

ELEVATING STUDENTS' PRONUNCIATION THROUGH ENGLISH READING ALOUD IN SDN KAPASARI I SURABAYA

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Abstract: This is a report of community service project conducted for the elementary students of SDN Kapasari I by students and faculty of Universitas Dr. Soetomo. It provides Reading Aloud method to elevate the students' pronunciation skills. The approach for this community service involves an initial assessment, provision of the service, and evaluation. The approach of this paper involves documentation. The event has been successfully completed and attended by approximately 50 elementary school students from SDN Kapasari I. They are encouraged to read the assigned fables both silently and loudly. The silent reading is crucial in promoting better pronunciation before the students enter the phase of Reading Aloud. They are then prompted to present and to capture their Reading Aloud in front of others. In summary, this activity effectively improves students' English reading fluency and boosts their pronunciation in public speaking.

Keywords: Community Service, Pronunciation Skill, Reading Aloud, SDN Kapasari I, Universitas Dr. Soetomo

Abstrak: Artikel ini adalah laporan kegiatan pengabdian masyarakat oleh mahasiswa dan dosen Universitas Dr. Soetomo untuk siswa-siswi di SDN Kapasari I. Kegiatan ini bertujuan mengaplikasikan Membaca Nyaring guna meningkatkan kemampuan pengucapan siswa. Pendekatan pengabdian ini meliputi pendahuluan, penyelenggaraan kegiatan, dan evaluasi. Pendekatan artikel ini adalah dokumentasi. Kegiatan ini dihadiri 50 siswa SD di SDN Kapasari I. Mereka membaca fabel baik dalam hati maupun nyaring. Membaca dalam hati penting untuk meningkatkan lafal pengucapan sebelum memasuki Membaca Nyaring. Mereka kemudian diminta untuk mempresentasikan dan merekam hasil Membaca Nyaring mereka di depan aula. Kesimpulannya, kegiatan ini efektif meningkatkan kelancaran membaca Bahasa Inggris para siswa dan pelafalan saat berbicara di publik.

Kata-kata Kunci: Keterampilan Pengucapan, Membaca Nyaring, Pengabdian Masyarakat, SDN Kapasari I, Universitas Dr. Soetomo

INTRODUCTION

Education is very important for the development of Indonesia. It is intended as a forum to foster, elevate, and advance the mindset of the Indonesian nation. It is also done so that education may grow and develop knowledge, discipline, and dedication as well. In global development, education plays a very important role in realizing a new Indonesian society (Pasopati, 2024; Saputro et al., 2025; Zaihani, 2024). To realize this, communication and self-actualization need to be addressed. One of them is through continuous improvements in proficiencies of foreign language, especially English. By stating so, English language skills become several crucial factors in education today

Pronunciation is really important for communication and making sure people understand the given message. It is indeed also helpful for listening skills as anything pronounced should be understood by other parties either. When people know what words sound like in a sentence, they will surely understand much more of what the speakers hear (Bibiyana & Edi, 2023; Harahap et al., 2023; Sari et al., 2022). However, it is not easy at it seems. Indeed, pronunciation is always challenging, therefore there are various spaces

needed to be addressed and explored as well. it is because English pronunciation could be so different from other languages. This language sounds through habitual convention, making it sometimes out of logical manner to be voiced. However, since this aspect of language skill is crucial, English learners should always study how to improve their pronunciation (Pasopati, 2024; Saputro et al., 2025; Zaihani, 2024).



Figure 1. The Situation of Silent Reading of Fables by Elementary School Students and Community Service Team from UNITOMO

One of the way to elevate English pronunciation is by practicing it, especially through reading texts such as short stories. It can be done silently and/or loudly since both focus on how to sound various kinds of words. Elevating pronunciation is also one objective done in a community service by lecturers and students of Universitas Dr. Soetomo (UNITOMO) in cooperation with SDN Kapasari I Surabaya. The community service team invite some students from that elementary school to come and practice Reading Aloud especially in order to push forward pronunciation in its prolonging practice.

METHOD

The execution of this community service is done by adhering to the methods for assessment, delivery, and evaluation (Ismawan et al., 2022; Wekke, 2022). By engaging in conversations with the primary school principal, the team identified the specific needs and objectives of the community during the assessment phase. It is widely acknowledged that schools need a different approach to teaching English, particularly in improving students' pronunciation. Strategic planning is conducted to create a clear action plan derived from the needs assessment, detailing goals, objectives, and strategies to address the challenges. The main goal is to make the Reading Aloud activity fun and captivating for the students. Utilizing English fables is the strategy being used in conjunction with Reading Aloud exercises to improve the students' pronunciation.

The community service is subsequently carried out. The children eagerly engage in the Reading Aloud activity alongside their teachers. Monitoring and evaluation are conducted after the service has been completed. The objective is to assess the service's effects and advancement, implement necessary changes, and document insights gained. The service was successful because the young people were having fun and were enthusiastic about Reading Aloud to their teachers and classmates (Ismawan et al., 2022; Wekke, 2022). Ultimately, additional collaboration is implemented. In his assessment of the activity, the school's principal remarked that consistent reading of this type is essential. An alternative method for learning English needs to be adopted in the future, particularly concerning pronunciation abilities within English competencies.

This document was composed utilizing a qualitative documentation method (Habib, 2021; Takona, 2024). It is achieved by gathering data regarding the community service initiatives. The details are subsequently categorized into the specific community service activities. The content analysis approach is utilized to showcase the importance of Reading Aloud to elementary students at SDN Kapasari I.

FINDINGS AND DISCUSSION

Pronunciation: Theory and Practice

Pronunciation pertains to how individuals produce the sounds of words. To articulate words, individuals expel air from their lungs up through the throat and vocal cords, through the mouth, past the tongue, and out between the teeth and lips (Mardiah et al., 2024; Siahaan et al., 2024; Suteja, 2024). At times, air passes through the nose to create various sounds. To alter the sound produced by individuals, they primarily utilize the muscles in their mouth, tongue, and lips to manage the mouth's shape and the movement of air. When a speaker manages to accurately shape their mouth and regulate their airflow, their pronunciation becomes clearer, making it easier for others to comprehend the meanings.

In theory, anyone can articulate words effortlessly. Nonetheless, such a theory is insufficient if it is not applied. It requires greater courage to articulate correctly. However, individuals should not fear that their pronunciation is incorrect, as common misconceptions and misunderstandings frequently occur in practicing English, even among native speakers (Kartiningsih et al., 2024; Suenaga, 2024; Wijaya et al., 2024). Simultaneously, the different methods of pronouncing English words are challenging too. It also involves remembering various pronunciations of terms. Nonetheless, it is an essential way of communicating in English. It needs to be done properly, not just to maintain good English communication but also to guarantee that the audience accurately understands the messages.

It is well recognized that pronunciation poses a constant challenge, as it plays a crucial role in demonstrating the proficiency of English language abilities. Individuals must consistently be cautious in taking care of different parts of their mouth to produce accurate sounds (Mardiah et al., 2024; Siahaan et al., 2024; Suteja, 2024). The goal is to produce accurate vowel and consonant sounds by using the muscles of the mouth, tongue, and lips. Moreover, there are various significant elements of pronunciation. The initial aspect is word emphasis. It stresses specific syllables in a word. In doing so, the challenges in pronunciation can be addressed (Kartiningsih et al., 2024; Suenaga, 2024; Wijaya et al., 2024). The second aspect is sentence stress. Its purpose is to highlight specific words within a sentence. The words must be emphasized since they represent the essential aspects of the sentence being articulated. The third is connection. It is required for connecting specific words. Meanings can be readily grasped and pronunciation might accompany that as well. The fourth aspect focuses on intonation. It is the fluctuation of tones as the speaker communicates. Speaking in monotone can lead to misunderstandings or double interpretations for the audience.



Figure 2. Two Elementary School Students are Reading Aloud while being Recorded by Wireless Microphones and Smartphones

A key method for improving pronunciation abilities is to read either silently or aloud. Reading silently offers insights into assessing one's ability to handle challenges in pronunciation. The students can use online translation tools or dictionaries while reading the phonetic symbols. This form of reading is essential to assess how conversation ought to be conducted properly (Mardiah et al., 2024; Siahaan et al., 2024; Suteja, 2024). Reading Aloud is more effective because it includes multiple participants. Indeed, it requires greater confidence to engage in English-speaking in public settings. At certain moments, Reading Aloud represents an advanced stage of reading. It should be assumed for silent reading so that every learner can better prepare by practicing initially.

Even so, practicing pronunciation is better to be done through Reading Aloud. People used to do reading for their own, but reading texts for other people is another thing. It contains another challenge for the English learners. Besides, not many people experienced Reading Aloud before, so it can give a new experience on improving English proficiencies (Mardiah et al., 2024; Siahaan et al., 2024; Suteja, 2024). By doing so, people can at the same time practice pronunciation and be confident with their own English language skills. Indeed, it also build such self-esteem especially in self-actualization towards foreign language.

Reading Aloud has been demonstrated to significantly improve pronunciation by reinforcing the connection between sounds and letters, increasing understanding of sentence structure and rhythm, and enhancing speaking confidence. It allows learners of foreign languages to practice pronunciation, listen to words pronounced accurately, and experience the natural rhythm of the language (Mardiah et al., 2024; Siahaan et al., 2024; Suteja, 2024). Specifically, Reading Aloud can enhance understanding of sound and letter association. It might enable learners to associate the visual depiction of words, particularly letters, with their auditory pronunciations. This aids individuals in grasping how sounds are depicted in text and how to articulate them accurately. Regular practice of Reading Aloud can also improve articulation. It is also a component of English proficiency, as articulating words and sentences clearly is essential for effective communication.

Additionally, Reading Aloud allows students to focus more on sentence structure and rhythm. Reading texts can aid learners in grasping how words form phrases and sentences, as well as how stress and intonation enhance the rhythm of spoken English. This understanding is essential for achieving natural pronunciation. As mentioned previously, Reading Aloud can enhance self-confidence (Bari & Putri, 2025; Pratiwi et al., 2024; Suenaga, 2024). Pronunciation should consistently produce sound, as hearing it can be motivating for learners too. This activity can also help alleviate speaking anxiety. Increased practice also involves making efforts to reduce stuttering while talking. This is due to the emphasis being placed not just on speaking but also on hearing one's own voice. By doing this, learners can pinpoint areas where the pronunciation of certain sounds or words requires further enhancement. Finally, silent reading should come before Reading Aloud (Bari & Putri, 2025; Pratiwi et al., 2024; Suenaga, 2024). It is always advantageous for any student to have a partner to help refine their pronunciation before presenting Reading Aloud.

Elevating Pronunciation through Reading Aloud in SDN Kapasari I Surabaya

The implementation of community service focused on Reading Aloud in SDN Kapasari I Surabaya takes place on school days to encourage student involvement. The event takes place in the school auditorium with approximately 50 students participating. It is subsequently broken down into multiple stages. The first step involves providing each student with a specific fable or short story. The fables are presented in both English and Bahasa to help students understand the meanings of the stories. At least five fables are provided, all of which are read in school and can be taken home as gifts. The fables include The Fair and Wise Bear (Filyan, 2021), The Arrogant Ant (Filyan, 2021), The Adventure of Dog and Chicken (Filyan, 2021), The Mouse Deer and Wolf (Filyan, 2021), and The Giraffe's Pride (Filyan, 2021). Every fable has approximately 32 pages, which makes it appropriate for children of that age to grasp its meaning.



Figure 3. Discussion Regarding the Fable Stories

The students are then separated into multiple groups of five, along with the community service team from Universitas Dr. Soetomo Surabaya. The groups are created to help students comprehend the reading process independently and grasp the meanings of the texts as well. Subsequently, all the students read the story independently with the support of lecturers and other students from Universitas Dr. Soetomo Surabaya. The students are assisted in grasping the pronunciation, grammar, and themes of the texts. The primary goal is for them to begin appreciating reading on their own (Bibyana & Edi, 2023; Harahap et al., 2023; Sari et al., 2022). It is also to familiarize them with the components of literature found in fables, including characters, conflicts, plots, settings, and dialogues.

Before the students enter the phase of Reading Aloud, reading the fables with their own friends accompanied by college students from UNITOMO is crucial. This is the step where pronunciation is deepened. Each student should read according to their own pronunciation. Then, if they make mistake, they will be corrected so that they know the right pronunciation (Kartiningsih et al., 2024; Suenaga, 2024; Wijaya et al., 2024). Moreover, the reading is not silent and not loud in this step. The main objective is for the students to know how to pronounce well. Reading repeatedly is also done to enhance their creativities regarding the texts. It is also to promote their own self-confidence regarding reading and pronunciation skill.



Figure 4. Students of SDN Kapasari I are Reading Aloud the Given Fables

Next, the students are encouraged to read aloud within their respective groups. They are instructed on how to read aloud correctly and effectively. It provides them with an opportunity to explore other language skills, particularly Reading Aloud (Bari & Putri, 2025; Pratiwi et al., 2024; Suenaga, 2024). At this stage, the students' self-assurance is fostered to prepare them for performing in front of the audience. It's a challenging job since often students get sidetracked by their peers and prefer to play instead of concentrating on the readings. A key approach is to help them realize that reading aligns with playing, which can enhance enjoyment and even fun in the future. Consequently, during this hour, they are preparing to perform as a duo in front of the audience later.



Figure 5. Elementary Students and a UNITOMO Student Discussing about Reading Aloud

The students are now Reading Aloud in the hall before their own friends and teachers. This is a phase where they are ready to pronounce better after being accompanied and corrected by college students of UNITOMO. They perform it in pairs, one after the other. They attempt to read extensively and help others grasp the interpretations of the texts

(Bari & Putri, 2025; Pratiwi et al., 2024; Suenaga, 2024). In addition, their actions are being captured with wireless microphones and smartphones. This is also included in the documentation for this community service. It serves as an additional method to enhance their visibility in public arenas. This approach is beneficial for improving English Literature's results, particularly in language skills, by providing additional opportunities for publications tied to audio and video. Others should realize that even young students in elementary school can deliver such an impressive Reading Aloud performance. This is also a proof that even primary school students can pronounce English better if they are guided, accompanied, and corrected in the process of reading several texts.

Initially, the students feel shy when they must perform in front of their own peers. They feel motivated after their friends complete Reading Aloud. They continually seek to experiment with new activities, which includes assessing their fluency and articulating the texts they have previously read quietly (Bibyana & Edi, 2023; Harahap et al., 2023; Sari et al., 2022). By saying this, it is demonstrated that Reading Aloud has fostered a mindset for them to learn English language skills, especially pronunciation. Furthermore, they desire to be seen, particularly since their actions are being filmed and subsequently shared on different social media platforms.



Figure 6. Feedback from SDN Kapasari I Teachers About the Pronunciation Skills in Reading Aloud Activity

Once the Reading Aloud segment is completed, the students head home, and the community service team conducts an evaluation of the event. The monitoring and evaluation are conducted to recognize any challenges encountered and to encourage the involvement of students and teachers in the upcoming event. It is recognized that there are a few challenges in implementing Reading Aloud, one of which is ensuring that students remain focused on the task (Bibyana & Edi, 2023; Harahap et al., 2023; Sari et al., 2022). In the end, all the students feel pleased and even happy since they performed excellently in the Reading Aloud segment. It really is a new experience for them especially to deepen their practices regarding pronunciation skills through Reading Aloud. They are not just reading the stories, but also acting them out in front of others, which instills pride in themselves and their own accomplishments regarding pronunciation competence.



Figure 7. Documentation of SDN Kapasari I Students, UNITOMO Students, and a UNITOMO Lecturer after the Event

CONCLUSION

The Reading Aloud activity conducted as community service to elevate students' pronunciation in SDN Kapasari I Surabaya has been successful. The team can increase the students' enthusiasm to perform Reading Aloud for an audience. A key challenge encountered is ensuring that students remain engaged while performing the task of Reading Aloud. Nevertheless, the encouragement from the students themselves has made them courageous enough to express their enthusiasm for exploring the English language, particularly through the practice and recording of Reading Aloud in order to promote better pronunciation. This community service has provided numerous advantages to the school, the students, the team, and the English Literature Department at Universitas Dr. Soetomo, especially regarding the enhancement of pronunciation skill.

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