

THE ROLE OF AUDIO VISUAL TO DEVELOP STUDENTS' PRONUNCIATION

(A Study at English Department of UIN Ar-Raniry)

THESIS



Submitted by:

SYARIFAH RAHMI MULIANA

Student of Faculty of Education and Teacher Training

Department of English Language Education

Reg. No: 231324196

FACULTY OF EDUCATION AND TEACHER TRAINING

AR-RANIRY STATE ISLAMIC UNIVERSITY

DARUSSALAM-BANDA ACEH

2018 M/1440 H

THESIS

Submitted to Faculty of Education and Teacher Training
Ar-Raniry State Islamic University, Darussalam Banda Aceh
In partial fulfillment of the requirements for Sarjana Degree (S-1)
On Teacher Education

By:

SYARIFAH RAHMI MULLIANA
Student of Faculty of Education and Teacher Training
Department of English Language Education
Reg. No: 231324196

Approved by:

Main Supervisor,



Drs. Lukmanul Hakim, MA

Co-Supervisor,



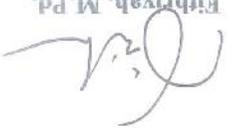
Mulia. M.Ed

It has been defended in *Sidang Munqasyah* in front of the
council of Examiners for Working Paper and has been accepted
in partial Fulfillment of the Requirements for *Sarjana* Degree
S-1 on Teacher Education

On:
Wednesday, January 31st, 2018 M
Jumadil Awwal 14th, 1439 H

Darussalam-Aceh

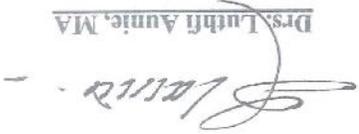
Secretary,


Fithriyah, M.Pd.

Member,

Andriansyah, MS. Ed

Chairperson,


Drs. Luthfi Annie, MA

Member,

Mulia, M.Ed

Certified by:

The Dean of Faculty of Education and Teacher Training Ar-

ranry State Islamic University



Dr. Mujiurrahman, M.Ag
NIP 197109082001121001

SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Syarifah Rahmi Muliana

NIM : 231324196

Tempat/Tgl. Lahir : Keudah, 24 Desember 1994

Alamat : Jl. Laksamana Malahayati, Ds. Klieng Cot Aron, No. 3 Kec.
Baitussalam, Kab. Aceh Besar

Menyatakan bahwa sesungguhnya Skripsi yang berjudul: The Role of Audio Visual to Develop Student's Pronunciation: A Study at English Department of UIN Ar-Raniry adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

Apabila terdapat kesalahan dan kekeliruan di dalamnya, sepenuhnya menjadi tanggung jawab saya.

Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 11 Januari 2018



(Syarifah Rahmi Muliana)

ACKNOWLEDGEMENTS



All praises be to Allah, the Lord of the universe. Because of His *rahmah* and *hidayah*, the researcher could eventually finish this thesis entitled “The Role of Audio Visual to Develop Student’s Pronunciation: A Study at English Department of UIN Ar-Raniry” in order to achieve her first academic degree in English Department of Tarbiyah Faculty of UIN Ar-Raniry Banda Aceh. Also, *shalawat* and *salam* be upon the Prophet Muhammad SAW, who has brought us all from the darkness era to the lightness era.

Admittedly, the researcher found some difficulties in finishing the research because of the researcher lack of experience and knowledge. However, due to the researcher hardwork, patience, persistence, and all due respect, she would like to convey her unlimited gratitude and high appreciation to the people who have contributed to this research.

Initially, she would like to thank her beloved father (the late) and mother for their sacrifice and prayers, as well as her brother Sayed Rahmad Aulia and Sayed Usman and also her sister Syarifah Rahmah, and all members of her big family. Their optimism and resilience have served as a wonderful source of strength for the researcher.

The researcher also wishes to express her gratitude to her supervisors, Drs. Lukmanul Hakim, MA and Mulia, M.Ed for their valuable times, advices and amiability. Both of them have spent countless hours improving each chapter of

this thesis. The researcher is indebted to all lectures, teaching assistants, and staff of English Department who have amiably helped the researcher with her study and her research.

Finally, despite all the best effort the researcher has dedicated in finishing this thesis, she believed that it still needs improvement in many ways. Therefore, she pleasantly hopes for some suggestions for the sake of improvements in the future.

Banda Aceh, 11th January 2018

The Researcher

TABLE OF CONTENTS

DECLARATION OF ORIGINALITY	
ACKNOWLEDGEMENT	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iv
LIST OF APPENDICES	v
ABSTRACT	vi
CHAPTER I	: INTRODUCTION
1.1 Background of Study	1
1.2 Research Question	5
1.3 Research Aim	5
1.4 Hypotheses.....	5
1.5 Significance of Study	6
1.6 Research Terminology	7
CHAPTER II	: LITERATURE REVIEW
2.1 Teaching By Using Audio Visual Media	10
1. The Definition of Audio Visual	10
2. The Advantages of Audio Visual	15
3. Selection And Use Audio Visual Aids	17
4. The Important of Audio Visual Aids In Improving Students Pronunciation Skill.....	18
2.2 Some Orientation In Improving Students Pronunciation	20
1. Teaching Pronunciation	20
2.3 Students Activity In Learning Pronunciation.....	26
1. Listen And Repeat Activities	27
2. Use of Phonetic Alphabet.....	28
3. Phonetic Placement Methodology	29
4. Minimal Pairs	29
5. Song And Rhymes	30
6. Tongue Twisters	31
7. Games.....	31
CHAPTER III	: RESEARCH METHODOLOGY
3.1 Research Design	32
3.2 Population And Sample	32
3.3 Techniques of Data Collection.....	33
3.4 Brief Description of Research Location	34
3.5 Procedure and Data Analysis	36
CHAPTER IV	: THE RESULT OF RESEARCH AND DISCUSSION
4.1 The Result of Test.....	42
4.2 Data From Questionnaire.....	53

	4.3 Discussion of Test Result	56
	4.4 Discussion of Questionnaire Result	58
CHAPTER V	: CONCLUSIONS AND SUGGESTIONS	
	5.1 Conclusions	61
	5.2 Suggestions.....	61
REFERENCES		63
APPENDICES		
AUTOBIOGRAPHY		

LIST OF TABLES

Table 3.1: Pronunciation Scoring Scale	36
Table 4.1: The Students' Scores of Pre-test intake 2017/2018	42
Table 4.2: The Frequency Distribution of Pre-Test	45
Table 4.3: Post-test Score intake 2017/2018.....	46
Table 4.4: The Frequency Distribution of Post-Test.....	48
Table 4.5: The Students' Pre-test and Post-test Score	50
Table 4.6: Detailed Data of the Students' Response.....	53

LIST OF APPENDICES

- I. Appointment Letter of Supervisor
- II. Recommendation Letter of Conducting Research From The Faculty of Education And Teacher Training
- III. Confirmation Letter of Conducted Research From English Department
- IV. Lesson Plan For Teaching Experiment
- V. Pre-Test and Post-Test Questions
- VI. The Calculation of Data Analysis
- VII. Questionnaire
- VIII. Rubric Score
- IX. Autobiography

ABSTRACT

Audio Visual Media could make language input more comprehensible. It can be used as language learning materials for foreign language learner. Audio Visual Media not only increase students desire and motivation in learning but also create the learning process become more concrete and meaningful. This study focused on the role of Audio Visual in developing students pronunciation process. This research was conducted at Department of English Language Education of UIN Ar-Raniry at 1st semester of 2017 involving 33 students as the samples. The method applied in this research was experimental research by using quantitative approach. The data was obtained through pre-test and post-test, experimental teaching, and distributing questionnaire. This study compared mean average between pre-test and post-test and found out students' response toward Audio Visual Media. Furthermore, the result show that teaching vocabulary by exploring Audio Visual Media give effect on the students pronunciation. The mean score of pre-test was 66,29 and the mean of post-test was 73,33, the effectiveness was accepted after examining the hypotheses. It showed in t_{test} calculation where t_a (2.7) was higher than t_{test} (1.7), its means that Audio Visual Media play the role in improving students pronunciation at Department of Language Education UIN Ar-Raniry increased in the first year students of unit three. Moreover, the result of questionnaire reveals that the students had a positive response towards Audio Visual Media in teaching pronunciation

Key Words; *Audio Visual and Pronunciation*

CHAPTER 1 INTRODUCTION

This chapter discusses the general background of the study. It also presents the research questions, research aim, significance of the study, research methodologies, and research terminologies.

1.1 Background of Study

Pronunciation refers to the production of sounds that we use to make meanings. 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 (supra segmental aspects), how the voice is projected (voice quality) and, in its broadest definition, attention to gestures and expressions that are closely related to the way we speak a language. (Adult Migran English Program Research Centre, “*Fact Sheet-What is Pronunciation?*” *Pronunciation Journal*, 2002:1)

Further Oxford Dictionary states that pronunciation is the way in which a language or a particular word or sound is spoken. If one is said to have "correct pronunciation" (Oxford Dictionary Fourth edition, 2008), then it refers to both within a specific dialect.” A word can be spoken in different ways by various individuals or groups, depending on many factors, such as: the area in which they grew up, the area in which they now live, if they have a speech or voice disorder, their ethnic group, their social class, or their education.

Moreover, pronunciation is the way which language is spoken (Hornby, 1995:928). Fraenkel (1984) expresses that there are two main steps to learning how to pronounce a language; Receptive or list stage. In this stage, we learn to differentiate the significant sounds and pattern by listening to the language and productive or speaking stage.

From the above definitions, it can be understood that pronunciation is the way in which a language or a particular word or sound is spoken, such as intonation, phrasing, stress, timing, and rhythm. The researcher has observed they tend to have problems in pronouncing, for example “sleep” (‘sli:p), “tree” (tri:), “true” (‘tru:) in which these do not exist in Bahasa Indonesia, a pronunciation problem occurs when the sound is not really difficult as such, but the learner is misled by the spelling. For example, the words “up” [ʌp], “tea” [ti:], “duck” [dʌc], “cup” [kʌp], “see” [si:], and “sing” [siŋ] are not pronounced as they are written, so learning pronunciation is not easy for the students.

There are many differences between English and Indonesian especially in pronunciation. As we see, the differences between English and Indonesian are very significant. Therefore, there are many students of English Education department of Faculty Tarbiyah dan Keguruan UIN Ar-Raniry pronounce English words incorrectly.

A magnificent approach is to bring technology into the classroom. Nowadays, access to technology is easier than ever before and a class can be a

lot more interactive and fun by the technology. For example, a lot of teachers now use computers or laptops to show some videos or sound of native speaker related to the learning topics. Based on the writer's experience, this kind of approach get a good response from students. The students really enjoy the learning process since it becomes fun and attractive. One example on how technology can be brought to a classroom is by using video in the teaching. Actually video or sound of native speaker is so powerful in the language classroom that it enhances a wide range of social and academic skills, facilitating language development, and above all, fostering positive attitudes towards learning. (Julian Spirlandeli Batista, "A Learning Tool", *Dialogue Pertinentes Journal Volume 4/4*, 2008:156)

Harmer (2000) states that concentrating on sounds, showing where they are made in the mouth, making students aware of where words should be stressed all things give them extra information about spoken English and help them achieve the goal of improved comprehension and intelligibility. Teaching pronunciation is teaching about aspects that influence meanings of sentences through segmental phonemes. It is important to teach, because pronunciation is a basic sub skill in speaking. Therefore, good pronunciation avoids misunderstanding in communication. When people say, for example, "it" in a situation such as a restaurant where they should have said "eat," the inaccurate production of a phoneme can lead to misunderstand.

As an attractive techniques, taken from the students' daily activities, the student will feel engaged in the English pronunciation tutoring. Besides, the

audio visual media like video, watching film, songs, etc are part of authentic materials required for studying about the foreign language directly from the native speakers. There are a lot of English expressions in the audio visual media, so that students can learn and expand their knowledge, not only know the words written, but can also know how to pronounce them especially after listening and watching to such materials media.

Learning English through audio visual media can be effective to assist pronunciation, since the students' can directly get the knowledge on how to pronounce the word from the audio and visual they listen and watch. However, many students learning English face difficulties in pronouncing the word correctly, and are unable to put correct stress and intonation, so that it occurs misunderstanding in communication.

Based on the observation of the students' score in Speaking English subject, it seems that they have lower level pronunciation, for example they say island [ˈaɪlənd] = island [islend], and it is a wrong pronunciation. This also happens in The English Education department of Faculty Tarbiyah dan Keguruan UIN Ar-Raniry.

This writing is designed to know whether or not audio visual media can develop students' pronunciation in learning English and what are students' responses toward the Audio Visual in learning pronunciation.

1.2 Research Questions

For this present study, the writer wanted to examine the use of audio visual to develop students' pronunciation ability. As the result, a question appeared: "Does Audio Visual media develop students' pronunciation in English at Faculty of Education and Teacher Training Department of English Language Education UIN Ar-Raniry?"

In addition, sub questions emerged to inquire responses related to the use of audio visual media in teaching English pronunciation: "What are the students' responses toward the Audio Visual media in learning pronunciation at Faculty of Education and Teacher Training Department of English Language Education UIN Ar-Raniry?"

1.3 Research Aim

In line with the research questions, the purposeS of this research are to know whether or not audio visual media develop students' pronunciation and to indentify the students' responses in learning pronunciation through audio visual media.

1.4 Hypotheses

(**H₀**): Audio Visual media in teaching pronunciation does not affect the improvement of Department of English Language Education students in pronunciation.

(H_a): Audio Visual media in teaching pronunciation affect the improvement of Department of English Language Education students in pronunciation.

1.5 Significant of the Study

The results of the study are expected to be able to give the following benefits:

1. The English Teachers

The results of the study are expected to be used as a consideration in teaching pronunciation for students' in college or young learners.

2. The Students

Through the use audio-visual media, they are expected to have good development in pronunciation skill.

3. The Other Researcher

This study is one of the way in developing students pronunciation skill. It is expected that the findings will be used as starting points to conduct another research. There are many other techniques to make teaching process more effective.

4. The English Department

The result of this study will encourage other students of the English Language Education to conduct similar researches. The result can be the

material in certain subject such as English Methodology, English Vocabulary and Pronunciation, etc.

1.6 Research Terminology

There are some terms in this research should be defined as clear as possible in order to avoid misunderstanding. The terms are:

1. Role

Based on Definition of Role by Meriam Webster (1828) (1) Role is a character assigned or assumed. (2) a socially expected behavior pattern usually determined by an individual's status in a particular society. (3) a part played by an actor or singer.

And in Oxford Dictionary, (Oxford Dictionary (Fourth Edition:2008)) role is function or important things. From the above definitions, it can be understood that Role is a set of connected behaviours, right, obligations, belief, and norms as conceptualized by people in a social situation.

2. Audio Visual

According to Heinich and Molenda (1986), the term of media refers to anything that carrier information between a source and a receiver. Films, televisions, radios, audio recordings, photographs, project visuals and printed materials are media which use in teaching learning process.

They are considered that instructional media when they are used to carry messages with an instructional intent.

According to Herlina (2014), teaching media can be classified into three types, they are:

- 1) Audio aids, which consist of radio, magnetic, tape recorder, and language laboratory.
- 2) Visual aids, which consist of picture, chart spice men, blackboard/whiteboard, flash card, flannel board, slide, projector, silent film strip projector and overhead projector.
- 3) Audio Visual aids which consist of television, video, tape recorder, sound fil strip projector, sound motion projector and VCD player.

Researcher argues that media in this research is alternative in delivering message and information in teaching process which can help students solve their problems in mastery their pronunciation. Audi visual media is defined as anything that carrier information from visual and audio. For example video, one of media types has been a media which receiver can get information through eyesight and hearing. In this study, video is a kind of Audio Visual Media that were chosen for this research purpose of improving students' pronunciation.

3. Develop

Developing is enhancing in value or quality or make better or to make something greater in amount, number value, etc. (AS Hornby,

Webster's New World, Canada: Wiley, 2005:8) Developing does not only mean to improve, but also to correct and to review that make something better. In this case, students' English pronunciation.

4. Pronunciation

Based on Jack C. Richards and Richard Schmidt, Pronunciation is the way a certain sound or sounds are produced. Unlike articulation, which refers to the actual production of speech sounds in the mouth, pronunciation stresses more the way sounds are perceived by the hearer. (Jack C. Richards and Richard Schmidt, "*Dictionary of Language Teaching and Applied Linguistics*", Fourth Edition, London Longman, 2010:469)

In addition, Pronunciation refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language included articulation, vowels and consonants (segments), aspects of speech beyond the level of the individual sound, such as syllable, weak forms, sounds, word stress, sentence stress, intonation, linking sounds, and rhythm. (Adult Migran English Program Research Centre, "*Fact Sheet-What is Pronunciation?*" Pronunciation Journal, 2002:1)

This study, the writer only focused on three elements of pronunciation, those are sounds, stress, and intonation.

CHAPTER II LITERATURE REVIEW

2.1 Teaching By Using Audio Visual

1. The Definition of Audio Visual

Audio-visual are useful materials which help both teachers and students in the speaking classes. Many scholars, writers and websites provide different definitions of audio-visual. Burton (1960) states that “audio-visual aids are those sensory objects or images which initiate or stimulate and reinforce learning”. In addition, according to Good (2009) dictionary of education “audio-visual are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of the sight” (Good (2009) dictionary of education).

McKean and Roberts (2000, p, 03) add that “audio-visual are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciation” (McKean and Roberts (2000, p, 03).

From these definitions, it concludes that audio visual are important devices which facilitate learning and teaching speaking process. Besides, they help students to acquire the foreign language and develop their speaking skills since they give them the opportunity to hear as well as to see the foreign language as it is used by native speakers. So audio visual

are very useful devices because they motivate students and make the course interesting and proceeds meaningful.

1) The Audio Visual Aids

There are many kinds of Audio Visual aids, such as:

Television

The TV programs are of great importance in teaching. The teacher may ask students to see a certain TV program or show, then will make an under discussion topic. In addition, it gives the students the creation of new ideas and topics to express and perform, also television employ all other audio and visual aids and combine their effectiveness and it is more real because of its frequent visual appearance in the classroom. All of these give the students the chance to create new forms of education of their own and improve their language performance.

This educational tool can broaden and enrich the classroom learning experience of the students, create genuine interest in the topic or the subject that is being taught, evaluate the quality of classroom teaching process.

Computers

Electronic device that can store, organize and find information, do calculation and control other machines. This device is very crucial in learning and teaching foreign language, using this tool will enable

students to research information quickly and to be creative and interested in improving their speaking abilities. Instructor faces while presenting information, provide both audio and visual records also it is inexpensive. In other hand, computers require a small number of students and its preparation takes time. So computers are considered as a major facilitator in improving and enhancing the students' speaking skill in and out the classroom.

Films

Preparation for the aid takes time. It is an audio- visual aid used in foreign language teaching in the forms of fixed films strips or slides and motion pictures film. The advantages of slides and film strips are they direct the attention of the students to the screen and to the pictures and words on it. What the teacher can present in a film strip can be shown over and over, while motion pictures are very interesting in teaching meaning and the form of the language. Therefore, the audio-visual aids play an essential role in teaching speaking skills. Thus the main function of visual aids is to allow the students to understand what he/she sees, to learn different situations in which language forms are used.

Videos

Nowadays, educational videos are available with videos libraries. Instructors must be familiar about how to use the material effectively. Hence, the more interested and engaged students are, and the more interactive each learning sessions is, the more students will enjoy, learn from and retain information from the lesson. Videos provide a means of interactive instruction and are very flexible medium.

Having the ability to stop, start and rewind is absolutely invaluable. It provides the option to stop each video and challenge students to predict the outcome of a demonstration, and elaborate on, or debate point of historical reference, the teacher can ensure to add further information in one video or different videos. The most effective way to use video is an enhancement to a lesson, or unit of study. Videos should be used as a facet of Instruction, learning and teaching facilitator, an instructor and an activity reinforce. (Jones, L, C.:2013 *“Supporting listening comprehension and vocabulary acquisition with multimedia annotations: the students’ voice”* CALICO Journal)

2) The Significance of Audio Visual

Audio Visual are becoming widespread technology, generally in classroom teaching-learning process, particularly in the universities. Making use of audio-visual allows teachers to diversify their lectures, display more information, and enhance students’ speaking skills.

Using different types of audio-visual aids in the classroom may help teachers save time and energy, and allow for more attention to be paid to the content of the oral classes. Indeed, Madhavaiah (2013, p, 148) argues “technology has become a powerful catalyst in promoting learning, communication, and life skills for economic survival in today’s world” (Madhavaiah (2013, p, 148).

According to Madhavaiah (2013, p, 148), this piece of technology is powerful tool with enormous potential for paving the high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of this century work, communication, learning, and life.

In short, the audio-visual aids are considered as one of the most major drives of both social and linguistic changes. It provides several options in terms of improvements. For instance, audio-visual aids are making teaching and learning process interesting and more productive with high motivation.

3) Audio Visual as Teaching Tool

Teachers attempt to assist the students to improve both of their speaking and listening skills “by assigning them video tape, audio tape or computer-based activities” (Jones. 2003, p, 01), in order to complete either at home or in the language lab setting. With these resources, students can practice hearing vocabulary words, sentence

structures, and by instance the production of dialogues in the target language. For years, educators and publishers followed a new model approach to listening comprehension as well as speech productions and presented auditory texts with visual implications information. According to Hoven (1999, p, 88), multimedia aids “enable learners to pool their knowledge in more effective ways and enhance peer correction and language repair work”. Moreover, audio-visual aids resources are becoming more commonly used in second language learning contexts as a major technological tools, and there is an immediate need to involve the argument of the effects of audio-visual aids comprehension on speaking. (Allou, A. (2003). *The Effect of Audiovisual Aids in Teaching Speaking Skill Among EFL Learners. A Case Study: Second Year Students of English at Biskra University.* (Unpublished masters’ thesis). Mohammad Kheider University, Biskra, Democratic Republic of Algeria.

2. The Advantages of Audio Visual

Using audio-visual aids has many advantages for EFL students. Harmer (2001, p, 282) states that “audio visual aids can add a special, extra dimension to the learning experience” such as seeing language in use, cross-cultural awareness, the power of creation and motivation.

1) Language in Use

Through audio-visual aids, students have a chance to see the language as well as hear it. Therefore, they could easily interrupt, interact and understand what they see, since the meaning is conveyed through “expression, gesture, and other visual clues”. This advantage shows the students how the native speakers use their language as well as applying it in real life situations in order to improve enhance and communicate with each other correctly.

2) Cross-cultural Awareness

Using this type of technology in classroom is very essential, since it is the only way to give students the opportunity to see the cultural aspect of the language native speaker. Audio-visual aids give students a chance to see different things such as “what kinds of food people eat in other countries, and what they wear”. (Harmer, 2001, 282).

3) The Power of Creation

Students could create something memorable and interesting when they use audio-visual aids. The students will be able to create new and fresh ideas and works when the audiovisual aids are available. This allows them to be more confident and good speakers, the creation of new ideas lead the students to perform the foreign

language correctly and use it to communicate with each other and with the native speakers.

4) Motivation

Most students show interest when teachers use audio-visual aids in classroom especially if the task is interesting and attractive and the students became more attentive, this tool will also drive them to create and provide opportunities among themselves.

Students learn when they are motivated and curious about the topic. Traditional verbal instructions can be boring and painful for students; however, use of audio-visual aids provides intrinsic motivation to students by speaking their curiosity and stimulating their interests in the subjects.

3. Selection and Use of Audio-Visual Aids

Teaching aids are very useful educational materials: they can help in making learning more effective and interesting. They make the learning process easier as what has been mentioned above; teaching aids encourage students to learn because they provoke their sense. To achieve the target object, teachers should use those materials carefully; there must be some criterion for choosing the right aid and use it in the right way. Oyesola (2003, p, 03) suggests that for effective use of audio-visual aids the following should be taken into account (Oyesola (2003, p, 03):

- 1) Aids must be placed or held where all can see.
- 2) Teaching aids should be used to achieve certain objectives.
- 3) Teaching aids should be suited for the maturity level of the students.
- 4) Teaching aids must be use skillfully.
- 5) Technical quality of the aid should be good enough.
- 6) Use variety of aids.
- 7) Choose the suitable aid for the suitable activity.
- 8) The frequency of using audio-visual aids should taken into consideration.

4. The Important Audio Visual Aids in Developing Student's Pronunciation Skill

When it comes to the audio-visual aids think of every modern instruments and every modern method of teaching; however, audio-visual aids are very old that is to say using audio-visual aids is not something new because they were used by educators in world war 2 as a training tools for soldiers to increase their motivation and enhance their learning. Then the technology has developed and the field evolved to newer devices with great potentials. Nazneen (2009, p, 180) has described the importance of audio-visual aids in this way:

- 1) Promote a mood of mutual understanding and sympathy in over classroom.
- 2) Bring about significant changes in students' behavior.

- 3) Show the relationship of subject matter to the need and interests of students, with a consequent heightening of motivation for learning.
- 4) Bring freshness and variety to the learning experience.
- 5) Make learning meaningful over a wide range of students' abilities.
- 6) Encourage meaningful use of subject matter by allowing for imaginative involvement and active participation the "I was here" feeling that results in increased learning.
- 7) Furnish the rich experiences from which meaningful concepts will be developed.
- 8) Widen the range of students' experience in a process that will foster non-verbal learning and the making of accurate organization.

Assure the order and the clarity of thought that student will need if he/she is going to form conceptual structures and establish meaningful system of ideas. (Nazneen (2009, p, 180)

In learning foreign languages, audio visual aids are of great importance and have many advantages.

- 1) It helps students in understanding languages by making him/her in direct contact with objects and things that is to say to create realistic world.
- 2) It assists students understand different cultural backgrounds.

- 3) Audio-visual aids promote remembering by involving the many senses of the learners, by arousing their curiosity by making use of pictorial content and by providing variety in teaching.
- 4) They make teaching effective by creating situations for presentation and practice of language items and by reducing dependence on the mother tongue.
- 5) They help information of language habits by drill, repetition and constant practice.
- 6) They increase the students' experience of language by providing rich variety and better quality.
- 7) They promote teacher's efficiency by saving time and energy.
- 8) They provide recreation to the learners.

2.2 Some Orientation In Improving Students' Pronunciation

1. Teaching Pronunciation in English Language Classroom

Many adult learners find pronunciation as one of the most difficult aspects of English to acquire, and need explicit help from teacher. In English language classroom, teachers usually teach pronunciation by using "repeat after me" method that make students becoming so bored. This affects students' mindset that make them blame pronunciation as a boring subject. However, Wong insisted, "Pronunciation teaching is not by nature boring, but, it is considered this way because it has been taught in a dull way; therefore, a teacher is boring when he or she believes

pronunciation teaching is boring.” (Wong, Pronunciation myths and fact, *Bilingual Education for a Global World: Advantages and Strategies Journal*, Forum 31, 1993, p.46) Thus, the use of fun and inovative method in teaching pronunciation si needed. There are some general methods used in teaching pronunsiaton:

1) Repeat After The Media

Probably the simplest way of making students pronunciation conscious is by getting them to repeat all the new words they learn as well as the words they find tricky. Before media (audio visual) criage, erase that picture of students sitting in rows reciting dull and meaningless sentences. Repetition can be incoporated into the normal flow of the lesson and can be used to raise energy levels at any level. (Michelle Maxom, *Teaching English as a Foreign Language for Dummies*, (West Sussex: John Wiley & Sons, 2009), p.171).

Maxom also insisted that the natural order for learning language skills is listening first, the speaking, followed by reading and finally writing. With this in mind when you introduce a new word students should repeat it after you several times before focusing on the spelling.

2) Watch Your tone! – Intonation

Intonation is the method for indicating whether you are uttering a sentence or question, or whether someone is in a good mood or bad mood without relying on grammar and vocabulary. When someone asks a question his tone tends to rise at the end but when he says a sentence his tone falls at the end to show that he has finished it. In addition, for more rises and falls occur when emotions are running high. Happy intonation sounds a little closer to singing. It's very varied and animated, whereas depressive intonation is very flat. Indeed someone can tell a lot about someone's mood and intonation from a single word.

3) Working with Sounds

Harmer explained one of the methods in teaching pronunciation: Teachers often ask students to focus on one particular sound, this allows to demonstrate how it is made and show how it can be spelt - a major concern with English since there is far less one-to-one correspondence between sound and spelling than there is in some other languages – especially Romance languages. Teachers can have students identify which words in a list (including students identify which words in a list (including *board*, *word worm*, *worth*, *curl*, *heard*, *first*, *lurch*, etc.) have the sound /ɜ:/. They are then asked to identify the one consonant (r) which is always present in spelling of words

with this sound. Teachers could also show or demonstrate the position of the lips when this sound is made and get students to make the sound and say word which include it. Two more examples show specific approaches to the teaching and practising of sound. Contrasting two sounds which are very similar and often confused is a popular way of getting students to concentrate on specific aspects of pronunciation. The sequence starts with students listening to pairs of words and practicing the difference between /f/ and /tʃ/, e.g.:

Ship	Washing
Chip	Watching
Sherry	Cash
Cherry	Catch
Shoes	Mash
Choose	Match
Sheep	Wish
Cheap	Which, witch

If they have no problem with these sounds, the teachers may well move on to other sounds and/or merely do a short practice exercise as a reminder of the difference between them.

4) Drills

Adult Migran English Program Research Centre also present some the way to improve pronunciation of students. One of them is drills. Drills went out of fashion with audiolingualism because they became associated with mindless and repetitive approaches to teaching.

However, drills definitely do not have to be mindless, and they offer a welcome opportunity for learners to get their tongues around new language without the extra strain of trying to communicate. Most of learners love them, as long as they are done confidently and do not dominate teaching. Choral drills, in which the whole class repeats a clear model from the teacher, are useful for anonymous practice. Individual drills, in which the teacher selects a student to repeat the item individually after it has been practised in unison, allows the teacher to assess individual progress.

a) Mechanical Drills

Refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items. Activities of this kind are of limited value in developing communicative language use.

b) Communicative Drills

Refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example students might have to draw a map of their neighborhood and answer questions about the

location of different places in their neighborhood, such as the nearest bus stop, the nearest cafe, etc.

c) *Meaningful of Drills*

Refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as “Where is the book shop? Where is the cafe?” Etc. The practice is now meaningful because they have to respond according to the location of places on the map.

5) **Marking Stress**

Stress is one of the important elements of pronunciation. Unlike other language, the word stress patterns of English are relatively unpredictable, and so stress must be marked when dealing with new vocabulary. Some teachers use big dots for stressed syllables and small dots is plenty for the teaching of word stress, although the smaller dots are useful for marking unstressed syllables withing a

sentence. For marking stress when speaking, claps, clicks, stamps, or punching gestures can be used. If learners are having trouble with concept of stress, this method usually try to get them stretch an elastic band around their fingers. It tries to get them to pull their fingers apart on stressed syllables, and release the pressure on unstressed syllables, so that they can ‘feel’ the stress physically as the elastic band stretches and relaxes on their fingers.

2.3 Students’ Activity In Learning Pronunciation

As Celce-Murcia et al. explain, “the field of modern language teaching has developed two general approaches to the teaching of pronunciation”: An intuitive-imitative approach, which “depends on the learner’s ability to listen to and imitate the rhythms and sounds of the target language without the intervention of any explicit information” and “presupposes the availability, validity, and reliability of good models to listen to” involving CDs, DVDs and computer programs; An analytic-linguistic approach, which uses “information and tools such as a phonetic alphabet, articulatory descriptions, charts of the vocal apparatus, contrastive information, and other aids to supplement listening, imitation, and production”, “explicitly informs the learner of and focuses attention on the sounds and rhythms of the target language” and “was developed to complement rather than to replace the intuitive-imitative approach, which

was typically retained as the practice phase used in tandem with the phonetic information” (Celce-Murcia et. al, 1996: 2).

When teaching pronunciation, teachers need to take into account that “it is an important aspect of both speaking and listening” (Hewings, 2004: 16). In fact, “to make sense of what we hear we need to be able to divide the stream of speech up into units (for example, tone units, words and individual sounds) and to interpret what they mean” and “learners need to be able to discriminate between features of pronunciation before they can produce them in their own speech” (Hewings, 2004: 16-17). Therefore, is important to note that “there are two key sides to pronunciation teaching-namely, the teaching of productive (speaking) skills and on the one hand and the teaching of receptive (listening) skills on the other” (Kelly, 2000: 15). Dalton and Seidlhofer argue, “certain aspects of pronunciation need to be overtly taught”, whereas “other aspects are covertly learned” (Dalton and Seidlhofer, 1994: 70).

Many techniques and activities can be used to teach English pronunciation. Here is a list of some of them:

1. Listen and Repeat Activities

According to Peter Tench, “the basic strategy in pronunciation teaching is imitation.” (Tench, 1991: 21). Therefore, English language teachers should take advantage of the children’s ability to imitate quite precisely what they hear. In these activities pupils listen to a model provided by the teacher or by other sources (e.g. CD and

DVD players) and repeat or imitate it. Considering that children get bored quite easily, Scott et al. suggest combining these activities with movement, real objects or pictures to make them more suitable for young learners. (Scott et al., 1990.)

2. Use of a Phonetic Alphabet (Phonetic Training)

This technique, involves doing phonetic transcription and reading phonetically transcribed text. According to Harmer, “the clearest way of promoting awareness” of sound and spelling correspondence “is by introducing the various symbols” (Harmer, 2001: 185). Moreover, Alfred Gimson argues: “the learner will often find it rewarding to transcribe phonetically various utterances” (Gimson, 1989: 337). Regarding the complex relationship between spelling and pronunciation in English, an interesting experiment was carried out by Maria Pia Masiero, an English language teacher of the Istituto Comprensivo of Pedavena (Belluno), who tried to introduce the study of phonology in her curriculum. In order to make this activity exciting for her primary school pupils, she introduced the phonetic symbols as a secret code. She used a Phonemic Chart in which each phonetic symbol was mapped to the image of an object, to make the recognition of the symbols easier for the children. Then, once all the symbols were introduced to the pupils through playful activities (e.g., dominoes), they were invited to write crazy sentences using the

symbols they learned. At the end of the school year these sentences were used to create phonetics posters.

Masiero claimed that most of her pupils acquired a “remarkable phonetic awareness” and that reading in English became less difficult for them: they learned how to “read the meaning” and to “associate the correct sound with the written form of the letter” without letting the spelling interfere with the process (Masiero, 2011: 151). (Istituto Comprensivo: a public school that provides different levels of education).

3. Phonetic Placement Methodology (Phonetic Training)

This methodology involves the use of articulatory descriptions. The teacher demonstrates to the pupils how to correctly place their tongue, teeth and lips in order to produce the correct sound. In order to enhance the teacher’s description of how sounds are produced, Celce-Murcia et al. suggest that it is possible to use the support of visual aids, such as articulatory diagrams (i.e. orograms, vocograms, labiograms, palatograms, dorsograms), mirrors, sound-colour charts, etc. (Celce-Murcia et al., 1996).

Moreover, Almond suggests starting every activity with facial exercises in order to help the children become familiar with their vocal apparatus, noting that young learners seem to find it enjoyable (Almond, 2007).

4. Minimal Pairs

Minimal pairs are “words or utterances which differ only in one phoneme” (Kelly, 2000: 18). As Celce-Murcia et al. claim, minimal pair drills “help students distinguish between similar and problematic sounds in the target language through listening discrimination and spoken practice” (Celce-Murcia et al., 1996: 8). Minimal pair drills include both word-level drills (e.g. sheep/ship) and sentence-level drills (e.g. “Don’t sit on the seat” (pragmatic level), “Is that a black sheep?/Is that a black ship?” (syntagmatic level)). Even though this technique can be very useful, it could also be very boring for children, therefore it is important that “drills move beyond the simple identification and mimicking of decontextualised sound contrasts to the perception of more meaningful, communicative characteristics of input” and “integrate the sounds into effective communication” (Jones, 2002: 181).

5. Songs and Rhymes

As Brewster et al. claim, “carefully selected, songs, rhymes and chants can offer a rich source of authentic input” (Brewster et al., 2002: 162). Saying rhymes and singing songs are great ways to practise pronunciation, stress, and intonation (Slattery and Willis, 2001). In fact, Dunn claims: “rhymes introduce children naturally and effectively to the complete sounds of English as well as to stress and

intonation” (Dunn, 1983: 80). Young learners enjoy repetition, and songs and rhymes are generally repetitive and easy to remember. Moreover, “children usually like singing and performing” and “it helps them feel at ease with English” (Slattery and Willis, 2001: 45).

Finally, teachers can also use songs and rhymes to make their pupils read and listening simultaneously; in fact, Redstone et al. believe that this activity “can help the students tune in to sound-spelling relationships in English” (Redstone et al., 2012: 27).

6. Tongue Twisters

Using tongue twisters can be a fun and useful way for children to improve the articulation of English sounds (e.g. Red lorry, yellow lorry, red lorry, yellow lorry) (Celce-Murcia et al., 1996: 9).

7. Games

Games are excellent tools for teaching pronunciation to children. As Brewster et al. claim, “they are not only motivating and fun but can also provide excellent practice for improving pronunciation, vocabulary, grammar and the four language skills” (Brewster et al., 2002: 172). When children play games, they use repeatedly the same language structures that they eventually memorise. In this respect, Opal Dunn argues: “once a child has memorised some prefabricated

language, he has a feeling he can speak a lot of English” (Dunn, 1983: 5).

CHAPTER III RESEARCH METHODOLOGY

3.1 Research Design

This study was an experimental design using quantitative approach. Experimental design is procedure in quantitative research in which the investigator determines whether an activity or materials make a different result for participants. In this research, researcher use pre-experimental teaching with one group pre-test. Therefore, the study was designed to find out whether Audio Visual Media improves students' pronunciation. Prior to the experiment, the participants were measured their pronunciation by using pre-test at the beginning, then post-test was given later.

Quantitative method was used in this study. According to Creswell (2008:46) "quantitative approach is a type of educational reserach in which the researcher decides what to study; ask specific, narrow questions; collects quantifiable data from participants; analyze these numbers using statistics, and conducts the inquiry in an unbiased, objective manner." In this study, researcher collects numerical data through rubrics in measuring participants' score for their pronunciation through the use of audio-visual in this experimental research.

3.2 Population and Sample

1. Population

Population is a collection of elements about which we wish to make an inference. As Creswell (2008) points out that the population is the entire subject of research. Therefore, the population of this study is the first year students in take 2017 is consist of 236 students from academic year 2017/2018 of UIN Ar-Raniry.

2. Sample

Sample is a collection of sampling units or subset population elements that will be analyzed. In this case, the researcher used cluster random sampling (technique lottery) of selecting sample, and the selection went to members of unit three. There were totally 27 participants in this study. The restriction of this research sample is to find out whether or not there is improvement after the teaching by applying Audio Visual Media.

3.3 Technique of Data Collection

To carry out the data needed, the researcher used some techniques which were considered appropriate. The data was gained through giving pre-test, post-test, and distributing questionnaire.

1. Pre-test

In this Pre-test, the words used are vegetable /'vej(ə)təbəl/, comfortable /'kʌmfərtəbəl/, almond /'ɒlmən/, salmon /'sæmən/, half /hæf/, would /wud/, talk /tɔk/, walk /wɔk/, clothes /kloʊz, klɒTHZ/, jewelry /'juwəlrie/, architecture

'arkə'tekəər/, enthusiastic */en'thuwzie'æstik/*, word */wərd/*, world */wə:ld/*, work */wə:rk/*, photograph *'fowtəgræf/*, photography */fə'tagrəfiə/*, photographer */fə'tagrəfər/*, photographic *'fowtə'græfik/*, et cetera (etc) */et'setərə/*. These words are presented on the whiteboard to be pronounced by the students individually to measure their pronunciation.

2. Post-test

Afterwards, researcher gave the same questions to students as mentioned in pre-test but the researcher give them the samewords, the resarcher ask them to pronouncing the words that the reseacher gave before and researcher recorded them and see their increased pronunciation.

3. Questionnaire

To get the additional data, the researcher also distributed questionnaire for students. Questionnaire is the list of questions which is given to the students to get their responses about implementation of Audio Visual Media in classroom. Consequently, researcher used close-ended question namely Likert Scale to construct the questionnaire. It contains 10 items to find out students' perception about Audio Visual Media in improving their pronunciation.

3.4 Brief Description of Research Location

Since 2013, IAIN Ar-Raniry changed into UIN Ar-Raniry which is located in Darussalam Banda Aceh, Aceh. Firstly, IAIN has 5 (five) faculties. Where each of

them focused on one specific study; Tarbiyah faculty concerning on Islamic teacher training. Dakwah Faculty dealing with communication and mass communication, Syariah Faculty focusing on Islamic Law and Economy, Adab Faculty stressing on literature, history, culture, Islamic art, and library, and the last is Ushuluddin concentrating on Islamic experience. Then, after IAIN changed to UIN, several new faculties were added, that are; Economics and Business of Islam faculty (FEBI), Social and Political Sciences faculty, Psychology and Counseling faculty, Science and Technology faculty.

Tarbiyah faculty is generally divided into two programs; namely; science program and non-exact program. Science program consist of four departments; they are Mathematics Department (PMA), Physics Department (PFS), Biology Department (PBL), and Chemistry Department (PKM). In addition, non science program has five departments; they are Religion Education Department (PAI), Arabic Department (PBA), English Department (PBI), Islamic Civilization Department (TKI), and Education for Elementary Teacher (PGMI).

The research took place at English Department (PBI), it is one part of Tarbiyah Faculty. PBI has a mission to produce competent English teachers who master all aspects of English language and is capable of transferring their knowledge as well. In order to achieve its goal, the curriculum has been arranged as proper as possible; for instance, many important subject as tranfeered to the students, such as four English skill, educational subject, textbook, and curriculum analysis, and other courses ti support the students to be competent English teacher.

3.5 Procedure of 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 researcher used statistical formula. The function was to find the range of data, the interval class and the space of interval class also to make a table of frequency distribution and the mean of the table.

- 1) Analysis of individual score

Table 3.1: Pronunciation Scoring Scale

Sound	
00.4 – 00.5	Frequent sounds errors that cause the speaker to be unintelligible.
00.5 – 10.4	Frequent sounds errors that cause the speaker to be occasionally unintelligible.
10.5 – 20.4	Some consistent sounds errors, but the speaker is intelligible.
20.5 – 30.	Occasional non-active sounds errors, but the speaker is always intelligible.
Stress	
00.0 – 00.4	Frequent foreign stress that cause the speaker to be intelligible
00.5 – 10.4	Frequent foreign stress that cause the speaker to be occasionally unintelligible

10.5 – 20.4	Some consistent foreign stress, but the speaker is intelligible.
20.4 – 30.5	Occasional non-active stress errors, but the speaker is always intelligible.
Intonation	
00.0 – 00.4	Frequent errors of intonation pattern that cause the speaker to be unintelligible
00.5 – 10.4	Frequent errors of intonation patterns that cause the speaker to be occasionally
10.5 – 20.4	Some consistent errors of intonation patterns, but the speaker is intelligible
20.5 – 30.5	Occasional non-active intonation errors, but the speaker is always intelligible.

The way to find the result of the pre-test and post-test is as follows:

Sounds score + stress score + intonation score = pre-test/post-test score.

Maximum score: $30.0 + 30.0 + 30.0 = 90.0$

Minimum score: $00.0 + 00.0 + 00.0 = 00.0$

2) To find out the mean of the table

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

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

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.

3) 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:

$$\mathbf{R = H - L}$$

Where:

R : the range of the score

H : the higher score

L : the lowest score

4) The number of interval class

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

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

Where:

I : the amount of interval class

n : the amount of sample

5) 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

6) To find out the mean of the table

No	Score	Fi	xi	Fixi
----	-------	----	----	------

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi : the amount of multiplication between the frequencies and the middle scores of interval class

7) To find out the mean of the table

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

$$X = \frac{\sum fixi}{\sum fi}$$

Where:

fi : refers to frequency

xi : refers to the middle score interval class

fixi : 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 or misunderstanding concept.

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

1) Coding the options of likert scales ; 4 for Strongly agree, 3 for Agree, 2 for Disagree, and 1 for Strongly disagree.

- 2) Calculating the number of options of each question items, for example how many students answered 'strongly agree' for question number 1.
- 3) Calculating the percentage of the options.

CHAPTER IV THE RESULT OF RESEARCH AND DISCUSSION

This chapter covers the research findings and discussion. The first finding focuses on the pronunciation test result and the second reveals the students' responses regarding Audio Visual media in improving students' pronunciation.

4.1 The Result of the Test

The following table shows the range of students' scores in pre-test and post-test result. The researcher used statistical calculation to analyze the data.

1. The result of pre-test

Table 4.1: The Students' Scores of Pre-test intake 2017/2018

No.	Students Initial	Students' Number	Pre-test
1.	AA	170203095	40
2.	AF	170203092	50
3.	AS	170203083	60
4.	AT	170203097	60
5.	CH	170203070	75
6.	DI	170203071	65
7.	GA	170203076	75
8.	HT	170203094	55
9.	KI	170203091	75
10.	MM	170203080	70

11.	MAF	170203072	75
12.	NY	170203099	75
13.	NF	170203097	60
14.	NU	170203078	70
15.	RS	170203087	70
16.	RM	170203075	70
17.	RN	170203067	75
18.	SF	170203069	65
19.	SA	170203096	65
20.	YF	170203079	65
21.	YA	170203024	60
22.	AHQ	170203082	75
23.	ASR	170203085	75
24.	AT	170203036	60
25.	YL	170203088	65
26.	ZR	170203065	65
27.	ZH	170203095	75

To analyze the data of pre-test, researcher calculated the data by using the following formula:

a) Range

The range (R) determined by using this following formula:

$$R=H-L$$

The data in the table can be listed from highest to the lowest score as follow:

75 75 75 75 75 75 75 75 75
 70 70 70 70 65 65 65 65 65
 65 60 60 60 60 60 55 50 40

It can be seen that the highest score of pre-test was 75 and the lowest score was 40. Thus, the range was

$$\begin{aligned} R &= H - L \\ &= 75 - 40 \\ &= 35 \end{aligned}$$

b) The number of interval class

The class interval was identified by using following formula:

$$I = 1 + (3,3) \log n \quad (n = \text{number of students})$$

$$\begin{aligned} I &= 1 + (3,3) \log n \\ &= 1 + (3,3) \log 27 \\ &= 1 + (3,3) (1,43) \\ &= 1 + 4,72 \\ &= 5,72 \quad \approx 6 \end{aligned}$$

c) The range of interval class

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

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

$$P = \frac{35}{6}$$

$$P = 5,8 \qquad \approx 6$$

From those result, the frequency distribution table can be seen as follow:

Table 4.2: The Frequency Distribution of Pre-Test

Class Interval	Fi	Xi	fi.xi
40 – 46	1	43	43
47 – 53	1	50	50
54 – 61	6	57,5	345
62 – 69	6	65,5	393
70 – 77	13	73,5	949
78 – 85	0	81,5	0
	N = 27		1780

Where :

fi : refers to frequency

xi : refers to the middle score interval class

fi.xi: the amount of multiplication between the frequencies and the middle scores of interval class

Next step, the researcher calculate the mean (X) to find out the average pre-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$X = \frac{\sum fixi}{\sum fi}$$

$$X = \frac{1780}{27}$$

$$X = 65,9$$

2. The result of post-test

Table 4.3: Post-test Score intake 2017/2018

No.	Students Initial	Students' Number	Post-test
1.	AA	170203095	65
2.	AF	170203092	50
3.	AS	170203083	80
4.	AT	170203097	80
5.	CH	170203070	90
6.	DI	170203071	95
7.	GA	170203076	50
8.	HT	170203094	70
9.	KI	170203091	75
10.	MM	170203080	85
11.	MAF	170203072	75
12.	NY	170203099	65
13.	NF	170203097	75
14.	NU	170203078	70
15.	RS	170203087	75
16.	RM	170203075	80
17.	RN	170203067	65

18.	SF	170203069	70
19.	SA	170203096	75
20.	YF	170203079	70
21.	YA	170203024	75
22.	AHQ	170203082	75
23.	ASR	170203085	80
24.	AT	170203036	85
25.	YL	170203088	65
26.	ZR	170203065	70
27.	ZH	170203095	70

To analyze the data of pre-test, researcher calculated the data by using the following formula:

a) Range

The range (R) determined by using this following formula:

$$R=H-L$$

The data in the table can be listed from highest to the lowest score as follow:

95	90	85	85	80	80	80	80	75
75	75	75	75	75	75	70	70	70
70	70	70	65	65	65	65	50	50

From those can be seen that the highest score of post-test was 95 and the lowest score was 50. Thus, the range was $95 - 50 = 45$.

$$R = H - L$$

$$= 95 - 50$$

$$= 45$$

b) The number of interval class

The class interval was identified by using following formula:

$$I = 1 + (3,3) \log n \quad (n = \text{number of students})$$

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

$$= 1 + (3,3) \log 27$$

$$= 1 + (3,3) (1,43)$$

$$= 1 + 4,72$$

$$= 5,72$$

$$\approx 6$$

c) The range of interval class

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

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

$$P = \frac{45}{6}$$

$$P = 7,5 \quad \approx 8$$

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

Table 4.4: The Frequency Distribution of Post-Test

Class Interval	Fi	xi	fi.xi
50 – 58	2	54	108
59 – 67	4	63	252
68 – 76	13	72	936

77 – 85	6	81	486
86 – 94	1	90	90
95 – 103	1	99	99
	N = 27		1971

Next step the researcher calculates the mean (X) to find out the average post-test of the students. Based on the table above, the mean can be identified by using the following formula:

$$X = \frac{\Sigma fixi}{\Sigma fi}$$

$$X = \frac{1971}{27}$$

$$X = 73$$

4.2 Examining Hypothese

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, null hypothesis (H_0) and alternative hypothesis (H_a) were determined as:

(H_0): Audio Visual media in teaching pronunciation does not affect the improvement of Department of English Language Education students in pronunciation.

(H_a): Audio Visual media in teaching pronunciation affect the improvement of Department of English Language Education students in pronunciation.

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

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

No.	Experiment		Score		X-Y	
	Post-test (X)	Pre-test (Y)	(D)	D ²		
1.	65	40	25	625		
2.	50	50	0	0		
3.	80	60	20	400		
4.	80	60	20	400		
5.	90	75	15	225		
6.	95	65	30	900		
7.	50	75	-25	625		
8.	70	55	15	225		
9.	75	75	0	0		
10.	85	70	15	225		
11.	75	75	0	0		
12.	65	75	-10	100		
13.	75	60	15	225		
14.	70	70	0	0		
15.	75	70	5	25		
16.	80	70	10	100		
17.	65	75	-10	100		
18.	70	65	5	25		

19.	75	65	10	100
20.	70	65	10	100
21.	75	60	15	225
22.	75	75	0	0
23.	80	75	5	25
24.	85	60	25	625
25.	65	65	0	0
26.	70	65	5	25
27.	70	75	-5	25
	N = 27		Σ195	Σ5325

Where:

X and Y : difference score

N : total sample

After finding the difference score, the writer has to find Standard Deviation

of two variables, X and Y by using the following formula:

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

$$SD = \sqrt{\frac{5325}{27} - \left(\frac{195}{27}\right)^2}$$

$$SD = \sqrt{197,2 - (7,2)^2}$$

$$SD = \sqrt{65,03 - (51,84)}$$

$$SD = \sqrt{63.71}$$

$$SD = 13,19$$

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

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

$$M_D = \frac{195}{27}$$

$$M_D = 7,2$$

After getting the score of Standard Deviation Difference, the writer calculated the Standard Error of Mean Difference (SEM_D) between two variables:

X and Y

$$SEM_D = \frac{SD}{\sqrt{N-1}}$$

$$SEM_D = \frac{13,19}{\sqrt{27-1}}$$

$$SEM_D = \frac{13,19}{\sqrt{26}}$$

$$SEM_D = \frac{13,19}{5,09}$$

$$SEM_D = 2,59$$

The, the score of t_0 can be calculated with this formula:

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

$$t_0 = \frac{7,2}{2,59}$$

$$t_0 = 2,7$$

The last step was to examine the t_0 by determining degree of freedom (df) by using the following formula:

$$df = N - 1$$

$$= 27 - 1$$

$$= 26$$

Hypotheses of this research used T_{table} at significant level of $\alpha = 0.05$. according to T_{table} list, the value of distribution table at 26 as degree of freedom was 1.7. However, in this research $T_{test} < T_{table}$ ($2.7 > 1.7$), it can be concluded that H_a was accepted and H_0 was rejected. In line this, it appears that exploring Audio Visual media is affective in improving students pronunciation.

4.3 Data from Questionnaire

In order to find out the student's responses toward the use of Audio Visual Media in improving their speaking ability, the researcher distributed the questionnaire to the students. It contains totally 10 structured questions.

Table 4.6: Detailed Data of the Students' Response

No	Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1.	The Audio Visual Video helps me learn English easily that I am able to pronounce the word correctly.	57%	39%	4%	-
2.	Learning pronunciation through Video can stimulate my interest in Learning English	32%	68%	-	-
3.	The Video is appropriate for	11%	79%	11%	-

my English level					
4.	I can understand the video easily	7%	50%	43%	-
5.	That Video helps me in improving my pronunciation	25%	75%	-	-
6.	It is easy for me to share my thoughts in pronunciation after watching Video	21%	64%	14%	-
7.	I found some new interesting vocabulary through Video	68%	32%	-	-
8.	I can imitate the English words correctly spoken by native speaker.	46%	43%	11%	-
9.	I like this media to be implemented in Vocabulary and Pronunciation class.	21%	68%	11%	-
10.	I am sure that I can learn more from video contextually to further improve my pronunciation.	36%	57%	7%	-

The questionnaire contains the structured questions. The first question was design to determine the participants' perception about using Audio Visual can

help them to pronounce word correctly. The respondent answered 57% show the strong agreement, while 39% responded agree. It means that Audio Visual media is effective to help students to correct the pronouncing word when they listen and watch to the native speaker. It shown by most student agree with the statement.

The second question was designed to capture students' expression about their motivation on learning English pronunciation through Audio Visual Media. Data analysis reflects that the majority of students (68%) are motivated to learn pronunciation by using audio visual media. This suggest that Audio Visual Media contributes positively in teaching pronunciation.

The third question sought to discern the range of appropriateness of the Audio Visual Media applied to their level. The respondent rensponses are 11% stated their strong disagreement, 79% agree that Audio Visual media suits their English skill level while aother 11% are pointed their disagreement.

The fourth question was designed to investigate whther the students' comprehension about the content of video. As shown in the table 57% of students understand the video easily which mean that students in understanding the video is slightly in great quantities. It might be caused by some students' listening ability is still low.

The fifth and sixth questions were intended to capture students' perception about the effect of Audio Visual to their pronunciation. Data analysis reflects that 75% students responded agreed that they could share their thought easily

after watching Audio Visual Media (video). Besides, only a small majority of students (14%) find difficulty in sharing ideas upon watching the videos.

The seventh and eighth questions were designed to find out students' experience from learning through Audio Visual Media. As shown from the table, 68% of students pointed that they found some new interesting vocabulary from the video. 43% of students reacted against the statement they imitate the words spoken by native speaker fluently. Meanwhile another 11% did not.

The ninth and tenth question were constructed to find out students' perception about learning through Audio Visual implementation in EFL. Based on the data, 68% of students agree that the Audio Visual Media to be implemented in pronunciation class although 11% stated their disagreement. 57% admitted that they can learn more video to further improve their pronunciation. This case are related to the research by Allou (2013), as he investigated all the teacher in Biskra Univerisity, 100% agree that the use of Audio Visual aids is effective in improving students' pronunciation.

4.4 Discussion of Test Result

This study was aimed to investigate the role of Audio Visual media in helping students' pronunciation improvement. Based on the result of data collection, it shows that teaching pronunciation by exploring Audio Visual media does not give the effect on students' pronunciation, even though the mean score of post-test showed slightly higher than pre-test, the effectiveness

was rejected after examining the hypotheses. Because t_0 was lower than t_{test} , it means Audio Visual media does not play the role in improving students' pronunciation at Department of Language Education UIN Ar-Raniry.

The researcher opines the failure of Audio Visual media in improving students' pronunciation was caused by the limit time when experimental was conducted. Therefore, if only the period of experimental was longer, researcher believed in those would be effective.

However, the other researchers suggest the Audio Visual plays an important role in teaching pronunciation. As Cakir (2006) states the use video in English classes has grown rapidly as a result of the increasing emphasis on communicative techniques.

Other studies also indicate that the use of Audio Visual media is important in teaching learning process. Kurniawan (2016) found that students' pronunciation was increased after implementing Audio Visual media. While Wootipong (2014) in his research conducted in Thailand to the university students also shows that video helps students improve their listening comprehension. Therefore, this study suggest that the use of Audio Visual media is helpful and will help students to learn more.

The same result also support by Madhuri (2003). In his research he found that Audio Visual tools for students can improve speaking skill more than other methods. Another finding by Puspitasari (2006) showed that video clips can be an effective media in developing speaking ability. Meanwhile Aris

(2010), as cited in Kurniawan (2016) showed that students' skills and motivation toward speaking were improved.

As stated by Bal-Gazegin (2014), Audio Visual namely video has a relationship with English language skills such as writing, reading, and listening comprehension. In addition, Wang (2015) believe that the dialogue from video materials provides authentic language input and motivates students to practice their spoken language. Meanwhile, listening to different varieties of accent will help them to strengthen their listening and improving their pronunciation and intonation effectively.

Result shows that students' improvement was three aspect namely sound, stress, and intonation increase differently in each. As a consequence, the score increase in small amounts. Instead, Kurniawan (2016) found that after implementing the video in his research that the score of students' three pronunciation aspects; sound, stress, and intonation were increased. Meanwhile for correcting was not significantly increased.

However, the findings show the average score of students in the post-test being significantly higher than in pre-test. It could be concluded that the implementation of video as audio visual material in EFL teaching learning process was effective.

4.5 Discussion of Questionnaire Result

This point is drawn from the second research question which investigates the students responses toward the role of Audio Visual in develop students'

pronunciation. According to the data from questionnaire analysis, students' gave various responses which were positive responses and negative responses toward. Some of students find it interesting way to improve their pronunciation through using Audio Visual to stimulate them to pronounce but for another half do not. Even though, good reflections gift by the majority of student. According to Golos and Moses (2013) students interact with educational media and what they learn from their active engagement through the behaviors that they displayed during the times in which they watched the videos.

Based on the major findings with regard to research question 2, a sequence of data confirmed that using Audio Visual media in improving pronunciation can attract students' interest and help them to be able to improve their pronunciation as shown in findings of research question 1. Additionally, finding shows that the students have various opinions through this. However, Burt (1999) agrees that video namely Audio Visual Media is a powerful tool in helping English language learners to improve their language skills. Audio Visual media provides the learner with content, context, and language.

Finally, result of this study shows majority of student gave good responses through the use of Audio Visual media in improving their speaking skills. As a recent survey by Caning and Wilson (2000) reveals that the students like learning language through the use of Audio Visual material. Hence, students also can express what they have listened into oral way and practice. The overall results suggest that the use of Audio Visual Media contributes

positively to sharpen students' pronunciation. Moreover, students' overall responses also show the positive benefits of the Audio Visual Media implementation in EFL teaching environment.

CHAPTER V CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

1. Based on the result of data collection, it shows that teaching pronunciation by Audio Visual media give the high effect on students' pronunciation. There is showed that the mean score of post-test showed higher than pre-test, which mean score of pre-test was 66.2 and the mean score of post-test was 73.3. Then, the improvement of students' pronunciation was also proved by analyzing H_a and t_{table} . By comparing the value of H_a (2.7) and the value of t_{table} (1.7), the result show the H_a was greater than t_{table} . From this calculation, it means that the null hypotheses was rejected and H_a was accepted. In other word, the Audio Visual Media helped students in developing their pronunciation.
2. Students' responses regarding to the implementation of Audio Visual media were mostly positive. This shows by the result of questionnaire. They argued that Audio Visual media are beneficial in teaching learning process. Students were be able to learn effectively by wathcing video in the classroom to improve their pronunciation.

5.2 Suggestions

After conducting the experimental teaching and analyzing the test, the researcher would like to suggest that it is hoped to be useful future for researchers interested in this field of study:

1. In order to apply Audio Visual media in the classroom effectively, future researchers need to find enough time because students should have much time to practice. The future researchers also should find interesting videos to help students learn and improve in the third aspect of pronunciation namely sounds, stress, and intonaton.
2. The future researchers should consider incorporating larger samples involving ELF and non-ELF major to see the different result. Hence, by comparing ELF and non-ELF learners, the researchers are able to measure the effectiveness of the Audio Visual media in language learning process.

REFERENCES

- Allou, A. (2003). *The effect of audiovisual aids in teaching speaking skill among efl learners: A case study second year students of english at biskra university*. (Unpublished masters' thesis). Mohammad Kheider University, Biskra, Democratic Republic of Algeria.
- A.T. Ampa, Basri, M.D., Rahman, H., & Rasyid. (2013). The implementation of multimedia learning materials in teaching english speaking skill. Retrieved on Junewww.
- Ashaver, D. & Igyuve, S. M. (2013). The use of audio-visual materials in the teaching and learning process in colleges of education in benue state-nigeria. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 1(6), 44-55.
- Bal-Gezegin, B. (2014). An investigation of using video vs. audio for teaching vocabulary. *Procedia social and behaviorial scienece*, 14, 450-457. doi: 10.1026/j.sbspro.2014.07516.
- Brown, H. D. (2003). *Language assesment: Principles and classroom practice* USA: Longman.
- Burton, M. (1999). *Using videos with adult learners*. Retrieved on September 24, 2017 From <http://www.ericdigest.org/2002-2/video.htm>
- Bygate, M. (1987). *Pronunciation, London: Oxford University Press*.
- Cakir, L. (2006). The use of audio-visual material in foreign language teaching classroom. *The Turkish online journal of educational technology*, 5(9), 67-72.
- Celce-Murcia, M., Brinton, D, & Goodwin, J. (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press.
- Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative research*. New Jersey: Person Merril Prentice Hall.
- Fraenkel, D. G (1984). *Learning how to pronounce a language: London*.
- Golos, D. B., & Moses, A. M. (2013). The benefits of using educational videos in american sign language in early childhood settings. *Learning Landscape*, 6(2), 136-137.
- Gower, R., Phillips, D. & Walters, S. (2005). *Teaching practice handbook: A guide teachers in training*. Macmillan.

- Harmer, J. (2000). *The practice of English language teaching*. London: Longman
- Hornby, A. S. (1995). *Oxford advance learner's dictionary*. London: Oxford University Press.
- Hornby, A. S. (1995). *Webster's new world*. Canada: Wiley, 2005:8
- Jack C. Richards and Schmidt Richard (2010), "*Dictionary of Language Teaching and Applied Linguistics*", (4th ed.). London: Longman.
- Jones, L. C. (2013). "*Supporting listening comprehension and vocabulary acquisition with multimedia annotations: the students' voice*" CALICO Journal
- Jones (1958). *The Pronunciation of English*. Cambridge University Press.
- MacKnight, F., & McGovern, J. (Eds). (1983). *Video Applications in English Language Teaching*. British: Pergamon Press.
- Maduri, J. N., (2003) Use of audio visual in teaching. *Research Journal of English Language and Literature*, 1(3), 108-122.
- McKey, S. L. (2006). *Researching Second Language Classrooms*. London: Lawrence Elrbaum Associated Publisher.
- Mamun, M. D. A. A. (2014). *Effectiveness of audio-visual Aids in Language Teaching in Tertiary Level*. (Unpublished masters' thesis). BRAC University, Dhaka, Bangladesh.
- Mirvan, X. (2013). The advantages of using films to enhance students' reading skills in the ELF classroom. *Journal of Educational and Practice*, 4(13), 62-66.
- Nomass, B. B. (2013). The impact of using technology in teaching english as a second language. *English language and literature studies*, 3(1), 111-116. doi: 10.5539/ells.v3n1p111
- Noor, J. (2011). *Metodologi penelitian*. Jakarta: Kencana Prenada Media.
- Ozkan, B. (2002). The use of video cases in teacher education. *The Turkish Online Journal of Educational Technology*, 1(1), 7-1(1), 37-40.
- Reddy, R. J. (2008). *Methods of teaching*. New Delhi: S.B Nangia.

- Richards, J., & Renandya, W. (2002). *Methodology in language teaching*. USA: Cambridge University Press.
- Shrosbree, M. (2008). Digital video in teaching language classroom. *The JALT CALL Journal*, 4(1), 75-84.
- Smaldino (2007). *Instructional technology and media for learning*. Upper Saddle River, N.J.: Pearson Merrill Prentice Hall
- Sudjana (2003). *Metode statistika*. Bandung: Tarsito
- Sukardi. (2008). *Metodologi penelitian pendidikan, kompetensi dan praktiknya*. Jakarta: PT. Bumi Aksara
- Tugrul, T. O. (2012). Students perception of an educational technology tool video recording of project presentation. *Procedia Social and Behavioral Science*, 64, 133-140. doi: 10.1016/j.sbspro.2012.11.016
- Wang, Z. (2015). An anlysis on the use of video materils in college English teaching in China. *Internatinal Journal of English Language Teaching* 2(1), 23-28.
- Wootipong, K. (2014). Effect of using video material in teaching of listening skills for university students. *International Journal of Linguistics*, 6(4), 203-209.

SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

Nomor : UN.08/FTK/PP.00.9/88/2017

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan; b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional; 2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen; 3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi; 4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum; 5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi; 6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh; 7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh; 8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry; 9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia; 10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menempunkan Pengelolaan Badan Layanan Umum; 11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
- Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 28 Desember 2016

MEMUTUSKAN

- Menetapkan :
PERTAMA : Menunjuk Saudara:
1. Drs. Lukmanul Hakim, MA
2. Mulia. M.Ed
Untuk membimbing Skripsi :
Nama : Syarifah Rahmi Muliana
NIM : 231324196
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Role of Audio Visual to Develop Student's Pronunciation" A Study at English Department of UIN Ar-Raniry
- Sebagai Pembimbing Pertama
Sebagai Pembimbing Kedua

- KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2017;
KETIGA : Surat keputusan ini berlaku sampai akhir semester Ganjil Tahun Akademik 2017/2018
KEEMPAT : Surat keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 10 Januari 2017



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp: (0651) 7551423 - Fax. (0651) 7553020 Situs : www.tarbiyah.ar-raniry.ac.id

Nomor : B-9972 /Un.08/TU-FTK/ TL.00/10/2017

Lamp :

Hal : **Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi**

25 Oktober 2017

Yth,

di-
Tempat

Assalamu'alaikum Wr. Wb.

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Banda Aceh dengan ini memohon kiranya saudara (i) memberi izin dan bantuan kepada:

N a m a : **Syarifah Rahmi Muliana**
N I M : 231324196
Prodi : Pendidikan Bahasa Inggris (PBI)
Semester : IX
A l a m a t : Jl. Laksamana Malahayati, Desa Klieng Cot Aron, No.3

Untuk mengumpulkan data pada:

Prodi Pendidikan Bahasa Inggris UIN Ar-Raniry, Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

The Role of Audio Visual to Develop Students' Pronunciation: A Study at English Department of UIN Ar-Raniry

Demikianlah harapan kami atas bantuan dan keizinan serta kerjasama yang baik kami ucapkan terima kasih





DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
AR-RANIRY STATE ISLAMIC UNIVERSITY
DARUSSALAM – BANDA ACEH

Surat Keterangan

No: B-4659/UN.08/KJ.PBI/TL.00/11/2017

Sehubungan dengan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh, Nomor: B-9972/Un.08/TU-FTK/ TL.00/10/2017 tanggal 25 Oktober 2017, Ketua Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam Banda Aceh menerangkan bahwa yang namanya tersebut di bawah ini:

Nama : Syarifah Rahmi Muliana
NIM : 231 324 196
Prodi /Jurusan : Pendidikan Bahasa Inggris

Telah melakukan penelitian dan mengumpulkan data terhadap mahasiswa jurusan Pendidikan Bahasa Inggris UIN Ar-Raniry dalam rangka penyusunan skripsi yang berjudul:

The Role of Audio Visual to Develop Students' Pronunciation: A Study at English Department of UIN Ar-Raniry

Demikianlah surat ini kami buat agar dapat dipergunakan seperlunya.

Banda Aceh, 07 November 2017
Ketua Prodi Pendidikan Bahasa Inggris

T. Zulffikar

LESSON PLAN

Unit : III (Three)

Lesson : Vocabulary and Pronunciation

Time : Four Meetings

No.	Meeting	Day/Date	Activity	Time
1.	I	Wednesday/October, 4 th 2017	The whole meeting is taken for pre-test activity. Researcher ask students the question try to practice to pronouncing the word. Pre-test instrument: video about Pronouncing mistake. Retrieved from: http://www.youtube.com Instruction: pronouncing the word correctly	100 minutes
2.	II	Wednesday/October 11 st 2017	1. Pre-activity At the pre-activity, researcher provided treatment to the students. In the first treatment, the researcher focusd on the video which was given in previous meeting (pre-test). Researcher also gives some words that related similar pronouncing to make students catching the the word correctly. 2. Main-activity Resracher gave some practice how the shape of mouth and give the fonem in front of class. And the different sign of the fonem like “a”and “æ” or “j” and “sh”.	15 minutes 65 minutes 10 minutes

			<p>3. Post-activity The researcher and students close the lessons by highlighting the conclusion and the lesson of video.</p>	
3	III	Wednesday/October 18 th 2017	<p>1. Pre-activity Before presenting other material, the students reviewed the previous material. Researcher ask such: what did we study last meeting? After reviewing material, researcher checks attendance list.</p> <p>2. Main-activity In the main activity, researcher gives a new material about “How to sound like a native speaker” the students focus on how the the speaker pronouncing words. After watching it, the researcher ask students to practice one by one.</p> <p>3. Post-activity The researcher and students close the lesson by highlighting and the conclusion the lesson of video</p>	<p>15 minutes</p> <p>65 mintes</p> <p>10 minutes</p>
4	IV	Wednesday/October 25 th 2017	<p>The fourth meeting is held on October, 25th 2017. The whole meeting is taken for post-test activity. Reseacher ask the studnets to pronouncing word correctly,</p>	100 minutes

			word base on what the researcher gave before to the students. In another word, the post-test instrument is the same with the pre-test instrument.	
--	--	--	---	--

The Pre-test and Post-test Questions

A. The Pre-test Question

1. Pronouncing the 20 word: vegetable, comfortable, almond, salmon, half, would, talk, walk, clothes, jewellery, architecture, enthusiastic, word, world, work, photograph, photography, photographer, photographic, et cetera (etc).

B. The Post-test Question

1. Pronouncing the 20 word: vegetable, comfortable, almond, salmon, half, would, talk, walk, clothes, jewellery, architecture, enthusiastic, word, world, work, photograph, photography, photographer, photographic, et cetera (etc).

Score Criteria for Pre-test and Post-test

1. Sounds

- 00.5– 00.4 frequent sounds errors that cause the speaker to be unintelligible.
- 00.5 – 10.4 frequent sounds errors that cause the speaker to be occasionally unintelligible.
- 10.5 – 20.4 some consistent sounds errors, but the speaker is intelligible.
- 20.5 – 30.5 occasional non-active sounds errors, but the speaker is always intelligible.

2. Stress

- 00.0 – 00.4 frequent foreign stress that cause the speaker to be unintelligible.
- 00.5 – 10.4 frequent foreign stress that cause the speaker to be occasionally unintelligible.
- 10.5 – 20.4 some consistent foreign stress, but the speaker is intelligible.
- 20.5 – 30.5 occasional non-active stress errors, but the speaker is always intelligible.

3. Intonation

- 00.0 – 00.4 frequent errors of intonation pattern that cause the speaker to be unintelligible.
- 00.5 – 10.4 frequent errors of intonation patterns that cause the speaker to be occasionally unintelligible.
- 10.5 – 20.4 some consistent errors of intonation patterns, but the speaker is intelligible.
- 20.5 – 30.5 occasional non-active intonation errors, but the speaker is always

intelligible.