

**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



Composed by:

NIKMATUL KHASANAH

133411112

**EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO ISLAMIC STATE UNIVERSITY
SEMARANG
2018**

THESIS STATEMENT

I am, the student of the following identity :

Name : Nikmatul Khasanah
Student Number : 133411112
Department : English Language Education
State, that the thesis entitled :

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)

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.

Semarang, 29 January 2018

The Writer



Nikmatul Khasanah

133411112

ADVISOR NOTE

To :
The Dean of Education and Teacher Training Faculty
Walisongo Islamic State University

Assalamualaikum wr.wb

I inform that I have given guidance, briefing, and correction to whatever extent necessary of the following thesis :

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)"

Name of Student : Nikmatul Khasanah

Student Number : 133411112

Department : English Language Education

I state that the thesis is ready to be submitted to Education and Teacher Training Faculty Walisongo Islamic State University to be examined at Munaqosyah session.

Wassalamu 'alaikum wr.wb

The Advisor



Siti Tarwiyah, S.S, M.Hum
NIP : 19721108199903 2001



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295
Fax. 7615387 Semarang 50185

RATIFICATION

Thesis with the following identity :

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)**

Students' Name : Nikmatul Khasanah

Students' Number : 133411112

Department : English Language Education

Had been tested in Munaqosyah Session by the team of thesis examiner of Education and Teacher Training Faculty Walisongo Islamic State University and has been accepted as a partial requirement for the degree of Bachelor of Education in English Language Education

Semarang, 29 January 2018

THE TEAM OF EXAMINER

Chair Person

Dr. H. Ikhsrom, M.Ag
NIP. 19650329 199403 1002

Secretary

Sayyidatul Fadlillah, M.Pd
NIP. 19810908 200710 2 001

Examiner 1

Dra. Hj. Siti Mariam, M.Pd
NIP. 19650727 199203 2002

Examiner 2

Dra. Hj. Ma'rifatul Fadhillah, M.Ed
NIP. 19620803 198903 2003

The Advisor

Siti Tarwiyah, S.S, M.Hum
NIP : 19721108199903 2001

MOTTO

قُلْ هَلْ يَسْتَوِي الَّذِينَ يَعْلَمُونَ وَالَّذِينَ لَا يَعْلَمُونَ [الزمر: 9]

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

(Az Zumar : 9) ¹

¹ Ali, Maulawi Sher, *The Holy Qur'an Arabic Text and English Translation*, (Islamabad: Islam International Publication Ltd,2004). P 540

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 avarage 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 H_a was accepted and H_o 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

Bismillahirrahmanirrahim

Alhamdulillahirabbil alamin

Praise and great gratitude has been submitted to almighty God Allah Swt, who has given the mercies and blessings, so that the writer could finished this study completely. Peace be upon to prophet Muhammad Saw, his families, his relatives and his faithful followers.

The writer of this study was so thankful because she could finished the study entitled :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). This study was a partial requirement in accomplishing for degree of Bachelor of Education at English Education of Education and Teacher training Faculty in Walisongo Islamic State University, Semarang.

The writer would like to thank to all of the components, who had given their contributions in finishing her study. The writer would like to deliver this thanks to :

1. Dr. H. Raharjo, M.Ed. St., as the Dean of Education and Teacher Trainning Faculty
2. Dr. Ikhrom, M.Ag., as the Head Master of English Education Department.
3. Siti Tarwiyah, M.Hum., as the supervisor for doing this study, who always give the writer great motivation and suggestions to improve this study. There were no words can be described to

thankful to her, and the writer just can say : “Thank you very much for guiding and consulting as good as possible and as patient as possible”

4. All the lecturers in English Education Department, thank you for valuable knowledge, and for always guiding the writer during the years she studied at his Department.
5. All the families of AISM Semarang, who has given their support and motivation for the writer, so that she could finished this study.
6. My beloved family, my parents and my sister, who always love and keep my spirit to finish this study.
7. All of members at English Education Department 2013, we had done our effort to get success.
8. The big family of Darul Amanah, who had given the chance to the writer to do the research there.
9. Last but not least, for those who can not be mentioned one by one, and had supported the writer to get this things, thank you very much for the support.

Semarang, 26 November 2017

The researcher

Nikmatul Khasanah
NIM.133411112

TABLE OF CONTENT

COVER.....	i
THESIS PROJECT STATEMENT.....	ii
ADVISOR NOTE	iii
RATIFICATION.....	iv
MOTTO.....	v
DEDICATION	vi
ABSTRACT.....	vii
ACKNOWLEDGMENT.....	viii
TABLE OF CONTENT.....	x
LIST OF TABLE	xii
APPENDICES.....	xiii

CHAPTER I INTRODUCTION.

A. Background of Study.....	1
B. Reason for Choosing Topic.....	5
C. Research Question	5
D. Objective of Study	5
E. Significance of Study.....	6
F. Limitation of Study.....	7

CHAPTER II: REVIEW OF RELATED LITERATURE.

A. Previous Study.....	8
B. Theoretical Framework.....	13
1. Definition of Pronunciation.....	13
2. The Features of Pronunciation	14
3. The problem in Pronunciation.....	26
4. The importance of Pronunciation...	29
5. Minimal Pair Technique in Teaching English Pronunciation	31
6. The Goal of Teaching English Pronunciation.	32
C. Hypothesis	34

CHAPTER III METHOD OF THE RESEARCH

A. Research Design.....	36
B. Place and Time of the Research.	36

C. Population and Sample of the Research.	37
D. Variable and Indicator of the Research	38
E. Technique of Collecting Data.....	39
F. Technique of Analyzing Data.....	40
CHAPTER IV RESEARCH FINDING AND ANALYSIS.	
A. Description of the research.	47
B. Data Analysis.....	48
C. Discussion of Research Finding	62
D. Limitation of Study.....	64
CHAPTER V CONCLUSION AND SUGGESTION.	
A. Conclusion.....	65
B. Suggestion.	65
REFERENCES	

List of Table

Table 2.1	Vowels and Diphthongs
Table 4.1	Validity of Each Item in Part A
Table 4.2	Validity of Each Item in Part B
Table 4.3	Difficulty Level of Each Item in Part A
Table 4.4	Difficulty Level of Each Item in Part B
Table 4.5	The List of Upper and Lower Group
Table 4.6	Discriminating Power of Each Item in part A
Table 4.7	Discriminating Power of Each Item in part B
Table 4.8	Normality Test of Pre Test of Controlled Group
Table 4.9	Normality Test of Post Test of Controlled Group
Table 4.10	Normality Test of Pre Test of Experimental Group
Table 4.11	Normality Test of Post Test of Experimental Group
Table 4.12	Homogeneity Test of Pre Test of Experimental and Controlled Group
Table 4.13	Homogeneity Test of Post Test of Experimental and Controlled Group
Table 4.14	Hypothesis Test of Pre Test of Experimental and Controlled Group
Table 4.15	Hypothesis Test of Post Test of Experimental and Controlled Group
Table 4.16	Average of Experimental and Controlled Group

APPENDICES

Appendix 1	: Lesson Plan (Controlled Class)
Appendix 2	: Lesson Plan (Experimental Class)
Appendix 3	: List of Member of Try Out
Appendix 4	: Instrument of Try Out
Appendix 5a	: Validity and Difficulty Level Result of Try Out part 1
Appendix 5b	: Validity and Difficulty Level Result of Try Out part 2
Appendix 6a	: Discriminating Power Result of Try Out part 1
Appendix 6b	: Discriminating Power Result of Try Out part 2
Appendix 7a	: Reliability Result of Try Out part 1
Appendix 7b	: Reliability Result of Try Out part 2
Appendix 8	: Instrument of Pre Test
Appendix 9	: Instrument of Post Test
Appendix 10	: List of Members of Experimental class
Appendix 11	: List of Members of Controlled Class
Appendix 12	: Transcript of Students' Pronunciation
Appendix 13	: Answer Key of pre Test Instrument
Appendix 14	: Answer Key of Post Test Instrument
Appendix 15	: Score of Pre Test Post Test of Experimental class
Appendix 16	: Score of Pre Test Post Test of Controlled class
Appendix 17a	: Normality Result of Pre Test of Controlled Class

- Appendix 17b : Normality Result of Post Test of Controlled Class
- Appendix 18a : Normality Result of Pre Test of Experimental Class
- Appendix 18b : Normality Result of Post Test of Experimental Class
- Appendix 19a : Homogeneity result of Pre Test
- Appendix 19b : Homogeneity Result of Post Test
- Appendix 20a : Hypothesis Result of Pre Test
- Appendix 20b : Hypothesis Result of Post Test

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, psycology, 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

¹ Tarigan, Djago, *Materi Pokok Pendidikan Bahasa Indonesia*, (Jakarta: Depdikbud,1995). P 150

pronunciation when their tongue have usually produce a language, but, they will produce bad pronunciation when their tongue 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”.²

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 led to breakdowns in communication and fossilized, poor pronunciation

² Ali, Maulawi Sher, *The Holy Qur'an Arabic Text and English Translation*, (Islamabad: Islam International Publication Ltd,2004). P 497

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 choosed 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 choosed 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.

CHAPTER II

REVIEW OF RELATED LITERATURE

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.

1. Mrs. Seema Somani & Ms. Payal (2016), *“The Need of Teaching Effective English Pronunciation at School level”*, Punjab.

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 spesifical 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.

2. Luu Trong Tuan (2010), *“Teaching English Discrete Sounds through Minimal Pairs”*, National University of Ho Chi Minh City, Vietnam.

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

² Tuan, Luu Trong, *Teaching English Discrete Sounds trough 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.³ 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.

³<http://dictionary.cambridge.org/us/dictionary/english/pronunciation>, accessed on Sunday, 5 of March, 2017 at 13.05

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

⁴ Edward Y Odisho, *Pronunciation is in the Brain, not in the Mouth*, (USA: Gorgias Press, 2014), p.84

⁵ Charles W Kreidler, *The Pronunciation of English*, (UK: Blackwell publishing, 2004), p.11

⁶ Charles W Kreidler, *The Pronunciation of English*, p.5

producing sounds from people's mouth, but it also has some features that make 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.⁷ While, Kelly affirmed Ur's statement, but he classifies the stress and intonation as suprasegmental features while sound of language same as another feature of pronunciation that is phonemes.⁸ 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".⁹ 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.¹⁰

⁷ Penny Ur, *A course in Language Teaching*, (UK: Cambridge University Press, 1991), p.47

⁸ Gerald Kelly, *How To Teach Pronunciation*, (Edinburgh : Pearson education Limited, 2000), p.1

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.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.¹²

1) Vowel

The most important thing on the phonetic features used for vowel description are the terms *quality* and *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

¹¹ J.D O'Connor, *Better English Pronunciation*,.... p.9

¹² Peter Roach, *English Phonetic and Phonology*, (Australia: Cambridge University Press, 1991), p.10

quantity, it is defined in terms of shortness vs. length and/or laxness vs. tenseness.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.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.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.¹⁶

¹³ Edward Y Odisho, *Pronunciation is in the Brain, not in the Mouth*, p.117

¹⁴ J.D O'Connor, *Better English Pronunciation*,....p.79

¹⁵ Charles W Kreidler, *The Pronunciation of English*....p.46

¹⁶ Adrian Underhill, *Sound Foundation learning and teaching pronunciation*,....p.22

Table 2.1
Vowels and diphthongs

VOWELS		DIPHTHONGS	
i:	Bead	eɪ	Cake
ɪ	Hit	ɔɪ	Toy
ʊ	Book	aɪ	High
u:	Food	ɪə	Beer
ɛ	Left	ʊə	Fewer
ə	About	eə	Where
ɜ:	Shirt	əʊ	Go
ɔ:	Call	aʊ	House
æ	Hat		
ʌ	Run		
ɑ:	Far		
ɒ	Dog		

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.¹⁷ The various terms used are explained below:

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/.¹⁸

b) The place of articulation

Place of articulation gives more information about what the various articulators actually do.¹⁹

¹⁸ Gerald Kelly, *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, (ð, 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 (ʀ, t ʀ, d ʀ)

(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 (ʀ) 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, ʒ, tʃ, dʒ).

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, ʝ).

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

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

(Glottal), An obstruction, or narrowing causing friction but not vibration, between the vocal cords, e.g (ʔ, h).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.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

²⁰ Gymson, A.C, *An Introduction To the Pronunciation of English*, (England: J.W. Arrowsmith Ltd, 1970), p.29-30

²¹ Gerald Kelly, *How To Teach Pronunciation*,....p.47

articulated with relatively strong. Thus, it may be important to define (s), for instance, as strong or fortis and (z) as weak or lenis.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.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

²² Gymson, A.C, *An Introduction To the Pronunciation of English*,...p.32

²³ Joanne Kenworthy, *Teaching English Pronunciation*, (New York: Longman Inc, 1987), p.59

the absence of these.²⁴ 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').²⁵

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').

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

²⁵ Peter Roach, *English Phonetic anf Phonology*,....p.89

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').²⁶

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.²⁷ 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.²⁸ 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

²⁶ Peter Roach, *English Phonetic and Phonology*,....p.90

²⁷ Gerald Kelly, *How To Teach Pronunciation*,....p.84

²⁸ Joanne Kenworthy, *Teaching English Pronunciation*,....p.30

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.²⁹

Marnie also states intonation is the use of pitch variations in the voice to communicate phrasing and discourse meaning in varied linguistic environments.³⁰ 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.³¹ There are five major pattern of intonation, such as fall (\), rise (/), fall-rise (\ /), rise-fall (/ \), level (-).

²⁹ J.D O'Connor, *Better English Pronunciation*,....p.108

³⁰ Marnie Reed and John M. Levis, *The handbook of English Pronunciation*, (UK: Wiley Blackwell Publisher, 2015), p.139

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.³² 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

³² Judy B Gilbert, *Teaching Pronunciation Using Prosody Pyramid*, (USA: Cambridge University Press, 2008), p.1

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

In addition, Joanne explains one of teacher's roles 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.³⁴ 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

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.³⁷ 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.³⁸ 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.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.

³⁹ Gerald Kelly, *How To Teach Pronunciation*,.....p.11

³⁹ Joanne Kenworthy, *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.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.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

⁴⁰ Joanne Kenworthy, *Teaching English Pronunciation*,....p.27

⁴¹ Gerald Kelly, *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.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.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.⁴⁴

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

⁴² Joanne Kenworthy, *Teaching English Pronunciation*,....p.3

⁴³ J.D O'Connor, *Better English Pronunciation*,.... p.3

⁴⁴ Penny Ur , *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.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.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.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.

⁴⁵ J.D O'Connor, *Better English Pronunciation*,.... p.

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

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 choosed 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

¹ Tedjo Reksoatmojo, *Statistika Untuk Psikologi Dan Pendidikan*, (Bandung: Refika Aditama, 2007) , p.5

²Purwanto, *Instrumen Penelitian Sosial dan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2010), p.220

³ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana Prenada Media Group, 2010), p.171

technique is usually used because of limitation in randomly selecting.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.⁵ In an experimental study, we can find two variables, they are dependent and independent variable.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.

⁴ Punaji Setyosari, *Metode Penelitian Pendidikan dan Pengembangan*,p.172

⁵ Purwanto, *Instrumen Penelitian Sosial dan Pendidikan*,p.45

⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktik*, (Jakarta: Rineka Cipta, 2006), p.119

- 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.⁷ Valid instrument has a high validity. On the

⁷ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktik fifth edition*, (Jakarta: Rineka Cipta, 2006), p.145

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:

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

r_{XY} = the validity of variable

N = Amount of students

X = Score of items

Y = 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 instrumen is good.⁸ 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.

⁸ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktik fifth edition*, (Jakarta: Rineka Cipta, 2006), p.154

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 Formula⁹, 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: Alfabeta, 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 homogeneity of each variable. To get a good result of the research, all of the variable of the research must be examined and tested its normality and its homogeneity.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

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

χ^2 : chi square

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan praktik fifth edition*,p.283

¹¹ Sugiyono, *Statistika Untuk Penelitian*,.... p.214

O_i : frequency from sample

E_i : frequency which hoped from sample

2. Homogeneity test

Test of homogeneity 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 = Homogeneity 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:

- \overline{X}_1 : Mean score of experimental group
 \overline{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_o : $\mu_1 = \mu_2$
 H_a : $\mu_1 \neq \mu_2$
 μ_1 : average data of experiment group
 μ_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 differencess 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

Criteria	Number of Questions
Valid	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
Invalid	19,20,26,29

Table 4.2
Validity of each item in part B

Criteria	Number of Questions
Valid	1,2,3,4,6,7,8,9,10
Invalid	5

b. Reliability of Try-Out Instrument

After the validity test has been measured above, the instrument was moved to be measured its reliability, whether 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

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

Table 4.4
Difficulty level of each item in part B

Criteria	Number of Question	Total
Easy	1,3,4,5,7	5
Medium	2,8,9	3

Difficult	6,10	2
-----------	------	---

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 4.5
The list of upper and lower group

Upper Group			Lower Group		
No	Code	Score	No	Code	Score
1	T-15	2	1	T-28	1
2	T-17	2	2	T-1	1
3	T-4	1	3	T-24	1
4	T-2	1	4	T-11	0
5	T-21	2	5	T-12	0
6	T-3	0	6	T-26	0
7	T-14	1	7	T-27	0
8	T-6	0	8	T-18	0
9	T-16	1	9	T-10	0
10	T-22	1	10	T-7	0
11	T-5	2	11	T-8	2
12	T-25	1			

13	T-19	1			
14	T-13	1			
15	T-9	1			
16	T-23	1			
17	T-20	1			
SUM		15	SUM		4

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

Criteria	Number of Questions	Total
Good	1,2,13,15,16,17,21,22	8
Enough	3,4,5,6,7,8,9,12,14,18,20,23,	16
Bad	24,25,28,30 10,11,19,26,27,29	6

Table 4.7
Discriminating power of each item part 2

Criteria	Number of Questions	Total
Good	2,8,9	3
Enough	3,6,10	3
Bad	1,4,5,7	4

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:

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

The result then would be computed by chi square table, by using $\alpha = 5\%$ significance. If χ^2_{table} was higher than χ^2_{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 χ^2_{table} was higher than χ^2_{count}

Computation of normality test

Length of the class : 6

Number of class : 6

Minimum score : 50

Maximum score : 83.3

Range : 31

Table 4.8
Normality test on pre test of controlled group

No	kelas	Bk	Z _i	P(Z _i)	Luas Daerah	O _i		$\frac{(O_i - E_i)^2}{E_i}$
1	50-55	49.5	-1.93325	0.473397369	0.076155	2	2.360803	0.055142
2	56-61	55.5	-1.26599	0.397242443	0.171916	9	5.329409	2.528092
3	62-67	61.5	-0.59874	0.225326017	0.25264	6	7.831838	0.42846
4	68-73	67.5	0.068519	-0.027313906	0.241753	7	7.494332	0.032607
5	74-79	73.5	0.735776	-0.269066559	0.15063	4	4.669529	0.095999
6	80-85	79.5	1.403033	-0.419696515	0.06573	3	2.037637	0.454518
		86.5	2.181499	-0.485426752				
						31		3.594816

With $\alpha = 5\%$, $dk = 6-1 = 5$, assigned from Chi-Square table, obtained χ^2_{table} was 12.59 with χ^2_{count} 3.59. Meant, H_0 was accepted because χ^2_{table} was higher than χ^2_{count} .

2) Test of normality of post test in controlled group

Hypothesis

H_0 : Data distributed normally

H_a : Data didn't distribute normally

H_0 accepted if χ^2_{table} was higher than χ^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

No	kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i		$\frac{[(O_i - E_i)]^2}{E_i}$
1	30-39	29.5	-2.55868	0.494746554	0.041927	1	1.299728	0.06912
2	40-49	39.5	-1.67283	0.452819854	0.168467	3	5.222467	0.94579
3	50-59	49.5	-0.78698	0.28435319	0.323733	10	10.03574	0.000127
4	60-69	59.5	0.098873	-0.039380275	0.29824	12	9.245445	0.820682
5	70-79	69.5	0.984725	-0.33762043	0.131678	4	4.08201	0.001648
6	80-89	79.5	1.870578	-0.46929817	0.02778	1	0.861181	0.022377
		89.5	2.75643	-0.497078194				
						31		1.859744

With $\alpha = 5\%$, $dk = 6-1 = 5$, assigned from Chi-Square table, obtained χ^2_{table} was 12.59 with χ^2_{count} 1.86 Meant, H_0 was accepted because χ^2_{table} was higher than χ^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 χ^2_{table} was higher than χ^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 4.10
Normality test of pre test of experimental group

No	kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i		$\frac{[(O_i - E_i)]^2}{E_i}$
1	46.7-51.7	46.2	-1.73055	0.458233729	0.090441	5	2.441911	2.679796
2	52.7-57.7	52.2	-1.11602	0.367792597	0.175807	3	4.746784	0.642805
3	58.7-63.7	58.2	-0.50149	0.191985773	0.236988	7	6.398666	0.056512
4	64.7-69.7	64.2	0.113043	-0.045001848	0.221561	3	5.98214	1.486619
5	70.7-75.7	70.2	0.727573	-0.266562605	0.143656	5	3.878717	0.324147
6	76.7-81.7	76.2	1.342104	-0.410218785	0.064586	4	1.74382	2.919077
		82.2	1.956634	-0.474804724				
						27		8.108956

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

No	kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i		$\frac{(O_i - E_i)^2}{E_i}$
1	30-37	29.5	-3.50749	0.49977382	0.003476	1	0.093839	8.750335
2	38-45	37.5	-2.67813	0.496298284	0.028544	0	0.770675	0.770675
3	46-53	45.5	-1.84877	0.46775478	0.121757	2	3.287444	0.504195
4	54-61	53.5	-1.01942	0.345997597	0.270628	9	7.306964	0.392279
5	62-69	61.5	-0.19006	0.075369291	0.314054	7	8.479458	0.258129
6	70-77	69.5	0.639296	-0.238684712	0.190352	8	5.139497	1.592078
		77.5	1.468652	-0.429036441				
						27		12.26769

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

b. Test of Homogeneity

The homogeneity 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) Homogeneity test on pre test of experimental and controlled class.

Table 4.12

Homogeneity test of pre test of experimental and controlled group

Sumber Variasi	Experimen	Control
Jumlah	2573.830	2506.56
N	27	31
Mean	63.096	66.884
Variance	98.993	83.552

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

$$F = \frac{FB}{FS}$$

F = Homogeneity of test

FB = Biggest varians

FS = 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) Homogeneity test on post test of experimental and controlled class.

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

Sumber Variasi	Experimen	Control
Jumlah	2512.240	3950.3819
N	27	31
Mean	63.333	58.384
Variance	96.625	131.679

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

$$F = \frac{FB}{FS}$$

F = Homogeneity of test

FB = Biggest varians

FS = 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 H_0 was accepted if $t_{table} > t_{count}$, and H_a was accepted if $t_{table} < t_{count}$.

The formula was below :

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With}$$
$$S = \sqrt{\frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}}$$

Table 4.14

Hypothesis test of pre test of experimental and controlled group

Variance source	Experimental	Controlled
Jumlah	1703.6	2073.4
N	27	31
Mean	63.096	66.884
Variance	98.993	83.552
Standard variance	9.950	9.141

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

So, the result of t-test was below

$$t = \frac{63.096 - 66.88387097}{9.524771806 \sqrt{\frac{1}{27} + \frac{1}{31}}} = -1.511$$

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 $t_{table} > t_{count}$, and H_a was accepted if $t_{table} < t_{count}$.

The formula was below :

$$t = \frac{\overline{X}_1 - \overline{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} \quad \text{With}$$

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

Table 4.15
Hypothesis test of post test of experimental and controlled group

Variance source	Experimental	Controlled
Jumlah	1710	1809.9
N	27	31
Mean	63.333	58.384
Variance	96.625	131.679
Standard variance	9.830	11.475

$$S = \sqrt{\frac{(27-1) \times 96.62462 + (31-1) \times 131.6794}{27+31-2}} = 10.74262$$

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, H_a 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

No	Class	The average of pre test	The average of post test
1	Experimental	63.096	63.333
2	Controlled	66.884	58.384

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 χ^2_{table} (12.59) was higher than χ^2_{count} of controlled class (3.59) and χ^2_{count} of experimental class (8.19). Then, H_0 was accepted because χ^2_{table} was higher than χ^2_{count} . For the homogeneous, it had been proved by the computation of homogeneity test. The result of homogeneity test showed that H_0 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 χ^2_{table} (12.59) was higher than χ^2_{count} of controlled class (1.859) and χ^2_{count} of experimental class (12.267). Then, H_0 was accepted because χ^2_{table} was higher than χ^2_{count} . For the homogeneous, it had been proved by the computation of homogeneity test. The result of homogeneity test showed that H_0 was accepted by seeing

on the F_{table} and F_{count} . It showed that F_{table} (1.870) was higher than F_{count} (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 they got a treatment. The result of post test showed that t_{count} (1.750) was higher than t_{table} (1.67). So, H_0 was rejected and H_a 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, H_0 was rejected and H_a was accepted. As mentioned at the previous chapter that H_a meant teaching English pronunciation by using minimal pair drill was effective and H_0 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 used 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, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction 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 phenomena 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

Basic competence	Indicators
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.	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

	<p>and asking permission with their responses</p> <p>2.3.2 Students are able to show the result of making a dialogue about expressions of giving instruction, invitation, prohibition and asking permission with their responses to the teacher and their friends</p>
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	<p>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</p> <p>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</p>
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.	<p>4.3.1 Students are able to make a dialogue include expressions of giving instruction, invitation, prohibition and asking permission with their responses</p> <p>4.3.2 Students are able to perform a dialogue in front of the class</p>

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

Giving instruction <ul style="list-style-type: none">- Please, put the book on the table!- Please open the window!- Clean the whiteboard, please!	To respond it <ul style="list-style-type: none">- All right- Of course- Yes maametc
Giving invitation <ul style="list-style-type: none">- Let's go to the canteen- Will you join us to the library- Please come with me to see the movie	To respond it <ul style="list-style-type: none">- Okay- Okay but wait a minute- Sorry, I can't
Giving prohibition <ul style="list-style-type: none">- Don't be late!- Don't open it here, please!	To respond it <ul style="list-style-type: none">- Sure, I won't- Ok-
Asking permission <ul style="list-style-type: none">- Can I go out, please?- Please, can I have a look at your photo album?- Do you mind if I smoke?	To respond it <ul style="list-style-type: none">- Yes, please do.- Sure.- No problem.- Please feel free.

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

Please : /pli:z/
For : /fə(r)/
Brother : /'brʌð ə(r)/
Take : /teɪk/
Would : /'wʊd/
Your : /jɔ:r/
Week : /wi:k/

Dialogue 2

Buy : /baɪ/
Food : /fu:d/
This : /ðɪs/
Night : /naɪt/
Match : /mætʃ/
Here : /hɪə(r)/

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

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 : 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 (15minutes)
 - 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 (15minutes)
 - 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
- e. 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 imperrative 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”
- c. http://www.myenglishpages.com/site_php_files/communication-lesson_permission.php
- d. <http://www.hanibi.com/2015/08/giving-and-respond-instruction.html>
- e. Oxford Advanced Learner’s Dictionary

I. Assessment

- a. Form : Oral test

Technique : The students demonstrate a dialogue

Aspect	Scor
Pronunciation	100

Total score : 100

J. Scoring Rubric

Form : oral test

Criteria	Score	Level
Pronunciation	100	All of words are pronounced correctly
	80	80 % of words are pronounced correctly
	60	60 % of words are pronounced correctly
	40	40 % of words are pronounced correctly
	20	20 % of words are pronounced correctly

Score Criteria

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

Acknowledged by:

Teacher

23 of July , 2017

Researcher

Hanifah Widhia Ningrum, S.Pd.

NIP.

Nikmatul Khasanah

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, discipline, responsibility, tolerant, mutual cooperation, good manner, self confidence, in interaction 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 phenomena 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

Basic competences	Indicators
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.	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

	<p>and asking permission with their responses</p> <p>2.3.2 Students are able to show the result of making a dialogue about expressions of giving instruction, invitation, prohibition and asking permission with their responses to the teacher and their friends</p>
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	<p>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</p> <p>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</p>
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.	<p>4.3.1 Students are able to make a dialogue include expressions of giving instruction, invitation, prohibition and asking permission with their responses</p> <p>4.3.2 Students are able to perform a dialogue in front of the class</p>

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

Giving instruction <ul style="list-style-type: none">- Please, put the book on the table!- Please open the window!- Clean the whiteboard, please!	To respond it <ul style="list-style-type: none">- All right- Of course- Yes maamEtc
Giving invitation <ul style="list-style-type: none">- Let's go to the canteen- Will you join us to the library- Please come with me to see the movie	To respond it <ul style="list-style-type: none">- Okay- Okay but wait a minute- Sorry, I can't
Giving prohibition <ul style="list-style-type: none">- Don't be late!- Don't open it here, please!	To respond it <ul style="list-style-type: none">- Sure, I won't- Ok-
Asking permission <ul style="list-style-type: none">- Can I go out, please?- Please, can I have a look at your photo album?- Do you mind if I smoke?	To respond it <ul style="list-style-type: none">- Yes, please do.- Sure.- No problem.- Please feel free.

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

Please : /pli:z/	Peace : /pi:s/
For : /fɔ:r/	Four : /fɔ:(r)/
Brother : /'brʌð ə(r)/	Border : /'bɔ:də(r)/
Take : /teɪk/	Cake : /keɪk/
Would : /'wʊd/	Wood : /wʊd/
Your : /jɔ:r/	Youth : /ju:θ/
Week : /wi:k/	Weep : /wi:p/

Dialogue 2

Buy : /baɪ/	Boy : /bɔɪ/
Food : /fu:d/	Foot : /fʊt/
This : /ðɪs/	Dish : /dɪʃ/
Night : /naɪt/	Neck : /nek/
Match : /mætʃ/	Much : /mʌtʃ/
Here : /hɪə(r)/	Near : /nɪə(r)/

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
- 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 (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 (15minutes)
 - 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
- e. 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"

- c. http://www.myenglishpages.com/site_php_files/communication-lesson_permission.php
- d. <http://www.hanibi.com/2015/08/giving-and-respond-instruction.html>
- 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 : $10 \times 10 = 100$

J. Scoring Rubric

Form : oral test

Criteria	Score	Level
Pronunciation	100	All of words are pronounced correctly
	80	80% of words are pronounced correctly
	60	60% of words are pronounced correctly
	40	40% of words are pronounced correctly
	20	20% of words are pronounced correctly

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

Minimal pair B

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 useT-shirt
a. Your b. Youth

Part 2

Minimal Pair B

Read the words to your partner

1. Take
2. Four
3. Wood

Minimal Pair A

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 havebooks
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

Minimal pair B

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

Minimal Pair A

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 theto the class!
a. Foot b. Food
3. My home iswith 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

1	Amalya Dyah	T-1
2	Annisa Salsabila	T-2
3	Annisa Oktarina	T-3
4	Annisa Rahma	T-4
5	Charisa Natania	T-5
6	Deviatul Khavivah	T-6
7	Dhini Panca	T-7
8	Faris Rihadatul	T-8
9	Firda Nailis	T-9
10	Fitri Maulida	T-10
11	Irenna Chaerun O	T-11
12	Lia Alfikhatul K	T-12
13	Lutfiana Yolanika	T-13
14	Nabila Tita	T-14
15	Naghmah Faadiyah	T-15
16	Nailil Muna	T-16
17	Nasywa Aulia	T-17
18	Nayla Nurul	T-18
19	Qonita Zahwa	T-19
20	Rasta Oktaviola	T-20
21	Ratu Rara	T-21
22	Siti Maschuroh	T-22
23	Siti Nur Kholifah	T-23
24	Sulis Setyanowati	T-24
25	Trydesia Driya	T-25
26	Zulfatun Nadhifah	T-26
27	Lika Amalia	T-27
28	Alimatul Chaqiyah	T-28

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

1	3	5	7	9				2	4	6	8	10			
					salah	jumlah	benar						salah	jumlah	benar
2	1	2	1	1	0	5	5	0	1	0	0	0	4	5	1
2	2	1	2	1	0	5	5	1	1	0	2	2	1	5	4
2	2	1	2	1	0	5	5	1	2	1	1	0	1	5	4
2	2	1	2	2	0	5	5	0	1	1	1	0	2	5	3
2	0	1	1	2	1	5	4	0	2	0	1	0	3	5	2
2	2	1	2	0	1	5	4	0	2	0	1	0	3	5	2
1	2	1	0	0	2	5	3	1	1	0	0	0	3	5	2
1	1	1	0	0	2	5	3	0	1	0	0	0	4	5	1
2	1	1	2	1	0	5	5	2	2	0	1	2	1	5	4
2	1	1	2	0	1	5	4	1	1	0	0	0	3	5	2
2	2	1	1	2	0	5	5	1	2	0	2	0	2	5	3
2	2	1	1	0	1	5	4	0	1	0	0	0	4	5	1
2	1	1	2	1	0	5	5	1	2	0	1	0	2	5	3
2	2	1	2	0	1	5	4	1	2	0	1	0	2	5	3
2	2	1	2	1	0	5	5	1	2	1	1	1	0	5	5
2	1	1	2	1	0	5	5	1	2	0	1	0	2	5	3
2	2	1	2	1	0	5	5	1	1	0	1	0	2	5	3
2	2	1	2	0	1	5	4	1	1	0	1	0	2	5	3
1	1	1	2	2	0	5	5	1	2	0	1	2	1	5	4
2	1	1	2	0	1	5	4	0	2	0	0	0	4	5	1
2	2	1	2	1	0	5	5	1	2	1	2	0	1	5	4
2	1	2	2	2	0	5	5	1	1	0	2	0	2	5	3
2	2	2	2	1	0	5	5	2	2	1	1	0	1	5	4
2	0	2	1	1	1	5	4	1	1	0	0	0	3	5	2
2	1	1	2	1	0	5	5	1	2	0	1	0	2	5	3
1	0	0	2	0	3	5	2	1	1	0	1	0	2	5	3
2	1	2	2	1	0	5	5	2	2	0	1	0	2	5	3
2	2	1	2	2	0	5	5	2	2	0	0	0	3	5	2
						R hitung	0.4725								
						R tabel	0,3739								

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?

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)

NO	NAMA	Code
1	Aanisah Putri Astuti	E-1
2	Alifa Rahma Nabilla	E-2
3	Annisa Syahla Hanifah	E-3
4	Arsy Mahabbah Abdillah	E-4
5	Aula Salsabila Rokhmah	E-5
6	Ayu Mala Afiyana	E-6
7	Dian Fitri Natasya	E-7
8	Farah Nazilatil Afwa	E-8
9	Hilma Septiyaningrum	E-9
10	Ilaina Rohmatul Ummah	E-10
11	Kurnia Janatul Ma'wa	E-11
12	Lia Amawati Sukma	E-12
13	Mar'ati Soleha	E-13
14	Marsella Fiya Aulia	E-14
15	Mukhayyatun Nisrochatu T	E-15
16	Nabila Nasywa Anjani	E-16
17	Nailatin Maghfiroh	E-17
18	Nur Aisah	E-18
19	Nur Izza Haraka Azzahra	E-19
20	Nurul Azizah	E-20
21	Reva Rifqia Afma Putri	E-21
22	Shinta Lutfiana	E-22
23	Siti Lailatul Ulya	E-23
24	Titik Nur Afiyah	E-24
25	Titis Setiyani	E-25
26	Umriani R Narang	E-26
27	Zuniar Chabibatul Chusna	E-27

Member of Control Class (2E)

No	Name	code
1	Afsha Yulia Fatrisca	C-1
2	Aina Takasyifa	C-2
3	Anindia Nafisatul Zahra	C-3
4	Aqlia Saharani	C-4
5	Atika Chasanah	C-5
6	Ayu Anisatul Munifah	C-6
7	Chiatya Puspitasari	C-7
8	Deswitaning Setiya Putri	C-8
9	Eka Salsabila Rahmadhani	C-9
10	Emilia Asa Huwaidah	C-10
11	Fitriyana Nur Rochmah	C-11
12	Futihatun Nabila	C-12
13	Indah Nafiana Sahida	C-13
14	Khaeru Mela Sya'adah	C-14
15	Kuni Salma Salsabila	C-15
16	Lutfiah Maharani Putri	C-16
17	Luthfia Najwa	C-17
18	Marta Dewi Fatmawati	C-18
19	Melisa Arumsukma	C-19
20	Nadia Na'immatun Nadhifah	C-20
21	Nala Asikhatul Malikah	C-21
22	Nila Diva Savitri	C-22
23	Nila Munanna 'Ainur Rosyid	C-23
24	Novia Fatia Ramadhani	C-24
25	Novida Rizka Laili	C-25
26	Sela Dwi Apriliyana	C-26
27	Syakila Mei Laylatussyifa	C-27
28	Tata Citra Laurensia	C-28
29	Tia Hanny Hapsari	C-29
30	Zalfa Marshelly Rayhannabii	C-30
31	Zalfa Calisa Putri Marlina	C-31

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

Anindya Nafisatul Zahra :

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hir/ , /her/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gʊt/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /sit/ , /si:t/
7. Slip / Sleep : /slip/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /grez/ , /gra:s/
10. Boot / But : /bot/ , /but/
11. Done/ Dawn : /dʌn/ /dɔ:n/
12. Pack/ Park : /pak/ , /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/
3. Can I eat it? : /et/ , /it/

Indah Naviana :

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hɪə(r)/ , /hɪə(r)/
3. Pair / Peer : /per/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /sit/ , /si:t/
7. Slip / Sleep : /slip/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /gra:s/
10. Boot / But : /bu:t/ , /bʊt/
11. Done/ Dawn : /dʌn/ /dɔ:n/
12. Pack/ Park : /pæk/ , /pa:k/

Read the following sentences!

1. My sister's bed was very bad : /bed/ , /bed/
2. My dress is wet, wait me to change with another dress : /wet/ , /weIt/
3. Can I eat it? : /i:t/ , /it/

Chyatya Puspita Sari :

Practice the following pairs of words!

1. Ear / Air : /er/ , /air/
2. Hear / Here : /her , /here/
3. Pair / Peer : /peə(r)/ , /per/
4. Coat / Goat : /kəʊt/ , /goat/
5. It / eat : /it/ , /et/
6. Sit / Seat : /sit/ , /si:t/
7. Slip / Sleep : /sli:p/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /grɑ:s/
10. Boot / But : /bot/ , /but/
11. Done/ Dawn : /dʌn/ /dɔ:n/
12. Pack/ Park : /pak/ , /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/ , /weIt/
3. Can I eat it? : /et/ , /it/

Kuni Salma :

Practice the following pairs of words!

1. Ear / Air : /ɪə(r)/ , /eə(r)/
2. Hear / Here : /hɪr/ , /her/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /si:t/ , /si:t/
7. Slip / Sleep : /sli:p/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /grɑ:s/
10. Boot / But : /bu:t/ , /bʊt/

11. Done/ Dawn : /don/ /dɔ:n/

12. Pack/ Park : /pak/ , /pa:k/

Read the following sentences!

1. My sister's bed was very bad : /bid/ , /bæd/
2. My dress is wet, wait me to change with another dress : /wit/ , /weIt/
3. Can I eat it? : /i:t/ , /it/

Nala Aslikhatul :

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hir/ , /her/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /sit/ , /si:t/
7. Slip / Sleep : /slip/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /gres/ , /gra:s/
10. Boot / But : /bot/ , /but/
11. Done/ Dawn : /dʌn/ /dɔ:n/
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/ , /weIt/
3. Can I eat it? : /i:t/ , /it/

Transcript of students' answer sheet in controlled group on post test
Anindya Nafisatul

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mun/
2. Been / Bean : /bin/ , /bi:n/
3. Chip / Cheap : /tʃip/ , /tʃi:p/
4. Dead / Deed : /did/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃip/ , /ʃi:p/

7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /kom/ , /kəʊm/
9. Kip / Keep : /kip/ , /ki:p/
10. Sin / Seen : /sin/ , /si:n/
11. Fan/Fun : /fan/ , /fʌn/
12. Cut / Cat : /kʌt/ , /kat/

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 : /mu:n/ , /mʌnθ/
2. Been / Bean : /ben/ , /bean/
3. Chip / Cheap : /kip/ , /kep/
4. Dead / Deed : /ded/ , /di:d/
5. Fit / Feet : /fit/ , /fet/
6. Ship/Sheep : /ʃip/ , /ʃi:p/
7. Bit / Beat : /bit/ , /bet/
8. Come/Comb : /kom/ , /kəʊm/
9. Kip / Keep : /kip/ , /ki:p/
10. Sin / Seen : /sin/ , /si:n/
11. Fan/Fun : /fan/ , /fun/
12. Cut / Cat : /kut/ , /kat/

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 : /'ʌŋkl/ , /æŋkl/

Indah Nafiana :

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bɪn/ , /bi:n/
3. Chip / Cheap : /tʃɪp/ , /sep/

4. Dead / Deed : /did/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃip/ , /ʃi:p/
7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /kʌm/ , /kam/
9. Kip / Keep : /kip/ , /ki:p/
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 : /'ʌŋkl/ , /æŋkl/

Kuni Salma :

Practice the following pairs of words!

1. Moon / Month : /mon/ , /mun/
2. Been / Bean : /bin/ , /bi:n/
3. Chip / Cheap : /cip/ , /tʃi:p/
4. Dead / Deed : /did/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /siip/ , /ʃi:p/
7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /kom/ , /kəʊm/
9. Kip / Keep : /kip/ , /ki:p/
10. Sin / Seen : /sin/ , /si:n/
11. Fan/Fun : /fæn/ , /fun/
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/

Nala Aslikhatul :

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /m^nθ/
2. Been / Bean : /bIn/ , /be/
3. Chip / Cheap : /cip/ , /tʃi:p/
4. Dead / Deed : /did/ , /deed/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃi:p/ , /ʃi:p/
7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /k^m/ , /kθʊm/
9. Kip / Keep : /kip/ , /kep/
10. Sin / Seen : /sin/ , /si:n/
11. Fan/Fun : /fæn/ , /fun/
12. Cut / Cat : /ket/ , /kæt/

Read the following sentences!

1. Let s have a chat about that cat. : /tʃet/ , /kæt/
2. The truck passed on the bad track : /truk/ , /trak/
3. My uncle's ankle was injured : /ʰ^ŋkl/ , /enkli/

Transcript of students' answer sheet in experimental group on pre test

Kurnia Jannatul

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /aɪr/
2. Hear / Here : /her/ , /her/
3. Pair / Peer : /paɪr/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /ɪt/ , /i:t/
6. Sit / Seat : /sɪt/ , /si:t/
7. Slip / Sleep : /slɪp/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /gres/
10. Boot / But : /bʊt/ , /bʊt/
11. Done/ Dawn : /dʌn/ , /dɔ:n/
12. Pack/ Park : /pæk/ , /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 : /waɪt/ , /weɪt/
3. Can I eat it? : /i:t/ , /ɪt/

Aula Salsabila :

Practice the following pairs of words!

1. Ear / Air : /eɪr/ , /eə(r)/
2. Hear / Here : /her/ , /her/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /ɪt/ , /i:t/
6. Sit / Seat : /sɪt/ , /si:t/
7. Slip / Sleep : /slɪp/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /grɑ:s/
10. Boot / But : /bʊt/ , /bʊt/
11. Done/ Dawn : /dʌn/ , /dɔ:n/
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/
3. Can I eat it? : /et/ , /it/

Nur Izza :

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hIə(r)/ , /hIə(r)/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /sit/ , /si:t/
7. Slip / Sleep : /slip/ , /sli:p/
8. Still / Skill : /stɪl/ , /skeil/
9. Graze/Grass : /greɪz/ , /grez/
10. Boot / But : /bu:t/ , /but/
11. Done/ Dawn : /dʌn/ /dɔ:n/
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/
3. Can I eat it? : /i:t/ , /it/

Nabila Nasywa :

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hɪr/ , /her/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /sit/ , /si:t/
7. Slip / Sleep : /slip/ , /sli:p/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /gra:s/
10. Boot / But : /bu:t/ , /but/

11. Done/ Dawn : /don/ /dɔ:n/
12. Pack/ Park : /pak/ , /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 : /wit/ , /weIt/
3. Can I eat it? : /i:t/ , /It/

Titis Setyani :

Practice the following pairs of words!

1. Ear / Air : /ear/ , /eə(r)/
2. Hear / Here : /her/ , /hair/
3. Pair / Peer : /peir/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /goat/
5. It / eat : /it/ , /i:t/
6. Sit / Seat : /sit/ , /set/
7. Slip / Sleep : /slip/ , /slep/
8. Still / Skill : /stɪl/ , /skɪl/
9. Graze/Grass : /greɪz/ , /grɑ:s/
10. Boot / But : /bot/ , /but/
11. Done/ Dawn : /dʌn/ /dɔ:n/
12. Pack/ Park : /pik/ , /pa:k/

Read the following sentences!

1. My sister's bed was very bad : /bid/ , /bæd/
2. My dress is wet, wait me to change with another dress : /wit/ , /weIt/
3. Can I eat it? : /i:t/ , /It/

Transcript of students' answer sheet in experimental group on post test

Kurnia Jannatul :

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /m^nΘ/
2. Been / Bean : /bin/ , /bi:n/
3. Chip / Cheap : /tʃIp/ , /tʃi:p/
4. Dead / Deed : /ded/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃIp/ , /ʃi:p/
7. Bit / Beat : /bIt/ , /bi:t/
8. Come/Comb : /kom/ , /kəʊm/
9. Kip / Keep : /kip/ , /ki:p/
10. Sin / Seen : /sin/ , /sen/
11. Fan/Fun : /fæn/ , /fun/
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 : /enkl/ , /æŋkl/

Aula Salsabila :

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /m^nΘ/
2. Been / Bean : /bIn/ , /bi:n/
3. Chip / Cheap : /cip/ , /tʃi:p/
4. Dead / Deed : /ded/ , /ded/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃip/ , /ʃi:p/
7. Bit / Beat : /bIt/ , /bi:t/
8. Come/Comb : /k^m/ , /kəʊm/
9. Kip / Keep : /kip/ , /ki:p/
10. Sin / Seen : /sin/ , /si:n/
11. Fan/Fun : /fan/ , /fʌn/
12. Cut / Cat : /ket/ , /kæt/
- 13.

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 : /'ʌŋkl/ , /æŋkl/

Nur Izza :

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bin/ , /bi:n/
3. Chip / Cheap : /tʃɪp/ , /tʃi:p/
4. Dead / Deed : /did/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃip/ , /ʃep/
7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /kʌm/ , /kəʊm/
9. Kip / Keep : /kɪp/ , /ki:p/
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. : /tʃæt/ , /kæt/
2. The truck passed on the bad track : /trʌk/ , /træk/
3. My uncle's ankle was injured : /enkl/ , /æŋkl/

Nabila Nasywa :

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /mʌnθ/
2. Been / Bean : /bin/ , /bi:n/
3. Chip / Cheap : /tʃɪp/ , /tʃi:p/
4. Dead / Deed : /did/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃip/ , /ʃep/
7. Bit / Beat : /bit/ , /bi:t/
8. Come/Comb : /kʌm/ , /kəʊm/
9. Kip / Keep : /kip/ , /ki:p/
10. Sin / Seen : /sin/ , /si:n/

11. Fan/Fun : /fen/ , /fʌn/
12. Cut / Cat : /kiut/ , /cat/

Read the following sentences!

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

Titis Setiyani :

Practice the following pairs of words!

1. Moon / Month : /mon/ , /mʌnθ/
2. Been / Bean : /bɪn/ , /ben/
3. Chip / Cheap : /tʃɪp/ , /tʃi:p/
4. Dead / Deed : /de/ , /di:d/
5. Fit / Feet : /fit/ , /fi:t/
6. Ship/Sheep : /ʃip/ , /ʃi:p/
7. Bit / Beat : /bɪt/ , /bi:t/
8. Come/Comb : /kʌm/ , /kəʊm/
9. Kip / Keep : /kip/ , /kep/
10. Sin / Seen : /sin/ , /sen/
11. Fan/Fun : /fan/ , /fun/
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 : /truk/ , /træk/
3. My uncle's ankle was injured : /uns/ , /æŋk/

Answer key of pre test instrumen

Practice the following pairs of words!

1. Ear / Air : /Iə(r)/ , /eə(r)/
2. Hear / Here : /hIə(r)/ , /hIə(r)/
3. Pair / Peer : /peə(r)/ , /piə(r)/
4. Coat / Goat : /kəʊt/ , /gəʊt/
5. It / eat : /It/ , /i:t/
6. Sit / Seat : /sIt/ , /si:t/
7. Slip / Sleep : /slIp/ , /sli:p/
8. Still / Skill : /stIl/ , /skIl/
9. Graze/Grass : /greIz/ , /gra:s/
10. Boot / But : /bu:t/ , /bʊt/
11. Done/ Dawn : /dʌn/ /dɔ:n/
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/ , /weIt/
3. Can I eat it? : /i:t/ , /It/

Answer key of post test

Practice the following pairs of words!

1. Moon / Month : /mu:n/ , /m^nΘ/
2. Been / Bean : /bIn/ , /bi:n/
3. Chip / Cheap : /tʃIp/ , /tʃi:p/
4. Dead / Deed : /ded/ , /di:d/
5. Fit / Feet : /fIt/ , /fi:t/
6. Ship/Sheep : /ʃIp/ , /ʃi:p/
7. Bit / Beat : /bIt/ , /bi:t/
8. Come/Comb : /k^m/ , /kΘŪm/
9. Kip / Keep : /kIp/ , /ki:p/
10. Sin / Seen : /sIn/ , /si:n/
11. Fan/Fun : /fæn/ , /f^n/
12. Cut / Cat : /k^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 : /tr^k/ , /træk/
3. My uncle's ankle was injured : /'^ηkl/ , /æηkl/

Rekap Nilai Pre test Post test Experimental Class (2F)

NO	NAMA		post test score	pre test score
1	Aanisah Putri Astuti	E-1	60	70
2	Alifa Rahma Nabilla	E-2	60	56.7
3	Annisa Syahla Hanifah	E-3	63.3	60
4	Arsy Mahabbah Abdillah	E-4	76.7	70
5	Aula Salsabila Rokhmah	E-5	66.7	66.7
6	Ayu Mala Afiyana	E-6	63.3	60
7	Dian Fitri Natasya	E-7	73.3	70
8	Farah Nazilatil Afwa	E-8	60	70
9	Hilma Septiyaningrum	E-9	56.7	60
10	Ilaina Rohmatul Ummah	E-10	56.7	83.3
11	Kurnia Janatul Ma'wa	E-11	63.3	50
12	Lia Amawati Sukma	E-12	56.7	46.7
13	Mar'ati Soleha	E-13	60	56.7
14	Marsella Fiya Aulia	E-14	70	66.7
15	Mukhayyatun Nisrochatu T	E-15	30	56.7
16	Nabila Nasywa Anjani	E-16	63.3	70
17	Nailatin Maghfiroh	E-17	66.7	60
18	Nur Aisah	E-18	53.3	76.7
19	Nur Izza Haraka Azzahra	E-19	80	76.7
20	Nurul Azizah	E-20	60	60
21	Reva Rifqia Afma Putri	E-21	73.3	80
22	Shinta Lutfiana	E-22	70	46.7
23	Siti Lailatul Ulya	E-23	60	66.7
24	Titik Nur Afiyah	E-24	66.7	50
25	Titis Setiyani	E-25	53.3	50
26	Umriani R Narang	E-26	70	60
27	Zuniar Chabibatul Chusna	E-27	76.7	63.3

Rekap Nilai Pre test Post test Controlled Class (2E)

No	Name	code	post test score	pre test score
1	Afsha Yulia Fatrisca	C-1	46.7	56.7
2	Aina Takasyifa	C-2	36.7	63.3
3	Anindia Nafisatul Zahra	C-3	53.3	66.7
4	Aqlia Saharani	C-4	56.7	63.3
5	Atika Chasanah	C-5	56.7	73.3
6	Ayu Anisatul Munifah	C-6	73.3	70
7	Chiatya Puspitasari	C-7	40	50
8	Deswitaning Setiya Putri	C-8	30	83.3
9	Eka Salsabila Rahmadhani	C-9	56.7	83.3
10	Emilia Asa Huwaidah	C-10	93.3	76.7
11	Fitriyana Nur Rochmah	C-11	66.7	73.3
12	Futihatun Nabila	C-12	43.3	76.7
13	Indah Nafiana Sahida	C-13	66.7	80
14	Khaeru Mela Sya'adah	C-14	50	73.3
15	Kuni Salma Salsabila	C-15	53.3	66.7
16	Lutfiah Maharani Putri	C-16	53.3	73.3
17	Luthfia Najwa	C-17	50	66.7
18	Marta Dewi Fatmawati	C-18	46.7	56.7
19	Melisa Arumsukma	C-19	50	63.3
20	Nadia Na'immatun Nadhifah	C-20	60	60
21	Nala Asikhatul Malikhah	C-21	46.7	70
22	Nila Diva Savitri	C-22	50	60
23	Nila Munanna 'Ainur Rosyid	C-23	46.7	56.7
24	Novia Fatia Ramadhani	C-24	63.3	76.7
25	Novida Rizka Laili	C-25	63.3	76.7
26	Sela Dwi Apriliyana	C-26	63.3	60
27	Syakila Mei Laylatussyifa	C-27	50	70
28	Tata Citra Laurensia	C-28	50	60
29	Tia Hanny Hapsari	C-29	46.7	53.3
30	Zalfa Marshelly Rayhannabii	C-30	53.3	56.7
31	Zalfa Calisa Putri Marlina	C-31	66.7	56.7

The similarity of average test

Hypothesis

$$H_0: \mu_1 \leq \mu_2$$

$$H_1: \mu_1 > \mu_2$$

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Dimana,

$$t_{hitung} < t_{tabel}$$

the used criteria

H_0 diterima apabila

No.	Eksperimen	control
1	60	46.7
2	60	50
3	63.3	53.3
4	76.7	56.7
5	66.7	56.7
6	63.3	73.3
7	73.3	40
8	60	30
9	56.7	56.7
10	56.7	93.3
11	63.3	66.7
12	56.7	43.3
13	60	66.7
14	70	50
15	30	53.3
16	63.3	53.3
17	66.7	50
18	53.3	60
19	80	60
20	60	60
21	73.3	60
22	70	50
23	60	60
24	66.7	63.3
25	53.3	63.3
26	70	63.3
27	76.7	70
28		70
29		60
30		60
31		70
Jumlah	1710	1809.9
n	27	31
\bar{x}	63.333	58.384
Varians (s^2)	96.625	131.679
Standar deviasi (s)	9.830	11.475

based on the table: _____

$$s = \sqrt{\frac{27(-1) \times 96.62462}{27} + \frac{31(-1) \times 131.6794}{31} - \frac{1}{2}}$$

$$t = \frac{63.33333333 - 58.38387097}{10.74262366 \sqrt{\frac{1}{27} + \frac{1}{31}}} = 1.750$$

Pada $\alpha = 5\%$ dengan $dk = 27 + 31 - 2 = 56$ diperoleh $t_{tabel} = 1.67$

$$= 10.74262$$

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 expeerimental class



Minimal pair test in expeerimental class





AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/II/2015

Jl. Prof DR Hamka (Ngalian km.1) Tambakaji Semarang - Jawa Tengah 50185

Telp. (024) 7608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Nikmatul Khasanah

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 :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN :

H_0 DITERIMA, jika nilai $t_{\text{tabel}} \leq t_{\text{hitung}} \leq t_{\text{tabel}}$

H_0 DITOLAK, jika nilai $t_{\text{hitung}} < t_{\text{tabel}}$ atau $t_{\text{hitung}} > t_{\text{tabel}}$

HASIL DAN ANALISIS DATA :

Group Statistics					
	kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai_awal	eksperimen	27	63.0963	9.94955	1.91479
	kontrol	31	66.8839	9.14068	1.64171
Nilai_akhir	eksperimen	27	63.3333	9.82978	1.89174
	kontrol	31	58.3839	11.47516	2.06100

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper
nilai_awal	Equal variances assumed	.082	.776	-1.511	56	.137	-3.78757	2.50730	-8.81029 1.23515
	Equal variances not assumed			-1.502	53.309	.139	-3.78757	2.52223	-8.84585 1.27070
nilai_akhir	Equal variances assumed	.442	.509	1.750	56	.086	4.94946	2.82788	-.71547 10.61440
	Equal variances not assumed			1.769	55.989	.082	4.94946	2.79757	-.65477 10.55370

1. Pada kolom Levenes 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
Prodi Statistika



[Handwritten signature]

Atika Nurani A, S.Si, M.Si



**PONDOK PESANTREN DARUL AMANAH
MTs DARUL AMANAH**

NSM : 121233240006

NPSN : 20364534

Alamat : Ngadiwarno Po Box 03 Sukorejo Telp/ Fax. (0294) 452473 Kendal 51363 Jawa Tengah
Email: info@darulamanah.com; Website: www.darulamanah.com

SURAT KETERANGAN PENELITIAN

No: 1. 763.06/MTs.DA/XII/2017

Yang bertanda tangan di bawah ini,

Nama : H. Junaidi Abdul Jalâl S.Pd.I
Jabatan : Kepala MTs Darul Amanah Sukorejo
Alamat : Ngadiwarno Sukorejo Kendal

menerangkan bahwa,


Nama : **NIKMATUL KHASANAH**
NIM : 133411112
Asal Perguruan Tinggi : Universitas Islam Negeri Walisongo Semarang
Jurusan : Pendidikan Bahasa Inggris (S1)
Judul Observasi : **"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"**

Mahasiswa tersebut di atas benar-benar melakukan penelitian di lembaga kami sebagai syarat menyelesaikan observasi pada tanggal 26 Agustus 2017 s.d 30 September 2017.

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

Sukorejo, 16 Desember 2017

Kepala Madrasah,


H. Junaidi Abdul Jalâl, S.Pd.I

CURRICULUM VITAE

Name : Nikmatul Khasanah
Place and Date of Birthday : Kendal, 18 Juni 1993
Original Address : Dk. Kacangan Lor Rt/Rw
04/04 Ds. Sendang Kulon Kec.
Kangkung Kab. Kendal Jawa Tengah
51353
Dormitory Address : Asrama AISM Semarang, Jl.
Margoyoso Rt/Rw 05/04 Kel. Tambak
Aji Kec. Ngaliyan Semarang Jawa
Tengah 50185
Mobile Phone Number : 085748768942

Formal Education :

- | | |
|--------------|---------------------------------|
| 1. 1998-2003 | MI Nurul Huda Sendang Kulon |
| 2. 2004-2006 | SMP N 03 Cepiring |
| 3. 2007-2011 | Darussalam Gontor Putri 3 Ngawi |

Semarang, 28 Desember 2017
The Researcher


Nikmatul Khasanah
133411112

REFERENCES

- Ali, Maulawi Sher, *The Holy Qur'an Arabic Text and English Translation*, (Islamabad: Islam International Publication Ltd, 2004)
- Arikunto, Suharsimi, *Prosedur Penelitian Suatu Pendekatan praktik*, (Jakarta: Rineka Cipta, 2006)
- Gilbert, Judy B, *Teaching Pronunciation Using Prosody Pyramid*, (USA: Cambridge University Press, 2008)
- Gymson, A.C, *An Introduction To the Pronunciation of English*, (England: J.W. Arrowsmith Ltd, 1970)
- Hewin, Martin, *English Pronunciation in use*, (UK: Cambridge University Press, 2007)
- Kelly, Gerald, *How To Teach Pronunciation*, (Edinburgh : Pearson education Limited, 2000)
- Kenworthy, Joanne, *Teaching English Pronunciation*, (New York: Longman Inc, 1987)
- Kreidler, Charles W, *The Pronunciation of English*, (UK: Blackwell publishing, 2004)
- Margono, *Metodologi Penelitian Pendidikan*, (Jakarta: Rineka Cipta, 2010)
- O'Connor, J.D, *Better English Pronunciation*, (New York: Cambridge auniversity Press, 1980)
- Odisho, Edward Y, *Pronunciation is in the Brain, not in the Mouth*, (USA: Gorgias Press, 2014)

- Purwanto, *Instrumen Penelitian Sosial dan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2010)
- Reed, Marnie and John M. Levis, *The handbook of English Pronunciation*, (UK: Wiley Blackwell Publisher, 2015)
- Reksoatmojo, Tedjo, *Statistika Untuk Psikologi Dan Pendidikan*, (Bandung: Refika Aditama, 2007)
- Roach, Peter, *English Phonetic and Phonology*, (Australia : Cambridge University Press, 1991)
- Setyosari, Punaji, *Metode Penelitian Pendidikan dan Pengembangan*, (Jakarta: Kencana Prenada Media Group, 2010)
- Somani ,Seema & Payal, *The Need of Teaching Effective English Pronunciation at School level* , (Punjab, 2016)
- Sugiyono, *Statistika Untuk Penelitian*, (Bandung: Alfabeta, 2008)
- Tarigan, Djago, *Materi Pokok Pendidikan Bahasa Indonesia*, (Jakarta: Depdikbud, 1995)
- Tuan, Luu Trong, *Teaching English Discrete Sounds through Minimal Pairs*, *Journal of Language Teaching and Research*.1. 2010
- Underhill, Adrian, *Sound Foundation learning and teaching pronunciation*, (Oxford: Macmillan publisher, 2005)
- Ur, Penny, *A Course in Language Teaching*, (UK: Cambridge University Press, 1991)

