IMPROVING STUDENTS’ PRONOUNCIATION ABILITY THROUGH REPETITION OF DRILL

(A Classroom Action Research at the Second Grade Students of MTs NU Salatiga in the Academic Year of 2013/2014)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
In English Education Department of Teacher Training Education Faculty State Institute for Islamic Studies (IAIN) Salatiga

By:

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STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) SALATIGA
2015
DECLARATION

In the name of Allah,

Hereby, the writer declares that this graduating paper entitled “Improving Students’ Pronunciation Ability Through Repetition Of Drill (A Classroom Action Research At The Second Grade Students of MTs NU Salatiga In the Academic Year of 2013/2014)”. is written by the writer himself. This paper does not contain any materials which have been published by other people; and it does not cite any other people’s idea except the information from the references. This declaration is written by the writer to be understood.

Salatiga 16th September 2015

The writer,

Mukhamad Lutfi Khakim
113 09 004
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ATTENTIVE COUNSELOR NOTES
Case: M. Lutfi Khakim’s Graduating Paper

Dear
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Mukhamad Lutfi Khakim’s graduating paper entitled “Improving Students’ Pronunciation Ability Through Repetition Of Drill (A Classroom Action Research At The Second Grade Students of MTs NU Salatiga In the Academic Year of 2013/2014)”. I have dedicated and would like to propose that if it could be accepted by the Teacher Training and Education Faculty, I hope it would be examined as soon as possible.

Wassalamu’alaikum Wr. Wb.

Counselor,

Setia Rini, M.Pd.
NIP. 19750518 200312 2 002

Salatiga, 16th September 2015
A GRADUATING PAPER

IMPROVING STUDENTS' PRONUNCIATION ABILITY THROUGH REPETITION OF DRILL

(A CLASSROOM ACTION RESEARCH AT THE SECOND GRADE STUDENTS OF MTs NU SALATIGA IN THE ACADEMIC YEAR 2013/2014)

WRITTEN BY:

MUKHAMAD LUTFI KHAKIM
NIM : 113 09 004

Salatiga, 29th August 2015

Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) Salatiga

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Motto

“Education is not learning of facts, but the training of the mind to think”

(Albert Einstein)
DEDICATION

This graduating paper is dedicated to:

- My beloved father (Ir. Sutarno), mother (Nafisatun) and Brother (Khafid) who always give me everlasting love, support and praying.
- My lovely friends who always give me spirit and who helped and support me in finishing this graduating paper.
- My All family thanks for your support and praying.
ACKNOWLEDGMENT

Peace is upon to the king of life, Allah SWT. The mercy and blessing until this graduating paper can be completely finished.

The prayer and salam are always offered for the prophet Muhammad SAW, the most beloved prophet of Allah, his relatives and companion.

I realize that I cannot complete this graduating paper without support, help, and encouragement from a lot of people who’s loved me. I would like to extend my sincerest gratitude and appreciation to:

1. Dr. Rahmat Hariyadi, M.Pd, as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.
2. Mr. Suwardi, S.Pd., M.Pd., as Dean of Teacher Training and Education Faculty.
3. Mrs. Noor Malihah, Ph.D., as the Chief of English Department of Educational Faculty.
4. Mrs. Setia Rini M.Pd., as a consultant who has educated, directed and given the writer advice, suggestion and recommendation for this thesis from beginning until the end.
5. All the lecturers in the English Department of IAIN Salatiga.
6. All the staff who have helped the researcher in processing of graduating paper administration.
7. All my family thanks for support, motivation, praying and the true love.
8. My best friends All Students TBI A 2009
9. The students of MTS NU Salatiga, thanks for your participation in the classroom.
10. Those who cannot be mentioned one by one.

Finally, the thesis is expected to be able to provide useful knowledge and information to the readers. And the writer is pleased to accept more suggestion and contribution from the reader for the improvement of the thesis.

Salatiga, 16th September 2015
The writer

M. Lutfi Khakim
ABSTRACT


Key Words: Pronunciation Ability, Repetition of Drills

This research is mainly aimed to improve students pronounciation ability through repetition of drill in second grade of MTs NU Salatiga. This research are to find out (1) Can the use of repetition of drill to the second grade Students of MTs NU Salatiga in the academic year of 2013/2014 ? (2) How far is the use of repetition of drill to improve students’ pronounciation ability of the second grade student’s of MTs NU Salatiga in the academic year of 2013/2014 ? The objective of the research are: (1) To Find out whether the use of repetition of drill to improve pronunciation ability at the second grade students’ of MTs NU Salatiga in the academic year of 2013/2014. (2) To Find How far the repetition of drill to improve students’ pronunciation ability at the second grade of MTs NU Salatiga in the academic year of 2013/2014. The Methodology of research is Classroom Action Research. To find out the improvement pronunciation ability, researcher used pre test and post test. The researcher used 2 cycle , each cycle consist 2 meeting. The meeting consisted of planning, action, observation, and reflection. The researcher found that the students active in learning process. The result of this research are each cycle the score of students pronunciation ability is improve. From cycle 1 post test higher than pre test: 90.46>67.83. In cycle 2 post test is higher than pre test 92.32>82.96. This indicated applying repetition of drill could improve students’pronunciation ability.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Language is system of sound, word used by humans to communicate thoughts and feelings. (Oxford Dictionary, 1995: 233). In order to make a good oral communication we should pronounce the words well, good communication depends on the way a listener can understand what a speaker says. Pronunciation is one of language elements which produce sounds well in speaking lesson. So, pronunciation is a key initial in speaking lesson to be good speaker. Considered difficult element method that can be applied in learning pronunciation. Pronunciation is an important aspect of English teaching and learning process, especially for speaking skill. The learner are expected to master it because it is not enough for them to learn words or vocabularies, grammar, listening, reading and writing, but they also have to study pronunciation or speaking skill. Pronunciation is crucial for english conversation since it is needed to avoid misunderstanding.

Based on the writer’s observation in Islamic Junior High School (MTs) NU Salatiga some students have weakness in pronunciation aspect, pronunciation means knowledge of knowing to produce word which is very essential in oral communication. When speakers mispronounce some words or phrases, people can be misunderstanding. To reduce it, the teacher must equip the learner with English certain degree accuracy and fluency in understanding.
responding and in expressing him self in the language in speech in other the learners communicatively in using the language.

The specific characteristic of English learners who categorized as a good and successful oral skill developer is those who have a good pronunciation. A good pronunciation that sounds like native speaker.

Therefore, it is necessary for English learners to have a good pronunciation ability to support them to be good speaker.

Actually, a teacher is an educator. Educators are adults with all abilities that can change the mindset of their students from not knowing to knowing and mature students. A professional teacher must have ability to design and organize the classroom well. One of the most important is the performance of teachers in the classroom such as controlling a classroom to create a fun learning environment. Thus, teachers must choose the learning methods that are appropriate to the characteristics of learners.

Based on the researcher’s observation and to the teachers and the students of MTs NU Salatiga, the researcher concluded that the failure of teaching speaking skill was English teachers just used traditional technique to teaching pronunciation. They provided a worksheet and students reading text without know how to pronounce the word. The method was quite good for years but in recent years some students are not interested in the speaking class. They need learning variations in the class so that why they are not bored in the class.

Drill is the process of the students listening to and repeating sentence, phrase and words modeled by teacher. This method good for repetition and
memorization. A good teacher will present the material for students as they needed and he should make the drill meaningful and do not over practice. Drill must be spaced, do not keep repeating since it will create boring situation for students. So the teacher add variety to minimizing the boring situation in the classroom.

The researcher chooses drills to teaching speaking skill in the classroom, especially to improve pronunciation ability of the students.

Based on the explanation above the researcher wants thesis entitled “IMPROVING STUDENTS’ PRONUNCIATION ABILITY THROUGH REPETITION OF DRILL (A CLASSROOM ACTION RESEARCH AT THE SECOND GRADE STUDENTS OF MTs NU SALATIGA IN THE ACADEMIC YEAR 2013/2014)”

B. Problem Statements

The writer formulates the statement of the problem as below:

1. Can the use of repetition of drill to the second grade students of MTs NU Salatiga in the academic year of 2013/2014?

2. How far is repetition of drill to improve students’ pronunciation ability of the second grade students of MTs NU Salatiga in the academic year of 2013/2014?

C. Objective of the Study

Generally the objective of this research is to improve the students’ pronunciation ability in second year of MTs NU Salatiga. The objectives of this study especially are to get information about:
1. To find out whether the use of repetition of drill to improve pronunciation ability at the second grade students’ of MTs NU Salatiga in the academic year of 2013/2014.

2. To find how far the repetition of drill to improve students’ pronunciation ability at the second grade of MTs NU Salatiga in the academic year of 2013/2014.

D. Benefits of the study

After implementing the research, the researcher expects that this research will be beneficial to:

1. English Teacher
The positive result of research can give additional contribution to English teachers to improve the quality of teaching and learning process, especially in pronunciation ability.

2. Students
The positive result for this research and support the students to master English pronunciation in order to they can speak English well. Furthermore, it can add their interest in English class since their English teacher or researcher applies drills in class, so students memorizing and remembering pronunciation thoroughly.
3. The School
   The result of this research also can support the school (MTs NU Salatiga) to develop the curriculum about speaking and make students’ pronunciation fluently and clearly.

4. Other Researcher
   The result of the research can be used as increment reference and information for then is used for researching relation the field next future.

E. Significance of the Study
   It is expected that the finding of the study will be significant information for teachers of English in general, students, researcher and for the teachers of English in MTs NU Salatiga.

F. Limitation of the Study
   The writer would like to limit the scope of the study to the following problems in order to avoid misinterpretation of the problem, are:
   1) The students’ improvement in pronunciation ability.
   2) The improvement of students’ pronunciation ability by using Repetition of drill in teaching pronunciation.
   3) The subject in this research is pronunciation ability of the Eighth Grade (Class A) students’ of MTs NU Salatiga.
   4) This research was conducted in of the Eighth grade(Class A) students’ in MTs NU Salatiga in the academic year of 2013/2014.
G. Definition of Key Terms

1. Improve

Improve is become or make better. (Oxford Dictionary, 2003; 216)

2. Pronunciation

Pronunciation is often taught through the teacher providing a model for learners to listen to and repeat. (Mark Hancock, 2008: 1)

3. Drill

Drill is technique used to practice new language. It involves the teacher modeling a word or a sentence and the learner repeating. (Jack Richard, 2001: 2)

H. Research of Previous Studies

In this graduating paper, the writer takes review of related literature from the other graduating paper, and the first research related to this research is “The Application of Drill Method To Improve Student Pronunciation Skill in Reading Text”, by Erna in 2012. The similarity her research with this research is same to improve pronunciation using drill application. She concluded that drill method can improve students’ pronunciation skill of the first year in SMA Muhamadiyah Gubug after doing 2 cycle in her research there is a significant difference of degree of improvement between pretest and post test, in cycle 1: 5,52, and in cycle 2 : 4,54 . It can be concluded that drill method can improve students’ pronunciation skill of the first year in SMA Muhamadiyah Gubug in the academic year of 2011/2012. The differences this research is Erna’s research use drill
method and focus on reading text, if this research use drill method and focus on how to pronounce words.

A research focuses on pronunciation also was conducted by Alfiqhoedaruati (2009) in her thesis entitled "The influence of pronunciation toward Listening Ability (A case study of sixth Class of Semowo 02 Elementary School Kec.Pabelan Kab. Semarang in the academic year of 2008/2009)”. The conclusion, there was no influence between pronunciation and listening ability but both of them are really important in Learning English

The Next research has title “ The Use of drill to improve student speaking ability (Classroom Action Research in the first Grade of MTs NU Salatiga in the academic of 2009/2010)” , researched by Tri Kukuh Andarbeni in 2010, the student of state Islamic Studies Institute (STAIN) Salatiga.

In this thesis, Tri analyzed the improvement of students’ speaking and pronunciation ability through drills. She has chosen collaborative action research, and she used pre-test, post test to find the mean score of the students, and oral test to find the percentage of the students who can answer the question or not. She used two cycles in each cycle consist of planning, implementation of the action, observation, and reflection. The result this action research is the majority of improved students’ pronunciation ability use drill method in seventh grade but this research improving pronunciation in eight grade.

Based on the above researchs, the writer concludes that all of those researchers are different from the writer’s research. None of them focuses on the
application of drill to improve one of students’ pronunciation ability in eighth grade as my research.

I. The Outline of Graduating Paper

In this section, writer is going to discuss some parts of graduating paper’s organization, such as: CHAPTER I, CHAPTER II, CHAPTER III, CHAPTER IV, and CHAPTER V, in order to discuss each term, he elaborates as follow:

CHAPTER I is introduction, if describes; the background of study, the statement of the problem, the purpose of study, the significant of the study, review of previous research, definition of key term, hypothesis, the outline of graduating paper.

CHAPTER II contain of theoretical framework, the writer will explain what the meaning of “Drill” method, some theoretic related, The use of Drill Method for language classroom, pronunciation,

CHAPTER III is research method, and research report which consist of the general situation of MTS NU Salatiga. The situational of educational facilities and tools, the situational of teacher and staffs, the students’ situation and organization structure of MTS NU Salatiga.

CHAPTER IV is teaching implementation and data analysis which consist of cycle 1, cycle 2, analysis cycle 1, analysis cycle 2.

CHAPTER V, the writer will end the graduating paper by giving conclusion and suggestion. The Last part is bibliography and appendixes.
CHAPTER II
THEORITICAL FRAMEWORK

In this research, the writer will discuss the theories related to the title “Improving Student’s Pronunciation Ability Through Repetition of drills (A Classroom Action Research of The Second Grade Students of MTs NU Salatiga In the Academic Years 2013/2014)”, the writer needs some related literatures and theories to get clearest information. The theories discussed in this research are:

A. Definition of Drill

Drill is way of learning by means of repeated. (Oxford Dictionary, 2003: 133). And Pronunciation is often taught through the teacher providing a model teacher for learners to listen and repeat. (Mark Hancock, 2008: 1)

A drill has two part, they are what the students hear (stimulus) and what they have to say (responses). A convenient pair of subsitutes are input, refers to the information supplied to the learner, whether orally or visually and output to what the learner has to produce him self. Dialogues and drills from are basis of Audio Lingual classroom practice. Dialogue provides the means of contextualizing key structure and illustrate in which structure and illustrate in which structures as well as some cultural aspect of the target might be used language. Dialogues are used for repetition and memorization. (Jack C. Richard, 2001: 59).

Based on the previous definition the writer limited the meaning of drilling is the process of students listening to and repeating sentences, phrase and words modeled by the teacher. A drill is a classroom technique used to practice new
language. It involves the teacher modeling a word or a sentences and the learners repeating it. And the dialogues are using in this research is some words in dialogues in the theme expression based on material which used in the class.

C. Types of Drill

There are many types of drill in English and one of the popular theories is Jack C Richard theory. They formulated the types of drill according to the purpose of pronunciation which founded on(http://ayoellg.wordpress.com/2009/03/30/drills-in-teaching/) stated that there are thirteen types of drill. They are:

1. Repetition Drills

This drill is the simplest drill used in learning language patterns. It is used at the very beginning of language class. Language learners merely repeat what the teacher says or the tape recorder produces. This may be used for the presentation of new vocabulary and will be useful for pronunciations class.

Example:

Teacher : I study in the morning
Students : I study in the morning
Teacher : I study in the afternoon
Students : I study in the afternoon.
2. Substitutions Drill

Language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gander and make some the necessary change.

Example:

Teacher : John is cold
Teacher : Hungry
Students : John is hungry
Teacher : in the class
Students : John is in the class
Teacher : John and Marry
Student : John and Marry are in the class

3. Transformation Drill

Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense, depending on the instructions from the teacher.

Example:

Teacher : The book is new
Students : is the book new?
Teacher : we are in the class
Students: are we in the class

4. Replacement Drill

Language learners replace a noun with a pronoun. It is the same drill as substitution drill but it involves with a replacement.

Example:

Teacher: I like the book
Student: I like it
Teacher: I met the people in Jakarta
Student: I met them in Jakarta
Teacher: John will come here
Student: he will come here

5. Response Drill

Language learners respond to somebody’s sentence. In this drill this answers are patterned after the questions. This drill may involve “wh” questions or “yes/no” questions.

Example:

Teacher: Alice is at school.
Teacher: Where is Alice?
Student: at school
6. Cued Response Drill

In this drill language learners are provided with a cue before or after the questions.

Example

Teacher: What did the man buy? (A book)
Students: The man bought a book.
Teacher: Who will help us? (His brother)
Students: His brother will help us.

7. Rejoinder Drill

It is similar to the cued response drill. In this drill language learners are given instruction of how to respond.

Example:

Teacher: come to my house (be polite)
Students: Would you like to come to my house
Teacher: your idea is not good (disagree)
Students: I disagree with your idea

8. Restatement

Language learners rephrase an utterance and address it to somebody else, according to the content of the utterance.
Example:

Teacher : Tell him where you live
Students : I live at Raden Intan Street no.5
Teacher : Ask her what she has for breakfast
Students : What do you have for breakfast?

9. Completion Drill

Language learners are told to supply a missing word in a sentence or statement.

Example:

Teacher : I bring my book and you bring….
Student : I bring my book and you bring your book
Teacher : I have to solve… own problems
Students : I have to solve my own problems.

10. Expansion Drill

Language learners build up a statement by adding a word or phrase.

Example:

Teacher : Mathematics
Students : We study mathematics
Teacher : everyday
Students : We study mathematics everyday.
11. Contraction Drill

Language learners replace a phrase or clause with a single word or shorter expressions.

Example:

Teacher : I didn’t mean to kill the bird
Students : I didn’t mean it
Teacher : don’t go to the plane
Students : don’t go there

12. Integration Drill

Language learners combine two separate statements.

Example:

Teacher : which one do you think is true? The earth goes around the sun or the sun goes around

Student : I think the earth goes around the sun
Teacher : I know that lady. She is a wearing a blue shirt
Student : I know the lady wearing a blue shirt.

13. Translation Drill

Language learners translate a sentence a from their mother tongue to the target language
Example:

Teacher : Saya sangat senang buah – buahan
Student : I like fruit very much
Teacher : Ada beberapa murid di kelas itu
Student : There are some students in the class.

D. The Use of Drill in the Teaching Process

In the use of drills, teacher should prepare the materials needed in class firstly. The teacher only need to give information and explain materials clearly, and not to repeat until the students get bored. The students need to understand what they expect to do and should be informed of their teaching progress.

The drill and practice method is good for repetition and memorization. A good teacher will present the materials for students as they needed and he should make the drill meaningful and do not over-practice. Drill must be spaced, do not keep repeating since it will create boring situation for students. So, teacher has to be creative one, they must add variety in teaching and learning process like games, contest and good motivation will device for drill. (Jack Richard, 2001: 62)

From the definition above the writer conclude that drill can help the memorization of the student to speaking English with good pronunciation. pronunciation is very important skill must be acquired by any language learner. Practically, there are still many people who have lack of pronunciation than other skill, especially it is the common problem the mostly junior high school students’ find. The writer had experience related to English pronunciation ability when he
was on vocation in Bali beach on KKL 2012, there were several students of junior high school from Central Java practiced their English with foreigners they were good at English speaking and they could speak English but they mispronunciation had difficulties in understanding of the foreigners’ English listening. That case showed that pronunciation ability cannot be separated from one of crucial English skills must be mastered in English.
CHAPTER III
RESEARCH METHODOLOGY

A. The Method of Research

1. Classroom Action Research

According to Suharsimi Arikunto (2007: 2), methodology of this research is derived from three words, classroom, action and research. So, there are three terms that can be explained:

a) Research

Research is activities to observe object of research that use a way and methodology together information or data to increase quality of thing which is very interesting and important for researcher.

b) Action

Action is point to an activity which is done to special purpose.

c) A Classroom

A classroom is not limited just one room of class, but in term that it would be more specific. A classroom is a group of students which already catches same materials from some teachers.

(David Kember, 2000: 2).stated that classroom action research is research method which emphasizes on social practice, has a goal toward improvement, a cycle process, followed systematic invention, a reflective process, participative and decided by a researcher.
According to McNiff, in his book *Action Research: Principles and Practices* “Classroom Action Research is reflective research that is used by a teacher whose the results can be utilized as a tool to curriculum development, school development, and others (Basrowi dan Kuswandi, 2008: 27).

A classroom action research is conducted cyclical approach. The cycles of an action research project will involve identification of problem (planning), collecting information or data (action), analyzing and interpreting data (observing), and monitoring the outcomes (reflection) (Graham and Hughes, 1989: 28).

In this research, the researcher tended to conduct classroom action research (CAR) that used data observation toward teaching and learning process in listening comprehension. This data was analyzed through some cycles in action. Action research is a form of educational inquiry that uses real action in response to a certain problem face during the teaching and learning process through cycle of action. Therefore, by doing this action research hopefully the quality of teaching and learning process will be better in teaching speaking skill.

Before doing the cycles, the researcher conducted preliminary research or initial observation first. In initial observation, the researcher intended to find out information related with school condition, such as counting students, students’ data, interviewing with the English teacher and identify the problem. After the researcher got the data, the researcher
conducted a pre test. It purposes to know the ability the students in pronunciation ability before using Repetition drill.

Based on the interview with the English teacher, the researcher can identify the problem of teaching and learning in the classroom especially speaking skill. The problem is the students have low in pronunciation ability, low interest and motivation in learning English particularly in pronunciation ability.

2. The Characteristics of Classroom Action Research

Basrowi dan Kuswandi (2008 : 12) outline the following characteristics of classroom action research:

a. It examines problem which are assumed problematic by researcher in teaching learning process.

b. The researcher can give treatment to solve the problems and improve the quality, so the subject can get the implication.

c. The steps of research are cyclic.

d. Using reflective thinking from researcher both after and before doing the research.

e. Contextual situational, which related to diagnosing and solving the problem.

f. Classroom action research used collaborative approach.

g. Self-evaluative, which the researcher evaluated by himself continually to improve the performance.
h. The procedure of research is on the spot which designed to handle the real problem in that area.

3. The Objectives of Classroom Action Research

There are many possible reasons for conducting a classroom action research as follow: we want to know more about our learners. We want to learn more about ourselves as teachers how effective we are, how we look to our students, how we would look to our selves if we ere observing our own teaching. We want to gauge the interest generated by certain topics, or judge the effectiveness of certain activity types. We want to see if an activity would work better done in groups rather than pairs (Harmer, 2001:345). The objective of classroom action research is to improve a learning process with the research, with the research teachers will know their weakness in teaching their students and they will know the effective methods in teaching.

The aim of action research is to feed practical judgment in concrete situation, and the validity of the theories or hypothesis cannot be generated. In recent years, action research has been applied to problem involving curriculum development, and in service education, particularly within the field of self-evaluation (Arikunto, 2007: 57).
B. Setting and time of the research

The research was conducted at MTs NU Salatiga on Kartini street No. 02, political district of Sidorejo lor and subdistrict of Sidorejo. MTs NU Salatiga is one of Islamic Junior High School in Salatiga. This school for background of Yayasan Imaratul Madaris (YAIMAM). This foundation of long standing since 1956.

This research was carried out during 1 month from August, 23rd, 2013 to September 30th, 2013. The schedule of research can be presented in figure below.

Table 3.1 Research Schedule

<table>
<thead>
<tr>
<th>No</th>
<th>Date and time</th>
<th>Activities</th>
<th>Place</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>August to 23rd, 2013</td>
<td>Observation</td>
<td>The 8th A class of MTs NU Salatiga</td>
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<tr>
<td>2</td>
<td>Saturday, September 7th, 2013 (07.00-08.30)</td>
<td>CYCLE I</td>
<td>The 8th A class of MTs NU Salatiga</td>
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<td>A. The First Action</td>
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<td>• Pre Test</td>
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<td>Teaching pronunciation by application of drill method with the topic expressing of invitation</td>
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<td></td>
<td>Saturday, September 14th, 2013</td>
<td>B. The Second Action</td>
<td>The 8th A class of MTs NU Salatiga</td>
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<tr>
<td></td>
<td></td>
<td>Teaching pronunciation by application of drill</td>
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</table>
4. The Subject of The Research

The subject of research of the study is A class second grade students’ of MTs NU Salatiga Salatiga in the Academic Year of 2013/2014. The students of 8A class are selected as the subject of the study which is of 32 students specifically consists of 18 males and 14 females. They are selected on the basis of the preliminary observation, the class very noisy rather than other class in 8th grade and which shows that students have low ability in how to pronounce a word properly, especially pronunciation skill in words. This research will be
carried out during 1 month in academic year 2013/2014. Here is a list of the students:

Table 3.2 Subject of research

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ahmad Waluyo</td>
</tr>
<tr>
<td>2</td>
<td>Ahhes Larasati</td>
</tr>
<tr>
<td>3</td>
<td>Alaikal Mufid</td>
</tr>
<tr>
<td>4</td>
<td>Aldi Ahmad Zaki Mubarok</td>
</tr>
<tr>
<td>5</td>
<td>Ana Wijiyani</td>
</tr>
<tr>
<td>6</td>
<td>Andri Ismawan</td>
</tr>
<tr>
<td>7</td>
<td>Anik Umi Syayidah</td>
</tr>
<tr>
<td>8</td>
<td>Anita Ayuningtyas</td>
</tr>
<tr>
<td>9</td>
<td>Annisa Aulia Azam</td>
</tr>
<tr>
<td>10</td>
<td>Bayu Sulistyanto</td>
</tr>
<tr>
<td>11</td>
<td>Binti Ayu Qoniah</td>
</tr>
<tr>
<td>12</td>
<td>Danang Prabowo</td>
</tr>
<tr>
<td>13</td>
<td>Danar Windarto</td>
</tr>
<tr>
<td>14</td>
<td>Darmono</td>
</tr>
<tr>
<td>15</td>
<td>Fatkhu Roziq Saiful Imam</td>
</tr>
<tr>
<td>16</td>
<td>Ifan Alif Fendi</td>
</tr>
<tr>
<td>17</td>
<td>Ika Olivia</td>
</tr>
<tr>
<td>18</td>
<td>M.Hanafi</td>
</tr>
<tr>
<td>19</td>
<td>M.Ivan Syavaudhin</td>
</tr>
<tr>
<td>20</td>
<td>M. Farhan Arya F</td>
</tr>
<tr>
<td>21</td>
<td>M. Ridlo Fajar</td>
</tr>
<tr>
<td>22</td>
<td>Neli Urohmah</td>
</tr>
<tr>
<td>23</td>
<td>Noveltya Puspa Ayu</td>
</tr>
<tr>
<td>24</td>
<td>Nur Amin</td>
</tr>
<tr>
<td>25</td>
<td>Nurul Khoria</td>
</tr>
<tr>
<td>26</td>
<td>Pravangesta Tyas Niagara</td>
</tr>
<tr>
<td>27</td>
<td>Primayoga Herbangun</td>
</tr>
<tr>
<td>28</td>
<td>Rahmad Widhy Hartoyo</td>
</tr>
<tr>
<td>29</td>
<td>Ria Setyaningrum</td>
</tr>
<tr>
<td>30</td>
<td>Rini Sulistyowati</td>
</tr>
<tr>
<td>31</td>
<td>Sumsiati</td>
</tr>
<tr>
<td>32</td>
<td>Zali Anwar</td>
</tr>
</tbody>
</table>

(Source: MTS NU Salatiga, 2013)
D. Collaborator

Collaborator in the classroom action research is a person who helps the researcher to collect the data. The collaborator in this research is an English teacher of MTs NU Salatiga in the Eight-A grade. She is Uswatun Khasanah S.Pd.I.

E. Procedure of Research

This research used a classroom action research. Actually there are varieties of procedures of research, but the researcher selects Kemmis and McTaggart Model in Hamzah B. Uno (2012 : 22), *Menjadi Peneliti PTK yang Profesional* as the measurement in this study.

The researcher will do the research in two cycles in every cycle include two meetings; those are cycle I, and cycle II. The steps in every cycle are same. There are four steps in one cycle for doing classroom action research. They are planning, action and observation, and reflection. The steps of action research can be presented as follows:

![Diagram of Action Research Cycles](image-url)
THE PROCEDURES OF CLASSROOM ACTION RESEARCH

i. Planning

In this stage the researcher conducted some activities to make the teaching and learning process interesting. The researcher arranges the lesson plan based on the teaching material, improves the teaching strategy, prepare the teaching aid and also prepares the sheet of the observation to observe teaching and learning process in this cycle.

ii. Action

Doing the activity based lesson plan which is made. In teaching and learning activity, the students are guided to study pronunciation ability through Drill Method and here are some steps:

1) Giving a brief explanation of the material of speaking (pronunciation).
2) Applying Drill Method.
3) Providing worksheet
4) Stimulate the students to do the task.
5) Closure activity
In the end of teaching and learning activity in every cycle, the teacher gives a test to evaluate the students’ result for teaching and learning process.

iii. Observation

Observation is made during the learning process should be ongoing and observer does a collaboration in implementation with the English teacher of the class. Here are the instruments used:

1) Note taking
2) Recording the situation
3) Collecting data (students’ score)

iv. Reflection

A reflection is an effect to inspect what has been done. The result of reflection is used to establish the next steps of the research. This research is designed in classroom action research. It is purposed to improve student pronunciation ability. Before doing the cycle, the researcher uses preliminary research to identify the problems in teaching and learning process. There are three cycle in this classroom action research. They are first cycle, second cycle, and third cycle. Each cycle has several steps such as identifying area focus (planning), collecting data (action), analyzing and interpreting data (observation), develop an action planning (reflection).

The researcher’s reflection is done by discussing with his collaborator. Note of lack, incompatibility between action and scenario or different response of students that expected. They are analysis of the observation,
identification of the problem and find out the alternative decision of the problem.

F. Technique of collecting data

There are three kinds of instruments used to collect the data of this classroom action research as follows:

i. Documentation

Documentation method is to get a researcher data linked to research object that will be elaborated in this research, and it emphasizes an interview method result, and observation. This method is used to collect data dealing with documentation of teaching and learning process to implement Drill Method to improve pronunciation ability as a part of speaking skill.

ii. Test

Test is a method of measuring a person’s ability, knowledge, or performance in a given domain (H. Douglas Brown, 2004, 3). In this classroom action research, the researcher provided pre test and post test to evaluate how far the students understand about pronunciation or speaking skill.

Test is done to know students’ achievement so that the researcher knows the students’ improvement can be reached by the students.

iii. Recorder

Recorder is equipment for making record. It also takes important thing in recording visual and non visual activity. The type of recorder that will be used by
the researcher is video recorder. Using video recorder enables the researcher to observe the students’ oral test and learning process.

The researcher involves an English teacher of the second grade as a collaborator. The name of collaborator is Mrs Uswatun Khasanah S.Pd.I.

G. Tecnique of Data Analysis

1. Descriptive technique

A descriptive technique is used to know the students’ behavior during teaching and learning process. In descriptive technique the researcher will analyze the observation sheet which has been made with his collaborator.

2. Statistical technique

A statistical technique is used to know there are any influences to student listening comprehension or no from the result of pre-test and post test. The researcher uses mean formula from (Sutrisno hadi, 1981: 246) to analyze the data:

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

In which:

- $M$ : the mean obtained
- $\sum x$ : the sum of the students’ value
- $N$ : the number of subject

Standard Deviation

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$
Where:

\[ S_D : \text{Deviation Standard} \]

\[ D : \text{Different between pre-test and post-test} \]

\[ N : \text{Number of observation in sample} \]

T-test

After calculating the SD the researcher calculates t-test to know is there any significant differences or not between pre-test and post-test

\[ T = \frac{\left( \frac{\sum D}{N} \right)}{\left( \frac{S_D D}{\sqrt{N-1}} \right)} \]

Where,

\[ T : \text{T-test for the differences of pre-test and post-test} \]

\[ SD : \text{Standard of deviation for one sample t-test} \]

\[ D : \text{Difference between pre-test and post-test} \]

\[ N : \text{number of observation in sample} \]

The writer used assessment scale for oral ability (Pronunciation) as follow:

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>60-70</td>
<td>Frequent phonemic errors and foreign stress and intonation pattern that cause the speaker to be unintelligible</td>
</tr>
</tbody>
</table>
In addition, the writer makes the criteria of students’ pronunciation skill rate grouped into four categories, they are:

1. Fair : 60-70
2. Good : 71-80
3. Very Good : 81-90
4. Excellent : 91-100

**H. School Profile**

School Profile

a. School name : Madrasah Tsanawiyah Nahdlatul Ulama
   (MTs NU) Salatiga

b. Foundation name : Yayasan Imaratus Madaris

c. Address : Kartini Street No.02

d. Telephone : (0298) 324255

e. Post code : 50714
f. Subdistrict : Sidorejo  
g. City : Salatiga  
h. Province : Central Java  
i. Founded : 1956  

1. Vision, Mission  

   i. Vision  

Reach the ideal learning process through educative learning, selective learning, inovative learning, and politeness character of students or Edukatif, Kreatif, Selektif, Inovatif, and Santun (EKSIS)..

   ii. Mission  

1) To actualize the vision MTs NU Salatiga has mission as follows:  

2) Teach the students to be a religious character.  

3) Teach the students to be a educational character.  

4) Develop the students skill in art and technology to her or his future.  

5) Conducting extracurricular periodically that can grows students’ social care
3. School Organization Structure

![School Organization Structure Diagram]

3. The situation of teacher and staff in MTs NU Salatiga

The staff who works in MTs NU Salatiga is generally state officials and certificated. Here list the list of educator and staff as follows:
### Table 3.3

**List of Educator Staff in MTs NU Salatiga**

<table>
<thead>
<tr>
<th>NO</th>
<th>NAME</th>
<th>DIICIPLINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Drs. Muh Syamsul, M.Pdi</td>
<td>Head Master</td>
</tr>
<tr>
<td>2</td>
<td>K.H. Nur Abdul Majid, Lc</td>
<td>Theology of NU</td>
</tr>
<tr>
<td>3</td>
<td>Zahrah Lukluah, S.Pd</td>
<td>Mathematics</td>
</tr>
<tr>
<td>4</td>
<td>Siti Fatimah, S.Pd</td>
<td>Physics</td>
</tr>
<tr>
<td>5</td>
<td>Khurotul Aini, S.Pd.</td>
<td>English Teacher dan TIK</td>
</tr>
<tr>
<td>6</td>
<td>Buesery</td>
<td>Literacy of Qur’an</td>
</tr>
<tr>
<td>7</td>
<td>Siti Roudloh Spd</td>
<td>Mathematics</td>
</tr>
<tr>
<td>8</td>
<td>M.Shidiq AS</td>
<td>Sport Teacher</td>
</tr>
<tr>
<td>9</td>
<td>Uswatun Hasanah, S.PdI</td>
<td>English Teacher</td>
</tr>
<tr>
<td>10</td>
<td>Arzuqoh, S.Ag.</td>
<td>PMP Teacher</td>
</tr>
<tr>
<td>11</td>
<td>Sri Supadmi</td>
<td>Art and Culture Teacher</td>
</tr>
<tr>
<td>12</td>
<td>Kadarwati, S.Pd.</td>
<td>Biology Teacher</td>
</tr>
<tr>
<td>13</td>
<td>Fuad Ariyadi Spd</td>
<td>TIK Teacher</td>
</tr>
<tr>
<td>14</td>
<td>Su’udi</td>
<td>Indonesian Language Teacher</td>
</tr>
<tr>
<td>15</td>
<td>Muhtadi, S.Pd.</td>
<td>Civic society Teacher</td>
</tr>
<tr>
<td>16</td>
<td>Ali Munabah, S.Pd. I</td>
<td>Arabian Language Teacher</td>
</tr>
<tr>
<td>17</td>
<td>Tasdiqul Choiri, S.Pd. I</td>
<td>SKI Teacher and NU minded</td>
</tr>
<tr>
<td>18</td>
<td>Nur Fatkurrahmat SPdI</td>
<td>Aqidah Akhlak Teacher</td>
</tr>
<tr>
<td>19</td>
<td>Kartini, SS</td>
<td>Javanese Teacher</td>
</tr>
</tbody>
</table>
Table 3.4
List of Staff in MTs NU Salatiga

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Graduation</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Iin Indah Kurniawati, Amd</td>
<td>D3</td>
<td>Ketua TU</td>
</tr>
<tr>
<td>2.</td>
<td>Rio Abinowo</td>
<td>SMA</td>
<td>TU staff</td>
</tr>
<tr>
<td>3.</td>
<td>Hj. Luluk Mudiarti</td>
<td>SMA</td>
<td>Library staff</td>
</tr>
<tr>
<td>4.</td>
<td>Paini</td>
<td>SMA</td>
<td>Library staff</td>
</tr>
<tr>
<td>5.</td>
<td>Lamidi</td>
<td>SMA</td>
<td>Security</td>
</tr>
<tr>
<td>6.</td>
<td>Ngatman</td>
<td>SMP</td>
<td>Guard</td>
</tr>
<tr>
<td>7.</td>
<td>Mugiono</td>
<td>SD</td>
<td>Gardener</td>
</tr>
</tbody>
</table>

4. The Situation of Students

Students who are in MTS NU Salatiga generally have good achievement and a variety of potentials that can be developed. Here are a total of students per class:

Table 3.5
List of Students in MTs NU Salatiga Academic Years 2013/2014

<table>
<thead>
<tr>
<th>No</th>
<th>Grade</th>
<th>Student</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>VII-A</td>
<td>17</td>
<td>10</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>VII-B</td>
<td>16</td>
<td>10</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>VII-C</td>
<td>12</td>
<td>14</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>VIII-A</td>
<td>18</td>
<td>14</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>VIII-B</td>
<td>18</td>
<td>14</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>VIII-C</td>
<td>15</td>
<td>15</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>VIII-D</td>
<td>16</td>
<td>14</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>IX- A</td>
<td>16</td>
<td>14</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>IX- B</td>
<td>15</td>
<td>13</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>IX- C</td>
<td>12</td>
<td>16</td>
<td>28</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td>289</td>
</tr>
</tbody>
</table>
5. Infrastructure

The whole school width is 4.697 M$^2$. The width of building is 1.214 M$^2$, yard width is 186 M$^2$, the width of sport field is 400 M$^2$ and width of garden is 600 M$^2$ and the width of other area is 2.297 M

Table 3.6

Infrastructure list of MTs NU Salatiga:

<table>
<thead>
<tr>
<th>No</th>
<th>Room</th>
<th>Total</th>
<th>Condition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Laboratorium</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Physics</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Biology</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Computer</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Multimedia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Conventional Library Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Meeting Public building</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Hall</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Mosque</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Student health unit</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Cooperation</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Concealing room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Principal room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Teacher room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Administration room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Student Organization Room</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td>Rest room for</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>women teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>15. Rest room for men teacher</td>
<td>1</td>
<td>V</td>
<td></td>
</tr>
<tr>
<td>16. Rest room for students</td>
<td>2</td>
<td>V</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV
RESEARCH IMPLEMENTATION AND
DATA ANALYSIS

In this chapter, the researcher would like to describe and discuss the research implementation and data analysis. As mentioned in the previous chapter that in this research, researcher wanted to describe the implementation of using Repetition of drill to improve students’ pronunciation ability and to find out, analyze how is the improvement of students pronunciation ability after being taught by using repetition of drill in class. In this research the researcher used classroom action research. Its purposes are to know students’ ability in understanding pronunciation ability.

A. The Implementation of using Drill Repetition in Pronunciation ability

The writer as the researcher and the English teacher as the collaborator arranged two cycles; cycle I and cycle II and the procedure of classroom action research are planning, acting, observing and reflecting.

1. Cycle I

1). Planning

The activities in action planning are:

a. Preparing material, making lesson plan, and designing the steps in doing the action

b. Preparing student’s name and scoring

c. Preparing teaching aids
d. Preparing sheets for classroom observation (to know the situation of teaching and learning process when the method or technique is applied)

e. Pre test

2) The Implementation of action

On Saturday, Saturday, September 7th, 2013, the teacher entered his English class. The situation of the class was crowded and noisy. Some students were talking with their friends, the teacher waited a few minutes so that the class was in conducive situation. Then she started to teach English subject. The situation was as follow:

Teacher: ‘’ Assalamualaikum wr.wb’’.
Students: “ Wa’ alaikum salam wr.wb’’.
Teacher: ‘’ Good morning everyone’’.
Students: “ Good Morning Mister’’.
Teacher: ‘’ How are you today?’’.
Students: “ I’m fine thank you, and you ?’’
Teacher: ‘’I’m so great , thank you. Before starting our class today I want to introduce my self , My name is M.Lutfi.Khakim. You can call me Mr. Lutfi. I have been studying in English Department of STAIN Salatiga. I’m Standing here to participate in your class for the time, So I hope we can study together. Do you understand?’’
Students: ‘’ OK, Mr.
Darmono: ‘’Banyak dari kita sudah kenal bapak kuk, kan dulu PPL disini dulu ngajar kita pas kita kelas 7’’.
Teacher: ‘‘Iya, saya juga masih ingat nama kalian’’.

Teacher: ‘’Well, sebelum saya memulai pelajaran saya akan menjelaskan teknik pembelajaran yang akan kita gunakan dalam pembelajaran kali ini. Yaitu teknik drill atau latihan yang diulang ulang khususnya dalam melafalkan kata atau kalimat.

Some students asked about the instruction of the best, and then the teacher described it. Then the students began to do the best, but situation of the class were crowded, because they had to come forward in front of the class one by one to pronounce the words. Teacher provided twenty words for pre test. It was done for about twenty minutes. He involved Mrs Uswatun Khasanah as his collaborator to help the writer in recording and as the observer. After students finished their pre test, He asked them to come back on their own seat.

He needed to do correction for their ability in numbering. He was surprising when they found some students said twenty six for number sixteen, eleven for number twelve, twelve for number eleven and two teen for twenty. Here, he mentioned number one until twelve before starting the lesson. Then he continued the lesson. The situation was as follow.

Teacher : “Now, we will study about expression of invitation, ada yang tau apa itu invitation?” (do you know what is invitation?)

Darmono : “Undangan”

Teacher : “ya, apa lagi? (another please?)

Zali : ”pemberitahuan....”
Teacher: "terus ?, ayo apa lagi ?" (then ? And then ?)

Zali: "kabar “

Teacher: "$Invitation, invitation itu undangan. Contoh-contoh dari invitation tadi dah disebutkan ya, undangan, ajakan, ulem,dan disitu di tangan kalian sudah ada kertas kan, disitu ada materi pembelajaran yaitu expression of invitation, how to accept and how to decline someone’s invitation, selain itu juga terdapat contoh dari expression of invitation, ada accepting and declining invitation, coba kalian sebutkan contoh dari expression of invitation apa saja ?" (the examples of invitation mentioned like undangan, ajakan, and ulem, and in you have the material in your hand, that is expression of invitation, besides that there is also example of expression of invitation, now try to mention it)

Teacher: "$Coba Agnes dibaca, apa contohnya ?”

Ahnes: "$do you want to ?”

Teacher: "$Good. Di situ ada do you want to terus dibelakangnya itu biasanya diikuti dengan acaranya, misalnya acara ulang tahun, OK now I will ask you how to invite your friends to come to your birthday’s party?”

Rini: "$would you like to come with me ?”

Teacher: "$Good, if you want to invite your friends to come to your wedding party, what will you say ?”
Rinis: "Would you like to come to my wedding’s party?"

Teacher: "Good job class"

Students: "Please give me another example!"

Teacher: "O.K i will give you expression of invitation, tolong kalian dengarkan kemudian ucapkan setelah saya, paham?" (please, listen to me and then repeat after me, do you get it?)

Then the teacher asked “repeat after me, would you like to come to my house for dinner? Then the students repeated it. Once again he asked to pronounce the words would [wud] because they pronounce [would], and then house [hawz] they pronounce [howz]. And so forth she told other expression like it would like to invite you to come to my birthday, do you want to play with me?, and then the class repeated it. Furthermore, there are some students that said invite {in’vait} they pronounced [invit]. Come [k^m] they said [kom]. After the students repeated those expressions twice or three times, he continued her explanation about how to accept and ow to decline invitation. Students paid more attention their teacher’s explanation. he prepared a short dialogue about expression of invitation and she read first to give example how to pronounce the word correctly. After he finished reading, she asked students to read in pair. Most of them tended to say these words, zoo [zuw], was [su], Saturday [saterdei] was [Saturday], would [wud] was [wuld], love [l^v] was [lov], ready [redie] was [ridi], way [wei] was [wai], together [tegeder] was [togeder], invite [in’vait] was [invit], tonight [te’nait] was [tonight] wonder [wender] was [wonder], say [sei] was [sai]. From that problem, the writer corrected their wrong pronunciation by repetition.
After the students repeated that expression twice or more, he said “sekarang dibagi menjadi dua kelompok, nanti gantian mengucapkan, are you ready?” (Now divided into two groups then repeat by turn). The students said “O.K.” “well, we will go on for the right place, please repeat after me,” said teacher. He pronounced the words one by one and continued by left. The teacher often asked the students to repeat it and he also checked their pronunciation. They were motivated and happy since they were able to pronounce the words correctly, however, in individual practice; there were some students that got difficulties in it, so the teacher’s sound, he still found the wrong pronunciation for invite [in’vait] they pronounced [invit], would [wud] they pronounced [wuld]. There was a student that said that they were javanese so it was difficult for them to pronounce it, the teacher told that the also a Javanese but he was able to speak English. Then he asked the students to repeat his sound again.

Teacher :”What time is it ?”
Students :”Yes yes”
Teacher :”what time is it ?”
Students :”08.30”

Time showed 08.30 pm, it meant that the time was up, so the teacher ended teaching and learning process and then the bell was ringing. The teacher explained what they should do for the next meeting.

Teacher :”O.K time was up, kita akan lanjutkan besok sabtu, jadi kita ketemu lagi hari sabtu untuk penilaian post test, yang bagus ya, terus untuk penilaian example of invitation nanti mengucapkan 20
kata yang terdapat dalam dialog undangan (we will continue on Saturday, so we will meet again on Saturday to do assessment of post test and pronounce twenty word in dialogue of invitation, you can do it in pair).

And then the divided the pairs based on the students attendance, the situation was so crowded when he mentioned the pairs for them. Before he ended the lesson he read the dialogue with Ahnes. Then she remembered them to prepare for Saturday.

Students :”O.K Mister.”
Teacher :”Thanks for your attention, last I say Wassalamu’alaikum wr.wb”
Students :”Wa’alaikumsalam wr.wb”

3) Observation

In the first meeting, the teacher and his collaborator observed the teaching and learning process. By monitoring the students activity in this action, we can see the students, were not ready. Yet when the teacher came to class, some students did not attend the class yet. They looked busy and crowded. It was caused that is was the first meeting for us.

They looked enthusiastic when the teacher asked them to repeat his sound altogether, however, some of them pronounced the words did not correct such as zoo [zuw] they pronounced [suw], Saturday [saterdei] they pronounced [Saturday], would [wud] they pronounced [wuld], love [l^v] they pronounced [lov], ready [redie] they pronounced [ridi], way [wei] they pronounced [wai], together [togeder] they pronounced [togeder], invite [in’vait]they pronounced...
[invit], tonight [te’nait] they pronounced [tonight], wonder [wender] they pronounced [wonder], say [sei] they pronounced [sai].

After analyzing the result of the first meeting, the teacher and his collaborator can conclude that it was very important for the teacher to manage the class well, gave motivation so that they will be more enthusiastic and serious to participate teaching and learning process. The teacher should be more careful with their pronunciation, He can ask them to repeat two or three times to pronounce it.

Meeting i did not give satisfactory result. The problems are the students less serious to join the class. It was very important to motivate them to be more serious in teaching and learning process. The teacher will use the same method and continued the last theme.

Table 4.1

The result of pre-test and post-test cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test cycle 1 (X)</th>
<th>Post-test cycle 1 (Y)</th>
<th>D</th>
<th>D 2</th>
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<td>Ahmad Waluyo</td>
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</table>
a. Mean of pre test 1 and Mean post test 1

\[ M_x = \frac{\sum y}{N} = \frac{223.5}{32} = 6.98 \]

\[ M_y = \frac{\sum y}{N} = \frac{289.5}{32} = 9.04 \]

Mean of pre-test < post-test, it means that there is an improvement of English score between before the action and after the action.

1) Standard Deviation

According to the data in the table, the researcher calculates the standard deviation of pre-test and post-test as follow:

\[ SD = \sqrt{\frac{\sum y^2}{N} - \left(\frac{\sum y}{N}\right)^2} \]

\[ SD = \sqrt{\frac{109.5}{22} - \left(\frac{41.5}{22}\right)^2} \]

\[ SD = \sqrt{4.97 - (1.88)^2} \]

\[ SD = \sqrt{4.97 - 3.57} \]

\[ SD = 1.4 \]

\[ SD = 0.4 \]

2) T- test Calculation

The t-test calculations are:

3) Giving Interpretation \( t_{\alpha} \)

\[ t_{\alpha} = \frac{\left(\frac{\sum y}{N}\right)}{\sqrt{\frac{SD}{N-1}}} \]

\[ t_{\alpha} = \frac{\left(\frac{69.5}{32}\right)}{0.4} \]

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\begin{align*}
t_o &= \frac{2.17}{\frac{S_x}{\sqrt{31}}} \\
t_o &= \frac{2.17}{\frac{5.56}{31.56}} \\
t_o &= \frac{2.17}{0.071} \\
t_o &= 30.56
\end{align*}

a. Calculate of df

\[ \text{df} = n - 1 \]

\[ \text{df} = 32 - 1 \]

\[ \text{df} = 31 \]

b. Consult with t-table value

With \( \text{df} = 21 \), the value of t-table with level of significant 5% is 2.08.

c. Comparing t-test with t-table

T-test = 6.8 therefore \( t \)-test is greater than t-table with level of significance 5%.

From the calculation above, the researcher concluded that between pre-test and post-test have significant difference, where the post-test is greater than pre-test score of students. It shows that using repetition of drill in teaching pronunciation can improve the students’ pronunciation, because the students’ achievements have been increased after repetition of drill applied.
4) Reflection

Based on the result of cycle I, the researcher has notion that English teacher must have seriousness with the students’ vocabulary mastery. The teacher also has to be more creative to give materials that make the students more interesting and active to speak English. Besides, the teacher also has to be careful in correcting the students’ pronunciation and she must give example of the right pronunciation.

In the first cycle also have shown that the students can improve their English score, it can be proved by the score of pre-test and post-test. The researcher also calculates the standardized of score in score 6, 5. The result of post-test shows that students who complete this standardized is more than in pre-test, in pre-test there is only 25 student who has the score more than 6, 5 and in post-all students who have the score more than 6, 5.

b) Meeting 2

1. Planning

The teacher prepared :

a) Materials, making lesson plan

b) List of students name

c) Teaching aids (laptop, tape recording, microphone, and paper)

d) Sheet for class observation

e) Dialogue from meeting 1

f) Post test
2. The implementation of action

On Saturday, September 14th 2013, the teacher came to the class. When the writer was going into the class, all of students were ready to join in English lesson. There was no one student who came late. Teacher began to teach English class. The situation was a follow:

Teacher :”Good morning students?”
Students :”Good morning Mr, how are you?”
Teacher :”Fine, thank you, what about you?”
Students :”Fine too, Mr, thank you.”
Teacher :”seperti yang saya bilang ke kalian kemarin, hari ini akan ada penilaian membaca 20 kata yang terdapat pada dialog invitation dan post test urut dari meja paling kiri sampai belakang, nanti pakai video recorder dan akan saya rekam”
(like i have told to you in the meeting before that today you will face assessment for reading 20 words in the invitation dialogue and post test. I will call you based on your presence and you must use video recorder because your voice will be recorded)
Students :”OK mister

Then, the students practiced that dialogue in pair in front of the class. They were seriously and sometimes they made joke since they did mispronunciation of the dialogue. The teacher observed each performance she gave correction if there
was mistake in pronunciation. After they finished practicing the dialogue, teacher corrected their performance. The situation was as follow:

Teacher : "ada banyak yang masih salah, bilang zoo [zuw] masih [yu], ayo sama-sama diulangi, [zuw]

Students : "[zuw]"

Teacher : "[saterdei]"

Students : "[saterdei]"

Teacher : "[mornin]"

Students : "[mornin]"

Teacher : "[wud] not [wuld]"

Students : "[wud]"

Teacher : "[l^ik]"

Students : "[l^ik]"

Teacher : "[k^m]"

Students : "[k^m]"

Teacher : "coba sendiri-sendiri, raga [syur]"

Raga : "[syur]"

Teacher : "I’d l^ve to"

Students : "I’d l^ve to"

Teacher : "[pik^p]"

Students : "[pik^p]"

Teacher : "coba Rini bilang [rait]"
Rini :”[rait]”
Teacher :”coba Darmono bilang [wonder]”
Darmono :”[wonder]”

Then the teacher corrected students pronunciation for [wonder], they pronounced [wonder], [wai] they pronounced [wi], [l^v] they pronounced [lov], [in’vaits] they pronounced [invites], [to’nait] and she also wrote on the whiteboard that words to make students clear. Then he announced the result of pre test, and just three students that had good pronunciation, they are: Zali, and darmono. Furthermore, he distributed the paper for post test, they had to pronounce twenty words for about twenty minutes. Before beginning post test, he repeated numbering order from number one until twenty and to ensure their pronunciation, he divided students into two group and asked students to imitate his voice.

3) Observation

In the second meeting, observation was carried out during the action in the teaching and learning process, she observed that the class was more ready and enthusiastic than in the first meeting. The students also were more active to practice the dialogue and enthusiastic to repeat the teacher’s sound. But they still have poor intonation and stress.

He can see that most of students pronounced the words correctly, although some of them still did mispronunciation. It meant that their pronunciation was
increased. However, as teacher should pay more attention and she were careful with stress and intonation.

2. Cycle 2

1. Planning

The teacher prepared

a) Materials, making lesson plan

b) List of student name

c) Teaching aids (video recorder, whiteboard, paper)

d) Sheet for classroom observation

e) List of words that will he pronounced

f) Dialogue

g) Pre test and post test

2. The implementation of action

On Saturday, the twenty fourth of may, 2012, the teacher entered her English class, and then introduced the model of the presentation in learning pronunciation. There are still many problems in cycle 1. Some of them had wrong pronunciation, and they did not confident to practice the dialogue in front of class, before he started the lesson. She gave pre test, they had to pronounce twenty words then it was recorded for about twenty minutes.

The theme on cycle 2 is about the expression of opinion. The situation was as follow:
Teacher: "Good morning, students? How are you?"

Students: "Good morning too Mr"

Teacher: "How are you today?"

Students: "I am fine Mr"

Teacher: "Ndak tanya ke saya?"

Students: "And you?"

Teacher: "I am so great, thank you, OK, kaya kemarin seperti biasa saya akan bagikan paper ini buat kalian, ada dua paper, yang pertama untuk test nya dan yang kedua untuk materi pembelajarannya, seperti kemarin test nya maju satu-satu dan akan saya rekam, yang bagus ya" (I will distribute the two papers, which is the first paper for your test and second one is thematerial, like in the meeting before, you must come oward one by one and pronounce the words, and it will be recorded)

Students: "InsyaAllah"

Teacher: "Kemarin itu kok malah bagus pre test nya dari pada post test nya, terus nanti baca 20 kata yang telah, tidak harus berpasangan yang kemarin, saya kasih contohnya biar nanti gak salah" (I think that your pre test is better than post test, then you must practice the dialogue in front of class in pair, you are free to choose your partner, i wil give example so that you are not wrong in pronunciation).
Before he started the test, the teacher give example how to pronounce the words correctly and students imitated her sound. Then the teacher asked them to come forward to pronounce the words.

After they finished their recording, the teacher continued the lesson. He read dialogue twice and he asked the students about the content of dialogue, zesy answered that the dialogue was talking about the accident which happened to an airline pilot. Furthermore she also asked what is underlined expression talking about, the students answered “terkejut”(surprising).

Teacher :”iya hari ini kita akan membahas tentang ekspresi terkejut, nah ditangan kalian itu sudah ada materi, there are many examples of expression surprise and disbelief, disbelief itu apa ? ada yang tau ?”

Ria :”tidak percaya”

Teacher :”contohnya apa yang surprise ?”

Anjar :”oh my God”

Teacher :”good, apa lagi ?”

Ria :”Oh No!”

Teacher :”dikertas kalian ada contoh-contoh ekspresi dari surprise”(there were many examples of surprise in your paper)

There were students that answered teacher’s question, so she mentioned “that’s surprising, my goodness, wow, that’s terrific, i find that very surprising,
really?” what a surprise!” and then she asked the students, from the dialogue which showed the expression of surprise, zesy said “Really?” “OK. That’s right. Yang disbelief ada ndak disitu ?” teacher asked (for disbelief, do you find it ?) “Masya Allah ! Students answered. Then he pronounced those expressions and it was followed by the students. He also corrected students pronunciation when pre-test continued. Many students tended to say [talkin about] not [takin bawt], [happened] not [haepened], [plan] not [plain]. Furthermore, he was a model and asked the students to practice the dialogue in front of the class. He also was careful with stress, intonation and pronunciation. After more time, he asked students to be a model of conversation, so they had to play the role. The teacher had to do correction with their pronunciation directly. However, they found some difficult words that they did not know the meaning of them, like sucked out, headline, hanging out, that’s, terrible,nearly and then she gave the meaning of the words.

Afterwards, the teacher took the assessment of practicing the dialogue in pair in front of the class and students looked enthusiastic to do it.

Then the teacher asked the difficulties during teaching and learning process, but no one who raise their hand. It meant that they did not have questions for the material. In addition, the teacher and students made conclusion what have they learned. After they concluded the material, she gave theme post test for about twenty minutes.
3. Observation

In this cycle, observation was also carried out during the implementation of action. The writer got field note from his partner who has been written above. Furthermore, the writer still saw the wrong pronunciation for talking about [takin a’bawt] they pronounced [talkin about], happened [haepened], plane [plein] they pronounced [plan], pilot [pailot] they pronounced [piled], understand [^nderstand] they pronounced [understand], hanging out [hanin awt] they pronounced [hengging awt], eight [eit] they pronounced [eigh], five teen [fifti:n] they pronounced [faivti:n]. The students found difficulties in understanding the meaning of sucked out, headline, and hanging out, that’s terrible, nearly. Some of students had difficulties in the number order, when they wanted to say number thirteen they said thirty, fourteen they said forty.

The situation of class was not noisy because we were studying in laboratory of language. They were serious to participate the lesson, repeated the teacher’s sound. He was relaxed during the process since it was the third meeting to join in this class. Some students dare to ask difficulties words and they were given more attention their teacher.

Table 4.2

The result of pre test and post test cycle II

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<tr>
<th>No</th>
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<td>1,5</td>
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<td>Post</td>
<td>Change</td>
<td>Score</td>
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<td></td>
<td><strong>Jumlah</strong></td>
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<td>294</td>
<td>28.5</td>
<td>38.75</td>
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<td><strong>Rata-rata</strong></td>
<td>8.29</td>
<td>9.18</td>
<td>0.89</td>
<td>1.21</td>
</tr>
</tbody>
</table>

a. Mean of pre test II

\[ M_x = \frac{\sum x}{N} \]

\[ M_x = \frac{265.5}{32} \]

\[ = 8.29 \]

b. Mean of post test II

\[ M_y = \frac{\sum y}{N} \]

\[ M_y = \frac{294}{32} \]

\[ = 9.18 \]

- Mean of pre test = 8.29
- Mean of post test = 9.18
- Mean of pre test ≤ than post test
- There is an improvement of pronunciation ability by using repetition drill between pre test II (before the action) and the post test II (after the action)

c. SD of post test and pre test

From the data above, the teacher calculated SD pretest and posttest

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

\[
SD = \sqrt{\frac{38.75}{32} - \left(\frac{28.5}{32}\right)^2}
\]

\[
SD = \sqrt{1.21 - (0.89)^2}
\]

\[
SD = \sqrt{1.21 - 0.79}
\]

\[
SD = \sqrt{0.42}
\]

\[
SD = 0.64
\]

b. T-test calculation

\[
t_o = \frac{\sum D}{SD} \sqrt{N-1}
\]

\[
t_o = \frac{28.5}{0.64} \sqrt{31-1}
\]

\[
t_o = 0.39 \frac{0.44}{\sqrt{30}}
\]

\[
t_o = 0.89 \frac{0.44}{\sqrt{556}}
\]

\[
t_o = 0.89 \frac{0.115}{5.56}
\]

\[
t_o = 7.73
\]
5) Giving Interpretation $t_\sigma$

d. Calculate of df

$$ df = n-1 $$

$$ df = 32-1 $$

$$ df = 31 $$

e. Consult with t-table value

With $df = 31$, the value of t-table with level of significant 5% is 2.03.

f. Comparing t-test with t-table

$$ T_{test} = 30.56 $$ therefore t-test is greater than t-table with level of significance 5%.

From the calculation above, the researcher concluded that between pre-test and post-test have significant difference, where the post-test is greater than pre-test score of students. It shows that using repetition of drill in teaching pronunciation can improve the students’ pronunciation, because the students’ achievements have been increased after repetition of drill applied.

4. Reflection

After analyzing the result of cycle 1 and cycle 2, it can be concluded that using drill method can increase students’ pronunciation. Repetition was used to improve their pronunciation in teaching and learning process.
They can express what they listened and got correction directly when they had mistake. The result of test can be seen in score of pronunciation skill in next discussion.

Then, the following is score from the students’ worksheet which was given for in the pre test and the post test of cycle II.

Based on the result of cycle I, the researcher has notion that English teacher must have seriousness with the students’ pronunciation. The teacher also has to be more creative to give materials that make the students more interesting and active to speak English. Besides, the teacher also has to be careful in correcting the students’ pronunciation and she must give example of the right pronunciation.

B. Analysis and Discussion

From the result of analyzes in cycle I and II. The writer analysis the students improvement from cycle I to cycle II. The improvement is follows:

Table 4.3
The Mean of Students’ Score

<table>
<thead>
<tr>
<th>No</th>
<th>Analyze</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mean</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>✓ Pre test</td>
<td>6,98</td>
<td>9,04</td>
</tr>
<tr>
<td></td>
<td>✓ Post test</td>
<td>8,29</td>
<td>9,18</td>
</tr>
<tr>
<td>2.</td>
<td>Standard deviation</td>
<td>0,64</td>
<td>0,4</td>
</tr>
<tr>
<td>3.</td>
<td>t-calculation</td>
<td>30,56</td>
<td>7,73</td>
</tr>
</tbody>
</table>
From the table above, it shows that there is significant improvement from cycle 1 to cycle 2. T-calculation of cycle 1 is 30.56 and the cycle 2 is 7.73.

In addition, the mean of each cycle improves. From the table above shows that improvement. The mean of post test of cycle 1 better than mean of pretest in cycle 2

1. The mean of pretest in cycle 1 is 6.98 and the post test is 9.04. Those result of post test in cycle 2 better than the pre-test in cycle 2. The mean of pretest in cycle 2 is 8.29 and the post test is 9.18.

2. The Mean of pretest in cycle 2 was undergoing very well. The percentage of each cycle 1 was 5%, cycle 2 was 5%. Standard minimal score (KKM) of MTs NU was 65. The writer concluded that the score of the students had been in standard minimum scored (KKM). It can be seen from the score of cycle 2.

Based on finding research, Repetition can improve the student’s pronunciation ability.

The result of post test which is better than pre test means that pronunciation of students had been improved after using repetition of drill in English teaching learning process.
CHAPTER V
CLOSURE

A. Conclusion

Based on the data analysis in the previous chapter, the researcher draws the conclusion of this research as follow:

1. The use of repetition of drill could improve the students’ pronunciation ability to improve their pronunciation skill. It been from the mean of pre test 6.98 to 90.04 in post test cycle 1, and the mean of score pre test of 8, 29 to 9.18 in post test cycle 2.

2. The improvement of the students’ pronunciation used repetition of drill was significant. It could be seen from the data analysis. The percentage of cycle I was 5%. In the cycle II, there was a significant improvement of students pronunciation ability. The percentage of cycle II was 7%. Based on the research finding, it could be conclude that the presentation of cycle II was higher than cycle I. There was a significant improvement after applying repetition of drill in class. It means that the method was successful to improve the students’ pronunciation ability

B. Suggestion

Based on the result of the study and conclusion, the writer would like to give suggestion as follow:

1. To the Teacher

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They should give more explanation what the students must do before the teaching and learning process begin, they should repeat the sounds twice or three times, corrected the mispronunciation directly, explain patiently word by word the pronunciation of the words. They should give example of the sample dialogue or the more creative way to use their body language or mime, so the student can be easy to understand what the teacher roled and the teachers’ role in teaching learning process can bring the big influence toward student improvement in pronunciation ability.

2. To the Students

Students should be brave in perform and more active in classroom. They should more realize that pronunciation is important for her/ his future. They should learn English study whenever.

3. To the Following Researchers

Based on the explanation above the writer would like suggest to other researcher, the result of the study can be used as additional reference for further research with different place and it can motivate other researcher especially in educational research to create or launch the new application in improving aspect as enrichment of education in our country or in other countries that is English as foreign language.
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