

ABSTRACT

FITRI MAULIDIYANI. 2013. **Improving the Sundanese Students' Ability In English Pronunciation Through Repetition Drill (A Quasi-Experimental Study at the Eighth Grade Students of MTs Sunanul Huda Leuwiliang Bogor)**".

The phenomenon found that some Sundanese students still have many difficulties to English pronunciation. They are speaking in English but use Sundanese dialect in their conversation. Technique of teaching plays an important role in order to achieve the goal of teaching. In teaching pronunciation, there are many techniques that can be applied in classroom. Repetition drill is one of techniques in teaching pronunciation. Repetition drills in which the students repeat the teacher's model as accurately and as soon as possible. In this case, this technique used in order to enable the students to use proper stress, rhythm and intonation which lead them to good pronunciation. The purposes of this research are to know the improvement of Sundanese students' pronunciation taught by using repetition drill and without using repetition drill, especially in English vowel (Monophthongs, Diphthongs and Triphthongs) and to know the significance of their improvement.

This research used quasi-experimental method. The population of this research was the students at the Eighth grade of MTs Sunanul Huda Leuwiliang Bogor which consisted of two classes, VIII-A and VIII-B. Total numbers of population were 67 students but only of the sampled were 44 students consisted of 25 male and 19 female because not all students who were in eighth grade is the Sundanese students. The sampled was divided into two groups, experimental group that was taught by repetition drill and control group that was taught without using repetition drill. In collecting data, oral pre-test and post-test were conducted in both groups. The tests aimed to know the effectiveness of repetition drill in teaching pronunciation. The data was analyzed through statistical procedure.

The research findings could be seen from mean both experimental and control group. The mean of pre-test in experimental group before the treatment was 50 and after the treatment 64,47. While in the control group, the mean of pre-test was 47,16 and mean of post-test was 52,07. The research findings showed that the result of experimental group was better than control group. The statistical result showed that $t_{\text{count}} 1,71 > t_{\text{table}} 1,68$, which means the alternative hypothesis (H_a) was accepted and null hypothesis (H_o) was rejected.

In conclusion, teaching English pronunciation using repetition drill can improve Sundanese students' pronunciation of the eighth grade students of MTs Sunanul Huda Leuwiliang Bogor. It means that repetition drill is an effective teaching technique in teaching English pronunciation at the eighth grade of the school.