

THE EFFECT OF USING ODD ONE OUT STRATEGY ON  
THE STUDENTS' ACHIEVEMENT IN PRONOUNCING  
ENGLISH WORDS

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
English Education Program*

By

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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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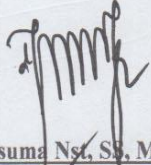
  
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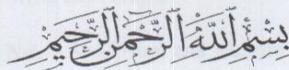
## ABSTRACT

Fitri Handayani : “ The Effect of Using Odd One Out Strategy on the Students’ Achievement in Pronouncing English Words” Skripsi, English Education Program of faculty of Teacher’s Training and Education, University of Muhammadiyah Sumatera Utara (UMSU). Medan. 2016.

The objectives of this research were to find out the significance effect of using odd one out strategy on the students’ achievement in pronouncing English words and the students achievement tough by using *odd one out strategy*. The population of this study were the twelve grade students which consist of two classes (XII AK, and XII AP) at SMK Dwitunggal Tanjung Morawa, Jl. Lubuk pakam Tanjung Morawa which consisted 42 students and the researcher took 42 students as sample of this research with used total sampling technique. The sample were devided into two groups, the firts group was the experimental group by using *odd one out strategy* that consisted of 21 students and the secound group was control group by using lecture method that consisted of 21 students. Experimental and control group was given pre-test and post-test with the same test. The data equired by oral test. the test was asked the students to find out the difference pronounce based on the word in paper. The finding of this research showed  $t_{\text{observed}} > t_{\text{tabel}}$  OR so,  $H_0$  is rejected and  $H_a$  is accepted. It means that, there was significant effect of using *odd one out strategy* on the students’ achievement in pronouncing English words. The students’ achievemet who taught by using *odd one out strategy* got higher score than the students who taught by using Lecturing method.



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Alhamdulillahirabbil'amin, first of all, the researcher would like to thanks to Allah the most Almighty, the most Beneficent and the most merciful for giving her favour, ideas, inspiration, strength and healthy until finishing this study. Also bless and peace be upon the prophet Muhammad as the figure of good civilization, intellectual, braveness and loving knowledge.

In writing this study entitled "The Effect Of Using Odd One Out Strategy On The Students' Achievement In Pronouncing English Words". The aim of this research is as partial fulfilment of the requirement for the degree of Sarjana Pendidikan (S.Pd) English education program. In finishing it, the researcher faced a lot of problems and difficulties during process of writing this research. Meanwhile, she has also received a lot of help, suggestions, and comment from many people. Especially thanks to her beloved father Siswono and her mother Timorija M. who have continuously giving support, advices and financial to complete her study. Thanks a lot for their pray and motivation. And also thanks for:

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May Allah SWT the most Almighty bless them all, aamiin. The researcher realized that her study was still far from being perfect. So, the researcher expected

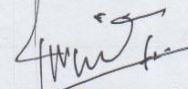
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May Allah SWT the most Almighty bless them all, aamiin. The researcher realized that her study was still far from being perfect. So, the researcher expected suggestions and comments from all the readers or other researcher who want to learn about this study.

Finally the researcher hopes that her study will be usefull for the readers, especially the students of English Department who want to do a similar research and also for the researcher herself. May Allah the Most Almighty bless all of us.

Medan, 2016

The Reaseacher



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# CHAPTER I

## INTRODUCTION

### A. Background of the Study

Language is the basic skill that is needed for real communication among people. By using language, we are able to express our ideas and feeling. In Indonesia, English learned by the students as a foreign language. English must be taught as early as possible because it is a compulsory subject from kindergarten until the university. For the junior highschool student, English is very important to be learnt. Especially with pronunciation, the students are expected to be able to mastery in listening, speaking, reading, and writing.

“Pronunciation has been something of an orphan in English programs around the world. Why has pronunciation been a poor relation? The researcher thinks it is because the subject has been drilled to death, with too few result from too much effort (Gilbert, 1994 p. 38).” The most important part of learning a second language *rests on pronunciation*.

(Celce-Murcia, Brinton, & Goodwin, 1996 p. 23). There is no doubt that we set about pronunciation to learn the foreign language, then we learn speaking, reading, writing and we finally reap the benefits and have access to the second language. English pronunciation focuses on specific stressed words while quickly gliding over the other, non-stressed, words. So the writer believes pronunciation to be crucially important for the whole of the learning process.

About 90% of students said their biggest problems were pronunciation and speaking (Chen, 2005/2006 p. 3). They also understood that the basic knowledge of phonetics and pronunciation would be very important to them. If they didn't know how to pronounce each word or sentence in the right way, this was sure to lead to a failure of communication.

The first factor is the students' factor. Most of the students admit that : English is difficult because it is not their own language. The difference between the writing and pronunciation of the words make the students are confused and They feel ashamed because their friends sometimes laugh at them when they try to practice it.

The second factor is the teacher factor. Sometimes English teacher find the difficulty to determine the appropriate method in teaching English to motivate and attract students' interest in learning English. This the reason why the researcher use a new learning strategy, Odd One Out is one learning strategy that makes the students improve correct pronounce and can get students thinking about the similarities and difference to pronounce vowel sounds.

In relation to the language teaching, there are some ways that can be used to motivate the students in learning English. English teacher can use some possible and successful media, strategies, approach, or methods for the classroom activities such as audio visual, game, picture, etc. For the students of junior highschool, learning English as a foreign language is not easy. But (in



Wendra, 2002 p. 2) said that English teacher should provide pleasant atmosphere to motivate and attract students' interest that are very important in learning English achievement.

Therefore, the teachers should have several special tricks to make their students motivated to learn English. The learners need a way of teaching that is enjoyable and practical so that finally they can integrate themselves into English, for example Odd One Out strategy can get the students integrated to English. It is assumed that they can contribute many things to improve student's capabilities, especially in their skill elements, such as vocabulary enrichment, listening and speaking. Odd One Out strategy is believed to have direct influence on the pronunciation skills. This research to find out "The Effect of Using Odd One Out strategy on the Students' Achievement in Pronouncing English Words"

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

1. The students often find problem with pronunciation when they speak.
2. They are lack motivation in learning English
3. They feel ashamed because their friends sometimes laugh at them when they try to practice it

## **C. The Scope and Limitation of the Study**

In this research, the researcher focused on the student' achievement in pronouncing English words by using odd one out strategy. The limitation, the writer focuses in analysing vowel sound.

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

The problem of this study were formulated as follows :

1. Is there any significant effect of using Odd One Out strategy on the Students' Achievement in Pronouncing English Words?

#### **E. The Objectives of the Study**

This study was intended :

1. to find out the effect Odd One Out strategy on the Students' Achievement in Pronouncing English Words

#### **F. The Significance of the Study**

This research is contribution to :

- a. theoretically :

The study can add one more theory in English, especially in using Odd One Out strategy on the Students' Achievement in Pronouncing English Words and become reference for the futher studies.

- b. Practically :

- 1) Students, to get their experience and changes of the students' achievement in Pronouncing English Words. It would help them to improve their ability in pronunciation words.

- 2) Teachers, to contribute to English teacher in improving and enriching their teaching techniques and as a means of improving the students' comprehend in Pronouncing words.
- 3) Other researcher to help the other researcher who interest in this study. It is hoped that other researcher was conducted as much more in depth study comprehend in Pronouncing English Words.



## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In the theoretical framework, some of important term used in the study have to be clear in order to avoid misunderstanding. So, the readers and the writer must have same perception on the concept of this study.

##### **1. The Definition of Effect**

The “effect” is meant by the result or change of something. As stated by Stevenson (2000:220). the tern effect could be generally meant by a change that something causes was something else; a result. The definition of the second seem to fit action rather that the process in doing something, It was actual production. Finally, there is benefit which can taken as the result that refers to positive sense.

##### **2. Description of Teaching**

Teaching is a social process, to define it is very difficult, because the teaching influenced by the political and social backgrounds of the country. Hence, just try for it, after reading all the definitions. There are so many educationists, complimented their definitions about teaching, Here are some, to keep in mind.

According to Gage, "Teaching is a form of interpersonal influence aimed at changing the behaviour potential of another person." Edmund Amidon defined it as- "Teaching is an interactive process, primarily involving class room talk which takes place between teacher and pupil and occurs during certain definable activity."

Brubacher," Teaching is an arrangement and manipulation of a situation in which an individual will seek to overcome and from which he will learn in the course of doing so."

Skinner- Teaching is the arrangement of contingencies of reinforcement."

Ryans- "Teaching is concerned with the activities which are concerned with the guidance or direction of the learning of others."

Teaching is a systemic enquiry about the ultimate realities in the universe. It is a study of general principles and understanding of all that comes in the range of human experiences. There are two type of teaching :

- 1. Formal-**Which is systemic deliberate direct and consciously impart by specially.
- 2. Informal-**it is teaching one get the outside of class room

### **3. Description of Approach, Strategy, Method, and Technique**

Richard and Rodgers (2001 : 2) state that four types often confusion among the term, approach, strategy, method and technique. These are four

term may be view as a point along continuum from the theoretical ( approach ), in which basic belief about language and learning are consider how is the way to teach (strategy) to design (method) in which in partial plan for teaching or learning.

### **3.1. Approach**

The approach can be interpret as a starting point or a point of view of the learning process. The term refers to a view about the approach that makes process are still very common. According to Richard and Rodgers (2001:19) "Approach is theories about the nature of language and language learning that serve as the source of practices and priciples in language teaching". An approach describes how people acquire their knowledge of the language and makes statements about conditions which will promote successful language learning.

### **3.2. Strategy**

Brown (2000:25) says "Strategy is those specific "attacks" that we make on a given problem". Efforts are to implement lesson plans that have been prepare in real activity so that the goals can be achievement optimally.

### **3.3. Method**

According to Hammer (2001:78) says, "Method is practical realization of an approach. The originators of a method have arrived at decision about types of activities, roles of the teacher and learners, the kinds of material which will be



helpful, and some model of syllabus organization. Methods include various procedures and techniques as a part of their standard fare. When methods have fixed procedures, informed by a clearly articulated approach, they are easy to describe.

### **3.4. Technique**

Richards and Rodgers (2001:19) said that "Technique is an implementation which actually takes place in classroom". In other words in language learning technique is an explicit procedure or strategy to accomplish a particular learning objective or set of objectives. It means that technique is a strategy to make the teaching learning process can run well. Brown (2001:14) said that "Technique is the specific activities manifested in the classroom that are consistent with a method and therefore were harmony with an approach as well", more clearly.

### **4. Description of Game**

According to the Salen (2011), the games are defined as: A game is structured playing, usually undertaken for enjoyment and sometimes used as an educational tool. Games are distinct from work, which is usually carried out for remuneration, and from art, which is more often an expression of aesthetic or ideological elements. However, the distinction is not clear-cut, and many games are also considered to be work (such as professional players of spectator

sports/games) or art (such as jigsaw puzzles or games involving an artistic layout such as Mahjong, solitaire, or some video games.

Meanwhile Julia Dobson (2008:295) had her own opinion about games I myself had found that a good language game is a wonderful way to break the routine of classroom Drill, because it provided fun and relaxation while remaining very much within the framework of language learning and even reinforce that learning. From some explanation above, it can be assumed that games is an activity have a rule, goal and it is a way to break routine in the classroom, so that it give fun and relax, and enjoy for students can get have fun when they are learning.

Games add variation to a lesson and increase motivation by providing plausible incentive to use the target language. Games can provide this stimulus. The game context, make the foreign language immediately useful to the students.

Based on the above explanation, those games are very essential in teaching speaking and students express their language. Games encourage, entertain, teach and promote fluency. Games can increase and support to practicing language. The students who practice speaking activity with games feel more motivate and interest in what they are doing. So, the use of games during the lesson must have motivate students to work more speaking with their friends.

The objective of games must be clear that the students know what they expect to do in the activities. Sometimes the teacher use a strategy in playing games in order to make them more interesting.

According to Klopfer, Osterweil and Salen (2006: 52), game designer should encourage teacher to solicit training from their students. The students who are playing the games will be expert at the rule and content in those games.

## **5. Odd One Out Strategy**

### **1. Definition of Odd One Out Strategy**

Odd One Out is a useful activity which can be incorporated at any point of a topic as a springboard for initial exploration of the topic or as a tool to consolidate knowledge. It obliges pupil to think about the characteristics of words, sentences, ideas, places, people or things – depending on the learning area in question.

### **2. The Advantage of Odd One Out**

1. Odd One Out provides an opportunity fo students to access scientific knowledge to analyze relationships between items in a group
2. Thinking about the similarities are differences, students are encouraged to use their reasoning skills in a challenging and engaging way
3. Odd One Out can also be used to assess how well students can transfer their learning to a new context if there is a possibility that

they could be limited by the instructional context in which they learned about the ideas.

### 3. The disadvantage of Odd One Out

1. Difficult for the students who do not like games when studying lesson
2. This strategy requires sincerity and expertise (professional) of the teacher. besides planning and time to mature.

### 4. The Step of Odd One Out Strategy

Students' cluster in pairs or groups.

1. Students' are given a set of key words/ideas/places/things or people, depending on the learning area and topic. These may come, for example, in the form of a list or grid on an Overhead Projector or hand-out.
2. Students' must find the odd one out on each grid or list. Often there may be no right or wrong answers and any word might be the odd one out. Students' must, therefore, give a justified and valid response as to why they chose a particular word and the nature of the relationships between the other words on the list.
3. As an extension activity, students' could suggest another related word to add to those which are not odd ones out. Alternatively, pupils could think of their own odd one out list or grid.
4. A **debrief** afterwards might concentrate on how Students' made the connections between the words, the processes involved



and whether the group work has helped Students' to see different connections which they otherwise might not have considered

**Example :**

### **Odd one out – Vowels**

Circle the word that sounds different from the othe two. Example:

- |     |         |           |          |
|-----|---------|-----------|----------|
|     | a show  | b now     | c tow    |
| 1.  | a cough | b rough   | c tough  |
| 2.  | a throw | b through | c threw  |
| 3.  | a sieve | b scene   | c lift   |
| 4.  | a dough | b stow    | c plough |
| 5.  | a rhyme | b bright  | c brief  |
| 6.  | a chime | b chill   | c thyme  |
| 7.  | a ache  | b act     | c plain  |
| 8.  | a touch | b stuff   | c couch  |
| 9.  | a sew   | b grew    | c glow   |
| 10. | a fine  | b sign    | c rain   |

## **6. Definition of Pronunciation**

According to the *Longman Dictionary of Applied linguistics*, pronunciation is defined as “the way sounds are perceived by the hearer” (Richards, Platt, & Weber, 1985). It is a complicated mechanism taking place in an individual’s

working memory during oral production and is of great importance to most language instructors (Nation & Newton, 2009). However, a great amount of disparity can be found among the various definitions in the existing body of literature. For instance, Zemanova (2007) provides a definition that is, despite its foundational overlap, different in focus from the one cited above. He claims that for every particular language, pronunciation is defined as the accepted standards of sound rhythm seen in different words.

Pronunciation is one of the important aspect in English, especially in oral communication. Every sound, stress pattern, and intonation may convey meaning. The non native speakers of English who speak English have to be very careful in pronouncing some utterances or he may create misunderstanding. So, having unintelligible pronunciation is necessary rather than having a native-like pronunciation.

Pronunciation refers to the production of sounds that we use to make meaning. it includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm ( suprasegmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Each of these aspects of pronunciation is briefly outlined below, and references for futher study are suggested (see Clennell 1997).

### a. **Phonetics and Phonology**

(McMahon, April, 2001) state that **Phonetics**, a system for describing and recording the sounds of language objectively. Phonetics provides a valuable way of opening our ears to facets of language that we tend to understand by reference to their written rather than their actual spoken forms. **Phonology** concerns itself with the ways in which language make use of sounds to distinguish words from each other.

(J.M Goodwin. 1996) state that Teachers should be knowledgeable about the phonetics and phonology of English because (1) the sound system is primary and the basis for the spelling system; (2) they may have to teach English pronunciation to students who are not native speakers of English; (3) they may have to teach poetry, which requires that they teach about rhyme, alliteration, assonance, and other poetic devices that manipulate sound; (4) it is important to understand accents and language variation and to react appropriately to them and to teach appropriate language attitudes about them to students (see our chapters on Language and Society and Usage in Book II); (5) we are so literate that we tend to “hear” the sounds of our language through its spelling system, and phonetics/phonology provides a corrective to that; and (6) phonetics and phonology provide systematic and well-founded understanding of the sound pattern of English.

## b. Consonants

(Ladefoged, Peter. 2005) Consonants include the sounds we represent as <p, b, t, d, m, n, f, v, s, z, ʃ, r, h> in the ordinary alphabet. All **consonants** are produced by entirely or almost entirely stopping the airstream coming from the lungs. When we almost entirely stop the airstream we force it through such a narrow opening that the airflow at that point is turbulent and noisy. We classify consonants according to the following characteristics: (a) whether or not the vocal folds are vibrating (**voicing**); (b) whether the sound is made with a fully stopped or merely constricted airstream (its **manner of articulation**); (c) where in the mouth the stoppage or constriction is made (its **place of articulation**); (d) whether or not air is flowing through the nasal cavity (**nasality**); and (e) whether or not the lips are pursed (**liprounding**).

place manner	labial	labio- dental	dental	alveolar	palate- alveolar	palatal	velar	glottal
plosive	<b>p b</b>			<b>t d</b>			<b>k g</b>	
fricative		<b>f v</b>	<b>θ ð</b>	<b>s z</b>	<b>ʃ f</b>			<b>h</b>
nasal	<b>m</b>			<b>n</b>			<b>ŋ</b>	
liquid				<b>r l</b>				
semivowel	<b>w</b>					<b>j</b>		

The consonants in the table above are the consonant *phonemes* of RP (Received Pronunciation) and GA (General American), that is, the meaning-distinguishing consonant sounds (c.f. *pat* – *bat*). Phonemes are written within slashes //, e.g./t/. Significant variations are explained in the footnotes

/p/	<i>put, supper, lip</i>	/ʃ/	<i>show, washing, cash</i>
/b/	<i>bit, ruby, pub</i>	/ʒ/	<i>leisure, vision</i>
/t/	<i>two, letter3, cat</i>	/h/	<i>home, ahead</i>
/d/	<i>deep, ladder3, read</i>	/tʃ/	<i>chair, nature, watch</i>
/k/	<i>can, lucky, sick</i>	/dʒ/	<i>jump, pigeon, bridge</i>
/g/	<i>gate, tiger, dog</i>	/m/	<i>man, drummer, comb</i>
/f/	<i>fine, coffe, leaf</i>	/n/	<i>no, runner, pin</i>
/v/	<i>van, over, move</i>	/ŋ/	<i>young, singer</i>
/θ/	<i>think, both</i>	/l/	<i>let4, silly, fall</i>
/ð/	<i>the, brother, smooth</i>	/r/	<i>run, carry, (GA car)</i>
/s/	<i>soup, fussy, less</i>	/j/	<i>you, yes</i>
/z/	<i>zoo, busy, use</i>	/w/	<i>woman, way</i>

### **1. Voicing**

As a warm-up exercise, make the sound fffff, and keep it going for a count of five. Now make the sound vvvvv, and keep it going for a count of five.



Now alternate these two : fffffvvvvvffffffvvvvv. You probably notice that vvvvv had a “buzz” that fffff did not have. That “buzz” is caused by the vibrating of your vocal folds-which you can check by putting your fingers on your throat or by covering your ears as you alternate fffff and vvvvv. Now try the same exercises with the first sounds of the following words: *thigh, thy; sip, zip*. You should be able to feel the vocal folds vibrate as you make the second sound of each pair.

Sounds produced with vibrating vocal folds (see Figure 1) are said to be **voiced**; those produced without vocal cord vibration are **voiceless**. Table 1 lists the voiced and voiceless consonants of English. The letters in [ ] are the phonetic symbols for the sounds.

voiced	voiceless
<b>b</b> y [b]	<b>p</b> ie [p]
<b>m</b> y [m]	
<b>w</b> et [w]	
<b>v</b> ie [v]	<b>f</b> ie [f]
<b>th</b> y [ð]	<b>th</b> igh [T]
<b>d</b> ie [d]	<b>t</b> ie [t]
<b>n</b> igh [n]	
<b>z</b> ip [z]	<b>s</b> ip [s]

lie [l]

beige [ʒ]

jive [dʒ]

yet [j]

guide [g]

gong [ŋ]

hive [h]

bash [ʃ]

chive [tʃ]

kite [k]

## 2. Manner of Articulation

By **manner of articulation** we mean the kind of closure or constriction used in making the sound. We classify English consonants according to three manners of articulation: **stops** (full stoppage of the airstream somewhere in the *oral* cavity between the vocal folds and the lips, as in [p], [b], [m]); **fricatives** (constriction of the airstream in the oral cavity producing turbulence and noise, as in [f], [v]); **affricates** (full stoppage of the airstream followed immediately by constriction, as in [tʃ], [dʒ]). Table 2 summarizes the different manners of articulation.

Stops

[p] pad

[b] bad

[m] mat

[t] tad

[d] dad

[n] Nat

[k] **cad**      [g] **gad**      [ŋ] **tang**

Fricatives

[f] **fie**      [v] **vie**

[θ] **thigh**      [ð] **thy**

[s] **Sue**      [z] **zoo**

[ʃ] **shoe**      [ʒ] **jus (au jus)**

[h] **how**

Affricates

[tʃ] **chin**

### ***3. Place of articulation***

By **place of articulation** we mean the area in the mouth at which the consonantal closure or constriction occurs. English uses only seven places of articulation (see Figure 1) which we describe and illustrate below. **Bilabial** sounds are made by bringing both lips together to stop the airstream:

[p] **pie**      **cupping**      **cup**

[b] **by**      **clubbing**      **cub**

[m] **my**      **coming**      **come**

**Labiodental** sounds are made by bringing the top teeth into contact with the bottom lip and forcing air between the two to create the fricatives:

[f] **feel**      **raffle**      **tough**

[v] **veal**      **ravel**      **dove**

**Interdental** sounds are made by placing the tip of the tongue between the top and bottom teeth and forcing air through. Again, these are both fricatives:

[θ] **thigh**      **ether**      **mouth**      **bath** (noun)

[ð] **thy**      **either**      **mouth**      **bathe** (verb)

**Alveolar** sounds are made by bringing the tongue and the alveolar ridge (the bony ridge just behind the top teeth) together to create either a stop or fricative:

[t] **tub**      **boating**      **boat**    [s]    **sip**    **fussy**    **grace**

[d] **dub**      **boding**      **bode**    [z]    **zip**    **fuzzy**    **graze**

[n] **knit**      **boning**      **bone**    [r]    **rip**    **terror**    **tear**

**(Alveo-)palatal** sounds are made by bringing the blade of the tongue to, or close to, the alveo-palatal area of the roof of the mouth to create fricatives and affricates:

[S]    **sure**            **vicious**            **rush**

[Z]    **genre**            **vision**            **rouge**

[tʃ]    **chin**            **catcher**            **etch**

[dʒ]    **gin**            **edger**            **edge**

**Velar** sounds are created by stopping the airstream by bringing the back of the tongue into contact with the velum:

[k] **could**        **backer**        **tuck**

[g] **good**        **bagger**        **tug**

[ŋ] -----        **banger**        **tongue**

**Glottal** sounds are created by either narrowing the vocal folds sufficiently to create a fricative or closing them to create a stop:

[h] **hat cahoots**        [ʔ] **butter** (some varieties of English)



### c. Vowels

(Ladefoged, Peter. 2005) Vowels include the sounds we ordinarily represent as the letters <a, e, i, o, u>, as well as a number of other sounds for which the ordinary alphabet has no unique symbols.

Vowels are distinguished from consonants in several ways. As we have seen, consonants are produced by constricting the airstream to various degrees as it flows through the oral tract. **Vowels** are produced with a smooth, unobstructed airflow through the oral tract. Differences in vowel quality are produced by different shapes of the oral cavity. Characteristic vowel qualities are determined by (a) the height of the tongue in the mouth; (b) the part of the tongue raised (front, middle, or back); (c) the configuration of the lips; and (d) the tension of the muscles of the oral tract. An articulatory description of a vowel must include all of these features.

## Simple & Glided Vowels

	Front	Central	Back
High	iy ɪ		uw ʊ
Mid	ɛ	ʌ, ə	ow
Low	æ	ɑ	ɔ

## **1. Tongue height**

Pronounce the words *eat* and *at*. Now pronounce just the vowels of these two words. Notice that as you go from the vowel of *eat* to the vowel of *at*, your mouth opens. If this is not obvious to you just by playing with these two vowels, look in a mirror as you produce them. Alternate the words, and then just the two vowels.

Once you've become accustomed to the different degrees of openness of these two vowels, pronounce *ate* between *eat* and *at*. The degree of openness of its vowel falls between those of *eat* and *at*, so there is a continuous increase in mouth openness as you go from one vowel to another. These degrees distinguish **high**, **mid**, and **low** vowels. We will use the following symbols for this sequence of vowels :

**eat** [i] High

**ate** [e] Mid

**at** [a] Low

## **2. Front and back vowels**

Now compare the vowel of *beat* with that of *boot*. Alternate the words, and then just the vowels. It will be more difficult this time to monitor the

activities of your tongue as you shift from one of these to the other, but try anyway.

You produce the [i] of *beat* with the front (blade) of your tongue raised toward your palate. If you draw in your breath as you make this vowel, you will feel the cold air against your palate. As you shift from [i] to [u], the vowel of *boot*, you will find yourself raising the back of your tongue. (You will also find yourself pursing (**rounding**) your lips, but disregard this for the moment). Because of the relative positions at which these vowels are made in the mouth, phoneticians call [i] and the other vowels in (1) **front vowels**, and [u] **back vowel**.

The back vowels, like the front ones, descend from high, through mid, to low, in a continuous sequence. You can observe this by pronouncing the words *coot*, *coat*, and *cot*, and then just their vowels. As you produce this series of vowels you'll find your mouth opening (monitor your lower jaw) as you go from *coot* to *coat* to *cot*. We use the following symbols for these back vowels :

**coot** [u] High

**coat** [o] Mid

**cot** [A] Low

### **3. Intermediate vowels**

First, pronounce the words *meat*, *mitt*, *mate*, *met* and *mat*. Then pronounce just their vowels :

**meat** me [i]

**mitt** [ɪ]

**mate** may [e]

**met** [ɛ]

**mat** [æ]

The vowels we've just added, [ɪ] and [ɛ], are intermediate in height between [i] and [e], and [e] and [æ], respectively. You may have noticed that all of the example words we have used to exemplify the vowels we have distinguished consist of a single syllable. This is because vowels in multi-syllabic words can differ from those in monosyllables, and we wanted to compare vowels in similar contexts. We have now distinguished the following vowels :

## **B. Conceptual Framework**

English is the foreign language in Indonesia. It functions as a tool to attend the modern technology and science development in our education. Therefore the students are expected to have at least passive knowledge of English conversation whether both in learning process and daily activities. In fact, their ability is still low especially in pronunciation. Language learning should be presented communicatively in the classroom.

### **C. Hypothesis**

Based on the theoretical and conceptual framework above, hypothesis can be formulated as follows :

Ha : There is a significant Effect of Using Odd One Out Strategy on the Students' Achievement in Pronouncing English Words.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Location and Time**

This research was conducted at second grade of SMK Dwitunggal Tanjung Morawa KM 14,5. This research was focused in the second year of 2015/2016. The Reason for choosing this school because the researcher see the students difficulties in pronounce English. Therefore the researchers gope the research able to solve this problem with new strategy.

#### **B. Population and Sample**

##### **1. Population**

Population is the whole subject of the research (Arikunto, 2010:173). This research was the 2015-2016 second grade of SMK Dwitunggal Tanjung Morawa. Which consist of two classes they are XII-AP and XII-AK. Class XII-AP consist of 21 Students and class XII-AK consist of 21 students, so the total of the total population are 42 students.

##### **2. Sample**

Sample is a small proportion of population selected for observation and analysis (Arikunto, 2010:174). If the population more than 100, the researcher may take 10%-15% or 20%-25% or more as the sample, if the population less than 100, the researcher may take all the sample. "So, in this research, the researcher takes all of the population as the sample.



**Table 3.1**

**Population and sample in SMK Dwitunggal Tanjung Morawa**

<b>NO</b>	<b>Class</b>	<b>Population</b>	<b>Sample</b>
<b>1</b>	<b>XII-AP</b>	<b>21</b>	<b>21</b>
<b>2</b>	<b>XI-AK</b>	<b>21</b>	<b>21</b>
<b>TOTAL</b>		<b>42</b>	<b>42</b>

**C. Research Design**

Experimental research was used in this research, which consist of pre-Test, treatment and post-test in order to know the effect of Using Odd One Out Strategy On the Students' Achievement in Pronouncing English Words In Conducting The Experimental research, the sample was divided into 2 Groups, They Are Experimental group and control group. The experimental group will be taught by using Odd One Out strategy and the control Group will be taught by using lecture method. The design of this research can be seen ass follows:

**Table 3.2**

**Research Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-Test</b>
<b>Experimental</b>	√	<b>X</b>	√
<b>Control</b>	√	<b>Y</b>	√

X : The Experimental Group, where the samples was taught by using modeling technique.

Y : The control group, where the sample was taught by using conventional technique.

#### **D. Instrument of the Research**

The instrument of this research, the researcher was given oral test. The student are asked to find out the difference pronounce based on the word in paper made by researcher.

#### **E. Technique for Collecting the Data**

In collecting the data, some steps was applied as follows.

1. Giving pre-test both of classes
2. Giving treatment to the experimental group by using Odd One Out Strategy.
3. Giving treatment to the control group by using Discussion method
4. Giving Post-Test to both classes.
5. Evaluating the effect of Odd One Out strategy.

#### **F. Technique of Data Analysis**

In this Research, technique of quantitative was applied to analyze the data and the steps were :

1. Knowing the percentage of the student right and wrong answers the data are calculated by using formula based on Arikunto (2010 :216) as the following.

$$P = \frac{B}{JS} \times 100\%$$

Where :

S= the score

B= the number of the correct answer

JS= total number of item

2. scoring the sample's answer. The students were given quantitative test (20 Items ). The total of the right answer was 100.
3. listing the score in two tables for the experimental and control group score.
4. determining normality
5. determining homogeneity
6. measuring the standard deviation if variable X and Y by using sidijono's

Formula (2011, 158-159)

$$SD x \text{ or } SD1 = \sqrt{\frac{\sum x^2}{N}} \quad \text{for variable X, and}$$

$$SD y \text{ or } SD2 = \sqrt{\frac{\sum y^2}{N}} \quad \text{for variable Y}$$

7. Calculating the correction between both variable by using sudijono's

Formula (2011, 283)

$$S E m1 = \sqrt{\frac{SDx}{\sqrt{N2-1}}}$$

$$S E m2 = \sqrt{\frac{SDy}{\sqrt{N2-1}}}$$

8. Finding out the error standard deviation between M1 and M2 by using

Sudijono's formula (2011 :283)

Type equation here.

$$S E m_1 - m_2 = \sqrt{S E m_1^2 - S E m_2^2}$$

9. Testing the hypothesis by applying Ttest

## CHAPTER IV

### THE DATA AND DATA ANALYSIS

#### A. Data Collection

The data of this study was gathered from the result of test then given to Students. They are divided into two groups experimental and control group. Each Group was given pre-test and post-test.

**TABLE 4.1**  
**The Score of Pre-Test and Post-Test of Experimental Group**

NO	Students Initial Name	Pre-Test (X1)	Post-Test (X2)
1	AD	55	85
2	A	45	75
3	AW	55	80
4	DDS	75	90
5	DT	65	80
6	ET	55	85
7	H	50	75
8	IA	50	80
9	JA	65	80
10	LB	60	85
11	MP	45	95
12	NO	50	90
13	PWDS	50	80
14	RPP	75	85
15	RB	50	90
16	SE	65	85
17	SA	70	90
18	S	65	80
19	TL	65	85
20	US	65	75
21	YZ	70	85
22	Amount	1245	1775
23	Mean	59,3	84,5



**TABLE 4.2**  
**The Score of Pre-Test and Post-Test of Control Group**

<b>NO</b>	<b>Students Initial Name</b>	<b>Pre-Test (X1)</b>	<b>Post-Test (X2)</b>
<b>1</b>	<b>AKBG</b>	<b>55</b>	<b>65</b>
<b>2</b>	<b>CL</b>	<b>45</b>	<b>65</b>
<b>3</b>	<b>CDNS</b>	<b>55</b>	<b>70</b>
<b>4</b>	<b>DZ</b>	<b>45</b>	<b>80</b>
<b>5</b>	<b>DS</b>	<b>65</b>	<b>65</b>
<b>6</b>	<b>D</b>	<b>55</b>	<b>60</b>
<b>7</b>	<b>EMS</b>	<b>50</b>	<b>75</b>
<b>8</b>	<b>FP</b>	<b>50</b>	<b>70</b>
<b>9</b>	<b>HRNS</b>	<b>65</b>	<b>70</b>
<b>10</b>	<b>IP</b>	<b>60</b>	<b>60</b>
<b>11</b>	<b>JMM</b>	<b>60</b>	<b>75</b>
<b>12</b>	<b>KBMT</b>	<b>32</b>	<b>65</b>
<b>13</b>	<b>MN</b>	<b>50</b>	<b>70</b>
<b>14</b>	<b>MP</b>	<b>55</b>	<b>65</b>
<b>15</b>	<b>MS</b>	<b>60</b>	<b>70</b>
<b>16</b>	<b>MNA</b>	<b>55</b>	<b>65</b>
<b>17</b>	<b>MNY</b>	<b>60</b>	<b>70</b>
<b>18</b>	<b>RA</b>	<b>65</b>	<b>50</b>
<b>19</b>	<b>RSW</b>	<b>55</b>	<b>70</b>
<b>20</b>	<b>SH</b>	<b>65</b>	<b>65</b>
<b>21</b>	<b>SUDY</b>	<b>35</b>	<b>70</b>
<b>22</b>	<b>Amount</b>	<b>1140</b>	<b>1415</b>
<b>23</b>	<b>Mean</b>	<b>54,3</b>	<b>67,5</b>

Based on the data in the table above, the students' scores after pre-test and post-test were administrated, the score were obtained, it showed that in

experimental group the lowest score in the pre-test is 45 and the highst score is 75 While the lowest score in the post-test is 75 and the highest score is 95,

Furthermore, it can be observed that in control group, the lowest score of the pre-test is 35 and the highest score is 65, while the lowest score of post-test is

And the higher score is 85. The result of pre-test and post-test from both of groups can be seen in table 4.1 and 4.2

## B. Data Analysis

### 1. Normality

Normality test used to determine if a data set is well modelled by a normal distribution and to complete how likely it is for random variable underlying the data to be normal distribution.

#### a. Normality Test of X Variable

The normality of test of variable x used text :

1. Listing the student's score from the lowest to highest
2. The score made to  $Z_1, Z_2, Z_3, \dots, Z_n$  by using formula

$$Z_i = \frac{X - X_i}{SD}$$

3. The table of  $Z_i$  can be seen from the table of normal Density.

4.  $S(Z_i) = \frac{F_k}{n} = \frac{1}{21} = 0,04$

**Table 4.3**

#### Test of Normality for X Variable

No	Xi	F	F kum	Zi	Table Z	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	75	1	1	-1,558181	0,4394	0,0606	0,047619	0,012981
2	75	1	2	-1,558181	0,4394	0,0606	0,095238	-0,03464
3	75	1	3	-1,558181	0,4394	0,0606	0,142857	-0,08226
4	80	1	4	-0,649090	2,2389	-1,7389	0,190476	-1,92938
5	80	1	5	-0,649090	2,2389	-1,7389	0,238095	-1,977
6	80	1	6	-0,649090	2,2389	-1,7389	0,285714	-2,02461
7	80	1	7	-0,649090	2,2389	-1,7389	0,333333	-2,07223
8	80	1	8	-0,649090	2,2389	-1,7389	0,380952	-2,11985
9	80	1	9	-0,649090	2,2389	-1,7389	0,428571	-2,16747
10	85	1	10	0,26	0,1026	0,626	0,47619	0,12641
11	85	1	11	0,26	0,1026	0,626	0,52381	0,07879
12	85	1	12	0,26	0,1026	0,626	0,571429	0,031171

No	Xi	F	F kum	Zi	Table Z	F(Zi)	S(Zi)	F(Zi)-S(Zi)
13	85	1	13	0,26	0,1026	0,6026	0,619048	-0,01645
14	85	1	14	0,26	0,1026	0,6026	0,666667	-0,06407
15	85	1	15	0,26	0,1026	0,6026	0,714286	-0,11169
16	85	1	16	0,26	0,1026	0,6026	0,761905	-0,15931
17	90	1	17	1,169090	0,3770	0,877	0,809524	0,067476
18	90	1	18	1,169090	0,3770	0,877	0,857143	0,019857
19	90	1	19	1,169090	0,3770	0,877	0,904762	-0,02776
20	90	1	20	1,169090	0,3770	0,877	0,952381	-0,07538
21	95	1	21	2,078181	0,4808	0,9808	1	-0,0192

Which :

Average : 83,57

S : 5,5

Lobs : 0,12641

Ltable : 0,19334

From the table above  $Lobs = 0,12641$  and fest of liliefors  $\alpha = 0,05$ . And  $n = 21$  are  $Ltable = 0,19334$ . So the test of normally was found that  $Lobs < Ltable$  ( $0,12641 < 0,19334$ ) data is normally.

### b. Normality test of Y Variable

The normality of test of variable x used text :

5. Listing the student's score from the lowest to highest

6. the score made to  $z_1, z_2, z_3, \dots, z_n$  by using formula

$$Zi = \frac{\bar{x} - Xi}{SD}$$

7. The table of Zi can be seen from the table of normal Density.

$$S(Zi) = \frac{Fk}{n} = \frac{1}{21} = 0,04$$

Table 4.4

Test of Normality for X Variable

No	Xi	F	F kum	Zi	Table Z	F(Zi)	S(Zi)	F(Zi)- S(Zi)
1	50	1	1	-2,788461	0,4973	0,0027	0,047619	-0,04492
2	60	1	2	-1,185897	0,3810	0,119	0,095238	0,023762
3	60	1	3	-1,185897	0,3810	0,119	0,142857	-0,02386
4	65	1	4	-0,384615	0,1480	0,352	0,190476	0,161524
5	65	1	5	-0,384615	0,1480	0,352	0,238095	0,113905
6	65	1	6	-0,384615	0,1480	0,352	0,285714	0,066286
7	65	1	7	-0,384615	0,1480	0,352	0,333333	0,018667
8	65	1	8	-0,384615	0,1480	0,352	0,380952	-0,02895
9	65	1	9	-0,384615	0,1480	0,352	0,428571	-0,07657
10	65	1	10	-0,384615	0,1480	0,352	0,47619	-0,12419
11	70	1	11	0,416666	0,1480	0,6591	0,52381	0,13529
12	70	1	12	0,416666	0,1480	0,6591	0,571429	0,087671
13	70	1	13	0,416666	0,1480	0,6591	0,619048	0,040052
14	70	1	14	0,416666	0,1480	0,6591	0,666667	-0,00757
15	70	1	15	0,416666	0,1480	0,6591	0,714286	-0,05519
16	70	1	16	0,416666	0,1480	0,6591	0,761905	-0,10281
17	70	1	17	0,416666	0,1480	0,6591	0,809524	-0,15042
18	70	1	18	0,416666	0,1480	0,6591	0,857143	-0,19804
19	75	1	19	1,217948	0,3869	0,8869	0,904762	-0,01786
20	75	1	20	1,217948	0,3869	0,8869	0,952381	-0,06548
21	80	1	21	2,019230	0,4826	0,9826	1	-0,0174

Which :

Average : 83,57

S : 5,5

Lobs : 0,12641

Ltable : 0,19334

From the table above  $Lobs = 0,161524$  and fest of liliefors  $\alpha = 0,05$ . And  $n = 21$  are  $Ltable = 0,19334$ . So the test of normally was found that  $Lobs < Ltable$  ( $0,12641 < 0,19334$ ) data is normally.

## 2. Homogeneity

Testing of Homogeneity

Data of X variable and Y variable

**Table 4.5**

**Test of Homogeneity for X and Y Variable**

No	x	y	X <sup>2</sup>	Y <sup>2</sup>	xy
1	85	65	7225	4225	5525
2	75	65	5625	4225	4875
3	80	70	6400	4900	5600
4	90	80	8100	6400	7200
5	80	65	6400	4225	5200
6	85	60	7225	3600	5100
7	75	75	5625	5625	5625
8	80	70	6400	4900	56000
9	80	70	6400	4900	5600
10	85	60	7225	3600	5100
11	95	75	9025	5625	7125
12	90	65	8100	4225	5850
13	80	70	6400	4900	5600
14	85	65	7225	4225	5525
15	90	70	8100	4900	6300
16	85	65	7225	4225	5525
17	90	70	8100	4900	6300
18	80	50	6400	2500	4000
19	85	70	7225	4900	5950
20	75	65	6525	4225	4875
21	85	70	7225	4900	5950
	$\sum = 1755$	$\sum = 1415$	$\sum = 147275$	$\sum = 96125$	$\sum = 118425$

$$\begin{aligned} 1. SX^2 &= \sqrt{\frac{n \cdot \sum X^2 - (\sum X)^2}{n(n-1)}} \\ &= \sqrt{\frac{21 \cdot 147275 - (1755)^2}{21(21-1)}} \\ &= \sqrt{\frac{3092775 - 3080025}{420}} \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{12750}{420}} \\
&= \sqrt{30,3571} \\
&= 5,50973
\end{aligned}$$

$$\begin{aligned}
1. SY^2 &= \sqrt{\frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)}} \\
&= \sqrt{\frac{21 \cdot 96125 - (96125)^2}{21(21-1)}} \\
&= \sqrt{\frac{2018625 - 2002225}{420}} \\
&= \sqrt{\frac{16400}{420}} \\
&= \sqrt{39,04761} \\
&= 6,24880
\end{aligned}$$

So :

$$f = \frac{\text{maxvarians}}{\text{minvarians}}$$

$$f = \frac{6,24880}{5,50973}$$

$$f = 1,134$$

So  $F_{table}$  with  $\alpha = 0,05$  and  $F_{obs}$  1,134 the test homogeneity was found that  $F_{obs} < F_{table}$  ( 1,134 < 2,05 ) it means that the data was homogeneity.



**Table 4.6**

**The Difference of Experimental Group Pre-test and Post-test**

No	Student's Initial Name	Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )	$X_2 - X_1$ X
1	AD	55	85	30
2	A	45	75	30
3	AW	55	95	40
4	DDS	75	90	15
5	DT	65	80	15
6	ET	55	85	30
7	H	50	75	25
8	IA	50	80	30
9	JA	65	80	15
10	LB	60	85	25
11	MP	45	95	50
12	NO	50	90	40
13	PWDS	50	80	30
14	RPP	75	85	10
15	RB	50	90	40
16	SE	65	85	20
17	SA	70	95	25
18	S	65	80	15
19	TL	65	85	20
20	US	65	75	10
21	YZ	70	85	15
22	Total	1245	1775	$\sum X = 530$

Based on the table 4.3 above, the mean scores of experimental group were

Calculated as the follows :

$$\begin{aligned} M_x &= \frac{\sum X}{N} \\ &= \frac{530}{21} \\ &= 25,23 \end{aligned}$$

The Mean scores of Experimental Group = 25,23

Which :

$M_x$  : The mean scores of experimental Group

$\sum X$  : The scores of  $X_2 - X_1$

N : Sample of Experimental Group

**Table 4.7**

**The Difference of Control Group Pre-Test and Post-Test Scores**

No	Student's Initial Name	Pre-Test ( $X_1$ )	Post-Test ( $X_2$ )	$y_2 - y_1$ y
1	AKGB	55	65	10
2	CL	45	65	20
3	CDNS	55	70	15
4	DZ	45	80	30
5	DS	65	65	0
6	D	55	60	5
7	EMS	50	75	25
8	FP	50	70	20
9	HRNS	65	70	5
10	IP	60	60	0
11	JMM	60	75	15
12	KBMT	35	65	30
13	MN	50	70	20
14	MP	55	65	10
15	MS	60	70	10
16	MNA	55	65	10
17	MNY	60	70	10
18	RA	65	75	10
19	RSW	55	70	15
20	SH	65	65	0
21	SUDY	32	70	35
22	Total	1140	1415	$\sum X = 300$

$$\begin{aligned}
 M_y &= \frac{\sum y}{N} \\
 &= \frac{300}{21} \\
 &= 14,28
 \end{aligned}$$

The Mean scores of Control Group = 14,28

Which :

$M_y$  : The mean scores of Control Group

$\sum X$  : The scores of  $Y_2 - Y_1$

N : Sample of Control Group

**Table 4.8**

**The Calculation Scores between the Experimental Group in Pre-Test and Post-Test**

No	Student's Initial Name	X	$X - M_x$	$(X - M_x)^2$
1	AD	30	4,77	22,7529
2	A	30	4,77	22,7529
3	AW	40	14,77	218,1529
4	DDS	15	-10,23	104,6529
5	DT	15	-10,23	104,6529
6	ET	30	4,77	22,7529
7	H	25	-0,23	0,0529
8	IA	30	4,77	22,7529
9	JA	15	-10,23	104,6529
10	LB	25	-0,23	0,0529
11	MP	50	24,77	613,5529
12	NO	40	14,77	218,1529
13	PWDS	30	4,77	22,7529
14	RPP	10	-15,23	231,9529
15	RB	40	14,77	218,1529
16	SE	20	-5,23	27,3529
17	SA	25	-0,23	0,0529
18	S	15	-10,23	104,6529
19	TL	20	-5,23	27,3529
20	US	10	-15,23	231,9529
21	YZ	15	-10,23	104,6529
22	Total	$\sum X = 530$	0,17	2423,811

Based On the calculation of the table X and Y, the Following formula was Implemented to find out the critical value or both groups as the basis to test the Hypothesis of this research.

$$\begin{aligned}
 3. \text{SDx or } SD_1 &= \sqrt{\frac{\sum X^2}{N}} \\
 &= \sqrt{\frac{530^2}{21}} \\
 &= \sqrt{\frac{280900}{21}} \\
 &= \sqrt{13376,2} \\
 &= 115,65
 \end{aligned}$$

**Table 4.9**

**The Calculation Scores between the Experimental Group in Pre-Test and Post-Test**

No	Student's Initial Name	$y_2 - y_1$	$Y - M_y$	$(Y - M_y)^2$
1	AKGB	10	-4,28	18,3184
2	CL	20	5,72	32,7184
3	CDNS	15	0,72	0,5184
4	DZ	35	20,72	429,3184
5	DS	0	-14,28	203,9184
6	D	5	-9,28	86,1184
7	EMS	25	10,72	114,9184
8	FP	20	5,72	32,7184
9	HRNS	5	-9,28	86,1184
10	IP	0	-14,28	203,9184
11	JMM	15	0,72	0,5184
12	KBMT	30	15,72	247,1184
13	MN	20	5,72	32,7184
14	MP	10	-4,28	18,3184
15	MS	10	-4,28	18,3184
16	MNA	10	-4,28	18,3184
17	MNY	10	-4,28	18,3184
18	RA	10	-4,28	18,3184
19	RSW	15	0,72	0,5184
20	SH	0	-14,28	203,9184

<b>21</b>	<b>SUDY</b>	<b>35</b>	<b>20,72</b>	<b>429,3184</b>
<b>22</b>	<b>Total</b>	$\sum Y = 300$	<b>0,12</b>	<b>2214,286</b>

Based on the calculation of the table X and Y, the Following formula was Implemented to find out the crittical value or both groups as the basis to test the Hypothesis of this research.

$$\begin{aligned}
 4. \text{SDx or } SD_1 &= \sqrt{\frac{\sum y^2}{N}} \\
 &= \sqrt{\frac{300^2}{21}} \\
 &= \sqrt{\frac{90000}{21}} \\
 &= \sqrt{4285,7} \\
 &= \mathbf{65,5}
 \end{aligned}$$

The Calculation above showed the following facts :

$$SD_x = 115,65$$

$$SD_y = 65,5$$

$$N_1 = 21$$

$$N_2 = 21$$

$$M_x = 25,23$$

$$M_y = 14,28$$

Therefore the formula is implmented :

$$\begin{aligned}
 \text{S E m} &= \sqrt{\frac{SD_x}{\sqrt{N_1-1}}} \\
 &= \sqrt{\frac{115,65}{\sqrt{21-1}}} \\
 &= \sqrt{\frac{115,65}{\sqrt{20}}}
 \end{aligned}$$

$$= \sqrt{\frac{115,65}{4,5}}$$

$$= \sqrt{25,7}$$

$$= 5,1$$

$$S E m_2 = \sqrt{\frac{SD_y}{\sqrt{N_2-1}}}$$

$$= \sqrt{\frac{65,5}{\sqrt{21-1}}}$$

$$= \sqrt{\frac{65,5}{\sqrt{20}}}$$

$$= \sqrt{\frac{65,5}{4,5}}$$

$$= \sqrt{14,55}$$

$$= 3,81$$

Next the following formula is implemented to find out the error standard

Deviation between  $M_1$  and  $M_2$ .

$$S E m_1 - m_2 = \sqrt{S E m_1^2 - S E m_2^2}$$

$$= \sqrt{5,1^2 - 3,81^2}$$

$$= \sqrt{26,01 - 14,5161}$$

$$= \sqrt{11,5}$$

$$= 3,39$$

$$T_0 = \frac{X_1 - X_2}{S E m_1 - m_2}$$

$$= \frac{25,23 - 14,28}{3,39}$$

$$= \frac{10,95}{3,39}$$

$$= 3,23$$

$$\begin{aligned}
Df &= (N_x + N_y) - 2 \\
&= (21+21) - 2 \\
&= 42 - 2 \\
&= 40
\end{aligned}$$

### C. Testing Hypothesis

After analyzing the data, they applied to see whether out one out strategy significantly effect to the students' achievement in pronouncing english word compared to the students who are not given this method or by given conventional method. Furthermore, one of characteristic of good hypothesis is best ability means that hypothesis should be done in order to know it is acceptable or rejected in testing hypothesis, the basic for testing the hypothesis as follow : hypothesis is acceptable if  $t_{observed} > t_{table}$  and hypothesis is rejected if  $t_{observed} < t_{table}$  where  $t_{table}$  for the degree of freedom (df)= 40 obtained from  $n_1 + n_2 - 2 = 40$  at the level significant 0,05 (2,02) from the result of  $t_{test}$  above, it can be concluded which say that there is significant effect of out one out strategy in senior high school.

### D. Findings

After analyzing all data, some findings can be presented as follows :

1. The treatment was conducted the experimental group by using odd one out got better achievement than those taught by using lecture method in learning Pronunciation. It can be seen from the differences of mean score, both of the Groups .
2. based on the data,  $t_{observed} > t_{table}$  or  $3.23 > 2,02$  it means null hypothesis was rejected and alternative hypothesis was accepted. It means that there was a significant effect by using od one out strategy on students' achievement in pronouncing English Word.



## E. The validity and Reliability of the test

Table 4.10

The analysis Item dor the Test of Validity

NO	X	Y	X <sup>2</sup>	Y <sup>2</sup>	X.Y
1	40	15	1600	225	600
2	30	20	900	400	600
3	20	20	400	400	400
4	20	10	400	100	200
5	15	15	225	225	225
6	25	10	625	100	250
7	20	20	400	400	400
8	20	15	400	225	300
9	25	5	625	25	125
10	20	30	400	900	600
11	45	15	2025	225	675
12	35	10	1225	100	350
13	25	25	625	625	625
14	25	10	625	100	250
15	10	15	100	225	150
16	20	10	400	100	200
17	20	10	400	100	200
18	25	5	625	25	125
19	25	10	625	100	250
20	25	15	625	225	375
21	25	25	625	625	625
22	20	5	400	25	100
$\Sigma = 535$		$\Sigma = 315$	$\Sigma = 14275$	$\Sigma = 5475$	$\Sigma = 7625$

### 1. The Validity

$$\begin{aligned}
 r_{xy} &= \frac{n(\sum XY) - (\sum X \sum y)}{\sqrt{\{\sum X^2 - (\sum X)^2\} \{n \sum y^2 - (\sum y)^2\}}} \\
 &= \frac{44(7625) - (535 \cdot 315)}{\sqrt{\{44(14275) - (535)^2\} \{42(5475) - (315)^2\}}} \\
 &= \frac{335500 - 168525}{\sqrt{\{628100 - 1225\} \{229950 - 99225\}}}
 \end{aligned}$$

$$\begin{aligned}
&= \frac{166975}{\sqrt{\{626875\}\{130725\}}} \\
&= \frac{166975}{\sqrt{81948234375}} \\
&= \frac{166975}{\sqrt{286266}} \\
&= 0.58
\end{aligned}$$

## 2. The Reliabilty

In this research, the test reliabilty was calculated by using Kidder and Richardson (KR) Formula the data were got from appendix and the data shown Below :

**Table 4.11**

**The Calculated Data of Test Reliability**

No	Xt	Xt <sup>2</sup>
1	19	256
2	19	289
3	16	225
4	20	256
5	19	225
6	16	225
7	19	256
8	20	256
9	20	225
10	20	225
11	20	256
12	19	324
13	20	289
14	19	225
15	19	196
16	20	225
17	20	324
18	19	324
19	17	289
20	17	289
21	18	361
22	20	20
	<b>416</b>	<b>7902</b>

From the data above, the next step was finding out the mean, total variance and counting the reliability of the test using  $KR_{11}$  Formula

### 1. Total Mean

From the data above, it known  $\sum t = 416$ , and  $N = 22$ , so

$$\begin{aligned} M_t &= \frac{\sum f x t}{N} \\ &= \frac{416}{22} \\ &= 18,90 \end{aligned}$$

### 2. Total Variance

Before calculating variance  $\sum x t^2$  was calculated as below, it know

$$\sum x t^2 = 7902, \sum t = 416 \text{ and } N = 22$$

$$\begin{aligned} \sum x 2t &= \sum x t^2 - \left(\frac{\sum f x t}{N}\right)^2 \\ &= 7902 - (18,90)^2 \\ &= 7902 - 357,21 \\ &= 7544,79 \end{aligned}$$

From the calculation above, it know that  $\sum x t^2 = 7544,79$  and  $N = 22$  the

Total variance was :

$$\begin{aligned} S_t^2 &= \frac{\sum x 2t}{N} \\ &= \frac{7544,79}{22} \\ &= 342,954 \end{aligned}$$

3. The Reliability of est was calculated as below :

$$\begin{aligned}r_{11} &= \left(\frac{n}{n-1}\right) \left(1 - \frac{mt(n-mt)}{(n)(st^2)}\right) \\&= \left(\frac{22}{22-1}\right) \left(1 - \frac{18,90(22-18,90)}{(22)(342,954)}\right) \\&= \left(\frac{22}{21}\right) \left(1 - \frac{18,90(3,1)}{(22)(342,954)}\right) \\&= (1,047) \left(1 - \frac{58,59}{7544,988}\right) \\&= (1,047)(1 - 0,0077) \\&= (1,047)(0,992) \\&= 1,03\end{aligned}$$

## Chapter V

### CONCLUSIONS AND SUGGESTION

#### A. Conclusions

After Analyzing the data, the conclusions were drawn as the following :

1. Based on the findings, it was found there was effect of using odd one out Strategy on the students' achievement in pronouncing English words, Which was Proved from the result of the pre-test before gace treatment was 1245 and the Post-test after gave the treatment was 1775 and found that the  $t_{obeserved} > t_{table}$  Or  $3,23 > 2.002$ . it means that was significant effect of using odd one out strategy On the students' achievement in pronouncing English Words.
2. The Result from students who were taught by using odd one out strategy got Higher than those who were taught by using conventional method, because the Students taught by using odd one out strategy become more systematic and Structurally in pronouncing English words. This means that there was a Significant effect of using odd one out strategy on the students' achievement in Pronouncing English Words.

#### B. Suggestion

Based on the result of this research the suggestions are presentd as follows

1. The English teacher can use odd one out strategy in pronouncing English words The teacher can be easier to organize and the technique instruction in teaching English.

2. The students are expected to use odd one out by themselves to encourage their Confidence in order to improve their achievement in analysis vowel sounds.
3. it is also suggested to school management to encourage the teachers to improve Their teaching skills, not only by using odd one out strategy but also other Strategy that are believed to give better understanding for students in their effort To get information from pronouncing English Words.

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## SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Fitri Handayani  
N.P.M : 1202050102  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using Odd One Out Strategy on the Students' Achievement in Pronouncing English Words

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, <sup>12</sup> Januari 2016  
Hormat saya  
Yang membuat pernyataan,



Fitri Handayani

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Hj. Dewi Kesuma Nst, SS, M.Hum



