



**THE EFFECT OF DRILL METHOD ON STUDENTS' PHONETIC
TRANSCRIPTION AT GRADE VIII SMP N 1 PANYABUNGAN**

A THESIS

*Submitted to State Institute for Islamic Studies Padangsidempuan
As a Partial Fulfillment of the Requirement for Degree
of Islamic Educational Scholar (S.Pd.I) in English*

BY:

KAMILAH
Reg. No. 09 340 0079

ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
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ENGLISH EDUCATION DEPARTMENT

**FACULTY OF TARBIYAH AND PEDAGOGY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN**

2014

LETTER OF AGREEMENT

Term :Munaqasyah
a.n. kamilah

Padangsidimpuan, 2nd Juni 2014

To

Dean Faculty of Tarbiyan and Paedagogy

in
Padangsidimpuan

Peace Be Upon You.

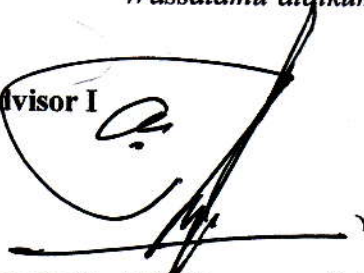
After reading, studying and giving advice for necessary revise on thesis belong to *kamilah* entitle "*The Effect of Drill Metod On Students' Phonetic Transcription At Grade VIII SMP N 1 Panyabungan.*

We assume that the thesis has been acceptable to complete the assignments and fulfill the requirements for the degree of Sarjana Pendidikan Islam (S.Pd.I), in English Education Department, Tarbiyah and Education Faculty in IAIN Padangsidimpuan.

Therefore, we hope she could be to defend her thesis in Munaqasyah. That's all and thank you for the attention.

Wassalamu 'alaikum Wr. Wb.

Advisor I



Drs. H. Syahid Muammar Pulungan, SH
NIP.19531207 198003 1 003

Advisor II



Hamka, S.Pd., M. Hum
NIP.19840815 200912 1 005

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : KAMILAH
Registration Number : 09 340 0079
Faculty/Department : Tarbiyah and Teaching/ TBI-3
The Title of Thesis : **The Effect of Drill Method On Students' Phonetic Transcription At Grade VIII SMP N 1 Panyabungan**

Declaring to arrange own thesis without asking for illegal helping from the other side except the guiding of advisors' team and without doing plagiarism along with the students' ethic code of IAIN Padangsidimpuan in article 14 subsections 2.

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Padangsidimpuan, 02 Juni 2014
Declaration maker,



KAMILAH
Reg. No 09 340 0079

**HALAMAN PERNYATAAN PERSETUJUAN PUBLIKASI TUGAS
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Nim : 093400079
Jurusan : TBI-3
Fakultas : Taebiyah dan Ilmu Keguruan
Jenis Karya : Skripsi

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Demikian pernyataan ini saya buat dengan sebenarnya.

Dubuat di : Padangsidempuan

Pada tanggal : 13 Oktober 2014



Yang menyatakan

(KAMILAH)

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SCHOLAR MUNAQASYAH EXAMINATION

Name : KAMILAH
Reg.No. : 09 340 0079
Thesis : THE EFFECT OF DRILL METHOD ON STUDENTS' PHONETIC
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Date : June, 13th 2014

Mark : 70 (B)

IPK : 3.14

Predicate : Amat Baik



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LEGALIZATION

The thesis with title : **THE EFFECT OF DRILL METHOD ON STUDENTS' PHONETIC TRANSCRIPTION AT GRADE VIII SMP N 1 PANYABUNGAN.**

Written by : **KAMILAH**

Reg. No : 09340 0079

Had been accepted as a partial fulfillment of the requirement for the degree of
Islamic Educational scholar (S.Pd.I)

Padangsidempuan, 17 - oktober 2014
Dean

H. Zulfan Himmah, S.Ag. M.Pd.
NIP. 19720702 199703 2 003



ACNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the nama of Allah, the benificent and the merciful

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis with the title “ The Effect Of Drill Method On Students’ Phonetic Transcription At Grade VIII SMP N 1 Panyabungan”. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life.

In writing this thesis, the writer has found various difficulties. Fortunately , many people help me to finish my thesis. My be whithout supported, help, pray this thesis would not be as it is now.

I would like to express my especially thanks to Mr. Drs. H. Syahid Muammar Pulungan ,SH, as the first advisor and Mr. Hamka, S.Pd. M.hum as the second advisor who has given me advice, suggestion, comments and help me in writing this thesis.

The researcher would like to express his thanks to:

1. SRayendriani Fahmei Lubis, M. Ag., the Leader of English Education Department.
2. Headmaster, English teacher and also students of SMP N 1 Panyabungan Especially to the eight grade who helped me to completed my research.
3. My beloved parent, Muhammad Toha Nasution and Siti Eisyah Pulungan, my brother Ahmad Suandi, then my loved sisters Murnila Sari nst, Putri Nst, Masyitoh Nst, Asrah Nst, Miskah Nst, Solatiah for their pray, love and support.

4. My beloved friends, Raja Inal, Nur Habibah, Rani, Walidahyuni, Nelvi simamora, Rahmi juliani, Irmadani Fitri, Rahyuni ,Utari Vanessa, Penni Happy Royani, Devi, Khotimatul mar'ah, and especially to my friends in dormitory. and All of my friends that I can't mention one by one, for their support, and suggestion .

I realize this thesis is imperfect. Therefore, critics and suggestion are really needed to make this thesis becomes better in the future.

Padangsidempuan, 14 May 2014

The Researcher,



KAMILAH
Reg.No. 09. 340 0079

ABSTRACT

Name : KAMILAH
Registration Number : 09.340.0079
Department/Study Program : TARBIYAH/TBI-3
The Title of Thesis : THE EFFECT OF DRILL METHOD ON STUDENTS' PHONETIC TRANSCRIPTION AT GRADE VIII SMP N 1 PANYABUNGAN.

This research is about students' phonetic transcription in drill method. The formulation of the problem: is there the effect of drill method on students' phonetic transcription at Grade VIII SMP N 1 Panyabungan? This research intended to know the effect of drill method on students' phonetic transcription at grade VIII SMP N 1 Panyabungan.

The research conducted by quantitative method. The population of this research is all the students of class VIII SMP N 1 Panyabungan, the total of population are 200 students. Then the sample of research is 60 students'. Next, this research used test as instrument, test was divided to pre test and post test about students' phonetic transcription. To analysis the data, the researcher used formulation of t-test.

Based on the analysis data shows t-observed is higher than that of t-table ($2.18 > 1.67$). it means that the hypothesis is accepted. It is concluded that there is the significant effect of drill method on students' phonetic transcription at grade VIII SMP N 1 Panyabungan. The result of this research suggests that for effective way of teaching pronunciation, students are effective in drill method.

CURRICULUM VITAE

A. Identity

Name : Kamilah
NIM : 09. 340. 0079
Place and Birthday : Panyabungan, 08 Agustus 1990
Sex : Female
Religion : Moslem
Address : Gunung Manaon Panyabungan.s

B. Parent

1. Father's name : Mhd Toha Nasuton
2. Mother's name : SitiEisyah

C. Education Background

1. Graduated from Elementary School in SD N Gunung Manaon Panyabungan from 1997-2002
2. Graduated from Junior High School in Islamic boarding Boarding School Muara Mais, Mandailing Natal 2003-2006.
3. Graduated from Senior High School In Islamic Boarding School Muara Mais, Mandailing Natal from 2006-2009
4. Be University Student in STAIN Padangsidimpuan, 2009-2014.

AFFENDIX 1

LESSON PLAN

Instructional unit	: Pronunciation
Schoole	:SMP Negeri 1 Panyabungan
Subject	:Englis
CLass	:VIII¹
Time	: 2x40 minutes
Meeting	:1

Standard Competence : Students are able to understand pronunciation.

Competence Basic : Students are able to speak in good pronunciation.

Learning Experience : Audio Lingual Method

1. Objective

- 1) Understand about pronunciation
- 2) Aflication in good pronunciation

Character students

- ❖ Trustworthines
- ❖ Respect
- ❖ Diligence

2. Learning Material

A. Pronunciation

PRONOUNCE THE FOLLOWING WORD

1. iə

example

- 1) clear
- 2) happier
- 3) here

4) beard

5) ear

2. eə

example

1) bear

2) air

3) wear

4) spare

5) hair

3. uə

example

1) moor

2) poor

3) fluency

4) truant

5) sure

4. ei

example

1) plain

2) day

3) veil

4) pay

5) play

3. Learning Method: Drill method

4. Procedure:

a. Introduction

Apersepsi :

- Say basmalah before start the lesson
- Calling the students attendenlist

Motivasi:

- Explain how the important material will be lesson.

b. Kegiatan Inti

Eksplorasi :

- Practice the material will be explain.
- Writing the material in good English language and Indonesian language
- Use the teaching media and source theenother lesson.

Elaborasi :

- Accustoming the students practice and aflication about material.
- Facilitate the students with the give task, discussion to actualizing the good idea.
- Facilitate the students to do activity, makes the self-confidence students.

Konfirmasi :

- Gives motivation to the student or gives reward

c. Kegiatan Penutup

- Make the summary the lesson.
- Do assessment.
- Convey the plan material in next meeting.

5. Study resources

- ✓ Books EnglishPronunciation.

Valuate

Indicator of competence	Teqnik value	Type Instrument	Instrument/question
<ul style="list-style-type: none">• Pronounce about diphthong	Test Oral Written	Excercise drill	Pronounce the following word...

a. $\text{High score} = \frac{\text{Xcriteria} \times 100}{\text{Total score}}$

$25 \times 4 \times 100 = 100$

b. Rubric Penilaian

Element	Score
Pronunciation	25
Read	25
Write	25
Drill	25

Standard of each Element

Excellent	21-25
Very Good	16-20
Good	11-15
Average	6-10
Poor	≤ 5

Mengetahui
English Teacher

Panyabungan,
Researcher

Mei2014

Muhammad RasyidNst, S.Pd.
NIP:

Kamila Nasution
NIM: 09.340.0079

Appendix II

LESSON PLAN

Instructional unit	: Pronunciation
Schoole	:SMP Negeri 1 Panyabungan
Subject	:Englis
CLass	:VIII¹
Time	: 2x40 minutes
Meeting	:11

Standard Competence : Students are able to understand pronunciation.

Competence Basic : Students are able to speak in good pronunciation.

Learning Experience : Audio Lingual Method

6. Objective

- 3) Understand about pronunciation
- 4) Aflication in good pronunciation

Character students

- ❖ Trustworthines
- ❖ Respect
- ❖ Diligence

7. Learning Material

B. Pronunciation

PRONOUNCE THE FOLLOWING WORD

5. di

example

- 1) Flay
- 2) Night
- 3) Time

4) Find

5) Pie

6. Oi

Example

1) Poin

2) Oil

3) Boy

4) Noice

5) Coin

7. əu

Example

1) Load

2) Home

3) Roll

4) So

5) Only

8. ɒu

Example

1) Bough

2) Loud

3) Out

4) Cow

fowl

8. Learning Method: Drill method

9. Procedure:

d. Introduction

Apersepsi :

- Say basmalah before start the lesson
- Calling the students attendenlist

Motivasi:

- Explain how the important material will be lesson.

e. Kegiatan Inti

Eksplorasi :

- Practice the material will be explain.
- Writing the material in good English language and Indonesian language
- Use the teaching media and source the another lesson.

Elaborasi :

- Accustoming the students practice and affliction about material.
- Facilitate the students with the give task, discussion to actualizing the good idea.
- Facilitate the students to do activity, makes the self -confidence students.

Konfirmasi :

- Gives motivation to the student or gives reward

f. Kegiatan Penutup

- Make the summary the lesson.
- Do assessment.
- Convey the plan material in next meeting.

10. Study resources

- ✓ Books English Pronunciation

Valuate

Indicator of competence	Teqnik value	Type Instrument	Instrument/ question
<ul style="list-style-type: none">• Pronounce about diphthong	Test Oral Written	Exercise drill	Pronounce the following word...

c. $\frac{\text{High score} \times \text{criteria} \times 100}{\text{Total score}} = 100$

$25 \times 4 \times 100 = 100$

d. Rubric Penilaian

Element	Score
Pronunciation	25
Read	25
Write	25
Drill	25

Standard of each Element

Excellent	21-25
Very Good	16-20
Good	11-15
Average	6-10
Poor	≤5

Mengetahui
English Teacher

Panyabungan,
Researcher

Mei 2014

Muhammad RasyidNst, S.Pd.
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Kamila Nasution
NIM: 09.340.0079

Appendix III

TEST FOR PRE- TEST

C. PRONOUNCE THE FOLLOWING WORD

9. iə

example

- 6) clear
- 7) happier
- 8) here
- 9) beard
- 10) ear

10. eə

example

- 6) bear
- 7) air
- 8) wear
- 9) spare
- 10) hair

11. uə

example

- 6) moor
- 7) poor
- 8) fluency
- 9) truant
- 10) sure

12. ei

example

- 6) plain
- 7) day
- 8) veil
- 9) pay
- 10) play

13. ɒ i

example

- 6) Flay
- 7) Night
- 8) Time
- 9) Find
- 10) Pie

14. Oi

Example

- 6) Poin
- 7) Oil
- 8) Boy
- 9) Noice
- 10) Coin

15. əu

Example

- 6) Load
- 7) Home
- 8) Roll
- 9) So
- 10) Only

16. ɒu

Example

- 5) Bough
- 6) Loud
- 7) Out
- 8) Cow
- 9) fowl

Appendix IV

TEST FOR POST – TEST

D. PRONOUNCE THE FOLLOWING WORD

1. iə

example

- 1) fear
- 2) hearing
- 3) sheer
- 4) gear
- 5) dear

2. eə

example

- dark
- mercy
- stars
- rare
- careful

3. uə

example

- 1) cure
- 2) murine
- 3) puritan
- 4) purify
- 5) pure

4. ei

example

- 1) danger
- 2) prey
- 3) teak
- 4) eighty
- 5) payment

5. di

example

- 1) Height
- 2) Idle
- 3) Pause
- 4) Mouth
- 5) Binder

6. Oi

Example

- 1) Join
- 2) Coins
- 3) Point
- 4) Only
- 5) Open

7. əu

Example

- 1) Most
- 2) Now
- 3) Brown
- 4) How
- 5) Trout

8. ɒu

Example

- 1) House
- 2) How
- 3) Found
- 4) Frown
- 5) mountain

Appendix V

E. KEY ANSWER

POST- TEST

17. iə

example

- | | |
|-------------|-------------|
| 11) clear | : / klið / |
| 12) happier | : / hæpið / |
| 13) here | : / klið / |
| 14) beard | : / beð / |
| 15) ear | : / klið / |

18. eə

example

- | | |
|-----------|------------|
| 11) bear | : / beə / |
| 12) air | : / eə / |
| 13) wear | : / weə / |
| 14) spare | : / speə / |
| 15) hair | : / heə / |

19. uə

example

- | | |
|-------------|---------------|
| 11) pure | : / pjʊə / |
| 12) poor | : / puə / |
| 13) fluency | : / fluənsi / |
| 14) truant | : / truən / |
| 15) sure | : / suə / |

20. ei

example

- | | |
|-----------|-------------|
| 11) plain | : / plein / |
| 12) day | : / dei / |
| 13) veil | : / veil / |
| 14) pay | : / pei / |
| 15) play | : / plei / |

21. di

example

- | | |
|-----------|------------|
| 11) Fly | : / flai / |
| 12) Night | : / flai / |
| 13) Time | : / tɔim / |
| 14) Find | : / fain / |
| 15) Pie | : / pai / |

22. oi

Example

- | | |
|-----------|------------|
| 11) Poin | : / pɔɪn / |
| 12) Oil | : / oɪl / |
| 13) Boy | : / bɔɪ / |
| 14) Noice | : / noɪs / |
| 15) Coin | : / kɔɪn / |

23. əu

Example

- | | |
|----------|-------------|
| 11) Load | : /ləʊd |
| 12) Home | : / həʊm / |
| 13) Roll | : / rəʊl / |
| 14) So | : / səʊ / |
| 15) Only | : / əʊnli / |

24. ɒu

Example

- | | |
|-----------|------------|
| 10) Bough | : / bɒʊ / |
| 11) Loud | : / lɒʊ / |
| 12) Out | : / ɒʊt / |
| 13) Cow | : / kɒʊ / |
| 14) fowl | : / fɒʊl / |

Appendix VI

F. KEY ANSWER POST - TEST

1. iə

example

- | | |
|------------|-----------|
| 1) fear | :/fiəʳ/ |
| 2) hearing | :/hiəriŋ/ |
| 3) sheer | :/ʃiəʳ/ |
| 4) gear | :/giəʳ/ |
| 5) dear | :/diəʳ/ |

2. eə

example

- | | |
|------------|------------|
| 1) dark | :/dɑːk/ |
| 2) mercy | :/mɜːsi/ |
| 3) stars | :/stɑːʳt/ |
| 4) rare | :/reəʳ/ |
| 5) careful | :/keəʳfʊl/ |

3. uə

example

- | | |
|------------|-------------|
| 1) cure | :/kjʊəʳ/ |
| 2) purpose | :/pɜːpəs/ |
| 3) purists | :/pjuərist/ |
| 4) purify | :/pjʊr/fai/ |
| 5) pure | :/pjʊəʳ/ |

4. ei

example

- | | |
|------------|------------|
| 1) dane | :/dein/ |
| 2) prey | :/prei/ |
| 3) teak | :/ti:k/ |
| 4) eighty | :/eiti/ |
| 5) payment | :/peimənt/ |

5. ɒi

example

- | | |
|-------------|------------|
| 1) Height | :/hait/ |
| 2) Idle | :/aidəl/ |
| 3) Bind | :/baind/ |
| 4) Bindings | :/bəindŋ/ |
| 5) Binder | :/baindəʳ/ |

6. Oi

Example

- 1) Join :
- 2) Coins :
- 3) Point :
- 4) Only :
- 5) Open :

7. əu

Example

- 1) Most :
- 2) Now :
- 3) Brown :
- 4) How :
- 5) Trout :

8. ɒu

Example

- 1) House :
- 2) How :
- 3) Found :
- 4) Frown :
- 5) Mountain :

APPENDIX VII

RESEARCH INSTRUMENT

PRONUNCIATION TEST FOR PRE - TEST

Test direction:

Name : _____

Class : _____

Scholl : _____

Write the pronunciation below:

1. fear.....
2. gear.....
3. dear.....
4. rare.....
5. cure
6. pure.....
7. Sure
8. prey.....
9. teak.....
10. dark.....
11. Play.....
12. Time.....
13. join.....

14. open

15. only.....

16. now.....

17. how.....

18. join.....

19. Pie.....

20. veil.....

APPENDIX VIII

RESEARCH INSTRUMENT

PRONUNCIATION TEST FOR PRE - TEST

Test direction:

Name : _____

Class : _____

Scholl : _____

Write the pronunciation below:

1. Fear.....

2. Gear.....

3. Dear.....

4. Rare.....

5. Cure

6. Pure.....

7. Sure

8. Prey.....

9. Teak.....

10. Dark.....

11. Play.....

12. Time.....

13. Join.....

14. Open

15. Only.....

16. Now.....

17. How.....

18. Join.....

19. Pie.....

20. Veil.....

APPENDIX IX

A. KEY ANSWER

PRE - TEST

21. Fear :/fiəʳ/
22. Gear :/ giəʳ/
23. Dear :/diəʳ/
24. Rare :/reəʳ/
25. cure :/kjʊəʳ/
26. pure :/pjʊəʳ/
27. Sure :/ suə/
28. Prey :/prei/
29. Teak :/ti:k
30. Dark :/dɑ:ʳk
31. Play :/play/
32. Time :/ tɔim /
33. stars :/stɑ:ʳt/
34. Oil :/ oil /
35. Cure :/kjʊəʳ/
36. Dane :/dein/
37. Prey :/prei/
38. Now :/now/
39. How :/ hau/
40. Poin :/poin/

APPENDIX X

A. KEY ANSWER

POST - TEST

21. Clear :/klið /
22. Here :/hið /
23. Ear :/klið /
24. Bear :/beə /
25. Air :/eə /
26. Hair :/heə /
27. Sure :/suə /
28. Day :/dei /
29. Veil :/veil /
30. Pay :/pei /
31. Play :/plei /
32. Time :/tɪm /
33. Find :/fain /
34. Boy :/boi /
35. Coin :/koin /
36. Oil :/oil /
37. So :/səʊ /
38. Home :/həʊm /
39. Pie :/pai /
40. Veil :/veil /

Students' Control Class and Experimental Class

APPENDIX XI

Scores Pre Test

Control Class

1. The scores of pre-test in control class from the lowest to high test score

54	57	65	65	67	71	75
54	57	65	65	67	71	75
55	57	65	65	70	73	
55	57	65	67	71	73	
57	62	65	67	70	75	

2. Highest score = 75
3. Lowest score = 54
4. Range = highest score – lowest score
 = 75-54
 = 21
5. Total of classes (BK) = $1 + 3,3 \log n$
 = $1 + 3,3 \log 32$
 = $1 + 3,3 (1, 50514)$
 = $1 + 4,96699$
 = $5,96699$
 = 6

6. Interval (i) = $\frac{Range}{BK}$
 = $\frac{21}{6}$
 = 4,35
 = 4

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	<i>Fi</i>	<i>xi</i>	<i>fi xi</i>
54-57	9	56	504
57-62	1	61	61

62-67	12	66	792
70-73	7	71	497
73-75	3	76	228
$i=4$	32	330	2082

$$\begin{aligned} \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\ &= \sum \frac{2082}{32} \\ &= 65,0625 \\ &= 65,06 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{64+63}{2}$$

$$= \frac{127}{2}$$

$$= 63,5$$

$$p = 12$$

$$F = 12 + 1$$

$$= 13$$

$$f = 12$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 64 + 12 \left\{ \frac{\frac{1}{2}32 - 13}{12} \right\}$$

$$= 64 + 12 \left\{ \frac{16 - 13}{12} \right\}$$

$$= 64 + 12 \left\{ \frac{3}{12} \right\}$$

$$= 64 + 12 \{0,25\}$$

$$= 64 + 3$$

$$= 67$$

9. Mode = 65,00

APPENDIX XII

Scores Pre Test

Experimental Class

1. The scores of pre-test in control class from the lowest to high test score

59	63	65	69	71	77
59	65	65	69	73	77
59	65	65	71	73	78
61	65	67	71	77	
63	65	68	71	77	

2. Highest score = 78
 3. Lowest score = 59
 4. Range = highest score – lowest score
 = 78-59
 = 19
 5. Total of classes (BK) = $1 + 3,3 \log n$
 = $1 + 3,3 \log 28$
 = $1 + 3,3 (1, 44715)$
 = $1 + 4,77562$
 = $5,77562$
 = 6

6. Interval (i) = $\frac{Range}{BK}$
 = $\frac{19}{6}$
 = 3,1
 = 3

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	<i>fi</i>	<i>xi</i>	<i>fi xi</i>
59-61	4	60,5	242
63-65	9	64,5	580,5
68-69	4	68,5	274
73-71	6	72,5	435
77-78	5	76,5	382,5
<i>i=3</i>	28	342,5	1914

$$\text{Mean score (x)} = \sum \frac{fixi}{fi}$$

$$= \sum \frac{1914}{28}$$

$$= 68,3671$$

$$= 68,36 \quad = 68$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{63+62}{2}$$

$$= \frac{125}{2}$$

$$= 63$$

$$p = 9$$

$$F = 9 + 4$$

$$= 13$$

$$f = 9$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 63 + 9 \left\{ \frac{\frac{1}{2}28 - 13}{9} \right\}$$

$$= 63 + 9 \left\{ \frac{14 - 13}{9} \right\}$$

$$= 63 + 9 \left\{ \frac{1}{9} \right\}$$

$$= 63 + 9\{0,11111\}$$

$$= 63 + 0,99999$$

$$= 63,4999$$

$$= 63$$

9. Mode = 65,00

APPENDIX XIII

Scores Post Test

Control Class

1. The scores of pre- test in control class from the lowest to high test score

61	63	65	71	71	75	79
63	63	69	71	71	75	79
63	63	69	71	75	75	
63	63	69	71	75	79	
63	65	69	71	75	79	

2. Highest score = 79

3. Lowest score = 61

4. Range = highest score – lowest score
 = 79-61
 = 18

5. Total of classes (BK) = $1 + 3,3 \log n$
 = $1 + 3,3 \log 32$
 = $1 + 3,3 (1, 50514)$
 = $1 + 4,96699$
 = 5,96699
 = 6

6. Interval (i) = $\frac{Range}{BK}$
 = $\frac{18}{6}$
 = 3

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	f_i	x_i	$f_i x_i$
61-63	9	62,5	562,5
65-69	6	66,5	133
69-71	7	70,5	846
71-75	6	74,5	372,5
75-79	4	78,5	314
$i=3$	32	352,5	2228

$$\begin{aligned}
 \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\
 &= \sum \frac{2228}{32} \\
 &= 69,625 \\
 &= 70
 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{69+68}{2}$$

$$= \frac{137}{2}$$

$$= 68,5$$

$$= 69$$

$$p = 12$$

$$F = 12 + 2$$

$$= 14$$

$$f = 12$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 69 + 12 \left\{ \frac{\frac{1}{2}32 - 14}{12} \right\}$$

$$= 69 + 12 \left\{ \frac{16 - 14}{12} \right\}$$

$$= 69 + 12 \left\{ \frac{2}{12} \right\}$$

$$= 69 + 12 \{0,166666\}$$

$$= 69 + 1,99999$$

$$= 70,99999$$

$$= 71$$

9. Mode = 71,00

APPENDIX XIV

Scores Post Test

Experimental Class

1. The scores of pre -test in control class from the lowest to high test score

70	75	81	81	84	86
71	75	81	83	84	86
71	79	81	83	86	86
71	79	81	84	86	
71	79	81	84	86	

2. Highest score = 86
 3. Lowest score = 70
 4. Range = highest score – lowest score
 = 86-70
 = 16
 5. Total of classes (BK) = $1 + 3,3 \log n$
 = $1 + 3,3 \log 28$
 = $1 + 3,3 (1, 44715)$
 = $1 + 4,77562$
 = $5,77562$
 = 6

6. Interval (i) = $\frac{Range}{BK}$
 = $\frac{16}{6}$
 = 2.6
 = 3

7. Mean Score (x) = $\sum \frac{fixi}{fi}$

Interval (i)	f_i	x_i	$f_i x_i$
70-71	5	71,5	357,5
75-79	5	75,5	151
81-83	6	79,5	715,5
83-84	2	83,5	584,5
84-86	10	87,5	437,5
$i=3$	28	397,5	2246

$$\begin{aligned} \text{Mean score (x)} &= \sum \frac{fixi}{fi} \\ &= \sum \frac{2246}{28} \\ &= 80,21428 \\ &= 80,21 \end{aligned}$$

8. Median

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$b = \frac{78+77}{2}$$

$$= \frac{155}{2}$$

$$= 78$$

$$p = 9$$

$$F = 9 + 2$$

$$= 11$$

$$f = 9$$

$$\text{Me} = b + p \left\{ \frac{\frac{1}{2}n - F}{f} \right\}$$

$$= 78 + 9 \left\{ \frac{\frac{1}{2}28 - 11}{9} \right\}$$

$$= 78 + 9 \left\{ \frac{14 - 11}{9} \right\}$$

$$= 78 + 9 \left\{ \frac{3}{9} \right\}$$

$$= 78 + 9 \{0,33333\}$$

$$= 78 + 2,99999$$

$$= 80,99999$$

$$= 81$$

9. Mode = 81,00

APPENDIX XV**The Total Score of Experimental Class**

No	Students' Initial	Pre test	Post Test	Y_1	Y_1^2
1.	DEV	61	79	18	324
2.	SOL	59	75	16	256
3.	WAL	59	70	11	121
4.	YUN	63	71	8	64
5.	NUR	69	79	10	100
6.	HID	65	71	6	36
7.	JUL	65	71	6	36
8.	ANI	77	86	9	81
9.	SAR	63	71	8	64
10.	AGU	59	75	16	256
11.	PEN	65	79	14	196
12.	RIY	71	84	13	169
13.	INT	77	86	9	81
14.	PER	65	81	16	256
15.	SUK	65	81	16	256
16.	PER	77	86	9	81
17.	ILM	65	81	16	256
18.	SUK	65	83	18	324
19.	SEI	67	81	14	196
20.	MIR	65	81	13	169
21.	RIS	71	84	13	169
22.	EVI	71	84	13	169
23.	RUK	73	83	10	100
24.	SAL	71	81	10	100
25.	LOM	78	86	8	64
26.	UNI	69	84	15	225
27.	AKB	73	84	11	121
28.	IWN	77	86	9	81
	Total			335	4351

APPENDIX XIV

Daftar Nilai Persentil Untuk Distribusi t

V	t _{0.995}	t _{0.99}	t _{0.975}	t _{0.95}	t _{0.90}	t _{0.80}	t _{0.75}	t _{0.70}	t _{0.60}	t _{0.55}
1	63,66	31,82	12,71	6,31	3,08	1,376	1,000	0,727	0,325	0,158
2	9,92	6,96	4,30	2,92	1,89	1,061	0,816	0,617	0,289	0,142
3	5,84	4,54	3,18	2,35	1,64	0,978	0,765	0,584	0,277	0,137
4	4,60	3,75	2,78	2,13	1,53	0,941	0,741	0,569	0,271	0,134
5	4,03	3,36	2,75	2,02	1,48	0,920	0,727	0,559	0,267	0,132
6	3,71	3,14	2,45	1,94	1,44	0,906	0,718	0,553	0,265	0,131
7	3,50	3,00	2,36	1,90	1,42	0,896	0,711	0,549	0,263	0,130
8	3,36	2,90	2,31	1,86	1,40	0,889	0,706	0,546	0,262	0,130
9	3,25	2,82	2,26	1,83	1,38	0,883	0,703	0,543	0,261	0,129
10	3,17	2,76	2,23	1,81	1,37	0,879	0,700	0,542	0,260	0,129
11	3,11	2,72	2,20	1,80	1,36	0,876	0,697	0,540	0,260	0,129
12	3,06	2,68	2,18	1,78	1,36	0,873	0,695	0,539	0,259	0,128
13	3,01	2,65	2,16	1,77	1,35	0,870	0,694	0,538	0,259	0,128
14	2,98	2,62	2,14	1,76	1,34	0,868	0,692	0,537	0,258	0,128
15	2,95	2,60	2,13	1,75	1,34	0,866	0,691	0,536	0,258	0,128
16	2,92	2,58	2,12	1,75	1,34	0,865	0,690	0,535	0,258	0,128
17	2,90	2,57	2,11	1,74	1,33	0,863	0,689	0,534	0,257	0,128
18	2,88	2,55	2,10	1,73	1,33	0,862	0,688	0,534	0,257	0,127
19	2,86	2,54	2,09	1,73	1,33	0,861	0,688	0,533	0,257	0,127
20	2,84	2,53	2,09	1,72	1,32	0,860	0,687	0,533	0,257	0,127
21	2,83	2,52	2,08	1,72	1,32	0,859	0,686	0,532	0,257	0,127
22	2,82	2,51	2,07	1,72	1,32	0,858	0,686	0,532	0,256	0,127
23	2,81	2,50	2,07	1,71	1,32	0,858	0,685	0,532	0,256	0,127
24	2,80	2,49	2,06	1,71	1,32	0,857	0,685	0,531	0,256	0,127
25	2,79	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
26	2,78	2,48	2,06	1,71	1,32	0,856	0,684	0,531	0,256	0,127
27	2,77	2,47	2,05	1,70	1,31	0,855	0,684	0,531	0,256	0,127
28	2,76	2,47	2,05	1,70	1,31	0,855	0,683	0,530	0,256	0,127
29	2,76	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
30	2,75	2,46	2,04	1,70	1,31	0,854	0,683	0,530	0,256	0,127
40	2,70	2,42	2,02	1,68	1,30	0,851	0,681	0,529	0,255	0,126
60	2,66	2,39	2,00	1,67	1,30	0,848	0,679	0,527	0,254	0,126
120	2,62	2,36	1,98	1,66	1,29	0,845	0,677	0,526	0,254	0,126
∞	2,58	2,33	1,96	1,645	1,28	0,842	0,674	0,524	0,253	0,126

CHAPTER I

INTRODUCTION

A. Background of the problems

Language plays so importance role in human life. Language is considered to be a system of communicating with other people by using sounds, symbols and words in expressing meanings, ideas or thoughts. Language is necessity to human life and civilization in certainty not possible without it. All sciences depend upon it and also all education in human life is conducted through it. There are many language in this world. One of them is English.

Allah Swt said in holy Qur'an An-Nisa: 9 verse as flows:

وَالْيَتَامَىٰ وَالنِّسَىٰ رُكُومًا ضِعْفَانِ خَلْفَهُمْ ذُرِّيَّتُهُمْ يَدْعُونَكَ بِأَسْمَاءِهِمْ لِأَكْفَانِكُمْ هِيَ أَسْمَاءُ الْوَالِدِ وَالْوَالِدَاتِ وَالْأَقْرَبِينَ وَلِذِي الْقُرْبَىٰ وَالْيَتَامَىٰ وَالنِّسَىٰ وَالْمَلَائِكَةَ وَالنَّبِيِّينَ أُولَٰئِكَ هُمُ الْمُحْتَرَمُونَ

The meaning:“Let those (disposing of an estate) have the same fear in their minds as they would have for their own if they had left a helpless family behind : let them fear Allah , and speak words of appropriate (comport)”¹.

Next, Allah who Most Merciful said that knowledge was source of life to get comprehend something and able to do something. Allah who Most Merciful said it in the Holy Quran at Surah Al-Baqarah, verse 31:

¹Ibid. p. 729

مِنْ أَنْ هَتُّوْلَا بِأَسْمَاءِ أَنْبِيُونِي فَقَالَ الْمَلَيْكَةُ عَلَى عَرَضِهِمْ ثُمَّ كُلَّهَا الْأَسْمَاءِ آدَمَ وَعَلَّمَ
صَدِّقِينَ كُنْتُ

Its meaning: “And he taught Adam the nature of all things; then he placed them before the angels, and said: “tell me the names of these if you are right.”²

Next, the prophet Muhammad Saw said: ³

طلب العلم فريضة على كل مسلم

Meaning: “Demanding knowledge is obligation by Moslem”.

In Al-Quran and Hadist explanation above, browsing knowledge is obligation by moslemin learning English too. Mastering English is one of the ways to improve or expand the knowledge especially in making communication with other people communication. English has been determined into four group of skills. Language skills are speaking, listening, writing and reading, and functional

skills includes in structural or grammatical discussion, materials includes vocabulary, pronunciation, syllable, tense, adverbial, translation and many other material in English.

²Ibid. p. 7.

³Muhammad Puad Abdul Baqi. *Sunan Ibnu Madja, Zus Awwal Babul Muqoddimah*, (Beirut-Libanon: Dar Alkitab Ilmiah, ttp) p. 81.

Phonetic transcription may aim to transcribe the phonology of language, or it may wish to go further and specify the precise phonetic realisation from its earlier intention as a tool of foreign language pedagogy to a practical alphabet of. Phonetic transcription help us to pronounce of the word and also help us to read some text if we mastery phonetic transcription may we will become easy to read a word and then our pronunciations will be correct and then pronunciation in speaking most important because if our pronunciations mistake another person can't understand what we say so phonetic transcription can help us to pronounce our idea or can help us to read some word or sentence.

Good pronunciation is a learned skill and in order to achieve standard pronunciation of sounds and better command of rhythm and intonation, intensive listening practice is essential before pronunciation drills are introduced. The first importance of pronunciation is to improving intelligibly was of speaking. Lessons should using sounds in more personalized ways and through more spontaneous ways of speaking. Being able to produce sounds in isolation is a far cry from being ability to use them intelligibly in connected streams of speech. The second importance of pronunciation is to keep affective considerations firmly in mind. It is essential to realize that pronunciation practice normally takes place in front of other students and teacher. The third importance of pronunciation is way to provide feedback to learner progress. Teachers need to support learner's efforts, guide them, and provide cues for improvement. Such feedback can be provided by you as classroom teacher, by peers, and through self – competences training to conjunction with live analysis.

In teaching pronunciation, there are many methods can be used such as Audio Lingual Method (ALM) IS Aural-Oral approach for the need of teaching a foreign language.⁴ Total Physical response: many people believe that total Physical Response is only appropriate or children since the method relies on imperatives. The only advantages children have are acquiring a near-native pronunciation. A drill is a classroom techniques used to practice new language. Using with this drill method to hope students have competence to finish one certain task that to consonant before. So do not only one method to teach pronunciation, many teaching methods can use to teach pronunciation.

However, there are many students in their learning have difficulties to pronounce English well. The case is based on the researcher's pre- research in SMP N 1 Panyabungan. Then, Muhammad Rasyid, S.Pd.I (the English teacher at grade VIII SMP N 1 Panyabungan) said: There were many students still unable to use English.It can be looked through the students' unable to English well. Next, they were unable to speak English well and still many mistake, and they were rare to practice it is makes the students do not understand about pronunciation.⁵

Base on the problem above. The writer is interested in conducting a experimental research with the title "THE EFFECT OF DRILL METHOD ON

⁴Zainil, *Language Teaching Method*, (Padang: SukaBina Offset, 2008).p.7

⁵Muhammad Rasyid, *Private Interview to the English Teacher*, (Panyabungan: SMP N 1 Panyabungan on May 6th 2013 at Monday 9 am)

STUDENTS' PHONETIC TRANSCRIPTION AT GRADE VIII SMP NEGERI 1 PANYABUNGAN".

B. Identification of the Problem

Based on background above, the problem of this research can be, the first is student can't speak English well and still many mistake, and the second is students rare to practice, it is makes the students do not understand about pronunciation.

C. Limitation of the Problem

The problems of pronunciation in English are every large and the method in teaching English were very much. So that is impossible to be searched by writer only. Therefore, the writer focused on drill method to help the students in pronunciation. While, problems in pronunciation also very much, so the writer focused on pronunciation diphthongs /iə/, /eə/, /uə /, /ei/, /du/, /oi /, /əu/ /du/.

D. Formulation of the Problem

In conducting the research, the writer described the formulation of the problem as follows:

1. How is the students' phonetic transcription before learning by drill method?
2. How the students' in phonetic transcription is after learning by drill method?
3. Is there significant effect of drill method on students' in phonetic transcription?

E. Objectives of the Research

The purpose of research, based on the formulation of the problem above, the writer determined the purposes of the research, they were:

1. To know the students phonetic transcription before using drill method.
2. To know the students' phonetic transcription after using drill method.
3. To know whether using drill method has a significant effect in phonetic transcription or not.

F. Significances of the Problem

The result of the research is expected to be useful:

1. For head master to give suggestion to English teachers to improve learner' ability in English especially pronunciation.
2. For English teachers as a tool compare and to improve the science especially about using drill method and pronunciation.
3. For the other writers in conducting further researchers in the same topic.

G. Definition of Operational Variable

To avoid misunderstanding of this research, the writer defined as follows:

a. Drill Method

Drill is way of learning something by means of repeated exercise.⁶Ahmad Sabri says that:

⁶Oxport Learners Pocket Dictionary(New York: Oxfort University Press, 2009), p. 133.

“Metodelatihanadalahpadaumumnyadigunakanuntukmemperolehsuatuketa ngkasanatauketerampilandariapa yang telahdipelajari”.⁷With this drill to hope students have competence to finish one certain task that to consonant before. This methods is effective to used especially into develop of pronunciation students.

b. Phonetic Transcription.

According by Daniel Jones: Phonetic transcription has often been defined as a kind of alphabetic writing in which each letter represents one and never any other ‘one sound one symbol.’⁸The study how the ear receivers the speech signals we call auditory phonetics. The formulation of the speech message in the brain of the speaker and the interpretation of it in the brain of the listener are branches of psycholinguistic.

H. Outline of the Research

The researcher gives the outline of the script that will be done in script paper, to help readers understand the research, as follows:

In the chapter one , it is consist of background of the problem that explained about the important and reasons of the research, identification of the problem also about the specific of problem , limitation of the problem about focus of the problem , formulation of the problem about the forming of the problem , objective of the problem about something that to reach ,

⁷ Ahmad Sabri, *Strategi Belajar Mengajar dan Micro Teaching*, (Jakarta: Quatum Teaching, 2005), p. 60

⁸ Daniel Jones, *The Pronunciation, of English* (London New York: university Cambridge, 1956), p. 27.

the significant of the problem about the advantages of the research, the definition of the operational variables about meaning of some words that important and to know and, outline of the research about all sub - chapter that important to explained in this research.

In the chapter two, it is consists of the theoretical description told about descriptions of variable or material that there are in the drill method , and how to use the drill method; review of related finding; conceptual frame work and the last about the hypothesis .

In the chapter three, it is consisted research methodology. It is consists of the schedule in the research. Research design told about kinds of research that used in the research; instrumentation of the research; technique of collecting data; and data analysis is T test. It about ways to count the score of the data.

In the chapter four, it is the result of the research concerned about description of data in pre- test and post – test. Then, hypothesis testing, discussion and threats of the research.

And the finally, in the chapter five consists of conclusion, and suggestion.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Review

1. Drill Method

a. Nature of the Drill Method

According to Mel Siberman “drill is intended to certain knowledge and skills can be owned and controlled entirely protege”.¹ According to Bambang Setiyadi “Drill method is a teaching method with ways gives drills from the simple until complex drill”.² Saypul Sagala says that “metodelatihan adalah sebuah metode yang baik dalam menciptakan beberapa kebiasaan dan juga sebagai sebuah alat untuk mendapatkan keahlian ketelitian dan kemampuan”. It means, drill method is a good method in invest certain habits and also as a tool of getting a skill an accuracy, and ability.³ This means that drill method is have the good effect to make students easier in mastering certain skill.

b. Principle of the Drill Method

¹ Mel Siberman, *Active Learning* (Yogyakarta: YAPPENDIS, 1996), p. 1.

² Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 126.

³ Sayful Sagala, *Konsep dan Makna Pembelajaran* (Bandung: CV Alfabra, 2009), p – 217.

Using drill method has principles, state by Ahmad Sabri⁴:

- 1) Students must be given explanation before held a deep of specific drill.
- 2) First exercise should be diagnosis:
 - a) At that very early stage perfect result UN –expectable.
 - b) Second test correct student difficulties.
 - c) Quite response must be acceptable.
 - d) Then do the variation and control.
- 3) Drill did not need long time but over and over.
- 4) Drill does by essential process.
- 5) First stage is exactness. Speedy and finally both of achieve. As a unit.

a. Purpose of the Drill Method

The purpose of the drill method is to improve student self-confidence using their new language pattern that can be created in the new situation, Students are given the opportunity for a new language principle practice activities are structure so that student can remember the pattern of the language and understanding the meaning in a given context.⁵

b. Step of Drill Method

⁴Ahmad Sabri. *Strategi Belajar Mengajar dan Micro Teaching* (Jakarta: Quantum Teaching, 2005), p. 64-65.

⁵Kasihani k. E Suryanto, *English for Young Learners*, (Jakarta: Bumi Aksara, 2010), p.36

Ag. BambangSetiyadi and JunaidiMistar state that steps of drill method as follows:

- 1) The aims must be explained the expected to do accurancyas well as the aim that be wanted.
- 2) Determine clearly what kind of habits or skill will be done by students. So they know what to do.
- 3) Training of the training must be matched with the students ability
- 4) Make some respite in the training so it will not boring
- 5) Noticed about the general mistakes have been done by the students for classical reparation.⁶

This means that while doing the executive in the process of drill methods the points above have been done. Drilling activities in English classroom have to use a variety of drilling method, it will help make the portion of the lesson more interesting and keep students focused.

c. Pronunciation.

a. Defenition of Phonetic Transcription

The phonetic transcription is a mean used to express the pronunciation in written or printed text. It is often based on special

⁶ Ag .BambangSetiyadi, and Junaida, *StrategiPembelajaranBahasaInggris* (Jakarta Universitas Terbuka, 2007) p. 430.

characters and glyphs assigned to the appropriate sounds. And also phonetic transcription is a system of sound; it has symbols of the sound.

According to Beverly Collins and Inger M. Mees: Phonetic is the term used for the study of sound in human language.⁷ We can examine speech in various ways, corresponding to the stages of the transmission of the speech signal from a speaker to a listener. The movements of the tongue, lips, and other speech organs are called articulation—hence this area of phonetics is termed articulator phonetics. The physical nature of the speech signal is the concern of acoustic phonetics. The study of how the ear receives the speech signals we call auditory phonetics. The formulation of the speech message in the brain of the speaker and the interpretation of it in the brain of the listener are branches of psycholinguistics.

The phonetic transcription is the study of the sound system of language, according to David Odden; Phonetics, on the other hand, is about the concrete, instrumentally measurable physical properties and production of these concrete speech sounds⁸. That being the case, we must ask a very basic question about phonetics.

b. Nature of the Pronunciation

⁷ Beverly Collins and Inger M. Mees, *Practical Phonetics and Phonology*, (London: 2009), p. 8.

⁸ David Odden, *Introducing Phonology*, (Cambridge University Press, 2005), p. 4

Pronunciation is the way a certain sound or sounds are produced.⁹ Meanwhile AS Hornby said that pronunciation is the way a person speaks the words of a language, but it is improving.¹⁰ Pronunciation is way in which a language or particular word or sound is spoken. ¹¹So, pronunciation is the way that used by students to repair pronunciation better.

c. Sounds of Pronunciation

There are two sound of pronunciation, like segmental and suprasegmental. Segmental ¹² also dis vided in items such as:

- 1) Vowels
- 2) Consonant
- 3) Diphthong

While, suprasegmental¹³ divided four items such as”

- 1) Stress
- 2) Intonation and Pitch
- 3) Pause
- 4) Rhythm

⁹ Jack C. Richards, et al. *Longman Dictionary of Laguage Teaching and Aplied Linguistics* (London: Longman, n. Y), p .29.

¹⁰ A S Horonby, *Oxford Advadced L earner's Dictionary of Current English* (New York: Oxford U niversity Press. 1995), p. 928.

¹¹ *Oxford Learners' Pocket Dictionary*. (New York: Oxford University Press, 2009), p. 343.

¹² AnasSyafei, *English Pronunciation: Theory and Practice* (Jakarta: DepartemenPendidikandanKebudayaanDirectoratJenderalPendidikanTinggiProyekPengembanganLem bagaPendidikanTenagaKependidikan, 1988), p. 11.

¹³ *Ibid.*,s p. 23.

Because there are many sounds of pronunciation like that called above. So, many things in pronunciation do not explain all and just diphthongs that will be explain more.

c. Diphthong

Because the focuses of this research is in diphthongs, the writer will be explain more about diphthongs. Definition of diphthong very important to knowing and there are many definitions of diphthong.¹⁴ Diphthong is a sound composed of two vowels pronounced in close succession within the limits of a syllable.¹⁵ Diphthong is a speech sound which is usually considered as one distinctive vowel of a particular language but really involves the vowels, with one vowel gliding to the other.¹⁶ Diphthong are represented phonetically by sequence of two letters, the first showing the starting point and the second indicating the direction of movement.¹⁷ So, Diphthong is one of classification of sound when a sound is made by gliding from one vowel position to another.

Diphthong divided in two kinds that are:

1. Centering diphthong

¹⁴ Abdul Chair, *Linguistic* (Jakarta: RinekaCipta, 2007), p. 115-116.

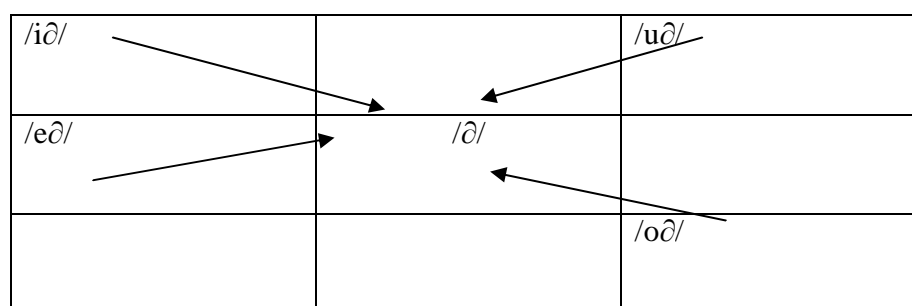
¹⁵ *Ibid.*, p. 13.

¹⁶ Jack C. Richards, *ET.Al, Longman Dictionary of Language Teaching and Applied Linguistics* (London: Longman, n. Y), p. 109.

¹⁷ Daniel Jones, *the Pronunciation of English* (New York: Cambridge University Press, 1986), p. 22.

The centering diphthong is glide towards the ə (schwa) vowel as the symbols indicate,¹⁸ for example: in the production of /iə/ in /hiə/here/, start with the tongue in the position of /i/, that is high front and then change to the position of /ə/, which is central vowel: that is to say that the tongue position become centering, /iə/ , /eə/ and /uə/ are centering diphthongs in English as indicated by the diagram below:

Centering Diphthong



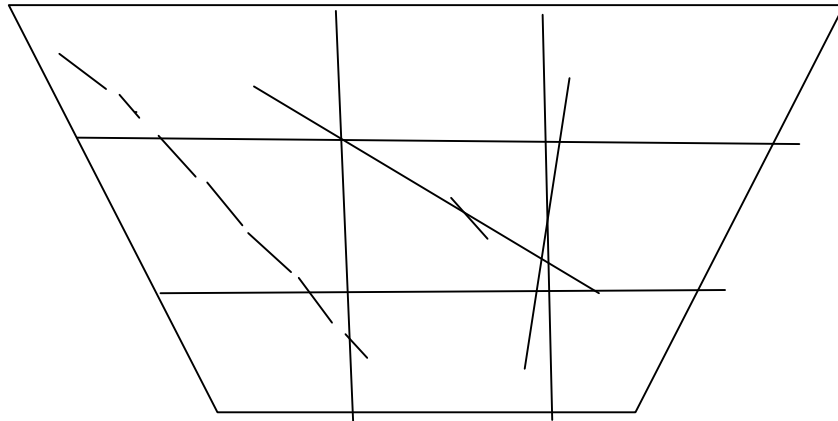
2. Closing diphthong.

Closing diphthong are diphthong which made by making a pure vowel then moving the tongue to a position of higher vowel. The closing diphthong has the characteristic that they all end with a glide towards a closer vowel. For example: in the production of /əu/ in /cow/, start with the position of the mouth for /ə/, that is open and then change it to position needed for /u/, that is to say that the mouth opening

¹⁸ Peter Roach, *English Phonetics and Phonology* (New York: Cambridge University Press, 2002), p. 21

becomes closing. There are closing diphthong in English that is /as /ɔi/
ei/ oi/ /ɔu//əu/. Shown by the following diagram:

Closing Diphthong¹⁹



There are eight Diphthong:

- 1) / iə / is a falling diphthong which starts at about position of the English short i and terminates at about .
- 2) / eə / the position is the tip of the tongue is touching or nearly touching the lower front teeth and as in the case of all normal vowels, the soft plate is in its raised position and the vocal cords are in vibration .
- 3) / uə / is a diphthong which starts at u and terminates at a sound of the type.
- 4) / ei / . The position of ei can show from the lower jaw keeps moving up and down

¹⁹Zainuddin, at. Al, *English Pronunciation for Indonesian Students* (Padang: FBSS Universitas Negeri Padang, 2002), p. 45.

- 5) / di /. The tongue tip is touching the lower front teeth, and as in the case of all ordinary vowel, the soft plate is in its raised position and the vocal cords are in vibration.
- 6) / oi /. The position mouth in diphthong oi like the back position forward to front teeth but do not touch teeth.
- 7) /əu/. The tongue tip is touching or nearly touching the lower front teeth, and as in the case of all ordinary vowels, the soft plate is in its raised position and the vocal cords are in vibration.
- 8) /du/ The tongue tip is touching or nearly touching the lower front teeth, and as in the case of all ordinary vowels, the soft plate is in its raised position and the vocal cords are in vibration²⁰

Table Diphthong

Diphthong	Word	Pronounce
/iə/	Gear	/giə ^r /
	Hearing	/hiəriŋ/
	Sheer	/ʃiə ^r /
	Fear	diə ^r /
	Dear	/diə ^r /
/eə/	bear	/beə/
	Air	/eə/
	wear	/weə/
	spare	:/speə/
	hair	/heə/
/uə/	Cure	/kjūə ^r /
	Purpose	pɜ: ^r pəs/
	Purists	pjuərist/
	Purify	pjuə/fai/

²⁰Daniel Jones. *An Outline of English Phonetics* (New York: Cambridge University Press, 1983).p.98-120.

	Pure	/pjʊəʔ/
--	------	---------

Table Diphthong

Diphthong	Word	Pronounce
/ei/	Dane	dein/
	Prey	/Prei/
	Teake	/Ti:k/
	Eighty	/eiti/
	Payment	/peimənt/
/di/	Height	eiti/
	Idle	/aidʔl/
	Binder	/baindəʔ/
	Biding	bəindŋ/
	Bind	baind/
/oi/	Coin	/Koin/
	Noise	/noise/
	Point	/Poin/
	Only	/ounlu/
	Open	/oupən/

Table Diphthong

Diphthong	Word	Pronounce
/əu/.	Must	/məust/
	Now	/nəu//
	Brown	/brəun/
	How	/həu/
	Trout	/trəut/
/du/	Mountain	/mɔutin/
	Out	/dʊt/
	Cow	/ kɔʊ/
	Now	/ nɔʊ
	House	/ hɔʊz /

So, from explanation above can get conclusion that, there are two kinds of diphthong, that is centering diphthong and closing diphthong and centering diphthong divided in three diphthongs, then centering diphthong that divided in fourth diphthongs. So, all

Diphthongs there are eight diphthongs. Every diphthong has get position in mouth.

B. Review of related findings

There are some findings related to this research. The first is NurHaidaLubis, in her script:” The correlation between Mastering Pronunciation and The Students’ ability In Speaking at MTS SwastaTarwalPulauBanyak” in 2011-2012 academic year.²¹Population that 117 students and sample that students 42, instrument that is interview and test, and analyzed by product moment correlation, an conclusion of her research are: there is a significant correlation between the students’ ability in mastering pronunciation, then, hypothesis is accepted and is proved from the value of “r” observed which is higher than value of “r” table 0,877.

The second, is KurniaRahmaHutagalung in her script: “An analysis on the students’ ability in pronouncing consonant sounds of the grade XI students

²¹NurHaidaLubis, *The correlation between Mastering Pronunciation and The Students’ ability In Speaking at MTS SwastaTarwalPulauBanyak 2009/2010 Academic year* (A thesis, IAIN Sumatra Utara, Medan,2011), p.15

of SMK Negeri 1 Padangsidempuan in 2010-2011 academic year”²². She found that, the ability of the grade XI students of SMK Negeri 1 Padangsidempuan in 2010- 2011 academic year. Population that 95 students and sample that 57, instrument that interview and test, and analyzed by product moment correlation in pronouncing consonant sound is perfect and correct understanding because the mean score of 75,14 it means that they are categorized into sufficient ability.

The research uses two variables in order they know about pronunciation students' before and after drill method. The researcher thinks, it is high subject that must be understood by students. This is one of basic reasons why researcher chooses the title “The Effect of Drill Method on Students' Phonetic Transcription at Grade VIII SMP N 1 Panyabungan”, with two variables. Researcher thinks, if the students want to speak English Well, they must understand English language especially pronunciation. In conclusion, from the description above, the researcher wanted to look for the information deeply, so that, the researcher is interested to make the research about, “The effect of drill method to students' pronunciation at Grade VIII SMP N 1 Panyabungan”.

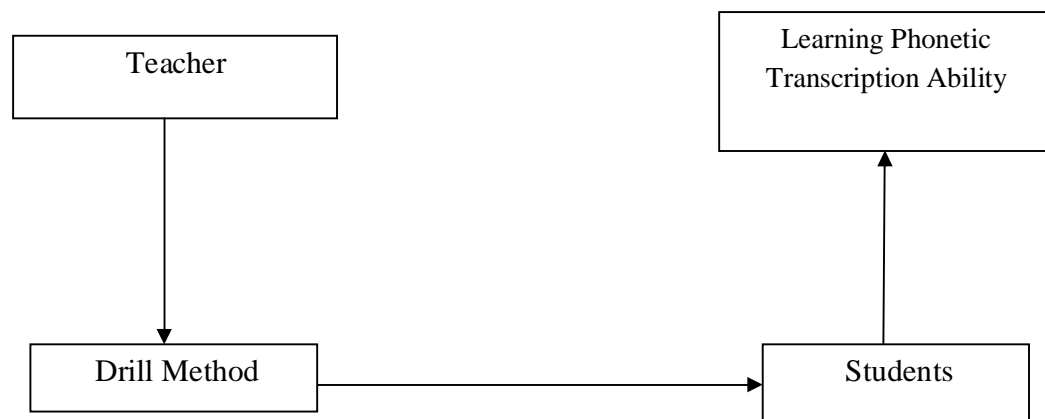
In conclusion, from the description above, the researcher wanted to look for the information deeply, so that, the researcher is interested to make the

²²KurniaRahmaHutagalung, *An analysis on the students' ability in pronouncing consonant sounds of the grade XI students of SMK Negeri 1 Padangsidempuan in 2010-2011 academic year* (A thesis, UMTS: Padangsidempuan, 2011), p. 24.

research about, “The effect of drill method to students’ Phonetic Transcriptionat grade VIII SMP N 1 Panyabungan”.

C. Conceptual Framework

Pronunciation is the way a certain sound or sounds are produced.²³ Drill is way of learning something by means of repeated exercise.²⁴ This method can influence in teaching English, Especially in learning pronunciation. The relation of drill method with learning pronunciation canbe seen as picture follow:



From the facture above, drill method is a method used by teacher improve students’ learning pronunciation. Teacher must be mastered the

²³ Jack C. Richards, et al. *Loc. Cit.*

²⁴ Ox port Learners Pocket Dictionary, *Op. Cit.*,p. 133.

technique of drill method. That is teacher teaching a mastery by pronunciation. The content must be coherent with students need.

D. The Hypothesis

According to Ari Jacob and Rajawih hypothesis is “A tentative proposition suggestion to a problem or as an explanation of some phenomenon”.²⁵ Suharimin Arikuntoro stated hypothesis is “Suatu jawaban yang bersifat sementara terhadap permasalahan penelitian sampai terbuktimelalui data yang terkumpul”.²⁶

According to Johan W. Creswell if hypothesis are used, there are two forms: null hypothesis and alternative hypothesis. A null hypothesis no relationship or no difference exists between groups on a variable. The wording is “There is no difference (or relationship)” between the groups. The second form of hypothesis, is alternative hypothesis. The investigator makes a prediction about the expected outcome for the population of the study. “There is a difference” between the two groups.²⁷

So, from the explanation above the writer used alternative hypothesis. The investigator makes a prediction about the expected outcome for the population of the study. The hypothesis of the research “there is the

²⁵ Ari Jacob and Rajawih, *Introduction to Research in Education* (New York: Richard and Winston Inc. 1979), p. 72.

²⁶ Suharsimi Arikuntoro, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 1993), p. 62.

²⁷ John W. Creswell, *Research Design. Qualitative, Quantitative and Mixed Methods Approaches*. Second Edition (New Delhi: United States of America, 2002), p. 109 – 110.

significant effect of drill method on students' pronunciation at grade VIII
SMP N 1 Panyabungan.

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Time of the Research

a) Location of the research

The research will be done at SMP N 1 Panyabungan. It is located at Jl. Abri Ujung, Panyabungan, Mandailing Natal. SMP N 1 Panyabungan is one of the familiar schools in Panyabungan. The reason of the writer to choose this school as a place of the research because in this school there is no one has doing research about pronunciation in this school. The subject of the writer focused to grade VIII students' of SMP N 1 Panyabungan. The research will do research from April until Mei 2014.

B. Research Design

The kind of research is experiment research. Johan W. Creswell "research experiment investigators may also identify sample and generalize to a population: however, the basic intent of an experiment is to test the impact of a treatment (or an intervention) on an outcome."¹ According to L.R. Gay says "Experimental research is the only type of research that can test hypotheses to established cause and effect".²

From the quotation above, writer concludes that the experimental research is a kind of research which has the aim to know causal effect

¹*Ibid*, p. 153- 154

² L.R. Gay and Peter Airasian, *Educational Research: Competences for Analysis and application* (USA: Merrill, 2000), p. 367.

relationship between one variable and more to other variables. The experimental research controls the selection of participant for the study and divides the select participant in to more groups having similar characteristics at the start of experiment.

C. The Population and Sample

1. Population

SuharismiArikunto says, “Populasiadalahkeseluruhan data subject penelitian”³ It means that the all of the data which become attention of the research in a scope and certain time. According to L.R. Gay said that,”population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable”⁴ from the definition above, it could be concluded that the population was the entire subject under study.

The population of this research is consists of 5 classes. So that, it can be seen in the table follow

Tabell

³ . SuharsimiArikunto, *Procedure Penelitian*(Jakarta: RinekaCipta, 2002), p. 108.

⁴ L.R. Gay and PeterAirsian, *Op. Cit.*, p. 367.

**The population of grade VIII SMP N
1 Panyabungan in 2014 Academic
Year**

No.	Class	Total
1	VIII ¹	38
2	VIII ²	42
3	VIII ³	40
4	VIII ⁴	37
5	VIII ⁵	43
	TOTAL	200

2. Sample

According to L.R Gay and, Airasian “Sample comprises the individuals, item or ovens selected from a larger group referred to as a population”.⁵ In other word sample is of art or piece of the population. According to John W Creswell, “Clustering sampling is ideal when it impossible or impractical to compile a list of the elements composing the population.⁶Moreover, Sudjana notes that, “Cluster sampling dapatdigunakanjikapopulasinyacukupbesar, jadidibutuhkan clustering

⁵*Ibid*, p.121

⁶John W .C resweell, *Op. Cit.*, p. 156.

danpengelompokan”.⁷ It can be concluded that cluster sampling is used when the population is homogenous, so it needs to be classified into classes or groups. Therefore, in this sample the analysis is not for individual analysis but the groups or classes consist of several individuals.

According to L.R. Gay and Airasian clustering sampling involves the following steps:

- a) Identify and define the population.
- b) Determine the desired sample size.
- c) Identify and define a logical cluster.
- d) List all clusters (or obtain a list) that make up the population of clusters.
- e) Estimate the average number of population members per cluster.
- f) Determine the number of clusters needed by dividing the sample size by the estimated size of a cluster.
- g) Randomly select the needed number of clusters (using a table of random numbers).
- h) Include in your study all population members in each selected cluster.⁸

From the above quotation, the researcher concludes that this technique is suitable in this research, because the population is homogenous. Hence, the writer chose this technique. It means that, the technique of sampling in this research the writer chose two classes divided as experimental group and control group.

Therefore the research chose VIII¹ as the experimental group and VIII² as the control group. Criteria that were used by the writer to establish classes

⁷ Nana Sudjana, *Penelitian dan Penilaian Pendidikan*, (Bandung: Sinar Baru Algesindo, 2001), p .3.

⁸ L.R. Gay and Peter, Airasian Op. Cit., p. 130.

and subject. The writer chose class that teach by one teacher in two classes. While criteria the students or subject, the students in experiment group they were in odd numbers in attend list and students in control group they were in even numbers in attend list. Can see the table follow:

Table 2
The Sample of research

Experiment Group	Control Group
VIII ¹	VIII ²
28 Students	32 Students

D. Instrument of the research

A research must have a good instrument because it is able to guarantee for taking the valid the data. In addition, Arikuntoro Says, "Instrument dalam penelitian adalah sebuah alat dari fasilitas yang digunakan oleh peneliti. "Or Instrument of the research is a tool of facility which is used by researcher in collecting data."⁹

Based on the definition above, when doing the research must use a tool, it means can be object or facility and its function is to collect the data from the field. In this research is the collection of many questions.

The type test is essay test, Test is some of question or views and other tools which are used to measure skill, knowledge and intelligence ability.

⁹Suharsimi Arikunto, *Manajemen Pendidikan*, (Jakarta: Rineka Cipta, 1995), p. 134.

Essay test which consist of 20 question .Every item that had correct answer is given 5 score, while the incorrect answers were not given a score. So, if all questions could be answered correctly then the value is 100.

In this research, the writer gives pre- test and post – test to experiment and control class .in doing pre – ttes and post -test the researcher made the test to know the students pronunciation. The test in this research is an instrument collecting the data and the writer make the documentation of test too.

Further, pronunciation ability of the students to express thought, feeling, idea and sense: and the indicators are:

Table 4
Indicator pronunciation

No	Indicator pronunciation	Items	Number of, test	Score	Total score
1	Students are able to pronounce diphthong / iə /	3	1,2,3	5	15
2	Students are able to pronounce diphthong / eə /	3	4,5,6	5	15
3	Students are able to pronounce diphthong / uə /	3	7,8,9	5	15

4	Students are able to pronounce diphthong / ei /	3	10,11,12	5	15
5	Students are able to pronounce diphthong / oi/	2	13,14	5	10
6	Students are able to pronounce diphthong / di/	2	15,16	5	10
7	Students are able to pronounce diphthong /ə u /	2	17,18	5	10
8	Students are able to pronounce diphthong /du /	2	19,20	5	10
	TOTAL	20			100

E. Validity of Instrumentation

According to Ranjit Kumar validity is the ability of an instrument to measure what is designed to measure: Validity is defined as the degree to which the researcher has measured what he has set out to measure.¹⁰ This research the writer used pronunciation test as starting point of making the test. The pronunciation test means to analyze the items of the test comprehensively, it is measure the students' pronunciation ability, so the test should test pronunciation itself. The writer concluded that the pronunciation test has been valid.

E. Procedures of the Research

1. The Pre- Test

The pre-test was conducted to find out the homogeneity of the sample. The function of the pre-test was to find the mean scores of

¹⁰Ranjit Kumar, *Research Methodology: A Step by Step Guide for Beginners*. (Los Angeles:2011), p. 178.

the experimental class and control class before the writer gave treatment. In this case, the writer had the technique as follows:

- a. The writer prepared the test 20 items.
- b. The writer gave the test to students.
- c. The students answered the question.
- d. The writer checked and calculation the test.

2. Treatment

The experimental class and control class were giving some materials, which consisted of learning pronunciation aspects that would be taught by the teacher in different ways. The experimental class was taught by using drill method as follows:

- a. A lesson usually starts with a diphthong point.
- b. The writer explained about diphthong and the kind of diphthong.
- c. The writergave example about diphthong every kind in words and sentences form.
- d. The writer begun pronouncing the words and sentences and then follow the students.
- e. The writer asked student another example about diphthong in every kind of diphthong and then students pronouncing example that they had gave.
- f. Next, exercise does not need the old origin is often implemented.

And the control class was taught by the conventional method, there are procedures as follows:

- a. The writer explanation about diphthong.
- b. The writer gave the example.
- c. The writer gave the test and the students answer test.
- d. The last, the writer concluded the material about pronunciation.

1. Post- Test

After giving the treatment, the writer conducted a post-test and had been conducted in the previous of the research. This post- test was the final test in the research, especially measuring the treatment, whether was significant or not. The procedure gives the post-test as follows:

- a. The writer prepared the test 20 items.
- b. The writer gave the test to students.
- c. The students answered the question.
- d. The writer checked and calculation the test.

After the conducting the post-test, the writer analyzed the data. And the writer would find out the effect of using drill method in the experiment group.

G. Technique of Data Analysis

The writer uses statistic to analyse the data. In addition, to know the criteria of score, the writer quotes Suharsimiopinion as follows:

Table 5
The criteria of value”¹¹

No	Percentage	Criteria
1	0 %– 20%	Very Low
2	21% – 40%	Low
3	41% – 60%	Enough
4	61%– 80%	High
5	81%– 100%	Very High

After the data researcher found the mean score of all students, it is consulted to the criteria as follows:

- 1) If the value of mean score is 0-20, it can be categorized in very low category.
- 2) If the value of mean score is 21-40, it can be categorized in low category.
- 3) If the value of Mean score is 41-60, it can be categorized into enough category.
- 4) If the value of mean score is 61-80, it can be categorized into good category.

The analysis data was find out the ability of the two groups that has been divided in to experimental and control class. The data has been analyzed by using the following t-test formula:¹²

¹¹Riduan, *Belajar Mudah Penelitian Untuk Guru- Karyawan dan Penelitian Formula*(Bandung-Alfabeta,2005),p.89.

$$Tt = \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum x_1 + \sum x_2^2}{n_1 + n_2 - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}}$$

T : The value which the statistical significant

M1 : The average score of the experimental class

M2 : The average score of the control class

X1 : Deviation of the experimental class

X2 : Deviation of the control class

N1 : Number of experiment

N2 : Number of control

CHAPTER IV

DESCRIPTION OF THE DATA AND DISCUSSION

To evaluate the effect of drill method on students' phonetic transcription, researcher had calculated the data by pre-test and post-test. Next, researcher described the data as follow:

A. Description of Data Before Using Drill Method

1. The Score of Pre-test on Control Class

Based on research was done, researcher got the result of data pre-test of students' score in control class and experimental class, as follow:

Table 6 Students' Score in
Pre-Test of Control Class

Control Class		
No	Students' Initial	Score
1.	ESA	54
2.	MHD	57
3.	MUR	54
4.	MIS	57
5.	MAS	67
6.	ASR	65
7.	PUT	55
8.	MIL	55
9.	SOL	57
10.	LAI	57
11.	YUS	67
12.	FIT	57
13.	ZAZ	69

14.	TIK	71
15.	NAB	75
16.	SAL	62
17.	NUK	73
18.	WAH	69
19.	SAH	65
20.	ZAKY	71
21.	IMM	65
22.	KAM	70
23.	SAD	65
24.	SUK	67
25.	JOH	73
26.	SUA	67
27.	RAJ	65
28.	ZAI	65
29.	PAS	65
30.	INA	65
31.	INL	75
32.	IMN	75
	Total	2074
	Highest Score	75
	Lowest Score	54
	Mean	65.06
	Mode	65
	Median	66,50

**Table 7 Students' Score in
Pre-Test Experimental Class**

Experimental Class		
No	Students' Initial	Score
1.	DEV	61
2.	SOL	59
3.	WAL	59
4.	YUN	63
5.	NUR	69
6.	HID	65
7.	JUL	65
8.	ANI	77
9.	SAR	63
10.	AGU	59
11.	PEN	65
12.	RIY	71
13.	INT	77
14.	PER	65
15.	SUK	65
16.	FER	77
17.	ILM	65
18.	SUK	65
19.	SEI	67
20.	MIR	65
21.	RIS	71

22.	EVI	71
23.	RUK	73
24.	SAL	71
25.	LOM	78
26.	UNI	69
27.	AKB	73
28.	IWN	77
	Total	1905
	Highest score	78
	Lowest score	51
	Mean	68.36
	Mode	65
	Median	77

The Data in the previous table explained that data of the result phonetic transcription before treatment (pre-test) in the control class with the sample = 32 was got by total of score was 2074, highest score was 75, lowest score was 54, mean was 65.06, mode was 65, and median was 66.50. next, the calculation of getting the score can be seen in appendix VII. The score of students on experimental class in phonetic transcription before treatment (pre-test) with the sample = 28 was got by total of score was 1905, highest score was 78, lowest score was 51, mean was $(\bar{x}_1) = 68.36$, mode was 65. and median was 63.49. Next, the calculation of getting the score can be seen in appendix VIII.

Then, the researcher concluded that the students phonetic transcription before drill method was enough. It was improve by mean of score of control and experimental class was 66.50 and 63.49. It means that students phonetic transcription is homogenous ability although there are the different of score but there are no significances different.

B. Description of Data after Drill Method

1. The Score of Post-test on Control Class

Based on research was done, researcher got the result of data post-test of students' score in experimental class and control class, as follow:

**Table 8 Students' Score in
Post-Test of Control Class**

Control Class		
No	Students' Initial	Score
1.	ESA	63
2.	MHD	65
3.	MUR	63
4.	MIS	69
5.	ASR	75
6.	MAS	71
7.	PUT	69
8.	MIL	63
9.	SOL	65
10.	LAI	61
11.	YUS	69
12.	FIT	63
13.	TIK	79
14.	NAB	75
15.	SAL	79

16.	NUK	71
17.	WAH	75
18.	SAH	71
19.	ZAKY	63
20.	IMM	75
21.	KAM	63
22.	SAD	71
23.	SUK	63
24.	JOH	63
25.	SUA	71
26.	RAJ	79
27.	ZAI	71
28.	PAS	69
29.	ZAZ	71
30.	INA	71
31.	INL	77
32.	IMN	75
	Total	2230
	Highest Score	79
	Lowest Score	61
	Mean	70.00
	Mode	71
	Median	70,49

**Table 9 Students' Score in
Post-Test Experimental Class**

Experimental Class		
No	Students' Initial	Score
1.	DEV	79
2.	SOL	75
3.	WAL	70

4.	YUN	71
5.	NUR	79
6.	HID	71
7.	JUL	71
8.	ANI	86
9.	SAR	71
10.	AGUS	75
11.	PEN	79
12.	RIY	84
13.	INT	86
14.	PER	81
15.	SUK	81
16.	PER	86
17.	ILM	81
18.	SUK	83
19.	SEI	81
20.	MIR	81
21.	RIS	84
22.	EVI	84
23.	RUK	83
24.	SAL	81
25.	LOM	86
26.	UNI	84

27.	AKB	84
28.	IWN	86
	Total	2243
	Highest score	86
	Lowest score	70
	Mean	80.21
	Mode	81
	Median	80.49

The Data in the previous table explained that data of

the result pronunciation before drill method (post-test) in the control class with the sample = 32 was got by total of score 2230, highest score was 79, lowest score was 61, mean was 69.62, mode was 71, and median was 70.49. (see appen-

n 21 index 12 and 13).

For experimental class with the sample = 28 was got by total of score 2243, highest score was 86, lowest score was 70, mean was 80.21, mode was 81, and median was 80.49. From distributing of the variable data of the

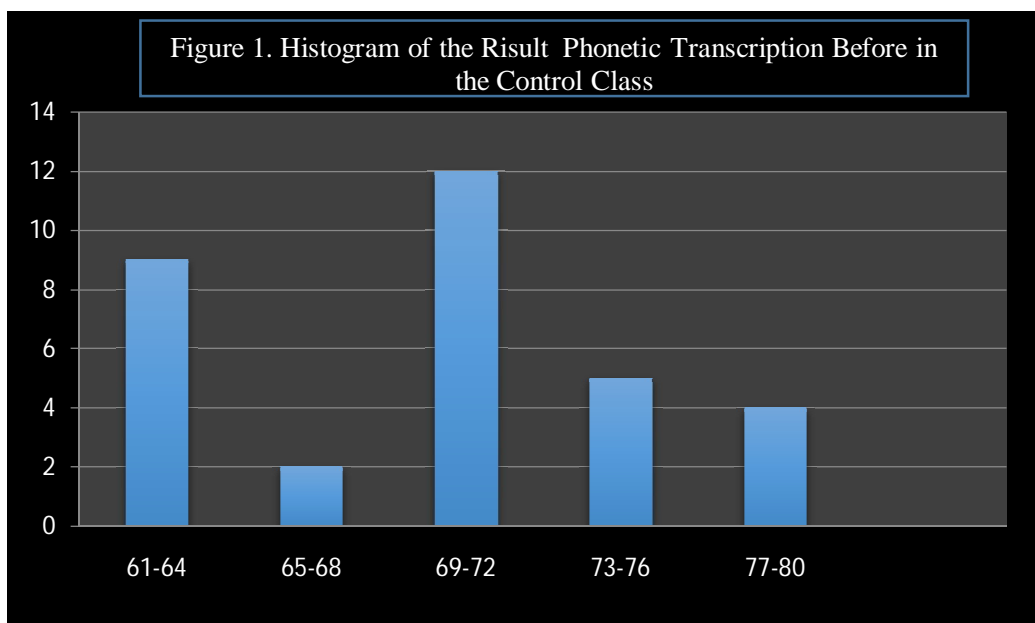
test result Phonetic transcription at SMP N 1Panyabungan can be seen to the table and histogram, and difference between experimental class and control class (post-test), as follow:

**Table 10 Distributing Of The Variable
Score Frequency Of The Result Phonetic Transcription Before Drill Method
In The Control Class**

Control Class			
No	Interval of Classes	Absolute Frequency	Relative Frequency
1	61-63	9	28.125%
2	65-69	6	6.25%
3	69-71	7	37.5%
4	71-75	6	15.625%

5	75-79	4	12.5%
	Total	32	100%

By visual, distributing of the data can be described to histogram form, that

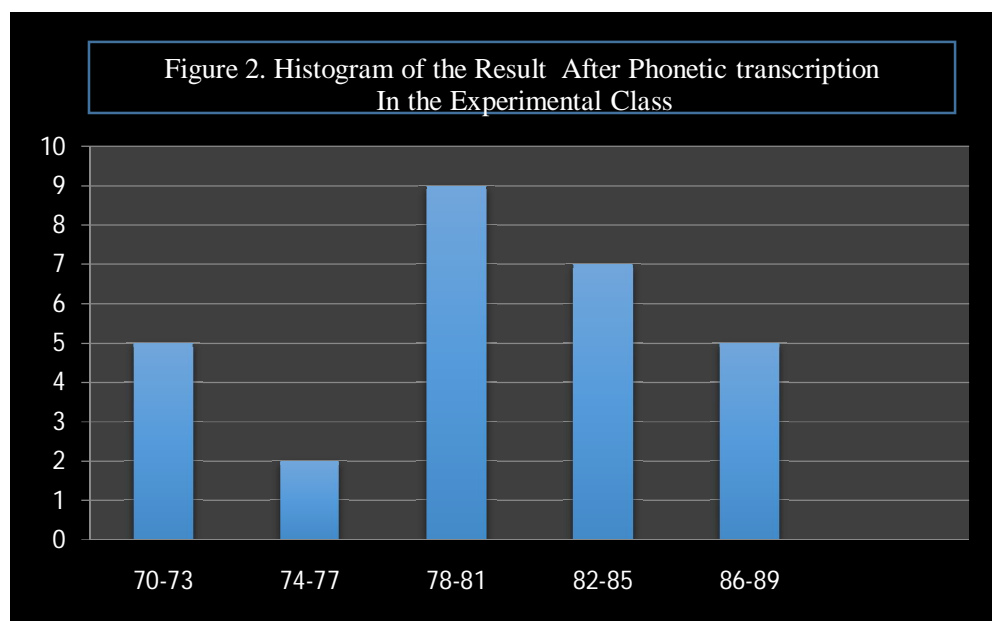


Tabel11 Distributing of The Variable Score Frequency of Phonetic Transcription After Drill Method In The Experimental Class

Experimental Class			
No	Interval of Classes	Absolute Frequency	Relative Frequency
1	70-71	5	17.857%
2	75-79	5	7.142%
3	81-83	6	32.142%
4	83-84	2	25%
5	84-86	10	17.857%
	Total	28	100 %

Based on previous table was explained that in the experimental class, researcher got 87-81 as the score that often appear. It was proven that students' average mastery in the interval of score.

By visual, distributing of the data can be described to histogram form, that:



C. Testing Hypothesis

The Hypothesis in this research was "The drill method had significant effect to students' phonetic transcription at grade SMP N 1Panyabungan." Based on the data has been collected before, the datum had been analyzed to prove the hypothesis using the formula, t-test. The steps were started. It can be seen as below.

There were many steps to analyze data, namely:

1. The first step, to find out the average score each class:

a. The average score of control class

$$\begin{aligned} M2 &= \frac{Y_1^2}{Y_1} \\ &= \frac{1645}{156} \\ &= 10.54487 \\ &= 10,5 \end{aligned}$$

b. The average score of experiment score.

$$\begin{aligned} M1 &= \frac{Y_1^2}{Y_1} \\ &= \frac{4351}{335} \\ &= 12.98805 \\ &= 12.9 \end{aligned}$$

2. The second, to find out deviation score of each class.

a. Deviation score of control class

$$\begin{aligned} \sum X_1^2 &= \sum Y_1^2 - \left(\frac{\sum Y_1}{n_1} \right)^2 \\ &= 1645 - \left(\frac{156}{32} \right)^2 \\ &= 1645 - \frac{24336}{32} \\ &= 1645 - 760.5 \\ &= 884.50 \end{aligned}$$

b. Deviation score of experimental class

$$\begin{aligned}\sum X_1^2 &= \sum Y_1^2 - \left(\frac{\sum Y_1}{n_1}\right)^2 \\ &= 4351 - \left(\frac{335}{28}\right)^2 \\ &= 1645 - \frac{112225}{28} \\ &= 4351 - 4008,035 \\ &= 343.0\end{aligned}$$

3. The third step, using the formulation of t-test.

Table 12

List of score

No	Symbols	Score
1	M1	12.9
2	M2	10.5
3	X_1^2	342.96
4	X_2^2	884.50
5	n_1	28
6	n_1	32

$$\begin{aligned}
t &= \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum X_{1+}^2 + \sum X_{2-}^2}{n_{1+}n_{1-} - 2} \right\} \left\{ \frac{1}{n_1} + \frac{1}{n_2} \right\}}} \\
&= \frac{12.9 - 10.5}{\sqrt{\left\{ \frac{844.50 + 342.96}{28 + 32 - 2} \right\} \left\{ \frac{1}{28} + \frac{1}{32} \right\}}} \\
&= \frac{2.4}{\sqrt{\left\{ \frac{1227.46}{58} \right\} \left\{ \frac{1}{28} + \frac{1}{32} \right\}}} \\
&= \frac{2.4}{\sqrt{\left\{ \frac{1227.46}{58} \right\} \left\{ \frac{60}{896} \right\}}} \\
&= \frac{2.4}{\sqrt{21.16310} \left\{ \frac{60}{896} \right\}} \\
&= \frac{2.4}{\sqrt{\left\{ \frac{1269.78620}{896} \right\}}} \\
&= \frac{2.4}{\sqrt{1.4}} \\
&= \frac{2.4}{1.1} \\
&= 2.1818 \\
&= 2.18
\end{aligned}$$

$$\begin{aligned}
4. \quad b &= (n_{1+}n_{1-2}) \\
&= (28+32-2) \\
&= 58
\end{aligned}$$

Next, in the t tablescore $0.95 = 1.67$ and t observed = 2.18, it means $2.18 > 1.67$. So that, from the calculation of data, it was concluded that the result of

experiment is significant, next drill method has significant effect to students' pronunciation at Grade VIII SMP N 1 Panyabungan. Finally, the hypothesis is accepted.

Then, to know the categorized what extend is the effect of drill method in phonetic transcription students', it will be interpretation from the table below:

Table 13

Table coefficient effect of interpretation

Coefficient interval	Effect level
0.00-0.02	Very low
0.20-0.40	Low
0.40-0.70	Enough
0.70-0.90	High
0.90-1.00	Very high

To know the effect of drill method on students' phonetic transcription, to minimized t table ($2.18 - 1.67 = 0.51$). next, the result was interpretative to above table. So, the effect of drill method on students phonetic transcription categorized into enough.

D. Discussion

After doing the observation, researcher found the problem. It is because strategy that used in pronunciation is boring so that students' motivation in learning English especially in pronunciation is low. From the problem, researcher

tried to give the treatment drill method. So, from above calculation data, the researcher appropriated that all the result of research has related with previous theory. This fact can be seen from means score between control and experiment class. It is indicated that the score of experiment was bigger than control class ($80.21 > 69.62$). Finally, the researcher concluded that drill method was effective to improve phonetic transcription.

E. The Threats of the Research

The writer as the former in doing research has many weaknesses. It caused by many aspects. it started from the title until techniques of analyzing the data.

On doing the test, there were the threats of time, because the students had activities. Besides, the time which was given to the students was not enough. And also the students did not do the test seriously. So, that is way the result is not good enough, as the experts done or far from the perfect.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

B. Based on the formulation of the problems and the hypotheses of research, researcher concluded the effect of drill method on students' phonetic transcription showed the effect. It can be seen from the result of data analysis that has described in the previous chapter. In which the mean score of experimental class was bigger than control class ($80.21 > 70.00$). From the calculation of t_0 is 2.18, while t_t score is 1.67, so there was positive effect using drill method on students' phonetic transcription at grade VIII SMPN 1 Panyabungan. So that from the calculation in previous chapter, researcher concluded the hypotheses was accepted because $t_0 > t_t$ ($2.18 > 1.67$).

C. Suggestion

After finishing the research, researcher got much information related in the English teaching and learning process. In addition, the result of the research is drill method had a significant effect to students' pronunciation and could help the students to increase their in pronunciation. Therefore, researcher has suggestion:

- a. English teachers should use drill method in teaching pronunciation. Because can effective in teaching pronunciation.
- b. For the students, students should more practice in pronunciation.

c. Drill method will remain the students' to memorized, therefore they can pronounce well.

To other researcher who care much about the quantity and quality of knowledge of the future generation, the teaching-learning process should be made more effective and efficient.

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