The Effect Of Drill and Imitation Techniques in Students' Ability in Using English Intonation Of Grade VIII Students of SMP Negeri 8 Pematangsiantar

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Abstract

This study attempted to find out (1) the effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation; (2) the effect of imitation technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation; (3) the effect of drill technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation; (4) the effect of drill technique more significant than the effect of imitation technique or than the effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation. This study was conducted by using experimental research. The population of the study was all classes of grade eight in 2015/2016 academic year at SMP Negeri 8 Pematangsiantar. There are two classes were chosen as the sample of the research by applying random sampling technique. Each class consists of 34 students. The instrument used for the data collection was a test. The data were analyzed by using ANOVA. The research finding showed that (1) the effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is not more significant that is shown by the following students' score: mean = 49.11, maximum score = 60, minimum score = 40; (2) the effect of imitation technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is shown by the following students' score: mean = 61,76, maximum score = 85, minimum score = 45; (3) the effect of drill technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is shown by the following students' score: mean = 75,58, maximum score = 90, minimum score = 50; (4) the effect of Drill technique more significant than the effect of imitation technique or than the effect of conventional technique to the ability of gradeVIII students of SMP N 8 Pematangsiantar in the English intonation.

Key Words: Intonation, Rising tone, Falling tone, Level tone

1. Introduction

This research is about intonation which is usually heard when we produce words or sentences by utterances. By intonation, the same sentence can has different meaning whether it is to be polite or not, or has different action. People use intonation in order to make a conversation meaningful and artistic. Flat sounds of pronouncing sentence make life looks flat without any art. That is why, the use of right intonation is one of the way to create the truly art of life in a conversation.

Intonation is a part of pronunciation. Pronunciation means the way of how we say a word or a sentence to express our idea or feeling. The people who are learning English as a foreign language, often do not pay any attention to their pronunciation. Since English is regarded as a foreign language which is not conventionally used in daily communication, it also reveals another complicated problem. It can make many cases of misunderstanding in communication were caused by the mispronouncing of words. None of two persons of the

same nationality pronounce their own language exactly alike. The differences may arise from a variety of cases, such as: locality, social surroundings or environment, etc. The existences of all these differences can make it difficult for the English language foreign learners to know which types of English pronunciation acquired. It is realized that the intonation can't be separated to the other branch of English learning. When someone learns about speaking, it's difficult to understand what he says if he does not use a good intonation based on that kind of sentence. Even someone who takes a listen to the speaker can signify the wrong meaning for misusing of intonation. So it is needed to use the intonation well in speaking.

The Parts of pronunciation are consonants, vowel, stress, and intonation. Consonant is a speech sounds that is articulated with complete or partial closure of the vocal tract. It can be described in terms of the manner, place and force articulation. Vowels is defined as a voiced sound in forming which the air issues in a continuous stream through the pharynx and mouth, there being no obstruction and no narrowing such as would cause audible friction. Stress is the strength of voice placed on a particular syllable in a word as in particular, or on a particular word or words in a sentence.

Theoretically, the intonation is defined as the movement of pitch or the variation of musical note produced by the vibration of the vocal cords (Wilkins, 1975:42; Jones, 1979:275). It is a fundamental part of the way we express our own thoughts and it enables us to understand what others say. Intonation gives clues about the attitude of the speaker or how he feels about what he is saying. When listening to people speaking, we get clear messages about their attitude from the ways things are said. On the other hand, intonation is changing pitch of voice. When the pitch of voice rises we have a rising intonation; when it falls we have falling intonation; when it remains on one note for an appreciable time, we have level intonation (Jones, 1979: 275). Common difficulties with intonation according to Haycraft (1975:71) are: 1). wide voice range, this is a case with students of any nationality. It is rarely caused by a physical impediment; it is normally shyness and suspiciousness and can be quickly overcome. 2). the falling tone of the last stressed syllable, this is another problem connected with a narrow voice range and is corrected by increasing the range. 3). final rising tone. 4). sentences of two or more stresses. 5). the level tone. 6). pitch needed for the first stressed syllable.

Review Of Related Literature

Intonation is one of the language aspects. Intonation is defined as the movement of pitch or the variation of musical note produced by the vibration of the vocal cords (Wilkins, 1975:42; Jones, 1979:275) It is important to develop of the student's skill in English. Intonation is the changing pitch of the voice that has rising, falling, and level types. By intonation we can understand about the attitude of the speaker or how he feels about what he is saying.Intonation talks how we study the pitch rises and falls, be able to detect high pitch from a low pitch. Some people have difficulty to relate what they hear in someone's voice to scale ranging from low to high. Most of the students also do not understand how to apply intonation. It is because they are not thought well about intonation. It makes them difficult in using English intonation. While the misusing of fall and rising intonation has its own meaning.

In dealing with intonation in the language classroom, we need to examine the nature of these unconscious processes, bring them to the surface and show how we believe they work. To be of use to students, work on intonation in the classroom needs to focus on practice rather than theory. We need to show learners how the choices they make with regard to intonation serve to determine the meaning of utterances. It is said that traditionally, theorists have attempted to show links between grammatical constructions and certain pattern of intonation. Although this theories are not 100 per cent watertight, they give us some useful and teachable rules of thumb for helping the students to use intonation successfully.

Stress

The term stress is used in the literature with a bewildering variety of definitions. (Jones (1957) in Paul, 1992: 37) describes stress as the "degree of force with which a sound or syllable is uttered", Abercrombie (1967) talks in terms of "force of breath impulse" while Crystal (1969) uses loudness as the main indicator of stress. Others regard stress as being controlled by the relative durations of syllables. Lehiste and Peterson state that the perception of stress is produced by variations in intensity, F0phonetic quality and duration. Often the terms "stress" and "accent" are used analogously, which adds to the confusion.

Explanations such as the ones given above are primarily concerned with the provision of a definition of stress that is in some sense phonetic. However, a viewpoint taken by many is to make a firm distinction between stress that appears in utterances and a more abstract lexical definition of stress. In all disyllabic words spoken in isolation, one syllable is perceived as having more emphasis than the other. Thus in the word "table" the stress falls on the first syllable, in "machine" the stress falls on the second. In words with many syllables, such as "information" the main stress falls on the "at" syllable, but "in" can also be regarded as having stress. Traditionally, such terms as "primary" and "secondary" stress were used to described syllables in longer words, but more recently work such as metrical phonology (Liberman (1975) in Paul, 1992: 37) has argued that there is a more complicated underlying structure to word's stress patterns. The theories of metrical phonology are also useful in explaining why, when these words are spoken in a sentence or phrase, the surface stress structure is often quite different from the concatenated lexical stress patterns of the individual words.

It is not necessary to give a strict definition of stress here as its lexical form, phonetic substance and acoustic properties are not under investigation. The relationship between stress and accent is occasionally mentioned, however, and it is helpful to give some idea of what is meant by stress.

Stress is put on a prominent syllable. In line with the types of the terminal contour which is regarded as the most significant criteria of the intonation. Stress may appear between syllable (shift, i.e. /pæ rənt/) or within syllable (slide, i.e. /həme/).

Intonation

Kelly (2000: 86) states that the term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. It is an aspect of language that we are very sensitive to, but mostly at unconscious level. We perceive intonation,

understand it and use it without having to examine the intricacies of everything we say or hear.

Intonation is the tune of a sentence, comparable with the rise and fall of the tune in a piece of music. Intonation is the, movement of the voice, between high and low pitch. English has two basic tunes, they are: 1) ultimately falling, and ultimately rising (Haycraft, 1971:1-2). Similarly, Roach (2000: 150) defines "intonation as the pitch of the voice". Only in very unusual situations do we speak with fixed, unvarying pitch and we speak normally the pitch of our voice is constantly changing. One of the most important tasks in analyzing intonation is to listen to the speaker's pitch and recognize what it is doing.

English intonation has five types of tones; they are falling, rising, falling-rising, rising-falling, and level. In analyzing intonation, tone unit is needed. Every tone unit has tonic syllable (TS). Tonic syllable is a syllable which carries a tone. And if the tonic syllable carries not only a tone but also a type of stress, then it will be called as tonic stress.

Tone unit has three components; they are head (H), pre-head (PH), and tail (T). The head is all of that part of a tone unit that extends from the first stressed syllable up to (but not including) the tonic syllable. It follows that if there is no stressed syllable before the tonic syllable, there cannot be a head. The pre-head is composed of all the unstressed syllables in a tone-unit preceding the first stressed syllable. Any syllables between the tonic syllable and the end of the tone-unit are called the tail.

Allen (1954: 39) defines intonation as "the melody of speech, the changing pitch of the voice". It is to certain extent controlled by stress, for important changes of pitch occur only on stressed syllables. The English intonation can be classified under two types. Both normally begin with the first stressed syllable fairly high, and fall step – wise fro stress until the last significant (meaningful) stress is reached. Type $_1$ fall, remaining low for any further unstressed syllables; type $_2$ rise from a low tone, continuing the rise for any further unstressed syllable.

Jones (1979: 275) explains intonation may be defined as "the variations which take place in the pitch of the voice in connected speech, i.e. the variation and\ pitch of the musical note produced by the vibration of the vocal cords". Intonation is quite different thing from stress. In ordinary speech the pitch of the voice is continually changing. When the pitch of the voice rises we have a rising intonation; when it falls we have a falling intonation; when it remains on one note for an appreciable time, we have level intonation.   Based on the explanation above, intonation generally is the changing pitch of our voice from high to low, and rising to falling.

Types of Intonation

Roach, (2000:173) classifies English intonation into three categories, they are: 1). rising intonation (/), 2). falling intonation (\), and 3). level intonation (-). The detail explanation of those three categories of intonation can be seen below:

Rising Intonation

  Rising intonation is normally used in: a. Yes-No Questions

For example:

1.   Are you nervous?

2.   Did you go to the party with Enja last night?

3.   Will you go to school tomorrow?

4.   Have you been tired?

5.   Did you go to the zoo yesterday?

Falling Intonation
Falling intonation is normally used in:
W-H Questions
 For example:

1.   Where do you study?

2.   What do you think?

3.   Which one do you choose?

4.   Why do you cry?

5.   How far is your house?

Positive statement For example:

1.   We are talking about English now.

2.   They will celebrate their graduation next week.

3.   Tom has lived in London for five years.

4.   Their plane is arriving at nine in the morning.

5.   The church was more crowded than usual.

Level Intonation

Level intonation is a series of word phrases or clauses in a sentence. This tone is certainly used in English, but in a rather restricted context: it almost always conveys (on single- syllable utterances) a feeling of saying something routine, uninteresting or boring.

A teacher calling the names of pupils from a register will often do so using level tone on each name, and the pupils are likely to respond with "yes" (in level intonation) when their name is called.

2. Methodology

This is a quantitative research that helps the researcher to investigate that the techniques can improve the students' ability in using English intonation at SMP N 8 Pematangsiantar. Erickson in Stainback (2003) stated that quantitative research are intensive, long term participation in field setting, careful recording of what happens in the setting by writing field notes and interview notes by descriptions, collecting other kinds of documentary evidence, analytic reflection on the documentary records obtained in the field, reporting the result by means of detailed descriptions, direct quotes from interview and interpretative commentary.

Based on the reasons above the researcher chooses quantitative research as the methodology which is used. After stating the research question and examining the literature, the quantitative researcher is ready to state a hypothesis based on the question. Recall that the quantitative problem asks about the relationship between two (or more) variables. The hypothesis presents the researcher's expectations about the relationship between variables within the question.

Two reasons for stating a hypothesis before the data-gathering phase of a quantitative study are a well-grounded hypothesis indicates that the researcher has sufficient knowledge in the area to undertake the investigation, and the hypothesis gives direction to the collection and interpretation of the data; it tells the researcher what procedure to follow and what type of data to gather and thus may prevent a great deal of wasted time and effort on the part of the researcher. Based on the reasons above can be concluded that quantitative research is done intensively and the researcher participates in recording all the carefully in detail.

Population and Sampling
Population
The population is the whole number of subjects or people under observation in research (Arikunto, 1993: 102). In this case, population of this study is students that taken from Junior High School of the second year students of SMP N 8 Pematangsiantar.

Sampling
Arikunto (1991:107) states "if the population of a research is below 100, the researcher has to take all of them as a sample. But if the population is over 100, the researcher can take only 20%-25% of them. The samples of this research was the students of grade VIII. To this occasion, the researcher chose three groups randomly from the population. The groups two experimental groups and one control group. The groups was VIII 1, VIII 2, VIII4 groups of SMP N 8 Pematangsiantar. Each group consists of 34 students. so, the researcher made 102 students for each group, namely: 34 students for conventional group, 34 students for imitation group and 34 students for drill group.

Technique of Collecting Data

To obtain the data needed for this research, the researcher uses reading test and give the students a dialogue text. The researcher did as follows:

Pre - Test pre test held in order to measure the ability of the students before giving treatment..

Treatment

Researcher as the teacher taught students about reading dialogue text and the English intonation.

The researcher did teaching process in three times of meetings of each group.

Post - Test

The test that researcher chooses is reading test. The test is applied by using dialogue.

The students are asked to draw the terminal contour of each sentence in a dialogue.

The Instrument of the Research

Reading test is a tool used in the research.

A. Control group

1. Draw the terminal contour of the dialogue!

B. Experimental Group

1. Draw the terminal contour of the dialogue!

C. Experimental Group

1. Draw the terminal contour of the dialogue!

3.Data Analysis

ANOVA (Analysis of Variance) used to analyze the data. To test the hypothesis, the data were adapted to the two ways ANOVA using SPSS 17 program. Testing the statistical hypotheses of this research contains the result of the analysis of variance. According to Ary (1979) this analysis used F-Ration which was obtained by using formula:

$$F = \frac{MSb}{MSw} = \frac{SSb/dfb}{SSw/dfw}$$

Note: F   = F ration

MSb   = mean square between groups

MSw   = mean square within group

SSb   = sum square between group

SSw   = sum square within group

Dfb   = degree freedom between group

Dfw   = degree freedom between grou

Reliability of The Test

Case Processing Summary

		N	%
Cases	Valid	34	100.0
	Excluded[a]	0	.0

	Total	34	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's	
Alpha	N of Items

Reliability Statistics

Cronbach's	
Alpha	N of Items
.704	6

The Level of Students' Ability

To get the level of students' ability of the students, the writer should find out the mean and standard deviation. Mean is composed by adding a list scores and the dividing by number of score. Standard deviation is a measure of the spread of score.

Table 1 Students' score in Pre-Test and Post Test of Control Group.

No	Name of The Students	The Pre-Test Score (X)	The Post-Test Score (Y)
1.	RK	25	40
2.	HN	35	45
3.	HRS	25	50
4.	HS	40	50
5.	MRS	50	55
6.	RH	40	50
7.	DG	25	55
8.	JA	40	45
9.	YIJB	35	45
10.	CMS	35	55
11.	RR	25	40
12.	CET	25	45
13.	SA	35	55
14.	MRA	50	45
15.	LYHL	35	40
16.	NPS	50	55
17.	AS	50	50
18.	DVS	40	50
19.	AZ	30	45
20.	THR	25	45
21.	IES	40	45
22.	LHT	40	55
23.	NS	55	60
24.	MB	40	45
25.	TAPD	45	55
26.	VFB	45	45
27.	DVA	40	55
28.	EG	55	50
29.	CGM	40	55

30.	CAT	35	40
31.	EHIS	30	40
32.	FR	30	50
33.	BS	50	55
34.	BHP	50	60
N = 34		$\sum X = 1310$	$\sum Y = 1670$

PRE-TEST (X)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25.00	6	17.6	17.6	17.6
	30.00	3	8.8	8.8	26.5
	35.00	6	17.6	17.6	44.1
	40.00	9	26.5	26.5	70.6
	45.00	2	5.9	5.9	76.5
	50.00	6	17.6	17.6	94.1
	55.00	2	5.9	5.9	100.0
	Total	34	100.0	100.0	

POST-TEST (X)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	1	2.9	2.9	2.9
	50.00	1	2.9	2.9	5.9
	55.00	5	14.7	14.7	20.6
	60.00	15	44.1	44.1	64.7
	65.00	7	20.6	20.6	85.3
	70.00	3	8.8	8.8	94.1
	80.00	1	2.9	2.9	97.1
	85.00	1	2.9	2.9	100.0
	Total	34	100.0	100.0	

Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
PRETESTX	34		25.00	55.00	38.5294	9.25476
POSTTESTX	34		40.00	60.00	49.1176	5.96335
Valid N (listwise)	34					

Table 2 Students' score in Pre-Test and Post Test of Experimental Group.

No	Name of The Students	The Pre-Test Score (X)	The Post-Test Score (Y)
1.	DZAP	40	60
2.	CNP	45	45

3.	YP	50	50
4.	IPP	55	60
5.	MZA	55	60
6.	ACAN	60	65
7.	NS	50	55
8.	TYS	60	65
9.	YM	50	60
10.	MZS	55	60
11.	RS	60	60
12.	JPS	65	65
13.	YFM	60	80
14.	RFS	55	60
15.	RP	60	55
16.	HS	75	85
17.	AP	60	70
18.	BA	60	60
19.	DS	60	60
20.	RT	60	65
21.	EBR	55	60
22.	F	60	65
23.	S I S	60	70
24.	SHA	60	60
25.	GTMN	55	65
26.	A		
27.	GN		
28.	MR	50 55 55 60 50	55 70 60 60 60
29.	D		
30.	KS		
31.	NMS	60	65
32.	DP		
33.	PS	55 50 50	55 55 60
34.	L		
N=34		∑X= 1910	∑Y= 2100

PRE-TEST (Y)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40.00	1	2.9	2.9	2.9
	45.00	1	2.9	2.9	5.9
	50.00	7 9	20.6	20.6	26.5

	55.00	14	26.5	26.5	52.9
	60.00	1	41.2	41.2	94.1
	65.00	1	2.9	2.9	97.1
	75.00	34	2.9	2.9	100.0
	Total		100.0	100.0	

POST-TEST (Y)

	80.00	1	2.9	2.9	97.1
	85.00	1	2.9	2.9	100.0
	Total	34	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00		2.9	2.9	2.9
	50.00	1	2.9	2.9	5.9
	55.00	1	14.7	14.7	20.6
	60.00	5	44.1	44.1	64.7
	65.00	15	20.6	20.6	85.3
	70.00	7	8.8	8.8	94.1
		3			

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETESTY	34	40.00	75.00	56.1765	6.28356
POSTTESTY	34	45.00	85.00	61.7647	7.47545
Valid N (listwise)	34				

Table 3 Students' score in Pre-Test and Post Test of Experimental Group.

No	Name of The Students	The Pre-Test Score (X)	The Post-Test Score (Y)
1.	LA	50	60
2.	IRM	45	55
3	YST	75	85
4.	SRGL	45	60
5.	EP	70	85
6	IS	55	65
7	AYS	60	80
8	IP	75	90
9.	CHSS	70	85
10	MFS	60	75
11.	MISS	65	65
12.	FBS	55	75
13.	AAM	55	65
14.	RS	65	80
15.	LMN	65	85
16.	FD	75	90
17.	PJS	55	70

18.	IH	55	65
19.	EMM	60	70
20.	KH	65	85
21.	NNS	60	75
22.	VJAS	55	60
23.	RA	60	85
24.	G	60	75
25.	ARMN	75	80
26.	RAS	60	85
27.	SFS	70	75
28.	OD	70	80
29.	ARL	75	85
30.	SY	65	70
31.	HYS	60	80
32.	NAS	65	80
33.	ECN	60	60
34.	NPMP	80	90
N = 34		$\sum X = 2135$	$\sum Y = 2570$

	70.00	4	11.8	11.8	82.4
	75.00	5	14.7	14.7	97.1
	80.00	1	2.9	2.9	100.0
	Total	34	100.0	100.0	
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45.00	2	5.9	5.9	5.9
	50.00	1	2.9	2.9	8.8
	55.00	6	17.6	17.6	26.5
	60.00	9	26.5	26.5	52.9
	65.00	6	17.6	17.6	70.6

POST-TEST (Z)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	55.00	1	2.9	2.9	2.9
	60.00	4	11.8	11.8	14.7
	65.00	4	11.8	11.8	26.5
	70.00	3	8.8	8.8	35.3
	75.00	5	14.7	14.7	50.0
	80.00	6	17.6	17.6	67.6
	85.00	8	23.5	23.5	91.2
	90.00	3	8.8	8.8	100.0
	Total	34	100.0	100.0	

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRETESTZ	34	45.00	80.00	62.7941	8.72051
POSTTESTZ	34	55.00	90.00	75.5882	10.13281
Valid N (listwise)	34				

Interpretation

Teaching English intonation Using Conventional Technique

The data collected from the result of the students' score on English intonation with conventional technique could be described in table. The result of students' score on English intonation test taught with conventional technique could be presented in table 7 (seven) which is shown that the highest score was 60 (sixty) and the lowest score is 40 (forty) while the mean is 49,1.

Teaching English intonation Using Imitation

The data collected from the result of the students' score on English intonation with imitation technique could be described in table. The result of students' score on English intonation test taught by imitation could be presented in table 8 (eight). It is shown that the highest score was 85 and the lowest score is 45. While the mean is 61,7.

Teaching English intonation Using Drill

The data collected from the result of the students' score on English intonation with drill technique could be described in table. The result of students' score on English intonation test taught with drill technique could be presented in table 9 which is shown that the highest score was 90 and the lowest score is 55 while the mean is 75,5.

Analysis F-Test

Conventional Method	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	871.471	4	217.868	3.232	.026
Within Groups	1955.000	29	67.414		
Total	2826.471	33			

Imitation	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	732.941	7	104.706	4.776	.001
Within Groups	570.000	26	21.923		
Total	1302.941	33			

Drill	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1702.059	7	243.151	7.829	.000
Within Groups	807.500	26	31.058		
Total	2509.559	33			

$$F = \frac{MSb^2}{MSw^2} = \frac{SSb/dfb}{SSw/dfw}$$

$$= \frac{\frac{873,906}{18}}{\frac{1573}{91}} = 2,80$$

Testing Hypothesis

To test the hypothesis, the data were adapted to the two ways Anova using SPSS 17 program. Testing the statistical hypotheses of this research contains the result of the analysis of variance. According to Ary (1979) this analysis used F-Ration which was obtained by using formula: $F = \quad = \frac{SSb/dfb}{SSw/dfw}$

Note: SSb   = Sum Square between group

SSw   = Sum Square within group

Dfb   = Degree Freedom between group

Dfw   = Degree Freedom between group

It was done to know whether the hypothesis was accepted or rejected.

F-observe >F-table

2,80 > 2

It can be said that Ho has been rejected and Ha has been successfully accepted. The drill technique is the most significant in students' ability in English intonation. The tabulation of all the data can be seen in the table below.

Conventional Technique	Sum of Squares		Df	Mean Square	F	Sig.
Between Groups	871.471	4		217.868	3.232	.026
Within Groups	1955.000	29		67.414		

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Between Groups	871.471	4		217.868	3.232	.026
Within Groups	1955.000	29		67.414		
Total	2826.471	33				

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Between Groups	732.941	7		104.706	4.776	.001
Within Groups	570.000	26		21.923		
Total	1302.941	33				

Drill	Sum of Squares		Df	Mean Square	F	Sig.

Between Groups	1702.059	7		243.151	7.829	.000
Within Groups	807.500	26		31.058		
Total	2509.559	33				

The differences between teaching English intonation by using imitation and drill technique The result of the data analysis indicated that the mean score of the students' ability in English intonation taught by imitation technique is 104,7 and the mean of score of the students' ability in English intonation by using drill technique is 243,1. It can be concluded that the research hypothesis which is stated that imitation and drill techniques significantly effects the students ability in English intonation.

The differences between teaching English intonation by using imitation and conventional technique

The result of the data analysis indicated that the mean score of the students' ability in English intonation by using imitation technique is 104,7 and the mean of score of the students' ability in English intonation by using conventional technique is 217,8. It can be concluded that the research hypothesis which is stated that imitation is more significant effect the students ability in speaking.

The differences between teaching English intonation by using Drill and Conventional technique

The result of the data analysis indicated that the mean score of the students' ability in English intonation taught by drill is 243,1 and the mean of score of the students' ability by using conventional technique is 217,8. It can be concluded that the research hypothesis which is stated that drill is more significant effect in the students' ability in English intonation.

The interaction between teaching English intonation by using Drill, Imitation, and Conventional technique

Based on the result of calculation by using SPSS 17, it is obtained that the sig value 0,0000 which is $<\geq$ 0,05. Thus, it is concludes that null hypothesis is rejected at level significant α=0,05. The most significant technique is Drill in students ability in English intonation.

Research Findings

The effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is not more significant that is shown by the following students' score: mean = 49.11, maximum score = 60, minimum score = 40

The effect of imitation technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is shown by the following students' score: mean = 61,76, maximum score = 85, minimum score = 45.

The effect of drill technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is shown by the following students' score: mean = 75,58, maximum score = 90, minimum score = 50.

The effect of Drill technique more significant than the effect of imitation technique or than the effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation.

Discussion

Concerning to the conclusion above, there are some discussions staged as the following: English teachers should teach English intonation by applying Drill technique in order to improve students' ability in English intonation.

English teachers need to improve their techniques in teaching English intonation by applying Drill and Imitation techniques.

Other researchers can develop further study in the area of Drill and Imitation techniques in order to improve students' ability in English intonation.

The students should pay more attention to the English imitation for it is very important thing in pronouncing English well.

4.Conclusions :

The effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is not more significant that is shown by the following students' score: mean = 49.11, maximum score = 60, minimum score = 40

The effect of imitation technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is shown by the following students' score: mean = 61,76, maximum score = 85, minimum score = 45.

The effect of drill technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation is shown by the following students' score: mean = 75,58, maximum score = 90, minimum score = 50.

The effect of Drill technique more significant than the effect of imitation technique or than the effect of conventional technique to the ability of grade VIII students of SMP N 8 Pematangsiantar in the English intonation.

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