

**THE INFLUENCE OF USING AUDIO VISUAL MEDIA TOWARDS
STUDENTS' PRONUNCIATION MASTERY OF THE EIGHTH
GRADE AT THE SECOND SEMESTER OF SMPN 01
REBANG TANGKAS WAY KANAN IN
THE ACADEMIC YEAR OF 2015/2016**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirement for S1-Degree**

By:

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NPM. 1011040168**

Study Program : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE OF ISLAMIC STUDIES
RADEN INTAN LAMPUNG
2017**

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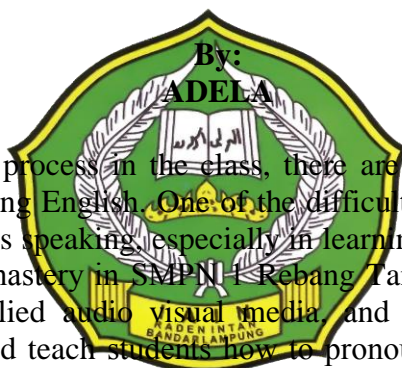
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ABSTRACT

The Influence of Using Audio Visual Media towards Students' Pronunciation Mastery of the Eighth Grade at The Second Semester of SMPN 1 Rebang Tangkas Way Kanan in the Academic Year of 2015/2016



In teaching and learning process in the class, there are a lot of students who find some difficulties in learning English. One of the difficulties that the students find in English learning activity is speaking, especially in learning about pronunciation. The students' pronunciation mastery in SMPN 1 Rebang Tangkas Way Kanan was still low. The researcher applied audio visual media, and that was video of English pronunciation which could teach students how to pronounce 'th' with the sound of /θ/ and /ð/ well like English native. The objective of this research is to know whether there is a significant influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 1 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

The research methodology used was quasi experimental design with the treatment held in 3 meetings in which 2 x 45 minutes for each class. In this research, the researcher took two classes, one class as the experimental class and one class as the control class. In the experimental class, the researcher used audio visual media and in the control class the teacher used visual media. The population of the research was the eighth grade at the second semester of SMPN 1 Rebang Tangkas Way Kanan in the academic year of 2015/2016. The sample of the research was two classes consisting of 62 students. In collecting the data, the researcher used instrument of speaking test. Before doing treatments, the researcher conducted pre-test. After conducting the treatments, the post-test was also done. The data of experimental and control class had normal distribution and they were homogenous. Furthermore, the t-test was used to analysis the data obtained in this reasearch.

After giving the post-test, the researcher analyzed the data by using t-test formula. From the data analysis, it was found that the result of t-test (t-observed) was 7.695 with t-critical 1.671. It means that the score of t-observed was higher than t-critical so Ho was refused. In other words, from this research, there is a significant influence of audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 1 Rebang Tangkas Way Kanan in the academic year of 2015/2016.



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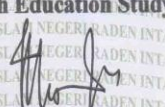
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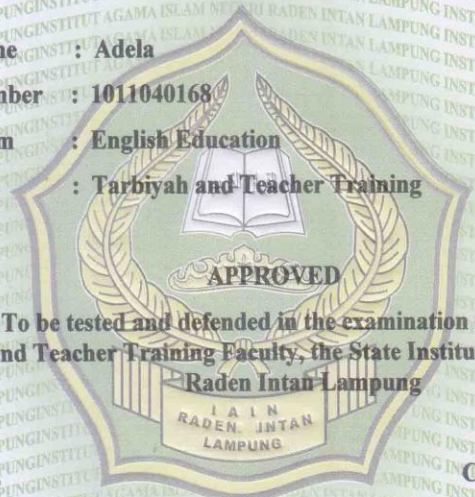
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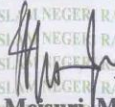
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certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other people's opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, March 2017
The Researcher,

Adela

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved father, Mr. Uspani, and my mother, Mrs. Nina, who always pray and give me support and guidance to be success in my study and my life.
2. My beloved brother, Wahyudi, and my lovely sister, Indah Depianti. I do love you all.
3. My almamater IAIN Raden Intan Lampung.

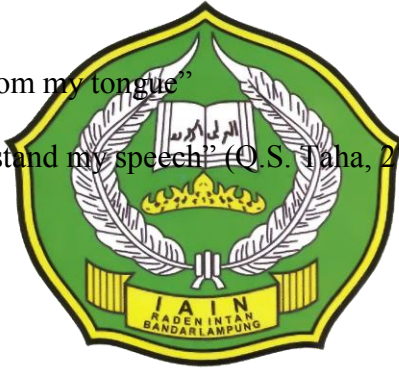


MOTTO

وَإِحْلَالَ عُقْدَةٍ مِّن لِّسَانِي ﴿٢٧﴾ يَفْقَهُوا قَوْلِي ﴿٢٨﴾

27. “And untie the knot from my tongue”

28. “That they may understand my speech” (Q.S. Taha, 27-28)¹



¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, Amana Publications, Maryland, 10th edition, 1999, p.306

CURRICULUM VITAE

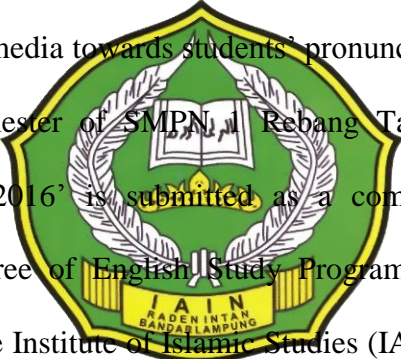
The name of the researcher is Adela. She was born in Way Kanan on October 14th, 1991. She is the youngest child out of three children of Mr. Uspani and Mrs. Nina. She has one brother and one sister. The name of her brother is Wahyudi, and the name of her sister is Indah Depianti.



The researcher began her school in SDN 1 Tanjung Kurung and graduated in 2004. In the same year, she continued her study in SMPN 1 Rebang Tangkas Way Kanan and graduated in 2007. After that, she continued her study to SMAN I Kasui and graduated in 2010. Next, in the same year she continued her study to IAIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

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Praise be to Allah, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled ‘the influence of audio visual media towards students’ pronunciation mastery of the eighth grade at the second semester of SMPN 1 Rebang Tangkas Way Kanan in the academic year of 2015/2016’ is submitted as a compulsory fulfillment of the requirements for S1 degree of English Study Program at Tarbiyah and Teacher Training Faculty, the State Institute of Islamic Studies (IAIN) Raden Intan Lampung.



When finishing this thesis, the researcher has obtained so much help, assistance, aid, support and many valuable things from various sides. Therefore, the writer would sincerely thank:

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2. Meisuri, M.Pd, the chairperson of English Education Study Program of IAIN Raden Intan Lampung.
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4. Syofnidah Ifrianti, M.Pd., the co-advisor who has guided the researcher a lot until the finishing of this thesis.
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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis.

Bandar Lampung, March 2017
The Researcher

Adela

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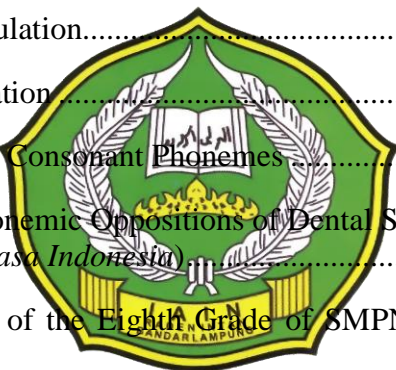
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CHAPTER I

INTRODUCTION

B. Background of the Problem

Language is a system for the expression of meaning.² It is important thing needed for real communication among people. By using language, we are able to express our ideas and feeling. We need to express our ideas and share our feeling through language either in written or spoken forms to share useful information to others. By language, what we mean can be understood by others.



However, there are many languages in the world we can use to share information in order that we can communicate more widely among nations in the world. Therefore, we need an acceptable language to use as an international language. In addition, English has been used by almost all countries in the world either as native (primary), second or foreign language.³ English is a language that can be used to share information among nations in the world.

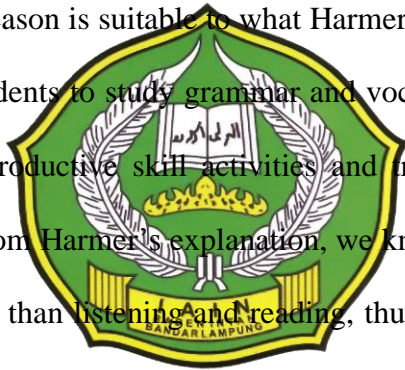
English is used as foreign language in Indonesia. Moreover, according to Setiyadi, English is only learnt at schools and people do not speak the language in society in Indonesia. Furthermore, Broughton explains that in the rest of the world, English as foreign language means that it is taught in schools, often widely, but it does not play an essential role in national or social life.⁴ Therefore, it is fact that many students still cannot master English well, for it is learnt at schools and not used in social life.

² Ag. Bambang Setiyadi, *Teaching English as a Foreign Language* (Yogyakarta: Graha Ilmu, 2000), p.10.

³ Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002) p.17.

⁴ Geoffrey Broughton, *Teaching English as a Foreign Language*, 2003, Routledge, New York, p. 6

English is one of the subject learnt by students at schools in which they have to master four languages (listening, speaking, reading and writing) and its components (vocabulary, grammar and pronunciation). However, Richards states that the mastery of speaking skill in English is a priority for many second language or foreign language learners.⁵ The reason is suitable to what Harmer says that almost all English language teachers get students to study grammar and vocabulary, practice functional dialogues, take part in productive skill activities and try to become competent in listening and reading.⁶ From Harmer's explanation, we know that teachers make little attempt to teach speaking than listening and reading, thus the students are not active in speaking activities. Meanwhile, they have to learn about components of speaking itself in order to have good ability in speaking, and one of the components is pronunciation.



When teaching speaking, teachers have to teach pronunciation too because it helps students to improve their speaking ability. Moreover, pronunciation is closely related to the way we speak a language. It refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality).⁷ Furthermore, Harmer

⁵ Jack C. Richards, *Teaching Listening and Speaking from Theory to Practice*, 2008, Cambridge University Press, New York, p. 19

⁶ Jeremy Harmer, *The Practice of English Language Teaching*, 2007, Pearson Education Limited, England, Fourth Edition, p. 248

⁷ AMEP Research Centre, *Fact Sheet-What is Pronunciation?*, Journal [Online], 2002, p. 1 Available on: <http://www.ncltr.mq.edu.au/pdamep>, Accessed on: 21st February 2016

states that pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably”.⁸ Therefore, pronunciation is important because it is to disappear miscommunication in spoken form. People with good pronunciation are more likely to be understood.

In addition, Kelly says that the regard errors that learners can make and the impact of these errors on successful communication.⁹ For instance, in context at a restaurant when a customer ask the waitress for ‘soap’ (/səʊp/) to wash his hands, but she pronounces the word incorrectly by pronouncing with pronunciation ‘soup’ (/su:p/) because it is at the restaurant, so misunderstanding will happen between the costumer and the waitress. Therefore, we may say that pronunciation is part of speaking that is important to learn to prevent miscommunication. In addition, speaking with good pronunciation is also important to own by students. According to Harmer, teacher may choose three alternatives to teach pronunciation: 1) whole lesson, 2) discrete slots, 3) integrated phases, and 4) opportunistic teaching.¹⁰ Therefore, speaking included pronunciation should be taught at schools through some alternatives of sequence to teach pronunciation itself.

However, after the reseacrher conducted preliminary research in SMPN 01 Rebang Tangkas, it can be known that students’ pronunciation mastery was still low because there was no model of native English speaker and the teacher became the model in

⁸ Jeremy Harmer, *Loc. Cit.*, p. 248

⁹ Geral Kelly, *How to Teach Pronunciation*, Longman, Edinburg Gate, 2000, p. 28

¹⁰ Jeremy Harmer, *Op. Cit.*, pp. 251 - 252

this case. It can be seen from the following table of students' pronunciation mastery scored from students' achievement at the first semester in the academic year of 2015/2016, gotten from an English teacher of the school, Endang Waliati S. Pd. The teacher got the score from the students' performance to pronounce some words related to the lesson of English subject.

Table 1.1
The Students' Pronunciation Mastery Score at the Eighth Grade of SMPN 01
Rebang Tangkas Way Kanan in the Academic Year of 2014/ 2015

No	Score	The Number of Students	Presentation
1	≥ 70	55	44%
2	< 70	70	56%
Total		125	100%

Source : Teacher's document of students' pronunciation mastery score at the first grade of SMPN 01 Rebang Tangkas in the academic year of 2015/ 2016

From the table above, we know that students who passed the target score 70 was only 44% and it was only 55 of 125 students. Meanwhile, there were 56% students failed to pass the target score. From 125 students, 70 students failed to have score more than 70. Hence, we know that the students' pronunciation mastery was still low.

Besides, the researcher also interview an English teacher and some students about pronunciation mastery in SMPN 01 Rebang Tangkas Waykanan. The teacher, Endang Waliati S. Pd., said that her students faced difficulty to pronounce some words, especially the sounds that is no sound in Indonesia, such as sounds /θ/ in *think*,

*bathroom, and teeth; /ð/ in them, those, and there; /ʃ/ in ship, bash, and cash.*¹¹

Moreover, the students said that it was difficult to pronounce English words because most English words were different between those spellings and the pronunciations.¹²

Hence, it is important to pay more attention to pronunciation to teach to the students by the teacher.



Teacher has big influence in the class atmosphere. He or she should support and facilitate the learning process since in teaching learning process teacher and students are supposed to be actively involved. Actually, the students cannot practice pronunciation correctly because usually the school does not have any model of native

speaker for practice. Hence, one of the ways that can be done by the teacher to teach pronunciation is by using media including English natives. According to Arsyad, media are components of learning source or physical facility containing instructional material in students' environment that attract them to learn.¹³ One of the media to use in teaching learning pronunciation that can be used by the teacher and the students is audio-visual media.

Teaching pronunciation using audio visual media is very effective way. The use of audio visual media make the task of learning a second language easy and enjoyable for the learner by targeting the maximum skills of the learner. The audio visual media provide a good model (the native speaker) for teaching pronunciation. Moreover, the students can imitate the model of the speaker. The media can provide sound which can stimulate the hearing of students. The sound which is produced by a model of the native speaker can help the students to learn and improve their pronunciation by

¹¹ Endang Waliati. The English teacher at SMPN 01 Rebang Tangkas. An Interview in November 11th, 2015.

¹² Talita, Dewi, Andi. The students at SMPN 01 Rebang Tangkas. An Interview in November 11th, 2015.

¹³ Azhar Arsyad, *Media Pembelajaran*, PT Raja Grafindo Persada, Jakarta, 2013, p. 4

imitating the speaker. Students can pronounce English words or sentences with correct pronunciation by imitating the audio that has been played.¹⁴

One example of audio visual media is video. Moreover, Sowntharya states that audio visual Media, especially videos are definitely acknowledged as one of the most effective tools in education and training.¹⁵ 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, and it is obvious that the use of video is a great help for foreign language teachers in stimulating and facilitating the target language.¹⁶ Hence, video is an example of audio visual media that is often used in education in order to help learners studying foreign language, especially about pronunciation.



Based on the background of the problem above, the researcher conducted a research entitled: the Influence of Using Audio Visual Media towards Students' Pronunciation Mastery of the Eighth Grade at the Second Semester of SMPN 01 Rebang Tangkas Waykanan in the Academic Year of 2015/2016.

C. Identification of the Problem

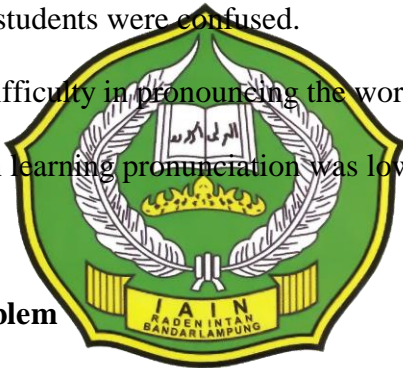
¹⁴ Imam Shodiqin, Rahayu Apriliaswati, Eusabinus Bunau, Improving Students' Pronunciation by Listening to the Audio Visual and its Transcription of the Narrative Text, FKIP Universitas Tanjungpura, Pontianak, 2014, p. 3 - 4

¹⁵ Sowntharya, et al., *International Journal on Recent and Innovation Trends in Computing and Communication* ISSN: 2321-8169 Volume: 2 Issue: 2, Audio Visual Media and English Learners, Namakkal, 2014, p. 1

¹⁶ İsmail, *The Turkish Online Journal of Educational Technology* volume 5 Issue 4 Article 9, The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom, Kirikkale Üniversitesi, 2006, p.1

In references to the background above, the researcher identified the problems as follow:

2. The students felt English was difficult because it was not their own native language. The difference between the writing system (spelling) and pronunciation of the words made the students were confused.
3. The students still got difficulty in pronouncing the words appropriately.
4. Students' motivation in learning pronunciation was low.



D. Limitation of the Problem

Referring to the background and the identification of the problem above, the researcher focused on the influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016. The audio visual media used was pronunciation video, and the sounds of pronunciation that was focused on was consonant sounds that were nothing in Indonesian sounds, and they were sounds from dental sounds: 'th' /θ/ and /ð/.

D. Formulation of the Problem

Based on the phenomena above, the researcher needed to answer the following research question:

“Is there any influence of using audio visual media towards students’ pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016?”

E. Objective of the Research

The objective of the research was to know whether there is any influence of using audio visual media towards students’ pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.



F. Uses of the Research

The researcher purposed to give some uses in English teaching field. The uses of the research were:

1. To give an information to the teachers and students about the influence of using audio visual media towards students’ pronunciation.
2. To give motivation to the students about learning English, especially in pronunciation learning by using audio visual media.
3. As additional information for further research.

G. Scope of the research

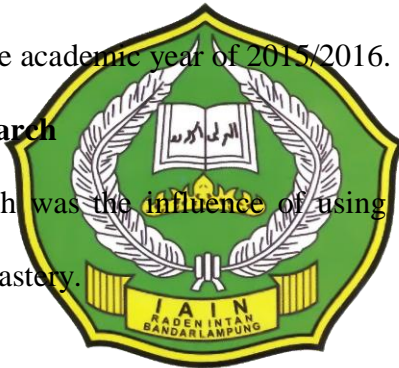
The researcher limited this research as follows:

1. The subject of the research

The subject of the research was the eighth grade students of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

2. The object of the research

The object of the research was the influence of using audio visual media towards students' pronunciation mastery.



3. The place of the research

The place of the research was at SMPN 01 Rebang Tangkas Way Kanan.

4. The time of the research

The research was conducted in the second semester in the academic year of 2015/2016.

CHAPTER II

FRAME OF THE THEORIES, THINKING AND HYPOTHESIS

A. Frame of Theories

1. Teaching English as a Foreign Language

There are many languages in the world, so we need the same language for communication in over the world. English is a global or international language. The global status of English is partly due to the number of people who speak it. It estimates that in 2,000 there were approximately 1,500 million speakers of English worldwide.¹⁷ It has been used by almost all countries in the world either as native, second or foreign language.¹⁸ Using English as a tool of communication will help many nations in the world to convey information each other.

Foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language restricted.¹⁹ However, it is seen as a priority, as the most important of the foreign languages to be taught.²⁰ It is so necessary to teach English in schools. Teaching learning English as the foreign

¹⁷ Allan Lauder, *Journal of Makara Vol. 12, No. 1, Juli 2008: 9-20: The Status and Function of English in Indonesia: A Review of Key Factors*, University of Indonesia, Depok, 2008, p. 10

¹⁸ Jeremy Harmer, *the Practice of English Language Teaching* (New York: Longman, 2002), p. 17

¹⁹ Marianne Celce-Murcia, *Teaching English as a Second or Foreign Language* (3rd ed) (Oxford: Oxford University Press, 2001), p. 359

²⁰ Allan Lauder, *Op. Cit.*, p. 11



is not as simple as English as first language, for the students do not use English for daily communication, for they just learn English when they have English class.

Considering this fact, and remembering in the importance of English, teaching as a foreign language should be put as one of the first priority. This way will be introduced not only something new about the language to student but also about its culture. Then, to achieve the goal of English teaching needs skillful, creative and innovative teachers teaching media and another facility which can support achieving the goal. In addition, the teaching should be interesting and appropriate for student. In teaching English, the teachers should be very energetic who make the students feel excited about learning in order to inspire and keep the students motivation strong. Therefore, one significant factor that influences most of the successes in teaching and learning English is teachers who have to be able to guide the students into an understanding of the lesson and to find the way how to make the students enjoy the lesson.



Harmer states in his book, one main tasks for teacher is to provoke interest and involvement in the subject even when the students are not initially interested in it. It is by their choice of topic, activity and linguistics content that they may be able to turn a class around. It is by class attitude by their participation, they conscientiousness, their humor and their seriousness that they may influence he

students. It is by their own behavior and enthusiasm that they may inspire.²¹ It is clear that teachers also have great effects in the process of learning. The better the teacher teach the easier the students will understand.

It is clear that the purpose of teaching learning English as foreign language is to make the students master the language. To make that happen, the students must actively involved in the teaching learning process and do a lot of practices. The teacher also should be managing the class in a good way. The teacher should be creative in teaching, so the students will not feel bored or lose eagerness to learn.



The researcher assumes that learning foreign language is not merely learning the language forms, but learning how to use the language for the purpose of communication based on the target language culture. The students who learn English as foreign language has less opportunities to practice English, for they only learn English at schools. Therefore, in order that they can master English well, the role of teacher is needed, so at the end the students can communicate in English even in internatinal communication among nations.

2. Concept of Pronunciation

Pronunciation is closely related to the way we speak a language. It refers to the production of sounds that we use to make meaning. It includes attention to the particular sounds of a language, aspects of speech beyond the level of the individual

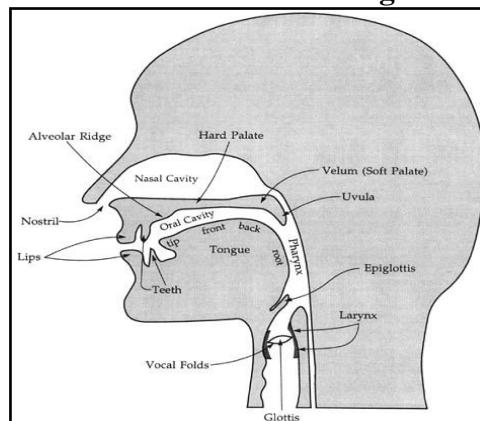
²¹ *Ibid*, p. 8

sound, such as intonation, phrasing, stress, timing, rhythm, how the voice is projected (voice quality).²² The way we speak immediately conveys something about ourselves to the people around us. People with good pronunciation are more likely to be understood, for we often judge people by the way they speak.

In addition, Bowen in Chan says that pronunciation is usually presented by a quick run through the alphabet to illustrate the characteristic sound or sounds associated with each other. In this case, pronunciations consist of organized sounds that are produced by the air that get through the organ of articulation.²³ Pronunciation draws that sounds have their symbols like alphabet as well as the way how to pronounce them. Each sound of pronunciation here exactly has its own characteristic because they sounds from different articulation organ.



Figure 2.1
Places of Articulation Organs²⁴



²² AMEP Research Centre, *Fact Sheet-What is Pronunciation?*, Journal [Online], 2002, p. 1 Available on: <http://www.nceltr.mq.edu.au/pdamep>, Accessed on: 21st February 2016

²³ Furkan S. Chan. *Phonology 2*. Lampung: DCC Lampung. 2006. P. 1

²⁴ Pat Kamalani Hurley, *Describing Consonant Sounds: Place of Articulation*, Available on: <https://www.google.co.id/search?q=dental+sounds+organ&source=lnms&tbn=isch&sa>, Accessed on: 31st January 2016

Pronunciation refers to the way a word or a language is spoken, or the manner in which someone utters a word. 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.²⁵ It is why everyone sometimes pronounce the same word with various pronunciation because of those background aspects mentioned. If one is said to have 'correct pronunciation', then it refers to both within a particular dialect. To be able to pronounce like native language that we want to learn, exactly we have to learn how to pronounce it to be alike.



Pronunciation in language learning comprises the production and the perception of significant sound of a particular language in order to achieve meaning in context of language use. In addition, spoken language begins with sound. In order to make oneself intelligible and to understand the spoken language, one must have a good working knowledge of the pronunciation of that language. Therefore, in English language teaching, attention should be paid to the teaching pronunciation throughout all stage.

Based on the explanation above, it can be concluded that pronunciation is the way or manner of how a word or a language is spoken through organized sounds that are produced by the air that get through the organ of articulation.

²⁵Christina Shewell, *Voice Work*, Cram101, 2014, (online book) Available on: www.justthefacts101.com, Accession on: 21st January 2016

3. Pronunciation Issues

According to Harmer, there are five pronunciation issues: pitch, intonation, individual sounds, sounds and spelling, and stresses.²⁶

a. Pitch

Pitch is how high or low the sound.²⁷ We say that one person has a very high voice whereas another has a deep voice. When their voice is very high, we talk about them having a 'high-pitched' voice. The pitch of our voices may change dramatically. We often speak at a higher pitch than normal if we are frightened or excited. When we are tired, bored or fed up, our pitch may be lower than is customary. The pitch we use is, therefore, a device by which we communicate emotion and meaning.²⁸ Pitch shows the height of our voice indicating meaning and emotion at the particular time.



b. Intonation

The term intonation refers to the way the voice goes up and down in pitch when we are speaking. It is a fundamental part of the way we express our own thoughts and it enables us to understand those of others. With intonation we can know what are speaker feeling and thought at that time. Moreover, intonation helps us to know clearly what the meaning of our opposite speaker say. Kelly says, "As well as helping to determine meaning, intonation gives us clues about the attitude of the speaker, or how

²⁶ Jeremy Harmer, *Op. Cit.*, p. 38

²⁷ Gerald Kelly, *Op. Cit.*, p. 4

²⁸ Jeremy Harmer, *Op. Cit.* p. 38

he feels about what he is saying”.²⁹ In addition, Harmer states that intonation plays crucial role in spoken discourse because it signals when speaker have finished the points they wish to make, tells people when they wish to carry on with a turn and indicates that the speaker has finished their point. Therefore, it can conclude that intonation has important role in conversation, it help us to tell our opposite speaker how is feeling and to know how he or she feels about what he is saying.



c. Individual sounds

Harmer says that words and sentences are made up of sounds (or phonemes).³⁰ In this case, spoken English begins with sounds. Sounds of the language is important because it difference words each other, by changing one sound, we can change word and its meaning. One example is word ‘cut’ /kʌt/, if change ‘c’ letter with ‘b’ it will be ‘but’ /bʌt/, then the meaning of the word has change, even the pronunciation is closely alike. So, phonemes are different sounds within the language.

We may pronounce particular sounds in different ways. Sounds may be voiced or unvoiced (voiceless). Voiced sounds occur when the vocal cords in the larynx are vibrated . if we are producing a voiced sound, we will feel vibration; if we are producing an unvoiced sound,we will not. For example the difference between /f/ and /v/. In addition, the set of phonemes (sounds) consists of two categories: vowel

²⁹ Gerald Kelly, *Op. Cit.*, p. 86

³⁰ Jeremy Harmer, *Op. Cit.*, p. 39

(single, diphthongs, or triphthongs) and consonant sounds.³¹ The following is the table list of English sounds.

Table 2.1
Table List of English Sounds

Vowels				Consonants			
Single Vowels		Diphthongs					
i:	<u>b</u> ead	eɪ	ca <u>k</u> e	p	pin	s	sue
ɪ	h <u>i</u> t	ɔɪ	to <u>y</u>	b	bin	z	zoo
ʊ	<u>b</u> ook	aɪ	h <u>i</u> gh	t	to	ʃ	<u>s</u> he
u:	<u>f</u> ood	ɪə	be <u>e</u> r	d	do	ʒ	mea <u>s</u> ure
e	<u>l</u> eft	ʊə	few <u>e</u> r	k	cot	h	hello
ə	<u>a</u> bout	eə	wh <u>e</u> re	g	got	m	more
ɜ:	sh <u>i</u> rt	əʊ	g <u>o</u>	tʃ	<u>ch</u> urch	n	no
ɔ:	<u>c</u> all	aʊ	hou <u>s</u> e	dʒ	<u>j</u> udge	ŋ	<u>s</u> ing
æ	<u>h</u> at			f	fan	l	Live
ʌ	<u>r</u> un			v	van	r	Red
ɑ:	<u>f</u> ar			θ	<u>th</u> ink	j	<u>Y</u> es
ɒ	<u>d</u> og			ð	<u>th</u> e	w	Wood

From the table above, we know there are many sounds of English. For vowel, actually there is one kind more namely triphthong which describes three combinations of vowel sounds like /aʊə/ in our or power.. Further information, the symbol /:/ denotes a long sound in vowel sounds because there are some of them without this symbol are short.³² Moreover, those sounds are made by component speaker by using various parts of the mouth (called *articulators*). We speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge.³³ Thus we use the same

³¹ Gerald Kelly, *Op. Cit.*, p. 2

³² *Loc. Cit.*

³³ *Ibid*, p. 4

various parts of the mouth (called articulators). We speak using the lips, tongue, teeth, hard and soft palates and alveolar ridge.³⁴ Thus we use the same organs to produce the sounds, but the sounds we acquire may vary, even speakers of different languages may have different sounds, so there is no equivalent in English for the ‘click’ used by Xhosa speakers and then English speakers find it difficult to produce. Because of that, included Indonesian speakers as learners also get difficulty to pronounce some sounds because the sounds are not available in Indonesian sounds.



d. Sounds and spelling

In some languages there seems to be a close correlation between sounds and spelling. However, English spelling is so complicated that it is hard even for native speakers to learn it. Speakers of many other languages in which the sounds and the letters are more closely connected have a much easier time learning to spell in their L1 than native speakers of English have learning to spell in theirs.³⁵ In Indonesian, for example, *apel* is pronounced *apel*, and it has the same sounds as the spelling. Nonetheless, in English, *apple* is not read *apple*, but the pronunciation is /æpl/.

The same sounds may be used for a number of different spelling like the sound /ʌ/ for *won*, *young*, *funny*, *flood*, and the same spelling may have various sounds like the spelling *ou* in *cloud* (/klaʊd/), *pour* (/pɔː/), *enough* (/ɪnʌf/), *through* (/θruː/), *though*

³⁴ *Loc. Cit.*

³⁵ Judy B. Gilbert, *Teaching Pronunciation Using the Prosody Pyramid*, Cambridge University Press, New York, 2008, p. 22

(/ðəʊ/), and *journey* (/dʒɜːni/). In addition, a lot depends on the sounds that come before and after them like the word *the* pronounced ðə if it is placed before consonant and ðɪ if it is placed before vowel.³⁶ Thus sounds and spelling may have correlation, so it helps us to learn how to pronounce the word(s).

e. Stress

Stress is the term we use to describe the point in a word or phrase where pitch changes, vowels lengthen and volume increases.³⁷ In addition, stress in a word is a syllable in a word that has a change in pitch or the level of the speakers' voice. Stress can fall on the first, middle, or last syllables of words such in the following examples.³⁸



Ooo	oOo	ooO
SYLlabus	enGAGEment	UsherETTE
SUBStitute	BaNAna	KangaROO
TECHhnical	phoNETic	underSTAND

The words in the first group (Ooo) are all stressed on the first syllable, the words in the second group (oOo) are stressed on the second syllable, and those in the third group (ooO) are stressed on the third syllable.

English learners tend to ignore stress when they learn vocabulary. And failure to learn the stress pattern of new words often leads to an inability to recognize those words in spoken form. However, learners need to know the stress pattern of a word if they are

³⁶ Jeremy Harmer, *Op. Cit.*, p. 42

³⁷ *Loc. Cit.*

³⁸ Gerald Kelly, *Op. Cit.*, p. 66

going to use it as a focus word. Stress is used to make strong in telling the meaning of the word we say, usually it sign wit a force in a syllable or a word. Stress is important at three different level; word level, sentence level, and contrastive stress. Word level in stress is multisyllabic words have one more syllable that are stressed. Sentence level is the most important words tend to be stressed. Contrastive stress is the most important words carry greater stress.



Therefore, we know there are five pronunciation issues, pitch, intonation, individual sounds, sounds and spelling, and stress. When we talk about English pronunciation, it means we talk about those issues whose role is very important in spoken form of communication, so what we mean and want to share to others is understood. In addition, in this research, the focus will be in individual sounds of consonant Θ and δ with spelling 'th'. The analysis also will be on there.

4. Concept of Consonant Sounds

Consonant is produced with attention to the air flowing and our organs to produce the voice. On the way out the air flow can be more or less obstructed, producing a consonant, or is simply modified, giving a vowel. If we pronounce the first sound of the word *paper* we close our mouth completely and that is the utmost obstruction, whereas if we pronounce the first sound of the word *after* the mouth is more open than normal, the air flows as freely as it possibly can.³⁹ It is the way to indicate

³⁹ Claire-A. Forel & Genoveva Puskás, *Phonetics and Phonology Reader for First Year English Linguistics*, University of Geneva, Geneva, 2005, p. 6

consonants and vowels by paying attention to the air and our organs to produce the sounds or voices.

Furthermore, Kelly states that consonants are formed by interrupting, restricting, or diverting the airflow in the variety of ways.⁴⁰ She also explains that there are three ways to describing the consonant sounds: a) the manner of articulation; b) the place of articulation; c) the force of articulation.⁴¹



a. The manner of articulation:

It refers to the interaction between the various articulators and the airstream.⁴² It is concerned with the nature of the obstruction.⁴³ It has to do with the kind of obstruction the air meets on its way out, after it has passed the vocal folds.⁴⁴ Therefore, it is the obstruction between articulators and the airstream. The following is the table of manner of articulation.

Table 2.2
Manner of Articulation⁴⁵

Plosive	A complete closure is made somewhere in the vocal tract, and the soft palate is also raised. Air pressure increases behind the closure, and is then released 'explosively'. They are sounds of /p/ and /b/, /t/ and /d/, /k/ and /g/.
Affricate	A complete closure is made somewhere in the mouth, and the soft palate is raised. Air pressure increases behind the closure, and is then released more slowly than in plosives. The sounds are /tʃ/ and /dʒ/.

⁴⁰ Gerald Kelly, *Op. Cit.*, p. 47

⁴¹ *Loc. Cit.*

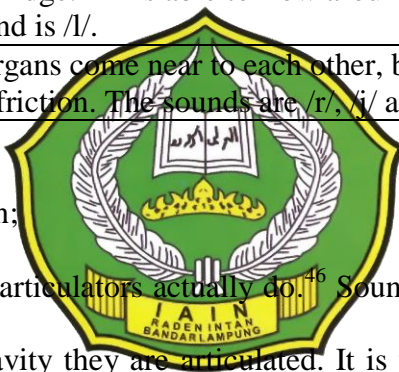
⁴² *Loc. Cit.*

⁴³ Claire-A. Forel & Genoveva Puskás, *Op. Cit.*, 7

⁴⁴ *Ibid*, p. 10

⁴⁵ Gerald Kelly, *Op. Cit.*, p. 6

Fricative	When two vocal organs come close together for the movement of air between them to be heard. The sounds are /f/ and /v/, /θ/ and /ð/, /s/ and /z/, /ʃ/ and /ʒ/, and /h/.
Nasal	A closure is made by the lips, or by the tongue against the palate, the soft palate is lowered, and the air escapes through the nose. The sounds are /m/, /n/ and /ŋ/.
Lateral	A partial closure is made by the blade of the tongue against the alveolar ridge. Air is able to flow around the sides of the tongue. The sound is /l/.
Approximant	Vocal organs come near to each other, but not so close as to cause audible friction. The sounds are /r/, /j/ and /w/.



b. The place of articulation;

It about what the various articulators actually do.⁴⁶ Sounds can also be distinguished as to where in the oral cavity they are articulated. It is where in the mouth there is most obstruction when they are pronounced.⁴⁷ The following is the table of the place of articulation.

Table 2.3
Place of Articulation⁴⁸

Bilabial	Using closing movement of both lips. They are /p/, /b/, /m/, /w/.
Labio-dental	Using the lower lip and the upper teeth. They are /f/ and /v/.
Dental	The tongue tip is used either between the teeth or close to upper teeth. They are /θ/ and /ð/.
Alveolar	The blade of the tongue is used close to the alveolar ridge. They are /t/, /d/, /s/, /z/, /n/, /l/.
Palato-alveolar	The lade (or tip) of the tongue is used just behind the alveolar ridge. They are /tʃ/, /dʒ/, /ʃ/, /ʒ/.
Palatal	The front of the tongue is used against the soft palate. The sound is /j/.
Velar	The back of the tongue is used against the soft palate. They are /k/, /g/, /ŋ/, /w/.

⁴⁶ *Ibid.*, p. 47

⁴⁷ Claire-A. Forel & Genoveva Puskás, *Op. Cit.*, 8

⁴⁸ Gerald Kelly, *Loc. Cit.*, p. 6

Glottal	The gap between the vocal cords is used to make audible friction. The sound is /h/.
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c. The force of articulation.

It terms are used strong (fortis) and weak (lenis). In spoken English, fortis happens to equate with unvoiced sounds, which require a more forcefully expelled airstream than lenis sounds, which in English happen to be voiced. It comes to distinguish between sounds that are articulated in essentially the same way, one using the voice, the other not. For example, sounds /p/ is unvoiced (fortis) and /b/ is voiced (lenis).⁴⁹



Voiced, manner and place of articulation are together summarised in the following table.⁵⁰

Table 2.4
Table of English Consonant Phonemes

	Place of articulation								
	Front					Back			
Manner of articulation		bilabial	labio-dental	dental (interdental)	alveolar	palato-alveolar	palatal	velar	glottal
	plosive	p b			t d			k g	
	affricative		f v			tʃ dʒ			
	fricative			θ ð	s z	ʃ ʒ			h
	nasal	m			n			ŋ	
	lateral				l				
	approximant	(w)				r	j	w	

From the explanations above we know that consonant made from the treatment of airflow and blockage or partial blockage in the mouth. We describe consonants

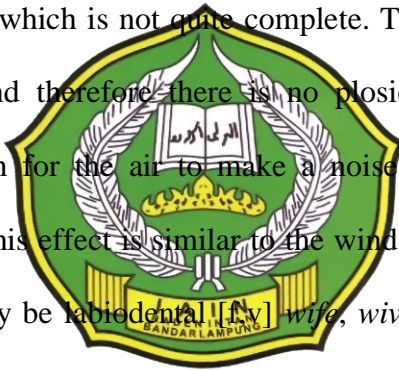
⁴⁹ *Ibid*, p. 47

⁵⁰ *Ibid.*, p. 7

through three ways; a) the manner of articulation; b) the place of articulation; and c) the force of articulation.

5. Concept of Dental Sounds

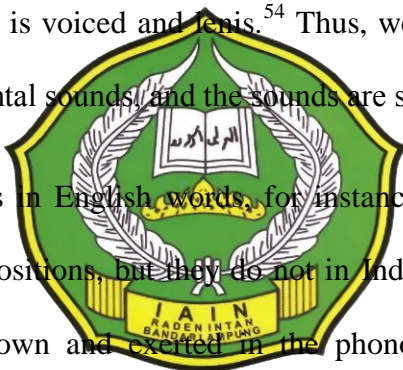
Fricatives have a closure which is not quite complete. This means that the air is not blocked at any point, and therefore there is no plosion. On the other hand the obstruction is big enough for the air to make a noise when it passes through it, because of the friction. This effect is similar to the wind whistling around the corner of a house. Fricatives may be labiodental [f,v] *wife, wives*, dental (interdental) [θ,ð] *breath, breathe*, alveolar [s,z] *sink, zinc*, palato-alveolar [ʃ,ʒ] *nation, evasion*, or glottal [h] *help*.⁵¹ The air movement and two vocal organs come close enough for this manner of consonant articulation.



As the explanation above, dental sounds are included in fricative in manner of articulation of consonant. In standard English, the phonetic realization of the dental fricative phonemes shows less variation than for many other English consonants. Both are pronounced either interdental, with the blade of the tongue resting against the lower part of the back of the upper teeth and the tip protruding slightly or alternatively with the tip of the tongue against the back of the upper teeth. In addition, Forel and Puskas states that dental sounds are produced by touching the upper front

⁵¹ Claire-A. Forel & Genoveva Puskás, *Op. Cit.*, p. 10

teeth with the tip of the tongue.⁵² Similarly, Kelly says that dental happens when the tongue is used either between the teeth or close to the upper teeth.⁵³ Furthermore, she explains that the tongue makes light contact with the back of the top, front teeth. Or, tongue tip may protrude between upper and lower teeth. The soft palate is raised. /θ/ is unvoiced and fortis. /ð/ is voiced and lenis.⁵⁴ Thus, we use the tip tongue and the upper teeth to produce dental sounds, and the sounds are symbolized /θ/ and /ð/.



They occupy three places in English words, for instance, they can appear in word initial, medial and final positions, but they do not in Indonesian (*Bahasa Indonesia*) because they are not known and existed in the phonological sound and writing systems of Bahasa Indonesia. As a result of Pallawa's study, it is very difficult for the twenty students of this study to pronounce English words having either /θ/ or /ð/. The students are inclined to pronounce them as /t/, /d/ and /s/. Generally acknowledged that wherever Indonesian words in which the letters 'th' involved, are loan words from foreign languages. The aforementioned students tend to pronounce the English words: *think* as [tɪŋ] for [θɪŋk], *that* as [dət] for [ðət], *theatre* as [tiətər] for [θiətə], and *throat* as [trəat] or [srəat] for [θrout].⁵⁵

⁵² *Ibid.*, 8

⁵³ Gerald Kelly, *Loc. Cit.*, p. 6

⁵⁴ *Ibid.*, p. 50

⁵⁵ Baso Andi-Pallawa, *International Journal of English Language Education* 2013, Vol. 1, No. 3103: *A Comparative Analysis between English and Indonesian Phonological Systems*, Department of English language and Teaching Faculty of Teachers Training and Educational Sciences Tadulako University, Palu, 2007, p. 113

Figure 2.2
Dental Sounds Organ⁵⁶

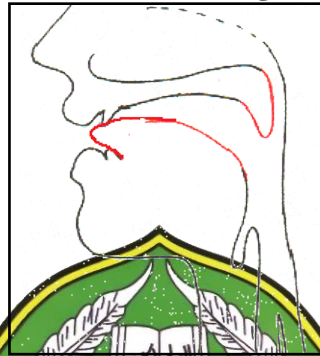


Table 2.5
Examples of Phonemic Oppositions of Dental Sounds
English - Indonesian (Bahasa Indonesia)

English						Indonesian
θ			ð			θ/ ð
Initial	Medial	Final	Initial	Medial	Final	
thorn	athlete	cloth	That	feather	breathe	None
thin	author	path	than	weather	lathe	None
think	bathmat	moth	the	together	seethe	None
thunder	bath tub	month	they	bathing	scathe	None
thousand	breathless	math	their	father	teethe	None
thirsty	ethics	wreath	them	mother	bathe	None
thief	fifth grade	tooth	these	clothing	hath	None
thermometer	method	booth	this	brother	loathe	None
thermos	mouthwash	beneath	themselves	either	unclothe	None

Based on the examples in the table above, we can analyze that dental sounds have correlation with spelling letters 'th'. We often pronounce these joined letters with sounds /θ/ or also /ð/. Besides, based on the explanation above, we may conclude that dental sounds are produced by touching the upper front teeth with the tip of the

⁵⁶ Pat Kamalani Hurley, *Describing Consonant Sounds: Place of Articulation*, Available on: <https://www.google.co.id/search?q=dental+sounds+organ&source=lnms&tbm=isch&sa>, Accessed on: 31st January 2016

tongue, and the sounds are /θ/ which is unvoiced and fortis and /ð/ which is voiced and lenis, and have correlation with spelling letters ‘th’.

6. Concept of Teaching Pronunciation

Kenworthy in Gustina states that the goal of teaching pronunciation is not to be native-like accent since it is an inappropriate goal for most learners. The goal for most of English learners is to be comfortably intelligible.⁵⁷ It means that the students will be said to be fluent if they are able to say the words at least the listener understand the message said. Shortly, communication using English as a foreign language will run smoothly when both speaker and listener have the intelligibility. Intelligibility occurs when both speaker and listener do understand the message. In contrast, the listeners will get confuse when Indonesian speaker could not make the sounds correctly or unless understandable. So, Indonesian English teachers should have to teach the students to have the intelligibility of English pronunciation.

Nowadays, most of English language teacher make little attention to teach pronunciation. Harmer states that most of English language teachers get students to study grammar and vocabulary , practice functional dialogues, take part in productive skill activities , and try to become competent in listening and reading. Nevertheless,

⁵⁷ Selvia Gustina, CucuSutarsyah, Sudirman, *an Analysis of the Elementary School Students' Problem in Learning English Pronunciation*, Unpublished Script: Lampung University, Bandar Lampung, 2003, p. 4

some of these same teachers make little attempt to teach pronunciation.⁵⁸ However, by teacher pronunciation, it will make students aware of different sounds and can also improve their speaking immeasurably, so the teacher should give more attention also for teaching pronunciation.

According to Kelly, teaching pronunciation is important to deal with the students' pronunciation errors and how the pronunciation can inhibit successful communication. In other words, Kelly explains that working with sounds is very important in teaching pronunciation. Inaccurate use of suprasegmental aspects, such as stress and intonation can also cause problem.⁵⁹ Furthermore, she states that there are two keys in teaching pronunciation, namely the teaching of productive skills on one hand, and the teaching of receptive skills on the other hand. In term of reception, students need to learn to hear the difference between phonemes (sounds), for example, particularly where such as a contrast does not exist in their L1 (mother tongue). They then need to carry that knowledge through into their production.⁶⁰

According to Broughton in Shodiqin, teaching pronunciation on foreign language is the area where it is generally agreed that imitation is the essence of the learning. Thus when the student need to learn pronunciation they also need to do imitation. In the process of imitation, the students need to listen what is to be imitated correctly.⁶¹ What they listen to from native about how to pronounce word(s), it is better if they practice imitating directly. By this way, various ways of sounds appeared because of some backgrounds such mentioned by Lado can be minimalized, so the learners can have the same pronunciation of the word(s).

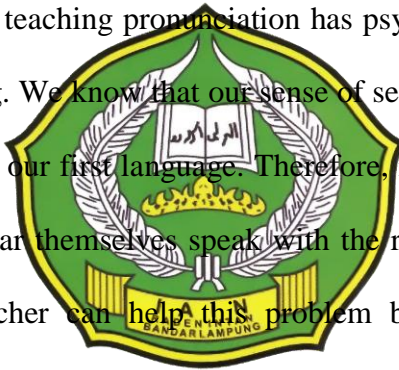
⁵⁸ Jeremy Harmer, *Op. Cit.*, p. 248

⁵⁹ Gerald Kelly, *Op. Cit.*, p. 11

⁶⁰ *Ibid*, p. 15

⁶¹ Imam Shodiqin, Rahayu Apriliaswati, Eusabinus Bunau, *Improving Students' Pronunciation by Listening to the Audio Visual and its Transcription of the Narrative Text*, English Education Study Program, FKIP Universitas Tanjungpura, Pontianak, 2014, p. 1

According to Gilbert, the goal of teaching pronunciation is different from one to another. Most of the teachers get students to be aware about mastering particular sounds, the elements, and how to pronounce it. We have to consider what is actually the goal of our pronunciation teaching. Gilbert states that different from teaching grammar and vocabulary, teaching pronunciation has psychological factor that affect the pronunciation learning. We know that our sense of self and community are bound up in the speech rhythm of our first language. Therefore, it is common for students to feel uneasy when they hear themselves speak with the rhythm of a second language. He continues that a teacher can help this problem by thinking of the goal of pronunciation instruction not as helping students to sounds like native speakers but as helping them to learn the core element of spoken English so that they can be understood by others.⁶² In other words, we help students to overcome the difficulties and frustrations by focusing their attention on the development of pronunciation that is “listener friendly”.



In the conclusion, the goal of teaching pronunciation is important besides the activities it self. The goal of teaching pronunciation should makes students aware in different sounds or phonemes, and they can catch the point what the speaker or they speak. Then, the activities in teaching pronunciation should cover all issues of pronunciation itselfes.

⁶² Judy B. Gilbert, *Op. Cit.*, p.1

7. Concept of Pronunciation Ability

Pronunciation ability in *English can said as pronunciation skills* that allow people to achieve comfortable intelligibility to speak in English.⁶³ By knowing correct pronunciation, we can communicate easily and will be understood by other, so we have comfortable to speak to share what we think in spoken form. However, we do not need native-like *pronunciation* of English sounds in order to be a good speaker, but we need to confident to speak and be understood what we say.



Pronunciation ability deals with unrelated skill recognition or understanding the flow of speech and production of fluency in spoken language.⁶⁴ We can be seen and heard fluent in speaking if we have good pronunciation ability. Moreover, people will accept to speak to us because we have fluency. It is rather boring if we wait for people speaking with wrong pronunciation rules or without any fluency. However, the skills rely very little on intellectual mastery of any pronunciation rules. Ultimately it is only practice in listening and speaking which will give the learner the skills he requires. Hence, the learner need to listen what they hear, and then practice to speak what they listen to.

When we do not care of pronunciation, perhaps there will be some errors. A consideration of learner's pronunciation errors and how these can inhibit successful

⁶³ AMEP Research Centre, *Give It a Go: Teaching Pronunciation to Adults*, Journal [Online], 2002, p. 1 Available on: [http:// www.ameprc.mq.edu.au](http://www.ameprc.mq.edu.au), Accessed on: 21st February 2016

⁶⁴ B. Salim, *A Companion to Teaching of English*, Atlantic Publishers & Dist, New Delhi, 2001, p. 116

communication is useful basis on which to assess why it is important to deal with pronunciation in the classroom. When a learner says, for example, *foot* in a situation such as in the restaurant where they should have said *food*, the inaccurate production of a phoneme can lead to misunderstanding, a learner who consistently mispronounces a range of phonemes can be extremely difficult for speaker from another language community to understand. This can be very frustrating for the learner who may have a good command for grammar and lexis but have difficulty in understanding and being understood by a native speaker.



A lot of pronunciation teaching tends to be done in response to error which students make in the classroom. Such reactive teaching is, of course necessary, and will always be so. Grammatical and lexical difficulties arise in the classroom too, and teachers also deal with this reactively. However, when it comes to planning a lesson or devising a timetable of work to be covered, teachers tend to make grammar their first concern. Lexis follows closely behind, with items of vocabulary and longer phrases being slotted in, where appropriate. A look at the contents pages of most course books will show that we tend to think of organization of language in terms of grammatical structure, although some more recent publications claim to have a lexically arranged syllabus. Therefore, it is quite natural to make grammar the primary reference when planning lessons.

Yet, pronunciation work can, and should, be planned for too. Teachers should regard features of pronunciation as integral to language analysis and lesson planning. Any

analysis of language that this regards or sidelines factor of pronunciation is incomplete. Similarly, lesson with focuses on particular language structure or lexis needs to include features of pronunciation in order to give students the full pictures, and a better chance of being able to communicate successfully. While planning, teachers should decide what pronunciation issue is relevant to the particular structure and lexis being deal with in the lesson. They can also anticipate the pronunciation difficulties their students are likely to experience, and further plan their lesson accordingly. Teachers can present and fuller analysis to learners, and give them to opportunity for fuller language practice. Integrating pronunciation teaching fully with the study of grammatical and lexical features has the further incremental benefit that learners will increasingly appreciate the significant of pronunciation in determining successful communication.



Based on the theories above, the researcher can conclude that pronunciation ability is *skill* recognition or understanding that allows people to understand about the flow of speech and production of fluency in spoken language and to achieve comfortable intelligibility to speak which relies pronunciation rules to get successful communication.

8. Concept of Media

A well-known way to create meaningful context for language teaching is through media. In teaching learning process teacher wouldn't always meet good atmosphere in the classroom. Sometimes it from the condition it or feeling of the students or

teacher her or himself. Another reason is the teacher way while he or she is teaching the material. The last is crucial problem, because nowadays be creative teacher is needed. Media can make teaching-learning language skills process more interesting and mitivate the students, the another reason is the use of media resources in learner-centered methodologies provides rich opportunities to develop these language skills. Also, media in education is important role right across the school curriculum. Media in education is important because students have to always follow the world progress, particularly in education.



Every English teacher knows that boredom is the first enemy and to avoid it the learning environment should be very interesting and the whole learning process should be an enjoyable experience and no doubt. In this case, media can be used by the teacher. Media inform, amuse, startle, anger, entertain, thrill, but very seldom leave anyone untouched.⁶⁵ Therefore, by using media, the teacher can dissappear boredom of the students.

Media come from Latin word *medius* that has meaning ‘middle’, ‘intermediary’, or ‘escort’. Gerlach and Ely in Arsyad say generally media are humans, materials, or creations that build a condition, thus the students be able to get knowledge, skill, or attitude.⁶⁶ Moreover, media are the means for transferring or delivering messages. It

⁶⁵ Y. L. Sowntharya, S. Gomathi, C. Muhuntarajan, *International Journal on Recent and Innovation Trends in Computing and Communication* ISSN: 2321-8169 Volume: 2 Issue: 2: Audio Visual Media and English Learners, Colledge of Engineering, Namakkal Dt, 2014, p. 384 - 385

⁶⁶ Li-Ling KUO, Christine, *Bulletin of Social Education* Volume 20, pp. 61-88 (June 1991): The Importance of Educational Media in Teaching, 1991, CUHK Edu, Beijing, p. 1

is called the educational medium when the medium transfers message for the purpose of teaching.⁶⁷ It is also explained that without application of teaching media in classroom, none of learning theory principles can be fulfilled.⁶⁸ Hence, media can be tools that help teacher in teaching in order that both teacher and student can follow the process of teaching learning easily and effectively.



There are three types of media that can be used in the teaching-learning process. They are: a) audio (tape, radio, compact disc, and so on); b) visual (pictures, poster OHP, and so on); and c) audio visual (television, video, VCD, computer, and so on). Teachers may use one of them for an activity, or they may use more than one media for an activity. Moreover, according to Sugeng in Iswandari, the effect of using audio visual media is almost twice than audio only or visual media only.⁶⁹ Audio visual media as teaching aids are needed to help the student's understanding and to increase students' knowledge. It is also stimulate the student's motivation in learning English. Thus, whatever the media used by the teacher will help and make the teaching learning atmosphere interesting.

From the theories above, it can be concluded that media are tools, materials, or events for transferring or delivering messages used by a teacher that facilities, makes teaching learning process easier and interesting and motivates students to learn.

9. Concept of Audio Visual Media

⁶⁷ *Loc. Cit.*

⁶⁸ Azhar Arsyad, *Op. Cit.*, p. 4

⁶⁹ Dian Iswandari, *Using Audio Visual Aids to Improve Students' Involvement in the Teaching and Learning Process of the Third Grade Students of SdN Krpyak I Sleman, Yogyakarta in the Academic Year 2012/ 2013*, University of Yogyakarta, Yogyakarta, 2013, p. 3-4

Audio visual media is a great help in stimulating and facilitating the learning of a foreign language.⁷⁰ It helps who studies foreign language easier to learn the language. In addition, audio visual as we know, it can provide sound which can stimulate the hearing of students. The sound which is produced by a model of the native speaker can help the students to learn and improve their pronunciation by imitating the speaker. This media is not only a source of help for the teacher but also a stimulus variation that is indispensable to sustain students' attention.⁷¹ The more often students listen to and watch the audio visual media that is played, the easier the students to repeat and read based on what they listen to and watch, and the better they learn foreign language.



According to Arsyad, teaching by using audio visual media is producing and using media that what the material wanted to share is understood by the students through sight and hearing, but not all is based on word or symbol understanding. In addition, the characteristics of audio visual media are a) linear; b) presenting dynamic visual material; c) used with the way that is set by the setter; d) physical representation of real concept; e) developed based on behaviorism physicology and cognitive principle; and f) teacher oriented with low students' involvement.⁷² It can be seen that teacher's role is very important here because from creating until using the media the teacher

⁷⁰ İsmail Cakir, *The Use of Video as an Audio-Visual Material in Foreign Language Teaching Classroom*, Kırıkkale Üniversitesi, Kurikkale, 2006, p. 68

⁷¹ Imam Shodiqin, *Op. Cit.*, pp. 3-4

⁷² Azhar Arsyad, *Op. Cit.*, pp. 32-33

takes a lot opportunity to help students to understand the material and grab the learning target.

According to Shirley Biagi in Sowantharya, audio visual media has a lot of potential such as improving speaking skill including oral fluency, increasing pronunciation mastery like how to ask question, mediate, interrupt other, improving vocabulary mastery by knowing difficult vocabulary through translation, and so on.⁷³ Moreover, according Iswandari, using audio visual media is very effective to improve English teaching and learning process. By applying the audio visual aid in learning process, the students can actively participate and enjoy the English teaching-learning process. The students more easily understand the material which is taught by teacher. They are easy to settle and pay attention in learning process.⁷⁴ Hence, we can say that audio visual media is media helping teacher in teaching the material and making the atmosphere of teaching learning enjoyable in order that the students can improve their English skills or ability.

In the case of pronunciation, teaching pronunciation using audio visual media is very effective way. The audio visual media provide a good model (the native speaker) for teaching pronunciation. The students can imitate the model of the speaker. The advantage of using audio visual is that students can pronounce English words or sentences with correct pronunciation by imitating the audio that has been played.

⁷³ Y. L. Sowantharya, S. Gomathi, C. Muhuntarajan, *Loc. Cit.*, p. 385 - 386

⁷⁴ Dian Iswandari., *Op. Cit.*, p. 71

Based on the explanation above, it can be concluded that audio visual media is media as a great help in stimulating and facilitating the learning of a foreign language which providing material that is understood by the students through sight and hearing.

10. Concept of Video

Video is included in audio visual media, and it is definitely acknowledged as one of the most effective tools in education and training.⁷⁵ Moreover, a recent large-scale survey by Canning-Wilson in Cakir reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching.⁷⁶ For some, it means no more than replaying television programmes on a video recorder for viewing in class or private study. For others, it implies the use of a video camera in class to record and play back to learners their activities and achievements in a foreign language teaching, or it can use native video recorder to study by the students authentically.



According Arsyad, video is presentation of objects that can move with natural or artificial sounds in order to give its own interest.⁷⁷ Furthermore, Katchen in Cakir states that video provides authentic language input.⁷⁸ Cakir himself states that video is to present examples of language in use in an appropriate context and facilitate

⁷⁵ Y. L. Sowntharya, S. Gomathi, C. Muhuntarajan, *Op. Cit.*, p. 1

⁷⁶ İsmail Cakir, *Op. Ci.*, p1

⁷⁷ Azhar Arsyad, *Op. Cit.*, p. 50

⁷⁸ İsmail Cakir, *Op. Ci.*, p. 68

learning the target language as a supplementary material.⁷⁹ That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary. Any selected short sequence from the programme can be utilized for intensive study. To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology.

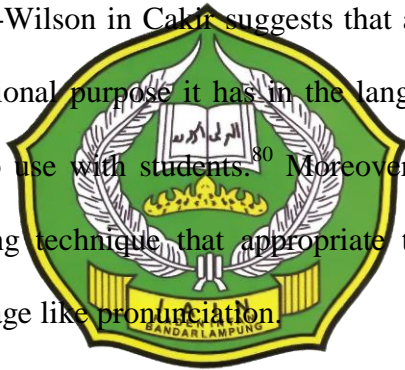


Based on the explanation above, it can be concluded that video is a presentation of authentic language input of objects that can move with natural or artificial sounds in order to give its own interest whose use is to present examples of language in use in an appropriate context and facilitate learning the target language as a supplementary material and becomes one of the most effective tools in education and training.

⁷⁹ *Ibid.*, p. 72

11. Procedure of Using Audio Visual Media (Video) to Teach Pronunciation

It is easy for a group of imaginative teachers experienced in using video in English language teaching to sit down and draw up a list of different ways of using video in the classroom. There are many accounts where interesting video lessons are reported in the literature. Canning-Wilson in Cakir suggests that as the teachers we must not lose sight of the educational purpose it has in the language classroom although it may be a popular tool to use with students.⁸⁰ Moreover, they explain how to use video with active viewing technique that appropriate to teach specific details or specific features of language like pronunciation.



Before presenting or showing the video to students, 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. The teacher should develop a plan for each video unit and encourage active viewing. To aid comprehension, he should prepare viewing guides which are easy and related to the language level of the students. Then, active viewing increases the students' enjoyment and satisfaction and focuses their attention on the main idea of the video presentation. So, it is necessary for students to take an active part in video teaching presentations. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. After viewing the questions the students answer the questions orally, or the

⁸⁰ Ismail Cakir, *Op. Cit.*, p. 69

students may take notes while viewing. For more detailed comprehension students are provided a cue sheet or viewing guides and let them watch and listen for specific details or specific features of language. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.⁸¹



After students have seen a section, students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge. Students will benefit from experimenting in English, even though it is challenging and mistakes are made. As it seems a bit difficult to perform, guidance, help and reassurance may be needed.⁸²

Based on the explanation above, systematically the procedure of using video to teach pronunciation is such the following.

- a. Teacher prepares video to promote active viewing and facilitate successful language learning.
- b. Before starting the presentation the teacher writes some key questions on the board about the presentation so that the students get an overview of the content of it. Here is an example on the board we write.

⁸¹ Ismail Cakir, *Loc. Cit.*, p. 69

⁸² *Ibid.*, p. 70

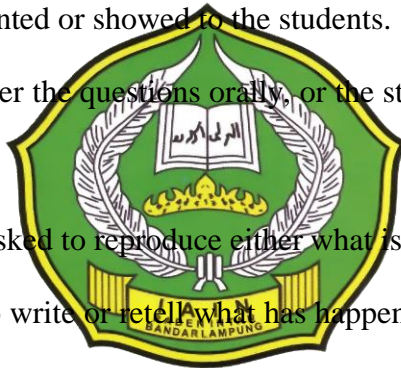
th ---> θ (voiceless) (thing)

---> ð (voiced) (that)

Could you imitate to pronounce 'th'?

Practice with more examples!

- c. The video is presented or showed to the students.
- d. The students answer the questions orally, or the students may take notes while viewing.
- e. The students are asked to reproduce either what is being said, to describe what is happening, or to write or retell what has happened. This activity encourages students to try out their knowledge.



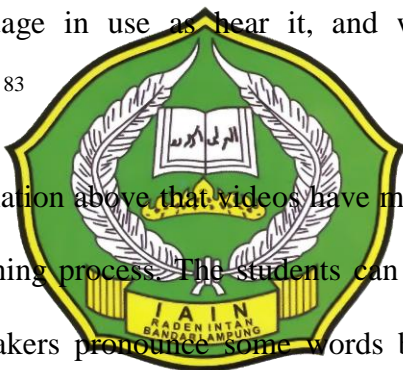
12. Advantages and Disadvantages of Audio Visual Media (Video) to Teach Pronunciation

a. Advantages of Audio Visual Media (Video) to Teach Pronunciation

Harmer states that there are some advantages in using videos in the teaching and learning process as the following explanation.

- 1) Seeing language-in-use. The students do not just hear language but they can also see it.
- 2) Cross-cultural awareness, which is allowing students a look at situations beyond their classroom. Videos also give students a chance to see such things as what kinds of what they wear in other countries for example.

- 3) The power of creation. Teacher also can ask students to video themselves to practice. When students use video cameras themselves they are given the potential to create something memorable and enjoyable.
- 4) Motivation. Most students show an increased level of interest when they have a chance to see language in use as hear it, and when this is coupled with communicative tasks.⁸³



It is clear from the explanation above that videos have many advantages. Videos can support the teaching learning process. The students can learn language not only by listening how native speakers pronounce some words but also by observing their facial expressions. They can also learn about culture from other countries what other people in other countries wear, eat, and much more.

Shodiqin et al say that video provides a good model (the native speaker) for teaching pronunciation. The students can imitate the model of the speaker. It could provide sound which could stimulate the hearing of students. The sound which was produced by a model of the native speaker could help the students to learn and improved their pronunciation by imitating the speaker.⁸⁴ The advantage of using audio visual is that students can pronounce English words or sentences with correct pronunciation by imitating the audio that has been played.

⁸³ Jeremy Harmer, *The Practice of English Language Teaching*, Longman Group Ltd., London, 2001, 3rd ed, p. 284

⁸⁴ Imam Shodiqin, *Op. Cit.*, p. 3

Similarly, Katchen in Cakir states that video provides authentic language input. That is to say, it is obvious that the practical implications of video in the classroom in any classroom environment it can easily be used; teacher can step in the process whenever he wishes; he can stop, start and rewind to repeat it for several times where necessary.

Any selected short sequence from the programme can be utilized for intensive study.

To pay special attention to a particular point in the programme it is possible to run in slow motion or at half speed or without sound. Besides, the learner can concentrate on the language in detail and interpret what has been said, repeat it, predict the reply and so on. The learner can also concentrate in detail on visual clues to meaning such as facial expression, dress, gesture, posture and on details of the environment. Even without hearing the language spoken clues to meaning can be picked up from the vision alone. Using visual clues to meaning in order to enhance learning is an important part of video methodology. The other point that should be focused is that in foreign language to interpret attitude is very difficult owing to the fact that the listener concentrates himself on the verbal message, not the visual clues to meaning.

Video gives the students practice in concluding attitudes. The rhythmic hand and arm movements, head nods, head gestures are related to the structure of the message. Moreover, the students have a general idea of the culture of the target language. It



may be enjoyable for the learners to have something different for language learning apart from the course books and cassettes for listening.⁸⁵

Moreover, Wangl explains the advantages of using video as follows.

- 1) Teaching English with video materials can stimulate students' autonomy and proactivity.

When teacher brings video materials into their English classrooms, students can directly acquire a great amount of cultural background information and emotional attitudes about the learning materials. Therefore they could employ their autonomy in language learning.



- 2) Video materials enrich classroom activities, motivate students' passion for English learning and help to hold their attention in the classrooms.

Teaching English with video materials have advantages that other teaching methods do not have because video materials have the sound effects, vivid scenes and dialogues between characters backed up by visual aids. English video materials can provide teachers with more choices in classroom activities and avoid the boredom and monotony of traditional English teaching materials. As a result, students will be able to improve their efficiency of language learning tremendously and teachers will also be able to achieve their goals of English teaching.

⁸⁵ Ismail Cakir, *Loc. Cit.*, p. 68

- 3) English video materials selected for language teaching are mostly depictions of realistic circumstances in life.

Students can see how language is used in real life which is very different from the traditional English teaching materials. For example, the dialogues and voice-overs provide authentic language input and motivate students to practice their spoken English.⁸⁶



Besides, briefly Daniel states some advantages of audio-visual media as follow.

- 1) They create interest for learning in the students.
- 2) They are time saving because they explain the idea easily and precisely.
- 3) By their use the burden of teacher is reduced.
- 4) The teacher can improve his own English by aural aids.
- 5) They are the sources of a variety of experiences for students.
- 6) English is a difficult language. Audio-Visual Aids make learning English easy.
- 7) A good English teaching is possible only in a natural English environment. Audio-Visual aids help in creating that type of environment. (viii) They help in concentrating the attention of pupils in learning the lesson.
- 8) The teacher can follow up the principle of from concrete to abstract with the help of audio-visual aids.⁸⁷

⁸⁶ Zhaogang WangL, *International Journal of English Language Teaching* Vol. 2, No. 1 2015: An Analysis on the Use of Video Materials in College English Teaching in China, Dongbei University of Finance and Economics, Dalian, 2014, p. 25

⁸⁷ Jemima Daniel, *International Journal of Innovative Research in Science* Vol. 2, Issue 8, August 2013: Audio-Visual Aids in Teaching of English, Bharath Institute of Science and Technology, Chennai, 2013, p. 3813 - 3814

Video materials can focus on information that cannot be readily presented in a traditional classroom because of constraints such as size, location, costs, and so on. For example, how we can know the life style of other country nations without coming to their countries unless we watch their lifestyle video. Furthermore, since “dual coding” has been proven to enhance encoding by learners, video materials are an effective delivery system because they contain a combination of visual and aural information. Thus, we not only know other nations appearance but also their way to tell us about the appearance for example. Therefore, video as audio visual media give information through both visual and audio form



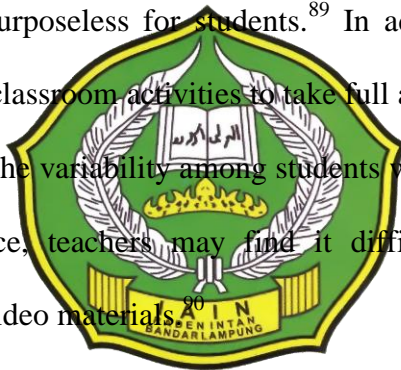
b. Disadvantages of Audio Visual Media (Video) to Teach Pronunciation

Besides advantages, however, there are some disadvantages of audio visual media (video) to teach pronunciation as the following explanation.

The problem that they will be faced mostly by students when learning by video of native is unfamiliar and unaccustomed to the native/English speaker. In the early stages, using audio visual the students is uncomfortable and uncertain. This leads to initial lapses of silence and confusion. Nonetheless, soon they begin to accustom to the audio visual after listening for several times. Towards the end, their silence and confusion leave them and they begin enjoying and comfortable in reading the transcription by repeating after the audio visual is played.⁸⁸

⁸⁸ Imam Shodiqin, *Op. Cit.*, p. 10

Furthermore, the main disadvantages are cost, inconvenience, maintenance and some cases, fear of technology. Additionally, the sound and vision, quality of the copies or home-produced materials may not be ideal. Another important issue in this case is that the teacher should be well-trained on using and exploiting the video. Otherwise, it becomes boring and purposeless for students.⁸⁹ In addition, the teachers should design many varieties of classroom activities to take full advantage of video materials in the classroom. Due to the variability among students with regard to their linguistic and cognitive competence, teachers may find it difficult to carry out in-depth discussions on topics of video materials.⁹⁰



Based on the explanation above, the advantages of video to teach pronunciation are:

- 1) In the early stages, using audio visual the students is uncomfortable and uncertain. This leads to initial lapses of silence and confusion.
- 2) It is need of cost, inconvenience, maintenance and some cases, and fear of technology.
- 3) Teacher should be well-trained on using and exploiting the video. The teachers should design many varieties of classroom activities to take full advantage of video materials in the classroom.

⁸⁹ Ismail Cakir., *Loc. Cit.*, p. 68

⁹⁰ Zhaogang Wang1, *Op. Cit.*, p. 26

13. Concept of Visual Media

Visual media has an important role in teaching learning process. It gives students' understanding and strengthen memorization. It also increases students' motivation. Moreover, it relates between the content of the lesson and the real world. Visual media can be picture, photo, sketch, graph, diagram, map, chart or combinations.⁹¹ Moreover, visual media might be used more effectively to develop and sustain motivation in producing positive attitudes towards English and to teach or reinforce language skills.⁹² Therefore visual media is one kind of media that can be used to improve students' motivation to learn English, and it can reinforce students' language skill including reading, especially reading aloud, and speaking whose one of the assessment aspects is pronunciation. By using visual media that is created as creatively as possible with many kinds of visual media itself, exactly the students will enjoy the lesson. In addition, in the case of teaching pronunciation in this research, the phonetic symbols of interdental sounds /θ/ and /ð/ as well as their 'th' spelling and examples will be displayed as the visual media to the students.



B. Frame of Thinking

Pronunciation is a way people saying or pronouncing word or language. Spoken English is so different with the written form. Teaching pronunciation is important to be given to the students because it helps students to distinguish sounds in English.

⁹¹ Azhar Arsyad., *Op. Cit.*, p. 89

⁹² Leny, *Teaching Vocabulary through Pictures to the Kindergarten Students at Madinah Kids School Kindergarten Serpong- Tangerang 2006. Unpublished Thesis. 2006. Jakarta: English Department Faculty Of Tarbiyah And Teachers Training Syarif Hidayatullah State Islamic University.*

A well known way to create meaningful context for language teaching is through media such as audio visual media. Video is one of audio visual media that can be used in English language teaching. The appropriate and interesting video material usually useful to help students in build students motivation in learn.

In teaching pronunciation, the teacher should give the real model, in this case the real sound from the native speaker. Thus, by using video which has contens how to pronounce words from native speaker, the researcher assumes that it can be used to used in class in learning pronunciation. In another words, teaching pronunciation from the native through pronunciation videos will help students to produce good or accurate pronunciation, especially sounds that are difficult for the Indonesian students to pronounce like dental sounds /θ/ and /ð/.



C. Hypothesis

The hypothesis of this research were:

H_0 = There is no significant influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

H_a = There is significant influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used a quantitative study which was intended to see the significant influence of using audio visual media towards students' pronunciation ability. Moreover, experimental research is the best of the quantitative designs to use establish probable cause and effect. In this research, the researcher used quasi experimental design. Quasi experimental design is lack randomization but employs other strategies to provide some control over extraneous variables. It is used, for instance, when intact classrooms are used as the experimental and control groups.⁹⁴ That is, it is a scientific investigation in which the researcher manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s).⁹⁵ In the case of this research, there were two classes which were applied two different independent variables; one as experimental class and another one as control class. For the experimental class, the writer used audio visual media (video) in teaching learning pronunciation. Meanwhile, the writer used visual media for the control class.

⁹³ Jhon W. Creswell, *Educational Research, Planning, Conducting, and Evaluating Quantitative and Qualitative, Fourth Edition* (Boston: Pearson, 2012), p.294-295

⁹⁴ *Ibid*, p. 302.

⁹⁵ Donald Ary, et al., *Introduction to Research in Education* (8th ed) (Wadsworth, Belmont, 2010), p. 265.

The research design is presented as follows:

G1 (random)	T1 X T2
G2 (random)	T1 O T2

Which :

G1 : Group one (experimental class)

G2 : Group two (control class)

T1 : Pre-test

T2 : Post-test

X : Treatments by audio visual media

O : Treatments by viual media⁹⁶



B. The Variable of the Research

According to Nunan, a great deal of research is carried out in order to explore the strength of relationships between variables. A variable is a construct or a characteristic that can take on different values or scores. Researchers study variables and the relationships that exist among variables.⁹⁷ It means that variable is a variation object of the study. It is the object of research or something that becomes the concern of research.

There were two variables in this research; dependent and independent variables. The variables in this research were:

⁹⁶ *Ibid*, p. 316

⁹⁷ *Ibid*, p. 37

1. Independent variable is the factor that is manipulated or controlled by the researcher.⁹⁸ Independent variable in this research was the influence of using audio visual media (X).
2. Dependent variable is a measure of the effect (if any) of the independent variable.⁹⁹ Dependent variable in this research was the students' achievement in towards students' pronunciation ability (Y).



C. Operational Definition of Variables

1. Audio visual media is media as a great help in stimulating and facilitating the learning of a foreign language which providing material that is understood by the students through sight and hearing.
2. Pronunciation ability is *skill* recognition or understanding that allows people to understand about the flow of speech and production of fluency in spoken language and to achieve comfortable intelligibility to speak which relies pronunciation rules to get successful communication.

D. The Population, Sample and Sampling Technique

1. The Population

Population is all individuals of interest to the researcher.¹⁰⁰ The population of this study was the eighth grade students of SMPN 01 Rebang Tangkas in the academic

⁹⁸ Geoffrey Marczyk, et al. *Essentials of Research Design and Methodology* (New Jersey: John Wiley & Sons, Inc., 2005), p. 42

⁹⁹ *Ibid*, p. 44

⁷ *Ibid*, p. 18

year of 2015/2016. There were four classes of the eighth grade students consisted of 250 students.

Table 3.1
The Population of the Eighth Grade of SMPN 01 Rebang Tangkas in the Academic Year of 2015/2016

No	Class	Number of Students
1	VIII A	31
2	VIII B	31
3	VIII C	31
4	VIII D	32
Total		125

Source: SMPN 01 Rebang Tangkas in the Academic Year Of 2015/ 2016

2. Sample and Sampling Technique

Sample is a subset of the population. ¹⁰¹ Moreover, the researcher used cluster random sampling technique because the classes were homogeneous and took the sample group or class. Cluster random sampling can use sample random or systematic sample. It is referred to as cluster sampling because the unit chosen is not an individual but, rather, a group of individuals who are naturally together. ¹⁰²

The writer used lottery to choose the classes as sample. The writer selected two classes as the sample; experimental class and control class. The writer provided four pieces of paper and wrote the class names (A, B, C, D) on each paper. Then they were rolled and put in a box. After that, the box was shaken, and then the writer took two pieces of the rolled paper one by one. The first paper chosen was opened, and the class written was class A as the experimental class. Then the writer took the second

⁹ *Ibid.*, p. 18.

¹² Donald Ary, et al., *Op. Cit.*, p. 154.

paper, and the class written was class B as the control class. (see Appendix 10 and 11)

E. The Data Collecting Technique

The data were the items obtained from the students after doing the test (instrument).

The steps of collecting data were as follow:

1. Pre-test

The writer delivered a set of test as a pre-test to all students sample in the first meeting in which they had not gotten the treatment by using audio visual yet and the researcher asked them to do it to find out whether the students had already known how to pronounce some words in a text in English or not.

2. Treatment

In this research, the lesson was held three times for control group and three times for experimental group. The researcher taught English pronunciation. For experimental group, the researcher asked students to listen and watch audio visual media (pronunciation video of English native). In contrast, the researcher taught the English pronunciation to control group using visual media.

3. Post-test

The test was given to the students after treatment to find out the significant result after using audio visual. There were two ways to gather significant result:

a. The writer asked the students to read some words in a text loudly, clearly, and correctly English pronunciation one by one in front of the class.



b. The writer recorded this test by using recorder.

The scoring process from test value, the writer recorded the students' test and evaluated them on the sound of dental fricative [θ, ð] sound.

F. The Instrument of the Research

Arikunto states that research instrument is a device used by the writer during the data collection.¹⁰³ The instrument in this research was test. The researcher used oral test form and it was reading some words test. The test was used for pretest and posttest. Pretest was given to check the students' mastery in pronouncing dental fricative [θ, ð] sound before treatment. Posttest was used to gain of the students' mastery in pronouncing dental fricative [θ, ð] sound after the treatment. The raters were the English teacher and researcher.

The test was in the form of spoken form by asking the students to read aloud. According to Kelly, reading aloud can clearly affect pronunciation performance adversely.¹⁰⁴ However, Kelly states that the text that will be read by the students should be chosen by the teacher carefully, long enough to make 'public' reading of it worthwhile and gives enough opportunity for rehearsal, focusing on the relevant pronunciation features, like focusing on the

¹⁰³ Arikunto, Suharsimi, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 2010, p. 193

¹⁰⁴ Gerald Kelly, *Op. Cit.*, p. 22

pronunciation of dental sounds /θ/ and /ð/ tested in this research.¹⁰⁵ The students were asked to pay attention to ‘th’ spelling whose sounds were /θ/ or /ð/. Kelly states more that pronunciation and spelling are very interconnected, and that habits and generalisations from mother tongue may be brought over into target language, and working with spelling and pronunciation together helps students’ independent study outside the classroom.¹⁰⁶



After giving the test, the recorded data were scored. The scoring was done to measure the students’ individual sounds of θ and ð with spelling ‘th’.

1. Pre-test Instrument (Appendix 4)

For the pre-test instrument, the students were asked to read a text entitled ‘Thatch's Goals’ and the researcher recorded it. The text was marked at the words that were pronounced with dental sounds /θ/ and /ð/. Then, the same words were taken only once to be scored, so there were 20 words as the masked indtrument to be tested.

2. Post-test Instrument (Appendix 5)

For the post-instrument, the students were asked to read a text entitled ‘Teething Baby’ and the researcher recorded it. The text was marked at the words that were pronounced with dental sounds /θ/ and /ð/. Then, the same words were taken only once to be scored, so there were 20 words as the masked instrument to be tested.

¹⁰⁵ *Ibid*, p. 81

¹⁰⁶ *Ibid.*, p. 131

The scoring used to measure the students' pronunciation mastery was as follows.

Such what has been explained in chapter 2 about pronunciation issues according Harmer, there are 5 issues of pronunciation, they are: pitch, intonation, individual sounds, sounds and spelling, and stress. In this case, the researcher focused on connection between sounds and spelling which were integrated into dental sounds /θ/ and /ð/. When the students were able to pronounce words determined in the texts as test instruments correctly, the researcher and teacher as inter-raters gave point as Brown's scoring scale for pronunciation below



- 2 : acceptable pronunciation
- 1 : comprehensible, partially correct pronunciation
- 0 : silence, seriously incorrect pronunciation¹⁰⁷

In order to transform the score in range 1-100, then the researcher used the following formula. Thus, the highest score was 100.

$$\text{Score} = \frac{\sum C}{N} \times \frac{100}{2} = \frac{\sum C}{20} \times \frac{100}{2}$$

Notes:

$\sum C$ = total of the acceptable pronunciation (total = 40)

N = total of items test

¹⁰⁷ H. Douglas Brown, *Language Assessment 'Principles and Classroom Practice'*, Pearson Education Limited, Edinburg Gate, 2000, p. 145

G. Validity of the Test

Validity is an important quality of any test. Validity is the degree to which evidence and theory support the interpretations of test scores entailed by proposed uses of tests.¹⁰⁸ A valid instrument has a high validity, meanwhile the instrument which is lack of lack of goodness has low validity. An instrument can be called valid if it can show the data of variable are researched correctly. To measure the validity of the instrument, the researcher used content validity and construct validity.



1. Content validity

Content validity means the degree to which the sample of items, tasks, or questions on a test are representative of some defined universe or domain of content. That is, the researcher must seek evidence that the test to be used represents a balanced and adequate sampling of all the relevant knowledge, skills, and dimensions making up the content domain.¹⁰⁹ To get content validity, the test instrument was suited with the material taught to the students. In other words, the researcher made the test based on the material in the syllabus used by the eighth grade students of SMPN 01 Rebang Tangkas in the academic year of 2015/2016. (see Appendix 1)

2. Construct validity

Construct validity focuses on the kind of test that is used to measure the ability. It is the validity of the inferences made about a construct based on the measures,

¹⁰⁸ Donald Ary, *Op Cit.*, p. 225

¹⁰⁹ *Ibid.*, p. 226

treatment, subjects, and settings used in an experimental study.¹¹⁰ The test were constructed based on the theory of fricative sound /θ/ and /ð/ about spelling of “th”.

H. Reliability of the Test

Reliability shows the degree of mainstays about something. It means the data can be believed so it can be relled on. According to Ary, reliability is the degree of consistency with which it measures whatever it is measuring.¹¹¹ To know the reliability of test, the researcher used the following steps:



1. Giving pretest and posttest items to 20 students out sample. (see Appendix 9)
2. Collecting the result and analyzing and analyzing it.
3. Analyzing the difference between the pretest and posttest result.

To get the reliability of the test, the researcher used interater reliability. It was done by two raters who examined the students' speaking test with the intention of knowing the reliability of the test. The raters were the researcher and Endang Waliati, S. Pd.

The statistical formula for counting the reliability was as follows:

$$R = 1 - \frac{6(\sum d^2)}{n(n^2-1)}$$

Notes:

R = reliability

¹¹⁰ *Ibid.*, p. 291

¹¹¹ *Ibid.*, p. 236

d = the difference of rank correlation

n = number of students¹¹²

The criteria of reliability are:

a. A very low reliability ranges from 0.00 to 0.19

b. A low reliability ranges from 0.20 to 0.39

c. An average reliability ranges from 0.40 to 0.59

d. A high reliability ranges from 0.60 to 0.79

e. A very high reliability ranges from 0.80 to 1.00¹¹³



Based on the result of try out to 20 students out of samples, it was gotten that the reliability of pre-test was 0.998, and it was categorized very high reliable. Then, the reliability of post-test was 0.997, and it was categorized very high reliable. (see Appendix 12-15)

I. Data Analysis

The data gained were statistically analyzed by using techniques and steps as the following explanation.

1. Normality Test

The researcher used normality test to know whether the data had a normal distribution or not. Here, the test of *Liliefors* was used. The steps were below.¹¹⁴

¹¹² Anas Sudijono, *Pengantar Statistik Pendidikan*, Rajawali Press, Jakarta, 2009, p. 232

¹¹³ Suharsimi Arikunto, *Op. Cit.*, p. 319

- Arranging the sample's data from the lowest until the highest
- Determining the score Z from each data by using the following formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

- Counting the cumulative frequency of each Z score $S(z)$,



- Counting the differential of $F(Z_i)$
- Determining the L_0 score with the highest score, compared to the score from the table of Lilliefors

The hypothesis for the normality test were formulated as follows:

H_0 : the data are normally distributed

H_a : the data are not normally distributed

The criteria were as follows:

- H_0 is accepted if L_{observed} is lower than L_{critical} , means the distribution of the data is normal.
- H_a is rejected if L_{observed} is higher than L_{critical} , means the distribution of the data is not normal.

2. Homogeneity Test

This is intended to test whether the variance of the data in the experimental class and in the control class is equal or not. The formula is:

$$F = \frac{S_1^2}{S_2^2} \quad \text{where: } S^2 = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)}$$

Notes :

S_1^2 = the larger variance

S_2^2 = the smaller variance ¹¹⁵



The hypothesis for the homogeneity test were formulated as follows:

H_0 : data have the homogenous variances

H_a : data have not homogenous variances

The criteria were:

- H_0 is accepted if F_{observed} is lower than or equal to F_{critical} means the variance of the data is homogenous.
- H_a is rejected if F_{observed} is higher than F_{critical} means the variance of the data is heterogonous.

¹¹⁵ *Ibid.*, p. 249

3. Hypothetical Test

Since the research used control group pretest-posttest design where there were two groups (one control group and one experimental group), the data of this research were statistically analyzed with independents sample T-test to compare the mean of two different data from different groups.

To measure the hypothesis, the researcher used formula as follows:

$$t - test = \frac{Mx - My}{\left(\frac{\sum x^2 - \sum y^2}{Nx + Ny - 2} \right) \left(\frac{1}{Nx} + \frac{1}{Ny} \right)}$$



Notes:

Mx = mean of control class

My = mean of experimental class

$\sum x^2$ = average deviation in control class

$\sum y^2$ = average deviation in experimental class

N = subject in sample with $df = Nx + Ny - 2$.¹¹⁶

The hypothesis were:

H₀ = There is no influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

¹¹⁶ Suharsimi Arikunto, *Op. Cit.*, p. 354

H_a = There is influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas way kanan in the academic year of 2015/2016.

While the criteria of the test were:

H_0 = is received if $t_{\text{observed}} < t_{\text{critical}}$

H_a = is received if $t_{\text{observed}} > t_{\text{critical}}$



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Description of the School

1. The Location of This School

SMPN 1 Rebang Tangkas Way Kanan was located in Rebang Tangkas, Kasui, Way Kanan.



2. The History of the School

SMPN 1 Rebang Tangkas Way Kanan was built with the name SLTPN 2 Kasui in 1992 and changed its name into SMPN 1 Rebang Tangkas Way Kanan in 2000 because the district was changed from North Lampung to Way Kanan. Now, this school accreditation is still C, but the ways to develop it has been doing by all members of this school, especially by the principal.

3. The Condition of Students

The activities of teaching learning process have done in the morning and afternoon. In the morning, the class began at 07.15 a.m. and ended at 12.30 p.m. The school has 16 classes consisted of 7 classes of seventh grade, 4 classes of eight grade and 5 classes of ninth grade. The total number of the teachers is 58 teachers, and the total number of the students is 454 students.

Table 4.1
The Numbers of the Students of SMPN 1 Rebang Tangkas Way Kanan
in 2015 2016 Academic Year

No	Class	Total
1	Class VII	185
2	Class VIII	125
3	Class IX	144
	Total	545

Source: data of SMPN 1 Rebang Tangkas Way Kanan in 2015/2016 Academic Year

4. The Facilities of SMPN 1 Rebang Tangkas Way Kanan

For supporting the teaching learning process, SMPN 1 Rebang Tangkas Way Kanan has some facilities. The detail information about the number and the condition of teaching learning facilities of SMPN 1 Rebang Tangkas Way Kanan can be described as follows:

Table 4.2
The facilities of SMPN 1 Rebang Tangkas Way Kanan

NO	FACILITIES	NUMBERS
1	Classes	16 units
2	Headmaster office	1 unit
3	Staff office	1 unit
4	Teacher office	1 unit
5	Library	1 unit
6	Garage	2 units
7	Chemistry lab	1 unit
8	Computer lab	1 unit
9	Health assistance room (UKS)	1 unit
10	BK room	1 unit
11	Canteen	1 unit
12	Mushola	1 unit
13	Committee room	1 unit
14	Teacher parking lot	1 unit
15	Security room	1 unit

16	Parking area	1 unit
17	OSIS room	1 unit
18	Basket/ volley ball field	1 unit
19	Teacher's toilet	2 units
20	Students' toilet	3 units

B. Result of Reseach

1. Result of Treatments

The research had been conducted since the 9th to 24th of March, 2016. Before the researcher conducted the research, she asked for permission to the headmaster of SMPN 01 Rebang Tangkas Way Kanan, Herli Effendi, S.Pd., on Wednesday, the 9th of March, 2016. Getting the permission, she met the English teacher of grade eight of SMPN 01 Rebang Tangkas Way Kanan, Endang Waliati, S.Pd.



Tests that were given before and after the students followed the learning process were provided by the researcher. The tests were given for control and experimental class. Before the activities were conducted, the researcher determined the materials and lesson plans. The experimental class learnt by using audio visual media, while the control class used visual media.

This research had been carried through five steps. They involved pre-test, three times treatments and post-test. To find out the influence of using English movie, the researcher identified several results, they were: the score of students before the treatment, the score of students after the treatment, the differences between students' score in pre-test and post-test and from the differences of students' atmosphere

between the students who are taught by using audio visual media and those taught by visual media in teaching and learning process, they were in teaching pronunciation mastery, especially in SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

a. Description of the first treatment

In the first treatment was done on Saturday, the 12th of March, 2016. The students felt extremely surprised when the new teacher came. In pre teaching, researcher and students prayed together in the class, checked the students' name and gave apperception to the students. In while teaching, the researcher gave little explanation about this kind of adverb, the second step the researcher asked the students to work in group to discuss and complete sentences with adverb of manner. Then, the researcher asked to the students to watch English video and make a note about pronunciation 'th' that they got from the video during it was played. Then, the teacher and students checked the answer of the task together. In post teaching, the students presented their answers. Then, the researcher guided and motivated the students. The last step, the researcher, as the teacher also here, and the students made conclusion.



b. Description of the Second Treatment

In the second treatment was done on Thursday, the 17th of March, 2016. In pre teaching, researcher and students prayed together in the class, checked the students' name and gave apperception to the students. In while teaching, the researcher gave little explanation about this kind of adverb, the second step the researcher asked the

students to work in group to discuss and complete sentences with adverb of manner. Then, the researcher asked to the students to watch English video and make a note about pronunciation ‘th’ that they got from the video during it was played. Then, the teacher and students checked the answer of the task together. In post teaching, the students presented their answers. Then, the researcher guided and motivated the students. The last step, the researcher, as the teacher also here, and the students made conclusion.



c. Description of the Third Treatment

In the third treatment was done on Saturday, the 19th of March, 2016. In pre teaching, researcher and students prayed together in the class, checked the students’ name and gave apperception to the students. In while teaching, the researcher gave little explanation about this kind of adverb, the second step the researcher asked the students to work in group to discuss and complete sentences with adverb of manner. Then, the researcher asked to the students to watch English video and make a note about pronunciation ‘th’ that they got from the video during it was played. Then, the teacher and students checked the answer of the task together. In post teaching, the students presented their answers. Then, the researcher guided and motivated the students. The last step, the researcher, as the teacher also here, and the students made conclusion.

2. Result of the Pre-test and Post-test

Pre-test to either experimental or control class was done on Thursday, the 10th of March, 2016, and post-test was on Thursday, the 24th of March, 2016. (see Appendix 16 and 27-30)

a. Result of the Pre-test

At the first meeting the researcher conducted pre-test in order to find out the previous students' pronunciation mastery. The analysis shows that the mean of pre-test score in control class is 69.6, the median is 70 and the mode is 60. The highest score is 87.5 and the lowest score is 50 for the pre-test. Meanwhile, the analysis shows that the mean score of pre-test in experimental class is 63.59, the median is 62.5 and the mode is 60. The highest score is 80 and the lowest score is 45 for the pre-test. (see Appendix 16)



b. Result of the Post-test

After conducting three meetings of treatments the writer conducted the post-test to the sample. The writer conducted post-test in order to see whether the students' score increased or not. The analysis shows that the mean of post-test score in control class is 72.58, the median is 72.5 and the mode is 65. The highest score is 90 and the lowest score is 60 for the pre-test. Meanwhile, the mean score of post-test in experimental class is 77.42, the median is 77.5 and the mode is 70. The highest score is 100 and the lowest score is 57.5 for the pre-test. (Appendix 16)

C. Data Analysis

1. Result of Normality Test

The normality test is used to measure whether the data in both control class and experimental class are normally distributed or not. In this case, the writer used *liliefors* formula to test the normality of the data.

The hypothesis for normality test formulated as follows:

H_0 = the data have normal distribution

H_a = the data do not have normal distribution



The test criteria:

H_0 is accepted if L_{observed} is lower than L_{critical} it means that the distribution of the data is normal.

H_a is rejected if L_{observed} is higher than L_{critical} it means that the distribution of the data is not normal.

L_{critical} was gotten by looking at table of vritical values for Lilifors test for normality (Appendix 36). Because each class had the same number of sample, and the number of sample was 31, and also this research was education or social research, the researcher used 0.05 significant level. Then, it was gotten pattern $0.886/\sqrt{n}$. Finally, it was gotten that $0.886/\sqrt{31}$ was 0.159.

Table 4.3
Normality of the Control and Experimental Class

Class	Pre-test			Post-test		
	L _{observed}	L _{critical}		L _{observed}	L _{critical}	
Control	0.0969	0.159	Normal	0.1438	0.159	Normal
Experimental	0.0922	0.159	Normal	0.1357	0.159	Normal

Based on the table above, it can be seen that in control and experimental class, shown H_0 was accepted because $L_{observed} \leq L_{critical}$. The researcher concluded that the data in both classes were normality distributed. (see Appendix 17-20)



2. Result of Homogeneity Test

The hypothesis for the homogeneity test formulated as follows:

H_0 : Data have the homogenous variances

H_a : Data have not the homogenous variances

The criteria for homogeneity test are as follows:

- H_0 is accepted if $F_{observed} \leq F_{critical}$,
- H_a is rejected if $F_{observed} > F_{critical}$,

From the data gained the homogeneity test for pre-test was 1.13. From the result of homogeneity was consulted to *fisher* table, it was found that $F_{critical}$ of 0.05 (30,30) = 1.84 (see Appendix 37). The data come from homogeneous data provided $F_{observed}$ is lower than $F_{critical}$ ($F_{observed} \leq F_{critical}$) it means that the variance of the data of post-test in both control class and experimental class is homogenous.

From the data gained the homogeneity test for post-test was 1.51. From the result of homogeneity was consulted to *fisher* table, it was found that $F_{critical}$ of 0.05 (30,30) = 1.84. The data come from homogeneous data provided $F_{observed}$ is lower than $F_{critical}$ ($F_{observed} \leq F_{critical}$) it means that the variance of the data of post-test in both control class and experimental class is homogeneous. (see Appendix 21-23)

3. Result of Hypothetical Test

The hypotheses are:

H_0 = There is no influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in academic year of 2015/2016.

H_a = There is influence of using audio visual media towards students' pronunciation mastery of the eighth grade at the second semester of SMPN 01 Rebang Tangkas Way Kanan in academic year of 2015/2016.

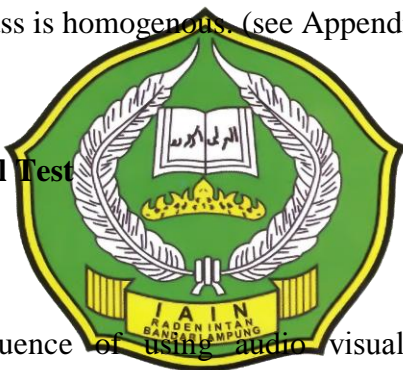
The criteria of the test as follows:

H_a is accepted if $t_{observed}$ is higher than $t_{critical}$, or ($t_{observed} > t_{critical}$)

H_0 is rejected if $t_{observed}$ is lower than $t_{critical}$, or ($t_{observed} < t_{critical}$)

In this case, the writer used the level of significant $\alpha = 0.05$.

Based on the calculation was obtained t-test is 7.695, and the result of level of significant 0.05 is 1.671(see appendix 24-26 and 38). From this it can be seen that the



result of t_{test} is $t_{\text{observed}} > t_{\text{critical}}$, H_a is accepted because $7.695 > 1.671$. Then it can be assumed that there is significant influence of using English movie towards students' pronunciation mastery at the second semester at the eighth grade of SMPN 1 Rebang Tangkas Way Kananin the academic year of 2015/2016.

D. Discussion

Based on the finding of the research, it was found that the students who were taught by using audio visual media (video) had increased their pronunciation mastery. It might be due to in using that media the students were highly involved in understanding a lot of pronunciation mastery.



Audio visual media (video) is a tool or media and can be a good medium in teaching learning process. Its function as media is not just for learn about pronunciation, but it can develop English skills, like as listening, speaking, reading and writing. Since the students in experimental class learnt to increase their pronunciation mastery with that media, they exactly had many vocabularies. They did not feel bored and undress pressured like as the students in control class which learnt with only visual media.

Based on the result of the pre-test before English movie was implemented, the students' pronunciation mastery was lower than after English movie was implemented. After getting the treatments and post-test was conducted, it was found that there was significant difference between the experimental class and the control class where the post-test score of the experimental class was higher. It could be seen from the mean in pre-test score of control class was 69.6 and in the post-test was

72.58, so their difference was 2.98. Meanwhile, the mean of pre-test score of experimental class was 63.59 and in the post-test was 77.42. It meant that the most improvement was in the experiment class, so their difference was 13.83.

Moreover, from the calculation of students' pre-test and post-test by using t-test formula, the result of t-observed was 7.695 when the result of t-critical was 1.671. It means that t-observed was higher than t-critical ($t\text{-observed} > t\text{-critical}$). Therefore, the H_a hypothesis is accepted.



Because the alternative hypothesis is accepted, the researcher concluded that there was significant influence of using English movie towards students' pronunciation mastery at the second semester at the eighth grade of SMPN 01 Rebang Tangkas Way Kanan in the academic year of 2015/2016.

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher draws a conclusion as follows: There is a significant influence of Audio visual media (video) towards students' pronunciation mastery. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher assumption is true that is to say, audio visual media (video) can give a significant influence towards students' pronunciation mastery. It was supported by the scores achieved by the students in which they got higher scores after the researcher gave the treatment (Audio visual media (video) as a technique in teaching speaking. It can be proved from the hypothetical, where alternative hypothesis is accepted and null hypothesis is rejected.



B. Suggestion

Based on the conclusion above, the researcher give some suggestion as follows :

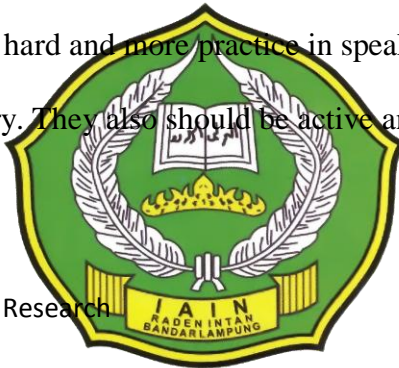
1. Suggestion to the teacher

- a. In this research, the researcher found out that audio visual media (video) can be used to develop and motivate the students' pronunciation mastery.

b. The English teachers should provide interesting media, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in speaking.

2. Suggestion for the students

The students should study hard and more practice in speaking English to improve their pronunciation mastery. They also should be active and creative in learning activity.



3. Suggestion to the Further Research

In this research the researcher focused on the influence of audio visual media (video) towards students' pronunciation mastery in describing things. Therefore, it is suggested for the next researcher to investigate the influence of audio visual media towards other skills of English.

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