



**THE EFFECT OF MINIMAL WORD PAIR DRILLING ON THE SEVENTH
GRADE STUDENTS' PRONUNCIATION ACHIEVEMENT AT SMPN 2
MUNCAR IN THE 2010/2011 ACADEMIC YEAR**

THESIS

**By:
DIAN KRISTİYANA
NIM 060210401236**

**ENGLISH EDUCATION PROGRAM
LANGUAGE AND ARTS DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY
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Proposed to Fulfill One of the Requirements to Obtain the Degree of S1 at the
English Education Study Program, Language and Arts Department
Faculty of Teacher Training and Education, Jember University

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DEDICATION

This thesis is honorably dedicated to:

1. *My beloved parents, Bohari and Saminah, and my sister Lorinda, thanks for your love and support. This thesis is dedicated to you for your never ending-love;*
2. *My friends, 77D & 2006 generation, thank you for your support and friendship. I'm so lucky to have you all.*

MOTTO

"Nobody can go back and start a new beginning, but anyone can start today and make a new ending."

(Maria Robinson)

CONSULTANT'S APPROVAL

THESIS

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By
Dian Kristiyana
NIM 060210401236

Consultant

Consultant 1 : Dra. Zakiyah Tasnim, M.A
Consultant 2 : Drs. Bambang Suharjito, M.Ed

APPROVAL

This thesis entitled “The Effect of Minimal Word Pair Drilling on the Seventh Grade Students’ Pronunciation Achievement at SMPN 2 Muncar in the 2010/2011 Academic Year” is approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : June 10th 2011

Place : The Faculty of Teacher Training and Education, Jember University

Examiner Team

Chairperson

Secretary

Drs. Sudarsono, M.Pd
NIP 131993442

Drs. Bambang Suharjito, M.Ed.
NIP 196110231989021001

Members I

Member II

Dra. Made Adi Andayani T., M.Ed
NIP 19630323 198902 2 001

Dra. Zakiyah Tasnim, M.A
NIP 196201101987022001

The Dean

Faculty of Teacher Training and Education
Jember University

Drs. Imam Muchtar, S.H., M.Hum.
NIP 19540712 198003 1 005

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I believe that this thesis might have some weaknesses. Therefore, any criticism from those who really want to improve the thesis will be wisely appreciated.

Jember, April 2011

The Writer

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SUMMARY

The Effect of Minimal Word Pair Drilling on the Seventh Grade Students' Pronunciation Achievement at SMPN 2 Muncar in 2010/2011 Academic Year; Dian Kristiyana, 060210401236 ; 2011; English Education Study Program, Language and Arts Department, Faculty of Teacher Training and Education, Jember University.

This research was intended to know whether or not there is a significant effect of Minimal Word Pair Drilling on the seventh grade students' pronunciation achievement. The research design was experimental research. It was begun from conducting homogeneity test, deciding experimental class and control class, giving treatment to the experimental class, giving the same posttest to both classes, and the last was analyzing the result of the posttest by using t-test.

The area of this research was SMPN 2 Muncar Banyuwangi. It was chosen because Minimal Word Pair Drilling had never been used by the English teacher in teaching English especially for teaching pronunciation. Based on the result of the homogeneity test, class VIIA and class VIIB were chosen as experimental class and control class.

The result of this research showed that there was a significant effect of using Minimal Word Pair Drilling on the students' pronunciation achievement. It was proven by the value of significant column of t-test table by using SPSS Software was 0.02. It was lower than 0.05. Moreover, the Degree of Relative Effectiveness of using Minimal Word Pair Drilling in teaching pronunciation was 10.43% more effective than teaching pronunciation by using Reading Aloud Technique..

Based on the explanation above it was concluded that; there is a significant effect of using Minimal Word Pair Drilling on the seventh grade students' pronunciation achievement at SMPN 2 Muncar. Thus, the English teacher is suggested to use Minimal Word Pair Drilling as an alternative technique in teaching pronunciation since it can help students to pronounce the English words well.