THE EFFECT OF USING AUDIO VISUAL ON STUDENTS' PRONUNCIATION AT THE ELEVENTH GRADE STUDENTS OF MAN 1 PADANGSIDIMPUAN

A Thesis

Submitted to the State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Department

Written by:

HOTNIDA SAPITRI HARAHAP

Reg. Number. 19 203 00095

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
SYEKH ALI HASAN AHMAD ADDARY
PADANGSIDIMPUAN
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2024

LETTER OF AGREEMENT

Term   : Thesis

      a.n. Hotnida Sapitri Harahap

Padangsidimpuan, 18 Januari 2024

To: Dean of Tarbiyah and Teacher Training Faculty

In-

           Padangsidimpuan

Assalamu 'alaikumwarohmatullahwabarakatuh

      After reading, studying and giving advice for necessary revision on the thesis belongs to **Hotnida Sapitri Harahap, entitled "The Effect of Using Audio Visual on Students' Pronunciation at The Eleventh Grade Students of MAN 1 Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfil the requirements for graduate degree of Education (S.Pd) in English Education Department,Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

      Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty in State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.
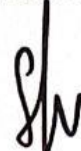
Wassalamu 'alaikumwarohmatullahwabarakatuh.

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DECLARATION OF THESIS COMPLETION

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Tittle of the Thesis	: **The Effect of Using Audio Visual on Students' Pronunciation at The Eleventh grade Students of MAN 1 Padangsidimpuan**

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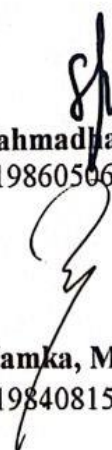
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Time	:	08.00 until finish
Result	:	83.25 (A)
IPK	:	3.63
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LEGALIZATION

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The Thesis had been accepted as a partial fulfillment of the Requirement for
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ABSTRACT

Name : **Hotnida Sapitri Harahap**
Reg. Number : **19 203 00095**
Title of Thesis : **The Effect of Using Audio Visual on Students'
Pronunciation at grade XI in MAN 1
Padangsidimpuan.**

This research is intended to investigate the effect of using audio visual on students' pronunciation at grade XI in MAN 1 Padangsidimpuan. The purpose of this research is to know how the students' pronunciation before using audio visual, how students' pronunciation after using audio visual and is there any significant effect of using audio visual on students' pronunciation. This research used quantitative research with experimental research type. The population of this research was all of the students of MAN 1 at grade XI. The sample of this research are 60 students or all population from two classroom of XI KAG and XI MIA 1 and taken by using simple random sampling. Further, the instrument of this research was by giving pronunciation test. To analyze the data, the researcher used independent sample and T test. The result of this research shows that mean score of experimental class after using audio visual was higher than mean score of control class. Its means that there is a significant effect of using audio visual on students' pronunciation. This research helps the learning process in pronunciation more effective and motivated the teacher to use audio visual media. This research helps the other researcher to do the research with the same variables. The researcher recommended audio visual as the media to teach students' pronunciation at grade XI in MAN 1 Padangsidimpuan.

Key Words: Audio Visual, Students' Pronunciation.

ABSTRAK

Nama	: **Hotnida Sapitri Harahap**
NIM	: **19 203 00095**
Judul Skripsi	: **Pengaruh Penggunaan Audio Visual terhadap Pengucapan Siswa di Kelas XI MAN 1 Padangsidimpuan.**

   Penelitian ini dimaksudkan untuk menyelidiki pengaruh penggunaan audio visual terhadap pengucapan siswa kelas XI pada MAN 1 Padangsidimpuan. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pengucapan siswa sebelum menggunakan audio visual, bagaimana pengucapan siswa setelah menggunakan audio visual dan apakah ada pengaruh yang signifikan dari penggunaan audio visual terhadap pengucapan siswa. Penelitian ini menggunakan penelitian kuantitatif dengan jenis penelitian eksperimen. Populasi penelitian ini adalah seluruh siswa MAN 1 kelas XI. Sampel penelitian ini adalah 60 siswa atau seluruh populasi dari dua kelas XI KAG dan XI MIA 1 dan diambil dengan menggunakan simple random sampling. Selanjutnya, instrumen penelitian ini adalah dengan memberikan tes pengucapan. Untuk menganalisis data, peneliti menggunakan sampel independen dan uji T. Hasil penelitian ini menunjukkan bahwa skor rata-rata kelas eksperimen setelah menggunakan audio visual lebih tinggi daripada skor rata-rata kelas kontrol. Ini berarti bahwa ada pengaruh yang signifikan dari penggunaan audio visual pada pengucapan siswa. Penelitian ini membantu proses pembelajaran dalam pengucapan yang lebih efektif dan memotivasi guru untuk menggunakan media audio visual. Penelitian ini membantu peneliti lain untuk melakukan penelitian dengan variabel yang sama. Peneliti merekomendasikan audio visual sebagai media untuk mengajarkan pelafalan siswa pada kelas XI di MAN 1 Padangsidimpuan.

Kata Kunci: Audio Visual, Pengucapan siswa.

خلاصة

اسم	:	هوتنيدا سابيتري هارهاب
رقم ريج	:	١٩٢٠٣٠٠٠٩٥
عنوان الرسالة	:	تأثير استخدام الوسائل السمعية والبصرية على النطق الطلاب في الفصل الحادي عشر المدرسة الثانوية الإسلامية العليا ١ بادانجسيدمبوان.

يهدف هذا البحث إلى معرفة تأثير استخدام الوسائل السمعية والبصرية على نطق طلاب الصف الحادي عشر في مدرسة المدرسة الثانوية الإسلامية العليا ١ بادانجسيدمبوان. الهدف من هذا البحث هو معرفة كيفية نطق الطلاب قبل استخدام الوسائل السمعية والبصرية، وكيف نطق الطلاب بعد استخدام الوسائل السمعية والبصرية وما إذا كان هناك تأثير كبير من استخدام الوسائل السمعية والبصرية على نطق الطلاب. يستخدم هذا البحث البحث الكمي مع نوع البحث التجريبي. كان مجتمع هذه الدراسة جميع طلاب المدرسة الثانوية الإسلامية العليا ١ الصف الحادي عشر. كانت عينة هذا البحث ٦٠ طالباً أو جميع السكان من الفصلين الصف الحادي عشر القسم الديني و الصف الحادي عشر رياضيات العلوم الطبيعية١ وتم أخذها باستخدام عينة عشوائية بسيطة. بعد ذلك، أداة هذا البحث هي توفير اختبار النطق. ولتحليل البيانات استخدم الباحثون عينات مستقلة واختبار تا. وأظهرت نتائج هذه الدراسة أن متوسط درجات الفصل التجريبي بعد استخدام الوسائل السمعية والبصرية كان أعلى من متوسط درجات الفصل الضابط. وهذا يعني أن هناك تأثيرًا كبيرًا لاستخدام الوسائل السمعية والبصرية على نطق الطلاب. يساعد هذا البحث عملية التعلم في النطق بشكل أكثر فعالية ويحفز المعلمين على استخدام الوسائط السمعية والبصرية. يساعد هذا البحث الباحثين الآخرين على إجراء أبحاث بنفس المتغيرات. يوصي الباحثون باستخدام الوسائل السمعية والبصرية كوسيلة لتعليم النطق للطلاب في الصف الحادي عشر في مدرسة المدرسة الثانوية الإسلامية العليا ١ بادانجسيدمبوان.

الكلمات المفتاحية: السمعية والبصرية، نطق الطالب.

ACKNOWLEDGEMENT

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Alhamdulillah, let me say a lot praise, gratitude, honor and glory to ALLAH SWT, the Gracious and the Merciful for giving me the guidance, power, patience, love and ability to finish this research, namely **The Effect of Using Audio Visual on Students' Pronunciation at grade XI in MAN 1 Padangsidimpuan**. Peace and Salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence that has guide the human being from the bad character in Jahiliyyah era into this era.

It is pleasure to acknowledge the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways since the process of this thesis, I got a lot of guidance, helping, inspiration and a warm hugs from people around me. Although, in this opportunity I would like to express my deepest gratitude to the following people:

1. Special thanks to Dr. Hamka, M.Hum., and Sri Rahmadhani Siregar, M.Pd., as my advisors who have guided me to finish this thesis, who has given me motivations, ideas, love, warm hugs and warm words, alwo who have patiently see my progress until finishing this thesis.

2. The Rector and the Vises of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan, as the administrators that have accepted me as the university student in State Islamic University Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

3. The Dean of Tarbiyah and Teacher Training Faculty and Vises that have done the best improved the faculty in creating various activities to increase students' skill.

4. Fitri Rayani Siregar, M.Hum., as the Chief of English Department, I would like to thank you because you had guided and helped me from the beginning till the end of my study.

5. Thanks to all lecturers that have taught, guided, and also given me knowledge and experience that I can't pay it back.

6. Thanks to MAN 1 Padangsidimouan and the english teacher who helped me to finish this thesis.

7. My beloved parents (Mr. Awan Parlagutan Hrp and Mrs. Erna Susanti Pasaribu) who gave me birth, live, guidance and suppport to face this life. Who always love, and pray for me. Who never stop support me to keep moving forward about my study. To beloved brother Rahmad Zunaidy Harahap, S.H. always give support and motivation in every situation especially to finished this thesis.

8. Thank you to my precious BBG group Ahyar Saleh Tanjung, Ahmad Sulton Siagian, Lesnida Ningsih, and Sova Yunita Ritonga who always give me motivate to finished this thesis.

9. Big thanks to my beloved friends Inayati Putri, Nursaadah Pasaribu, Hairanita dongoran, Putri Khairani, Rika Fitriyana, Sri Endang Retno Ningsih, Levi Yanti Siregar, Inggrid Nauli, and Latifah Nursaadah. Thank you for your friendship throughout the ups and downs, who always support me and motivate me.

10. My special thanks to my mts friends Almh. Nirwana , Minariah harahap, Yuni Sahara, who always gives encouragement and also motivational words

11. To myself, Thank you becoming this amazing version until I can finish this thesis.

12. My family in English Education 2 who cheer my whole experience in study from begin till finish.

   This thesis can't be considered perfect without critics and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion to make this better.

Padangsidimpuan, 20 Februari 2024
Researcher

Hotnida Sapitri Harahap
Reg. No. 1920300095

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CHAPTER I

INTRODUCTION

A. The Background of Study

English is one of the international languages in the world. This certainly makes almost every country learn English. Learning English as a foreign language can broaden understanding of foreign cultures and facilitate communication between countries to establish cooperation. In addition, of course, learning foreign languages has difficulties for both teachers and students.

The process of learning English today requires creativity from teachers in the using of methods or media in learning. Media is a channel of communication.[1] That is a tool that helps establish communication. As media assume different connotation to encompassing social, mass, print, and visual media; undoubtedly, its applicability also has assumed a different status as effective teaching and learning can be enhance and sustained. In educational technology definition, media as learning resource is a component from instructional system besides message, person, background technique and tool.

Audio visual is a media that combines the work of the senses of hearing and also vision. Audio visual aids or instructional materials are all

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[1] Mfreke Umoh and Moses Bassey, "Teaching and Learning With Media Technology," *Novateur Publications International Journal of Innovations in Engineering Research and Technology* 7, no. 5 (2020): 2394–3696, https://media.neliti.com/media/publications/337335-teaching-and-learning-with-media-technol-0787a962.pdf.

such tools that aim to make something plain to us through our senses. Audio visual help the teacher's description about how sounds are produced.[2] These devices are also used to cue more accurate production of the target sounds. Therefore, audio visual content can be defined as everything that can be used to make learning more tangible, effective, realistic, and dynamic.

Pronunciation is one of the important elements in learning English, especially in speaking skills. Based on Richards and Schmidt, in Espinoza.et.al add that pronunciation is a method of producing certain sounds.[3] It can also refer to the way a particular individual speaks a word or language. Pronunciation is the act of using the muscles in your speech tract in such a way that speech sounds come out of it for others to hear and interpret.[4] The act of pronouncing involves activating the muscles in your speech tract in a way that releases speech sounds for other people to hear and understand.

The pronunciation of English presents a challenge for Indonesian students learning the language. Indonesian has a big impact on how Indonesian students pronounce English because it is their mother tongue. In general, Indonesian lacks the distinction between spelling letters and speaking sounds in comparison to English. In plain view, it is clear that one

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[2] Marianne Celce Murcia et al., *Teaching Pronunciation A Course Book and Reference Guide Second Edition*, n.d., http://archive.org/details/teachingpronunci00celc.

[3] Maria Gabriela Tobar Espinoza et al., "The Use of Audiovisual Materials to Teach Pronunciation in the ESL/EFL Classroom," *South Florida Journal of Development* 2, no. 5 (2021): 7345–58, https://doi.org/10.46932/sfjdv2n5-074.

[4] Dick Smakman, *Clear English Pronunciation A Practical Guide* (Routledge, 2020), https://zlibrary-id.se/book/5472015/2ad848.

important factor that influences EFL learners to mispronounce English vowels and consonants are their mother tongue.[5] For example, Javanese people have their own Javanese language variations, and that is also the same case to Sundanese and other ethnicities in Indonesia, where they have various regional languages that affect its pronunciation when They are faced with a foreign language.

Pronunciation can be helped while learning English using audio visual materials since students can learn the word's pronunciation by listening to and watching the audio and visual. Unfortunately, a lot of English language learners have trouble pronouncing words correctly and using the right amount of emphasis and tone, which leads to miscommunication. So it is hoped that this audio visual can help students' pronunciation.

At Senior High School level in Padangsidimpuan such as MAN 1 Padangsidimpuan also have difficulty in pronouncing pronunciation. Based on the results of an interview with MAN 1's English teacher, Siregar said that one of the difficulties in practicing pronunciation is lack of time.[6] They are more focused on the material that must be completed. This resulted I

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[5] Alifa Camilia Fadillah, "Pronunciation Difficulties of EFL Learners in Indonesia: A Literature Study," *Jurnal Budaya* 1, no. 2 (2020): 7–13, https://jurnalbudaya.ub.ac.id/index.php/jbb/article/view/13.

[6] Rasdin Sumarlin Srg, S.Pd teacher of MAN 1 Padangsidimpuan, Private interview, on March 19th 2023, at 15.45 p.m.

many eleventh graders still rigid in English pronunciation even just for introduce their self.

Based on the statement of MAN 1 Padangsidimpuan's teachers they have never used the media before in teaching pronunciation. When teachers try to teach English in class, students' reactions are surprised especially when teaching them about pronunciation[7]. This can be because they rarely or never hear native speakers speak English. This motivated researchers to try audio-visual media to increase the pronunciation of students in MAN 1 Padangsidimpuan.

B. Identifications of the Problem

Based on the background of study above, the researcher identified students' problem in pronunciation, such as students are difficult pronouncing English as a foreign language because the teacher never use media in learning pronunciation, the lack of the time to practicing pronunciation in the classroom, and students rarely or never hear native speakers speak. From this problem, researcher decides to teach pronunciation using audio visual as a solution to determine the effect of audio visual on students' pronunciation.

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[7] Rasdin Sumarlin Srg, S.Pd teacher of MAN 1 Padangsidimpuan, Private interview, on March 19th 2023, at 15.45 p.m

C. Limitations of The Research

In this research, the researcher focused on students' pronunciation specially in short and long vowels by using audio visual media which is live action video at the grade XI students of MAN 1 Padangsidimpuan.

D. Formulations of The Problems

Based on the background of the study above, the formulation of this research can be formulated as follows:

1. How is students' pronunciation before learning by using audio visual media at eleventh grade in MAN 1 Padangsidimpuan?

2. How is students' pronunciation after learning by using audio visual media at eleventh grade in MAN 1 Padangsidimpuan?

3. Is there any significant effect of using audio visual to students' pronunciation at eleventh grade in MAN 1 Padangsidimpuan?

E. Objectives of The Research

Considering of the problems above the objectives of the research can be formulated as follows:

1. To know how students' pronunciation before learning by using audio visual media at eleventh grade of MAN 1 Padangsidmpuan.

2. To know how students' pronunciation after learning by using audio visual media at eleventh grade of MAN 1 Padangsidimpuan.

3. To find out if there is any significant effect learning by using audio visual to student' pronunciation at eleventh grade of MAN 1 Padangsidimpuan.

F. Significances of The Research

The result of this research is expected to give some benefits for the teachers, the students and the other researchers. The significances are:

1. For the teacher, it gives them some information about the effect of using Audio Visual Media in teaching pronunciation to students' pronunciation. They can use this strategy to teach their students to increase the students' pronunciation.

2. For the students, it informs the students that we can use audio visual media to improving their pronunciation. The result of this research is useful in order to increase their pronunciation skill.

3. For the other researchers, it can be used as an additional reference for the researcher who is interested in research about teaching English using Audio Visual as media to improve student's pronunciation. Also, can be used as a material to compare with the new research.

G. Outline of The Thesis

This research is divided into three chapters. Each chapter consist of some subtitle/chapters with detail as follow:

Chapter I discusses of introduction that consist of background of the problem, identification of the problem, limitation of the problem, definition operational variable, formulation of the problem, objective of the research, and significance of the research. Chapter II contains about literature review that consist of theoretical description with some sub theory about audio

visual media and pronunciation, related findings, conceptual framework and hypothesis.

Chapter III is about the research methodology that is used the research methodology explain about place and time of the research, the research design, population and sample, instrument of the data collection, validity of instrument, procedure of data collection, and technique of data analysis.

Chapter IV consist of the result of the research, this chapter is talking about data analysis, description of the data and threats of research. Chapter V deals with conclusions, implication and suggestions. There are several conclusions that can be drawn from the results of this study. Therefore, researchers have some suggestions for students and teach.

CHAPTER II

LITERATURE REVIEW

A. Theoretical framework

1. Audio-Visual Media

a. The definition of Audio-Visual Media

Audio visual is a media that combines the work of the senses of hearing and also vision. Audio visual aids or instructional materials are all such tools that aim to make something plain to us through our senses. Audio visual help the teacher's description about how sounds are produced.[8] These devices are also used to cue more accurate production of the target sounds. This means audio visual can be an excellent medium to support the learning process.

Audio visual are available on almost any topic for every type of learner in all the domains of instruction. With the aid of all these teaching tools, the learning scenarios are made as genuine as possible, providing us with first-hand information that we can perceive with our eyes and ears.[9] Therefore, audio visual content can be defined as everything that can be used to make learning more tangible, effective, realistic, and dynamic.

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[8] Marianne Celce Murcia et al., *Teaching Pronunciation A Course Book and Reference Guide Second Edition*, n.d., http://archive.org/details/teachingpronunci00celc.

[9] Balan and Chande, *Extension Education and Communication: Concept and Future Directions*, ed. Dr. Sithara Balan V Dr. Sunanda Chande (Modern Book Centre, 2019), https://www.researchgate.net/publication/349624559_audio_visual_aids.

Kinder said in Balan and Chande that "Audio visual aids are any device which can used to make the learning more effective, concrete, realistic and dynamic".[10]Audio-visual aids are an essential and effective way to enhance English language education in the classroom. This is because audio visual uses modern technology and is fun when we learn while listening and also looking. Of course, audio visual media can be an alternative learning that creates new experiences.

The phrase "audio-visual" refers to the combination of sound and visual elements; the visual elements include text, graphics, images, moving pictures, and other visual representations, while the audio elements include spoken words, music, sound effects, and other auditory content. Audio-visual media makes use of both sound and graphics to improve storytelling, engagement, and communication. By providing the audience with a multisensory experience, it hopes to engage their senses and hold their attention longer than it would with just one medium. The field of audio-visual media has expanded to include a multitude of formats and platforms due to technological improvements. These include internet videos, video games, virtual reality (VR), augmented reality (AR), traditional broadcast television, streaming services, and interactive multimedia presentations. These mediums provide opportunities for

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[10] Chande.

entertainment, education, advertising, information dissemination, and artistic expression.

From those definitions above lead us to the conclusion that audio visual aids are crucial for teaching and learning the speaking process. Additionally, they give students the chance to hear and see the foreign language in use by native speakers, which aids in language learning and the development of speaking abilities. So, audio visual are very useful devices because it motivates students and make the learning process interesting and meaningful.

b. Objectives of Audio-Visual Media

Audio-visual media is a powerful tool for enhancing the learning process. The objectives of audio-visual media are to make learning more effective, engaging, and permanent. Here are some of the objectives of audio-visual media:

1) To enhance the skills of the teachers in order to make teaching-learning process effective.

2) To make learners active in the classroom thus increasing their participation.

3) To communicate with audience according to their capabilities.

4) To develop interest of the students in academics.

5) To enhance the memory retention of the learners.

c. Kinds of Audio-Visual Media

According to Ahmad in Kadwa and Alshenqeeti "there are four kinds of audio-visual aids. They are television, films, video and CDs".[11]It will be elaborated below

1) Television

TV shows have a big influence on learning. A teacher may assign watching a specific TV show or program before coming up with a topic for discussion. Television also makes great use of all other audio and visual aids, allowing pupils to develop original concepts and themes for performance. The fact that television is regularly seen in schools adds to its realism. They all provide students with the opportunity to create innovative teaching methods and improve their language skills.

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

2) Films

Preparing the assistance takes time. It is a kind of audio-visual teaching aid that resembles slides, fixed film

strips, or motion picture film. Using film strips and slides helps pupils focus their attention on the words and pictures on the screen. When teaching language meaning and structure, motion pictures are especially engaging, as opposed to what an instructor could say in a video strip, which can be shown repeatedly.

As a result, teaching speaking skills requires the use of audio-visual aids. Thus, the primary purpose of visual aids is to enable pupils to comprehend what they see and learn about the many contexts in which language forms are utilized.

3) Videos

These days, educational videos can be found in video libraries. Teachers need to know the best practices for applying the material. Thus, if students are involved, motivated, and interested in each learning session, they will gain more from the lesson, learn more from it, and retain it better. Videos are a very flexible form of media that provide an interactive learning experience.

There are the following tips apply to the enhancement of video presentations to students:

a) Sightlines. Check lighting, seating, and volume control to be sure that everyone can see and hear the presentation.

b) Light control. When using digital video projection, dim or turn off lights if dimming is not available. When viewing with a TV, use normal room lighting and dim the lights above and behind the monitor if possible.

c) Mental set. Briefly review prior content and ask questions about the current topic to get students mentally prepared for use of video.

d) Advance organizer. List and introduce the main points to be covered in the presentation.

e) Vocabulary. Preview any new vocabulary.

f) Short segments. Show only 8 to 12 minutes of a video at any one time (even shorter for younger students). Rather than showing a 30-minute video from start to finish, increase viewer learning and retention by using the following technique: Introduce the first segment and show about 10 minutes of the video, stopping at a logical breaking point. Discuss the segment and then introduce the second segment, tying it to the first. Show the second 10-minute segment and repeat the procedure. Keep in

mind that all video segments should directly align with lesson objectives.

g) Role model. Most important, get involved in the program yourself. Watch attentively and engage learners at appropriate times during the video.

h) Follow-up. Reinforce the video content with meaningful follow-up activities.[12]

The option to pause, resume, and rewind is absolutely vital. It gives teachers the option to pause each video, ask students to predict the results of a demonstration, and further explain or argue a historical point. This way, more material may be included in either one video or multiple films. The best approach to use video is as an addition to a lesson or study unit. Videos should be used as a teaching tool, a facilitator of learning and teaching, a teacher, and an activity reinforcer.

4) CDs

Nowadays, educational video-cassettes are easily available in the market. Educational CDs can be prepared on any aspect of the subject matter and curriculum. From the above, we can see that audio-visual resources are divided

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[12] Harlow, *Instructional Technology and Media for Learning Smaldino Lowther Russeli Tenth Edition*, *Edinburgh Gate Harlow*, vol. 6 (British Library Cataloguing, 2014), www.pearsoned.co.uk.

into audio visual and audio and visual resources and others with audio-visual resources that can either be in a projected or non-projected form.

d. The advantages of audio visual

Audio-visual media has several advantages that make it a powerful tool for communication and education. Here are some of the advantages of audio-visual media:

1.) It helps to make the learning process more effective and conceptual.

2.) It helps to grab the attention of students.

3.) It builds interest and motivates teachers and students.

4). It enhances the energy level of students.

5.) It provides students a realistic approach and experience.

6.) These are easy to use and prepare.

7.) Audio-visual Aids promotes the creativity of students.

8.) Audio-visual aids can be reused.

9.) Audio-visual aids can be used for an illiterate group.

10.) Almost all the topics can be covered by using these aids, thus ensuring multidisciplinary approach.

2. Pronunciation

a. Definition of pronunciation

Pronunciation is one of the most parts of English to communicate with others. Through language, the human can express

their thoughts and feeling in order to communicate with other people and also to obtain wants and needs as well as to maintain culture.[13] When we communicate with other people, we should not only have a good vocabulary but also have good pronunciation.

English communication will run smoothly if the pronunciation is good. Pronunciation is the act of using the muscles in your speech tract in such a way that speech sounds come out of it for others to hear and interpret.[14] So pronunciation is an action carried out by our sense of speech to be able to produce a sound that has meaning. Good pronunciation is supported by not only your speech tract but, actually, your whole body and your mind.

The above-mentioned phrase "pronunciation" is used broadly. It describes the structure of the mouth when producing vowels and consonants as well as a system of intonation and stress as well as general articulation habits. While individual sounds are frequently examined separately and then compared to their equivalents in other people's speech, according to Bourdieu, these sounds are only a small portion of a larger pronunciation style in which all individual articulation features vowels and consonants, as well as intonation and general vocal-tract usage should be examined as a "indivisible

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[13] Sri Minda and Kartika Rahmadani Rambe, "Phonemes Acquisition of An Infant 2 Years Old," *English Education : English Journal for Teaching and Learning* 9, no. 01 (2021): 35–46, https://doi.org/10.24952/ee.v9i01.4007.

[14] Dick Smakman, *Clear English Pronunciation A Practical Guide* (Routledge, 2020), https://zlibrary-id.se/book/5472015/2ad848.

totality."[15]So pronunciation it must include not only individual articulation features (consonants and vowels, but also intonation and use of common vocal tracts) must be studied.

Pronunciation is a key element of the learning of oral skills in a foreign language.[16]If the students' English pronunciation skills are improved, clearly their listening skills and speaking skills become more refined. Spelling skills are also improved when the knowledge of English pronunciation has been increased. So, if the pronunciation is good, then his skills in English communication will be good also.

Identifying and resolving pronunciation issues in English is the aim of learning the language: Students may have trouble telling sounds from words, come across unfamiliar words, lack motivation to study, deal with different accents, and experience interference from their own language. Teachers must therefore be aware of these problems in order to improve the effectiveness of pronunciation instruction.[17] So The goal of learning English pronunciation is to accurately and effectively communicate in English, both in speaking and listening. Pronouncing words correctly helps others understand

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[15] Smakman.

[16] Andri Purwanto, "Teaching Pronunciation Using Varieties of Pronunciation Teaching Materials and Practices," *Scope : Journal of English Language Teaching* 3, no. 2 (2019): 81, https://doi.org/10.30998/scope.v3i2.4129.

[17] Hidayatulloh2023LearningEP, Learning English pronunciation: Articulating EFL students' voices on problems and strategies, (English Journal of Merdeka): Culture, Language, and Teaching of English

what you are saying, reducing misunderstandings and improving overall communication effectiveness.

b. Classifications of pronunciation

English pronunciation is one of the basic skills and plays an important role in learning English. In pronunciation, there are so many aspects or elements to be known. In supra-segmental aspects, there are stress, intonation, and pitch. In segmental aspects consist of vowels, diphthongs, trip thongs, and consonants.[18] Both segmental and supra segmental sounds of English are important because they differentiate the meaning of the English words. The following are included from segmental features of pronunciation:

1) Consonant

Consonant is a speech sound that involves an obstruction of the airstream as it passes through the vocal tract.[19] A consonant is a speech sound or letter of the alphabet that is not a vowel. Describing a consonant involves describing the nature of the obstruction, and there are three factors to be taken into consideration: voicing, place of articulation, and manner of articulation. There are 24 consonants in British English sound system in which there

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[18] Imam Tarmizi Situmeang and Rayendriani Fahmei Lubis, "Students ' Difficulties in Pronouncing Fricative Consonant," *English Journal for Teaching and Learning* 08, no. 01 (2020): 38–46.

[19] Paul Carley & Inger M.Mees, *American English Phonetics and Pronunciation Practice American* (Routledge, 2020), https://zlibrary-id.se/book/5291728/1ad9f7.

are fifteen voiced consonants (/b/, /d/, /dʒ/, /g/, /v/, /ð/, /z/, /ʒ/, /m/, /n/, /ŋ/, /l/, /r/, /w/, and /j/) and nine voiceless consonants (/p/, /t/, /ʧ/, /k/, /f/, /θ/, /s/, /ʃ/, and /h/).

2) Vowel

A vowel is a speech sound or letter of the alphabet that is produced by an open configuration of the vocal tract, allowing air to flow freely through the mouth. Vowel is the opposite of a consonant: a sound made with no obstruction in the vocal tract to the air as it passes through it.[20] Vowels are pronounced without any obstruction or constriction of the air flow, unlike consonants. Here are the articulation and classification of vowels:[21]

a.) Mouth position

In producing vowels, the mouth can either be in a closed position (with our lips coming together), in a neutral or mid position (halfway between open and closed) or fully open (as we would naturally position for a dentist to examine our teeth). To demonstrate these positions, produce /i:/, a closed vowel and then produce /ɑ:/, an open vowel and the contrast between producing a vowel with one's mouth in a closed position versus an

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[20] M.Mees.

[21] Ee-Ling Low, *Pronunciation for English as an International Language*, *Pronunciation for English as an International Language* (Routledge, 2015), https://doi.org/10.4324/9781315814131.

open position. Then produce the schwa /ə/ as an example

of a neutral and mid position.

b.) Tongue position

Figure II.1: Tongue Position of Vowel

Every vowel has a distinct sound that is mostly

determined by the movement and form of your tongue.

In describing a vowel, we list the vertical position of the

tongue first: high, mid**,** or low.[22] That is, is the tongue

raised toward the top of the mouth, or farther down with

a more open jaw. Then we name its horizontal position:

front, central, or back. A description of the tongue

position for vowels tells both of these "coordinates." For

example:

1.) /æ/ as in *cat* is a low front vowel. The most active

part of the tongue is in the lower front part of the

mouth.

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[22] Marla Tritch Yoshida, *Understanding and Teaching the Pronunciation of English*, 2014, http://teachingpronunciation.weebly.com/uploads/9/5/9/1/9591739/understanding_and_teaching_the_pronunciation_of_english.pdf.

2.) /ʌ/ as in *cut* is a mid-central vowel. The tongue is resting in the middle of the mouth in a very neutral position.

3.) /uw/ as in *boot* is a high back vowel. The back of the tongue is bunched up high at the back of the mouth.

b.) Lip position

Vowels can either be produced with lips in a rounded position or in an unrounded position. In English, there are only four rounded vowels/u:, ʊ, ɔ:, ɒ/. Produce each of these vowels in turn and standing in front of a mirror, it should be obvious that each of these vowels results in the lips being rounded as if producing the letter 'O'. All other vowels in the English language are unrounded.

c.) Length

Vowels can be further classified according to whether they are long or short. Phoneticians sometimes prefer to use the terms 'tense' for long vowels and 'lax' for short vowels. The terms 'tense' and 'lax' are derived from the muscle strength required for producing long vowels, which may require a greater release of energy compared to lax or short vowels. A quick way to tell whether vowels are long or short is in their transcription. Long vowels have a colon after them for example /i:/

compared to short vowels, which typically are not accompanied by a colon for example /ɪ/. In English, the long/short vowel pairs are:

/i:/ and /ɪ/

/u:/ and /ʊ/

/ɑ:/ and /ʌ/

/ ɔ:/ and /ɒ/

It will be useful to produce all the above vowel pairs, taking care to spend more time to produce the vowels with the colon (long vowels) than those without (short vowels). Note also that in the chapter on vowels, we will discuss how not all varieties of English spoken around the world make this distinction between long and short vowels and the consequences this has on mutual intelligibility.

d.) Monophthong/diphthong

The final aspect of vowel classification has to do with whether the vowel maintains the same quality throughout or whether its quality changes while it is being produced. A vowel that maintains the same quality throughout is known as a monophthong. All the long and short vowels typically comprising just one phonetic symbol in them or with an added colon fall

under the category of monophthongs. Examples are /ɪ, i:, ə, ʌ, ɑ:/ and so on. The diphthongs are those transcribed with two symbols and this is done to represent the change in vowel quality when they are being produced. Examples of diphthongs are /ɪə, ɔɪ, aʊ/.

c. Pronunciation Assessment

The assessment of a person's accuracy in pronouncing words and phrases in a given language is known as pronunciation assessment. Teachers can complete it by hand or by using automatic speech recognition software. Numerous methods can be used to evaluate students' pronunciation abilities, including as regular evaluation tasks, individual student recordings, and the application of diverse assessment methods. The recording approach was chosen by the researchers in this study to ascertain student pronunciation.

Here are some things that can be judged from student pronunciation[23]:

1.) Intelligibility is how the phonological content of a speaker is recognized by the listener. Intelligibility includes pronunciation, stress, intonation, and vowel and consonant sounds.

2.) Comprehensibility is the focus on meaning. By making intelligibility and comprehensibility goals for language learners,

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[23] Reinbold Lorraine, "English Pronunciation: Intelligibility, Comprehensibility, and Accentedness," 2017, 245–55, https://core.ac.uk/download/pdf/236446353.pdf.

their foreign language proficiency can improve. With motivation and effort, foreign language speakers of English can improve communicating in English.

3.) Accentedness is defined as a particular way of speaking which tells the listener something about the speaker's background. It continues to explain that an accent may identify the speaker's native country or region, social class, and whether or not the speaker is a native speaker of the language.

4.) Native-like" refers to the ability to speak a language with a level of proficiency that is similar to that of a native speaker. It means that the speaker can use the language naturally, fluently, and accurately, with proper pronunciation, intonation, and rhythm.

5.) Fluency in pronunciation refers to the ability to speak a language, especially a foreign language, easily and well. It encompasses the smooth and confident expression of speech, including the ability to speak for an extended period of time and to maintain a clear connection between each point being made.

6.) Accuracy in pronunciation refers to the ability to produce the sounds of a language correctly. It involves articulating the individual sounds, stress, intonation, and rhythm of words and sentences with precision.

Based on several aspects of the assessment above, researchers decided to take four points in this study including intelligibility,

comprehensibility, accentedness and native like. This is because the sample of this study is high school students. These four aspects will be used as indicators for student pronunciation assessment in chapter three.

d. Teaching Pronunciation by Using Audio Visual Media

Teaching pronunciation is the process of instructing students on how to produce and understand the sounds of the English language accurately. This involves teaching the basic sounds of English, including vowels and consonants, as well as stress, intonation, and other aspects of pronunciation. The goal is to help students develop the communication ability to overcome daily problems and achieve functional levels in spoken and written forms of English.

To teach pronunciation, use audio-visual resources such as computer applications, audio books, and video cassettes. With the use of these resources, students can practice pronouncing words correctly by using a native speaker's pronunciation as a model. The use of videos within English classrooms has demonstrated a good impact in students' pronunciation. In English language learning, especially pronunciation, the use of audio visual becomes an alternative that helps improve students' pronunciation skills. Here some activities in the class as follow:[24]

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[24] Harlow, *Instructional Technology and Media for Learning Smaldino Lowther Russeli Tenth Edition.*

Table II.4
Teaching Pronunciation by Using Audio Visual

Process of Teaching	Teacher activities	Procedure of Using Audio-visual	Students' activities
Pre- Teaching	Teacher opens the class by greeting, prepare students to pray, and check the absent from the students	Opening	Students answer the greeting, pray together and Students listen to their name.
	The teacher introduce the topic of the material that will be studied.		Students listens the material that will be studied.
	The teacher tells the students learning pronunciation will using audio visual media		Student listens to the teacher
While Teaching	The teacher check lighting, seating, and volume control to be sure that everyone can see and hear the presentation.	Sightlines. Check lighting, seating, and volume control to be sure that everyone can see and hear the presentation.	The students prepare a suitable seat for watching video
	The teacher briefly reviews prior content and ask questions about the current topic.	Mental set. Briefly review prior content and ask questions about the current topic.	The students answer the question

Process of Teaching	Teacher activities	Procedure of Using Audio-visual media	Students' activities
While Teaching	The teacher prepares a video related to the material that has been discussed	Short segment. Shows only 3 to 5 minutes of a video at any one time.	Students watch the video carefully and understand it.
	The teacher invites students to say vocabulary according to the video.	Vocabulary. Pronounced new vocabulary.	Students repeat the words chorally and individually after the video recording.
Post Teaching	The teacher asks the students to practice their pronunciation in front of the class individually.	Closing	Students pronouncing the material that has been learned according to the teacher's direction.
	The teacher checks the students' pronunciation and then gives notes.		Students listen to pronunciation corrections from teacher
	The teacher asking students what they learn before		Students answer the teacher about what they learned before
	The teacher close the lesson by saying hamdalah		The student saying hamdalah together

e. **Teachers Media in Teaching Pronunciation**

Pronunciation techniques assist students to overcome problems associated with pronunciation. Pronunciation teaching is necessary since English teaching has shifted to language function and communicative competencies. The teacher provides students with activities that assist them to differentiate between sounds in minimal pairs. All the activities must be ensured to have a stage of pair work. At this stage, the teacher should encourage students to discuss wrong answers. This enables the identification of whether the problem lies in the hearing of one student or the pronunciation of the other. Once the problem has been identified, the teacher must make correct and request students to repeat after him or her if necessary.

Based on privat interview with one of English teacher in MAN 1 Padangsidimpuan the researcher found that the usually technique use in teaching pronunciation is drilling method. The drilling method in pronunciation is a technique used to teach or learn pronunciation by means of repetition exercises.[25] It involves the teacher saying or modelling a word or phrase, and the students repeating it. Drilling is considered effective for enhancing students' phonetic transcription and word stress mastery in pronunciation classes. The drilling method in the context of pronunciation refers to a technique used to teach or

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[25] Kelly Gerald, *How to Teach Pronunciation*, *Les Cahiers de l'APLIUT*, 2008, https://doi.org/10.4000/apliut.1350.

learn pronunciation through repetition exercises. The steps to the drilling method typically involve the following:

1.) Modelling: The teacher models the correct pronunciation of a word or phrase.

2.) Repetition: Students repeat the word or phrase after the teacher.

3.) Correction: The teacher provides feedback and correction on the students' pronunciation.

The use of drilling in pronunciation teaching involves the teacher modelling the correct pronunciation of a word or phrase, and the students repeating it. Drilling is most effective when placed in the context of other aspects of language, such as introducing the concept of the word or phrase through images, gestures, or videos before the drilling exercise. The function of drilling in language teaching is to perfect pronunciation and intonation, provide controlled practice activity, enable immediate feedback and correction, help memorization and automation, build confidence, and meet student expectations. Drilling can be comfortably and effectively incorporated into many types of lessons, particularly if dealing with spoken language, and can be used to help memorize and automate common language patterns and language chunks.

B. Review of Related Finding

This research was conducted to find out the effect of audio-visual media in teaching pronunciation to the learners and to find out the effectiveness of using

audio-visual media in teaching pronunciation. Based on the theory above, researchers found several researches related to this study. The following are some research titles that are appropriate or similar to research titles raised by research from many of the same titles.

The first is the research from Hasan, this study is intended to find out whether watching English movies can provide benefits in the development of English understanding, especially pronunciation of the UIN SU English education department students. The data were taken from written test that was given to students. The test consists of 20 items. This research was done to 44 students as the sample in experiment class and 39 students in control class. From the result, the student's mean score of post-tests is higher than the students mean score of pre-tests.[26] It means that there was significant effect of watching movie on student's pronunciation.

The second is from Kurniadi, this study investigates how an English teacher at SMP-IT Al-Fityan Aceh implement YouTube videos as online media for teaching English pronunciation. This study applied a qualitative research design through observation and interview sessions with the selected teacher at SMP-IT Al-Fityan School Aceh. The techniques of analysing data are data reduction, data display, and conclusion drawing. The result of study shows the students are more enthusiastic in learning pronunciation by using selected

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[26] Leni Hasan, "The Effect of Watching Movie as Audio Visual Media to Develop Pronounciation at First Semester University Students Departmen of English Education in State Islamic University of North Sumatera," *Paper Knowledge . Toward a Media History of Documents* (UIN Sumatera Utara, 2021), http://repository.uinsu.ac.id/14787/1/Skripsi Leni Hasan 34143001.pdf.

YouTube videos.[27]This means that this research runs successfully based on the enthusiasm of students to learn using YouTube Videos

The third is from Pangestu, the objective of the research is to find out whether there is the effectiveness of using cartoon film towards the student' pronunciation mastery at the first semester of the ninth grade at SMP N 9 Bandar Lampung in the academic year 2021/2022 especially in the vowel sounds. Cartoon film was applied to experimental class and reading aloud was used in the control class. To collect the data, the research managed test as the instrument which was reading two paragraphs of narrative text. The test conducted at two terms: pre-test and post-test. In analysing the data, this research managed two ratters in judging the students' scores and utilized Lilliefors test. The result of this study is cartoon film is effective to improve students' pronunciation mastery at the first semester of ninth grade students of SMP N 9 Bandar Lampung in the academic year 2021/2022.[28]So cartoon movies can help the student to improve the pronunciation of his mastery word

The fourth is from Mahardika, this study aim to find out the effect of frequency in watching English-movie towards the pronunciation of English education study program at IAIN Palangka Raya on academic year 2018. The type of the research is quantitative and uses ex post facto design. In collecting data, the researcher gives a questionnaire consisting of 15 questions. In analysing

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[27] Roki Kurniadi, "Learning English Pronunciation by Using Online Media," *Paper Knowledge . Toward a Media History of Documents* (Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020), https://repository.ar-raniry.ac.id/id/eprint/16928/1/Roki Kurniadi.pdf.

[28] Mika Azi Pangestu, "The Effectiveness of Using Cartoon Film towards the Student's Pronunciation Matery at the First Semester of the Ninth Grade at SMP N 9 Bandar Lampung," *Braz Dent J.* (Lampung university, 2021), http://repository.radenintan.ac.id/16808/.

the data, the researcher used linear regression in SPSS 20. The results of this study indicate that there is significant effect the frequency in watching English-movie towards pronunciation.[29]The conclusion of this study is that students often watch English-movie have an influence on the pronunciation.

The last is from Azizah, this study looked into how audiovisual media could be used to help students improve their pronunciation mastery of Islam terpadu al-hafidz junior high school Palopo. This study relied on Experimental Research. The data was gathered by administering a pre-test and a post-test, both of which were formulated in an oral test using audiovisual media for pronunciation.[30] The researcher concluded that using audiovisuals can help students improve their pronunciation expertise based on the findings of the study.

Based on the above research that has been successful, researchers became interested in conducting research The effect of audio visual on students' pronunciation at grade XI in MAN 1 Padangsidimpuan. The researcher would like to look or find the differences or even the similarity from the students but in the different location and different way in teaching pronunciation with the strategy was watching audio visual.

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[29] Febby febrina Ambar Mahardhika, "The Effect of Frequency in Watching English-Movie towards The Pronounciation of EFL Learners at IAIN Palangha Raya" (State Islamic Institute of Palangka Raya, 2019), http://digilib.iain-palangkaraya.ac.id/2438/.

[30] Nur Aziza, "The Use of AudioViusal Media To Improve Students' Pronunciation Mastery of Islam Terpadu Al-Hafidz Junior High School Palopo" (State Islamic Institute Of Palopo, 2022), http://repository.iainpalopo.ac.id/5695/1/NUR AZIZA.pdf.

C. Conceptual Framework

Using audio visual media in teaching English can help students easier in pronunciation skill. The concept of audio-visual media is to make the students more effectively in develop and motivating to produce the sound of vocabulary. By using audio visual media especially in teaching pronunciation, the students enjoyed the lesson easily.

After obtaining the information about the students' problem, the researcher tries to solve the problem by using audio visual media. Before applying this material, the researcher divided the class into Control Class and Experimental Class.

To know the effect of this strategy, there are three step used in collecting data for this research. The first step is pre-test, it give to the students in control class and experimental class to know their ability before the treatment. After get the result, the researcher gave the treatment to experimental class by using audio visual Material, in another hand the researcher gave treatment in control class by using teacher's technique. The last step is post-test, it give to both of class to find out the effect of Audio Visual on student's pronunciation at grade XI students of MAN 1 Padangsidimpuan.

Research Problems :

1. Students are difficult pronouncing English because the lack of time to practice the pronunciation.

2. Students rarely hear the native speakers speak which can make their opinion that pronunciation feels difficult.

3. The teacher never use media to teach students that make English is a bored lesson.

Pre- Test

Experimental Class

Control Class

Treatment

Using Audio Visual Media

Teachers' media

Post-Test

There is a significant effect using audio visual on students' pronunciation at the eleventh-grade students of MAN 1 Padangsidimpuan.

Figure.II.2
Conceptual Framework

D. Hypothesis

The hypothesis of this research is There is a significant effect of by using audio visual on students' pronunciation at the eleventh-grade students of MAN 1 Padangsidimpuan.

CHAPTER III

RESEARCH METHOD

A. Place and Time of the Research

This research was implemented in MAN 1 Padangsidimpuan on October until December 2023. It is located at Jl. Sutan Sori Pada Mulia, Padangsidimpuan Utara, Kota Padangsidempuan, Sumatera Utara 22715. Researchers chosed this location because this school is one of the best high schools in Padangsidimpuan.

B. Research design

This research was quantitative research conducted by using an experimental research design. The focus of quantitative methods is on objective measurements and the statistical, mathematical, or numerical analysis of data gathered via surveys, polls, and questionnaires as well as the use of computing techniques to modify pre-existing statistical data.[31] The goal of quantitative research is to collect numerical data, generalize it to other populations, or provide an explanation for a specific phenomenon.

Experimental research involves a study of the effect of the systematic manipulation of one variable(s) on another variable. The variables to be manipulated are called experimental treatments or independent variables. The observed and measured variable is called the

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[31] Qutub Khan Wang li,Peng Liping, *Research Methods in Education*, 2018, www.sagepub.in.

dependent variable. [32]An experiment is a scientific investigation in which the researcher manipulates one or more independent variables, control any other relevant variables and observe the effect of the manipulation on the dependent variables. Experimental research design is the most popular design in the field of natural sciences but it has also been used effectively in nonlaboratory setting such as the classroom, where significant factors or variables can be controlled to some degree.

Randomized experiments research already used in this study with a pre-test–post-test control group design, one randomly assigns subjects to the experimental and control groups and administers a pre-test measuring the dependent variable Y. The treatment is introduced only to the experimental subjects (unless two different treatments are being com- pared), after which the two groups are measured on the post-test. To determine the effectiveness of the treatment, the researcher then compares the two groups' mean scores on the post-tests. The research design for pretest-posttest control group design by using one treatment can be seen below[33]:

Table III.1
Pre-test- Post-test Research Design

Group	Pre-test	Independent variable	Post test
E	y_1	X	y_2
C	y_1	-	y_2

Where: E = symbol for experimental class

C = symbol for control class

X = symbol for treatment

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[32] Sorensen Christine K Ary donald, Jacobs Lucy cheser, Razavieh Asghar, *Introduction to Research Education*, ed. Mark Kerr, *Wadsworth Cengage Learning*, nineth, vol. 59, 2014, https://zlibrary-id.se/book/5819601/66c9c7.

[33] Ary donald, Jacobs Lucy cheser, Razavieh Asghar.

C. Population and Sample

1. Population

Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics that are determined by researchers to be studied and then drawn conclusions. The population of the study is the eleventh-grade students of MAN 1 Padangsidimpuan in major religious and science.

Researchers chose class XI students because they were intermediaries from class X and class XII. Grade X students have just completed secondary education so that it is possible that there is still an innate nature at that time. While class XII students must prepare for the national exam. Therefore, researchers will research students class XI high school. The population is 263 students at the eleventh grade. It consists of classes, the population number is shown on the table below:

Table III.2
The Population of The Eleventh-Grade Student of
MAN 1 Padangsidimpuan

No	Classes	Students
1.	XI KAG	30
2.	XI MIA 1	30
3.	XI MIA 2	33
4.	XI MIA 3	32
5.	XI MIA 4	36
6.	XI MIA 5	35
7.	XI MIA 6	34
8.	XI MIA 7	33
Total		**263**

2. Sample

The sample is part of the population in the study, the sample taken is students from the number of populations that has been determined. This research used simple random sampling. The basic characteristic of simple random sampling is that all members of the population have an equal and independent chance of being included in the random sample.[34] Random sampling is used by lottre. So, the sample of this research is two classes of the population.

To take the representative sample from the populations, this research used simple random sampling. As explained in research design that in pretest-posttest control group design, this research took the sample randomly. In random sampling, each member of the sampling frame had an equal chance of being chosen to participate in the study. The following sample table was used in this study:

Table III.3
Table of Sample

No	Class	Sample
1.	Experimental Class XI KAG	30
2.	Control Class XI MIA 1	30
Total		60

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[34] Ary donald, Jacobs Lucy cheser, Razavieh Asghar.

D. Definition of Operational variables

Using operational variables can ensure that this study is conducted properly and that the results are reliable and replicable. Based on the title of the research, this research is consisted of two variables with the definition as follows:

1. Audio Visual media (variable X)

   Audio visual is a term that refers to the use of image and sound components. So, these components will be processed simultaneously and the presented in a presentation, spectacle, and event program that suits your needs. With this audio-visual media, it is hoped the delivery of information can be clearer and more interesting. Learning using audio visual media is closely related to the senses of sight and hearing so that it can make students' sensory abilities more effective and children can easily capture the material in the video.

2. Student's Pronunciation (variable Y)

   Pronunciation is the act or manner of speaking a word. For a variety of reasons, many words in English are not pronounced the way they are spelled, and some sounds can be represented by more than one combination of the letters. The goal of learning English pronunciation is to diagnose and overcome learners' problems: Learners may encounter difficulties distinguishing between sounds and words, encountering novel words, having low learning desires, dealing with varied accents, and experiencing interference from their language. Thus, teachers need

to be aware of these issues, so that teaching pronunciation will be more effective.

E. Instrument of the Test

Instrument in the context of research refers to a tool or device used to collect data for the purpose of analysis. This research needs instrument to help researcher in collecting the data. The instrument that had been used in this research was pronunciation test. Before doing the instrument, the researcher gave the treatment by using audio visual that can be seen on youtube link (https://youtu.be/JwTDPu2TE6k?si=j_N3jTtRkfei2uli).

In the Pronunciation Test, students are asked to practice the pronunciation of several predefined words. During the student's pronunciation practice, the researcher records the student's voice which transcribed later. The test aimed to know the students' pronunciation.

This test is an individual test. By using individual tests, researcher can obtain complete and accurate information about the grading system. In this study, the main data was used to measure the English pronunciation skills of students of eleventh grade in MAN 1 Padangsidimpuan.

According to Lorraine the elements of the ability to recite and the details are summarized in the following table:

Table III.4
Indicator of Pronunciation

No	Indicators	Detail of Skill Pronunciation	Score				
			4	3	2	1	0.5
1.	Intelligibility	Students are able to pronounced of the whole words and its parts are heard clearly or not causing misunderstanding.					
2.	Accentedness	Students are able to pronounced words with an appropriate language accent in pronunciation					
3.	Comprehensibility	Students are able to pronounced words correctly and have the right meaning.					
4.	Native Like	Students are able to pronounced of the whole words and its parts are pronounced like native speaker.[35]					

Description score:

0.5 : Produce all sound unclearly

1 : Most of the words are produced unclearly.

2 : Produces some unclear sound in some words.

3 : Produces a very few unclear sounds in certain words.

4 : Produces clear sound in every word.

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[35] Reinbold Lorraine, "English Pronunciation: Intelligibility, Comprehensibility, and Accentedness," 2017, 245–55, https://core.ac.uk/download/pdf/236446353.pdf.

Based on score pronunciation of table III.4. The total score is 4 items, therefore 4 X 4 (highest statement response) = 16. The gained score will be summed based on their response from score 1, 2, 3 and 4in each item. Will be calculated by the following formula: $\frac{score\ result}{16}$ X 100.

F. Validity of Test

Validity is a more important and comprehensive characteristic than reliability. Assessing validity involves accumulating a great deal of evidence to support the proposed interpretations of scores.[36] The validity of test is the extent to which a test measures what it is supposed to measure and nothing else.

Researcher have to do validity to get accurate data in which has good quality needs validity. Construct validity was used in this research to validate the instrument. There are two validations of test in this research, they are post-test and pre-test. Each cycle has the test. To determine the construct validity, it is based on the English teacher in MAN1 Padangsidimpuan to valid it.

G. The Procedure of Data Collection

Techniques in data collection are carried out using instrument tests. There are two cycles of collecting data in this research. First was pre-test and the second was post-test. Here's some steps for pre-test, treatment and post-test:

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[36] Ary donald, Jacobs Lucy cheser, Razavieh Asghar, *Introduction to Research Education.*

1. Pre-test

    This test done before to know the score of the students in pronunciation. Then, the result would be compared with the post-test which was a test after the treatment done. Here are some steps in doing the pre-test:

    a. The researcher prepared the text.

    b. The researcher distributed the text to the students on experimental and control classes.

    c. The researcher explained and giving the instruction that what should they do with the text.

    d. The researcher gave time to read the text.

    e. The students did the pronunciation test in front of the class.

    f. The researcher record student's pronunciation.

    g. The researcher checked the students test by audio and convert it to text or transcribe the audio to find the results of the tests of both classes.

2. Treatment

    The treatment is teaching pronunciation by using audio visual in the class as the experimental class. Here are the steps in the treatment:

    a. Sightlines. The teacher check lighting, seating, and volume control to be sure that everyone can see and hear the

presentation. When using digital video projection, dim or turn off lights if dimming is not available.

b. Mental set. The teacher briefly reviews prior content and ask questions about the current topic to get students mentally prepared for use of video.

c. In next session, the teacher prepares a video related to the material that has been discussed. It is aimed to make students understand the material being studied. The video contains how to pronounce words related to vowels as pronunciation material. Short segments, the teacher show only 3 to 5 minutes of a video at any one time (even shorter for younger students).

d. Students repeat the words chorally and individually after the video recording. This is useful for training students' understanding of the video they just watched.

3. Post-test

After giving the treatment, the research conducts a post-test which the different test with pre-test. The procedure to do the post-test is same with do the pre-test, but after do the post-test the researcher have to analyse the data to find the effect of audio visual on students' pronunciation in experimental class.

H. Technique of Data Analysis

1. Normality Test

   Normality test use to know whether the data is research is normal or not. The researcher using one sample Kolmogorov-Smirnov Test. The hypothesis for normally test is formulated as follows:

   H_o: The data is normal distribution

   H_a: The data is not normal distribution

   The significant level chosen in analyzing the score of $F_{calculated}$ through using SPSS 26.0 version is 5% or 0.05. Statistically the hypothesis is:

   H_o: $F_{calculated} > F_{0.05}$ or significant$_{calculated}$ >significant α (0.05)

   H_a: $F_{calculated} < F_{0.05}$ or significant$_{calculated}$ <significant α (0.05)

Table III.5
Normality Test

No	Description	Result
1.	Mean	76.07
2.	Std.Deviation	10.242
3.	Absolute	.141
4.	Positive	.141
5.	Negative	-.125
6.	Test Statistic	.141
7.	Asymp Sig. (2-tailed)	129[c]
	N	30

From the data above can be seen that the significance is 0.129. It means 0.129 > 0.05. Ho is accepted and Ha is rejected. So, the data is normal.

2. Homogeneity Test

  Homogeneity test is used to know control class and experimental class have same the variant or not. Homogeneity test has function to find out whether the data homogeny or not. The researcher used test of homogeneity of variances with using SPSS 26.0 version.

Table III.6
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.976	1	58	.327
	Based on Median	.980	1	58	.326
	Based on Median and with adjusted df	.980	1	56.257	.327
	Based on trimmed mean	1.179	1	58	.953

  Based on the table above, it showed that variance between groups based on mean have significance 327. It means sig $> \alpha = 0.05$. 327 > 0.05. The data both of groups are homogenous.

3. Hypothesis Test

  Hypothesis is the provisional result of the research. The formulation of the problem has been written in the form of a question. This research used Independent Sample t-test with using SPSS 26.0 version. The researcher made the hypothesis from the data that have been analysed by looking at the t_{table} and compare it to t_{table} if $t_{count} > t_{table}$, it means the alternative hypothesis is accepted (there is significant effect). Then, if $t_{count} < t_{table}$ means hypothesis rejected (there is no significant effect).

CHAPTER IV

RESULT OF THE RESEARCH

This chapter tells about the result of the research. The research tells about the effect of using Audio Visual on students' pronunciation at the eleventh grade of MAN 1 Padangsidimpuan. The researcher had calculated the data of pre-test and post-test. The researcher conducted the research by conducting pre-test to know the students' pronunciation before the treatment and conducting post-test is to know the students' pronunciation after giving treatment by using audio visual. After getting the data, the researcher used the statistical formulation to test the hypothesis. Then, the researcher described the data as follows:

A. **Description of Research Data**

1. **The Description of Data Students' Pronunciation Before Using Audio-Visual**

   a. **Data Description of Pre-Test in Experimental Class**

   The researcher took XI KAG as an experimental class. Based on students' recording in pre-test the researcher has calculated the students score as the table below:

Table IV.1
The score of Pre-test in Experimental Class

No.	Description	Result
1.	Total score	1488
2.	Maximum	62
3.	Minimum	37
4.	Mean	49.60
5.	Median	50.00
6.	Mode	50
7.	Range	25
8.	Std. Deviation	6.610

Based on the table IV.1, the total score of experimental class in pre-test was 1488, mean was 49.60, standard deviation was 6.610, median was 50.00, range was 25, mode was 50. The researcher got the maximum score was 62 and minimum score was 37. Then, the computed of the frequency distribution of the students' score of experimental class could be seen on the table below:

Table IV.2
Frequency Distribution of Students' Score in Pre-test
(Experimental Class)

No	Interval	Mid-point	Frequency	Percentage
1.	37-41	39	3	10.70%
2.	42-45	44	4	13.30%
3.	46-49	48	6	20.00%
4.	50-53	52	8	26.70%
5.	54-57	56	5	16.00%
6.	58-61	60	3	10.70%
7.	62-65	64	1	3.30%
i=4			30	100%

From the table IV.2, the students' score in class interval between 37-41 was 3 students (10.70%), class interval 42-45 was 4 students (13.30%), class interval between 46-49 was 6 students (20.00%), class interval between 50-53 was 8 students (26.70%),

class interval between 54-57 was 5 students (16.00%), class interval between 58-61 was 3 student (10.00%), class interval between 62-65 was 1 student (3.30%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:
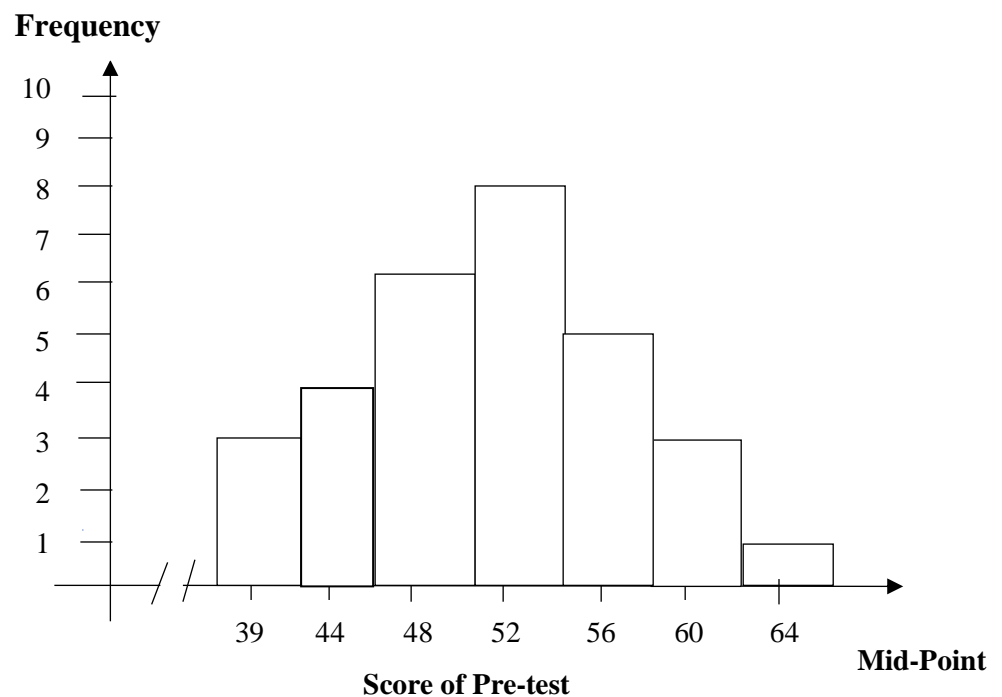
Frequency

Histogram IV.1: Data Description of Students' Pronunciation in Experimental Class (Pre-test)

Based on histogram IV.1, mid-point is score in the middle. The total frequency was 30 students, because relative to the data is 30 students. Mid-point from 39 was 3 frequencies, it means score 39 there are 3 students. Mid-point from 44 was 4 frequencies, it means score 44 there are 4 students. Mid-point from 48 was 6 frequencies, it means score 48 there 6 students. Mid-point from 52 was 8

frequencies, it means score 52 there are 8 students. Mid-point from 56 was 5 frequencies, it means score 56 there are 5 students. Mid-point from 60 was 3 frequencies, it means score 60 there are 3 students. Mid-point from 64 was 1 frequency, it means score 64 there is 1 student.

b. **Data Description of Pre-test in Control Class**

In pre-test of control class, the researcher calculated the result that has been gotten from the students in practicing pronunciation. The score of pre-test control class could be seen in the following table:

Table IV.3
The Score of Pre-test in Control Class

No.	Description	Result
1.	Total score	1437
2.	Maximum	62
3.	Minimum	31
4.	Mean	47.90
5.	Median	50.00
6.	Mode	50
7.	Range	31
8.	Std. Deviation	8.218

Based on the table IV.3, the total score of control class in pre-test was 1437, mean was 47.90, standard deviation was 8.218, median was 47.90, range was 31, mode was 50. The researcher got the maximum score was 62 and minimum score was 31. Then, the computed of the frequency distribution of the students' score of control class could be seen on the table below:

Table IV.4
Frequency Distribution of Students' Score in Pre-test
(Control Class)

No	Interval	Mid-point	Frequency	Percentage
1.	31-35	33	2	6.70%
2.	36-40	38	4	13.33%
3.	41-45	43	6	20.00%
4.	46-50	48	7	23.70%
5.	51-55	53	5	16.00%
6.	56-60	58	4	13.33%
7.	61-65	63	2	6.7%
i=5			30	100%

From the table IV.4, the students' score in class interval between 31-35 was 2 students (6.70%), class interval 36-40 was 4 students (13.33%), class interval between 41-45 was 6 students (20.00%), class interval between 46-50 was 7 students (23.70%), class interval between 51-55 was 5 student (16.00%), class interval between 56-60 was 4 students (13.33%), and class interval between 61-65 was 2 students (6.70%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:
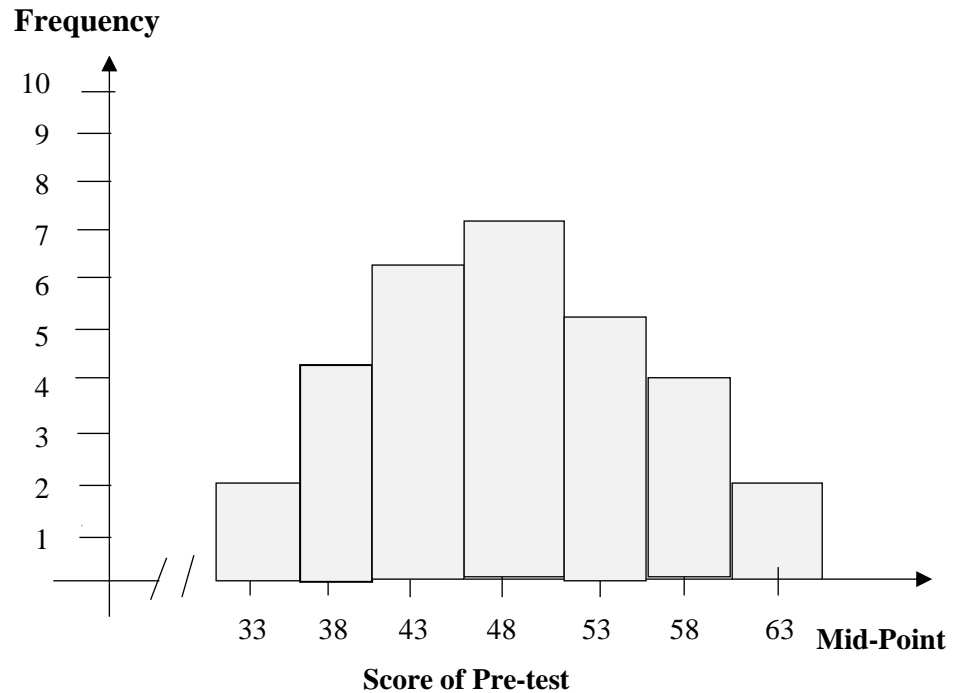
Frequency

Histogram IV.2: Data Description of Students' Pronunciation in Control Class (Pre-test)

Based on histogram IV.2 above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 30 students, because relative to the data is 30 students. Mid-point from 33 was 2 frequencies, it means score 33 there are 2 students. Mid-point from 38 was 4 frequencies, it means score 38 there are 4 students. Mid-point from 43 was 6 frequencies, it means score 43 there are 6 students. Mid-point from 48 was 7 frequencies, it means score 48 there are 7 students. Mid-point from 53 was 5 frequencies, it means score 53 there are 5 students. Mid-point from 58 was 4 frequencies, it means score 58 there are 4 students. Mid-

point from 53 was 2 frequencies, it means score 63 there are 2 students.

2. **Description of Data Students' Pronunciation After Using Audio-Visual**

a. **Data Description of Post-test in Experimental Class**

In post-test of experimental class, the researcher calculated the result that has been gotten from the students in practicing pronunciation. The score of post-test experimental class could be seen in the following table:

Table IV.5
The Score of Post-test in Experimental Class

No.	Description	Result
1.	Total score	2282
2.	Maximum	93
3.	Minimum	56
4.	Mean	76.07
5.	Median	75.00
6.	Mode	75
7.	Range	43
8.	Std. Deviation	10.242

Based on the table IV.5, the total score of experimental class in post-test was 2282, mean was 76.07, standard deviation was 10.242, median was 75.00, range was 43, mode was 75. The researcher got the maximum score was 93 and minimum score was 50. Then, the computed of the frequency distribution of the students' score of experimental class could be seen on the table below:

Table IV.6
Frequency Distribution of Students' Score in Post-test
(Experimental Class)

No	Interval	Mid-point	Frequency	Percentage
1.	50-57	53.5	1	3.33%
2	58-64	61	3	10.00%
3.	65-71	68	6	20.00%
4.	72-78	75	8	26.70%
5.	79-85	82	5	16.65%
6.	86-92	89	4	13.32%
7.	93-99	96	3	10.00%
	i=7		30	100%

From the table IV.6, the students' score in experimental class interval between 50-57 was 1 student (3.33%), class interval 58-64 was 3 students (10.00%), class interval between 65-71 was 6 students (20.00%), class interval between 72-78 was 8 students (26.70%), class interval between 79-85 was 5 students (16.65%), class interval between 86-92 was 4 students (13.32%) and class interval between 93-99 was 3 student (10.00%). In order to get description of the data clearly and completely, the researcher presented in histogram on the following figure:
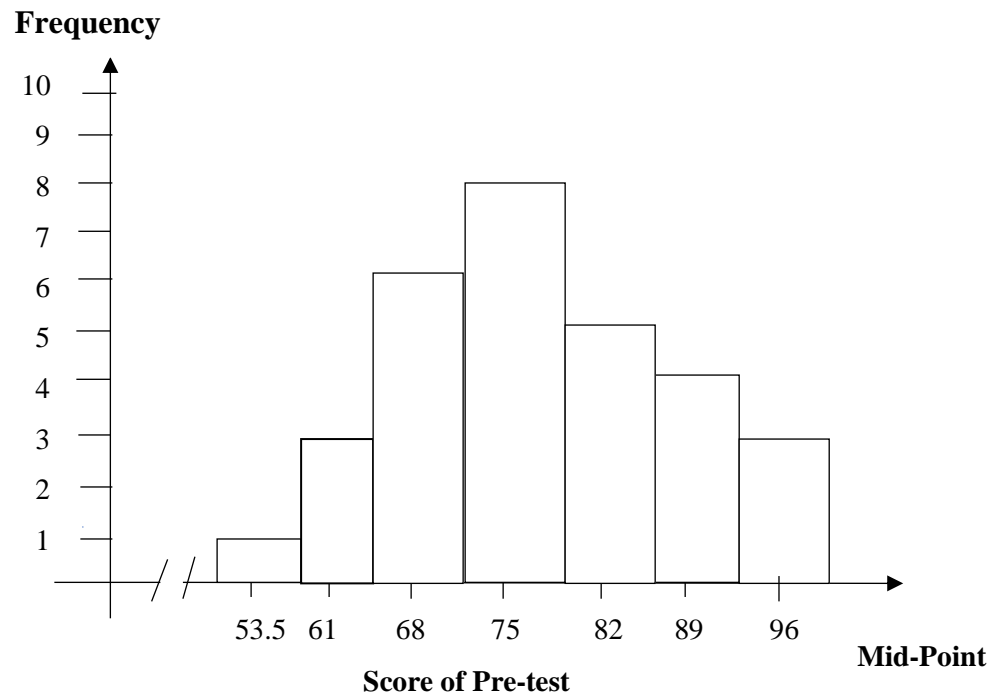
Frequency

Histogram IV.3: Data Description of Students' Pronunciation in Experimental Class (Post-test)

Based on histogram from of mid-point above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 30 students, because relative to the data is 30 students. Mid-point from 53.5 was 1 frequency, it means score 53.5 there is 1 student. Mid-point from 61 was 3 frequencies, it means score 61 there are 3 students. Mid-point from 68 was 6 frequencies, it means score 68 there are 6 students. Mid-point from 75 was 8 frequencies, it means score 75 there are 8 students. Mid-point from 82 was 5 frequencies, it means score 82 there are 5 students. Mid-point from 89 was 4 frequencies, it means score 89 there are 4 students. Mid-point from 96 was 3 frequencies, it means score 96 there is only 3 students.

b. **Data Description of Post-test in Control Class**

In post-test of control class, the researcher calculated the result that has been gotten from the students in practicing pronunciation. The score of post-test control class could be seen in the following table:

Table IV.7
The Score of Post-test in Control Class

No.	Description	Result
1.	Total score	1471
2.	Maximum	62
3.	Minimum	31
4.	Mean	49.03
5.	Median	50.00
6.	Mode	50
7.	Range	31
8.	Std. Deviation	8.327

Based on the table IV.7, the total score of control class in post-test was 1471, mean was 49.03, standard deviation was 8.327, median was 50.00, range was 31, mode was 50. The researcher got the maximum score was 62 and minimum score was 31. Then, the computed of the frequency distribution of the students' score of control class could be seen on the table below:

Table IV.8
Frequency Distribution of Students' Score in Post-test
(Control Class)

No	Interval	Mid-point	Frequency	Percentage
1.	31-35	33	2	6.77%
2.	36-40	38	3	10.00%
3.	41-45	43	5	16.00%
4.	46-50	48	7	23.33%
5.	51-55	53	6	20.00%
6.	56-60	58	4	13.30%
7.	61-65	63	3	10.00%
i=10			30	100%

From the table IV.8, the students' score in class interval

between 31-35 was 2 students (6.77%), class interval 36-40 was 3

students (10.00%), class interval between 41-45 was 5 students

(16.00%), class interval between 46-50 was 7 students (23.33%),

class interval between 51-55 was 6 student (20.00%) class interval

between 56-60 was 4 students (16.30%), and class interval between

61-65 was 3 students (10.00%). In order to get description of the

data clearly and completely, the researcher presented in histogram

on the following figure:
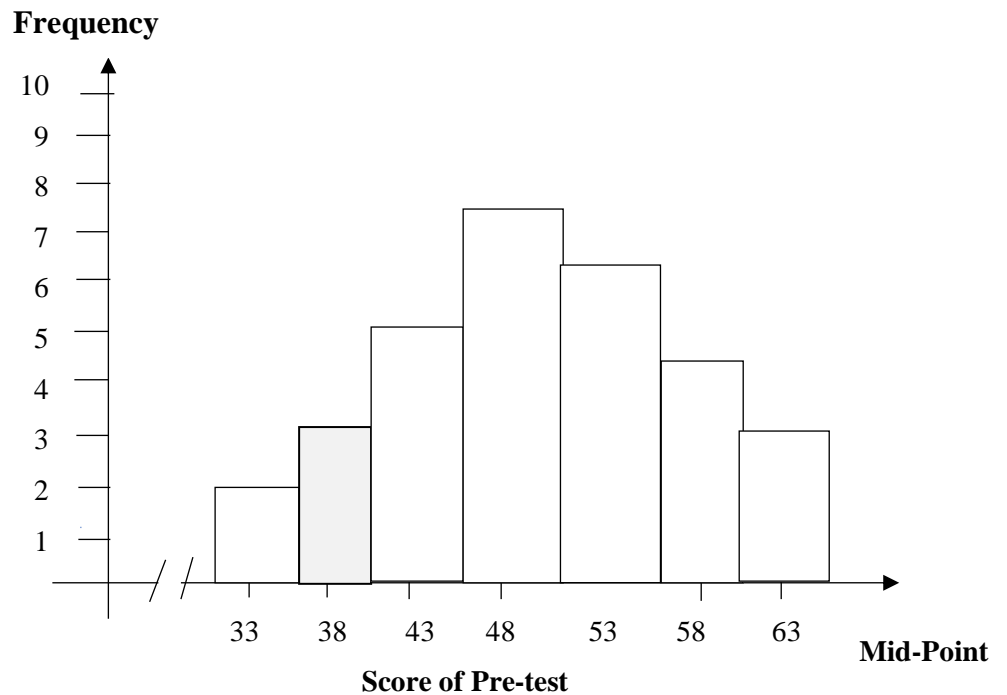
Frequency

Histogram IV.4: Data Description of Students' Pronunciation in Control Class (Post-test)

Based on histogram from of mid-point above, mid-point is score in the middle. The score can be seen from mid-point. The total frequency was 30 students, because relative to the data is 30 students. Mid-point from 33 was 2 frequencies, it means score 33 there are 2 students. Mid-point from 38 was 3 frequencies, it means score 38 there are 3 students. Mid-point from 43 was 5 frequencies, it means score 43 there are 5 students. Mid-point from 48 was 7 frequencies, it means score 48 there are 7 students. Mid-point from 53 was 6 frequencies, it means score 53 there are 6 students. Mid-point from 58 was 4 frequencies, it means score 58 there are 4 students. Mid-point from 63 was 3 frequencies, it means score 63 there are 3 students.

3. Description of Significant Effect of Using Audio Visual and Comparison Score in Experimental Class and Control Class

In comparing the samples used, the researcher interpreted the pair samples t-test using SPSS 26.0 version as below:

Table IV.9
Paired Sample Statistic

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pre-test experimental	49.60	30	6.610	1.207
Post-test experimental	76.07	30	10.242	1.870
Pair 2 Pre-test control	47.90	30	8.218	1.500
Post-test control	49.03	30	8.327	1.520

Based on the table IV.9, that can be seen that summary of the result of the descriptive statistic of the two samples, namely the pre-test and post-test's score both in experimental class and control class. There is a significant difference result pre-test and post-test between experimental class and control class. The mean score in pre-test experimental class is 49.60 and 76.07 in post-test experimental class. Meanwhile, the mean score in pre-test control class is 47.90 and 49.03 in post-test. This means that experimental class that use audio visual have higher scores than class control that do not use audio visual.

Then, std. deviation in pre-test experimental class is 6.610 and 10.242 in post-test experimental class. Std. Deviation in pre-test control class is 8.218 and 8.327 in post-test control class. Because the mean score in pre-test is lower than post-test, it means

descriptively there is the different mean score between pre-test and post-test.

B. Testing Hypothesis

The researcher had known the data normal and homogeneity. It means the researcher chosen the next hypothesis. If data is normal and homogeneity, the researcher has to use the parametric statistic to analyse the hypothesis. Parametric statistic is as independent sample t-test. The researcher used independent sample t-test with using SPSS 26.0 version to examine the hypothesis. The result can be seen from mean of score.

Before using the techniques (pre-test) in experimental class, mean score is 49.60 and after using the technique in experimental class (post-test), mean score is 76.07. To know the effect of using audio visual on students' pronunciation, the researcher would present the data analysis in the table below:

Table IV.10
Group Statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Post test Experimental Control		30 30	76.07 49.03	10.242 8.327	1.870 1.520

The table of group statistic IV.10 shows that both samples have 30 students. The mean of experimental class improvement was 78.07 and mean of control class improvement was 49.03. The standard deviation for the experimental class was 10.242 and the

control class was 8.327. It means there is a different point on students' pronunciation after using audio visual.

From the results of calculations using the SPSS version 26.0 application, the sig (2-tailed) is smaller than 0.05, with t $_{count}$ is 11.217 and t $_{table}$ is 1.672 on 5% significant level. The hypothesis (Ha) was accepted namely $t_{count} > t_{table}$ (11.217 >1.672). The result showed there was significant effect of using audio visual on students' pronunciation at grade XI in MAN 1 Padangsidimpuan". The calculation results can be seen in Appendix 7.

In this case, gain of mean score in pre-test and post-test in experimental class and control class can be seen in the below:

Table IV.11
Gain of Score in Experimental and Control Class

	Pre-test	Post-test	Enhancement	Gain Score
Experimental Class	49.60	76.07	26.47	25.34
Control Class	47.90	49.03	1.13	

The researcher discussed of the result in this research based on the result of the data analysis. The researcher got the mean score for experimental pre-test was 49.60 and post-test was 76.07. The difference between pre-test and post-test is 26.47. Then, the mean score for control class in pre-test was 47,90 and post-test was 49.03. The difference between pre-test and post-test is 1.13. So, based on the comparing can be concluded that effectiveness of experimental class was higher than control class.

C. Discussion and Findings

The researcher found the problem that the students were difficult in practicing pronunciation. The students could not pronounce words correctly and the lack of the time to practicing pronounce English in the classroom. It was the reason from the researcher to conduct the research. At the beginning of the research, the pre-test was administered to know the students by the researcher. Based on the result of the research above, it has shown that audio visual influenced students' pronunciation. From the result, it can be seen that the students' post-test was higher than pre-test.

The researcher did pre-test of experimental and control classes. On the other hand, the result showed that the mean score for pre-test experimental class was 49.60 and the mean score of pre-tests in control class was 47.90 Afterward, students were taught by audio visual in the experimental class. The material is pronouncing vowel in words.

In the treatment process in experimental class, the students felt confusion to learn pronunciation by using audio visual because students were afraid and thinking that pronunciation was difficult for them. Many students understand about the meaning of the words but they can't pronounce it correctly.

The researcher did post-test of experimental and control classes. On the other hand, the result showed that the mean score for post-test experimental class was 76.07 and the mean score of post-tests in control

class was 49.03. This result after the researcher taught the students by using audio visual.

Audio visual is a media that combines the work of the senses of hearing and also vision. Audio visual help the teacher's description about how sounds are produced.[37] It means that audio-visual is an essential and effective way to enhance English language education in the classroom because uses modern technology and is fun when learning while listening and also looking. Therefore, researchers found several research titles that were similar to the researcher's title as a comparison of the results.

The first is Hasan states that there was significant effect of watching movie on students' pronunciation.[38] The similarities between Hasan's research and this study are the same using quantitative research methods, using audio visual media in his experimental class and have results that show significant effects on student pronunciation. The difference between Hasan's research and this research is that Hasan's research took a sample of university first semester students majoring in English. while the sample of this research took class XI high school students majoring in science and religion. For the research sample, Hasan took 44 students in the

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[37] Goodwin, *Teaching Pronunciation A Course Book and Reference Guide Second Edition,* (Cambridge University Press), www.cambridge.org

[38] Leni Hasan, "The Effect of Watching Movie as Audio Visual Media to Develop Pronounciation at First Semester University Students Departmen of English Education in State Islamic University of North Sumatera," *Paper Knowledge . Toward a Media History of Documents* (UIN Sumatera Utara, 2021), http://repository.uinsu.ac.id/14787/1/Skripsi Leni Hasan 34143001.pdf.

experimental class and 39 in the control class, while in this research took 30 students in the experimental and control classes.

The next is Pangestu, the objective of the research is to find out whether there is the effectiveness of using cartoon film towards the student' pronunciation.[39] The similarity between Pangestu's Research and this study is the same using experimental design and the results of the same research show that audio visual has an effect on student pronunciation.The difference between Pengestu's research and this study is that Pangestu took samples of ninth grade junior high school students while this Research took samples of grade XI high school students. The audio-visual media used is also not the same, Pangestu's research uses cartoon films to attract students' interest while the media used in this study is learning videos.

The discussion of findings above can support this research, where they have in common that audio visual has significant effect on students' pronunciation. Therefore, the research conducted by the researcher or another researcher who was referenced in a referenced in a related findings have been affected by using audio visual.

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[39] Mika Azi Pangestu, "The Effectiveness of Using Cartoon Film towards the Student's Pronunciation Matery at the First Semester of the Ninth Grade at SMP N 9 Bandar Lampung," *Braz Dent J.* (Lampung university, 2021), http://repository.radenintan.ac.id/16808/.

D. Threats of the Research

There are some factors that may threats this research, including the following:

1. The researcher was unknowing of how seriously the students were taking the test.

2. The results of the pronunciation recording are not clear.

3. There were few students that have the same errors in pronunciation.

CHAPTER V

CLOSING

A. Conclussion

Based on the result of the research, the conclusions of this research are:

1. Students' pronunciation before using audio visual, the mean score of Pre-test in experimental class was 49.23.

2. Students' pronunciation after using audio visual, the mean score of experimental class was higher than before using audio visual. The mean score of Post-test for the experimental class was 68.13. It means there is the different before and after using audio visual.

3. The significant effect of using audio visual on students' pronunciation can be seen that t $_{count}$ is 7.018 and t $_{table}$ is 1.672. It means that t $_{count}$ > t $_{table}$ (7.018 >1.672). So, H$_a$ is accepted and H$_o$ is rejected. It is "there is significant effect of using audio visual on students' pronunciation at grade XI in MAN 1 Padangsidimpuan".

B. Implication of The Study

Implications are drawn from the research finding. The research came with a finding that there is a significant effect on the students' pronunciation after using audio visual and those students' pronunciation who are taught without using audio visual. Moreover, this research implies that the use of audio visual is effective in teaching pronunciation.

Students are motivated and relaxed in learning pronunciation when they are taught using audio visual. Therefore, it implies that the use of audio

visual can keep students' interest and help them to more understand how sounds is pronounced. It is expected that the teachers are highly recommended to utilize audio visual on the teaching of pronunciation.

In summary, the use of audio visual during the research can affect the students' pronunciation. Therefore, the application of audio visual needs to be applied continuously in teaching pronunciation. It is because the use of audio visual can be effective media to help the students' pronunciation practice and create an enthusiastic learning process so that the standard of competence of learning process can be achieved.

C. Suggestion

After completing the research, the research learned a lot about how to teach and learn English. The researcher concluded that some things required proof as a result form the experience. One of information is better for the teacher to use method in teaching learning process.

It prompts the researcher offering the following suggestions:

1. For the headmaster of MAN 1 Padangsidimpuan to encourage the English teacher to use the audio visual as much as possible when teaching pronunciation especially in vowel or consonant, because this method can help students more interest to do process learning.

2. For the English teacher, it hoped to use audio visual to teaching pronunciation, because to make the students more understanding and fun.

3. For the students, audio visual can be useful to improve students' pronunciation.

4. The researcher suggests to another researcher to use this method in solving other problems and find other factors that face by students in learning English process.

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APPENDIX 1

LESSON PLAN (EXPERIMENTAL CLASS)

School	: MAN 1 Padangsidimpuan	Class/Semester	: XI/ 1(Ganjil)
Subject	: English	Time Allocation	: 90 Minutes
Subject matter	: Pronuncing English Vowel		

LEARNING OBJECTIVES

After following the learning process, students are expected to:

Identify vowels present in a word

Understand how vowels are pronounced

Practice how to pronunciation properly and correctly

Understand the media used as pronunciation learning

Media/Tools Learning Materials &Resources

Media	:	Worksheet (students), Assessment sheet, audio visual
Alat/Bahan	:	Markers, Whiteboard, Laptop & infocus
Sumber Belajar	:	English Text Book

LEARNING ACTIVITIES

Pre-Teaching (20 minutes)

1. Opening with greetings and praying to start learning, checking the presence of learners as a disciplined attitude.

2. Relate the material/theme/learning activities to be carried out with the experience of students with previous materials /themes/activities as well as asking questions to remember and relate to the next material.

3. Convey motivation about what can be obtained (goals & benefits) by studying the material: ***Pronunciation vowel sound***

4. Explain the things to be learned, the competencies to be achieved, and the learning methods to be taken.

While Teaching (45 minutes)	**SIGHTLINES**
	The teacher check lighting, seating, and volume control to be sure that everyone can see and hear the presentation. When using digital video projection, dim or turn off lights if dimming is not available. When viewing with a TV, use normal room lighting and dim the lights above and behind the monitor if possible.
	MENTAL SET
	The teacher briefly reviews prior content and ask questions about the current topic to get students mentally prepared for use of video.
	SHORT SEGMEN
	In next session, the teacher prepares a video related to the material that has been discussed. It is aimed to make students understand the material being studied. The video contains how to pronounce words related to vowels as pronunciation material. Short segments, the teacher show only 3 to 5 minutes of a video at any one time (even shorter for younger students).
	VOCABULARY
	Students repeat the words chorally and individually after the video recording. This is useful for training students' understanding of the video they just watched

Post Teaching (25 menit)

1. The teacher calls the students one by one to test the students' pronunciation and then records and transcribes the results of the students' pronunciation.

2. Students make lesson summaries/conclusions about important points that appear in newly carried out learning activities.

3. Teacher and Students pray as the closing of the lesson

ASSESSMENT OF LEARNING OUTCOMES

Skill Assessment: Oral test/ Pronunciation Test

LESSON PLAN

(CONTROL CLASS)

Scholl	: MAN 1 Padangsidimpuan	Class/Semester	: XI / 1 (Ganjil)
Subject	: English	Time Allocation	: 90 Minutes
Subject Matter	: Pronunciation English vowels		

LEARNING OBJECTIVES

After following the learning process, students are expected to:

Identify vowels present in a word

Understand how vowels are pronounced

Practice how to pronunciation properly and correctly

Understand the media used as pronunciation learning

Media/Tools Learning Materials &Resources

Media	:	Worksheet or worksheet (students),
Tools/Materials	:	Markers, whiteboards,
Learning Resources	:	Book pronunciation English practice

LEARNING ACTIVITIES

Pre teaching(20 minutes)

a.) The teacher enters the class and checks the cleanliness of the class.

b.) The teacher checks student attendance list.

c.) The teacher invites students to pray together before starting the teaching and learning process.

d.) The teacher conveys the indicators and learning objectives

e.) The teacher does apperception that is the teacher asks the students about what they are doing at home.

f.) The teacher provides motivation, namely the teacher provides direction and motivation so that students always carry

out their duties and responsibilities properly and honestly.

While teaching (60 minutes)	a.) Teachers give pretest pronunciation papers to students
	b.) The teacher told the students to practice the pronunciation of each word on the paper
	c.) The teacher records the students' pronunciation and transcribes it to obtain the results

Post teaching (15 minutes)

a.) Students and teacher reflect on the activities that have been carried out in the teaching and learning process.

b.) The teacher conveys the lesson plan for the next meeting.

c.) Teacher and students pray as the closing of the lesson.

ASSESSMENT OF LEARNING OUTCOMES

Skill Assessment: practice pronunciation.

APPENDIX 2

INSTRUMENT FOR PRE-TEST

1. Introduction

   This test aims to determine students 'pronunciation in vowels and the results do not affect students position in this Scholl.

2. Guidance

   a. Teacher gives the text to the students

   b. Students must prepare themselves to practice their pronunciation in front of the class.

   c. If there is a question about the topic, ask to the teacher in the class.

3. Question

Pronouncing the words below with the correct pronunciation:

1. Problem

2. Call

3. Food

4. Full

5. Sun

No	Words	Vowels	Symbols
1.	Problem	ɒ	/'prɒbləm/
2.	Call	ɔ:	/kɔ:l//
3.	Food	u:	/'fu:d/
4.	Full	ʊ	/fʊl/
5.	Sun	ʌ	/sʌn/

Indicator of instrument
Students 1 Experimental Class: AM

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Problem	✓	-	✓	✓
2.	Call	✓	✓	✓	-
3.	Food	-	-	-	-
4.	Full	-	-	-	-
5.	Sun	-	-	-	-

Transcription: https://youtu.be/K-cpQoU-aMg?si=_SKttVe6PbONctXH

Students 2 Experimental Class: RA

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Problem	✓	-	✓	✓
2.	Call	✓	-	-	-
3.	Food	✓	✓	✓	✓
4.	Full	✓	✓	✓	✓
5.	Sun	-	-	-	-

Transcription: https://youtu.be/dNpCKZW1POQ?si=xCOI21hozshmZvuN

Students 1 Control Class: ERS

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Problem	✓	✓	✓	✓
2.	Call	✓	✓	✓	✓
3.	Food	✓	✓	✓	✓
4.	Full	-	-	-	-
5.	Sun	-	-	-	-

Transcription: https://youtu.be/LHATU_CFm3M?si=oLTeDSeNJpPdlS0D

Students 2 Control Class: AHS

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Problem	✓	-	✓	✓
2.	Call	-	-	-	-
3.	Food	✓	✓	✓	-
4.	Full	-	-	-	-
5.	Sun	-	-	-	-

Transcription: https://youtu.be/WJGJhwuk3qc?si=6Vi64ACD3mW7j4pZ

INSTRUMENT FOR POST-TEST

1. Introduction

   This test aims to determine students 'pronunciation in vowels and the results do not affect students position in this Scholl.

2. Guidance

   a. Teacher gives the text to the students

   b. Students must prepare themselves to practice their pronunciation in front of the class.

   c. If there is a question about the topic, ask to the teacher in the class.

3. Question

Pronouncing the words below with the correct pronunciation:

1.Got

2. Saw

3. Too

4. Put

5. Cup

No	Words	Vowels	Symbols
1.	Got	ɒ	/gɒt/
2.	Saw	ɔː	/sɔ:/
3.	Too	uː	/tu:/
4.	Put	ʊ	/pʊt/
5.	cup	ʌ	/kʌp/

Indicators of Instrument

Student 1 Experimental Class: FA

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Got	✓	✓	✓	✓
2.	Saw	✓	✓	-	-
3.	Too	✓	-	✓	✓
4.	Put	✓	✓	✓	✓
5.	Cup	✓	✓	✓	✓

Transcription: https://youtu.be/Eftq2cP9hxc?si=SwJU_si42DKxowU2

Student 2 Experimental Class: SAH

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Got	✓	✓	✓	✓
2.	Saw	✓	✓	-	-
3.	Too	✓	✓	✓	✓
4.	Put	✓	✓	✓	✓
5.	Cup	✓	✓	✓	✓

Transcription: https://youtu.be/pi0YsNBQ8ZA?si=2jNgRH3-AMGtQQ4P

Student 1 Control Class: RPS

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Got	✓	-	-	-
2.	Saw	✓	-	-	-
3.	Too	✓	-	-	-
4.	Put	✓	✓	✓	✓
5.	Cup	✓	✓	✓	✓

Transcription: https://youtu.be/W_q6WIsXoIA?si=4oEob4x0pAh8VGkg

Student 2 Experimental Class: ZA

No	Words	Intelligibility	Accentedness	Comprehensibility	Native Like
1.	Got	✓	-	✓	-
2.	Saw	✓	✓	-	✓
3.	Too	✓	-	✓	-
4.	Put	-	-	-	-
5.	Cup	✓	✓	✓	✓

Transcription: https://youtu.be/EhTZ710CxZs?si=xzfXUpqgJLGKTquc

APPENDIX 4

SCORE PRETEST EXPERIMENTAL CLASS (XI KAG)

No	Name	Intelligibility	Accentedness	Comprehen-sibility	Native Like	Total score	Result
1.	AWB	3	1	3	0.5	7.5	47
2.	AT	4	1	3	2	7	62
3.	AM	2	1	2	1	6	37
4.	AF	2	1	2	1	6	37
5.	BS	3	0.5	3	1	7.5	47
6.	DA	3	1	2	1	7	44
7.	DH	2	1	2	1	6	37
8.	DA	3	2	2	2	9	56
9.	DK	3	2	2	1	8	50
10	EA	2	1	3	2	8	50
11.	FA	3	2	2	1	8	50
12.	FA	3	1	3	2	9	56
13.	FK	3	3	3	0.5	9.5	59
14.	FS	3	2	2	1	8	50
15.	HN	3	2	2	2	9	56
16.	KI	3	1	2	1	7	44
17.	MA	2	2	2	1	7	44
18.	MS	4	0.5	3	2	9.5	59
19.	ML	3	1	3	2	9	56
20	MT	3	2	2	1	8	50
21.	MD	3	1	3	1	8	50
22.	MR	2	1	3	1	7	44
23.	NAS	3	0.5	3	1	7.5	47
24.	OS	3	1	3	1	8	50
25.	RM	2	2	2	2	8	50
26.	RA	3	2	2	2	9	56
27.	SH	3	1	3	0.5	7.5	47
28	SAH	4	2	3	0.5	9.5	59
29.	SR	3	2	2	0.5	7.5	47
30.	YA	3	0.5	3	1	7.5	47

SCORE POST TEST EXPERIMENTAL CLASS (XI KAG)

No	Name	Intelligibility	Accentedness	Comprehen-sibility	Native Like	Total score	Result
1.	AWB	3	3	3	2	11	69
2.	AT	2	3	3	2	10	62
3.	AM	3	2	4	3	12	75
4.	AF	3	2	3	2	10	62
5.	BS	2	2	2	2	8	50
6.	DA	4	3	4	4	15	93
7.	DH	4	2	4	2	12	75
8.	DA	4	3	3	3	13	81
9.	DK	3	2	3	2	10	62
10	EA	4	2	3	3	12	75
11.	FA	4	3	4	3	14	87
12.	FA	4	3	3	3	13	81
13.	FK	3	3	3	3	12	75
14.	FS	4	4	4	3	15	93
15.	HN	4	3	3	3	13	81
16.	KI	4	3	4	3	14	87
17.	MA	3	3	3	3	12	75
18.	MS	4	3	4	3	14	87
19.	ML	3	3	3	2	11	69
20	MT	3	3	3	3	12	75
21.	MD	4	3	4	2	13	81
22.	MR	4	3	2	2	11	69
23.	NAS	4	2	4	2	12	75
24.	OS	3	3	3	2	11	69
25.	RM	4	2	3	2	11	69
26.	RA	4	3	3	2	12	75
27.	SH	4	3	4	2	13	81
28	SAH	4	4	3	3	14	87
29.	SR	4	3	4	4	15	93
30.	YA	4	2	3	2	11	69

SCORE PRE-TEST CONTROL CLASS (XI MIA 1)

No	Name	Intelligibility	Accentedness	Comprehen-sibility	Native Like	Total score	Result
1.	AHS	2	1	2	1	6	37
2.	AF	3	2	3	2	10	62
3.	AFT	2	2	3	2	9	56
4.	ASH	1	1	2	1	5	31
5.	AM	2	2	2	2	8	50
6.	DA	2	1	2	1	6	37
7.	DT	3	2	3	2	10	62
8.	DDH	2	1	3	2	8	50
9.	ERS	2	2	2	2	8	50
10	FA	3	1	3	1	8	50
11.	FFY	2	2	2	1	7	44
12.	FR	2	1	4	2	9	56
13.	HA	3	1	3	1	8	50
14.	IA	3	1	3	1	7	44
15.	ITA	2	2	3	2	9	56
16.	KA	3	0.5	3	2	8.5	53
17.	LAH	2	2	2	1	7	44
18.	MFD	2	1	2	1	5	31
19.	NP	2	1	2	1	6	37
20	NA	2	2	3	1	8	50
21.	NPN	2	2	2	2	8	50
22.	RPS	4	0.5	3	1	8.5	53
23.	RJ	4	1	3	0.5	8.5	53
24.	RZF	2	1	3	1	7	44
25.	SAF	3	2	1	1	7	44
26.	SH	3	1	4	0.5	8.5	53
27.	SR	3	0.5	4	1	8.5	53
28	SA	3	1	3	2	9	56
29.	YH	2	1	2	1	6	37
30.	ZA	2	1	3	1	7	44

SCORE POST-TEST CONTROL CLASS (XI MIA 1)

No	Name	Intelligibility	Accentedness	Comprehen-sibility	Native Like	Total score	Result
1.	AHS	1	1	2	1	5	31
2.	AF	2	1	1	1	5	31
3.	AFT	3	1	2	1	7	44
4.	ASH	2	1	3	2	8	50
5.	AM	3	1	4	0.5	8.5	53
6.	DA	4	0.5	3	1	8.5	53
7.	DT	3	1	3	2	8	50
8.	DDH	3	2	2	1	8	50
9.	ERS	2	2	1	2	7	44
10	FA	3	0.5	3	2	8.5	53
11.	FFY	3	2	2	1	8	50
12.	FR	3	2	3	0.5	8.5	53
13.	HA	3	0.5	3	2	8.5	53
14.	IA	2	2	2	2	8	50
15.	ITA	2	1	2	1	6	37
16.	KA	2	1	3	2	8	50
17.	LAH	3	2	2	1	7	44
18.	MFD	3	0.5	3	2	8.5	53
19.	NP	1	1	3	1	6	37
20	NA	2	2	3	2	9	56
21.	NPN	3	2	3	2	10	62
22.	RPS	4	2	2	2	10	62
23.	RJ	2	1	2	1	6	37
24.	RZF	3	1	3	2	9	56
25.	SAF	2	1	2	2	7	44
26.	SH	2	1	3	2	8	50
27.	SR	3	1	2	1	7	44
28	SA	3	1	3	3	10	62
29.	YH	2	2	3	2	9	56
30.	ZA	3	2	2	2	9	56

Appendix 5

Documentation

Pre-test

1. Experimental Class

The researcher do the pre-test pronunciation in the experimental class.

2. Control Class

The researcher do the pre-test pronunciation in control class

Treatment in Experimental Class

The researcher prepare students mental set before learning by using audio visual.

The students watch the video as audio visual media while learning pronunciation

Post Test

1. Post test in Experimental Class

The researcher do the post-test pronunciation in experimental class.

2. Post test in Control Class

The researcher do the post test pronunciation in control class.

APPENDIX 6

A. Perhitungan Distribusi Data Nilai Pre-Test Kelas Experiment

1. Berdasarkan Tabel Score Siswa Sebelumnya Untuk menghitung distribusi frekuensi, Langkah langkahnya yaitu

   a. Menentukan banyak kelas (K)

   Rumus K: 1 + 3,3 log n

   : 1 + 3,3 log 30

   : 1 + 3,3. 1,47

   :5,87   →   6

   b. Rentang Data (R)

   Rentang Data (R): Data terbesar- data terkecil

   Data terbesar- data terkecil

   : 62 – 37

   :25

   c. Menentukan Interval (I)

   I: R/K

   : 25/6

   : 4,16   →   4

   d. Tabel Distribusi Frekuensi Nilai Pre-test kelas Experiment

Statistics

Pre-test Experimental

N	Valid	30
	Missing	0
Mean		49.60
Median		50.00
Mode		50
Std. Deviation		6.610
Range		25
Minimum		37
Maximum		62
Sum		1488

Pre-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	37	3	10.0	10.0	10.0
	44	4	13.3	13.3	23.3
	47	6	20.0	20.0	43.3
	50	8	26.7	26.7	70.0
	56	5	16.7	16.7	86.7
	59	3	10.0	10.0	96.7
	62	1	3.3	3.3	100.0
	Total	30	100.0	100.0	

B. Perhitungan Distribusi Data Nilai Post-Test Kelas Experiment

Untuk menghitung distribusi frekuensi, Langkah langkahnya yaitu

a. Menentukan banyak kelas (K)

Rumus K: $1 + 3,3 \log n$

: $1 + 3,3 \log 30$

: $1 + 3,3 . 1,47$

: $5,87 \quad \rightarrow \quad 6$

b. Rentang Data (R)

Rentang Data (R): Data terbesar- data terkecil

Data terbesar- data terkecil

: $93 - 50$

: 43

c. Menentukan Interval (I)

I: R/K

: 43/6

: $7,16 \quad \rightarrow \quad 7$

d. Tabel Distribusi Frekuensi Nilai Post-test kelas Experiment

Statistics

Post-test Experimental

N	Valid	30
	Missing	0
Mean		76.07
Median		75.00
Mode		75
Std. Deviation		10.242
Range		43
Minimum		50
Maximum		93
Sum		2282

Post-test Experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50	1	3.3	3.3	3.3
	62	3	10.0	10.0	13.3
	69	6	20.0	20.0	33.3
	75	8	26.7	26.7	60.0
	81	5	16.7	16.7	76.7
	87	4	13.3	13.3	90.0
	93	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

C. Perhitungan Distribusi Data Nilai Pre-Test Kelas Control

Untuk menghitung distribusi frekuensi, Langkah langkahnya yaitu

a. Menentukan banyak kelas (K)

Rumus K: 1 + 3,3 log n

: 1 + 3,3 log 30

: 1 + 3,3. 1,47

:5,87 ➝ 6

b. Rentang Data (R)

Rentang Data (R): Data terbesar- data terkecil

Data terbesar- data terkecil

: 62 – 31

:31

c. Menentukan Interval (I)

I: R/K

: 31/6

: 5,16 ➝ 5

d. Tabel Distribusi Frekuensi Nilai Pre-test kelas Control

Statistics

Pre-test Control

N	Valid	30
	Missing	0
Mean		47.90
Median		50.00
Mode		50
Std. Deviation		8.218
Range		31
Minimum		31
Maximum		62
Sum		1437

Pre-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	2	6.7	6.7	6.7
	37	4	13.3	13.3	20.0
	44	6	20.0	20.0	40.0
	50	7	23.3	23.3	63.3
	53	5	16.7	16.7	80.0
	56	4	13.3	13.3	93.3
	62	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

D. Perhitungan Distribusi Data Nilai Post-Test Kelas Control

Untuk menghitung distribusi frekuensi, Langkah langkahnya yaitu

a. Menentukan banyak kelas (K)

Rumus K: 1 + 3,3 log n

: 1 + 3,3 log 30

: 1 + 3,3. 1,47

:5,87   →   6

b. Rentang Data (R)

Rentang Data (R): Data terbesar- data terkecil

Data terbesar- data terkecil

: 62 – 31

:31

c. Menentukan Interval (I)

I: R/K

: 31/6

: 5,16   →   5

d. Tabel Distribusi Frekuensi Nilai Pre-test kelas Control

Statistics

Post-test Control

N	Valid	30
	Missing	0
Mean		49.03
Median		50.00
Mode		50
Std. Deviation		8.327
Range		31
Minimum		31
Maximum		62
Sum		1471

Post-test Control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	31	2	6.7	6.7	6.7
	37	3	10.0	10.0	16.7
	44	5	16.7	16.7	33.3
	50	7	23.3	23.3	56.7
	53	6	20.0	20.0	76.7
	56	4	13.3	13.3	90.0
	62	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Independent Samples Test

		Levene's test for equality of variances		t-test for equality of means					95% confidence interval of the difference	
		F	Sig.	t	df	Sig (2-tailed)	Mean Difference	Std. Error Difference	lower	upper
Result score	Equal variances assumed	.976	.327	11.217	58	.000	27.033	2.140	22.209	31.857
	Equal variances not assumed			11.217	55.628	.000	27.033	2.140	22.205	31.862

CURRICULUM VITAE

A. Identity

Name	: Hotnida Sapitri Harahap
Reg. Number	: 19 203 00095
Place / Date of Birth	: Padangsidimpuan, 08 Januari 2001
Gender	: Female
Religion	: Islam
Address	: Palopat Maria
Phone Number	: 082362251690
Email	: hotnidasapitri@gmail.com

B. Parents

Father's Name	: Awan Parlagutan Harahap
Job	: Sefl-employed
Mother's Name	: Erna Susanti Pasaribu
Job	: Self-employed

C. Educational Background

Elementary School	: MIN Sihadabuan Padangsidimpuan	2013
Junior High School	: MTs.YPKS Padangsidimpuan	2016
Senior High School	: MAN 2 Model Padangsidimpuan	2019
Collage	: UIN Syahada Padangsidimpuan	2024

Nomor : B3217/In.14/E.1/PP.009/10/2022   21 **Oktober 2022**
Lamp   : -
Perihal : **Pengesahan Judul dan Penunjukan**
          Pembimbing Skripsi

Yth.
1. Dr. Hamka, M.Pd   **(Pembimbing I)**
2. Sri Rahmadhani Siregar, M.Pd.   **(Pembimbing II)**

Assalamu'alaikum Wr. Wb.

Dengan hormat, melalui surat ini kami sampaikan kepada Bapak/Ibu Dosen bahwa berdasarkan usulan dosen Penasehat Akademik, telah ditetapkan Judul Skripsi Mahasiswa dibawah ini sebagai berikut:

Nama	:	Hotnida Sapitri Harahap
NIM	:	19 203 00095
Program Studi	:	Tadris Bahasa Inggris
Judul Skripsi	:	The Effect of Using Audio Visual on Students Pronounciation at Grade XI in MAN 1 Padangsidimpuan

Berdasarkan hal tersebut, sesuai dengan Keputusan Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor 279 Tahun 2022 tentang Pengangkatan Dosen Pembimbing Skripsi Mahasiswa Program Studi Tadris Bahasa Inggris, dengan ini kami menunjuk Bapak/Ibu Dosen sebagaimana nama tersebut diatas menjadi Pembimbing I dan Pembimbing II penelitian skripsi Mahasiswa yang dimaksud.

Demikian disampaikan, atas kesediaan dan kerjasama yang baik dari Bapak/Ibu Dosen diucapkan terima kasih.

Mengetahui
an. Dekan
Wakil Dekan Bidang Akademik   Ketua Program Studi
                                                 Tadris Bahasa Inggris

Dr. Lis Yulianti Syafrida, S.Psi.,M.A   **Fitri Rayani Siregar, M.Hum.**
NIP 19801224 200604 2 001   NIP 19820731 200912 2 004

Nomor   : B - 5722 /Un.28/E.1/TL.00.9/10/2023   17 Oktober 2023
Lampiran   : -
Hal   : **Izin Penelitian**
             Penyelesaian Skripsi.

Yth. Kepala MAN 1 Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama   : Hotnida Sapitri Harahap
NIM   : 1920300095
Fakultas   : Tarbiyah dan Ilmu Keguruan
Program Studi   : Tadris Bahasa Inggris
Alamat   : Jln. Sudirman Palopat Maria Padangsidimpuan

Adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Effect of Using Audio Visual on Students Pronounciation at Grade XI in MAN 1 Padangsidimpuan".**

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian dengan judul di atas. Demikian disampaikan, atas perhatiannya diucapkan terimakasih.

a.n. Dekan
Wakil Dekan Bidang Akademik

Dr. Lis Yulianti Syafrida Siregar, S.Psi, M.A
NIP 19801224 200604 2 001

SURAT KETERANGAN
Nomor : 1182/Ma.02.20.01/PP.00.6/12/2023

Yang bertandatangan di bawah ini,

Nama	: Dra. Hj. Wasliah Lubis, S.Pd, MA
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Pangkat/Gol	: Pembina TK. I, IV/b
Jabatan	: Kepala
Alamat	: Jalan Sutan Soripada Mulia No. 31 C Padangsidimpuan

Dengan ini menerangkan bahwa:

Nama	: Hotnida Sapitri Harahap
NPM	: 1920300095
Fakultas	: Tarbiyah dan Ilmu Keguruan
Program Studi	: Tadris Bahasa Inggris
Judul Skripsi	: *"The Effect of Using Audio Visual on Students Pronounciation at Grade XI in MAN 1 Padangsidimpuan"*.

Sesuai dengan surat Rektor Universitas Islam Negeri Syekh Ali Hasan Ahmad Addary Padangsidimpuan Nomor : B-5722/Un.28/E.1/TL.00.9/10/2023 tanggal 17 Oktober 2023 hal izin penelitian penyelesaian skiripsi, benar telah selesai melaksanakan penelitian untuk penyelesaian penyusunan skiripsi di Madrasah Aliyah Negeri 1 Padangsidimpuan pada tanggal 30 Oktober 2023 s.d 01 Desember 2023.

Demikian surat keterangan ini dibuat untuk dipergunakan seperlunya, terima kasih.

Padangsidimpuan, 23 Desember 2023
Kepala,

Wasliah Lubis