THE EFFECT OF DIRECT METHOD ON STUDENTS' PRONUNCIATION AT GRADE XII IN ISLAMIC SENIOR HIGH SCHOOL OF MARDHATILLAH

Thesis

Submitted to the State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree Education (S.Pd) in English

Written By :

SAIMARITO HUTAHAEAN

Reg. Number : 19 203 00110

ENGLISH EDUCATION DEPARTMENT

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
2024**

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2024

LETTER OF AGREEMENT

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An. : Saimarito Hutahaean

Padangsidimpuan, 5 January 2024

To:

Dean of Tarbiyah and Teacher Training Faculty UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan
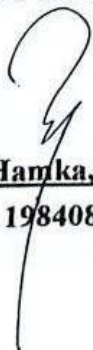
In-

Padangsidimpuan

Assalamu'alaikum warahmatullahi wabarakatuh

After reading, studying and giving advice for necessary revision on the thesis belongs to **Saimarito Hutahaean**, entitled *"The Effect of Direct Method on Students' Pronunciation at Grade XII in Islamic Senior High School of Mardhatillah"*, we assumed that the thesis has been acceptable to complete the assigments and fulfill the requirements for graduate degree of Education (S. Pd) in English Education Department, Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

Therefore, we hope that the thesis will be examined by the thesis examiner team of English Eduation Department of Trabiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

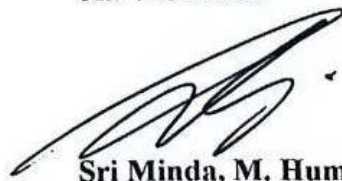Wassalamu'alaikum warahmatullahi wabarakatuh

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DECLARATION OF THESIS COMPLETION

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I hereby declare that i have arranged and wrote the thesis by myself without asking for illegal help from others, except the guidance from advisors and without plagiarism as it is required in students' ethic code of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan in article 14 verse 2.

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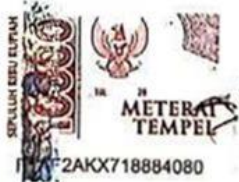
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Department : English Education

Faculty : Tarbiyah and Teacher Training

Kind : Thesis

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Date : January, 26th 2024
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LEGALIZATION

Thesis	:	**The Effect of Direct Method on Students' Pronunciation at Grade XII in Islamic Senior High School of Mardhatillah**
Nama	:	**Saimarito Hutahaean**
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Fakultas/Jurusan	:	**Tarbiyah and Teacher Training Faculty / TBI**

The thesis has been accepted as a partial fulfilment of the requirement for graduate degree of Education (S. Pd) in English.

Padangsidimpuan, 12 Desember 2023
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ABSTRACT

Name	:	**Saimarito Hutahaean**
Register	:	**1920300110**
Title of the Thesis	:	**The Effect of Direct Method on Students' Pronunciation at Grade XII of Islamic Senior High School of Mardhatillah**

This research is about the Effect of Direct Method on students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah. Pronunciation is the part of speaking skill in English that need to be mastered. The students' at Grade XII in Islamic Senior High School of Mardhatillah still have low skill in capabilities of learning English especially in speaking skill. The students were still wrong about to pronounce words in English, even read the words as the writing. From the reason, the researcher chose students' pronunciation as the research. The aim of this research is to proved that Direct Method can affect to students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah. This research is quantitative approach in quasi experimental research with pre-test, treatment and post-test. The population of this research was all students at grade XII in Islamic Senior High School of Mardhatillah which consisted of 49 students. In collecting the data, the researcher used oral test to determined students' pronunciation which consist of 25 words item in every test. The result of this thesis can be seen from the mean score in the pre-test to the post which have enhancement. The researcher also found the hypothesis that t_{count} is higher that t_{table}. So, it can be proved that Direct Method can affect to students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah. Media are needed for increasing pronunciation. By the media, the students directly have good English skill after increasing students' pronunciation.

Key Word: Direct Method, Pronunciation

ABSTRAK

Nama	:	**Saimarito Hutahaean**
NIM	:	**1920300110**
Judul Skripsi	:	**Pengaruh Metode Langsung Terhadap Pengucapan Siswa di Kelas XII Madrasah Aliyah Mardhatillah**

  Penelitian ini membahas pengaruh Metode Langsung terhadap pelafalan siswa di kelas XII Madrasah Aliyah Mardhatillah. Pengucapan adalah bagian dari keterampilan berbicara dalam bahasa Inggris yang perlu dikuasai. Para siswa kelas XII Madrasah Aliyah Mardhatillah masih memiliki keterampilan yang rendah dalam kemampuan belajar bahasa Inggris terutama dalam keterampilan berbicara. Para siswa masih salah mengucapkan kata-kata dalam bahasa Inggris, bahkan membaca kata-kata sebagai tulisan. Dari alasan tersebut, peneliti memilih pelafalan siswa sebagai penelitian. Tujuan dari penelitian ini adalah untuk membuktikan bahwa Metode Langsung dapat mempengaruhi pelafalan siswa di kelas XII Madrasah Aliyah Mardhatillah. Penelitian ini merupakan pendekatan kuantitatif dalam penelitian quasi experimental dengan pre-test, treatment dan post-test. Populasi penelitian ini adalah seluruh siswa kelas XII Madrasah Aliyah Mardhatillah yang terdiri dari 49 siswa. Dalam mengumpulkan data, peneliti menggunakan tes lisan untuk menentukan pengucapan siswa yang terdiri dari 25 kata item dalam setiap tes. Hasil tesis ini dapat dilihat dari nilai rata-rata pada pre-test hingga post yang mengalami peningkatan. Peneliti juga menemukan hipotesis bahwa tcount lebih tinggi dari ttable. Jadi, dapat dibuktikan bahwa Metode Langsung dapat mempengaruhi pelafalan siswa di kelas XII di Madrasah Aliyah Mardhatillah. Media diperlukan untuk meningkatkan pengucapan. Melalui media, siswa secara langsung memiliki kemampuan bahasa Inggris yang baik setelah meningkatkan pelafalan siswa.

Kata Kunci: Metode Langsung, Pengucapan

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خلاصة

اسم	:	**سايماريتو هوتاهايان**
رقم القيد	:	**١٩٢٠٣٠٠١١٠**
عنوان الرسالة	:	**أثر استخدام الأسلوب المباشر في النطق لدى طلاب الصف الثاني عشر في معهد عالية مرضات الله**

يتناول هذا البحث تأثير الطريقة المباشرة على النطق لدى الطلبة في الصف الثاني عشر في معهد عالية مرضات الله. النطق هو جزء من مهارة التحدث باللغة الإنجليزية التي تحتاج إلى إتقانها. لا يزال الطلاب في الصف الثاني عشر في معهد عالية مرضات الله يتمتعون بمهارة منخفضة في قدرات تعلم اللغة الإنجليزية وخاصة في مهارة التحدث. كان الطلاب لا يزالون مخطئين في نطق الكلمات باللغة الإنجليزية ، حتى أنهم قرأوا الكلمات على أنها كتابة. من السبب ، اختار الباحث نطق الطلاب كبحث. الهدف من هذا البحث هو إثبات أن الطريقة المباشرة يمكن أن تؤثر على نطق الطلاب في الصف الثاني عشر في معهد عالية مرضات الله. هذا البحث هو النهج الكمي في البحوث شبه التجريبية مع ما قبل الاختبار والعلاج وما بعد الاختبار. كان مجتمع هذا البحث جميع الطلاب في الصف الثاني عشر في معهد عالية مرضات الله والتي تكونت من ٤٩ طالبا. واستخدم الباحث في جمع البيانات اختبارا شفهيا لتحديد نطق الطلاب المكون من ٢٥ كلمة في كل اختبار. يمكن رؤية نتيجة هذه الأطروحة من متوسط الدرجات في الاختبار المسبق إلى الوظيفة التي تم تحسينها. وجد الباحث أيضا فرضية أن عد تي أعلى من طاولة تي. لذلك ، يمكن إثبات أن الطريقة المباشرة يمكن أن تؤثر على نطق الطلاب في الصف الثاني عشر في معهد عالية مرضات الله. هناك حاجة إلى وسائل الإعلام لزيادة النطق. من خلال وسائل الإعلام ، يتمتع الطلاب مباشرة بمهارة جيدة في اللغة الإنجليزية بعد زيادة نطق الطلاب.

الكلمات المفتاحية: الطريقة المباشرة ، النطق

</div>

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All praise is directed to Allah SWT. the lord of the world who has given strength, health, knowledge and also patience so that the researcher could complete this thesis entitled "The Effect of Direct Method on Studets' Pronunciation at Grade XII in Islamic Senior High School of Mardhatillah". Then shalawat and salam also given to our prophet Muhammad PBUH who has brought us from Jahiliyah era into Islamic era.

It is a big pleasure for the researcher to all of lecturers, institution, family and friends who have contributed in many ways therefore I could finish this thesis. I got a lot of experiences which strengthen my patience, relationship and my level self-confident. In the process of completing this thesis, I have gotten a lot of guidance, motivation and more knowledge from many people. Therefore, I would like to express my gratitude to the following people:

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3. Mrs. Dr. Lelya Hilda, M. Si. As the dean of Tarbiyah and Teacher Training Faculty.

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Finally the researcher realize that this thesis is still imperfect than other. Therefore, the researcher still need critics and suggestions to increase this thesis to be better. The researcher says thank you for appreciations to everyone who has helped in finishing this thesis. May Allah bless us always. Aamiiin.

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Padangsidimpuan,   January 2024

Saimarito Hutahaean
Reg. Num. 1920300110

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

English is an international languange used to communicate between countries around the world. In globalization era, where cultures and information from other countries can quickly penetrate social media. In Indonesian's school curriculum, a student's ability to communicate English is one of the skills that must be developed. This is because eventually students can meet learning that uses the languange plus becomes an added value for the abilities that students have.

Learning English is obligated in Indonesia as be found in rule No. 20 in 2003 chapter 33 verse 3 states " a foreign languange may be used as an introduction to a particular education unit to support the ability of the foreign languange learners"[1]. The foreign languange that stated include Learning English. Since 2015, the languange development agency of Ministry of Education and Culture (Permendikbud)[2] proposed that teaching of foreign languange. One of the foreign languange is English, since junior high school. The objectives of teaching English in curriculum is currently applicable: 1).

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[1] Bambang Kesowo, "Undang-Undang Republik Indonesia No 20 Tahun 2003 Tentang Sistem Pendidikan Nasional," Pusdiklat, 2003. https://pusdiklat.perpusnas.go.id/regulasi/download/6. (accesed at 11th of January 2024 at 11.14 a.m.).

[2] Universitas Pendidikan Indonesia, "Pedoman Guru Bahasa Inggris," Universitas Pendidikan Indonesia, 2003. http://file.upi.edu/Direktori/FPBS/JUR._PEND._BAHASA_INGGRIS/195802081986011-WACHYU_SUNDAYANA/ESP_Material_Development/Pedoman_Guru_ING_SMA_05_Bag_I.pdf, (accesed at 11th of January 2024 at 12.41 p.m).

Developing the emptying of communication in the languange either orally and write. The capabilities include listening, speaking, reading and writing. 2). Growing awareness of the nature and the implementation of English as one of the foreign languanges to be the main tool of learning. 3). Develop an understanding of the linkage between languange and culture, and all expand the cultural horizon. Thus students have cross-cultural insights and engange in the cultural diversity .

For the first object above, "developing the emptying of communication in the languange either orally and write" which is include listening, speaking, reading and writing, the researcher will focus on speaking skill. Speaking is the single most important aspect of learning a second or foreign languange and success is measured in terms of ability to carry out a conversation in the languange. Speaking skill includes four aspects, they are fluency, vocabulary, grammar and pronunciation. The development of learning pronunciation consist in many aspects, one of them is developing students' ability in speaking skill and orally communication. If someone want to be able to speak foreign languange, he must have a good skill in pronunciation.

Islamic senior high school of Mardhatillah is a school that researcher chose as her location research still use School Based Curriculum (K-13) as curriculum learning. Students at grade XII of Islamic Senior High School of Mardhatillah has some problems on students pronunciation. The first could be known when the students read a text given by the the researcher, the students could not pronounce the text word by word correctly and prounounce what

written as the pronunciation. Example in word "think /θɪŋk/" they pronounced /tink/, word "us /əs/" they pronounced "us", word "take /teɪk/" they pronounced "tek" and word "stopped /stɑpt/" they pronounce "stopid". The second problem was the students [3]said that English is a difficult lesson and they though that English is not their languange. The last problem is the students are still low motivation in learning English and rarely to practice English languange. The researcher has matched the curriculum and syllabus of the school to the students' process learning, but the students could not get all especially in pronunciation aspect.

From the reasons above, the researcher chose pronunciation as her research by focusing on manner of articulation in plosive voiced and voiceless aspect. The method that researcher used is direct method. Because in principle, direct method is very major in teaching English languange through this method, so that the students can instantly train their tongue abdominal without using the mother tongue (environtmental languange). This research was aimed to prove the theory that Direct Method affected to students' pronunciation.[4] In this way, the teacher tought pronunciation material to students without using students' languange, where the teacher must be able to speak as a medium languange. Direct method will enable students to understand the languange which will help them to use the languange. So, that is a good method to teach oral languange on the students at grade XII in Islamic Senior High School of Mardhatillah.

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[3] Muhammad Maqsum, a student in Islamic Senior High School of Mardhatillah, *Interview* (Tanoponggol, 20th of February 2023. At 08.25 a.m.)
[4] Jack C Richards and Theodore S Rongers, *Approaches and Methods in Languange Teaching*, 1st ed. (New York: Combridge University Press, 1986.

B. The Identification of the Problem

Based on the background above, pronunciation is a concentrated skill in mastering English, especially in speaking skill that provides the action of expressing or giving information, idea and feeling in English spoken. Problem identification of the reseach can be conclude as follow:

1. The students are lack on English pronunciation

2. The students are lack on motivation

3. The students are lack of precise teaching methods applied in learning.

C. The Limitation of the Problem

Basen on the problem, the researcher only focused on increasing students' pronunciation specifically on students' pronunciation in manner of articulation in English plosive consonant aspect billabial (/p/, /b/), alveolar (/t/, /d/) and velar (/k/, /g/). To increase students' pronunciation, a method is certainly needed. There are several methods to icrease pronunciation, but the researcher chose Direct Method because it is very major in teaching languange.

D. The Formulation of the Problem

Based on the the background of the problem, the formulation of this research are:

1. How was students' pronunciation before using Direct Method to students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah?

2. How was students' pronunciation after using Direct Method to students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah?

3. How does Direct Method affect to students' pronunciation at grade XII in islamic senior high school of Mardhatillah?

E. The Objective of the Research

The objective of the research was to proved that direct method affect on students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah.

F. The Significances of the Research

The result of this study is significant for; theoretically and practically.

1. Theoretically

The result of this reseach is expected to support theoris dealing with pronunciation, especially in teaching pronunciation by using direct method which is composed with several activities.

2. Practically

The result of this reseach is expected to be useful into three parties; for students, English teacher and the researcher.

a. For the students

This reseach is expected to inform students that pronunciation is one of the most important aspect in English. In edition, by learning English pronunciation will make easily to understand English especially in term of

communication. If learners does not have good pronunciation, then others will have trouble on understanding what said.

b. For English teachers

The purpose of this reseach is as reference and as an inforation to guide English teacher in pronunciation aspect. This reseach is also to assist English teachers in guiding students to choose the suitable method to simplify teaching process and make effective goals in taching and learning English.

c. For the researcher

This reseach is expected to expand knowledge and experience for researcher in reseach and also as a reference and sourch of information for further researcher to improve the quality in learning.

G. The Definitions of Operational Variable

To avoid the ambiguity of this reseach, the researcher will explain the key terms of the variables as follow:

1. Direct Method

Direct Method is also called natural method, that is very popular which enables the students to do a particular thing which give the opportunity to the students to communicate with someone. Direct Method should be connected directly with target languange without translation into native languange. The aims to provide languange learners with practically useful to know the communication.[5] Direct method has one very basic rule, no

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[5] Nadia Batool et al., "The Direct Method: A Good Start to Teach Oral Languange," *International Journal of English Languange Teaching* 5, no. 1 (2017): p. 37.

translation about it. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target languange through the use of demonstration and visual aids, with no recourse to the students' native languange.[6]

From the statements above, the researcher concludes that direct method is a method of presenting a languange material which the teacher directly used the languange as the medium without using the languange of the least protégé in teaching. The teacher here must be able to speak as the medium languange, if the teacher can not be able to do it, the direct method will not be a good method to teach languange material.

2. Pronunciation

Pronunciation is the way in which languange spoken; the way in which a word is pronounced; the way a person speaks the words of languange. Pronunciation is learnt by repeating sounds and correcting th em when produced inaccurately. When learners start their learning pronunciation they make new habits and overcome the difficulties resulting from the first languange.[7]

From the statements, the researcher argues that pronunciation is how to pronounce word in English which directly relate with speaking skill. By mastering pronunciation aspect, someone will able to do a communication,

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[6] Diane Larsen-Freeman and Marti Anderson, *Techniques and Principles in Languange Teaching*, ed. Russell N. Campbell and William E. Rutherford, 2nd ed. (Oxford: Oxford University Press, 2000), p. 23.
[7] Abbas Pourhosein Gilakjani, "English Pronunciation Instruction: A Literature Review," *International Journal of Reseach in English Education* 1, no. 1 (2016): p. 1250.

and without mastering pronunciation aspect, someone will not be able to understand what have said.

H. The Outline of the Research

The structure of this research was devined into five chapter. Each chapter consisted of many sub chapters with the detail as follow:

First chapter was about introduction, consist of bacground of the problem, identification of the problem, objectives of the research, significanses of the research, devenition of operational variable and outline of the research.

Second chapter was consisted of theoretical description, contained with some sub chapter as; description of direct method, description of pronunciation. Besides them, this chapter also contains review of related findings, conceptual framework and hypothesis.

Third chapter was consisted of research methodology which is devided into sub chapters as; time and place of research, method of the research, population and sample, defenition of operational variables, the instruments of the research, vailidity and reliability instrument, technique of data collecting and technique of data analysing.

Fourth chapter was consisted of data description, hypothesis testing, discussion and the result of research. Then the last is the fifth chapter which was consisted of implication about the result of the research.

CHAPTER II
LITERATURE REVIEW

A. The Theoretical Description

1. Direct Method

a. Defenitions of Direct Method

We know that all people can learn languange by methods, one of the methods is Direct Method. Direct Method is not new. Its principle has been applied by languange teachers for many years. Most recently, it was revived as a method when the goal of instruction become learning how to use a foreign languange to communicate.[1] Direct Method has one very basic rule. No translation is allowed. In fact, the direct method receives its name from the fact that meaning is to be conveyed directly with the target languange through the use of demonstration and visual aids, with no recourse to the students' native languange.[2]

Direct method emphasized exposure to oral languange with listening as the primary skill. Meaning was related directly to the target languange without the steps of translation and explicit grammar teaching was done played. Direct method had its problem. It required teacher to be proficient in the target languange.[3]

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[1] Larsen-Freeman and Anderson, *Techniques and Principles …*, p. 23.
[2] Larsen-Freeman and Anderson, *Techniques and Principles …* p.23.
[3] Norbert Schmitt, *Vocabulary in Languange Teaching*, ed. Jack C. Richards, 1st ed. (New York: Cambridge University Press, 2000), p. 12.

From the statements above, it can be conclude that direct method is a method that used in teaching languange by using the target languange without going through the translation to the native languange. It means that the teacher must has good peonunciation because both of the teacher and students will not use students' languange as the target langange. The teacher must use pictures, gestures, pantomimes or the target languange which is familiar to the students to explain a word.

b. Characteristics of Direct Method

The characteristic of direct method can be conclude as follows:[4]

1) Grammar teaching of approach is inductive.

2) Spoke English languange.

3) Effect of question and answer session.

4) Concept of teaching and vocabulary.

5) Visual materials.

Teacher who use the Direct method as a method to teach pronunciation, needs to know the characteristic of direct method and also use them when the method is doing. Besides the characteristics of the direct method, direct method has also the techniques, they are;

c. Techniques of Direct Method

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[4] Batool et al., "The Direct Method : A Good Start to Teach Oral Languange," p. 39.

There are some techniques in direct method, they are:

1) Reading aloud

The students take turns in reading section pessage, play or dialog out loud. At the end of each students' turn, the teacher uses gestures, pictures, realia, examples or other means to make the meaning of the section clear.

2) Question and answer exercise

This exercise is conducted only in target languange. Students are asked question and answer in full sentences so that they practice with new words and grammatical structure. The have the opportunity to ask questions as well as answer them.

3) Getting students to self-correct

The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternate answer he supplied. There are, however, other ways of getting students to self-correct. For example, a teacher might simply repeat what a student has just said; using a question voice to signal to the student that something was wrong with it. Another possibility is for student know that the next word was wrong.

4) Conversation practice

The teacher asks the students a number of question in the target languange, which the students have to understant to be able to answer correctly. In the class observed, the teacher ask individual students' question about themselves. The question contained a particular grammar structure. Later, the students will able to ask each other their own questions using the same grammatical structure.

5) Fill in the blank

This technique has already been discussed in grammatical translation method, but differs in its aplication in the direct method. All the items are in the target languange; furthermore, no explicit grammar rule would be applied. The students would have induces the grammar rule they need to fill in the blanks from examples and practice with earlier parts of the lesson.

6) Dictation

The teacher read the pessage three times. At the first time, the teacher reads it at a normal speed, while the students just listen. At the second time, the teacher reads the pessage phrase by phrase, pausing long enough to allow students to write down what they have read. At the last time, the teacher reads again at a normal speed, and the students check their work.

7) Map drawing

The class include one example of a technique used to give students listening comprehension practice. The students will be given a map with the geographical features unnamed. Then the teacher give the students directions such as the following "find the mountain range in the west. Write the words 'Rocky Mountains' acros the mountain range". He will give instruction for all geographical features of the United States so that students would have a completely labeled map if they followed his instryction correctly. The students then instructed the teacher to do the same thing with a map he had drawn on the blackboard. Each student could have a turn giving the teacher instructions for finding labeling one geographical features.

8) Paragraph writing

The teacher in this class ask the students to write a paragraph in their own words on the major geographical features of the United States. They could have done this from memory or they could have used the reading passage in the lesson as a model.[5]

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[5] Larsen-Freeman and Anderson, *Techniques and Principles …*, p. 28-32.

From all the techniques, the researcher will use one technique. The technique is Conversation Practice which will be done by the students in front of the class. Direct method has also the principles in the learning, they are;

d. Principles of Direct Method

The principles of direct method are:[6]

1) Introduce the new teaching points orally.

2) Taught sentences and vocabulary everyday.

3) Students speak the English Languange on the lesson.

4) Grammar and Pronunciation.

5) Orally skill of communication.

6) Purpose of languange is communication.

7) Teach the speech and listen the comprehensive knowledge ability to understand something.

Before teaching languange by direct method, the teacher need to know the principles above well. It is necessary to be known so that the process of teaching can be done then.

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[6] Batool et al., "The Direct Method : A Good Start to Teach Oral Languange," p. 39.

e. Procedures of Teaching Pronunciation by Direct Method

The prosedures of teaching languange by using direct method can be conclude as follows:[7]

1) Classroom instruction was conducted exclusively in the target languange.

2) Only everyday vocabulary and sentences were taught.

3) Oral communication skills were built up in a carefully graded progression organized around question and answer exchanges between teachers and students in small. Intensives classes.

4) Grammar was taught inductively.

5) New teaching points were introduced orally.

6) Concrete vocabulary was taught through demonstration, objects and pictures; abstract vocabulary was taught by association of ideas.

7) Both speech and listening comprehension were taught.

8) Correct pronunciation and grammar were emphasized.

From the techniques, principles and the procedures of direct method above, the researcher conclude them in table as the the activities in the researcher which has done as in the following table below:

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[7] Jack C Richards and Theodore S Rongers, *Approaches and Methods in Languange Teaching*, 1st ed. (New York: Combridge University Press, 1986), p. 9-10.

Table II.1 Activities of Direct Method

Teacher Activities	Procedures of Teaching	Students' Activities
Pre-teaching: The teacher did teaching practice with English Plosive Voiced and Voiceless Consonant as the topic without using Direct Method as the teaching Method	1. Classroom interaction	The students noticed teacher's instruction.
	2. Introduce new teaching	The students listened and understood teacher's explanation.
	3. Daily vocabulary	The students learnt daily vocabulary from the teacher.
	4. Oral communication	The students did the communication orally with the teacher.
	5. Speech and listening	The students spoke up and listen teacher's instruction.
	6. Exercises	The students did the task given.

Teacher's Activities	Procedures of Teaching	Students' Activities
While Teaching: The teacher did teaching practice with English Plosive Voiced and Voiceless Consonant as the topic by using Direct Method as the teaching method	1. Classroom Interaction	The students noticed teacher's instruction.
	2. Introduce teaching point (English Plosive Voiced and Voiceless Consonant).	The students listened and understood teacher's explanation.
	3. Taught daily vocabulary	The students learnt daily vocabulary with the teacher.
	4. Speak Up (question and answer section) orally	Students did question and answer section in English orally. So that the students practiced with new words and grammatical structure.
	5. Getting students to self correct	The students answered the teacher's question and repeat it.
	6. Conversation Practice	The students did the conversation practice and the students have To understand to be able to answer correctly.
	7. Exercises	The students get a task then pronounce it. While the teacher records students' pronunciation

Teacher's Activities	Procedures of Teaching	Students' Activities
Post-teaching: The teacher did evaluation and asked the students to do the exercises.	1. Classroom Interaction	The students noticed teacher's instruction
	2. Evaluation	Students evaluated the topic about English Plosive Voiced and Voiceless consonant with the teacher.
	3. Exercises	The students get a task then pronounce it. While the teacher records students' pronunciation.

The principles and prosedures in the table II.1 above were needed to do by the teacher so that the teacher knows how the result of teaching languange, especially in pronunciation by using direct method and the students can be easily to learn pronunciation by the method. After the prosedures of teaching language by using direct method, the advantages and the disadvantages of that also needed.

f. Advantages and Disadvantages of Direct Method

The advantages of Direct Method:

1) Power of the gestures and expression.

2) Interest in English languange and relationship in meaning and words.

3) Involve all the people enganged in an activity.

4) Direct method can depend low to high class of employess.

The disadvantages of Direct Method

1) Ignore the systematic written work that is done to a fixed plan in a through and efficient way.

2) Direct method is so much expensive because that effect upon the aids which are high cost aids.

3) That method is helpful in early stages. It is not doinf a good work in higher class.[8]

Despite any shortcomings, this method is good. But the teacher muct be able to modify it for the benefit of the whole class.

g. Principles of Teaching Oral Languange by using Direct Method

Principles of teaching oral languange by using direct method as follows:

1) Never translate : demonstrate

2) Never explane: act

3) Never speak with single words: use sentences

4) Never speech to much: make the students speak much

5) Never use the book: use the lesson plan

6) Never go to fast: keep the pace of the students

7) Never speak too slowly: speak normally

8) Never speak quickly: speak naturally

9) Never speak loudly: speak naturally

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[8] Batool et al., "The Direct Method : A Good Start to Teach Oral Languange", p. 39.

10) Never be impatient: take it easy[9]

The principles of direct method above shows that the principles are complete between one to another, besides there are some principles for example; the both of principle by state that in direct method should be much speak. In case, the students dominate speaking in the learning process. the researcher supposes that this method is a method which is matches perfectly to use by English teacher in teaching English, especially in teaching pronunciation.

2. Pronunciation

a. Definitions of Pronunciation

Pronunciation is one requirement or an indicator of speaking skill[10], because when someone say word "ask" must have a good pronunciation to make the listener understand what speaker said. Every country in the world even has many different languange which make somebody has each dialect and different pronunciation in speaking their ability in better.

Pronunciation is curricural component for the learning of oral skill in a second of foreign languange.[11] Pronunciation refers to how to produce the sounds that is used to make meaning when

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[9] Richards and Rongers, *Approaches and Methods …*, p. 10.
[10] Hamka, "Standardizing English Consonant in Empowering Students' Pronunciation Today," *Journal of Applied Linguistics and Islamic Education* 2, no. 2 (2018): 255–78, https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=NBlMHjsAAAAJ&citation_for_view=NBlMHjsAAAAJ:YOwf2qJgpHMC..
[10] Ila Amalia, "Integrated Lesson in Teaching Oral Skill," *English Studies Journal* 12, no. 01 (2019): p. 44.

someone speaks. It includes the particular consonants and vowels of a languange segments, aspects of speech beyond the level of the individual segmental aspect such as stress, timing, rhythm, intonation, phrasing, suprasegmental aspect and how the voice is projected.[12] Pronunciation defines as the production of English sounds. Pronunciation is learnt by repeating sounds and correcting then when produce inaccurately. When learners start learning pronunciation, they make new habits and overcome the difficulties resulting from the first languange. Pronunciation is the production of sounds that is used for making meaning.[13] The study about the error pronunciation is very important to be done in order to investigate the students' problem.[14] In other words, learning oral languange will not be perfect without learning pronunciation.

Based on defenitions above, it can be concluded that pronunciation determines between speakers and listeners who transfer their messages, ideas and thoughts. Pronunciation is conclude as the manner how to pronounce the word of language in which if there is differences in pronunciation may have different meaning.

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[12] Lynda and Beth Zielinski Yates, *Give It a Go: Teaching Pronunciation to Adults* (Sydney: Macquarie University, 2009), p. 11.

[12] Gilakjani, "English Pronunciation Instruction: A Literature Review," p. 2.

[13] Agnes Maria Diana Rafael, "Analysis on Pronunciation Errors Made by First Semester Students of English Department CBN," *Loquent: English Studies Journal* 12, no. 01 (2019): p. 3.

b. Pronunciation Features

Pronunciation it self has two features, those are phonemes and suprasegmental features. In linguistic, phoneme is a smallest unit of speech distinguishing one word or element from another. The sounds in the speech may be voiced and voiceless. Voiced sounds occur when the vocal cords in the larynx and vibrated, whereas voiceless sounds will not feel the vibration. Example for the difference between /p/ and /b/, sound /p/ can be heard by the puff of air and sound /b/ can be heard by pronouncing with less air released than /p/, and sometimes this can be a more useful distinction as it is difficult to feel the vocal cords vibrating when making the /b/ sound.

The set of pronunciation only on two categories, they are; vowel and consonant sounds. Vowel sounds are all voiced and may single like /e/ such as in word "ten", or combination involving a movement from one vowel sound into another such as /eɪ/, as in word "pain" as a combination that known as dipthong. Single vowel sound may a short such as /ɪ/ as in word "sit", or long such as /i:/ as in word "seat" . The symbol /:/ noted as long sound. Consonant sounds may voiced or unvoiced. It is possible to identify many pairs of consonants which are essentially the same except for the element of voicing, such as /f/ as in word fat, and /v/ as in word van.

Phonemes as the description above are units of sounds that can be analyzed. They are also known as segments. Supra-segmental

features the name implies are features of speech which is generally apply to groups of segments or phonemes. The features which are important in English are stress, intonation and pitch.[15]

1) Articulation of Phonemes

    a) Vowel

        Vowels are pronoune when the airstream is voiced through the vibration of the vocal cords in the larynx then shaped using the tongue and the lips to modify the overal shape of mouth.

    b) Consonant

        Consonant may have voiced or unvoiced/voiceless sound. The articulation of /b/ or /p/ is effectively the same, the only difference of them is the letter is voiced and former is unvoiced. As the relative force involve in producing /p/ is greater than used to produce /b/, the terms *fortis (strong)* and *lenis (weak)* are sometimes used.

2) Manner of Articulation

        Manner of articulation is the way the airstream is affected as it flows from the lungs then out the nose and mouth. There are six kinds of manner of articulation in English as mentioned in the following table below:

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[15] Imam Tarmizi and Rayendriani Fahmei Lubis Situmeang, "Students' Difficulties in Pronouncing Fricative Consonant," *English Journal For Teaching and Learning* 8, no. 1 (2020), p. 39.

Table II. 2 Manner of Articulation

Manner of Articulation	
Plosive	A complete closure is made somewhere in the vocal tract and the soft palate is also raised. Air pressure increase behind the clossure and be released "explosively" such as /p/ and /b/.
Affricate	A complete clossure is made somwhere in the mouth and the soft palate is raised. Air pressure increases behind the closure and then be released more slowly than in plosive such as /tʃ/ and /dʒ/.
Fricative	When two vocal organs come close enough together for the movement of air between them to be heard such as /f/ and /v/.
Nasal	Closure is made by the lips or by the tongue against the palate, the soft palate is lowered and air escapes through the nose such as /m/ and /n/.
Lateral	A partial closure is made by the blade of the tongue against the alveolar rige. Air is able to flow around the sides of the tongue such as /l/.
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction such as /r/ and /w/.[16]

The table II.2 shows the presence or absences of voicing, consonants can be described in terms of the manner and place of articulation.

Speech sounds also vary in the way the airstream is affected it flows from the lungs up out of the mouth and nose. Talking about voiced and voiceless, if the vocal cords are apart during airflow, the air flows freely through the glottis and supraglottal cavities, the sounds produces on this way are voiceless sound such as; /p/, /t/, /k/, and /s/ in word soup /su:p/, seat /si:t/ and seek /si:k/ are the voiceless sound.

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[16] Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000), p. 6.

If the vocal cords are together, the airstream forces its way through and causes them to vibrate. The sounds are voiced and sometimes may illustrated by sounds /b/, /d/, /g/ and /z/ in words beat /biːt/, dark /daːk/, got /gɒt/, gate /geɪt/, cod /kɒd/ and daze /deɪz/ by putting a finger in each ear and say voiced "z-z-z", it can feel the vibration of the vocal cords and say voiceless "s-s-s", it will not feel these vibrations although it may hear a hissing sound in the mouth. Voicing, manner and the place of articulation are together being summarised in the following table below:

Table II.3 English Consonant Phonemes

English Consonant Phonemes								
	Bilabial	Labio Dental	Dental	Alveolar	Palato Alveolar	Pala tal	Vel ar	Glo ttal
Plosive	p b			t d			k g	
Affricate					tʃ dʒ			
Fricative		f v	θ ð	s z	ʃ ʒ			H
Nasal	m			n			ŋ	
Lateral					L			
Approxi-mant	W				R	J	W[17]	

3) Plosive Consonant

The way of producing a plosive consonant is mainly characterized by a complete obstruction somewhere along to speech tract. And after which air is suddenly release so that an

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[17] Gerald Kelly, *How to Teach Pronunciation* (England: Pearson Education Limited, 2000), p. 7.

explosive sound is heard. In addition, stops are made complete obstruction of the air stream.[18]

English plosive may voiced and unvoiced/voiceless sounds. Voiced sound occur when the vocal cords in the larynx and vibrated. Unvoiced/ voiceless will not feel the vibration. English has six plosive consonants; p, t, k, b, d, g. The plosive p, t, k are always voiceless; b, d, g are sometimes fully voiced, sometimes partly voiced and sometimes voiceless.[19]

The glottal plosive ʔ occurs frequently but it is of less importance, since it is usually just an alternative pronunciation of p, t, k in certain contexts. The plosives have different place of articulation. The plosive p, b are billabial since the lips are pressed together (figure 2.1); t, d are alveolar since the tongue blade is pressed against the alveolar ridge (figure 2.2). Normally, the tongue does not touch the front teeth as it does in the dental plosives found in many languange. The plosive k, g are velar; the back of the tongue is pressed against the area where the hard palate ends and the soft palate begins (figure 2.3).

(a) Billabial /p/ and /b/

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[17] Charles W. Kreidler, *The Pronunciation of English : A Course Book*, 2nd ed. (United Kingdom: Blackwell Publishing Ltd, 2004), p. 24.

[18] Peter Roach, *English Phonetic and Phonology: A Practical Course*, 4th ed. (New York: Combridge University Press, 2009), p. 26.

Billabial /p/ and /b/ are made by forming the closurebwith upper and lower lips and after building up the pressure necessary releasing the closure abruptly as in word *pay* /peɪ/ and *bay* /beɪ/. Billabial /p/ is a voiceless billabial stop consonant. The lips pressed tightly together. The air is trapped behind the lips. The vocal cords are kepth far apart and the nassal cavity is closed by the velum. Then the trapped air is suddenly released. Billabial /b/ is the voiced counterpart of /p/. The only difference is that the vocal cordsare close to each other and vibrate during the articulation of /b/. In the case of /m/, the nasal cavity is open.

(b) Alveolar stops /t/ and /d/

Alveolar stops /t/ and /d/ utilize the tip of the tongue to form the closure with the alveolar ridge as in word tip /tɪp/ and dip /dɪp/. Alveolar /t/ is a voiceless dental or alveolar stop. The tongue makes contact with the front teeth or with the alveolar ridge directly above them. There is no vocal cord vibration and the nasal cavity is blocked. Alveolar /d/ is voiced dental or alveolar stop. It is produced in the same way as /t/ but with vibration of the vocal cords. In the case of /n/, the nasal cavity is open to let the air pass through it.

(c) Velar /k/ and /g/

Velar /k/ and /g/ are raised the back of the tongue to make a contact with the soft palate (velum) as in word *cap* /kæp/ and *gap* /gæp/. Velar /k/ is a voiceless velar stop. With the tongue trip resting against the lower teeth, the back of the tongue makes contact with the soft palate. Velar /g/ is voiced counterpart. Its articulation is the same as /k/, but with vibration of the vocal cords. The corresponding velar nasal /ŋ/ is usually voiced as well

All six plosives can occur at the beginning of a word (initial position), between other sounds (medial position) and at the end of a word (final position).[20]
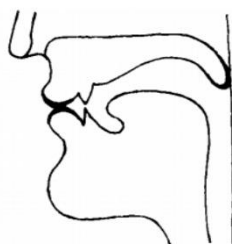
| **Figure II.1**
 Billabial Articulation | **Figure II.3**
 Veolar Articulation |
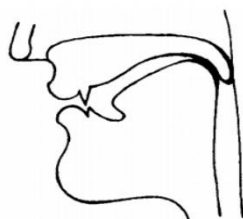
[19] Peter Roach, *English Phonetic and Phonology: A Practical Course*, 4th ed. (New York: Combridge University Press, 2009), p. 26–27.

Figure II.2
Alveolar Articulation[21]

For more examples fof the six plosives, the researcher put them in the following table below:

Table II.4 Plosive Position

Consonant	Initial	Medial	Final
/p/	Pen	Aple	Keep
/b/	Ball	Able	Bulb
/t/	Tall	Bitter	Pet
/d/	Doll	Handle	Bad
/k/	King	Hacker	Back
/g/	Go	Bigger	Bag

(a) Initial Position

The closing phase for /p/, /t/, /k/ and /b/, /d/, /g/ take place silently. During the compression in the phase, there is no voicing in /p/, /t/, /k/, while in /b/, /d/, /g/ there is very little voicing normally. It begins just before the release only. If the speaker pronounces the initial /b/, /d/, /g/ very slowly and carefully, there may be voicing during the entire compression phase while in rapid speech there may be no voicing at all.

(b) Medial Position

The pronunciation of /p/, /t/, /k/ and /b/, /d/, /g/ in medial position depends on some extent on whether the syllables preceding following the plosive are stressed. In general, it can

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[20] Roach, p. 27.

be sayed that a medial plosive may has the characteristics either of final or initial plosives.

(c) Final Position

Final /b/, /d/, /g/ have little voicing. If there is voicing, it is at the beginning of the compression phase. Sounds of /p/, /t/, and /k/ are always voiceless. The plotsion following the release of /p/, /t/, /k/ and /b/, /d/, /g/ are very week and often do not audible. The difference between /p/, /t/, /k/ and /b/, /d/, /g/ is primarily the fact that vowels preceding /p/, /t/, /k/ are much shorter. The shortening effect of /p/, /t/, /k/ is the most noticeable when the vowel is one of the long vowel or diphthongs. This effect is sometimes known as pre- fortis clipping. [22]

Plosive consonant has characteristics, they are:[23]

(a) One articulator is moved against another, or two articulators are moved against each other, so as to form a stricture that allows no air to escape from the vocal tract. The stricture is, then, total.

(b) After this stricture has been formed and air has been compressed behind it, it is released-that is, air is allowed to escape.

(c) If the air behind the stricture is still under pressure when the plosive is released, it is propable that the escape of air will produce noise loud enough to be heard. This noise is called plosion.

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[21] Roach, p. 27-28.
[22] Roach, p. 26.

(d) There may be voicing during part or all of the plosive articulation.

To give a complete description of a plosive consonant we must describe what happens ate each of the following four phases in its production:[24]

(a) The first phase is when the articulator or articulators move to form the stricture for the plosive. We call this the closing phases.

(b) The second phase is when the compressed air is stopped from escaping. We call this the compression phase.

(c) The third phase is when the articulators used to form the stricture are moved so as to allow air to escape. This is the release phase.

(d) The fourth phase is what happens immediately after (poin c), so we will call it the posy-release phase.

Some languanges including Persian have a glottal occlusive /ʔ/ too. The glottal stop can be produced in either of the two ways: 1) By the sudden opening of the glottis under pressure from the air below. 2) By the abrupt closure of the glottis to block the airstream. The glottal stop is always voiceless, as the complete closure of the vocal cords precludes their vibration.

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[23] Roach, p. 26.

Based on the statement, the plosive is a sound that made by holding the air stream before flow in whilst make an explosion on the closure of sound and the six sounds of plosive are being differenciate by the aspiration on voiceless sounds while never be aspirated on voiced sounds. For the analysis on this research, the researcher will limited the problem on plosive voiceless consonant (/p/, /t/, and /k/) sounds with aspirated and unaspirated.

B. The Review of Related Research

There are several researches which is related on this research.

The first research was conducted on a reserach by Mutmainna.[25] The objective of the research was to know the students' ability to pronounce plosive consonant in voiced and voiceless sounds of English words at ninth grade students' of MTs. Muhammadiyah Lempangan. The researcher used descriptive quantitative research with 60 students as sample. Then the researcher devided the class into 2 class as experimental and control class with pre-test, treatment and post-test. The data was gained by analyzing the students' voiced and voiceless sounds. To collect the data, the writer used pronunciation test and recording. Data processing in this research was devided into four stages; making the transcript from the recording result, identifying, analyzing and describing. Then all data were analyzed by using descriptive quantitative method. The reseach findings indicated the

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[24] Mutmainna, "The Students' Ability to Pronounce Voiced and Voiceless Sound of English Words at Ninth Grade of MTs. Muhammadiyah Lempangan" (UM Makassar, 2018), p. 18-20.

students' ability to pronounce voiced and voiceless consonant were 72 and 71. Based on the result of gain data, it could be concluded that the students' ability in pronouncing voiced and voiceless sounds were average.

The second research was conducted by Azizah.[26] The objectives of the research was to found out the types of error most often made by students' in pronouncing words containing English plosive voiceless /p/, /t/, /k/ with aspirated and uspirated then to found out how many errors were made by the students in pronouncing words containing plosive voiceless consonant /p/, /t/, /k/ with aspirated and unaspirated. The research was descriptive qualitative method. The object of the research were 31 students of the sixth semester of English education Raden Intan State Islamic University of Lampung. To collected the data, the researcher used four kinds, they were observation, interview, documentation and audio as the visual media to recorded students' pronunciation. Then, the researcher made transcription of their recording to be analized of their errors in pronouncing plosive voiceless consonants based on Surface Strategy Taxonomy according to Dulay's Theory. The result of the reseach showed that there were 4 types of errore, those are omission, addition, misformation and misordering. The total of errors were 141 errors' items which made by the students. The most common errors were omission which was 110 errors' item or 78.1% made by the students, misordering was 14 items or 9.93%, misformation was 11

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[25] Azizah, ", An Analysis of Students' Error in Pronouncing Plosive Voiceless Consonants at the Sixth Semester of English Education Raden Intan State Islamic University of Lampung in the Academic Year of 2018/2019," p. 47-49.

items of errors or 7.8% and addition was 6 items or 4.26% which meant it was the lowest while other errors' classification based on surface strategy taxonomy.

The third research was conducted by Nisa.[27] There were 3 objectives of the research; 1) to analyzed the dominant consonant produced made by the students in pronouncing the English plosive consonant, 2) to described the causes for the students' difficulties in pronouncing those plosive sounds and 3) to described how the students had to pronounce the plosive consonant. The kinds of the research was qualitative analysis. The subject of the research were the students at the seventh grade of junior high school of Cahaya Bangsa School, it was considered by using the purposive sampling technique. In collecting the data, the researcher used a tape-recorder, pronunciation test item and a Hornby's Oxford Advanced Learner's Dictionary of Current English as the instrument of the research. The instrument of the research was consisted of a test, a tape record which was used to recorded students' pronunciation. To described the causes of students' difficulties in pronouncing voiceless consonant, the researcher used interview then used observation to described the teaching and learning process in classroom, then made the transcription of their recording to be analyzed of their errors in pronouncing plosive voiceless consonant based on Surface Strategy Taxonomy according to Dulay's theory. The result of

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[26] Rohmatun Nisa, "An Error Analysis of English Voiceless Plosive Consonant Produced by the Students of Junior High School of Cahaya Bangsa School in the Academic Year 2018/2019" (IAIN Metro, 2029), p. 28-29.

the research showed that there were 4 types of error, those are omission, addition, misformartion and misordering. The total of error were 44 errors item which made by the students. The most common errors were omission which was 32 errors items or 73% made by the students, misordering was 3 items or 7%, misformation was 5 items of errors or 11%, and addition was 4 items or 8% which meant it was the lowest while other errors classification based on surface strategy taxonomy.

Based on the researches above, the researcher found some differences and similarities among the researches with this research. The first can be seen from the objective. The objectives of the first research and this research were same to found out the students ability to pronouncing English plosive in voiced and voiceless consonant, while the the second and the third research were only to found out the English plosive in voiceless only. The second can be seen from the research design, the first research was same with this research which used quantitative research with pre-test, treatment and post-test, then devided the class into experimental and control class. While the second and the third researches were used qualitative research. The third can be seen from the instrumen. The instrument of all the researcher were same, by using test and a recording to recorded students' pronunciation.

C. The Conceptual Framework

Pronunciation is a very important element in learning English. By mastering pronunciation, the students can be easier to pronounce and make

the communication in English be correctly no exception with Islamic school of Mardhatillah. Students in Islamic school of Mardhatillah were still low in pronunciation skill, aspecially in plosive sounds in voiced and voiceless consonant. So, that was why the researcher did this research to increased students' pronunciation to be better.

In teaching pronunciation, there are several methods which can be used to increase the students' pronunciation achievement. One of the methods is direct method. The researcher choose direct method because in learning languange, the students were not required to memorize formulas but they were trined to practiced them directly and pronounced the words and sentences. Although the words or the sentences felt foreign and incomprehensible by the students initially. In teaching pronunciation by direct method was also an ability to communicate using the languange being studied (target languange). Therefore, used native languange from the students was forbiden during the lesson. So, that was why the researcher used direct method as the method to increased students' prounciation.

To increased the students' pronunciation, the researcher designed the research into group design by experimental and control class with pre-test and post-test. The experimental class was tought by applying direct method, while the control class was taught by teacher's strategy. Both of the classes were given pre-test an post-test with the same test. The pre-test was given for both of the classes without applying the treatment, then the post-

test was given after applying treatment. For more detail about the concept, the researcher summarized it on the following figure:

```
┌─────────────────────────┐
│   The students are lack on │
│   English Pronunciation  │
└─────────────────────────┘
            │
┌─────────────────────────┐
│      Direct Method      │
└─────────────────────────┘
            │
┌─────────────────────────┐
│        Pre-test         │
└─────────────────────────┘
        /          \
┌──────────────┐    ┌──────────────┐
│ Experimental │    │ Control class│
│ class with   │    │ with teacher's│
│ direct method│    │ strategy     │
└──────────────┘    └──────────────┘
        \          /
┌─────────────────────────┐
│        Post-test        │
└─────────────────────────┘
            │
┌─────────────────────────┐
│       Hypothesis        │
└─────────────────────────┘
```
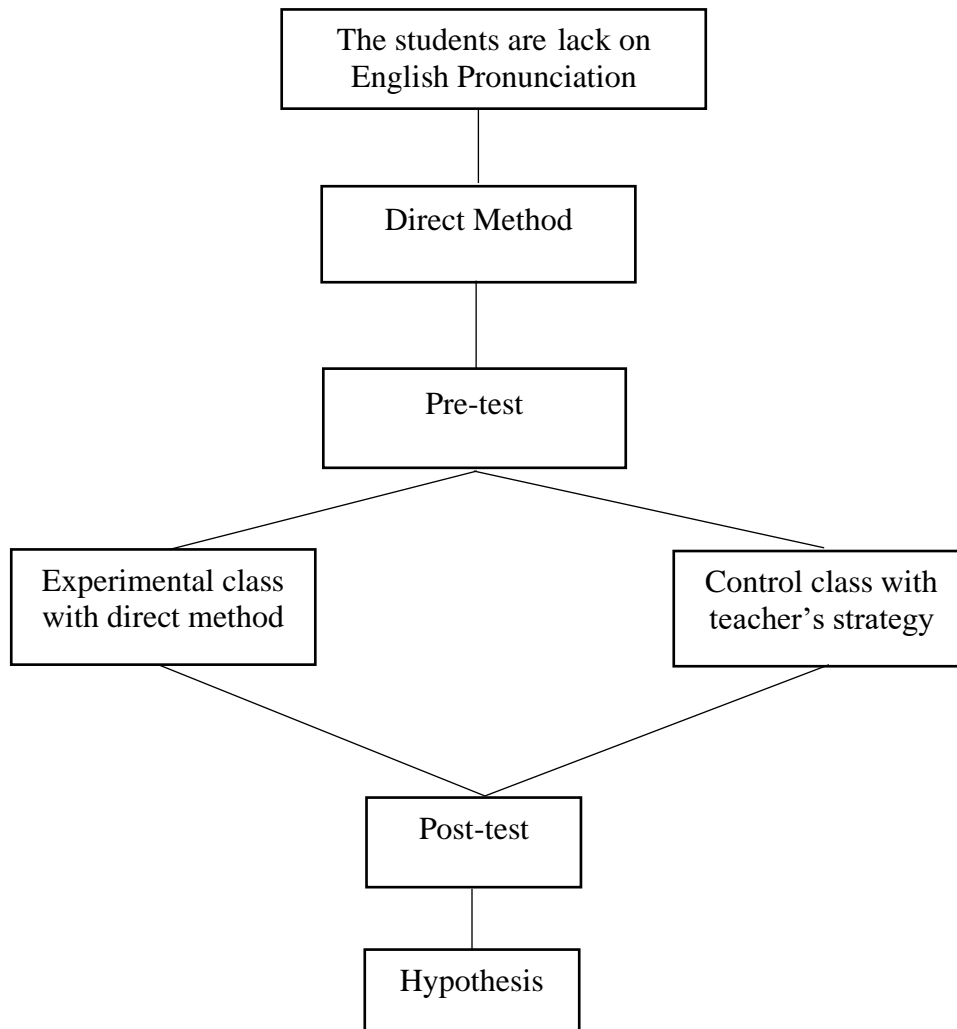
Figure II.4 Figure of Framework

D. The Hypothesis

The hypothesis of this research was there is a sifnificant effect of direct method on students' pronunciation in Islamic senior high school of Mardhatillah. The criteria is:

a. If H_0 : (Hypothesis was accepted if $t_{count} < t_{table}$ or Sig. (2-tailed)<0.05), it means that there is no significant effect of using

Direct Method on students' pronunciation at grade XII in Islamic senior high school of Mardhatillah.

b.   If H$_a$: (Hypothesis was accepted if $t_{count} > t_{table}$or Sig. (2-tailed) > 0.05, it means that there is significant effect of using Direct Method on students' pronunciation at grade XII in Islamic senior high school of Mardhatillah.

CHAPTER III
RESEARCH METHODOLOGY

A. Time and Place of Research

The time of this research was started on February 2023 untill Agustus 2023. While the population was in Islamic senior high school of Mardhatillah which is located at Sibolga street 15 km. Sitinjak, South Tapanuli.

B. Research Design

The design of the research was quantitative approach in quasi experimental research with pre-test, post-test, and group design. The group was devided into two groups; experimental and control group. The experimental aspect was to know the cause and effect between experimental and control group.

Researcher used two classes; the first class was as an experimental class which had pre-test before applying direct method as the tool of treatment, then the post-test to know the effect of using direct method after the treatment. The second class was a control class which had pre-test without treatment. In other word, both of the two classes have pre-test and post-test. For more detail can be described as the table below:

Table III.1 Reseach Design

Class	Pre-Test	Treatment	Post-Test
Experimental Class	✓	Direct Method	✓
Control Class	✓	Teacher's Method	✓

C. Population and Sample

a. Population

The population of this research was the students at grade XII of Islamic senior high school of Mardhatillah for academic year 2023/2024 which consist of two classes with the following detail:

Table III.2 Sample of Population

No	Class	Total Students
1	XII IPA I	26
2	XII IPA II	23
	TOTAL	49

The population of this reseach was all students of class XII of Islamic Senior school of Mardhatillah for the academic year 2023/2024 with the total students is 49 students.

b. Sample

For the sample of this reseach, the researcher took all the population as the sample. There were 49 students as sample. They were devided into two groups, the first was as an experimental group then the second was as a control group. A total sampling is the population, there were 49 students as the sample which will devide as mentioned before. The sample can be describe as follow:

Table III.3 Sample of Research

No	Class	Total Student
1	XII IPA I	28
2	XII IPA II	23
TOTAL		49

The experimental class was the sample that has been tought by using method in teaching plosive voiced and voiceless consonant. Whereas the control class was the class that has been tought by using conventional mathod in teaching the plosive voiceless consonant.

D. The Instrument of The Research

On this research, the researcher used oral test to get the required data and individual performance as the technique. The test is a kind of pronunciation test with 25 words which including plosive voiced and voiceless consonant and all the students' pronunciation was recorded. The instrument which used on this reseach consist of a test, a mobile phone which used to record the students' pronunciation. The procedure of collecting the data devided into two phases, the first is for experimental class then the second is for the control class. To collect the data, the researcher used the classification of pronunciation as the indicator to score the test.

Table III.5 Indicator of Manner of Articulation

No	Indicator	Item	The Value	Score	Total Score
1	The students are able to pronounce Plosive Consonant Voiced (/b/, /d/, /g/)	13 (bond, dinner, breed, glow, go, ban, struggle, sudden, frog, globe, head, brain, obey)	4	13×4	100

| 2 | The students are able to pronounce Plosive Consonant Voiceless (/p/, /t/, /k/) | 12 (can, clean, director, retain, treat, turn, plain, super, deep, crab, instant, crime) | 4 | 12×4 | |

Table III.6 Classification of Pronunciation

No.	Classification	Score	Criteria
1.	Excellent	96-100	Pronunciation is only very slightly influenced by mother tongue. Two or three grammatical and lexical errors
2.	Very Good	86-95	Pronunciation is slightly influenced by mother tongue. A few minor grammatical and lexical errors but most utterances are correct
3.	Good	76-85	Pronunciation is moderately influenced by mother tongue but no serious phonological errors. A few grammatical and lexical errors but only one or two major error causing confusion
4.	Average	66-75	Pronunciation influenced by the mother tongue but only a few serious phonological errors. Several grammatical and lexical errors, some of which cause confusion
5.	Poor	36-65	Pronunciation seriously influenced by mother tongue with errors causing a breakdown. Many 'basic' grammatical and lexical errors.
6.	Very Poor	0-35	Serious pronunciation errors as well as many 'basic' grammatical and lexical
No.	Classification	Score	Criteria
			errors. No evidence of having mastered any of the languange skills and areas practiced in the course.[1]

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[1] Mutmainna, "The Students' Ability to Pronounce Voiced and Voiceless Sound of English Words at Ninth Grade of MTs. Muhammadiyah Lempangan" (UM Makassar, 2018), p. 18-20.

E. The Validity and Reliability

Validity and reliability are the concepts used to evaluate the quality of a reseach. The indicate how well a method and technique. Validity and reliability are closely related, but the mean different things. A measurement can be reliable without being valid. However if a measurement is valid, it is usually reliable too.

1. Validity Test

Validity is defined as the extend to which a concept is accurately measured in a quantitative study. To validate this research, the researcher used content validity. The researcher validated the test with the teacher which consisted of expert opinion. The tests of the instrument consisted of 25 words item both of in pre-test and post-test. The words were consist of English plosive in voiced and voiceless consonant (billabial,velar and alveolar).

2. Reliability Test

Reliability refers to how consistently a method measures something. In this case, the researcher gives opinion about the instrument by a test, whether the instrument can use or still need improving or may be failed to use. In this research, the researcher calculated the data by using SPSS with Pearson Correlation. The construct is declared reliable if the Cronbach Alpha value is higher than 0.60.

F. The Procedures of Data Collection

1. **Pre- Test**

   Pre- test was applied to the sample before doing treatment. Pre- test was given to the experimental class and control class. It used to show students' achievement before applying the treatment and pre- test that consist of oral test. The pre-test has been done in control class and experimental class with the steps below:

   a. The researcher gave a conversation text which conclude English plosive voiced and voiceless consonant.

   b. The researcher read the conversation text in three times

   c. The researcher asked the students to practice the conversation with the partner then the researcher record it.

   d. The researcher scores the students' result of the conversation test.

2. **Treatment**

   The treatment was conducted after the administration of pre- test. After conducting the pre- test, the experimental class was tought by using direct method. While the control class was tought by conventional without using direct method.

   For the steps of the treatment, the researcher followed the following table:

Table III.4 Steps for Treatment

Control Class	Experimental Class
a. The researcher explained about English plosive voiced and voiceless consonant to the students b. The researcher gave a paper sheet to the students which is focus on Plosive voiced and voiceless consonant c. The researcher asked the students to practice all on the text given in front of the class d. The researcher chose the words in the text and teach the students how to pronounce it by conventional method. e. The researcher chose the students one by one to pronounce the word given	a. The researcher Introduced pronunciation in English plosive voiced and voiceless orally. b. The researcher gave instructions eexclusively in the target languange. c. The teacher gave daily vocabulary and sentences d. The researcher did the communication with the students to grade the progressoion around question and answer. e. The teacher gave a task to students containing English Voiced and Voiceless consonant one by one then pronounce it. f. While the students pronounce the task, the teacher recorded them and scored it

3. **Post- Test**

    After giving the treatment, the post- test was given to the students. The post- test was different with pre- test in final test of the reseach. It means to know whether the treatment given that effect or not on students' pronunciation. In experimental group, a post test has administrated. The administrating of the post- test was made to find out the scores of experimental group before and after treatment.

G. The Technique of Data Analysis

The data was collected before doing the test. The independent sample used T-test and SPSS to analyze the data. There are two tests for analyzing the data:

a. Normality Test

The normal or non-normal data were done in this test. The normality test of this research conducted on SPSS v.24 by using Shapiro-wilk test with a significant level in 5% or 0.05 with criteria. If the value is significant (sig) > 0.05, the students' pre-test and post-test were normally distributed. Then if the significant value (sig) < 0.05, the students' pre-test and post-test were not normally distributed.

H_0 : The data is distributed if the value significant > 0.05

H_a : The data is not distributed if the value significant < 0.05

b. Homogeneity Test

After the normality data has distributed, the next step which was done by the researcher is homogeneity test. The homogeneity test is used to see the data from two classes are same or not. Homogeneity test did to know whether experimental class and control class have the same variant or not. To calculate the data, the researcher used SPSS v.24. The criteria of the test are:

1. If the based on mean > 0.05, the data variance of the two classes is homogeneous variance (accept H_0)

2. If the Based on mean < 0.05, the data variance of the two classes is heterogenous variance (accept Ha)

c. Hypothesis Test

T-test that used in the process of the hypothesis. Then the independent sample has used in T-test, so that the result can be seen from the mean score. The score was shown whether there is the differences between the mean score of control class and and experimental class. The researcher made the hypothesis from the data by usig SPSS v.24.

To made the hypothesis from the data, the researcher analyzed by looking at the t count < t table then compare them into table. The criteria are:

1. H$_0$: (hypothesis was accepted if $t_{count} < t_{table}$ or Sig. (2-tailed) < 0.005), it means that there is no significant effect of using Direct Method to students' pronunciation at grade XII in Islamic Senior High School of Mardhatillah.

2. H$_a$: (hypothesis was accepted if $t_{count} > t_{table}$ or Sig. (2 tailed) > 0.005), it means there is significant effect of using Direct Method to students' pronunciation at grade XII I Islamic Senior High School of Mardhatillah.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter conclude about the result of this research in the effect of using Direct Method on students' pronunciation at grade XII in Islamic senior high school of Mardhatillah. The researcher calculated the data from pre-test and post-test. The pre-test was aimed to know how was students' pronunciation before applying Direct Method, while the post-test was aimed to know the effect after applying Direct Method.

A. The Description of Data

For analyzing the data, the researcher has mentioned them earlier chapter in order to evaluate the effect of using Direct Method to students' pronunciation. The researcher has calculate the data which started from pre-test then post-test. The pre-test was done before conducting the treatment, while the post-test was done after conducting the treatment. This research was involved by quantitative in quasi experimental class. The data of this research was obtained by using oral test and Statistical Program for Social Science (SPSS v. 24) then devided the class into two classes, they were experimental class and control class.

1. Data Description of Pre-test Before Using Direct Method

In this research, the researcher gained the data from the result in pre-test and post-test. Pre-test was as ability test given to the subject before giving the treatment, while the post-test was as the ability given to the subject after the treatment. The tests were aimed to know the effect of the treatment of using Direct Method in students' pronunciation. The

test was an oral test with vocabulary including voiced and voiceless consonant by pronouncing them.

a. **Experimental Class**

As the experimental clas, the researcher choose class XII IPA I. In the process of pre-test, the researcher calculate the students' score that researcher gave (oral test). The result of students' score of pronunciation in pre-test can be described in a table below:

Table IV.1 The Score of Experimental Class (Pre-test)

Pre-test Experimental Class		
No	**Statistics**	**Result**
1.	Total Students	26
2	Mean	22.31
3.	Median	24.00
4.	Mode	28
5.	Range	28
6.	Minimum	8
7.	Maximum	36
8.	Summarize	580

The table IV.1 above shows that the total of students in the data were 26 students. The score of students was started from 8-36. The lowest (minimum) score was 8 while the total scoring was 100, it means that score 8 was still far and even it was not reached a half from the total scoring 100. The highest score (maximum) was 36, while the total scoring was 100, it means that score 36 was still far from 100. The total of all students' score were 580, while the mean was 22.31. The score which frequently occured in data from the

lowest score to the highest 8-36 was 28 with 6 students. Median of the data was 24, it means from the lowest score to the highest 8-36 got score 24 as the midle score. For the frequency distribution of the data, the researcher has calculated it in a table below:

Table IV.2 Frequency Distribution of Experimental Class (Pre-Test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
1.	8 – 12	10	6	23 %
2.	13 – 17	15	3	12 %
3.	18 – 22	20	2	8 %
4.	23 – 27	25	4	15 %
5.	28 – 32	30	10	38 %
6.	33 – 37	35	1	4 %
Total students			**26**	**100 %**

From the table IV.2 above, the conclusion can be seen that the total of experimental percentage in pre-test was 100%. The interval of the data was started from 8 because it was the lowest score of students' score in experimental class test. The total of interval class was devided into 6 classes. The score of mid point was gotten from calculate the interval from the value 8+12 = 20 then devided by 2 so that can be 10 as the result. The scores of frequency were gotten from calculate the total of students who got score from 8-12. The result who got the scores was 6 students. Based on the table above, the highest frequency was in interval 28-32 with 10 students, which means that 10 students almost reached a half from the total students with percentage 38%. The lowest frequency was in interval 33-37 with only a student who got score 36 with

percentage 4%, which means that 4% was still far from the total percentage 100%. To get the description of the data, the researcher presents them into histogram on the following figure:

Pre-test Experimental Class
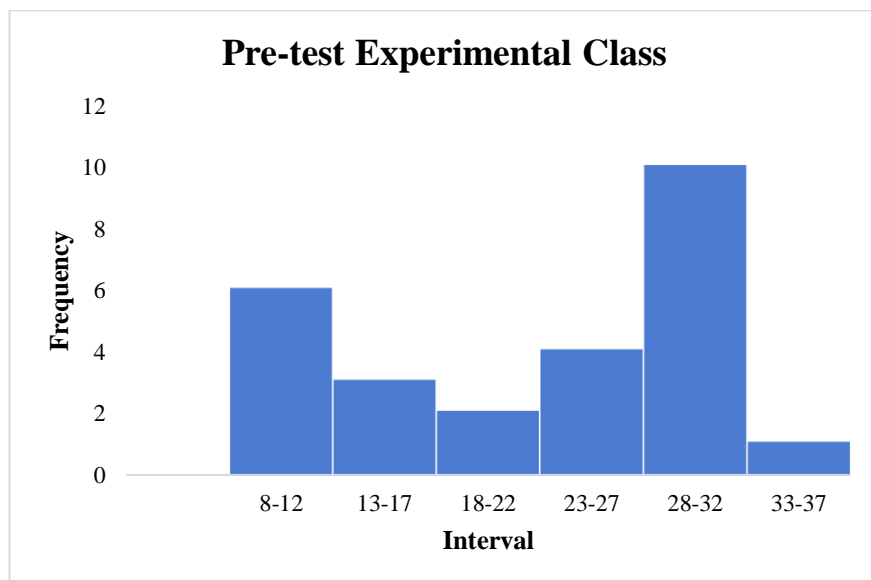
Figure IV.1 Description Data Pre-test of Experimental Class

From the figure VI.1 above, the students' score were started from interval 8-12 to 33-37. The most students who get the highest frequency was in interval 28-32 with 10 students. Then the lowest was in interval 33-37 with only a student.

b. **Score of Pre-test in Control Class**

The score of pre-test in control class, the researcher calculate it by using SPSS v.24. The result of the pre-test can be seen in a table below:

Table IV.3 The Score of Control Class (Pre-test)

No	Statistics	Result
Pre-test Control Class		
1.	Total Students	23
2.	Mean	18.76
3.	Median	20.00
4.	Mode	20
5.	Range	16
6.	Minimum	12
7.	Maximum	28
8.	Summarize	432

Based on the table IV.3 above, the data can be concluded that the total of all students in the data were 23. The score of students was started from 12-28. The lowest score (minimum) of students was 12, while the total scoring was 100, it means that score 23 was still far even it was not reached a half from the total scoring. The highest score (maximum) was 28, it was still not reached from a half of the total scoring 100. Then the total score of all students were 432. Median in the data was 20, it means that score 12-28 got score 20 as the midle of the score, then the mean was 18.76. The mode in the data was 20, it means that the score which frequently occured from 12-28 was score 20 with 8 students. The calculation of the frequency can be seen in a table below:

Table IV.4 Frequency Distribution of Students' Score (Pre-test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
1.	12 – 14	13	4	17 %
2.	15 – 17	16	6	26 %
3.	18 – 20	19	8	35 %
4.	21 – 23	22	-	-
5.	24 – 26	25	3	13 %
6.	27 – 29	28	2	9 %
Total students			**23**	**100 %**

From the table IV.4 above can be conclude that the total of percentage in pre-test was 100%. The interval class was started from 12 because it was the lowest score that student got from the test. The total of interval class was devided into 6 classes. To get the mid point as in the table, it calculated from the interval value 12+12 then devided by 2 to got 13 as the result. While the frequency was gotten from the total students who got the score in the interval. The highest frequency was in interval 18-20, it means that the students who get the scores were more than others with 8 students with percentage 35%, it means that the data almost reached a half of the total percentage 100%. The lowest frequency was in interval 27-29 with only 2 students, it means that there were only 2 students who got the score in 28 with percentage 9%, then the percentage was still far from a half of the total percentage 100%.

To get more clearly description of the data, the researcher presents a histogram a the following figure:

Pre-test Control Class
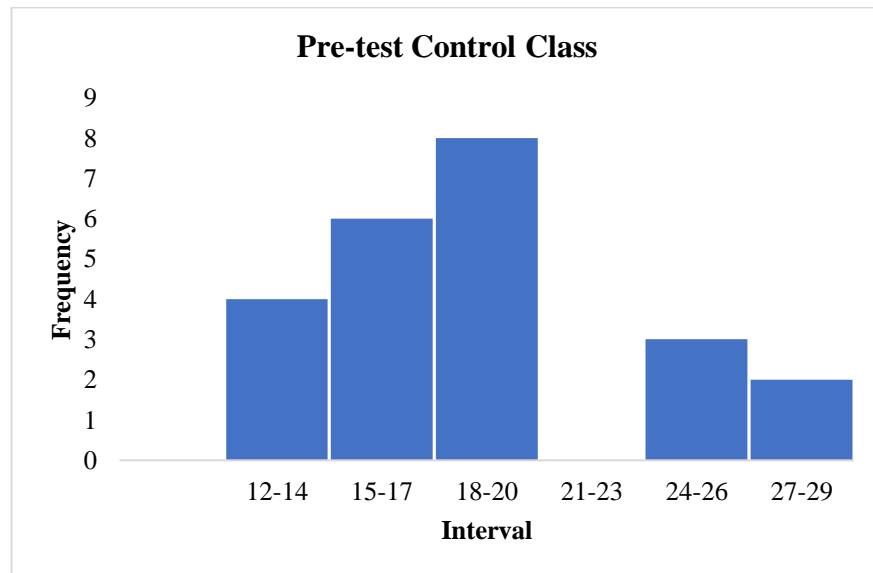
Figure IV.2 Description Data Pre-test of Control Class

From the figure IV.2 above, the students' score in control class (pre-test) was started from interval 41-43 to 56-58. The most students who got the highest frequency was in interval 18-20 with 8 students. Then the lowest was in interval 27-29 with 2 students.

2. **Description Data of Post-test After Using Direct Method**

   a. **Score of Post-test in Experimental Class**

   After applying Direct Method in experimental class, the researcher gave an oral test to the students. After doing the test, the researcher calculated students' task by using SPSS v.24. The students' score in post-test can be seen in a table below:

Table IV.5 The Score of Experimental Class (Post-test)

Pre-test Experimental Class		
No	**Statistics**	**Result**
1.	Total Students	26
2.	Mean	57.38

3.	Median	56.00
4.	Mode	36
5.	Range	56
6.	Minimum	32
7.	Maximum	88
8.	Sum	1.492

From the data in table IV.5 above, it can be concluded that the total students in the data were 26. The score was started from 32-88. The highest (maximum) score was 88, while the total scoring was 100. It means that the score has closed to the total score. The lowest (minimum) was 32, while the total scoring was 100. It means that the score was almost reached a half of the total scoring. The mean score on table was 57.38. The mode was 36, it means that the score which frequently occured from 32-88 was score was score 36. Median was 56, it means that the midle score from 32-88 was in 56. The calculation of the frequency can be seen in a table below:

**Table IV.6 Frequency Distribution in
Experimental Class (Post-test)**

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage (%)
1.	32 – 41	37	6	23 %
2.	42 – 51	47	4	15 %
3.	52 – 61	57	5	19 %
4.	62 – 71	67	4	15 %
5.	72 – 81	77	5	19 %
6.	82 – 91	87	2	8 %
Total students			**26**	**100 %**

From the table IV.6 above, it can be known that the total of experimental percentage in post-test was 100%. The interval of the data was started from interval 32 because it was the lowest score

from the students' score. The total of interval class was devided into 6 classes. To get the mid point, it was calculated from interval 32+41 then devided by 2 till got the result 37. While the frequency was gotten from the total of students who got the scores in interval. The highest score was in interval 32-41 with 6 students with percentage 23%, it means that the percentage amost reached a half of the total percentage 100%. The lowest score was in interval 82-91 with 2 students with percentage 8%, Which means that the percentage was far from the total percentage 100%.

To get more description, the researcher prsents a histogram on the following figure:
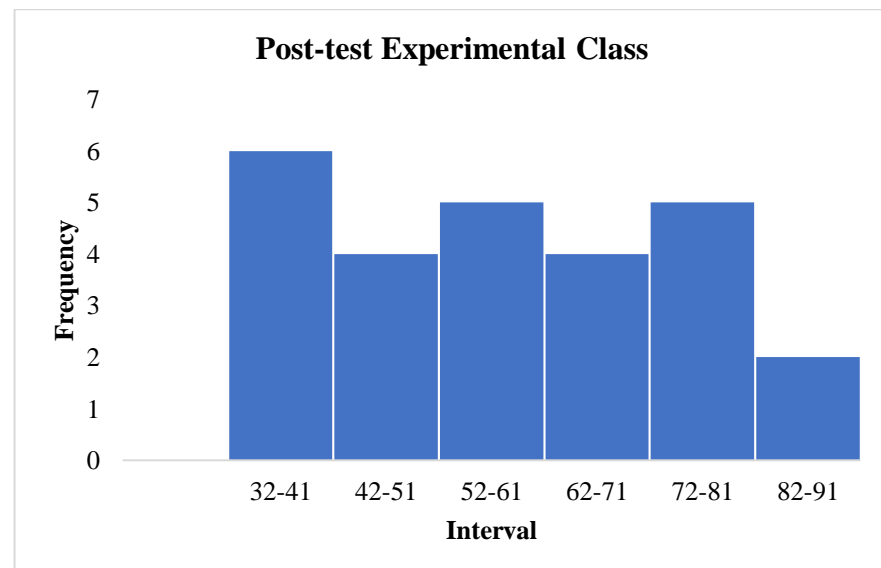
Figure IV.3 Description Data Post-test Experimental Class

From the figure IV.3 above, the students' score was started from 32-42 to 82-91. The most students who got the highest frequency was in interval 32.41 with 6 students. Then the lowest was in interval 82-91 with 2 students.

b. Score of Post-test in Control Class

In control class, the researcher calculated students' score of post-test after the students did the task (oral test). The researcher calculate the result from the lowest into the highest score, the total score was gotten from all the data score in control class. Mean can be said to be representative of the data set. Then, the median is the midle of value after all the sata has sorted. The researcher calculated it by using SPSS v. 24 as in the table below:

Table IV.7 Score of Control Class (Post-test)

No	Statistics	Result
**Pre-test Experimental Class**		
1.	Total Students	23
2.	Mean	38.09
3.	Median	40.00
4.	Mode	40
5.	Range	44
6.	Minimum	20
7.	Maximum	64
8.	Summarize	876

From the table IV.7 above, it can be known that the total students in the data were 23 students. The scores of all students were started from 20-64. The highest (maximum) score 64, while the total of scoring was 100. It means that the score has reached a half from the total scoring. Then the lowest score (minimum) was 20, which means that the score was far from a half of the total scoring. Median of the data 40, it means that the score 20-64 was got score 40 as the midle score. The mean score based on the data was 38.09, while the

mode was 40 which means that the scores which frequently occurred in the data from 20-64 was in score 40. The calculation of the frequency can be seen in a table below:

Table IV.8 Frequency Distribution Control Class (Post-test)

No	Interval (I)	Mid Point (M)	Frequency (F)	Percentage
1.	20 – 27	24	4	17 %
2.	28 – 35	32	7	30 %
3.	36 – 43	40	4	17 %
4.	44 – 51	48	4	17 %
5.	52 – 59	56	3	13 %
6.	60 – 67	64	1	4 %
Total students			**23**	**100 %**

From the table IV.8 above, in can be conclude that the total of control class percentage in post-test was 100%. The interval class was started from 20 because it was the lowest score of students.The total of interval class was devided into 6 classes. The mid point in the table was gotten from the calculated in interval 20+27 then devided by 2 till got the result 24. Then the frequency was gotten from the total students who get score in interval. The highest frequency was in interval 28-35 with 7 students in 30%. It means that the percentage almost reached a half of the total percentage 100%. The lowest frequency was in interval 60-67 with only 1 student with percentage 4%. It means that the percentage was still far from the total percentage.

For more clearly, the tresearcher calculate it in a histogram on the following figure:
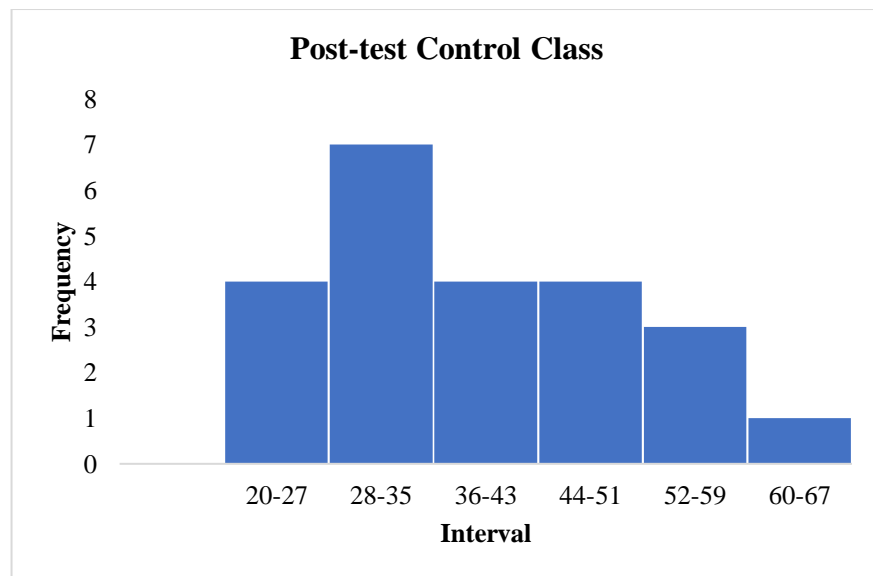
Figure IV.4 Description of Data Post-test in Control Class

Based on the figure IV.4 above, the students' score was started from interval 59-62 to 79-82. The most students who got the highest frequency was in interval was in interval 28-35 with 7 students. Then the lowest was in interval 60-67 with only a student.

3. **Description of Score Comparison in Experimental Class and Control Class**

To get the comparison between experimental class and control class, the researcher claculate the data by using SPSS v.24. The result can be seen in a table below:

Table IV.9 Paired Samples Statistics

Paired Samples Statistics				
	Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pre-test Experimental Class	22.31	26	8.327	1.633
Post-test Experimental Class	57.38	26	16.587	3.253
Pre-test Control Class	18.78	23	4.738	988
Post-test Control Class	38.09	23	11.732	2.446

Based on the table IV.9 above, the summary of the results in statistics of the two samples, namely pre-test and post-test scores both in experimental and control classss. The mean score in pre-test experimental class is 1.633, while in post-test was 3.253. The mean score in pre-test control class was 0.988, while in the post-test was 2.446. The participants of experimental class was 26, while the control class was 23.

The standard deviation in pre-test experimental class was 8.327, while in the post-test was 16.587. The standard deviation in pre-test control class was 4.738, while in post-test was 11.732. Because the mean score in pre-test was lower that post-test, it means that there is the different mean score between pre-test and the post-test.

B. **The Data Analysis**

1. **Requirement Test**

   a. **Normality and Homogeneity**

   1) **Normality of Experimental and Control Class in Pre-test**

      To get the result of normality test in experimental and control class, the researcher calculate them by using SPSS v.24 with Kolmogrov-Smirnov and Shapiro-Wilk. The result can be seen in a table below:

      Table IV.10 Normality Test (Pre-test)

Test of Normality		Kolmogrov-Smirnov			Shapiro-Wilk		
	Class	Statistic	Df.	Sig.	Statistic	Df.	Sig.
Pronunciation Skill	Pre-test Experimental Class	0.176	26	0.037	0.927	26	0.065
	Pre-test Control Class	0.181	23	0.048	0.915	23	0.052

      Based on the table above, it obtained that experimental class was 0.065 and the control class wa 0.052. In other way, 0.065>0.05 in experimental class, then 0.052>0.05 in control class.

      The calculation that found by Shapiro-Wilk >0.05. So, it can be conclude that the pre-test data of experimental and control class were normally distributed.

2) **Homogeneity of Experimental Class and Control Class in Pre-test**

To get the result of homogeneity pre-test in experimental class and control class, the researcher calculate them by using SPSS v.24. The result can be seen in a table below:

Table IV.11 Homogeneity Test (Pre-test)

Test of Homogeneity of Variance					
		Levene Statistic	Df1	Df2	Sig.
Pronunciation Skill	Based on Mean	11.823	1	47	0.001
	Based on Median	7.837	1	47	0.007
	Based on Median and with Adjusted df.	7.837	1	41.289	0.008
	Based on trimmed mean	11.558	1	47	0.001

The homogeneity of the variance test was aimed to determine whether the initial value of the pre-test in the sample which has a homogeneous variance.

H_0 Accepted = based on mean > 0.05 (Homogeneous variance

H_a accept = based on mean < 0.05 (Heterogeneous variance)

Based on the table before, the result of the analysis in homogeneity of variance in initial value (pre-test) using SPSS v.24 obtained a value significant (sig) based on mean > 0.05 or 0.008 > 0.05. It means that the pre-test value of the sample has a homogeneous variance.

b. Normality and Homogeneity of Experimental and Control Class in Post-test

1) Normality of Experimental and Control Class in Post-test

To get the result of normality and homogeneity in post test experimental and control class, the researcher calculate them by using SPSS v.24 with Kolmogrov-Smirnov and Shapiro-Wilk. The result can be seen in a table below:

Table IV.12 Normality Test (Post-test)

Test of Normality Post-test							
		Kolmogrov-Smirnov			Shapiro-Wilk		
	Class	Statistic	Df	Sig.	Statistic	Df	Sig.
Pronunciation Skill	Post-test Experimental Class	0.136	26	0.200	0.951	26	0.250
	Post-test Control Class	0.176	23	0.062	0.941	23	0.189

Based on the table above, it obtained that the experimental class was 0.200 and the control class was 0.062. In other way, 0.200 > 0.05 in experimental class and 0.062 > 0.05 in control class.

The calculation was found by Shapiro-Wilk > 0.05. So, it can conclude that the post-test data in experimental and control class were distributed normally.

2) **Homogeneity of Experimental and Control Class in Post-test**

The result of homogeneity test in experimental and control class can be conclude in a table below:

Table IV.13 Homogeneity Test (Post-test)

Test of Homogeneity of Variance					
		Levene Statistic	Df1	Df2	Sig.
Pronunciation Skill	Based on Mean	3.982	1	47	0.052
	Based on Median	3.570	1	47	0.065
	Based on Median and with Adjusted df.	3.570	1	43.072	0.066
	Based on trimmed mean	3.884	1	47	0.055

The homogeneity of the variance test was aimed to determine whether the initial value in post-test of the sample has a homogeneous variance.

H_0 accept = based on mean < 0.05 (Homogeneous variance)

H_a accept = based on mean < 0.05 (Heterogeneous variance)

Based on the table before showed the analysis of homogeneity of variance analysis in initial value data in post-test. The data used SPSS v. 24 then got the result a significant

value (sig) based on mean > 0.05, or 0.052 > 0.05. It means that post-test in the value sample has a homogeneous variance.

2. Hypothesis Test

From the result of analysis data requirement test, it can be conclude that the two classes after treatment were normal and had homogeneous variance. So, to test the hypothesis used independent sample T-test in SPSS V. 24. The hypothesis that tested are in the following:

a.   If H$_0$: (Hypothesis was accepted if $t_{count} < t_{table}$ or Sig. (2-tailed)<0.05), it means that there is no significant effect of using Direct Method on students' pronunciation at grade XII in Islamic senior high school of Mardhatillah.

b.   If H$_a$: (Hypothesis was accepted if $t_{count} > t_{table}$ or Sig. (2-tailed) > 0.05, it means that there is significant effect of using Direct Method on students' pronunciation at grade XII in Islamic senior high school of Mardhatillah.

Table IV.14 Independent Sample Test

Independent Sample Test			
	t_{count}	t_{table}	**Derivation**
Pronunciation Skill	4.644	1.678	47

Df : 47 = 1.678
T$_{count}$: 4.644
$t_{count} > t_{table}$ **(4.644>1.678)**

Based on the table IV.14 above, t_{count} was 4.644 and $>t_{table}$ was 1.678. It

means that $t_{count} > t_{table}$ (4.644>1.678). Based on the criteria, H$_0$ is rejected and

H$_a$ is accepted. It means that there is a significant effect os using Direct Method on

students' pronunciation at grade XII in Islamic senior high school of Mardhatillah.

In other way, he gain score in pre-test and post-test of experimental and control

class can be showed in a table below:

Table IV.15 Gain Score in Experimental and Control Class

Class	Pre-test	Post-test	Enhacement	Gain Score
Experimental	22.31	57.38	35.07	47.73 %
Control	18.78	38.09	19.31	18.78%

C. The Discussion

Based on the finding and result of this research, it is proved that

direct method could affect to students' pronunciation at grade XII in Islamic

school of Mardhatillah.[1] This research was to answer the researcher's

question of how does Direct Method affect to students' pronunciation at

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[1] Jack C Richards and Theodore S Rongers, *Approaches and Methods in Languange Teaching*, 1st ed. (New York: Combridge University Press, 1986).

grade XII in Islamic Senior High School of Mardhatillah as the theory used. The researcher has taken the data for the result of pre-test and post-test in experimental and control class to proved the method was affected or not. To get the effectiveness of using direct to students' pronunciation could be strengthen with other research. The researcher discussed the result of this research and compared them which supported by Ahmad[2], Ayu[3] and Mayida.[4]

First research was to proved Direct Method to strengthen this research was conducted by Ahmad. The result of the research proved that using Direct Method caffected to students' pronunciation. It can be seen from the result and hypothesis testing showed that the method had effectiveness, and hypothesis alternative H_a was accepted and the hypothesis zero (H_0) was rejected. The second research was to proved Direct Method to strengthened this research was conducted by Ayu. The result of the research could be seen from the hypothesis. The hypothesis used t-test which proved that H_a was accepted and H_0 was rejected. It means that the Direct Method has significant effect to students' speaking ability in the seventh grade of MTs As-Saidiyah NW Tempos in academic year 2019/2020. The last research was to strengthened Direct Method was

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[2] Fandi Ahmad, "The Effect of Direct Method on Students' Vocabulary Mastery at First Grade of SMA in 2013/2014 Academic Year" (University of Jakarta, 2013), p. 56.

[3] Lusiana Ayu Nurbaya, "The Effect Using Direct Method on the Students' Speaking Ability at First Year Grade of MTs As-Saidiyah NW Tempos in Academic Year 2019/2020" (University Of Mataram, 2019), p.61.

[4] Mayida Wae-Useng, "The Effect of Direct Method on Students' Ability in Learning Vocabulary at MAS PAB 1 Sampali" (UINSU Medan, 2017), p. 45.

conducted on a research Mayida. The result of the research could be seen from the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. It proved that Direct Method could affect to students' ability in learning vocabulary.

Based on all the related findings, they showed that using of Direct Method to students' pronunciation is suitable and motivate. This research has been strengthened with others research such as in techniques used in pronunciation, the research design which used quantitative research with pre-test, post-test and group design, then the way to tested the sample by recording students' pronunciation. All the researches awere same in the result that there was a significant effect of Direct Method on students' pronunciation, it can be proved that Direct Method affected to increased students' pronunciation. This research is also has some differences with other research such as the place and the sample of the research. The first research was located in at SMA Triguna Bangsa, Jakarta Selatan with 40 students as the sample. The second research was located at MTs. As-Saidiyah NW Tempos with 40 students as the sample. Then the last research was located at MAS PAB 1 Sampali, Medan with 50 students as the sample. So, this research was conducted by the researcher or another as a reference in related finding which proved the Direct Method could affect in teaching pronunciation.

D. Threats of the Research

1. The researcher was unknowing of how seriously the students were noticing researcher's explanation.

2. There were few of students' result of pronunciation recording which were not clear

3. There were few of students who suggested that English is a difficult lesson

CHAPTER V
CLOSING

A. The Conclusion

Based on the result of this research, the researcher made the conclusions as follows:

1. Before using Direct Method to students' pronunciation, the mean score of pre-test in experimental class was 22.31, while in control class was 18.78.

2. After using Direct Method and Conventional Method to students' pronunciation, the mean score of experimental class was 57.38, while the control class was 38.09.

3. From the mean, the researcher found the result of this research that t_{count}>t_{table} (4.644>1.678). The criteria of H₀ was rejected and Hₐ wa accepted which mean that Direct Method affected for increasing students' pronunciation at grade XII in Islamic senior high school of Mardhatillah.

B. Implication

This research compiled a finding that there is a significant effect of using Direct Method on students' pronunciation at grade XII in Islamic senior high school of Mardhatillah. In other way, this research applies that media is need in teaching pronunciation. The students can be more active in learning pronunciation, it can be proved when the process was doing that the students practiced the task together. The use of Direct Method can be a

nice method to teach the students because the students can be more focus to notuce the teacher.

C. Suggestion

After finishing this research, the research got more information and knowledge. Therefore, the researcher showed some suggestion need to be proved. The suggestion are as follow:

1. For the English teacher

   a. From the researcher's result can be expected to headmaster to suggest the English teacher for applying the various method in teaching students' pronunciation such as Direct Method.

   b. From the researcher's is also can be expected to the English teacher to apply Direct Method as the reference in teaching students' pronunciation to make the students more be able to pronounce English consonant.

2. For the Students

   a. Students' pronunciation can be better after using Direct Method

   b. The students realize that pronunciation is very important to make communication easier and understanable.

3. For next Researcher

   The researcher suggest to another researcher to use the Direct Method in solving students' problem in pronunciation and find out the factors that can be faced by the students. The researcher knows that this

research is still unperfect. So, for the next researcher, the researcher

hopes a developing against this research because the limited time.

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LESSON PLAN
FOR EXPERIMENTAL GROUP

School   **: Islamic Senior High School of Mardhatillah**
Subjeck   **: English**
Class   **: XII IPA**
Topic   **: Voiced and Voiceless Consonant**
Skill/Aspect   **: Pronunciation**
Method   **: Direct Method**
Time   **: 2×25 Minutes**
Meeting   **:1ˢᵗ Meeting**

A. Competence Standards:

       Understanding the meaning of transactional and interpersonal simple pronunciation for interaction in daily life.

B. Basic Competence:

       Responding to meaning contained in the transactional pronunciation (to get things done) and interpersonal (socialize simple short accurately, fluently and acceptable) to interact with the surrounding environment by using some appropriate utterance many words.

C. Indicators:

     1. Students are able to pronounce words in the pronunciation correctly.

     2. Students are able to identify objects after explanation from the teacher.

     3. Students are asked to practice the pronunciation.

D. Learning Objectives:

     1.   The students know the types of pronunciation.

     2.   The students know many objects about words in English Voiced and Voiceless Consonant correctly after teacher's explanation

     3.   The students know how to pronounce English word in Plosive Voiced and Voiceless Consonant correctly.

E. Material:

Practice pronunciation in English Voiced and Voiceless Consonant

F. Learning Prosedures

Teacher Activities	Procedures of Teaching	Students' Activities
Pre-teaching: The teacher did teaching practice with English Plosive Voiced and Voiceless Consonant as the topic without using Direct Method as the teaching method.	a. Classroom interaction b. Introduce new teaching c. Daily vocabulary d. Oral communication e. Speech and listening f. Exercises	The students noticed teacher's instruction. The students listened and understood teacher's explanation. The students learnt daily vocabulary from the teacher. The students did the communication orally with the teacher. The students spoke up and listen teacher's instruction. The students do the task given

While Teaching: The teacher did teaching practice with English Plosive Voiced and Voiceless Consonant as the topic by using Direct Method as the teaching method.	a. Classroom Interaction	The students noticed teacher's instruction.
	b. Introduce teaching point (English Plosive Voiced and Voiceless Consonant).	The students listened and understood teacher's explanation. The students learnt daily vocabulary with the teacher.
	c. Taught daily vocabulary	The students' learnt daily vocabulary from the teacher.
	d. Speak Up (question and answer section) orally	Students do the question and answer section to practice students' speaking and grammar.
	e. Conversation practice	The students did the conversation practice and the students have to understand to be able to answer correctly.
	f. Exercises	The students get a task then pronounce it. While the teacher records students' pronunciation.
Post-teaching: The teacher did evaluation and asked the students to do the exercises.	a. Classroom Interaction	The students noticed teacher's instruction
	b. Evaluation	Students evaluated the topic about English Plosive Voiced and Voiceless consonant with the teacher.
	c. Exercises	The students get a task then pronounce it. While the teacher records students' pronunciation.

1. Source / Media:
   a. English book for XII
   b. Whiteboard and marker
2. Assesments:
   a. Form   : Oral Test
   b. Techniques   : Individual Performance
   c. Aspect   : Pronunciation
   d. Classification of Pronunciation:

Classification	Score
Exellent	96-100
Very Good	86-95
Good	76-85
Average	66-75
Poor	36-65
Very Poor	0-35

   e. Scoring Guidance :

   Test item   : 25

   Total score   : $25 \times 4 = 100$

LESSON PLAN
FOR EXPERIMENTAL GROUP

School   : **Islamic Senior High School of Mardhatillah**
Subject   : **English**
Class   : **XII IPA**
Topic   : **Voiced and Voiceless Consonant**
Skill/Aspect : **Pronunciation**
Method   : **Direct Method**
Time   : **2×25 Minutes**
Meeting   : **2nd Meeting**

A. Competence Standards

Understanding the meaning of transactional and interpersonal simple pronunciation to interaction in daily life.

B. Basic Competence

Responding to meaning contained in the transactional pronunciation (to get things done) and interpersonal (socialize simple short accurately, fluently, and acceptable) to interact with the surrounding environment by using some appropriate utterance many words.

C. Indicators

1. Students are able to pronounce words in pronunciation correctly.
2. Students are able to identify objects after explanation from the teacher.
3. Students are asked to practice the pronunciation.

D. Learning Objectives

1. The students know the types of Pronunciation
2. The students know many objects about words in English Voiced and Voiceless Consonant correctly after teacher's explanation
3. The students know how to pronounnce English word in English Voiced and Voiceless Consonant

E. Material

Practice pronunciation in English Voiced and Voiceless Consonant.

F. Learning Procedures

Teacher's Activities	Procedures of Teaching	Students' Activities
Pre-teaching: The teacher did teaching practice with English Plosive Voiced and Voiceless Consonant as the topic without using Direct Method as the teaching method.	g. Classroom interaction h. Introduce new teaching i. Daily vocabulary j. Oral communication k. Speech and listening l. Exercises	The students noticed teacher's instruction. The students listened and understood teacher's explanation. The students learnt daily vocabulary from the teacher. The students did the communication orally with the teacher. The students spoke up and listen teacher's instruction. The students do the task given

While Teaching: The teacher did teaching practice with English Plosive Voiced and Voiceless Consonant as the topic by using Direct Method as the teaching method.	g. Classroom Interaction	The students noticed teacher's instruction.
	h. Introduce teaching point (English Plosive Voiced and Voiceless Consonant).	The students listened and understood teacher's explanation. The students learnt daily vocabulary with the teacher.
	i. Taught daily vocabulary	The students' learnt daily vocabulary from the teacher.
	j. Speak Up (question and answer section) orally	Students do the question and answer section to practice students' speaking and grammar.
	k. Conversation practice	The students did the conversation practice and the students have to understand to be able to answer correctly.
	l. Exercises	The students get a task then pronounce it. While the teacher records students' pronunciation.
Post-teaching: The teacher did evaluation and asked the students to do the exercises.	d. Classroom Interaction	The students noticed teacher's instruction
	e. Evaluation	Students evaluated the topic about English Plosive Voiced and Voiceless consonant with the teacher.
	f. Exercises	The students get a task then pronounce it. While the teacher records students' pronunciation.

4. Source and Media:
    a. English book for XII
    b. Whiteboard and marker

5. Assesment:
    a. Form   : Oral Test
    b. Techniques   : Individual Performance
    c. Aspect   : Pronunciation
    d. Classification of Pronunciation :

Classification	Score
Excellent	96-100
Very Good	86-95
Good	76-85
Average	66-75
Poor	36-65
Very Poor	0-35

    e. Scoring Guidance:
        Test Item   : 25
        Total Score   : $25 \times 4 = 100$

APPENDIX 2

INSTRUMENT FOR PRE-TEST

TRIP IN WINTER

Diani : What do we have to prepare for the next trip?

Riana : We are supposed to bring winter clothes. Three pieces at least. We also have to take our personal medication.

Diani : Oh, I do not have any winter clothes and I do not have enough time to fine ones.

Riana : My sister has two jackets good enough for going out in winter. What if we ask her ?

Diani : That would be very helpful. Thank you very much.

Riana : No worries, mate.

Diani : Are we supposed to bring some food as well ?

Riana : No, it is forbidden by the school.

Name :………………………….

Class :………………………….

Do tick (✓) on the colom which is appropriate with the words then pronounce it !

No	Word	Voiced	Voiceless	Score
1.	What /wɒt/			
2.	Do /du:/			
3.	Prepare /pri'pær/			
4.	Trip /trip/			
5.	Suppose /sə'powz/			
6.	Bring /bring/			
7.	Winter /wintər/			
8.	Three /thrie/			
9.	Piece /pies/			
10.	At /æt/			
11.	Least /liest/			
12.	Take /teik/			
13.	Personal /pərsənəl/			
14.	Medication /medə'kesyən/			
15.	Time /taim/			
16.	Sister /sister/			
17.	Two /tuw/			
18.	Jacket /jækit/			
19.	Good /gud/			
20.	Going /gowing/			
21.	Out /awt/			
22.	Thank /thængk/			
23.	Bring /bring/			
24.	Food /fuwd/			
25.	Forbidden /fər'biden/			

APPENDIX 3

STUDENTS' TASK FOR TREATMENT
IN EXPERIMENTAL CLASS

Name :…………………………….

Class :…………………………….

Do tick (✓) on the colom which is appropriate with the words then pronoune it !

No	Word	Voiced	Voiceless	Score
1.	Pen /pen/			
2.	Apple /æpəl/			
3.	Rabbit /ræbit/			
4.	Top /tap/			
5.	Bed /bed/			
6.	Duck /dʌk/			
7.	Candy /kændie/			
8.	God /gɑd/			
9.	Crab /kræb/			
10.	Report /ri'powrt/			
11.	Cook /kuk/			
12.	Potato /pə'teitow/			
13.	Tiger /taigər/			
14.	Call /kɔl/			
15.	Big /big/			
16.	Hot /hɑt/			
17.	Grace /greis/			
18.	Doctor /daktər/			
19.	Help /help/			
20.	Book /buk/			
21.	Table /teibəl/			
22.	Egg /eg/			
23.	Pen /pen/			
24.	Soap /sowp/			
25.	Happy /hæpie/			

APPENDIX 4

STUDENTS' TASK FOR TREATMENT
IN CONTROL CLASS

Name :…………………………

Class :…………………………

Do the tick (✓) which is appropriate with the colom then pronounce it !

No	Word	Voiced	Voiceless	Score
1.	Pen /pen/			
2.	Apple /æpəl/			
3.	Sleep /sliep/			
4.	Thank /thængk/			
5.	Potato /pə'teitow/			
6.	Pet /pet/			
7.	Cook /kuk/			
8.	Kill /kil/			
9.	Bad /bæd/			
10.	Double /dʌbəl/			
11.	Chicken /cikən/			
12.	Table /teibəl/			
13.	Crab /kræb/			
14.	Doll /dal/			
15.	Adopt /ə'dapt/			
16.	Grow /grow/			
17.	Agree /ə'grie/			
18.	Door /dowr/			
19.	Pencil /pensəl/			
20.	Cat /kæt/			
21.	Tell /tel/			
22.	Do /duw/			
23.	Get /get/			
24.	Boy /boi/			
25.	Girl /gərl/			

APPENDIX 5

INSTRUMENT POST-TEST

Name :…………………….

Class :……………………..

Do the tick (✓) which is appropriate with the colom then pronounce it !

No.	Word	Voiced	Voiceless	Score
1.	Bond /band/			
2.	Can /kæn/			
3.	Clean /klien/			
4.	Dinner /dinər/			
5.	Breed /bried/			
6.	Director /dərectər/			
7.	Glow /glow/			
8.	Go /gow/			
9.	Retain /ritein/			
10.	Treat /triet/			
11.	Turn /tərn/			
12.	Ban /bæn/			
13.	Plain /plein/			
14.	Struggle /strʌgel/			
15.	Super /suwpər/			
16.	Sudden /sʌdən/			
17.	Deep /diep/			
18.	Crab /kræb/			
19.	Frog /frag/			
20.	Globe /glowb/			
21.	Instant /instənt/			
22.	Head /hed/			
23.	Brain /brein/			
24.	Crime /kraim/			
25.	Obey /ow'bei/			

APPENDIX 7

Result of Reliability Test

CORRELATIONS /VARIABLES=X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11
X12 X13 X14 X15 X16 X17 X18 X19 X20 X21 X22 X23 X24 X25
Total/PRINT=TWO TAIL NOSIG
/MISSING=PAIRWISE.

Correlations

Reliability Test

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	Weight	<none>
	Split File	<none>
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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS
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		X22 X23 X24 X25 Total
		/PRINT=TWOTAIL NOSIG
		/MISSING=PAIRWISE.
Resources	Processor Time	00:00:00,08
	Elapsed Time	00:00:00,08

[DataSet0]

Correlations

	X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16
X01 Pearson sCorrelation	1	.051	-.030	-.115	-.024	-.135	-.102	-.106	.045	-.132	.000	.100	.147	-.072	.177	-.053
Sig. (2-tailed)		.804	.886	.575	.906	.511	.619	.607	.827	.522	1.000	.628	.475	.727	.388	.798
N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X02 Pearson Correlation	.051	1	.174	.077	.016	.090	.246	-.268	-.310	-.102	.000	-.219	.189	-.077	-.118	.596**
Sig. (2-tailed)	.804		.394	.709	.937	.662	.226	.186	.123	.618	1.000	.281	.354	.709	.566	.001
N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X03 Pearson Correlation	-.030	.174	1	.118	.261	-.352	-.019	-.047	-.367	-.184	-.309	-.038	.462*	.103	.094	.246
Sig. (2-tailed)	.886	.394		.566	.198	.078	.926	.821	.065	.369	.124	.853	.017	.618	.648	.226
N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X04 Pearson Correlation	-.115	.077	.118	1	.154	.061	.046	.212	-.058	-.327	.000	-.287	.017	-.278	.217	.127
Sig. (2-tailed)	.575	.709	.566		.452	.767	.823	.299	.777	.103	1.000	.156	.934	.170	.287	.535
N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
X05	Pearson Correlation	-.024	.016	.261	.154	1	.180	.010	-.011	-.333	.230	.000	-.090	-.090	.037	-.205	.348
	Sig. (2-tailed)	.906	.937	.198	.452		.378	.962	.959	.097	.257	1.000	.663	.661	.859	.315	.082
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X06	Pearson Correlation	-.135	.090	-.352	.061	.180	1	.054	.094	-.068	-.081	.176	.311	-.110	-.325	-.267	.311
	Sig. (2-tailed)	.511	.662	.078	.767	.378		.793	.646	.740	.693	.390	.122	.592	.105	.187	.122
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X07	Pearson Correlation	-.102	.246	-.019	.046	.010	.054	1	-.045	-.321	-.176	.000	.235	-.379	-.146	.061	.358
	Sig. (2-tailed)	.619	.226	.926	.823	.962	.793		.828	.110	.390	1.000	.247	.056	.476	.768	.073
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X08	Pearson Correlation	-.106	-.268	-.047	.212	-.011	.094	-.045	1	-.017	-.058	.145	.211	.252	.214	-.066	-.056
	Sig. (2-tailed)	.607	.186	.821	.299	.959	.646	.828		.935	.780	.479	.302	.214	.294	.748	.784
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X09	Pearson Correlation	.045	-.310	-.367	-.058	-.333	-.068	-.321	-.017	1	.222	.168	.089	.168	-.131	-.077	-.374

Sig. (2-tailed)	.827	.123	.065	.777	.097	.740	.110	.935		.276	.411	.665	.413	.523	.710	.059
N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X10 Pearson Correlation	-.132	-.102	-.184	-.327	.230	-.081	-.176	-.058	.222	1	.000	.172	-.065	.198	-.261	.040
X10 Sig. (2-tailed)	.522	.618	.369	.103	.257	.693	.390	.780	.276		1.0000	.402	.752	.332	.198	.845
X10 N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X11 Pearson Correlation	.000	.000	-.309	.000	.000	.176	.000	.145	.168	.000	1	.000	-.247	.000	-.165	-.153
X11 Sig. (2-tailed)	1.0000	1.0000	.124	1.0000	1.0000	.390	1.0000	.479	.411	1.0000		1.0000	.225	1.0000	.422	.455
X11 N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X12 Pearson Correlation	.100	-.219	-.038	-.287	-.090	.311	.235	.211	.089	.172	.000	1	.030	-.208	.046	.016
X12 Sig. (2-tailed)	.628	.281	.853	.156	.663	.122	.247	.302	.665	.402	1.0000		.882	.309	.822	.937
X12 N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X13 Pearson Correlation	.147	.189	.462*	.017	-.090	-.110	-.379	.252	.168	-.065	-.247	.030	1	.196	.169	.257
X13 Sig. (2-tailed)	.475	.354	.017	.934	.661	.592	.056	.214	.413	.752	.225	.882		.338	.410	.205

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X14	Pearson Correlation	-.072	-.077	.103	-.278	.037	-.325	-.146	.214	-.131	.198	.000	-.208	.196	1	.105	.022
	Sig. (2-tailed)	.727	.709	.618	.170	.859	.105	.476	.294	.523	.332	1.0000	.309	.338		.611	.915
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X15	Pearson Correlation	.177	-.118	.094	.217	-.205	-.267	.061	-.066	.077	-.261	-.165	.046	.169	.105	1	.046
	Sig. (2-tailed)	.388	.566	.648	.287	.315	.187	.768	.748	.710	.198	.422	.822	.410	.611		.822
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X16	Pearson Correlation	-.053	.596**	.246	.127	.348	.311	.358	-.056	-.374	.040	-.153	.016	.257	.022	.046	1
	Sig. (2-tailed)	.798	.001	.226	.535	.082	.122	.073	.784	.059	.845	.455	.937	.205	.915	.822	
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X17	Pearson Correlation	-.062	-.259	-.380	.150	-.106	.366	-.011	.091	.105	-.107	.181	.019	-.231	-.245	.055	-.147
	Sig. (2-tailed)	.762	.202	.055	.464	.607	.066	.957	.659	.609	.602	.378	.926	.256	.228	.790	.475
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X18	Pearson Correlation	.118	-.018	-.045	-.338	-.278	-.205	-.155	-.382	.287	.048	.181	.019	-.098	-.109	-.302	-.312

	Sig. (2-tailed)	.567	.929	.827	.091	.170	.315	.448	.054	.155	.817	.378	.926	.635	.595	.134	.120
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X19	Pearson Correlation	.184	.119	-.047	-.181	-.288	.248	.420*	-.015	-.164	-.058	.000	.478*	-.178	-.222	-.066	.211
	Sig. (2-tailed)	.368	.562	.821	.375	.154	.222	.033	.943	.424	.780	1.0000	.014	.385	.275	.748	.302
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X20	Pearson Correlation	.450*	.016	-.034	.011	.093	-.155	.010	-.288	-.333	.094	-.317	-.381	-.090	.156	.109	.056
	Sig. (2-tailed)	.021	.937	.869	.957	.651	.451	.962	.154	.097	.647	.114	.055	.661	.447	.598	.786
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X21	Pearson Correlation	-.065	.156	-.012	-.199	-.396*	-.233	-.042	-.102	.052	.033	.169	-.083	.135	.351	.205	-.239
	Sig. (2-tailed)	.753	.448	.953	.330	.045	.252	.840	.620	.799	.871	.410	.685	.512	.079	.315	.241
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X22	Pearson Correlation	.329	-.074	-.182	.081	-.288	-.059	-.161	.239	.130	-.432*	.145	-.056	.252	-.004	.221	-.457*
	Sig. (2-tailed)	.101	.718	.374	.695	.154	.775	.432	.240	.527	.028	.479	.784	.214	.984	.278	.019
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

X23	Pearson Correlation	-.159	.272	-.030	.035	-.024	.040	.031	.039	.045	.296	.166	.100	.024	.177	.013	.100
	Sig. (2-tailed)	.437	.178	.886	.867	.906	.844	.882	.850	.827	.142	.417	.628	.909	.386	.951	.628
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X24	Pearson Correlation	.104	-.069	-.012	-.199	.087	-.233	-.312	-.102	.052	.033	.000	-.239	.135	-.029	-.128	-.083
	Sig. (2-tailed)	.615	.737	.953	.330	.674	.252	.121	.620	.799	.871	1.000	.241	.512	.887	.532	.685
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
X25	Pearson Correlation	.080	.085	-.372	.058	.091	.068	.218	-.419*	.146	.316	.000	-.088	-.474*	.036	-.253	-.088
	Sig. (2-tailed)	.698	.679	.062	.779	.657	.743	.285	.033	.478	.116	1.000	.668	.014	.861	.212	.668
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26
Total	Pearson Correlation	.379	.310	.071	.080	.092	.132	.186	.221	-.035	.159	.216	.291	.423*	.252	.183	.423*
	Sig. (2-tailed)	.056	.124	.732	.698	.654	.522	.363	.278	.865	.437	.289	.149	.031	.213	.370	.031
	N	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26	26

Correlations

		X17	X18	X19	X20	X21	X22	X23	X24	X25	Total
X01	Pearson Correlation	-.062	.118	.184	.450*	-.065	.329	-.159	.104	.080	.379
	Sig. (2-tailed)	.762	.567	.368	.021	.753	.101	.437	.615	.698	.056
	N	26	26	26	26	26	26	26	26	26	26
X02	Pearson Correlation	-.259	-.018	.119	.016	.156	-.074	.272	-.069	.085	.310
	Sig. (2-tailed)	.202	.929	.562	.937	.448	.718	.178	.737	.679	.124
	N	26	26	26	26	26	26	26	26	26	26
X03	Pearson Correlation	-.380	-.045	-.047	-.034	-.012	-.182	-.030	-.012	-.372	.071
	Sig. (2-tailed)	.055	.827	.821	.869	.953	.374	.886	.953	.062	.732
	N	26	26	26	26	26	26	26	26	26	26
X04	Pearson Correlation	.150	-.338	-.181	.011	-.199	.081	.035	-.199	.058	.080
	Sig. (2-tailed)	.464	.091	.375	.957	.330	.695	.867	.330	.779	.698
	N	26	26	26	26	26	26	26	26	26	26
X05	Pearson Correlation	-.106	-.278	-.288	.093	-.396*	-.288	-.024	.087	.091	.092
	Sig. (2-tailed)	.607	.170	.154	.651	.045	.154	.906	.674	.657	.654
	N	26	26	26	26	26	26	26	26	26	26
X06	Pearson Correlation	.366	-.205	.248	-.155	-.233	-.059	.040	-.233	.068	.132
	Sig. (2-tailed)	.066	.315	.222	.451	.252	.775	.844	.252	.743	.522
	N	26	26	26	26	26	26	26	26	26	26
X07	Pearson Correlation	-.011	-.155	.420*	.010	-.042	-.161	.031	-.312	.218	.186
	Sig. (2-tailed)	.957	.448	.033	.962	.840	.432	.882	.121	.285	.363
	N	26	26	26	26	26	26	26	26	26	26
X08	Pearson Correlation	.091	-.382	-.015	-.288	-.102	.239	.039	-.102	-.419*	.221
	Sig. (2-tailed)	.659	.054	.943	.154	.620	.240	.850	.620	.033	.278
	N	26	26	26	26	26	26	26	26	26	26
X09	Pearson Correlation	.105	.287	-.164	-.333	.052	.130	.045	.052	.146	-.035
	Sig. (2-tailed)	.609	.155	.424	.097	.799	.527	.827	.799	.478	.865
	N	26	26	26	26	26	26	26	26	26	26

X10	Pearson Correlation	-.107	.048	-.058	.094	.033	-.432*	.296	.033	.316	.159
	Sig. (2-tailed)	.602	.817	.780	.647	.871	.028	.142	.871	.116	.437
	N	26	26	26	26	26	26	26	26	26	26
X11	Pearson Correlation	.181	.181	.000	-.317	.169	.145	.166	.000	.000	.216
	Sig. (2-tailed)	.378	.378	1.000	.114	.410	.479	.417	1.000	1.000	.289
	N	26	26	26	26	26	26	26	26	26	26
X12	Pearson Correlation	.019	.019	.478*	-.381	-.083	-.056	.100	-.239	-.088	.291
	Sig. (2-tailed)	.926	.926	.014	.055	.685	.784	.628	.241	.668	.149
	N	26	26	26	26	26	26	26	26	26	26
X13	Pearson Correlation	-.231	-.098	-.178	-.090	.135	.252	.024	.135	-.474*	.423*
	Sig. (2-tailed)	.256	.635	.385	.661	.512	.214	.909	.512	.014	.031
	N	26	26	26	26	26	26	26	26	26	26
X14	Pearson Correlation	-.245	-.109	-.222	.156	.351	-.004	.177	-.029	.036	.252
	Sig. (2-tailed)	.228	.595	.275	.447	.079	.984	.386	.887	.861	.213
	N	26	26	26	26	26	26	26	26	26	26
X15	Pearson Correlation	.055	-.302	-.066	.109	.205	.221	.013	-.128	-.253	.183
	Sig. (2-tailed)	.790	.134	.748	.598	.315	.278	.951	.532	.212	.370
	N	26	26	26	26	26	26	26	26	26	26
X16	Pearson Correlation	-.147	-.312	.211	.056	-.239	-.457*	.100	-.083	-.088	.423*
	Sig. (2-tailed)	.475	.120	.302	.786	.241	.019	.628	.685	.668	.031
	N	26	26	26	26	26	26	26	26	26	26
X17	Pearson Correlation	1	-.368	.091	-.106	-.098	.248	-.062	-.464*	.121	-.085
	Sig. (2-tailed)		.064	.659	.607	.632	.221	.762	.017	.555	.678
	N	26	26	26	26	26	26	26	26	26	26
X18	Pearson Correlation	-.368	1	.091	-.106	.267	-.067	-.062	.267	.121	-.163
	Sig. (2-tailed)	.064		.659	.607	.187	.746	.762	.187	.555	.425
	N	26	26	26	26	26	26	26	26	26	26
X19	Pearson Correlation	.091	.091	1	-.011	-.102	-.141	.039	-.249	.126	.284
	Sig. (2-tailed)	.659	.659		.959	.620	.491	.850	.219	.541	.160
	N	26	26	26	26	26	26	26	26	26	26

X20	Pearson Correlation	-.106	-.106	-.011	1	-.074	-.011	-.183	.247	.290	.092
	Sig. (2-tailed)	.607	.607	.959		.719	.959	.372	.223	.151	.654
	N	26	26	26	26	26	26	26	26	26	26
X21	Pearson Correlation	-.098	.267	-.102	-.074	1	.193	.440*	-.197	.032	.264
	Sig. (2-tailed)	.632	.187	.620	.719		.346	.024	.334	.875	.193
	N	26	26	26	26	26	26	26	26	26	26
X22	Pearson Correlation	.248	-.067	-.141	-.011	.193	1	-.106	-.102	-.056	.158
	Sig. (2-tailed)	.221	.746	.491	.959	.346		.607	.620	.786	.440
	N	26	26	26	26	26	26	26	26	26	26
X23	Pearson Correlation	-.062	-.062	.039	-.183	.440*	-.106	1	-.401*	.287	.451*
	Sig. (2-tailed)	.762	.762	.850	.372	.024	.607		.042	.155	.021
	N	26	26	26	26	26	26	26	26	26	26
X24	Pearson Correlation	-.464*	.267	-.249	.247	-.197	-.102	-.401*	1	-.389*	-.283
	Sig. (2-tailed)	.017	.187	.219	.223	.334	.620	.042		.049	.161
	N	26	26	26	26	26	26	26	26	26	26
X25	Pearson Correlation	.121	.121	.126	.290	.032	-.056	.287	-.389*	1	.124
	Sig. (2-tailed)	.555	.555	.541	.151	.875	.786	.155	.049		.545
	N	26	26	26	26	26	26	26	26	26	26
Total	Pearson Correlation	-.085	-.163	.284	.092	.264	.158	.451*	-.283	.124	1
	Sig. (2-tailed)	.678	.425	.160	.654	.193	.440	.021	.161	.545	
	N	26	26	26	26	26	26	26	26	26	26

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

RELIABILITY/VARIABLES = X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 X20 X21 X22 X23 X24 X25

 /SCALE('ALL VARIABLES') ALL
 /MODEL=ALPHA
 /SUMMARY=TOTAL.

Reliability

Notes

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	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY
		/VARIABLES=X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11 X12 X13 X14 X15 X16 X17 X18 X19 X20 X21
		X22 X23 X24 X25
		/SCALE('ALL VARIABLES') ALL
		/MODEL=ALPHA
		/SUMMARY=TOTAL.
Resources	Processor Time	00:00:00,02
	Elapsed Time	00:00:00,02

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	26	100.0
	Excluded[a]	0	.0
	Total	26	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.329	25

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	43.31	4.542	.173	-.457[a]
X02	43.27	4.765	.153	-.410[a]
X03	43.15	5.255	-.160	-.246[a]
X04	43.27	5.245	-.158	-.245[a]
X05	43.35	5.195	-.134	-.263[a]
X06	43.27	5.085	-.074	-.302[a]
X07	43.27	5.005	-.085	-.290[a]
X08	43.46	4.898	-.027	-.332[a]
X09	43.46	5.458	-.242	-.206[a]

X10	43.50	5.060	-.093	-.286[a]
X11	43.12	4.906	.000	-.346[a]
X12	43.38	4.726	.058	-.389[a]
X13	43.08	4.314	.143	-.488[a]
X14	43.23	4.825	-.036	-.329[a]
X15	43.50	4.980	-.036	-.324[a]
X16	43.38	4.406	.203	-.493[a]
X17	43.38	5.526	-.275	-.196[a]
X18	43.38	5.686	-.345	-.161[a]
X19	43.46	4.738	.038	-.378[a]
X20	43.35	5.195	-.134	-.263[a]
X21	43.19	4.802	.052	-.377[a]
X22	43.46	5.058	-.090	-.288[a]
X23	43.31	4.382	.254	-.511[a]
X24	43.19	6.002	-.460	-.093[a]
X25	43.04	5.078	-.049	-.316[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

NEW FILE.
DATASET NAME DataSet1 WINDOW=FRONT.
CORRELATIONS/VARIABLES=X01 X02 X03 X04 X05 X06 X07 X08 X09 X10 X11
X12 X13 X14 X15 X16 X17 X18 X19 X20 X21 X22 X23 X24 X25 Total
/PRINT=TWOTAIL NOSIG
/MISSING=PAIRWISE.

Correlations

Notes

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	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
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[DataSet1]

Correlations

	X01	X02	X03	X04	X05	X06	X07	X08	X09	X10	X11	X12	X13	X14	X15	X16
X01 Pearson Correlation	1	.349	-.528**	.048	.082	-.080	.143	.295	-.291	.110	.000	.299	.330	.097	.193	.123
Sig. (2-tailed)		.103	.010	.828	.710	.718	.516	.172	.178	.616	1.000	.166	.124	.661	.377	.576
N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X02 Pearson Correlation	.349	1	-.181	.048	-.154	.232	-.050	.000	.176	-.252	.000	.097	-.200	-.062	.015	.290
Sig. (2-tailed)	.103		.409	.828	.484	.286	.820	1.0000	.422	.246	1.0000	.661	.361	.778	.944	.180
N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X03 Pearson Correlation	-.528**	-.181	1	-.192	-.139	.074	-.570**	-.353	.292	-.151	-.152	-.225	.092	-.259	-.062	-.093
Sig. (2-tailed)	.010	.409		.380	.527	.736	.005	.098	.176	.491	.489	.302	.676	.232	.780	.674
N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X04 Pearson Correlation	.048	.048	-.192	1	-.073	.162	.094	.000	.117	.225	.194	-.009	-.047	.197	.150	-.089

	Sig. (2-tailed)	.828	.828	.380		.740	.459	.669	1.000	.594	.302	.375	.968	.831	.368	.495	.688
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X05	Pearson Correlation	.082	-.154	-.139	-.073	1	.022	-.091	.160	-.132	.068	.000	-.191	-.042	-.112	.092	-.079
	Sig. (2-tailed)	.710	.484	.527	.740		.922	.679	.466	.548	.756	1.000	.383	.850	.610	.675	.722
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X06	Pearson Correlation	-.080	-.232	.074	-.162	.022	1	-.183	.000	.129	.061	-.134	.043	.476*	-.170	-.027	-.041
	Sig. (2-tailed)	.718	.286	.736	.459	.922		.403	1.000	.559	.782	.543	.844	.022	.438	.902	.853
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X07	Pearson Correlation	.143	-.050	-.570**	.094	-.091	-.183	1	.131	.150	.280	.000	.117	-.328	-.037	.062	-.174
	Sig. (2-tailed)	.516	.820	.005	.669	.679	.403		.551	.493	.195	1.000	.594	.127	.867	.779	.428
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X08	Pearson Correlation	.295	.000	-.353	.000	.160	.000	.131	1	.106	.000	.000	.000	.000	-.108	-.121	-.226

	Sig. (2-tailed)	.172	1.0000	.098	1.0000	.466	1.0000	.551		.631	1.0000	1.0000	1.0000	1.0000	.624	.583	.300
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X09	Pearson Correlation	-.291	.176	.292	-.117	-.132	.129	.150	.106	1	.147	-.136	-.265	-.248	-.213	-.216	-.228
	Sig. (2-tailed)	.178	.422	.176	.594	.548	.559	.493	.631		.503	.535	.222	.254	.329	.322	.294
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X10	Pearson Correlation	.110	-.252	-.151	.225	.068	.061	.280	.000	.147	1	.159	-.088	.128	.081	-.136	-.314
	Sig. (2-tailed)	.616	.246	.491	.302	.756	.782	.195	1.0000	.503		.469	.689	.560	.714	.538	.144
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X11	Pearson Correlation	.000	.000	-.152	-.194	.000	-.134	.000	.000	-.136	.159	1	.000	.310	-.139	.156	.146
	Sig. (2-tailed)	1.0000	1.0000	.489	.375	1.0000	.543	1.0000	1.0000	.535	.469		1.0000	.151	.527	.478	.506
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X12	Pearson Correlation	.299	.097	-.225	-.009	-.191	.043	.117	.000	-.265	-.088	.000	1	.136	.367	.130	.256
	Sig. (2-tailed)	.166	.661	.302	.968	.383	.844	.594	1.0000	.222	.689	1.0000		.536	.085	.555	.238

		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13	C14	C15	C16
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X13	Pearson Correlation	.330	-.200	.092	-.047	-.042	.476*	-.328	.000	-.248	.128	.310	.136	1	-.146	-.044	-.147
	Sig. (2-tailed)	.124	.361	.676	.831	.850	.022	.127	1.0000	.254	.560	.151	.536		.506	.842	.502
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X14	Pearson Correlation	.097	-.062	-.259	.197	-.112	-.170	-.037	-.108	-.213	.081	-.139	.367	-.146	1	.271	.334
	Sig. (2-tailed)	.661	.778	.232	.368	.610	.438	.867	.624	.329	.714	.527	.085	.506		.210	.120
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X15	Pearson Correlation	.193	.015	-.062	-.150	.092	-.027	.062	-.121	-.216	-.136	.156	.130	-.044	.271	1	.326
	Sig. (2-tailed)	.377	.944	.780	.495	.675	.902	.779	.583	.322	.538	.478	.555	.842	.210		.129
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X16	Pearson Correlation	.123	.290	-.093	.089	.079	.041	.174	-.226	-.228	-.314	.146	.256	-.147	.334	.326	1
	Sig. (2-tailed)	.576	.180	.674	.688	.722	.853	.428	.300	.294	.144	.506	.238	.502	.120	.129	
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X17	Pearson Correlation	.200	-.154	-.233	.047	.042	.270	.171	.240	.121	.314	-.155	.136	.006	.275	.189	.147

	Sig. (2-tailed)	.361	.484	.284	.831	.850	.212	.436	.270	.582	.144	.481	.536	.977	.204	.389	.502
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X18	Pearson Correlation	-.009	.195	.361	-.018	-.385	.231	-.308	-.138	.197	.163	.000	.116	.440*	-.156	.407	-.265
	Sig. (2-tailed)	.968	.372	.090	.935	.070	.289	.153	.529	.367	.458	1.000	.599	.036	.478	.054	.221
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X19	Pearson Correlation	.317	-.154	-.327	.167	-.022	-.144	.328	.160	-.132	.265	.000	.029	-.042	.405	.478*	-.079
	Sig. (2-tailed)	.140	.484	.127	.446	.920	.512	.127	.466	.548	.222	1.000	.897	.850	.056	.021	.722
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X20	Pearson Correlation	-.394	-.173	.161	-.127	-.073	-.162	-.103	.000	-.117	-.329	.000	-.421*	-.047	-.289	-.331	-.428*
	Sig. (2-tailed)	.063	.430	.462	.562	.740	.459	.641	1.000	.594	.125	1.000	.045	.831	.182	.123	.042
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X21	Pearson Correlation	-.243	-.050	.201	-.103	.118	-.455*	-.030	-.131	-.265	-.203	.000	-.242	-.485*	-.037	.378	.270
	Sig. (2-tailed)	.263	.820	.357	.641	.591	.029	.892	.551	.222	.352	1.000	.265	.019	.867	.075	.212

	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X22	Pearson Correlation	-.062	.176	-.323	.116	.146	.109	-.037	.162	.015	.147	.209	-.077	-.017	-.045	.119	-.032
	Sig. (2-tailed)	.778	.422	.133	.598	.506	.620	.867	.461	.946	.503	.339	.726	.939	.837	.589	.886
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X23	Pearson Correlation	.087	-.056	.109	-.114	.364	.149	-.033	-.291	-.192	-.047	-.125	-.203	.101	-.250	.127	.081
	Sig. (2-tailed)	.693	.800	.620	.604	.087	.498	.881	.178	.381	.832	.569	.353	.646	.250	.563	.713
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X24	Pearson Correlation	-.162	-.162	.364	-.150	.101	-.152	-.096	-.121	.166	.013	.312	-.036	.245	.011	.127	.190
	Sig. (2-tailed)	.459	.459	.087	.495	.648	.488	.662	.583	.448	.953	.148	.870	.259	.959	.565	.386
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
X25	Pearson Correlation	.082	.082	-.192	-.183	-.163	.401	.100	-.117	.022	-.075	.151	-.272	.256	-.318	-.031	.219
	Sig. (2-tailed)	.708	.708	.381	.402	.458	.058	.650	.595	.922	.733	.491	.209	.238	.139	.889	.316
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23
Tot	Pearson Correlation	.415[*]	.076	-.234	-.019	.060	.330	.095	.144	.053	.347	.298	.081	.424[*]	.149	.446[*]	.310

a l	Sig. (2-tailed)	.049	.732	.282	.932	.785	.124	.666	.512	.810	.105	.168	.714	.044	.499	.033	.150								
	N	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23	23								

Correlations

		X17	X18	X19	X20	X21	X22	X23	X24	X25	Total
X01	Pearson Correlation	.200	-.009	.317	-.394	-.243	-.062	.087	-.162	.082	.415[*]
	Sig. (2-tailed)	.361	.968	.140	.063	.263	.778	.693	.459	.708	.049
	N	23	23	23	23	23	23	23	23	23	23
X02	Pearson Correlation	-.154	.195	-.154	-.173	-.050	.176	-.056	-.162	.082	.076
	Sig. (2-tailed)	.484	.372	.484	.430	.820	.422	.800	.459	.708	.732
	N	23	23	23	23	23	23	23	23	23	23
X03	Pearson Correlation	-.233	.361	-.327	.161	.201	-.323	.109	.364	-.192	-.234
	Sig. (2-tailed)	.284	.090	.127	.462	.357	.133	.620	.087	.381	.282
	N	23	23	23	23	23	23	23	23	23	23
X04	Pearson Correlation	.047	-.018	.167	-.127	-.103	.116	-.114	-.150	-.183	-.019
	Sig. (2-tailed)	.831	.935	.446	.562	.641	.598	.604	.495	.402	.932
	N	23	23	23	23	23	23	23	23	23	23
X05	Pearson Correlation	.042	-.385	-.022	-.073	.118	.146	.364	-.101	-.163	.060
	Sig. (2-tailed)	.850	.070	.920	.740	.591	.506	.087	.648	.458	.785
	N	23	23	23	23	23	23	23	23	23	23
X06	Pearson Correlation	.270	.231	-.144	-.162	-.455[*]	.109	.149	-.152	.401	.330
	Sig. (2-tailed)	.212	.289	.512	.459	.029	.620	.498	.488	.058	.124
	N	23	23	23	23	23	23	23	23	23	23

X 0 7	Pearson Correlation	.171	-.308	.328	-.103	-.030	-.037	-.033	-.096	.100	.095
	Sig. (2-tailed)	.436	.153	.127	.641	.892	.867	.881	.662	.650	.666
	N	23	23	23	23	23	23	23	23	23	23
X 0 8	Pearson Correlation	.240	-.138	.160	.000	-.131	.162	-.291	-.121	-.117	.144
	Sig. (2-tailed)	.270	.529	.466	1.000	.551	.461	.178	.583	.595	.512
	N	23	23	23	23	23	23	23	23	23	23
X 0 9	Pearson Correlation	.121	.197	-.132	-.117	-.265	.015	-.192	.166	.022	.053
	Sig. (2-tailed)	.582	.367	.548	.594	.222	.946	.381	.448	.922	.810
	N	23	23	23	23	23	23	23	23	23	23
X 1 0	Pearson Correlation	.314	.163	.265	-.329	-.203	.147	-.047	.013	-.075	.347
	Sig. (2-tailed)	.144	.458	.222	.125	.352	.503	.832	.953	.733	.105
	N	23	23	23	23	23	23	23	23	23	23
X 1 1	Pearson Correlation	-.155	.000	.000	.000	.000	.209	-.125	.312	.151	.298
	Sig. (2-tailed)	.481	1.000	1.000	1.000	1.000	.339	.569	.148	.491	.168
	N	23	23	23	23	23	23	23	23	23	23
X 1 2	Pearson Correlation	-.136	.116	.029	-.421*	-.242	-.077	-.203	-.036	-.272	.081
	Sig. (2-tailed)	.536	.599	.897	.045	.265	.726	.353	.870	.209	.714
	N	23	23	23	23	23	23	23	23	23	23
X 1 3	Pearson Correlation	.006	.440*	-.042	-.047	-.485*	-.017	.101	.245	.256	.424*
	Sig. (2-tailed)	.977	.036	.850	.831	.019	.939	.646	.259	.238	.044
	N	23	23	23	23	23	23	23	23	23	23
X 1 4	Pearson Correlation	.275	-.156	.405	-.289	-.037	-.045	-.250	.011	-.318	.149
	Sig. (2-tailed)	.204	.478	.056	.182	.867	.837	.250	.959	.139	.499
	N	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.189	-.407	.478*	-.331	.378	-.119	.127	.127	-.031	.446*

X 1 5	Sig. (2-tailed)	.389	.054	.021	.123	.075	.589	.563	.565	.889	.033
	N	23	23	23	23	23	23	23	23	23	23
X 1 6	Pearson Correlation	.147	-.265	-.079	-.428*	.270	-.032	.081	.190	.219	.310
	Sig. (2-tailed)	.502	.221	.722	.042	.212	.886	.713	.386	.316	.150
	N	23	23	23	23	23	23	23	23	23	23
X 1 7	Pearson Correlation	1	-.108	.233	-.133	-.143	.017	.132	-.101	.024	.578**
	Sig. (2-tailed)		.623	.284	.545	.514	.939	.550	.648	.912	.004
	N	23	23	23	23	23	23	23	23	23	23
X 1 8	Pearson Correlation	-.108	1	-.385	-.018	-.308	.292	-.140	.094	-.063	.083
	Sig. (2-tailed)	.623		.070	.935	.153	.176	.523	.668	.774	.706
	N	23	23	23	23	23	23	23	23	23	23
X 1 9	Pearson Correlation	.233	-.385	1	-.313	-.091	-.112	.209	-.101	-.163	.336
	Sig. (2-tailed)	.284	.070		.146	.679	.610	.338	.648	.458	.116
	N	23	23	23	23	23	23	23	23	23	23
X 2 0	Pearson Correlation	-.133	-.018	-.313	1	.094	-.127	.032	-.150	-.008	-.581**
	Sig. (2-tailed)	.545	.935	.146		.669	.565	.886	.495	.972	.004
	N	23	23	23	23	23	23	23	23	23	23
X 2 1	Pearson Correlation	-.143	-.308	-.091	.094	1	-.037	-.033	.062	-.207	-.245
	Sig. (2-tailed)	.514	.153	.679	.669		.867	.881	.779	.344	.261
	N	23	23	23	23	23	23	23	23	23	23
X 2 2	Pearson Correlation	.017	.292	-.112	-.127	-.037	1	-.041	-.119	.123	.257
	Sig. (2-tailed)	.939	.176	.610	.565	.867		.853	.589	.575	.236
	N	23	23	23	23	23	23	23	23	23	23
	Pearson Correlation	.132	-.140	.209	.032	-.033	-.041	1	-.224	.054	.190

X23	Sig. (2-tailed)	.550	.523	.338	.886	.881	.853		.304	.806	.386
	N	23	23	23	23	23	23	23	23	23	23
X24	Pearson Correlation	-.101	.094	-.101	-.150	.062	-.119	-.224	1	.252	.307
	Sig. (2-tailed)	.648	.668	.648	.495	.779	.589	.304		.247	.154
	N	23	23	23	23	23	23	23	23	23	23
X25	Pearson Correlation	.024	-.063	-.163	-.008	-.207	.123	.054	.252	1	.271
	Sig. (2-tailed)	.912	.774	.458	.972	.344	.575	.806	.247		.211
	N	23	23	23	23	23	23	23	23	23	23
Total	Pearson Correlation	.578**	.083	.336	-.581**	-.245	.257	.190	.307	.271	1
	Sig. (2-tailed)	.004	.706	.116	.004	.261	.236	.386	.154	.211	
	N	23	23	23	23	23	23	23	23	23	23

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

RELIABILITY
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X16 X17 X18 X19 X20 X21 X22 X23 X24 X25
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/MODEL=ALPHA
/SUMMARY=TOTAL.

Reliability

Notes

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Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.	
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.	
Syntax		RELIABILITY	
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		X22 X23 X24 X25	
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		/MODEL=ALPHA	
		/SUMMARY=TOTAL.	
Resources	Processor Time		00:00:00,02
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Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded[a]	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha[a]	N of Items
-.360	25

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X01	44.39	4.794	.235	-.514[a]
X02	44.39	5.522	-.119	-.308[a]
X03	44.61	6.431	-.442	-.098[a]
X04	44.52	5.715	-.206	-.264[a]
X05	44.48	5.534	-.120	-.312[a]
X06	44.43	4.893	.055	-.437[a]
X07	44.35	5.510	-.124	-.301[a]
X08	44.26	5.474	-.144	-.273[a]
X09	44.22	5.723	-.215	-.225[a]
X10	44.39	4.885	.119	-.465[a]
X11	44.26	5.020	.078	-.431[a]
X12	44.43	5.530	-.128	-.301[a]
X13	44.30	4.676	.198	-.529[a]
X14	44.39	5.431	-.119	-.296[a]
X15	44.57	4.621	.225	-.549[a]
X16	44.35	4.964	.058	-.430[a]
X17	44.22	4.269	.383	-.679[a]
X18	44.61	5.522	-.124	-.303[a]
X19	44.48	4.988	.164	-.460[a]
X20	44.52	6.897	-.689	-.040[a]
X21	44.35	6.328	-.432	-.127[a]
X22	44.35	5.146	.081	-.414[a]
X23	44.39	5.340	-.108	-.301[a]

X24	44.57	4.984	.071	-.433[a]
X25	44.43	5.075	.026	-.402[a]

a. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

Result of Normality Test (Pre-test)

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation Skill	Pre Test Experiment Class	.176	26	.037	.927	26	.065
	Pre Test Control Class	.181	23	.048	.915	23	.052

a. Lilliefors Significance Correction

Result of Normality Test (Post-test)

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
Pronunciation Skill	Post Test Experiment Class	.136	26	.200*	.951	26	.250
	Post Test Control Class	.176	23	.062	.941	23	.189

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Result of Homogeneity Test (Pre-test)

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pronunciation Skill	Based on Mean	11.823	1	47	.001
	Based on Median	7.837	1	47	.007
	Based on Median and with adjusted df	7.837	1	41.289	.008
	Based on trimmed mean	11.558	1	47	.001

Result of Homogeneity Test (Post-test)

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Pronunciation Skill	Based on Mean	3.982	1	47	.052
	Based on Median	3.570	1	47	.065
	Based on Median and with adjusted df	3.570	1	43.072	.066
	Based on trimmed mean	3.884	1	47	.055

APPENDIX 8

Total score Pre-test

No	Test Item																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
1	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	8
2	0	0	0	0	0	4	4	0	0	4	0	0	4	4	0	0	4	0	0	0	4	4	0	0	0	32
3	0	4	0	0	0	4	0	4	4	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	20
4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	4	0	4	4	4	4	24
5	0	0	0	0	0	4	0	0	0	0	0	0	0	4	0	0	0	4	4	4	0	0	0	0	4	24
6	0	4	0	4	0	0	0	0	4	0	0	0	0	4	0	0	0	4	4	0	0	0	4	0	0	28
7	4	0	0	0	4	0	4	0	0	4	0	0	0	0	0	0	4	0	4	0	4	0	4	0	0	32
8	0	4	0	0	0	0	0	0	0	4	0	0	0	0	0	0	4	4	4	4	0	0	0	4	0	28
9	0	0	0	0	0	0	0	4	0	4	0	0	4	4	0	0	4	0	0	4	0	0	0	0	0	24
10	4	4	4	0	0	0	0	4	0	4	0	0	0	0	0	4	0	0	0	0	0	0	0	4	0	28
11	0	0	0	0	0	4	0	0	0	0	0	0	0	4	0	4	4	4	0	0	4	0	4	0	0	28
12	0	4	0	0	0	4	0	0	4	0	0	0	0	4	0	4	0	4	4	4	0	4	4	0	4	44
13	4	0	0	0	0	4	0	4	4	0	0	4	4	0	0	4	4	4	0	0	0	0	0	4	4	44
14	0	0	0	0	0	0	4	0	4	0	4	0	0	0	4	0	0	0	0	0	0	0	4	0	4	24
15	0	0	4	4	0	0	0	4	0	0	0	4	4	0	4	0	0	0	0	4	0	0	4	0	4	36
16	4	4	0	0	0	4	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	4	0	0	20
17	0	0	0	0	0	0	4	0	0	0	0	0	0	4	0	4	0	0	0	4	4	4	0	0	0	24
18	0	4	0	0	4	4	0	4	0	4	0	0	0	0	0	0	0	4	0	4	0	0	4	0	0	32
19	0	4	0	0	0	4	0	0	0	0	0	4	0	0	4	0	0	0	4	0	0	0	0	0	0	20
20	0	4	0	0	0	4	0	0	0	0	0	0	4	4	0	0	4	0	4	0	0	0	4	0	0	28
21	0	4	0	4	0	4	4	4	0	0	0	0	4	0	0	0	0	0	0	4	4	0	0	0	4	36
22	0	0	0	4	4	0	0	0	0	4	0	0	0	4	0	4	0	0	4	4	4	0	0	0	4	36
23	0	0	0	0	0	0	0	4	0	0	0	4	4	0	0	4	0	0	4	4	4	0	4	0	4	36
24	0	0	4	0	0	0	0	4	0	0	0	0	0	0	0	4	4	0	0	0	0	0	4	4	4	28
25	4	4	0	0	0	0	0	4	0	0	0	4	0	0	0	4	0	0	0	4	0	4	0	4	0	32

26	0	4	0	0	0	4	0	0	4	0	0	4	4	0	0	0	4	0	4	4	0	0	0	0	0	32		
27	0	0	4	0	4	4	0	0	0	0	0	0	0	0	4	0	0	4	0	0	0	0	0	0	0	20		
28	0	4	0	0	0	0	0	0	4	0	4	0	4	4	4	0	0	4	4	0	4	0	0	0	0	36		
29	0	0	0	0	0	0	0	0	4	0	4	0	0	0	0	0	0	4	0	4	4	0	0	0	0	20		
30	0	4	0	0	0	4	0	0	0	0	0	0	4	4	0	4	0	0	4	4	0	4	0	0	0	32		
31	0	4	4	0	0	4	0	0	4	0	4	0	0	0	0	4	0	0	4	4	4	0	0	0	0	36		
32	0	0	4	4	0	0	0	0	4	0	0	0	0	4	4	0	0	4	0	0	4	0	4	0	0	32		
33	0	4	0	0	0	0	0	0	0	4	0	0	0	4	0	4	0	0	0	0	4	0	0	0	4	24		
34	4	0	0	0	0	4	4	0	0	4	0	0	4	0	0	0	0	4	4	0	0	0	0	4	0	32		
35	0	4	0	4	4	0	0	4	0	0	0	0	0	4	0	4	0	0	4	0	0	4	0	0	0	32		
36	4	0	0	0	0	4	0	0	0	0	4	4	0	0	0	0	4	0	0	4	4	0	0	0	0	28		
37	0	4	0	0	0	0	0	4	0	0	0	0	4	0	0	0	4	0	4	4	0	0	0	0	0	24		
38	0	0	4	0	4	0	0	0	0	0	0	0	0	4	4	0	0	4	0	0	4	0	0	0	4	28		
39	0	4	0	0	0	4	4	0	4	0	0	0	4	0	4	0	0	0	0	4	0	0	4	0	4	36		
40	0	0	0	4	0	0	0	4	0	0	0	0	4	4	4	0	0	0	0	4	0	0	0	4	0	28		
41	0	4	0	0	0	4	0	0	0	0	0	0	4	0	0	0	0	4	4	4	0	4	0	0	0	28		
42	0	0	0	0	0	0	0	4	4	4	4	4	0	0	4	0	4	4	0	0	0	0	0	4	0	36		
43	0	0	0	0	4	4	0	0	0	0	0	0	4	0	4	0	0	0	0	0	4	0	0	0	0	20		
44	0	4	0	4	0	0	4	0	0	0	4	0	0	0	0	0	0	4	0	0	4	4	0	0	0	28		
45	4	0	4	0	4	0	0	0	4	0	4	4	0	0	0	0	0	0	0	0	4	0	0	0	0	28		
46	4	0	4	0	0	4	4	0	0	0	4	0	0	0	4	0	0	4	0	0	0	0	0	4	0	32		
47	0	0	4	0	0	0	0	0	0	0	0	0	4	4	0	0	0	4	0	0	4	0	4	0	0	24		
48	0	4	0	0	0	4	0	0	0	0	4	0	0	4	0	0	0	0	0	0	0	4	0	0	0	20		
49	0	4	0	0	0	4	0	0	0	0	4	4	0	0	4	0	0	0	0	0	4	0	0	0	4	28		
	2,44898	4,068027	2,653061	2,231293	2,231293	4,081633	2,44898	3,333333	3,183673	2,653061	3,020408	2,653061	3,591837	3,795918	3,333333	3,020408	3,183673	3,795918	3,70068	4,040816	3,877551	2,653061	3,70068	2,653061	3,333333	79,687	Jumlah Varian	
																										1400	Varian Total	

Appendix 9

Score of Pre-test in Experimental Class

No	Sample	Score	Criteria
1.	AM	8	Very Poor
2.	AD	12	Very Poor
3.	EZ	16	Very Poor
4.	ER	12	Very Poor
5.	FM	20	Very Poor
6.	FR	24	Very Poor
7.	GS	28	Very Poor
8.	IIS	28	Very Poor
9.	JH	16	Very Poor
10.	KH	12	Very Poor
11.	KS	8	Very Poor
12.	LS	32	Very Poor
13.	LH	12	Very Poor
14.	MS	16	Very Poor
15.	MY	24	Very Poor
16.	MD	20	Very Poor
17.	NR	24	Very Poor
18.	NK	28	Very Poor
19.	RS	28	Very Poor
20.	SM	24	Very Poor
21.	SB	28	Very Poor
22.	SK	28	Very Poor
23.	SS	32	Very Poor
24.	SMD	32	Very Poor
25.	VS	32	Poor
26.	ZA	36	Poor
	TOTAL	**580**	
	AVERAGE	**22.31**	

APPENDIX 10

Score of Pre-test in Control Class

No	Sample	Score	Criteria
1.	AH	20	Very Poor
2.	AR	20	Very Poor
3.	AHT	12	Very Poor
4.	AZ	20	Very Poor
5.	AP	24	Very Poor
6.	FA	24	Very Poor
7.	FS	20	Very Poor
8.	FAF	28	Very Poor
9.	HBS	12	Very Poor
10.	HH	24	Very Poor
11.	ISY	20	Very Poor
12.	IS	12	Very Poor
13.	ISG	16	Very Poor
14.	IM	16	Very Poor
15.	MRS	20	Very Poor
16.	MBN	28	Very Poor
17.	MM	16	Very Poor
18.	MAF	20	Very Poor
19.	RA	16	Very Poor
20.	RAF	16	Very Poor
21.	SS	16	Very Poor
22.	ARP	12	Very Poor
23.	ISP	20	Very Poor
	TOTAL	**432**	
	AVERAGE	**18.78**	

APPENDIX 11

Score of Post -test in Experimental Class

No	Sample	Score	Criteria
1.	AM	32	Very Poor
2.	AD	76	Good
3.	EA	44	Poor
4.	ER	40	Poor
5.	FM	56	Poor
6.	FR	44	Poor
7.	GS	72	Average
8.	IIS	84	Good
9.	JH	80	Good
10.	KH	72	Average
11.	KS	56	Poor
12.	LS	68	Average
13.	LH	68	Average
14.	MS	40	Poor
15.	MY	36	Poor
16.	MD	36	Poor
17.	NR	60	Average
18.	NK	52	Average
19.	RS	76	Good
20.	SM	48	Poor
21.	SB	64	Poor
22.	SK	36	Poor
23.	SS	56	Poor
24.	SM	64	Poor
25.	VS	44	Poor
26.	ZA	88	Very Good
	TOTAL	**22.31**	
	AVERAGE	**580**	

APPENDIX 12

Score Post-test in Control Class

No	Sample	Score	Criteria
1.	AH	52	Poor
2.	AR	52	Poor
3.	AHT	24	Very Poor
4.	AZ	28	Very Poor
5.	AP	40	Poor
6.	FA	48	Poor
7.	FS	20	Very Poor
8.	FAF	49	Poor
9.	HBS	32	Very Poor
10.	HH	28	Very Poor
11.	ISY	32	Very Poor
12.	IS	30	Very Poor
13.	ISG	40	Poor
14.	IM	40	Poor
15.	MRS	64	Average
16.	MBN	32	Very Poor
17.	MM	48	Poor
18.	MAF	48	Poor
19.	RA	30	Very Poor
20.	RAF	24	Very Poor
21.	SS	52	Very Poor
22.	ARP	24	Very Poor
23.	ISP	40	Poor
	TOTAL	**876**	
	AVERAGE	**38.09**	

APPENDIX 14

Research Documentation

The researcher was giving pre-test to students in experimental class

The researcher were explaining Plosive to students in control class

The researcher were explaing how to did the pre-test in control class

The researcher were explaining how to did the pre-test in experimental class

The researcher were recording students' pronunciation in control class

The researcher were recording students' pronunciation in experimental class

The students were practicing the conversation

CURRICULUM VITAE

A. Identity

Name	: Saimarito Hutahaean
Reg. Number	: 1920300110
Place/ Birthday	: Simaninggir, 1 Januari 2000
Sex	: Female
Religion	: Islam
Address	: Sitinjak, Kec. Angkola Barat
Phone Number	: 082293071739
E-mail	: saimaritoht@gmail.com

B. Parents

Father's Name	: Hasan Nafsir Hutahaean
Job	: Farmer
Mother's Name	: Asni Deliana Pohan
Job	: Farmer

C. Educational Background

Elementary School	: SDN 1 100030 Sitinjak (2011)
Junior High School	: MTs. Musthafawiyah (2014)
Senior High School	: MA. Musthafawiyah (2017)
Collage	: UIN Syekh Ali Hasan Addary Padangsidimpuan (2019-2020)

INSTRUMENT POST-TEST

Name :.....Zeny...............   Class :....ˣⁱⁱ ᴬ..................

Do the tick (✓) which is appropriate with the colom then pronounce it !

No.	Word	Voiced	Voiceless	Score
1.	Bond /band/	✓		4
2.	Can /kæn/		✓	4
3.	Clean /klien/		✓	4
4.	Dinner /dinər/	✓		4
5.	Breed /bried/	✓		
6.	Director /dərectər/	✓	✓	4
7.	Glow /glow/	✓		
8.	Go /gow/	✓		4
9.	Retain /ritein/		✓	4
10.	Treat /triet/		✓	4
11.	Turn /tərn/		✓	4
12.	Ban /bæn/	✓		4
13.	Plain /plein/		✓	4
14.	Struggle /strʌgel/	✓	✓	
15.	Super /suwpər/		✓	
16.	Sudden /sʌdən/	✓		
17.	Deep /diep/	✓	✓	
18.	Crab /kræb/	✓		
19.	Frog /frag/	✓		
20.	Globe /glowb/	✓		
21.	Instant /instənt/		✓	
22.	Head /hed/	✓		
23.	Brain /brein/	✓		
24.	Crime /kraim/		✓	
25.	Obey /ow'bei/	✓		

88

Name : Zeny arpah

Class : XII PiA

Do tick (✓) on the colom which is appropriate with the words then pronounce

it !

No.	Word	Voiced	Voiceless	Score
1.	What /wɒt/		✓	
2.	Do /du:/	✓		5
3.	Prepare /pri'pær/		✓	
4.	Trip /trip/		✓	
5.	Suppose /sə'powz/		✓	
6.	Bring /bring/	✓		6
7.	Winter /wintər/		✓	
8.	Three /thrie/		✓	
9.	Piece /pies/		✓	
10.	At /æt/		✓	
11.	Least /liest/		✓	
12.	Take /teik/		✓	
13.	Personal /pərsənəl/		✓	
14.	Medication /medə'kesyən/	✓	✓	5
15.	Time /taim/		✓	
16.	Sister /sister/		✓	6
17.	Two /tuw/		✓	
18.	Jacket /jækit/		✓	
19.	Good /gud/	✓		5
20.	Going /gowing/	✓		5
21.	Out /awt/		✓	
22.	Thank /thængk/	✓	✓	5
23.	Bring /bring/	✓		7
24.	Food /fuwd/	✓		
25.	Forbidden /fər'biden/	✓		5

Name : Ainun Mardiyah

Class : XII Pi

Do tick (✓) on the colom which is appropriate with the words then pronounce it !

No.	Word	Voiced	Voiceless	Score
1.	What /wɒt/		✓	
2.	Do /du:/	✓		
3.	Prepare /pri'pær/		✓	
4.	Trip /trip/		✓	
5.	Suppose /sə'powz/		✓	
6.	Bring /bring/	✓		6
7.	Winter /wintər/		✓	
8.	Three /thrie/		✓	
9.	Piece /pies/		✓	
10.	At /æt/		✓	
11.	Least /liest/		✓	
12.	Take /teik/		✓	
13.	Personal /pərsənəl/		✓	
14.	Medication /medə'kesyən/	✓	✓	
15.	Time /taim/		✓	
16.	Sister /sister/		✓	
17.	Two /tuw/		✓	
18.	Jacket /jækit/		✓	
19.	Good /gud/	✓		
20.	Going /gowing/	✓		6
21.	Out /awt/		✓	
22.	Thank /thængk/		✓	
23.	Bring /bring/	✓		
24.	Food /fuwd/	✓		
25.	Forbidden /fər'biden/	✓		

8

Nomor : B 1603/Un.28/E.1/PP.00.9/04/2023   6 **April 2023**
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan**
          Pembimbing Skripsi

Yth.
1. **Hamka,M.Pd.**   **(Pembimbing I)**
2. **Sri Minda, M.Hum.**   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama   : Saimarito Hutahaean
NIM   : 1920300110
Program Studi : Tadris Bahasa Inggris
Judul Skrips   : The Effect of Direct Method on Students' Pronunciation at Grade
                 XI in Islamic Senior High School of Mardhatillah

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan   Ketua Program Studi
Wakil Dekan Bidang Akademik   Tadris Bahasa Inggris

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Lampiran   : -

Hal   : **Izin Penelitian**
            Penyelesaian Skripsi.

Yth. Mudir Pondok Pesantren Mardhatillah

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Saimarito Hutahaean

NIM   : 1920300110

Fakultas   : Tarbiyah dan Ilmu Keguruan

Program Studi   : Tadris Bahasa Inggris

Alamat   : Sitinjak, Kec. Angkola Barat, Kab. Tapsel

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Direct Method on Students' Pronounciation at Grade XI in Islamic Senior High School of Mardhatillah".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
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SURAT KETERANGAN

: 078/PPS-Mrdh/XI/2023

an   :-

: Balasan Izin Pelaksanaan Penelitian

ngan dengan surat dari Universitas Agama Islam Negeri Syekh Ali Hasan Ahmad Addary Padang uan Nomor : B-6236/Un.28/E.1/TL.00.9/11/2023 pada tanggal 02 Nopember 2023, Maka Kepala PPS tillah Tanoponggol dengan ini menerangkan bahwa mahasiswa di bawah ini :

: Saimarito Hutahaean

: 1920300110

: Tarbiyah Dan Ilmu Pendidikan

: Tadris Bahasa Inggris

: Sitinjak, Kec. Angkola Barat, Kab. Tapanuli Selatan

akan melakukan penelitian untuk kelengkapan data di PPS Mardhatillah Tanoponggol guna untuk usan skripsi yang berjudul " _The Effect of Direct Method on Students' Pronounciation at Grade XI in Senior High School of Mardhatillah_".

an Surat Keterangan ini diperbuat untuk dipergunakan seperlunya.

Tanoponggol, 03 Nopember 2023
Kepala Sekolah
PPS Mardhatillah Tanoponggol

PILHASUDDIN, Lc