

## ABSTRACT

### **Yanti paridah: the Effectiveness of Phonic Method in Teaching Pronunciation** (A Quasi-Experimental Study at Grade Seven of the SMPN 1 Batujajar)

Basically there are many aspect of speech process, one of them is pronunciation. Pronunciation is the act of uttering with articulation; the act of giving the proper sound and accent; as, the pronunciation of syllable of words. Phonic method is one of the method usually use to teach student how to read and it has a close connection with how to teach pronunciation. It is knowledge of the sound of letters, and the effect of the position of the letter upon its sound, it is gives power to pronounce new words, trains the ear, develops clear articulation and correct enunciation, and aids in spelling.

This study was done to the grade seven of student of the SMPN 1 Batujajar, Bandung Barat. The main point of this research is to answer the following questions :1) how well is the student ability in pronunciation by phonics method, 2) how well is the student ability in pronunciation by non phonics method, 3) how significant is the difference between teaching English pronunciation by phonic method and by non phonic method. The hypothesis is the students' pronunciation ability by phonics method will be higher than by non phonics method.

The study was carried out by a quasi-experimental study with the pre-test-post-test control group design. After implementing the pretest, it is found that the highest score for experimental group is 80 and the lowest score is 51. The average score ( $\bar{X}$ ) is 68.28,. Conversely, the students' score of control group showed that the highest score is 83 and the lowest score is 48. The average score ( $\bar{X}$ ) is 66.27. Those data is homogenous because  $F_{count}=0.748$  and  $F_{table}$  is 1.78 ( $F_{count}<F_{table}$ ).

After implementing the post-test it is known that the highest score for the experimental group is 90 and the lowest score is 55. The average score ( $\bar{X}$ ) 69.67. Conversely, the students' score of control group shows that the highest score is 90 and the lowest sore is 43. The average score ( $\bar{X}$ ) 65.7  $S_1^2=12.75$ . Those data is homogenous because  $F_{count}=0.735$  and  $F_{table}=1.78$  ( $F_{count}<F_{table}$ ). By reducing both average score of experiment and control group it is found that the different average of both classes was 3.9714. It means the students achievement in pronunciation based on teaching learning process implementing phonics method higher than their achievement gained from non phonics method (conventional technique).

The result is found that  $t_{count} > t_{table}$ ,  $t_{count}$  is 4.994 and  $t_{table}$  is 2.567. it can be concluded that the working hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_o$ ) was rejected. It means there is difference between teaching pronunciation by phonics method and non phonics method that shows that phonics method is more effective than non phonics method.

