

**IMPROVING THE STUDENTS' MASTERY OF
PRONUNCIATION THROUGH TEAM ASSISTED
INDIVIDUALIZATION**

*(A Pre-Experimental Research at the Second Semester Students of
Muhammadiyah University of Makassar)*



A THESIS

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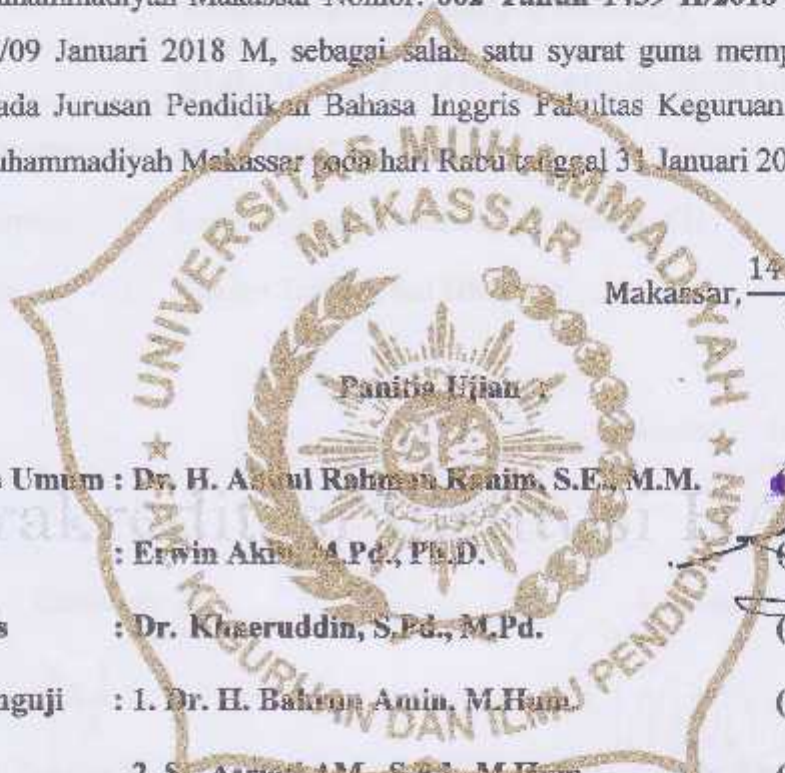


**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH MAKASSAR
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Makassar, Agustus 2016

Yang membuat perjanjian

MUHAMMAD ZULFIKAR S.L



MOTTO

LEARN EVERYTIME!
SO YOU WILL KNOW THE
IMPORTANCE OF THE
KNOWLEDGE.
BECAUSE KNOWLEDGE WILL
LEAD YOU UNTIL YOU DIE.

So verily, with the hardship,
there is relief. Verily, with
the hardship, there is relief.
(Q.S Al-Insyirah {94} : 5 - 6)

This Thesis, I dedicate for my beloved
parents, brothers, friends and all of people.

ABSTRACT

MUHAMMAD ZULFIKAR SAHABUDDIN LAIDE, 2017. Improving the Students' Mastery of Pronunciation through Team Assisted Individualization. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by H. Bahrun Amin, and Hj. Ilmiah.

This research aimed at finding out the students' mastery of pronunciation. The problem statement were: How is the improvement of the students' pronunciation in diphthong sounds by using Team Assisted Individualization at the Second Semester Students of Muhammadiyah University of Makassar.

This research used a Pre-experimental reseach. It conducted a treatment, where the class consisted of eight meetings. The researcher applied a pre-experimental research with one group pre-test and post-test design. The subject of the research was the Second Semester Students of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in academic year 2016/2017. The sample consisted of 30 students of II-A Class. The data were collected through pronunciation test (pre-test and post-test). To find out the improvement of the students' mastery of pronunciation, the researcher applied t-test analysis, the research was held in six meetings.

The result of the analysis showed that there was a significant difference between pre-test and post-test. The mean score of post-test (78.67) was greater than the pre-test (49.33). The improvement was 59.47%. The value of t-test (4.94) was greather than the t-table (1.699) and degree of freedom (df) = 30. Therefore, the researcher concluded that the use of Team Assisted Individualization was effective in improving the students' mastery of pronunciation.

Keywords : Team Assisted Individualization, Students' Mastery of Pronunciation, Pre-Experimental

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The Researcher

MUHAMMAD ZULFIKAR S.L

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CHAPTER I

INTRODUCTION

A. Background

Communication is the most important thing that human needs to stay connected to another people in the world. Communication is the activity of conveying information through the exchange of thoughts, messages or information, as by speech, visual, signals, writing or behavior. In general, communication done verbally and it can be understood by both of the communication doer. To make the communication be connected we need the component of communication. The most commonly component of communication is language.

Language is a communication tool in the form of sound system or the voice system which it produced by human's vocal organs. Each of the language's sign has the meaning. It purposed to make the communication be interactive. Language is used in a group of civilization. The language of each group is different. For exmple the language in Indonesia and in England are far different, but they have the same purpose or the mean even though they are in different form. To mastering the language we have to understand and learn about the four skills of language. They are speaking, reading, writing and listening. Each of them are important and has the relation each other.

Among those language skills, one most focused until today is speaking. We know that speaking plays an important role in human communication. The

importance of having ability to speak is becoming more noticed moreover for the students of English department. They are asked to be able to speak English. It will seem to be ridiculous when they still cannot use English in communication.

Although speaking is the easiest way of learning, it does not mean that speaking has no component. It is like other language skills, each student must begin speaking by knowing its components such as fluency, accuracy, spelling and pronunciation. Those components relate to one another and need learning in order to have pleasant speaking. The absence of one of those components will produce a poor result of speaking.

There are many kinds of subject in teaching and learning English, one of the basic language skill is speaking. Speaking is an interactive process which consist of producing systematic verbal utterances to convey meaning. Mastering the art of speaking is the single most important aspect of learning a second language and success is measured in terms of the ability to carry out a conversation in the language. The interaction in communication will not run smoothly if the speaker does not have the speaking ability. Speaking ability is described as the ability to express one self in life situation, or the ability to report acts or situation in precise words, or the ability to converse, or to express a sequence of ideas fluently. In speaking, we must give attention to how the way we speech the word. The way to speech the word is called pronunciation.

In English teaching, there are four language elements namely: Structure, Vocabulary, Pronunciation and Spelling. Those elements are through in order to develop the student skill in the language learning. One second of them should be

noticed is pronunciation which is considered difficult element method that can be applied in learning pronunciation.

Pronunciation is the important part of speaking. Pronunciation is the way in which a language or particular word or sound is spoken. Pronunciation used to make the speaker speaks more fluency and easy to understand. Fluency can be thought of as the ability to keep going when speaking spontaneously. There are some rules to pronounce the word in pronunciation. And it also consists how the way we produced the word or the letter using our speaking organs. We can learn about it to make our speaking well. Pronunciation is the aspect that most affects how the speaker is judged by others, and how they are formally assessed in other skills. Sometimes how to measure the people's English speaking skill is looked from their pronunciation and their fluency. We have to learn pronunciation to do mastering English well.

Learning English pronunciation is not easy, especially for the Indonesian. We know that English in Indonesia is not being the primary language or the secondary language. So it will make the Indonesian has some difficulties and problems in learning pronunciation. There are some problem in learning pronunciation, especially for Indonesian people in their school.

There are some problem in teaching and learning English pronunciation in the school in Indonesia, one of them is the teacher. Sometimes the teacher uses the bored technique or method in teaching English. It makes the students do not pay attention to the teacher. The teacher usually teaches English using Indonesian language, so the students can not learn and practice to pronounce the word. And if

the teacher using English to communicate in teaching English, sometimes their pronunciation is not true. They speak by themselves. Among the problem that we face in teaching pronunciation in the school, we should can managed the condition in teaching and learning process. We can use another techniques or methods to make the students interest with the lesson.

Based on the background of the research, the researcher takes the title “Improving the Students’ Mastery of Pronunciation through Team Assisted Individualization at the Second Semester Students of Muhammadiyah University of Makassar”.

B. Problem Statement

Based on the background above, the problem statement of the research is formulated as follows:

How is the improvement of the students’ pronunciation in vowel sounds by using Team Assisted Individualization at the Second Semester Students of Muhammadiyah University of Makassar?

C. Objective of the Study

Objective of this study are formulated according to problem statement as follows:

To find out how is the improvement of the students’ pronunciation in vowel sounds by using Team assisted individualization at the Second Semester Students of Muhammadiyah University of Makassar.

D. Significance of the Study

Significance of the study is to improve the students' pronunciation in vowel sounds on diphthongs by using Team assisted individualization. It can make the students be active in class because this research using cooperative learning model and also can make the students pronounce those sounds correctly. For the lecturer it is expected to be one contribution to the teaching of English especially in pronunciation subject.

E. Scope of the Study

This research is a part of the structural linguistics. This research is limited to the use of Team assisted individualization in improving the students' pronunciation. The students were given list of words to think, discuss and share to the classroom. The pronunciation assessment is focused on vowel sound especially in diphthongs. And then, this research had conducted at the Second Semester Students English Education Faculty of Theacher Training and Education Muhammadiyah University of Makassar.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Some researchers have been conducted researches, related to this research and their findings revealed as follows:

Mursyida Almunawarah, (2015). Thesis. She found that Team Assisted Individualization is one of the effective teaching strategies for the second year students at SMA Muhammadiyah Lempangan, Gowa Regency to improve their pronunciation in speaking skill.

Risnawati, (2016). Thesis. The Effect of Using Storytelling as Media to Improve Students' English Pronunciation in Speaking at SMP Nurkarya Tidung. The result of data analysis showed that there was significant different between the students' result in mean score of pre-test and post-test. The mean score of the students in pre-test was 4.05 and the mean score of the students in post-test was 6.6. The pre-test and post-test had improvement which was 63.5%. It was concluded that the students' have sufficient comprehension to develop their pronunciation by using storytelling as media.

Uswatun Hasanah, (2014). Thesis. The Students' Pronunciation in Speaking through Prosody Pyramid Method at the Eleventh Grade Students of SMK YP-PGRI 1 Makassar. The findings of the research were students' improvement in pronouncing word stress was 4.4 in diagnostic test, 5.2 in cycle I and then, it became 7.11 in cycle II whereas in intonation was 4.2 in diagnostic

test, 5.16 in cycle I and then, it became 7.5 in cycle II. The students' pronunciation ability 4.3 in diagnostic test, 5.18 in cycle I and then, it became 7.31 in cycle II. The improvement of students' pronunciation ability from D-Test to cycle II was 70%. It was concluded that Prosody Pyramid Method improving the students' pronunciation in term word stressing and intonation.

Ishak Iskandar, (2012). Thesis. Improving the Students' Pronunciation Ability through NRT (Noticing-Reformulation Task) at SMK Negeri 1 Jeneponto. The findings of the research were students' improvement in English Consonant of the English Fricative Consonant was 2.9 in data source (D-Test), 4.2 in cycle I and then, it became 6.4 in cycle II whereas in English Affricative Consonant was 3.0 in data source (D-Test), 4.2 in cycle I and then, it became 6.6 in cycle II. The students' pronunciation ability of English Front Vowel was 3.3 in data source (D-Test), 4.6 in cycle I and then, it became 6.7 in cycle II. English Central Vowel was 3.4 in data source (D-Test), 4.7 in cycle I and then, it became 6.8 in cycle II. The Students' Pronunciation was 50.1% in cycle I and it became 72.9% in cycle II. It means that NRT (Noticing-Reformulation Task) is one of the effective teaching strategies for the eleventh grade students at SMK Negeri 1 Jeneponto to improve their pronunciation ability.

From these findings, it can be concludes that using team assisted individualization method to improve the students' mastery of pronunciation is a good way.

B. Some Pertinent Ideas

1. The Concepts of Team Assisted Individualization Technique

TAI combines the use of cooperative teams (like those in STAD and TGT) with individualized instruction in elementary mathematics (Slavin et al, 1984). Students work in 4-5 member teams on self-instructional materials at their own levels and rates. Students themselves take responsibility for all checking, management, and routing, and help one another with problems, freeing the teacher to spend more time instructing small groups of students working on similar concepts. Team are rewarded with certificates if they attain preset standards in terms of the number of units mastered by all team members each week.

Some definitions of Team Assisted Individualization are given as Follows:

- a. Slavin, Madden, and Leavey (1984:10)state that Team Assisted Individualization (TAI) is a combination of cooperative learning method and individualized whereby heterogeneous groups of individuals work together to master individualized assignment. Students are placed in on individual sequence of the learning material based on test performance.
- b. Sholomo Sharan (2009:28) stated that Team Assisted Individualization technique is a program which combines cooperative learning and teaching individual to fill up the need of diverse classes. This technique was improved to apply cooperative learning method to solve the problems during individualization technique.

- c. Suyitno (2002:9) states that Team Assisted Individualization technique is the teaching model which forms heterogeneous groups with different background of students' thinking ability in order they can help one another. This means a smart students' is responsible to their teammates.
- d. Oishi, Slavin and Madden (1983) found positive effects of Team Assisted Individualization (TAI) on cross-racial nominations on two sociometric scales , "Who are your friends in this class?" and "Who would you rather *not* sit at a table with?" No effects were found on cross-racial ratings of classmate as "nice" or "smart," but (TAI) students made significantly fewer cross-racial ratings as "not nice" and "not smart" than did control students.
- e. Oishi (1983) found significantly positive effects of (TAI) on cross-racial ratings as "smart" and on reductions in ratings as "not nice". The effect on "smart" ratings was due primarily to increases in White students' ratings of African American classmates.

2. Team Assisted Individualization and Co-operative Learning

Co-operative learning is one learning method which believed can make learning process better. The essence from this method is to make the students can teach their friends (Harris: 2007). Teaching friend will give the students chance for learning in same time so they will become a teacher for their friends.

The Team Assisted Individualization as part of cooperative learning technique encourages students' individual participation and applicable across all grade levels and class sizes. This is one of the foundation stones for the development of the co-operative classroom.

Ralph W. Tyler (1949:63) states that essentially, learning takes place through the experiences which the learner has; that is through the reactions he makes to the environment in which he is placed.

The question may be raised as how far it is possible for the teacher to provide an active teaching learning process. In this case, the teacher can set up an environment and structure the situation in the classroom to stimulate the students to be active in teaching learning process in order to improve their pronunciation. This means that the teacher must have some understanding of the students' interest and background related to the students' ability. This explanation is then implemented with the Team Assisted Individualization in order to make the students active in the classroom so the aim of teaching learning process can be achieved.

3. Team Assisted Individualization Design Frame

Learning pronunciation using Team Assisted Individualization

a. Materials

Paper, pen, marker, board, dictionary

b. Objectives

- 1) Students will think about phonetic transcription as they relate to pronunciation
- 2) Students will share list of words that contain contrastive sounds(sounds that are not found in Indonesian Language)

c. Key understanding

There are some sounds that are not found in Indonesian language

d. Driving question

- 1) How is the phonetic transcription of the sounds?
- 2) Which sounds are the components of voiced and voiceless sounds?
- 3) How to pronounce the sounds?

e. Procedure

Demonstration

f. Steps

- 1) One way is to be sure that all students have the same opportunities to pair with a variety of partners. It is important to have small group so that each student can talk.
- 2) Ask students to get in pair. If there is odd number, allow one pair consists of three students.
- 3) Each paired students are randomly given word pair that contain suspected sounds. The teacher calls out those word pairs and have students to listen carefully and think of the pronunciation independently. It takes about 10 minutes.

- 4) Following the think time, ask students to face with their learning partner and work together, share and discuss their ideas about the phonetic transcription of the word pairs, determine which sounds included contrastive sounds and name the sounds based on the places and manners of articulation. It takes about 15 to 20 minutes.
- 5) After time runs out, each paired students share their answers in the classroom. The teacher randomly calls on students. The randomness makes sure that all students have an equal chance of being selected. Students present their work by explaining word pairs that contain contrastive sounds involved how are the phonetic transcription, which sounds are the component of contrastive sounds, and how to pronounce the sounds

C. What is pronunciation?

There are some definitions of pronunciation given by linguistics as follows:

1. Broughton (1980:49) states that pronunciation is way to sound the words of which to give its meaning.
2. Byrne (1987: 8) states that pronunciation is the sound that a speaker can imitate from the speaker and they say to after listener.
3. Hornby (1995:670) gives three definitions of pronunciation. First, pronunciation is the way in which a language is spoken. Second, pronunciation is a person's way of speaking a language, or words of a language. Third, pronunciation is the way in which a word is pronounced.

4. Haycraft (1970:61-64) states that by teaching pronunciation, the teacher gives method of pronunciation and later ask the students to judge every word they say of two differend kinds but almost the same in pronunciation namely, the minimal pairs. The students' task is to judge which one of the teaching of pronunciation through this way enables the students to get the different among several sounds.
5. Ba'dulu (2004:20) states that phonology is subfield of linguistics that studies the structure and systematic pattern of sound of human language. In other sense, phonology is concern with structure of language. Pronunciation can vary with cultures, regions, and speakers, but there are two major standard varieties in English pronunciation: British English and American English.

a. The importance of pronunciation

According to curriculum of pronunciation subject of the second semester students of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar, the students will learn about diphthong, stress and intonation. But, for this research only take diphthong as the research instrument. Because some of students still have a poor knowledge in pronouncing diphthongs.

Almost all English students say that they do not need to study pronunciation seriously because they just want to communicate in English. Many students think that they can use English in communication because they can communicate with their friends, teacher and others. Even worse, some of

them underestimate it. In fact, pronunciation is extremely important. Many cases of misunderstanding are caused by the mispronouncing of words. Let take an example: if someone pronounces the words “sea” and “she” with relatively no differences in some cases can lead to a misunderstanding. This is an issue that cannot be overlooked.

The way they speak immediately conveys something about themselves to the people in social environment. Students with good pronunciation in English are more likely to be understood and pleasant to listen whereas students whose pronunciation is difficult to understand will not be understood. A survey of student consistently shows that our learners feel the need for pronunciation in class (Willing: 1989).

In addition, good pronunciation will help students to improve their listening skill. As the matter of fact, improving students’ pronunciation is one way to improve their listening. Let assume the word “determine” and students mispronounce it as /dIt3:maIn/ . The correct pronunciation is / dIt3:mIn/ . Because of mispronounce the word; they will never hear it even though this word is pronounced on television or radio everyday.

Based on the preview, it has been obvious why pronunciation is important. Good pronunciation can also give a plus value to students who master it. It gives them more self-confidence when they are speaking socially. Moreover, people will be amazed and interested to talk with.

Certainly, it is not necessary for students to speak as well as native speakers without any accent but nevertheless their accent must be close to the

standard; American or British English. Having ability in pronunciation like a native speaker may be difficult but it is not impossible. The better pronunciation, the easier interlocutor will understand. So, it will take to successful communication.

Pronunciation is the basic thing in the communication mispronunciation can change the meaning of the message in the communication the concept of the pronunciation may include sound of a word. States and Rhythm. Penny Ur (1996:47) considers the concept of pronunciation in the several items as follows:

1. The sound is useful to be able to list out define the sounds or phonemes of the language by writing them down using phonetic representation.
2. Rhythm and stress are characterized by tone units a word or group of word which carries one central stressed syllable.
3. Intonation the rises and falls in tone that make the tone of the pronunciation of English, often making a difference to meaning or implication.

She discussed further that another aspect which can cause the mispronunciation of the English language is the learners ability Penny Ur (1996:48) says why learners make pronunciation it can be caused by various sources some of them are:

1. A particular sound may not exist in the mother tongue so that the learners are not used to forming it and therefore tend to substitute the nearest equivalent that they or she knows.

2. A sound exists in the mother tongue, but not as a separate phoneme that is to say, the learners do not know the meaning.
3. The learners make the actual sounds right but have not learned the stress, patterns of the words, or they are using an intonation from their mother tongue which is inappropriate to the target language.

b. The Components of Pronunciation

Learning English pronunciation must begin by learning its sounds first that are vowel and consonant sounds. These are the basic of introducing to spoken English. Being different from Indonesian language, English has 24 consonants and 23 vowels and diphthongs. Among those sounds, there are some particular sounds that are not found in Indonesian language. It is called contrastive sound. They are Dental fricatives /θ/ and /ð/, Palato-alveolar fricatives /tʃ/ and /dʒ/, Palato-alveolar affricate /tʃ/ and /dʒ/. While in vowels, the sounds that are absent are front vowels /æ/, diphthong /ɪ/, diphthong /e/, diphthong /ɪ/ and diphthong /e/.

c. English Pronunciation Tips

First of all, students do not have to be worried about not having a native-English accent. It is important for students to be able to speak clearly so that people can understand them. However, there are many things that students can do to improve their pronunciation and speaking skills.

1. Listen to spoken English as often as possible. This is one of the best ways in learning English pronunciation directly from the native speaker because they will help students how to pronounce a word and give correct for the wrong pronunciation. It can begin from turning TV and watching English channels like BBC world news or VOA or listen to the English program on the radio like music. Students then model their pronunciation on what they listen.
2. Learn the phonetic alphabet. Students can use the phonetic alphabet page (at the beginning of most good dictionaries) as a guide to pronouncing new words. Good dictionaries will tell students about Pronunciation through a special system called *phonetic transcription*. The most popular phonetic alphabet is the International Phonetic Alphabet.
3. Learn to recognize the spelling patterns. There are often many ways to pronounce a particular spelling pattern but it certainly helps to know what the variation is. For example the pattern “tion” on the end of the word is pronounced “ n” as in information and motion, “ough” can be pronounced “uff” as in enough, tough and laugh or “ u” as in although and dough.
4. Practice speaking as much as possible. This is one of the best ways to improve pronunciation skill especially in contrastive sounds that students may find it is difficult to pronounce them. Commonly, most students are lazy or shy to speak English even in the classroom situation. Therefore, one new method can be used that is think-pair-share strategy. This strategy can encourage students to speak more actively during the learning process.

D. Classifications of English Sounds

Ramelan (1985:92), consonant are calmly classified in the basic of following three variables:

1. The place where the optimum contraction takes place which is called the place or articulation or point of articulation.
2. The way in which the air is obstructed by the articulation this variable is called the manner of articulation or type or articulation.
3. The activity of the vocal cords. That is whether the obstruction of the air above the larynx is accompanied by the vibration of the cords or not.

a. Consonant sounds

Table 2.1: Dental fricatives /θ/ and /ð/

three / ri:/	month /m n /	thrill / rɪl/	earth /3: /
path /pa: /	myth /mɪ /	death /de /	thief / i:f/
those /ð z/	mother /m ð (r)/	brother /'brð (r)/	
there /ðe (r)/	leather /leð (r)/	breathe /bri:ð/	

(Anditenriampa: 30)

Table 2.2: Palato-alveolar Fricatives /ʃ/ and /ʒ/

she / i:/	trash /træ /	nation /'f nɪ /	should / d/
shop / Dp/	finish /fɪnɪ /	British /brɪtɪ /	English
	/ɪ ɪ /		
usual /'ju:ʒu l/	measure /'meʒ (r)/	garage /'gæra:	

<p> \check{z}/ closure /^okl \check{z} (r)/ treasure /^otre\check{z} (r)/ beige /beI\check{z}/ </p>

(AndiTEnriAmpa: 32)

Table 2.3: Palato-alveolar Affricate /t / and / /

<p> child /t aIld/ branch /bra:nt / lecture /^olekt (r)/ search /s3:t / catch /kæt / rich /rIt / cheek /t i:k/ job / Db/ edge /e / age /eI / biology /baI^oDl i/ geology / i^oDl i:/ joke / k/ surgeon /^os3: n/ </p>
--

(AndiTEnriAmpa: 33)

b. Vowels and diphthongs

Open front spread vowel

Table 2.4: Diphthongs /æ/

<p> bad /bæd/ man /mæn/ cat /cæt/ bag /bæg/ knack /næk/ sad /sæd/ stand /stænd/ tank /tæ k/ </p>

Table 2.5: Diphthong /I /

<p> year /jI (r) clear /kI (r)/ tear /tI (r)/ dear /dI (r)/ idea /aI^odI / near /nI (r)/ fear /f I (r)/ here </p>

/hɪ (r)/
mere /mɪ (r)/ beard /bɪ d/ beer /bɪ (r)/ hear
/hɪ (r)/

Table 2.6: Diphthong /e /

pair /pe (r)/	bear /be (r)/	air /e (r)/	pear /pe (r)/
chair /t e (r)/	fair /fe (r)/	hair /he (r)/	care /ke (r)/
scare /ske (r)/	air /e (r)/	rare /re (r)/	tear /te (r)/

Table 2.7: Diphthong / /

Pure /pj (r)/	cure /kj (r)/	obituary / 'bit ri/
tour /t (r)/	furious /fj ri s/	mature /m 't (r)/
sure / (r)/	poor /p (r)/	assure / ' (r)/

Table 2.8: Diphthong / /

go /g /	spoke /sp k/	so /s /	know /n /
tone /t n/	bone /b n/	boat / b t/	phone /f n/
row /r /	coat /k t/	home /h m/	load /l d/

c. The Ways of Producing English Sounds

The sounds of language can be grouped into classes. There are two main classes of sounds, namely, consonants and vowels. English has 24 consonants and 23 vowels and diphthongs but when we compare with Indonesian language, it has

only 22 consonants and 11 vowels and diphthongs. This means there are some sounds in English not found in Indonesian language. Because of the inexistence in Indonesian language, Many Indonesian students cannot produce these foreign sounds perfectly. It therefore should learn. Knowing the way of pronouncing these sounds will help students to improve their pronunciation skill especially in foreign sounds.

1. Consonant sounds

(Ba'dulu, 2004:24) states that consonants are produced or articulated with a narrow or complete closure of the vocal tract. The air stream is either blocked momentarily or restricted so much that noise is produced as the air stream passes the constriction.

a) Dental fricatives /θ/ and /ð/

The /θ/ and /ð/ sounds produced with the tip or blade of the tongue and the upper front teeth and the lower teeth. When these sounds are produced, the tip or blade of the tongue is close to the upper front teeth and lower teeth, which forms the narrowing, so that the breath is forced to go through the mouth. The difference between /θ/ and /ð/ is in vibration. /θ/ is voiceless consonant, and /ð/ is voiced one.

b) Palato-alveolar fricatives /ʃ/ and /ʒ/

The /ʃ/ and /ʒ/ sounds produced with the blade of the tongue and the back of the alveolar ridge. These sounds are produced by a narrowing

between the blade of the tongue and the back of alveolar ridge; so all the breath is forced to go through the mouth. The difference between /t/ and /t̤/ is in vibration. /t/ is a voiceless, and /t̤/ is a voiced one.

c) Palato-alveolar Affricate /tʃ/ and /dʒ/

The /tʃ/ and /dʒ/ sounds also produced with the blade of the tongue and the back of the alveolar ridge but when these sounds are produced, the tongue comes up to make contact with back part of the alveolar ridge to form closure. The breath is trapped for a short time before passing through the mouth. The difference is /tʃ/ is voiceless while /dʒ/ is voiced one.

2. English Vowels

a. What is vowel?

According to Crystal(1991:376) vowel is a phonetically the sounds which are articulated without complete closure in the mouth or degree of narrowing which would produce audible friction, the air escapes evenly over the centre of the tongue. Then according to Jackson (1982:20) states that vowel is the sounds which are made by many kinds of closure or impediment to the escape of air through the mouth.

Roach (1987:10), vowel are sounds has there is no obstruction to flow of air as it passes from the larynx to the lips. While Ba'dulu(2004:22) defines that vowels are sounds produced with little obstruction the vocal tract and are generally voiced.

According to Syafei (1988) states that vowels are sound are differentiated particularly by two factures, the position of the tongue in the mouth and the shape of the tips. The tongue may be kept low the mouth or raised in varying degrees in the front to words the soft palate or in the back towards the soft palate.

Wikipedia (2010) vowel is a sound in spoken language, such as Englishah![] or oh![o], pronounced with an open vocal tract so that there is no build-up of air pressure at any point above the glottis.

There are three dimensions that we should know in order to describe the English vowels (Ampa, 2008:30)

- 1) The high of the tongue or the openness of the mouth. It is related to close (/ɪ/, /i:/, /ʊ/, /u:/), half close, half open or mid (/e/, /ɜ:/, /ɜ:/, /ɝ/), open (/ɔ/, /o/, /ɑ:/, /ɒ/).
- 2) The areas of the mouth having the highest part of the tongue or the general are of the mouth in which the vowels are made. It is related to front (/i:/, /ɪ/, /e/, /æ/) central (/ɜ:/, /ɝ/) and back (/u:/, /ʊ/, /ɜ:/, /o/, /ɑ:/).
- 3) The shape of the lips. It is related to rounded (/u:/, /ʊ/, /ɜ:/, /o/) and spread (/i:/, /ɪ/, /e/, /æ/, /ɑ:/, /ɜ:/, /ɝ/, /ɒ/).

b. Vowels and diphthongs

Ba'dulu (2004:24), on the contrary, vowels are produced or articulated with little obstruction in the vocal tract. They are more sonorous than consonants. This means that vowels are louder and longer lasting than consonants.

1. Open front spread vowel /æ/

The /æ/ sound produced in the front part of the mouth between half open and open area. In producing this sound, the mouth is slightly more open than /e/.

2. Diphthong /I /

The /I / diphthong begins with the sound /i:/ that produced in the front part of the mouth moves toward the sound / / that produced in the central part of the mouth. This diphthong produced from high vowel to mid vowel.

3. Diphthong /e /

The /e / diphthong begins with the sound /e/ that produced in the front part of the mouth moves toward the sound / / that produced in the central part of the mouth. This diphthong produced from lowered vowel to mid vowel.

4. Diphthong / /

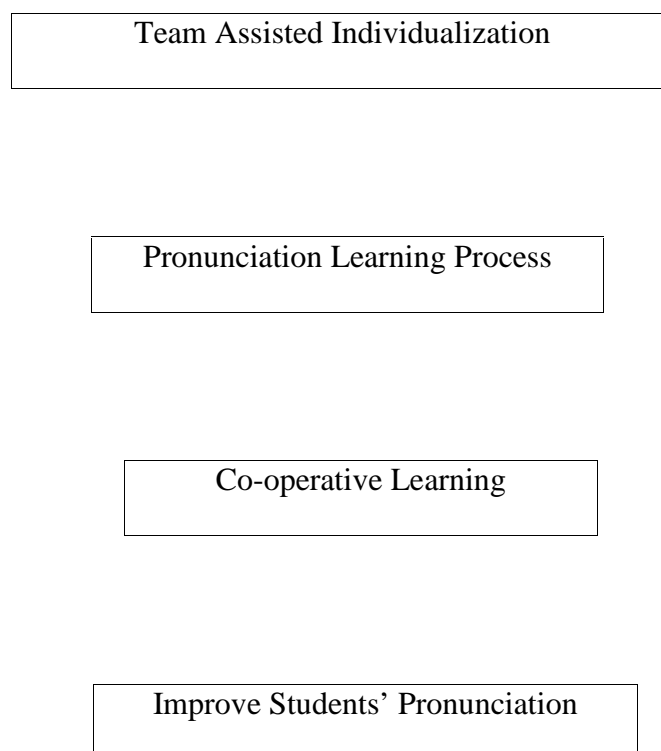
The / / diphthong begins with the sound / / that produced in the back part of the mouth moves toward the sound / / that produced in the central part of the mouth. This diphthong produced from high vowel to mid vowel.

5. Diphthong / /

The / / begins with the sound / / that produced in the central part of the mouth moves toward the sound / / produced in the back part of the mouth. This diphthong produced from mid vowel to high vowel.

E. Conceptual Framework

Figure 2.1: Teaching Learning Process

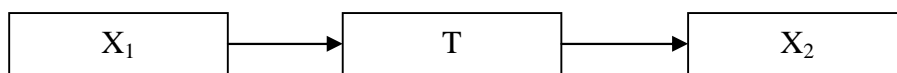


CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

In this research, the researcher used one group pre and post design.

Figure 3.1: Research Design



Where:

X₁ : Pretest

T : Treatment (4x meetings)

X₂ : Post Test

(Hatch , 1991:87)

1. Pre-test

The students were given a pretest before doing the treatment to know their prior knowledge. In this case, the teacher gave some words and asked the students how to pronounce those words.

2. Treatment

The treatment were given after students have done the pre-test. The researcher did procedure as follows:

- a. Teacher gives prior knowledge about pronunciation to the students.
- b. Teacher explains about Team Assisted Individualization.
- c. Students apply Team Assisted Individualization in the class.
- d. One way is to be sure that all students have the same opportunities to pair with a variety of partners. It is important to have small group so that each student can talk.
- e. Ask students to get in pair. If there is odd number, allow one pair consists of three students.
- f. Each paired students are randomly given word pair that contain suspected sounds. The teacher calls out those word pairs and have students to listen carefully and think of the pronunciation independently. It takes about 10 minutes.
- g. Following the think time, ask students to face with their learning partner and work together, share and discuss their ideas about the phonetic transcription of the word pairs, determine which sounds included contrastive sounds and name the sounds based on the places and manners of articulation. It takes about 15 to 20 minutes.
- h. After time runs out, each paired students share their answers in the classroom. The teacher randomly calls on students. The randomness makes sure that all students have an equal chance of being selected. Students present their work by explaining word pairs that contain diphthong sounds involved how are the phonetic

transcription, which sounds are the component of diphthong sounds, the kinds of diphthong, and how to pronounce the sounds.

3. Post-test

The post-test were given to the students after giving treatment.

B. Population and Sample

1. Population

The Population of this research took the Second Semester Students' of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar in academic year 2016-2017 which consisted of 350 students.

2. Sample

This research used Purposive Sampling Technique. Where there were ten classes at second semester, those are BG II A, BG II B until BG II J. The researcher took BG II A class. The researcher chose the class after doing observation. According lecturer, class BG II A is one of class which has a low pronunciation than the other classes. The class consists of 30 students. Thus, the total number of sample is 30 students.

C. Research Variables and Indicators

In this research consisted of two variables. They were independent variable and dependent variable. The independent variable is Team Assisted

Individualization and the dependent variable is students' mastery of pronunciation at the second semester students of Muhammadiyah University of Makassar. Where, the indicator of this research was diphthong sounds in pronunciation.

D. Research Hypothesis

The hypothesis of this research are formulated as follows:

1. Null hypothesis (Ho) : There is not significant difference between the result of pre-test and post-test of the students' speaking achievement.
2. Alternative hypothesis (Ha) : There is significant difference between the result of pre-test and post-test of the students' speaking achievement.

Table 3.1: Hypothesis Testing

No	Testing	Null Hypothesis	Alternative Hypothesis
1.	$t\text{-test} > t\text{-table}$	Rejected	Accepted
2.	$t\text{-test} < t\text{-table}$	Accepted	Rejected

(Gay 2015: 22)

E. Instrument of the Research

The instrument of the research was pronunciation test. It was applied in pre-test and post test segment. Pre-test aimed to find out the prior knowledge of students' mastery of pronunciation in pronunciation practice subject and it was conducted at the first meeting. While, the post-test aims was designed to find out

the significant of the treatment by using team assisted individualization and it was conducted the last meeting in the class after the treatment.

F. Procedure of Collecting Data

1. The researcher asked permission to the lecturer of the class.
2. The researcher came to the class as a sample of this research to do pre-test.
3. After doing the pre-test, the researcher applied the team assisted individualization in four times as the treatment.
4. After doing the treatment, the researcher gave post-test to the students in the last meeting.

G. Technique of Data Analysis

In analyzing, the data collected through the pre-test and post-test the researcher used the procedures as follows:

1. To find out the mean score of the students' answer by using the formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

\bar{X} = Mean score

$\sum X$ = Total Score

N = The Number of Subjects

(Gay, 2006:320)

To classify the students' score, there are seven classifications which uses as follows:

Table 3.2: Classification of Score

Score	Classification
96-100	Excellent
86-95	Very Good
76-85	Good
66-75	Fairly Good
56-65	Fair
36-55	Poor
0-35	Very Poor

(Depdikbud, 1985:6)

2. To know the development of the students' pronunciation, the researcher uses the percentage technique.

$$P = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

P = Percentage Improvement of The Students

X1 = Pre-Test Mean Score

X2 = Post-Test Mean Score

(Harmer in Amirullah:1987)

3. To find out the significant different between the pre-test and post-test by calculating the value of the test using the formula:

$$\bar{D} = \frac{\sum D}{N}$$

Where:

\bar{D} = Deviation

$\sum D$ = Standard Deviation

N = Number of Students

(Gay 1981:298)

4. To find out the significant differences between the score of pre-test and post-test, the researcher uses the following formula:

$$t = \frac{\bar{D}}{\frac{\frac{\sum D^2 - (\sum D)^2}{N}}{N(N-1)}}$$

Where:

t = test of Significant

D = The difference between the scores of pre-test and post-test (X1-X2)

\bar{D} = The mean score of the difference between the scores of pre-test and post-test

$\sum D^2$ = The Sum of the difference scores

N = The number pairs of subject in the study

1 = Constant Number

(Gay, 1981:331)

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter consists of two sections. The first section deals with the findings of the research and the second section deals with discussion. Particularly covers the findings and discussion of the research. And the description of the result of data analysis that would be discussed in discussion section.

A. Findings

After analyzed the data derived from the pre-test and post-test, the data were served 4 tables which consist of some forms of analysis namely classification, score, frequency and percentage. Below was the result of data analysis of pre-test:

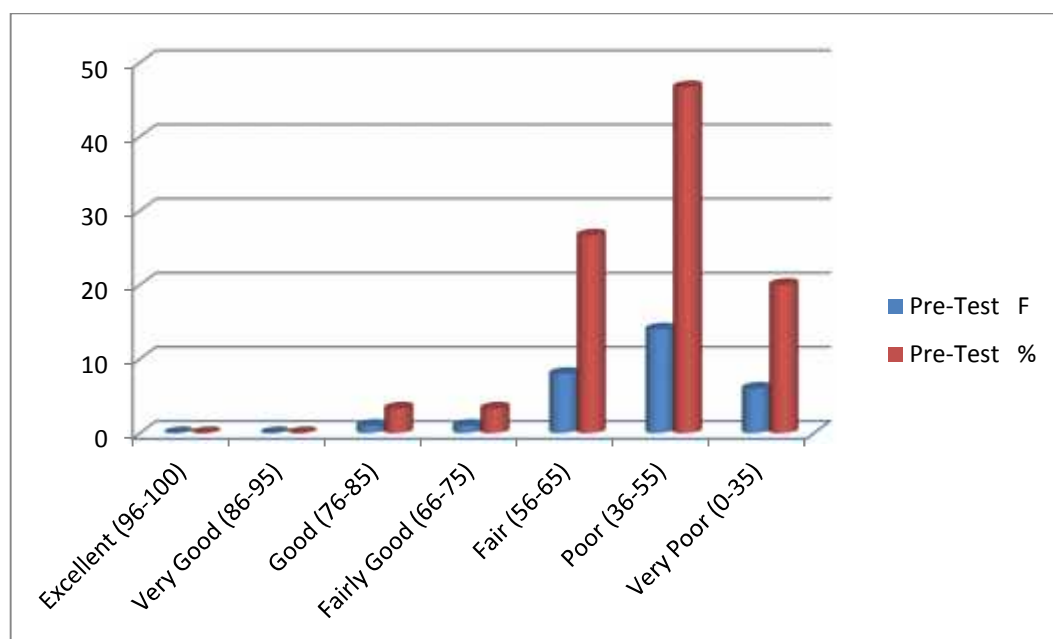
Table 4.1: Pre-Test of the Students' Mastery of Pronunciation

No	Classification	Pre-Test	
		F	%
1	Excellent (96-100)	0	0%
2	Very Good (86-95)	0	0%
3	Good (76-85)	1	3.33%
4	Fairly Good (66-75)	1	3.33%
5	Fair (56-65)	8	26.67%
6	Poor (36-55)	14	46.67%
7	Very Poor (0-35)	6	20%
Total		30	100%

Based on Table 4.1, the percentage of the pre-test showed that there were no students (0%) who got Excellent Category (96-100) score and also for Very Good Category (86-95) score for the Students' Mastery of Pronunciation. For Good Category (76-85) score, there was a student (3.33%). There was a student (3.33%) who got Fairly Good Category (66-75) score. There were 8 students (26.67%) who got Fair Category (56-65) score. For Poor Category (36-55) score, there were 14 students (46.67%) and there were 6 students (20%) who got Very Poor Category (0-35) score. So the result can be concluded that the Students' Mastery of Pronunciation's pre-test was poor categorized.

To see clearly the students' score percentage of the students' mastery of pronunciation, the graphic would be showed the pre-test result:

Graphic 4.1: The Pre-Test Score Percentage of the Students' Mastery of Pronunciation



Graphic 4.1 indicated that the score percentage of the students' mastery of pronunciation were poor. Before used team assisted individualization, some of students felt difficult to pronounce those words. It was showed by the graphic that it was 14 students of 30 students got poor score for poor category (36-55) and another got very poor (0-35), fair (56-65), fairly good (66-75), good (76-85).

Table 4.2: Post-Test of the Students' Mastery of Pronunciation

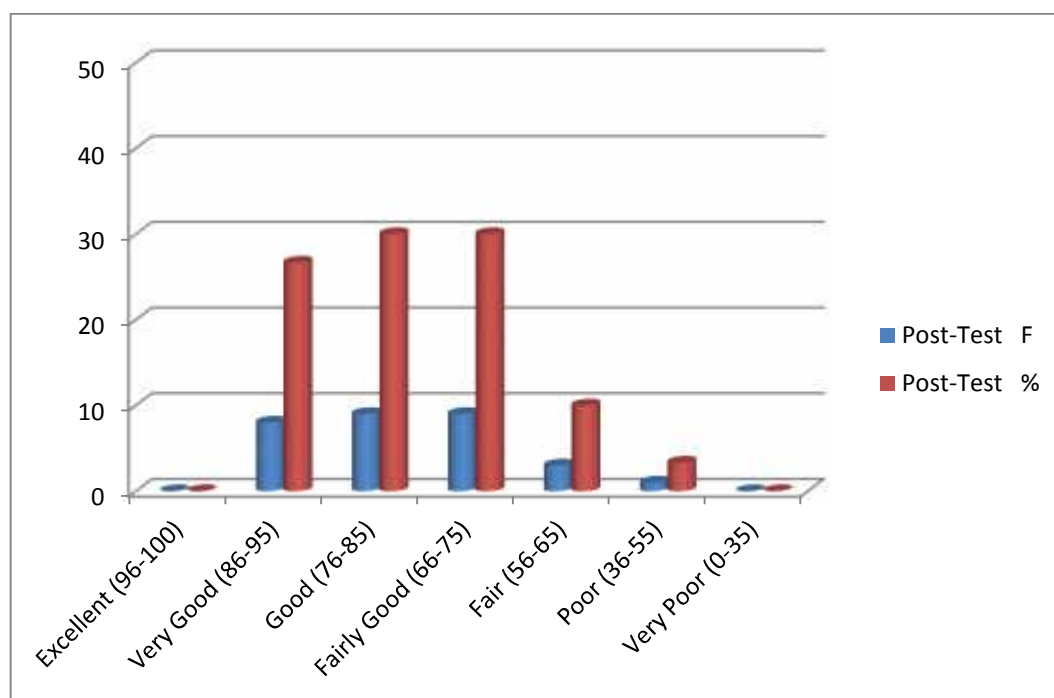
No	Classification	Post-Test	
		F	%
1	Excellent (96-100)	0	0%
2	Very Good (86-95)	8	26.67%
3	Good (76-85)	9	30%
4	Fairly Good (66-75)	9	30%
5	Fair (56-65)	3	10%
6	Poor (36-55)	1	3.33%
7	Very Poor (0-35)	0	0%
Total		30	100%

Based on Table 4.2, the percentage of the post-test showed that there was no student (0%) of 30 students got Excellent Category (91-100) score of the students' mastery of pronunciation. There were 8 students (26.67%) got Very Good Category (86-95), there were 9 students (30%) got Good Category (76-85), there were 9 students (30%) got Fairly Good Category (66-75), there were 3

students (10%) who got Fair Category (56-65). There was a student (3.33%) who got Poor Category (36-55) and there was no student (0%) who got Very Poor Category (0-35). So the result can be concluded that the students' mastery of pronunciation in post-test was good categorized.

To see clearly the students' score percentage of accuracy in speaking, the graphic would be showed the post-test result:

Graphic 4.2: The Post-Test Score Percentage of the Students' Mastery of Pronunciation

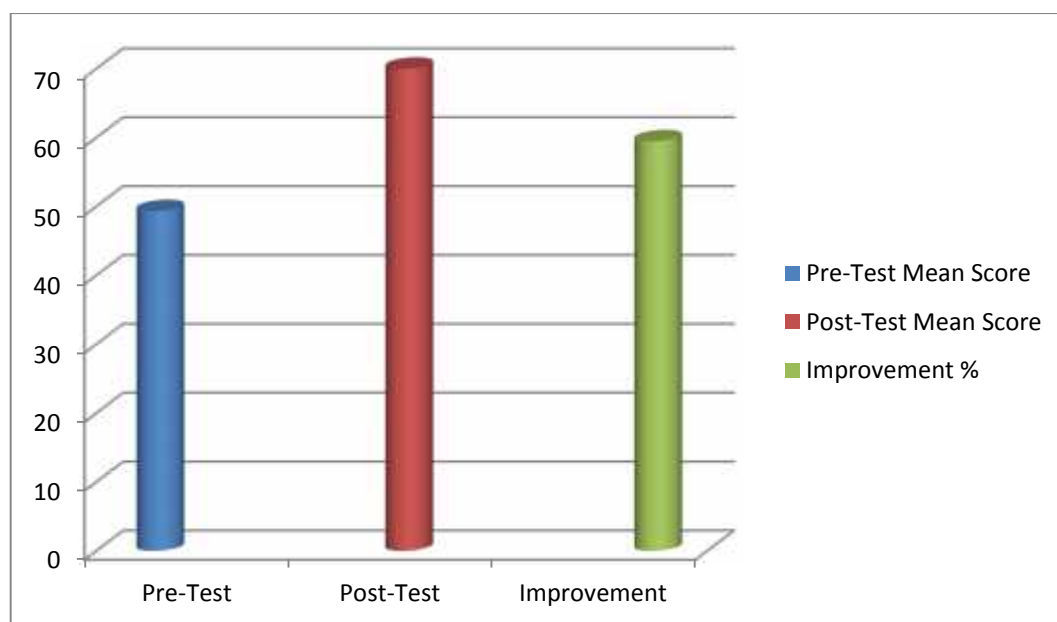


Graphic 4.2 in post-test result, indicated the score percentage of students' mastery of pronunciation were better and higher than in the pre-test. After used

team assisted individualization method in treatments, the students' mastery of pronunciation was better than pre-test.

To see clearly the students' improvement percentage of the students' mastery of pronunciation, the graphic would be showed the result:

Graphic 4.3: The Improvement of the Students' Mastery of Pronunciation



Graphic 4.3 presented about the improvement of the students' mastery of pronunciation between the pre-test and post-test. The pre-test got 49.33 as mean score and the post-test got 78.67 as mean score. The improvement of the pre-test to post-test was (59.47%).

1. Mean Score of Pre-Test and Post-Test

Table 4.3: Mean Score of Pre-Test and Post-Test

Kind of Test	Mean Score
Pre – Test	49.33
Post – Test	78.67

The table above showed that the students mean score of pre-test was 49.33 while the students' mean score in post-test was 78.67. It was analyzed that there was improvement of students' mastery of pronunciation after applying of team assisted individualization in the classroom.

2. Hypothesis Testing

In order to see whether or not, there was a significant difference between the results of the pre-test was be applied. The test variable (pre-test and post-test) are statistically different on alpha level (α) = 0.05, at the degree of freedom (df) $N-1 = 29$ to see the difference.

Table 4.4: Hypothesis testing

Variable	t-test value	t-table value
X2-X1	4.94	1.699

Table 4.4, indicates that the value of the t-test (4.94) was greater than the value of the t-table (1.699). It means that there was a significant difference between the result of the pre-test and post-test of the students.

Seeing the result in table 4.4, it can be concluded that the null hypothesis (H0) was rejected whereas alternative hypothesis (H1) was accepted. In other words, the used of team assisted individualization can stimulate the students to pronounce some words in English.

B. Discussion

1. The Use of Team Assisted Individualization

The description of the data collection, used team assisted individualization as explained in the previous section showed that the students' was stimulated. It was supported by the frequency and rate percentage of the result of the students' score of pre-test and post-test. The students score after implemented the students to pronounce some words in English through team assisted individualization in small group, pairs and one by one to discussion was better than before the treatment given to the students. According to Sholomo Sharan (2009:28), Team Assisted Individualization technique is a program which combines cooperative learning and teaching individual to fill up the need of diverse classes. This technique was improved to apply cooperative learning method to solve the problems during individualization technique.

Based on the findings result, the students' score percentaged in pronunciation before usedteam assisted individualization showed that the students' mastery of pronunciation at the secondsemester students of English Education, Faculty of Teacher Training and Education,

Muhammadiyah University of Makassar especially class II A were poor. It was showed in pre-test that out of 30 students, there was one of them (3.33%) got excellent (96-100) score in pronunciation. There was a student (3.33%) got very good (86-95) score, one of them (3.33%) got good(76-85) score, there were 2 students (6.67%) got fairly good (66-75), there were 5 students (16.67%) got fair (56-65), there were 15 students (50%) got poor (36-55) and there were 5 students (16.67%) got very poor (0-35) score. So the result can be concluded that the students' in pre-test was poor categorized. It was because most of students did not know how to pronounce some words correctly.

In treatments, at the first meeting the researcher actually found that there were most of the students got problem in pronunciation, because the most of students still difficult to pronounce some sounds. The second meeting until the last they tried to pronounce some sounds well and also they paid attention to explanation that given by the researcher to them at the end of each meeting.

When the researcher have applied Team Assisted Individualization in English Teaching and Learning until the last meeting for doing treatment, the researcher gave Post-Test to measured the students' score. It was showed in Post-Test that out of 30 students, there was one of them (3.33%) got excellent (96-100) score in pronunciation. There was a student (3.33%) got very good (86-95) score, there were 5 students (16.67%) who got good(76-85) score, there were 8 students (26.67%) got fairly good (66-

75) score, there were 6 students (20%) who got fair (56-65) score, there were 7 students (50%) who got poor (36-55) score and there were 2 students (6.67%) got very poor (0-35) score. So the result can be concluded that the students' in Post-Test was fairly good categorized.

After giving Post-Test, the researcher tried to measure the improvement of the students' mastery of pronunciation. In the Pre-Test, the researcher got 49.33 as mean score and the Post-Test got 78.67 as mean score. The researcher found that the improvement of the students' mastery of pronunciation in Pre-Test to Post-Test was 59.47%. It means that after giving some treatments by using Team Assisted Individualization, the students' pronunciation was improved.

Team Assisted Individualization Technique is very important for these samples, it caused by a small group the students can get many information, knowledge and references by discussing to the other member of each group. It possibly to make the students' pronunciation improved.

2. Test of Significance Testing and Hypothesis

From the t-test, the researcher found that the value of t-test (4.58) was greater than the value of t-table (1.699) on alpha level @ or level of significance $p=0.05$ at the degree of freedom (df) of 29. It means that the result of teaching the students in mastery of pronunciation through team assisted individualization in the classroom.

Based on the result of the t-test, the researcher found that there was a significant difference between the result of pre-test before and post test.

It means that there was significant difference result of the pre-test before and after teaching and learning processed by used team assisted individualization in the classroom. It was because the students learned and practiced to pronounce some words through team assisted individualization in the classroom that could enlarge their new experience and knowledge. Based on the data it can be concluded that the second semester students, Faculty of Teacher Training and Education of Muhammadiyah University of Makassar was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research by using team assisted individualization in improving the students' mastery of pronunciation at the second semester students of Muhammadiyah University of Makassar and based on the result and discussion of the data analysis previously, the researcher take conclusion as follows:

The improving of the students' mastery of pronunciation through team assisted individualization at the second semester students of Muhammadiyah University of Makassar was significantly improved. It was provided by the mean score of the pre test (49.33) and the main score of the post test (78.67) it was showed that students' mastery of pronunciation in post test was higher than the pre test, besides, the test value (4.94) which was higher than t-table value (1.699).

It can be concluded that the used of team assisted individualization method in the classroom was effective to improve the students' mastery of pronunciation at the second semester students of Muhammadiyah University of Makassar.

B. Suggestions

Based on the conclusion above, the researcher proposes some suggestions, that lecturer should sometimes make a cooperative learning in class. For example, gave a list of words to every group and let them to discuss to each other friend in their each group about the phonetics transcription of those words. So, they can

decide the way to pronounce those words according to their group agreement to improve their mastery in pronunciation.

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PRE-TEST

Pronounce these following words correctly!

Diphthong (aI)

1. Pipe
2. Divide

Diphthong (e)

11. Bear
12. Sharing

Diphthong (eI)

3. Fake
4. Communicate

Diphthong (u)

13. Pure
14. Tourist

Diphthong (I)

5. Avoid
6. Boil
7. Voiceless

Diphthong (au)

15. Mouth
16. Underground
17. Hometown

Diphthong (I)

8. Weary
9. Appear
10. Really

Diphthong (u)

18. Throat
19. Although
20. Smartphone

POST-TEST

Pronounce these following words correctly!

Diphthong (aI)

1. Child
2. Side
3. Wild

Diphthong (e)

11. Care
12. Scare
13. Chair

Diphthong (eI)

4. Mail
5. Pain
6. Drain

Diphthong (u)

14. Sure
15. Cure
16. Poor

Diphthong (I)

7. Choice
8. Enjoy

Diphthong (au)

17. South
18. Found

Diphthong (I)

9. Clear
10. Here

Diphthong (u)

19. Bone
20. Know

1. The List Sample of the II-A Class of English Education Students of Muhammadiyah University of Makassar

No	Sample	Code
1	SYBH	S-1
2	HSMT	S-2
3	RHMS	S-3
4	STMYH	S-4
5	RSNFT	S-5
6	NIZLH	S-6
7	RSKML	S-7
8	NFTR	S-8
9	INSHR	S-9
10	JLNBR	S-10
11	SRNN	S-11
12	ANTN	S-12
13	MTA	S-13
14	NRML	S-14
15	DHMY	S-15
16	IDHKT	S-16
17	YYE	S-17
18	MHZH	S-18
19	ADYS	S-19
20	LDPT	S-20
21	NMSR	S-21
22	RTWD	S-22
23	AGMN	S-23
24	IDRS	S-24
25	PTRKT	S-25
26	RHMT	S-26
27	SRMD	S-27
28	JLDH	S-28
29	INRN	S-29
30	AJDH	S-30

2. The raw score of the students' Mastery of Pronunciation Pre-Test

No	Code	Score	Classification
1	S-1	65	Fair
2	S-2	40	Poor
3	S-3	55	Poor
4	S-4	45	Poor
5	S-5	45	Poor
6	S-6	50	Poor
7	S-7	60	Fair
8	S-8	60	Fair
9	S-9	45	Poor
10	S-10	50	Poor
11	S-11	60	Fair
12	S-12	65	Fair
13	S-13	40	Poor
14	S-14	40	Poor
15	S-15	70	Fairly Good
16	S-16	40	Poor
17	S-17	50	Poor
18	S-18	35	Very Poor
19	S-19	35	Very Poor
20	S-20	60	Fair
21	S-21	25	Very Poor
22	S-22	35	Very Poor
23	S-23	45	Poor
24	S-24	80	Good
25	S-25	60	Fair
26	S-26	40	Poor
27	S-27	35	Very Poor
28	S-28	35	Very Poor
29	S-29	50	Poor
30	S-30	65	Fair
Total Score	ΣX	1520	
Mean Score	\bar{X}	50.67	

3. The raw score of the students' Mastery of Pronunciation Post-Test

No	Code	Score	Classification
1	S-1	75	Fairly Good
2	S-2	65	Fair
3	S-3	85	Good
4	S-4	65	Fair
5	S-5	80	Good
6	S-6	70	Fairly Good
7	S-7	70	Fairly Good
8	S-8	75	Fairly Good
9	S-9	80	Good
10	S-10	90	Very Good
11	S-11	70	Fairly Good
12	S-12	75	Fairly Good
13	S-13	50	Poor
14	S-14	60	Fair
15	S-15	90	Very Good
16	S-16	80	Good
17	S-17	75	Fairly Good
18	S-18	80	Good
19	S-19	85	Good
20	S-20	90	Very Good
21	S-21	95	Very Good
22	S-22	75	Fairly Good
23	S-23	90	Very Good
24	S-24	95	Very Good
25	S-25	80	Good
26	S-26	80	Good
27	S-27	90	Very Good
28	S-28	90	Very Good
29	S-29	75	Fairly Good
30	S-30	80	Good
Total Score	ΣX	1870	
Mean Score	\bar{X}	62.33	

Table of Data

No	Code	Score Pre-Test (X₁)	Score Post-Test (X₂)	D (X₂-X₁)	X₁²	X₂²	D²
1	S-1	65	75	10	4225	5625	100
2	S-2	40	65	25	1600	4225	625
3	S-3	55	85	30	3025	7225	900
4	S-4	45	65	20	2025	4225	400
5	S-5	45	80	35	2025	6400	1225
6	S-6	50	70	20	2500	4900	400
7	S-7	60	70	10	3600	4900	100
8	S-8	60	75	15	3600	5625	225
9	S-9	45	80	35	2025	6400	1225
10	S-10	50	90	40	2500	8100	1600
11	S-11	60	70	10	3600	4900	100
12	S-12	65	75	10	4225	5625	100
13	S-13	40	50	10	1600	2500	100
14	S-14	40	60	20	1600	3600	400
15	S-15	70	90	20	4900	8100	400
16	S-16	40	80	40	1600	6400	1600
17	S-17	50	75	25	2500	5625	625
18	S-18	35	80	45	1225	6400	2025
19	S-19	35	85	50	1225	7225	2500
20	S-20	60	90	30	3600	8100	900
21	S-21	25	95	70	625	9025	4900
22	S-22	35	75	40	1225	5625	1600
23	S-23	45	90	45	2025	8100	2025
24	S-24	80	95	15	6400	9025	225
25	S-25	60	80	20	3600	6400	400
26	S-26	40	80	40	1600	6400	1600
27	S-27	35	90	55	1225	8100	3025
28	S-28	35	90	55	1225	8100	3025
29	S-29	50	75	25	2500	5625	625
30	S-30	65	80	15	4225	6400	225
Total Score	X	1480	2360	880	77850	174450	33200
Mean Score	X	49.33	78.67	29.33	2595	5815	1106.67

The Mean Score of the Students' Mastery of Pronunciation in Pre-Test and Post-Test

1. Mean Scores of the Students' Pre-Test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{1480}{30} \\ &= \mathbf{49.33}\end{aligned}$$

2. Mean Scores of the Students' Post-Test

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{2360}{30} \\ &= \mathbf{78.67}\end{aligned}$$

The Improvement of Students' Score in Pronunciation

$$\begin{aligned} P &= \frac{x_2 - x_1}{x_1} \times 100\% \\ &= \frac{49.33 - 78.67}{49.33} \times 100\% \\ &= \mathbf{59.47\%} \end{aligned}$$

Calculating the t-test Value of Pronunciation

$$t = \frac{\bar{D}}{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$\begin{aligned} D &= \frac{\sum D}{N} \\ &= \frac{880}{30} \\ &= \mathbf{29.33} \end{aligned}$$

$$\begin{aligned} t &= \frac{29.33}{\frac{33200 - \frac{(880)^2}{30}}{30(30-1)}} \\ &= \frac{29.33}{\frac{33200 - \frac{774400}{30}}{30(29)}} \\ &= \frac{29.33}{\frac{33200 - \frac{2581.33}{870}}{870}} \\ &= \frac{29.33}{\frac{30618.67}{870}} \\ &= \frac{29.33}{\sqrt{35.19}} \\ &= \frac{29.33}{5.93} \\ &= \mathbf{4.94} \end{aligned}$$

Students' Phonetic Transcription

*S-1 Pre-Test

1. /p ɪp/	(+)	11. /be /	(+)	True = 13
2. /dɪv ɪd/	(+)	12. / e ɪ /	(+)	False = 7
3. /feɪk/	(+)	13. /pjʊr/	(-)	
4. /kəmju:nɪkeɪt/	(-)	14. /tourɪst/	(-)	
5. / vɔɪd/	(+)	15. /m u /	(+)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h umt un/	(+)	
8. /werɪ/	(-)	18. / r ut/	(+)	
9. / pɪər/	(+)	19. / :lð g/	(-)	
10. /rɪ:lɪ/	(-)	20. /sm :tf un/	(+)	

*S-1 Post-Test

1. /ʃaɪld/	(+)	11. /kɪə/	(-)	True = 15
2. /s ɪd/	(+)	12. /skɪə/	(-)	False = 5
3. /w ɪld/	(+)	13. /ʃɪə/	(-)	
4. /meɪl/	(+)	14. /su /	(-)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pu /	(+)	
7. /ʃɔɪs/	(+)	17. /s u /	(+)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b un/	(+)	
10. /hɪər/	(+)	20. /nju/	(-)	

***S-2 Pre-Test**

1. /p ip/	(+)	11. /b r/	(-)	True = 8
2. /div id/	(+)	12. / e ri /	(+)	False = 12
3. /feik/	(+)	13. /pju/	(-)	
4. /k munikert/	(-)	14. /turist/	(-)	
5. / vɔɪd/	(+)	15. /m /	(-)	
6. /bel/	(-)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h mt un/	(-)	
8. /wiri/	(-)	18. / r ut/	(+)	
9. / p r/	(-)	19. / :l ug/	(-)	
10. /r li/	(-)	20. /sm :tf un/	(+)	

***S-2 Post-Test**

1. /ʃaɪld/	(+)	11. /k :/	(-)	True = 13
2. /s id/	(+)	12. /sk :/	(-)	False = 7
3. /w ɪld/	(+)	13. / :/	(-)	
4. /meɪl/	(+)	14. / u /	(+)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pju/	(-)	
7. /ʃɔɪs/	(+)	17. /s /	(-)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /beun/	(-)	
10. /hɪər/	(+)	20. /nju/	(-)	

***S-3 Pre-Test**

- | | | | | |
|----------------|-----|-------------------|-----|------------------|
| 1. /peɪp/ | (-) | 11. /be / | (+) | True = 11 |
| 2. /dev ɪd/ | (-) | 12. /serɪ / | (-) | False = 9 |
| 3. /feɪk/ | (+) | 13. /pjʊr/ | (-) | |
| 4. /k mʊnɪkət/ | (-) | 14. /tʊrɪst/ | (-) | |
| 5. / vɔɪd/ | (-) | 15. /m u / | (-) | |
| 6. /bɔɪl/ | (+) | 16. / nd rgr und/ | (-) | |
| 7. /vɔɪsles/ | (+) | 17. /h umt un/ | (+) | |
| 8. /werɪ/ | (-) | 18. / r ut/ | (+) | |
| 9. / pɪər/ | (+) | 19. / :l ug/ | (-) | |
| 10. /ri: lɪ/ | (+) | 20. /sm :tf un/ | (+) | |

***S-3 Post-Test**

- | | | | | |
|-------------|-----|-------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /ke / | (+) | True = 17 |
| 2. /s ɪd/ | (+) | 12. /ske / | (+) | False = 3 |
| 3. /w ɪld/ | (+) | 13. / e / | (+) | |
| 4. /meɪl/ | (+) | 14. /su / | (-) | |
| 5. /peɪn/ | (+) | 15. /kju / | (+) | |
| 6. /drem/ | (+) | 16. /pu / | (+) | |
| 7. /ʃɔɪs/ | (+) | 17. /s u / | (+) | |
| 8. /ɪndʒɔɪ/ | (+) | 18. /f und/ | (+) | |
| 9. /klɪər/ | (+) | 19. /beun/ | (-) | |
| 10. /hɪər/ | (+) | 20. /neu/ | (-) | |

***S-4 Pre-Test**

1. /pɪp/	(-)	11. /bɪr/	(-)	True = 11
2. /dɪvɪd/	(-)	12. / e rɪ /	(+)	False = 9
3. /feɪk/	(+)	13. /pjʊr/	(-)	
4. /k mʊnɪkət/	(-)	14. /tʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m u /	(-)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h umt un/	(+)	
8. /wɪrɪ/	(-)	18. / r ut/	(+)	
9. / pɪər/	(+)	19. / :lð ug/	(-)	
10. /reɪl/	(-)	20. /sm :tf un/	(+)	

***S-4 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(-)	True = 13
2. /s ɪd/	(+)	12. /ske /	(+)	False = 7
3. /w ɪld/	(+)	13. / eɪr/	(-)	
4. /meɪl/	(+)	14. / u /	(+)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pju /	(-)	
7. /ʃɔɪs/	(+)	17. /s u /	(-)	
8. /endʒɔɪ/	(-)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /beun/	(-)	
10. /hɪər/	(+)	20. /nju/	(-)	

***S-5 Pre-Test**

1. /p ɪp/	(+)	11. /bɪr/	(-)	True = 9
2. /dɪv ɪd/	(+)	12. / e rɪ /	(+)	False = 11
3. /feɪk/	(+)	13. /pju/	(-)	
4. /k mʊnɪkət/	(-)	14. /tʊrɪst/	(-)	
5. / vɔɪd/	(-)	15. /m u /	(+)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h mt un/	(-)	
8. /werɪ/	(-)	18. / r ut/	(+)	
9. / pɪər/	(-)	19. / :l ug/	(-)	
10. /rɪlɪ/	(-)	20. /sm :tf un/	(+)	

***S-5 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 16
2. /s ɪd/	(+)	12. /ke /	(-)	False = 4
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. /su /	(-)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pu /	(+)	
7. /ʃɔɪs/	(+)	17. /s u /	(+)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b un/	(-)	
10. /hɪər/	(+)	20. /nju/	(-)	

***S-6 Pre-Test**

1. /p ɪp/	(+)	11. /bɪə/	(-)	True = 10
2. /dɪv ɪd/	(+)	12. / e ɪ /	(+)	False = 10
3. /feɪk/	(+)	13. /pu /	(-)	
4. /k mʊnɪkət/	(-)	14. /tʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m u /	(+)	
6. /bɔɪl/	(+)	16. / nd gr und/	(+)	
7. /vɔɪsles/	(+)	17. /h mt un/	(-)	
8. /werɪ/	(-)	18. / rut/	(-)	
9. / p ɪər/	(-)	19. / :lð g/	(-)	
10. /rɪ: lɪ/	(+)	20. /sm :tfun/	(-)	

***S-6 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(-)	True = 14
2. /s ɪd/	(+)	12. /ske /	(-)	False = 6
3. /w ɪld/	(+)	13. / e /	(-)	
4. /meɪl/	(+)	14. /su /	(-)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pu /	(+)	
7. /ʃɔɪs/	(+)	17. /s u /	(-)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /beun/	(-)	
10. /hɪər/	(+)	20. /n u/	(+)	

***S-7 Pre-Test**

1. /p ɪp/	(+)	11. /bɪə/	(-)	True = 12
2. /dɪv ɪd/	(+)	12. / e rɪ /	(+)	False = 8
3. /feɪk/	(+)	13. /pj /	(-)	
4. /k mju:nɪkeɪt/	(+)	14. /tʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m u /	(-)	
6. /bɔɪl/	(+)	16. / nd gr und/	(-)	
7. /vɔɪsles/	(+)	17. /h umt un/	(+)	
8. /wɪəɪ/	(+)	18. / r ut/	(+)	
9. / pɪər/	(+)	19. / :lð ug/	(-)	
10. /rɪ:lɪ/	(-)	20. /sm :f un/	(-)	

***S-7 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 14
2. /s ɪd/	(+)	12. /ske /	(+)	False = 6
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. / u /	(+)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pɪə/	(-)	
7. /ʃɔɪ/	(-)	17. /s /	(-)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(-)	
9. /klɪər/	(+)	19. /bɪun/	(-)	
10. /hɪər/	(+)	20. /niu/	(-)	

***S-8 Pre-Test**

- | | | | | |
|-------------------|-----|------------------|-----|------------------|
| 1. /p ɪp/ | (+) | 11. /bɪə/ | (-) | True = 12 |
| 2. /dɪv ɪd/ | (+) | 12. / e rɪ / | (+) | False = 8 |
| 3. /feɪk/ | (+) | 13. /pjʊr/ | (-) | |
| 4. /k mju:nɪkeɪt/ | (+) | 14. /tʊrɪst/ | (-) | |
| 5. / vɔɪd/ | (+) | 15. /m / | (-) | |
| 6. /bɔɪl/ | (+) | 16. / nd gr und/ | (+) | |
| 7. /vɔɪsles/ | (+) | 17. /h mt un/ | (-) | |
| 8. /wɪəri/ | (+) | 18. / r :t/ | (-) | |
| 9. / pɪər/ | (+) | 19. / :l ug/ | (-) | |
| 10. /rɪ:lɪ/ | (-) | 20. /sm :tf un/ | (+) | |

***S-8 Post-Test**

- | | | | | |
|-------------|-----|-------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /ke / | (+) | True = 16 |
| 2. /seɪd/ | (-) | 12. /ske / | (+) | False = 4 |
| 3. /w ɪld/ | (+) | 13. / e / | (+) | |
| 4. /meɪl/ | (+) | 14. / u/ | (-) | |
| 5. /peɪn/ | (+) | 15. /kju/ | (-) | |
| 6. /drem/ | (+) | 16. /pu/ | (-) | |
| 7. /ʃɔɪ/ | (-) | 17. /s u / | (+) | |
| 8. /ɪndʒɔɪ/ | (+) | 18. /f und/ | (+) | |
| 9. /klɪər/ | (+) | 19. /b un/ | (+) | |
| 10. /hɪər/ | (+) | 20. /n u/ | (+) | |

***S-9 Pre-Test**

- | | | | | |
|-------------------|-----|-----------------|-----|-------------------|
| 1. /p ɪp/ | (+) | 11. /be r/ | (-) | True = 9 |
| 2. /drɪv ɪd/ | (+) | 12. / rɪ / | (-) | False = 11 |
| 3. /fek/ | (-) | 13. /pjʊr/ | (-) | |
| 4. /k mju:nɪkeɪt/ | (+) | 14. /tʊrɪst/ | (-) | |
| 5. / vɔɪd/ | (-) | 15. /m un / | (-) | |
| 6. /bɔɪl/ | (+) | 16. /ʌndəgrʌnd/ | (-) | |
| 7. /vɔɪsles/ | (+) | 17. /hʌmtʊn/ | (+) | |
| 8. /wɪəri/ | (+) | 18. / r t/ | (-) | |
| 9. / pɪər/ | (+) | 19. / :lɒ ŋ/ | (-) | |
| 10. /ri:lɪ/ | (-) | 20. /sm rɪfʊn/ | (-) | |

***S-9 Post-Test**

- | | | | | |
|-------------|-----|-------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /ke / | (+) | True = 16 |
| 2. /s ɪd/ | (+) | 12. /ske / | (+) | False = 4 |
| 3. /w ɪld/ | (+) | 13. / e / | (+) | |
| 4. /meɪl/ | (+) | 14. / u / | (+) | |
| 5. /peɪn/ | (+) | 15. /kju / | (+) | |
| 6. /dr ɪn/ | (-) | 16. /p u/ | (-) | |
| 7. /ʃɔɪs/ | (+) | 17. /s u / | (+) | |
| 8. /endʒɔɪ/ | (-) | 18. /v und/ | (-) | |
| 9. /klɪər/ | (+) | 19. /b un/ | (+) | |
| 10. /hɪər/ | (+) | 20. /n u/ | (+) | |

***S-10 Pre-Test**

- | | | | | |
|-------------------|-----|------------------|-----|-------------------|
| 1. /pɪp/ | (-) | 11. /bɪr/ | (-) | True = 10 |
| 2. /dɪvɪd/ | (-) | 12. / e rɪ / | (+) | False = 10 |
| 3. /feɪk/ | (+) | 13. /pjʊr/ | (-) | |
| 4. /k mju:nɪkeɪt/ | (+) | 14. /tʊrɪst/ | (-) | |
| 5. / vɔɪd/ | (+) | 15. /m u / | (-) | |
| 6. /bɔɪl/ | (+) | 16. / nd gr und/ | (-) | |
| 7. /vɔɪsles/ | (+) | 17. /h umt un/ | (-) | |
| 8. /wɪərɪ/ | (+) | 18. / r ut/ | (+) | |
| 9. / pɪər/ | (+) | 19. / :l ug/ | (-) | |
| 10. /rɪ: lɪ/ | (-) | 20. /sm :tʃ n/ | (-) | |

***S-10 Post-Test**

- | | | | | |
|-------------|-----|-------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /ke / | (+) | True = 18 |
| 2. /s ɪd/ | (+) | 12. /ske / | (+) | False = 2 |
| 3. /w ɪld/ | (+) | 13. / e / | (+) | |
| 4. /meɪl/ | (+) | 14. / u / | (+) | |
| 5. /peɪn/ | (+) | 15. /kju / | (+) | |
| 6. /drem/ | (-) | 16. /pu / | (+) | |
| 7. /ʃɔɪs/ | (+) | 17. /s u / | (+) | |
| 8. /ɪndʒɔɪ/ | (-) | 18. /f und/ | (+) | |
| 9. /klɪər/ | (+) | 19. /b un/ | (-) | |
| 10. /hɪər/ | (+) | 20. /n u/ | (-) | |

***S-11 Pre-Test**

1. /peɪp/	(-)	11. /be r/	(+)	True = 12
2. /dɪveɪd/	(-)	12. / e rɪ /	(+)	False = 8
3. /feɪk/	(+)	13. /pju/	(-)	
4. /k mju:nɪkeɪt/	(+)	14. /tʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m u /	(-)	
6. /bɔɪl/	(+)	16. / nd gr und/	(+)	
7. /vɔɪsles/	(+)	17. /h umt un/	(+)	
8. /wɪəɪ/	(+)	18. / r ut/	(+)	
9. / p r/	(-)	19. / :l ug/	(-)	
10. /rɪ: lɪ/	(+)	20. /sm :f un/	(-)	

***S-11 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 14
2. /s ɪd/	(+)	12. /ske /	(+)	False = 6
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. / u/	(-)	
5. /peɪn/	(+)	15. /kju/	(-)	
6. /drem/	(+)	16. /pju/	(-)	
7. /ʃɔɪs/	(+)	17. /s u /	(-)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b un/	(-)	
10. /hɪər/	(+)	20. /n u/	(-)	

***S-12 Pre-Test**

1. /p ɪp/	(+)	11. /bɪə/	(-)	True = 13
2. /dɪv ɪd/	(+)	12. / e rɪ /	(+)	False = 7
3. /feɪk/	(+)	13. /pjʊr/	(-)	
4. /k mʊnɪkət/	(-)	14. /t ʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m /	(-)	
6. /bɔɪl/	(+)	16. / nd gr und/	(+)	
7. /vɔɪsles/	(+)	17. /h ʊmt un/	(+)	
8. /wɪərli/	(-)	18. / r ut/	(+)	
9. / pɪər/	(+)	19. / :lð ug/	(-)	
10. /rɪ: lɪ/	(+)	20. /sm :tf un/	(+)	

***S-12 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 15
2. /s ɪd/	(+)	12. /ske /	(+)	False = 5
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. /sur/	(-)	
5. /peɪn/	(+)	15. /kjʊr/	(-)	
6. /drem/	(+)	16. /pʊr/	(-)	
7. /ʃɔɪs/	(+)	17. /s u /	(-)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(-)	
9. /klɪər/	(+)	19. /b un/	(+)	
10. /hɪər/	(+)	20. /n u/	(+)	

***S-13 Pre-Test**

1. /peɪp/	(-)	11. /be r/	(-)	True = 8
2. /dɪv ɪd/	(+)	12. / e rɪ /	(+)	False = 12
3. /feɪk/	(+)	13. /pju/	(-)	
4. /k mju:nɪkeɪt/	(+)	14. /tʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m n /	(-)	
6. /bɔɪl/	(+)	16. / nd gr und/	(-)	
7. /vɔɪsles/	(+)	17. /h mt un/	(-)	
8. /weɪrɪ/	(-)	18. / r :t/	(-)	
9. / pɪər/	(+)	19. / :lð ug/	(-)	
10. /rɪ:lɪ/	(-)	20. /sm :tf n/	(-)	

***S-13 Post-Test**

1. /ʃaɪld/	(+)	11. /ke:/	(-)	True = 10
2. /s ɪd/	(+)	12. /ske:/	(-)	False = 10
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪn/	(-)	14. / ur/	(-)	
5. /peɪn/	(+)	15. /kjʊr/	(-)	
6. /drem/	(+)	16. /p r/	(-)	
7. /ʃɔɪs/	(+)	17. /s u /	(-)	
8. /endʒɔɪ/	(-)	18. /f und/	(-)	
9. /klɪər/	(+)	19. /b n/	(-)	
10. /hɪər/	(+)	20. /n u/	(+)	

***S-14 Pre-Test**

- | | | | | |
|-------------------|-----|-------------------|-----|-------------------|
| 1. /pɪp/ | (-) | 11. /bɪə/ | (-) | True = 8 |
| 2. /dɪv ɪd/ | (+) | 12. / e rɪ / | (+) | False = 12 |
| 3. /feɪk/ | (+) | 13. /pjʊr/ | (-) | |
| 4. /k mju:nɪkeɪt/ | (+) | 14. /t ʊrɪst/ | (-) | |
| 5. / vɔɪd/ | (+) | 15. /m n / | (-) | |
| 6. /bɔɪl/ | (+) | 16. / ndergr und/ | (-) | |
| 7. /vɔɪsles/ | (+) | 17. /h mt un/ | (-) | |
| 8. /we rɪ/ | (-) | 18. / r ut/ | (-) | |
| 9. / pe r/ | (-) | 19. / :lð ug/ | (-) | |
| 10. /rɪ: lɪ/ | (+) | 20. /sm :tf n/ | (-) | |

***S-14 Post-Test**

- | | | | | |
|-------------|-----|-------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /kɪ / | (-) | True = 12 |
| 2. /s ɪd/ | (+) | 12. /skɪ / | (-) | False = 8 |
| 3. /w ɪld/ | (+) | 13. / et/ | (-) | |
| 4. /meɪl/ | (+) | 14. /su k/ | (-) | |
| 5. /peɪn/ | (+) | 15. /kju k/ | (-) | |
| 6. /drem/ | (+) | 16. /pu k/ | (-) | |
| 7. /ʃɔɪs/ | (+) | 17. /s u / | (-) | |
| 8. /ɪndʒɔɪ/ | (+) | 18. /f und/ | (-) | |
| 9. /klɪər/ | (+) | 19. /b un/ | (+) | |
| 10. /hɪər/ | (+) | 20. /n u/ | (+) | |

***S-15 Pre-Test**

1. /p ɪp/	(+)	11. /be /	(+)	True = 14
2. /dɪv ɪd/	(+)	12. / e rɪ /	(+)	False = 6
3. /feɪk/	(+)	13. /pju /	(+)	
4. /k mju:nɪkeɪt/	(-)	14. /t ʊrɪst/	(-)	
5. / vɔɪd/	(-)	15. /m u /	(+)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h umt un/	(+)	
8. /wɪrɪ/	(-)	18. / r ut/	(+)	
9. / pɪər/	(+)	19. / :lð ug/	(-)	
10. /rɪ: lɪ/	(+)	20. /sm :tf un/	(+)	

***S-15 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 18
2. /s ɪd/	(+)	12. /ske /	(+)	False = 2
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. / u /	(+)	
5. /peɪn/	(+)	15. /kju /	(+)	
6. /drem/	(+)	16. /pu /	(+)	
7. /ʃɔɪs/	(+)	17. /s u /	(+)	
8. /endʒɔɪ/	(-)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b n/	(-)	
10. /hɪər/	(+)	20. /n u/	(+)	

***S-16 Pre-Test**

- | | | | | |
|-------------------|-----|-------------------|-----|-------------------|
| 1. /peɪp/ | (-) | 11. /bɪə/ | (-) | True = 8 |
| 2. /dɪv ɪd/ | (+) | 12. / e rɪ / | (+) | False = 12 |
| 3. /feɪk/ | (+) | 13. /pju / | (+) | |
| 4. /k mju:nɪkeɪt/ | (-) | 14. /t ʊrɪst/ | (-) | |
| 5. / vɔɪd/ | (+) | 15. /m / | (-) | |
| 6. /bɔɪl/ | (+) | 16. / nd rgr und/ | (-) | |
| 7. /vɔɪsles/ | (+) | 17. /h mt un/ | (-) | |
| 8. /wɪəɪ/ | (+) | 18. / rut/ | (-) | |
| 9. / pe r/ | (-) | 19. / :lð g/ | (-) | |
| 10. /rɪ:lɪ/ | (-) | 20. /sm :tf n/ | (-) | |

***S-16 Post-Test**

- | | | | | |
|-------------|-----|------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /ke / | (+) | True = 16 |
| 2. /s ɪd/ | (+) | 12. /ske / | (+) | False = 4 |
| 3. /w ɪld/ | (+) | 13. / e / | (+) | |
| 4. /meɪl/ | (+) | 14. / u / | (+) | |
| 5. /peɪn/ | (+) | 15. /kju / | (+) | |
| 6. /drem/ | (+) | 16. /pju / | (-) | |
| 7. /ʃɔɪs/ | (+) | 17. /s / | (-) | |
| 8. /ɪndʒɔɪ/ | (+) | 18. /f nd/ | (-) | |
| 9. /klɪər/ | (+) | 19. /b n/ | (-) | |
| 10. /hɪər/ | (+) | 20. /n u/ | (+) | |

***S-17 Pre-Test**

1. /p ip/	(+)	11. /bir/	(-)	True = 10
2. /dirv id/	(+)	12. / e ri /	(+)	False = 10
3. /feik/	(+)	13. /pjur/	(-)	
4. /k muniket/	(-)	14. /turist/	(-)	
5. / vɔɪd/	(+)	15. /m /	(-)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h mt un/	(-)	
8. /wɪrɪ/	(-)	18. / r ut/	(+)	
9. / pe r/	(-)	19. / :lð ug/	(-)	
10. /ri: li/	(+)	20. /sm :tf un/	(+)	

***S-17 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 15
2. /s id/	(+)	12. /ske /	(+)	False = 5
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. / ur/	(-)	
5. /peɪn/	(+)	15. /kjur/	(-)	
6. /drem/	(+)	16. /pjur/	(-)	
7. /ʃɔɪs/	(+)	17. /s u /	(+)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b un/	(-)	
10. /hɪər/	(+)	20. /nju/	(-)	

***S-18 Pre-Test**

- | | | | | |
|----------------|-----|------------------|-----|-------------------|
| 1. /p ɪp/ | (+) | 11. /b r/ | (-) | True = 7 |
| 2. /dɪv ɪd/ | (+) | 12. /serɪ / | (-) | False = 13 |
| 3. /fek/ | (-) | 13. /pju/ | (-) | |
| 4. /k munɪket/ | (-) | 14. /tu rɪst/ | (+) | |
| 5. / vɔɪd/ | (+) | 15. /m u / | (-) | |
| 6. /bɔɪl/ | (+) | 16. / nd gr und/ | (+) | |
| 7. /vɔɪslɪs/ | (-) | 17. /h mt un/ | (-) | |
| 8. /we rɪ/ | (-) | 18. / rut/ | (-) | |
| 9. / per/ | (-) | 19. / :l g/ | (-) | |
| 10. /rɪ: lɪ/ | (+) | 20. /sm :tʃ n/ | (-) | |

***S-18 Post-Test**

- | | | | | |
|-------------|-----|-------------|-----|------------------|
| 1. /ʃaɪld/ | (+) | 11. /ke/ | (-) | True = 16 |
| 2. /s ɪd/ | (+) | 12. /ske / | (+) | False = 4 |
| 3. /w ɪld/ | (+) | 13. / e / | (+) | |
| 4. /meɪl/ | (+) | 14. / u / | (+) | |
| 5. /peɪn/ | (+) | 15. /kju / | (+) | |
| 6. /drem/ | (+) | 16. /pu / | (+) | |
| 7. / uɪs/ | (-) | 17. /s u / | (+) | |
| 8. /ɪndʒɔɪ/ | (+) | 18. /f und/ | (+) | |
| 9. /kle / | (-) | 19. /beun/ | (-) | |
| 10. /hɪər/ | (+) | 20. /n u/ | (+) | |

***S-19 Pre-Test**

1. /p ɪp/	(+)	11. /be /	(+)	True = 7
2. /dɪv ɪd/	(+)	12. /se rɪ /	(-)	False = 13
3. /feɪ/	(-)	13. /pu /	(-)	
4. /kɛmju:nɪkɛɪt/	(-)	14. /t ʊrɪst/	(-)	
5. / vɔɪd/	(+)	15. /m /	(-)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h umt un/	(+)	
8. /wɪrɪ/	(-)	18. / r :t/	(-)	
9. /ɛp r/	(-)	19. / :ð u/	(-)	
10. /rɪlɪ/	(-)	20. /sm :tf n/	(-)	

***S-19 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 17
2. /s ɪd/	(+)	12. /ske /	(+)	False = 3
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. /su k/	(-)	
5. /peɪn/	(+)	15. /kju k/	(-)	
6. /drem/	(+)	16. /pu k/	(-)	
7. /ʃɔɪs/	(+)	17. /s u /	(+)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b un/	(+)	
10. /hɪər/	(+)	20. /n u/	(+)	

***S-20 Pre-Test**

1. /p ɪp/	(+)	11. /bɪ /	(-)	True = 12
2. /dɪv ɪd/	(+)	12. / e rɪ /	(+)	False = 8
3. /feɪk/	(+)	13. /pju /	(+)	
4. /k mju:nɪkeɪt/	(+)	14. /t rɪst/	(-)	
5. / vɔɪd/	(+)	15. /m n /	(-)	
6. /bɔɪl/	(+)	16. / nd rgr und/	(-)	
7. /vɔɪsles/	(+)	17. /h mt un/	(-)	
8. /wɪ rɪ/	(+)	18. / ru:/	(-)	
9. / pɪər/	(+)	19. / :lð ug/	(-)	
10. /rɪ: lɪ/	(+)	20. /sm :tf n/	(-)	

***S-20 Post-Test**

1. /ʃaɪld/	(+)	11. /ke /	(+)	True = 18
2. /s ɪd/	(+)	12. /ske /	(+)	False = 2
3. /w ɪld/	(+)	13. / e /	(+)	
4. /meɪl/	(+)	14. /su /	(-)	
5. /peɪn/	(+)	15. /ku /	(-)	
6. /drem/	(+)	16. /pu /	(+)	
7. /ʃɔɪs/	(+)	17. /s u /	(+)	
8. /ɪndʒɔɪ/	(+)	18. /f und/	(+)	
9. /klɪər/	(+)	19. /b un/	(+)	
10. /hɪər/	(+)	20. /n u/	(+)	

Documentation





CURRICULUM VITAE

MUHAMMAD ZULFIKAR SAHABUDDIN



LAIDE was born in Makassar, on March 26th, 1994. His father's name is Sahabuddin Laide and his mother's name is Hasni Bukaseng. He is the third child of 3 brothers. He began his elementary school at SDN Lariang Bangi 1 Makassar and graduated in 2006, he continued her study at SMP Kartika Wirabuana XX-1 Makassar and graduated in 2009.

After finishing his study in junior high school, he continued her study at SMK Kartika Wirabuana XX-1 Makassar and graduated in 2012. In the same year 2012, he was registered as a student of English Department of Makassar Muhammadiyah University on strata one program.