TEACHING ENGLISH PRONUNCIATION BY USING MINIMAL PAIR DRILL (AN EXPERIMENTAL STUDY AT THE EIGHTH GRADE OF MTS DARUL AMANAH KENDAL IN THE ACADEMIC YEAR OF 2017/2018)

THESIS
Submitted in Partial Fulfillment of the Requirements for Degree of Bachelor of Education in English Education

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is definitely my own work, I am completely responsible for the content of this thesis. Other writers' opinions or findings included in the thesis are quoted or cited in accordance with official standards.

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Assalamualaikum wr.wb

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“Say, ‘Are those who know equal to those who know not?’”

(Az Zumar : 9) ¹

DEDICATION

This thesis is dedicated for my beloved parents Bapak and mamah, and also for my beloved sister. They who always support me in everything I do. Thank you for always advising me to do the right thing.
ABSTRACT

Title: Teaching English Pronunciation by using Minimal Pair Drill (an Experimental Study at the Eighth Grade of MTs Darul Amanah Kendal in the Academic Year of 2017/2018)

Writer: Nikmatul Khasanah
Student Number: 133411112

The purpose of the study was to find the effectiveness of teaching English pronunciation by using minimal pair drill. The population of this study was the students at the eighth grade of MTs Darul Amanah, meanwhile, the sample of this study was a part of students at the eighth grade, which was class 2E and 2F. Experimental and controlled group got their own treatment, experimental group was taught by using minimal pair drill and controlled group was taught by using Audio Lingual Method. The technique of data collection was a test, which was consisted of two test, they were pre test and post test. The data then were analyzed by using t-test to find out whether there was a significance difference between two groups after getting a treatment.

After collecting the data, it was found that the average score of pre test of experimental group was 63.096 and for controlled group was 66.884, meanwhile, the average score of post test of experimental group was 63.333 and for controlled group was 58.384. So, the computation of t count was 1.750 and the t table was 1.67. the t count was higher than t table, it means that Ha was accepted and Ho was rejected. Finally, it could be concluded that teaching English pronunciation by using minimal pair drill was effective for students at the eighth grade.

Keywords: English Pronunciation, Minimal Pair Drill, Similar English words
ACKNOWLEDGMENT

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Semarang, 26 November 2017
The researcher

Nikmatul Khasanah
NIM.133411112
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CHAPTER I
INTRODUCTION

This chapter dealt with introduction of study that consists of background of study, reasons for choosing topic, research question, objectives of study, significances of study, limitation of study, and outlines of study.

A. Background of Study

To be a good speaker who could speak English fluently, some important things should be paid attention by speaker, such as pronunciation. Pronunciation has a big role for society, moreover who are not use English Language in their daily. It was one of their problem. Most of people feel that English pronunciation is difficult for them.

According to Tarigan, speaking is human behavioral which exploit some factors of physical, psychology, neurology, semantic and linguistic intensively. Furthermore, Tarigan stated that speaking is humans’ ability in pronouncing some voices of articulations or words which are purposed to express, state and also convey a thought, idea and feeling from speaker.\(^1\) From the opinion above, researcher concluded that pronunciation is very influential in speaking. Pronunciation involves physics, such as tounge. People will produce a good and understandable

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\(^1\) Tarigan, Djago, *Materi Pokok Pendidikan Bahasa Indonesia*, (Jakarta: Depdikbud,1995). P 150
pronunciation when their tounge have usually produce a language, but, they will produce bad pronunciation when their tounge have not usually produced a language. As well as people who speak in English, they will also find some difficulties in their pronouncing if they don’t usually use English language in their daily. For example, Arabian people who speak Arabic in their daily will feel difficult when they are asked to speak in English.

Speaking also needs an ability too, because speaking is a conveying message from speaker to listener. Who wants to be a good speaker, they should master all problems they tell about, and they should speak clearly and appropriately. Allah has said in Holy Qur’an, in Al-Ahzab 70:

يَا أَيُّهَا الَّذِينَ آمَنُوا اتَّقُوا اللَّهَ وَقُولُوا قَوْلًا سَدِيدًا

“O you who believe! fear Allah and say the right word”.

It has been explained in the verse of holy qur’an, we ought to speak correctly and appropriately, based on it, pronunciation was needed enough to produce correct and appropriate conversation.

For many students of English, a real challenge to mastery a language is not grammar and vocabulary but pronunciation. It was an area traditionally thought of as ‘difficult’ and frequently ignored by teacher and learners alike. Nevertheless, it leded to breakdowns in communication and fossilized, poor pronunciation.

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is immensely difficult to remedy. With an advent of more communicative methodologies, dedicated pronunciation coursebooks and interactive resources, a principled and engaging approach to teaching pronunciation can be adopted. The important thing is that pronunciation should not be relegated to a five minutes lot at the end of a lesson but integrated into all aspects of teaching.

To solve these problems, the way of teaching pronunciation should be paid attention. A good strategy to teach pronunciation in English lesson is most needed to get a good students with a good pronunciation. To be an effective teacher of pronunciation, both practical skills and theoretical knowledge of subject area are required. Drills and other repetition exercises might be important to develop new motorskills, particularly regarding the articulation of new sounds.

In this research, researcher conducted one of the strategy to teach pronunciation in English. Drilling technique was choosen by the researcher for her technique in her teaching of English pronunciation. She thought drilling technique was a good technique in learning pronunciation, for, this technique could give many profits to students. Beside students were able to pronounce English sounds well, they also got many new vocabularies that they didn’t know before and they couldn’t find it in their lesson.

Researcher hoped the technique she used in her research could be usefull for some component in school, from the teacher
to make easy in teaching English pronunciation, the students to get more knowledge and more variety way in learning.

This pronunciation problems also was seen at students of MTs Darul Amanah Kendal. They felt difficult to produce a good English pronunciation, either in reading or in speaking. For this research, the researcher took some students of eight grade in MTs Darul Amanah. She thought students of eight grade was suitable for her treatment. Because, if students of seventh grade still adapt with their new school and new lesson, and students of ninth grade had to understand and be able to produce a good pronunciation properly. Then, students of eight grade must be taught well in order to reach a good result later. Moreover, the technique which was used in this research gave other profit to the students. As the researcher knew from her observation, that most of the students were staying at dormitory which was bilingual area. Then, if they taught by this technique, they would get many new vocabularies which they could use in their daily conversation.

Based on explanation above, the researcher conducted the research by the title: **Teaching English Pronunciation by using Minimal Pair Drill (an Experimental Study at the Eight Grade of MTs Darul Amanah Kendal in the academic year of 2017/2018)**.
B. Reasons for Choosing Topic

Researcher chose this topic because of some reasons, one of reason was about students’ needs. She thought that speaking is very important thing should be attention by the students for their future needs. So, they must be taught by the right strategy in order to get a good result. Good speaking would not be reached without good pronunciation. Then, researcher chose this topic in order to get students’ fluently in their speaking by good pronunciation.

C. Research Question

For this research, the researcher discussed about one of research question, the question was: “How effective is minimal pair drill in learning English pronunciation at the Eighth Grade of MTs Darul Amanah in the Academic Year of 2017/2018?”

D. Objectives of Study

Based on the research question above, this study explained the effectiveness of minimal pair drill in students’ learning English pronunciation at the Eighth Grade of MTs Darul Amanah in the Academic Year of 2017/2018.
E. **Significance of Study**

This study was important for some reasons

1. **Researcher**

   This study gave an insight, new experience and also knowledge for the researcher. She also got some advantages from this research, she knew about students’ English pronunciation. She knew whether the strategy she used for teaching English pronunciation was effective or not. She could take lesson from this research that will be useful when she will be a teacher.

2. **Teacher**

   After this research was conducted, the researcher hoped that teacher could accept the strategy as her new media/strategy in teaching English pronunciation and she could use the new strategy which was used in this research to teach English pronunciation in the class.

3. **Students**

   This study gave some advantages for students. From this research, students got the new strategy for them in learning English pronunciation, and they could enrich themselves with a new vocabulary with correct pronunciation so that they were able to communicate with other people fluently and correctly.
F. Limitation of Study

This research was about teaching English pronunciation by using minimal pair drill at the eighth grade of MTs Darul Amanah Kendal.
This chapter presented three main points. Those were review of previous study, theoretical framework and hypothesis of the research.

A. Previous Study

Many researches told about teaching English pronunciation by using minimal pair technique, either national researches or international researches. Here, the researcher took two previous studies, she analyzed the previous studies in order to get some representations for her research.


This study focused on the need of teaching effective English Pronunciation at School Level. The problem of wrong Pronunciation at fundamental level had captured an attention of many people. This study was aimed to give some of the technique in teaching pronunciation, then, teacher could adopt it for getting a good results. This study had four research questions.

The researcher stated, In this Global world to come closer everybody needs the bridge of language to cover the gaps created by geographical and cultural boundaries. Thus, all
people in this world should be able to speak English well in order to communicate with all people.

In this study, the researchers gave some techniques to teach pronunciation. The techniques were: recognition drills and production drills. In a recognition drill, people was required to identify a particular sound or sound unit (phoneme). Some of ways was minimal pair drill. Here, teacher gave some similar words to students, then, they pointed out to sound unit (phoneme) of its words. The other technique to teach pronunciation was production drill, oral repetition. Here, students listened to teacher’s demonstrating sounds and sound sequences in words, phrases or sentences. They repeated a words after teacher. Then, they made sentences from words, and pronounced them well.

Every research which had been conducted by people, had definite strengths and weaknesses. In this research, proposer thinks that researchers took unspecified learning material, so it could make students feel confused. Furthermore, they didn’t cover a spelling of each word in their learning material. They just gave a words to students as their material, whereas they knew that students were unable to spell words well. Researchers also gave so many research questions in their research.

To make research better, researchers should give a specific learning material to students, so students could focuses
with it. They ought to give a stress with the spelling of each word also. However, they did research well. All methods they used was very good. They used minimal pair technique include recognition drill and also production drill. Both of techniques were good for teaching English pronunciation, for, students not only practice to pronounce words and sentences, but they also ought to make a sentence by their self.¹

The writer of this study thought that this study related with her research. Because this study had similar purpose, which was to find a technique for teaching pronunciation to students. Technique in this study was same with technique that the writer used in her research. The differences between the study of Seema Soemani with the study she conducted was about the specific technique they used in their study. Seema Soemani used both of the technique of drilling technique, which were recognition and production drill, while, the study of the writer focused on recognition drill.


This study was about teaching English pronunciation in discrete sounds especially by using minimal pair drill. This study was done to examine the problem of recognizing and

¹ Somani, Seema & Payal, The Need of Teaching Effective English Pronunciation at School level, (Punjab, 2016)
producing English pronunciation which had been faced by students at his campus. He was very paying an attention to pronunciation, because he claimed that pronunciation was one of the most thing to shape a good communication and success speaker whereas a good communication and success speaker were very necessary either for teachers or students in learning English well.

This study had four research questions which discussed about pronunciation problem faced by students, technique that suitable to teach students by using this strategy, how can this strategy effective on teaching English pronunciation? And how did students accept this strategy in their learning English Pronunciation?.

Researcher took fifty-four first-year students from Class 2010A who major in tourism and all of twenty teachers of English from English Department at Hung Vuong University. Researcher used some technological tools in his research such as, teaching tool, recording tool and analyzing tool. Besides, he used pronunciation test, recording, questionnaire, instrument and interview for his technique of data collection. For research design, he used experiment study in this research.

All researches ought to have some strengths and weaknesses. For this research, proposer thinks that this research had too many participants, she thinks that 54 students
in one class couldn’t effective to be taught. Furthermore, too much teaching materials made learning in class was not effective anymore.

Some matters must be changed to make this research better, researcher should take less students as his sample. 54 students might be his research population, then, he could take at least 20 students to be his sample research. Because, an effective class only needed at least 20 students. Then, if research had been conducted and had a good result, it could be a reference for the school to make all of the class fulfilled with only 20 students in each class in order to make an effective class. Nevertheless, researcher did this research well. He used many research methods, so it could be concluded that result of research was accurate definitely.2

The writer of this study stated that this study had similar thing with study she conducted. Because, this study had similar purpose, which was to find a technique for teaching pronunciation to students, and technique in this study was same with technique that proposer used in her research. The differences between Luu Trong Tuan’s study with the writer’s study was about the subject of the study. Luu Trong Tuan took students of university for being the subject of study, while, this

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2 Tuan, Luu Trong, Teaching English Discrete Sounds through Minimal Pairs, (Journal of Language Teaching and Research.1. 2010)
study took students of junior high school for being the subject of the study.

B. Theoretical Framework

To make an accurate and a good result of the research, the researcher had to know all about the material which related with her research. In this research, the researcher examined one of the technique in teaching pronunciation. Then, in this literature review, she told about pronunciation include definition of pronunciation, feature of pronunciation, the goal of teaching English pronunciation, etc.

1. Definition of Pronunciation

Pronunciation is the way in which a word or letter is said, or said correctly, or the way in which a language is spoken. This definition was taken from Cambridge dictionary. While, oxford’s advanced learner’s Dictionary defined pronunciation as the way in which a language or particular word or sound is pronounced.

Based on the definition above, all the word or words that produced from the mouth of the people has the rule for each of them. Which its rule can make the word or words produced correctly. To get the good pronunciation, learner also need a good teaching from professional teacher.

According to Odisho, Teaching pronunciation is like two-way traffic in which both directions of movement are needed in order to complete the cycle of communication.4 Means, to get a good pronunciation, both of theory and practice of pronunciation are needed in order to get a good result.

In addition, there are two term which related with the pronunciation, they are Phonology and Phonetic. Phonology is the description of the sound system of a language, the link between speech and meaning. While, Phonetics is the science which studies speech sounds as sounds.5

2. The Features of Pronunciation

Phonology is concerned with describing pronunciations but, more than that, it also describes about the thing that relevant with it, include the possibility in communication and what makes one utterance different from another.6 Furthermore, pronunciation has a various thing that must be explained. After we have talked about pronunciation above, we have to know about the features and concepts of pronunciation. Because, pronunciation is not only about

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4 Edward Y Odisho, *Pronunciation is in the Brain, not in the Mouth*, (USA: Gorgias Press, 2014), p.84
producing sounds from people’s mouth, but is also has some features that makes the voice right and correct.

Ur stated there are three concepts of pronunciation, such as the sounds of the language, stress and rhythm, and also intonation. While, Kelly affirmed Ur’s statement, but he classify the stress and intonation as a suprasegmental features while sound of language same as another feature of pronunciation that is phonemes. suprasegmental and segmental features must work together in order to get a good pronunciation when we speak.

a. The sounds of English language

For the definition of the sounds, many writers have their own definition. First, Sound is the result of vibrations strong enough and near enough to affect our eardrums, this definition comes from Kreidler in his book “The pronunciation of English”. While, Underhill explains Sounds are all produced in the vocal tract. The vocal tract refers to the parts of the body that contribute to the production of vocal sounds: the lungs, larynx, oral cavity (mouth), lips and nose.

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9 Charles W Kreidler, The Pronunciation of English,....p.26
10 Adrian Underhill, Sound Foundation learning and teaching pronunciation, (Oxford: Macmillan publisher, 2005),p.2
Another definition also has been explained by Connor, he states a sound is made by definite movements of the organs of speech, and if those movements are exactly repeated the result will always be the same sound.\textsuperscript{11} For all the definition above, we can conclude that sound is about speech organ of human life, every human life can produce sounds from their organ of the speech. By changing the shape of parts of the vocal tract we create different sound, so that the sounds we produce from our organ of speech often strong and weak.

The set of phonemes (sounds of language) consists of two categories: vowel sounds and consonant sounds. The words vowel and consonant are very familiar for us, but when we study the sounds of speech scientifically we find that it is not easy to define exactly what they mean.\textsuperscript{12}

1) Vowel

The most important thing on the phonetic features used for vowel description are the terms \textit{quality} and \textit{quantity}. Quality is defined in terms of tongue-height, tongue-position and lip-shape, etc. And the combination of its acoustic impact on the listeners’ ears. As for

\textsuperscript{11} J.D O’Connor, \textit{Better English Pronunciation},.... p.9

quantity, it is defined in terms of shortness vs. length and/or laxness vs. tenseness.\textsuperscript{13}

The voice of vowel are produced through different mouth shapes; the differences in the shape of the mouth are caused by different positions of the tongue and of the lips. It is easy to see and to feel the tongue differences, and that is why a detailed description of the tongue position for a certain vowel does not really help us to pronounce it well.\textsuperscript{14}

There are some analyses of English vowel which linguists have made. The different analyses recognize different numbers of vowels, they use different symbols and combinations of symbols to represent them, and they use different terms to describe them.\textsuperscript{15}

There are two types of vowel: simple vowel (monophthong) and diphthong. Monophthong contains of one or single sound, while diphthong is the result of a glide from one vowel to another within a single syllable.\textsuperscript{16}

\begin{flushright}
\textsuperscript{13} Edward Y Odisho, \textit{Pronunciation is in the Brain, not in the Mouth}, .... p.117  \\
\textsuperscript{14} J.D O’Connor, \textit{Better English Pronunciation},....p.79  \\
\textsuperscript{15} Charles W Kreidler, \textit{The Pronunciation of English}....p.46  \\
\textsuperscript{16} Adrian Underhill, \textit{Sound Foundation learning and teaching pronunciation}.....p.22
\end{flushright}
### Vowels and Diphthongs

<table>
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<tr>
<th>VOWELS</th>
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Table. Gerald Kelly “How to teach Pronunciation”

2) Consonant

Consonants are formed by interrupting, restricting or diverting the airflow in a variety of ways. There are three ways of describing the consonant sounds:

a) The manner of articulation

The manner of articulation refers to the interaction between the various articulators and the airstream.\(^\text{17}\) The various terms used are explained below:

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\(^\text{17}\) Gerald Kelly, *How To Teach Pronunciation*, p. 47
(Plosive), a complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the (closure), and is then released ‘explosively’, e.g /p/ and /b/.

(Affricate), a complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g /tʃ/ and /dʒ/. (Fricative), when two vocal organs come close enough together for the movement of air between them to be heard, e.g /f/ and /v/.

(Nasal), a closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and air escapes through the nose, e.g /m/ and /n/.

(Lateral), a partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue, e.g /l/.

(Approximant), vocal organs come near to each other, but not so close as to cause audible friction, e.g /r/ and /w/.\textsuperscript{18}

\textbf{b) The place of articulation}

Place of articulation gives more information about what the various articulators actually do.\textsuperscript{19}

\textsuperscript{18} Gerald Kelly, \textit{How To Teach Pronunciation},..... p.6
(Place of articulation) The chief points of articulation, with special reference to the sounds of English, are the following:

(Bilabial), the two lips are the primary articulators, e.g (p, b, m)

(Labio-dental), the lower lip articulates with the upper teeth e.g (f, v)

(Dental), the tongue tip and rims articulate with the upper teeth, (ᵰ,Θ)

(Alveolar), the blade, or tip and blade, of the tongue articulates with the alveolar ridge, e.g (t, d, l, n, s, z)

(Post-alveolar), the tip (and rims) of the tongue articulate with the rear part of the alveolar ridge, e.g (ᵢ, tᵢ, dᵢ)

(Retroflex), the tip of the tongue is curled back to articulate with the part of the hard palate immediately behind the alveolar ridge, e.g a retracted (ᵢ) such as is found in South-West British and American English.

(Palato-alveolar), the blade, or the tip and the blade, of the tongue articulates with the alveolar ridge and there is at the same time a raising of the front of the tongue towards the hard palate, e.g (ʃ, ζ, tʃ, dʒ).

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19 Gerald Kelly, How To Teach Pronunciation,....p.47
(Palatal), the front of the tongue articulates with the hard palate, e.g (j) or (ç), or a very advanced type of (k, g) = (c, ɟ).

(Velar), the back of the tongue articulates with the soft palate, e.g (k, g, ɳ).

(Uvular), the back of the tongue articulates with the uvula, e.g (ə, R).

(Glottal), An obstruction, or narrowing causing fiction but not vibration, between the vocal cords, e.g (? , h).\textsuperscript{20}

c) The force of articulation

While, force of articulation concerns on fortis or strong, and lenis or weak. Fortis happens to unvoiced sounds, and lenis happens to voiced sounds.\textsuperscript{21} Thus, adrian mention this section by voiced and unvoiced, whereas Gymson name it by egressive pulmonic consonantal sounds.

A voiceless/voiced pair such as (s,z) are distinguished not only by the presence or absence of voice but also by the degree of breath and muscular effort involved in the articulation. Those English consonants which are usually voiced tend to be


\textsuperscript{21} Gerald Kelly, \textit{How To Teach Pronunciation},....p.47
articulated with relatively strong. Thus, it may be important to define (s), for instance, as strong or forties and (z) as weak or lenis.\textsuperscript{22}

b. Stress and rhythm

English is a lexical stress language, which means that in any English word with more than one syllable, the syllables will differ in their relative salience. Word stress in English is variable-any syllable of a polysyllabic word can carry the main stress.\textsuperscript{23}

Many writers have said that English word stress is so difficult to predict that it is best to treat stress placement as a property of the individual word, to be learned when the word itself is learned.

Each stressed syllable, in a word in isolation, also has a change in the pitch, or the level of the speaker’s voice, and the vowel sound in that syllable is lengthened.

In order for one syllable to be perceived as stressed, the syllables around it need to be unstressed. For stressed syllables, three features were identified: loudness, pitch change and a longer syllable. Unstressed may be described as

\textsuperscript{22} Gymson, A.C, \textit{An Introduction To the Pronunciation of English},...,p.32

the absence of these.Obviously, single-syllable words present no problems. While, two or more syllable are need to be noticed.

Two syllable words

Firstly, we will concern on verb, adjective, adverb and also preposition. There are two rules in this section. First, putting stressed sound in second syllable when the words contain a long vowel or diphthong on second syllable or it ends with more than one consonant, e.g (‘apPLY’), (‘atTRACT’), (‘diVINE’). Second, putting stressed sound in first syllable when the words contain a short vowel and one or no final consonant, e.g (‘Enter’), (‘Even’).

Secondly, nouns has a different rule. Putting stressed sound on the first syllable when the word contains a short vowel on second syllable. Otherwise it will be on the second syllable, e.g (‘MOney’), (‘deSIGN’).

Three-syllable words

In verbs, when the last syllable contains a short vowel and ends with only one consonant, stress will be placed on the syllable before that syllable, e.g (‘enCOUNter’). If the last syllable contains a long vowel or ends with two or more consonants, stress will be placed at the last syllable, e.g (‘enterTAIN’).

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24 Gerald Kelly, *How To Teach Pronunciation*, p.67

In nouns, if the final syllable contains a short vowel and the previous syllable contains a long vowel or it ends with more than one consonant, stress will be placed on the middle syllable, e.g (‘diSASter’).

In sentence stress, the stressed word usually occurs on the vital clues that the speaker want the listener know from his message. This explanation based on Kelly’s explanation, he explains sentence stress is an important feature of language which provides listeners with vital clues as the prominent points of the speaker’s message. One sentence can have a different meaning with a different stressed words.

Another features of pronunciation in this section is rhythm. According to Joanne, rhythm is a product of word stress and the way in which important items are foregrounded through their occurrence on a strong beat, and unimportant items are back grounded by their occurrence on a weak beat. The stressed syllable/word occurs on strong beat and unstressed syllable/word occurs on weak beat.

c. Intonation

The third feature of English language is intonation. The term intonation refers to the way of the voice rise or fall in pitch when we are speaking. Based on Connor, he said

27 Gerald Kelly, *How To Teach Pronunciation*,....p.84
every language has melody in it, and every language is spoken by a different musical note on the time. English intonation also has own model of intonation. We must learn the meanings of the English shapes and tunes, for example, thank you has two model in producing it. First, it will be starts with high voice and ends with low voice, this shows real gratitude, second, it will be starts with low voice and ends with high voice and this shows a rather casual acknowledgement of something not very important.  

Marnie also states intonation is the use of pitch variations in the voice to communicate phrasing and discourse meaning in varied linguistic environments. Pitch refers to the relative frequency of vibration of the vocal cords, high pitch refers speed vibration while low pitch refers slow vibration.

If an utterance consists of one syllable, pitch occurs in the voiced elements of that syllable and especially the vowel. Thus, an utterance which has more than one syllable, the change of pitch may occurs just one of the syllable exactly. There are five major pattern of intonation, such as fall (\), rise (/), fall-rise (\/) , rise-fall (/\) , level (-).

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29 J.D O’Connor, Better English Pronunciation, ...p.108
31 Charles W Kreidler, The Pronunciation of English, ...p.164
3. The problem in Pronunciation

In learning or teaching pronunciation, the learners and teachers should have to find the problems in their learning or teaching. According to Gilbert, he explains teaching pronunciation involves a variety of challenges. One of it, teachers often find that they do not have enough time in class to give proper attention to this aspect of English instruction. Particularly, it was also happened in Indonesia. Indonesian students have a short in time of their study on English lesson, they will only get four periods in a week for English lesson which used to study four skill of English such as speaking, listening, reading and also writing.

Gerald Kelly explained that there are two key problems in teaching pronunciation, once it tends to be neglected, while the other it tends to be reactive. He stated that teachers’ lacking interest in the subject is not the primary problem in teaching English pronunciation, but feeling of doubt in the way how to teach it was the primary problem. Largely, teachers and students emphasize in grammar instead of pronunciation whereas they often show considerable enthusiasm in pronunciation. They feel that pronunciation is needed for their better communication. Thus, teacher should regard to features of pronunciation and they ought to plan

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their pronunciation teaching well. To make success in teaching pronunciation, kelly stated that teachers need a good grounding in theoretical knowledge, practical classrooms skill and also access to good ideas for classroom activities.33

In addition, Joanne explains one of teacher’s role is to help learners perceive sounds. Learners will have a strong tendency to hear the sounds of English in terms of the sounds of their native language.44 Because of their mother tongue and also some sounds of English do not occur in other languages, learners often make some problem when they produce or imitate new sounds, then, the teacher may give hints to the learners which may help them to produce the new sounds.

On the other hand, Gilbert has his own explanation, he explains there are also psychological factors that affect the learning of English pronunciation in ways that are not so true of studying grammar or vocabulary. For one thing, the most basic elements of speaking are deeply personal. He also states people who use English language as a foreign or second language, their sense of self and community has been shaped for the sounds and rhythm of their first language (L1). The problem and other challenges of this condition could be coped by the teacher, the teachers ought to think the goal of pronunciation instruction not as helping students to sound like

33 Gerald Kelly, How To Teach Pronunciation,....p.13
34 Joanne Kenworthy, Teaching English Pronunciation,.....p.1
native speakers but as helping them to learn the core elements of spoken English so that they can be easily understood by others.35

The prominent problem of non native learners of English is usually how to pronounce an unknown word in a written text. The students’ pronunciation always be provided by their teacher in English class. But, when the student is out in an English-using environment and ‘on his own’ new and unfamiliar words will be met, many of them will find some confusing situation, and learners need to be equipped with a knowledge of the spelling conventions of English in order to decide how to pronounce them.

Furthermore, Odisho mentions Human speech is a cognitive faculty, a potential in the brain before being in the mouth. Its mean that people may think what they listen a new word or unknown word before they produce it appropriately. Teachers will often see adults experiencing serious difficulty in producing a new sound to which they have never been exposed.36

According to Connor, the main problem of English pronunciation is to build a new set of boxes corresponding to

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35 Judy B Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, ....p.1

36 Edward Y Odisho, *Pronunciation is in the Brain, not in the Mouth*, ....p.80
the sounds of English, and to break down the arrangement of boxes which the habits of our native language have so strongly built up. From the explanations that have been mentioned above by some writers of the book, we can conclude that most of pronunciation problems faced by the students is because of their mother tongue which is usually produce their first language instead of English language as their foreign or second language.

4. The importance of Pronunciation

The widespread use of English as an international language means that much of the interaction in English that now goes on around the world is between speakers who don't have English as a first language. All the components of English language is very needed for all people, for example pronunciation. A good pronunciation could make a good communication. In business or another situation, good communication are very needed to make understand each other, and most of the people use English language to communicate when they come together with the people from another language community.

Kelly explains learners’ pronunciation errors which can make unsuccessful communication is an important thing

37 J.D O’Connor, Better English Pronunciation, p.3

38 Martin Hewin, English Pronunciation in use, (UK: Cambridge University Press, 2007), p.10
on which to assess why it is important to deal with pronunciation in the classroom. A learner who often mispronounces some of phonemes will make difficult for the speaker from another country with another language community to understand. Even if students with a good grammar and lexis, but they also will face some difficult when they couldn’t make a good communication with a good pronunciation.\textsuperscript{39}

In addition, Joanne states Learners who will be using English for academic study and those who need English to read scientific and technical texts will meet many new words. Thus, pronunciation is important in any situation, either in speaking or reading.

According to Joanne, Learning to pronounce a language is a very complex task and, as with any other complex learning task, the learning process can be facilitated if the task is structured in some way and if the learner is aware of exactly what is involved. It is difficult for learners to do this for themselves, so it is the teacher’s job. This means dividing the task into its components, ordering the components in some way, from basic to complex, or easy to difficult.

\textsuperscript{39} Gerald Kelly, \textit{How To Teach Pronunciation},....p.11

\textsuperscript{39} Joanne Kenworthy, \textit{Teaching English Pronunciation},....p.97
Once learners are aware that English words have a stress pattern, that words can be pronounced in slightly different ways, that the pitch of the voice can be used to convey meaning, then they will know what to pay attention to and can build upon this basic awareness. Learners also need to develop a concern for pronunciation. They must recognize that poor, unintelligible speech will make their attempts at conversing frustrating and unpleasant both for themselves and for their listeners.\textsuperscript{40}

5. Minimal Pair Technique in Teaching English Pronunciation

To teach English pronunciation, teacher can find some of techniques they can use in their teaching. Finding a good technique will make an enjoy and a success teaching in learning English pronunciation.

One of the technique that can be used for the teacher to teach English pronunciation to their students is minimal pair drill technique. Minimal pair drill is the technique use two words which have the similar sound in one phoneme. According to Kelly, he also explained minimal pair drill is words or utterances which differ by only one phoneme.\textsuperscript{41}

This technique can helps the students to produce the similar sound of two words correctly. Furthermore, Kelly argued that teacher can use minimal pair drill to get a good

\textsuperscript{40} Joanne Kenworthy, \textit{Teaching English Pronunciation},....p.27

\textsuperscript{41} Gerald Kelly, \textit{How To Teach Pronunciation},....p.18
advantage as a way of focusing on sounds which they thought it was difficult for them.

The example of similar words are “it” and “eat”. Originally, the two words have the same phoneme. But after we concern with the phonetic chart of both. We can find that there is a different between the both. Then, with minimal pair drill, we can know more about the new vocabulary and new knowledge.

There are two type of minimal pair drill, they are word drill and sentence drill. In word drill, students are drilled to distinguish between two similar words. In sentence drill, students are drilled to distinguish between two similar word that has been combined in a sentence.

6. The Goal of Teaching English Pronunciation

There will be some learners, however, who want to reach their English speaking like a native accent because their work requirement, which they might meet some business partner with native speakers in an English-speaking country or abroad. Here, we ought to use a some criteria that related in each achievement. Learners who plan to become teachers of English will make their speaking like a native speakers in order to be able to give a good speaking with a good pronunciation in their future teaching. They ought to mastery with the major accents of English in the world. Learners who want to work on about travelling or communication, such as
air traffic controllers, tour guide or telephone operators, etc., they need to have a pronunciation which is easily understood by other people.\textsuperscript{42} In Joanne’s opinion, even if native-like pronunciation is one of the goal for some learners, or other may has different goal in learning pronunciation, the most important thing which should be an attention for the learner and teacher is that the goal of learning pronunciation is to be comfortably intelligible.

Connor states that reaching a good English pronunciation without hard work is talking rubbish, unless you are one of a lucky people of the very small number whom pronunciation comes fairly easily.\textsuperscript{43} In addition, Ur explains Perfect accents are difficult for us who not a native speaker and English language was just our foreign language, and he also states that it was no necessary enough for us. Many people, even if often subconsciously feel they wish to maintain a slight mother tongue accent as an assertion of personal or ethnic identity. This feeling should, surely, be respected.\textsuperscript{44}

One of the most important things to remember is that everyone can improve, even if they have no great talent for

\textsuperscript{42} Joanne Kenworthy, \textit{Teaching English Pronunciation},.....p.3
\textsuperscript{43} J.D O’Connor, \textit{Better English Pronunciation},..... p.3
\textsuperscript{44} Penny Ur , \textit{A course in Language Teaching}, (UK: Cambridge University Press, 1991),p.52
language. Quite apart from anything else, there is great satisfaction to be got from the development of what talent you have. You may never sound like a native English speaker, but at least you will have got as close to it as you can.\textsuperscript{45}

Lastly, even if learners have the different goal in learning pronunciation, they must remember one thing, Learners have to be prepared not just to hear and produce the sounds, but also, and equally importantly, to see and feel the sounds in conjunction with the concomitant sensations and physical gestures in the context of authentic speech.\textsuperscript{46} In fact, they all need a good learning pronunciation although their goal is different.

C. **Hypothesis**

Hypothesis is a temporary answer of the research question which is reputed as the most impossible level of the truth.\textsuperscript{47}

Based on the definition above, there were two hypotheses of this research

1. Alternative hypothesis (Ha): Teaching English pronunciation by using minimal pair drill is effective.


\textsuperscript{46} Edward Y Odisho, *Pronunciation is in the Brain, not in the Mouth*,.....p.81

\textsuperscript{47} Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010),p.67-68
2. Null hypothesis (Ho): Teaching English pronunciation by using minimal pair drill is not effective.

The researcher of this research decided alternative hypothesis (Ha) as the hypothesis of the research.
CHAPTER III
METHOD OF THE RESEARCH

This chapter discussed some methods of research. It consisted of research design, place and time of the research, population and sample of the research, variable and indicator of the research, technique of collecting data, and technique of analysis data.

A. Research Design

In this study, the researcher used an experimental design to measure an effectiveness of minimal pair drill in teaching English pronunciation.

Quantitative research is a research which has a purpose to explain a phenomenon by using numbers characteristic of group or individual. Based on the definition above, the researcher decided that the research used quantitative research variant because the data in this research was a number and an ordinal.

B. Place and Time of the Research

The researcher conducted this research at MTs Darul Amanah Kendal. It was located at Sukorejo Kendal Central Java. The researcher conducted the research at this school about 2 months in the academic year 2017/2018.

The research was begun at the end of August 2017 and ended at the end of September 2017. It included giving the research letter to headmaster of school, try out, pre test, treatment, and post test.
C. **Population and Sample of the Research**

Population is a group of some object with an infinite number of it, which its characteristic is determined by sampling technique, this definition based on Reksoatmojo’s explanation in his book “The Statistic for psychology and education”.¹ For this research, The researcher invited the students of the eighth grade in the academic year of 2017/2018 as the population in her research. The students of eighth grade at MTs Darul Amanah consist of 8 classes and each class consist of at least 35 students.

Sample is a part of population which has the same characteristic with the population. According to Soenarto (1987:2), sample is some part which is chosen with a certain technique to represent all the population.² Sample of the research is an important factor which needs an attention in the research that we conduct. The sample of the research reflects and decides how much do it give the benefit in making conclusion of the research.³ In this research, the researcher took the sample from the population she had mentioned above. She used cluster sampling technique. Cluster sampling technique is used when the population or sample of the research is an unit of a group, this


technique is usually used because of limitation in randomly selecting.\textsuperscript{4} In this research, The researcher took two classes, they are VIII E and VIII F which consist of 31 students in each class. one class as the experiment class and the other class as the control class.

D. Variable and Indicator of the Research

Variable is an issued indication. An indication has some characteristic to compare one element with another element of population. Because of that, variable must has a various value.\textsuperscript{5} In an experimental study, we can find two variables, they are dependent and independent variable.\textsuperscript{6}

Independent variable

Independent variable is variable that cause the change and give the influence to dependent variable in some research. The independent variable in this research is using minimal pair drill in teaching English pronunciation.

The indicators of the independent variable were:
- Students observed the expressions of giving invitation, instruction, prohibition and asking permission in dialogue include the vocabularies in that dialogue.

\textsuperscript{4} Punaji Setyosari, \textit{Metode Penelitian Pendidikan dan Pengembangan}, ....p.172

\textsuperscript{5} Purwanto, \textit{Instrumen Penelitian Sosial dan Pendidikan},....p.45

- Students read dialogue together.
- Students comprehended dialogue.
- Teacher gave some vocabularies which have similar sounds with the vocabularies in dialogue.
- Students comprehended the phonemic chart of the vocabularies.
- Students practiced to pronounce pairs of words.

Dependent variable

Dependent variable is variable that get the influence from the independent variable. The indicator of the variable is students’ capability to pronounce English sounds. The indicators of the dependent variable were
- Students were able to distinguish sounds in minimal pair words appropriately.
- Students were able to pronounce some similar English sounds.

E. Technique of Collecting Data

To gain data in this research, the researcher used two ways of data collection technique, they were: pre test and post test.

1. Pre test

The first step of data collection technique was pre test. Before the researcher gives some treatment to experimental group, The researcher gave a test to both of the group (experimental and controlled group) in same way.
2. Post test

Post test also be given to experimental and controlled class. The researcher gave a test after treatment was being done. The treatment in this research was teaching pronunciation by using minimal pair drill, which was taught to experimental group and teaching pronunciation without using minimal pair drill which was taught to controlled group.

F. Technique of Analyzing Data

This research used quantitative data to find an effectiveness of teaching English pronunciation by using minimal pair drill. T-test was used in this research to find out some differences of students’ pronunciation test score of class as experimental group which was taught by minimal pair drill and students’ pronunciation test score of class as controlled group which was taught without minimal pair drill, while an instrument of pre test and post test was measured its validity and reliability by R product moment.

For measuring an instrument of test, it used 4 steps: validity of test, reliability of test, degree of test difficulty, the discriminating power

1. Validity of test

Validity is a measurement to show the degree validity of an instrument. Valid instrument has a high validity. On the

contrary, invalid instrument has a low validity. Furthermore, Arikunto said that an instrument is called valid when it can shows the data variable accurately. High and low of instrument’s validity shows how far some collected data do not deviate from the validity of the variable itself. To measure validity of an instrument, the researcher used R-Product moment formula.

The formula to measure the validity of test was below:

\[
r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{N \sum X^2 - (\sum X)^2)} \sqrt{N \sum Y^2 - (\sum Y)^2}}
\]

\[
r_{XY} = \text{the validity of variable}
\]

\[
N = \text{Amount of students}
\]

\[
X = \text{Score of items}
\]

\[
Y = \text{Total score of the right answer}
\]

2. Reliability of test

Reliability is used to show that the instrument is believable enough to use as a tool for collecting data because the instrument is good.° The reliable instrument has to produce a good data for the research. To measure whether the instrument is reliable or not, the researcher used spearman Brown formula, but, before she measure by Spearman Brown, she measured it by R-Product moment formula.

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The formula of R-Product Moment was below:

\[ r_{XY} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] \{N \sum Y^2 - (\sum Y)^2\}}) \]

\[ r_{XY} \] = The correlation between X and Y variable
\[ N \] = Amount of students
\[ X \] = Total a right answer in odd number of the question
\[ Y \] = Total a right answer in even number of the question

After the measurement by using R-Product moment was done, then it was continued by Spearman Brown Formula\(^9\), the formula was below:

\[ r^i = \frac{2r_b}{1 + r_b} \]

\[ r^i \] = The reliability of instrument
\[ r_b \] = The correlation of product moment between X and Y variable

3. Degree of test difficulty

To know whether a question of test was difficult or not. The researcher might measured each of the question. Then, the researcher measured degree of the difficulty of each question, the formula was below:

\[ P = \frac{B}{JS} \]

\[ P \] : Degree of difficulty
\[ B \] : Amount of students who had a right answer
\[ JS \] : Amount of students

\(^9\) Sugiyono, Statistika Untuk Penelitian, (Bandung: Alfabet, 2008), p.359
The criteria are
Less of 0.25 = Difficult
0.25-0.75 = Medium
More than 0.75 = Easy

4. Discriminating Power

Discriminating power was used to know whether a question was suitable or not for all of the component of students. As we know, that students contained of lower group and upper group, then, from this measurement, we could know that an instrument was suitable to use in all the group of students.

To measure discriminating power of instrument, the researcher used the formula below:

\[ D = \frac{B_A}{J_A} - \frac{B_B}{J_B} \]

\( D \) = Discrimination index
\( B_A \) = Number of students of upper group who answer correctly
\( B_B \) = Number of students of lower group who answer correctly
\( J_A \) = Number of students in the upper group
\( J_B \) = Number of students in the lower group

The criteria was:
Good : more than 0.40
Enough : 0.21-0.40
Bad : less of 0.20
After the instrument of the test had been measured, the researcher ought to analyze result of test, either the result of pre test or the result of post test from both the group, controlled group and experimental group. Before measuring the result of research, the researcher provided the normality and the homogenity of each variable. To get a good result of the research, all of the variable of the research must be examinated and tested its normality and its homogenity.\(^{10}\)

Pre test

1. Normality test

Test of normality is a test which had the purpose to measure data in a group of sample or a variable, whether it was normal or not. Test of normality was used to determine the collected data. Based on the expert of statistic, they stated that amount of the sample more than 30 was assumed to be normal distribution. But, the normality test should be done to make data was more valid. To measure normality of sample research, the formula was below: \(^{11}\)

\[
\chi^2 = \sum \frac{(oi - Ei)^2}{Ei}
\]

\(\chi^2\) : chi square

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\(^{10}\) Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktik fifth edition*, ..., p.283

\(^{11}\) Sugiyono, *Statistika Untuk Penelitian*, ..., p.214
Oi: frequency from sample
Ei: frequency which hoped from sample

2. Homogenity test

Test of homogenity was the test to prove whether varians of the distribution was same or not. To measure it, the researcher used F formula. The formula was below.\(^{12}\)

\[
F = \frac{FB}{FS}
\]

F = Homogenity of test
FB = Biggest varians
FS = Smallest varians

3. Hypothesis

Hypothesis was used to test of hypothesis that had been mention above. In this research, the researcher used t-test to analyze the data of this research. The formula was:

\[
t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

With

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]

\(^{12}\) Sugiyono, *Statistika Untuk Penelitian*,.... p. 175
Where:

$\bar{X}_1$ : Mean score of experimental group

$\bar{X}_2$ : Mean of controlled group

$n_1$ : Number of experimental group

$n_2$ : Number of controlled group

$S_1^2$ : Standard deviation of experimental group

$S_2^2$ : Standard deviation of controlled group

$S$ : Standard deviation of both groups

The hypotheses were:

$H_0$ : $\mu_1 = \mu_2$

$H_a$ : $\mu_1 \neq \mu_2$

$\mu_1$ : average data of experiment group

$\mu_2$ : average data of control group

With $\alpha = 5\%$ and $dk = n_1 + n_2 - 2$.

If $t_{count} > t_{table}$ So $H_a$ was accepted and there was difference of average value from both of groups. Moreover, the other way if the $t_{count} < t_{table}$ so $H_a$ was rejected and there was no significant difference of average value from both of groups.

Post Test

Post-test was done after all treatments were conducted. This test used to measure students’ achievement after they were given treatments. The formula had been defined as above. This aim was to compare between pre test and post test. Then, all result was counted by using $t$-test formula in order to know the significances of the research.
CHAPTER IV
RESEARCH FINDING AND ANALYSIS

This chapter presented three main points. Those were description of the research, data analysis, discussion of research finding and also limitation of study.

A. Description of the Research

This chapter discusses the result of study based on data which the researcher got from students. It was aimed at finding out the result of effectiveness in teaching English pronunciation by using minimal pair drill at eighth grade of MTs Darul Amanah Kendal in the academic year of 2017/2018. The research was conducted on August 26 to September 30 2017. The research was done by 5 steps, such as try out, pre test, twice treatments and post test.

To find out result of students’ ability in Pronouncing English words well, some results were identified, they were a score of pre test from students and score of post test from students. Subject of the research were the students of VIII E and VIII F, which they were divided into two groups, one as an experimental group and other as a controlled group. Here, VIII F as an experimental group were given minimal pair drill as the method on teaching English pronunciation, and VIII E as a controlled group
were given an audio lingual as the method on teaching English pronunciation.

Before all activities were conducted, researcher determined materials which were composed in lesson plans. A try out was also given to students of class VIII H. Try out was aimed to analyze validity, reability, difficulty level and discriminating power of each item of questions. First, researcher prepared 40 questions for try out. After the questions had been analyzed, it had been known the questions which could be used were 30 questions, so, she divided it into 2 part, one as an instrument of pre test and other as an instrument of post test. Then, the instrument of pre test and post test were given to both of class (experimental and controlled class).

In learning processes, there were differences in some techniques. For experimental group, they were given a minimal pair test at the end of the learning as their worksheet, while, controlled group were given a task to make a dialogue with their partner and practice it in front of class.

At last, both of group conducted post test, then, the result were analyzed to prove the research hypothesis which had been formulated at the previous chapter.

B. Data Analysis

1. Analysis of Try-Out Test Instrument

This discussion consisted of validity, reliability, difficulty level and discriminating power.
a. Validity Test

As mentioned at previous chapter, validity test referred to computation on each items of questions, to know whether a question is valid enough to be an instrument or not. In measuring these validity, researcher used R Product Moment Formula.

After all of questions had been measured, it would be decided the validity of each items. If R-Value was higher than R-Table, means a question was valid and if R-value was lower than R-Table, means a question was not valid. Then, the following was the table of validity of each item.

Table 4.1
Validity of each item in part A

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17,18,21,22,23,24,25,27,28,30</td>
</tr>
<tr>
<td>Invalid</td>
<td>19,20,26,29</td>
</tr>
</tbody>
</table>

Table 4.2
Validity of each item in part B

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Valid</td>
<td>1,2,3,4,6,7,8,9,10</td>
</tr>
<tr>
<td>Invalid</td>
<td>5</td>
</tr>
</tbody>
</table>

b. Reliability of Try-Out Instrument

After the validity test has been measured above, the instrument was moved to be measured its reliability, wether it could be trusted or not. For this computation, the researcher used spearman brown formula as she has
mentioned in the previous chapter. After she measured, she found the result as below. For the question part 1 R value was 0.7996 with R table 0.3739, while for question part 2 R value was 0.4725 with R table 0.3739, meant this instrument was reliable, because R value was bigger than R table.

c. Difficulty Level

The following was a result of the difficulty level of each question. It had been measured by the formula which had been mentioned in previous chapter. From computation, it had been known, that some questions was at easy level, while other was at medium and difficult level. For easy level, it was question number 3,8,10,11,12,13,14, 15, 18, 19, 20, 25,26,27,28 and 29 for part A, and questions at medium level was question number 1,2,4,5,16,17,21,22,23 for part A, and the other could be seen at the table below.

Table 4.3
Difficulty level of each item in part A

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>3,8,10,11,12,13,14,15,18,19,20,25,26,27,28,29</td>
<td>16</td>
</tr>
<tr>
<td>Medium</td>
<td>1,2,4,5,16,17,21,22,23</td>
<td>9</td>
</tr>
<tr>
<td>Difficult</td>
<td>6,7,9,24,30</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 4.4
Difficulty level of each item in part B

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Question</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy</td>
<td>1,3,4,5,7</td>
<td>5</td>
</tr>
<tr>
<td>Medium</td>
<td>2,8,9</td>
<td>3</td>
</tr>
</tbody>
</table>
d. Discriminating Power

The following was the result of computation of discriminating power from question number 1. While, other questions was measured in same way. There were steps must be done in this computation. First, all of member of try out subjects was divided into two group, there were upper group and lower group. Upper group were they who got a score more than mean score, while, lower group were they who got a score less than mean score. After mean score had been measured, it had been known upper group and lower group from member of try out subjects. The list of upper and lower group as below:

<table>
<thead>
<tr>
<th>Table 4.5</th>
<th>The list of upper and lower group</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Code</td>
</tr>
<tr>
<td>1</td>
<td>T-15</td>
</tr>
<tr>
<td>2</td>
<td>T-17</td>
</tr>
<tr>
<td>3</td>
<td>T-4</td>
</tr>
<tr>
<td>4</td>
<td>T-2</td>
</tr>
<tr>
<td>5</td>
<td>T-21</td>
</tr>
<tr>
<td>6</td>
<td>T-3</td>
</tr>
<tr>
<td>7</td>
<td>T-14</td>
</tr>
<tr>
<td>8</td>
<td>T-6</td>
</tr>
<tr>
<td>9</td>
<td>T-16</td>
</tr>
<tr>
<td>10</td>
<td>T-22</td>
</tr>
<tr>
<td>11</td>
<td>T-5</td>
</tr>
<tr>
<td>12</td>
<td>T-25</td>
</tr>
</tbody>
</table>
There were an analysis of discriminating power question number 1:

\[
D = \frac{B_A}{J_A} - \frac{B_B}{J_B}
\]

\[
D = \frac{15}{17} - \frac{4}{11} = 0.519
\]

According to criteria that had been mentioned before, the item number 1 above was good, because question number 1 was in the interval more than 0.40 which was mentioned before that it was belong to “Good” criteria.

**Table 4.6**

**Discriminating power of each item part 1**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Questions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>1,2,13,15,16,17,21,22</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>3,4,5,6,7,8,9,12,14,18,20,23,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>24,25,28,30</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>10,11,19,26,27,29</td>
<td>6</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Questions</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>2,8,9</td>
<td>3</td>
</tr>
<tr>
<td>Enough</td>
<td>3,6,10</td>
<td>3</td>
</tr>
<tr>
<td>Bad</td>
<td>1,4,5,7</td>
<td>4</td>
</tr>
</tbody>
</table>

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Based on analyses of validity, reliability, difficulty level and discriminating of all items of questions, 30 questions were accepted to be an instrument of pre test and post test, while 10 questions were rejected. Then, researcher divided the questions into two parts, 15 questions as an instrument of pre test, and 15 other as an instrument of post test. The instrument of pre test were the questions number 1, 2, 3, 4, 5, 6, 7, 8, 9, 12, 13, 14 from part 1 and questions number 2, 3, 6 from part 2. While, the instruments of post test were the questions number 15, 16, 17, 18, 20, 21, 22, 23, 24, 25, 28, 30 from part 1 and questions number 8, 9, 10 from part 2.

2. Analysis pre test score and post test score of experimental and controled class

Before researcher give treatments to both of group, she gave a pre test, which consisted of 15 questions. Assessment of Pre test questions was correct or incorrect. The analysis of pretest score of experimental and controled group as below:

a. Test of normality

Test of normality was used to find out whether data of controlled and experimental was in normal distribution or not. For this test, each of score was measured, it conclude score of pre test and post test from controlled group and also the score of pre test and post test from experimental group. All items of pre test and post test was measured by the formula as below:
The result then would be computed by chi square table, by using \( \alpha = 5\% \) significance. If \( \chi^2_{\text{table}} \) was higher than \( \chi^2_{\text{count}} \), meant the data was in normal distribution.

1) Test of normality of pre test in controlled group

Hypothesis
Ho : Data distributed normally
Ha : Data didn’t distribute normally
Ho accepted if \( \chi^2_{\text{table}} \) was higher than \( \chi^2_{\text{count}} \)

Computation of normality test
Length of the class : 6
Number of class : 6
Minimum score : 50
Maximum score : 83.3
Range : 31

<table>
<thead>
<tr>
<th>No</th>
<th>kelas</th>
<th>Bk</th>
<th>Z_i</th>
<th>P(Z_i)</th>
<th>Luas Daerah</th>
<th>O_i</th>
<th>( \sum\frac{(O_i - E_i)^2}{E_i} )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>50-55</td>
<td>49.5</td>
<td>-1.93325</td>
<td>0.473397369</td>
<td>0.076155</td>
<td>2</td>
<td>2.360803</td>
</tr>
<tr>
<td>2</td>
<td>56-61</td>
<td>55.5</td>
<td>-1.26599</td>
<td>0.397242443</td>
<td>0.171916</td>
<td>9</td>
<td>5.329409</td>
</tr>
<tr>
<td>3</td>
<td>62-67</td>
<td>61.5</td>
<td>-0.59874</td>
<td>0.225326017</td>
<td>0.25264</td>
<td>6</td>
<td>7.831838</td>
</tr>
<tr>
<td>4</td>
<td>68-73</td>
<td>67.5</td>
<td>0.068519</td>
<td>-0.027313906</td>
<td>0.241753</td>
<td>7</td>
<td>7.494332</td>
</tr>
<tr>
<td>5</td>
<td>74-79</td>
<td>73.5</td>
<td>0.735776</td>
<td>-0.269066559</td>
<td>0.15063</td>
<td>4</td>
<td>4.669529</td>
</tr>
<tr>
<td>6</td>
<td>80-85</td>
<td>79.5</td>
<td>1.403033</td>
<td>-0.419696515</td>
<td>0.06573</td>
<td>3</td>
<td>2.037637</td>
</tr>
<tr>
<td></td>
<td>86.5</td>
<td>2.181499</td>
<td>-0.485426752</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.8
Normality test on pre test of controlled group
With $\alpha = 5\%$, $dk = 6-1 = 5$, assigned from Chi-Square table, obtained $\chi^2_{table}$ was 12.59 with $\chi^2_{count}$ 3.59. Meant, Ho was accepted because $\chi^2_{table}$ was higher than $\chi^2_{count}$.

2) Test of normality of post test in controlled group

Hypothesis

Ho : Data distributed normally
Ha : Data didn’t distribute normally

Ho accepted if $\chi^2_{table}$ was higher than $\chi^2_{count}$

Computation of normality test

Length of the class : 10
Number of class : 6
Minimum score : 30
Maximum score : 93.3
Range : 31

Table 4.9
Normality test of post test of control group

<table>
<thead>
<tr>
<th>No</th>
<th>kelas</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>$P(Z_i)$</th>
<th>Luas Daerah</th>
<th>$O_i$</th>
<th>$\frac{(O_i-E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30-39</td>
<td>29.5</td>
<td>-2.55868</td>
<td>0.494746554</td>
<td>0.041927</td>
<td>1</td>
<td>1.299728</td>
</tr>
<tr>
<td>2</td>
<td>40-49</td>
<td>39.5</td>
<td>-1.67283</td>
<td>0.452819854</td>
<td>0.168467</td>
<td>3</td>
<td>5.222467</td>
</tr>
<tr>
<td>3</td>
<td>50-59</td>
<td>49.5</td>
<td>-0.78698</td>
<td>0.28435319</td>
<td>0.323733</td>
<td>10</td>
<td>10.03574</td>
</tr>
<tr>
<td>4</td>
<td>60-69</td>
<td>59.5</td>
<td>0.098873</td>
<td>-0.039380275</td>
<td>0.29824</td>
<td>12</td>
<td>9.245445</td>
</tr>
<tr>
<td>5</td>
<td>70-79</td>
<td>69.5</td>
<td>0.984725</td>
<td>-0.33762043</td>
<td>0.131678</td>
<td>4</td>
<td>4.08201</td>
</tr>
<tr>
<td>6</td>
<td>80-89</td>
<td>79.5</td>
<td>1.870578</td>
<td>-0.46929817</td>
<td>0.02778</td>
<td>1</td>
<td>0.861181</td>
</tr>
<tr>
<td></td>
<td>89.5</td>
<td>2.75643</td>
<td>-0.497078194</td>
<td>31</td>
<td>1.859744</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With $\alpha = 5\%$, $dk = 6-1 = 5$, assigned from Chi-Square table, obtained $\chi^2_{table}$ was 12.59 with $\chi^2_{count}$ 1.86. Meant, Ho was accepted because $\chi^2_{table}$ was higher than $\chi^2_{count}$.
3) Test of normality of pre test in experimental group

Hypothesis

Ho : Data distributed normally
Ha : Data didn’t distribute normally

Ho accepted if $\chi^2_{table}$ was higher than $\chi^2_{count}$

Computation of normality test

Length of the class : 6
Number of class : 6
Minimum score : 46.7
Maximum score : 83.3
Range : 27

<table>
<thead>
<tr>
<th>No</th>
<th>kelas Bk</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>$P(Z_i)$</th>
<th>Luas Daerah</th>
<th>$O_i$</th>
<th>$\left( \frac{(O_i-E_i)^2}{E_i} \right)$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>46.7-51.7</td>
<td>46.2</td>
<td>-1.73055</td>
<td>0.458233729</td>
<td>0.090441</td>
<td>5</td>
<td>2.441911</td>
</tr>
<tr>
<td>2</td>
<td>52.7-57.7</td>
<td>52.2</td>
<td>-1.11602</td>
<td>0.367792597</td>
<td>0.175807</td>
<td>3</td>
<td>4.746784</td>
</tr>
<tr>
<td>3</td>
<td>58.7-63.7</td>
<td>58.2</td>
<td>-0.50149</td>
<td>0.191985773</td>
<td>0.236988</td>
<td>7</td>
<td>6.398666</td>
</tr>
<tr>
<td>4</td>
<td>64.7-69.7</td>
<td>64.2</td>
<td>0.113043</td>
<td>-0.045001848</td>
<td>0.218156</td>
<td>4</td>
<td>5.98214</td>
</tr>
<tr>
<td>5</td>
<td>70.7-75.7</td>
<td>70.2</td>
<td>0.727573</td>
<td>-0.266562605</td>
<td>0.143656</td>
<td>5</td>
<td>3.878717</td>
</tr>
<tr>
<td>6</td>
<td>76.7-81.7</td>
<td>76.2</td>
<td>1.342104</td>
<td>-0.410218785</td>
<td>0.064586</td>
<td>4</td>
<td>1.74382</td>
</tr>
</tbody>
</table>

Table 4.10

Normality test of pre test of experimental group

With $\alpha = 5\%$, $dk = 6-1 = 5$, assigned from Chi-Square table, obtained $\chi^2_{table} \text{ was } 12.59$ with $\chi^2_{count} \text{ 8.19}$. Meant, Ho was accepted because $\chi^2_{table}$ was higher than $\chi^2_{count}$.

4) Test of normality of post test in experimental group

Hypothesis
Ho : Data distributed normally
Ha : Data didn’t distribute normally
Ho accepted if $\chi^2_{table}$ was higher than $\chi^2_{count}$

Computation of normality test
Length of the class : 8
Number of class : 6
Minimum score : 30
Maximum score : 80
Range : 27

Table 4.11
Normality test of post test of experimental group

<table>
<thead>
<tr>
<th>No</th>
<th>kelas</th>
<th>Bk</th>
<th>$Z_i$</th>
<th>$P(Z_i)$</th>
<th>Luas Daerah</th>
<th>$O_i$</th>
<th>$\frac{(O_i-E_i)^2}{E_i}$</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>30-37</td>
<td>29.5</td>
<td>-3.50749</td>
<td>0.499777382</td>
<td>0.003476</td>
<td>1</td>
<td>0.093839</td>
</tr>
<tr>
<td>2</td>
<td>38-45</td>
<td>37.5</td>
<td>-2.67813</td>
<td>0.496298284</td>
<td>0.028544</td>
<td>0</td>
<td>0.770675</td>
</tr>
<tr>
<td>3</td>
<td>46-53</td>
<td>45.5</td>
<td>-1.84877</td>
<td>0.46775478</td>
<td>0.121757</td>
<td>2</td>
<td>3.287444</td>
</tr>
<tr>
<td>4</td>
<td>54-61</td>
<td>53.5</td>
<td>-1.01942</td>
<td>0.345997597</td>
<td>0.270628</td>
<td>9</td>
<td>7.306964</td>
</tr>
<tr>
<td>5</td>
<td>62-69</td>
<td>61.5</td>
<td>-0.19006</td>
<td>0.075369291</td>
<td>0.314054</td>
<td>7</td>
<td>8.479458</td>
</tr>
<tr>
<td>6</td>
<td>70-77</td>
<td>69.5</td>
<td>0.639296</td>
<td>-0.238684712</td>
<td>0.190352</td>
<td>8</td>
<td>5.139497</td>
</tr>
<tr>
<td>7</td>
<td>77.5</td>
<td>1.468652</td>
<td>-0.429036441</td>
<td>27</td>
<td>12.26769</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With $\alpha = 5\%$, $dk = 6-1 = 5$, assigned from Chi-Square table, obtained $\chi^2_{table}$ was 12.59 with $\chi^2_{count}$ 12.27. Meant, Ho was accepted because $\chi^2_{table}$ was higher than $\chi^2_{count}$.

b. Test of Homogenity

The homogenity test was used to know whether the result data of controlled and experimental group was homogeneous or not. In this research, the result of data was measured by F formula.
Ho = Homogen Variance
Ha = Non Homogen Variance
Ho was accepted if F count < F table

1) Homogenity test on pre test of experimental and controlled class.

**Table 4.12**
**Homogenity test of pre test of experimental and controlled group**

<table>
<thead>
<tr>
<th>Sumber Variasi</th>
<th>Experimen</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>2573.830</td>
<td>2506.56</td>
</tr>
<tr>
<td>N</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Mean</td>
<td>63.096</td>
<td>66.884</td>
</tr>
<tr>
<td>Variance</td>
<td>98.993</td>
<td>83.552</td>
</tr>
</tbody>
</table>

By knowing the mean and variance, it can be measured the homogenity of experimental and controlled group in pre test by the formula below

\[ F = \frac{F_B}{F_S} \]

\( F \) = Homogenity of test

\( F_B \) = Biggest varians

\( F_S \) = Smallest varians

\[ F = \frac{98.993}{83.552} = 1.185 \]

For \( \alpha = 5\% \) with dk of variance 1 27-1 = 26 and variance 2 31-1=30, it was found F table (1.870). Then, it could be seen that F count (1.185) < F table (1.870). So, it can be concluded that both of experimental and controlled group had no difference and they could be mentioned that they was in same variance or homogeneous.
2) Homogenity test on post test of experimental and controlled class.

Table 4.13
Homogenity test of post test of experimental and controlled group

<table>
<thead>
<tr>
<th>Sumber Variasi</th>
<th>Experimen</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>2512.240</td>
<td>3950.3819</td>
</tr>
<tr>
<td>N</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Mean</td>
<td>63.333</td>
<td>58.384</td>
</tr>
<tr>
<td>Variance</td>
<td>96.625</td>
<td>131.679</td>
</tr>
</tbody>
</table>

By knowing the mean and variance, it can be measured the homogenity of experimental and controlled group in pre test by the formula below

\[ F = \frac{F_B}{F_S} \]

\( F \) = Homogenity of test  
\( F_B \) = Biggest varians  
\( F_S \) = Smallest varians

\[ F = \frac{131.679}{96.625} = 1.363 \]

For \( \alpha = 5\% \) with dk of variance 1 \( 27-1 = 26 \) and variance 2 \( 31-1=30 \), it was found \( F \) table (1.870). Then, it could be seen that \( F \) count (1.363) \(< \) \( F \) table (1.870). So, it can be concluded that both of experimental and controlled group had no difference and they could be mentioned that they was in same variance or homogeneous.
c. Test of hypothesis

For this test, researcher used t-test to measure the result. This test was used to know the similarity of test from both of group, experimental and also controlled class.

1) Hypothesis test on pre test of experimental and controlled class.

The hypothesis were:

As had been mentioned at the previous chapter, that Ho was accepted if \( t_{table} > t_{count} \), and Ha was accepted if \( t_{table} < t_{count} \).

The formula was below:

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}
\]

With

\[
S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}
\]
Table 4.14

Hypothesis test of pre test of experimental and controlled group

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Experimental</th>
<th>Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>1703.6</td>
<td>2073.4</td>
</tr>
<tr>
<td>N</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Mean</td>
<td>63.096</td>
<td>66.884</td>
</tr>
<tr>
<td>Variance</td>
<td>98.993</td>
<td>83.552</td>
</tr>
<tr>
<td>Standard variance</td>
<td>9.950</td>
<td>9.141</td>
</tr>
</tbody>
</table>

\[ S = \sqrt{\frac{(27-1) \times 98.99345+(31-1) \times 83.55206}{27+31-2}} = 9.524772 \]

So, the result of t-test was below

\[ t = \frac{63.096-66.88387097}{9.524771806 \cdot \frac{1}{27} + \frac{1}{31}} = -1.511 \]

Based on the computation above, the result of T count was -1.511 With t table 1.67. T table was gotten with \( \alpha = 5\% \) and \( dk = 27 + 31 - 2 = 56 \). T count (-1.511) < t table (1.67). So, \( H_0 \) was accepted. Then, the conclusion was there were no significance different of the average pre test between experimental and controlled class. Means, experimental and controlled class had some conditions before getting treatment.

2) Hypothesis test on post test of experimental and controlled class.

The hypothesis were:

As had been mentioned at the previous chapter, that \( H_0 \) was accepted if \( t \) \( \text{table} > t \) \( \text{count} \), and \( H_a \) was accepted if \( t \) \( \text{table} < t \) \( \text{count} \).

The formula was below:
Table 4.15
Hypothesis test of post test of experimental and controlled group

<table>
<thead>
<tr>
<th>Variance source</th>
<th>Experimental</th>
<th>Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jumlah</td>
<td>1710</td>
<td>1809.9</td>
</tr>
<tr>
<td>N</td>
<td>27</td>
<td>31</td>
</tr>
<tr>
<td>Mean</td>
<td>63.333</td>
<td>58.384</td>
</tr>
<tr>
<td>Variance</td>
<td>96.625</td>
<td>131.679</td>
</tr>
<tr>
<td>Standard variance</td>
<td>9.830</td>
<td>11.475</td>
</tr>
</tbody>
</table>

So, the result of t-test was below
\[
t = \frac{63.33333333 - 58.38387097}{10.74262366 \sqrt{\frac{1}{27} + \frac{1}{31}}} = 1.750
\]

Based on the computation above, the result of \( t \) count was 1.750 With \( t \) table 1.67. \( T \) table was gotten with \( \alpha = 5\% \) and \( dk = 27 + 31 - 2 = 56 \). \( T \) count (1.750) > \( t \) table (1.67). So, \( Ha \) was accepted. Then, the conclusion was there were significant difference of the average post test between experimental and controlled class. Means, experimental was better than controlled class after getting treatment.
C. Discussion of Research Finding

Table 4.16
Average of experimental and controlled group

<table>
<thead>
<tr>
<th>No</th>
<th>Class</th>
<th>The average of pre test</th>
<th>The average of post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Experimental</td>
<td>63.096</td>
<td>63.333</td>
</tr>
<tr>
<td>2</td>
<td>Controlled</td>
<td>66.884</td>
<td>58.384</td>
</tr>
</tbody>
</table>

The data of pre test of experimental and controlled class were in normal distribution and homogeneous. On table (4.8) and table (4.10) the result of normality test showed that \( \chi^2_{\text{table}} (12.59) \) was higher than \( \chi^2_{\text{count}} \) of controlled class (3.59) and \( \chi^2_{\text{count}} \) of experimental class (8.19). Then, Ho was accepted because \( \chi^2_{\text{table}} \) was higher than \( \chi^2_{\text{count}} \). For the homogeneous, it had been proved by the computation of homogeneity test. The result of homogeneity test showed that Ho was accepted by seeing on the Ftable and Fcount. It showed that Ftable (1.870) was higher than Fcount (1.185). So, both of variable were same in varians.

For the data of post test of experimental and controlled class were also in normal distribution and homogeneous. On table (4.9) and table (4.11) the result of normality test showed that \( \chi^2_{\text{table}} (12.59) \) was higher than \( \chi^2_{\text{count}} \) of controlled class (1.859) and \( \chi^2_{\text{count}} \) of experimental class (12.267). Then, Ho was accepted because \( \chi^2_{\text{table}} \) was higher than \( \chi^2_{\text{count}} \). For the homogeneous, it had been proved by the computation of homogeneity test. The result of homogeneity test showed that Ho was accepted by seeing
on the Ftable and Fcount. It showed that Ftable (1.870) was higher than Fcount (1.363). So, both of variable were same in varians.

The result of hypothesis test proved that there was a significant difference between controlled class and experimental class after the treatment. The result of post test showed that t count (1.750) was higher than t table (1.67). So, Ho was rejected and Ha was accepted. Finally, it can be concluded that Teaching English pronunciation by using minimal pair drill is effective.

D. Limitation of Study

The researcher realized that this research had not optimally enough. There were some obstacles had been faced by the researcher during doing this research, some of limitations of this research were:

1. The place of research had not strategy enough for the researcher to reach it.
2. There were so many agenda of school at the same time she would do the research, so she might manage the time well in order to get a good research on time.
3. Some equipment of school had not adequate enough. For example, the researcher couldn’t find LCD at the class, so, she must changed the media she had planned at lesson plans.
CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presented two main points. Those were conclusion of the research and suggestion.

A. Conclusion

The result calculation by using T-test showed that that t count (1.750) was higher than t table (1.67). So, Ho was rejected and Ha was accepted. As mentioned at the previous chapter that Ha meant teaching English pronunciation by using minimal pair drill was effective and Ho meant teaching English pronunciation by using minimal pair drill was not effective.

The conclusion of the research was decided by the result of data that the researcher had mentioned at the previous chapter. Overall, she concluded that teaching English pronunciation by using minimal pair drill is effective especially for Eighth grade.

B. Suggestion

Based on the conclusion above, here, the researcher would like to give some suggestions for students, teacher and other researcher. The suggestions were:

1. Students

   Students should enjoyed their study of pronunciation by using minimal pair drill. They might also keep their practice
in pronouncing similar words in order to get a good pronunciation in their seeking English.

2. Teacher
Teacher should use this strategy in her teaching. By seeing to the research, that students had their power of spirit in study, so, teacher would be easy in doing her teaching by this strategy. Researcher thought that this strategy could help the students in improving their speaking, especially for distinguishing a similar words. Teacher might also reach their sources to teach, not only from the textbook but also from the other sources to get more vocabulary in similar words.

3. Other researcher
Other researcher should improve their research about teaching English pronunciation by using minimal pair drill in order to get better research than before.
Lesson Plan (control class)

School : MTs Darul Amanah Kendal  
Subject/Skill : English/Speaking  
Class/Semester : VIII/I  
Time Allocation : 2 x 40 Minutes  
Material : Expressions of giving instruction, invitation, prohibition and asking permission with their responses

A. Core Competence

1. Respect and comprehend the religion doctrine they believe
2. Respect and comprehend the behaviours, such as honest, diicline, responsibility, tolerant, mutual coorperation, good manner, self confidence, in interraction with the social environment extend to society and its existence
3. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the fenomena and an eye-seen event
4. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain (writing, reading, counting, illustrating and arranging) based on the students learn in the school and some other education source which has same theory

B. Basic Competence

<table>
<thead>
<tr>
<th>Basic competence</th>
<th>Indicators</th>
</tr>
</thead>
</table>
| 1.1 Being grateful to God about the opportunity to study English lesson as the introdutional language for international communication which is formed in spirit of the study. | 1.1.1 Students are able to show their spirit to study English lesson  
1.1.2 Students are able to attend the lesson in the class with pleasure and enjoy |
| 2.3 Showing some of behaviour such as responsibility, care, cooperation and peaceful in doing functional communication | 2.3.1 Students are able to cooperate with their partners in making a dialogue about expressions of giving instruction, invitation, prohibition |
| 3.3 Applying text structure and grammatical aspect to implement social function from the expressions of giving instruction, invitation, prohibition, asking permission with their responses based on the using context | 3.3.1 Students are able to give an example of expressions of giving instruction, invitation, prohibition and asking permission with their responses in a sentences with right grammatical aspect.  
3.3.2 Students are able to apply the lesson they get in the class to their daily activity, as well as they can make an example from expressions of giving instruction, invitation, prohibition and asking permission with their responses in sentences which related to their daily activity. |
|---|---|
| 4.3 Composing oral and written text to give, ask and respond expressions of giving instruction, invitation, prohibition and asking permission with paying an attention to the social function, text structure and elements of language which is true and contextual. | 4.3.1 Students are able to make a dialogue include expressions of giving instruction, invitation, prohibition and asking permission with their responses.  
4.3.2 Students are able to perform a dialogue in front of the class. |

C. Learning Aims

1. Students are able to practice the expressions of giving instruction, invitation prohibition with their responses they can find in dialogue with no errors.
2. Students are able to mention some similar words of English vocabularies when given pairs of English words appropriately.
3. Students are able to answer the question when given some questions related to expressions of giving instruction, invitation prohibition with their responses accurately.
D. Media
   a. Power Point

E. Material
   1. Regular
      Expressions of giving instruction, invitation, prohibition and their responses

<table>
<thead>
<tr>
<th>Giving instruction</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Please, put the book on the table!</td>
<td>- All right</td>
</tr>
<tr>
<td>- Please open the window!</td>
<td>- Of course</td>
</tr>
<tr>
<td>- Clean the whiteboard, please!</td>
<td>- Yes maam etc</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving invitation</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Let’s go to the canteen</td>
<td>- Okay</td>
</tr>
<tr>
<td>- Will you join us to the library</td>
<td>- Okay but wait a minute</td>
</tr>
<tr>
<td>- Please come with me to see the movie</td>
<td>- Sorry, I can’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Giving prohibition</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Don’t be late!</td>
<td>- Sure, I won’t</td>
</tr>
<tr>
<td>- Don’t open it here, please!</td>
<td>- Ok</td>
</tr>
<tr>
<td></td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking permission</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can I go out, please?</td>
<td>- Yes, please do.</td>
</tr>
<tr>
<td>- Please, can I have a look at your photo album?</td>
<td>- Sure.</td>
</tr>
<tr>
<td>- Do you mind if I smoke?</td>
<td>- No problem.</td>
</tr>
<tr>
<td></td>
<td>- Please feel free.</td>
</tr>
</tbody>
</table>

Dialogue about expressions of giving instruction, invitation prohibition and asking a permission with their responses

Dialogue 1
(Include expressions of giving instruction and invitation with their responses)

Salsa : Hi Mey!!
Meylan : Ya,,,
Salsa : I want to talk to you a minute, please??
Meylan : Oh okay,, let's take a sit here. (expression of giving invitation)
Salsa : Thank you
Meylan : What do you want to talk about?
Salsa : I will celebrate my birthday next week, then, I’ll invite you to come to my birthday party. **Would you like to come to my birthday party?** (expression of giving invitation)
Meylan : **Oh, Yes, Certainly!!** Thanks for inviting me
Salsa : Your welcome, But, I will need your help Mey,
Meylan : Yes, what can I do for you?
Salsa : I will invite your brother also, but I couldn’t meet him right now, then, please give this invitation card to him! (expression of giving an instruction)
Meylan : Oke, I’ll give it to him soon.
Salsa : Thank you Mey.
Meylan : Oke....
Dialogue 2
(Include expressions of giving prohibition and asking permission with their responses)
Meylan : Hi Kal! What can of food is this? ( she will take the food on the table in Haykal’s room)
Haykal : **Don’t take that food, please!** I buy it for Daddy (expression of giving prohibition)
Meylan : **Oh, sorry**
Haykal : Yeah, nevermind. What are you doing here?
Meylan : I will give this. You get an invitation for Meylan’s Birthday party
Haykal : Oke, thank you, when the birthday party will be held?
Meylan : The party will be held on Saturday night
Haykal : Oh, I’m so sorry. I have a futsal match that day. **Do you mind if you bring my gift for her?** (expression of asking permission)
Meylan : Huuftt, **Oke No problem!**
Haykal : Thank you.
Phonemic chart

Dialogue 1

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please</td>
<td>/pliːz/</td>
</tr>
<tr>
<td>For</td>
<td>/fər/</td>
</tr>
<tr>
<td>Brother</td>
<td>/'brʌðə(r)/</td>
</tr>
<tr>
<td>Take</td>
<td>/teɪk/</td>
</tr>
<tr>
<td>Would</td>
<td>/'wʊd/</td>
</tr>
<tr>
<td>Your</td>
<td>/jʊər/</td>
</tr>
<tr>
<td>Week</td>
<td>/wiːk/</td>
</tr>
</tbody>
</table>

Dialogue 2

<table>
<thead>
<tr>
<th>Word</th>
<th>Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buy</td>
<td>/baɪ/</td>
</tr>
<tr>
<td>Food</td>
<td>/fuːd/</td>
</tr>
<tr>
<td>This</td>
<td>/ðɪs/</td>
</tr>
<tr>
<td>Night</td>
<td>/naɪt/</td>
</tr>
<tr>
<td>Match</td>
<td>/mætʃ/</td>
</tr>
<tr>
<td>Here</td>
<td>/hɪə(r)/</td>
</tr>
</tbody>
</table>

2. Remedial

Aspect of Language

- Vocabularies in expressions of giving instruction, invitation prohibition and their responses
  - Please - Sorry
  - Oke - Sure
  - Certainly - Let’s

- Grammatical feature

  The grammatical feature in expressions of giving instruction and prohibition

  Imperative sentence (positive and negative)

  (+) Verb 1 + Object + .......
  (-) Don’t + Verb 1 + Object + .......
Example
Open the window, please! (giving instruction)
Don’t open the window! (giving prohibition)

The grammatical feature in expressions of giving invitation and asking permission
(+ ) modal auxiliaries (may, would, can) + S + Verb 1 + Object
Example
May I use this pencil? (asking permission)
Would you come to my home? (giving invitation)

3. Enrichment
Dialogue of the expressions of giving instruction, invitation, prohibition and asking permission.
Udin : Hello, good morning. This is Udin.
Nena : Oh, hi Udin. Good morning. What can I do for you?
Udin : I just received an invitation card for your birthday.
Nena : Yes, would you come to my birthday party?
Udin : Yes, I am. Thanks for inviting me.
Nena : No problem. Oh ya, don’t forget the dress code, oke?
Udin : I’m still thinking about it actually.
Nena : Be there and don’t be late!
Udin : I’ll do my best.
Nena : All right, see you soon!

F. Learning Method
Approach : Scientific approach
Method : Audio Lingual method

G. Learning Activities
First meeting
a. Opening (5 minutes)
   - Greeting
- Getting the students’ ready to learn
- Explaining the learning aims, stages of learning and assessment
- Giving brainstorming about expressions of giving instruction and invitation. (have you ever held a birthday party or have you ever come to your friends’ birthday party?)

b. Main Activities

- Observing (10 minutes)
  - Teacher gives a picture which is related to the expressions of giving instruction and invitation
  - Students look for the relationship on the pictures to the expressions
- Questioning (5 minutes)
  - Students write one expression they can learn from the pictures
  - Students make a questions about the expressions of giving instruction and invitation to the teacher
- Exploring (15 minutes)
  - Teacher and students discuss the answers of the questions about the expressions of giving instruction and invitation
  - Teacher gives some example of expressions of giving instruction and invitation to the students
  - Teacher gives a dialogue include the expressions of giving instruction and invitation to the students
  - Students read a dialogue together guided by the teacher
  - Teacher explains the expressions of giving instruction and invitation
  - Teacher gives the phonemic chart of some words in a dialogue
- Associating (15 minutes)
  - Students practice to pronounce the words guided by the teacher
  - Students give another example of expressions of giving instruction and invitation which they can find in their daily
  - Students work with their partner to make a simple dialogue which contain expressions of giving instruction or invitation
• Communicating (25 minutes)
  - Students practice the dialogue in front of class

c. Closing (5 minutes)
  - Review the lesson
  - Asking students’ understanding about the lesson
  - Making reflection about the lesson
  - Giving motivation to the students
  - Giving the material and learning activities in the next meeting

Second meeting

a. Opening (5 minutes)
  - Greeting
  - Getting the students’ ready to learn
  - Explaining the learning aims, stages of learning and assessment
  - Giving brainstorming about expressions of giving prohibition and asking permission.

d. Main Activities

• Observing (10 minutes)
  - Teacher gives a picture which is related to the expressions of giving prohibition and asking permission.
  - Students look for the relationship on the pictures to the expressions

• Questioning (5 minutes)
  - Students write one expression they can learn from the pictures
  - Students make some questions about the expressions of giving prohibition and asking permission to the students

• Exploring (15 minutes)
  - Teacher and students discuss the answers of the questions about the expressions of giving prohibition and asking permission
  - Teacher gives the dialogue include the expressions of giving prohibition and asking permission to the students
  - Students read the dialogue together guided by the teacher
  - Teacher explains the expressions of giving prohibition and asking permission.
- Teacher gives the phonemic chart of some words in the dialogue

- **Associating (15 minutes)**
  - Students practice to pronounce the words guided by the teacher
  - Students give another example of expressions of giving prohibition and asking permission which they can find in their daily
  - Students work with their partner to make a simple dialogue which contain expressions of giving prohibition and asking permission.

- **Communicating (25 minutes)**
  - Students practice the dialogue in front of class

### Closing (5 minutes)
- Review the lesson
- Asking students’ understanding about the lesson
- Making reflection about the lesson
- Giving motivation to the students
- Giving the material and learning activities in the next meeting

#### Remedial
- Teacher gives some clue words that is used in sentence of expressions of giving instruction, invitation, prohibition and asking permission.
- Teacher explains the formula of imperative sentence and gives an example of it
- Teacher explains grammatical feature of expressions of giving instruction, invitation, prohibition and asking permission.
- After the students has understood about the formula and the grammatical feature, teacher asks the students to make an example of expressions of giving instruction, invitation, prohibition and asking permission.

#### Enrichment
- Students identify the expressions of giving instruction, invitation, prohibition and asking permission in the dialogue.
- Students practice the dialogue in front off the class.

### Source
- Buku Sekolah Elektronik Bahasa Inggris siswa kelas VIII “When English rings a bell VIII”
b. Buku Sekolah Elektronik Bahasa Inggris guru kelas VIII “When English rings a bell VIII”
e. Oxford Advanced Learner’s Dictionary

I. Assessment
a. Form : Oral test
   Technique : The students demonstrate a dialogue

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>100</td>
</tr>
</tbody>
</table>

Total score : 100

J. Scoring Rubric
Form : oral test

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pronunciation</td>
<td>100</td>
<td>All of words are pronounced correctly</td>
</tr>
<tr>
<td>80</td>
<td>80 % of words are pronounced correctly</td>
<td></td>
</tr>
<tr>
<td>60</td>
<td>60 % of words are pronounced correctly</td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>40 % of words are pronounced correctly</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>20 % of words are pronounced correctly</td>
<td></td>
</tr>
</tbody>
</table>

Score Criteria
100 = perfect
80 = good
60 = enough
40 = less
20 = bad

Acknowledged by: 23 of July, 2017
Teacher
Researcher

Hanifah Widhia Ningrum, S.Pd.  Nikmatul Khasanah
NIP. NIM. 133411112
Lesson Plan Experimental Class

School : MTs Darul Amanah Kendal
Subject/Skill : English/Speaking
Class/Semester : VIII/I
Time Allocation : 2 x 40 Minutes
Material : Expressions of Giving instruction, invitation, prohibition and asking permission with their responses

A. Core Competences
1. Respect and comprehend the religion doctrine they believe
2. Respect and comprehend the behaviours, such as honest, dicipline, renresponsibility, tolerant, mutual coorperation, good manner, self confidence, in interraction with the social environment extend to society and its existence
3. Understanding and applying a knowledge (factual, conceptual, and procedural) based on their curiosity about the knowledge, technology, art and culture related to the fenomena and an eye-seen event
4. Processing, providing and thinking in concrete domain (using, analyzing, modifying, and making) and abstract domain (writing, reading, counting, illustrating and arranging) based on the students learn in the school and some other education source which has same theory

B. Basic Competences and Indicators

<table>
<thead>
<tr>
<th>Basic competences</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>1.1 Being grateful to God about the opportunity to study English lesson as the introductional language for international communication which is formed in spirit of the study.</td>
<td>1.1.1 Students are able to show their spirit to study English lesson</td>
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<td>2.3.1 Students are able to cooperate with their partners in making a dialogue about expressions of giving instruction, invitation, prohibition</td>
</tr>
</tbody>
</table>
| 3.3 Applying text structure and grammatical aspect to implement social function from the expressions of giving instruction, invitation, prohibition, asking permission with their responses based on the using context | 3.3.1 Students are able to give an example of expressions of giving instruction, invitation, prohibition and asking permission with their responses in a sentences with right grammatical  
3.3.2 Students are able to apply the lesson they get in the class to their daily activity, as well as they can make an example from expressions of giving instruction, invitation, prohibition and asking permission with their responses in sentences which related to their daily activity |

| 4.3 Composing oral and written text to give, ask and respond expressions of giving instruction, invitation, prohibition and asking permission with paying an attention to the social function, text structure and elements of language which is true and contextual. | 4.3.1 Students are able to make a dialogue include expressions of giving instruction, invitation, prohibition and asking permission with their responses  
4.3.2 Students are able to perform a dialogue in front of the class |

C. Learning Aims

1. Students are able to practice the expressions of giving instruction, invitation prohibition with their responses they can find in dialogue with no errors.
2. Students are able to mention some similar English sounds when given pairs of English words appropriately.
3. Students are able to answer questions when given some questions related to the expressions of giving instruction, invitation, prohibition with their responses accurately.

D. Media

a. Power Point
### E. Material

1. **Regular**

Expressions of giving instruction, invitation prohibition and their responses

<table>
<thead>
<tr>
<th>Giving instruction</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Please, put the book on the table!</td>
<td>- All right</td>
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<tr>
<td>- Please open the window!</td>
<td>- Of course</td>
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<tr>
<td>- Clean the whiteboard, please!</td>
<td>- Yes maam</td>
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<table>
<thead>
<tr>
<th>Giving invitation</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Let’s go to the canteen</td>
<td>- Okay</td>
</tr>
<tr>
<td>- Will you join us to the library</td>
<td>- Okay but wait</td>
</tr>
<tr>
<td>- Please come with me to see the movie</td>
<td>- a minute</td>
</tr>
<tr>
<td></td>
<td>- Sorry, I can’t</td>
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<table>
<thead>
<tr>
<th>Giving prohibition</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Don’t be late!</td>
<td>- Sure, I won’t</td>
</tr>
<tr>
<td>- Don’t open it here, please!</td>
<td>- Ok</td>
</tr>
<tr>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Asking permission</th>
<th>To respond it</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Can I go out, please?</td>
<td>- Yes, please do.</td>
</tr>
<tr>
<td>- Please, can I have a look at your</td>
<td>- Sure.</td>
</tr>
<tr>
<td>photo album?</td>
<td>- No problem.</td>
</tr>
<tr>
<td>- Do you mind if I smoke?</td>
<td>- Please feel free.</td>
</tr>
</tbody>
</table>

### Dialogue about expressions of giving instruction, invitation prohibition and asking a permission with their responses

**Dialogue 1**

(Include expressions of giving instruction and invitation with their responses)

**Salsa**: Hi Mey!!

**Meylan**: Ya,,,

**Salsa**: I want to talk to you a minute, please??

**Meylan**: Oh okay,, let’s take a sit here. *(expression of giving invitation)*

**Salsa**: Thank you

**Meylan**: What do you want to talk about?
Salsa: I will celebrate my birthday next week, then, I’ll invite you to come to my birthday party. Would you like to come to my birthday party? (expression of giving invitation)

Meylan: Oh, Yes, Certainly!! Thanks for inviting me

Salsa: Your welcome, But, I will need your help Mey,

Meylan: Yes, what can I do for you?

Salsa: I will invite your brother also, but I couldn’t meet him right now, then, please give this invitation card to him! (expression of giving an instruction)

Meylan: Oke, I’ll give it to him soon.

Salsa: Thank you Mey.

Meylan: Oke....

Dialogue 2

(Include expressions of giving prohibition and asking permission with their responses)

Meylan: Hi Kal! What can of food is this? ( she will take the food on the table in Haykal’s room)

Haykal: Don’t take that food, please! I buy it for Daddy (expression of giving prohibition)

Meylan: Oh, sorry

Haykal: Yeah, nevermind. What are you doing here?

Meylan: I will give this. You get an invitation for Meylan’s Birthday party

Haykal: Oke, thank you, when the birthday party will be held?

Meylan: The party will be held on Saturday night

Haykal: Oh, I’m so sorry. I have a futsal match that day. Do you mind if you bring my gift for her? (expression of asking permission)

Meylan: Huuftt, Oke No problem!

Haykal: Thank you.

Phonemic chart

Dialogue 1
<table>
<thead>
<tr>
<th>Please : /pliːz/</th>
<th>Peace : /piːs/</th>
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</thead>
<tbody>
<tr>
<td>For : /fɔːr/</td>
<td>Four : /fɔː(r)/</td>
</tr>
<tr>
<td>Brother : /ˈbrʌðə(r)/</td>
<td>Border : /ˈbɔːrdə(r)/</td>
</tr>
<tr>
<td>Take : /teɪk/</td>
<td>Cake : /keɪk/</td>
</tr>
<tr>
<td>Would : /wʊd/</td>
<td>Wood : /wʊd/</td>
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<tr>
<td>Your : /jʊər/</td>
<td>Youth : /juːθ/</td>
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<tr>
<td>Week : /wiːk/</td>
<td>Weep : /wiːp/</td>
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</tbody>
</table>

### Dialogue 2

<table>
<thead>
<tr>
<th>Buy : /bəʊ/</th>
<th>Boy : /bɔɪ/</th>
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<tbody>
<tr>
<td>Food : /fuːd/</td>
<td>Foot : /fʊt/</td>
</tr>
<tr>
<td>This : /ðɪs/</td>
<td>Dish : /dɪʃ/</td>
</tr>
<tr>
<td>Night : /naɪt/</td>
<td>Neck : /nek/</td>
</tr>
<tr>
<td>Match : /mætʃ/</td>
<td>Much : /mʌtʃ/</td>
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<tr>
<td>Here : /hɪə(r)/</td>
<td>Near : /niə(r)/</td>
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### 2. Remedial

#### Aspect of Language

- **Vocabularies in expressions of giving instruction, invitation prohibition and their responses**
  - Please
  - Sorry
  - Don’t
  - Oke
  - Sure
  - May
  - Certainly
  - Let’s

- **Grammatical feature**

  The grammatical feature in expressions of giving instruction and prohibition

  **Imperrative sentence (positive and negative)**

  (+) Verb 1 + Object + ........

  (-) Don’t + Verb 1 + Object + ........

  **Example**

  Open the window, please! (giving instruction)

  Don’t open the window! (giving prohibition)

  The grammatical feature in expressions of giving invitation and asking permission

  (+) modal auxiliaries (may, would, can) + S + Verb 1 + Object

  **Example**
May I use this pencil? (asking permission)
Would you come to my home? (giving invitation)

3. Enrichment
Dialogue of the expressions of giving instruction, invitation, prohibition and asking permission.

Udin : Hello, good morning. This is Udin.
Nena : Oh, hi Udin. Good morning. What can I do for you?
Udin : I just received an invitation card for your birthday.
Nena : Yes, would you come to my birthday party?
Udin : Yes, I am. Thanks for inviting me.
Nena : No problem. Oh ya, don’t forget the dress code, oke?
Udin : I’m still thinking about it actually.
Nena : Be there and don’t be late!
Udin : I’ll do my best.
Nena : All right, see you soon!

F. Learning Method
Approach : Scientific approach
Method : Minimal pair drill

G. Learning Activities
First meeting
a. Opening (5 minutes)
   - Greeting
   - Getting the students’ ready to learn
   - Explaining learning aims, stages of learning and assessment
   - Giving brainstorming about expressions of giving instruction and invitation. (have you ever held a birthday party or have you ever come to your friends’ birthday party?)

b. Main Activities
   - Observing (5 minutes)
- Teacher gives a picture which is related to the expressions of giving instruction and invitation
- Students look for the relationship on the pictures to expressions

- **Questioning (5 minutes)**
  - Students write one expression they can learn from pictures
  - Students make a questions about the expressions of giving instruction and invitation to the teacher

- **Exploring (15 minutes)**
  - Teacher and students discuss an answers of a questions about the expressions of giving instruction and invitation
  - Teacher gives some example of expressions of giving instruction and invitation to students
  - Teacher gives a dialogue include the expressions of giving instruction and invitation to the students
  - Students read a dialogue together guided by the teacher
  - Teacher explains the expressions of giving instruction and invitation
  - Teacher gives a phonemic chart of some words in dialogue

- **Associating (15 minutes)**
  - Students practice to pronounce the words guided by the teacher
  - Students gives another example of expressions of giving instruction and invitation which they can find in their daily
  - Students work with their partner to make a simple dialogue which contains expressions of giving instruction or invitation

- **Communicating (30 minutes)**
  - Students practice the dialogue in front of class
  - Teacher gives the minimal pair test to the students

- **Closing (5 minutes)**
  - Review the lesson
  - Asking students’ understanding about the lesson
  - Making reflection about the lesson
- Giving motivation to the students
- Giving the material and learning activities in the next meeting

Second meeting

a. Opening (5 minutes)
   - Greeting
   - Getting the students’ ready to learn
   - Explaining the learning aims, stages of learning and assessment
   - Giving brainstorming about expressions of giving prohibition and asking permission.

d. Main Activities
   - Observing (5 minutes)
     - Teacher gives a picture which is related to the expressions of giving prohibition and asking permission.
     - Students look for the relationship on the pictures to the expressions
   - Questioning (5 minutes)
     - Students write one expression they can learn from the pictures
     - Students make some questions about the expressions of giving prohibition and asking permission to the teacher
   - Exploring (15 minutes)
     - Teacher and students discuss the answers of the questions about the expressions of giving prohibition and asking permission
     - Teacher gives some example of expressions of giving prohibition and asking permission to the students
     - Teacher gives a dialogue include the expressions of giving prohibition and asking permission to the students
     - Students read a dialogue together guided by the teacher
     - Teacher explains the expressions of giving prohibition and asking permission.
     - Teacher gives the phonemic chart of some words in the dialogue
   - Associating (15 minutes)
     - Students practice to pronounce the words guided by the teacher
- Students give another example of expressions giving prohibition and asking permission which they can find in their daily
- Students work with their partner to make a simple dialogue which contain expressions of giving prohibition and asking permission.

- Communicating (30 minutes)
  - Students practice the dialogue in front of class
  - Teacher gives minimal pair test to the students

- Closing (5 minutes)
  - Review the lesson
  - Asking students’ understanding about the lesson
  - Making reflection about the lesson
  - Giving motivation to the students
  - Giving the material and learning activities in the next meeting

- Remedial
  - Teacher gives some clue words that is used in sentence of expressions of giving instruction, invitation, prohibition and asking permission.
  - Teacher explains the formula of imperative sentence and gives an example of it
  - Teacher explains grammatical feature of expressions of giving instruction, invitation, prohibition and asking permission.
  - After the students has understood about the formula and the grammatical feature, teacher asks the students to make an example of expressions of giving instruction, invitation, prohibition and asking permission.

- Enrichment
  - Students identify the expressions of giving instruction, invitation, prohibition and asking permission in the dialogue.
  - Students practice the dialogue in front off the class.

H. Source
a. Buku Sekolah Elektronik Bahasa Inggris siswa kelas VIII “When English rings a bell VIII”

b. Buku Sekolah Elektronik Bahasa Inggris guru kelas VIII “When English rings a bell VIII”
   permission.php


e. Oxford Advanced Learner’s Dictionary

I. Assessment
   a. Form : Oral test
      Technique : The students demonstrate a dialogue

      | Aspect       | Score |
      |--------------|-------|
      | Pronunciation| 100   |

      Total score : 100

   b. Form : Written test
      Technique : Minimal pair test

      Right answer has the score : 10
      Questions : 10
      Score : 10 x 10 = 100

J. Scoring Rubric

   Form : oral test

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<th>Criteria</th>
<th>Score</th>
<th>Level</th>
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<td>Pronunciation</td>
<td>100</td>
<td>All of words are pronounced correctly</td>
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<tr>
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<td>80</td>
<td>80% of words are pronounced correctly</td>
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<tr>
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<td>60</td>
<td>60% of words are pronounced correctly</td>
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<td>40% of words are pronounced correctly</td>
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<tr>
<td></td>
<td>20</td>
<td>20% of words are pronounced correctly</td>
</tr>
</tbody>
</table>

   Score Criteria
   100 = perfect
   80 = good
   60 = enough
   40 = less
   20 = bad

   **Total Score= Score of written test and oral test : 2**

   Instrument of minimal pair test first meeting

   Questions :

   Part 1
Minimal pair A
Read the words to your partner
1. For
2. Border
3. Weep

Write the words that your partner read
1.
2.
3.

Circle the word that your partner read
1. I don’t have any.....
   a. Border  b. Brother
2. Rani buys a.......in the market
   a. Cake  b. Take
3. .......you like some juice?
   a. Wood  b. Would
4. I want to use .......T-shirt
   a. Your  b. Youth

Part 2

Minimal Pair B
Read the words to your partner
1. Take
2. Four
3. Wood

Write the words that your partner read
1.
2.
3.

Circle the word that your partner read
1. This door is made from.......  
   a. Would  b. Wood
2. Salsa doesn’t eat.......  
   a. Take  b. Cake
3. I have .........books  
   a. For  b. Four
4. ....... take that book for me!  
   a. Peace  b. Please
Instruments of minimal pair test second meeting

Questions :

Part 1

Minimal pair A

Read the words to your partner

1. Food
2. Match
3. Dish

Write the words that your partner read

1.
2.
3.

Circle the word that your partner read

1. I don’t like to stay....... 
   a. Near b. Here
2. My father.......the bag for my brother 
   a. Buy b. Bye
3. Rani buys a........in the market 
   a. Food b. Foot
4. She brings so........money
   a. Match b. Much

Part 2

Minimal Pair B

Read the words to your partner

1. Bye
2. Much
3. This

Write the words that your partner read

1.
2.
3.

Circle the word that your partner read

1. My mother makes a........for my family 
   a. Dish b. This
2. Don’t bring the ........to the class!
   a. Foot b. Food
3. My home is ........with the school
   a. Here b. Near
4. Don’t give too...sugar to my coffee
   a. Match    b. Much

Acknowledged by:

Teacher

23 of July, 2017

Researcher

Hanifah Widhia Ningrum, S.Pd.
NIP.

Nikmatul Khasanah
NIM. 133411112
Appendix 3

Daftar peserta try out

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Appendix 4

Instruments of Tryout Test

Practice the following pairs of words!

1. Ear / Air
2. Hear / Here
3. Pair / Peer
4. Coat / Goat
5. It / eat
6. Sit / Seat
7. Slip / Sleep
8. Still / Skill
9. Graze / Grass
10. Food / Foot
11. Warm / Worm
12. Boot / But
13. Done / Dawn
14. Pack / Park
15. Moon / Month
16. Been / Bean
17. Chip / Cheap
18. Dead / Deed
19. Pen / Pain
20. Fit / Feet
21. Ship / Sheep
22. Bit / Beat
23. Come/Comb
24. Kip / Keep
25. Sin / Seen
26. Did / Deep
27. Please / Peace
28. Fan/Fun
29. Love / Laugh
30. Cut / Cat

**Read the following sentences!**

1. I use a hat because today is very hot
2. My sister’s bed was very bad
3. My dress is wet, wait me to change with another dress
4. The price of sheep is cheap
5. I bring the glass to the class
6. Can I eat it?
7. I wanna cook this dish
8. Let’s have a chat about that cat.
9. The truck passed on the bad track
10. My uncle’s ankle was injured
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Instrument of pre test

Practice the following pairs of words!

1. Ear / Air
2. Hear / Here
3. Pair / Peer
4. Coat / Goat
5. It / eat
6. Sit / Seat
7. Slip / Sleep
8. Still / Skill
9. Graze / Grass
10. Boot / But
11. Done / Dawn
12. Pack / Park

Read the following sentences!

1. My sister’s bed was very bad
2. My dress is wet, wait me to change with another dress
3. Can I eat it?
Appendix 9

Instruments of Post Test

Practice the following pairs of words!

1. Moon / Month
2. Been / Bean
3. Chip / Cheap
4. Dead / Deed
5. Fit / Feet
6. Ship/Sheep
7. Bit / Beat
8. Come/Comb
9. Kip / Keep
10. Sin / Seen
11. Fan/Fun
12. Cut / Cat

Read the following sentences!

1. Let's have a chat about that cat.
2. The truck passed on the bad track
3. My uncle’s ankle was injured
### Member of Experimental Class (2F)

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Transcript of students’ answer sheet in control group on pre test

Anindya Nafisatul Zahra:
Practice the following pairs of words!

1. Ear / Air : /ɪə(r)/, /eə(r)/
2. Hear / Here : /hɪə(r)/, /hɜːr/
3. Pair / Peer : /peər/, /piər(r)/
5. It / eat : /ɪt/, /iːt/
6. Sit / Seat : /sɪt/, /sɪ:t/
7. Slip / Sleep : /slɪp/, /sliːp/
8. Still / Skill : /stɪl/, /skɪll/
9. Graze / Grass : /ɡreɪz/, /graːs/
11. Done / Dawn : /dʌn/, /dɔːn/
12. Pack / Park : /pæk/, /paːk/

Read the following sentences!

1. My sister's bed was very bad : /bed/, /bæd/
2. My dress is wet, wait me to change with another dress : /wet/, /weɪt/

Indah Naviana:
Practice the following pairs of words!

1. Ear / Air : /ɪə(r)/, /eə(r)/
2. Hear / Here : /hɪə(r)/, /hɜːr/
3. Pair / Peer : /peər/, /piər(r)/
5. It / eat : /ɪt/, /iːt/
6. Sit / Seat : /sɪt/, /sɪːt/
7. Slip / Sleep : /slɪp/, /sliːp/
8. Still / Skill : /stɪl/, /skɪll/
9. Graze / Grass : /ɡreɪz/, /graːs/
11. Done / Dawn : /dʌn/, /dɔːn/
12. Pack / Park : /pæk/, /paːk/
Read the following sentences!
1. My sister’s bed was very bad : /bed/ , /bæd/
2. My dress is wet, wait me to change with another dress : /wet/ , /weɪt/

Chyatya Puspita Sari:
Practice the following pairs of words!
1. Ear / Air : /ɛə(ɹ)/ , /eə(ɹ)/
2. Hear / Here : /hɛə(ɹ)/ , /hɛər/
3. Pair / Peer : /piə(r)/ , /piə(ɹ)/
5. It / eat : /ɪt/ , /ɛt/
7. Slip / Sleep : /slɪp/ , /sliːp/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /ɡreɪz/ , /ɡrɑːs/
11. Done/ Dawn : /dʌn/ , /dɑːn/
12. Pack/ Park : /pæk/ , /pa:k/

Read the following sentences!
1. My sister’s bed was very bad : /bed/ , /bæd/
2. My dress is wet, wait me to change with another dress : /wet/ , /weɪt/

Kuni Salma:
Practice the following pairs of words!
1. Ear / Air : /ɛə(ɹ)/ , /eə(ɹ)/
2. Hear / Here : /hɛə(ɹ)/ , /hɛər/
3. Pair / Peer : /piə(r)/ , /piə(ɹ)/
5. It / eat : /ɪt/ , /ɛt/
7. Slip / Sleep : /slɪp/ , /sliːp/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /ɡreɪz/ , /ɡrɑːs/
11. Done/ Dawn : /don/ /dɔːn/
12. Pack/ Park : /pak/ , /pa:k/

Read the following sentences!
1. My sister’s bed was very bad : /bɪd/ , /bæd/
2. My dress is wet, wait me to change with another dress : /wɪt/ , /weɪt/ 

Nala Aslikhatul:

Practice the following pairs of words!
1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hɪə(r) , /hər/ 
3. Pair / Peer : /pɪə(r)/ , /piə(r)/
5. It / eat : /ɪt/ , /iːt/
6. Sit / Seat : /sɪt/ , /siːt/ 
7. Slip / Sleep : /sliːp/ , /sliːp/ 
8. Still / Skill : /stɪl/ , /skɪl/ 
11. Done/ Dawn : /dəʊn/ /dɔːn/
12. Pack/ Park : /pæk/ , /pa:k/

Read the following sentences!
1. My sister’s bed was very bad : /bed/ , /bæd/ 
2. My dress is wet, wait me to change with another dress : /wet/ , /weɪt/ 

Anindya Nafisatul

Practice the following pairs of words!
1. Moon / Month : /muːn/ , /mʌn/ 
2. Been / Bean : /bɛn/ , /biːn/ 
3. Chip / Cheap : /tʃɪp/ , /tʃiːp/ 
4. Dead / Deed : /dɪd/ , /diːd/ 
5. Fit / Feet : /fɪt/ , /fɪt/ 

Transcript of students’ answer sheet in controlled group on post test

Anindya Nafisatul
7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /kom/ , /kʰʊm/
10. Sin / Seen : /sin/ , /siːn/
11. Fan/Fun : /fan/ , /fʌn/
12. Cut / Cat : /kʌt/ , /kæt/

Read the following sentences!
1. Let s have a chat about that cat. : /kat/ , /kæt/
2. The truck passed on the bad track : /truk/ , /træk/
3. My uncle’s ankle was injured : /’ʌŋkl/ , /æŋkl/

Chyatiya Puspitasari
Practice the following pairs of words!
1. Moon / Month : /muːn/ , /mʌnθ/
2. Been / Bean : /bɛn/ , /biːn/
3. Chip / Cheap : /kɪp/ , /kʃep/
4. Dead / Deed : /ded/ , /diːd/
5. Fit / Feet : /fɪt/ , /fɛt/
7. Bit / Beat : /bɪt/ , /bɛt/
8. Come/Comb : /kɒm/ , /kʰʊm/
10. Sin / Seen : /sɪn/ , /siːn/
11. Fan/Fun : /fæn/ , /fʌn/
12. Cut / Cat : /kʌt/ , /kæt/

Read the following sentences!
1. Let s have a chat about that cat. : /kat/ , /kæt/
2. The truck passed on the bad track : /truk/ , /træk/
3. My uncle’s ankle was injured : /’ʌŋkl/ , /æŋkl/

Indah Nafiana:
Practice the following pairs of words!
1. Moon / Month : /mʊn/ , /mʌnθ/
2. Been / Bean : /bɛn/ , /biːn/
3. Chip / Cheap : /ʃɪp/ , /ʃɛp/
Read the following sentences!
1. Let’s have a chat about that cat. : /keɪt/ , /kæt/
2. The truck passed on the bad track : /truk/ , /træk/
3. My uncle’s ankle was injured : /’ʌŋkl/ , /æŋkl/

Kuni Salma:

Practice the following pairs of words!
1. Moon / Month : /mʌn/ , /mʌn/
2. Been / Bean : /bin/ , /bi:n/
4. Dead / Deed : /dɪd/ , /di:d/
5. Fit / Feet : /fɪt/ , /fi:t/
7. Bit / Beat : /bɪt/ , /bi:t/
8. Come/Comb : /kʌm/ , /kəm/
10. Sin / Seen : /sɪn/ , /si:n/
11. Fan/Fun : /fæn/ , /fʌn/
12. Cut / Cat : /kʌt/ , /kæt/

Read the following sentences!
1. Let’s have a chat about that cat. : /keɪt/ , /kæt/
2. The truck passed on the bad track : /truk/ , /træk/
3. My uncle’s ankle was injured : /’ʌŋkl/ , /æŋkl/
Nala Aslikhatul:

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bɪn/, /be/ 
3. Chip / Cheap : /ˈtʃɪp/, /ˈʃiːp/ 
4. Dead / Deed : /dɪd/, /ˈdeo/) 
5. Fit / Feet : /fɪt/, /fiːt/ 
7. Bit / Beat : /bɪt/ , /biːt/ 
8. Come/Comb : /kʌm/, /kəʊm/ 
10. Sin / Seen : /sɪn/, /siːn/ 
11. Fan/Fun : /fæn/, /fun/ 
12. Cut / Cat : /kʌt/, /kæt/ 

Read the following sentences!

1. Let’s have a chat about that cat. : /ˈfæt/, /ˈkæt/ 
2. The truck passed on the bad track : /trʌk/, /ˈtræk/ 
3. My uncle’s ankle was injured : /ˈʌŋkli/, /ˈenklɪ/
Transcript of students’ answer sheet in experimental group on pre test

Kurnia Jannatul
Practice the following pairs of words!
1. Ear / Air : /ɪə(r)/, /air/
2. Hear / Here : /hɛr/, /hɛr/
3. Pair / Peer : /pɛə(r)/, /piə(r)/
5. It / eat : /ɪt/, /iːt/
6. Sit / Seat : /sɪt/, /siːt/
7. Slip / Sleep : /slɪp/, /sliːp/
8. Still / Skill : /stɪl/, /skɪl/
9. Graze/Grass : /greɪz/, /ɡræs/
11. Done/ Dawn : /dʌn/, /dɔːn/
12. Pack/ Park : /pæk/, /pa:k/

Read the following sentences!
1. My sister’s bed was very bad : /bɪd/, /ˈbæd/
2. My dress is wet, wait me to change with another dress : /wɪt/, /ˈwelət/

Aula Salsabila :
Practice the following pairs of words!
1. Ear / Air : /eə(r)/, /eə(r)/
2. Hear / Here : /hɛr/, /hɛr/
3. Pair / Peer : /pɛə(r)/, /piə(r)/
5. It / eat : /ɪt/, /iːt/
6. Sit / Seat : /sɪt/, /siːt/
7. Slip / Sleep : /slɪp/, /sliːp/
8. Still / Skill : /stɪl/, /skɪl/
9. Graze/Grass : /greɪz/, /ɡræs/
11. Done/ Dawn : /dʌn/, /dɔːn/
12. Pack/ Park : /pæk/, /pa:k/
Read the following sentences!
1. My sister’s bed was very bad: /bed/ , /bæd/
2. My dress is wet, wait me to change with another dress: /wet/ , /wain/

Nur Izza:
Practice the following pairs of words!
1. Ear / Air : /ɪə(r)/ , /eə(r)/
2. Hear / Here : /hɪə(r)/ , /hər(r)/
3. Pair / Peer : /pɛə(r)/ , /piə(r)/
5. It / eat : /ɪt/ , /iːt/
6. Sit / Seat : /sɪt/ , /sɪːt/
7. Slip / Sleep : /slɪp/ , /sliːp/
8. Still / Skill : /stɪl/ , /skeɪl/
9. Graze/Grass : /greɪz/ , /ɡreɪz/
11. Done/ Dawn : /dʌn/ , /daːn/
12. Pack/ Park : /pæk/ , /paːk/

Read the following sentences!
1. My sister’s bed was very bad: /bed/ , /bæd/
2. My dress is wet, wait me to change with another dress: /wet/ , /welt/

Nabila Nasywa:
Practice the following pairs of words!
1. Ear / Air : /ɪə(r)/ , /eə(r)/
2. Hear / Here : /hɪə(r)/ , /hə(r)/
3. Pair / Peer : /pɛə(r)/ , /piə(r)/
5. It / eat : /ɪt/ , /iːt/
6. Sit / Seat : /sɪt/ , /sɪːt/
7. Slip / Sleep : /slɪp/ , /sliːp/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /ɡraːz/
Read the following sentences!

1. My sister’s bed was very bad: /bed/ , /bæd/
2. My dress is wet, wait me to change with another dress: /wit/ , /weɪt/ 

Titis Setyani:

Practice the following pairs of words!

1. Ear / Air: /eər/ , /ɛə(r)/
2. Hear / Here: /hər/ , /hɛər/
3. Pair / Peer: /pɪər/ , /piɛə(r)/
4. Coat / Goat: /kəʊt/ , /ɡoʊt/
5. It / eat: /ɪt/ , /iːt/
6. Sit / Seat: /sɪt/ , /set/
7. Slip / Sleep: /slɪp/ , /slep/
8. Still / Skill: /stɪl/ , /skɪl/
9. Graze/Grass: /ɡreɪz/ , /ɡrɑːs/
Transcript of students’ answer sheet in experimental group on post test

Kurnia Jannatul:
Practice the following pairs of words!
1. Moon / Month: /mu:n/ , /mʌnθ/
2. Been / Bean: /bi:n/ , /bi:n/
4. Dead / Deed: /ded/ , /di:d/
5. Fit / Feet: /fıt/ , /fi:t/
7. Bit / Beat: /bIt/ , /bi:t/
8. Come/Comb: /kʌm/ , /kəm/
10. Sin / Seen: /sin/ , /si:n/
11. Fan/Fun: /fæn/ , /fʌn/
12. Cut / Cat: /kʌt/ , /kæt/

Read the following sentences!
1. Let’s have a chat about that cat: /ket/ , /kæt/
2. The truck passed on the bad track: /truk/ , /træk/
3. My uncle’s ankle was injured: /æŋkl/ , /æŋkl/

Aula Salsabila:
Practice the following pairs of words!
1. Moon / Month: /mu:n/ , /mʌnθ/
2. Been / Bean: /bi:n/ , /bi:n/
4. Dead / Deed: /ded/ , /di:d/
5. Fit / Feet: /fıt/ , /fi:t/
7. Bit / Beat: /bIt/ , /bi:t/
8. Come/Comb: /kʌm/ , /kəm/
10. Sin / Seen: /sin/ , /si:n/
11. Fan/Fun: /fæn/ , /fʌn/
12. Cut / Cat: /ket/ , /kæt/
13.
Read the following sentences!

1. Let’s have a chat about that cat. : /kæt/ , /kæt/
2. The truck passed on the bad track : /træk/ , /træk/
3. My uncle’s ankle was injured : /æŋkəl/ , /æŋkəl /

Nur Izza:
Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bi:n/ , /bi:n/
5. Fit / Feet : /fɪt/ , /fɪt/
7. Bit / Beat : /bɪt/ , /bɪt/
11. Fan/Fun : /fæn/ , /fʌn /
12. Cut / Cat : /kʌt/ , /kæt/

Read the following sentences!

1. Let’s have a chat about that cat. : /tʃæt/ , /kæt/
2. The truck passed on the bad track : /trʌk/ , /træk/
3. My uncle’s ankle was injured : /æŋkəl/ , /æŋkəl /

Nabila Nasywa:
Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bi:n/ , /bi:n/
5. Fit / Feet : /fɪt/ , /fɪt/
7. Bit / Beat : /bɪt/ , /bɪt/
11. Fan/Fun : /fæn/, /fʌn/
12. Cut / Cat : /kju:t/, /kæt/

Read the following sentences!
1. Let’s have a chat about that cat. : /tʃæt/, /kæt/
2. The truck passed on the bad track : /trʌk/, /træk/
3. My uncle’s ankle was injured : /'ʌŋkl/, /æŋkl/

Titis Setiyani:

Practice the following pairs of words!
1. Moon / Month : /mʌn/, /mʌnθ/
2. Been / Bean : /bɛn/, /bɛn/
4. Dead / Deed : /de/, /di:d/
5. Fit / Feet : /fɪt/, /fɪ:t/
7. Bit / Beat : /bɪt/, /bɪ:t/
10. Sin / Seen : /sʌn/, /sʌn/
11. Fan/Fun : /fæn/, /fʌn/
12. Cut / Cat : /kʌt/, /kæt/

Read the following sentences!
1. Let’s have a chat about that cat. : /tʃæt/, /kæt/
2. The truck passed on the bad track : /trʌk/, /træk/
3. My uncle’s ankle was injured : /'ʌŋkl/, /æŋkl/
Appendix 13

Answer key of pre test instrumen

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/, /eə(r)/
2. Hear / Here : /hɪə(r)/, /hɪə(r)/
3. Pair / Peer : /peər/, /piər(r)/
5. It / eat : /ɪt/, /ɪt/
6. Sit / Seat : /sɪt/, /siːt/
7. Slip / Sleep : /slɪp/, /slɪːp/
8. Still / Skill : /stɪl/, /skɪl/
9. Graze/Grass : /ɡreɪz/, /ɡrɑːs/
12. Pack/ Park : /pæk/, /pɑːk/

Read the following sentences!

1. My sister’s bed was very bad : /bed/, /bæd/
2. My dress is wet, wait me to change with another dress : /wet/, /welɪt/
Appendix 14

Answer key of post test

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bɪn/ , /bi:n/
4. Dead / Deed : /ded/ , /di:d/
5. Fit / Feet : /fɪt/ , /fɪ:t/
7. Bit / Beat : /bɪt/ , /biːt/
8. Come / Comb : /kʌm/ , /kʌmb/
10. Sin / Seen : /sɪn/ , /siːn/
11. Fan / Fun : /fæn/ , /fʌn/
12. Cut / Cat : /kʌt/ , /kæt/

Read the following sentences!

1. Let's have a chat about that cat. : /tʃæt/ , /kæt/
2. The truck passed on the bad track : /trʌk/ , /træk/
3. My uncle’s ankle was injured : /ˈʌŋkl/ , /əŋkl/
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The similarity of average test

**Hypothesis**

\[ H_0: \mu_1 \leq \mu_2 \]
\[ H_1: \mu_1 > \mu_2 \]

\[ t = \frac{\bar{x}_1 - \bar{x}_2}{s_p \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \]

\[ s_p = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}} \]

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27

\( \bar{x} \)

63.333

**Varians (s^2)**

96.625

**Standar deviasi (s)**

9.830

**Standar deviasi (s)**

11.475

\( t_{hitung} < t_{table} \)
\[
\begin{align*}
\hat{s} &= \sqrt{\frac{(27 - 1) \times 96.62462 + (31 - 1) \times 131.6794}{27 + 31 - 2}} \\
\bar{t} &= \frac{63.3333333 - 58.38387097}{10.74262366} = 1.750
\end{align*}
\]

Pada \( a = 5\% \) dengan \( dk = 27 + 31 - 2 = 56 \) diperoleh \( t_{\text{table}} = 1.67 \) = 10.74262
Documentation of research

Pre test in control class

Post test in control class
Learning process in control class

Learning process in experimental class
Minimal pair test in experimental class
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Jl. Prof DR Hamka (Nipah Iian km.1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 7659796 Fax (024) 7619177 - website : aksmah.ac.id

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NIM : 133411112
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : TEACHING ENGLISH PRONUNCIATION BY USING MINIMAL PAIR DRILL (AN EXPERIMENTAL STUDY AT THE EIGHTH GRADE OF MTS DARUL AMANAH KENDAL IN THE ACADEMIC YEAR OF 2017/2018)

HIPOTESIS :

a. Hipotesis Varians:
H₀ : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.
H₁ : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata:
H₀ : Rata-rata hasil belajar siswa kelas eksperimen ≤ kontrol.
H₁ : Rata-rata hasil belajar siswa kelas eksperimen > kontrol.

DASAR PENGAMBIKAN KEPUTUSAN :

H₀ DITERIMA, jika nilai t tabel ≤ t hitung ≤ t tabel
H₀ DITOLAK, jika nilai t hitung < t tabel atau t hitung > t tabel

HASIL DAN ANALISIS DATA :

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nilai awal eksperimen</td>
<td>27</td>
<td>63.0963</td>
<td>9.04656</td>
<td>1.91479</td>
</tr>
<tr>
<td>kontrol</td>
<td>31</td>
<td>66.0839</td>
<td>9.14059</td>
<td>1.64170</td>
</tr>
<tr>
<td>Nilai akhir eksperimen</td>
<td>27</td>
<td>63.3333</td>
<td>9.02979</td>
<td>1.89174</td>
</tr>
<tr>
<td>kontrol</td>
<td>31</td>
<td>59.3839</td>
<td>11.47516</td>
<td>2.00100</td>
</tr>
</tbody>
</table>
### Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>1-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig</td>
</tr>
<tr>
<td>nilai_awal</td>
<td>.082</td>
<td>.776</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
</tr>
<tr>
<td>nilai_akhir</td>
<td>.442</td>
<td>.509</td>
</tr>
<tr>
<td></td>
<td>Equal variances assumed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td></td>
</tr>
</tbody>
</table>

1. Pada kolom Levene Test for Equality of Variances, diperoleh nilai sig. = 0,776. Karena sig. = 0,776 > 0,005, maka H0 DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya varians rata-rata prestasi belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata prestasi belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (Equal variances assumed), yaitu t hitung = 1,750.
3. Nilai t tabel (56,0,05) = 1,67 (two tails). Berarti nilai t hitung = 1,750 > t tabel = 1,67 hal ini berarti H0 DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata prestasi belajar kelas kontrol.

Semarang, 13 Desember 2017

[Signature]

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Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Sukorejo, 16 Desember 2017

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