

## Promoting English Pronunciation Skill for Elementary Students at MI Azharul Ulum Through Audio Lingual Method

**Ainur Rohmah<sup>1</sup>, Atiqatul Akmalia<sup>2</sup>, Nisrin Raudha Syarifah<sup>3</sup>, Nur Rohmatul Ainiyah<sup>4</sup>, Mulis<sup>5</sup>**

<sup>1</sup> English Student, Faculty of Tarbiyah, University of Al-Qolam Malang, Indonesia

<sup>2</sup> English Student, Faculty of Tarbiyah, University of Al-Qolam Malang, Indonesia

<sup>3</sup> English Student, Faculty of Tarbiyah, University of Al-Qolam Malang, Indonesia

<sup>4</sup> English Student, Faculty of Tarbiyah, University of Al-Qolam Malang, Indonesia

<sup>5</sup> English Lecturer, Faculty of Tarbiyah, University of Al-Qolam Malang, Indonesia

---

### Article Info

*Keywords:*

Keyword 1; ALM (Audio-Lingual Method)

Keyword 2; Pronunciation

---

*Article History:*

Received : 09/11/2024

Revised : 11/11/2024

Accepted : 12/11/2024

Available Online:  
13/11/2024

---

### Abstract

This current research was employed to solve students' obstacles related to Pronunciation. This research was conducted in the fifth grade of MI Azharul Ulum Brongkal 03 consisting of 30 students. Classroom Action Research was used in this research where it utilized two cycles and each cycle consisted of two meetings.

Some instruments were used to collect the data such as tests (preliminary and post-test). The test included pre-tests and post-tests in which it was applied to acknowledge the students' prior pronunciation skills before and after the teaching and learning process by using the Audio-Lingual Method method. To analyze the data, researchers employed a scoring rubric adapted from Fajriyah (2011) which included (5) Phonetically Correct, almost error free, Awareness of Accent (4) Comprehensible, generally correct, occasional error (3) Frequent errors that confuse listener (2) Many errors that interfere with comprehensibility (1) Most utterances contain errors, incomprehensible.

The finding revealed that in a preliminary test, the students obtaining a minimum mastery criterion (KKM) was 16,66%. It indicated the students' pronunciation was poor. Yet, for the first cycle, the students obtaining a minimum mastery criterion (KKM) was 40,00%. The first cycle showed an improvement in students' pronunciation progress. While for the second cycle, the students obtaining a minimum mastery criterion (KKM) was 66,66%. Hence, this research highlighted and recommended Audio-Lingual Method strategy should be applied when teaching pronunciation ability.

---

## Introduction

English is one of the languages widely spoken around the world both officially and internationally. In learning and teaching, speaking is an important ability in the English language. According to Brown and Yule (1983) Speaking is a skill that students must master in real-life situations. Speaking skills should consider several aspects, including pronunciation. Richard and Schmidt (2002) described pronunciation as a part of the pronunciation of developing certain sounds. English pronunciation plays a very important role in communication because if speakers mispronounce a word or sentence, people might misunderstand it. To reduce this, the teacher must equip the students with a certain level of accuracy and pronunciation to understand, respond and express the language through speaking, so that it is vital to conduct the understudies to discover their troubles in pronunciation. so that it is vital to conduct the understudies to discover their troubles in pronunciation.

The researchers conducted preliminary research on class V students at MI Azharul Ulum 03 Brongkal Pagelaran Malang. The researchers found students' problems related to pronunciation. So, they need to research to clear difficulties in pronunciation. **Besides**, based on the results of the interview with the teacher. In this activity, the researchers obtained information about the problems that occur in grade V students. In the learning process, when the teacher asks about the meaning and writing of a word in English to students, they can answer even though students are often asked to memorize vocabulary, and when the teacher asks students to pronounce a word in English, the student has difficulty, for example, the word "*chair*" (*tser*) pronounced to (*cair*), this is because the writing and pronunciation of words in English are different. Because of these problems, the researchers intend to use *ALM* (*Audio Lingual Method*) as an alternative to teaching pronunciation in V grade. This method is chosen because children easily retain something visual and sound (audio-visual) and it can attract the attention of students so that they do not get bored in the learning process.

In line with this research, a number of research has been conducted. Marti's (2013), stated that *ALM* (*Audio-Lingual Method*) aims to develop the communication skills of students through dialogue and practice. In the first study by Abdul (2016), the researcher used Classroom Action Research to examine the use of the *ALM* (*Audio-Lingual Method*) in teaching listening comprehension to second-year students at SMK Yapip Makassar Sungguminasa. As a result, the study included a diagnosis test and two cycles of examination. The researcher used audiovisual materials as part of the teaching process to

help students become better listeners. According to cycle 1 data, students' mean score is 220; in cycle 2, it rises to 230.5. These scores indicate that there was a 4.45% improvement from cycle 1 to cycle 2. Thus, using audiolingual instruction could enhance students' listening comprehension. Further, Hidayati (2016) conducted a study on the use of classroom action research (CAR) to improve students' pronunciation proficiency at Darul Mahdiah Private School. Data from pronunciation tests were gathered, and percentage analysis was used to analyze the results. According to research, using the *ALM (Audio Lingual Method)* through repetition Drill Technique can help Thai students pronounce words more clearly. This means that students' improved pronunciation was caused by repetition drills, as they became accustomed to pronouncing words as their teachers modeled. The third study The use of the *ALM (Audio Lingual Method)* to enhance elementary school pupils' speaking abilities was discussed by Eda Maaliah (2015). The study makes use of CAR, The quantitative and qualitative data types are the two types of data employed in this study. The scores of the students represent the quantitative data. Students' test results from the start to the finish of the study comprise the data. They're extracted from the exam. Observations, questionnaires, and interviews are the methods used to gather qualitative data. The research indicates that teachers can effectively impart knowledge while providing complete guidance, enabling students to feel at ease and developing skills that benefit both the students and the teachers. Another, Kuni Hikmah Hidayati with the thesis title Using *Audio Lingual Method* to Improve Students Pronunciation Ability of Darul Mahdiah Private School. She conducted research on elementary school students at Darul Mahdiah private school in 2016 with the success of this research was achieved in cycle 2 with 87.5% of the total number of students achieving a score  $\geq 60$  which was only 64.29% of the total number of students who achieved the score in cycle 1. Based on the about background, the researchers are interested in conducting a research "*Promoting English Pronunciation Skill for Elementary Students at MI Azharul Ulum Through Audio Lingual Method*". Further, this research is expected to the improvement and development of English language teaching, especially pronunciation skills. English language teachers Mi Azharul Ulum 03 Brongkal Pagelaran in Malang.

### **The Nature of Pronunciation**

Pronouncing words correctly in English is crucial for communication, especially for EFL students, According to Yates (2002), learners who pronounce words correctly in English have a higher chance of being understood, even if they make mistakes in other areas. Conversely, learners who pronounce words poorly will not be understood, even if their

grammar is flawless. Teaching pronunciation has a significant part in the present state of English teaching and learning, where communicative competency is one of the primary goals. The absence of intelligible language pronunciation will cause communication to break down. It is important since language is usually written but sometimes expressed. According to Pennington and Rogerson-Revell (2019), pronunciation is crucial to speech messages since it involves articulating words and combining them with other language aspects. Gilakjani and Sabouri (2019) suggest that teaching pronunciation should be integrated into classroom activities, and EFL teachers should pay close attention to their students' pronunciation issues.

### **Aspect of Pronunciation**

Some aspects are included in pronunciation such as sounds, vowels, stressing, and intonation.

#### **Sound**

Sound is the impression of air particle movement that causes displacement of the eardrum (macmahon 1990). English speaking sounds can be characterized as consonant, voiceless, and voiced.

#### **Stress**

Stressing of specific syllables in a phrase or sentence is used to avoid miscommunication or odd pronunciation. It is critical for emphasizing crucial sections of communications and ensuring that words are interpreted correctly. The three common stress levels are such as syllable stress in words, keyword stress and focus word stress.

#### **Intonation**

Jeremy Harmer defines intonation as the ability to change the tune of spoken words and this is affected to the melody of language. In English, rising-falling intonation is utilized in declarations, instructions, and requests or questions.

### **Teaching Pronunciation in Elementary School**

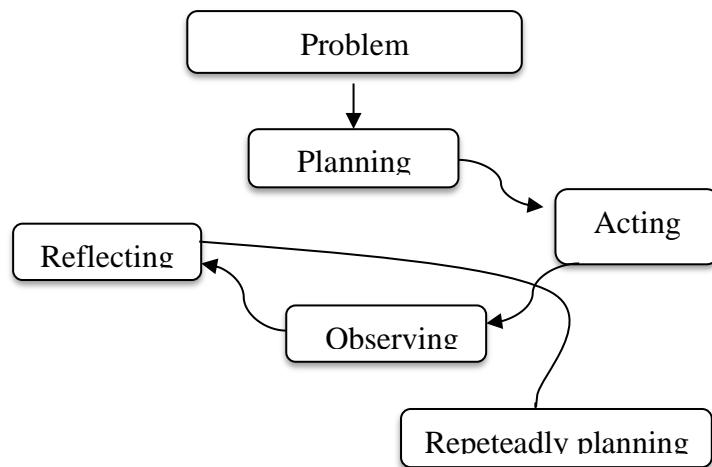
Speaking is a skill that students must develop in real-world circumstances. Speaking abilities should take into account a variety of factors, including pronunciation (Brown and Yule: 1983). Therefore, pronunciation is a very crucial skill to learn. To master English, the students must first learn how to pronounce English words correctly earlier. Therefore, it is urgent to acknowledging English pronunciation earlier. Yet, Indonesian English students come from a different culture and English and Indonesian have different linguistic systems, it might be difficult for Indonesian students to pronounce English.

### **Audio Lingual Method (ALM)**

Richards and Rodgers (2001) stated that ALM is a way of teaching foreign languages stresses speaking and listening before reading and writing. It emphasizes dialogues as the primary form of language instruction and drills as the primary teaching approach. This method employs activities such as pattern practice dialogues that involve imitation and memorizing. With this method, the teacher encourages students to imitate the teacher's pronunciation (Nita et al., 2012: 66). Besides, this method also produces a nice and peaceful classroom activities (Maaliah et al. 2017).

### **Method**

This research utilized the Classroom Action Research (CAR) approach. According to Burns (2009) CAR aims at improving teaching techniques in classrooms. It is a reflective process that includes inquiry and discussion as components of the research. This research was conducted at MI Azharul Ulum 03 with 30 students of the fifth grade which is located on Jl. KH Moch Ikhsan Brongkal Pagelaran Malang. The data were collected through observation and test; pre and post test. The Procedure of Action Research Model is as follow; Hopkins.



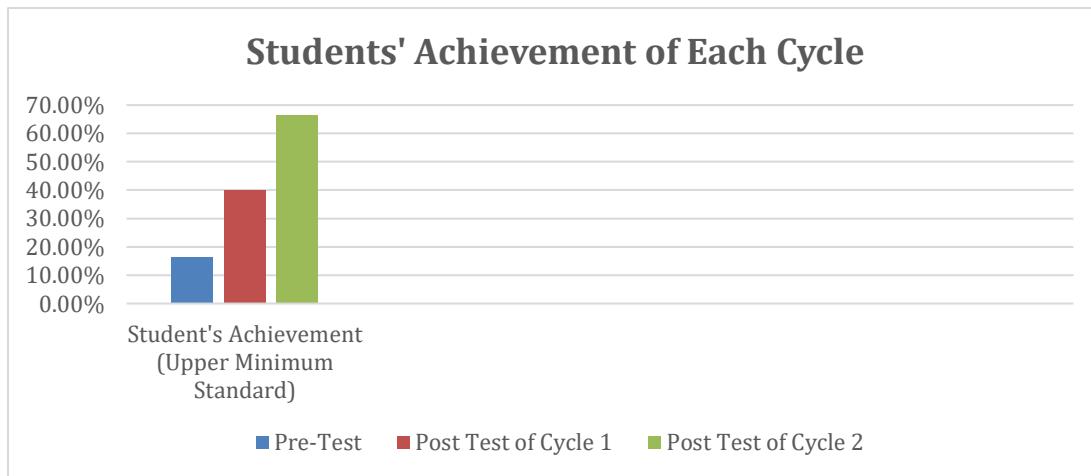
### **Findings and Discussion**

This research used Classroom Action Research by Audio Lingual Method (ALM) method. This research was held Thursday, 18 July 2024, for the fifth grade at MI Azharul. The implementation of this research applied two cycles and each cycle consisted of two

meetings. The result of students' achievement including preliminary, and pre and post-test are shown as below.

No	Name	Pre	Score in Cycle	
			Cycle 1	Cycle 2
1.	ANM	43,33	62	76
2.	AHR	38,67	60	74
3.	AFH	43,33	74,67	80,67
4.	ASZ	41,33	60,67	60,67
5.	AMT	38	74	90
6.	AHA	43,33	76,67	90,67
7.	DDPU	53,33	72	89,33
8.	DNE	27,33	64,67	74
9.	EA	34,67	62	74,67
10.	FAM	77,33	79,33	74
11.	FZA	40	62,67	72
12.	FM	52,67	82	82
13.	HI	89,33	73,33	86,67
14.	HDM	60,67	76	76
15.	HDM	60,67	79,33	79,33
16.	KHAG	75,33	86	86
17.	MMI	86,67	88	91,33
18.	MDAA	46,67	76,67	78
19.	MRS	62,67	72,67	72,67
20.	MAA	86	80,67	96,67
21.	MF	60	81,33	81,33
22.	HS	57,33	63,33	79,33
23.	NPM	80	82,67	80
24.	NDA	68,67	73,33	73,33
25.	PI	71,33	71,33	78,67
26.	SAP	40	62,67	62,67
27.	SBRD	39,33	62	68
28.	SIN	88,67	84,67	84,67
29.	VAD	70	74	82,67
30.	ZAP	49,33	66	69,33
Upper Minimum Standard		<b>16,66%</b>	<b>40,00%</b>	<b>66,66%</b>
Under Minimum Standard		<b>83,34%</b>	<b>60,00%</b>	<b>33,34%</b>

Based on the table above, it can be seen that the student's achievement related to the pronunciation of grade V students of MI Azharul Ulum 03 obtained progress from the preliminary test to the post-test of cycle 2. For the first cycle, from 30 students only 16,66% or five students got upper minimum standard (KKM), and 83,34% or 25 students did not get KKM. YET, the use of Audio-Lingual Method developed students' pronunciation. It can be seen from the progress of their achievement. It is constructed as below.



This research related to improving students' pronunciation by using Audio lingual method (ALM) is effective. Yet, this method is one of the ways to foster students who face pronunciation problems

## Conclusions

This method; Audio-Lingual Method (ALM) was applied to improve the English pronunciation abilities of 5th-grade students at MI Azharul Ulum 03 Brongkal Pagelaran Malang. And the following suggestions are based on the findings of pronunciation research conducted utilizing the Audio Lingual Method (ALM) for class V students at MI Azharul Ulum 03 Brongkal Pagelaran Malang; (1) the teacher should consider integrating the Audio-Lingual Method into their English language teaching, (2) the teachers should upgrade about the use of ALM techniques, including repetition drills and memorization (3) the learning materials should be designed to solve pronunciation issues encountered by the students.

## References

Abdul, Bte Nurdevi, (2016) The Use of Audio-Lingual Method in Teaching Listening Comprehension at The Second Year Students of Smk Yapip Makassar Sungguminasa. (Exspouse Journal), Vol. 5, No, 1., <Https://Media.Neliti.Com>

Admawati, Dhewi Mashitoh, (2009), Penggunaan Metode Audio Lingual Dalam Pembelajaran Bahasa Inggris Amalia, Nur Sholikah, (2023), The Impact of Technology in Teaching and Learning English As Foreign Language: Tesolcontext, (Journal Corner Of Education, Linguistics, And Literature), Vol. 3 No. 1<Https://Repository.Bsi.Ac.Id/>

Eripuddin And Kasyulita, Evi, (2019), The Effectiveness of Audio-Lingual Method on Students' Pronunciation Ability at Third Semester in The University of Pasir Pengaraian, (International Journal on Language, Research and Education Studies), Vol. 3, No. 3. <Https://Rb.Gy/2a9u4t>

Fauziah, Anna (2008), Teaching Pronunciation by Using Audio Lingual Method. <Https://Repository.Uinjkt.Ac.Id/>

Fuadah, Anisatul (2023), Implementasi Metode Audio Lingual Dalam Peningkatkan Kemampuan Pronunciaton Siswa Kelas Viii, (Journal of Education Research), 4(1), <Https://Rb.Gy/B1qs1h>

Gustina, Selvia, Dkk, An Analysis of The Elementary School Students' Problem in Learning English Pronunciation", <Https://Core.Ac.Uk/>

Hasanah, Lukluatul, (P. 24) The Effect of Using Audio Lingual Method on Student's Speaking Skill at Sma Karya Pengalihan Indragiri Hilir. <Https://Repository.Uin-Suska.Ac.Id/>

Hidayati, Hikmah Kuni, (2016), Using Audio Lingual Method to Improve Students Pronunciation Ability of Darul Mahdiah Private School (Journal of English Language, Literature, And Teaching) Vol 01 No 1. <Https://Www.Researchgate.Net/Profile/Kuni-Hidayati-2/Publication>

Hotimah, Husnul, (P. 30), The Use of Audio-Lingual Method in Teaching Speaking of Viii Grade At Smpn 1 Banyuwangi, <Http://Digilib.Uinkhas.Ac.Id/>

Ismawati, Windy, The Effect of Applying Audio Lingual Method to Develop Students' English Word Pronunciation", <Https://Repository.Uinjkt.Ac.Id/>

Ichwan Yunus, Ulfah, (2013), Escalation of Students' Ability In Pronouncing Word Stress By Using Audio-Lingual Method At The Third Year Students Of English Study Program Tarbiyah Department Stain Palopo (A Thesis)

Kakunta Kebson & Kamanga Webster, (2020), Microteaching: Audio-Lingual Method, (Journal Educational Verkenning), Vol,1 <http://Www.Hdpublication.Com/>

Maaliah,Eda, Dkk, (2017), Using Audio-Lingual Method to Improve The Students'speaking Skill, ( Jurnal Bahasa Inggris Terapan ), Vol 3, No. 1. Hal 48 <Https://Jurnal.Polban.Ac.Id/>

*Mellisa Dkk*, Improving Students' Pronunciation In Speaking by Using Podcast as Media . (English Education Study Program Fkip Untan Pontianak). Retrieved From <Https://Jurnal.Untan.Ac.Id/>

Ningsih, Tri, Dkk , (2021) Multimedia Tutorial Untuk Mempermudah Pronunciation Bahasa Inggris Menggunakan Metode Alm Kelas Viii Smp. (Jurnal Kajian Teknologi Pendidikan).Vol. 4 No.4. <Https://Journal2.Um.Ac.Id/>

Nurhayati, Lusi, Dkk, (P. 2), Teaching English As Foreign Language Methodology. <Https://Staffnew.Uny.Ac.Id/>

Tita Fajriyani,Nurul, (2011), Improving Students' Writing Ability Through Clustering Technique, (A Thesis), <Https://Repository.Uinjkt.Ac.Id/>

Rozalinda, (2021). Ability Improvement Speaking English Through The Alm (Audio Lingual Method) Method With The Utilization Of English Video In Class Ix.1 Students Of Mtsn 4 Kota Padang. (Menara Ilmu) Vol. 17 No.01. <Https://Scholar.Uinib.Ac.Id/>

Permadi Sukarman, Eko, Algiovan, Nyanuar, (P. 735), The Use Of Audio-Lingual Method In Improving Speaking Accuracy Of Indonesian Efl Learners, (International Journal Of Multicultural And Multireligious Understanding), Vol 9, No. 2. <Https://Ijmuu.Com/Index.Php/Ijmuu>

Pratiwi Lousa Diyanti, Suryaman,Maman, (2022), Fun Learning To Improve Students' Speaking Skill Through Audio Lingual Methodin The Eyl Classroom,( Jurnal Pendidikan Dan Konseling), Vol, 4 No.4,. <Https://Journal.Universitaspahlawan.Ac.Id/>

Saputri dzurroh, (2015), Audio Lingual Method Revisited: The Effectiveness Of Alm In Teaching Vowel Pronunciation To Junior High School Students, universitas negeri semaran. <Https://Lib.Unnes.Ac.Id/>

Susilawati, (2013) The Effectiveness of Audio Lingual Method In Teaching Speaking Skillat The Nine Year Of Smpn 8 Palopo. <Http://Repository.Iainpalopo.Ac.Id/>.

### Students' Scores in the Pre Test

No	Nama	Analisis Hasil Penilaian																													Total Score	Nilai			
		Nomor Soal																																	
1	ANM	2	3	1	2	3	2	3	3	1	1	2	4	3	2	1	2	2	1	3	4	1	2	4	2	2	1	2	1	2	3	65	43,33333333		
2	AHR	1	2	1	3	1	1	2	1	3	2	2	1	3	4	1	1	2	3	1	2	3	1	2	1	3	2	1	3	1	4	58	39,6666667		
3	AFH	3	1	2	2	3	1	2	1	3	4	3	3	2	1	3	2	1	2	1	3	2	4	2	3	1	3	2	1	2	2	65	43,33333333		
4	ASZ	2	4	4	2	2	3	1	1	2	2	1	1	3	2	1	1	2	1	2	2	2	3	2	1	2	1	2	3	4	3	62	41,33333333		
5	AMT	2	2	3	1	2	1	1	1	2	3	1	3	3	2	1	2	2	2	1	2	3	1	3	2	1	4	1	2	1	2	57	38		
6	AHA	2	2	2	3	3	4	4	3	5	3	3	4	2	2	5	2	3	2	5	2	3	1	2	4	3	4	3	5	3	5	93	62		
7	DDPU	3	3	3	3	3	3	3	3	2	2	4	1	1	2	2	2	2	3	3	3	3	3	3	3	3	3	3	3	3	3	80	53,33333333		
8	DNE	1	1	1	1	2	1	1	1	1	2	2	1	1	2	1	2	1	1	1	1	2	1	2	1	2	1	2	1	2	2	41	27,33333333		
9	EA	1	2	2	2	2	2	1	1	2	2	2	2	2	2	1	2	2	1	1	1	2	1	2	2	2	2	2	2	2	2	52	34,6666667		
10	FAM	4	3	4	4	4	4	4	4	5	4	4	4	2	3	2	5	3	4	4	4	4	4	3	3	5	5	4	5	4	4	116	77,33333333		
11	FZA	3	2	2	2	2	2	2	2	2	3	3	2	2	2	2	2	1	1	2	2	1	1	1	2	3	2	2	2	2	2	60	40		
12	FM	3	3	2	3	3	3	3	1	3	3	3	2	4	2	3	2	2	3	4	4	4	3	2	2	2	3	3	2	1	1	79	52,6666667		
13	HI	4	4	4	4	4	4	4	5	5	5	4	4	5	5	4	4	4	5	5	5	5	5	5	5	5	4	4	4	4	134	89,33333333			
14	HDM	4	4	4	4	4	4	5	2	3	2	2	2	3	3	3	2	2	3	3	4	2	3	3	2	3	3	3	3	3	3	91	60,6666667		
15	HDM	3	4	3	2	2	3	2	3	4	3	2	4	3	3	3	3	3	3	3	3	3	3	3	3	4	2	3	4	3	91	60,6666667			
16	KHAG	3	4	4	4	5	5	3	3	5	5	5	5	3	3	3	5	3	3	3	4	5	3	3	5	3	2	4	3	3	4	113	75,33333333		
17	MMI	4	4	4	4	4	4	3	5	5	5	5	4	4	5	5	3	5	5	4	4	4	3	5	4	5	4	5	5	4	130	86,6666667			
18	MDAA	1	2	2	2	2	2	3	3	2	1	1	1	3	3	4	3	3	2	2	2	2	3	3	3	3	2	2	3	3	2	70	46,6666667		
19	MRS	3	3	3	2	2	4	3	4	2	4	3	4	3	4	4	3	3	3	3	3	4	4	4	4	3	4	2	2	2	2	94	62,6666667		
20	MAA	3	3	3	4	3	4	4	4	4	5	5	4	4	4	5	4	5	5	5	5	5	5	4	4	4	5	5	5	4	129	86			
21	MF	3	3	3	2	2	3	3	2	2	3	3	3	3	4	3	3	3	3	2	3	3	3	3	3	4	4	4	3	3	4	90	60		
22	NS	4	3	3	3	3	3	3	3	3	2	3	3	3	3	2	3	3	3	3	3	2	3	3	2	2	3	3	3	3	86	57,33333333			
23	NPM	3	3	3	3	4	4	4	4	4	4	4	4	4	4	5	5	5	5	4	4	5	5	5	5	4	4	4	3	3	4	120	80		
24	NDA	3	3	4	4	4	2	2	3	3	3	3	3	4	4	4	3	4	3	4	3	4	3	4	3	4	4	5	4	3	103	68,6666667			
25	PI	3	4	4	4	4	4	4	4	3	4	3	3	4	3	4	4	4	4	3	4	3	3	3	3	4	4	4	3	3	107	71,33333333			
26	SAP	3	3	2	2	3	1	1	3	1	3	3	3	2	2	2	2	1	1	1	1	1	2	2	3	3	3	1	1	2	2	60	40		
27	SRD	5	4	2	3	2	1	1	1	1	5	1	3	2	2	1	2	2	1	2	1	2	2	2	2	2	1	1	1	1	59	39,33333333			
28	SIN	5	5	5	5	3	4	4	5	4	4	4	5	4	4	5	5	5	5	4	4	4	5	4	4	4	5	4	4	133	88,6666667				
29	VDA	4	4	4	4	4	3	3	4	3	3	4	4	3	3	3	4	4	4	3	3	3	4	4	4	3	3	3	4	105	70				
30	ZAP	3	3	3	3	3	3	3	2	2	2	2	1	1	2	3	3	3	1	3	3	3	1	1	3	4	1	1	3	4	74	49,33333333			
																																			1744,66667
																																		58,4597701	

### **Students' Scores in the Post Test (Cycle 1)**

**Students' Scores in the Post Test (Cycle 2)**

No	Nama	Analisis Hasil Penilaian																														Total Score	Nilai				
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
1	ANM	5	4	3	5	3	5	4	2	5	3	4	4	5	4	3	5	5	5	4	3	3	2	4	3	3	4	4	4	3	3	114	76				
2	AHR	4	2	3	5	2	3	4	4	3	3	3	4	5	3	3	4	5	3	4	4	3	3	5	4	5	4	4	5	3	4	111	74				
3	AFH	5	5	5	5	5	4	5	4	5	3	5	3	4	3	5	4	3	5	3	5	3	4	3	5	4	4	2	3	3	4	121	80,6666667				
4	ASZ	3	4	4	2	4	4	2	3	3	2	3	3	4	3	2	3	3	2	3	3	4	4	3	2	2	2	3	3	4	4	91	60,6666667				
5	AMT	4	4	5	4	4	5	5	5	4	5	4	4	5	5	5	5	5	4	5	4	4	5	5	5	5	3	5	4	4	135	90					
6	AHA	5	4	4	5	5	5	4	4	4	5	4	5	5	5	4	5	4	4	5	5	4	5	5	4	5	4	4	4	5	5	136	90,6666667				
7	DDPU	5	5	4	4	4	5	5	4	5	5	5	4	4	4	5	5	5	4	4	5	5	4	5	3	4	3	5	4	5	5	134	89,3333333				
8	DNE	4	4	5	3	5	3	4	5	3	5	3	4	3	3	4	5	4	3	3	3	2	4	4	3	4	4	4	3	3	4	111	74				
9	EA	3	4	4	4	4	3	5	3	4	5	4	3	3	3	4	5	3	4	4	3	3	3	4	3	4	3	4	4	4	5	112	74,6666667				
10	FAM	5	3	3	4	4	5	3	3	3	5	3	3	4	3	5	3	3	3	3	4	5	3	4	5	3	3	3	4	4	5	111	74				
11	FZA	4	4	3	4	3	4	4	3	4	3	4	3	4	4	3	4	3	4	3	4	3	4	3	4	4	2	4	4	5	108	72					
12	FM	4	4	3	4	4	5	5	3	5	5	5	4	4	3	5	4	4	5	4	5	5	4	2	4	4	5	4	4	3	3	123	82				
13	HI	5	4	4	5	5	4	5	5	5	3	3	5	3	5	3	4	4	5	3	5	5	4	5	5	3	5	4	5	4	130	86,6666667					
14	HDM	4	5	4	4	4	5	3	4	4	2	3	4	3	3	4	4	4	5	4	4	3	3	4	3	4	3	4	5	4	114	76					
15	HDM	5	4	4	3	3	4	3	4	5	4	3	5	4	4	5	4	4	3	4	3	4	4	4	5	4	4	5	4	119	79,3333333						
16	KHAG	5	5	5	4	5	5	4	4	5	5	5	5	3	4	4	5	4	5	5	3	5	3	4	5	4	3	3	4	5	129	86					
17	MMI	4	5	5	5	4	4	4	5	5	5	5	4	5	5	5	4	5	5	5	5	4	4	5	4	5	3	5	4	5	137	91,3333333					
18	MDAA	3	4	4	4	5	5	4	3	4	4	4	4	5	5	4	3	3	4	4	4	2	4	3	4	3	4	4	4	5	117	78					
19	MRS	4	3	2	3	3	4	3	4	3	4	3	4	3	4	2	4	3	5	4	4	4	4	3	5	3	4	3	5	4	109	72,6666667					
20	MAA	5	5	5	5	5	5	5	5	5	5	5	5	4	4	5	4	5	5	5	5	5	5	5	5	5	5	5	5	4	145	96,6666667					
21	MF	4	5	5	3	3	4	4	4	4	5	5	4	3	4	4	5	5	3	4	4	3	4	4	4	5	5	4	3	5	122	81,3333333					
22	NS	5	4	5	5	4	4	3	5	5	3	4	3	3	5	5	2	4	4	3	4	5	3	5	5	3	2	3	4	4	5	119	79,3333333				
23	NPM	4	4	3	5	3	5	4	4	4	3	4	4	4	4	5	5	3	4	4	3	5	5	3	4	5	3	3	4	5	4	120	80				
24	NDA	3	3	4	4	4	3	3	3	3	4	3	4	4	4	4	4	3	4	3	3	4	4	5	3	4	4	5	4	4	110	73,3333333					
25	PI	4	5	4	4	5	4	4	4	4	3	4	3	5	3	4	3	4	4	5	4	5	4	3	4	3	4	4	4	4	118	78,6666667					
26	SAP	3	3	3	3	2	3	4	2	3	3	4	3	4	4	3	2	3	3	2	3	4	3	4	3	3	3	4	4	4	94	62,6666667					
27	SBRD	5	4	3	4	4	3	3	2	2	5	3	4	3	4	3	3	4	3	3	4	3	3	4	4	3	4	4	3	2	102	68					
28	SIN	5	4	5	3	4	5	4	5	3	5	4	4	4	5	4	4	3	5	3	5	4	4	5	5	5	4	3	4	5	127	84,6666667					
29	VDA	5	4	4	5	5	4	3	4	4	4	4	4	4	3	4	3	5	5	4	5	4	3	4	5	5	3	4	5	4	124	82,6666667					
30	ZAP	4	3	4	3	4	3	3	4	4	3	3	2	2	2	3	5	3	4	3	4	4	5	2	4	4	3	3	4	4	5	104	69,3333333				
																																					2364,66667
																																				78,8222222	