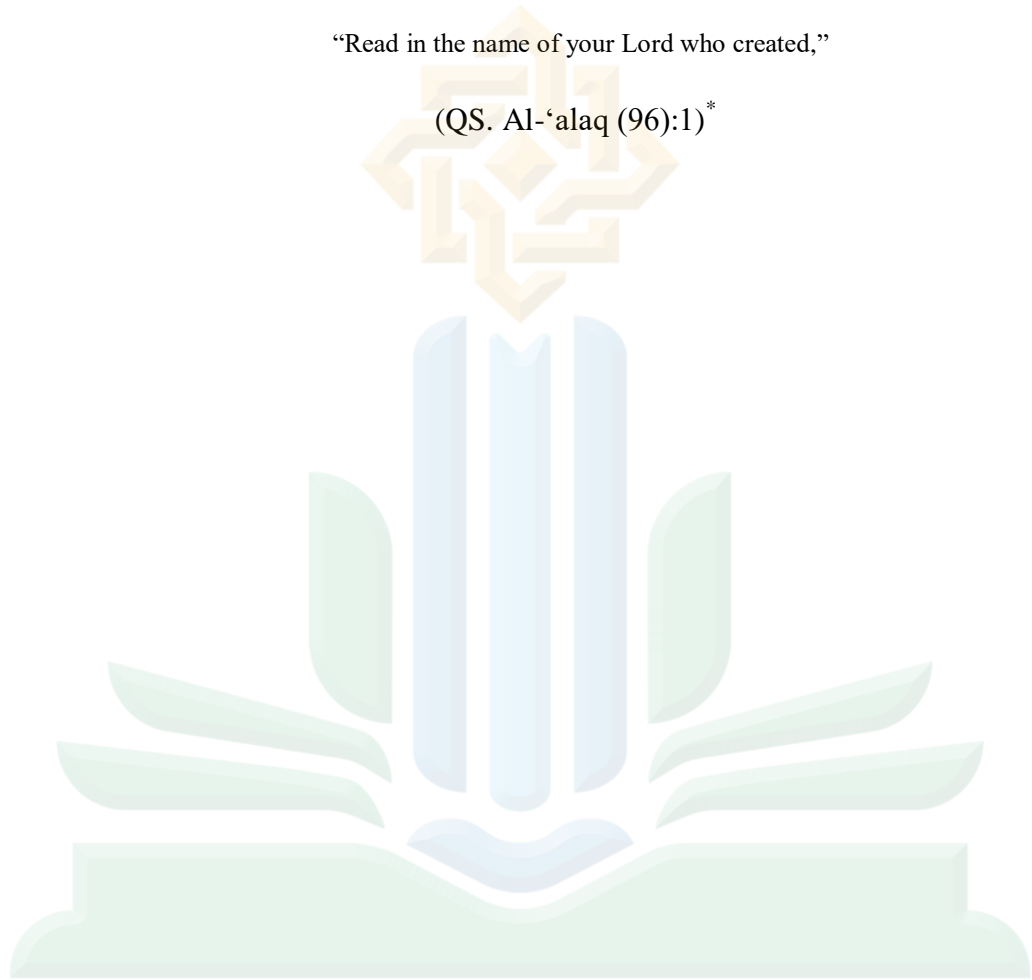
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MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ①

“Read in the name of your Lord who created,”

(QS. Al-‘alaq (96):1)*



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**Lajnah Pentashihan Mushaf Al- Qur'an, Al- Quran Dan Terjemahannya Edisi 2019 (Qur'an In Microsoft Word), 2019.*

DEDICATION

I dedicated this thesis to:

1. My beloved mother, Eni Listiyowati, is my source of inspiration and a strong woman who never tired of giving prayers and affection. She is the one who raised me with love and will be a witness when I earn my bachelor's degree.
2. My beloved father, Nasripin, a figure who continues to encourage me in living my life. His belief that his daughter is capable of becoming a great, strong, brave, and proud person has been a great strength for me. Without him, I would not be who I am today.
3. My family and friends who always motivate and encourage me to continue to move forward and be a source of pride for them.



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ACKNOWLEDGEMENT

Praise and gratitude to Allah SWT, the most gracious, the most merciful, the Lord of the universe who has bestowed His grace, guidance and blessings so that the author can successfully complete the thesis entitled: "The Implementation of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation at MAN 1 Jember" which is one of the requirements to fulfill the bachelor's degree. Sholawat and salam may remain devoted to our great Prophet Muhammad SAW, shalawat and salam may remain devoted to; him who has led us from darkness to bright light, especially for the future and bright world civilization.

Therefore, the author would like to express her gratitude and appreciation to those who have helped, contributed, and encouraged the researcher during this research:

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2. Dr. H. Abdul Mu'is, S.Ag., M.Si. as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who gave approval to my thesis.
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6. Drs. Anwaruddin M.si. as headmaster of MAN 1 Jember who has given the permission to conduct this research.
7. Nurul Riezza Riesty F. S.Pd. as the collaborator teacher and the English teacher of XI PK 2 class at MAN 1 Jember who has assisted me to complete this research.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching-learning process, particularly in the pronunciation.

Jember, May 17 2025

Author

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ABSTRACT

Vira Eka Wahyuni, 2025: *The Implementation of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation at MAN 1 Jember*

Keywords: Audiobook, Classroom Action Research, Pronunciation Skills, Reading Aloud, Speaking Skills

Pronunciation is an important aspect of English speaking skills. However, many students still have difficulty pronouncing English words correctly, thus hindering their fluency in oral communication. To overcome this problem, there are various alternative strategies that can be applied. This study specifically applied the reading aloud strategy with using audiobooks.

The researcher conducted this study to determine how the application of the reading aloud strategy combined with audiobook media can improve students' pronunciation skills. It investigated how this strategy influences students' pronunciation skills. This study also highlights how the strategy can have a positive impact on improving students' pronunciation skills.

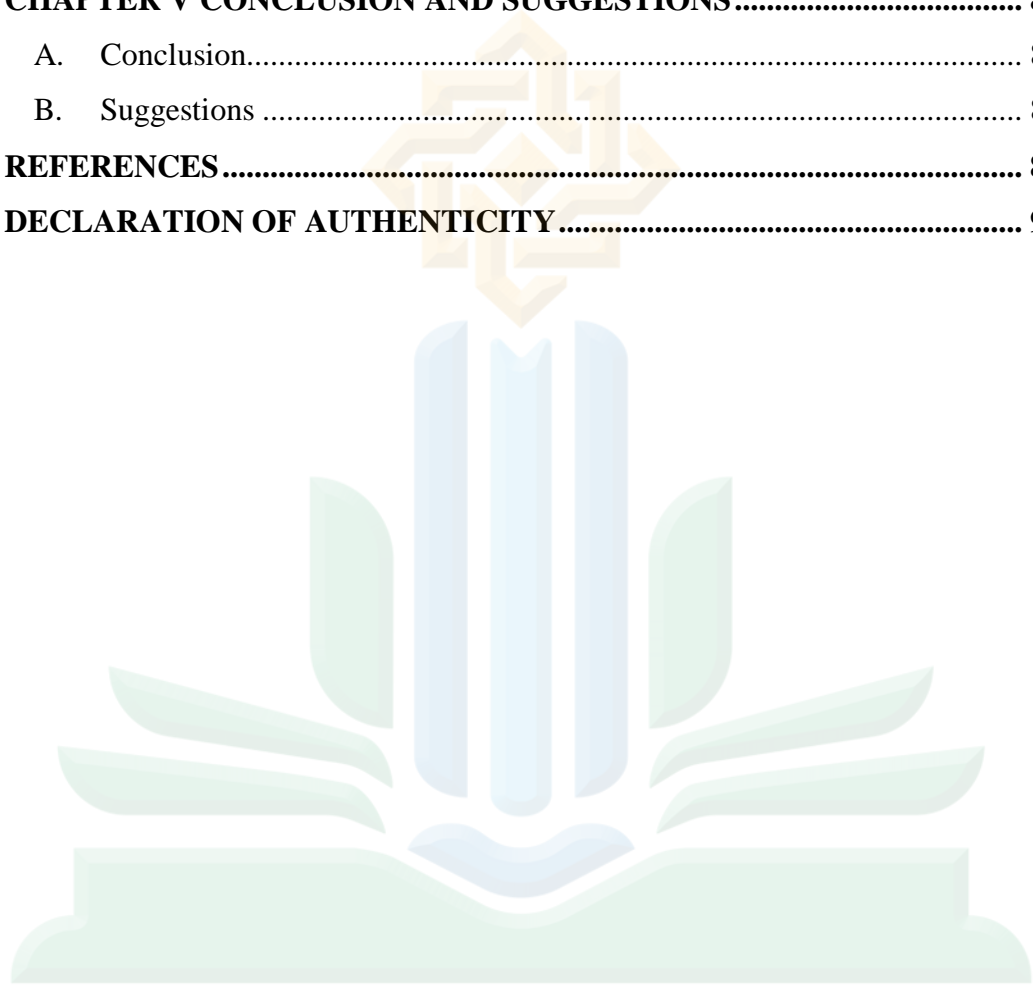
This study used a Classroom Action Research (CAR) design. The researcher conducted this research design in two cycles, each including the planning, implementation, observation, and reflection. The subjects of the study consist of 33 female students of XI PK 2 class in MAN 1 Jember. The data were collected through interview sheet, observation sheet, pre-test and post-test sheet and document review. The researcher collected the data from students before and after they received the treatment. The results of data collection were analyzed qualitatively and quantitatively.

The results showed a significant increase in students' pronunciation skills. In the pre-test, the average score of students was 69.84 with 21% of students achieving KKM (82). After the implementation in cycle I, the average score increased to 79.69 with 51% of students achieving the minimum completion criteria. After revisions in cycle II, including the use of audiovisual and interactive dialogue, the average score of students increased to 86.06 with 78% of students successfully meeting the KKM. These findings indicate that the reading aloud strategy supported by audiobook has a positive impact and effective in improving pronunciation skills.

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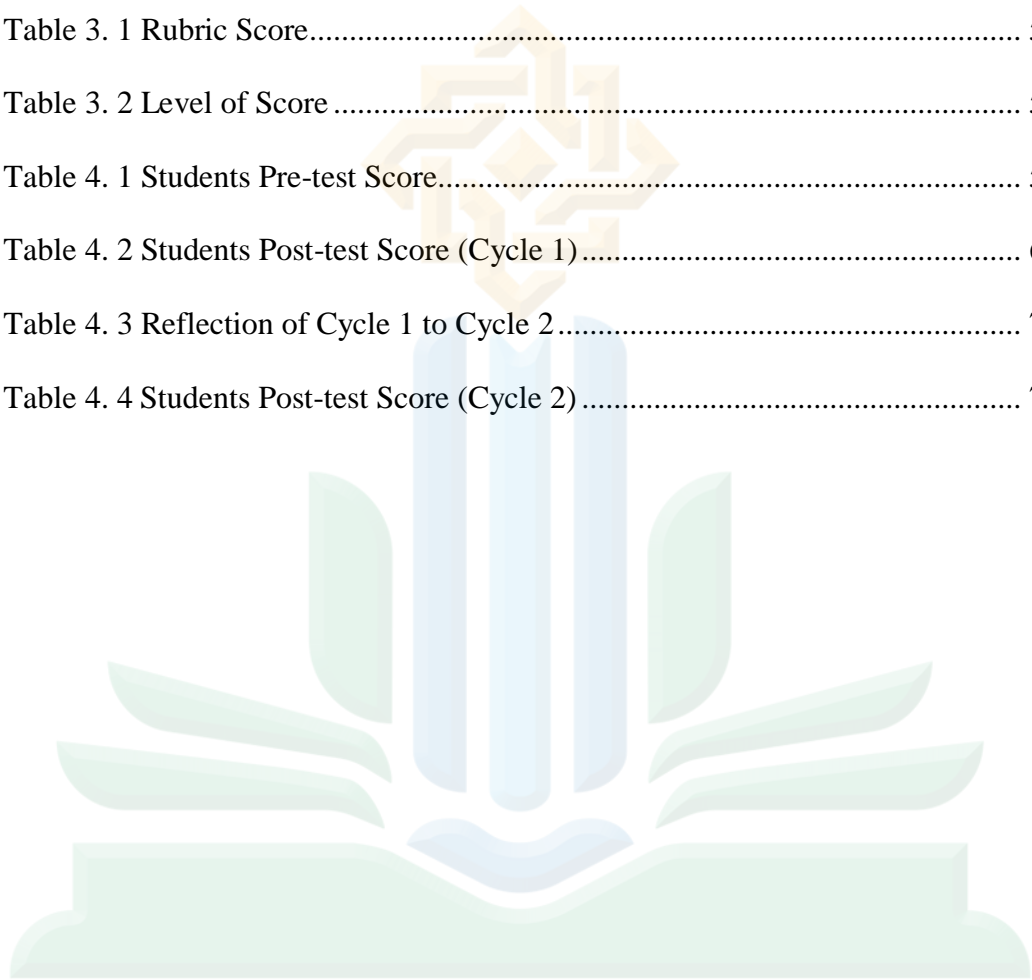
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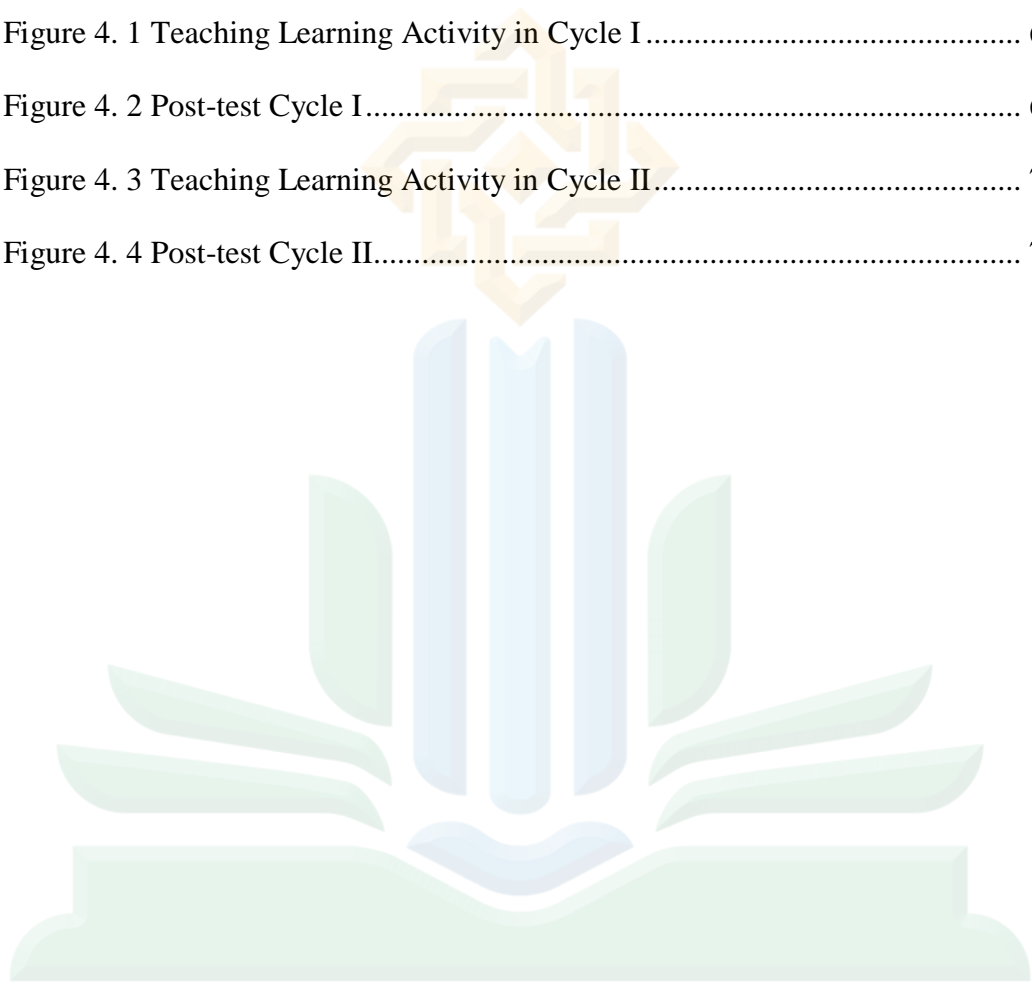
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CHAPTER I

INTRODUCTION

A. Research Background

English language is regarded as an international language and has become significant in many aspects especially in education. In the field of education, mastering English is crucial as numerous information sources, such as books, documents, and websites, are written in the language. Additionally, learning English can provide access to better opportunities in the future, including careers in major companies and multinational organizations.² English is considered an important means of communication. Therefore, teaching English has become an important component in the education system in Indonesia. With the inclusion of English language learning into the curriculum, it is expected to open up greater opportunities for the current generation in the future.

The demand for English learning continues to increase along with the increasing use of this language throughout the world. English is now not only practiced for international purposes but also used in many sectors whether its education, government or work environment. The main goal of learning English is to improve learners' communication skills in the language.³

However, being able to speak English is definitely difficult and take a long time, especially in countries where the majority of the population does not

² Erlangga Putra, "The Importance of Learning English Nowadays," 2020.

³ Roi Boy Jon et al., "The Challenges of English Language Teaching in Indonesia," *International Journal of English and Applied Linguistics* 1, no. 3 (2021): 158–68, <https://doi.org/doi:10.47709/ijeal.v1i3.1157>.

speak the language or countries that view English as a foreign language. Thus, an innovation in teaching English is needed to achieve the goal of learning English language itself.

In Indonesia, the use of English is limited to several sectors, such as foreign companies and educational institutions. English is still rarely used in everyday conversation. For example, the use of English is often limited to the environment. Even in class, Indonesian students use Indonesian or their local language more often than English. This condition directly impacts students' ability to master English. The main objective of the English curriculum is to develop communication skills, so it is important to ensure that students are able to use English effectively after participating in the learning process.⁴

The process of learning English encompasses several key areas, including language skills (listening, speaking, reading, and writing) and language components (vocabulary, grammar, and pronunciation). Reading and listening are receptive skills which involve receiving and understanding information without producing language, in contrast to speaking and writing which are productive skills because they require the learner to produce and express language. Each of these aspects has own challenges and difficulties to master. Although each aspect has its own challenges, researcher tend to focus more on the speaking and pronunciation learning because it is a part of the main goal of learning a language which is to speak effective communication through English language.

⁴ Devy Angga Gunantar, "The Impact of English as an International Language on English Language Teaching In Indonesia," *Language Circle: Journal Lof Language and Literatur* 10, no. 1 (2016): 141–51.

Many language learners measure their progress in the language they are learning based on their ability to speak fluently. As a productive skill, speaking skills requires intensive practice and effort to be mastered. Speaking fluency is not only obtained through direct speaking practice, but it can also obtained through understanding input from listening and reading activities.⁵ Speaking skill is the production of speech with the aim of expressing meaning. Speaking skills involves three areas of knowledge, those are grammar, vocabulary and pronunciation.⁶ Pronunciation is a crucial aspect of speaking English because a small mistake in pronunciation, such as just one letter, can change the meaning of the entire word and risk causing misunderstandings. As explained in Surah Al-Qasas verse 34:

وَأَخِي هَارُونُ هُوَ أَفْصَحُ مِنِّي لِسَانًا فَأَرْسَلْهُ مَعِيَ رِدْءًا يُصَدِّقُنِي إِنِّي أَخَافُ أَنْ يُكَذِّبُونِ ﴿٣٤﴾

Meaning : *"And my brother Harun is more fluent than me in tongue, so send him with me as support, verifying me. Indeed, I fear that they will deny me."*⁷

Referring to the verse, pronunciation is an important part that students must master in order to be able to speak English correctly and fluently. When students are able to pronounce words or sentences correctly, it increases their confidence when speaking English. It is a well-known fact that a person learns language by speaking it after being exposed to many sounds, words, phrases and sentences from the surrounding environment. Some effective methods to

⁵ Lavasani Morvarid and Parviz Birjandi, "A Study of EFL Learners' Receptive and Productive Knowledge of SP: With Implications for Vocabulary Teaching," *English* 12, no. 11 (2015): 811–89, <https://doi.org/10.17265/1539-8072/2015.11.001>.

⁶ Nurlaila Tussa'adah, "The Correlation Between Students' Pronunciation Mastery and Their Speaking Ability at The First Semester of the Eleventh Grade of SMA N1 Abung Pekurun Kotabumi" (Universitas Islam Negeri Raden Intan Lampung, 2018).

⁷ *Lajnah Pentashihan Mushaf Al- Qur'an, Al- Quran Dan Terjemahannya Edisi 2019 (Qur'an In Microsoft Word)*.

improve speaking skills which are; rhyme repetition, see and say, oral composition, pronunciation practice, reading aloud, open-ended stories, narration and description.⁸ In learning a language, the main goal is to communicate well and if there is any gap in communication, it can lead to misunderstanding.

In learning English, mastering pronunciation is a basic requirement and also one of the most important features in mastering speaking skills. However, learning proper pronunciation is often ignored in English language teaching. According to Morley in 1991, understandable pronunciation is a necessary part of communicative competence and without perfect pronunciation skills, students can not be able to communicate effectively.⁹ It is the responsibility of English teachers to teach proper pronunciation. Unfortunately, many teachers do not pay enough attention to this important skill and not aware of how important is this skill. Most teachers only focus on teaching grammar, vocabulary and the four language skills but neglected English pronunciation into the curriculum.

Pronunciation is widely recognized as one of the essential skills for English speakers, it is important to remember that mastering correct pronunciation can affect learners' level of fluency. The main goal of pronunciation learning is not to perfectly imitate the native accent, but rather

⁸ Shafaat Hussain, "Teaching Speaking Skills in Communication Classroom," *International Journal of Media, Journalism and Mass Communications* 3, no. 3 (2017): 14–21, <https://doi.org/10.20431/2454-9479.0303003>.

⁹ Morley, J. (1991). The Pronunciation Component in Teaching English to Speakers of Other Languages. *TESOL Quarterly*, 25(3), 481–520. <https://doi.org/10.2307/3586981>

to help learners speak clearly enough to be easily and comfortably understood by others. It is supported by Burns which stated that, what is more important for speakers is to be able to achieve intelligibility (the sound model is recognizable as English), comprehensibility (the listener understands the meaning of what is said), and interpretability (the listener understands the purpose of what is said).¹⁰ Despite being a necessary aspect in language learning, teachers and learners still not considering pronunciation as an important part of learning objectives.

The abandonment of pronunciation teaching is due to several reasons. Kelly stated that there are two main reasons, namely the lack of interest in teaching pronunciation and the lack of knowledge and ability of the teachers themselves in teaching pronunciation skills. Native English speakers are not good at understanding the English accents of non-native speakers and therefore the message cannot be understood and delivered properly. This is not due to the lack of vocabulary and language structure knowledge by non-native speakers, but because of the unfamiliar pronunciation of words and the wrong intonation and stress they produce.

Harmer argued that teachers have too many other tasks and things to do and teaching pronunciation add more work and problems in learning.

Therefore, pronunciation is neglected and not a focus in teaching English¹¹. It should be emphasized that the goal of learning pronunciation is not to speak

¹⁰ Anne Burns and Stephanie Claire, *Clearly Speaking: Pronunciation in Action for Teachers*, National Centre for English Language Teaching and Research (NCELTR) (Sydney, 2003).

¹¹ Harmer Jeremy, *The Practice of English Language Teaching* (Longman, 2003).

like a native speaker, but to be able to meet a standard of pronunciation that can be understood so that the message can be conveyed accurately.

Pronunciation learning has its own difficulties which is what makes students less interested and ignored this material. When students find the material they are studying too challenging to understand, they are likely to become bored and lose interest in the material. Therefore, a new learning method or strategy is needed that can make this pronunciation learning easier to understand and interesting for students to learn.

After being studied, the problem experienced by students that prevented them from speaking up their ideas in class was due to imperfect pronunciation. Thus, the pronunciation problems experienced by students caused hesitation which influenced their confidence. Due to this issue, an effective teaching method like reading aloud can be solution to their problem. According to Huang, reading aloud method helps improving students' speaking skills especially focusing on their pronunciation and fluency. Gibson also discovered that, students implementing the Reading aloud method to practice pronunciation, intonation, and enhance their speaking skills.¹² In addition, when Reading Aloud, students practice their speaking by practicing pronunciation and fluency.¹³

The Reading aloud is very different from the usual reading activity.

Reading aloud is not only learners' or teachers reading activity, but both are

¹² Sally Gibson, "Reading Aloud: A Useful Learning Tool?," *ELT Journal* 62, no. 1 (2008): 29–36, <https://doi.org/10.1093/elt/ccm075>.

¹³ Putri Wahyuni, "The Effect of Teaching Reading Aloud Technique in Improving English Pronunciation," *EBONY: Journal of English Language Teaching, Linguistics, and Literature* 2, no. 1 (2022): 46–54, <https://doi.org/10.37304/ebony.v2i1.4041>.

engaged in the reading aloud activity. Reading aloud is the act of reading any written text out loud by both the teacher or the students. The teacher acts as a model for the students in reading aloud and the students read the text out loud as the teacher has exemplified it. Reading aloud is useful for enhancing pronunciation, helps to speak more naturally and confidently also improving comprehension of the text better compared to the usual reading or reading silently¹⁴.

Learning success is not only influenced by the methods or strategies used, but also by the selection of appropriate learning media. With the advancement of technology today, various learning media are also increasingly varied. In the context of reading, there is a media called Audiobooks. According to Nunan and Carter, audiobooks, also known as spoken books, talking books, or narrative books, are recordings in the form of CDs or digital files that contain a book that read loudly.¹⁵ Audiobooks have proven effective in helping to learn English reading skills, text comprehension, vocabulary development, and phoneme recognition.

A research has been conducted by Kusumawardani and her colleagues entitled “The Use of Reading Aloud Technique to Improve Students’ Speaking Skill: Study at 7th Grade of SMP N 37 Semarang in Academic Year 2021/2022,” which aimed to test whether the reading aloud technique can help improve students’ speaking skills. In the research, the researchers compared two groups, namely

¹⁴ Ismi Syiyami et al., “The Use of Reading Aloud Method to Improve Students’ Speaking Ability: Indonesian Secondary School,” 2020, 250–56, <https://doi.org/10.5220/0008216502500256>.

¹⁵ Ronald Carter and David Nunan, *The Cambridge Guide to Teaching English to Speakers of Other Languages, Sustainability (Switzerland)*, vol. 11 (New York: Cambridge University Press, 2001).

the experimental group and the control group. The experimental group was treated with the reading aloud technique. While in the other side, the control group was treated without using the reading aloud technique. The results of the research showed that the scores of students taught with the reading aloud technique were higher than those taught without the reading aloud technique. It was proven by this research that reading aloud method can be used to improve students' speaking skills and pronunciation.¹⁶

Another research was conducted by Patchara Varasarin with the title “An Action Research Study of Pronunciation Training, Language Learning Strategies and Speaking Confidence”, which examined the effectiveness of pronunciation training in building communicative competence. This study evaluates the effectiveness of pronunciation training in improving students' communicative competence. In the study, the researcher highlighted students' perceptions of the use of various learning media and language learning strategies, such as English-English dictionaries, teaching materials from textbooks and training modules, visual media such as mouth shape diagrams and phonetic symbols, and audio recordings or tape recorders that display *British Standard English pronunciation models*. From his research, the results

¹⁶ Widya Kusumawardani, Suwandi, and Sri T Suwarti, “The Use of Reading Aloud Technique to Improve Students' Speaking Skill: Study at 7th Grade of SMP N 37 Semarang in Academic Year 2021/2022,” *The 2nd Undergraduate Conference on Applied Linguistics, Linguistics, and Literature*, 2022.

showed that the materials were able to improve students' pronunciation skills as well as increase their confidence in learning language pronunciation.¹⁷

Although previous studies by Kusumawardani et al. and Patchara Varasarin have demonstrated the effectiveness of the reading aloud technique and pronunciation training in enhancing students' speaking skills and communicative competence, there remains a gap in research that combines both approaches in an integrated strategy using modern media, such as audiobooks. Kusumawardani's study focused on the impact of reading aloud on general speaking skills without detailing the role of pronunciation-focused strategies or media support. Meanwhile, Varasarin's research emphasized pronunciation improvement through structured training and learning strategies but did not investigate the implementation of reading aloud as an instructional method.

Therefore, there is limited research that explores the implementation of the reading aloud strategy supported by audiobooks in enhancing students' pronunciation skills in a classroom context. This gap indicates the need for further investigation into how combining reading aloud with supportive media like audiobook can optimize pronunciation learning and build students' speaking confidence. Thus, the researcher decided to chose this learning strategy and media as the object of the researcher's study.

Based on the previous description, it is necessary to conduct research on reading aloud methods that contribute in improving students' pronunciation

¹⁷ Patchara Varasarin, "An Action Research Study of Pronunciation Training , Language Learning Strategies and Speaking Confidence," *Studies in Second Language Learning and Teaching* 8, no. 2 (2018): 293–323.

skills. This research highlighted the importance of bringing innovation in learning methods in order to obtain more optimal results in teaching English partuarily in aspects of pronunciation. Furthermore, this research is expected to prove that the implementation of the reading aloud strategy not only has a positive impact on students' pronunciation skills, but also increases their motivation and engagement in the English learning process.

Therefore, the use of the reading aloud strategy can significantly help improve the pronunciation skills of students who face difficulties speaking in English due to their lack of understanding of how to properly pronounce certain words. The researcher was interested in conducting a Classroom Action Research entitled: "The influence of implementing reading aloud strategy using audiobooks in teaching pronunciation at class XI PK 2 of MAN 1 Jember" to find out how the implementation of reading aloud strategy using audiobooks influence the students' pronunciation skills.

B. Research Question

Based on the background above, the researcher developed the following research question:

How is the reading aloud strategy using audiobook implemented to improve students pronunciation skill at XI PK 2 of MAN 1 Jember?

C. Research Objective

Based on the research question above, the objective of this study was:

To find out the implementation of reading aloud strategy using audiobook to improve students pronunciation skill at XI PK 2 of MAN 1 Jember.

D. Research Significance

1. Theoretically

This study enriches the existing literature by presenting evidence regarding the effectiveness of using the read aloud method combined with audiobook in improving pronunciation and fluency. In addition, this study supports language learning theories that highlight the importance in developing speaking skills and encourages the use of innovative strategies in teaching pronunciation.

2. Practically

a. For Students

This method helps students improve pronunciation, increase fluency and build confidence through exposure to correct pronunciation, while increasing their motivation and engagement in learning English.

b. For English Teachers

This study provides an interesting and effective alternative teaching strategy for teachers in teaching pronunciation using audiobook, and helps overcome pronunciation problems that students often experience.

c. For Researchers

The results of this study serves as a reference for future research related to pronunciation teaching strategies and provide

further insight into the application of Classroom Action Research (CAR) in English education background study.

d. For School Institutions

The implementation of this strategy contributes to improving the quality of English teaching, encouraging innovation in technology-based and student-centered learning methods, and can be an example for other schools in teaching pronunciation effectively through the use of audiobooks.

E. Hypotheses

Hypotheses is a guess or temporary answer to the formulation of research problems whose truth still needs to be proven through empirical data in the field. The hypotheses in this study is as follows:

"The reading aloud strategy supported by audiobook media can improve the pronunciation skills of class XI PK 2 students of MAN 1 Jember in the 2024/2025 academic year."

This hypotheses shows the researcher's belief that the application of the reading aloud strategy with the help of audiobook have a positive impact on the learning process and student learning outcomes, especially in English pronunciation skills.

F. Discussion Systematics

This research is organized into five main chapters to provide a clear structure and make it easier for both the author and the reader to understand the flow and content of the research. The systematic division is as follows:

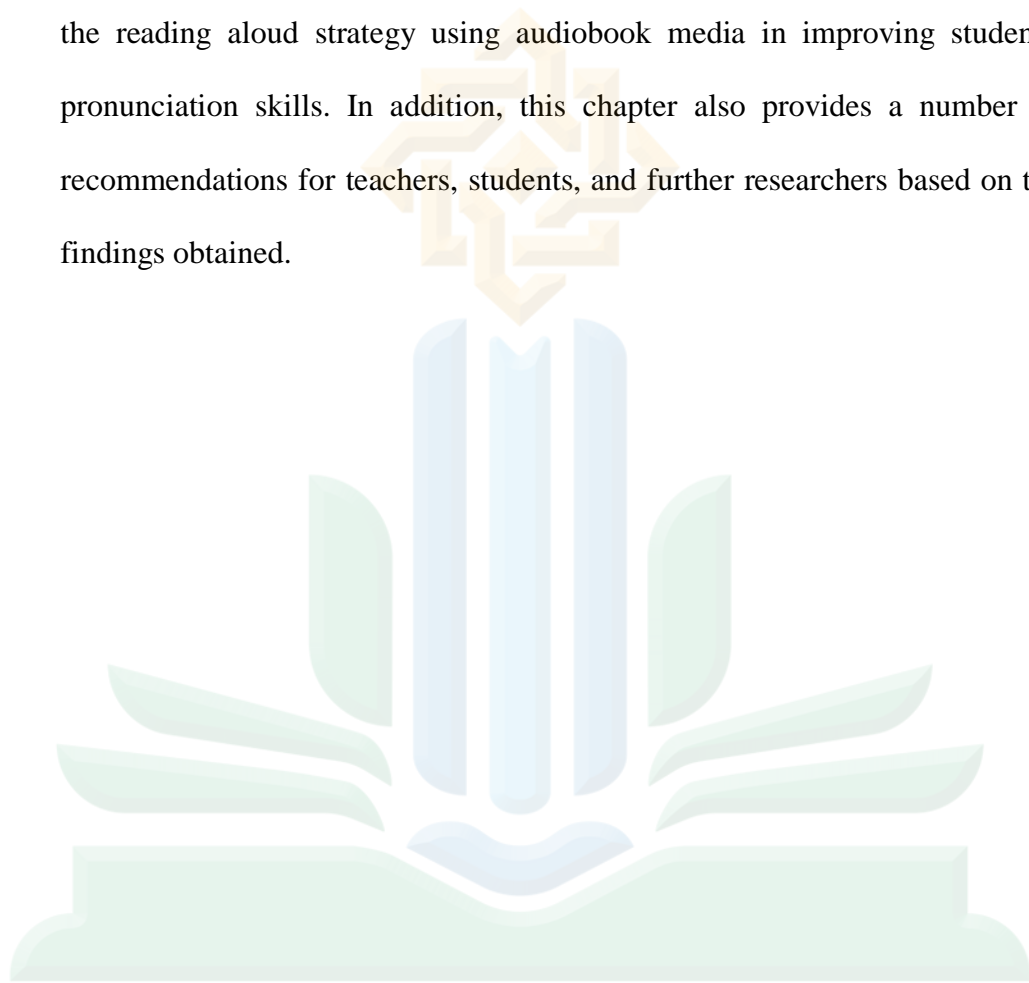
CHAPTER I: This chapter explains the background of the problem, problem formulation, objectives and benefits of the research, scope and limitations of the research, operational definitions of terms, basic assumptions, hypotheses, and writing systematics. This section provides a strong initial foundation regarding the reasons and direction of the research.

CHAPTER II: This chapter contains a review of relevant literature, including the results of previous research related to pronunciation learning through reading aloud strategies and the use of audiobooks. In addition, this chapter also presents a theoretical framework that comprehensively reviews the main concepts such as pronunciation, reading aloud strategies, and the use of audiobooks in language teaching, as well as their relationship to the focus of the research.

CHAPTER III: This chapter describes the approach and methods used in the research, namely Classroom Action Research (CAR) which was carried out in two cycles. It explains the research design, setting and subject of the research, data collection techniques and instruments, procedures for implementing the action, data validity, and data analysis methods.

CHAPTER IV: This chapter presents data and findings from the implementation of the research in two cycles of classroom action. The discussion includes a description of the research object, presentation of the results of each cycle, analysis of the data obtained and discussion of the findings related to the research objectives and theories used.

CHAPTER V: This chapter contains conclusions from the results of the research that has been conducted, with an emphasis on the effectiveness of the reading aloud strategy using audiobook media in improving students' pronunciation skills. In addition, this chapter also provides a number of recommendations for teachers, students, and further researchers based on the findings obtained.



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CHAPTER II

LITERATURE REVIEW

A. Previous Study

In this section, researcher explained various previous research results that have relevance to the research to be carried out, as well as compile a summary of the research results. The summarized research includes published works, such as thesis, dissertations, and articles in scientific journals. The following are a number of previous studies related to pronunciation mastery through the use of reading aloud strategies and audiobook media:

1. The first relevant study was conducted by Citrasari Dewi in 2020 entitled "The Implementation of Audiobook to Increase Students Pronunciation at Seventh Grade of SMP Thoriquil Jannah Bondowoso". This study aim to explore how audiobook media could enhance students' pronunciation skills. This research used the Classroom Action Research (CAR) method based on the Kemmis and McTaggart model which involved 15 seventh-grade students with varying ability levels. Data were collected through pronunciation tests (pre-test and performance test), interviews, and documentation. In the first cycle, only 53% of students reached the minimum score of 70. However, after improvements such as using a language lab and simplifying the audio materials, the percentage increased to 73% in the second cycle. The findings indicated that audiobook media

was effective in improving students' pronunciation skills and boosting their confidence in reading and speaking English.¹⁸

2. The second study was conducted by Annisa Soleha Mokodongan in 2023 with the title "Exploring Students' Ability in Reading Aloud at MTs Negeri 1 Manado". This research aim to describe students' reading aloud ability by focusing on four key aspects: pronunciation, articulation, fluency, and intonation. This study used a descriptive-quantitative method and involved 30 eighth-grade students from class 8-B. Data were collected through reading aloud tests using recount texts, assessed with scoring rubrics and audio recordings by both the researcher and an English teacher. The results showed that students' overall ability in reading aloud was categorized as good, with a mean score of 79 (B+). While some students struggled with pronunciation and intonation, most performed well across the assessed aspects. These findings suggest that reading aloud is an effective strategy to evaluate and enhance students' pronunciation and oral fluency in English.¹⁹

3. The third study conducted by Mega Karelina in 2024 entitled "The Effect of Audiobook to Improve Students' Listening Skills". This study aim to describe the implementation of audiobook media to improve the listening skills of ninth-grade students at SMPN 11 Tangerang. It applied the Classroom Action Research (CAR) method using the Kemmis and

¹⁸ Citrasari Dewi, "The Implementation of Audiobook To Increase Students' Pronunciation at 7th Grade of SMP Thoriqul Jannah Bondowoso" (Institut Agama Islam Negeri Jember, 2020).

¹⁹ Annisa Soleha Mokodongan, "Exploring Students' Abiliti in Reading Aloud at MTs Negeri 1 Manado" (Institut Agama Islam Negeri Manado, 2023).

McTaggart model, consisting of four stages: planning, acting, observing, and reflecting, carried out over two cycles. The participants were 35 students from class IX-1. Data were gathered through observation sheets, teacher journals, interviews, and listening tests (pre-test, post-test I, and post-test II), and analyzed using both qualitative and quantitative methods. The results showed continuous improvement in students' listening skills: only 2.8% reached the KKM (80) in the pre-test, 37.14% in post-test I, and 82.85% in post-test II, with an average score of 87.08. The findings suggest that audiobooks are an effective medium for enhancing both listening ability and student engagement in English learning.²⁰

4. The fourth study was conducted by NurFitriah Fajriatul Masula in 2024 with the title "The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMP Madinatul Ulum Jenggawah". This study aim to examine the effect of the reading aloud strategy on students' pronunciation ability at SMPT Madinatul Ulum Jenggawah. This research used a quantitative approach with a control group experimental design and involved two seventh-grade classes: 7A (experimental) and 7B (control), each with 22 students. Both groups took a pre-test and post-test using oral reading assessments, but only the experimental group received treatment through the reading aloud strategy. Data were collected using pronunciation tests and a scoring rubric assessing fluency, accuracy, intonation, intelligibility, and stress. Analysis was conducted using SPSS

²⁰ Karelina Mega, "The Effect of Audiobook To Improve Students' Listening Skills" (Universitas Islam Negeri Syarif Hidayatullah Jakarta, 2024).

Statistics 22, including t-tests, normality, homogeneity, and effect size tests. The findings showed a significant improvement in the experimental group's post-test score (mean 73.86), exceeding the control group (57.05) and the school's minimum standard (65), with a significance value of 0.000 (< 0.05). These results indicate that the reading aloud strategy had a positive and significant effect on students' pronunciation skills.²¹

5. The last research was conducted by Neza Afriana in 2024 with the title "Improving Students' Reading Comprehension By Reading Aloud". This study aim to investigate the effectiveness of the reading aloud strategy in improving students' reading comprehension at SMA Negeri 7 Banda Aceh. It involved 30 tenth-grade students and used a quantitative experimental method with a pre-experimental design. Data were collected through pre-tests and post-tests (multiple-choice questions on narrative texts) and student questionnaires. The treatment consisted of two sessions where students practiced reading aloud and discussed the texts. Data were analyzed using SPSS v.23, including paired sample t-tests and normality tests. The results showed a significant improvement in post-test scores (mean 82.67) compared to pre-test scores (mean 56.33), with a significance value of 0.000 ($p < 0.05$). The questionnaire responses also reflected positive student attitudes, noting gains in vocabulary, pronunciation, and confidence. These findings suggest that reading aloud

²¹ NurFitriah Fajriatul Masula, "The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMP Madinatul Ulum Jenggawah" (Universitas Islam Negeri Kiai Haji Achmad Shiddiq Jember, 2024).

is an effective and engaging strategy for improving students' reading comprehension in English.²²

Table 2. 1

The Similarities and Differences Between The Previous Research With This Study Were Presented in The Following Table:

No	Research Title	Similarities	Differences
1.	Research by Citrasari Dewi in 2020 with the title "The Implementation of Audiobook to Increase Students Pronunciation at Seventh Grade of SMP Thoriquul Jannah Bondowoso".	<ul style="list-style-type: none"> The similarity between this study and the previous research is that both aim to improve students' pronunciation skills and both use audiobook as learning media. Both studies were conducted using the same research method, namely Classroom Action Research (CAR). 	<ul style="list-style-type: none"> The previous research only focused on audiobook in improving students pronunciation skills while this study combined audiobook with reading aloud strategy.
2.	Research by Annisa Soleha Mokodongan in 2023 with the title "Exploring Students' Ability in Reading Aloud at MTs Negeri 1 Manado".	<ul style="list-style-type: none"> The similarity that exists in the previous research with this research is that both studies about the implementation of reading aloud strategy. Both studies analyzes students' pronunciation through the use of reading aloud. 	<ul style="list-style-type: none"> The previous study used descriptive-quantitative experimental design with experimental class and control class. Meanwhile this study used CAR design.
3.	Research by Mega Karelina in 2024 with the title "The Effect of	<ul style="list-style-type: none"> The similarity of this previous study with this research 	<ul style="list-style-type: none"> The difference between this previous study and

²² Neza Afriana, "Improving Students' Reading Comprehension By Reading Aloud" (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2024).

No	Research Title	Similarities	Differences
	Audiobook to Improve Students' Listening Skills".	<p>is that both studies implemented audiobook in the teaching process.</p> <ul style="list-style-type: none"> Both studies used CAR design from Kemmis and McTaggart model. 	<p>this research is that The previous study focused on investigating listening skill while this study focused on the pronunciation skill.</p>
4.	Research by NurFitriah Fajriatul Masula in 2024 with the title "The Effect of Reading Aloud Strategy on Students' Pronunciation Ability at SMP Madinatul Ulum Jenggawah".	<ul style="list-style-type: none"> The similarity between the previous study and this study is that both examined the application of reading aloud in learning pronunciation and focused on improving pronunciation skills. 	<ul style="list-style-type: none"> This previous study used a quantitative approach with an experimental design, especially a control group design while this research used CAR method.
5.	Research by Neza Afriana in 2024 with the title "Improving Students' Reading Comprehension By Reading Aloud".	<ul style="list-style-type: none"> The similarity between the previous study and this study is that both studies used reading aloud strategy in teaching English. 	<ul style="list-style-type: none"> The previous study used reading aloud to improve students' reading comprehension while this study aimed to improve students' pronunciation skills. The previous study utilized a quantitative experimental method while this study implemented CAR design.

Based on the explanation of several previous studies above, it can be concluded that there are both similarities and differences between the previous research and this study. In particular, the similarities lie in the use of

audiobooks and the reading aloud strategy as efforts to improve students' pronunciation skills. Several studies also applied the Classroom Action Research and some studies focused on reading aloud as a strategy to improve pronunciation. However, the key differences are in terms of the research design, the language skills targeted, and the combination of strategies used. Most of the previous studies focused only on audiobooks or reading aloud as separate strategies and often used quantitative experimental designs, whereas this study combines both approaches using a CAR model.

It should be noted that none of the previous studies have conducted research that integrates reading aloud strategy supported by audiobook media specifically to enhance pronunciation in a systematic classroom-based action research setting. This study is unique in that it combines both instructional methods in one integrated strategy and implements it in a cyclical and reflective teaching process to build both pronunciation skills and student confidence. Furthermore, the study also highlights the teacher's role in selecting appropriate media, providing feedback, and overcoming classroom challenges. The novelty of this research lies not only in the combination of strategies but also in the way it addresses the gap in practical implementation in the classroom, especially where pronunciation instruction is often neglected.

B. Theoretical Framework

1. Teaching English Language

Teaching is an activity where someone conveys information about knowledge to someone who does not yet have knowledge about it. Edmund Amidon defined teaching as an interactive process that focuses on classroom conversations between teachers and students, which take place during a variety of clearly identifiable activities. Teaching should not be done carelessly but requires steps and procedures before carrying out teaching activities. Davis and Glaser in 1962 suggest that the teaching structure consists of four main steps: planning of teaching, organization of teaching, identification of learning strategies, and managing teaching and learning process.²³

In teaching languages, especially English, not only planning or learning procedures are needed but also an effective approach to learners. Teaching English certainly has its own difficulties, especially in teaching foreign learners. In Indonesia, teachers, educators and educational institutions are starting to concern about the urge of learning English and begin to figure out some strategies for developing students' English language competency. However, as a country that consider English as a foreign language, the challenges experienced is bigger than English speakers' country.

²³ Helen Freeman, "The Concept of Teaching," *Journal of Philosophy of Education* 7, no. 1 (1973): 7–38, <https://doi.org/10.1111/j.1467-9752.1973.tb00470.x>.

Abrar stated in his paper that, despite for many years of learning English, a lot of students still struggling with communicating and speaking in English.²⁴ The main problems in teaching English in Indonesia come from both student and teacher-related challenges. Students struggle with low motivation, poor vocabulary mastery, and limited learning resources. Teachers, on the other hand, face difficulties in managing diverse student backgrounds, lack of teaching training and pedagogical knowledge, ineffective use of instructional media, and time constraints due to limited lesson hours.²⁵

Based on the statements above, in overcoming challenges of teaching English, correct and effective way of teaching English is needed. Jeremy Harmer stated that, in order to teach English, there are several things teachers and learners need to do. Learners have to be exposed to the language, understand its meaning, understand the language form, and practice the language. On the other hand, it is the teachers' responsibility to make the learners carry out all those process of learning English language. Planning is also essential as it help teachers to create structured learning activity for the upcoming lesson. Additionally, teacher may use different materials and learning strategies, encourage learners and engage

²⁴ Mukhlash Abrar et al., ““If Our English Isn’t a Language, What Is It?” Indonesian EFL Student Teachers’ Challenges Speaking English,” *Qualitative Report* 23, no. 1 (2018): 129–45, <https://doi.org/10.46743/2160-3715/2018.3013>.

²⁵ Boy Jon et al., “The Challenges of English Language Teaching in Indonesia.”

with the class.²⁶ By following these steps, it is expected to create effective and successful English teaching and learning.

2. Pronunciation Skills

a. Definition of Pronunciation

Mastering pronunciation is one of the biggest challenges in learning English. The definition of pronunciation itself refers to the way of producing sounds or words in a language.²⁷ Clear and understandable pronunciation is an essential element of a learner's language skills and play a crucial role in language learning. The definition of pronunciation also described by Richard and Schmidt which define pronunciation as the technique used in producing certain sounds. Pronunciation can also defined as articulating words in a common and acceptable way.²⁸ Without appropriate pronunciation, learners may face obstacles in conveying messages effectively.

Pronouncing English words can be very difficult for learners as it is not their first language and they are still unfamiliar with the words that are spoken. Therefore, the mistakes that occur when learners pronounce words are common mistakes when learning pronunciation. Mistakes made by learners are part of the learning process as the process of learning pronunciation itself involves continuous repetition of sounds, accompanied by correction of errors that occur. However,

²⁶ Harmer Jeremy, "How To Teach English" (UK, 2001).

²⁷ Yulduz Abdullayevna Djurayeva, "Enhancing English Pronunciation in Learning Process" 2 (2021): 302–6.

²⁸ Abbas P. Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Research in English Education* 1, no. 1 (2016): 1–6.

according to Kelly, when learners consistently mispronounces words, it can be very difficult for another English speaker to understand it.²⁹

Many English learners are hesitant to learn pronunciation because they assume that they cannot speak like native speakers. whereas the purpose of learning pronunciation is not to pronounce words to sound like native speakers. The purpose of learning pronunciation is not to imitate the way native speakers speak, but to achieve clear and understandable pronunciation.

Morley emphasizes that the main goal of teaching pronunciation is to produce clear and understandable pronunciation. A good pronunciation can facilitate language acquisition for learners. Whereas, improper pronunciation can be a big obstacle and challenge in the learning process. Thus, learning proper pronunciation becomes very crucial for English learners.³⁰

From the explanation above, clear and understandable pronunciation is essential in learning English. This process involves continuous repetition and correction of mistakes. Good pronunciation helps learners convey messages effectively, while poor pronunciation can hinder communication. Learning proper pronunciation is very important in improving English language proficiency. Therefore,

²⁹ Gerald Kelly, "How to Teach Pronunciation" ed. Jeremy Harmer, *Les Cahiers de l'APLIUT* (London: Pearson Education Limited, 2008),.

³⁰ Joan Morley, "The Pronunciation Component in Teaching English to Speakers of Other Languages" 25, no. 3 (1991): 482–520

teachers play a role in guiding students to speak correctly and effectively.

b. Elements of Pronunciation

Pronunciation mistakes make communication difficult or ineffective. Therefore, it is crucial to understand deeper about pronunciation and the elements of it. Pronunciation consists of elements that form the criteria for good and correct pronunciation. In learning speaking and pronunciation, researcher use both segmental features and suprasegmental features. Consonant and vowel sounds considered segmental features, whereas suprasegmental features include rhythm, stress and intonation are included in the characteristics of suprasegmental aspects. According to Morley (1991), the elements of pronunciation are as follow³¹:

1) Vowel

Vowels are an essential element in English phonology. Understanding vowels is essential because they play a role in forming words used in verbal communication. Along with consonants, vowels are one of the two main types of sounds in the language. In English, there are five letters known as vowels, namely A, E, I, O, and U. Each vowel letter has a unique way of being pronounced. For example, the "A" in the word "star" is pronounced differently than the "A" in the

³¹ Joan Morley, "The Pronunciation Component in Teaching English to Speakers of Other Languages" 25, no. 3 (1991): 497–8.

word "apple", showing that the pronunciation of vowels can vary depending on the context.

Vowels help produce the sounds that form words and sentences, allowing speakers to convey thoughts, feelings, and information clearly. Without vowels, verbal communication would be difficult to understand and inefficient. In addition, vowels are the core of most words and play an important role in distinguishing meaning.³²

2) Consonant

Consonant sounds are those speech sounds for the production of which there is a sort of obstruction in the vocal tract. Consonants are sounds produced when the vocal tract is closed or narrowed, causing the airflow to be completely or completely blocked creating an audible friction. It means consonant sounds are produced when there is an obstruction of the airflow somewhere in the vocal tract.³³

Understanding consonants in English has various benefits, such as helping students improve their communication skills, listening skills, vocabulary mastery, and speaking fluency. By learning consonants, students can more easily develop their overall English language skills.

3) Rhythm

³² Putri Anantasari Barus et al., "2024 Nanggroe : Jurnal Pengabdian Cendikia Basic Grammar : Understanding Vowels and Consonants in English 2024 Nanggroe : Jurnal Pengabdian Cendikia" 3, no. 3 (2024): 45–50.

³³ Lok Raj Sharma, "Significance of Teaching the Pronunciation of Segmental and Suprasegmental Features of English," *Interdisciplinary Research in Education* 6, no. 2 (2021): 63–78, <https://doi.org/10.3126/ire.v6i2.43539>.

Rhythm can be defined as a movement that repeats regularly, marked by alternating patterns between strong and weak elements, and regular repetition in time. According to Kohler, rhythm is a recurring pattern in speech, both acoustically and articulatory, which is clearly visible in parts such as sentences, phrases, or sub-phrases. This pattern includes the stress on words (accent) and how the pattern is arranged to form the rhythm of speech. Rhythm in a speaker's speech can be utilized through changes in the pattern of articulation movements in syllables. These changes then produce variations in duration, intensity, formant values, and other elements in syllables.³⁴

In linguistics, rhythm is one of the three aspects of prosody, along with stress and intonation. Rhythm can be likened to the beat of speech. An individual may have perfect pronunciation, but if someone stress the wrong syllables, their statements can be difficult to understand. In order to create an efficient oral communication, the key is to pronounce English clearly and naturally using the correct rhythm pattern. Therefore, it is important for non-native speakers to learn and master rhythm in English.³⁵

³⁴ Donna Erickson, "Speech Rhythm in English and Applications to Second Language Teaching," *Acoustical Science and Technology* 34, no. 3 (2013): 153–58, <https://doi.org/10.1250/ast.34.153>.

³⁵ Razul B. Omar et al., "Oral Reading Intervention Activities: Its Influence on the Pronunciation Skill of Bangsamoro Grade 3 English Language Learners in Reading Aloud," *Psych Educ*, 2022, 2–14, <https://doi.org/10.5281/zenodo.6964837>.

4) Stress

An additional force called stress is applied when speaking a syllable. It refers to the degree of loudness, tenseness, sonority and muscular energy utilized to pronounce a certain syllable. Jones defines stress as the intensity of force applied when pronouncing a sound or syllable. Stress is the emphasis on a particular syllable in one word. Every word that has two or more syllables always has stress when reading it in one of its syllables.³⁶

5) Intonation

Intonation is the linguistic use of pitch in discourse. Intonation in speaking is very essential besides the correct way of pronouncing words. Intonation makes others better to recognize and even differ sentence in statement, question or instruction. In intonation learning, students are given knowledge of how the speaker behaves and also feels what is being conveyed. When students listen to the words in low tones or slow tones of course they learn how the meaning is in it. Students also learn and practice to convey messages by using the intonation of each utterance. Student's voices rise and fall in tones like notes in a musical scale, high to low or low to high.³⁷

3. Reading Aloud

³⁶ Yadgorova Tolibovna, "Improving Writing Skills Using Communicative Competence," *Ijjsir* 12, no. 5 (2023): 32–35.

³⁷ Yousef Bani Ahmad, "Teaching English Pronunciation of Suprasegmental Features on Students of English Education," *SHS Web of Conferences* 42 (2018): 00048, <https://doi.org/10.1051/shsconf/20184200048>.

a) Definition of Reading Aloud

Reading Aloud is an activity to read something out loud. It is not just reading with a loud voice but also with the precise pronunciation, intonation and word stress. Reading aloud can be the main and effective method to improve students' speaking ability in English. By reading aloud, students can directly practice pronunciation, which at the same time helps them develop their overall speaking ability. It is undeniable that reading aloud is basically related to oral skills and teachers should understand that reading aloud activity is more related to 'pronunciation' than 'comprehension'.³⁸ Reading aloud is a systematic and explicit method in which the teacher acts as a model to help students develop vocabulary, reading fluency, and comprehension strategies.³⁹

Reading aloud trains students in pronouncing words, so that they become more familiar with the vocabulary in the text and are able to use it when speaking. Chol and Lewis stated that reading aloud is designed to help students become familiar with English prosody, such as intonation and rhythm, and develop speed and fluency in speaking automatically.⁴⁰ In this activity, students not only try to understand the

³⁸ Broughton Geoffrey et al., *Teaching English as a Foreign Language* (New York: Routledge, 1980).

³⁹ Sharbat fikery, Prof. Mohamed Hassan, and Dr. Amina marzouk, 'A Reading Aloud and Online Media Based Program to Develop EFL Speaking Skills', (2022) pp. 448–62, doi:10.21608/jsezu.2022.273326.

⁴⁰ Ri Ju Chol and Marilyn Lewis, "From Reading Aloud to Peer Interaction: The Effect of Oral Reading on EFL Proficiency," *Journal of Asia TEFL* 15, no. 3 (2018): 787–96, <https://doi.org/10.18823/asiatefl.2018.15.3.14.787>.

content of the reading but also train their tongue to pronounce English words correctly.

Reading aloud contributes to improving reading, comprehension, vocabulary, listening, and critical thinking skills, all of which support the development of students' English speaking skills. With regularly reading aloud practice, students can naturally improve their English speaking skills.⁴¹ Reading aloud is a comprehensive form of pronunciation practice. The material for reading aloud is usually a text with specific content and context. Each word must be pronounced correctly, while determining the appropriate meaning of the word and providing pauses based on the content of the text. In addition, it is important to use the correct rhythm, stress, and intonation. Therefore, reading aloud is an effective method for practicing pronunciation.⁴²

b) The Indicators of Reading Aloud

The reading aloud strategy is not simply an activity where students read texts vocally in front of the class. It is a comprehension-driven and pronunciation-oriented strategy that engages multiple cognitive and linguistic skills simultaneously. In measuring the success of implementing the reading aloud strategy, there are several indicators

⁴¹ 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>.

⁴² Efrini Panjaitan et al., "The Effect of Reading Aloud on the Students' Ability in Reading Comprehension," *LingPoet: Journal of Linguistics and Literary Research* 4, no. 2 (2023): 168–84.

that must be met. The following are the indicators of reading aloud according to Nurlaily et al.(2021)⁴³:

1) Understanding the Meaning of the Text

In reading aloud, students are required not only to pronounce words vocally, but also to understand the contents of the reading. Understanding is the core of reading ability, because students need to understand the flow of sentences, the meaning of words, and the logical structure of the text in order to read with appropriate intonation and expression. This strategy encourages more active student involvement than reading silently.

2) Analyzing Text

The ability to read aloud also involves skills in dissecting texts, such as identifying main ideas, supporting information, paragraph structures, and important words. The paper explains that this aspect is an essential part of reading skills, because it helps students distinguish between factual information and expressive elements when reading texts.

3) Pronunciation

Reading aloud activities automatically train students to pronounce words correctly. Through this strategy, students

⁴³ Nurlaily Sofyan, Jusmin HJ Wahid, and Nirwan H Idris, "The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 8, no. 1 (2021): 11, <https://doi.org/10.33394/jo-elt.v8i1.3564>.

learn to recognize correct pronunciation, syllable stress, and word endings. Feedback from teachers and peers is very helpful in increasing their awareness of language sounds.

4) Fluency and Confidence

By reading aloud, students can practice their reading fluency in terms of rhythm and speed. Along with repeated practice, students' confidence also develops, especially when they are given the opportunity to perform in a supportive classroom atmosphere. Research shows that reading aloud increases students' active involvement in oral activities in class.

5) Engagement and Enjoyment

The reading aloud strategy creates a more dynamic and enjoyable classroom atmosphere. This activity involves voice, hearing, and social interaction, making students more interested and active. This indicator is related to students' emotional aspects, such as motivation and comfort when learning English.

c) The Benefits of Reading Aloud

According to Huang, reading aloud is an important element in education that has various functions in teaching English. This activity not only helps to train pronunciation but also improves students' speaking ability, comprehension, vocabulary, and listening skills. Many studies have proven that reading aloud has

many benefits in learning English. In his study, Huang explains that reading aloud has five main benefits in teaching English⁴⁴:

1) Practicing pronunciation

Reading aloud functions as a complete pronunciation exercise because it involves text with a certain context. This activity teaches the use of proper stress, intonation, and rhythm, making it an effective method for practicing pronunciation.

2) Improving speaking skills

This activity helps students who are less confident in speaking English. By reading aloud using varying expressions, tones, and volumes, students can train their tongues to become more fluent in speaking. This not only trains articulation but also improves the ability to speak effectively.

3) Deepening understanding

Reading aloud brings back ideas, feelings, attitudes, and styles from the text in the form of sound. This activity helps students stay focused, stimulates their senses and imagination, and provides a deeper understanding of the contents of the text.

4) Strengthening knowledge

Reading aloud helps to strengthen language skills, such as pronunciation, grammar, and vocabulary. It also develops

⁴⁴ Liangguang Huang, "Reading Aloud in the Foreign Language Teaching," *Asian Social Science* 6, no. 4 (2010): 148–50.

students understand and comprehend the context of the text that is being read.

5) Improving the classroom atmosphere

This activity increases students' spirits after an intensive class. Reading aloud allows students to share their emotions, joys, or tensions so that it can create a more lively and enjoyable classroom atmosphere.

d) Stages of Implementing the Reading Aloud Strategy

The stages in implementing the Reading Aloud strategy have a crucial role because they help create a structured and directed learning flow, and support the achievement of learning objectives, especially in the aspect of pronunciation skills. Referring to research conducted by Nirwana et al., the following is a sequence of steps in implementing the reading aloud strategy⁴⁵:

1) Determining Relevant Texts

The teacher selects reading materials that are appropriate to the students' abilities and in line with the learning objectives to be achieved.

2) Example of Reading by the Teacher

The teacher first reads the text out loud in front of the students as an example. This reading becomes a model that students can imitate in terms of pronunciation and intonation.

⁴⁵ Iin Nirwana, Khotimah Mahmudah, and Aryawira Pratama, "Systematic Review : How the Reading Aloud Strategy Still Used in the Last Five Years" 6, no. 1 (2025), <https://doi.org/10.35961/salee.v6i1.1638>.

3) Students Read Again

After hearing the reading from the teacher, students are asked to re-read the text individually, in pairs, or in small groups.

4) Repetition With Guidance

The teacher gives students time to repeat the reading while emphasizing certain aspects of pronunciation, such as word stress, intonation, and clarity of articulation.

5) Discussion To Understand The Content of The Text

After the reading activity, the teacher facilitates a short discussion about the content of the text to ensure that students not only read correctly, but also understand its meaning.

6) Interactive Follow-up Activities

Students work on tasks related to the text they have read, such as role-playing, having a dialogue in pairs, or delivering a summary of the content orally.

7) Providing Feedback or Correction

The teacher provides direct correction to the way students read, with an emphasis on pronunciation, intonation, and flow of speech, and provides appreciation so that students remain motivated.

8) Assessment

Assessment is carried out routinely through oral tests or observations to see the development of students' pronunciation and their level of participation in the learning process.

4. Audiobook

1) Definition of Audiobook

Audiobooks are electronic versions of printed books that are listened to rather than read as in the traditional way.⁴⁶ Before the advent of e-books, audiobooks existed as a literary medium in the form of digital recordings. Initially, audiobooks were considered a complement to printed books, especially to help individuals who had difficulty reading due to visual impairment, dyslexia, or were not yet able to read. By definition, an audiobook is a recording of a printed book. However, its increasing popularity has made it a stand-alone medium, separate from printed books.

Audiobooks are not a new invention. In fact, the invention of audiobooks has been existed since World War I. In the 1930s, the United Kingdom and the United States began recording novels to help the blind, including World War I veterans with eye injuries. After World War II, the reel-to-reel recording format began to be used despite its large size and weight. In the 1970s, audio cassettes became popular, and the term "audiobook" was introduced. Later, in the 1980s, cassettes were replaced by compact discs (CDs), until

⁴⁶ Lars Elleström, *Beyond Media Borders, Volume 2: Intermedial Relations among Multimodal Media*, Palgrave Macmillan, vol. 2 (Springer Nature Switzerland AG., 2020).

in 2002, audiobooks could be downloaded in digital formats such as MP3.⁴⁷

In the past, audiobooks were often associated with children or individuals with visual disabilities or reading difficulties. However, technological developments such as the MP3 format and digital media have increased the accessibility and convenience of using audiobooks. Now, audiobooks are not only an aid, but also attract a wider audience, due to the ease of streaming and downloading from the internet. Nowadays, audiobook is often used as a learning media especially in learning language particularly English.

2) The Benefits of Audiobooks

Audiobooks bring convenience and efficiency in reading media. In this digital era, audiobooks are increasingly popular as an alternative to printed books and e-books. Audiobooks allow someone to enjoy literature without having to read directly, simply by listening through a digital device. Audiobooks also offer various benefits, namely the following:

a) Improving Listening Skill

Audiobooks present a unique opportunity to address critical listening development. Since one of the most problematic areas of listening for second language learners is speech rate,

⁴⁷ Iben Have and Birgitte Stougaard Pedersen, "Conceptualising the Audiobook Experience," *SoundEffects - An Interdisciplinary Journal of Sound and Sound Experience* 2, no. 2 (2012): 79–95, <https://doi.org/10.7146/se.v2i2.6967>.

audiobooks can help match the spoken form to the written form. Audiobooks provide both text and audio, therefore students can hone their reading and listening skills simultaneously.⁴⁸ Repeated listening to audiobooks trains focus and the ability to recall the information presented.

b) Enhancing Oral Fluency

Listening to audiobooks can help improve speaking fluency. If someone tries to speak before having sufficient comprehension through listening, this can cause excessive cognitive load, such as stress and anxiety in language learning. This is also supported by the statement from Kuhn and Stahl stated that reading while listening helps learners transition to fluency which eliminates pronunciation confusion during listening.⁴⁹ Therefore, audiobooks are considered an effective media because it present narrative texts supplemented by audio from a narrator.

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⁴⁸ Galip Kartal and Harun Simsek, "The Effects of Audiobooks on EFL Students' Listening Comprehension," *The Reading Matrix: An International Online Journal* 17, no. 1 (2017): 112–23.

⁴⁹ Steven A. Stahl and Melanie R. Kuhn, "Making It Sound Like Language: Developing Fluency Ublished by : International Literacy Assoc,," *International Literacy Association* 55, no. 6 (2002).

c) Increasing Reading Motivation

Several studies have shown that audiobooks positively contribute to learners' reading motivation. For example, a study conducted by Hickey in 1991 examined children's motivation to read when they were given books accompanied by audiotapes to read at home.⁵⁰ Another supported research comes from a long-term study conducted by O'Day in 2002, which found that the implementation of audiobooks into the reading process had a positive impact on students' academic achievement and attitudes toward reading activities. These findings indicate that the use of audiobooks can increase students' motivation in reading activity and encourages them to continue reading.⁵¹

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⁵⁰ Tina Hickey, "Leisure Reading in a Second Language: An Experiment with Audio-Tapes in Irish," *Language, Culture and Curriculum* 4, no. 2 (1991): 119–31, <https://doi.org/10.1080/07908319109525098>.

⁵¹ Botagoz Tusmagambet, "Effects of Audiobooks on EFL Learners' Reading Development: Focus on Fluency and Motivation," *English Teaching(South Korea)* 75, no. 2 (2020): 41–67, <https://doi.org/10.15858/engtea.75.2.202006.41>.

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used an adaptation model from Kemmis and McTaggart namely Classroom Action Research (CAR). CAR is a method used to identify the best strategies in the classroom learning process to improve student learning outcomes. In CAR, teachers focus on problems or questions that arise in their own class, with the aim of finding effective solutions based on direct practice.⁵² This method involved four main stages: planning, action, observation, and reflection. The action research activity process is then recorded to prove whether the method chosen for learning provides significant results. The cycle in CAR is carried out repeatedly until the expected results are achieved. The number of cycles depends on the researcher's own satisfaction, but there is a suggestion that it should be no less than two cycles.⁵³ If the desired results have not been achieved, the cycle can be continued or repeated by making improvements and adjustments based on previous findings.

Based on the explanation above, classroom action research is a method that aims to find solutions to the problems that is found in learning process.

This research is a collaborative research in which action strategies are developed through reflection between researcher and collaborator (teacher).

⁵² Anne Burns, "Doing Action Research in English Language Teaching," *Doing Action Research in English Language Teaching*, 2009, <https://doi.org/10.4324/9780203863466>.

⁵³ M. Noor Sulaiman Syah et al., *Classroom Action Research Book Dalam Pendidikan Bahasa : Teori, Desain Dan Praktik, Alex*, 1st ed., vol. 1 (Jakarta: UIN Jakarta Press, 2016).

Through this collaboration, teacher and researcher can identify problems and find appropriate solutions by applying certain techniques in learning. the researcher collaborated with an English teacher.

In this research, the researcher collaborated with English teacher of class XI MAN 1 Jember. The researcher is responsible for carrying out the media usage and the procedure of teaching, while the teacher acted as an observer. The teacher observed the learning activity and integrated the entire research process. The teacher then also provided suggestions to the researcher to reflect research activities that have been carried out.

B. Research Setting And Participants

This research is planned to take place at MAN 1 Jember in the 2024/2025 academic year, located at Jl. Imam Bonjol No. 50, Kaliwates District, Jember Regency, East Java 68131. The researcher submitted a research permit letter before carrying it out which was then approved by the school. This research was conducted at the school where the researcher teaches, so that the researcher has realistic and practical access to collect data through observation, interviews, and tests because students and teachers are within direct reach and willing to be involved. The subjects in this study were students of class XI PK 2 MAN 1 Jember. The researcher first explained the concept, procedure, and purpose of the research and then asked permission from the students of class XI PK 2 whether they were willing to be samples of this research, which students agreed to be samples. This class was chosen because of several reasons and considerations. First, the researcher considered

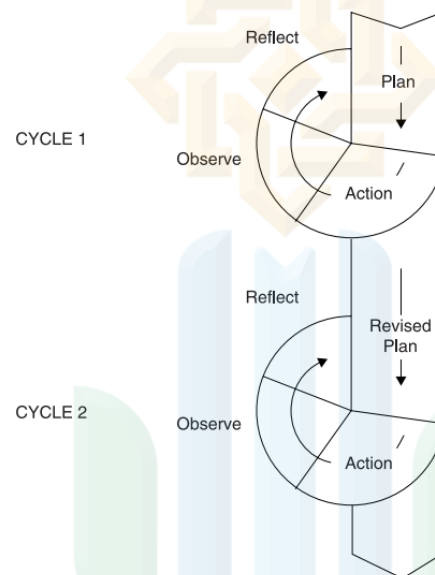
that the students fit the criteria, which the researcher concluded that students could answer the questions that would be given during the research. secondly, the results of observations carried out by researchers showed that many students in the class still had difficulty pronouncing English words correctly. Finally, there has been no previous research that specifically examines the effectiveness of this strategy at XI PK 2 MAN 1 Jember, so this study is expected to provide new contributions. Therefore, the reading aloud strategy with the help of audiobooks is considered relevant and potential to improve these skills. Finally, this strategy is considered appropriate and relevant to be applied in pronunciation learning. In addition, the school has supporting facilities and English teachers provide full support for the implementation of the research.

C. Research Procedures

The researcher collected the data to analyze the research questions by following several main stages, namely planning, action, observation, and reflection. In this study, the researcher used the Classroom Action Research (CAR) design developed by Kemmis and McTaggart. This model describes CAR as a continuous cyclical process, where each stage is interrelated and can be repeated until the desired results are achieved. The design of this model can be explained in the following illustration:

Figure 3. 1

**The model of classroom action research
Kemmis and MC Taggart in Anne Burns (1988)**



a. Plan

The researcher identify the problems and design action plans to address them by improving the classroom conditions to be studied during the planning stage. Before implementing classroom action, researcher first carry out the following activities:

- 1) The researcher collaborated with English teacher and discuss the appropriate reading aloud with audiobook materials and topics that aligned with students' current problems in learning pronunciation.
- 2) The researcher design the concept of reading aloud activities using audiobooks by setting instructions, scoring method, and how to

implement them in learning process in order to improve students' pronunciation effectively.

- 3) The researcher and English teacher collaborated in designing a lesson plan that implements reading aloud activities with the use of audiobooks in class sessions.
- 4) The researcher recorded each student's pronunciation during the learning session to be used as a basis for assessment and to monitor their progress continuously.
- 5) After the series of learning activities are completed, researcher and English teacher evaluate the learning process that has been carried out.
- 6) The researcher analyzed the findings, collect data, and compile a report explaining the results of implementing reading aloud activities using audiobooks in enhancing students' pronunciation skills.

b. Action

At this stage, the researcher implemented the lesson plan that has been prepared before. The English teacher collaborated with researcher in implementing the reading aloud strategy with audiobooks as a method for teaching in the classroom. This cycle consisted of two meetings, one session for teaching and learning activities and one session for conducting test. The researcher worked with the English teacher to find solutions to problems that arose during the learning process. The steps in implementing the reading aloud strategy using audiobooks in teaching and learning activities are as follows:

- 1) Before starting the activity, the researcher prepares the media and tools needed to support the learning strategy.
- 2) The researcher introduced the concept of reading aloud and audiobooks to students and explained how this strategy works.
- 3) The researcher provided audiobooks with narrative text themes, such as fairy tales, legends, and other fictional stories.
- 4) Students were asked to listen to audio recordings from the audiobook while reading the written text provided.
- 5) After that, students read aloud together following the audio recordings they had listened to.
- 6) The researcher asked students to understand the contents of the story in the audiobook to improve their understanding of the text.
- 7) Next, students were asked to read the text independently out loud, while the researcher recorded their pronunciation for further analysis.
- 8) The researcher and the English teacher observed the entire learning process in the classroom.
- 9) Finally, the researcher and teacher together evaluated and assessed each student's pronunciation.

c. Observe

During this stage, researcher and English teacher as collaborator monitored the teaching and learning process, focusing on the integration of reading aloud activities with audiobooks to enhance students' pronunciation skills. Researcher also examine students' engagement and

responses to this method. Additionally, the researcher evaluates students' pronunciation progress by comparing their abilities before and after implementing the reading aloud method with audiobooks. The final test results are also analyzed to determine whether students have met the success criteria.

The English teacher, acted as a collaborator, observes the classroom situation, including students' participation in reading aloud activities with audiobooks and their reactions during the lessons. To ensure comprehensive documentation, the researcher prepares observation sheets, field notes, and video recordings to capture all relevant actions during the research procedures for reflection. This approach allows for a thorough assessment of both strengths and areas for improvement in the implementation process. Consequently, both the teacher and the researcher take notes during observations using observation checklists.

d. Reflect

In this cycle, the researcher analyzed the data and compared the results obtained with the success criteria. The analysis was carried out by evaluating students' scores on the pronunciation test. The data collected included students' pronunciation test scores in each cycle, which were then calculated statistically to answer the research questions.

D. Implementation of The Research Cycle

In this study, the researcher conducted Classroom Action Research (CAR) in two cycles. The main focus of this research is the application of

reading aloud strategy supported by audiobook media in pronunciation learning. This strategy was chosen because it is able to provide a more enjoyable learning experience, actively involve students, and provide an accurate pronunciation model through the voice of a native speaker.

In the learning process, students are directed to listen to English texts through audiobooks, then re-read the text aloud. This reading aloud activity is combined with exercises to understand the contents of the text, recognize word stress, intonation, and correct pronunciation according to context.

The implementation in the first cycle is adjusted to the learning plan that has been prepared. However, if obstacles are found or student learning outcomes have not reached the set target, then it is continued to the second cycle. In the second cycle, researcher together with English teachers reflect on the shortcomings in the previous cycle and make improvements which are then implemented in order to obtain more optimal results.

E. Data Collection Technique

For data collection, the researcher utilized three primary instruments namely observation, test and interview. The data for this study were gathered through:

a. Observation

Observation is conducted to complement the primary data collected in the study. Observation instruments is used to monitor the entire teaching and learning process during the implementation of the action. Furthermore, observation sheets play a role in helping researcher collect

information by analyzing classroom conditions, learning activities, and student responses to the application of the reading aloud strategy using audiobooks in pronunciation learning. This observation sheets were filled in by the researcher and is divided into two types, namely the teacher observation sheet and the student observation sheet.

The teacher observation sheet is used to observe how teacher apply the reading aloud strategy with audiobooks in teaching pronunciation. Meanwhile, the student observation sheet functions to record their activities and responses during learning using the reading aloud method. In addition, the observation sheet is also used to ensure that the learning process is in accordance with the planning and as evaluation material for the next meeting. Through analyzing the data obtained from the observation, researcher can evaluate the extent to which students respond to this learning strategy and its effectiveness in enhancing their pronunciation skills.

b. Test

Assessment methods in Classroom Action Research (CAR) include tests and non-tests.⁵⁴ In this study, researcher used tests as a data collection tool. Tests function as a method to assess a person's abilities indirectly through the answers given to questions. Thus, a test can be interpreted as a measurement and evaluation procedure that involves giving tasks or a series of tasks to determine the level of achievement which is then

⁵⁴ Bambang Hari Purnomo, "Pendahuluan Kedudukan Observasi Dalam Tahapan PTK Metode Observasi," *Metode Dan Teknik Pengumpulan Data Dalam Penelitian Tindakan Kelas (Classroom Action Research)* 8 (2020): 251–56.

expressed in the form of a value. In this research, researcher conducted a pronunciation test to evaluate students' pronunciation skills and measure their development. This test includes the implementation of a pre-test and post-test:

1) Pre-Test

Pre-Test: This test is conducted before the new learning method is implemented. The goal is to determine students' initial pronunciation abilities. From the results of this test, researcher can see the level of students' skills and which parts still need to be improved.

2) Post-Test: After the learning is complete, a final test is given to evaluate whether there is an increase in students' pronunciation abilities. This test helps assess whether the method used is effective in improving students' skills. The results showed how much progress has been achieved after the learning process has taken place.

c. Interview

Interviews are used when researchers want to gain a deeper understanding from participants about a particular event, experience, or group of experiences. The goal is to gain as comprehensive a picture as possible through the words and experiences of the participants. Interviews are conducted to explore problems faced by students and challenges in the learning process in the classroom by asking a list of questions to the students and teacher. The type of interview used in this study is a structured interview. The implementation of interviews with teachers and students was carried out

before and after the implementation of the reading aloud strategy using audiobooks, namely two interview meetings with teachers and two with students. The time required when conducting an interview is seven to ten minutes. The implementation of interviews is carried out directly and face to face. The results of the interviews were recorded and then further analyzed.

F. Research Instruments

In this classroom action research (CAR), the researcher used several instruments to collect data relevant to the research objectives. These instruments include: interview sheets, observation sheets, pre-test and post-test sheets, and pronunciation assessment rubrics. The following is an explanation of each instrument:

a. Interview Sheet

Interviews were conducted with teachers and students to obtain in-depth information about their perceptions of the implementation of the reading aloud strategy using audiobooks in pronunciation learning. Interviews for teachers focused on opinions about the effectiveness of the strategy, ease of implementation, and its impact on learning. Meanwhile, interviews for students explored their learning experiences, feelings during the learning process, and its impact on their self-confidence and pronunciation abilities.

b. Observation Sheet

Observation sheets were used to record teacher and student activities during the learning process. Observations were conducted to

assess student involvement, responses to the use of audiobooks, interactions during reading aloud activities, and the implementation of strategies by teachers. There are two types of observation sheets, namely teacher activity observations and student activity observations. Data from these observations provide a direct picture of the implementation of actions in the classroom and the effectiveness of the methods used.

c. Pre-test and Post-test Sheets

Pre-test and post-test were used to measure students' pronunciation skills before and after the action. The pre-test was given before the first cycle began to determine students' initial abilities. The post-test was given at the end of each cycle to determine the development of students' pronunciation skills after the implementation of the strategy. The results of the pre-test and post-test were compared to see the improvements that occurred.

d. Pronunciation Assessment Rubric

To assess the results of the pre-test and post-test, the researcher used a pronunciation assessment rubric that covered several important aspects, namely: intelligibility, fluency, accuracy, intonation and stress. Each aspect was scored based on predetermined criteria, so that the assessment became more objective and measurable.

G. Data Analysis

Data analysis is a crucial step in obtaining research results. In this study, the analysis process was carried out through several stages. The

collected data were analyzed using two approaches, namely qualitative and quantitative, as explained below:

a. Qualitative Data

Qualitative data were obtained through observation, interviews, and documentation. Researcher used descriptive analysis to process the data. The results collected were then presented in written text throughout the research process, including observations of student activities, problems that emerged, the implementation of lesson plan, and interviews before and after the implementation of Classroom Action Research in order to obtain complete and direct information from the research subjects.

b. Quantitative Data

The collected data were then used to compare the beginning and final scores of students in each cycle. Furthermore, the researcher concluded the results based on the evaluation of student development in achieving learning outcomes in order to identify improvements. The researcher used a performance test using the reading aloud with audiobook strategy for students which was then calculated based on the score rubric below⁵⁵:

⁵⁵ M. S. Djiwandono, *Tes Bahasa: Pegangan bagi Pengajar Bahasa.*, (Jakarta: PT Indeks, 2008), p.83 & 123

Table 3. 1**Rubric Score**

INTELLIGIBILITY	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
FLUENCY	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
ACCURACY	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding.
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.
INTONATION	4	Produces correct intonation tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.
STRESS	4	Uses good stress in each word and no error.
	3	Uses good stress but misuses in a few word that causes few error.
	2	Uses much incorrect stress that causes some error.
	1	Uses stress incorrectly in most of the words that causes definitely much error.

To determine the score of students' pronunciation ability based on the table above, the total points consist of 4 items, so the calculation is 4×5 (maximum value per item) = 20. The score obtained were calculated by adding up the students' responses from each item with points 1, 2, 3, and 4. The researcher applied the following formula:

$$\text{Score} = \frac{\text{Total of Students' Point}}{20} \times 100$$

After calculating students' point, researcher then categorize it in the level of score that can be seen in the table below:

Table 3. 2
Level of Score

Final Score	Category
90-100	Very Good
80-89	Good
70-79	Average
60-69	Poor
≥ 60	Very Poor

Finally, the quantitative data were analyzed using the following formula:

a) Average Student's Score

To get the mean of student's score:

$$M = \frac{\sum X}{N}$$

M = Mean (average students score)

ΣX = Total score of all students

N = Number of students

- b) Calculate the percentage of the students' score

To get the class percentage which passes the minimum completion criteria or KKM

$$P = \frac{F}{N} \times 100\%$$

P: the students' percentage who pass the KKM (82)

F: total of students who score equal to or above the KKM

N: total number of students in the class

H. Data Validity

In this study, the researcher applied content validity. According to Brown, a text can be said to have content validity if it reflects the topic to be concluded and requires test participants to demonstrate the behavior being measured. In other words, content validity describes the suitability between the text, material, and research objectives.

To ensure test validity, several steps were taken. First, the test was designed based on the research objectives. Second, clear instructions were given to students. Third, students practiced correct pronunciation through reading aloud activities with the help of audiobooks.

I. Performance Indicators

The performance indicators in this study were used to measure the level of success of the implementation of the reading aloud strategy using

audiobooks in pronunciation learning at MAN 1 Jember. The success indicators are as follows:

1. Increasing student learning outcomes in the pronunciation aspect as indicated by an increase in the average score from pre-test to post-test in each cycle.
2. At the end of Cycle II, at least 70% of students achieved the Minimum Completion Criteria (KKM) score for English subjects in the pronunciation aspect, namely a score of ≥ 82 .

J. Criteria of Success

The success criteria in this study were used to determine the effectiveness of the actions given. This action research is considered successful if each learning cycle shows an increase in students' pronunciation skills in English subjects, as measured by test scores. The success of this study is marked by achieving the following standards: at least 70% of students get a score of at least 82.

K. Research Team

The research team in this classroom action research consists of two main elements:

- a. Researcher (Students): Responsible for designing and implementing learning actions in accordance with the strategy being studied, namely reading aloud using audiobooks in teaching pronunciation.
- b. English Teacher MAN 1 Jember (Collaborator): Acts as a collaborative partner who assists in implementing actions in the classroom, conducts observations of the learning process, and provides input for improvement in each cycle.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This section describes the results of Classroom Action Research (CAR) and its discussion based on observations during the implementation of the action. The researcher identified the problem in the form of low student pronunciation, therefore, a pre-test was conducted to determine the students' initial achievement in reading skills before the action was given.

After obtaining data that students' pronunciation skills were still low, the researcher implemented the action in cycle 1 which included four stages: planning, implementation, observation, and reflection. At the first meeting of cycle 1, students' scores showed an increase, but had not yet met the success criteria. Therefore, the research was continued to cycle 2. The results of cycle 2 showed a more significant increase, and students succeeded in achieving the predetermined success criteria.

1. Preliminary Study

The preliminary research was conducted on 7 May, 2025 and began with observations of the pronunciation abilities of class XI PK 2 students at MAN 1 Jember. In this stage, the researcher collaborated with the English teacher in the learning process that implemented a reading aloud strategy with the help of audiobook media. The researcher acted as the practitioner of the reading aloud strategy using audiobooks to improve students' pronunciation abilities, while the teacher acted as an observer

during the process and provided input regarding the application of the media. In addition, the researcher and the English teacher also conducted a pre-test to measure students' reading abilities before the action was taken.

In this session, the researcher prepared a pre-test using reading materials in the form of short passage reading. The reading materials used were arranged with simple sentences and were easy for students to understand, and were taken from a story entitled "Emma and Her Kitten". Accompanied by the teacher, the researcher opened the learning by conducting apperception and introducing the concept of reading aloud and the use of audiobook media. After students understood how the reading aloud with audiobook method worked, the researcher conducted a pre-test by asking students to read the text aloud in front of the class, and their voices were recorded for analysis purposes. The results of the pre-test are shown in the table below:

Table 4. 1
Students' Pre-test Score

Students Number	Score	Classification				
		Very Good	Good	Average	Poor	Very Poor
1	75			√		
2	85		√			
3	75			√		
4	60				√	
5	60				√	
6	65				√	
7	60				√	
8	55					√
9	60				√	
10	65				√	
11	60				√	

12	55					√
13	55					√
14	60				√	
15	85		√			
16	70			√		
17	85		√			
18	55					√
19	80		√			
20	60				√	
21	80		√			
22	65				√	
23	80		√			
24	60				√	
25	75			√		
26	60				√	
27	85		√			
28	80		√			
29	70			√		
30	85		√			
31	85		√			
32	85		√			
33	70			√		

Based on the pre-test table above, the lowest score is 50 and the highest is 85. The mean score of the students' pre-test results is 69.84, as shown below.

$$\sum \text{Pre-test (X)} = 2305$$

$$M = \frac{\sum X}{N} = \frac{2305}{33} = 69.84$$

The results in the pre-test shows that, out of a total of 33 students who participated in the pre-test, 7 students achieved the target score of 82 and

above, while 26 other students scored below 82 and did not pass the KKM score. The following is an analysis of the percentage of student that passed the KKM score in Cycle 1:

$$P = \frac{F}{N} \times 100\% = \frac{7}{33} \times 100\% = 21\%$$

According to the analysis above, the pre-test results indicated that students' pronunciation ability was still relatively low. Most students had not succeeded in achieving the Minimum Completion Criteria (KKM) that had been set. The possible cause was students' limitations in pronouncing words correctly. Many students still experienced confusion in pronunciation, and were afraid of making mistakes when speaking. A sense of doubt and lack of self-confidence also made them reluctant to read aloud in front of the class. Based on these findings, it can be concluded that students have not been able to read texts with optimal pronunciation.

2. Cycle 1

In the first meeting, the researcher began to implement the reading aloud strategy using audiobooks as an effort to improve students' pronunciation skills. In this cycle, the researcher's main focus is to develop students' pronunciation skills through the use of the reading aloud strategy

with audiobook. The process of implementing the action includes four stages, namely planning, implementation, observation, and reflection.

a. Planning

In implementing Classroom Action Research (CAR), the planning stage is an important initial step to take. This stage includes various aspects that support the learning process, such as compiling teaching materials, selecting learning media, and formulating assessment procedures. The researcher prepares a learning implementation plan, research instruments, and evaluation tools to assess students' pronunciation skills. The materials used are selected based on the current semester curriculum, namely narrative text.

In this stage, the teacher acts as a collaborator by providing suggestions and input regarding the selection of teaching materials and learning designs designed by the researcher. In addition, the researcher also prepares supporting media in the form of audiobooks that are relevant to the material. The story "Emma and Her Kitten" is used as teaching material and presented in the form of an audiobook to students. After delivering the material, the reading aloud strategy is applied by utilizing the audiobook media.

b. Implementing

The implementation of cycle I was carried out on May 14th 2025 at 13.45-15.05 p.m. The aim of this meeting is to introduced the reading aloud strategy and audiobook media and implementing the

strategy in narrative text learning. The role of the researcher here is to implement the action and the English teacher as a collaborator observed the activities throughout the learning process.

In the first meeting, the researcher began the activity by greeting and inviting prayer, then continued by checking student attendance. The researcher also explained the learning objectives so that students were aware of what were expected from this learning activity. After the opening activity was completed, the researcher introduced and explained the definition, implementation mechanism, and benefits of the reading aloud strategy and the use of audiobooks in improving pronunciation skills in narrative text learning.

In the main activity, the researcher provided an explanation of the narrative text which was then combined with the reading aloud strategy using audiobook media. The researcher distributed narrative text sheets entitled "The Dog and His Bone" in the form of an audiobook transcript. The researcher played the audiobook and instructed students to listen to it carefully. Next, the researcher played the audio again twice. In the second playback, students were asked to listen to the story transcript that had been distributed. After that, the researcher read the audiobook using the reading aloud technique, provided examples of correct pronunciation, and encouraged students to read in the same way as had been exemplified.

After giving examples to students, the researcher guided them to read the audiobook text "The Dog and His Bone" by reading aloud together with the class. To close the lesson, the researcher asked the students if there were any difficult understandings in the story. If there were words that were not understood, the researcher and students discussed them together.

The second meeting was conducted on May 15th 2025 at 09.05-10.25 a.m. In this session, the researcher focused on assessing students' pronunciation skills by reading the text that had been given in the previous meeting. The learning activity began with the researcher greeting the students and checking attendance. then the researcher delivered the material on the scope and objectives of the learning in order to provide students with an understanding of the expected results of the learning activities. Furthermore, the researcher asked students to come to the front of the class in turns to read some parts of the story from the audiobook that had been given.

c. Observing

During the first and second meetings of Cycle One, the researcher conducted systematic classroom observations to monitor and evaluate students' engagement, participation, and responses throughout the learning process. These sessions involved the implementation of the reading aloud strategy, which was supported by audiobook media as an innovative tool to improve students'

pronunciation skills. The researcher paid close attention to how students interacted with the audiobooks, how confidently they read aloud, and how effectively they followed along with the pronunciation models provided. The learning session was carried out conductively, which can be seen from the figure below.

Figure 4. 1
Teaching Learning Activity in Cycle I With
Reading Aloud Using Audiobook Strategy



The observation in cycle 1 was continued by conducting a performance test in which students were asked to read aloud a story text from an audiobook entitled “The Dog And His Bone” that had been previously given and practiced during lessons. Students were asked to come forward one by one in a predetermined sequence to perform their reading tasks in front of the class. By taking turns, students were given the space to focus without pressure from their peers, allowing the researcher and the teacher to observe each student’s performance more closely and accurately. This task aimed to evaluate students’ ability to apply correct pronunciation based on the audiobook

model. The researcher assessed various aspects of students' pronunciation, including accuracy, stress, intonation, and fluency, using a scoring rubric to ensure consistent evaluation.

Figure 4. 2
Student Doing Post-Test in Cycle I
By Reading Aloud The Given Audiobook Text



Based on the results of the performance test, the researcher concluded that students were able to participate in reading aloud learning activities with the help of audiobook positively. They showed attention to the teacher's explanation and seemed enthusiastic during the learning process. However, there were several students who expressed obstacles during the activity. Some of the students stated that their not fully engaged in the activity because of the lack of interaction such as discussion in the learning process. In other hand, the remaining students admitted that it was difficult to understand the contents of the story, which eventually affected their ability to pronounce words correctly. In conclusion, students still In conclusion, students still have difficulty in pronouncing the words in the story.

d. Reflecting

Based on the results of observations at the first meeting, the researcher and collaborators held a discussion to evaluate the weaknesses in the implementation of the reading aloud strategy using audiobooks. From the results of the discussion, it was concluded that the implementation at the first meeting was not successful, because it did not meet the indicators of research success. In this study, the minimum level of student participation used as a criteria of success was 70%. It means that the study is considered successful if at least 70% of students are able to achieve a minimum score of 82 (KKM) in the learning process through the reading aloud strategy using audiobooks. To calculate the results of post-test in cycle one, the researcher applied the formulas below:

c) Average Student's Score

To get the mean of student's score:

$$M = \frac{\sum X}{N}$$

M = Mean (Nilai rata-rata siswa)

$\sum X$ = Total nilai seluruh siswa

N = Jumlah siswa

d) Calculate the percentage of the students' score

To get the class percentage which passes the minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM)

$$P = \frac{F}{N} \times 100\%$$

P: the students' percentage who pass the KKM (82)

F: total of students who score equal to or above the KKM

N: total number of students in the class

Table 4. 2
Students' Post-Test Score (Cycle 1)

Students Number	Score	Classification				
		Very Good	Good	Average	Poor	Very Poor
1	85		√			
2	90	√				
3	75			√		
4	70			√		
5	80		√			
6	70			√		
7	80		√			
8	75			√		
9	85		√			
10	70			√		
11	65				√	
12	70			√		
13	75			√		
14	70			√		
15	90	√				
16	85		√			
17	85		√			
18	70			√		
19	90	√				
20	65				√	
21	90	√				
22	85		√			
23	85		√			
24	75			√		
25	85		√			

26	70			√		
27	85		√			
28	90	√				
29	75			√		
30	85		√			
31	90	√				
32	85		√			
33	85		√			

Referring to the post-test table above, the lowest score obtained by students was 65, while the highest score reached 90. The average value of the students' post-test results was 79.69, as shown in the following section.

$$M = \frac{\sum X}{N} = \frac{2630}{33} = 79.69$$

The post-test results in Cycle 1 show that out of 33 students who took the test, 17 students managed to achieve or exceed the target score of 82, while 16 other students scored below 82 and had not met

the Minimum Completion Criteria (KKM) standard. The following analysis presents the percentage of students who have achieved KKM

in Cycle 1:

$$P = \frac{F}{N} \times 100\% = \frac{17}{33} \times 100\% = 51\%$$

Based on the results of student participation in Cycle 1, it is known that the average score obtained by all students was 79.69, which indicates an improvement compared to the previous pre-test results. The percentage of students who managed to achieve the success criteria was recorded at 51%, while the remaining 49% still did not meet the standard. Although there was a significant improvement in, the achievement in the pronunciation ability test still has not reached the minimum target of 70%. It needed 19% increase so that the standards determined in this study can be achieved. Through the process of reflection with English teachers, the researcher managed to identify a number of weakness factors that could affect the results of observations and the achievement of students' pronunciation abilities in the first cycle. Some of these weaknesses include the following:

Table 4. 3
Reflection From Cycle 1 to Cycle 2

No.	Unsuccessfull in Cycle 1	Successful for Cycle 2
1	Students couldn't fully understand the content of the story in the audiobook.	The researcher provided an audio visual that helps demonstrate the story line in the audiobook.
2	Some students were not fully engaged during the rading aloud with audiobook activity.	The researcher incorporated interactive follow-up tasks such as group discussions and peer dialogue practice.

3. Cycle 2

In the implementation of Cycle 2, the researcher focused in enhancing students' pronunciation skills through the implementation of reading aloud strategies supported by the use of audiobook media. The main objective of

this cycle is to improve the weaknesses found in the previous cycle and improve student learning outcomes in the aspect of pronunciation. This cycle consist of; planning, implementing, observing and reflecting.

a. Planning

Based on the problems that researcher found in Cycle 1, some students did not seem fully involved in reading aloud activities using audiobooks. They were less active in participating in learning and showed low enthusiasm, which was mostly due to a lack of understanding of the content of the story they were listening to. In addition, some students also found it difficult to understand the storyline in the audiobook, so this affected their confidence in pronouncing words correctly.

To overcome these problems, researcher and English teacher revised the learning in Cycle 2. One of the main revisions was to add interactive follow-up activities after the reading aloud activity. Students were directed to have group discussions and dialogue practice with peers. This activity was designed to increase student engagement and give them space to practice actively in a more supportive atmosphere.

In addition, to help students understand the content of the story better, researcher provided audiovisual media that illustrated the storyline of the audiobook. With the help of visuals, students can more easily grasp the meaning of the story and relate it to what they are

listening to. This revision is expected to improve student focus, understanding, and participation during the learning process.

With the combination of interactive approaches and visual support, reading aloud activities in Cycle 2 became more interesting and meaningful for students, and contributed to improving their pronunciation skills in English. With a more interactive approach and appropriate media support, it is expected that students can more easily understand the material and experience improvements in pronunciation and participation during the learning process.

b. Acting

The implementation of Cycle 2 began on May 21th 2025 for the implementation of reading aloud strategy with audiobook.. The first meeting was held on Wednesday, May 21th, 2025, from 13.45-15.05 p.m. In implementing this action, the researcher acted as a teacher, while the English teacher acted as an observer who monitored student involvement and responses. In this session, the researcher delivered narrative text material using the second audiobook entitled "The Oak Tree".

The learning activities began with greetings to students and continued with checking attendance. After that, the researcher explained the scope of the material and learning objectives so that students understood the expectations of the learning process that would be undertaken. As an introduction, the researcher also invited students

to recall the material that had been studied previously by asking what they remembered and learned from the previous session.

In main learning activities, students were re-introduced to audiobooks, but this time the material used was different from before. As a first step, the teacher played the audiobook to all students similar like in Cycle 1. After the audio finished, the teacher asked the students questions to find out if the students understood the story they had just listened to. Most students stated that they did not fully understand the storyline in the audiobook. In response, the teacher distributed story transcript sheets to students as additional assistance. However, there were still some students who had difficulty capturing the message and meaning of the story only through text and audio.

To overcome this obstacle, the teacher then added supporting media in the form of animated video that were aligned with the audiobook. Visualizing the story through this video helped students understand the context and storyline more clearly. After audiovisual media was used, students' understanding of the story they listened to increased significantly. The teacher also played the combination of audiobook and video several times so that students had enough opportunity to understand the story well.

After the students have finished listening to the audiobook, the teacher instructs the whole class to read the text aloud together. After the reading session is over, the teacher then directs the students to do a

short dialogue exercise contained in the audiobook. In this activity, students are asked to pair up and practice the conversation in turns.

This exercise is designed to maintain student involvement in the learning process and create a more interactive learning atmosphere. This approach aims to overcome the problems in the previous cycle, where some students felt less involved and considered the reading aloud activity with audiobooks to be passive. With the interaction in pairs, it is hoped that students become more active, motivated, and feel that the learning they are undergoing is engaging and interesting.

The second meeting was conducted on Thursday, May 22, 2025 at 09.05-10-25 a.m. In this meeting, the researcher focused on assessing students' pronunciation by reading the story "The Oak Tree" that had been given. The researcher started the lesson by greeting students and checking their attendance. After checking their attendance, the researcher delivered the material and learning objectives so that students knew what was expected from the learning activities. After that, the researcher asked students one by one to come to the front of the class.

c. Observing

In the first and second meetings of Cycle Two, the researcher continued to carry out systematic classroom observations to assess the ongoing development of students' engagement, participation, and pronunciation skills. In these sessions, the reading aloud strategy using

audiobook media was further reinforced, allowing students to gain more exposure and practice with authentic pronunciation models. Students appeared more familiar with the activity and were more responsive during the learning process.

Figure 4. 3
Teaching Learning Activity in Cycle I With Reading Aloud
Using Audiobook Strategy



During the second meeting of Cycle Two, the researcher conducted a performance test as part of the data collection process to assess the students' pronunciation development. This assessment was carried out after students had engaged in several reading aloud sessions supported by audiobook media. The performance test was carefully designed to measure students' ability to pronounce English words correctly, focusing on elements such as clarity of speech, intonation, word stress, and overall fluency. Each student was asked to read a selected text aloud, and their performance was observed and scored using a structured rubric to ensure fairness and consistency in

evaluation. The results from this test served as a key reference for analyzing the effectiveness of the reading aloud with audiobook strategy in the second cycle.

Figure 4. 4
Student Doing Post-Test in Cycle II By Reading Aloud The Given Audiobook Text



Based on the results of observations during the learning process and assessment of the performance test, researcher and teachers noted a significant increase in students' pronunciation skills. In learning activities in Cycle 2, students looked more focused, especially when listening to audiobooks. They admitted that it was easier to understand the contents of the story and pronounce the words, because of the assistance of supporting media in the form of audio accompanied by visual displays.

In addition, the scores obtained by students from the performance test showed satisfactory results. Most students managed to achieve and even exceed the minimum standards that had been determined as the criteria for success in this study. Thus, the learning

strategy applied in Cycle 2 was considered effective and succeeded in improving students' pronunciation skills. Therefore, the implementation of Cycle 2 can be considered successful because it has met the set success targets.

d. Reflecting

The implementation of the evaluation of students' pronunciation skills in Cycle 2 showed a significant increase in learning outcomes compared to the previous cycle. Of the 33 students who participated in the test, it was found that 26 students had succeeded in achieving scores equal to or exceeding the Minimum Completion Criteria (KKM) that had been set, which was 82. Meanwhile, there were still 7 students who had not been able to meet the KKM standard. This shows that the majority of students have been able to demonstrate adequate mastery of the pronunciation aspects taught. To obtain a clearer picture of the level of student success quantitatively, an analysis was carried out on the percentage of student

learning achievement in the pronunciation aspect using certain calculation formulas as follows:

e. Average Student's Score

To get the mean of student's score:

$$M = \frac{\sum X}{N}$$

M = Mean (Nilai rata-rata siswa)

$\sum X$ = Total nilai seluruh siswa

N = Jumlah siswa

f. Calculate the percentage of the students' score

To get the class percentage which passes the minimum mastery criteria- Kriteria Ketuntasan Minimal (KKM)

$$P = \frac{F}{N} \times 100\%$$

P: the students' percentage who pass the KKM (82)

F: total of students who score equal to or above the KKM

N: total number of students in the class

Table 4. 4
Students' Post-Test Score (Cycle 2)

Students Number	Score	Classification				
		Very Good	Good	Average	Poor	Very Poor
1	90	√				
2	95	√				
3	80		√			
4	85	√				
5	85	√				
6	70			√		
7	85		√			
8	80		√			
9	85		√			
10	85		√			
11	70			√		
12	85		√			
13	85		√			
14	75			√		
15	90	√				
16	90	√				
17	95	√				

18	85		√			
19	90	√				
20	80		√			
21	90	√				
22	85		√			
23	95	√				
24	80		√			
25	85		√			
26	85		√			
27	90	√				
28	95	√				
29	90	√				
30	95	√				
31	90	√				
32	90	√				
33	85		√			

According to the data presented in the table above, the results of observations conducted during the implementation of Cycle 2 shows that most students have passed the targeted score. Referring to the post-test table above, the lowest score obtained by students was 70, while the highest score reached 95. The average value of the students' pre-test results was 86.06. Details of the calculation analysis is presented in the following description.

$$M = \frac{\sum X}{N} = \frac{2840}{33} = 86.06$$

It was noted that as many as 26 students managed to achieve the target score that had been set, which was above 82. Meanwhile, there were 7 students who still obtained scores below the standard,

indicating that they had not fully achieved the expected learning targets. The following analysis presents the percentage of students who have achieved KKM in Cycle 2:

$$P = \frac{F}{N} \times 100\% = \frac{26}{33} \times 100\% = 78\%$$

Based on the results of the analysis of student participation data in Cycle 2, 78% of all students have passed the target score (KKM). Meanwhile, 22% of students have not met the standard. This percentage shows that the achievement of students' pronunciation test results as a whole has exceeded the minimum target set, which is 70%. As a comparison, in the previous implementation of Cycle 1, there were only 17 students or around 51% who were able to obtain a score above or equal to 70. Thus, there is a significant increase in the achievement of student learning outcomes in the pronunciation aspect, which is 27% from Cycle 1 to Cycle 2. This increase indicates that the learning strategy applied has succeeded in improving students' pronunciation abilities effectively. Therefore, it can be concluded that the indicators of success in this classroom action research have been achieved in Cycle 2. Therefore, the classroom action research process is considered complete.

B. Discussions

Based on the evaluation results through performance tests, it was found that students' pronunciation skills experienced a gradual increase after the implementation of the reading aloud strategy supported by audiobook media. In the early stages, the average student score only reached 69.84 with 21% of students achieving the KKM (82) score. This strategy provides a more enjoyable learning experience and encourages students' active involvement in pronunciation learning.

In Cycle 1, the reading aloud strategy using audiobooks began to be implemented. The results showed an increase in the average score to 79.69 with 51% of students successfully achieving KKM. However, this achievement has not met the set success target. Several obstacles were found, such as the lack of understanding of the contents and students felt that the reading aloud activity was less interactive, so that not all students were fully engaged and involved.

To overcome these obstacles, the researcher made revisions in Cycle 2 by adding audiovisual support to the audiobook and involving students in pair dialogue exercises based on the contents of the story.

This change has a positive impact, indicated by an increase in the average score to 85.75 and 78% of students achieving the KKM. More varied and interactive activities encourage students' overall involvement in the learning process. Thus, it can be concluded that the

reading aloud strategy supported by audiobook media is effective in improving students' pronunciation skills. This statement is in line with previous study conducted by Siti Nurani and Amrina Rosyada entitled “Improving English Pronunciation of Adult ESL Learners through Reading Aloud Assessments”. It stated in the paper that the implementation of reading aloud assessments in pronunciation lessons has proven effective in enhancing the English pronunciation skills of ESL learners. Furthermore, this strategy is seen as advantageous in boosting learners' motivation to study pronunciation. This is evident in their increased enthusiasm, as they perceive the learning process as an opportunity to explore a new environment. Additionally, learner interaction shows significant improvement, as they feel more comfortable and willing to engage in communication with their peers.⁵⁶

Reading aloud activities can help students become more sensitive to intonation, word stress, and rhythm in English pronunciation.⁵⁷ With continuous practice, students can correct pronunciation errors that they previously had difficulty realizing. The use of audiobooks in reading aloud activities also provides a more

⁵⁶ Siti Nurani and Amrina Rosyada, “Improving English Pronunciation of Adult ESL Learners through Reading Aloud Assessments,” *Lingua Cultura* 9, no. 2 (2015): 107, <https://doi.org/10.21512/lc.v9i2.825>.

⁵⁷ María Martínez Adrián, “The Efficacy of a Reading Aloud Task in the Teaching of Pronunciation,” *Journal of English Studies* 12 (2014): 95–112, <https://doi.org/10.18172/jes.2825>.

authentic and varied learning experience, so that students do not feel bored in following the learning process.⁵⁸

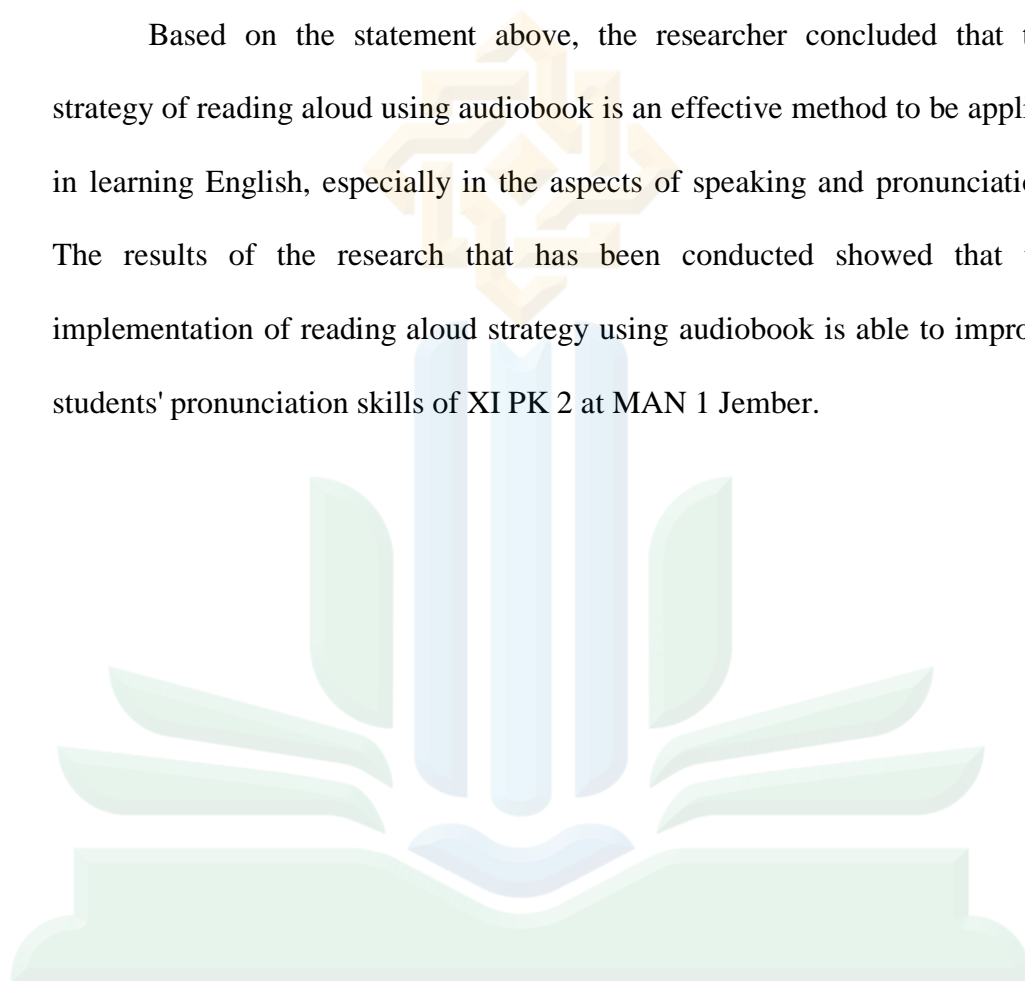
The strategy of reading aloud with the help of audiobooks has been proven not only effective in improving students' pronunciation skills, but also plays an important role in fostering motivation and enthusiasm for learning English. Through a combination of listening to the correct pronunciation of native speakers and active reading practice, students become more confident in pronouncing words in English. In addition, an interactive and fun learning atmosphere also encourages more active student involvement, so that the learning process becomes more meaningful and interesting. This claim supported with another previous research by Basuki Yudi entitled “The Use of Peer-Assessment of Reading Aloud To Improve the English Department Students’ Motivation on Pronunciation Class of Stkip Pgri Trenggalek”. The paper discussed about peer assessment in reading aloud activities to increase student motivation in pronunciation classes.

The study involving 24 first-semester students of STKIP PGRI Trenggalek used data from observation notes and questionnaires. The results showed that in one learning cycle with seven meetings, the application of peer assessment through reading aloud was significantly

⁵⁸ Tusmagambet, “Effects of Audiobooks on EFL Learners’ Reading Development: Focus on Fluency and Motivation.”

able to increase student learning motivation, which was seen from their high involvement and enthusiasm during the activity.⁵⁹

Based on the statement above, the researcher concluded that the strategy of reading aloud using audiobook is an effective method to be applied in learning English, especially in the aspects of speaking and pronunciation. The results of the research that has been conducted showed that the implementation of reading aloud strategy using audiobook is able to improve students' pronunciation skills of XI PK 2 at MAN 1 Jember.



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⁵⁹ Yudi Basuki, "The Use of Peer -Assessment of Reading Aloud To Improve the English Department Students' Motivation on Pronunciation Class of Stkip Pgri Trenggalek," *Jurnal Dewantara* 2 Number 1, no. March 2016 (2016): 41–61, <https://doi.org/http://journal.stkippgritrenggalek.ac.id/index.php/kid/article/view/52/35>.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the results of classroom action research carried out in two cycles, it can be concluded that the implementation of the reading aloud strategy combined with audiobook media has proven effective in improving students' pronunciation skills. This strategy not only has an impact on increasing students' average scores, but also encourages increased motivation and active participation in the learning process. In the pre-cycle stage, the average score of students was 69.84, with only 21% of students achieving the Minimum Completion Criteria (KKM). After implementation in Cycle I, the average increased to 79.69 with the percentage of student success reaching 51%, although these results have not met the set success target.

Significant progress was seen in Cycle II after improvements were made to the learning method. The average score increased to 85.75 and as many as 78% of students managed to achieve or exceed the KKM limit. These findings indicate that the use of audiobooks equipped with audiovisual elements and the implementation of interactive activities such as pair dialogue exercises, can strengthen students' understanding of the material, increase their involvement in class, and effectively support the improvement of pronunciation skills.

Furthermore, audiobook media provides an authentic pronunciation model like a native speaker, while reading aloud activities provide students

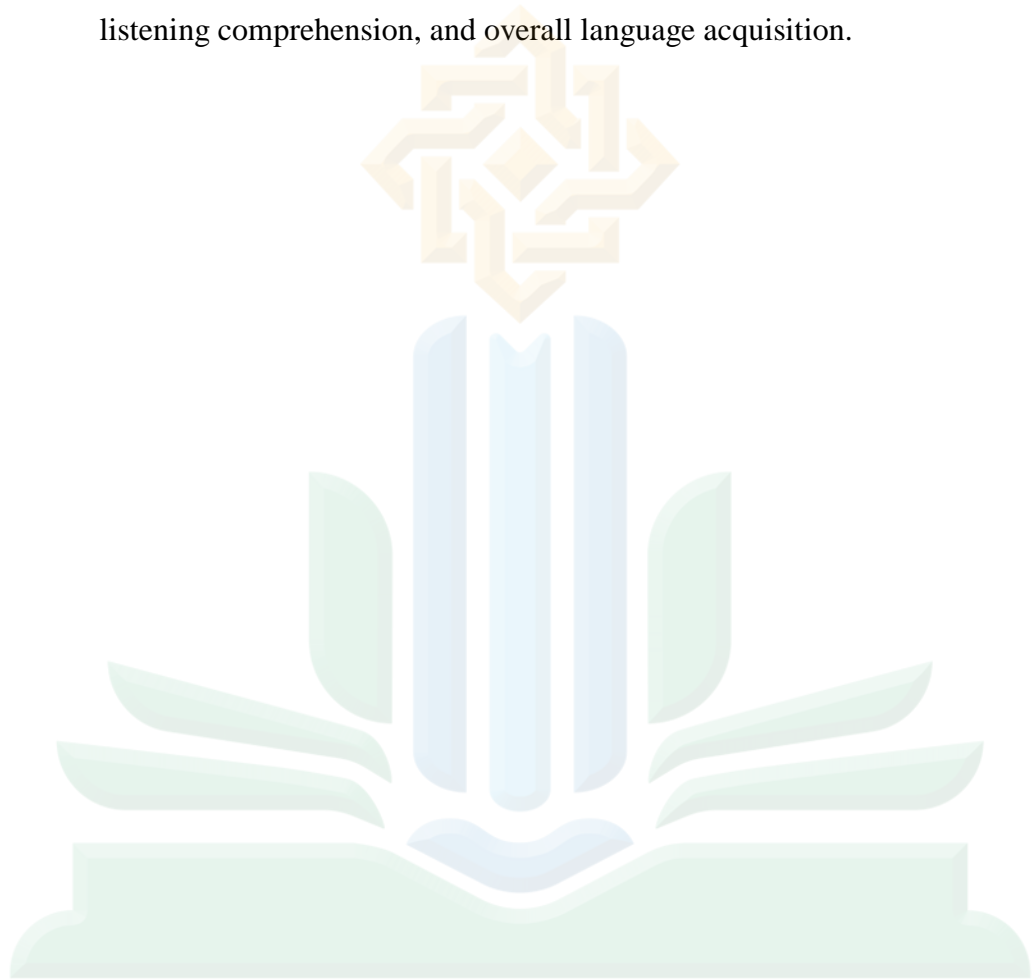
with the opportunity to practice pronunciation elements such as word stress, rhythm, and intonation in a clear and guided context. In addition, students are given space to express ideas and be more actively involved in learning, so that the learning process becomes more enjoyable and meaningful. This study confirms that the reading aloud strategy supported by interesting media such as audiobooks is an effective and reliable approach in pronunciation learning.

B. Suggestions

After conducting research at MAN 1 Jember, the researcher intends to convey several suggestions addressed to:

1. For Teachers: It is hoped that teachers can utilize the reading aloud strategy supported by audiobooks in the pronunciation learning process. This approach not only helps improve pronunciation skills, but is also able to arouse students' enthusiasm for learning and confidence in speaking English. It is also recommended that teachers combine this media with audiovisual aids and pair activities to improve students' understanding and involvement as a whole.
2. For Students: Students are advised to actively participate in reading aloud activities and utilize audiobooks as a reference to imitate correct pronunciation. Students do not need to worry about possible mistakes, because every opportunity to practice is a step to hone their speaking skills, especially in terms of stress and intonation.
3. For Further Researchers: Further research is recommended to explore other interactive media-based learning methods that can improve students'

speaking skills, especially in terms of pronunciation. In addition, it is also important to examine the long-term impact of audiobook use on fluency, listening comprehension, and overall language acquisition.



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J E M B E R

DECLARATION OF AUTHENTICITY

The undersigned below:

Name : Vira Eka Wahyuni
 SRN : 214101060037
 Major : Tadris Bahasa Inggris
 Faculty : Tarbiyah dan Ilmu Keguruan
 Institution : UIN Kiai Haji Achmad Siddiq

Stated that the thesis untitled "The Implementation of Reading Aloud Strategy Using Audiobook in Teaching Pronunciation at MAN 1 Jember" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim for other.

Jember, 20 May 2025


Vira Eka Wahyuni
 214101060037

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 J E M B E R

Appendix 2: Research Instruments

Interview Sheet for the English Teacher Before Classroom Action Research (Pre-Interview)

Interviewer : Vira Eka Wahyuni

Interviewee : Nurul Riezza Riesty F, S.Pd.

Institution : Man 1 Jember

Day/Date : April 31, 2025

No	Pertanyaan Wawancara	Jawaban
1	Menurut ibu, bagaimana kondisi siswa selama mengikuti pelajaran Bahasa Inggris di kelas?	Kondisi siswa selama pembelajaran bahasa inggris cukup kondusif. Siswa berkontribusi dengan baik selama pembelajaran bahasa inggris dikarenakan kelas PK 2 hanya berisi siswa perempuan saja.
2	Berapa nilai KKM untuk mata pelajaran Bahasa Inggris di sekolah ini?	Nilai KKM Bahasa Inggris pada kelas PK 2 adalah 82.
3	Apakah seluruh siswa telah mencapai nilai tersebut?	Mayoritas siswa sudah mencapai nilai KKM namun masih ada beberapa siswa yang belum mencapai nilai tersebut
4	Menurut ibu, bagaimana kemampuan siswa dalam keterampilan pengucapan (pronunciation)?	Dalam kelas PK 2 itu sendiri kemampuan pronunciation bahasa inggris bervariasi. Ada siswa yang memiliki kemampuan pronunciation yang sangat bagus, biasa dan masih kurang bagus.
5	Metode pengajaran apa yang biasanya Ibu terapkan saat mengajarkan keterampilan pengucapan (pronunciation)?	Belum ada metode secara khusus untuk melatih pronunciation karena dalam pembelajaran bahasa inggris yang paling diutamakan adalah pemahaman materi.
6	Apakah Ibu pernah mengetahui atau menggunakan strategi "Reading Aloud" dan media pembelajaran "Audiobook" dalam pengajaran Bahasa Inggris?	Untuk metode reading aloud pernah sesekali dipakai namun tidak terstruktur secara sistematis. Sedangkan untuk media audiobook belum pernah digunakan pada kegiatan pembelajaran
7	Menurut Ibu, apakah penggunaan strategi "Reading Aloud" dan media pembelajaran "Audiobook" dapat membantu serta meningkatkan keterampilan keterampilan pengucapan (pronunciation) siswa?	Saya merasa bahwa strategi reading aloud yang di kombinasikan dengan media audiobook ini sangat menarik dan menurut saya metode ini dapat meningkatkan keterampilan pronunciation siswa

Interview Sheet for the English Teacher after Classroom Action Research (Post-Interview)

Interviewer : Vira Eka Wahyuni

Interviewee : Nurul Riezza Riesty F, S.Pd.

Institution : Man 1 Jember

Day/Date : May 23, 2025

No	Pertanyaan Wawancara	Jawaban
1	Bagaimana tanggapan Ibu mengenai penggunaan strategi <i>Reading Aloud</i> dengan media <i>Audiobook</i> dalam pembelajaran <i>pronunciation</i> ?	Saya mengapresiasi penerapan strategi <i>Reading Aloud</i> dengan media <i>Audiobook</i> . Strategi ini sangat menarik dan inovatif, karena mampu menciptakan suasana belajar menyenangkan bagi siswa.
2	Menurut Ibu, bagaimana kondisi siswa setelah menerapkan strategi <i>Reading Aloud</i> menggunakan <i>Audiobook</i> dalam pembelajaran <i>pronunciation</i> ?	Kondisi siswa menjadi lebih antusias. Mereka terlihat lebih percaya diri saat membaca nyaring atau <i>reading aloud</i> dan lebih fokus dalam mendengarkan pelafalan melalui <i>audiobook</i> .
3	Bagaimana perkembangan kemampuan pengucapan (<i>pronunciation</i>) siswa setelah menggunakan strategi <i>Reading Aloud</i> dengan <i>Audiobook</i> ?	Terjadi peningkatan yang signifikan. Banyak siswa yang sebelumnya kurang tepat dalam pelafalan, kini menjadi lebih baik dalam pelafalan.
4	Bagaimana partisipasi siswa selama pembelajaran <i>pronunciation</i> dengan strategi <i>Reading Aloud</i> menggunakan <i>Audiobook</i> ?	Partisipasi siswa sangat baik. Mereka tidak hanya aktif membaca, tetapi juga lebih terlibat dalam diskusi, latihan dialog, dan kegiatan interaktif lainnya yang berkaitan dengan teks dari <i>audiobook</i> .
5	Menurut Ibu, bagaimana efektivitas aktivitas yang dilaksanakan dalam pembelajaran <i>pronunciation</i> dengan strategi <i>Reading Aloud</i> dan <i>Audiobook</i> ?	Kegiatan yang dilakukan sangat efektif, terutama kombinasi antara mendengarkan dan membaca.
6	Apakah strategi <i>Reading Aloud</i> menggunakan <i>Audiobook</i> efektif diterapkan dalam pengajaran <i>pronunciation</i> ?	Cukup efektif. Strategi ini bisa menjadi alternatif pembelajaran yang menyenangkan sekaligus memperkuat keterampilan <i>pronunciation</i> siswa.
7	Menurut Ibu, apakah penggunaan strategi <i>Reading Aloud</i> dengan <i>Audiobook</i> dapat meningkatkan keterampilan pengucapan (<i>pronunciation skills</i>) siswa dalam Bahasa Inggris?	Ya, tentu saja. Kombinasi strategi ini sangat membantu siswa dalam memperbaiki cara mereka mengucapkan kata-kata dalam Bahasa Inggris dengan lebih natural, sehingga kemampuan pelafalan mereka meningkat secara menyeluruh.

Interview Sheet for XI- PK 2 Class of Man 1 Jember (Pre-Interview)

Interviewer : Vira Eka Wahyuni

Interviewee : Student 1

Institution : Man 1 Jember

Day/Date : April 28, 2025

No	Pertanyaan Wawancara	Jawaban
1	Apakah Anda menikmati proses belajar pengucapan (pronunciation) dalam Bahasa Inggris?	Saya cukup menikmati, tapi terkadang masih malu jika harus membaca keras di depan teman-teman.
2	Apa saja kesulitan yang Anda hadapi saat mempelajari pronunciation dalam Bahasa Inggris?	Saya kesulitan membedakan pelafalan kata yang mirip dan sering salah intonasi.
3	Bagaimana pendapat Anda mengenai cara mengajar guru Bahasa Inggris dalam meningkatkan pronunciation?	Guru sudah berusaha membantu, tapi latihan pronunciation belum dilakukan secara rutin.
4	Bagaimana metode pengajaran pronunciation yang diterapkan oleh guru Bahasa Inggris Anda?	Biasanya kami membaca bersama, tetapi tidak terlalu difokuskan pada pelafalan.
5	Apakah guru Anda pernah menggunakan media dalam pengajaran pronunciation? Jika iya, media apa saja yang digunakan?	Ya, kadang menggunakan video, tapi tidak sering.
6	Menurut Anda, bagaimana perkembangan pronunciation Anda setelah diajarkan oleh guru Bahasa Inggris?	Ada peningkatan, tapi saya masih kurang percaya diri saat berbicara.
7	Model pengajaran pronunciation seperti apa yang Anda harapkan diterapkan di kelas?	Metode yang bisa praktek pelafalan langsung agar bisa lebih berani bicara.

Interview Sheet for XI- PK 2 Class of Man 1 Jember (Pre-Interview)

Interviewer : Vira Eka Wahyuni

Interviewee : Student 2

Institution : Man 1 Jember

Day/Date : April 28, 2025

No	Pertanyaan Wawancara	Jawaban
1	Apakah Anda menikmati proses belajar pengucapan (pronunciation) dalam Bahasa Inggris?	Saya merasa tertarik, tetapi kadang bingung cara pelafalan kata yang tidak familiar.
2	Apa saja kesulitan yang Anda hadapi saat mempelajari pronunciation dalam Bahasa Inggris?	Susah menyesuaikan antara ejaan dan cara baca kata-kata tertentu.
3	Bagaimana pendapat Anda mengenai cara mengajar guru Bahasa Inggris dalam meningkatkan pronunciation?	Belum banyak latihan pronunciation secara khusus, jadi terasa kurang maksimal.
4	Bagaimana metode pengajaran pronunciation yang diterapkan oleh guru Bahasa Inggris Anda?	Biasanya kami membaca bersama, tetapi tidak terlalu difokuskan pada pelafalan.
5	Apakah guru Anda pernah menggunakan media dalam pengajaran pronunciation? Jika iya, media apa saja yang digunakan?	Kadang menggunakan lagu atau video, tapi tidak terfokus pada pronunciation.
6	Menurut Anda, bagaimana perkembangan pronunciation Anda setelah diajarkan oleh guru Bahasa Inggris?	Masih biasa saja, belum banyak peningkatan karena jarang latihan.
7	Model pengajaran pronunciation seperti apa yang Anda harapkan diterapkan di kelas?	Saya berharap ada latihan yang menyenangkan dan kegiatan interaktif di kelas.

Interview Sheet for XI- PK 2 Class of Man 1 Jember (Post-Interview)

Interviewer : Vira Eka Wahyuni

Interviewee : Student 1

Institution : Man 1 Jember

Day/Date : May 26, 2025

No	Pertanyaan Wawancara	Jawaban
1	Bagaimana perasaan Anda setelah belajar pronunciation menggunakan strategi Reading Aloud dengan bantuan Audiobook?	Saya merasa lebih semangat dan tidak cepat bosan dalam belajar pronunciation.
2	Adakah hal yang anda sukai ketika belajar pronunciation menggunakan strategi Reading Aloud dengan Audiobook?	Saya suka latihan membaca nyaring bersama teman dan mendengarkan suara narator yang jelas.
3	Apakah Anda merasa ada peningkatan dalam pronunciation setelah menggunakan Reading Aloud dan Audiobook? Jika ya, bagian mana yang paling terasa meningkat?	Ya, bagian pronunciation saya lebih baik, terutama dalam pengucapan kata-kata yang sebelumnya saya ucapkan salah.
4	Apa saja tantangan atau kesulitan yang Anda hadapi saat belajar pronunciation dengan strategi Reading Aloud dan Audiobook?	Kadang saya masih bingung jika pelafalan tidak sama dengan tulisannya, jadi harus sering diulang.
5	Menurut Anda, apakah strategi Reading Aloud dengan Audiobook membantu Anda lebih percaya diri dalam mengucapkan kata-kata dalam Bahasa Inggris?	Sangat membantu, karena sekarang saya lebih yakin ketika harus membaca atau berbicara dalam bahasa Inggris.
6	Bagaimana perubahan dalam cara Anda menyimak dan menirukan pelafalan kata setelah menggunakan Reading Aloud dengan Audiobook dalam pembelajaran?	Saya lebih memperhatikan detail suara dan langsung menirukan sesuai dengan irama dan nada dari audiobook.
7	Menurut Anda, apakah penggunaan Reading Aloud dengan Audiobook sebaiknya terus digunakan dalam pembelajaran pronunciation? Mengapa?	Sebaiknya terus digunakan karena membuat belajar pronunciation lebih menyenangkan dan tidak membosankan.

Interview Sheet for XI- PK 2 Class of Man 1 Jember (Post-Interview)

Interviewer : Vira Eka Wahyuni

Interviewee : Student 2

Institution : Man 1 Jember

Day/Date : May 26, 2025

No	Pertanyaan Wawancara	Jawaban
1	Bagaimana perasaan Anda setelah belajar pronunciation menggunakan strategi Reading Aloud dengan bantuan Audiobook?	Sangat membantu, karena sekarang saya lebih yakin ketika harus membaca atau berbicara dalam bahasa Inggris.
2	Adakah hal yang anda sukai ketika belajar pronunciation menggunakan strategi Reading Aloud dengan Audiobook?	Saya suka latihan membaca nyaring bersama teman dan mendengarkan suara narator yang jelas.
3	Apakah Anda merasa ada peningkatan dalam pronunciation setelah menggunakan Reading Aloud dan Audiobook? Jika ya, bagian mana yang paling terasa meningkat?	Sangat membantu, karena sekarang saya lebih yakin dan tidak ragu saat berbicara.
4	Apa saja tantangan atau kesulitan yang Anda hadapi saat belajar pronunciation dengan strategi Reading Aloud dan Audiobook?	Kadang saya belum bisa langsung menirukan semua kata dengan tepat, jadi harus latihan beberapa kali.
5	Menurut Anda, apakah strategi Reading Aloud dengan Audiobook membantu Anda lebih percaya diri dalam mengucapkan kata-kata dalam Bahasa Inggris?	Membantu, karena saya bisa mendengar pelafalan yang benar terlebih dahulu sebelum menirukan.
6	Bagaimana perubahan dalam cara Anda menyimak dan menirukan pelafalan kata setelah menggunakan Reading Aloud dengan Audiobook dalam pembelajaran?	Saya jadi lebih fokus dan teliti saat mendengarkan, lalu berusaha menirukan dengan pelafalan yang sama.
7	Menurut Anda, apakah penggunaan Reading Aloud dengan Audiobook sebaiknya terus digunakan dalam pembelajaran pronunciation? Mengapa?	Ya, karena membuat pelajaran pronunciation lebih mudah dipahami dan lebih menyenangkan

OBSERVATION SHEET FOR ENGLISH TEACHER

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 14, May 2025

A. Lembar Obsevasi Aktivitas Guru

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Menyampaikan tujuan-tujuan pembelajaran yang hendak dicapai	✓			✓			
2.	Melakukan Kegiatan Pemantik Awal	✓			✓			
3.	Menyiapkan alat dan bahan yang dibutuhkan dalam kegiatan pembelajaran	✓		✓				
4.	Menjelaskan materi pembelajaran dengan jelas dan menarik	✓		✓				
5.	Guru memberikan kesempatan siswa untuk bertanya dan berdiskusi	✓		✓				
6.	Memberikan umpan balik terhadap jawaban siswa	✓			✓			
7.	Melakukan evaluasi terhadap kegiatan pembelajaran yang telah dilaksanakan	✓			✓			

OBSERVATION SHEET FOR ENGLISH TEACHER

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 15, May 2025

A. Lembar Obsevasi Aktivitas Guru

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Menyampaikan tujuan-tujuan pembelajaran yang hendak dicapai	✓		✓				
2.	Melakukan Kegiatan Pemantik Awal	✓			✓			
3.	Menyiapkan alat dan bahan yang dibutuhkan dalam kegiatan pembelajaran	✓			✓			
4.	Menjelaskan materi pembelajaran dengan jelas dan menarik	✓		✓				
5.	Guru memberikan kesempatan siswa untuk bertanya dan berdiskusi	✓			✓			
6.	Memberikan umpan balik terhadap jawaban siswa	✓		✓				
7.	Melakukan evaluasi terhadap kegiatan pembelajaran yang telah dilaksanakan	✓			✓			

OBSERVATION SHEET FOR ENGLISH TEACHER

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 21, May 2025

A. Lembar Obsevasi Aktivitas Guru

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Menyampaikan tujuan-tujuan pembelajaran yang hendak dicapai	✓		✓				
2.	Melakukan Kegiatan Pemantik Awal	✓		✓				
3.	Menyiapkan alat dan bahan yang dibutuhkan dalam kegiatan pembelajaran	✓			✓			
4.	Menjelaskan materi pembelajaran dengan jelas dan menarik	✓		✓				
5.	Guru memberikan kesempatan siswa untuk bertanya dan berdiskusi	✓			✓			
6.	Memberikan umpan balik terhadap jawaban siswa	✓		✓				
7.	Melakukan evaluasi terhadap kegiatan pembelajaran yang telah dilaksanakan	✓		✓				

OBSERVATION SHEET FOR ENGLISH TEACHER

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 22, May 2025

A. Lembar Obsevasi Aktivitas Guru

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Menyampaikan tujuan-tujuan pembelajaran yang hendak dicapai	✓		✓				
2.	Melakukan Kegiatan Pemantik Awal	✓		✓				
3.	Menyiapkan alat dan bahan yang dibutuhkan dalam kegiatan pembelajaran	✓			✓			
4.	Menjelaskan materi pembelajaran dengan jelas dan menarik	✓		✓				
5.	Guru memberikan kesempatan siswa untuk bertanya dan berdiskusi	✓			✓			
6.	Memberikan umpan balik terhadap jawaban siswa	✓			✓			
7.	Melakukan evaluasi terhadap kegiatan pembelajaran yang telah dilaksanakan	✓		✓				

OBSERVATION SHEET FOR STUDENTS

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 14 May, 2025

A. Lembar Obsevasi Aktivitas Siswa

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Siswa menyimak penjelasan terkait tujuan-tujuan pembelajaran yang hendak dicapai	✓			✓			
2.	Siswa menyimak dan memahami penjelasan terkait materi yang diberikan	✓		✓				
3.	Siswa aktif bertanya dan menjawab pertanyaan	✓			✓			
4.	Siswa memiliki antusias yang positif selama kegiatan pembelajaran berlangsung	✓		✓				
5.	Siswa mengerjakan tugas dengan mandiri	✓			✓			
6.	Siswa menunjukkan sikap yang kondusif dari awal hingga akhir pembelajaran	✓		✓				

OBSERVATION SHEET FOR STUDENTS

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 15 May, 2025

A. Lembar Obsevasi Aktivitas Siswa

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Siswa menyimak penjelasan terkait tujuan-tujuan pembelajaran yang hendak dicapai	✓		✓				
2.	Siswa menyimak dan memahami penjelasan terkait materi yang diberikan	✓			✓			
3.	Siswa aktif bertanya dan menjawab pertanyaan	✓			✓			
4.	Siswa memiliki antusias yang positif selama kegiatan pembelajaran berlangsung	✓		✓				
5.	Siswa mengerjakan tugas dengan mandiri	✓			✓			
6.	Siswa menunjukkan sikap yang kondusif dari awal hingga akhir pembelajaran	✓			✓			

OBSERVATION SHEET FOR STUDENTS

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 21 May, 2025

A. Lembar Obsevasi Aktivitas Siswa

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Siswa menyimak penjelasan terkait tujuan-tujuan pembelajaran yang hendak dicapai	✓		✓				
2.	Siswa menyimak dan memahami penjelasan terkait materi yang diberikan	✓			✓			
3.	Siswa aktif bertanya dan menjawab pertanyaan	✓		✓				
4.	Siswa memiliki antusias yang positif selama kegiatan pembelajaran berlangsung	✓		✓				
5.	Siswa mengerjakan tugas dengan mandiri	✓			✓			
6.	Siswa menunjukkan sikap yang kondusif dari awal hingga akhir pembelajaran	✓		✓				

OBSERVATION SHEET FOR STUDENTS

Judul Penelitian: The Implementation Of Reading Aloud Strategy Using Audiobook In Teaching Pronunciation

Peneliti : Vira Eka Wahyuni

Sekolah : MAN 1 Jember

Mata Pelajaran: Bahasa Inggris

Tanggal : 22 May, 2025

A. Lembar Obsevasi Aktivitas Siswa

No.	Indikator	Pengamatan		Kualifikasi				
		Ya	Tidak	SB	B	C	K	SK
1.	Siswa menyimak penjelasan terkait tujuan-tujuan pembelajaran yang hendak dicapai	✓		✓				
2.	Siswa menyimak dan memahami penjelasan terkait materi yang diberikan	✓			✓			
3.	Siswa aktif bertanya dan menjawab pertanyaan	✓			✓			
4.	Siswa memiliki antusias yang positif selama kegiatan pembelajaran berlangsung	✓		✓				
5.	Siswa mengerjakan tugas dengan mandiri	✓		✓				
6.	Siswa menunjukkan sikap yang kondusif dari awal hingga akhir pembelajaran	✓		✓				

Source: Obsevation sheet adapted Arifin Dwi Saputra "Peningkatan Aktivitas Dan Hasil Belajar Siswa Tema 6 Dengan Menggunakan Metode Kooperatif Tipe STAD Kelas V SDN 1 Sumberagung"

Rencana Pelaksanaan Pembelajaran (Pertemuan Ke-1)

Sekolah : MAN 1 Jember
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Penyusun : Vira Eka Wahyuni
 Materi : Narrative Text (Dongeng)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI):

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar (KD)	Indikator
3.3 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif dalam bentuk cerita rakyat, fabel, dan cerita fiksi lainnya sesuai dengan konteks penggunaannya.	3.3.1 Siswa dapat mengidentifikasi struktur teks naratif (orientation, complication, resolution) dalam sebuah dongeng.

<p>4.3 Mempraktikkan pengucapan teks naratif lisan dan tulis, pendek dan sederhana, terkait fabel/legenda/rakyat lokal dengan memperhatikan ketepatan pefalan, intonasi, dan penekanan yang tepat.</p>	<p>4.3.1 Siswa dapat membaca secara lantang (reading aloud) dan menirukan pelafalan (pronunciation) kata-kata dalam teks naratif dengan tepat.</p>
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C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi struktur teks naratif (orientation, complication, resolution).
2. Membaca teks dongeng secara lantang dengan pelafalan dan intonasi yang benar.
3. Menirukan pronunciation dari audio book yang diperdengarkan.

D. Materi Pembelajaran

1. Teks Naratif (Fairy Tale)

- Pengertian dan ciri-ciri narrative text.
- Struktur teks: Orientation – Complication – Resolution.
- Kosakata umum dalam dongeng (e.g., once upon a time, suddenly, finally).

2. Audiobook: "The Dog and His Bone" (contoh dongeng pendek)

Metode Pembelajaran

- Metode: Reading Aloud, Listening, Discussion, Retelling
- Model Pembelajaran: Discovery Learning

Alat dan Sumber Belajar

- Laptop & Speaker
- LCD/Proyektor
- Audio book: "The Dog and His Bone"
- Handout teks cerita

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Guru membuka pelajaran dengan salam dan menanyakan kabar siswa. 2) Ice breaking: Guru memainkan audio singkat karakter kartun dan menanyakan siapa karakter tersebut. 3) Apersepsi: Guru bertanya, “Pernahkah kalian mendengar cerita dongeng? Cerita apa yang paling kalian suka?” 4) Guru menyampaikan tujuan pembelajaran hari ini. 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1) Eksplorasi Materi: Guru menjelaskan pengertian narrative text dan struktur dasarnya menggunakan PPT dan contoh singkat. 2) Listening Practice: Siswa menyimak audiobook “The Dog and His Bone” sambil mengikuti teks. 3) Reading Aloud: Guru mengajak siswa untuk 	50 menit

	<p>membaca paragraf demi paragraf dari teks dongeng.</p> <p>4) Pronunciation Drill: Guru memberi umpan balik pada pelafalan siswa dan mencontohkan ulang pelafalan yang benar.</p>	
Kegiatan Penutup	<p>1) 1. Siswa dan guru merefleksikan pembelajaran hari ini, terutama terkait pelafalan dan intonasi.</p> <p>2. Guru memberikan pujian atas usaha siswa dalam membaca lantang dan menirukan audio.</p> <p>3. Guru menutup pelajaran dengan doa bersama.</p>	15 menit

F. Lampiran

1. Audiobook Text

The Dog and His Bone

A dog is walking down the street, when he sees a bone in a trash can. *"A bone! Yippee! How lucky for me!"* he thinks. He grabs the bone, and happily runs home. He runs past the train station and the school. He runs through the park. He runs onto a bridge. On the bridge, the dog looks down into the deep, still water below. There, he sees another dog with a bone in its mouth.

"Who is that dog?" he wonders. "What is he doing down there?"

The dog stares at the other dog. The other dog stares back. *"Where did that dog get such a BIG bone?"* the dog wonders. *"Why is his bone bigger than mine?"* The dog growls at the other dog. The other dog growls too. *"I want that big bone!"* he thinks.

The greedy dog decides to steal the other dog's bone. He leaps off the bridge and into the water. *Splash!* But as soon as he hits the water, the other dog disappears. There was never any other dog. It was just his own reflection! The water is very deep and the dog is surprised.

"Woof woof woof! Help!" he barks.

And when he barks, his bone drops from his mouth — and sinks to the bottom of the water. The dog swims to shore. He is wet and cold, and now he has no bone at all.

Source: <https://www.thefablecottage.com/fables/the-dog-and-his-bone>

2. PPT

Narrative Text
with:
Reading Aloud &
Audiobook

Definition

A narrative text is a type of text that tells a story about a series of events that happened in the past. The purpose is mainly to entertain the readers or listeners.
Examples of narrative texts include: fairy tales, fables, legends, myths, and folk tales.

Structure of Narrative Text

1. Orientation
"Introduces the characters, setting (time and place), and background of the story"
-Example: Once upon a time, there was a little girl who lived in a village near the forest.
2. Complication
"This part shows challenges or struggles faced by the characters"
-Example: One day, she got lost in the woods and met a big bad wolf.
3. Resolution
"This part shows the outcome of the story. It can be a happy or sad ending"
-Example: In the end, a hunter saved the girl and she returned home safely.

Characteristic

- Uses past tense verbs.
- Has a clear plot (sequence of events).
- Involves characters and settings (time and place).
- Includes a problem or conflict and how it is solved.
- Often contains a moral message.
- Uses time connectives such as: once upon a time, then, after that, before, finally, etc.

What is Reading Aloud?

Reading Aloud Strategy is a teaching and learning method where the teacher or students read a text out loud, either individually or in groups, with the goal of improving reading fluency, comprehension, and pronunciation.

Key Purposes

- **Modeling Fluent Reading:** Teachers demonstrate correct pronunciation, intonation, and expression.
- **Improving Pronunciation and Vocabulary:** Students hear and produce new words accurately.
- **Enhancing Comprehension:** Hearing the text helps learners process meaning, especially for auditory learners.
- **Building Confidence:** Helps students become more comfortable with oral language use.



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Rencana Pelaksanaan Pembelajaran (Pertemuan Ke-2)

Sekolah : MAN 1 Jember
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Penyusun : Vira Eka Wahyuni
 Materi : Narrative Text (Story Retelling)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI):

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

G. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar (KD)	Indikator
3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif dalam bentuk cerita rakyat, fabel, dan cerita fiksi lainnya sesuai dengan konteks penggunaannya.	3.4.1 Siswa dapat merangkum isi teks naratif menggunakan <i>story map</i> (alur, tokoh, setting, konflik, penyelesaian)
4.4 Menyusun teks naratif lisan dan tulis, pendek dan sederhana,	4.4.1 Siswa dapat menceritakan kembali (retelling) isi

terkait fabel/legenda/rakyat lokal dengan memperhatikan struktur dan unsur kebahasaan yang benar	dongeng secara lisan dengan pronunciation yang tepat dan intonasi yang sesuai.
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C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, peserta didik diharapkan mampu:

1. Mengidentifikasi dan merangkum isi teks naratif dalam bentuk *story map*.
2. Menceritakan kembali isi dongeng yang telah dipelajari dengan pronunciation dan intonasi yang tepat.
3. Meningkatkan rasa percaya diri dalam berbicara bahasa Inggris melalui kegiatan *retelling*.
4. Bekerja sama dalam kelompok kecil untuk menyusun dan menyampaikan kembali cerita.

D. Materi Pembelajaran

1. Narrative Text – Story Retelling

- Ringkasan cerita "The Lion and the Mouse" dari pertemuan pertama.
- *Story map* elemen: Characters, Setting, Problem, Events, Solution.
- Unsur kebahasaan: past tense, time connectives, action verbs.
- Latihan pengucapan: kosakata penting dari teks (lion, trap, roar, rescue, etc.)

Metode Pembelajaran

- Metode: Reading Aloud, Listening, Discussion, Retelling
- Model Pembelajaran: Discovery Learning

Alat dan Sumber Belajar

- Speaker
- Flashcards / Story map template
- Whiteboard
- Handout teks ringkasan
- Perekam audio (opsional, untuk refleksi pronunciation)

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Guru membuka pelajaran dengan salam dan menanyakan kabar siswa. 2) Ice breaking: Guru memilih siswa secara acak untuk memperagakan salah satu peristiwa yang dialami tokoh yang ada pada audiobook dan siswa yang lain bertugas untuk menebak adegan tersebut. 3) Apersepsi: “Kalau kalian menjadi tokoh dalam cerita, kalian akan menjadi tokoh seperti apa? Pemberani? Cerdik? Lucu?” 4) Gurumenyampaikan tujuan pembelajaran hari ini. 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1) Review Materi: Guru dan siswa mereview kembali isi cerita "The Dog and His Bone" 2) Story Mapping: 	50 menit

	<p>Siswa secara berkelompok menyusun <i>story map</i> dari cerita.</p> <p>3) Pronunciation Drill: Guru memberikan latihan pelafalan kosakata penting dari cerita.</p> <p>4) Practice Retelling: Siswa berlatih menceritakan ulang cerita berdasarkan <i>story map</i> masing-masing, dibimbing oleh guru.</p> <p>5) Performance: Guru memilih satu wakil untuk menyampaikan retelling di depan kelas.</p>	
Kegiatan Penutup	<p>2) Siswa dan guru merefleksikan kegiatan retelling dan pelafalan mereka hari ini.</p> <p>3) Guru memberikan pujian dan catatan positif pada keberanian siswa tampil.</p> <p>4) Menutup pelajaran dengan doa.</p>	15 menit

F. Lampiran

1. Audiobook Text

The Dog and His Bone

A dog is walking down the street, when he sees a bone in a trash can. *"A bone! Yippee!"*

How lucky for me!" he thinks. He grabs the bone, and happily runs home. He runs past the train station and the school. He runs through the park. He runs onto a bridge. On the bridge, the dog looks down into the deep, still water below. There, he sees another dog with a bone in its mouth.

"Who is that dog?" he wonders. "What is he doing down there?"

The dog stares at the other dog. The other dog stares back. "*Where did that dog get such a BIG bone?"*" the dog wonders. "*Why is his bone bigger than mine?"*" The dog growls at the other dog. The other dog growls too. "*I want that big bone!"*" he thinks.

The greedy dog decides to steal the other dog's bone. He leaps off the bridge and into the water. *Splash!* But as soon as he hits the water, the other dog disappears. There was never any other dog. It was just his own reflection! The water is very deep and the dog is surprised.

"*Woof woof woof! Help!*" he barks.

And when he barks, his bone drops from his mouth — and sinks to the bottom of the water. The dog swims to shore. He is wet and cold, and now he has no bone at all.

Source: <https://www.thefablecottage.com/fables/the-dog-and-his-bone>

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2. Story map template:

Story Map

Name: _____ Class: XI _____

 Title of the Story: _____

1. Characters (Tokoh)

Tuliskan siapa saja tokoh yang ada dalam cerita:

2. Setting (Latar)

Di mana dan kapan cerita ini terjadi?

3. Problem (Masalah)

Apa masalah utama dalam cerita?

4. Events (Urutan Kejadian)

Tuliskan secara singkat 3–5 peristiwa penting dalam cerita:

1. _____
2. _____
3. _____
4. _____
5. _____

5. Solution (Penyelesaian)

Bagaimana masalahnya diselesaikan?

Rencana Pelaksanaan Pembelajaran (Pertemuan Ke-3)

Sekolah : MAN 1 Jember
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Penyusun : Vira Eka Wahyuni
 Materi : Narrative Text (Dongeng)
 Alokasi Waktu : 2 x 40 menit

H. Kompetensi Inti (KI):

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

I. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar (KD)	Indikator
3.5 Menganalisis struktur dan unsur kebahasaan dari teks naratif berfokus pada penggunaan intonasi dalam berbagai ekspresi (marah, sedih, terkejut, dsb).	3.5.1 Siswa dapat mengidentifikasi berbagai macam ekspresi (marah, sedih, terkejut, dsb) melalui intonasi yang ada pada kalimat.
4.5 Mempraktikkan pengucapan teks	4.5.1 Siswa mampu menirukan dan

<p>naratif lisan dan tulis, pendek dan sederhana, terkait fabel/legenda/rakyat lokal dengan memperhatikan ketepatan pefalan, intonasi, dan penekanan yang tepat.</p>	<p>mempraktikkan ekspresi (marah, sedih, terkejut, dsb) dalam teks naratif dengan intonasi yang benar dan tepat secara individu maupun berpasangan.</p>
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C. Tujuan Pembelajaran

Setelah pembelajaran, siswa diharapkan mampu:

1. Menirukan pelafalan yang tepat dari kata-kata dalam cerita pendek.
2. Melatih intonasi dan tekanan kata dalam kalimat-kalimat naratif.
3. Melakukan dialog pendek berbasis cerita dengan pronunciation yang benar.

D. Materi Pembelajaran

Focus: Pronunciation (intonation)

- Intonasi untuk ekspresi emosi: marah, takut, senang, terkejut.
- Fokus pelafalan: bunyi vokal dan konsonan tertentu yang sering salah dilafalkan.
- Dialog pendek dari cerita "The Lion and The Mouse".

Metode Pembelajaran

- Metode: *Listening – Repeating – Drilling – Peer Feedback*
- Model: Audio-Lingual Method (ALM)

Alat dan Sumber Belajar

- 1) Speaker
- 2) Audiobook
- 3) Dialog cetak dari cerita
- 4) Kertas umpan balik sederhana

G. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Guru membuka dengan salam dan apersepsi singkat: "Kata apa yang menurut kalian paling susah diucapkan dari cerita minggu lalu?" 2) Ice breaking: Tongue Twister singkat, misalnya: "The tiny teak trees thrive through thick and thin". 3) Apersepsi: Jika kalian diminta untuk membaca sebuah cerita, kalian ingin membaca cerita tentang petualangan, persahabatan, atau mungkin kisah misteri? Apa yang membuat cerita itu menarik bagi kalian?" 4) Guru menyampaikan fokus utama pembelajaran hari ini. 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1) Modeling Audio: Guru memutar audiobook tentang 	50 menit

	<p>“The Oak Tree” dan meminta siswa untuk memperhatikan bagian percakapan atau dialog pendek dari cerita.</p> <p>2) Repetition Drill: Siswa menirukan kalimat per kalimat secara serempak, lalu bergantian individu.</p> <p>3) Pair Practice: Siswa berlatih dialog dalam pasangan kemudian beberapa siswa akan dipilih untuk mempraktikkannya di depan kelas. Guru memberi instruksi untuk memperhatikan intonasi, tekanan kata, dan artikulasi.</p> <p>4) Peer Feedback: Siswa saling memberi komentar dan saran sederhana: "Your pronunciation in pronouncing the word ", atau “Try to say 'rescue' more clearly.”</p> <p>5) Guru memberikan koreksi pronunciation secara langsung.</p>	
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Kegiatan Penutup	<ol style="list-style-type: none"> 1) Siswa dan guru merefleksikan kegiatan retelling dan pelafalan mereka hari ini. 2) Guru memberikan pujian dan catatan positif pada keberanian siswa tampil. 3) Guru menyampaikan bahwa pada pertemuan selanjutnya akan ada tugas membuat versi dongeng sendiri secara berkelompok. 4) Menutup pelajaran dengan doa. 	15 menit
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F. Lampiran:

1. Audiobook Text

The Oak Tree

One hot day, two hikers are walking in the dry, brown hills. They have been walking all day, and they are tired and hungry. They see a tree in the distance. *"I am sooooo hungry!"* says one hiker. *"Do you think that's an apple tree? I want a big, crunchy, red apple!"*

"Nah, that's not an apple tree," says the other. *"It's a pear tree! Pears are my favorite. I want a sweet, juicy, yellow pear!"* But when they arrive at the tree, there are no apples. Or pears either. In fact, there is no fruit at all. *"Aw, boo!"* says one hiker. *"It's a useless oak tree!"*

Just then, the sky turns grey and it starts to rain. The two hikers run under the oak tree to stay dry. It rains and rains, but the oak tree is like a big umbrella. The hikers don't get wet. They wait under the oak tree for the rain to stop. Day turns into night.

"I'm cold," says one hiker. *"We should make a fire. Help me collect some wood!"* Luckily, there are many old branches under the oak tree. The two hikers collect the branches and make a nice campfire out of them. They sit beside the fire to warm themselves. *"I'm tired,"* says one hiker. *"We should sleep here tonight. Help me make a bed!"*

The hikers make a bed out of soft, green oak leaves. They snuggle into the leaves and fall asleep. The rain falls and the wind blows, but the hikers are comfortable, warm and dry — under the "useless" oak tree.

Moral: Sometimes the best gifts aren't what we originally hoped for.

Source: <https://www.thefablecottage.com/fables/the-oak-tree>

2. Potongan dialog pendek yang ada pada cerita:

A: *"I am sooooo hungry! Do you think that's an apple tree? I want a big, crunchy, red apple!"*

B: *"Nah, that's not an apple tree, It's a pear tree! Pears are my favorite. I want a sweet, juicy, yellow pear!"*

A: *"Aw, boo!"* says one hiker. *"It's a useless oak tree!"*

B: *"I'm cold, we should make a fire. Help me collect some wood!"*

A: *"I'm tired, we should sleep here tonight. Help me make a bed!"*

Rencana Pelaksanaan Pembelajaran (Pertemuan Ke-4)

Sekolah : MAN 1 Jember
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI
 Penyusun : Vira Eka Wahyuni
 Materi : Narrative Text- Storytelling (Final Pronunciation Project)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Inti (KI):

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial.

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait fenomena dan kejadian.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar (KD)	Indikator
3.6 Menganalisis struktur dan unsur kebahasaan dari teks naratif	3.6.1 Siswa memahami bagaimana intonasi dan pelafalan memengaruhi makna dalam storytelling.
4.6 Mempraktikkan dan mmpresentasikan potongan teks	4.6.1 Siswa mampu membacakan secara lantang potongan

naratif lisan dan tulis, dalam bentuk, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	cerita pendek secara individu dengan pronunciation, intonasi, dan ekspresi yang tepat lalui rekaman suara.
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C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran, siswa diharapkan dapat:

1. Membacakan cerita naratif pendek secara mandiri dengan pengucapan yang tepat.
2. Menggunakan intonasi dan ekspresi suara untuk menunjukkan makna dalam cerita.
3. Merekam storytelling dalam bentuk audio sebagai produk pembelajaran.
4. Memberikan umpan balik sederhana terhadap rekaman teman.

D. Materi Pembelajaran

Focus: Final Pronunciation Practice

- Teks cerita naratif sederhana (dapat diambil dari cerita sebelumnya atau cerita baru yang disiapkan guru)
- Penggunaan: intonasi naik-turun, jeda wajar, artikulasi kata
- Refleksi pengucapan sesuai dengan pelafalan dan intonasi yang tepat.

Metode Pembelajaran

- Metode: *Project-Based Learning*
- Model: Audiolingual dan Presentasi Mandiri

Alat dan Sumber Belajar

- A. Smartphone/laptop untuk merekam audio
- B. Headset
- C. Cerita naratif pendek (teks cetak/digital)

D. Rubrik penilaian pronunciation

Google Classroom/WA grup untuk submit rekaman

E. Kegiatan Pembelajaran

Kegiatan	Deskripsi	Alokasi waktu
Pendahuluan	<ol style="list-style-type: none"> 1) Guru membuka dengan salam, doa, dan apersepsi singkat. 2) Mengingatkan kembali pentingnya pelafalan dalam storytelling. 3) Menyampaikan tujuan dan kegiatan hari ini: <i>"Kalian akan menjadi storyteller!"</i> 	15 menit
Kegiatan Inti	<ol style="list-style-type: none"> 1) Preview: Guru membacakan contoh storytelling dengan pronunciation yang benar (dari audio atau secara langsung). 2) Practice: Siswa membaca teks dalam hati, lalu mencoba latihan pelafalan secara mandiri atau berpasangan. 3) Recording: Siswa merekam suara mereka saat membacakan cerita (maks. 2 menit). 4) Peer Review: Siswa saling mendengarkan rekaman teman dan memberi umpan balik menggunakan format sederhana: <ul style="list-style-type: none"> • Clarity (jelas/tidak) • Intonation (hidup/tidak) • Expression (menarik/tidak) 5) Guru memberikan beberapa contoh feedback yang membangun. 	50 menit

Kegiatan Penutup	1) Siswa dan guru merefleksikan proses rekaman dan tantangannya. 2) Guru memberi pujian dan menyampaikan apresiasi atas kemajuan siswa. 3) Memberi arahan untuk submit hasil final via WA/Google Classroom (jika belum selesai di kelas). 4) Penutup dan doa bersama.	15 menit
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Lampiran:

1. Audiobook: The Oak Tree

The Oak Tree

One hot day, two hikers are walking in the dry, brown hills. They have been walking all day, and they are tired and hungry. They see a tree in the distance. *"I am sooooo hungry!"* says one hiker. *"Do you think that's an apple tree? I want a big, crunchy, red apple!"*

"Nah, that's not an apple tree," says the other. *"It's a pear tree! Pears are my favorite. I want a sweet, juicy, yellow pear!"* But when they arrive at the tree, there are no apples. Or pears either. In fact, there is no fruit at all. *"Aw, boo!"* says one hiker. *"It's a useless oak tree!"*

Just then, the sky turns grey and it starts to rain. The two hikers run under the oak tree to stay dry. It rains and rains, but the oak tree is like a big umbrella. The hikers don't get wet. They wait under the oak tree for the rain to stop. Day turns into night.

"I'm cold," says one hiker. *"We should make a fire. Help me collect some wood!"* Luckily, there are many old branches under the oak tree. The two hikers collect the branches and make a nice campfire out of them. They sit beside the fire to warm themselves. *"I'm tired,"* says one hiker. *"We should sleep here tonight. Help me make a bed!"*

The hikers make a bed out of soft, green oak leaves. They snuggle into the leaves and fall asleep. The rain falls and the wind blows, but the hikers are comfortable, warm and dry — under the "useless" oak tree.

Moral: Sometimes the best gifts aren't what we originally hoped for.

Source: <https://www.thefablecottage.com/fables/the-oak-tree>

Appendix 3 : Students' Score (Pre-test, Post-test Cycle I, Post-test Cycle II)

No.	Name	LAP	Score		
			Pre-test	Post-test I	Post-test II
1	Alfa Janet Faradis Azhari	P	75	85	90
2	Alfa Ramadhani Nur Khusnadya	P	85	90	95
3	Alisa Talita Rafa M	P	75	75	80
4	Alya Kirana Fahlevi	P	60	70	85
5	Anisa Nadifatul Qolbi	P	60	80	85
6	Annisa Nurul Ilmi	P	65	70	70
7	Ayu Filzah Mumtaziah Rakhman	P	60	80	85
8	Azka Nabila Zahra	P	55	75	80
9	Dipa Rahma Kamila Azzahro	P	60	85	85
10	Giestia Cahya Frandana	P	65	70	85
11	Hanindya Juliandini	P	60	65	70
12	Mirsa Dwi Rina Agustin	P	55	70	85
13	Nabilah Annisa Maydina	P	55	75	85
14	Nabilah Yasyfin Naja	P	60	70	75
15	Nadia Regita Eriyanty	P	85	90	90
16	Najla Madha Anindhita Assobry	P	70	85	90
17	Naila Puteri Yukikosyahriana	P	85	85	95
18	Nakhla Aurora Witjaksono	P	55	70	85
19	Nathania Malinda Dewi	P	80	90	90
20	Nayla Isna Firdausiah	P	60	65	80
21	Nazila Fahra Thifla Hanan	P	80	90	90
22	Rahma Aulia Mahbubah	P	65	85	85
23	Raisatul Mahiroh	P	80	85	95
24	Rifka Tazkiyatun Nufus	P	60	75	80
25	Riska Sofia Andita	P	75	85	85
26	Sahila Risqiya Kamila	P	60	70	85
27	Saifana Nuril 'Aisy	P	85	85	90
28	Salsabila Fitri Zaskhia	P	80	90	95
29	Savvy Nabila Firdaus	P	70	75	90
30	Shafira Putri Hildaifah	P	85	85	95
31	Siti Fatimah Az-zahra Ramadhani	P	85	90	90
32	Yasmin Nur Izzah Firdausi	P	85	85	90
33	Zilda Khafa Navisa	P	70	85	85
Total Score			2305	2630	2840

Mean	69,84	79,69	86,06
Max Score	85	90	95
Min Score	55	65	70
KKM = 82			



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LEMBAR PRE-TEST PENGUCAPAN SISWA
(SHORT PASSAGE READING)

Subjek menit	: Bahasa Inggris	Alokasi Waktu : 1-2
Jenis Tes	: Pronunciation Test	Metode : Reading Aloud
Kelas	:XI	Waktu :

A. Instruksi

1. Perhatikan cerita pendek dibawah ini.
2. Bacalah cerita pendek tersebut dengan suara **lantang** dan **jelas**.
3. Perhatikanlah pengucapanmu sesuai dengan **pelafalan bahasa inggris yang tepat**.
4. Durasi membaca teks maksimal **1 menit**.

Emma and Her Kitten

One day, Emma found a tiny kitten hiding under a tree. It was cold hungry, so she carefully picked it up and took it home. She gave the kitten warm milk and a soft blanket. Day by day, the kitten grew stronger and started playing around the house. Emma named it Whiskers. They became best friends, always playing and cuddling together. Whiskers would wait for Emma after school, and she would tell him stories. Emma was happy because she had found a new friend, and Whiskers was happy because he had found a loving home. They love each others so much.

Teks Cerita:

LEMBAR POST-TEST (CYCLE I) PENGUCAPAN SISWA
(READING ALOUD WHILE LISTENING TO AUDIOBOOK)

Subjek menit	: Bahasa Inggris	Alokasi Waktu : 1-2
Jenis Tes	: Pronunciation Test	Metode : Reading Aloud
Kelas	:XI	Waktu :

A. Instruksi

1. Dengarkanlah Audio cerita yang diberikan guru dengan seksama.
2. Setelah mendengarkan audio cerita, amatilah cerita naratif berikut ini.
3. Bacalah cerita tersebut dengan suara **lantang** dan **jelas**.
4. Perhatikanlah pengucapanmu sesuai dengan **pelafalan bahasa inggris yang tepat**.
5. Durasi membaca teks maksimal **2 menit**.

Teks Cerita:

The Dog and His Bone

A dog is walking down the street, when he sees a bone in a trash can. "*A bone! Yippee! How lucky for me!*" he thinks. He grabs the bone, and happily runs home. He runs past the train station and the school. He runs through the park. He runs onto a bridge. On the bridge, the dog looks down into the deep, still water below. There, he sees another dog with a bone in its mouth.

"Who is that dog?" he wonders. "What is he doing down there?"

The dog stares at the other dog. The other dog stares back. "*Where did that dog get such a BIG bone?*" the dog wonders. "*Why is his bone bigger than mine?*" The dog growls at the other dog. The other dog growls too. "*I want that big bone!*" he thinks.

The greedy dog decides to steal the other dog's bone. He leaps off the bridge and into the water. *Splash!* But as soon as he hits the water, the other dog disappears. There was never any other dog. It was just his own reflection! The water is very deep and the dog is surprised.

"*Woof woof woof! Help!*" he barks.

And when he barks, his bone drops from his mouth — and sinks to the bottom of the water. The dog swims to shore. He is wet and cold, and now he has no bone at all.

Source: <https://www.thefablecottage.com/fables/the-dog-and-his-bone>

LEMBAR POST-TEST (CYCLE II) PENGUCAPAN SISWA
(READING ALOUD WHILE LISTENING TO AUDIOBOOK)

Subjek menit	: Bahasa Inggris	Alokasi Waktu : 1-2
Jenis Tes	: Pronunciation Test	Metode : Reading Aloud
Kelas	: XI	Waktu :

1. Instruksi

1. Dengarkanlah Audio cerita yang diberikan guru dengan seksama.
2. Setelah mendengarkan audio cerita, amatilah cerita naratif berikut ini.
3. Bacalah cerita tersebut dengan suara **lantang** dan **jelas**.
4. Perhatikanlah pengucapanmu sesuai dengan **pelafalan bahasa inggris yang tepat**.
5. Durasi membaca teks maksimal **2 menit**.

Teks Cerita:

The Oak Tree

One hot day, two hikers are walking in the dry, brown hills. They have been walking all day, and they are tired and hungry. They see a tree in the distance. *"I am sooooo hungry!"* says one hiker. *"Do you think that's an apple tree? I want a big, crunchy, red apple!"*

"Nah, that's not an apple tree," says the other. *"It's a pear tree! Pears are my favorite. I want a sweet, juicy, yellow pear!"* But when they arrive at the tree, there are no apples. Or pears either. In fact, there is no fruit at all. *"Aw, boo!"* says one hiker. *"It's a useless oak tree!"* Just then, the sky turns grey and it starts to rain. The two hikers run under the oak tree to stay dry. It rains and rains, but the oak tree is like a big umbrella. The hikers don't get wet. They wait under the oak tree for the rain to stop. Day turns into night.

"I'm cold," says one hiker. *"We should make a fire. Help me collect some wood!"* Luckily, there are many old branches under the oak tree. The two hikers collect the branches and make a nice campfire out of them. They sit beside the fire to warm themselves. *"I'm tired,"* says one hiker. *"We should sleep here tonight. Help me make a bed!"*

The hikers make a bed out of soft, green oak leaves. They snuggle into the leaves and fall asleep. The rain falls and the wind blows, but the hikers are comfortable, warm and dry — under the "useless" oak tree.

Moral: Sometimes the best gifts aren't what we originally hoped for.

Source: <https://www.thefablecottage.com/fables/the-oak-tree>

RUBRIC SCORE

INTELLIGIBILITY	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Most of the words are produced unclearly.
FLUENCY	4	The whole text is pronounced fluently without any hesitation.
	3	The whole text is pronounced fluently, but there is little hesitation.
	2	Pauses for a while in some words showing hesitation.
	1	Too many causes in most of the words showing hesitation.
ACCURACY	4	Pronounces the whole words of the text accurately and doesn't cause any misunderstanding.
	3	Pronounces nearly whole words accurately and only few word pronounced inaccurately. Doesn't cause any misunderstanding.
	2	Pronounces almost a half part of the words constructing the text so that it causes little misunderstanding.
	1	Most of the words are pronounced inaccurately so it causes misunderstanding.
INTONATION	4	Produces correct intonation tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.
STRESS	4	Uses good stress in each word and no error.
	3	Uses good stress but misuses in a few word that causes few error.
	2	Uses much incorrect stress that causes some error.
	1	Uses stress incorrectly in most of the words that causes definitely much error.

Students' Reading Aloud Transcript

1. Pre-test Transcript

Name : Dipa Rahma Kamila Azzahro

Class : XI-PK 2

No. : 9

Emma and Her Kitten

One day, Emma foun a tini kitten hiding under a tree. It was cold hungry, so she carefully piket it up and tok it home. She gave the uh kitten warm milk and a soft blanket. Day by day, the kitten grew ehh stronger and started playing around the house. Emma named it Whiskers. They became best friends, always playing and kudling together. Whiskers would wait for Emma after school, and she would tell him stories. Emma was happy because she had found a new friend, and Whiskers was happy because he had found a lofing home. They lof each others so much.

No	Aspects	Point				Total Score (Score = $\frac{\text{total od student's point}}{20} \times 100$)
		4	3	2	1	
1	Intelligibility			√		60 (Failed)
2	Fluency			√		
3	Accuracy			√		
4	Intonation		√			
5	Stress		√			
KKM = 82						

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J E M B E R

Name : Alisa Talita Rafa M

Class : XI-PK 2

No. :3

Emma and Her Kitten

One day, Emma foun a tiny kitten hiding under a tree. Uhh It was cold hungry, so she carefully piket it up and tok it home. She gave the kitten warm milk and a soft blanket. Day by day, the kitten grew stronger and started playing around the house. Emma name it Whiskers. They became best friends, always playing and cuddling together. Whiskers would wait for Emma after school, and she would tell him stories. Emma was happy because she had found a new friend, and Whiskers was happy because he had found a lofing home. They lof each others so much.

No	Aspects	Point				Total Score (Score = $\frac{\text{total od student's point}}{20} \times 100$)
		4	3	2	1	
1	Intelligibility		√			75 (Failed)
2	Fluency		√			
3	Accuracy		√			
4	Intonation		√			
5	Stress		√			
KKM = 82						

2. Cycle I Post-test Transcript

Name : Annisa Nurul Ilmi

Class : XI-PK 2

No. : 6

The Dog and His Bone

A dog is walking down the street, when he sees a bone in a trash can. *"A bone! Yippee! How lucky for me!"* he thinks. He grabs the bone, and happily runs home. He runs past the train station and the school. He runs trou the park. He runs onto a brig. On the brig, the dog looks down into the deep, still water below. There, he sees another dog with a bone in its mouth.

"Who is that dog?" he wonders. *"What is he doing down there?"*

The dog stares at the other dog. The uhh other dog stares back. *"Where did that dog get such a BIG bone?"* the dog wonders. *"Why is his bone bigger than mine?"* The dog growls at the other dog. The other dog growls too. *"I want that big bone!"* he thinks.

The greedy dog decides to steal the other dog's bone. He emh leps off the bridge and into the water. *Splash!* But as soon as he hits the water, the other dog dis-appears. There was never any other dog. It was just his own reflection! The water is very deep and the dog is surprised.

"Woof woof woof! Help!" he barks.

And when he barks, his bone drops from his mouth — and sinks to the bottom of the water. The dog swims to shore. He is wet and cold, and now he has no bone at all.

Source: <https://www.thefablecottage.com/fables/the-dog-and-his-bone>

No	Aspects	Point				Total Score (Score = $\frac{\text{total od student's point}}{20} \times 100$)
		4	3	2	1	
1	Intelligibility		√			75 (Failed)
2	Fluency		√			
3	Accuracy		√			
4	Intonation		√			
5	Stress		√			
KKM = 82						

Name : Nadjla Madha Anindyta Assorby

Class : XI-PK 2

No. : 16

The Dog and His Bone

A dog is walking down the street, when he sees a bone in a trash can. *"A bone! Yippee! How lucky for me!"* he thinks. He grabs the bone, and happily runs home. He runs past the train station and the school. He runs trou the park. He runs onto a bridge. On the bridge, the dog looks down into the deep, still water below. There, he sees another dog with a bone in its mouth.

"Who is that dog?" he wonders. *"What is he doing down there?"* The dog stares at the other dog. The other dog -stares back. *"Where did that dog get such a BIG bone?"* the dog wonders. *"Why is his bone bigger than mine?"* The dog growls at the other dog. The other dog growls too. *"I want that big bone!"* he thinks.

The greedy dog uhh decides to steal the other dog's bone. He leaps off ehm the bridge and into the water. *Splash!* But as soon as he hits the water, the other dog disappears. There was never any other dog. It was just his own reflection! The water is very deep and the dog is surprised.

"Woof woof woof! Help!" he barks.

And when he barks, his bone drops from his mouth — and sinks to the bottom of the water. The dog swims to sore. He is wet and cold, and now he has no bone at all.

Source: <https://www.thefablecottage.com/fables/the-dog-and-his-bone>

No	Aspects	Point				Total Score (Score = $\frac{total\ od\ student's\ point}{20} \times 100$)
		4	3	2	1	
1	Intelligibility	√				80 (Failed)
2	Fluency		√			
3	Accuracy		√			
4	Intonation		√			
5	Stress		√			
KKM = 82						

3. Cycle II Post-test Transcript

Name : Riska Sofia Andita

Class : XI-PK 2

No. : 25

The Oak Tree

One hot day, two hikers are walking in the dry, brown hills. They have been walking all day, and they are tired and hungry. They see a tree in the distance. *"I am soooooo hungry!"* says one hiker. *"Do you think that's an apple tree? I want a big, crunchy, red apple!"*

"Nah, that's not an apple tree," says the other. *"It's a pear tree! Pears are my favorite. I want a sweet, juicy, yellow pear!"* But when they arrive at the tree, there are no apples. Or pears either. In fact, there is no fruit at all. *"Aw, boo!"* says one hiker. *"It's a useless oak tree!"*

Just then, the sky turns grey and it starts to rain. The two hikers run under the oak tree to stay dry. It rains and rains, but the oak tree is like a big umbrella. The hikers don't get wet. They wait under the oak tree for the rain to stop. Day turns into night.

"I'm cold," says one hiker. *"We should make a fire. Help me kolec some wood!"* Luckily, there are many old branches under the oak tree. The two hikers kolec the branches and make a nice uhh campfire out of them. They sit beside the fire to warm themselves. *"I'm tired,"* says one hiker. *"We should sleep here tonight. Help me make a bed!"*

The hikers make a bed out of soft, green oak leaves. They snuggle into the leaves and fall asleep. The rain falls and the waind blows, but the hikers are comfortable, warm and dry — under the "useless" oak tree.

Moral: Sometimes the best gifts aren't what we originally hoped for.

Source: <http://www.thefablecottage.com/fables/the-oak-tree>

No	Aspects	Point				Total Score (<i>Score</i> = $\frac{total\ od\ student's\ point}{20} \times 100$)
		4	3	2	1	
1	Intelligibility	√				85 (Passed)
2	Fluency		√			
3	Accuracy	√				
4	Intonation		√			
5	Stress		√			
KKM = 82						

Name : Shafira Putri Hildaifah

Class : XI-PK 2

No. : 30

The Oak Tree

One hot day, two hikers are walking in the dry, brown hills. They have been walking all day, and they are tired and hungry. They see a tree in the distance. *"I am sooooo hungry!"* says one hiker. *"Do you think that's an apple tree? I want a big, crunchy, red apple!"*

"Nah, that's not an apple tree," says the other. *"It's a pear tree! Pears are my favorite. I want a sweet, juicy, yellow pear!"* But when they arrive at the tree, there are no apples. Or pears either. In fact, there is no fruit at all. *"Aw, boo!"* says one hiker. *"It's a useless oak tree!"*

Just then, the sky turns grey and it starts to rain. The two hikers run under the oak tree to stay dry. It rains and rains, but the oak tree is like a big umbrella. The hikers don't get wet. They wait under the oak tree for the rain to stop. Day turns into night.

"I'm cold," says one hiker. *"We should make a fire. Help me kolec some wood!"* Luckily, there are many old branches under the oak tree. The two hikers kolec the branches and make a nice uhh campfire out of them. They sit beside the fire to warm themselves. *"I'm tired,"* says one hiker. *"We should sleep here tonight. Help me make a bed!"*

The hikers make a bed out of soft, green oak leaves. They snuggle into the leaves and fall asleep. The rain falls and the waind blows, but the hikers are comfortable, warm and dry — under the "useless" oak tree.

Moral: Sometimes the best gifts aren't what we originally hoped for.

Source: <https://www.thefablecottage.com/fables/the-oak-tree>

No	Aspects	Point				Total Score (<i>Score</i> = $\frac{\text{total od student's point}}{20} \times 100$)
		4	3	2	1	
1	Intelligibility	√				95 (Passed)
2	Fluency	√				
3	Accuracy		√			
4	Intonation	√				
5	Stress	√				
KKM = 82						

Appendix 4 : Documentation

- a) **The researcher doing an interview with the English teacher before conducting the research.**



- b) **Students doing a pre-test by reading short passage with the title "Emma And Her Kitten"**



- c) **Classroom learning activities by implementing reading aloud strategy using audiobooks in Cycle I**



- d) **Classroom learning activities by implementing reading aloud strategy using audiobooks in Cycle II**



- e) **Students doing a post-test in Cycle I by reading aloud with audiobook text with the title "The Dog And His Bone"**



- f) **Students doing a post-test in Cycle II by reading aloud with audiobook text with the title "The Dog And His Bone"**



Appendix 5 : Validation Sheet

LEMBAR VALIDASI PENILAIAN INSTRUMEN PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Moh. Rofid Fikroni, M.Pd.

NIP : 199306032023211032

Setelah membaca, menelaah dan mencermati instrumen penelitian yang akan digunakan untuk penelitian yang berjudul "The Implementation of Reading Aloud Strategy Using Audiobooks in Teaching Pronunciation at MAN 1 Jember" yang dibuat oleh:

Nama : Vira Eka, Wahyuni

NIM : 214101060037

Program Studi : Tadris Bahasa Inggris

Fakultas : Fakultas Teknologi dan Ilmu Keguruan

Dengan ini menyatakan bahwa instrumen penelitian tersebut (√):

- ☐ Layak digunakan untuk mengambil data tanpa revisi
- ☒ Layak digunakan untuk mengambil data dengan revisi sesuai saran
- ☐ Tidak layak

Catatan dan saran:

(1) Cantumkan identitas test, bukan identitas siswa karena jenis tes yang digunakan adalah subjektif tes

(2) Perombakan untuk menggunakan 3 aspek saja pada rebruit penilaian. Pilih yang memang relevan dengan pronunciation

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Jember, 28 Februari 2025

Validator,


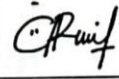






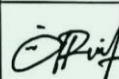
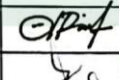



Moh. Rofid Fikroni, M.Pd.

NIP. 199306032023211032

Appendix 6 : Research Journal


RESEARCH JOURNAL

THE IMPLEMENTATION OF READING ALOUD STRATEGY USING AUDIOBOOK IN TEACHING PRONUNCIATION AT MAN 1 JEMBER

No.	Day/Date	Activity	Signature
1.	21 April 2025	Application for research permission in TU	
2.	24 April 2025	Met with Assistant Principal of students affairs to schedule the research in XI PK 2 class	
3.	28 April 2025	Interview with collaborator teacher regarding the profile of XI PK 2 class	
4.	7 May 2025	Met the collaborator teacher to ask for assistance in conducting Pre-test for XI PK 2 students	
5.	14 May 2025	Conducted Pronunciation learning for Cycle 1 in XI PK 2 students	
6.	15 May 2025	Conducted Pronunciation learning for Cycle 1 in XI PK 2 students	
7.	16 May 2025	The researcher enacted post test of XI PK 2	
8.	21 May 2025	The researcher conducted pronunciation learning for Cycle 2 in XI PK 2	
9.	22 May 2025	The researcher conducted pronunciation learning for Cycle 2 in XI PK 2	
10.	23 May 2025	The researcher enacted post test of XI PK 2	
11.	23 May 2025	Met TU administrators to request school profile	
12.	26 May 2025	The researcher ask a letter of research finding	



Headmaster


 Drs. Anwarudin, M.Si.

Appendix 7 : Research Permission Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Mataram No. 01 Mangli. Telp. (0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-10360/In.20/3.a/PP.009/02/2025

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MAN 1 Jember

Jl. Samiran Dusun Krajan II.7, RT.003/RW.003, Jalen Parungan, Setail,
Kec. Genteng, Kabupat

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 214101060037
Nama : Vira Eka Wahyuni
Semester : Semester delapan
Program Studi : Tadris Bahasa Inggris

untuk mengadakan Penelitian/Riset mengenai "The Implementation of Reading Aloud Strategy Using Audiobook in Teaching Pronunciation at MAN 1 Jember" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Sri Endah Zulaikhatul Kharimah, S.Ag, M.Pd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 April 2025

Dekan,

Wakil Dekan Bidang Akademik,



KHOTIBUL UMAM

Appendix 8 : Research Finding Letter



**KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN JEMBER**

MADRASAH ALIYAH NEGERI 1
Jalan Imam Bonjol nomor 50, Telepon. 0331-485109
E-mail: man1jember@yahoo.co.id
Website: www.mansatujember.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 1156/Ma.13.32.01/05/2025

Yang bertanda tangan di bawah ini :

Nama : Drs.Anwaruddin, M.Si
NIP : 196508121994031002
Jabatan : Kepala
Unit Kerja : MAN 1 Jember
Instansi : Kementerian Agama

dengan ini menerangkan bahwa :

Nama : Vira Eka Wahyuni
Nim : 214101060037
Prodi : Tadris Bahasa Inggris FTIK UIN KHAS Jember

Benar benar telah selesai melakukan penelitian di MAN 1 Jember dengan judul "The implementation of reading aloud strategy using audiobook in teaching pronunciation at MAN 1 Jember".

Demikian surat keterangan ini dibuat dengan sesungguhnya dan sebenar-benarnya untuk dapat dipergunakan sebagaimana mestinya.

Jember, 26 Mei 2025

Kepala



Anwaruddin

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Besar Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

Appendix 9 : Plagiarism Certificate



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KIAI HAJI ACHMAD SIDDIQ JEMBER
 Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
 Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
 Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Vira Eka Wahyuni

NIM : 214101060037

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Implementation of Reading Aloud Strategy Using Audiobook in Teaching Pronunciation at MAN 1 Jember

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Curriculum Vitae



Personal Information

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