The Effect of Covert Rehearsal Model Towards Students' Pronunciation Ability

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Abstract

This research aimed to find the effect of Covert Rehearsal Model on students' pronunciation at second grade IPS of MAN 3 Pasaman Barat. The research was conducted at MAN 3 Pasaman Barat since most of the students still experience obstacles in mastering English, especially in pronunciation. In teaching pronunciation, the teacher only got the students to repeat the spoken word after her. The fact was the students were not provided with the right model. The experimental research was employed in this research. It was a quasi-experimental design by using the non-equivalent control group. The population of this reseach was 73 students. Purposive sampling technique was used to etermine the sample. The class XI IPS 1 and XI IPS 3 were selected as the sample of this research. Class XI IPS 1 was treated as Experiment class which was taught by using Covert Rehearsal Model and XI IPS 3 was treated as Control class which was taught by using conventional techniques. The data were found through pre-test and post-test to experimental and control classes. The normality and homogeneity tests by using SPSS 22 application was used to analyze the data. To test the hypothesis, the researcher used t-test formula and consulted the result into a t - table with level of significant α= 0.05. From the result of the pre-test and post-test scores of the experimental class, the results of the t-test (5.283) are higher than the t-table (2.093). Thus, the alternative Hypothesis (Ha) was accepted which means that there was a significant effect of using the effect of Covert Rehearsal Model Strategy towards students' Pronunciation. Then, the final calculation of the two classes: experimental and control classes obtained that the t-count is greater than the t-table (50.75>49.86) so that the alternative hypothesis (Ha) is accepted which means that there is a significant difference between the use of the Covert Rehearsal Model with conventional techniques. It is concluded that the Covert Rehearsal Model strategy have a significant effect on students' pronunciation abilities.

Keywords : pronunciation, covert rehearsal model

Abstrak

Peneliti ini bertujuan untuk menemukan pengaruh penggunaan Covert Rehearsal Model terhadap pronunciation siswa kelas XI IPS MAN 3 Pasaman Barat. Penelitian ini dilakukan di MAN 3 Pasaman Barat karena sebagian besar siswa masih mengalami kendala dalam penguasaan Bahasa Inggris terutama pada pronunciation. Dalam mengajarkan pronunciation, guru hanya meminta siswa mengulang kata yang diucapkan setelahnya. Jenis penelitian yang digunakan adalah penelitian eksperimen. Peneliti menggunakan penelitian quasi eksperimen dengan menggunakan model non-equivalent. Populasi dari penelitian ini adalah 73 siswa. Peneliti menggunakan teknik purposive sampel untuk menentukan sampel penelitian ini. Peneliti memilih kelas kelas XI.IPS 1 dan kelas XI.IPS 3 di MAN 3 Pasaman Barat sebagai sample dari penelitian ini. Untuk kelas XI.IPS 3 diperlakukan sebagai kelas eksperimen yang di ajar dengan menggunakan strategi Covert Rehearsal Model. Sedangkan kelas XI. IPS 1 diperlakukan sebagai kelas kontrol yang di ajarkan dengan menggunakan teknik yang biasa. Data diperoleh melalui pre-tes dan post-tes untuk kelas control dan kelas eksperimen. Untuk menganalisis data, peneliti menggunakan tes normalitas dan homogenitas dengan menggunakan aplikasi SPSS 22. Sedangkan untuk menguji hypothesis, peneliti menggunakan uji-t dan mengkonsultasikan hasilnya dengan tabel t untuk hipotesis pertama kedua.Dari hasil perhitungan pre-tes dan post-tes dari kelas eksperimen terdapat hasil uji t-hitung (5,283) lebih tinggi dari pada t-tabel (2,093). Jadi hipotesis alternatif (Ha) diterima yang maknanya bahwa ada pengaruh yang signifikan dengan menggunakan strategi Covert Rehearsal Model. Kemudian, perhitungan akhir dari kedua kelas: kelas eksperimen dan kontrol diperoleh t-hitung lebih besar dari pada t-tabel (50,75>49,86) sehingga hipotesis alternatif (Ha) diterima yang maknanya bahwa ada perbedaan yang signifikan antara penggunaan strategi Covert Rehearsal Model dengan teknik konvensional. Akhirnya dapat disimpulkan bahwa strategi Covert Rehearsal Model dapat memberikan efek yang signifikan terhadap kemampuan Pronunciation siswa.

Kata Kunci : *pronunciation, covert rehearsal model*

1. Introduction

Pronunciation is one of the important aspects 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/she may create misunderstanding. So, having an intelligible pronunciation is necessary rather than having a native-like pronunciation. According to Gunantar, pronunciation is the act or manner of pronouncing words; utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood (Gunantar and Rosaria 2020).

In terms of speaking, teachers should observe about the micro skills. One of the micro skills is pronunciation. Speaking is the single most important aspect of learning a second or foreign language. According to Goodwin as cited in Celce Murcia that pronunciation is the language feature that most readily identifies speaker as non-native. Another definition is proposed by Lynda who states that pronunciation refers to the process of producing the sounds to make meaning when people speak. (Yates and Zielinski 2009). Thus, pronunciation is how to produce the sound that can be identified or comprehend by the listener. (Celce-Murcia-Mariam-Teaching-English-as-a-Second-or-Foreign n.d.)

Yates stated that pronunciation refers to the particular consonant and vowels of language segments, aspects of speech beyond the level of the individual segments such as stress, timing, rhythm, intonation, phrasing, supra-segmental aspects, and how the voice is projected.. It means that pronunciation entails the production and reception of sounds of speech and the achievement of the meaning in which a word is pronounced.(Yates and Zielinski 2009). Another statement from Hornby, pronunciation is the way in which a language spoken; the way in which a word is pronounced, the way a person speaks the words of language. (Muhammad and Othman 2018)It means that pronunciation is way to utter a word, like the articulation, stress, and intonation. For example, the way to produce word "sea" and "she" is different "sea" with intonation at "i" while "she" with a little wind between the teeth. So, pronunciation is a way in which a language or a particular word or sound is spoken. In other word, Pronunciation is a way of producing language or word or sound (Buku Ajar Pronunciation Practice Book by Roswita M n.d.).

Pronunciation is really important to be learned. According to Harmer,   pronunciation issues will be the immense benefit not only for their own production but also to their own understanding of spoken English. (Spahr 2018)It means that pronunciation is useful not only to improve the way people produce utterance but also to improve their understanding. Students in High school need to learn pronunciation in order to avoid misunderstanding while speaking with foreigner and to be able to compete in the college or university later.

From the definitions above, it can be concluded that pronunciation is the particular way of speaking a word or phrase which is accepted or generally understood. There is articulation which is where it comes from, stress is the force of the breath with which a syllable is pronounce, and intonation is the pitch of the voice.

Pronunciation is one of the most important parts of English to communicate with the other since there are differences in symbols and sounds. At school, English subject aims to develop the students‟ communication competence. Without proper communication in oral they have difficulties in their competence. Tennant says, "quite clearly, pronunciation is both incredibly complex and an important area for teaching and learning. Pronunciation is not just about producing the right sounds or stressing the right syllable, it is also about helping students understand what they hear (Akyol 2013).

In fact, teaching pronunciation is frequently overlooked. Martin says that it appears that the number of students who appreciate the importance of good pronunciation is limited. It is tempting to suggest that English lesson should deal with pronunciation. If students do not have an opportunity to practice good pronunciation at the beginning of their learning, they may build their habits in the wrong way." That's why teacher must pay attention to students' pronunciation (Martin 2013).

According to Jones in his book "The Pronunciation of English" classifies the vowels into 5 based on the position of the tongue as follows: (Jones 2005)

a. Front vowels, in the production of which the „front" of the tongue is raised in the direction of the hard palate. For example, /i:/ in /fɪːd/ feed. It means are vowels in the production of which the front part of tongue is raised toward the hard plate eg: i: / in .meet and æ/ in: cat

b. Back vowels, in the production of which the „back" of the tongue is raised in the direction of the soft palate. For example, /u:/ in /fuːd/ food. It means are those vowels in the production of which the back of the tongue is raises towards the palate eg : , /u:/ in/ ball

c. Central vowels, when the position of the tongue is in the middle or in the intermediate of front and back. For example, /ɜ:/ in /bɜːd/ bird. It means are those vowels in the production of which the Centre of the tongue is raised toward the position in the mount : , /u:/ in/ ball

d. Close vowels, when the tongue is held as high as possible consistently with not producing a frictional noise. For example, /i:/ in /fɪːd/ feed and /u:/ in /fuːd/ food. It means the produced without such a raising of the tongue are noon high sound the vowel produced by lowering the body of tongue below the natural position are below.

e. Open vowels, when the tongue is held as low as possible as in /a:/ in /faːðə / father. It means product without such a lowering.

In conclusion, vowel means voiced sound produced without obstruction in the mouth unaccompanied by any frictional noise. They are front vowels, back vowels, central vowels, close vowels, open vowels.

Consonant is a consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Contrasting with consonants are vowels. Kelly state that consonants can be described in terms: (Kelly 2001)

a) The place of articulation

Identifying the place, location, spot and mouth organs involved in the triggering and production of speech sounds.

- Labiodental

Sound which is articulated by the tip tongue against the upper teeth; e.g. /f/

- Dental

Sounds articulated by the tip tongue against the upper teeth. e.g : / ð /

- Alveolar

The sounds articulated by the tip or blade of the tongue against the teeth-ridge; e.g. normal English /t/

- Palatals

The sounds articulated by the back of the tongue against the hard palate; e.g / j /. Velars

The sounds articulated by the back of the tongue against the soft palate; e.g. /k/

- Glottal

The sounds articulated in the glottis; e.g / h /.

a)   Manner of articulation

Describing the manner in which these mouth organs trigger or produce speech sounds.

- Plosive

A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released „explosively", e.g. /p/ and /b/ .It means made using both lips the soft palate is raises /p/ is un voiced and /b/ is voice.eg. pin/bin, cap/cab

- Affricative

A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives, e.g. /t_/ and /d_/

- Fricative

When two vocal organs come close enough together for the movement of air between them to be heard, e.g. /f/ and /v/. It means the lower lips make light contact with the upper teeth. The soft palate is /f/ is under unvoiced and /v/ is voiced.

- Nasal

A closure is made by the lips, or by the tongue against the plate, the soft plate is lowered, and air escapes through the nose, e.g. /m/ and /n/. It means made by both lips the soft palate is lowered, and air passed out through the nasal cavity./m/ is voiced eg. Mam, team

- Lateral

A partial closure is made by the blade of the tongue against. It means made by the glade of the tongue against the alveolar ridge the soft palate is raised./l/ is voiced eg .let, tall.

- Alveolar ridge

Air is able to flow around the sides of the tongue, e.g. /t/ and /d/. It means made by the tongue blade against the alveolar ridge the soft palate is raised./t / is unvoiced and /d/is voiced.eg. tall, hit.

- Approximant

Vocal organs come near to each other, but not so close as to cause audible friction, e.g. /r/ and /w/. It means the tongue tip is held just behind the soft palate is raised eg. right and scary.

Based on the theory above, the researcher concludes that consonant is a speech sound that is articulated with complete or partial closure of the vocal tract. Contrasting with consonants are <u>vowels</u>.

According to Kelly Single vowels sounds divided.(Kelly 2001)

a. Close vowels

For close vowels the tongue is quite high mouth

- /I:/ the front of the tongue is slightly behind and below the close front position, lips are spread, the tongue is tense and the sides of the tongue touch the upper molars. Example *key, scene*

- /I/ the part of tongue slightly nearer the center is raised to just above the half-close position. The lips are spread loosely and the tongue is more relax. The side of tongue may just touch the upper molars. Eg, *busy ,woman.*

b. Mid vowel

The tongue is neither high nor low in mouth.

- /e/ the front of tongue is between the half-open and half close position. Lips are spread. The tongue is tender than for /I/ and the side of tongue may touch the upper molars. Eg. *Left, read.*

c. Open vowel

For open vowels. The tongue is low in the mouth

- /æ/ the front of the tongue is raised to just below the half-open position. Lips are neutrally open eg. *attack, antique*
- ɑ:/ the tongue, between the Centre and the back is in the fully open position. Lips are neutrally eg. *Part, class.*

One of strategies that can be used in learning pronunciation is Covert Rehearsal Model (CRM). Covert Rehearsal is a strategy that is often used by successful language learners. It literally means "private practice," or practicing speaking English out loud when the students are alone. Professor Wayne Dickerson of the University of Illinois describe Covert Rehearsal is the time students spend by themselves each day talking to themselves in the target language, participating in made-up conversations, listening closely to articulations, critiquing the accuracy and fluency of language use, examining speech to see if it is follows language rules students know and language examples students have heard. The time spent in Covert Rehearsal is language-teaching and language-learning time. (Levis and Levelle 2011).

CRM is a recursive process that comprises six key components, they are privacy, oral practice, speech monitoring, comparing, changing and practicing. In other word, CRM will help learner to improve their pronunciation through several process which they can do it privately. The advantages of CRM is enables learners to focus on and orally practice specific aspects of their pronunciation without the distractions or self-consciousness that can arise from a spontaneous conversation performance.(Levis and Levelle 2011)

According to Dickerson CRM is a recursive process that comprises six key components: a) Privacy, it means the students are able to practice privately without being interrupted by other. b)Oral Practice, first the students practice without the model. c) Speech Monitoring, there should be a teacher to keep looking their practice, in order to keep them in line. d) Comparing performance with the model, and here the students watch or hear the model and compare with theirs, and correct the mistakes. Here the teacher could help the students to correct their pronunciation by repeat as much as necessary the model. e) Changing the performance to match the model. Then, the students change their performance to be more alike with the model. f) Practicing the changed performance aloud until fluent, practice their performance until they match the model.(Levis and Levelle 2011).

CRM goals are not only to improve students' ability to hear and articulate English sounds, rhythm, and melody, but also to improve their ability to predict the sounds, rhythm, and melody in words and phrases through the use of orthographically motivated rules. It means the CRM have many advantages in learning, especially in pronunciation.

Based on researcher's preliminary research on Eleventh grade of IPS classes in Islamic senior high School 3 Pasaman Barat, the researcher has found several problems. First, some students were shy to speak. This problem made them difficult to speak because they were afraid to make mistakes in front of their friends. Based on the interview, the teacher said that most of students were not able to speak because they were shy and didn't have many vocabularies.

The second problems, students' pronunciation is poor. The researcher was difficult to understand what they said. For example they said "*tank*" instead of "*thank*". It is a fact that students' pronunciation competency is still poor since their grades in speaking are low, their accent are still like Indonesian accent, the stress they use to pronounce words sound like Indonesian language.

Pronounce the right pronunciation like natives do is hard, even for the adult learner. The only way to speak like natives do is practicing many times. Only practicing will not enough, the students should practice with right the model or with the right example. It means a learner should practice with a native speaker, or the video of the native speaker, or the recorded sound of native speaker as the model.

Third, students find difficult to distinguish the same sound with different meaning, for example *see* with *she* or *four* with *for*. This is also hard for adult learners. In order to distinguish the same sound with different meaning, a learner needs to practice a lot. CRM will make them to practice a lot.

The last one is the teacher strategy in teaching pronunciation is only by asking the student to repeat the word after her. The fact is the students do not provide with the right model. The researcher does not say that the teacher could not be the right model, but the researcher assumes that most of the students are still difficult to pronounce words well and the students need to be exposed with the real model, at least in a recorded sound of native speaker. One of the strategies to overcome those problems is CRM Strategies(Levis and Levelle 2011).

2. Method

The experimental research was employed in this research. It was a quasi-experimental design by using the non-equivalent control group. The population of this research was 73 students. Purposive sampling technique was used to determine the sample. The class XI IPS 1 and XI IPS 3 were selected as the sample of this research. Class XI IPS 1 was treated as Experiment class which was taught by using Covert Rehearsal Model and XI IPS 3 was treated as Control class which was taught by using conventional techniques. The data were found through pre-test and post-test to experimental and control classes. The normality and homogeneity tests by using SPSS 22 application was used to analyze the data. To test the hypothesis, the researcher used t-test formula and consulted the result into a t - table with level of significant $\alpha= 0.05$. From the result of the pre-test and post-test scores of the experimental class, the results of the t-test (5.283) are higher than the t-table (2.093). Thus, the alternative Hypothesis (Ha) was accepted which means that there was a significant effect of using the effect of Covert Rehearsal Model Strategy towards students' Pronunciation. Then, the final calculation of the two classes: experimental and control classes obtained that the t-count is greater than the t-table (50.75>49.86) so that the alternative hypothesis (Ha) is accepted which means that there is a significant difference between

the use of the Covert Rehearsal Model with conventional techniques. It is concluded that the Covert Rehearsal Model strategy have a significant effect on students' pronunciation abilities.

The sample of this research will be determined by using purposive sampling. According to Margono, the purposive sampling is the selection of a group based on certain characteristic are deemed have a close relation with the characteristics of the population that has been previously known. (fifu_media_akademi_Metodologi_Penelitian_Pendidikan_r_5 n.d.) Based on the research problem and the research design, the researcher need an experimental class and a control class. There are some sampling techniques to determine the sample, and the researcher used purposive sampling techniques. According to Suharsimi Arikunto, purposive sampling techniques is a technique that is used by researcher if that researcher has some certain considererations to determine the samples. (Prosedur, Suatu, and Praktek 2013)

The samples of this research are two class of eleventh grade of Islamic senior high school 3 Pasaman Barat. Researcher will choose XI IPS 1 and XI IPS 3 because of some considerations. First , both of these class were taught by the same teacher. Second, both of these class had the same course, conditions and have the similar teachers and they are thought with the same strategy, the different teaching of teacher .There are similar techniques in order to determine a sample in the research and the researcher used the purposive sampling

The students' pronunciation scores in pre-test and post-test were assessed by using Pronunciation rubric that proposed according to intan rinjani putri(Putri 2017). The data are analyzed by using the t-test. There are four formulas that used to analyze the data in this research. The first is used to find the average score of each group. The second is sum of square or variance. The third calculate standard deviation. The last calculate t-test formulate.

3. Result and Discussion

The findings of the research; first, the used of CRM strategy towards students' pronunciation at second grade IPS MAN 3 Pasaman Barat had significant differences in pronunciation between students who were taught by using CRM and students who were not. Based on the calculation of the score gained in the pre-test pronunciation of both class, it can be summarized as follow:

Table 1. The Result of the Calculation of Scores Gained from the Pre-test

Group	N	Mean	Standard Deviation	The Lowest Score	The Hight Score
Experiment	20	39,65	7,727	30	57
Control	21	38,48	12,964	40	67

The table 1 shows that the mean of the experimental group pre-test score **39,65,** while the mean of the control group pre-test **38,48** with a difference of these group's score. It means that the mean score of the experimental class was higher than the control class. The standard deviation of the experimental class is 7,727 and the control class is 12,964.

Based on the calculation of the score gained in the post-test pronunciation of both class, it can be summarized as follow:

Table 2. The Result of the Calculation of the Score Gained from Post-test

Group	N	Mean	Standar Deviation	The Lowest score	The Highest Score
Experiment	20	50,75	8,403	40	67
Control	21	49,86	8,702	37	67

The table 2 above shows that the mean score of the experimental class post-test is 50,75 , while the mean the score of the post-test score of the control class is 49,86.It means that the mean score of the experimental class was higher than the control class. The standard deviation of the experimental class is 8,403 and the control class is 8,702.

In addition, based on the maximum result of the experiment class and the control class above, it can be shown that experimental class maximum result is higher than the control class.

After doing the pre-test and post-test, the researcher compared both of the result of the pre-test and post-test from the experimental and control class. The comparison test result of pre-test and post-test from the experimental and the control class showed in the following table.

Table 3. The Comparison of Pre-Test and Post-Test of the Experimental and the Control Class

Test Result / The Class	Pre-test	Post-Test
Experimental Class	$\overline{X} =$ 39,65 S= 7,727 S2= 60	$\overline{X} =$ 50,75 S = 8,403 S2 = 68
Control Class	$\overline{X}=$ 38,48 S= 12,964 S2= 168	$\overline{X} =$ 49,86 S = 8,702 S2 = 76

Based on the table 3 above, the post-test result of the experimental class is higher than the pre-test result ((50,57>39,65) . It means that the treatment that has been used by the researcher can help the students in their pronunciation. The comparison of the post-test results between experimental and control class showed that the control class test result was lower than experimental class. It is indicated by the mean score of the post-test result of control class (49,86,) that is lower than the experimental post-test result (38,48). It means that the students who were treated by using CRM give better result than the students who were not treated by using CRM.(Levis and Levelle 2011).

There were 41 students who were involved in the pre-test which were 20 students in the experimental class and 21 students in the control class. There were also 41 students who were involved in the post-test which were 20 students in the experimental class and 21 students in the control class. The students' score in oral proficiency scoring of pronunciation can be seen from the table below:(fifu_media_akademi_Metodologi_Penelitian_Pendidikan_r_5 n.d.)

a. Data from Experimental

Pre-test was the data analysis that had been given by the researcher at the first meeting before conducting the treatment for experimental class by using CRM and treatment for control class without using CRM.

b. Analysis of the Data

In analyzing the data of this research, the researcher used two kinds of data analyzed pre-test and post-test from the experimental and the control class. The pre-test of the two classes shows that the two classes both experimental and control classes were equal at the beginning of the research because they were normal and homogeneous. The researcher used the Liliefors test to find out whether the data of two classes were homogenous or not.

c. Normality Test of Pre-test Score of   Control and Experiment Class

The normality test of pre-test score of both classes using spss, the result used to find put whether the instruments was distributed normally or not. The data is normal if Sig.(p value of) > 0,05 and is not normal if Sig. (p value) < 0,05. The output of normally test using spss is showed in table below :

Table 4 .Normality Test Using Spss

Tests of Normality

	Class	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
Students' academic achievement	Pre-Test Experiment	,155	20	,200*	,931	20	,160
	Post - Test Experiment	,172	20	,124	,929	20	,150
	Pre - Test Control	,145	21	,200*	,934	21	,164
	Post - Test Control	,166	21	,137	,938	21	,203
*. This is a lower bound of the true significance.							

a. Lilliefors Significance Correction

Based on the table above the Sig. (p value) of both class is ,164 and ,160 which are bigger than 0,05, It means that the data distributed normally. On the table above there are Kolmogorov-Smirnov and Shapiro-Wilk, if the data is more than 50, it is better to use Kolmogorov-Smirnov. Since the data is less than 50, the researcher used Shapiro-Wilk. The normality of pre-test data was used as the condition for the data can be analyzed by using t test or not.

d. Homogeneity Test of the pre-test score from the control and the Experiment Class

The data from the pre-test of the experimental and control class are homogeny as presented in the table below:

Table 5 .Test homogeneity Test using spss
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	,042	1	39	,839
	Based on Median	,063	1	39	,803
	Based on Median and with adjusted df	,063	1	38,996	,803
	Based on trimmed mean	,056	1	39	,815

One of the ways to determine the data is homogenous or not is to compare the Sig. (p value) with the level or significance which is) 0,05. the Sig. (p value) is 0,839 > 0,05, then the data is homogenous. This sample was also used to test the hypothesis. Before testing the hypothesis by using t test, the sample had to homogenous. So, the hypothesis can be analyzed because both pre and post-test had been homogenous

e. Homogeneity variances

The data from the data of both of the experimental and controll class are homogeneity as presented in the table below:

Table 6 . Homogeneity of Variances
Test of Homogeneity of Variances
Hasil Belajar Siswa

| Levene Statistic	df1	df2	Sig.
,042	1	39	,839

One of the ways to determine the data is homogenous or not is to compare the Sig. (p value) with the level or significance which is) 0,05. the Sig. (p value) is 0,839 > 0,05, then the data is homogenous.This sample was also used to test the hypothesis. Before testing the hypothesis by using t test, the sample had to homogenous. So, the hypothesis can be analyzed because both pre and post-test had been homogenous.

f. Testing the Hypothesis

After finding the mean score, the standard deviation, and the value of the $t_{obtained}$ by using t-test of the both classes, the hypothesis was tested. The hypothesis of this research was tested as follow:

g. The first hypothesis

The first hypothesis in this research, there is any significant effect of CRM toward students test result in pronunciation. To measure whether the hypothesis is accepted or rejected, the researcher used the formula to find whether Ha/H_0 was accepted or rejected, the value of the $t_{obtained}$ was compared with the value of the t_{table}. If $t_{obtained}$ located between $-t_{table}$ and $+ t_{table}$, the null hypothesis (H_0) is accepted or $t_{obtained}$ located not between $-t_{table}$ and $+ t_{table}$, the alternate hypothesis (H_a) is accepted.
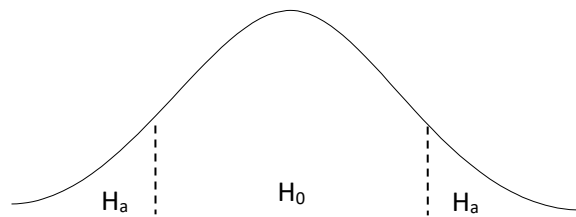
The calculation of pre-test and post-test scores of the experimental class, the mean score of the post-test is 50,25 It was greater than the mean score of the pre-test, 39,65. Then it can be analyzed by using T test in SPSS . The output can be viewed on the table 4.10

Table 7 T Test For Pre-Test and Post-Test Experimental Class

It was found that t $_{obtained}$ was 5,283 and the t $_{table}$ for degrees of freedom was 18 with level of significance 0.05 was 2,093. Through comparing the t $_{obtained}$ (5,283) and t$_{table}$ (2,093), it was found that the t $_{obtained}$ (positive) was bigger than the t$_{table}$.

From the data, it means that there is a significant effect of using CRM toward students'

Tabel 7. Paired Samples Test

		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	T	Df	Sig. (2-tailed)
Pair 1	Pre-Test Experiment - Post-Test Experiment	-11,100	9,397	2,101	-15,498	-6,702	-5,283	19	,000
Pair 2	Pre-Test Control - Post-Test Control	-11,381	15,181	3,313	-18,291	-4,471	-3,436	20	,003

pronunciation which is alternate hypothesis (H$_a$) is accepted, because the t $_{obtained}$ is bigger than the t table.

h. The second hypothesis

The second hypothesis was the students test result of the students who are taught by using CRM was better than the students' test result of the students who are not taught by using CRM or was the students' test result of the students who are taught by CRM was not better than the students' test result who are not taught by using CRM.

The mean score of post-test of experimental class was bigger than the post-test mean score of the control class (50,75 > 949,86). It means that the alternative hypothesis (H$_a$) was accepted and it can be concluded that the pronunciation test result of the students who were taught by using CRM was better than the pronunciation test result of the students who were not taught by using CRM.

Based on the hypothesis result, researcher found that using CRM has significant effect on the students' pronunciation. The calculation of pre-test and post-test scores of the experimental class which

was the mean score of the post-test was 50,75. It was greater than the mean score of the pre-test 39,65. It was found that t $_{obtained}$ was 5,283 and the t $_{table}$ for degrees of freedom was 18 with level of significance (0.05) was 2,093. Through comparing the t $_{obtained}$ (5,283) and t$_{table}$(2,093), it was found that the t $_{obtained}$ (positive) was bigger than the t$_{table}$. From the data, it means that there is a significant effect of using CRM toward students' pronunciation which is alternate hypothesis (H$_a$) is accepted, because the t $_{obtained}$ is bigger than the t table.

This finding proved Dickerson theory that the Covert Rehearsal Model (CRM) enables learners to focus on and orally practice specific aspects of their pronunciation without the distractions or self-consciousness that can arise from a spontaneous conversation performance. Privacy can help them to learn without any distraction and hopefully will focus on their practice (Levis and Levelle 2011).

This finding also supported by the Muhammad and Othman and himdad Muhammad theory, CRM not only improve students' ability to hear and articulate English sounds, rhythm, and melody , but also to improve their ability to predict the sounds, rhythm, and melody in word and phrases through the use of orthographically motivated rules and strategy. It means the CRM not only improve the students' pronunciation but also improve their ability to listen (Muhammad and Othman 2018).

4. Conclusion

Covert Rehearsal Model is a strategy that is often used by successful language learners. It literally means "private practice," or practicing speaking English out loud when the students are alone. Based on the hypothesis result, researcher found that using CRM has significant effect on the students' pronunciation. The calculation of pre-test and post-test scores of the experimental class which was the mean score of the post-test was 50,75. It was greater than the mean score of the pre-test, 39,65 . It was found that t $_{obtained}$ 5,283 and the t $_{table}$ for degrees of freedom was 18, with level of significance (0.05) was 2,093. Through comparing the t $_{obtained}$ (5,283) and t$_{table}$(2,093), it was found that the t $_{obtained}$ (positive) was bigger than the t$_{table}$. From the data, it can be concluded that there is a significant effect of using CRM toward students' pronunciation which is alternate hypothesis (H$_a$) is accepted, because the t $_{obtained}$ is bigger than the t table (Spahr 2018).

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