



**IMPROVING ENGLISH PRONUNCIATION  
THROUGH DRILL METHOD  
AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**

**A THESIS**

*Submitted to the State Institute for Islamic Studies (IAIN)  
Padangsidimpuan as a Partial Fulfillment of the Requirement for  
Degree of Educational Scholar (S.Pd) in English Program*

**Written By**

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**Reg. Number: 12 340 0121**

**ENGLISH EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE INSTITUTE FOR ISLAMIC STUDIES  
PADANGSIDIMPUAN  
2017**



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**2017**

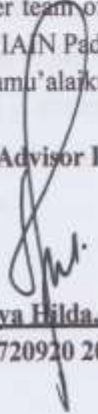
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*Assalamu'alaikumWr. Wb.*

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Therefore, we hope that the thesis will soon be examined in front of thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty IAIN Padangsidimpuan. Thank you.  
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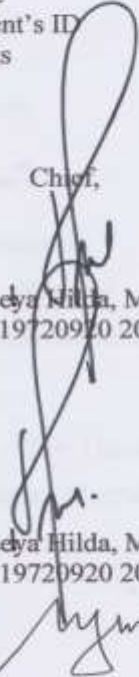


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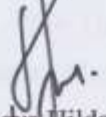
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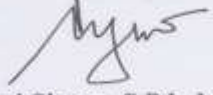
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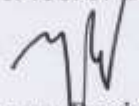
  
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I realize this thesis can not be considered perfect without critiques and suggestions. Therefore, I expects the constructive and suggestions from the readers in order to make this thesis better.

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### **ABSTRACT**

This research focused about Improving English Pronunciation through Drill Method at Grade VIII SMP Negeri 5 Padangsidimpuan. The problems of the research are the student was low in pronouncing English words, and students had lack of motivation in learning pronunciation, and also students did not know have good method in pronunciation. Not only that, the students' was low in intonation. As the result, the students were difficult in English pronunciation. The purposes of the research was to know the improvement of English pronunciation through drill method at Grade VIII SMP Negeri 5 Padangsidimpuan.

The research was conducted by Classroom Action Research (CAR), it is to test and to see the improvement of English pronunciation through drill method at Grade VIII SMP Negeri 5 Padangsidimpuan. The resource of the data was taken in class VIII-8, there were 23 students of grade VIII SMP Negeri 5 Padangsidimpuan. To collect the data, the researcher used instrument test for the students. To analysis the data, the researcher used formulation of average score on students' pronunciation.

Based on the result of research, researcher showed the description of the data was found that the mean score of cycle 2 higher than cycle 1 ( $x = 80.21 > 69.34$ ) and the score of cycle 1 was bigger than pre-test ( $x = 69.34 > 61.08$ ). it means that the action was accepted. It was concluded that there was the improvement of English Pronunciation through Drill Method at Grade VIII SMP Negeri 5 Padangsidimpuan. Key words: *English Pronunciation, Drill Method on Classroom Action Research.*

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## CHAPTER I

### INTRODUCTION

#### A. The Background of the Problem

There are many languages that are interesting to be learned. One of them is English. English is an international language. In Indonesia, English as a foreign language has been taught from kindergarten school until the universities.

For Indonesian students, learning English is not easy because it is taught as a foreign language for them. In fact, learning English becomes important for Indonesian students that they can master a key to gain full communicative competence especially in English pronunciation. According to Harmer, pronunciation is the way to make sounds of the language, how and where to place the stress, and how to use pitch and intonation to show how the feeling and meaning.<sup>1</sup> So, from the explanation above, pronunciation is very important if to speak with other people.

Pronunciation without correction will make ambiguity, misunderstanding, and different meaning. In fact, the information will be clear if it is pronounced clearly so there is no misunderstanding. Nunan states that this is probably due to the fact that the influence of the first language seems to

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<sup>1</sup>Jeremy Harmer, *How to Teach English* (China: Pearson Education Limited, 2007), p. 20.

be more apparent in the case of pronunciation than for grammar and vocabulary.<sup>2</sup> So, if researcher will to make her speaking fluently, researcher must often practice her pronunciation.

Moreover, students of junior high school especially in SMP N 5 Padangsidimpuan can not pronounce English well, and in fact they are not paying attention that their pronunciations are incorrect. When the teacher asked them to pronounce English words after the teacher said, only some students who want to pronounce it. There are also some students who can not pronounce English words correctly especially the pronunciation of English intonation.

In fact, especially at grade VIII SMP N 5 Padangsidimpuan some students can not differentiated intonation from the falling intonation and rising intonation. Many of students when they pronounce English word such as please buy some food or is he a teacher?. They just pronounce it without used intonation such as the falling intonation and rising intonation.<sup>3</sup>

When the researcher asked the teacher of the eight grade of SMP Negeri 5 Padangsidimpuan, she is Rosmawar. She said that the students were still low in English pronunciation. It is caused the students do not get used to speak English in daily lives. The students prefer to use local language in their

---

<sup>2</sup>Nunan David, *Second Language Teaching and Learning* (Boston: Heinle and Heinle, 1999), p. 14

<sup>3</sup>Interviewing students at Grade VIII SMP Negeri 5 Padangsidimpuan (SMP Negeri 5 Padangsidimpuan: Mei 03<sup>th</sup>, 2017 at 11.00 a.m)

daily live. The students come from different ethnic group. Some of them are Bataknese and Javanese. The accent is different each other. The phenomenon is the field, the Bataknese is difficult to speak English smooth. It is relates to the pronunciation.<sup>4</sup>

As the students of junior high school, they should have good ability in pronunciation although they are still in the beginner level of learning English. In fact, good ability in pronunciation is one basic of all English skills. As the teachers, the teacher should know how students' pronunciation ability in learning English. If the teacher know that the students have difficulties in pronunciation, the teacher can look for solution or good way for our students to teach English pronunciation.

It also can improve our method in teaching English. Such as, when the teacher teach speaking material, the teacher find that students can not pronounce English words. So, the teacher must know a better technique to make our students' pronunciation English words well. As a result, the students will speak actively with correct pronunciation and the teaching learning process will run effectively.

To make the students master the pronunciation, the teacher apply a method in teaching and learning process namely is drill method. Kelly states drill simply involves the teacher saying a word or structure, and getting the

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<sup>4</sup>Rosmawar, English Teacher at Grade VIII SMP Negeri 5 Padangsidempuan, *Private Interview* (SMP Negeri 5 Padangsidempuan: Mei 03<sup>th</sup>, 2017 at 10.00 a.m).

class to repeat it. Being able to drill properly is a basic and fundamental language teaching skill.<sup>5</sup> The teacher drills the students three times or more to make students pronounce well. Thus, by using drill can know how students' difficulties in learning English. So, drill method also can help students in improving their pronunciation.

There were many reasons of using drill activities and methods in language classroom. The first, it was entertaining and fun, and could provide motivation to learn. The second, it could provide varied opportunities for different uses of language. The last, it engaged feelings so it could provide rich experience of language for the participants.

Based on the reason above, the researcher is interested in conducting is a study about descriptive of improving English pronunciation through drill method at grade VIII SMP N 5 Padangsidimpuan. The researcher believed that it is important to conduct this research, because it will give contribution in English teaching and learning. From description above, the researcher was interested in conducting a study which focused on **“Improving English Pronunciation through Drill Method at Grade VIII SMP N 5 Padangsidimpuan”**.

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<sup>5</sup>Gerald Kelly, *How to Teach Pronunciation* (England: Person Education Limited, 2000), p. 16.

## **B. The Identification of the Problem**

Pronunciation mastery is one of the main skills have to be mastered by students. Without mastering pronunciation, students are not able to get the best of English language skills, such as reading, writing, speaking, and listening. To teach pronunciation especially for junior high school, teacher should find an appropriate strategies, media, and method; because students need an interesting way to learn so they can understand English.

Based on the background of the problem above, there are some problems in teaching pronunciation. The problem might come from students and teacher. The problem are:

1. The students did not understand how to pronounce the words well and better.
2. The students did not know how to make different the pronunciation of intonation.
3. The students did not know how to improve their pronunciation especially in intonation.

This is because in learning method, technique, or drill that is adopted by the English teacher did not fit any more in this day. It is reduce and liveliness of the students in learning process.

### **C. The Focus of the Research**

Based on the identification of the problem above, the researcher focused on “Low ability of the students in pronunciation especially in falling intonation and rising intonation that has been solved by using Drill Method at Grade VIII SMP N 5 Padangsidimpuan”.

### **D. The Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problem of the research as “Can drill method improve the students’ English pronunciation at grade VIII SMP N 5 Padangsidimpuan?”.

### **E. The Objective of the Research**

The objective of the research was “To know the improvement of the students’ English pronunciation through drill method at grade VIII SMP N 5 Padangsidimpuan.”

### **F. The Significant of the Research**

The significances of the research are:

1. The students. It helps them to practice more and distinguish the English pronunciation. Not only that, the result of this research is expected to improve students’ interest and motivation in learning English especially pronunciation. Therefore, they are able to speak English well and expose it in their daily conversation such as, in school, in their environment or to teach their young brothers or their young sisters at home.

2. The teachers. It helps the English teacher to apply their pronunciation more creatively, intensively, and easily for students in learning English especially pronunciation by using drill method.
3. The school. School is a facility in develop the English education will affect the students' competence in speak English as a foreign language. By outcome the qualified the students, it benefits the school to increase the quality of education as one of the goals for the school.
4. The further researcher. This research expected to develop all information also can improve her knowledge and to apply the theories that related to this research.

#### **G. Definition of Key Terms**

##### 1. Improving

Improving is actof enhancing or making better in terms of quality, value or usefulness. This can be by mking ideas, objects or processes more desirable by adding or removing components. Improving also defined to make beneficial additions or changes.

##### 2. English

English is a particular variety of English distinguished by peculiarities (as of pronunciation). Not only that,English isthe language of England, the United States, and some other countries now or at one time under British rule.

### 3. Pronunciation

Pronunciation is the sound that is made while speaking. As speaker of a language, need to be able to understand each other with relative ease. The pronunciation patterns native speaker using reflect those commonly accepted by particular speech communities. Therefore, pronunciation is the way of speaking of a certain word by considering the symbol use representing difference sound.

### 4. Drill Method

Drill simply involves the teacher saying word or structure, and getting the class to repeat it. It means that drill is classroom instruction where the students listen carefully and they have to repeat the model accurately and as quickly as possible. Therefore, drill method is a teaching method with ways gives drills from the simple until complex drill. So, this method is effective to develop pronunciation students.

## **H. The Indicator of the Action**

This study is classroom action research. In this research, the researcher used some indicator in teaching pronunciation through drill method. In action, the researcher collaborates with the teacher explain the drill method. Then, the researcher and the teacher practice some example and the students imitate them. The last, they give the students list of words and order them to pronounce it in front of class.



## CHAPTER II

### THEORITICAL DESCRIPTION

#### A. Pronunciation

##### 1. Definition of the Pronunciation

There are some definitions of pronunciation. They are: pronunciation is a way in which a language or a particular word or sounds is spoken. Pronunciation also defined as the way in which a language is spoken.<sup>1</sup> Those are still focused on people's way to produce a word or words in their utterance or spoken. Almost all English language teachers get students to study grammar and vocabulary practice functional dialogues, take part in productive skill activities and become competent in listening and reading.

Pronunciation teaching not only makes students aware of different sounds and sounds features (and what these mean), but can also improve their speaking immeasurably.<sup>2</sup> It is caused pronunciation is the important aspect in speaking English well. Sometimes, pronunciation is not easy to define by the linguistics. All of definition has a similar aims. That is make to hearer understand the message received.

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<sup>1</sup>A.P. Cowie, *Oxford Learner's Pocket Dictionary, New Edition*, (New York: Oxford University Press, 2009), p. 429.

<sup>2</sup>Jeremy Harmer, *The Practice of English Language Teaching* (Longman: Cambridge, 2007), p. 248.

From explanation above, the researcher can summarize that pronunciation is a set of habits of producing sounds. By learning to pronounce second language means building of new pronunciation habits. Not only that, with learn pronunciation it can English make someone how to pronounce true and good English when speak to tourist or otherpeople.

## **2. The Importance of Pronunciation**

Pronunciation is very important in English, especially in speaking. English students must learn pronunciation. Pronunciation is one aspect in speaking skill. Speaker with a good pronunciation can make the listener understand what the speaker mean. If someone can not hear English well, she or he is cut off from the language. And if someone can not be understood easily, she or he is cut off from conversation with native speakers.

It can be concluded that from the statement above that pronunciation gives a significant effect to the meaning of what someone says. Therefore, the researcher or speaker is is desirable to use th appropriately which can help students improving their English pronunciation and increasing their desire to practice it anytime and anywhere.

## **3. The Concept of Pronunciation**

Pronunciation is not just sound of words or how to produce the words in spoken language, but it has some aspect that explain the ways in

pronouncing the word that will be understandable in spoken language. Pronunciation has three concepts, they are:<sup>3</sup> the sounds of the language or phonology, stress and rhythm, intonation. To understand from the third concepts, the researcher made this explanation below.

**a. The sounds of the language or phonology**

It is useful to be able to list and define the sounds, or phonemes, of the language by writing them down using phonetic representation. The sounds of language are very important. It is caused by the sound of language can show the meaning or the goal of the speaking. The sound of the language is produced by organ of speech. Words or sentences are spoken made up of sounds.<sup>4</sup> So, the researcher can summarize that the vibration and the characteristics of the sound waves are determined by the human vocal organs. Therefore, sound is very important because with the sound someone can understand which the good language or not.

Sound of language is classified in two categories. Those are vowels and consonants. Consonants involve a narrowing in the mouth which in turn causes some obstruction of the airstreams. With vowels, air passes rather freely through the mouth because there is very little

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<sup>3</sup>Penny, Ur, *A Course in Language Teaching Practice and Theory* (Cambridge: Cambridge University Press, 2009), p. 47.

<sup>4</sup>Jeremy Harmer, *The Practice of English ...* p. 39.

narrowing.<sup>5</sup> Consonant are sounds in which are the air stream meets some obstacles in the mouth on its way up from the lungs. For examples, map, big, and so on. While, vowel are sounds in which the air stream moves out very smoothly because there's nothing blocking or constricting it – it doesn't meet any obstacles on the way. For examples, apple, east, etc.

In English, there is many similar sound but different meaning and different context. It can be minimal pair words. Minimal pair is a pair of words which differ only in one sound. So, I think that they are a great way to help your students become more aware of their difficulties with pronunciation. For examples, “sheep” and “ship”, “cat” and “cut”, “bat” and “bet”, or “work” and “walk”.<sup>6</sup> From the example, we can see the similar sound but different meaning.

Beside of sounds, pronunciation also can be identified from phonology analysis. Phonology deals with system and pattern of the sounds which exist within particular languages. The study of the phonology of English looks at the vowels, consonant and supra segmental features of the language.<sup>7</sup> So, the researcher can be summarized that phonology is the study of selection and patterns of

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<sup>5</sup>Peter Avery and Susan Erlich, *Teaching American English Pronunciation* (Oxford: Oxford University Press, 2009), p. 12.

<sup>6</sup>Ann, Baker, *Ship or Sheep? An Intermediate Pronunciation Course, Third Edition* (Cambridge: Cambridge University Press, 2009), p. 7, 15, 73.

<sup>7</sup>*Ibid.*, p. 9.

sounds in a single language. Not only that, phonology is just one of several aspects such as phonetics, morphology, syntax, and pragmatics. To get a full idea of the way the sounds of a language work, we need to study not only the phonetics of the language concerned but also its phonological system.

**b. Intonation**

Intonation is one important part of the language system in English speaking. We produce melodies by changing the frequency of vibration of the vocal cords, mostly at the accented syllable. We recognize falling and rising tunes of different length – long fall and short fall, long rise and short rise – and combinations of these tunes. It is caused intonation can indicate the speaker's emotion when speaker's speak.

The use of pitch variation that doesn't affect the meanings of individual words, but does affect the way in which utterances are interpreted is known as intonation.<sup>8</sup> In intonation, there is tune indicate the speaker's emotion surely. A native speaker usually has little difficulty in hearing intonation changes in his or her own language; others, however, may not find it so easy.

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<sup>8</sup>Michael Ashby and John Maidment, *Introducing Phonetic Science* (Cambridge: Cambridge University Press, 2005), p. 166.

At the end of a sentence, there are two types of intonation that are most common: falling intonation and rising intonation.<sup>9</sup> This below will be explained about the types of intonation.

### 1. The falling intonation

In a similar fashion we assume that a falling intonation is 'normal' or neutral because vibration of the vocal cords naturally decreases as the voice moves to the end of an utterance – to silence. The falling intonation is normally used:

#### a. At the end of simple statements

For example:

He did it the first time.

She has very funny animals.

They're going to fly to Singapore.

#### b. In giving commands and making request.

For example:

Please see me in my office.

Come and see me tomorrow.

Please buy some food.

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<sup>9</sup>Anas Syafei, *English Pronunciation: Theory ...* p. 29-32.

## 2. The rising intonation

The rising intonation is quite difficult to describe in word. We can say that rising intonation used for emotions mentioned above but you should understand that rising intonation in different situations may sound differently. Rising intonation is common in various kinds of phatic communion. The circumstances differ dialectally and perhaps idiosyncratically, but it is common to hear a rise or fall-rise in greetings, leave-takings, expressions of thanks and other social formulas. The rising intonation is commonly used:

- a. At the end of questions which begin with auxiliaries.

For example:

Is he a doctor?

Can you write story?

Did she come back to village?

- b. For questions with statement word order.

For example:

He can support our project?

She was born in 1998?

They always make me happy?

- c. On series with **and**. (the last member of the series is with falling intonation).

For example:

I bought coffee, sugar, milk, and cheese.

They went to the school library, the movie theatre, and the market.

She cooked banana, rice, cake, and chicken.

- d. On alternatives with **or**

For example:

You can do it in writing or orally.

We can choose refrigerator or television.

They will buy pen or pencil.

- e. On direct address

For example:

Thank you, sir.

Come here, ges.

Sit down, Ani.

- f. On question tags

For example:

You are hungry, aren't you?

She can help me, can't she?



We are nurse, aren't we?

Question tags can also be pronounced with a falling intonation which indicates that the speaker is confident that the listener will agree with the statement. When it is pronounced with a rising intonation, it means that the speaker is not sure the statement he makes is correct or not, and he ask to confirm or deny the-idea.

Another type of intonation is what is called sustained intonation. The sustained intonation is often used at the end of a thought group which is followed by another closely related to it in meaning. It uses a high pitch, which drops to the normal level, and this level is sustained at the end of the first idea group.

For example:

You say it easy, but you won't try it.

When she go to the market, she went shopping.

If we feel hungry, we bought some food.

### c. Stress and rhythm

Stress is the term used to describe the point in a word or phrase where pitch changes, vowels lengthen, and volume increases.<sup>10</sup>

Stress can be classified into a word stress and a sentence stress. A word stress is the pattern of stressed and unstressed syllable within the word. Whereas a sentence stress is a thought group a sentence.

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<sup>10</sup>Jeremy Harmer, *The Practice of English ...* p. 42.

Therefore, sentence stress is an important part in speech because it can make the listeners understand the speaker's message.

Beside of the word, there is other terminology of pronunciation that is rhythm. Rhythm means the beat of language. In English, rhythm is stress-timed. This means that the time between two primary stresses is the same. If there are many words between the two primary stresses, then these syllables will be pronounced fast; if on the other hand, there is only small number of syllables between the primary stresses, then these syllables will be pronounced slowly and more clearly.

For example:

1. Can you see the van?
2. Can you see the red van?
3. Can you see the red and beautiful van?

Here the words **see** and **van** take primary stresses for special purposes. In (1) there is only one word between them; in (2) there are two words; and in (3) there are four words. All the words between **see** and **van** will take the same time to produce. This is the reason why the words in the second sentence will be produced faster than in the first; and in the third sentence, the words will be produced the fastest.<sup>11</sup>

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<sup>11</sup>Anas Syaifei, *English Pronunciation: Theory and Practice* (Jakarta: Proyek Pengembangan Lembaga Pendidikan Tenaga Kependidikan, 1998), p. 33.

Therefore, from the example above the rhythm is similar with stress, which is focused on the speaker's way in sounding the certain word that as the main meaning in language. So, with the rhythm we can know how to pronounce the word obtained with English pronunciation. If our pronunciation is good, we will easy in speak with other people.

From explanation above, the researcher can summarize that stress and rhythm are the patterns of pronunciation that can help the speaker say in good speaking and help the listeners understand the speaker's message. Not only that, stress and rhythm can repair pronunciation students.

#### **4. The Goals of the Teaching Pronunciation**

There are many goals of the teaching English pronunciation. One of the teacher's goals is to help the student to pronounce English word accurately. In addition, teaching pronunciation can help students understand the speaker's mean in speaking process. Teaching pronunciation has also other goals. That is ability to communicate the English language easy and efficient or accurately, ability to produce the basics contrasts of the target language sound system, and ability to understand fluent speech as produce by native speaker.

#### **5. Pronunciation Problem**

Helen Fraser says the pronunciation problems should be tackled roughly in word and sentence stress, syllable structure, vowel length

distinctions, major consonant distinctions, vowel quality distinctions, minor consonant distinctions.<sup>12</sup> Therefore, the researcher can summarize that pronunciation is probably one of the hardest skills in English to learn. It takes a lot of time and effort to improve pronunciation.

## **B. Drill Method**

Many ways could be done by the students in improving their pronunciation. One of the ways recommended by some linguistics is drill. Drill is one of the main ways in which pronunciation is practiced in the classroom. Drill method is a method that can be interpreted as a way of teaching where students carry out activities of training activities, so that students have the dexterity and skills higher than what has been studied.<sup>13</sup> Therefore, drill is the teacher asks the students to listen to his pronunciation carefully and then ask them to speak the word individually in higher class and collectively in lower class. By intensive drill can provide learners to practice of using the pronunciation of the spoken language. There are some steps from drill method, they are:

1. Use this exercise only for a lesson or action that is done automatically is what the students do without using thought and deep consideration. But

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<sup>12</sup>Helen Fraser, *Teaching Pronunciation: A Handbook for Teachers and Trainers* (Sydney: Department of Education Training and Youth Affair (DETYA), 2001), p. 33.

<sup>13</sup>Istarani, *Kumpulan 40 Metode Pembelajaran, Edisi Pertama* (Medan: PT. Media Persada, 2012), p. 41.

can be done quickly as reflexes only, such as: memorize, count, run and so forth.

2. Teachers should choose exercises that have broad meaning is that can instill understanding of the meaning and purpose of the exercise before they do.
3. In the instructor's preliminary exercises we should emphasize the diagnosis, because the initial training we can not yet expect students to produce perfect skill.
4. Need to prioritize accuracy, so that students do the exercises appropriately, then note the speed, so that students can perform speed or skill according to the time specified, also need to note also whether the response has been done correctly and quickly.
5. The teachers calculates the short time or priod of training so as not to exhaust and bore, but often done on another occasion.
6. Teachers and students need to think about and prioritize essential processes/core or core, so as not to drown in low or unnecessary things.
7. Instructors need to take note of individual differences in students so that the abilities and need to each student are channeled or developed.<sup>14</sup>

Not only that, besides of the steps of drill method there are excess drill method and weakness drill method.<sup>15</sup> They are:

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<sup>14</sup>Istarani, *Kumpulan 40 Metode Pembelajaran ...* p. 43-45.

1. Excess drill method
  - a. Wider student understanding about thr practice repeatedly.
  - b. Students ready to use his skills because is familiarized.
  - c. To get proficiency in form association.
  - d. Figuration the habits make movals complex, crucial, become more automatic.
  
2. Weakness drill method
  - a. Students tend to learn mechanical.
  - b. Can cause boredom.
  - c. Students deadly creations.
  - d. Raises verbal (know the words but did not know the meaning).

From those definitions above, it can be concluded that the drill is method that students learn a target language by repetition and continuously in order to enable the students to reproduce sounds accuratelylike native speaker. Therefore, this is method effective used especially to develop pronunciation of students and to do teaching that hope for skill.

### **C. Review of Related Findings**

Beside of theory study above, the researcher found some researches related to this research. The first research done in English Educational Department Padangsidempuan, 2014. Her name is Sopianapsah. She told that

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<sup>15</sup>Syaiful Bahri Djamarah dan Aswan zain, *Kelemahan dan Kelebihan Beberapa Metode* ( http: [www.com](http://www.com) diakses 13 februari 2017 pukul 21.00 Wib).

minimal pairs drill technique can also to improve students' pronunciation.<sup>16</sup> From the thesis Sopianapsah can be summarized that to improve Students' pronunciation can be done by using minimal pairs drill technique.

The second research done in English Educational Department, Padangsidimpuan, 2012. Her name is Nurmila Sari. She told that drill method can improve the students' pronunciation achievement.<sup>17</sup> From the thesis Nurmila Sari can be summarized that to improve the students' pronunciation achievement can be done through drill method.

The third is the research of Ovisovina Ekawati In English Educational Department, Serang, 2015. She told that using repetition drill technique can also to improve students' pronunciation skill.<sup>18</sup> From the thesis Ovisovina Ekawati can be summarized that to improve students' pronunciation skill can be done by using repetition drill technique.

From the research above, the researcher to find that minimal pairs drill technique, drill method and repetition drill technique can improve the students' pronunciation. In this case, the researcher was interested to do research about "Improving English Pronunciation through Drill Method at Grade VIII SMP N 5 Padangsidimpuan". The researcher would like to look or

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<sup>16</sup>Sopianapsah, Improving Students' Pronunciation Ability through Minimal Pairs Drill Technique at Grade VIII MTsN Sipirok (Padangsidimpuan: State Institute for Islamic Studies, 2014), p. 5.

<sup>17</sup>Sari Nurmila, The Effect of Drill Method on Students' Pronunciation Achievement at Grade VII SMP Negeri 6 Padangsidimpuan (Padangsidimpuan: STAIN Psp, 2012), p. 4.

<sup>18</sup>Ovisovina Ekawati, Using Repetition Drill Technique to Improve Students' Pronunciation Skill in MTs. Hidayatullah Athfal Serang (Serang: STAIN, 2015), p. 6.

find the differences or even the similarity from the students but in the different location and different the way in teaching pronunciation with the strategy that was drill.

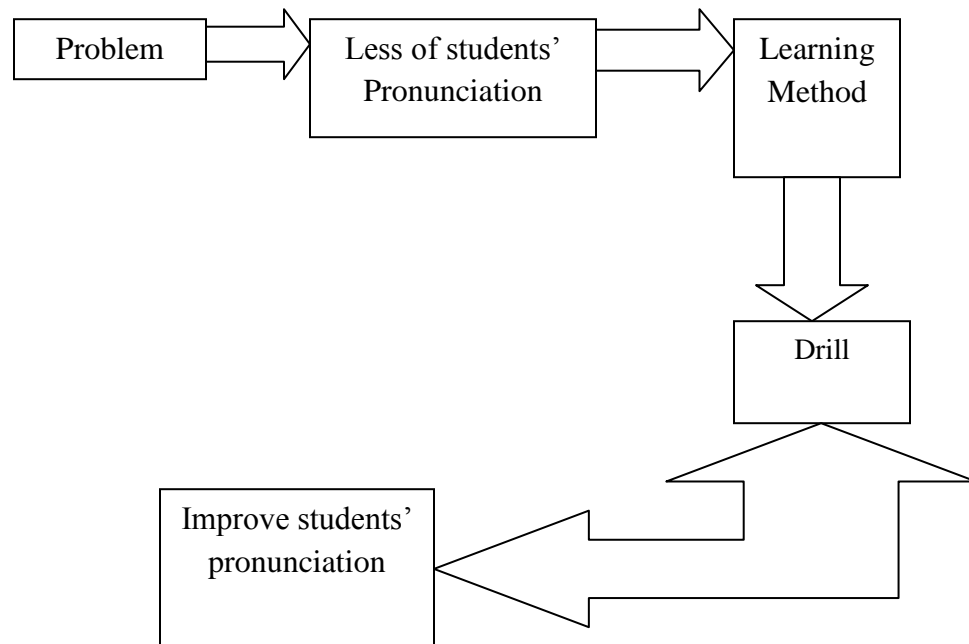
#### **D. Conceptual Framework**

Pronunciation is one of the most important things in English. Pronunciation is a way in which a language or a particular word or sounds is spoken. The purpose of pronunciation mastery for students in the class is students are able to speak English well and the listener can understand what the speaker' mean. It's mean that, students must be able to pronounce the English words.

In teaching English pronunciation, there is a little help that we can get from the spelling of the words. English spelling is only a poor reflection of pronunciation, although it must be admitted that there are many regularities between sound and written symbol which is valuable for the teacher to know.

In fact, most of students can't pronounce the words well. They can't fully practice the words and sentences as well as the teacher or native speaker. It can be known from their teacher's explanation that her students still low in pronunciation. They often feel that pronunciation is difficult and teaching method applied by teacher is boring too. Therefore, the suitable of teaching method is very important to increase students' mastery in pronunciation and overcome the problems.





**Figure 1.1**

**Framework of Classroom Action Research**

In drill class, first of all, teacher introduces the phonemic symbols and concept of drill and with the advantages for the students. Tell them that drill would be helpful to distinguish the sounds of words that improve their pronunciation. Then, presents to students the pairs of words and drill the pair to those words together using teacher's guidance. Then ask some of them to pronounce it by themselves. If the students mke an error in pronunciation, peer correction will work. After that, ask them to recognize if the pair of words that teacher said is same or different. This is hopefully useful for checking their listening comprehension. And then, selects the sounds that are

seemed similar with the students' native language, this is a comparison between the student's native language and the language they are studying. After drill the pairs of words, asks the students to answer the questions on worksheet in pair (student A and B). Student A will read the sentences in the worksheet on him while student B choose an appropriate word that students' A mention and evaluates them using an oral test to check their progress in pronunciation.

From some explanations above, we can see some advantages by applying this drill, students are not passive in the class but they will be more active, they can speak well and understanding words without difficulties, students also can identify the words in sentences. Considering some advantages above are expected, student's achievement in pronunciation will be improved well through drill.

#### **E. Hypothesis of Action**

In this research, the researcher formulated the hypothesis of action. Hypothesis in Classroom Action Research (CAR) is hypothesis of action. hypothesis of action used to see the result of using method, strategy, or drill in the class.<sup>19</sup> The hypothesis of action is the students' situation in the class was less in pronunciation ability. Based on the background of the problem, the researcher concludes that the students' pronunciation was less.

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<sup>19</sup>Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT. Raja Grafindo Persada, 2012), p. 90.

So. the hypothesis of action in this research, if the students' pronunciation was less, it should be improved through method or drill as not as usual. Drill method effective to used especially into develop of pronunciation students. The researcher formulates that the students' English pronunciation can improve through drill method ata grade SMP Negeri 5 Padangsidempuan.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. The Place and Time of The Research**

The place of the research had been done in SMP Neger 5 Padangsidempuan, the located on Jl. Perintis Kemerdekaan No. 61 Sumatera Utara, Padangsidempuan. The time of the research was done from october 2016 until august 2017.

#### **B. Research Design**

In this research, classroom action research was applied. Classroom action research is a type of research that gives rise to certain actions to improveteaching and learning in the classroom.<sup>1</sup> This research is conducted to improve the teacher's practice in the classroom for teaching pronunciation through drill. Not only that, This research is conducted as an action research procedure since involved a substantive act with aa research procedure to find the improvement.

Kunandar says, classroom action research is the form activity of self-reflection by the rest of education in educational situations to improve the rationally and justice: (a) their educational practices, (b) their understanding of these practices, and (c) a situation in which the practice is carried out.<sup>2</sup>

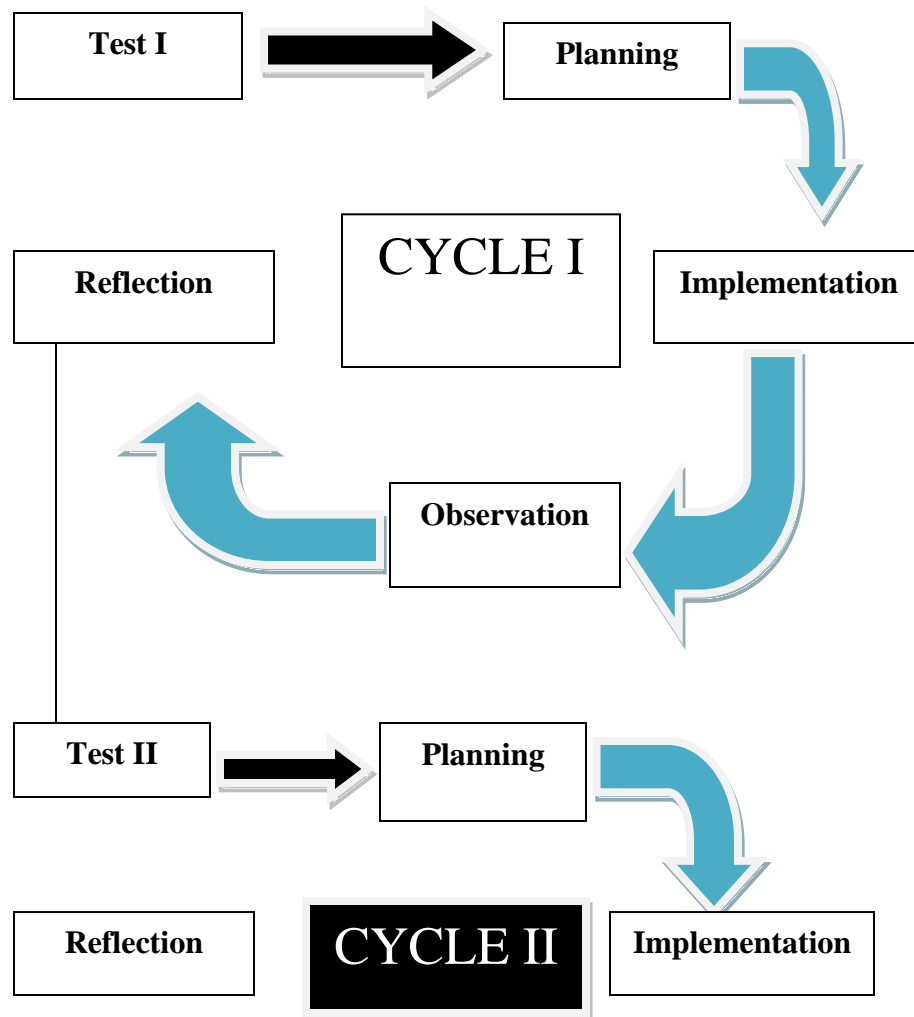
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<sup>1</sup>Muslich Masnur, *Melaksanakan Penelitian Tindakan Kelas Itu Mudah* (Jakarta: PT. Bumi Aksara, 2014), p. 14.

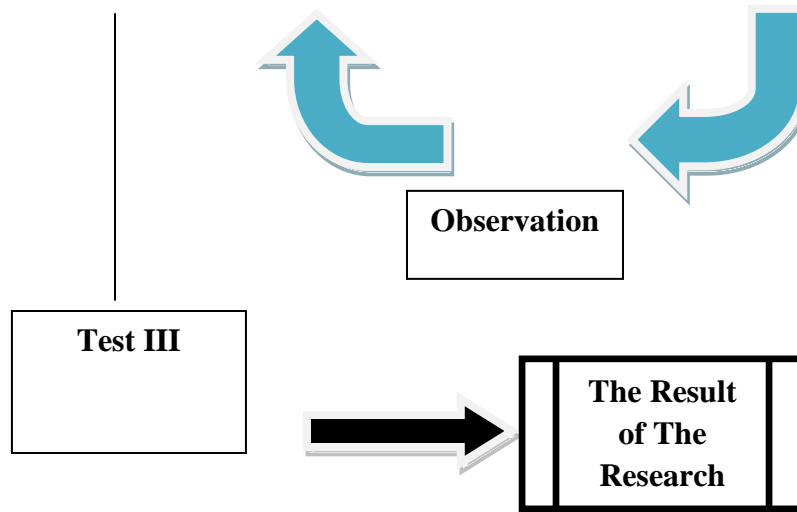
<sup>2</sup>Kunandar, *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru* (Jakarta: PT. Raja Grafindo Persada, 2012, p. 46.

From this explanation, we can know that classroom action research is research doing action in solving problem happen in the classroom.

In addition, Kemmis & Mc Taggart in Suharsimi Arikunto says, classroom action research can be seen from the sketch.<sup>3</sup> To know the sketch about the classroom action research will be described to below:



<sup>3</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2010), p. 137.



**Figure 2.1**

### **Sketch of Classroom Action Research**

In education, action research can be applied to such areas as curriculum development, teaching strategies, and school reform. Action research in schools is also called practitioner research, teacher inquiry, or teacher research, although the process can certainly be used by other school personnel besides teachers, including coaches, counselors, principals, superintendents, librarians, technology specialists, and other education professionals.<sup>4</sup> It means that action research is a process to improve aspects of teaching to decide appropriates of certain activities of procedures and requires testing of our ideas about education.

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had

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<sup>4</sup>Donald Ary, Lucy Cheser Jacobs, et.al., *Introduction to Research in Education* (Canada: Nelson Education, Ltd, 2010), p. 513.

done. Action means implementation about the content of action in the classroom. The action and the observation can not be separated each other, because the teacher must do the return observation while writing what is done. Reflection is to propose what have done.

In this research, the researcher joins with the teacher to become a team work who work together to solve the students' problem in the classroom especially in increasing English pronunciation through drill method.

### **C. The Participants**

The subject of the research was grade VIII/8 class which consists of 23 students. The reason for choosing this class was because the researcher found the students' pronunciation in this class is low.

### **D. The Research Cycle**

In this research, the researcher applied two cycles. Each cycle consists of two meetings. Each meeting consists of 45 minutes. So, there are four meetings during research process. Each cycle consists of four steps, they are: planning, Acting, observing, and reflecting. The classroom action research based on the following assumption: for the first cycle, the students' pronunciation is measure and their problems pronunciation is analysis. The second cycle, students' become active and interest in learning process. It will see from the students' activities in the class.

## **E. The Procedures for Classroom Action Research**

Before doing the research procedure, the researcher administrated observation and got the license research from the school and orientations identify the basic knowledge of students about pronunciation in the school. The procedure of data collection of the study was conducted within two cycles. First cycle was two meetings; second cycle was two meetings, so there were four meetings in the action research. Each meeting included four stage namely planning, action, observation, and reflection.

The procedures of First Cycle were:

### **1. The First meeting**

#### **a) Planning**

Planning was arrangement of doing something. Planning also means the reflection of the action had done. In planning, it was considered everything related to the action and it was also preeparing everything that needed in teaching and learning process. There were many activities that has been planned, they were:

1. Making lesson plan which cover the step action. The purpose of making lesson plan in order we know what we teach in the classroom.
2. Preparing the teaching material of pronunciation. With preparing the teaching material, it can easy in teaching in the classroom.
3. Preparing the instruments for collecting data; observation and test.



b) Action

Action is the implementation of planning. In this act, the steps that are going to be practiced by teacher in teaching through drill as follows:

1. Introduces the phonemic symbols and concept of drill and with the advantages for the students. Tell them that drill would be helpful to distinguish the sounds of words that improve their pronunciation.
2. Presents to students the pair of words and drill the pairs to those words together using teacher's guidance. Then ask some of them to pronounce it by themselves.
3. Ask them to recognize if the pair of words that teacher said is same or different. This is hopefully useful for checking their listening comprehension.
4. Selects the sounds that are seemed similar. The purpose of selects of sounds in order we know the kinds of the sound.
5. After drill the pair of words, asks students to answer the question on worksheet in pair (student A and B).
6. Evaluation them using an oral test to check their progress in pronunciation. Evaluation also can improve students' in learning English.

c) Observation

Observation is a process done to know something deep and directly. In this research, the observations focus on the situation of teaching – learning process, students' activities, students' ability in understanding the pair of words, students' comprehension about the drill, and the interaction between teacher and students.

d) Reflection

The reflection relates to the process and the effects of the action. It is also the evaluation of the action. The evaluation covered evaluating students' pronunciation scores and the result of observation which purpose to analyze the situation and make a conclusion.

2. The Second meeting

a) Planning

In this phase, the researcher prepared the teaching material of pronunciation. The teaching material is about minimal pair words. Besides it, the researcher also prepared the instruments for collecting data; observation and test.

b) Action

In this phase, the researcher will be present to students the pair of words and drill the pair to those words. The pair of words are appropriate with an indicator of action. Then, ask them to pronounce the words in front of class. The English teacher was corrected the

students' pronunciation. With correct the students' pronunciation, the English teacher will know which the good or not.

c) Observation

Teacher and both observed students' pronunciation activity of the learning by using drill. In this phase, the researcher keeps observing every class condition, learning and teaching process. Not only that, the researcher observed the students' pronunciation.

d) Reflection

The students' pronunciation must be increased. It can be seen from their score. So, the second cycle must be done to get more the improvement of students' pronunciation.

The procedures of second cycle were:

1. The third meeting

a) Planning

In this phase the researcher make the second lesson plan, prepared the teaching material of pronunciation and prepare the test. In this second cycle indicator achievement must be achieved in the goal special instructional is 75%. After achieve indicator achievement mention then research is not continued.

b) Action

In action of this third meeting, the teacher and the researcher carry out the items which have been planned. Such as give some

examples about the pair words for students. Not only that, teacher and the researcher explain again about drill, ask the students to find out the words, test the students with oral test in front of class. Therefore, the teacher implemented lesson loud reading based on lesson plan the value of reflection on the first cycle.

c) Observation

Doing observation to lesson activity included accuracy students in loud reading they are intonation, expression and rest exactly. In this research, the observations focus on that the researcher keeps observing every class condition, learning and teaching process. Not only that, the researcher also observe students' pronunciation by using test.

d) Reflection

In this cycle evaluated about actions have been done. The things wrote is how the big change or improvement the value of study students loudly reading by using cooperative learning. The students' pronunciation more accurately than their pronunciation in the first cycle but it must be increased for the last meeting.

2. The fourth meeting

a) Planning

In this phase, the researcher must prepared the teaching material of pronunciation. The teaching material is about words. The word is not difficult and can be understood students. Not only that, the

researcher prepared the instruments for collecting data; observation and test.

b) Action

In this phase, the researcher must be explained about the drill method and the intonation. The researcher also present to students the example of intonation and drill the pair to those words. The pair of words is appropriate with indicator of action. Ask them to pronounce the words in front of class. The English teacher was corrected the students' pronunciation.

c) Observation

Teacher and both observed students' pronunciation activity of the learning by using drill. In this phase, the researcher keeps observing every class condition, learning and teaching process. Not only that, the researcher observed the students' pronunciation especially intonation, they are falling intonation and rising intonation. With observed the students' pronunciation the researcher will know the bad or good students' pronunciation.

d) Reflection

The researcher had been reflected the all meetings and analysis to make conclusion of using drill in teaching students' mastery in pronunciation. These meetings were what the researcher said in the second cycle.

## **F. The Instrument of Collecting Data**

In this research, the students' pronunciation tests use quantitative research approach. Meanwhile, qualitative approach consists of observation and interview.

### **1. Tests**

In this research, the researcher uses tests to measure the students' pronunciation mastery. The test taken before action done. The researcher uses the pre-test and post-test. It can be used to get the students' score of their pronunciation by using the appropriate instruments. These test are also use to know about the improvement for their pronunciation. So, the researcher has some indicators in pronunciation test by drill method, as follow:

- a. The falling intonation
- b. The rising intonation

### **2. Observation**

In this research, the researcher observes all the condition that happen during the teaching and learning process. It is filled by the English teacher as the observer. It will be focused on the situation and the students' activeness of teaching – learning process in which drill is applied in the class. In this observation reseaecher doing collaboration with an English teacher at grade VIII SMP N 5 Padangsidimpuan.

### 3. Interview

The researcher interviews the teacher and the students about the students' problem in English subject. In addition, the researcher also interviews the teacher about the effort in applying teaching method and how the students' condition while the teaching-learning process in which drill is applied in the class. Interview to English teacher had been done on 03 Mei 2017.

### **G. The Technique of Analysis Data**

In this research, the technique of data analysis:

Count quantitative data by computing the score of the students' test. It is used to calculate the average of the student's score for each test which are pre-test, post-test 1 and post-test 2. This formula is to get the average the students' pronunciation score.<sup>5</sup> The formula is:

$$X = \frac{\sum X}{N} \times 100 \%$$

Which:

X : The mean of the students

$\sum^X$  : The total scores

N : The students' size

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<sup>5</sup>Sudjana, *Metode Statistika Ed. 6* (Bandung: Tarsito, 2000), p. 67.

To calculate the students' improvement of pronunciation test score, the researcher calculates the test in cycle 1 and 2 by using the formula.<sup>6</sup> The formula to calculate the test will be explained as follows:

To calculate the cycle 1:

$$P = \frac{y^1 - y}{y} \times 100 \%$$

Which:

P : Percentage of students' improvement

y : Pre-test result

y<sup>1</sup> : Post-test 1

To calculate cycle 2:

$$P = \frac{y^2 - y}{y} \times 100 \%$$

Which:

P : Percentage of students' improvement

y : Pre-test result

y<sup>2</sup> : Post-test 2

## H. The Validity of Data

Validity is an essential criterion for evaluating the quality and acceptable of the research. Regarding validity in action research, the research adopts Borg and Gal criterion that mention validity of action research

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<sup>6</sup>David E, Metzger, *The Relationship between Mathematics Preparation and Conceptual Learning Gains in Physics: A Possible Hidden Variable in Diagnostic Pretest Scores* (Iowa: Department of Physics and Astronomy, 2008), p. 3.



including outcome validity, process validity, democratic validity, catalytic validity, and dialog validity.<sup>7</sup> In this research, the researcher uses process validity, democratic validity, dialog validity and outcome validity. Process validity is to search the properness of process that is developed in steps of classroom action research. It could be seen from the outcome of observation. In this case, the researcher notes all events happening during the classroom action research. Then, democratic validity could be seen from the collaborative between the researcher, the teacher and the students as participants. Next, dialog validity could be seen from the dialog between the research and research partner in arranging and reviewing the result of the research. The last, outcome validity could be seen from the result of the test. When the result of cycle two is better than cycle one, it means that the research is successful.

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<sup>7</sup>Kunandar, *Langkah Mudah Penelitian ...* p. 104—107.

## **CHAPTER IV**

### **THE RESULT OF THE RESEARCH**

This chapter discussed about the result of the research. The researcher analyzed each data that has been gotten from the teaching learning process. The result based on the analysis of data collected from the implementation of drill method to improving English pronunciation in two cycles. This chapter presented the process of improvement students' pronunciation skill and the result of students' pronunciation skill through Drill Method at Grade VIII SMP N 5 Padangsidimpuan. The descriptions were as follows:

#### **A. The Data Description**

##### **1. Students' improvement in pronunciation**

Researcher divided this action research into two cycles. Each cycle consisted of four stages; plan, action, observation, and reflection. Researcher will describe learning process and students' score of cycle 1 and cycle 2.

##### **a. Cycle 1**

###### **1) Learning Process of 1<sup>st</sup> cycle**

Teacher began the learning with opening and continuously introduced the planned drill. Teacher explained the purpose of the drill to improve their pronunciation skill. Students paid full

attention and seemed thinking what would happen in the classroom.

The drill method was implemented during the process when the materials were explained and when the students were doing the class activities. The materials given in this cycle were about expression of satisfaction.

In the first meeting, each student was given a handout about the materials. The students were asked to read the handouts and were given a brief explanation about the materials. The researcher also checked the students' understanding about the learning materials. There were some stages in teaching activity and there were five criteria of teaching and learning process for every cycle. They were the teacher's physic appearance and written, teacher's procedures in teaching, teacher's material, teacher's reinforcement and interaction with students and teacher's sound and classroom management.

Teacher's physical appearance when the first time came to the class. The first, teacher wore blue shirt, black skirt, black veil, brown shocks, black shoes. The second, teacher stood in front of the class and wrote by face to students. The third, teacher wrote definition of pleasing experience and wrote expression of satisfaction while explanation about it. The last, teacher's written

not too small and not too big in the whiteboard and when teacher stood in the back side to control the students then the teacher saw that written readable.

Teacher's teaching procedures. The first, teacher asked students' condition. The second, teacher checked students' presents lists. The third, the teacher delivered the material and explain it. Then, teacher gave a question or task to the students.

Teacher's explanation the process. The first, teacher gave the material to the students. Then, teacher's explained the definition, function and the characteristics of the material learned. Teacher's reinforcement and interaction with students in the classroom. The teacher gave reward to the students with said: good, very good, smart, right, give applause and the teacher gave the feedback on the students progress by respecting or responding to what the students say.

Teacher' sound classroom management. The teacher gave the students few minutes to clear their chair when their chair was untidy. Then, if the students make a noisy in the classroom so the teacher told them and order them to listen and pay attention to the teacher's explanation then they will get the material.

## 2) Students' Pronunciation Skill Score in the 1<sup>st</sup> cycle

The researcher had found the students' pronunciation skill scores in the first cycle as the following table below:

**Table 1**

**Students' Pronunciation Score in the First Cycle**

No	Name	Total	Score (Total x 5)
1.	AR	10	50
2.	ASO	17	85
3.	AAG	14	70
4.	BA	14	70
5.	CC	13	65
6.	DRH	10	50
7.	ES	17	85
8.	EJAH	12	60
9.	IMS	13	65
10.	JP	10	50
11.	LRH	16	80
12.	MH	16	80
13.	MAL	18	90
14.	MR	12	60
15.	NH	16	80
16.	PHH	13	65
17.	PYH	13	65
18.	REP	13	65
19.	RHG	13	65
20.	RMM	13	65
21.	RPH	16	80
22.	YAS	16	80
23.	YAS	14	70
Total scores		319	1595
Mean		13.86	69.34
Percentage		34.78 %	

\*The students who passed the passing grade (75) in the first cycle.

Based on the table above, it concluded that the students' achievement in pronunciation was low. In the 1<sup>st</sup> cycle, there were only five students passed the passing grade (75). Based on the table above, the students' mean score in the 1<sup>st</sup> cycle was 69.34 and the percentage was 34.78 %. It means that this result could not fulfill of the criteria of success. It didn't show improvement. So, the researcher would continue to 2<sup>nd</sup> cycle. In the next learning, it was needed to overcome students' motivation to have high pronunciation skill. Re-planning of the drill method in the 1<sup>st</sup> cycle, this resolved in the 2<sup>nd</sup> cycle.

## **b. Cycle 2**

### **1) Learning process of 2<sup>nd</sup> cycle**

In cycle II, drill method was still used during the teaching and learning process. The method was applied when the materials were explained and when the students conducted group discussions.

In the cycle II, the students' knowledge was built by giving examples on expression of dissatisfaction. The students were also encouraged to speak up by asking them about their disappointing experiences. Each student that was given a handout. The handouts contained expressions of dissatisfaction. The students were drilled in pronouncing the expression by asking them to repeat after him.

This activity was done to familiarize them with the expressions and to teach them how to use appropriate intonation.

The 2<sup>nd</sup> cycle was done to solve the problems that had been found in 1<sup>st</sup> cycle, which were students still low in English pronunciation. There were also some stages in teaching activity from opening until closing the class. There were five criteria of teaching and learning process for every cycle. They were the teacher's physical appearance and written, teacher's procedures in teaching, teacher's material, teacher's reinforcement and interaction with students and teacher's sound and classroom management.

Teacher's physical appearance when came to the class. The first, teacher wore grey shirt, black skirt, brown shocks, black shoes. The second, teacher stood in front of the class and wrote by face to students. The third, teacher wrote definition of disappointing experience and wrote expression of satisfaction while explanation about it. The last, teacher's written not too small and not too big in the whiteboard.

Teacher's teaching procedures. The first, teacher asked students' condition. The second, teacher checked students' presents lists. The third, the teacher delivered the material and explain it. Teacher's explanation the process. The first, teacher

gave the material to the students. Then, teacher's explained the definition, function and the characteristics of the material learned.

Teacher's reinforcement and interaction with students in the classroom. The teacher gave reward to the students with said: good, very good, smart, right, give applause. Then the teacher gave the feedback on the students progress by respecting or responding to what the students say.

Teacher' sound classroom management. The teacher gave the students few minutes to clear their chair when their chair was untidy. Then, if the students make a noisy in the classroom so the teacher told them and order them to listen and pay attention to the teacher's explanation.

## **2) Students' Pronunciation Skill Score in the 2<sup>nd</sup> cycle**

Learning in the 2<sup>nd</sup> cycle was based the re-planning, thus it was found the improvement of students' speaking skill and the influencing factors of the students' pronunciation skill. The result of students' pronunciation skill improvement is presented in the following table.



**Table 2****Students' Pronunciation Score in the Second Cycle**

No	Name	Total	Score (Total x 5)
1.	AR	14	70
2.	ASO	19	95
3.	AAG	16	80
4.	BA	16	80
5.	CC	16	80
6.	DRH	13	65
7.	ES	18	90
8.	EJAH	15	75
9.	IMS	15	75
10.	JP	14	70
11.	LRH	18	90
12.	MH	17	85
13.	MAL	18	90
14.	MR	15	75
15.	NH	18	90
16.	PHH	15	75
17.	PYH	16	80
18.	REP	15	75
19.	RHG	18	80
20.	RMM	15	75
21.	RPH	17	85
22.	YAS	17	85
23.	YAS	16	80
Total scores		371	1845
Mean		16.13	80.21
Percentage		86.95 %	

\*Students did not pass the passing grade (75) in the 2<sup>nd</sup> cycle.

From the table above, it could be concluded that the students' achievement in the 2<sup>nd</sup> cycle was increased. In the 2<sup>nd</sup> cycle, there were only three students did not pass the passing grade (75). Students' achievement in pronunciation was

categorized well. The students score in the 2<sup>nd</sup> cycle got improvement from the 1<sup>st</sup> cycle. It shown that the 1<sup>st</sup> cycle was 69.34 (34.78%) and 2<sup>nd</sup> cycle was 80.21 (86.95%).

**c. Comparison of students' improvement in 1<sup>st</sup> cycle and 2<sup>nd</sup> cycle**

Based on the observations of students' pronunciation, it can be concluded that students' pronunciation skill had improved by using drill method. The result of the test of the first cycle, there was three students got 50 score, two students got 60 score, seven students got 65 score, three students got 70 score, five students got 80 score, two students got 85 score and one student got 90 score. It can be concluded that from 23 students at thr Grade VIII SMP N 5 Padangsidimpun, there were only 8 students passed the passing grade 75 score. Meanwhile, there were 15 students did not pass the assing grade 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1595}{23}$$

$$x = 69.34$$

based on the calculation, the mean score of the class in first test was 69.34. it showed that the students' speaking skill was categorized into low categories. The second step is to know the

percentage of students' score who passed the passing grade 75 score.

It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{8}{23} \times 100\%$$

$$P = 34.78\%$$

Then, in the second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. There was one student got 65 score, two students got 70 score, six students got 75 score, six students got 80 score, three students got 85 score, four students got 90 score, and one student got 95 score.

It can be concluded that from 23 students at the Grade VIII SMP N 5 Padangsidimpun, there were three students did not pass the passing grade 75 score. Meanwhile, there were 20 students passed the passing grade 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1845}{23}$$

$$x = 80.21$$

Based on the calculation, the mean score of the class in second test was 80.21. it showed that the students' pronunciation was categorized into high category. The second step is to know the percentage of students' score who passed the passing grade 75 score.

It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{20}{23} \times 100\%$$

$$P = 86.95\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test the improvement from the first test; in the first test the mean score was 69.34 (34.78%), it was included very category. The improvement of mean score in second tests was 80.21 (86.95%), it was included into high category. The comparison of students' speaking skill in each cycle based on their gotten score is shown in the table below:

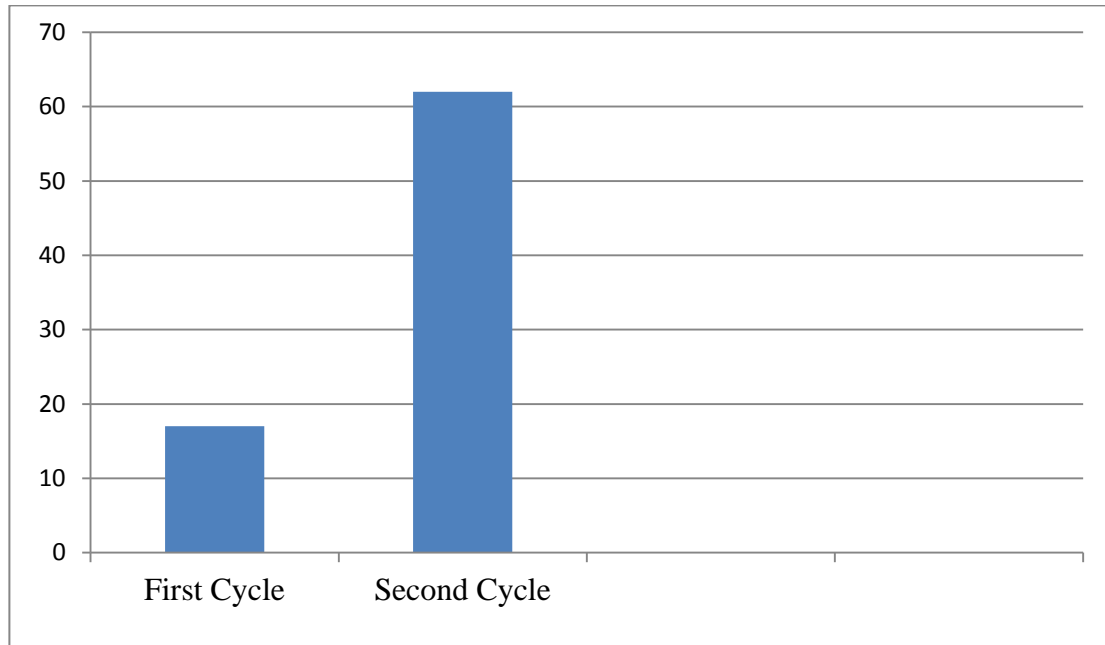
**Table 3**

**Comparison of Students' Improvement in Cycle 1 and Cycle 2**

No	Name	Cycle 1 First Test	Cycle 2 second test	State
1.	AR	50	70	Improved
2.	ASO	85	95	Improved
3.	AAG	70	80	Improved
4.	BA	70	80	Improved
5.	CC	65	80	Improved

6.	DRH	50	65	Improved
7.	ES	85	90	Improved
8.	EJAH	60	75	Improved
9.	IMS	65	75	Improved
10.	JP	50	70	Improved
11.	LRH	80	90	Improved
12.	MH	80	85	Improved
13.	MAL	90	90	Improved
14.	MR	60	75	Improved
15.	NH	80	90	Improved
16.	PHH	65	75	Improved
17.	PYH	65	80	Improved
18.	REP	65	80	Improved
19.	RHG	60	65	Improved
20.	RMM	65	75	Improved
21.	RPH	80	85	Improved
22.	YAS	80	85	Improved
23.	YAS	70	80	Improved
Total score		1595	1845	Improved
Mean score		69.34	80.21	Improved

Based on the table above, students got improvement on their score. From the students' mean score; the first cycle students' mean score were 69.34 and the second cycle students' mean score were 80.21. from the students' percentage; the first cycle, there were 8 students passed the passing grade (34.78%). The second cycle, there were 20 students passed the passing grade (86.95%). The differences showed that there was an improvement of students' English pronunciation. The differences showed in the following chart.



**Chart 3.1**

**The Comparison Mean Score between First Cycle and Second Cycle**

So, from the table and charts above that could be concluded the students' English pronunciation by using drill method could improve their pronunciation at grade VIII SMP N 5 Padangsidimpuan.

**B. The Discussion of the Data after Classroom Action Research (CAR)**

The discussion of the data after implementation the action consisted of the result of the tests. The data on students' pronunciation score were obtained from students' pre-test, cycle 1 and cycle 2. The students' score of pre-test, cycle 1 and cycle 2 are illustrated into a table as following:

**Table 4**

**The Result of Pre-test, Cycle 1 and Cycle 2**

<b>NO.</b>	<b>STUDENTS' INITIAL</b>	<b>PRE-TEST</b>	<b>CYCLE 1</b>	<b>CYCLE 2</b>
1.	AR	40	50	70
2.	ASO	75	85	95
3.	AAG	65	70	80
4.	BA	65	70	80
5.	CC	60	65	80
6.	DRH	35	50	65
7.	ES	75	85	90
8.	EJAH	45	60	75
9.	IMS	55	65	75
10.	JP	40	50	70
11.	LRH	65	80	90
12.	MH	70	80	85
13.	MAL	75	90	90
14.	MR	50	60	75
15.	NH	70	80	90
16.	PHH	60	65	75
17.	PYH	70	65	80
18.	REP	65	65	75
19.	RHG	60	65	80
20.	RMM	55	65	75
21.	RPH	70	80	85
22.	YAS	70	80	85
23.	YAS	70	70	80
	Total	1405	1595	1845
	Mean = $\frac{\sum X}{N}$	61.08	69.34	80.21

From the table above, the researcher get the result of data when the pre-test, cycle 1 and cycle 2 in this class. Not only that, when the researcher done test to students in the classroom also helped by using recorder. This recorder was very helped researcher in knowing the students' pronunciation.

After getting the students' score from the table above, the researcher calculated to get the mean score of the pre-test and the percentage of students' who passed the Criterion of Minimum Completeness (KKM). The calculation was used as follows:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1405}{23}$$

$$x = 61.08$$

from the computation, the mean score of the class in pre-test was 61.08. It means that the students' pronunciation score before implementing Classroom Action Research (CAR) was 61.08. Not only that, from the table above, there were 3 students (13.04%) who passed the Criterion of Minimum Completeness (KKM). After the researcher found the mean score in pre-test, the researcher calculated the post-test 1.

#### 1. The result of post-test of cycle 1

The researcher calculates the post-test 1 in after cycle 1 by using the formula as follows:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1595}{23}$$

$$x = 69.34$$



The second step was to get the percentage of students who passed the KKM score. The researcher computes by used the formula as follows:

$$P = \frac{y1-y}{y} \times 100\%$$

$$P = \frac{69.34-61.08}{61.08} \times 100\%$$

$$P = 13.52 \%$$

So, the percentages of students' mean score improvement from pre-test to cycle 1 is 13.52 %. Not only that, from the table above, there were 8 students (34,78%) who passed the Criterion of Minimum Completeness (KKM). It means that, the improvement of students' pronunciation did not valuably increase.

## 2. The result of post-test of cycle 2

After calculated the students' score in post-test1, the third step is to calculate the post-test 2, it can be seen follows:

$$x = \frac{\sum x}{N}$$

$$x = \frac{1845}{23}$$

$$x = 80.21$$

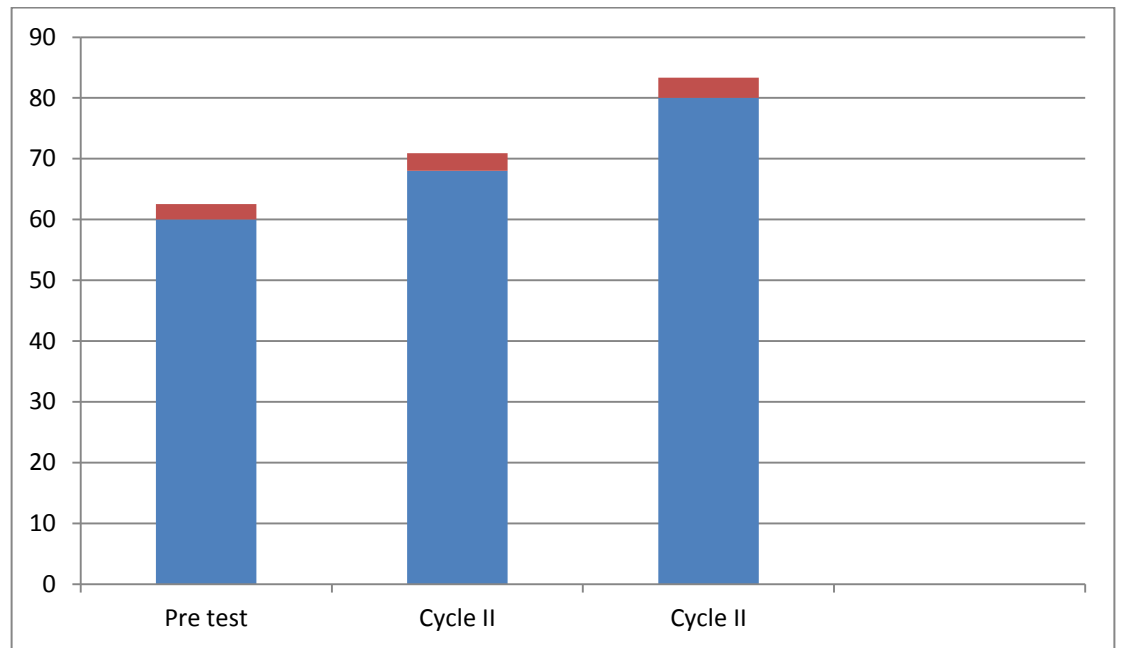
To calculate the percentage of students' pronunciation score, the researcher used the formula as follows:

$$P = \frac{y2-y}{y} \times 100\%$$

$$P = \frac{80.21-61.08}{61.08} \times 100\%$$

P = 31.31 %

from the computation, the percentage of students' improvement was 31.31 %. Not only that, from the table above, there were 20 students (86.95 %) who passed the Criterion of Minimum Completeness (KKM), the mean score is 80.21. it means that the students' mean score of post-test 2 showed the higher improvement and the Classroom Action Research (CAR) through drill method was successful.



**Figure 4.1**

**Diagram of The Result of Pre-test, Cycle I and Cycle II**

### **C. Influencing Factor on Students Pronunciation Skill Improvement**

There were many problems that found in every cycle until to get the improvement of students' English Pronunciation. The problems were appeared because some factors that influenced students. Researcher would explain some problems were appeared in every indicator of pronunciation as below:

#### 1. The falling intonation

The students' problem was difficulty to pronounce the words, because what was in written English was different when it was read and they usually read the writing of the words so that they were often wrong in pronouncing the English word, and they did not know how to pronounce the words. Students' mistakes in pronouncing words were:<sup>1</sup> choose = cos, yesterday = yesterdai, flower = flower, table =tabel, cook = cok, much = much, and others.

So, students were still low in falling intonation. In order to make the falling intonation of students improved, the teacher had to give more practice to the students to make it better. So, for solving students' problem in difficulty to pronounce the researcher motivates students to be diligent in training their pronunciation and gave them illustration if someone could speak English and could not speak English, it is aim was to get their interest in training their pronunciation generally in learning English, and

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<sup>1</sup>The bold words are the correct pronunciation

teaching learning process, researcher gave the some vocabularies especially the difficult words that they didn't know before starting the next meeting.

## 2. The rising intonation

Students' problem were difficult in English pronunciation the rising intonation because their utterances low, hesitant and occasionally hesitant because of grouping intonation. So, for solving the students' problem in rising intonation researcher motivated them to train their pronunciation and to record their speech so that they could know about their ability and the teacher gave necessary instrument when learning process was running such as using filler in their speech so that their speech became coherence and understandable speech.

## **D. Discussion**

Based on theory that the pronunciation was very important in studying English. Pronunciation mastery is one of the main skills have to be mastered by students. Without mastering pronunciation, students are not able to get the best of English language skills, such as reading, writing, speaking, and listening.

In this research, the researcher searched Improving English Pronunciation through Drill Method at Grade VIII SMP Negeri 5 Padangsidempuan. The researcher wanted to know the students' ability in pronunciation especially in falling intonation and rising intonation. The

researcher conducted with a test. The research who conducted the test to determine the level of the students' ability in pronunciation. The test is that have been conducted by researcher.

After doing this research based on the test, the mean score of Improving English Pronunciation through Drill Method at Grade VIII SMP Negeri 5 Padangsidempuan was 80.21. it could be categorized into high ability. So, from the result the researcher concluded that hypothesis accepted.

## CHAPTER V

### THE CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings of this research, the researcher concluded that drill method was an effective method in teaching pronunciation. It showed that the students' mean score increased from the pre-test, first test in cycle 1 and second test in cycle 2 the hypothesis could be accepted. It could be seen by the calculation result of test in pre-test the mean score was 61.08 and students passed the KKM 3 person (13.04 %), test in cycle 1 the mean score was 69.34, the percentage of students' improvement was (13.52 %) and students passed the KKM 8 person (34.78 %). The result of the second test in cycle 2, the mean score was 80.21, the percentage of students' improvement was (31.31 %) and students passed the KKM 20 person (86.95 %) from 23 students achieved the minimum standard score in pronunciation. It could be concluded that English pronunciation could improve through drill method at grade VIII SMP Negeri 5 Padangsidempuan.

#### B. Suggestion

Based on the result of the research findings, the research would like to give some suggestion as follows:

1. For the English teacher

English teacher could be more creative to teach English especially English pronunciation because it will make the students enjoyable in teaching learning process.

2. For the students

By conducting this study , it is hoped that the students could improve their pronunciation. They should share their difficulties to their English teacher in learning English especially English pronunciation.

3. For other researchers

For other researchers who want to conduct with the same subject, especially teaching English pronunciation, this research could be used as an additional reference.

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## CURRICULUM VITAE

### A. Identity

Name : YUSRIANI  
Nim : 12 340 0121  
Place and Birthday : Aek Garingging, 22 February 1994  
Sex : Female  
Religion : Moslem  
Address : Aek Garingging, Kec. Lingga Bayu, Kab. Madina  
(Mandailing Natal)

### B. Parent

1. Father's name : Hasan Basri  
2. Mother's name : Evi Khairani

### C. Educational Background

1. Elementary School : SD N AEK GARINGGING (2006)  
2. Junior High School : MTsN SIMPANGGAMBIR (2009)  
3. Senior High School : MAN SIMPANGGAMBIR (2012)  
4. Institute : IAIN PADANGSIDIMPUAN (2017)

## APPENDIX 1

### Lesson Plan in Cycle I

School : SMP Negeri 5 Padangsidempuan

Subject : English

Class/Semester : VIII/8

Aspect/Skill : Speaking

Theme : -

Kind of Text : Transactional/Interpersonal

Time Allocation : 2 x45 minutes

A. Standard Competency : reveal meaning in transactional and interpersonal conversations short verbal simple to interact with the surrounding environment.

B. Basic Competency : reveal meaning in transactional and interpersonal conversations short by using a variety of simple spoken language accurately, fluently, and thank to interact with the immediate environment that involves speech act: telling someone to do something, agreeing to do something, refuses to do something, praise someone or something.

C. Indicator : 1. Respond properly to the speech act, tell someone to do something, agreeing to do something, refuses to do something, praise someone or something.

2. perform various speech acts in the oral discourse of interpersonal/ transactional.

D. Learning Objectives

At the end of the lesson, students can:

1. Respond properly to the speech act, tell someone to do something, agreeing to do something, refuses to do something, praise someone or something.

2. perform various speech acts in the oral discourse of interpersonal/ transactional.

E. Character of students expected

1. Trustworthines
2. Respect
3. Diligence

F. Learning Method : Drill Method

The procedure of drill method :

1. Students first hear a model sentence. containing the key structure that are the focus of the lesson. They repeat each line of the sentence, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction is direct and immediate.
2. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction is direct and immediate.
3. The sentence is read aloud in chorus, one half saying one speaker's part and one other half responding.
4. The sentence is adapted to the students' interest or situation, through changing certain key words or phrases.
5. Certain key structure from the dialogue are selected and use as the basis for pattern drills of different kinds.
6. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.
7. Follow-up activities may take place, where further sentence and drill work is carried out.

G. Learning Material

1. Asking, accepting, and refusing to do something
  - a. Asking someone to do something:  
Neutral : - Would you like to stand up?  
- Why don't you stand up?

- Will you stand up, please?
- I'd like you to stand up, please?

Informal : stand up, please.

- Formal : - Would you be so kind as to stand up?  
 - Would you mind standing up?  
 - Please, do stand up.

b. Accepting to do something:

Neutral : - yes, (of course)  
 - of course

Informal : - sure  
 - yeah  
 - ok.  
 - problem

Formal : - I see no objection  
 - Certainly

c. Refusing to do something:

Neutral : - I'm sorry, I can't.  
 - I'm afraid, I can't.

Informal : - no way.  
 - Sorry.  
 - No, I can't.  
 - I'm sorry.

Formal : - I'm afraid it's not possible....  
 - I'm so sorry, but....

2. To praise someone or something

**How + Adjective + S + Auxiliary**

Your book is very thick → how thick your book is!

This shirt is very big → how big this shirt is!

These clothes are expensive → how expensive these clothes are!

To answer the praising:

**Thank you.**

To accepting the praising:

**how thick your book is!** → **it is.**

**how expensive these clothes are!** → **they are.**

## H. Learning Activity

### 1. Introduction Activities

#### a. Greeting

#### b. Apperception

- Frequently asked questions about the expression of telling someone to do something, agreeing to do something, refuses to do something, praise someone or something.

#### c. Motivation

- Explaining the importance of the material to be studied in the following competencies that must be mastered.

### 2. Core Activities

#### a. Exploration

In exploration activities:

- Engaging learners seeking extensive information about the topic/theme of the material to be learned from various sources about telling someone to do something, agreeing to do something, refuses to do something, praise someone or something.
- Students complete the dialogue is based on an image by using phrases that are being studied.
- Acting out a dialogue between friends in front of the class.
- Understanding phrases contained in the dialogue.

- Responding to expressions contained in the dialogue between the traveler and boys, foreigners and girls, and between brother and sister.

b. Elaboration

In elaboration activities:

- Students practice the pronunciation of the vocabulary in conversations with correct pronuncciation.
- Students are introduced to intonation and read the words on the chart together.

c. Confirmation

- Student exercises “intonation”

3. Closing Activities

- Concluding the learning materials.
- Asking the students’ understanding of the material being studied.
- Assign students to create a dialogue.

I. Learning Resources

1. English book for grade VIII
2. Phonetic chart
3. Dictionary

J. Indicator and Assesment

No	Indicators	Test	
		Oral	Text
1.	Reveal expressions have someone do something, agreeing to do something, refuses to do something, praise someone or something.	√	√
2.	Responding to expressions of telling someone to do something, agreeing to do something, refuses to do something, praise someone or	√	√



	something.		
3.	Making a brief dialogue	√	√

Instrument: attached

K. Guidelines for assesement and rubric assessment

1. Each correct answer was given = 10
2. Maximal value = 100
3. Total = correct answer x 10

No	Commentary	Score
1.	Correct pronunciation, intonation precise and smooth	>80
2.	Correct pronunciation, proper intonation and substandard	70-79
3.	Correct pronunciation, intonation is less precise and less smoothly	65-69
4.	Less correct pronunciation, intonation is less precise and less smoothly	60-64
5.	All are less precise	<59

Padangsidempuan,

2017

Approved by,

Teachers Tutor

Student of IAIN

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## APPENDIX 2

### Lesson Plan in Cycle II

School	: SMP Negeri 5 Padangsidempuan
Subject	: English
Class/Semester	: VIII/8
Aspect/Skill	: Listening
Theme	: -
<u>Time Allocation</u>	<u>: 2 x45 minutes</u>

- L. Standard Competency : to understand the meaning in a simple transactional and interpersonal conversations to interact with the surrounding environment.
- M. Basic Competency : respond to a different meaning of the word sense but similar sound.
- N. Indicator : 1. Identify the sounds of intonation  
2. identify the different of intonation
- O. Learning Objectives  
At the end of the lesson, students can:
3. Identify the sounds minimal pair words.
  4. identify the different of words with similar meaning but different sound.
- P. Character of students expected
4. Trustworthines
  5. Respect
  6. Diligence
- Q. Learning Method : Drill Method  
The procedure of drill method :
8. Students first hear a model sentence. containing the key structure that are the focus of the lesson. They repeat each line of the sentence, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction is direct and immediate.
  9. They repeat each line of the dialogue, individually and in chorus. The teacher pays attention to pronunciation, intonation, and fluency. Correction is direct and immediate.
  10. The sentence is read aloud in chorus, one half saying one speaker's part and one other half responding.
  11. The sentence is adapted to the students' interest or situation, through changing certain key words or phrases.

12. Certain key structure from the sentence are selected and use as the basis for pattern drills of different kinds.
13. These are first practiced in chorus and then individually. Some grammatical explanation may be offered at this point, but this kept to an absolute minimum.
14. Follow-up activities may take place, where further sentence and drill work is carried out.

#### R. Learning Material

##### Intonation

- a. Intonation is the way the voice goes up and down in pitch when we are speaking.
- b. Example:
  1. Is he a doctor?
  2. She was born in 1998? —
  3. Sit down, Ani
  4. Are you living here?
  5. Please buy some food

#### S. Learning Activity

4. Introduction Activities
  - d. Greeting
  - e. Apperception
    - Frequently asked questions about intonation
  - f. Motivation
    - Explaining the importance of the material to be studied in the following competencies that must be mastered.
5. Core Activities
  - d. Exploration
 

In exploration activities:

    - The teacher explains the intonation along with the examples.
    - The teacher explains the intonation.
    - The teacher pronounces the words and the students repeat the text clearly and correctly.

e. Elaboration

In elaboration activities:

- Teacher orders to find out the intonation with sounds above.
- Students practice the pronunciation of some of intonation.
- Classify students based on word sound.

f. Confirmation

- Student order to find the new intonation.

6. Closing Activities

- Concluding the learning materials.
- Asking the students' understanding of the material being studied.
- Asking the students' difficulties.

T. Learning Resources

4. English book for grade VIII
5. Phonetic chart
6. Dictionary

U. Indicator and Assesment

No	Indicators	Test	
		Oral	Text
1.	Saying words with intonation correctly and accurately	√	-
2.	Students said the words based on sound and intonation.	√	-

Instrument: attached

V. Guidelines for assesment and rubric assesment

4. Each correct answer was given = 10
5. Maximal value = 100
6. Total = correct answer x 10

No	Commentary	Score
1.	Correct pronunciation and choice of words with intonation correctly.	10
2.	Less correct pronunciation and choice of words with intonation correctly.	5
3.	All is not correct.	0

Padangsidempuan,

2017

Approved by,

Teachers Tutor

Student of IAIN

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Headmaster

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APPENDIX 3

Pronunciation Test (cycle 1)

Name

Class

Date

Directions:

I. Read the following sentences

1. She goes to market.
2. I hope that you can come.
3. He is opening the book now.
4. I saw him last night.
5. The boy is tall.
6. We drank milk yesterday.
7. They cut grass in the yard.
8. My dad is very handsome.
9. Aunt buys ball for me.
10. They work in the garden.
11. Raise your right hand.
12. I like this blue shirt.
13. He swims in the river.
14. This cake is easy to make.
15. She can never understand.
16. They never eat meat.
17. The shop is very big.
18. We will close the house.
19. I borrow your car.
20. You must bring your book tomorrow.

Score:

Validator

Hamka, M.Hum

NIP. 19840815 200912 1 005

APPENDIX 4

Pronunciation Test (Cycle II)

Name  
Class  
Date

Directions:

Read the following sentences

1. They go to the zoo.
2. She read book.
3. I choose for study.
4. You smoke very much.
5. Take your shoes.
6. They live in canada.
7. She is the best in my school.
8. We see fish in the sea.
9. He has ten cats.
10. I cook rice everyday.
11. Put the flower in the vase.
12. The boy is sick.
13. He said that he will come.
14. They will arrive yesterday.
15. The women do all the work.
16. The bird fly in the sky.
17. We must clean the table.
18. My brother is very smart.
19. she went to india.
20. This is my pen.

Score:

Validator

Hamka, M.Hum  
NIP. 19840815 200912 1 005



APPENDIX 4

Pronunciation Test (Cycle II)

Name : Juiris Pandiangan

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $14 \times 5 = 70$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Daniel Rivaldo

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $13 \times 5 = 65$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Praderik Hansen Hutapea

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $15 \times 5 = 75$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Cindi Claudia  
Class : VIII-8  
Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $16 \times 5 = 80$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Riski Perjuangan Harahap

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $17 \times 5 = 85$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Mira Agustina Laoli

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $18 \times 5 = 90$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Amelia Sri Oktavi

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $19 \times 5 = 95$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Efraim Simorangkir

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $18 \times 5 = 90$



APPENDIX 4

Pronunciation Test (Cycle II)

Name : Yola Angelila  
Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $16 \times 5 = 80$

APPENDIX 4

Pronunciation Test (Cycle II)

Name : Imam Mahadi Siregar

Class : VIII-8

Date : 2 Agustus 2017

Directions:

I. Read the following sentences

1. She goes to market
2. I hope that you can come
3. He is opening the book now
4. I saw him last night
5. The boy is tall
6. We drank milk yesterday
7. They cut grass in the yard
8. My dad is very handsome
9. Aunt buys ball for me
10. They work in the garden
11. Raise your right hand
12. I like this blue shirt
13. He swims in the river
14. This cake is easy to make
15. She can never understand
16. They never eat meat
17. The shop is very big
18. We will close the house
19. I borrow your car
20. You must bring your book tomorrow

Score:  $15 \times 5 = 75$

APPENDIX 5

Observation Note Sheet  
 Teacher's Activity in Teaching Learning Process  
 Classroom Action Research

Subject matter : English

Class/semester : VIII/ 8

Days/date of :

Cycle : I

Observant :

No	Activities	Yes	No	Notes
1.	A. Opening			
	5. Doing the apperception	✓		
	6. Giving the motivation	✓		
	7. Explaining the purpose of the learning outcome	✓		
	8. Explaining the steps teaching learning pronunciation by using drill method			
	B. implementation of learning material			
	5. Connecting learning material to the students' pronunciation by using drill	✓		
	6. Explaining pronunciation material by using drill method	✓		
	7. Giving the suitable example in pronunciation material provided	✓		
	C. evaluation			
	3. Asking the students to do test and researcher looks after the students during the test time	✓		
	4. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan	✓		

D. closing			
5. Making the conclusion based on pronunciation material	✓		
6. Asking the students about pronunciation material	✓		
7. Giving the motivation to the students in order to apply drill method in pronunciation	✓		
8. Giving the information about pronunciation material in next meeting	✓		

Padangsidempuan,

2017

Observant



Resmawar, S. Pd

NIP.19730202 200502 2 001

APPENDIX 6

Observation Note Sheet  
 Teacher's Activity in Teaching Learning Process  
 Classroom Action Research

Subject matter : English

Class/semester : VIII/ 8

Days/date of :

Cycle : II

Observant :

No	Activities	Yes	No	Notes
1.	A. Opening			
	5. Doing the apperception	✓		
	6. Giving the motivation	✓		
	7. Explaining the purpose of the learning outcome	✓		
	8. Explaining the steps teaching learning pronunciation by using drill method			
	B. implementation of learning material			
	5. Connecting learning material to the students' pronunciation by using drill	✓		
	6. Explaining pronunciation material by using drill method	✓		
	7. Giving the suitable example in pronunciation material provided	✓		
	C. evaluation			
	3. Asking the students to do test and researcher looks after the students during the test time	✓		
	4. After students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan	✓		

	D. closing			
	5. Making the conclusion based on pronunciation material	✓		
	6. Asking the students about pronunciation material	✓		
	7. Giving the motivation to the students in order to apply drill method in pronunciation	✓		
	8. Giving the information about pronunciation material in next meeting	✓		

Padangsidempuan,

2017

Observant



Rosmawar, S.Pd

NIP. 19730202 200502 2 001

## APPENDIX 7

## OBSERVATION SHEET

NO	OBSERVATOR	CYCLE I		CYCLE II	
		Yes	No	Yes	No
1.	Teacher comes to the class on time (Guru datang ke kelas tepat waktu)	✓		✓	
2.	Teacher greets to the students (Guru member salam ke anak didik)	✓		✓	
3.	Teacher is serious in teaching learning process (Guru serius dalam memulai proses belajar mengajar)	✓		✓	
4.	Teacher gives task to the students (Guru memberikan tugas ke anak didik)	✓		✓	
5.	Teacher learning all the material (Guru mengajarkan semua materi)	✓		✓	
6.	Students come to the class on time (Anak didik masuk ke kelas tepat waktu)		✓	✓	
7.	Students answer the teacher greeting (Anak didik menjawab salam guru)	✓		✓	
8.	Students are enthusiastic in teaching learning process (Anak didik semangat dalam belajar)	✓		✓	
9.	Students make noisy in the class (Anak didik membuat keributan didalam kelas)	✓			✓
10.	Students listen to the teacher explanation attentively (Anak didik mendengarkan guru menerangkan dengan seksama)	✓		✓	

NO	OBSERVATOR	CYCLE I		CYCLE II	
		Yes	No	Yes	No
1.	Teacher ability in opening the class (Guru mampu menguasai kelas)	✓		✓	
2.	Teacher motivation students' in learning teaching process (Guru mendorong siswa dalam proses belajar mengajar)	✓		✓	
3.	Teacher mastering material (Guru menguasai materi)	✓		✓	
4.	Teacher provide the material systematically (Guru menyediakan materi secara sistematis)	✓		✓	
5.	Teacher provide the material clearly (Guru menyediakan materi sampai selesai)	✓		✓	
6.	Teacher ability in organizing the class (Guru mampu mengatur kelas)	✓		✓	
7.	Teacher ability in closing the class (Guru mampu menutup kelas)	✓		✓	
8.	Students respond to the teacher explanation (Peserta didik menyimak guru men&euml;rangkan)	✓		✓	
9.	Students bravery in giving their opinion (Keberanian peserta didik dalam mengutarakan pendapatnya)	✓		✓	
10.	Students interaction in groups discussion (Peserta didik berinteraksi dalam berdiskusi)	✓		✓	



## B. Interview to English teacher

1. Apakah ibu menggunakan bahasa inggris dalam mengajar?  
(does mother use English in teaching?)  
Answer : not entirely
2. Apa sumber belajar yang ibu gunakan?  
(what learning resources that mothers use?)  
Answer : the book of text, the other book, the selective dictionary.
3. Bagaimana dengan kemampuan siswa berbicara bu?  
( how about the students' speaking skills mother?)  
Answer : enough, a part have tolerable a part won't to begin
4. Apa yang menyebabkan siswa sulit dalam pengucapan?  
( what caused the students' difficulties in pronunciation?)  
Answer : because it isn't habituated in daily life, insyaallah it can do it if students want study.
5. Apa strategi yang ibu gunakan dalam mengajar pronunciation?  
(what strategies mothers use in teaching pronunciation?)  
Answer : demonstration, speaking in the class. Example : practice speaking with simple.
6. Bagaimana keadaan siswa setelah menggunakan drill dalam pelajaran bahasa inggris?  
(How the situation of students after using drill in English class?)  
Answer : I ever do drill method to students, many also students can study English.
7. Apa kesulitan yang ibu alami dalam menerapkan drill?  
(what difficulties mothers face in applying the drill?)  
Answer : the students won't to say the English word, the students shy to do it. The students less motivation in pronounce.

## APPENDIX VIII

Name : Mira Agustina Laoli

Class : VIII-8

### A. Interview to students

1. Sudah berapa lama kamu belajar bahasa inggris?  
(How long have you learning English?)  
Answer : from elementary school..
2. Apakah kamu tertarik belajar bahasa inggris?  
(What you are interested in learning English?)  
Answer : yes, I interested.
3. Kenapa begitu?  
(Why is that?)  
Answer : because it is enjoyable.
4. Apa kesulitannya?  
(What the difficulties in learning English?)  
Answer : translate.
5. Apakah kamu sering dilatih pengucapannya?  
(are you often trained his pronunciation?)  
Answer : yes, I am.
6. Apa yang kamu lakukan untuk melatih pengucapan?  
(What did you do to train pronunciation?)  
Answer : reading.
7. Apa kesulitan kamu dalam bahasa inggris?  
(What trouble you in English?)  
Answer : translate.
8. Apa kesulitan kalian ketika belajar pengucapan?  
(what trouble you when learning pronunciation?)  
Answer : nothing.

## APPENDIX VIII

Name : Julris Pandiangan

Class : VIII-8

### A. Interview to students

1. Sudah berapa lama kamu belajar bahasa inggris?  
(How long have you learning English?)  
Answer : from elementary school at grade 3.
2. Apakah kamu tertarik belajar bahasa inggris?  
(What you are interested in learning English?)  
Answer : no,I don't like.
3. Kenapa begitu?  
(Why is that?)  
Answer : because I don't like.
4. Apa kesulitannya?  
(What the difficulties in learning English?)  
Answer : it difficult to see in dictionary.
5. Apakah kamu sering dilatih pengucapannya?  
(are you often trained his pronunciation?)  
Answer : yes, I am.
6. Apa yang kamu lakukan untuk melatih pengucapan?  
(What did you do to train pronunciation?)  
Answer : reading.
7. Apa kesulitan kamu dalam bahasa inggris?  
(What trouble you in English?)  
Answer : read.
8. Apa kesulitan kalian ketika belajar pengucapan?  
(what trouble you when learning pronunciation?)  
Answer : nothing.

B. Interview to English teacher

1. Apakah ibu menggunakan bahasa inggris dalam mengajar?  
(does mother use English in teaching?)  
Answer : not entirely
2. Apa sumber belajar yang ibu gunakan?  
(what learning resources that mothers use?)  
Answer : the book of text, the other book, the selective dictionary.
3. Bagaimana dengan kemampuan siswa berbicara bu?  
( how about the students' speaking skills mother?)  
Answer : enough, a part have tolerable a part won't to begin
4. Apa yang menyebabkan siswa sulit dalam pengucapan?  
( what caused the students' difficulties in pronunciation?)  
Answer : because it isn't habituated in daily life, insyaallah it can do it if students want study.
5. Apa strategi yang ibu gunakan dalam mengajar pronunciation?  
(what strategies mothers use in teaching pronunciation?)  
Answer : demonstration, speaking in the class. Example : practice speaking with simple.
6. Bagaimana keadaan siswa setelah menggunakan drill dalam pelajaran bahasa inggris?  
(How the situation of students after using drill in English class?)  
Answer : I ever do drill method to students, many also students can study English.
7. Apa kesulitan yang ibu alami dalam menerapkan drill?  
(what difficulties mothers face in applying the drill?)  
Answer : the students won't to say the English word, the students shy to do it. The students less motivation in pronounce.

## THE DOCUMENTATION OF THE RESEARCH







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Tgl : Biasa  
Tempat :  
Perihal : Pengesahan Judul dan Pembimbing Skripsi

Padangsidempuan, 11 Oktober 2016

- Kepada Yth Bapak/Ibu;  
1. Dr. Lelya Hilda, M.Si (Pembimbing I)  
2. Hamka, M.Hum (pembimbing II)

di-  
Padangsidempuan

*Assalamu 'Alaikum Wr. Wb*

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi jurusan Tadris Bahasa Inggris (TBI) fakultas tarbiyah dan ilmu keguruan 14 Padangsidempuan, maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi, dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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Judul Skripsi : **IMPROVING ENGLISH PRONUNCIATION THROUGH DRILL METHOD AT GRADE VIII SMP NEGERI PADANGSIDIMPUAN**

Demikian surat ini disampaikan, atas perhatian dan kesediaan Bapak/Ibu kami ucapkan terima kasih.

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Penyelesaian Skripsi.

47 Maret 2017

Yth. Kepala SMP Negeri 5 Padangsidempuan  
Kota Padangsidempuan

Dengan hormat, Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Padangsidempuan menerangkan bahwa :

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adalah benar Mahasiswa IAIN Padangsidempuan yang sedang menyelesaikan Skripsi dengan Judul "Improving English Pronunciation Through Drill Method at Grade VIII SMP Negeri 5 Padangsidempuan ". Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan data dan informasi sesuai dengan maksud judul diatas. Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

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Yang bertanda tangan dibawah ini Kepala SMP Negeri 5 Padangsidempuan di Padangsidempuan, menerangkan bahwa:

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Alamat : Sihitang

benar telah mengadakan penelitian (Riset) di SMP Negeri 5 Padangsidempuan pada tanggal 17 Juli 2017 s/d selesai, guna untuk melengkapi penyelesaian skripsinya yang berjudul : " **IMPROVING ENGLISH PRONUNCIATION THROUGH DRILL METHOD AT GRADE VIII SMP NEGERI 5 PADANGSIDIMPUAN**". sesuai dengan surat permohonan Dekan Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri (IAIN) Padangsidempuan, Nomor : B-259/In.14/E.4c/TL.00/03/2017 tanggal 17 Maret 2017.

Demikianlah surat keterangan ini dibuat dengan sebenarnya untuk dipergunakan seperlunya.



Padangsidempuan, 30 September 2017  
Kepala SMP Negeri 5 Padangsidempuan

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