THE EFFECT OF USING DRILL TECHNIQUE TO STUDENTS' PRONUNCIATION ABILITY AT EIGHT GRADE OF MTs KH AHMAD DAHLAN SIPIROK

Thesis

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

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2024

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LETTER OF AGREEMENT

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To: Dean of Tarbiyah and Teacher Training Faculty
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Assalamu'alaikum warahmatullah wabarakatuh

After reading, studying, and giving advice for necessary revision on the thesis belongs to **Putri Khairani**, entitled ***"The Effect of Using Drill Technique to Students' Pronunciation Ability at Eight Grade of MTs KH Ahmad Dahlan Sipirok"***, we assumed that the thesis has been acceptable to complete the assignments 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 Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu'alaikum warahmatullah wabarakatuh

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ABSTRACT

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The Title of Thesis : **The Effect of Using Drill Technique to Students` Pronunciation Ability at Eight Grade MTs KHA Dahlan Sipirok**

This research was aimed 1) to find out the result of students` pronunciation ability at VIII grade MTs KHA Dahlan Sipirok before using Drill Technique, 2) to find out the result of students` pronunciation ability at VIII grade MTs KHA Dahlan Sipirok after using Drill Technique and 3) to find out whether there is significant effect of using Drill Technique to students` pronunciation ability at VIII grade MTs KHA Dahlan Sipirok. This study used quantitative method and experimental with pre-test, post-test control group design. The population of this study was the eighth-grade students of MTs KHA Dahlan Sipirok. This study use simple random sampling technique to take the sample and found the sample was 41 students who were classified into two classes, VIII-2 as experiment class (21 students) and VIII-1 as control class (20 students). The instrument of this research was pronunciation test. The data of pre-test and post-test of this research were analyzed by t-test and SPSS 24. The result from both classes showed some improvement on their pronunciation but the experimental class showed better performance. It was proved by the result that the experimental class had higher scores in the post-test compared to the scores of the pre-test. The statistical result showed that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that there is an effect on the use of Drill Technique on students' pronunciation at the eighth-grade student of MTs KHA Dahlan Sipirok in academic year 2023/2024

Keywords: *Drill Technique, Pronunciation Ability*

ABSTRAK

Nama : Putri Khairani

NIM : 19 203 00045

Judul Skripsi :Pengaruh Penggunaan Teknik Drill terhadap Kemampuan Pengucapan Siswa di Madrasah Kelas Delapan Tsanawiyah KHA Dahlan Sipirok

Penelitian ini bertujuan 1) untuk mengetahui hasil kemampuan pengucapan siswa di MTs KHA Dahlan Sipirok kelas VIII sebelum menggunakan Teknik Drill, 2) untuk mengetahui hasil kemampuan pengucapan siswa pada MTs KHA Dahlan Sipirok Kelas VIII setelah menggunakan Teknik drill dan 3) untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Teknik drill terhadap kemampuan pelafalan siswa di MTs KHA Dahlan Sipirok kelas VIII Penelitian ini menggunakan metode kuantitatif dan eksperimental dengan pre-test, post-test control group design. Populasi penelitian ini adalah siswa kelas VIII MTs KHA Dahlan Sipirok. Penelitian ini menggunakan teknik simple random sampling untuk mengambil sampel.adapun sampel penelitian ini adalah 41 siswa yang diklasifikasikan menjadi dua kelas, VIII-2 sebagai kelas eksperimen (21 siswa) dan VIII-1 sebagai kelas kontrol (20 siswa). Instrumen penelitian ini adalah tes pelafalan. Data pre-test dan post-test penelitian ini dianalisis dengan t-test dan SPSS 24. Hasil dari kedua kelas menunjukkan beberapa peningkatan pada pengucapan mereka tetapi kelas eksperimental menunjukkan kinerja yang lebih baik. Dibuktikan dengan hasil bahwa kelas eksperimen memiliki skor yang lebih tinggi pada post-test dibandingkan dengan skor pre-test. Hasil statistik menunjukkan bahwa hipotesis nol ditolak dan hipotesis alternatif diterima. Oleh karena itu, diketahui bahwa terdapat pengaruh terhadap penggunaan Teknik drill pada pelafalan siswa pada siswa kelas VIII MTs KHA Dahlan Sipirok tahun akademik 2023/2024

Kata Kunci: Teknik drill dan Kemampuan Pelafalan

الملخص

اسم : بوتري خيراني هاراهب

رقم القيد : ١٩٢٠٣٠٠٠٤٥

موضوع البحث : تأثير استخدام التدريبات الفنية على قدرة النطق لدى الطلاب في الصف الثامن مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك

ركز هذا البحث على إيجاد تأثير استخدام التدريبات الفنية على قدرة الطلاب على النطق لدى طلاب الصف الثامن في مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك .مشاكل هذا البحث هي ١) الطلاب لديهم دافع واهتمام أقل في تعليم اللغة الإنجليزية، ٢)كان لدى الطلاب نقص في فهم نطق الكلمة، ٣) كان لدى الطلاب نقص في نطق الكلمة، ٤) أسلوب التعليم والتقنية المستخدمة من قبل المعلم هي طلاب أحاديون .كان الهدف من هذا البحث ١) معرفة نتيجة قدرة الطلاب على النطق في مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك قبل استخدام التدريبات الفنية، ٢) لمعرفة نتيجة قدرة الطلاب على النطق في صف الثامن مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك بعد استخدام التدريبات الفنية و ٣) لمعرفة ما إذا كان هناك تأثير معنوي لاستخدام التدريبات الفنية على قدرة الطلاب على النطق في مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك . استخدمت هذه الدراسة الطريقة الكمية والتجريبية مع تصميم المجموعة الضابطة قبل الاختبار وما بعد الاختبار . كان مجتمع هذه الدراسة من طلاب الصف الثامن في مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك . استخدمت هذه الدراسة تقنية أخذ العينات العشوائية البسيطة لأخذ العينة ووجدت أن العينة كانت ٤١ طالبا تم تصنيفهم إلى فصلين ، الفصل الثامن-٢ كفصل تجربة (٢١ طالبا) و الفصل الثامن-٢ كفصل تحكم (٢٠ طالبا). كانت أداة هذا البحث هي اختبار النطق .تم تحليل بيانات الاختبار القبلي والبعدي لهذا البحث بواسطة ت-اختبار و SPSS ٢٤ .أظهرت النتيجة من كلا الفئتين بعض التحسن في نطقهم ولكن الفئة التجريبية أظهرت أداء أفضل .وقد ثبت من خلال النتيجة أن الفئة التجريبية حصلت على درجات أعلى في الاختبار اللاحق مقارنة بدرجات الاختبار القبلي .أظهرت النتيجة الإحصائية أن الفرضية الصفرية مرفوضة ويتم قبول الفرضية البديلة .لذلك، من المفترض أن هناك تأثيرا على استخدام تقنية الحفر على نطق الطلاب في طالب الصف الثامن في مدرسة الثناوية كيائي حاج أحمد دحلان سيبيروك في العام الدراسي ٢٠٢٣/٢٠٢٤.

الكلمات المفتاحية :تقنية الحفر ، قدرة النطق

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillahi Robbil Alamin, Praise to Allah as the Lord of all creation, for granting blessings that guide me to complete this research entitled "The Effect of Using Drill Technique to Students` Pronunciation Ability at Eight Grade MTs KHA Dahlan Sipirok" peace and blessings be upon the Prophet Muhammad SAW, who led us from darkness to the lightness.

To finish this thesis, I recognize have obstacles and difficulties encountered but the assistance, encouragement and guidance from many, this research can be completed. I wish to convey profound honor and gratitude to my lecturers, institution, family, and friends for the contributions and give of motivation, guidance, prayers and everlasting support all the time. Additionally, I extend my appreciation for deserving of gratitude to:

1. Dr. Hamka, M.Hum., as my primary advisor and Mrs.Sri minda, M. Hum as my secondary advisor who have been the greatest advisors that always make my way to be easier to finish this paper. I express gratitude for the valuable advice, suggestions, guidance comments and support throughout the completion of this researcher paper.
2. Dr. H. Muhammad Darwis Dasopang, M.Ag as the Rector of UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan.
3. Dr. Lelya Hilda, M.Si, as the Dean of Tarbiyah and Teacher Training Faculty.
4. Mrs. Fitri Rayani Siregar, M.Hum, as the Chief of English Education Department who always be there in all of the students way and process in finishing the thesis.
5. All lecturers and the cavities academicof UIN Syekh Ali Hasan Ahmad Addary Padangsidimpuan, who not only provided knowledge, but built the morals and characteristics during the study. Dr. H. Fitriadi Lubis, M.Pd., Mr. Zainuddin, S.S, M.Hum., Mr. Dr. Hamka, M.Hum., Mrs. Yusni Sinaga, M.Hum., Mrs. Dr. Eka Sustri Harida, M.Pd., Mrs. Sri Ramadhani, M.Hum., Mrs. Marwah, M.Hum., Mrs. Ida Royani, M.Hum., Mrs. Sri Minda, M.Hum and all of lecturers in UIN Syekh Ali Hasan Ahmad Addaary Padangsidimpuan.

6. My dear parents (Mr. Khaidir Harahap and Mrs. Kholilah Siregar) who always support and pray for me with great love and hope. Who has been patiently waiting for this graduation day. To beloved brothers (Khoirul basri and Rio Rizky Romadhon).

7. Biggest Thanks to my beloved friends as my second family (Rabiatul Jamilah, wadiyah nur Pardede, Irawati Harahap and nahda Nafisah) who have helped me by giving advice and direction so that I can complete this thesis.

8. My unforgettable friends (Levi Yanti, Hotnida Syafitri, Inayati putri, Hairanita dongoran, Tamara Putri, Riska Fitriani, Nursaadah and Sri Endang Retno ningsih). Some people say *Pada akhirnya, berkawan berlalu*. I think so. But, I hope that all of you will always be protected by Allah. no matter how close we used to be. So, see y'all on top.

9. Proud of my self (Putri Khairani), you've done a good job. Taking care of yourself, mentally and physically. Because when you take good care of yourself, you must take good care of your loved ones as well. So, well done. Keep doing it. Thank you for being kind of yourself.

Padangsidimpuan, Agustus 2024

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CHAPTER I

INTRODUCTION

A. The Background of The Problem

Learning English is one of the important lessons that students must master because English is the second language used. The goal of learning English is students are able to communicate well orally and in writing. Learning English cannot be separated from learning the four main of language skills, such as listening, speaking, reading, and writing.

One of the components abilities that play important roles in mastery English is pronunciation. Pronunciation is one of the most important parts of speaking skills that students need to mastery. In learning English, pronunciation plays an important role. Harmer state that if the learners aware of their pronunciation issues it will be immense benefit not only to their products but also to their understanding of spoken English.[1] So pronunciation is the most important part to teach to the students.

Pronunciation prioritizes the quality of sound production. It is necessary to pronounce words accurately because there are many English vocabularies that have almost similar sounds which is called as minimal pairs. Says to Jones minimal pair refers to pair of words or phrases in particular language that differs in only one phoneme (a unit of sounds in a specific

[1]Jeremy Harmer, *The Practice of English Language Teaching*, 4th ed. (Edinburgh, England: Overland, 2018), p.133.

language).[2] For example, peek–peak, lip–leap, tree-three, etc. Each pairs of words have one different phoneme and each of words has different meaning also. This may harden people to understand what someone is speaking if the pronunciation is not appropriate. When someone makes mistakes in pronouncing words, then it will directly be known or detected by the people who listen.[3] Without learning pronunciation first, people may find difficulties in saying words and the listener or receiver will misunderstand the information.

Many Indonesian people, especially students who are not using English as their first language. Students have difficulty speaking English for several reasons, sometimes have a misunderstanding about the meaning of the words. Also, there are some of them who don't know how to pronounce English words accurately.

In general, problems encountered by schools in learning language are caused by teachers who dominantly use traditional teaching methods. For example, the use of learning media is rarely used by teachers and the teachers have lack of knowledge to teach pronunciation to the students. These problems can influence the students' language improvement and creativity. For example a teacher cannot figure out the reason why students do mistake in pronouncing a word.

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[2]Daniel Jones, "Chronemes and Tonemes," *Acta Linguistica* 6, no. 1 (January 1, 2024): 10–11, https://doi.org/10.1080/03740463.1944.10410902.

[3]Agus Sholeh and Uun Muhaji, "Pronunciation Difficulties Encountered By Efl Students In Indonesia: Sebuah Studi Kasus Pada Mahasiswa Kelas Integrated Course Semester 1 Fkip Bahasa Inggris Universitas Kanjuruhan Malang," *Jurnal Inspirasi Pendidikan* 5, no. 2 (August 12, 2015): 698–707, https://doi.org/10.21067/jip.v5i2.807.

Based on researchers' observation at MTs KHA Dahlan, there are several reasons why it is difficult to pronounce English words correctly. First, some sounds in English may not exist in Indonesian, or Indonesians may get confused in their pronunciation. For example, the sound [f] and [v], Indonesians might pronounce [v] when pronouncing [f], as in the word "Van" will become "Fan", which will make a big mess in speech. This may cause differences in the pronunciation of letters between the two languages, as well as the escape of letters and sounds.

Secondly, the system of vowels and consonants in English contains many different sounds, because there are 44 phonemes that are considered by 24 consonants, 12 vowels and 8 diphthongs. Moreover, English does not apply phonemic spelling rules, as in Indonesian, for example the word 'simple' in English, says to the alphabet should be pronounced /si:mple/, but in fact, it pronounces /sImpl/.

All these problems become obstacles for Indonesian students to pronounce English words correctly. However, it is not impossible to learn it. Pronunciation skills can be developed by listening to native speakers and imitating their pronunciation or singing. In addition to an emphasis on rhythm, word stress, sentence stress, and intonation, many teachers consider it the best way to teach pronunciation to non-native students.

Based on the problem teachers are required to be able to overcome these problems by using suitable methods and technique. Because if the teacher is able to choose appropriate learning techniques, the delivery of

material will be easier for students to understand. The researcher in this case use Drill technique in overcoming students' pronunciation problems.

To make the learning process more enjoyable and interesting, the teacher should apply an appropriate technique which is suitable for the students. The researcher believes that using a suitable technique will help the students in overcoming the problems. Technique that suitable for teaching pronunciation to Junior High School students is drilling, as Kelly stated drilling is a basic way of practicing pronunciation in the classroom.[4] Senel also stated that Drill technique is very useful in teaching pronunciation because it can create correct and accurate pronunciation.[5] Drilling is a part of audio-lingual method which emphasizes students to drill, memorize and practice, and it is believed as a technique that suitable to the foreign students to improve their pronunciation.

By using this method students are expected to be able to speak and communicate well using English. Drill technique is a technique of audio lingual method which emphasizes on repeating structural patterns through oral practice. By drilling the students, it will be easier for them to remember and learn, since there more often English is repeated, the stronger the habit is and the greater learning will be achieved.

The researcher will use drill technique in teaching pronunciation. Drill technique is a good method on process learning for improving English lessons,

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[4]Kelly Gerald, *How to Teach Pronunciation* (England: Longman Group Ltd, 2000), p.16.

[5]Müfit Şenel, "Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey," *Journal of Language and Linguistic Studies* 2, no. 1 (2016): 111–25, https://dergipark.org.tr/en/pub/jlls/issue/9923/122844.

especially pronunciation ability. Afterward, drill technique as the method often provides students and instructors with several advantages. The researcher will conduct the research by finding out “The Effect of Using Drill technique to Students' Pronunciation Ability at MTs KHA Dahlan Sipirok at second Semester in the Academic Year of 2024/2025”.

B. The Identification of the Problem

Based on the background of problems that have been mentioned above, the researcher identifies several problems in this study are caused by several factors they are:

1. Students’ have less motivation and interest in learning English.
2. The students had lack of understanding the pronunciation of word.
3. Student had lack of the pronounciation of word.
4. Learning style and technique used by the teacher is monotoun.

C. The Limitation of the Problem

From the explanation above, many problems can be identified that can influence the students’ pronunciation. Therefore, it needs to do the limitation of problem in order to do the research well. The researcher focuses on the student had lack of understanding the pronunciation in adverb of frequency by using Drill technique (repetition drill).

D. The Definition of Operational Variables

Says to the title of the thesis, the researcher takes two variables, they are variable x (independent variable) and y (dependent variable). Variable x is drill technique and variable y is pronunciation ability.

1. Drill technique

   Drill is an activity in listening to the teacher and the students repeating or responding what they have heard.

2. Pronunciation ability

   Pronunciation ability is the ability of student how the way to speak the language and how the way to pronounce the word of a language.

E. The Formulations of the Problem

Based on the problem limitation above, the formulation of the problem in this research is:

1. How is students` pronunciation ability at the eight grade MTs KHA Dahlan Sipirok before using drill technique?

2. How is students` pronunciation ability at the eight grade MTs KHA Dahlan Sipirok after using drill technique?

3. Is there any significant effect of students` pronunciation ability at the eight grade MTs KHA Dahlan Sipirok after using drill technique?

F. The Objectives of the Research

Based on the research problem above, this research also formulated the research objectives, they are as follows:

1. To examine students` pronunciation ability at the eight grade MTs KHA Dahlan Sipirok before using drill technique.
2. To examine students` pronunciation ability at the eight grade MTs KHA Dahlan Sipirok after using drill technique.
3. To examine whether there is significant effect of students` pronunciation ability at the eight grade MTs KHA Dahlan Sipirok after using drill technique?

G. The Significances of the Research

This study is significant for some reasons and they are as follows:

1. The results of this study are expected to be useful for teachers to provide alternative ways to overcome their speaking problems in the teaching and learning process.
2. For students, the results of this study can be a medium for improving students' pronunciation using English. The Drill technique media will also give them many new experiences. So, that they are more interested and enjoy teaching and learning process.
3. To further researcher the result of this research can be used to determine the level of students pronunciation in using and increase using Drill technique in learning.

CHAPTER II

LITERATURE REVIEW

In this chapter the writer tries to give the clear description of theoretical framework which covers the meaning and the general concept of pronunciation and drilling technique.

H. Theoretical Description

1. Pronunciation

a. Definition of Pronunciation

Diah and Zita said that pronunciation is the act or manner of pronouncing words; utterance of speech, it can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning.[6] Form this definition, means that the words being pronounced should be understandable (intelligible).

Pronunciation is the way in which a language is spoken; the way in which a word is pronounced; the way a person speaks the words of a language.[7] Hewings Pronunciation is components of speech that range from the individual sound that make up speech, to the way in which pitch – the rise and fall of the voice – is used to

[6] Kristina Diah and Rarasteja Zita, Pronunciation 1, 2nd ed. (Surakarta: Sebelas Maret University Press, 2015), p.1.

[7] Albert Sidney Hornby, Oxford Advanced Learners Dictionary, 10th ed. (Oxford: Oxford University Press, 2020), p.228.

convey meaning.[8] It means that component in pronunciation is intonation which will make someone easily to understand speaker‘s meaning. Penny Ur assumed pronunciation is to say the sound right, to use the words to express the appropriate meaning, or to construct their sentence in a way that sounds acceptable.[9] It means that people can express their feeling and convey their meaning by using speech right.

Meanwhile, Pronunciation is a feature of speech and spelling a feature. In this definition, pronunciation is explained clearer it is how the way to speak the language and how the way to pronounce the word of a language.

b. Type of Sound

English pronunciation has distinctive sound classes. It is divided into two basic groups: segmental and supra segmental. In the segmental group there are vowels, and consonants. In supra segmental group there are intonation, stress and rhythm

Speaker can get pronunciation ability if they have learned the sounds of the language such as the concepts of pronunciation below:

a. The sounds of the language, or phonology

b. Stress and rhythm

c. Intonation.[10]

[8] Hehwings Martin, Pronunciation Practice Activities: A Resource Book for Teaching English Pronunciation (Cambridge: Cambridge University Press, 2004), p.3.

[9] (Ur, 2009).

[10] Ur, Course in Language Teaching: Practice and Theory, p.47.

The major theoritical shift which has occured with the development of communicative approaches to language teaching has been from segmental work to a focus on supra-segmental features of rhythm, stress, and intonation.[11] It mean that getting of good pronunciation mastery the teacher teaching pronunciation is not sufficient by more sound only, but they have to complete the element of English pronunciation, such as stress, rhythm, and intonation.

a. Stress

In words, phrases and sentences stress has an important role. By shifting it around in a phrase or a sentence can change emphasis or meaning.[12] Stress is a culminative property, signalled by a number of subsidiary phonetic factor, which work together to pick out a stressed syllable from the untressed ones which surround it.[13]

From the definition above, stress is the emphasis on word or sentences to know a meaning, which can be finding the meaning of the word intended by the speaker.

b. Rhythm

Rhythm is characterized by the alternation of strong and weak syllables.[14] Rhythm is characterized by tone-units: a word or

[11] David Nunan, Language Teahing Methodology, 5th ed. (Sydney: Macquarie University, 2003), p.115.

[12] Harmer, The Practice of English Language Teaching, p. 28.

[13] April McMahon, An Introduction to English Phonology (Edinburh: Edinburh University Press, 2002), p. 118.

[14] Joanne Kenworthy, Teaching English Pronunciation (New York: Longman Group Limited, 2008), p. 30.

group of words which carries one central stressed syllable.[15] Within the word group there is at least one stressed syllable (/wen/ /su:n/ /naʊ/ /jes/) the length of the syllable in a very short group of this kind depeneds on the natural length of the vowel and the following consonants, if any.[16] From the definition, it can be concluded that the rhythm also effect the pronunciation of a word or sentences. Because with the rhythm, when we talk to people. Then the listener will be able to understand what we say, according to the word or sentence that will be issued by applying a good rhythm.

c. Intonation

Upon hearing an unknown language, most people seem to react not so much to different sounds (these may not even be noticed) as to the intonation and rhythm of the language.[17] Intonation has an intonation tone and typically contains one prominent element.

Based on opinion above, most people do not pay attention to intonation and rhythm, so it is difficult to understand the other person or because the speaker does not apply intonation and rhythm when speaking. Intonation and rhythm are also very important in expressing a thing, so that it is not wrong in understanding it.

The segmental aspects of the sound consist of vowel and consonant. Vowel is a sound that comes out of the mouth without any of

[15] Ur, Course in Language Teaching: Practice and Theory, p. 48.
[16] J. D O'Connor, Better English Pronunciation, 7th ed. ((The United Kingdom: Cambridge University Press, 2012), p. 95.
[17] Kenworthy, Teaching English Pronunciation, p. 36.

the speech organs blocking the way. In other words you say them with an open mouth. Single vowel sounds aren't joined to any other vowel.[18] Each vowel sound stands alone and is pronounced with an open mouth individually.

Beside of vowel above, there are also diphthongs. Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable. Odisho said that diphthongs are represented phonetically by sequences of two letters, the first showing the starting point and the second indicating the direction of movement. There are nine English diphthongs, /ei/, /ai /, /oi/,/au /, /o∂ /, /i∂/, /au/,/u∂/, /e∂/.

The second segmental aspect of sounds is consonant. The English consonants consist of twenty-four. Those are /p/, /b/, /t/, /d/, /k/, /g/, /f/, /v/, /θ/, /δ/, /s/, /z/, /ʃ/, /ʒ/, /h/, /tʃ/, /dʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, /y/. Hamka says consonants are based on the human articulatory system (lungs to pump air in and out, vocal folds, oral cavity including tongue and lips, and nasal cavity). Consonants are described using 4 characteristics: phonatory status (or voicing), place of articulation, and manner of articulation, manner of articulation, vocal quality or position of vocal cord, consonant chart and perception.[19] Consonants are intricately linked to the human articulatory system, encompassing processes from lung action to vocal cord manipulation.

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[18] Michelle Max, Teaching English as a Foreign Language for Dummies, vol. 01 (West Sussex: John Wiley and Sons, Ltd., 2014), p.174.

[19] Hamka, "Standardizing English Consonants in Empowering Students` Pronunciation Today," *JALIE: Journal of Applied Linguistics and Islamic Education* 02, no. September (2018): 254–78.

c. Material of Pronunciation

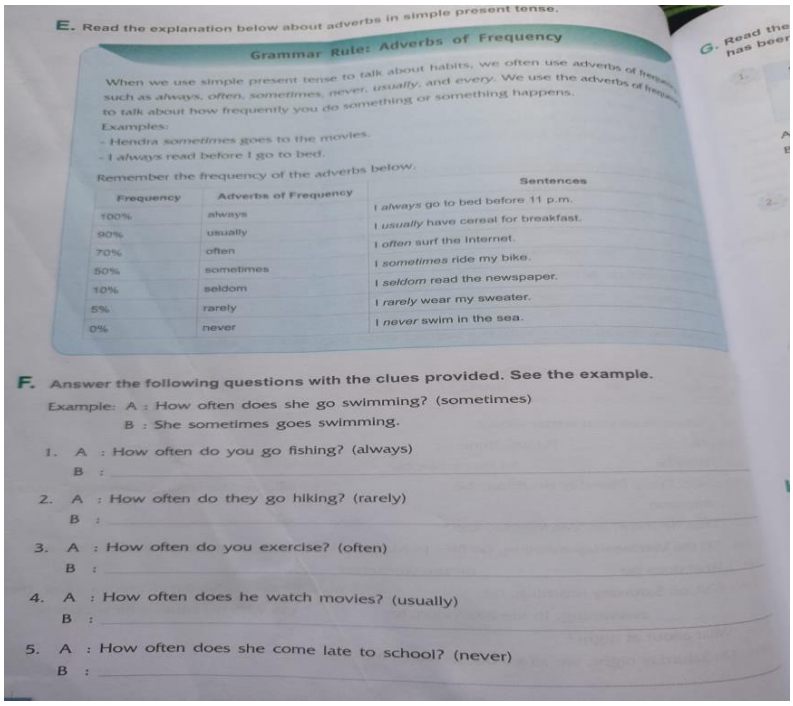
English as the foreign language learning takes pronunciation as the very important part to make a good communication or interaction, therefore pronunciation is an important factor in learning English. Pronunciation deals with the communication as a part to build a good communication which means involved speaker and listener interactivity and also consider as the matter that related to the speaking. In teaching pronunciation material or subject seems to be not specific but in line with all material thought by the teacher that involved speaking or sounding the letters in it**.**

Sonsaat in Purwanto suggest that design of the pronunciation materials should fulfil three pivotal principles they are; should emphasize on intelligibility, should be integrated with other language skill and should be able as the functional encourage for the teachers.[20] Tergujeff in Purwanto illustrated teaching material into 8 types; where they are; phonetic training, reading aloud, listen and repeat, rules and instructions, rhyme and verse, awareness-raising activities, spelling and dictation, and ear training.[21] Where in this research took listen and repeat and reading aloud which related to the technique used and the material would be related to the topic chosen from workbook.

[20] Andi Purwanto, "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices," *Journal of English Language Teaching* 3, no. 2 (2019).

[21] Purwanto.

For this research the researcher take the material for teaching pronunciation based on their work book under the theme "Adverbs of Frequency" as it showed in the image below:



E. Read the explanation below about adverbs in simple present tense.

Grammar Rule: Adverbs of Frequency

When we use simple present tense to talk about habits, we often use adverbs of frequency such as *always, often, sometimes, never, usually,* and *every*. We use the adverbs of frequency to talk about how frequently you do something or something happens.

Examples:
- Hendra *sometimes* goes to the movies.
- I *always* read before I go to bed.

Remember the frequency of the adverbs below.

Frequency	Adverbs of Frequency	Sentences
100%	always	I *always* go to bed before 11 p.m.
90%	usually	I *usually* have cereal for breakfast.
70%	often	I *often* surf the internet.
50%	sometimes	I *sometimes* ride my bike.
10%	seldom	I *seldom* read the newspaper.
5%	rarely	I *rarely* wear my sweater.
0%	never	I *never* swim in the sea.

F. Answer the following questions with the clues provided. See the example.

Example: A : How often does she go swimming? (sometimes)
B : She sometimes goes swimming.

1. A : How often do you go fishing? (always)
   B : _____
2. A : How often do they go hiking? (rarely)
   B : _____
3. A : How often do you exercise? (often)
   B : _____
4. A : How often does he watch movies? (usually)
   B : _____
5. A : How often does she come late to school? (never)
   B : _____

d. The Purpose of Pronunciation

The purpose of working on pronunciation in the classroom include the following points:

a) Learners can get guidance and immediate feedback from the teacher

b) Learners can practice the dialogues and other exercises in pairs

c) direct learners with particular pronunciation difficulties to do spesific units on their own or in small groups, if appropiate.[22]

Based on opinion above, writer takes the conclusion that the purpose of pronunciation learning are very influential for students,

[22] Jonathan Marks, *English Pronunciation in Use* (United Kingdom: The Cambridge University Press, 2004).

especially speaking skills, students can immediately practice conversations using pronunciation, this is one stimulates the level of confidence of students. Students are free to express themselves by having an English conversation.

From all the definition of pronunciation above, the writer can conclude that pronunciation ability is the individual's capacity in producing sounds of the words. It can also be said that it is a way of pronouncing a word, especially a way that is accepted or generally understood.

2. Drill technique

This discussion explained about some terms of drilling technique, such as: the definition, the principle, the design, the procedure, and the advantage and the advantages of drilling technique.

a. The Definition of Drill Technique

Drill technique is a repeated operation or exercise intended to develop a skill or an acquaintance with a procedure. It is used best to teach a skill and memorization. Good teacher supervision is imperative. The main purpose of drill is the actual doing and experiencing, which is one way learning takes place.[23] From this definition means that drill technique or exercise that intended to teach a skill and memorization.

[23] Zenger K Sharon and Weldon, 57 Ways to Teach (Lost Angels: Crescent Publication, 2021), p. 29.

Allen said that drilling is a technique that is still used by many teachers when introducing new language items to their students and forward said as the drill technique. Drill technique have two parts, there are what the students hear (stimulus) and what they have to say (response). A convenient pair of substitutes are input, refers to the information supplied to the learner, weather orally or visually and output to what the learner has to produce himself.[24] This definition emphasized that drilling is a technique used in teaching new language and it has two parts; stimulus and response of students.

Drill technique means listening to a model (a teacher), or tape or another students then repeating or responding what is heard. Drill technique is forcing the students to use the target language.[25] Here, clearly said that drill is an activity in listening to the teacher and the students repeating or responding what they have heard.

From the theories above, the writer makes a conclusion that drilling is one of technique that suitable used in teaching pronunciation for foreign students by emphasize on repeating the word or sentence through oral practice to gain students' ability in learning pronunciation.

There are some types of drilling, says to Haycraft, they are:

[24] Harold B Allen, Teaching English as a Second Language, NASSP Bulletin, vol. 48 (London: McGraw-Hill,Inc, 2016), p.121.

[25] Allen, p.125.

1) Repetition drill, students repeat an utterance aloud as soon as they have heard it from the model,
2) Substitution drill, Teachers state a line from the dialogue, and then use a word or phrase as a ‘cue’. When repeating the line, must substitute into the sentence in the correct place,
3) Variable substitution drill, students are given the model sentence and they and they are about to change something in the rest of the sentence,
4) Progressive substitution drill, students are given the model sentence that they have to be substituted in different parts of the sentence and which may require conversion of other words,
5) Situational Drill, paired practice where the students area given a set of phrase of situation and response with the appropriate prompt,
6) Question and answer drill, students should answer or ask questions quickly,
7) Clause combination,
8) Transformation drill, a sentence is transformed by being made negative or interrogative or through changes in tense,
9) Substitution dialogue,

10) Substitution tables, the students required to choose the combination of words based on the table written on the board.[26]

The type of drilling 10 types, they are repetition drill, substitution drill, Variable substitution drill, Progressive substitution drill, Situational Drill, question and answer drill, Clause combination, Transformation drill, Substitution dialogue, and Substitution tables. In this research the researcher focused on repetition drill to teach the students.

b. The Principle of Drill Tecchnique

Drill technique follows the basic principle of behaviourism; they are:[27]

(1) Repetition is important (e.g. Pavlov had to ring bell with food more than once to condition dogs response),

(2) Small, concrete, progressively sequenced tasks,

(3) Positive and negative reinforcement,

(4) Consistency in the use of reinforces during the teaching-learning process,

(5) Habits and other undesirable responses can be broken by removing the positive reinforces connected with them,

(6) Immediate, consistent, and positive reinforcement increases the speed of learning,

[26] John Haycraft, An Introduction to English Language Teaching, 6th ed. (Harlow, England: Longman Group Ltd, 2016), p.36-39.
[27] Cornelius Mitchell, "Approaches to Learning," 2018, https://slideplayer.com/slide/12776277/.

(7) Once an item is learned, intermittent reinforcement will promote retention. (If Pavlov carried on ringing the bell without food, eventually the dogs would stop salivating)

Based on the principles about; the researcher can concluded that in using drilling technique, conditioning are emphasized. It means that learning is seen as a process of developing connections between a stimulus and a response. Then it will become their habit. All learning was the establishment of habits as the results of reinforcement and reward.

There are two reinforcement; positive and negative reinforcement. Positive reinforcement called rewards, while negative reinforcement was punishment. After practicing pronunciation using drilling technique, the students will be given a feedback as reinforcement for them. On the other words, the principles of Drill technique could be concluded as; modelling, repeating, reviewing, practicing, giving feedback.

c. The Design of Drill technique

Larsen and Anderson said that the goal of teachers who use Drill technique is that they want their students to be able to use the target language communicatively.[28] Drill technique is an old technique that has been used in foreign language classrooms for many years. This

[28] Diane Larsen Freeman and Marti Anderson, Techniques-Principles-Language-Teaching, 3rd ed. (New York: Oxford University Press, 2016), p.31.

technique is very suitable for foreign language especially for young learners because it emphasizes on repeating through oral practice that makes foreign language getting accustomed in teacher's control.

Here, the teacher is centered that directing and controlling the language behaviour of his/her students, means that most of the interaction in the teaching and learning process is initiated by the teacher. That's why teacher should give students lots of review and continue to practice English pronunciation, while the students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

B. Teaching Pronunciation using Drill Technique

Based on Tice theory the procedure in using drilling are; the teacher says (models) the word or phrase, and then students repeat what is heard.[29] Lubin stated some procedures in teaching pronunciation using drilling technique, they are:

(1) Present the text to the students.

(Whether you're using the course textbook or your own text, ensure that every student has a copy to read. You may need to check that all the students are on the same page and at the same place in the text before beginning the lesson,

(2) Read to the students.

[29] Tice Julie and British Council Lisbon, "Drilling 1," British Council, 2018, https://www.teachingenglish.org.uk/professional-development/teachers/knowing-subject/articles/drilling-1.

Tell the students to follow along as you read the selected sentence or paragraph to them. Read the text slowly and clearly so the students can hear each syllable. Emphasize the sounds you want to focus on for the lesson.

(3) Read the text again.

It sounds redundant, but it helps. Read the text a second time, but this time read it a little faster with a more natural tone. The speed with which you read to the class is determined by the level; advanced ESL students should hear it the way a native speaker would typically speak, while beginners should still hear it read slowly.

(4) Review difficult words.

Ask the students if they believe they can pronounce every word in the text. If they have a difficult time with any words, they should ask you to repeat specific words. If you already know that some words will cause problems, repeat them individually and have the class repeat the words in unison.

(5) Give every student a chance to read.

This is the most time-consuming part of the lesson. Go around the class and have each student read the text. Sometimes it’s best to choose a volunteer to begin this exercise and move about the room at random. If you choose to have students read in order, there is a greater chance that students at the end of the line will doze off rather than pay attention and review the text as their classmates read aloud.

(6) Correct the reading.

Stop the students as they read. If a student mispronounces a word, have the student stop and try again. Do not move on until the student has read the text clearly. Some students may get upset or frustrated, but the attempts at perfecting the reading will reinforce the correct pronunciation.

(7) Finish the reading.

After all the students have read the short selected text, finish reading the full story you selected for class. Go around the room and have students each read a portion until it's finished. Be sure to correct the target pronunciation as the students read the rest of the story. As with all reading exercises, it should be combined with vocabulary lessons and questions for discussion to ensure students understand the text.[30]

The procedures in teaching pronunciation using drilling technique, they are: introduce the text to the student, read aloud the text for the students, repeat the text for the students, go over challenging words, allow each student an opportunity to read, provide corrections for the reading and finish the reading session.

Richards and Rodgers also add the procedures in using drill technique are:

[30] Matthew Lubin, "How to Create Effective ESL Pronunciation Lesson Plans with Short Readings," Fluentu, 2023, https://www.fluentu.com/blog/educator-english/esl-pronunciation-lessons-plans/.

(1) Students first hear a model dialogue (either read by the teacher or on the tape) containing the key structures that are the focus of the lesson.

(2) They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction of mistake of pronunciation of grammar is direct and immediate.

(3) The dialogue is memorized gradually, line by line.

(4) The dialogue is read aloud in chorus, one half saying one speaker's part and the other half responding.

(5) The dialogue is adapted to the students' interest or situation, through changing key words or phrases.

(6) Certain key structure from the dialogue are selected and used as the basis for pattern drills of different kinds.

(7) These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this is kept to an absolute minimum.

(8) Follow-up activities may take place in the language laboratory, where further dialogue and drill work is carried out.[31]

Based on the theories above, the researcher will adapt the procedure of drill technique from Richards and Rodgers as a guide of this research

[31] Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching, Contemporary Psychology: A Journal of Reviews, 18th ed., vol. 21 (Edinburgh, England: Cambridge University Press, 2016),p. 58.

since the procedures are clearer. Those procedures would be applied in teaching pronunciation. Here are the procedures:

(1) Modelling; the teacher says word or phrase,

(2) Repeating; the students repeat what they heard from the teacher,

(3) Reviewing; the difficult words should be repeated to make the students understand the sound of the words,

(4) Practicing; students practice the sound individually or in unison,

(5) Giving feedback; having practice, the students are asked to give their opinion about the technique in learning pronunciation, whether is it difficult to understand or not.

Be sure to correct the target pronunciation as the students read the rest of the story. As with all reading exercises, it should be combined with vocabulary lessons and questions for discussion to ensure students understand the text.

In the table below showed the whole picture of the teaching process using drill technique:

Table. II. 1 Pronunciation Drill

	Teacher Activities	**Procedures**	**Students activities**
Pre-Teaching	1. Teacher prepare to start the class and ask students to pray		1. Sit tight and neatly to start the lesson 2. Students start pray
	2. Teacher call for absent		1. Students raise their hand as their name called by the teacher 2. Students prepared for class such as pencil, pen and so

			on
	3. Teacher delivered the students about material for learning		1. Students listen carefully to teacher
While Teaching	1. Teacher share text form text book or other text and ensure that every student has a copy to read	1. Present the text to the students	1. the students receive the text from the teacher 2. The students pay attention to the teacher's instruction. 3. students look at the text given
	2. Teacher tell the students to follow along as you read the selected sentence or paragraph to them	2. Read to the students	1. Students pay attention to teacher instruction 2. Listening carefully to the teacher's reading 3. Follow the teacher's reading along 4. Adjust the teacher's reading to the text given
	3. Teacher read the text a second time, but this time read it a little faster with a more natural tone	3. Read the text again	1. Listening carefully to the teacher's reading 2. Students pay more attention and try to remembering the pronunciation of the teacher 3. Make a note or sign to the word that seems to be difficult to pronounce 4. Students can ask the teacher to repeat the pronouncing
	4. Teacher ask the students if they believe they can pronounce every word in the text	4. Review difficult words	1. Students prepare difficult words to be asked to the teacher 2. Students ask

	and ask teacher to repeat specific words		teacher to repeat the difficult words one by one 3. Students listen to the teacher's pronunciation to the difficult words carefully 4. Students ask teacher about the difficult word they have note before 5. The students pronouncing the difficult word that they have in their note individually and after that the whole class repeated it. 6. All students repeat the teacher's pronunciation to the other difficult words that students did not noticed.
	5. Teacher go around the class and have each student read the text in short part or per paragraph	5. Give every student a chance to read	1. one of the students read the passage or paragraph of the text given before 2. other students listen carefully and pay attention to the students who read the text 3. the students read the passage one by one as the teacher choose who the next to read in random way
	6. Teacher stop the students as they read, if a student	6. Correct the reading	1. While reading the short passage students try their

	mispronounces a word, have the student stop and try again		best to pronounced the word correctly 2. Other students can correct the pronunciation of the students who are reading the passage. 3. Students repeat the text if they have mispronounced while reading 4. Students repeat the mispronounced until it correct 5. Students remembering the correct pronunciation 6. Students can ask teacher the correct pronounced if they have tried too many times
	7. Teacher ensured to correct the target pronunciation as the students read the rest of the story and finish reading the full story for class.	7. Finish the reading	1. Students read the full text or passage one by one 2. Students read the full text as whole class together 3. Students repeat the difficult word as the teacher correct the pronunciation 4. Students memorize the pronunciation
Post-Teaching	1. Review the lesson and ensure the students that they are understand enough		1. Conclude the lesson 2. Asking the question if still have

	about the lesson		confused
	2. Close the class with motivation, praying and greetings		1. Students praying 2. Students answer the teacher's greeting

C. Conventional Teaching

Teaching pronunciation is not really a concern for the teacher in English Foreign Language area, as it stated by Brown in Purwanto that many teachers avoid dealing with pronunciation. This caused by the lack of confident, skills and knowledge of the teacher. Moreover, in the other hand this case aggravated by the curricula, methodology and the lack of suitable materials.[32]

Teaching English in conventional way usually are focused on the teacher, or Teacher-centered approach, where teacher plays as a central role in the classroom as the primary source of the knowledge and as the guide of the lesson so the students' activity is restricted and passive. The conventional teaching also indicated as the grammar priority, where the grammar is the first matter for the English learning activity.

In teaching pronunciation conventional teaching seems to be not really suitable because the material of the pronunciation is not specific in the curriculum and in the students' workbook source. The procedure of the conventional teaching is not far from the activity of listening or passive activity of listening to the teacher and do the task given by the teacher so the

[32] Purwanto, "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices."

student do not give feedback and do not have the chance to practice. This become the reason why the earlier or new learning method and technique increase more activity in students as an individual or group, and hoped as the solution to achieve the learning goals.

D. The Review of Related Findings

There are some related findings in this research. The first, research has been conducted by Maharida.[33] The research aimed to find out the improvement of the students' pronunciation ability by using Substitution Drill that focused on English Consonants which consisted of dental and palato alveolar consonants and English Vowel. The result of the research showed that after treatment, their pronunciation ability significant improved. The result of the research was the mean score obtained by the students through pre-test was 5.77 and the value of t-test was greater than t-table (16.48 > 2.037). It was concluded that the use of Substitution Drill was effective to improve the students' pronunciation ability.

Second, the research by Endang.[34] The objective of the research was to describe the teaching and learning pronunciation process in SMA 07 South Bengkulu. The method of this research was classroom active research (CAR). The result of this research showed that there were several difficulties faced by the students in learning pronunciation by communicative drilling technique.

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[33] Maharida, "Using Substution Drill Technique To Improve Students' Pronunciation Ability," Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris 3, no. 2 (2014): 178, https://doi.org/10.26618/ejpbi.v3i2.836.

[34] Endang Haryanto, "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia," 2022, https://api.semanticscholar.org/CorpusID:111823799.

The difficulties in learning pronunciation faced by the students were most of them felt difficult when they pronounced English word that was caused by their age, phonetic ability, lack of practice, motivation, personality or attitude and mother tongue. The causes made students were not interested when they learned pronunciation in classroom.

Third, the research by Rizqi.[35] The research aims to explain the implementation of teaching pronunciation, to the problems faced by the teacher in teaching pronunciation, and the strength and weakness of the *Pronunciation Coach* program. The type of this research is descriptive qualitative. The problems faced by the teacher in teaching pronunciation by using *Pronunciation Coach* program as follow; there are some students passive and embarrassed when the teacher asked them to pronounce and to practice in front of their friends, the school facilities are lacking of support to use of this program, sometimes there are noisy when the teaching process.

E. The Conceptual Framework

Based on the theoretical framework, Drill technique can improve the students' pronunciation because teaching pronunciation takes time, the teacher can't just teach something once and expect the students to master it right away. Therefore, drilling is suitable technique to make students easier

[35] Nadiah Nurmiftakhi Rizqi, "The Implementation of Teaching Pronunciation Using Pronunciation Coach Program To the VIII C Grade Students of SMP Muhammadiyah 1 Kartasura" (Muhammadiyah University of Surakarta, 2018), http://forschungsunion.de/pdf/industrie_4_0_umsetzungsempfehlu.

to pronounce well through repetition and the teacher gives them lots of review and continued practice.

The purposes of Drill technique were providing learners with intensive practice in hearing and saying particular word or phrases, providing immediate feedback on their accuracy in terms of teacher or peer correction, and help students notice the correct form or pronunciation and this may help build their confidence in pronouncing the sound.

The previous studies showed positive results of the use of Drill technique and it was proven and can be seen from the students' significant score of the test.

Therefore, the researcher proposed that Drill technique could improve students' pronunciation in teaching English especially in pronunciation.

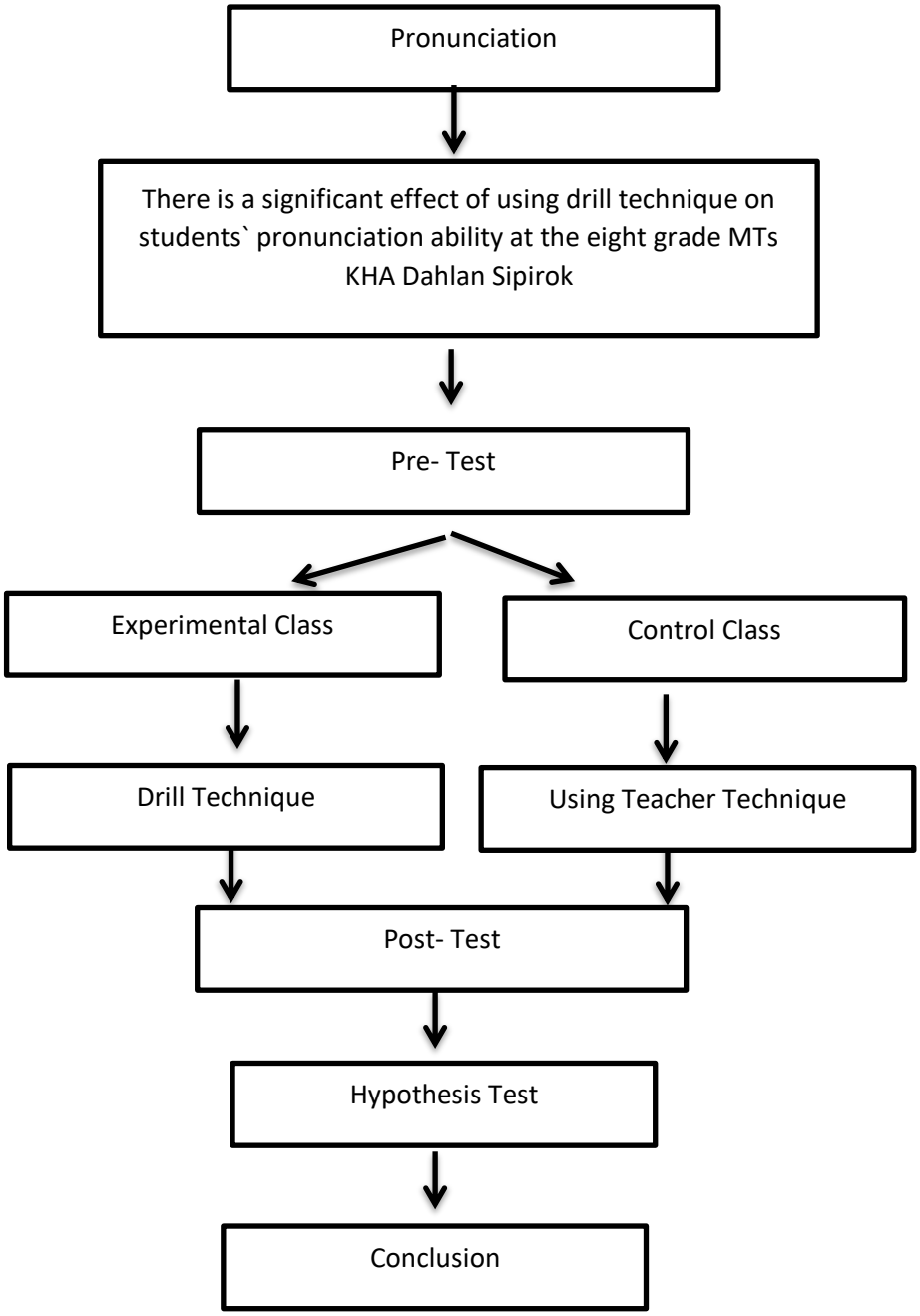

Figure II. 1. Conceptual Framework

F. The Hypothesis

The hypothesis of this research are:

1. Alternative hypothesis (Ha): there is a significant effect of using Drill technique for students` pronunciation ability at the VIII Grade of MTs KHA Dahlan Sipirok.
2. Null hypothesis (Ho): there is no significant effect of using Drill technique for students` pronunciation ability at the VIII Grade of MTs KHA Dahlan Sipirok.

CHAPTER III

RESEARCH METHODOLOGY

A. The Research Design

This research was experimental design. It incorporating the pre-test and post-test control group design.[36] Experimental research was a research method employed to determine the effect or impact of a treatment on a controlled condition. This research used two classes, one designated as the experimental class, where the drill technique applied. The other was as the control class, received instruction without the use of drill technique.

B. The Time and the Location the of Research

The research took place at MTs KHA Dahlan in academic year 2023-2024 which is located at Jl. Lobu Tanjung Baringin Kampung Setia, Desa Sarogodung, Kecamatan Sipirok, Kabupaten Tapanuli Selatan Sumatra Utara. The research start from May 2024 until finish

C. The Population and the Sample

a. Population

Population is a region of generalized territory consisting of objects that have certain qualities and characteristics set by the researcher.[37] This research had all students at VII Grade of MTs KHA

[36]Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 19th ed. (Bandung: Alfabeta, 2014), p.76.

[37]Sugiono, p.215.

Dahlan Sipirok, it consisted of three classes, as the population. The population was shown in the table below:

Table.III. 1
The Population of the VII Grade MTs KHA Dahlan Sipirok

No	Class	Students
1	VII- 1	20
2	VIII- 2	21
3	VIII- 3	22
	Total Population	63

b. Sample

Samples are used as objects studied or as sources of research data.[38] This research used simple random sampling to take the sample of the research. Researcher used random sampling by using lotre, random sampling is the process of selecting a sample so that all individuals defined population were equally likely to be selected for the sample. The researcher choose only two classes as sample in this research, an experimental class and control class.

Table. III.2
The sample of students MTs KHA Dahlan Sipirok

No	**Class**	**Students**
1	Experimental Class (VIII – 2)	21
2	Control Class (VII – 1)	20
	Total	41

[38]Sugiono, p. 215.

D. The Instrument of Data Collection

a. Indicator

English pronunciation refers to actual production of speech. Pronunciation not only speaker pronouncing the sound in a language but also the listener comprehension of the sound produced. Accent and Native-Speaker sound like, Intelligibility, Comprehensibility were consider as parts that build pronunciation, where in many acquisition of English language pronunciation native speaker are often preferred.[39] Moreover, English language speaker perceived like non-native seems to be judged as less honest than who perceived with native-speaker accents of English and many language learners believe that having native-speakers' accent is a privilege. [40] Intelligibility refers to the listener comprehension of an utterance. Comprehensibility deals with the meaning acceptance of the sound that speaker's sounding.

In scoring the result of students` test evaluated based on the aspect speaking below:

[39] L. Ballard and P. Winke, "Students' Attitudes Towards English Teachers' Accents: The Interplay of Accent Familiarity, Comprehensibility, Intelligibility, Perceived Native Speaker Status, and Acceptability as a Teacher," in *Second Language Pronunciation Assessment: Interdisciplinary Prespectives* (Bristol: Multilingual Matters, 2017).

[40]Lorraine, Reinbold. "English Pronunciation: Intelligibility, Comprehensibility, and Accentedness," 2017, 245–55. https://core.ac.uk/download/pdf/236446353.pdf.

Table. III. 3 The Assessment of Pronunciation

No	Indicators	Detail of Skill Pronunciation
1.	Intelligibility	Students are able to pronounce of thewhole words and its parts are heard clearly or not causing misunderstanding.
2.	Accented Ness	Students are able to pronounced words with an appropriate language accent in pronunciation
3.	Comprehensibility	Students are able to pronounced words correctly and have the right meaning.
4.	Native Like	Students are able to pronounce of thewhole words and its parts are pronounced like native speaker.[41]

b. Test

Efficient data collection is crucial for researcher to enhance the systematic and straight forward conduct of the research. In this study, the chosen instrument for data collection was the pronunciation test with 10 question in a test. The researcher asked students to pronounce the correct sound based on the instruction pre-test before any treatment. Then, the post-test required students to compose the correct pronunciation. The primary purpose of these tests was to gather data for the research. The researcher gave both of test (pre-test and post-test).

E. The Validity of Instrument

Researcher used construct validity in this research. Sugiono state that construct validity testing can use the expert opinion by asking for the opinion

[41]Lorraine, Reinbold. "English Pronunciation: Intelligibility, Comprehensibility, and Accentedness," 2017, 245–55. https://core.ac.uk/download/pdf/236446353.pdf.

regarding the instrument and it has been measured based on a certain theory.[42] To make sure construct validity, it was essential for a measurement to comprehensively sample both the subject matter and the cognitive processes included in the content universe being examined. In this study, the validity was assessed by a junior high school teacher through the inclusion of two pronounce test items. One for the pre-test and another for the post-test.

F. The Research Procedure

To get the data of the research, the researcher gave some steps. It consisted of pre-test, treatment and post-test.

Table.III. 4 Table of Research Design

No.	Sample	Pre-test	Treatment	Post-test
1	Experimental Class	√	√ Teach by using drill technique	√
2	Control Class	√	x conventional teaching or teacher way	√

This research was conducted in one class with learning treatments by the teacher and one experimental class with the Drill technique learning model.

a. Pre- test

Pre- test should be do to find out the homogeneity of the sample. It has a function to get the mean score of the sample, experimental and control class. The pre- test will give to the both of sample of the

[42]Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D*, 19th ed. (Bandung: Alfabeta, 2013), p.125.

research. To know the students basic ability before applying teaching pronunciation by using Drill technique, the researcher will give the test of speaking with some steps as follows:

1. The researcher prepared the test.
2. The researcher distributed the test to the students on experimental and control class.
3. The researcher gave the explanation or instruction of the test.
4. The researcher done the test to the student
5. The researcher checked the sheet paper of students and find out the mean score of both of class.

b. Treatment

In this case, the researcher gave the treatment for the experimental class about pronunciation by using drill technique. The treatment in experimental class was giving the example of the test and gave the students an explanation about how to pronounce the words.

c. Post- test

After giving the treatment to the students with a problem, the researcher gave a post- test with the same topic in the pre- test. The procedure of post-test was same with pre- test. In this part, the students did the pronunciation test. It aimed to find out there is

significant effect of the treatment or not. This test was to know the effectiveness of using drill method in pronouncing the words in experimental class.

G. The Technique of Data Analysing

To find out the students' ability, the researcher analysed the students' test by using descriptive statistics analysis. After conducting the experimental process, researcher tested the both of the classes by using technique of data analysis. the kind of the statistic is statistic parametric statistic because the research is quantitative research and the scale of the data is interval scale. It can be seen as followed:

1. Normality test

Before conducting the test, a normality test is performed to assess whether the data from the experimental and control groups exhibited a normal distribution. The Kolmogorov-Smirnov test, execute using SPSS, was employee for this purpose.

Data are considered normally distributed if the significance (sig) value exceeded the threshold of $\alpha = 0.05$. For the pre-test data in both experimental and control classes, indicating normal distribution since $p \geq \alpha$ in both cases.

2. Homogeneity test

Following the normality test, a homogeneity test was conducted to examine the similarity of samples in both classes. The Levene statistic test, facility by SPSS v. 24.

3. Hypothesis test

Employing statistical hypotheses, the research utilized the Independent Sample T-Test to assess the relationship between variables. SPSS v.24 s used for hypothesis testing. Mean and standard deviation values for the post-test in both experimental and control groups, acquired during the t-test result. if t-count is higher than t-table, the hypothesis is Ha (accepted) and if on the contrary, t-count is lower than t-table so the hypothesis is Ho.

H. The Outline of the Research

The outline of this research is divided into V chapters. First chapter is introduction there are: background of the problem, limitation of the problem, formulation of the problems, objectives of the research, significances of the research, and definition of operational variables. Chapter II is about theoretical description consists of the description of pronunciation ability, drill method, related findings, conceptual framework and the hypothesis. Then chapter III consists of the methodology of research which is divided into sub chapter: place and time of the research, research design, population and sample, research instrument, technique of collecting data, and technique of analysing data. Chapter IV contain about the finding and discussion of the research. The last chapter contain of conclusion which it explains about the conclusion of the research, implication and suggestion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the findings of the study are presented and thoroughly discussed. The analysis highlights the performance metrics of the experimental group following the administered intervention. Furthermore, the research delves into the comparative examination of eighth-grade students' proficiency in pronunciation ability, contrasting those instructed through the Drilling Method with the counterparts who did not receive such pedagogical treatment. The investigation seeks to ascertain whether the pedagogical approach yielded statistically significant improvements in pronunciation abilities.

A. Research Finding

The investigation was conducted with eighth-grade students at MTs KH Ahmad Dahlan Sipirok. A test, consisting of both a Pre-Test and a Post-Test, was used as the primary data collection tool and was administered equally to both the experimental and control classes. The experimental class comprised 21 students, while the control class included 20 students, with selection based on their test scores. The collected data from both classes are presented and analysed in the following sections. For the pre-test, the researcher calculated the scores of students in the experimental class on the pronunciation test.

1. The Description of Data before Using Drilling Technique

a. Score of Pre-Test in control Class

In the pre-test of the control class, the researcher systematically analysed the students' performance on the pronunciation assessment. The pre-test scores for the control group are presented in the subsequent table for detailed examination:

Table IV.1 The Score of Control Class in Pre-Test

Descriptive		**Statistic**
N	Valid	20
	Missing	0
The Highest Score		75
The Lowest Score		40
Mean		57.125
Median		55
Modus/Mode		55
Range		35
Interval		6
Variant		86.365
Standard Deviation		9.2933
Total Score		1142.5

Based on the table above, it can be concluded that the total score of control class in post-test was 1142.5, mean was 57.125 where means is the average score of the data, median or the middle score of the data was 55, range was 35 where the range is highest score minus lowest score, interval class was 6 gotten from range divided by total class (the further explanation showed in Appendix), variants was 86.365 and standard deviation was 9.2933 The highest in control class pre-test was 75 and the lowest score was 40.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The

calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.2 Distribution frequency in Pre-Test of control class

No.	Interval	Mid-point	Frequency	Percentage
1.	40 – 45	42,5	2	10%
2.	46 – 51	48,5	3	15%
3.	52 – 57	54,5	6	30%
4.	58 – 63	60,5	5	25%
5.	64 – 69	66,5	2	10%
6.	70 – 75	72,5	2	10%
	I = 6		20	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 40 – 45 was 2 students (10 %), interval class between 46 – 51 was 3 students (15 %), interval class between 52 – 57 was 6 students (30 %), interval class between 58 – 63 was 5 students (25 %), interval class between 64 – 69 was 2 student (10 %), interval class between 70 – 75 was 2 student (10 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:

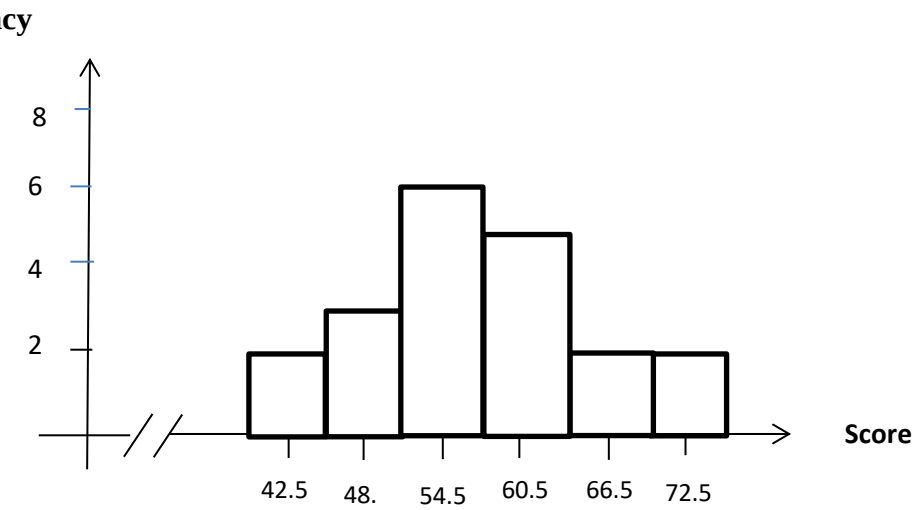

Figure IV.1 Data Description of Pre-Test in Control Class

b. Score of Pre-Test in Experimental Class

In pre-test of experimental class, the researcher calculated the result that had been gotten by the students in doing pronunciation test. The score of pre-test in experimental class could be seen in the following table:

Table IV.3 The Score of Experimental Class in Pre-Test

Descriptive		**Statistic**
N	Valid	21
	Missing	0
The Highest Score		80
The Lowest Score		35
Mean		57.143
Median		57.5
Modus/Mode		55
Range		45
Interval		8
Variant		115.8
Standard Deviation		10.761
Total Score		1200

Based on the table above, it can be concluded that the total score of control class in post-test was 1200, mean was 57.143 where means is the average score of the data, median or the middle score of the data was 57.5, range was 45 where the range is highest score minus lowest score, interval class was 8 gotten from range divided by total class (the further explanation showed in Appendix), variants was 115.8 and standard deviation was 10.761. The highest in experiment class was 80 and the lowest score was 35.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.4 Distribution frequency in Pre-Test of experimental

No.	**Interval Class**	**Mid-Point**	**Frequency**	**Percentage**
1.	35 – 42	38,5	2	10%
2.	43 – 50	46,5	4	19%
3.	51 – 58	54,5	5	24%
4.	59 – 66	62,5	6	29%
5.	67 – 74	70,5	3	14%
6.	75 – 82	78,5	1	5%
	$I = 8$		21	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 35-42 was 2 students (10 %), interval class between 43- 50 was 4 students (19 %), interval class between 51-58 was 5 students (24 %), interval class between 59 – 66 was 6 students (29%), interval class between 67 – 74 was 3 student (14 %), interval class between 75 – 82 was 1 student (5 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow:

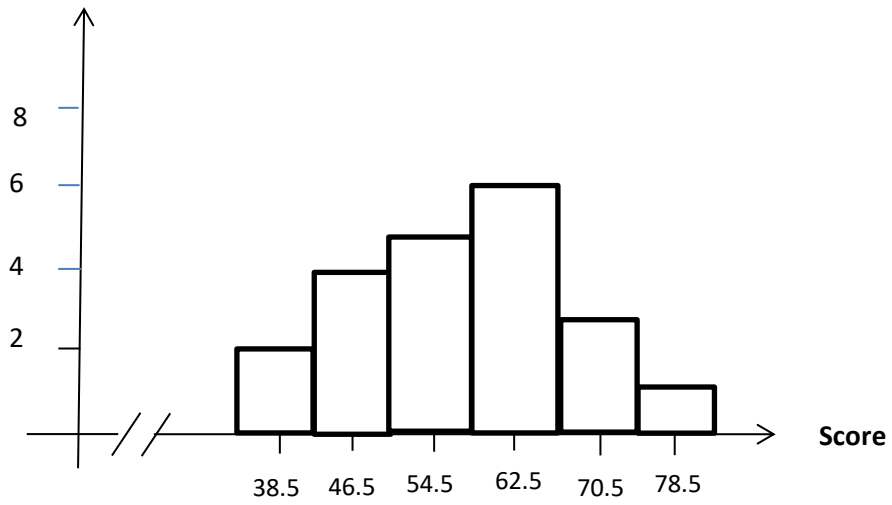

Figure IV.2 Data Description of Pre-Test in Experimental Class

2. The Description of Data after Using Drilling technique

a. Score of Post-Test in Control Class

In post-test of control class, the researcher calculated the result that had been gotten by the students in practicing pronunciation test. The score of post-test in control class could be seen in the following table:

Table IV.5 The Score of control Class in Post-Test

Descriptive		**Statistic**
N	Valid	20
	Missing	0
The Highest Score		85
The Lowest Score		45
Mean		65.75
Median		66.25
Modus/Mode		70

Range	40
Interval	8
Variant	94.803
Standard Deviation	9.7367
Total Score	1315

Based on the table above, it can be concluded that the total score of control class in post-test was 1315, mean was 65.75 where means is the average score of the data, median or the middle score of the data was 66.25, range was 70 where the range is highest score minus lowest score, interval class was gotten from range divided by total class (the further explanation showed in Appendix), variants was 94.803 and standard deviation was 9.7367 The highest score in experiment class was 85 and the lowest score was 45.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.6 The distribution frequency in Post-Test of control

No.	**Interval Class**	**Mid-Point**	**Frequency**	**Percentage**
1.	45 – 52	48,5	2	10%
2.	53 – 60	56,5	3	15%
3.	61 – 68	64,5	7	35%
4.	69 – 76	72,5	5	25%
5.	77 – 84	80,5	2	10%
6.	85 – 92	88,5	1	5%
	I = 8		20	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 45 - 52 was 2 students (10 %), interval class between 53-60 was 3 students (15 %), interval class between 61-68 was 7 students (35 %), interval class between 69-76 was 5 students (25 %), interval class between 77-84 was 2 student (10 %), interval class between 85-92 was 1 student (5 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following bellow **:**

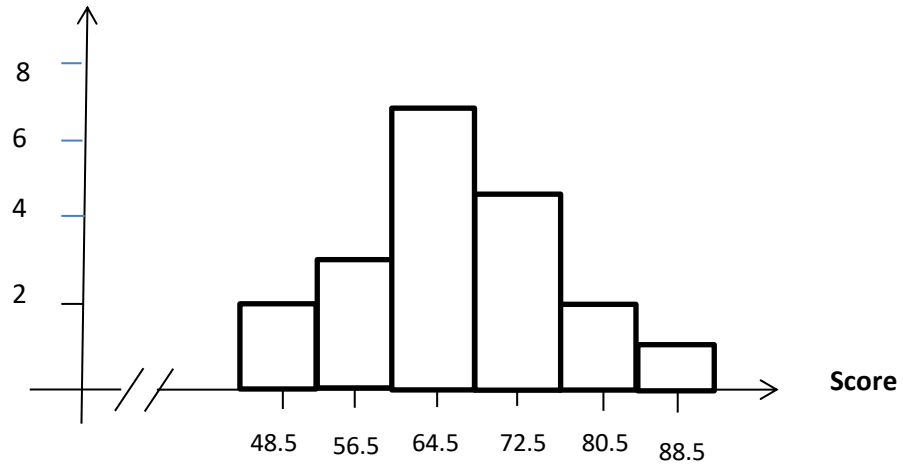

Figure IV.3 Data Description of Post-Test in Control Class

b. Score Post-Test in Experimental Class

In post-test of experimental class, the researcher calculated the result that had been gotten by the students in doing pronunciation test. The score of post-test in experimental class could be seen in the following table:

Table IV.7 The Score of Experimental Class in Post-Test

Descriptive		**Statistic**
N	Valid	20
	Missing	0
The Highest Score		92.5
The Lowest Score		50

Mean	73.095
Median	75
Modus/Mode	75
Range	42.5
Interval	8
Variant	143.07
Standard Deviation	11.961
Total Score	1535

Based on the table above, it can be concluded that the total score of control class in post-test was 1535, mean was 73.095 where means is the average score of the data, median or the middle score of the data was 75, the most frequent number appears on the data was 75, range was 42.5 where the range is highest score minus lowest score, interval class was 8 gotten from range divided by total class (the further explanation showed in Appendix), variants was 143.07 and standard deviation was 11.961 The highest in experiment class was 92.5 and the lowest score was 50.

Following the compilation of students' final scores, the researcher constructed a frequency distribution to identify predominant scores achieved by students. The calculation of the frequency distribution for students' scores is presented in the table below:

Table IV.8 Distribution frequency in Post-Test of experimental

No.	**Interval Class**	**Mid-Point**	**Frequency**	**Percentage**
1.	50 – 57	53,5	2	10%
2.	58 – 65	61,5	3	14%
3.	66 – 73	69,5	4	19%
4.	74 – 81	77,5	6	29%
5.	82 – 89	85,5	4	19%
6.	90 – 97	93,5	2	10%
	$I = 8$		21	100%

Based on the table above, it can be concluded that the students` frequency in interval class between 50 – 57 was 2 students (10 %), interval class between 58 – 65 was 3 students (14 %), interval class between 66 – 73 was 4 students (19 %), interval class between 74 – 81 was 6 students (29 %), interval class between 82 – 89 was 4 student (19 %), interval class between 90 – 97 was 2 student (10 %).

In order to get the description of the data clearly and completely, the researcher presented it into histogram on the following below:

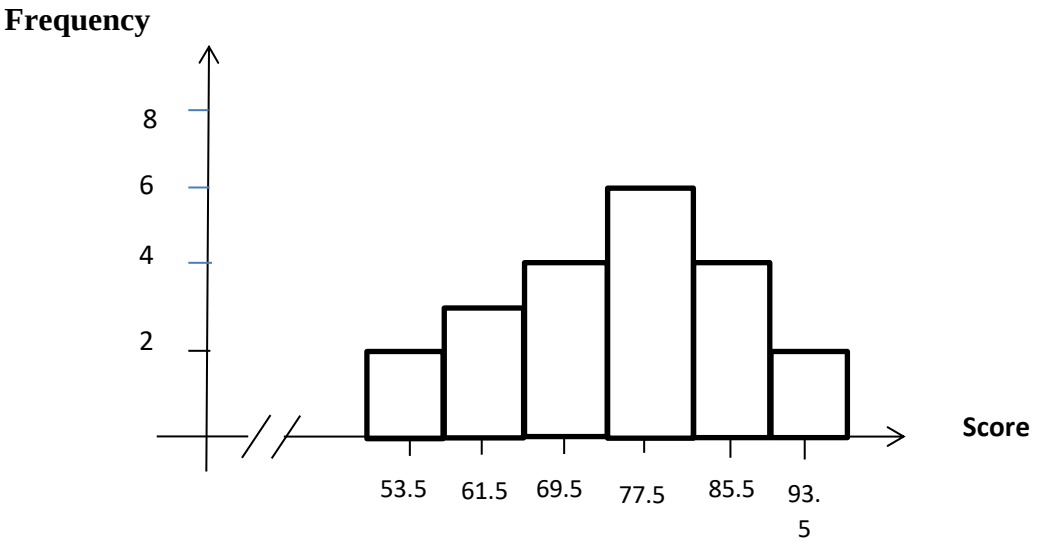

Figure IV. 4. Data Description of Post-Test in Experimental Class

B. Data Analysis

1. Normality Test

The normality test was conducted to assess whether the data from both the experimental and control classes were normally distributed and exhibited the same variance. This assessment was performed using SPSS v.24 with a significance level of 5% (0.05). The Kolmogorov-Smirnov test was employed to evaluate the

normality of the data for both groups. The results of this calculation are as follows:

Table IV.9 Normality Test of Pre-Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	value	Statistic	df	Sig.	Statistic	df	Sig.
Students' Result	Pre-test Experiment	,135	21	,200*	,984	21	,974
	Pre-test Control	,190	20	,058	,950	20	,368
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

The results indicated that the significance values for the pre-test in the experimental class (0.974 > 0.05) and the control class (0.368 > 0.05) signified normal distribution, as the significance was higher than $\alpha = 0.05$.

Normality test for post-test in experiment and control class also used Saphiro-Wilk by SPSS v.26 because the total sample is no more than 100. The result can be seen in the table as followed:

Table IV.10 Normality Test of Post-Test

Tests of Normality							
Students' Result	Study	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	Post-test Eksperiment	,160	21	,171	,944	21	,262
	Post-test Control	,131	20	,200*	,976	20	,875
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Similarly, the normality test for the post-test in both the experimental and control classes, utilizing Saphiro Wilk with SPSS v.26, showed that the significance

values for the post-test experiment class (0.262 > 0.05) and the control class (0.875 > 0.05) indicated normal distribution. In summary, both the pre-test and post-test data in the experimental and control classes were found to be normally distributed, as the significance values were higher than α = 0.05.

2. Homogeneity Test

Following the normality test, the next step was to perform the homogeneity test. The purpose of this test was to determine whether the data samples were homogeneous.

Ho : $\sigma_1^2 = \sigma_2^2$ (Homogeneuous Variance)

Hα : $\sigma_2^2 \neq \sigma_2^2$ (Heterogeneuous Variance)

The data of pre-test from experiment and control class were also present in the table below:

Table IV.11 Homogeneity Test of Pre-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Student's Result	Based on Mean	,262	1	40	,612
	Based on Median	,320	1	40	,575
	Based on Median and with adjusted df	,320	1	39,964	,575
	Based on trimmed mean	,280	1	40	,599

The researcher used levene statistic to analyse the homogeneity test of pre-test. Based on the data above, the result indicated that the significance of pre-test was (0.612 > 0.05) which is higher than α = 0.05. Then Ho is accepted. Consequently, it can be concluded that the data in this research from pre-test in experiment and control class are homogeneous.

The data of post-test in experiment and control class were present in the table as followed:

Table IV.12 Homogeneity Test of Post-Test

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Student's Result	Based on Mean	,968	1	40	,331
	Based on Median	,703	1	40	,407
	Based on Median and with adjusted df	,703	1	38,374	,407
	Based on trimmed mean	,937	1	40	,339

Meanwhile, the homogeneity test on post-test showed (0.331 > 0.05) as the significance value of the data. Which is higher than α = 0.05. Then Ha is accepted. Consequently, it can be concluded that the data in this research from post-test in experiment and control class are homogeneous

3. Hypothesis Test

After conducting the normality and homogeneity tests, the results confirmed that the data were appropriate for analysis using a t-test to examine the hypothesis. This hypothesis test aimed to evaluate whether there were significant differences in the post-test results between the experimental and control classes after the treatment. The test specifically sought to determine the impact of the Drilling Technique on students' pronunciation ability. SPSS v.26 was used for the hypothesis analysis, and the results are detailed in the following table:

Table IV.13 Independent Sample T-Test

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student's Result	Equal variances assumed	,968	,331	2,179	40	,035	7,26190	3,33291	,52585	13,99796
	Equal variances not assumed			2,179	38,047	,036	7,26190	3,33291	,51506	14,00875

Upon examining the data, this research used an independent sample t-test, which revealed that the t-test values for the post-test in both the experimental and control classes were t-count > t-table (2.179 > 2.023). According to the test criteria, H0 was rejected, and Ha was accepted. The hypothesis test also showed a two-tailed significance (p) of 0.03, with an alpha (α) of 0.05, leading to the acceptance of Ha (Alternative Hypothesis) since $p < \alpha$. This indicates a significant impact of the Drilling Technique on the eighth-grade students at MTs KH Ahmad Dahlan Sipirok. Consequently, it can be concluded that there is a statistically significant effect based on the post-test results.

Therefore in order to find out the gain score in pre-test and post-test of experimental class and control class is presented in the table below:

Tabel. IV.13 Result of Gain Score

	Pre-Test	Post-Test	Enhancement	Percentage	Gain Score
Experimental Class	57.143	73.095	15.952	27%	7.327
Control Class	57.125	65.75	8.625	15%	

C. Discussion

Based on the findings and results of the research, it was revealed that the Drilling Technique had a positive effect on students' ability pronounce the words. This study aimed to determine the effectiveness of using the Drilling Technique in teaching pronunciation. The technique involves presenting the repeated way in pronouncing the good pronunciation. The research demonstrated that this approach helps students more easily to know how to say some word and improve the pronounce fluency. Data were collected from the pre-tests and post-tests of both the experimental and control classes to verify the method's effectiveness.

Thus, the study successfully answered the research question posed at the beginning. The researcher discussed the results and compared them with related findings. This study is further supported by previous research, such as Maharida's, ending`s and rizqi`s findings.

First, Maharida[43] used Substitution Drill that focus on English consonant, while researcher used Repetition Drill on pronounce Adverb of Frequency. Maharida found the ability of student was improved which the t-count was 16.48>2.037,

[43]Maharida Maharida, "Using Substution Drill Technique To Improve Students' Pronunciation Ability," *Exposure : Jurnal Pendidikan Bahasa Dan Sastra Inggris* 3, no. 2 (2014): 178, https://doi.org/10.26618/ejpbi.v3i2.836.

where in comparison to the researcher also found that the pronunciation of the student was improved by the value of t-count was 2.179 > 2.023.

Second, Endang[44] did classroom active research (CAR) to describe the teaching and learning pronunciation process. While researcher used experimental research in this research. The result of Endang research showed that there were several difficulties faced by the students in learning pronunciation by communicative drilling technique. Such as phonetic ability, lack of practice, motivation, personality or attitude and mother tongue. While the researcher found several problem like, student motivation, learning method, and lack of pronouncing the word.

Third, the research by Rizqi.[45] The research aims to explain the implementation of teaching pronunciation, to the problems faced by the teacher in teaching pronunciation. The type of this research is descriptive qualitative. The problems faced by the teacher in teaching there are some students passive to pronounce and to practice in front of their friends, the school facilities are lacking of support to use of this program, sometimes there are noisy when the teaching process. While the researcher found the lack of student in practicing the pronunciation of the word because the student had embarrassed if the other student listen to, the student not confident to say the word cause do not know how the good pronounce of it, and student difficult to say the pronounce of the word.

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[44]Endang Haryanto, "Improving Students' Pronunciation through Communicative Drilling Technique at Senior High School (SMA) 07 South Bengkulu, Indonesia," 2022, https://api.semanticscholar.org/CorpusID:111823799.

[45]Nadiah Nurmiftakhi Rizqi, "The Implementation of Teaching Pronunciation To the VIII C Grade Students of SMP Muhammadiyah 1 Kartasura" (Muhammadiyah University of Surakarta, 2018), http://forschungsunion.de/pdf/industrie_4_0_ums
etzungsempfehlu.

Based on the result that calculated by using SPPS that the writer explains before, this study proved that Drilling Technique is one of a good technique to be implemented in the pronunciation process. This study focused in using drilling technique to supports language memorization under teacher guidance, practice allows students to apply knowledge interactively, engagement with texts beyond initial exposure enhances student connection, applying knowledge deepens students' understanding through practice, teachers correct mistakes and guide students through challenging areas concurrently. It means, this technique was investigated in order to prove that it was statistically to be used as a helping technique of pronunciation.

Therefore, Kelly`s[46] theory can be substantialed, indicating that drill technique can enhance students` pronunciation abilities. This is further supported by Senel`s[47] findings, where she states that drilling can used in teaching pronunciation. Based on the result, it can be seen that drilling technique can increase the students' pronunciation which focused to repeating and memorizing the word. It proved that Drilling Technique is quite effective to enhance students' fluency in pronounce adverb of frequency at the eighth-grade students of MTs KH Ahmad Dahlan Sipirok in academic year 2023/2024

[46]Kelly Gerald, *How to Teach Pronunciation* (England: Longman Group Ltd, 2000), p.16.
[47]Müfit Şenel, "Suggestions for Beautifying the Pronunciation of EFL Learners in Turkey," *Journal of Language and Linguistic Studies* 2, no. 1 (2016): 111–25, https://dergipark.org.tr/en/pub /jlls/issue/9923/122844.

D. Threat of the Research

During the research, the researcher faced several challenges and threats that could impact the outcomes. The study was influenced by external factors beyond the researcher's control. For instance, students were busy preparing notes for exams, causing some to pay less attention to lessons. Additionally, some students participated in the Olympiad, leading to delays in the research. The researcher also encountered difficulties with students unfamiliar with English pronunciation, which made the teaching process quite exhausting.

CHAPTER V

CLOSING

A. Conclussions

The purpose of this study is to ascertain the empirical evidence regarding the impact of employing the Drilling Technique on the pronunciation ability of eighth-grade students at MTs KH Ahmad Dahlan Sipirok, particularly in the adverb of frequency. According to the data calculations and the analysis presented in Chapter IV, the findings indicated a significant effect of using the Drilling Technique on students' pronunciation proficiency. The research involved an experimental class, which was subjected to pretests and post-tests and received instruction via the Drilling Technique, while a control class was taught using teacher technique. Upon thorough data calculation and analysis, the researcher gathered substantial information on the topic.

1. The pronunciation ability of the eighth grade student of MTs KH Ahmad Dahlan before using Drilling Technique was low. It can be seen by the mean score in pre test was 57.143 in experimental class.
2. The pronunciation ability of the eighth grade student of MTs KH Ahmad Dahlan after using Drilling Technique had higher score. It can be seen by the mean score in post test was 73.095 in experimental class.

3. The result of research indicated the t-test from post-test in both of the experiment and control class. It was found that t-count > t-table or 2.179 > 2.023. Based on the test criteria, H0 is rejected and Ha is accepted. To get a statistical impact the researcher analyzed the post-test data that resulted in the sig (2tailed) that is shown 0.03 which means lower than the significance level sig α = 0.05 (5%). It means that Drilling Technique is a moderately effective in this research.

The outcomes for the experimental class, which were achieved through the application of the Drilling Technique, revealed that the scores of the experimental class were higher than those of the control class. Furthermore, the implementation of this technique in the experimental class significantly impacted the students' ability to pronounce adverb of frequency. Therefore, it can be concluded that the Drilling Technique had a moderate effect on improving pronunciation ability of eighth-grade students at MTs KH Ahmad Dahlan Sipirok during the academic year 20223/2024.

B. Implication

Implications are derived from the research findings, indicating a significant positive impact of employing the Drilling Technique on students' pronunciantion ability. The study suggests that integrating the Drilling Technique is essential in pronounce instruction.

Drilling Technique can enhancing understanding by engaging in intensive repetition, the Drilling Technique can aid students in better grasping sentence

patterns, vocabulary, and tenses in English. Repeatedly practicing sentence structures and vocabulary allows students to strengthen their abilities in speaking, listening, reading, and writing in English.

The drill method can also help students improve their fluency and pronunciation in English, as frequent repetition enables them to practice accurate pronunciation. With Intensive practice with the Drilling Technique can help students become more accustomed to and confident in speaking English, thereby reducing their fear of communication.

In summary, the researcher found that the application of Drilling Technique was one of the good technique in learning pronunciation. The Drilling Technique focus on repetitive practice helps students quickly master English material due to their continuous engagement with the language.

C. Sugesstion

As previously discussed, the researcher offers several recommendations to enhance students' pronunciation abilities:

1. For Students: Students should engage more frequently in practice using drilling strategies and give greater attention to their teachers' instructions. They need to overcome their embarrassment and build self-confidence to speak English effectively.
2. For English Teachers: English teachers should serve as role models by demonstrating proper pronunciation and focus on students' pronunciation

during lessons that employ drilling strategies. They should also provide corrective feedback when students make pronunciation errors.

3. For Schools: Schools should invest in and optimize facilities that support English instruction, such as language labs and libraries.
4. For Future Researchers: Researchers might consider employing drilling strategies as a teaching method to improve students' English pronunciation. Additionally, similar strategies could be applied in different samples, subjects, or settings for further research.

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APPENDIXES

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(EXPERIMENTAL CLASS)

Sekolah	**: MTs KHA DAHLAN SIPIROK**
Mata Pelajaran	**: Bahasa Inggris**
Kelas / Semester	**: VIII / 2**
Materi Pokok	**: Adverb of Frequency**
Alokasi Waktu	**: 1 X 2 JP (90 menit)**

A. Kompetensi Inti

KI 1: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 2: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Standar Kompetensi / Indikator

No		Kompetensi Dasar		Indikator
1.	1.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)	1.1.1	1. Menggunakan adverb of frequency dalam kalimat sederhana untuk menunjukkan kegiatan yang terjadi secara rutin. 2. Membandingkan penggunaan adverb of frequency untuk menunjukkan kegiatan yang terjadi secara rutin terkait kehidupan sehari-hari. 3. Memilih adverb of frequency yang sesuai dengan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin
2.	2.1	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.	2.1.1	1. Menyusun kalimat dalam paragraf menggunakan adverb of frequency untuk menunjukkan kegiatan yang terjadi secara rutin terkait kehidupan sehari-hari. 2. Menyajikan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin.

C. Materi Pembelajaran

Adverb of Frequency adalah sebuah kata atau frasa yang mengekspresikan seberapa sering kegiatan tersebut dilakukan oleh seseorang. Pada dasarnya *Adverb of Frequency* terbagi menjadi dua jenis berdasarkan spesifikasi waktunya, yaitu *Adverb of Definite Frequency* dan *Adverb of Indefinite Frequency.*

a) Adverb of Definite Frequency

Penggunaan *Adverb of Definite Frequency* yang benar ialah dengan memperhatikan frekuensi suatu peristiwa atau kejadian dengan waktu yang spesifik. Keterangan waktu ini harus sudah dijelaskan kapan peristiwa itu kerap terjadi. Frasa yang termasuk *Adverb of Definite Frequency,* yaitu *hourly, daily, weekly, monthly, every, yearly, every second, twice a year, once a minute, twice, once,* atau *three time*

Contoh kalimat *Adverb of Definite Frequency*:

1) *I and my family go to the zoo every week to see our favorite orang utan.our favorite animals.* (Saya dan keluarga saya pergi ke kebun binatang setiap minggu untuk melihat hewan favorit kami.)
2) *Every five minutes his alarm rang.* (Setiap lima menit alarmnya berbunyi.)
3) *My mother wakes me up every morning to have breakfast.* (Ibuku membangunkanku setiap pagi untuk sarapan.)
4) *Every time I see him, he keeps looking at his phone.* (Setiap kali saya melihatnya, dia terus melihat teleponnya.)
5) *His father keeps changing his car monthly.* (Ayahnya terus mengganti mobilnya setiap bulan.)
6) *Our family travelling yearly to get some healing, and this year we will go to New Zealand.* (Keluarga kami bepergian setiap tahun untuk mendapatkan kesembuhan, dan tahun ini kami akan pergi ke Selandia Baru.)

Adverb of Indefinite Frequency

b) *Adverb of Indefinite Frequency* tidak perlu mengetahui waktu yang spesifik. Keterangan waktu yang dimaksud yaitu waktu perkiraan atau rentang waktu yang kerap terjadi. Penentuan keterangan waktu atau seberapa sering

peristiwa terjadi dalam *Adverb of Indefinite Frequency* ini dapat kamu gunakan persentase sebagai berikut:

1. 100% (*always, constantly, usually, normally, frequently, regularly, often*)
2. 50% (*sometimes, rarely, occasionally, infrequently, seldom, hardly ever*)
3. 0% (*never*)

Contoh kalimat *Adverb of Indefinite Frequency*:

1) *He always studies so hard in English courses. He wants to be a winner of Spelling Bee Competition.* (Dia selalu belajar begitu keras dalam kursus bahasa Inggris. Dia ingin menjadi pemenang Kompetisi Spelling Bee)
2) *Bian visits the library frequently. He loves to read books.* (Bian sering mengunjungi perpustakaan. Dia suka membaca buku.)
3) *I hardly ever see Tom in low spirit just like now. Maybe there is something wrong with him.* (Saya hampir tidak pernah melihat Tom dengan semangat rendah seperti sekarang. Mungkin ada yang salah dengan dirinya.)

D. Tujuan Pembelajaran

Pada akhir pembelajarana siswa dapat:

1. Memahami materi adverb of frequency
2. Mengucapkan apa saja adverb of frequency
3. Memahami cara pengucapan adverb of frequency

E. Metode Pembelajaran

Drill Method

F. Media dan Sumber Pembelajaran

1. Media/ alat: audio, papan tulis
2. Sumber belajar: Buku Bahasa Inggris Kelas VIII

G. Langkah-langkah Kegiatan Pembelajaran

	Teacher Activities	Procedures	Students activities
Pre-Teaching	1. Guru menyiapkan kelas dan menyuruh siswa untuk memulai pelajaran dengan berdoa		1. Siswa duduk dengan rapi 2. Siswa mulai berdoa
	2. Guru mulai mengabsen siswa		1. Siswa tunjuk tangan ketika namanya dipanggil oleh guru 2. Siswa mempersiapkan peralatan belajar seperti pulpen, pensil dll.
	3. Guru memberikan penjelasan mengenai materi yang akan dipelajari		1. Siswa mendengarkan guru dengan seksama
While Teaching	2. Guru membagikan teks, baik dari buku teks atau sumber lain dan memastikan semua siswa mendapat teks tersebut	2. Memberikan teks kepada siswa	4. Siswa menerima teks dari guru 5. Siswa memperhatikan instruksi guru. 6. Siswa memperhatikan teks yang diberikan oleh guru
	3. Guru mengarahkan siswa untuk mengikuti bacaan yang dibacakan guru pada kalimat atau paragraph yang dipilih	4. Membacakan teks kepada siswa	5. Siswa memperhatikan istruksi guru dengan seksama 6. Siswa mendengarkan dengan baik bacaan guru 7. Mengikuti bacaan guru pada kalimat yang dipilih pada teks 8. Menyesuaikan

			bacaan guru dengan teks yang diberikan
	5. Guru membacakan untuk kedua kalinya tetapi sedikit lebih cepat dan intonasi natural	5. Membacakan ulang teks kepada siswa	5. Siswa mendengarkan dengan baik bacaan guru 6. Siswa menyimak dan mengingat pengucapan dari guru 7. Siswa membuat coretan atau tanda pada kata yang dianggap sulit pada teks 8. Siswa bisa meminta guru untuk mengulang pengucapan
	6. Guru bertanya pada siswa bahwa mereka siudah bisa mengucapkan setiap kata dan bisa bertanya pada guru untuk mengulang kata yang spesifik atau sulit	4. Mengulas kata yang sulit	7. Siswa mempersiapkan kata yang sulit untuk ditanyakan pada guru 8. Siswa meminta guru untuk mengulang kata-kata sulit satu-persatu 9. Siswa mendengarkan pelafalan guru dengan seksama 10. Siswa menanyakan kata sulit yang mereka tandai sebelumnya 11. Siswa mengucapkan kata-kata sulit yang mereka tandai dan seluruh kelas

			mengikutinya. 12. Semua siswa mengulangi pelafalan guru mengenai kata sulit yang di tandai sebelumnya.
	5. Guru keliling kelas dan menyuruh siswa untuk membaca masing-masing per paragraf	6. Memberikan kesempatan kepada siswa utnuk membaca	4. Satu siswa membaca satu paragraph dari teks yang diberikan secara bergiliran 5. Siswa lainnya mendengarkan dengan seksama 6. Seluruh siswa membaca satu-persatu sesuai dengan pilihan guru mengenai siapa yang membaca selanjutnya
	6. Guru memberhentikan bacaan siswa jika ada salah pengucapan dan mengarahkan siswa untuk mengulangi pengucapannya	7. Mengoreksi bacaan	8. Ketika membaca siswa mencoba yang terbaik untuk pengucapan yang benar 9. Siswa lainnya bisa mengoreksi teman yang sedang membaca. 10. Siswa yang sedang membaca mengulangi pengucapannya yang salah 11. Siswa mengulangi pengucapan sampai benar 12. Siswa mengingat

			pengucapan yang tepat 13. Siswa bisa menanyakan guru mengenai pengucapan yang tepat jika mereka sudah mencoba berkali-kali tetapi tetap salah.
	8. Guru memastikan pengucapan yang benar selama siswa membaca keseluruhan teks.	14. Menyelesaikan bacaan	5. Siswa menyelesaikan seluruh bacaan teks satu persatu 6. Seluruh siswa membaca teks penuh 7. Siswa mengulang oengucapan kata-kata yang sulit ketika guru mengoreksi bacaan mereka 8. Siswa mengingat pengucapan yang benar
Post-Teaching	1. Guru mengulas kembali pelajaran dan memastikan siswa memahami pelajaran		1. Siswa menyimpulkan pembelajaran hari ini 2. Siswa bertanya jika ada hal yang ingin ditanyakan
	2. menutup kelas dengan motivasi dan berdoa kemudian salam		1.Siswa berdoa 2.Siswa mengucapkan salam balasa pada guru

Sipirok, 2024

Mengetahui,

Kepala Sekolah	Peneliti
Mahmudin Siregar, S. Ag	**Putri Khairani**
NIP.	NIM. 1920300045

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(CONTROL CLASS)

Sekolah : MTs KHA DAHLAN SIPIROK
Mata Pelajaran : Bahasa Inggris
Kelas / Semester : VIII / 2
Materi Pokok : Adverb of Frequency
Alokasi Waktu : 1 X 2 JP (90 menit)

A. Kompetensi Inti

KI 1: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 2: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Standar Kompetensi / Indikator

No		Kompetensi Dasar		Indikator
1.	1.1	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan		1. Menggunakan adverb of frequency dalam kalimat sederhana untuk menunjukkan kegiatan yang terjadi secara rutin. 2. Membandingkan penggunaan adverb of frequency untuk menunjukkan kegiatan yang terjadi secara rutin terkait

		kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple present tense)		kehidupan sehari-hari. 3. Memilih adverb of frequency yang sesuai dengan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin
2.	2.1	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ ndakan/ kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks.		1. Menyusun kalimat dalam paragraf menggunakan adverb of frequency untuk menunjukkan kegiatan yang terjadi secara rutin terkait kehidupan sehari-hari. 2. Menyajikan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/ tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin.

C. Materi Pembelajaran

Adverb of Frequency adalah sebuah kata atau frasa yang mengekspresikan seberapa sering kegiatan tersebut dilakukan oleh seseorang. Pada dasarnya *Adverb of Frequency* terbagi menjadi dua jenis berdasarkan spesifikasi waktunya, yaitu *Adverb of Definite Frequency* dan *Adverb of Indefinite Frequency.*

1) Adverb of Definite Frequency

Penggunaan *Adverb of Definite Frequency* yang benar ialah dengan memperhatikan frekuensi suatu peristiwa atau kejadian dengan waktu yang spesifik. Keterangan waktu ini harus sudah dijelaskan kapan peristiwa itu kerap terjadi. Frasa yang termasuk *Adverb of Definite Frequency,* yaitu *hourly, daily, weekly, monthly, every, yearly, every second, twice a year, once a minute, twice, once,* atau *three time*

Contoh kalimat *Adverb of Definite Frequency*:

1) *I and my family go to the zoo every week to see our favorite orang utan.our favorite animals.* (Saya dan keluarga saya pergi ke kebun binatang setiap minggu untuk melihat hewan favorit kami.)
2) *Every five minutes his alarm rang.* (Setiap lima menit alarmnya berbunyi.)
3) *My mother wakes me up every morning to have breakfast.* (Ibuku membangunkanku setiap pagi untuk sarapan.)
4) *Every time I see him, he keeps looking at his phone.* (Setiap kali saya melihatnya, dia terus melihat teleponnya.)
5) *His father keeps changing his car monthly.* (Ayahnya terus mengganti mobilnya setiap bulan.)
6) *Our family travelling yearly to get some healing, and this year we will go to New Zealand.* (Keluarga kami bepergian setiap tahun untuk mendapatkan kesembuhan, dan tahun ini kami akan pergi ke Selandia Baru.)

Adverb of Indefinite Frequency

b. *Adverb of Indefinite Frequency* tidak perlu mengetahui waktu yang spesifik. Keterangan waktu yang dimaksud yaitu waktu perkiraan atau rentang waktu yang kerap terjadi. Penentuan keterangan waktu atau seberapa sering peristiwa terjadi dalam *Adverb of Indefinite Frequency* ini dapat kamu gunakan persentase sebagai berikut:

1) 100% (*always, constantly, usually, normally, frequently, regularly, often*)
2) 50% (*sometimes, rarely, occasionally, infrequently, seldom, hardly ever*)
3) 0% (*never*)

Contoh kalimat *Adverb of Indefinite Frequency*:

4) *He always studies so hard in English courses. He wants to be a winner of Spelling Bee Competition.* (Dia selalu belajar begitu keras dalam kursus bahasa Inggris. Dia ingin menjadi pemenang Kompetisi Spelling Bee)
5) *Bian visits the library frequently. He loves to read books.* (Bian sering mengunjungi perpustakaan. Dia suka membaca buku.)
6) *I hardly ever see Tom in low spirit just like now. Maybe there is something wrong with him.* (Saya hampir tidak pernah melihat Tom dengan semangat rendah seperti sekarang. Mungkin ada yang salah dengan dirinya.)

D. Tujuan Pembelajaran

Pada akhir pembelajarana siswa dapat:

1. Memahami materi adverb of frequency
2. Mengucapkan apa saja adverb of frequency
3. Memahami cara pengucapan adverb of frequency

E. Metode Pembelajaran

Teacher technique (speech/teacher explanation)

F. Media dan Sumber Pembelajaran

1. Media/ alat: papan tulis
2. Sumber belajar: Buku Bahasa Inggris Kelas VIII

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (15 menit)
   Guru :
   a. Orientasi:
      1. Melakukan pembukaan dengan salam pembuka, memanjatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran
      2. Memeriksa kehadiran peserta didik sebagai sikap disiplin
      3. Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran

4. Guru memastikan kesiapan sarana belajar yang akan dipakai peserta didik (Internet, data, laptop, HP, dsb)

b. Apersepsi
   1. Mengaitkan materi adverb of frequency yang akan dilakukan dengan pengalaman peserta didik dengan yang sebelumnya
   2. Mengajukan pertanyaan yang ada keterkaitannya dengan adverb of frequency yang akan dilakukan dengan menunjukkan gambar kepada peserta didik.

c. Motivasi
   1. Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.
   2. Peserta didik menyanyikan yel-yel kelas sebelum memulai pelajaran untuk membangkitkan semangat dalam belajar.

d. Pemberian Acuan
   1. Memberitahukan materi adverb of frequency yang akan dibahas pada pertemuan saat itu.
   2. Menyampaikan tujuan pembelajaran kepada peserta didik
   3. Menjelaskan sistem penilaian yang akan dilakukan guru

2. Kegiatan Inti (60 menit)
   a) Guru meminta siswa untuk membuka halaman buku mengenai adverb of frequency.
   b) Guru meminta siswa untuk membacanya secara bersama-sama
   c) Guru menjelaskan materi adverb of frequency.
   d) Guru memberikan kesempatan kepada murid untuk bertanya.

3. Kegiatan penutup (15 menit)
   a) Peserta didik bersama guru merefleksi kegiatan belajar yang telah dilakukan.
   b) Guru memberikan penguatan bagi siswa yang belum aktif dalam pembelajaran.
   c) Guru menginformasikan bahwa proses penilaian sudah dilakukan
   d) Guru menyampaikan kepada peserta didik mengenai kegiatan remidial dan pengayaan
   e) Guru menginformasikan aktivitas pembelajaran pada pertemuan selanjutnya.

f) Pembelajaran ditutup dengan doa bersama dipimpin salah seorang siswa.

Sipirok, 2024

Mengetahui,
Kepala Sekolah

Mahmudin Siregar, S.Ag
NIP.

Peneliti

Putri Khairani
NIM. 1920300045

APPENDIX 3

TEST FOR PRE TEST

Pronounce the word below:

1. Always
2. Usually
3. Seldom
4. Daily
5. Rarely
6. Sometimes
7. hourly
8. Never
9. Often
10. twice

APPENDIX 4

TEST FOR POST TEST

Pronounce the word below:

1. Once
2. Seldom
3. Often
4. Rarely
5. Occasionally
6. Three times
7. Hardly ever
8. Weekly
9. Twice a years
10. Never

APPENDIX 5

SCORE OF THE STUDENT

A. Pre Test

1. Lowest score in control class

Alda maysyah Rahmadhani 3					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Always	✓			
2	Usually				
3	Seldom	✓			
4	Daily				
5	Rarely				
6	Sometimes	✓			
7	Hourly				
8	Never				
9	Often				
10	Twice				

https://drive.google.com/file/d/1rBn9d1uQyQ3EfxvXh3gggA8BkwJYxXeR/view?usp=drivesdk

2. Highest score in control class

Alicia 15					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Always	✓	✓	✓	
2	Usually	✓		✓	
3	Seldom	✓	✓		
4	Daily	✓			
5	Rarely	✓			
6	Sometimes	✓		✓	
7	Hourly	✓			
8	Never	✓			
9	Often	✓			
10	Twice	✓		✓	✓

https://drive.google.com/file/d/1qZGqX8JuH3VcgE46GUnAk_HopsOpke3/view?usp=drivesdk

3. Lowest score in experimental class

Habib Assyaukani 3					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Always				
2	Usually				
3	Seldom	✓			
4	Daily				
5	Rarely				
6	Sometimes	✓			
7	Hourly				
8	Never				
9	Often	✓			
10	Twice				

https://drive.google.com/file/d/1rO8Q6z9egTsIJHixXdGTxDaUSSvCRyW5/view?usp=drivesdk

4. Highest score in experimental class

Nesha Novira 23					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Always	✓			
2	Usually	✓	✓	✓	✓
3	Seldom	✓			
4	Daily	✓	✓	✓	✓
5	Rarely	✓		✓	
6	Sometimes	✓			
7	Hourly	✓		✓	
8	Never	✓	✓		
9	Often	✓		✓	
10	Twice	✓	✓	✓	✓

https://drive.google.com/file/d/1rO16ycUOwp8Zd2lYPa_LGJHuCwd7R7/view?usp=drivesdk

B. **POST TEST**

1. Lowest score in control class

Afkhan alfauzan 7				
Words	Inteligibility	Accentedness	Comprehensibility	Native Like
Once	✓			
Seldom				
Often	✓			
Rearly				
Occasionaly				
Three Times				
Hardly ever	✓			
Weekly				
Twice a year				
Never	✓	✓	✓	✓

https://drive.google.com/file/d/1pGKvISLgP_Sy4XdIg6pTgsS9m8gN7DD/view?usp=drivesdk

2. Highest score in control class

Alicia 27					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Once	✓	✓	✓	✓
2	Seldom	✓	✓	✓	
3	Often	✓		✓	
4	Rearly	✓		✓	
5	Occasionaly	✓		✓	
6	Tree times	✓	✓	✓	✓
7	Hardly ever	✓			
8	Weekly	✓	✓	✓	✓
9	Twice a year	✓		✓	✓
10	Never	✓		✓	

https://drive.google.com/file/d/1uaaEAhAhL885PCydAkxLMtDsPEdo5qfT/view?usp=drivesdk

3. Lowest score in experimental class

Rizky Aufa 13					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Once	✓		✓	
2	Seldom	✓			
3	Often	✓			
4	Rearly				
5	Occasionaly	✓		✓	
6	Three Times	✓		✓	
7	Hardly ever	✓		✓	
8	Weekly	✓			
9	Twice a year				
10	Never	✓		✓	

https://drive.google.com/file/d/1vW3PUgr3Jmq2Vx_23mBHJnefSDAy7TlF/view?usp=drivesdk

4. Highest score in experimental class

Nesha Novita 37					
No.	Words	Inteligibility	Accentedness	Comprehensibility	Native Like
1	Once	✓	✓	✓	✓
2	Seldom	✓	✓	✓	✓
3	Often	✓	✓	✓	
4	Rearly	✓	✓	✓	✓
5	Occasionaly	✓	✓	✓	
6	Three Times	✓	✓	✓	✓
7	Hardly ever	✓	✓	✓	✓
8	Weekly	✓	✓	✓	✓
9	Twice a year	✓	✓	✓	
10	Never	✓	✓	✓	✓

https://drive.google.com/file/d/1vL00Brt6m34C1TRcm7iOIEz4mm4JNLDS/view?usp=drivesdk

APPENDIX 6

SCORE OF TESTS

CONTROLL CLASS

No.	Name	Pre-Test		Post-Test	
1.	AF	16	40	18	45
2.	AMR	22	55	27	67,5
3.	A	25	62,5	26	65
4.	FR	22	55	28	70
5.	FS	20	50	28	70
6.	FI	22	55	26	65
7.	HA	20	50	28	70
8.	JJ	23	57,5	22	55
9.	KA	23	57,5	27	67,5
10.	KR	19	47,5	20	50
11.	MAR	23	57,5	26	65
12.	NA	22	55	29	72,5
13.	NAS	27	67,5	32	80
14.	NS	27	67,5	28	70
15.	RFD	30	75	31	77,5
16.	RN	22	55	24	60
17.	RH	22	55	25	62,5
18.	SN	30	75	34	85
19.	SC	25	62,5	22	55
20.	UH	17	42,5	25	62,5
			1142,5		1315

EXPERIMENTAL CLASS

No,	Name	Pre-Test		Post-Test	
1.	AAH	24	60	24	60
2.	AN	20	50	31	77,5
3.	CR	22	55	33	82,5
4.	FK	26	65	36	90
5.	HA	24	60	28	70
6.	HH	28	70	33	82,5
7.	HD	20	50	28	70
8.	HA	22	55	29	72,5
9.	JJ	19	47,5	23	57,5
10.	KA	28	70	30	75
11.	MA	16	40	24	60
12.	NM	24	60	30	75
13.	NN	23	57,5	37	92,5
14.	NK	25	62,5	31	77,5
15.	RA	32	80	35	87,5
16.	SA	22	55	30	75
17.	SS	22	55	29	72,5
18.	SH	25	62,5	30	75
19.	SNI	14	35	20	50
20.	SS	17	42,5	20	50
21.	ZU	27	67,5	33	82,5
			1200		1535

APPENDIX 7 : DATA DESCRIPTION MANUAL

1. PRE-TEST CONTROL

a. DATA

40, 55, 62.5, 55, 50, 55, 50, 57.5, 57.5, 47.5, 57.5, 55, 67.5, 67.5, 75, 55, 55, 75, 62.5, 42.5

b. High : 75

c. Low: 40

d. Range: high score – low score

= 75 - 40

= 35

e. Total class interval

=1+ 3,3 log (n)

=1 + 3,3 log (20)

= 1+3,3* 1,3010

= 5,2934

= 6

f. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

$$= \frac{35}{6}$$

=5.8 = 6

2.POST-TEST CONTROL

a. DATA

45, 67.5, 65, 70, 70, 65, 70, 55, 67.5, 50, 65, 72.5, 80, 70, 77.5, 60, 62.5, 85, 55, 62.5

b. High : 85

c. Low: 45

d. Range: high score – low score

= 85 - 45

= 40

e. Total class interval

=1+ 3,3 log (n)

=1 + 3,3 log (20)

= 1+3,3* 1,3010

= 5,2934

= 6

f. Length of class interval

$= \frac{range}{total\ class\ interval}$

$= \frac{40}{6}$

=7 = 8

3.PRE-TEST EXPERIMENT

a. DATA

60, 50, 55, 65, 60, 70, 50, 55, 47.5, 70, 40, 60, 57.5, 62.5, 80, 55, 55, 62.5, 35, 42.5, 67.5

b. High : 80

c. Low: 35

d. Range: high score – low score

= 80 - 35

= 45

e. Total class interval

=1+ 3,3 log (n)

=1 + 3,3 log (21)

= 1+3,3* 1,322

= 5,363

= 6

f. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

$$= \frac{45}{6}$$

=7,5 = 8

4. POST-TEST EXPERIMENT

g. DATA

60, 77.5, 82.5, 90, 70, 82.5, 70, 72.5, 57.5, 75, 60, 75, 92.5, 77.5, 87.5, 75, 72.5, 75, 50, 50, 82.5

h. High : 92.5

i. Low: 50

j. Range: high score – low score

= 92.5 - 50

= 42.5

k. Total class interval

=1+ 3,3 log (n)

=1 + 3,3 log (21)

= 1+3,3* 1,322

= 5,363

= 6

l. Length of class interval

$$= \frac{range}{total\ class\ interval}$$

$$= \frac{42,5}{6}$$

=7 = 8

APPENDIX 8

TEST OF SPSS

1. Normality Test

Tests of Normality							
		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Value	Statistic	df	Sig.	Statistic	df	Sig.
Students Result	Experiment Pre-Test	,135	21	,200*	,984	21	,974
	Experiment Post-Test	,160	21	,171	,944	21	,262
	Control Pre-Test	,190	20	,058	,950	20	,368
	Control Post-Test	,131	20	,200*	,976	20	,875
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

Descriptives					
	Value			Statistic	Std. Error
Students Result	Experiment Pre-Test	Mean		57,1429	2,34829
		95% Confidence Interval for Mean	Lower Bound	52,2444	
			Upper Bound	62,0413	
		5% Trimmed Mean		57,1164	
		Median		57,5000	
		Variance		115,804	
		Std. Deviation		10,76121	
		Minimum		35,00	
		Maximum		80,00	
		Range		45,00	
		Interquartile Range		13,75	
		Skewness		-,112	,501
		Kurtosis		,175	,972
	Experiment Post-Test	Mean		73,0952	2,61010
		95% Confidence Interval for Mean	Lower Bound	67,6507	

			Upper Bound	78,5398	
		5% Trimmed Mean		73,3069	
		Median		75,0000	
		Variance		143,065	
		Std. Deviation		11,96100	
		Minimum		50,00	
		Maximum		92,50	
		Range		42,50	
		Interquartile Range		17,50	
		Skewness		-,490	,501
		Kurtosis		-,282	,972
	Control Pre-Test	Mean		57,2500	2,13754
		95% Confidence Interval for Mean	Lower Bound	52,7761	
			Upper Bound	61,7239	
		5% Trimmed Mean		57,0833	
		Median		55,0000	
		Variance		91,382	
		Std. Deviation		9,55937	
		Minimum		40,00	
		Maximum		77,50	
		Range		37,50	
		Interquartile Range		11,25	
		Skewness		,418	,512
		Kurtosis		,281	,992
	Control Post-Test	Mean		65,7500	2,17718
		95% Confidence Interval for Mean	Lower Bound	61,1931	
			Upper Bound	70,3069	
		5% Trimmed Mean		65,8333	
		Median		66,2500	
		Variance		94,803	
		Std. Deviation		9,73666	

		Minimum	45,00	
		Maximum	85,00	
		Range	40,00	
		Interquartile Range	9,38	
		Skewness	-,210	,512
		Kurtosis	,286	,992

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Value	N	Percent	N	Percent	N	Percent
Students Result	Experiment Pre-Test	21	100,0%	0	0,0%	21	100,0%
	Experiment Post-Test	21	100,0%	0	0,0%	21	100,0%
	Control Pre-Test	20	100,0%	0	0,0%	20	100,0%
	Control Post-Test	20	100,0%	0	0,0%	20	100,0%

2. Homogeneity Test of Pre- test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Student's Result	Based on Mean	,262	1	40	,612
	Based on Median	,320	1	40	,575
	Based on Median and with adjusted df	,320	1	39,964	,575
	Based on trimmed mean	,280	1	40	,599

3. Homogeneity test post test

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Student's Result	Based on Mean	,968	1	40	,331
	Based on Median	,703	1	40	,407
	Based on Median and with adjusted df	,703	1	38,374	,407
	Based on trimmed mean	,937	1	40	,339

4. Hypothesis Test

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Student's Result	Experiment Post-test	21	73,0952	11,96100	2,61010
	Experiment Pre-test	21	65,8333	9,49781	2,07259

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student's Result	Equal variances assumed	,968	,331	2,179	40	,035	7,26190	3,33291	,52585	13,99796
	Equal variances not assumed			2,179	38,047	,036	7,26190	3,33291	,51506	14,00875

APPENDIX 9

DOCUMENTATION

1. Pre Test

2. Treatment Experimental class

3. **Post-Test**

(Hope digunakan ketika berbicara tentang harapan
yang spesifik) artinya kita mengetahui masih ada
harapan untuk meraih harapan tersebut)
. Wish is used for hopes/wishes that can't
be reached Lebih say unreality/
ish digunakan untuk harapan yang kemungkinan

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Nomor : B\602 /Un.28/E.1/PP.00.9/04/2023 — 6 April 2023
Lamp : -
Perihal : **Pengesahan Judul dan Penunjukan Pembimbing Skripsi**

Yth.
1. **Dr. Hamka, M.Hum** **(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	: Putri Khairani
NIM	: 1920300045
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: The Effect of Using Drill Technique on Pronunciation Ability at Eight Grade Students of MTs KH Ahmad Dahlan Sipirok

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
Wakil Dekan Bidang Akademik
dan Kelembagaan

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Nomor : B 3772/Un.28/E.1/TL.00.9/06/2024 14 Juni 2024
Lampiran : -
Hal : Izin Penelitian
Penyelesaian Skripsi

Yth. Kepala MTs KHA Dahlan Sipirok

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Putri Khairani
NIM	: 1920300045
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Alamat	: Jln. Merdeka Pasar Sipirok, Sipirok, TAPSEL

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh AliHasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul "**The Effect of Using Drill Technique to Students' Proncunciation Ability at Eight Grade of MTs KHA Dahlan Sipirok**".

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 dan Kelembagaan

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وما كان المؤمنون لينفروا كافة فلولا نفر من كل فرقة منهم طائفة ليتفقهوا في الدين ولينظروا قومهم إذا رجعوا إليهم لعلهم يحذرون (التوبة : (١٢٢)

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH TAPANULI SELATAN
MTs. M 09 KHA DAHLAN SIPIROK
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بسم الله الرحمن الرحيم

SURAT KETERANGAN
No.324/III.4.AU/F/2024

ang bertanda tangan dibawah ini :

Nama	: Mahmuddin Siregar, S.Ag.
NIP	: -
Jabatan	: Kepala Madrasah
Nama Madrasah	: MTs.M- 09 KHA Dahlan Sipirok
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Status Sekolah	: Pangkalan

enerangkan bahwa :

Nama	: Putri Isnaini
Nim	: 1920300045
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris

alah benar Mahasiswi tersebut diatas telah melakukan penelitian di MTS M 09 KHA DAHLAN SIPIROK untuk emenuhi persyaratan penulisan skripsi dengan judul :

he Effect of Using Drill Technique to Student's Pronounciation Ability at Eight Grade of MTs KHA Dahlan pirok."

emikian Surat Keterangan ini diperbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Sipirok, 05 Agustus 2024
Kepala Madrasah

MAJELIS PENDIDIKAN DASAR DAN MENENGAH
PIMPINAN DAERAH MUHAMMADIYAH
KAB. TAPANULI SELATAN
MTs M 09
KHA. DAHLAN
SIPIROK

Mahmuddin Siregar, S.Ag.