

**THE EFFECT OF USING ODD ONE OUT STRATEGY
ON THE STUDENTS' PRONOUNCIATION
ACHIEVEMENT**

THESIS

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

By

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**MAJELIS PENDIDIKAN TINGGI
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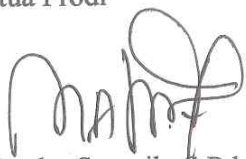
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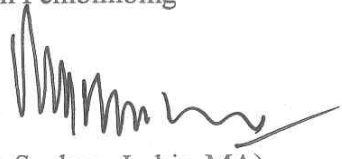
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ABSTRACT

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This research discussed about the effect of using Odd One Out Strategy on students' pronunciation achievement. The objectives of this research were (1) to find out the students' pronunciation achievement by using odd one out strategy (2) to find out the students' pronunciation achievement by conventional method (3) to find out the significant difference between students' pronunciation by using odd one out strategy and conventional method. The population of this research was the second grade of SMK Negeri 1 Stabat academic years 2017-2018 consisting of 157 students. The sample of this research consisted of 20 students. The instrument of this research, it was English pronunciation test. Instrument test was used in the pre-test and post-test. Both of the result of the data indicated that there was a significant difference between students post-test in experimental and controlled class. The mean score of post test (10.7) in experimental class was greater than the mean of post test (5.7) in controlled class was greater than t-table (1.9). Therefore, the researcher suggested that odd one out strategy on students pronunciation achievement is effective in teaching pronunciation.

Keyword : Odd One Out , Pronunciation , Students Achievement

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The written of this thesis entitled “ Using Odd One Out Strategy On The Student’s Pronunciation Achievement ”. This thesis is written to fullfill one requirement to obtain the *sarjana degree* at department of English Education of Teacher Training. University of Muhammadiyah Sumatera Utara.

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Finally, it is obviously that this thesis is not perfect yet either in content or grammar, etc. So that the suggestion or critical from the reader for the better of this thesis is hoped. I hope this thesis can be usefull to all of people.

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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 feelings. In Indonesia, English is learned by the students as a foreign language. English must be taught as early as possible because it is an obligatory subject from kindergarten until the university. For the senior high school student, English is very important to be learned. Especially with pronunciation, the students are expected to be able to master listening, speaking, reading, and writing.

“Pronunciation has been gradually declining, so that now the greatest improprieties in that point are to be found among people of fashion, many pronunciations, which thirty or forty years ago were confined to the vulgar, are gradually gaining ground, and if something be not done to stop this growing evil, and fix a general standard at present, the English is likely to become a mere jargon, which every one may pronounce as he pleases (Thomas Sheridan, A General Dictionary of the English Language, 1780).” The most important part of learning a second *language rests on pronunciation.*

(Brinton & Goodwin, 1996 : 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 benefit 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 whole of learning process

About 90% of students said the biggest problems were pronunciation and speaking (Chen. 2005/2006 : 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 the words or sentence on the correct way, this was inevitably lead to communication failure.

The first factor is the student's factor. Most of the student admit that : English is difficult because it is not their own language. The difference between the writing and pronouncing the word make the student are distracted and embarrassed because their friends laugh at them when they try to practice it.

The second factor is the teacher factor. Sometimes English teacher finds difficulties to determine the appropriate method in teaching English to motivate and make the students interested in English lesson.

In relation to the language teaching, there are some ways that can be used to motivate the student in learning English. English teacher can use some media, strategies, approach, or methods for the classroom activities such as game, picture, etc. For senior high school students , learning English as a foreign language is not easy. But the English teacher should present pleasure atmosphere to attract the student's interest in learning English achievement.

Accordingly, 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, 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 the students capabilities, especially in their skill such as vocabulary enrichment, listening and

speaking. Odd One Out strategy is believed to the direct influence on the pronunciation skills. This research to find out “The Effect of Using Odd One Out Strategy on the Student’s Pronunciation Achievement“.

B. Identification of the Problem

1. The students often find problem with pronunciation when they speak
2. They have less interest in learning English
3. They feel ashamed because their friends mock them when they try to speak in English

C. The Scope and Limitation of the study

In this research, the researcher will focus on the student’s achievement in pronunciation of English word by using odd one out strategy. The writer will focus on analysing vowel sounds.

D. The Formulation of Problem

The problem of this study are formulated as follows :

1. Is there any significant effect of using Odd One Out Strategy on the Student’s pronunciation achievement ?
2. Which one is more effective between the use Odd One Out Strategy on the Student pronunciation achievement and conventional technique ?

E. The Objectives of the Study

This study intends to :

1. Find the effect of Odd One Out Strategy on the Student's Pronunciation Achivement
2. To find out more effectiveness of using of Odd One Out Strategy on the Student Pronunciation Achivement and conventional technique

F. The Significance of the Study

This research is contibution to :

- a. Theoretically ;

The study can add more theory in studying English, especially in using Odd One Out Strategy on the Student Pronunciation Achivement and become reference for the further studies.

- b. Practicaly :

- 1) Students, to get their experience and changes of the student's achievment in pronouncing the English words. It would help them to improve their ability in pronunciation words.
- 2) Teachers, to contribute the English teacher in improving and enriching their teaching technique and as a means of improving the students comprehend in pronouncing English word.
- 3) Other researcher to help the other researcher who interest in this study. It is hoped that other researcher will be conducted as much more in depth study comprehend in pronouncing English word

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

In the theoretical framework, some of important terms 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 Defenition of Effect

The “ effect” is meant by result or change of something. As stated by Stevenson (2000:220). The tern effect could be generally meant by a change that something couses was something else, a result. The defenition 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. Students Achievement

Learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice. Teaching in the other side may defined as “showing or helping someone to learn how to learn something, giving instructions, guiding in the study of something, providing with knowledge, causing to know and understand”. Achievement, as the output or outcome of teaching learning process is behavioral patterns, values, defenitions, attitudes, appreciation and skills.

Jhonson (1984:101) defines “achievement is impetus to do well relative to some standard or excellence”. Based on the explanation, it can be concluded that achievement can be interpreted as an impulse in a student to perform or do an activity or task as well as possible in order to achieve the accomplishment with a praised predicate. The result also can be divided into cognitive, affective, and psychomotor. So after teaching learning process, students expected get the result of what they have learned from their teacher in certain skills such as reading, speaking, writing and listening.

Blooms (1996:16) there are three aspects of learning achievement such as cognitive, affective, understanding and psychomotor. Cognitive consists of knowledge, understanding, application, analysis, synthesis and evaluation. Then effective includes feeling and emotional aspects. It is from what the students' response to the lessons the teachers give, based on the explanation above, the students' improvement in learning by their efforts and skills.

3. Definition of Strategy

Mintzberg (1994:3) said that strategy emerges over time as intentions collide with and accommodate a changing reality. Thus, one might start with a perspective and conclude that it calls for a certain position, which is to be achieved by way of a carefully crafted plan, with the eventual outcome and strategy reflected in a pattern evident in decision and action over time. This pattern in decisions and actions defines what is called “realized” or emergent strategy.

Related to teaching and learning activity, Sanjaya (2006:126) said “strategy as a plan, method or series of activities designed to achieve a particular educational goal” in the other hand, Nurgayah (2011:6) mention that strategy is said as a

general pattern of teacher students action in educational process which is aimed as the concept of understanding effectively in system of teaching learning process

4. Defenition 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 working memory during oral production and is of great importance to most language instructor (Nations & Newton. 2009). However, a great amount of disparity can be found among the various defenitions in the existing body of literature. For instance, Zemanova (2007) provides a defenitios 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 rhytm seen in different words.

Pronunciations is one of the imporntan aspect in English, especialyy in oral communication. Eevery sounds, stress pattern and intonation may convey meaning. The non native speakers English who speak english have to be very careful in pronouncing soe uterences or he may create missunderstanding. So, haaving anintalligible 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 langage (segments), aspect of speech beyond the level of the individual sound, such as intonation, phrasing , stress, timing, rhythm (sprasegmental aspect), how the voice is projucted and in the broadest defenitions, attention to gestures and expressions that are closely related to the way we

speak language. Each of these aspect of pronounciations is briefly outlined below. And references for further study are suggested (see clennell 1997).

a. **Phonetics and Phonology**

According to (Yule. 2001:54) **phonology** is the study of systems, patterns and use of sounds that occurein the language in this world.

According to (Goodwin. 1996) teachers should be knowladgeble 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 manipulated sound (4) it is important to understand accents and language variatio anaad to react appropriately to them and to teach appropriate language attitudes about their students (5) we are so literate that we tend to hear the sound 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 understandings of the sound patterns of English.

b. **Consonant**

(Ladefoged. 2005) Consonant include the sounds we represent as <p, b, t, d, m, n, f, v, s, z, l, r, h,> in the ordinary alphabets. All **consonants** are produced by entirely or almost entirely stopping the airstream coming from the lungs. When we almost entirely stop the airstream we forced it through such a narrow opening that the airflow at that point is tubulent and noisy. We classify consonants according to the following characteristics : (a) whether or not the vocal folds are vibrating (**voicing**); (b) whatever 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 /	Labial	Labiodental	Dental	Alveolar	Palate	Palatal	Velar	glottal
Plosive	p			t d		quation here.	K g	
Fricative	quation here	f v	ð θ	S z	ʃ	quation here.		h
Nasal	M			n	quation here	π		
Liquid		quation here.		r l	quation here	quation here.		
Semivowel		quation here.			quation here	j		

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

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 : fffffvvvvvfffff. You probably noticed that vvvvvhad a “Buzz” that fffff did not have. That “Buzz” it 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 exercise with the first sound 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 the each pair.

Sounds produced with vibrating vocal folds are said to be **voiced**, those produced without vocal cord vibration are **voiceless**.

Voiced	Voiceless
by [b]	Pie [p]
my [m]	
vie [v]	Fie [f]
die [d]	Tie [t]
lie [l]	
beige [z]	Bash [s]

2. Manner of Articulation

By manner of articulation we mean the kind of closure or construction in the making sound. We classify English consonant 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]). **Fricatives** (contraction of the airstream in the oral cavity producing turbulence and noise, as in [f], [v]). Summarized 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] **fi**e [v] **vi**e[T] **ti**ght [D] **th**y[s] **sh**oe [z] **z**oo**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 which we describe and illustrate below. **Billabial** sounds are made by bringing both lips together to stop the airstream

[p] **pi**e **cu**pping **cu**p[b] **bi**y **clu**bbing **cu**b[m] **mi**y **co**ming **co**me

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] **fi**el **ra**ffle **to**ugh[v] **vi**el **ra**vel **do**ve

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:

[T] **th**igh either **mo**uth **ba**th (noun)[TH] **th**y either **mo**uth **ba**th (verb)

Alveo palatal 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 affricatives.

[S]	sure	vicious	rush
[Z]	genre	vision	rouge
[tS]	chin	cather	etch

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

[h]	hat cahots	[ʔ]	butter (some varieties of english)
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c. Vowels

According to (Ladefoged.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 consonant 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 vowels quality are produced by (a) the height of the tongue in the mouth; (b) the part of the tongue raised

(front, middle or back); (c) the configuration the lips and the tension of the muscles of the oral tract.

1. Tongue height

Pronounce the word *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 *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 have 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.

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 [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 vowels of *boot*, you will find yourself raising the back of your

tongue. (you will also find yourself pursing your lips but disregard for the moment.) Because of the relative position at which these vowels are made in the mouth, phoneticians call [i] and the 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 *cool*, *coat*, and *cot*, and then just their vowels. As you produce this series of vowels you will find your mouth opening as you go from *cool* to *coat* to *cot*. We use the following symbols for these back vowels:

Cool	[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 [E] are intermediate in height between [i] and [e] and [e] and [ɛ] 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 mono syllables, and we wanted to compare vowels in similar context. We have now distinguished the following vowels.

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 pupils to think about the characteristics of word, sentences, ideas, places, people or things depending on the learning area in question.

2. The Advantages of Odd One Out

- a. Odd one out provides an opportunity for students to access scientific knowledge to analyze relationship between items in a group
- b. Thinking about the similarities and differences, students are encouraged to use their reasoning skills in a challenging and engaging way
- c. Odd one out can also be used to assess how well the student can transfer their learning to a new context in which they learned about the ideas

3. The Disadvantages of Odd One Out

- a. Difficult for the students who don't like games when studying a lesson
- b. This strategy requires sincerity and expertise (professional) teacher, besides planning and time to be mature

4. The Step of Odd One Out Strategy

Students cluster in pairs or groups

- a. Students are given a set of key words, ideas, places, things or people, depending on the learning and topic. These may come for example in the form of list or grid on an overhead projector or hand out
- b. Students must find the odd one out on each grid or list. Often there may be no right or wrong answer and any word might be the odd one out. Students must give a justified and valid response when they choose a particular word and the nature of the relationship between the other words on the list
- c. As an extension activity, students could suggest another related word to add to those which are not odd one out. Alternatively pupils could think of their own odd one out list or grid
- d. 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

Examples :

Odd one out vowels

Circle the word that sounds different from the other two. Example

- | | | |
|-------------|------------|----------|
| a. Show | b. Now | c. Tow |
| 1. A. Cough | b. Rough | c. Tough |
| 2. A. Touch | b. Stuff | c. Couch |
| 3. A. Find | b. Sign | c. Rain |
| 4. A. Rhyme | b. Bright | c. Brief |
| 5. A. Sew | b. Grew | c. Glow |
| 6. A. Ache | b. Act | c. Plain |
| 7. A. Dog | b. Stow | c. Rough |
| 8. A. Throw | b. Through | c.threw |

B. Conceptual Framework

English is the foreign language in indonesia. It function as a tool too attend the modern technology and science development in our education. Therefore the students are expected to have at least passive knowladge of english conversation wheter 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. Hypotesis

Based on the thoritical and conceptual framework above , hypotesis can be formulated as follows :

Ha : there is a significant effect of using Odd One Out Strategy on the Student's Pronunciation Achievement

CHAPTER III

RESEARCH METHOD

A. Location and Time

This research was conducted at second grade of SMK Negeri 1 Stabat. This research was focused on the second year of 2017/2018. The reason for choosing the location is that school had fulfilled all the qualification for conducting. It also is accessible in terms of time and fund.

B. Population and Sample

a. Population

Population is the whole subject of the research (Arikunto, 2010:73). This research was done in 2017-2018 second grade of SMK Negeri 1 Stabat, which consist of five classes, they are XII TKJ I, XII TKJ II, XII PM I, XII TGB I, XII TGB II. XII TKJ I consist of 32 students, XII TKJ II consist of 30 students, XII PM I consist of 32 students, XII TGB I consist of 30 students, XII TGB II consist of 33 students, so total population are 157

b. 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 20 of the population as the sample. The sample consist of 4 students per class.

Table 3.1

No	XII TKJ 1	XII TKJ2	XII PM 1	XIITGB1	XIITGB2
1	CD	ADJ	DP	DI	CY
2	ED	WP	EE	CY	SE
3	AEP	MH	AP	YD	AS
4	ER	EL	WRB	EI	KA

C. Research Design

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 the research, the researcher was give oral test. The students are asked to find out the different pronounce based on the word in paper made by researcher. There were 10 items to answer and the score for each correct answer was scored 1 and the wrong answer is scored 0. So total score was calculated by using formula :

$$S = \frac{R}{N} \times 100\%$$

Where :

S = the score

R = the number of correct answer

N = total number of item

E. Technique for Collecting Data

In collecting data, some steps will be 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 analyzing the data, the result of the data were analyzed by using statistical procedure which consists of mean, standard deviation (SD) and dependent t-test. The mean is used to find out the average of the sample. To find the mean, Ary (2010):

a. Mean

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} = mean

Σ = sum of

x = raw score

N = number of cases

b. Standard deviation

$$S_D = \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}}$$

Where :

SD = standard deviation

D = differences between t-test and post test

N = number of pairs

c. Dependent sample t-test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where :

t = t-ratio

\bar{D} = average difference

$\sum D^2$ = different score pre test and post test

$(\sum D)^2$ = different score experimental group and control group

N = number of student

G. Statistical Hypothesis

the following statistical hypothesis criteria are used to reject or accept the null-hypothesis

If $t_{\text{observe}} > t_{\text{table}} = H_a$ is accept and h_o is rejected

If $t_{\text{observe}} > t_{\text{table}} = H_o$ is accept and h_a is rejected

In order to understand about H_a and H_o and it is said that

H_a : there is significant effect of Using Odd One Out Strategy on the Student's Pronunciation Achievement

CHAPTER IV
DATA AND DATA ANALYSIS

A. Data

The data of the study were obtained from the pronunciation test scores there were two kinds of the test for each group, they were pre-test and post-test.

B. Data Analysis

After the researcher assessed students' scores, then they were calculated using a formula to find out the standard deviation and t-test to know the differences between the students' scores in the experimental group and control group. The differences between the student's score in experimental group can be seen in the table below:

Table 4.1
The differences Between Student's score of Pre-test and Post-test of Experimental Group

No	Students' Name	Score		D (x ₂ -x ₁)	D ²
		Pre-test	Post -test		
1	CD	65	90	25	625
2	ED	60	85	25	625
3	AEP	50	80	30	900
4	ER	50	80	30	900
5	ADJ	45	75	30	900
6	WP	60	75	15	225
7	MH	45	85	40	1600
8	EL	55	75	20	400
9	DP	45	85	40	1600

10	EE	65	85	20	400
11	AP	45	80	35	1225
12	WRB	65	85	20	400
13	DI	50	80	30	900
14	CY	50	80	30	900
15	YD	45	70	25	625
16	EI	50	80	30	900
17	CY	65	85	20	400
18	SE	60	80	20	400
19	AS	45	85	40	1600
20	KA	50	80	30	900
Total		1065	1620	555	17950
Mean		53	81	28	898

The table above shows the total score of pre-test is 1065 and the mean is 53. In the post test, the total score is 1620 and the mean of the score is 81. The standard deviation was analyzed the differences between pre-test and post-test. So the formula was used below:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{17950 - \frac{(555)^2}{20}}{20 - 1}} \\
 &= \sqrt{\frac{17950 - \frac{308025}{20}}{19}} \\
 &= \sqrt{\frac{17950 - 15401}{19}}
 \end{aligned}$$

$$\begin{aligned}
 &= \sqrt{\frac{2549}{19}} \\
 &= \sqrt{134} \\
 &= 11,57
 \end{aligned}$$

So, the Standard Deviation of experimental group was 11,57. Thus, those value can be used to find out the result of applying t-test formula. It can be seen in the following:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{28}{\sqrt{\frac{17950 - \frac{(555)^2}{20}}{20(20-1)}}$$

$$= \frac{28}{\sqrt{\frac{17950 - \frac{308025}{20}}{20(19)}}$$

$$= \frac{28}{\sqrt{\frac{17950 - 15401}{380}}}$$

$$= \frac{28}{\sqrt{\frac{2549}{380}}}$$

$$= \frac{28}{2,6}$$

$$= 10,7$$

The result of t-calculation shows that t-test is 10.7 and t table is 1.9. the t-test is higher than t-table ($10.7 > 1.9$). After knowing the students' scores in the experimental group then the researcher calculated in Standart Deviation and t-test to know the students' score in control group, as can be seen in the table below:

Table 4.2
The Differences Between Students' Pre-test and Post-test Scores in The Control Group

No	Students' Name	Score		D (x2-x1)	D ²
		Pre-test	Post -test		
1	CD	45	55	20	100
2	ED	40	70	10	100
3	AEP	50	65	15	225
4	ER	45	60	15	225
5	ADJ	45	55	10	100
6	WP	45	65	20	400
7	MH	45	65	20	400
8	EL	40	70	10	100
9	DP	60	75	15	225
10	EE	55	70	15	225
11	AP	45	60	15	225
12	WRB	45	60	15	225
13	DI	55	65	10	100
14	CY	50	65	15	225
15	YD	60	70	10	100
16	EI	45	55	10	100
17	CY	60	80	20	400
18	SE	50	70	10	100

19	AS	50	70	20	400
20	KA	50	65	15	225
Total		980	1310	290	4100
Mean		49	65	15	225

Based on the table above, it can be concluded that the total score of pre-test was 980 and the mean was 49. In the post-test, the total score is 1310 and the mean of the score was 65. It means that, the total and mean scores in the post-test of the experimental group was higher than the total and mean scores in post-test of the control group. To measure the standard deviation in the control group, the researcher analyzed the data by using formula as follow:

$$\begin{aligned}
 S_D &= \sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{n}}{N - 1}} \\
 &= \sqrt{\frac{4325 - \frac{(290)^2}{20}}{20 - 1}} \\
 &= \sqrt{\frac{4325 - \frac{84100}{20}}{19}} \\
 &= \sqrt{\frac{4325 - 4205}{19}} \\
 &= \sqrt{\frac{120}{19}} \\
 &= \sqrt{4.10} \\
 &= 2,02
 \end{aligned}$$

So, The Standard Deviation of control group was 3,20. Thus, those values can be used to find out the result of applying t-test formula. It can be seen in the following:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{15}{\sqrt{\frac{4325 - \frac{(290)^2}{20}}{20(20-1)}}$$

$$t = \frac{15}{\sqrt{\frac{4325 - \frac{84100}{20}}{20(19)}}$$

$$t = \frac{15}{\sqrt{\frac{4325 - 4205}{380}}}$$

$$t = \frac{15}{\sqrt{\frac{120}{380}}}$$

$$t = \frac{15}{\sqrt{0,31}}$$

$$t = \frac{15}{2,6}$$

$$t = 5,7$$

Based on the analysis above, the result of t-test in control group was 5,7. It means that the result of experimental group was higher than the result of t-test in control group, namely $10,7 > 5,7$

C. Testing Hypothesis

In testing the hypotesis, it refers to the t-table at the level significant at α 0,05. The testing criterion used for hypothesis result is : if t-test > t-table. It means

that the alternative hypothesis (H_a) is accepted and null hypothesis (H_0) is rejected. Furthermore, the t-table with the level significance of $\alpha 0,05$ with the degree of freedom (df) ($2n - 2 = 40 - 2 = 38$) is 1,9. This means that H_a is this study is accepted since students' t-test in the experimental group is 10,7 and the t-table 1,9. Because t-test value is higher than t-table ($10.7 > 1.9$) therefore, it can be concluded that Odd One Out strategy can improve students' achievement in pronunciation.

D. Research Finding

The finding of the research is that was a significant effect of using Odd One Out Strategy on student pronunciation achievement. The t-observe of experimental group by using Odd One Out Strategy was higher than t-table in without t-observed was 10,7 and 5,7 ($10,7 > 5,7$).

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the findings, there are the conclusions that can be drawn as follows :

1. The students pronunciation by using Odd One Out Strategy at the students' of SMK Negeri 1 STABAT on the Academic year of 2017/2018. Is as follow the result of data analysis showed the total score of students in experimental class in the post test was 1620 and 1310 for controlled class. In addition, the mean score in post test for experimental class was 81 and 65 for controll class. The data showed that students' scores in experimental class was higher than in controlled class. It means that Odd One Out Strategy is more effective than conventional technique.
2. There was a significant difference between students' pronunciation achievement by using Ood One Out Strategy and conventional method It means that the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected. Furthermore, the t-table with the level significant of 0,05 with the degree of freedom (df) ($2n - 2 = 40 - 2 = 38$) is 1,9. This means that H_a of this study is accepted since students' t-test in the experimental group is 10,7 and the t-table 1,9. Because t-test value is higher than t-table ($10.7 > 1.9$) therefore, it can be concluded that Odd One Out strategy can improve students' achieveent in pronunciation.

B. Suggestion

In relation to the conclusion above, the researcher proposes the following:

1. The teacher should apply the effective strategy in teaching pronunciation
2. The students' should be good learners, they should involve themselves in the classroom and pay attention to their teacher
3. Students' should have motivation in learning English
4. The students' should respect their teacher pay full attention to the lesson to support the learning process to run well

5. The teacher should use many alternative strategies in teaching pronunciation to increase the students' pronunciation
6. The teacher should know the students difficulties in pronunciation to help them so that they can solve their problem and get out from their difficulties.
7. The English teacher should be creative in developing teaching material and present the learning proses.

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