

**“LEARNERS TV” (WHAT DOES IT DO  
TO EFL STUDENTS’ PRONUNCIATION)**

**THESIS**

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**AR-RANIRY STATE ISLAMIC UNIVERSITY**

**DARUSSALAM – BANDA ACEH**

**2016 M – 1437 H**

**THESIS**

**Submitted to The Faculty of Tarbiyah and Teacher Training of  
Universitas Islam Negeri Ar-Raniry Banda Aceh  
as a Partial Fulfillment of the Requirements  
for Sarjana Degree (S1)  
On Teacher Education**

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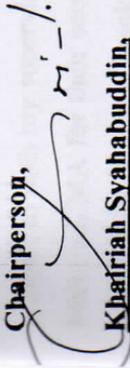
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It has been defended in Sidang Munaqasyah in front of the council of examiners for working paper and has been accepted as a partial fulfillment of the requirements for Sarjana degree (S-1) on Teacher Education

On:  
Thursday, February 4, 2016 M  
25 Rabiul-Akhir 1438 H

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## ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

My foremost thanks go to the Almighty Allah SWT for allowing me to finish this research paper. Shalawat and salam to the prophet Muhammad (peace be upon him), the loftiest person in the world who delivered the truth and directions to our life in the world and life after.

Writing this study has been a pleasurable process. I am grateful to both my supervisors, Mrs. Nashriyah, MA and Mr. Masykur Mahmud, MA for their scrutiny, suggestions, and patience with regard to this study. I'm also thankful for their good advice and invaluable help throughout the process of writing along with their support and encouragement especially during those times when I encountered difficulties in making progress.

Special thanks and love to Mom, Dad, and my lovely sister Allysha for “never ending” moral support and being the best family one could ever hope to have. Especially Dad, thanks for all those warm cups of coffee which absolutely was the most powerful companion ever to keep me alive during “stay up all night” times.

Thanks to my best friends Cut Sari Maylisa, Desi Nanda Kumita, Dinda Deswita, and Siska Fitria Yahya for all the love and support you guys gave me. It's great to have you all. I've never been this blessed.

Banda Aceh, February 4th 2016

Cut Rezcia Zahira

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## ABSTRACT

In recent years, a great tendency towards the use of technology in teaching has gained a great importance. Particularly, the use of video as an audio-visual material in foreign language teaching classrooms has grown rapidly because of the increasing emphasis on communicative techniques. It is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language, however it still lacks of language teacher's attention, especially in teaching pronunciation. In many English language classrooms, teaching pronunciation is granted the least attention. When EFL teachers defend the poor pronunciation skills of their students, their arguments could be described as an excuse with respect to their inability to find an appropriate and interesting media to teach their students properly. This issue has offered an opportunity to develop the new model of teaching pronunciation by using audio-visual media. Keeping all this in mind, the researcher then conducted a research entitled "**Learners TV**", (**What Does It Do To EFL Students' Pronunciation**). This research was aimed to investigate the benefit of the use of Learners TV video in helping students in improving their pronunciation. The experimental research was conducted to examine the hypothesis of this study along with the students' responses toward the use of Learners TV in teaching pronunciation. students of Department of English Education batch 2015 were randomly chosen as the participants of this study. The instruments used in this study were; pre-test, post-test and questionnaire. The tests were analyzed by using statistical formula and the independent sample of t-test to examine hypothesis. The findings revealed that there was a significant difference between pre-test and post-test. The mean score of pre-test was 55 and post-test was 82 indicating that Learners TV improve EFL students' pronunciation. Besides, the questionnaire also confirmed that the findings of students' responses were in favor of using Learners TV to help students in learning pronunciation. Overall the findings indicated that teaching pronunciation using Learners TV video can help students in improving their pronunciation.

*Key Words:* Audio-Visual Aid, Digital Learning, Learners TV, Teaching Pronunciation.



## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the introduction to the study by stating the background information to the investigation, providing actual problem under study and explaining the innovation for the solution of problem. It also explains the previous studies which relate to the topic of this study. In addition, research questions, research aims, hypothesis, research benefits, research terminologies, and research structure are also outlined in this chapter following the background of study and previous study.

#### **A. Background of Study**

Language is the most important aspect in the life of all beings. People use language to express inner thoughts and emotions, make sense of complex and abstract thought, to learn to communicate with others, to fulfill their wants and needs, as well as to establish rules.

In today's global world, the importance of English cannot be denied and ignored since English is the most common language spoken globally. With the help of developing technology, English has been playing a major role in many sectors including education, which, in my opinion, is the most important arena where English is needed. In Aceh especially, English is taught to the students as a foreign language (EFL).

As a second language, English should be taught with a good speaking skill indeed. Speaking is an interactive process of

constructing meaning that involves producing, receiving and processing information. Brown, (1994). Speaking is labeled as oral production and one of the skills that is very influential on students' language development. Therefore, it requires learners to know how to produce specific point of language, such as pronunciation.

Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language (segments), aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. Many people often do not pay attention to their pronunciation. They think that pronunciation is less important than grammar and vocabulary. In fact, pronunciation is extremely important.

Many cases of misunderstanding in communication were caused by the mispronouncing words or the improper intonation. Such as The dental fricative, it is a fricative consonant pronounced with the tip of the tongue against the teeth. There are several types (those used in English being written as th): Voiced dental fricative [ð] - as in the English this, [ðɪs]. Voiceless dental fricative [θ] - as in the English thin, [θɪn]. Many learners of English struggle in pronouncing some sound such as (/θ/ /ð/) sounds, for instance in the words then, think and clothes. This also happened to Second Term Students of UIN Ar-Raniry in academic year 2015/2016. Most of them still pronounce some these essential words incorrectly even though they had already taken phonology class. Derwing and Munro, (2005) stated that these sounds are fairly rare among the world's languages and can be tricky for

speakers of languages which don't use them. They also tend to be the last sounds acquired by native speakers of English. "Pronunciation is definitely the biggest thing that people notice when you are speaking English" (*Tomasz P. Szynalski, 2001*). The better your pronunciation is, the better people will understand you and the easier you will find it to understand them." The most important part of learning a second language rests on pronunciation" (*Celce-Murcia, M., & Goodwin, 1996*). There is no doubt that you set about pronunciation to learn the foreign language, then you learn speaking, reading, writing and finally reap the benefits and have access to the second language.

Many learners of English as a second language have "major difficulties" with English pronunciation even after years of learning the language. This often results in them facing difficulties in areas such as finding employment (*Abbas Pourhossein & Mohammad Reza, 2011*). Hinofotis and Baily (1980, pp. 124-125) notes that "up to a certain proficiency standard, the fault which most severely impairs the communication process in EFL learners is pronunciation", not vocabulary or grammar.

There are some common issues that interfere the learning process. Students' perspective in terms of meaning, English is difficult because it is not "phonetic" such as homonym and homophone which often confuse them. Another problem is the limited opportunities and place to practice it.

It is relevant with Lowties (2010) opinion, "If students do not learn how to speak or do not get any opportunity to speak in the language classroom they may soon lose the motivation and lose

interest in learning. Hence, classroom environment should facilitate student's need.

Furthermore, According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Pennington (1994) maintains that pronunciation which is typically viewed as a component of linguistic rather than conversational fluency, is often regarded with little importance in a communicatively oriented classroom (Elliot, 1995). Possibly, teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded. In relation to the language teaching, there are some ways that can be used to stimulate students in learning English. English teachers can use some possible and successful media, strategies, approaches, or methods for the classroom activities such as audio visual.

Using audio-visual materials in the classroom is nothing new. Since filmstrips were first studied during World War II as a training tool for soldiers (Hovland, Lumsdaine & Sheffield, 1949), educators have recognized the power of audio-visual materials to capture the attention of learners, increasing their motivation and enhancing their learning experience. Both the content and the technology have developed considerably since that time, increasing the availability and the value of materials in classrooms.

There are some studies relating to the application of audio visual in teaching, such as what was written by Cakir (2006) from Kirikkale University, who had done the research under title; *The Use Of Video As An Audio-Visual Material In Foreign Language Teaching*

*Classroom.* The writer found that audio visual can improve student achievement in learning.

A recent large-scale survey by Canning and Wilson (2000) also reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The researcher's concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally

Audio visual is the materials uses sight or sound to present information and conveys information through two simultaneous sensory channels: aural and visual(Mayer, 2001).Students not only hear the sound but also see some interesting sights simultaneously. Teachers can use many kinds of audio visuals to teach students in the classroom. It does not just serve something to listen to but also something to perceive including all parts of active communication in a language, such as facial expressions, hand gestures, and body language. There are many kind of audio visuals that are appropriate and can be used as a learning mediafor instance, Learners TV.

Learners TV is a very helpful, well-done You Tube channel.This site provides free video and audio lectures of whole courses conducted by faculty from reputed universities around the world.LearnersTV offers free learning resources for students on various subject categories including English Pronunciation.

## **B. Research Questions**

Based on the phenomena above, the researcher needs to answer the following research questions:

1. Can audio visual “Learners TV” improve students’ pronunciation at the Second Term College Students of UIN Ar-Raniry in academic year 2015/2016?
2. What are students’ perception on “Learners TV” media applied in teaching pronunciation?

## **C. Aim of The Study**

1. To find out whether the use of audio visual can improve students’ pronunciation of the Second Term College Students of UIN Ar-Raniry in academic year 2015/2016.
2. To find out students’ perception on “Learners TV” media applied in teaching pronunciation.

## **D. Significance of Study**

This study is hopefully useful to:

1. Encourage English teachers to use audio visual in teaching English pronunciation.
2. Give more experience or input for readers that audio visual can be used to improve English pronunciation.
3. Help students to learn English Pronunciation easily.
4. To present audio visual as a source of learning English pronunciation.
5. Elicit insightful feedback for English teachers to teach pronunciation based on students’ need.

## **E. Scope of Study**

This research focused on the efficiency of using audio visual “Learners TV” to develop students’ pronunciation in the Second Term Students of UINAr-Raniry in academic year 2015/2016.

In this research, the researcher focuses on analysing vowel sound (a, i, u, e, o), consonant sound (r and l), sound of dental fricative [θ, ð], and word stress. The pronunciation standard used is American standard.

## **F. Population and Sample**

### **1. Population**

Population is a complete set of individual or subject having some common observable characteristics, or it is known that population is the total of research sample. The population of this study was the Second Term Students of UIN Ar-Raniry in academic year 2015/2016.

### **2. Sample**

Since the inadequacy of time and finance the researcher took 25% of the population as the sample. The sample was selected by cluster random sampling (technique lottery).

## **G. Hypothesis**

Hypothesis is divided into two; the null hypothesis (Ho) and alternative hypothesis (Ha). The Null Hypothesis, in this study is that there is no significant difference in mean adjustment level between the students' pre-test and post-test scores; whereas, the Alternative Hypothesis, in this study is that there is significant difference in mean adjustment level between the students' pre-test and post-test scores. The writer will take conclusion in which:

Ha: The use of Learners TV media can enhance EFL student's pronunciation

Ho: The use of Learners TV media cannot enhance EFL student's pronunciation

## **H. Technique of Collecting Data**

In this study, data is all information that was directly gathered from the research subject. The data were the items obtained from the students after completing the test. There were four pronunciation tests (vowel test, consonant test, word stress, and dental fricative [θ, ð] sound test) in English vocabulary. The steps of collecting data are as follow:

### **1. Pre-test**

The researcher delivered a set of test as a pre-test to all students in the first meeting. The researcher asked them to read a few words in English conversation text in pairs carefully. It was aimed to find

outstudents' ability in pronouncing certain words that are commonly used in English.

## 2. Treatment

In this research, the treatment was held six times. The writer taught English pronunciation. In this treatment the researcher focuses on vowel sound (a, i, u, e, o), consonant sound (r and l), sound of dental fricative [θ, ð], and word stress. The writer asked students to watch a pronunciation lesson in a video player. The video repeated three times.

## 3. Post-test

The test was given to the students after completing all the treatments. The test was the same structure as the pre-test one. It was aimed at finding out the significant result after using audio visual. To obtain valid data, the researcher employed two steps. First, the researcher asked students to read some English conversation in pairs loudly, clearly, and correctly. Next, the researcher recorded this test by using camcorder, cell phone, or digital camera. Last, the researcher evaluated the test result.

## **I. Terminology**

In order to avoid any other misinterpretations, misunderstanding and to give clear concept about the variable in this study, the following key terms should be defined:

### 1. Audio Visual

Audio visual is the materials uses sight or sound to present information and conveys information through two simultaneous

sensory channels: aural and visual (Mayer, 2001). Any device which by sight and sound increase the individuals' experience, beyond that acquired through read described as an audio visual aids.

Audio- Visual aids are those instructional devices which are used in the classroom to encourage learning and make it easier and interesting. The material like charts, maps, models, film strip, projectors radio, television etc called instructional aids. (Wright, 1976)

## 2. Learners TV

LearnersTV is a very helpful well-done Youtube channels that focus on pronunciation. It provides an instructor who will teach mostly about how to pronounce a word correctly including an example of it in a conversation or a short story and showing a phonetic symbol. Most of the materials offered are licensed by the respective institutes under a Creative Commons License.

## 3. Pronunciation

According to Oxford dictionary, pronunciation is the way in which a language or a particular word or sound is pronounced. Thus, to pronounce something means to sound out the individual phonemes of a word, but also to correctly emphasize its syllables.

## **CHAPTER II**

### **THEORITICAL REVIEW**

This chapter reviews the literature including the theories which are related to the Audio Visual Media, Learners TV and pronunciation. There are eight sections in this chapter. The first, second and third section discuss about pronunciation, features Involved in it, and factors affecting its learning. The fourth and fifth section discussed about using audio visual and digital learning. The sixth section talks about about Learners TV video. TeachingPronunciation Using Video Media Learners TV, Teachers' role along with advantages and disadvantages of using audio visual media areexplained in the last section.

#### **A. Pronunciation**

Pronunciation refers to the production of sounds that people use to make meaning. It includes attention to the particular sounds of a language (segment), aspect of speech, such intonation, phrasing, stress, timing, rhythm (suprasegmental aspect) (AMEP, 2012). Pronunciation is anfundamental part in a language, for the nature of language is spoken (Suwartono, 2012).

As it is defined above,Willing (1989)stated that many adult learners find pronunciation one of the most difficult aspects of English to acquire, and they need explicit help from the teacher. Surveys of student needs consistently show that our learners feel the need for

pronunciation work in class. Thus some sort of pronunciation work in class is essential.

A learner who consistently mispronounces a range of phonemes can be extremely difficult for a speaker from another language community to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker. A learner must learn to recognize readily and with certainty the various speech sounds occurring in the language (Kelly, 1989).

As with many learners of English, native speakers struggle in pronouncing some sound such as (/θ/ /ð/) sounds, for instance in the words then, think and clothes. They may also have difficulties with the /w/ and /v/ sounds, pronouncing wine as vine, or vice versa. These sounds are fairly rare among the world's languages and can be tricky for speakers of languages which don't use them. They also tend to be the last sounds acquired by native speakers of English (Derwing and Munro, 2005).

Pronunciation is often taught through the teacher providing a model for learner to listen and to repeat (Mark, 2002). There are two key problems with pronunciation teaching. Firstly it tends to be neglected. Secondly when it is not neglected, it tends to be reactive to a particular problem that has arisen in the classroom rather than being strategically planned (Kelly, 1989).

Based on the statements above, the researcher concluded that pronunciation plays the most important role in language learning process and should be taught properly. This is because the way we speak immediately conveys something about ourselves to the people

around us. Learners with good pronunciation in English are more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. Learners who have lack knowledge how to pronounce words properly tend to be judged as incompetent, uneducated or lacking in knowledge, even though listeners are only reacting to their pronunciation. (AMEP, 2012)

### **B. Features Involved in English Pronunciation**

As English increasingly becomes the language used for international communication, it is vital that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively. In fact, in recent discussions of English-language teaching, the unrealistic idea that learners should sound and speak like native speakers is fast disappearing (Burns, 2003).

According to Burns (2003), it is more important that speakers of English can achieve:

- Intelligibility (the speaker produces sound patterns that are recognisable as English).
- Comprehensibility (the listener is able to understand the meaning of what is said)
- Interpretability (the listener is able to understand the purpose of what is said).

For example, a speaker might say “It’s hot today” as “IS hot day”. This is unlikely to be intelligible because of inaccurate sound, stress and intonation patterns. As a result, a listener would not find the speaker comprehensible, because meaning is not available. Because the

speaker is incomprehensible, the listener would also not be able to interpret the utterance as an indirect request to open the window. Clear pronunciation is essential in spoken communication. Even where learners produce minor inaccuracies in vocabulary and grammar, they are more likely to communicate effectively when they have good pronunciation and intonation (Burns, 2003).

The various features that make up the production of sounds in English are the segmental (micro) level (Consonant sound, Vowel sound) and the supra-segmental (macro) level (Linking, Stress, Intonation). In former ESL approaches, segmental features were the major focus for pronunciation teaching (for example, minimal pairs such as *ship/sheep*). While these features are important, more recent research has shown that when teaching focuses on supra-segmental features, learners' intelligibility is greatly enhanced. It is important, therefore, to provide activities at both levels (Burns, 2003).

#### 1. Suprasegmental Features

Suprasegmental features relate to sounds at the macro level. Advances in research have developed descriptions of the suprasegmental features of speech extending across whole stretches of language (*prosody*). Unlike languages such as Vietnamese or Mandarin which are tonal, English is stress-timed and syllable-timed (for example, *WHAT's his address?*). Jenkins (2002) emphasizes that effective communicative pronunciation competence can be achieved more through improving supra-segmental production in preference to segmentals.

### 1.1 Linking

Linking refers to the way the last sound of one word is joined to the first sound of the next word. To produce connected speech, we run words together to link consonant to vowel, consonant to consonant, and vowel to vowel. We also shorten some sounds and leave others out altogether.

- consonant to vowel *an \_Australian \_animal*
- consonant to consonant *next \_week; seven \_months*
- vowel to vowel. Some sounds such as *r*, *w* and *j* (*y*) are inserted to link adjacent words ending and beginning with a vowel:

*where (r\_ ) are you?; you (w\_ ) ought to; Saturday (y\_ ) evening*

### 1.2 Intonation

Intonation can be thought of as the melody of the language – the way the voice goes up and down according to the context and meanings of the communication. For example, note the differences in:

- Can you take the scissors? (rising pitch) – request
- Can you take the scissors (falling pitch) – command

Intonation is primarily a matter of variation in the pitch level of the voice. Intonation conveys differences of expressive meaning (e.g., surprise, anger, wariness). Intonation serves a grammatical function, distinguishing one type of phrase or sentence from another. Thus, “Your name is John,” beginning with a medium pitch and ending with a lower one (falling intonation), is a simple assertion; “Your name is John?”, with a rising intonation (high final pitch), indicates a question.

### 1.3 Word stress

Word stress relates to the prominence given to certain words in an utterance. These focus words are stressed (made long and loud) to convey the overall rhythm of the utterance and the most meaningful part of the utterance.

At the meaning level, some words are given more prominence than others to foreground which meaning is important. For example, compare:

- Can YOU take the scissors? (not someone else)
- Can you take the SCISSORS! (not the knife)

Recent approaches to teaching pronunciation in computer-based contexts follow the communicative approach in teaching pronunciation. Harmer (1993) stresses the need for making sure that students can always be understood and say what they want to say. They need to master —good pronunciation, not perfect accents. That is, emphasis should be on suprasegmental features of pronunciation—not segmental aspects—to help learners acquire communicative competence. Bott (2005) asserts, —In recent years, increasing attention has been placed on providing pronunciation instruction that meets the communicative needs of non-native speakers (NNSs) of English.

## 2. Segmental Features

According to Seferoglu (2005), segmental aspects of the sound system include individual vowels and consonants. Because segmental phonology is relatively more easily explained and taught than the supra-segmental features, some studies focus on studying segmental phonology in preference to supra segmental features.

Segmental features relate to sounds at the micro level. They include specific sounds within words (for example, *l* as in *lamp*, *r* as in *ramp*, *a* as in *hat*). The sound systems of consonants, vowels or their combinations are called *phonemes*. Phonemes are sounds that, when pronounced incorrectly, can change the meaning of the word (Burns, 2003)

Consonant sounds can be voiced (a part of the mouth is closed and the air behind it is released suddenly – for example, *v* as in *van*, *b* as in *bun*) – or unvoiced (air is pushed through a narrow part of the mouth – for example, *f* as in *fan*, *th* as in *thin*). Vowel sounds are articulated as single sounds. They can be short (for example, *e* as in *cat*) or long (*a* as in *cart*). Diphthongs are two vowel sounds put together (for example, /*ei*/ as in *Kate* or as in *boy*) (Burns, 2003).

### **C. Factors Affecting the Learning of English Pronunciation**

They are some important factors that affect the learning of pronunciation. They are as follows:

#### **1. Attitude**

It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition. Elliot (1995) found that subjects' attitude toward acquiring native or near-native pronunciation as measured by the Pronunciation Attitude Inventory (PAI), was the principal variable in relation to target language pronunciation. In other

words, if the students were more concerned about their pronunciation of the target language, they tended to have better pronunciation of the target allophones (Elliot, 1995). This study echoed earlier research done by Suter (1976), which found that students who were —more concerned about their pronunciation (p. 249) had better pronunciation of English as a Second Language (Elliot, 1995).

Sparks and Glachow's work (1991) stated that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation wherein two types are highlighted. The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture. According to Gardner and Lambert students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language

## 2. Motivation and Exposure

Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation (Masgoret & Gardner, 2003). The review by Marinova- Todd et al. (2000) of research on

adult acquisition of English concluded that adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so.

Moyer (2007) found that experience with and positive orientation to the language appears to be important factors in developing native-like pronunciation. In a study of learners of Spanish, Shively (2008) found that accuracy in the production of Spanish is significantly related to age at first exposure to the language, amount of formal instruction in Spanish, residence in a Spanish-speaking country, amount of out-of-class contact with Spanish, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

### 3. Instruction

Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students, that pronunciation of a second language is not very important (Elliot, 1995). Pennington (1994) maintains that pronunciation which is typically viewed as a component of linguistic rather than conversational fluency, is often regarded with

little importance in a communicatively oriented classroom (Elliot, 1995).

According to Elliot (1995), teachers tend to view pronunciation as the least useful of the basic language skills and therefore they generally sacrifice teaching pronunciation in order to spend valuable class time on other areas of language. Or maybe, teachers feel justified neglecting pronunciation believing that for adult foreign language learners, it is more difficult to attain target language pronunciation skills than other facets of second language acquisition. Teachers just do not have the background or tools to properly teach pronunciation and therefore it is disregarded.

#### **D. Audio Visual in Language Teaching**

Audio visual is the materials uses sight or sound to present information and conveys information through two simultaneous sensory channels: aural and visual (Mayer, 2001). The visual relate to the vision and visible things while the audio relate to the voice and pronounced sound.

The fact that technology cannot be separated from society makes audio-visual materials a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976) many media and many styles of visual presentation are useful to the language learner. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning. Rivers (1981) claimed that it clearly contributes to the understanding of another culture by providing vicarious contact with speakers of the language, through both audio and visual means. The combination of audio and

visual named audio-visual aids forms the integrated media such as television, presentation, and video.

One of the most appreciated materials applied to language learning and teaching is, of course, video. A recent large-scale survey by Canning and Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The researcher's concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally.

In recent years, the use of video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997). Students like it because video presentations are interesting, challenging, and stimulating to watch. Video shows them how people behave in the culture whose language they are learning by bringing into the classroom a wide range of communicative situations. Another important factor for teachers that makes it more interesting and enjoyable is that it helps to promote comprehension.

It is obvious that non-native speakers of a language rely more heavily on visual clues to support their understanding and there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. Moreover, in this issue Arthur (1999) claimed that video can give students realistic models to imitate

for role-play; can increase awareness of other cultures by teaching appropriateness and suitability.

Al Mamun also (2014) stated that by using audio-visual aids in the class, teachers are able to present a topic both verbally and visually which attracts learners attention and helps them in making a correlation between the verbal and non-verbal as well as abstract and concrete issues. Moreover, it also can guide the learners to catch the information faster.

### **E. Digital learning**

Digital learning is a learning supported by the use of digital technologists. It includes classroom display technology, resources of digital learning, online-based technology, technology devices, electronic libraries, social networking tools, and also Web 2.0 tools. (Department of Education and Early Childhood Development of State of Victoria, 2010).

Digital learning environment is one step more advancing. It utilizes computer and web based technology that can improve upon some learning problems of students who are physically or mentally challenged, helping them to learn more effectively (Chen, 2003).

The use of digital learning in the classroom is believed can give the deep impacts to the student's behaviour and attitudes toward their learning. According to Becta ( 2007, as cited in the Department of Education and Early Childhood Development, 2010, p.9), integrating digital technology in learning can increase the student's confidence levels, attitudes toward their leaning, attendance, oppotunities to work

collaboratively, connection with the real world, and access to the global forum. Accordingly, the utilization of digital learning in the classroom can enrich and enhance the learning activities and outcomes.

#### **F. Learners TV**

Learners TV is a very helpful, well-done YouTube channel. This site provides free video and audio lectures of whole courses conducted by faculty from reputed universities around the world. Learners TV offers free learning resources for students on various subject categories including English Pronunciation.

It provides an instructor who will teach mostly about how to pronounce a word correctly including an example of it in a conversation or a short story and showing a phonetic symbol. Most of the materials offered are licensed by the respective institutes under a Creative Commons License

#### **G. Teaching Pronunciation Using Video Media Learners TV**

One of the first things that students should know in learning English is knowing its pronunciation (Burns, 2003). Knowing its pronunciation will also cover the knowing of its spelling, stressing and how to speak correctly and fluently in communication. That's why teachers should select the media that suitable to be applied in teaching English pronunciation, they also should know how to teach pronunciation well.

Video has become a very popular instructional medium that is widely used in various teaching contexts owing to its numerous benefits for educational purposes (Sherman, 2003). Learning by

watching videos seems to create a greater amount of interest for young learners as compared to learning by reading printed materials (Murphey, 2013). Videos can also give positive effects to the students' interest and motivation in learning English as well as to improve their pronunciation.

One of the best ways to practice and enhance students' pronunciation is by using pronunciation lesson videos on Learners TV. It will help students to learn English pronunciation easily. The students not only hear the sound but also see some interesting sights simultaneously. It also makes them understand more and clearer because the instructor in the video is basically a native speaker. The instructor will teach the students the correct tongue placement for each word. Students can also see the correct mouth position for each sound, not just hearing the sounds being pronounced. So the pronunciation that the students will hear is more accurate than non-native one.

## **H. Teacher's Role**

Just as in many English teaching situations, the teacher plays a key role in using the video as an aid for language teaching for he/she has the prime responsibility for creating a successful language learning environment. At this point, video should never be considered as a medium which rivals or overshadows the teacher, but it is a useful aid for them.

Cakir (2006) stated that teacher can be a controller, an assessor on organizer, a prompter and a participant as well. The teacher is a controller because he or she is the only person who controls not only what the learners do but when they speak as well while they are

watching the video. The teacher is also an assessor because he or she assesses the learner's work in order to see how well they are performing. Furthermore, the teacher is an organizer because he needs to be so. He should be a good organizer in teaching the foreign language through video, and should know exactly what to lead to success. The other role that the teacher carries is being a prompter because he acts as a prompter. When there is a silence viewing or what the learners are confused about what to do next, he is expected to encourage learners participate. The teacher is a participant because he participates in the activities while teaching a foreign language through video. He knows the materials and all the details about them, which help the learners feel comfort and facilitates learning

Considering these factors in mind, the teacher should prepare to promote active viewing and facilitate successful language learning. This requires being familiar with the video materials before they are used in class.

### **I. Advantages and Disadvantages Of Using Video Media**

According to Cakir (2006), there are some advantages and disadvantages of Using Video Media in learning.

Advantages:

1. It provides authentic language input.
2. It can easily be used, teacher can step in the process whenever she wishes. She can stop, start and rewind to repeat it for several times where necessary.
3. The learner can concentrate in detail on visual clues to meaning.
4. Video gives the students practice in concluding attitudes.

5. It may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.

Disadvantages:

1. Cost, inconvenience, maintenance and some cases, and fear of technology
2. The sound and vision, quality of the copies or home-produced materials may not be ideal
3. The teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.

Over all as with all educational technologies, the value of video relies on how it is implemented in the classroom. Reviews and meta-analysis of the research indicates that positive learning and affective outcomes are greatly enhanced and extended when the video is integrated into the rest of the lesson (Mares, 1996). Lack of facilities might be an issue that complicates the implementation of video as a learning tool in Aceh, the fact that using video as a learning tool requires adequate facilities. Effectively integrating video into classroom instruction involves preparation and activities before, during and after viewing (Reeves, 2001).

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter explains about the research design which contains the elaboration ways of investigating the focused research problems. There are six sections of this chapter. The first section talks about research design including research approach, research method, and research variable. The second section focuses on population and samples of research, whereas the third section describe sampling technique. Then research instruments, technique of data collection, and technique of data analysis are discussed afterwards in the fourth, fifth, and sixth section.

#### **A. Research Design**

This research is basically a quantitative research. The quantitative research is the systematic empirical investigation of observable phenomena via statistical, mathematical or computational techniques. This study generally concerns to find out to what extent Learners TV media improves students' pronunciation and students' responses toward the use of Learners TV media in speaking class. To investigate those issues, the researcher deals with the following approach, method, and technique :

##### **1. Research Approach**

To get the brief answer for the hypotheses, one of the types of quantitative research the experimental design , is used in this study.

This type is considered as the most appropriate method in overcoming the problem within this study than others.

The participants in this research are distributed a pre-test and post-test which reveal the comparative result of study. Apart from pretest and posttest in gaining the data, the researcher also used questionnaire to get the confirmation toward the treatment assigned to the sample. According to Bulmer (2004, as cited in Bird,2009) the questionnaire is aimed to acquire information on respondents social feature, current and former attitude, standards of attitudes and their action reason that relate to the topic under investigation. In this study, the questionnaire was addressed to the sample in order to find out the confirmations and perceptions of students toward teaching pronunciation and using Learners TV media in teaching pronunciation.

## **B. Research Variable**

Variable is the object of research which is determined by the basic theory and confirmed by hypotheses (Arifin, 2012). As the object of research, variable is considered as a focus of study which has variation in quality and quantity. It means that variable may change in value. In this study, there are two variables which are categorized into two types of variable :

### **a. Independent variable**

Independent variable is a primary variable which is investigated by researchers. Hatch and Farhady (1982 as cited in Mudrikah 2011) defined independent variable as a variable that allows the researcher to do selection, manipulation, and calculation on it. The independent

variable in this research is The Use of Learners TV media in Teaching Pronunciation.

b. Dependent Variable

Dependent variable is known as the effect or the result or even the outcome of independent variable. Hatch and Fraday (1982) stated that the dependent variable is the variable which researchers observe and measure to determine the effect of the independent variable. The dependent variable of this research is the students' pronunciation.

### **C. The Description of The Sample**

Arikunto (2006) said that "The population is the entire subject of the research". Therefore, the researcher determined Second Term Students of UIN Ar-Raniry in academic year 2015/2016 as the population in this research. These 2015 academic year students were divided into eight units. Each unit has about 20-30 students who have taken speaking – III class in the semester when the research was conducted. Researcher chooses them as participants because based on the researcher pilot observation that most of them still pronounce some essential words incorrectly even though they had already taken phonology class. As well as the consideration that the video which will be applied and the material being taught is appropriate for their ability and level which meet the research objective. They have been able to understand the lessons from native teacher, which is why they can be considered as the right population for this research.

To determine the sample of research, the researcher used cluster random sampling (technique lottery) of selecting sample. And the selection goes to members of unit six. There were totally 30 participants in this unit. This technique provides the same opportunity or probability to all of the population member to be the chosen sample (Sukardi, 2009). Furthermore, regarding to the experimental research, the sample has to be selected randomly. Noor (2011) stated that the experimental design is a simple experimental research design in which the respondents are selected randomly.

#### **D. Procedure of Data Collection**

The researcher used many ways to obtain the accurate data. The accurate data collection is essential to maintaining the integrity of research, answer research questions accurately, and validate the study. The data was gained through giving pre-test and post-test, experimental teaching, and distributing questionnaire. The explanation would be explained as follows:

1. Giving Pre-test

This test was given to the students to measure their ability in pronunciation before the treatment.

2. Experimental teaching

The experimental teaching that applied in this study was to observe the effectiveness of Learners TV media in improving student's pronunciation. Therefore, the researcher needed to provide treatment through teaching pronunciation to the students. The treatment in this study is numerous pronunciation topics which were taught by using Learners TV media.

This experimental teaching was held for six meetings.

a. First meeting (Pre-test)

In the first meeting, the researcher gave the students pre-test. It was about 45 minutes. The students were asked to read a few words in English conversation text in pairs while the researcher recorded their conversation. It was aimed to find out whether the students already know how to pronounce some words in English or not. Then the researcher started the class by introducing Learners TV to the students.

b. Second, Third, Fourth, Fifth meeting (Treatment)

In these following meetings the researcher gave treatment to the students. In the first treatment, the researcher focused on vowel sound (a, i, u, e, o) to help the students to isolate the particular vowel sound from any others. In second meeting, consonant sound (r and l) were briefly introduced to students to raise their awareness. Moreover, in the third and fourth meeting, the researcher focused on sound of dental fricative [θ, ð] to help students compare the sound between the voiced-dental fricative /ð/ (as in this) and the voiceless dental fricative /θ/ (as in thing) and produce “th” sound in a certain word correctly. Eventually, word stress was taught to students in the fifth meeting to help students to avoid stressing the wrong syllable in a

word which can make the word very difficult to hear and understand and cause misunderstanding in English. The researcher played the pronunciation lessons video on Learners TV and asked them to follow some words that the instructor on the video was saying. The video was repeated three times. After playing the video, the researcher discussed what they learned from the video, tried to evaluate, help, and train them to pronounce the words correctly and solve some problems that they figured out while learning process.

c. Last meeting (Post-Test)

In the last meeting, the researcher provided post-test to the students. The students were asked to read a few words in English conversation text in pairs still, the researcher recorded their conversation. At the end of the meeting, the researcher delivered the questionnaire to all students. In this study, the researcher used Likert Scale questionnaire. Questionnaire was aimed to find out students' perception about using "Learners TV" media applied in teaching pronunciation.

After all the treatments, the researcher measured the performance of the students by watching student's recording of pre-test and post-test and giving the score based on many aspects that were stated in pronunciation assessment rubric.

### 3. Giving Post-test

This test is given to the students to measure the students' ability after post-test and several treatments.

### 4. Distributing Questionnaire

Questionnaire is used to get the additional data to support this study. In this study the researcher used Likert Scale questions. Likert Scale is the question which required agreement and disagreement answers. This questionnaire was aimed to find out students' responses toward teaching pronunciation by using Learners TV media.

## **E. Research Instruments**

Instrument is a testing device of research which is utilized to measure the spelling. It also determines the quality of data which are used in research (Arifin,2012). There are some instruments used in this study :

### 1. Lesson Plan

Lesson plan is the list of instructions for teacher in performing teaching . It is also as guideline for teacher to do his or her activities in the classroom. There are some vital components that included in lesson plan for instance, Introduction, Learning outcomes, Classroom time required, Materials needed, Technology resources, Pre-activities and Activities.

These things are considered as vital components because they help the teacher to be more organized and to be more confident when delivering the lesson. It also provides a coherent framework for smooth

efficient teaching and a useful basis for future planning. Above all of that, it is a proof that the teacher has taken a considerable amount of effort in her teaching.

## 2. Test

To obtain the data, the researcher conducted an oral test for the respondents. The test came into two sessions; pretest and posttest. Both sessions were addressed in the same content of test in order to find out the discrepancy of both scores before and after treatment.

### A. Pre-test

The researcher delivered a set of test as a pre-test to all students in the first meeting in which they have not yet received the treatment by using audio visual. The researcher asked them to do it in pairs. It was aimed to find out whether the students already know how to pronounce some words or not. The test was reading English conversation text in pair which contains 4 target items. They are vowel sound (a, i, u, e, o), consonant sound (r and l), sound of dental fricative [θ, ð], and word stress. Every item has 5 words which were assessed by the researcher.

### B. Post-test

The test was given to the students after four times treatment. It was aimed at finding out the significant result after using audio visual. To obtain the data, the researcher asked students to read a few words in English conversation text that covered 4 target items, vowel sound (a, i, u, e, o), consonant sound (r and l), sound of dental fricative [θ, ð],

and word stress in pairs carefully in front of the class. Then, the researcher evaluated and analyzed the test result. Each correct pronunciation has 5 (five points) and each wrong 0 (zero point). So, the highest score of the students is 100 and the lowest score is 0 (zero).

Range of score :

Excellent (4) : 80 – 100

Good (3) : 70 – 79

Fairly (2) : 60 – 69

Poor (1) : 50 – 59

Failure (0) : 0 – 49

### 3. Questionnaire

Questionnaire is a list of questions to gather the information from the participants. In this study, the researcher used open ended questionnaire and Likert Scale because the questions required agreement and disagreement answers. The agreement and disagreement score of the statement is rated using the scale, Strongly agree (4), Agree (3), Disagree (2) and Strongly disagree (1).

Sample of the Likert Scale statement that used as a question “Learners TV video was appropriate for the skill level of the students”. The students mark one of the responds that has been provided. This kind of question is significant because through this question the researcher is able to find out the range of efficacy and appropriateness of Learners TV media applied into EFL classroom according to students’ perception.

According to Markusic (2014), Likert Scale is one of questionnaires format which is used in educational research.

## **F. Data analysis**

### **1. Test**

After having the result of students' oral test, the researcher analyzed students' English pronunciation test. In order to analyze the test result, the writer used statistical formula. The function was to find the range of data, the interval class, and the space of interval class, to make a table of frequency distribution and to find the mean of the table.

#### a. To find the range of the data

Range is the difference between the highest and the lowest scores. Sudjana (2002, p. 47) explained that the range of pre-test and post-test scores would be determined by using some formula below:

$$R = H - L$$

Where:

R : the range of the score

H : the higher score

L : the lowest score

#### b. The number of interval class

The number of interval class can be determined by using the following formula:

$$I = 1 + (3,3) \log n$$

Where:

I : the amount of interval class

n : the amount of sample

c. To find out the space of interval

The range of interval class can be calculated by using the following formula:

$$P = \frac{R}{I}$$

Where:

P : interval space

R : the range of scores

I : the amount of interval class

d. To make a table of frequency distribution

No	Score	Fi	xi	fixi
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Where:

fi : refers to frequency

xi : refers to the middle score interval class

$f_i x_i$  : the amount of multiplication between the frequencies and the middle scores of interval class

e. To find out the mean of the table

In this case, the writer calculated the mean of students' score. The score was calculated by using some formulas. The formula was as follow:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

Where:

$f_i$  : refers to frequency

$x_i$  : refers to the middle score interval class

$f_i x_i$  : the amount of multiplication between the frequencies and the middle scores of interval class.

## 2. Questionnaire

In analysing questionnaire, the researcher followed the proper procedure of data analysis. According to Kasiram (2008), analysing the data takes several steps that must be done ; checking, editing, coding and tabulating the data respectively. The researcher followed those steps by firstly checking the questionnaire items before distributing them in order to make sure that there is no missing words or misunderstanding concept.

After distributing the fixed questionnaire and getting student's responses the researcher analysed their answer by using Microsoft excel. The analysis included these following steps ;

- a. Coding the options of likert scales ; 4 for Strongly agree, 3 for Agree, 2 for Disagree, and 1 for Strongly disagree.
- b. Calculating the number of options of each question items, for example how many students answered 'strongly agree' for question number 1.
- c. Calculating the percentage of the options.

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter covers the research findings and discussion. First finding focuses on the pronunciation test and the second one is the students' response towards the use of Learners TV media in teaching learning process. Some discussions in response to the test and questionnaire are presented to support the findings.

There were two tests in which the students participated; pre-test and post-test. The pretest was held on November 2, 2015 while the post-test was conducted on December 7, 2015.

There were totally 30 participants. The participant are the members of unit 6, but only 24 students consistently worked on the tests because the rest of them couldn't attend the class due to bad weather. After gathering the data from participants, reseacher analyzed that the result of experimental process including tests and questionnaire.

### A. The Result of The Tests

The following Tables showed the range of score of students' pre-test and post-test result

Table 4.1: Pre-test Score

No	Initial Name	Students' Number	Correct Answers	Pre-test	
				Score ( x 5)	Standard
1	JM	140203199	10	50	Enough
2	HN	14020342	15	75	V. Good
3	PY	140203202	12	60	Good
4	PZA	231124379	7	35	Fail
5	KM	140203210	15	75	V. Good
6	RS	140203215	8	40	Failure
7	YF	140203193	10	50	Enough
8	VJ	231324362	8	40	Fail
9	ER	140203198	15	75	V. Good
10	SZ	140203184	12	60	Good
11	MS	140203191	10	50	Enough
12	AHS	140203188	15	75	V. Good
13	R	140203189	11	55	Enough
14	CNA	140203187	12	60	Good
15	IM	140203205	12	60	Good
16	DQ	140203186	8	40	Fail
17	PM	140203201	15	75	V. Good
18	D	140203195	8	40	Fail
19	BM	140203192	9	45	Fail
20	NA	140203194	11	55	Enough
21	MY	140203209	8	40	Fail
22	MJ	140203216	8	40	Fail
23	PI	140203186	15	75	V. Good
24	DQ	140203190	11	55	Enough

Table 4.1 presents the scores of students' pretest result. As can be seen from the Table, it is obvious that the majority (approximately 70%) of students obtained the score below 50 which indicates their pronunciation mastery was below average. On the other hand, only six students have successfully achieved 75 in the pretest result.

The highest score of pre-test was 75 and the lowest score was 35. Thus, the range was  $75 - 35 = 40$ .

The class interval was identified by using following formula:

$$\begin{aligned}
 I &= 1 + (3,3) \log n && (n = \text{number of students}) \\
 &= 1 + (3,3) \log 24 \\
 &= 1 + (3,3) (1,4) \\
 &= 1 + 4,62 \\
 &= 5,62 \approx 6
 \end{aligned}$$

Then, the range of the class interval was found out by the formula:

$$\begin{aligned}
 P &= \frac{R}{I} \\
 P &= \frac{40}{6} \\
 P &= 6,7
 \end{aligned}$$

From those results, the frequency distribution table can be seen below :

Table 4.2: The Frequency Distribution of Pre-test

Class Interval	Fi	xi	Fi.xi
35-41	7	38	266
42-47	1	44,5	44,5
48-53	3	50	150
54-59	3	56,5	169,5
60-65	4	62,5	250
66-71	0	68,5	0
72-77	6	74,5	447
	N = 24		1327

Where:

$f_i$  = refers to frequency

$x_i$  = refers to the middle score interval class

$f_i.x_i$  = the amount of multiplication between the frequencies and the middle scores of interval class

Based on the frequency distribution table above, the writer determines the mean score by using the following formula:

$$X = \frac{\sum f_i x_i}{\sum f_i} \quad X = \frac{1327}{24}$$

$$X = 55,29 \quad \approx 55$$

Table 4.3: Post-test Score

No	Initial Name	Students' Number	Post-test		
			Correct Answers	Score ( x 5)	Standard
1	JM	140203199	14	70	Good
2	HN	14020342	19	95	Excellent
3	PY	140203202	17	85	V. Good
4	PZA	231124379	15	75	V. Good
5	KM	140203210	19	95	Excellent
6	RS	140203215	15	75	V. Good
7	YF	140203193	15	75	V. Good
8	VJ	231324362	15	75	V. Good
9	ER	140203198	20	100	Excellent
10	SZ	140203184	19	95	Excellent
11	MS	140203191	20	100	Excellent
12	AHS	140203188	19	95	Excellent
13	R	140203189	14	70	Good
14	CNA	140203187	18	90	Excellent
15	IM	140203205	15	75	V. Good
16	DQ	140203186	12	60	Good
17	PM	140203201	20	100	Excellent
18	D	140203195	15	75	V. Good
19	BM	140203192	12	60	Good
20	NA	140203194	19	95	Excellent
21	MY	140203209	14	60	Good
22	MJ	140203216	14	60	Good

23	PI	140203186	20	100	Excellent
24	DQ	140203190	17	85	V. Good

Table 4.3 displays the scores of students' post test result. The majority of students achieved score above 70, 16 students indicating that their score increased significantly if compared to the pretest result. Besides, two students got a perfect score, whereas only a small number of students received minimum score (60). As can be seen from Table 4.3 It is certain that the treatment provided for students made a great improvement in their pronunciation understanding.

The highest score of post- test was 100 and the lowest score was 60. Thus, the range was  $100 - 60 = 40$

The class interval was identified by using following formula:

$$\begin{aligned}
 I &= 1 + (3,3) \log n && (n = \text{number of students}) \\
 &= 1 + (3,3) \log 24 \\
 &= 1 + (3,3) (1,4) \\
 &= 1 + 4,62 \\
 &= 5,62 && \approx 6
 \end{aligned}$$

Then, the range of the class interval was determined by the formula:

$$\begin{aligned}
 P &= \frac{R}{I} && P = \frac{40}{6} \\
 & && P = 6,7
 \end{aligned}$$

Table 4.4: The Frequency Distribution of Post-test

Class Interval	Fi	xi	Fi.xi
60 - 66	4	63	252
67 - 72	2	69,5	139
73 - 78	6	75,5	453
79 - 84	0	8,5	0
85 - 90	3	87,5	262,5
91 - 96	5	93,5	467,5
97 - 102	4	99,5	394
	N = 24		1972

Where:

$f_i$  = refers to frequency

$x_i$  = refers to the middle score interval class

$f_i x_i$  = the amount of multiplication between the frequencies and the middle scores of interval class.

Based on the frequency distribution above, the researcher determined the mean score by using the following formula:

$$X = \frac{\sum f_i x_i}{\sum f_i}$$

$$X = \frac{1972}{24}$$

$$X = 82,2 \approx 82$$

The aim of determining the mean score was to know the average ability of students in the pre-test and post-test. The researcher

found that the mean score between the two test was different. The mean score of pre-test was 55 while the mean score of post-test 82 which mean that post-test score was higher than pre-test. Due to the improvement, the researcher concluded that Learners TV media can improve EFL students' pronunciation. As Sherman, 2003 stated that video has become a very popular instructional medium that is widely used in various teaching contexts owing to its numerous benefits for educational purposes.

## **B. Examining Hypothesis**

In examining hypothesis, the researcher used "t" test ( $t_0$ ) to determine significant difference in examining the students' score as explained by Sudjono (1994, p.305). First of all, alternative hypothesis ( $H_a$ ) and null hypothesis ( $H_0$ ) were determined as :

( $H_a$ ): The use of Learners TV media can enhance EFL student's pronunciation

( $H_0$ ): The use of Learners TV media cannot enhance EFL student's pronunciation

The next steps, the researcher was listing the pre-test and post-test score in order to find up the difference score between those tests.

Table 4.5: Students' Pre-test and Post-test Score

No	Initial Name	SID	Pretest (y)	Post test (x)	(x-y) (D)	(x-y) <sup>2</sup> (D <sup>2</sup> )
1	JM	140203199	50	70	20	400
2	HN	14020342	75	95	15	225
3	PY	140203202	60	85	25	625
4	PZA	231124379	35	75	40	1600
5	KM	140203210	75	95	15	225
6	RS	140203215	40	75	35	1225
7	YF	140203193	50	75	25	625
8	VJ	231324362	40	75	35	1225
9	ER	140203198	75	100	25	625
10	SZ	140203184	60	95	35	1225
11	MS	140203191	50	100	50	2500
12	AHS	140203188	75	95	15	225
13	R	140203189	55	70	15	225
14	CNA	140203187	60	90	30	900
15	IM	140203205	60	75	15	225
16	DQ	140203186	40	60	20	400
17	PM	140203201	75	100	25	625
18	D	140203195	40	75	35	1225
19	BM	140203192	45	60	15	225

20	NA	140203194	55	95	40	1600
21	MY	140203209	40	60	20	400
22	MJ	140203216	40	60	20	400
23	PI	140203186	75	100	25	625
24	DQ	140203190	55	85	30	900
					$\sum D =$	$\sum D^2 =$
					625	18475

---

As displayed in Table 4.5, there is significant improvement between the scores of students' pretest and posttest result. From the Table above, it can be seen that the majority of students (18 students) demonstrated an enhancement. Most students were able to obtain higher score above 70 which indicates a good improvement after the treatment was administered.

After finding the difference score, the researcher has to find Standard Deviation Difference of two variables, X and Y, by using the following formula:

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

In which:

SD = Standard Deviation Difference

$\sum D$  = Total of difference score

$$SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD = \sqrt{\frac{18475}{4124} - \left(\frac{625}{24}\right)^2}$$

$$SD = \sqrt{769,8 - (26)^2}$$

$$SD = \sqrt{769,8 - (676)}$$

$$SD = \sqrt{93,8}$$

$$SD = 9,68$$

Therefore, the Mean of Difference ( $M_D$ ) was counted by using the following formula:

$$M_D = \frac{\sum D}{N}$$

Therefore,

$$M_D = \frac{\sum D}{N} = \frac{625}{24} = 26$$

After getting the score of Standard Deviation Difference, the next step was calculating the Standard Error of the Mean Difference ( $SEM_D$ ) between two variables: X and Y.

$$SEM_D = \frac{SDd}{\sqrt{N-1}} = \frac{9,68}{\sqrt{24,1}} = \frac{9,68}{23} = 2,01$$

From the previous calculation,  $M_D$  was 26 while the score of  $SEM_D$  was 2,01 Then, the score of  $t_0$  can be calculated with this formula:

$$t_0 = \frac{MD}{SE MD}$$

In which:

$t_0$  : “t” test

$M_D$  : Mean of Difference

$SE M_D$  : Standard Deviation of Mean Difference

$$t_0 = \frac{MD}{SEMD} = \frac{26}{2,01} = 12,93$$

The next step was to examine the  $t_0$  by determining degree of freedom (df) : Degree of freedom (df)

$$df = N-1 =$$

$$df = 24-1 = 23$$

It was clearly stated that the df was 23.

Then,  $t_0$  was referring to the  $t_{table}$  in the significant level of 5% ( $\alpha=0,05$ ). the  $t_{table}$  showed the critical score for the df in the level of 5% was 1,734.

From many steps above, it can be concluded that the hypothesis of this research ( $H_a$ ) is accepted while ( $H_o$ ) is rejected. Because the  $t_o = 12,93$  was higher than  $t_{table} = 1,734$ . In line with this, the student scores for post-test was higher than pre-test. It appears that EFL students' pronunciation has improved through Learners TV media applied in the classroom.

By comparing the amount of  $t_o = 12,93$  due the  $t_{table}$  in significant level of  $5\% = 1,734$ , it was clear that the score of  $t_o$  was higher than the score of  $t_{table}$  in significant level of  $5\%$ , where  $12,93 > 1,734$ .

### **C. Discussion of Test Result**

This study is aimed to investigate the use of audio visual media, Learners TV in helping students' pronunciation improvement. Based on the result of data collection, it shows that teaching pronunciation by using Learners TV gave the beneficial effect on students' pronunciation. As Sherman (2003), declared that video has become a very popular instructional medium that is widely used in various teaching contexts owing to its numerous benefits for educational purposes. Although the result largely supports the hypothesis of this study, there are some points that need to be discussed with respect to the research questions mentioned in chapter one.

The first research question asked whether Learners TV media helps students in improving their pronunciation. Through the first research question, it was hypothesized that teaching pronunciation through Learners TV helps improving the students' pronunciation. Al Mamun (2014) stated that by using audio-visual aids in the class, teachers are able to present a topic both verbally and visually which attracts learners attention and helps them in making a correlation between the verbal and non-verbal as well as abstract and concrete issues. Moreover, it also can guide the learners to catch the information faster.

The results from this study bear out the hypothesis of this study. It shows that using Learners TV in pronunciation learning may develop student's pronunciation. The mean of pre-test score is 55, while the mean of post-test score is 82. Besides, the score is significant that proved by t score is higher than in t table of  $\alpha = 0,05$ . It can be summarized that teaching pronunciation through Learners TV can improve students' pronunciation. According to Becta ( 2007, as cited in the Department of Education and Early Childhood Development, 2010, p.9), integrating digital technology in learning can increase the student's confidence levels, attitudes toward their leaning, attendance, oppotunities to work collaboratively, connection with the real world, and access to the global forum. Accordingly, the utilization of digital learning in the classroom can enrich and enhance the learning activities and outcomes.

#### D. The Results of Questionnaire

In order to find out the student's responses toward the use of Learners TV in teaching pronunciation, the researcher distributed the questionnaire to the students. The questionnaire is simply addressed to all students. It contains totally 8 structured questions.

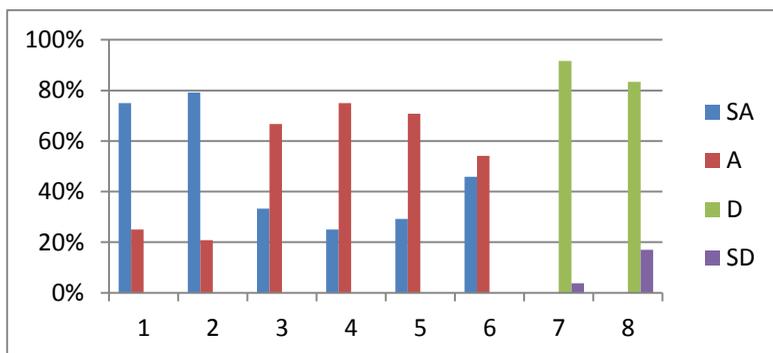


Figure4.1 : The Percentage Answers of Students Questionnaire

Figure 4.1 presents the overall ratings of students' perception towards the use of Learners TV media. From Figure 4.1, it appears that the majority of students gave the positive responses toward the use of Learners TV media in teaching pronunciation. It is found that there are 8 statements indicating students' agreement toward the use of Learners TV media in teaching pronunciation. Detailed answers for each point is provided in the subsequent table (Table. 4.6)

Table 4.6 : The Detail Data of The Result of Students' Questionnaire

No	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	Using Learners TV media is interesting way to learn pronunciation.	75%	25%	-	-
2	Using audio visual media Learners TV is an effective way to learn pronunciation.	79%	21%	-	-
3	Learning pronunciation through Learners TV media can stimulate my interest in learning pronunciation.	33%	67%	-	-
4	I will look for more Learners TV courses to further pronunciation learning	25%	75%	-	-
5	The program was appropriate for my English skill level	29%	71%	-	-
6	The program was appropriately relate to course content	46%	54%	-	-
7	I found that material presented more clearly bynon nativteachethan native one.	-	-	92%	4%
8	I barely understand the content because the instructor talk fast	-	-	83%	17%

The questionnaire contains eight structured questions. The first and second questions were designed to determine the participants' perceptions about using audio visual Learners TV media as a teaching-learning tool in the classroom. The respondents answered 75% show the support for this media in the classroom learning while 79% of the students responded agree that using audio visual media Learners TV is an effective way to learn pronunciation.

The third and fourth questions were intentional to capture students' expression about their motivation on learning pronunciation through Learners TV media. Data analysis reflects that 67% of students feel motivated to learn pronunciation through the Learners TV media. 75% of participants are interested to use Learners TV media to learn pronunciation.

The fifth and sixth questions seek to discern the range of efficacy and appropriateness of Learners TV media applied into EFL classroom. Most students (75%) agreed that the content in the Learners TV media suits their English skill level. It is likely that students were able to adjust their English ability with the content from the video and at the same time hardly found any constraints during the learning process. It therefore led students into a new teaching/learning situation.

The seventh and eighth questions were designed to find out whether the students did encounter difficulties and problems during this intervention or not. As shown in the Table, 92% of students disagree that the material presented more clearly by non-native teacher than native one it means that students prefer native teacher than non-

native. They find it suitable for them to learn directly from the native teacher than non-native one and they think the materials were presented clearly as well. That's why 83% of students responded disagree towards the statement "I barely understand the content because the instructor talk fast."

### **E. Discussion of Questionnaire Result**

This point is drawn from the second research question which investigates the students' responses toward the use of Learners TV in teaching pronunciation. According to the data from the questionnaire analysis, most students showed the positive responses toward the use of Learners TV in teaching pronunciation. They find it interesting way to learn pronunciation through Learners TV media. Murphey, 2013 also stated that Learning by watching videos seems to create a greater amount of interest for young learners as compared to learning by reading printed materials. They also feel motivated to learn. It is found that there are 8 statements indicating student's agreement toward the use of Learners TV in pronunciation course. The fact that technology cannot be separated from society makes audio-visual materials a great help in stimulating and facilitating the learning of a foreign language. According to Wright (1976:1) many media and many styles of visual presentation are useful to the language learner. In language learning and teaching process, learner use his eyes as well as his ears; but his eyes are basic in learning

Based on the major finding with regard to research question 2, a series of data generally confirmed that teaching pronunciation by using Learners TV can help students in improving their pronunciation. Additionally, it also shows that the students have positive response toward the roles Learners TV used in pronunciation learning. Being a rich and valuable resource, video is well-liked by both students and teachers (Hemei, 1997:45). Learners TV can also give positive effects to the students' interest and motivation in learning English as well as to improve their pronunciation.

A recent large-scale survey by Canning and Wilson (2000) also reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. The researcher's concern here is to present the use of video in language teaching most effectively as a visual aid presenting the target language naturally. This recent study has similarly results to my study.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This final chapter presents the conclusions of the study and the suggestions for the follow-up studies. The conclusions are based on the result in research findings that related to the research questions as stated in the previous chapter. While the suggestions are based on the major findings of this study and the literature that complements this research.

#### **A. Conclusions**

The findings of this study indicated that teaching pronunciation through Learners TV can help students in improving their pronunciation. The majority of students achieved better score after the treatment was provided. The result from the post-test and pre-test indicated a great improvement regarding students' pronunciation understanding, which reflects the usefulness of Learners TV media in teaching certain salient features in pronunciation.

Furthermore, based on the questionnaire analysis, it was found that most of students expressed the positive responses toward the use of Learners TV in teaching pronunciation. The majority of students agreed that Learners TV helped them in understanding the material easily, stimulated their interest in the subject and contributed to improve their learning.

Besides, unlike to the conventional teaching and media, most students strongly recommended and in the same number of student just recommended to use audio visual media such as Learners TV in teaching and learning process to help them learn better and faster.

## **B. Suggestions**

Based on the findings of this research, the researcher proposes some suggestions that would be beneficial for students, teachers, lecturers or future researchers who are interested in the use of audio visual media and digital learning aids in pronunciation teaching.

1. In order to increase the student's performance, attract and maintain students attention in teaching pronunciation the teacher or lectures should use the attractive and interesting media that covers the student's need and interest. The media should be as effective as possible which contains the aspect of usability, availability, flexibility, practicality and variety.
2. To guide students to have a better pronunciation, the teachers or lecturers should create or provide the easy understandable content of material. To do so, the instructors can use the audio visual aid. In addition, the audio visual such as Learners TV also equipped with the audio-visual features which allow the instructors to display examples through the video, with the result that the pronunciations are conveyed together in a proper way.
3. In conducting this research, the reseacher found some issues that need to be concerned by the teachers or lecturers or even

further researcher. The first is about the duration of videos. It is crucial that the instructors should be aware about the length of time of instructional activities in the classroom. That's why the teachers should design a good lesson plan to help and guide them in learning process.

4. The researcher believed that this research still needs more evaluations and suggestions for further improvement. Therefore, Future researchers or some follow-up studies may focus on examining audio visual media Learners TV or the use of other multimedia or digital presentations in teaching pronunciation. Besides, incorporating larger sample consisting diverse background students ability may present more intriguing findings to figure out how certain types of video learning may have an impact on either low-achiever or high-achiever students. Providing semi-structured interview will likely offer new promising result concerning students' opinion on media employment in language teaching.

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