

**IMPROVING STUDENTS' PRONUNCIATION THROUGH
COMMUNICATIVE DRILLING TECHNIQUE**
*(A Pre-Experimental Study at the Second Grade Students
of SMP Darul Fallah Unismuh)*



A THESIS

*Submitted to the Faculty of Teachers Training and Education
Muhammadiyah University of Makassar in partial fulfillment of the
Requirement for the Degree of Education in English Department*

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2019**



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ABSTRACT

MIRA HANDAYANI. 2019. “Improving Students’ Pronunciation through Communicative Drilling Technique (An Experimental Study at the Second Grade Students of SMP Darul Fallah Unismuh)”. A thesis of English Education Department Faculty of Teacher Training and Education, Makassar Muhammadiyah University (under supervisor Nunung Anugrawati and Ratu Yulianti Natsir).

This research aimed to find out the improvement of students’ pronunciation at the second grade student of SMP Darul Fallah Unismuh in academic year 2018/2019. This research employed pre-experimental design with pre-test and post-test designing. The researcher used one class of A class as sample of this research which consist of 36 students. The instruments of this research were a vocabulary and short sentences test used in pre-test and post-test. The result of the data indicated that there was a significant differences between students’ post-test and pre-test in experimental class. The improvement was proved by the value of t-test and t-table. From t-test the researcher found that the value of t-test (11.83) was greater than t-table (2.030), then total improvement scored was 9.8 at the level of significances $\alpha : 0.05$. It means that there was a significant differences between the result of the students’ pre-test and post-test. The research findings indicated that use of Communicative Drilling Technique could improve the students’ pronunciation at SMP Darul Fallah Unismuh.

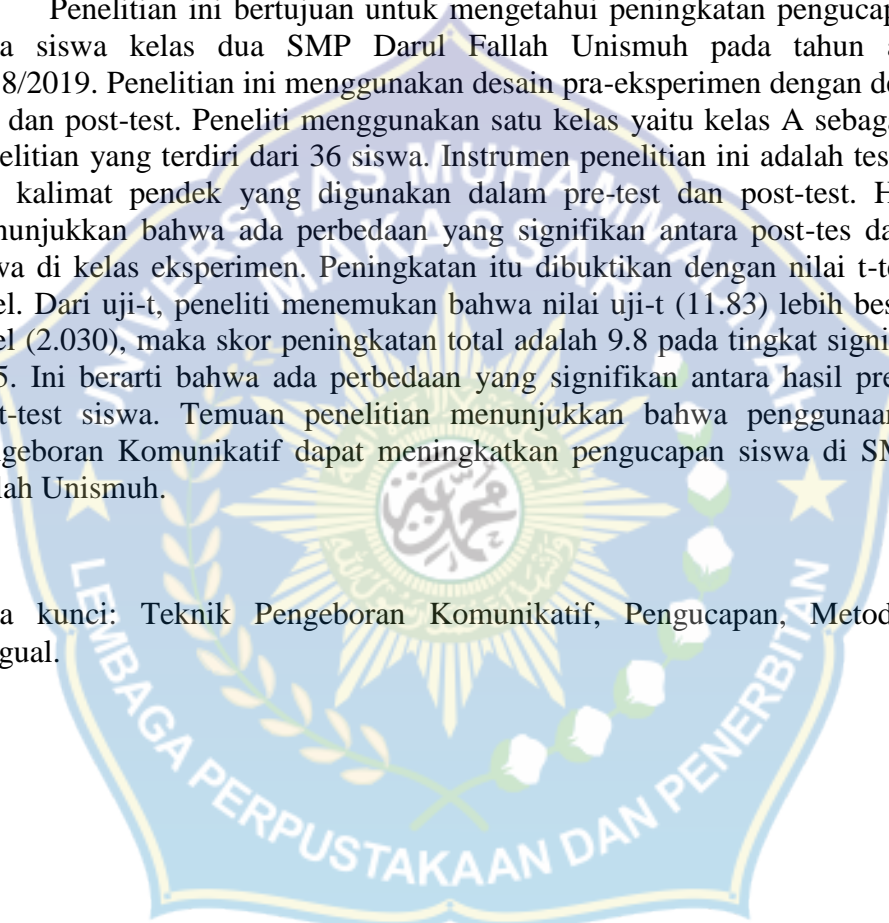
Keyword : Communicative Drilling Technique, Pronunciation, Audio Lingual Method.

ABSTRAK

MIRA HANDAYANI. 2019. “Meningkatkan Pelafalan Siswa melalui Teknik Pengeboran Komunikatif (Suatu Studi Eksperimental pada Siswa Kelas II SMP Darul Fallah Unismuh)”. Tesis Pendidikan Bahasa Inggris Fakultas Pelatihan dan Pendidikan Guru, Universitas Muhammadiyah Makassar (di bawah pengawas Nunung Anugrawati dan Ratu Yulianti Natsir).

Penelitian ini bertujuan untuk mengetahui peningkatan pengucapan siswa pada siswa kelas dua SMP Darul Fallah Unismuh pada tahun akademik 2018/2019. Penelitian ini menggunakan desain pra-eksperimen dengan desain pre-test dan post-test. Peneliti menggunakan satu kelas yaitu kelas A sebagai sampel penelitian yang terdiri dari 36 siswa. Instrumen penelitian ini adalah tes kosakata dan kalimat pendek yang digunakan dalam pre-test dan post-test. Hasil data menunjukkan bahwa ada perbedaan yang signifikan antara post-tes dan pre-tes siswa di kelas eksperimen. Peningkatan itu dibuktikan dengan nilai t-test dan t-tabel. Dari uji-t, peneliti menemukan bahwa nilai uji-t (11.83) lebih besar dari t-tabel (2.030), maka skor peningkatan total adalah 9.8 pada tingkat signifikansi α : 0.05. Ini berarti bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test siswa. Temuan penelitian menunjukkan bahwa penggunaan Teknik Pengeboran Komunikatif dapat meningkatkan pengucapan siswa di SMP Darul Fallah Unismuh.

Kata kunci: Teknik Pengeboran Komunikatif, Pengucapan, Metode Audio Lingual.



MOTTO

"Failure occurs only when we give up."

"Success is not a final and failure, it is an initial."



*"The best pleasure in life is
doing what people say you cannot do."*

*"The more you give,
the more you will get."*

*"Mistakes teach
How to get the key."*

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The Writer

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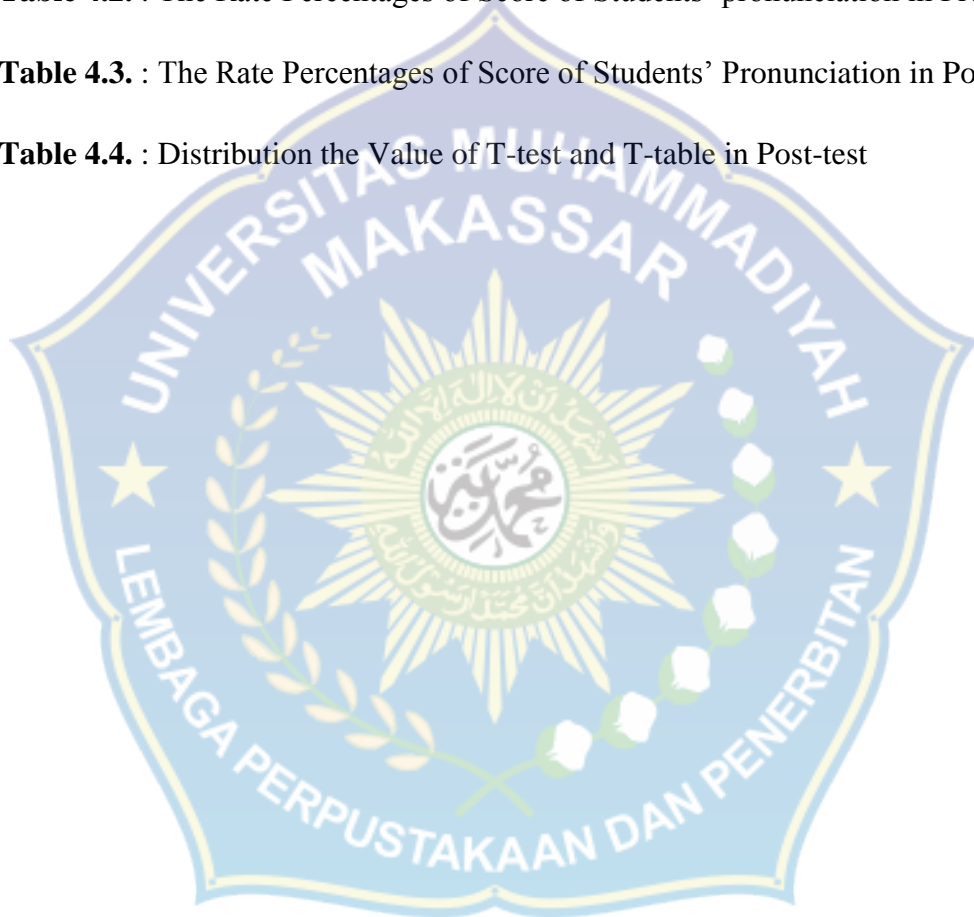
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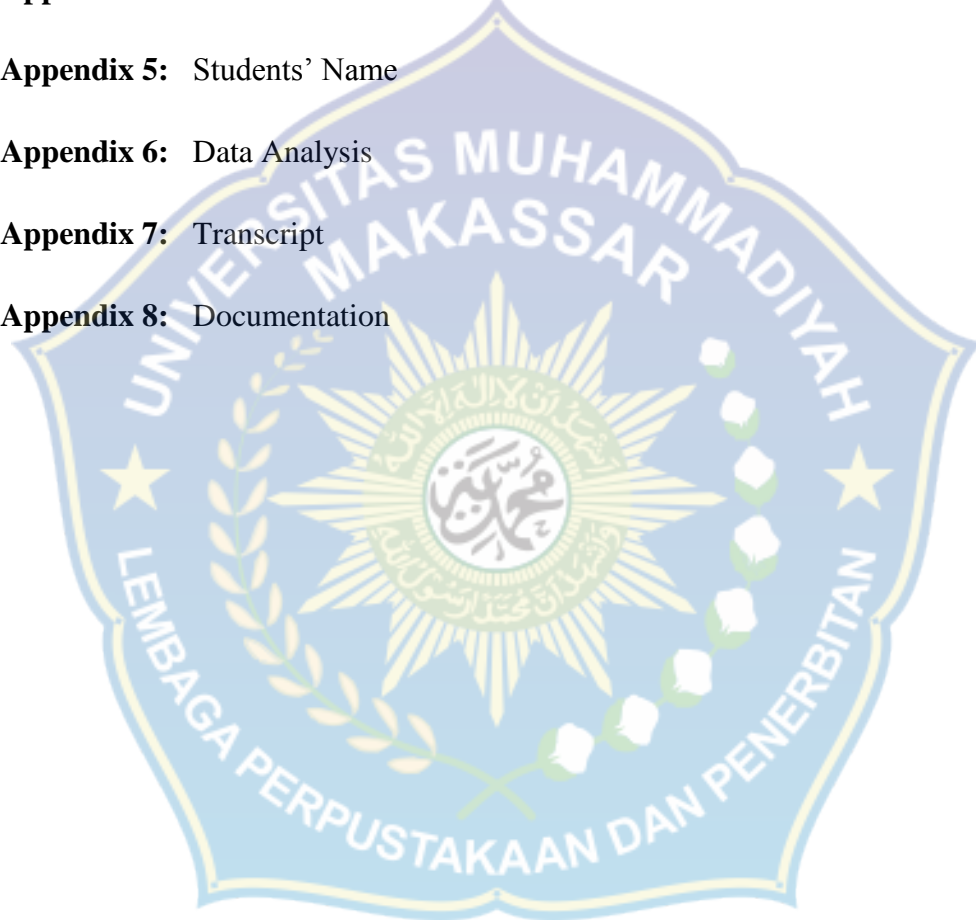
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CHAPTER 1

INTRODUCTION

A. Background of Study

In learning English, there are four skills that must be mastered by students, namely: listening, speaking, reading, and writing. In speaking there is an important aspect of English teaching and learning process it is Pronunciation. The learners are expected to master it because it is not enough for them to learn words or vocabularies, grammar, listening, reading, and writing, but they also have to study pronunciation or speaking. Pronunciation is one of the important aspect in English language because a good pronunciation can make learners easy to understand when they speak English. Harmer (2007:252) pointed out pronunciation is an extremely personal matter, and even in monolingual groups, different students have different problems, different needs and different attitudes to the subject of pronunciation.

Many of English foreign language learners have the difficulties in pronunciation learning process that is because of some factors. In Indonesia, there are many problems in studying pronunciation. Most of the learners have problems when they learn oral skill. It is caused by their habits that speak their mother tongue, which has been deeply implanted in them.

Based on the writer's experience when she did the teaching practice at the Junior High School. The writer found that some of the students had been difficult in pronouncing English words when they did a task. They could not

pronounce the word clearly and accurately so that, it can make the hearer could not understand what they say, they get confused when they want to read the text because the pronunciation of the words can be predictable so that made them difficult to pronounce the English word. The other reason of the problem above was students more used their mother tongue than English in their daily life even in the school.

It happens because they did not have a partner to correct their pronunciation so that is why they had the difficulties when they pronounce the word. Based on the problems above, the writer try to find variety of techniques and strategies, so that the students know and understand the English pronunciation and know how to pronounce the word, then it can improve the students understanding of English pronunciation.

There are many efforts to find out the problems, and to make the students more interested in studying English, the writer would like to propose a new technique that can be used in teaching pronunciation, namely teaching pronunciation through Communicative Drilling Technique. A drill is an oral exercise aims to give the students methodical practice of particular syntactic structure which is naturally expressed and easily to remember utterances in target language. Based on Tice (2012), drilling technique is a way of teaching or learning pronunciation by repeating exercise.

Based on the problem above, this case makes the writer interested to do the research about **“Improving Students Pronunciation through**

Communicative Drilling Technique at the Second Grade of SMP Darul Fallah Unismuh.”

B. Problem Statement

Based on the background of the study above, problem that can be identify is : “Does Communicative Drilling Technique improve pronunciation of the second grade students at SMP Darul Fallah Unismuh?”

C. Objective of the Research

This study is aimed to find out the improvement of students’ pronunciation at the second grade students of SMP Darul Fallah Unismuh with using Communicative Drilling Technique.

D. Significant of the Research

1. For teacher

This study can help teacher to improve or enhance the process of learning and teaching, especially for improving students’ pronunciation.

2. For students

It can be used as a model to improve the students’ ability in teaching english pronunciation.

3. For Resercher

This study can be reference for other writers who do research with the same topic.

E. Scope of the Research

..... The scope of this study is English pronunciation. This research will focus on observation to analyze the extent to which the students increase in the pronunciation class through Communicative Drilling Technique. Here researcher will use tape recorder as a media to teach and vocabulary as the subject matter in the process of pronunciation learning. Assessment will conduct in the intelligibility and intonation of the students' pronunciation after giving test and treatment.



CHAPTER II

LITERATURE REVIEW

This chapter presents the literature review which deals with the previous related findings, theoretical review, framework, and hypothesis.

A. Previous Related Findings

The writer takes some reviews of related literature from other thesis as principle or comparative in this research. The first one had been done by Tice (2012) in her research, found that one of the main ways in which pronunciation is practiced in the classroom is through drilling. In line with this idea, she stated that drilling is a crucial part of pronunciation training that is practiced in the classroom. It builds vocabulary and practice pronunciation.

According to Haryanto (2012) the key of successful pronunciation teaching however is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken either on audio or video tape or teachers themselves. It means, the teacher need to give more example or show the students the way how to produce the correct sounds rather than ask students produce more sounds. The teacher might be a model to show how the sound produce than students imitate.

Marianne (2000) in her research show some relations between English language teaching and English pronunciation. They argue that some skills like reading and writing have grammar, semantics and syntax. They argue that pronunciation should have some method and technique like other language skills.

Most of the methods ignored pronunciation. But some English teaching methods embrace pronunciation. In Direct method pronunciation is taught through imitation and repetition, Audio-Lingual method uses pronunciation through imitation supported by analysis and linguistic information. The silent way also uses sound colour chart, fill charts, word chart and coloured rods. Pronunciation is also taught in Community Language Learning. A tape recorder is used in this case. This is the history of teaching pronunciation..

According to Goodwin. (2000) in his research informed that drilling technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. Drilling technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. Furthermore, in this case drilling technique involves or includes: repetition, inflection, transformation and many others.

Intan (2015) in her research found that communicative drills is normal speech for communication or, if one prefers, the free transfer of learned language patterns to appropriate situations. Drilling technique is one of language teaching technique that has been used in foreign language classrooms for many years. It was a key features of Audio-Lingual Method (ALM). Drilling means listening to a model, provided by the teacher, tape or another student and repeat what was heard.

Based on previous study from several expert above, researcher argue that learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be

understood, even if their grammar is perfect. Pronunciation is very important. Mistakes of pronunciation could be serious problem, because it may give a different meaning. For better communication better pronunciation is expected. Based of these reason, researcher would like to improve students pronunciation by using communicative drilling techniques. Drilling is a technique that has been used in foreign language classrooms for many years. It was a key feature of audio lingual approaches to language teaching which placed emphasis on repeating structural patterns through oral practice. Drilling technique are very useful in language teaching, because this technique can build up the students' confidence and reaction to learn.

B. Theoretical Review

a. Definition of Pronunciation

There are many experts that have views what pronunciation in language teaching is. Goodwin as cited in Celce-Murcia (2006:117) states that pronunciation is the language feature that most readily identifies speakers as non-native. Since it can identify us as non-native, we do not need to pronounce like the way native speaker do. However, we need to be minimally intelligible while speaking. She added that when we find students that find difficulty in speaking, we as teachers need to assist them through improving their pronunciation.

Seidlhofer (1995) as cited in Celce-Murcia (2006:117) says "Pronunciation is never an end in itself but a means of negotiating meaning in discourse, embedded in specific sociocultural and interpersonal contexts".

Producing sentences can have different meaning related to the way people pronounce sentences. Indeed, pronunciation needs to be taught to students.

According to Yates (2002) as cited in Gilakjani (2016) pronunciation is the production of sounds that is used for making meaning. Pronunciation is the most important aspect to be master by the students. Pronunciation means a way in which a language or particular word or sound is spoken, a way in which something is understood. According to Harmer (2001) "the key to successful pronunciation teaching, however, is not so much getting students to produce correct sounds or intonation, but rather than to have them listen and notice how English is spoken – either on audio or video tape or teachers themselves. It means, the teacher should to give example or show the students the way how to produce the correct sounds rather than ask students produce more sounds. The teacher might be a model to show how the sound is produce than students imitate.

From the explanation above the writer conclude that pronunciation is the word or sound that produced by our mouth that has meaning and we use it to make the listener can understand what were we saying. It is needed to be learned because sometimes there are differences between the written words and the sound of spoken.

b. Pronunciation Model

English is a language that is not posses only by one nation. As it plays as an international language, English now can be found in many countries and they use it with different accents or dialects. English can be identify of one's nation

language as it has differences in terms of vocabulary, spelling and pronunciation. For example, in terms of pronunciation, the word “grass” can be pronounced differently according to which model we use. We can pronounce /gra:s/ referred to British English or pronounce /græs/ referred to American English. Due to the variety of English models, we, as teacher, can provide choice to students which model they want to use.

Kelly (2000:14) states “In the past the preferred pronunciation model for teaching in Britain, or among British teacher abroad, was Received Pronunciation (RP).” However, this model is not often used by teachers since they have already had their accent. As Kelly informs, RP is synonym with Queen’s English or BBC English. Meanwhile, in Britain, the people who speak with this model is about 3% and it is still declining. So, how about in the world?

The teacher’s first language makes them modify their accent in the classroom for the benefit of students. According to Kelly (2000), it is possible to do that, but teachers still need to know the variation of English. Those who are well informed to variations of English will be able to differ which accent that they find when they hear the model. And students can be informed by teachers about the variation of English. However, Kelly states that RP is still the target for Pronunciation, because of its traditional status, though that is slowly changing. In case of which model should be used in the classroom, it depends on the teacher as long as the teacher can know and use the target model. However, he should be informed the English variation. The teacher may highlight the differences between

British and American pronunciation, for example. Teaching that, students will be able to broaden their knowledge of variation of English.

From several of the pronunciation models above, researchers can know that we can learn to pronounce through try to imitate how the person is speaking, saying a word per word. for example by watching a movie or interview session, listen carefully to how the pronunciation, dialect, intonation, and so forth. Do not forget to observe the movement of her mouth.

c. Factors Affecting Pronunciation

As people have their own native language, it seems they can be recognized by people that they are non-native speakers. The way we speak in a different language is affected by our mother tongue. There are several factors that can affect pronunciation. Below are the lists (adapted from Kenworthy 1987:4-8 as cited in Brown 2001:284-285) of the factors that should be considered by teachers:

1) Native language

This is the most influential factor when a learner learns new language. Teacher needs to diagnose their pronunciation difficulties so that they can have better pronunciation.

2) Age

Generally speaking, children under the age of puberty stand an excellent change of “sounding like a native” if they have continued exposure in authentic contexts. Beyond the age of puberty, while adults will almost

surely maintain a “foreign accent”, there is no particular advantage attributed to age. A fifty-year-old can be as successful as an eighteen-year-old if all other factors are equal.

3) Exposure

It is difficult to define exposure. One can actually live in a foreign country for some time but not take advantage of being “with the people.” Since research seems to support that the more exposure that one gets is important that the more length of time, the class time needs to focus on pronunciation improvement in order that students can get better pronunciation.

4) Innate phonetic ability

Often referred to as having an “ear” for language, some people manifest a phonetic coding ability that others do not. In many cases, if a person has had an exposure to a foreign language as a child, this „knack“ is present whether the early language is remembered or not. Others are simply more attuned to phonetic discriminations.

5) Identity and language ego

Another influence is one’s attitude toward speakers of the target language and the extent to which the language ego identifies with those speakers.

6) Motivation and concern for good pronunciation

Some learners are not particularly concerned about their pronunciation, while others are. The extent to which learners' intrinsic

motivation propels them toward improvement will be perhaps the strongest influence of all six of the factors in this list.

Based on several factors that can affect pronunciation above, the writer can conclude that those factors above can open the teacher mind of understanding a learner's willing to improve their pronunciation. Teachers can assist learners toward these factors.

C. Teaching Pronunciation

a. The Importance of Teaching Pronunciation

Teaching pronunciation should be promoted to our students. Knowing the fact that English is a foreign language in our country, students may get many difficulties in communication. Having a good pronunciation of the language can help in normal communication, particularly intelligibility (Derwing and Munro, 2005 as cited in Nation and Newton, 2009). However, Nation and Newton (2009) argue that it is not the only reason why pronunciation teaching should be conducted. There is another more important reason. He says that learners' phonological loop affect learners gain stable pronunciation.

Nation and Newton (2009:75) explains phonological loop is the brain saying a word or phrase over and over to itself in order to keep it in working memory or to help it move into long-term memory and if learners do not have a stable pronunciation for a word, it cannot easily enter long-term memory because it cannot be held in the phonological loop.

Learners working memory differ one another. However, for second language learners it is likely that the size of their working memory in the second language is affected by their knowledge of patterns of pronunciation and grammar in that language. So, it is important for teachers to help them develop a stable pronunciation. If the learners are familiar with the patterns and rules that work within the second or foreign language, they will quickly develop a stable pronunciation.

According to Gilbert (2008) Teaching pronunciation involves a variety of challenges. To begin with, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. When they do find the time to address pronunciation, the instruction often amounts to the presentation and practice of a series of tedious and seemingly unrelated topics. Drilling sounds over and over again (e.g., minimal pair work) often leads to discouraging results, and discouraged students and teachers end up wanting to avoid pronunciation altogether

Based on the theories above, researcher conclude that teaching Pronunciation is very important to apply in every teaching of English both with teaching methods and media, so that language teaching is very aplikatif and its use can also be naturally applied when using the language, so that can increase student confidence.

b. Goals in Teaching Pronunciation

According to Morley (1999) as cited in Celce-Murcia (2006), there are four realistic goals in pronunciation teaching. They are:

1) Functional intelligibility

Intelligibility is defined as spoken English in which an accent, if present, is not distracting to the listener. Since learners achieve an accent-free pronunciation, we are setting our students up for failure if we strive for native like accuracy. So, it is fine for learners still own their accent when they speak English.

2) Functional communicability

It is the learner's ability to function successfully within the specific communicative situations he or she faces. If we teach how to employ pauses, pitch movement and stress to achieve the communicative goals, they will have attained a great deal of "functional communicability".

3) Increased self-confidence

Self-confidence should be possessed by students so that they can speak and be understood.

4) Speech monitoring abilities

By teaching learners to pay attention to their own speech as well as that of others, we help our learners make better use of the input they receive.

According to several opinion of expert above, the writer argue that the goals of teaching pronunciation is able to pronounce the word well, able to

communicate fluently, able to say words and sentences with intonation that is easy to understand and can increase the self confidence.

c. Teaching Techniques

Kelly (2006: 16-22) offers several techniques and activities to improve students' pronunciation:

- 1) Drilling. Drilling is a basic way of practicing pronunciation in the classroom. The teacher gives the model first and students imitate what the teacher says. There are variations of drilling which can be done in the classroom. First, choral drilling is a way to drill the whole students. By doing this, students can build confidence. Secondly, chaining is one of the way to help students' difficult sentences.
- 2) Chaining is done through isolating certain parts of sentence, modeling them separately for students to repeat and gradually building the sentence up until it is complete. For example, question and answer drills might be set up across the class, with one student(S), another responding, and so on. Finally, substitution drilling is another variation. This involves drilling a structure, but substituting items of vocabulary into sentence. Kelly adds that drilling is something important for students both in lower or higher level. By drilling, they can make sure of how they pronounce the words while their vocabulary is increasing.
- 3) Pronunciation and spelling activities. These activities can help students to find relation between how words are spelled and how to pronounce them.

- 4) Taping students' English. Tapes can be made while students are engaged in language practice activities, and used for all manner of language difficulties, but especially those concerned with pronunciation.
- 5) Listening activities. Listening activities can bring authentic materials into classroom. This activity can encourage students to notice features related to pronunciation.
- 6) Reading activities. In reading activities, many teachers stage their activity by asking students first to do an exercise in order that students can get the gist of the text they are reading. In reading, the teacher can encourage students to read aloud the text and then he can monitor their pronunciation. Though there are pros and cons related to this kind of activity, Kelly assures us that reading aloud offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the links between words in connected speech.

Based on several technique above, the researcher choose drilling technique as a method to improve the students pronunciation because in this method provide repetitive exercise and lesson material given in earnest atmosphere will be more easily stored in students memory, because all thoughts, feelings, wills are concentrated on a trained lesson.

d. The Importance of Teaching English Pronunciation

When we talk about language, we also have to talk about pronunciation. As Howlader (2011:273) stated that, "Pronunciation is an inseparable part of the

English language. It has become the burning question of the day because of comprehensibility and intelligibility of the spoken language”. Pronunciation is the foundation of speaking. Good pronunciation may make the communication easier, more relaxed and more successful. As Gilakjani (2012:96) stated that pronunciation is a prominent factor in foreign language teaching since sounds play an important role in communication. It is impossible for us to use language in our communication if we do not know how to pronounce every word of that language.

Gilakjani (2012:96) says, “Learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect”. Pronunciation is very important. Mistakes of pronunciation could be serious problem, because it may give a different meaning. For better communication in the world of business, better pronunciation is expected. In line with this idea, Howlader (2011:273) adds, ” Better pronunciation is expected in many cases. Foreign learners studying in English speaking countries, international business people, diplomats, immigrants, tourist guide, and EFL/ESL teachers teaching in different countries need high level of intelligible pronunciation’.

Based on explanation from expert above, the researcher conclude that pronunciation is the foundation of speaking. Good pronunciation may make the communication easier, more relaxed and more successful. Therefore, it is impossible for us to use language in our communication if we do not know how to pronounce every word of that language.

D. Drilling Technique

Drill is as a part of Audio-lingual method technique. It has been applied to teaching of English especially in speaking. Drill means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language. Therefore, the students must use the target language all the times during the learning process and make it familiar with their tongue so that they can pronounce the language acceptably.

Drilling was a key feature of Audio lingual method to language teaching which placed emphasis on repeating structural patterns through oral practice. In this method great importance was attached to pronunciation (psychomotor skill). Brown (2000:23) stated that this method also used mimicry drill which was very helpful for students to train them pronounced the words.

According to opinion of the expert above, the writer can conclude that drilling is a technique which emphasis on repeating structural patterns through oral practice by listening to a model which provided by teacher, tape or another student and repeating what is heard. The teacher give an example of the pronunciation by saying the word or sentence two or three times. Then, the teacher get students to say the word or sentence after the teacher as a class.

a. Types of Drill

Diane Larsen-Freeman (2000: 47-49) stated that there are several kinds of drill techniques used in audio lingual method:

1) Backward build-up (expansion) drill

This drill is used when a long line of a sentences is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher,,s cue, the students develop what they are repeating part by part until they are able to repeat the entire line. The teacher begins with the part at the end of the sentence (and works backward from there) to keep the intonation of the line as natural as possible. This also directs more student attention to the end of the sentence, where new information typically occurs.

2) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible. The student repeats an utterance aloud as soon as he has heard it. He does this without looking at a printed text. The utterance must be brief enough to be retained by the ear.

3) Chain drill

A chain drill gets its name from the chain of conversation that forms around the room as students, one by one, ask, and answer questions of each other. The teacher begins the chain by greeting a particular student, or asking him a question. That student responds, and then turns to the student sitting next to him. The first student greets or asks a question of the second student and the chain continues. A chain drill also gives the teacher an opportunity to check each student,,s speech.

4) Single-slot substitution drill The teacher says a line, usually from the dialog. Next, the teacher says a word or a phrase-called the cue. The students repeat the line the teacher has given them, substituting the cue into the line in its proper place. The major purpose of this drill is to give the students practice in finding and filling in the slots a sentence.

5) Multiple-slot substitution drill

This drill is similar to the single-slot substitution drill. The difference is that the teacher gives cue phrases, one at a time, which fit into different slots in the dialog line. The students must recognize what part of speech each cue is, or at least, where it fits into the sentence, and make any other changes, such as subject-verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

6) Transformation drill

The teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform this sentence into a negative sentence. Other examples of transformations to ask of students are changing a statement into a question, an active sentence into a passive one, or direct speech into reported speech.

7) Question-and-answer drill

This drill gives student practice with answering questions. The students should answer the teacher's questions very quickly. Although we did not see it in our lesson here, it is also possible for the teacher to cue the

students to ask questions as well. This gives students practice with the question pattern.

According to several types above, researcher choose one of the types that will use for this study, there is repetition drill. This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says or the tape recorder produces. The reason for the author choose this type is because this method is the most suitable and it can be used for presentation of new vocabulary and will be useful for the pronunciation class.

b. Advantages and Disadvantages of Using Drill Technique

The advantages using the technique are :

1. The Audio-Lingual Method has a strong theoretical base in linguistics.
2. Since the aim of the method is speaking ability, teaching through the ALM language learners will spend most of time for speaking.

Huebener (1969:9) in Setiyadi (2006) states that the method still has certain disadvantages to be considered, these are the disadvantages:

1. The primary aim of foreign language instruction in the school has always been educational and cultural. The ability to speak fluently is not acquired primarily in the classroom, but through much additional practice on the outside.
2. Real conversation is difficult to achieve in the classroom because the time to develop it is limited.

From above the writer conclude that the use of drilling techniques can give benefits because basically this method is intended for language learning, especially in learning pronunciation, in addition there is also a weakness of this technique is limited ability to speak because it prioritizes to the ability of pronunciation itself.

E. Communicative Drilling Technique

a. Definition

Haryanto (2012) stated that Communicative Drilling Technique is quite different from the so-called meaningless and mechanical drills used in a traditional grammar oriented class by some teachers, in which the primary focus is on the form of the language being used rather than its communicative content. Children do not blindly mimic adults' speech in a parrot fashion, without really needing to understand or communicate anything, but make selective use of simulation to construct the grammar and make sense of the expressions according to the grammar. This kind of drills has meanings and connotes information accordingly in a certain situation and at a certain time. It has an information gap and does involve communicative process. The child has access to language data and opportunities to interact with the inputs (meaningful inputs). When processing the language they hear, children construct the grammar and make sense of the expression according to the grammar. When producing utterance, they follow the internalized grammatical rules. This kind of drilling can be formed by using the other drilling types. But the emphasis is that the student involving something real as well as communicative value and the practice creates an information gap.

Haryanto (2012) states, Communicative Drilling Technique is mechanical ways if getting students to demonstrate and practice their ability to use specific language items in a controlled manner. It means that Communicative Drilling is a technique that has been used in foreign language classroom which is emphasis on repeating structural pattern through oral practice to demonstrate students & ability in using specific language items in a controlled manner.

According to Haryanto (2012) The expected terminal behavior in communicative drills is normal speech for communication or,if one prefers, the free transfer of learned language patterns to appropriate situations. Drilling technique is one of language teaching technique that has been used in foreign language classrooms for many years. It was a key figures of Audio-Lingual Method (ALM) that was born out of two academic disciplines that were influential during 1950s: behaviorist psychology and structural linguistics. Which placed emphasis on repeating structural patterns through oral practice.

Based on several definition above, writer concluded that Communicative Drilling Technique is a way of learning pronunciation by means of repeated excercise. Drilling means listening to a model , provided by the teacher, tape or another student and repeat what was heard. From the definition above, the writer concludes that drilling is a way to learn pronunciation that teacher as a model, when the teacher says some word then student will follow what the teacher say or drilling is a technique that is used to practice the new word.

b. The Importance of Communicative Drilling Technique

Haryanto (2012) stated that Communicative Drilling Technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation. This technique refers to behaviorist approach where the students are suggested to be used to with foreign language the students learn. In behaviorist, there are two crucial elements of learning. They are stimulus and reinforcement. Stimulus refers to mark of appropriate and inappropriate and repetition encouragement. Moreover, reinforcement is the vital element in learning process because it increases the likelihood that the behavior will occur again and eventually became habit. Consequently, the students have habit to use the target language. Furthermore, in this case Communicative Drilling Technique involves or includes: repetition, inflection, transformation and many others.

The expect terminal behavior in communicative drills is normal speech for communication or, if one prefers, the free transfer of learned language patterns to appropriate situations. Communicative Drilling technique is one of language teaching technique that has been used in foreign language classrooms for many years. It was a key figures of Audio-Lingual Method (ALM) that was born out of two academic disciplines that were influential during 1950s: behaviorist psychology and structural linguistics. Which placed emphasis on repeating structural patterns through oral practice. In addition, Communicative Drilling Rechnique is way of learning pronunciation by means of repeated excercise.

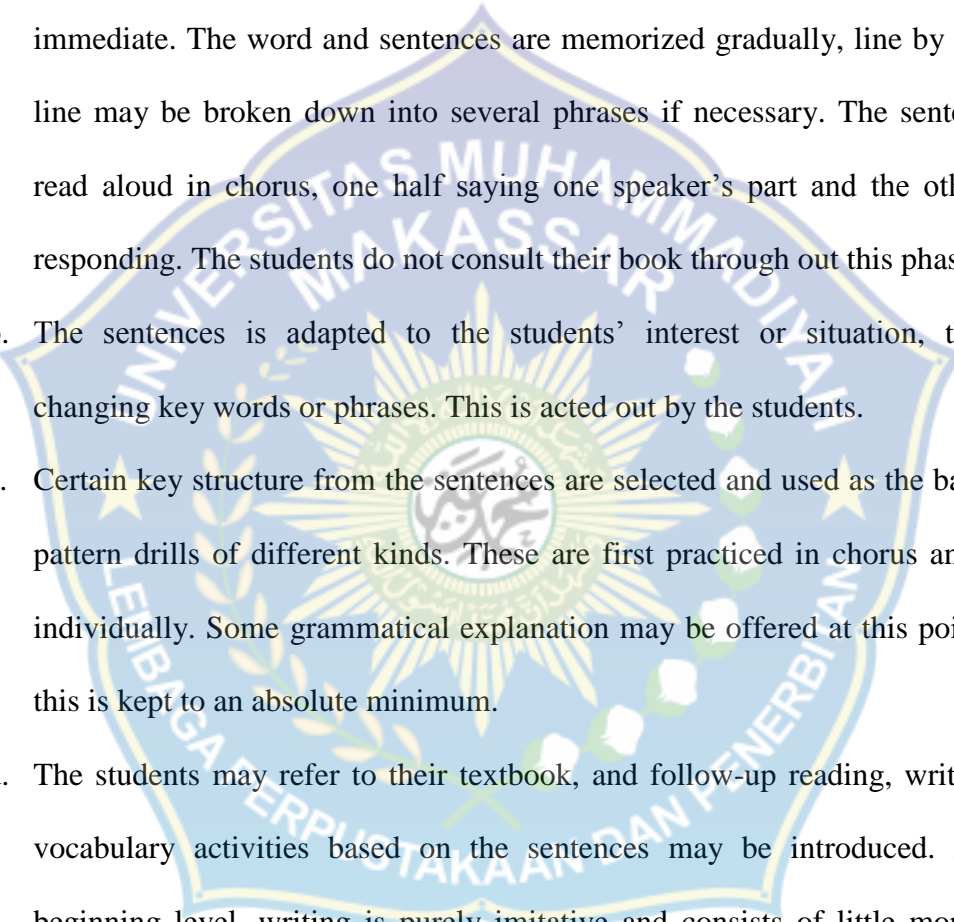
Drilling means listening to a model, provided by the teacher, tape or another student and repeat what was heard.

According to Haryanto (2012) Communicative Drilling Technique were appropriate one because it could motivate the students to read and make such a joyful environment in the teaching learning process. Moreover, the topics of material were interesting. Furthermore, by using the Communicative Drilling Technique the students could comprehend the content of descriptive text well and also their vocabularies and grammatical ability could increase. It can be proved by seeing the result of the students' reading task after the use of communicative drilling.

From several statement above, researcher could conclude that Communicative Drilling Tehnique is a good teaching technique for Junior High School students, especially the second graders in learning pronuniation of vocabulary. In conclusion, Communicative Drilling Technique would really helpful for the students which could catch and motivate the students to learn pronuniation.

c. Implementation of Communicative Drilling Technique in Teaching

The procedure in teaching pronuniation through Communicative Drilling Technique is by presenting the target language sentences which involves listening and speaking which conduct pronuniation. According to Richards and Rodgers (1986:58) as cited in Isnaini (2016) the implementation of Communicative Drilling Technique in teaching are:

- 
- a. Students first hear a model vocabulary and sentences (either read by the teacher or on the tape) containing the key structures that are the focus of the lesson. They repeat each line of the vocabulary and sentences, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistake of pronunciation of intelligibility is direct and immediate. The word and sentences are memorized gradually, line by line. A line may be broken down into several phrases if necessary. The sentence is read aloud in chorus, one half saying one speaker's part and the other half responding. The students do not consult their book through out this phase.
- b. The sentences is adapted to the students' interest or situation, through changing key words or phrases. This is acted out by the students.
- c. Certain key structure from the sentences are selected and used as the basis for pattern drills of different kinds. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.
- d. The students may refer to their textbook, and follow-up reading, writing, or vocabulary activities based on the sentences may be introduced. At the beginning level, writing is purely imitative and consists of little more than copying out sentences that have been practiced. As proficiency increases, students may write out variations of structural items they have practiced or write short composition on given topics with the help of framing questions, which will guide their use of the language.

- e. Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.

According to the theories above, the researcher would use Huebener, Richard and Rodgers statement as a guide of this research since their procedures are more clear. Those procedures would be applied in teaching pronunciation. In this research, the researcher who is being the teacher also will teach pronunciation in form of interpersonal word and sentence based on this procedure, the procedures as follows:

Pre Activities:

- The teacher reads some vocabulary and sentence.

Whilst activities

- The teacher reads some vocabulary and several sentences about daily life.
- The teacher asks the students to repeat the vocabulary and sentence together line by line after the teacher.
- The teacher asks the students to repeat the vocabulary and sentence individually and in chorus. Each sentences may be repeated a half dozens of times, depending on its length and on the alertness of the language learner. If the teacher detects an error, the offending learner corrects and repeats the vocabulary and the sentences.
- The teacher asks the students to replace one word with another.
- They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change.

For example:

Would you come to **my house** tonight?

The students replace the word into Would you come to **my birthday party** tonight?

I have a lot of **homework**, the students replace the word into I have a lot of **tasks**.

- The teacher read some vocabulary then the teacher asks the students to repeat the vocabulary together, for example:

- *House, teacher, school.*

- The teacher reads each sentence then the teacher asks the students to repeat the sentence together, for example:

★ **I have a lot of homework**

- The teacher reads each sentence of the dialogue then the teacher asks the students to repeat the sentence together, for example:

I'm not feeling well.

I'm a students of SMP Darul Fallah Unismuh.

I'm going to the school every morning.

Post Activities

- The teacher writes the text of the vocabulary an sentences on the whiteboard. The students now are allowed to look at their textbooks.
- The teacher asks the students to make their own vocabulary and sentences. The sentence contains of key structure.

- All of the students' speech performance in each pair is recorded by the researcher.

According to the statement above, the research made those procedure by adapting the procedure of Communicative Drilling Technique from Huebener, Richards and Rodgers. The researcher concluded that in teaching pronunciation through Communicative Drilling Technique, the teacher asks the student to listening first then comprehend and remember the dialogue. After that the student should repeat the dialogue individually and in chorus. Dialogue are selected and used as the basis for pattern drills. Then, the students are expected to make their own dialogue that contains of key structure. It has been exemplified and students can speak well to perform it in front of the class.

d. Advantages and Weaknesses

According to Haryanto (2012) there are advantage and weakness of Communicative Drilling Technique:

a. The Advantages

Drilling help our learners memorise language by the teacher's control and the teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime.

b. The Weaknesses

Drilling often make the students not very creative. In all drills learners have no or vary little choice over what is said so drills are form of very controlled practice. The teacher needs to handle the drills, so that the

students are not over used and they don't go on far too long. One of the problems about drills is that they are fairly monotonous.

F. Conceptual Framework

The conceptual framework underlying in this research is given in the following diagram :

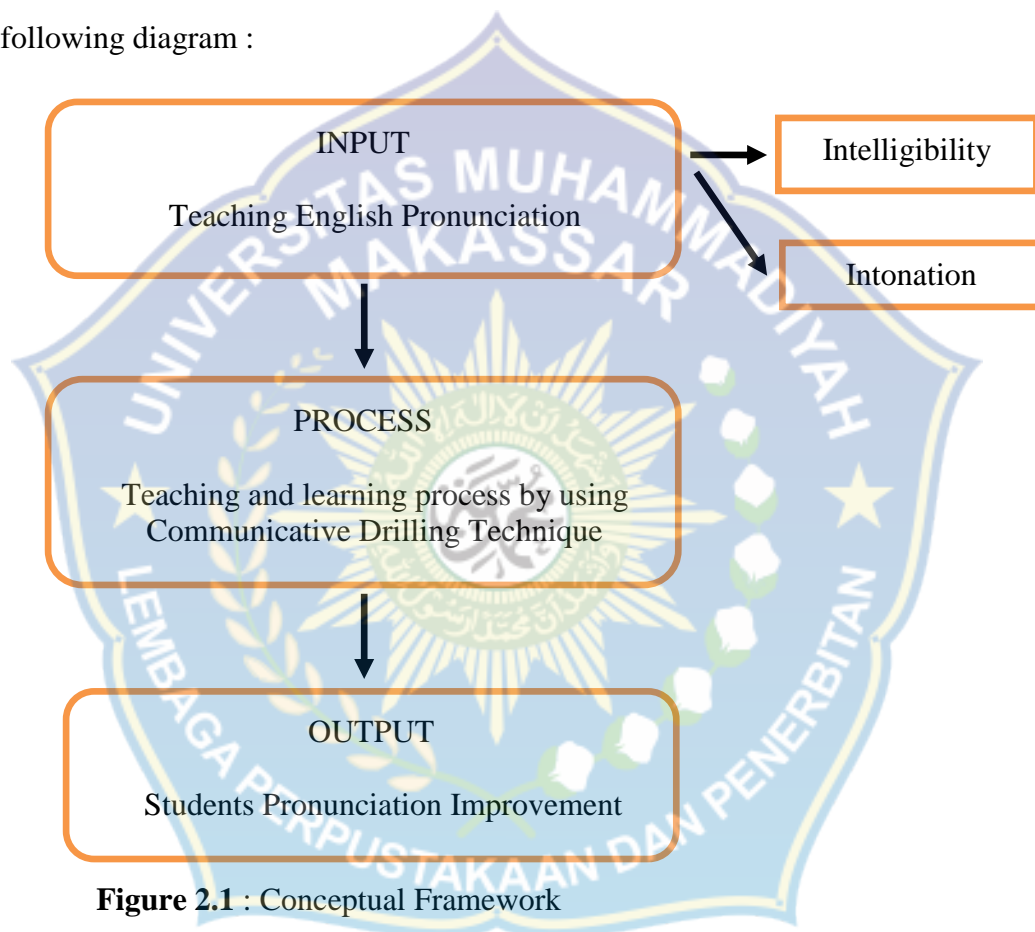


Figure 2.1 : Conceptual Framework

Where:

Input : Refers to pronunciation materials

Process : Refers to the teaching and learning material by using
Communicative Drilling Technique

Output : Refers to the students' pronunciation improvement

G. Hypotesis

This research is to know whether teaching pronunciation using Communicative Drilling Technique than teaching pronunciation without using Communicative Drilling Technique. And to find the answer of the problem, the writer should propose Alternative Hypotesis (H_a) and Null Hypotesis (H_0) as below:

1. Alternative Hypotesis (H_1) = “There is a significant difference in students score of pronunciation before and after using Communicative Drilling Technique”.

Null Hypotesis (H_0) = “There is no significant difference in students score of pronunciation before and after using Communicative Drilling Technique”.



CHAPTER III

RESEARCH METHOD

A. Research Design

Based on Sukardi (2003:3), research is a way of observation or inquiry and has the objective to find the answer of problems or discovery process. This study belongs to a pre-experimental research with quantitative approach. Pre-experimental design does not have random assignment of subject to group or other strategies to control extraneous variables. Pre-experimental research is a research design involved one group which is pre-tested and post-tested. (Ary, 2006: 302). In other words, the goal of experimental research is to determine whether causal relationship exists between two or more variables.

This research was classified as pre-experimental research that used one group pre-test and post-test. In the one group pre-test and post-test design, a single group was measured or observed not only after being treatment, but also before the treatment. Pre-test provided a measure on some attribute or characteristic that is assessed in an experiment before the group got a treatment, while in the post-test measure on some attribute or characteristic that assessed for participants in an experiment after the treatment. The reason why the researcher used pre-experimental design was because this design had a purpose to find out the differences between before and after being taught by using Communicative Drilling Technique.

The researcher presented the design of the research below, a diagram of One-Group Pre test-Post test design:

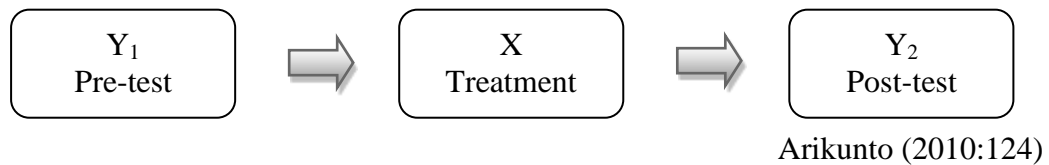


Figure 3.1. Pre-experimental Research

The procedures of pre-experimental research is as follows:

1. Administered a Pre-test by providing pronunciation test in order to know the students initial ability before being given treatment.
2. Applied the treatment in teaching pronunciation by using communicative drilling as a technique after pre-test.
3. Administered a Post-test with a purpose to measure pronunciation ability after treatment of the eighth grade students at SMP Darul Fallah Unismuh.

B. Population and sample

1. Population

Sugiyono (2010: 117) stated “Population is the object or subjects that have some qualities and characteristics that are chosen to be learned and to be concluded by the researcher”. Population is the full set of data from which a subset (sample) is taken. Based on that statement above, the target population in the present study was all the second grade students of SMP Darul Fallah Unismuh. The total number of second grade students at SMP Darul Fallah Unismuh was 71 students distributed into 2 classes which consisted of more or less 36 students of each class.

2. Sample

Sample is a part of population. According to Ary (2006), “ Sample is a group selected from population for observation in a study. For the sample, the researcher took a class to be the sample. The researcher used purposive sampling for it. In this research, the researcher used one class of A class as sample of this research which consisted of 36 students.

C. Research Variable

Based on the title of the thesis, it has two variables;

a) Independent Variable

According to Arikunto (2010: 119), independent variable is the variable which influences dependent variable, in the other word independent variable is causes variable. Independent variable is a variable which influences and give special effects in dependent variable. Independent variable cannot stand by itself without dependent variable. Independent variable in this study was the use of Communicative Drilling Technique.

b) Dependent variable

According to Arikunto (2010: 119), dependent variable is the variable which is influenced by independent variable. In the other word dependent variable is effect variable. It is often called as output variable, criteria and consequent. Dependent variable is a variable that emerge in function relationship influenced by independent variable. Dependent

variable in this research was the students' pronunciation mastery which is seen from their score.

c) Indicator

The indicator of this variable was intelligibility and intonation.

D. Research Instrument

There were two instrument of this research, they were:

1. Test

This research used test as instrument in order to answer the research questions. The test given was pronunciation test. The type of test are some vocabularies and some simple sentences that they got in the class. The test was assess the intelligibility and intonation of the students. Here students was directed to read some vocabulary to assess pronunciation intelligibility and then to assess the intonation of students pronunciation, they were told to read a few simple sentences.

2. Recorder

Recorder is used to record students' utterance. This instrument used to identify the students' errors in pronouncing English words. In this step, the researcher began to record the students' pronunciations during the test. The researcher recorded pronunciation that utterance by students when they are reading all the words and sentences. This recording was intended to get data about

percentage of each type of pronunciation errors. From the recording, the teacher knew what pronunciation errors are often find in students English pronunciation

E. Data Collecting Method

In collecting the data there are some steps as follows:

a) Pre-Test

Pre-Test refers to a measure or test given to the subject prior to the experimental treatment. According to Wiersama (2001: 106), Pre test was given to the students before they got a treatment. Pre-test was given to the students in the beginning of the research. In the pre-test, the students get asked to read some vocabularies and a few short sentences prepared by the teacher then students are present it in front of the class for several minutes with a loud voice while recorded by researcher. Finally, their oral presentation were taken to be scored by the researcher by using rubrics.

b) Treatment

The treatment here means instruction media refers to Communicative Drilling Technique and related materials that serve instructional function for education treating. The researcher conduct treatment in the classroom. The treatment that will apply here is by using speaker and pictures as a media. In the treatment, the researcher was introduced the Communicative Drilling Technique to the students as the technique and treatment to improve pronunciation. After that, the researcher asked them to name the objects around the class by showing some examples of images provided by the teacher to make it easier for students to

recall the object. After that, the teacher justifies the pronunciation of students and directs them to follow the teacher then it was repeated continuously until students can master the correct pronunciation.

c) Post Test

Posttest is a measure taken after the experimental treatment has been applied. Wiersama (2001: 106) Says that this is to get the data, a post test is given to the post test group, because the design is one group pretest and posttest. It is given in order to know the scores of the students after they got a treatment by using Communicative Drilling Technique. The process of post-test was similar with the pre-test, it was just a random number.

F. Data Analysis

In this research, the data obtained from pre-test and post-test were analyzed by using T-test analysis. It was used to analyze the test result (pre-test and post-test). The formula as follows:

1. Scoring Rubric

To assess students' pronunciation, the researcher used scoring rubric that adapting from Djiwandono (2008: p.83 & 123). The explanation of pronunciation rubric was stated as follows:

Table 3.1 Scoring Rubric of Pronunciation Test

Aspect	Score	Criteria
INTELLIGIBILITY	4	Produces clear sound in every word.
	3	Produces a very few unclear sound in certain word.
	2	Produces some unclear sound in some words.
	1	Produce some wrong pronunciation and unintelligibility.

INTONATION	4	Produces correct intonation tune in the whole sentences of the text.
	3	Produces incorrect intonation tune in a few sentences of the text.
	2	Produces much incorrect intonation tune in the sentences of the text.
	1	Almost all of the sentences in the text are said with incorrect intonation tune.

(Djiwandono, 2008 : 6)

Table 3.2 Level of Score

Final Score	Category
7-8 (90-100)	Very Good
5-6 (80-89)	Good
3-4 (70-79)	Average
2 (60-69)	Poor
1 (≥60)	Very Poor

(Djiwandono, 2008 : 6)

2. Scoring the students correct answer of pre-test and post-test:

$$\text{Score} = \frac{\text{Total Point of students answer}}{\text{Total number of item}} \times 100$$

Djiwandono (2008 : 5)

3. Classifying the score of students' into seven levels which is based on

Junior High School grade classification as follows:

1. Score 96 to 100 was classified as excellent
2. Score 86 to 95 was classified as very good
3. Score 76 to 85 was classified as good

4. Score 66 to 75 was classified as fairly good
5. Score 56 to 65 was classified as fair
6. Score 36 to 55 was classified as poor
7. Score 00 to 35 was classified as very poor

(Djiwandono, 2008 : 6)

4. In calculating the mean score of the students' vocabulary test the researcher used the following formula:

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

(Gay, 2006 : 320)

Where:

- \bar{X} = the mean score
- $\sum x$ = the total raw score
- N = the number of students

(Gay, 2006 : 320)

5. Computing the frequency of the students score was used the following formula:

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

Where:

- % : the percentage of improvement
- X2 : the total of post-test
- X1 : the total of pre-test

(Sudjana in Yamin, 2011:33)

6. Computing the rate percentage of the students score was used the following formula:

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

Notation :

P = Percentage

F = Frequency

N = Total number of students

(Sudjana in Yamin, 2011:34)

7. Finally to prove the significance difference between the mean score of pre-test and post-test. The writer computed it by using a formula as follows:

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

(Gay, 1981 : 331)

Where:

t = test of significance

D = the difference between the score of post-test and pre-test

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

N = the number of subject in the study

1 = fixed score

CHAPTER IV FINDING AND DISCUSSION

This chapter aimed to find out whether any difference between the used of Communicative Drilling Technique as teaching media on students' pronunciation at the second grade of SMP Darul Fallah Unismuh, Makassar. This chapter presented the result of research findings which is intended to answer the problem of the study and research discussion.

A. Findings

The researcher, in this chapter intended to explain how the data was being processed and analyzed. The explanation of each activity of the researcher during the research was presented here. After that, the results that was found will be discussed and elaborated.

1. Test Result

The pre-test and post-test were given in order to know the students' improvement in pronunciation before and after giving the treatment. Pre-test was given in the first meeting and the post-test was given in the last meeting and they were given in oral presentation. After calculating the result of the students' score, the mean score of student pronunciation in pre-experimentalclass was presented in the following table:

Table 4.1: The Students' Mean Score on vocabulary

Indicators	Students' Mean Score		Improvement
	Pre-Test	Post-test	
Pronunciation	55	75.11	36.56

The table 4.1 shows that the students' mean score in pre-test was (55) and the students' mean score in post-test was (75.11). So, the improvement of the students' mean score of pre-test and post-test was 36.56. It means that, the mean score of post-test was higher than pre-test in experimental class.

2. The Classification of Students' Pretest and Posttest Scores in Experimental Class

Table 4.2. The Rate Percentages Score of Students' pronunciation in Pre-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	0	0%
2	Very Good	86 – 95	0	0%
3	Good	76 – 85	2	5.56%
4	Fairly Good	66 – 75	9	25%
5	Fair	56 – 65	8	22.22%
6	Poor	36 – 55	13	36.11%
7	Very Poor	00 – 35	4	11.11%
Total			36	100%

Table 4.2 shows the rate percentage of score pre-experimental class in pretest from 36 students, none of the students got excellent and very good, the students got good score were 2 (5.56 %), fairly good were 9 (25 %), students got fair score were 8 (22.22%), and 13 (36.11 %) students get poor score, then the last 4 (11.11 %) students got very poor score.

Table 4.3. The Rate Percentages of Score of Students' Pronunciation in Post-test

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	5	13.89%
2	Very Good	86 – 95	3	8.33%
3	Good	76 – 85	7	19.44%
4	Fairly Good	66 – 75	6	25%
5	Fair	56 – 65	12	33.33%
6	Poor	36 – 55	-	0%
7	Very Poor	00 – 35	-	0%
Total			36	100%

Table 4.3 shows the rate percentage of score pre-experimental class in post-test from 36 students, 5 (13.89%) students got excellent. There were 3 (8.33%) students got very good, and 7 (19.44 %) students got good, 6 (25%) students fairly good and 12 (33.33%) students got fair. And the last none of the students got poor and very poor.

Based on the result above, it can be conclude that the rate percentage in post-test was greater than the rate percentage in pretest. The significant score between the students mean score in Pre-test and Post-test can be known by using T-test. The result of T-test showed that Communicative Drilling Technique can improve the students' pronunciation. The result of T-test can be seen in the Table 4.4 as follows:

Table 4.4 Distribution the Value of T-test and T-table in Post-test

Variable	t-test value	t-table value	Improvement
Pronunciation	11.83	2.03	9.8

The Table 4.4 shows that t-test value was greater than t-table. The result of the test shows there was significant difference between t-table and t-test ($2.03 < 11.83$) it was mean that t-table was lower than t-test.

3. Hypothesis Testing

Seeing the result above, it can be concluded that the null hypothesis (H_0) was rejected and while alternative hypothesis (H_1) was accepted, it can be proven by looking at the result of T-test after giving treatment. The researcher gave interpretation to significant value. The significant value of the research was 0.000, significant level 0.05 and the t-table 2.03 whereas the t-test 11.83.

When the t-test ($11.83 > 2.03$) the alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. While significant value ($0.000 < 0.05$) the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. Because significant value (0.000) was smaller than significant level (0.05), it can be concluded that alternative hypothesis (H_1) was accepted and the null hypothesis (H_0) was rejected. It means that there was different score on the students' pronunciation improvement before and after being taught by using Communicative Drilling Technique. Thus, it can be concluded that the use of Communicative Drilling Technique was effective to improve the students' pronunciation at the eighth grade of SMP Darul Fallah Unismuh.

B. Discussion

The result of T-test statistical analysis showed that there was significant difference between the students' score in pre-test and post-test, even though the improvement of students' pronunciation in pre-experimental class was significantly different. It was caused by the treatment in pre-experimental class using Communicative Drilling Technique makes the students easier to understand the material because they work together. It proved by the test value (11.83) was higher than t-table value (2.030) at the level of significance 0.05 and the degree of freedom ($N_1 - 1$) = 36 - 1 = 35. It means that the null hypothesis (H_0) was rejected and alternative hypothesis (H_1) was accepted.

In line with Intan (2015) proposed that Communicative Drilling Technique enables each student for listening to a model, provided by the teacher, tape or another student and repeat what was heard. Therefore, Communicative Drilling Technique will give the students good feeling in learning pronunciation and the students can improve their pronunciation each other as a team or individual.

The result of applying the strategy above, appropriate with some theories. First, according to Huang (2010:148), Reading and drill are used as the major and magic way to improve students' Oral-English. Gibson (2008) as cited in Adita (2014:28) also states that Drilling has many advantages in teaching and learning pronunciation. One of them is can monitor pronunciation.

Drilling also offers opportunities for the study of the links between spelling and pronunciation, of stress and intonation, and of the linking of sounds between words in connected speech; all of these can be highlighted and investigated further in fun and interesting ways through drilling (Kelly, 2000:22).

The previous study, Adita (2014:60) also showed that her research was successful using this strategy. The percentage in cycle showed that 65.22% students can pass the test. Meanwhile in cycle 2, the percentage of the students pass increase became 78,26%. In addition, not only from the result of test that showed their score in pronunciation test could increase, but also from the result of students' questionnaire showed that their understanding of the material in learning pronunciation also easier. Automatically, the learning pronunciation makes the students enjoyable.

In short, the all of criteria of success in this research is could achieved. Based on the discussions above, the researcher concluded that the applying of Communicative Drilling Technique is effective in improving the students pronunciation at the second grade of SMP Darul Fallah Unismuh

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings and discussion in the previous chapter, I found that used Communicative Drilling Technique was effective to improve the students' pronunciation at second grade of SMP Darul Fallah Unismuh, Makassar. It was proved by the students mean score improves from Pre-Test to Post-Test. The students mean score of Pre-Test was 55. After applying treatment, the students mean score in Post-Test was 75.11. It means that the mean score of Post-Test was higher than mean score of Pre-Test. The improvement was also proved by the value of t-test (11.83) was higher than the ratio on t-table (2.030), then total improvement scored was 9.8. The result of t-test statistical analysis was also prove that used Communicative Drilling Technique improve the students pronunciation more significantly at the second grade of SMP Darul Fallah Unismuh.

B. Suggestion

Based on the conclusions, the researcher draws some suggestion as follows:

1. Communicative Drilling Technique is one of the general technique in teaching and learning English nowadays. Therefore, the teacher or lecturer should use various style and this technique is one of plausible choice.

2. The English teacher should be creative to manage the material presentation in the classroom for teaching pronunciation such as using Communicative Drilling Technique. This is meant to avoid monotonous teaching method or technique.
3. I hope that this technique can be applied by other researchers in any different levels of students.



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APPENDIX 1
Materi Pembelajaran

Try to pronounce the words below!



Read the following sentence aloud!

1. I eat noodles.
(Saya makan mie)
2. I give her an apple.
(Saya memberikan dia sebuah apel)
3. She looks happy.
homework.
(Dia terlihat senang)
4. Your English is good.
(Bahasa Inggrismu bagus)
5. He makes me angry.
room.
(Ia membuat saya marah)
6. I'm hungry.
(Saya lapar)
7. I really want to go.
(Aku benar-benar ingin pergi)
8. I have done my
homework.
(Saya sudah mengerjakan PR)
9. I have five best friends.
(Saya punya 5 teman baik)
10. I sing a song in the
room.
(Saya menyanyikan sebuah lagu di kamar)

Listen carefully and follow after the speaker speak (follow the record)!

No	Kata benda	In English	No	Kata benda	In English
1	Bandara	Airport	26	Sabun	Soap
2	Buku	Book	27	Kabel	Cable
3	Pria	Man	28	Bus	Bus
4	Wanita	Woman	29	Sepeda	Bicycle
5	Kebahagiaan	happiness	30	Mobil	Car
6	Udara	Air	31	Topi	Hat
7	Gas	Gas	32	Pesta	Party
8	Meja	Table	33	Dompot	Wallet
9	Kursi	Chair	34	Pintu	Door

10	Lemari	Cupboard	35	Jendela	Window
11	Cuaca	Weather	36	Tembok	Wall
12	Hari	Day	37	Kamar	Room
13	Bulan	Month	38	Kapal layar	Sailing boat
14	Tahun	year	39	Matahari	Sun
15	Komputer	Computer	40	Bola	Ball
16	Televisi	Television	41	Uang	Money
17	Tas	Bag	42	Gula	Sugar
18	Kayu	wood	43	Anak-anak	Children
19	Hutan	Forest	44	Ayah	Father
20	Tumbuhan	Vegetation	45	Ibu	Mother
21	Hewan	Animal	46	Kakek	Grandfather
22	Listrik	Electricity	47	Nenek	Grandmother
23	Langit	Sky	48	Istri	Wife
24	Petir	Thunderbolt	49	Suami	Husband
25	Sapu	Broom	50	Buah	Fruit

APPENDIX 3
STUDENTS' NAME OF VIII A

NAMA	SAMPLE
Putri Fabrianti	Student1
Dzulfajri	Student2
Rahman Shaleh	Student3
Nurannisa	Student4
Fitriansyah	Student5
Erika Ekayanti	Student6
Nurul Awaliah	Student7
Nurul Afifah	Student8
Nuraina Santi	Student9
Khaerul Ikhwan	Student10
Khaerul Fazri	Student11
Nuradila Rahman	Student12
Magfirah	Student13
Ahmad Fauzi	Student14
Novita	Student15
Andini Saputri	Student16
Rizal Rusmin	Student17
Muh. Alim Syah	Student18
Reski Adeliah	Student19
Aisyah Faiziah Putri	Student20
Muh. Faqih Raihan	Student21
Juliana	Student22
Nirmala	Student23
Muh. Alwan	Student24
Muh. Irwansyah	Student25
Miftahul Khaeriah	Student26
Muh Reza Aditya	Student27
Kasmawati	Student28
Ainun Hajriah	Student29
Muh. Syahrul	Student30
Widya Aswarah	Student31
Syahrul	Student32
Firdan Nabila	Student33
Andi Sultan Yusuf	Student34
Nuraisyah	Student35
Nahdatia	Student36

35	Nuraisyah	P	√	√	√	√	√	√	√	√
36	Nahdatia	P	√	√	√	√	√	√	√	√

APPENDIX 5

THE MEAN SCORE OF STUDENTS' PRONUNCIATION IN PRE-TEST AND POST-TEST

No	Sample	Pre-Test (X ¹)	Post-Test (X ²)	ΣD	ΣD ²
1	Students 1	75	96	21	441
2	Students 2	47	73	26	676
3	Students 3	75	97	22	484
4	Students 4	40	84	44	1936
5	Students 5	70	83	13	619
6	Students 6	67	77	10	100
7	Students 7	47	65	18	324
8	Students 8	57	70	13	619
9	Students 9	40	65	25	625
10	Students 10	75	97	22	484
11	Students 11	60	83	23	529
12	Students 12	47	65	18	324
13	Students 13	67	70	3	9
14	Students 14	60	75	15	225
15	Students 15	64	74	10	100
16	Students 16	50	65	15	225
17	Students 17	50	65	15	225
18	Students 18	33	60	27	729
19	Students 19	33	57	24	576
20	Students 20	67	90	23	529
21	Students 21	63	73	10	100
22	Students 22	33	57	24	576
23	Students 23	60	77	17	289
24	Students 24	60	77	17	289
25	Students 25	63	73	10	100
26	Students 26	77	80	3	9
27	Students 27	33	60	27	729
28	Students 28	37	70	33	1089
29	Students 29	50	90	40	1600
30	Students 30	43	60	17	289
31	Students 31	37	57	20	400
32	Students 32	40	65	25	625
33	Students 33	67	96	29	841
34	Students 34	40	70	30	900
35	Students 35	73	90	17	289

36	Students 36	80	98	18	324
	Total	$\Sigma X1 = 1980$	$\Sigma X2 = 2704$	$\Sigma D = 724$	$\Sigma D^2 = 18.228$

1) The Mean Score of Students Pronunciation in Pre-Test and Post-Test.

a) The Mean Score of Pre-Test

$$\bar{X} = \frac{\Sigma x^2}{n}$$

$$\bar{X} = \frac{1980}{36}$$

$$\bar{X} = 55$$

b) The Mean Score of Post-Test

$$\bar{X} = \frac{\Sigma x^2}{n}$$

$$\bar{X} = \frac{2704}{36}$$

$$\bar{X} = 75.11$$

2) The Percentages of Students' Pronunciation

$$P = \frac{x^2 - x^1}{x^1} \times 100$$

$$P = \frac{75.11 - 55}{55} \times 100$$

$$P = 36.56\%$$

3) The Students' Score of Text Significance of Pre-Test and Post-Test in Students' Pronunciation by using Communicative Drilling Technique

$$\bar{D} = \frac{\sum D}{N} = \frac{724}{36} = 20,11$$

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

$$t = \frac{20,11}{\sqrt{\frac{18.228 - \frac{(724)^2}{36}}{36(36-1)}}$$

$$t = \frac{20,11}{\sqrt{\frac{18.228 - \frac{524176}{36}}{36(35)}}$$

$$t = \frac{20,11}{\sqrt{\frac{18.228 - 14560,44}{36(35)}}$$

$$t = \frac{20,11}{\sqrt{\frac{3.668}{1260}}}$$

$$t = \frac{20,11}{\sqrt{2,91}}$$

$$t = \frac{20,11}{1,70}$$

$$t = 11,83$$

4) T-Table

For level of significance (D) = 0,05

Degree of freedom (df) = (N-1) = 36-1 = 35

t-Table = 2.030

Distribution of t-Table

Df	Level of Significance for two-tailed test				
	0,5	0,2	0,1	0,05	0,02
	Level of Significance for one-tailed test				
	0,25	0,1	0	0,025	0,01
1	1,000	3.078	6.314	12.706	31.821
2	0.816	1.886	2.920	4.303	6.965
3	0.765	1.638	2.353	3.183	4.541
4	0.741	1.533	2.132	2.776	3.747
5	0.727	1.476	2.015	2.571	3.365
6	1.718	1.440	1.943	2.447	2.143
7	0.711	1.451	1.895	2.365	2.998
8	0.706	1.397	1.860	2.306	2.896
9	0.703	1.383	1.833	2.262	2.821
10	0.700	1.372	1.812	2.226	2.764
11	0.697	1.363	1.769	2.201	2.718
12	0.695	1.356	1.782	2.179	2.681
13	0.694	1.350	1.771	2.160	2.650
14	0.692	1.345	1.761	2.143	2.624
15	0.691	1.341	1.753	2.331	2.604
16	0.690	1.337	1.746	2.120	2.583
17	0.689	1.333	1.740	2.110	2.567
18	0.688	1.330	1.734	2.101	2.552
19	0.688	1.328	1.729	2.093	2.539
20	0.687	1.325	1.725	2.086	2,528
30	0.683	1.310	1.697	2.042	2.457
31	0.682	1.309	1.695	2.039	2.452
32	0.682	1.308	1.693	2.036	2.448
33	0.682	1.307	1.692	2.034	2.444
34	0.681	1.306	1.690	2.032	2.441
35	0.681	1.306	1.689	2.030	2.437
36	0.681	1.305	1.688	2.028	2.434
37	0.681	1.304	1.687	2.026	2.431
38	0.681	1.304	1.685	2.024	2.428

39	0.680	1.303	1.684	2.022	2.425
40	0.681	1.303	1.684	2.021	2.423
60	0.679	1.296	1.671	2.000	2.390
120	0.677	1.289	1.658	2.890	2.358
	0.674	1.282	1,645	1.960	2.326



Soal Pre-test

Read carefully the words below! (Bacalah kata dibawah ini dengan hati-hati!)

(Intelligibility Test)

- | | |
|-----------------------------|-----------------------|
| 1. Apple (apel) | 14. Family (keluarga) |
| 2. Answer (jawaban) | 15. Friend (teman) |
| 3. Book (buku) | 16. House (rumah) |
| 4. Box (kotak) | 17. Horse (Kuda) |
| 5. Boy (laki-laki) | 18. Town (kota) |
| 6. Ball (bola) | 19. Table (meja) |
| 7. Blackboard (papan tulis) | 20. Teacher (guru) |
| 8. Cat (kucing) | 21. Money (uang) |
| 9. Car (mobil) | 22. Group (kelompok) |
| 10. Chair (kursi) | 23. Head (kepala) |
| 11. Class (kelas) | 24. Line (garis) |
| 12. Fan (kipas) | 25. Light (cahaya) |
| 13. Food (makan) | |

(Intonation Test)

1. My mom is a teacher, he teaches Math.
(Ibuku adalah guru, dia mengajar Matematika)
2. I always take a shower before going to school.
(Aku selalu mandi sebelum pergi sekolah)
3. I feed my cat three times a day.
(Aku memberi makan kucingku tiga kali sehari)
4. I love eating at canteen when I get hungry at school.
(Aku suka makan di kantin ketika aku merasa lapar di sekolah)
5. Dika is doing his homework using a computer.
(Dika sedang mengerjakan PRnya menggunakan computer)

Soal Post-test

Read carefully the words below! (Bacalah kata dibawah ini dengan hati-hati!)

(Intelligibility Test)

- | | |
|-----------------------------|----------------------|
| 1. Family (keluarga) | 14. Window (jendela) |
| 2. Answer (jawaban) | 15. Light (cahaya) |
| 3. Book (buku) | 16. Teacher (guru) |
| 4. Box (kotak) | 17. Horse (kuda) |
| 5. Boy (laki-laki) | 18. Town (kota) |
| 6. Ball (bola) | 19. Table (meja) |
| 7. Blackboard (papan tulis) | 20. House (rumah) |
| 8. Car (mobil) | 21. Group (kelompok) |
| 9. Chair (kursi) | 22. Head (kepala) |
| 10. Class (kelas) | 23. Line (garis) |
| 11. Fan (kipas) | 24. Friend (teman) |
| 12. Food (makan) | 25. Cat (kucing) |
| 13. Money (uang) | |

(Intonation Test)

1. Dika is doing his homework using a computer.
(Dika sedang mengerjakan PRnya menggunakan computer)
2. I love eating at canteen when I get hungry at school.
(Aku suka makan di kantin ketika aku merasa lapar di sekolah)
3. I feed my cat three times a day.
(Aku memberi makan kucingku tiga kali sehari)
4. I always take a shower before going to school.
(Aku selalu mandi sebelum pergi sekolah)
5. My mom is a teacher, he teaches Math.
(Ibuku adalah guru, dia mengajar Matematika)

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP Darul Fallah Unismuh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / I
Alokasi waktu : 4 x 45 menit (2x pertemuan)
Topik pembelajaran : Pronunciation praktis
Aspek/Skill : Berbicara

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, meminta dan memberi pendapat.

Indikator

INDIKATOR PENCAPAIAN KOMPETENSI	NILAI BUDAYA DAN KARAKTER BANGSA
<ul style="list-style-type: none">• Mengidentifikasi kosakata yg didengarkan• Mengucapkan kosakata dengan benar• Memahami makna dari kosakata yang diucapkan	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- a. Siswa dapat mengidentifikasi kosakata yang didengarkan

- b. Siswa dapat mengucapkan kosakata dengan benar
- c. Siswa dapat memahami makna dari kosakata yang diucapkan
- d. Siswa dapat berkomunikasi dalam bahasa target
- e. Siswa dapat melakukan beberapa percakapan singkat
- f. Siswa dapat memahami perbedaan bunyi antar kata

- ❖ **Karakter siswa yang diharapkan :**
- Dapat dipercaya (Trustworthines)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)
 - Tanggung jawab (*responsibility*)
 - Berani (*courage*)

2. Materi Pembelajaran

Pronunciation Practice

- Mengulang kosakata yang diputar melalui speaker.
- Mengucapkan kosakata sederhana terkait benda yang ada disekitar.
Contoh: *Blackboard, table, chair, door, and window.*

3. **Metode Pembelajaran:**
- Three phase technique
 - Pre-reading
 - Whilst reading
 - Post reading

4. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab mengenai kosakata sehari-hari.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa.

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru membaca beberapa kosakata dan beberapa kalimat tentang kehidupan sehari-hari.
- Guru meminta siswa untuk mengulang kosakata dan kalimat bersama-sama baris demi baris setelah guru.
- Guru meminta siswa untuk mengulangi kosakata dan kalimat secara individual dan dalam kelompok. Setiap kalimat dapat diulang beberapa kali, tergantung pada panjangnya dan kewaspadaan pembelajar bahasa. Jika guru mendeteksi kesalahan, siswa yang bersalah mengoreksi dan mengulangi kosakata dan kalimat secara langsung.
- Guru meminta siswa untuk mengganti satu kata dengan yang lain.
- Mereka dapat mengganti kata dari kalimat model dengan kata ganti, angka, atau jenis kelamin dan membuat beberapa perubahan yang diperlukan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru menulis teks kosa kata dan kalimat di papan tulis. Para siswa sekarang diizinkan untuk melihat buku pelajaran mereka.
- Guru meminta siswa untuk membuat kosakata dan kalimat mereka sendiri. Kalimat itu mengandung struktur tertentu.
- Hasil kerja siswa direkam oleh guru menggunakan alat perekam suara dan dinilai.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
 - Berfungsi sebagai narasumber dan fasilitator dalam menjawab pertanyaan peserta didik yang menghadapi kesulitan, dengan menggunakan bahasa yang baku dan benar;
 - Membantu menyelesaikan masalah;
 - Memberi acuan agar peserta didik dapat melakukan pengecekan hasil eksplorasi;

- Memberi informasi untuk bereksplorasi lebih jauh;
- Memberikan motivasi kepada peserta didik yang kurang atau belum berpartisipasi aktif.

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
- ☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;
- ☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;
- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber Belajar

- A. Buku teks yang relevan :
- B. *Script* dan/atau rekaman suara
- C. Gambar-gambar yang relevan

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengucapkan soal kosakata dengan benar	a. Tes lisan	Kosakata	- <i>Read carefully the following vocabulary then pronounce loudly!</i>
2. Mengetahui makna dari kosakata yang diucapkan	b. Tes lisan	Kosakata	- <i>Write down the meaning of vocabulary above!</i>

A. Instrumen:

- *Read carefully the following vocabulary then pronounce loudly!*
- *Write down the meaning of vocabulary above!*

B. Pedoman Penilaian

Nilai maksimal masing-masing elemen= 25

Nilai maksimal = 100

$$\text{Nilai perolehan} = \frac{\text{SkorPerolehan}}{\text{SkorMaksimal}} \times 10$$

C. Rubrik Penilaian

Uraian	Skor
Jawaban benar	2
Jawaban kurang tepat	1
Jawaban salah	0

Makassar, September 2018

Mahasiswa

Mira Handayani

NIM. 10535 574013



**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Nama Sekolah : SMP Darul Fallah Unismuh
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII (Delapan) / I
Alokasi waktu : 4 x 45 menit (2x pertemuan)
Topik pembelajaran : Pronunciation praktis
Aspek/Skill : Berbicara

Standar Kompetensi : 1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar : 1.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) yang menggunakan ragam bahasa lisan sangat sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan terdekat yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, meminta dan memberi pendapat.

Indikator

INDIKATOR PENCAPAIAN KOMPETENSI	NILAI BUDAYA DAN KARAKTER BANGSA
<ul style="list-style-type: none">• Mengidentifikasi kosakata yg didengarkan• Mengucapkan kosakata dengan benar• Memahami makna dari kosakata yang diucapkan	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab

7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

- g. Siswa dapat mengidentifikasi kosakata yang didengarkan

- h. Siswa dapat mengucapkan kosakata dengan benar
- i. Siswa dapat memahami makna dari kosakata yang diucapkan
- j. Siswa dapat berkomunikasi dalam bahasa target
- k. Siswa dapat melakukan beberapa percakapan singkat
- l. Siswa dapat memahami perbedaan bunyi antar kata

- ❖ **Karakter siswa yang diharapkan :**
- Dapat dipercaya (Trustworthines)
 - Rasa hormat dan perhatian (*respect*)
 - Tekun (*diligence*)
 - Tanggung jawab (*responsibility*)
 - Berani (*courage*)

8. Materi Pembelajaran

Pronunciation Practice

- Mengucapkan kosakata yang ada pada gambar.
Contoh: *Book, flower, and glasses.*

9. Metode Pembelajaran:

Three phase technique

- Pre-reading
- Whilst reading
- Post reading

10. Langkah-Langkah Kegiatan

A. Kegiatan Pendahuluan

Apersepsi :

- Tanya jawab mengenai kosakata sehari-hari.

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa.

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

- Guru membaca beberapa kosakata dan beberapa kalimat tentang kehidupan sehari-hari.
- Guru meminta siswa untuk mengulang kosakata dan kalimat bersama-sama baris demi baris setelah guru.
- Guru meminta siswa untuk mengulangi kosakata dan kalimat secara individual dan dalam kelompok. Setiap kalimat dapat diulang beberapa kali, tergantung pada panjangnya dan kewaspadaan pembelajar bahasa. Jika guru mendeteksi kesalahan, siswa yang bersalah mengoreksi dan mengulangi kosakata dan kalimat secara langsung.
- Guru meminta siswa untuk mengganti satu kata dengan yang lain.
- Mereka dapat mengganti kata dari kalimat model dengan kata ganti, angka, atau jenis kelamin dan membuat beberapa perubahan yang diperlukan.

Elaborasi

Dalam kegiatan elaborasi, guru:

- Guru menulis teks kosa kata dan kalimat di papan tulis. Para siswa sekarang diizinkan untuk melihat buku pelajaran mereka.
- Guru meminta siswa untuk membuat kosakata dan kalimat mereka sendiri. Kalimat itu mengandung struktur tertentu.
- Hasil kerja siswa direkam oleh guru menggunakan alat perekam suara dan dinilai.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

- Memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik,
- Memberikan konfirmasi terhadap hasil eksplorasi dan elaborasi peserta didik melalui berbagai sumber,
- Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan,
- Memfasilitasi peserta didik untuk memperoleh pengalaman yang bermakna dalam mencapai kompetensi dasar:
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C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

- ☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;
- ☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;
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- ☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

11. Sumber Belajar

- Buku teks yang relevan :
- Script* dan/atau rekaman suara
- Gambar-gambar yang relevan

12. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
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Jawaban salah	0

Makassar, September 2018

Mahasiswa

Mira Handayani

NIM. 10535 574013



APPENDIX 6
DOCUMENTATION



CURRICULUM VITAE



Mira Handayani, was born on September 19th, 1995 in Sinjai. She is the first child from the marriage of her parents, Abd. Hamid and Hasriani. She has one brother. In 2001, she started her education in SDN 14 Mangopi in Sinjai regency and graduated in 2007. She continued her study in SMPN 3 Bulupoddo in Sinjai and graduated 2010. And then she continued her study in SMKN 1 Sinjai regency and graduated in 2013. In 2013, she again preceded her study and accepted as a student in English Department Faculty of Teacher Training and Education of Makassar Muhammadiyah University to get Undergraduate degree.

