

**MEANING-FOCUSED PRONUNCIATION PRACTICE
THROUGH ROUTINE READING ALOUD ACTIVITY
AT SMAN 1 KRIAN**

THESIS



**UIN SUNAN AMPEL
S U R A B A Y A**

Submitted in partial fulfillment of the requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Teaching

By

Muhammad Ramadhandiati Akbar

(06030521076)

**ENGLISH LANGUAGE EDUCATION DEPARTMENT FACULTY OF
TARBIYAH AND TEACHER TRAINING**

SUNAN AMPEL STATE ISLAMIC UNIVERSITY

SURABAYA

2025

Pernyataan Keaslian Penulisan

Yang bertandatangan di bawah ini :

Nama : Muhammad Ramadhandiati Akbar

NIM : 06030521076

Perguruan tinggi : Universitas Islam Negeri Sunan Ampel Surabaya

No. telp : 0857-3029-5890

Dengan ini menyatakan bahwa skripsi yang berjudul “MEANING-FOCUSED PRONUNCIATION PRACTICE THROUGH ROUTINE READING ALOUD ACTIVITY AT SMAN 1 KRIAN” Adalah benar-benar hasil karya sendiri, bukan merupakan plagiat dari karya tulis yang lain, kecuali pada bagian yang dirujuk sumber-sumbernya sesuai dengan kaidah penulisan ilmiah.

Apabila di kemudian hari terbukti pernyataan ini tidak benar, saya bersedia menerima sanksi sesuai ketentuan yang berlaku.

Surabaya, 21 Juni 2025



Muhammad Ramadhandiati Akbar
(06030521076)

ADVISOR APPROVAL SHEET

This thesis by Muhammad Ramadhanti Akbar entitled "*Meaning-Focused Pronunciation Practice Through Routine Reading Aloud Activity at SMAN 1 Krian*" has been approved by the thesis advisors for further approval by the boards of examiners.

Surabaya,
Advisor I,



Muhammad Hanafi, M.A
NIP. 197408042000031002

Advisor II,



Rakhmawati, M.Pd
NIP. 197803172009122002

EXAMINER APPROVAL SHEET

The Final Project from Muhammad Ramadhandiati Akbar, within the title "*Meaning-Focused Pronunciation Practice Through Routine Reading Aloud Activity at SMAN 1 Krian*" was examined on June 18, 2025 and has been received a admire by examiners.



Prof. Dr. H. Muhammad Thohir, S.Ag., M.Pd.
NIP. 197407251998031001

Examiner I,

Muhammad Hanafi, S.Ag., MA
NIP. 197408042000031002

Examiner II,

Rakhmawati, M.Pd
NIP. 197803172009122002

Examiner III,

Rizka Saffriyani, M.Pd
NIP. 198409142009122005

Examiner IV,

Fitriah, Ph.D
NIP. 197610042009122001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI SUNAN AMPEL SURABAYA
PERPUSTAKAAN

LEMBAR PERNYATAAN PERSETUJUAN PUBLIKASI
KARYA ILMIAH UNTUK KEPENTINGAN AKADEMIS

Sebagai sivitas akademika UIN Sunan Ampel Surabaya, yang bertanda tangan di bawah ini, saya:

Nama : Muhammad Ramadhandiati AKbar
NIM : 06030521076
Fakultas/Jurusan : Tarbyah dan Ilmu Keguruan / Pendidikan Bahasa Inggris
E-mail address : dhanrama7625@gmail.com

Demi pengembangan ilmu pengetahuan, menyetujui untuk memberikan kepada Perpustakaan UIN Sunan Ampel Surabaya, Hak Bebas Royalti Non-Eksklusif atas karya ilmiah :

Skripsi Tesis Desertasi Lain-lain (.....)
yang berjudul :

**MEANING-FOCUSED PRONUNCIATION PRACTICE THROUGH ROUTINE
READING ALOUD ACTIVITY AT SMAN 1 KRIAN**

beserta perangkat yang diperlukan (bila ada). Dengan Hak Bebas Royalti Non-Eksklusif ini Perpustakaan UIN Sunan Ampel Surabaya berhak menyimpan, mengalih-media/format-kan, mengelolanya dalam bentuk pangkalan data (database), mendistribusikannya, dan menampilkan/mempublikasikannya di Internet atau media lain secara *fulltext* untuk kepentingan akademis tanpa perlu meminta ijin dari saya selama tetap mencantumkan nama saya sebagai penulis/pencipta dan atau penerbit yang bersangkutan.

Saya bersedia untuk menanggung secara pribadi, tanpa melibatkan pihak Perpustakaan UIN Sunan Ampel Surabaya, segala bentuk tuntutan hukum yang timbul atas pelanggaran Hak Cipta dalam karya ilmiah saya ini.

Demikian pernyataan ini yang saya buat dengan sebenarnya.

Surabaya, 11 Mei 2026
Penulis

(Muhammad Ramadhandiati Akbar)

ABSTRACT

Akbar, Muhammad Ramadhandiati. (2025) *A Narrative Analysis on Meaning-Focused Pronunciation Practice Through Routine Reading Aloud Activity at SMAN 1 Krian*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Supervisor I: Muhammad Hanafi, M.A. Supervisor II: Rakhmawati, M.Pd.

Keywords: reading aloud, pronunciation, teacher experience, narrative inquiry, reflection, meaning-focused teaching

Pronunciation is one of the significant components in oral communication especially in oral form. Meaning-Focused is a way to train students' accuracy in pronouncing the words. This study aims to explore the perceptions of English teachers in teaching habit formation in regular pronunciation training through reading aloud drills at SMAN 1 Krian. By using Narrative inquiry this study interviewed three English teachers and did reflective field notes. The findings indicated that reading aloud was an adaptive pedagogical practice built through reflexive thought about individual practice in preference to curriculum specifications. Teachers adapted the practice to classroom context and students' needs, and promoted the construction of individual practical knowledge. The study also identified that teacher's adopted routine Reading Aloud because of the policy pressure and its usefulness to help students improve of pronunciation exploration of meaning. This decision was made through ongoing reflection-in-action and situated judgment. Even though the practice generated good reason and challenges such as more articulate speech, improved fluency, and more confident students, constraints such as inadequate time, inconsistent student motivation, and institutional constraints were consistently met. This study highlights the pivotal function of teacher responsiveness, reflection, and agency in pronunciation teaching. It contributes to the understanding of how pronunciation can be meaningfully incorporated into everyday classroom activities without being reliant on formulaic process. The study also reiterates that reading aloud, once grounded on meaning-based instruction, can enhance communicative competence and foster student engagement in low-stakes authentic settings.

ABSTRAK

Akbar, Muhammad Ramadhandiati. (2025) *A Narrative Analysis on Meaning-Focused Pronunciation Practice Through Routine Reading Aloud Activity at SMAN 1 Krian*. A thesis. English Language Education Department, Faculty of Tarbiyah and Teachers Training, UIN Sunan Ampel Surabaya. Supervisor I: Muhammad Hanafi, M.A. Supervisor II: Rakhmawati, M.Pd.

Keywords: reading aloud, pronunciation, teacher experience, narrative inquiry, reflection, meaning-focused teaching

Pengucapan adalah salah satu komponen penting dalam komunikasi lisan terutama dalam bentuk lisan. Berfokus pada makna adalah cara untuk melatih ketepatan siswa dalam mengucapkan kata-kata. Penelitian ini bertujuan untuk mengeksplorasi persepsi guru bahasa Inggris dalam mengajarkan pembentukan kebiasaan dalam pelatihan pelafalan secara rutin melalui latihan membaca dengan suara keras di SMAN 1 Krian. Dengan menggunakan metode inkuiri naratif, penelitian ini mewawancarai tiga guru bahasa Inggris dan membuat catatan lapangan yang bersifat reflektif. Temuan penelitian menunjukkan bahwa reading aloud merupakan praktik pedagogis adaptif yang dibangun melalui pemikiran reflektif tentang praktik individu yang lebih disukai daripada spesifikasi kurikulum. Para guru menyesuaikan praktik tersebut dengan konteks kelas dan kebutuhan siswa, serta mendorong konstruksi pengetahuan praktis individu. Studi ini juga mengidentifikasi bahwa guru mengadopsi rutinitas Reading Aloud karena adanya tekanan kebijakan dan kegunaannya untuk membantu siswa meningkatkan eksplorasi pelafalan makna. Keputusan ini dibuat melalui refleksi-dalam-tindakan yang sedang berlangsung dan penilaian situasi. Meskipun praktik ini menghasilkan alasan dan tantangan yang baik seperti ucapan yang lebih jelas, kelancaran yang lebih baik, dan siswa yang lebih percaya diri, kendala seperti waktu yang tidak memadai, motivasi siswa yang tidak konsisten, dan kendala institusional secara konsisten terpenuhi. Penelitian ini menyoroti fungsi penting dari daya tanggap, refleksi, dan agensi guru dalam pengajaran pelafalan. Penelitian ini berkontribusi pada pemahaman tentang bagaimana pelafalan dapat bermakna. Penelitian ini berkontribusi pada pemahaman tentang bagaimana

pelafalan dapat secara bermakna dimasukkan ke dalam kegiatan kelas sehari-hari tanpa bergantung pada proses rumus. Studi ini juga menegaskan kembali bahwa membaca nyaring, yang didasarkan pada instruksi berbasis makna, dapat meningkatkan kompetensi komunikatif dan mendorong keterlibatan siswa dalam situasi otentik dengan taruhan rendah.



UIN SUNAN AMPEL
S U R A B A Y A

TABLE OF CONTENT

PERNYATAAN KEASLIAN PENULISAN	ii
ADVISOR APPROVAL SHEET.....	iii
MOTTO.....	v
DEDICATION SHEET.....	vi
ABSTRACT.....	vii
ABSTRAK.....	viii
ACKNOWLEDGEMENT.....	x
TABLE OF CONTENT	xi
LIST OF ABBREVIATION	xiii
LIST OF APPENDICES	1
CHAPTER I INTRODUCTION	1
A. Background of the Study.....	1
B. Research Question.....	10
C. Objectives of the Study.....	10
D. Significance of the Study	10
E. Scope and Limit of the study.....	12
F. Definition of Key-Terms.....	12
CHAPTER II REVIEW OF RELATED LITERATURE.....	17
A. Theoretical Framework.....	17
B. Previous Studies.....	21

CHAPTER III RESEARCH METHOD	36
A. Research Approach and Design	36
B. Researcher Subject	38
C. Research Subject and Location	39
D. Data and Source of Data	40
E. Research Instrument	41
F. Data Collection Technique	42
G. Data Analysis Technique	44
H. Trustworthiness	46
I. Research Stages	48
CHAPTER IV FINDING AND DISCUSSION	50
A. Research Finding	50
B. Discussion	67
CHAPTER V CONCLUSION AND SUGGESTION	74
A. Conclusion	74
B. Suggestion	79
REFERENCES	82
APPENDICES	87

LIST OF ABBREVIATION

[Abbreviation/Glosarium 1:](#)

99



UIN SUNAN AMPEL
S U R A B A Y A

LIST OF APPENDICES

<u>Appendix 1: Matrix Instrument</u>	87
<u>Appendix 2: Teacher Transcript on Interview Session</u>	89
<u>Appendix 3: Document Analysis Table</u>	91
<u>Appendix 4: Research Instrument Validation Sheet</u>	94
<u>Appendix 5: Advisor Guidance Sheet</u>	95
<u>Appendix 6: Approval Sheet of Thesis Proposal</u>	96
<u>Appendix 7: Approval Sheet of Thesis</u>	98



UIN SUNAN AMPEL
S U R A B A Y A

REFERENCES

Almalki, Nada, and Ghazi Algethami. "An Exploration of the Potential Benefit of Extensive Listening along with Orthography for Improving EFL Learners' Pronunciation." *Asian-Pacific Journal of Second and Foreign Language Education* 7, no. 1 (2022): 3.

Boonkit, Kamonpan. "Enhancing the Development of Speaking Skills for Non-Native Speakers of English." *Procedia-Social and Behavioral Sciences* 2, no. 2 (2010): 1305–9.

Boutheyna, GHEDIRA MEZDAD, and SOUKOU Oumayma. "Investigating the Pronunciation Challenges Hindering EFL Students' Speaking Skills Enhancement." university center of abdalhafid boussouf-MILA, 2024.

Creswell, John W, Michael D Fetters, and Nataliya V Ivankova. "Designing a Mixed Methods Study in Primary Care." *The Annals of Family Medicine* 2, no. 1 (2004): 7–12.

Edwards, J Hansen, K L R Chan, T Lam, and ... "Social Factors and the Teaching of Pronunciation: What the Research Tells Us." *RELIC* ..., 2021. <https://doi.org/10.1177/0033688220960897>.

Emília, B. "The Effectiveness of Pronunciation Activities on Teaching English in Different Age Groups." dspace.kmf.uz.ua, 2023. https://dspace.kmf.uz.ua/jspui/bitstream/123456789/2756/1/Bocskor_Emilia_The_effectiveness_of_pronunciation_activities_2023.pdf.

Farazmand, Ali. *Global Encyclopedia of Public Administration, Public Policy, and Governance*, n.d.

Fitria, T N. "English Accent Variations of American English (Ame) and British English (Bre): An Implication in English Language Teaching." *Sketch Journal: Journal of English Teaching, Literature* researchgate.net, 2023. https://www.researchgate.net/profile/Tira-Nur-Fitria/publication/371983619_English_Accent_Variations_of_American_English_Ame_and_British_English_BrE_An_Implication_in_English_Language_Teaching/links/64a0e35795bbbe0c6e06f151/English-Accent-Variations-of-Am.

Gebhardt, Frederika. "English Pronunciation." *The 2011* (2010): 14.

Gilbert, Judy Bogen. *Teaching Pronunciation: Using the Prosody Pyramid*. Cambridge University Press, 2008.

Haryanto, Endang. "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu Indonesia." *Int. J. Human. Soc. Sci.* 2, no. 21 (2012): 82–87.

Hashimov, Elmar. "Qualitative Data Analysis: A Methods Sourcebook and The Coding Manual for Qualitative Researchers." *Technical Communication Quarterly* 24, no. 1 (January 2, 2015): 109–12. <https://doi.org/10.1080/10572252.2015.975966>.

Idhar, Muhammad. "The Identification of English Pronunciation on Error on Vowels Made by Students at the Tenth Grade of Islamic Boarding School of Mamuju." IAIN Parepare, 2017.

Jariyah, NININ. "The English Pronunciation Problems of EFL Students' Speaking (A Case Study at the Fourth Semester of Teaching Speaking and Listening Class)." Undergraduate Thesis, Universitas Islam Negeri Walisongo Semarang, 2020.

Karim, Sayit Abdul, Muna Azzahra, Ananta Putra, and Vinda Nanda Wibowo. "Boosting EFL Learners' English Pronunciation Skills Through English Songs: EFL Students' Perspectives." *TEACHING PARADIGM SHIFT IN POST-METHOD ERA: Various Perspectives on Education and Language Learning*, n.d., 61–71.

Khujakulov, R. "WHAT IS AN ACCENT AND TIPS HOW TO SPEAK ENGLISH WITHOUT AN ACCENT." *Gospodarka i Innowacje.*, 2022. https://www.gospodarkainnowacje.pl/index.php/issue_view_32/article/view/265.

Kobilova, N R. "Importance of Pronunciation in English Language Communication." *Academic Research in Educational Sciences*. cyberleninka.ru, 2022. <https://cyberleninka.ru/article/n/importance-of-pronunciation-in-english-language-communication>.

Lane, Linda. *Tips for Teaching Pronunciation: A Practical Approach*. Pearson Longman, 2010.

LUKE, C J. "PRONUNCIATION OF WORDS IN ENGLISH LANGUAGE: THE DIFFICULTIES IN LEARNING AND THE DETERMINING FACTORS." *Academia.Edu*, n.d. https://www.academia.edu/download/96209554/4_Cletus_J._LUKE_Ph.D.pdf.

Medina, Zahra. "Improving Students' Pronunciation Ability Through Microphone Google Translate," n.d.

Pandarangga, Salmon. "The Transformation of English as a Global Language in the World." *LINGUA: Jurnal Ilmu Bahasa Dan Sastra* 10, no. 2 (2015): 90–96.

Procel, Gilmer Javier Ordoñez, Martha Lucia Freire Medina, Dario Javier Sotomayor, and Manuel Alejandro Poma Tacuri Sanchez. "Using Technology in English Teaching." *Journal of Environmental Research and Public Health* 17, no. 9 (2024): 9.

PUTRI, LESTARI. "AN ERROR ANALYSIS OF ENGLISH PRONUNCIATION MADE BY STUDENTS AT THE FIRST SEMESTER OF TENTH GRADE AT SMK SMTI BANDAR LAMPUNG IN ACADEMIC YEAR OF 2023/2024." UIN RADEN INTAN LAMPUNG, 2024.

Rahmi, Iftita. "An Analysis of Students' Pronunciation Errors in Reading Aloud at SMA Negeri 8 Pekanbaru." UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU, 2020.

Raja, P, Flora, G E Putrawan, and ... "English as an International Language: Perceptions of EFL Preservice Teachers in Higher Education Institutions in Indonesia." ... *Research International*, 2022. <https://doi.org/10.1155/2022/3234983>.

Ramzan, M, and Z K Javaid. "PSYCHOLOGICAL FACTORS INFLUENCING PASHTO SPEAKING ESL STUDENTS' PRONUNCIATION OF ENGLISH VOWELS." ... *of Society, Education and Language* ..., 2023. <https://pjsel.jehanf.com/index.php/journal/article/view/1140>.

Salim, A, T Terasne, and L Narasima. “Enhancing the Students’ Pronunciation Using Shadowing Technique at Senior High School Students.” ... *and Language Teaching*, 2020. <http://e-journal.undikma.ac.id/index.php/jollt/article/view/2212>.

Saputri, Riski. “Error Analysis Of English Pronunciation At 8th Grade Students of SMP Astra Makmur Jaya in Tikke Raya.” IAIN Palu, 2020.

Suryanto, Bradhiansyah Tri, Ahmad Arif Imron, and Diyah Ayu Rike Prasetyo. “The Correlation between Students’ Vocabulary Mastery and Speaking Skill.” *English Journal for Teaching and Learning* 9, no. 01 (2021): 111–23.

Zsiga, Elizabeth C. *The Sounds of Language: An Introduction to Phonetics and Phonology*. John Wiley & Sons, 2024.



UIN SUNAN AMPEL
S U R A B A Y A