


ENGLISH INTONATION IN READING ALOUD PRODUCED BY THE STUDENTS OF ENGLISH EDUCATION DEPARTMENT AT UNISMUH MAKASSAR

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ARTICLE INFO	ABSTRACT
<p>Article history: Received: March 24,2021 Revised: March 26,2021 Accepted: March 24,2021 Published: December 25,2021</p> <p>Keywords: English Intonation Pronunciation Reading skill Reading aloud</p>	<p>This research is aimed to determine the kinds of English Intonation used by students when reading aloud. This research was descriptive qualitative. The population were 20 students at the third semester students of English Education Department in UNISMUH Makassar. The instrument used reading text and recording. The result showed that the English intonation used by students when reading aloud a text was very different and varied and the intonation they used was not only rising and falling intonation but also rising falling intonation in some word. Good and correct intonation is very influential on the comfort and for hearing easy to get the meaning of a text.</p> <p><i>This is an open access article under the CC BY-SA license.</i></p> 
<p>Reskia, Saiful, (2021). English Intonation in Reading Aloud Produced by the Students of English Education Department at UNISMUH Makassar. Journal of Language Testing and Assessment, Vol 1(2), December 25 doi: https://doi.org/10.22219/jpbi.vxiv.xxv</p>	
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INTRODUCTION

Language is one of the important elements of our life. Without language, somebody's cannot communicate and make interacting with other people. Someone who wants to speak with each other needs to realize the language and learn the language itself. The students in Indonesian studied some languages, especially English as a foreign language. Besides that English is applied in many aspects of life like books are written in English, information about the technology is often using English. That is why the Indonesian government obliges English is being taught in every school from elementary school until university.

In Indonesia, English has a crucial role, especially in education. Therefore, English is taught because the first foreign language all told levels of colleges and language courses. In school, English has been taught as local content. As we all know that the target of learning English is to develop students' communication abilities within the context of faculty. It implies that the scholars are expected to be ready to make simple transactional and interpersonal conversation, which is potentially needed to speak within the context of faculty. Here, the

teacher plays a crucial role since he needs to be ready to set students' interest and motivation in learning English so as to develop students' ability to speak using all the resources they need already acquired to interact with others about their needs and interest.

Teaching English at school/university aims to develop the four language skills. They are listening, speaking, reading, and writing. Moreover, the opposite aspects of language are concurrently taught to develop the four language skills above like grammar, pronunciation, vocabulary, and spelling.

In this study, the author focused on reading skills by considering that reading is a necessary part of learning and it's one major skill of English besides listening, speaking, and writing. Academically, reading could be a complex mental process of decoding symbols so as to construct or derive meaning. It's a way of language acquisition, of communication, and sharing information and concepts. It's the power to interpret what the data symbols represent and to be able to re-create those selfsame symbols so others can derive the identical meaning. According to (Saiful 2019) in his Journal said, "With the requirement for literacy growing on a worldwide scale, reading has taken on more importance across the planet". Reading isn't only about decoding words but is additionally about constructing meaning and understanding so as to elaborate and replace dated knowledge with newer ideas (Weaver, 2002). The goal of reading is to amass knowledge; however, it's frequently difficult to attain, especially for college students. That is why researchers want to seek out good strategies for reading.

There is some aspect of reading; one in all those aspects is intonation. English intonation in English, it's not the identical because the intonation of the other language. Some people imagine that intonation is that the same for all languages, but this can be not true (O' Connor 1980) English intonation is employed to convey the underlying emotion or meaning in speech. Intonation is one among the last things that non-native English speakers, or non-native speakers of any language, for that matter, pick up on. However, it's quite important because intoning the identical sentences in two other ways can change the meaning. Intonation allows understanding though, expression and emotions that go together with the literal words. Non-native English speakers often have difficulty with intonation, but it's important that they learn to concentrate for it and understand a way to use it this can make them easier to grasp in English.

Teaching reading with good intonation in university must be developed because it is a awfully important thing to form the listener more enthusiastic and doesn't feel bored in taking note of what we are reading. Therefore, supported the knowledge that students still get some difficulties to use good English intonation when reading aloud and connected with the results of the research by Irma HN (2015) that the scholars still find some problem in reading, one among them is that the pronunciation problems especially in using intonation. a number of the scholars find it extremely difficult to listen to tunes or identify the various patterns of rising and falling intonation. Therefore, the writer is curious about doing research to the students English Education Department at Muhammadiyah University of Makassar.

The author analyzed the students' English intonation in reading aloud. This study was applied for the scholars of English Department of Education at Muhammadiyah University of Makassar. The author hopes that this research gives contribution in developing the reading skill of the scholars especially in using English intonation. Considering the fact that they still faced difficulties to spot patterns of English intonation in reading, the author is inquisitive about conducting research about what types of English Intonation that produced of the students in reading aloud of a student's English Education Department at Muhammadiyah University of Makassar.

RESEARCH METHOD

The design that used in this research is descriptive qualitative research. According to Bodgan and Taylor (Moleong, 2010), qualitative research is research that produces descriptive data within the sort of words or oral from people and observed behavior. During this connection, the researcher observed the students' behavior in reading with good intonation to describe their English Intonation in Reading aloud.

The instrument that used in this research were reading text and recording. (1). Reading text, the researcher explained the procedure within the WhatsApp group. The scholars gave a text that contains sentences with fall and rise intonation then the scholars read aloud the text (Dialogue and Poetry), 10 students read Dialogue and 10 students read Poetry. (2). Recording, the researcher used a video record. In order that one by one in every of the scholars recorded videos of them when reading the text. The scholars send their video record to the researcher by WhatsApp application in order that the researcher can easily and focus to investigate their English intonation.

The techniques that went to collect the info the researcher divides the analysis data after data collection into 3 steps, those are: 1). Reading/Memoing Data where the researcher read data that has been collected from the beginning ranging from the info results of the students' English intonation in reading aloud by reading text and recording. The items that the researcher consider important wrote within the kind of a memo, as a results of reading/memoing data. (2). Describing Data. After gathering the info from the student is reading test and recording, the second is that the researcher describing data. During this case, the researcher gave an outline of the info generated normally that may be obtained from the results of reading/memorizing data and scraping data. During this step, the question answered from the research question about "What forms of English Intonation that produced of the scholars in reading aloud?" (3). Classifying data, the ultimate stage within the analysis of qualitative data is classifying. Classifying data may be a grouping of knowledge into more detail than previous data. The researcher transcribed the results, summarizes the findings, and draws some conclusions from such findings. The researcher can conclude data analysis. Besides that, the researcher also made implementations and suggestions supported data information. Verification is completed by re-checking data, information, and conclusions to draw valid conclusions.

RESULT AND DISCUSSION

The researcher conducted the research at students of English Education department at UNISMUH Makassar namely the third semester. The findings of this research based on results of reading text and recording.

What types of English Intonation that produced by the students in reading aloud?

1. Reading dialogue

NO	Name	Annotation word		Total
		Rising Intonation	Falling Intonation	
1	Student 1	1. O'thello (true) 2. Did (true) 3. Regular(true) 4. Getting(false) 5. Shall(true) 6. Family(false) 7. Else(false) 8. Think(false)	1. Last night (false) 2. Opera(true) 3. No (true) 4. Didn't(true) 5. I(false) 6. Enjoyed(true) 7. Approve (true) 8. Happened (false) 9. Too (false) 10. Daughter(true) 11. School(true) 12. Television(false) 13. Object (true) 14. Time (True) 15. Isn't (true) 16. You (true) 17. Occasion (true)	16 True 9 False
2	Student 2	1. O'thello (true) 2. Did (true) 3. Regular(true) 4. Getting(true) 5. Shall (false) 6. Family(true) 7. Else (true) 8. Think(true)	1. Last night(true) 2. Opera (true) 3. No(false) 4. Didn't (false) 5. I(false) 6. Enjoyed(true) 7. Approve(true) 8. Happened(true) 9. Too(true) 10. Daughter(true) 11. School(true) 12. Television(true) 13. Object(true)	18 True 7 False

			14. Time(false) 15. Isn't(false) 16. You(false) 17. Occasion(true)	
3	Student 3	1. O'thello (false) 2. Did(true) 3. Regular (false) 4. Getting (true) 5. Shall (false) 6. Family (true) 7. Else (false) 8. Think(true)	1. Last night (false) 2. Opera (false) 3. No(false) 4. Didn't(false) 5. I(false) 6. Enjoyed (false) 7. Approve(false) 8. Happened(true) 9. Too(true) 10. Daughter(false) 11. School(true) 12. Television (false) 13. Object (false) 14. Time (false) 15. Isn't (false) 16. You (true) 17. Occasion(true)	9 True 16 False
4	Student 4	1. O'thello (false) 2. Did (true) 3. Regular (false) 4. Getting(false) 5. Shall (true) 6. Family (true) 7. Else (false) 8. Think (true)	1. Last night(true) 2. Opera (false) 3. No(false) 4. Didn't(false) 5. I(false) 6. Enjoyed (true) 7. Approve(false) 8. Happened(false) 9. Too (true) 10. Daughter (false) 11. School(true) 12. Television(false) 13. Object (false) 14. Time(true) 15. Isn't(false) 16. You(true) 17. Occasion(true)	11 True 14 False

5	Student 5	<ol style="list-style-type: none"> 1. O'thello(true) 2. Did (false) 3. Regular(true) 4. Getting(true) 5. Shall(false) 6. Family(true) 7. Else(false) 8. Think(true) 	<ol style="list-style-type: none"> 1. Last night (false) 2. Opera(true) 3. No(false) 4. Didn't (true) 5. I(false) 6. Enjoyed(true) 7. Approve (true) 8. Happened(false) 9. Too(true) 10. Daughter(true) 11. School (true) 12. Television(true) 13. Object(true) 14. Time(true) 15. Isn't (false) 16. You(true) 17. Occasion(true) 	<p>17 True</p> <p>8 False</p>
6	Student 6	<ol style="list-style-type: none"> 1. O'thello(true) 2. Did(false) 3. Regular(false) 4. Getting(false) 5. Shall(false) 6. Family(true) 7. Else(true) 8. Think(false) 	<ol style="list-style-type: none"> 1. Last night(false) 2. Opera(false) 3. No(false) 4. Didn't(false) 5. I(false) 6. Enjoyed(false) 7. Approve(false) 8. Happened (false) 9. Too(false) 10. Daughter(false) 11. School(true) 12. Television(false) 13. Object(false) 14. Time(false) 15. Isn't(false) 16. You (false) 17. Occasion(false) 	<p>4 True</p> <p>21 False</p>
7	Student 7	<ol style="list-style-type: none"> 1. O'thello (false) 2. Did(true) 3. Regular(true) 4. Getting(true) 5. Shall(true) 	<ol style="list-style-type: none"> 1. Last night(false) 2. Opera(true) 3. No(true) 4. Didn't(true) 5. I(true) 	<p>19 True</p> <p>6 False</p>

		6. Family(true) 7. Else(true) 8. Think(true)	6. Enjoyed(false) 7. Approve(true) 8. Happened (true) 9. Too(true) 10. Daughter(true) 11. School(true) 12. Television(true) 13. Object(false) 14. Time(false) 15. Isn't(true) 16. You (false) 17. Occasion(true)	
8	Student 8	1. O'thello (true) 2. Did(true) 3. Regular(true) 4. Getting(true) 5. Shall(true) 6. Family(true) 7. Else(false) 8. Think(true)	1. Last night(true) 2. Opera(true) 3. No(true) 4. Didn't(true) 5. I(true) 6. Enjoyed(true) 7. Approve(true) 8. Happened (true) 9. Too(true) 10. Daughter(true) 11. School(true) 12. Television(true) 13. Object(true) 14. Time(true) 15. Isn't(true) 16. You (true) 17. Occasion(true)	24 True 1 False
9	Student 9	1. O'thello (false) 2. Did(false) 3. Regular(true) 4. Getting(true) 5. Shall(false) 6. Family(true) 7. Else(false) 8. Think(true)	1. Last night(false) 2. Opera(true) 3. No(true) 4. Didn't(true) 5. I(true) 6. Enjoyed(true) 7. Approve(true) 8. Happened (true) 9. Too(true) 10. Daughter(true)	18 True 7 False

			11. School(true) 12. Television(true) 13. Object(true) 14. Time(false) 15. Isn't(true) 16. You (true) 17. Occasion(false)	
10	Student 10	1. O'thello (false) 2. Did(true) 3. Regular(true) 4. Getting(false) 5. Shall(true) 6. Family(true) 7. Else(false) 8. Think(true)	1. Last night(false) 2. Opera(true) 3. No(false) 4. Didn't(false) 5. I(false) 6. Enjoyed(true) 7. Approve(true) 8. Happened (true) 9. Too(true) 10. Daughter(false) 11. School(true) 12. Television(true) 13. Object(true) 14. Time(false) 15. Isn't(true) 16. You (true) 17. Occasion(false)	15 True 10 False
Total				152 True 98 False

Based on the data result above, the English intonation of the students in reading dialogue text is very diverse. We can see in the transcript of the students' data table above, some students when reading the word **O'thello** in sentence "Did you the O'thello on the television **last night**?" use a falling intonation even though it should be a rising intonation even though some students have the correct intonation. Next, the word **Last night**, some students read it with rising intonation even though it should be falling intonation. In addition, although student 1 has a different intonation in the first word of the dialogue text, the next word in the text is the intonation of student 1 with other students is same and it is correct. This proves that the English intonation of the students when reading aloud is different.

2. Reading Poetry

NO	Name	Annotation word		Total
		Rising Intonation	Falling Intonation	
1	Student 1	1. Am(false) 2. Know(true) 3. Inventor(true) 4. Maker(true) 5. Clothes(true) 6. I(true) 7. Lincolns(false) 8. Send(true) 9. Prairie(true) 10. Out(true) 11. Wasted (true) 12. Have(true) 13. Forget(true) 14. Yesterday(false) 15. Fool(false)	1. People(true) 2. Me(true) 3. Man(true) 4. History(true) 5. Ground(true) 6. Me(true) 7. Remember(true) 8. Remember(true) 9. Derision(true) 10. Arrive(true)	20 True 5 False
2	Student 2	1. Am(true) 2. Know(false) 3. Inventor(true) 4. Maker(true) 5. Clothes(false) 6. I(true) 7. Lincolns(true) 8. Send(false) 9. Prairie(true) 10. Out(true) 11. Wasted(true) 12. Have(true) 13. Forget(true) 14. Yesterday(true) 15. Fool(true)	1. People(true) 2. Me(true) 3. Man(true) 4. History(true) 5. Ground(true) 6. Me(true) 7. Remember(true) 8. Remember(true) 9. Derision(false) 10. Arrive(true)	21 True 4 False
3	Student 3	1. Am(false) 2. Know(true) 3. Inventor(true) 4. Maker(true) 5. Clothes(true)	1. People(true) 2. Me(true) 3. Man(true) 4. History(false) 5. Ground (true)	22 True 3 False

		6. I(true) 7. Lincolns(true) 8. Send(true) 9. Prairie(true) 10. Out(true) 11. Wasted(true) 12. Have(true) 13. Forget (true) 14. Yesterday(true) 15. Fool(true)	6. Me(true) 7. Remember(true) 8. Remember(true) 9. Derision(true) 10. Arrive(false)	
4	Student 4	1. Am(false) 2. Know(false) 3. Inventor(false) 4. Maker(true) 5. Clothes(false) 6. I(true) 7. Lincolns(true) 8. Send(true) 9. Prairie(true) 10. Out(true) 11. Wasted(true) 12. Have(true) 13. Forget (false) 14. Yesterday(true) 15. Fool(true)	1. People(true) 2. Me(true) 3. Man(true) 4. History(false) 5. Ground (false) 6. Me(true) 7. Remember(true) 8. Remember(false) 9. Derision(true) 10. Arrive(true)	17 True 8 False
5	Student 5	1. Am(false) 2. Know(true) 3. Inventor(false) 4. Maker(true) 5. Clothes(false) 6. I(true) 7. Lincolns(true) 8. Send(true) 9. Prairie(true) 10. Out(false) 11. Wasted(true) 12. Have(true) 13. Forget (false) 14. Yesterday(true) 15. Fool(true)	1. People(true) 2. Me(false) 3. Man(true) 4. History(true) 5. Ground (false) 6. Me(false) 7. Remember(true) 8. Remember(true) 9. Derision(false) 10. Arrive(false)	15 True 10 False

6	Student 6	<ol style="list-style-type: none"> 1. Am(false) 2. Know(true) 3. Inventor(true) 4. Maker(true) 5. Clothes(false) 6. I(true) 7. Lincolns(true) 8. Send(true) 9. Prairie(true) 10. Out(true) 11. Wasted(false) 12. Have(true) 13. Forget (true) 14. Yesterday(true) 15. Fool(true) 	<ol style="list-style-type: none"> 1. People(false) 2. Me(false) 3. Man(true) 4. History(true) 5. Ground (false) 6. Me(true) 7. Remember(true) 8. Remember(false) 9. Derision(true) 10. Arrive(true) 	<p>19 True</p> <p>6 False</p>
7	Student 7	<ol style="list-style-type: none"> 1. Am(false) 2. Know(true) 3. Inventor(false) 4. Maker(false) 5. Clothes(false) 6. I(true) 7. Lincolns(false) 8. Send(true) 9. Prairie(false) 10. Out(false) 11. Wasted(false) 12. Have(true) 13. Forget (true) 14. Yesterday(false) 15. Fool(false) 	<ol style="list-style-type: none"> 1. People(false) 2. Me(false) 3. Man(true) 4. History(true) 5. Ground (false) 6. Me(true) 7. Remember(true) 8. Remember(true) 9. Derision(true) 10. Arrive(true) 	<p>12 True</p> <p>13 False</p>
8	Student 8	<ol style="list-style-type: none"> 1. Am(true) 2. Know(false) 3. Inventor(false) 4. Maker(false) 5. Clothes(true) 6. I(true) 7. Lincolns(false) 8. Send(false) 9. Prairie(true) 10. Out(false) 	<ol style="list-style-type: none"> 1. People(false) 2. Me(true) 3. Man(true) 4. History(true) 5. Ground (true) 6. Me(true) 7. Remember(true) 8. Remember(true) 9. Derision(true) 10. Arrive(true) 	<p>15 True</p> <p>10 False</p>

		11. Wasted(false) 12. Have(true) 13. Forget (true) 14. Yesterday(false) 15. Fool(false)		
9	Student 9	1. Am(true) 2. Know(true) 3. Inventor(false) 4. Maker(true) 5. Clothes(false) 6. I(true) 7. Lincolns(true) 8. Send(true) 9. Prairie(false) 10. Out(true) 11. Wasted(false) 12. Have(false) 13. Forget (true) 14. Yesterday(true) 15. Fool(false)	1. People(true) 2. Me(true) 3. Man(true) 4. History(true) 5. Ground (false) 6. Me(true) 7. Remember(false) 8. Remember(false) 9. Derision(true) 10. Arrive(false)	16 True 9 False
10	Student 10	1. Am(false) 2. Know(true) 3. Inventor(false) 4. Maker(true) 5. Clothes(true) 6. I(true) 7. Lincolns(true) 8. Send(true) 9. Prairie(false) 10. Out(true) 11. Wasted(true) 12. Have(true) 13. Forget (true) 14. Yesterday(true) 15. Fool(false)	1. People(false) 2. Me(true) 3. Man(true) 4. History(true) 5. Ground (false) 6. Me(true) 7. Remember(false) 8. Remember(false) 9. Derision(false) 10. Arrive(false)	15 True 10 False
Total				172 True 78 False

Based on the data result above, the English intonation of the students in reading poetry text is also very diverse. We can see in the transcript of the student data table above,

some students when reading the word **history** in the sentence “I am the audience that witnesses **history**” use a rising intonation even though it should be a falling intonation even though some students have the correct intonation. In addition, although student 1 has a different intonation in the first word of the poetry text, the next word in the text is the intonation of student 1 with other students is same and it’s correct. This proves that the English intonation of the students when reading aloud is different.

Based on the data about reading dialogue and poetry text showed that mostly students still wrong in use good intonation and its show the fact that each student has a different intonation when reading the text, for example in text dialogue and poetry. Based on the results of research and interaction between researchers and students, this is influenced by the lack of student knowledge and practice regarding the English intonation itself its supported by students 1 and 6.

In addition, in this research, based on the explanation of intonation in English that sometimes we use a combination of up and down intonations in the same sentences. This combination is usually called the rise-fall or fall-rise intonation. The researcher found it, it is proven by the presence of several students who read several words in dialogue and poetry text using these intonations, its describe below:

There was 1 students read the word Yesterday /↗Yester↘day/ with rising and falling intonation, there were 4 students read the word Remember /↗remem↘ber/ with Rising and falling intonation, there were 4 students read the word Enjoyed /↗En↘joyed/ with rising and falling intonation, there were 2 students read the word object /↗Ob↘ject/ with rising and falling intonation, there was 1 student read the word Occasion /↗Oc↘sasion/ with rising and falling intonation, there were 2 students read the word family /↗Fa↘mily/ with rising and falling intonation, there was 1 student read the word Daughter /↗Daugh↘ter/ with rising and falling intonation, there were 2 students read the word Distrust /↗Dis↘trust/ with rising and falling intonation, there was 1 student read the word Derision /↗Deri↘sion/ with rising and falling intonation.

The students read the dialogue and poetry text by rising and falling intonation in reading aloud because of their knowledge about intonation it’s self, that’s why they use different intonations. The same finding was also proven by Irma HN (2015) that the students still find some problem in reading, one of them is the pronunciation problems especially in using intonation. Some of the students find it extremely difficult to hear tunes or identify the different patterns of rising and falling intonation.

CONCLUSION

Considering the data analysis and the discussions in the previous chapter, the researcher puts forward the following conclusions:

1. From previous research on intonation with my research it’s true that when students read a text they still have difficulty using the correct intonation. Like the results of

my research, I use dialogue and poetry texts, where many students have the wrong pronunciation and different intonation, it is influenced by their knowledge of intonation when reading and lack of practice.

2. Students' intonation when reading dialogue and poetry texts, varies.
It's because of students' knowledge and interests about intonation also differ. as researchers saw when doing research some students were very enthusiastic and some were less. in my opinion, as researchers, we should further increase the students' interest in learning intonation in English.
3. Good and correct intonation when reading a text is very important so that listeners understand, are interested and more easy to get the meaning of the text. This research is very interesting to prove that the intonation of students in reading is different, besides this research is also very important to know the ability of students to use English intonation because as we all know, the use of correct intonation is very important, errors intonation can change the meaning of a sentence.
4. English Intonation which is produced by students the most correct ones are reading poetry. It's because of their interest in reading poetry then read dialogue.
5. English intonation is not just a rising and falling intonation but there is also such a thing as a rising falling intonation.

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