The Use of Reading Aloud Method to Improve Students' Speaking Ability: Indonesian Secondary School

Ismi Ayu Syiyami[1], Erni Haryanti[1], Dahlya Indra Nurwanti[1] and Nia Kurniawati[1]

[1]*English Education Department, UIN Sunan Gunung Djati, Jl. A. H. Nasution, Bandung, Indonesia*

Keywords: Reading Aloud, Speaking Ability, Pronunciation, Fluency, Narrative Text.

Abstract: The aim of this research was to reveal how the use of reading aloud of narrative text improves speaking ability, especially improves the secondary students' pronunciation and fluency. The research approach used was quantitative with quasi-experimental method as its research design. The sample of this research is 70 students of grade VIII divided into two groups (experimental and control group). Furthermore, data were collected by providing pretest and posttest, and the collected data were analyzed by using statistical formula. The results confirmed that teaching speaking by using reading aloud method can improve students' speaking ability in pronunciation and fluency.

1 INTRODUCTION

What is the main purpose of teaching English to students? Torky (2006) states that the key of teaching English is to enable students to communicate in English so they can enroll in the labor market and cope with the challenges of higher education. Thus, if a teacher wants to enable students to communicate in English, the teacher should give them the opportunity to speak English more in the classroom. Meanwhile, speaking is defined by Burns & Joyce (1997) as an interactive process of constructing meaning that involves producing, receiving and processing information whose form and meaning depended on the context in which it occurs, the participants, and the purposes of speaking. Moreover, speaking ability is considered mastered when students are able not only to construct words and phrases with individual sound but also use pitch change, intonation and stress to convey different meanings (Harmer, 2007). Then, speaking is the production of constructing meaning with individual sound which consists of pitch change, intonation and stress. So, people are considered speaking if they construct meaning and produce it with individual sounds with appropriate pitch change, intonation and stress.

Based on the pre-observation at one of secondary school in Indonesia, the problem that students faced in learning English, especially in speaking is students did not want to speak up their ideas in the classroom because of their imperfect pronunciation and unnatural hesitation which influenced their confidence. An effective teaching speaking method like Reading Aloud can solve their problems as Huang (2010) stated that Reading Aloud Method would improve speaking ability, especially in their pronunciation and fluency.

The general view of reading is that more about gathering and understanding of ideas rather than aiding one's spoken communicative ability (Hakozaki and Miller, 2012). They agreed to Waller & Mackinnon (1981) who said that reading should be silently done, with the aim of attaining a quick understanding of the writer's intent. Actually, when realized that there is another way of reading that is reading aloud, reading can help other skill too, that is speaking skill. Reading aloud not just contributes to students' comprehension, but also it will improve their speaking ability because they read the text orally. As Khatib and Fat'hi (2012) said that reading aloud contributes not only to the comprehension of the text but also to phonological processing and this way, the two purposes are working interactively. It is supported by the statement from Johnston (2015), "Reading Aloud to students can increase their

vocabulary development, enhances their speaking ability, especially their fluency and oral language, introduces students to diverse population or cultural diversity and develops critical thinking and problem-solving skills."

The research which concern to reading aloud that has purpose to improve students' speaking ability has already conducted by another researcher. The first research was conducted by Seo (2014) who found that reading aloud does make a difference in students' speaking ability in two ways. First, the treatment group spoke longer after the treatment than they did before while the control group did not show a difference in length of time. Second, the treatment group used a richer grammar after the treatment while the control group did not show progress. The second research was conducted by Johnston (2015) who found that an effective twenty-minute reading aloud activity can expose students to the same academic words that would be found in content area textbooks, can increase their vocabulary development, enhances fluency and oral language. However, this research discussed speaking which focused on oral pronunciation and fluency based on the theory from Huang (2010) that Reading Aloud makes students' pronunciation and fluency improved. It was the first time for most of the students that they had been required to read aloud in English. Therefore, this research used narrative test as the reading material for students especially about fairy tale stories that they have already known so they will focused on how they speak not focused on their comprehension.

2 LITERATURE REVIEW

Brown (2004) said that when someone can speak a language it means that he can carry on a conversation reasonably competently. In addition, he states that the benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers. Based on the theory, it can be concluded that the benchmark of successful acquisition of language refers to the learner's speaking.

Reading is categorized as passive skills because it doesn't produce something like for writing which produces a written text and speaking which produce an auditory signal with meaning. However, in reading aloud, students practice their speaking by practicing their pronunciation and fluency. It is supported by Huang (2010) who said that one of the functions of Reading Aloud is improving oral English which helps students in reducing disfluency, repeat, and improper pause, and also developing natural and good pronunciation habit. In addition, Gibson (2008) found that students used the Reading Aloud method for practicing pronunciation and intonation, speaking practice, diagnosing pronunciation problems and improving fluency.

2.1 Speaking

Speaking is a speech production that becomes a part of our daily activities (Thornbury, 2005). While Underwood (1989) said that speaking means creative process; an active interaction between speaker and listener that involves thought and emotion. It means that speaking is the product of cooperation between two or more people in shared time, and a shared physical context. Moreover, Luoma (2004) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.

Richards and Renandya (2002) stated that effective oral communication requires the ability to use the language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation. Moreover, non-linguistic elements such as gestures, body language, and expressions are needed in conveying messages directly without any accompanying speech.

Miller and Weinert (1998) treat 'spontaneous spoken language' and 'spontaneous speech' interchangeably, and Chafe (2006), discussing 'oral language', does not differentiate between speech and spoken language and in fact, even refers to 'read-aloud speech'. It means that students can be called speak even when they did Reading Aloud.

To sum up, speaking is a process of auditory signals production to constructing meaning in order to express ideas, information or feelings in systematic way of sounds, whether there is an interaction or not.

2.2 Features of Speaking

It was state that:

In order to discuss the nature of spoken language, we ought to be clear which phenomena we wish to cover. In fact, depending upon what we refer to with

the term features of speaking, we could discuss various phenomena (Itkonen, 2010, p. 13).

The theory above means that features of speaking depended on what phenomena which the researcher wishes to cover. It can be creativity, as like McCarthy and Carter (2004) said that creativity is consider as a 'feature of spoken language' or noun phrases, as like Miller and Weinert (1998) said that noun phrase is simplicity a 'striking feature' of spoken language. Moreover, speaking features can be grammar, vocabulary, pronunciation and fluency as the elements which are traditionally "thought of as components of speech".

In this research, the researcher takes two features, that are pronunciation and fluency to be measured based on Huang (2010) reading aloud has functions to improve oral English, those are students can pronounce properly (pronunciation) and speak fluently (fluency).

2.2.1 Pronunciation

AMEP (2002) also states that pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm (suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. In addition, Seidlhofer (2001) defines that pronunciation means the production and perception of the significant sounds of a particular language in order to achieve meaning in contexts of language use. To sum up all the definitions above, it can be stated that pronunciation is the way in which we make the sounds of the words in order to make the meaning.

Kelly (2000) stated that the features that are important in speaking English are intonation and stress. Intonation refers to way of voice goes up and down in pitch when we are speaking. It is a fundamental part of the way when we express our own thoughts and it enables us to understand those of the others (Kelly, 2000). Then, according to Yangklang (2013), stress was describes as the point in a word or phrase where pitch changes, vowel length and volume is increased.

Pronunciation has its levels which were described by Brown et al (2005): At Level 1, pronunciation problems were generally described as severe, and errors were frequent and intrusive. Rhythm and intonation were often extremely nonnative, and speech was described as monotone or staccato. Stress patterns were frequently referred to as non-native or faulty. The effect of these problems was that speech was often characterized as unclear, difficult to understand, or causing a lot of strain for the listener. Level 2, test-takers were generally described as having some pronunciation problems. Non-native or faulty stress patterns were noticeable, with no or rare use of stress to make meaning. In addition, misplaced word stress caused problems at times. Intonation tended to be rather flat or unmodulated with not a lot of pitch change. These problems were described as severe enough that decoding required concentration and speech was difficult to understand at times, causing some strain for the listener. At Level 3, pronunciation was described as reasonable or fair with occasional mispronunciations. Inappropriate or odd stress patterns and intonation were evident at times. The impact was such that pronunciation was described as non-native but identifiable, causing occasional strain. Misplaced stress or inappropriate intonation patterns caused occasional difficulty for the listener. At Level 4, pronunciation was described as not perfect, but problems were minor. While test-takers used occasional inappropriate or misplaced stress, occasional use of emphatic stress was also noted. Although test-takers had occasional problems identifying words, articulation was described as quite clear, in that errors rarely interfered with intelligibility and did not cause strain for the listener. Level 5 test-takers were described as having native-speaker-like pronunciation with only the occasional mispronunciation. They had strong or effective control of intonation, stress, and rhythm, with stress and intonation also described as natural or native-like, and words described as linked in a native-like way. Word stresses were deemed appropriate. In terms of impact, pronunciation problems caused no strain for the listener. Test-takers demonstrated effective use of intonation and rhythm to divide up meaning units and stage sections of text. They used stress effectively for emphasis and stressed key words appropriately.

2.2.2 Fluency

According to Segalowitz (2016), fluency is ability in the foreign language to produce or comprehend utterances smoothly, rapidly, and accurately (rate of speech, pausing, hesitation and other temporal phenomena). It means that in speaking, someone is fluent if he/she can produce utterances smoothly and rapidly, but also accurately. Fluency is reflected mainly in two aspects: speed of delivery and

regularity, which means a natural amount and distribution of pauses (Bygate, 2010). It means that students were considered fluency when they are able to speak with rapid speed and natural pauses.

Fluency can be measured through assessing the following characteristics as Brown (2005) said that fluency referred to namely hesitation and repair on the one hand (pauses and fillers), speech rate (speed), on the other (repetition, rephrasing, and false starts). Based on the theory, Fluency consisted of speech rate, hesitations with length pauses stretches of speech, and restarts and repetition.

Fluency has its levels which were described by Brown et al (2005): At Level 1, speech was described as very hesitant, with frequent or long pauses. Speech was slow with constant repetition or repair. The repetitions, repairs, and long pauses made speech difficult to follow. Overly fast or slow speech production caused problems for the listener. At Level 2, speech was described as rather hesitant, with long pauses at times. The pace was generally slow or was described as having erratic or jerky fluency. Test-takers resorted to a lot of repetition or repair, with constant searching for words. Disfluency was described as causing quite a bit of strain for the listener. Level 3, speech was described as having reasonable fluency. It was a little hesitant with some pauses or occasional silence and some or noticeable repair and repetition. Disfluency caused occasional strain for the listener. At Level 4, speech was described as generally fluent. Although test-takers displayed occasional hesitation, the flow of speech was generally well-maintained, and the speech rate was good. Hesitation was not intrusive or disruptive, self-corrections did not intrude, and problems caused little strain for the listener. At Level 5 speech was described as fluent. The flow was well-maintained and test-takers responded with a good speech rate. Occasional hesitations, repetitions, or self-corrections were described as natural and nonintrusive and caused no strain for the listener.

2.3 Reading Aloud

Reading Aloud is defined by Fountas and Pinnell (2006) as a systematic and explicit method where the teacher becomes a model for vocabulary development, reading fluently, and comprehension strategies. The teacher asks the students to join in the discussion, thus they will become interactive participants in their learning. Also, Müller (2015) stated that Reading Aloud is not only learners'

reading activity or the teacher's Reading Aloud, but Reading Aloud is the act of reading out loud of any written text, by both the learners and the teacher. These theories mean that the teacher is a model for the students in speaking when Reading Aloud and the students Read the text out loud following the teachers' model.

Reading Aloud is when children listen to an adult read different types and genres of texts (Franzese, 2002) and then engages in talking about the book. The material to be read aloud may be fiction and nonfiction books, poems, articles or book chapters (Rasinski and Padak, 2000).

The theories above explained that Reading Aloud is one of the teaching methods which is an act that teachers modeled the students to oral reading.

Reading Aloud is useful to improve pronunciation, helps to speak more naturally and confidently and helps to comprehend the text better after reading a text silently (Müller, 2015), but why does Reading Aloud is uncommonly used in the classroom nowadays? It is because Reading Aloud is dull and boring, anxiety-provoking, and of negligible benefit for the students, especially for the listeners. Also it makes more difficult to understand what has been read because the working memory processing capacity required for decoding, recoding, and articulation, so there is only a little room left for comprehension (Gibson, 2008). Moreover, Kailani (1998) described that Reading Aloud not only wastes time in the classroom but also does not help students actually learn to read.

However, every problem has its solution. Gibson (2008) said that Reading Aloud must be used sparingly to help avoid boredom, then don't put comprehension to become the main purpose of Reading Aloud. Using Reading Aloud sparingly also can help avoid wasting time.

3 METHOD

The researcher used a quantitative research method because this research explains how one variable affects another. Quantitative research is research which based on the Quantity or amount measurement which applies to phenomena which can be expressed in regarding quantity (Kothari, 2004). The researcher used a quasi-experimental design, the most appropriate research design for this research based on the theory from Creswell (2012) who said that quasi-experiments include assignment but not random assignment of participants to groups

caused by the availability of the participants. Thus, the sample was chosen by using non-probability sampling technique. Non-probability sampling is the sampling technique which the researcher selects individuals because they are available, convenient, and represent some characteristic the researcher needs to study (Creswell, 2012). The sample of the group is 70 students of Indonesian secondary school. The sample was divided into two groups that were 8.1 as the experimental group and 8.2 as the control group. Each group consisted of 35 students.

Seventy students in secondary school as the sample was divided into the experimental group and the control group which consisted of 35 students each group. Each group received four treatment meetings (The amount of those meeting was applied by the possibility times which were given by the school curriculum staff), the experimental group was given treatment by teaching speaking using Reading Aloud while the control group using Silent Reading. The students in the experimental group have to Read the given short text loudly five times every meeting while the students in the control group read the text silently. Narrative text becomes the reading material for the students.

The students in both the experimental group and the control group did the oral pre-test at the first meeting and posttest at the end of the meeting which supervised by the researcher and scored by the English teacher. The students were given a text to be read before they came one by one to be tested orally. When the test began, they were instructed to mention their name, read the text out loud and retell the story for 1 minute. Students' speaking pretest was recorded with a phone. The text is about Cinderella which consists of 100 words.

The assessment for speaking should be described as clear as possible to measure the result of the test whether it gets success or not. Speaking features which was used to measure were Pronunciation and Fluency based on Huang (2010) theory that Reading Aloud improved pronunciation and fluency. Pronunciation divided into four aspects based on AMEP (2002) and Kelly (2000), they are the accuracy of phonemes, intonation, stress and rhythm, and voice quality. Moreover, based on the theory from Brown (2005), fluency was divided into three aspects, there are Hesitations, Repetition and repair and Speech rate. Each aspect was categorized into 5 level characteristics based on Brown (2005) levels description.

The result was obtained from analyzing the students' pretest and posttest score statistically and interpreted it into a narrative. The result of their

pretest and posttest were compared to find out the significant difference between the students who were taught by using Reading Aloud and the students who were taught by using Silent Reading.

This research was conducted in one of secondary school in Indonesia. The pretest was conducted in the experimental group and the control group with doing an oral reading and retelling the story orally for each student in the class to know how the students' speaking ability especially for their pronunciation and fluency, before they are given the treatment. The result of their speaking was recorded and scored by the English teacher by using the speaking rubric which consisted of pronunciation and fluency aspects.

The treatments were conducted after the pretest was done which are divided into four meetings. In the experimental group, reading aloud was being their reading method for speaking. Meanwhile, in the control group, silent reading was used for their reading method for speaking. The students in the experimental group read the narrative text loudly every day at least three while the students in the control group read the narrative text silently.

After conducting the treatments, the researcher assessed posttest for the students in each group. The posttest was similar to the pretest that was the students should do an oral reading and retell the story orally for each student in the group to know how the students' speaking ability after they are given the treatment

4 RESULT AND DISCUSSION

Based on the pretest score result and posttest score result, the students' in the experimental group were improved in speaking ability, especially in pronunciation and fluency because it showed the increment number in the posttest score after they were taught by using Reading Aloud. It was shown by their posttest mean score (64.64) which was higher than pretest mean score (54.03).

Based on the pretest score result and posttest score result, the students' in the control group were improved in speaking ability, especially in pronunciation and fluency because it showed the increment number in the posttest score after they were taught by using Silent Reading. It was shown by their posttest mean score (58.00) which was higher than pretest mean score (54.61). Based on the statistical analysis, the result of the pretest mean score in the experimental group and the control group was on significance 5%, t-count (–0.23) was

smaller than t-table (1.99). It means that there is no significance improvement between the experimental and the control group in students' speaking ability before taught by using the treatments.

Meanwhile, the means of the posttest score in the experimental group and the control group on significance 5% show that t-count (2.52) was higher than t-table (1.99). It means that there is a significant improvement in students' speaking ability between by using Reading Aloud and using Silent Reading.

Students' speaking ability in the experimental group after being taught by using Reading Aloud method is better than the students' speaking ability in the control group which was using Silent Reading. The students can achieve the significant improvement that can be seen from their mean score in pre-test and post-test in the table 4.1.

Table 4.1 Speaking Results of Experimental Group

	Pre-test	Post-test
Mean Score	54.03	64.64
Lowest Score	31	77
Highest Score	34	89

Students' speaking ability in the control group after being taught by using Silent Reading was not better than the students' speaking ability in the experimental group. The students only achieve a little improvement that can be seen from their mean score in pre-test and post-test in the table 4.2.

Table 4.2 Speaking Results of Control Group

	Pre-test	Post-test
Mean Score	54.61	58
Lowest Score	31	74
Highest Score	37	74

Based on the pre-test score result and post-test score result, the students' in the experimental group were improved in speaking ability, especially in pronunciation and fluency because it showed the increment number in the post-test score after they were taught by using Reading Aloud. It was shown by their post-test mean score (64.64) which was higher than pre-test mean score (54.03).

Based on the pre-test score result and post-test score result, the students' in the control group were improved in speaking ability, especially in pronunciation and fluency because it showed the increment number in the post-test score after they

were taught by using Silent Reading. It was shown by their post-test mean score (58.00) which was higher than pre-test mean score (54.61). Those results above were presented in figure 1.

It was appropriate with the theory from Huang (2010) who stated that Reading Aloud Method would improve speaking ability, especially in their pronunciation and fluency. It was also appropriate with the previous research from Seo (2014) and Johnston (2015) which found that Reading Aloud can improve students' speaking ability through their pronunciation and fluency.

Although both of the group showed some improvement, but only students in the experimental group whose improvement was significantly different as it can be seen in the t-test data from post-test score that the calculation shows that t-count is bigger than t-table which are t-table is 1.99 while t-count is 2.52.

Section, subsection and sub subsection first paragraph should not have the first line indent, other paragraphs should have a first line indent of 0,5-centimeter.

5 CONCLUSIONS

The result was proven that reading aloud can improve students' speaking ability in Indonesian secondary school especially in pronunciation and fluency by using narrative text as the reading material. In other words, it can be concluded that teaching speaking using Reading Aloud method can improve students' speaking ability.

REFERENCES

Moore, R., Lopes, J., 1999. Paper templates. In *TEMPLATE'06, 1st International Conference on Template Production*. SCITEPRESS.

Smith, J., 1998. *The book*, The publishing company. London, 2nd edition.

AMEP, R.C 2002. 'Fact Sheet - What is pronunciation?' Brown, A., Iwashita, N., McNamara, T 2005. 'An examination of rater orientations and test-taker performance on english-for-academic-purposes speaking tasks'. ETS Res. Rep. Ser. 2005.

Brown, H.D 2004. *Language Assessment: Principles and Classroom Practices.* Pearson Education, New York.

Burns, A., Joyce, H 1997. 'Focus on Speaking, Focus on, 1327-7316'. *National Centre for English Language Teaching and Research, North Ryde, N.S.W.*

Bygate, M 2010. *Speaking, Second Edition.* ed. Oxford University Press, Inc., Oxford.

Chafe, W 2006. 'Reading aloud, in: spoken English, TESOL and applied linguistics'. Springer, pp. 53–71.

Creswell, J.W 2012. *Educational research: planning, conducting, and evaluating a n d qualitative research, 4th ed*. ed. Pearson, Boston.

Fountas, I.C., Pinnell, G.S 2006. *Teaching for comprehending and fluency: thinking, talking, and writing about reading, K-8*. Heinemann, Portsmouth, NH.

Franzese, R 2002. *Reading and Writing in Kindergarten: A Practical Guide.* Scholastic Professional Books, New York.

Gibson, S 2008. 'Reading aloud: a useful learning tool?' *ELT J.* 62, 29–36. https://doi.org/10.1093/elt/ccm075

Hakozaki, Y., Miller, R.E 2012. 'Reading aloud as a means of improving oral fluency'. 教育研究所 紀要 30, 83–92.

Harmer, J 2007. *The practice of english language teaching, fourth edition*. ed. Pearson Longman ELT, Cambridge.

Huang, L 2010. 'Reading aloud in the foreign language teaching'. *Asian Soc. Sci.* 6, 148.

Itkonen, T 2010. 'Spoken language proficiency assessment: assessing speaking or evaluating acting? (master's thesis)'. *University of Helsinki.*

Johnston, V 2015. 'The power of the read aloud in the age of the common core'. *Open Commun. J.* 9.

Kailani, T.Z 1998. 'Reading aloud in EFL revisited'. *Read. Foreign Lang.* 12 (1), 281–294.

Kelly, G 2000. *How To Teach Pronunciation.* Pearson Education, Ltd., Oxfordshire.

Khatib, M., Fat'hi, J 2012. 'On the role of phonological processing in l2 reading'. *J. Lang. Teach. Res.* 3. https://doi.org/10.4304/jltr.3.1.66-73

Kothari, C.R 2004. *Research Methodology: Methods and Techniques. New Age International* (P) Ltd., New Delhi.

Luoma, S 2004. *Assessing speaking, Cambridge language assessment series.* Cambridge University Press, Cambridge ; New York.

McCarthy, M., Carter, R 2004. '"There's millions of them": hyperbole in everyday conversation'. *J. Pragmat.* 36, 149–184. https://doi.org/10.1016/S0378-2166(03)00116-4

Miller, J., Weinert, R 1998. *Spontaneus Spoken Language.* Oxford University Press, Inc.

Müller, A 2015, 'Reading aloud as a teaching and learning tool'. *Presented at the International Academy, University of Essex, University of Essex.*

Rasinski, T., Padak, N 2000. *Effective reading strategies: teaching children who find reading difficult, second edition.* ed. Merrill-Prentice Hall, Ohio.

Richards, J.C., Renandya, W.A 2002. *Methodology in language teaching: An anthology of current practice.* Cambridge university press.

Segalowitz, N 2016. 'Second language fluency and its underlying cognitive and social determinants'. *Int. Rev. Appl. Linguist. Lang. Teach*. 54. https://doi.org/10.1515/iral-2016-9991

Seidlhofer, B 2001. 'Closing a conceptual gap: the case for a description of English as a lingua franca'. Blackwell Publ. Ltd, International Journal of Applied Linguistics 11, 133–158.

Seo, S., 2014 'Does Reading Aloud Improve Foreign Language Learners' Speaking Ability?' GSTF J. Educ. JEd 2.

Thornbury, S 2005. *How to Teach Speaking, First Edition.* ed. Pearson Education ESL, New York.

Torky, S.A.E 2006. 'The effectiveness of a task-based instruction program in developing the english language speaking skills of secondary stage students'. *Online Submiss.*

Underwood, M 1989. *Teaching listening, longman handbooks for language teachers*. Longman Group United Kingdom, New York.

Waller, T.G., MacKinnon, G.E 1981. *Reading research: advances in theory and practice*. Academic Press, New York

Yangklang, W 2013. 'Improving english stress and intonation pronunciation of the first year students of nakhon ratchasima rajabhat university through an e-learning'. *Procedia - Soc. Behav. Sci.* 91, 444–452.https://doi.org/10.1016/j.sbspro.2013.08.442

APPENDIX

SPEAKING ASSESEMENT RUBRIC

No.	Components of Speaking	Score	Indicators
I			**Pronunciation**
1.	Accuracy of phonemes	5	Native-speaker-like pronunciation with only the occasional mispronunciation
		4	Not perfect, but problems were minor
		3	Reasonable or fair with occasional mispronunciations
		2	Having some pronunciation problems
		1	Error were frequent or intrusive
2.	Intonation	5	Natural or native-like intonation
		4	Intonation was described as quite clear
		3	Inappropriate or odd intonation at times
		2	Rather flat or unmodulated with not a lot of pitch change
		1	Extremely nonnative
3.	Stress and Rhythm	5	Natural or native-like Stress and Rhythm
		4	Occasional inappropriate or misplaced stress
		3	Inappropriate or odd stress patterns at times
		2	Misplaced word stress at times with no or rare use of stress
		1	Frequently referred to as nonnative or faulty
4.	Voice Quality	5	Very clear in a native-like
		4	Quite clear
		3	Occasional difficulty for the listener
		2	Difficult to understand at times
		1	Unclear
II			**Fluency**
1.	Hesitations	5	Natural/nonintrusive Hesitation
		4	Occasional hesitation, the speech flow generally well-maintained
		3	A little hesitant with some pauses or occasional silence
		2	Rather hesitant, with long pauses at times
		1	Very Hesitant with frequent or long pause
2.	Repetition and repair	5	Natural repetition/nonintrusive or repair
		4	Repetition or repair did not intrude
		3	Some or noticeable repair and repetition
		2	Resorted to a lot of repetition or repair, with constant searching for words
		1	Constant repetition or repair
3.	Speech Rate	5	Very good
		4	Good
		3	Reasonable Fluency
		2	Generally slow or having erratic fluency
		1	Slow

Adapted from Huang (2010), AMEP Research Centre (2002), Kelly (2000) and Brown (2005).