

AN UNDERGRADUATE THESIS

**IMPROVING PRONUNCIATION SKILL THROUGH
MINIMAL PAIR DRILL TECHNIQUE AMONG THE
SEVENTH GRADERS OF SMP DARUL ‘ULUM
SEKAMPUNG EAST LAMPUNG
ACADEMIC YEAR 2016/2017**

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**STATE INSTITUTE OF ISLAMIC STUDIES OF METRO
1438 H/2017 M**

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RATIFICATION PAGE

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An undergraduated thesis entitled: IMPROVING PRONUNCIATION SKILL THROUGH MINIMAL PAIR DRILL TECHNIQUE AMONG THE SEVENTH GRADERS OF SMP DARUL ‘ULUM SEKAMPUNG EAST LAMPUNG ACADEMIC YEAR 2016/2017”, written by AULIA RAHMAH, Student Number 13106677 English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Tuesday, June 20, 2017 at 01.00-03.00 p.m.

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ABSTRACT

IMPROVING PRONUNCIATION SKILL THROUGH MINIMAL PAIR DRILL TECHNIQUE AMONG THE SEVENTH GRADERS OF SMP DARUL ‘ULUM SEKAMPUNG EAST LAMPUNG

**BY:
AULIA RAHMAH**

This research is aimed to know whether minimal pair drill technique can improve the students' pronunciation skill or not and to discuss how minimal pair drill technique improve the students' pronunciation skill at the VII 2, SMP Darul 'Ulum Sekampung East Lampung. This research is based on the last observation result that the learning process and students' pronunciation score have been active through minimal pair drill technique.

This research is categorized to Classroom Action Research (CAR). It is carried out to solve the students' problem in pronunciation. The CAR design used in this research is Kemmis and Mc Taggart's design. It consists of four phases; planning, acting, observing and reflecting. This research is conducted in 2 cycles and every cycle consists of 3 meetings. The subject of this research is the students of VII 2 of SMP Daru 'Ulum Sekampung. In collecting the data, this research used test, observation and documentation.

Based on the result and the discussion of this research, it can be said that the implementation of minimal pair drill to improve pronunciation skill is success because the criteria of success was achieved. The research will be called success if there is 75% or more of the students who passed the standard minimum criteria 70 and there is improvement in learning activity. The result shows that there is 90% of students who passed the standard minimum criteria in post test 2. Before the action was conducted, there is just 20% of the students who passed the minimum criteria. The data showed that the students' average in the pre test was 63,25, in the post test 1 was 71,30 and in the post test II was 78,65. It means that there was an improvement on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 8,05 and the difference between post test 1 and post test 2 is 7,35. Whereas, the difference between pre-test and post test 2 is 15,40. Besides, the significant improvement can be seen from the students' response to teacher's performance. They seem more active during teaching learning activity. Based on the result mentioned before, the researcher suggests that the English teacher should implement minimal pair drill to improve the students' pronunciation skill.

ABSTRAK

MENINGKATKAN KEMAMPUAN PELAFALAN KATA MELALUI TEKNIK MINIMAL PAIR DRILL TERHADAP SISWA KELAS 7 SMP DARUL ‘ULUM SEKAMPUNG LAMPUNG TIMUR

**OLEH:
AULIA RAHMAH**

Penelitian ini bertujuan untuk menunjukkan bahwasanya teknik minimal pair drill dapat meningkatkan keterampilan pronunciation siswa atau tidak and juga bertujuan untuk mendiskusikan bagaimana teknik minimal pair drill dalam meningkatkan keterampilan pronunciation siswa kelas VII 2 SMP Darul ‘Ulum Sekampung. Penelitian ini berdasarkan pada hasil penelitian terakhir yang menyatakan bahwa proses pembelajaran berjalan aktif dan nilai pronunciation siswa meningkat melalui teknik minimal pair drill.

Penelitian ini masuk dalam kategori Classroom Action Research atau Penelitian Tindakan Kelas. Penelitian ini diadakan untuk memecahkan masalah siswa dalam pronunciation. Desain CAR yang digunakan dalam penelitian ini adalah desain oleh Kemmis and Mc Taggart. Desain penelitian ini terdiri dari 4 fase yaitu planning, acting, observing dan reflecting. Penelitian ini dilakukan dalam 2 siklus. 1 siklus terdiri dari 3 pertemuan. Subjek penelitian ini ialah siswa kelas VII 2 SMP Darul ‘Ulum Sekampung. Metode yang digunakan dalam mengumpulkan data ialah tes, observasi dan dokumentasi.

Berdasarkan hasil dan pembahasan penelitian ini, menunjukkan bahwa penerapan minimal pair drill dapat dikatakan berhasil dalam meningkatkan keterampilan pronunciation karena kriteria keberhasilan telah diraih. Halihat dari hasil yang diperoleh siswa yang dapat melampaui kriteria keberhasilan yang telah ditentukan. Penelitian dapat dikatakan berhasil apabila 75% atau lebih siswa dapat meraih KKM 70 dan siswa mengalami peningkatan dalam aktifitas belajar. Hasil penelitian menunjukkan bahwa terdapat 90% siswa yang melampaui KKM dalam post test 2. Sebelum penelitian dilakukan, hanya ada 20% siswa yang mampu melampaui KKM. Data penelitian menunjukkan bahwa rata-rata siswa pada pre-test adalah 63,25, post test 1 71,30 dan post test 2 78,65. Hasil tersebut menunjukkan bahwa terdapat peningkatan antara pre-test, siklus 1 dan siklus 2. Selisih nilai rata-rata antara pre-test adan post test 1 adalah 8,05, dan selisih nilai rata-rata antara post test 1 dan post test 2 adalah 7,35, sedangkan selisih nilai antara pre-test dan post test 2 adalah 15,40. Selain itu, perkembangan yang signifikan dapat dilihat dari respon siswa terhadap penjelasan guru. Mereka terlihat lebih aktif selama proses pembelajaran. Berdasarkan hasil penelitian tersebut, peneliti menyarankan bahwa guru bahasa Inggris seyogyanya dapat menerapkan tehnik minimal pair drill untuk melatih pronunciation siswa.

STATEMENT OF RESEARCH ORIGINALITY

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 12 June 2017

The writer



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MOTTO

لَا يَبْتَغِ لِجَاهِلٍ أَنْ يَسْكُنَ عَلَىٰ جَهْلِهِ وَلَا لِلْعَالِمِ أَنْ يَسْكُنَ عَلَىٰ عِلْمِهِ
(رواه الطَّبْرَانِي)

It is not agreeable for foolish man to ignore his foolishness and it is also not agreeable for scientist man to ignore his science. (HR. Thabrani)

DEDICATION PAGE

This Piece of work is dedicated to:

My beloved father Mr. Antoni and my beloved mother Mrs. Hanifah

My younger sister Aini Lutfiah and my younger brother Muhammad Yusuf

My beloved lectures of English Education Department IAIN Metro

My beloved friends in Darul 'Ulum Islamic boarding School, Sekampung

My lovely friends in IAIN METRO

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Finally, the researcher welcomes any suggestion and critic for the improvement this undergraduated thesis and hopefully this paper can contribute something to the betterment of English teaching and learning in general and useful for her and all the readers.

Metro, June 2017

The researcher,



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CHAPTER I

INTRODUCTION

A. Background of Study

As one of means of communication, English has an important role in understanding and expressing information, thinking and feeling. English is one of main subjects that has to be taught in Junior High School. As a foreign language, one of the main goals in teaching English is that the students are able to communicate by using English fluently and accurately. They are expected to be able to compete to other countries in this global world. Because English is one of International languages, the people will be easy to understand the new news from other countries if they understand English well.

There are four skills in English: listening, speaking, reading, and writing. To support these skills, the learners need other components in learning English. Those components are grammar, sounds of language and vocabulary. In term of speaking, sounds of language is called by pronunciation. As one of language components in English, pronunciation is taught as one of aspects that can help the students to reach the speaking target. As mentioned before, the students are expected to be able to speak English fluently and accurately. Therefore, the students should have good pronunciation in order that what they speak can be understood by other people.

The incorrect pronunciation causes misunderstanding in communication. The better pronunciation that someone has, the better speaking skills that he has too. Utterance, stress and intonation are the phonological

aspects in pronunciation that can be taught in Junior High School. It is not easy to apply these phonological aspects in pronunciation because some problems could arise in this effort.

Based on researcher's observation among the seventh graders of SMP Darul 'Ulum, the researcher found some problems in teaching pronunciation. The first problem is that the students have low motivation in learning English. They have limited time to learn it. Many students argue that they just learn English inside room. Consequently, they do not have time to improve their pronunciation. The common problem faced by the students when they pronounce English word was caused by the influence of their mother tongue of their first language. For example, in pronouncing /r/, they still sound it as (/r/ not /a:). The other problems faced by students is the difficulties in pronouncing *th* which sounds /θ/ as in *thin* and /ð/ as in *that*, /i:/ in *sea*, /tʃ/ in *chapter*, /æ/ in *bag*, /dʒ/ in *george*. They also pronounce English words as they write, for example, word 'study' is as /study/, 'keep' as /kep/, 'thank' as /tank/.

Another example was when they uttered 'know', the consonant /k/ could be assimilated but they pronounce it as /know/. It was influenced by their first language which pronounce it as its spelling. Beside that, sometimes they also can not distinguish between a vowel to another vowel. They can not distinguish between short and long vowels. For example, word "beach" is as /bitʃ/, whereas the sounds of bitʃ have very different meaning with the sounds of beach.

Below the data of students' pronunciation score which conducted by the researcher on Saturday, May 13rd 2017.

Table 1
The result of pra survey of pronunciation skill among the seventh graders of SMP Darul 'Ulum Sekampung

No	Score	Frequency	Percentage	Category
1	≥ 70	4	20%	Complete
2	< 70	16	80%	Incomplete
Total		20	100	

The table above illustrates the result of pronunciation skill test through 20 students at the seventh graders of SMP Darul 'Ulum. It shows that there are 4 students who were belong to complete criteria and passed the minimum criteria (≥ 70) in the percentage of 20% and there are 14 students who were belong to incomplete criteria and failed to pass the minimum criteria (< 70) in the percentage of 80%.

Based on explanation above, the researcher is interested in using specific technique that can help the students to improve their pronunciation and increasing their desire to practice it anywhere and anytime. One of the main ways to teach pronunciation is Minimal Pair Drill technique. Minimal Pair Drill is kind of technique that pair two words which have different meaning and differ in only one sound. To distinguish the English sound that almost has similar sound is by pairing two word. So, it will be easy to compare the pronunciation of one word with another word.

Minimal Pair Drill technique is considered to help the students overcome their difficulties in pronunciation. For example, sound of vowels /i:/ as 'sheep' vs /ɪ/ as 'ship', and sound of consonants /θ/ seems similar sound with /s/ sink and /t/ tin, /ð/ (that) vs /d/ dad. Technique of Minimal Pair Drill drill hopefully can help the students to distinguish similar sounds in English word and to practice their fluency and accuracy in speaking skill.

Based on the problems that have found above, the researcher is interested in conducting the research by focusing on "Improving Pronunciation Skill through Minimal Pair Drill Drill Technique among the seventh graders on SMP Darul 'Ulum Sekampung East Lampung Academic Year 2016/2017".

B. Problem Identification

Based on the background of the study above, the researcher identified the problems as follows:

1. The students have low motivation to study English
2. The students have limited time to practice English
3. The students feel difficult to practice English, because of their mother tongue.
4. The students can not distinguish in pronouncing two different words which have similar sounds in vowels and consonants.

C. Problem Limitation

Based on the background of the study and identification of the problem above, there are many problems which students faced in pronouncing the words. Whereas, the researcher limited the problem only on "The students can

not distinguish in pronouncing two different words which have similar sounds in vowel.”

D. Problem Formulation

The problems examined in this research are formulated as follows:

1. Can Minimal Pair Drill technique improve the learning result of pronunciation skill among the seventh graders of SMP Darul ‘Ulum Sekampung?
2. Can Minimal Pair Drill Technique improve the learning activity among the seventh graders of SMP Darul ‘Ulum Sekampung?

E. Objectives and Benefits of the Research

1. Objectives of the Research

The objectives of the reasearch are:

- a. To improve the learning result of pronunciation skill among the seventh graders of SMP Darul ‘Ulum Sekampung Academic Year 2016/2017.
- b. To improve the learning activity among the seventh graders of SMP Darul ‘Ulum Sekampung Academic Year 2016/2017.

2. Benefits of the Research

In conducting research, every researcher has the aim and purpose. At the final, the researcher expects that this research will give advantages to broaden teaching and learning process. Moreover, this research would give contribution to the students, teachers, school and researcher herself.

a. For the Students

It is as students' alternative to practice more and distinguish the English sounds. They become familiar with new sounds that do not appear in their first language. Therefore, they are able to communicate in English and apply it in their daily communication.

b. For the English Teacher

It is as a contributor and information for the teachers that there are many techniques used to teach pronunciation. One of techniques is Minimal Pair Drill.

c. For the Headmaster

It is as facilitator to develop the English education in the school. By outcome the qualified students, it benefits the students to increase the quality of education as one of the goals of school.

d. For the Further Researcher

It is as prior research for the researcher to add the theoretical reviews needed to finish their research.

CHAPTER II

REVIEW OF RELATED THEORIES

A. The Nature of Pronunciation Skill

1. Definitions of Pronunciation Skill

There are some definitions of pronunciation based on some experts. Firstly, pronunciation refers to the production of sounds that we use to make meaning.¹ It is the way we speak immediately conveys something about ourselves to the people around us. It includes attention to the particular sounds of a language, intonation, phrasing, stress, timing, rhythm, how the voices projected (voice quality) and in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language.

Actually, sometimes pronunciation is not easy to define by the linguists, indeed they have various definitions and basically the aim is similar. On the other hand, Penny Ur assumed pronunciation is “to say the sounds right, to use the words to express the appropriate meanings, or construct their sentences in a way that sounds acceptable.”² Based on Penny’s assumption, the aim of pronunciation is to ease the speaker and hearer in receiving message on communication. The message will be easy to receive, if it delivers clearly and can be understood.

¹AMEP Research Centre, *Fact Sheets: What is Pronunciation?*, (Australia: Department of Immigration and Multicultural and Indigenous Affairs, 2002), p. 1

²Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991) p.103

Pronunciation skill is needed to all people if they want to communicate to others. The incorrect pronunciation makes misunderstanding on people's mind. Jeremmy Harmer assumed that "when speaking, we construct words and phrases with individual sounds and also we use pitch change, intonation and stress to convey different meanings."³ Based on Jeremy's assumption, when someone is speaking, he/she does not only regard about how to pronounce the word, but also how to convey it in order to be meaningful. To pronounce the words, he/she has to regard about pitch, intonation and stress. Different pitch, intonation and stress give big indication in conveying people's emotion and mood.

According to those definitions, the researcher concludes that pronunciation is the way of someone to utter the words or phrases by using right pitch, intonation and stress in order to be able to convey the message clearly and understandably based on speaker's desire and the message can be received well to hearer. So, the communication between speaker and hearer can be clearer and more understandable.

2. The Concept of Pronunciation Skill

Pronunciation does not just have a meaning as how people utter the word or sentence in language, but it has some aspects that explain the ways in pronouncing the word that will be understandable in spoken language.

³ Jeremmy Harmer, *The Practice of English Language Teaching Fourth Edition*, (USA: Pearl Longman) page 38

Urstated “the concept of pronunciation may be said to include: the sounds of the language or phonology, stress and rhythm, and intonation.⁴

a. Sounds of Language

According to Gerald Kelly, sounds of language or phonology, is primarily concerned with how we interpret and systematise sounds. Phonology deals with the system and the pattern of the sounds which exist within particular language.⁵ Phonology discusses about how a word or language is sounded by different system and patterns. By understanding the the pattern and the sounds, we can interpret meaning of language. English language has the sounds produced by organs of speech. Those sounds are classified in two categories, these are vowel and consonants.

1) Vowels

In English spelling, each vowel letter can be pronounced with different sounds. There are only five vowel letters, but there are many more vowel sounds.⁶ Vowel sounds are many more than vowel letter. There are just five vowels letter in English, these are a, i, u, e, o, but they can be pronounced with different sounds.

Vowels are articulated without any kind of obstruction in the oral cavity. The articulators do not form a complete or partial closure

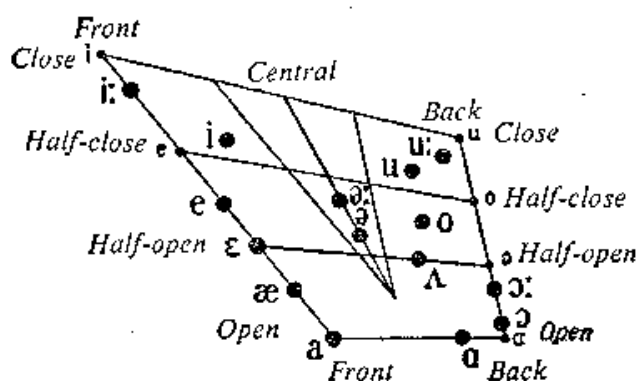
⁴ Penny Ur, a Course in ..., p.47

⁵ Gerald Kelly, *How to Teach Pronunciation*, (England, Pearson Longman, 2000) p. 9

⁶ Judy B. Gilbert, *Clear Speech: Pronunciation and Listening Comprehension in North American English: Third Edition*, (Cambridge: Cambridge University Press, 2005), p.10

or a narrowed passage in the way of exhaled air.⁷ Vowel is produced freely, there is no obstruction when it is produced, even it is produced smoothly without any hard effort to produce it. Below is the picture of vowel triangle:

Figure 1
Chart of Vowel



a) The Front Vowels

There are six front vowels in standard English, the symbols for which are /i/, /ɪ/, /e/, and /æ/

(1) The English Long /ɪ:/

This vowel may be expressed shortly by defining the sound as a *Close Front Tense Unrounded*.⁸ *Close* means the tongue is raised as high as possible to the hard palate; *front*, using front tongue; *tense*, the tongue is tense; *unrounded*, the lips are neutral or spread. Below is the speaking representative of vowel /ɪ:/

⁷Balagne Berces Katalin, Szentgyorgyi Szilard, *The Pronunciation of English*, (Bolcsesz Konzorcium HEFOP Iroda, 2006), p.30

⁸Daniel Jones, M.A, *An Outline of English Phonetics*, (London: G. E. Stechert & Co: 1922), p. 68

- Vowel /ɪ:/ is the “long” sound of the letter e; examples me /mi:/, see /si:/, complete /kəm'pli:t/.
- /ɪ:/ is also the sound of *ea*, *ie*, *ei*, and *i*. Examples: sea /si:/, field /fi:ld/, seise /si:z/, machine /mə'ʃi:n/.
- Exceptional words, such as key /ki:/, quay /ki:/, people /'pi:pl/

(2) The English Short /ɪ/

This vowel may therefore be defined shortly as a *Close Front Lax Unrounded* vowel.⁹ *Close* means the tongue is raised as high as possible to the hard palate,; *front*, using front tongue; *lax*, the tongue is lax; *unrounded*; the lips are neutral or spread.

Below is the speaking representative of vowel /ɪ/:

- The lax /ɪ/ is the “short” sound of the vowel letters *i* and *y*; examples it /ɪt/, rich /ritʃ/, city /'siti/, system /'sistim/.
- The lax /ɪ/ is also the sound of *e* and *a* in various prefixes and suffixes when unstressed; examples become /bɪkʌm/, except /ɪk'sept/, goodness /'gʊdnɪs/, useless /'ju:slɪs/, village /'vɪlɪdʒ/, private /'praɪvɪt/
- The lax /ɪ/ is also the sound of unstressed *-ies*, *-ied*; examples: varieties /və'raɪeətɪz/, carried /'kærɪd/

⁹*Ibid*, p.69

- Miscellaneous words such as minute /ˈmɪnɪt/, women /ˈwɪmɪn/, Sunday /ˈsʌndɪ/, pretty /ˈprɪti/, England /ˈɪŋɡlənd/, busy /ˈbɪzi/.
- The word ended by y, such as very /ˈveri/, money /ˈmʌni/, really /ˈriəli/.
- Lax /ɪ/ also occurs in English as the first element of the diphthong /iə/, examples: here /hiə/, beer /biə/, tear /tiə/.
- Lax /ɪ/ also occurs in English as the second element of the diphthongs /ei/, /ai/, /ɔɪ/, /oi/ and /ui/ as in day /deɪ/, high /haɪ/ boy /bɔɪ/, going /goɪŋ/, ruin /ruɪn/.

(3) The Vowel /e/

This vowel may be expressed shortly by defining it as the *Half-Close Front Lax Unrounded* vowel.¹⁰ *Half-Close* means the tongue raises the hard palate, but not as high as the vowel /i/, *front*; using the front of tongue, *lax*; the tongue is lax, *unrounded*; the lips are neutral or spread.

Below is the speaking representative of vowel /e/:

- /e/ is the “short” sound of the letter *e*; examples: pen /pen/, red /red/, seven /sevn/.
- /e/ is also the sound of “*ea*”; examples: head /hed/, breath /breθ/
- Exceptional words any /ˈeni/, many /meni/, ate /et/

¹⁰ Ibid, p. 72

- The sound /e/ also occurs in English as the first element of diphthong /ei/. The diphthong /ei/ is the “long” sound of the letter “a”; examples fame /feim/, make /meik/. /ei/ is also the usual sound of /ai/ and /ay/, examples: plain /plein/, day /dei/, play /plei/. *Ei* and *ea* have the sound /ei/ in a few words; examples: veil /veil/, great /greit/, break /breik/.

(4) The Vowel /æ/

It may be defined shortly as a *Front Unrounded Vowel, Open But Slightly Raised*. *Front* means using front of tongue; *Unrounded Vowel*, the lips are neutral or slightly spread; *Open But Slightly Raised*, the tongue is low down in the mouth, but it is very slightly raised in the hard palate. Below is the speaking representative of vowel /æ/:

- /æ/ is the so-called “short” sound of the letter “a”; examples: glad /glæd/, cat /cæt/, lamp /læmp/.

b) The Back Vowels

There are seven back vowels in normal educated Southern English, the symbols for which are /ɑ:/, /ɔ:/, /ʌ/, /u:/, /u/, /ɒ/.

(1) The Vowel /ɑ:/

This vowel /ɑ:/ may be defined shortly as *Open Back Unrounded Vowel, Slightly Advanced*.¹¹ *Open* means the tongue is low down; *Back*, using back of tongue; *Unrounded Vowel*

¹¹*Ibid*, p. 79

Slightly Advanced, the lips are in neutral position, but they are slightly advanced; Below is the speaking representative of vowel /ɑ:/:

- /ɑ:/ is the usual sound of the group of letters “ar” when at the end of a word or when followed by a consonant; examples: far /fɑ:/, part /pɑ:t/.
- “a” has the sound /ɑ:/; examples: half /hɑ:f/, calm /kɑ:m/.
- Numerous words when followed by *ff*, *ss*, or by *f*, *s*, or *n* followed by another consonant; examples: staff /stɑ:f/, class /klɑ:s/, after /'ɑ:ftə/, fast /fɑ:st/, command /kə'mɑ:nd/.
- In most words ending in “th”, example: bath /bɑ:θ/.

(2) The English Long /ɔ:/

The formation of this vowel sound may be expressed shortly by defining it as a *Back Vowel Open but Slightly Raised and With Considerable Lip-Rounding*. *Back Vowel* means the tongue very slightly raises at the back; *Open but Slightly Raised*, the tongue is low down in the mouth but it slightly raises the palate; *Considerable Lip-Rounding*, the lips are rounded and only a small opening. Below is the speaking representative of vowel /ɔ:/:

- /ɔ:/ is the regular sound of *aw* and *au*; examples saw /sɔ:/, lawn /lɔ:n/, author /'ɔ:θə(r) /

- /ɔ:/ is also the regular sound of *or* when at the end of a word or followed by a consonant; examples *nor* /nɔ:/, *short* /ʃɔ:t/, *form* /fɔ:m/.
- The groups of *ore*, *oar* are commonly pronounced /ɔ:/, though a diphthong /ɔə/ is also permissible in such words; examples: *more* /mɔ:/, *roar* /rɔ:/, *board* /bɔ:d/.
- “ar” frequently has the value /ɔ:/ when preceded by *w* and followed by a consonant, example: *quart* /kwɔ:t/.
- “o” is pronounced /ɔ:/ when followed by *f*, *s*, or *θ*; examples: *off* /ɔ:f/, *often* /ɔ:fn/, *cost* /cɔ:st/, *cloth* /klɔ:θ/

(3) The Vowel /ʌ/

The formation of the sound /ʌ/ may be expressed shortly by defining it as the *Half-Open Back Unrounded* vowel.¹² *Half-Open* means the tongue is low down, but it is not as low as /ɔ:/; *Back*, the tongue is slightly raised at the back; *Unrounded*; the lips are neutral or spread. Below is the speaking representative of vowel /ʌ/:

- /ʌ/ is one of the two “short” sounds of the letter *u*; examples: *cut* /kʌt/, *hurry* /hʌri/.
- “O” has the sound /ʌ/ in a good many words; the principle are: *among* /əˈmʌŋ/, *come* /kʌm/, *comfort* /ˈkʌmfət/

¹² Daniel Jones, M.A, *An Outline of ...*, p. 82

(4) The English Long /u:/

The formation of the English /u:/ may be expressed shortly by defining it as a *Close Back Tense Rounded* vowel.¹³ *Close* means the back of the tongue raises in the soft palate as high as possible; *Back*, using back tongue; *Tense*, the tongue is tense; *Rounded*, the lips are very much rounded and pushed forward. Below is the speaking representative of vowel /u:/:

- /u:/ is the long sound of the letter u; examples: rule /ru:l/, June /dʒu:n/, music /mju:zɪk/
- *Oo* has the sound /u:/ in which the *oo* is not followed by *r* or *k*; examples: too /tu:/, food /fu:d/.
- *O* has the sound /u:/ in sound do /du:/, two /tu:/, who /hu:/.
- *Ou* has the sound u:, examples: soup /su:p/, group /gru:p/, you /ju:/
- /u:/ is also the usual sound of *eu*, *ew*, and *ui*; examples: feud /fju:d/, new /nju:/, fruit /fru:t/.

(5) The English Short /ʊ/

The formation of the English /ʊ/ may be expressed shortly by defining it as a *Close Back Lax Rounded* vowel.¹⁴ *Close* means the back of the tongue raises in the soft palate as high as possible, but lower than /u:/; *Back*, using back of tongue; *Lax*, the tongue is lax; *Rounded*, the lips are the lips are very much

¹³ Ibid, p. 88

¹⁴ Ibid, p. 90

rounded and pushed forward. Below is the speaking representative of vowel /ʊ/:

- /ʊ/ is one of the two short sounds of letter *u*; examples: put /pʊt/, full /fʊl/.

- *Oo* has the sound /ʊ/ when followed by *k*, as in book /bʊk/, look /lʊk/ and in the following miscellaneous words: foot /fʊt/, good /gʊd/.

(6) The English /ɒ/.

This vowel may be defined shortly as the *Fully Open Back Rounded* vowel.¹⁵ *Fully Open* means the tongue is as low down; *Back*, the tongue is as far back as possible; *Rounded*, the lips are slightly rounded. Below is the speaking representative of vowel /ɒ/:

- /ɒ/ is the “short sound of the letter *o*”; examples: not /nɒt/, dog /dɒg/, sorry /'sɒri/.

- *A* often has this sound when preceded by *w*, and not followed by *k*, *g*, or *ŋ*; examples: want /wɒnt/, quality /'kwɒliti/, what /wɒt/

- /ɔɪ/ is the regular sound of *oi* and *oy*; examples oil /ɔɪl/, boy /bɔɪ/

c) The Mixed Vowels

There are two mixed vowels in English: /ɜ:/ and /ə/

¹⁵ *Ibid*, p. 81

(1) The English Long /ɜ:/

The formation of the English /ɜ/ may be expressed shortly by defining it as a *Half-Open* and *Slightly Raised Mixed Unrounded* vowel.¹⁶ *Half-Open Slightly Raised* means the tongue is low down, but it is slightly raised the palate; *mixed*, the tongue is in the part intermediate between the middle of the front and the middle of the back; *Unrounded*, the lips are somewhat spread. Below is the speaking representative of vowel /ɜ:/:

- /ɜ:/ is the usual sound of stress *er*, *ir*, *ur*, when final or followed by a consonant; examples: her /hɜ:/, fur /fɜ:r/, bird /bɜ:d/.

- *Ear*, *our* followed by a consonant is generally pronounced /ɜ:/; examples: earth /ɜ:θ/, heard /hɜ:d/, journal /dʒɜ:nl/

- *Or* is pronounced /ɜ:/ when preceded by *w*; examples work /wɜ:k/, world /wɜ:ld/.

(2) The English Short /ə/

The formation of the English /ə/ may be expressed shortly by defining it as a *Mixed Unrounded* vowel, *Half-Open* and *Slightly Lowered*. *Mixed* means the tongue is in the part intermediate between the middle of the front and the middle of the back; *Unrounded*, the lips are neutral; *Half-Open* and

¹⁶*Ibid*, p. 92

Slightly Lowered, means the tongue is low down, but it is slightly lowered the palate; Examples: bitter /'bitə/, actor /æktə/, about /əbaut/.¹⁷

2) Consonants

According to their articulation, the consonants of English can be classified along three terms: voicing, the place of articulation, and the manner of articulation.¹⁸

Below is the chart of consonants:¹⁹

Table 2
The place and manner of articulation of consonant

	Place of Articulation							
	Front	→						Back
	Labial		Dental		Pala- Tal	Ve- lar	Uvu- lar	Glot- tal
Bi- labial	Labio- dental	Pre- dental	Post- Denta l					
Plosive	p, b			t, d		k, g		
Nasal	M			N		ŋ		
Lateral				L				
Rolled				R				
Frica-tive		f, v	θ, ð	s, z, ʃ, ʒ				h
Semi- vowel	W				J			

Based on the chart above, if we classify them according to the organs which articulate them (place of articulation), we distinguish six main classes:

1. Labial or lip sounds, which may be subdivided into:

¹⁷ Daniel Jones, M.A, *An Outline of English Phonetics*, (London: G. E. Stechert & Co: 1922), p. 68-95

¹⁸ Balogne Berces Katalin, *The Pronunciation of English*, p.13

¹⁹ Lisa Meyer and Abe Junya, *Pronunciation Training*, Mid-Year conference workshop: Thursday, 19th January: 2:45-4:00, p.4

- a. Bi-labial sounds: sounds articulated by the two lips: examples p, m, w.
 - b. Labio-dental sounds: sounds articulated by the lower lip against the upper teeth: examples: f, v
2. Dental sounds: sounds articulated by the tip or blade of the tongue against the upper teeth. It is divided into two classes:
 - a. Predental: sounds articulated by the tip or blade of the tongue against the teeth, example: /θ/.
 - b. Postdental or alveolar: sounds articulated by the tip or blade of the tongue against the teeth-ridge, examples: z, /ʃ/
 3. Palatal: articulated by the front of the tongue against the hard palate, example: j
 4. Velar: articulated by the back of the tongue against the soft palate, example: k, /ŋ/
 5. Uvular: articulated by the back of the tongue and the extremity of the soft or the uvula, example: r
 6. Glottal: articulated when the air passes through the glottis as it is narrowed, example: ' .²⁰

Furthermore, if we classify consonants according to the manner in which the organs articulate them, we distinguish to six main classes:

²⁰ Claire-A. Forel & Genoveva Schmitz, *Phonetics and Phonology*, (University of Oldenburg, 2005), p.9

1. Plosive consonants, formed by completely closing the air passage and suddenly removing the obstacle, so that the air escapes making an explosive sound, example: p, b, g
2. Nasal consonants, formed by the lips or tongue block the palate, the soft palate is lowered and air escapes through nose.²¹ examples: m, n
3. Lateral consonants, formed by an obstacle placed in the middle of the mouth, the air being free to escape at the sides, example: l
4. Rolled consonants, formed by rapid succession of taps of some elastic organ, example: rolled r
5. Fricative consonants are consonants with the characteristic that air escapes through a narrow passage and makes a hissing sound.²² examples f, z.
6. Semivowels, or vowels used in the capacity of consonants, example: w.²³

Furthermore, speech sounds produced while the vocal cords are vibrating are called by voiced; those made without vibration are unvoiced or voiceless.²⁴ Voiced is when we produce the consonants, our vocal cords are vibrating. While voiceless is the consonants when we pronounce it, our vocal cords are not vibrating.

²¹ Lisa Meyer and Abe Junya, *Mid Year Conference.....*, p.4

²² Peter Roach, *English Phonetics and Phonology, A Practical Course*, (Cambridge: Cambridge University Press, 2009), p. 50

²³ Daniel Johns, *An Outline.....*, p. 14

²⁴ Charles W. Keidler, *The Pronunciation of English Second Edition*, (Australia: Blackwell Publishing, 2004), p. 20

b. Stress and Rhythm

Stress and rhythm are parts of the pronunciation which influence the expression of meaning of words pronounced. According to Harmer, “stress is the term we use to describe the point in a word or phrase where pitch changes vowels lengthen and volume increases.”²⁵ It is regarded that stress helps the speaker to control the speech production related to the meaning. Stress is used to show the point that has to be read by increased volume and long vowels in a word or sentence. Stress is a way to press whether the syllable of the words is as pointer or not in a speech.

Below is the word stress rules:²⁶

- 1) Two-Syllable nouns and adjectives: the first syllable takes on the stress. Examples: ‘sam-ples, ‘car-ton.
- 2) Two-syllable verbs and prepositions: the stress is on the second syllable. Examples: re-‘lax, re-‘ceive, di-‘rect
- 3) Three-syllable words: look at the suffix:
 - a) Words ending in er, or, ly: the stress is placed on the first syllable.
Examples: ‘di-rec-tor, ‘or-der-ly, ‘ma-nag-er
 - b) Words ending in consonants and in y: the first syllable gets the stress. Examples: ‘ra-ri-ty, ‘op-ti-mal, ‘gra-di-ent
 - c) Words with various endings: the stress is going to come on the syllable right before the suffix. Examples: ‘add-able, co-‘medial, vi-‘si-ble

²⁵Jeremy Harmer, *The Practice of English.*, p.42

²⁶*Word Stress Pattern in English Words pdf.* December, 18 2016, 11:56 am.

4) Words ending in *ee, ese, ique, ette*: the stress is placed on the suffix.

Examples: guarant'ee, japan'ese, un'ique, cass'ette.

5) Stress on the second from the end syllable: for words ending in *ic, sion, tion*. Examples: i'conic, hyper'tension, nu'trition.

The other terminology in pronunciation is rhythm. Penny Ur has assumption about rhythm. "English speech rhythm is characterized by tone-units: a word or group of words which carries one central stressed syllable (other syllables, if there are any, are lightened)."²⁷ This assumption explained that rhythm is the combination of tone, between high tone and low tone. There is a side that is stressed when uttered it. For example, the sentence: 'Peter, come here, please', would divide into two tone-units: 'Peter' and 'come here, please', with the two main stresses on the first syllable of 'Peter' and the word 'here'.

c. Intonation


One of the prominent parts in pronunciation to express the meaning of word or sentence more clearly is intonation. Kelly denotes that "The term "intonation" refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others."²⁸ Intonation is the way that helps us to express our feeling. When speaking, there must be voice that raise up and goes down. Intonation helps people to determine meaning.

²⁷Penny Ur, *A course in.*, p.48

²⁸ Gerald Kelly, *How to Teach.*, p.86


Intonation also shows the speaker's emotion and attitude in his/her utterances, directs whether the speaker finish his/her speech or not yet, and explains about the speakers' purpose in speaking if that is in statement or question. Intonation gives us clues about the attitude of the speaker, or how he feels about what he is saying. When listening to people speaking, we get clear messages about their attitude from the ways things are said. We can get a good idea, for example, as to whether someone is interested, bored, being kind, being honest or lying, and so on.

Jeremy Harmer gave examples as follows:

"I'll arrive at seventh o'clock 



Notice that the pitch direction changes on one syllable (*clock*). We call this the nucleus of the one unit (I'll arrive at seventh o'clock). A tone unit is any collection of sounds/ words with one nucleus. The falling tone, therefore, indicates that this tone unit is a statement.

We could, however, use the words to mean something quite different grammatically, as in this example:

I'll arrive at seventh o'clock 

The rising tone now indicates that this is a question, and the fact that *seventh* is the nucleus shows that this is the information in question.

Utterances are often made up of more than one tone unit, e.g:

I'll arrive at seventh o'clock, okay  

Once again, the rising tone on *okay* indicates that this is a tag question, asking the listener to confirm the speaker's choice. ²⁹

Ann Cook also described about three ways to make intonation, these are:

²⁹ Jeremmy Harmer, *The Practice of English.*, p. 39

1. The first way is to just get *louder* or raise the volume. This is not a very sophisticated way of doing it, but it will definitely command attention.
2. The second way is to *streeeeetch* the word out or lengthen the word that you want to draw attention to (which sounds very insinuating).
3. The third way, which is the most refined, is to change *pitch*. Although pausing just before changing the pitch is effective, you don't want to do it every time, because then it becomes an obvious technique. However, it will make your audience stop and listen because they think you're going to say something interesting.³⁰

From the explanation above, the researcher concludes about the concept of pronunciation, there are 3 components in the concept of pronunciation. Firstly, sounds of the language defined as the symbols of language which are produced by the organs of speech. Secondly, stress and rhythm, which are focused on the speakers' way in sounding or pronouncing the certain word that have the main meaning in language. Thirdly, intonation is a sound wave to pronounce the words/sentence to make sense in meaning.

In the sounds of language, there are vowels and consonants. Vowel is produced freely, there is no obstruction when it is produced. Vowel sounds are all voiced. Vowels are divided into three parts: front vowel, back vowel and mixed vowel. Otherwise, consonants can be

³⁰ Ann Cook, *American Accent Training*, (USA: Matrix Press, 1991), p.20

voiced or unvoiced. They can be described in terms of the manner and place of articulation. In the stress and rhythm discussion. Stress in words changes depending upon grammatical function. Rhythm is the combination of tone-unit. Intonation is assumed as the speaker signal in delivering message. Those are the concepts of pronunciation.

In addition, three concepts of pronunciation above determine speaking ability of someone. Why? Because pronunciation is one of components in learning English, especially in speaking. Then, the goal of teaching pronunciation is to help the students in order to be able to reach speaking target. Hopefully, she/he also can speak fluently, clearly, and understandbly. So, if she/he has mastered three concepts of pronunciation above, it means that she/he have good speaking ability.

3. General Problem in Pronunciation

The errors in pronouncing English word pronunciation that are made by students, apparently could give bad effect to the improvement of students' communicative competence. Penny Ur explained some pronunciation's error from various sources:

- a. A particular sound may not exist in the mother tongue, so that the learner is not used to forming it and therefore tends to substitute the nearest equivalent he or she knows (the substitution of /d/ or /z/ for the English th /ð/ as in that is a typical example).
- b. A sound does exist in the mother tongue, but not as a separate phoneme: that is to say, the learner does not perceive it as a distinct sound that

makes a difference to meaning. In Hebrew for example, both the /i/ and /i:/ (ship/sheep) sounds occur, but which is used depends only on where the sounds come in the word or phrase, not what the word means; and if one is substituted for the other, no difference in meaning results.³¹

The problems showed by Penny Ur seem the common problems that are appeared and faced by the foreign language learner. Those problems are also existed in Indonesia students' pronunciation when they speak English. That is right, sometimes the particular sound did not exist, so that the learners find the equivalent sound and pronounce it. For example: 'th' in "this" should be pronounced by "ð". Yet, because they felt difficult to pronounce it, they looked for another sound that is equivalent to that sound. It may become "dis".

In addition, Harmer assumed that "some students have great difficulty hearing pronunciation features which we want them to reproduce. Frequently, speakers of different first language have problems with different sound that the students' first language does both have the same sounds."³² In this case, the students' problem is lack of students' knowledge for English sound, so they might face difficulties when they find the different sound between their target language and their first language. They seem confused to imagine what kind of sounds they heard.

Furthermore, there are two general problems of pronunciation in Indonesia. Many foreign learners do not pronounce the diphthongs with

³¹ Penny Ur, *A Course in.*, p.52

³² Jeremy Harmer, *The Practice of English.*, p.249-250

long enough duration when it is ended or followed by voiced consonants. The second problem is that many foreign learners failed to shorten the vocal or diphthong when it is followed by unvoiced consonant.³³ For Indonesian speakers, diphthong /əʊ/ seemed to be more problematic than diphthong /ei/. There are three diphthongs in Indonesia; /ɔi/, /ai/, /aʊ/. Diphthongs /ei/ seems to be more similar to diphthong /ai/ which is used most frequently in Indonesia. Besides, in many cases, there are tendencies to substitute diphthong /ai/ to vowel /e/ or sometimes with unclear /ei/. Thus, it is probably more familiar and easier for Indonesian speakers to pronounce /ei/ rather than /əʊ/.³⁴

Based on the quotation above, the general problem in Indonesia is when pronouncing the diphthong /əʊ/; example: go. Indonesian speakers are easier to pronounce the diphthong /ei/ in late rather than /əʊ/ in go.

In conclusion, the common problem in teaching learning pronunciation are because the different sound between their native language and target language that make the students face the difficulty in transferring their mother tongue into target language and the difficulty in practicing new sound appeared in their target language.

4. The Measurement of Pronunciation Skill

There are some criterias that the teacher can do to measure students' pronunciation skill.

³³ Vilya Fauziah.blogspot.co.id/2014/06/Kesulitan Belajar Pronunciation, 05/07/2017, at 09:53

³⁴ Desri Maria Sumbayak, *The Diphthongs: The Obstacles for Indonesian Speakers of English (Jurnal Lingua Cultura)*, Vol.3 No.2 November 2009, English Department, Faculty of Teacher Training and Education, University of Riau, p.114

“Criteria were intonation, phoneme pronunciation and expression of the proper meaning of the sentence. The main focus was on pronunciation and not on individual or local accent. A non-native speaker would get a 5 if he had very good intonation, clear and proper pronunciation of individual phonemes and was expressing the right meaning of the sentence, no matter if he had a foreign accent.”³⁵

Based on the quotation above, there are three points to measure pronunciation: intonation, phoneme pronunciation and suitable expression for each sentence. A non-native speaker can get good score although he has a foreign accent. His accent can change if he always trains to pronounce English well by right intonation and suitable expression with the sentence that he uttered.

³⁵N. Moustroufas and V. Digalakis, *Automatic Pronunciation Evaluation Of Foreign Speakers Using Unknown Text*, (Greece: Dept. of Electronics and Computer Engineering Technical University of Crete Chania), p.9

Below is the categories of pronunciation:

Table 3:

Categories of Pronunciation		
Poor (0-60)	Fair(61-70)	Good/ Excellent (71-100)
Student makes little or no effort to enunciate and articulate in target language	The student has errors in pronunciation, some effort in articulation in target language	The student makes minor or no errors in pronunciation, great articulation in target language with expressions

Based on the table above, there are three categories of pronunciation. They are poor in the score of 0-60, fair in the score of (61-70), and good/excellent (71-100). The table is suitable to the minimum score of English lesson. The students will be categorized to complete if they got the minimum score 70.

CHAPTER III

RESEARCH METHOD

A. Research Setting

This research conducted in SMP Darul Ulum Sekampung, East Lampung. Total of the students from the seventh up to ninth graders are 129 students and total of the teachers are 23. This research is about improving pronunciation skill trough minimal pair drill technique among the seventh graders of SMP Darul ‘Ulum Sekampung East Lampung. Actually, there are two classes for the seventh graders. The researcher chose VII 2, because they have the big problem in pronunciation. It is based on the result of pre survey at the seventh graders of SMP Darul ‘Ulum Sekampung East Lampung. The total of the students is 20 students that consist of 7 boys and 13 girls.

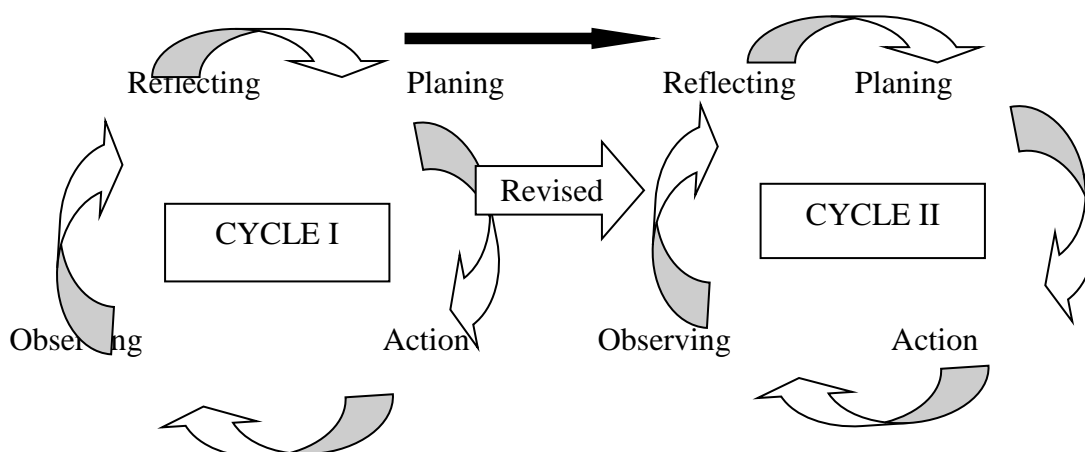
B. Research Subject

The subject in this research s the students’ of VII 2 of SMP Darul ‘Ulum Sekampung East Lampung. The researcher conducted the research to English lesson in odd semester academic year 2016/2017. The total of student is 20 students, they consist of 7 boy students and 13 girl students.

C. Research Procedure

In this research, the researcher used Classroom Action Research because she assumes that it is useful for helping teachers to evaluate their teaching activity and its progress. Action research is suggested to the teacher as a way to know the development in the classroom. McNiff states that the term “action research” refers to “a practical way of looking at your own work to

check that it is as you would like it to be. It is often referred to as practitioner-based research as it involves practitioners, and is also known as self-reflective practice as it involves individuals or practitioners reflecting on their own work.³⁶ It means that action research is the way to check how far learning processes successful is after we teach for some times. It is the teacher's work to know the situation in the classroom. The researcher used model developed by Kemmmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential "moments" of planning, action, observing, and reflecting.³⁷



CAR that designed by Kemmmis and Mc Taggart consists of four phrases, there are planning, acting observing and reflecting. The completely procedures for each phase are as following:

³⁶Franco Vaccarino, Margie Comrie dkk, *Action Research Initiatives*, (Wanganui: Massey University, 2006), p.7

³⁷Ibid), p. 9

a. Action Research in Cycle 1

1) Planning

In this phase, the researcher made the series of planning as follows :

- a) Writing down the lesson plan based on Based Competence (KD)
- b) Preparing the instruments for students and teacher
- c) Preparing the format of material
- d) Providing the format of evaluation and observation
- e) Providing the media for learning process, include : infocus and material discussion.

2) Acting

In this phase, everything that have planned was done. In this act, the steps that were practiced by the teacher who is as a researcher in teaching pronunciation by using Minimal Pair Drill as follow:

Step 1: introduced the phonemic symbols and concept of Minimal Pair Drill and its advantages for the students. Gave the example of each phonetic symbols.

Step 2: presented to students the pair of words and drilled the pair of those words together using teachers' guidance. Then asked some of them to pronounce it by themselves. If the students made an error in pronunciation, peer correction would work.

Step 3: asked them to recognize if the pair of words that teacher said is same or different. This is hopefully useful for checking their listening comprehension.

Step 4: Gave the game to the students about telephone number.

Step 5: Asked the students to answer the questions on worksheet in pair (students A and B). Student A will read the words in the worksheet on him while students B will write the word that student A mentioned

Step 6: Evaluated them by using oral test to check their progress in pronunciation.

3) Observing

In this phase, the researcher observed the classroom atmosphere when she acted her teaching technique, how the students' response of teacher's action, whether it is effective way or not to improve pronunciation of students. These activities were recorded towards the implementation of the action using observation sheet and field notes.

4) Reflecting

In this cycle, the researcher analyzed the effects of the new technique that had implemented and drew the conclusion through whole action. The researcher compared between the action implemented and the planning before. Then, the result of reflecting used as a guideline to make a new plan in the next cycle.

b. Action Research in Cycle 2

1) Planning

a) Writing down the lesson plan based on Based Competence (KD) using different material.

b) Preparing the instruments for students and teacher

c) Preparing the format material

d) Providing the format of evaluation and observation

2) Acting

Step 1: Gave some Minimal Pair Drill and wrote down the phonetics symbol

Step 2: Asked some students to pronounce it. If there was an incorrect pronunciation, she asked to other students until one of them could differentiate those two words.

Step 3: Gave the correct pronunciation and drilled them to pronounce it.

Step 4: Gave worksheet to the students. It was a text consisted of some blank words.

Step 5: Evaluated them by using oral test to check their progress in pronunciation

3) Observing

In this phase, the researcher observed the class atmosphere when the learning process was conducted.

4) Reflecting

The researcher analyzed the progressiveness of learning result and learning activity, whether there is an improvement or not from cycle. The researcher identified the result of observation in the learning process and compared the score of pre-test and post-test.

D. Data Collection Method

1. Test

The researcher gave the students test to evaluate their pronunciation skill. The test is about Minimal Pair Drill. There are two tests used in this research namely pre-test and post-test.

a. Pre-Test

The researcher gave the pre-test to the students. The purpose of the test is to know how far the students' pronunciation skill before giving the treatment by using Minimal Pair Drill technique. In this research the researcher gave the students oral test to pronounce some words that have similar sounds.

b. Post-Test

The researcher administrated the post-test after giving the treatment to know the students' pronunciation skill result after they did a treatment by using Minimal Pair Drill technique. In this case, the researcher also gave the students oral test to pronounce some words that have similar sounds. Beside that, the students would be given a short dialogue to know how for their understanding in intonation is.

2. Observation

In this research, the researcher observed the students' behaviors and the students' activities in the learning process to know how the process of learning hold. In doing the observation, the researcher made the observation sheet that contains of list of the students' activities.

3. Documentation

In this research, the researcher used documentation method to know about all information which concerned with this research, such as the total of students, teachers and the condition of school.

E. Research Instrument

1. Instrument Blueprint

In this research, the researcher used test to measure the student's pronunciation skill. The researcher used oral test in the form of blanks dialogue. The learning topic is Expression of Likes and Dislikes and Asking for and Giving For Opinion. There are four elements of pronunciation that used to assess students' pronunciation skill, they are: sounds of language (vowels and consonants), stress, rhythm and intonation.

Table 5
The Research Instrument Blueprint

No	Variable	Indicator	Instrument	Form of Test
a.	Variable X “Minimal Pair Drill Technique”	1) The students are able to distinguish the vowels sounds 2) The students are able to pronounce two words that have similar vowel sounds in the same position.	Present the students two words that have similar vowel sounds in the same position	Oral Test
	Variable Y	1) The students are		

No	Variable	Indicator	Instrument	Form of Test
b.	“Pronunciation Skill”	<p>able to pronounce Expression likes and Dislikes, Asking for and Giving Opinion by using the correct vowel sounds</p> <p>2) The students are able to express the Expression likes and Dislikes, Asking for and Giving Opinion by using correct stress, rhythm and intonation.</p>	Present the students the dialogue of Expression likes and Dislikes, Asking for and Giving Opinion	Oral Test

2. Observation sheet

Observation sheet is used to observe the learning activity of students when the learning process occurs. It consists of field note too.

3. Documentation

Documentation is used to take the photos when the learning process occurs.

It is used to prove that the researcher does conduct the research.

F. Data Analysis Technique

To analyze whether there is improvement or not after the action applied, the researcher used statistic method. The statistics used in this analysis are

meant to calculate the average of the students' score for each test which is pre-test, post-test 1 and post-test 2, and the percentage of students' gained score. The first formula is to get the average of student' pronunciation score. It will use the formula as follows:³⁸

$$\bar{X} = \frac{\sum F}{N}$$

Notes:

\bar{X} = Mean

$\sum F$ = Total of students' score

N = Total of students

To calculate the students' improvement of pronunciation test score, the researcher calculates the test in cycle 1 and cycle 2, the researcher will use the formula as follows:

$$P = \frac{f}{N} \times 100 \%$$

Notes:

P = Percentage

F = Total of students' who got score

N = The total of students

³⁸ Arthur Conan Doyle, *Understandable Statistics: Averages and Variation...*, p.79

G. Indicator of Success

The indicator of the success is taken from the process and the result of the action research. This research will be called success if 75% of students got minimum score 70. In addition, there is improving in learning activities and learning result in the learning process.

CHAPTER IV

RESULT AND DISCUSSION

A. Description of Data

1. Profil of SMP Darul ‘Ulum Sekampung

Name	: SMP Darul ‘Ulum Sekampung
Address	: Jl. Kampus Ma’arif NU 5 Sumbergede 56A
Postal Code	: 34182
Phone Number/Fax	: (0725) 49105
NPSN/NSS	: 10806046 / 202120403130
Wide	: 2395 m ²
Status	: Accreditation B

2. Short Story about the Establishment of SMP Darul ‘Ulum Sekampung.

SMP Darul ‘Ulum is the state of junior high school which located in Sumbergede 56a, Sekampung, East Lampung. It was established in 2003. It had a purpose to facilitate the students at Islamic boarding school Darul ‘Ulum Sekampung who were continuing their study to higher degree after graduating from elementary school.

The other reason of SMP Darul ‘ulum establishment was that this school was provided for students at Islamic boarding school Darul ‘Ulum Sekampung only. Considering the impact of globalization era, as a manager of Darul ‘Ulum institution, Drs. KH. Ahmad Mudjab.M.Pd.I and the other teacher build the school named SMP Darul ‘Ulum where the

students were placed. Then, they were expected not to commune with non-student Islamic boarding school too much. The principle of SMP Darul ‘Ulum in that time was Fitriyanto, S.A.g while for the teachers were all honorary teacher.

Since State Junior High School Darul ‘Ulum was established, it had been led by some principles, and they were: Fitriyanto, S.A.g, Drs.Sukiman, Afif Isa Anshori, S.Pd.I, Radjio A.Md., and now this school was led by Ahmad Abroza, M.Pd.I.

3. The Condition of Teachers and Official Employers in SMP Darul ‘Ulum Sekampung.

The numbers of teacher and official employers in SMP Darul ‘Ulum Sekampung in academic year 2016/2017 are 23 teacher and employers that can be identified as follows:

Table 6
The Condition of Teacher and the Official Employers
at SMP Darul ‘Ulum Sekampung

No	Name	Sex	Occupation
1	Ahmad Abroza, M.Pd	Male	Principal
2	Farhan Rodli, S.Pd	Male	Vice of curriculum
3	Nur Baiti, S.Pd	Female	TIK, English
4	Ensi Dwi Eliawati, S.Pd.I	Female	English
5	Lilik Indrawati, S.Pd	Female	Science
6	Siti Saudah, S.Pd	Female	Socials
7	Radjio, A.Md	Male	Mulok
8	Khamidin, S.Pd	Male	Science
9	Drs. Sukiman	Male	Indonesian
10	Wiwik Khoiriyah, S.Pd.I	Female	Nationality
11	Arini, S.E	Female	Art
12	Bahrudin, S.Pd.I	Male	Islamic

13	Eni Sumaryanti, A.Md	Female	Socials
14	Irvan Amrulloh, S.Pd.I	Male	Arabic
15	Indri Restu Sestiani, S.Pd	Female	Mathematics
16	Sukiyatno,	Male	Islamic
17	Sunarto, S.Pd.I	Male	Sport
18	Tatok Suranto, S.Pd.I	Male	Mathematics
19	Zainul Mubtadiin, M.Pd	Male	Socials
20	Afif Isa Anshori, S.Pd.I	Male	Arabic
21	Syaifuddin, S.Pd	Male	Aswaja
22	Siti Mahmudah, S.Pd	Female	Socials
23	Dewi Meiliana, M.Pd	Female	SAINS

Source: Documentation of SMP Darul ‘Ulum Sekampung, on May, 19th 2017

4. The Quantity of SMP Darul ‘Ulum Sekampung Students

The Quantity of SMP Darul ‘Ulum Sekampung students in the academic year of 2016/2017 are 129 which can be identifying as follow:

Table 7
The quantity of SMP Darul ‘Ulum Sekampung, East Lampung
in Academic Year 2016/2017

NO	CLASS	SEX		TOTAL
		MALE	FEMALE	
I	VII 1	10	13	23
	VII 2	7	13	20
	TOTAL	17	26	43
II	VIII 1	12	11	23
	VIII 2	8	15	23
	TOTAL	20	26	46
III	IX 1	4	16	20
	IX 2	7	13	20
	TOTAL	11	29	40
TOTAL				129

Source: Documentation of SMP Darul ‘Ulum Sekampung, on May, 19th 2017.

5. The Building of SMP Darul ‘Ulum Sekampung

The condition of facilities and buildings in SMP Darul ‘Ulum Sekampung was good. The description of building in SMP Darul ‘Ulum Sekampung is as follows:

Table 8
The Buildings of SMP Darul ‘Ulum Sekampung, East Lampung

No	Names of Building	Total
1.	Classroom	6
2.	Library	1
3.	Headmaster Room	1
4.	Vise Principle Room	2
5.	Teacher Room	1
6.	Staff Room	1
7.	Counselor Room	1
8.	IPA Laboratory	1
9.	Computer Laboratory	1
10.	Toilet Teacher	2
11.	Toilet Student	6
12.	UKS Room	1
13.	OSIS Room	1
14.	Storage Room	1
15.	Mosque	1
16.	Kitchen	1
17.	Canteen	2
19.	Parking Area	1

Source: Observation Result in SMP Darul ‘Ulum Sekampung on May, 19th 2017.

6. The List of Students Named Class VIII 4

No.	Name	Sex
1	Khoirul Munfarida	Female
2	Lisa Dewi Mita Sari	Female
3	Muhammad Bagus Wibowo	Male
4	Muhammad Ibnu Ikhsan	Male

5	Muhammad Rinto	Male
6	Nadia Febrianti	Female
7	Ni'mal Hamida Sabaqotina	Female
8	Nia Khairin Sakina	Female
9	Noni Leila Nurhakiki	Female
10	Nurul Khofifah	Female
11	Nurul Muslimah	Female
12	Okta Fajar Kurniawan	Male
13	Randy Agus Saputra	Male
14	Sekar Meilina Widiyanti	Female
15	Sriyani Handayani	Female
16	Sujiyanto	Male
17	Syafira Anggraini	Female
18	Syaiful zuhri	Male
19	Syifaun Nafiah Susanto	Female
20	Tarisa Meiliyana	Female

B. Description of the Research Result

In this research, the researcher conducted the pre-test on May 13rd 2017 before the process of cycle one would be done. The result of the students' mark could be seen on the table as follow:

Table 9
The Pre-test Result of Students' Pronunciation Skill
Class VII 2

No	Name	Score	Note
1	KM	60	Incomplete
2	LDMS	55	Incomplete
3	MBW	55	Incomplete
4	MII	65	Incomplete

5	MR	55	Incomplete
6	NF	65	Incomplete
7	NHS	70	Complete
8	NKS	65	Incomplete
9	NLN	60	Incomplete
10	NK	65	Incomplete
11	NM	60	Incomplete
12	OFK	55	Incomplete
13	RAS	60	Incomplete
14	SKW	75	Complete
15	SH	60	Incomplete
16	SJ	70	Complete
17	SA	65	Incomplete
18	SZ	65	Incomplete
19	SNS	75	Complete
20	TM	65	Incomplete
Total		1265	
Average		63,25	
High Score		75	
Low Score		55	

Source: The result of Pre-test on May 13rd 2017

Table 10
The Percentage of Students' Pronunciation Skill Pre-test Score

No	Score	Frequency	Percentage	Category
1	≥ 70	4	20%	Complete
2	< 70	16	80%	Incomplete
Total		20	100%	

Source: The result of Pre-test on May 13rd 2017

Based on the table above, it can be seen that there are only 4 students who included to complete category and 16 students who included to

incomplete category. The standard minimum for English lesson in SMP Darul ‘Ulum Sekampung is at least 70. So, the researcher chose minimal pair drill technique to improve students’ pronunciation skill in the seventh graders of SMP Darul ‘Ulum Sekampung East Lampung Academic Year 2016/2017.

1. Cycle I

a. Identification of the problem

Based on the teacher’s experience and the result of pronunciation skill test in SMP Darul ‘Ulum Sekampung, the researcher concluded that the problem faced by the students as follow: Many students could not differentiate two words that have similar vowel sounds.

b. Alternative of the Problem.

- 1) The teacher explained how to produce each vowel sounds and their speaking representative.
- 2) The teacher should apply minimal pair drill technique in teaching pronunciation skill.

Based on the cases above, the researcher used minimal pair drill technique as the problem solution.

1) Planning

In this planning the researcher and the collaborator planned to give material about pronunciation. The researcher and the collaborator prepared several things related to teaching and learning process such as: preparing the material, preparing the chart of vowel as the media, making the instrument that would be examined as the pre-test and

post-test in the cycle I, making observation sheet of the students' activity to write down the problem and the cause of problem at the first and the end of learning activities. The researcher also planned to give evaluation to measure how far the material that have been taught can be accepted by the students.

2) Acting

The action in cycle I consisted of 3 meetings. The explanation of every meeting will be explained bellows:

a) The First Meeting

The first meeting was conducted on May 18th 2017 for 2x45 minutes. This meeting was started by greeting and praying, checking the attendace list and asking the students condition. The researcher explained the material about asking for and giving opinion and drilled each expression to the students. Next, the researcher showed the students the chart of vowels. The researcher trained the students to pronounce each vowel sound.

The researcher also gave the example to each vowel sounds and drilled the students to pronounce it. The students were drilled some words such as reach, rich, head, cat, far, form, cut, fool, full, her, and about. They were also given some minimal pair words and asked to pronounce it. Those minimal pair are reach-rich, fool-full, were-wear, get-gate, will-wheel, beach-bitch, let-late, black-block and beat-bit. The researcher guided them. After that, the researcher

played the game namely telephone number. It consisted of minimal pairs. Some of them felt difficult to pronounce it, because they were not be accustomed to differentiate the sounds. So, the researcher guided them first. Then, the researcher could start the game. After that, the researcher reviewed the material and closed the meeting.

b) The Second Meeting

The second meeting was conducted on May 19th 2017 for 2x45 minutes. The meeting was started by praying and greeting, checking the attendace list and asking the students condition. In this occasion, the researcher gave the exercise to the students. The exercise is about asking for and giving opinion dialog consisted of some blank words. The students were asked to fill the blank words. The researcher gave 2 answer choices to every blank part. Those two answer choices are minimal pair. The students filled the blank ones based on what they had heard from their teacher.

After finishing the exercise, the teacher corrected the students' answer together. Then, the teacher drilled the minimal pair. Those minimal pair are good-god, these-this, hat-hot, wear-were, wick-week, place-please, cheap-chip, had-head, well, will. The teacher also asked the students where the part of expression of asking for and giving opinion in the dialog is. After that, the

teacher reviewed the material and closed the meeting by greeting them.

c) The Third Meeting

The third meeting was conducted on May 20th 2017 for 2x45 minutes. This meeting was used to conduct post-test 1 after the students were given the action. The meeting was started by praying, greeting, checking the attendance list, and asking the students condition. Then the researcher gave post-test 1 to the students. The researcher asked the students to come forward the class one by one and pronounce the minimal pair that was prepared by the teacher. Those minimal pair are sheep-ship, hair-here, air-ear, chairs-cheers, fare-fear, head-had, man-men, said-sad, wear-were, bet-bat.

In the post-test 1, there are 13 students who were belong to complete category. The result of the students' test was better than the students' test before giving treatment.

In this session, the researcher got the result of the students' post-test 1 in cycles I. The result can be seen as follow:

Table 11
The Students' Post-test 1 Result of Pronunciation Skill in Cycle I

No	Name	Mark	Note
1	KM	64	Incomplete
2	LDMS	60	Incomplete
3	MBW	64	Incomplete
4	MII	74	Complete

5	MR	60	Incomplete
6	NF	70	Complete
7	NHS	80	Complete
8	NKS	80	Complete
9	NLN	72	Complete
10	NK	76	Complete
11	NM	72	Complete
12	OFK	64	Incomplete
13	RAS	64	Incomplete
14	SKW	82	Complete
15	SH	64	Incomplete
16	SJ	78	Complete
17	SA	76	Complete
18	SZ	72	Complete
19	SNS	82	Complete
20	TM	72	Complete
Total		1426	
Average		71,3	
High Score		82	
Low Score		60	

Source: The result of Post-test1 on May 20th 2017

Table 13
Percentage Students' Score of Post-test of Pronunciation Skill

No	Score	Frequency	Percentage	Category
1	≥ 70	13	65%	Complete
2	< 70	7	35%	Incomplete
Total			100%	

Source: The result of Post-test1 on May 20th 2017

Based on the data above, it can be seen that there are 13 students who belong to complete category and 7 students who

belong to incomplete category. It was higher than the result of pre-test. Learning process will be called succes if 75% of students got the minimul score 70. The fact showed that the result was unsatisfactory.

3) Observing

The researcher conducted 2 meetings to treatment in cycle I. The researcher gave material about expression of asking for and giving opinion. The students were also introduced the phonetic symbols of vowel. Some students could active to join the learning. Some of them gave attention to the expalantion of teacher about vowel sounds. They could drill the pair of word well, but there were also some students who didn't active and made condition of the class be noise. Here the result observation sheet of students' activity.

Table 13
The Students' Activities Result in Cycle I

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	KM	2	40%	3	60%	Improve
2	LDMS	2	40%	2	40%	Constant
3	MBW	1	20%	2	40%	Improve
4	MII	3	60%	3	60%	Constant
5	MR	1	20%	2	40%	Increase
6	NF	2	40%	3	60%	Improve
7	NHS	3	60%	4	80%	Improve
8	NKS	3	60%	4	80%	Improve
9	NLN	2	40%	3	60%	Improve

10	NK	2	40%	3	60%	Improve
11	NM	2	40%	2	40%	Constant
12	OFK	1	20%	3	60%	Improve
13	RAS	1	20%	2	40%	Improve
14	SKW	3	60%	4	80%	Improve
15	SH	1	20%	2	40%	Improve
16	SJ	2	40%	3	60%	Improve
17	SA	2	40%	3	60%	Improve
18	SZ	1	20%	3	60%	Improve
19	SNS	2	40%	2	40%	Constant
20	TM	2	40%	3	60%	Improve

Note : $\leq 50\%$: Not Active

$\geq 50\%$: Actives

The students Mark Criteria:

1. Give attention to the teacher explanation
2. Follow the teacher's instruction to drill minimal pair
3. Give response to teacher and other students question about the difference of pronouncing each minimal pair
4. Making the note from the material of phonetic symbol
5. Doing the minimal pair of individua and group task

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

Table 14
Frequency of Students' Activities Result in Cycle I

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	-	-	Excellent
2	4	-	-	3	15%	Very Good
3	3	4	20%	10	50%	Good
4	2	10	50%	7	35%	Enough
5	1	6	30%	-	-	Low
Total		20	100%	20	100%	

Source: the result of students activities on May 18th-19th 2017

According to the result of observation above, the learning process was improving, because there is difference between the students activities in the first meeting and the second meeting. In the first meeting, there are just 4 students who got good category and there is no student who got very good category. Furthermore, in the second meeting there are 10 students who got good category and 3 student who got very good category. In conclusion, the learning process can be called success, because there is improvement of students' activities in in the first meeting and second meeting.

4) Reflecting

Based on the result of cycle I, it showed that there was an improvement of the result of pre-test and post-test 1. The students were interested enough in learning process although the condition of learning process still uncontrolled. Some of the students did not focus

on the material and they were still confused to pronounce the similar sound.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follow:

- a) The researcher should manage class well
- b) The researcher motivated the students to focus on study and did not make a noises
- c) The researcher should give more exercises to drill the students' pronunciation

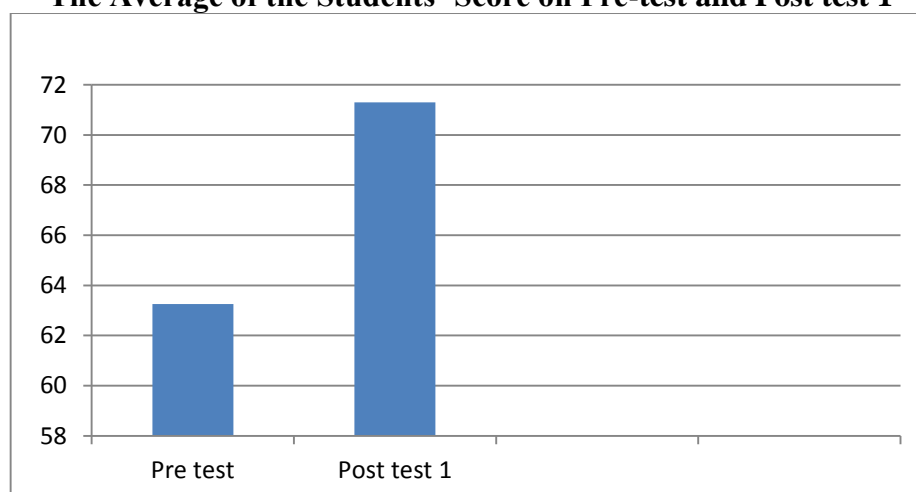
Table 15
The Result of Students' Pre-test and Post-test 1

No	Name	Students' Result			Category
		Pre-test	Post-test	Improve	
1	KM	60	64	4	Improve
2	LDMS	55	60	5	Improve
3	MBW	55	64	9	Improve
4	MII	65	74	9	Improve
5	MR	55	60	5	Improve
6	NF	65	70	5	Improve
7	NHS	70	80	10	Improve
8	NKS	65	80	15	Improve
9	NLN	60	72	12	Improve
10	NK	65	76	11	Improve
11	NM	60	72	12	Improve
12	OFK	55	64	9	Improve
13	RAS	60	64	10	Improve

14	SKW	75	82	12	Improve
15	SH	60	64	15	Improve
16	SJ	70	78	9	Improve
17	SA	65	76	9	Improve
18	SZ	65	72	12	Improve
19	SNS	75	82	7	Improve
20	TM	65	72	12	Improve
Total		1265	1426		
Average		63,25	71,3		

Source: The result of pre test and post test 1

Figure 2
The Average of the Students' Score on Pre-test and Post test 1



Source: The result of pre-test and post test 1

Based on the graphic above, it shows that there was an improvement between pre-test and post-test 1. The learning process is called succes, if 75% of the students passed the standard minimum criteria 70. The table of post test 1 shows that there are 13 students who passed the standard minimum criteria in the percentage of 65%. It means that the indicator of succes was not achieved yet, although

there is improvement in students' activity. So, the research would be continued to cycle II. In addition, the result of cycle 1 would be used as guideline to conduct the next cycle.

2. Cycle II

Cycle II is similar to cycle I, it consisted of planning, acting, observing and reflecting. It will be explained more detail as follow:

a. Planning

In this step, the researcher made the lesson plan . Based on the students' result in cycle I, the researcher concluded that the problem is that the students feel difficult to pronounce English word because of their mother tongue. Therefore, the researcher revised the problems that appeared in cycle I and arranged lesson plan to continue the cycle II. The researcher planned to give them more exercises. The cycle 2 would be planned different with cycle 1. The teacher was active enough in cycle 1, but in the cycle 2 the students were the active ones to do the task.

b. Acting

1) The First Meeting

The meeting was conducted on June 1st 2017. The researcher opened the meeting by greeting, asked students to prayed together, checking students' attendance list. Next, the researcher announced the result of their pronunciation at the last meeting.

After that, the researcher explained the new material about asking for clarification. The teacher guided the students to pronounce

each expression. If there was a word that they felt difficult to pronounce, the teacher showed the chart of vowels. Next, the researcher divided the students to 5 groups. The researcher gave each group a worksheet. It was about dialog consisted of blank parts. The students are asked to fill the blank. The blank was consist of minimal pair too. In this cycle, the one who read the dialog fully was not the researcher, but the leader of the group in front of his member group.

Furthermore, the researcher asked one of the group to come forward to the class to read his group answer. The researcher asked to other group who have different answer. Then, the researcher gave the correct answer and drill those minimal pair until the students can differentiate to sound it. Those minimal pair are eat-it, quite-quit, her-hear, said-sad, tame-time, still-steal, and left-lift. After finishing the exercise, the researcher closed the meeting.

2) The Second Meeting

The second meeting was conducted on May, 2nd 2017. In this occasion, the researcher gave the worksheet and the students have to do it in pair. The exercise is about minimal pair drill too. 2 students have different exercise. The student A read the exercise of student B, and they did it in turn. The minimal pair of student A is pen-pan, bear-beer, ship-sheep, it-eat, hair-her and the minimal pair of student B is bins-beans, men-man, send-sand, bed-bad, fare-fear.

After that, the researcher corrected the students' answer together. The researcher also drilled the minimal pair. After finishing the exercise, the researcher closed the meeting.

3) The Third Meeting

The third meeting was conducted on May, 3th 2017. In this meeting, the researcher conducted the post test. The procedure was same to the cycle 1. The students came forward to the class one by one to pronounce the minimal pair, but the researcher gave the additional test. The students are asked to read the sentence that consist of minimal pair. For example: The rich man reaches success business, You get the first gate, We were wearing the black cloth. After that, the researcher closed the meeting.

In this session, the researcher got the result of the students' post-test 1 in cycle I. The result can be seen as follow:

Table 16
The Students' Score of Pronunciation Skill Post-test in Cycle II

No	Name	Score	Note
1	KM	80	Complete
2	LDMS	68	Incomplete
3	MBW	70	Complete
4	MII	80	Complete
5	MR	68	Incomplete
6	NF	76	Complete
7	NHS	90	Complete
8	NKS	85	Complete
9	NLN	76	Complete

10	NK	86	Complete
11	NM	76	Complete
12	OFK	78	Complete
13	RAS	70	Complete
14	SKW	90	Complete
15	SH	72	Complete
16	SJ	82	Complete
17	SA	80	Complete
18	SZ	78	Complete
19	SNS	88	Complete
20	TM	86	Complete
Total		1573	
Average		78,65	
High Score		90	
Low Score		68	

Source: The result of Pre-test on May 3rd 2017

Table 17
Percentage of Post-test in Cycle II

No	Score	Frequency	Percentage	Category
1	≥ 70	18	90%	Complete
2	< 70	2	10%	Incomplete
Total		20	100%	

Source: The result of Post-test on June 3rd 2017

The table above is the result of students' mark at post test 2.

It can be seen that there was an improvement from the mark of post test 1 and post test 2. There are 18 students who included to complete category in the percentage of 90%, and there are just 2 students who included to incomplete category in the percentage of 10%. It means

that there was improvement score from post test 1 and the post test 2 and the learning process was succes.

c. Observation

In this stage the students more active and enthusiastic in following the learning process. It can be seen as follow:

1) The Students' Activities Result in Cycle II

Table 18
The Students' Activities Result In Cycle II

No	Name	First Meeting		Second Meeting		Category
		Act	Percentages	Act	Percentages	
1	KM	4	80%	5	100%	Improve
2	LDMS	3	60%	4	80%	Improve
3	MBW	3	60%	4	80%	Improve
4	MII	4	80%	5	100%	Improve
5	MR	3	60%	3	80%	Constant
6	NF	4	80%	5	100%	Improve
7	NHS	4	80%	5	100%	Improve
8	NKS	4	80%	5	100%	Improve
9	NLN	3	60%	4	80%	Improve
10	NK	3	60%	4	80%	Improve
11	NM	4	80%	5	100%	Improve
12	OFK	3	60%	4	80%	Improve
13	RAS	3	60%	3	60%	Constant
14	SKW	4	80%	5	100%	Improve
15	SH	3	60%	4	80%	Improve
16	SJ	4	80%	5	100%	Improve
17	SA	3	60%	4	80%	Improve
18	SZ	4	80%	5	100%	Improve
19	SNS	4	60%	5	80%	Improve

20	TM	4	80%	5	100%	Improve
----	----	---	-----	---	------	---------

Source: the result of students activities on June 1st-2nd 2017

Note : $\leq 50\%$: Not Active

$\geq 50\%$: Active

The students Mark Criteria:

1. Give attention to the teacher explanation
2. Follow the teacher's instruction to drill minimal pair
3. Give response to teacher and other students question about the difference of pronouncing each minimal pair
4. Making the note from the material of phonetic symbol
5. Doing the minimal pair of individual and group task

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

Table 19
Frequency of Students' Activities Result In Cycle II

No	Mark	First Meeting		Second Meeting		Category
		Frequency	Percentages	Frequency	Percentages	
1	5	-	-	11	55%	Excellent
2	4	11	55%	7	35%	Very Good
3	3	9	45%	2	10%	Good
4	2	-	-	-	-	Enough
5	1	-	-	-	-	Low
Total		20	100%	20	100%	

Source: the result of students activities on June 1st-2nd 2017

According to the result of the observation above, it can be

concluded that the learning process was succesfull. It can be inferred

that the learning process has done well and the students were active in the class than cycle I.

2) The Result of Students' Activity

This observation sheet result was gotten when the learning process was conducted by the researcher. The result of the students' activities in cycle I and cycle II can be seen as follow:

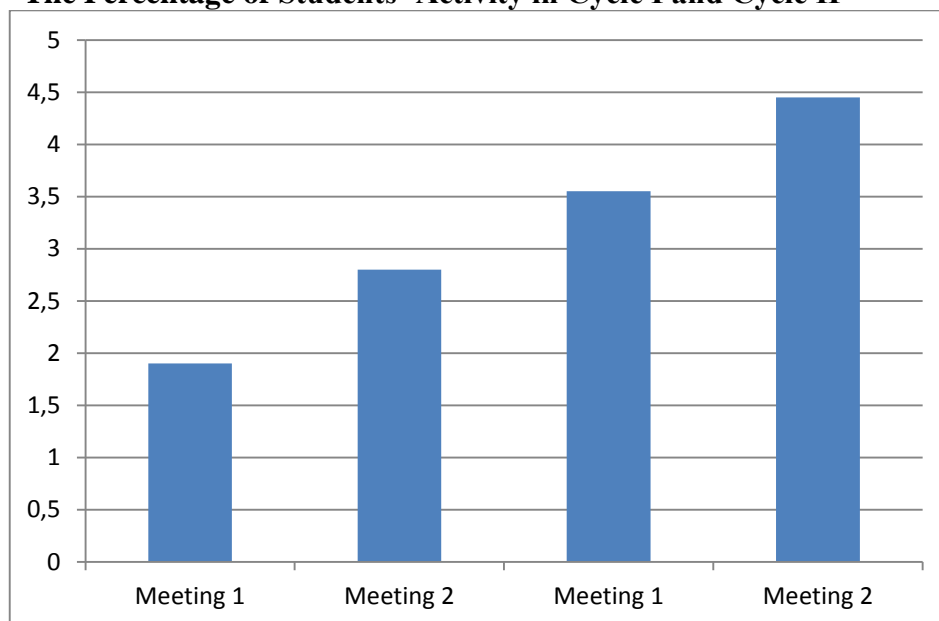
Table 20
The Result of The Activity in Cycle I & II

No	Name	Cycle I		Cycle II		Category
		1 st Meeting	2 nd Meeting	3 rd Meeting	4 th Meeting	
1	KM	2	3	4	5	Improve
2	LDMS	2	2	3	4	Improve
3	MBW	1	2	3	4	Improve
4	MII	3	3	4	5	Improve
5	MR	1	2	3	3	Improve
6	NF	2	3	4	5	Improve
7	NHS	3	4	4	5	Improve
8	NKS	3	4	4	5	Improve
9	NLN	2	3	3	4	Improve
10	NK	2	3	3	4	Improve
11	NM	2	2	4	5	Improve
12	OFK	1	3	3	4	Improve
13	RAS	1	2	3	3	Improve
14	SKW	3	4	4	5	Improve
15	SH	1	2	3	4	Improve
16	SJ	2	3	4	5	Improve
17	SA	2	3	3	4	Improve
18	SZ	1	3	4	5	Improve

19	SNS	2	2	4	5	Improve
20	TM	2	3	4	5	Improve
Total		38	56	71	89	

Source: The result of students' activities in cycle I and II.

Figure 3
The Percentage of Students' Activity in Cycle I and Cycle II



Based on the table and graphic above, it could be concluded that there was an improvement of students' activities during the learning process of cycle I and cycle II through minimal pair drill technique. It means that minimal pair drill technique had positive effect to improve the learning process.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improvement in this cycle. The condition of the class was getting better than before. The students can pronounce the vowel well

and differentiate between one sound to other sound. The students gave full attention to teacher and students' explanation.

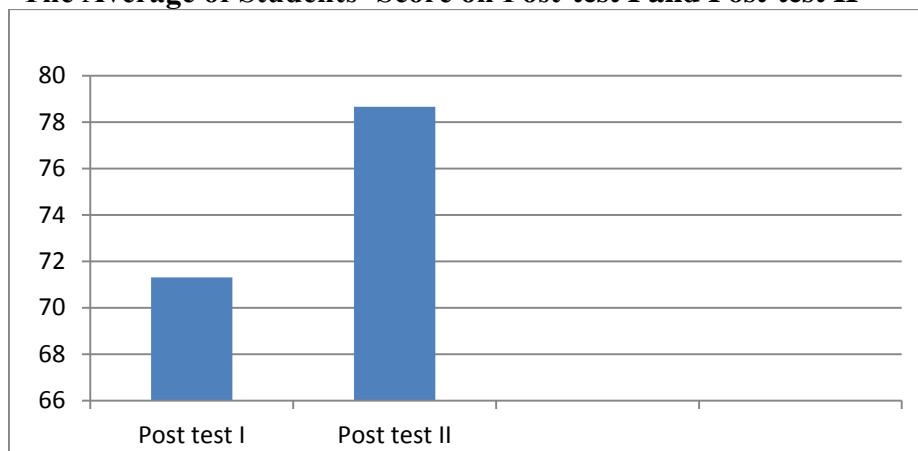
1) The Result Mark of Students' Post tes 1 and Post test 2

Table 21
The Result of Students' Post-test 1 and Post-test 2

No	Name	Students' Result			Category
		Post test 1	Post test 2	Improve	
1	KM	64	80	16	Improve
2	LDMS	60	68	7	Improve
3	MBW	64	70	6	Improve
4	MII	74	80	6	Improve
5	MR	60	68	8	Improve
6	NF	70	76	6	Improve
7	NHS	80	90	10	Improve
8	NKS	80	85	5	Improve
9	NLN	72	76	4	Improve
10	NK	76	80	4	Improve
11	NM	72	76	4	Improve
12	OFK	64	78	14	Improve
13	RAS	64	70	6	Improve
14	SKW	82	90	8	Improve
15	SH	64	72	8	Improve
16	SJ	78	82	4	Improve
17	SA	76	80	4	Improve
18	SZ	72	78	6	Improve
19	SNS	82	88	6	Improve
20	TM	72	86	14	Improve
Total		1426	1573		
Average		71,3	78,65		

Source: The result of post test 1 and post test 2

Figure 4
The Average of Students' Score on Post-test I and Post-test II



Source: The result of post test I and post test II

2) The Result of Students' Mark Pre-test, Pos test I and Post test II

Nevertheless, there is an improvement mark of the students' post test I than pre-test. At the cycle II, the improvement of post test II better than post test I. This is the mark illustration of them:

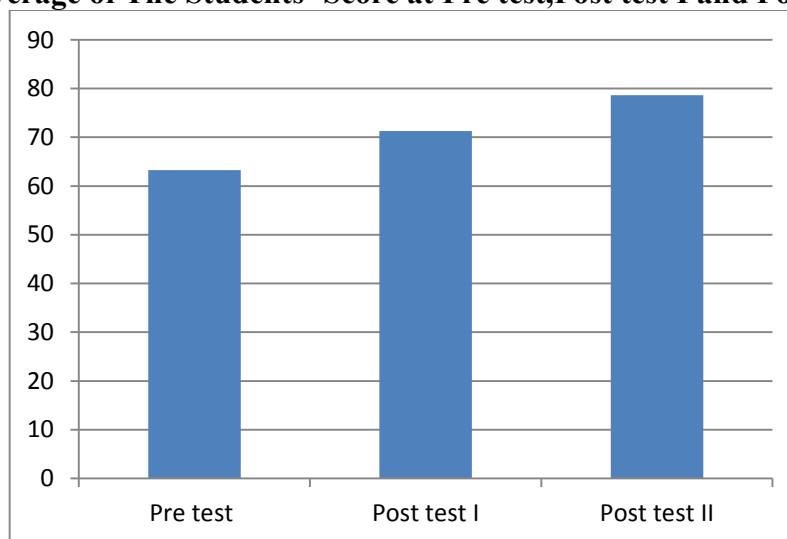
Table 22
The Result of Students' Pre-test, Post test I and Post test II

No	Name	Students' Result			Category
		Pre test	Post test I	Post test II	
1	KM	60	64	80	Improve
2	LDMS	55	60	68	Improve
3	MBW	55	64	70	Improve
4	MII	65	74	80	Improve
5	MR	55	60	68	Improve
6	NF	65	70	76	Improve
7	NHS	70	80	90	Improve
8	NKS	65	80	85	Improve
9	NLN	60	72	76	Improve
10	NK	65	76	80	Improve
11	NM	60	72	76	Improve

12	OFK	55	64	78	Improve
13	RAS	60	64	70	Improve
14	SKW	75	82	90	Improve
15	SH	60	64	72	Improve
16	SJ	70	78	82	Improve
17	SA	65	76	80	Improve
18	SZ	65	72	78	Improve
19	SNS	75	82	88	Improve
20	TM	65	72	86	Improve
Total		1265	1426	1573	
Average		63,25	71,3	78,65	

Source:the Result of pre test, post test I and post test II

Figure 5
The Average of The Students' Score at Pre test,Post test I and Post test II



Source: The result of pre test, post test I and Post test II

From the table above can be seen that there was an improvement from post test I and post test II. The students' could achieve the target. Most of students got mark ≥ 70 in the percentage of 90% and there is also improvement of students' activity. It means that minimal pair drill technique can improve students' pronunciation skill.

Table 23
The Percentage of Students' Result Post test I and Post test II

No	Score	Post Test 1		Post Test 2		Category
		Frequency	Percentage	Frequency	Percentage	
1	≥ 70	13	65%	18	90%	Complete
2	< 70	7	35%	2	10%	Incomplete

Source: The result of post test I and post test II

Based on the comparison table above, it shows that there is score improvement in post test 1 and post test 2. There is more than 75% students who are categorized to complete. So, the research would not be continued to the next cycle.

C. Discussion

1. The Result of Students' Learning Process

Based on the research which had done in two cycles, it had been gotten the result of students' pronunciation score of VII 2 through minimal pair drill technique on cycle I and cycle II. The data showed that the students' average in the pre test was 63,25, in the post test 1 was 71,30 and in the post test II was 78,65. It means that there was an improvement on students' score from pre test to cycle I and cycle II. The difference between pre test and post test 1 is 8,05 and the difference between post test 1 and post test 2 is 7,35. Whereas, the difference between pre-test and post test 2 is 15,40. The improvement showed that the students will have good pronunciation skill if they are taught by specific technique. Although the result of this research is not significant enough, the learning process can be

called succes, because more than 75% of the students were be able to pass the minimum criteria 70 there was improvement in students' activity.

2. The Implementation of Improving Pronunciation Skill through Minimal Pair Drill Technique.

Minimal pair drill technique can be used by teacher in teaching learning process. By drilling the words, the students will be accustomed to pronounce it. Practice makes perfect. The more often the students practise to pronounce the words, the bigger possibility they can pronounce them well.

Based on the result of observation through minimal pair drill technique on pronunciation skill, it proved the hypothesis that minimal pair drill technique could improve the students' pronunciation skill and learning activity at the seventh graders of SMP Darul 'Ulum Sekampung East Lampung Academic Year 2016/2017.

CHAPTER V

CONCLUSION AND SUGGESTION

Considering from all data gathered in the classroom action research, the researcher got some conclusions of the research and some suggestions in the research result.

A. Conclusion

Based on the result of classroom action research, the researcher would like to conclude the research as follows:

1. Based on the average of the students' score of SMP Darul 'Ulum Sekampung, the result of observation sheet and the students' activity, the implementation of cycle I and cycle II was active. It means that minimal pair drill technique can improve the students' score, activeness and their interested in English subject.
2. Based on the result of students' average score from pre test is 63,25; post test 1 is 71,30; post test 2 is 78,65. The data showed that the students' average in the pre test was 63,25, in the post test 1 was 71,30 and in the post test II was 78,65. It means that there was an improvement on students' score from pre test to cycle I and cycle II.
3. The difference between pre test and post test 1 is 8,05 and the difference between post test 1 and post test 2 is 7,35. Whereas, the difference between pre-test and post test 2 is 15,40. From the students' result of test, it can be seen that the result of test in cycle 2 was higher than pre test and

test in cycle 1. It is clear that minimal pair drill technique can improve the students' pronunciation skill.

B. Suggestions

Referring to the data in the previous chapter and the conclusion, some suggestions are recommended.

1. The students

They have to practise to speak and pronounce English word often. If they practise it many times, they will be accustomed and they will not be easy enough to be influenced by their mother tongue.

2. The Teacher

It is suggested for the English teacher to use minimal pair drill technique because this technique is effective to practise students' tongue in pronouncing the words.

3. The Headmaster

The Headmaster should support the English learning process by preparing the facilitation and instrument completely. This research is recommended to make the further research about developing the students' pronunciation skill.

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Word Stress Pattern in English Words pdf. December, 18 2016, 11:56 am

THE LESSON PLAN

School : SMP Darul ‘Ulum Sekampung
 Subject : Bahasa Inggris
 Class/ Semester : VII/2
 Aspect/ Skill : Pronunciation
 Time : 6 x 45 menit
 Academic Year : 2016/2017

A. Standard Competence

Understanding the meaning of transactional and interpersonal conversation in daily life/activity.

B. Based Competence

1. The students are able to practise the conversation of expression of Asking for and giving opinion
2. The students are able to practise the pronunciation in conversation.

C. Indicator

1. The students are able to practise the conversation of expression of Asking for and giving opinion
2. The students are able to practise the pronunciation in conversation.

D. The Goal of Learning

1. The students are expected to be able to practise the conversation of expression of Asking for and giving opinion
2. The students are expected to be able to practise the pronunciation in conversation

E. Subject Material

Expression of Asking for and giving opinion

Below are expressions of asking for and giving opinion:

Asking for Opinion	Giving Opinion
What do you think of/about ...?	I think it's very nice
What is your view about ...?	In my view....

What would you say about?	I must say that
What are you thinking about?	We had better
Do you have any ideas?	I think
What about?	In my opinion
In your opinion?	

F. Learning Method

Audio Lingual Method

G. Steps of Learning

FIRST MEETING

1. *Opening*

- a. The teacher greets the students
- b. The teacher checks the students' attendance list
- c. The teacher gives motivation to the
- d. The teacher explains the goal of learning on material that will be learnt.

2. *Core Activities*

a. *Observing*

- 1) The students observe the teacher who gives the examples about expression of Asking for and giving opinion.
- 2) The students try to find out the information given by the teacher about the expression of Asking for and giving opinion

b. *Questioning*

- 1) The students make some questions related to expression of Asking for and giving opinion.
- 2) The teacher responds the students' question by throwing those questions to the other friends.

c. *Exploring*

- 1) The students mention the expression of Asking for and giving opinion.

- 2) The students practise the expression of Asking for and giving opinion.

d. *Associating*

- 1) The students answer the questions based on expression of Asking for and giving opinion individually
- 2) The students practise the dialog about expression of Asking for and giving opinion in pairs.

e. *Communicating*

- 1) The teacher introduces the phonemic chart of vowels to the students.
- 2) The teacher gives the examples for each phonetics symbols and drills the students to pronounce it.
- 3) The students pronounce it together without teacher guidance, if there are any incorrect pronunciation, peer correction will work.
- 4) The teacher makes a game namely telephone number game.
- 5) The teacher guides the students to read the dialog of expression of Asking for and giving opinion and explains the error pronunciation. Then, she pronounces the correct one and explains where the sounds are produced.

3. *Closing*

- a. The teacher and the students review the material learnt.
- b. The teacher asks how far the students' understanding is.
- c. The teacher closes the meeting.`

SECOND MEETING

1. *Opening*

- a. The teacher greets the students
- b. The teacher checks the students' attendance list
- c. The teacher gives motivation to the students

2. *Core Activities*

- a. The teacher gives the exercise to the students about expression of Asking for and Giving Opinion. It consists of some blank words.
- b. The teacher read the dialog completely.
- c. The students fill the blank words based on what they have heard.
- d. The teacher and the students correct the answers together.
- e. The students practise the dialog
- f. The teacher explains the ways to pronounce the difficult words by showing the place of articulation in a phonemic chart.
- g. The teacher drill those words.

3. Closing

- a. The teacher and the students review the material learnt.
- b. The teacher asks how far the students' understanding is.
- c. The teacher closes the meeting`

THE THIRD MEETING

1. Opening

- a. The teacher greets the students
- b. The teacher checks the students' attendance list
- c. The teacher gives motivation to the students

2. Core Activities

- a. The teacher gives the post test to the students
- b. The students go forward the class one by one.
- c. The teacher gives the minimal pair exercises.

3. Closing

- a. The teacher and the students review the post test
- b. The teacher asks how far the students' understanding is.
- c. The teacher closes the meeting

H. Learning Media

Print Media, hand, the picture of phonemic chart, carton for telephone number, boardmarker, and white board.

I. Learning Sources

Bahasa Inggris Kelas VII Semester 2

J. Indicator and Assesment

1. Indicator

Indicator of Competence Assession	Kind of Test	
	Oral	Written
Pronouncing two similar words in he dialog	Oral	
Practising the conversation of expression of Asking for and giving opinion by using the correct pronunciation	Oral	

2. Assesment

Each correct answer is rived by 10

Maximum score = 100

Student's score = correct answer x 10

Assesment rubric

No.	Explanation	Score
1	Vowels sound is correct, right stress, rhythm and intonation and expression of proper meaning	10
2	Vowels sound is incorrect, right stress, rhythm and intonation and expression of	5

	proper meaning	
3	Vowels sound is incorrect, inappropriate stress, rhythm and intonation and expression of proper meaning	0

Sekampung,

Guru Pamong

Observer

Nur Baity, S.Pd

Aulia Rahmah

Mengetahui

Kepala SMP Darul 'Ulum

Hi.Ahmad Abroza, M.Pd.I

THE LESSON PLAN

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 Subject : Bahasa Inggris
 Class/ Semester : VII/2
 Aspect/ Skill : Pronunciation
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 Academic Year : 2016/2017

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Understanding the meaning of transactional and interpersonal conversation in daily life/activity.

B. Based Competence

3. The students are able to practise the conversation of expression of asking for clarification
4. The students are able to practise the pronunciation in conversation.

C. Indicator

3. The students are able to practise the conversation of expression of asking for clarification
4. The students are able to practise the pronunciation in conversation.

D. Tujuan Pembelajaran

3. The students are expected to be able to practise the conversation of expression of asking for clarification
4. The students are expected to be able to practise the pronunciation in conversation

E. Subject Material

Below are expressions of asking for clarification:

Asking for Clarification	Responding
Pardon? What did you say?	There will be a cooking contest next month
Do you mean that you didn't make	Yes. I never behave badly

a mistake?	
Could you explain the next step, please? I didn't hear it well.	Sure. Cut the onions into thin slices.
Sorry, I didn't catch your sentence. Would you repeat it, please?	O.K. Please help me make soup and fry chicken for our dinner.
Could you clarify your phone number, please? I wil recheck my note	Of course.

F. Learning Method

Audio Lingual Method

G. Steps of Learning

FIRST MEETING

Opening

- e. The teacher greets the students
- f. The teacher checks the students' attendance list
- g. The teacher gives motivation to the
- h. The teacher explains the goal of learning on material that will be learnt.

Core Activities

Observing

- 3) The students observe the teacher who gives the examples about expression of Asking for clarification.
- 4) The students try to find out the information given by the teacher about Asking for clarification

Questioning

- 3) The students make some questions related to expression of Asking for Clarification
- 4) The teacher responds the students' question by throwing those questions to the other friends.

Exploring

- 3) The students mention the expression of Asking for Clarification
- 4) The students practise the expression of Asking for Clarification

Assossiating

- 3) The students answer the questions based on expression of Asking for Clarification individually
- 4) The students practise the dialog about expression of Asking for Clarification in pairs.

Communicating

1. The teacher divides the students into some groups
2. The teacher gives a game to the students. The game is about filling the blank words.
3. The teacher gives the pieces of carton to every group to fill the blank words.
4. The leader of group goes forward in front of the class and read the dialog given by the teacher fully.
5. The members of group fill the dialog based on the words they have heard from their leader group.
6. The teacher and the students correct the answer together.
7. The teacher pronounce the pairs of words in the text with teacher guidance.
8. The teacher explains the expression of asking for clarification in the dialog

Closing

1. The teacher and the students review the material learnt.
2. The teacher asks how far the students' understanding is.
3. The teacher closes the meeting

SECOND MEETING

Opening

- a. The teacher greets the students
- b. The teacher checks the students' attendance list
- c. The teacher gives motivation to the students

Core Activities

- a. The teacher gives the exercise to the students.
- b. The students do the exercises in pair.
- c. The exercise is about the sentences that consist of minimal pair.
- d. The students A read, while the students B circle the words.
- e. The students and the teacher correct the answer together.
- f. The teacher drill the pair of words to compare.

Closing

- a. The teacher and the students review the post test
- b. The teacher asks how far the students' understanding is.
- c. The teacher closes the meeting

THIRD MEETING

Opening

- a. The teacher greets the students
- b. The teacher checks the students' attendance list
- c. The teacher gives motivation to the students

Core Activities

- a. The teacher gives the post test to the students
- b. The students go forward the class one by one.
- c. The teacher gives the minimal pair exercises.

Closing

- a. The teacher and the students review the post test
- b. The teacher asks how far the students' understanding is.
- c. The teacher closes the meeting

H. Learning Media

Print Media, hand, the picture of phonemic chart, carton for telephone number, boardmarker, and white board.

I. Learning Sources

Bahasa Inggris Kelas VII Semester 2

J. Indicator and Assesment

Indicator

Indicator of Competence Assesment	Kind of Test	
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Practising the conversation of expression of Asking for and giving opinion by using the correct pronunciation	Oral	

Assesment

Each correct answer is rived by 10

Maximum score = 100

Student's score = correct answer x 10

Assesment rubric

No.	Explanation	Score
1	Vowels sound is correct, right stress, rhythm and intonation and expression of proper meaning	10
2	Vowels sound is incorrect,	5

	right stress, rhythm and intonation and expression of proper meaning	
3	Vowels sound is incorrect, inappropriate stress, rhythm and intonation and expression of proper meaning	0

Sekampung,

The Teacher

Observer

Nur Baity, S.Pd

Aulia Rahmah

The Headmaster of SMP Darul ‘Ulum

Hi.Ahmad Abroza, M.Pd.I

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Friday, 19 May 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

No	Name	Students activities					Total
		1	2	3	4	5	
1	KM	√	√			√	3
2	LDMS	√				√	2
3	MBW		√			√	2
4	MII	√	√			√	3
5	MR				√	√	2
6	NF	√	√			√	3
7	NHS	√	√	√		√	4
8	NKS	√	√		√	√	4
9	NLN	√	√			√	3
10	NK	√			√	√	3
11	NM	√		√		√	2
12	OFK	√	√			√	3
13	RAS				√	√	2
14	SKW	√	√	√		√	4
15	SH		√			√	2
16	SJ	√	√			√	3
17	SA		√		√	√	3
18	SZ	√	√			√	3
19	SNS	√	√	√		√	2
20	TM		√		√	√	3

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. Give attention to the teacher explanation
 2. Follow the teacher's instruction to drill minimal pair

3. Give response to teacher and other students question about the difference of pronouncing each minimal pair
4. Making the note from the material of phonetic symbol
5. Doing the minimal pair of individua and group task

Collaborator

Researcher

Nur Baiti, S.Pd

Aulia Rahmah
St. Number 13106677

FIELD NOTE

Day/Date : Friday, 19 May 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

Cycle	Day / Date	Meeting	Activities
1	Friday, 19 May 2017	2	<p>The teacher gave the students the dialog consisted of some blank words. The teacher read the dialog fully. All of the students did the task, and listened carefully to the teacher reading. After that, the teacher asked 2 students to go forward the class to read their answer. There are 2 students followed the instruction and there are also 2 students who gave response to both students' answer.</p>

Observation Sheet of Students' Activities (Cycle I)

Day/Date : Thursday, 18 May 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

No	Name	Students activities					Total
		1	2	3	4	5	
1	KM	√	√				2
2	LDMS	√	√				2
3	MBW		√				1
4	MII	√	√		√		3
5	MR				√		1
6	NF	√			√		2
7	NHS	√	√	√			3
8	NKS	√	√		√		3
9	NLN	√	√				2
10	NK	√			√		2
11	NM		√		√		2
12	OFK		√				1
13	RAS				√		1
14	SKW	√	√	√			3
15	SH				√		1
16	SJ	√	√				2
17	SA		√		√		2
18	SZ	√					1
19	SNS	√	√		√		3
20	TM		√		√		2

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. Give attention to the teacher explanation
 2. Follow the teacher's instruction to drill minimal pair

3. Give response to teacher and other students question about the difference of pronouncing each minimal pair
4. Making the note from the material of phonetic symbol
5. Doing the minimal pair of individua and group task

Collaborator

Researcher

Nur Baiti, S.Pd

Aulia Rahmah
St. Number 13106677

FIELD NOTE

Day / Date : Thursday, 18 May 2017
 School : SMP Darul 'Ulum
 Class : VII 2

Cycle	Day / Date	Meeting	Activities
1	Thursday, 18 May 2017	1	<p>The teacher explained the chart of vowel and gave the examples of each vowel. The teacher drilled them. At the beginning, the students are still confused. After several minutes, there are 14 students followed the teacher's instruction although their pronunciation is not good enough yet. Besides, there are 11 students who wrote the teacher's explanation and there are 2 students who gave response to teacher's question.</p>

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Thursday, 1 June 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

No	Name	Students activities					Total
		1	2	3	4	5	
1	KM	√	√	√		√	4
2	LDMS	√	√			√	3
3	MBW		√		√	√	3
4	MII	√	√	√		√	4
5	MR	√	√			√	3
6	NF	√	√		√	√	4
7	NHS	√	√	√		√	4
8	NKS	√	√		√	√	4
9	NLN	√	√			√	3
10	NK	√			√	√	3
11	NM	√	√	√		√	4
12	OFK	√	√			√	3
13	RAS		√		√	√	3
14	SKW	√	√	√		√	4
15	SH		√		√	√	3
16	SJ	√	√	√		√	4
17	SA		√		√	√	3
18	SZ	√	√		√	√	4
19	SNS	√	√	√		√	4
20	TM		√	√	√	√	4

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. Give attention to the teacher explanation
 2. Follow the teacher's instruction to drill minimal pair

3. Give response to teacher and other students question about the difference of pronouncing each minimal pair
4. Making the note from the material of phonetic symbol
5. Doing the minimal pair of individua and group task

Collaborator

Researcher

Nur Baiti, S.Pd

Aulia Rahmah
St. Number 13106677

FIELD NOTE

Day/Date : Thursday, 1 June 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

Cycle	Day / Date	Meeting	Activities
2	Thursday, 1 June 2017	3	<p>The teacher divided the class into 5 groups. The teacher gave them a dialog consisted of blank words and the leader of the class read the dialog fully. The member chose one of the correct answer based on what they heard. All of them did the task and followed the teachers' instruction. Then, the teacher asked 2 of them to read the result of their worksheet. There are 8 students who gave response and they are brave to gave their opinion about the answer. s</p>

Observation Sheet of Students' Activities (Cycle II)

Day/Date : Friday, 2 June 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

No	Name	Students activities					Total
		1	2	3	4	5	
1	KM	√	√	√	√	√	5
2	LDMS	√	√		√	√	4
3	MBW		√	√	√	√	4
4	MII	√	√	√	√	√	5
5	MR	√	√			√	3
6	NF	√	√	√	√	√	5
7	NHS	√	√	√	√	√	5
8	NKS	√	√	√	√	√	5
9	NLN	√	√	√		√	4
10	NK	√	√		√	√	4
11	NM	√	√	√	√	√	5
12	OFK	√	√	√		√	4
13	RAS		√		√	√	3
14	SKW	√	√	√	√	√	5
15	SH	√	√		√	√	4
16	SJ	√	√	√	√	√	5
17	SA		√	√	√	√	4
18	SZ	√	√	√	√	√	5
19	SNS	√	√	√	√	√	5
20	TM	√	√	√	√	√	5

Notes:

- Tick (√) for each positive activity
- The students' activities that observed are:
 1. Give attention to the teacher explanation
 2. Follow the teacher's instruction to drill minimal pair

3. Give response to teacher and other students question about the difference of pronouncing each minimal pair
4. Making the note from the material of phonetic symbol
5. Doing the minimal pair of individua and group task

Collaborator

Researcher

Nur Baiti, S.Pd

**Aulia Rahmah
St. Number 13106677**

FIELD NOTE

Day/Date : Friday, 2 June 2017
 School : SMP Darul 'Ulum Sekampung
 Class : VII 2

Cycle	Day / Date	Meeting	Activities
2	Friday, 2 June 2017	4	The teacher divided work sheet to the students and the students did it in pair. All of the students did the task. As usual, the teacher asked them to go forward to read their result. There are 15 students who gave the response about the answer. Then, in the end of learning the teacher drilled them those minimal pair. All of the students followed the instruction.

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PRE-TEST

Pronounce the following words!

Heal	Hill
Black	Block
Bad	Bed
Cot	Caught
Full	Fool
Fit	Feet
Please	Place
Head	Had
Week	Weak
Bear	Beer
Will	Wheel

Activity 1

Fill the blanks below based on the words you heard!

Tomi) Good/God morning, Zizi.

:

Zizi) Good/God morning too, Tomi

:

Tomi e you busy (3)these/this afternoon?

:

Zizi) operantly, I'm free. What happened?

:

Tomi ould you mind to accompany me to buy new (4)hat/hot? My

: (5) hat/hot is already too (6)Bad/Bed to (7)wear/were

Actually, I have asked my (8)uncle/ankle to accompany me

last (8)wick/week, but he was busy.

Zizi K. After going back from school, (9)place/please pick me up at
: my home

the afternoon, Tomi pick her up at her house and they arrive in the market
at 2:30 p.m. There are a lot of good hats, Tomi takes the black one.

Tomi hat is your opinion about this one?

:

Zizi hink it is good. Its cost is (10)cheap/chip too. Please, try to

: wear it!

Tomi ow about now?

Zizi ow! It looks handsome in your (11)had/head

:

Tomi ally? Thank you. I (12)well/will take and py it to the cashier

: first. Thanks for accompanying me.

Zizi ou're welcome

:

Activity 2 (POST TEST)

No.	Word 1	T	F	Word 2	T	F
1.	Sheep			Ship		
2.	Hair			Here		
3.	Air			Ear		
4.	Chairs			Cheers		
5.	Fare			Fear		
6.	Head			Had		
7.	Man			Men		
8.	Said			Sad		
9.	Wear			Were		
10.	Bet			Bat		

Activity 3

Fill the blank words below based on what you have heard from your leader group!

Shinta : aya and I plan to make es buah tomorrow afternoon.

Hera : (it) sounds interesting. May I join?

Shinta : re. We'll do it at my house at about three thirty

Hera : rry. I didn't (2)quite (kwait) (3)hear (hər) what you (4)said (sed). What (5)time (taim) will we do that?

Shinta : about three thirty p.m.

Hera : , I (6)will (wil) not be able to join. My parents and I are going to visit my cousin at the hospital.

Shinta : ow about one thirty? You (7)still (stil) have two hours (8)left (left) before visiting your cousin

Hera : K. I'll come. Thanks.

Activity 4

Fill the blank words below based on what you have heard from your leader group!

Shinta : aya and I plan to make es buah tomorrow afternoon.

Hera : Eat/It sounds interesting. May I join?

Shinta : re. We'll do it at my house at about three thirty

Hera : rry. I didn't (2)quite/quit (3)here/hear what you (4)said/sad
What (5)tame/time will we do that?

Shinta : about three thirty p.m.

Hera : , I _ not be able to join. My parents and I are going to visit my cousin at the hospital.

Shinta : ow about one thirty? You (7)still/steal have two hours (8)left/lift before visiting your cousin

Hera : K. I'll come. Thanks.

Activity 5

Student A Worksheet

1. She needs another pen
2. There bear is brown
3. He wants to buy the sheep.
4. He does eat sometimes.
5. They don't need her

Student B text

1. She needs another pen/pan
2. There bear/beer is brown
3. He wants to buy the ship/sheep.
4. He does it/eat sometimes.
5. They don't need hair/her.

Student B Worksheet

1. They need more bins
2. I have never met the man.
3. They will have to send it soon.
4. The hotel had a lot of bed rooms.
5. The fare was too much

Student B text

1. They need more bins/beans
2. I have never met the men/man.
3. They will have to send/sand it soon.
4. The hotel had a lot of bed/bad rooms.
5. The fare/fear was too much

Activity 6 (POST TEST 2)

Pronounce the following words correctly!

Word 1	T	F	Word 2	T	F
Sleep			Slip		
Reach			Rich		
Hat			Hot		
Knot			Naught		
Wood			Woed		
Get			Gate		
Let			Late		
Sin			Seen		
Bends			Bands		
It			Eat		

Read the following sentences!

1. My uncle sleeps in the bed room
2. The rich man reaches success business
3. I wear the hat because the weather is hot
4. You get the first gate
5. My teacher lets me coming late
6. They eat it every day
7. We were wearing the black clothes.
8. My mother said that my father was sad
9. I cut my hair here
10. My head had been sick.

DOCUMENTATION









CURRICULUM VITAE



The name of the writer is Aulia Rahmah. The writer was born in Banarjoyo, on January 27th 1996. She is the first child of a couple, Mr. Antoni and Mrs. Hanifah.

She was enrolled her study in Sumberrejo at TK Aisyiyah in 1998 and graduated in 2001. She continued her study at State Elementary School 1 of Batangharjo and graduated in 2007. She continued her study at Islamic Boarding School Darul ‘Ulum Sekampung, East-Lampung. In the same time, she continued her study at level junior high school at MTs Ma’arif NU 5 Sekampung and graduated in 2010. Having graduated from junior high school, she was still being students at Islamic Boarding School Darul ‘Ulum Sekampung and continued her study at Islamic Senior High Ma’arif NU 5 Sekampung East-Lampung and graduated in 2013. In the same year of 2013, she was registered as S-1 student of English Education Department of The State Insitute for Islamic College (IAIN) Metro. She hopes that one day she can continue her study to master of degree.