

Research Article

Implementing Reading Aloud to Foster Students' Speaking Skills for Grade Eight at MTsN Kota Palopo

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ABSTRACT

This study aimed to examine the implementation of the reading-aloud technique in improving the speaking skills of eighth-grade students at MTsN Kota Palopo. A pre-experimental design using a one-group pre-test and post-test approach was employed to measure the effectiveness of the treatment. Thirty-two students from Class C were selected through purposive sampling. Data were collected through oral tests assessing three key aspects of speaking: accuracy, fluency, and comprehensibility. The results showed a significant improvement after the treatment. The mean score increased from 24.43 in the pre-test to 44.71 in the post-test. Statistical analysis using a paired-sample t-test indicated that the calculated t-value (24.328) exceeded the critical t-table value (2.093), with a significance level of 0.000 ($p < 0.05$), confirming the effectiveness of the strategy. Moreover, the correlation coefficient of 0.919 revealed a strong positive relationship between the pre-test and post-test scores. These findings suggest that reading aloud helps enhance pronunciation, fluency, and overall speaking performance. However, since most students remained at the "Poor" proficiency level, integrating reading aloud with other interactive speaking activities is recommended to achieve better results.

Keywords: Reading Aloud; Speaking Skills; Pronunciation; Fluency; EFL Learners.

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1. Introduction

Speaking, along with reading, writing, and listening, is a fundamental skill in second language acquisition. It plays a crucial role in human communication because language allows individuals to express ideas, thoughts, and emotions effectively. Without the ability to communicate verbally, people cannot clearly convey their feelings or intentions to others. In today's globalized era, the ability to speak English fluently has become an essential competence that provides broader academic and career opportunities (Hermansyah, 2021). Recent studies have also emphasized that oral communication skills strongly influence global employability and academic performance among EFL learners (Baese-Berk, Levi, & Van Engen, 2023; Kaharuddin et al., 2023).

Among the four English language skills, speaking is often considered the most direct indicator of proficiency. Through speaking, learners perform interactive functions such as greeting, apologizing, expressing gratitude, introducing themselves, requesting, or helping. In many educational settings, individuals who can communicate fluently in English are often regarded as proficient language users. Speaking is not merely about producing words but also about creating and sharing meaning in various communicative contexts through spoken symbols. It also requires social interaction to exchange ideas and emotions effectively, which makes speaking both a linguistic and interpersonal skill.

Speaking ability often becomes the main criterion for assessing students' communicative performance in real-life situations. Clear and coherent speech affects how a person is perceived in terms of confidence and competence. However, traditional English instruction has tended to focus more on grammar and vocabulary acquisition than on communicative practice (Pakula, 2019; Luviana, et al., 2022). As a result, students may understand grammatical rules but find it difficult to apply them in spontaneous and fluent conversation. According to Han (2019), speaking serves as an auditory process through which individuals produce and perceive sounds to convey meaning, emphasizing the importance of pronunciation and intonation.

In the EFL (English as a Foreign Language) context, learners frequently face challenges in developing their speaking skills due to limited exposure to authentic language use outside the classroom. Common problems include excessive reliance on the mother tongue, frequent pronunciation errors, low motivation, and fear of making mistakes in front of peers. Furthermore, teacher-centered methods often fail to provide sufficient opportunities for interactive and engaging speaking practice, which results in mechanical speech and poor intonation (Sudrajat & Apriliani, 2022). Recent research confirms that integrating more student-centered activities, such as reading aloud and role-play, can significantly increase learners' speaking confidence and pronunciation accuracy (Rodríguez-Fuentes, Ferrer Ariza, & Linero, 2025).

At MTsN Kota Palopo, these difficulties are also evident among eighth-grade students, whose speaking proficiency remains limited. Many students still face challenges in achieving accuracy, fluency, and confidence in oral communication. Preliminary classroom observations conducted by the researcher revealed that several students hesitated to speak in English, frequently mispronounced words, and often reverted to their native language when responding to questions. These conditions indicate that students need more structured and interactive opportunities to practice speaking. Therefore, it is essential to apply innovative and participatory strategies, such as the reading-aloud technique, to help students improve their ability to communicate effectively and accurately in both spoken and written forms.

2. Literature Review

The reading-aloud technique has been widely recognized as an effective pedagogical approach to enhancing students' speaking proficiency in English as a Foreign Language (EFL) context. Many researchers have investigated its potential to improve pronunciation, fluency, and learner confidence in oral communication. This strategy allows learners to practice speaking in a structured yet engaging way, helping them internalize pronunciation patterns, rhythm, and intonation while reducing their anxiety about speaking publicly (Supraba, Wahyono, & Syukur, 2020;).

Reading aloud is defined as the act of articulating written texts with appropriate pronunciation, rhythm, and intonation so that both the reader and listeners can comprehend the intended message, emotions, and attitudes conveyed by the author (Simpson, 2011). According to Rodríguez-Fuentes, Ferrer Ariza, and Linero (2025), digital reading-aloud protocols significantly enhance learners' fluency and pronunciation accuracy by promoting repeated oral exposure to authentic texts. Similarly, Ceyhan et al., (2020) found that interactive reading-aloud sessions positively affected learners' reading fluency, listening comprehension, and overall language proficiency.

In the EFL classroom, reading aloud serves multiple pedagogical functions. It not only strengthens pronunciation and speech rhythm but also encourages students to focus on oral accuracy and meaning making while reading. Sezer et al. (2021) explain

that reading aloud stimulates active engagement and critical reflection among learners, allowing them to gain deeper understanding and appreciation of linguistic features. Senawati et al. (2021) further emphasize that this method promotes oral expression and confidence, especially when implemented collaboratively through group reading or pair work.

Several empirical studies support the positive effects of reading aloud on students' oral skills. Faraby and Kamaruddin (2021) reported that Indonesian EFL learners perceived reading aloud as a helpful technique to improve pronunciation and self-correction. Malau, Erni, and Dahnilsyah (2022) also demonstrated that reading aloud fostered better reading habits and enhanced students' speaking readiness. Bibyana and Edi (2023) observed that consistent practice of reading aloud helped middle school learners in Jakarta reduce mother-tongue interference and achieve clearer articulation in speech production.

Despite these benefits, research also indicates that reading aloud alone may not be sufficient to develop spontaneous speaking ability. Usman and Mahmud (2024) note that while it enhances accuracy and fluency, additional communicative strategies such as dialogue practice and pronunciation drills are needed to improve interactive competence. Therefore, the integration of reading aloud with interactive and student-centered activities can create a more comprehensive approach to developing speaking proficiency.

Based on this theoretical and empirical foundation, the present study seeks to explore the application of the reading-aloud technique in improving the speaking skills of eighth-grade students at MTsN Kota Palopo. Specifically, it aims to examine the implementation process of reading aloud in classroom practice and its effectiveness in enhancing students' accuracy, fluency, and comprehensibility in spoken English.

3. Method

The researcher used a pre-experimental design for those studies. The design is one group for pre-test and post-test design. It aims to describe the effectiveness of reading aloud in improving students' speaking skills for eighth grade at MTsN Kota Palopo. The population in this study was the Eighth Grade at MTsN Kota Palopo from a total class of 288 students. The researcher applied a purposive sampling technique. The researcher took one class, class C, which consisted of 32 students. The sample was part of a population that could be representative of all. She chose this class because students have a speaking proficiency level compared to other classes.

This research instrument was tested by random oral questions to collect the students' speaking test before and after treatment. The trial aimed to gather information on the students' speaking skills. Before beginning the treatment, the researcher entered the pre-test of the test by oral questions to determine their past expertise in speaking skills and then did the post-test with oral questions and, after that, gathered the pre-test and post-test data used to assess the student's speaking skills. The instrument validation was conducted independently without adopting or referencing validation from previous research instruments. The instrument used in this study was an oral test. The validation process was carried out by a faculty member from the English Language Education Study Program at IAIN Palopo.

The data collection process in this study involved three main steps: pre-test, treatment, and post-test. Initially, a pre-test was conducted before the treatment, in which the researcher asked random questions to assess the speaking skill levels of eighth-grade students at MTsN Kota Palopo.

A diagram showing the research design pattern. It consists of a rectangular box containing the text 'O₁ X O₂'. The box is centered within a larger rectangular frame.

Figure 1. The pattern of the research design

The O₁ was the pre-test that was given before treatment, X indicates the treatment, and O₂ was the post-test given after treatment. Following this, the treatment phase was carried out in structured class sessions. The opening activity included greeting students, checking attendance, and preparing them for the lesson. During the whilst activity, the researcher explained the tasks, divided students into groups, and provided each group with a paragraph text on an assigned theme. The students were then instructed to read the text aloud together, engage in group discussions, and draw conclusions based on their reading. In the closing activity, the researcher ensured students' understanding of the material before ending the session with a prayer. The treatment was conducted over four class sessions, each focusing on different themes: Educational, Environmental, Health, and Social Media. Finally, a post-test was administered after the treatment, where students answered oral questions to determine whether reading aloud had contributed to their speaking skill development.

The researcher utilized a structured scoring rubric to analyze the collected data, particularly in assessing students' speaking skills. The scoring process involved several steps, beginning with the scoring classification. Each student's score was calculated using the formula (Student's Score / Maximum Score (18)) × 100 (J.B. Heaton, 1998). Based on this calculation, students' speaking abilities were categorized into five levels: Excellent (86–100), Good (71–85), Average (56–70), Poor (36–55), and Very Poor (≤35). The mean scores of the pre-test and post-test results were then calculated using SPSS to determine the overall progress. The criteria for hypothesis testing were examined by comparing the p-value to the significance level. A p-value greater than 0.05 indicated rejection of the null hypothesis, while a p-value below 0.05 indicated its acceptance (Suharsimi Arikunto, 2002).

In addition, three key aspects of speaking skills were evaluated, namely accuracy, fluency, and comprehensibility, each measured on a six-point scale. Accuracy referred to pronunciation and grammatical correctness, with scores ranging from Excellent (6), where pronunciation was minimally influenced by the mother tongue, to Very Poor (1), where pronunciation errors significantly hindered comprehension. Fluency was assessed by examining the smoothness of speech, from Excellent (6), where speech was fluid with minimal unnatural pauses, to Very Poor (1), characterized by frequent pauses and fragmented delivery. Comprehensibility focused on the clarity of speech, ranging from Excellent (6), where the speaker's intention was easily understood, to Very Poor (1), where even repeated clarification attempts failed to convey meaning. These comprehensive scoring methods ensured an objective and systematic analysis of students' speaking proficiency before and after the intervention.

4. Result

4.1 The Result of Students' Pre-Test

Before administering the treatment, the researcher conducted a preliminary assessment (pre-test). Before implementing the treatment, the researcher thoroughly

analyzed the pre-test results, focusing on accuracy, fluency, and comprehensibility. The data is presented in the table below:

Table 1. Students' Frequency and Percentage in Pre-Test

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

Based on Table 1, most students, totalling 16, scored in the "Very Poor" range (≤ 35), representing the highest frequency at 80% of the group. Four students, or 20%, scored in the "Poor" range (36–55). No students fell into the "Average" range (66–75), resulting in 0% in this category. Similarly, no students scored in the "Excellent" range (96–100), "Very Good" range (86–95), or "Good" range (76–85), each accounting for 0%. This distribution highlights that most students performed in the lower ranges, with the "Very Poor" category having the highest representation.

Table 2. Accuracy Scores in Pre-Test

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

Table 2 shows the students' accuracy scores in the pre-test. Most students' scores fall within the range of 1 to 3, indicating that they have difficulty conveying messages clearly and in a way that the listener can understand. The low level of comprehensibility suggests that students often require assistance to clarify their intentions. The percentage distribution of their accuracy scores is presented below to analyze students' performance further. It provides an overview of the proportion of students achieving each score level, offering additional insight into their overall accuracy:

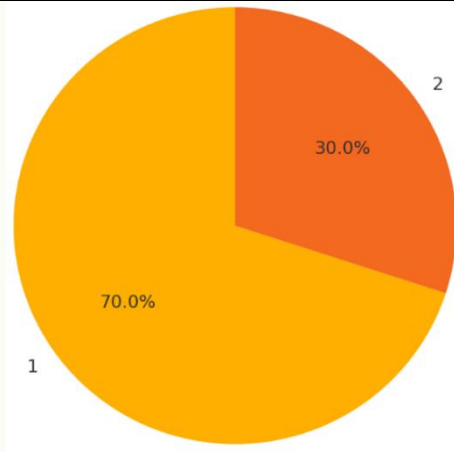


Figure 2. Percentage Distribution of Accuracy Scores in Pre-Test

Figure 2 presents the percentage distribution of students' accuracy scores, offering a detailed breakdown of their performance levels. The table highlights the proportion of students achieving each score, providing a clearer understanding of the overall trends in accuracy within the group.

Table 3. Fluency Scores in Pre-Test

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

Table 3 illustrates the students' Fluency scores before the treatment. Most students have scores of 1 to 2, indicating they struggle with speaking fluently. They often experience pauses or hesitation while speaking, which affects their ability to convey ideas continuously and naturally. The distribution of their fluency scores is analyzed to gain a deeper understanding of students' performance. The following diagram visually represents the percentage breakdown of these scores, highlighting the overall trends in fluency within the group:

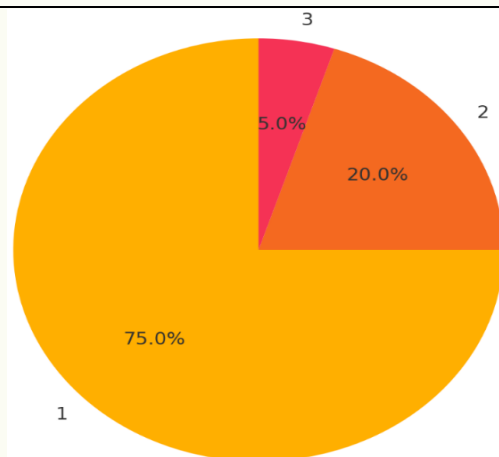


Figure 3. Percentage Distribution of Fluency Scores in Pre-Test

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

Table 4. Comprehensibility Scores in Pre-Test

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

Table 4. shows the students' comprehensibility scores in the pre-test. Most students' scores fall within the range of 1 to 3, indicating that they have difficulty conveying messages clearly and in a way that the listener can understand. The low level of comprehensibility suggests that students often require assistance to clarify their intentions. The distribution of their comprehensibility scores is presented to analyze students' performance further. The following diagram provides a breakdown of the

percentage and frequency of each score, offering insights into the students' ability to convey messages clearly and effectively:

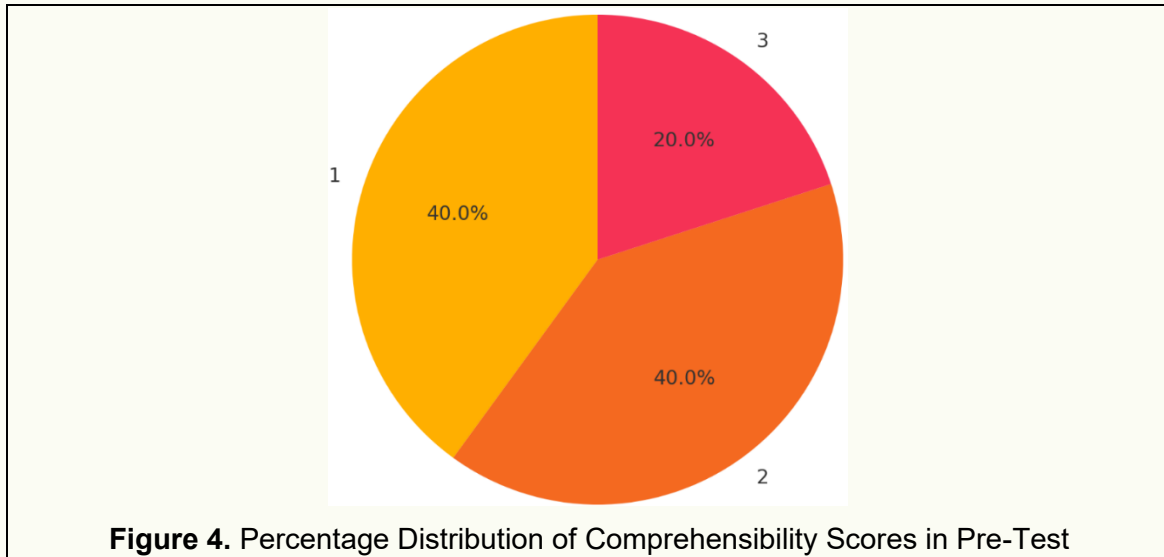


Figure 4 illustrates the percentage distribution and frequency of students' fluency scores, clearly depicting their ability to convey ideas smoothly and effectively. Most students (75%) received a score of 1, reflecting a low level of fluency. A score of 2 was obtained by 20% of the students, while only 5% achieved a score of 3, indicating better fluency skills.

4.2 The Result of Students' Post-Test

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

Table 5. Students' Frequency and Percentage in Post-Test

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

Based on Table 5, most students, 18, scored in the "Poor" range (36–55), representing the highest frequency at 90% of the group. Two students scored in the "Average" range (56–70), accounting for 10% of the total. No students fell into the "Good" range (76–85), "Very Good" range (86–95), or "Excellent" range (96–100), all of which accounted for 0%. Similarly, no students scored in the "Very Poor" range (0–35), resulting in 0%. This distribution indicates that most students scored in the "Poor" and "Average" categories, with no representation in the higher performance ranges.

Table 6. Accuracy Scores in Post-Test

No.	Student	Accuracy
1	AAA	2
2	AA	3
3	RAA	4
4	AFG	2

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

Table 6 shows the students' accuracy scores after the treatment (post-test). There is a significant improvement compared to the pre-test, with students' scores ranging from 2 to 4. It indicates that the "Reading Aloud" treatment helped students improve their pronunciation and reduce the influence of their mother tongue in speaking. The distribution of their accuracy scores is analysed to better understand students' performance. The following diagram presents the percentage and frequency of each score, offering insights into their ability to deliver accurate responses:

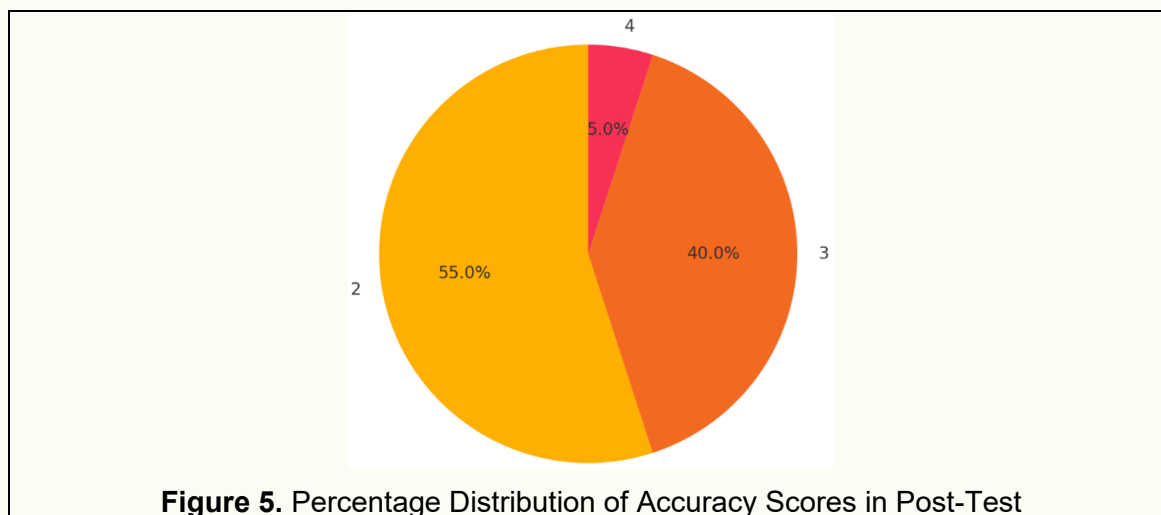


Figure 5 shows the percentage distribution and frequency of students' comprehensibility scores. A total of 40% of students received a score of 1, indicating a low level of comprehensibility and frequent difficulty in conveying messages. Another 40% of students scored 2, suggesting a moderate level of comprehensibility. Meanwhile, only 20% of students attained a score of 3, reflecting a good level of comprehensibility.

Table 7. Fluency Scores in Post-Test

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

Table 7 illustrates the improvement in students' fluency after the treatment. Most students scored 2 to 4, indicating that students spoke more fluently after the treatment. They less frequently experienced pauses or difficulties finding the right words, which had previously been challenging. The distribution of their Fluency scores is presented to analyze students' fluency performance. The following diagram provides a breakdown of the percentage and frequency of each score, offering insights into their ability to express ideas smoothly and effectively:

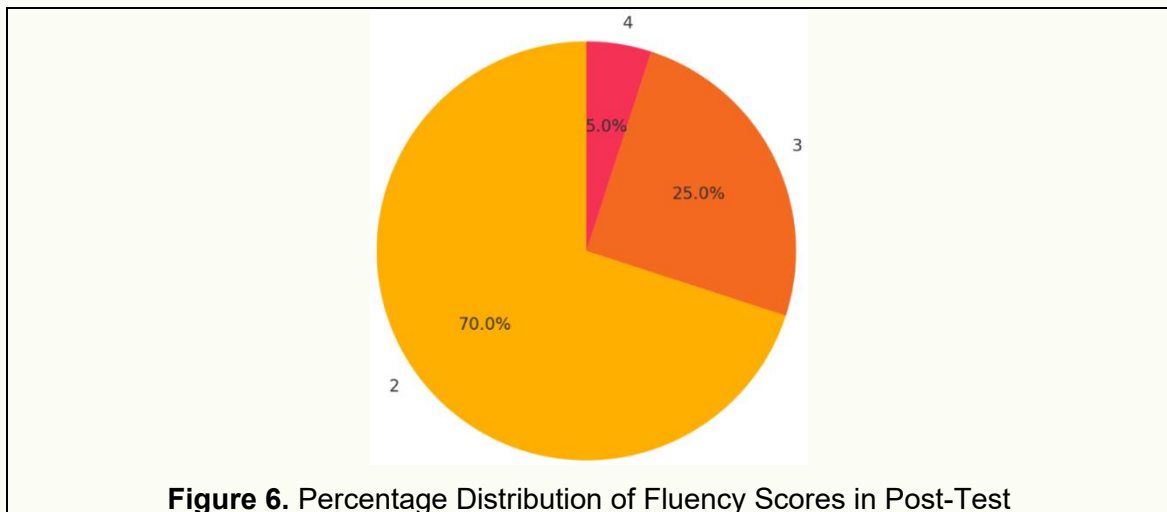


Figure 6. Percentage Distribution of Fluency Scores in Post-Test

Figure 6 presents the percentage distribution and frequency of students' Fluency scores based on the latest data. A total of 70% of students received a score of 2, indicating that the majority are at a moderate level of fluency. A score of 3 was achieved by 25% of students, reflecting a better fluency level than a score of 2. Only 5% of students

attained a score of 4, demonstrating a very high level of fluency, though this is rarely observed in this group.

Table 8. Comprehensibility Scores in Post-Test

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

Table 8 shows the improvement in students' Comprehensibility scores in the post-test. Most students' scores fall within the range of 3 to 4, indicating that students could better convey messages clearly and in a structured manner after the treatment. It demonstrates the success of the "Reading Aloud" strategy in helping students improve their ability to present ideas effectively. The distribution of their Comprehensibility scores is presented to analyze further students' ability to convey messages clearly and effectively. The following diagram provides a detailed breakdown of the percentage and frequency of each score, offering valuable insights into their overall levels of comprehensibility:

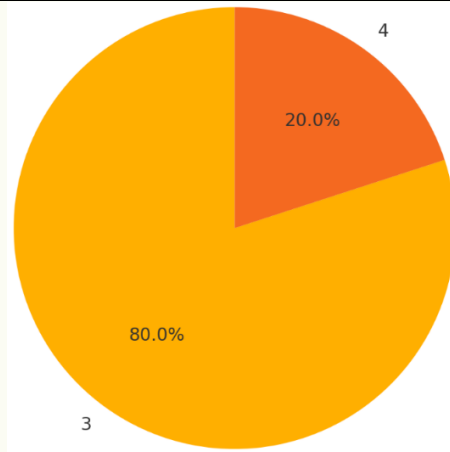


Figure 7. Percentage Distribution of Comprehensibility Scores in Post-Test

Figure 7 displays the percentage distribution and frequency of students' Comprehensibility scores based on the latest data. 80% of students received a score of 3, indicating that the majority have a good level of comprehensibility, although there is still room for improvement. Meanwhile, 20% of students achieved a score of 4, reflecting an excellent level of comprehensibility possessed by only a small portion.

4.3 The Statistic Analysis of Pre-Test and Post-Test Results

Table 9. The Paired Sample Statistic Test of Pre-test and Post-test

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

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

Table 10. The Paired Sample Correlation of Pre-Test and Post-Test

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

Table 10 presents the results of the correlation analysis between the pre-test and post-test. The correlation coefficient between the two variables is 0.919, indicating a very strong positive correlation. The significance level is 0.000, confirming that the relationship is statistically significant. It indicates a strong association between students' speaking skills before and after the treatment, where higher pre-test scores are linked to higher post-test scores.

Table 11. The Paired Sample Test of Pre-Test and Post-Test

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

The researcher found that Table 11 presents the results of the paired sample test, showing a t-count (t_o) value of 24.328 with a degree of freedom (df) of 19. The t-table (t_t) value at a 5% significance level (0.05) and $df = 19$ is 2.093. It indicates that the t-count is greater than the t-table value. Furthermore, the table shows a significant (2-tailed) value of 0.000, smaller than the standard significance level of 0.05. Therefore, the results in Table 4.7 confirm that the alternative hypothesis (H_a) is accepted, and the null hypothesis (H_o) is rejected. This outcome demonstrates that reading aloud effectively improved the speaking skills of eighth-grade students at the State Islamic Junior High School of Palopo.

5. Discussion

The implementation of the reading-aloud technique to improve students' speaking skills followed a structured process that began with the selection of level-appropriate and engaging texts. Students were divided into groups to practice oral reading while teachers facilitated comprehension and pronunciation by emphasizing key segments, providing clarification, and encouraging discussion. The activity focused on clear articulation, proper intonation, and appropriate pauses to support fluency and comprehension. This structured approach not only strengthened students' speaking performance but also increased their confidence and motivation to speak. Although the post-test showed noticeable improvement, most students remained in the "Poor" category, indicating that reading aloud was beneficial but not yet sufficient on its own. Therefore, it should be complemented with other interactive speaking activities such as group discussions, pronunciation drills, and role-plays to ensure broader skill development.

Before the intervention, students' speaking ability was considerably weak, as reflected in the pre-test results. Eighty percent of participants were in the "Very Poor" category with a mean score of 24.43, indicating serious difficulties in accuracy, fluency, and comprehensibility. Low accuracy was primarily linked to limited vocabulary and frequent grammatical errors, while low fluency was associated with hesitation and lack of confidence (Ermawati, Nurchalis, & Sardi, 2020; Namaziandost, Hashemifardnia, & Shafiee, 2019). Students also experienced problems in comprehensibility, as their ideas were not expressed clearly enough for listeners to understand (Baese-Berk, Levi, & Van Engen, 2023). These findings demonstrate that the participants had not yet developed essential oral communication skills before the treatment.

The post-test results revealed a clear improvement in students' performance. The mean score rose from 24.43 to 44.71, indicating measurable progress in the three key aspects of speaking. This improvement suggests that reading aloud contributed to enhancing students' pronunciation, speech rhythm, and message clarity (Supraba, Wahyono, & Syukur, 2020). However, despite this progress, most students still achieved scores within the "Poor" category, suggesting that the method alone was not sufficient to raise their overall proficiency to a higher level (Usman & Mahmud, 2024). This finding highlights the need for consistent and diverse speaking practice that combines reading aloud with interactive strategies.

Further examination of the score distribution revealed that two students reached the "Average" category, while none had achieved this level in the pre-test. This individual progress indicates that reading aloud can have a transformative effect for some learners by promoting gradual improvements in pronunciation and speech confidence (Badawi et al., 2021). Nevertheless, with 90 percent of students still categorized as "Poor," additional support is required to address individual differences in learning pace and motivation (Sajid & Kassim, 2019).

The statistical analysis confirmed the effectiveness of the treatment. The paired-sample test showed a mean difference of 20.28 points between the pre-test and post-test, indicating substantial improvement. A strong positive correlation ($r = 0.919$, $p < 0.05$) further demonstrated that students who had relatively better initial skills also achieved greater improvement after the treatment (Kaharuddin et al., 2023). The t-value of 24.328, which exceeded the critical value, confirmed that the observed gains were statistically significant. These results validate the effectiveness of reading aloud in supporting measurable progress in speaking skills.

Among the three speaking components, accuracy showed the most significant increase. Prior to the treatment, students made frequent pronunciation errors influenced by their first language and struggled with grammatical accuracy (Listyani, Kurniawan, & Thren, 2024). After the intervention, their accuracy scores improved from the 1–2 range to 2–4, demonstrating clearer articulation and better control of stress and intonation. This finding supports previous research showing that reading aloud effectively improves pronunciation accuracy and self-correction (Malau, Erni, & Dahnilyah, 2022; Bibyana & Edi, 2023).

Fluency also improved noticeably. Students became more confident and were able to maintain smoother speech with fewer unnatural pauses. The practice of reading aloud helped them internalize sentence rhythm and pacing, resulting in more coherent delivery (Supraba et al., 2020). Comprehensibility showed moderate gains as students began expressing their thoughts more clearly, although challenges remained when articulating complex ideas (Putri & Gaffar, 2023). These findings confirm that reading aloud enhances pronunciation and fluency but needs to be complemented with strategies that develop spontaneous expression.

Overall, this study reaffirms that reading aloud contributes significantly to the development of speaking ability by improving accuracy, fluency, and comprehensibility. Through repeated oral practice, students become more familiar with pronunciation patterns, stress, and intonation, which reduces the influence of their native language (Faraby & Kamaruddin, 2021). The activity also provides opportunities for immediate feedback and promotes self-awareness of errors (Bibyana & Edi, 2023), leading to smoother speech delivery (Putri & Gaffar, 2023) and improved message organization (Senawati et al., 2021).

However, the fact that most students remained in the “Poor” category indicates that reading aloud should be part of a broader instructional approach. Speaking proficiency involves not only accurate pronunciation but also confidence, interaction, and contextual use (Nurchalis et al., 2021). Therefore, teachers are encouraged to integrate reading aloud with role-plays, dialogue practice, and group discussions to create a more interactive and supportive learning environment (Humaeroah, Sardi, & Ermawati, 2023). Supplementary strategies such as vocabulary enrichment and pronunciation drills can also improve the effectiveness of reading aloud. Pre-reading vocabulary activities and phonetic exercises can help students overcome common pronunciation barriers while expanding their expressive range. Through the integration of these complementary methods, teachers can facilitate more holistic and sustainable improvement in students’ speaking competence.

6. Conclusion

This research concluded that implementing reading aloud as an instructional strategy effectively improved the speaking skills of eighth-grade students at the MTsN Kota Palopo. This strategy involved structured practice through reading aloud and oral

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

Based on the findings, it is recommended that English teachers in EFL settings integrate reading aloud into their classroom activities as a supportive strategy to enhance pronunciation and fluency. However, to achieve broader speaking activities such as role plays, peer feedback sessions, and vocabulary-building exercises. Future researchers are encouraged to examine the long-term effects of reading aloud across different proficiency levels and investigate its impact in varied instructional contexts.

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