

**THE USE OF DIRECT METHOD TO IMPROVE STUDENTS'  
PRONUNCIATION AT THE SECOND SEMESTER OF  
MUHAMMADIYAH UNIVERSITY**

*(A pre experimental Research)*



**A Thesis**

*Submitted to the Faculty of Teacher Training and Education  
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Requirement for the Degree of Education in English Department*

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## ABSTRACT

**Nurjannah, 2016.** *The Use of Direct Method to Improve the Students' Pronunciation at the Second Semester of Muhammadiyah University of Makassar (A Pre Experimental Research).* (A Thesis. English Education Department Faculty of Teacher Training and Education Makassar Muhammadiyah University. Guided by **Asriati** and **Hasnawati latief**).

The objective of this research was to know students' difficulties in pronouncing English words; and to know the effectiveness of Direct Method in improving students' pronunciation. The research was carried out at Second Semester of Muhammadiyah University of Makassar. This research applied pre-experimental method. The instruments of this research were pre-test and post-test. The population was the second semester in academic year 2015/2016 and the total sample was 39 students.

The result of the research showed that the pronunciation of the students improved. In voiceless consonant, the mean score of pre-test was 6.769 and post-test was 8.307. It means that, the improvement was 22.72%. And in vowel sound, the mean score of pre-test was 6.641 and post-test was 8.128. So, the improvement was 22.7%.

The findings of the research finally showed that the students' pronunciation of post-test score was higher than the students' pre-test score. Meanwhile, the result of *t*-test showed that the difference was significant where value of the *t*-test was greater than the value of the *t*-table ( $14.82 \geq 2.042$ ). Thus, it can be concluded that the use of direct method improves the students' pronunciation achievement.

Key words: pronunciation, direct method

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*Billahi Fi Sabilil Haq, Fastabiqul Khairat*

Wassalam

Makassar, April 2016

The researcher

NURJANNAH

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# CHAPTER I

## INTRODUCTION

### A. Background

English is one of the languages used as a means of sharing ideas on setting information from other people in the world. We cannot deny that the mastery of English is quite necessary for Indonesian people nowadays. Therefore, the government of Indonesia has put English as an essential subject to be learned from junior high school up to university level.

There are four skills in English that need to be mastered by the students. Those are writing, listening, reading, and speaking which all of them to be taught by the teacher at schools. Language is a tool for all people to communicate with other and express their ideas, opinions, emotions, attitudes, feelings, and so on. In this case, speaking is very important skill because people learn a language in order to use it for communication with their environment. In speaking, good pronunciation is also a crucial thing. According to Allen in Ekawati 2014: 35, pronunciation is one of elements of language that has big contribution for better speaking English. The ability of speaking English embodies the correctness of pronunciation and directly affects of appropriate communication in conversation.

However, learning pronunciation is not a simple process of memorizing a number of items that can be mapped on to mother tongue. The students, in this case, need to understand the great range of pronunciation elements which include the sounds and sounds combination of the target language they learn. In English, the foreign learners are required to know the English sounds which cover

the production of sounds, the classification of sounds and the place and manner of articulation which are very important to be understood by the students since they are fundamental parts of the English sounds.

There are about 90% of students say that their biggest problems are pronunciation (Chen in Ekawati 2011: 2) they also understood that the basic knowledge of phonetic and pronunciation would be very important to them. If they did not know how to pronounce each word or sentences in the right way, this was sure to lead to a failure of communication.

There are two factors that caused students difficult to understand English. The first factor is the students' factor, where of them admit that English is difficult because it is not their own language. The difference between the writing and pronunciation of the words make the students are confused. They are also afraid and feel ashamed because their friends sometimes laugh at them when they try to practice it. And then the students find difficulties in practicing it because there are limited opportunities and place to do it. But the crucial problem is the subject is not delivered interestingly. The second factor is the teacher factor. Sometimes English teacher find the difficulty to determine the appropriate method in teaching English to motivate and attract pupils' in learning English.

One of method that can be use to improving students' pronunciation is Direct Method. Freeman (2000) states that language is primarily speech. Classroom instruction and classroom activities are carried out in the target language; therefore, students are actively involved in using the target language. Conversational activities hold important place in this method. Through using language in real contexts, students stand a better chance of thinking and speaking

in the target language. Similarly, stern points out that the direct method is characterized by the use of the target language as a means of instruction and communication in the language classroom and by the avoidance of the use the first language and of translation as a technique (Tugrul, 2013).

Based on the interview from one of the lecturer of pronunciation (2015) in Muhammadiyah University of Makassar, the students have low ability in pronunciation. According their lecturer, it is happened because the students have poor score in pronunciation proficiency. Although, the lecture hasan approach of learning process in the classroom, but it could not make the students' interest.

Based on the factual information and explanation above, the researcher is interested in conducting a pre-experimental research under the title "*The Use of Direct Method to Improve Students' Pronunciation at the Second Semester of Muhammadiyah University of Makassar*".

## **B. Problem Statement**

Based on the background above, the researcher formulates a research question as:

1. Does the use of Direct Method improve students' pronunciation of voiceless consonant sound at the Second Semester of Muhammadiyah University of Makassar?"
2. Does the use of Direct Method improve students' pronunciation of vowel sound at the Second Semester of Muhammadiyah University of Makassar?"



### **C. Objective of the Study**

In relation to the problem statements above the objectives of this study are to find out:

1. The use of Direct Method in improving the students' Pronunciation of voiceless consonant sound at the Second Semester of Muhammadiyah University of Makassar.
2. The use of Direct Method in improving the students' Pronunciation of vowel sound at the Second Semester of Muhammadiyah University of Makassar.

### **D. Significance of the Study**

The usefulness of this study are to encourage the English lecturer to use Direct Method in English learning process. Give more experience to the readers that Direct Method can be make the students interest in learning and can improve their pronunciation. And also give benefit information for the lecturer, students, and the others researcher. For the teachers, it will be directly intended to provide them with more understanding how the use of Direct Method in teaching pronunciation. For the students, it can help to learn pronunciation in a good way through Direct Method. And for others researcher, hopefully this can be used as a reference in conducting the some study for obtaining better result.

### **E. Scope of the Study**

The research is focused to improve the students' pronunciation by using Direct Method at the first semester of Muhammadiyah University of Makassar in Academic 2015/2016. It is restricted to the segmental features of pronunciation which consist of consonants and vowels. Consonant consists of voiced consonant and voiceless consonant. Vowel consists of long vowels and short vowels. In this research the researcher limited in voiceless consonant (/p/, /t/, /k/, /tʃ/, /f/, /θ/, /s/, /ʃ/, and /h/), Long Vowel (/i:/, /ə:/, /a:/, /u:/, /o:/), and short vowel (/ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/)..

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

Nurhayati, (2008). Thesis. *The Use of Reading Poetry to train the students' English Pronunciation*, the result of t-test analysis indicated that the value of the t-test (7.637) is higher than t-table (2.027). It means that reading poetry is effective in improving the students' pronunciation.

Milawati (2007). Thesis. *Improving Students' Pronunciation through Repetition Drills of Audio-Lingual Method*. Explains that the result of this research showed that pre-test and post-test are different significantly. It is proven by the value of the t- test 12,2 which is greater than the value of t-table 2,045 with the level of significance (p) 0.05 and average of freedom (n-1) = 29. It can be conclude that the using drilling method can improve the students' pronunciation ability.

Ekawati (2014) in her research calculated the students' score in pretest and posttest. The result of the data analysis show that the students' pronunciation using audio visual media, in post test 78. 32 are higher than in pre-test 44.9, the researcher also shows that. Table is 1.711 and t. test is 4.48. Therefore audio visual is one of good media that can give the effect in students' pronunciation at the second grade of SMP Negeri 2 Bajeng.

## **B. The Concept of Pronunciation**

### **1. Definition of Pronunciation**

Pronunciation is the way a word or a language is spoken, or the manner in which someone utters a word. If one is to have “correct pronunciation”, then it refers to both within a particular dialect. (Beech in Ekawati, 2014: 6).

Broughton in Zaenab (2011:13) states that pronunciation is way to sound the words of which to give meaning. He continuous that in teaching pronunciation, the teacher has to repeat the sounds on the pronunciation of a word until the students can get the perfect one. A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the duration of the cultural exposure of their childhood, the location of their current residence , speech, or voice disorders, their ethnic group, their social class, or their education.

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 (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expression that are closely related to the way we speak a language, (Fraser, 2001:1).

Pronunciation is the basic thing in the communication; mispronunciation can change the meaning of message in the communication. The concept of pronunciation may include sound of a word, states and rhythm. (Penny Ur in

Zaenab 2011:15) considers the concept of pronunciation in the several items as follows:

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

## **2. The Importance of Teaching Pronunciation**

According to Hewings in Shofa, Pronunciation is one of the important aspects in a language. It cannot be denied the pronunciation has an important role in English. Nobody could understand the people with poor pronunciation even their word and grammar are good. The way we speak immediately conveys something about ourselves to the people around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Such learner may avoid speaking in English and thus experience social isolation, employment difficulties and limited opportunities for further study, which may affect their settlement in Australia.

We also often judge people by the way the speak and so learners with poor pronunciation maybe judge as incompetent, uneducated or lacking in knowledge,

even though listeners are only reacting to their pronunciation. Yet many adult learners find pronunciation one of the most difficult aspects of English to acquire and need explicit help from teacher. Surveys student need consistently show that our learners feel the need for pronunciation work in class. Thus some sort of pronunciation work in class is essential.

Teaching pronunciation has undergone a long evolution. At the beginning of the twenties century everything was subordinated to teaching grammar and lexis and pronunciation totally overlooked. Many things have changed since that time but on the other hand there are still some teachers who do not pay enough attention to pronunciation. According to Scrivener in Shofa (2013) this is partly because teachers themselves may feel more uncertain about it than about grammar and lexis, worried that they don't have enough technical knowledge to help student appropriately.

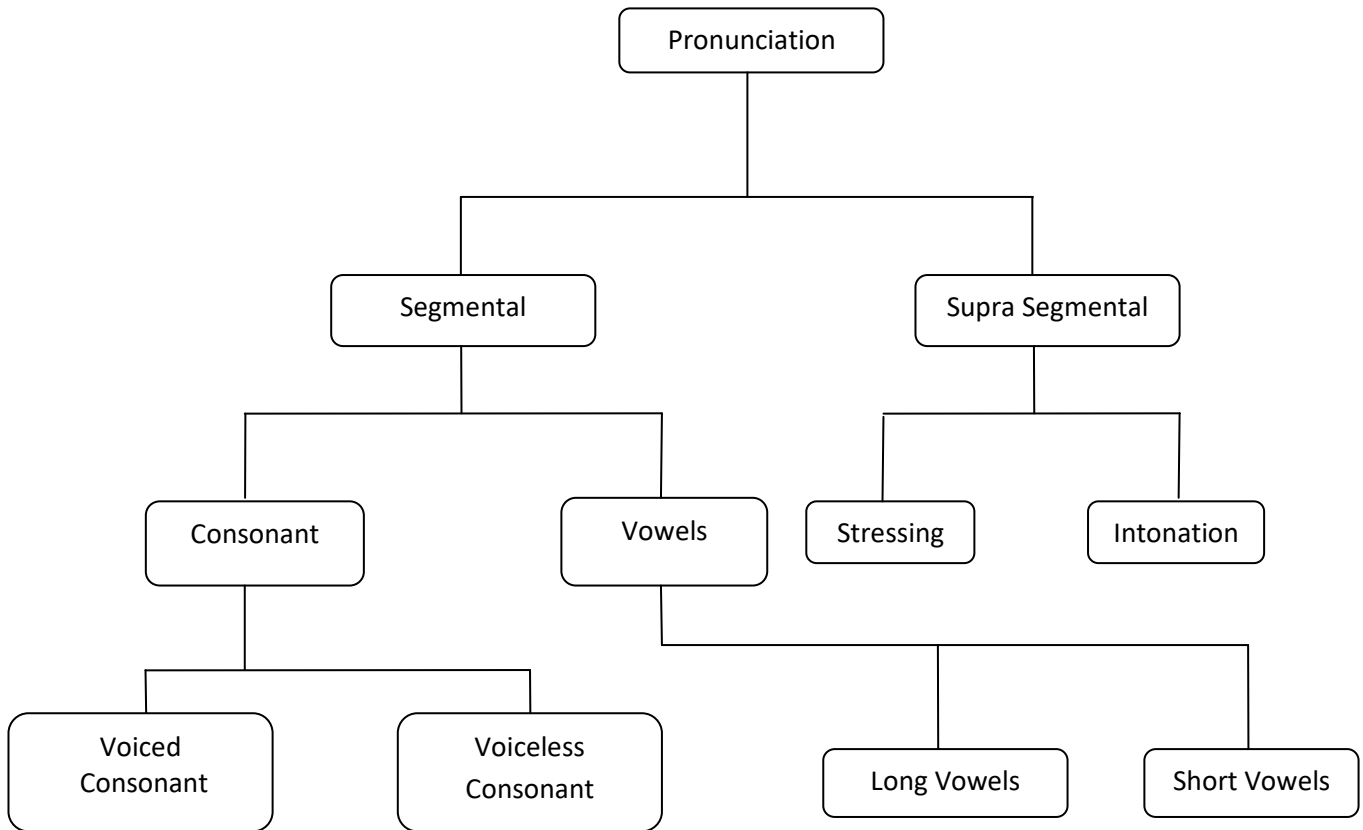
It is widely recognized that acquiring good pronunciation is very important because bad pronunciation habits are not easily corrected. Kelly in Shofa (2013) states that a learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand.

### **3. The Elements of Pronunciation**

According to Kerr in Shofa (2013) a broad definition of pronunciation includes both supra segmental and segmental features. Although these different aspects of pronunciation are treated in isolation here, it is important to remember that they all work in combination when we speak and are therefore usually best learned as an integral part of spoken language. The theory outlined below is essential for teacher so that they understand how these different aspects work, but learners do not necessarily need to cover the theory in depth. It is the practice that concerns them most.

Traditional approach to pronunciation have often focused on segmental aspects, largely because these relate in some way to letters in writing, and are therefore the easiest to notice and work on. More recent approach to pronunciation, however, have suggested that the supra segmental aspects of pronunciation may have the most effect on intelligibility for some learners may need help in some areas more than in others.

This overview starts with supra segmental features. One considerable practical advantage of focusing on supra segmental is that learners from mixed L1 background in the same class will benefit, and will often find that their segmental difficulties improve at the same time.

**Chart 2.1 Elements of Pronunciation**

(Kelly in Shofa (2013))

### a. Supra Segmental

Supra segmental are like the style used in words or sentences. There are four kinds of supra segmental.

#### 1) Stress

Stress is meant the degree of force or loudness with which a syllable is pronounced so as to give it prominence. Stress can be classified into a word stress and sentence stress. A word stress within a word and a sentence stress is the stress



within a though group or a sentence. Stress has important role in English because different stress will differentiate meaning and intention.

Many teachers advocate starting with stress as a basic building block of pronunciation teaching. Stress refers to the prominence given to certain syllables within utterances. It is signaled by volume, force, pitches change and syllable length, and is often the place where we notice hand movements and other gestures when we are watching someone talking. One noticeable feature of English is the reduced nature of unstressed syllables. Thus, not only are stressed syllables longer, louder, more forceful and at different pitch, but unstressed ones are often different in quality.

Stress is important at three different levels:

- Word level- multisyllabic words have one or more syllables that are stressed.
- Sentence level- the most important words tend to be stressed
- Contrastive stress- the most important words carry greater stress.

## 2). Intonation

Speech is produced with a short a musical accompaniment or intonation. Intonation is the tune of what we say. For example if someone is getting angry, he will speak in a high tone. But when he is sad, he will speak in a low tone.

There have been three major approaches to intonation theory: the grammatical approach (which relates intonation to grammatical function), an

approach that focuses on the link between intonation and attitude, and the discourse approach (which emphasizes speakers and their intentions in longer stretches of discourse).

### **b. Segmental**

English segmental system includes vowel and consonant. The classification is based on the differences in their function in an utterance and their ways of production vowels are sounds which are made without any kind of closure to the escape of air through the mouth. English vowels are divided into two kinds of vowels (Syafei, 1988: 11), long vowels and short vowels. Long vowels consist of /a:/, /i:/, /u:/, /e:/, /o:/. while short vowels consist of /a/, /i/, /u/, /e/, /o/.

The English consonants consist of twenty-four. Those are / p /, / b /, /d/, / t /, /f/, /j/, / k /, / g /, / v /, /θ /, / ð /, / s /, / z /, / ʃ /, / ʒ /, / h /, / tʃ /, / dʒ /, / m /, / n /, / ŋ /, / l /, / r /, / w /, / y /.

## **5. The Importance of Segmental Features in Pronunciation**

The wrong pronunciation, especially in segmental feature can cause misunderstanding communication. Therefore, segmental feature, in which phoneme is as its part, has an important role in pronunciation. According to Kelly in Shofa (2014: 15), a consideration of learners' pronunciation errors and of how these can inhibit successful communication is a useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, *soap* in a situation such as a restaurant where they should have

said *soup*, the inaccurate production of a phoneme can lead to misunderstanding (at least on the part of the waitress). A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker.

Yusdi in Shofa (2014: 15) explains the part of segmental features which consist of consonant and vowel:

### **1). Consonant**

Consonant sound is sounds which are produced with a certain degree of obstruction to airflow; hence they are mainly classified according to how and where the obstruction happens. Voicing is a fundamental term used in phonetic classification of speech sound.

#### a). Voice consonant

Voice consonant is consonant that produce with the vibration of the vocal cord. The voice consonant in English are: /b/, /d/, /g/, /j/, /v/, /ð/, /z/, /dʒ/, /m/, /n/, /ŋ/, /ʒ/, /l/, /r/, and /w/.

#### b). Voiceless consonant

Voiceless consonant is consonant that produce without the vibration of the vocal cord. The voiceless consonants in English are: /p/, /t/, /k/, /tʃ/, /f/, /θ/, /s/, /ʃ/, and /h/.

Consonant sound especially voiceless consonant sound can be classified according to place of articulation:

- Sound /p/  
Sound /p/ include as bilabial. This sound produced by involves lower and upper lips.
- Sound /t/  
Sound /t/ include as alveolar. This sound produced by using the tip of the tongue or blade of the tongue and the alveolar ridge.
- Sound /k/  
Sound /k/ include as velar. This sound produced by the back part of the tongue against the soft palate.
- Sound /tʃ/  
Sound /tʃ/ include as palato alveolar. This sound produced by the tongue blade and the back of the alveolar ridge.
- Sound /f/  
Sound /f/ include as labiodental. This sound produced by lower lip and upper front teeth.
- Sound /θ/  
Sound /θ/ include as dental. This sound produced by the tongue against the upper teeth.
- Sound /s/  
Sound /s/ include as alveolar. This sound produced by using the tip of the tongue or blade of the tongue and the alveolar ridge

- Sound /ʃ/  
Sound /ʃ/ include as palato alveolar. This sound produced by the tongue blade and the back of the alveolar ridge.
- Sound /h/ include as glottal. This sound produced by open vocal cords.

## 2). Vowel

In the articulation of vowels the flow of the air from the lungs is not impeded, but the vocal organs is use to change the shape of oral cavity and thus make different sounds for different vowels. A vowel is a speech sound made by allowing breath to flow out of the mouth, without closing any part of the mouth or throat (although the lips may move to create the correct sound, as in creating the sound "o"). letters of the English alphabet that represent vowels: a, e, i, u, o, and sometimes y.

### a) Long vowel

Long vowel is vowels that produce with a long sound. The long vowel in English are: /i:/, /e:/, /a:/, /u:/, /o:/.

### b). Short vowel

Short vowel is vowels that produce with a short sound. The short vowels in English are: /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/.

**Table 2.1 Consonant and Vowel Sound**

Consonant Sound		Vowel Sound			
Voiceless Consonant Sound		Long Vowel	Short Vowel		
p	Pet /pet/	a:	Acorn /'eɪ.kɔ:n/	a	Apple /'æp.l/
t	Take /teɪk/	i:	Island /'aɪ.lænd/	i	Insect /'ɪn.sekt/
k	Key /ki: /	u:	Unicorn /'ju:.nɪ.kɔ:n/	ʌ	Umbrella /ʌm'brɛl.ə/
tʃ	Catch /kætʃ/	e:	Eagle /'i:gl/	e	Elephant /'elɪ.fənt/
f	Four /fɔ:r/	o:	Oatmeal /'əʊt.mi:l/	o	Ostrich /'ɑ:.strɪtʃ/
θ	Three /θri:/				
s	Sink /sɪŋk/				
h	Shy /ʃaɪ/				
	Horse /hɔ:rs/				

(Wolter: 2008)

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## **C. The Concept of Direct Method**

### **1. Definition of Direct Method**

The direct method of teaching foreign languages sometimes called the natural method. It sought to immerse the learner in the same way as when a first language is learnt. All teaching is done in the target language, grammar is taught inductively, and there is a focus on speaking and listening and only useful 'everyday' language is taught and the use of visuals and realia to illustrate meaning. This method has one basic rule and that is that no translation is allowed. The meaning of the name "direct method" comes from the fact that the meaning is to be conveyed directly into the second language through demonstration and visual aids.

As with the Grammatical-Translation Method, the Direct Method is not new. Its principles have been applied by language teachers for many years. Most recently, it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate. Since the Grammar Translation Method was not very effective in preparing students to use the target language communicatively, the direct method became popular.

Proponents of the direct method are of the opinion that "language consists- except for lexicographers-not of words, but of sentences" which will enable the students to learn speech earlier. In the direct method language is learnt for communication, as Freeman (2000) states language is primarily speech. Classroom instruction and classroom activities are carried out in the target

language; therefore, students are actively involved in using the target language. Conversational activities hold an important place in this method. Through using language in real contexts, students stand a better chance of thinking and speaking in the target language. Similarly, Stern points out that the direct method is characterized by the use of the target language as a means of instruction and communication in the language classroom and by the avoidance of the first language and of translation as a technique. The direct method will enable students to understand the language which help them to use the language with ease; moreover, as first language is not allowed students learn the language through demonstration and conversation which will lead them to acquire fluency

## **2. The Principle of Direct Method**

According to Richards and Rodgers, in Wahyuni (2013) the principle of Direct Method follows:

1. Classroom was conducted exclusively in the target language;
2. Only everyday vocabulary and sentences were taught;
3. Oral communication skills has build in a carefully graded progression organized around question and answer exchanges between teachers and students in small, intensive class;
4. Grammar was taught inductively;
5. New teaching points were introduced orally;
6. Concrete vocabulary was taught through demonstration, objects, and pictures, whereas abstract vocabulary was taught by association of ideas;



7. Both speech and listening comprehension were taught; and
8. Correct pronunciation and grammar were emphasizes

#### **4. Strategies Using Direct Method**

This method often develops around a set of pictures that portrays life in the country in the country of the target language. From the beginning, students are taught, and must respond in the target language. Beside pictures, realia and simple actions are used question and answer dialogues. Correct pronunciation is also emphasized, but correct structure is not. Students may also read passages for information about the target culture. Teachers may ask questions about the reading to check comprehension, but it is never translated.

According to Norland and Terry in Wahyuni (2013), the strategies of using Direct Method as follows:

1. The teacher shows a set of pictures that often portray life in the country of the target language.
2. The teacher describes the picture in the target language.
3. The teacher asks questions in the target language about the picture.
4. Students answer the questions as best they can using the target language.

Pronunciation is corrected, but grammatical structure is not.

5. Students may also read a passage in the target language.
6. The teacher asks questions in the target language about the reading.
7. Students answer questions as best they can using the target language.

To have a clearer picture of how Direct Method is implemented in the classroom, the following are the techniques outlined by Intosh and Celce-murcia (1979: 3) in Wahyuni (2013).

1. Lessons begin with a brief anecdote or dialogue in the target language, and in modern conversational style.
2. The material is first presented orally with actions or pictures.
3. The mother tongue is never used.
4. The preferred type of exercise is a series of questions in the target language based on the anecdote or dialogue, and answered in the target language.
5. Verbs are used first and systematically conjugated much later.
6. Advanced students read literature for comprehension and pleasure.
7. The culture associated with the target language is also taught inductively.

Subyako-Nababan in Wahyuni (2013) explains the strengths and weakness of direct method:

a. The strengths of direct method:

1. Learners always give attention
2. Learners know much of words
3. Learners can have pronunciation like native speaker
4. Learners often try on the conversation, especially topics which have teaching in the classroom

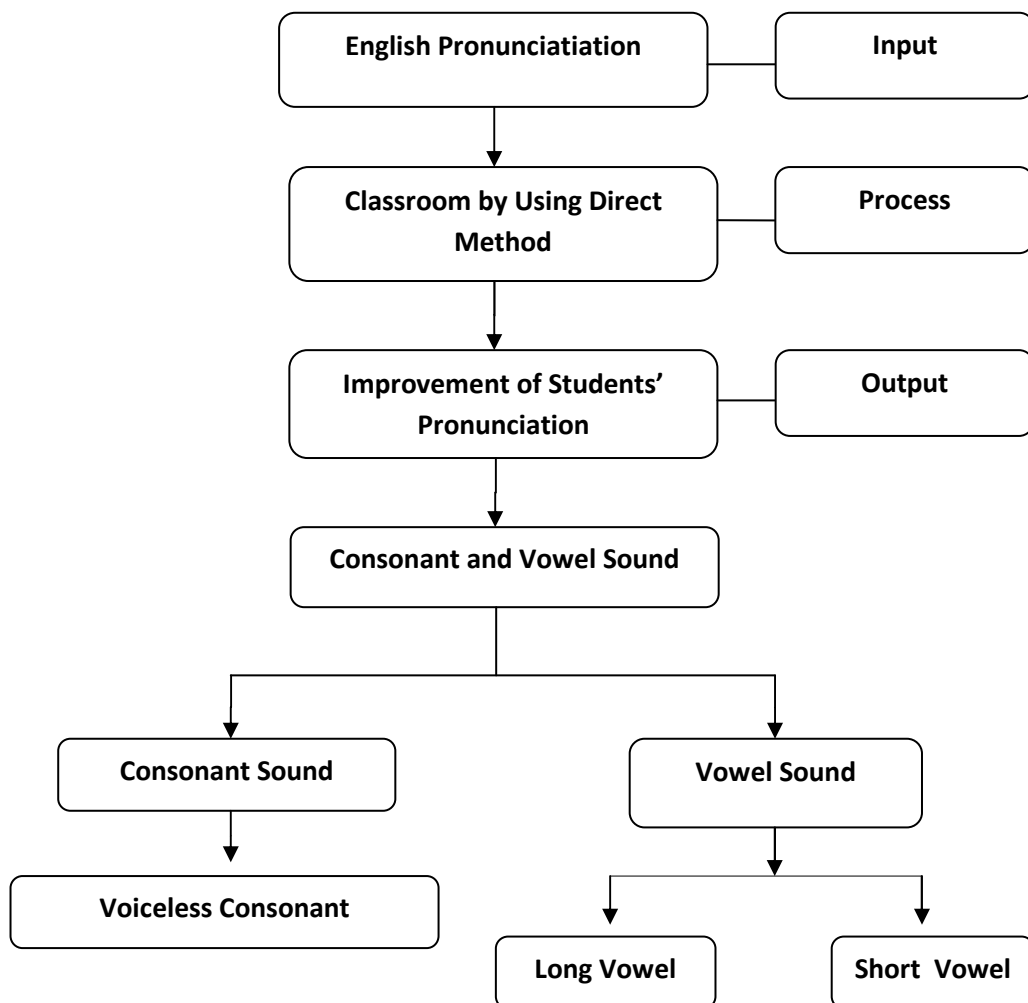
b. The weakness of direct method:

1. This method has principles, probably can be used by private schools which have few the lessons. But this method can't be used by state schools which have more the lessons.
2. This method requires teacher which can speak fluently like native speaker.

#### D. Conceptual Framework

The theoretical framework of this research can be described as in the following.

**Chart 2.2 Conceptual framework**



### **E. Research Hypothesis**

A hypothesis is a tentative answer the problem of the research, the hypothesis, they are:

$H_0$  : There is no significance improvement between Pre-test and Post-test of the students' Pronunciation before using Direct Method.

$H_1$  : There is a significance improvement between Pre-test and Post-test of the students' Pronunciation after using Direct Method.

**CHAPTER III**  
**RESEARCH METHOD**

**A. Research Design**

This research applied a Pre-Experimental Research with one group pre-test and post-test design. The design of this research is present in the following table:

**Table 3.1: Research Design**

01	X	02
----	---	----

Where:

01 = Pre-test

X = Treatment

02 = Post-test

(Gay in Ekawati, 2014)

This design involved one group that administrated pre test and post test where the pre test was administered before gave treatment. By using Direct Method and post test was administered after giving treatment.

1. The pre test was given before doing treatment. The researcher introduced to the students about consonant and vowel sound. And also gave test as pre test to the students.

## 2. Treatment

After gave the pre test the students got treat by using Direct Method. The treatment took place within 4 meetings and it took 90 minutes for each meeting. In this case, the researcher took four meetings.

- a). The first meeting the researcher gave explanation to the students about pronunciation generally. In this meeting, the researcher gave time for the students to ask about the material.
- b). The second meeting, the researcher gave explanation about voiceless consonant and gave the example of words about voiceless consonant.
- c). The third meeting, the researcher gave explanation about vowel, long and short vowel sound and gave the example of words about long and short vowel sound
- d). The fourth meeting, the researcher gave practice to mention consonant and vowel sound; and gave some exercise to drill their pronunciation ability.

## 3. Post Test

The post test conducted after giving treatment to the students. The researcher distributed the same form of pronunciation test as used in pre test to check the result of the treatment in the students' pronunciation skill.

## **B. Research Variables and Indicators**

### **1. Research variables**

There are two variables in this research; they are dependent variable and independent variable. The independent variable was used direct method and dependent variable was pronunciation in consonant and vowel sound.

### **2. Research indicator**

The indicators of the research were the pronunciation of consonant and vowel sound.

With the indicators were:

- a).The indicators of consonant were voiceless consonant; sound /p/, /t/, /k/, /tʃ/, /f/, /θ/, /s/, /ʃ/, and /h/.
- b).The indicators of vowel were long vowel; sound i:/, /ə:/, /a:/, /u:/, /o:/ and short vowel; : /ɪ/, /e/, /æ/, /ə/, /ʌ/, /ʊ/.

## **C. Population and Sample**

### **1. Population**

The population of this research was the Second semester in academic year 2015/2016. It consisted of 10 classes of first semester. The total populations were 450 students.

### **2. Sample**

This research applied purposive sampling technique in which the Second semester of Muhammadiyah University of Makassar. In this research, the researcher only took one class represented all of the population. Class B was consists of 39 students; it was the sample of the research. The class chooses as the

example with the consideration from the English lecturer in the university. The classes have same level of English proficiency.

#### **D. Instrument of the Research**

The instrument of the research was Pronunciation test. Before giving treatment, the students were asked to practice 20 words (Consonant (voiceless consonants) and Vowel Sound (Long and Short vowels) which was given by the present researcher.

The pretest were given to know the students' pronunciation ability. The post-test have been administrated to know the effect of the treatment.

To know the ability of the students in pre-test and post-test, the researcher used tape recorder to recording the students' sound.

#### **E. Data Collection**

In collected data, the research followed the procedures as follows:

##### **1. Pre-Test**

Before giving treatment, the researcher explained to the students about consonant and vowel sound by using mother tongue. The researcher explained about pronunciation especially in consonant and vowel sound. The pre-test have been given after the explanation.

In pre-test the students asked to practice 20 words that included consonant and vowel sound by the researcher. By seeing the result of the students' pronunciation test, the researcher analyzed it to know the prior ability of the students in pronounce consonant and vowel sound.



## 2. Post Test

The post was conducted after administering treatment to find the students' pronunciation skill. The researcher distributed the same form of pronunciation test as used in pre test to check the result of the treatment in the students' pronunciation skill.

### F. Data Analysis

In this section, the researcher tried to find out the score of each student and the mean score of the students based on the test result. The data from the test were analyzed quantitatively. It employed statistical calculation to the hypothesis.

1. Scoring the students' correct pronunciation of pre-test and post-test by using the formula:

No	Aspect	Score
1.	Pronounce the word correctly	1
2.	Wrong pronounce	0
Total maximum score		20

$$\text{Students Score} = \frac{\text{The Number of Student's Correct Answer}}{\text{Total Score}} \times 100$$

(Shofa, 2013)

2. Classifying score into seven levels that were based on the Depdikbud standard of evaluation (1986:6) as follows:

No	Score	Classification
1	96-100	Excellent
2	86-95	Very good
3	76-85	Good
4	66-75	Fairly good
5	56-65	Fair
6	46-55	Poor
7	0-45	Very poor

(Gay, 2006)

3. Calculating the collecting data from the students in answer the test, the researcher used formula to get mean score of the students as follow:

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

Where :  $\bar{X}$  = Mean Score

$\sum X$  = the sum of all scores

N = the total number of sample

(Gay, 1981: 298)

4. Calculating the percentage of students improvement based on the pre test and post test:

$$P = \frac{X1 - X2}{X1} \times 100\%$$

Where, % = the percentage of improvement

X2 = the total score of Post-test

X1 = the total score of Pre-test

(Gay, 1987)

5. Different finding out significant between the pre-test and post-test by calculating the value of the test.

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

- Where: t = Test of significance  
 $\bar{D}$  = The mean of different score  
 $\sum D$  = The sum of total score of significance  
 $\sum D^2$  = The square of the sum for difference  
 N = The total number of subject

(Gay, 1981:366)

6. To calculate percentage students' pronunciation by using this formula.

$$P = \frac{F}{N} \times 100\%$$

Note:

P: rate percentage

F: frequency of the correct answer

N: the total number of students

(Sudjana in Ekawati, 2014)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

After conducted the research, the researcher obtained results. The result presents the interpretation as follows.

##### 1. The improvement of students pronunciation

###### a. Students score in pre-test and post-test

The pre-test was conducted to find out the data of the students' ability in pronouncing English words before the treatment given. The result of the test showed the students achievement in pronunciation before the treatment was given. The higher score was 60 and the lowest score was 50. The mean ( $\bar{x}$ ) was 57.05.

The post-test also was conducted to find out the data of the students' ability in pronouncing English words after the treatment given. The result of the test showed the students' achievement in pronunciation after the treatment was given. The highest score was 90 and the lowest score was 65. The mean ( $\bar{x}$ ) was 77.94. So, the improvement percentage can be seen in the following table:

**Table 4.1: Improvement Percentage of Pre-Test and Post-Test Score**

No.	Variable	Mean Score		Improvement
		Pre-Test	Post-Test	
1.	Vowel	6.641	8.128	27.24 %
2.	Consonant	6.769	8.307	22.72 %

The table shows that there was an improvement in the amount of 27.24 % in pronouncing vowels words and 22.72 % in pronouncing consonants words.

### b. The Rate Percentage of The Students Score

The rate percentages of the students' pre-test and post-test scores were presented in the following table:

**Table 4.2: The Rate Percentage of Pre-Test and Post-Test Score**

No.	Classification	Pre-Test		Post-Test	
		F	%	F	%
1.	Excellent (96-100)	0	0 %	0	0%
2.	Very Good (86-95)	0	0 %	21	53.84%
3.	Good (76-85)	0	0 %	7	17,94%
4.	Fairly Good (66-75)	0	0 %	4	10.25%
5.	Fair (56-65)	9	23.07 %	7	17,94%
6.	Poor (46-55)	30	76.92 %	0	0%
7.	Very Poor (0-45)	0	0 %	0	0%
Total		<b>39</b>	<b>100 %</b>	<b>39</b>	<b>100%</b>

The table shows that in the pre-test which was done before treatment, which 39 students; there were 30 students (76.92 %) who belonged to “poor” category and 9 students (23.07 %) belonged to “fair” category.

And in the post-test which was done after the treatment, from 39 students, there were 7 students (17.94%) who belonged to “fair” category, 4 students

(10.25%) belonged to “fairly good” category, 7 students (17.94%) who belonged to “good” category, and 21 students (53.84%) who belonged to “very good” category. Based on the result, it can be concluded that the rate percentage in the post test was higher than the rate percentage in the pre-test.

**c. The value of *t*-Test**

In order to know whether or not the pronunciation ability in difference between the pre-test and post-test at the level of significance 0.05 with degrees of freedom ( $df = N - 1$ ), *t*-test from independent sample was employed.

**Table 4.3: *T*-Test of the Students Result**

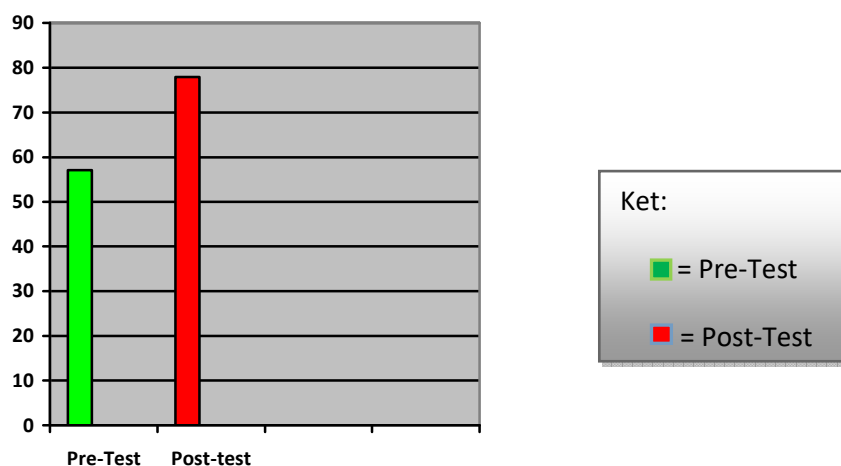
<b>Data</b>	<b><i>t</i>-Test</b>	<b><i>t</i>-Table</b>	<b>Comparison</b>	<b>Classification</b>
Students' Pronunciation	14.82	2.012	$t\text{-table} \leq t\text{-test}$ $2.042 \leq 14.82$	Significant

The data shows that the *t*-table value was smaller than the *t*-test value. It means that there was significant difference students' pronunciation ability between before treatment and after treatment using Direct Method. Because Direct Method was effective to improve students; pronunciation ability to the null hypothesis ( $H_0$ ) that stated teaching pronunciation by using Direct Method was not effective to improve students' pronunciation ability is rejected and alternative hypothesis ( $H_0$ ) that stated that teaching pronunciation by using Direct Method was effective to improve the students' pronunciation ability is accepted.

The difference shows that after getting the treatment, the students got better pronunciation achievement than before. It can be seen that there was a significant of the students' pronunciation achievement after the Direct Method

applied in teaching. It also can be conclude that Direct Method was effective in teaching pronunciation.

**Chart 4.1: The Mean Score of Pre-Test and Post-Test**



The chart shows the significantly different mean score of pre-test and post-test. Before the treatment conducting (pre-test), the mean score was 57.05. After the treatment, the mean score was 77.94. It means that the progress happened after the direct Method applied in teaching pronunciation.

In conclusion, it was relatively fair to state that the use of direct method in teaching pronunciation at the second semester of English Department was effective to improve students' pronunciation ability.

## B. Discussion

Based on the presentation of findings, the researcher gives pronunciation test that consists of consonant and vowel sound. The description of the data collected through pronunciation test is explained in the previous section it shows that the students' ability in pronunciation is improved. The use of Direct Method can improve the students' pronunciation skill.

The result of the research above indicates that the students' pronunciation of the second semester of Muhammadiyah University of Makassar as follows:

- i. In consonant sound especially for voiceless consonant, there are some sound that the student have difficulties to produce it, for example sound /tʃ/ (search, bridge, catch), and /θ/ (three, think, thing).
- ii. In vowel sound, the students have difficulties to differentiate between long and short sound, for example sound /I/ (Ship, Pill) and /i:/ (Sheep, Peal).

In improvement of the students' pronunciation of consonant and vowel sound, the researcher used Direct Method. The percentage of the students' score in pronunciation of consonant and vowel sound. It is indicated from the improvement of students' score of consonant sound in pre-test from (6.679) to (8.307) in post-test and the students' score of vowel sound in pre-test (6.641) to (8.128) in post-test. So the improvements in the amount of 27.24 % in pronouncing vowel sound and 22.72 % in pronouncing consonant sound.

Based on the pre-test, the student score in pronunciation of consonant and vowel sound from 39 students; there were 30 students (76.92 %) got "poor" score and 9 students (23.07 %) got "fair" score. And in the post-test, there were 7



students (17.94 %) got “fair” score, 4 students (10.25%) got “fairly good” score, 7 students (17.94%) got “good” score, and 21 students (53.84%) got “very good” score. Based on the result, it can be concluded that the rate percentage in the post test was higher than the rate percentage in the pre-test.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section deals with the conclusion of findings of the research and the other one deal with suggestion.

#### **A. Conclusion**

Based on the finding and discussion in the previous chapter, the researcher concluded that:

1. The use of Direct Method is effective to improve the students' Pronunciation. It is proved by the mean score of post test (77.94) which is higher than the mean score of pre test (57.05). It means that learning by use Direct Method is effective to improve the students' *Pronunciation*.
2. There is a significant difference between the students' Pronunciation before and after using Direct Method. It is proved by the result of the statistical analysis at the significant level 0.05 which indicates that t-test value for Pronunciation is 14.82, it is greater than t-table value 2.042 ( $14.82 > 2.042$ ). Based on the result, hypothesis shows that  $H_0$  is rejected and  $H_1$  is accepted.

#### **B. Suggestion**

The success in teaching does not depend of on the lesson program only. The more important is how the teacher presents the lesson and uses various Method to manage the class more lively and enjoyable. Regarding to teaching pronunciation by using Direct Method, the researcher gives some suggestion for the teacher and students as follows:

For the teacher:

1. The teacher should be more creative to enrich their teaching material. Choosing strange or unique words can stimulate them in learning English pronunciation.
2. The teacher should present the material in an enjoyable, relaxed and understandable way.

For the students:

1. The students are hoped to be confident in pronouncing the words.
2. The students should ask to the teacher if there is word that they cannot pronounce.

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# APPENDICES

## APPENDIX 1

### TEACHING SCHEDULE

Day/Date	Time Allotment	Activity
Saturday, 12 March 2016	1 <sup>st</sup> meeting (2x45 Minutes)	Pre-Test
Monday, 14 March 2016	2 <sup>nd</sup> Meeting (2x45 Minutes)	Treatment
Saturday, 19 March 2016	3 <sup>rd</sup> Meeting (2x45 Minutes)	Treatment
Monday, 21 March 2016	4 <sup>th</sup> Meeting (2x45 Minutes)	Treatment
Saturday, 26 March 2016	5 <sup>th</sup> Meeting (2x45 Minutes)	Treatment
Monday, 28 March 2016	6 <sup>th</sup> Meeting (2x45 Minutes)	Post-Test

**APPENDIX 2**

**SCORE OF PRE-TEST**

No.	Code	Score		Total
		Consonants	Vowels	
1.	A-01	6	6	12
2.	A-02	6	7	13
3.	A-03	6	6	12
4.	A-04	6	6	12
5.	A-05	7	6	13
6.	A-06	6	7	13
7.	A-07	7	6	13
8.	A-08	6	6	12
9.	A-09	7	7	14
10.	A-10	7	7	14
11.	A-11	7	7	14
12.	A-12	7	6	13
13.	A-13	7	6	13
14.	A-14	7	7	14
15.	A-15	7	7	14
16.	A-16	7	7	14
17.	A-17	7	6	13
18.	A-18	7	7	14
19.	A-19	7	7	14
20.	A-20	7	7	14
21.	A-21	7	7	14
22.	A-22	6	6	12
23.	A-23	7	7	14
24.	A-24	6	6	12
25.	A-25	7	7	14
26.	A-26	7	6	13
27.	A-27	7	7	14
28.	A-28	7	6	13
29.	A-29	7	7	14
30.	A-30	7	7	14
31.	A-31	7	7	14
32.	A-32	7	7	14
33.	A-33	7	7	14
34.	A-34	7	7	14
35.	A-35	7	7	14
36.	A-36	7	7	14
37.	A-37	7	7	14
38.	A-38	6	6	12
39.	A-39	7	7	14
<b>Total</b>		<b>264</b>	<b>259</b>	<b>529</b>
<b>Mean</b>		<b>6.769</b>	<b>6.641</b>	<b>13.41</b>



**APPENDIX 3****SCORE OF POST-TEST**

<b>No.</b>	<b>Code</b>	<b>Score</b>		<b>Total</b>
		<b>Consonants</b>	<b>Vowels</b>	
1.	A-01	7	7	14
2.	A-02	9	9	18
3.	A-03	8	7	15
4.	A-04	9	8	17
5.	A-05	9	8	17
6.	A-06	9	8	17
7.	A-07	7	7	14
8.	A-08	8	7	15
9.	A-09	9	8	17
10.	A-10	7	7	14
11.	A-11	9	9	18
12.	A-12	7	7	14
13.	A-13	9	9	18
14.	A-14	9	8	17
15.	A-15	8	8	16
16.	A-16	8	8	16
17.	A-17	9	9	18
18.	A-18	9	8	17
19.	A-19	8	8	16
20.	A-20	9	8	17
21.	A-21	7	7	14
22.	A-22	7	7	14
23.	A-23	8	8	16
24.	A-24	7	7	14
25.	A-25	9	9	18
26.	A-26	8	9	17
27.	A-27	8	7	15
28.	A-28	9	9	18
29.	A-29	8	7	15
30.	A-30	9	9	18
31.	A-31	8	8	16
32.	A-32	9	8	17
33.	A-33	8	8	16
34.	A-34	9	8	17
35.	A-35	9	9	18
36.	A-36	9	9	18
37.	A-37	8	8	16
38.	A-38	8	9	17
39.	A-39	9	9	18
<b>Total</b>		<b>324</b>	<b>317</b>	<b>637</b>
<b>Mean</b>		<b>8.307</b>	<b>8.128</b>	<b>16.33</b>

**APPENDIX 4**

**DATA OF PRE-TEST**

No.	Code	Score		Total	Final Score (X <sub>1</sub> )	(X <sub>1</sub> ) <sup>2</sup>
		Consonants	Vowels			
1.	A-01	6	6	12	50	2500
2.	A-02	6	7	13	55	3025
3.	A-03	6	6	12	50	2500
4.	A-04	6	6	12	50	2500
5.	A-05	7	6	13	55	3025
6.	A-06	6	7	13	55	3025
7.	A-07	7	6	13	55	3025
8.	A-08	6	6	12	50	2500
9.	A-09	7	7	14	60	3600
10.	A-10	7	7	14	60	3600
11.	A-11	7	7	14	60	3600
12.	A-12	7	6	13	55	3025
13.	A-13	7	6	13	55	3025
14.	A-14	7	7	14	60	3600
15.	A-15	7	7	14	60	3600
16.	A-16	7	7	14	60	3600
17.	A-17	7	6	13	55	3025
18.	A-18	7	7	14	60	3600
19.	A-19	7	7	14	60	3600
20.	A-20	7	7	14	60	3600
21.	A-21	7	7	14	60	3600
22.	A-22	6	6	12	50	2500
23.	A-23	7	7	14	60	3600
24.	A-24	6	6	12	50	2500
25.	A-25	7	7	14	60	3600
26.	A-26	7	6	13	55	3025
27.	A-27	7	7	14	60	3600
28.	A-28	7	6	13	55	3025
29.	A-29	7	7	14	60	3600
30.	A-30	7	7	14	60	3600
31.	A-31	7	7	14	60	3600
32.	A-32	7	7	14	60	3600
33.	A-33	7	7	14	60	3600
34.	A-34	7	7	14	60	3600
35.	A-35	7	7	14	60	3600
36.	A-36	7	7	14	60	3600
37.	A-37	7	7	14	60	3600
38.	A-38	6	6	12	50	2500
39.	A-39	7	7	14	60	3600
<b>Total</b>		<b>264</b>	<b>259</b>	<b>529</b>	<b>2225</b>	<b>127525</b>
<b>Mean</b>		<b>6.769</b>	<b>6.641</b>	<b>13.41</b>	<b>57.05</b>	<b>3269.87</b>

**APPENDIX 5**

**DATA OF POST-TEST**

No.	Code	Score		Total	Final Score (X <sub>2</sub> )	(X <sub>2</sub> ) <sup>2</sup>
		Consonants	Vowels			
1.	A-01	7	7	14	65	4225
2.	A-02	9	9	18	90	8100
3.	A-03	8	7	15	70	4900
4.	A-04	9	8	17	80	6400
5.	A-05	9	8	17	80	6400
6.	A-06	9	8	17	80	6400
7.	A-07	7	7	14	65	4225
8.	A-08	8	7	15	70	4900
9.	A-09	9	8	17	80	6400
10.	A-10	7	7	14	65	4225
11.	A-11	9	9	18	90	8100
12.	A-12	7	7	14	65	4225
13.	A-13	9	9	18	90	8100
14.	A-14	9	8	17	80	6400
15.	A-15	8	8	16	75	5625
16.	A-16	8	8	16	75	5625
17.	A-17	9	9	18	90	8100
18.	A-18	9	8	17	80	6400
19.	A-19	8	8	16	75	5625
20.	A-20	9	8	17	80	6400
21.	A-21	7	7	14	65	4225
22.	A-22	7	7	14	65	4225
23.	A-23	8	8	16	75	5625
24.	A-24	7	7	14	65	4225
25.	A-25	9	9	18	90	8100
26.	A-26	8	9	17	80	6400
27.	A-27	8	7	15	70	4900
28.	A-28	9	9	18	90	8100
29.	A-29	8	7	15	70	4900
30.	A-30	9	9	18	90	8100
31.	A-31	8	8	16	75	5625
32.	A-32	9	8	17	80	6400
33.	A-33	8	8	16	75	5625
34.	A-34	9	8	17	80	6400
35.	A-35	9	9	18	90	8100
36.	A-36	9	9	18	90	8100
37.	A-37	8	8	16	75	5625
38.	A-38	8	9	17	80	6400
39.	A-39	9	9	18	90	8100
<b>Total</b>		<b>324</b>	<b>317</b>	<b>637</b>	<b>3040</b>	<b>239950</b>
<b>Mean</b>		<b>8.307</b>	<b>8.128</b>	<b>16.33</b>	<b>77.94</b>	<b>6152.56</b>

## APPENDIX 6

### ANALYSIS OF PRE-TEST AND POST-TEST

No.	Code	Score of Pre-Test ( $X_1$ )	Score of Post-Test ( $X_2$ )	$D=(X_2-X_1)$	$D^2=(X_2-X_1)^2$
1.	A-01	50	65	15	225
2.	A-02	55	90	35	1225
3.	A-03	50	70	20	400
4.	A-04	50	80	30	900
5.	A-05	55	80	25	625
6.	A-06	55	80	25	625
7.	A-07	55	65	10	100
8.	A-08	50	70	20	400
9.	A-09	60	80	20	400
10.	A-10	60	65	5	25
11.	A-11	60	90	30	900
12.	A-12	55	65	15	225
13.	A-13	55	90	35	1225
14.	A-14	60	80	20	400
15.	A-15	60	75	10	100
16.	A-16	60	75	10	100
17.	A-17	55	90	35	1225
18.	A-18	60	80	20	400
19.	A-19	60	75	15	225
20.	A-20	60	80	20	400
21.	A-21	60	65	5	25
22.	A-22	50	65	15	225
23.	A-23	60	75	15	225
24.	A-24	50	65	15	225
25.	A-25	60	90	30	900
26.	A-26	55	80	25	625
27.	A-27	60	70	10	100
28.	A-28	55	90	35	1225
29.	A-29	60	70	10	100
30.	A-30	60	90	30	900
31.	A-31	60	75	15	225
32.	A-32	60	80	20	400
33.	A-33	60	75	15	225
34.	A-34	60	80	20	400
35.	A-35	60	90	30	900
36.	A-36	60	90	30	900
37.	A-37	60	75	15	225
38.	A-38	50	80	30	900
39.	A-39	60	90	30	900
<b>Total</b>		<b>2225</b>	<b>3040</b>	<b>810</b>	<b>19750</b>
<b>Mean</b>		<b>57.05</b>	<b>77.94</b>	<b>20.76</b>	<b>506.41</b>

## APPENDIX 7

### RATE PERCENTAGE OF STUDENTS SCORE

#### A. The Rate Percentage of The Pre-Test Score

No	Score	Classification	Pre-test	
			F	%
1	96-100	Excellent	0	0 %
2	86-95	Very good	0	0 %
3	76-85	Good	0	0 %
4	66-75	Fairly good	0	0 %
5	56-65	Fair	9	23.07 %
6	46-55	Poor	30	76.92 %
7	0-45	Very poor	0	0 %
<b>Total</b>			<b>39</b>	<b>100 %</b>

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{F}{N} \times 100\%$$

For “**Poor**” category

$$P = \frac{30}{39} \times 100\%$$

$$P = 0.769 \times 100\%$$

$$P = 76.92 \%$$

For “**Fair**” category

$$P = \frac{9}{39} \times 100\%$$

$$P = 0.2307 \times 100\%$$

$$P = 23.07 \%$$

## B. The Rate Percentage of Post-Test Score

No	Score	Classification	Pre-test	
			F	%
1	96-100	Excellent	0	0%
2	86-95	Very good	21	53.84%
3	76-85	Good	7	17,94%
4	66-75	Fairly good	4	10.25%
5	56-65	Fair	7	17,94%
6	46-55	Poor	0	0%
7	0-45	Very poor	0	0%
<b>Total</b>			<b>39</b>	<b>100 %</b>

Calculate the frequency and the rate percentage using this formula:

$$P = \frac{F}{N} \times 100\%$$

For “**Fair**” category:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{39} \times 100\%$$

$$P = 0.179 \times 100\%$$

$$P = 17.94 \%$$

For “**Good**” category

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{39} \times 100\%$$

$$P = 0.179 \times 100\%$$

$$P = 17.94 \%$$

For “**Fairly Good**” category

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{39} \times 100\%$$

$$P = 0.102 \times 100\%$$

$$P=10.25 \%$$

For “**Very Good**” category

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{21}{39} \times 100\%$$

$$P = 0.5384 \times 100 \%$$

$$P = 53.84 \%$$

## APPENDIX 8

### MEAN SCORE AND IMPROVEMENT PERCENTAGE

#### A. Mean score

1. Mean score of the pre-test

$$\bar{X} = \frac{\sum x_1}{N}$$

$$\bar{X} = \frac{2225}{39}$$

$$\bar{X} = 57.05$$

2. Mean score of the post-test

$$\bar{X} = \frac{\sum x_1}{N}$$

$$\bar{X} = \frac{3040}{39}$$

$$\bar{X} = 77.94$$

#### B. Improvement Percentage

1. The improvement percentage of vowels variable

$$P = \frac{X_1 - X_2}{X_1} \times 100\%$$

$$P = \frac{8.128 - 6.641}{6.641} \times 100\%$$

$$P = \frac{1.782}{6.541} \times 100\%$$

$$P = 0.2724 \times 100\%$$

$$P = 27.24\%$$

2. The improvement percentage of consonants variable

$$P = \frac{X_1 - X_2}{X_1} \times 100\%$$

$$P = \frac{8.307 - 6.769}{6.769} \times 100\%$$

$$P = \frac{1.538}{6.769} \times 100\%$$

$$P = 0.2272 \times 100\%$$

$$P = 22.72\%$$

## APPENDIX 9

### T-TEST VALUE AND DEGREE OF FREEDOM (df)

#### A. T-test value

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

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

$$\bar{D} = \frac{810}{39}$$

$$\bar{D} = 20.76$$

$$t = \frac{20.76}{\sqrt{\frac{\sum 19750 \frac{810}{39}}{39(39-1)}}$$

$$t = \frac{20.76}{\sqrt{\frac{\sum 19750 \frac{656100}{39}}{39(38)}}$$

$$t = \frac{20.79}{\sqrt{\frac{19750 - 16823.0769}{39(38)}}$$

$$t = \frac{20.79}{\sqrt{\frac{2926.92}{1482}}}$$

$$t = \frac{20.76}{\sqrt{1.94}}$$

$$t = \frac{20.76}{1.40}$$

$$t = 14.82$$



APPENDIX 10

The Distribution of T-Table Value

<i>Df</i>	<i>P</i>			
	<b>.10</b>	<b>.05</b>	<b>.01</b>	<b>.001</b>
1	6.314	12.706	63.657	632.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	21.924
4	2.132	2.776	4.604	8.610
5	2.015	2.517	4.032	8.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.578
11	1.796	2.201	3.106	4.473
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.912	3.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.681	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	8.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.071	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	<b>2.042</b>	2.750	3.646
40	1.684	2.012	2.706	3.551
60	1.671	2.000	2.660	3.640
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay, 1981)

**B. Degree of freedom (df)**

$$df = N - 1$$

$$= 39 - 1$$

$$= 38$$

df = 38 (see table of "t" value at the degree of significance of 0.05)

At the degree of significance 0.05 = 2.042

The result is  $2.042 \leq 14.82$

## APPENDIX 11

### PRE-TEST INSTRUMENT

1). Pronounce the following words! These words consist of voiceless consonant.

#### Voiceless Consonant

Pan
Teen
Sink
Cap
Show
Three
Think
Search
Heart
Fast

2). Pronounce the following words! These words consist of long vowel and short vowel.

#### Long and Short Vowel

Teen	Tin
Seat	Sit
Pull	Pool
Sheep	Ship
Beat	Bit

## POST-TEST INSTRUMENT

1). Pronounce the following words! These words consist of voiceless consonant.

### Voiceless Consonant

Pet
Take
Key
Thief
Thing
Four
Catch
Seal
Should
Horse

2).Pronounce the following words! These words consist of long vowel and short vowel.

### Long and Short Vowel

Head	Hat
Peak	Pick
Peel	Peal
Bed	Bad
Seen	Sin

## LESSON PLAN

**School Name : Muhammadiyah University of Makassar**

**Class/ Semester : Second Semester**

**Time Allocation : 2x45 Minutes**

**Meeting : The First Meeting**

### a. Standard Competence

Understand the definition of pronunciation consonant, voiceless consonant and vowels, long and short vowels.

### b. Basic Competence

Know about consonant, voiceless consonants, vowels, long and short vowels.

### c. Indicators

- To identify the voiceless consonants.
- To identify the long vowels and short vowels.

### d. Objective

- The students are able to identify the voiceless consonants words.
- The students are able to identify the long vowels words and short vowels words.

### e. Teaching Material: Word List

Voiceless Consonant Sound	Vowel Sound
Pet	Pull
Tin	Bird
Kind	Pen
Child	Tin
Four	Knee
Think	Mom
Sand	Rain
Share	Hope
Hand	Swim
	Water

**f. Metode Pembelajaran Atau Teknik: Direct Method**

**g. Teaching And Learning Activities**

The First Meeting

*Opening/Warming Up Activities*

- Greeting students
- Checking students' presence
- The students listen to the teachers' explanation about the learning goal and what activities they will do carefully.
- Introduce content to students.

*Main Activities*

➤ *Exploration*

- The students asked about the factors in learning pronunciation.
- The students are shown the word list.
- The teacher explains about pronunciation and the features of pronunciation.

➤ *Elaboration*

- Students pay attention to the word list given
- Students' read the word list by their own selves.
- Students' asked to identify the voiceless consonants, long vowels and short vowels.
- Teacher can give help if the students have difficulties.

➤ *Confirmation*

- The students are given feedback
- The students are facilitated to do reflection to get learning experience.

*Closing Activities*

- The students listen to the teacher reviews of the meeting and agenda in the next meeting
- Students giving comments about the lesson whether or not it is clear/ understood.
- Students listening to the advices given by the teacher.

- The teacher appreciates what students have done.
- The teacher say good bye to all the students.

**h. Source**

- Tape Recorder
- Word List

**i. Penilaian**

Indikator pencapaian kompetensi	Penilaian		
	Tekhnik	Bentuk instrumen	Instrument questions
<ul style="list-style-type: none"> <li>• To identify the voiceless consonants.</li> <li>• To identify the long vowels and short vowels.</li> </ul>	Oral	Word list	1). Read the following words which begin voiceless consonants. 2). Read the following words, And then identify which one is long vowel and which one is short vowel.

**j. Evaluation: Terlampir**

**k. Scoring criteria**

a. Scoring aspect

No	Aspect	Score
1.	Pronounce the word correctly	1
2.	Wrong pronounce	0
Total maximum score		20

b. total maximum score  $1 \times 20 = 20$

c. maximum score = 100

d. Score = Score = The total correct of pronunciation x 100

Total number of item in test

Makassar, December 2015

Principal Teacher Lesson



## LESSON PLAN

**School Name** : Muhammadiyah University of Makassar

**Class/ Semester** : Second Semester

**Time Allocation** : 2x45 Minutes

**Meeting** : The Second Meeting

### a. Standard Competence

Understand the definition of pronunciation consonant, voiceless consonant and vowels, long and short vowels.

### b. Basic Competence

Know about consonant, voiceless consonants, vowels, long and short vowels.

### c. Indicators

- To identify the voiceless consonants.
- To identify the long vowels and short vowels.

### d. Objective

- The students are able to identify the voiceless consonants words.
- The students are able to identify the long vowels words and short vowels words.

### e. Teaching Material: Word List

Voiceless consonant sound	Vowel sound
Pack	Look
Ten	Sea
Kit	Seat
Charge	Sit
Far	Seek
Thank	Sick
Set	Sleep
Shirt	Slip
Hat	Sit
	Key

**f. Metode Pembelajaran Atau Teknik: Direct Method**

**g. Teaching And Learning Activities**

The First Meeting

*Opening/Warming up activities*

- Greeting students
- Checking students' presence
- The students answer teacher's question about the previous material
- The students listen to the teachers' explanation about the learning goal and what activities they will do carefully.
- Introduce content to students.

*Main Activities*

➤ *Exploration*

- The students asked about the factors in learning pronunciation.
- The students are shown the word list.
- The teacher explains about pronunciation and the features of pronunciation.

➤ *Elaboration*

- Students pay attention to the word list given
- Students' read the word list by their own selves.
- Students' asked to identify the voiceless consonants, long vowels and short vowels.
- Teacher can give help if the students have difficulties.

➤ *Confirmation*

- The students are given feedback
- The students are facilitated to do reflection to get learning experience.

*Closing Activities*

- The students listen to the teacher reviews of the meeting and agenda in the next meeting
- Students giving comments about the lesson whether or not it is clear/ understood.
- Students listening to the advices given by the teacher.

- The teacher appreciates what students have done.
- The teacher say good bye to all the students.

**h. Source**

- Tape Recorder
- Word List

**i. Penilaian**

Indikator pencapaian kompetensi	Penilaian		
	Tekhnik	Bentuk instrumen	Instrument questions
<ul style="list-style-type: none"> <li>• To identify the voiceless consonants.</li> <li>• To identify the long vowels and short vowels.</li> </ul>	Oral	Word list	1). Read the following words which begin voiceless consonants. 2). Read the following words, then identify which one is long vowel and which one is short vowel.

**j. Evaluation: Terlampir**

**k. Scoring criteria**

a. Scoring aspect

No	Aspect	Score
1.	Pronounce the word correctly	1
2.	Wrong pronounce	0
Total maximum score		20

b. total maximum score  $1 \times 20 = 20$

c. maximum score = 100

$$d. \text{ Score} = \frac{\text{The total correct of pronunciation} \times 100}{\text{Total number of item in test}}$$

Makassar, December 2015

Principal Teacher Lesson

## LESSON PLAN

**School Name** : Muhammadiyah University of Makassar

**Class/ Semester** : Second Semester

**Time Allocation** : 2x45 Minutes

**Meeting** : The Third Meeting

### a. Standard Competence

Understand the definition of pronunciation consonant, voiceless consonant and vowels, long and short vowels.

### b. Basic Competence

Know about consonant, voiceless consonants, vowels, long and short vowels.

### c. Indicators

- To identify the voiceless consonants.
- To identify the long vowels and short vowels.

### d. Objective

- The students are able to identify the voiceless consonants words.
- The students are able to identify the long vowels words and short vowels words.

### e. Teaching Material: Word List

Voiceless consonant sound	Vowel sound
Pen	Cook
Tooth	Root
Kill	Shot
Catch	Short
Fix	Bin
Though	Bean
Sound	Food
Finish	Foot
House	Pick
	Peak

## **f. Metode Pembelajaran Atau Teknik; Direct Method**

### **g. Teaching And Learning Activities**

#### The First Meeting

##### *Opening/Warming Up Activities*

- Greeting students
- Checking students' presence
- The students answer teacher's question about the previous material
- The students listen to the teachers' explanation about the learning goal and what activities they will do carefully.
- Introduce content to students.

##### *Main Activities*

###### ➤ *Exploration*

- The students asked about the factors in learning pronunciation.
- The students are shown the word list.
- The teacher explains about pronunciation and the features of pronunciation.

###### ➤ *Elaboration*

- Students pay attention to the word list given
- Students' read the word list by their own selves.
- Students' asked to identify the voiceless consonants, long vowels and short vowels.
- Teacher can give help if the students have difficulties.

###### ➤ *Confirmation*

- The students are given feedback
- The students are facilitated to do reflection to get learning experience.

##### *Closing Activities*

- The students listen to the teacher reviews of the meeting and agenda in the next meeting
- Students giving comments about the lesson whether or not it is clear/ understood.
- Students listening to the advices given by the teacher.

- The teacher appreciates what students have done.
- The teacher say good bye to all the students.

**h. Source**

- Tape Recorder
- Word List

**i. Penilaian**

Indikator pencapaian kompetensi	Penilaian		
	Tekhnik	Bentuk instrumen	Instrument questions
<ul style="list-style-type: none"> <li>• To identify the voiceless consonants.</li> <li>• To identify the long vowels and short vowels.</li> </ul>	Oral	Word list	1). Read the following words which begin voiceless consonants. 2). Read the following words, then identify which one is long vowel and which one is short vowel.

**j. Evaluation: Terlampir**

**k. Scoring criteria**

a. Scoring aspect

No	Aspect	Score
1.	Pronounce the word correctly	1
2.	Wrong pronounce	0
Total maximum score		20

b. total maximum score  $1 \times 20 = 20$

c. maximum score = 100

d. Score =  $\frac{\text{The total correct of pronunciation} \times 100}{\text{Total number of item in test}}$

Makassar, December 2015

Principal Teacher Lesson



## LESSON PLAN

**School Name : Muhammadiyah University of Makassar**

**Class/ Semester : Second Semester**

**Time Allocation : 2x45 Minutes**

**Meeting : The Fourth Meeting**

### a. Standard Competence

Understand the definition of pronunciation consonant, voiceless consonant and vowels, long and short vowels.

### b. Basic Competence

Know about consonant, voiceless consonants, vowels, long and short vowels.

### c. Indicators

- To identify the voiceless consonants.
- To identify the long vowels and short vowels.

### d. Objective

- The students are able to identify the voiceless consonants words.
- The students are able to identify the long vowels words and short vowels words.

### e. Teaching Material: Word List

Voiceless consonant sound	Vowel sound
Pan	Cool
Take	Wool
Kin	Live
Choose	Sun
Five	Bad
Three	Leave
Send	Bed
Shy	Head
Horse	Hat
	Son

## **f. Metode Pembelajaran Atau Teknik; Direct Method**

### **g. Teaching And Learning Activities**

#### The First Meeting

##### *Opening/Warming Up Activities*

- Greeting students
- Checking students' presence
- The students answer teacher's question about the previous material
- The students listen to the teachers' explanation about the learning goal and what activities they will do carefully.
- Introduce content to students.

##### *Main Activities*

###### ➤ *Exploration*

- The students asked about the factors in learning pronunciation.
- The students are shown the word list.
- The teacher explains about pronunciation and the features of pronunciation.

###### ➤ *Elaboration*

- Students pay attention to the word list given
- Students' read the word list by their own selves.
- Students' asked to identify the voiceless consonants, long vowels and short vowels.
- Teacher can give help if the students have difficulties.

###### ➤ *Confirmation*

- The students are given feedback
- The students are facilitated to do reflection to get learning experience.

##### *Closing Activities*

- The students listen to the teacher reviews of the meeting and agenda in the next meeting
- Students giving comments about the lesson whether or not it is clear/ understood.
- Students listening to the advices given by the teacher.

- The teacher appreciates what students have done.
- The teacher say good bye to all the students.

#### **h. Source**

- Tape Recorder
- Word List

#### **i. Penilaian**

Indikator pencapaian kompetensi	Penilaian		
	Tekhnik	Bentuk instrumen	Instrument questions
<ul style="list-style-type: none"> <li>• To identify the voiceless consonants.</li> <li>• To identify the long vowels and short vowels.</li> </ul>	Oral	Word list	1). Read the following words which begin voiceless consonants. 2). Read the following words, then identify which one is long vowel and which one is short vowel.

#### **j. Evaluation: Terlampir**

#### **k. Scoring criteria**

##### a. Scoring aspect

No	Aspect	Score
1.	Pronounce the word correctly	1
2.	Wrong pronounce	0
Total maximum score		20

b. total maximum score  $1 \times 20 = 20$

c. maximum score = 100

$$d. \text{ Score} = \frac{\text{The total correct of pronunciation} \times 100}{\text{Total number of item in test}}$$

Makassar, December 2015

Principal Teacher Lesson

## DOCUMENTATION





## CURRICULUM VITAE



Nurjannah is the First child of Abdul Rajab and Nursiah. She was born on April 20<sup>th</sup> 1993 In Sungguminasa Gowa, and she has two sisters and one brother. She comes from Gowa District. She finished her study at SD Inpres Bontoramba in 2004, at MTsN Balang-Balang in 2007, at Muhammadiyah Sungguminasa in 2010, and directly registered as student of Muhammadiyah University of Makassar in English Education Department.