

## Designing Dubbing Time For Students' Speaking Ability

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### ABSTRACT

*Educational system in Indonesia also consist of two types; they are formal and informal education. Formal education is based on the classroom, also using syllaby, and structured. While informal education is based on a learning community, like a course. Informal education do not need formal curriculum or syllaby, they usually make the curriculum by them selves. The example of informal education are TPQ, The researcher investigate students' speaking ability by using Dubbing Time, to know students ability in speaking ability. In this research, researcher make a fun method learning to improve the students' ability in speaking skill by using this media.*

*Researcher designed a media by named Dubbing Time. Dubbing Time is one of some media to make a fun learning. Dubbing Time is a media to improve speaking skill for students. In this media, students explain a picture on the screen. This media can use be used in some text such as narrative, descriptive or procedure, but in this case the researcher use narrative text to this research.. The result of media validation is 68 score in good category. The result of material validation is 65 in a good category The result of user validation in get 90,25 score in field study.*

**Keywords:** *Dubbing time; Speaking skill; junior high students.*

### INTRODUCTION

PERMENDIKBUD No. 19 2016 about Indonesia pintar media stated that Ministry of Education and Culture decided all citizens of Indonesia have to undertake nine years old of education of compulsory. Nine years consist of six years in Elementary school later three years in junior high school. Educational system in Indonesia also consist of two types; they are formal and informal education. Formal education is based on the classroom, also using syllaby, and structured. While informal education is based on a learning community, like a course. Informal education do not need formal curriculum or syllaby, they usually make the curriculum by them selves. The example of informal education are TPQ, language course, etc. In this chapter, the reseacher I conducted her research about Dubbing Time in Junior High School. English is the international language. In education, English consist of four skills ; listening, speaking, reading and writing. In this research, the researcher

focuses on speaking skill. The researcher investigate students' speaking ability by using Dubbing Time, to know students ability in speaking ability. In this research, researcher make a fun method learning to improve the students' ability in speaking skill by using this media.

According to Brown (1994) speaking is an interactive process of constructing meaning that involves producing and receiving and processing information.

In this research, researcher uses a media to make easier learning. A media in learning process make an interesting learning and can improve their motivation and concentration.

Researcher designed a media by named Dubbing Time. Dubbing Time is one of some media to make a fun learning. Dubbing Time is a media to improve speaking skill for students. In this media, students explain a picture on the screen. This media can use be used in some text such as narrative, descriptive or procedure, but in this

case the researcher use narrative text to this research. There are five kinds of text that should mastered by students, the text are procedure text, descriptive text, narrative text, report text, and recount text. The researcher choose the narrative text to investigate the VIII grade students of Junior High School.

There is not previous study about using Dubbing Time are some previous studies in using media to improve speaking ability, but researcher only choose two previous studies about improving speaking skill by using game or media, Avansa Naufal Hakim (2014) with the title Using English Mingling Games To Improve the Speaking Skills of the Seventh Grade Students at SMP Muhammadiyah 2 Mlati, then there is Agnes Ambar Pratiwi Bayuningsih (2016) with the title Improving Students Ability Using the Snakes and Ladders Board Game at 11th Grade Of Saint Pius X Vocational High School Magelang.

Anderson (1997: 8) said that narrative is defined as a text which function is to amuse, entertain, and to deal with actual or various experience in different ways. Narrative is the interest text because it is tell about the legend, mhyth, etc.

There are some kinds of nrrative text such as folklore, fairy tales, fable, etc. Folklore is the one of narrative kinds.. The term folklore is generally used to refer to the traditional beliefs, myths, tales, and practices of a people which have been disseminated in an informal manner usually via word of mouth, (Natasha, 1999:20).

In this research, researcher use Dubbing Time Media to create interesting learning. Dubbing Time Media is a solution to overcome difficulty of speaking, by using more picture in their test. Dubbing Time Media can also increase their creativity from a picture. The researcher as the teacher in her research. Then, the teacher operate this game and give students some instructions and some examples. Dubbing time media use the general story such as Malin Kundang, Roro Jonggrang, Legenda Banyuwangi, etc.

## METHOD

Sugiyono (2009:407) said that research and development is a research method used to make product and test the effectiveness of the product. Sukmadinata (2008:190) stated that "research and development is a scientific approach to create a new product or to complete the before product"

From the statement above, researcher can conclude if *research and development* is a research that produce a product by suggestion and improvement.

According to Haryono (2015:47) Research and Development is a Research oriented to the product. The product includes teaching material, learning media, learning methods etc. Furthermore Latief, Mohammad Adnan (2013:171) stated that Research and Development is a research design aimed at developing educational products, like syllabus, text books, curriculum, instructional media, moduls etc.

Based the statements above, the researcher concluded that Research and Development is a research that is more emphasis in a product of learning which can support and improve the learning process.

## PROCEDURE OF DEVELOPMENT

### 1. Research Information

The researcher observed the learning process and the problem in English learning

### 2. Planning

In this case, researcher prepared the materials of the study, preparing the design of flowchart, and the last is designing the questionnaires needed.

### 3. Develop Preliminary Form and Product

In this stage, researcher develop the product, such as development of learning materials, learning process and instrument evaluation.

### 4. Preliminary Field Testing

Researcher tested her media, in this case there are some revision.

### 5. Main Product Revision

Researcher makeda improvement of her product to expedience of the product.

### 6. Main Field Testing

In this case researcher testedthe product by individual, then 5, and the last is for a class.

### 7. Operational Product Revision

Researcher repaired about the product based on validation

### 8. Operational Field Testing

In this stage, researcher tested about questionnaire, interview, analyze, and the result.

### 9. Final Product Revision

Produce the repaired final product product to development.

## THE TESTING OF THE PRODUCT

### 1. Design Testing

To know the quality of the product, researcher conducted three steps to test her product quality to English learning media. There are three steps to test the product, there are :

➤ Individual test.

Firstly, researcher conducted her product by personal students to know her product quality. The student can fill the questionnaire to know the students response and get the first revision.

➤ Small group test (4-5 students)

The second step is small group test, this is the development of first revision.

➤ Operational field testing (a class)

The last is operational field testing, in this case may there is no revision because the response the students is good.

**2. Subject of Testing**

The researcher conducted her product in Sabilul Huda cottage, this is the one of boarding in BahrulUlum. Researcher tested the program at VIII Grade in Sabilul Huda cottage.

**3. Types of Data**

Researcher tested her research by testing her program to students and giving questionnaire. Researcher used Qualitative and Quantitative data for her research :

- Quantitative is obtained by assessment questionnaire, include media expert and material expert.
- Qualitative is obtained by suggestion from the assessment.

**4. Research Instrument**

In this research, questionnaires are used to collect data. Sugiono (2016: 142) stated that questionnaires are data collected technique by giving some questions for being answered according the testing product. The questionnaire used by material expert, media expert and testing subject to know the feasibility of product.

In this research, questionnaires and interview are used to collect data.

1. Questionnaires

Sugiono (2014:142) stated that questionnaires are data collected technique by giving some questions for being answered based on the testing product. The questionnaire is used by material expert, media expert and users to know the feasibility of product.

According to Pramono, Sigit (2014:215-219) the purpose of the questionnaires are:

- 1) Questionnaires used to get the background of the students data. The questionnaires includes of a) identity the students (age, hobbies, religion, gender and the lesson they like); b) families background (job, education

background, status; c) environment background (address, religion, free time etc).

- 2) Questionnaires used to get learning result and process of the students. the question arranged to know the aspects, such as: difficulty of learning, facilities of learning, motivation, and the attitudes of teacher.
- 3) Questionnaires used to get data to arrange the curriculum and program. The question arranged based on teacher skills in learning, lesson appropriate, assessment or examination, method, media, source of the learning, students activities etc.

Table 2.1 The blueprint of Media Validation

No	Unsur penilaian	Skor Penilaian					Kritik/Saran
		5	4	3	2	1	
Desain layout/ tata Letak							
1.	Ketepatan pemilihan <i>background</i> dengan materi						
Text / Tipografi							
2.	Ketepatan pemilihan font						
3.	Ketepatan ukuran huruf						
4.	Ketepatan warna teks						
Image							
5.	Komposisi gambar						
6.	Ukuran Gambar						
7.	Kualitas Tampilan Gambar						
8.	Kesesuaian gambar dengan materi						
9.	Ketepatan Pemilihan Gambar						
Audio							
10.	Ketepatan pemilihan <i>backsound</i> dengan materi						
11.	Ketepatan sound effect dengan gambar						
Packing							

12.	Cover depan dikemas dengan format menarik								
13.	kesesuaian tampilan dengan isi								
Penggunaan									
14.	Kesesuaian dengan pengguna								
15.	Fleksibilitas (dapat digunakan mandiri dan terbimbing)								

3	dengan sasaran pengguna								
Penutup									
1	Proporsi soal latihan								
4									
1	Kualitas umpan balik								
5									

Table 2.2 The blueprint of Material Validation

No	Unsur penilaian	Skor Penilaian					Kritik/Saran
		5	4	3	2	1	
Kurikulum							
1	Kesesuaian dengan syllabus						
Pengguna							
2	Kesesuaian media dengan karakteristik siswa						
3	Kesesuaian cara penyampaian materi dengan perkembangan siswa						
4	Memberi kesempatan untuk belajar sendiri						
5	Menuntut aktivitas siswa						
Pembukaan							
6	Kemenarikan judul						
7	Kesesuaian apersepsi dengan tujuan dan materi pembelajaran						
Inti							
8	Keruntutan penyajian materi						
9	Kesesuaian materi dengan syllabus						
10	Kedalaman materi						
11	Keluasan materi						
12	Kemenarikan penyajian materi						
13	Kesesuaian bahasa						

#### 4. Method of Data Analysis

The steps of data analysis as follows :

1. Change the scale of Qualitative assessment to Quantitative assessment according to Linkert's scale. Linkert's scale as follows :

Tables 2.5 Linkert's Scale

Meaning Score	Score
Very good/ strongly agree with the statement	5
Good/ agree with the statement	4
Fair/ not sure with statement	3
Low/ disagree with the statement	2
Very Low/ strongly disagree with statement	1

2. Calculate the average score with the formula :

Then, the data analyzed by finding the average score or mean. The researcher used Mean to describe the responses all of the participats according the instruments. The following is the calculation of Means:

$$Xi = \frac{\sum x}{N}$$

Descriptions :

$Xi$  = Average Score (Mean)

$\sum x$  = Total Score

$N$  = Number of participants

3. Change the average score to be Qualitative assessment

#### PRODUCT DEVELOPMENT

Researcher made thee product used by movie maker video, firstly, researcher collected picture,the researcher added a sound of the character of the story. The picture appeared with dubbing sound. When it end, students should

replay the dubbing with the character. Students depend on 3 or 4 groups.

## RESULT

### The Result of Need Analysis

Before designing the media, researcher needs to analyze the problems in English learning class. Researcher investigate the problems in learning process by doing observation. Researcher observe the students felt difficult when they try to practice their speaking and listening. This indicate when the researcher doing the communication in class. Some students just say yes or no. The not understand what the speakers says.

Based on the observation above, the researcher conclude that some student has difficult to listen and communicate in English. Therefore, the researcher design Dubbing Time to improve their listening and speaking skill especially in stories about narrative text.

To get the valid data, the researcher has done the interview to some students in the cottage. The researcher interview to 10 students. The question of interview aimed to find out the learners need and the learning need. Researcher used a questionnaire for collected data. The needs analysis questionnaires consisted of fifteen questions and were developed based on the blue print that has been made before.

STUDENTS	SEX	AGE
10	FEMALE	13-14

### Designing Product

Researcher designed a product to improve students speaking skill ability. Researcher named the media Dubbing Time. Dubbing time is a video consist of pictures, sounds, and music backgrounds. Dubbing Time applied for beginner students at Sabiul Huda cottage. The steps of developing Dubbing Time takes the following point as follow:

#### 1. Layout design

Researcher choose the suitable colour to narrative text. The color of layout was various and more dominant on fresh green color.

#### 2. Text

Commonly, the theme font that used in this research is showcard Gothic

#### 3. Pictures

Pictures on this media supporting the material and make the students more interesting to learn. The pictures and animation aimed to make the students understanding about the material well. Researcher takes pictures on this media by youtube and google as references.

#### 4. Audio

Audio on this media located on background music and speaker sounds. Background sounds aimed to create fun learning.

#### 5. Packaging

Dubbing Time is able to save on flashdisk, CD (Compact Disk), or others. This media is able to save for a long term. Moreover, this media is able to save on memory and computer harddisk.

In this stage, researcher must make a storyboard to describe her research. Storyboard is form of illustrations or images display in sequence for the purpose of pre visualizing a motion picture, animation, motion graphic or interactive media sequence. Researcher take pictures from video on youtube, then researcher develop that video. Contain of the video as follow :

#### ➤ Opening Video

in this display, showed the researcher introduction (researcher does by her sound) after that logo of university and researcher medias, continue with definition of dubbing time, then researcher put some learning aims, then researcher explain about narrative text.

#### ➤ Core Display

In this display, researcher showed the story about Timun Mas. There was prolog and conversation between widow, giant and Timun Mas. The students had listen carefully timun mas story to understand the the story.

#### ➤ Rules display

This display not only showed the rules of the game, but also the contain of story also explain some sign for clues of this media

## Result of Expert Validation and Revision

On this part, the researcher discusses the important parts on the research. These are preliminary field testing and main product revision. On the preliminary field testing, there are experts who will validate. Researcher get the data of validation by questionnaires. There are two validators in this research those material validator and media validator. The following result of experts validation :

**Expert Validation**

There are two experts in this research, Media validation and material validation.

1. Media Validation

First validator of this research is Mrs. Luluk Choirun Nisak Nur, M.Pd as media validator, she is one of English lecturer in KH. A Wahab Hasbullah University. Researcher got some revisions and suggestions from her validator. The result of first step of media validation as follows:

Table 4.1 result of media validator

No.	Aspek yang dinilai	Skor		Prese ntase (%)	Tingkat Kevalidan	Keterangan
		X	Xi			
	<b>DESIGN LAYOUT</b>					
1.	Ketepatan pemilihan background dengan materi	4	5	80	Valid	Sedikit Revisi
	<b>TEXT</b>					
2.	ketepatan pemilihan font	3	5	60	Cukup Valid	Revisi Sebagian
3.	ketepatan ukuran huruf	3	5	60	Cukup Valid	Revisi Sebagian
4.	ketepatan warna text	4	5	80	Valid	Sedikit Revisi
	<b>IMAGE</b>					
5.	komposisi gambar	4	5	80	Valid	Sedikit Revisi
6.	ukuran gambar	3	5	60	Cukup Valid	Revisi Sebagian
7.	kualitas tampilan gambar	4	5	80	Valid	Sedikit Revisi
8.	kesesuaian gambar dengan materi	4	5	80	Valid	Sedikit Revisi
9.	ketepatan pemilihan gambar	4	5	80	Valid	Sedikit Revisi
	<b>AUDIO</b>					
10.	ketepatan pemilihan backsound dengan materi	2	5	40	Kurang Valid	Revisi Sebagian
11.	ketepatan sound effect dengan gambar	1	5	20	Tidak Valid	Revisi Total
	<b>PACKING</b>					
12.	Cover depan diformat dengan menarik	3	5	60	Cukup Valid	Revisi Sebagian
13.	kesesuaian tampilan dengan isi	4	5	80	Valid	Sedikit Revisi
	<b>USE</b>					
14.	Kesesuaian dengan pengguna	4	5	80	Valid	Sedikit Revisi
15.	Fleksibilitas (dapat digunakan mandiri dan terbimbing)	4	5	80	Valid	Sedikit Revisi

<b>Jumlah</b>	<b>51</b>	<b>75</b>	<b>68</b>	<b>Valid</b>	<b>Sedikit Revisi</b>
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Based on these validation, researcher get some suggest and revisions. The revisions from her validation was in terms of is :

- a. Nothing moving effect will better.
- b. The available font in generic structure scene.
- c. Sound effect more louder than speakers sound.
- d. Sound of this story should more variant.
- e. Choose the available backsound between story and songs.

Then, the researcher revised her product from validators suggestion in order that can be used to learning media.

#### Material Validation

The second validator is Miss Nurul Afidah, M.Pd as material validator, she is also one of lecturer in University Of KH. Wahab Hasbullah Jombang. She give some suggestion to make this media better than before. The suggustions from MissNurul are *“there is not aim learning, the story should more than one. Adding definition of dubbing time”*The validation guideline for the teacher was also made. The guideline can be seen in the table below:

Table of 4.2 result of material validation

No.	Aspek yang dinilai	Skor		Presentase (%)	Tingkat Kevalidan	Keterangan
		X	Xi			
1.	Kesesuaian dengan syllabus	4	5	80	Valid	Sedikit Revisi
2.	Kesesuaian media dengan karakteristik siswa	4	5	80	Valid	Sedikit Revisi
3.	Kesesuaian cara penyampaian materi dengan perkembangan siswa	4	5	80	Valid	Sedikit Revisi
4.	Memberi kesempatan untuk belajar sendiri	4	5	80	Valid	Sedikit Revisi
5.	Menuntut aktivitas siswa	3	5	60	Cukup Valid	Revisi Sebagian
6.	Kemenarikan judul	4	5	80	Valid	Sedikit Revisi
7.	Kesesuaian apersepsi dengan tujuan dan materi pembelajaran	3	5	60	Cukup Valid	Revisi Sebagian
8.	Keruntutan penyajian materi	3	5	60	Cukup Valid	Revisi Sebagian
9.	Kesesuaian	3	5	60	Cukup Valid	Revisi Sebagian

	materi dengan syllabus					
10.	Kedalaman materi	3	5	60	Cukup Valid	Revisi Sebagian
11	Keluasan materi	2	5	40	Kurang Valid	Revisi Sebagian
12	Kemenarikan penyajian materi	2	5	40	Kurang Valid	Revisi Sebagian
13	Kesesuaian bahasa dengan sasaran pengguna	3	5	60	Cukup Valid	Revisi Sebagian
14	Proporsi soal latihan	4	5	80	Valid	Sedikit Revisi
15	Kualitas umpan balik	1	5	20	Tidak Valid	Revisi Total
	<b>Jumlah</b>	<b>47</b>	<b>75</b>	<b>62,66666667</b>	<b>Valid</b>	<b>Sedikit Revisi</b>

Based on table 4.1 the researcher is able to calculate the total score of the validation sheet. The total score is 62. After we know the total score, next we calculate the ideal grade (Xi) and ideal standart deviation (Sbi). The result of ideal grade is 60 and ideal standart deviation is 13.3. Then the score convert to the qualitative data. The score showed that 62, it is mean that the result of validation sheet or the result of Dubbing Time based on material is “**valid**” but need some revision. Then researcher revised the product tha revised by validators.

### Revisions

On this part, the researcher discussed the main product revision, before the product implemented to the students. It aimed that the media is ready to use.

Based on the result of validation, this media is still needed the revision After gathering and analyzing the comments, suggestions, opinions, and feedback from the validators and user, the researcher made some revisions for the betterment of the media and material.

### The Result of Tryout

Technical of tried out this research was researcher give them with some kinds of text, then researcher introduce about narrative text. After they know what the resercher mean,

researcher mentioned about some familiar stories such as timun mas, danau toba, malin kundang, etc. After that researcher introduce about researcher story, resarcher play the vidio and ask students to listen carefully, after researcher finished the video, researcher gives students the suitable vocabulary. After students can memories that vocabularies, researcher replay the vidio.

Dubbing Time Media tried out on VII grade in Sabilul Huda cottage. There were 10 students who joined the try out. The instruction in using this media are students depend on 2 groups, a group consist of 5 students, this learning took about 35 minutes. Then, questionnaires were distributed to the students in order to get the information about their opinion of English learning.

There are 4 aspects which has been ask students, the researcher used a questioner to get information about students' interest about English lesson, students' ability in learning English, students' motivation to learning English (speaking), and to get information about the activities that the students interested in, and according to the result of the questioner is “the student still doubt to learn English”



## CONCLUSION

Based on the result of research and discussion, the researcher concluded that Dubbing Time media designed by researcher is easy to use in English learning. The feasibility based on:

- The result of media validation is 68 score in good category
- The result of material validation is 65 in a good category
- The result of user validation in get 90,25 score in field study

## SUGGESTIONS

- Dubbing Time media is able to support the teacher in English learning
- Dubbing Time media is new innovation for the young English learner
- Dubbing Time is interesting media for children, so they are able to learn English in a fun and enjoyable way.
- To the English teacher it can be used to be alternative teaching media to teach English
- To the other researcher it can be used to do the research at different level of the students

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