MEASURING THE FIRST YEAR STUDENTS'
PRONUNCIATION ABILITY THROUGH READING TEXT
AT SMPN 25 MAKASSAR
(*An Experiment Research of the VII Grade*)
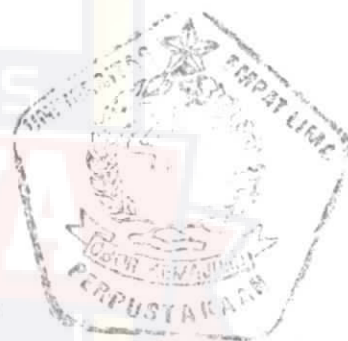
SKRIPSI

By

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ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHERSHIP AND EDUCATIONAL SCIENCE
UNIVERSITY 45 MAKASSAR
2013

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PERNYATAAN

Dengan ini saya menyatakan bahwa skripsi dengan judul **"MEASURING THE FIRST YEARS STUDENTS' PRONUNCIATION ABILITY THROUGH READING TEXT AT SMPN 25 MAKASSAR (An Experiment Research of the VII Grade)"** beserta seluruh isinya adalah benar-benar karya saya sendiri, bukan karya hasil plagiat. Saya siap menanggung resiko atau sanksi apabila ternyata ditemukan adanya perbuatan tercela yang melanggar etika keilmuan dalam karya saya ini, termasuk adanya klaim dari pihak lain terhadap keaslian karya saya ini.

Makassar, 16 April 2013

Yang membuat pernyataan,

USI USNA TANARUBUN

LIST of CONTENT

APPENDIX LIST

Page

LIST OF TABLE

Page

ABSTRAK

USI USNA TANARUBUN. 2013. *Measuring the First Year Students'
Pronunciation Ability through Reading Text at SMPN 25 Makassar.* (Dibimbing
Oleh Dra. Dahlia D. Moelier, M.Hum dan Hj.St. Haliah Batau, S.S., M.Hum).

Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan
pengucapan siswa SMP Negeri 25 Makassar melalui teks bacaan . Populasi
penelitian adalah siswa kelas VII SMPN 25 Makassar yang berjumlah 360
siswa. Sampel penelitian adalah siswa kelas (VII-4) sebanyak 34 siswa, tahun
akademik 2012/2013.

Penelitian ini menggunakan metode experimental dengan 1 group pre-
test dan post-test. Penelitian ini menggunakan teknik random sampling.
Instrument penelitian ini berupa teks bacaan.

Hasil penelitian ini menunjukkan bahwa nilai rata-rata pre-test adalah
69,41. Nilai rata-rata post-test adalah 80,58. Tampak bahwa nilai rata-rata
post-test lebih besar dari pada pre-test. Hal ini menunjukkan bahwa teks
bacaan dapat meningkatkan kemampuan pengucapan siswa.
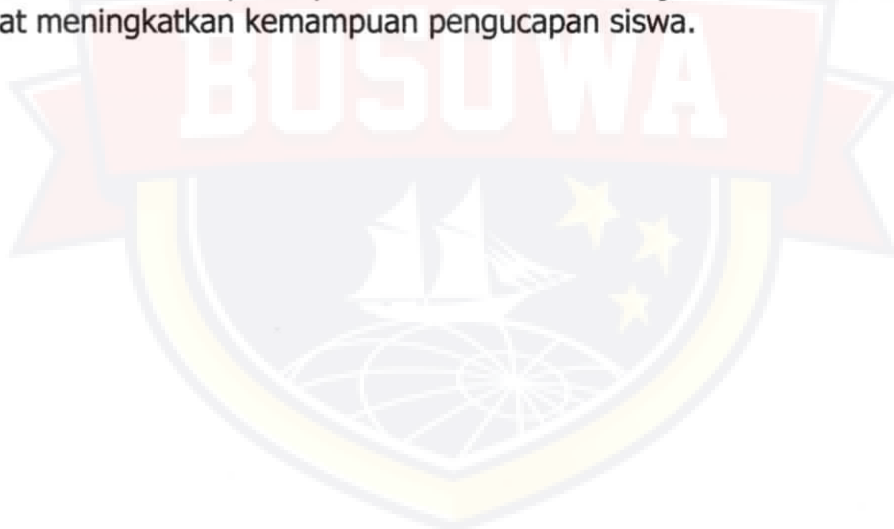
ACKNOWLEDGEMENT

Allhamdulillahirabbil alamin, the writer expresses her highest gratitude to Allah SWT for the mercy, blessing, and opportunity so the writer was able to finish this skripsi. Shalawat and salam are due to the chosen messenger, the prophet Muhammad SAW.

The writer realizes that in caring out the research and writing this skripsi, many of people have given their valuable suggestions, guidances, assistance, and advices for the completion of the skripsi. Therefore the writer would like to express her big appreciation to two wonder women are like Dra. Dahlia D. Moelier, M.Hum. and Hj. St. Haliah Batau, S.S., M.Hum. as the supervisor who have given material support to finish this skripsi.

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Finally, for the names that have not been mentioned above, may Allah bless them and always be with us. Amin.

Makassar, April 2013

The Writer.

CHAPTER 1

INTRODUCTION

Every recearch is done with any reason. To do this research, the writer has a strong beckground of why it is dealt with language and the reason of why it is dealt with pronuunciation ability in correlation with reading a text.

A.   Background

Language is used to communicate. Particularly English almost in all country used English to communicate because English is an international language. Of the country until the abroad, and of elementary school until in the lecture too in office is used English.

There are four skills that can be unearthed in Britain to learn the language named listening, speaking, reading and writing. At the junior high school in Indonesia, students are taught the four skills using a variety of methods that can facilitate the students understand the material. Of the four skills are more emphasized in terms of speaking, but sometimes some students felt speaking English is so difficult, therefore, teachers must be smart in choosing a teaching strategy. Using media one of an important thing.

Speaking skill in English is a one skill for somebody's English, and train hearing until easy to understand. however, difficult to develop speaking skills that are not trained continuously and can be done with colleagues in the classroom, English teachers, or other teachers who can speak English.

Objective is to facilitate pronunciation skills, enhance the use of vocabulary, measure pronunciation order, refine vocabulary words, sentences of the language. One of the interesting media to be applied in language teaching is to use text as a reading material to practice pronunciation.

Use text as a reading material to practice speaking is one of the media for train student's speaking and his pronunciation. Text used with reading, teacher can measure the level of students' skills in speaking English in class. use reading text to practice pronunciation is easy because it's just to read and the teacher must to listening each of pronunciation of his students, because it's can the student wrong in his reading or his pronunciation not to perfect.

Not all of reading text can to practice pronunciation, there are kinds of reading text can't using to practice pronunciation because difficult to say, like a text have many number, this is difficult and can

make student slow in reading proses. The reading text can be using to practice pronunciation are like descriptive text, narrative text, report text, and may be spoof text, which can make students interesting to read and easy to understand what content of the text.

B.   Problem Statements

From the background on page two, the problem statement of this research: is reading text can measuring the first year students' pronunciation ability at SMPN 25 Makassar ?

C.   Objective Of The Research

This research aims to find out whether or not using reading text can measuring students' pronunciations ability of the first year students at SMPN 25 Makassar. This research is used to measure how can the reading text as a the method to practice pronunciations' students in speaking English.

D.   Significance of The Research

This research can measuring students' pronunciation ability in English. By using the reading text will be considered institutions or schools in determining better in the process of teaching and learning.

The teacher will helpful in teaching learning in class. And from students, by using reading text in practice pronunciation, student are expected to be more active in learning English.

E.   Scope of The Research

The scope of this research viewed from the student's ability. the feasibility of reading text, advantages and disadvantages in using reading text in this research. By using reading text can practice pronunciation and how far students can understand the content of reading text. No to all of reading text can using to practice pronunciations students. Reading text are usually using to practice pronunciation are like narrative text, report text, and text spoof. Using reading text which his vocabulary easy to remember and easy to his pronunciation. Reading texts which can't use to measuring pronunciation's students is like text have much number. May be we can use the text, but this way will difficult to student's pronunciation.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consist of some previous findings, definition of speaking ability, The categories of speaking, language as a tool of communication, definition of pronunciation, material of pronunciation, definition of reading, the principle of reading, and definition of Punctuation.

A. Some Previous Findings

1. Er a personal communication between at least there are three are things do flow (Heterighon and the Park , 1979:296)

   a. Measuring the exact conversation he had heard;

   b. Not to know that the message was not clear, he can tell the speaker;

   c. He can define additional information that is intended to receive the message.

2. Byrne (1976:8) states that verbal communication is a two-process between speaker and listener skills and value as a productive and receptive language skills as listening skills.

3. Thus, both the speaker and listener are active during verbal communication takes place. This means that the speaker can

express his / her mind to the listener and the listener then provide feedback related to the topic they are talking about.

4. Byrne (1976:8) states that the talk is a means of verbal communication to give an idea or information to others. This is the most important ways in which speakers can express themselves through language. Actions speak not only produce noise but also the use of gesture, movement of facial muscles, and the whole body. All non-spoken vocals as the activity is transmitted through the medium of visual communication.

5. Fulcher (2003:23) states that speaking is the use of verbal language to communicate with others.

6. Teasolin Tahir (2007:13) states that verbal skills is a language that is expressed from the mouth.

7. Widdowson (1985:57) states that the talk is a means of oral communication that provides information involves two elements, namely the speaker that delivers the message and the listener receives the message in another world, productive communication involves listening skills.

B. Definition of Speaking Ability

Speaking in development of the relationship between speakers on his hearer. Speaking as a communicate activity has a kind of scope or area that skills can apply. Speaking needs performance, expression, intonation, stressing, pronunciation, grammar and confidence to explore the idea or opinion.

In speaking ability, the most effective tool for communication is speaking, because it can be comprehended quickly. The most human beings use speaking to express message from a speaker to a hearer in all situation and condition such as relaxes situation where speaking is needed.

C. The Categories of Speaking

Gamble and Gamble (1984:28) and Walter in Sudirman (2002:24) classify speaking in two categories:

1. Speaking informatively

Gamble and Gamble (1984:28) a informative speech gives an audience more information about something that they are already have. It can update and add to their knowledge, refine their understanding, or provide background material. There are three

tool that is a language. Language is primarily an instrument of communication among beings in a community. There are four language skills to be taught to the students. There are: Listening, Speaking, Reading, and Writing. The most frequent from used is speaking. It is daily means of communicating to ideas other persons.

E. Definition of Pronunciation

The use of a pronunciation that is based on spelling rather than in accordance with a word's conventional pronunciation, such as the increasingly common pronunciation of the once-silent letters *t* and *d* in often and Wednesday.

The converse of spelling pronunciation is pronunciation spelling: the creation of a new spelling form on the basis of pronunciation.

The traditional pronunciation of *forehead* is 'forrid,' but it is common nowadays to hear 'fore-head,' particularly in the US. This is an example of reversing a sound change on the basis of spelling. "Many people believe that the spelling is a guide to the correct pronunciation and argue, for instance, that it is wrong to include an intrusive *r* in the idea of it or *I saw him*, because there is no *r* in the spelling."

(Barry J. Blake, *All About Language*. Oxford Univ. Press, 2008)

- Loreto Todd said: "Human beings are capable of producing an infinite numbers sounds. But no language uses more than a small proportion of infinitive set. And no two humans' language make us of exactly the same set sounds. When we speaks there is continuous movement of such organt at the time, the volume (soft palate, the lips and the lunge) (2002:17)

- This is a pronunciation something articulation (Webster: 1989). Of course we all realize that the spoken language is one element that has a strong relationship with the vowels, consonants, stress, and intonation, (Wilkins, 2004:06). Pronunciation, intonation, and stress studied by imitating and repeating. Therefore, English teachers should have a good standard in other pronunciation so that students can imitate the teacher in teaching and learning.

- "Pronunciation is learned as birds learn to chirp and sing. In some counties of England many words are pronounced in a manner different from that in which they are pronounced in other counties; and, between the pronunciation of Scotland and that of Hampshire the difference is very great indeed. But, while all inquiries into the causes of these differences are useless, and all attempts to remove them are vain, the differences are of very little real consequence.

For instance, though the Scotch say *coorn*, the Londoners *cawn*, and the Hampshire folks *carn*, we know they all mean to say *corn*. Children will pronounce as their fathers and mothers pronounce and if, in common conversation, or in speeches, the matter be good and judiciously arranged, the facts clearly stated, the arguments conclusive, the words well chosen and properly placed, hearers whose approbation is worth having will pay very little attention to the accent. In short, it is sense, and not sound, which is the object of your pursuit."

William Cobbett on Pronunciation.

F. Material of Pronunciation

My Cat Gregory

Gregory is my beautiful grey Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to

reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favourite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.
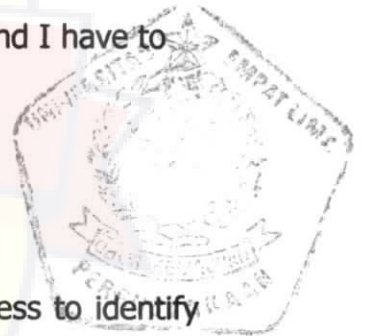
G. Definition of Reading

➤ Juel (1988:31) imply that the text reading is a process to identify and integrate the meaning of the word in the sentence structure and reading where the end result of the process of reading is one able to make the essence of reading/text.

Read up on the Indonesian dictionary is defined and understand the contents of what is written (with express or only in the liver). Reading is the process to obtain understanding from a combination a few letters and words. Regarding the definition of

reading, many experts expressed the opinion to define a read, it depends on from which to review them. Reading is a process of capturing or acquiring the concepts intended by the author, interpret, evaluate the author's concepts and reflector to act within the meaning of the concept. The ability to read not only operate a variety of skills to understand words and sentences but also the ability to interpret, evaluation order to obtain a comprehensive understanding.

H. The Principle of Reading

Reading is a complex thought process. It is composed of a number of activities such as understanding the words or phrases the3atare written by the author, the author interprets these concepts and concludes.

The ability to read each person is different. Each person has their own reading ability depends on several factors such as grade level of intelligence, emotional state, a person's social relationships, the background experience of, attitudes, aspirations, needs and so a person's life.

Fostering reading ability on the basis of the evaluation. Development should proced on the basis of the results of an evaluation of the ability to read the person concerned. Reading should be a satisfying experience. Someone will be happy if it has managed to learn something well and feel satisfied with the results of his reading.

Reading proficiency necessary skills continuously. In order to have the reading skills, the skills needed in reading need to be considered as early as possible since a person first enters school.

A continuous and comprehensive evaluation of the stepping stones in building interest in reading. In development activities and the development of reading the students should always be accompanied by an evaluation as to determine the success of coaching and development of students' interest in reading. A good read is a necessary condition of success in learning. In order to gain success in learning, one must read efficiently.

I. Definition of punctuation

The set of marks used to regulate texts and clarify their meanings, principally by separating or linking words, phrases, and clauses.

Punctuation marks are essential when you are writing. They show the reader where sentences start and finish and if they are used properly they make your writing easy to understand. This section gives practical guidance on how to use commas, semicolons, and other types of punctuation correctly, so that your writing will always be clear and effective.

1. Full stops are used:

    a. To mark the end of a sentence that is a complete statement :

    My name's Beth and I was 18 in July.

    After leaving school, she went to work in an insurance company.

    b. To mark the end of a group of words that don't form a conventional sentence, so as to emphasize a statement:

    I keep reliving that moment. Over and over again.

    c. In some abbreviations, for example etc., Dec., or p.m.:

    The coffee morning will be held on Thursday 15 Sept. in the Waterfront Restaurant.

    There's a wide range of sandwiches, pies, cakes, etc. at very reasonable prices.

    d. In website and email addresses: www.oup.com

e. If an abbreviation with a full stop comes at the end of a sentence you don't need to add another full stop:

Bring your own pens, pencils, rulers, etc.

2. A comma marks a slight break between different parts of a sentence. Used properly, commas make the meaning of sentences clear by grouping and separating words, phrases, and clauses. Many people are uncertain about the use of commas, though, and often sprinkle them throughout their writing without knowing the basic rules.

Here are the main cases when you need to use a comma:

a. in lists

b. in direct speech

c. to separate clauses

d. to mark off certain parts of a sentence

Using commas in lists

You need to put a comma between the different items in a list, as in the following sentences:

'Saturday morning started with a hearty breakfast of scrambled eggs, bacon, sausage, and French toast'

'The school has a vegetable garden in which the children grow cabbages, onions, potatoes, and carrots'

The final comma in these lists (before the word 'and') is known as the 'serial comma'. Not all writers or publishers use it, but it is used by Oxford Dictionaries — some people refer to it as 'the Oxford comma'. Using it can make your meaning clearer. Take a look at this sentence:

'My favourite sandwiches are chicken, bacon and ham and cheese'

It isn't entirely clear from this sentence whether the writer is listing three or four of their favourite sandwich fillings: is 'ham' one of their favourites and 'cheese' another, or is it 'ham and cheese' that they like? Adding an Oxford comma makes the meaning clear:

My favourite sandwiches are chicken, bacon, and ham and cheese.

Using commas in direct speech

When a writer quotes a speaker's words exactly as they were spoken, this is known as direct speech. If the piece of direct speech comes after the information about who is speaking, you need to use a comma to introduce the direct speech. The comma comes before the first quotation mark. Note that the final quotation mark follows the full stop at the end of the direct speech:

Steve replied, 'No problem.'

You also need to use a comma at the end of a piece of direct speech, if the speech comes before the information about who is speaking. In this case, the comma goes inside the quotation mark:

'I don't agree,' I replied.

'Here we are,' they said.

There are two exceptions to this rule. If a piece of direct speech takes the form of a question or an exclamation, you should end it with a question mark or an exclamation mark, rather than a comma:

'Stop him!' she shouted.

'Did you see that?' he asked.

Direct speech is often broken up by the information about who is speaking. In these cases, you need a comma to end the first piece of speech (inside the quotation mark) and another comma before the second piece (before the quotation mark):

'Yes,' he said, 'and I always keep my promises.'

'Thinking back,' she added, 'I didn't expect to win.'

See more about Punctuation in direct speech.

Using commas to separate clauses

Commas are used to separate clauses in a complex sentence (i.e. a sentence which is made up of a main clause and one or more subordinate clauses).

The following examples show the use of commas in two complex sentences :

Having had lunch,	we went back to work.
[subordinate clause]	[main clause]

I first saw her in Paris,	where I lived in the early nineties.
[main clause]	[subordinate clause]

If the commas were removed, these sentences wouldn't be as clear but the meaning would still be the same. There are different types of subordinate clause, though, and in some types the use of commas can be very important.

A subordinate clause beginning with 'who', 'which', 'that', 'whom', or 'where' is known as a relative clause. Take a look at this example:

Passengers	Who have young children	May board the aircraft first.
	[relative clause]	

This sentence contains what's known as a 'restrictive relative clause'. Basically, a restrictive relative clause contains information that's essential to the meaning of the sentence as a whole. If you left it out, the sentence wouldn't make much sense. If we removed the relative clause from the example above, then the whole point of that sentence would be lost and we'd be left with the rather puzzling statement:

'Passengers may board the aircraft first'

You should not put commas round a restrictive relative clause.

The other type of subordinate clause beginning with 'who', 'which', 'whom', etc. is known as a 'non-restrictive relative clause'. A non-restrictive relative clause contains information that is not essential to the overall meaning of a sentence. Take a look at the following example:

Mary,	who has two young children,	has a part-time job in the library.
	[relative clause]	

If you remove this clause, the meaning of the sentence isn't affected and it still makes perfect sense. All that's happened is that we've lost a bit of extra information about Mary:

Mary has a part-time job in the library.

You need to put a comma both before and after a non-restrictive relative clause.

Using commas to mark off parts of a sentence

Commas are used to separate a part of a sentence that is an optional 'aside' and not part of the main statement :

'Gunpowder is not, of course, a chemical compound'

His latest film, Calypso Dreams, opens next month.

In these sentences, the role of the commas is similar to their function in non-restrictive relative clauses: they mark off information that isn't essential to the overall meaning. Using commas in this way can really help to clarify the meaning of a sentence. Take a look at this example:

'Cynthia's daughter, Sarah, is a midwife'

The writer's use of commas tells us that Cynthia has only one daughter. If you removed Sarah's name from the sentence, there would still be no doubt as to who was the midwife:

Cynthia's daughter is a midwife.

If you rewrite the original sentence without commas its meaning changes: Cynthia's daughter Sarah is a midwife.

unauthorized Internet locations; over one-third of the firms monitor employee computer keystrokes; half reported storing and reviewing employee emails; 57% monitor employee telephone behaviour, including the inappropriate use of voicemail.

2. There are three main uses of the colon:

a. Between two main clauses in cases where the second clause explains or Follows from the first:

That is the secret of my extraordinary life: always do the unexpected.

It wasn't easy: to begin with, I had to find the right house.

b. To introduce a list:

The price includes the following: travel to London, flight to Venice, hotel accommodation, and excursions.

The job calls for skills in the following areas: proofing, editing, and database administration.

Before a quotation, and sometimes before direct speech:

The headline read: 'Taxi Driver Battles Gangsters'.

They shouted: 'Our families are starving! We need land!'

3. The best way to get apostrophes right is to understand when and why they are used. There are two main cases – click on the links below to find straightforward guidance:

a. Apostrophes showing possession

You use an apostrophe to show that a thing or person belongs or relates to someone or something: instead of saying the party of Ben or the weather of yesterday, you can write Ben's party and yesterday's weather.

b. Apostrophes showing omission

An apostrophe can be used to show that letters or numbers have been omitted. Here are some examples of apostrophes that indicate missing letters:

I'm - short for I am

he'll - short for he will

she'd – short for she had or she would

pick 'n' mix - short for pick and mix

it's hot - short for it is hot

didn't - short for did not

4. Hyphens are used to link words and parts of words. They are not as common today as they used to be, but there are three main cases where you should use them :

Compound adjectives are made up of a noun + an adjective, a noun + a participle, or an adjective + a participle. Many compound adjectives should be hyphenated.

Here are some examples:

noun + adj	noun + participle	Adj + Participle
accident-prone	computer-aided	good-looking
sugar-free	power-driven	quick-thinking
carbon-neutral	user-generated	bad-tempered
sport-mad	custom-built	fair-haired
camera-ready	muddle-headed	open-mouthed

Compound verbs, Use a hyphen when a compound formed from two nouns is made into a verb, for example:

Noun	Verb
an ice skate	to ice-skate
a booby trap	to booby-trap
a spot check	to spot-check
a court material	to court-martial

Phrasal verbs, You should not put a hyphen within phrasal verbs - verbs made up of a main verb and an adverb or preposition. For example:

Phrasal verb	Example
build up	You should continue to build up your pension.
break in	They broke in by forcing a lock on the door.
stop off	We stopped off in Hawaii on the way home.

If a phrasal verb is made into a noun, though, you SHOULD use a hyphen:

Noun	Example
build-up	There was a build-up of traffic on the ring road.
break-in	The house was unoccupied at the time of the break-in.
stop-off	We knew there would be a stop-off in Singapore for refuelling.

A compound noun is one consisting of two component nouns. In principle, such nouns can be written in one of three different ways:

one word	two words	Hyphenated
Aircrew	air crew	air-crew
playgroup	play group	play-group
chatroom	chat room	chat-room

In the past, these sorts of compounds were usually hyphenated, but the situation is different today. The tendency is now to write them as either one word or two separate words. However, the most important thing to note is that you should choose one style and stick to it within a piece of writing. Don't refer to a playgroup in one paragraph and a play-group in another.

Hyphens joining prefixes to other words

Hyphens can be used to join a prefix to another word, especially if the prefix ends in a vowel and the other word also begins with one (e.g. pre-eminent or co-own). This use is less common than it used to be, though, and one-word forms are becoming more usual (e.g. prearrange or cooperate).

Use a hyphen to separate a prefix from a name or date, e.g. post-Aristotelian or pre-1900.

Use a hyphen to avoid confusion with another word: for example, to distinguish re-cover (= provide something with a new cover) from recover (= get well again).

Hyphens showing word breaks

Hyphens can also be used to divide words that are not usually hyphenated.

They show where a word is to be divided at the end of a line of writing. Always try to split the word in a sensible place, so that the first part does not mislead the reader: for example, hel-met not he-lmet; dis-abled not disa-bled.

Hyphens are also used to stand for a common second element in all but the last word of a list, e.g.:

You may see a yield that is two-, three-, or fourfold.

5. A dash is used:

in pairs, to mark off information or ideas that are not essential to an understanding of the rest of the sentence:

Thousands of children – like the girl in this photograph – have been left homeless.

My son – where has he gone? – would like to meet you.

- To show other kinds of break in a sentence where a comma, semicolon, or colon would be traditionally used:

One thing's for sure – he doesn't want to face the truth.

Things have changed a lot in the last year – mainly for the better.

Dashes are especially common in informal writing, such as personal emails or blogs, but it's best to use them sparingly when you are writing formally.

6. There are two main types of brackets.

   Round brackets

   Round brackets (also called parentheses) are mainly used to separate off information that isn't essential to the meaning of the rest of the sentence. If you removed the bracketed material the sentence would still make perfectly good sense. For example:

   Mount Everest (8,848 m) is the highest mountain in the world.

   There are several books on the subject (see page 120).

   He coined the term 'hypnotism' (from the Greek word hypnos meaning 'sleep') and practised it frequently.

   They can also be used to enclose a comment by the person writing:

   He'd clearly had too much to drink (not that I blamed him).

7. Square brackets

8. Square brackets are mainly used to enclose words added by someone other than the original writer or speaker, typically in order to clarify the situation:

   He [the police officer] can't prove they did it.

   If round or square brackets are used at the end of a sentence, the full stop should be placed outside the closing bracket:

They eventually decided to settle in the United States (Debbie's home).

9. Inverted commas can be single - 'x' - or double - ''x''. They are also known as quotation marks, speech marks, or quotes.

Main uses Inverted commas are mainly used in the following cases:

to mark the beginning and end of direct speech (i.e. a speaker's words written down exactly as they were spoken):

'That,' he said, 'is nonsense.'

'What time will he arrive?' she asked.

See more information about how to use punctuation when you're writing direct speech.

- To mark off a word or phrase that's being discussed, or that's being directly quoted from somewhere else:

He called this phenomenon 'the memory of water'.

What does 'integrated circuit' mean?

Single or double?

There's no rule about which to use but you should stick to one or the other throughout a piece of writing. Single inverted commas are generally more common in British English while American English tends to prefer double ones.

If you find that you need to enclose quoted material within direct speech or another quotation, use the style you haven't used already. So, if you've been using single inverted commas, put any further quoted material within double ones and vice versa. For example:

She still sounds amazed when she says: 'We were turned down because "we represented too small a minority of the population". They could still get away with saying things like that then.'

10. The main use of the exclamation mark is to end sentences that express:

a. an exclamation:

Ow! That hurt!

Hello! How are you?

b. Direct speech that represents something shouted or spoken very loudly:

'Look up there!' she yelled.

c. Something that amuses the writer:

Included on the list of banned items was 'crochet hooks'!

d. An exclamation mark can also be used in brackets after a statement to show that the writer finds it funny or ironic:

She says she's stopped feeling insecure (!) since she met him.

People tend to use a lot of exclamation marks in informal writing such as emails or text messages, but you should avoid using them in formal writing.

11. A question mark is used to indicate the end of a question:

Have you seen the film yet?

Note that you don't use a question mark at the end of a question in reported speech:

He asked if I had seen the film yet.

A question mark can also be used in brackets to show that the writer is unconvinced by a statement:

I'm about to get started on the new project, which is apparently quite straightforward (?).

12. Bullet points are used to draw attention to important information within a document so that a reader can identify the key issues and facts quickly. There are no fixed rules about how to use them, but here are some guidelines.

a. The text introducing the list of bullet points should end with a colon.

b. If the text that follows the bullet point is not a proper sentence, it doesn't need to begin with a capital letter and it shouldn't end with a full stop, for example:
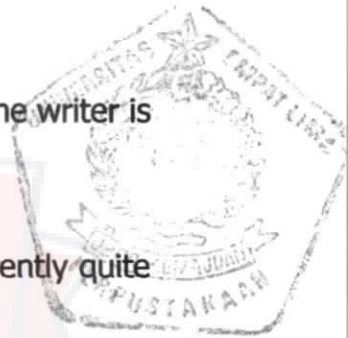
Tonight's agenda includes:

- Annual review of capital gains issues

- Outstanding inheritance tax issues

3. If the text following the bullet point IS a complete sentence, it should begin with a capital letter. A full stop at the end is technically required but is not absolutely essential:

The agenda for tonight is as follows:

- We will conduct an annual review of capital gains issues.

- The senior tax manager will talk about outstanding inheritance tax issues.

4. Lists of bullet points will have more impact if each one begins with the same word class (or part of speech) and if they are all of a similar length. Action verbs are a good choice for the first word, i.e. verbs that describe the performing of an action. If you do use verbs, make sure that each one is in the same tense. Here's an example of the effective use of action verbs in a person's CV/résumé:

Duties and responsibilities included:

a. teaching national curriculum to Key Stage 1 pupils

b. reaching attainment targets and improving learning performance

c. developing extracurricular sports programme

5. Bullet points tend to have more impact if their text is relatively short. Make sure you use the same typeface and margin with within each section.

J. Hypotesis

Using reading texts as a medium in learning English can the improve students' pronunciation skills in the classroom.

CHAPTER III

RESEARCH METHOD

This chapter consist of location of the research, research method and design, population and sample, research variables and operational definition research instrument, technique of analyzing data.

A. Location of the Research

The location of this research was at SMPN 25 Makassar on Jl Sudiang Raya (Sanrangan VIII).

B. Research Method And Design

To do research, the writer conducted experimental design and take a place at SMPN 25 Makassar.The main purpose of experimental design is to identify and to solve the students' problem in the classroom.

C. Population And Sample

1. Population

The accessible population of this research was the first year students of SMPN 25 Makassar in academic year 2012/2013. This population consist of nine classes. The total of this population is 360 students.

2. Sample

The number of population was too big, so the writer used cluster random sampling technique, which only one class consist of 34 students of the first year students of SMPN 25Makassar, was taken as the sample of the research.

D. Research Variables and Operational Definition

1. Variables

This research has two variables, namely independent variable and dependent variable.

- The independent variable of the research is increasing students' ability.

- The dependent variable of the research is students' pronunciation ability through reading text.

2. Operational Definition

Speaking is an activity that show people utter the language by produce sounds, intonation, mimic or expression, pronunciation, and also gesture that can make another people understand what is the speaker's say.

E. Research Instrument

The instrument that used in collecting data was speaking test. The tests are used in pre-test and post test

F. Procedures Of Collecting Data

To collect data, the writer took the following procedures :

1. Pre-test

The teacher asked students to read a text for 10 minutes. And the other students heared and give suggests or comments.

2. Treatment

After giving the pre-test, the writer did treatment for two meetings :

a. The first meeting ;

Materials: The writer gave some clues to show the students how to read a text well.

b. The second meeting :

Materials:The students will applied the skill of read a text based on the instructions giving by the teacher before.

3. Post test.

After giving the treatment, the post test was given to find out the students' achievement. It was used to check the result of the treatments.

G. Technique of Analyzing Data

➤ Comparative Descriptive Analysis

The students' achievement is analysed by using comparative descriptive analysis. This analysis compares the students' achievements and performance during the cycle.

➤ Statistic Analysis

To know the students' achievement in each cycle, the writer used statistic analysis. The steps are :

Classification	Score	Criteria
(1)	(2)	(3)
Excellent	6	Pronunciation is only very slightly influenced by the mother tongue, two or three minor grammatical and lexical errors
Very good	5	Pronunciation is slightly influenced by the mother tongue, a few minor grammatical and lexical errors but most utterance is correct.

Good	4	Pronunciation is moderately influenced by the mother tongue but no serious phonological errors, a few grammatical but only causing confusion lexical errors
Average	3	Pronunciation is influenced by mother tongue, only a few serious phonological errors, several grammatical errors some of which causing confusion lexical errors.
Poor	2	Serious pronunciation influenced by the mother tongue with errors causing a breakdown in communication. many grammars and lexical errors
Very poor	1	Serious pronunciation errors as well as many basic grammatical and lexical errors, no evidence of having mastered any of the language skill and areas practiced in the course

Heaton in Tahir (1989:100)

1. Rate percentage of the students' score

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

Notation:

%: Percentage

F : Frequency

N :Total respondent

2. Mean Score

   Calculating the mean score of students by using the formula:

   $$x = \frac{\Sigma x}{N}$$

   Where:

   X : Mean Score

   Σx : sum of all scores

   N : Total number of subject

   <div align="right">Junaidi in Nurjannah (2011:31)</div>
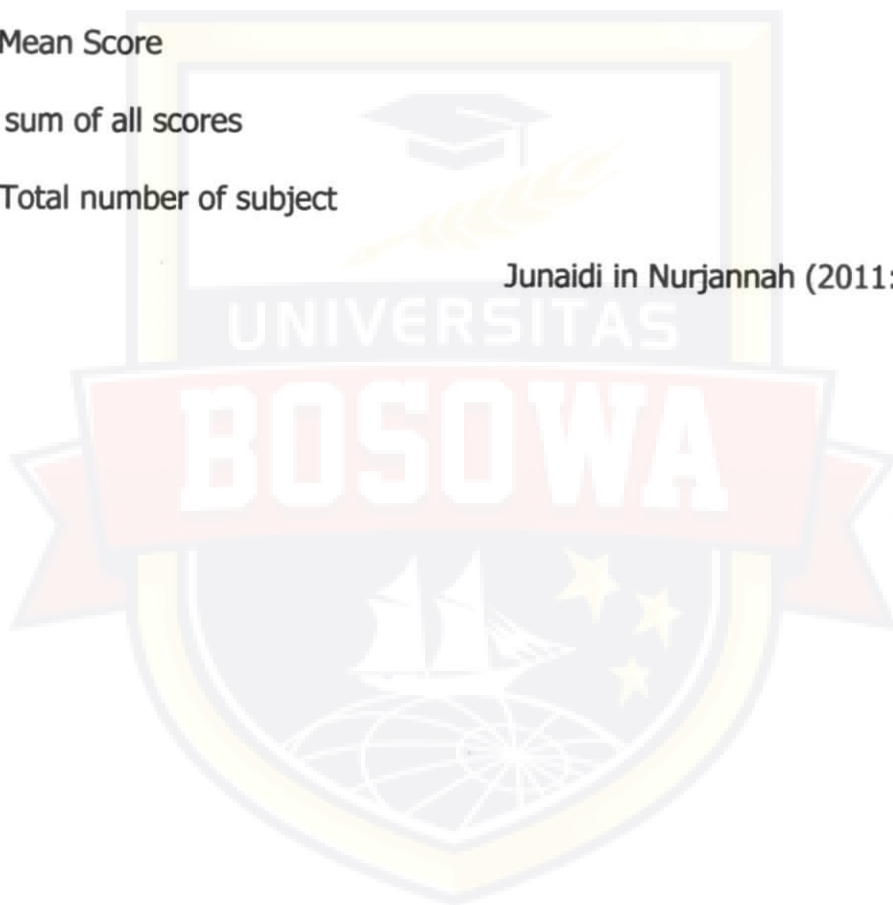
CHAPTER IV

FINDINGS AND DISCUSSION

This chapter discussions about presentation of the result that found in the field and the discussion that explains and interprets the findings.

A. Findings

The findings of this research deal with scoring classification of the students pre-test and post-test, hypothesis testing of pairing sample containing mean score. These findings are described in scoring classification of students in pre-test, post-test and mean score. To complite the report of their scoring classification and mean score it is better the tabulation.

1. Scoring classification of students in pre-test and post-test

The raw scores of students' pronunciation ability obtained through tabulating the two components (pronunciation and punctuation).

The students score pretest and posttest are as follow :

Table 1. Rate percentage and Frequency of the Students score in pre-test and post-test pronunciation

No	Category	Range	Pre-test		Post-test	
			Freq.	Perc.	Freq.	Perc.
1	Excellent	60-90		-	9	26,47
2	Very Good	50-59	5	14,70	9	26,47
3	Good	40-49	13	38,23	10	29,41
4	Average	30-39	15	44,11	4	11,76
5	Poor	10-29	-		1	2,94
6	Very Poor	1-9	1	2,94	1	2,94
	Jumlah		34	100%	34	100%

Source: SMPN 25 Makassar

Note :

Freq. = stand for frequency

Perc. = stand for percentage

Table 1 above Indicates that in the pre-test none of the students got excellent category, 5 students (14,70%) got very good category, 13 students (38,23%) got good category, 15 students (44,11%) got average category, none of the students got poor category, and 1 student (2,94%) got very poor category in pronunciation.

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APPENDIX 1. Instrument of the Research

INSTRUMEN PENELITIAN

MEASURING THE FIRST YEAR STUDENTS' PRONUNCIATION ABILITY THROUGH READING TEXT AT SMPN 25 MAKASSAR

PETUNJUK

1. Tes ini bertujuan untuk mengukur perkembangan kemampuan pengucapan siswa melalui teks bacaan

2. Hasil tes ini akan menjadi data dalam penyusunan skripsi pada strata jurusan Bahasa Ingris Fakultas Keguruan dan Ilmu Pendidikan.

3. Peneliti mengharapkan agar siswa dapat mengembangkan kemampuan pengucapannya dalam berbicara bahasa inggris dengan baik dan benar.

4. Atas kerja sama dari para siswa, peneliti ucapkan terima kasih.

APPENDIX 2. RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP NEGERI 25 MAKASSAR

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VII / 2

Alokasi Waktu   : 2 x 40 menit

Standar Kompetensi

Berbicara   : 10. Berbicara

Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sangat sederhana berbentuk *descriptive* dan *procedure* untuk berinteraksi dengan lingkungan terdekat

Kompetensi Dasar

10.2   Mengungkapkan makna dalam monolog pendek sangat sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan terdekat dalam teks berbentuk *descriptive* dan *procedure*

1. Tujuan Pembelajaran :

▪ Mengungkapkan berbagai informasi dalam teks monolog berbentuk *Descriptive*

▪ Menyebutkan fugsi komunikatif teks yang di dengar.

- Menyebutkan ciri kebahasaan teks yang di dengar.

- Melakukan monolog dalam bentuk deskriptive

2. Materi Pembelajaran

Text fungsional terkait materi berupa teks deskriptive

3. Metode pembelajaran/teknik : CTL

4. Langkah-langkah kegiatan

1. kegiatan awal (10 menit)

   - salam dan tegur sapa

   - Doa bersama

   - Menanyakan materi yang telah diajarkan sebelumnya.

   - Penyampaian tujuan pembelajaran yang akan dicapai.

2. Kegiatan inti (70 menit)

   - Guru memperkenalkan contoh teks bacaan

   - Membahas maksud isi teks bacaan bersama-sama

   - Menunjukan cara membaca dengan baik

   - Menunjuk siswa untuk mempraktekkan cara membaca dengan baik

3. Kegiatan PenutuP (10 menit)

   - Menenyakan kesulitan yang dihadapi siswa

   - Menyimpulkan materi pelajaran

   -

5. Sumber Belajar

- Buku yang relevan

- Teks bacaan

6. Penilaian

- penilaian proses

- penilaian hasil belajar

APPENDIX 3. The Raw Score of the Students Speaking in Pre-test

No	Initial of Students	Score of Component Pronunciation in Reading Text		Total Score
		Pronunciation	Punctuation	
(1)	(2)	(3)	(4)	(5)
1	F N A	30	20	50
2	F S	40	30	70
3	G V P	40	40	80
4	M H J	30	20	50
5	A F	40	30	80
6	S R	30	20	50
7	M T M	30	20	50
8	R A P	40	30	70
9	M A I M	40	20	60
10	A M N F	40	30	70
11	H I K	40	40	80
12	M F I	30	20	50
13	M I B	30	20	50
14	M A N	40	30	70
15	M A F W	50	50	100
16	A T A M	40	30	70
17	A I	50	50	100
18	M H	10	10	20
19	G G	50	50	100
20	F L S	50	50	100
21	A D M A	40	30	70
22	N I	30	30	60
23	V I	40	40	80
24	A R B	50	50	100
25	L R A T	40	40	80
26	M S	30	20	50
27	N P M	30	30	60
28	N P S R	40	30	70
29	N P S	30	30	60
30	A F	30	20	50
31	A F	30	20	50
32	J Z R	30	30	60
33	N A R	30	20	50
34	Y F	30	30	60
	Total	1,230	1,000	2,360

APPENDIX 4. The Raw Score of the Students Speaking in Post-test

No	Initial of students	Score of Component Pronunciation in Reading Text		Total Score
		Pronunciation	Punctuation	
(1)	(2)	(3)	(4)	(5)
1	F N A	30	20	50
2	F S	60	50	110
3	G V P	60	50	110
4	M H J	20	10	30
5	A F	40	30	70
6	S R	50	40	90
7	M T M	50	40	90
8	R A P	50	40	90
9	M A I M	50	40	90
10	A M N F	50	40	90
11	H I K	60	50	110
12	M F I	40	30	70
13	M I B	40	30	70
14	M A N	50	40	90
15	M A F W	50	40	90
16	A T A M	50	40	90
17	A I	60	50	110
18	M H	10	10	20
19	G G	60	50	110
20	F L S	60	50	110
21	A D M A	60	50	110
22	N I	40	30	70
23	V I	60	50	110
24	A R B	50	30	80
25	L R A T	40	30	70
26	M S	30	20	50
27	N P M	30	20	50
28	N P S R	60	50	110
29	N P S	40	30	70
30	A F	40	30	70
31	A F	40	30	70
32	J Z R	30	20	50
33	N A R	40	30	70
34	Y F	40	30	70
B		1,680	1,150	2,740

APPENDIX 5. The Score of the Students Pre-test and Post-test

No	Initial of students	Raw Score			
		Pre-test	Classification	Post-test	Classification
(1)	(2)	(3)	(4)	(5)	(6)
1	F N A	50	Very Good	50	Very Good
2	F S	70	Excellent	110	Excellent
3	G V P	80	Excellent	110	Excellent
4	M H J	30	Average	50	Very Good
5	A F	80	Excellent	70	Excellent
6	S R	50	Very Good	90	Excellent
7	M T M	50	Very Good	90	Excellent
8	R A P	70	Excellent	90	Excellent
9	M A I M	60	Excellent	90	Excellent
10	A M N F	70	Excellent	90	Excellent
11	H I K	80	Excellent	110	Excellent
12	M F I	50	Very Good	70	Excellent
13	M I B	50	Very Good	70	Excellent
14	M A N	70	Excellent	90	Excellent
15	M A F W	100	Excellent	90	Excellent
16	A T A M	70	Excellent	90	Excellent
17	A I	100	Excellent	110	Excellent
18	M T	20	Poor	20	Poor
19	G G	100	Excellent	110	Excellent
20	F L S	100	Excellent	110	Excellent
21	A D M A	70	Excellent	110	Excellent
22	N I	60	Excellent	70	Excellent
23	V I	80	Excellent	110	Excellent
24	A R B	100	Excellent	80	Excellent
25	L R A T	80	Excellent	70	Excellent
26	M S	50	Very Good	50	Very Good
27	N P M	60	Excellent	50	Verry Good
28	N P S R	70	Excellent	110	Excellent
29	N P S	60	Excellent	70	Excellent
30	A F	50	Very Good	70	Excellent
31	A F	50	Very Good	70	Excellent
32	J Z R	60	Excellent	50	Very Good
33	N A R	50	Very Good	70	Excellent
34	Y F	60	Excellent	70	Excellent
B	Total	2360		2740	

APPENDIX 6. The Students Mean Score of the Pre-test and Post-test

a. Pre-test :

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

$$\bar{X} = \frac{2,360}{34}$$

$$\bar{X} = 69,41$$

b. Post-test :

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

$$\bar{X} = \frac{2,740}{34}$$

$$\bar{X} = 80,582$$

APPENDIX 7. The Reading Text

My Cat Gregory

Gregory is my beautiful gray Persian cat. He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer. His pride, however, does not extend to his appearance, for he spends most of his time indoors watching television and growing fat.

He enjoys TV commercials, especially those for Meow Mix and 9 Lives. His familiarity with cat food commercials has led him to reject generic brands of cat food in favor of only the most expensive brands.

Gregory is as finicky about visitors as he is about what he eats, befriending some and repelling others. He may snuggle up against your ankle, begging to be petted, or he may imitate a skunk and stain your favorite trousers. Gregory does not do this to establish his territory, as many cat experts think, but to humiliate me because he is jealous of my friends.

After my guests have fled, I look at the old fleabag snoozing and smiling to himself in front of the television set, and I have to forgive him for his obnoxious, but endearing, habits.

APPENDIX 8. Transcription of Students' Pronunciation in pre-test

There are many sample words which students read is wrong, like :

Name	Words	Students' Pronunciation	Score	Category
Nur Pratiwi	Lowers Dancer Spend Favor As May Begging Jealous Other Friends	Lowers Dres Send Favorite As May Bigin Jeol Onders Friends	30	Average
M. Taufiq	Lowers Dancer Spend Favor As May Begging Jealous Other Friends	Louwers Deinser Spend Favor Es May Begin Jeles Oters Fraind	25	Poor
Florensia	Lowers Dancer Spend Favor As May Begging Jealous Other Friends	Louwers Denser Spend Favor As Mey Begin Joles Ader Friends	50	Very Good

APPENDIX 9. Transcription of Students' Pronunciation in Post_test

There are many sample words which students read is wrong, like :

Name	Words	Students' Pronunciation	score	Category
Nur Pratiwi	Lowers Dancer Spend Favor As May Begging Jealous Other Friends	Lovers Dres Send Favorite As May Bigin Jeol Onders Friends	35	Good
M. Taufiq	Lowers Dancer Spend Favor As May Begging Jealous Other Friends	Louwers Danser Spend Favor Es May Begin Jeles Oters Fraind	45	Very Good
Florensia	Lowers Dancer Spend Favor As May Begging Jealous Other Friends	Louwers Denser Spend Favor Es Mey Begin Joles Ader Friends	55	Excellent

APPENDIX 9. The Pictures of Post-Test

Picture 1 : Teacher give some clue before do post-test

Picture 2 : Teacher recording students' pronunciation

Picture 3. Situation in the classroom when post-test

Picture 4 : Situation in the classroom when post-test

Picture 5 : Situation in the classroom when post-test

Picture 6 : Situation in the classroom when post-test

Picture 7 : Situation in the classroom when post-test

Picture 8 : Situation in the classroom when post-test

BIBLIOGRAPHY

The writer Usi Usna Tanarubun was born on Desember 30, 1992 in Saumlaki. From the marriage of her parents, Senen Tanarubun and St Rucia.

She started her study at Elemetar School, MIN (Madrasah Ibtidaiah Negri) Tual (Maluku Tenggara) and graduated in 2003. The continued her study at Junior High School, Al-Ikhlas Tual in 2006, and then graduated in 2009 at Senior High School Al-Ikhlas Tual (Maluku Tenggara). At the same year, she was accept at English Educational Departement of Universitas "45" Makassar.

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PEMERINTAH KOTA MAKASSAR
DINAS PENDIDIKAN
SMP NEGERI 25 MAKASSAR
Alamat : Komp. BTN Dwi Dharma Sudiang Telp. 515363 Makassar

KETERANGAN PENELITIAN
Nomor : 421.3/029/SMP.25/I/2013

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama Negeri 25

Makassar menerangkan bahwa :

N a m a	:	Usi Usna Tanarubun
Tempat tanggal lahir	:	Saumlakin, 30 Desember 1992
NIM	:	4509101046
Pekerjaan	:	Mahasiswa

Benar yang bersangkutan telah melaksanakan penelitian di SMP Negeri 25 Makassar

Dalam rangka penyusunan SKRIPSI dengan judul penelitian :

" MEASURING THE FIRST YEAR STUDENT'S PRONUNCIATION

ABILITY THROUGH READING TEXT AT SMPN. 25 MAKASSAR "

Demikian untuk dipergunakan sebagaimana mestinya.

Makassar, 23 Januari 2013
Kepala Sekolah,

Drs. Muhammad Arif, M.M.Pd.
Pangkat : Pembina Tk. I
NIP. 19600413 198110 1 001

Makassar, 28 November 2012

Kepada

: 070.5.1/ 13. 562 /Balitbangda

: -

: **Izin/Rekomendasi Penelitian**

Yth. Walikota Makassar

di-

Makassar

Berdasarkan surat Dekan FKIP Univ. 45 Makassar nomor : A.288/FKIP/U-45/XI2012 tanggal 06 November 2012 perihal tersebut diatas, mahasiswa/peneliti dibawah ini :

N a m a	:	**Usi Usna Tanarubun**
Nomor Pokok	:	4509101046
Program Studi	:	Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Urip Sumoharjo Km. 04, Makassar

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi/Tesis, dengan judul :

"MEASURING THE FIRST YEAR STUDENTS' PRONOUNCIATION ABILITY THROUGH READING TEXT AT SMPN 25 MAKASSAR"

Yang akan dilaksanakan dari : Tgl. 29 November s/d 29 Desember 2012

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan :

1. Sebelum *dan* sesudah melaksanakan kegiatan, kepada yang bersangkutan melapor kepada Bupati/Walikota Cq. Kepala Bappeda/Balitbangda, apabila kegiatan dilaksanakan di Kab./Kota;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua peraturan perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 2 (dua) eksemplar copy hasil penelitian kepada Gubernur. Sulsel.Cq. Kepala Badan Penelitian dan Pengembangan Daerah Propinsi Sulawesi Selatan;
5. Surat izin akan dicabut kembali dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati ketentuan tersebut di atas.

Demikian disampaikan untuk dimaklumi dan dipergunakan seperlunya.

a.n. KEPALA BADAN
Kabid Data dan Publikasi

Ir. Rajendra
Pangkat : Pembina Tk I
NIP : 19630403 199103 1 003

a Yth :
awesi Selatan di Makassar (sebagai laporan),
niv. 45 Makassar,
Lintas Kabupaten dan Kota Prov. Sulsel,
ng bersangkutan.

PEMERINTAH KOTA MAKASSAR
KANTOR KESATUAN BANGSA
DAN PERLINDUNGAN MASYARAKAT

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Makassar, 29 November 2012

Kepada

or : 070 / 320 / -II/KKBL/XI/2012

al : **Rekomendasi Penelitian**

Yth. **KEPALA DINAS PENDIDIKAN
KOTA MAKASSAR**

Di

MAKASSAR

Dengan Hormat,

Menunjuk Surat dari Kepala Balitbangda Propinsi Sulawesi Selatan **Nomor :** 070.51/13.562/ Balitbangda, Tanggal 28 November 2012, Perihal tersebut di atas, maka bersama ini disampaikan kepada Bapak bahwa :

Nama	:	*Usi Usna Tanarubun*
NIM/Jurusan	:	4509101046 / Pend. Bahasa Inggris
Pekerjaan	:	Mahasiswa
Alamat	:	Jl. Dg Tantu Lr. Sungai No. 30, Makassar
Judul	:	*"MEASURING THE FIRST YEAR STUDENTS' PRONOUNCIATION ABILITY THROUGH READING TEXT AT SMPN 25 MAKASSAR"*

Bermaksud mengadakan *Penelitian* pada Instansi / Wilayah Bapak, dalam rangka *Penyusunan Skripsi* sesuai dengan Judul di atas yang akan dilaksanakan mulai tanggal **29 November s/d 29 Desember 2012.**

Sehubungan dengan hal tersebut, pada prinsipnya kami dapat **menyetujui** dan harap diberikan bantuan dan fasilitas seperlunya.

Demikian disampaikan kepada Bapak untuk dimaklumi dan selanjutnya yang bersangkutan melaporkan hasilnya kepada Walikota Makassar Cq. Kepala Kantor Kesatuan Bangsa dan Perlindungan Masyarakat.

an. **WALIKOTA MAKASSAR**
KEPALA KANTOR KESBANG DAN LINMAS

Drs.H.A.ROMPEGADING PATIROY
Pangkat : Pembina Tk I
NIP : 19580427 198210 1 001

usan :
pala Badan Kesatuan Bangsa dan Linmas Prop. Sul – Sel. di Makassar;
pala Balitbangda Prop.Sul Sel di Makassar;
kan FKIP Univ. 45 Makassar di Makassar,
. Usi Usna Tanarubun;